

**ENTERING STUDENT SURVEY RESULTS  
2006-2010**

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**INDIANA UNIVERSITY  
SOUTHEAST**

**Office of Institutional Research and Assessment  
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## **2006-2010 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 Indiana University Southeast. 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 2009-2010 represent responses from entering students through Spring 2010. This year, the entering student sample size increased 32.8% from the 2008-09 sample size.

### Highlights:

- Tables one to four indicate the demographic makeup of entering students since the 2006-07 academic year. Over the past year, the numbers of entering female students and entering single students have dropped slightly, though both percentages remain higher than their 2006 to 2008 figures. Additionally, while the number of childless entering students dropped nearly 3% from last year, that number remains higher than the 2006 to 2008 figures as well. Also, interest in using IU Southeast child care increased slightly this year, but remains lower than the 2006 to 2008 figures. Lastly, 62.5% percent of entering students live 20 miles or less from campus, while 20% live more than 30 miles away.
  
- Tables five to eight present significant trends in entering student employment and family education history. Nearly 53% of entering students self-report as full-time students, a marked increase from the 41-45% range seen from 2006 to 2009. In addition, the percentages of students self-reporting as “students who are workers” and “workers taking classes” are also at 4-year lows. Since 2006-07, students are working considerably less in their first semester. 34.2% of 2009-10 entrants are working *either* 10 or less hours per week *or* 21 or more hours per week, compared to 23-24% and 37-44%, respectively, of entering students from 2006 to 2009. Parental education data indicates that the mothers of entering students are obtaining higher rates of college and post-college education (41.7% combined) at a four-year peak, while the percentage of mothers obtaining vocational education or less (58.2% combined) is at a four-year low. Since last year, the fathers of entering students with vocational education or less has slightly increased (60.6% to 64.3%) to levels approaching the 2006-07 rate of 65.9%. Similarly, the percentage of entering students’ fathers with a college education or higher has decreased from 38.9% to 33.8%, the lowest that rate has been since 2006-07.
  
- Tables 9 and 10 present data regarding cultural experiences of our entering students. Students who report *never* having serious conversations with people of a different race or ethnicity than their own decreased by 1% compared to the previous year. Trends regarding entering students’ frequency of serious conversations with people of different religious or political beliefs or personal values continue to remain rather steady over the last three years.

- Tables 11 to 26 provide entering student self ratings of their abilities in multiple areas. Entering students continue to rate themselves highest on effective listening (73% **rate themselves as above average or excellent**) and working productively in small groups (71.5%), and lowest on applying quantitative skills (31.2%), integrating knowledge from different fields of study (30.4%), and speaking to a large group (22.1%). The greatest gains in self ratings from 2006-07 to 2009-10 are realized in using information technology effectively (+3.9%), speaking in small groups (+3.3%), and presenting effectively in a group (+2.9%). The greatest losses over the four-year span are found in reading comprehension (-0.3%), understanding the traditions of others (-0.3%), and reasoning about ethical and moral issues (-1.4%). 2009-10 entering students set four-year highs in self-rated abilities of speaking in small groups, presenting effectively in a group, viewing events from different perspectives, effective listening, evaluating arguments to support a point of view, thinking critically, and relating knowledge to practice. Additionally, the latest cohort set four-year lows in rating their abilities as below average or very poor in the following areas: presenting effectively in a group, quantitative skills, and reasoning about ethical and moral issues. Lastly, the 2009-10 entering students set a four-year high in rating their abilities as below average or poor in understanding the traditions of others.
- Entering students self-identify as needing assistance in a number of areas at IU Southeast in Table 27. In 2009-10, several areas registered four-year highs in self-identified assistance need: math skills (47.5%), study skills (39.8%), public speaking skills (38.3%), time management (28.9%), finding employment (23.8%), and having a mentor (7.8%). Areas showing the most increased need from 2006-07 to 2009-10 include finding employment (+5.8%), study skills (+4.3%), time management (+3.8%), math skills (+1.6%), and having a mentor (+1.5%). On the other hand, student- anticipated assistance need decreased most for planning an academic program (-6.7%), using computers/computer skills (-4.5%), writing skills (-2.6%), and deciding on a major (-2.1%).
- Tables 28 through 33 report computer and internet usage as well as housing interest for entering students. A four-year span record of nearly 95% of entering students report having a computer at home with 95.8% of those without computers planning on getting one. In addition, nearly 92% of students have home internet access with a four-year span record of 77.7% reporting high speed access. Also, 23.5% of entering students report having work access to the internet, which is a four-year low. Lastly, while the majority of respondents (60.7%) indicate no interest in on-campus housing, the percentage of those interested in on-campus housing has increased nearly 5% since 2006-07.
- Tables 34 through 36 indicate whether IU Southeast was the first choice for entering students, what other colleges they considered attending, and the timing of their decision to apply to IU Southeast. The percentage of entering students indicating IU Southeast as their first choice reached a four-year high of 67.9%, more than two points higher than in 2006-07. The University of Louisville (41.9%) and IU Bloomington (22.9%) have remained the top two institutions considered by entering students, followed by Ivy Tech Community College (13.7%), the University of Southern Indiana (10.7%), and Ball State University (10.3%). The institution with the most growth in consideration from 2006-07 to 2009-10 is Bellarmine University (7.6% to 9.9%). 55% of entering students report that they decided to apply to IU

Southeast during their senior year in high school, an increase of nearly 12% since 2006-07. 15.8% report their decision to apply after high school graduation, down nearly 5% from 2006-07, while 10.1% decided during their junior year of high school, slightly up from 9.9% in 2006-07.

