

**2012-14 Entering Student Survey Report**

**Administered to First-Time Students Entering  
IU Southeast in 2012, 2013 and 2014**

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**INDIANA UNIVERSITY  
SOUTHEAST**

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**OFFICE OF INSTITUTIONAL EFFECTIVENESS**

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### SURVEY BACKGROUND AND SUMMARY

The Indiana University Southeast Entering Student Survey (ESS) is administered to new, incoming students during placement testing and post-admission to the institution. The instrument collects data regarding academic interests and needs, demographics, employment and college payment plans, co-curricular interests, college choice, self-rated abilities and online education history and interest. This multi-year report is intended to provide information regarding how these data have changed from year to year. The information can be used to support decision-making that facilitate change in response to the dynamic needs of the student population.

Some respondents take the survey but do not subsequently enroll the next fall semester. Beginning with this report, the practice of the Office of Institutional Effectiveness (OIE) is to compare the list of respondents to the list of students enrolled in the ensuing term, remove those respondents who do not enroll in the survey year cycle, and add their responses to the survey year cycle in which they ultimately enroll. This is why previous reports that include 2012 or 2013 ESS data may be slightly different in count and percentage.

In addition, individual question response rate varies, as most survey questions were voluntary and some respondents chose not to answer certain questions. We have chosen to include partial responses in the data report. Unless otherwise indicated, non-respondents are excluded in tabled data counts and percentages.

Note that the number of 2012 respondents is much smaller than in the preceding and succeeding years. This is due to the concurrent administration of the ETS Proficiency Profile to incoming students in the Spring of 2012. Students who took the ETS were not required to also take the ESS. Full resumption of ESS administration returned for most of the 2013 incoming cohort.

A condensed version of this report, called the Entering Student College Choice Report, is made available to Academic Council, Enrollment Management, the Office of Admissions, Student Affairs and University Marketing and Communications. It provides data such as students' first choice for college, other schools considered, factors that influenced their decision to attend, and sources of information about and sources that influenced the decision to attend IU Southeast. This and any ad hoc reports will be posted on the OIE website to support the institution's mission of transparency and to encourage respondents to take future assessments. Complete data tables for multiple years and across all questions and answer categories, or by-school, can be obtained via request to Ron Severtis in OIE at [rseverti@ius.edu](mailto:rseverti@ius.edu).

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**FIELD OF STUDY**

Nursing continues to be the predominant major of choice by entering students in 2014, selected by nearly 1 out of every 5 respondents. Criminology & Criminal Justice has become the second most selected major, chosen by 1 of every 10 respondents. A consistent number of respondents, just over 11%, are undecided on a major.

*Table 1: Selected Major*

	<u>2014</u>	<u>2013</u>	<u>2012</u>		<u>2014</u>	<u>2013</u>	<u>2012</u>
<b>Nursing (RN-BSN)</b>	19.5%	19.6%	15.5%	<b>Mech. Engineering Tech</b>	0.3%	0.6%	0.7%
<b>Undecided</b>	11.6%	11.0%	11.2%	<b>Chemistry &amp; Biology</b>	0.3%	0.5%	0.7%
<b>Criminology/Crim. Justice</b>	10.7%	6.5%	5.4%	<b>Communication - Speech</b>	0.3%	0.4%	0.4%
<b>Business</b>	9.0%	10.1%	11.7%	<b>Computer Graphics Tech</b>	0.3%	0.4%	0.2%
<b>Psychology</b>	7.1%	5.6%	5.4%	<b>Economics</b>	0.3%	0.4%	0.7%
<b>Biology</b>	5.4%	5.2%	5.6%	<b>Spanish</b>	0.3%	0.4%	0.4%
<b>Education - Elementary</b>	4.8%	7.6%	6.1%	<b>Informatics</b>	0.3%	0.2%	0.7%
<b>Education - Secondary</b>	4.0%	3.6%	3.6%	<b>Ed - Transition to Teaching</b>	0.3%	0.1%	0.0%
<b>Computer Science</b>	3.4%	4.2%	3.4%	<b>Medical Transcription Tech</b>	0.3%	0.1%	0.0%
<b>Unlisted major (other)</b>	3.4%	3.3%	3.6%	<b>Physics</b>	0.3%	0.1%	0.2%
<b>Education - Special</b>	3.1%	1.7%	1.3%	<b>International Studies</b>	0.3%	0.0%	0.2%
<b>Accounting</b>	2.8%	2.5%	3.6%	<b>Liberal Studies</b>	0.3%	0.0%	0.2%
<b>Fine Arts</b>	2.0%	2.2%	3.1%	<b>Comm. - Theatre/Business</b>	0.3%	0.0%	0.0%
<b>Music</b>	1.7%	3.0%	1.6%	<b>Clinical Lab Science</b>	0.0%	0.4%	0.4%
<b>English</b>	1.4%	1.0%	2.2%	<b>Electrical Engineering Tech</b>	0.0%	0.4%	0.7%
<b>History</b>	1.1%	1.0%	1.8%	<b>Biochemistry</b>	0.0%	0.2%	0.4%
<b>Political Science</b>	1.1%	0.6%	0.9%	<b>Coding Technology</b>	0.0%	0.2%	0.4%
<b>General Studies</b>	0.6%	1.6%	1.6%	<b>Environmental Science</b>	0.0%	0.2%	0.7%
<b>Chemistry</b>	0.6%	1.2%	1.3%	<b>Information Technology</b>	0.0%	0.1%	0.2%
<b>Comm. - Advertising</b>	0.6%	0.7%	0.2%	<b>Org. Leadership/Supervision</b>	0.0%	0.1%	0.0%
<b>Mathematics</b>	0.6%	0.7%	0.4%	<b>Religious Studies</b>	0.0%	0.1%	0.0%
<b>Communication - Theatre</b>	0.6%	0.6%	0.4%	<b>French</b>	0.0%	0.0%	0.2%
<b>Journalism</b>	0.6%	0.6%	0.9%	<b>Philosophy</b>	0.0%	0.0%	0.2%
<b>Sociology</b>	0.6%	0.4%	0.9%	<b>Individualized Major</b>	0.0%	0.0%	0.0%
<b>Geosciences</b>	0.3%	0.6%	0.2%				

