



2015 Continuing Student Survey Report

UNIVERSITY UNITS IMPACTED ⇒ Academic Affairs, Enrollment Management, Marketing, Admissions

For questions or further data breakdowns, please contact Director Ron Severtis in the Office of Institutional Effectiveness (OIE) at rseverti@ius.edu

BACKGROUND

The Continuing Student Survey (CSS) is administered biennially by the Office of Institutional Effectiveness (OIE) to a random sample of currently enrolled students. The CSS explores student experience, satisfaction and preference on topics aligned with emerging campus priorities. The focus for the 2015 administration is summer coursework and a copy of the survey instrument is found in Appendix B.

THE DATA

An electronic version of the survey was sent to 1,412 students on November 24, 2015. A detailed breakdown of the sample is in Appendix A. A total of 226 students responded to the survey for a 16% response rate. Individual question response rate varies, as most survey questions were voluntary and some respondents chose not to answer certain questions. Partial responses are included in the data report and, unless otherwise indicated, non-respondents are excluded in tabled data counts and percentages.

The main caveat in the data is a slight overrepresentation of School of Natural Science undergraduates and a slight underrepresentation of School of Business undergraduates. Readers should thus interpret overall campus totals cautiously. Data is reported overall (undergraduate plus graduate) and by-school, with graduate responses reported separately as well. Qualitative comments will be produced for individual units.

EXECUTIVE SUMMARY

Only 3% of respondents are not at all likely to take a summer course if offered in a favored instructional manner and at a convenient time. Of the remaining 97% of respondents:

- Over half (53%) ideally would take a summer course online and about one-third would prefer a course offered between 8 AM and 2 PM
- Just under half would prefer a course entirely online (46%) and another half would prefer a traditional instructional mode (46%)
- About two-thirds (65%) would prefer a summer course that meets once a week for a few hours rather than a course that meets on multiple days, and that preference is even greater for courses with a laboratory component (75%)
- Over three-fourths (77%) would prefer summer coursework that fulfills major requirements and 59% prefer General Education courses
- Over half (55%) overwhelmingly prefer summer coursework meeting from mid-May through mid-June compared to late in the summer (26%, June through August) and the entire summer (18%, May through August)

Three-fourths (75%) of all respondents agreed that summer is a time to take courses that are easy. About half indicated that barriers to taking summer courses include work schedules (58%), course offerings (48%) and financial aid or cost (46%), while another 38% report that summer courses are not offered when they can take them.

When asked preference in how academic issues that affect enrollment or graduation should be communicated, 84% selected via email, 50% through Canvas and 46% from academic advisors.

DEMOGRAPHICS

Table 1 provides respondent breakdown by school. As suggested above, there is a slight statistical overrepresentation of School of Natural Science undergraduate respondents and a slight statistical underrepresentation of School of Business undergraduate respondents. Otherwise, the by-school respondent analysis is well-matched to the percentages found in the Fall 2015 census (the final column) and to the graduate population by school (not shown).

School	N	%	% in Cens.
Natural Sciences	51	23%	17%
Business	39	17%	22%
Social Sciences	38	17%	16%
Education	37	16%	15%
Div. of General Studies	21	9%	9%
Nursing	21	9%	10%
Arts & Letters	19	8%	11%
Total	226		

Table 2 reports the respondent breakdown by class level and school. Analyses run show a good match to the campus class level population (final column) and by-school (not shown) in the Fall 2015 census.

