



**INDIANA UNIVERSITY
SOUTHEAST**

OFFICE OF INSTITUTIONAL EFFECTIVENESS

Entering Student Survey Report

**Administered to First-Time Students Entering
IU Southeast in 2017, 2018, and 2019**

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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.

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There were 720 respondents in 2019, 524 respondents in 2018, and 622 respondents in 2017 who enrolled at IU Southeast in the subsequent Fall 2019, 2018, and 2017 terms, respectively. Between 34 and 40 responding students in that same period of time participated in this survey and decided not to enroll at IU Southeast in the Fall term. This report focuses on that former group of respondents that enrolled at IU Southeast and are included in the Fall 2019 official census report.

Table 1: Surveyed Student Population

	2019		2018		2017	
	N	%	N	%	N	%
Enrolled	720	94.7%	524	93.4%	622	94.8%
Unenrolled	40	5.3%	37	6.6%	34	5.2%
Total	760	100.0%	561	100.0%	656	100.0%

FIELD OF STUDY

For a third year in a row, Business and Nursing were the predominant majors of choice by entering students. Business declined in overall popularity while Education surged since last year to overtake Psychology, accounting for 13.9% of respondents' choice in majors. Among the write-in choices of majors list as "Other" were the Pre-Dental Hygiene, Pre-Physical Therapy, Pre-Dental, and Pre-Med plans, accounting for a combined 2.6% of respondents.

Table 2: Selected Academic Major

	2019	2018	2017		2019	2018	2017
Nursing	18.3%	13.7%	16.1%	Political Science	<1%	<1%	1.13%
Business	15.6%	28.1%	17.7%	Applied Science	<1%	<1%	<1%
Education	13.9%	1.7%	13.8%	Clinical Lab Science	<1%	<1%	<1%
Biology	6.9%	6.7%	5.1%	English: Literature	<1%	<1%	<1%
Undecided	6.3%	2.9%	7.2%	General Studies	<1%	<1%	<1%
Psychology	5.7%	9.5%	5.8%	Health Information Administration	<1%	<1%	<1%
Computer Science	5.1%	5.3%	6.4%	Informatics	<1%	<1%	<1%
Criminology and Criminal Justice	4.7%	5.2%	6.3%	Mathematics	<1%	<1%	<1%
Unlisted/Other	4.3%	3.4%	1.3%	Theatre	<1%	<1%	<1%
Fine Arts	2.9%	4.2%	3.7%	Theatre/Business	<1%	<1%	<1%
Music	2.1%	4.2%	3.1%	International Studies	<1%	<1%	--
Journalism & Media	1.4%	2.5%	1.1%	German	<1%	--	--
History	1.1%	1.1%	1.1%	Interdisciplinary Studies	<1%	--	--
Chemistry	1.1%	1.0%	2.4%	Philosophy	<1%	--	--
Neuroscience	1.1%	--	--	Physics	<1%	--	--
English: Writing	<1%	2.29%	1.29%	Social Sciences	<1%	--	--
Communication	<1%	1.72%	--	Spanish	<1%	--	--
Sociology	<1%	1.34%	<1%	Sustainability & Regeneration	<1%	--	--
Geosciences	<1%	<1%	1.13%				

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Mirroring the previous table, the School of Business lost ground in Fall 2019 among student enrollment, with the School of Natural Sciences and School of Nursing increasing since Fall 2018. The General Studies degree was moved into the School of Arts & Letters between the 2017 and 2018 academic years.

Table 3: Selected Academic Major by School

	2019	2018	2017
Natural Sciences	19.7%	15.0%	16.6%
Nursing	18.1%	14.0%	16.1%
Business	14.0%	28.0%	17.7%
Social Sciences	13.6%	21.0%	16.4%
Education	12.5%	2.0%	13.8%
Undecided, Unlisted, and Individualized	11.7%	7.0%	8.8%
Arts and Letters	10.3%	14.0%	10.1%
Health, Physical Education, and Recreation	<1%	--	--
General Studies	--	--	<1%

Graphic Design was once again the most commonly chosen concentration within Fine Arts in 2019. The Studio Arts and Digital Art & Interactive Media concentrations saw about a five percent increase in interest among Fine Arts students.

Table 4: Selected Fine Arts Major

	2019	2018	2017
Graphic Design	42.9%	45.5%	26.1%
Studio Arts	23.8%	18.2%	13.0%
Digital Art & Interactive Media	19.0%	13.6%	39.1%
Drawing	9.5%	13.6%	13.0%
Ceramics	4.8%	4.5%	8.7%
Painting	--	4.5%	--
Art History	--	--	--
Printmaking	--	--	--

The Marketing, Accounting, and General Business concentrations within the School of Business majors made up two-thirds of respondents' choices within that academic school in the Fall 2019 term.

