The 2018 - 2019 VOICE Report

Vision of the Ideal College Environment

Presented by

The Indiana University Student Government

on behalf of the student body of

Indiana University – Bloomington

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Letter to the President

Dear President McRobbie,

On behalf of the students of Indiana University - Bloomington, thank you for commissioning a report with one sole purpose: listening to student voices. In a globalized society, IU recognizes that supporting students from a growing number of different backgrounds produces challenges, but IU also recognizes new students bring new insight that will improve the University. It is our pleasure to present the 2018 Vision of the Ideal College Environment (VOICE) Report. Thank you for your unprecedented attention to the many voices of the student body through this report.

To create a VOICE Report, the Indiana University Student Government gathers insights, analyzes perspectives, and composes recommendations to bring the University closer to its "ideal" state. This report attempts to connect many parts of many student's college experiences, then highlight the themes; however, touching every aspect of every student environment would be very difficult and beyond the scope of this report. Similar to the previous version of this report, we have synthesized the discovered themes into "Guiding Recommendations."

Premier student leaders were brought together to form the Steering Committee. The Steering Committee collaborated with groups of diverse and representative students to form their committees. Following with precedent, we worked with the Office of the Vice Provost for Undergraduate Education to release a 300-question survey to the IU student body. The Steering Committee received and evaluated a total 1,994 responses to create this report.

Again, thank you for your steadfast commitment to the well-being of IU's increasingly diverse student body. We hope this report helps to shape your vision for the ideal college environment into the bicentennial of Indiana University and for the subsequent 200 years.

Best,

Alex Wisniewski
Student Body President

Dan Green
Executive Director

Executive Summary

The Vision of the Ideal College Environment (VOICE) Report strives to create an "ideal" college living and learning environment in the 21st century. President McRobbie commissioned the VOICE Report in 2007 to assist him in the continual crafting of an ideal vision with ample student voice. The recommendations that follow are meant to be viewed as some aspects of the student environment, not all aspects.

Mission and Purpose

In 2007, the first Vision of the Ideal College Environment (VOICE) Report was commissioned by President Michael McRobbie in order to "find out what students think about the present campus environment and how they would make it better." In short, it was a collection of student perspectives on the current and ideal states of Indiana University and the measures that students, faculty, administrators, and the city can take to bridge the gap between where the University is and where it could – and should – be. The report examined all aspects of life at Indiana University, and when completed, provided a framework of improvements to IU that were utilized by administration, faculty, and student leaders over the past four years. While some recommendations were not enacted, all were considered, and a number were implemented.

The student body serves as the natural link between the environment of the University and the administration that makes far-reaching decisions for IU. As innovation abounds throughout Indiana University and college campuses across the globe, IU needs to strike a balance between offering cutting-edge programs and retaining its core mission as a research-based institution. With this in mind, students – arguably the University's most important stakeholders – have both the duty and privilege of voicing their views of Indiana University to administration.

This report is an extensive – though not comprehensive – list of findings and recommendations that details the ways in which students and administrators can improve the college experience at Indiana University. This report focuses on quality rather than quantity of recommendations, and will attempt to flush out the details of each recommendation as thoroughly as possible.

Methodology

The 2013 VOICE Report identified 5 key components of the Indiana University Bloomington experience. The 2018-2019 VOICE Report began by building off these pillars and forming them to meet the needs of the later years of the decade. The new pillars are technology, facilities, safety, student engagement, student services, and intellectual curiosity. Similarities across years and components show the interdependence of all these aspects on a student's college experience. The procedures of this report recognize this and attempts to minimize any ambiguity and overlap between the themes.

Each theme was then aligned to a committee devoted to fully exploring its issues and opportunities. The chairperson of each committee was the president of a large student organization, and all committee seats were filled with prominent student leaders from across campus. The Executive Directors sought to make the committees themselves representative of the interests of IU; however, given the high level of achievement within each committee, forming a group that accurately mimicked the thought processes of the University at large were not entirely possible. Again, a focus on the many different stakeholders comprising the IU community attempted to minimize the impact of this apparent conflict.

Each committee then brainstormed the key issues found within each theme, and developed survey questions meant to highlight the core problems students experience during their college experience. In sum, the 5 committees launched one survey with 300 questions and garnered 1,994 responses. All students received the survey. Each student received a different "block" of questions pertaining to one committee, and only answered questions relevant to that component of the report.

After reviewing all sources of data, the committees developed recommendations to include in the final report. Again, only the critical pieces of each theme are included in the final version. However, to amplify the power of the report, the producers synthesized all recommendations to develop a "Guiding Recommendations" page detailing the themes that apply to most – if not all – of the improvement's students desire to see in their college experience

Both the 2017-2018 and 2018-2019 IU Student Government administrations wrote the 2018-2019 VOICE Report. This diversified the opinions students provided to IUSG. The survey was primarily written by one administration then the report was written by the other. While beneficial in some ways, this has also presented inherent turnover concerns.

Committee Descriptions

Technology

The Technology Committee examined the current technology makeup of Indiana University in order to compare it against an "ideal" vision. The Committee examined technological infrastructure, educational outlets, and the opportunity for increased mobile interaction. In an ideal state, technology would be successfully utilized in all applicable situations as a means to improve learning opportunities. Indiana University has always been a cutting-edge institution in regard to technology adoption, and the Committee encourages continuing this trend to achieve the best possible college environment.

Facilities

The Facilities Committee focused on the buildings and spaces that collectively comprise and house the workings of Indiana University Bloomington. In order for students to achieve the "ideal" undergraduate lifestyle, the University needs to offer the academic halls, meeting spaces, and general transportation infrastructure that will enable students to become highly engaged with peers and IU as a whole. As a result, this committee examined the academic, residential, and recreational efficacy of the buildings on the Bloomington campus.

Safety

The Safety Committee researched IU's current safety systems and resources in order to identify structural changes that can enable students to operate in an environment that encourages people to make smart decisions and look out for the welfare of others. While a long-term cultural shift is necessary to achieve the ideal vision this report seeks to convey, several initiatives can be pursued in the short-term to improve this aspect of college life at Indiana University. In an ideal state, a community with a high level of campus safety would be comprised of students who proactively plan for not only their own welfare, but also the welfare of their colleagues.

Student Engagement

The Student Engagement Committee explored aspects of Indiana University's collaborative environment including social, academic, and co-curricular interactions. Student Engagement is the broadest of all of the committees, and measures the overall level of engagement each student has to the University community. In short, the committee examines the efficacy of the way in which students interact with faculty, administrators, and other students. In a sense, all other committees roll up into Student Engagement.

Student Services

The Student Services Committee assessed the many university-provided services, including counseling and psychological services, career services, international services, and veteran services. Some services are utilized by many students and provide everyday benefits. Some services are rarely utilized but still largely benefit students. As the student body continues to diversify, university services need to continue to meet the needs of all students while outreaching to all audiences.

Intellectual Curiosity

The Intellectual Curiosity Committee examined the ways in which Indiana University cultivates and caters to a student's desire to learn, both in an academic setting and in the context of personal interests. A key focus of this committee is the manner in which the university encourages pursuits outside of a primary field of study. In an ideal state, a campus with a high level of intellectual curiosity would house students who view every experience – be it academic, professional, social, or co-curricular – as a learning opportunity.

Guiding Recommendations

❖ **Create an inclusive environment that allows all students from any combination of backgrounds and experiences to succeed**

❖ **Centralize University resources in academic settings**

❖ **Listen to student voices then address student concerns**

List of Recommendations

Technology
- ❖ Improve visibility and awareness of the OCQ Dashboard
  - ▪ Sub-recommendations:
    - • Inform students the reciprocal benefits of filling out the OCQ's at the end of the semester and using the OCQ Dashboard while registering for classes
    - • Rename the OCQ Dashboard
- ❖ Distinguish and promote IUWare and IUAnyware
  - ▪ Sub-recommendation:
    - • Partner with professors who teach primarily freshman and sophomore level classes to promote the variety of free software available for download or use
- ❖ Encourage professors to enhance the classroom experience through the engagement, collaboration, and innovation of classroom and student technologies
  - ▪ Sub-recommendation:
    - • Highlight Mosaic (mosaic.iu.edu) to professors and encourage faculty to join the Mosaic Faculty Fellows program to engage in active learning practices in their own teaching

Facilities
- ❖ Invest in residential housing counseling and psychological services
  - ▪ Sub-recommendation:
    - • Expand the Let's Talk: Multicultural Outreach Program beyond Eigenmann to one residence hall in every university-recognized neighborhood
- ❖ Ensure building access to all Hoosiers
  - ▪ Sub-recommendation:
    - • Provide direction to the handicap accessible entrances for buildings at the non-accessible points of entrance
- ❖ Increase access to food on campus for students
  - ➢ Sub-recommendations:
    - • Change the location of Crimson Cupboard, IU's on-campus food pantry, to a central and easy to access location such as the Indiana Memorial Union
    - • Implement an on-campus Kosher kitchen financed and maintained by RPS
    - • Invest in the resources to create and maintain a Campus Kitchen
    - • Expand ordering options for campus dining to include mobile order and pickup to lessen lines and increase throughput

Student Services
- ❖ Biannually, inform students of all the benefits, old or new from biennium's funding of the student activities fee
  - ▪ Sub-recommendation:
    - • Focus a Dean of Students marketing campaign at the beginning of every year to inform students of the services included in the Student Activities Fee – specifically the Health Fee
  - ▪ Sub-recommendations for IU Health Center:
    - • Hire a social media intern who knows how to best reach and engage students
    - • Continue to emphasize the 2 free CAPS sessions included in the fee & inform students of the option of a fee waiver
- ❖ Publish a pamphlet with all of IU's free resources for students
  - ▪ Sub-recommendations:
    - • Work with the Office of First Year Experience to distribute this resource during Welcome Week and the Dean of Students Office to distribute throughout the school year
    - • Promote OASIS services as alcohol and drug harm reduction to decrease the association between OASIS and conduct issues. A barrier to students utilizing OASIS services is stigma connecting alcohol and drug conduct offenses to OASIS visits
- ❖ Increase CAPS online accessibility
  - ▪ Sub-recommendations:
    - • Offer online appointment scheduling
    - • Create an online chat function for questions regarding scheduling, confidential counselor discussions, or convenience for students who do not have time to get to the Health Center

Student Engagement
- ❖ Host, partner, or table at Welcome Week (fall & winter semester) events to promote IU Centers, services, and resources
  - ▪ Sub-recommendations:
    - • Specific events to have a presence at include, but are not limited to, the Student Involvement Fair, Culture Fest, and Sex, Drugs, & Rock 'n Roll
    - • In conjunction with the Fall & Winter Student Involvement Fairs, create a Student Leader Resource Fair to follow
- ❖ Continue to invest in the co-curricular experience of students
  - ▪ Sub-recommendations:
    - • Increase the visibility and usability of BeInvolved
    - • Publish a monthly Student Involvement and Leadership Center Newsletter to include resources on how to get involved, leadership development, and student organizations events
- ❖ Host and promote office hours and outreach events to engage students
  - ▪ Sub-recommendations:
    - • Hold Dean of Students open office hours for students weekly or by appointment, since this administrator is the primary liaison between students and the IU administration
    - • Continue and expand administrative outreach programs to students

Safety

- ❖ Increase the access to and number of students who use safe transportation
  - ▪ Sub-recommendation:
    - • Equip students with the knowledge that IU Safety Escort requires the Tap Ride App to increase user-ship
- ❖ Improve visibility of emergency information in academic settings
  - ▪ Sub-recommendation:
    - • Require a section of course syllabi dedicated to telling students where to find emergency info in the specific assigned classrooms
- ❖ Create a process within IU Notify that uses judgement in addition to the Clery Act and its related requirements when considering safety concerns to report to students
  - ▪ Sub-recommendation:
    - • Create a process for sharing information about incidents that occur on non-Clery geography

Intellectual Curiosity

- ❖ Prioritize investment in people and encourage collaborative relationships
  - ▪ Sub-recommendations:
    - • Invest more in quality teachers than revamping physical space
    - • Encourage collaboration between academic and career advisors
- ❖ Reassess how Honors college can add value
  - ▪ Sub-recommendation:
    - • Simplify messaging for honors college requirements and programs
- ❖ Encourage academic pursuits outside of primary field of study
  - ▪ Sub-recommendations:
    - • Promote certificate programs
    - • Reduce barriers to study abroad
- ❖ Provide information to students in accessible ways
  - ▪ Sub-recommendation:
    - • Use email to communicate with students

Technology

Recommendation A: Improve visibility and awareness of the OCQ Dashboard

Sub-recommendation I. *Inform students of the reciprocal benefits of completing the OCQs at the end of the semester and using the OCQ Dashboard while registering for classes*

A majority of students do not know that the Online Course Questionnaires (OCQs) or end of course teacher evaluation are used for professor assessment; however, few students know of the reciprocal benefits of the OCQ Dashboard. These student specific questions allow them to make informed decisions about courses and instructions they search for. The popularity of this resource is similar to that of a social media site. This site must have many users with a lot of content to be useful.

To get additional student buy-in, explore the option of publishing the improvements a professor has made based off of OCQ student feedback to their class to the corresponding OCQ dashboard. This may take the form of an optional word for word description of the improvement or a rating of these improvements both utilizing the additional question function on the OCQ to gain student opinion.

Sub-recommendation II. *Rename the OCQ Dashboard to improve recognition among students*

87% of students do not know what the OCQ dashboard is. Students need a recognizable name and an acronym is not it. Draw inspiration from a comparable resource (Rate My Professors) as a starting point in this brainstorming effort. Survey students to see which name they prefer with creativity and intuition in mind.

Consistently work with academic units (schools and departments) to inform professors of the OCQ and dashboard component. Promote this resource specifically during class registration as well as end of the year evaluation. Work with the Office of the Vice President for IT and CIO (OVPIT) to "feature" the OCQ Student Dashboard during class registration and the OCQs at the end of semesters on One.iu.

**I know what the OCQ Student Dashboard is -**
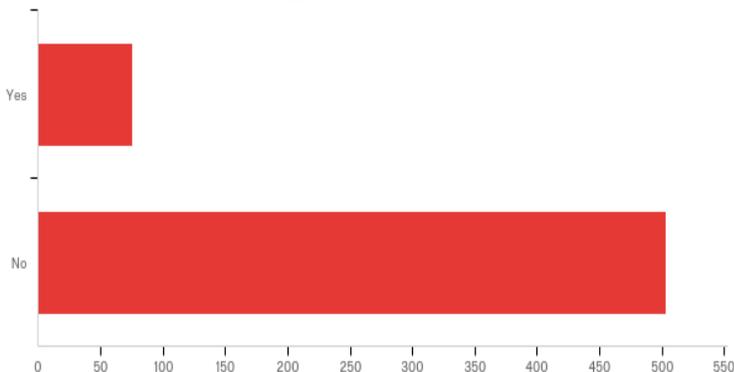
#	Answer	%	Count
1	Yes	13.13%	76
2	No	**86.87%**	503
	Total	100%	579

Sub-recommendation I. *Encourage partnerships between UITS and professors that teach introductory level classes or software-heavy classes to promote the variety of free software available for students*

Software requirements for classes consistently change and the software available for use also changes. Students learn first-hand during freshman orientation about the free products and services; however, the focus should remain on consistent education because 75% of students do not know the difference between IUWare and IUanyWare and 70% of students do not often use either service. Partner with professors so UITS can reach students in their first few years on campus or before any software intensive courses.

IUWare & IUanyWare -
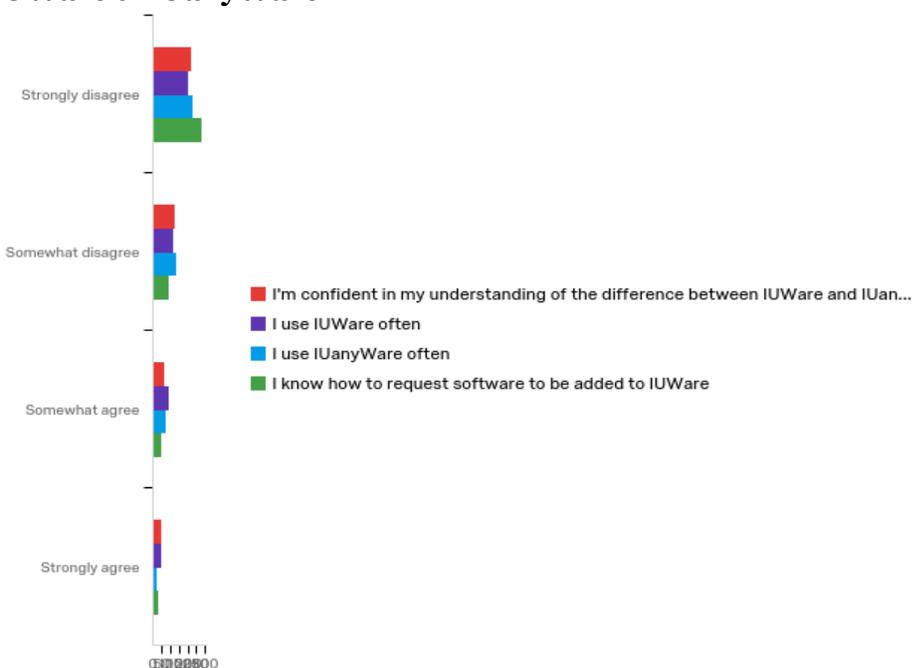
Legend:
- I'm confident in my understanding of the difference between IUWare and IUan...
- I use IUWare often
- I use IUanyWare often
- I know how to request software to be added to IUWare

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I'm confident in my understanding of the difference between IUWare and IUanyware	47.61%	219	27.17%	125	14.78%	68	10.43%	48	460
2	I use IUWare often	44.10%	202	25.76%	118	19.21%	88	10.92%	50	458
3	I use IUanyWare often	50.44%	231	28.60%	131	15.72%	72	5.24%	24	458

Recommendation C: Encourage professors to enhance the classroom experience through the engagement, collaboration, and innovation of classroom and student technologies

> <u>Sub-recommendation I</u>. *Promote Mosaic (mosaic.iu.edu) to professors and encourage faculty to join the Mosaic Faculty Fellows program to engage in active learning practices in their own teaching*
>
> Good professors will find a teaching style, strategy, or routine that works for them and *most* students, then stay complacent and resist innovation as time progresses. Great professors work with students, using multiple teaching styles and continually adapting their routine to help all students succeed. Great professors do not take a "one-size-fits-all" approach. Evolution of the classroom experience has led 55% of students to use their personal device to take notes in class.

Classroom Technology -

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I use my personal device to take notes in class	29.41%	135	16.12%	74	**23.75%**	109	**30.72%**	141	459

> We understand studies suggest digital note taking may be less effective than using paper and pen. Pam A. Mueller of Princeton University told NPR, "When people type their notes, they have this tendency to try to take verbatim notes and write down as much of the lecture as they can. The students who were taking longhand notes were forced to be more selective because you can't write as fast as you can type." With this knowledge and the other active learning done with the Mosaic Faculty Fellows program, faculty will be able to proactively make decisions for the benefit of their students. For example, faculty that allow the use of digital note taking should help students consistently highlight the primary points of the discussion.
>
> Use technology innovatively in the classroom to encourage engagement with the professor and collaboration between students. Speaking of the Kelley School of Business Professor of Management and Entrepreneurship Richard Ash, one student said he allowed students 2-minute intervals to use an electronic device on the first day of class to find out as much information about him from a certain experience in his past, then quizzed his class as he reviewed his syllabus and students learned about him as a professor. Students agreed this type of "Syllabus Week" activity is far more engaging than a professor lecturing from a sheet of paper. This story is merely one case of student technology innovation and is not intended to serve as a recommendation.

Facilities

Recommendation A: Invest in residential housing counseling and psychological services

Sub-recommendation I. *Expand the Let's Talk: Multicultural Outreach Program beyond Eigenmann to one residence hall in every university approved neighborhood*

Students have increasingly demanded counseling and psychological services and 59% of students would utilize these services more frequently if they were offered in residence halls. Compared to other student issues, 90% of students think that campus awareness and funding of mental health counseling and psychological services are important.

CAPS in Residence Halls -

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I would utilize CAPS/Health center services more frequently if they were offered in the residence halls	18.18%	40	22.27%	49	**36.36%**	80	**23.18%**	51	220

| #	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I think CAPS adequately addresses mental health issues on campus	6.67%	15	19.56%	44	55.56%	125	18.22%	41	225
2	Compared to other student issues, I think that campus awareness and funding of mental health counseling and psychological services are more important	1.75%	4	8.77%	20	**48.25%**	110	**41.23%**	94	228

The Health Center's Let's Talk Now program is a free, informal, and confidential conversation with emphasis on self-understanding and finding solutions to problems. These programs also connect students to other campus resources, either informal through Let's Talk or formal through Let's Keep Talking in which professional counselors become involved. The service is currently only offered in Eigenmann on Tuesdays. The Health Center and Residential Programs and Services should prioritize the funding of these programs in one residence hall in every neighborhood.

Recommendation B: Ensure building access to all Hoosiers

<u>Sub-recommendation I.</u> *Provide direction to the handicap accessible entrances for buildings at the non-accessible points of entrance*

Buildings across campus, while accessible at certain entrances, are not accessible at all entrances. At the non-accessible points of entrance, highlight an information sheet with directions to the nearest handicap accessible entrance before the barrier begins. 32% of students do not believe all buildings are easy to access and 15% of students have been unable to access a building or space on campus because of the lack of a ramp or a defective automatic door. While we recognize these two issues are very separate, we believe the statistic still provides insight into student-facing access issues on campus.

Accessibility on Campus-

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I believe all campuses on building are easy to access	**11.11%**	31	**21.15%**	59	49.10%	137	18.64%	52	279
2	I often have been unable to access a building or space on campus because of the lack of a ramp or a defective automatic door	64.10%	175	20.51%	56	**11.72%**	32	**3.66%**	10	273

These numbers shed some light on an often over looked issue. IU administration must continually address the lack of accessibility on campus and the various challenges facing students. One proactive step University administration can take is to highlight the www.accessibility.iu.edu/help/report-barriers on the same info sheet mentioned above to report accessibility barriers and concerns because these students are most directly affected with accessibility concerns.

Recommendation C: Increase access to food on campus for students

Students across the nation face food insecurity. Many may not realize a student asking if you can spare a "swipe" on your Crimson Card may be suffering from food insecurity. Of the surveyed IU students, 35% worry about food security and 51% are dissatisfied with access to food on campus. In February 2017, the Association of American Colleges and Universities reported 48% of students face food insecurity while 22% report "very low levels of food security that qualify them as hungry."

Access to Food on Campus -

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I am satisfied with access to food on campus	**20.78%**	48	**29.87%**	69	39.39%	91	9.96%	23	231
2	I worry about food security	30.25%	72	35.29%	84	**20.59%**	49	**13.87%**	33	238

Access also includes the restrictions the University creates for students with religious dietary restrictions on campus. Both Islamic and Jewish dietary laws should not, as we have heard in a student testimonial from the IUSG Halal and Kosher Kitchen Survey, "force students to forego meals" or "drastically change eating habits." IU Hillel estimates there to be about 4,000 Jewish undergraduate students. IU does not report the number of students that identify with the Muslim community.

>Sub-recommendation I. *Change the location of Crimson Cupboard, IU's on-campus food pantry, to a central and easy to access location such as the Indiana Memorial Union*

>In April 2018, the University of Wisconsin found 36% of 43,000 students attending 2- and 4-year colleges who were surveyed in 20 states had trouble getting enough to eat, threatening the academic success that's key to overcoming poverty. Free food pantries should be as common as the bookstore. The Crimson Cupboard is currently at Campus View Apartments; nonetheless, the Division of Student Affairs should invest in a central space on campus for this space.

>Sub-recommendation II. *Invest in the resources to create and maintain a Campus Kitchen*

>Campus Kitchens serve to repurpose meals from dining halls and unions to create open community meals for students or repurpose and package food. A Campus Kitchen would address food security and sustainability at IU. Over 65 universities have launched Campus Kitchens including IUPUI, University of Wisconsin, and Northwestern

University. IUSG along with Sustain IU, Crimson Cupboard, RPS, the Food Institute, and IU Dining are currently piloting the Campus Kitchen program.

<u>Sub-recommendation III.</u> *Expand ordering options for campus dining to include mobile order and pickup to decrease wait times and increase throughput.*

Residential Programs and Services must continue to innovate with technology. Specifically, to increase throughput and decrease wait time during peak hours, RPS can start to take mobile orders. Students with short breaks to get food prefer the reassurance of a specified pick-up time instead of fighting with crowds during peak hours. This will increase the flexibility of services and accessibility to food on campus.

Student Services

Recommendation A: Biannually, inform students of all the benefits, old or new from that biennium's funding of the student activities fee

Sub-recommendation I. *Focus a Division of Student Affairs marketing campaign at the beginning of every year to inform students of the services included in the student activities fee and specifically the health fee*.

The Committee for Fee Review recommends a student activities fee based off the decrease, increase, or no change in tuition every biennium (2 years) to the Dean of Students, Provost, then President for approval. This process occurs before the IU Trustees tuition forum.

After the Committee for Fee Review's recommendation is approved and tuition is set, the Division of Student Affairs should actively promote this change in the student activities fee to all students. These funding changes drastically effect all aspects of student life. From health center resources to student organization event financing, all students need to be made aware of these the benefits of that biennium's funding.

Sub-recommendation for IU Health Center II. *Hire a social media intern who knows how to best reach and engage students*

The Health Center funds many specific programs and services from the student activities fee or more specifically the IU Health Fee. However, 64% of students feel unaware of the benefits that come with paying the IU Health Fee. These benefits include reduced medical clinic screening costs, counseling and psychological services, educational services, and nutritional/dietary services. Students understand how their fellow students will best engage with social media. IU Communication's robust internship program parallels the Health Centers.

IU Health Fee Benefit Awareness -

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
2	I feel like I am sufficiently aware of the benefits that come with paying the IU Health fee	**30.93%**	73	**33.47%**	79	26.27%	62	9.32%	22	236

Sub-recommendation for IU Health Center III. *Continue to emphasize the two free CAPS sessions included in the fee and inform students of the option of a fee waiver*

The Health Center must find a resource to publish that the IU Health Fee includes 2 free CAPS sessions and that the Health Center offers optional financial fee waivers. The stigma around mental health has significantly decreased at IU. Students may be interested in receiving counseling and psychological services, but 27 percent of students feel CAPS would be more effective with less of a financial barrier.

What steps could make CAPS visits more effective -

| #	Answer	%	Count
1	More accessible hours	18.41%	81
2	Earlier intervention	4.32%	19
3	Easier appointment scheduling	16.14%	71
4	Longer Sessions	14.55%	64
5	Better trained/more experienced employees	12.50%	55
6	fewer financial barriers	**26.59%**	117
7	Other	7.50%	33
	Total	100%	440

While the Health Center should not boast about the waiver, they must inform all students beyond those who visit the health center or students that ask for inexpensive alternatives. Include all CAPS information on a central resource that serves an online one-stop-shop for all university resources such as a tab on Canvas similar to the University of Michigan's "Well-being" Canvas tab.

Recommendation B: Publish a pamphlet with all of IU's free resources for students

Sub-recommendation I. *Work with the Office of First Year Experience to distribute this resource during welcome week and the Dean of Students Office to distribute throughout the school year*

Throughout this report we have highlighted many times when students are simply unfamiliar with a resource regardless of the effort made to inform them. After attending orientation, only 15% of students say they found out about university offered student services. While the new student orientation serves as a critical point to reach students with information, IU needs to invest in a quality, all-in-one resources for all student resources on campus. Create a pocket-size pamphlet with the goal of providing this at new student orientation and as a known resource for *all* students of *all* class levels. This resource should be updated every biennial (2 years) to reflect the potential creation of new resources and changes in student activity fee funding.

**I primarily find out about student services offered by the university through -**
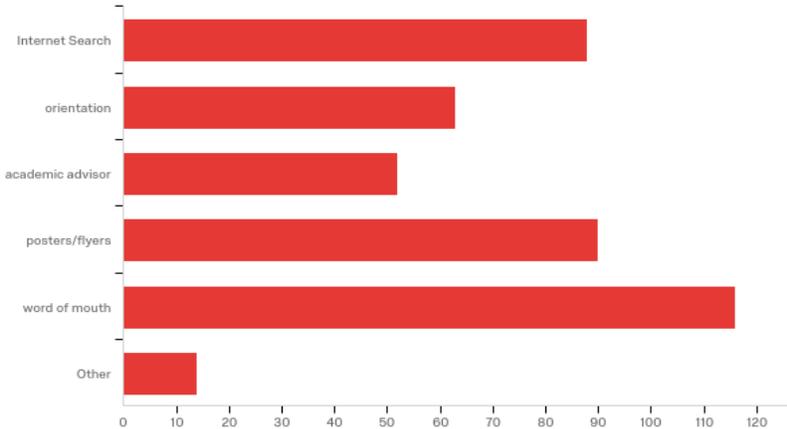
#	Answer	%	Count
1	Internet Search	20.80%	88
2	orientation	**14.89%**	63
3	academic advisor	12.29%	52
4	posters/flyers	21.28%	90
5	word of mouth	27.42%	116
6	Other	3.31%	14
	Total	100%	423

The Penn State University Park Undergraduate Association publishes "The 'S' Book." A pocket size student handbook provided to all incoming IUB students at New Student Orientation. This book consists of the history and traditions of Penn State, a letter from the University President, and sections on academics, on- and off-campus housing, campus landmarks and buildings, student involvement, and student services. They also hand out the book on campus during the first few weeks of the semester. Penn State student testimonials about the S-Book mention the convenience of all aspects of student life being in one place

Sub-recommendation II. *Promote OASIS services as alcohol and drug harm reduction to decrease the association between OASIS and conduct issues*

57% of students somewhat agree that compared to other student issues, campus awareness and funding of alcohol and drug harm reduction and addiction services are important. If an IU student researched these services, they would find OASIS and for most students immediately equate these services to conduct issues. Of the students that use OASIS, only 5% attended for a personal decision, while 45% attended for a disciplinary issue.

Compared to other student issues, how important is the awareness and funding of alcohol and drug harm reduction and addiction services -
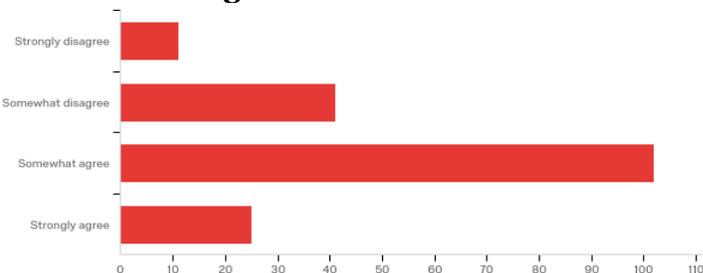
#	Answer	%	Count
1	Strongly disagree	6.15%	11
2	Somewhat disagree	22.91%	41
3	Somewhat agree	**56.98%**	102
4	Strongly agree	13.97%	25
	Total	100%	179

I went to OASIS because of -
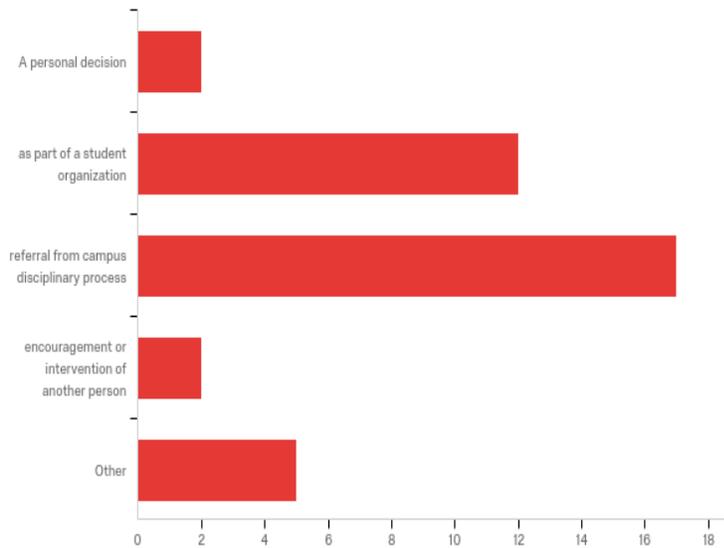
#	Answer	%	Count
1	A personal decision	5.26%	2
2	as part of a student organization	31.58%	12
3	referral from campus disciplinary process	44.74%	17
4	encouragement or intervention of another person	5.26%	2
5	Other	13.16%	5
	Total	100%	38

Ending the stigma around OASIS will not be a quick campaign. Alcohol and drug harm reduction and addiction should be as talked about as mental health at college when students are first exposed to these substances. Students must understand there is no discipline involved with these services and they are not just for disciplinary behaviors.

Recommendation C: Increase CAPS online accessibility

Sub-recommendation I. *Offer online appointment scheduling*

Indiana University has continually invested in mental health resources for students and students have utilized everything available. The Health Center consistently needs more resources and financing because students are prioritizing their mental health more than ever. Attending university puts pressure on students that they have not felt before and Indiana University must support and adapt to the needs of its student.

Consistent with previous recommendations, as technology continues to evolve the University must adapt to technology rather than fight it. Students can schedule anything from appointments with other health care providers online to haircuts. Sixteen percent of students cited easier appointment scheduling as a step to makes CAPS visits more effective and 18% said more accessible hours. Currently to make an appointment a student must call or visit the IU Health Center during business hours. Online appointment scheduling is a great next step. This will increase the flexibility for a student who may have class, work, or is just unavailable during regular business hours to schedule appointments.

What steps could make CAPS visits more effective -
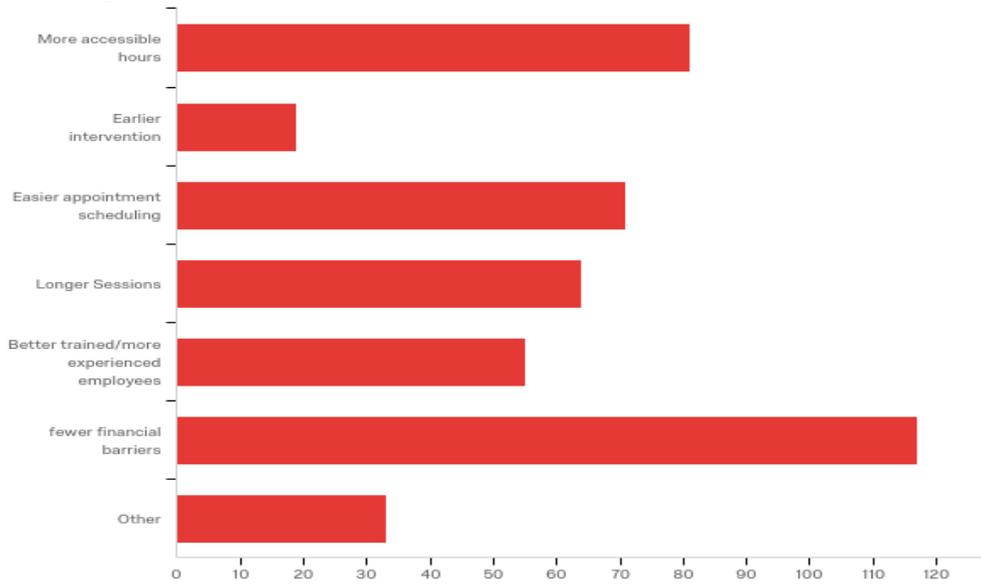
#	Answer	%	Count
1	More accessible hours	**18.41%**	81
2	Earlier intervention	4.32%	19
3	Easier appointment scheduling	**16.14%**	71
4	Longer Sessions	14.55%	64
5	Better trained/more experienced employees	12.50%	55
6	fewer financial barriers	26.59%	117
7	Other	7.50%	33
	Total	100%	440

<u>Sub-recommendation II.</u> *Create an online chat function for questions regarding scheduling, confidential counselor discussions, or convenience for students who do not have time to get to the Health Center*

An online chat function would allow students to conveniently ask questions to professionals. Students may utilize the online chat function instead of their first free CAPS appointment to learn about the services and see if a CAPS appointment is a good next step. This would also make CAPS more accessible and effective by saving students trips to the health center, phone calls, and access outside of business hours.

Student Engagement

Recommendation A: Host, partner, or table at Welcome Week (fall & winter semester) events to promote IU Centers, services, and resources

Sub-recommendation I. *Specific events to have a presence at include, but are not limited to the Student Involvement Fair, Culture Fest, Sex Drugs & Rock'n'Roll*

An integral part of Indiana University student life comes from co-curricular activities. Students look for opportunities to get involved at the beginning of the semester; 79% of students attend a Welcome Week event. While these events provide an outlet to get involved, they also provide a unique opportunity to promote IU resources to a pre-organized group of students. With permission from the sponsor of the event, promoting IU student services and resources at large events during the beginning of each semester could be beneficial to students and IU departments. The aforementioned events do not serve as a complete list. These are just a few of the well-known events during the first few weeks of each semester.

Students use the first few weeks of each semester to get involved and Welcome Week events play a critical role. 74% of students say a Welcome Week event was beneficial to the start of their college career. The students' focus of Welcome Week should be involvement while IU administration, faculty, and staffs focus should be resource awareness.

I attended an event during welcome week -
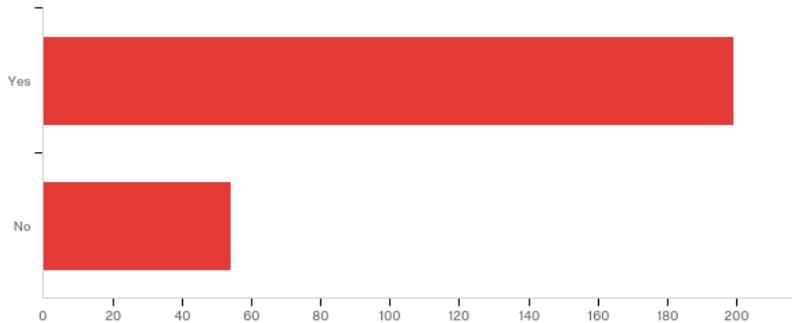
#	Answer	%	Count
1	Yes	**78.66%**	199
2	No	21.34%	54
	Total	100%	253

Welcome Week Activities -

- ■ I enjoyed the Welcome Week activities I attended
- ■ The welcome week activities I attended were as I expected them to be
- ■ I feel the welcome week event/s were beneficial to the start of my college ...
- ■ I have continued to retain friendships that began during welcome week

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I enjoyed the Welcome Week activities I attended	2.45%	4	9.20%	15	58.28%	95	30.06%	49	163
2	The welcome week activities I attended were as I expected them to be	0.61%	1	9.82%	16	58.28%	95	31.29%	51	163
3	I feel the welcome week event/s were beneficial to the start of my college career	4.29%	7	20.86%	34	**40.49%**	66	**34.36%**	56	163
4	I have continued to retain friendships that began during welcome week	19.63%	32	22.09%	36	29.45%	48	28.83%	47	163

Sub-recommendation II. *Create a Student Leader Resource Fair in conjunction with the Fall & Winter Student Involvement Fairs*

Supporting students by providing the resources and tools to become a part of an organization on campus is critical. 80% of students attend a Student Involvement Fair while at IU and 40% of those students attend yearly. Involvement fairs are critical to both students looking to get involved and student organizations looking for members. Specifically, 74% of students joined a student organization they talked to at the involvement fair. Continuing to support students as they grow into leaders is vital and should be a focus for IU.

I have attended a student involvement fair during my college career -
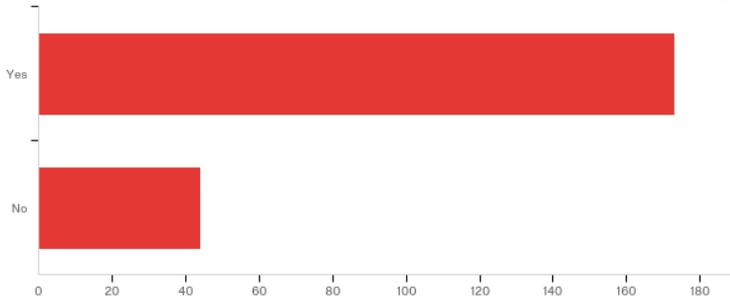
#	Answer	%	Count
1	Yes	**79.72%**	173
2	No	20.28%	44
	Total	100%	217

I have attended the student involvement fair at least once every year I've been a student at IU -
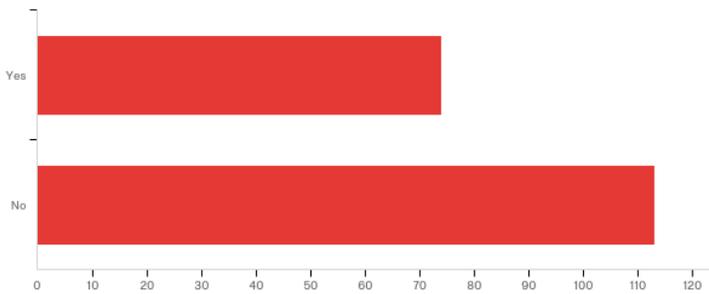
#	Answer	%	Count
1	Yes	**39.57%**	74
2	No	60.43%	113
	Total	100%	187

I have joined a student organization that I talked to at a student involvement fair -
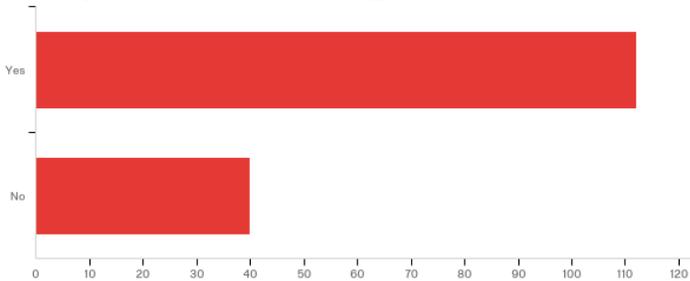
#	Answer	%	Count
1	Yes	**73.68%**	112
2	No	26.32%	40
	Total	100%	152

Before the transition to the Student Involvement and Leadership Center, Student Life and Learning (SLL) would require student leaders to check in before they tabled during the Student Involvement Fair. However, they did not utilize this opportunity to provide leadership resources and materials to these students because SLL's focus was on getting new students involved. The Student Involvement Fair is one of the largest gatherings of student leaders throughout the year. The Student Involvement and Leadership Center should use the Student Involvement Fairs to promote leadership resources to the organization there and create awareness for a "Student Leaders Resource Fair."

For students to get involved in student organizations, there need to be student organizations to get involved in. Student leaders need similar support to incoming students. 66% of students take a leadership role in a student organization while at IU, yet leadership resources are not actively promoted for student leaders. After the Fall and Winter Involvement Fairs, a Student Leader Resource Fair should follow to highlight the university offered trainings and the myriad of resources ranging from funding and

meeting space to archiving student organizations through the University Archives office.

I have taken up a leadership role in an organization I am a part of -
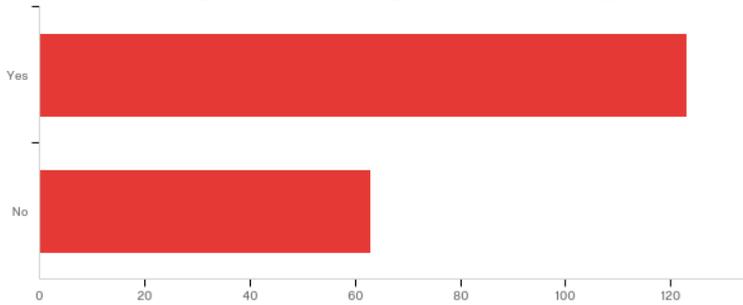
#	Answer	%	Count
1	Yes	**66.13%**	123
2	No	33.87%	63
	Total	100%	186

Recommendation B: Continue to invest in the co-curricular experience of students

Sub-recommendation I. *Increase the visibility and usability of BeInvolved or the incoming equivalent*

In an ideal environment, learning about student organization events and how to get involved with the organization should be as easy as using a social media site. The co-curricular experience needs consistent evaluation and investment because of the impact it has on student experience.

Universities are recognizing non-academic activities as not only beneficial to students, but also employers. Employers are starting to view both academic and co-curricular activities as equally important to academics. In an ideal college environment, students know how to get involved, are involved, and attend student organization events. Of the IU students surveyed, 20% are involved in one student organization, 29% are involved in two, 31% are involved in three, 11% are involved in four, and 8% of students are involved in five or more student organizations. However, At IU, 1 in 3 students do not find it easy to learn about events on campus and nearly 1 in 2 students feel overwhelmed with the amount of involvement opportunities through BeInvolved.

The number of student organizations I am current a part of on campus -
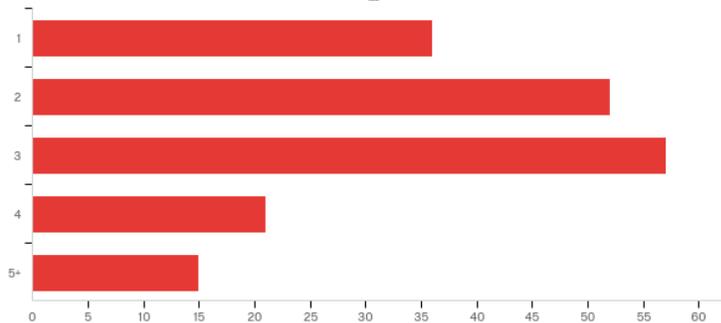
#	Answer	%	Count
1	1	**19.89%**	36
2	2	**28.73%**	52
3	3	**31.49%**	57
4	4	**11.60%**	21
5	5+	**8.29%**	15
	Total	100%	181

University Programming -

Legend
■ I feel that programming put on by the university are tailored to my needs r...
■ I find it easy to learn about events and programs on campus

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I feel that programming put on by the university are tailored to my needs rather than the university's desires	6.45%	12	32.80%	61	49.46%	92	11.29%	21	186
2	I find it easy to learn about events and programs on campus	**5.38%**	10	**26.88%**	50	47.85%	89	19.89%	37	186

University Community & Involvement -

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I feel overwhelmed by the amount of student organization involvement opportunities on campus	16.22%	30	34.59%	64	**38.38%**	71	**10.81%**	20	185
2	I feel that there are enough student organizations/events on campus that are related to my needs and interest	3.24%	6	12.97%	24	45.41%	84	38.38%	71	185
3	I feel that I have been able to find a community on campus	5.95%	11	16.76%	31	38.92%	72	38.38%	71	185
4	I am happy with the amount of my involvement on campus	5.95%	11	26.49%	49	31.35%	58	36.22%	67	185
5	There are adequate amounts of leadership opportunities for me on campus	3.26%	6	16.30%	30	40.22%	74	40.22%	74	184

Having a student engagement tool is a great first investment, but this tool, BeInvolved, must be properly marketed and explained to students. 70% of students use BeInvolved to find a student organization or involvement opportunity, yet 66% of students do not join the organization after research. If utilized properly, this tool should be the equivalent of a social media site for IU events and involvement.

I have used BeInvolved to find information about student organizations and involvement opportunities -
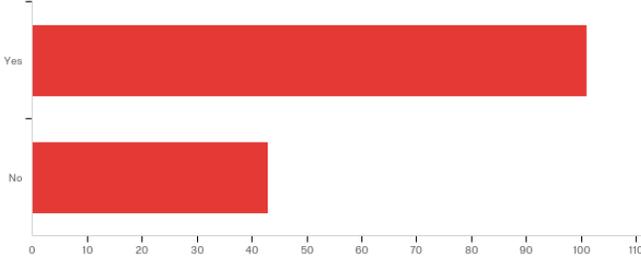
#	Answer	%	Count
1	Yes	**70.14%**	101
2	No	29.86%	43
	Total	100%	144

I have joined an organization after researching them on BeInvolved -
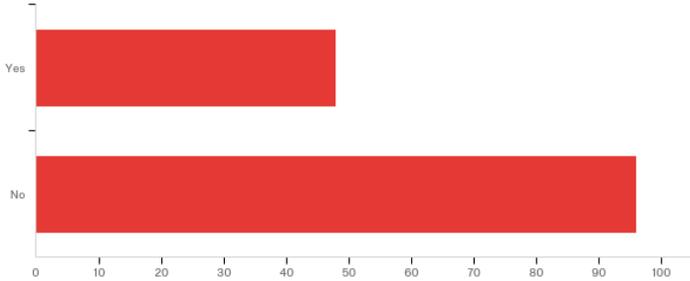
#	Answer	%	Count
1	Yes	33.33%	48
2	No	**66.67%**	96
	Total	100%	144

Recommendation C: Host and promote office hours and outreach events to engage students

Sub-recommendation I. *Hold Dean of Students open office hours for students weekly, since this administrator is the primary liaison between students and the IU administration*

Students want to be heard. They want to be heard **before** an issue arises. Students want the opportunity to provide feedback and elicit change. 70% of students feel IU administrations strives to give all students an equitable experience, yet 48% of students feel IU administrators are not aware at addressing issues the students are experiencing. As the primary liaison to the students, it is critical the Dean of Students holds open office hours to listen to students. Students will raise concerns as long as there are people to listen.

IU Administration -

Legend:
- I feel that IU administration is aware of and is addressing the issues that...
- I feel that IU administration interacts with and engages marginalized commu...
- I feel that communities on campus that I identify with have adequate resour...
- I feel that the IU administration strives to give all students equitable ex...

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I feel that IU administration is aware of and is addressing the issues that I am experiencing	**18.13%**	33	**30.22%**	55	45.60%	83	6.04%	11	182
2	I feel that IU administration interacts with and engages marginalized communities and minority students on campus	**8.33%**	15	**23.89%**	43	43.89%	79	23.89%	43	180
3	I feel that communities on campus that I identify with have adequate resources to function	5.03%	9	16.20%	29	58.10%	104	20.67%	37	179
4	I feel that the IU administration strives to give all students equitable experiences	11.17%	20	17.88%	32	**45.81%**	82	**25.14%**	45	179

Sub-recommendation II. *Continue and expand administrative outreach programs to students*

In addition to the statistics highlighted above, 32% of surveyed students feel IU administrators do not interact and engage with marginalized communities and minority students. Administrative outreach programs such as the recent Deans and Donuts Initiative from the Dean of Students Office will help bridge these gaps. The Deans and Donuts Initiative allows students to ask an Associate or Assistant Dean of Students a question then you get a donut. Outreach programs targeting specific students or locations will help administrators better hear then address ***all*** student concerns.

Safety

Recommendation A: Improve the accessibility and popularity of university safety transportation

>Sub-recommendation I. *Equip students with the knowledge that IU Safety Escort requires the Tap Ride App to increase user-ship*
>
>Students travelling around campus and in the areas of Bloomington immediately surrounding campus sometimes find themselves in uncomfortable situations. Especially at night, students who feel unsafe walking alone want access to resources that remove them from these situations. Although Safety Escort provides an excellent opportunity to meet this need, only 8% of students have utilized the service. Marketing efforts could be increased to improve the percentage of students who know what Safety Escort is from only 64%. The most concerning statistic, however, is that of that students who know of Safety Escort, 47% do not know how to access Safety Escort. By advertising that using Safety Escort and the Tap Ride App, the administration can increase the percentage of students that use the service.

