INDIANA UNIVERSITY SOUTHEAST

OFFICE OF INSTITUTIONAL EFFECTIVENESS

Entering Student Survey Report

Administered to First-Time Students Entering
IU Southeast in 2019, 2020, and 2021

Sara Jewell Spalding and Beirne Miles

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SURVEY BACKGROUND AND SUMMARY

The Indiana University Southeast Entering Student Survey (ESS) is administered to new, incoming students during Orientation. 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. The Office of Institutional Effectiveness (OIE) compares the list of respondents to the list of students enrolled in the ensuing term and remove those respondents who do not enroll in the survey year cycle.

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.

A condensed version of this report, called the Entering Student College First 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 Sara Spalding in OIE at sajewell@ius.edu.

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There were 519 respondents in 2021, 111 respondents in 2020, and 720 respondents in 2019 who enrolled at IU Southeast in the subsequent Fall 2021, 2020, and 2019 terms, respectively. Between 5 and 70 responding students in that same period participated in this survey and decided not to enroll at IU Southeast in the Fall term. This report focuses on that former group of respondents that enrolled at IU Southeast and are included in the Fall 2021 official census report.

Table 1: Surveyed Student Population

	2021		2020		2019	
	N	**%**	**N**	**%**	**N**	**%**
Enrolled	519	88.1%	111	95.7%	720	94.7%
Unenrolled	70	11.9%	5	4.3%	40	5.3%
Total	**589**	**100.0%**	**116**	**100.0%**	**760**	**100.0%**

FIELD OF STUDY

Business, Nursing, and Education once again remained the predominant majors of choice by entering students. These three majors have swapped places over the past three years though remaining far above the other top 10 most popular academic majors. Business doubled in overall popularity from 10.8% to 21% while Nursing remained consistent, and Education decreased from 18% in 2020 to 11.2% in 2021. Most other entering students' major choices stayed relatively steady with previous years' levels. The write-in choices described in the "Unlisted/Other" category included the Art Education, Communication Disorders and Sciences, Environmental Sustainability, Finance, Information Technology, Kinesiology, Marine Biology, Pre-Occupational Therapy, and Strategic Communications plans, accounting for a combined 3.9% of respondents. More students (4.8%) were undecided upon their majors than in the previous survey year.

Table 2: Selected Academic Major

	2021	2020	2019		2021	2020	2019
Business	21.0%	10.8%	15.6%	Data Science	<1%	--	--
Nursing	11.9%	11.7%	18.3%	English: Literature	<1%	--	<1%
Education	11.2%	18.0%	13.9%	English: Writing	<1%	--	--
Psychology	8.1%	7.2%	5.7%	General Studies	<1%	--	<1%
Biology	7.7%	10.8%	6.9%	Geosciences	<1%	<1%	<1%
Computer Science	6.0%	9.0%	5.1%	Individualized Major	<1%	--	--
Criminology and Criminal Justice	5.0%	7.2%	4.7%	Informatics	<1%	--	<1%
Undecided	4.8%	1.8%	6.3%	International Studies	<1%	<1%	<1%
Unlisted/Other	3.9%	1.8%	4.3%	Mathematics	<1%	--	<1%
Fine Arts	2.7%	3.6%	2.9%	Neuroscience	<1%	2.7%	1.1%
Chemistry	1.9%	2.7%	1.1%	Physics	<1%	--	<1%
Music	1.9%	2.7%	2.1%	Political Science	<1%	--	<1%
Journalism & Media	1.7%	--	1.4%	Safety	<1%	--	--
History	1.3%	1.8%	1.1%	Social Sciences	<1%	--	--
Applied Health Science	1.0%	--	--	Sustainability & Regeneration	<1%	--	<1%
Sociology	1.0%	1.8%	<1%	Theatre/Business	<1%	<1%	<1%
Applied Science	<1%	<1%	<1%	Spanish	--	<1%	<1%
Clinical Lab Science	<1%	<1%	<1%	No Response	--	<1%	--
Communication	<1%	--	<1%				

Somewhat mirroring the previous table, the School of Education and School of Natural Sciences lost ground in Fall 2021 among incoming students' intended majors, with the School of Business and ACES program for undecided students increasing since Fall 2019. Individualized majors were categorized within the School of Arts & Letters.

Table 3: Selected Academic Major by School

	2021	**2020**	**2019**
Business	21.0%	10.8%	15.6%
Natural Sciences	20.4%	27.9%	16.8%
Social Sciences	19.1%	18.9%	15.0%
Nursing	11.9%	11.7%	18.3%
Education	11.2%	18.0%	13.9%
Undecided or Unlisted	8.7%	4.5%	10.6%
Arts and Letters	7.7%	8.1%	9.9%

Graphic Design was once again the most chosen concentration within Fine Arts in 2021 for the third year running. The Digital Art & Interactive Media concentrations saw even interest among Fine Arts students, while Drawing, Painting, and Studio Arts regained appeal from their previous years.

Table 4: Selected Fine Arts Major

	2021	**2020**	**2019**
Graphic Design	41.7%	50.0%	42.9%
Digital Art & Interactive Media	25.0%	25.0%	19.0%
Drawing	16.7%	--	9.5%
Painting	8.3%	--	--
Studio Arts	8.3%	--	23.8%
Art History	--	--	--
Ceramics	--	--	4.8%
Printmaking	--	--	--
No Response	--	25.0%	--

The General business concentration lost ground within the School of Business majors (33.3% to 11.6%) and was replaced by Management, with interest from 30.2% of Business respondents in 2021. Accounting and Marketing also lost some interest within the school, though their rankings remained popular overall this year alongside Finance. All listed Business concentrations this year once again had some interest from respondents, bouncing back somewhat from losses felt in the previous year.

