

## 2011-13 Entering Student Survey Report

Administered to First-Time Students Entering  
IU Southeast in 2011, 2012 and 2013

---



**INDIANA UNIVERSITY  
SOUTHEAST**

---

OFFICE OF INSTITUTIONAL EFFECTIVENESS

Rick O'Bryan, Ronald E. Severtis, Jr., and Tanlee Wasson  
November 2014

### SURVEY BACKGROUND AND SUMMARY

The Indiana University Southeast Entering Student Survey (ESS) is administered to new, incoming students during placement testing and post-admission to the institution. The instrument collects data regarding academic interests and needs, demographics, employment and college payment plans, co-curricular interests, college choice, self-rated abilities and online education history and interest. This multi-year report is intended to provide information regarding how these data have changed from year to year. The information can be used to support decision-making that facilitate change in response to the dynamic needs of the student population.

Some respondents take the survey but do not subsequently enroll the next fall semester. Beginning with this report, the practice of the Office of Institutional Effectiveness (OIE) is to compare the list of respondents to the list of students enrolled in the ensuing term, remove those respondents who do not enroll in the survey year cycle, and add their responses to the survey year cycle in which they ultimately enroll. This is why previous reports that include 2011 or 2012 ESS data may be slightly different in count and percentage.

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.

Note that the number of 2012 respondents is much smaller than in the preceding and succeeding years. This is due to the concurrent administration of the ETS Proficiency Profile to incoming students in the Spring of 2012. Students who took the ETS were not required to also take the ESS. Full resumption of ESS administration returned for most of the 2013 incoming cohort.

A condensed version of this report, called the Entering Student College Choice Report, is made available to Academic Council, Enrollment Management, the Office of Admissions, Student Affairs and University Marketing and Communications. It provides data such as students' first choice for college, other schools considered, factors that influenced their decision to attend, and sources of information about and sources that influenced the decision to attend IU Southeast. This and any ad hoc reports will be posted on the OIE website to support the institution's mission of transparency and to encourage respondents to take future assessments. Complete data tables for multiple years and across all questions and answer categories, or by-school, can be obtained via request to Ron Severtis in OIE at [rseverti@ius.edu](mailto:rseverti@ius.edu).

## **Table of Contents**

SURVEY BACKGROUND AND SUMMARY .....	2
RESPONDENT DEMOGRAPHICS.....	5
Table 1: Gender .....	5
Table 2: Marital Status.....	5
Table 3: Number of Children.....	5
Table 4: Miles from Campus.....	5
Table 5: Interest in On-Campus Housing.....	6
Table 6: Anticipated Weekly Hours Employed, First Semester.....	6
Table 7: Level of Mother’s Education.....	6
Table 8: Level of Father’s Education .....	6
Table 9: Respondent Considers Themselves .....	7
FIELD OF STUDY .....	7
Table 10: Selected Major.....	7
Table 11: Selected Major, by School.....	8
PROCESS OF PAYING FOR CLASSES.....	9
Table 12: Knowledgeable on Process of Paying for Classes.....	9
Table 13: How Respondent Plans to Pay for College .....	9
ACTIVITIES OF INTEREST.....	10
Table 14: Activities of Interest.....	10
Table 15: Ethnic/Multicultural Groups.....	10
Table 16: Organizations Related to Academic Major.....	11
Table 17: Political Clubs.....	11
Table 18: Religious Organizations .....	11
Table 19: Student Publications.....	12
Table 20: Special Interest Organizations.....	12
Table 21: Varsity Sports.....	12
SELF-IDENTIFIED AREAS OF ASSISTANCE.....	13
Table 22: Self-Identified Assistance Needs.....	13
SOURCES OF INFORMATION AND FACTORS INFLUENCING SCHOOL CHOICE.....	13
Table 23: Sources of Information Obtained about IU Southeast.....	13
Table 24: Factors Influencing Decision to Attend IU Southeast.....	14
DECISION FACTORS.....	14
Table 25: Factors Contributing to Decision to Attend IU Southeast.....	14
FIRST CHOICE FOR COLLEGE .....	15
Table 26: IU Southeast as First Choice for College .....	15

---

## 2011-13 Entering Student Survey Report

---

Table 27: Considered Attending .....	15
IU SOUTHEAST PROGRAM PARTICIPATION .....	15
Table 28: IU Southeast Programs in which Respondent Participated .....	15
SELF-RATED LEVELS OF ABILITY .....	16
Table 29: Self-Rated Level of Abilities .....	16
SERIOUS CONVERSATIONS WITH DIFFERENT OTHERS .....	16
Table 30: Frequency of Serious Conversations.....	16
APPENDIX A.....	17
Table A1: Major Concentration within Fine Arts.....	17
Table A2: Major Concentration within Business .....	17

**RESPONDENT DEMOGRAPHICS**

Female respondents outnumber male respondents at a ratio of about 3 to 2, which is consistent with the 58% female composition of new undergraduates at the Fall 2013 census.

