



## ***IU Southeast Graduating Student Survey: Academic Affairs Report***

### **BACKGROUND**

The Indiana University Southeast Graduating Student Survey is administered to students when they apply for graduation and collects data regarding post-graduation plans, employment and income, applied learning

experiences, factors influencing student satisfaction with their experiences at IU Southeast, diversity and culture, campus safety and self-perceived levels of abilities. This multi-year report is intended to provide information regarding how these data have changed from year to year and to support decision-making that facilitate change in response to the dynamic needs of the student population.

Individual question response rate varies. We include partial responses in the report and, unless otherwise indicated, non-respondents are excluded in tabled data counts and percentages.

**Sara Jewell Spalding, Ronald E. Severtis, Jr., and Amanda Scarberry**  
**November 2018**

**RESPONDENTS**

Survey respondents for 2018 consisted of eight hundred and thirty-four undergraduate students, and one hundred and nine graduate students; 61% were female and 39% were male.

*Table 1: Respondents:*

	2018		2017		2016	
	N	%	N	%	N	%
Undergraduates	834	88%	888	90%	740	87%
Graduates	109	12%	98	10%	108	13%
<b>Total</b>	<b>943</b>	<b>100%</b>	<b>986</b>	<b>100%</b>	<b>848</b>	<b>100%</b>

**EMPLOYMENT**

Thirty-seven percent of all respondents relied on family or friends in obtaining their current positions, which is double any of the other methods. Graduate respondents, however, utilized networking nearly as much as they utilized relying on family or friends (30% and 31%, respectively).

*Table 2: Current Position Obtained by:*

	2018	2017	2016
Family/Friends	37%	33%	35%
Internet/Website	18%	17%	18%
Networking	15%	15%	16%
Other	12%	13%	12%
Faculty/Staff	9%	9%	9%
Internship	6%	6%	6%
Career Services	3%	4%	4%
CareerLink	3%	2%	2%
Employment Agency	1%	2%	2%
Job Fair	2%	2%	2%

*Please note that respondents could choose multiple answers.*

*Table 3: Current Position Obtained by (Graduates vs. Undergraduates):*

	2018		2017		2016	
	GR	UG	GR	UG	GR	UG
Networking	30%	13%	30%	13%	28%	14%
Internet/Website	24%	17%	24%	16%	28%	17%
Faculty/Staff	13%	9%	20%	8%	14%	8%
Family/Friends	31%	39%	17%	35%	23%	37%
Other	14%	12%	14%	13%	16%	11%
Internship	4%	6%	6%	7%	4%	6%
Career Services	4%	3%	3%	4%	4%	4%
Job Fair	4%	2%	3%	1%	4%	2%
Employment Agency	3%	1%	2%	2%	4%	2%
CareerLink	1%	3%	1%	2%	2%	3%

*Please note that respondents could choose multiple answers.*

**APPLIED LEARNING EXPERIENCES**

Participation in recognized learning experiences has had slight dip in the past year in seven of the nine categories.

*Table 4: Applied Learning Experience:*

	2018	2017	2016
Completed an internship	25%	24%	21%
Completed a practicum experience	19%	20%	21%
Completed a field experience	18%	20%	22%
Participated in other professional conferences	18%	19%	20%
Participated in the IU Southeast student conference	18%	17%	16%
Completed a clinical experience	14%	16%	17%
Completed student teaching	12%	13%	14%
Submitted an article to the Undergraduate Research Journal	3%	4%	4%
Submitted an article to the Graduate Research Journal	2%	1%	1%

*Please note that respondents could choose multiple answers.*

When analyzed further, the collected data shows that graduates’ participation in the IU Southeast student conference, participation in other professional conferences, participation in internships, submissions to the Graduate Research Journal, and participation in student teaching have increased in the past year. However, graduate participation in a field or clinical experience has decreased.

Undergraduate participation showed an increase in IU Southeast student conference but a decrease in participation in practicum experiences, field experiences, internships, clinical experiences, and student teaching.