I know what Safety Escort is -
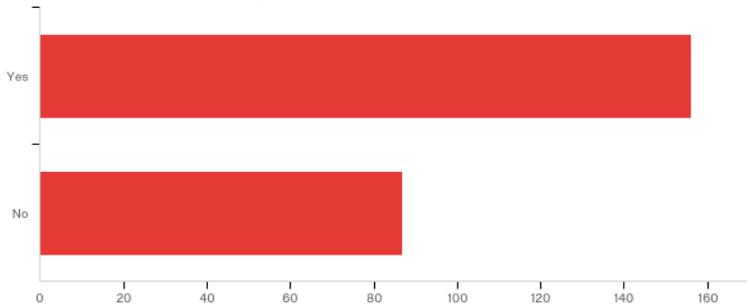
#	Answer	%	Count
1	Yes	64.20%	156
2	No	**35.80%**	87
	Total	100%	243

I know how to access a Safety Escort -
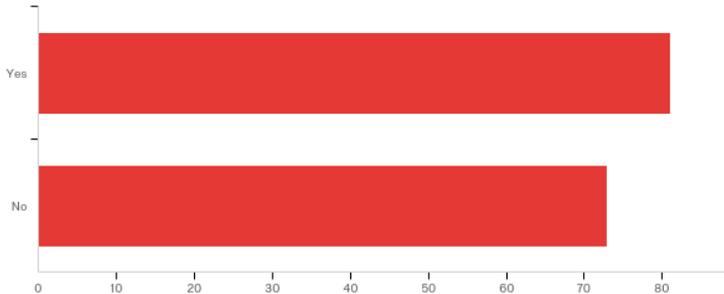
#	Answer	%	Count
1	Yes	52.60%	81
2	No	**47.40%**	73
	Total	100%	154

I have used Safety Escort before -
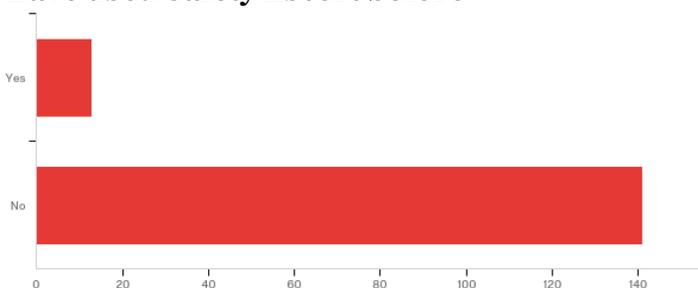
#	Answer	%	Count
1	Yes	**8.44%**	13
2	No	91.56%	141
	Total	100%	154

Recommendation B: Improve the visibility of bias incident reporting and emergency information in academic settings

<u>Sub-recommendation I.</u> *Require a section of course syllabi dedicated to telling students where to find emergency information in classrooms*

Students should be comfortably aware of the procedures for a variety of emergencies. Overall, students are unaware of how to respond in emergency situations including extreme weather emergencies, active shooter events, and simple fire drills. Our study finds that 53% of students do not know what to do when faced with an extreme weather scenario and 28% do not feel prepared to respond to fire-related emergencies by fire drills alone. In addition, 49% of students are concerned about the possibility of an active shooter on campus. Based upon previous exposure to these situations, most students would be unprepared to respond if an active shooter or similar act of terror occurred on campus. The administration can begin to address these concerns by requiring a section of syllabi dedicated to providing guidelines on where to find information on a variety of emergency situations and how students should respond.

<u>Sub-recommendation II.</u> *Work with Professors to promote Bias Incident Reporting through the Dean of Students in class syllabi*

Indiana University has done a satisfactory job of making resources available to students, but it has been difficult ensuring that students are aware of the resources available to them. Including information on Bias Incident Reporting in class syllabi works to solve issues of misinformation and lack of knowledge among students. Many classes have quizzes or assignments to verify students are aware of specific course policies, making it common that students look through the entire syllabus. Students would also know exactly where to look for bias reporting information if it were to occur. This change would come just in time, as nearly 35% of students feel there has been an increase in discrimination on campus during the past two years.

Safety Questions -

Legend (bar colors):
- I would like more notifications from IUNotify
- I feel IUNotify informs me in a timely manner
- IUNotify makes me feel safe
- I worry about non-residents being let into dorms
- I worry about food security
- I feel my RA is qualified to mitigate interpersonal conflict
- I think some buildings around campus should be unlocked at night
- I know the protocol for extreme weather while on campus
- I am concerned about the possibility of an active shooter on campus
- I feel IUPD would keep me safe in the case of a shooter
- I feel sufficiently prepared by fire drills
- I would know what to do if I were in a vehicle during a tornado warning
- I feel prepared to act if there is a gas leak
- I am concerned at the possibility of people with guns on or around campus
- I have felt unsafe due to drug culture (includes alcohol)
- I feel the police are too strict on public intoxication
- I have felt pressured to drink
- I feel safe getting home after drinking
- I have been harassed due to a demographic factor
- I have feared harassment by someone due to a demographic factor
- I feel there has been an increase in discrimination on-campus (official or ...

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
8	I know the protocol for extreme weather while on campus	**22.08%**	53	**31.25%**	75	33.75%	81	12.92%	31	240
9	I am concerned about the possibility of an active shooter on campus	**7.08%**	17	**21.67%**	52	42.08%	101	29.17%	70	240
10	I feel IUPD would keep me safe in the case of a shooter	14.71%	35	34.03%	81	41.18%	98	10.08%	24	238
11	I feel sufficiently prepared by fire drills	**9.70%**	23	**18.14%**	43	37.13%	88	35.02%	83	237
12	I would know what to do if I were in a vehicle during a tornado warning	27.08%	65	28.75%	69	24.17%	58	20.00%	48	240
13	I feel prepared to act if there is a gas leak	34.31%	82	37.24%	89	19.25%	46	9.21%	22	239
14	I am concerned at the possibility of people with guns on or around campus	10.83%	26	22.92%	55	31.25%	75	35.00%	84	240
21	I feel there has been an increase in discrimination on-campus (official or unofficial) in the past 2 years	26.75%	61	38.60%	88	**24.12%**	55	**10.53%**	24	228

Create a process within IUNotify that uses judgement in addition to the Clery Act and its related requirements when considering safety concerns to report to students

Sub-recommendation I. *Create a process for sharing information about incidents that occur on non-Clery geography*

Students have the right to know what criminal activities are occurring near them and information about how to respond in these situations. Students overwhelmingly prefer more information to less, with 53% of students saying they would like more notifications from IU Notify. 28% of students do not feel safe from IUNotify. This may be attributed to the events that do not get reported, but students hear about.

Some off-campus incidents are not legally required to be sent to students. However, these situations still warrant information to be provided to a student leaders who can disseminate information and respond to immediate student question and concern.

IUNotify Questions -

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I would like more notifications from IUNotify	10.08%	24	36.97%	88	**38.24%**	91	**14.71%**	35	238
2	I feel IUNotify informs me in a timely manner	3.33%	8	14.58%	35	**52.92%**	127	**29.17%**	70	240
3	IUNotify makes me feel safe	**5.86%**	14	**22.18%**	53	54.39%	130	17.57%	42	239

If information from IUPD and IUEMC is distributed on a case-by-case basis to a group of student leaders and student affairs administrators (for example, representatives from the Dean of Students Office, IU Student Government, Graduate and Professional Student Government, and IU Athletics), then students mayvhave been better informed of the off-campus attempted robbery that occurred in January of 2019 and felt safer. This group then decide if an IUNotify or informal (non-IUNotify) message needs to be sent. This group can be seen as the people that will likely be asked questions about the event after it happens. Parents and guardians go to the Dean of Students Office. Students go to IUSG and GPSG. Athletes look to the coaching staff. Almost all of these groups learned about the robbery by reading a published Indianapolis news article about it the morning after. Increasing informational transparency will help to decrease safety concerns.

Intellectual Curiosity

Recommendation A: Prioritize investment in people and encourage collaborative relationships

Sub-recommendation I. *Invest in hiring quality instructors rather than renovating physical spaces*

The university pursues many strategies to improve the academic achievement of its students, but no investment is more beneficial than hiring quality instructors who balance expertise with passion. 31% of students say the rank of their teachers creates an effective learning environment while only 4% of students say the same about physical space. Students would rather learn from an experienced teacher in an old classroom with low technology integration than in a beautiful, state-of-the-art facility. The instructor has the greatest impact on a classroom learning environment.

Sub-recommendation II. *Encourage collaboration between academic and career advisors*

Academic and career advisors are uniquely situated to disseminate information about resources available to students. Students generally interact with an academic advisor much earlier than they do with a career advisor, yet both advisors should cooperate to ensure students have a full picture of their options. For example, if a student knows she wants to work for a specific company after graduation, but she never discusses this with her academic advisor, the student may miss out on opportunities that could greatly improve her post-graduation prospects. On the other hand, an academic advisor that discusses post-graduation plans with students can refer them to a broad range of resources offered by career services. Students overwhelmingly said that they never discussed post-graduation plans with their academic advisors, 73% specifically. By encouraging collaboration between types of advisors and distributing information from different advising sources, the University can best prepare students for their future careers.

From my experience, this is what most creates an effective learning environment -
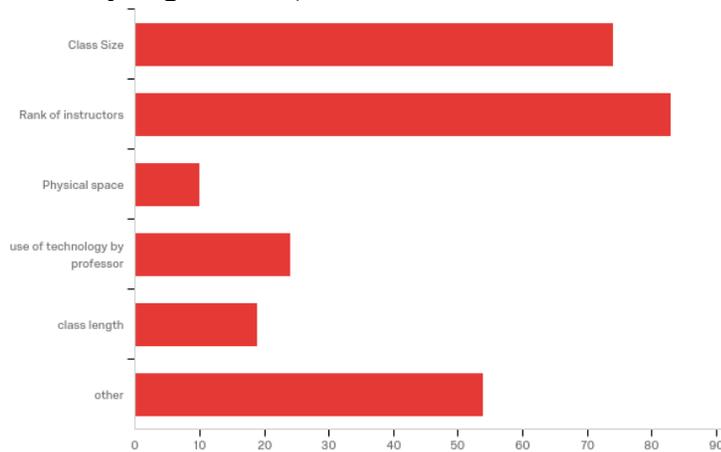
#	Answer	%	Count
4	use of technology by professor	9.09%	24
6	other	20.45%	54
5	class length	7.20%	19
2	Rank of instructors	**31.44%**	83
3	Physical space	**3.79%**	10
1	Class Size	28.03%	74
	Total	100%	264

Academic and Post-Graduation Plans -

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I visit my academic advisor/s regularly	18.80%	50	27.07%	72	35.71%	95	18.42%	49	266
2	I have one advisor I meet with more regularly than any other advisor	19.62%	52	12.45%	33	30.57%	81	37.36%	99	265
3	I am satisfied with IU's academic advising	8.30%	22	20.00%	53	48.30%	128	23.40%	62	265
4	I have discussed post-graduation plans with my advisor	**26.04%**	69	23.40%	62	29.43%	78	21.13%	56	265
5	My experience with enrolling for classes has been good	9.58%	25	15.71%	41	44.44%	116	30.27%	79	261

Recommendation B: Reassess how the Hutton Honors College adds value for both honors students and non-honors students

> Sub-recommendation I. *Simplify and expand messaging for honors college requirements and programs*

> As an institution that values the education of every student on campus, Indiana University should reassess how the honors college contributes to the educational development of both honors and non-honors students. An excellent way to involve both groups of students is to ensure every student has access to honors college programs. The college's activities are not properly marketed as 68% of respondents say they are generally unaware of the events and programs hosted at Hutton. In addition, 70% of students do not comfortably know the requirements to be admitted to the college or to earn Honors notation. Students do not utilize honors advisors either, as 85% say they would not consult an honors advisor. By improving the advertising and simplicity of these resources, a greater number of students will find the Hutton Honors College valuable.

> Sub-recommendation II. *Redesign honors notation requirements to align more intuitively with the courses that high-performing students already take*

> The usefulness of Hutton's honors notation is unclear because every academic school offers either their own honors program or recognizes high-achieving students at graduation. For many students participating in honors courses, doing the additional requirements to earn the honors notation is unnecessary and is not worth the additional effort. Nearly 80% of students say that the honors notation requirements do not align well with their degree requirements. The honors college should compare the number of students formally admitted to the school as freshmen and the number of graduating seniors from that group who earn the honors notation. If these numbers are vastly different, the college should reevaluate its academic requirements to increase the percentage of honors students who earn the special notation. One of the most telling statistics from the entire survey is that only 8% of students strongly agree that the honors college adds value to their academic career, indicating that Hutton must do more to remain relevant to students across campus.

Academic Pursuits -

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I feel that my primary department facilitates my ability to pursue a degree outside of the department/school well	7.78%	20	21.40%	55	45.53%	117	25.29%	65	257
2	I would choose to pursue a certificate if it meant I couldn't graduate on time	51.15%	133	31.54%	82	11.54%	30	5.77%	15	260
3	I am comfortably aware of the Honors college requirements	**39.08%**	102	**28.35%**	74	23.37%	61	9.20%	24	261
4	I am aware of the Honors college programs and opportunities	**40.23%**	105	**28.74%**	75	22.99%	60	8.05%	21	261
5	I am likely to consultant a honors advisor	**56.92%**	148	**28.85%**	75	8.46%	22	5.77%	15	260
6	The Honors college can add significant value to my college experience	29.18%	75	32.68%	84	29.96%	77	**8.17%**	21	257
7	I am planning to pursue an honors notation	56.76%	147	23.94%	62	11.58%	30	7.72%	20	259
8	I feel that pursuing honors membership lines up well with my major requirements	**40.63%**	104	**39.06%**	100	14.45%	37	5.86%	15	256

Recommendation C: Encourage students to pursue academic interests outside of primary field of study

Sub-recommendation I. *Promote the certificate program to increase student usership*

Certificate programs offered by specific schools enable students to specialize further than a minor yet maintain more flexibility than a major. Despite the benefit students can gain from these programs, 53% of students have never heard of the certificate programs. Due to the popularity of programs such as the Liberal Arts and Management Program, it is safe to say that students would utilize the resources provided by certificate programs if students knew how to incorporate the requirements into their schedules. Promoting the certificate programs would allow students to obtain a more interdisciplinary education that balances broad interests from different departments of campus.

Sub-recommendation II. *Reduce barriers for students to participate in study abroad programs*

Students overwhelmingly believe that every college experience can be enriched by a student abroad program. It is of note, however, that only 23% of students actually engaged in a study abroad program. This alarming gap between those who would like to study abroad and those who do could be attributed to barriers that exist preventing students from traveling abroad with a university program. The survey did not attempt to break down why students do not study abroad; however, several theories stand out as possibilities. First and most obvious, financial barriers likely discourage students. Apart from the price of the program itself, many students cannot afford the significant living costs associated with traveling for several months. Second, the length of programs poses an issue for students. Some students believe that being away from their friends and families for an entire semester is too great a burden to shoulder. To address this issue, programs of various lengths should be offered, enabling a student to tailor the length of their study abroad program to their preferences and educational requirements.

I learned about IU's certificate program by -
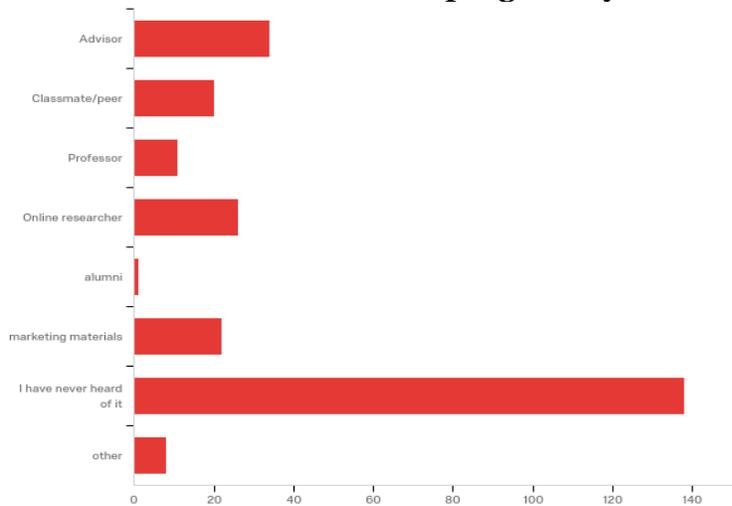
#	Answer	%	Count
1	Advisor	13.08%	34
2	Classmate/peer	7.69%	20
3	Professor	4.23%	11
4	Online researcher	10.00%	26
5	alumni	0.38%	1
6	marketing materials	8.46%	22
7	I have never heard of it	**53.08%**	138
8	other	3.08%	8
	Total	100%	260

I have studied abroad with an Indiana University program -

#	Answer	%	Count
1	Yes	**22.56%**	60
2	No	77.44%	206
	Total	100%	266

Study Abroad -
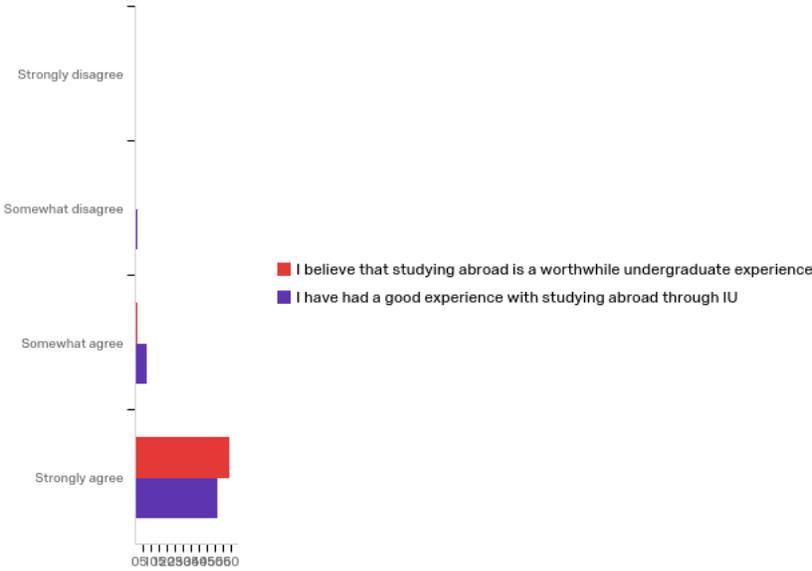
- ■ I believe that studying abroad is a worthwhile undergraduate experience
- ■ I have had a good experience with studying abroad through IU

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I believe that studying abroad is a worthwhile undergraduate experience	0.00%	0	0.00%	0	1.67%	1	**98.33%**	59	60
2	I have had a good experience with studying abroad through IU	0.00%	0	1.67%	1	11.67%	7	86.67%	52	60

Recommendation D: Provide information to students in accessible ways

Sub-recommendation I. *Distribute information to students through university email.*

Students want to receive communications from the administration and other university agents through university email. Seventy-three percent of students surveyed indicated email is their preferred communication platform over other methods including flyers, newsletters, and word of mouth. Most students check their university email accounts daily for updates from professors, student organizations, and other sources, thus sending academic information through university email meets students where they already are.

I hear about upcoming academic events most through -
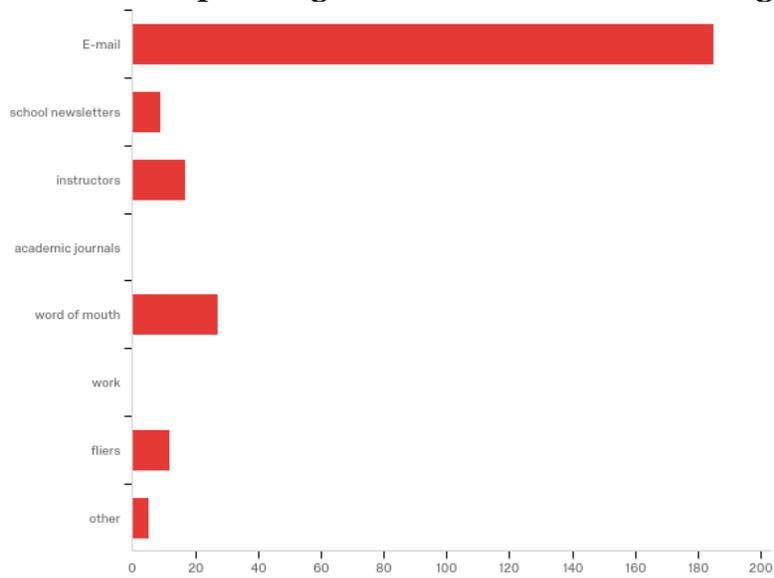
#	Answer	%	Count
1	E-mail	**72.55%**	185
2	school newsletters	3.53%	9
3	instructors	6.67%	17
4	academic journals	0.00%	0
5	word of mouth	10.59%	27
6	work	0.00%	0
7	fliers	4.71%	12
8	other	1.96%	5
	Total	100%	255

Appendix I: VOICE Survey Results

Technology Module

Q1 - Please rate Canvas in the following categories:
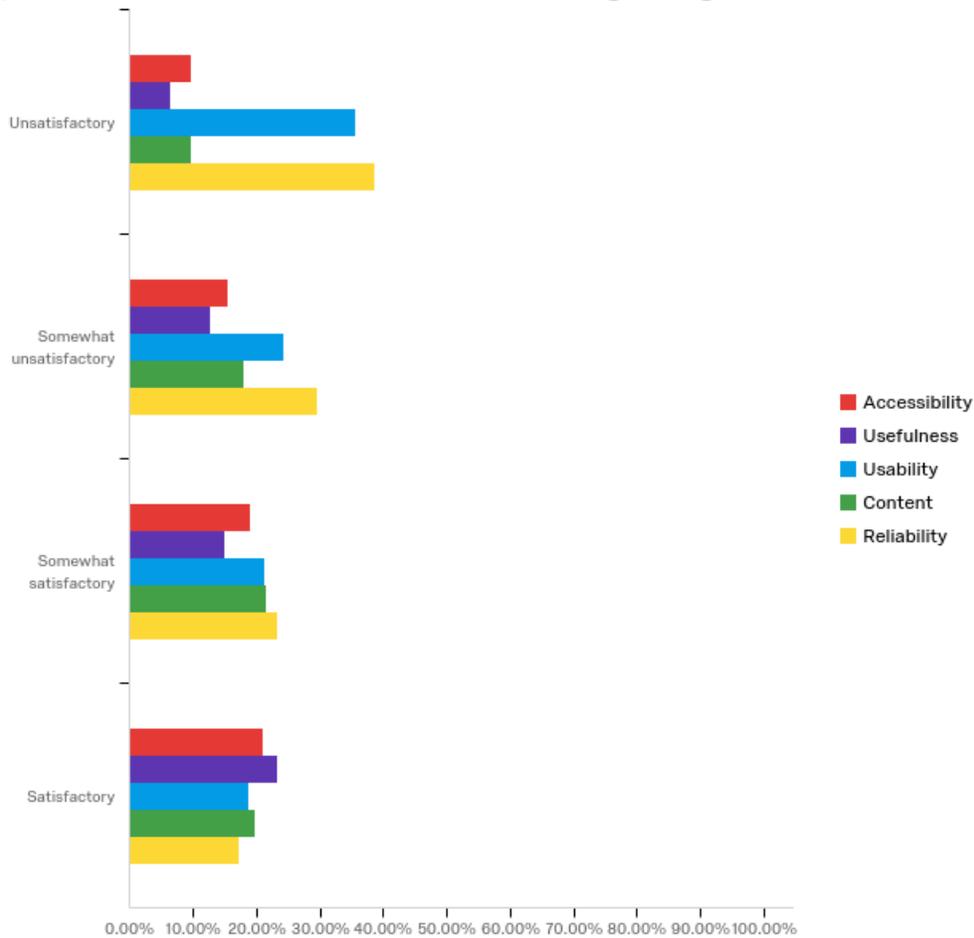
#	Question	Unsatisfactory		Somewhat unsatisfactory		Somewhat satisfactory		Satisfactory		Total
1	Accessibility	0.52%	3	4.15%	24	29.76%	172	65.57%	379	578
2	Usefulness	0.35%	2	3.47%	20	23.74%	137	72.44%	418	577
3	Usability	1.90%	11	6.57%	38	33.56%	194	57.96%	335	578
4	Content	0.52%	3	4.84%	28	33.74%	195	60.90%	352	578
5	Reliability	2.08%	12	7.96%	46	36.51%	211	53.46%	309	578

Q2 - Canvas
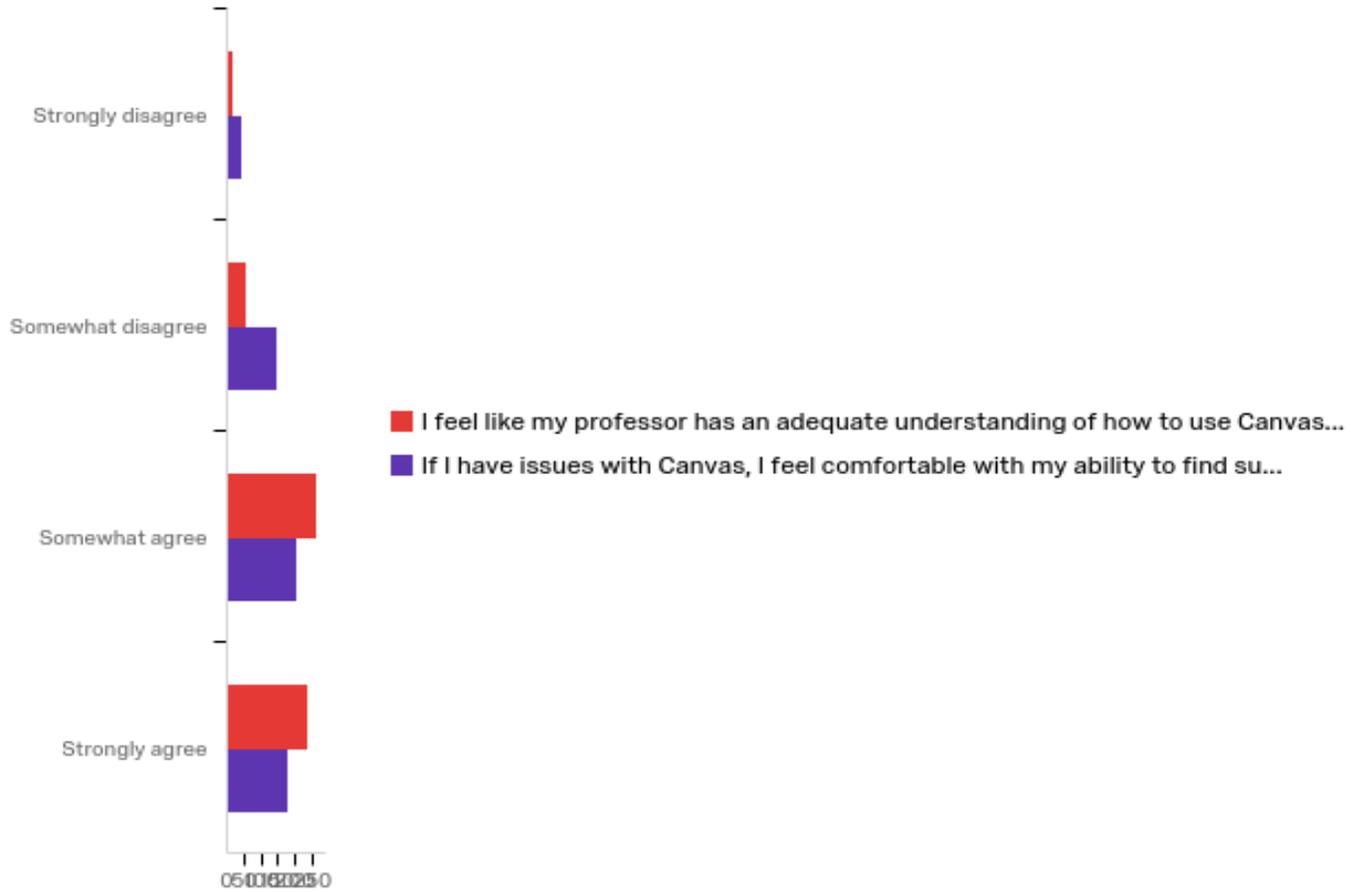
#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I feel like my professor has an adequate understanding of how to use Canvas.	2.60%	15	9.19%	53	46.27%	267	41.94%	242	577
2	If I have issues with Canvas, I feel comfortable with my ability to find support	7.11%	41	25.48%	147	36.05%	208	31.37%	181	577

Q3 - Student Center
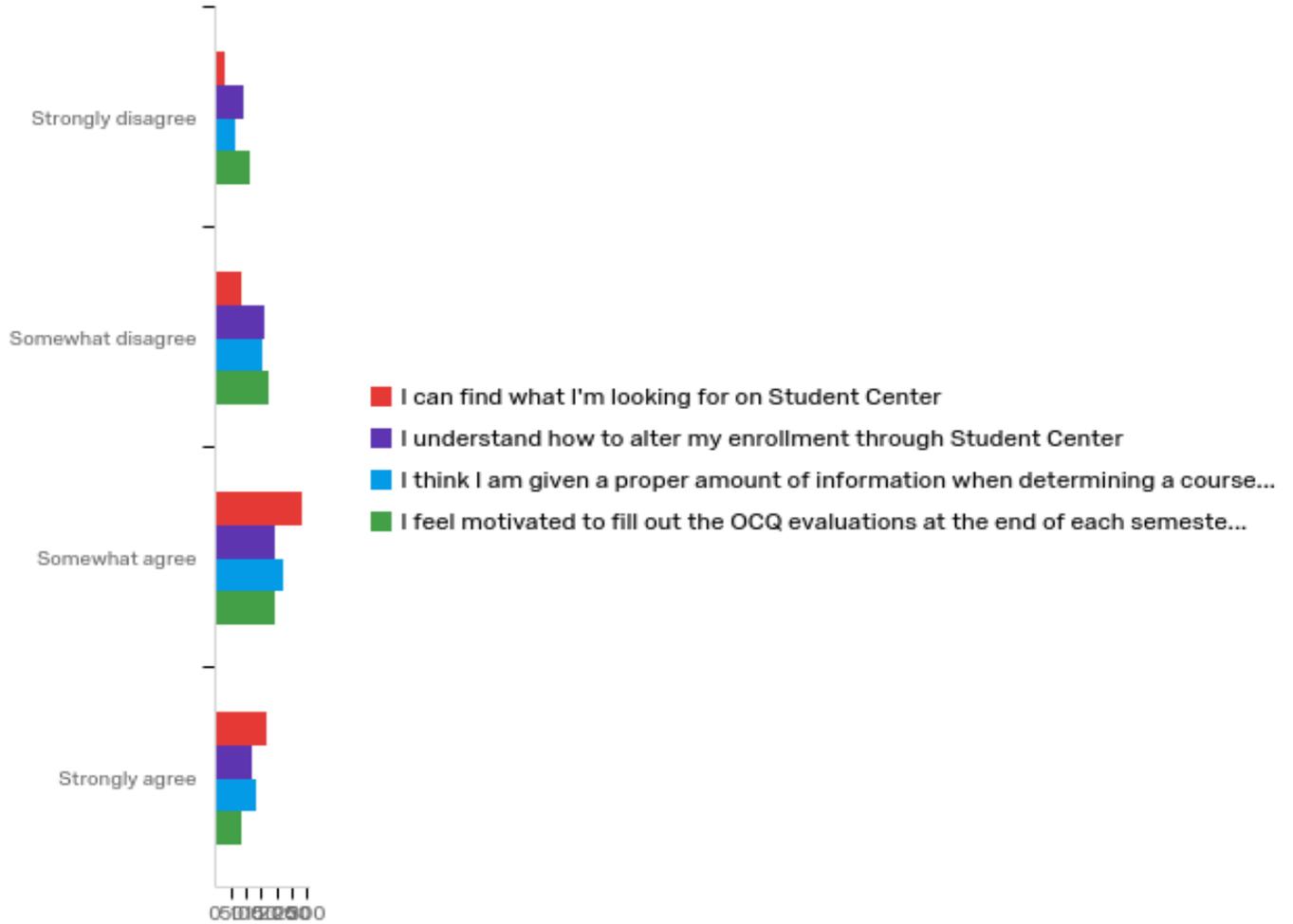
#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I can find what I'm looking for on Student Center	5.60%	32	15.41%	88	49.74%	284	29.25%	167	571
2	I understand how to alter my enrollment through Student Center	16.32%	93	27.89%	159	34.39%	196	21.40%	122	570
3	I think I am given a proper amount of information when determining a course for enrollment	11.19%	64	26.75%	153	38.99%	223	23.08%	132	572
4	I feel motivated to fill out the OCQ evaluations at the end of each semester	19.72%	112	30.63%	174	34.51%	196	15.14%	86	568

Q4 - I know what the OCQ Student Dashboard is
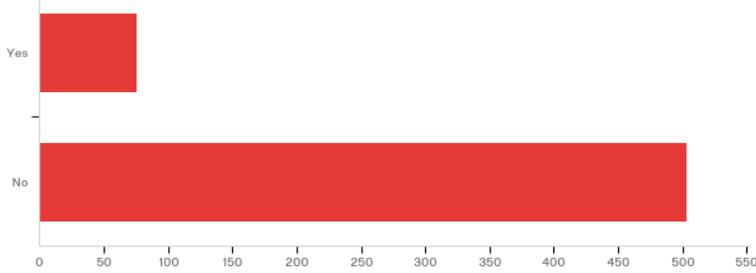
#	Answer	%	Count
1	Yes	13.13%	76
2	No	86.87%	503
	Total	100%	579

Q5 - OCQ Student Dashboard
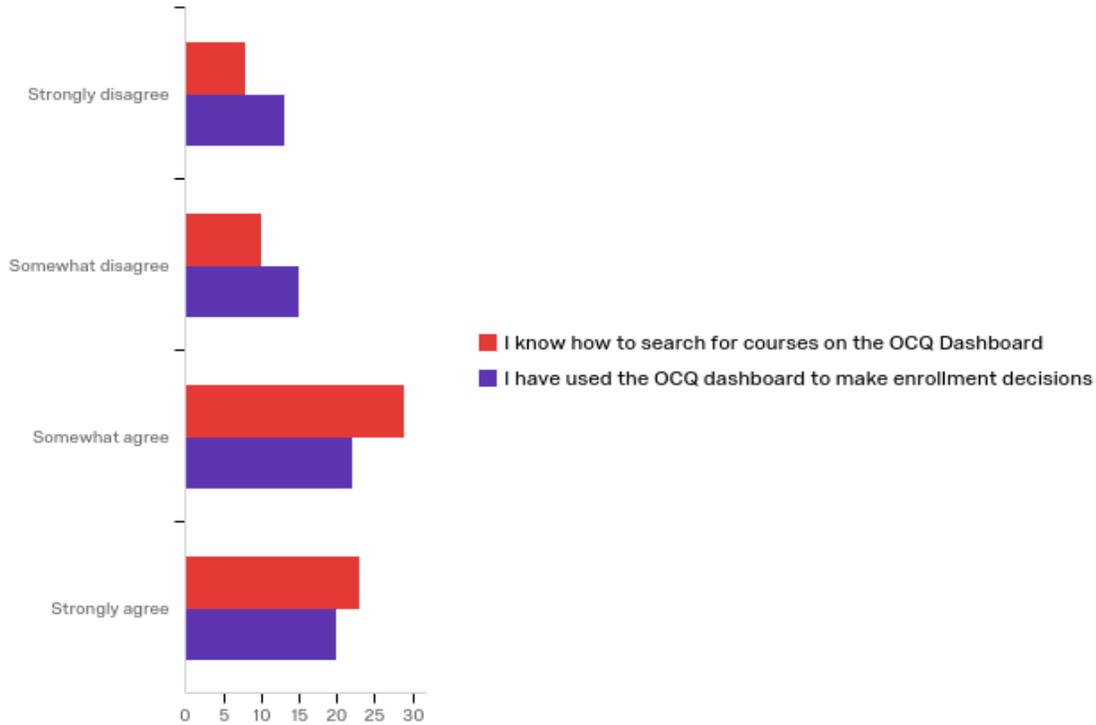
- ■ I know how to search for courses on the OCQ Dashboard
- ■ I have used the OCQ dashboard to make enrollment decisions

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I know how to search for courses on the OCQ Dashboard	11.43%	8	14.29%	10	41.43%	29	32.86%	23	70
2	I have used the OCQ dashboard to make enrollment decisions	18.57%	13	21.43%	15	31.43%	22	28.57%	20	70

47

Q6 - I know what iGPS Plan is
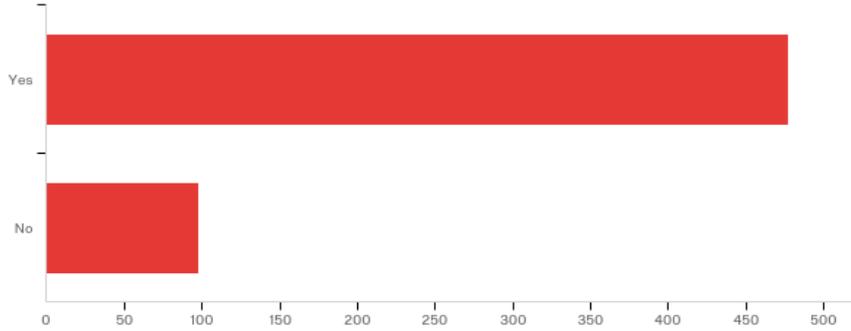
#	Answer	%	Count
1	Yes	82.96%	477
2	No	17.04%	98
	Total	100%	575

Q7 - iGPS
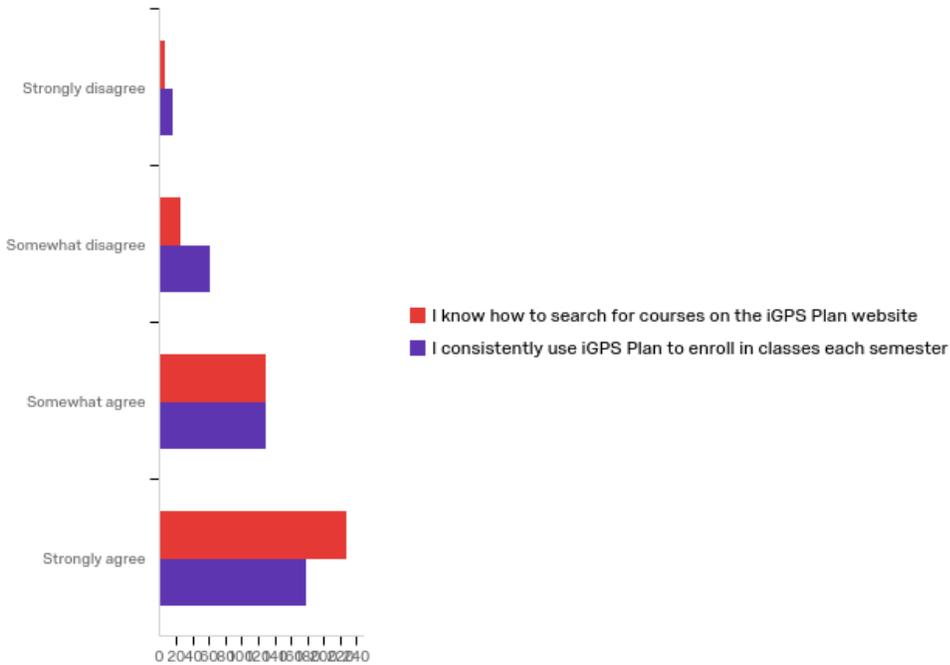
■ I know how to search for courses on the iGPS Plan website
■ I consistently use iGPS Plan to enroll in classes each semester

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I know how to search for courses on the iGPS Plan website	1.55%	6	6.46%	25	33.33%	129	58.66%	227	387
2	I consistently use iGPS Plan to enroll in classes each semester	4.13%	16	16.02%	62	33.59%	130	46.25%	179	387

Q8 - E-mail Services
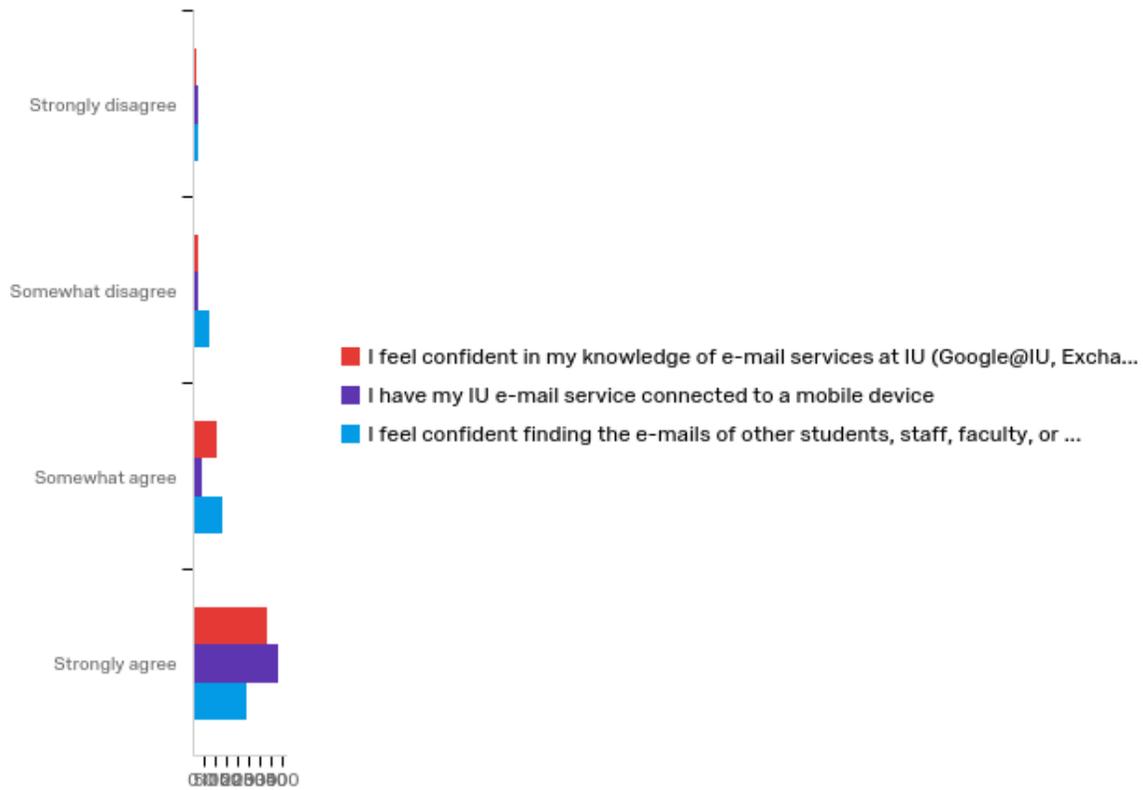
#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I feel confident in my knowledge of e-mail services at IU (Google@IU, Exchange, etc)	1.95%	9	4.77%	22	22.56%	104	70.72%	326	461
2	I have my IU e-mail service connected to a mobile device	4.99%	23	4.12%	19	7.81%	36	83.08%	383	461
3	I feel confident finding the e-mails of other students, staff, faculty, or other member of the university	4.77%	22	14.97%	69	28.63%	132	51.63%	238	461

Q9 - I check my IU e-mail
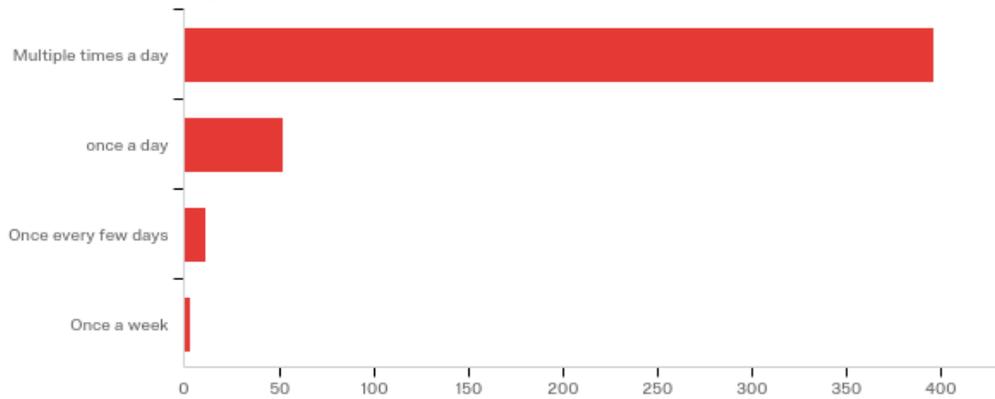
#	Answer	%	Count
1	Multiple times a day	85.71%	396
2	once a day	11.26%	52
3	Once every few days	2.38%	11
4	Once a week	0.65%	3
	Total	100%	462

Q10 - IUWare/IUanyWare

Legend:
- I'm confident in my understanding of the difference between IUWare and IUan...
- I use IUWare often
- I use IUanyWare often
- I know how to request software to be added to IUWare

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I'm confident in my understanding of the difference between IUWare and IUanyware	47.61%	219	27.17%	125	14.78%	68	10.43%	48	460

50

#	Question								
2	I use IUWare often	44.10%	202	25.76%	118	19.21%	88	10.92%	50	458
3	I use IUanyWare often	50.44%	231	28.60%	131	15.72%	72	5.24%	24	458
4	I know how to request software to be added to IUWare	62.45%	286	19.87%	91	10.70%	49	6.99%	32	458

Q11 - Classroom Technology

Legend:
- My professors typically use TopHat technology in the classroom
- I feel comfortable using TopHat technology
- My professors know how to use technology in the classroom
- There are enough classrooms on campus with collaborative hardware (group st...
- I use my personal device to take notes in class
- Instructors have classroom technology ready to go before the beginning of c...
- I'm able to find desired book/reference materials for my courses
- I know how to use IUCAT to find library resources
- I believe IUCAT is helpful
- I believe IUCAT is efficient
- I use cloud storage technology through IU (Box, Drive, etc)
- IU Cloud storage services are reliable
- IU Cloud storage services are convenient
- I have authorized my cloud storage services so that I can access them on la...

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	My professors typically use TopHat technology in the classroom	50.22%	229	19.74%	90	22.15%	101	7.89%	36	456
2	I feel comfortable using TopHat technology	52.19%	238	11.84%	54	16.89%	77	19.08%	87	456
3	My professors know how to use technology in the classroom	5.26%	24	9.43%	43	48.68%	222	36.62%	167	456

|									
4	There are enough classrooms on campus with collaborative hardware (group stations, monitors, etc)	7.64%	35	15.94%	73	39.96%	183	36.46%	167	458
5	I use my personal device to take notes in class	29.41%	135	16.12%	74	23.75%	109	30.72%	141	459
6	Instructors have classroom technology ready to go before the beginning of class	5.01%	23	15.90%	73	41.39%	190	37.69%	173	459
7	I'm able to find desired book/reference materials for my courses	0.87%	4	14.41%	66	45.41%	208	39.30%	180	458
8	I know how to use IUCAT to find library resources	41.70%	191	21.18%	97	17.90%	82	19.21%	88	458
9	I believe IUCAT is helpful	22.84%	103	26.61%	120	31.26%	141	19.29%	87	451
10	I believe IUCAT is efficient	23.33%	105	28.00%	126	32.89%	148	15.78%	71	450
11	I use cloud storage technology through IU (Box, Drive, etc)	28.07%	128	15.35%	70	21.05%	96	35.53%	162	456
12	IU Cloud storage services are reliable	11.83%	53	15.85%	71	37.72%	169	34.60%	155	448
13	IU Cloud storage services are convenient	11.80%	53	18.71%	84	32.74%	147	36.75%	165	449
14	I have authorized my cloud storage services so that I can access them on lab computers	36.38%	163	18.97%	85	18.30%	82	26.34%	118	448

Q12 - Security

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I trust IU with my data and information	1.75%	8	8.73%	40	39.30%	180	50.22%	230	458
2	I feel more confident with the security of my information now that I use DUO two-factor authentication	9.39%	43	11.14%	51	36.03%	165	43.45%	199	458
3	I have DUO authentication set up for multiple devices	15.97%	73	10.72%	49	19.91%	91	53.39%	244	457

Q13 - I have used the University VPN software before
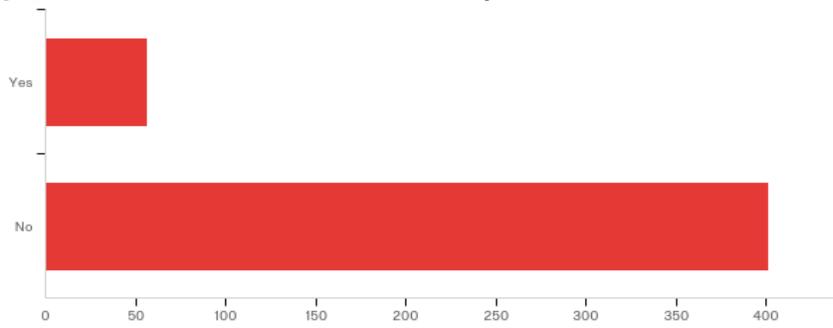
#	Answer	%	Count
1	Yes	12.25%	56
2	No	87.75%	401
	Total	100%	457

Q14 - Technology Infrastructure
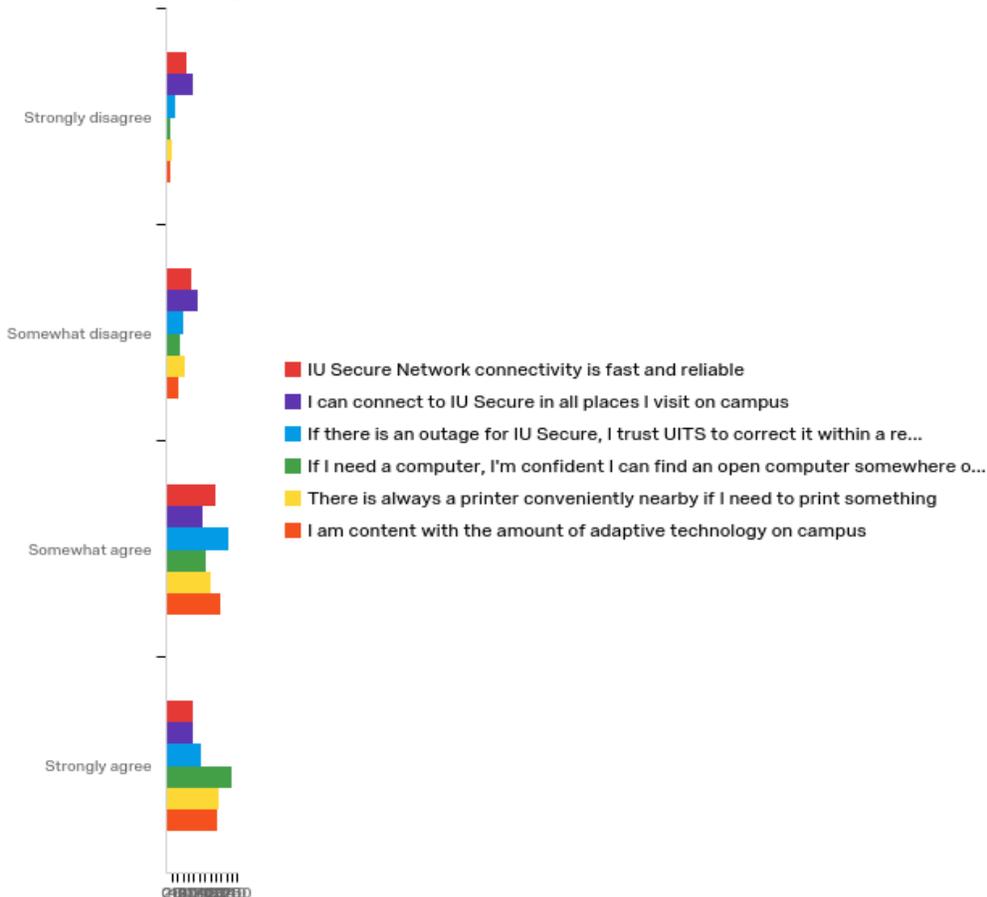
- IU Secure Network connectivity is fast and reliable
- I can connect to IU Secure in all places I visit on campus
- If there is an outage for IU Secure, I trust UITS to correct it within a re...
- If I need a computer, I'm confident I can find an open computer somewhere o...
- There is always a printer conveniently nearby if I need to print something
- I am content with the amount of adaptive technology on campus

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	IU Secure Network connectivity is fast and reliable	16.85%	75	20.00%	89	41.12%	183	22.02%	98	445

2	I can connect to IU Secure in all places I visit on campus	21.80%	97	25.84%	115	30.11%	134	22.25%	99	445
3	If there is an outage for IU Secure, I trust UITS to correct it within a reasonable amount of time	7.42%	33	13.93%	62	50.56%	225	28.09%	125	445
4	If I need a computer, I'm confident I can find an open computer somewhere on campus	2.70%	12	11.24%	50	32.81%	146	53.26%	237	445
5	There is always a printer conveniently nearby if I need to print something	4.72%	21	15.73%	70	35.96%	160	43.60%	194	445
6	I am content with the amount of adaptive technology on campus	2.71%	12	10.18%	45	45.02%	199	42.08%	186	442

Q15 - Technology Support
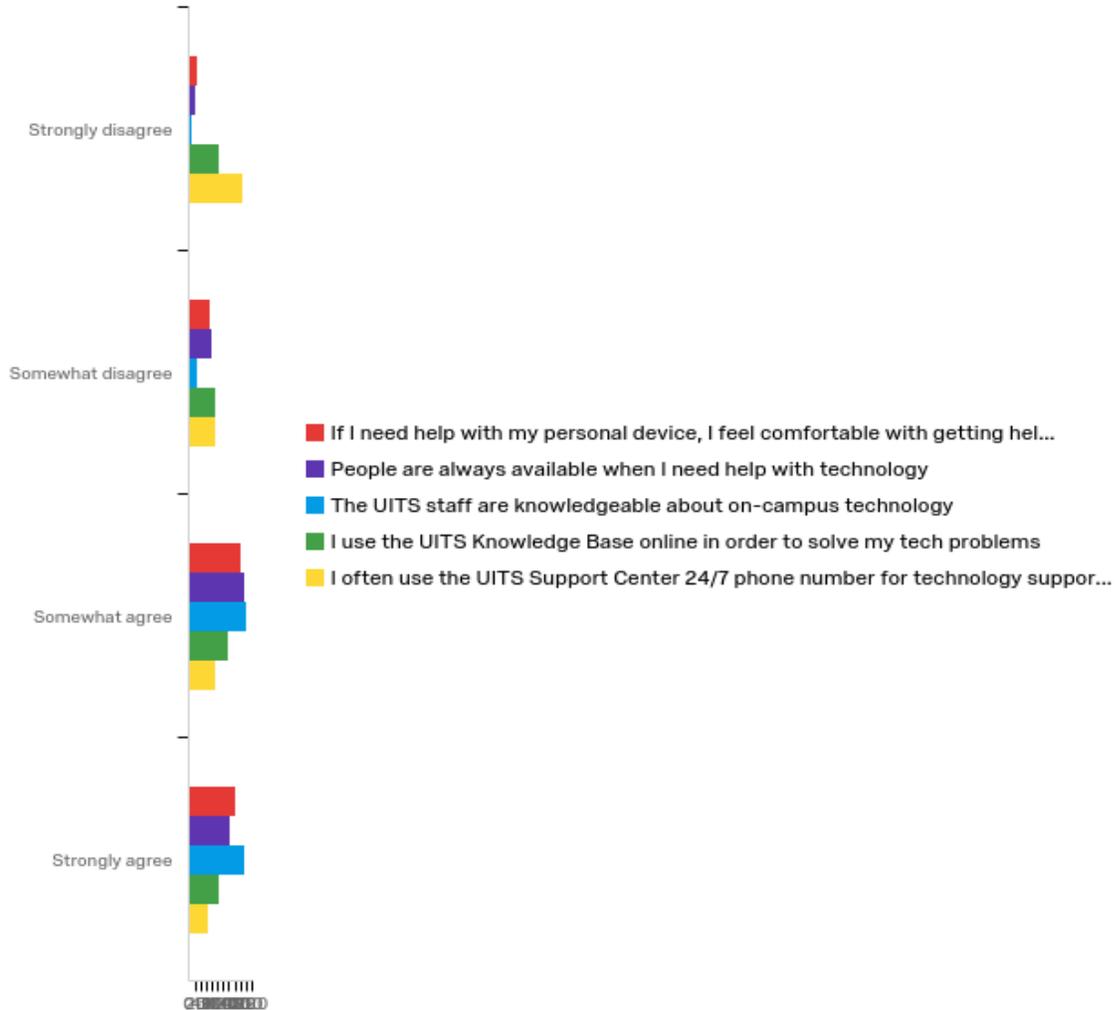
Strongly disagree

Somewhat disagree

- If I need help with my personal device, I feel comfortable with getting hel...
- People are always available when I need help with technology
- The UITS staff are knowledgeable about on-campus technology
- I use the UITS Knowledge Base online in order to solve my tech problems
- I often use the UITS Support Center 24/7 phone number for technology suppor...

