ENTERING STUDENT SURVEY RESULTS
2006-2009

INDIANA UNIVERSITY SOUTHEAST

Office of Institutional Research and Assessment
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Fall 2009

Fall 2009 Campus Profile:
Purpose & Highlights

Purpose: The Entering Student Survey collects data regarding entering student demographics, self-perceptions of ability and needs, and factors influencing the decision to choose IUS. This multi-year report is intended to provide information regarding how these data have changed from year to year, which should be used to support decisions that will facilitate change in response to the dynamic needs of the student population.

Note: All numbers for 2009 represent responses from Summer and Fall students only, rather than entering students for the entire academic year.

Highlights:
- Tables one to four indicate that the demographic makeup of entering students has shifted since the 2006-07 academic year. The percentage of entering students who are female has increased more than 2% since 2006. Nearly 6% more students reported their marital status as single in 2009 than in 2006. Additionally, the number of students with children has decreased 4% and interest in childcare at IUS has decreased slightly.

- Tables five to eight present employment and family history of education. The number of respondents who consider themselves full-time students has increased more than 12% since 2006, while those working more than 20 hours per week have decreased nearly 13%. The number of students reporting that their mother completed at the college or higher level increased by 5% since 2006, while the number reporting that their father completed at the college level or higher increased by nearly 11%.

- Tables 9 and 10 indicate that the number entering students who report often or very often experiences with different races and ethnicity has increased 6% since 2006, while those reporting often or very often experiences with differing religions, beliefs, politics or values increased 7% since 2006.

- Tables 11 to 24 provide students self ratings of their abilities in many areas. The data suggest that student perceptions of ability have remained consistent since 2006, with most students rating their abilities as above average or excellent. More than 50% of students rated themselves as average for two areas, "Integrating Knowledge from Several Different Fields of Study" and "Relating Knowledge with Practice." Two areas also realized greater than 3% change from 2006. Nearly 5% more students rated themselves above average or excellent for their ability to use information technology effectively. More than 3% more students rated themselves above average or excellent for their ability to speak in small groups and express ideas, opinions, and beliefs in a group.

- For most areas, the number of students indicating they would need help has remained consistent since 2006. Two areas realized a growth in students indicating they would need help, while anticipated assistance needs decreased for three areas. Nearly 4% more students

reported need for assistance with study skills in 2009 than in 2006, while 5% more students indicated they would need assistance finding employment. The number of students reporting need for assistance with planning their academic programs decreased 8%, while the number needing assistance with computer skills decreased 5% and those reporting writing skills assistance needs decreased 3%.

- More than 95% of IUS students reported access to a computer at home and 92% also reported access to the internet, which represents a 2% increase for both since 2006. The number of students reporting high speed internet access at home has increased 23% since 2006.

- While most respondents (59%) indicated that they were not interested in on-campus housing, the number of those interested in on-campus housing has increased more than 6% since 2006.

- Two percent more entering students indicated that IU Southeast was their first choice for college in 2009 than in 2006.

- University of Louisville and IU Bloomington have remained the top two institutions considered by entering students.

- The number of respondents reporting that they decided to apply to IUS during their senior year in high school has increased 18%, while the number reporting their decision after high school has decreased 11%.

- The sources of information students reported contributed some or a lot has remained fairly consistent since 2006. High school counselors are the only source that has decreased (4%) in influence. The IUS website was reported as influential by 6% more students in 2009, while IUS students and mailed materials were reported as influential by 4% more students.

- Fewer respondents reported meeting with an IUS representative at their high schools, whereas more respondents reported visiting the campus (6%) and meeting with IUS representatives at career fairs (4%).

- Five percent more respondents reported friends going to IUS as influencing their decision some or a lot. The number reporting cost as influential increased also increased 5%, while the availability of financial aid was reported as influential by 7% more students than in 2006.