Table 5: Selected Business Major

	2021	2020	2019
Management	30.2%	8.3%	18.1%
Accounting	18.6%	25.0%	21.9%
Finance	16.3%	--	6.7%
Marketing	14.0%	25.0%	23.8%
General Business	11.6%	33.3%	21.0%
International Business	4.7%	--	2.9%
Human Resource Management	2.3%	--	2.9%
Economics	1.2%	--	1.0%
Supply Chain/Operations Management	1.2%	8.3%	1.9%

The largest concentration among 2021 Music major respondents was Music Education. Both it and the Music Therapy concentration lost interest in the last year. Music Therapy remained a popular choice amidst increases in Composition, Performance, Production/Audio Production, and Sound Engineering.

Table 6: Selected Music Major

	2021	2020	2019
Music Education	37.5%	66.7%	26.7%
Composition	12.5%	--	6.7%
Music Therapy	12.5%	33.3%	13.3%
Performance	12.5%	--	--
Production/Audio Production	12.5%	--	40.0%
Sound Engineering	12.5%	--	--
Music Business	--	--	13.3%

The largest concentration among 2021 respondents majoring in Education continued to be Elementary Education. Secondary Education returned this year to its previous second place spot from 2019.

Table 7: Selected Education Major

	2021	2020	2019
Elementary	61.4%	65.0%	57.0%
Secondary	34.1%	15.0%	30.0%
Special	4.5%	20.0%	13.0%

Interest was split between the pair of Communication concentrations in 2021, with respondents liking both the Traditional and Strategic areas of focus.

Table 8: Selected Communication Major

	2021	2020	2019
Traditional Communication	50.0%	--	60.0%
Strategic Communication	50.0%	--	40.0%

For the first time this year, students were asked about the factors which led them to choose their intended majors and the importance of each factor in making that decision. Almost three-quarters of respondents stated that their major was aligned with their interests (73.6%) and with their skills and abilities (72.3%). About two-thirds of respondents were more concerned with the quality (65.5%) and availability (64.4%) of jobs once they reach the job market within their chosen field. Open-ended responses about respondents' various career goals can be found in an appendix toward the end of this report.

Table 9: Importance of Factors in Deciding Major Choice

	2021	2020	2019
Major is aligned with my interests	73.6%	--	--
Major is aligned with my skills and abilities	72.3%	--	--
Major is aligned with the lifestyle I would like to have	69.7%	--	--
Graduates get good jobs	65.5%	--	--
Availability of jobs in the field	64.4%	--	--
Advisor or guidance counselor recommendation	40.7%	--	--
Starting salaries are high	38.9%	--	--
My parents/relatives recommendation	27.9%	--	--

*Please note that the respondents could choose more than one answer.

**The percentages total the "A Lot" and "Some" categories.

Students were also asked for the first time about their participation on any IU Southeast intercollegiate athletic teams, their dual or AP credits with which they might be arriving at IU Southeast in the Fall 2021 term, and their concerns to be addressed by advisors. There were 32 students (or 6.2% of respondents) involved in intercollegiate athletics. Meanwhile, over half of the respondent group (53.4%) said that they had dual credit or AP credits. Respondents' open-ended answers about the details of those dual or AP credits as well as other concerns wanted to share with their advisors can be found in appendices toward the end of this report.

At this point in the Fall 2021 survey, 97 students appear to stop answering questions, resulting in a consistent 18.7% "No response" population. These respondents' blank survey responses were removed from further consideration, which decreased the total respondent count from 519 to 422 respondents for the remainder of the survey tables and discussion.

RESPONDENT DEMOGRAPHICS
In 2021, the ratio of females to males at IU Southeast remained consistent with previous years, with almost two-thirds of students selecting female. A very large majority of incoming students were single with no children.

Table 10: Gender Identity

	2021	2020	2019
Female	62.6%	67.6%	64.9%
Male	36.3%	31.5%	35.1%
Other	1.2%	--	--

Table 11: Marital Status

	2021	**2020**	**2019**
Single	98.6%	96.4%	98.2%
Married	1.2%	2.7%	1.3%
Divorced	<1%	--	<1%
Widowed	--	--	--

Table 12: Number of Children

	2021	**2020**	**2019**
None	97.6%	97.3%	97.6%
One	1.2%	1.8%	1.3%
Two	1.2%	--	<1%
Three	--	--	<1%
Four or more	--	--	--

The survey questions about respondents' interest in childcare services and assistance were removed this year due to the closure of the Children's Center on campus last year. Previously, one respondent in 2020 and three respondents in 2019 expressed an interest in childcare (for ages 3 to 10 years) at IU Southeast.

Four in five incoming students (80.1%) stated that they plan to be employed during their first semester at IU Southeast. While each weekly employment hour category remained consistent with the 2020 levels, those students planning to devote over 30 hours each week toward work responsibilities more than doubled from 4.5% to 10% in 2021.

Table 13: Anticipated First Semester Weekly Hours Employed

	2021	**2020**	**2019**
Not Working	19.0%	25.2%	14.9%
1 to 10 Hours	15.4%	15.3%	13.2%
11 to 20 Hours	30.6%	28.8%	38.5%
21 to 30 Hours	24.2%	25.2%	23.5%
31 or More Hours	10.0%	4.5%	9.9%
No Response	<1%	<1%	<1%

For a third straight year, most of the responding incoming students (62.6%) again consider themselves as students who also work. About three in ten of them consider themselves primarily as full-time students.