*Table 1: Gender*

	2013		2012		2011	
	N	%	N	%	N	%
<b>Female</b>	486	58.7%	252	56.8%	582	57.8%
<b>Male</b>	342	41.3%	192	43.2%	425	42.2%
<b>Total</b>	<b>828</b>	<b>100.0%</b>	<b>444</b>	<b>100.0%</b>	<b>1007</b>	<b>100.0%</b>

The great majority of incoming students are single with no children.

*Table 2: Marital Status*

	2013		2012		2011	
	N	%	N	%	N	%
<b>Single</b>	797	96.5%	415	93.3%	962	95.5%
<b>Married</b>	21	2.5%	16	3.6%	31	3.1%
<b>Divorced</b>	7	0.8%	14	3.1%	12	1.2%
<b>Widowed</b>	1	0.1%	--	--	2	0.2%
<b>Total</b>	<b>826</b>	<b>100.0%</b>	<b>445</b>	<b>100.0%</b>	<b>1007</b>	<b>100.0%</b>

*Table 3: Number of Children*

	2013		2012		2011	
	N	%	N	%	N	%
<b>None</b>	785	95.2%	406	91.2%	946	93.9%
<b>One</b>	22	2.7%	23	5.2%	34	3.4%
<b>Two</b>	9	1.1%	9	2.0%	14	1.4%
<b>Three</b>	5	0.6%	6	1.3%	10	1.0%
<b>Four or more</b>	4	0.5%	1	0.2%	3	0.3%
<b>Total</b>	<b>825</b>	<b>100.0%</b>	<b>445</b>	<b>100.0%</b>	<b>1007</b>	<b>100.0%</b>

About 29% percent of incoming students live within 10 miles of campus, 55% live within 20 miles and over 77% live within 30 miles. Interest in on-campus housing is lower than in 2011, but up from 2012 and accounts for about 1 out of every 4 respondents.

*Table 4: Miles from Campus*

	2013		2012		2011	
	N	%	N	%	N	%
<b>On campus</b>	9	1.1%	4	0.9%	6	0.6%
<b>1 to 10</b>	228	27.5%	149	33.6%	291	28.9%
<b>11 to 20</b>	219	26.4%	108	24.3%	269	26.7%
<b>21 to 30</b>	183	22.1%	100	22.5%	206	20.5%
<b>More than 30</b>	189	22.8%	83	18.7%	234	23.3%
<b>Total</b>	<b>828</b>	<b>100.0%</b>	<b>444</b>	<b>100.0%</b>	<b>1006</b>	<b>100.0%</b>

## 2011-13 Entering Student Survey Report

*Table 5: Interest in On-Campus Housing*

	2013		2012		2011	
	N	%	N	%	N	%
<b>No</b>	611	74.1%	340	76.7%	714	71.0%
<b>Yes</b>	214	25.9%	103	23.3%	291	29.0%
<b>Total</b>	<b>825</b>	<b>100.0%</b>	<b>443</b>	<b>100.0%</b>	<b>1005</b>	<b>100.0%</b>

The percentage of students who will not be working while attending school is trending slightly downward but remains at about 25%. Just over one-third of incoming students will work between 11 and 20 hours per week, and about 50% will work between 1 and 20 hours per week. A very small percentage will work more than 30 hours per week.

*Table 6: Anticipated Weekly Hours Employed, First Semester*

	2013		2012		2011	
	N	%	N	%	N	%
<b>Not working</b>	204	24.7%	113	25.5%	278	27.6%
<b>1 to 10 hours</b>	100	12.1%	50	11.3%	136	13.5%
<b>11 to 20 hours</b>	300	36.3%	131	29.5%	313	31.1%
<b>21 to 30 hours</b>	162	19.6%	89	20.0%	216	21.5%
<b>31 or more hours</b>	60	7.3%	61	13.7%	63	6.3%
<b>Total</b>	<b>826</b>	<b>100.0%</b>	<b>444</b>	<b>100.0%</b>	<b>1006</b>	<b>100.0%</b>

The percentage of parents who have completed their college education is trending upward (43% of mothers and 33% of fathers). However, the percentage of parents who have completed post-graduate study is falling (5.4% of mothers and 5.1% of fathers).

*Table 7: Level of Mother's Education*

	2013		2012		2011	
	N	%	N	%	N	%
<b>College</b>	357	43.2%	160	36.1%	365	36.4%
<b>High School</b>	350	42.4%	213	48.1%	473	47.2%
<b>Post-College</b>	45	5.4%	33	7.4%	80	8.0%
<b>Vocational School</b>	37	4.5%	18	4.1%	49	4.9%
<b>Elementary</b>	24	2.9%	9	2.0%	26	2.6%
<b>Not Applicable</b>	13	1.6%	10	2.3%	10	1.0%
<b>Total</b>	<b>826</b>	<b>100.0%</b>	<b>443</b>	<b>100.0%</b>	<b>1003</b>	<b>100.0%</b>

*Table 8: Level of Father's Education*

	2013		2012		2011	
	N	%	N	%	N	%
<b>High School</b>	400	48.8%	214	49.0%	512	51.7%
<b>College</b>	271	33.0%	139	31.8%	275	27.7%
<b>Vocational School</b>	51	6.2%	25	5.7%	66	6.7%
<b>Post-College</b>	42	5.1%	23	5.3%	63	6.4%
<b>Not Applicable</b>	29	3.5%	24	5.5%	32	3.2%
<b>Elementary</b>	27	3.3%	12	2.7%	43	4.3%
<b>Total</b>	<b>820</b>	<b>100.0%</b>	<b>437</b>	<b>100.0%</b>	<b>991</b>	<b>100.0%</b>

## 2011-13 Entering Student Survey Report

Just over half (54.8%) of students consider themselves as students who also work and this number is rising annually, compared to a declining 41.9% who consider themselves full-time students.