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I. Student Demographics

- Tables one to four indicate that the demographic makeup of entering students has shifted since the 2006-07 academic year. The percentage of entering students who are female has increased more than 2% since 2006. Nearly 6% more students reported their marital status as single in 2009 than in 2006. Additionally, the number of students with children has decreased 4% and interest in childcare at IUS has decreased slightly.

Table 1: Respondents by Gender

	Gender							
	2006-07		**2007-08**		**2008-09**		**2009-10**	
	Count	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
Female	650	57.83%	626	55.06%	614	59.04%	733	60.03%
Male	473	42.08%	509	44.77%	425	40.87%	488	39.97%

Table 2: Respondents by Marital Status

	Marital Status							
	2006-07		**2007-08**		**2008-09**		**2009-10**	
	Count	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
Single	1011	89.95%	1043	91.73%	978	94.04%	1168	95.66%
Married	85	7.56%	70	6.16%	41	3.94%	39	3.19%
Divorced	28	2.49%	20	1.76%	19	1.83%	14	1.15%

Table 3: Respondents by Number of Children

	Number of Children							
	2006-07		**2007-08**		**2008-09**		**2009-10**	
	Count	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
None	993	88.35%	1016	89.36%	970	93.27%	1128	92.38%
One	61	5.43%	52	4.57%	36	3.46%	51	4.18%
Two	39	3.47%	38	3.34%	16	1.54%	19	1.56%
Three	18	1.60%	15	1.32%	10	0.96%	13	1.06%
Four or more	11	0.98%	11	0.97%	5	0.48%	8	0.66%

Table 4: Interest in IUS Child Care

	Interested in using child care (ages 3-10) at IUS?							
	2006-07		**2007-08**		**2008-09**		**2009-10**	
	Count	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
Yes	36	3.20%	33	2.90%	25	2.40%	29	2.38%
No	1082	96.26%	1097	96.48%	1010	97.12%	1191	97.54%

- Tables five to eight present employment and family history of education. The number of respondents who consider themselves full-time students has increased more than 12% since 2006, while those working more than 20 hours per week have decreased nearly 13%. The number of students reporting that their mother completed at the college or higher level increased by 5% since 2006, while the number reporting that their father completed at the college level or higher increased by nearly 11%.

Table 5: Respondents by Work Consideration

| | Do you consider yourself: | | | | | | | |
| | 2006-07 | | 2007-08 | | 2008-09 | | 2009-10 | |
	Count	%	Count	%	Count	%	Count	%
A student who is working	576	51.25%	543	47.76%	518	49.81%	523	42.83%
A student who is taking classes	79	7.03%	72	6.33%	49	4.71%	39	3.19%
A full-time student	465	41.37%	518	45.56%	468	45.00%	656	53.73%

Table 6: Hours of employment During First Semester

| | Approximate hours a week of employment during first semester | | | | | | | |
| | 2006-07 | | 2007-08 | | 2008-09 | | 2009-10 | |
	Count	%	Count	%	Count	%	Count	%
Not working	171	15.21%	195	17.15%	177	17.02%	287	23.51%
1 to 10 hours	97	8.63%	71	6.24%	83	7.98%	140	11.47%
11 to 20 hours	347	30.87%	388	34.12%	383	36.83%	395	32.35%
21 to 30 hours	312	27.76%	294	25.86%	266	25.58%	300	24.57%
31 or more	196	17.44%	186	16.36%	126	12.12%	96	7.86%

Table 7: Mother's Highest Level of Education

| | Highest level of education completed by Mother | | | | | | | |
| | 2006-07 | | 2007-08 | | 2008-09 | | 2009-10 | |
	Count	%	Count	%	Count	%	Count	%
Elementary	49	4.36%	35	3.08%	33	3.17%	41	3.36%
High School	565	50.27%	585	51.45%	534	51.35%	588	48.16%
Vocational School	88	7.83%	64	5.63%	63	6.06%	76	6.22%
College	360	32.03%	393	34.56%	354	34.04%	432	35.38%
Post-College	57	5.07%	51	4.49%	51	4.90%	82	6.72%