*Table 5: Applied Learning Experience (Graduates vs. Undergraduates):*

	2018		2017		2016	
	GR	UG	GR	UG	GR	UG
Completed a practicum experience	36%	16%	36%	19%	20%	21%
Completed a field experience	27%	17%	36%	19%	25%	22%
Participated in other professional conferences	38%	17%	31%	17%	34%	18%
Completed an internship	26%	24%	15%	25%	12%	23%
Participated in the IU Southeast student conference	17%	18%	14%	17%	17%	16%
Completed a clinical experience	7%	15%	11%	16%	4%	19%
Submitted an article to the Graduate Research Journal	14%	<1%	6%	<1%	9%	--
Completed student teaching	6%	13%	3%	14%	5%	16%
Submitted an article to the Undergraduate Research Journal	--	4%	--	4%	1%	5%

*Please note that respondents could choose multiple answers.*

**SATISFACTION: IU SOUTHEAST EDUCATION**

Current respondents continue to report high levels of satisfaction with their IU Southeast education.

*Table 6: IU Southeast Education Satisfaction:*

	2018	2017	2016
IU Southeast offers high-quality academic programs.	96%	95%	96%
I would encourage others to attend IU Southeast.	93%	91%	93%
IU Southeast has a good reputation within the community.	92%	90%	92%
I have higher hopes for my future as a result of attending IU Southeast.	89%	88%	89%
If I had to do it over again, I would choose IU Southeast.	88%	87%	89%
Often I felt more like a person than a number at IU Southeast.	88%	86%	89%
I had opportunities to network with my peers in the program.	89%	86%	86%
I feel a sense of pride about IU Southeast.	82%	80%	80%
The courses in my program contributed to my current work success.	82%	80%	80%
There is a strong sense of community on the campus.	78%	78%	76%
I have a civic responsibility to become involved in my community.	78%	78%	77%
I feel I received a richer academic experience at IU Southeast than would have been possible at other area colleges and universities.	78%	74%	78%

*The percentages total the "Strongly Agree" and "Agree" categories.*

*Table 7: IU Southeast Education Satisfaction (Graduates):*

	2018	2017	2016
IU Southeast offers high-quality academic programs.	96%	93%	96%
I would encourage others to attend IU Southeast.	94%	93%	96%
IU Southeast has a good reputation within the community.	94%	92%	94%
I have higher hopes for my future as a result of attending IU Southeast.	91%	92%	89%
If I had to do it over again, I would choose IU Southeast.	94%	91%	92%
I had opportunities to network with my peers in the program.	94%	89%	90%
Often I felt more like a person than a number at IU Southeast.	88%	88%	92%
The courses in my program contributed to my current work success.	90%	85%	91%
I have a civic responsibility to become involved in my community.	81%	84%	81%
I feel a sense of pride about IU Southeast.	85%	80%	77%
There is a strong sense of community on the campus.	73%	76%	69%
I feel I received a richer academic experience at IU Southeast than would have been possible at other area colleges and universities.	72%	73%	74%

*The percentages total the "Strongly Agree" and "Agree" categories.*

*Table 8: IU Southeast Education Satisfaction (Undergraduates):*

	2018	2017	2016
IU Southeast offers high-quality academic programs.	96%	95%	96%
I would encourage others to attend IU Southeast.	93%	91%	93%
IU Southeast has a good reputation within the community.	91%	90%	91%
I have higher hopes for my future as a result of attending IU Southeast.	89%	87%	89%
Often I felt more like a person than a number at IU Southeast.	88%	86%	89%
If I had to do it over again, I would choose IU Southeast.	88%	86%	88%
I had opportunities to network with my peers in the program.	88%	86%	86%
I feel a sense of pride about IU Southeast.	82%	80%	81%
The courses in my program contributed to my current work success.	81%	79%	78%
There is a strong sense of community on the campus.	79%	78%	78%
I have a civic responsibility to become involved in my community.	77%	77%	76%
I feel I received a richer academic experience at IU Southeast than would have been possible at other area colleges and universities.	79%	74%	79%

*The percentages total the "Strongly Agree" and "Agree" categories.*

**SATISFACTION: IU SOUTHEAST EXPERIENCE**

Satisfaction with the recognized elements of the IU Southeast experience also remains high.