*Table 9: Respondent Considers Themselves*

	2013		2012		2011	
	N	%	N	%	N	%
<b>A student who also works</b>	454	54.8%	235	52.9%	520	51.6%
<b>A full-time student</b>	347	41.9%	176	39.6%	439	43.6%
<b>A worker who also takes classes</b>	27	3.3%	33	7.4%	48	4.8%
<b>Total</b>	<b>828</b>	<b>100.0%</b>	<b>444</b>	<b>100.0%</b>	<b>1007</b>	<b>100.0%</b>

### FIELD OF STUDY

Nursing continues to be the predominant major of choice by entering students in 2013, selected by nearly 1 out of every 5 respondents. Business remains the next most selected major followed by Elementary Education. Undecided students ranged from 11.0% to 14.6% over the last 3 years and are declining. Choice of major by school is also depicted below and breakdown by Business and Fine Arts concentrations appear in the Appendix.

*Table 10: Selected Major*

	2013		2012		2011	
	N	%	N	%	N	%
<b>Nursing</b>	162	19.6%	69	15.5%	180	17.9%
<b>Undecided</b>	91	11.0%	50	11.2%	147	14.6%
<b>Business</b>	84	10.1%	52	11.7%	121	12.0%
<b>Elementary Education</b>	63	7.6%	27	6.1%	65	6.5%
<b>Criminology &amp; Criminal Justice</b>	54	6.5%	24	5.4%	37	3.7%
<b>Psychology</b>	46	5.6%	24	5.4%	51	5.1%
<b>Biology</b>	43	5.2%	25	5.6%	41	4.1%
<b>Computer Science</b>	35	4.2%	15	3.4%	41	4.1%
<b>Secondary Education</b>	30	3.6%	16	3.6%	40	4.0%
<b>Unlisted major (other)</b>	27	3.3%	16	3.6%	35	3.5%
<b>Music</b>	25	3.0%	7	1.6%	25	2.5%
<b>Accounting</b>	21	2.5%	16	3.6%	28	2.8%
<b>Fine Arts</b>	18	2.2%	14	3.1%	26	2.6%
<b>Special Education</b>	14	1.7%	6	1.3%	16	1.6%
<b>General Studies</b>	13	1.6%	7	1.6%	20	2.0%
<b>Chemistry</b>	10	1.2%	6	1.3%	7	0.7%
<b>English</b>	8	1.0%	10	2.2%	16	1.6%
<b>History</b>	8	1.0%	8	1.8%	7	0.7%
<b>Advertising</b>	6	0.7%	1	0.2%	4	0.4%
<b>Mathematics</b>	6	0.7%	2	0.4%	4	0.4%
<b>Geosciences</b>	5	0.6%	1	0.2%	3	0.3%
<b>Journalism</b>	5	0.6%	4	0.9%	13	1.3%
<b>Mechanical Engineering Technology</b>	5	0.6%	3	0.7%	3	0.3%
<b>Political Science</b>	5	0.6%	4	0.9%	7	0.7%
<b>Theatre</b>	5	0.6%	2	0.4%	6	0.6%
<b>Chemistry &amp; Biology</b>	4	0.5%	3	0.7%	14	1.4%

## 2011-13 Entering Student Survey Report

Clinical Lab Science	3	0.4%	2	0.4%	3	0.3%
Computer Graphics Technology	3	0.4%	1	0.2%	4	0.4%
Economics	3	0.4%	3	0.7%	3	0.3%
Electrical Engineering Technology	3	0.4%	3	0.7%	3	0.3%
Sociology	3	0.4%	4	0.9%	8	0.8%
Spanish	3	0.4%	2	0.4%	4	0.4%
Speech	3	0.4%	2	0.4%	--	--
Biochemistry	2	0.2%	2	0.4%	--	--
Coding Technology	2	0.2%	2	0.4%	1	0.1%
Environmental Science	2	0.2%	3	0.7%	1	0.1%
Informatics	2	0.2%	3	0.7%	5	0.5%
Education - Transition to Teaching	1	0.1%	--	--	--	--
Information Technology	1	0.1%	1	0.2%	1	0.1%
Medical Transcription Technology	1	0.1%	--	--	3	0.3%
Organizational Leadership/ Supervision	1	0.1%	--	--	--	--
Physics	1	0.1%	1	0.2%	1	0.1%
Religious Studies	1	0.1%			1	0.1%
French	--	--	1	0.2%	--	--
International Studies	--	--	1	0.2%	3	0.3%
Liberal Studies	--	--	1	0.2%	--	--
Philosophy	--	--	1	0.2%	6	0.6%
Individualized Major	--	--	--	--	2	0.2%
<b>Total</b>	<b>828</b>	<b>100.0%</b>	<b>445</b>	<b>100.0%</b>	<b>1006</b>	<b>100.0%</b>

