INDIANA UNIVERSITY SOUTHEAST

OFFICE OF INSTITUTIONAL EFFECTIVENESS

Entering Student Survey Report

Administered to First-Time Students Entering IU Southeast in 2018, 2019, and 2020

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SURVEY BACKGROUND AND SUMMARY

The Indiana University Southeast Entering Student Survey (ESS) is administered to new, incoming students during Orientation. 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 First 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 111 respondents in 2020, 720 respondents in 2019, and 524 respondents in 2018 who enrolled at IU Southeast in the subsequent Fall 2020, 2019, and 2018 terms, respectively. Between 5 and 40 responding students in that same period 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 2020 official census report. Adjustments to the Fall 2020 entering student orientation and onboarding processes at IU Southeast due to the COVID-19 pandemic may have affected the survey participation or response rates. Please take into account the smaller Fall 2020 respondent population when interpreting the following survey results: the smaller respondent count may mean that fewer students within that 111-student group might cause wider swings of opinions in year-to-year comparisons than within the previous, larger 2019 and 2018 populations.

Table 1: Surveyed Student Population

	2020		2019		2018	
	N	**%**	**N**	**%**	**N**	**%**
Enrolled	111	95.7%	720	94.7%	524	93.4%
Unenrolled	5	4.3%	40	5.3%	37	6.6%
Total	**116**	**100.0%**	**760**	**100.0%**	**561**	**100.0%**

FIELD OF STUDY

Education overtook Business and Nursing as the predominant major of choice by entering students. Nursing and Education generally swapped places since 2019: Education increased from 13.9% to 18%, during which time Nursing's choice in first-year students' majors waned from 18.3% to 11.7%. Business declined in overall popularity to 10.8% while Biology rose to match that proportion of incoming students. Computer Science rose in popularity from 5.1% in 2019 to 9% in the Fall 2020 term. The pair of write-in choices described as "Unlisted/Other" included the Pre-Dental Hygiene and Social Work plans, accounting for a combined 1.8% of respondents. Fewer students (1.8%) were undecided upon their majors than in previous years.

Table 2: Selected Academic Major

	2020	2019	2018
Education	18.0%	13.9%	1.7%
Nursing	11.7%	18.3%	13.7%
Biology	10.8%	6.9%	6.7%
Business	10.8%	15.6%	28.1%
Computer Science	9.0%	5.1%	5.3%
Criminology and Criminal Justice	7.2%	4.7%	5.2%
Psychology	7.2%	5.7%	9.5%
Fine Arts	3.6%	2.9%	4.2%
Chemistry	2.7%	1.1%	1.0%
Music	2.7%	2.1%	4.2%
Neuroscience	2.7%	1.1%	--
History	1.8%	1.1%	1.1%
Sociology	1.8%	<1%	1.34%
Undecided	1.8%	6.3%	2.9%
Unlisted/Other	1.8%	4.3%	3.4%
Applied Science	<1%	<1%	<1%
Clinical Lab Science	<1%	<1%	<1%
Geosciences	<1%	<1%	<1%
International Studies	<1%	<1%	<1%
Spanish	<1%	<1%	--
Theatre	<1%	<1%	<1%
No Response	<1%	--	--

Somewhat mirroring the previous table, the School of Business and School of Nursing lost ground in Fall 2020 among student enrollment, with the School of Nursing, School of Natural Sciences, and School of Social Sciences increasing since Fall 2019. Although the Nursing major was the highest single choice of major plan, the combined smaller count of majors within Natural Sciences and Social Sciences still outnumbered those Nursing students. The Health, Physical Education, and Recreation degree was reclassified into the School of Business between the Fall 2019 and Fall 2020 academic terms.

Table 3: Selected Academic Major by School

	2020	2019	2018
Natural Sciences	22.5%	19.7%	15.0%
Social Sciences	22.5%	13.6%	21.0%
Education	16.2%	12.5%	2.0%
Nursing	11.7%	18.1%	14.0%
Business	9.9%	14.0%	28.0%
Undecided, Unlisted, and Individualized	9.9%	11.7%	7.0%
Arts and Letters	7.2%	10.3%	14.0%
Health, Physical Education, and Recreation	--	<1%	--

Graphic Design was the most commonly chosen concentration within Fine Arts in 2020 for the third year running. The Digital Art & Interactive Media concentrations saw about a six percent increase in interest among Fine Arts students, while Studio Arts lost its previous years' gains.

Table 4: Selected Fine Arts Major

	2020	**2019**	**2018**
Graphic Design	50.0%	42.9%	45.5%
Digital Art & Interactive Media	25.0%	19.0%	13.6%
Studio Arts	--	23.8%	18.2%
Drawing	--	9.5%	13.6%
Ceramics	--	4.8%	4.5%
Painting	--	--	4.5%
Art History	--	--	--
Printmaking	--	--	--
No Response	25.0%	--	--

The General business concentration was popular among a third (33.3%) within the School of Business majors. Accounting and Marketing continued to gain interest within the school, though their rankings fell to second and third place this year.

Table 5: Selected Business Major

	2020	**2019**	**2018**
General Business	33.3%	21.0%	14.7%
Accounting	25.0%	21.9%	14.0%
Marketing	25.0%	23.8%	19.6%
Management	8.3%	18.1%	26.6%
Supply Chain/Operations Management	8.3%	1.9%	<1%
Finance	--	6.7%	14.0%
Human Resource Management	--	2.9%	7.7%
International Business	--	2.9%	2.8%
Economics	--	1.0%	--

The largest concentration among 2020 Music major respondents was Music Education, with two of the three students choosing it.

Table 6: Selected Music Major

	2020	**2019**	**2018**
Music Education	66.7%	26.7%	45.5%
Music Therapy	33.3%	13.3%	--
Production/Audio Production	--	40.0%	13.6%
Music Business	--	13.3%	--
Composition	--	6.7%	22.7%
Performance	--	--	9.1%
Sound Engineering	--	--	9.1%

The largest concentration among 2020 respondents majoring in Education continued to be Elementary Education. Special Education also increased in popularity, though Secondary Education decreased since the previous year.

