

**2013 Continuing Student Survey Report:
Focus on Online Learning
Executive Report**

Administered Fall 2013



**INDIANA UNIVERSITY
SOUTHEAST**

OFFICE OF INSTITUTIONAL
RESEARCH AND ASSESSMENT

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SURVEY BACKGROUND AND SUMMARY

The Indiana University Southeast Continuing Student Survey is administered every other year to measure the experiences and satisfaction of our students. In the past, the survey was administered in-class to a stratified random sample of undergraduate and graduate students. In 2013, the survey was significantly shortened to best utilize instructor class time and to obtain better response rates as well as better focused to measure campus initiatives.

The Faculty Senate Academic Assessment Committee and the Chancellor’s Leadership Team approved “online course experience and needs” as the focus for the Fall 2013 survey. An electronic version of the survey was sent to all students enrolled in online or hybrid classes in Fall 2013. In addition, a stratified random sample of traditional setting courses was selected to best ensure representativeness across student level and school.

The survey instrument itself- found in Appendix B of this report- collected general information from students regarding their course load, employment, and plans to return in the Spring semester, along with their experiences and satisfaction with, and their likelihood and intention of enrollment in, online course offerings. The bulk of the survey was developed by the Office of Institutional Research and Assessment (OIRA) with input from the Faculty Senate Strategic Planning of Online Courses Ad Hoc Committee.

While more complete sampling and response rate information can be found in Appendix A of this report, response rates by administration mode and overall response rate are below:

	<u>Students Invited</u>	<u>Students Responded</u>	<u>Response Rate</u>
Online/Hybrid	1360	175	12.9%
Traditional (Face-to-face)	1368	748	54.7%
Combined	2728	923*	33.8%

** note that 17 traditional surveys were removed from analysis due to non-response, so the maximum number of combined responses to any question is n=906 with combined response rate: 33.2%*

Students who responded via the online link were limited in submitting the survey only once, and no students were sent multiple links (i.e., students in multiple online or hybrid courses were sent only one link). However, despite instructions to the contrary, it is possible that some students took either both the online and traditional mode survey or took the traditional mode survey twice.

Some issues that likely limited response rate include: students in traditional courses absent during survey administration; students having taken the survey in another class or online; and selected instructors not administering the survey in class.

Individual question response rate varies, as all survey questions were voluntary and some respondents chose not to answer certain questions. We have chosen to include partial responses in the data report.

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This executive report is a brief version of the original report that was sent to a variety of campus constituents. This shorter version focuses on survey results by mode of administration and likelihood of online enrollment and preference. This and any ad hoc reports will be posted on the OIRA website to support the institution's mission of transparency and to encourage respondents to take future assessments. By-school and by-major reports of the online-only cohort can be obtained via request to Ron Severtis in OIRA at rseverti@ius.edu.

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RESULTS BY MODE OF ADMINISTRATION

In this first data section, results are aggregated and then broken down by mode of administration. ‘Traditional’ mode refers to students who returned a paper copy administered in a participating face-to-face class. ‘OL/Hybrid’ mode respondents took the identical survey through an individualized link sent via the Qualtrics web survey software.

Please note that while the online/hybrid sample does not simply represent “only online” students, and that students who took the survey “traditionally” could also be taking online classes, their separation in this report is guided by the idea that the online/hybrid sample represents students who are already taking online courses at IU Southeast; thus, their perspective is likely unique, as early adopters of online enrollment.

More than 70% of respondents reported attending IU Southeast full-time. Fall census numbers indicate that 45.1% of the student population (and 40.4% of undergraduates) attended part-time. Therefore, the sample is overrepresented by full-time attendees. A greater percentage of online/hybrid respondents reported attending part-time than traditional respondents.

Table 1: ‘This semester, are you currently attending school:’

	All		Traditional		OL/Hybrid	
	N	%	N	%	N	%
*Full-time	668	73.8%	551	75.5%	117	66.9%
Part-time	237	26.2%	179	24.5%	58	33.1%
Total	905	100.0%	730	100.0%	175	100.0%

**note Full-time is defined as 12+ credit hours for Undergraduates; 8+ hours for Graduate Students*

While the majority of respondents consider themselves students who also work, more traditional students (67%) have this perception than do online/hybrid students (51%). Online/hybrid respondents were more likely to categorize themselves as full-time students (26%) or workers who also take classes (24%) than their traditional counterparts (19% and 15%, respectively).

Table 2: ‘Do you consider yourself:’

	All		Traditional		OL/Hybrid	
	N	%	N	%	N	%
A student who also works	570	63.5%	482	66.6%	88	50.6%
A full-time student	181	20.2%	136	18.8%	45	25.9%
A worker who also takes classes	147	16.4%	106	14.6%	41	23.6%
Total	898	100.0%	724	100.0%	174	100.0%

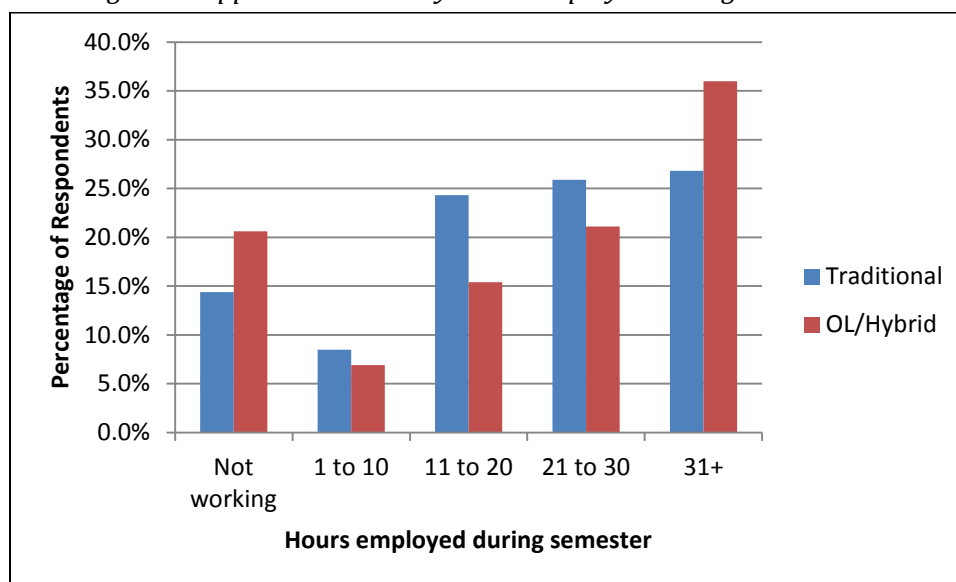
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The online/hybrid sample consists of a greater percentage of students either not working (21%) or working 31 or more hours per week (36%) compared to their traditional counterparts (14% and 27%, respectively).

