

CONTINUING STUDENT SURVEY RESULTS

Administered Spring 2011



**INDIANA UNIVERSITY
SOUTHEAST**

OFFICE OF INSTITUTIONAL
RESEARCH AND ASSESSMENT

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PURPOSE

The Continuing Student Survey collects data on current student demographics, self-perception of abilities, and factors influencing student satisfaction with their experiences at IU Southeast. This multi-year report is intended to provide information regarding how these data have changed from year to year. This information can be used to support decisions that will facilitate change in response to the dynamic needs of the student population.

REPORT STRUCTURE

For ease of reading, only the last two iterations of data (2011 and 2008) are tabled. In addition, depending on the complexity of the question, not all answer categories are tabled. Often, the exposition describing data trends includes older data (from 2003 or 2006). Complete data tables for multiple years and across all questions and answer categories are available from the Office of Institutional Research and Assessment (OIRA) upon request at rseverti@ius.edu.

SURVEY SAMPLING

OIRA drew a stratified random sample of all IU Southeast classes based on factors such as class standing/classification (based on a proxy of course level), school and class meeting schedule and repeated this process to obtain a total sample size of approximately 1,000 students. Randomly selected class instructors were invited to participate, and those who declined (17.1%) were removed from the pool and replacement classes were selected. Classes continued to be sampled as responses were returned until the desired sample size was reached. The actual instructor participation rate for those who were asked and agreed to participate was 85.2%. Instructors that were randomly selected more than once were discarded unless the course levels of their classes selected differed (i.e., 100-level vs. 400-level). In sum, 1,049 students completed the Continuing Student Survey.

SAMPLE REPRESENTATIVENESS

Demographic tables of respondents appear in Part IV of this report. A chi-square goodness of fit test was calculated comparing the sample distribution across gender and race and ethnicity with the campus population.

For gender, a significant deviation from the expected values was found ($X^2=9.751$, $p<.01$, $d.f.=1$), meaning the sample is slightly overrepresented by females (59.5% of Spring 2011 students compared to 62.3% of respondents). Mild caution should be used in interpreting the results.

For race, because of small expected cell frequency size for a category, the goodness of fit statistic is rendered inappropriate. Despite that, a comparison of the top two race categories (white and African-American) yielded no significant differences between sample and population means. We can conclude that the sample is fairly representative of the campus ethnic composition.

HIGHLIGHTS

OVERALL SATISFACTION WITH IU SOUTHEAST EXPERIENCE

- The percentage of students surveyed who agree or strongly agree that IU Southeast offers high-quality academic programs has risen to 92.1% in 2011 from 89.2% in 2008.
- The percentage of students surveyed who agree or strongly agree that IU Southeast has a good reputation within the community has risen to 82.5% in 2011 from a survey low of 73.1% in 2006.
- Students' expression of a sense of pride about IU Southeast has increased steadily to 64.8% in 2011 from 55.4% in 2003.
- Students' expression of higher hopes for the future as a result of attending IUS has risen to 83.4% in 2011 from a survey low of 75.0% in 2006.
- 85.4% of current students surveyed would encourage others to attend IUS (new category in 2011).

INSTRUCTION AND ACADEMIC SUPPORT SERVICES

- Polled students continue to rank Overall Quality of Instruction and Quality of Teaching by faculty in students' major area as the two most important aspects of their IU Southeast experience. Overall Quality of Instruction was rated important/very important by 96.3% of students surveyed in 2011 which shows a 5.3% increase over 2008; and Quality of Teaching by faculty in students' major area was rated at 95.0% which represents a 5.1% increase over 2008.
- Though student satisfaction with instruction and teaching has remained consistently high since 2003, the levels did lessen slightly in 2011 (down 0.2% and 0.5% respectively from 2008), and the difference between satisfaction levels and levels of importance has widened since 2008.
- Levels of importance rose significantly in all categories in 2011 but Food Service on Campus, by 2.2%
- Levels of satisfaction also rose significantly in the majority of categories in 2011, but showed a decline in satisfaction in the following:
 - Availability of parking is down 4.6% from 2008. This also showed the largest difference between levels of importance and satisfaction (58.1% in 2011), widening by 12.2% from 2008.
 - Events offered meeting students' interests is down 7.8% from 2008.
 - Quality of specially equipped labs and training facilities and Availability of faculty for discussions outside of class declined slightly from 2008.
- There continues to be a significant difference between levels of importance and levels of satisfaction in all categories, with sizeable differences (more than 20%) in 16 out of 43 categories. This difference in levels has widened since 2008 in the majority of categories, with marked increases in the following:
 - Availability of parking on campus by, 12.2%.
 - Events offered meet students' interests by, 12.1%.
 - Opportunities to be involved in extra-curricular activities, by 11.7%.
 - Opportunities to participate in research and creative work outside the classroom, by 11.0%.
- Differences between satisfaction levels and levels of importance lessened from 2008 in five categories, with the largest decline being 3.3%.

