



**INDIANA UNIVERSITY
SOUTHEAST**

OFFICE OF INSTITUTIONAL EFFECTIVENESS

Entering Student Survey Report

**Administered to First-Time Students Entering
IU Southeast in 2014, 2015 and 2016**

**Ronald E. Severtis, Jr., Sara Jewell, and Rick O'Bryan,
November 2016**

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. The Office of Institutional Effectiveness (OIE) compares the list of respondents to the list of students enrolled in the ensuing term and remove those respondents who do not enroll in the survey year cycle.

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.

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.

There were 771 respondents in 2016, 740 respondents in 2015, and 356 respondents in 2014.

FIELD OF STUDY

Nursing continues to be the predominant major of choice by entering students in 2016. Business is a close second, and Education remains third.

Table 1: Selected Major

	2016	2015	2014
Nursing (RN-BSN)	18.0%	19.2%	19.5%
Business	17.0%	12.9%	9.0%
Education	13.0%	14.3%	12.1%
Biology	8.0%	7.9%	5.4%
Psychology	7.0%	7.1%	7.1%
Undecided	6.0%	6.0%	11.6%
Criminology & Crim. Justice	5.0%	4.6%	10.7%
Computer Science	4.0%	3.5%	3.4%
Unlisted major (other)	3.0%	3.3%	3.4%
Fine Arts	2.0%	2.7%	2.0%
Music	2.0%	2.0%	1.7%
English	2.0%	1.1%	1.4%
Communication	2.0%	2.0%	1.7%
Chemistry	2.0%	<1%	<1%
Journalism	1.0%	1.6%	<1%
Mathematics	1.0%	1.4%	<1%
Sociology	1.0%	1.1%	<1%
History	1.0%	1.0%	1.1%
Geosciences	1.0%	<1%	<1%
Political Science	1.0%	<1%	1.1%
General Studies	1.0%	<1%	<1%
International Studies	1.0%	<1%	<1%

cont.

	2016	2015	2014
Applied Science	1.0%	--	--
Clinical Lab Science	<1%	<1%	--
French	<1%	<1%	--
German	<1%	--	--
Health Information Administration	<1%	--	--
Individualized Major	<1%	<1%	--
Informatics	<1%	<1%	<1%
Philosophy	<1%	<1%	--
Physics	<1%	--	<1%
Spanish	<1%	<1%	<1%
Accounting	--	2.0%	2.8%
Chemistry & Biology	--	<1%	<1%
Mech. Engineering Tchnlgy	--	<1%	<1%
Biochemistry	--	<1%	--
Comp. Graphics Technology	--	<1%	<1%
Information Technology	--	<1%	--
Elect. Engineering Tchnlgy	--	<1%	--
Religious Studies	--	<1%	--
Economics	--	--	<1%
Liberal Studies	--	--	<1%
Med. Trans. Technology	--	--	<1%

Nursing slightly edges Natural Sciences as the number one selection in choice of major by school, while Social Sciences slightly edges Business for number three.

Table 2: Selected Major by School

	2016	2015	2014
Nursing	18%	19%	20%
Natural Sciences	18%	19%	11%
Social Sciences	17%	16%	22%
Business	17%	15%	12%
Education	13%	14%	12%
Arts & Letters	10%	9%	7%
Undecided/Unlisted/Individualized	6%	6%	15%
General Studies	1%	<1%	<1%
No equivalency at IUS	1%	--	--
Health, Phys Ed and Recreation	<1%	<1%	--
Total	100%	100%	100%

Graphic Design remains the most commonly chosen concentration within Fine Arts in 2016.

Table 3: Selected Fine Arts Major

	2016	2015	2014
Graphic Design	39%	42%	43%
Digital Art/Interactive Media	28%	--	--
Drawing	11%	32%	43%
Studio Arts	11%	--	--
Painting	6%	21%	14%
Printmaking	6%	--	--
Art History	--	5%	--
Total	100%	100%	100%

General Management remains the most commonly chosen concentration within the School of Business in 2016, slightly ahead of Marketing.