Table 14: Respondents Consider Themselves

	2021	**2020**	**2019**
A Student Who Also Works	62.6%	54.1%	65.7%
A Full-Time Student	31.5%	43.2%	30.7%
A Worker Who Also Takes Classes	5.9%	1.8%	3.5%
No Response	--	<1%	<1%

The number of incoming respondents who commute from more than 20 miles away increased in 2021 to about the same level as 2019. Students planning to live on campus stayed consistent from the previous years, along with a lower trend in on-campus housing interest. The interest in on-campus hosing could have been affected by the on-going safety measures put in place to mitigate the COVID-19 pandemic.

Table 15: Miles from Campus

	2021	**2020**	**2019**
On Campus	17.3%	19.8%	20.8%
1 to 10 Miles	31.5%	37.8%	25.3%
11 to 20 Miles	25.1%	23.4%	26.4%
21 to 30 Miles	17.1%	11.7%	18.8%
31 or More Miles	8.8%	6.3%	8.2%
No Response	<1%	<1%	<1%

Table 16: Interest in On-Campus Housing

	2021	**2020**	**2019**
Yes	22.0%	27.9%	30.6%
No	78.0%	71.2%	69.0%

A higher percentage of respondents' mothers continue to have college degrees, while high school remains the highest level of education for most of the respondents' fathers.

Table 17: Level of Parents' Education (Mother)

	2021	**2020**	**2019**
College	48.1%	51.4%	46.5%
High School	34.1%	34.2%	34.4%
Post-College	9.2%	8.1%	8.8%
Vocational School	5.5%	1.8%	5.8%
Elementary	<1%	1.8%	2.8%
No Response	2.1%	2.7%	1.7%

Table 18: Level of Parents' Education (Father)

	2021	**2020**	**2019**
High School	44.1%	41.4%	44.0%
College	34.8%	36.0%	36.7%
Vocational School	8.3%	8.1%	5.7%
Post-College	7.1%	7.2%	5.8%
Elementary	1.2%	1.8%	1.5%
No Response	4.5%	5.4%	6.3%

SELF-IDENTIFIED AREAS OF ASSISTANCE

Over half of respondents identified financial aid assistance an as area of concern for themselves. Help with math skills increased by over a dozen percentage points over the past year to 42.2% while assistance with career counseling increased by about half that rate to 41.2%. Between a fifth and a quarter of respondents stated that having a mentor, deciding on an academic major, and personal counseling were also areas in which they might require assistance in the coming school year.

Table 19: Self-Identified Assistance Needs

	2021	2020	2019
Financial Aid	52.4%	52.3%	53.6%
Math Skills	42.2%	29.7%	51.4%
Career Counseling	41.2%	35.1%	35.0%
Writing Skills	27.5%	32.4%	44.7%
Having a Mentor	24.9%	19.8%	28.3%
Finding Employment	22.5%	18.9%	31.4%
Deciding on an Academic Major	20.9%	15.3%	16.9%
Personal Counseling	19.2%	14.4%	20.1%
Veterans' Services	1.7%	<1%	3.1%
Child Care	--	--	<1%

*Please note that the respondents could choose more than one answer.

COMMUNICATION WITH STUDENTS

Most respondents preferred to be notified about campus and academic issues through either text message, email, or in-person communication methods. More students preferred text message-based communications in 2021 than in 2020 or 2019. Facebook and Twitter remained the least popular choices available in receiving many of the academic, financial aid, and billing communications from IU Southeast.

Table 20: Preferred Method of Communication
(Academic Issues that Affect Enrollment or Graduation)

	2021	2020	2019
Text Message	70.4%	56.8%	71.9%
Email	65.2%	73.9%	65.3%
In-Person	45.7%	35.1%	47.2%
Phone	31.3%	22.5%	23.6%
Directly from Advisors	26.5%	22.5%	26.8%
Directly from Faculty	17.3%	9.0%	20.7%
Canvas	16.8%	18.0%	7.6%
Online/Live Chat	10.4%	13.5%	3.2%
IU Southeast Website	3.8%	7.2%	5.3%
Facebook	1.7%	--	1.9%
Twitter	<1%	<1%	1.3%

*Please note that the respondents could choose more than one answer.

Table 21: Preferred Method of Communication
(Course Registration Reminders)

	2021	2020	2019
Text Message	79.1%	63.1%	80.7%
Email	69.4%	75.7%	68.6%
In-Person	23.2%	13.5%	23.9%
Phone	20.4%	14.4%	17.9%
Canvas	18.7%	17.1%	7.8%
Directly from Advisors	15.6%	12.6%	14.7%
Directly from Faculty	10.4%	5.4%	11.1%
Online/Live Chat	6.4%	7.2%	1.9%
IU Southeast Website	2.4%	8.1%	5.6%
Facebook	<1%	--	1.8%
Twitter	--	<1%	1.7%

*Please note that the respondents could choose more than one answer.

Table 22: Preferred Method of Communication
(Financial Aid Registration for Upcoming Semesters)

	2021	2020	2019
Text Message	73.9%	56.8%	73.5%
Email	69.7%	76.6%	70.3%
In-Person	25.6%	18.0%	29.4%
Phone	20.4%	15.3%	18.6%
Directly from Advisors	16.4%	11.7%	16.5%
Canvas	14.7%	18.9%	6.9%
Directly from Faculty	11.1%	6.3%	11.8%
Online/Live Chat	6.2%	9.0%	2.1%
IU Southeast Website	4.3%	8.1%	6.1%
Facebook	<1%	--	1.4%
Twitter	<1%	<1%	1.3%

*Please note that the respondents could choose more than one answer.