Table 5: Selected Business Major

	2019	2018	2017
Marketing	23.8%	19.6%	20.9%
Accounting	21.9%	14.0%	24.5%
General Business	21.0%	14.7%	16.4%
Management	18.1%	26.6%	17.3%
Finance	6.7%	14.0%	12.7%
Human Resource Management	2.9%	7.7%	2.7%
International Business	2.9%	2.8%	1.8%
Supply Chain/Operations Management	1.9%	<1%	<1%
Economics	1.0%	--	1.8%
No Response	--	--	<1%

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The largest concentration among 2019 Music major respondents was Production/Audio Production.

Table 6: Selected Music Major

	2019	2018	2017
Production/Audio Production	40.0%	13.6%	26.3%
Music Education	26.7%	45.5%	31.6%
Music Business	13.3%	--	15.8%
Music Therapy	13.3%	--	--
Composition	6.7%	22.7%	5.3%
Performance	--	9.1%	15.8%
Sound Engineering	--	9.1%	5.3%

The largest concentration among 2019 respondents majoring in Education continued to be Elementary Education, though it did lose some ground since the previous year, falling to 57.0%. Secondary Education accounted for some of that diverted interest, as it increased by over 18 percentage points.

Table 7: Selected Education Major

	2019	2018	2017
Elementary	57.0%	88.9%	47.7%
Secondary	30.0%	11.1%	39.5%
Special	13.0%	--	11.6%
No Response	--	--	1.2%

RESPONDENT DEMOGRAPHICS

In 2019, the ratio of females to males at IU Southeast remained steady, with almost two-thirds of students selecting female. A large majority of incoming students were single with no children.

Table 8: Gender Identity

	2019	2018	2017
Female	64.9%	56.7%	59.0%
Male	35.1%	42.9%	41.0%
No Response	--	<1%	--

Table 9: Marital Status

	2019	2018	2017
Single	98.2%	98.1%	98.4%
Married	1.3%	1.1%	1.4%
Divorced	<1%	<1%	--
Widowed	--	<1%	<1%
No Response	<1%	<1%	--

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Table 10: Number of Children

	2019	2018	2017
None	97.6%	97.3%	97.6%
One	1.3%	1.5%	1.3%
Two	<1%	<1%	<1%
Three	<1%	--	<1%
Four or more	--	<1%	<1%
No Response	<1%	<1%	<1%

Three respondents in 2019 expressed an interest in childcare (for ages 3 to 10 years) at IU Southeast. Previously, one and two individuals responded similarly in 2018 and 2017, respectively.

The majority of respondents, or 85% of the group, also plan to be employed during their first semester at IU Southeast. A little under 40% of students plan to work between 11 and 20 hours per week, while 9.9% plan to devote over 30 hours each week toward work responsibilities. Fewer respondents this year planned not to work during their first semester.

Table 11: Anticipated First Semester Weekly Hours Employed

	2019	2018	2017
Not Working	14.9%	18.7%	19.8%
1 to 10 Hours	13.2%	12.0%	12.7%
11 to 20 Hours	38.5%	35.9%	40.4%
21 to 30 Hours	23.5%	26.1%	20.6%
31 or More Hours	9.9%	6.3%	6.1%
No Response	<1%	1.0%	<1%

For a third straight year, most of the responding incoming students again consider themselves as students who also work. About three in ten of them consider themselves primarily as full-time students down from past years.

Table 12: Respondents Consider Themselves

	2019	2018	2017
A Student Who Also Works	65.7%	56.5%	55.8%
A Full-Time Student	30.7%	39.1%	41.3%
A Worker Who Also Takes Classes	3.5%	3.2%	2.4%
No Response	<1%	1.1%	<1%

The number of incoming respondents who commute from more than 20 miles away increased in 2019 by about five percentage points. Students planning to live on campus decreased slightly from the previous year, along with a similar trend in on-campus housing interest. The percentage of respondents who drive or live between 1 and 10 miles from campus has shrunk in recent years.