- Tables 37 through 43 detail the sources of information that entering students report obtaining about IU Southeast; which sources, factors and activities contributed to their decision to attend; which IU Southeast programs they participated in; and what percentage have close friends or family attending the school:
  - *Table 37:* Current IU Southeast students (57.1%) continue to be the primary source that entering students use to obtain information about IU Southeast. Mailed materials (49.6%), the IU Southeast website (47.4%), teachers (33.3%) and counselors (29.9%), and contact with IU Southeast graduates (25.7%) also provide the majority of information that entering students obtained about the school. Compared to 2006-07, entering students report a 168% increase across all sources in obtaining information about IU Southeast. The percentage of entering students obtaining information has increased 37.8% from current students, 32.4% from the school website, 31.2% from mailed materials, 21.1% from teachers, 17.8% from counselors, and 15.3% from IU Southeast graduates.
  - *Table 38:* Entering students report which sources influenced their decision to attend IU Southeast ‘some’ or ‘a lot’. The sources that influenced their decision the most are current IU Southeast students (58.9%), the school website (57.7%), mailed materials (55.3%), counselors (36.7%), teachers (35.1%), and contact with IU Southeast graduates (32.8%). The influential sources that have increased the most since 2006-07 are teachers (+21.9%), the school website (+5.5%), and current IU Southeast students (+3.6%), while the largest decreases are reported for counselors (-5.5%) and radio advertisements (-2.5%).
  - *Table 39:* In addition, entering students indicate the factors that influenced their decision to attend IU Southeast ‘some’ or ‘a lot’. The factors that influenced their decision the most are location (90.9%), the quality of education (88%), cost (86.3%), small class size (79.8%), choice of academic programs (75.1%), an IU degree (73.5%), and a small college atmosphere (70%). The influential factors that have increased the most since 2006-07 are opportunities for engagement (+13.3%), availability of financial aid (+7.1%), friends attending the school (+4%), cost (+3.8%), and reciprocity tuition (+3.6%), while the largest decreases are reported for access to technology (-4.9%), applied learning opportunities (-2.8%), and family members with an IU Southeast degree (-1.7%).
  - *Tables 40 to 41:* Also, entering students report on which activities they participated in prior to enrollment. 71.2% of entering students visited IU Southeast, an increase of 33.6% from 2006-07. 25.1% met with an on-campus representative, up 10.4% from 2006-07. 20.6% talked with a campus representative at a college fair and 20.4% met with a campus representative at the student’s high school, up 10% and 4.7% from 2006-07, respectively. Entering students also indicate which activities influenced their decision to attend IU Southeast ‘some’ or ‘a lot’. The activities that influenced their decision the most are campus visits (63.4%) and meeting with an IU Southeast

representative on campus (27.1%). The influential activities that have increased the most since 2006-07 are campus visits (+5.8%) and talking with a campus representative at a college fair (+3.7%), which the activity with the largest decrease is meeting with a campus representative at the student's high school (-5%). Finally, 12.1% of entering students report attending a performance on campus, up 3.5% from 2006-07. This was the first year of measuring if the performance attendance influenced their decision 'some' or 'a lot', with 8.8% of entering students indicating affirmatively.

- *Table 42:* Beginning this year, the entering students were also asked in which IU Southeast programs they participated. 16.4% attended a college fair, 15.6% attended financial aid programs, 3.8% attended a high school college preparatory program, and 2.2% attended Access to Success.
- *Table 43:* Lastly, entering students indicate if they have close friends or family attending IU Southeast. This year, 68.3% answer that they do, up 1.1% from the 2006-07 four-year low of 67.2%, but down from the 2008-09 high of 71.3%.

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## I. Student Demographics

- Tables one to four indicate the demographic makeup of entering students since the 2006-07 academic year. Over the past year, the numbers of entering female students and entering single students have dropped slightly, though both percentages remain higher than their 2006 to 2008 figures. Additionally, while the number of childless entering students dropped nearly 3% from last year, that number remains higher than the 2006 to 2008 figures as well. Also, interest in using IU Southeast child care increased slightly this year, but remains lower than the 2006 to 2008 figures. Lastly, 62.5% percent of entering students live 20 miles or less from campus, while 20% live more than 30 miles away.

*Table 1: Respondents by Gender*

	Gender							
	2006-07		2007-08		2008-09		2009-10	
	Count	%	Count	%	Count	%	Count	%
<b>Female</b>	650	57.83%	626	55.06%	614	59.04%	805	58.33%
<b>Male</b>	473	42.08%	509	44.77%	425	40.87%	575	41.67%

*Table 2: Respondents by Marital Status*

	Marital Status							
	2006-07		2007-08		2008-09		2009-10	
	Count	%	Count	%	Count	%	Count	%
<b>Single</b>	1011	89.95%	1043	91.73%	978	94.04%	1292	93.62%
<b>Married</b>	85	7.56%	70	6.16%	41	3.94%	62	4.49%
<b>Divorced</b>	28	2.49%	20	1.76%	19	1.83%	26	1.88%