Table 3: 'Approximately how many hours a week are you employed during the semester?'

	All		Traditional		OL/Hybrid	
	N	%	N	%	N	%
Not working	141	15.6%	105	14.4%	36	20.6%
1 to 10	74	8.2%	62	8.5%	12	6.9%
11 to 20	204	22.6%	177	24.3%	27	15.4%
21 to 30	225	24.9%	188	25.9%	37	21.1%
31 or more	258	28.6%	195	26.8%	63	36.0%
Total	902	100.0%	727	100.0%	175	100.0%

Figure 1: Approximate weekly hours employed during the semester

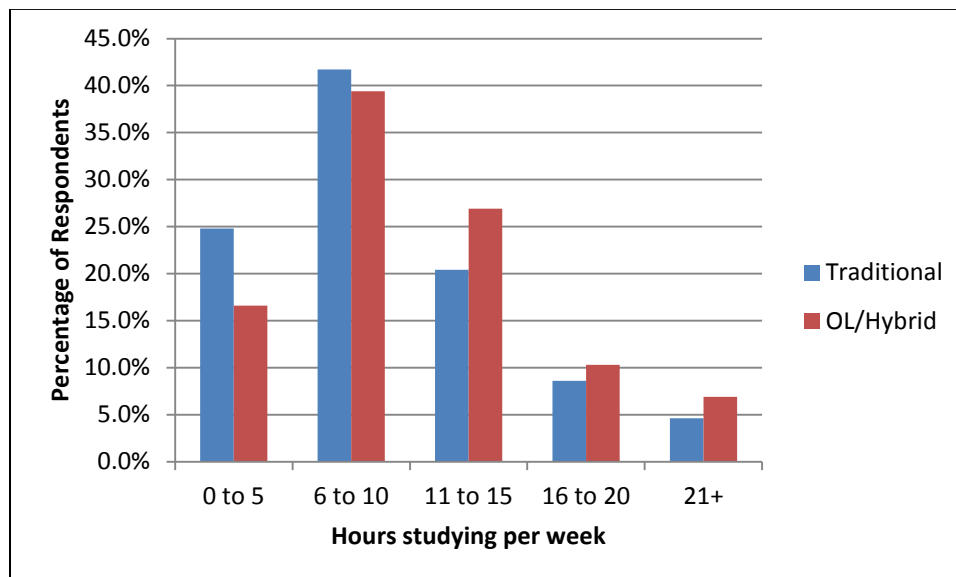


The online/hybrid sample report slightly greater hours of studying per week than their traditional peers.

Table 4: 'On average, how many hours per week do you study outside of class?'

	All		Traditional		OL/Hybrid	
	N	%	N	%	N	%
0 to 5	209	23.2%	180	24.8%	29	16.6%
6 to 10	371	41.2%	302	41.7%	69	39.4%
11 to 15	195	21.7%	148	20.4%	47	26.9%
16 to 20	80	8.9%	62	8.6%	18	10.3%
21 or more	45	5.0%	33	4.6%	12	6.9%
Total	900	100.0%	725	100.0%	175	100.0%

Figure 2: Average hours studying per week



The majority of students intend to return to IU Southeast the following semester regardless of mode of survey administration.

Table 5: 'Do you intend to return to IU Southeast for the Spring 2014 semester?'

	All		Traditional		OL/Hybrid	
	N	%	N	%	N	%
Yes	822	90.8%	658	90.1%	164	93.7%
No, I will have graduated	51	5.6%	43	5.9%	8	4.6%
Not sure yet	19	2.1%	18	2.5%	1	0.6%
No, I will be attending a different college	11	1.2%	10	1.4%	1	0.6%
No, I will not be attending any school	2	0.2%	1	0.1%	1	0.6%
Total	905	100.0%	730	100.0%	175	100.0%

Students were specifically asked what factors would influence their return to IU Southeast. Open-ended responses were categorized and are presented below, with most responses coming from traditional mode respondents:

Table 6: Factors influencing return to IU Southeast (open-ended responses)

	All	Traditional	OL/Hybrid
Major not offered	10	10	--
Specific class offerings	8	7	1
Personal reasons	4	3	1
Faculty issues	4	4	--
More online class offerings	3	2	1
Cost	3	3	--
Dependent on acceptance to program	3	3	--

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Students were asked if they have ever taken an online course. While intuitively this would mean that all online/hybrid respondents would answer ‘yes’, it is possible that some respondents interpreted it as having ever taken an online course *prior* to their current class or consider their ‘hybrid’ class to not be specifically ‘online’. Indeed, some of the online/hybrid open-ended comments seem to bear these facts out. As such, not all online/hybrid respondents answered ‘yes’. Despite this possible misinterpretation, an overwhelmingly greater percentage of online/hybrid respondents answered ‘yes’ compared to their traditional peers. In addition, it is interesting to note that almost half of traditional mode respondents have taken an online course before (Table 12 below offers insight as to where the online course was taken).

Table 7: ‘Have you ever taken an online course?’

	All		Traditional		OL/Hybrid	
	N	%	N	%	N	%
Yes	473	52.2%	342	46.8%	131	74.9%
No	433	47.8%	389	53.2%	44	25.1%
Total	906	100.0%	731	100.0%	175	100.0%

Respondents who answered ‘No’ in Table 7 (N=433) were asked to give the reason(s) why they have not taken an online course. Respondents in the traditional survey mode indicated that preference in classroom instruction was their primary reason not having taken an online course, while online/hybrid students listed that their necessary courses were not offered in an online format. Additionally, a much larger percentage of traditional mode students than online/hybrid respondents specified that they did not know online courses were offered. Few from either mode indicate lack of needed technology as a reason.