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Table 13: Miles from Campus

	2019	2018	2017
On Campus	20.8%	21.9%	19.5%
1 to 10 Miles	25.3%	29.6%	31.2%
11 to 20 Miles	26.4%	25.2%	27.3%
21 to 30 Miles	18.8%	13.0%	12.4%
31 or More Miles	8.2%	9.2%	9.5%
No Response	<1%	1.1%	<1%

Table 14: Interest in On-Campus Housing

	2019	2018	2017
Yes	30.6%	31.1%	26.2%
No	69.0%	67.9%	73.3%
No Response	<1%	1.0%	<1%

A higher percentage of respondents' mothers continue to have college degrees, while high school remains the highest level of education for most of the respondents' fathers.

Table 15: Level of Parents' Education (Mother)

	2019	2018	2017
College	46.5%	47.9%	43.1%
High School	34.4%	36.8%	40.5%
Post-College	8.8%	6.9%	6.4%
Vocational School	5.8%	3.8%	4.3%
Elementary	2.8%	1.7%	2.4%
Not Applicable	--	--	2.6%
No Response	1.7%	2.9%	<1%

Table 16: Level of Parents' Education (Father)

	2019	2018	2017
High School	44.0%	42.6%	45.2%
College	36.7%	36.3%	32.8%
Post-College	5.8%	5.2%	4.8%
Vocational School	5.7%	6.7%	5.9%
Elementary	1.5%	2.9%	4.0%
Not Applicable	--	--	5.3%
No Response	6.3%	6.5%	1.9%

SELF-IDENTIFIED AREAS OF ASSISTANCE

While assistance centered on financial aid was a concern for more respondents than assistance with math skills this year, financial aid remained at a consistent level from previous survey years. Help with writing skills, having a mentor, and personal counseling all had growth above nine, eight, and five percentage points since 2018, respectively. Only assistance around math skills had a decrease in interest over the past year.

Table 17: Self-Identified Assistance Needs

	2019	2018	2017
Financial Aid	53.6%	51.0%	51.0%
Math Skills	51.4%	60.1%	53.4%
Writing Skills	44.7%	35.1%	37.3%
Career Counseling	35.0%	31.7%	23.3%
Finding Employment	31.4%	29.8%	17.0%
Having a Mentor	28.3%	19.7%	17.2%
Personal Counseling	20.1%	14.3%	8.7%
Deciding on an Academic Major	16.9%	14.3%	17.8%
Veterans' Services	3.1%	1.1%	2.3%
Child Care	<1%	1.1%	<1%

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

COMMUNICATION WITH STUDENTS

Most respondents preferred to be notified about campus and academic issues through either text message, email, or in-person communication methods. Questions around this issue were added during the 2018 cycle, so no historical comparisons before that point can be made at this time.

*Table 18: Preferred Method of Communication
(Academic Issues that Affect Enrollment or Graduation)*

	2019	2018	2017
Text Message	71.9%	62.6%	--
Email	65.3%	60.5%	--
In-Person	47.2%	45.8%	--
Directly from Advisors	26.8%	22.3%	--
Phone	23.6%	19.7%	--
Directly from Faculty	20.7%	16.2%	--
Canvas	7.6%	9.5%	--
IU Southeast Website	5.3%	7.3%	--
Online/Live Chat	3.2%	2.7%	--
Facebook	1.9%	2.1%	--
Twitter	1.3%	1.0%	--

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

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*Table 19: Preferred Method of Communication
(Course Registration Reminders)*

	2019	2018	2017
Text Message	80.7%	73.9%	--
Email	68.6%	68.1%	--
In-Person	23.9%	22.7%	--
Phone	17.9%	14.7%	--
Directly from Advisors	14.7%	12.2%	--
Directly from Faculty	11.1%	9.2%	--
Canvas	7.8%	11.3%	--
IU Southeast Website	5.6%	8.6%	--
Online/Live Chat	1.9%	1.3%	--
Facebook	1.8%	1.5%	--
Twitter	1.7%	1.1%	--

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

*Table 20: Preferred Method of Communication
(Financial Aid Registration for Upcoming Semesters)*

	2019	2018	2017
Text Message	73.5%	68.1%	--
Email	70.3%	68.1%	--
In-Person	29.4%	29.4%	--
Phone	18.6%	17.2%	--
Directly from Advisors	16.5%	12.8%	--
Directly from Faculty	11.8%	9.9%	--
Canvas	6.9%	9.0%	--
IU Southeast Website	6.1%	8.2%	--
Online/Live Chat	2.1%	2.3%	--
Facebook	1.4%	1.9%	--
Twitter	1.3%	1.1%	--