*Table 3: Respondents by Number of Children*

	Number of Children							
	2006-07		2007-08		2008-09		2009-10	
	Count	%	Count	%	Count	%	Count	%
<b>None</b>	993	88.35%	1016	89.36%	970	93.27%	1250	90.58%
<b>One</b>	61	5.43%	52	4.57%	36	3.46%	65	4.71%
<b>Two</b>	39	3.47%	38	3.34%	16	1.54%	28	2.03%
<b>Three</b>	18	1.60%	15	1.32%	10	0.96%	23	1.67%
<b>Four or more</b>	11	0.98%	11	0.97%	5	0.48%	12	0.87%

*Table 4: Interest in IU Southeast Child Care*

	Interested in using child care (ages 3-10) at IU Southeast?							
	2006-07		2007-08		2008-09		2009-10	
	Count	%	Count	%	Count	%	Count	%
<b>Yes</b>	36	3.20%	33	2.90%	25	2.40%	38	2.75%
<b>No</b>	1082	96.26%	1097	96.48%	1010	97.12%	1341	97.17%



- Tables five to eight present significant trends in entering student employment and family education history. Nearly 53% of entering students self-report as full-time students, a marked increase from the 41-45% range seen from 2006 to 2009. In addition, the percentages of students self-reporting as “students who are workers” and “workers taking classes” are also at 4-year lows. Since 2006-07, students are working considerably less in their first semester. 34.2% of 2009-10 entrants are working *either* 10 or less hours per week *or* 21 or more hours per week, compared to 23-24% and 37-44%, respectively, of entering students from 2006 to 2009. Parental education data indicates that the mothers of entering students are obtaining higher rates of college and post-college education (41.7% combined) at a four-year peak, while the percentage of mothers obtaining vocational education or less (58.2% combined) is at a four-year low. Since last year, the fathers of entering students with vocational education or less has slightly increased (60.6% to 64.3%) to levels approaching the 2006-07 rate of 65.9%. Similarly, the percentage of entering students’ fathers with a college education or higher has decreased from 38.9% to 33.8%, the lowest that rate has been since 2006-07.

*Table 5: Respondents by Work Consideration*

	Do you consider yourself:							
	2006-07		2007-08		2008-09		2009-10	
	Count	%	Count	%	Count	%	Count	%
<b>A student who is working</b>	576	51.25%	543	47.76%	518	49.81%	596	43.19%
<b>A worker who is taking classes</b>	79	7.03%	72	6.33%	49	4.71%	54	3.91%
<b>A full-time student</b>	465	41.37%	518	45.56%	468	45.00%	726	52.61%

*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	%
<b>Not working</b>	171	15.21%	195	17.15%	177	17.02%	326	23.62%
<b>1 to 10 hours</b>	97	8.63%	71	6.24%	83	7.98%	146	10.58%
<b>11 to 20 hours</b>	347	30.87%	388	34.12%	383	36.83%	434	31.45%
<b>21 to 30 hours</b>	312	27.76%	294	25.86%	266	25.58%	350	25.36%
<b>31 or more</b>	196	17.44%	186	16.36%	126	12.12%	121	8.77%

*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	%
<b>Elementary</b>	49	4.36%	35	3.08%	33	3.17%	49	3.55%
<b>High School</b>	565	50.27%	585	51.45%	534	51.35%	671	48.62%
<b>Vocational School</b>	88	7.83%	64	5.63%	63	6.06%	83	6.01%
<b>College</b>	360	32.03%	393	34.56%	354	34.04%	485	35.14%
<b>Post-College</b>	57	5.07%	51	4.49%	51	4.90%	90	6.52%

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	%
<b>Elementary</b>	63	5.60%	47	4.13%	33	3.17%	66	4.78%
<b>High School</b>	574	51.07%	563	49.52%	534	51.35%	706	51.16%
<b>Vocational School</b>	104	9.25%	102	8.97%	63	6.06%	115	8.33%
<b>College</b>	295	26.25%	320	28.14%	354	34.04%	379	27.46%
<b>Post-College</b>	56	4.98%	72	6.33%	51	4.90%	87	6.30%

## II. Cultural Experiences

- Tables 9 and 10 present data regarding cultural experiences of our entering students. Students who report *never* having serious conversations with people of a different race or ethnicity than their own decreased by 1% compared to the previous year. Trends regarding entering students' frequency of serious conversations with people of different religious or political beliefs or personal values continue to remain rather steady over the last three years.

Table 9: Experience with Other 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	%
<b>Never</b>	56	4.98%	62	5.45%	66	6.35%	73	5.29%
<b>Sometimes</b>	449	39.95%	486	42.74%	432	41.54%	599	43.41%
<b>Often</b>	361	32.12%	337	29.64%	312	30.00%	381	27.61%
<b>Very Often</b>	257	22.86%	249	21.90%	227	21.83%	319	23.12%

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	%
<b>Never</b>	22	1.96%	27	2.37%	33	3.17%	34	2.46%
<b>Sometimes</b>	277	24.64%	342	30.08%	311	29.90%	429	31.09%
<b>Often</b>	427	37.99%	416	36.59%	359	34.52%	489	35.43%
<b>Very Often</b>	396	35.23%	349	30.69%	335	32.21%	419	30.36%