Somewhat agree

Strongly agree

| #	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	If I need help with my personal device, I feel comfortable with getting help	6.12%	27	16.10%	71	41.27%	182	36.51%	161	441
2	People are always available when I need help with technology	5.23%	23	17.50%	77	44.55%	196	32.73%	144	440
3	The UITS staff are knowledgeable about on-campus technology	2.51%	11	6.85%	30	45.89%	201	44.75%	196	438
4	I use the UITS Knowledge Base online in order to solve my tech problems	23.64%	104	20.91%	92	31.14%	137	24.32%	107	440
5	I often use the UITS Support Center 24/7 phone number for technology support	42.73%	188	20.45%	90	20.91%	92	15.91%	70	440

Q16 - What class level of student are you?
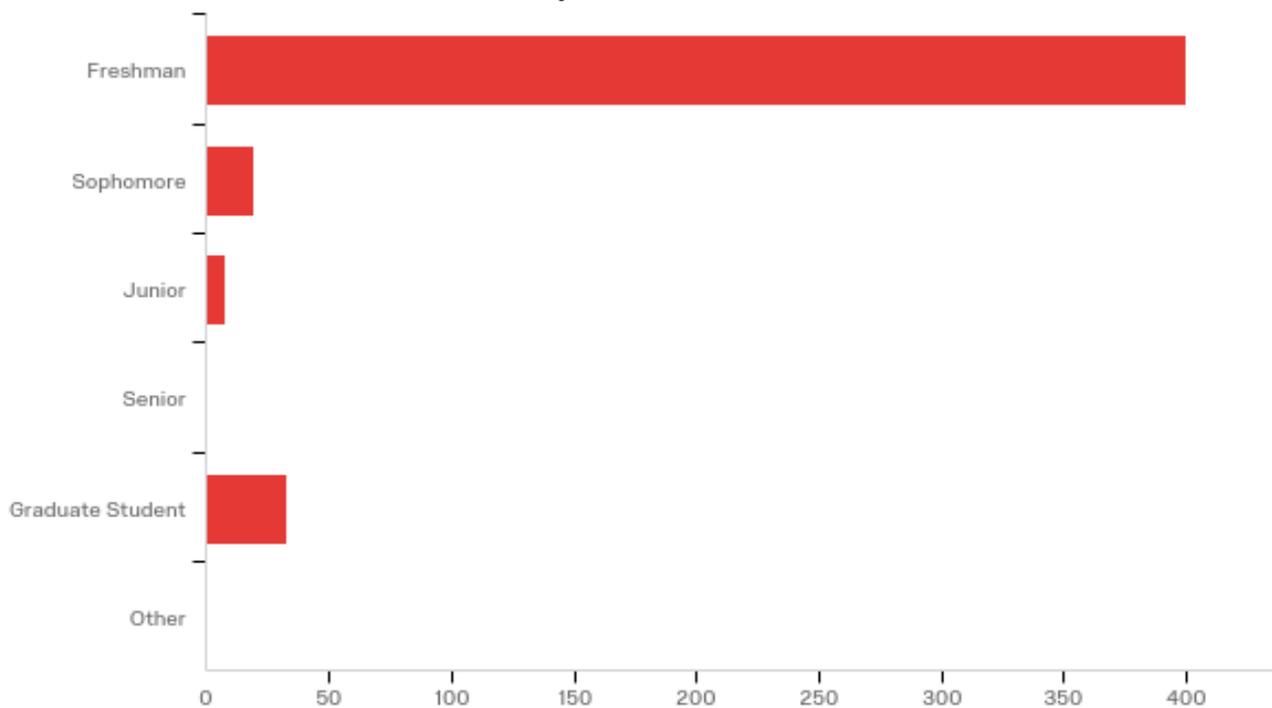
#	Answer	%	Count
2	Freshman	86.96%	400
3	Sophomore	4.13%	19
4	Junior	1.74%	8
6	Senior	0.00%	0

7	Graduate Student	7.17%	33
9	Other	0.00%	0
	Total	100%	460

Q17 - Are you White, Black or African-American, American Indian or Alaskan Native, Asian, Native Hawaiian or other Pacific Islander, or some other race?
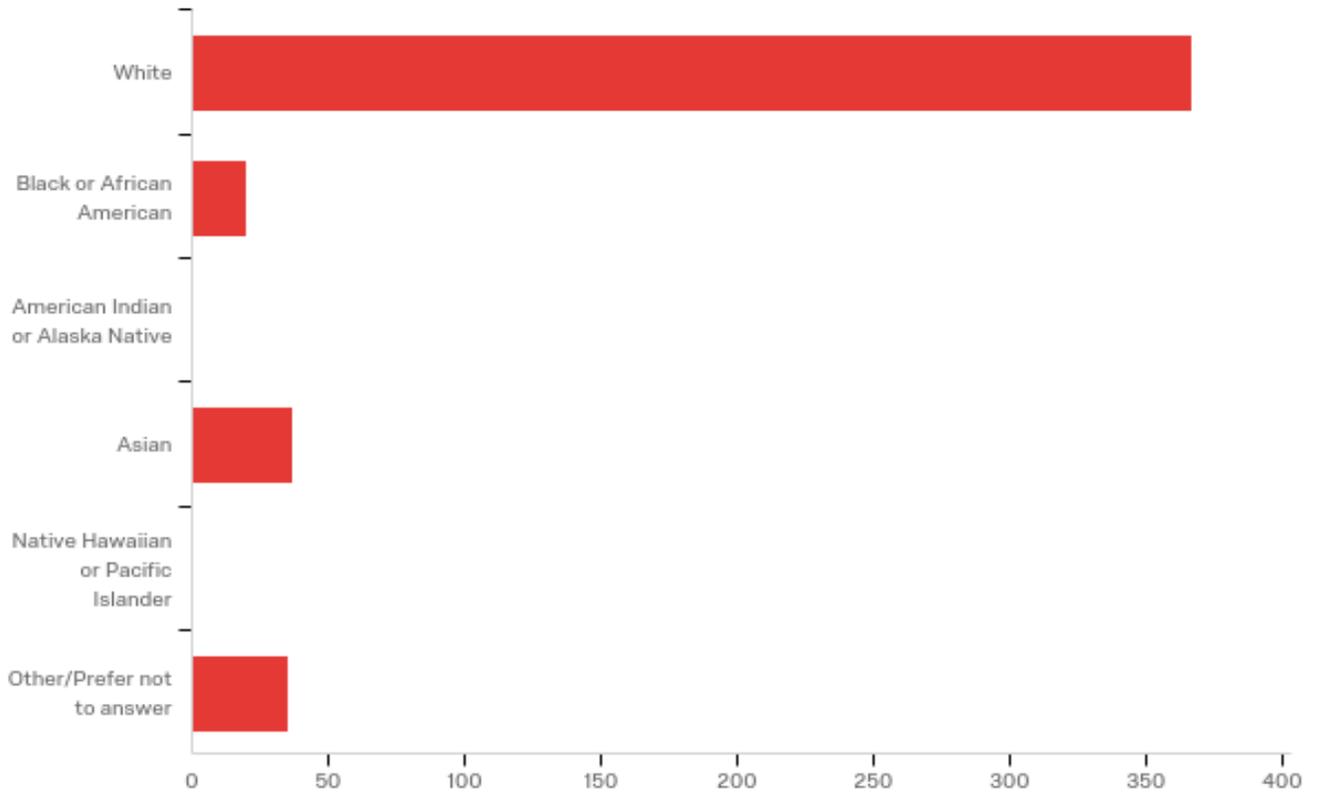

#	Answer	%	Count
1	White	79.96%	367
2	Black or African American	4.36%	20
3	American Indian or Alaska Native	0.00%	0
4	Asian	8.06%	37
5	Native Hawaiian or Pacific Islander	0.00%	0
6	Other/Prefer not to answer	7.63%	35
	Total	100%	459

Q18 - What are your preferred pronouns?
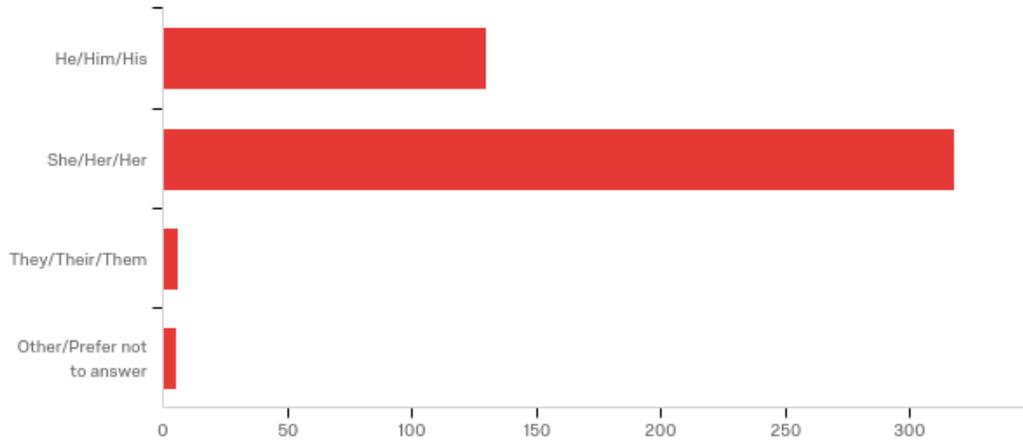
#	Answer	%	Count
1	He/Him/His	28.32%	130
2	She/Her/Her	69.28%	318
4	They/Their/Them	1.31%	6
3	Other/Prefer not to answer	1.09%	5
	Total	100%	459
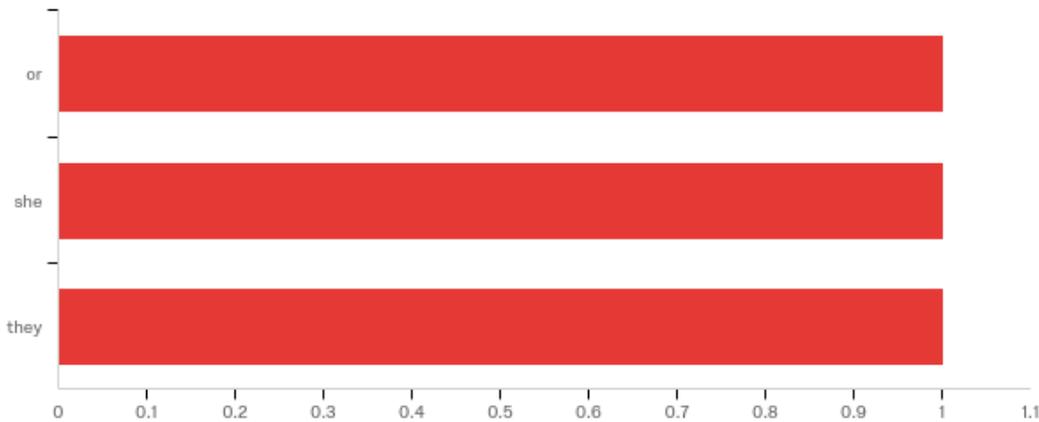
#	Answer	%	Count
or	or	33.33%	1
she	she	33.33%	1
they	they	33.33%	1
	Total	100%	3

Facilities Module

Q1 - Accessibility

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I believe all campuses on building are easy to access	11.11%	31	21.15%	59	49.10%	137	18.64%	52	279
2	I often have been unable to access a building or space on campus because of the lack of a ramp or a defective automatic door	64.10%	175	20.51%	56	11.72%	32	3.66%	10	273

Q2 – I usually get to class by
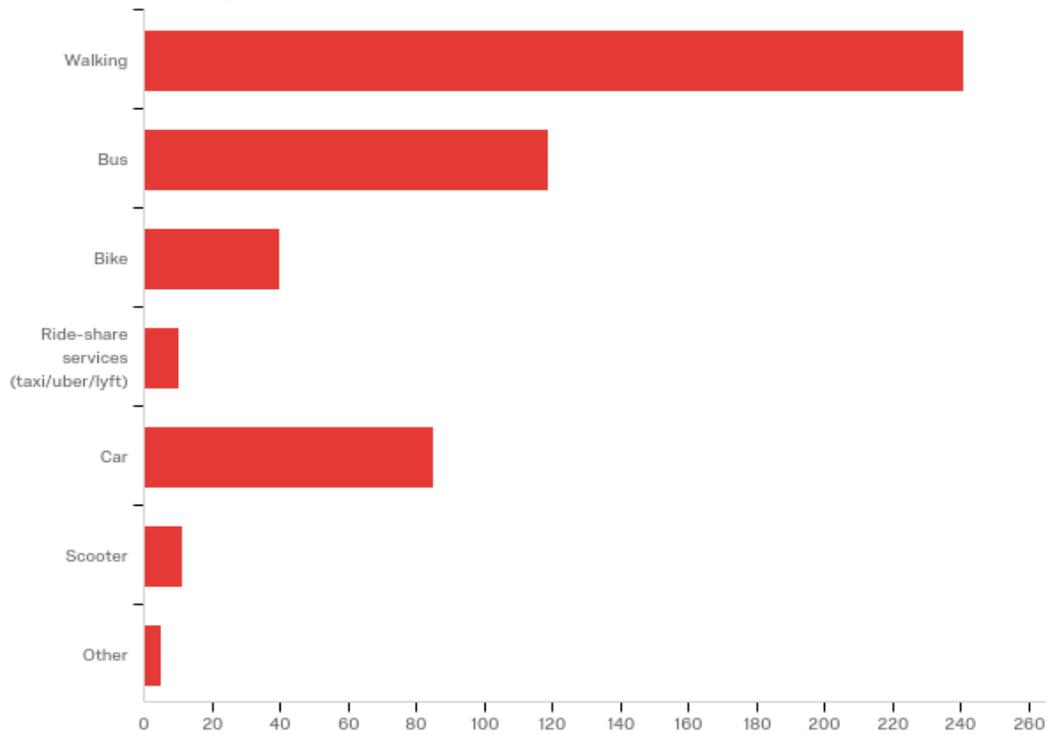
| #	Answer	%	Count
1	Walking	47.16%	241
2	Bus	23.29%	119
3	Bike	7.83%	40
4	Ride-share services (taxi/uber/lyft)	1.96%	10
5	Car	16.63%	85
6	Scooter	2.15%	11
7	Other	0.98%	5
	Total	100%	511

Other

| Other - Text |
|---|
| Skateboard |
| online learner |
| Magic |
| I have to use a car, walk, and bus, all in the same trip because parking is so bad. I like 10 minutes from campus but it takes me nearly an hour to get to class. |
| I am online student who sometimes comes to campus |

Q3 - Facilities
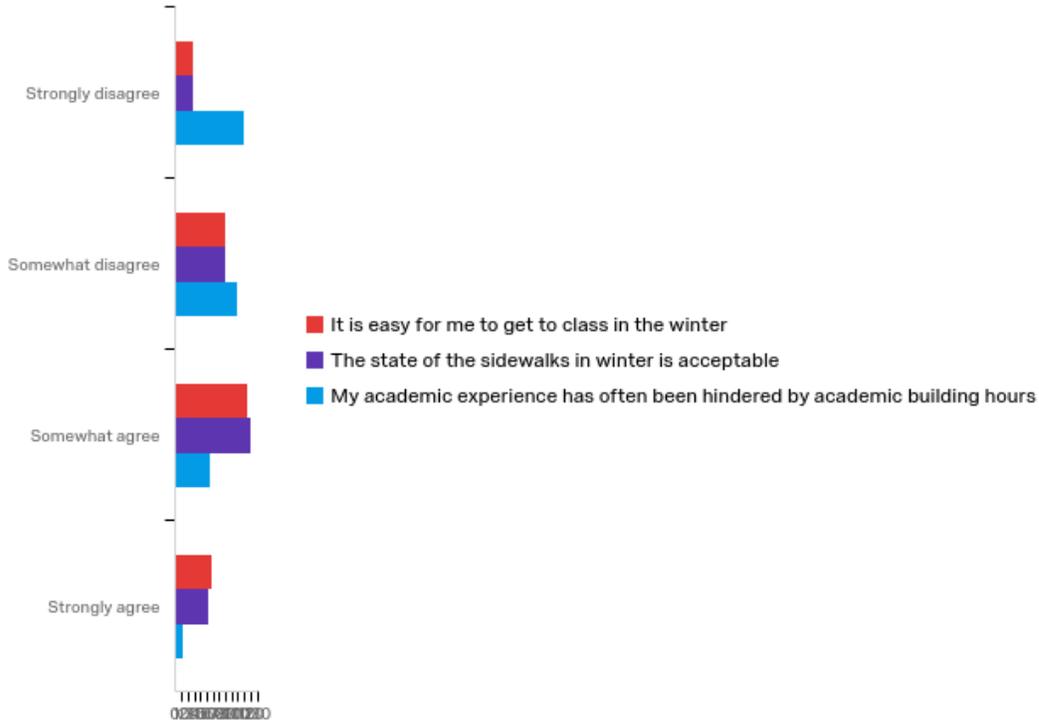
#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	It is easy for me to get to class in the winter	10.00%	28	28.21%	79	40.71%	114	21.07%	59	280
2	The state of the sidewalks in winter is acceptable	10.39%	29	28.32%	79	42.65%	119	18.64%	52	279
3	My academic experience has often been hindered by academic building hours	39.43%	110	35.84%	100	20.07%	56	4.66%	13	279

Q4 - I study on campus
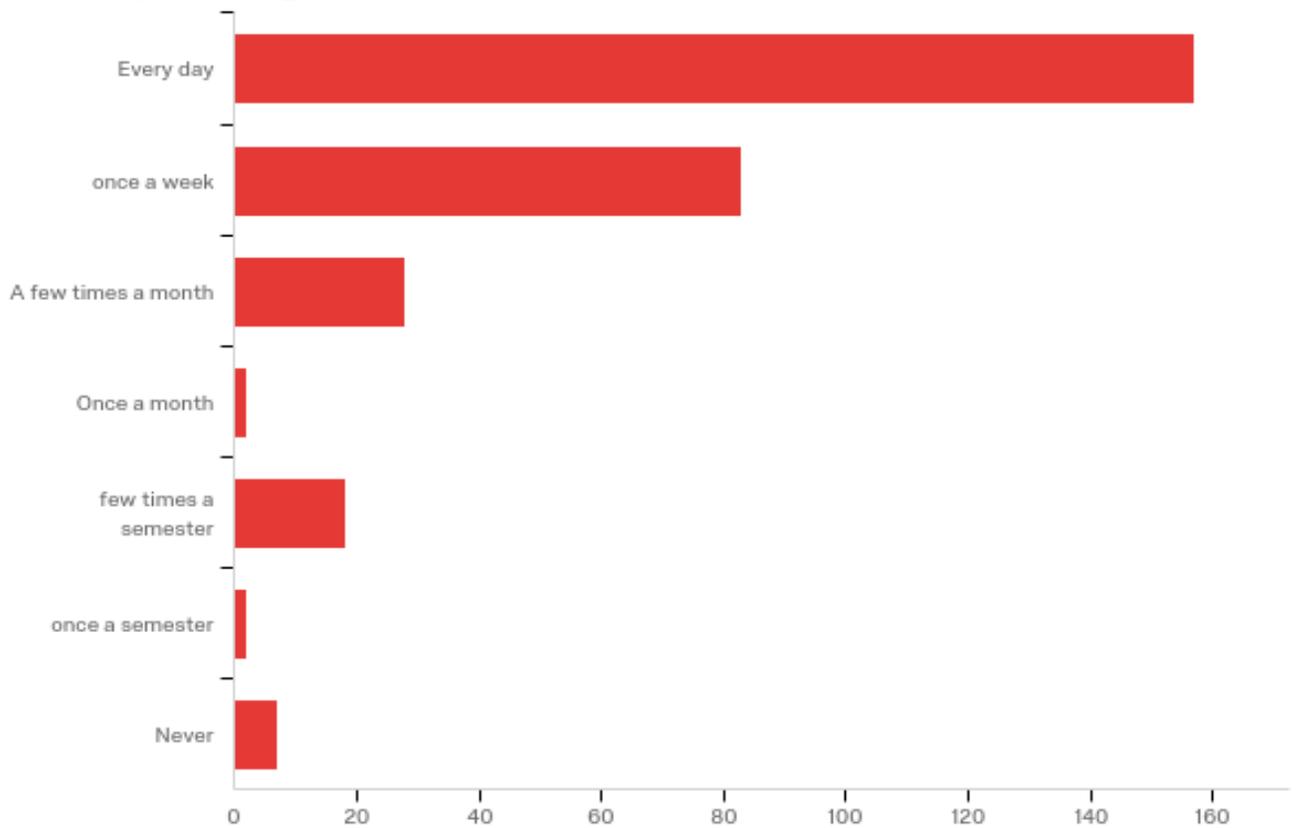
#	Answer	%	Count
1	Every day	52.86%	157
2	once a week	27.95%	83
3	A few times a month	9.43%	28
4	Once a month	0.67%	2
5	few times a semester	6.06%	18
6	once a semester	0.67%	2
7	Never	2.36%	7
	Total	100%	297

Q5 - Residence Halls
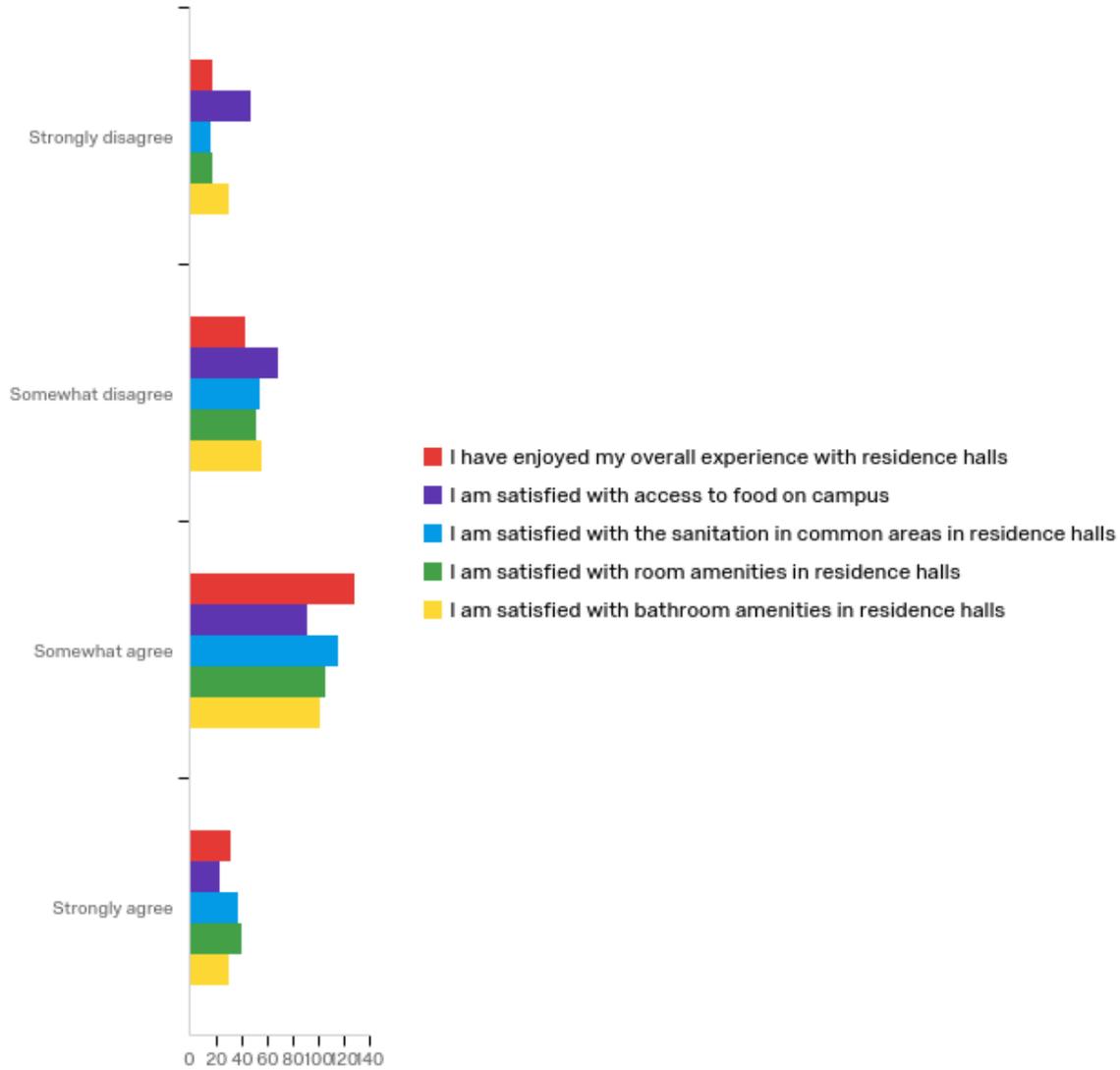
#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I have enjoyed my overall experience with residence halls	7.73%	17	19.55%	43	58.18%	128	14.55%	32	220
2	I am satisfied with access to food on campus	20.78%	48	29.87%	69	39.39%	91	9.96%	23	231
3	I am satisfied with the sanitation in common areas in residence halls	7.17%	16	24.22%	54	52.02%	116	16.59%	37	223
4	I am satisfied with room amenities in residence halls	7.94%	17	23.83%	51	49.53%	106	18.69%	40	214
5	I am satisfied with bathroom amenities in residence halls	14.16%	31	25.57%	56	46.12%	101	14.16%	31	219

Q6 - If I live off-campus, I live off campus because of
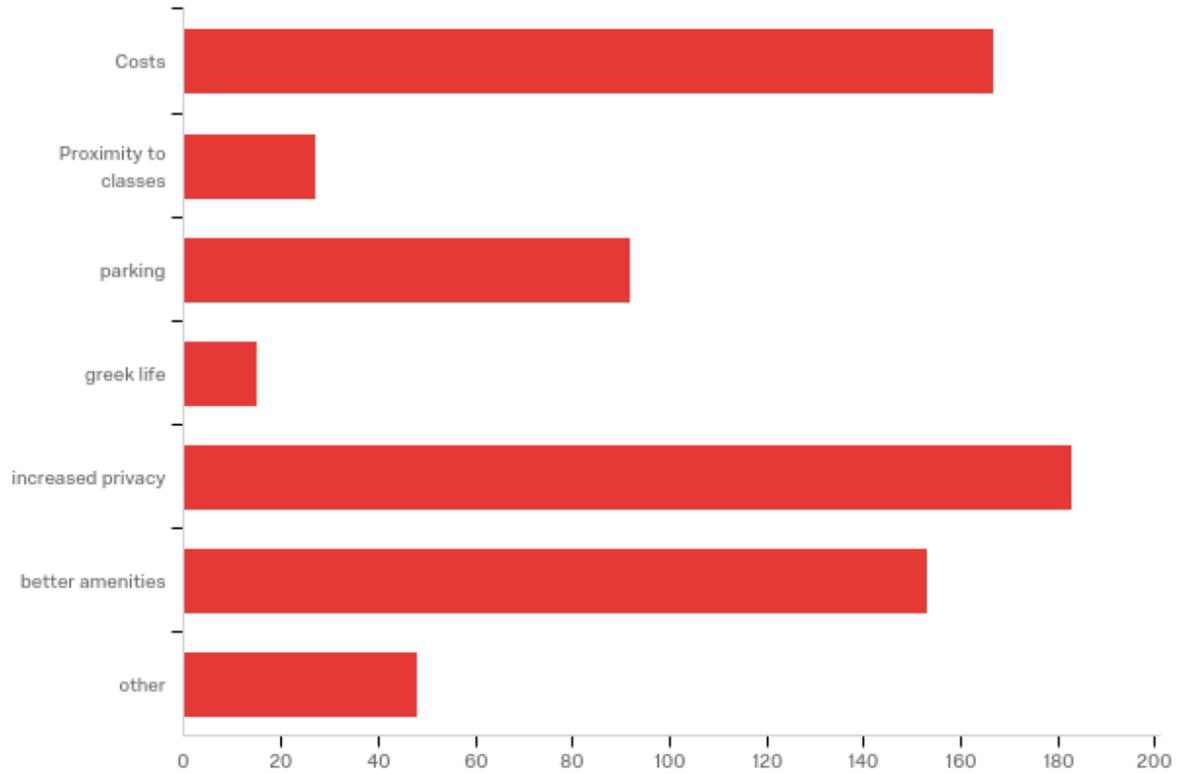
#	Answer	%	Count
1	Costs	24.38%	167
2	Proximity to classes	3.94%	27
3	parking	13.43%	92
4	greek life	2.19%	15
5	increased privacy	26.72%	183
6	better amenities	22.34%	153
7	other	7.01%	48
	Total	100%	685

other

other - Text
I am a graduate student
kitchen

| |
|---|
| I live on-campus |
| I'm married and a graduate student-- don't need the campus life anymore |
| Age (senior) |
| Married |
| Ability to accommodate family visits |
| Independence |
| I'm a graduate student |
| online learner |
| I have a family |
| I can drink - but also the cost is the main factor. |
| I'm a parent with a child |
| wanted to move out of the dorms |
| Married; moved to another city |
| Grad student - need quieter spaces |
| working in living in Indianapolis |
| Different Experience |
| Graduate student |
| policy (i.e. candles alcohol etc.) |
| We own a house. |
| I'm not eligible for on campus housing |
| Senior |
| I am away from the parties and illegal activities that are rampant across campus |
| Grad student |
| No supervision |
| For my family and children |
| I am a returning student that works full time in Chicago |
| better for mental health |
| i like living alone, there's less sound, it's a step towards being an adult |
| Grad student |

I have a family
live in Bloomington year-round
I own a home with spouse
Cooking
Because I am an adult Ph.D. student
Graduate student
I live at home, commute
Better food
Non-traditional student
I want to
housing option flexibility

Q7 - Residence Halls
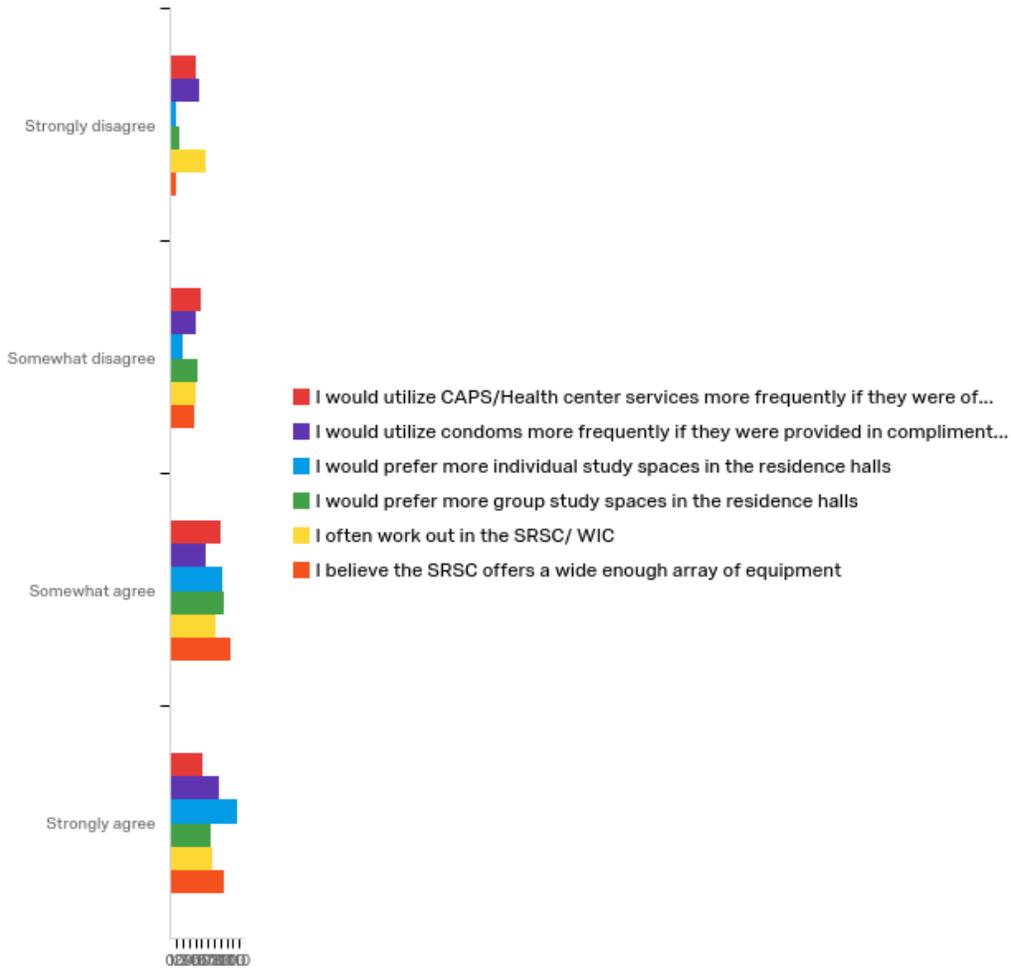
Legend:
- I would utilize CAPS/Health center services more frequently if they were of...
- I would utilize condoms more frequently if they were provided in compliment...
- I would prefer more individual study spaces in the residence halls
- I would prefer more group study spaces in the residence halls
- I often work out in the SRSC/ WIC
- I believe the SRSC offers a wide enough array of equipment

Categories: Strongly disagree, Somewhat disagree, Somewhat agree, Strongly agree

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I would utilize CAPS/Health center services more frequently if they were offered in the residence halls	18.18%	40	22.27%	49	36.36%	80	23.18%	51	220
2	I would utilize condoms more frequently if they were provided in complimentary dispensers in the residence halls	21.00%	46	18.26%	40	25.57%	56	35.16%	77	219
3	I would prefer more individual study spaces in the residence halls	3.70%	8	8.80%	19	37.96%	82	49.54%	107	216
4	I would prefer more group study spaces in the residence halls	7.11%	15	20.85%	44	41.23%	87	30.81%	65	211
5	I often work out in the SRSC/WIC	24.15%	57	16.95%	40	30.51%	72	28.39%	67	236
6	I believe the SRSC offers a wide enough array of equipment	4.31%	10	16.38%	38	41.81%	97	37.50%	87	232

## Q8 - If not, I believe the areas that require more equipment are (select all that apply, or select none)
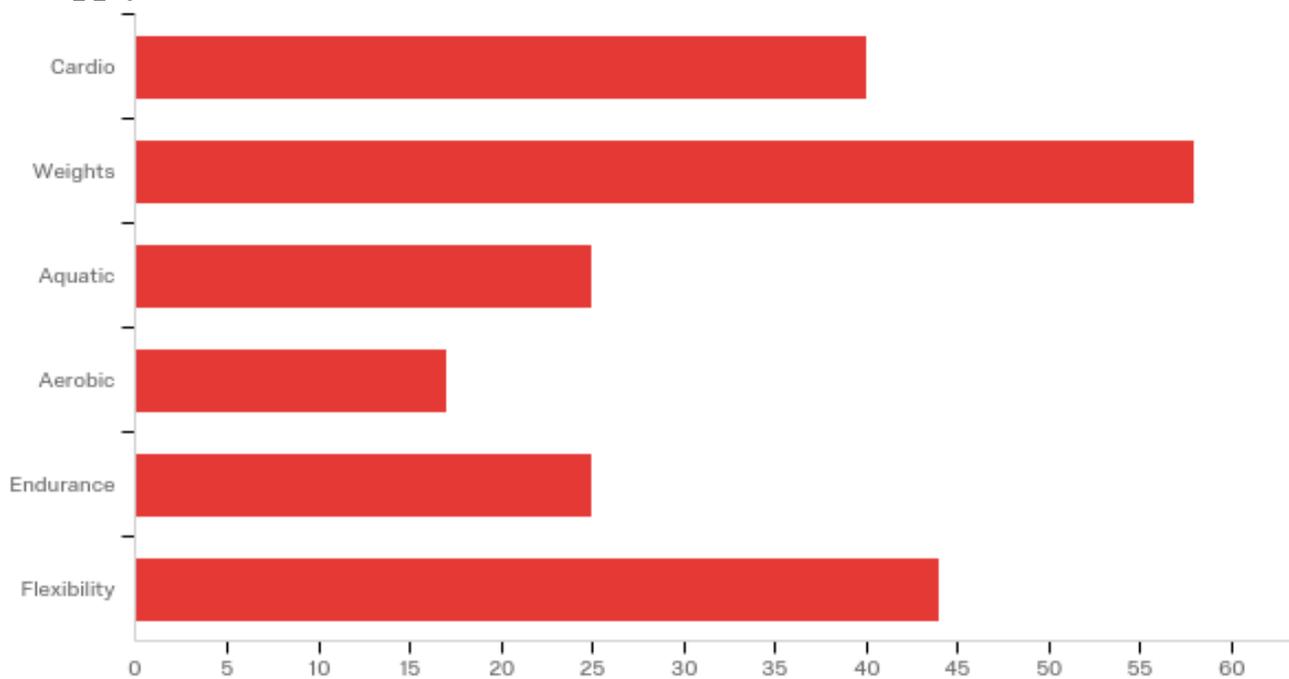
#	Answer	%	Count
1	Cardio	19.14%	40
2	Weights	27.75%	58

3	Aquatic	11.96%	25
4	Aerobic	8.13%	17
5	Endurance	11.96%	25
6	Flexibility	21.05%	44
	Total	100%	209

Q9 - I utilize the following resources offered at the SRSC/WIC
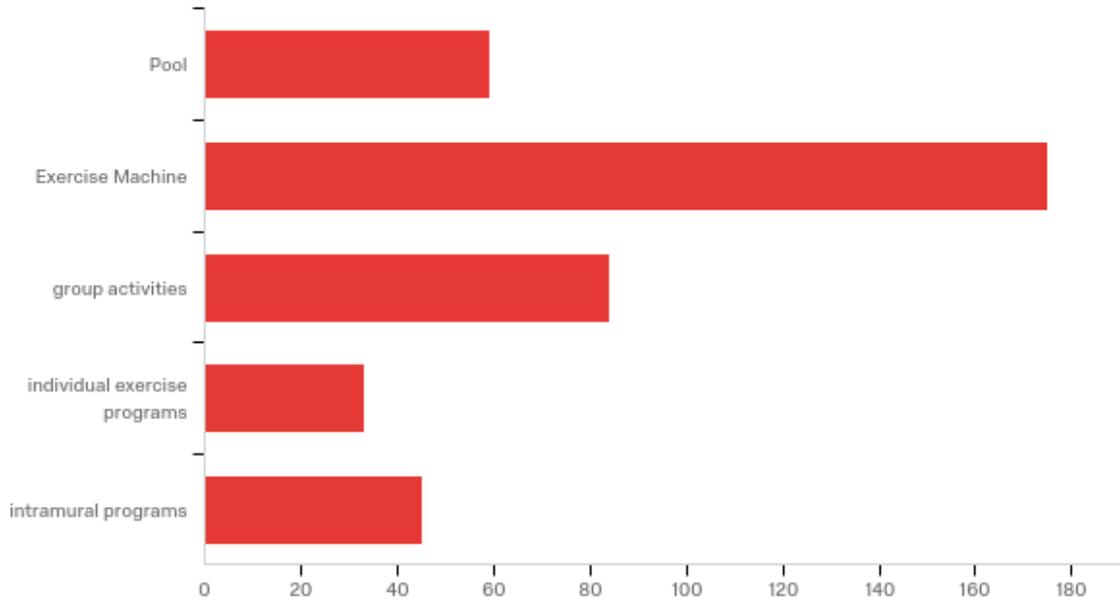
#	Answer	%	Count
1	Pool	14.90%	59
2	Exercise Machine	44.19%	175
3	group activities	21.21%	84
4	individual exercise programs	8.33%	33
5	intramural programs	11.36%	45
	Total	100%	396

Q10 - Facilities

Legend:
- I believe the IMU is clean
- I believe the SRSC is clean
- I believe the WIC is clean
- I would prefer more individual study spaces in the IMU
- I would prefer more individual study spaces in Wells Library
- I would prefer more group study spaces in the IMU
- I would prefer more group study spaces in Wells Library
- There is an acceptable amount of parking available on campus
- I would support the creation of parking garages on campus that are student-...
- I believe that all CH parking should be universal rather than multiple diff...
- I believe that the current costs of the IU parking passes are reasonable
- The university parking policies are simple and easy to understand
- I frequently park on campus
- I believe that the university should increase the number of student-only pa...

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I believe the IMU is clean	0.73%	2	4.76%	13	48.35%	132	46.15%	126	273
2	I believe the SRSC is clean	1.19%	3	6.32%	16	48.22%	122	44.27%	112	253
3	I believe the WIC is clean	1.99%	5	11.95%	30	56.97%	143	29.08%	73	251
4	I would prefer more individual study spaces in the IMU	4.20%	11	11.07%	29	33.59%	88	51.15%	134	262
5	I would prefer more individual study spaces in Wells Library	4.55%	12	16.67%	44	32.20%	85	46.59%	123	264

69

6	I would prefer more group study spaces in the IMU	7.06%	18	22.75%	58	32.94%	84	37.25%	95	255
7	I would prefer more group study spaces in Wells Library	5.88%	15	26.27%	67	28.24%	72	39.61%	101	255
8	There is an acceptable amount of parking available on campus	73.78%	197	14.23%	38	6.74%	18	5.24%	14	267
9	I would support the creation of parking garages on campus that are student-only	8.37%	22	4.94%	13	18.25%	48	68.44%	180	263
10	I believe that all CH parking should be universal rather than multiple different CH clearances	8.00%	20	11.20%	28	20.80%	52	60.00%	150	250
11	I believe that the current costs of the IU parking passes are reasonable	43.82%	117	33.71%	90	18.73%	50	3.75%	10	267
12	The university parking policies are simple and easy to understand	50.57%	133	28.90%	76	17.49%	46	3.04%	8	263
13	I frequently park on campus	29.06%	77	16.60%	44	19.62%	52	34.72%	92	265
14	I believe that the university should increase the number of student-only parking spots on campus	8.05%	21	8.05%	21	23.37%	61	60.54%	158	261

Q11 - I believe the best platform for students to be notified of changes in the University Parking Policies is
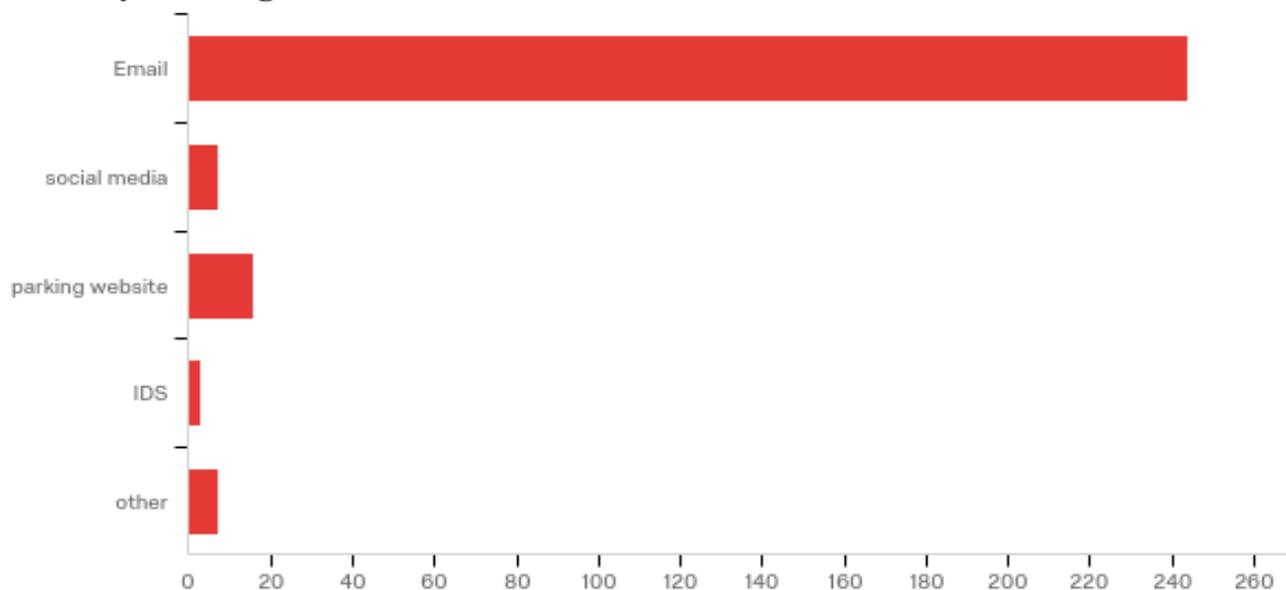
#	Answer	%	Count
1	Email	88.09%	244
2	social media	2.53%	7
3	parking website	5.78%	16
4	IDS	1.08%	3
5	other	2.53%	7
	Total	100%	277

Q17 - What class level of student are you?
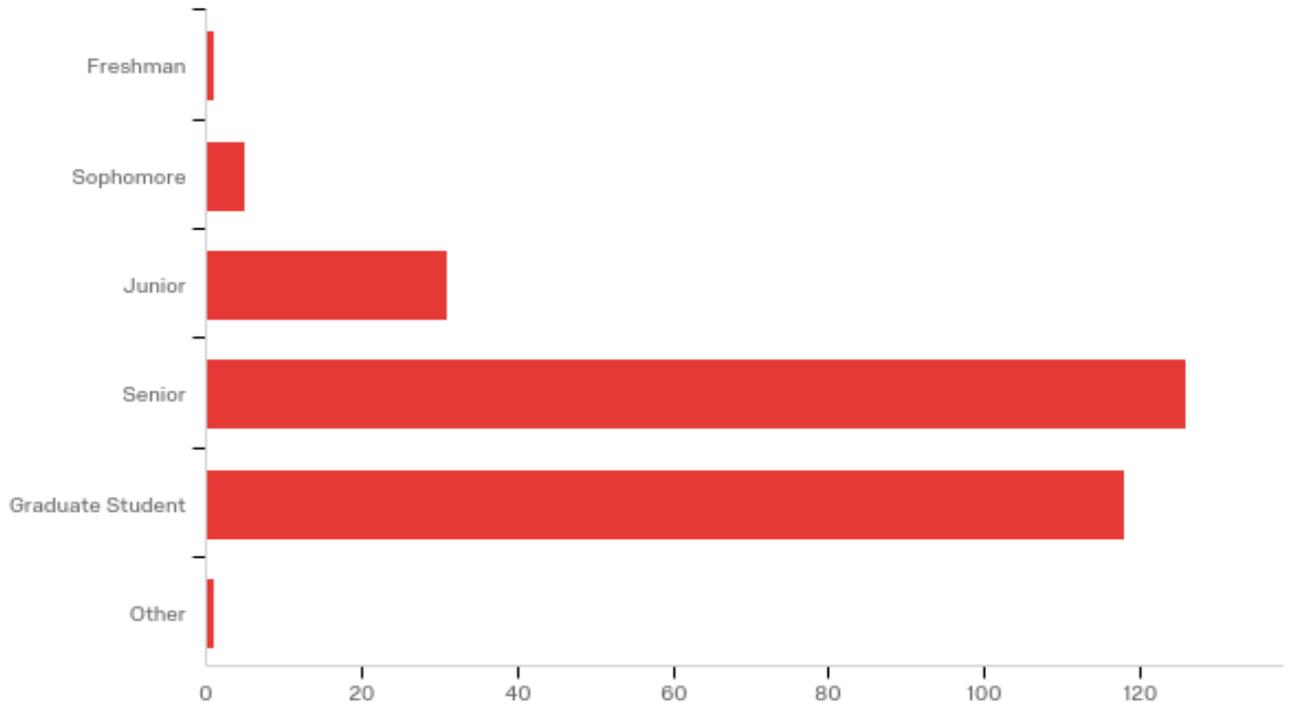
#	Answer	%	Count
2	Freshman	0.35%	1
3	Sophomore	1.77%	5
4	Junior	10.99%	31
6	Senior	44.68%	126

#		Answer	%	Count
7		Graduate Student	41.84%	118
9		Other	0.35%	1
		Total	100%	282

Q14 - Are you White, Black or African-American, American Indian or Alaskan Native, Asian, Native Hawaiian or other Pacific Islander, or some other race?
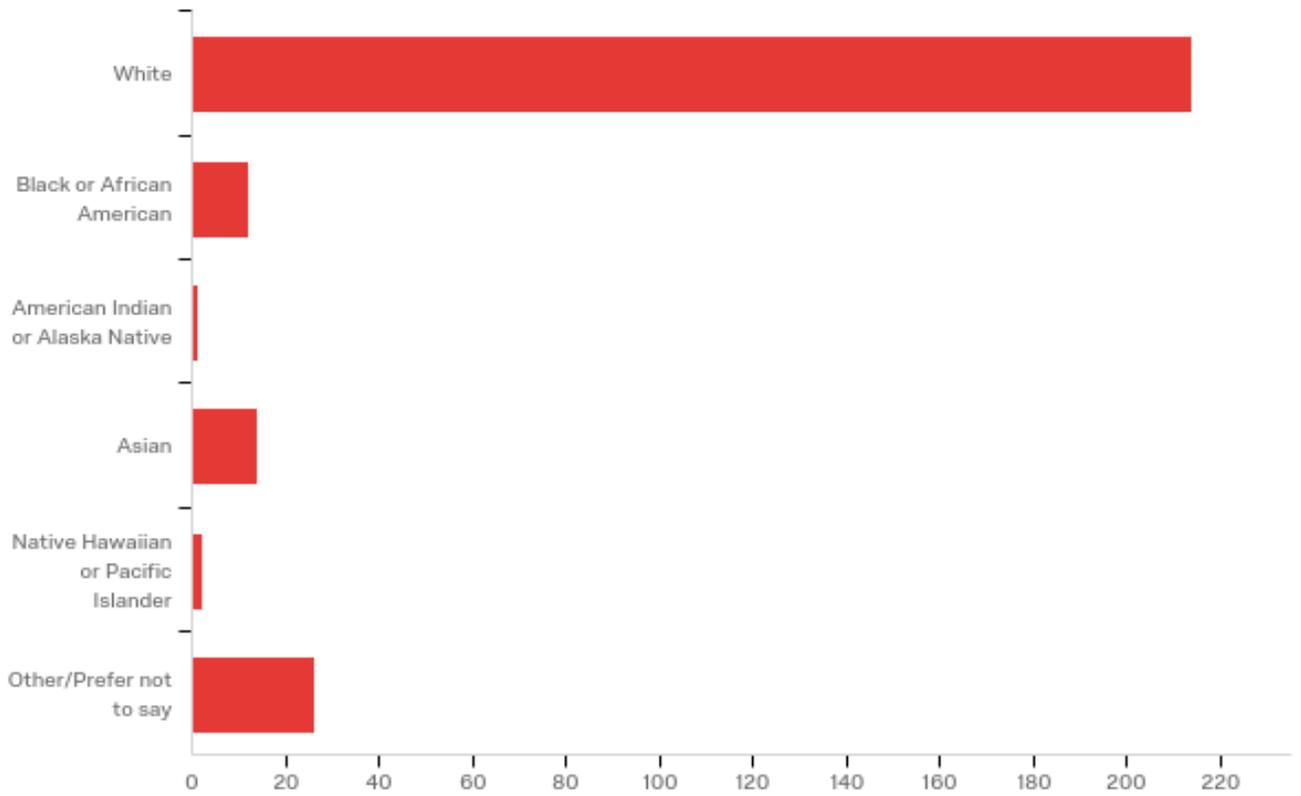
#		Answer	%	Count
1		White	79.55%	214
2		Black or African American	4.46%	12
3		American Indian or Alaska Native	0.37%	1
4		Asian	5.20%	14
5		Native Hawaiian or Pacific Islander	0.74%	2
6		Other/Prefer not to say	9.67%	26
		Total	100%	269