*Table 9: IU Southeast Experience Satisfaction:*

	2018	2017	2016
Overall quality of instruction.	95%	94%	95%
Quality of courses in your program.	94%	92%	93%
Quality of services provided by the library.	89%	86%	89%
Relevance of classes to your career goals and objectives.	88%	86%	90%
Quality of academic advice provided.	85%	85%	84%
Getting information about program requirements.	85%	85%	85%
The variety of academic programs and courses at IU Southeast.	82%	83%	84%
Quality of specially equipped labs and training facilities.	85%	81%	84%
Getting the courses you need in the sequence you should take them.	82%	81%	81%
Availability of methods for expressing complaints.	74%	74%	73%
Opportunities to engage in community service activities.	66%	67%	65%
Opportunities for overseas study.	59%	42%	60%

*The percentages total the "Very Satisfied" and "Satisfied" categories.*

*Please note that 'Not Applicable' responses were excluded from analysis.*

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*Table 10: IU Southeast Experience Satisfaction (Graduates):*

	2018	2017	2016
Overall quality of instruction.	94%	93%	98%
Quality of courses in your program.	93%	93%	90%
Getting information about program requirements.	92%	88%	88%
Relevance of classes to your career goals and objectives.	91%	90%	91%
Quality of services provided by the library.	88%	85%	83%
Quality of specially equipped labs and training facilities.	87%	78%	87%
Getting the courses you need in the sequence you should take them.	84%	87%	90%
The variety of academic programs and courses at IU Southeast.	84%	79%	83%
Quality of academic advice provided.	82%	91%	87%
Availability of methods for expressing complaints.	72%	70%	68%
Opportunities to engage in community service activities.	71%	70%	74%
Opportunities for overseas study.	53%	33%	54%

*The percentages total the "Very Satisfied" and "Satisfied" categories.*

*Please note that 'Not Applicable' responses were excluded from analysis.*

*Table 11: IU Southeast Experience Satisfaction (Undergraduates):*

	2018	2017	2016
Overall quality of instruction.	95%	94%	95%
Quality of courses in your program.	94%	92%	94%
Quality of services provided by the library.	89%	86%	90%
Relevance of classes to your career goals and objectives.	87%	85%	90%
Quality of academic advice provided.	85%	85%	84%
Quality of specially equipped labs and training facilities.	85%	82%	84%
Getting information about program requirements.	84%	85%	84%
Getting the courses you need in the sequence you should take them.	82%	81%	80%
The variety of academic programs and courses at IU Southeast.	82%	83%	84%
Availability of methods for expressing complaints.	75%	75%	74%
Opportunities to engage in community service activities.	65%	67%	64%
Opportunities for overseas study.	60%	43%	60%

*The percentages total the "Very Satisfied" and "Satisfied" categories.*

*Please note that 'Not Applicable' responses were excluded from analysis.*

### DIVERSITY & CULTURE

The large majority of respondents continue to have serious conversations with diverse others, with just a small number never doing so.

*Table 12: Serious Conversations with People of a Different Race or Ethnicity:*

	2018			2017			2016		
	All	GR	UG	All	GR	UG	All	GR	UG
Often	48%	46%	48%	50%	58%	49%	50%	45%	51%
Sometimes	43%	48%	42%	41%	37%	42%	43%	49%	42%
Never	9%	6%	10%	9%	5%	9%	7%	6%	7%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

*Table 13: Serious Conversations with People Differing in Religious Belief, Political Opinion, or Personal Values:*

	2018			2017			2016		
	All	GR	UG	All	GR	UG	All	GR	UG
Often	52%	51%	52%	54%	60%	53%	55%	44%	56%
Sometimes	39%	41%	39%	38%	35%	39%	39%	50%	37%
Never	9%	8%	9%	8%	5%	8%	7%	6%	7%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

**LEVEL OF ABILITIES**

The majority of respondents rated themselves ‘Above Average’ to ‘Excellent’ in all of the recognized abilities listed below and there was a minor increase in several categories when compared to 2017 data. On average, the graduate students rated their proficiencies lower than last year, while undergraduate respondents had an opposite trend with increased self-assessments in 2018.