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

*Table 21: Preferred Method of Communication
(Semester Bill Due Date Reminders)*

	2019	2018	2017
Text Message	82.6%	77.1%	--
Email	71.4%	69.3%	--
In-Person	25.6%	23.9%	--
Phone	19.9%	17.9%	--
Directly from Advisors	13.8%	12.0%	--
Directly from Faculty	10.8%	9.4%	--
Canvas	7.8%	9.5%	--
IU Southeast Website	5.8%	8.0%	--
Online/Live Chat	2.2%	1.9%	--
Facebook	1.7%	1.7%	--
Twitter	1.4%	1.1%	--

**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 22: Knowledgeable on Process of Paying for Classes

	2019	2018	2017
Somewhat Knowledgeable	72.8%	72.9%	71.5%
Not at All Knowledgeable	15.1%	15.5%	15.8%
Very Knowledgeable	11.9%	10.9%	12.5%
No Response	<1%	<1%	<1%

Over three-fourths of current respondents will once more rely upon themselves or their families to help pay for college, and just about half will rely on scholarships or student loans. These three financial routes remained the highest reported primary ways to pay for most of the respondents' anticipated academic expenses. Among the respondents' write-in choices within the "Other" list were FAFSA, the 21st Century Scholar program, and financial aid, accounting for a combined 3.2% of the group. Over 4% of respondents reported that they did not yet have a plan in place to pay for their IU Southeast career.

Table 23: Plans to Pay for College

	2019		2018		2017	
	%	Rank	%	Rank	%	Rank
Family or Myself (Cash, Savings, and Working)	77.1%	14.9%	76.3%	13.4%	76.5%	13.0%
Scholarships	50.7%	12.5%	56.5%	12.8%	54.7%	14.0%
Student Loans	48.5%	15.3%	44.3%	12.2%	53.1%	13.8%
Grants	35.4%	6.7%	35.9%	9.5%	37.9%	9.2%
Federal Work Study Award	15.6%	<1%	17.4%	1.5%	21.7%	<1%
Employer Assistance	10.8%	2.9%	10.3%	3.1%	8.7%	1.8%
Veterans' Assistance (GI Bill, Veteran/Military Benefits, Etc.)	4.7%	1.8%	4.8%	2.1%	4.2%	1.4%
Other	4.0%	1.7%	3.8%	2.3%	5.0%	2.7%
No Plan	4.2%	<1%	2.3%	--	2.7%	<1%

**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 respondents showed a higher interest in 26 of the 28 categories between 2017 and 2018, this trend evened out in the past year, with 13 of the 28 categories showing an increase in respondent interest in 2019.

Table 24: Activities of Interest

	2019	2018	2017
Internships	53.3%	61.1%	46.1%
Obtaining Financial Aid	35.1%	36.1%	--
Work-Study	34.3%	34.2%	29.1%
Finding Employment	31.1%	29.2%	20.9%
Overseas Study Opportunities	29.4%	26.3%	22.8%
Volunteering in the Community	27.1%	26.7%	23.6%
Organizations Related to Academic Major	25.4%	30.7%	19.8%
Mentoring	23.2%	18.9%	17.8%
Sororities	23.2%	21.2%	19.1%
Honors Program	21.4%	26.9%	15.6%
Intramural Sports	20.8%	24.6%	17.8%
Planning Campus Events and Entertainment	18.8%	16.8%	13.2%
Leadership Development	15.4%	25.8%	16.1%
Varsity Sports	13.6%	14.3%	12.4%
Religious Organizations	13.2%	13.5%	8.4%
Theatre/Drama	11.9%	12.8%	7.2%
Special Interest Organizations	10.4%	9.7%	8.2%
Vocal Music	10.1%	7.3%	5.9%
Fraternities	8.1%	10.9%	7.2%
Political Clubs	7.9%	7.4%	6.1%
Instrumental Music	7.8%	9.9%	7.4%
Student Government	7.6%	9.5%	6.4%
Adult Student Support	6.9%	5.3%	2.6%
Student Ambassadors	5.6%	4.4%	5.6%
Ethnic/Multicultural Groups	5.3%	5.3%	4.2%
Children's Programming	4.7%	2.9%	2.7%
Athletic Pep Band	3.2%	5.2%	4.2%
Student Publications	3.2%	4.0%	3.7%

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

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Interest in specific organizations and groups at IU Southeast, depicted below in Tables 25 through 31, continued to trend low overall. This current year saw the addition of six new special interest organizations to this survey (the Campus Activities Board, Club Golf, Dirt Bags Art Club, Interfraternity Council, Spectrum, and Spirit Club) and three academic major-related organizations (the National Science Teachers Association, National Society of Leadership and Success, and Public Relations Student Society of America). Because these organizations were not previously included, no historical data on their popularity can be shown at this time.