*N for 2014 = 356*

## 2012-14 Entering Student Survey Report

*Table 2: Selected Major by School*

	2014		2013		2012	
	N	%	N	%	N	%
<b>Social Sciences</b>	76	21.5%	121	14.6%	70	15.7%
<b>Nursing</b>	69	19.5%	162	19.6%	69	15.5%
<b>Undecided/Unlisted/Individualized</b>	53	15.0%	118	14.3%	66	14.8%
<b>Business</b>	43	12.1%	108	13.0%	71	16.0%
<b>Education</b>	43	12.1%	108	13.0%	49	11.0%
<b>Natural Sciences</b>	40	11.3%	117	14.1%	66	14.8%
<b>Arts &amp; Letters</b>	25	7.1%	69	8.3%	40	9.0%
<b>General Studies</b>	3	0.8%	13	1.6%	7	1.6%
<b>Purdue Programs</b>	2	0.6%	12	1.4%	7	1.6%
<b>Total</b>	<b>354</b>	<b>100%</b>	<b>828</b>	<b>100%</b>	<b>445</b>	<b>100%</b>

Concentration of majors within Fine Arts

*Table 3: Selected Fine Arts Major*

	2014		2013		2012	
	N	%	N	%	N	%
<b>Graphic Design</b>	3	42.9%	1	50.0%	1	25.0%
<b>Drawing</b>	3	42.9%	1	50.0%	3	75.0%
<b>Painting</b>	1	14.3%	--	--	--	--
<b>Total</b>	<b>7</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>4</b>	<b>100%</b>

Concentration of majors within Business

*Table 4: Selected Business Major*

	2014		2013		2012	
	N	%	N	%	N	%
<b>Marketing</b>	11	42.3%	--	--	--	--
<b>General Management</b>	5	19.2%	1	50.0%	5	45.5%
<b>Business Administration</b>	3	11.5%	--	--	1	9.1%
<b>Human Resource Management</b>	2	7.7%	--	--	1	9.1%
<b>Finance</b>	2	7.7%	--	--	--	--
<b>Accounting</b>	1	3.8%	1	50.0%	1	9.1%
<b>International Business</b>	1	3.8%	--	--	1	9.1%
<b>Info Operations Management</b>	1	3.8%	--	--	--	--
<b>Business Economics &amp; Public Policy</b>	--	--	--	--	2	18.2%
<b>Total</b>	<b>26</b>	<b>100%</b>	<b>2</b>	<b>100%</b>	<b>11</b>	<b>100%</b>

**RESPONDENT DEMOGRAPHICS**

In 2014 there were twice as many female respondents as male respondents.

*Table 5: Gender*

	2014		2013		2012	
	N	%	N	%	N	%
<b>Female</b>	231	66.8%	486	58.7%	252	56.8%
<b>Male</b>	115	33.2%	342	41.3%	192	43.2%
<b>Total</b>	<b>346</b>	<b>100%</b>	<b>828</b>	<b>100%</b>	<b>444</b>	<b>100%</b>

The great majority of incoming students are single with no children.