	ARL	BUS	DGS	EDU	NSC	NUR	SSC	Total (%)	% in Cens.
Freshman	21%	18%	48%	27%	20%	29%	24%	25%	26%
Sophomore	16%	13%	0%	22%	35%	24%	24%	21%	21%
Junior	16%	21%	5%	16%	16%	24%	34%	19%	21%
Senior	47%	31%	29%	22%	29%	24%	18%	27%	24%
Graduate	--	18%	19%	14%	--	--	--	7%	7%
Total (N)	19	39	21	37	51	21	38	226	

SUMMER COURSE LIKELIHOOD

Respondents were first asked how likely they would be to take a summer course if it were offered at a convenient time and in a favored instructional mode. Table 3 reports that 93% of respondents definitely would (48%) or are likely (45%) to take summer coursework offered in their favored manner. Only 3% of respondents were not at all likely to take a summer course. School of Social Science (16%) and Business (13%) students

	ARL	BUS	DGS	EDU	NSC	NUR	SSC	Total (%)
Definitely Would	37%	51%	45%	38%	61%	57%	37%	48%
Likely	58%	36%	50%	54%	37%	43%	47%	45%
Unlikely	5%	10%	0%	5%	0%	0%	8%	4%
Not at all	0%	3%	5%	3%	2%	0%	8%	3%
Total (N)	19	39	20	37	51	21	38	225

are least likely to enroll in summer work, while all School of Nursing

respondents and most Natural Science respondents (98%) indicate a high likelihood of taking summer coursework.

	BUS	DGS	EDU	Total (%)
Definitely Would	71%	75%	60%	69%
Likely	29%	25%	40%	31%
Unlikely	0%	0%	0%	0%
Total (N)	7	4	5	16

Graduate respondents are summarized in Table 4, with 100% responding they would take summer coursework if offered at a convenient time and in a favored instructional manner.

SUMMER COURSE PREFERENCES

Respondents who indicated any likelihood of taking summer coursework (97%) were then asked questions regarding preferences of summer coursework. Table 5 reports what time of day respondents would prefer summer coursework. Over half (53%) prefer online summer courses so that they could take the course at any

Table 5. Summer course time preference (can check more than one)

	ARL	BUS	DGS	EDU	NSC	NUR	SSC	Total (%)
Morning (8 AM - 11 AM)	32%	26%	19%	22%	55%	43%	18%	32%
Afternoon (11 AM - 2 PM)	42%	28%	38%	30%	53%	43%	34%	38%
Late Afternoon (2 PM - 5 PM)	16%	21%	19%	14%	16%	19%	18%	17%
Evening (After 5 PM)	16%	36%	19%	11%	20%	5%	18%	19%
Online so I could take it anytime	53%	62%	57%	62%	41%	48%	50%	53%
Total (N)	19	39	21	37	51	21	38	226

time. Sixty-two percent each of Business and School of Education respondents preferred this method, which was reinforced by examining Graduate responses to this question, in Table 6 below. About two-fifths of

respondents (38%) prefer summer courses from 11 AM to 2 PM, and about one-third (32%) prefer morning courses from 8 AM to 11 AM. Less than one-fifth of respondents indicate a preference for late afternoon (17%) or evening (19%) courses. However, half (50%) of graduate respondents in Table 6 prefer evening courses, with very few preferring other time offerings.

Table 6. Summer course time preference, Graduate (can check more than one)

	BUS	DGS	EDU	Total (%)
Morning (8 AM - 11 AM)	0%	0%	14%	6%
Afternoon (11 AM - 2 PM)	14%	0%	0%	6%
Late Afternoon (2 PM - 5 PM)	14%	0%	0%	6%
Evening (After 5 PM)	57%	29%	29%	50%
Online so I could take it anytime	71%	29%	43%	63%
Total (N)	7	4	5	16

Table 7 indicates the instructional mode preferred for summer coursework. Nearly half of respondents prefer either entirely online (46%) or traditional/face-to-face (46%) summer coursework. Entirely online coursework

Table 7. Summer course instructional mode preference (can check more than one)

