



Entering Student Survey Report

Administered to First-Time Students Entering IU Southeast in 2013, 2014 and 2015

**Ronald E. Severtis, Jr., Sara Jewell, and Rick O'Bryan,
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FIELD OF STUDY

Nursing continues to be the predominant major of choice by entering students in 2015, selected by nearly 1 out of every 5 respondents. Business has become the second most selected major, while Criminology and the undecided have dropped noticeably from 2014.

Table 1: Selected Major

	2015	2014	2013		2015	2014	2013
Nursing (RN-BSN)	19.2%	19.5%	19.6%	Communication - Theatre	0.5%	0.6%	0.6%
Business	12.9%	9.0%	10.1%	Geosciences	0.5%	0.3%	0.6%
Biology	7.9%	5.4%	5.2%	Informatics	0.5%	0.3%	0.2%
Psychology	7.1%	7.1%	5.6%	Political Science	0.5%	1.1%	0.6%
Education - Elementary	6.8%	4.8%	7.6%	Communication - Speech	0.4%	0.3%	0.4%
Undecided	6.0%	11.6%	11.0%	Comp. Graphics Technology	0.4%	0.3%	0.4%
Education - Secondary	4.9%	4.0%	3.6%	Comm. - Theatre/Business	0.3%	0.3%	0.0%
Criminology & Crim. Justice	4.6%	10.7%	6.5%	Individualized Major	0.3%	0.0%	0.0%
Computer Science	3.5%	3.4%	4.2%	Information Technology	0.3%	0.0%	0.1%
Unlisted major (other)	3.3%	3.4%	3.3%	Spanish	0.3%	0.3%	0.4%
Fine Arts	2.7%	2.0%	2.2%	Clinical Lab Science	0.1%	0.0%	0.4%
Education - Special	2.6%	3.1%	1.7%	Elect. Engineering Tchnlgy	0.1%	0.0%	0.4%
Accounting	2.0%	2.8%	2.5%	French	0.1%	0.0%	0.0%
Music	2.0%	1.7%	3.0%	General Studies	0.1%	0.6%	1.6%
Journalism	1.6%	0.6%	0.6%	International Studies	0.1%	0.3%	0.0%
Mathematics	1.4%	0.6%	0.7%	Philosophy	0.1%	0.0%	0.0%
English	1.1%	1.4%	1.0%	Religious Studies	0.1%	0.0%	0.1%
Sociology	1.1%	0.6%	0.4%	Coding Technology	0.0%	0.0%	0.2%
History	1.0%	1.1%	1.0%	Economics	0.0%	0.3%	0.4%
Comm. - Advertising	0.8%	0.6%	0.7%	Ed. - Transition to Teaching	0.0%	0.3%	0.1%
Chemistry	0.7%	0.6%	1.2%	Environmental Science	0.0%	0.0%	0.2%
Chemistry & Biology	0.7%	0.3%	0.5%	Liberal Studies	0.0%	0.3%	0.0%
Mech. Engineering Tchnlgy	0.7%	0.3%	0.6%	Med. Trans. Technology	0.0%	0.3%	0.1%
Biochemistry	0.5%	0.0%	0.2%	Physics	0.0%	0.3%	0.1%

Table 2: Selected Major by School

	2015	2014	2013
Natural Sciences	19%	11%	14%
Nursing	19%	20%	20%
Social Sciences	16%	22%	15%
Business	15%	12%	13%
Education	14%	12%	13%
Arts & Letters	9%	7%	8%
Undecided/Unlisted/Individualized	6%	15%	14%
Health, Phys Ed and Recreation	<1%	--	--
General Studies	<1%	<1%	2%
Purdue Programs	--	<1%	1%
Total	100%	100%	100%

Natural Sciences has taken over the number one spot in choice of major by school, while Social Sciences has fallen to number three.

Graphic Design remains the predominate concentration within Fine Arts.

Table 3: Selected Fine Arts Major

	2015	2014	2013
Graphic Design	42%	43%	50%
Drawing	32%	43%	50%
Painting	21%	14%	--
Art History	5%	--	--
Total	100%	100%	100%

General Management has become the predominate concentration within the School of Business in 2015, while marketing has lessened by almost 20%.