*Table 6: Marital Status*

	2014		2013		2012	
	N	%	N	%	N	%
<b>Single</b>	336	98.0%	797	96.5%	415	93.3%
<b>Married</b>	6	1.7%	21	2.5%	16	3.6%
<b>Divorced</b>	1	0.3%	7	0.8%	14	3.1%
<b>Widowed</b>	--	--	1	0.1%	--	--
<b>Total</b>	<b>343</b>	<b>100%</b>	<b>826</b>	<b>100%</b>	<b>445</b>	<b>100%</b>

*Table 7: Number of Children*

	2014		2013		2012	
	N	%	N	%	N	%
<b>None</b>	331	96.8%	785	95.2%	406	91.2%
<b>One</b>	7	2.0%	22	2.7%	23	5.2%
<b>Two</b>	--	--	9	1.1%	9	2.0%
<b>Three</b>	3	0.9%	5	0.6%	6	1.3%
<b>Four or more</b>	1	0.3%	4	0.5%	1	0.2%
<b>Total</b>	<b>342</b>	<b>100%</b>	<b>825</b>	<b>100%</b>	<b>445</b>	<b>100%</b>

Interest in Child Care by current respondents remains low.

*Table 8: Child Care*

	2014	2013	2012
<b>Yes</b>	3	10	9

## 2012-14 Entering Student Survey Report

The percentage of students who will not be working while attending school remains at about 25%. However, the percentage of students working more than 20 hours per week has dropped from 26.9% to 19.3% while the percentage of students working 20 hours or less has increased to almost 55.1%. Very few respondents plan to work more than 30 hours per week.

*Table 9: Anticipated Weekly Hours Employed, First Semester*

	2014		2013		2012	
	N	%	N	%	N	%
<b>Not working</b>	90	25.6%	204	24.7%	113	25.5%
<b>1 to 10 hours</b>	56	15.9%	100	12.1%	50	11.3%
<b>11 to 20 hours</b>	138	39.2%	300	36.3%	131	29.5%
<b>21 to 30 hours</b>	52	14.8%	162	19.6%	89	20.0%
<b>31 or more hours</b>	16	4.5%	60	7.3%	61	13.7%
<b>Total</b>	<b>352</b>	<b>100%</b>	<b>826</b>	<b>100%</b>	<b>444</b>	<b>100%</b>

Although Table 9 indicates students will be working less hours, Table 10 indicates that more students consider themselves as students who also work, as compared to a declining number who consider themselves full-time students.

*Table 10: Respondent Considers Themselves*

	2014		2013		2012	
	N	%	N	%	N	%
<b>A student who also works</b>	217	61.6%	454	54.8%	235	52.9%
<b>A full-time student</b>	126	35.8%	347	41.9%	176	39.6%
<b>A worker who also takes classes</b>	9	2.6%	27	3.3%	33	7.4%
<b>Total</b>	<b>352</b>	<b>100%</b>	<b>828</b>	<b>100%</b>	<b>444</b>	<b>100%</b>

A higher percentage of students are commuting from farther distances with almost half coming from more than 20 miles, and almost a fourth from more than 30 miles.

*Table 11: Miles from Campus*

	2014		2013		2012	
	N	%	N	%	N	%
<b>On Campus</b>	3	0.8%	9	1.1%	4	0.9%
<b>1 to 10</b>	77	21.8%	228	27.5%	149	33.6%
<b>11 to 20</b>	101	28.5%	219	26.4%	108	24.3%
<b>21 to 30</b>	85	24.0%	183	22.1%	100	22.5%
<b>More than 30</b>	88	24.9%	189	22.8%	83	18.7%
<b>Total</b>	<b>354</b>	<b>100%</b>	<b>828</b>	<b>100%</b>	<b>444</b>	<b>100.0%</b>

Farther commutes shown in Table 11 above may account for the increased interest in on-campus housing.

*Table 12: Interest in On-Campus Housing*

	2014		2013		2012	
	N	%	N	%	N	%
<b>No</b>	230	66.1%	611	74.1%	340	76.7%
<b>Yes</b>	118	33.9%	214	25.9%	103	23.3%
<b>Total</b>	<b>348</b>	<b>100%</b>	<b>825</b>	<b>100%</b>	<b>443</b>	<b>100%</b>



## 2012-14 Entering Student Survey Report

High school is the highest level of education for parents of most current respondents, more mothers have college degrees than fathers, and the percentage of parents who have completed post-graduate study has decreased over the last 3 years.