I. OVERALL SATISFACTION WITH IU SOUTHEAST EXPERIENCE

Summary of Survey Findings

Students' levels of satisfaction with their IU Southeast Experience increased to survey highs in all categories in 2011. Half or more of all respondents either agree or strongly agree with each of the statements in Table 1 below. The biggest improvements from 2008 satisfaction include:

- Getting a richer academic experience than at area colleges and universities (up 15.3%)
- Having high hopes for the future as a result of attending the institution (up 6.6%)

Other findings of note include:

- Over 92% of respondents agree or strongly agree that IU Southeast offers high-quality academic programs
- In 2011, 85.4% of students polled would encourage others to attend IU Southeast
- IU Southeast has a good reputation in the community increased to 82.5%, trending upward from a survey low of 73.1% in 2006

Table 1: Programs and Services Satisfaction Summary

	2011			2008			Δ from 2008
	SA/A	N	D/SD	SA/A	N	D/SD	SA/A
IU Southeast offers high-quality academic programs.	92.1%	6.5%	0.9%	89.2%	7.1%	1.8%	2.9%
I would encourage others to attend IU Southeast.*	85.4%	11.3%	2.6%	--	--	--	--
I have higher hopes for my future as a result of attending IU Southeast.	83.4%	13.9%	1.8%	76.8%	15.2%	5.4%	6.6%
IU Southeast has a good reputation within the community.	82.5%	14.3%	2.2%	79.2%	12.6%	3.9%	3.3%
If I had it to do over again, I would choose IU Southeast.	78.2%	13.4%	7.4%	74.5%	13.2%	9.3%	3.7%
Often I feel more like a person than a number at IU Southeast.*	73.7%	18.2%	7.3%	--	--	--	--
I feel a sense of pride about IU Southeast.	64.8%	27.1%	6.3%	62.2%	26.8%	8.4%	2.6%
I have a civic responsibility to become involved in my community.	61.0%	31.1%	6.9%	58.2%	29.4%	9.9%	2.8%
I feel I am getting a richer academic experience at IU Southeast than would be possible at other area colleges and universities.	57.3%	29.4%	11.9%	42.0%	22.5%	11.4%	15.3%
There is a strong sense of community on the campus.	54.3%	31.1%	13.4%	53.4%	29.6%	13.7%	0.9%
Often I feel more like a number than a person at IU Southeast.^	--	--	--	17.2%	20.1%	58.7%	--

* Indicates question has been revised in latest survey iteration

^ Indicates question has been discontinued

Student comments related to program and service satisfaction include:

- "Quality of education is great."
- "I've really enjoyed my studies at IU Southeast. I think that the quality of education is above average and that it just needs to communicate that better to its surrounding communities."
- "This is my first class in many years. I really like IUS; I feel life an individual rather than a number or a tuition check."

- “My first semester at IUS and I am glad to be here.”
- “As one of [many] international students, I feel that there is a lack of community among ourselves [and] native born students.”
- “I am very satisfied with IUS and its services.”
- “I have had a great experience at IU Southeast.”

II. INSTRUCTION AND ACADEMIC SUPPORT SERVICES

Summary of Survey Findings

Quality of Teaching

- Overall Quality of Instruction was rated important/very important by 96.3% of students surveyed in 2011 which is a 5.3% increase over 2008. Quality of Teaching by faculty in students’ major area was rated at 95.0%, a 5.1% increase over 2008. Polled students continue to rank these two categories as the two most important aspects of their IU Southeast experience.
- Student satisfaction with Overall Quality of Instruction and Quality of Teaching by faculty in students’ major area has remained consistently high thru 2011 (averaging 85.8% and 83.1%, respectively, since 2003), and the difference between levels of satisfaction and importance has widened since 2008.
- The current level of satisfaction with Quality of Teaching by Part-time Faculty Outside of Student Major is 63.7%, and the current level of importance is 82.3% (new category for 2011).

Table 2: Quality of Teaching, Satisfaction and Importance

	Satisfaction: SA/A		Importance: VI/I		Satisfaction Difference		Δ Difference 2008-->2011
	2011	2008	2011	2008	2011	2008	
Overall quality of instruction.	85.9%	86.1%	96.3%	91.0%	10.4%	4.9%	5.5%
Quality of teaching by faculty in your major area.	83.0%	83.5%	95.0%	89.9%	12.0%	6.5%	5.6%
Quality of teaching by part-time faculty outside your major area.	63.7%	--	82.3%	--	18.6%	--	--

SA/A = Strongly Agree or Agree

VI/I = Very Important or Important

Satisfaction Difference indicates how much the level of satisfaction lags behind the level of importance

Δ Difference indicates a widening (+) or narrowing (-) of the difference between levels since 2008

Student comments related to teaching and instruction include:

- “Quality of instructors high; they care.”
- “I don’t enjoy classes using PowerPoint for majority of lecture.”
- “Evaluate the quality of adjunct teachers more often. I had so many adjunct teachers; some were really good and some were really, really bad.”

