



## ***IU Southeast Graduating Student Survey: Alumni and Community Relations 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.

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**RESPONDENTS**

Survey respondents for 2019 consisted of seven hundred and ninety-four undergraduate students and seventy-nine graduate students; 62% of the respondents were female and 38% were male.

*Table 1: Respondents:*

|                | 2019 |      | 2018 |      | 2017 |      |
|----------------|------|------|------|------|------|------|
|                | N    | %    | N    | %    | N    | %    |
| Undergraduates | 794  | 91%  | 834  | 88%  | 888  | 90%  |
| Graduates      | 79   | 9%   | 109  | 12%  | 98   | 10%  |
| Total          | 873  | 100% | 943  | 100% | 986  | 100% |

**EMPLOYMENT**

The large majority of current respondents were employed, with a slight decrease in employment from 2018 and 2017. The percentage of respondents that were unemployed and seeking employment saw a slight increase.

*Table 2: Current Employment Status:*

|                                    | 2019 | 2018 | 2017 |
|------------------------------------|------|------|------|
| Yes                                | 61%  | 65%  | 63%  |
| Yes, but seeking employment change | 19%  | 19%  | 21%  |
| No, but seeking employment         | 13%  | 10%  | 10%  |
| No, and not seeking employment     | 6%   | 6%   | 6%   |
| Total                              | 100% | 100% | 100% |

While the majority of both graduate and undergraduate respondents continue to be employed, graduate respondents remained employed at a rate similar to that of 2018 (within 1%), while undergraduates saw a slight decline in employment (3% decrease compared to 2018 and 2017). The 2019 data also saw more graduate respondents reporting that they were employed but seeking employment change.

*Table 3: Current Employment Status Graduates vs. Undergraduates):*

|                                    | 2019 |      | 2018 |      | 2017 |      |
|------------------------------------|------|------|------|------|------|------|
|                                    | GR   | UG   | GR   | UG   | GR   | UG   |
| Yes                                | 81%  | 60%  | 90%  | 62%  | 93%  | 59%  |
| Yes, but seeking employment change | 13%  | 20%  | 5%   | 21%  | 5%   | 23%  |
| No, but seeking employment         | 5%   | 14%  | 3%   | 11%  | 1%   | 11%  |
| No, and not seeking employment     | 1%   | 7%   | 3%   | 6%   | 1%   | 6%   |
| Total                              | 100% | 100% | 100% | 100% | 100% | 100% |

## 2018-2019 Graduating Student Survey: Alumni and Community Relations Report

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The large majority of respondents also worked while attending IU Southeast, with nearly two-thirds (63%) working more than 20 hours per week.

*Table 4: Average Hours Worked per Week:*

|                  | 2019        | 2018        | 2017        |
|------------------|-------------|-------------|-------------|
| 31 or More Hours | 36%         | 40%         | 40%         |
| 21 to 30 Hours   | 27%         | 26%         | 27%         |
| 11 to 20 Hours   | 22%         | 19%         | 18%         |
| 1 to 10 Hours    | 7%          | 6%          | 8%          |
| Did Not Work     | 8%          | 8%          | 7%          |
| <b>Total</b>     | <b>100%</b> | <b>100%</b> | <b>100%</b> |

When comparing the two groups, far more graduate respondents worked 31 or more hours per week than did undergraduate respondents.

*Table 5: Average Hours Worked per Week (Graduates vs. Undergraduates):*

|                  | 2019        |             | 2018        |             | 2017        |             |
|------------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                  | GR          | UG          | GR          | UG          | GR          | UG          |
| 31 or More Hours | 81%         | 32%         | 86%         | 34%         | 94%         | 34%         |
| 21 to 30 Hours   | 10%         | 28%         | 3%          | 29%         | 1%          | 30%         |
| 11 to 20 Hours   | 5%          | 23%         | 4%          | 21%         | --          | 20%         |
| 1 to 10 Hours    | 3%          | 8%          | 3%          | 6%          | 3%          | 8%          |
| Did Not Work     | 1%          | 9%          | 5%          | 9%          | 2%          | 8%          |
| <b>Total</b>     | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> | <b>100%</b> |

## 2018-2019 Graduating Student Survey: Alumni and Community Relations Report

Education continues to be the largest employment industry by far for graduate respondents, while healthcare and accounting/finance/auditing took second and third places.