Table 7: Selected Education Major

	2020	**2019**	**2018**
Elementary	65.0%	57.0%	88.9%
Special	20.0%	13.0%	--
Secondary	15.0%	30.0%	11.1%

RESPONDENT DEMOGRAPHICS

In 2020, the ratio of females to males at IU Southeast remained consistent with previous years, with almost two-thirds of students selecting female. A very large majority of incoming students were single with no children.

Table 8: Gender Identity

	2020	**2019**	**2018**
Female	67.6%	64.9%	56.7%
Male	31.5%	35.1%	42.9%
No Response	<1%	--	<1%

Table 9: Marital Status

	2020	**2019**	**2018**
Single	96.4%	98.2%	98.1%
Married	2.7%	1.3%	1.1%
Divorced	--	<1%	<1%
Widowed	--	--	<1%
No Response	<1%	<1%	<1%

Table 10: Number of Children

	2020	**2019**	**2018**
None	97.3%	97.6%	97.3%
One	1.8%	1.3%	1.5%
Two	--	<1%	<1%
Three	--	<1%	--
Four or more	--	--	<1%
No Response	<1%	<1%	<1%

One respondent in 2020 expressed an interest in childcare (for ages 3 to 10 years) at IU Southeast. Previously, three and one individuals responded similarly in 2019 and 2018, respectively.

Just under three-quarters (73.9%) of students stated that they plan to be employed during their first semester at IU Southeast. A little under 30% of students plan to work between 11 and 20 hours per week, while fewer than 5% plan to devote over 30 hours each week toward work responsibilities. A higher proportion (25.2%) of respondents this year planned not to work during their first semester than during previous Fall terms.

Table 11: Anticipated First Semester Weekly Hours Employed

	2020	2019	2018
Not Working	25.2%	14.9%	18.7%
1 to 10 Hours	15.3%	13.2%	12.0%
11 to 20 Hours	28.8%	38.5%	35.9%
21 to 30 Hours	25.2%	23.5%	26.1%
31 or More Hours	4.5%	9.9%	6.3%
No Response	<1%	<1%	1.0%

For a third straight year, most of the responding incoming students (54.1%) again consider themselves as students who also work. About four in ten of them consider themselves primarily as full-time students.

Table 12: Respondents Consider Themselves

	2020	2019	2018
A Student Who Also Works	54.1%	65.7%	56.5%
A Full-Time Student	43.2%	30.7%	39.1%
A Worker Who Also Takes Classes	1.8%	3.5%	3.2%
No Response	<1%	<1%	1.1%

The number of incoming respondents who commute from more than 20 miles away decreased in 2020 by about nine percentage points since 2019. It appears students living or commuting within 20 miles of campus increased by about that same amount. Students planning to live on campus stayed consistent from the previous years, along with a similar trend in on-campus housing interest. The percentage of respondents who drive or live more than 30 miles from campus has shrunk in recent years.

Table 13: Miles from Campus

	2020	2019	2018
On Campus	19.8%	20.8%	21.9%
1 to 10 Miles	37.8%	25.3%	29.6%
11 to 20 Miles	23.4%	26.4%	25.2%
21 to 30 Miles	11.7%	18.8%	13.0%
31 or More Miles	6.3%	8.2%	9.2%
No Response	<1%	<1%	1.1%

Table 14: Interest in On-Campus Housing

	2020	2019	2018
Yes	27.9%	30.6%	31.1%
No	71.2%	69.0%	67.9%
No Response	<1%	<1%	1.0%

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)

	2020	2019	2018
College	51.4%	46.5%	47.9%
High School	34.2%	34.4%	36.8%
Post-College	8.1%	8.8%	6.9%
Elementary	1.8%	2.8%	1.7%
Vocational School	1.8%	5.8%	3.8%
No Response	2.7%	1.7%	2.9%

Table 16: Level of Parents' Education (Father)

	2020	2019	2018
High School	41.4%	44.0%	42.6%
College	36.0%	36.7%	36.3%
Vocational School	8.1%	5.7%	6.7%
Post-College	7.2%	5.8%	5.2%
Elementary	1.8%	1.5%	2.9%
No Response	5.4%	6.3%	6.5%

SELF-IDENTIFIED AREAS OF ASSISTANCE

Financial aid assistance remained at a consistent level from previous survey years. Help with writing and with math skills both declined significantly since 2019. Assistance with career counseling saw the same level of student interest, although its rank on this list increased in 2020.

Table 17: Self-Identified Assistance Needs

	2020	2019	2018
Financial Aid	52.3%	53.6%	51.0%
Career Counseling	35.1%	35.0%	31.7%
Writing Skills	32.4%	44.7%	35.1%
Math Skills	29.7%	51.4%	60.1%
Having a Mentor	19.8%	28.3%	19.7%
Finding Employment	18.9%	31.4%	29.8%
Deciding on an Academic Major	15.3%	16.9%	14.3%
Personal Counseling	14.4%	20.1%	14.3%
Veterans' Services	<1%	3.1%	1.1%
Child Care	--	<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 email, text message, or in-person communication methods. More students preferred email communications in 2020 than in 2019 or 2018.