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- “All of my professors have been wonderful.”
- “I feel that some teachers even if qualified for the position, can’t teach or get their point across”
- “For classes that have continued instruction and only one professor (e.g. counseling cohort), I would have preferred to evaluate the class at the end of the year. As such, I did not feel that I could be completely honest in evaluative practices for fear of grade reflections.”
- “Adjunct teachers are the best!”
- “For education, the adjunct professors with myriad experience and years in the field are invaluable.”
- “I notice a big difference in ability between PhD/JD teachers and MS/MA teachers.”

Courses and Academic Programs

- Levels of satisfaction and levels of importance have increased in all categories relating to courses
 - Quality of courses in major area has risen in satisfaction to 83.0% in 2011 from 74.5% in 2003; and to 94.3% in importance from a survey low of 87.6% in 2006.
 - Relevance of classes has risen in satisfaction to 74.4% in 2011 from 68.7% in 2003; and to 92.6% in importance from a survey low of 84.5% in 2006.
 - Quality of general education courses has risen in satisfaction to 67.8% in 2011 from 56.2% in 2003; and to 78.6% in importance from a survey low of 65.7% in 2006.
 - Course sequencing has risen in satisfaction to 66.3% in 2011 from 52.7% in 2003; and to 91.2% in importance from a survey low of 83.9% in 2006.
 - Availability of courses that provide credit for community service has increased in satisfaction, but only to 30.6%. However, the level of importance for this category is fairly low at 46.7%.
 - Quality of honors programs is at the mid-range in importance in 2011 at 54.1%

Table 3: Quality of Courses and Programs, Satisfaction and Importance

	Satisfaction: SA/A		Importance: VI/I		Satisfaction Difference		Δ Difference 2008-->2011
	2011	2008	2011	2008	2011	2008	
Quality of courses in your major area.	83.0%	77.6%	94.3%	88.1%	11.2%	10.6%	0.7%
Relevance of classes to your career goals and objectives.	74.4%	73.5%	92.6%	86.8%	18.2%	13.2%	5.0%
Quality of general education courses.	67.8%	58.5%	78.6%	66.2%	10.9%	7.7%	3.1%
Getting the courses you need in the sequence you should take them.	66.3%	57.8%	91.2%	84.0%	24.9%	26.2%	-1.4%
The variety of academic programs and courses at IU Southeast.	65.3%	--	85.4%	--	20.1%	--	--
Quality of honors programs.	33.6%	--	54.1%	44.4%	20.5%	--	--
Availability of courses that provide credit for community service activities.	30.6%	24.7%	46.7%	36.7%	16.1%	12.1%	4.0%

SA/A = Strongly Agree or Agree

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Student comments related to quality of courses and programs include:

- “The availability of classes (especially foreign and summer sessions) should meet students’ schedules who commute.”
- “Added a second major to stay full-time student as not enough classes were offered in the first [major], International Studies.”
- “I know that enrollment and faculty resources are a concern; but a larger, more diverse selection of 300-400 level history courses would be great.”
- “Offer more courses for a student with a full-time day job.”
- “Lay out a better road map of courses needed to graduate. Need to offer more online classes and/or more night classes for students with full-time work lives.”
- “Would love more online classes available at the graduate level, specifically in the College of Education.”
- “If I could change one thing, it would be the times and availability of upper level classes.”
- “I wish IU Southeast offered pharmacy as a degree here and classes for it.”
- “I think it is a waste why I, as an Accounting Major, have to take so many classes that don’t relate to my major. It’s a waste of time/money.”
- “Perhaps offer more languages (perhaps Russian?).”
- “There seem to be some classes that are required that are a complete waste of time.”
- “I would like to see PhD programs offered at IUS. I would love to pursue my PhD here.”
- “In the Master’s program, there aren’t enough classes offered to help become a ‘masterful’ teacher in a content area. I spent 2.5 years in a Master’s program and got nothing out of it to help me know my material better.”
- “When being brought into the Business School, we should be instructed on the importance of honor societies, professional networking, internships, and developing our personal ‘brand’.”
- “Many of the classes I need to take were full even though I registered on the very first day I was allowed to. To meet full-time status, I am taking a class I do not need.”
- “I, as well as many other full-time students, have a full-time job. The availability and quantity of night classes is VERY hard to work with...Please broaden availability.”
- “I would like the opportunity to take a 3-hour class in 1 or 2 weeks of intensive study.”
- “I really enjoy the online courses. I wish there were more in more areas of study. I don’t like how quickly classes fill up.”

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Academic Advising

- Advising was rated fairly high in importance, but rated in the mid-range in levels of satisfaction, with the differences in levels averaging 24.2% in 2011.
- Access to tutoring services and Availability of mentoring both increased in levels of importance and satisfaction in 2011, with the difference in the two levels widening from 2008.