Table 4: Selected Business Major

	2016	2015	2014
General Management	27%	30%	19%
Marketing	26%	23%	42%
Accounting	13%	7%	4%
Business Administration	12%	8%	12%
Finance	11%	12%	8%
Human Resource Management	3%	12%	8%
International Business	3%	5%	4%
Business Economics & Public Policy	3%	2%	--
Info Operations Management	2%	1%	4%
Total	100%	100%	100%

The largest concentration among 2016 respondents majoring in Music is Production/Audio Production. Earlier data is not available.

Table 5: Selected Music Major

	2016
Production/Audio Production	32%
Performance	21%
Music Education	16%
Composition	11%
Music Therapy	11%
Music Business	5%
Sound Engineering	5%
Total	100%

The largest concentration among 2016 respondents majoring in Education is Elementary Education at 64%. Secondary Education was selected by 21%; and Special Education by 15%. Earlier data is not available.

RESPONDENT DEMOGRAPHICS

In 2016 almost two thirds of the responding incoming students are female, and the majority are single with no children.

Table 6: Gender

	2016	2015	2014
Female	64%	62%	67%
Male	36%	38%	33%
Total	100%	100%	100%

Table 7: Marital Status

	2016	2015	2014
Single	99%	98%	98%
Married	<1%	2%	2%
Divorced	<1%	<1%	<1%
Widowed	<1%	--	--
Total	100%	100%	100%

Table 8: Number of child

	2016	2015	2014
None	97%	97%	97%
One	2%	2%	2%
Two	<1%	1%	--
Three	<1%	<1%	1%
Four or more	<1%	--	<1%
Total	100%	100%	100%

In 2016 six respondents expressed an interest in child care at IU Southeast, up from four in 2015.

The majority of responding students plan to work during their first semester at IU Southeast, and half of those plan to work between 11 and 20 hours per week.

Table 9: Anticipated Weekly Hours Employed, First Semester

	2016	2015	2014
Not working	20%	18%	26%
1 to 10 hours	13%	15%	16%
11 to 20 hours	43%	45%	39%
21 to 30 hours	18%	16%	15%
31 or more hours	6%	5%	5%
Total	100%	100%	100%

Though most responding incoming students consider themselves as students who also work, and most plan to work, four out of ten now consider themselves full-time students.

Table 10: Respondents Consider Themselves

	2016	2015	2014
A student who also works	56%	62%	62%
A full-time student	40%	34%	36%
A worker who also takes classes	3%	4%	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 25% in 2016, and on-campus residency has increased markedly.

Table 11: Miles from Campus

	2016	2015	2014
On Campus	23%	2%	1%
1 to 10	30%	30%	22%
11 to 20	22%	30%	29%
21 to 30	16%	17%	24%
More than 30	9%	20%	25%
Total	100%	100%	100%

Table 12: Interest in On-Campus Housing

	2016	2015	2014
No	72%	71%	66%
Yes	28%	29%	34%
Total	100%	100%	100%

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

Table 13: Level of Parents' Education - Father

	2016	2015	2014
High School	46%	46%	51%
College	34%	35%	35%
Vocational School	7%	8%	5%
Post-College	6%	5%	4%
Elementary	2%	4%	3%
Not Applicable	5%	3%	2%
Total	100%	100%	100%

Table 14: Level of Parents' Education - Mother

	2016	2015	2014
College	45%	45%	43%
High School	39%	38%	48%
Post-College	10%	7%	4%
Vocational School	4%	4%	3%
Elementary	1%	3%	1%
Not Applicable	2%	2%	1%
Total	100%	100%	100%

SELF-IDENTIFIED AREAS OF ASSISTANCE

Math skills now matches financial aid as the greatest areas of need, cited by just over half of responding incoming students. Writing skills is a fairly close third, and all other categories except veterans' services have increased since 2015.

Table 15: Self-Identified Assistance Needs

	2016	2015	2014
Financial aid	54%	54%	56%
Math skills	54%	50%	44%
Writing skills	42%	35%	30%
Career counseling	29%	23%	19%
Finding employment	22%	18%	19%
Deciding on a major	22%	17%	27%
Having a mentor	18%	15%	12%
Personal counseling	11%	10%	6%
Child care	2%	1%	1%
Veterans' Services	1%	2%	2%

Note that respondents could choose more than one answer

PROCESS OF PAYING FOR CLASSES

Most respondents feel somewhat knowledgeable about the process of paying for classes.