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

	2020	2019	2018
Email	73.9%	65.3%	60.5%
Text Message	56.8%	71.9%	62.6%
In-Person	35.1%	47.2%	45.8%
Directly from Advisors	22.5%	26.8%	22.3%
Phone	22.5%	23.6%	19.7%
Canvas	18.0%	7.6%	9.5%
Online/Live Chat	13.5%	3.2%	2.7%
Directly from Faculty	9.0%	20.7%	16.2%
IU Southeast Website	7.2%	5.3%	7.3%
Twitter	<1%	1.3%	1.0%
Facebook	--	1.9%	2.1%

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

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

	2020	**2019**	**2018**
Email	75.7%	68.6%	68.1%
Text Message	63.1%	80.7%	73.9%
Canvas	17.1%	7.8%	11.3%
Phone	14.4%	17.9%	14.7%
In-Person	13.5%	23.9%	22.7%
Directly from Advisors	12.6%	14.7%	12.2%
IU Southeast Website	8.1%	5.6%	8.6%
Online/Live Chat	7.2%	1.9%	1.3%
Directly from Faculty	5.4%	11.1%	9.2%
Twitter	<1%	1.7%	1.1%
Facebook	--	1.8%	1.5%

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

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

	2020	**2019**	**2018**
Email	76.6%	70.3%	68.1%
Text Message	56.8%	73.5%	68.1%
Canvas	18.9%	6.9%	9.0%
In-Person	18.0%	29.4%	29.4%
Phone	15.3%	18.6%	17.2%
Directly from Advisors	11.7%	16.5%	12.8%
Online/Live Chat	9.0%	2.1%	2.3%
IU Southeast Website	8.1%	6.1%	8.2%
Directly from Faculty	6.3%	11.8%	9.9%
Twitter	<1%	1.3%	1.1%
Facebook	--	1.4%	1.9%

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

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

	2020	**2019**	**2018**
Email	76.6%	71.4%	69.3%
Text Message	67.6%	82.6%	77.1%
Canvas	18.0%	7.8%	9.5%
Phone	17.1%	19.9%	17.9%
In-Person	16.2%	25.6%	23.9%
Directly from Advisors	9.0%	13.8%	12.0%
IU Southeast Website	7.2%	5.8%	8.0%
Online/Live Chat	6.3%	2.2%	1.9%
Directly from Faculty	5.4%	10.8%	9.4%
Twitter	<1%	1.4%	1.1%
Facebook	--	1.7%	1.7%

*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 though this level of knowledgeability has continued to decline since 2018. Students feeling not at all knowledgeable about paying for their classes has doubled in that same time.

Table 22: Knowledgeable on Process of Paying for Classes

	2020	**2019**	**2018**
Somewhat Knowledgeable	57.7%	72.8%	72.9%
Not at All Knowledgeable	30.6%	15.1%	15.5%
Very Knowledgeable	10.8%	11.9%	10.9%
No Response	<1%	<1%	<1%

About three-fourths of current respondents will once more rely upon themselves or their families to help pay for college, about six in ten (57.7%) will rely on scholarships, and four in ten (40.5%) on 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 the 21st Century Scholar program, military or veterans assistance, or UPS or employer programs, accounting for a combined 4.5% of the group. Three respondents within the group 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

	2020		**2019**		**2018**	
	%	**Rank**	**%**	**Rank**	**%**	**Rank**
Family or Myself (Cash, Savings, and Working)	75.7%	12.6%	77.1%	14.9%	76.3%	13.4%
Scholarships	57.7%	10.8%	50.7%	12.5%	56.5%	12.8%
Student Loans	40.5%	13.5%	48.5%	15.3%	44.3%	12.2%
Grants	34.2%	8.1%	35.4%	6.7%	35.9%	9.5%
Employer Assistance	7.2%	<1%	10.8%	2.9%	10.3%	3.1%
Veterans' Assistance (GI Bill, Veteran/Military Benefits, Etc.)	6.3%	1.8%	4.7%	1.8%	4.8%	2.1%
Federal Work Study Award	5.4%	<1%	15.6%	<1%	17.4%	1.5%
Other	4.5%	1.8%	4.0%	1.7%	3.8%	2.3%
No Plan	2.7%	--	4.2%	<1%	2.3%	--

*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. Internships and obtaining financial aid topped the list yet again this year, with academic major organizations and overseas study opportunities rising in relative popularity. Only one category (Athletic Pep Band) saw an increase in respondent interest from 2019 to 2020. Levels of students' interest in social or on-campus activities might have been negatively impacted by the COVID-19 pandemic and related safety guidelines during the Fall 2020 term.

Table 24: Activities of Interest

	2020	2019	2018
Internships	42.3%	53.3%	61.1%
Obtaining Financial Aid	34.2%	35.1%	36.1%
Organizations Related to Academic Major	22.5%	25.4%	30.7%
Overseas Study Opportunities	22.5%	29.4%	26.3%
Finding Employment	20.7%	31.1%	29.2%
Work-Study	17.1%	34.3%	34.2%
Sororities	16.2%	23.2%	21.2%
Volunteering in the Community	15.3%	27.1%	26.7%
Honors Program	14.4%	21.4%	26.9%
Intramural Sports	14.4%	20.8%	24.6%
Leadership Development	11.7%	15.4%	25.8%
Theatre/Drama	9.9%	11.9%	12.8%
Religious Organizations	8.1%	13.2%	13.5%
Planning Campus Events and Entertainment	7.2%	18.8%	16.8%
Vocal Music	7.2%	10.1%	7.3%
Instrumental Music	6.3%	7.8%	9.9%
Mentoring	6.3%	23.2%	18.9%
Varsity Sports	6.3%	13.6%	14.3%
Student Ambassadors	5.4%	5.6%	4.4%
Athletic Pep Band	4.5%	3.2%	5.2%
Special Interest Organizations	4.5%	10.4%	9.7%
Student Government	4.5%	7.6%	9.5%
Ethnic/Multicultural Groups	3.6%	5.3%	5.3%
Political Clubs	2.7%	7.9%	7.4%
Adult Student Support	<1%	6.9%	5.3%
Fraternities	<1%	8.1%	10.9%
Student Publications	<1%	3.2%	4.0%
Children's Programming	--	4.7%	2.9%

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

Interest in specific organizations and groups at IU Southeast, depicted below in Tables 25 through 31, continued to trend low overall.