*Table 11: Selected Major, by School*

	2013		2012		2011	
	N	%	N	%	N	%
Nursing	162	19.6%	69	15.5%	180	17.9%
Social Sciences	121	14.6%	70	15.7%	126	12.5%
Undecided/Unlisted/Individualized	118	14.3%	66	14.8%	184	18.3%
Natural Sciences	117	14.1%	66	14.8%	125	12.4%
Business	108	13.0%	71	16.0%	152	15.1%
Education	108	13.0%	49	11.0%	121	12.0%
Arts & Letters	69	8.3%	40	9.0%	88	8.7%
General Studies	13	1.6%	7	1.6%	20	2.0%
Purdue Programs	12	1.4%	7	1.6%	10	1.0%
<b>Total</b>	<b>828</b>	<b>100.0%</b>	<b>445</b>	<b>100.0%</b>	<b>1006</b>	<b>100.0%</b>



**PROCESS OF PAYING FOR CLASSES**

Almost two-thirds of respondents indicate they are somewhat knowledgeable about the process of paying for class. Only 12.9% are very knowledgeable, and almost 1 in 4 know very little about the process.

*Table 12: Knowledgeable on Process of Paying for Classes*

	2013		2012		2011	
	N	%	N	%	N	%
<b>Not at all</b>	186	22.6%	96	21.6%	264	26.3%
<b>Somewhat</b>	532	64.6%	297	66.7%	622	62.0%
<b>Very</b>	106	12.9%	52	11.7%	118	11.8%
<b>Total</b>	<b>824</b>	<b>100.0%</b>	<b>445</b>	<b>100.0%</b>	<b>1004</b>	<b>100.0%</b>

Almost 75% of current respondents will rely on themselves or their families for, on average, about half of the cost of their college education. About half of the respondents plan to utilize student loans for 36.8% of their costs, on average. Another half plan to use scholarships for a third of their costs, and 38.9% hope to use grants for over one-third of their college costs, on average. Work-study assistance is interestingly low based on the demonstrated interest of respondents in the next section.

*Table 13: How Respondent Plans to Pay for College*

	2013		2012		2011	
	%	*Avg.	%	*Avg.	%	*Avg.
<b>Family or myself</b>	74.5%	50.3%	67.3%	44.2%	71.7%	48.7%
<b>Student loans</b>	50.2%	36.8%	51.5%	47.8%	51.7%	44.9%
<b>Scholarships</b>	48.0%	32.4%	42.5%	33.8%	42.9%	33.6%
<b>Grants</b>	38.9%	35.8%	35.4%	42.3%	41.0%	43.6%
<b>Work-study</b>	14.0%	16.7%	10.6%	17.2%	15.4%	20.5%
<b>No plan</b>	11.4%	46.2%	13.3%	50.6%	14.4%	41.0%
<b>Veteran's assistance</b>	6.5%	70.6%	5.5%	88.5%	0.0%	--
<b>Employer assistance</b>	5.8%	26.2%	4.9%	34.0%	0.0%	--
<b>Other</b>	4.5%	53.9%	3.4%	63.7%	2.7%	51.7%

*\*Avg. = average amount of use by the students who selected this method.*

*Note that respondents could choose more than one answer*

**ACTIVITIES OF INTEREST**

Respondents are asked if they would like to be contacted about a variety of co-curricular and extra-curricular activities. Work-study remains the top area of further interest in 2013, and the top 4 areas all pertain to career and employment. Further breakdowns of specific activities of interest are summarized in the tables that follow.