*Table 13: Level of Mother's Education*

	2014		2013		2012	
	N	%	N	%	N	%
<b>High School</b>	170	48.2%	350	42.4%	213	48.1%
<b>College</b>	151	42.8%	357	43.2%	160	36.1%
<b>Post-College</b>	13	3.7%	45	5.4%	33	7.4%
<b>Vocational School</b>	10	2.8%	37	4.5%	18	4.1%
<b>Elementary</b>	5	1.4%	24	2.9%	9	2.0%
<b>Not Applicable</b>	4	1.1%	13	1.6%	10	2.3%
<b>Total</b>	<b>353</b>	<b>100%</b>	<b>826</b>	<b>100%</b>	<b>443</b>	<b>100%</b>

*Table 14: Level of Father's Education*

	2014		2013		2012	
	N	%	N	%	N	%
<b>High School</b>	180	51.3%	400	48.8%	214	49.0%
<b>College</b>	122	34.8%	271	33.0%	139	31.8%
<b>Vocational School</b>	18	5.1%	51	6.2%	25	5.7%
<b>Post-College</b>	14	4.0%	42	5.1%	23	5.3%
<b>Elementary</b>	9	2.6%	27	3.3%	12	2.7%
<b>Not Applicable</b>	8	2.3%	29	3.5%	24	5.5%
<b>Total</b>	<b>351</b>	<b>100%</b>	<b>820</b>	<b>100%</b>	<b>437</b>	<b>100%</b>

### SELF-IDENTIFIED AREAS OF ASSISTANCE

Financial aid continues to be the greatest area of need, cited by just over 55% of responding incoming students. Concerns about individual skills (math and writing) rank second and third, with very little change in hierarchy of the remaining areas.

*Table 15: Self-Identified Assistance Needs*

	2014		2013		2012	
	N	%	N	%	N	%
<b>Financial aid</b>	198	55.6%	469	56.6%	253	56.9%
<b>Math skills</b>	155	43.5%	360	43.4%	190	42.7%
<b>Writing skills</b>	106	29.8%	236	28.5%	136	30.6%
<b>Deciding on a major</b>	97	27.2%	245	29.6%	117	26.3%
<b>Career counseling</b>	68	19.1%	183	22.1%	123	27.6%
<b>Finding employment</b>	67	18.8%	166	20.0%	95	21.3%
<b>Having a mentor</b>	44	12.4%	117	14.1%	43	9.7%
<b>Personal counseling</b>	20	5.6%	57	6.9%	26	5.8%
<b>Veterans' Services</b>	6	1.7%	20	2.4%	13	2.9%
<b>Child care</b>	2	0.6%	12	1.4%	8	1.8%

*Note that respondents could choose more than one answer*

**PROCESS OF PAYING FOR CLASSES**

Most respondents are at least somewhat knowledgeable about the process of paying for class, and the number of students with no knowledge of the process has lessened.

*Table 16: Knowledgeable on Process of Paying for Classes*

	2014		2013		2012	
	N	%	N	%	N	%
<b>Somewhat</b>	250	70.4%	532	64.6%	297	66.7%
<b>Not At All</b>	64	18.0%	186	22.6%	96	21.6%
<b>Very</b>	41	11.5%	106	12.9%	52	11.7%
<b>Total</b>	<b>355</b>	<b>100%</b>	<b>824</b>	<b>100%</b>	<b>445</b>	<b>100%</b>

Almost three quarters of responding incoming students will rely on themselves or their families for almost half of the cost of their college education, on average. A little more than half of the respondents plan to utilize student loans for 40.1% of their costs, on average. Half also plan to use scholarships for a third of their costs, and 31.2% hope to use grants for a third of their college costs, on average. Work-study usage is somewhat low based on the demonstrated interest of respondents in the next section.

*Table 17: How Respondent Plans to Pay for College*

	2014		2013		2012	
	%	Avg*	%	Avg*	%	Avg*
<b>Family or Myself</b>	73.6%	48.5%	74.5%	50.3%	67.3%	44.2%
<b>Student Loans</b>	54.8%	40.1%	50.2%	36.8%	51.5%	47.8%
<b>Scholarships</b>	51.4%	34.0%	48.0%	32.4%	42.5%	33.8%
<b>Grants</b>	31.2%	33.9%	38.9%	35.8%	35.4%	42.3%
<b>Work Study</b>	9.8%	17.9%	14.0%	16.7%	10.6%	17.2%
<b>No Plan</b>	8.1%	40.9%	11.4%	46.2%	13.3%	50.6%
<b>Other</b>	8.1%	52.8%	4.5%	53.9%	3.4%	63.7%
<b>Employer Asst</b>	4.8%	40.0%	5.8%	26.2%	4.9%	34.0%
<b>Veteran's Asst</b>	1.1%	59.5%	6.5%	70.6%	5.5%	88.5%

*\*Avg. = average amount of use by the students who selected this method.*

*Note that respondents could choose more than one answer*

**ACTIVITIES OF INTEREST**

Respondents were asked if they would like to be contacted about a variety of co-curricular and extra-curricular activities. Work-study and internships remain at the top of the list with 31.2% and 26.4% respectively. Further breakdowns of specific activities of interest are summarized in the tables that follow.