### III. Self Ratings of Ability & Identified Assistance Needs at IU Southeast

- Tables 11 to 26 provide entering student self ratings of their abilities in multiple areas. Entering students continue to rate themselves highest on effective listening (73% **rate themselves as above average or excellent**) and working productively in small groups (71.5%), and lowest on applying quantitative skills (31.2%), integrating knowledge from different fields of study (30.4%), and speaking to a large group (22.1%). The greatest gains in self ratings from 2006-07 to 2009-10 are realized in using information technology effectively (+3.9%), speaking in small groups (+3.3%), and presenting effectively in a group (+2.9%). The greatest losses over the four-year span are found in reading comprehension (-0.3%), understanding the traditions of others (-0.3%), and reasoning about ethical and moral issues (-1.4%). 2009-10 entering students set four-year highs in self-rated abilities of speaking in small groups, presenting effectively in a group, viewing events from different perspectives, effective listening, evaluating arguments to support a point of view, thinking critically, and relating knowledge to practice. Additionally, the latest cohort set four-year lows in rating their abilities as below average or very poor in the following areas: presenting effectively in a group, quantitative skills, and reasoning about ethical and moral issues. Lastly, the 2009-10 entering students set a four-year high in rating their abilities as below average or poor in understanding the traditions of others.

*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	%
<b>Excellent</b>	145	12.90%	168	14.78%	185	17.79%	208	15.07%
<b>Above Average</b>	390	34.70%	378	33.25%	336	32.31%	471	34.13%
<b>Average</b>	549	48.84%	552	48.55%	486	46.73%	652	47.25%
<b>Below Average</b>	38	3.38%	31	2.73%	29	2.79%	40	2.90%
<b>Very Poor</b>	1	0.09%	5	0.44%	1	0.10%	5	0.36%

*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	%
<b>Excellent</b>	163	14.50%	180	15.83%	162	15.58%	232	16.81%
<b>Above Average</b>	303	26.96%	325	28.58%	293	28.17%	386	27.97%
<b>Average</b>	533	47.42%	531	46.70%	479	46.06%	638	46.23%
<b>Below Average</b>	105	9.34%	86	7.56%	89	8.56%	101	7.32%
<b>Very Poor</b>	18	1.60%	11	0.97%	12	1.15%	19	1.38%

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%	91	6.59%
Above Average	275	24.47%	261	28.58%	230	22.12%	329	23.84%
Average	670	59.61%	701	46.70%	637	61.25%	836	60.58%
Below Average	103	9.16%	99	7.56%	89	8.56%	110	7.97%
Very Poor	6	0.53%	4	0.35%	2	0.19%	6	0.43%

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%	119	8.62%
Above Average	399	35.50%	385	33.86%	352	33.85%	495	35.87%
Average	585	52.05%	611	53.74%	539	51.83%	712	51.59%
Below Average	44	3.91%	34	2.99%	37	3.56%	46	3.33%
Very Poor	2	0.18%	3	0.26%	2	0.19%	2	0.14%

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%	182	13.19%
Above Average	353	31.41%	357	31.40%	323	31.06%	449	32.54%
Average	502	44.66%	514	45.21%	463	44.52%	610	44.20%
Below Average	126	11.21%	113	9.94%	96	9.23%	111	8.04%
Very Poor	12	1.07%	10	0.88%	6	0.58%	17	1.23%

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%	230	16.67%
Above Average	370	32.92%	378	33.25%	376	36.15%	446	32.32%
Average	527	46.89%	514	45.21%	452	43.46%	605	43.84%
Below Average	71	6.32%	83	7.30%	54	5.19%	80	5.80%
Very Poor	10	0.89%	4	0.35%	2	0.19%	9	0.65%

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%	165	11.96%
Above Average	372	33.10%	361	31.75%	314	30.19%	468	33.91%
Average	532	47.33%	547	48.11%	502	48.27%	618	44.78%
Below Average	85	7.56%	83	7.30%	75	7.21%	106	7.68%
Very Poor	7	0.62%	5	0.44%	4	0.38%	8	0.58%

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%	212	15.36%
Above Average	411	36.57%	393	34.56%	367	35.29%	477	34.57%
Average	463	41.19%	484	42.57%	410	39.42%	578	41.88%
Below Average	90	8.01%	76	6.68%	79	7.60%	102	7.39%
Very Poor	5	0.44%	6	0.53%	8	0.77%	8	0.58%

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%	96	6.96%
Above Average	253	22.51%	267	23.48%	256	24.62%	335	24.28%
Average	529	47.06%	494	43.45%	467	44.90%	632	45.80%
Below Average	218	19.40%	253	22.25%	203	19.52%	264	19.13%
Very Poor	31	2.76%	40	3.52%	34	3.27%	40	2.90%

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%	128	9.28%
Above Average	144	12.81%	168	14.78%	156	15.00%	177	12.83%
Average	396	35.23%	388	34.12%	335	32.21%	493	35.72%
Below Average	351	31.23%	361	31.75%	330	31.73%	416	30.14%
Very Poor	143	12.72%	114	10.03%	124	11.92%	162	11.74%

Table 21: Ability Ratings for Understanding Traditions, Values and Histories of Others

Current Level of Ability: Understanding the traditions, values, and history of people different from yourself								
	2006-07		2007-08		2008-09		2009-10	
	Count	%	Count	%	Count	%	Count	%
Excellent	217	19.31%	200	17.59%	193	18.56%	280	20.29%
Above Average	436	38.79%	470	41.34%	382	36.73%	517	37.46%
Average	412	36.65%	402	35.36%	413	39.71%	502	36.38%
Below Average	51	4.54%	52	4.57%	36	3.46%	69	5.00%
Very Poor	3	0.27%	3	0.26%	5	0.48%	5	0.36%