Table 8: Reasons for not having taken an online course

	All		Traditional		OL/Hybrid	
	N	%	N	%	N	%
Prefer taking classroom instruction	237	54.7%	219	56.3%	18	40.9%
Courses needed for degree not offered online	189	43.6%	166	42.7%	23	52.3%
Other	35	8.1%	30	7.7%	5	11.4%
Did not know online courses were offered	33	7.6%	31	8.0%	2	4.5%
Do not have the technology or equipment needed for online courses	14	3.2%	13	3.3%	1	2.3%
Total	433		389		44	

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Students used open-ended responses to list ‘other’ reasons for not having taken an online course. Their answers were categorized and are presented below, with most responses coming from traditional mode respondents (note that some respondents who chose ‘other’ in Table 8 above did not explicate their reason or reasons):

Table 9: Reasons for not having taken an online course (open-ended responses)

	<u>All</u>	<u>Traditional</u>	<u>OL/Hybrid</u>
Structural barriers	7	6	1
Never considered it	5	4	1
Learning issues	4	4	--
Unsure of online	2	1	1
Quality issues	2	2	--
Never needed to	1	1	--

The listed ‘structural barriers’ included cost (compared to their previous institution), courses filled up too fast to register, courses needed were never offered, and special permission was often needed. The ‘learning issues’ were procrastination and that online learning was too difficult. It is of note that seven traditional mode respondents indicated that they will take an online course the following semester or in the future, and that another simply is not opposed to taking them.

Respondents who answered ‘Yes’ in Table 7 (N=473) were asked why they have taken an online course. The majority response for each administration mode was that the respondent had a class scheduling conflict that required their online enrollment. For traditional mode respondents, classes not offered online, work conflict with a classroom offering and preference of actually taking an online course were also major factors. Comparatively, online/hybrid respondents rate work conflict similarly to their traditional counterparts, but class offerings and online preference were less often cited.

Table 10: Reasons for having taken an online course

	All		Traditional		OL/Hybrid	
	N	%	N	%	N	%
Class scheduling conflict	158	33.4%	128	37.4%	30	22.9%
Class not offered online	117	24.7%	97	28.4%	20	15.3%
Work conflict with classroom offering	101	21.4%	74	21.6%	27	20.6%
Prefer taking online	91	19.2%	69	20.2%	22	16.8%
Other	76	16.1%	55	16.1%	21	16.0%
Classroom instruction section(s) full	31	6.6%	27	7.9%	4	3.1%
Child care conflict with classroom offering	24	5.1%	18	5.3%	6	4.6%
Total	473		342		131	

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Students used open-ended responses to list ‘other’ reasons for having taken an online course. Their answers were categorized and are presented below, with most responses coming from traditional mode respondents:

Table 11: Reasons for having taken an online course (open-ended responses)

	<u>All</u>	<u>Traditional</u>	<u>OL/Hybrid</u>
Only offered online/part of class	29	23	6
Convenience	26	21	5
Curious	5	4	1
Needed more credit hours	4	2	2
Cost	2	--	2
Health issues	2	--	2

The most typical responses were that the online class they took was only offered in that format and its online component was simply part of how the class was structured, and that the online version was more convenient than driving to school, when studying abroad or deployed, over the summer, or easier to schedule work around the class.

Respondents who answered ‘Yes’ in Table 7 (N=473) were asked where they have taken an online course. Overwhelmingly, respondents in both modes of administration indicated IU Southeast, with this percentage being much greater in the online/hybrid sample who were less likely to indicate they took an online course from another college.

Table 12: From where online course was taken

	<u>All</u>		<u>Traditional</u>		<u>OL/Hybrid</u>	
	N	%	N	%	N	%
IU Southeast	329	69.6%	218	63.7%	111	84.7%
Another college	179	37.8%	139	40.6%	40	30.5%
High school	35	7.4%	29	8.5%	6	4.6%
Other IU campus	28	5.9%	21	6.1%	7	5.3%
Metroversity	10	2.1%	8	2.3%	2	1.5%
Total	473		342		131	

Lastly, respondents who indicated they took an online course from IU Southeast in Table 12 (N=329) were asked their level of satisfaction with the quality of the course. Students in the online/hybrid sample were overall more satisfied than their traditional counterparts.

Table 13: Quality of online course(s) taken by IU Southeast students

	<u>All</u>		<u>Traditional</u>		<u>OL/Hybrid</u>	
	N	%	N	%	N	%
Satisfied or very satisfied	198	60.2%	123	56.4%	75	67.6%
Dissatisfied or very dissatisfied	73	22.2%	48	22.0%	25	22.5%
Neutral	58	17.6%	47	21.6%	11	9.9%
Total	329	100.0%	218	100.0%	111	100.0%

LIKELIHOOD OF ONLINE ENROLLMENT AND PREFERENCE

The final section of this report details likelihood of online enrollment, likelihood of online enrollment over the next year, overall likelihood of future enrollment, and course structure preferences. Results from each of these four questions are broken down by a number of respondent characteristics. Note the following definitions of course delivery that were presented to respondents:

- Entirely online: allows student to complete course requirements at any time from any location;
- Online Interactive ('Interactive' in tables): 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;
- Traditional: in a traditional classroom with on online components

When asked the likelihood of enrolling in courses with varied delivery methods in the next 12 months, about 84% of respondents were very or somewhat likely to enroll in traditional courses, 45% in hybrid courses, 39% entirely online and 36% online interactive.

Table 14: 'Please indicate the likelihood that, in the next 12 months, you will enroll in coursework that is delivered':

	Entirely Online	Interactive	Hybrid	Traditional
Very likely	24.8%	15.2%	17.9%	71.6%
Somewhat likely	14.1%	20.7%	27.4%	12.5%
I don't know	8.9%	10.0%	9.8%	6.5%
Somewhat unlikely	10.4%	16.9%	17.8%	3.7%
Very unlikely	41.7%	37.2%	27.1%	5.6%
N	894	889	889	888

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Students having previously taken online courses were about:

- 83% very or somewhat likely to enroll in traditional courses in the next 12 months (compared to 85% with no online experience)
- 49% likely to enroll in hybrid (compared to 42% with no online experience)
- 44% likely to enroll entirely online (compared to 31% with no online experience)
- And 39% likely to enroll in interactive (compared to 32% with no online experience)

Table 15: 'Please indicate the likelihood that, in the next 12 months, you will enroll in coursework that is delivered', by students having previously taken online courses (yes) or otherwise (no):