Table 8: Father's Highest Level of Education

| | Highest level of education completed by Father | | | | | | | |
| | 2006-07 | | 2007-08 | | 2008-09 | | 2009-10 | |
	Count	%	Count	%	Count	%	Count	%
Elementary	63	5.60%	47	4.13%	33	3.17%	41	3.36%
High School	574	51.07%	563	49.52%	534	51.35%	588	48.16%
Vocational School	104	9.25%	102	8.97%	63	6.06%	76	6.22%
College	295	26.25%	320	28.14%	354	34.04%	432	35.38%
Post-College	56	4.98%	72	6.33%	51	4.90%	82	6.72%

II. Cultural Experiences

- Tables 9 and 10 indicate that the number entering students who report often or very often experiences with different races and ethnicity has increased 6% since 2006, while those reporting often or very often experiences with differing religions, beliefs, politics or values increased 7% since 2006.

Table 9: Experience with Another Race or Ethnicity

	How often have you had a serious conversation with people of a different race or ethnicity than your own?							
	2006-07		**2007-08**		**2008-09**		**2009-10**	
	Count	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
Never	56	4.98%	62	5.45%	66	6.35%	68	5.57%
Sometimes	449	39.95%	486	42.74%	432	41.54%	552	45.21%
Often	361	32.12%	337	29.64%	312	30.00%	324	26.54%
Very Often	257	22.86%	249	21.90%	227	21.83%	269	22.03%

Table 10: Experience with Different Religions, Beliefs, Politics, or Values

	How often have you had a serious conversation with people who differ from you in their religious beliefs, political opinions, or personal values?							
	2006-07		**2007-08**		**2008-09**		**2009-10**	
	Count	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
Never	22	1.96%	27	2.37%	33	3.17%	33	2.70%
Sometimes	277	24.64%	342	30.08%	311	29.90%	381	31.20%
Often	427	37.99%	416	36.59%	359	34.52%	427	34.97%
Very Often	396	35.23%	349	30.69%	335	32.21%	371	30.38%

III. Self Ratings of Ability & Identified Assistance Needs at IUS

- Tables 11 to 24 provide students self ratings of their abilities in many areas. The data suggest that student perceptions of ability have remained consistent since 2006, with most students rating their abilities as above average or excellent. More than 50% of students rated themselves as average for two areas, "Integrating Knowledge from Several Different Fields of Study" and "Relating Knowledge with Practice." Two areas also realized greater than 3% change from 2006. Nearly 5% more students rated themselves above average or excellent for their ability to use information technology effectively. More than 3% more students rated themselves above average or excellent for their ability to speak in small groups and express ideas, opinions, and beliefs in a group.

Table 11: Ability Ratings for Expressing Ideas, Opinions, Beliefs and Facts in writing

| | Current Level of Ability: Expressing ideas, opinions, beliefs, and facts in writing | | | | | | | |
| | 2006-07 | | 2007-08 | | 2008-09 | | 2009-10 | |
	Count	%	Count	%	Count	%	Count	%
Excellent	145	12.90%	168	14.78%	185	17.79%	182	14.91%
Above Average	390	34.70%	378	33.25%	336	32.31%	425	34.81%
Average	549	48.84%	552	48.55%	486	46.73%	569	46.60%
Below Average	38	3.38%	31	2.73%	29	2.79%	37	3.03%
Very Poor	1	0.09%	5	0.44%	1	0.10%	4	0.33%

Table 12: Ability Ratings for Speaking in Small Groups

| | Current Level of Ability: Speaking in small groups | | | | | | | |
| | 2006-07 | | 2007-08 | | 2008-09 | | 2009-10 | |
	Count	%	Count	%	Count	%	Count	%
Excellent	163	14.50%	180	15.83%	162	15.58%	207	16.95%
Above Average	303	26.96%	325	28.58%	293	28.17%	347	28.42%
Average	533	47.42%	531	46.70%	479	46.06%	562	46.03%
Below Average	105	9.34%	86	7.56%	89	8.56%	86	7.04%
Very Poor	18	1.60%	11	0.97%	12	1.15%	14	1.15%