*Table 14: Activities of Interest*

	2013		2012		2011	
	N	%	N	%	N	%
<b>Work-study</b>	251	30.3%	155	34.8%	319	31.6%
<b>Internships</b>	232	28.0%	124	27.9%	266	26.4%
<b>Organizations related to academic major</b>	178	21.5%	103	23.1%	192	19.0%
<b>Finding employment</b>	159	19.2%	97	21.8%	195	19.3%
<b>Intramural sports</b>	156	18.8%	65	14.6%	206	20.4%
<b>Volunteering in the community</b>	155	18.7%	80	18.0%	168	16.7%
<b>Overseas study opportunities</b>	148	17.9%	93	20.9%	181	18.0%
<b>Honors Program</b>	132	15.9%	82	18.4%	146	14.5%
<b>Varsity sports</b>	121	14.6%	49	11.0%	121	12.0%
<b>Sororities</b>	112	13.5%	66	14.8%	154	15.3%
<b>Religious organizations</b>	92	11.1%	40	9.0%	88	8.7%
<b>Theatre/drama</b>	78	9.4%	46	10.3%	76	7.5%
<b>Mentoring</b>	77	9.3%	40	9.0%	60	6.0%
<b>Planning campus events and entertainment</b>	75	9.0%	43	9.7%	90	8.9%
<b>Vocal music</b>	71	8.6%	26	5.8%	68	6.7%
<b>Leadership development</b>	69	8.3%	41	9.2%	80	7.9%
<b>Instrumental music</b>	66	8.0%	41	9.2%	69	6.8%
<b>Fraternities</b>	53	6.4%	32	7.2%	63	6.3%
<b>Special interest organizations</b>	47	5.7%	15	3.4%	43	4.3%
<b>Political clubs</b>	44	5.3%	16	3.6%	35	3.5%
<b>Student Government</b>	43	5.2%	27	6.1%	41	4.1%
<b>Dance team</b>	41	4.9%	22	4.9%	43	4.3%
<b>Student publications</b>	31	3.7%	20	4.5%	50	5.0%
<b>Ethnic/Multi-cultural groups</b>	26	3.1%	11	2.5%	25	2.5%
<b>Student Ambassadors</b>	23	2.8%	9	2.0%	27	2.7%
<b>Cheerleading</b>	21	2.5%	14	3.1%	22	2.2%
<b>Adult student support</b>	20	2.4%	20	4.5%	34	3.4%
<b>Children's programming</b>	15	1.8%	19	4.3%	26	2.6%

*\*Note that respondents could choose more than one answer*

*Table 15: Ethnic/Multicultural Groups*

	2013	2012	2011
<b>Multicultural Student Union</b>	61.5%	81.8%	40.0%
<b>International Student Organization</b>	50.0%	36.4%	56.0%
<b>Asian Pop Culture Club</b>	26.9%	18.2%	24.0%
<b>Students for Diversity CCR</b>	26.9%	9.1%	--
<b>Japanese Pop Culture Club</b>	19.2%	18.2%	16.0%
<b>Student African American Brotherhood</b>	11.5%	27.3%	24.0%

*\*Note that respondents could choose more than one answer*

## 2011-13 Entering Student Survey Report

*Table 16: Organizations Related to Academic Major*

	<b>2013</b>	<b>2012</b>	<b>2011</b>
<b>Psychology Club</b>	25.3%	21.4%	15.6%
<b>Pre-Health Professional Society</b>	18.0%	20.4%	13.5%
<b>Student Nurses' Association</b>	17.4%	16.5%	16.7%
<b>Biology Club</b>	15.2%	11.7%	--
<b>Student Education Association</b>	13.5%	13.6%	11.5%
<b>Marketing Club</b>	11.8%	6.8%	--
<b>Advertising Club</b>	10.7%	6.8%	7.3%
<b>Field Biology Club</b>	10.7%	5.8%	6.8%
<b>Spanish Club</b>	10.7%	11.7%	4.7%
<b>History Club</b>	10.1%	6.8%	9.4%
<b>Student Art Association</b>	9.6%	12.6%	11.5%
<b>Finance Club</b>	8.4%	8.7%	9.9%
<b>Economics Club</b>	6.7%	3.9%	6.8%
<b>English Club</b>	6.7%	5.8%	7.8%
<b>Philosophy Club</b>	6.7%	4.9%	6.8%
<b>Computer Security Group</b>	5.6%	2.9%	--
<b>Graphic Arts Club</b>	5.6%	8.7%	7.8%
<b>Society for Human Resource Management</b>	3.4%	4.9%	3.6%
<b>French Club</b>	2.8%	6.8%	2.1%
<b>Informatics Club</b>	2.2%	1.9%	3.1%
<b>National Science Teachers Association</b>	1.1%	1.9%	2.1%

*\*Note that respondents could choose more than one answer*

*Table 17: Political Clubs*

	<b>2013</b>	<b>2012</b>	<b>2011</b>
<b>College Republicans</b>	52.3%	43.8%	45.7%
<b>College Democrats</b>	36.4%	43.8%	31.4%
<b>Model United Nations</b>	34.1%	37.5%	25.7%
<b>Civil Liberties Union (CLU)</b>	18.2%	25.0%	8.6%
<b>Young Americans for Liberty</b>	15.9%	37.5%	0.0%
<b>Lodge Council</b>	11.4%	12.5%	5.7%

*\*Note that respondents could choose more than one answer*

*Table 18: Religious Organizations*

	<b>2013</b>	<b>2012</b>	<b>2011</b>
<b>Christian Student Fellowship</b>	82.6%	87.5%	89.8%
<b>Catholic Campus Community</b>	16.3%	12.5%	12.5%
<b>Free Thinkers</b>	4.3%	5.0%	0.0%

*\*Note that respondents could choose more than one answer*

## 2011-13 Entering Student Survey Report

*Table 19: Student Publications*

	<b>2013</b>	<b>2012</b>	<b>2011</b>
<b>Horizon Student Newspaper</b>	74.2%	90.0%	76.0%
<b>Literary Review</b>	45.2%	50.0%	38.0%