Table 4: Quality of Advising, Tutoring and Mentoring, Satisfaction and Importance

	Satisfaction: SA/A		Importance: VI/I		Satisfaction Difference		Δ Difference 2008-->2011
	2011	2008	2011	2008	2011	2008	
Quality of academic advice provided by your assigned faculty advisor.	63.0%	--	86.8%	--	23.8%	--	--
Quality of academic advice provided by a professional advisor assigned to your major.	58.7%	--	82.7%	--	24.0%	--	--
Quality of academic advice provided by the Academic Success Center.	51.8%	40.1%	75.8%	59.8%	24.0%	19.7%	4.3%
Access to tutoring services.	46.9%	36.6%	66.1%	47.7%	19.2%	11.1%	8.0%
Availability of mentoring services.	38.5%	30.8%	56.3%	45.5%	17.8%	14.7%	3.1%

SA/A = Strongly Agree or Agree

VI/I = Very Important or Important

Satisfaction Difference indicates how much the level of satisfaction lags behind the level of importance

Δ Difference indicates a widening (+) or narrowing (-) of the difference between levels since 2008

Student comments related to quality of advising and tutoring include:

- “Advising has a need for improvement. Students too often are missing classes they need to graduate.”
- “Enjoy MBA program. Great academic support.”
- “My advisor that helped me with scheduling my classes made me change my class schedule and that change resulted in an extra semester of school.”
- “Math is an important subject and so is science and writing. Do we really have enough open tutor environments for students? The answer in my opinion is ‘no’. But I’m still getting an ‘A’ thanks to the Math Lab- no complaints there.”
- “I have been advised to take three classes now that turned out I did not need.”
- “I would like to see more assistance toward the non-traditional students.”
- “We need a Biology help lab that is staffed like Math Lab.”

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Faculty/Staff

- Availability of faculty for discussions outside the class increased significantly in level of importance to 85.6% in 2011, but was one of only a few categories to decrease in level of satisfaction, to 74.5% from 75.0% in 2008.
- Staff responsiveness to student issues is at 84.5% in importance and 64.5% in satisfaction; and Helpfulness of the Bursar staff is at 76.4% and 61.7% respectively.

Table 5: Faculty and Staff, Satisfaction and Importance

	Satisfaction: SA/A		Importance: VI/I		Satisfaction Difference		Δ Difference 2008-->2011
	2011	2008	2011	2008	2011	2008	
Availability of faculty for discussions outside the class.	74.5%	75.0%	85.6%	80.1%	11.2%	5.1%	6.1%
Staff responsiveness to student issues.	64.5%	--	84.5%	--	19.9%	--	--
Helpfulness of the Bursar staff.	61.7%	--	76.4%	--	14.7%	--	--

SA/A = Strongly Agree or Agree

VI/I = Very Important or Important

Satisfaction Difference indicates how much the level of satisfaction lags behind the level of importance

Δ Difference indicates a widening (+) or narrowing (-) of the difference between levels since 2008

Student comments related to faculty and staff responsiveness include:

- “The people who work in financial aid are very nice and helpful.”
- “From day one I felt like the staff did not want me here.”
- “I have truly enjoyed working with all the staff I have encountered in my major field. They have all been incredibly helpful and enjoyable.”
- “Faculty need to respond to emails in a timely manner. At times, I do not receive a response at all. Also, be available to the student more often.”
- “I think the faculty went out of their way to help me.”
- “More supplemental instruction is needed, either before or after class. This would be possible from an upperclassman, or someone with more knowledge of the known subject.”
- “Don’t think that upper level administrators listen. There is complaints/issue among students with teachers. Falls on deaf ears most often.”
- “I love the staff. They are very helpful. Thanks for everything.”
- “Responding to student’s emails is crucial and should be very important.”
- “The staff is very helpful and encouraging.”

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Information

- The four categories regarding Information all ranked high in levels of importance, with significant increases from 2008. Levels of satisfaction also rose, but the difference in levels widened from 2008 by an average of 4.2%.

Table 6: Information, Satisfaction and Importance

	Satisfaction: SA/A		Importance: VI/I		Satisfaction Difference		Δ Difference 2008-->2011
	2011	2008	2011	2008	2011	2008	
Usefulness of information from IU Southeast website.	76.8%	73.1%	88.7%	80.8%	11.8%	7.7%	4.1%
Access to information needed to register for classes.	74.2%	69.9%	93.9%	87.8%	19.7%	17.9%	1.8%
Getting information about major requirements.	70.9%	61.9%	92.3%	77.5%	21.4%	15.6%	5.8%
Quality of information about career and job opportunities.	54.1%	50.4%	77.6%	68.8%	23.5%	18.4%	5.1%

SA/A = Strongly Agree or Agree

VI/I = Very Important or Important

Satisfaction Difference indicates how much the level of satisfaction lags behind the level of importance

Δ Difference indicates a widening (+) or narrowing (-) of the difference between levels since 2008

Student comments related to information include:

- “It was a lot easier to find classes and register when we had the class books to go through.”
- “Need better understanding of major requirements.”
- “As a non-degree student, I think it would be helpful if emails were sent to non-degree students to remind them to term-activate themselves and prepare for signing up for classes around the time that degree-seeking students begin to register.”
- “There should be more career opportunities through Career Services for graduate students and for international students.”
- “It’s awful the Geosciences Department does not get more support especially in the career services/internship department.”

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Opportunities

- Opportunities such as research and internships all increased significantly in levels of importance in 2011. Levels of satisfaction also rose, however the difference in levels widened fairly significantly from 2008. Satisfaction with Opportunities for internships and work-study currently lag level of importance.