*Table 18: Activities of Interest*

	2014		2013		2012	
	N	%	N	%	N	%
<b>Work/Study</b>	111	31.2%	251	30.3%	155	34.8%
<b>Internships</b>	94	26.4%	232	28.0%	124	27.9%
<b>Organizations related to academic major</b>	70	19.7%	178	21.5%	103	23.1%
<b>Intramural sports</b>	67	18.8%	156	18.8%	65	14.6%
<b>Volunteering in the community</b>	61	17.1%	155	18.7%	80	18.0%
<b>Overseas study opportunities</b>	61	17.1%	148	17.9%	93	20.9%
<b>Finding employment</b>	60	16.9%	159	19.2%	97	21.8%
<b>Sororities</b>	51	14.3%	112	13.5%	66	14.8%
<b>Honors Program</b>	50	14.0%	132	15.9%	82	18.4%
<b>Varsity sports</b>	39	11.0%	121	14.6%	49	11.0%
<b>Mentoring</b>	39	11.0%	77	9.3%	40	9.0%
<b>Theatre/drama</b>	38	10.7%	78	9.4%	46	10.3%
<b>Planning campus events and entertainment</b>	36	10.1%	75	9.0%	43	9.7%
<b>Religious organizations</b>	30	8.4%	92	11.1%	40	9.0%
<b>Leadership development</b>	30	8.4%	69	8.3%	41	9.2%
<b>Vocal music</b>	28	7.9%	71	8.6%	26	5.8%
<b>Fraternities</b>	25	7.0%	53	6.4%	32	7.2%
<b>Cheerleading</b>	20	5.6%	21	2.5%	14	3.1%
<b>Instrumental music</b>	18	5.1%	66	8.0%	41	9.2%
<b>Special Interest Organizations</b>	18	5.1%	47	5.7%	15	3.4%
<b>Political clubs</b>	17	4.8%	44	5.3%	16	3.6%
<b>Student Government</b>	17	4.8%	43	5.2%	27	6.1%
<b>Dance team</b>	15	4.2%	41	4.9%	22	4.9%
<b>Student publications</b>	13	3.7%	31	3.7%	20	4.5%
<b>Student Ambassadors</b>	12	3.4%	23	2.8%	9	2.0%
<b>Children's programming</b>	10	2.8%	15	1.8%	19	4.3%
<b>Adult Student Support</b>	7	2.0%	20	2.4%	20	4.5%
<b>Ethnic/Multi-cultural groups</b>	6	1.7%	26	3.1%	11	2.5%

*Note that respondents could choose more than one answer*

*Table 19: Religious Organizations*

	2014		2013		2012	
	N	%	N	%	N	%
<b>Christian Student Fellowship</b>	27	7.6%	76	9.2%	35	7.9%
<b>Catholic Campus Community</b>	7	2.0%	15	1.8%	5	1.1%
<b>Free Thinkers</b>	--	--	4	0.5%	2	0.4%

*Note that respondents could choose more than one answer*

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*Table 20: Ethnic/Multicultural Groups*

	2014		2013		2012	
	N	%	N	%	N	%
<b>Multicultural Student Union</b>	4	1.1%	16	1.9%	9	2.0%
<b>International Student Organization</b>	4	1.1%	13	1.6%	4	0.9%
<b>Students for Diversity CCR</b>	3	0.8%	7	0.8%	1	0.2%
<b>Asian Pop Culture Club</b>	1	0.3%	7	0.8%	2	0.4%
<b>Japanese Pop Culture Club</b>	1	0.3%	5	0.6%	2	0.4%
<b>Student African American Brotherhood</b>	1	0.3%	3	0.4%	3	0.7%

*Note that respondents could choose more than one answer*

*Table 21: Organizations Related to Academic Major*

	2014		2013		2012	
	N	%	N	%	N	%
<b>Psychology Club</b>	26	7.3%	45	5.4%	22	4.9%
<b>Student Nurses' Association</b>	13	3.7%	31	3.7%	17	3.8%
<b>Pre-Health Professional Society</b>	11	3.1%	32	3.9%	21	4.7%
<b>Student Education Association</b>	11	3.1%	24	2.9%	14	3.1%
<b>History Club</b>	9	2.5%	18	2.2%	7	1.6%
<b>Biology Club</b>	7	2.0%	27	3.3%	12	2.7%
<b>Society for Human Resource Management</b>	7	2.0%	6	0.7%	5	1.1%
<b>Spanish Club</b>	6	1.7%	19	2.3%	12	2.7%
<b>Marketing Club</b>	5	1.4%	21	2.5%	7	1.6%
<b>Student Art Association</b>	5	1.4%	17	2.1%	13	2.9%
<b>English Club</b>	5	1.4%	12	1.4%	6	1.3%
<b>Philosophy Club</b>	5	1.4%	12	1.4%	5	1.1%
<b>Advertising Club</b>	3	0.8%	19	2.3%	7	1.6%
<b>Finance Club</b>	3	0.8%	15	1.8%	9	2.0%
<b>Economics Club</b>	3	0.8%	12	1.4%	4	0.9%
<b>Computer Security Group</b>	3	0.8%	10	1.2%	3	0.7%
<b>Graphic Arts Club</b>	3	0.8%	10	1.2%	9	2.0%
<b>French Club</b>	3	0.8%	5	0.6%	7	1.6%
<b>Field Biology Club</b>	2	0.6%	19	2.3%	6	1.3%
<b>Informatics Club</b>	--	--	4	0.5%	2	0.4%
<b>National Science Teachers Association</b>	--	--	2	0.2%	2	0.4%