	Entirely Online		Interactive		Hybrid		Traditional	
	Yes	No	Yes	No	Yes	No	Yes	No
Very likely	31.9%	17.1%	16.7%	13.5%	19.4%	16.3%	71.5%	71.8%
Somewhat likely	14.3%	13.8%	22.5%	18.7%	29.2%	25.5%	11.9%	13.2%
I don't know	7.5%	10.5%	10.1%	9.9%	9.9%	9.7%	6.0%	7.1%
Somewhat unlikely	11.3%	9.4%	15.9%	18.0%	14.8%	21.0%	4.1%	3.3%
Very unlikely	34.9%	49.2%	34.8%	40.0%	26.7%	27.6%	6.5%	4.7%
N	467	427	466	423	465	424	463	425

The method by which students took the survey showed an interesting result. Both respondents in the paper (traditional) and online/hybrid samples are 84% and 85% likely to enroll in traditional coursework in the next 12 months, respectively. However, the online sample is 67% likely to enroll in entirely online coursework, 63% likely to enroll in hybrid, and 57% likely to enroll in interactive. Their traditional peers indicate 32%, 41%, and 31% likeliness, respectively, suggesting that students with online experience are just as likely to enroll in traditional coursework as those without online experience, and that online students are more likely to continue to enroll in online courses. Those without online experience seem more willing to try a hybrid course than other online methods.

Table 16: 'Please indicate the likelihood that, in the next 12 months, you will enroll in coursework that is delivered', by students taking the survey via paper (traditional) or otherwise (OL):

	Entirely Online		Interactive		Hybrid		Traditional	
	Traditional	OL	Traditional	OL	Traditional	OL	Traditional	OL
Very likely	19.2%	48.3%	12.3%	27.2%	14.8%	30.8%	71.1%	73.7%
Somewhat likely	12.9%	19.0%	18.4%	30.1%	26.4%	32.0%	12.8%	11.1%
I don't know	10.4%	2.9%	11.2%	5.2%	10.6%	6.4%	6.8%	5.3%
Somewhat unlikely	10.6%	9.8%	17.7%	13.3%	18.7%	14.0%	3.6%	4.1%
Very unlikely	46.9%	20.1%	40.4%	24.3%	29.6%	16.9%	5.6%	5.8%
N	720	174	716	173	717	172	717	171

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Full-time students were about:

- 82% very or somewhat likely to enroll in traditional courses in the next 12 months (compared to 68% of part-time respondents)
- 30% likely to enroll entirely online (compared to 44% of part-time respondents)
- 24% likely to enroll in hybrid (compared to 38% of part-time respondents)
- And 22% likely to enroll in interactive (compared to 35% of part-time respondents)

Table 17: 'Please indicate the likelihood that, in the next 12 months, you will enroll in coursework that is delivered', by students enrolled Full-time or Part-time:

	Entirely Online		Interactive		Hybrid		Traditional	
	FT	PT	FT	PT	FT	PT	FT	PT
Very likely	22.0%	32.8%	12.8%	22.0%	15.8%	23.8%	75.8%	60.2%
Somewhat likely	8.2%	11.1%	9.1%	12.5%	8.4%	13.9%	6.1%	7.8%
I don't know	12.2%	19.1%	19.8%	22.8%	26.9%	28.6%	10.8%	16.9%
Somewhat unlikely	12.5%	4.7%	18.9%	11.2%	20.2%	10.8%	3.2%	5.2%
Very unlikely	45.1%	32.3%	39.3%	31.5%	28.6%	22.9%	4.1%	10.0%
N	658	235	656	232	657	231	656	231

Respondents indicating that they were returning to IU Southeast were about:

- 80% likely to enroll in traditional coursework (compared to 58% of non-returners)
- 33% likely to enroll entirely online (compared to 44% of non-returners)
- 27% likely to enroll in hybrid (compared to 36% of non-returners)
- And 25% likely to enroll in interactive (compared to 31% of non-returners)

Table 18: 'Please indicate the likelihood that, in the next 12 months, you will enroll in coursework that is delivered', by students returning to IU Southeast the following semester or otherwise:

	Entirely Online		Interactive		Hybrid		Traditional	
	Returning	Other	Returning	Other	Returning	Other	Returning	Other
Very likely	25.6%	17.5%	15.9%	7.7%	18.3%	13.8%	75.4%	32.1%
Somewhat likely	7.2%	26.3%	8.8%	23.1%	8.5%	22.5%	4.7%	25.6%
I don't know	14.4%	11.3%	20.5%	23.1%	27.2%	30.0%	12.2%	15.4%
Somewhat unlikely	10.7%	7.5%	17.1%	14.1%	18.4%	11.3%	3.7%	3.8%
Very unlikely	42.1%	37.5%	37.7%	32.1%	27.6%	22.5%	4.0%	23.1%
N	814	80	811	78	809	80	810	78

Respondents were asked how likely they would be to enroll in online course instruction (any online instruction method) in the next 12 months for various levels of classes: upper-level courses in their major, lower-level courses in their major, General Education courses, and any courses.

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Thirty-nine percent of respondents were very or somewhat likely to enroll in online course instruction for any courses or General Education courses, compared to 34% of lower-level major courses and 33% of upper-level major courses.

Table 19: 'If offered, do you intend to enroll in online course instruction in the next 12 months for':

	<u>Upper-Level in Major</u>	<u>Lower-Level in Major</u>	<u>General Education</u>	<u>Any Courses</u>
Very likely	20.4%	19.9%	24.1%	20.8%
Somewhat likely	12.6%	13.8%	14.9%	18.1%
I don't know	14.4%	16.0%	16.6%	16.4%
Somewhat unlikely	9.3%	10.5%	9.2%	12.0%
Very unlikely	43.3%	39.9%	35.2%	32.6%
N	867	858	855	855

Students having previously taken online courses were about:

- 46% very or somewhat likely to enroll in any online courses in the next 12 months (compared to 31% with no online experience)
- 45% likely to enroll in online General Education courses (compared to 33% with no online experience)
- 39% likely to enroll in either lower-level or upper-level online courses (compared to 28% and 27% with no online experience, respectively)

Table 20: 'If offered, do you intend to enroll in online course instruction in the next 12 months for', by students having previously taken online courses (yes) or otherwise (no):

	<u>Upper-Level in Major</u>		<u>Lower-Level in Major</u>		<u>General Education</u>		<u>Any Courses</u>	
	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
Very likely	24.4%	16.1%	25.6%	13.8%	29.1%	18.7%	27.1%	14.0%
Somewhat likely	14.2%	10.8%	13.0%	14.5%	15.8%	13.9%	19.2%	16.9%
I don't know	14.2%	14.7%	16.0%	16.0%	15.8%	17.5%	14.3%	18.6%
Somewhat unlikely	8.0%	10.8%	9.7%	11.4%	8.3%	10.2%	13.1%	10.9%
Very unlikely	39.2%	47.6%	35.7%	44.3%	31.1%	39.7%	26.2%	39.5%
N	451	416	445	413	444	411	442	413

Again, students who took the online survey (and, thus, were enrolled in online coursework), are more likely to take more online courses over the following year. About 64% of online students were very or somewhat likely to take any online courses, 60% likely to take lower-level major courses online, 58% likely to take General Education online, and 54% likely to take upper-level major courses online. Comparatively, traditional respondents are 33% likely to take any online, 27% likely for lower-level major online, 34% likely for General Education online, and 28% likely for upper-level major online.