*Table 6: Current Employment Industry (Graduates):*

|  | 2019 | 2018 | 2017 |   | 2019 | 2018 | 2017 |
|--|------|------|------|---|------|------|------|
| Education: Teaching                          | 41   | 45   | 51   | Beauty – Cosmetics – Grooming                     | --   | --   | --   |
| Healthcare                                   | 7    | 6    | 7    | Broadcasting – Radio – TV                         | --   | --   | --   |
| Accounting – Finance – Auditing              | 6    | 10   | 6    | Business: Development – Entrepreneur              | --   | --   | --   |
| Education: Administration                    | 5    | 1    | 3    | Business: Executive                               | --   | --   | --   |
| Banking                                      | 3    | 3    | 1    | Call Center – Collections – Telemarketing         | --   | --   | --   |
| Financial Services – Securities              | 1    | 2    | 1    | Construction                                      | --   | --   | 1    |
| Manufacturing                                | 1    | 2    | 2    | Consulting  | --   | --   | --   |
| Transportation: Airline – Aviation           | 1    | 2    | --   | Entertainment – Theatre                           | --   | --   | --   |
| Not for Profit – Charity                     | 1    | 1    | 6    | Environmental Services – Refuse                   | --   | --   | --   |
| Retail                                       | 1    | 1    | --   | Exercise – Fitness – Wellness                     | --   | --   | --   |
| Sales  | 1    | 1    | 1    | Hotel – Resort – Hospitality                      | --   | --   | --   |
| Admin – Clerical                             | 1    | --   | --   | Industrial  | --   | --   | 2    |
| Defense – Aerospace                          | 1    | --   | --   | Internet – Ecommerce – Web Development            | --   | --   | 1    |
| Real Estate – Property Management            | 1    | --   | --   | Janitorial – Cleaning – Laundry                   | --   | --   | --   |
| Research & Development                       | 1    | --   | --   | Journalism  | --   | --   | --   |
| Insurance                                    | --   | 7    | 7    | Landscaping – Lawn Care                           | --   | --   | --   |
| Other (Not Listed)                           | --   | 4    | 1    | Law Enforcement                                   | --   | --   | --   |
| Marketing – Merchandising - Advertising      | --   | 3    | 1    | Library Science                                   | --   | --   | --   |
| Business: Operations – Strategy              | --   | 2    | 1    | Maintenance: Building – Plant – Equipment         | --   | --   | --   |
| Engineering                                  | --   | 2    | 1    | Pharmaceutical                                    | --   | --   | --   |
| Professional Services                        | --   | 2    | --   | Printing – Publishing – Newspaper                 | --   | --   | --   |
| Utilities: Gas – Electric – Water            | --   | 2    | 1    | Public Relations - Media                          | --   | --   | --   |
| Transportation: Rail – Trucking              | --   | 1    | --   | Refining - Petroleum - Chemicals                  | --   | --   | --   |
| Employment – Recruiting – Staffing           | --   | 1    | --   | Science   | --   | --   | --   |
| Government – Civil Service – Social Services | --   | 1    | 2    | Shipping – Distribution – Packaging               | --   | --   | --   |
| Human Resources                              | --   | 1    | --   | Skilled Trade: (Plumbing, Electrical, HVAC, etc.) | --   | --   | --   |
| Legal  | --   | 1    | --   | Technology: Hardware                              | --   | --   | --   |
| Military                                     | --   | 1    | --   | Technology: Software                              | --   | --   | --   |
| Restaurant                                   | --   | 1    | --   | Travel – Leisure – Hospitality – Recreation       | --   | --   | --   |
| Agriculture                                  | --   | --   | --   | Veterinary Services                               | --   | --   | --   |
| Architecture – Building                      | --   | --   | --   | Warehousing – Import/Export – Logistics           | --   | --   | --   |
| Art – Photography – Graphic Design           | --   | --   | --   | Telecommunications - Wireless                     | --   | --   | --   |
| Automotive: Sales – Repair – Parts           | --   | --   | --   |   |      |      |      |

*Please note that the table displays an actual count instead of a percentage.*

## 2018-2019 Graduating Student Survey: Alumni and Community Relations Report

Undergraduate respondents were most often employed in healthcare, followed by the restaurant and retail industries.