Table 22: 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%	438	31.74%
Above Average	474	42.17%	513	45.12%	456	43.85%	578	41.88%
Average	293	26.07%	287	25.24%	264	25.38%	329	23.84%
Below Average	19	1.69%	15	1.32%	16	1.54%	27	1.96%
Very Poor	1	0.09%	1	0.09%	2	0.19%	1	0.07%

Table 23: 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%	243	17.61%
Above Average	442	39.32%	431	37.91%	388	37.31%	529	38.33%
Average	449	39.95%	461	40.55%	406	39.04%	544	39.42%
Below Average	49	4.36%	38	3.34%	40	3.85%	52	3.77%
Very Poor	3	0.27%	5	0.44%	2	0.19%	5	0.36%

Table 24: 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%	274	19.86%
Above Average	469	41.73%	464	40.81%	402	38.65%	530	38.41%
Average	441	39.23%	459	40.37%	402	38.65%	516	37.39%
Below Average	31	2.76%	34	2.99%	28	2.69%	52	3.77%
Very Poor	2	0.18%	4	0.35%	--	--	--	--

*Table 25: Ability Ratings for Ethical and Moral Reasoning*

<b>Current Level of Ability: Reasoning about ethical and moral issues</b>								
	<b>2006-07</b>		<b>2007-08</b>		<b>2008-09</b>		<b>2009-10</b>	
	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<b>Excellent</b>	212	18.86%	208	18.29%	194	18.65%	285	20.65%
<b>Above Average</b>	436	38.79%	415	36.50%	381	36.33%	492	35.65%
<b>Average</b>	430	38.26%	462	40.63%	409	39.33%	538	38.99%
<b>Below Average</b>	38	3.38%	41	3.61%	47	4.52%	45	3.26%
<b>Very Poor</b>	5	0.44%	5	0.44%	3	0.29%	7	0.51%

*Table 26: Ability Ratings for Working with Others in Small Groups*

<b>Current Level of Ability: Working productively with other people in small groups</b>								
	<b>2006-07</b>		<b>2007-08</b>		<b>2008-09</b>		<b>2009-10</b>	
	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<b>Excellent</b>	315	28.02%	331	29.11%	280	26.92%	412	29.86%
<b>Above Average</b>	471	41.90%	497	43.71%	452	23.46%	575	41.67%
<b>Average</b>	306	27.22%	280	24.63%	285	27.40%	358	25.94%
<b>Below Average</b>	25	2.22%	22	1.93%	16	1.54%	19	1.38%
<b>Very Poor</b>	3	0.27%	2	0.18%	1	0.10%	6	0.43%

- Entering students self-identify as needing assistance in a number of areas at IU Southeast in Table 27. In 2009-10, several areas registered four-year highs in self-identified assistance need: math skills (47.5%), study skills (39.8%), public speaking skills (38.3%), time management (28.9%), finding employment (23.8%), and having a mentor (7.8%). Areas showing the most increased need from 2006-07 to 2009-10 include finding employment (+5.8%), study skills (+4.3%), time management (+3.8%), math skills (+1.6%), and having a mentor (+1.5%). On the other hand, student- anticipated assistance need decreased most for planning an academic program (-6.7%), using computers/computer skills (-4.5%), writing skills (-2.6%), and deciding on a major (-2.1%).

*Table 27: Identified Assistance Areas for IU Southeast*

<b>All areas in which you think you will need help at IU Southeast</b>								
	<b>2006-07</b>		<b>2007-08</b>		<b>2008-09</b>		<b>2009-10</b>	
	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<b>Writing Skills</b>	479	42.62%	462	40.63%	329	31.63%	552	40.00%
<b>Career Counseling</b>	303	26.96%	315	27.70%	270	25.96%	361	26.16%
<b>Managing Time</b>	282	25.09%	314	27.62%	279	26.83%	399	28.91%
<b>Study Skills</b>	199	35.50%	430	37.82%	393	37.79%	549	39.78%
<b>Math Skills</b>	515	45.82%	529	46.53%	446	42.88%	655	47.46%
<b>Deciding on a major</b>	322	28.65%	317	27.88%	255	24.52%	367	26.59%
<b>Child Care</b>	26	2.31%	25	2.20%	17	1.63%	25	1.81%
<b>Planning your Academic Program</b>	539	47.95%	495	43.54%	415	39.90%	569	41.23%
<b>Public Speaking Skills</b>	420	37.37%	414	36.41%	346	33.27%	529	38.33%
<b>Personal Counseling</b>	59	5.25%	56	4.93%	58	5.58%	71	5.14%
<b>Having a Mentor</b>	70	6.23%	78	6.86%	79	7.60%	107	7.75%
<b>Finding Employment</b>	202	17.97%	183	16.09%	196	18.85%	328	23.77%
<b>Computer Skills or Using Computers</b>	173	15.39%	136	11.96%	108	10.38%	150	10.87%



#### IV: Access to Computers and Internet & Housing

- Tables 28 through 33 report computer and internet usage as well as housing interest for entering students. A four-year span record of nearly 95% of entering students report having a computer at home with 95.8% of those without computers planning on getting one. In addition, nearly 92% of students have home internet access with a four-year span record of 77.7% reporting high speed access. Also, 23.5% of entering students report having work access to the internet, which is a four-year low. Lastly, while the majority of respondents (60.7%) indicate no interest in on-campus housing, the percentage of those interested in on-campus housing has increased nearly 5% since 2006-07.