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Table 21: 'If offered, do you intend to enroll in online course instruction in the next 12 months for', by students taking the survey via paper (traditional) or otherwise (OL):

	Upper-Level in Major		Lower-Level in Major		General Education		Any Courses	
	Traditional	OL	Traditional	OL	Traditional	OL	Traditional	OL
Very likely	17.1%	34.1%	15.3%	39.2%	20.5%	39.2%	17.8%	33.3%
Somewhat likely	10.9%	19.4%	12.1%	20.5%	13.9%	18.7%	15.1%	30.4%
I don't know	15.9%	8.2%	18.4%	6.0%	18.7%	7.8%	18.2%	8.9%
Somewhat unlikely	9.5%	8.8%	10.5%	10.2%	9.4%	8.4%	13.0%	8.3%
Very unlikely	46.6%	29.4%	43.6%	24.1%	37.4%	25.9%	36.0%	19.0%
N	697	170	692	166	689	166	687	168

Part-time students were about:

- 45% very or somewhat likely to enroll in any courses in the next 12 months (compared to 37% of full-time respondents)
- 46% likely to enroll in upper-level major (compared to 28% of full-time respondents)
- 41% likely to enroll in lower-level major (compared to 31% of full-time respondents)
- And 39% likely to enroll in General Education (compared to 39% of full-time respondents)

Table 22: 'If offered, do you intend to enroll in online course instruction in the next 12 months for', by students enrolled Full-time or Part-time:

	Upper-Level in Major		Lower-Level in Major		General Education		Any Courses	
	FT	PT	FT	PT	FT	PT	FT	PT
Very likely	17.1%	29.9%	17.4%	27.5%	23.5%	25.9%	17.9%	29.4%
Somewhat likely	11.2%	16.1%	13.6%	13.8%	15.4%	13.0%	18.8%	15.8%
I don't know	13.7%	16.5%	14.2%	21.1%	13.9%	24.5%	14.5%	21.7%
Somewhat unlikely	10.1%	7.1%	11.7%	6.9%	10.2%	6.5%	14.1%	6.3%
Very unlikely	47.8%	30.4%	43.0%	30.7%	37.0%	30.1%	34.8%	26.7%
N	642	224	639	218	638	216	633	221

Respondents indicating that they were returning to IU Southeast were about:

- 40% likely to enroll in any online courses or General Education online courses in the next 12 months (compared to 32% of non-returners, respectively)
- 34% likely to enroll in lower-level major online courses (compared to 30% of non-returners)
- And 33% likely to enroll in upper-level major online courses (compared to 33% of non-returners)

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Table 23: 'If offered, do you intend to enroll in online course instruction in the next 12 months for', by students returning to IU Southeast the following semester or otherwise:

	Upper-Level in Major		Lower-Level in Major		General Education		Any Courses	
	Returning	Other	Returning	Other	Returning	Other	Returning	Other
Very likely	21.0%	13.7%	20.5%	14.1%	24.5%	19.7%	21.4%	14.1%
Somewhat likely	12.0%	19.2%	13.6%	15.5%	15.1%	12.7%	18.1%	18.3%
I don't know	13.2%	27.4%	14.9%	28.2%	15.4%	29.6%	15.1%	31.0%
Somewhat unlikely	9.6%	6.8%	11.1%	4.2%	9.2%	9.9%	12.8%	4.2%
Very unlikely	44.2%	32.9%	40.0%	38.0%	35.8%	28.2%	32.7%	32.4%
N	794	73	787	71	784	71	784	71

Respondents were asked how likely they would be to enroll in any coursework in the next 12 months for various levels of classes: upper-level courses in their major, lower-level courses in their major, General Education courses, and any courses.

Sixty-two percent of respondents were very or somewhat likely to enroll in upper-level major courses, 60% in any courses, 53% in lower-level major courses, and 45% in General Education courses.

Table 24: 'If offered, do you intend to enroll in 2014 courses for':

	Upper-Level in Major	Lower-Level in Major	General Education	Any Courses
Very likely	48.5%	36.2%	32.6%	46.7%
Somewhat likely	13.5%	17.1%	12.4%	13.2%
I don't know	14.1%	16.6%	19.0%	17.4%
Somewhat unlikely	5.8%	7.4%	9.0%	5.3%
Very unlikely	18.1%	22.7%	27.0%	17.4%
N	866	850	844	844

Students having previously taken online courses were about:

- 63% very or somewhat likely to enroll in upper-level major courses in the next 12 months (compared to 61% with no online experience)
- 61% likely to enroll in any courses (compared to 59% with no online experience)
- 53% likely to enroll in lower-level courses (compared to 53% with no online experience)
- 45% likely to enroll in General Education courses (compared to 45% with no online experience)

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Table 25: 'If offered, do you intend to enroll in 2014 courses for', by students having previously taken online courses (yes) or otherwise (no):

	Upper-Level in Major		Lower-Level in Major		General Education		Any Courses	
	Yes	No	Yes	No	Yes	No	Yes	No
Very likely	49.6%	47.3%	37.3%	35.0%	32.1%	33.1%	47.9%	45.3%
Somewhat likely	13.0%	14.1%	16.1%	18.1%	13.1%	11.8%	12.8%	13.5%
I don't know	13.4%	14.8%	15.6%	17.6%	17.2%	20.8%	15.4%	19.6%
Somewhat unlikely	5.3%	6.3%	6.8%	8.1%	8.9%	9.1%	6.4%	4.2%
Very unlikely	18.7%	17.5%	24.2%	21.1%	28.7%	25.2%	17.4%	17.4%
N	454	412	442	408	436	408	436	408

Students who took the paper survey were 62% very or somewhat likely to enroll in upper-level major courses over the next year, 61% likely to take any courses, 53% likely to take lower-level major courses, and 45% likely to take General Education courses. To compare, the likeliness percentages for online respondents were 62% for upper-level courses, 58% for any courses, 55% for lower-level courses, and 47% for General Education courses.