Table 13: Ability Ratings for Integrating Knowledge from Different Fields of Study

| | Current Level of Ability: Integrating knowledge from several different fields of study | | | | | | | |
| | 2006-07 | | 2007-08 | | 2008-09 | | 2009-10 | |
	Count	%	Count	%	Count	%	Count	%
Excellent	65	5.78%	65	15.83%	77	7.40%	81	6.63%
Above Average	275	24.47%	261	28.58%	230	22.12%	286	23.42%
Average	670	59.61%	701	46.70%	637	61.25%	744	60.93%
Below Average	103	9.16%	99	7.56%	89	8.56%	95	7.78%
Very Poor	6	0.53%	4	0.35%	2	0.19%	6	0.49%

Table 14: Ability Ratings for Relating Knowledge with Practice

	Current Level of Ability: Relating knowledge with practice							
	2006-07		**2007-08**		**2008-09**		**2009-10**	
	Count	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
Excellent	92	8.19%	98	8.62%	104	10.00%	107	8.76%
Above Average	399	35.50%	385	33.86%	352	33.85%	432	35.38%
Average	585	52.05%	611	53.74%	539	51.83%	633	51.84%
Below Average	44	3.91%	34	2.99%	37	3.56%	40	3.28%
Very Poor	2	0.18%	3	0.26%	2	0.19%	2	0.16%

Table 15: Ability Ratings for Presenting Ideas, Opinions, and Beliefs in a Group

	Current Level of Ability: Presenting ideas, opinions, beliefs effectively in a group							
	2006-07		**2007-08**		**2008-09**		**2009-10**	
	Count	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
Excellent	128	11.39%	137	12.05%	145	13.94%	157	12.86%
Above Average	353	31.41%	357	31.40%	323	31.06%	407	33.33%
Average	502	44.66%	514	45.21%	463	44.52%	533	43.65%
Below Average	126	11.21%	113	9.94%	96	9.23%	99	8.11%
Very Poor	12	1.07%	10	0.88%	6	0.58%	14	1.15%

Table 16: Ability Ratings for Using Information Technology Effectively

	Current Level of Ability: Using information technology effectively							
	2006-07		**2007-08**		**2008-09**		**2009-10**	
	Count	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
Excellent	137	12.19%	153	13.46%	148	14.23%	204	16.71%
Above Average	370	32.92%	378	33.25%	376	36.15%	107	33.33%
Average	527	46.89%	514	45.21%	452	43.46%	252	43.00%
Below Average	71	6.32%	83	7.30%	54	5.19%	68	5.57%
Very Poor	10	0.89%	4	0.35%	2	0.19%	7	0.57%

Table 17: Ability Ratings for Viewing Event and Phenomena from Different Perspectives

	Current Level of Ability: Viewing event and phenomena from several different perspectives							
	2006-07		**2007-08**		**2008-09**		**2009-10**	
	Count	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
Excellent	122	10.85%	134	11.79%	140	13.46%	140	11.47%
Above Average	372	33.10%	361	31.75%	314	30.19%	414	33.91%
Average	532	47.33%	547	48.11%	502	48.27%	551	45.13%
Below Average	85	7.56%	83	7.30%	75	7.21%	96	7.86%
Very Poor	7	0.62%	5	0.44%	4	0.38%	7	0.57%

Table 18: Ability Ratings for Reading Comprehension

	Current Level of Ability: Reading comprehension							
	2006-07		2007-08		2008-09		2009-10	
	Count	%	Count	%	Count	%	Count	%
Excellent	154	13.70%	173	15.22%	172	16.54%	174	14.25%
Above Average	411	36.57%	393	34.56%	367	35.29%	429	35.14%
Average	463	41.19%	484	42.57%	410	39.42%	515	42.18%
Below Average	90	8.01%	76	6.68%	79	7.60%	91	7.45%
Very Poor	5	0.44%	6	0.53%	8	0.77%	8	0.66%