Table 7: Co-curricular Opportunities, Satisfaction and Importance

	Satisfaction: SA/A		Importance: VI/I		Satisfaction Difference		Δ Difference
	2011	2008	2011	2008	2011	2008	2008-->2011
Opportunities to participate in research and creative work outside the classroom.	47.0%	46.1%	62.3%	50.5%	15.3%	4.3%	11.0%
Opportunities for internships.	40.3%	29.9%	69.6%	51.3%	29.3%	21.4%	7.9%
Opportunities for work-study.	34.7%	29.3%	60.2%	44.2%	25.5%	14.9%	10.5%
Opportunities for overseas study.	29.6%	22.8%	42.2%	30.4%	12.7%	7.6%	5.1%

SA/A = Strongly Agree or Agree

VI/I = Very Important or Important

Satisfaction Difference indicates how much the level of satisfaction lags behind the level of importance

Δ Difference indicates a widening (+) or narrowing (-) of the difference between levels since 2008

Student comments related to information include:

- “I also believe SOME faculty have favorite students and offer those students more opportunities outside of class.”
- “I hope IUS offers better chances to get scholarships to International Students. We are not all from rich families, though we study abroad. We can’t even work outside campus.”

Ease of Student Service Processes

- Ease of process for registration, paying for classes and applying for financial aid all increased in levels of importance and satisfaction in 2011. Satisfaction with Ease of applying for financial aid currently lags level of importance by 25.1%, widening by 7.0% from 2008.

Table 8: Ease of Student Service Processes, Satisfaction and Importance

	Satisfaction: SA/A		Importance: VI/I		Satisfaction Difference		Δ Difference
	2011	2008	2011	2008	2011	2008	2008-->2011
Ease of registration process.	76.4%	67.3%	92.6%	86.8%	16.2%	19.5%	-3.3%
Ease of the process of paying for classes.	74.5%	67.1%	84.6%	76.1%	10.0%	9.0%	1.0%
Ease of applying for financial aid.	56.2%	47.6%	81.3%	65.7%	25.1%	18.1%	7.0%

SA/A = Strongly Agree or Agree

VI/I = Very Important or Important

Satisfaction Difference indicates how much the level of satisfaction lags behind the level of importance

Δ Difference indicates a widening (+) or narrowing (-) of the difference between levels since 2008

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Environment, Technology, and Services

- These categories all increased in levels of importance in 2011 from 2008 levels, except for Food Services on campus which lowered to 60.1% from a survey high of 65.5% in 2006. Spaces for relaxing or socializing between classes at 65.9% is up from 2008, but remains below the 2003 level of 67.2%. More notably, levels of satisfaction declined in three of these categories in 2011: Quality of specially equipped labs and training facilities lowered to 67.4% from 68.7% in 2008; Availability of parking on campus lowered to 32.8% from 37.4%; and Food Services on campus decreased to 37.1% from 37.2%. The difference between importance and satisfaction in Food Services on campus is currently 23%, and the difference between importance and satisfaction in Availability of parking on campus is a marked 58.2%.

Table 9: Environment, Technology and Services, Satisfaction and Importance

	Satisfaction: SA/A		Importance: VI/I		Satisfaction Difference		Δ Difference 2008-->2011
	2011	2008	2011	2008	2011	2008	
Availability of computers on campus for use outside of class.	81.8%	81.5%	89.3%	84.8%	7.5%	3.3%	4.3%
Quality of services provided by the library.	73.5%	--	82.8%	--	9.3%	--	--
Classroom environment (temperature, cleanliness, comfort of seats).	70.0%	63.1%	86.7%	79.3%	16.8%	16.2%	0.6%
Quality of specially equipped labs and training facilities.	67.4%	68.7%	80.8%	77.9%	13.4%	9.2%	4.2%
Spaces for group study.	65.9%	60.8%	76.1%	63.7%	10.2%	2.9%	7.3%
Spaces for relaxing or socializing between classes.	62.5%	60.7%	65.9%	64.2%	3.3%	3.5%	-0.2%
Availability of methods for expressing complaints.	43.8%	26.8%	71.0%	57.1%	27.3%	30.4%	-3.1%
Food Services on campus.	37.1%	37.2%	60.1%	62.3%	23.0%	25.1%	-2.1%
Services UCARD provides.	34.3%	--	42.1%	--	7.8%	--	--
Access to counseling services for personal problems.	33.3%	21.8%	54.8%	35.2%	21.5%	13.4%	8.1%
Availability of parking on campus.	32.8%	37.4%	90.9%	83.3%	58.2%	45.9%	12.2%
On-campus housing.	21.0%	--	36.6%	35.2%	15.6%	--	--

SA/A = Strongly Agree or Agree

VI/I = Very Important or Important

Satisfaction Difference indicates how much the level of satisfaction lags behind the level of importance

Δ Difference indicates a widening (+) or narrowing (-) of the difference between levels since 2008

Student comments related to facilities and services were the most numerous and include:

- “The on-campus housing, I think, is a bit too expensive. For on-campus housing, a good range of price would be between \$500 to \$600 a month.”
- “I like that IUS has been opening up more labs such as the science lab, to help students learn the material. I think that’s extremely important and very helpful.”