Table 26: 'If offered, do you intend to enroll in 2014 courses for', by students taking the survey via paper (traditional) or otherwise (OL):

	Upper-Level in Major		Lower-Level in Major		General Education		Any Courses	
	Traditional	OL	Traditional	OL	Traditional	OL	Traditional	OL
Very likely	48.7%	47.7%	36.0%	37.3%	32.0%	35.2%	47.4%	43.7%
Somewhat likely	13.4%	14.0%	16.8%	18.1%	12.5%	12.1%	13.3%	12.6%
I don't know	15.1%	9.9%	18.3%	9.6%	20.2%	13.9%	18.3%	13.8%
Somewhat unlikely	5.3%	7.6%	7.2%	8.4%	9.1%	8.5%	5.0%	6.6%
Very unlikely	17.4%	20.9%	21.8%	26.5%	26.2%	30.3%	16.0%	23.4%
N	694	172	684	166	679	165	677	167

Full-time students were about:

- 62% very or somewhat likely to enroll in upper-level major courses in the next 12 months (compared to 63% of part-time respondents)
- 61% likely to enroll in any courses (compared to 55% of part-time respondents)
- 54% likely to enroll in lower-level major courses (compared to 50% of part-time respondents)
- And 47% likely to enroll in General Education courses (compared to 40% of part-time respondents)

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Table 27: 'If offered, do you intend to enroll in 2014 courses for', by students enrolled Full-time or Part-time:

	Upper-Level in Major		Lower-Level in Major		General Education		Any Courses	
	FT	PT	FT	PT	FT	PT	FT	PT
Very likely	48.6%	48.5%	36.1%	36.9%	33.5%	30.0%	49.1%	39.8%
Somewhat likely	13.2%	14.1%	18.3%	13.1%	13.0%	10.3%	12.3%	15.3%
I don't know	13.0%	17.2%	14.2%	23.8%	15.7%	28.6%	15.5%	23.1%
Somewhat unlikely	6.6%	3.5%	8.5%	4.2%	10.3%	5.2%	5.9%	3.7%
Very unlikely	18.7%	16.7%	23.0%	22.0%	27.5%	25.8%	17.2%	18.1%
N	638	227	635	214	630	213	627	216

Respondents indicating that they were returning to IU Southeast were about:

- 65% likely to enroll in upper-level major courses in the following year (compared to 33% of non-returners)
- 63% likely to enroll in any courses (compared to 26% of non-returners)
- 55% likely to enroll in lower-level major courses (compared to 32% of non-returners)
- And 47% likely to enroll in General Education courses (compared to 26% of non-returners)

Table 28: 'If offered, do you intend to enroll in 2014 courses for', by students returning to IU Southeast the following semester or otherwise:

	Upper-Level in Major		Lower-Level in Major		General Education		Any Courses	
	Returning	Other	Returning	Other	Returning	Other	Returning	Other
Very likely	51.5%	19.0%	38.6%	11.8%	34.3%	15.6%	49.7%	16.9%
Somewhat likely	13.5%	13.9%	16.8%	19.7%	12.6%	10.4%	13.6%	9.1%
I don't know	11.8%	36.7%	14.7%	35.5%	16.9%	39.0%	15.3%	39.0%
Somewhat unlikely	5.8%	5.1%	7.8%	3.9%	9.0%	9.1%	5.3%	5.2%
Very unlikely	17.4%	25.3%	22.1%	28.9%	27.1%	26.0%	16.2%	29.9%
N	787	79	774	76	767	77	767	77

Students were also asked what percentage of their coursework they would like to see delivered in various methods: entirely online, online interactive, hybrid or traditional.

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About 24% of respondents want to see all their coursework delivered traditionally, 11% delivered entirely online, and about 6% each prefer all coursework in interactive and hybrid modes. About 32% of respondents want no entirely online coursework, 30% want no interactive courses, 24% no hybrids and about 8% want no traditional coursework.

Table 29: 'What percentage of coursework would you like to see delivered':

	<u>Entirely Online</u>	<u>Interactive</u>	<u>Hybrid</u>	<u>Traditional</u>
All	11.4%	5.5%	6.1%	24.1%
More than half	10.0%	12.4%	14.1%	35.5%
Half	21.0%	21.9%	32.3%	23.6%
Less than half	25.6%	30.0%	24.1%	8.3%
None	32.0%	30.1%	23.5%	8.4%
Total	883	876	874	876

Of students with online course experience, 21% would like all coursework delivered traditionally, 13% entirely online, and 5% apiece interactive or hybrid. About 28% of these students want no coursework delivered interactively, 27% want none entirely online, 24% want no hybrid coursework, and 9% want none delivered traditionally.

Table 30: 'What percentage of coursework would you like to see delivered', by students having previously taken online courses (yes) or otherwise (no):

	<u>Entirely Online</u>		<u>Interactive</u>		<u>Hybrid</u>		<u>Traditional</u>	
	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
All	13.4%	9.3%	5.3%	5.7%	5.3%	6.9%	21.0%	27.4%
More than half	12.6%	7.1%	14.7%	10.0%	16.0%	11.9%	33.9%	37.2%
Half	21.9%	20.0%	23.4%	20.3%	32.7%	31.7%	26.3%	20.8%
Less than half	25.3%	25.9%	29.1%	31.0%	22.2%	26.3%	9.8%	6.7%
None	26.8%	37.8%	27.6%	32.9%	23.7%	23.2%	9.0%	7.9%
N	462	421	457	419	455	419	457	419

About 24% of students who took the survey via paper asked for all their coursework delivered traditionally, 9% entirely online, 6% all hybrid, and 5% all interactive. Conversely, 36% of paper respondents want no coursework delivered entirely online, 32% prefer no interactive hybrid coursework, 25% want no hybrid delivery and 9% want no traditional delivery.