Table 28: Computer Access at Home

Do you have a computer at home?								
	2006-07		2007-08		2008-09		2009-10	
	Count	%	Count	%	Count	%	Count	%
<b>Yes</b>	1041	92.62%	1072	94.28%	970	93.27%	1309	94.86%
<b>No</b>	82	7.30%	63	5.54%	67	6.44%	71	5.14%

Table 29: 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	%
<b>Yes</b>	157	13.97%	149	13.10%	192	18.46%	68	4.93%
<b>No</b>	55	4.89%	67	5.89%	60	5.77%	3	0.22%

\*2009-10 counts based only on those who said "No" to previous question "Do you have a computer at home?"

Table 30: Internet Access at Home

Do you access the Internet at home?								
	2006-07		2007-08		2008-09		2009-10	
	Count	%	Count	%	Count	%	Count	%
<b>Yes</b>	1008	89.68%	1048	92.17%	943	90.67%	1265	91.67%
<b>No</b>	112	9.96%	84	7.39%	93	8.94%	113	8.19%

Table 31: 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	%
<b>Yes</b>	617	54.89%	755	66.40%	751	72.21%	1072	77.68%
<b>No</b>	435	38.70%	331	29.11%	226	21.73%	158	11.45%

\*2009-10 counts based only on those who said "No" to previous question "Do you have internet access at home?"

Table 32: 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	%
<b>Yes</b>	291	25.89%	305	26.82%	278	26.73%	324	23.48%
<b>No</b>	765	68.06%	769	67.63%	716	68.85%	946	68.55%

Table 33: 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	%
<b>Yes</b>	381	33.90%	391	34.39%	423	40.67%	534	38.70%
<b>No</b>	732	65.12%	737	64.82%	607	58.37%	838	60.72%

## V. Decision to Choose IU Southeast

- Tables 34 through 36 indicate whether IU Southeast was the first choice for entering students, what other colleges they considered attending, and the timing of their decision to apply to IU Southeast. The percentage of entering students indicating IU Southeast as their first choice reached a four-year high of 67.9%, more than two points higher than in 2006-07. The University of Louisville (41.9%) and IU Bloomington (22.9%) have remained the top two institutions considered by entering students, followed by Ivy Tech Community College (13.7%), the University of Southern Indiana (10.7%), and Ball State University (10.3%). The institution with the most growth in consideration from 2006-07 to 2009-10 is Bellarmine University (7.6% to 9.9%). 55% of entering students report that they decided to apply to IU Southeast during their senior year in high school, an increase of nearly 12% since 2006-07. 15.8% report their decision to apply after high school graduation, down nearly 5% from 2006-07, while 10.1% decided during their junior year of high school, slightly up from 9.9% in 2006-07.

Table 34: IU Southeast First Choice

Is IU Southeast your first choice for college?								
	2006-07		2007-08		2008-09		2009-10	
	Count	%	Count	%	Count	%	Count	%
<b>Yes</b>	738	65.66%	716	62.97%	696	66.92%	937	67.90%
<b>No</b>	383	34.07%	417	36.68%	341	32.79%	435	31.52%

Table 35: 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%	316	22.90%
University of Louisville	489	43.51%	491	43.18%	418	40.19%	578	41.88%
University of Southern Indiana	121	10.77%	104	9.15%	100	9.62%	147	10.65%
Ball State University	119	10.59%	102	8.97%	137	13.17%	142	10.29%
Jefferson Community College	115	10.23%	95	8.36%	72	6.92%	124	8.99%
Ivy Tech Community College	167	14.86%	148	13.02%	130	12.50%	189	13.70%
Bellarmino University	85	7.56%	83	7.30%	90	8.65%	137	9.93%
Spalding University	41	3.65%	36	3.17%	30	2.88%	33	2.39%
Purdue University (West Lafayette)	123	10.94%	121	10.64%	113	10.87%	132	9.57%
Other	234	20.82%	248	21.81%	261	25.10%	353	25.58%

Table 36: 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%	14	1.01%
Freshman or sophomore year of high school	31	2.76%	22	1.93%	33	3.17%	26	1.88%
Junior year in high school	111	9.88%	109	9.59%	107	10.29%	140	10.14%
Senior year in high school	491	43.68%	560	49.25%	631	60.67%	759	55.00%
After high school graduation	231	20.55%	215	18.91%	137	13.17%	218	15.80%
While at another college/university	102	9.07%	94	8.27%	41	3.94%	94	6.81%
Other	141	12.54%	124	10.91%	72	6.92%	122	8.84%

- Tables 37 through 43 detail the sources of information that entering students report obtaining about IU Southeast; which sources, factors and activities contributed to their decision to attend; which IU Southeast programs they participated in; and what percentage have close friends or family attending the school:
  - *Table 37:* Current IU Southeast students (57.1%) continue to be the primary source that entering students use to obtain information about IU Southeast. Mailed materials (49.6%), the IU Southeast website (47.4%), teachers (33.3%) and counselors (29.9%), and contact with IU Southeast graduates (25.7%) also provide the majority of information that entering students obtained about the school. Compared to 2006-07, entering students report a 168% increase across all sources in obtaining information about IU Southeast. The percentage of entering students obtaining information has increased 37.8% from current students, 32.4% from the school website, 31.2% from mailed materials, 21.1% from teachers, 17.8% from counselors, and 15.3% from IU Southeast graduates.