Table 4: Selected Business Major

	2015	2014	2013
General Management	30%	19%	50%
Marketing	23%	42%	--
Human Resource Management	12%	8%	--
Finance	12%	8%	--
Business Administration	8%	12%	--
Accounting	7%	4%	50%
International Business	5%	4%	--
Business Economics & Public Policy	2%	--	--
Info Operations Management	1%	4%	--
Total	100%	100%	100%

RESPONDENT DEMOGRAPHICS

In 2015 a little less than two thirds of the responding incoming students are female, and almost all are single with no children.

Table 5: Gender

	2015	2014	2013
Female	62%	67%	59%
Male	38%	33%	41%
Total	100%	100%	100%

Table 6: Marital Status

	2015	2014	2013
Single	98%	98%	96%
Married	2%	2%	3%
Divorced	<1%	<1%	1%
Widowed	--	--	<1%
Total	100%	100%	100%

Table 7: Number of Children

	2015	2014	2013
None	97%	97%	95%
One	2%	2%	3%
Two	1%	--	1%
Three	<1%	1%	<1%
Four or more	--	<1%	<1%
Total	100%	100%	100%

Research Brief

Interest in Child Care by current respondents remains low.

Table 8: Interest in Child Care

	2015	2014	2013
Yes	4	3	10

The percentage of students who will not be working while attending school has dropped since 2014 as noticeably more students plan to work from 11 to 20 hours per week.

Table 9: Anticipated Weekly Hours Employed, First Semester

	2015	2014	2013
Not working	18%	26%	25%
1 to 10 hours	15%	16%	12%
11 to 20 hours	45%	39%	36%
21 to 30 hours	16%	15%	20%
31 or more hours	5%	5%	7%
Total	100%	100%	100%

Most incoming students continue to consider themselves as students who also work.

Table 10: Respondents Consider Themselves

	2015	2014	2013
A student who also works	62%	62%	55%
A full-time student	34%	36%	42%
A worker who also takes classes	4%	3%	3%
Total	100%	100%	100%

The number of incoming respondents who commute from more than 20 miles away has dropped from 49% in 2014 to 37% in 2015.

Table 11: Miles from Campus

	2015	2014	2013
On Campus	2%	1%	1%
1 to 10	30%	22%	28%
11 to 20	30%	29%	26%
21 to 30	17%	24%	22%
More than 30	20%	25%	23%
Total	100%	100%	100%

Changes depicted in Table 11 above may account for the decreased interest in on-campus housing shown in Table 12.

Table 12: Interest in On-Campus Housing

	2015	2014	2013
No	71%	66%	74%
Yes	29%	34%	26%
Total	100%	100%	100%

High school remains the highest level of education for fathers of most current respondents, while a higher percentage of mothers now have college degrees.

Table 13: Level of Father's Education

	2015	2014	2013
High School	46%	51%	49%
College	35%	35%	33%
Vocational School	8%	5%	6%
Post-College	5%	4%	5%
Elementary	4%	3%	3%
Not Applicable	3%	2%	4%
Total	100%	100%	100%

Table 14: Level of Mother's Education

	2015	2014	2013
College	45%	43%	43%
High School	38%	48%	42%
Post-College	7%	4%	5%
Vocational School	4%	3%	4%
Elementary	3%	1%	3%
Not Applicable	2%	1%	2%
Total	100%	100%	100%

SELF-IDENTIFIED AREAS OF ASSISTANCE

Financial aid continues to be the greatest area of need, cited by just over half of responding incoming students. Concerns about individual skills (math and writing) continue to rank second and third.

Deciding on a major has dropped 10% which seems to mirror the drop in "undecided" depicted in Table 1 above.

Table 15: Self-Identified Assistance Needs

	2015	2014	2013
Financial aid	54%	56%	57%
Math skills	50%	44%	43%
Writing skills	35%	30%	28%
Career counseling	23%	19%	22%
Finding employment	18%	19%	20%
Deciding on a major	17%	27%	30%
Having a mentor	15%	12%	14%
Personal counseling	10%	6%	7%
Veterans' Services	2%	2%	2%
Child care	1%	1%	1%

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 continues to lessen.