Table 16: Knowledgeable on Process of Paying for Classes

	2016	2015	2014
Somewhat	72%	72%	70%
Not At All	15%	17%	18%
Very	13%	11%	12%
Total	100%	100%	100%

Seventy-five percent of current respondents will rely on themselves or their families to help pay for college, and over half will rely on scholarships. However, scholarships ranked highest as the method that will pay for most of their expenses.

Table 17: How Respondent Plans to Pay for College

	2016		2015		2014	
	%	Rank	%	*Avg.	%	Avg.
Family or Myself	75%	13%	70%	47	74%	49
Scholarships	57%	15%	48%	39	51%	34
Student Loans	46%	14%	44%	41	55%	40
Grants	38%	9%	36%	34	31%	34
Work Study	21%	1%	18%	19	10%	18
No Plan	3%	--	13%	60	8%	41
Employer assistance	8%	1%	7%	31	5%	40
Veteran's assistance	5%	2%	6%	43	1%	60
Other	6%	3%	4%	43	8%	53

Rank = Method that will pay for most of college expenses.

*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. Interest in internships has grown to just over fifty percent. Interest in other activities has remained fairly steady.

Table 18: Activities of Interest

	2016	2015	2014
Internships	51%	36%	26%
Work/Study	35%	35%	31%
Volunteering in the community	27%	24%	17%
Leadership development	24%	11%	8%
Organizations related to major	24%	25%	20%
Overseas study opportunities	24%	27%	17%
Sororities	23%	22%	14%
Finding employment	22%	20%	17%
Intramural sports	22%	19%	19%
Mentoring	18%	15%	11%
Honors Program	16%	15%	14%
Planning campus events	16%	14%	10%
Varsity sports	12%	14%	11%
Religious organizations	11%	9%	8%
Theatre/drama	9%	10%	11%
Fraternities	8%	9%	7%
Instrumental music	8%	8%	5%
Special Interest Organizations	8%	9%	5%
Student Government	7%	5%	5%
Vocal music	7%	8%	8%
Athletic Pep Band	6%	--	--
Political clubs	6%	5%	5%
Student Ambassadors	6%	4%	3%
Adult Student Support	4%	4%	2%
Children's programming	4%	4%	3%
Student publications	4%	5%	4%
Ethnic/Multi-cultural groups	3%	4%	2%
Cheerleading	--	4%	6%
Dance team	--	3%	4%

Note that respondents could choose more than one answer

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

Table 19: Religious Organizations

	2016	2015	2014
Christian Student Fellowship	10%	8%	8%
Campus Ministry International at IU Southeast	2%	--	--
Catholic Campus Community	1%	1%	2%
Free Thinkers	1%	1%	--
Jewish Student Union	<1%	--	--

Note that respondents could choose more than one answer

Table 20: Ethnic/Multicultural Groups

	2016	2015	2014
International Student Organization	1%	1%	1%
Students for Diversity CCR	1%	1%	1%
Multicultural Student Union	1%	2%	1%
Student African American Brotherhood	1%	1%	<1%
Asian Pop Culture Club	1%	1%	<1%
Japanese Pop Culture Club	<1%	<1%	<1%

Note that respondents could choose more than one answer

Table 21: Organizations Related to Academic Major

	2016	2015	2014
Psychology Club	6%	4%	7%
Student Nurses' Association	4%	4%	4%
Biology Club	4%	3%	2%
Marketing Club	3%	3%	1%
Pre-Health Professional Society	3%	4%	3%
Honors Community	3%	--	--
Student Education Association	3%	3%	3%
Sociology Club	3%	--	--
Spanish Club	2%	1%	2%
Advertising Club	2%	2%	1%
Economics Club	2%	1%	1%
English Club	2%	2%	1%
Field Biology Club	2%	1%	1%
Philosophy Club	2%	2%	1%
Pre-Med Society	2%	--	--
Criminal Justice Student Assn	2%	--	--

Note that respondents could choose more than one answer

cont.