Table 23: Preferred Method of Communication
(Semester Bill Due Date Reminders)

	2021	2020	2019
Text Message	80.3%	67.6%	82.6%
Email	70.6%	76.6%	71.4%
In-Person	23.0%	16.2%	25.6%
Phone	20.1%	17.1%	19.9%
Directly from Advisors	14.2%	9.0%	13.8%
Canvas	14.0%	18.0%	7.8%
Directly from Faculty	10.7%	5.4%	10.8%
Online/Live Chat	5.7%	6.3%	2.2%
IU Southeast Website	4.0%	7.2%	5.8%
Facebook	<1%	--	1.7%
Twitter	<1%	<1%	1.4%

*Please note that the respondents could choose more than one answer.

PROCESS OF PAYING FOR CLASSES

There has been a continued and concerning trend occurring since 2019, in which more respondents now feel "not at all knowledgeable" about the process of paying for classes. The percentage of students within this knowledgeability category has tripled from 15.1% to 47% within a three-year period. Meanwhile, survey respondents who consider themselves "somewhat knowledgeable" or "very knowledgeable" about this process have dropped by more than thirty percentage points in that same time (84.7% to 53%).

Table 24: Knowledgeability on Process of Paying for Classes

	2021	2020	2019
Not at All Knowledgeable	47.0%	30.6%	15.1%
Somewhat Knowledgeable	46.1%	57.7%	72.8%
Very Knowledgeable	6.9%	10.8%	11.9%
No Response	--	<1%	<1%

Almost four-fifths (78.9%) of current respondents will once more rely upon themselves or their families to help pay for college, while about six in ten (59.7%) will rely on scholarships, and over four in ten (44.8%) on student loans. These three financial routes remained the highest reported primary ways for respondents to pay for most of their anticipated academic expenses. About an eighth of the students (13.5%, 13.3%, and 12.3%, respectively) reported that those three methods would be their preferred method to pay for most of their college expenses. Among the respondents' write-in choices within the "Other" list were the 21st Century Scholar program, FAFSA, money from an inheritance, or UPS or similar employer programs, accounting for a combined 4.3% of the group. Three respondents within the group reported that they did not yet have a plan in place to pay for their IU Southeast career.

Table 25: Plans to Pay for College

	2021		2020		2019	
	%	Rank	%	Rank	%	Rank
Family or Myself (Cash, Savings, and Working)	78.9%	13.5%	75.7%	12.6%	77.1%	14.9%
Scholarships	59.7%	13.3%	57.7%	10.8%	50.7%	12.5%
Student Loans	44.8%	12.3%	40.5%	13.5%	48.5%	15.3%
Grants	30.3%	6.2%	34.2%	8.1%	35.4%	6.7%
Employer Assistance	9.5%	2.1%	7.2%	<1%	10.8%	2.9%
Veterans' Assistance (GI Bill, Veteran/Military Benefits, Etc.)	6.2%	2.4%	6.3%	1.8%	4.7%	1.8%
Federal Work-Study Award	5.7%	--	5.4%	<1%	15.6%	<1%
Other	4.3%	2.1%	4.5%	1.8%	4.0%	1.7%
No Plan	5.2%	<1%	2.7%	--	4.2%	<1%

Please note that the respondents could choose more than one answer.

**Rank is the preferred method through which the respondents expect to pay for most of their college expenses.*

ACTIVITIES OF INTEREST

Respondents were asked if they would like to be contacted about a variety of co-curricular and extra-curricular activities. Interest in student internships and obtaining financial aid topped the list yet again this year, with academic major organizations, work-study opportunities, the Honors program, and mentoring all rising in their relative popularity since 2020.

Table 26: Activities of Interest

	2021	2020	2019
Internships	40.8%	42.3%	53.3%
Obtaining Financial Aid	37.9%	34.2%	35.1%
Organizations Related to Academic Major	31.8%	22.5%	25.4%
Work-Study	23.7%	17.1%	34.3%
Honors Program	22.3%	14.4%	21.4%
Overseas Study Opportunities	19.9%	22.5%	29.4%
Finding Employment	19.0%	20.7%	31.1%
Volunteering in the Community	19.0%	15.3%	27.1%
Mentoring	14.9%	6.3%	23.2%
Planning Campus Events and Entertainment	14.2%	7.2%	18.8%
Leadership Development	14.0%	11.7%	15.4%
Sororities	12.3%	16.2%	23.2%
Intramural Sports	11.1%	14.4%	20.8%
Varsity Sports	11.1%	6.3%	13.6%
Special Interest Organizations	10.4%	4.5%	10.4%
Religious Organizations	10.2%	8.1%	13.2%
Adult Student Support	6.9%	<1%	6.9%
Instrumental Music	6.9%	6.3%	7.8%
Student Ambassadors	6.4%	5.4%	5.6%
Theatre/Drama	6.2%	9.9%	11.9%
Fraternities	5.7%	<1%	8.1%
Ethnic/Multicultural Groups	5.0%	3.6%	5.3%
Vocal Music	4.3%	7.2%	10.1%
Political Clubs	3.6%	2.7%	7.9%
Student Government	3.6%	4.5%	7.6%
Athletic Pep Band	2.4%	4.5%	3.2%
Student Publications	2.4%	<1%	3.2%
Children's Programming	--	--	4.7%

*Please note that the respondents could choose more than one answer.

Interest in specific organizations and groups at IU Southeast, depicted below in Tables 27 through 33, continued to trend low overall.

Table 27: Ethnic/Multicultural Groups

	2021	**2020**	**2019**
Multicultural Student Union	2.1%	2.7%	2.9%
Students for Diversity CCR	2.1%	1.8%	1.7%
International Student Organization	1.2%	--	1.5%
Student African American Brotherhood	1.2%	<1%	1.4%
Asian Pop Culture Club	<1%	--	<1%
Japanese Pop Culture Club	<1%	--	<1%

*Please note that the respondents could choose more than one answer.

