



**INDIANA UNIVERSITY
SOUTHEAST**

OFFICE OF INSTITUTIONAL EFFECTIVENESS

Entering Student Survey Report

**Administered to First-Time Students Entering
IU Southeast in 2015, 2016 and 2017**

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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. 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 Sara Spalding in OIE at sajewell@ius.edu.

There were 622 respondents in 2017, 771 respondents in 2016, and 740 respondents in 2015.

FIELD OF STUDY

Business and Nursing continue to be the predominant majors of choice by entering students. Education remains third.

Table 1: Selected Major

	2017	2016	2015		2017	2016	2015
Business	17.7%	17.0%	13.0%	Health Information Administration	0.6%	<1%	--
Nursing	16.1%	18.0%	19.0%	Applied Science	<1%	1.0%	--
Education	13.8%	13.0%	14.0%	Advertising	<1%	--	--
Undecided	7.2%	6.0%	6.0%	General Studies	<1%	1.0%	<1%
Computer Science	6.4%	4.0%	4.0%	Individualized Major	<1%	<1%	<1%
Criminology and Criminal Justice	6.3%	5.0%	5.0%	English: Literature	<1%	2.0%	1.0%
Psychology	5.8%	7.0%	7.0%	Informatics	<1%	<1%	<1%
Biology	5.1%	8.0%	8.0%	Organizational Communication	<1%	2.0%	2.0%
Fine Arts	3.7%	2.0%	3.0%	Theatre	<1%	--	--
Music	3.1%	2.0%	2.0%	French	<1%	<1%	<1%
Chemistry	2.4%	2.0%	<1%	Clinical Lab Science	<1%	<1%	<1%
Unlisted/Other	1.3%	3.0%	3.0%	German	<1%	<1%	--
English: Writing	1.3%	2.0%	1.0%	Mathematics	<1%	1.0%	1.0%
Journalism	1.1%	1.0%	2.0%	Physics	<1%	<1%	--
History	1.1%	1.0%	1.0%	International Studies	--	1.0%	<1%
Geosciences	1.1%	1.0%	<1%	Philosophy	--	<1%	<1%
Political Science	1.1%	1.0%	<1%	Spanish	--	--	--
Sociology	1.0%	1.0%	1.0%				

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

Table 2: Selected Major by School

	2017	2016	2015
Business	18%	17%	15%
Natural Sciences	17%	18%	19%
Social Sciences	16%	17%	16%
Nursing	16%	18%	19%
Education	14%	13%	14%
Arts and Letters	10%	10%	9%
Undecided, Unlisted, and Individualized	9%	6%	6%
General Studies	0%	1%	<1%
Health, Physical Education, and Rcreations	0%	<1%	<1%
No Equivalency at IUS	0%	1%	--

Digital Art & Interactive Media is now the most commonly chosen concentration within Fine Arts in 2017.

Table 3: Selected Fine Arts Major

	2017	2016	2015
Digital Art & Interactive Media	39%	28%	--
Graphic Design	26%	39%	42%
Drawing	13%	11%	32%
Studio Arts	13%	11%	--
Ceramics	9%	--	--
Art History	--	--	5%
Painting	--	6%	21%
Printmaking	--	6%	--

Accounting is now the most commonly chosen concentration within the School of Business in 2017.

Table 4: Selected Business Major

	2017	2016	2015
Accounting	25%	13%	7%
Marketing	21%	26%	23%
Management	17%	27%	30%
General Business	16%	12%	8%
Finance	13%	11%	12%
Human Resource Management	3%	3%	12%
Economics	2%	3%	2%
International Business	2%	3%	5%
Supply Chain/Operations Management	<1%	2%	1%
No Response	<1%	--	--

The largest concentration among 2017 respondents majoring in Music is the new concentration, Music Education. Earlier data is not available.

Table 5: Selected Music Major

	2017	2016	2015
Music Education	32%	16%	--
Production/Audio Production	26%	32%	--
Music Business	16%	5%	--
Performance	16%	21%	--
Composition	5%	11%	--
Sound Engineering	5%	5%	--
Music Therapy	--	11%	--

The largest concentration among 2017 respondents majoring in Education is Elementary Education at 48%. Secondary Education was selected by 40%; and Special Education by 12%. Earlier data is not available.