Q15 - What are your preferred pronouns?
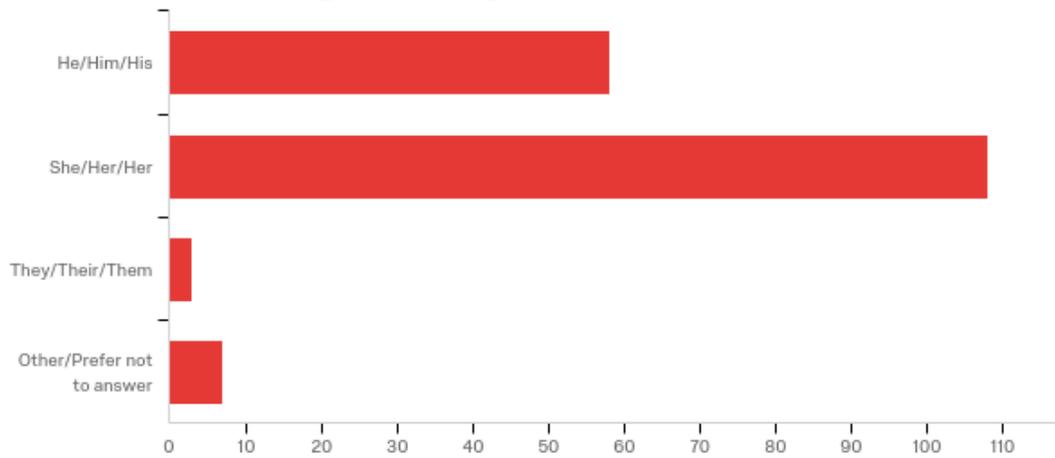
#	Answer	%	Count
1	He/Him/His	32.95%	58
2	She/Her/Her	61.36%	108
4	They/Their/Them	1.70%	3
3	Other/Prefer not to answer	3.98%	7
	Total	100%	176

Student Services Module

Q1 - I have used Counseling and Psychological Services (CAPS) before
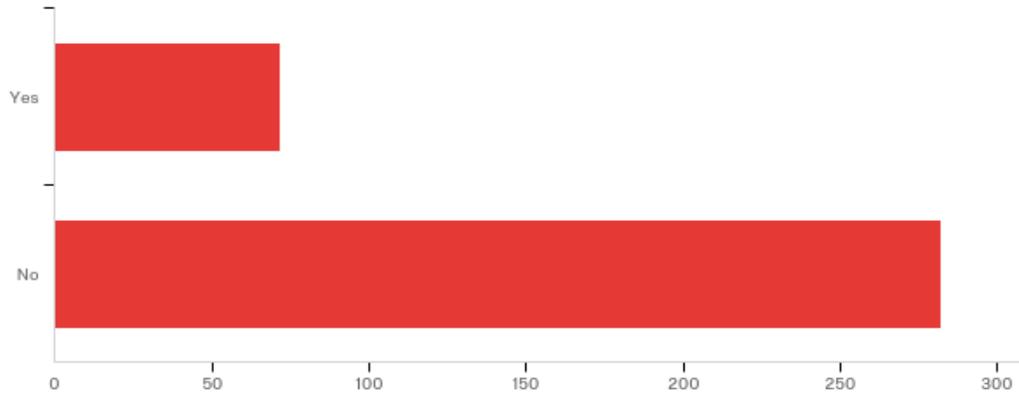
#	Answer	%	Count
1	Yes	20.34%	72
2	No	79.66%	282
	Total	100%	354

Q2 - I have used CAPS
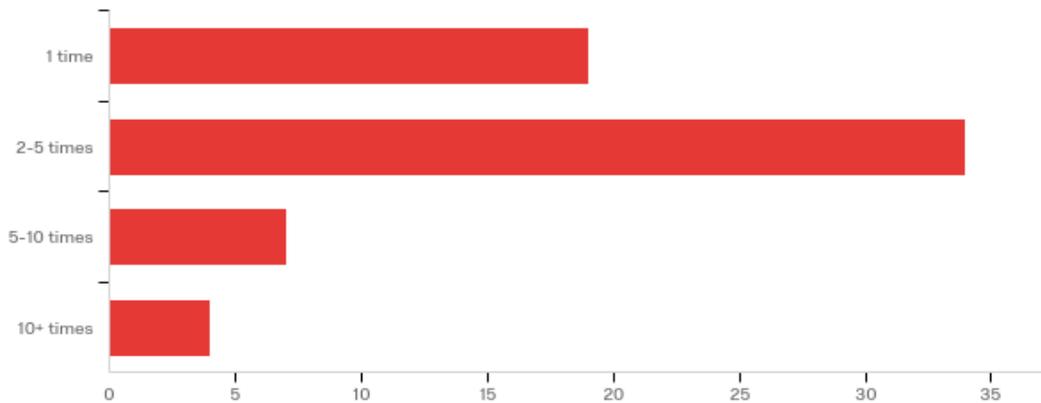
#	Answer	%	Count
1	1 time	29.69%	19
2	2-5 times	53.13%	34
3	5-10 times	10.94%	7
4	10+ times	6.25%	4
	Total	100%	64

Q3 - CAPS
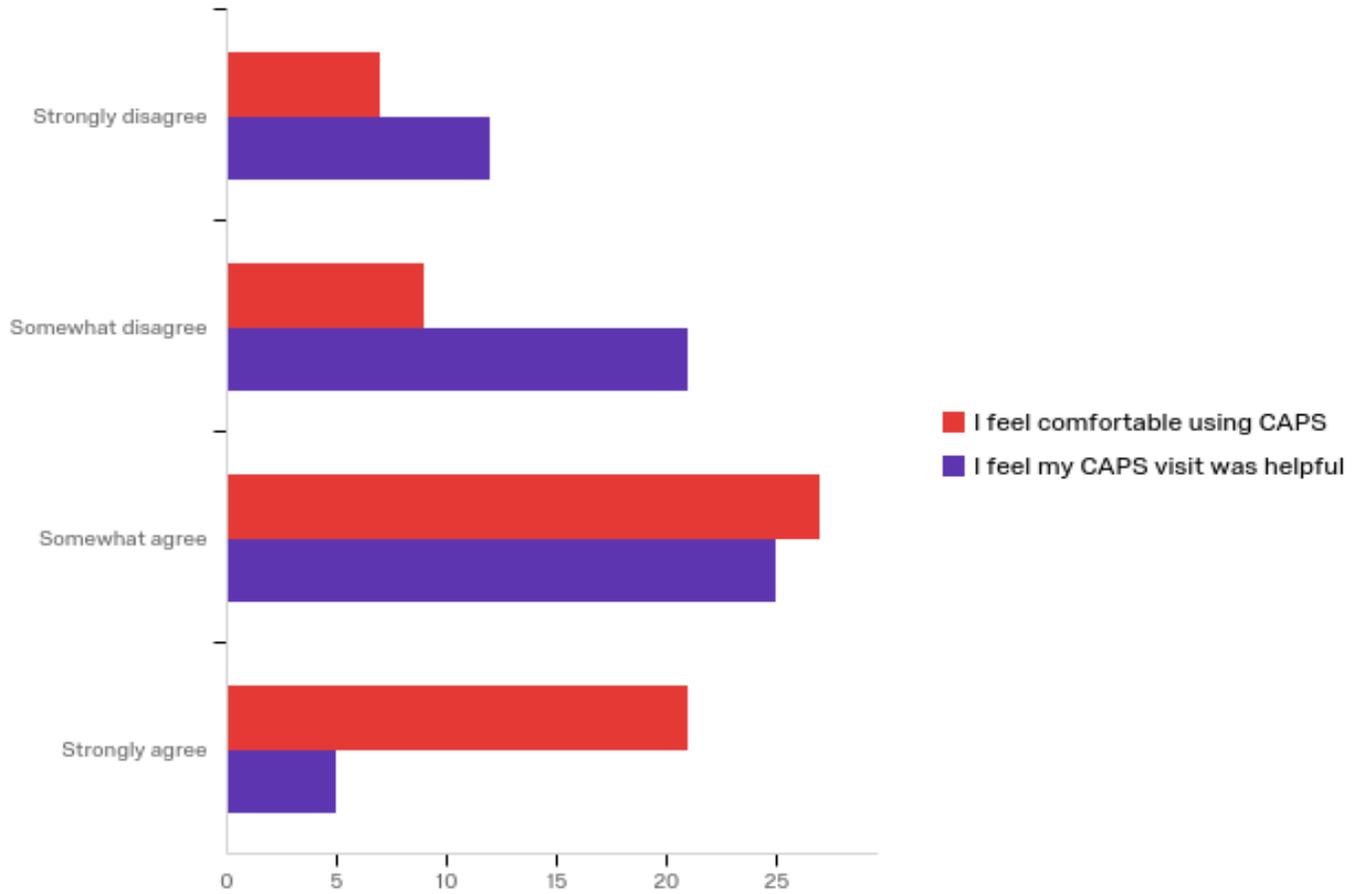
#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I feel comfortable using CAPS	10.94%	7	14.06%	9	42.19%	27	32.81%	21	64
2	I feel my CAPS visit was helpful	19.05%	12	33.33%	21	39.68%	25	7.94%	5	63

Q4 - What steps could make CAPS visits more effective to you? (Select all that apply)

#	Answer	%	Count
1	More accessible hours	18.41%	81
2	Earlier intervention	4.32%	19
3	Easier appointment scheduling	16.14%	71
4	Longer Sessions	14.55%	64
5	Better trained/more experienced employees	12.50%	55
6	fewer financial barriers	26.59%	117
7	Other	7.50%	33
	Total	100%	440

Other

Other - Text
Concern beyond legal liability for suicide
People go to caps when they need help, but their first appointment is not helpful, just someone listening and then you get a second appointment with a professional, but you only get 2 free appointments. Never going again.
Not associated with the Health Center
Knowing what services they could offer me.
hearing success stories from it? I feel there's this stereotype that if I use it, there's something wrong with me; I've thought about signing up for a session, but have been to scared to or have thought that my reason for wanting a session may not be significant enough.
I've never used it, so I don't know.
More info on free sessions
Not turning people away because they are busy/minimizing their problems
ability to prescribe HRT/ write letter for emotional support animals
I dont use caps
More noticeable location on campus
More aware of what it is and how to make an appointment
N/A
New psychiatrists
It just felt like they see tons of people and I was just one of the many people they saw that day, not someone they were really connecting to or remembered
N/A
by better trained employees I would like to see them promote and discuss empirically supported treatments like CBT or behavioral activation therapy
I don't need to visit.
Give real advice, not just papers
I have never visited CAPS.
Have not visited
More info about what issues CAPS is aimed at
Other meeting location besides the clinic.
None
I don't know what CAPS is.
Better marketing

| have replacements for when staff cancels appointments, make sure people answering the phone know what they are talking about |
| --- |
| |
| Ability to sign up for appointments online. |
| I don't use this |
| An app or easy to use online chat that could give you on time advice or feedback |
| More advertisement on campus. |

Q5 - CAPS

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I think CAPS adequately addresses mental health issues on campus	6.67%	15	19.56%	44	55.56%	125	18.22%	41	225
2	Compared to other student issues, I think that campus awareness and funding of mental health counseling and psychological services are more important	1.75%	4	8.77%	20	48.25%	110	41.23%	94	228

Q6 - I am aware of campus services for alcohol and drug harm reduction, intervention, and addiction recovery support (OASIS)
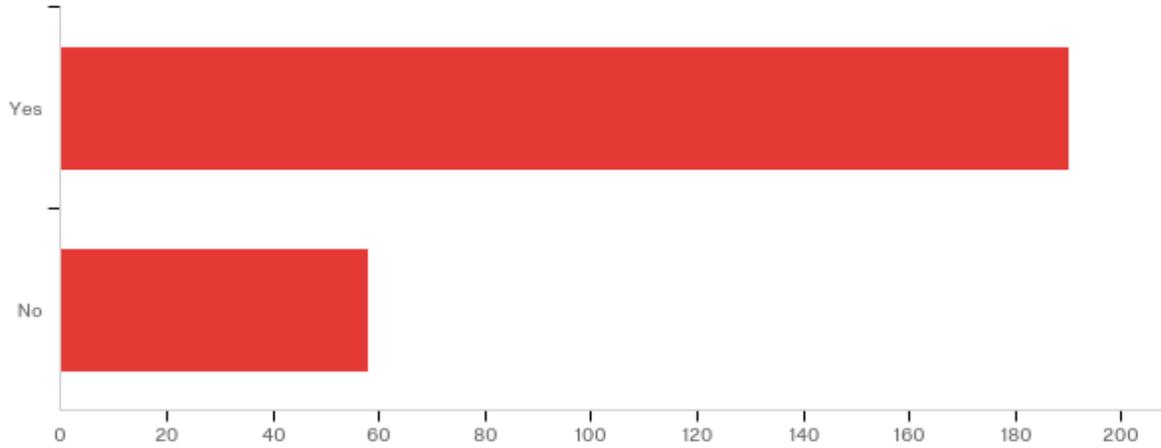
#	Answer	%	Count
1	Yes	76.61%	190
2	No	23.39%	58
	Total	100%	248

Q7 - I have been to an OASIS presentation, appointment, counseling session, info session, or workshop
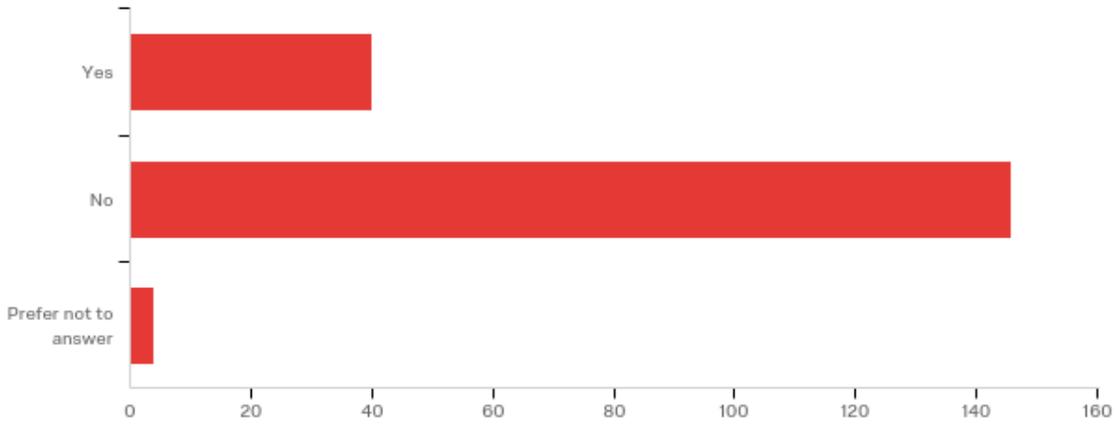
#	Answer	%	Count
1	Yes	21.05%	40
2	No	76.84%	146
3	Prefer not to answer	2.11%	4
	Total	100%	190

Q8 - I went to OASIS because of:
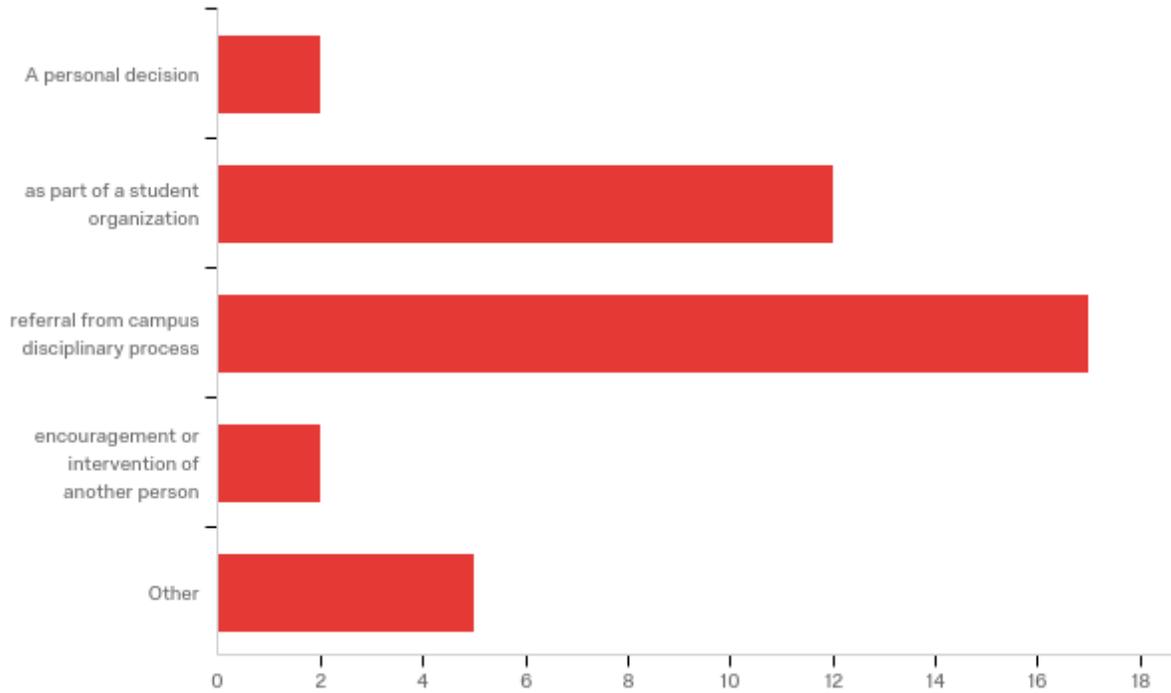
#	Answer	%	Count
1	A personal decision	5.26%	2
2	as part of a student organization	31.58%	12
3	referral from campus disciplinary process	44.74%	17
4	encouragement or intervention of another person	5.26%	2
5	Other	13.16%	5
	Total	100%	38

Other

Other - Text
Required
had to sit through a presentation
I was the presenter.
OASIS presentation to student group
We were required when we were freshman

Q9 - I have been to OASIS:
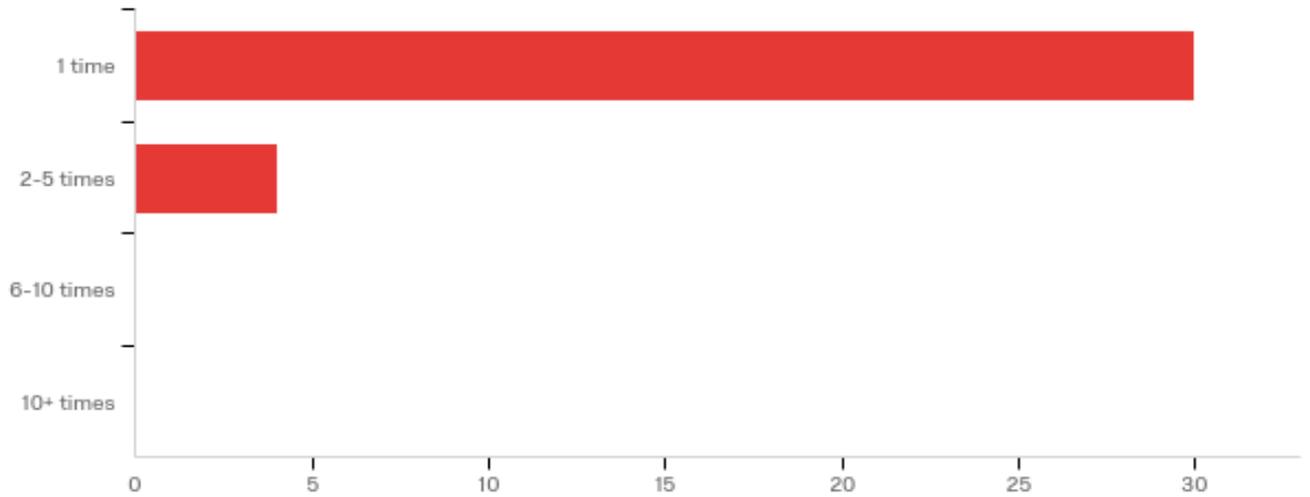
#	Answer	%	Count
1	1 time	88.24%	30
2	2-5 times	11.76%	4
3	6-10 times	0.00%	0
4	10+ times	0.00%	0
	Total	100%	34

Q10 - OASIS staff
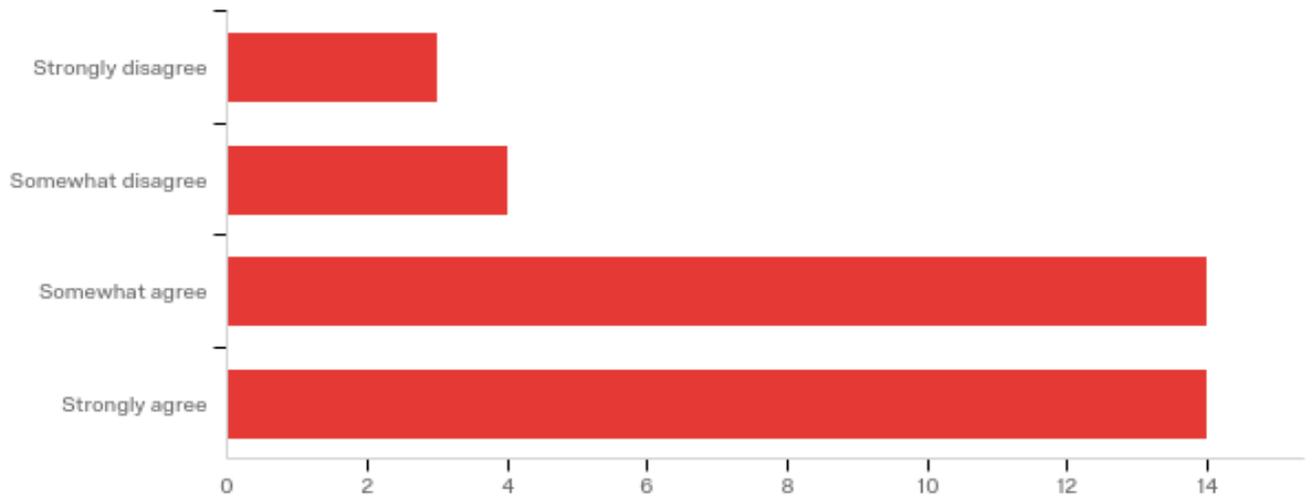
#	Answer	%	Count
1	Strongly disagree	8.57%	3

2	Somewhat disagree	11.43%	4
3	Somewhat agree	40.00%	14
4	Strongly agree	40.00%	14
	Total	100%	35

Q11 - OASIS
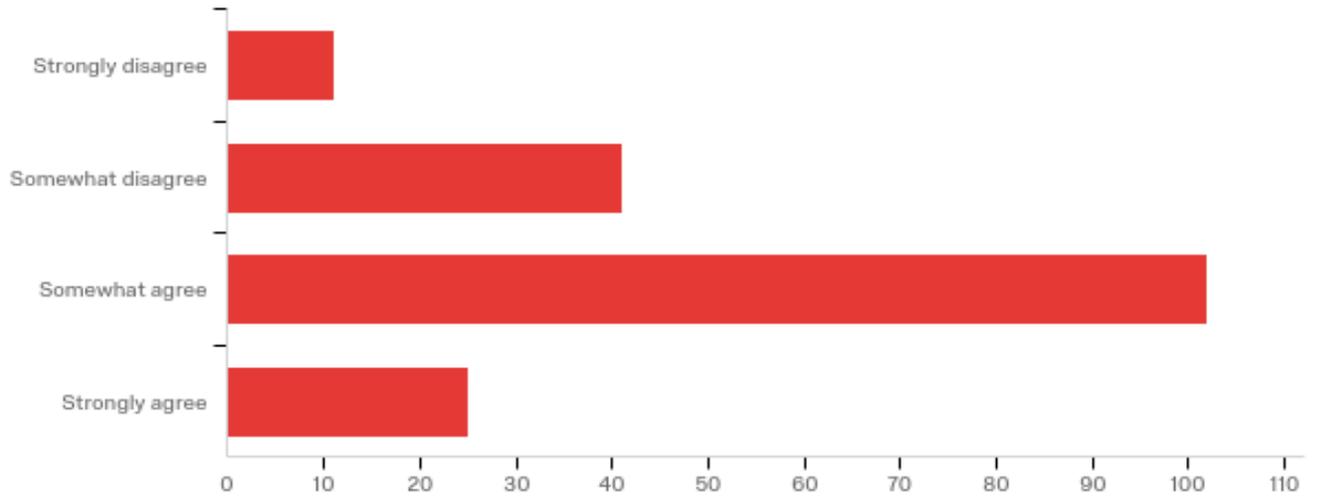
#	Answer	%	Count
1	Strongly disagree	6.15%	11
2	Somewhat disagree	22.91%	41
3	Somewhat agree	56.98%	102
4	Strongly agree	13.97%	25
	Total	100%	179

Q12 - I have been to the IU Health Center as a patient
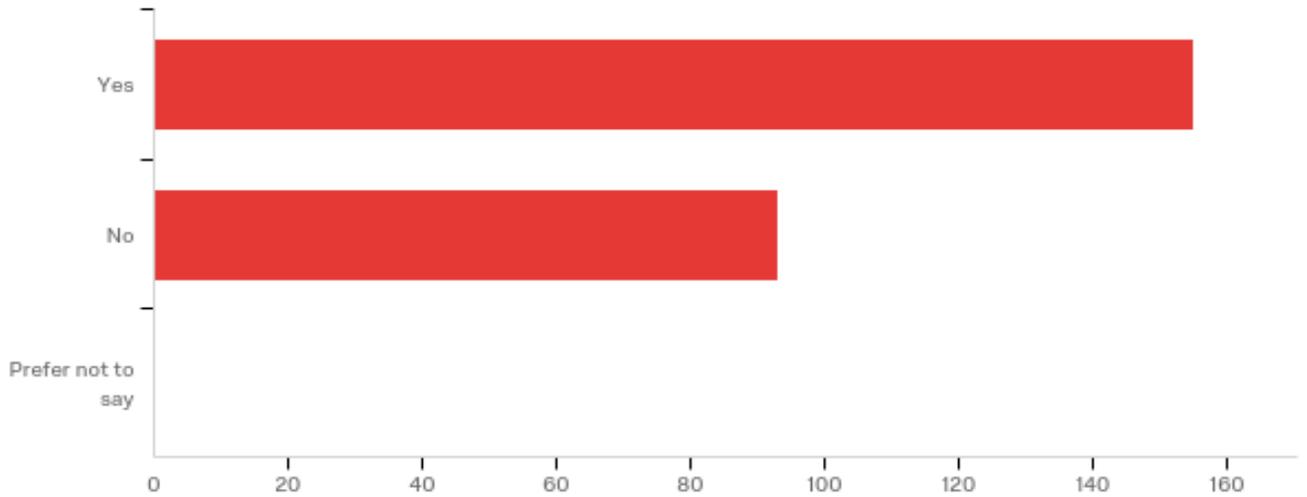
#	Answer	%	Count
1	Yes	62.50%	155
2	No	37.50%	93
3	Prefer not to say	0.00%	0
	Total	100%	248

Q13 - IU Health Center
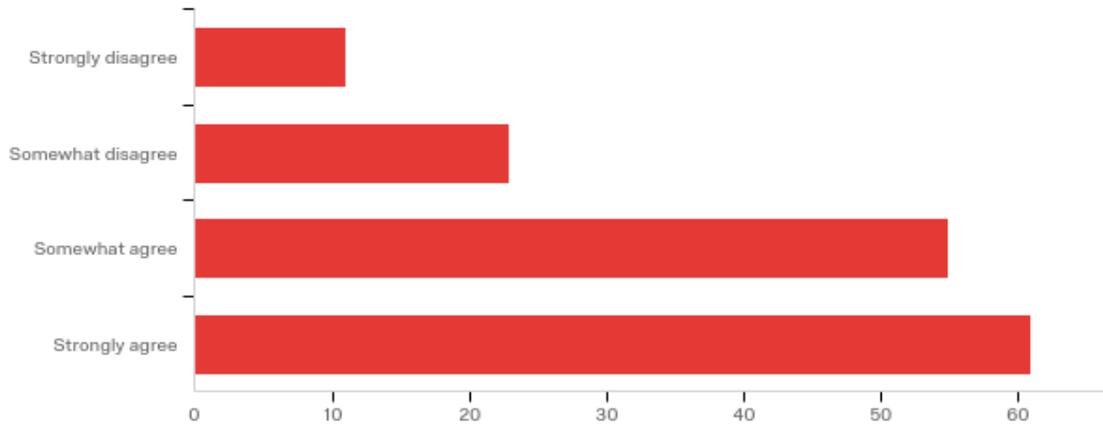
| #	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I feel like the IU Health Center professionals are skilled and knowledgeable in providing my medical care	1.00	4.00	3.11	0.92	0.84	150

#	Answer	%	Count
1	Strongly disagree	7.33%	11
2	Somewhat disagree	15.33%	23
3	Somewhat agree	36.67%	55
4	Strongly agree	40.67%	61
	Total	100%	150

Q14 - In an academic year, I visit the IU Health center an average of:
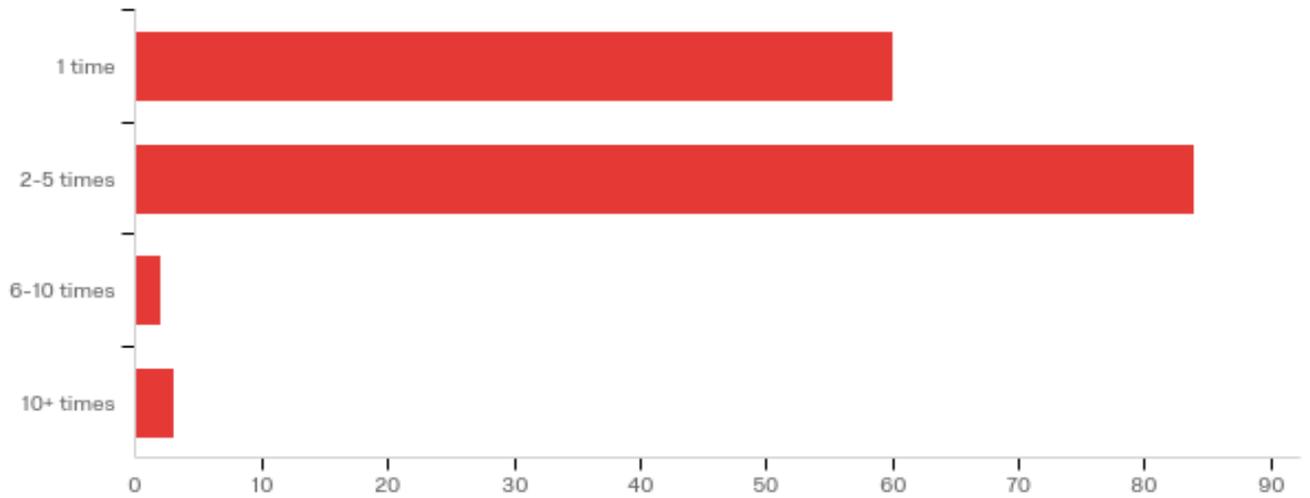
#	Answer	%	Count
1	1 time	40.27%	60
2	2-5 times	56.38%	84
3	6-10 times	1.34%	2
4	10+ times	2.01%	3
	Total	100%	149

Q15 - Health Resources
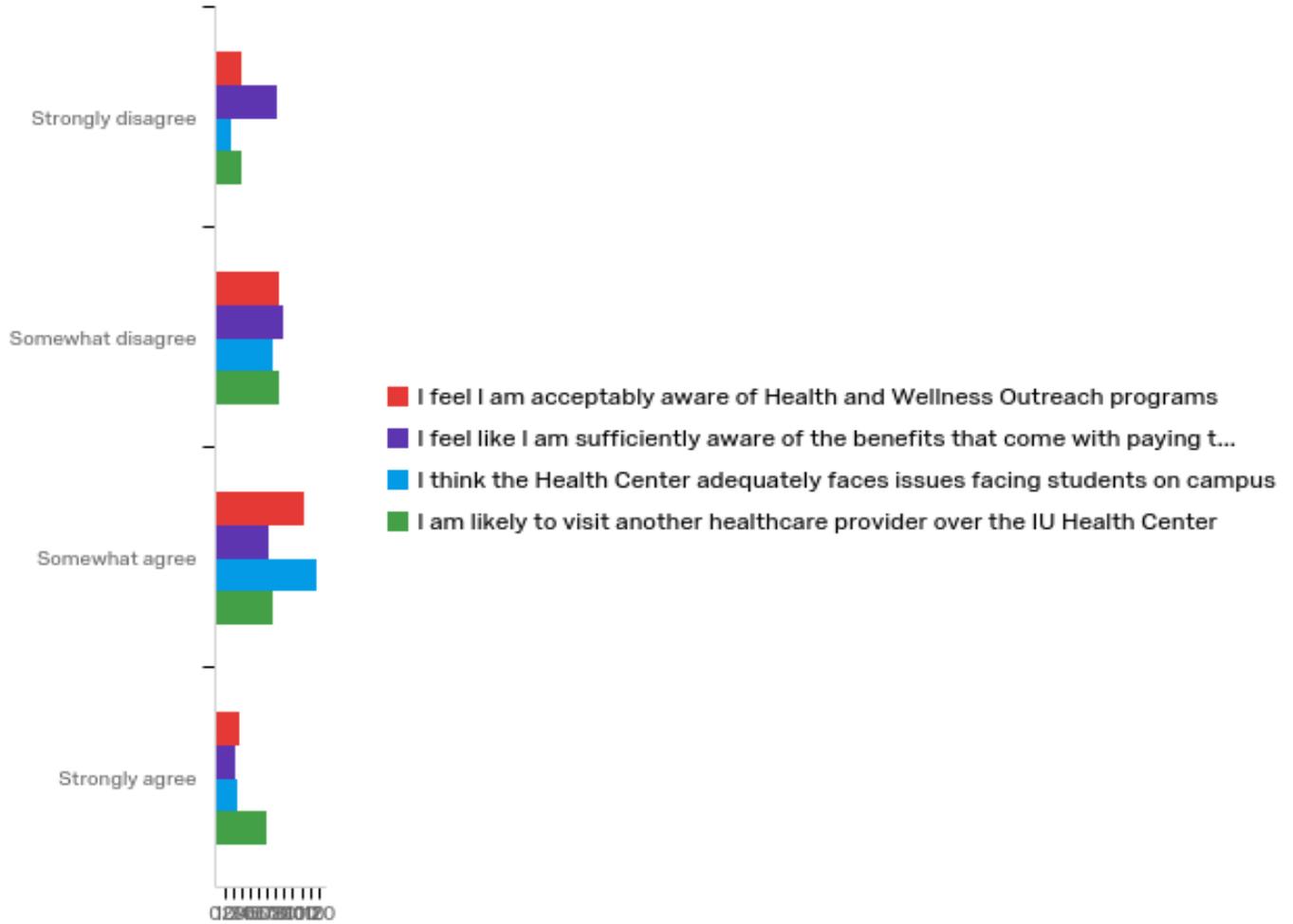
Legend:
- I feel I am acceptably aware of Health and Wellness Outreach programs
- I feel like I am sufficiently aware of the benefits that come with paying t...
- I think the Health Center adequately faces issues facing students on campus
- I am likely to visit another healthcare provider over the IU Health Center

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I feel I am acceptably aware of Health and Wellness Outreach programs	12.71%	30	31.78%	75	43.64%	103	11.86%	28	236
2	I feel like I am sufficiently aware of the benefits that come with paying the IU Health fee (weight control services, dietitian, eating disorder support, contraceptive updates, etc)	30.93%	73	33.47%	79	26.27%	62	9.32%	22	236
3	I think the Health Center adequately faces issues facing students on campus	7.89%	18	29.39%	67	51.75%	118	10.96%	25	228
4	I am likely to visit another healthcare provider over the IU Health Center	13.42%	31	32.47%	75	28.57%	66	25.54%	59	231

Q16 - I have made an appointment with IU Veteran Support Services (VSS)
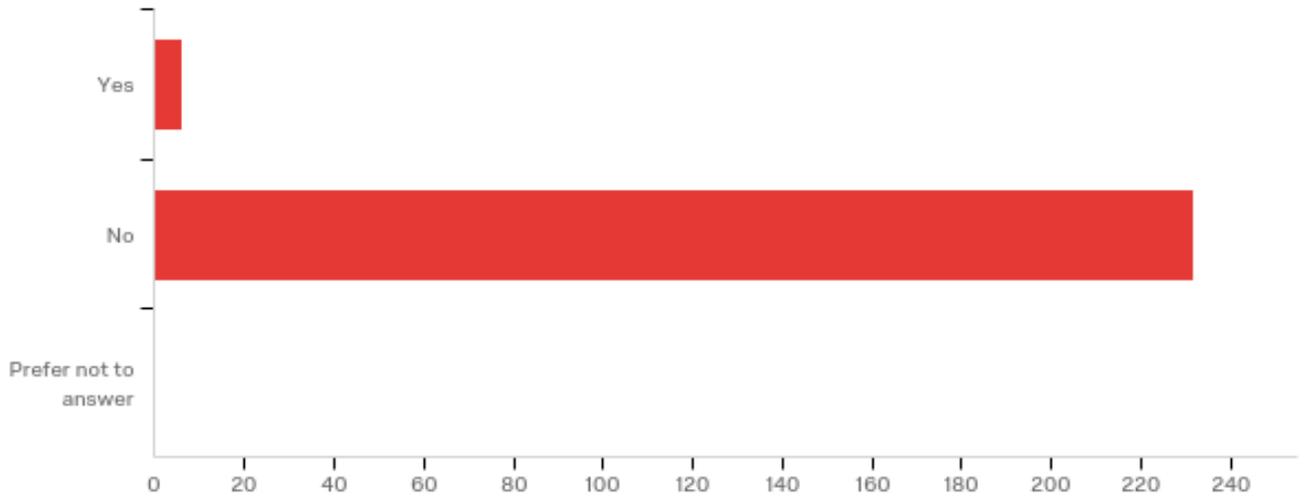
#	Answer	%	Count
1	Yes	2.52%	6
2	No	97.48%	232
3	Prefer not to answer	0.00%	0
	Total	100%	238

Q17 - VSS
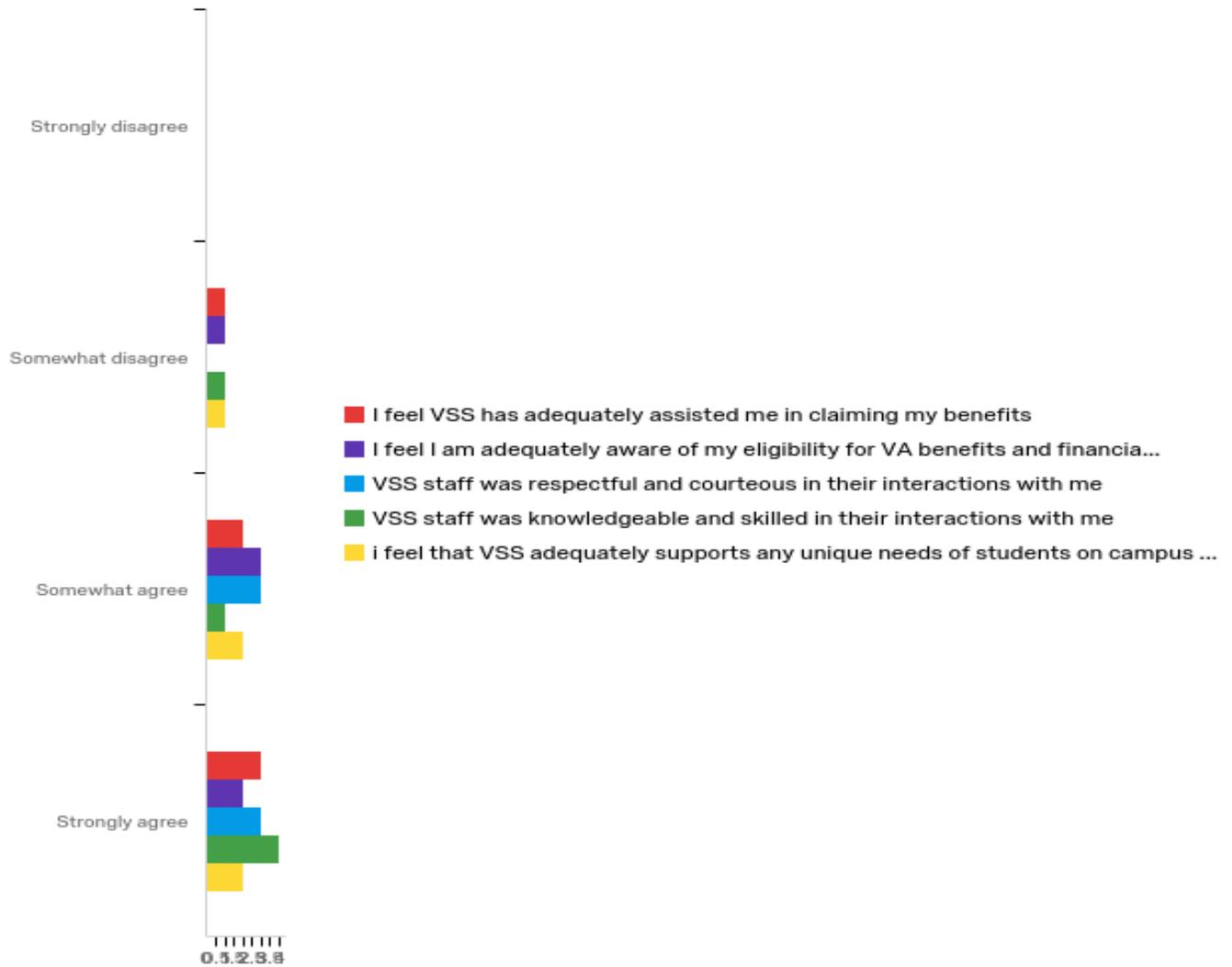
#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I feel VSS has adequately assisted me in claiming my benefits	0.00%	0	16.67%	1	33.33%	2	50.00%	3	6
2	I feel I am adequately aware of my eligibility for VA benefits and financial benefits	0.00%	0	16.67%	1	50.00%	3	33.33%	2	6
3	VSS staff was respectful and courteous in their interactions with me	0.00%	0	0.00%	0	50.00%	3	50.00%	3	6
4	VSS staff was knowledgeable and skilled in their interactions with me	0.00%	0	16.67%	1	16.67%	1	66.67%	4	6
5	i feel that VSS adequately supports any unique needs of students on campus who are veterans or members of the US military	0.00%	0	20.00%	1	40.00%	2	40.00%	2	5

Q18 - I have needed to obtain a student visa, work authorization, or travel notice as a student at IU
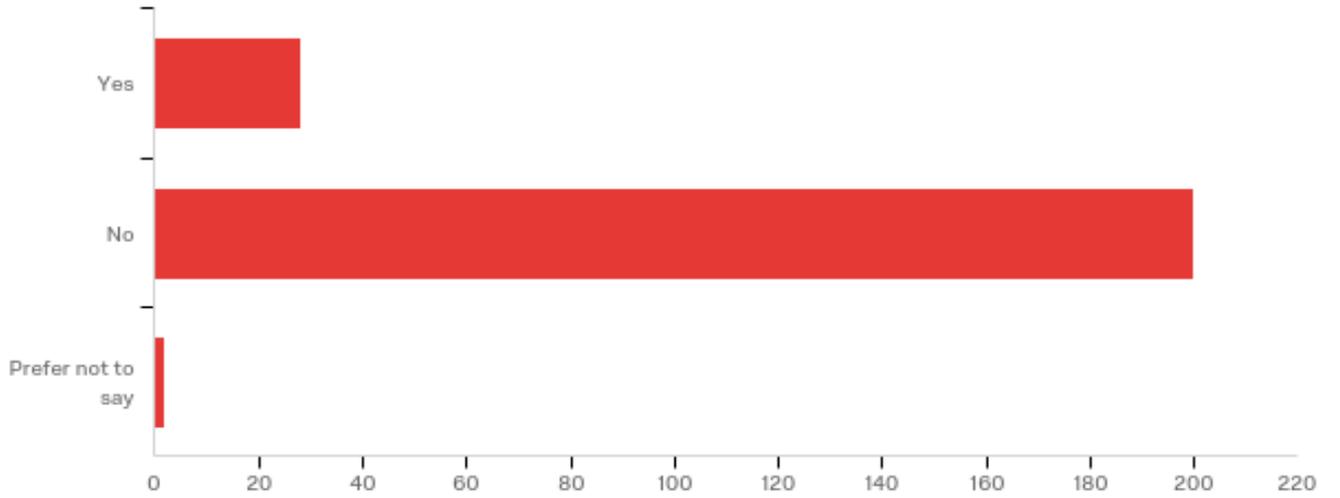

#	Answer	%	Count
1	Yes	12.17%	28
2	No	86.96%	200
3	Prefer not to say	0.87%	2
	Total	100%	230

Q19 - International Services
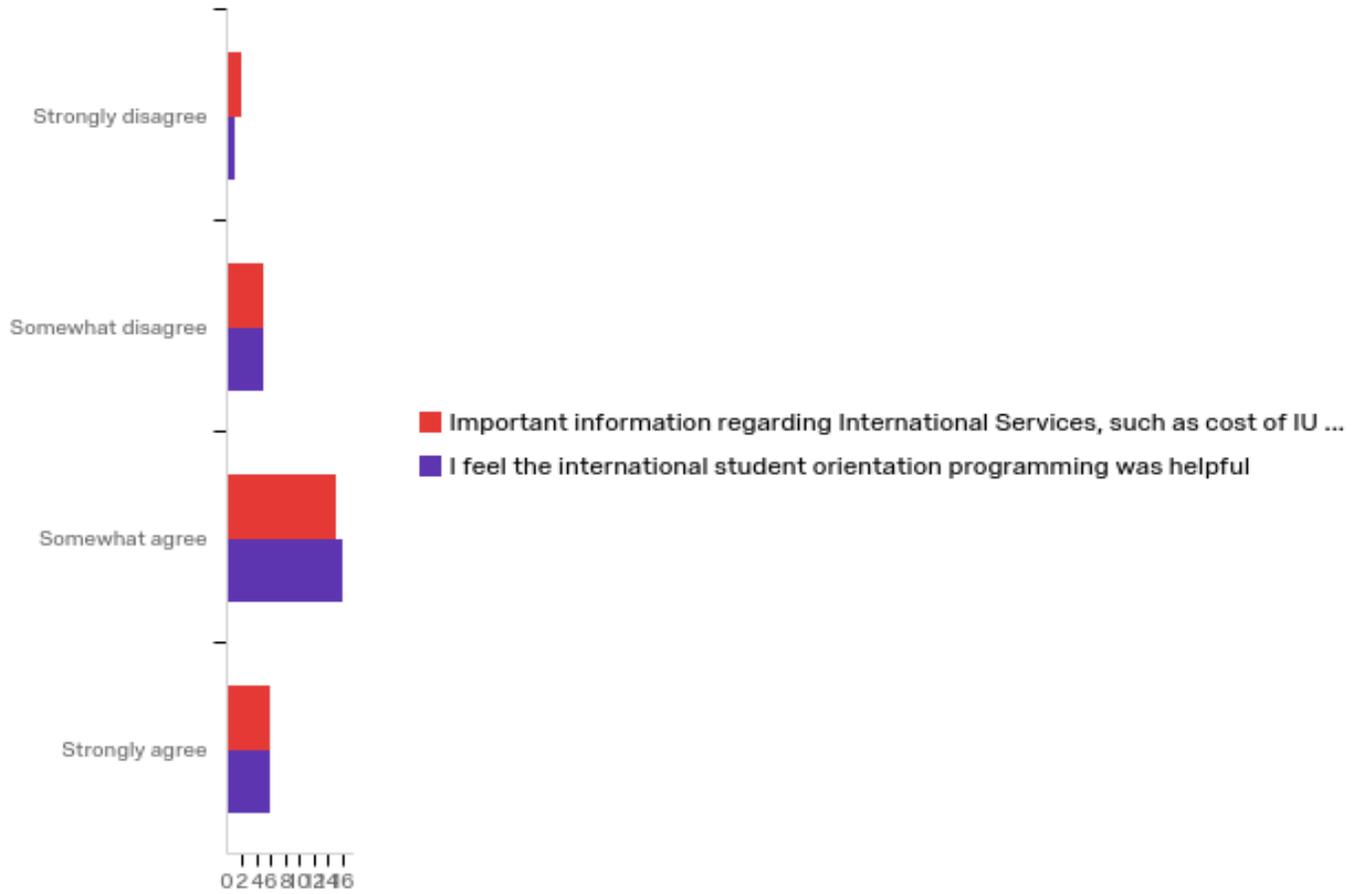
#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	Important information regarding International Services, such as cost of IU education and law obligations, have been clearly explained to me in a timely manner	7.14%	2	17.86%	5	53.57%	15	21.43%	6	28
2	I feel the international student orientation programming was helpful	3.57%	1	17.86%	5	57.14%	16	21.43%	6	28

Q20 - I   have participated in a presentation, training, advising appointment, or communication with the Office of International Services (OIS)
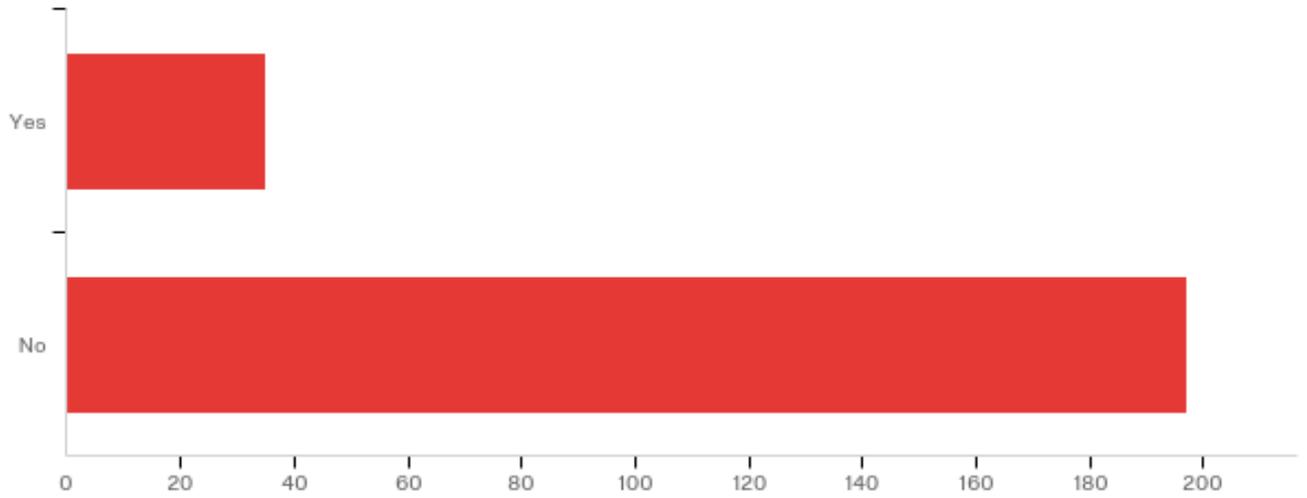

| #	Answer	%	Count
1	Yes	15.09%	35
2	No	84.91%	197
	Total	100%	232

Strongly disagree

Somewhat disagree

Somewhat agree

Strongly agree

- ■ OIS staff was courteous and respectful in their interactions with me
- ■ OIS staff has made every effort to accommodate any language obstacles in co...
- ■ If needed, I am confident OIS could adequately help me obtain permanent res...
- ■ I feel that OIS staff are skilled and knowledgeable in providing me advice ...