*Note that respondents could choose more than one answer*

*Table 22: Political Clubs*

	2014		2013		2012	
	N	%	N	%	N	%
<b>College Republicans</b>	7	2.0%	23	2.8%	7	1.6%
<b>College Democrats</b>	7	2.0%	16	1.9%	7	1.6%
<b>Young Americans for Liberty</b>	5	1.4%	7	0.8%	6	1.3%
<b>Model United Nations</b>	3	0.8%	15	1.8%	6	1.3%
<b>Lodge Council</b>	2	0.6%	5	0.6%	2	0.4%
<b>Civil Liberties Union (CLU)</b>	1	0.3%	8	1.0%	4	0.9%

*Note that respondents could choose more than one answer*

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*Table 23: Special Interest Organizations*

	2014		2013		2012	
	N	%	N	%	N	%
<b>Gay Straight Alliance</b>	5	1.4%	12	1.4%	2	0.4%
<b>Students for Life</b>	5	1.4%	8	1.0%	3	0.7%
<b>Debate Society</b>	5	1.4%	6	0.7%	5	1.1%
<b>Outdoor Adventure Club</b>	3	0.8%	16	1.9%	4	0.9%
<b>Earth Save</b>	3	0.8%	8	1.0%	2	0.4%
<b>Dance Marathon Council</b>	2	0.6%	9	1.1%	1	0.2%
<b>Allies</b>	2	0.6%	1	0.1%	--	--
<b>Gamer's Club</b>	1	0.3%	7	0.8%	2	0.4%
<b>Women in Computing</b>	1	0.3%	--	--	--	--
<b>Indiana Underground Society</b>	--	--	7	0.8%	1	0.2%
<b>IUS Biology Volunteers</b>	--	--	9	1.1%	2	0.4%
<b>Non-Traditional Student Union</b>	--	--	2	0.2%	1	0.2%
<b>One</b>	--	--	1	0.1%	--	--
<b>Salsa Club</b>	--	--	6	0.7%	2	0.4%
<b>Student Alumni Association</b>	--	--	6	0.7%	--	--
<b>Student Veterans Organization</b>	--	--	1	0.1%	--	--

*Note that respondents could choose more than one answer*

*Table 24: Student Publications*

	2014		2013		2012	
	N	%	N	%	N	%
<b>Horizon Student Newspaper</b>	11	3.1%	23	2.8%	18	4.0%
<b>Literary Review</b>	4	1.1%	14	1.7%	10	2.2%

*Note that respondents could choose more than one answer*

*Table 25: Varsity Sports*

	2014		2013		2012	
	N	%	N	%	N	%
<b>Baseball</b>	11	3.1%	40	4.8%	14	3.1%
<b>Basketball - Men's</b>	11	3.1%	34	4.1%	19	4.3%
<b>Basketball - Women's</b>	8	2.2%	12	1.4%	6	1.3%
<b>Volleyball</b>	7	2.0%	15	1.8%	12	2.7%
<b>Softball</b>	5	1.4%	20	2.4%	4	0.9%
<b>Tennis - Women's</b>	3	0.8%	8	1.0%	0	0.0%
<b>Tennis - Men's</b>	--	--	7	0.8%	3	0.7%

*Note that respondents could choose more than one answer*

**SOURCES OF INFORMATION AND FACTORS INFLUENCING SCHOOL CHOICE**

Family and friends attending IU Southeast continue to be the greatest source of information about IU Southeast for about half of our incoming students. Direct mailings and information available online also rank high as sources of information, more so than other personal contact, and significantly more so than other printed material or advertising.