Table 25: Ethnic/Multicultural Groups

	2019	2018	2017
Multicultural Student Union	2.9%	3.2%	1.8%
Students for Diversity CCR	1.7%	2.7%	1.6%
International Student Organization	1.5%	1.7%	1.8%
Student African American Brotherhood	1.4%	1.0%	1.1%
Asian Pop Culture Club	<1%	2.1%	<1%
Japanese Pop Culture Club	<1%	1.9%	1.0%

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

Table 26: Organizations Related to Academic Major

	2019	2018	2017		2019	2018	2017
Biology Club	5.3%	4.2%	2.1%	Spanish Club	1.4%	3.1%	1.0%
Psychology Club	4.9%	5.9%	3.7%	Student Art Association	1.3%	2.1%	1.0%
Student Nurses' Association	4.0%	4.6%	3.7%	Economics Club	1.3%	1.5%	1.4%
Pre-Health Professional Society	3.8%	3.1%	1.1%	Field Biology Club	1.3%	1.1%	1.1%
National Society of Leadership and Success	3.6%	--	--	Graphic Arts Club	1.1%	2.1%	1.3%
Honors Community	3.6%	4.4%	2.4%	History Club	1.1%	1.1%	1.8%
Pre-Med Society	3.2%	3.4%	1.8%	French Club	1.1%	<1%	<1%
Student Education Association	2.9%	1.3%	2.3%	Launch Entrepreneurship Club	1.0%	1.7%	--
Business Professionals of America	2.4%	5.0%	1.6%	Political Science Club	<1%	1.0%	<1%
Criminal Justice Student Association	2.4%	2.5%	2.3%	Pre-Dental	<1%	1.0%	--
Sociology Club	2.2%	3.2%	1.3%	Informatics Club	<1%	<1%	<1%
Marketing Club	2.1%	3.6%	1.3%	National Science Teachers Association	<1%	--	--
Honors Program Student Advisory Board	2.1%	3.1%	2.4%	Public Relations Student Society of America	<1%	--	--
Finance Club	1.9%	3.1%	1.3%	German Club	<1%	1.1%	<1%
Advertising Club	1.9%	2.7%	<1%	Women in Technology	<1%	<1%	<1%
Philosophy Club	1.7%	<1%	1.4%	Pre-Pharmacy Club	<1%	1.0%	<1%
Computer Security Group	1.5%	1.3%	1.0%	Society for Human Resource Management	<1%	<1%	<1%
English Club	1.4%	3.2%	1.3%				

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

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Table 27: Political Clubs

	2019	2018	2017
College Republicans	5.0%	3.1%	2.4%
College Democrats	2.4%	2.1%	2.6%
Civil Liberties Union (CLU)	1.1%	<1%	<1%
Model United Nations	1.0%	1.3%	1.0%
Young Americans for Liberty	1.0%	1.3%	1.0%
Lodge Council	--	1.3%	<1%

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

Table 28: Religious Organizations

	2019	2018	2017
Christian Student Fellowship	11.8%	7.3%	7.1%
Campus Crusade (CRU)	4.2%	1.7%	--
Campus Ministry International at IU Southeast	1.1%	<1%	<1%
Delight Ministries	1.0%	<1%	--
Catholic Campus Community	<1%	<1%	1.1%
Free Thinkers	<1%	<1%	<1%
Jewish Student Union	--	--	<1%