*\*Note that respondents could choose more than one answer*

*Table 20: Special Interest Organizations*

	<b>2013</b>	<b>2012</b>	<b>2011</b>
<b>Outdoor Adventure Club</b>	34.0%	26.7%	51.2%
<b>Gay Straight Alliance</b>	25.5%	13.3%	18.6%
<b>Dance Marathon Council</b>	19.1%	6.7%	2.3%
<b>IUS Biology Volunteers</b>	19.1%	13.3%	14.0%
<b>Earth Save</b>	17.0%	13.3%	--
<b>Students for Life</b>	17.0%	20.0%	7.0%
<b>Gamers Club</b>	14.9%	13.3%	23.3%
<b>Indiana Underground Society</b>	14.9%	6.7%	14.0%
<b>Debate Society</b>	12.8%	33.3%	9.3%
<b>Salsa Club</b>	12.8%	13.3%	--
<b>Student Alumni Association</b>	12.8%	--	7.0%
<b>Non-Traditional Student Union</b>	4.3%	6.7%	7.0%
<b>Allies</b>	2.1%	--	--
<b>One</b>	2.1%	--	--
<b>Student Veterans Organization</b>	2.1%	--	--
<b>Women in Computing</b>	--	--	7.0%

*\*Note that respondents could choose more than one answer*

*Table 21: Varsity Sports*

	<b>2013</b>	<b>2012</b>	<b>2011</b>
<b>Baseball</b>	33.1%	28.6%	19.8%
<b>Men's Basketball</b>	28.1%	38.8%	24.8%
<b>Softball</b>	16.5%	8.2%	23.1%
<b>Volleyball</b>	12.4%	24.5%	15.7%
<b>Women's Basketball</b>	9.9%	12.2%	11.6%
<b>Women's Tennis</b>	6.6%	0.0%	12.4%
<b>Men's Tennis</b>	5.8%	6.1%	7.4%

*\*Note that respondents could choose more than one answer*

**SELF-IDENTIFIED AREAS OF ASSISTANCE**

Financial aid continues to be the area of assistance most cited by incoming students, currently by just over half. Math skills remain the next most needed area of assistance at 43.4%, while writing skills is becoming less of a concern and choosing a major becoming more of a concern for incoming students.

Table 22: Self-Identified Assistance Needs

	2013		2012		2011	
	N	%	N	%	N	%
<b>Financial aid</b>	469	56.6%	253	56.9%	511	50.7%
<b>Math skills</b>	360	43.4%	190	42.7%	419	41.6%
<b>Deciding on a major</b>	245	29.6%	117	26.3%	281	27.9%
<b>Writing skills</b>	236	28.5%	136	30.6%	376	37.3%
<b>Career counseling</b>	183	22.1%	123	27.6%	232	23.0%
<b>Finding employment</b>	166	20.0%	95	21.3%	198	19.6%
<b>Having a mentor</b>	117	14.1%	43	9.7%	75	7.4%
<b>Personal counseling</b>	57	6.9%	26	5.8%	39	3.9%
<b>Veterans' services</b>	20	2.4%	13	2.9%	30	3.0%
<b>Child care</b>	12	1.4%	8	1.8%	9	0.9%

*\*Note that respondents could choose more than one answer*

**SOURCES OF INFORMATION AND FACTORS INFLUENCING SCHOOL CHOICE**

Family and friends attending IU Southeast continues to be the source of information about IU Southeast for about half of our incoming students. Current IU Southeast students, the IU Southeast website and mailed materials are each also used as sources by about half of incoming students.

Table 23: Sources of Information Obtained about IU Southeast

	2013		2012		2011	
	N	%	N	%	N	%
<b>Friends or family attending IU Southeast</b>	438	52.8%	223	50.1%	479	47.5%
<b>Current IU Southeast students</b>	381	46.0%	216	48.5%	473	46.9%
<b>IU Southeast website</b>	363	43.8%	188	42.2%	452	44.8%
<b>Mailed materials</b>	354	42.7%	150	33.7%	429	42.6%
<b>Teachers</b>	310	37.4%	142	31.9%	327	32.4%
<b>Counselors</b>	284	34.3%	140	31.5%	257	25.5%
<b>Contact with IU Southeast graduates</b>	171	20.6%	86	19.3%	204	20.2%
<b>Friends or family who do not attend IU Southeast</b>	163	19.7%	57	12.8%	--	--
<b>Coaches/Sports</b>	86	10.4%	19	4.3%	--	--
<b>TV ads</b>	25	3.0%	19	4.3%	36	3.6%
<b>Other</b>	24	2.9%	28	6.3%	60	6.0%
<b>Billboards</b>	23	2.8%	17	3.8%	28	2.8%
<b>Print ads</b>	22	2.7%	11	2.5%	46	4.6%
<b>Radio ads</b>	22	2.7%	12	2.7%	31	3.1%

*\*Note that respondents could choose more than one answer*

## 2011-13 Entering Student Survey Report

Friends, family and other current IU Southeast students are the top factors influencing incoming students' decisions to attend IU Southeast. Friends and family influence about half of respondents, while other current students, the website and mailed materials are each cited as a factor by about one-third of incoming students. Teachers and counselors are factors in the decision to attend the school cited by about one-fourth of respondents. The IU Southeast website appears to be the most effective non-verbal or non-direct contact source of information and factor influencing attending.