Table 19: Ability Ratings for Applying Quantitative Skills

	Current Level of Ability: Applying quantitative skills such as mathematics, statistics, etc.							
	2006-07		2007-08		2008-09		2009-10	
	Count	%	Count	%	Count	%	Count	%
Excellent	86	7.65%	77	6.77%	72	6.92%	83	6.80%
Above Average	253	22.51%	267	23.48%	256	24.62%	300	24.57%
Average	529	47.06%	494	43.45%	467	44.90%	551	45.13%
Below Average	218	19.40%	253	22.25%	203	19.52%	238	19.49%
Very Poor	31	2.76%	40	3.52%	34	3.27%	35	2.87%

Table 20: Ability Ratings for Speaking to a Large Group

	Current Level of Ability: Speaking to a large group							
	2006-07		2007-08		2008-09		2009-10	
	Count	%	Count	%	Count	%	Count	%
Excellent	86	7.65%	101	8.88%	85	8.17%	110	9.01%
Above Average	144	12.81%	168	14.78%	156	15.00%	160	13.10%
Average	396	35.23%	388	34.12%	335	32.21%	439	35.95%
Below Average	351	31.23%	361	31.75%	330	31.73%	366	29.98%
Very Poor	143	12.72%	114	10.03%	124	11.92%	141	11.55%

Table 21: Ability Ratings for Effective Listening

	Current Level of Ability: Ability to listen effectively							
	2006-07		2007-08		2008-09		2009-10	
	Count	%	Count	%	Count	%	Count	%
Excellent	334	29.72%	317	27.88%	295	28.37%	390	31.94%
Above Average	474	42.17%	513	45.12%	456	43.85%	517	42.34%
Average	293	26.07%	287	25.24%	264	25.38%	285	23.34%
Below Average	19	1.69%	15	1.32%	16	1.54%	21	1.72%
Very Poor	1	0.09%	1	0.09%	2	0.19%	1	0.08%

Table 22: Ability Ratings for Evaluating Arguments to Support a Point of View

	Current Level of Ability: Evaluating arguments to support a point of view							
	2006-07		2007-08		2008-09		2009-10	
	Count	%	Count	%	Count	%	Count	%
Excellent	175	15.57%	194	17.06%	192	18.46%	214	17.53%
Above Average	442	39.32%	431	37.91%	388	37.31%	476	38.98%
Average	449	39.95%	461	40.55%	406	39.04%	472	38.66%
Below Average	49	4.36%	38	3.34%	40	3.85%	46	3.77%
Very Poor	3	0.27%	5	0.44%	2	0.19%	5	0.41%

Table 23: Ability Ratings for Thinking Critically

	Current Level of Ability: Thinking critically about ideas and issues							
	2006-07		2007-08		2008-09		2009-10	
	Count	%	Count	%	Count	%	Count	%
Excellent	174	15.48%	171	15.04%	200	19.23%	239	19.57%
Above Average	469	41.73%	464	40.81%	402	38.65%	468	38.33%
Average	441	39.23%	459	40.37%	402	38.65%	458	37.51%
Below Average	31	2.76%	34	2.99%	28	2.69%	47	3.85%
Very Poor	2	0.18%	4	0.35%				

Table 24: Ability Ratings for Ethical and Moral Reasoning

	Current Level of Ability: Reasoning about ethical and moral issues							
	2006-07		2007-08		2008-09		2009-10	
	Count	%	Count	%	Count	%	Count	%
Excellent	212	18.86%	208	18.29%	194	18.65%	250	20.48%
Above Average	436	38.79%	415	36.50%	381	36.33%	431	35.30%
Average	430	38.26%	462	40.63%	409	39.33%	481	39.39%
Below Average	38	3.38%	41	3.61%	47	4.52%	40	3.28%
Very Poor	5	0.44%	5	0.44%	3	0.29%	6	0.49%

- For most areas, the number of students indicating they would need help has remained consistent since 2006. Two areas realized a growth in students indicating they would need help, while anticipated assistance needs decreased for three areas. Nearly 4% more students reported need for assistance with study skills in 2009 than in 2006, while 5% more students indicated they would need assistance finding employment. The number of students reporting need for assistance with planning their academic programs decreased 8%, while the number needing assistance with computer skills decreased 5% and those reporting writing skills assistance needs decreased 3%.