Table 6: Selected Education Major

	2017	2016	2015
Elementary	48%	64%	--
Secondary	40%	21%	--
Special	12%	15%	--
No Response	1%	--	--

RESPONDENT DEMOGRAPHICS

In 2017 a little over half of the responding incoming students are female, and the majority are single with no children.

Table 7: Gender

	2017	2016	2015
Female	59%	64%	62%
Male	41%	36%	38%
Total	100%	100%	100%

Table 8: Marital Status

	2017	2016	2015
Single	98%	1%	98%
Married	1%	<1%	2%
Widowed	<1%	<1%	--
Divorced	--	<1%	<1%
Total	100%	100%	100%

Table 9: Number of Children

	2017	2016	2015
None	98%	97%	97%
One	1%	2%	2%
Two	<1%	<1%	1%
Three	<1%	<1%	<1%
Four or more	<1%	<1%	--
No Response	<1%	--	--
Total	100%	100%	100%

In 2017 two respondents expressed an interest in child care at IU Southeast, down from 2016.

The majority of responding students plan to work during their first semester at IU Southeast, and 40% of those plan to work between 11 and 20 hours per week.

Table 10: Anticipated Weekly Hours Employed, First Semester

	2017	2016	2015
Not Working	20%	20%	18%
1 to 10 Hours	13%	13%	15%
11 to 20 Hours	40%	43%	45%
21 to 30 Hours	21%	18%	16%
31 or More Hours	6%	6%	5%
No Response	<1%	--	--
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 11: Respondents Consider Themselves

	2017	2016	2015
A Student Who Also Works	56%	56%	62%
A Full-Time Student	41%	40%	34%
A Worker Who Also Takes Classes	2%	3%	4%
No Response	<1%	--	--
Total	100%	100%	100%

The number of incoming respondents who commute from more than 20 miles away has continued to drop since 2014.

Table 12: Miles from Campus

	2017	2016	2015
On Campus	19%	23%	2%
1 to 10 Miles	31%	30%	30%
11 to 20 Miles	27%	22%	30%
21 to 30 Miles	12%	16%	17%
31 or More Miles	9%	9%	20%
No Response	<1%	--	--
Total	100%	100%	100%

Table 13: Interest in On-Campus Housing

	2017	2016	2015
Yes	26%	72%	71%
No	73%	28%	29%
No Response	<1%	--	--
	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 14: Level of Parents' Education – Father

	2017	2016	2015
High School	45%	46%	46%
College	33%	34%	35%
Vocational School	6%	7%	8%
Not Applicable	5%	5%	3%
Post-College	5%	6%	5%
Elementary	4%	2%	4%
No Response	2%	--	--
Total	100%	100%	100%

Table 15: Level of Parents' Education – Mother

	2017	2016	2015
College	43%	45%	45%
High School	41%	39%	38%
Post-College	6%	10%	7%
Vocational School	4%	4%	4%
Not Applicable	3%	2%	2%
Elementary	2%	1%	3%
No Response	<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.

Table 16: Self-Identified Assistance Needs

	2017	2016	2015
Math Skills	53%	54%	50%
Financial Aid	51%	54%	54%
Writing Skills	37%	42%	35%
Career Counseling	23%	29%	23%
Deciding on an Academic Major	18%	22%	17%
Having a Mentor	17%	18%	15%
Finding Employment	17%	22%	18%
Personal Counseling	9%	11%	10%
Veterans' Services	2%	1%	2%
Child Care	<1%	2%	1%

*Please note that the 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 17: Knowledgeable on Process of Paying for Classes

	2017	2016	2015
Somewhat Knowledgeable	72%	72%	72%
Not at All Knowledgeable	16%	15%	17%
Very Knowledgeable	13%	13%	11%
No Response	<1%	--	--
Total	100%	100%	100%

Over three-fourths of current respondents will rely on themselves or their families to help pay for college, and over half will rely on scholarships. However, scholarships and student loans ranked highest as the methods that will pay for most of their expenses.

Table 18: How Respondent Plans to Pay for College

	2017		2016		2015
	%	Rank	%	Rank	%
Family or Myself (Cash, Savings, and Working)	77%	13%	75%	13%	70%
Scholarships	55%	14%	57%	15%	48%
Student Loans	53%	14%	46%	14%	44%
Grants	38%	9%	38%	9%	36%
Work Study	22%	<1%	21%	1%	18%
Employer Assistance	9%	2%	8%	1%	7%
Other	5%	3%	6%	3%	4%
Veterans' Assistance (GI Bill, Veteran/Military Benefits, Etc.)	4%	1%	5%	2%	6%
No Plan	3%	<1%	3%	--	13%

*Please note that the respondents could choose more than one answer.