*Table 24: Factors Influencing Decision to Attend IU Southeast*

	<b>2013*</b>	<b>2012</b>	<b>2011</b>
<b>Friends or family attending IU Southeast</b>	44.8%	39.1%	38.7%
<b>Current IU Southeast students</b>	36.9%	37.8%	37.3%
<b>IU Southeast website</b>	35.6%	33.3%	34.9%
<b>Mailed materials</b>	30.3%	24.0%	28.6%
<b>Teachers</b>	26.5%	22.5%	20.4%
<b>Counselors</b>	24.5%	21.6%	16.6%
<b>Contact with IU Southeast graduates</b>	17.4%	15.5%	15.1%
<b>Friends or family who do not attend IU Southeast</b>	15.3%	10.6%	0.0%
<b>Coaches/Sports</b>	8.4%	3.6%	0.0%
<b>TV ads</b>	1.8%	2.0%	1.1%
<b>Other</b>	1.7%	3.6%	5.2%
<b>Print ads</b>	1.4%	0.2%	2.3%
<b>Radio ads</b>	1.2%	0.9%	1.2%
<b>Billboards</b>	1.2%	1.1%	0.9%

*\*Percentages total the categories 'A Lot' and 'Some'  
Note that respondents could choose more than one answer*

### DECISION FACTORS

Location, quality of education and cost remain the big three factors influencing respondents' choice to attend IU Southeast. Small class sizes and academic program choice round out the top five factors.

*Table 25: Factors Contributing to Decision to Attend IU Southeast*

	<b>2013*</b>	<b>2012</b>	<b>2011</b>
<b>Location</b>	91.7%	91.5%	88.9%
<b>Quality of education</b>	90.3%	90.6%	89.8%
<b>Cost</b>	89.9%	87.6%	85.4%
<b>Small class size</b>	78.9%	73.7%	77.2%
<b>Choice of academic programs</b>	78.0%	78.2%	79.8%
<b>Availability of financial aid</b>	73.0%	72.1%	71.1%
<b>Small college</b>	72.7%	67.9%	71.5%
<b>Friends/family attending IU Southeast</b>	47.0%	46.7%	47.0%
<b>Applied learning opportunities</b>	45.1%	45.8%	39.0%
<b>Events/activities/campus life</b>	39.7%	34.6%	35.8%
<b>Parental decision</b>	29.8%	30.3%	26.4%
<b>Reciprocity</b>	24.7%	24.0%	24.4%
<b>Athletic programs</b>	24.4%	17.5%	18.2%

*\*Percentages total the categories 'A Lot' and 'Some'  
Note that respondents could choose more than one answer*

**FIRST CHOICE FOR COLLEGE**

More than 7 out of 10 incoming students indicated IU Southeast was their first choice for college, with the University of Louisville the most considered other choice by nearly half of respondents. The University of Kentucky and Western Kentucky were the most cited ‘Others’, both at 2.1%.

Table 26: IU Southeast as First Choice for College

	2013		2012		2011	
	N	%	N	%	N	%
<b>Yes</b>	599	73.0%	299	67.5%	735	73.2%
<b>No</b>	222	27.0%	144	32.5%	269	26.8%
<b>Total</b>	<b>821</b>	<b>100.0%</b>	<b>443</b>	<b>100.0%</b>	<b>1004</b>	<b>100.0%</b>

Table 27: Considered Attending

	2013		2012		2011	
	N	%	N	%	N	%
<b>University of Louisville</b>	346	41.7%	188	42.2%	404	40.1%
<b>Indiana University (Bloomington)</b>	230	27.7%	104	23.4%	233	23.1%
<b>Other- Not Listed</b>	180	21.7%	102	22.9%	295	29.3%
<b>Ivy Tech Community College</b>	126	15.2%	76	17.1%	142	14.1%
<b>University of Southern Indiana</b>	99	11.9%	43	9.7%	127	12.6%
<b>Indiana State</b>	95	11.5%	38	8.5%	0	0.0%
<b>Bellarmino University</b>	85	10.3%	49	11.0%	102	10.1%
<b>Indiana Univ-Purdue Univ Indianapolis</b>	75	9.0%	26	5.8%	0	0.0%
<b>Ball State University</b>	71	8.6%	45	10.1%	101	10.0%
<b>Purdue University (Lafayette)</b>	61	7.4%	40	9.0%	92	9.1%
<b>Jefferson Community College</b>	58	7.0%	37	8.3%	68	6.7%
<b>Spalding University</b>	42	5.1%	17	3.8%	35	3.5%

*\*Note that respondents could choose more than one answer*

**IU SOUTHEAST PROGRAM PARTICIPATION**

Participation in IU Southeast programs for our entering students continues to drop in most categories.