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- “One thing that really bothers me as a student who can get my best studying done in a quiet environment and uses the library a lot, is the library’s restricted hours. I wish they were open earlier and closed later, especially on the weekend.”
- “IUS needs more ergonomic lighting.”
- “So much blue parking area. Needs more red that is closer.”
- “We should be able to use [debit/credit] cards and have designated smoke area.”
- “Parking is horrible, desks are too small to put books on and write class notes.”
- “More parking; a change machine for laundry in on-campus housing.”
- “More parking; better temperature control when days are abnormally hot/cold for the season.”
- “Before you build more housing to bring more people in, you need more parking to accommodate the students, and not guest lots, actual parking lots.”
- “The food in the commons is a tad pricey.”
- “Dining services should be expanded and more food options with franchises.”
- “Different choices of food vendors would be a great addition. Classroom desks are outdated and uncomfortable.”
- “Please make the UCARD accept credit! I NEVER carry cash!”
- “Sometimes the computer labs in Crestview and PC’s in the library have no open seats. There should be a dedicated lab or PC’s which can’t access social networking sites so those interested in school work only have a better chance of getting a seat.”
- “I wish we had a place to eat on campus that did not feel like a coffee shop or grade school cafeteria.”
- “The parking tag prices are way too much.”
- “The desks in the rooms are too small and too close together.”
- “I would like for the dining services to accept debit or credit cards. It is a pain to forget to bring cash and have to drive off campus to eat.”
- “I never used the UCARD, but I think it is a good idea and really enjoy seeing how the community (Papa John’s and others) are getting involved with it.”
- “Campus should have a designated smoking area.”
- “Parking needs to be addressed. I have been late many times to class because of this.”
- “The parking permit price seems a little high.”
- “There should be separate parking permits for residential students and designated resident-only parking lots/areas on the south side of campus.”
- “Walkways on campus should be better lit.”
- “I would like to see some more lights in the parking lots by Knobview.”
- “I feel that the campus does not consider commuters when deciding whether to have class or not.”

2011 Continuing Student Survey

Events & Extracurricular Activities

- These categories rose in levels of importance to mid-range in 2011, but decreased in levels of satisfaction from 2008. Satisfaction and importance differ by an average of 19.8% and have widened significantly from 2008.

Table 10: Events and Extracurricular Activities, Satisfaction and Importance

	Satisfaction: SA/A		Importance: VI/I		Satisfaction Difference		Δ Difference 2008-->2011
	2011	2008	2011	2008	2011	2008	
Events offered meet students' interests.	35.5%	43.3%	55.7%	51.4%	20.2%	8.1%	12.1%
Opportunities to be involved in extra-curricular activities (student activities, organizations, clubs, athletic events, etc.)	34.5%	37.2%	53.9%	44.9%	19.4%	7.6%	11.7%

SA/A = Strongly Agree or Agree

VI/I = Very Important or Important

Satisfaction Difference indicates how much the level of satisfaction lags behind the level of importance

Δ Difference indicates a widening (+) or narrowing (-) of the difference between levels since 2008

Student comments related to events and extracurricular activities include:

- “I think IUS students would benefit from more activities, ones who are well planned so many students go. Activities help me as a student have a more enjoyable college experience.”
- “I would like a better intramural sports setup.”
- “There should be more advocating of sororities/fraternities. They greatly enhance the IU Southeast experience by meeting new friends, leadership opportunities, community service opportunities, and academic motivation.”
- “Continue with the fitness program.”

III. SKILLS AND KNOWLEDGE ABILITY

Summary of Survey Findings

This section’s response scale was revised in 2011 to emphasize level of ability, thus comparisons with past years would not be valid. The majority of students surveyed felt their current level of ability was above average in every category but one. Percentages of Above Average/Excellent in these categories ranged from 51.7% to 74.3%. The single exception was Speaking to a Large Group, in which 55.7% of students felt their skills and abilities were at average or below average levels.

Table 11: Skills and Knowledge Ability Summary

	Excellent and Above Average	Average	Below Average and Very Poor	Average Scale*
Ability to listen effectively.	74.3%	21.4%	0.8%	4.12
Expressing ideas, opinions, beliefs, and facts in writing.	72.3%	23.8%	0.7%	4.07
Understanding of my major field of study.	72.1%	22.8%	1.6%	4.08
Thinking critically about ideas and issues.	70.5%	25.5%	0.6%	4.01
Working productively with other people in small groups.	70.2%	25.0%	1.5%	4.01
Reasoning about ethical and moral issues.	68.3%	27.8%	0.4%	4.00
Relating knowledge with practice.	67.8%	28.2%	0.9%	3.94
Evaluating arguments to support a point of view.	67.3%	28.3%	1.0%	3.97
Understanding traditions, values, and history of people different from yourself.	67.2%	27.6%	1.7%	3.98
Speaking in a small group.	66.4%	27.8%	2.7%	3.99
Presenting ideas, opinions, and beliefs effectively in a group.	64.3%	29.8%	2.5%	3.90
Using information technology effectively.	63.1%	29.8%	3.7%	3.92
Viewing events and phenomena from several different perspectives.	62.3%	33.2%	1.1%	3.91
Integrating knowledge from several different fields of study.	59.9%	35.2%	1.8%	3.85
Preparing to deal with possible career changes.	54.9%	38.1%	3.5%	3.74
Reading comprehension.	51.7%	35.0%	9.9%	4.02
Applying quantitative skills such as mathematics, statistics, etc.	51.7%	35.0%	9.9%	3.65
Speaking to a large group.	40.8%	35.7%	20.0%	3.35