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Table 31: 'What percentage of coursework would you like to see delivered', by students taking the survey via paper (traditional) or otherwise (OL):

	Entirely Online		Interactive		Hybrid		Traditional	
	Traditional	OL	Traditional	OL	Traditional	OL	Traditional	OL
All	9.4%	19.7%	4.7%	8.9%	5.5%	8.4%	23.9%	25.0%
More than half	8.0%	17.9%	10.5%	20.7%	12.2%	22.2%	35.9%	33.9%
Half	21.0%	20.8%	21.8%	22.5%	33.4%	27.5%	23.4%	24.4%
Less than half	25.8%	24.9%	31.1%	25.4%	24.2%	24.0%	8.3%	8.3%
None	35.8%	16.8%	32.0%	22.5%	24.8%	18.0%	8.5%	8.3%
N	710	173	707	169	707	167	708	168

Finally, students were asked their preferred length of an online course session, assuming all else being equal and being prompted that shorter session times equate to the same out-of-class demands as longer sessions but with a condensed schedule.

About 41% of all students prefer not to take online courses, 29% prefer 14-week sessions, 27% prefer 7-week sessions and 4% prefer 4-week sessions.

Of students who took the survey traditionally, 46% prefer no online coursework, 26% prefer 7-week sessions, 24% prefer 14-week sessions and 4% prefer 4-week sessions.

Of the online sample, 46% prefer 14-week sessions, 28% prefer 7-week sessions, 21% prefer no online coursework and 5% prefer 4-week sessions.

Table 32: 'I would prefer to take an online course', by students taking the survey via paper (traditional) or otherwise (OL):

	All	Traditional	OL/Hybrid
Prefer not	41.0%	46.0%	21.1%
14 weeks	28.6%	24.1%	46.3%
7 weeks	26.6%	26.3%	28.0%
4 weeks	3.8%	3.6%	4.6%
N	875	700	175

About 44% of full-time students prefer no online courses, 27% prefer 14-week online sessions, 26% prefer 7-week sessions and 4% prefer 4-week sessions.

About 34% of part-time respondents prefer no online courses, 33% prefer 14-week sessions, 29% prefer 7-week sessions and 4% prefer 4-week sessions.

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Table 33: 'I would prefer to take an online course', by students enrolled Full-time or Part-time:

	<u>All</u>	<u>Full-Time</u>	<u>Part-Time</u>
Prefer not	41.0%	43.6%	34.1%
14 weeks	28.6%	26.8%	33.2%
7 weeks	26.6%	25.9%	28.8%
4 weeks	3.8%	3.7%	3.9%
N	875	645	229

Of returning students, 41% prefer no online coursework, 29% prefer 14-week sessions, 27% prefer 7-week sessions and 4% prefer 4-week sessions.

About 43% of non-returning students prefer no online coursework, 28% apiece prefer either a 14-week or 7-week session and 1% prefers 4-week sessions.

Table 34: 'I would prefer to take an online course', by students returning to IU Southeast the following semester or otherwise:

	<u>All</u>	<u>Returning</u>	<u>Other</u>
Prefer not	41.0%	40.8%	43.0%
14 weeks	28.6%	28.6%	27.8%
7 weeks	26.6%	26.5%	27.8%
4 weeks	3.8%	4.0%	1.3%
N	875	796	79

APPENDIX A

This Appendix contains sampling frame and return rate data for traditional mode of administration.

Sampling Frame

A stratified random sampling frame was employed to best choose respondents that match campus census-measured characteristics such as School and class standing. There were approximately 6,730 students at Fall 2013 census. To obtain a traditional mode of instruction sample of at least 15% of census headcount, we required 1,027 students; to further obtain a 10% oversample number of respondents, we required 1,130 students. The breakdown of our desired sample by class standing follows:

Table A1: Desired Sample Size by Class Standing

Class Standing	% of Enrollments	10% Oversample
Freshmen	24.0%	290
Sophomores	18.9%	228
Juniors	18.1%	219
Seniors	23.7%	287
Graduate	8.7%	105
Total	100.0%	1130

The sampling frame was further stratified by School. There were 20,889 total undergraduate enrollments and a further 747 graduate enrollments. Note that these are not unique *students*, but are total enrollments (i.e., a student who is taking three Arts & Letters courses and one Social Science course in Fall 2013 equals four total enrollments).

Table A2: Percent of Enrollment by School and Level

School/Level	% of Enrollments
Arts & Letters Undergraduate	33.3%
Business Undergraduate	11.6%
Education Undergraduate	6.6%
Natural Sciences Undergraduate	28.4%
Nursing Undergraduate	2.1%
Social Sciences Undergraduate	18.0%
Business Graduate	34.5%
Education Graduate	61.2%
Liberal Studies Graduate	4.3%

Our desired sample size of 1,130 was obtained by multiplying the 10% oversample number by class standing from Table A1 with the percentage of enrollments by School and level from Table A2. Course level code (i.e., 100-, 200-, 300-, etc.) was used as a proxy for class standing. Thus, multiplying 290 (10% oversample number for Freshmen) by 33.3% (the percentage of enrollments for Arts & Letters Undergraduates) yields the desired sample

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size of Arts & Letters freshmen. The desired student sample by class standing and School/level follows:

Table A3: Desired Sample Size by Class Standing and School/Level

	Freshmen	Sophomores	Juniors	Seniors	Graduate	Total
Arts & Letters	97	76	73	96	-	341
Business	34	26	25	33	36	155
Education	19	15	14	19	64	132
Liberal Studies	-	-	-	-	5	5
Natural Sciences	82	65	62	82	-	291
Nursing	-	11	5	6	-	21
Social Sciences	52	41	39	52	-	185
Total	284	234	219	287	105	1130

To obtain the desired sample size per cell, a random number was assigned to each unique, eligible course and the list was then sorted by course level and random number. Courses were then selected at each course level in ascending order of random number until the total enrollment in each desired sample size cell (School and level) was reached and/or exceeded. Courses were excluded if mode of delivery was online or hybrid (as all students in those courses would receive an electronic version of the survey); if courses were listed as 'Consortium', offered at another IU campus, or for Advanced College Placement (ACP); or if the course had ended prior to survey launch (non-standard duration courses). Instructors were removed from further selection once they were chosen initially to protect against duplication.