Table 25: Identified Assistance Areas for IUS

| | All areas in which you think you will need help at IUS | | | | | | | |
| | 2006-07 | | 2007-08 | | 2008-09 | | 2009-10 | |
	Count	%	Count	%	Count	%	Count	%
Writing Skills	479	42.62%	462	40.63%	329	31.63%	483	39.56%
Career Counseling	303	26.96%	315	27.70%	270	25.96%	309	25.31%
Managing Time	282	25.09%	314	27.62%	279	26.83%	338	27.68%
Study Skills	199	35.50%	430	37.82%	393	37.79%	477	39.07%
Math Skills	515	45.82%	529	46.53%	446	42.88%	574	47.01%
Deciding on a major	322	28.65%	317	27.88%	255	24.52%	330	27.03%
Child Care	26	2.31%	25	2.20%	17	1.63%	18	1.47%
Planning your Academic Program	539	47.95%	495	43.54%	415	39.90%	493	40.38%
Public Speaking Skills	420	37.37%	414	36.41%	346	33.27%	468	38.33%
Personal Counseling	59	5.25%	56	4.93%	58	5.58%	55	4.50%
Having a Mentor	70	6.23%	78	6.86%	79	7.60%	86	7.04%
Finding Employment	202	17.97%	183	16.09%	196	18.85%	284	23.25%
Computer Skills or Using Computers	173	15.39%	136	11.96%	108	10.38%	127	10.40%

IV: Access to Computers and Internet & Housing

- More than 95% of IUS students reported access to a computer at home and 92% also reported access to the internet, which represents a 2% increase for both since 2006. The number of students reporting high speed internet access at home has increased 23% since 2006.

- While most respondents (59%) indicated that they were not interested in on-campus housing, the number of those interested in on-campus housing has increased more than 6% since 2006.

Table 26: Computer Access at Home

| | Do you have a computer at home? | | | | | | | |
| | 2006-07 | | 2007-08 | | 2008-09 | | 2009-10 | |
	Count	%	Count	%	Count	%	Count	%
Yes	1041	92.62%	1072	94.28%	970	93.27%	1162	95.17%
No	82	7.30%	63	5.54%	67	6.44%	58	4.75%

Table 27: Plans for Computer Access at Home

| | If no, do you plan to get one? | | | | | | | |
| | 2006-07 | | 2007-08 | | 2008-09 | | 2009-10 | |
	Count	%	Count	%	Count	%	Count	%
Yes	157	13.97%	149	13.10%	192	18.46%	184	15.07%
No	55	4.89%	67	5.89%	60	5.77%	74	6.06%

Table 28: Internet Access at Home

| | Do you access to the Internet at home? | | | | | | | |
| | 2006-07 | | 2007-08 | | 2008-09 | | 2009-10 | |
	Count	%	Count	%	Count	%	Count	%
Yes	1008	89.68%	1048	92.17%	943	90.67%	1124	92.06%
No	112	9.96%	84	7.39%	93	8.94%	94	7.70%

Table 29: High Speed Internet Access at Home

| | If yes, is it high speed internet? | | | | | | | |
| | 2006-07 | | 2007-08 | | 2008-09 | | 2009-10 | |
	Count	%	Count	%	Count	%	Count	%
Yes	617	54.89%	755	66.40%	751	72.21%	952	77.97%
No	435	38.70%	331	29.11%	226	21.73%	199	16.30%