*Table 26: Sources of Information Obtained about IU Southeast\**

	<b>2014</b>	<b>2013</b>	<b>2012</b>
<b>Friends or family attending IU Southeast</b>	48.0%	52.8%	50.1%
<b>Materials mailed to you</b>	41.9%	42.7%	33.7%
<b>IU Southeast website</b>	41.6%	43.8%	42.2%
<b>Teachers</b>	35.1%	37.4%	31.9%
<b>Counselors</b>	34.3%	34.3%	31.5%
<b>Friends or family who do not attend IU Southeast</b>	20.5%	19.7%	12.8%
<b>Current IU Southeast students</b>	12.9%	46.0%	48.5%
<b>Contact with IU Southeast graduates</b>	11.0%	20.6%	19.3%
<b>Coaches/Sports</b>	5.9%	10.4%	4.3%
<b>Print ads</b>	2.8%	2.7%	2.5%
<b>Billboards</b>	2.2%	2.8%	3.8%
<b>Other</b>	1.7%	2.9%	6.3%
<b>TV ads</b>	1.4%	3.0%	4.3%
<b>Radio ads</b>	0.3%	2.7%	2.7%

*Note that respondents could choose more than one answer*

Friends and family and current IU Southeast students remain the top two factors influencing respondents' decisions to attend IU Southeast, each effecting more than a third of incoming students. The next five factors each have an influence on incoming students from 23.3% to 29.2% of the time.

*Table 27: Factors Influencing Decision to Attend IU Southeast\**

	<b>2014</b>	<b>2013</b>	<b>2012</b>
<b>Friends and family at IUS</b>	37.9%	44.8%	39.1%
<b>Current IU Southeast students</b>	34.0%	36.9%	37.8%
<b>Materials mailed to you</b>	29.2%	30.3%	24.0%
<b>Teachers</b>	25.0%	26.5%	22.5%
<b>IU Southeast website</b>	24.7%	35.6%	33.3%
<b>Counselors</b>	24.4%	24.5%	21.6%
<b>Friends/family not at IUS</b>	23.3%	15.3%	10.6%
<b>Contact W/IUS Graduates</b>	14.6%	17.4%	15.5%
<b>Other</b>	6.2%	1.7%	3.6%
<b>Coaches/Sports</b>	5.3%	8.4%	3.6%
<b>Print ads</b>	4.2%	1.4%	0.2%
<b>TV ads</b>	1.4%	1.8%	2.0%
<b>Billboards</b>	0.6%	1.2%	1.1%
<b>Radio ads</b>	--	1.2%	0.9%

*\*Percentages total the categories 'A Lot' and 'Some'*

*Note that respondents could choose more than one answer*

**FIRST CHOICE FOR COLLEGE**

Three fourths of all responding incoming students indicate IU Southeast was their first choice for college. The University of Louisville remains the most considered choice other than IU Southeast, but less so than the last two years. Vincennes University led in the ‘Other’ category with 7 votes and The University of Kentucky received 6.

Table 28: IU Southeast as First Choice for College

	2014	2013	2012
<b>Yes</b>	74.7%	73.0%	67.5%
<b>No</b>	25.3%	27.0%	32.5%

Table 29: Considered Attending

	2014	2013	2012
<b>U of L</b>	37.1%	41.7%	42.2%
<b>IU Bloomington</b>	27.5%	27.7%	23.4%
<b>Other</b>	19.1%	21.7%	22.9%
<b>Ball State</b>	16.3%	8.6%	10.1%
<b>Indiana State</b>	13.5%	11.5%	8.5%
<b>Ivy Tech</b>	12.9%	15.2%	17.1%
<b>U of So. Indiana</b>	12.4%	11.9%	9.7%
<b>Bellarmine</b>	12.1%	10.3%	11.0%
<b>IUPUI</b>	10.7%	9.0%	5.8%
<b>Purdue (Lafayette)</b>	7.6%	7.4%	9.0%
<b>Jefferson Community</b>	5.1%	7.0%	8.3%
<b>Spalding</b>	3.4%	5.1%	3.8%

Note that respondents could choose more than one answer

**DECISION FACTORS**

Location, cost, and quality of education remain the big three factors influencing respondents’ choice to attend IU Southeast. Small school and class sizes, academic program choices and availability of financial aid also contributed to the decision from 71.6% to 78.4% of the time.

Table 30: Factors Contributing to Decision to Attend IU Southeast\*

	2014	2013	2012
<b>Location</b>	92.7%	91.7%	91.5%
<b>Cost</b>	92.1%	89.9%	87.6%
<b>Quality of Education</b>	85.1%	90.3%	90.6%
<b>Small class size</b>	78.4%	78.9%	73.7%
<b>Choice of academic programs</b>	76.4%	78.0%	78.2%
<b>Small college</b>	73.0%	72.7%	67.9%
<b>Availability of financial aid</b>	71.6%	73.0%	72.1%
<b>Friends/family w/pursuing IUS degree</b>	44.7%	47.0%	46.7%
<b>Applied learning opportunities</b>	44.4%	45.1%	45.8%
<b>Events/activities/campus life</b>	40.2%	39.7%	34.6%
<b>Parents decision</b>	27.5%	29.8%	30.3%
<b>Reciprocity</b>	21.9%	24.7%	24.0%
<b>Athletic programs</b>	18.0%	24.4%	17.5%

\*Percentages total the categories ‘A Lot’ and ‘Some’  
 Note that respondents could choose more than one answer



## IU SOUTHEAST PROGRAM PARTICIPATION

Current responses show participation in most of the recognized IU Southeast programs continues to drop. The top 2 programs, College Fair and financial aid programs, are up slightly over last year but are at only 12.6% and 10.1% participation respectively.