*Scale: Excellent = 5, Above Average = 4, Average = 3, Below Average = 2, Very Poor = 1

IV. DEMOGRAPHICS/ FIELD OF STUDY

Summary of Survey Findings

Demographics

- Gender of responding students remains predominately female and at a consistent ratio, averaging 63.1% for the period 2003 to 2011.
- First generation students have decreased in percentage of respondents from 59.6% in 2003 to 35.6% in 2011. Only 21.3% of current Graduate students polled are 1st generation students.

Table 12: Student Gender

	2011		2008	
	Count	%	Count	%
Female	654	62.3%	600	63.5%
Male	363	34.6%	303	32.1%
No Response	32	3.1%	42	4.4%
Total Respondents	1,049		945	

Table 13: First Generation Student

	2011		2008	
	Count	%	Count	%
Yes	373	35.6%	531	56.2%
No	644	61.4%	370	39.2%
No Response	32	3.1%	44	4.7%
Total Respondents	1,049		945	

- The percentage of African American and Hispanic respondents has increased steadily from 2003 to 2011 (from 2.0% to 4.7% for African Americans and from 0.7% to 2.4% for Hispanic) while the percentage of White respondents has reduced steadily from 90.6% to 84.8% over this period.

Table 14: Student Ethnicity

	2011		2008	
	Count	%	Count	%
White	890	84.8%	809	85.6%
African American	49	4.7%	36	3.8%
Hispanic	25	2.4%	17	1.8%
Asian	11	1.0%	6	0.6%
Other	9	0.9%	24	2.5%
Two or More Races	8	0.8%	--	--
Native American	4	0.4%	4	0.4%
Native Hawaiian/Pacific Island	1	0.1%	--	--
No Response/Data Not Available	52	5.0%	49	5.2%
Total Respondents	1,049		945	

2011 Continuing Student Survey

- The predominate age of responding students remains between 21 and 25, averaging 39.5% over the period 2003 to 2011. However this group did decrease by 4.7% from 2008, while ranges 18-20, 26-30 and 31-40 all rose slightly.
- Students with only two members in their household, including themselves, comprised 25.9% of respondents (new question in 2011). Households with three or four members comprised another 48.9%.

Table 15: Student Age Range

	2011		2008	
	Count	%	Count	%
18-20	241	23.0%	182	19.3%
21-25	397	37.8%	402	42.5%
26-30	175	16.7%	139	14.7%
31-40	138	13.2%	111	11.7%
41+	66	6.3%	67	7.1%
No Response	32	3.1%	44	4.7%
Total Respondents	1,049		945	

Table 16: Members in Student Household

	2011	
	Count	%
One	107	10.2%
Two	272	25.9%
Three	253	24.1%
Four	260	24.8%
Five	100	9.5%
Six or More	52	5.0%
No Response	5	0.5%
Total Respondents	1,049	

- The predominance of single students to married students has increased steadily, rising to 73.6% of respondents in 2011 from 62.8% in 2003.

Table 17: Student Marital Status

	2011		2008	
	Count	%	Count	%
Single (Never Married) / Single	772	73.6%	635	67.2%
Married	221	21.1%	221	23.4%
Divorced	49	4.7%	42	4.4%
Widowed	1	0.1%	4	0.4%
No Response	6	0.6%	43	4.6%
Total Respondents	1,049		945	

2011 Continuing Student Survey

- Students with one or more children increased to 21.8% in 2011 from 15.1% in 2003. Of the 2011 respondents, 45.1% of Graduate students have children compared to 18.6% of undergraduates. Less than 2.0% of respondents used IU Southeast Child Care Services in 2011 and this number is trending downward (results not shown).
- The percentage of respondents living 1 to 10 miles from campus has decreased from 33.3% in 2003 to 29.5% in 2011, while respondents living 11 to 20 miles from campus have increased from 25.6% to 27.6%. The total number of current students living more than 10 miles from campus is 65.5%, up slightly from 2003. Of current Graduate students, 78.6% live more than 10 miles from campus. Of all current students surveyed, 10.9% had used on-campus housing, and 4.7% now live on campus.