	2016	2015	2014
Honors Program Student Advisory Board	2%	--	--
Student Art Association	2%	2%	1%
Computer Security Group	1%	1%	1%
Finance Club	1%	2%	1%
French Club	1%	1%	1%
Graphic Arts Club	1%	1%	1%
History Club	1%	2%	3%
Informatics Club	1%	<1%	--
Nat Science Teachers Association	1%	<1%	--
Society for Human Re Mgnt	1%	2%	2%
German Club	1%	--	--
Pre-Dental	1%	--	--
Political Science Club	1%	--	--
Pre-Pharmacy Club	1%	--	--
Women in Technology	<1%	--	--

Table 22: Political Clubs

	2016	2015	2014
College Republicans	4%	2%	2%
College Democrats	2%	1%	2%
Model United Nations	2%	1%	1%
Young Americans for Liberty	2%	1%	1%
Civil Liberties Union (CLU)	1%	1%	<1%
Lodge Council	<1%	<1%	1%

Note that respondents could choose more than one answer

Table 23: Special Interest Organizations

	2016	2015	2014
Earth Save	2%	3%	1%
Student Orientation Leaders	2%	--	--
Outdoor Adventure Club	2%	4%	1%
Students for Life	2%	2%	1%
Gamer's Club	2%	2%	<1%
Gay Straight Alliance	2%	2%	1%
IUS Biology Volunteers	1%	1%	--
Dance Marathon Council	1%	1%	1%
Debate Society	1%	1%	1%
Indiana Underground Society	1%	2%	--
Acapella Geeks Club	<1%	--	--
Concert Band	<1%	--	--
Allies	1%	<1%	1%
Student Alumni Association	1%	1%	--
Alpha Psi Omega (Theater)	<1%	--	--

Note that respondents could choose more than one answer

cont.

	2016	2015	2014
Beta Gamma Sigma	<1%	--	--
Castle Club	<1%	--	--
Sound Together	<1%	--	--
The Dining Hall (TDH)	<1%	--	--
American Society of Safety Engineers	<1%	<1%	--
One	<1%	<1%	--
ROTC	<1%	<1%	--
Non-Traditional Student Union	<1%	1%	--
Salsa Club	<1%	<1%	--
Student Veterans Organization	<1%	--	--
Women in Computing	<1%	<1%	<1%
Association for Computing Machinery	<1%	--	--
Coaster Club	<1%	--	--
Makers Club	<1%	--	--
Panhellenic Council	<1%	--	--

Table 24: Student Publications

	2016	2015	2014
Horizon Student Newspaper	2%	4%	3%
Literary Review	2%	2%	1%

Note that respondents could choose more than one answer

Table 25: Varsity Sports

	2016	2015	2014
Baseball	3%	4%	3%
Basketball - Men's	3%	5%	3%
Basketball - Women's	2%	2%	2%
Cheerleading	2%	--	--
Softball	2%	3%	1%
Volleyball	2%	4%	2%
Tennis - Men's	1%	1%	--
Tennis - Women's	1%	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. The IU Southeast website and direct mailings also rank fairly high.

Table 26: Sources of Information Obtained about IU Southeast

	2016	2015	2014
Friends or family attending IUS	49%	47%	48%
Current IU Southeast students	44%	45%	13%
Teachers	42%	40%	35%
IU Southeast website	41%	38%	42%
Materials mailed to you	40%	43%	42%
Counselors	37%	31%	34%
Contact with IU Southeast graduates	25%	25%	11%
Friends or family who do not attend IUS	23%	19%	21%
Billboards	10%	5%	2%
Coaches/Sports	9%	8%	6%
Other	4%	3%	2%
TV ads	3%	4%	1%
Print ads	3%	3%	3%
Radio ads	3%	2%	<1%

Note that respondents could choose more than one answer

Factors influencing attendance at IU Southeast closely 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*

	2016	2015	2014
Friends/family at IUS	39%	35%	38%
Current IU Southeast students	34%	35%	34%
IU Southeast website	31%	27%	25%
Teachers	30%	27%	25%
Materials mailed to you	27%	28%	29%
Counselors	26%	22%	24%
Contact W/IUS Graduates	19%	18%	15%
Friends/family not at IUS	16%	14%	23%
Coaches/Sports	7%	6%	5%
Billboards	3%	1%	1%
Other	2%	1%	6%
TV ads	2%	1%	1%
Print ads	1%	2%	4%
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

Though trending downward, still more than half of all responding incoming students selected IU Southeast as their first choice for college. The University of Louisville remains the most considered option, followed by IU Bloomington. The University of Kentucky led in the 'Other' category with 2%.