Table 31: IU Southeast Programs in which Respondent Participated

	2014		2013		2012	
	N	%	N	%	N	%
<b>I have not participated in any IU Southeast programs</b>	250	70.2%	559	67.4%	195	43.8%
<b>College Fair</b>	45	12.6%	87	10.5%	57	12.8%
<b>Financial Aid Programs</b>	36	10.1%	80	9.7%	45	10.1%
<b>High School College Prep Program</b>	10	2.8%	27	3.3%	17	3.8%
<b>Sports Camp</b>	5	1.4%	14	1.7%	2	0.4%
<b>Other</b>	5	1.4%	17	2.1%	15	3.4%
<b>Access to Success</b>	4	1.1%	11	1.3%	5	1.1%
<b>Project AHEAD</b>	2	0.6%	10	1.2%	3	0.7%
<b>Theatre and Music Dept. Programs</b>	2	0.6%	6	0.7%	6	1.3%
<b>Bridge to College</b>	1	0.3%	9	1.1%	3	0.7%
<b>Model UN</b>	1	0.3%	5	0.6%	6	1.3%
<b>Entrepreneurship Academy</b>	1	0.3%	--	--	--	--

Note that respondents could choose more than one answer

## SELF-RATED LEVELS OF ABILITY

Current respondents rated themselves lower than respondents from the last 2 years in every category across the board except for speaking to small or large groups. The hierarchy of abilities also shifted from previous years, however, speaking to large groups remains at the bottom.

Table 32: Self-Rated Level of Abilities\*

	2014	2013	2012
<b>Ability to listen effectively</b>	71.6%	75.2%	77.5%
<b>Working productively with other people in small groups</b>	69.7%	75.8%	74.3%
<b>Evaluating arguments to support a point of view</b>	55.6%	58.7%	61.5%
<b>Thinking critically about ideas and issues</b>	54.5%	60.8%	66.6%
<b>Understanding the traditions, values, and history of people different from yourself</b>	52.0%	59.8%	68.3%
<b>Reasoning about ethical and moral issues</b>	50.0%	59.4%	65.8%
<b>Using information technology effectively</b>	48.9%	50.2%	53.2%
<b>Speaking in small groups</b>	47.8%	47.3%	50.6%
<b>Relating knowledge with practice</b>	46.3%	50.7%	52.4%
<b>Presenting ideas, opinions, and beliefs effectively in a group</b>	46.1%	48.2%	54.7%
<b>Expressing ideas, opinions, beliefs, and facts in writing</b>	45.2%	53.2%	55.4%
<b>Viewing events and phenomena from several different perspectives</b>	44.4%	47.3%	53.0%
<b>Reading comprehension</b>	44.4%	51.8%	57.3%
<b>Applying quantitative skills such as mathematics, statistics, etc.</b>	30.6%	31.3%	37.9%
<b>Integrating knowledge from several different fields of study</b>	27.5%	35.2%	36.5%
<b>Speaking to a large group</b>	23.9%	23.8%	26.2%

\*Percentages total the categories 'Excellent' and 'Above Average'.



**SERIOUS CONVERSATIONS WITH DIFFERENT OTHERS**

Frequency of students engaging in serious conversations with people of different race and ethnicity, and with people who differ in religious beliefs, political opinions or personal values is trending upward. Very few incoming students report never having these types of conversations.

*Table 33: Frequency of Serious Conversations\**

	<b>2014</b>	<b>2013</b>	<b>2012</b>
<b>People of a different race or ethnicity than your own</b>	61.8%	59.4%	55.2%
<b>People who differ from you in their religious beliefs, political opinions, or personal values</b>	72.2%	71.3%	67.6%

*\*Percentages total the categories 'Very Often' and 'Often'*

**ONLINE COURSES**

One in five respondents has taken an online course, mostly in high school and with no college credit.

*Table 34: Online Courses*

	<b>2014</b>	
	<b>N</b>	<b>%</b>
<b>No</b>	280	80.7%
<b>Yes</b>	67	19.3%
<b>Total</b>	<b>347</b>	<b>100%</b>

*Table 35: Source of Online Course*

	<b>2014</b>	
	<b>N</b>	<b>%</b>
<b>In high school not for college credit</b>	51	76.1%
<b>In high school for college credit</b>	10	14.9%
<b>From any other college or university</b>	6	9.0%
<b>From IU Southeast</b>	--	--

*Note that respondents could choose more than one answer*