	ARL	BUS	DGS	EDU	NSC	NUR	SSC	Total (%)
100% entirely online	37%	46%	57%	62%	33%	52%	39%	46%
Online interactive (mainly online with a few class meetings for labs/exams)	32%	36%	29%	27%	20%	24%	21%	26%
Hybrid (combines classroom instruction with 25-75% online instruction)	53%	62%	33%	22%	43%	38%	24%	39%
100% traditional/face-to-face	53%	31%	52%	30%	57%	52%	53%	46%
Total (N)	19	39	21	37	51	21	38	226

was the most preferred method for Division of General Studies (57%), Education (62%) and Nursing (52%) respondents, while face-to-face meetings were most preferred by School of Arts and Letters (53%), Natural Science (57%), Nursing (52%, tied with entirely online) and Social Science (53%) respondents. Arts and Letters (53%, tied with face-to-face), Business (62%) and Natural Science (43%) respondents also favor hybrid meetings. The face-to-face preference for some Arts & Letters majors, and most Natural Science and Nursing majors could be tied to clinicals, practicums and studio work (Fine Arts and Music, for instance).

Table 8 provides the Graduate responses to the instructional mode question, with over half (56%) preferring entirely online methods and only one-fourth (25%) preferring face-to-face modes. Similar to the overall numbers, Business graduate respondents most favor hybrid instruction (71%) while General Studies (50%) and Education (80%) graduate respondents prefer entirely online modes. The preference for online convenience could be tied to the percentage of working professionals in these disciplines.

	BUS	DGS	EDU	Total (%)
100% entirely online	43%	50%	80%	56%
Online interactive (mainly online with a few class meetings for labs/exams)	43%	25%	40%	38%
Hybrid (combines classroom instruction with 25-75% online instruction)	71%	0%	40%	44%
100% traditional/face-to-face	29%	25%	20%	25%
Total (N)	7	4	5	16

Respondents were asked, all else being equal, how often they would prefer their summer course to meet. Results for all respondents are displayed in Table 9 and graduate respondents are presented in Table 10.

	ARL	BUS	DGS	EDU	NSC	NUR	SSC	Total (%)
Once a week that meets for a few hours that day	74%	69%	38%	76%	67%	48%	68%	65%
2 or 3 times a week that meets for less time per day	21%	31%	62%	30%	39%	57%	21%	35%
Total (N)	19	39	21	37	51	21	38	226

Almost two-thirds (65%) prefer a course that meets one day a week for a few hours, with just over one-third (35%) preferring a course meeting multiple times a week for less time, most notably by General Studies (62%) and Nursing (57%).

Graduate respondents overwhelmingly favor a once-a-week course meeting schedule, again perhaps reflecting 8-to-5 work schedules and family obligations.

	BUS	DGS	EDU	Total (%)
Once a week that meets for a few hours that day	100%	75%	100%	94%
2 or 3 times a week that meets for less time per day	14%	50%	20%	25%
Total (N)	7	4	5	16

The question was posed again, this time specifically asking about per week meeting schedules of courses with **lab components**. Results in Tables 11 and 12 show an even stronger preference for once-a-week lab courses, especially for 84% of Natural Science respondents.

Table 11. Summer lab course meetings per week (can check more than one)

	ARL	BUS	DGS	EDU	NSC	NUR	SSC	Total (%)
Once a week that meets for a few hours that day	79%	77%	71%	76%	84%	67%	66%	75%
2 or 3 times a week that meets for less time per day	16%	21%	24%	27%	14%	33%	21%	21%
Total (N)	19	39	21	37	51	21	38	226

Table 12. Summer lab course meetings per week, Graduate (can check more than one)

	BUS	DGS	EDU	Total (%)
Once a week that meets for a few hours that day	86%	100%	100%	94%
2 or 3 times a week that meets for less time per day	14%	0%	0%	6%
Total (N)	7	4	5	16

Lastly, respondents who indicated some likelihood of taking summer coursework were asked, all else being equal, what types of courses they would prefer to take and for what period over the summer. Results are shown below in Tables 13 (for all respondents) and 14 (for Graduate respondents).