0 2 4 6 8 10 12 14 16

Q21 -

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	OIS staff was courteous and respectful in their interactions with me	11.11%	3	7.41%	2	22.22%	6	59.26%	16	27
2	OIS staff has made every effort to accommodate any language obstacles in communication	7.41%	2	3.70%	1	37.04%	10	51.85%	14	27
3	If needed, I am confident OIS could adequately help me obtain permanent residency, visitor visas for dependents, employment authorization, or visa renewals	11.54%	3	19.23%	5	53.85%	14	15.38%	4	26
4	I feel that OIS staff are skilled and knowledgeable in providing me advice and help on immigration or my status as an international student	8.00%	2	12.00%	3	44.00%	11	36.00%	9	25

Q22 - International Services
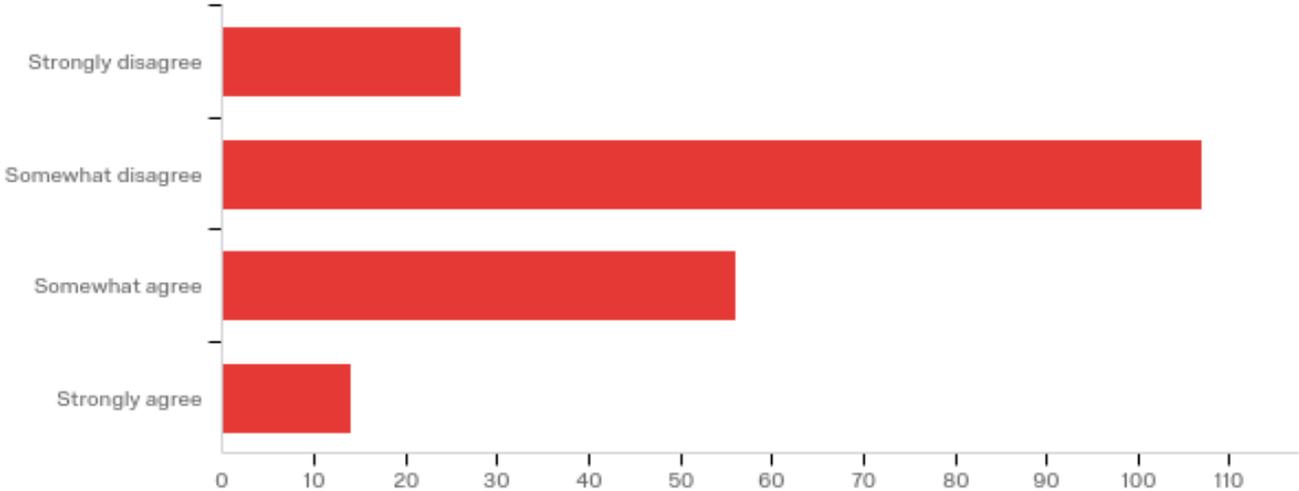
#	Answer	%	Count
1	Strongly disagree	12.81%	26
2	Somewhat disagree	52.71%	107
3	Somewhat agree	27.59%	56
4	Strongly agree	6.90%	14
	Total	100%	203

Q23 – My individual school has a career development office
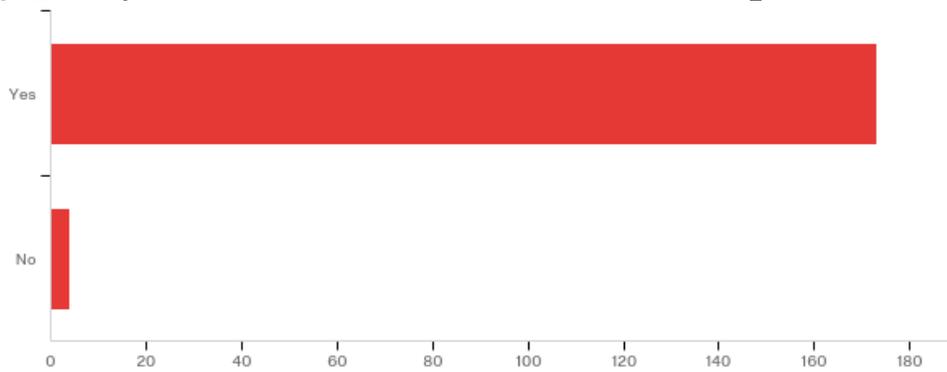
#	Answer	%	Count
1	Yes	97.74%	173
2	No	2.26%	4
	Total	100%	177

Q24 - Career Services
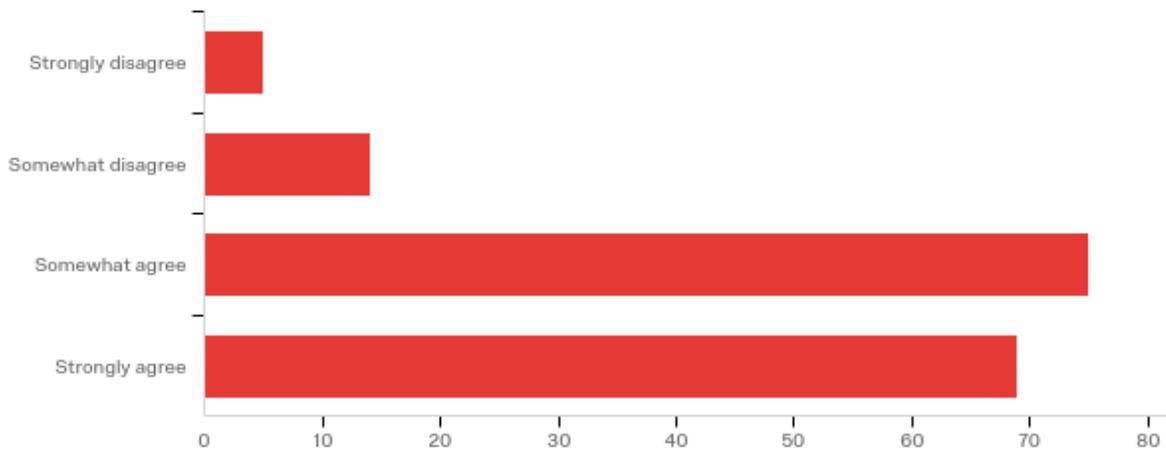
#	Answer	%	Count
1	Strongly disagree	3.07%	5
2	Somewhat disagree	8.59%	14
3	Somewhat agree	46.01%	75
4	Strongly agree	42.33%	69
	Total	100%	163

Q25 – I have visited one of my school's career development advisors
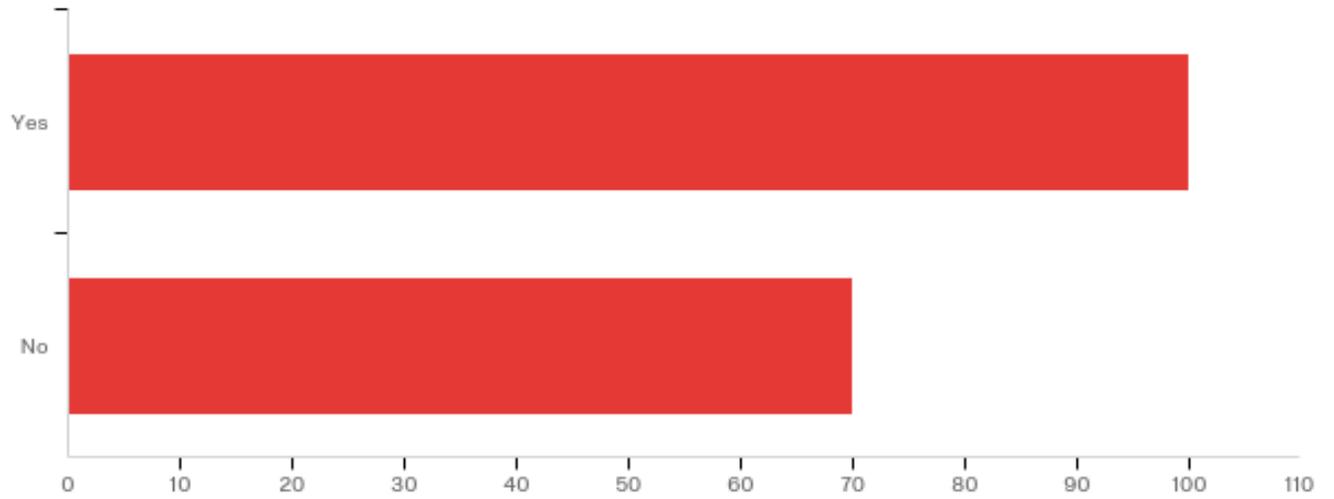
#	Answer	%	Count
1	Yes	58.82%	100
2	No	41.18%	70
	Total	100%	170

Q26 - I have visited my career advisor
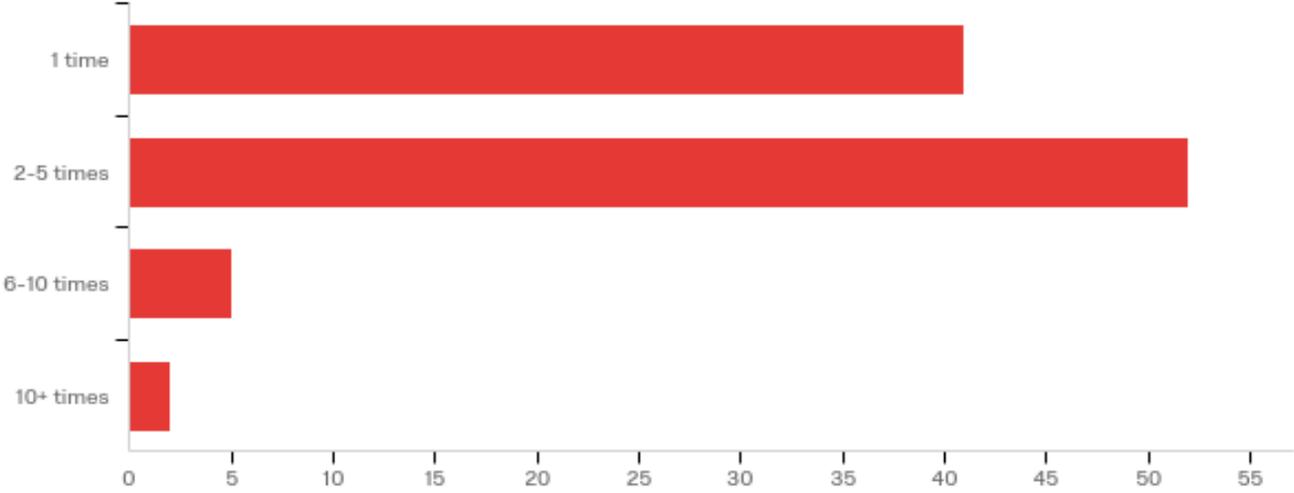
#	Answer	%	Count
1	1 time	41.00%	41
2	2-5 times	52.00%	52
3	6-10 times	5.00%	5
4	10+ times	2.00%	2
	Total	100%	100

Q27 - Career Advisors
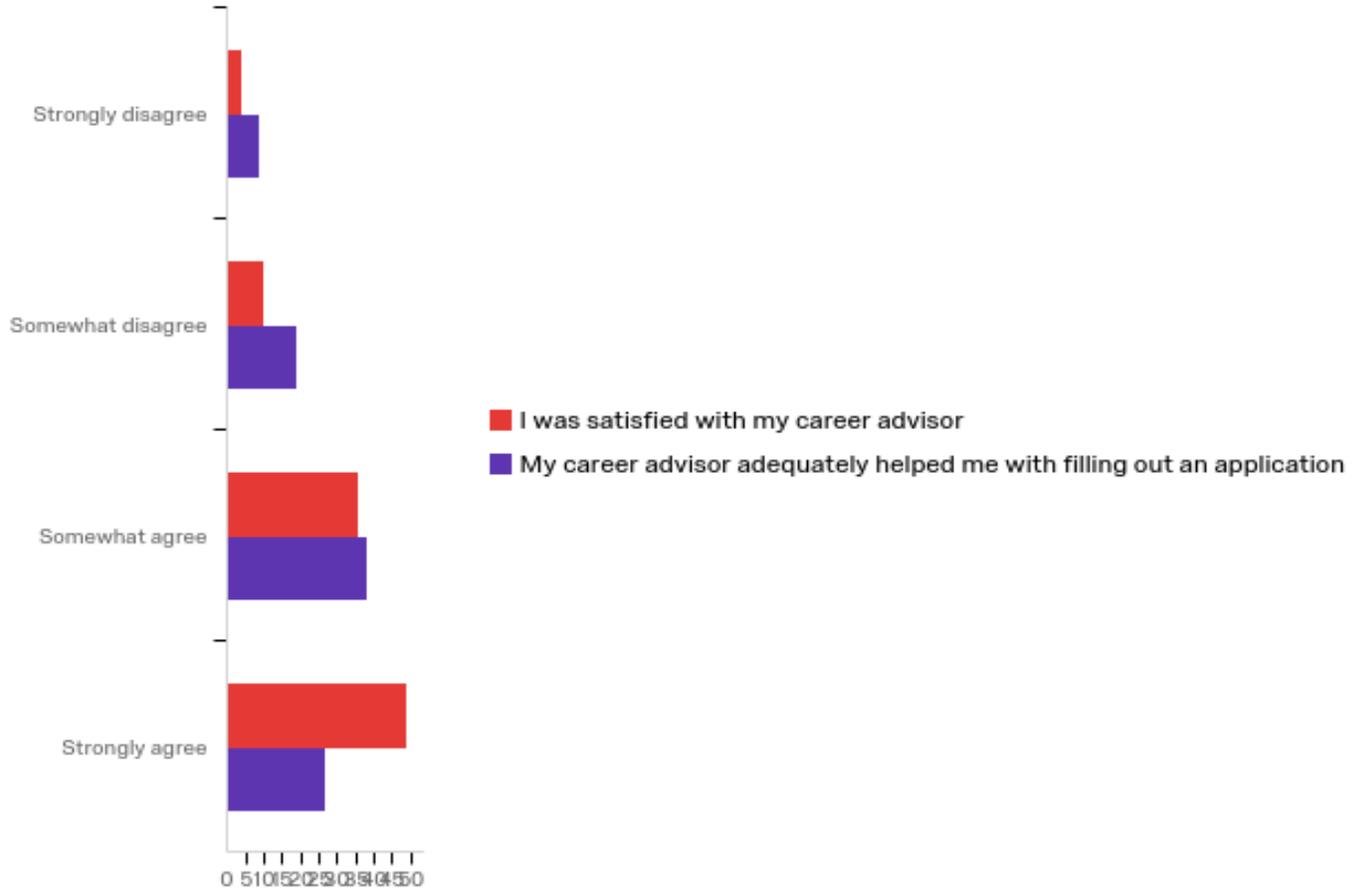
#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I was satisfied with my career advisor	4.04%	4	10.10%	10	36.36%	36	49.49%	49	99
2	My career advisor adequately helped me with filling out an application	9.68%	9	20.43%	19	40.86%	38	29.03%	27	93

Q28 - I have children
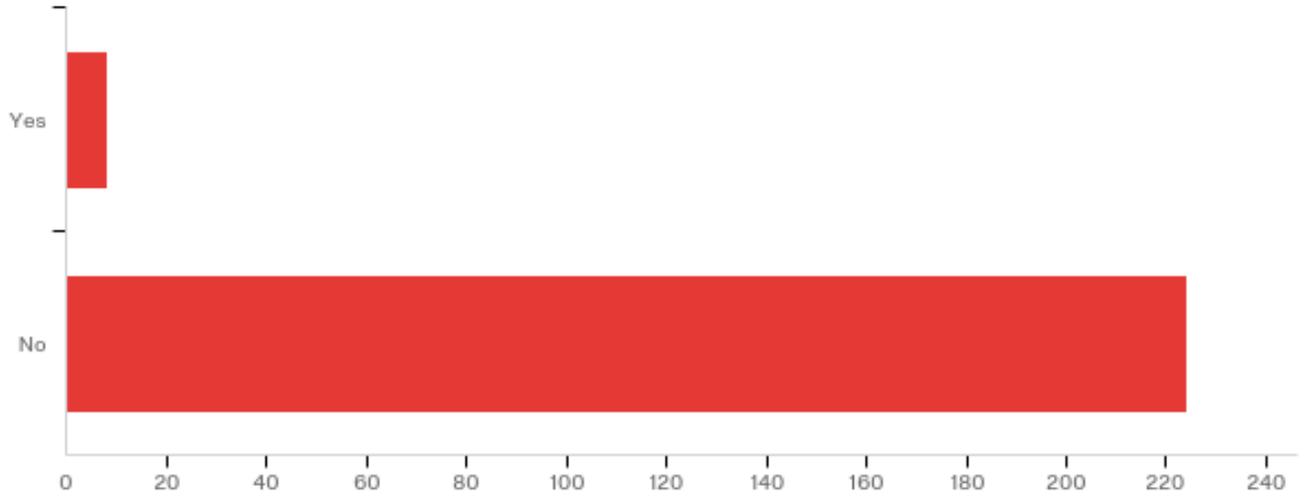
#	Answer	%	Count
1	Yes	3.45%	8
2	No	96.55%	224
	Total	100%	232

Q29 - During the day, my children are cared for:
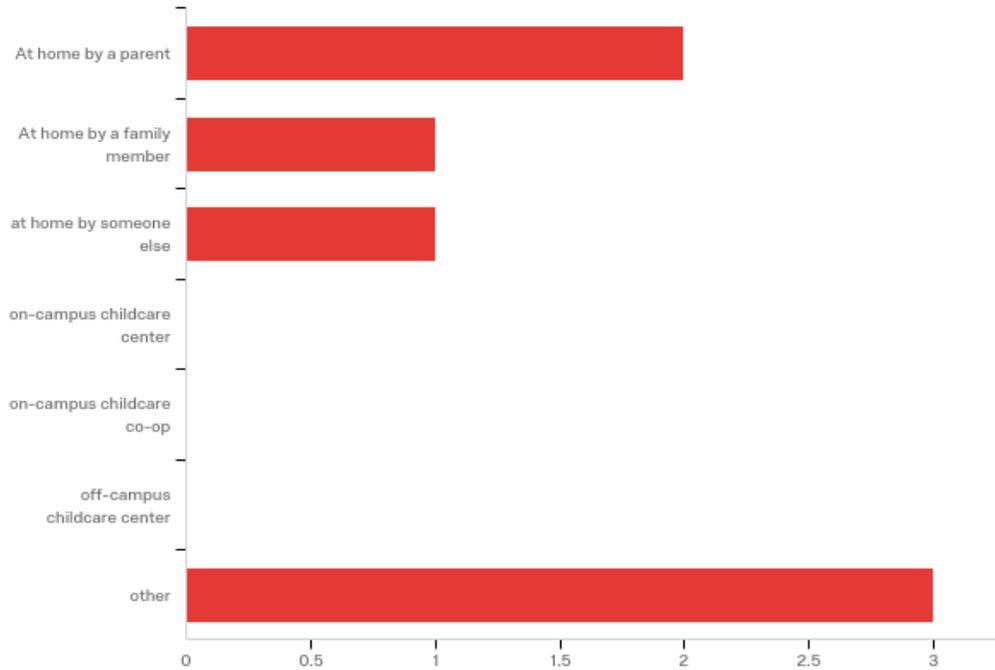
#	Answer	%	Count
1	At home by a parent	28.57%	2
2	At home by a family member	14.29%	1
3	at home by someone else	14.29%	1
4	on-campus childcare center	0.00%	0
5	on-campus childcare co-op	0.00%	0
6	off-campus childcare center	0.00%	0
7	other	42.86%	3
	Total	100%	7

Q30 - I consider these things the most when deciding on childcare for my child (pick three)
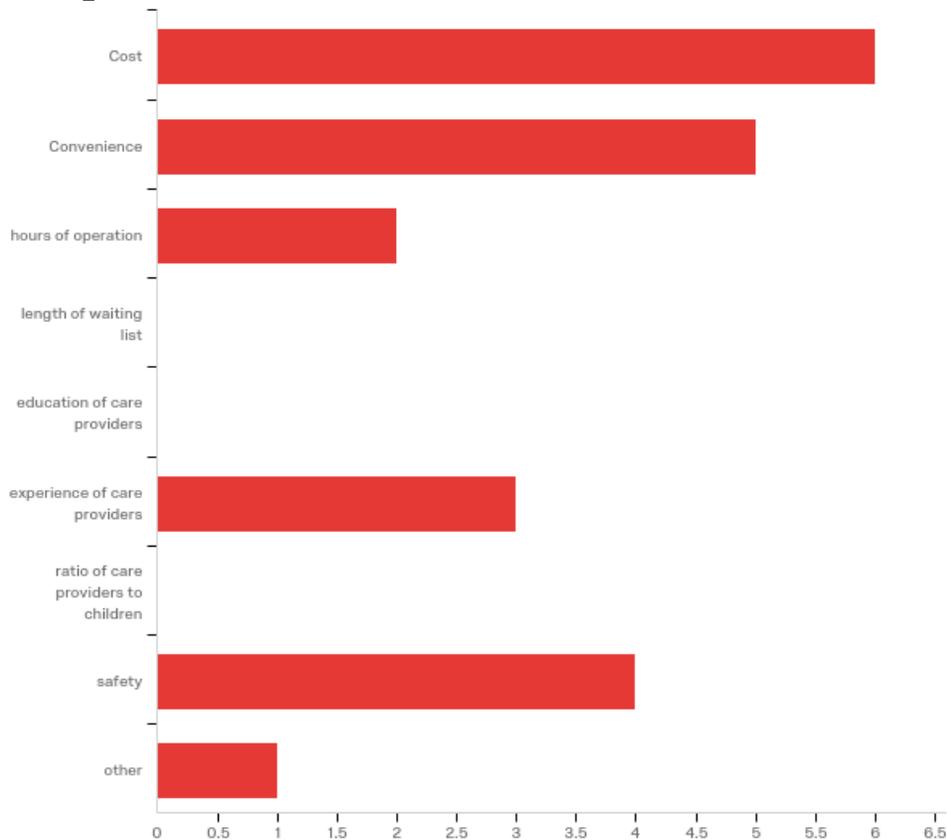
#	Answer	%	Count
1	Cost	28.57%	6
2	Convenience	23.81%	5
3	hours of operation	9.52%	2
4	length of waiting list	0.00%	0
5	education of care providers	0.00%	0
6	experience of care providers	14.29%	3
7	ratio of care providers to children	0.00%	0
8	safety	19.05%	4
9	other	4.76%	1
	Total	100%	21

Q31 - I use IU childcare services
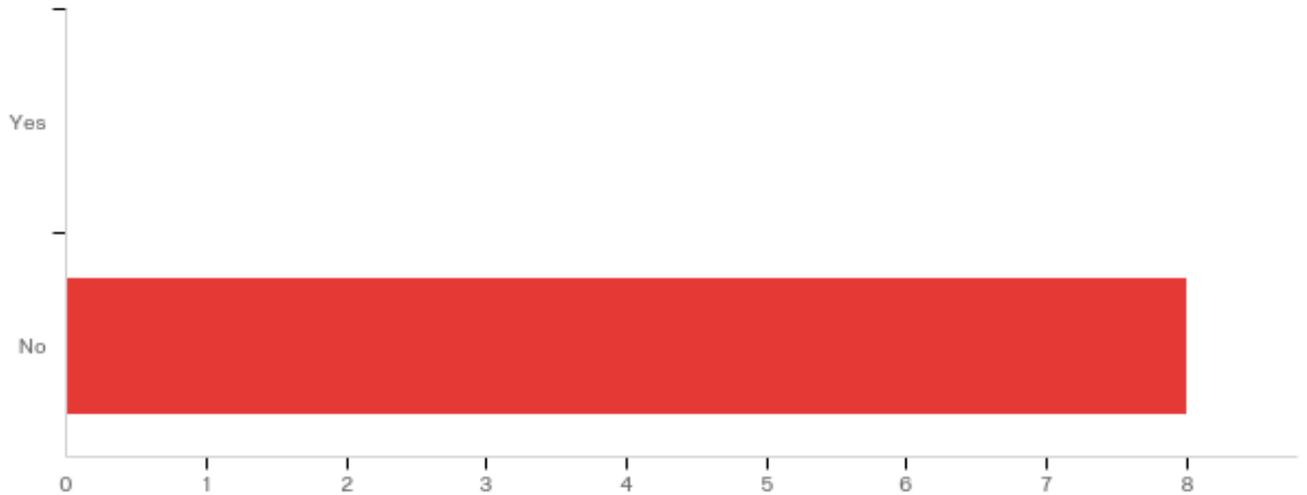
#	Answer	%	Count
1	Yes	0.00%	0
2	No	100.00%	8
	Total	100%	8

Q32 - Childcare quality

#	Answer	%	Count
1	Strongly disagree	0.00%	0
2	Somewhat disagree	0.00%	0
3	Somewhat agree	0.00%	0
4	Strongly agree	0.00%	0
	Total	100%	0

Q33 - I have met with a student advocate with the student advocates office
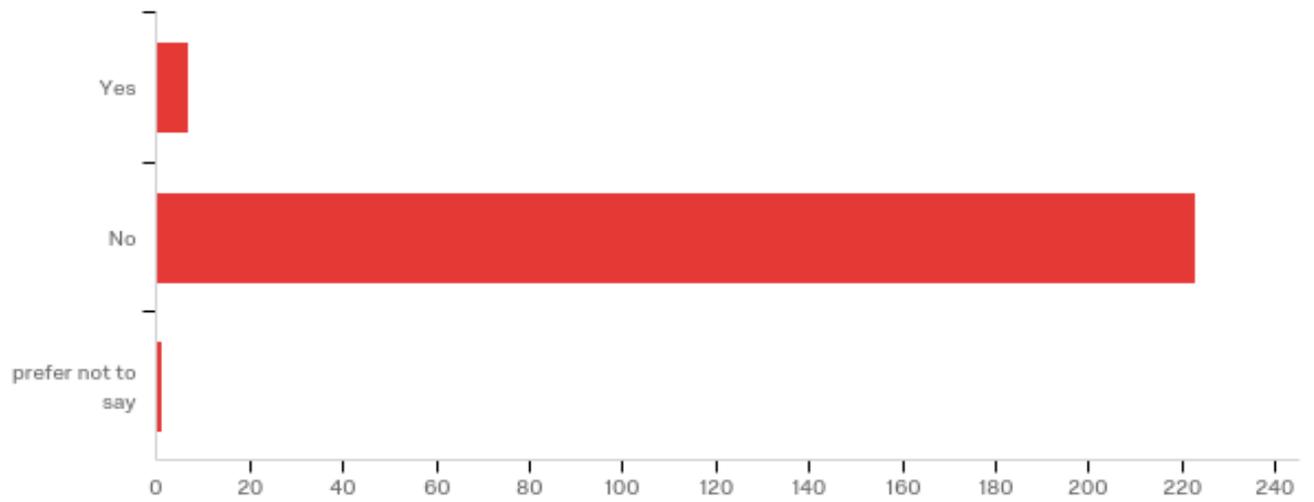
#	Answer	%	Count
1	Yes	3.03%	7
2	No	96.54%	223
3	prefer not to say	0.43%	1
	Total	100%	231

Q34 - Student Advocates
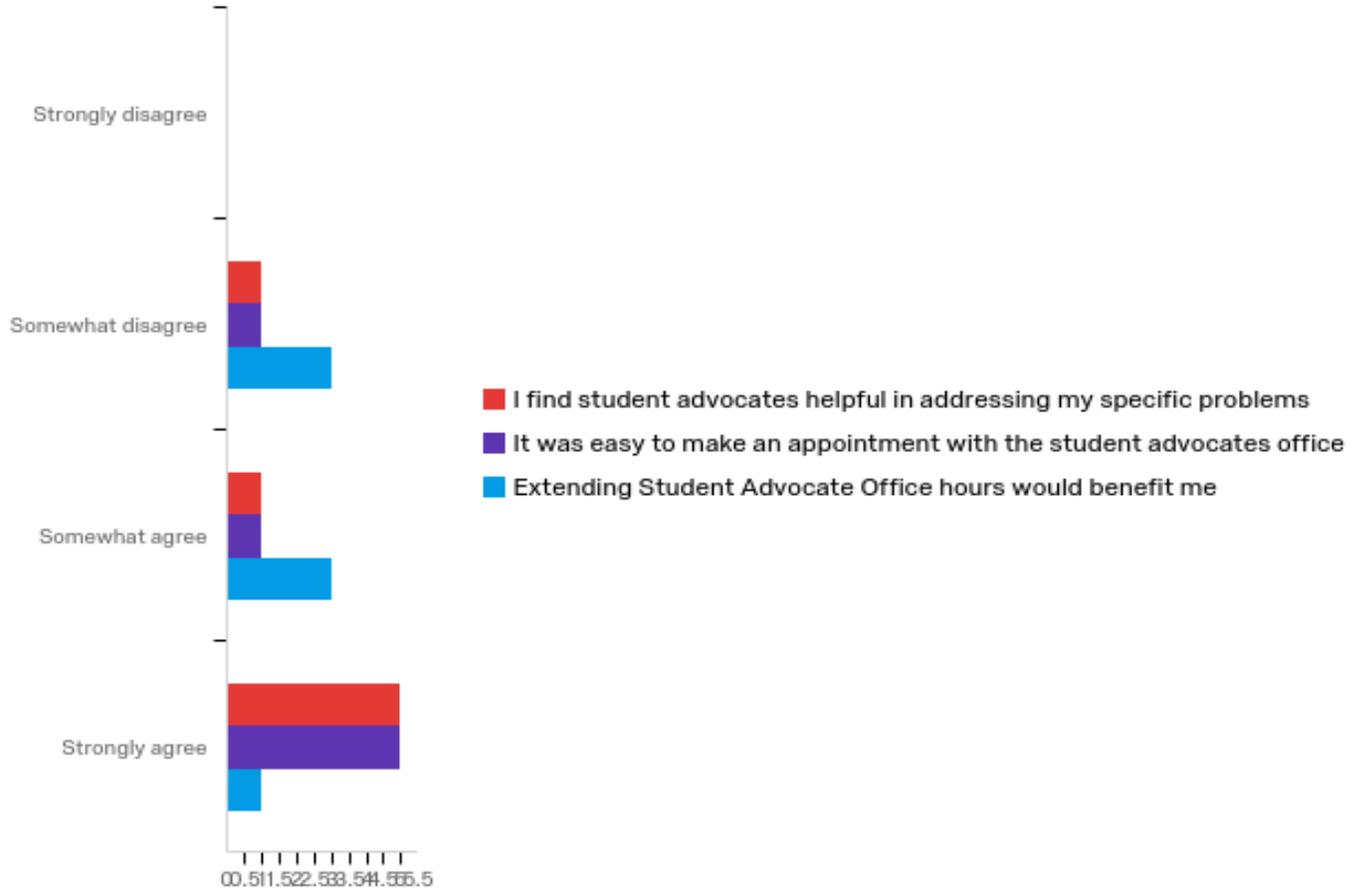
#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I find student advocates helpful in addressing my specific problems	0.00%	0	14.29%	1	14.29%	1	71.43%	5	7
2	It was easy to make an appointment with the student advocates office	0.00%	0	14.29%	1	14.29%	1	71.43%	5	7
3	Extending Student Advocate Office hours would benefit me	0.00%	0	42.86%	3	42.86%	3	14.29%	1	7

Q35 - I have met with Student Legal Services
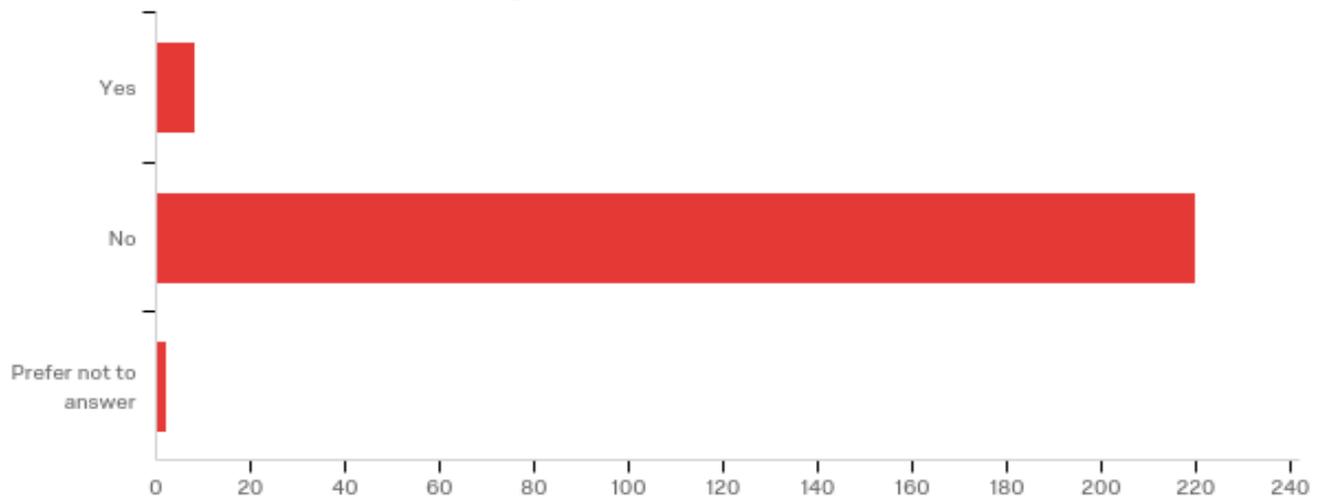
#	Answer	%	Count
1	Yes	3.48%	8
2	No	95.65%	220
3	Prefer not to answer	0.87%	2
	Total	100%	230

Q36 - Student Legal Services
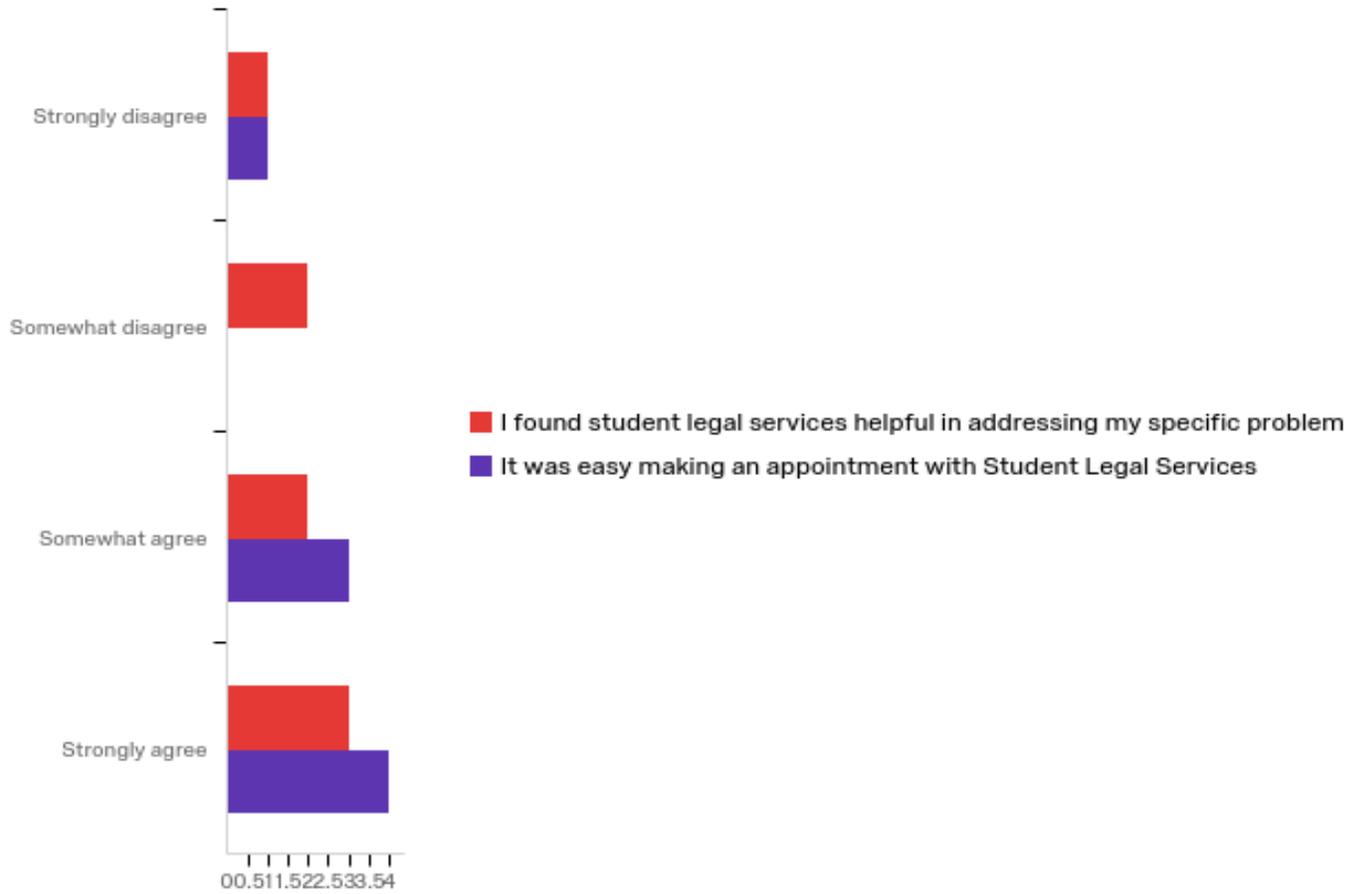
#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I found student legal services helpful in addressing my specific problem	12.50%	1	25.00%	2	25.00%	2	37.50%	3	8
2	It was easy making an appointment with Student Legal Services	12.50%	1	0.00%	0	37.50%	3	50.00%	4	8

Q37 - Student Legal Services

Legend:
- 114. Extending hours of Student Legal Services would benefit me
- 115. I feel informed about student services provided by the university
- 116. I feel the university provided services for my non-academic concerns w...
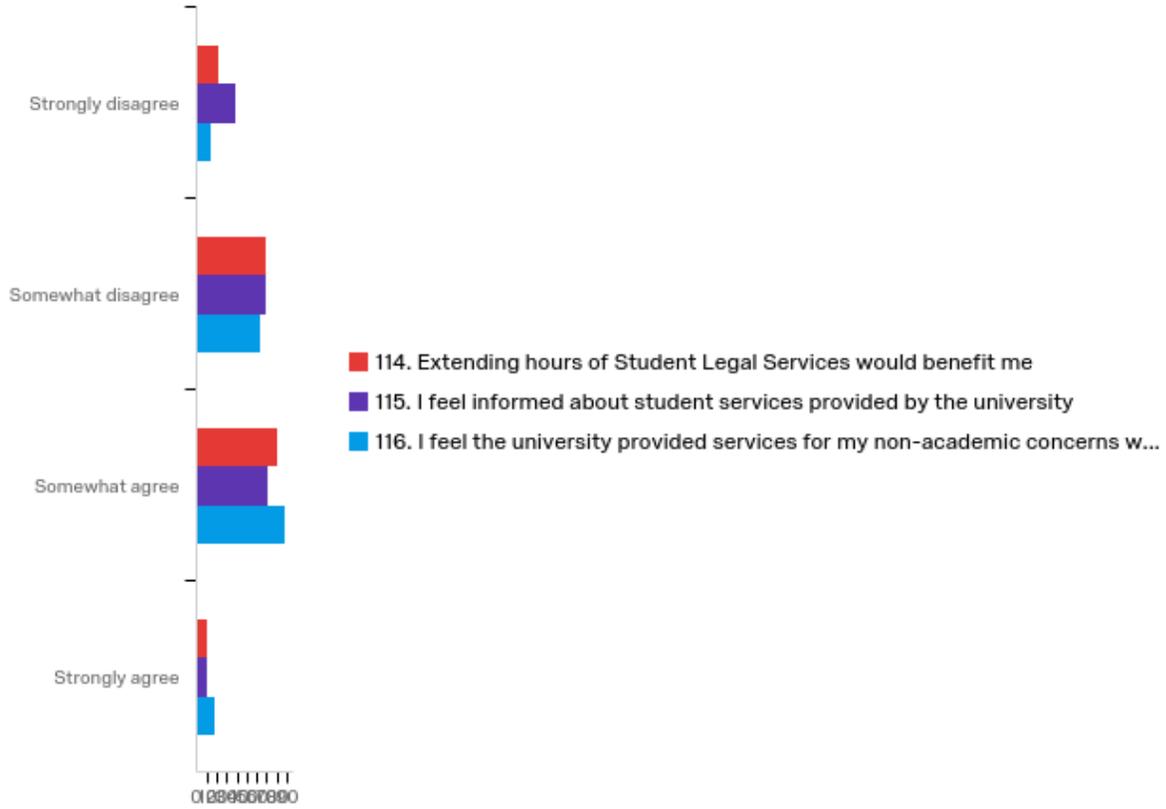
#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	114. Extending hours of Student Legal Services would benefit me	12.15%	22	38.12%	69	44.20%	80	5.52%	10	181
2	115. I feel informed about student services provided by the university	20.11%	38	37.04%	70	37.57%	71	5.29%	10	189
3	116. I feel the university provided services for my non-academic concerns well	7.65%	14	34.43%	63	48.09%	88	9.84%	18	183

Q38 – I primarily find out about student services offered by the university through
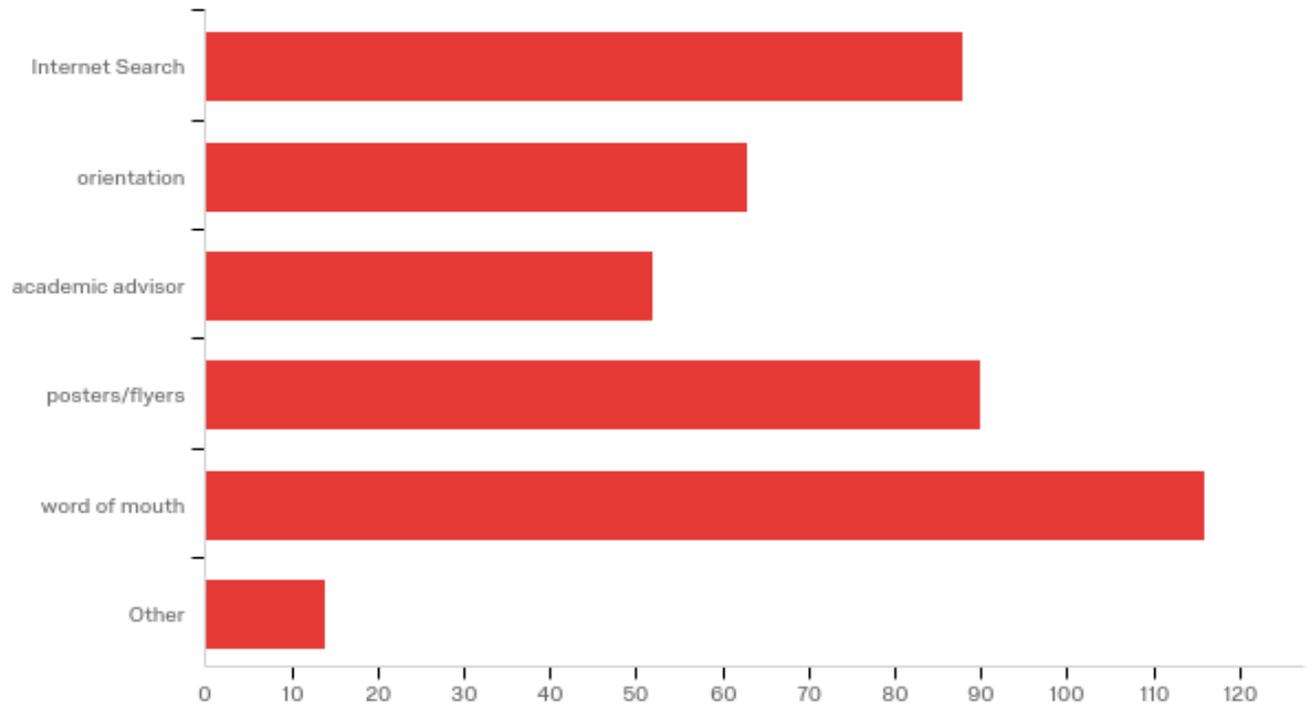
#	Answer	%	Count
1	Internet Search	20.80%	88
2	orientation	14.89%	63
3	academic advisor	12.29%	52
4	posters/flyers	21.28%	90
5	word of mouth	27.42%	116
6	Other	3.31%	14
	Total	100%	423

Other

Other - Text
email
emails
I'm a trained student mentor, I learned about most services through my mentor training.

emails
emails
Email
emails
I don't find out about student services.
Indiana Daily Student
emails
email
Meetings within Division of Student Affairs
social media
Email, and various ppl talking about it through presentations

## Q39 – The University could better spread information about available student services through
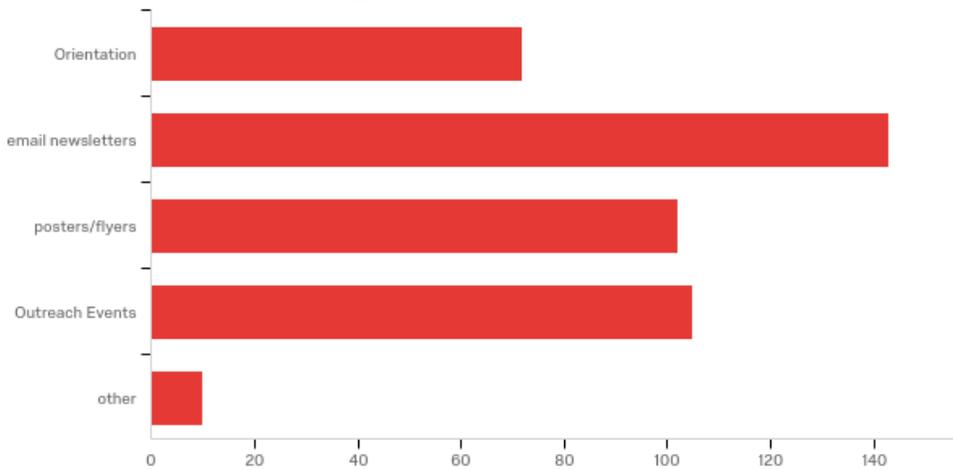
#	Answer	%	Count
1	Orientation	16.67%	72
2	email newsletters	33.10%	143
3	posters/flyers	23.61%	102
4	Outreach Events	24.31%	105
5	other	2.31%	10
	Total	100%	432

other

| other - Text |
|---|
| Instagram |
| Communication between the different schools |
| idk man |
| Campus Wide Service Calendar |
| Having a compiled list of resources grouped by topic |
| email |
| Word of mouth |

Q40 - What class level of student are you?
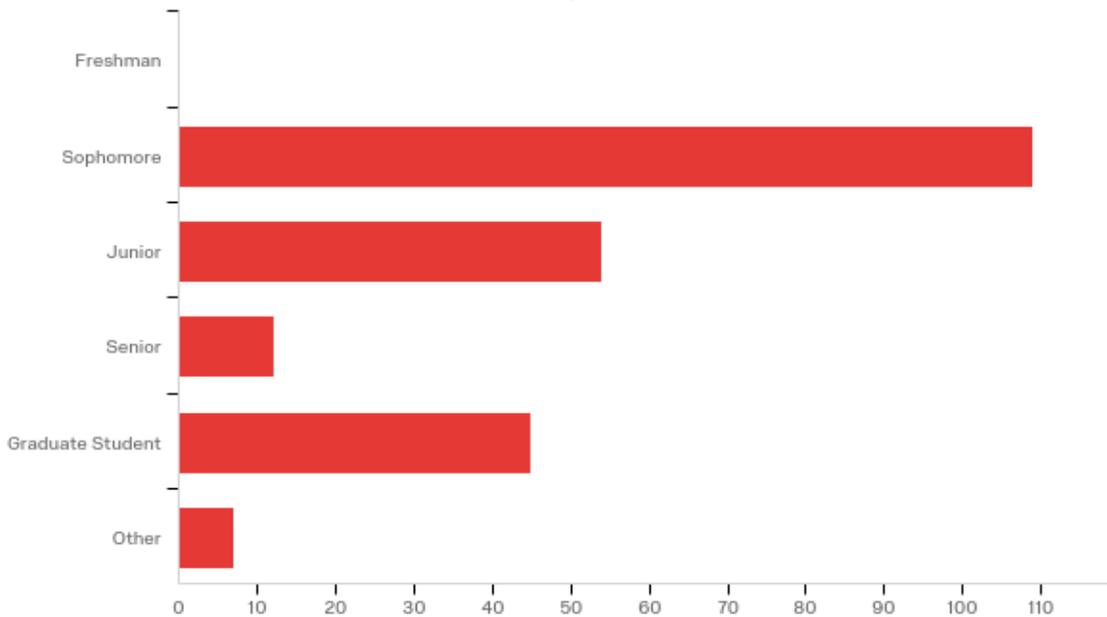
#	Answer	%	Count
2	Freshman	0.00%	0
3	Sophomore	48.02%	109
4	Junior	23.79%	54

6	Senior	5.29%	12
7	Graduate Student	19.82%	45
9	Other	3.08%	7
	Total	100%	227

Q41 - What are your preferred pronouns?
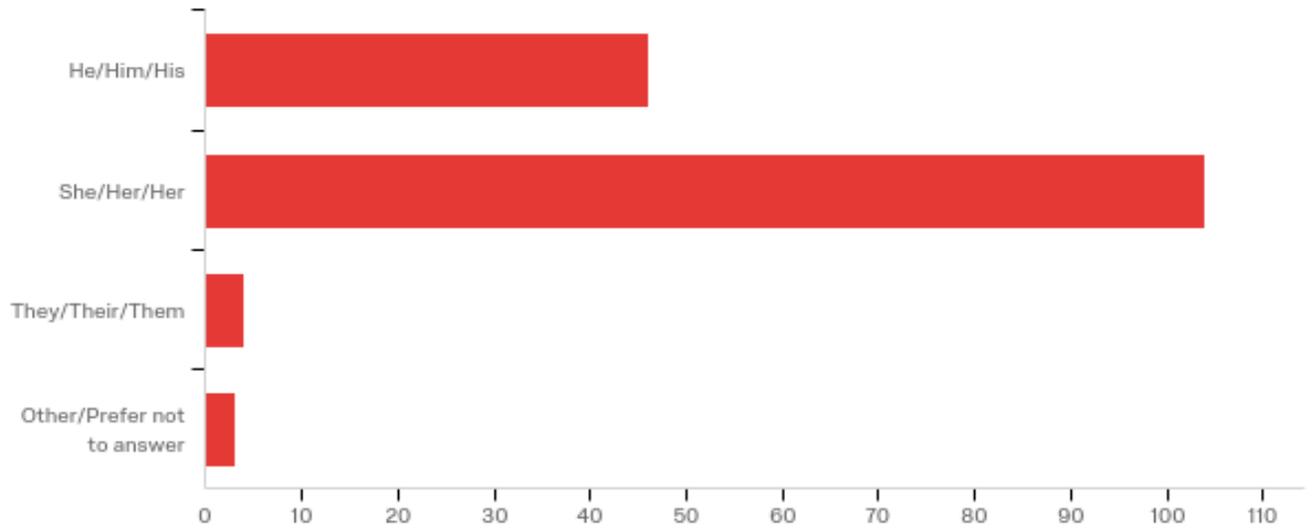
| #	Answer	%	Count
1	He/Him/His	29.30%	46
2	She/Her/Her	66.24%	104
4	They/Their/Them	2.55%	4
3	Other/Prefer not to answer	1.91%	3
	Total	100%	157