Table 28: IU Southeast Programs in which Respondent Participated

	2013		2012		2011	
	N	%	N	%	N	%
<b>College Fair</b>	87	10.5%	57	12.8%	156	15.5%
<b>Financial Aid Programs</b>	80	9.7%	45	10.1%	134	13.3%
<b>High School College Preparatory Program</b>	27	3.3%	17	3.8%	50	5.0%
<b>Other</b>	17	2.1%	15	3.4%	26	2.6%
<b>Sports Camp</b>	14	1.7%	2	0.4%	28	2.8%
<b>Access to Success</b>	11	1.3%	5	1.1%	33	3.3%
<b>Project AHEAD</b>	10	1.2%	3	0.7%	5	0.5%
<b>Bridge to College</b>	9	1.1%	3	0.7%	8	0.8%
<b>Theatre and Music Department Programs</b>	6	0.7%	6	1.3%	13	1.3%
<b>Model UN</b>	5	0.6%	6	1.3%	12	1.2%
<b>I have not participated in any IUS programs</b>	559	67.4%	195	43.8%	--	--

*\*Note that respondents could choose more than one answer*



**SELF-RATED LEVELS OF ABILITY**

Over half of respondents rated themselves at excellent or above average in 10 of the 16 listed abilities, with 3 of every 4 rating small group productivity and effective listening at the highest levels. Conversely, about 2 out of every 5 respondents rated themselves below average or poor in speaking to large groups and 1 out of 5 respondents rated low in applying quantitative skills.

*Table 29: Self-Rated Level of Abilities*

	<b>2013*</b>	<b>2012</b>	<b>2011</b>
<b>Working productively with other people in small groups</b>	75.8%	74.3%	73.3%
<b>Ability to listen effectively</b>	75.2%	77.5%	75.3%
<b>Thinking critically about ideas and issues</b>	60.8%	66.6%	59.8%
<b>Understanding the traditions, values, and history of people different from yourself</b>	59.8%	68.3%	58.0%
<b>Reasoning about ethical and moral issues</b>	59.4%	65.8%	58.0%
<b>Evaluating arguments to support a point of view</b>	58.7%	61.5%	59.0%
<b>Expressing ideas, opinions, beliefs, and facts in writing</b>	53.2%	55.4%	50.2%
<b>Reading comprehension</b>	51.8%	57.3%	51.3%
<b>Relating knowledge with practice</b>	50.7%	52.4%	46.4%
<b>Using information technology effectively</b>	50.2%	53.2%	50.6%
<b>Presenting ideas, opinions, and beliefs effectively in a group</b>	48.2%	54.7%	46.2%
<b>Speaking in small groups</b>	47.3%	50.6%	46.7%
<b>Viewing events and phenomena from several different perspectives</b>	47.3%	53.0%	45.3%
<b>Integrating knowledge from several different fields of study</b>	35.2%	36.5%	30.6%
<b>Applying quantitative skills</b>	31.3%	37.9%	31.1%
<b>Speaking to a large group</b>	23.8%	26.2%	22.6%

*\*Percentages total the categories 'Excellent' and 'Above Average'.*

**SERIOUS CONVERSATIONS WITH DIFFERENT OTHERS**

Frequency of students engaging in serious conversations with people of different race and ethnicity, and with people who differ in religious beliefs, political opinions or personal values is trending upward. Very few incoming students (less than 5.0%) report never having these types of conversations.

*Table 30: Frequency of Serious Conversations*

	<b>2013*</b>	<b>2012</b>	<b>2011</b>
<b>People who differ from you in religious beliefs, political opinions, or personal values</b>	71.3%	67.6%	57.8%
<b>People of a different race or ethnicity</b>	59.4%	55.2%	44.6%

*\*Percentages total the categories 'Very Often' and 'Often'*



APPENDIX A

Table A1: Major Concentration within Fine Arts

	2013		2012		2011	
	N	%	N	%	N	%
<b>Graphic Design</b>	1	50.0%	1	25.0%	13	50.0%
<b>Drawing</b>	1	50.0%	3	75.0%	5	19.2%
<b>Painting</b>	--	--	--	--	4	15.4%
<b>Art History</b>	--	--	--	--	3	11.5%
<b>Ceramics</b>	--	--	--	--	1	3.8%
<b>Total</b>	<b>2</b>	<b>100.0%</b>	<b>4</b>	<b>100.0%</b>	<b>26</b>	<b>100.0%</b>

Table A2: Major Concentration within Business

	2013		2012		2011	
	N	%	N	%	N	%
<b>Accounting</b>	1	50.0%	1	9.1%	13	10.9%
<b>General Management</b>	1	50.0%	5	45.5%	29	24.4%
<b>Business Administration</b>	--	--	1	9.1%	26	21.8%
<b>Human Resource Management</b>	--	--	1	9.1%	7	5.9%
<b>International Business</b>	--	--	1	9.1%	5	4.2%
<b>Marketing</b>	--	--	--	--	25	21.0%
<b>Finance</b>	--	--	--	--	11	9.2%
<b>Info Operations Management</b>	--	--	--	--	3	2.5%
<b>Business Economics &amp; Public Policy</b>	--	--	2	18.2%	--	--
<b>Total</b>	<b>2</b>	<b>100.0%</b>	<b>11</b>	<b>100.0%</b>	<b>119</b>	<b>100.0%</b>