Table 13. Other summer course preference (can check more than one)

	ARL	BUS	DGS	EDU	NSC	NUR	SSC	Total (%)
Fulfill General Education requirements	79%	46%	57%	59%	65%	38%	66%	59%
Fulfill your major requirements	68%	79%	67%	68%	92%	86%	71%	77%
Span from mid-May through early August	16%	23%	29%	11%	20%	14%	16%	18%
Span from mid-May through mid-June	58%	46%	57%	59%	63%	48%	53%	55%
Span from late June through early August	21%	31%	33%	14%	39%	14%	21%	26%
Total (N)	19	39	21	37	51	21	38	226

Over three-quarters (77%) of respondents prefer to fulfill major requirements with summer coursework, notably Natural Science (92%), Nursing (86%) and Business (79%). Fifty-nine percent prefer filling General Education requirements, including Arts and Letter (79%), Social Science (66%) and Natural Science (65%).

Additionally, over half (55%) of respondents prefer summer courses to span from mid-May through mid-June. About one-fourth (26%) prefer late June through early August (Natural Science at 39%, General Studies at 33% and Business at 31%), and 18% prefer a full summer course from mid-May through early August (General Studies at 29% and Business at 23%).

Graduate respondents show similar preference with mid-May through mid-June courses (50%), followed by late June through early August (25%).

Table 14. Other summer course preference, Graduate (can check more than one)

	BUS	DGS	EDU	Total (%)
Span from mid-May through early August	29%	0%	0%	13%
Span from mid-May through mid-June	43%	50%	60%	50%
Span from late June through early August	29%	25%	20%	25%
Total (N)	7	4	5	16

QUESTIONS FOR ALL RESPONDENTS

All respondents (even those excluded from previous questions who indicated they were not at all likely to take summer courses) were then asked a series of questions about summer courses, the barriers to taking summer courses, preference in academic communications and likelihood of taking an internship.

Respondents were first asked how much a series of statements was “like them”, with a four-point scale ranging from “Like me” to “Unlike me”. The top two response categories (‘Like me’ and ‘Somewhat like me’) were added together and presented in Tables 15 (all respondents) and 16 (Graduate respondents) below.

Table 15. Percentage 'Like' and 'Somewhat Like' Me

	ARL	BUS	DGS	EDU	NSC	NUR	SSC	Total (%)
Summer is a time to take courses that are easy.	68%	67%	67%	68%	73%	86%	79%	75%
Summer is a time to be away from school.	58%	64%	62%	76%	69%	86%	68%	72%
Summer is a time to take classes.	63%	69%	76%	46%	76%	71%	58%	68%
Summer is a time to take courses that are tough.	32%	36%	52%	30%	55%	38%	32%	42%
Summer classes are not for me.	21%	28%	14%	43%	25%	14%	32%	29%
Total (N)	19	39	21	37	51	21	38	226

Three-quarters (75%) of respondents report that summer is a time to take easy courses, especially in Nursing (86%), Social Sciences (79%) and Natural Sciences (73%). Almost as many (72%) said that summer is a time to be away from school as those who said summer is a time to take classes (68%), perhaps indicating that even though they do not necessarily want to take summer classes they are somewhat compelled to (for reasons unexplored in this analysis).

Graduate respondents are more likely to want to take summer classes (81%), and the other responses are similar to the data presented above.

Table 16. Percentage 'Like' and 'Somewhat Like' Me, Graduate

	BUS	DGS	EDU	Total (%)
Summer is a time to take courses that are easy.	100%	75%	60%	81%
Summer is a time to be away from school.	86%	50%	60%	69%
Summer is a time to take classes.	71%	100%	80%	81%
Summer is a time to take courses that are tough.	43%	50%	60%	50%
Summer classes are not for me.	29%	0%	40%	25%
Total (N)	7	4	5	16

Next, respondents were asked what barriers exist in taking summer classes. Results in Tables 17 and 18 below indicate that student work schedules (58%, all respondents and 63%, Graduate) are the largest barrier to enrolling in summer coursework, perhaps reflected in student preference for online, take-anytime courses above as well as courses not offered when students can take them as seen in the tables below. Work schedules especially are an issue for General Studies (67%), Social Science (66%) and Natural Science (61%) students. Natural Science (71%) students also are most likely to indicate issues in courses needed not being offered. Course offerings in general and cost/financial aid are other barriers across schools.