Q42 - Are you White, Black or African-American, American Indian or Alaskan Native, Asian, Native Hawaiian or other Pacific Islander, or some other race?
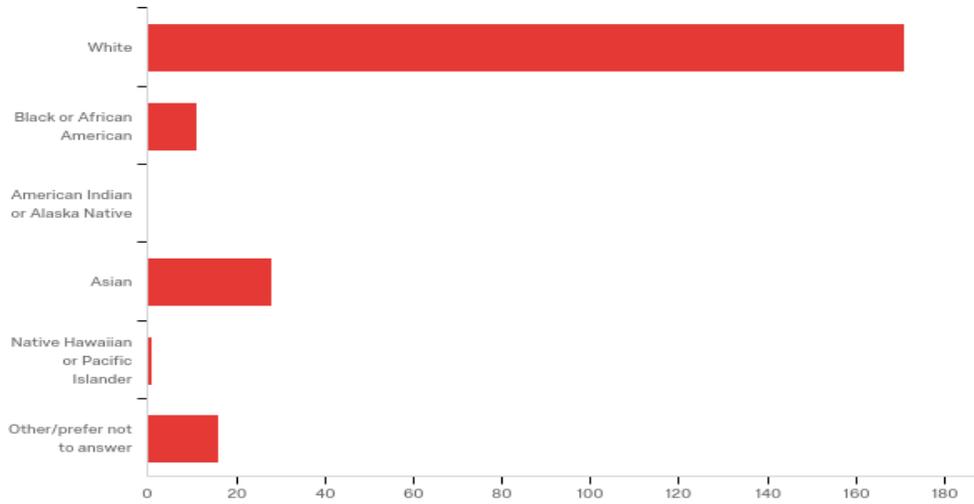
#	Answer	%	Count
1	White	75.33%	171
2	Black or African American	4.85%	11
3	American Indian or Alaska Native	0.00%	0
4	Asian	12.33%	28
5	Native Hawaiian or Pacific Islander	0.44%	1
6	Other/prefer not to answer	7.05%	16
	Total	100%	227

Student Engagement

Q1 – Orientation
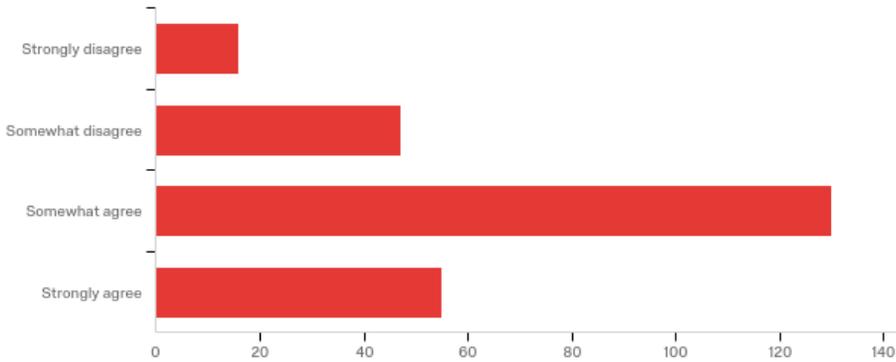
#	Answer	%	Count
1	Strongly disagree	6.45%	16
2	Somewhat disagree	18.95%	47
3	Somewhat agree	52.42%	130
4	Strongly agree	22.18%	55
	Total	100%	248

Q2 - I attended an event during welcome week
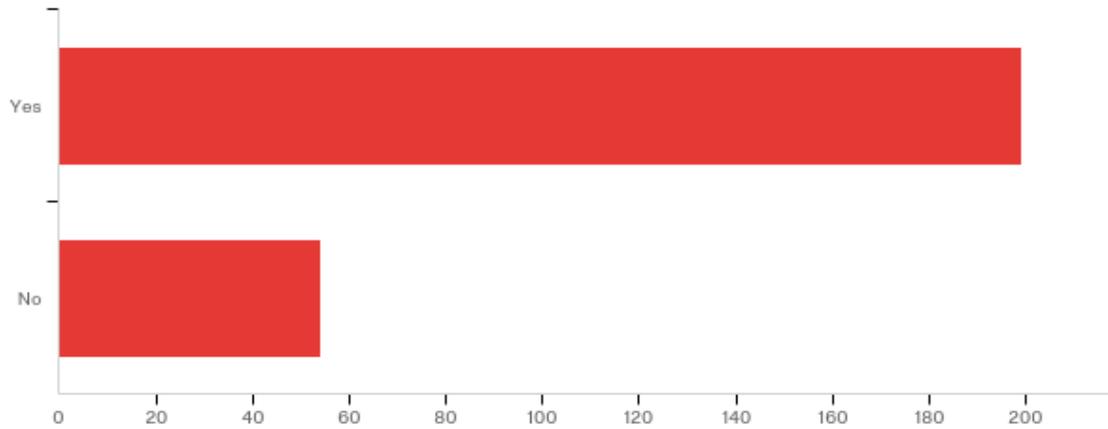
#	Answer	%	Count
1	Yes	78.66%	199
2	No	21.34%	54
	Total	100%	253

Q3 - Welcome week

Strongly disagree

Somewhat disagree

■ I enjoyed the Welcome Week activities I attended
■ The welcome week activities I attended were as I expected them to be
■ I feel the welcome week event/s were beneficial to the start of my college ...
■ I have continued to retain friendships that began during welcome week

Somewhat agree

Strongly agree

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I enjoyed the Welcome Week activities I attended	2.45%	4	9.20%	15	58.28%	95	30.06%	49	163
2	The welcome week activities I attended were as I expected them to be	0.61%	1	9.82%	16	58.28%	95	31.29%	51	163
3	I feel the welcome week event/s were beneficial to the start of my college career	4.29%	7	20.86%	34	40.49%	66	34.36%	56	163
4	I have continued to retain friendships that began during welcome week	19.63%	32	22.09%	36	29.45%	48	28.83%	47	163

Q4 - I have attended a student involvement fair during my college career
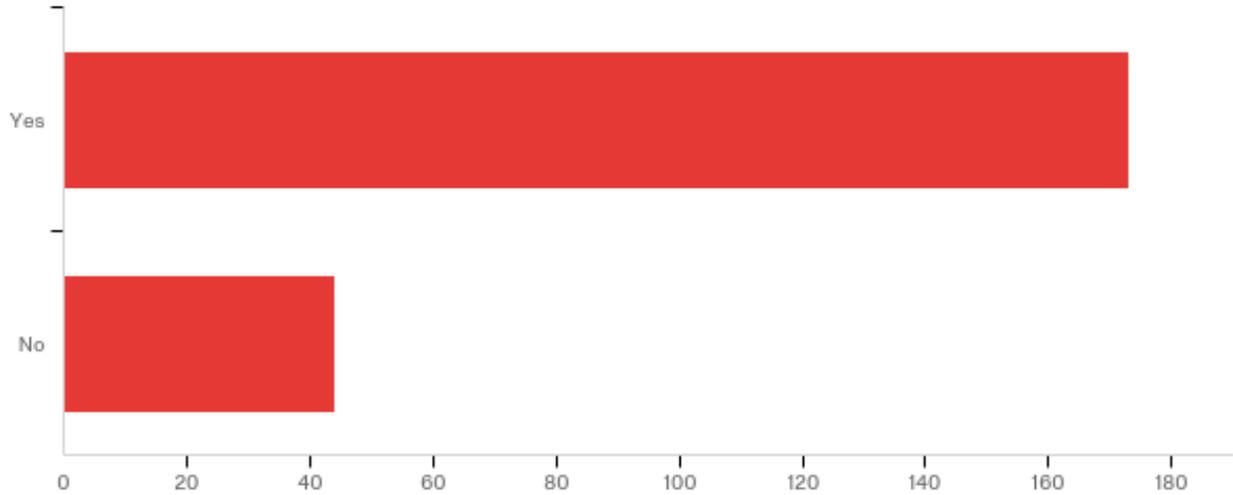
#	Answer	%	Count
1	Yes	79.72%	173
2	No	20.28%	44
	Total	100%	217

Q5 - I have joined a student organization that I talked to at a student involvement fair
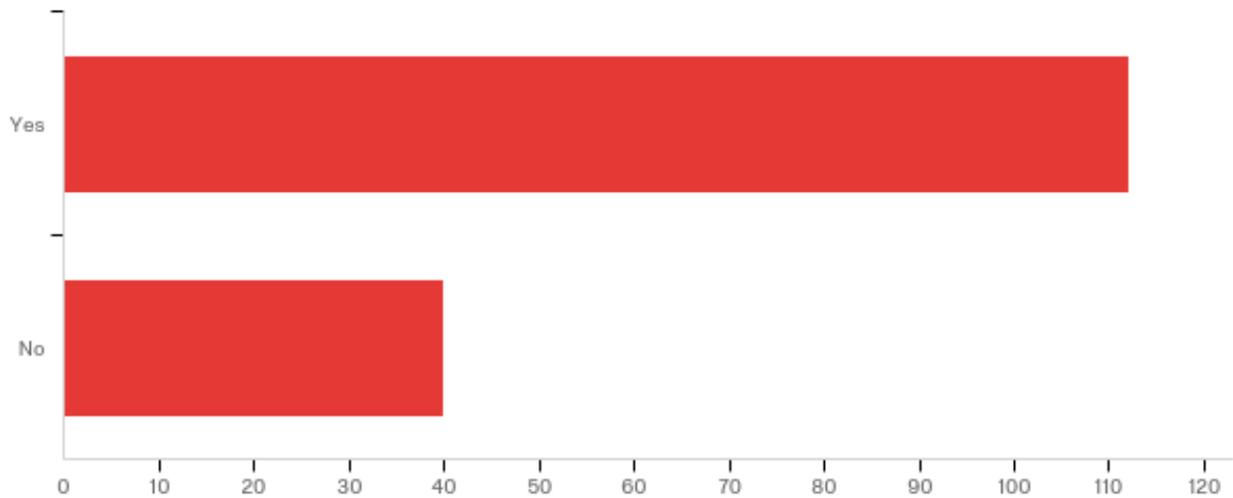
#	Answer	%	Count
1	Yes	73.68%	112
2	No	26.32%	40
	Total	100%	152

## Q6 - I have attended the student involvement fair at least once every year I've been a student at IU
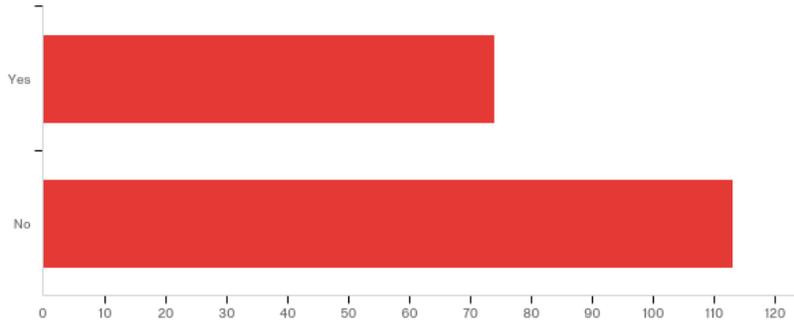
#	Answer	%	Count
1	Yes	39.57%	74
2	No	60.43%	113
	Total	100%	187

Q7 - The number of student organizations I am current a part of on campus:
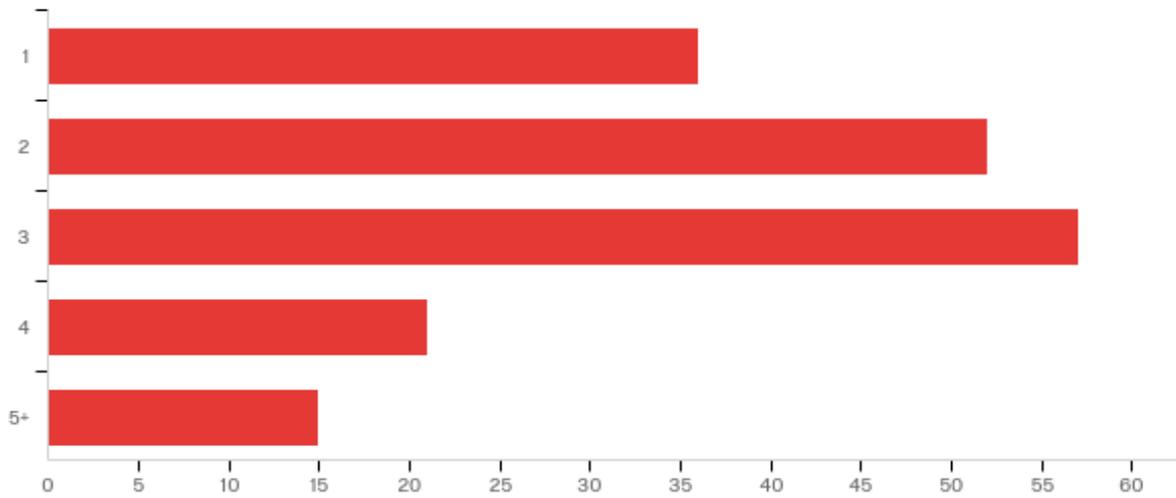
#	Answer	%	Count
1	1	19.89%	36
2	2	28.73%	52
3	3	31.49%	57
4	4	11.60%	21
5	5+	8.29%	15
	Total	100%	181

Q8 - I have been involved in the following organizations / activities / communities (select all that apply)
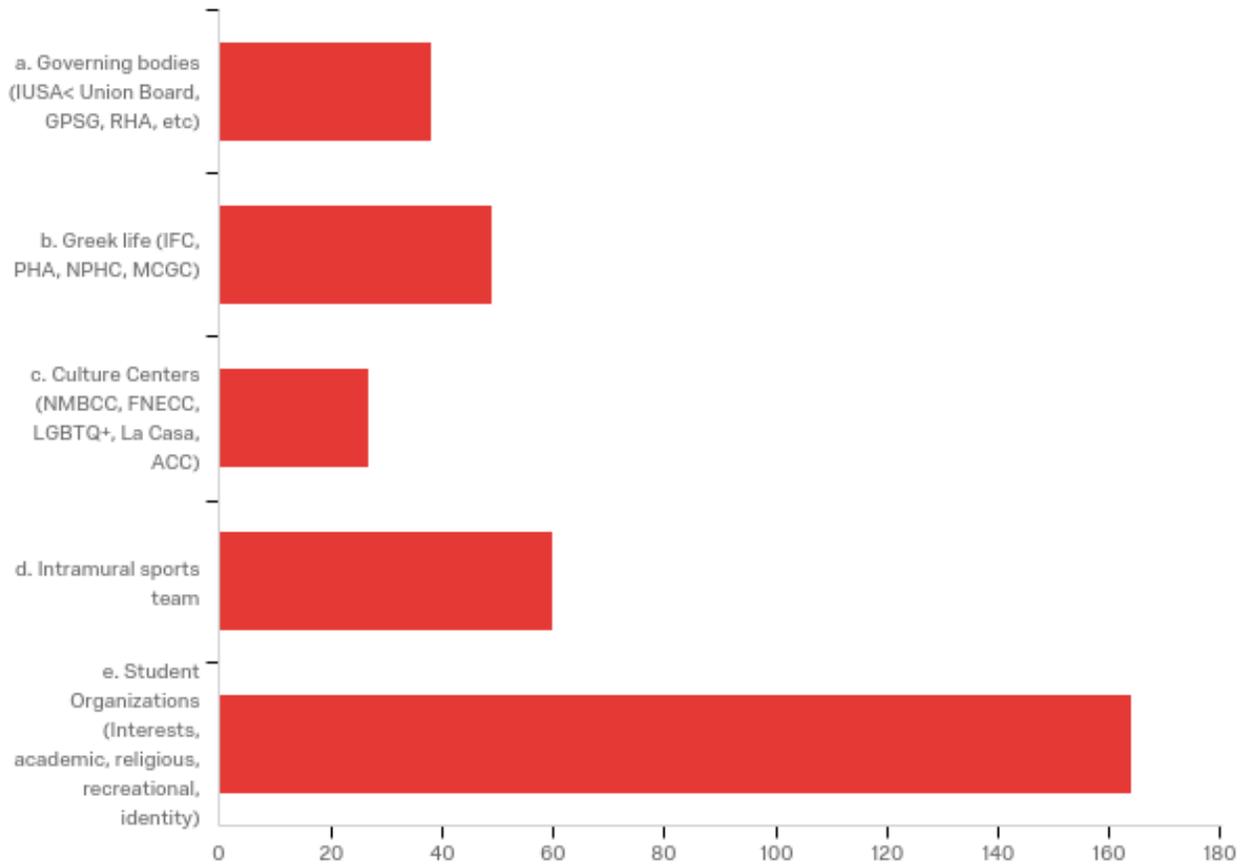
| #	Answer	%	Count
1	a. Governing bodies (IUSA< Union Board, GPSG, RHA, etc)	11.24%	38
2	b. Greek life (IFC, PHA, NPHC, MCGC)	14.50%	49
3	c. Culture Centers (NMBCC, FNECC, LGBTQ+, La Casa, ACC)	7.99%	27
4	d. Intramural sports team	17.75%	60
5	e. Student Organizations (Interests, academic, religious, recreational, identity)	48.52%	164
	Total	100%	338

Q9 - I want to be more involved in the following organizations/activities/communities
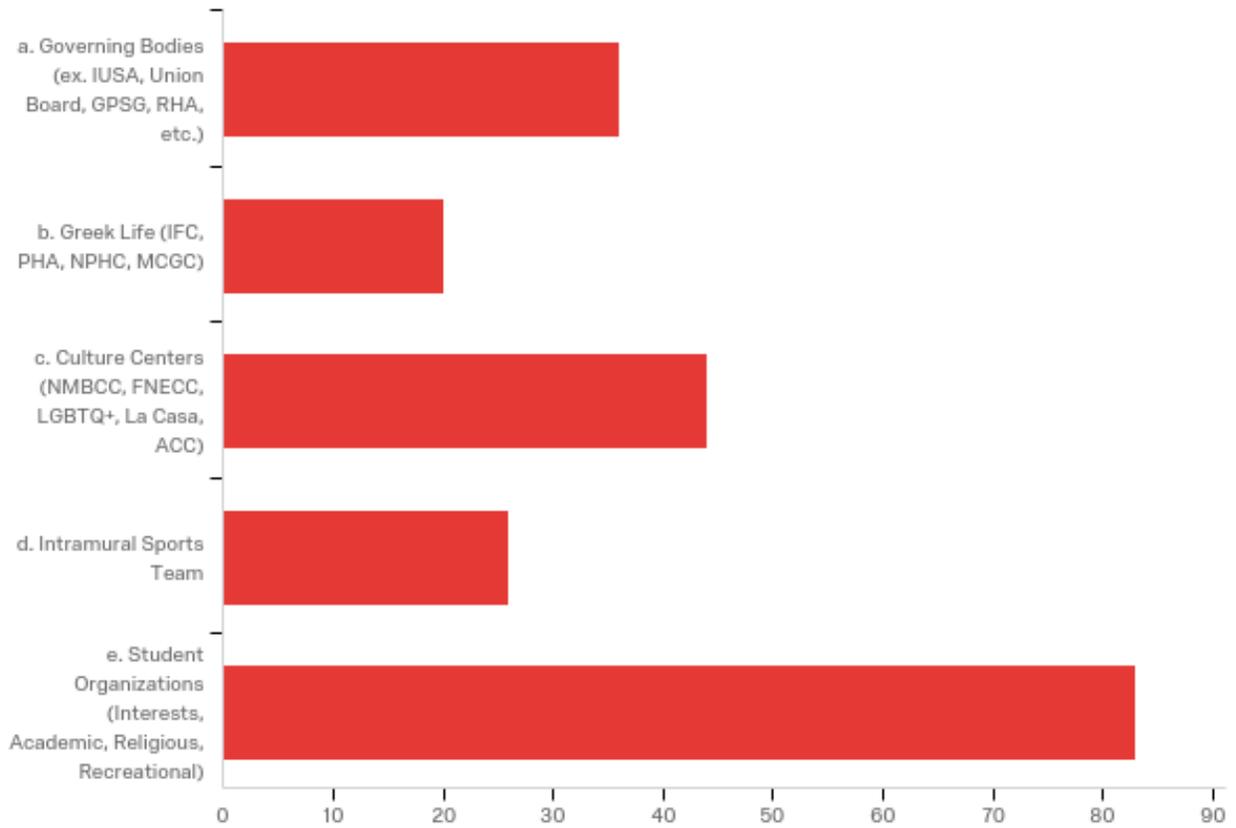
| #	Answer	%	Count
1	a. Governing Bodies (ex. IUSA, Union Board, GPSG, RHA, etc.)	17.22%	36
2	b. Greek Life (IFC, PHA, NPHC, MCGC)	9.57%	20
3	c. Culture Centers (NMBCC, FNECC, LGBTQ+, La Casa, ACC)	21.05%	44
4	d. Intramural Sports Team	12.44%	26
5	e. Student Organizations (Interests, Academic, Religious, Recreational)	39.71%	83
	Total	100%	209

Q10 - Community

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I feel overwhelmed by the amount of student organization involvement opportunities on campus	16.22%	30	34.59%	64	38.38%	71	10.81%	20	185
2	I feel that there are enough student organizations/events on campus that are related to my needs and interest	3.24%	6	12.97%	24	45.41%	84	38.38%	71	185
3	I feel that I have been able to find a community on campus	5.95%	11	16.76%	31	38.92%	72	38.38%	71	185
4	I am happy with the amount of my involvement on campus	5.95%	11	26.49%	49	31.35%	58	36.22%	67	185
5	There are adequate amounts of leadership opportunities for me on campus	3.26%	6	16.30%	30	40.22%	74	40.22%	74	184

Q11 - I have taken up a leadership role in an organization I am a part of
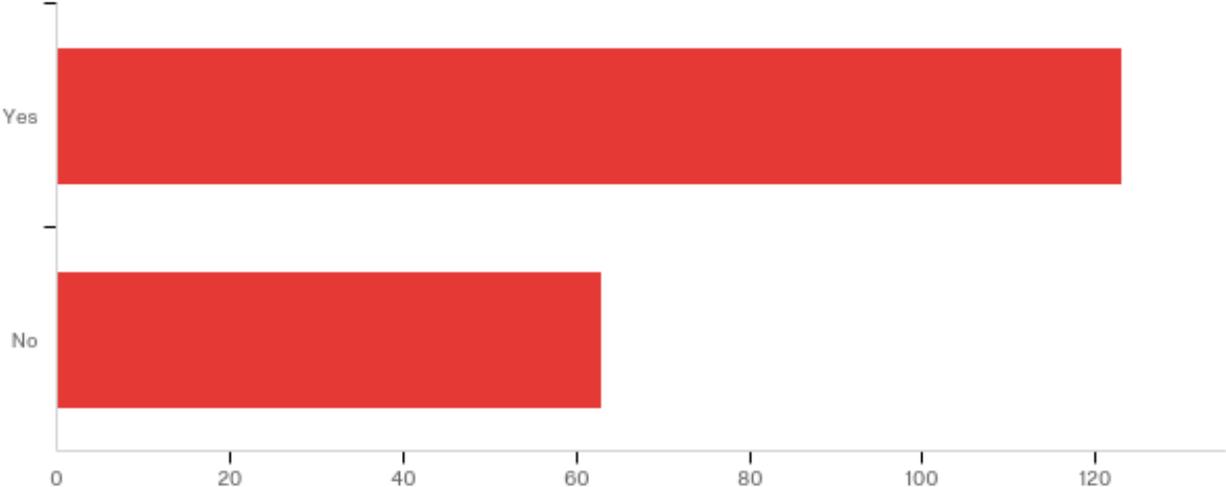
#	Answer	%	Count
1	Yes	66.13%	123
2	No	33.87%	63
	Total	100%	186

Q12 - I have attended the following types of events on-campus (select all that apply)
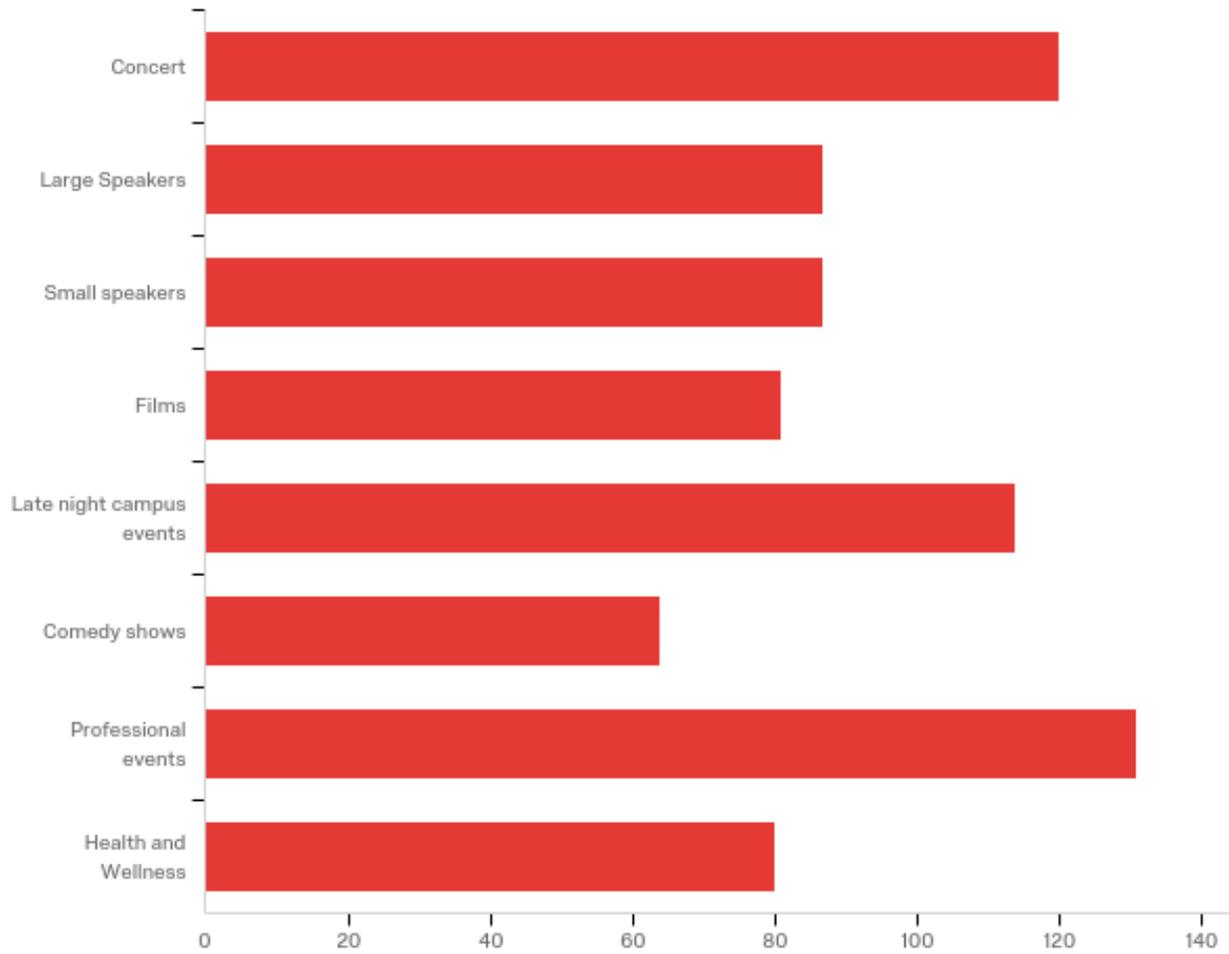
#		Answer	%	Count
1		Concert	15.71%	120
2		Large Speakers	11.39%	87
3		Small speakers	11.39%	87
4		Films	10.60%	81
5		Late night campus events	14.92%	114
6		Comedy shows	8.38%	64
7		Professional events	17.15%	131
8		Health and Wellness	10.47%	80
		Total	100%	764

Q13 - Programming

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I feel that programming put on by the university are tailored to my needs rather than the university's desires	6.45%	12	32.80%	61	49.46%	92	11.29%	21	186
2	I find it easy to learn about events and programs on campus	5.38%	10	26.88%	50	47.85%	89	19.89%	37	186

Q14 - I know what BeInvolved is
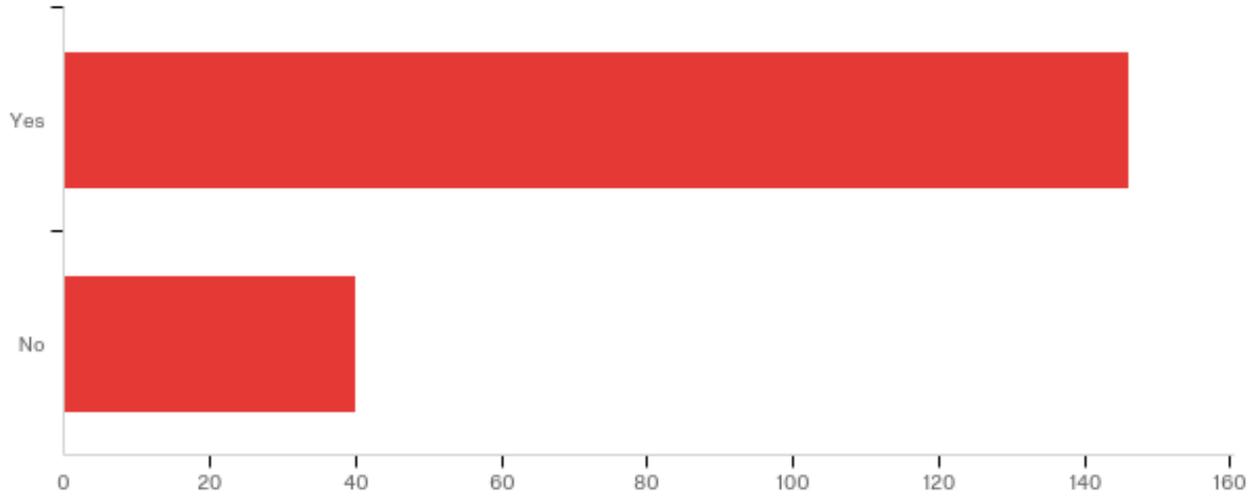
#	Answer	%	Count
1	Yes	78.49%	146
2	No	21.51%	40
	Total	100%	186

Q15 - I have visited BeInvolved in the last year
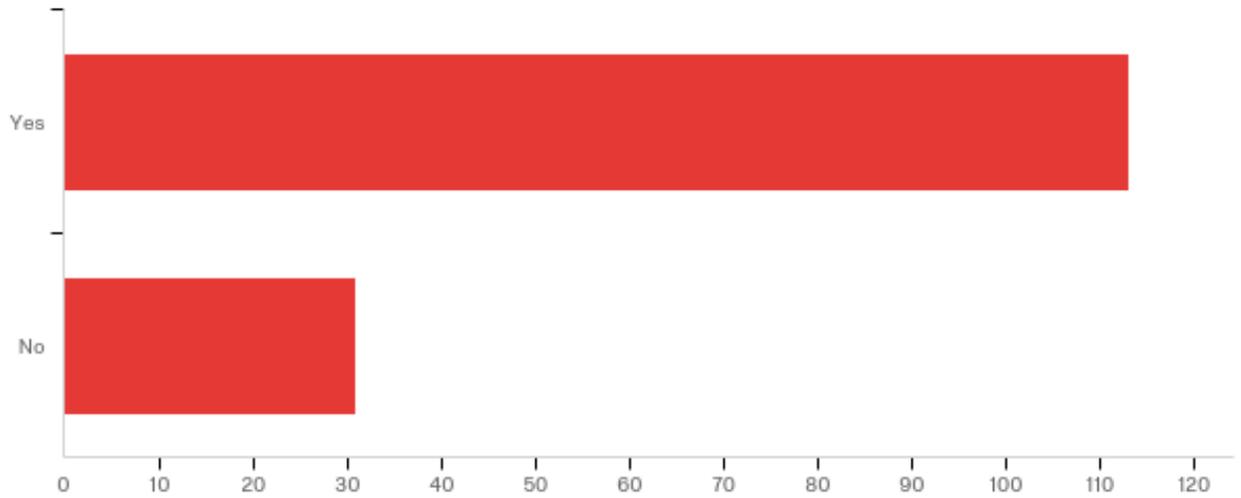
#	Answer	%	Count
1	Yes	78.47%	113
2	No	21.53%	31
	Total	100%	144

Q16 - I have used BeInvolved to find information about student organizations and involvement opportunities
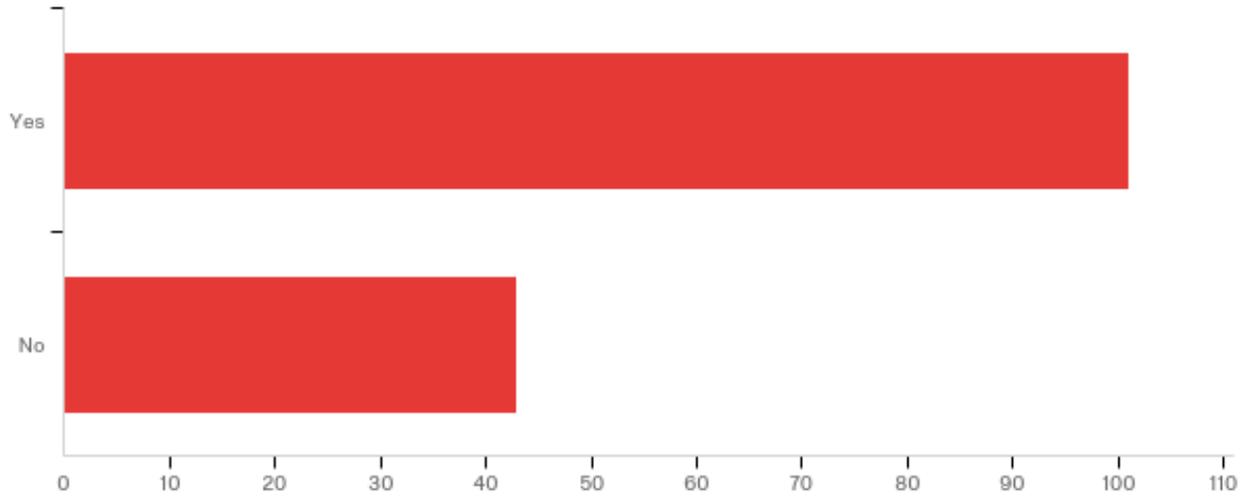
#	Answer	%	Count
1	Yes	70.14%	101
2	No	29.86%	43
	Total	100%	144

Q17 - I have joined an organization after researching them on BeInvolved
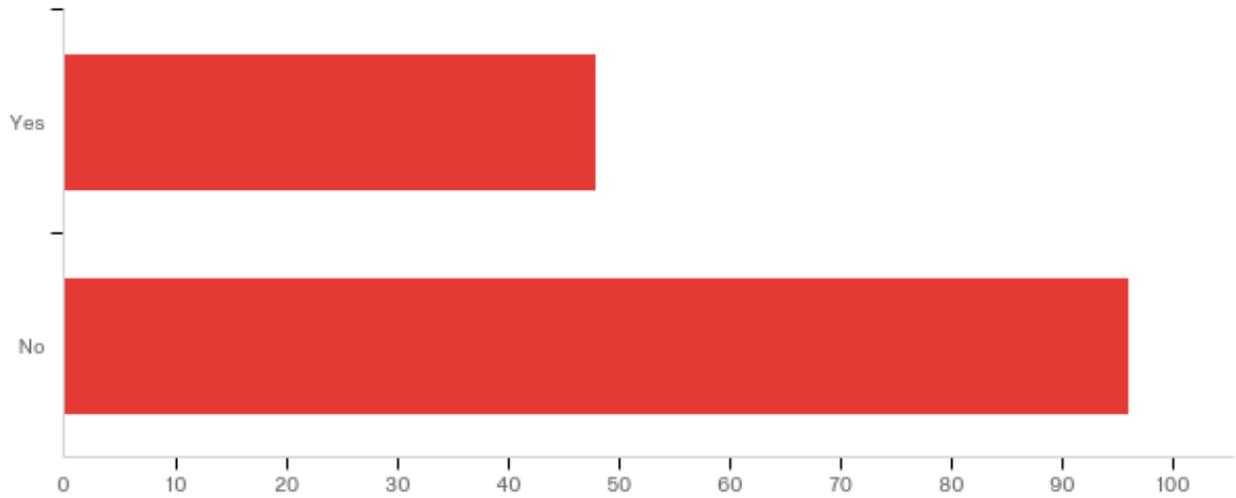
#	Answer	%	Count
1	Yes	33.33%	48
2	No	66.67%	96
	Total	100%	144

Q18 - BeInvolved
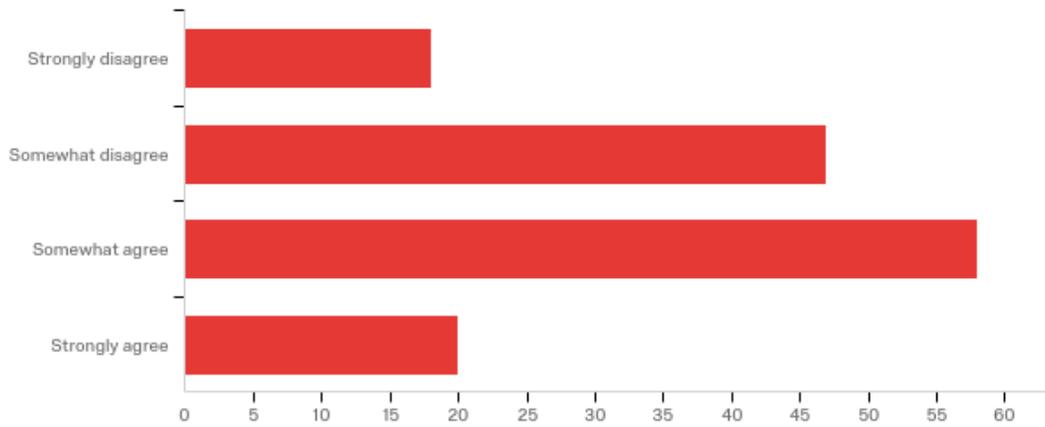
#	Answer	%	Count
1	Strongly disagree	12.59%	18
2	Somewhat disagree	32.87%	47
3	Somewhat agree	40.56%	58
4	Strongly agree	13.99%	20
	Total	100%	143

Q19 - IU Administration

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I feel that IU administration is aware of and is addressing the issues that I am experiencing	18.13%	33	30.22%	55	45.60%	83	6.04%	11	182
2	I feel that IU administration interacts with and engages marginalized communities and minority students on campus	8.33%	15	23.89%	43	43.89%	79	23.89%	43	180
3	I feel that communities on campus that I identify with have adequate resources to function	5.03%	9	16.20%	29	58.10%	104	20.67%	37	179
4	I feel that the IU administration strives to give all students equitable experiences	11.17%	20	17.88%	32	45.81%	82	25.14%	45	179

Q20 - What class level of student are you?
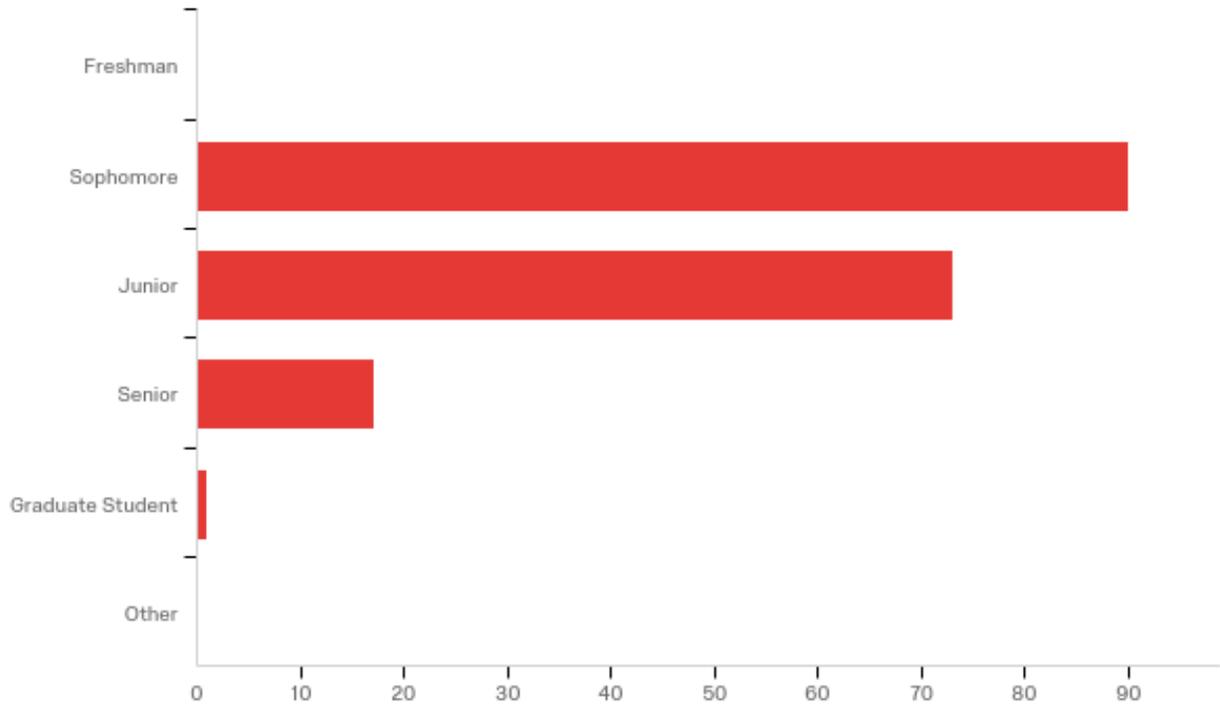
#	Answer	%	Count
2	Freshman	0.00%	0
3	Sophomore	49.72%	90
4	Junior	40.33%	73
6	Senior	9.39%	17
7	Graduate Student	0.55%	1
9	Other	0.00%	0
	Total	100%	181

Q21 - Are you White, Black or African-American, American Indian or Alaskan Native, Asian, Native Hawaiian or other Pacific Islander, or some other race?
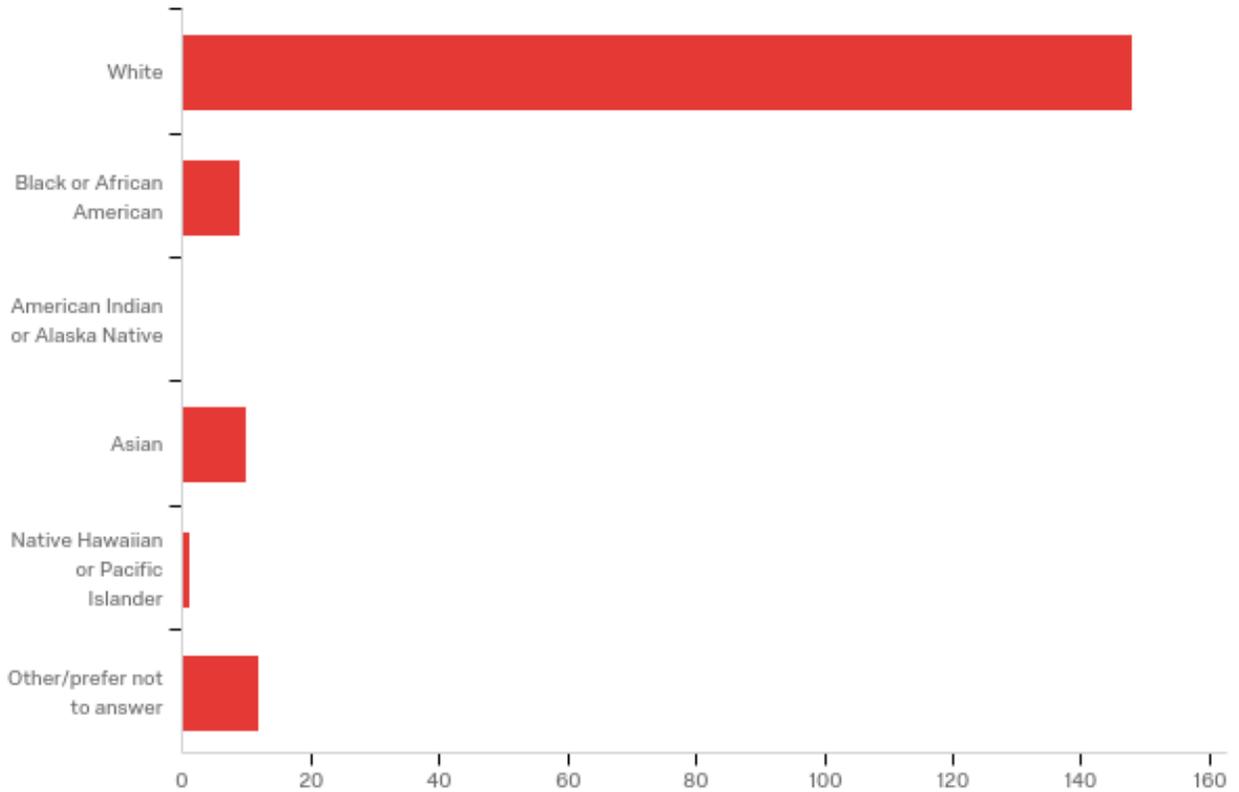
#	Answer	%	Count
1	White	82.22%	148
2	Black or African American	5.00%	9
3	American Indian or Alaska Native	0.00%	0
4	Asian	5.56%	10
5	Native Hawaiian or Pacific Islander	0.56%	1
6	Other/prefer not to answer	6.67%	12
	Total	100%	180

Q22 - What are your preferred pronouns?
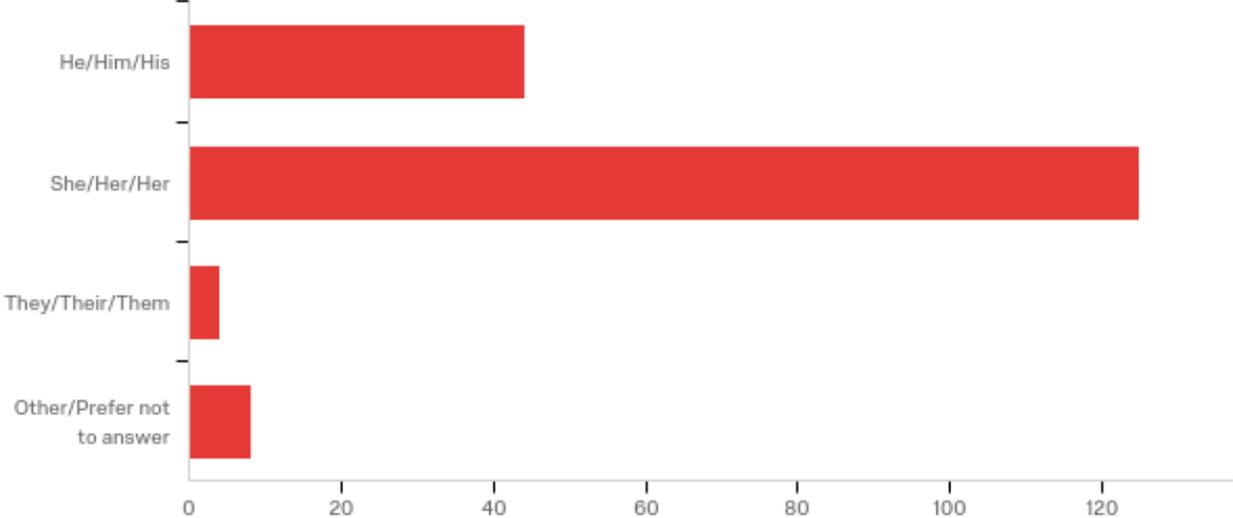
#	Answer	%	Count
1	He/Him/His	24.31%	44
2	She/Her/Her	69.06%	125
4	They/Their/Them	2.21%	4
3	Other/Prefer not to answer	4.42%	8
	Total	100%	181

<u>Safety</u>

Q1 - I drive on campus
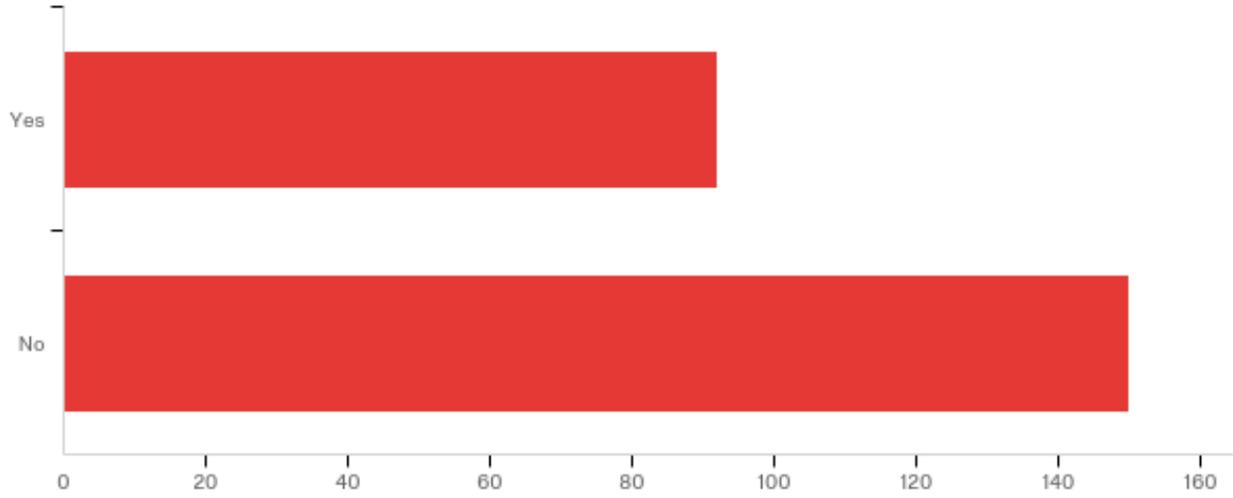
#	Answer	%	Count
1	Yes	38.02%	92
2	No	61.98%	150
	Total	100%	242

Q2 - Safety
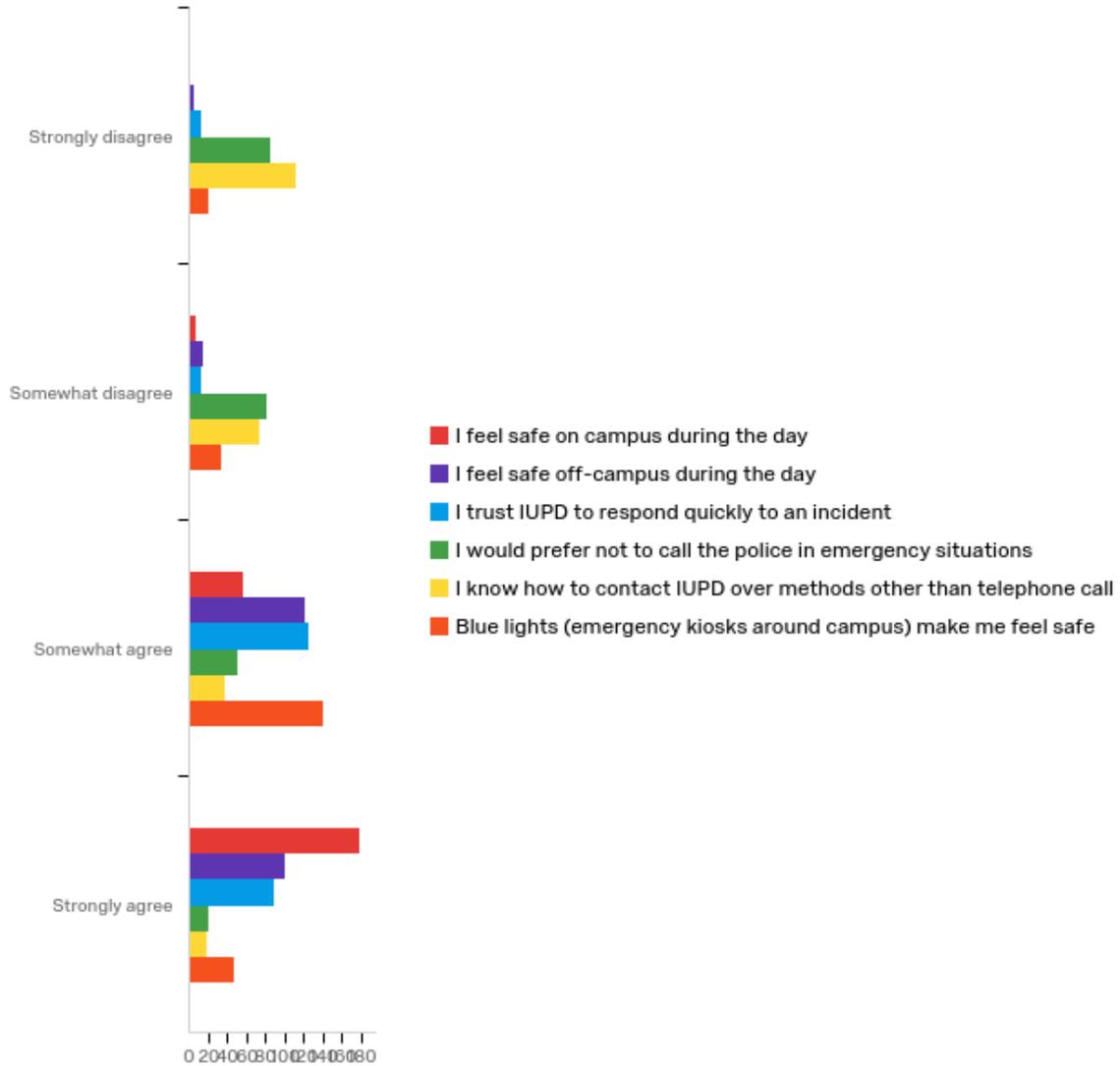
#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I feel safe on campus during the day	0.00%	0	2.49%	6	23.24%	56	74.27%	179	241
2	I feel safe off-campus during the day	2.08%	5	5.83%	14	50.42%	121	41.67%	100	240
3	I trust IUPD to respond quickly to an incident	5.42%	13	5.42%	13	52.08%	125	37.08%	89	240
4	I would prefer not to call the police in emergency situations	36.13%	86	34.03%	81	21.43%	51	8.40%	20	238
5	I know how to contact IUPD over methods other than telephone call	46.06%	111	30.71%	74	15.77%	38	7.47%	18	241
6	Blue lights (emergency kiosks around campus) make me feel safe	8.37%	20	13.81%	33	58.58%	140	19.25%	46	239

Q3 - I have used a Blue light before
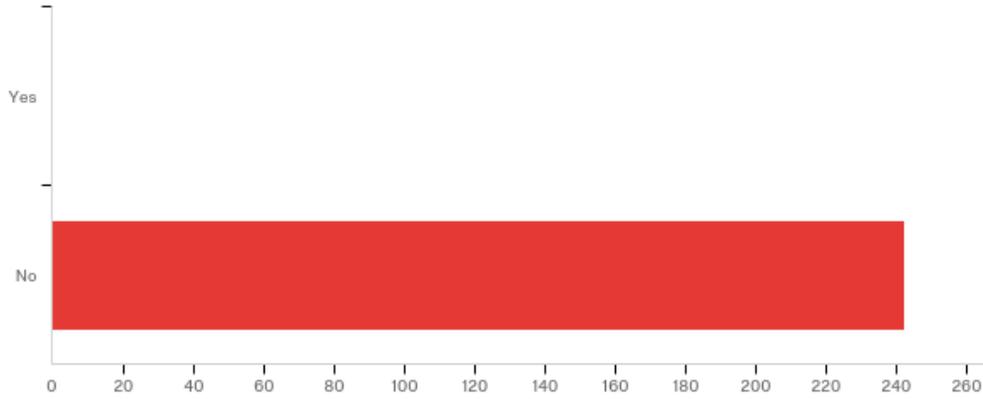
#	Answer	%	Count
1	Yes	0.00%	0
2	No	100.00%	242
	Total	100%	242

Q4 - The least-safe location in Bloomington at night is
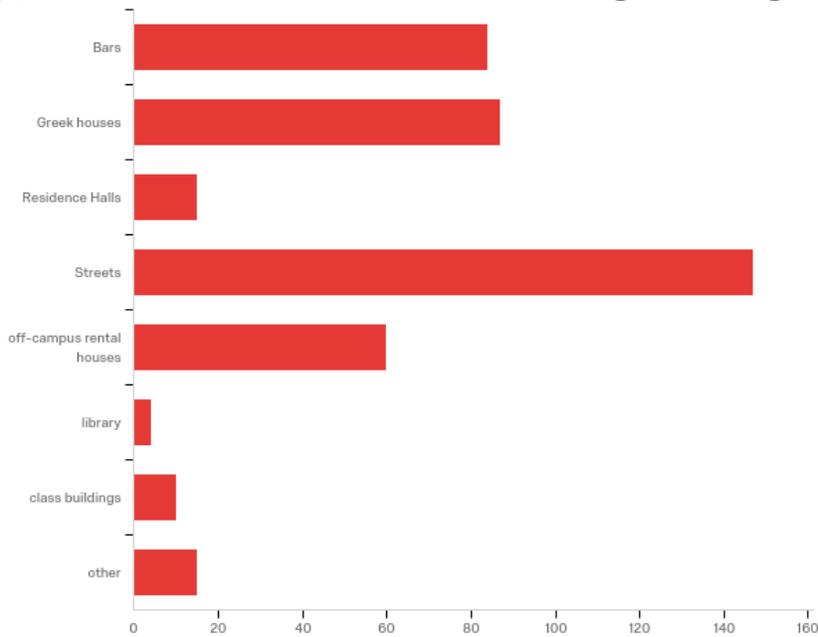
#	Answer	%	Count
1	Bars	19.91%	84
2	Greek houses	20.62%	87
3	Residence Halls	3.55%	15

4	Streets	34.83%	147
5	off-campus rental houses	14.22%	60
6	library	0.95%	4
7	class buildings	2.37%	10
8	other	3.55%	15
	Total	100%	422

other

other - Text
Walmart
nothing is unsafe
unlit pathways
walking paths/outsides of residence halls
Parking Garages
Near the stadiums
Campus
You tell me
bus transit station
Idk I haven't been anywhere unsafe yet
Anywhere there are people who see you leave by yourself (could be library, class buildings, or resident halls).
I commute and can't speculate
B-Line
Near Kirkwood Ave.