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

Table 29: Special Interest Organizations

	2019	2018	2017		2019	2018	2017
Earth Save	2.5%	1.7%	1.6%	Association for Computing Machinery	<1%	<1%	<1%
Spirit Club	2.4%	--	--	Beta Gamma Sigma	<1%	2.1%	<1%
Gamer's Club	2.1%	2.1%	1.4%	Castle Club	<1%	<1%	<1%
Student Orientation Leaders	1.8%	1.9%	<1%	Club Golf	<1%	--	--
Campus Activities Board	1.7%	--	--	Concert Band	<1%	<1%	<1%
Outdoor Adventure Club	1.7%	2.7%	1.8%	Indiana Underground Society	<1%	<1%	<1%
Film Club	1.5%	2.1%	--	Makers Club	<1%	<1%	<1%
Students for Life	1.5%	1.9%	1.3%	ROTC (Reserve Officers' Training Corps)	<1%	--	<1%
IUS Biology Volunteers	1.3%	1.3%	<1%	The Dining Hall (TDH)	<1%	--	<1%
Debate Society	1.0%	<1%	<1%	Rotaract Club	<1%	--	--
Allies	<1%	<1%	<1%	Student Veterans Organization	<1%	--	<1%
Spectrum	<1%			Women in Computing	<1%	<1%	<1%
Student Alumni Association	<1%	<1%	<1%	Coaster Club	--	<1%	<1%
Dirt Bags Art Club	<1%	--	--	Dance Marathon Council	--	3.4%	<1%
Salsa Club	<1%	<1%	<1%	Fit 4 You Club	--	1.0%	--
Bass Fishing Club	<1%	<1%	--	Gay Straight Alliance	--	1.5%	1.6%
Sound Together	<1%	<1%	<1%	Interfraternity Council	--	--	--
Sustainability Club	<1%	<1%	<1%	Love Your Melons	--	2.1%	1.0%
Acapella Geeks Club	<1%	1.9%	<1%	Non-Traditional Student Union	--	<1%	<1%
Alpha Psi Omega (Theater)	<1%	1.5%	<1%	One	--	--	<1%
American Society of Safety Engineers	<1%	--	<1%	Panhellenic Council	--	<1%	<1%

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

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Table 30: Student Publications

	2019	2018	2017
Horizon Student Newspaper	2.8%	2.5%	1.9%
Literary Review	1.5%	1.3%	1.4%

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

Table 31: Varsity Sports

	2019	2018	2017
Baseball	4.3%	1.5%	4.0%
Basketball (Men's)	4.3%	2.9%	5.3%
Softball	3.5%	<1%	2.6%
Volleyball (Women's)	3.2%	1.5%	1.9%
Cheerleading	2.1%	1.7%	1.8%
Basketball (Women's)	1.7%	<1%	1.6%
Tennis (Men's)	1.3%	1.3%	1.0%
Tennis (Women's)	<1%	1.1%	1.0%

**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, teachers, and counselors. Of the 17 informational resource categories, the top six categories each appear to have reached or informed between a third and one-half of the 2019 respondents. The respondents' written-in informational sources within the "Other" category included college fairs, college boards, and friends, which made up 1.3% of responses.

Table 32: Sources of Information Obtained about IU Southeast

	2019	2018	2017
Friends or Family Who Attend IU Southeast	46.9%	46.2%	45.7%
Current IU Southeast Students	45.4%	44.8%	42.4%
Teachers	38.3%	42.2%	39.5%
Counselors	37.2%	43.3%	33.8%
IU Southeast Website	36.4%	46.0%	37.6%
Materials Mailed to You	33.6%	41.0%	33.9%
Contact with IU Southeast Graduates	29.4%	29.4%	23.5%
Email	28.2%	24.8%	--
Friends or Family Who Do Not Attend IU Southeast	17.8%	21.9%	21.1%
Social Media (Facebook, Instagram, Twitter, YouTube)	16.7%	17.4%	--
Coaches/Sports	10.6%	10.1%	10.0%
Mobile Application/Digital Ads	5.7%	6.7%	--
Other	4.0%	1.9%	3.4%
Billboards	2.2%	4.6%	8.4%
Print Ads	1.8%	1.9%	2.6%
TV Ads	1.4%	1.9%	2.6%
Radio Ads	--	--	1.3%

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

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The top six factors influencing attendance at IU Southeast continued to mirror the sources of information depicted in Table 32 above current IU Southeast students, teachers, the IU Southeast website, and current IU Southeast students leading the way. While most of the leading influential categories helping students decide to attend IU Southeast have had slight fluctuations since 2017, all informational categories save two (mobile applications/digital ads and coaches/sports) showed a decrease over the past year. Billboards, print ads, television ads, and radio ads continued to decline in their influence toward this entering group's decision-making process.

Table 33: Factors Influencing Decision to Attend IU Southeast

	2019	2018	2017
Current IU Southeast Students	33.8%	35.1%	32.6%
Teachers	28.9%	31.9%	27.7%
IU Southeast Website	27.8%	36.5%	28.9%
Counselors	27.1%	33.4%	25.7%
Contact with IU Southeast Graduates	21.4%	25.0%	17.5%
Materials Mailed to You	21.3%	28.6%	22.0%
Friends or Family Who Attend IU Southeast	21.0%	37.2%	34.2%
Email	19.3%	24.8%	--
Friends or Family Who Do Not Attend IU Southeast	13.3%	17.9%	15.9%
Coaches/Sports	8.6%	8.4%	8.4%
Social Media (Facebook, Instagram, Twitter, YouTube)	8.5%	9.9%	--
Mobile application/ Digital Ads	3.8%	3.6%	--
Other	1.7%	1.7%	1.6%
Billboards	<1%	2.7%	3.4%
Print Ads	<1%	1.0%	1.1%
TV Ads	<1%	1.0%	1.1%
Radio Ads	--	--	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 159 write-in responses in the "Other" category, a combined 32 respondents, or 4.4%, mentioned the University of Kentucky, Franklin College, and Eastern Kentucky University.