Table 25: Ethnic/Multicultural Groups

	2020	2019	2018
Multicultural Student Union	2.7%	2.9%	3.2%
Students for Diversity CCR	1.8%	1.7%	2.7%
Student African American Brotherhood	<1%	1.4%	1.0%
Asian Pop Culture Club	--	<1%	2.1%
International Student Organization	--	1.5%	1.7%
Japanese Pop Culture Club	--	<1%	1.9%

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

Table 26: Organizations Related to Academic Major

	2020	2019	2018		2020	2019	2018
Psychology Club	5.4%	4.9%	5.9%	Informatics Club	<1%	<1%	<1%
Sociology Club	3.6%	2.2%	3.2%	Political Science Club	<1%	<1%	1.0%
Student Nurses' Association	3.6%	4.0%	4.6%	Pre-Dental	<1%	<1%	1.0%
English Club	2.7%	1.4%	3.2%	Spanish Club	<1%	1.4%	3.1%
Honors Community	2.7%	3.6%	4.4%	Women in Technology	<1%	<1%	<1%
Philosophy Club	2.7%	1.7%	<1%	Advertising Club	--	1.9%	2.7%
Pre-Health Professional Society	2.7%	3.8%	3.1%	Business Professionals of America	--	2.4%	5.0%
Pre-Med Society	2.7%	3.2%	3.4%	Computer Security Group	--	1.5%	1.3%
Biology Club	1.8%	5.3%	4.2%	Economics Club	--	1.3%	1.5%
Criminal Justice Student Association	1.8%	2.4%	2.5%	Finance Club	--	1.9%	3.1%
Graphic Arts Club	1.8%	1.1%	2.1%	French Club	--	1.1%	<1%
Honors Program Student Advisory Board	1.8%	2.1%	3.1%	Launch Entrepreneurship Club	--	1.0%	1.7%
National Society of Leadership and Success	1.8%	3.6%	--	Marketing Club	--	2.1%	3.6%
Student Art Association	1.8%	1.3%	2.1%	National Science Teachers Association	--	<1%	--
Student Education Association	1.8%	2.9%	1.3%	Pre-Pharmacy Club	--	<1%	1.0%
Field Biology Club	<1%	1.3%	1.1%	Public Relations Student Society of America	--	<1%	--
German Club	<1%	<1%	1.1%	Society for Human Resource Management	--	<1%	<1%
History Club	<1%	1.1%	1.1%				

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

Table 27: Political Clubs

	2020	2019	2018
College Democrats	1.8%	2.4%	2.1%
Young Americans for Liberty	1.8%	1.0%	1.3%
Civil Liberties Union (CLU)	<1%	1.1%	<1%
College Republicans	<1%	5.0%	3.1%
Model United Nations	<1%	1.0%	1.3%
Lodge Council	--	--	1.3%

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

Table 28: Religious Organizations

	2020	2019	2018
Christian Student Fellowship	6.3%	11.8%	7.3%
Catholic Campus Community	1.8%	<1%	<1%
Campus Crusade (CRU)	<1%	4.2%	1.7%
Delight Ministries	<1%	1.0%	<1%
Campus Ministry International at IU Southeast	--	1.1%	<1%
Free Thinkers	--	<1%	<1%
Jewish Student Union	--	--	--

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

Table 29: Special Interest Organizations

	2020	2019	2018		2020	2019	2018
Gamer's Club	3.6%	2.1%	2.1%	Salsa Club	--	<1%	<1%
Allies	<1%	<1%	<1%	Sound Together	--	<1%	<1%
Club Golf	<1%	<1%	--	Student Alumni Association	--	<1%	<1%
Earth Save	<1%	2.5%	1.7%	Sustainability Club	--	<1%	<1%
Film Club	<1%	1.5%	2.1%	Women in Computing	--	<1%	<1%
Indiana Underground Society	<1%	<1%	<1%	American Society of Safety Engineers	--	<1%	--
Outdoor Adventure Club	<1%	1.7%	2.7%	Dirt Bags Art Club	--	<1%	--
Spirit Club	--	2.4%	--	Rotaract Club	--	<1%	--
Student Orientation Leaders	--	1.8%	1.9%	ROTC (Reserve Officers' Training Corps)	--	<1%	--
Campus Activities Board	--	1.7%	--	Spectrum	--	<1%	
Students for Life	--	1.5%	1.9%	Student Veterans Organization	--	<1%	--
IUS Biology Volunteers	--	1.3%	1.3%	The Dining Hall (TDH)	--	<1%	--
Debate Society	--	1.0%	<1%	Dance Marathon Council	--	--	3.4%
Beta Gamma Sigma	--	<1%	2.1%	Love Your Melons	--	--	2.1%
Acapella Geeks Club	--	<1%	1.9%	Gay Straight Alliance	--	--	1.5%
Alpha Psi Omega (Theater)	--	<1%	1.5%	Fit 4 You Club	--	--	1.0%
Association for Computing Machinery	--	<1%	<1%	Coaster Club	--	--	<1%
Bass Fishing Club	--	<1%	<1%	Non-Traditional Student Union	--	--	<1%
Castle Club	--	<1%	<1%	Panhellenic Council	--	--	<1%
Concert Band	--	<1%	<1%	Interfraternity Council	--	--	--
Makers Club	--	<1%	<1%	One	--	--	--

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

Table 30: Student Publications

	2020	2019	2018
Horizon Student Newspaper	<1%	2.8%	2.5%
Literary Review	<1%	1.5%	1.3%

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

Table 31: Varsity Sports

	2020	2019	2018
Baseball	2.7%	4.3%	1.5%
Basketball (Men's)	2.7%	4.3%	2.9%
Basketball (Women's)	2.7%	1.7%	<1%
Volleyball (Women's)	<1%	3.2%	1.5%
Cheerleading	--	2.1%	1.7%
Softball	--	3.5%	<1%
Tennis (Men's)	--	1.3%	1.3%
Tennis (Women's)	--	<1%	1.1%

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

SOURCES OF INFORMATION AND FACTORS INFLUENCING SCHOOL CHOICE

Personal contact with family and friends attending IU Southeast continues to be the greatest source of information for incoming students, followed closely by the IU Southeast website, and contact with current students, teachers, and counselors. Of the 16 informational resource categories, the top six categories each appear to have reached or informed between a third and one-half of the 2020 respondents. The respondents' written-in informational sources within the "Other" category included living near the campus and visiting while attending another school, which made up 3.6% of responses.