Q5 - Safety

Legend:
- I would like more notifications from IUNotify
- I feel IUNotify informs me in a timely manner
- IUNotify makes me feel safe
- I worry about non-residents being let into dorms
- I worry about food security
- I feel my RA is qualified to mitigate interpersonal conflict
- I think some buildings around campus should be unlocked at night
- I know the protocol for extreme weather while on campus
- I am concerned about the possibility of an active shooter on campus
- I feel IUPD would keep me safe in the case of a shooter
- I feel sufficiently prepared by fire drills
- I would know what to do if I were in a vehicle during a tornado warning
- I feel prepared to act if there is a gas leak
- I am concerned at the possibility of people with guns on or around campus
- I have felt unsafe due to drug culture (includes alcohol)
- I feel the police are too strict on public intoxication
- I have felt pressured to drink
- I feel safe getting home after drinking
- I have been harassed due to a demographic factor
- I have feared harassment by someone due to a demographic factor
- I feel there has been an increase in discrimination on-campus (official or ...

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I would like more notifications from IUNotify	10.08%	24	36.97%	88	38.24%	91	14.71%	35	238
2	I feel IUNotify informs me in a timely manner	3.33%	8	14.58%	35	52.92%	127	29.17%	70	240
3	IUNotify makes me feel safe	5.86%	14	22.18%	53	54.39%	130	17.57%	42	239
4	I worry about non-residents being let into dorms	18.80%	44	35.04%	82	31.62%	74	14.53%	34	234

132

5	I worry about food security	30.25%	72	35.29%	84	20.59%	49	13.87%	33	238
6	I feel my RA is qualified to mitigate interpersonal conflict	6.85%	15	22.37%	49	47.95%	105	22.83%	50	219
7	I think some buildings around campus should be unlocked at night	13.62%	32	26.38%	62	39.15%	92	20.85%	49	235
8	I know the protocol for extreme weather while on campus	22.08%	53	31.25%	75	33.75%	81	12.92%	31	240
9	I am concerned about the possibility of an active shooter on campus	7.08%	17	21.67%	52	42.08%	101	29.17%	70	240
10	I feel IUPD would keep me safe in the case of a shooter	14.71%	35	34.03%	81	41.18%	98	10.08%	24	238
11	I feel sufficiently prepared by fire drills	9.70%	23	18.14%	43	37.13%	88	35.02%	83	237
12	I would know what to do if I were in a vehicle during a tornado warning	27.08%	65	28.75%	69	24.17%	58	20.00%	48	240
13	I feel prepared to act if there is a gas leak	34.31%	82	37.24%	89	19.25%	46	9.21%	22	239
14	I am concerned at the possibility of people with guns on or around campus	10.83%	26	22.92%	55	31.25%	75	35.00%	84	240
15	I have felt unsafe due to drug culture (includes alcohol)	23.73%	56	35.59%	84	26.69%	63	13.98%	33	236
16	I feel the police are too strict on public intoxication	24.79%	59	47.48%	113	19.33%	46	8.40%	20	238
17	I have felt pressured to drink	42.19%	100	34.60%	82	14.77%	35	8.44%	20	237
18	I feel safe getting home after drinking	7.05%	16	24.67%	56	45.81%	104	22.47%	51	227
19	I have been harassed due to a demographic factor	43.59%	102	25.21%	59	13.25%	31	17.95%	42	234
20	I have feared harassment by someone due to a demographic factor	38.20%	89	19.31%	45	21.46%	50	21.03%	49	233
21	I feel there has been an increase in discrimination on-campus (official or unofficial) in the past 2 years	26.75%	61	38.60%	88	24.12%	55	10.53%	24	228

Q6 - I have been in a situation where I have been forced to haze
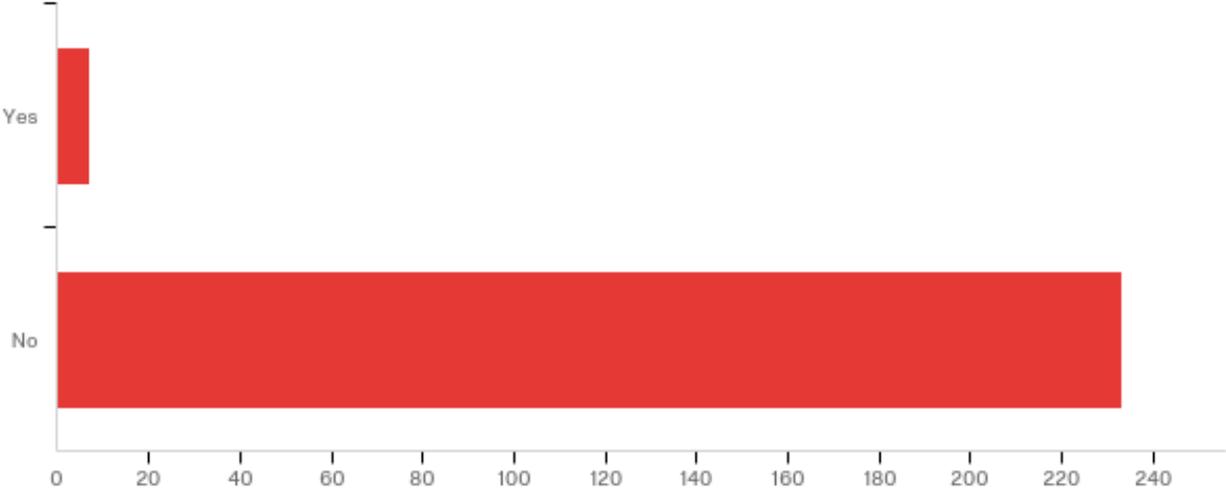
#	Answer	%	Count
1	Yes	2.92%	7
2	No	97.08%	233
	Total	100%	240

Q7 - Safety

Legend:
- I think the university's definition of hazing is too strict
- I know multiple people who have experience hazing at IU
- I feel safe on campus at night
- I feel safe off-campus at night
- I feel that lighting on campus is sufficient
- I feel that campus lighting is maintained sufficiently
- I feel that lighting on campus is sufficient on Kirkwood and around other b...
- I feel there are enough cheap and free flu shots on campus
- I believe there is enough cheap/free STD testing on campus
- I believe there is enough education on safe sex practices on campus
- I feel that I would know where to go if I needed a condom on campus
- I feel safe when using an Uber/Lyft

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I think the university's definition of hazing is too strict	42.67%	96	46.22%	104	8.44%	19	2.67%	6	225
2	I know multiple people who have experience hazing at IU	39.73%	89	25.00%	56	24.55%	55	10.71%	24	224
3	I feel safe on campus at night	9.36%	22	24.68%	58	48.94%	115	17.02%	40	235
4	I feel safe off-campus at night	18.03%	42	42.49%	99	33.05%	77	6.44%	15	233
5	I feel that lighting on campus is sufficient	11.54%	27	23.93%	56	50.43%	118	14.10%	33	234

135

6	I feel that campus lighting is maintained sufficiently	7.26%	17	18.38%	43	52.14%	122	22.22%	52	234
7	I feel that lighting on campus is sufficient on Kirkwood and around other bars in Bloomington	8.26%	19	21.74%	50	50.87%	117	19.13%	44	230
8	I feel there are enough cheap and free flu shots on campus	12.89%	29	18.67%	42	51.56%	116	16.89%	38	225
9	I believe there is enough cheap/free STD testing on campus	11.31%	25	22.17%	49	44.80%	99	21.72%	48	221
10	I believe there is enough education on safe sex practices on campus	9.69%	22	26.43%	60	40.09%	91	23.79%	54	227
11	I feel that I would know where to go if I needed a condom on campus	19.30%	44	34.21%	78	24.12%	55	22.37%	51	228
12	I feel safe when using an Uber/Lyft	6.58%	15	21.93%	50	47.81%	109	23.68%	54	228

Q8 - I know what Safety Escort is
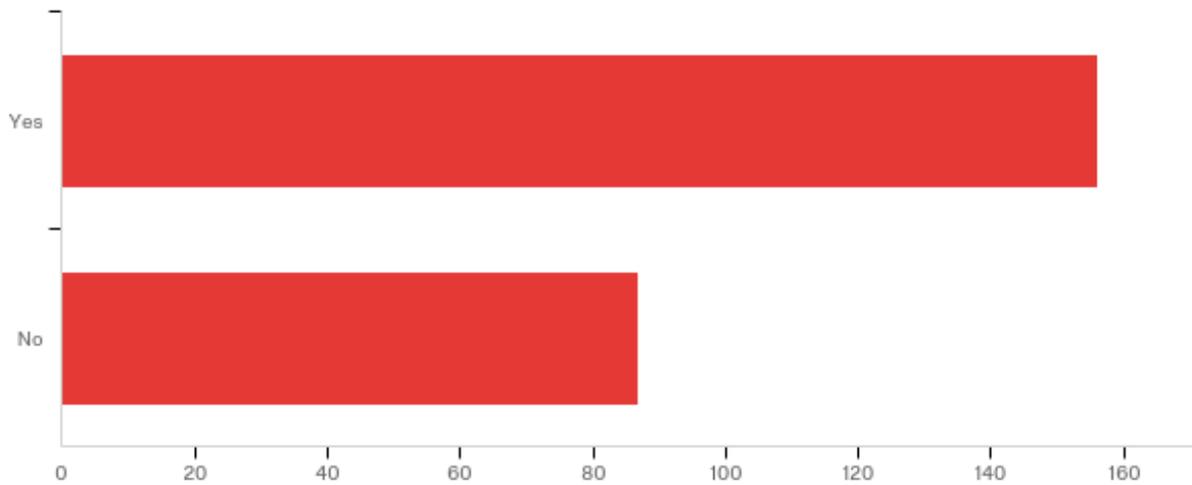
#	Answer	%	Count
1	Yes	64.20%	156
2	No	35.80%	87
	Total	100%	243

Q9 - I know how to access a Safety Escort
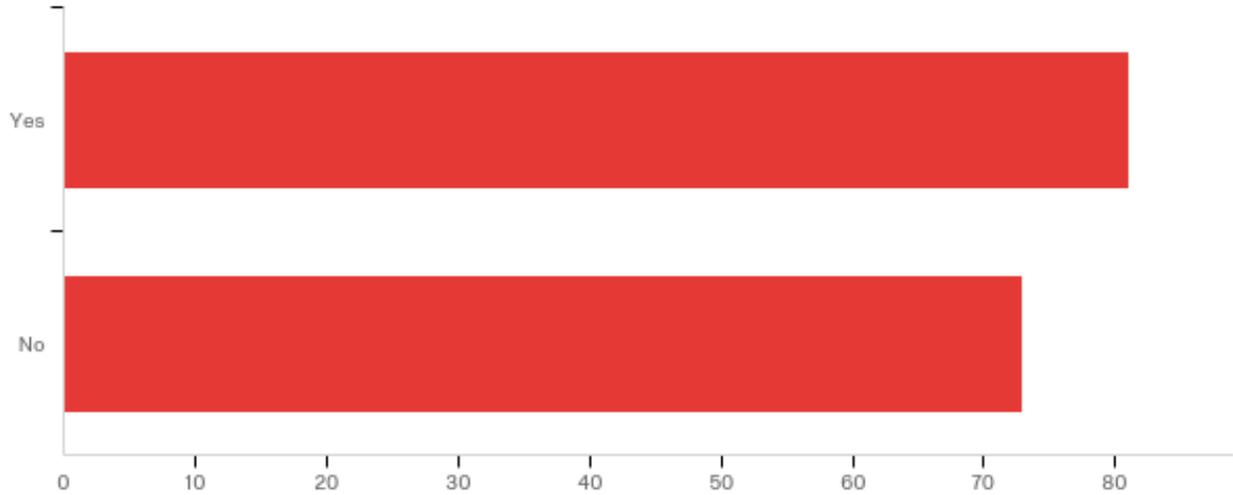
#	Answer	%	Count
1	Yes	52.60%	81
2	No	47.40%	73
	Total	100%	154

Q10 - I have used Safety Escort before
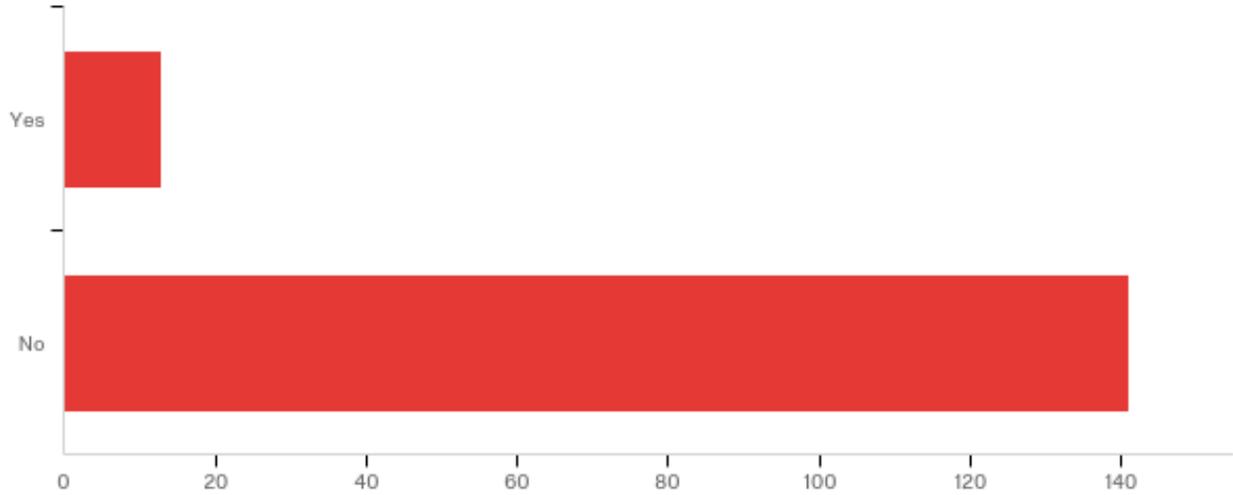
#	Answer	%	Count
1	Yes	8.44%	13
2	No	91.56%	141
	Total	100%	154

Q11 - Safety Escorts are satisfactory
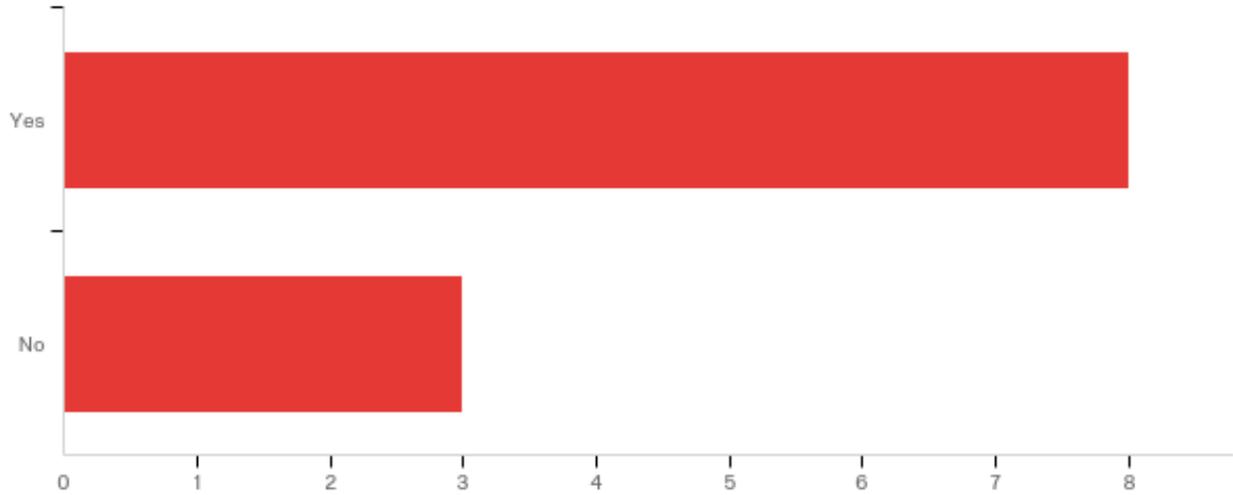
#	Answer	%	Count
1	Yes	72.73%	8
2	No	27.27%	3
	Total	100%	11

Q12 - I use the late night buses
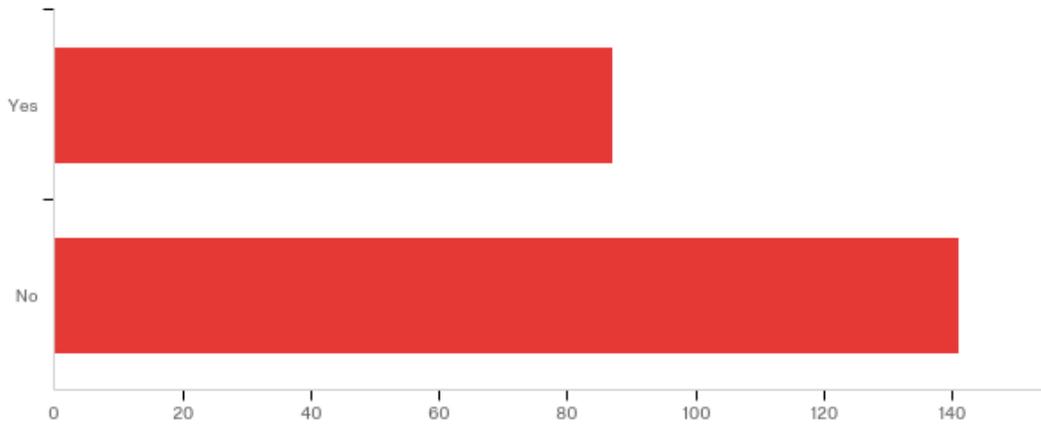
#	Answer	%	Count
1	Yes	38.16%	87
2	No	61.84%	141
	Total	100%	228

Q13 - Safety

Legend:
- I feel biking lanes are affective in protecting cyclists and pedestrians
- I feel safe biking on campus
- I feel safe walking on campus
- I feel safe driving on campus
- I feel there are sufficient crosswalks around campus
- I have experienced a cycling accident either as cyclist, driver, or pedestr...
- I have experienced an accident with a pedestrian as a driver or pedestrian
- I have experienced an accident with a driver as a driver or otherwise
- I think litter is a hazard on or around campus
- There is sufficient waste removal on campus
- I have felt unsafe with construction on campus

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I feel biking lanes are affective in protecting cyclists and pedestrians	11.74%	25	24.88%	53	48.83%	104	14.55%	31	213
2	I feel safe biking on campus	14.14%	28	24.24%	48	46.97%	93	14.65%	29	198
3	I feel safe walking on campus	3.24%	7	7.87%	17	43.06%	93	45.83%	99	216
4	I feel safe driving on campus	6.28%	13	14.49%	30	53.14%	110	26.09%	54	207
5	I feel there are sufficient crosswalks around campus	8.29%	18	11.98%	26	45.16%	98	34.56%	75	217

#		%		%		%		%		
6	I have experienced a cycling accident either as cyclist, driver, or pedestrian	77.46%	165	12.21%	26	5.63%	12	4.69%	10	213
7	I have experienced an accident with a pedestrian as a driver or pedestrian	80.28%	171	12.68%	27	3.76%	8	3.29%	7	213
8	I have experienced an accident with a driver as a driver or otherwise	77.83%	165	8.96%	19	6.13%	13	7.08%	15	212
9	I think litter is a hazard on or around campus	21.50%	46	33.64%	72	32.71%	70	12.15%	26	214
10	There is sufficient waste removal on campus	7.48%	16	23.83%	51	46.26%	99	22.43%	48	214
11	I have felt unsafe with construction on campus	38.32%	82	35.51%	76	21.03%	45	5.14%	11	214

Q14 – I am aware of the Indiana Lifeline Law
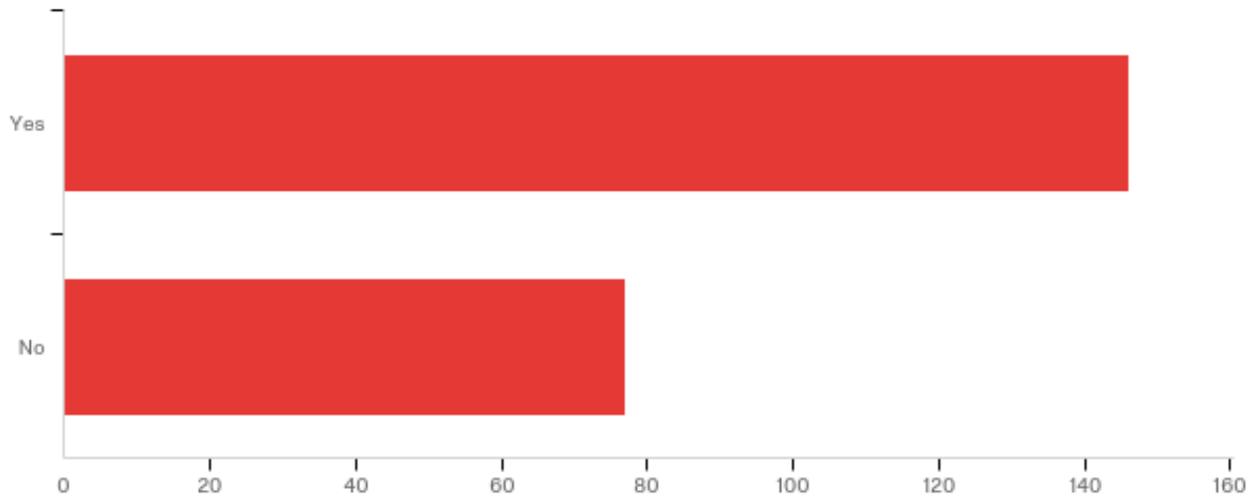
#	Answer	%	Count
1	Yes	65.47%	146
2	No	34.53%	77
	Total	100%	223

Q15 - Lifeline
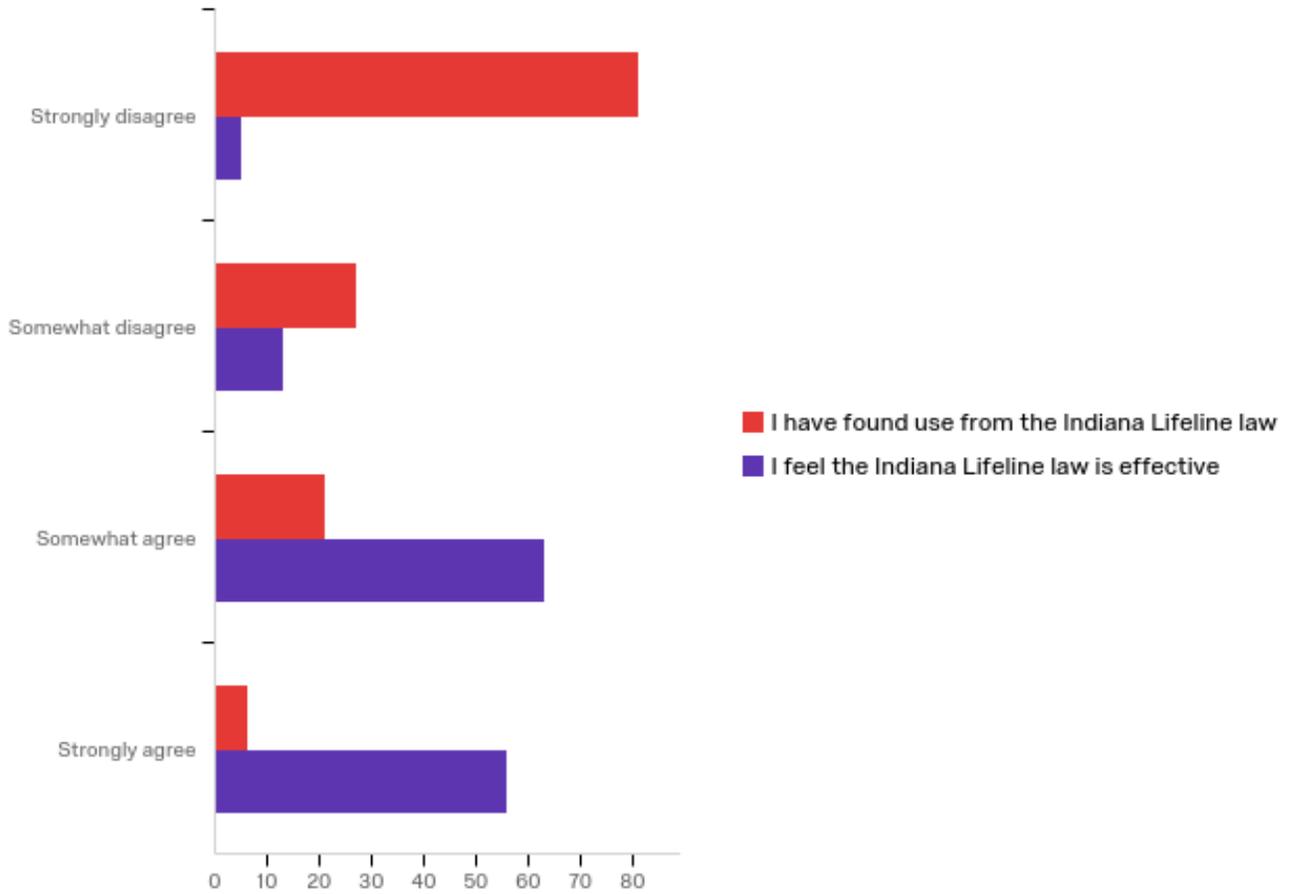
#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I have found use from the Indiana Lifeline law	60.00%	81	20.00%	27	15.56%	21	4.44%	6	135
2	I feel the Indiana Lifeline law is effective	3.65%	5	9.49%	13	45.99%	63	40.88%	56	137

Q16 - Theft
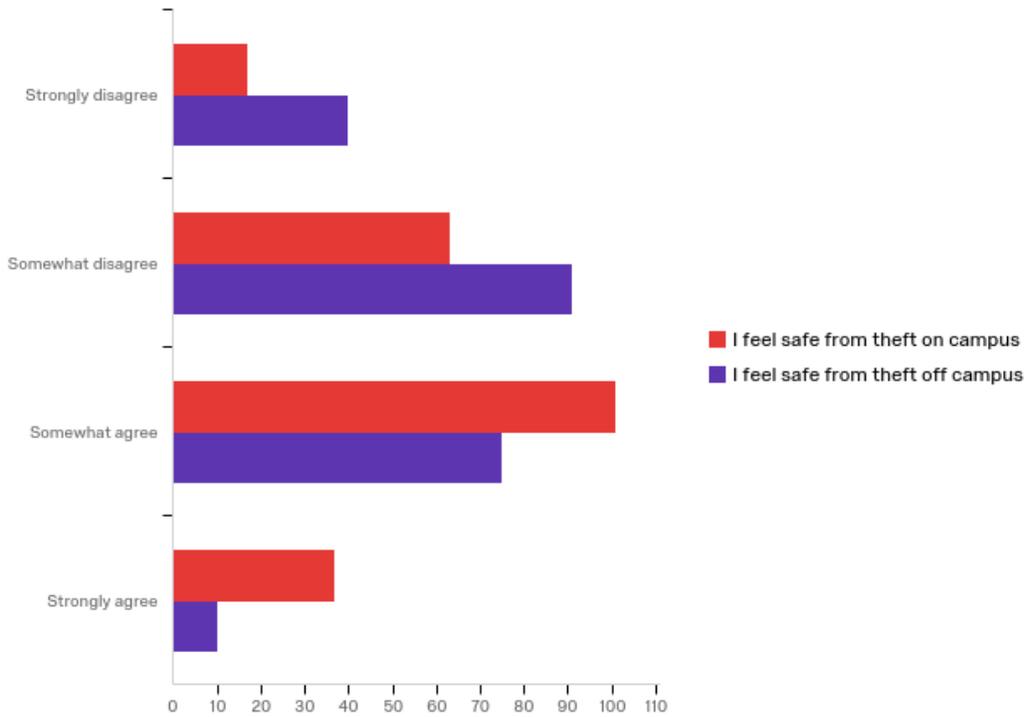
#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I feel safe from theft on campus	7.80%	17	28.90%	63	46.33%	101	16.97%	37	218
2	I feel safe from theft off campus	18.52%	40	42.13%	91	34.72%	75	4.63%	10	216

Q17 - I have been robbed on campus before
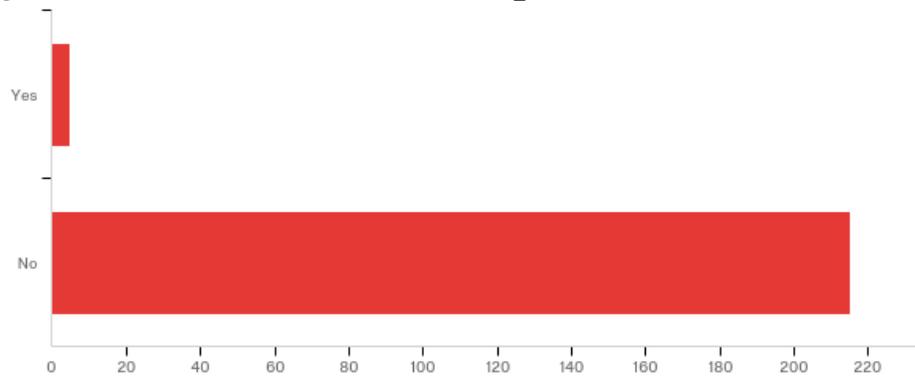
#	Answer	%	Count
1	Yes	2.27%	5
2	No	97.73%	215
	Total	100%	220

Q18 – If I have been robbed, I have reported it
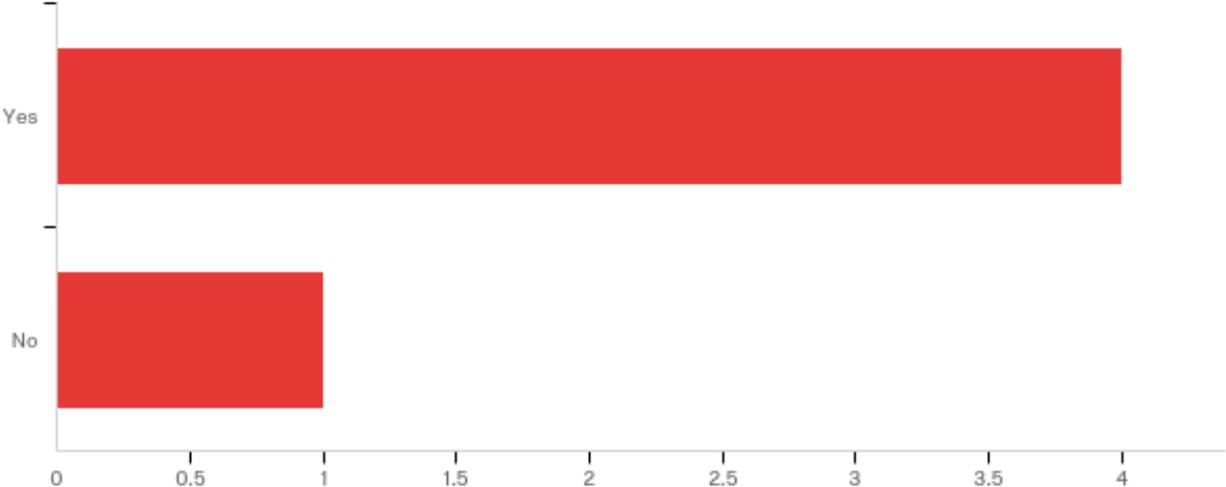
#	Answer	%	Count
1	Yes	80.00%	4
2	No	20.00%	1
	Total	100%	5

Q19 - Safety
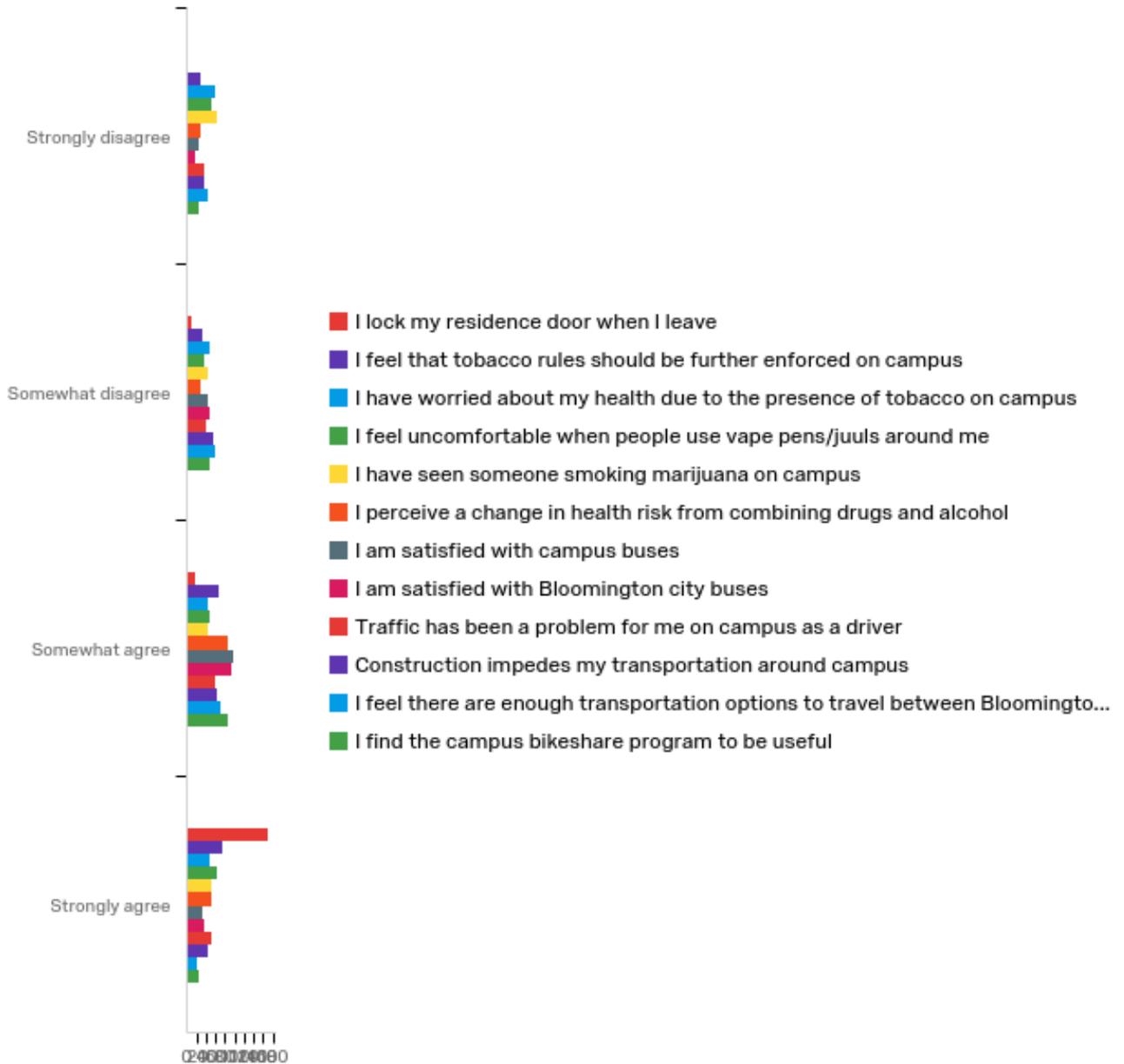
#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I lock my residence door when I leave	1.00%	2	4.98%	10	9.45%	19	84.58%	170	201
2	I feel that tobacco rules should be further enforced on campus	13.50%	27	16.50%	33	33.00%	66	37.00%	74	200
3	I have worried about my health due to the presence of tobacco on campus	29.70%	60	24.26%	49	21.78%	44	24.26%	49	202
4	I feel uncomfortable when people use vape pens/juuls around me	25.87%	52	18.91%	38	23.38%	47	31.84%	64	201

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5	I have seen someone smoking marijuana on campus	31.00%	62	22.00%	44	21.00%	42	26.00%	52	200
6	I perceive a change in health risk from combining drugs and alcohol	15.18%	29	14.66%	28	43.98%	84	26.18%	50	191
7	I am satisfied with campus buses	11.50%	23	22.50%	45	49.00%	98	17.00%	34	200
8	I am satisfied with Bloomington city buses	9.69%	19	23.47%	46	47.45%	93	19.39%	38	196
9	Traffic has been a problem for me on campus as a driver	20.11%	38	21.69%	41	30.69%	58	27.51%	52	189
10	Construction impedes my transportation around campus	18.37%	36	28.06%	55	32.14%	63	21.43%	42	196
11	I feel there are enough transportation options to travel between Bloomington and other nearby cities	22.84%	45	30.46%	60	35.53%	70	11.17%	22	197
12	I find the campus bikeshare program to be useful	14.13%	26	26.09%	48	46.74%	86	13.04%	24	184

Q20 - What class level of student are you?
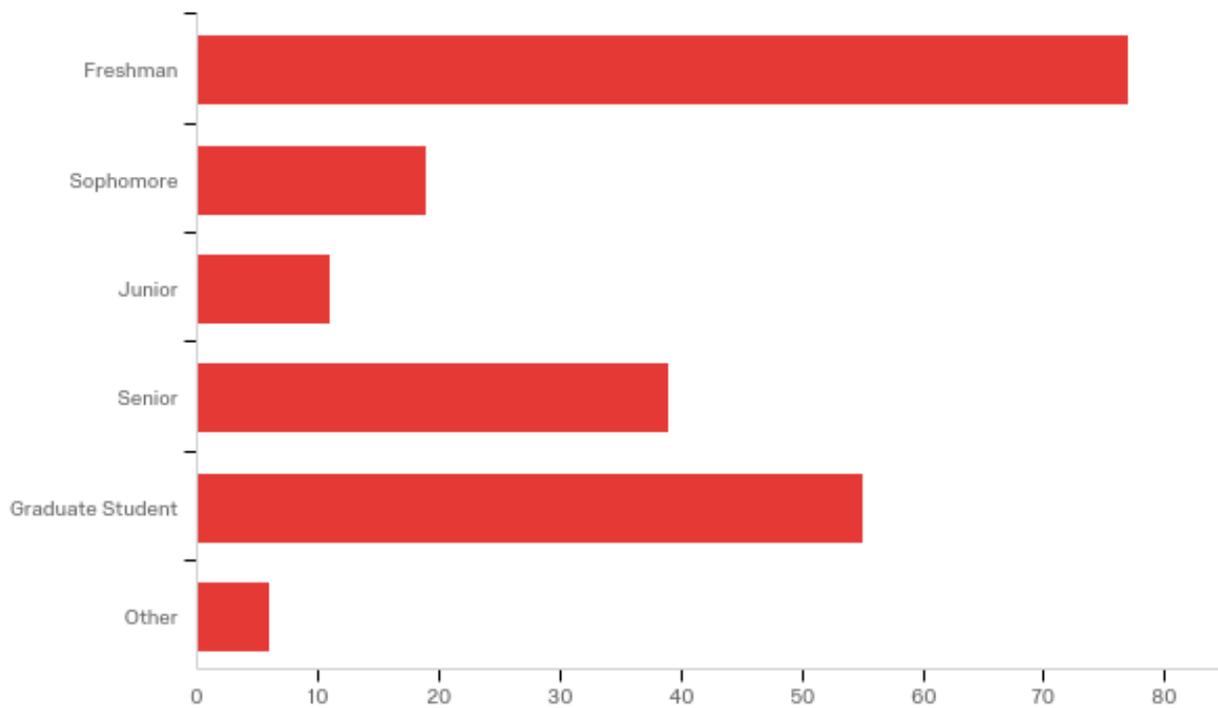
#	Answer	%	Count
2	Freshman	37.20%	77
3	Sophomore	9.18%	19

#		Answer	%	Count
4		Junior	5.31%	11
6		Senior	18.84%	39
7		Graduate Student	26.57%	55
9		Other	2.90%	6
		Total	100%	207

Q21 - What are your preferred pronouns?
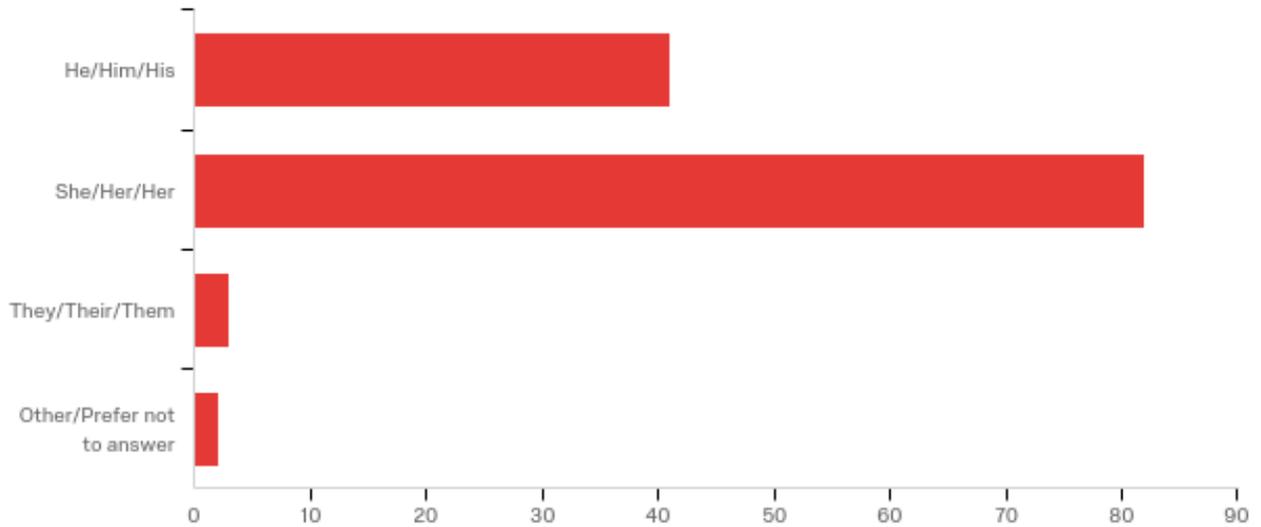
#		Answer	%	Count
1		He/Him/His	32.03%	41
2		She/Her/Her	64.06%	82
4		They/Their/Them	2.34%	3
3		Other/Prefer not to answer	1.56%	2
		Total	100%	128

Q22 - Are you White, Black or African-American, American Indian or Alaskan Native, Asian, Native Hawaiian or other Pacific Islander, or some other race?
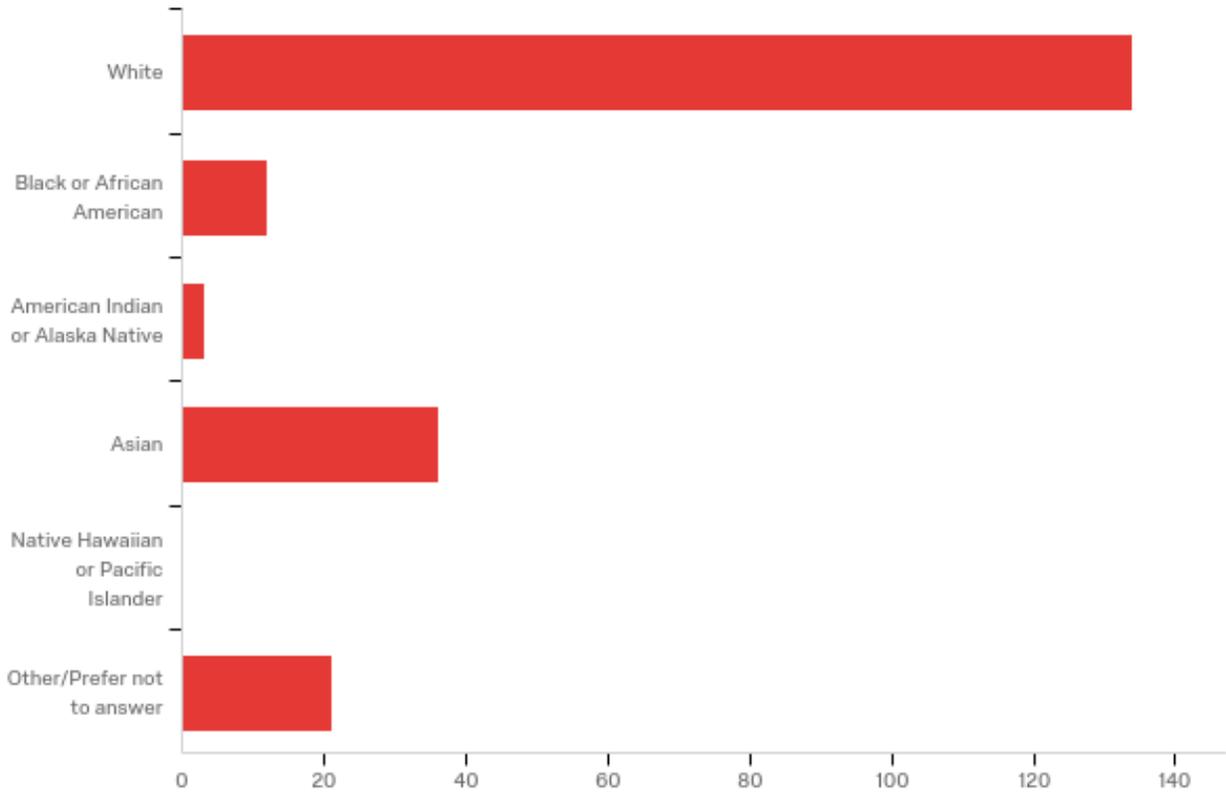
#	Answer	%	Count
1	White	65.05%	134
2	Black or African American	5.83%	12
3	American Indian or Alaska Native	1.46%	3
4	Asian	17.48%	36
5	Native Hawaiian or Pacific Islander	0.00%	0
6	Other/Prefer not to answer	10.19%	21
	Total	100%	206

Intellectual Curiosity

Q1 - Intellectual Curiosity
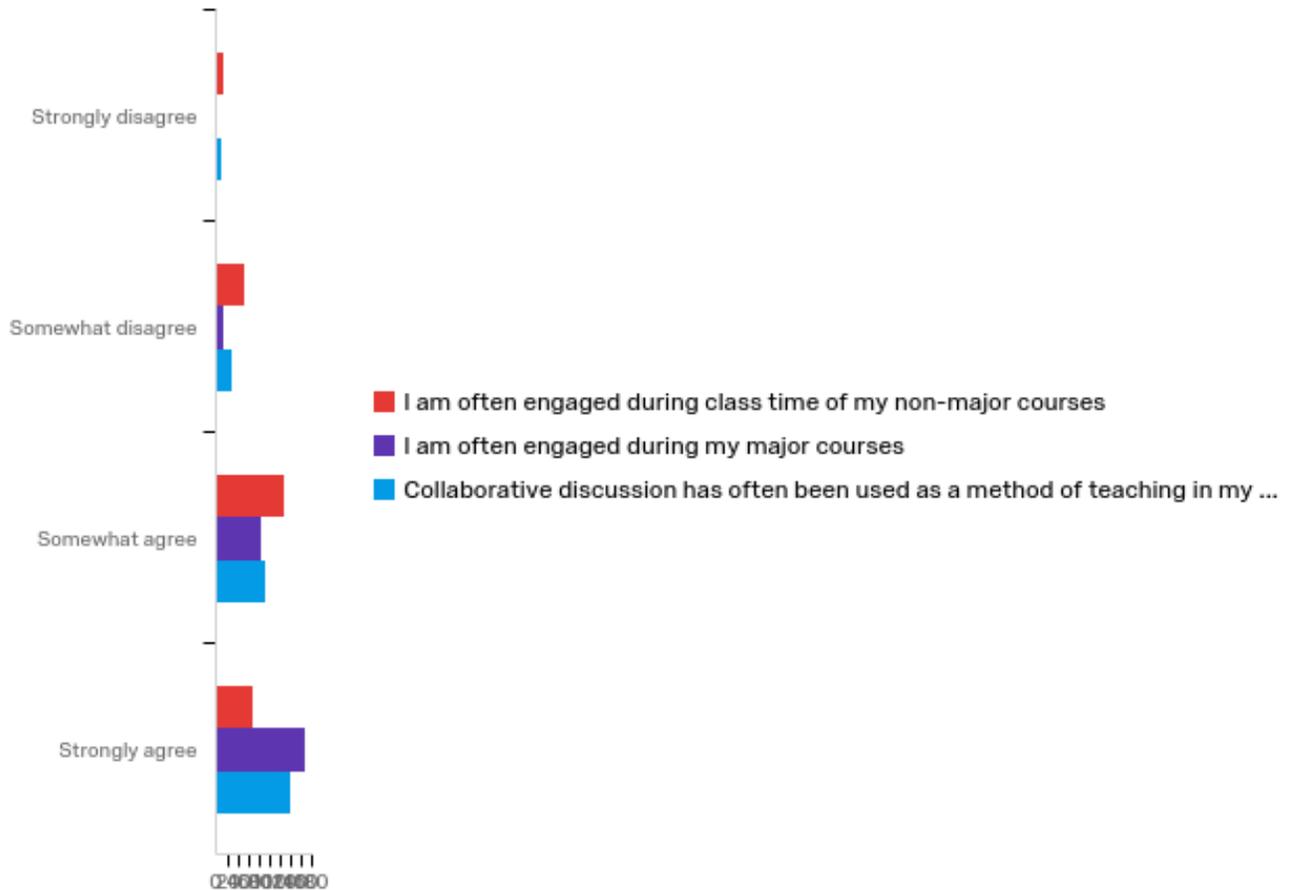
#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I am often engaged during class time of my non-major courses	5.68%	15	20.45%	54	48.48%	128	25.38%	67	264
2	I am often engaged during my major courses	0.37%	1	5.24%	14	32.21%	86	62.17%	166	267
3	Collaborative discussion has often been used as a method of teaching in my courses over the last year	3.00%	8	10.49%	28	34.83%	93	51.69%	138	267