Table 34: IU Southeast as First Choice

	2019	2018	2017
Yes	57.1%	59.4%	58.0%
No	41.4%	39.5%	41.3%
No Response	1.5%	1.1%	<1%

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Table 35: Institutions Considered Attending

	2019	2018	2017
University of Louisville	37.5%	42.7%	37.1%
IU Bloomington	27.4%	38.4%	26.2%
Other	22.1%	19.8%	24.4%
Ball State University	16.3%	14.1%	14.0%
Ivy Tech Community College	13.9%	11.5%	14.6%
Indiana State University	12.1%	12.2%	13.7%
IUPUI	12.1%	16.0%	14.1%
University of Southern Indiana	11.4%	10.3%	10.0%
Bellarmino University	11.1%	11.8%	11.3%
Western Kentucky University	9.7%	9.0%	10.9%
Jefferson Community College	9.0%	6.7%	5.5%
Purdue University (West Lafayette)	7.8%	8.8%	7.2%
Hanover College	6.1%	7.8%	5.1%
Spalding University	3.6%	4.6%	3.5%

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

DECISION FACTORS

IU Southeast's cost, location, and quality of education remain the largest 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 36: Factors Contributing to Decision to Attend IU Southeast

	2019	2018	2017
Cost	91.9%	94.3%	92.0%
Location	90.7%	92.0%	89.9%
Quality of Education	84.9%	88.7%	87.8%
Choice of Academic Programs	78.3%	83.4%	78.9%
Small Class Size	76.8%	80.3%	75.7%
Availability of Financial Aid	74.7%	75.8%	71.1%
Size of the Institution	73.8%	74.6%	71.9%
Applied Learning Opportunities	58.1%	60.5%	50.2%
Events, Activities, and Campus Life	50.3%	52.5%	45.5%
Friends or Family with or Pursuing an IU Southeast Degree	41.5%	39.7%	40.8%
Reciprocity (Resident Tuition for Kentucky Students)	32.6%	31.1%	29.9%
Parent's Decision	31.3%	35.9%	33.1%
Athletic Programs in which You would Like to Participate	23.6%	26.9%	23.6%

**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. One in ten students reported that they had attended a college fair. Five combined respondents also included open houses, AP Calculus, and dual credits as IU Southeast-related programs in which they had previously been involved.

Table 37: Previous Participation in IU Southeast Programs

	2019	2018	2017
I have not participated in any IU Southeast programs	63.9%	62.2%	58.5%
College Fair	10.3%	10.5%	9.3%
Financial Aid Programs	7.2%	8.8%	10.1%
High School College Prep Program	4.7%	3.4%	3.1%
Access to Success	2.9%	1.5%	1.4%
Sports Camp	1.9%	2.7%	2.1%
Other	1.8%	3.6%	1.9%
Theatre and Music Department Programs	1.3%	2.1%	1.3%
Bridge to College	1.1%	<1%	1.1%
Model UN	0.8%	<1%	1.3%
Project AHEAD	0.1%	<1%	1.6%

**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 decreased in 12 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 38: Self-Rated Levels of Abilities

	2019	2018	2017
Ability to Listen Effectively	68.2%	69.5%	66.9%
Working Productively with Other People in Small Groups	64.4%	64.5%	59.8%
Thinking Critically about Ideas and Issues	62.1%	63.4%	60.8%
Evaluating Arguments to Support a Point of View	58.5%	61.5%	56.1%
Reasoning about Ethical and Moral Issues	57.5%	62.8%	57.6%
Understanding the Traditions, Values, and History of People Different from Yourself	55.8%	56.9%	56.4%
Expressing Ideas, Opinions, Beliefs, and Facts in Writing	52.6%	58.8%	52.9%
Relating Knowledge with Practice	50.4%	50.6%	48.7%
Reading Comprehension	49.9%	49.0%	47.3%
Viewing Events and Phenomena from Several Different Perspectives	49.3%	49.0%	46.9%
Using Information Technology Effectively	48.2%	50.0%	49.5%
Speaking in Small Groups	46.5%	48.7%	47.6%
Presenting Ideas, Opinions, and Beliefs Effectively in a Group	45.1%	47.5%	45.5%
Integrating Knowledge from Several Different Fields of Study	36.1%	36.1%	39.2%
Applying Quantitative Skills such as Mathematics, Statistics, Etc.	35.0%	31.1%	35.5%
Speaking to a Large Group	26.0%	28.1%	26.0%