Table 18: Student's Number of Children

	2011		2008	
	Count	%	Count	%
None	810	77.2%	--	--
One	95	9.1%	68	7.2%
Two	73	7.0%	51	5.4%
Three	42	4.0%	17	1.8%
Four or more	18	1.7%	12	1.3%
No Response	11	1.0%	797	84.3%
Total Respondents	1,049		945	

Table 19: Miles Student Lives from Campus

	2011		2008	
	Count	%	Count	%
On-campus	49	4.7%	--	--
1 to 10	309	29.5%	299	31.6%
11 to 20	289	27.6%	131	13.9%
21 to 30	214	20.4%	176	18.6%
More than 30	184	17.5%	168	17.8%
No Response	4	0.4%	44	4.7%
Total Respondents	1,049		818	

In results not shown (but available upon request):

- The largest group of students responding in 2011 were seniors at 34.5%, steadily increasing from 23.2% in 2003. The number of Graduate student respondents is down slightly from 2008.
- In 2011, 78.8% of respondents considered themselves full-time students or students who also work, as opposed to 20.1% self-identified as workers who also take classes. Only 3.3% of current Graduate students consider themselves as full-time students while 78.7% consider themselves as workers who also take classes.
- In 2011, 82.7% of students surveyed held at least a part time job, with 53.0% working 21 hours a week or more (up from 2003). Of current Graduate students, 97.5% work, and 86.9% work for 31 or more hours per week (up significantly from 2003 but down somewhat from 2008).
- In 2011, 86.2% of respondents reported receiving no employer reimbursement. This number is up by 22.3% from 2008, due primarily to a comparable reduction in the No Response category.
- Student use of technology continues to trend upward in 2011 with 97.8% of respondents using the internet, 94.1% using messaging, 88.1% using laptop/ tablet, and 79.8% using social networking.
- 74.9% of students surveyed in 2011 stated they will return to IU Southeast next Fall, up from 65.5% in 2008. Another 16.8% said they will have graduated. Only 2.4% said they will attend another college, while 4.8% were unsure.
- Only 22 students out of 1,049 surveyed in 2011 reported feeling rarely safe in either campus buildings, walking on campus, or in campus parking lots.

2011 Continuing Student Survey

- The majority of students polled in 2011 take 12 or more credit hours per semester with the two largest categories being 12 to 13 hours (30.1%) and 14 to 15 hours (18.7%). The combined percentages of students taking less than 12 hours increased to 38.7% in 2011 from 31.6% in 2003.
- Polled students who study 6 hours or more outside of class have increased from 73.9% in 2008 to 77.6% in 2011, (38.6% study 6 to 10 hours away from class and 21.8% study 11 to 15 hours)

Field of Study

- Business (incl. Graduates) remains the largest field of study among students polled in 2011, at 19.2%. However this category has declined steadily from 25.3% in 2003.
- Education (combined) has decreased to 15.4 in 2011 from 28.1% in 2003.
- Nursing, at 12.1%, has increased significantly from the 3.5% in 2003, but has declined somewhat from its survey high of 14.5% in 2008.

Table 20: Student Field of Study

	2011		2008	
	Count	%	Count	%
Business	154	14.7%	153	16.2%
Nursing	127	12.1%	137	14.5%
Psychology	77	7.3%	39	4.1%
Education, Elementary	54	5.1%	56	5.9%
Education, Graduate	52	5.0%	81	8.6%
Biology	51	4.9%	30	3.2%
Criminal Justice	48	4.6%	29	3.1%
Fine Arts	48	4.6%	30	3.2%
Business, Graduate	47	4.5%	36	3.8%
General Studies	38	3.6%	36	3.8%
Communications	37	3.5%	46	4.9%
Chemistry	30	2.9%	8	0.8%
Education, Secondary	30	2.9%	47	5.0%
Education, Special	25	2.4%	3	0.3%
Undecided	25	2.4%	11	1.2%
Informatics	23	2.2%	--	--
Computer Science	22	2.1%	37	3.9%
Pre Medical Fields	18	1.7%	--	--
English	15	1.4%	11	1.2%
Geoscience	15	1.4%	4	0.4%
Mathematics	14	1.3%	2	0.2%

	2011		2008	
	Count	%	Count	%
History	10	1.0%	10	1.1%
International Studies	9	0.9%	--	--
Coding Technology CRT	7	0.7%	--	--
Sociology	7	0.7%	3	0.3%
Liberal Studies (MLS Graduate)	4	0.4%	7	0.7%
Economics	3	0.3%	3	0.3%
Purdue Programs	3	0.3%	20	2.1%
Journalism	2	0.2%	13	1.4%
Modern Languages	2	0.2%	5	0.5%
Music	2	0.2%	2	0.2%
Philosophy	2	0.2%	1	0.1%
Accounting	1	0.1%	--	--
Chemistry & Biology	1	0.1%	--	--
Clinical Lab Sciences	1	0.1%	2	0.2%
Political Science	1	0.1%	5	0.5%
Geography	0	0.0%	6	0.6%
Individualized BA Major	0	0.0%	2	0.2%
Non-degree, Graduate	0	0.0%	7	0.7%
Other (not listed)	12	1.1%	27	2.9%
No Response/Data Not Available	32	3.1%	36	3.8%
Total Respondents	950		796	