**Rank is the preferred method through which the respondents will pay for most of their college expenses. Earlier data before 2016 on the rankings are not available.

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 activities has slightly decreased since 2016.

Table 19: Activities of Interest

	2017	2016	2015
Internships	46%	51%	36%
Work Study	29%	35%	35%
Volunteering in the Community	24%	27%	24%
Overseas Study Opportunities	23%	24%	27%
Finding Employment	21%	22%	20%
Organizations Related to Academic Major	20%	24%	25%
Sororities	19%	23%	22%
Intramural Sports	18%	22%	19%
Mentoring	18%	18%	15%
Leadership Development	16%	24%	11%
Honors Program	16%	16%	15%
Planning Campus Events and Entertainment	13%	16%	14%
Varsity Sports	12%	12%	14%
Religious Organizations	8%	11%	9%
Special Interest Organizations	8%	8%	9%
Instrumental Music	7%	8%	8%
Fraternities	7%	8%	9%
Theatre/Drama	7%	9%	10%
Student Government	6%	7%	5%
Political Clubs	6%	6%	5%
Vocal Music	6%	7%	8%
Student Ambassadors	6%	6%	4%
Athletic Pep Band	4%	6%	--
Ethnic/Multicultural Groups	4%	3%	4%
Student Publications	4%	4%	5%
Children's Programming	3%	4%	4%
Adult Student Support	3%	4%	4%
Dance Team	--	--	3%

*Please note that the respondents could choose more than one answer

Interest in specific organizations and groups, depicted in Tables 19 to 26 below remains fairly low overall.

Table 20: Religious Organizations

	2017	2016	2015
Christian Student Fellowship	7%	10%	8%
Catholic Campus Community	1%	1%	1%
Campus Ministry International at IU Southeast	<1%	2%	--
Free Thinkers	<1%	1%	1%
Jewish Student Union	<1%	<1%	--

*Please note that the respondents could choose more than one answer

Table 21: Ethnic/Multicultural Groups

	2017	2016	2015
International Student Organization	2%	1%	1%
Multicultural Student Union	2%	1%	2%
Students for Diversity CCR	2%	1%	1%
Student African American Brotherhood	1%	1%	1%
Japanese Pop Culture Club	1%	<1%	<1%
Asian Pop Culture Club	<1%	1%	1%

*Please note that the respondents could choose more than one answer

Table 22: Organizations Related to Academic Major

	2017	2016	2015		2017	2016	2015
Psychology Club	4%	6%	4%	Sociology Club	1%	3%	--
Student Nurses' Association	4%	4%	4%	Field Biology Club	1%	2%	1%
Honors Community	2%	3%	--	Pre-Health Professional Society	1%	3%	4%
Honors Program Student Advisory Board	2%	2%	--	Computer Security Group	1%	1%	1%
Criminal Justice Student Association	2%	2%	--	Spanish Club	1%	2%	1%
Student Education Association	2%	3%	3%	Student Art Association	1%	2%	2%
Biology Club	2%	4%	3%	Advertising Club	1%	2%	2%
History Club	2%	1%	2%	Political Science Club	1%	1%	--
Pre-Med Society	2%	2%	--	Women in Technology	1%	<1%	--
Business Professionals of America	2%	--	--	Pre-Pharmacy Club	<1%	1%	--
Economics Club	1%	2%	1%	Society for Human Resource Management	<1%	1%	2%
Philosophy Club	1%	2%	2%	French Club	<1%	1%	1%
English Club	1%	2%	2%	German Club	<1%	1%	--
Finance Club	1%	1%	2%	Informatics Club	<1%	1%	<1%
Graphic Arts Club	1%	1%	1%	National Science Teachers Association	--	1%	<1%
Marketing Club	1%	3%	3%	Pre-Dental	--	1%	--

*Please note that the respondents could choose more than one answer.

Table 23: Political Clubs

	2017	2016	2015
College Democrats	3%	2%	1%
College Republicans	2%	4%	2%
Model United Nations	1%	2%	1%
Young Americans for Liberty	1%	2%	1%
Civil Liberties Union (CLU)	<1%	1%	1%
Lodge Council	<1%	<1%	<1%

*Please note that the respondents could choose more than one answer.