Table 16: Knowledgeable on Process of Paying for Classes

	2015	2014	2013
Somewhat	72%	70%	65%
Not At All	17%	18%	23%
Very	11%	12%	13%
Total	100%	100%	100%

Seven out of ten respondents will rely on themselves or their families for almost half of the cost of their college education on average; but this number is trending downward. Grants, student loans and scholarships will be used by 36% to 48% of respondents for portions of their expenses ranging from 34% to 41%. The percentage of respondents with no plan and the percentage of costs for which they have no plan have both risen in 2015.

Table 17: How Respondent Plans to Pay for College

	2015		2014		2013	
	%	*Avg.	%	Avg.	%	Avg.
Family or Myself	70%	47	74%	49	75%	50
Scholarships	48%	39	51%	34	48%	32
Student Loans	44%	41	55%	40	50%	37
Grants	36%	34	31%	34	39%	36
Work Study	18%	19	10%	18	14%	17
No Plan	13%	60	8%	41	11%	46
Employer Asst	7%	31	5%	40	6%	26
Veteran's asst	6%	43	1%	60	7%	71
Other	4%	43	8%	53	4%	54

*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. Responses show that interest in these types of activities has increased almost across the board, with internships at the top of the list followed closely by work/study.

Table 18: Activities of Interest

	2015	2014	2013
Internships	36%	26%	28%
Work/Study	35%	31%	30%
Overseas study opportunities	27%	17%	18%
Organizations related to major	25%	20%	21%
Volunteering in the community	24%	17%	19%
Sororities	22%	14%	14%
Finding employment	20%	17%	19%
Intramural sports	19%	19%	19%
Honors Program	15%	14%	16%
Mentoring	15%	11%	9%
Varsity sports	14%	11%	15%
Planning campus events	14%	10%	9%
Leadership development	11%	8%	8%
Theatre/drama	10%	11%	9%
Special Interest Organizations	9%	5%	6%
Fraternities	9%	7%	6%
Religious organizations	9%	8%	11%
Vocal music	8%	8%	9%
Instrumental music	8%	5%	8%
Student Government	5%	5%	5%
Student publications	5%	4%	4%
Political clubs	5%	5%	5%
Adult Student Support	4%	2%	2%
Cheerleading	4%	6%	3%
Student Ambassadors	4%	3%	3%
Children's programming	4%	3%	2%
Ethnic/Multi-cultural groups	4%	2%	3%
Dance team	3%	4%	5%

Note that respondents could choose more than one answer

Research Brief

Interest in specific organizations and groups, depicted in Tables 19 to 25 below, has increased in many categories, but remains fairly low overall.

Table 19: Religious Organizations

	2015	2014	2013
Christian Student Fellowship	8%	8%	9%
Catholic Campus Community	1%	2%	2%
Free Thinkers	1%	--	<1%

Note that respondents could choose more than one answer

Table 20: Ethnic/Multicultural Groups

	2015	2014	2013
Multicultural Student Union	2.2%	1.1%	1.9%
International Student Organization	1.4%	1.1%	1.6%
Students for Diversity CCR	1.4%	0.8%	0.8%
Asian Pop Culture Club	1.1%	0.3%	0.8%
Student African American Brotherhood	0.5%	0.3%	0.4%
Japanese Pop Culture Club	0.4%	0.3%	0.6%

Note that respondents could choose more than one answer

Table 21: Organizations Related to Academic Major

	2015	2014	2013
Psychology Club	4%	7%	5%
Student Nurses' Association	4%	4%	4%
Pre-Health Professional Society	4%	3%	4%
Biology Club	3%	2%	3%
Student Education Association	3%	3%	3%
Marketing Club	3%	1%	3%
Student Art Association	2%	1%	2%
English Club	2%	1%	1%
Finance Club	2%	1%	2%
History Club	2%	3%	2%
Society for Human Re Mgnt	2%	2%	1%
Philosophy Club	2%	1%	1%
Advertising Club	2%	1%	2%
Economics Club	1%	1%	1%
Field Biology Club	1%	1%	2%
Spanish Club	1%	2%	2%
Graphic Arts Club	1%	1%	1%
Computer Security Group	1%	1%	1%
French Club	1%	1%	1%
Informatics Club	<1%	--	<1%
Nat Science Teachers Association	<1%	--	<1%