*Table 14: Self-Rated Level of Abilities:*

	2018	2017	2016
Ability to understand different points of view	90%	88%	90%
Thinking critically about ideas and issues	87%	87%	87%
Understanding people different from yourself	87%	87%	88%
Reasoning about ethical and moral issues	87%	86%	86%
Relating knowledge with practice	86%	85%	86%
Working productively with other people in small groups	86%	86%	87%
Understanding of my field of study	86%	85%	88%
Appreciation for continued learning and development	86%	86%	87%
Expressing ideas, opinions, beliefs, and facts in writing	85%	83%	86%
Evaluating arguments to support a point of view	85%	84%	85%
Speaking in small groups	84%	82%	82%
Viewing events and phenomena from several different perspective	82%	82%	81%
Presenting ideas, opinions, and beliefs effectively in a group	81%	82%	83%
Using information technology effectively	81%	78%	80%
Integrating knowledge from several different fields of study	80%	79%	83%
Leadership skills	80%	80%	82%
Preparing to deal with possible career changes	77%	75%	80%
Analytical reading of professional materials	75%	76%	76%
Understanding global perspectives	74%	73%	73%
Social or community engagement	70%	67%	71%
Applying quantitative skills such as mathematics, statistics, etc.	68%	67%	70%
Speaking to a large group	57%	60%	59%

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

*Table 15: Self-Rated Level of Abilities (Graduates):*

	2018	2017	2016
Understanding of my field of study	89%	93%	90%
Expressing ideas, opinions, beliefs, and facts in writing	89%	95%	90%
Thinking critically about ideas and issues	88%	95%	87%
Relating knowledge with practice	88%	95%	88%
Ability to understand different points of view	86%	93%	88%
Understanding people different from yourself	86%	91%	86%
Appreciation for continued learning and development	86%	94%	91%
Working productively with other people in small groups	85%	93%	86%
Speaking in small groups	85%	94%	86%
Reasoning about ethical and moral issues	83%	93%	86%
Evaluating arguments to support a point of view	83%	89%	82%
Leadership skills	83%	93%	84%
Using information technology effectively	83%	88%	83%
Presenting ideas, opinions, and beliefs effectively in a group	81%	92%	84%
Integrating knowledge from several different fields of study	80%	90%	86%
Viewing events and phenomena from several different perspective	79%	88%	80%
Analytical reading of professional materials	76%	86%	76%
Understanding global perspectives	73%	76%	75%
Preparing to deal with possible career changes	72%	76%	71%
Social or community engagement	69%	72%	77%
Applying quantitative skills such as mathematics, statistics, etc.	69%	76%	75%
Speaking to a large group	67%	72%	66%

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



*Table 16: Self-Rated Level of Abilities (Undergraduates):*

	2018	2017	2016
Ability to understand different points of view	90%	88%	91%
Thinking critically about ideas and issues	87%	86%	87%
Understanding people different from yourself	87%	87%	89%
Reasoning about ethical and moral issues	87%	86%	86%
Relating knowledge with practice	86%	84%	85%
Working productively with other people in small groups	86%	85%	88%
Understanding of my field of study	86%	84%	88%
Appreciation for continued learning and development	86%	85%	86%
Expressing ideas, opinions, beliefs, and facts in writing	85%	82%	86%
Evaluating arguments to support a point of view	85%	84%	85%
Speaking in small groups	84%	81%	82%
Viewing events and phenomena from several different perspective	82%	81%	81%
Presenting ideas, opinions, and beliefs effectively in a group	81%	81%	83%
Using information technology effectively	81%	77%	80%
Integrating knowledge from several different fields of study	80%	78%	83%
Leadership skills	79%	78%	81%
Preparing to deal with possible career changes	77%	75%	81%
Analytical reading of professional materials	75%	75%	76%
Understanding global perspectives	74%	73%	73%
Social or community engagement	70%	66%	71%
Applying quantitative skills such as mathematics, statistics, etc.	68%	66%	69%
Speaking to a large group	56%	58%	58%

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

**POST-GRADUATE PROGRAMS**

Advancement in their current field continues to be the primary reason given by respondents for entering their current program.