Table 30: Internet Access at Work

	Do you have access to the Internet at work?							
	2006-07		2007-08		2008-09		2009-10	
	Count	%	Count	%	Count	%	Count	%
Yes	291	25.89%	305	26.82%	278	26.73%	280	22.93%
No	765	68.06%	769	67.63%	716	68.85%	837	68.55%

Table 31: Interest in On-campus Housing

	Would you be interest in on-campus housing if it was offered by IU Southeast?							
	2006-07		2007-08		2008-09		2009-10	
	Count	%	Count	%	Count	%	Count	%
Yes	381	33.90%	391	34.39%	423	40.67%	493	40.38%
No	732	65.12%	737	64.82%	607	58.37%	719	58.89%

V. Decision to Choose IU Southeast

- Two percent more entering students indicated that IU Southeast was their first choice for college in 2009 than in 2006.
- University of Louisville and IU Bloomington have remained the top two institutions considered by entering students.
- The number of respondents reporting that they decided to apply to IUS during their senior year in high school has increased 18%, while the number reporting their decision after high school has decreased 11%.
- The sources of information students reported contributed some or a lot has remained fairly consistent since 2006. High school counselors are the only source that has decreased (4%) in influence. The IUS website was reported as influential by 6% more students in 2009, while IUS students and mailed materials were reported as influential by 4% more students.
- Fewer respondents reported meeting with an IUS representative at their high schools, whereas more respondents reported visiting the campus (6%) and meeting with IUS representatives at career fairs (4%).
- Five percent more respondents reported friends going to IUS as influencing their decision some or a lot. The number reporting cost as influential increased also increased 5%, while the availability of financial aid was reported as influential by 7% more students than in 2006.

Table 32: IU Southeast First Choice

	Is IUS your first choice for college?							
	2006-07		2007-08		2008-09		2009-10	
	Count	%	Count	%	Count	%	Count	%
Yes	738	65.66%	716	62.97%	696	66.92%	832	68.14%
No	383	34.07%	417	36.68%	341	32.79%	383	31.37%

Table 33: Other Colleges and Universities Considered

| | Where else did you consider attending? | | | | | | | |
| | 2006-07 | | 2007-08 | | 2008-09 | | 2009-10 | |
	Count	%	Count	%	Count	%	Count	%
IU Bloomington	262	23.31%	148	22.96%	276	26.54%	300	24.57%
University of Louisville	489	43.51%	491	43.18%	418	40.19%	521	42.67%
University of Southern Indiana	121	10.77%	104	9.15%	100	9.62%	138	11.30%
Ball State University	119	10.59%	102	8.97%	137	13.17%	139	11.38%
Jefferson Community College	115	10.23%	95	8.36%	72	6.92%	101	8.27%
Ivy Tech Community College	167	14.86%	148	13.02%	130	12.50%	158	12.94%
Bellarmine University	85	7.56%	83	7.30%	90	8.65%	129	10.57%
Spalding University	41	3.65%	36	3.17%	30	2.88%	28	2.29%
Purdue University (West Lafayette)	123	10.94%	121	10.64%	113	10.87%	122	9.99%
Other	234	20.82%	248	21.81%	261	25.10%	316	25.88%

Table 34: Time of Decision to Apply

| | When did you decide to apply to IU Southeast | | | | | | | |
| | 2006-07 | | 2007-08 | | 2008-09 | | 2009-10 | |
	Count	%	Count	%	Count	%	Count	%
In middle school/junior high school	11	0.98%	7	0.62%	13	1.25%	13	1.06%
Freshman or sophomore year of high school	31	2.76%	22	1.93%	33	3.17%	24	1.97%
Junior year in high school	111	9.88%	109	9.59%	107	10.29%	138	11.30%
Senior year in high school	491	43.68%	560	49.25%	631	60.67%	748	61.26%
After high school graduation	231	20.55%	215	18.91%	137	13.17%	162	13.27%
While at another college/university	102	9.07%	94	8.27%	41	3.94%	58	4.75%
Other	141	12.54%	124	10.91%	72	6.92%	74	6.06%