*Table 37: Sources of Information about IU Southeast*

From which of the following did you obtain information about IU Southeast								
	2006-07		2007-08		2008-09		2009-10	
	Count	%	Count	%	Count	%	Count	%
<b>Contact with IU Southeast Graduates</b>	336	10.38%	317	27.88%	277	26.63%	354	25.65%
<b>Current IU Southeast Students</b>	626	19.34%	653	57.43%	558	53.65%	788	57.10%
<b>Materials mailed to you</b>	597	18.45%	577	50.75%	560	53.85%	685	49.64%
<b>Teachers</b>	395	12.21%	401	35.27%	368	35.38%	459	33.26%
<b>TV ads</b>	59	1.82%	48	4.22%	68	6.54%	73	5.29%
<b>Radio ads</b>	78	2.41%	91	8.00%	88	8.46%	48	3.48%
<b>Billboards</b>	69	2.13%	28	2.46%	48	4.62%	49	3.55%
<b>Print ads</b>	66	2.04%	59	5.19%	71	6.83%	83	6.01%
<b>Counselors</b>	392	12.11%	386	33.95%	368	35.38%	413	29.93%
<b>IU Southeast website</b>	486	15.02%	525	46.17%	482	46.35%	654	47.39%

- *Table 38: Entering students report which sources influenced their decision to attend IU Southeast ‘some’ or ‘a lot’. The sources that influenced their decision the most are current IU Southeast students (58.9%), the school website (57.7%), mailed materials (55.3%), counselors (36.7%), teachers (35.1%), and contact with IU Southeast graduates (32.8%). The influential sources that have increased the most since 2006-07 are teachers (+21.9%), the school website (+5.5%), and current IU Southeast students (+3.6%), while the largest decreases are reported for counselors (-5.5%) and radio advertisements (-2.5%).*

*Table 38: Sources of Information that Contributed to IU Southeast Decision*

<b>Sources of Information that Contributed Some or A Lot to IU Southeast Decision</b>								
	<b>2006-07</b>		<b>2007-08</b>		<b>2008-09</b>		<b>2009-10</b>	
	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<b>Contact with IU Southeast Graduates</b>	384	34.16%	399	35.09%	337	32.41%	453	32.83%
<b>Current IU Southeast Students</b>	622	55.34%	667	58.67%	572	55.00%	813	58.91%
<b>Materials mailed to you</b>	612	54.45%	622	54.70%	572	35.19%	763	55.29%
<b>Teachers</b>	149	13.26%	175	15.39%	141	13.56%	485	35.14%
<b>TV ads</b>	70	6.23%	60	5.28%	96	9.23%	87	6.30%
<b>Radio ads</b>	82	7.29%	83	7.29%	91	8.75%	66	4.78%
<b>Billboards</b>	58	5.16%	43	3.79%	62	5.96%	70	5.07%
<b>Print ads</b>	102	9.07%	100	8.80%	121	11.64%	141	10.22%
<b>Counselors</b>	474	42.17%	443	38.96%	444	42.69%	506	36.67%
<b>IU Southeast website</b>	587	52.22%	607	53.39%	594	57.12%	796	57.68%

- *Table 39:* In addition, entering students indicate the factors that influenced their decision to attend IU Southeast ‘some’ or ‘a lot’. The factors that influenced their decision the most are location (90.9%), the quality of education (88%), cost (86.3%), small class size (79.8%), choice of academic programs (75.1%), an IU degree (73.5%), and a small college atmosphere (70%). The influential factors that have increased the most since 2006-07 are opportunities for engagement (+13.3%), availability of financial aid (+7.1%), friends attending the school (+4%), cost (+3.8%), and reciprocity tuition (+3.6%), while the largest decreases are reported for access to technology (-4.9%), applied learning opportunities (-2.8%), and family members with an IU Southeast degree (-1.7%).

*Table 39: Factors that Influenced IU Southeast Decision*

<b>Factors that Influenced IU Southeast Decision Some or A Lot</b>								
	<b>2006-07</b>		<b>2007-08</b>		<b>2008-09</b>		<b>2009-10</b>	
	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<b>Location</b>	1032	91.82%	1029	90.50%	956	91.92%	1254	90.87%
<b>Cost</b>	677	82.47%	951	83.64%	903	86.83%	1191	86.30%
<b>Small Classes</b>	897	79.81%	911	80.12%	840	80.77%	1101	79.78%
<b>Quality of Education</b>	987	87.81%	995	87.51%	899	86.44%	1215	88.04%
<b>Choice of Academic Programs</b>	835	74.29%	850	74.76%	766	73.66%	1036	75.07%
<b>Availability of Financial Aid</b>	694	61.74%	724	63.68%	694	66.73%	950	68.84%
<b>Athletic Programs</b>	173	15.39%	189	16.62%	187	17.98%	245	17.75%
<b>Family Members w/IU Southeast Degree</b>	217	19.31%	212	18.64%	176	16.93%	243	17.61%
<b>Reciprocity</b>	189	16.82%	187	16.45%	184	17.69%	282	20.43%
<b>Opportunities for Engagement</b>	229	20.38%	223	19.61%	353	33.95%	465	33.70%
<b>Applied Learning Opportunities</b>	410	36.48%	385	33.86%	353	33.95%	465	33.70%
<b>Access to Technology</b>	594	52.84%	565	49.69%	547	52.60%	662	47.97%
<b>IU Degree</b>	833	74.11%	565	49.69%	547	52.60%	1014	73.48%
<b>Scholarship Opportunities</b>	594	52.85%	578	50.84%	568	54.61%	749	54.28%
<b>Parents</b>	549	48.84%	534	46.96%	561	53.94%	709	51.38%
<b>Friends Going to IU Southeast</b>	594	52.85%	611	53.74%	604	58.07%	785	56.88%
<b>Small College</b>	795	70.73%	806	70.88%	775	74.52%	965	69.93%