Table 28: Organizations Related to Academic Major

	2021	2020	2019		2021	2020	2019
Biology Club	5.2%	1.8%	5.3%	Launch Entrepreneurship Club	1.7%	--	1.0%
Pre-Health Professional Society	4.7%	2.7%	3.8%	Philosophy Club	1.7%	2.7%	1.7%
Psychology Club	4.7%	5.4%	4.9%	Political Science Club	1.4%	<1%	<1%
Pre-Med Society	4.5%	2.7%	3.2%	Student Art Association	1.4%	1.8%	1.3%
Student Nurses' Association	4.3%	3.6%	4.0%	Economics Club	1.2%	--	1.3%
Business Professionals of America	3.8%	--	2.4%	History Club	1.2%	<1%	1.1%
Honors Community	3.6%	2.7%	3.6%	Spanish Club	1.2%	<1%	1.4%
Student Education Association	3.3%	1.8%	2.9%	Advertising Club	<1%	--	1.9%
Marketing Club	3.1%	--	2.1%	English Club	<1%	2.7%	1.4%
Criminal Justice Student Association	2.8%	1.8%	2.4%	French Club	<1%	--	1.1%
Honors Program Student Advisory Board	2.8%	1.8%	2.1%	German Club	<1%	<1%	<1%
National Society of Leadership and Success	2.6%	1.8%	3.6%	Informatics Club	<1%	<1%	<1%
Finance Club	2.4%	--	1.9%	National Science Teachers Association	<1%	--	<1%
Computer Security Group	2.1%	--	1.5%	Public Relations Student Society of America	<1%	--	<1%
Field Biology Club	1.9%	<1%	1.3%	Society for Human Resource Management	<1%	--	<1%
Sociology Club	1.9%	3.6%	2.2%	Pre-Dental	--	<1%	<1%
Women in Technology	1.9%	<1%	<1%	Pre-Pharmacy Club	--	--	<1%
Graphic Arts Club	1.7%	1.8%	1.1%				

*Please note that the respondents could choose more than one answer.

Table 29: Political Clubs

	2021	**2020**	**2019**
College Republicans	1.7%	<1%	5.0%
Civil Liberties Union (CLU)	<1%	<1%	1.1%
College Democrats	<1%	1.8%	2.4%
Lodge Council	<1%	--	--
Model United Nations	<1%	<1%	1.0%
Young Americans for Liberty	<1%	1.8%	1.0%

*Please note that the respondents could choose more than one answer.

Table 30: Religious Organizations

	2021	2020	2019
Christian Student Fellowship	8.3%	6.3%	11.8%
Campus Crusade (CRU)	1.2%	<1%	4.2%
Catholic Campus Community	1.2%	1.8%	<1%
Campus Ministry International at IU Southeast	<1%	--	1.1%
Delight Ministries	<1%	<1%	1.0%
Free Thinkers	<1%	--	<1%
Jewish Student Union	--	--	--

Please note that the respondents could choose more than one answer.

Table 31: Special Interest Organizations

	2021	2020	2019		2021	2020	2019
Outdoor Adventure Club	3.3%	<1%	1.7%	Makers Club	<1%	--	<1%
Earth Save	3.1%	<1%	2.5%	Non-Traditional Student Union	<1%	--	--
Gamer's Club	2.8%	3.6%	2.1%	One	<1%	--	--
Dirt Bags Art Club	2.1%	--	<1%	Panhellenic Council	<1%	--	--
IUS Biology Volunteers	2.1%	--	1.3%	Rotaract Club	<1%	--	<1%
Allies	1.9%	<1%	<1%	Sound Together	<1%	--	<1%
Sustainability Club	1.9%	--	<1%	Student Alumni Association	<1%	--	<1%
Campus Activities Board	1.7%	--	1.7%	Student Orientation Leaders	<1%	--	1.8%
Spirit Club	1.4%	--	2.4%	Students for Life	<1%	--	1.5%
Spectrum	1.2%	--	<1%	The Dining Hall (TDH)	<1%	--	<1%
Association for Computing Machinery	<1%	--	<1%	Women in Computing	<1%	--	<1%
Bass Fishing Club	<1%	--	<1%	Acapella Geeks Club	--	--	<1%
Beta Gamma Sigma	<1%	--	<1%	Alpha Psi Omega (Theater)	--	--	<1%
Castle Club	<1%	--	<1%	American Society of Safety Engineers	--	--	<1%
Club Golf	<1%	<1%	<1%	Interfraternity Council	--	--	--
Concert Band	<1%	--	<1%	ROTC (Reserve Officers' Training Corps)	--	--	<1%
Debate Society	<1%	--	1.0%	Salsa Club	--	--	<1%
Film Club	<1%	<1%	1.5%	Student Veterans Organization	--	--	<1%
Indiana Underground Society	<1%	<1%	<1%				

Please note that the respondents could choose more than one answer.

Table 32: Student Publications

	2021	2020	2019
Horizon Student Newspaper	1.9%	<1%	2.8%
Literary Review	1.2%	<1%	1.5%

Please note that the respondents could choose more than one answer.

Table 33: Varsity Sports

	2021	2020	2019
Baseball	4.5%	2.7%	4.3%
Cheerleading	3.3%	--	2.1%
Basketball (Men's)	3.1%	2.7%	4.3%
Volleyball (Women's)	2.8%	<1%	3.2%
Basketball (Women's)	2.4%	2.7%	1.7%
Softball	2.1%	--	3.5%
Tennis (Women's)	1.4%	--	<1%
Tennis (Men's)	<1%	--	1.3%

*Please note that the respondents could choose more than one answer.