Note that respondents could choose more than one answer

Table 22: Political Clubs

	2015	2014	2013
College Republicans	2%	2%	3%
College Democrats	1%	2%	2%
Model United Nations	1%	1%	2%
Civil Liberties Union (CLU)	1%	<1%	1%
Young Americans for Liberty	1%	1%	1%
Lodge Council	<1%	1%	1%

Note that respondents could choose more than one answer

Table 23: Special Interest Organizations

	2015	2014	2013
Outdoor Adventure Club	4%	1%	2%
Earth Save	3%	1%	1%
Gamer's Club	2%	<1%	1%
Gay Straight Alliance	2%	1%	1%
Students for Life	2%	1%	1%
Indiana Underground Society	2%	--	1%
Dance Marathon Council	1%	1%	1%
Student Alumni Association	1%	--	1%
Debate Society	1%	1%	1%
IUS Biology Volunteers	1%	--	1%
Non-Traditional Student Union	1%	--	<1%
Allies	<1%	1%	<1%
Women in Computing	<1%	<1%	--
Salsa Club	<1%	--	1%
One	<1%	--	<1%
American Society of Safety Engineers	<1%	--	--
ROTC	<1%	--	--
Student Veterans Organization	--	--	<1%

Note that respondents could choose more than one answer

Table 24: Student Publications

	2015	2014	2013
Horizon Student Newspaper	4%	3%	3%
Literary Review	2%	1%	2%

Note that respondents could choose more than one answer

Table 25: Varsity Sports

	2015	2014	2013
Basketball - Men's	5%	3%	4%
Baseball	4%	3%	5%
Volleyball	4%	2%	2%
Softball	3%	1%	2%
Basketball - Women's	2%	2%	1%
Tennis - Women's	1%	1%	1%
Tennis - Men's	1%	--	1%

Note that respondents could choose more than one answer

SOURCES OF INFORMATION AND FACTORS INFLUENCING SCHOOL CHOICE

Personal contact with family and friends attending IU Southeast continues to be the greatest source of information for incoming students, followed closely by contact with current students and teachers. Direct mailings and the IU Southeast website are also influential 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

	2015	2014	2013
Friends or family attending IUS	47%	48%	53%
Current IU Southeast students	45%	13%	46%
Materials mailed to you	43%	42%	43%
Teachers	40%	35%	37%
IU Southeast website	38%	42%	44%
Counselors	31%	34%	34%
Contact with IU Southeast graduates	25%	11%	21%
Friends or family who do not attend IUS	19%	21%	20%
Coaches/Sports	8%	6%	10%
Billboards	5%	2%	3%
TV ads	4%	1%	3%
Other	3%	2%	3%
Print ads	3%	3%	3%
Radio ads	2%	<1%	3%

Note that respondents could choose more than one answer

Factors influencing attendance at IU Southeast mirror the sources of information depicted in Table 26 above with friends and family and current IU Southeast students leading the way.

Table 27: Factors Influencing Decision to Attend IU Southeast*

	2015	2014	2013
Friends/family at IUS	35%	38%	45%
Current IU Southeast students	35%	34%	37%
Materials mailed to you	28%	29%	30%
Teachers	27%	25%	27%
IU Southeast website	27%	25%	36%
Counselors	22%	24%	24%
Contact W/IUS Graduates	18%	15%	17%
Friends/family not at IUS	14%	23%	15%
Coaches/Sports	6%	5%	8%
Print ads	2%	4%	1%
Other	1%	6%	2%
TV ads	1%	1%	2%
Billboards	1%	1%	1%
Radio ads	1%	--	1%

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

Note that respondents could choose more than one answer

FIRST CHOICE FOR COLLEGE

Almost two thirds of all responding incoming students indicate IU Southeast is 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. Spalding University is the lowest on the short list at 4% (29 votes). Western Kentucky led in the ‘Other’ category with 19 votes, followed by the University of Kentucky with 18 and Hanover with 12.