Return Rates

A total of 76 instructors were sent a total of 1,368 surveys to administer in their selected courses. Their distribution and return rates by instructor across school (i.e., the School where the class originates) are below:

Table A4: Instructor Distribution and Response Rates by School and Overall

Instructors	Invited		Percentage Responded As % Of		Overall Difference Responded-Invited
	N	%	School Invited	All Responded	
Arts & Letters	28	36.8%	67.9%	36.5%	-0.3%
Business	9	11.8%	55.6%	9.6%	-2.2%
Education	10	13.2%	50.0%	9.6%	-3.6%
Liberal Studies	4	5.3%	75.0%	5.8%	0.5%
Natural Sciences	13	17.1%	84.6%	21.2%	4.1%
Nursing	3	3.9%	100.0%	5.8%	1.9%
Social Sciences	9	11.8%	66.7%	11.5%	-0.3%
Total	76	100.0%		100.0%	

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To determine if the returned surveys by School (Table A4: Percentage Responded of All Responded) are representative of the classes invited (Table A4: Invited), a chi-square goodness of fit test was calculated. No significant deviation from the expected values were found ($X^2=.1.706$, $p>.05$, $d.f.=6$). Thus, we can conclude that the returned surveys are representative of total enrollments by school as estimated our sampling.

Returns by School are indicated in the table below:

Table A5: Students Invited by School and Percentage of Total Enrollment

Students	Invited		Percentage Responded As % Of		Overall Difference Responded-Invited
	N	%	School Invited	All Responded	
Arts & Letters	359	26.2%	57.7%	27.7%	1.5%
Business	201	14.7%	48.8%	13.1%	-1.6%
Education	137	10.0%	37.2%	6.8%	-3.2%
Liberal Studies	8	0.6%	75.0%	0.8%	0.2%
Natural Sciences	325	23.8%	60.9%	26.5%	2.7%
Nursing	119	8.7%	94.1%	15.0%	6.3%
Social Sciences	219	16.0%	34.7%	10.2%	-5.8%
Total	1368	100.0%		100.0%	

Response rates are also broken down by School and course level code:

Table A6: Response Rate by School and Level

	100	200	300	400	GRAD	Total
Arts & Letters	76.0%	58.1%	68.8%	30.8%	-	57.7%
Business	57.1%	78.8%	39.6%	39.5%	38.1%	48.8%
Education	17.2%	60.0%	0.0%*	26.7%	43.4%	37.2%
Liberal Studies	-	-	-	-	75.0%	75.0%
Natural Sciences	70.2%	61.4%	67.1%	44.7%	-	60.9%
Nursing	-	89.3%	94.5%	125.0%	-	94.1%
Social Sciences	0.0%	60.3%	30.8%	46.8%	-	34.7%
Total	52.8%	67.1%	63.0%	40.4%	43.7%	54.7%

**Note that a randomly selected 300-level Education practicum had ended by the time of survey administration. The class was not replaced due to time constraints.*

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Lastly, non-return rate for the traditional mode of administration is below, broken down by School and level:

Table A7: Non-Return Rate by School and Level

	N	%		N	%
Arts & Letters	9	37.5%	400	10	41.7%
Education	5	20.8%	Graduate	6	25.0%
Business	4	16.7%	300	4	16.7%
Social Sciences	3	12.5%	100	2	8.3%
Natural Sciences	2	8.3%	200	2	8.3%
Liberal Studies	1	4.2%	Total	24	100.0%
Nursing	0	0.0%			
Total	24	100.0%			

APPENDIX B

The survey instrument used in the paper administration follows. The electronic version of the survey differs from the paper version only in terms of design and not in substance.

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1. This semester, are you currently attending school:

- Full-time (12 or more credit hours for undergraduates; 8 or more credit hours for graduates)
- Part-time

2. Do you consider yourself?

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

3. Approximately how many hours a week are you employed during the semester?

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

4. On average, how many hours per week do you study outside of class?

- 0 to 5
- 6 to 10
- 11 to 15
- 16 to 20
- 21 or more

5. Do you intend to return to IU Southeast for the Spring 2014 semester?

- Yes
- No, I will have graduated
- No, I will be attending a different college
- No, I will not be attending any college or trade school
- Not sure yet

6. If you are not planning to return, or are not sure yet, what factor(s) would influence your decision to return to IU Southeast?

7. Have you ever taken an online course?

- Yes
- No

8. If you have not taken an online course before, indicate why not (check all that apply):

- The courses I need for my degree are not offered online
 - I did not know online courses were offered
 - I do not have the technology or equipment needed (internet, computer) for online courses
 - I prefer taking classroom instruction
 - Other _____
-

9. If you have taken an online course, indicate why (check all that apply):

- Work conflict with classroom instruction offering
 - Child care conflict with classroom instruction offering
 - Class scheduling conflict
 - Class not offered with classroom instruction
 - I prefer taking online instruction
 - Classroom instruction offering was full/could not register
 - Other _____
-

10. If you have taken an online course, from where? (Check all that apply)

- High school
- IU Southeast
- An IU campus other than Southeast
- Metroversity
- Another college or university

11. If you have taken an online course at IU Southeast, please rate the quality:

- Very dissatisfied
- Somewhat dissatisfied
- Neutral
- Somewhat satisfied
- Very satisfied

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(KEY for Questions 12, 13 & 14: 1=Very Unlikely 2=Somewhat Unlikely 3=Somewhat Likely 4=Very Likely NA=Don't know)

12. Please indicate the likelihood that, in the next 12 months, you will enroll in coursework that is delivered...
- | | 1 | 2 | 3 | 4 | NA |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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"/> |
| In a traditional classroom with no online components | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- | | 1 | 2 | 3 | 4 | NA | | 1 | 2 | 3 | 4 | NA |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 13. If offered, do you intend to enroll in online course instruction in the next 12 months for... | | | | | | 14. If offered, do you intend to enroll in 2014 courses for... | | | | | |
| Upper-level courses in your major | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | 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"/> | 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"/> | 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"/> | Any courses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

15. What percentage of your coursework would you like to see delivered...
(KEY: 1=None 2=Some but less than half 3=About half 4=More than half but not all 5=All)
- | | 1 | 2 | 3 | 4 | 5 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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"/> |
| In a traditional classroom with no online components | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

16. For the following question, keep in mind that courses that meet for less weeks in a semester require the same out-of-class work that a full-semester course demands, but in a more condensed schedule. All else being equal, I would prefer to take an online course:
- 4 weeks in length
 7 weeks in length
 14 weeks in length
 I prefer not to take online courses

17. Please feel free to add additional comments concerning IU Southeast or how the faculty or staff may further benefit you in the future:
