



**INDIANA UNIVERSITY
SOUTHEAST**

OFFICE OF INSTITUTIONAL EFFECTIVENESS

Entering Student Survey Report

**Administered to First-Time Students Entering
IU Southeast in 2016, 2017, and 2018**

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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 524 respondents in 2018, 622 respondents in 2017, and 771 respondents in 2016 who enrolled at IU Southeast in the subsequent Fall 2018, 2017, and 2016 terms, respectively. There were between 34 and 40 responding students in that same period of time who participated in this survey and who decided not to enroll at IU Southeast in the Fall 2018 term. This report focuses on that group of respondents that enrolled at IU Southeast and are included in the Fall 2018 official census report.

Table 1: Surveyed Student Population

| | 2018 | | 2017 | | 2016 | |
|--------------|------------|---------------|------------|---------------|------------|---------------|
| | N | % | N | % | N | % |
| Enrolled | 524 | 93.4% | 622 | 94.8% | 771 | 95.1% |
| Unenrolled | 37 | 6.6% | 34 | 5.2% | 40 | 4.9% |
| Total | 561 | 100.0% | 656 | 100.0% | 811 | 100.0% |

FIELD OF STUDY

For a third year in a row, Business and Nursing were the predominant majors of choice by entering students. Psychology grew in popularity, accounting for 9.5% of respondents' choice in majors while Education, which was in third place in both 2016 and 2017, fell by 12.1% to represent 1.7% of the group's choice.

Table 2: Selected Major

| | 2018 | 2017 | 2016 | | 2018 | 2017 | 2016 |
|----------------------------------|-------|-------|-------|-----------------------------------|------|------|------|
| Business | 28.1% | 17.7% | 17.0% | Chemistry | 1.0% | 2.4% | 2.0% |
| Nursing | 13.7% | 16.1% | 18.0% | International Studies | <1% | -- | 1.0% |
| Psychology | 9.5% | 5.8% | 7.0% | Mathematics | <1% | <1% | 1.0% |
| Biology | 6.7% | 5.1% | 8.0% | Health Information Administration | <1% | <1% | <1% |
| Computer Science | 5.3% | 6.4% | 4.0% | Informatics | <1% | <1% | <1% |
| Criminology and Criminal Justice | 5.2% | 6.3% | 5.0% | Applied Science | <1% | <1% | 1.0% |
| Fine Arts | 4.2% | 3.7% | 2.0% | English: Literature | <1% | <1% | -- |
| Music | 4.2% | 3.1% | 2.0% | Theatre | <1% | <1% | -- |
| Unlisted/Other | 3.4% | 1.3% | 3.0% | Clinical Lab Science | <1% | <1% | <1% |
| Undecided | 2.9% | 7.2% | 6.0% | French | <1% | <1% | <1% |
| Journalism & Media | 2.5% | 1.1% | 1.0% | General Studies | <1% | <1% | <1% |
| English: Writing | 2.3% | 1.3% | -- | Geosciences | <1% | 1.1% | 1.0% |
| Communication | 1.7% | -- | -- | Individualized Major | <1% | <1% | <1% |
| Education | 1.7% | 13.8% | 13.0% | Political Science | <1% | 1.1% | 1.0% |
| Sociology | 1.3% | 1.0% | 1.0% | No Response | <1% | -- | -- |
| History | 1.1% | 1.1% | 1.0% | | | | |

The School of Business continues to have the highest number of entering students interested in a degree. The School of Social Sciences climbed into the second spot while the School of Education have a significant decrease. The General Studies degree is now house in the School of Arts & Letters.

Table 3: Selected Major by School

| | 2018 | 2017 | 2016 |
|---|-------------|-------------|-------------|
| Business | 28% | 18% | 17% |
| Social Sciences | 21% | 16% | 17% |
| Natural Sciences | 15% | 17% | 18% |
| Arts & Letters | 14% | 10% | 10% |
| Nursing | 14% | 16% | 18% |
| Undecided, Unlisted, and Individualized | 7% | 9% | 6% |
| Education | 2% | 14% | 13% |
| Health, Physical Education, and Recreations | 0% | 0% | <1% |
| No Equivalency at IUS | 0% | 0% | 1% |

Graphic Design was the most commonly chosen concentration within Fine Arts in 2018, having the same interest as the Studio Arts, Digital Arts, and Drawing concentrations combined.

Table 4: Selected Fine Arts Major

| | 2018 | 2017 | 2016 |
|---------------------------------|-------------|-------------|-------------|
| Graphic Design | 45.5% | 26.1% | 39.0% |
| Studio Arts | 18.2% | 13.0% | 11.0% |
| Digital Art & Interactive Media | 13.6% | 39.1% | 28.0% |
| Drawing | 13.6% | 13.0% | 11.0% |
| Ceramics | 4.5% | 8.7% | -- |
| Painting | 4.5% | -- | 6.0% |
| Art History | -- | -- | -- |
| Printmaking | -- | -- | 6.0% |

Management replaced Accounting as the most commonly chosen concentration within the School of Business for the Fall 2018 term, with Marketing and General Business trending steadily in second and third places.

Table 5: Selected Business Major

| | 2018 | 2017 | 2016 |
|------------------------------------|-------------|-------------|-------------|
| Management | 26.6% | 17.3% | 27.0% |
| Marketing | 19.6% | 20.9% | 26.0% |
| General Business | 14.7% | 16.4% | 12.0% |
| Accounting | 14.0% | 24.5% | 13.0% |
| Finance | 14.0% | 12.7% | 11.0% |
| Human Resource Management | 7.7% | 2.7% | 3.0% |
| International Business | 2.8% | 1.8% | 3.0% |
| Supply Chain/Operations Management | <1% | <1% | 2.0% |
| Economics | -- | 1.8% | 3.0% |
| No Response | -- | <1% | -- |

The largest concentration among 2018 Music major respondents was Music Education for a second year.

Table 6: Selected Music Major

| | 2018 | 2017 | 2016 |
|-----------------------------|-------------|-------------|-------------|
| Music Education | 45.5% | 31.6% | 16.0% |
| Composition | 22.7% | 5.3% | 11.0% |
| Production/Audio Production | 13.6% | 26.3% | 32.0% |
| Performance | 9.1% | 15.8% | 21.0% |
| Sound Engineering | 9.1% | 5.3% | 5.0% |
| Music Business | -- | 15.8% | 5.0% |
| Music Therapy | -- | -- | 11.0% |

The largest concentration among 2018 respondents majoring in Education was Elementary Education at 88.9%, over a 40-point increase from the previous year. Secondary Education followed again as respondents' second most popular choice in Education concentrations.

Table 7: Selected Education Major

| | 2018 | 2017 | 2016 |
|-------------|-------------|-------------|-------------|
| Elementary | 88.9% | 47.7% | 64.0% |
| Secondary | 11.1% | 39.5% | 21.0% |
| Special | -- | 11.6% | 15.0% |
| No Response | -- | 1.2% | -- |

RESPONDENT DEMOGRAPHICS

In 2018, the ratio of females to males at IU Southeast remained steady, with more students being female. A large majority of incoming students were single with no children.

Table 8: Gender Identity

| | 2018 | 2017 | 2016 |
|-------------|-------------|-------------|-------------|
| Female | 56.7% | 59.0% | 64.0% |
| Male | 42.9% | 41.0% | 36.0% |
| No Response | <1% | -- | -- |

Table 9: Marital Status

| | 2018 | 2017 | 2016 |
|-------------|-------------|-------------|-------------|
| Single | 98.1% | 98.4% | 1.0% |
| Married | 1.1% | 1.4% | <1% |
| Widowed | <1% | <1% | <1% |
| Divorced | <1% | -- | <1% |
| No Response | <1% | -- | -- |

Table 10: Number of Children

| | 2018 | 2017 | 2016 |
|--------------|-------------|-------------|-------------|
| None | 97.3% | 97.6% | 97.0% |
| One | 1.5% | 1.3% | 2.0% |
| Two | <1% | <1% | <1% |
| Three | -- | <1% | <1% |
| Four or more | <1% | <1% | <1% |
| No Response | <1% | <1% | -- |

Only one respondent in 2018 expressed an interest in childcare at IU Southeast, down from two individuals in 2017.

The majority of respondents, or 80.3% of the group, plan to work during their first semester at IU Southeast. A little over a third of those plan to work between 11 and 20 hours per week.

Table 11: Anticipated Weekly Hours Employed, First Semester

| | 2018 | 2017 | 2016 |
|------------------|-------------|-------------|-------------|
| Not Working | 18.7% | 19.8% | 20.0% |
| 1 to 10 Hours | 12.0% | 12.7% | 13.0% |
| 11 to 20 Hours | 35.9% | 40.4% | 43.0% |
| 21 to 30 Hours | 26.1% | 20.6% | 18.0% |
| 31 or More Hours | 6.3% | 6.1% | 6.0% |
| No Response | 1.0% | <1% | -- |

Though most of the 2018 responding incoming students again consider themselves as students who also work, and most plan to work, about four in ten of them now consider themselves full-time students.

Table 12: Respondents Consider Themselves

| | 2018 | 2017 | 2016 |
|---------------------------------|-------------|-------------|-------------|
| A Student Who Also Works | 56.5% | 55.8% | 56.0% |
| A Full-Time Student | 39.1% | 41.3% | 40.0% |
| A Worker Who Also Takes Classes | 3.2% | 2.4% | 3.0% |
| No Response | 1.1% | <1% | -- |

The number of incoming respondents who commute from more than 20 miles away remained at around 22%. Students planning to live on campus increased in 2018 from the previous year, along with an increased interest for on-campus housing. The percentage of respondents who drive or live between 11 and 20 miles from campus has risen since 2016.

Table 13: Miles from Campus

| | 2018 | 2017 | 2016 |
|------------------|-------------|-------------|-------------|
| On Campus | 21.9% | 19.5% | 23.0% |
| 1 to 10 Miles | 29.6% | 31.2% | 30.0% |
| 11 to 20 Miles | 25.2% | 27.3% | 22.0% |
| 21 to 30 Miles | 13.0% | 12.4% | 16.0% |
| 31 or More Miles | 9.2% | 9.5% | 9.0% |
| No Response | 1.1% | <1% | -- |

Table 14: Interest in On-Campus Housing

| | 2018 | 2017 | 2016 |
|-------------|-------------|-------------|-------------|
| Yes | 31.1% | 26.2% | 72.0% |
| No | 67.9% | 73.3% | 28.0% |
| No Response | 1.0% | <1% | -- |

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

Table 15: Level of Parents' Education – Father

| | 2018 | 2017 | 2016 |
|-------------------|-------------|-------------|-------------|
| High School | 42.6% | 45.2% | 46.0% |
| College | 36.3% | 32.8% | 34.0% |
| Vocational School | 6.7% | 5.9% | 7.0% |
| Post-College | 5.2% | 4.8% | 6.0% |
| Elementary | 2.9% | 4.0% | 2.0% |
| Not Applicable | -- | 5.3% | 5.0% |
| No Response | 6.5% | 1.9% | -- |

Table 16: Level of Parents' Education – Mother

| | 2018 | 2017 | 2016 |
|-------------------|-------------|-------------|-------------|
| College | 47.9% | 43.1% | 45.0% |
| High School | 36.8% | 40.5% | 39.0% |
| Post-College | 6.9% | 6.4% | 10.0% |
| Vocational School | 3.8% | 4.3% | 4.0% |
| Elementary | 1.7% | 2.4% | 1.0% |
| Not Applicable | -- | 2.6% | 2.0% |
| No Response | 2.9% | <1% | -- |

SELF-IDENTIFIED AREAS OF ASSISTANCE

Math skills increased its lead over financial aid as the greatest area of need for responding incoming students. Career counseling, finding employment, and personal counseling also had growth above 5 percentage points since 2017.

Table 17: Self-Identified Assistance Needs

| | 2018 | 2017 | 2016 |
|-------------------------------|-------|-------|-------|
| Math Skills | 60.1% | 53.4% | 54.0% |
| Financial Aid | 51.0% | 51.0% | 54.0% |
| Writing Skills | 35.1% | 37.3% | 42.0% |
| Career Counseling | 31.7% | 23.3% | 29.0% |
| Finding Employment | 29.8% | 17.0% | 22.0% |
| Having a Mentor | 19.7% | 17.2% | 18.0% |
| Deciding on an Academic Major | 14.3% | 17.8% | 22.0% |
| Personal Counseling | 14.3% | 8.7% | 11.0% |
| Child Care | 1.1% | <1% | 2.0% |
| Veterans' Services | 1.1% | 2.3% | 1.0% |

**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 18: Knowledgeable on Process of Paying for Classes

| | 2018 | 2017 | 2016 |
|--------------------------|-------|-------|-------|
| Somewhat Knowledgeable | 72.9% | 71.5% | 72.0% |
| Not at All Knowledgeable | 15.5% | 15.8% | 15.0% |
| Very Knowledgeable | 10.9% | 12.5% | 13.0% |
| No Response | <1% | <1% | -- |

Over three-fourths of current respondents will once more rely upon themselves or their families to help pay for college, and over half will rely on scholarships. Family or the students themselves also joined scholarships and student loans as the highest methods planned to pay for most of the respondents' expenses.

Table 19: How Respondent Plans to Pay for College

| | 2018 | | 2017 | | 2016 | |
|---|-------|-------|-------|-------|-------|-------|
| | % | Rank | % | Rank | % | Rank |
| Family or Myself (Cash, Savings, and Working) | 76.3% | 13.4% | 76.5% | 13.0% | 75.0% | 13.0% |
| Scholarships | 56.5% | 12.8% | 54.7% | 14.0% | 57.0% | 15.0% |
| Student Loans | 44.3% | 12.2% | 53.1% | 13.8% | 46.0% | 14.0% |
| Grants | 35.9% | 9.5% | 37.9% | 9.2% | 38.0% | 9.0% |
| Work Study | 17.4% | 1.5% | 21.7% | <1% | 21.0% | 1.0% |
| Employer Assistance | 10.3% | 3.1% | 8.7% | 1.8% | 8.0% | 1.0% |
| Veterans' Assistance (GI Bill, Veteran/Military Benefits, Etc.) | 4.8% | 2.1% | 4.2% | 1.4% | 5.0% | 2.0% |
| Other | 3.8% | 2.3% | 5.0% | 2.7% | 6.0% | 3.0% |
| No Plan | 2.3% | -- | 2.7% | <1% | 3.0% | -- |

**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.*

ACTIVITIES OF INTEREST

Respondents were asked if they would like to be contacted about a variety of co-curricular and extra-curricular activities. Though interest in activities slightly decreased between 2016 and 2017, respondents showed a higher interest in 26 of the 28 categories between 2017 and 2018. Obtaining financial aid was not previously listed as an option before 2018, though over a third of respondents expressed interest in it.

Table 20: Activities of Interest

| | 2018 | 2017 | 2016 |
|--|-------------|-------------|-------------|
| Internships | 61.1% | 46.1% | 51.0% |
| Obtaining Financial Aid | 36.1% | -- | -- |
| Work-Study | 34.2% | 29.1% | 35.0% |
| Organizations Related to Academic Major | 30.7% | 19.8% | 24.0% |
| Finding Employment | 29.2% | 20.9% | 22.0% |
| Honors Program | 26.9% | 15.6% | 16.0% |
| Volunteering in the Community | 26.7% | 23.6% | 27.0% |
| Overseas Study Opportunities | 26.3% | 22.8% | 24.0% |
| Leadership Development | 25.8% | 16.1% | 24.0% |
| Intramural Sports | 24.6% | 17.8% | 22.0% |
| Sororities | 21.2% | 19.1% | 23.0% |
| Mentoring | 18.9% | 17.8% | 18.0% |
| Planning Campus Events and Entertainment | 16.8% | 13.2% | 16.0% |
| Varsity Sports | 14.3% | 12.4% | 12.0% |
| Religious Organizations | 13.5% | 8.4% | 11.0% |
| Theatre/Drama | 12.8% | 7.2% | 9.0% |
| Fraternities | 10.9% | 7.2% | 8.0% |
| Instrumental Music | 9.9% | 7.4% | 8.0% |
| Special Interest Organizations | 9.7% | 8.2% | 8.0% |
| Student Government | 9.5% | 6.4% | 7.0% |
| Political Clubs | 7.4% | 6.1% | 6.0% |
| Vocal Music | 7.3% | 5.9% | 7.0% |
| Adult Student Support | 5.3% | 2.6% | 4.0% |
| Ethnic/Multicultural Groups | 5.3% | 4.2% | 3.0% |
| Athletic Pep Band | 5.2% | 4.2% | 6.0% |
| Student Ambassadors | 4.4% | 5.6% | 6.0% |
| Student Publications | 4.0% | 3.7% | 4.0% |
| Children's Programming | 2.9% | 2.7% | 4.0% |

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

Interest in specific organizations and groups at IU Southeast, depicted below in Tables 21 to 27, continued to trend fairly low overall. This current year saw the addition of four new special interest organizations to this survey (the Bass Fishing Club, Film Club, Fit 4 You Club, and Rotaract Club) and one academic major-related organization (the Launch Entrepreneurship Club). Because these organizations were not previously included, no historical data on their popularity can be shown at this time.

Table 21: Religious Organizations

| | 2018 | 2017 | 2016 |
|---|-------------|-------------|-------------|
| Christian Student Fellowship | 7.3% | 7.1% | 10.0% |
| Campus Crusade (CRU) | 1.7% | -- | -- |
| Campus Ministry International at IU Southeast | <1% | <1% | 2.0% |
| Catholic Campus Community | <1% | 1.1% | 1.0% |
| Delight Ministries | <1% | -- | -- |
| Free Thinkers | <1% | <1% | 1.0% |
| Jewish Student Union | -- | <1% | <1% |

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

Table 22: Ethnic/Multicultural Groups

| | 2018 | 2017 | 2016 |
|--------------------------------------|-------------|-------------|-------------|
| Multicultural Student Union | 3.2% | 1.8% | 1.0% |
| Students for Diversity CCR | 2.7% | 1.6% | 1.0% |
| Asian Pop Culture Club | 2.1% | <1% | 1.0% |
| Japanese Pop Culture Club | 1.9% | 1.0% | <1% |
| International Student Organization | 1.7% | 1.8% | 1.0% |
| Student African American Brotherhood | 1.0% | 1.1% | 1.0% |

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

Table 23: Organizations Related to Academic Major

| | 2018 | 2017 | 2016 | | 2018 | 2017 | 2016 |
|---------------------------------------|-------------|-------------|-------------|---------------------------------------|-------------|-------------|-------------|
| Psychology Club | 5.9% | 3.7% | 6.0% | Launch Entrepreneurship Club | 1.7% | -- | -- |
| Business Professionals of America | 5.0% | 1.6% | -- | Economics Club | 1.5% | 1.4% | 2.0% |
| Student Nurses' Association | 4.6% | 3.7% | 4.0% | Computer Security Group | 1.3% | 1.0% | 1.0% |
| Honors Community | 4.4% | 2.4% | 3.0% | Student Education Association | 1.3% | 2.3% | 3.0% |
| Biology Club | 4.2% | 2.1% | 4.0% | Field Biology Club | 1.1% | 1.1% | 2.0% |
| Marketing Club | 3.6% | 1.3% | 3.0% | German Club | 1.1% | <1% | 1.0% |
| Pre-Med Society | 3.4% | 1.8% | 2.0% | History Club | 1.1% | 1.8% | 1.0% |
| English Club | 3.2% | 1.3% | 2.0% | Political Science Club | 1.0% | <1% | 1.0% |
| Sociology Club | 3.2% | 1.3% | 3.0% | Pre-Dental | 1.0% | -- | 1.0% |
| Finance Club | 3.1% | 1.3% | 1.0% | Pre-Pharmacy Club | 1.0% | <1% | 1.0% |
| Honors Program Student Advisory Board | 3.1% | 2.4% | 2.0% | Philosophy Club | <1% | 1.4% | 2.0% |
| Pre-Health Professional Society | 3.1% | 1.1% | 3.0% | Society for Human Resource Management | <1% | <1% | 1.0% |
| Spanish Club | 3.1% | 1.0% | 2.0% | Women in Technology | <1% | <1% | <1% |
| Advertising Club | 2.7% | <1% | 2.0% | French Club | <1% | <1% | 1.0% |
| Criminal Justice Student Association | 2.5% | 2.3% | 2.0% | Informatics Club | <1% | <1% | 1.0% |
| Graphic Arts Club | 2.1% | 1.3% | 1.0% | National Science Teachers Association | -- | -- | 1.0% |
| Student Art Association | 2.1% | 1.0% | 2.0% | | | | |

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

Table 24: Political Clubs

| | 2018 | 2017 | 2016 |
|-----------------------------|-------------|-------------|-------------|
| College Republicans | 3.1% | 2.4% | 4.0% |
| College Democrats | 2.1% | 2.6% | 2.0% |
| Lodge Council | 1.3% | <1% | <1% |
| Model United Nations | 1.3% | 1.0% | 2.0% |
| Young Americans for Liberty | 1.3% | 1.0% | 2.0% |
| Civil Liberties Union (CLU) | <1% | <1% | 1.0% |

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

Table 25: Special Interest Organizations

| | 2018 | 2017 | 2016 | | 2018 | 2017 | 2016 |
|-------------------------------------|-------------|-------------|-------------|---|-------------|-------------|-------------|
| Dance Marathon Council | 3.4% | <1% | 1.0% | Coaster Club | <1% | <1% | <1% |
| Outdoor Adventure Club | 2.7% | 1.8% | 2.0% | Concert Band | <1% | <1% | <1% |
| Beta Gamma Sigma | 2.1% | <1% | <1% | Debate Society | <1% | <1% | 1.0% |
| Film Club | 2.1% | -- | -- | Indiana Underground Society | <1% | <1% | 1.0% |
| Gamer's Club | 2.1% | 1.4% | 2.0% | Makers Club | <1% | <1% | <1% |
| Love Your Melons | 2.1% | 1.0% | -- | Non-Traditional Student Union | <1% | <1% | <1% |
| Acapella Geeks Club | 1.9% | <1% | <1% | Panhellenic Council | <1% | <1% | <1% |
| Student Orientation Leaders | 1.9% | <1% | 2.0% | Salsa Club | <1% | <1% | <1% |
| Students for Life | 1.9% | 1.3% | 2.0% | Sound Together | <1% | <1% | <1% |
| Earth Save | 1.7% | 1.6% | 2.0% | Student Alumni Association | <1% | <1% | 1.0% |
| Alpha Psi Omega (Theater) | 1.5% | <1% | <1% | Sustainability Club | <1% | <1% | -- |
| Gay Straight Alliance | 1.5% | 1.6% | 2.0% | Women in Computing | <1% | <1% | <1% |
| IUS Biology Volunteers | 1.3% | <1% | 1.0% | American Society of Safety Engineers | -- | <1% | <1% |
| Fit 4 You Club | 1.0% | -- | -- | One | -- | <1% | <1% |
| Allies | <1% | <1% | 1.0% | Rotaract Club | -- | -- | -- |
| Association for Computing Machinery | <1% | <1% | <1% | ROTC (Reserve Officers' Training Corps) | -- | <1% | <1% |
| Bass Fishing Club | <1% | -- | -- | Student Veterans Organization | -- | <1% | <1% |
| Castle Club | <1% | <1% | <1% | The Dining Hall (TDH) | -- | <1% | <1% |

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

Table 26: Student Publications

| | 2018 | 2017 | 2016 |
|---------------------------|-------------|-------------|-------------|
| Horizon Student Newspaper | 2.5% | 1.9% | 2.0% |
| Literary Review | 1.3% | 1.4% | 2.0% |

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

Table 27: Varsity Sports

| | 2018 | 2017 | 2016 |
|----------------------|------|------|------|
| Basketball (Men's) | 2.9% | 5.3% | 3.0% |
| Cheerleading | 1.7% | 1.8% | 2.0% |
| Baseball | 1.5% | 4.0% | 3.0% |
| Volleyball (Women's) | 1.5% | 1.9% | 2.0% |
| Tennis (Men's) | 1.3% | 1.0% | 1.0% |
| Tennis (Women's) | 1.1% | 1.0% | 1.0% |
| Basketball (Women's) | <1% | 1.6% | 2.0% |
| Softball | <1% | 2.6% | 2.0% |

**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 efficacy of the IU Southeast website was demonstrated, as that resource was used by 8.4% more of the group in 2018 than in the previous year, which put that in second place at 46%. There were also three new sources of information added into the survey for this year, including email, mobile application and digital ads, and social media. These three have no historical data for comparison at the present time.

Table 28: Sources of Information Obtained about IU Southeast

| | 2018 | 2017 | 2016 |
|--|-------|-------|-------|
| Friends or Family who Attend IU Southeast | 46.2% | 45.7% | 49.0% |
| IU Southeast Website | 46.0% | 37.6% | 41.0% |
| Current IU Southeast Students | 44.8% | 42.4% | 44.0% |
| Counselors | 43.3% | 33.8% | 37.0% |
| Teachers | 42.2% | 39.5% | 42.0% |
| Materials Mailed to You | 41.0% | 33.9% | 40.0% |
| Email | 34.0% | -- | -- |
| Contact with IU Southeast Graduates | 29.4% | 23.5% | 25.0% |
| Friends or Family who do not Attend IU Southeast | 21.9% | 21.1% | 23.0% |
| Social Media (Facebook, Instagram, Twitter, YouTube) | 17.4% | -- | -- |
| Coaches/Sports | 10.1% | 10.0% | 9.0% |
| Mobile Application/Digital Ads | 6.7% | -- | -- |
| Billboards | 4.6% | 8.4% | 10.0% |
| Other | 1.9% | 3.4% | 4.0% |
| Print Ads | 1.9% | 2.6% | 3.0% |
| TV Ads | 1.9% | 2.6% | 3.0% |
| Radio Ads | -- | 1.3% | 3.0% |

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

The top six factors influencing attendance at IU Southeast mirror the sources of information depicted in Table 28 above, with friends and family, the IU Southeast website, and current IU Southeast students leading the way. Billboards, print ads, television ads, and radio ads continued to decline in their influence toward this entering group's decision-making process.

Table 29: Factors Influencing Decision to Attend IU Southeast

| | 2018 | 2017 | 2016 |
|--|-------------|-------------|-------------|
| Friends or Family who Attend IU Southeast | 37.2% | 34.2% | 39.0% |
| IU Southeast Website | 36.5% | 28.9% | 31.0% |
| Current IU Southeast Students | 35.1% | 32.6% | 34.0% |
| Counselors | 33.4% | 25.7% | 26.0% |
| Teachers | 31.9% | 27.7% | 30.0% |
| Materials Mailed to You | 28.6% | 22.0% | 27.0% |
| Contact with IU Southeast Graduates | 25.0% | 17.5% | 19.0% |
| Email | 24.8% | -- | -- |
| Friends or Family who do not Attend IU Southeast | 17.9% | 15.9% | 16.0% |
| Social Media (Facebook, Instagram, Twitter, YouTube) | 9.9% | -- | -- |
| Coaches/Sports | 8.4% | 8.4% | 7.0% |
| Mobile application/ Digital Ads | 3.6% | -- | -- |
| Billboards | 2.7% | 3.4% | 3.0% |
| Other | 1.7% | 1.6% | 2.0% |
| Print Ads | 1.0% | 1.1% | 1.0% |
| TV Ads | 1.0% | 1.1% | 2.0% |
| Radio Ads | -- | 1.0% | 1.0% |

**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 the past years' worth of 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 alternative option, followed by IU Bloomington. Among the 104 responses in the "Other" category, Eastern Kentucky University and the University of Evansville were mentioned by 4 respondents each.

Table 30: First Choice

| | 2018 | 2017 | 2016 |
|-------------|-------------|-------------|-------------|
| Yes | 59.4% | 58.0% | 58.0% |
| No | 39.5% | 41.3% | 42.0% |
| No Response | 1.1% | <1% | -- |

Table 31: Considered Attending

| | 2018 | 2017 | 2016 |
|------------------------------------|-------|-------|-------|
| University of Louisville | 42.7% | 37.1% | 40.0% |
| IU Bloomington | 38.4% | 26.2% | 27.0% |
| Other | 19.8% | 24.4% | 23.0% |
| IUPUI | 16.0% | 14.1% | 15.0% |
| Ball State University | 14.1% | 14.0% | 15.0% |
| Indiana State University | 12.2% | 13.7% | 13.0% |
| Bellarmino University | 11.8% | 11.3% | 12.0% |
| Ivy Tech Community College | 11.5% | 14.6% | 14.0% |
| University of Southern Indiana | 10.3% | 10.0% | 11.0% |
| Western Kentucky University | 9.0% | 10.9% | 10.0% |
| Purdue University (West Lafayette) | 8.8% | 7.2% | 8.0% |
| Hanover College | 7.8% | 5.1% | 6.0% |
| Jefferson Community College | 6.7% | 5.5% | 6.0% |
| Spalding University | 4.6% | 3.5% | 4.0% |

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

DECISION FACTORS

IU Southeast's cost, location, and quality of education remain the big three factors influencing respondents' decision to attend the institution. The university's choice of programs, small class size, and available financial aid were once more also important factors in students' decisions this year.

Table 32: Factors Contributing to Decision to Attend IU Southeast

| | 2018 | 2017 | 2016 |
|---|-------|-------|-------|
| Cost | 94.3% | 92.0% | 90.0% |
| Location | 92.0% | 89.9% | 91.0% |
| Quality of Education | 88.7% | 87.8% | 88.0% |
| Choice of Academic Programs | 83.4% | 78.9% | 81.0% |
| Small Class Size | 80.3% | 75.7% | 79.0% |
| Availability of Financial Aid | 75.8% | 71.1% | 71.0% |
| Size of the Institution | 74.6% | 71.9% | 76.0% |
| Applied Learning Opportunities | 60.5% | 50.2% | 54.0% |
| Events, Activities, and Campus Life | 52.5% | 45.5% | 45.0% |
| Friends or Family with or Pursuing an IU Southeast Degree | 39.7% | 40.8% | 41.0% |
| Parent's Decision | 35.9% | 33.1% | 32.0% |
| Reciprocity (Resident Tuition for Kentucky Students) | 31.1% | 29.9% | 28.0% |
| Athletic Programs in which You would Like to Participate | 26.9% | 23.6% | 20.0% |

**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 before students' first semester remains low.

Table 33: IU Southeast Programs in which Respondent Participated

| | 2018 | 2017 | 2016 |
|--|-------------|-------------|-------------|
| I have not participated in any IU Southeast programs | 62.2% | 58.5% | 64.0% |
| College Fair | 10.5% | 9.3% | 11.0% |
| Financial Aid Programs | 8.8% | 10.1% | 10.0% |
| Other | 3.6% | 1.9% | 3.0% |
| High School College Prep Program | 3.4% | 3.1% | 5.0% |
| Sports Camp | 2.7% | 2.1% | 2.0% |
| Theatre and Music Department Programs | 2.1% | 1.3% | 1.0% |
| Access to Success | 1.5% | 1.4% | 2.0% |
| Bridge to College | <1% | 1.1% | 1.0% |
| Model UN | <1% | 1.3% | 1.0% |
| Project AHEAD | <1% | 1.6% | 1.0% |

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

SELF-RATED LEVELS OF ABILITY

Respondents' perspectives on and opinions of their own abilities increased in 14 of the 16 categories this year. The ability to listen effectively continues to be the top self-rated ability among respondents with just over two thirds considering themselves excellent or above average. Speaking to large groups remains the lowest self-rated ability with about three out of four respondents again rating themselves at average or below.

Table 34: Self-Rated Level of Abilities

| | 2018 | 2017 | 2016 |
|---|-------------|-------------|-------------|
| Ability to Listen Effectively | 69.5% | 66.9% | 68.0% |
| Working Productively with Other People in Small Groups | 64.5% | 59.8% | 62.0% |
| Thinking Critically about Ideas and Issues | 63.4% | 60.8% | 60.0% |
| Reasoning about Ethical and Moral Issues | 62.8% | 57.6% | 57.0% |
| Evaluating Arguments to Support a Point of View | 61.5% | 56.1% | 58.0% |
| Expressing Ideas, Opinions, Beliefs, and Facts in Writing | 58.8% | 52.9% | 48.0% |
| Understanding the Traditions, Values, and History of People Different from Yourself | 56.9% | 56.4% | 52.0% |
| Relating Knowledge with Practice | 50.6% | 48.7% | 47.0% |
| Using Information Technology Effectively | 50.0% | 49.5% | 48.0% |
| Reading Comprehension | 49.0% | 47.3% | 44.0% |
| Viewing Events and Phenomena from Several Different Perspectives | 49.0% | 46.9% | 46.0% |
| Speaking in Small Groups | 48.7% | 47.6% | 50.0% |
| Presenting Ideas, Opinions, and Beliefs Effectively in a Group | 47.5% | 45.5% | 43.0% |
| Integrating Knowledge from Several Different Fields of Study | 36.1% | 39.2% | 38.0% |
| Applying Quantitative Skills such as Mathematics, Statistics, Etc. | 31.1% | 35.5% | 33.0% |
| Speaking to a Large Group | 28.1% | 26.0% | 24.0% |

**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 as well as with people of different race and ethnicity. From the information collected, however, it appears that these conversations are occurring more infrequently since 2017.

Table 35: Frequency of Serious Conversations

| | 2018 | 2017 | 2016 |
|---|-------|-------|-------|
| People who Differ from You in Their Religious Beliefs, Political Opinions, or Personal Values | 61.1% | 64.6% | 61.0% |
| People of a Race or Ethnicity Different than Your Own | 50.8% | 58.7% | 51.0% |

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

ONLINE COURSES

This year's survey depicts an increase in respondents' enrollment in online courses from previous years. There was a drop in the online courses they took toward college credit, not for college credit, and from other institutions.

Table 36: Online Courses

| | 2018 | 2017 | 2016 |
|-------------|-------|-------|-------|
| No | 56.5% | 62.9% | 62.1% |
| Yes | 37.0% | 32.2% | 31.5% |
| No Response | 6.5% | 5.0% | 6.4% |

Table 37: Source of Online Courses

| | 2018 | 2017 | 2016 |
|---------------------------------------|-------|-------|-------|
| In High School Not for College Credit | 26.5% | 80.0% | 80.7% |
| In High School for College Credit | 10.9% | 22.5% | 16.9% |
| From Any Other College or University | 2.1% | 5.0% | 5.8% |
| From IU Southeast | 1.5% | 1.5% | 2.1% |

*Note that the respondents could choose more than one answer.

It was found that 68.5% of responding students would be likely to enroll in hybrid classes (in which 25 to 75% of the coursework is online), while only 45.6% of them would prefer to enroll in courses offered entirely online. Almost seven in ten students said that, on average, they would prefer that 37.5% of their coursework be delivered entirely online. About the same amount of respondents wanted 56% of their coursework to be delivered in a hybrid course structure.

A larger amount of respondents (68.3%) preferred that General Education courses be offered online, whereas only 48.3% of students stated that they would like their upper level, major-related courses offered online, showing that in-person instruction is preferred for those courses within their majors. Online courses scheduled during mid-day, or from 11:00 AM until 1:00 PM, were by far the most popular period for students' schedules. Weekend online courses were only preferred by about a quarter of respondents this year.

Table 38: Preferences toward Online Course Structures

| | 2018 | 2017 | 2016 |
|---|-------------|-------------|-------------|
| Hybrid (Combines Classroom Instruction with Online Instruction, with 25%-75% Instruction Delivered Online) | 68.5% | 65.9% | 65.9% |
| Online Interactive (Few On-Campus Class Meetings (Labs or Exams), with 76% or More of Content Delivered Online) | 53.8% | 51.4% | 52.8% |
| Entirely Online (Allows Student to Complete Course Requirements at Any Time from Any Location) | 45.6% | 41.2% | 41.5% |

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

***The percentages total the "Very Likely" and "Somewhat Likely" categories.*

Table 39: Preferences toward Online Course Offerings

| | 2018 | Avg | 2017 | Avg | 2016 | Avg |
|---|-------------|------------|-------------|------------|-------------|------------|
| Entirely Online (Allows Student to Complete Course Requirements at Any Time from Any Location) | 71.9% | 37.5% | 68.2% | 37.5% | 75.2% | 35.9% |
| Hybrid (Combines Classroom Instruction with Online Instruction, with 25%-75% Instruction Delivered Online) | 71.2% | 56.0% | 66.2% | 53.1% | 71.9% | 54.6% |
| Online Interactive (Few On-Campus Class Meetings (Labs or Exams), with 76% or More of Content Delivered Online) | 70.6% | 43.3% | 65.8% | 43.5% | 70.9% | 41.3% |

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

Table 39: Likelihood to Enroll in Online Courses Based Upon Course Level

| | 2018 | 2017 | 2016 |
|--|-------------|-------------|-------------|
| General Education Courses | 68.3% | 64.3% | 65.9% |
| Lower-Level Courses in Your Academic Major | 58.4% | 52.4% | 52.5% |
| Any Courses | 54.2% | 50.3% | 49.3% |
| Upper-Level Courses in Your Academic Major | 48.3% | 42.4% | 42.8% |

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

***The percentages total the "Very Likely" and "Somewhat Likely" categories.*

Table 40: Level of Convenience of Online Course Enrollment Based Upon Time Period

| | 2018 | 2017 | 2016 |
|----------------------------|-------------|-------------|-------------|
| Mid-day (11:00 AM-1:00 PM) | 71.8% | 70.9% | 69.6% |
| Afternoon (1:00-5:00 PM) | 57.8% | 60.8% | 59.9% |
| Morning (7:00-11:00 AM) | 47.9% | 44.1% | 45.5% |
| Evening (5:00-10:00 PM) | 38.5% | 37.1% | 42.5% |
| Weekend | 24.2% | 23.2% | 31.4% |

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

***The percentages total the "Very Convenient" and "Somewhat Convenient" categories.*

Identifying Information**IU Southeast Entering Student Survey**

This survey will take about 15-20 minutes to complete. Please complete all of the items on the survey.

Use the Next and Back buttons in the bottom-right corner of the screen to navigate through the survey. Next moves to the next page, while Back moves to the previous page. At the end of the survey, be sure to click the final Next button to submit your responses.

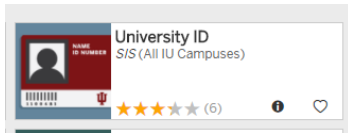
Your responses will be used only for institutional research purposes. The identities of respondents will remain confidential and will not be revealed in any publication or presentation of the results of this survey. Data will be kept in a secured, limited access location. There are no foreseeable risks by participating in this study. If you have questions about your rights to participate in this survey, you may contact the Office of Institutional Effectiveness at Indiana University Southeast at (812)-941-2148.

Entering Student Survey, Section 1 of 5

Identifying information (entry of the following items is REQUIRED before you may proceed to the next section of the survey):

| | |
|-------------------------------------|----------------------|
| First Name: | <input type="text"/> |
| Last Name: | <input type="text"/> |
| UID Number (include leading zeros): | <input type="text"/> |
| Birth Date (mm/dd/yyyy): | <input type="text"/> |
| Email (IUS email preferred): | <input type="text"/> |
| Preferred Phone ((555) 123-4567): | <input type="text"/> |

To find your ID Number, please go to <http://one.iu.edu> . Type University ID in the search bar at the top of the page and select the app that looks like the image below. Your ID number is displayed under the Demographic Information tab.



Please click the Next >> button to continue the survey.

Screen 2**Entering Student Survey, Section 2 of 5**

Select the ONE major you have the most interest in at this time:

Please select the concentration within Fine Arts you are most interested in (optional):

- | | |
|---|--------------------------------------|
| <input type="radio"/> Art History | <input type="radio"/> Graphic Design |
| <input type="radio"/> Ceramics | <input type="radio"/> Painting |
| <input type="radio"/> Digital Art/Interactive Media | <input type="radio"/> Printmaking |
| <input type="radio"/> Drawing | <input type="radio"/> Studio Arts |

Please select the concentration within Business you are most interested in (optional):

- | | |
|---|---|
| <input type="radio"/> Accounting | <input type="radio"/> Human Resource Management |
| <input type="radio"/> Economics | <input type="radio"/> International Business |
| <input type="radio"/> Economics & Public Policy | <input type="radio"/> Management |

- Finance
- General Business
- Marketing
- Supply Chain/Operations Management

Please select the concentration within Music you are most interested in (optional):

- Composition
- Music Business
- Music Education
- Music Therapy
- Performance
- Production/Audio Production
- Sound Engineering

Please select the concentration within Education you are most interested in (optional):

- Elementary
- Secondary
- Special

Please select the concentration within Education you are most interested in (optional):

- Traditional Communication
- Organizational Communication
- Strategic Communication

If major was not listed, please write-in:

Gender:

- Male
- Female

Marital Status:

- Single
- Married
- Divorced
- Widowed

How many children do you have?

- None
- One
- Two
- Three
- Four or more

Are you interested in using child care (ages 3-10) at IU Southeast?

- Yes
- No

Approximately how many hours a week will you be employed during your first semester at IU Southeast?

- Not working
- 1 to 10 hours
- 11 to 20 hours
- 21 to 30 hours
- 31 or more hours

Do you consider yourself:

- A student who also works
- A worker who also takes classes

A full-time student

Are you interested in on-campus housing at IU Southeast?

- Yes
- No

When you start your classes, about how many miles from campus will you live?

- On Campus
- 10 or less
- 11 to 20
- 21 to 30
- More than 30

What is the highest level of education completed by your parents?

| | Elementary | High School | Vocational School | College | Post-College | Not Applicable |
|--------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Mother | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Father | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Select all areas in which you think you will need help at IU Southeast:

- Writing skills
- Financial aid
- Career counseling
- Personal counseling
- Math skills
- Having a mentor
- Deciding on a major
- Finding employment
- Child care
- Veterans' Services

How would you prefer to be communicated with regarding

| | Text Message | Email | In-Person | Online/Live Chat | Phone | Canvas | IU Southeast Website | Facebook | Twitter | Directly from Faculty | Directly from Advisor |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Academic issues that affect your enrollment or graduation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Course registration reminders | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Financial Aid registration for upcoming semesters | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Semester bill due date reminders | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

How knowledgeable are you on the process of paying for classes?

- Very
- Somewhat
- Not At All

How do you plan to pay for college?

(Please select any and all methods you plan to use to pay for college.)

- Family or Myself (cash, savings, working)
- Employer Assistance
- Student Loans
- Veteran's Assistance (GI Bill, Veteran/Military Benefits, etc.)
- Grants
- Other (please describe)
- Scholarships
- No plan / I don't know
- Federal Work-Study Award

The methods you plan to use to pay for college are listed below. Please rank them in order of what will pay MOST for college to what will pay LEAST for college. For instance, if 'Scholarships' will be the method that will pay for most of your college, drag that item to the top (1).

- » Family or Myself (cash, savings, working) _____
- » Student Loans _____
- » Grants _____
- » Scholarships _____
- » Federal Work-Study Award _____
- » Employer Assistance _____

- » Veteran's Assistance (GI Bill, Veteran/Military Benefits, etc.)
- » Other (please describe)
- » No plan / I don't know

Please click the Next >> button to continue the survey.

Screen 3

Entering Student Survey, Section 3 of 5

Would you like to be contacted about any of the following activities (select all that apply)?

- | | |
|--|---|
| <input type="checkbox"/> Adult Student Support | <input type="checkbox"/> Overseas study opportunities |
| <input type="checkbox"/> Children's programming | <input type="checkbox"/> Planning campus events and entertainment |
| <input type="checkbox"/> Athletic Pep Band | <input type="checkbox"/> Political clubs |
| <input type="checkbox"/> Ethnic/Multi-cultural groups | <input type="checkbox"/> Religious organizations |
| <input type="checkbox"/> Finding employment | <input type="checkbox"/> Sororities |
| <input type="checkbox"/> Fraternities | <input type="checkbox"/> Special Interest Organizations |
| <input type="checkbox"/> Honors Program | <input type="checkbox"/> Student Ambassadors |
| <input type="checkbox"/> Instrumental music | <input type="checkbox"/> Student Government |
| <input type="checkbox"/> Internships | <input type="checkbox"/> Student publications |
| <input type="checkbox"/> Intramural sports | <input type="checkbox"/> Theatre/drama |
| <input type="checkbox"/> Leadership development | <input type="checkbox"/> Varsity sports |
| <input type="checkbox"/> Mentoring | <input type="checkbox"/> Vocal music |
| <input type="checkbox"/> Obtaining Financial Aid | <input type="checkbox"/> Volunteering in the community |
| <input type="checkbox"/> Organizations related to academic major | <input type="checkbox"/> Work-Study |

Ethnic/Multicultural Groups (select all that apply):

- Asian Pop Culture Club
- International Student Organization
- Japanese Pop Culture Club
- Multicultural Student Union
- Student African American Brotherhood
- Students for Diversity CCR

Organizations related to academic major (select all that apply):

- | | | |
|--|--|--|
| <input type="checkbox"/> Advertising Club | <input type="checkbox"/> Marketing Club | <input type="checkbox"/> German Club |
| <input type="checkbox"/> Biology Club | <input type="checkbox"/> National Science Teachers Association | <input type="checkbox"/> Honors Community |
| <input type="checkbox"/> Computer Security Group | <input type="checkbox"/> Philosophy Club | <input type="checkbox"/> Honors Program Student Advisory Board |
| <input type="checkbox"/> Economics Club | <input type="checkbox"/> Pre-Health Professional Society | <input type="checkbox"/> Pre-Dental |
| <input type="checkbox"/> English Club | <input type="checkbox"/> Psychology Club | <input type="checkbox"/> Pre-Med Society |
| <input type="checkbox"/> Field Biology Club | <input type="checkbox"/> Society for Human Resource Management | <input type="checkbox"/> Pre-Pharmacy Club |
| <input type="checkbox"/> Finance Club | <input type="checkbox"/> Spanish Club | <input type="checkbox"/> Political Science Club |
| <input type="checkbox"/> French Club | <input type="checkbox"/> Student Art Association | <input type="checkbox"/> Sociology Club |
| <input type="checkbox"/> Graphic Arts Club | <input type="checkbox"/> Student Education Association | <input type="checkbox"/> Women in Technology |
| <input type="checkbox"/> History Club | <input type="checkbox"/> Student Nurses' Association | <input type="checkbox"/> Business Professionals of America |
| <input type="checkbox"/> Informatics Club | <input type="checkbox"/> Criminal Justice Student Association | <input type="checkbox"/> Launch Entrepreneurship Club |

Political Clubs (select all that apply):

- Civil Liberties Union (CLU)
- College Democrats
- College Republicans
- Lodge Council
- Model United Nations
- Young Americans for Liberty

Religious Organizations (select all that apply):

- Christian Student Fellowship
- Catholic Campus Community
- Free Thinkers
- Campus Ministry International at IU Southeast
- Jewish Student Union
- Campus Crusade (CRU)
- Delight Ministries

Special Interest Organizations (select all that apply):

- | | |
|--|--|
| <input type="checkbox"/> Allies | <input type="checkbox"/> Acapella Geeks Club |
| <input type="checkbox"/> American Society of Safety Engineers | <input type="checkbox"/> Alpha Psi Omega (Theater) |
| <input type="checkbox"/> Dance Marathon Council | <input type="checkbox"/> Association for Computing Machinery |
| <input type="checkbox"/> Debate Society | <input type="checkbox"/> Beta Gamma Sigma |
| <input type="checkbox"/> Earth Save | <input type="checkbox"/> Castle Club |
| <input type="checkbox"/> Gamer's Club | <input type="checkbox"/> Coaster Club |
| <input type="checkbox"/> Gay Straight Alliance | <input type="checkbox"/> Concert Band |
| <input type="checkbox"/> Indiana Underground Society | <input type="checkbox"/> Makers Club |
| <input type="checkbox"/> IUS Biology Volunteers | <input type="checkbox"/> Panhellenic Council |
| <input type="checkbox"/> Non-Traditional Student Union | <input type="checkbox"/> Sound Together |
| <input type="checkbox"/> One | <input type="checkbox"/> Student Orientation Leaders |
| <input type="checkbox"/> Outdoor Adventure Club | <input type="checkbox"/> The Dining Hall (TDH) |
| <input type="checkbox"/> ROTC (Reserve Officers' Training Corps) | <input type="checkbox"/> Love Your Melons |
| <input type="checkbox"/> Salsa Club | <input type="checkbox"/> Sustainability Club |
| <input type="checkbox"/> Student Alumni Association | <input type="checkbox"/> Bass Fishing Club |
| <input type="checkbox"/> Students for Life | <input type="checkbox"/> Fit 4 You Club |
| <input type="checkbox"/> Student Veterans Organization | <input type="checkbox"/> Rotaract Club |
| <input type="checkbox"/> Women in Computing | <input type="checkbox"/> Film Club |

Student Publications (select all that apply):

- Horizon Student Newspaper
- Literary Review

Varsity Sports (select all that apply):

- Baseball
- Basketball - Men's
- Basketball - Women's
- Softball
- Tennis - Men's
- Tennis - Women's
- Volleyball - Women's

Cheerleading

Please click the Next >> button to continue the survey.

Screen 4

Entering Student Survey, Section 4 of 5

From which of the following did you obtain information about IU Southeast (select all that apply)?

- | | |
|---|---|
| <input type="checkbox"/> Contact with IU Southeast graduates | <input type="checkbox"/> TV ads |
| <input type="checkbox"/> Current IU Southeast students | <input type="checkbox"/> Social Media (Facebook, Instagram, Twitter, YouTube) |
| <input type="checkbox"/> Friends or family who attend IU Southeast | <input type="checkbox"/> Billboards |
| <input type="checkbox"/> Friends or family who do not attend IU Southeast | <input type="checkbox"/> Print ads |
| <input type="checkbox"/> Materials mailed to you | <input type="checkbox"/> IU Southeast website |
| <input type="checkbox"/> Teachers | <input type="checkbox"/> Mobile application/ Digital Ads |
| <input type="checkbox"/> Counselors | <input type="checkbox"/> Email |
| <input type="checkbox"/> Coaches/Sports | <input type="checkbox"/> Other (please specify): <input type="text"/> |

How much did each of the following information sources influence your decision to attend IU Southeast?

| | A lot | Some | A little | Not at all |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| » Contact with IU Southeast graduates | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| » Current IU Southeast students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| » Friends or family who attend IU Southeast | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| » Friends or family who do not attend IU Southeast | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| » Materials mailed to you | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| » Teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| » Counselors | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| » Coaches/Sports | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| » TV ads | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| » Social Media (Facebook, Instagram, Twitter, YouTube) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| » Billboards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| » Print ads | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| » IU Southeast website | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| » Mobile application/ Digital Ads | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| » Email | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| » Other (please specify): <input type="text"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Did your parent or grandparent attend IU Southeast?

- Yes
 No

Please enter the name(s) of your parents or grandparents who attended IU Southeast.

Was IU Southeast your first choice for college?

- Yes
 No

Where else did you consider attending (select all that apply)?

- | | |
|---|--|
| <input type="checkbox"/> IU Bloomington | <input type="checkbox"/> Spalding University |
| <input type="checkbox"/> University of Louisville | <input type="checkbox"/> Purdue (West Lafayette) |

- | | |
|---|--|
| <input type="checkbox"/> University of Southern Indiana | <input type="checkbox"/> Indiana State University |
| <input type="checkbox"/> Ball State University | <input type="checkbox"/> IUPUI |
| <input type="checkbox"/> Jefferson Community College | <input type="checkbox"/> Hanover College |
| <input type="checkbox"/> Ivy Tech Community College | <input type="checkbox"/> Western Kentucky University |
| <input type="checkbox"/> Bellarmine University | <input type="checkbox"/> Other <input type="text"/> |

How much did each of the following factors contribute to your choice to attend IU Southeast?

| | A lot | Some | A little | Not at all |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Location | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cost | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Size of the institution | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Small class size | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Quality of education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Choice of academic programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Availability of financial aid | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Athletic programs in which you would like to participate | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reciprocity (resident tuition for Kentucky students) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Events, activities and campus life | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Applied learning opportunities (internship, research, service learning, study abroad) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parents decision | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Friends or family with or pursuing an IU Southeast degree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Select all IU Southeast programs in which you have participated.

- | | |
|---|---|
| <input type="checkbox"/> Access to Success | <input type="checkbox"/> Project AHEAD |
| <input type="checkbox"/> Bridge to College | <input type="checkbox"/> Sports Camp |
| <input type="checkbox"/> College Fair | <input type="checkbox"/> Theatre and Music Dept. Programs |
| <input type="checkbox"/> Financial Aid Programs | <input type="checkbox"/> Other <input type="text"/> |
| <input type="checkbox"/> High School College Prep Program | <input type="checkbox"/> I have not participated in any IU Southeast programs |
| <input type="checkbox"/> Model UN | |

Please click the Next >> button to continue the survey.

Screen 5

Entering Student Survey, Section 5 of 5

Indicate your current level of ability in the following areas:

| | Excellent | Above Average | Average | Below Average | Very Poor |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Expressing ideas, opinions, beliefs, and facts in writing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Speaking in small groups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Integrating knowledge from several different fields of study | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Relating knowledge with practice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Presenting ideas, opinions, and beliefs effectively in a group | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Using information technology effectively | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Viewing events and phenomena from several different perspectives | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reading comprehension | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Applying quantitative skills such as mathematics, statistics, etc. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Speaking to a large group | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understanding the traditions, values, and history of people different from yourself | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to listen effectively | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Excellent | Above Average | Average | Below Average | Very Poor |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Evaluating arguments to support a point of view | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Thinking critically about ideas and issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reasoning about ethical and moral issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Working productively with other people in small groups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

How often have you had a serious conversation with...

| | Never | Sometimes | Often | Very Often |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| people of a race or ethnicity different than your own? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| people who differ from you in their religious beliefs, political opinions, or personal values? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Have you ever taken an online course?

- Yes
- No

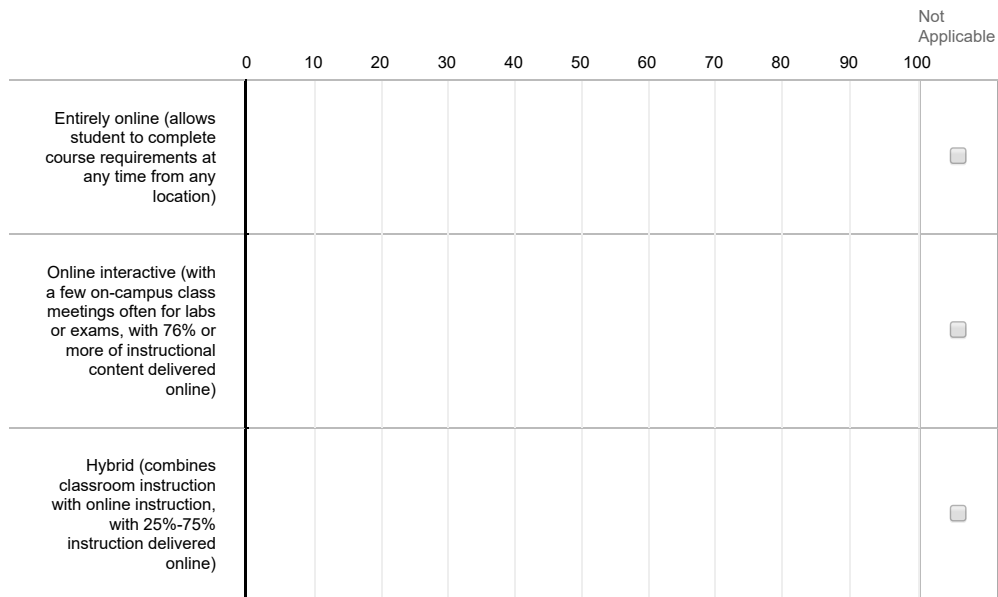
From where have you taken an online course? (Choose all that apply)

- In high school for college credit
- In high school not for college credit
- From IU Southeast
- From any other college or university

Please indicate the likelihood that you would enroll in coursework that is delivered...

| | Very Unlikely | Somewhat Unlikely | Somewhat Likely | Very Likely | I don't know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Entirely online (allows student to complete course requirements at any time from any location) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Online interactive (with a few on-campus class meetings often for labs or exams, with 76% or more of instructional content delivered online) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hybrid (combines classroom instruction with online instruction, with 25%-75% instruction delivered online) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

What percentage of your coursework would you like to see delivered... (Please drag slider)



Please indicate the likelihood that you would enroll in some format of online instruction for...

| | Very unlikely | Somewhat unlikely | Somewhat likely | Very likely | I don't know |
|-----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Upper-level courses in your major | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lower-level courses in your major | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| General Education courses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Any courses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you were to enroll in a course with at least some online content, how convenient would the following options be?

| | Very inconvenient | Somewhat inconvenient | Somewhat convenient | Very convenient | I don't know |
|----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Morning (7:00-11:00 AM) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mid-day (11:00 AM-1:00 PM) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Afternoon (1:00-5:00 PM) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Evening (5:00-10:00 PM) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Weekend | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Thank you for participating in the Entering Student Survey!

You MUST click the Next >> button to submit your responses.