SOURCES OF INFORMATION AND FACTORS INFLUENCING SCHOOL CHOICE

Personal contact with family and friends attending IU Southeast continues to be the greatest source of information for incoming students, followed closely by the IU Southeast website, contact with teachers, and mailed materials. Of the 16 informational resource categories, the top six categories each appear to have reached or informed between about a third and one-half of the 2021 respondents, though all six of these methods appear to have had less of an impact on respondents than in 2020. The respondents' written-in informational sources within the "Other" category included campus tours or visits, living near the campus, and college fairs, which made up 3.6% of responses. Television ads, billboards, and print ads continue to be the least beneficial of these informational resources.

Table 34: Sources of Information Obtained about IU Southeast

	2021	2020	2019
Friends or Family Who Attend IU Southeast	46.4%	51.4%	46.9%
IU Southeast Website	36.0%	43.2%	36.4%
Teachers	35.5%	38.7%	38.3%
Materials Mailed to You	35.1%	40.5%	33.6%
Current IU Southeast Students	31.8%	42.3%	45.4%
Counselors	28.4%	37.8%	37.2%
Email	22.7%	30.6%	28.2%
Contact with IU Southeast Graduates	21.8%	24.3%	29.4%
Friends or Family Who Do Not Attend IU Southeast	20.1%	21.6%	17.8%
Social Media (Facebook, Instagram, Twitter, YouTube)	15.6%	22.5%	16.7%
Coaches/Sports	8.5%	7.2%	10.6%
Mobile Application/Digital Ads	4.0%	5.4%	5.7%
Other	3.6%	3.6%	4.0%
TV Ads	2.6%	4.5%	1.4%
Billboards	2.1%	1.8%	2.2%
Print Ads	1.4%	<1%	1.8%

*Please note that the respondents could choose more than one answer.

The top six factors influencing attendance at IU Southeast continued to mirror the sources of information depicted in Table 34. Friends, family, or students attending IU Southeast; the IU Southeast website; mailed materials; and teachers and counselors were once again key factors in respondents' decisions to apply and enroll. Mobile applications and digital ads, television ads, billboards, and print ads continued to decline in their efficacy toward this entering group's decision-making process.

Table 35: Factors Influencing Decision to Attend IU Southeast

	2021	2020	2019
Friends or Family Who Attend IU Southeast	37.9%	41.4%	21.0%
IU Southeast Website	28.2%	33.3%	27.8%
Current IU Southeast Students	25.1%	34.2%	33.8%
Teachers	24.6%	27.9%	28.9%
Materials Mailed to You	21.3%	30.6%	21.3%
Counselors	19.2%	27.9%	27.1%
Contact with IU Southeast Graduates	14.9%	16.2%	21.4%
Friends or Family Who Do Not Attend IU Southeast	14.0%	15.3%	13.3%
Email	13.5%	22.5%	19.3%
Social Media (Facebook, Instagram, Twitter, YouTube)	8.5%	13.5%	8.5%
Coaches/Sports	6.9%	5.4%	8.6%
Other	3.1%	1.8%	1.7%
Mobile Application/Digital Ads	1.9%	<1%	3.8%
TV Ads	1.2%	<1%	<1%
Billboards	<1%	--	<1%
Print Ads	<1%	<1%	<1%

Please note that the respondents could choose more than one answer.

**The percentages total the "A Lot" and "Some" categories.*

On a similar note, incoming respondents in the 2021 survey cycle shared that about a fifth of them, or 19.2%, could be considered "legacy students." These are students whose parents or grandparents also previously attended IU Southeast. This percentage is on par with previous years' legacy student responses.

FIRST CHOICE FOR COLLEGE
Remaining consistent with the past years' data, almost two-thirds (64.7%) of all respondents stated that they selected IU Southeast as their first choice for college. The University of Louisville remains the most considered alternative option, followed by IU Bloomington, though both institutions have lost ground since 2019.

Ivy tech Community College continued to trend favorably with respondents, with about a fifth (18.7%) of incoming students applying there concurrently with IU Southeast. Among the 66 write-in responses in the "Other" category, a combined 16 respondents mentioned Sullivan University (N = 3), the University of Kentucky (N = 3), Eastern Kentucky University (N = 2), Franklin College (N = 2), Indiana Tech (N = 2), IU Kokomo (N = 2), and IUPUC (N = 2).

Table 36: IU Southeast as First Choice

	2021	2020	2019
Yes	64.7%	55.9%	57.1%
No	24.9%	42.3%	41.4%
No Response	10.4%	1.8%	1.5%

Table 37: Institutions Considered Attending

	2021	2020	2019
University of Louisville	31.5%	35.1%	37.5%
IU Bloomington	27.0%	24.3%	27.4%
Ivy Tech Community College	18.7%	21.6%	13.9%
Other	15.6%	20.7%	22.1%
Ball State University	14.9%	15.3%	16.3%
IUPUI	14.9%	17.1%	12.1%
Indiana State University	14.2%	12.6%	12.1%
University of Southern Indiana	10.9%	11.7%	11.4%
Purdue University (West Lafayette)	8.3%	14.4%	7.8%
Bellarmine University	7.8%	11.7%	11.1%
Hanover College	6.4%	6.3%	6.1%
Jefferson Community & Technical College	5.2%	8.1%	9.0%
Spalding University	3.8%	1.8%	3.6%
Western Kentucky University	3.8%	9.0%	9.7%

Please note that the respondents could choose more than one answer.

DECISION FACTORS

IU Southeast's location, cost, and quality of education remain the largest three factors influencing respondents' decision to attend the institution. The university's choice of programs, financial aid availability, and small class size were once more important factors in students' decisions this year.