*Table 17: Reason(s) for Entering Graduate Program (Graduates):*

	2018	2017	2016
To advance in your current field	83%	77%	79%
Obtain a position/job	28%	14%	15%
To change career directions	26%	21%	17%
Continuing education credit	17%	26%	22%
Other	6%	12%	5%

*Please note that respondents could choose multiple answers.*

The large majority of respondents who had indicated a reason for entering their program of study have indicated that they were successful in utilizing their continuing education credit, advancing in their current field, changing career direction, obtaining a position or job, or other singular goals because of their program of study.

*Table 18: Success in Achieving Chosen Graduate Program Goal(s):*

	2018	2017	2016
Continuing education credit	100%	92%	100%
Other	86%	100%	100%
To advance in your current field	83%	91%	94%
To change career directions	82%	95%	94%
Obtain a position/job	70%	93%	87%

*Please note that respondents could choose multiple answers.*

Six hundred and forty-six respondents, or about 69%, stated that they are interested in pursuing an addition degree at some point in the future. Almost 60% of the respondents plan to pursue a Master’s degree, and just under 15% plan to pursue a doctorate.

*Table 19: Type(s) of Additional Degree(s):*

	2018	2017	2016
Master's	59%	63%	59%
Doctorate	15%	24%	27%
Bachelor	14%	11%	13%
Licensure	11%	9%	10%
Certificate	13%	9%	10%
Associate	1%	2%	2%

*Please note that respondents could choose multiple answers.*

*Table 20: Type(s) of Additional Degree(s) (Graduates vs Undergraduates):*

	2018		2017		2016	
	GR	UG	GR	UG	GR	UG
Doctorate	17%	15%	31%	23%	29%	27%
Master's	19%	64%	23%	67%	17%	66%
Licensure	13%	10%	19%	8%	15%	10%
Certificate	12%	14%	11%	9%	6%	11%
Bachelor	--	16%	1%	13%	--	14%
Associate	--	1%	--	2%	--	3%

*Please note that respondents could choose multiple answers.*

**APPENDIX A**

The electronic survey instrument follows. Note that some of the questions are routed to only be seen by Undergraduate or by Graduate respondents. Not all routing is apparent in the printed version of the electronic instrument.

**Part 1**

## **IU Southeast Graduating Student Survey**

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This on-line survey consists of 4 sections and will take about 15 minutes to complete. Please complete all of the items on the survey. The information you provide here will help the university make decisions that will help IU Southeast become stronger and more student-centered.

Use the Next and Back buttons in the bottom-right corner of the screen to navigate through the survey. Next moves to the next page, while Back moves to the previous page. At the end of the survey, be sure to click the final Next button to submit your responses. **You will need to complete this survey on a computer with access to a printer.**

Your responses will be used only for institutional research purposes. Employer information may be utilized by IU Southeast Career Services, but your responses on this survey will NEVER be associated with that information. The identities of respondents will remain confidential and will not be revealed in any publication or presentation of the results of this survey. Data will be kept in a secured, limited access location. There are no foreseeable risks by participating in this study. If you have questions about your rights to participate in this survey, you may contact the Office of Institutional Effectiveness at Indiana University Southeast at (812)-941-2147.

**IMPORTANT NOTE: Please PRINT AND ATTACH the validation page at the end of this survey to your APPLICATION FOR GRADUATION.**

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**Please click the Next button to continue the survey.**

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### **Graduating Student Survey, Section 1 of 4**

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Identifying information: (entry of the following items is **REQUIRED** before you may proceed to the next section of the survey)

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First Name:

Last Name:

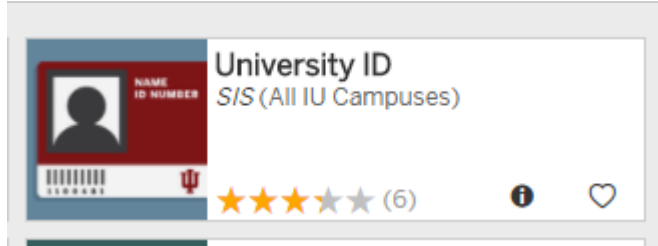
10-digit University ID Number (include leading zeros):

Birth Date (mm/dd/yyyy):

You can find your UID through two different methods. If you have a UCard, please refer to the image below.



If you have a Crimson Card, to find your ID Number, please go to <http://one.iu.edu> . Type University ID in the search bar at the top of the page and select the app that looks like the image below. Your ID number is displayed under the Demographic Information tab.