Table 24: Special Interest Organizations

	2017	2016	2015		2017	2016	2015
Outdoor Adventure Club	2%	2%	4%	Salsa Club	<1%	<1%	<1%
Earth Save	2%	2%	3%	Castle Club	<1%	<1%	--
Gay Straight Alliance	2%	2%	2%	Concert Band	<1%	<1%	--
Gamer's Club	1%	2%	2%	Dance Marathon Council	<1%	1%	1%
Students for Life	1%	2%	2%	Indiana Underground Society	<1%	1%	2%
Love Your Melons	1%	--	--	IUS Biology Volunteers	<1%	1%	1%
Coaster Club	1%	<1%	--	One	<1%	<1%	<1%
Student Orientation Leaders	1%	2%	--	ROTC (Reserve Officers' Training Corps)	<1%	<1%	<1%
Women in Computing	1%	<1%	<1%	Sound Together	<1%	<1%	--
Debate Society	1%	1%	1%	Sustainability Club	<1%	--	--
Student Alumni Association	1%	1%	1%	The Dining Hall (TDH)	<1%	<1%	--
Acapella Geeks Club	<1%	<1%	--	American Society of Safety Engineers	<1%	<1%	<1%
Allies	<1%	1%	<1%	Association for Computing Machinery	<1%	<1%	--
Alpha Psi Omega (Theater)	<1%	<1%	--	Non-Traditional Student Union	<1%	<1%	1%
Beta Gamma Sigma	<1%	<1%	--	Panhellenic Council	<1%	<1%	--
Makers Club	<1%	<1%	--	Student Veterans Organization	<1%	<1%	--

*Please note that the respondents could choose more than one answer.

Table 25: Student Publications

	2017	2016	2015
Horizon Student Newspaper	2%	2%	4%
Literary Review	1%	2%	2%

*Please note that the respondents could choose more than one answer.

Table 26: Varsity Sports

	2017	2016	2015
Basketball (Men's)	5%	3%	5%
Baseball	4%	3%	4%
Softball	3%	2%	3%
Volleyball (Women's)	2%	2%	4%
Cheerleading	2%	2%	--
Basketball (Women's)	2%	2%	2%
Tennis (Men's)	1%	1%	1%
Tennis (Women's)	1%	1%	1%

*Please note that the 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 27: Sources of Information Obtained about IU Southeast

	2017	2016	2015
Friends or Family who Attend IU Southeast	46%	49%	47%
Current IU Southeast Students	42%	44%	45%
Teachers	40%	42%	40%
IU Southeast Website	38%	41%	38%
Materials Mailed to You	34%	40%	43%
Counselors	34%	37%	31%
Contact with IU Southeast Graduates	23%	25%	25%
Friends or Family who do not Attend IU Southeast	21%	23%	19%
Coaches/Sports	10%	9%	8%
Billboards	8%	10%	5%
Other	3%	4%	3%
Print Ads	3%	3%	3%
TV Ads	3%	3%	4%
Radio Ads	1%	3%	2%

*Please note that the respondents could choose more than one answer

Factors influencing attendance at IU Southeast closely mirror the sources of information depicted in Table 27 above with friends and family and current IU Southeast students leading the way.

Table 28: Factors Influencing Decision to Attend IU Southeast

	2017	2016	2015
Friends or Family who Attend IU Southeast	34%	39%	35%
Current IU Southeast Students	33%	34%	35%
IU Southeast Website	29%	31%	27%
Teachers	28%	30%	27%
Counselors	26%	26%	22%
Materials Mailed to You	22%	27%	28%
Contact with IU Southeast Graduates	18%	19%	18%
Friends or Family who do not Attend IU Southeast	16%	16%	14%
Coaches/Sports	8%	7%	6%
Billboards	3%	3%	1%
Other	2%	2%	1%
Print Ads	1%	1%	2%
TV Ads	1%	2%	1%
Radio Ads	1%	1%	1%

*Please note that the respondents could choose more than one answer

**The percentages total the "A Lot" and "Some" categories.

FIRST CHOICE FOR COLLEGE

Remaining consistent with 2016 data, 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.