Table 38: Factors Contributing to Decision to Attend IU Southeast

	2021	2020	2019
Location	85.1%	91.9%	90.7%
Cost	81.8%	87.4%	91.9%
Quality of Education	79.6%	83.8%	84.9%
Choice of Academic Programs	70.1%	82.9%	78.3%
Availability of Financial Aid	63.5%	75.7%	74.7%
Small Class Size	60.9%	74.8%	76.8%
Size of the Institution	57.8%	69.4%	73.8%
Applied Learning Opportunities	41.9%	45.0%	58.1%
Events, Activities, and Campus Life	38.9%	33.3%	50.3%
Friends or Family with or Pursuing an IU Southeast Degree	34.1%	40.5%	41.5%
Parent's Decision	25.6%	27.0%	31.3%
Reciprocity (Resident Tuition for Kentucky Students)	19.0%	27.0%	32.6%
Athletic Programs in which You would Like to Participate	16.6%	15.3%	23.6%

Please note that the respondents could choose more than one answer.

**The percentages total the "A Lot" and "Some" categories.*

IU SOUTHEAST PROGRAM PARTICIPATION

Overall participation in IU Southeast programs before students' first semester remains low, decreasing in many cases by half or more in relevant programs. About one in twenty students (4.3%) reported that they had attended a college fair. Students also wrote in that they had previously participated in the ACP (advanced college project) and dual credit programs as well as attended basketball events.

Table 39: Previous Participation in IU Southeast Programs

	2021	2020	2019
I have not participated in any IU Southeast programs	70.4%	64.9%	63.9%
College Fair	4.3%	11.7%	10.3%
Financial Aid Programs	3.6%	6.3%	7.2%
High School College Prep Program	2.1%	8.1%	4.7%
Access to Success	<1%	1.8%	2.9%
Bridge to College	<1%	<1%	1.1%
Other	<1%	<1%	1.8%
Project AHEAD	<1%	--	<1%
Sports Camp	<1%	<1%	1.9%
Theatre and Music Department Programs	<1%	--	1.3%
Model UN	--	--	<1%

*Please note that the respondents could choose more than one answer.

SELF-RATED LEVELS OF ABILITY

Respondents' perspectives on and opinions of their own abilities decreased in 10 of the 16 categories within the last year. Their ability to listen effectively continued to be the top self-rated ability among respondents with just shy of two-thirds (65.2%) considering themselves "excellent" or "above average." Similar numbers of respondents perceived themselves as "above average" or better when thinking critically about ideas and issues and when working productively with others in small groups (59.7% and 59%, respectively).

Speaking to large groups remains the lowest self-rated ability with about four out of five (81.3%) respondents again rating themselves at average or below. Applied quantitative skills, such as mathematics or statistics, fared similarly poorly this year as in previous years, with only 32% of respondents stating that they were "excellent" or "above average" in this ability.

Table 40: Self-Rated Levels of Abilities

	2021	2020	2019
Ability to Listen Effectively	65.2%	69.4%	68.2%
Thinking Critically about Ideas and Issues	59.7%	57.7%	62.1%
Working Productively with Other People in Small Groups	59.0%	60.4%	64.4%
Reasoning about Ethical and Moral Issues	55.5%	60.4%	57.5%
Understanding the Traditions, Values, and History of People Different from Yourself	54.7%	58.6%	55.8%
Evaluating Arguments to Support a Point of View	54.3%	52.3%	58.5%
Reading Comprehension	49.3%	44.1%	49.9%
Viewing Events and Phenomena from Several Different Perspectives	49.3%	50.5%	49.3%
Expressing Ideas, Opinions, Beliefs, and Facts in Writing	45.7%	49.5%	52.6%
Relating Knowledge with Practice	43.8%	42.3%	50.4%
Using Information Technology Effectively	43.8%	47.7%	48.2%
Presenting Ideas, Opinions, and Beliefs Effectively in a Group	41.5%	41.4%	45.1%
Speaking in Small Groups	39.3%	39.6%	46.5%
Integrating Knowledge from Several Different Fields of Study	33.6%	30.6%	36.1%
Applying Quantitative Skills such as Mathematics, Statistics, Etc.	32.0%	34.2%	35.0%
Speaking to a Large Group	18.7%	18.9%	26.0%

Note that the respondents could choose more than one answer.

**The percentages total the "Excellent" and "Above Average" categories.

SERIOUS CONVERSATIONS WITH DIFFERENT GROUPS

More than half of the current respondents continued to indicate that they "very often" or "often" engage in serious conversations with people who differ in their religious beliefs, political opinions, or personal values. Just under half (43.8%) of the students said that they have conversations very often or often with people of different race and ethnicity than their own.

Table 41: Frequency of Serious Conversations

	2021	2020	2019
People who Differ from You in Their Religious Beliefs, Political Opinions, or Personal Values	56.6%	64.9%	60.7%
People of a Race or Ethnicity Different than Your Own	43.8%	45.9%	51.7%

The percentages total the "Very Often" and "Often" categories.

COURSES WITH COMMUNITY ENGAGEMENT

A dramatically higher percentage of incoming respondents stated that they would be "very likely" or "somewhat likely" to participate in a course that requires spending time in or with a community organization, with almost two-thirds (62.8%) showing interest in such a model. This was up by over 200% from the previous year's level of respondent interest. Because this question was only added in 2020, no historical comparisons before that year can be made at this time.

Table 42: Courses Requiring Community Engagement

	2021	2020	2019
Participate in a Course that Requires Spending Time In and With a Community Organization	62.8%	20.7%	--

The percentages total the "Very Likely" and "Somewhat Likely" categories.