Table 32: Sources of Information Obtained about IU Southeast

	2020	2019	2018
Friends or Family Who Attend IU Southeast	51.4%	46.9%	46.2%
IU Southeast Website	43.2%	36.4%	46.0%
Current IU Southeast Students	42.3%	45.4%	44.8%
Materials Mailed to You	40.5%	33.6%	41.0%
Teachers	38.7%	38.3%	42.2%
Counselors	37.8%	37.2%	43.3%
Email	30.6%	28.2%	24.8%
Contact with IU Southeast Graduates	24.3%	29.4%	29.4%
Social Media (Facebook, Instagram, Twitter, YouTube)	22.5%	16.7%	17.4%
Friends or Family Who Do Not Attend IU Southeast	21.6%	17.8%	21.9%
Coaches/Sports	7.2%	10.6%	10.1%
Mobile Application/Digital Ads	5.4%	5.7%	6.7%
TV Ads	4.5%	1.4%	1.9%
Other	3.6%	4.0%	1.9%
Billboards	1.8%	2.2%	4.6%
Print Ads	<1%	1.8%	1.9%

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

The top six factors influencing attendance at IU Southeast continued to mirror the sources of information depicted in Table 32. Friends, family, or students attending IU Southeast; the IU Southeast website; mailed materials; and teachers and counselors were once again key factors in respondents' decisions to apply and enroll. Mobile applications and digital ads, print ads, television ads, and billboards continued to decline in their efficacy toward this entering group's decision-making process.

Table 33: Factors Influencing Decision to Attend IU Southeast

	2020	2019	2018
Friends or Family Who Attend IU Southeast	41.4%	21.0%	37.2%
Current IU Southeast Students	34.2%	33.8%	35.1%
IU Southeast Website	33.3%	27.8%	36.5%
Materials Mailed to You	30.6%	21.3%	28.6%
Counselors	27.9%	27.1%	33.4%
Teachers	27.9%	28.9%	31.9%
Email	22.5%	19.3%	24.8%
Contact with IU Southeast Graduates	16.2%	21.4%	25.0%
Friends or Family Who Do Not Attend IU Southeast	15.3%	13.3%	17.9%
Social Media (Facebook, Instagram, Twitter, YouTube)	13.5%	8.5%	9.9%
Coaches/Sports	5.4%	8.6%	8.4%
Other	1.8%	1.7%	1.7%
Mobile Application/Digital Ads	<1%	3.8%	3.6%
Print Ads	<1%	<1%	1.0%
TV Ads	<1%	<1%	1.0%
Billboards	--	<1%	2.7%

*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, though both institutions have lost ground since 2018.

Ivy tech Community College, in the meantime, has almost doubled in popularity since 2018 with about a fifth (21.6%) of students currently applying there and its popularity growing over seven percentage points in the past year. Among the 23 write-in responses in the "Other" category, a combined eight respondents mentioned Asbury University, Eastern Kentucky University, Northern Kentucky University, and the University of Kentucky.

Table 34: IU Southeast as First Choice

	2020	2019	2018
Yes	55.9%	57.1%	59.4%
No	42.3%	41.4%	39.5%
No Response	1.8%	1.5%	1.1%

Table 35: Institutions Considered Attending

	2020	2019	2018
University of Louisville	35.1%	37.5%	42.7%
IU Bloomington	24.3%	27.4%	38.4%
Ivy Tech Community College	21.6%	13.9%	11.5%
Other	20.7%	22.1%	19.8%
IUPUI	17.1%	12.1%	16.0%
Ball State University	15.3%	16.3%	14.1%
Purdue University (West Lafayette)	14.4%	7.8%	8.8%
Indiana State University	12.6%	12.1%	12.2%
Bellarmine University	11.7%	11.1%	11.8%
University of Southern Indiana	11.7%	11.4%	10.3%
Western Kentucky University	9.0%	9.7%	9.0%
Jefferson Community College	8.1%	9.0%	6.7%
Hanover College	6.3%	6.1%	7.8%
Spalding University	1.8%	3.6%	4.6%

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

DECISION FACTORS

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

Table 36: Factors Contributing to Decision to Attend IU Southeast

	2020	2019	2018
Location	91.9%	90.7%	92.0%
Cost	87.4%	91.9%	94.3%
Quality of Education	83.8%	84.9%	88.7%
Choice of Academic Programs	82.9%	78.3%	83.4%
Availability of Financial Aid	75.7%	74.7%	75.8%
Small Class Size	74.8%	76.8%	80.3%
Size of the Institution	69.4%	73.8%	74.6%
Applied Learning Opportunities	45.0%	58.1%	60.5%
Friends or Family with or Pursuing an IU Southeast Degree	40.5%	41.5%	39.7%
Events, Activities, and Campus Life	33.3%	50.3%	52.5%
Parent's Decision	27.0%	31.3%	35.9%
Reciprocity (Resident Tuition for Kentucky Students)	27.0%	32.6%	31.1%
Athletic Programs in which You would Like to Participate	15.3%	23.6%	26.9%

*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. About one in ten students reported that they had attended a college fair. One student wrote that they had previously participated in CRU as an IU Southeast-related program.