Email address (after graduation):

Expected Graduation Semester:

May

December

August

Expected Graduation Year

2017

2018

2019

For what category of degree are you applying?

Associate

Bachelor

Certificate

Licensure

Master

Please click the Next button to continue the survey.

**Part 2**

Why did you enter this graduate program? (check all that apply)

- To advance in your current field
- To change career directions
- Continuing education credit
- Obtain a position/job
- Other (please specify)

Did completing this program help you to meet these goals?

	Yes	No
» To advance in your current field	<input type="radio"/>	<input type="radio"/>
» To change career directions	<input type="radio"/>	<input type="radio"/>
» Continuing education credit	<input type="radio"/>	<input type="radio"/>
» Obtain a position/job	<input type="radio"/>	<input type="radio"/>
» Other (please specify)	<input type="radio"/>	<input type="radio"/>

While you were in this program, which of the following did you do? (check all that apply)

- Completed an internship
- Completed a practicum experience

- Completed a clinical experience
- Completed a field experience
- Completed student teaching
- Participated in the IU Southeast student conference
- Participated in other professional conferences
- Submitted an article to the Undergraduate Research Journal
- Submitted an article to the Graduate Research Journal

On average, how many hours per week did you work while attending IU Southeast?

- Did not work       1 to 10       11 to 20       21 to 30       31 or more

Are you currently employed (including self-employed)?

- Yes
- Yes, but seeking employment change
- No, but seeking employment
- No, and not seeking employment

Please answer the following questions about your current position and employer.

Select the best choice for the industry where you are currently employed:

Employer Information:

Employer Name:

Position Title:

Address:

City:

State:

Zip:

This position:

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- is or will be a new position obtained as a result of graduating from IU Southeast.
- is or will be a promotion from the same employer as a result of graduating from IU Southeast.
- is the same position held while enrolled at IU Southeast.

What is the annual income from your current or accepted position?

**NOTE: Salary information is completely confidential. Report results will be aggregated and no identifying information will be displayed with your response.**

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This position was secured through the following (mark all that apply):

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- |  |  |
|--|--|
| <input type="checkbox"/> Faculty/Staff   | <input type="checkbox"/> Family/Friends              |
| <input type="checkbox"/> Career Services | <input type="checkbox"/> Internet/Website            |
| <input type="checkbox"/> Job Fair        | <input type="checkbox"/> Networking                  |
| <input type="checkbox"/> Internship      | <input type="checkbox"/> Employment Agency           |
| <input type="checkbox"/> CareerLink      | <input type="checkbox"/> Other: <input type="text"/> |

What is MOST LIKELY to be your PRINCIPAL activity upon graduation?

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- Employment, full-time paid
- Employment, part-time paid
-

- Graduate or professional school, full-time
- Graduate or professional school, part-time
- Additional undergraduate coursework
- Military service
- Volunteer activity (e.g., Peace Corps)
- Starting or raising a family
- Other, please specify:

Have you taken the following graduate tests in order to pursue another degree?

	Yes	No
GMAT	<input type="radio"/>	<input type="radio"/>
GRE	<input type="radio"/>	<input type="radio"/>
LSAT	<input type="radio"/>	<input type="radio"/>
MCAT	<input type="radio"/>	<input type="radio"/>
Praxis II	<input type="radio"/>	<input type="radio"/>
Pearson	<input type="radio"/>	<input type="radio"/>
Other: <input type="text"/>	<input type="radio"/>	<input type="radio"/>

Have you been admitted to a Graduate School or Professional School Program?

- Yes
- No

Have you been admitted to another Graduate School or Professional School Program?

- Yes
- No

Graduate School/Professional School Information:



Name of Institution:

Program of Study:

Is this a program to pursue a:

Master's Degree	Doctorate	DDS	MD	JD/Law	Other <input type="text"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Specifically, do you have any interest in pursuing an additional degree at some point?