Table 28: First Choice

	2016	2015	2014
Yes	58%	64%	75%
No	42%	36%	25%

Table 29: Considered Attending

	2016	2015	2014
U of L	40%	36%	37%
IU Bloomington	27%	26%	28%
Other	23%	25%	19%
IUPUI	15%	12%	11%
Ball State	15%	13%	16%
Ivy Tech	14%	11%	13%
Indiana State	13%	12%	13%
Bellarmine	12%	12%	12%
U of So. Indiana	11%	8%	12%
Western Kentucky University	10%	--	--
Purdue (Lafayette)	8%	8%	8%
Jefferson Community	6%	5%	5%
Hanover College	6%	--	--
Spalding	4%	4%	3%

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. Programs, size and available financial aid were also important factors.

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

	2016	2015	2014
Location	91%	89%	93%
Cost	90%	89%	92%
Quality of Education	88%	85%	85%
Choice of academic programs	81%	75%	76%
Small class size	79%	73%	78%
Small college	76%	69%	73%
Availability of financial aid	71%	68%	72%
Applied learning opportunities	54%	45%	44%
Events/activities/campus life	45%	40%	40%
Friends/family w/pursuing IUS degree	41%	41%	45%
Parents decision	32%	27%	28%
Reciprocity	28%	26%	22%
Athletic programs	20%	19%	18%

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

Note that respondents could choose more than one answer

IU SOUTHEAST PROGRAM PARTICIPATION

Overall participation in IU Southeast programs remains low.

Table 31: IU Southeast Programs in which Respondent Participated

	2016	2015	2014
I have not participated in any IU Southeast programs	64%	57%	70%
College Fair	11%	11%	13%
Financial Aid Programs	10%	12%	10%
High School College Prep Program	5%	4%	3%
Other	3%	3%	1%
Access to Success	2%	2%	1%
Sports Camp	2%	2%	1%
Model UN	1%	1%	<1%
Theatre and Music Dept. Programs	1%	1%	1%
Project AHEAD	1%	1%	1%
Bridge to College	1%	<1%	<1%

Note that respondents could choose more than one answer

SELF-RATED LEVELS OF ABILITY

Rating of abilities in 2016 is fairly consistent with 2015. The ability to listen effectively continues to be the top self-rated ability among respondents with about two thirds considering themselves excellent or above average. 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*

	2016	2015	2014
Ability to listen effectively	68%	67%	72%
Working productively with other people in small groups	62%	65%	70%
Thinking critically about ideas and issues	60%	60%	54%
Evaluating arguments to support a point of view	58%	58%	56%
Reasoning about ethical and moral issues	57%	55%	50%
Understanding the traditions, values, and history of people different from yourself	52%	54%	52%
Speaking in small groups	50%	48%	48%
Expressing ideas, opinions, beliefs, and facts in writing	48%	55%	45%
Using information technology effectively	48%	47%	49%
Relating knowledge with practice	47%	49%	46%
Viewing events and phenomena from several different perspectives	46%	47%	44%
Reading comprehension	44%	49%	44%
Presenting ideas, opinions, and beliefs effectively in a group	43%	46%	46%
Integrating knowledge from several different fields of study	36%	37%	28%
Applying quantitative skills such as mathematics, statistics, etc.	33%	33%	31%
Speaking to a large group	24%	26%	24%

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

SERIOUS CONVERSATIONS WITH DIFFERENT OTHERS

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 eight percent never with the latter.

Table 33: Frequency of Serious Conversations*

	2016	2015	2014
People who differ from you in religious beliefs,	61%	59%	72%
People of a different race or ethnicity than your own	51%	55%	62%

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

ONLINE COURSES

More respondents are taking online courses; however the majority are still taken in high school without college credit.

Table 34: Online Courses

	2016	2015	2014
No	66%	72%	81%
Yes	34%	28%	19%
Total	100%	100%	100%

Table 35: Source of Online Course

	2016	2015	2014
In high school not for college credit	77%	73%	76%
In high school for college credit	16%	16%	15%
From any other college or university	5%	9%	9%
From IU Southeast	2%	2%	--

Note that respondents could choose more than one answer