Table 37: Previous Participation in IU Southeast Programs

	2020	**2019**	**2018**
I have not participated in any IU Southeast programs	64.9%	63.9%	62.2%
College Fair	11.7%	10.3%	10.5%
High School College Prep Program	8.1%	4.7%	3.4%
Financial Aid Programs	6.3%	7.2%	8.8%
Access to Success	1.8%	2.9%	1.5%
Bridge to College	<1%	1.1%	<1%
Other	<1%	1.8%	3.6%
Sports Camp	<1%	1.9%	2.7%
Model UN	--	<1%	<1%
Project AHEAD	--	<1%	<1%
Theatre and Music Department Programs	--	1.3%	2.1%

*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 once again 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 (69.4%) considering themselves excellent or above average. Speaking to large groups remains the lowest self-rated ability with about four out of five respondents again rating themselves at average or below.

Table 38: Self-Rated Levels of Abilities

	2020	**2019**	**2018**
Ability to Listen Effectively	69.4%	68.2%	69.5%
Reasoning about Ethical and Moral Issues	60.4%	57.5%	62.8%
Working Productively with Other People in Small Groups	60.4%	64.4%	64.5%
Understanding the Traditions, Values, and History of People Different from Yourself	58.6%	55.8%	56.9%
Thinking Critically about Ideas and Issues	57.7%	62.1%	63.4%
Evaluating Arguments to Support a Point of View	52.3%	58.5%	61.5%
Viewing Events and Phenomena from Several Different Perspectives	50.5%	49.3%	49.0%
Expressing Ideas, Opinions, Beliefs, and Facts in Writing	49.5%	52.6%	58.8%
Using Information Technology Effectively	47.7%	48.2%	50.0%
Reading Comprehension	44.1%	49.9%	49.0%
Relating Knowledge with Practice	42.3%	50.4%	50.6%
Presenting Ideas, Opinions, and Beliefs Effectively in a Group	41.4%	45.1%	47.5%
Speaking in Small Groups	39.6%	46.5%	48.7%
Applying Quantitative Skills such as Mathematics, Statistics, Etc.	34.2%	35.0%	31.1%
Integrating Knowledge from Several Different Fields of Study	30.6%	36.1%	36.1%
Speaking to a Large Group	18.9%	26.0%	28.1%

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

SERIOUS CONVERSATIONS WITH DIFFERENT GROUPS

More than half of the current respondents indicated they very often or often engage in serious conversations with people who differ in their religious beliefs, political opinions, or personal values. Just under half (45.9%) of the students said that they have conversations very often or often with people of different race and ethnicity than their own.

Table 39: Frequency of Serious Conversations

	2020	2019	2018
People who Differ from You in Their Religious Beliefs, Politcal Opinions, or Personal Values	64.9%	60.7%	61.1%
People of a Race or Ethnicity Different than Your Own	45.9%	51.7%	50.8%

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

COURSES WITH COMMUNITY ENGAGEMENT

This year's survey included a new question around students' level of interest in course requirements. About a fifth (20.7%) of students stated that they would be very or somewhat likely to "participate in a course that requires spending time in or with a community organization." Because this question was added this year, no historical comparisons before 2020 can be made at this time.

ONLINE COURSES

This year's survey depicts a dramatic upswing in the percentage of student who have enrolled in online courses. This is most likely a result of the transition across institutions toward online or remote learning modalities due to the COVID-19 pandemic response. While only about a third of students within the 2018 and 2019 groups (37% and 34.7%, respectively) had previously enrolled in online courses, almost six in ten (58.6%) of the 2020 entering students have taken an online course.

Whether the students' online high school courses were accepted toward college credit or not, there was a very large increase in both categories between 2019 and 2020. Online courses not accepted for college credit rose by nine percentage points, while those accepted for college credit rose by 17.5 percentage points.

Table 40: Online Courses

	2020	2019	2018
Yes	58.6%	34.7%	37.0%
No	36.0%	54.9%	56.5%
No Response	5.4%	10.4%	6.5%

Table 41: Source of Online Courses

	2020	2019	2018
In High School Not for College Credit	30.6%	21.7%	26.5%
In High School for College Credit	26.1%	8.6%	10.9%
From Any Other College or University	14.4%	7.1%	2.1%
From IU Southeast	0.9%	1.3%	1.5%

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

It was found that 81.1% of responding students would be likely to enroll in hybrid classes (in which 25% to 75% of the coursework is online), while only two-thirds (66.7%) of them would prefer to enroll in courses offered entirely online. These numbers improved over the past two years probably in part to students being exposed to and familiarized with online courses more extensively due to the COVID-19 pandemic response. 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 (73%) said that, on average, they would prefer that 43.1% of their coursework be delivered in a hybrid setting, while the same amount of respondents wanted 45.8% of their coursework delivered in an entirely online course structure.

Over 80% of respondents (82.9%) preferred that their General Education courses be offered online, whereas less than half of students (45%) 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 (23.4%) of respondents this year.

Table 42: Preferences toward Online Course Structures

	2020	2019	2018
Hybrid (Combines Classroom Instruction with Online Instruction, with 25%-75% Instruction Delivered Online)	81.1%	65.1%	68.5%
Online Interactive (Few On-Campus Class Meetings (Labs or Exams), with 76% or More of Content Delivered Online)	71.2%	55.8%	53.8%
Entirely Online (Allows Student to Complete Course Requirements at Any Time from Any Location)	66.7%	43.9%	45.6%

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

	2020	Avg	2019	Avg	2018	Avg
Hybrid (Combines Classroom Instruction with Online Instruction, with 25%-75% Instruction Delivered Online)	73.0%	43.1%	72.1%	58.3%	71.2%	56.0%
Entirely Online (Allows Student to Complete Course Requirements at Any Time from Any Location)	73.0%	45.8%	71.5%	40.5%	71.9%	37.5%
Online Interactive (Few On-Campus Class Meetings (Labs or Exams), with 76% or More of Content Delivered Online)	71.2%	61.6%	69.7%	46.1%	70.6%	43.3%