ONLINE COURSES

The upswing in the percentage of students who have enrolled in online courses leveled out in 2021, showing that many incoming respondents continue to have experience with and exposure to online courses. This is most likely a result of the transition across institutions toward online or remote learning modalities due to the COVID-19 pandemic response in 2020. While only about a third of students within the 2019 group (34.7%) had previously enrolled in online courses, over half (54%) of the 2021 entering students and six in ten (58.6%) of the 2020 respondents have taken an online course.

Whether the students' online high school courses were accepted toward college credit or not, the substantial increase in both categories seen in the 2020 cycle persisted this year.

Table 43: Online Courses

	2021	2020	2019
Yes	54.0%	58.6%	34.7%
No	31.8%	36.0%	54.9%
No Response	14.2%	5.4%	10.4%

Table 44: Source of Online Courses

	2021	2020	2019
In High School Not for College Credit	32.0%	30.6%	21.7%
In High School for College Credit	27.7%	26.1%	8.6%
From Any Other College or University	12.3%	14.4%	7.1%
From IU Southeast	1.4%	<1%	1.3%

*Note that the respondents could choose more than one answer.

It was found that about two-thirds (67.3%) of responding students would be likely to enroll in hybrid classes (in which 25% to 75% of the coursework is online), while just under half (46%) of them would prefer to enroll in courses offered entirely online. All three of these sentiment levels fell over the past year to float back down to similar levels of opinion seen in 2019. Entering students were also asked what percentage of their coursework they would like to see delivered through these three online course modalities. Over seven in ten students (72.3%) said that, on average, they would prefer that 57.1% of their coursework be delivered in a hybrid manner, while a tad fewer students (70.9%) wanted 42.2% of their coursework delivered in an entirely online course structure.

About two-thirds of respondents (64.2%) preferred that their General Education courses be offered online, whereas just over one-third of students (39.3%) stated that they would like their upper level, major-related courses offered online, showing that in-person instruction is preferred for those courses within their majors. Online courses scheduled during mid-day, or from 11:00 AM until 1:00 PM, continued to be by far the most popular period for students' schedules. Weekend online courses were only preferred by about a fifth (20.9%) of respondents this year.

Finally, entering students were asked for the first time this year about whether they had consistent and ongoing access to various computing and remote technology devices, to ensure students' success and continued support in all instruction modalities at IU Southeast. Over eight in ten respondents said that they were set up properly and had access to a desktop, laptop, or tablet; reliable internet access; and a working microphone for remote instruction (84.8%, 82%, and 81.5%, respectively). Only marginally fewer respondents (78.2%) had access to a working camera

on their devices. It was found that about a third of the respondent group (32.2%) said that they had other technology needs necessary to help them successfully complete remote or online courses at IU Southeast, showing that most students appeared to be sufficiently prepared for remote instruction.

Table 45: Preferences toward Online Course Structures

	2021	2020	2019
Hybrid (Combines Classroom Instruction with Online Instruction, with 25%-75% Instruction Delivered Online)	67.3%	81.1%	65.1%
Online Interactive (Few On-Campus Class Meetings (Labs or Exams), with 76% or More of Content Delivered Online)	57.1%	71.2%	55.8%
Entirely Online (Allows Student to Complete Course Requirements at Any Time from Any Location)	46.0%	66.7%	43.9%

*Please note that the respondents could choose more than one answer.

**The percentages total the "Very Likely" and "Somewhat Likely" categories.

Table 46: Preferences toward Online Course Offerings

	2021	Avg	2020	Avg	2019	Avg
Hybrid (Combines Classroom Instruction with Online Instruction, with 25%-75% Instruction Delivered Online)	72.3%	57.1%	73.0%	43.1%	72.1%	58.3%
Online Interactive (Few On-Campus Class Meetings (Labs or Exams), with 76% or More of Content Delivered Online)	71.3%	39.8%	73.0%	45.8%	71.5%	40.5%
Entirely Online (Allows Student to Complete Course Requirements at Any Time from Any Location)	70.9%	42.2%	71.2%	61.6%	69.7%	46.1%

*Please note that the respondents could choose more than one answer.

Table 47: Likelihood to Enroll in Online Courses, Based Upon Course Level

	2021	2020	2019
General Education Courses	64.2%	82.9%	66.5%
Lower-Level Courses in Your Academic Major	57.1%	68.5%	58.9%
Any Courses	49.8%	58.6%	53.2%
Upper-Level Courses in Your Academic Major	39.3%	45.0%	47.2%

*Please note that the respondents could choose more than one answer.

**The percentages total the "Very Likely" and "Somewhat Likely" categories.

Table 48: Level of Convenience of Online Course Enrollment, Based Upon Time Period

	2021	2020	2019
Mid-day (11:00 AM-1:00 PM)	65.4%	75.7%	72.6%
Afternoon (1:00-5:00 PM)	48.8%	69.4%	58.3%
Morning (7:00-11:00 AM)	48.3%	49.5%	45.4%
Evening (5:00-10:00 PM)	29.6%	40.5%	36.1%
Weekend	20.9%	23.4%	26.5%

*Please note that the respondents could choose more than one answer.

**The percentages total the "Very Convenient" and "Somewhat Convenient" categories.

Table 49: Respondents' Access to Remote Resources During the Semester

	2021	2020	2019
A desktop, laptop, or tablet	84.8%	--	--
Reliable internet access	82.0%	--	--
A working microphone on your computing device	81.5%	--	--
A working camera on your computing device	78.2%	--	--
Any remote technology needs that are necessary to help you successfully complete a course in the remote format?	32.2%	--	--

*Please note that the respondents could choose more than one answer.

APPENDIX

Respondents were asked several open-ended questions and were allowed to write in their own responses, included below by topic. Please note that the students' open-ended comments were not edited for grammar and spelling.