**Q2 – From my experience, this is what most creates an effective learning environment:**
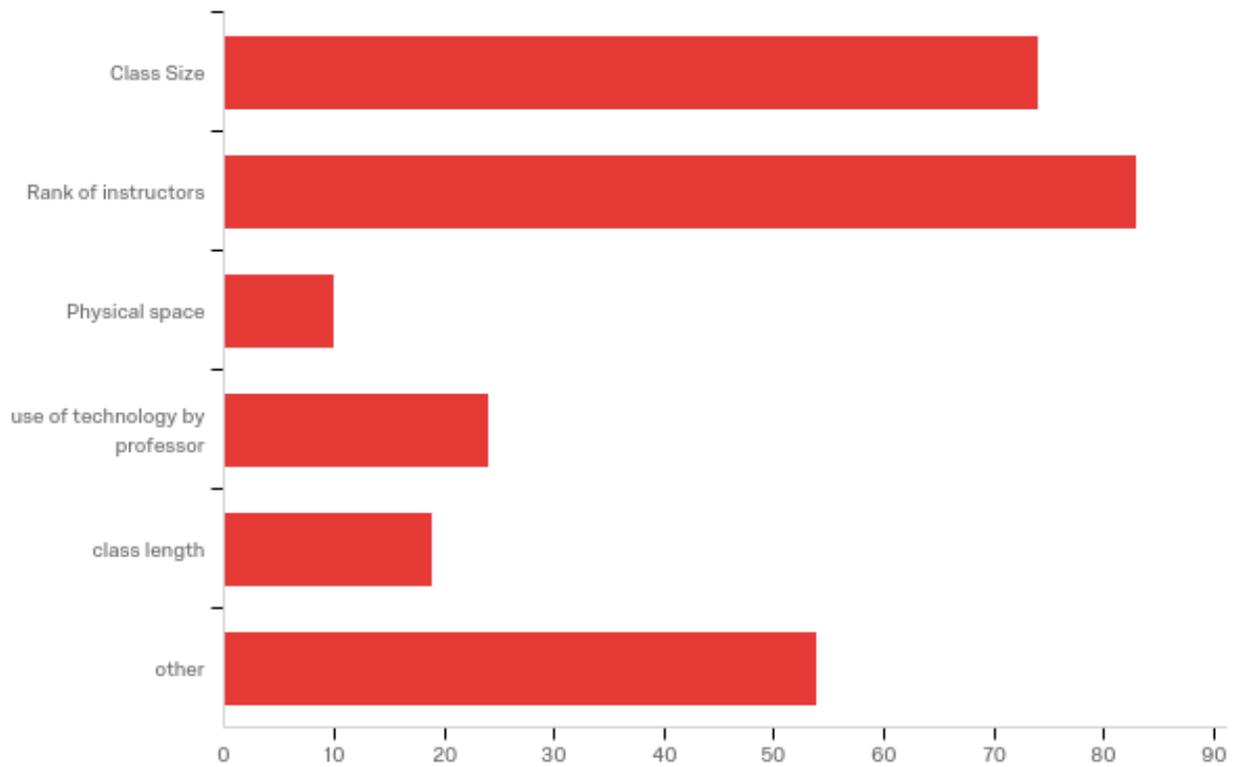
#	Answer	%	Count
4	use of technology by professor	9.09%	24
6	other	20.45%	54
5	class length	7.20%	19
2	Rank of instructors	31.44%	83
3	Physical space	3.79%	10
1	Class Size	28.03%	74
	Total	100%	264

Q3 - Classroom Environment
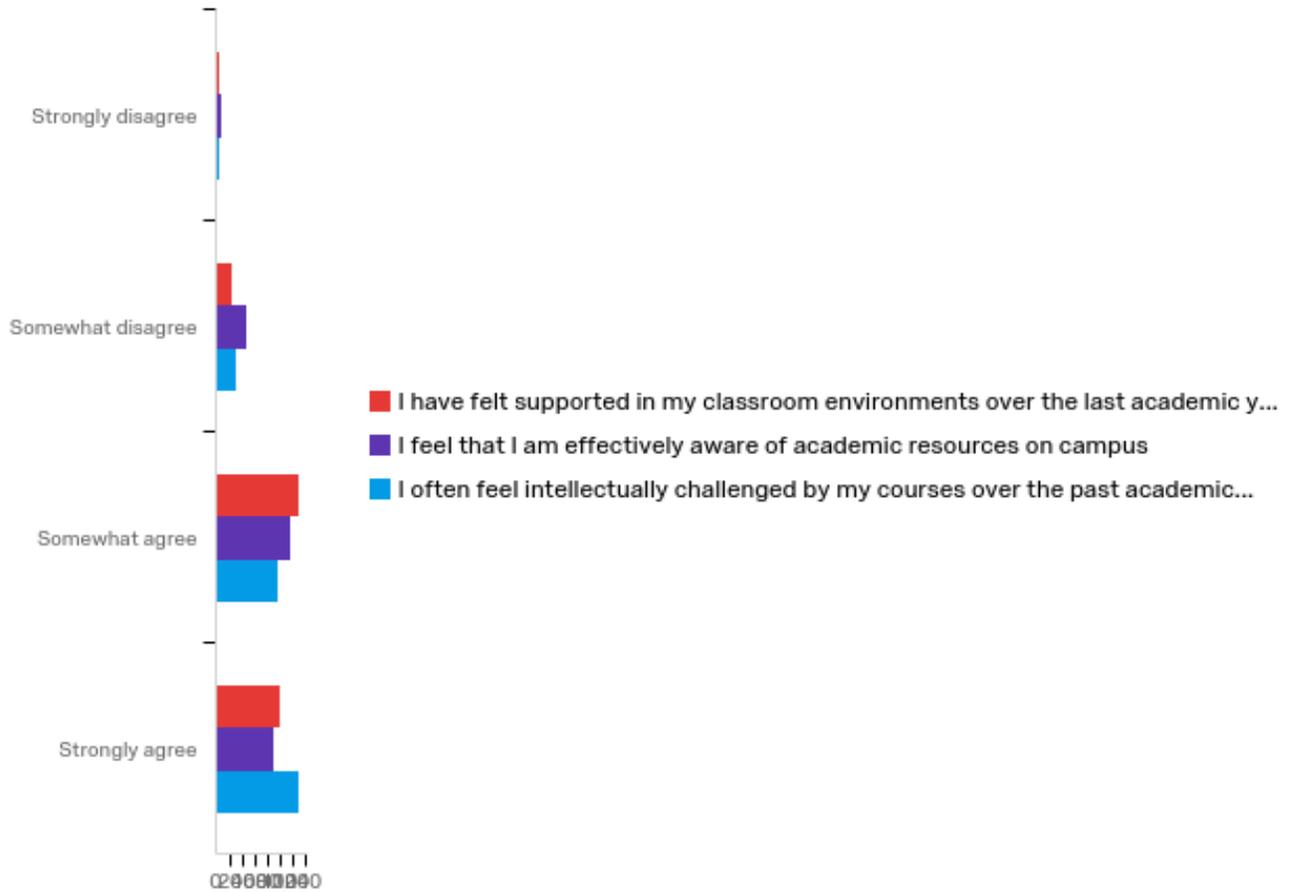
Legend:
- I have felt supported in my classroom environments over the last academic y...
- I feel that I am effectively aware of academic resources on campus
- I often feel intellectually challenged by my courses over the past academic...

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I have felt supported in my classroom environments over the last academic year	2.26%	6	9.06%	24	49.81%	132	38.87%	103	265
2	I feel that I am effectively aware of academic resources on campus	3.40%	9	17.74%	47	44.91%	119	33.96%	90	265
3	I often feel intellectually challenged by my courses over the past academic year	1.89%	5	12.12%	32	36.74%	97	49.24%	130	264

Q4 – For the most effective instruction, I feel that the following is the best rank of instructors
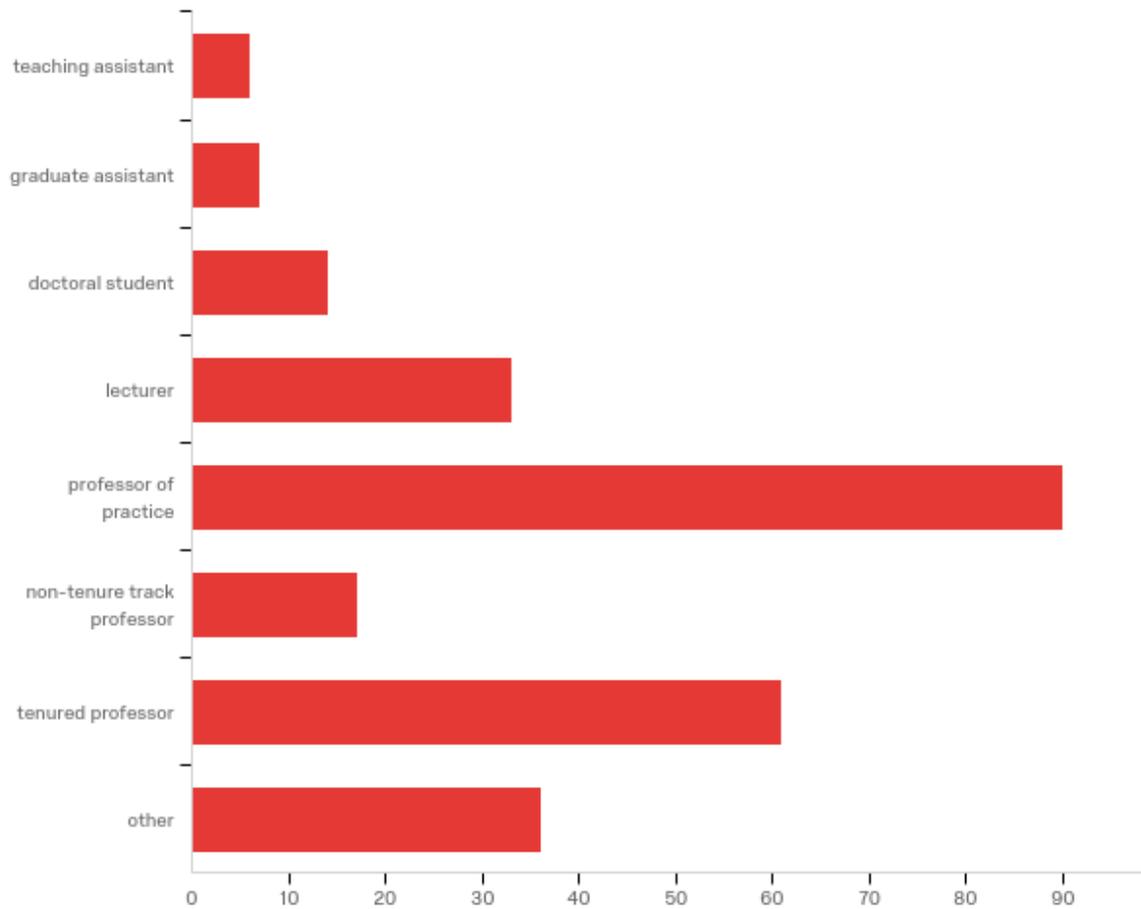
#	Answer	%	Count
1	teaching assistant	2.27%	6
2	graduate assistant	2.65%	7
3	doctoral student	5.30%	14
4	lecturer	12.50%	33
5	professor of practice	34.09%	90
6	non-tenure track professor	6.44%	17
7	tenured professor	23.11%	61
8	other	13.64%	36
	Total	100%	264

Q5 - Academics

Legend:
- I visit my academic advisor/s regularly
- I have one advisor I meet with more regularly than any other advisor
- I am satisfied with IU's academic advising
- I have discussed post-graduation plans with my advisor
- My experience with enrolling for classes has been good
- 6

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I visit my academic advisor/s regularly	18.80%	50	27.07%	72	35.71%	95	18.42%	49	266
2	I have one advisor I meet with more regularly than any other advisor	19.62%	52	12.45%	33	30.57%	81	37.36%	99	265
3	I am satisfied with IU's academic advising	8.30%	22	20.00%	53	48.30%	128	23.40%	62	265

4	I have discussed post-graduation plans with my advisor	26.04%	69	23.40%	62	29.43%	78	21.13%	56	265
5	My experience with enrolling for classes has been good	9.58%	25	15.71%	41	44.44%	116	30.27%	79	261
6	6	23.62%	30	19.69%	25	30.71%	39	25.98%	33	127

Q6 - I have had to retake a class while at IU
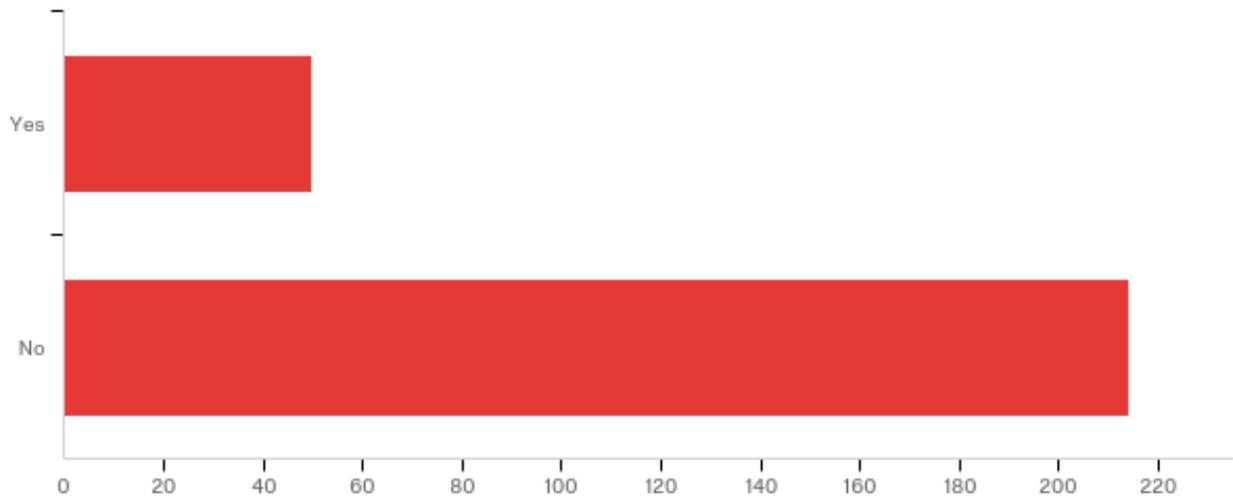
#	Answer	%	Count
1	Yes	18.94%	50
2	No	81.06%	214
	Total	100%	264

Q7 - I have had to add/drop a class after the beginning of the semester
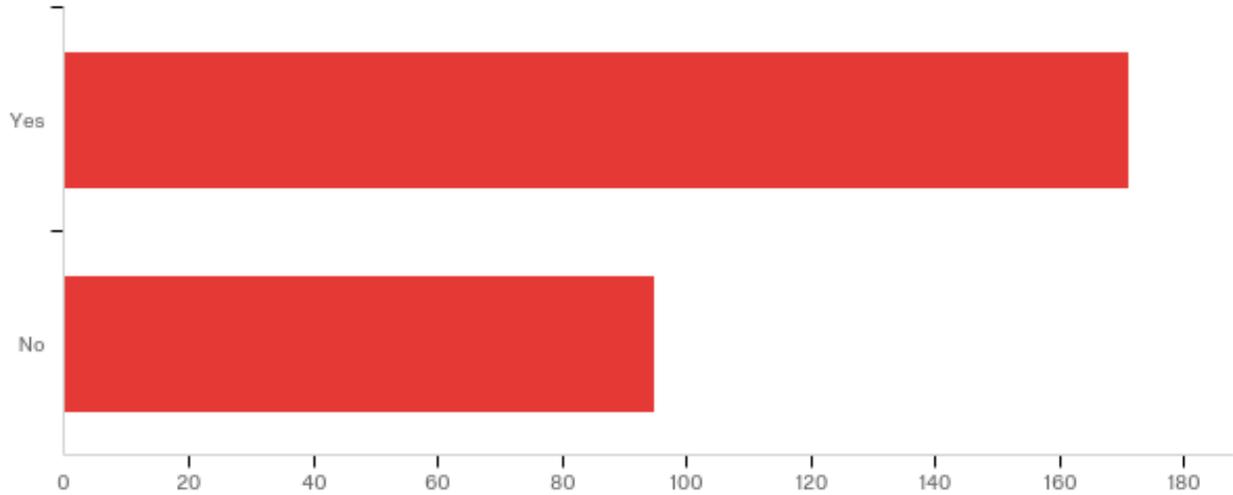
#	Answer	%	Count
1	Yes	64.29%	171
2	No	35.71%	95
	Total	100%	266

Q8 – I am pursuing or plan to pursue a degree outside of my primary department
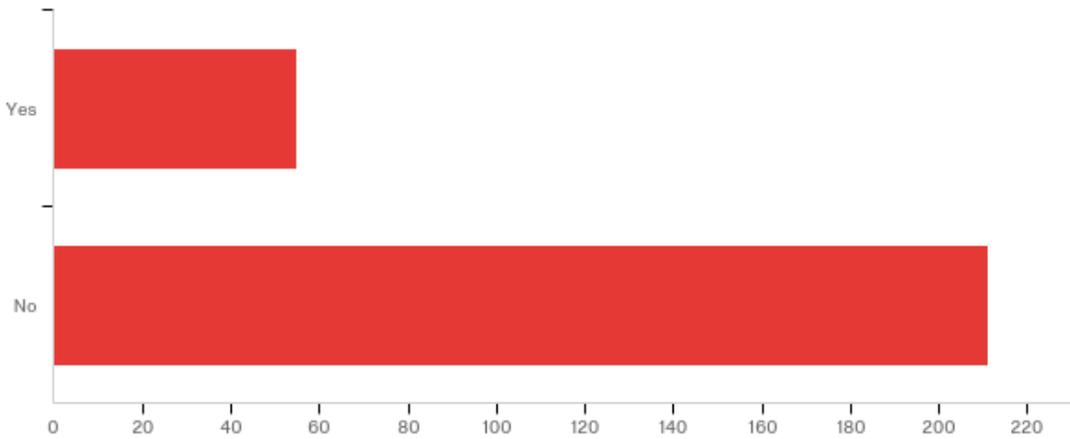
#	Answer	%	Count
1	Yes	20.68%	55
2	No	79.32%	211
	Total	100%	266

Q9 - I am pursuing/I plan to pursue a certificate program
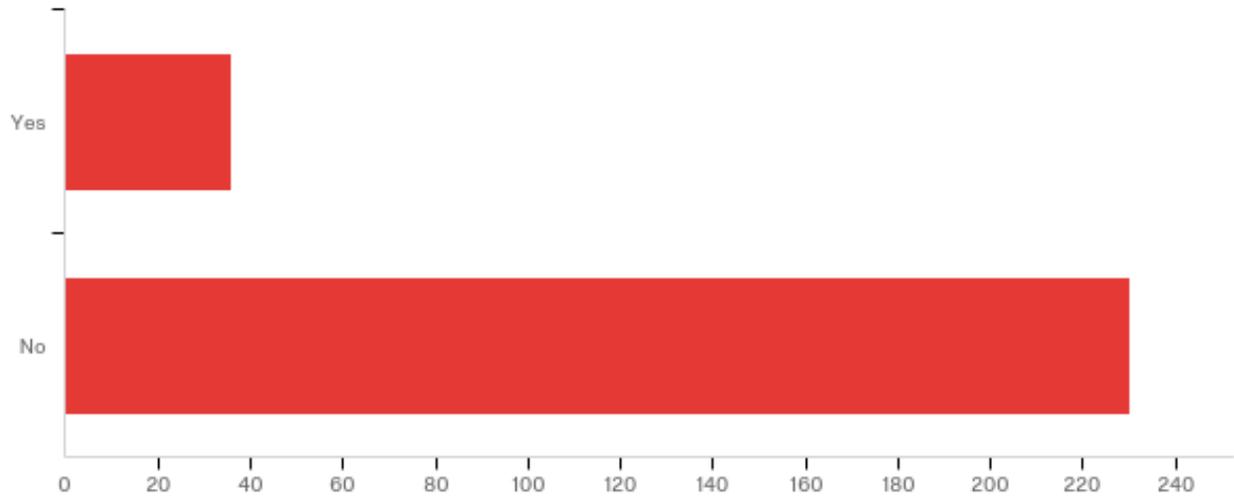
#	Answer	%	Count
1	Yes	13.53%	36
2	No	86.47%	230
	Total	100%	266

Q10 - Academic Pursuits

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I feel that my primary department facilitates my ability to pursue a degree outside of the department/school well	7.78%	20	21.40%	55	45.53%	117	25.29%	65	257
2	I would choose to pursue a certificate if it meant I couldn't graduate on time	51.15%	133	31.54%	82	11.54%	30	5.77%	15	260
3	I am comfortably aware of the Honors college requirements	39.08%	102	28.35%	74	23.37%	61	9.20%	24	261
4	I am aware of the Honors college programs and opportunities	40.23%	105	28.74%	75	22.99%	60	8.05%	21	261
5	I am likely to consultant a honors advisor	56.92%	148	28.85%	75	8.46%	22	5.77%	15	260

#									
6	The Honors college can add significant value to my college experience	29.18%	75	32.68%	84	29.96%	77	8.17%	21	257
7	I am planning to pursue an honors notation	56.76%	147	23.94%	62	11.58%	30	7.72%	20	259
8	I feel that pursuing honors membership lines up well with my major requirements	40.63%	104	39.06%	100	14.45%	37	5.86%	15	256
9	I use instructor office hours often	16.79%	44	41.98%	110	33.21%	87	8.02%	21	262
10	Instructor office hours are helpful	3.44%	9	11.45%	30	55.34%	145	29.77%	78	262
11	I feel that office hours help my success in a course	6.92%	18	13.85%	36	52.31%	136	26.92%	70	260

Q11 - I learned about IU's certificate program by
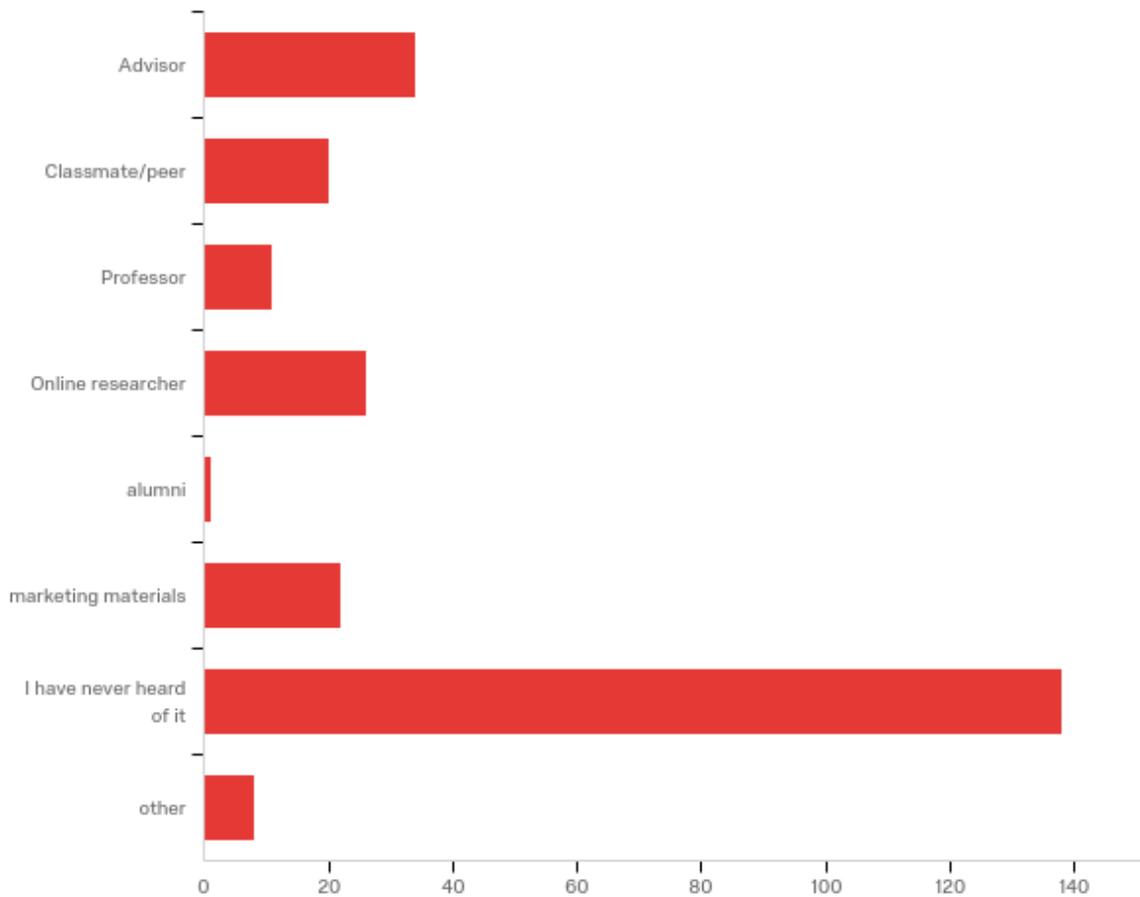
#	Answer	%	Count
1	Advisor	13.08%	34
2	Classmate/peer	7.69%	20
3	Professor	4.23%	11

4	Online researcher	10.00%	26
5	alumni	0.38%	1
6	marketing materials	8.46%	22
7	I have never heard of it	53.08%	138
8	other	3.08%	8
	Total	100%	260

Q12 - I transferred to Bloomington from another institution
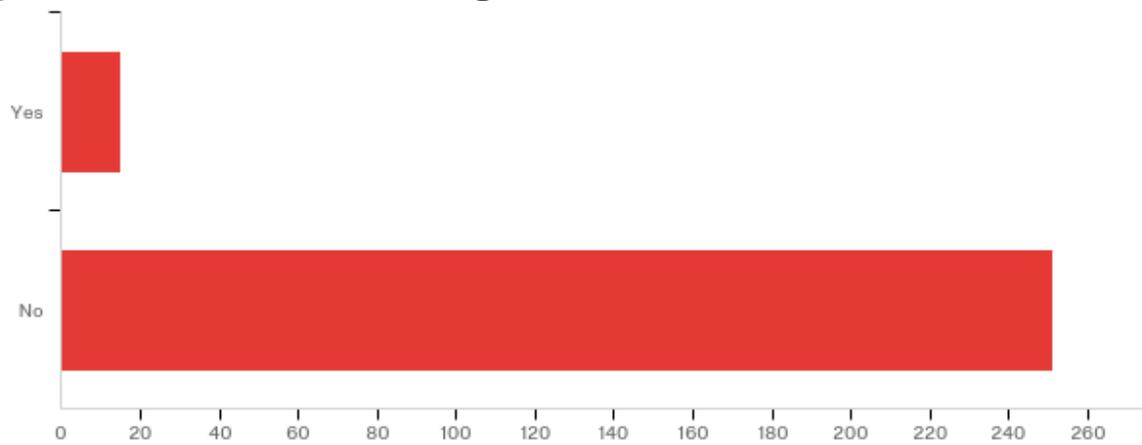
#	Answer	%	Count
1	Yes	5.64%	15
2	No	94.36%	251
	Total	100%	266

Q13 - Previous credits
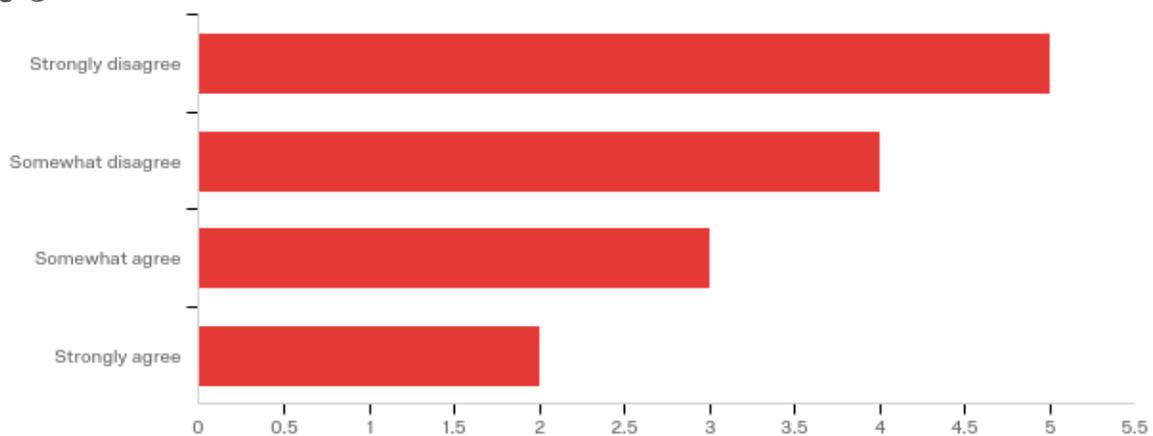
#	Answer	%	Count
1	Strongly disagree	35.71%	5
2	Somewhat disagree	28.57%	4
3	Somewhat agree	21.43%	3
4	Strongly agree	14.29%	2
	Total	100%	14

Q14 – I chose to transfer to IU Bloomington because (select all that apply)
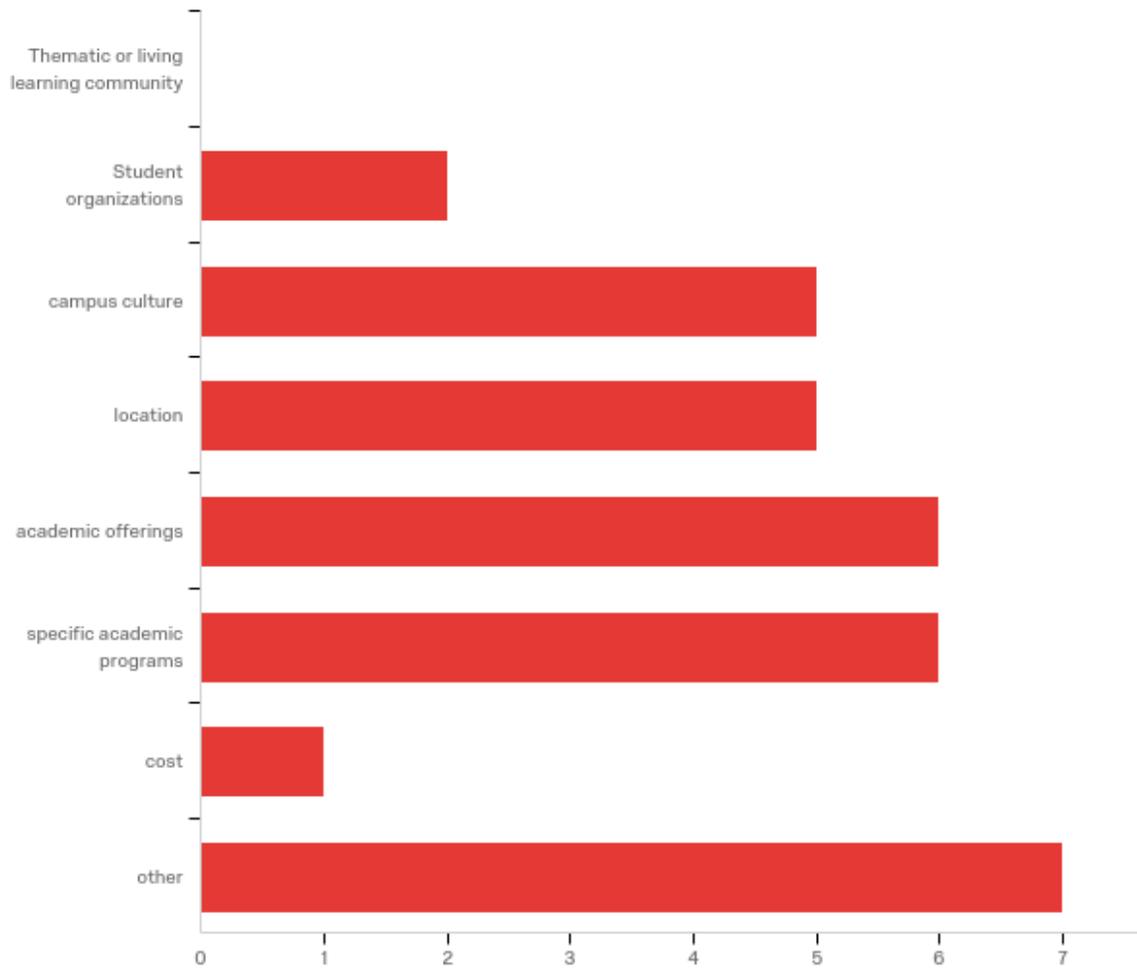
#	Answer	%	Count
1	Thematic or living learning community	0.00%	0
2	Student organizations	6.25%	2

#		Answer	%	Count
3		campus culture	15.63%	5
4		location	15.63%	5
5		academic offerings	18.75%	6
6		specific academic programs	18.75%	6
7		cost	3.13%	1
8		other	21.88%	7
		Total	100%	32

Q15 - I have studied abroad with an Indiana University program
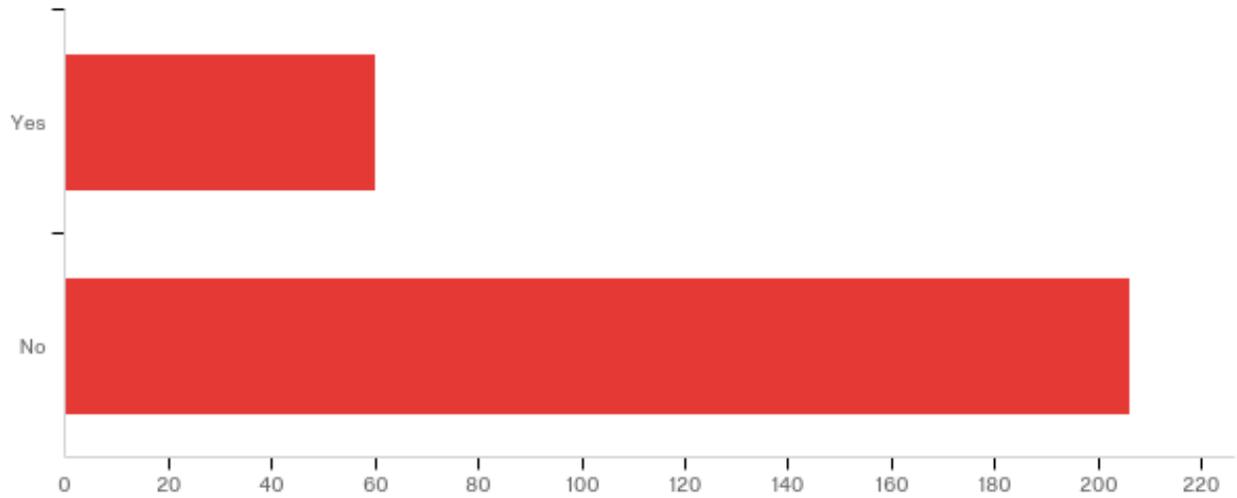
#	Answer	%	Count
1	Yes	22.56%	60
2	No	77.44%	206
	Total	100%	266

Q16 - Study Abroad

#	Question	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree		Total
1	I believe that studying abroad is a worthwhile undergraduate experience	0.00%	0	0.00%	0	1.67%	1	98.33%	59	60
2	I have had a good experience with studying abroad through IU	0.00%	0	1.67%	1	11.67%	7	86.67%	52	60

Q17 - Extra-curriculars
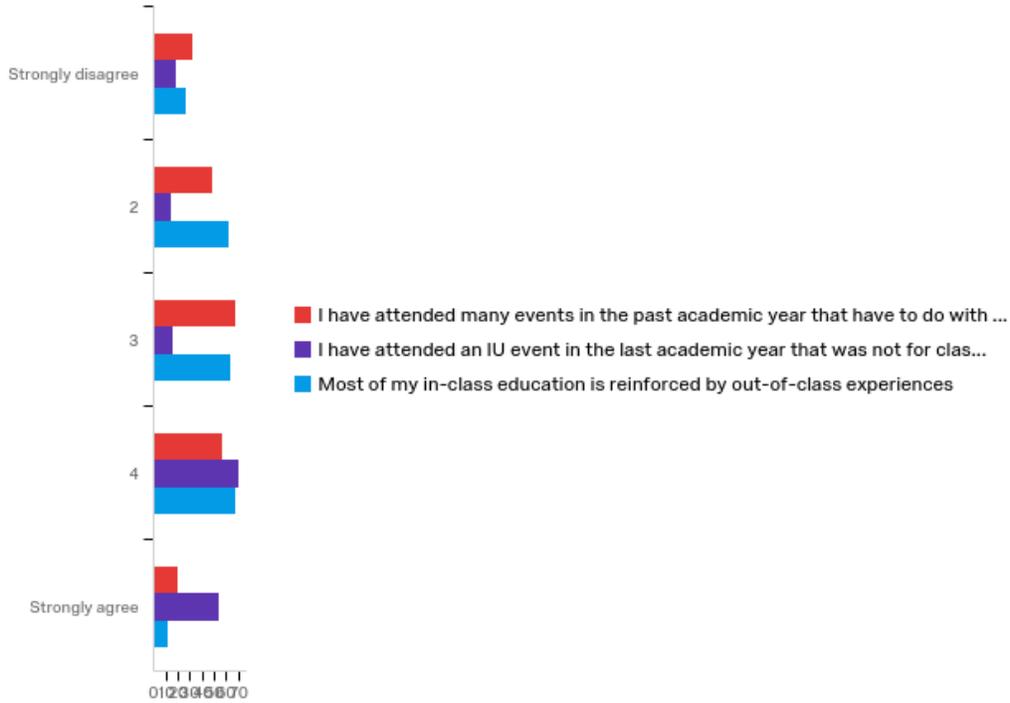
#	Question	Strongly disagree		2		3		4		Strongly agree		Total
1	I have attended many events in the past academic year that have to do with academics	14.22%	32	21.78%	49	29.78%	67	25.33%	57	8.89%	20	225
2	I have attended an IU event in the last academic year that was not for class	10.47%	18	8.14%	14	9.30%	16	40.70%	70	31.40%	54	172
3	Most of my in-class education is reinforced by out-of-class experiences	11.69%	27	26.84%	62	27.71%	64	29.00%	67	4.76%	11	231

Q18 - I hear about upcoming academic events most through
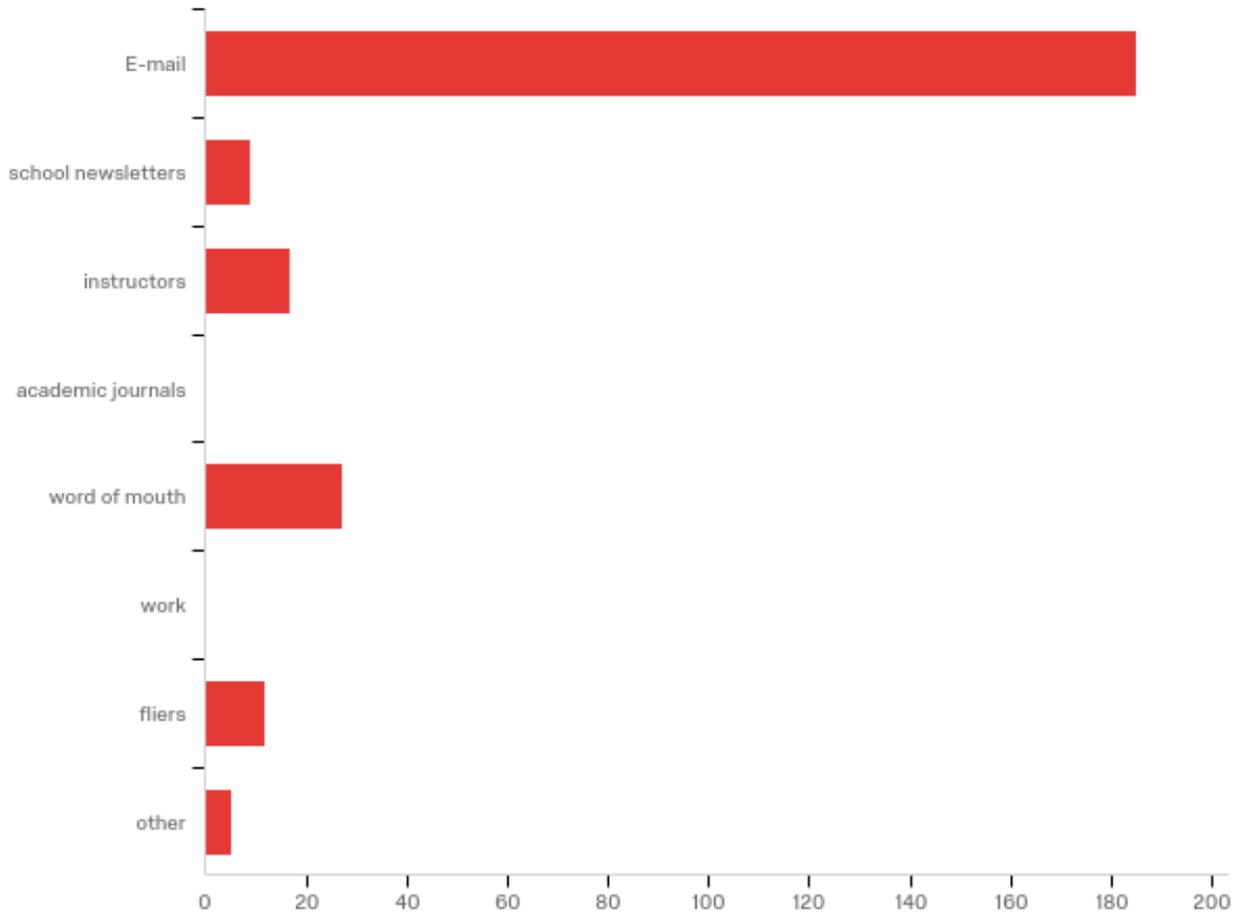
#	Answer	%	Count
1	E-mail	72.55%	185
2	school newsletters	3.53%	9
3	instructors	6.67%	17
4	academic journals	0.00%	0
5	word of mouth	10.59%	27
6	work	0.00%	0
7	fliers	4.71%	12
8	other	1.96%	5
	Total	100%	255

Q19 - What class level of student are you?
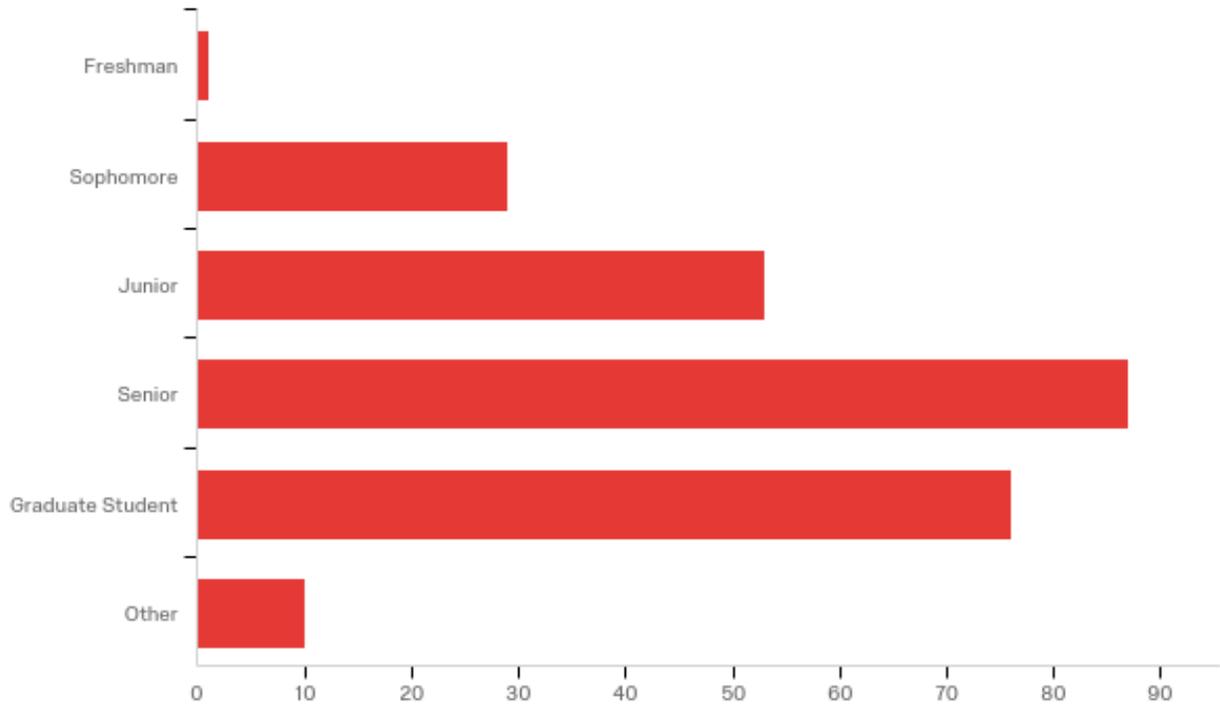
#	Answer	%	Count
2	Freshman	0.39%	1
3	Sophomore	11.33%	29
4	Junior	20.70%	53
6	Senior	33.98%	87
7	Graduate Student	29.69%	76
9	Other	3.91%	10
	Total	100%	256

Q20 - Are you White, Black or African-American, American Indian or Alaskan Native, Asian, Native Hawaiian or other Pacific Islander, or some other race?
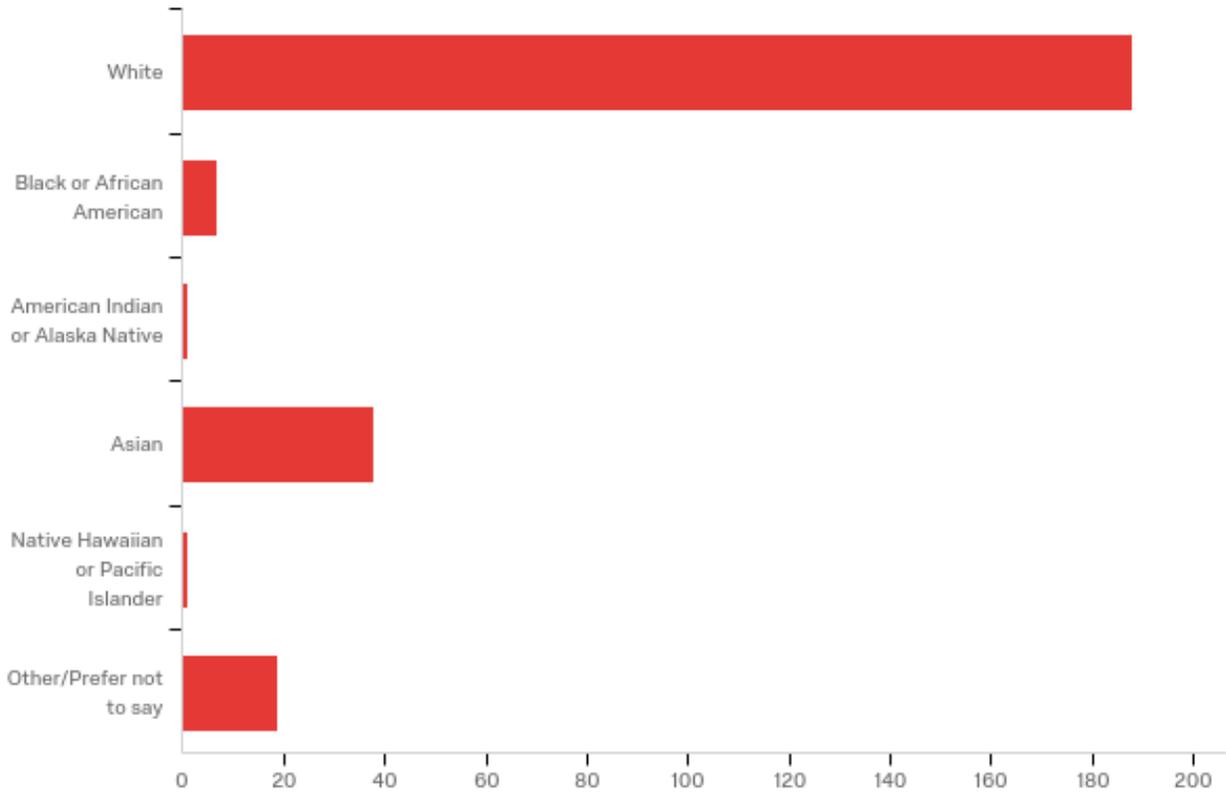
#	Answer	%	Count
1	White	74.02%	188
2	Black or African American	2.76%	7
3	American Indian or Alaska Native	0.39%	1
4	Asian	14.96%	38
5	Native Hawaiian or Pacific Islander	0.39%	1
6	Other/Prefer not to say	7.48%	19
	Total	100%	254

Q21 - What are your preferred pronouns?
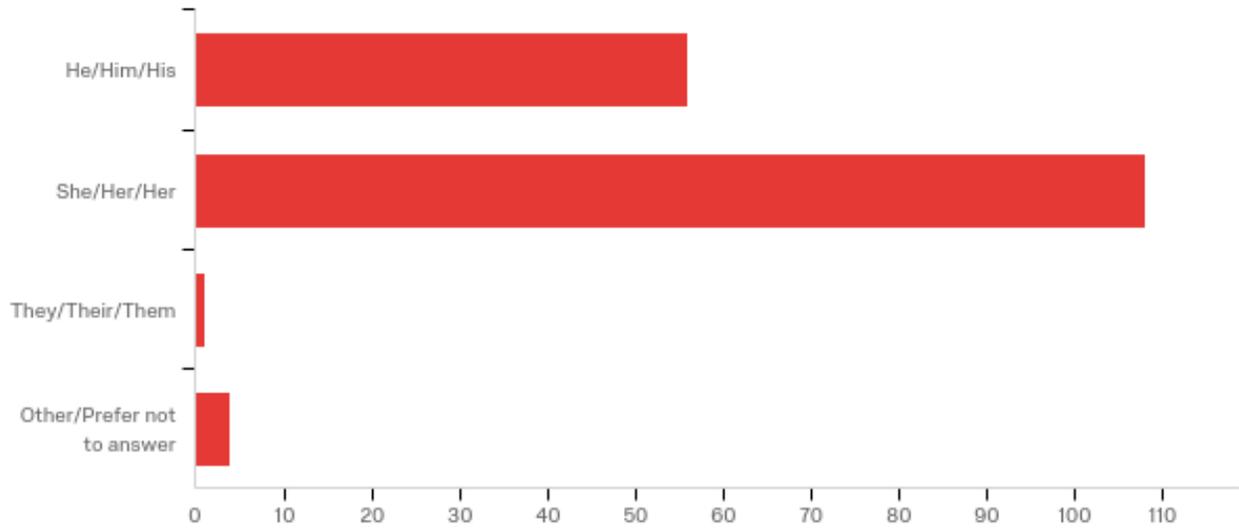
#	Answer	%	Count
1	He/Him/His	33.14%	56
2	She/Her/Her	63.91%	108
4	They/Their/Them	0.59%	1
3	Other/Prefer not to answer	2.37%	4
	Total	100%	169