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

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

	2020	2019	2018
General Education Courses	82.9%	66.5%	68.3%
Lower-Level Courses in Your Academic Major	68.5%	58.9%	58.4%
Any Courses	58.6%	53.2%	54.2%
Upper-Level Courses in Your Academic Major	45.0%	47.2%	48.3%

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

	2020	2019	2018
Mid-day (11:00 AM-1:00 PM)	75.7%	72.6%	71.8%
Afternoon (1:00-5:00 PM)	69.4%	58.3%	57.8%
Morning (7:00-11:00 AM)	49.5%	45.4%	47.9%
Evening (5:00-10:00 PM)	40.5%	36.1%	38.5%
Weekend	23.4%	26.5%	24.2%

*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:

Last Name:

UID Number (include leading zeros):

Birth Date (mm/dd/yyyy):

Email (IUS email preferred):

Preferred Phone ((555) 123-4567):

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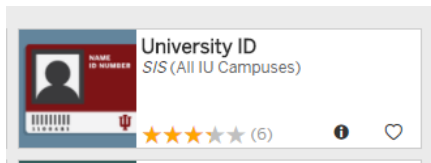
Please click the Next >> button to continue the survey.

Screen 2

<u>**Entering Student Survey, Section 2 of 5**</u>

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):

- ○ Art History
- ○ Ceramics
- ○ Digital Art/Interactive Media
- ○ Drawing

- ○ Graphic Design
- ○ Painting
- ○ Printmaking
- ○ Studio Arts

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

- ○ Accounting
- ○ Economics
- ○ Economics & Public Policy
- ○ Finance
- ○ General Business

- ○ Human Resource Management
- ○ International Business
- ○ Management
- ○ 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   ○ Strategic Communication

○ Organizational 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	○	○	○	○	○	○
Father	○	○	○	○	○	○

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 Advisors
Academic issues that affect your enrollment or graduation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Course registration reminders	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Financial Aid registration for upcoming semesters	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Semester bill due date reminders	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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)?

- ☐ Adult Student Support
- ☐ Children's programming
- ☐ Athletic Pep Band
- ☐ Ethnic/Multi-cultural groups
- ☐ Finding employment
- ☐ Fraternities
- ☐ Honors Program
- ☐ Instrumental music
- ☐ Internships
- ☐ Intramural sports
- ☐ Leadership development
- ☐ Mentoring
- ☐ Obtaining Financial Aid
- ☐ Organizations related to academic major

- ☐ Overseas study opportunities
- ☐ Planning campus events and entertainment
- ☐ Political clubs
- ☐ Religious organizations
- ☐ Sororities
- ☐ Special Interest Organizations
- ☐ Student Ambassadors
- ☐ Student Government
- ☐ Student publications
- ☐ Theatre/drama
- ☐ Varsity sports
- ☐ Vocal music
- ☐ Volunteering in the community
- ☐ 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):

☐ Advertising Club
☐ National Science Teachers Association
☐ Honors Program Student Advisory Board

☐ Biology Club
☐ Philosophy Club
☐ Pre-Dental

☐ Computer Security Group
☐ Pre-Health Professional Society
☐ Pre-Med Society

☐ Economics Club
☐ Psychology Club
☐ Pre-Pharmacy Club

☐ English Club
☐ Society for Human Resource Management
☐ Political Science Club

☐ Field Biology Club
☐ Spanish Club
☐ Sociology Club

☐ Finance Club
☐ Student Art Association
☐ Women in Technology

☐ French Club
☐ Student Education Association
☐ Business Professionals of America

☐ Graphic Arts Club
☐ Student Nurses' Association
☐ Launch Entrepreneurship Club

☐ History Club
☐ Criminal Justice Student Association
☐ Public Relations Student Society of America

☐ Informatics Club
☐ German Club
☐ National Society of Leadership and Success

☐ Marketing Club
☐ Honors Community

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):

☐ Allies   ☐ Association for Computing Machinery

☐ American Society of Safety Engineers   ☐ Beta Gamma Sigma

☐ Debate Society   ☐ Castle Club

☐ Earth Save   ☐ Concert Band

☐ Gamer's Club   ☐ Makers Club

☐ Spectrum   ☐ Panhellenic Council

☐ Indiana Underground Society   ☐ Sound Together

☐ IUS Biology Volunteers   ☐ Student Orientation Leaders

☐ Non-Traditional Student Union   ☐ The Dining Hall (TDH)

☐ One   ☐ Sustainability Club

☐ Outdoor Adventure Club   ☐ Bass Fishing Club

☐ ROTC (Reserve Officers' Training Corps)   ☐ Rotaract Club

☐ Salsa Club   ☐ Film Club

☐ Student Alumni Association   ☐ Campus Activities Board

☐ Students for Life   ☐ Club Golf

☐ Student Veterans Organization   ☐ Dirt Bags Art Club

☐ Women in Computing   ☐ Interfraternity Council

☐ Acapella Geeks Club   ☐ Spirit Club

☐ Alpha Psi Omega (Theater)

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)?

☐ Contact with IU Southeast graduates	☐ TV ads
☐ Current IU Southeast students	☐ Social Media (Facebook, Instagram, Twitter, YouTube)
☐ Friends or family who attend IU Southeast	☐ Billboards
☐ Friends or family who do not attend IU Southeast	☐ Print ads
☐ Materials mailed to you	☐ IU Southeast website
☐ Teachers	☐ Mobile application/ Digital Ads
☐ Counselors	☐ Email
☐ Coaches/Sports	☐ Other (please specify): _____

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	○	○	○	○
» Current IU Southeast students	○	○	○	○
» Friends or family who attend IU Southeast	○	○	○	○
» Friends or family who do not attend IU Southeast	○	○	○	○

	A lot	Some	A little	Not at all
» Materials mailed to you	○	○	○	○
» Teachers	○	○	○	○
» Counselors	○	○	○	○
» Coaches/Sports	○	○	○	○
» TV ads	○	○	○	○
» Social Media (Facebook, Instagram, Twitter, YouTube)	○	○	○	○
» Billboards	○	○	○	○
» Print ads	○	○	○	○
» IU Southeast website	○	○	○	○
» Mobile application/ Digital Ads	○	○	○	○
» Email	○	○	○	○
» Other (please specify): [ ]	○	○	○	○

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)?