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

SERIOUS CONVERSATIONS WITH DIFFERENT GROUPS

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 39: Frequency of Serious Conversations

	2019	2018	2017
People who Differ from You in Their Religious Beliefs, Political Opinions, or Personal Values	60.7%	61.1%	64.6%
People of a Race or Ethnicity Different than Your Own	51.7%	50.8%	58.7%

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

ONLINE COURSES

This year's survey depicts a steady trend in respondents' enrollment in online courses from previous years, with about a third of them having already taken a course online. There was a drop in the online courses they took toward college credit as well as courses not accepted for college credit.

Table 40: Online Courses

	2019	2018	2017
Yes	34.7%	37.0%	32.2%
No	54.9%	56.5%	62.9%
No Response	10.4%	6.5%	5.0%

Table 41: Source of Online Courses

	2019	2018	2017
In High School Not for College Credit	21.7%	26.5%	80.0%
In High School for College Credit	8.6%	10.9%	22.5%
From Any Other College or University	7.1%	2.1%	5.0%
From IU Southeast	1.3%	1.5%	1.5%

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

It was found that 65.1% of responding students would be likely to enroll in hybrid classes (in which 25% to 75% of the coursework is online), while only 43.9% of them would prefer to enroll in courses offered entirely online. Entering students were also asked what percentage of their coursework they would like to see delivered through these three online course methods. Over seven in ten students said that, on average, they would prefer that 58.3% of their coursework be delivered in a hybrid setting, while around the same amount of respondents wanted 40.5% of their coursework delivered in an entirely online course structure.

Two-thirds of respondents (66.5%) preferred that General Education courses be offered online, whereas less than half of students (47.2%) 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, continued to be by far the most popular period for students' schedules. Weekend online courses were only preferred by about a quarter of respondents this year.

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Table 42: Preferences toward Online Course Structures

	<u>2019</u>	<u>2018</u>	<u>2017</u>
Hybrid (Combines Classroom Instruction with Online Instruction, with 25%-75% Instruction Delivered Online)	65.1%	68.5%	65.9%
Online Interactive (Few On-Campus Class Meetings (Labs or Exams), with 76% or More of Content Delivered Online)	55.8%	53.8%	51.4%
Entirely Online (Allows Student to Complete Course Requirements at Any Time from Any Location)	43.9%	45.6%	41.2%

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

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

Table 43: Preferences toward Online Course Offerings

	<u>2019</u>	<u>Avg</u>	<u>2018</u>	<u>Avg</u>	<u>2017</u>	<u>Avg</u>
Hybrid (Combines Classroom Instruction with Online Instruction, with 25%-75% Instruction Delivered Online)	72.1%	58.3%	71.2%	56.0%	66.2%	53.1%
Entirely Online (Allows Student to Complete Course Requirements at Any Time from Any Location)	71.5%	40.5%	71.9%	37.5%	68.2%	37.5%
Online Interactive (Few On-Campus Class Meetings (Labs or Exams), with 76% or More of Content Delivered Online)	69.7%	46.1%	70.6%	43.3%	65.8%	43.5%

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

Table 44: Likelihood to Enroll in Online Courses, Based Upon Course Level

	<u>2019</u>	<u>2018</u>	<u>2017</u>
General Education Courses	66.5%	68.3%	64.3%
Lower-Level Courses in Your Academic Major	58.9%	58.4%	52.4%
Any Courses	53.2%	54.2%	50.3%
Upper-Level Courses in Your Academic Major	47.2%	48.3%	42.4%

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

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

Table 45: Level of Convenience of Online Course Enrollment Based Upon Time Period

	<u>2019</u>	<u>2018</u>	<u>2017</u>
Mid-day (11:00 AM-1:00 PM)	72.6%	71.8%	70.9%
Afternoon (1:00-5:00 PM)	58.3%	57.8%	60.8%
Morning (7:00-11:00 AM)	45.4%	47.9%	44.1%
Evening (5:00-10:00 PM)	36.1%	38.5%	37.1%
Weekend	26.5%	24.2%	23.2%

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

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