Yes	No
<input type="radio"/>	<input type="radio"/>

Check all additional degrees that you might be interested in pursuing:

- Bachelor
- Certificate
- Licensure
- Master's
- Doctorate

In what area(s) are you considering an additional degree? (check all that apply)

<input type="checkbox"/> Arts & Humanities (please specify sub-field/specialty) <input type="text"/>	<input type="checkbox"/> Education (please specify sub-field/specialty) <input type="text"/>
<input type="checkbox"/> Business (please specify sub-field/specialty) <input type="text"/>	<input type="checkbox"/> Law (please specify sub-field/specialty) <input type="text"/>
<input type="checkbox"/> Natural Science (please specify sub-field/specialty) <input type="text"/>	<input type="checkbox"/> Medicine (please specify sub-field/specialty) <input type="text"/>
<input type="checkbox"/> Social Science (please specify sub-field/specialty) <input type="text"/>	<input type="checkbox"/> Other (please specify) <input type="text"/>

**Please click the Next button to continue the survey.**

### Graduating Student Survey, Section 3 of 4

Satisfaction with IU Southeast education: (Indicate your level of Agreement or Disagreement with each statement)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
IU Southeast offers high-quality academic programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a strong sense of community on the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Often I felt more like a person than a number at IU Southeast.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IU Southeast has a good reputation within the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I had to do it over again, I would choose IU Southeast.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would encourage others to attend IU Southeast.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have higher hopes for my future as a result of attending IU Southeast.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a civic responsibility to become involved in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of pride about IU Southeast.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I received a richer academic experience at IU Southeast than would have been possible at other area colleges and universities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The courses in my program contributed to my current work success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had opportunities to network with my peers in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Satisfaction with IU Southeast education: (Indicate your level of Satisfaction or Dissatisfaction with each aspect of your IU Southeast experience)

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Overall quality of instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of courses in your program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of classes to your career goals and objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting the courses you need in the sequence you should take them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Quality of academic advice provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting information about program requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Opportunities to engage in community service activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The variety of academic programs and courses at IU Southeast.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for overseas study (leave blank if not applicable).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff responsiveness to student issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of methods for expressing complaints.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom environment (temperature, cleanliness, comfort of seats)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Quality of specially equipped labs and training facilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of services provided by the library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ease of applying for financial aid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helpfulness of the Bursar staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ease of the process of paying for classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of information about career and job opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Opportunities for internships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food services on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of parking on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Services Crimson Card provides.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to be involved in extra-curricular activities (student activities, organizations, and campus events such as Common Experience)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please click the Next button to continue the survey.**

**Graduating Student Survey, Section 4 of 4**

Please rate your feelings about campus safety in the following areas:

	Always Safe	Usually Safe	Sometimes Safe	Rarely Safe	Never Safe
In campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walking on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In campus parking lots	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate Center at Water Tower Square (skip if not applicable)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any additional comments or suggestions about safety:

How often have you had a serious conversation with:

	Never	Sometimes	Often
People of a race or ethnicity different than your own?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who differ from you in their religious beliefs, political opinions, or personal values?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate your current level of ability in the following areas:

	Excellent	Above Average	Average	Below Average	Very Poor
Expressing ideas, opinions, beliefs, and facts in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking in small groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating knowledge from several different fields of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relating knowledge with practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presenting ideas, opinions, and beliefs effectively in a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using information technology effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Excellent	Above Average	Average	Below Average	Very Poor
	Excellent	Above Average	Average	Below Average	Very Poor
Viewing events and phenomena from several different perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analytical reading of professional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying quantitative skills such as mathematics, statistics, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking to a large group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding people different from yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to understand different points of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Excellent	Above Average	Average	Below Average	Very Poor
Evaluating arguments to support a point of view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking critically about ideas and issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reasoning about ethical and moral issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working productively with other people in small groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing to deal with possible career changes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of my field of study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Excellent	Above Average	Average	Below Average	Very Poor
Understanding global perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social or community engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appreciation for continued learning and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Regarding the IU Southeast Alumni Association, which of the following are you interested in? (check all that apply)

- Joining
- Hearing about upcoming events
- Staying in touch through your program

Please list two or more things you liked best about IU Southeast:

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Please list two or more things you would like to see changed at IU Southeast:

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**Please click the Next button to submit your responses and receive your confirmation page.**

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