Table 28: IU Southeast as First Choice for College

	2015	2014	2013
Yes	64%	75%	73%
No	36%	25%	27%
Total	100%	100%	100%

Table 29: Considered Attending

	2015	2014	2013
U of L	36%	37%	42%
IU Bloomington	26%	28%	28%
Other	25%	19%	22%
Ball State	13%	16%	9%
Bellarmine	12%	12%	10%
IUPUI	12%	11%	9%
Indiana State	12%	13%	11%
Ivy Tech	11%	13%	15%
U of So. Indiana	8%	12%	12%
Purdue (Lafayette)	8%	8%	7%
Jefferson Community	5%	5%	7%
Spalding	4%	3%	5%

Note that respondents could choose more than one answer

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

	2015	2014	2013
Location	89%	93%	92%
Cost	89%	92%	90%
Quality of Education	85%	85%	90%
Choice of academic programs	75%	76%	78%
Small class size	73%	78%	79%
Small college	69%	73%	73%
Availability of financial aid	68%	72%	73%
Applied learning opportunities	45%	44%	45%
Friends/family w/pursuing IUS degree	41%	45%	47%
Events/activities/campus life	40%	40%	40%
Parents decision	27%	28%	30%
Reciprocity	26%	22%	25%
Athletic programs	19%	18%	24%

*Percentages total the categories ‘A Lot’ and ‘Some’

Note that respondents could choose more than one answer

DECISION FACTORS

Location, cost, and quality of education remain the big three factors influencing respondents’ decision to attend IU Southeast. Size, programs and available financial aid were also important factors.

IU SOUTHEAST PROGRAM PARTICIPATION

Participation in the recognized IU Southeast programs has increased; however overall participation remains low.

Table 31: IU Southeast Programs in which Respondent Participated

	2015	2014	2013
I have not participated in any IU Southeast programs	57%	70%	67%
Financial Aid Programs	12%	10%	10%
College Fair	11%	13%	10%
High School College Prep Program	4%	3%	3%
Other	3%	1%	2%
Sports Camp	2%	1%	2%
Access to Success	2%	1%	1%
Model UN	1%	<1%	1%
Project AHEAD	1%	1%	1%
Theatre and Music Dept. Programs	1%	1%	1%
Bridge to College	<1%	<1%	1%

Note that respondents could choose more than one answer

SELF-RATED LEVELS OF ABILITY

Ability to listen effectively and working productively with others continue to be the two top self-rated abilities among respondents, with about two thirds considering themselves excellent or above average in these categories. Speaking to large groups remains the lowest self-rated ability with three out of four respondents again rating themselves at average or below.

Table 32: Self-Rated Level of Abilities*

	2015	2014	2013
Ability to listen effectively	67%	72%	75%
Working productively with other people in small groups	65%	70%	76%
Thinking critically about ideas and issues	60%	54%	61%
Evaluating arguments to support a point of view	58%	56%	59%
Reasoning about ethical and moral issues	55%	50%	59%
Expressing ideas, opinions, beliefs, and facts in writing	55%	45%	53%
Understanding the traditions, values, and history of people different from yourself	54%	52%	60%
Relating knowledge with practice	49%	46%	51%
Reading comprehension	49%	44%	52%
Speaking in small groups	48%	48%	47%
Using information technology effectively	47%	49%	50%
Viewing events and phenomena from several different perspectives	47%	44%	47%
Presenting ideas, opinions, and beliefs effectively in a group	46%	46%	48%
Integrating knowledge from several different fields of study	37%	28%	35%
Applying quantitative skills such as mathematics, statistics, etc.	33%	31%	31%
Speaking to a large group	26%	24%	24%

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

SERIOUS CONVERSATIONS WITH DIFFERENT OTHERS

Though fewer than last year, more than half of the current respondents indicate they very often or often engage in serious conversations with people who differ in religious beliefs, political opinions or personal values; and with people of different race and ethnicity. Six percent of respondents report never having these types of conversations with the former, and 5% never with the latter.

Table 33: Frequency of Serious Conversations*

	2015	2014	2013
People who differ from you in religious beliefs, political opinions, or personal values	59%	72%	71%
People of a different race or ethnicity than your own	55%	62%	59%

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

ONLINE COURSES

More respondents are taking online courses and more at IU Southeast, however the majority are still taken in high school without college credit.

Table 34: Online Courses

	2015	2014
No	72%	81%
Yes	28%	19%
Total	100%	100%

Table 35: Source of Online Course

	2015	2014
In high school not for college credit	73%	76%
In high school for college credit	16%	15%
From any other college or university	9%	9%
From IU Southeast	2%	--

Note that respondents could choose more than one answer