Table 17. Barriers to enrolling in summer classes (can check more than one)

	ARL	BUS	DGS	EDU	NSC	NUR	SSC	Total (%)
Work schedule	58%	56%	67%	51%	61%	38%	66%	58%
Courses I need are not offered	58%	36%	29%	43%	71%	48%	39%	48%
Financial aid/cost	58%	44%	38%	38%	53%	43%	47%	46%
Courses I need not offered when I can take them	47%	38%	38%	30%	41%	38%	39%	38%
I don't want summer coursework	5%	18%	5%	24%	16%	0%	24%	15%
Transportation issues	5%	5%	10%	19%	14%	5%	16%	12%
Securing childcare	0%	3%	0%	3%	4%	10%	5%	4%
Other (see below)	0%	5%	0%	0%	0%	14%	0%	2%
Total (N)	19	39	21	37	51	21	38	226

Graduate Business respondents notably identified financial aid and cost as a large barrier to summer courses (residents of Indiana and reciprocity students from Kentucky pay an additional \$121 per credit hour compared to other IU Southeast graduate programs), while graduate MIS respondents indicate summer courses not being offered when they can take them.

Respondents from the School of Business who indicated “other” barriers report that family obligations over the summer months and summer vacation schedules prohibit them from summer courses.

School of Nursing students indicated that

distance from home to school and the unavailability of summer Nursing courses are barriers for them.

Respondents were then asked how they prefer to be communicated with regarding academic issues that affect

their enrollment or graduation. Tables 19 and 20 indicate that across schools students request emails for academic issues (84% for all respondents, and 94% for

	BUS	DGS	EDU	Total (%)
Work schedule	57%	75%	60%	63%
Courses I need are not offered	29%	50%	40%	38%
Financial aid/cost	57%	0%	40%	38%
Courses I need not offered when I can take them	29%	75%	20%	38%
I don't want summer coursework	14%	0%	20%	13%
Other (see below)	14%	0%	20%	13%
Total (N)	7	4	5	16

	ARL	BUS	DGS	EDU	NSC	NUR	SSC	Total (%)
Via Email	84%	82%	71%	89%	90%	76%	84%	84%
Canvas	47%	44%	48%	59%	59%	38%	45%	50%
Directly From Advisors	58%	44%	43%	41%	47%	33%	58%	46%
In-Person	26%	33%	33%	43%	35%	52%	34%	37%
Via Text	32%	38%	29%	32%	39%	29%	37%	35%
Directly From Faculty	47%	38%	29%	32%	29%	24%	39%	34%
Phone	11%	33%	29%	30%	33%	43%	34%	31%
IU Southeast Website	26%	28%	29%	30%	22%	24%	21%	25%
Facebook	5%	3%	0%	5%	2%	19%	11%	6%
Online/Live Chat	0%	8%	0%	0%	4%	5%	5%	4%
Twitter	0%	0%	0%	0%	0%	5%	3%	1%
Total (N)	19	39	21	37	51	21	38	226

Graduate) followed by Canvas (50% for each). Arts and Letters (58%) and Social Sciences (58%) respondents prefer communication from their advisors over Canvas. Nursing (52%) respondents prefer in-person communication over Canvas and advising. Arts and Letters (47%) respondents prefer faculty communication over text and other in-person communication. Note that over one-third (35%) of respondents indicate text as a preferred method of communication about academic issues.