Table 35: Sources of Information that Contributed to IUS Decision

	Sources of Information that Contributed Some or A Lot to IUS Decision							
	2006-07		**2007-08**		**2008-09**		**2009-10**	
	Count	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
Contact with IUS Graduates	384	34.16%	399	35.09%	337	32.41%	401	32.84%
Current IUS Students	622	55.34%	667	58.67%	572	55.00%	719	58.89%
Materials mailed to you	612	54.45%	622	54.70%	572	35.19%	707	57.91%
Teachers	149	13.26%	175	15.39%	141	13.56%	178	14.58%
TV ads	70	6.23%	60	5.28%	96	9.23%	67	5.49%
Radio ads	82	7.29%	83	7.29%	91	8.75%	67	5.49%
Billboards	58	5.16%	43	3.79%	62	5.96%	53	4.34%
Print ads	102	9.07%	100	8.80%	121	11.64%	126	10.32%
Counselors	474	42.17%	443	38.96%	444	42.69%	468	38.33%
IUS website	587	52.22%	607	53.39%	594	57.12%	707	57.91%

Table 36: Activities that Contributed to IUS Decision

	Activities that Contributed Some or A Lot to IUS Decision							
	2006-07		**2007-08**		**2008-09**		**2009-10**	
	Count	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
Met with an IU Southeast representative at your high school	254	22.60%	232	20.41%	217	20.86%	225	18.43%
Talked with an IU Southeast representative at a college fair	194	17.26%	203	17.85%	227	21.82%	255	20.89%
Visited IU Southeast	648	57.65%	727	63.94%	656	63.08%	777	63.63%
Met with an IU Southeast representative on campus	296	26.34%	339	29.81%	302	29.04%	341	27.93%

Table 37: Factors that Influenced IUS Decision

	Factors that Influenced IUS Decision Some or A Lot							
	2006-07		2007-08		2008-09		2009-10	
	Count	%	Count	%	Count	%	Count	%
Location	1032	91.82%	1029	90.50%	956	91.92%	1114	91.24%
Cost	677	82.47%	951	83.64%	903	86.83%	1070	87.64%
Small Classes	897	79.81%	911	80.12%	840	80.77%	972	79.61%
Quality of Education	987	87.81%	995	87.51%	899	86.44%	1070	87.64%
Choice of Academic Programs	835	74.29%	850	74.76%	766	73.66%	911	74.61%
Availability of Financial Aid	694	61.74%	724	63.68%	694	66.73%	844	69.12%
Athletic Programs	173	15.39%	189	16.62%	187	17.98%	220	18.02%
Family Members w/IUS Degree	217	19.31%	212	18.64%	176	16.93%	218	17.86%
Reciprocity	189	16.82%	187	16.45%	184	17.69%	241	19.73%
Opportunities for Engagement	229	20.38%	223	19.61%	353	33.95%	248	20.31%
Applied Learning Opportunities	410	36.48%	385	33.86%	353	33.95%	402	32.93%
Access to Technology	594	52.84%	565	49.69%	547	52.60%	577	47.25%
IU Degree	833	74.11%	565	49.69%	547	52.60%	577	47.25%
Scholarship Opportunities	594	52.85%	578	50.84%	568	54.61%	665	54.47%
Parents	549	48.84%	534	46.96%	561	53.94%	650	53.24%
Friends Going to IUS	594	52.85%	611	53.74%	604	58.07%	709	58.07%
Small College	795	70.73%	806	70.88%	775	74.52%	858	70.27%

Table 38: Friends or Family attending IUS

	Do you have close friends or family attending IUS?							
	2006-07		2007-08		2008-09		2009-10	
	Count	%	Count	%	Count	%	Count	%
Yes	755	67.17%	777	68.34%	741	71.25%	841	68.88%
No	368	32.74%	357	31.40%	1010	28.56%	379	31.04%