☐ IU Bloomington   ☐ Spalding University

☐ University of Louisville   ☐ Purdue (West Lafayette)

☐ University of Southern Indiana   ☐ Indiana State University

☐ Ball State University   ☐ IUPUI

☐ Jefferson Community College   ☐ Hanover College

☐ Ivy Tech Community College   ☐ Western Kentucky University

☐ Bellarmine University   ☐ Other [   ]

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	○	○	○	○
Cost	○	○	○	○
Size of the institution	○	○	○	○
Small class size	○	○	○	○
Quality of education	○	○	○	○
Choice of academic programs	○	○	○	○
Availability of financial aid	○	○	○	○
Athletic programs in which you would like to participate	○	○	○	○
Reciprocity (resident tuition for Kentucky students)	○	○	○	○
Events, activities and campus life	○	○	○	○
Applied learning opportunities (internship, research, service learning, study abroad)	○	○	○	○
Parents decision	○	○	○	○
Friends or family with or pursuing an IU Southeast degree	○	○	○	○

Select all IU Southeast programs in which you have participated.

☐ Access to Success   ☐ Project AHEAD

☐ Bridge to College   ☐ Sports Camp

☐ College Fair   ☐ Theatre and Music Dept. Programs

☐ Financial Aid Programs   ☐ Other [   ]

☐ High School College Prep Program   ☐ I have not participated in any IU Southeast programs

☐ 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	○	○	○	○	○
Speaking in small groups	○	○	○	○	○
Integrating knowledge from several different fields of study	○	○	○	○	○
Relating knowledge with practice	○	○	○	○	○
Presenting ideas, opinions, and beliefs effectively in a group	○	○	○	○	○
Using information technology effectively	○	○	○	○	○
	Excellent	Above Average	Average	Below Average	Very Poor
Viewing events and phenomena from several different perspectives	○	○	○	○	○
Reading comprehension	○	○	○	○	○
Applying quantitative skills such as mathematics, statistics, etc.	○	○	○	○	○
Speaking to a large group	○	○	○	○	○
Understanding the traditions, values, and history of people different from yourself	○	○	○	○	○
Ability to listen effectively	○	○	○	○	○
	Excellent	Above Average	Average	Below Average	Very Poor
Evaluating arguments to support a point of view	○	○	○	○	○
Thinking critically about ideas and issues	○	○	○	○	○
Reasoning about ethical and moral issues	○	○	○	○	○
Working productively with other people in small groups	○	○	○	○	○

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

	Never	Sometimes	Often	Very Often
people of a race or ethnicity different than your own?	○	○	○	○
people who differ from you in their religious beliefs, political opinions, or personal values?	○	○	○	○

How likely are you to participate in a course that requires spending time in and with a community organization?

Very Unlikely	Somewhat Unlikely	Somewhat Likely	Very Likely	I don't know
○	○	○	○	○

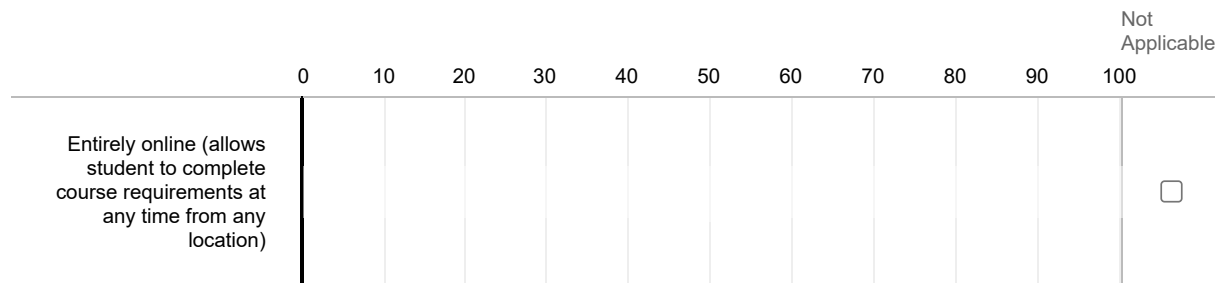Have you ever taken an online course?

○ 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)	○	○	○	○	○
Online interactive (with a few on-campus class meetings often for labs or exams, with 76% or more of instructional content delivered online)	○	○	○	○	○
Hybrid (combines classroom instruction with online instruction, with 25%-75% instruction delivered online)	○	○	○	○	○

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

											Not Applicable
	0	10	20	30	40	50	60	70	80	90	100	
Entirely online (allows student to complete course requirements at any time from any location)												☐

	0	10	20	30	40	50	60	70	80	90	100	Not Applicable
Online interactive (with a few on-campus class meetings often for labs or exams, with 76% or more of instructional content delivered online)												☐
Hybrid (combines classroom instruction with online instruction, with 25%-75% instruction delivered online)												☐

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	○	○	○	○	○
Lower-level courses in your major	○	○	○	○	○
General Education courses	○	○	○	○	○
Any courses	○	○	○	○	○

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)	○	○	○	○	○
Mid-day (11:00 AM-1:00 PM)	○	○	○	○	○
Afternoon (1:00-5:00 PM)	○	○	○	○	○
Evening (5:00-10:00 PM)	○	○	○	○	○
Weekend	○	○	○	○	○

Thank you for participating in the Entering Student Survey!

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