	BUS	DGS	EDU	Total (%)
Via Email	100%	75%	100%	94%
Canvas	43%	50%	60%	50%
Phone	29%	25%	40%	31%
Directly From Faculty	14%	25%	40%	25%
Directly From Advisors	14%	25%	20%	19%
In-Person	14%	0%	40%	19%
IU Southeast Website	14%	25%	0%	13%
Via Text	0%	50%	0%	13%
Online/Live Chat	14%	0%	0%	6%
Total (N)	7	4	5	16

Graduate respondents prefer phone or faculty communication, while other respondents place advisor and in-person contact as important methods of communication. No graduate respondents indicated a preference for receiving information via Facebook or Twitter.

Finally, respondents were asked how likely they are to take an internship at IU Southeast. Tables 21 and 22 report that almost two-thirds (62%) of respondents are likely to take an internship, and 30% are either unlikely to or will not at all.

Education (38%) respondents are least likely to take an internship, however student teaching is a type of career-aligned experience that may be seen as a substitute for these students. Internship opportunities may be the cause of General Studies (48%) students being less than fifty percent likely to take an internship. Additionally, these students indicate work schedules are barriers to taking summer coursework.

Table 21. Internship plans

	ARL	BUS	DGS	EDU	NSC	NUR	SSC	Total (%)
Likely	63%	56%	48%	38%	80%	62%	74%	62%
Unlikely	11%	15%	38%	35%	14%	33%	13%	21%
Not at all	5%	18%	10%	19%	2%	5%	3%	9%
I have already taken an internship and do not plan to take another	16%	5%	0%	3%	2%	0%	3%	4%
Total (N)	19	39	21	37	51	21	38	226

Sixty-nine percent of graduate respondents are unlikely to or not at all likely to take an internship.

Table 22. Internship plans, Graduate

	BUS	DGS	EDU	Total (%)
Likely	14%	25%	20%	19%
Unlikely	29%	75%	0%	31%
Not at all	29%	0%	80%	38%
I have already taken an internship and do not plan to take another	29%	0%	0%	13%
Total (N)	7	4	5	16

APPENDIX A- SAMPLING

OIE chose to sample 25% of the Fall 2015 census to complete the 2015 Continuing Student Survey. Table A1 shows the number of census students by class level, the desired 25% sample number and the final sample

	Census	Desired 25%	Sample
FR	1474	369	341
SO	1192	298	331
JR	1189	297	291
SR	1373	343	343
GR	419	105	106
Total	5647		

number pulled via random sampling. A chi-square goodness of fit test was run to determine if the sample proportions met expected values. No significant deviation from the expected

values was found ($X^2=6.333$, $p>.05$,

d.f.=4). Additionally, the same test was run on the by-class level and by-school sample found in Table A2. Again, no significant deviation from the expected values was found ($X^2= 5.873$, $p>.05$, d.f.=9). In both cases, we can conclude that the sample is representative of total enrollments by class level and further stratified by school.

	Census	Desired 25%	Sample
UG ARL	612	153	136
UG BUS	1087	272	263
UG DGS	486	122	127
UG EDU	607	152	138
UG NSC	933	233	248
UG NUR	583	146	152
UG SSC	920	230	242
GR BUS	177	44	48
GR EDU	221	55	52
GR MIS	21	5	6

An electronic version of the survey was sent to 1,412 students on November 24, 2015. Reminders to participate were sent to non-respondents on December 4, 9 and 18. A total of 226 students responded to the survey for a 16% response rate.

Respondents were broken down by class level and by class level and school, as presented in Tables 1 and 2 in this report. Again, chi-square goodness of fit tests were run to determine if respondent proportions met expected values. There was no significant deviation from the expected values for class level ($X^2= 1.463$, $p>.05$, d.f.=4) or for School ($X^2= 8.324$, $p>.05$, d.f.=6). However, significant deviation from the expected values for class level **with** school was found ($X^2= 24.526$, $p<.05$, d.f.=9). The largest residuals are for undergraduate Natural Science respondents (13.6) and undergraduate Business respondents (-11.5), signifying that the sample is somewhat overrepresented by Natural Science undergraduates and underrepresented by Business undergraduates. Caution should be exercised when generalizing results to the campus; however, the respondents overall are representative by school and class level individually.