Table 29: First Choice

	2017	2016	2015
Yes	58%	58%	64%
No	41%	42%	36%
No Response	<1%	--	--
Total	100%	100%	100%

Table 30: Considered Attending

	2017	2016	2015
University of Louisville	37%	40%	36%
IU Bloomington	26%	27%	26%
Other**	24%	23%	25%
Ivy Tech Community College	15%	14%	11%
IUPUI	14%	15%	12%
Ball State University	14%	15%	13%
Indiana State University	14%	13%	12%
Bellarmino University	11%	12%	12%
Western Kentucky University	11%	10%	--
University of Southern Indiana	10%	11%	8%
Purdue University (West Lafayette)	7%	8%	8%
Jefferson Community College	5%	6%	5%
Hanover College	5%	6%	--
Spalding University	4%	4%	4%

*Please note that the respondents could choose more than one answer.

**The "Other" category had 11 responding students (or 2%) write in the University of Kentucky as an alternate consideration, which is a continuing trend from 2016.

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 31: Factors Contributing to Decision to Attend IU Southeast

	2017	2016	2015
Cost	92%	90%	89%
Location	90%	91%	89%
Quality of Education	88%	88%	85%
Choice of Academic Programs	79%	81%	75%
Small Class Size	76%	79%	73%
Size of the Institution	72%	76%	69%
Availability of Financial Aid	71%	71%	68%
Applied Learning Opportunities	50%	54%	45%
Events, Activities, and Campus Life	45%	45%	40%
Friends of Family with or Pursuing an IU Southeast Degree	41%	41%	41%
Parent's Decision	33%	32%	27%
Reciprocity (Resident Tuition for Kentucky Students)	30%	28%	26%
Athletic Programs in which You would Like to Participate	24%	20%	19%

*Please note that the respondents could choose more than one answer.

**The percentages total the "A Lot" and "Some" categories.

IU SOUTHEAST PROGRAM PARTICIPATION

Overall participation in IU Southeast programs remains low.

Table 32: IU Southeast Programs in which Respondent Participated

	2017	2016	2015
I have not participated in any IU Southeast programs	59%	64%	57%
Financial Aid Programs	10%	10%	12%
College Fair	9%	11%	11%
High School College Prep Program	3%	5%	4%
Sports Camp	2%	2%	2%
Other	2%	3%	3%
Project AHEAD	2%	1%	1%
Access to Success	1%	2%	2%
Model UN	1%	1%	1%
Theatre and Music Department Programs	1%	1%	1%
Bridge to College	1%	1%	<1%

*Please note that the respondents could choose more than one answer.

SELF-RATED LEVELS OF ABILITY

Rating of abilities in 2017 is fairly consistent with 2016. 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 33: Self-Rated Level of Abilities

	2017	2016	2015
Ability to Listen Effectively	67%	68%	67%
Thinking Critically about Ideas and Issues	61%	60%	60%
Working Productively with Other People in Small Groups	60%	62%	65%
Reasoning about Ethical and Moral Issues	58%	57%	55%
Understanding the Traditions, Values, and History of People Different from Yourself	56%	52%	54%
Evaluating Arguments to Support a Point of View	56%	58%	58%
Expressing Ideas, Opinions, Beliefs, and Facts in Writing	53%	48%	55%
Using Information Technology Effectively	50%	48%	47%
Relating Knowledge with Practice	49%	47%	49%
Speaking in Small Groups	48%	50%	48%
Reading Comprehension	47%	44%	49%
Viewing Events and Phenomena from Several Different Perspectives	47%	46%	47%
Presenting Ideas, Opinions, and Beliefs Effectively in a Group	45%	43%	46%
Integrating Knowledge from Several Different Fields of Study	39%	38%	37%
Applying Quantitative Skills such as Mathematics, Statistics, Etc.	36%	33%	33%
Speaking to a Large Group	26%	24%	26%

*The percentages total the "Excellent" and "Above Average" categories.

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.

Table 34: Frequency of Serious Conversations

	2017	2016	2015
People who Differ from You in Their Religious Beliefs, Political Opinions, or Personal	65%	61%	59%
People of a Race or Ethnicity Different than Your Own	59%	51%	55%

*The percentages total the "Very Often" and "Often" categories.

ONLINE COURSES

Data from 2017 remains consistent with 2016 results

Table 35: Online Courses

	2017	2016	2015
No	63%	62%	66%
Yes	32%	32%	25%
No Response	5%	6%	9%
Total	100%	100%	100%

Table 36: Source of Online Course

	2017	2016	2015
In High School Not for College Credit	80%	81%	77%
In High School for College Credit	23%	17%	17%
From Any Other College or University	5%	6%	10%
From IU Southeast	2%	2%	2%

*Note that the respondents could choose more than one answer