- *Tables 40 to 41:* Also, entering students report on which activities they participated in prior to enrollment. 71.2% of entering students visited IU Southeast, an increase of 33.6% from 2006-07. 25.1% met with an on-campus representative, up 10.4% from 2006-07. 20.6% talked with a campus representative at a college fair and 20.4% met with a campus representative at the student’s high school, up 10% and 4.7% from 2006-07, respectively. Entering students also indicate which activities influenced their decision to attend IU Southeast ‘some’ or ‘a lot’. The activities that influenced their decision the most are campus visits (63.4%) and meeting with an IU Southeast representative on campus (27.1%). The influential activities that have increased the most since 2006-07 are campus visits (+5.8%) and talking with a campus representative at a college fair (+3.7%), which the activity with the largest decrease is meeting with a campus representative at the student’s high school (-5%). Finally, 12.1% of entering students report attending a performance on campus, up 3.5% from 2006-07. This was the first year of measuring if the performance attendance influenced their decision ‘some’ or ‘a lot’, with 8.8% of entering students indicating affirmatively.

*Table 40: IU Southeast Activities Participation Prior to Enrollment*

In which of the following did you participate?								
	2006-07		2007-08		2008-09		2009-10	
	Count	%	Count	%	Count	%	Count	%
<b>Attended a performance on campus</b>	170	8.62%	167	14.69%	134	12.88%	167	12.10%
<b>Met with an IU Southeast representative at your high school</b>	310	15.71%	291	25.59%	282	27.12%	281	20.36%
<b>Talked with an IU Southeast representative at a college fair</b>	209	10.59%	198	17.41%	226	21.73%	284	20.58%
<b>Visited IU Southeast</b>	742	37.61%	809	71.15%	768	73.85%	983	71.23%
<b>Met with an IU Southeast representative on campus</b>	290	14.70%	319	28.06%	296	28.46%	346	25.07%
<b>Participated in an IU Southeast program</b>	91	4.61%	96	8.44%	103	9.90%	103	7.46%

*Table 41: Activities that Contributed to IU Southeast Decision*

<b>Activities that Contributed Some or A Lot to IU Southeast Decision</b>								
	<b>2006-07</b>		<b>2007-08</b>		<b>2008-09</b>		<b>2009-10</b>	
	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>	<b>Count</b>	<b>%</b>
<b>Attended a performance on campus</b>	--	--	--	--	--	--	121	8.77%
<b>Met with an IU Southeast representative at your high school</b>	254	22.60%	232	20.41%	217	20.86%	238	17.25%
<b>Talked with an IU Southeast representative at a college fair</b>	167	14.86%	177	15.56%	199	19.13%	256	18.55%
<b>Visited IU Southeast</b>	648	57.65%	727	63.94%	656	63.08%	875	63.41%
<b>Met with an IU Southeast representative on campus</b>	296	26.34%	339	29.81%	302	29.04%	374	27.10%



- *Table 42:* Beginning this year, the entering students were also asked in which IU Southeast programs they participated. 16.4% attended a college fair, 15.6% attended financial aid programs, 3.8% attended a high school college preparatory program, and 2.2% attended Access to Success.

*Table 42: IU Southeast Program Participation Prior to Enrollment*

Mark all IU Southeast programs in which you participated.		
	2009-10	
	Count	%
Access to Success	30	2.17%
Bank One Academy	1	0.07%
Bank One Children's Series	-	-
Bridge to College	5	0.36%
College Fair	226	16.38%
Financial Aid Programs	215	15.58%
High School College Prep Program	52	3.77%
Job Shadow Day Program	8	0.58%
Model UN	22	1.59%
Project Ahead	12	0.87%
Project Explorer Camp	-	-
Project Success	6	0.43%
Sports Camp	24	1.74%
Summer String Clinic	3	0.22%
Theatre and Music Dept. Programs	27	1.96%
Upward Bound Project	5	0.36%
Young Scholars Program	8	0.58%

- *Table 43:* Lastly, entering students indicate if they have close friends or family attending IU Southeast. This year, 68.3% answer that they do, up 1.1% from the 2006-07 four-year low of 67.2%, but down from the 2008-09 high of 71.3%.

*Table 43: Friends or Family Attending IU Southeast*

Do you have close friends or family attending IU Southeast?								
	2006-07		2007-08		2008-09		2009-10	
	Count	%	Count	%	Count	%	Count	%
Yes	755	67.17%	777	68.34%	741	71.25%	942	68.26%
No	368	32.74%	357	31.40%	1010	28.56%	436	31.59%