APPENDIX B- SAMPLING

The survey instrument used in the electronic administration follows.

Screen 1

**INDIANA UNIVERSITY
SOUTHEAST****Continuing Student Survey**

This institutional survey is used to collect feedback from current students and to drive campus decision-making.

It consists of about 10 questions and will take 3 to 5 minutes to complete. Please complete all of the items on the survey.

To be eligible for the random prize giveaways of \$100 and \$20 UCard account credits (forty \$20 credits and one grand prize of a \$100 credit), be sure to click the final NEXT>> button to submit your responses.

Your responses will be used only for institutional research purposes. The identities of respondents will remain confidential and will not be revealed in any presentation of the results of this survey. Results will be displayed at www.ius.edu/oie in early 2016. Data will be kept in a secured, limited access location. There are no foreseeable risks by participating in this study. If you have questions about your rights to participate in this survey, or details on how the survey data is used, you may contact Ron Severtis (rseverti@ius.edu or 812-941-2148) in the Office of Institutional Effectiveness at Indiana University Southeast.

How likely would you be to take a summer course if it were available at a convenient time and in an instructional mode (face-to-face, hybrid, online) that you favor?

- Definitely would
- Very likely
- Somewhat likely
- Somewhat unlikely
- Very unlikely
- Not at all

Ideally, when would you prefer to take a summer course? (check all that apply)

- Morning (8 AM - 11 AM)
- Evening (After 5 PM)
- Afternoon (11 AM - 2 PM)
- Online so I could take it anytime
- Late Afternoon (2 PM - 5 PM)

Ideally, how would you prefer to take a summer course? (check all that apply)

- 100% entirely online
- Online interactive (mainly online with a few class meetings for labs/exams)
- Hybrid (combines classroom instruction with 25-75% online instruction)
- 100% traditional/face-to-face

All else being equal, would you prefer to take a summer course: (check all that apply)

- Once a week that meets for a few hours that day
- 2 or 3 times a week that meets for less time per day

If you were to take a summer course with a **lab component**, would you want that lab to meet: (check all that apply)

- Once a week that meets for a few hours that day
- 2 or 3 times a week that meets for less time per day

All else being equal, would you prefer to take summer courses that: (check all that apply)

- Fulfill General Education requirements
- Fulfill your major requirements
- Span from mid-May through early August
- Span from mid-May through mid-June
- Span from late June through early August

Please indicate how much **like you** the following statements are:

	Like Me	Somewhat Like Me	Somewhat Unlike Me	Unlike Me
Summer is a time to take classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer is a time to be away from school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer is a time to take courses that are tough	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer is a time to take courses that are easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer classes are not for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Of the following, what are the barriers to you enrolling in summer classes? (check all that apply)

- Work schedule
- Financial aid/cost
- Courses I need are not offered
- Securing childcare
- Transportation issues
- Courses I need not offered when I can take them
- I don't want summer coursework
- Other (please specify):

How would you prefer to be communicated with regarding academic issues that affect your enrollment or graduation? (check all that apply)

- Facebook
- Twitter
- Directly From Faculty
- Directly From Advisors
- Via Email
- IU Southeast Website
- Canvas
- In-Person
- Online/Live Chat
- Phone
- Via Text

How likely are you to take an internship while a student at IU Southeast?

- Very likely
- Somewhat likely
- Somewhat unlikely

- Very unlikely
- Not at all
- I have already taken an internship and do not plan to take another

What is your perception of summer coursework at IU Southeast? For instance, are courses "tougher" or "easier" in the summer rather than during the Fall or Spring semester? Are certain types courses best completed during a summer semester?

Thank you for participating.

You MUST click the NEXT >> button to finalize your responses.