*Table 7: Current Employment Industry (Undergraduates):*

|  | 2019 | 2018 | 2017 |   | 2019 | 2018 | 2017 |
|--|------|------|------|---|------|------|------|
| Healthcare                                   | 114  | 121  | 155  | Education: Administration                         | 4    | 2    | 7    |
| Restaurant                                   | 74   | 92   | 85   | Engineering                                       | 3    | 5    | 2    |
| Retail                                       | 61   | 61   | 61   | Landscaping – Lawn Care                           | 3    | 5    | 5    |
| Other (Not Listed)                           | 58   | 61   | 81   | Research & Development                            | 3    | 5    | 3    |
| Education: Teaching                          | 32   | 41   | 37   | Transportation: Airline – Aviation                | 3    | 2    | 3    |
| Sales  | 16   | 16   | 12   | Automotive: Sales – Repair – Parts                | 3    | 2    | 3    |
| Warehousing – Import/Export – Logistics      | 16   | 12   | 8    | Exercise – Fitness – Wellness                     | 2    | 7    | 5    |
| Technology: Software                         | 15   | 15   | 13   | Business: Executive                               | 2    | 3    | --   |
| Accounting – Finance – Auditing              | 13   | 18   | 28   | Call Center – Collections – Telemarketing         | 2    | 2    | 3    |
| Government – Civil Service – Social Services | 12   | 14   | 14   | Janitorial – Cleaning – Laundry                   | 2    | 2    | 2    |
| Banking                                      | 12   | 11   | 14   | Real Estate – Property Management                 | 2    | 2    | 4    |
| Shipping – Distribution – Packaging          | 11   | 13   | 5    | Travel – Leisure – Hospitality – Recreation       | 2    | 2    | 3    |
| Human Resources                              | 11   | 8    | 7    | Military  | 2    | 1    | 3    |
| Manufacturing                                | 10   | 10   | 15   | Entertainment – Theatre                           | 2    | 1    | 2    |
| Hotel – Resort – Hospitality                 | 8    | 16   | 5    | Broadcasting – Radio – TV                         | 2    | --   | 1    |
| Business: Operations – Strategy              | 8    | 12   | 9    | Consulting  | 2    | --   | 1    |
| Insurance                                    | 8    | 8    | 14   | Internet – Ecommerce – Web Development            | 2    | --   | 1    |
| Marketing – Merchandising - Advertising      | 7    | 9    | 11   | Agriculture                                       | 1    | 6    | 8    |
| Legal  | 7    | 6    | 4    | Utilities: Gas – Electric – Water                 | 1    | 3    | 4    |
| Science                                      | 7    | 6    | 5    | Printing – Publishing – Newspaper                 | 1    | 3    | 1    |
| Technology: Hardware                         | 7    | 4    | 8    | Employment – Recruiting – Staffing                | 1    | 1    | 1    |
| Art – Photography – Graphic Design           | 7    | 3    | 6    | Skilled Trade: (Plumbing, Electrical, HVAC, etc.) | 1    | 1    | 3    |
| Admin – Clerical                             | 6    | 14   | 8    | Professional Services                             | --   | 4    | --   |
| Construction                                 | 6    | 7    | 9    | Journalism  | --   | 3    | --   |
| Financial Services – Securities              | 6    | 5    | 2    | Business: Development – Entrepreneur              | --   | 2    | 4    |
| Beauty – Cosmetics – Grooming                | 6    | 5    | 3    | Public Relations - Media                          | --   | 2    | --   |
| Law Enforcement                              | 5    | 8    | 7    | Refining - Petroleum - Chemicals                  | --   | 1    | --   |
| Not for Profit – Charity                     | 5    | 3    | 8    | Telecommunications - Wireless                     | --   | 1    | --   |
| Transportation: Rail – Trucking              | 5    | 2    | 3    | Architecture – Building                           | --   | --   | 1    |
| Pharmaceutical                               | 4    | 11   | 8    | Defense – Aerospace                               | --   | --   | 1    |
| Veterinary Services                          | 4    | 4    | 4    | Environmental Services – Refuse                   | --   | --   | 1    |
| Industrial                                   | 4    | 3    | 2    | Maintenance: Building – Plant – Equipment         | --   | --   | 1    |
| Library Science                              | 4    | 3    | --   |   |      |      |      |

*Please note that the table displays an actual count instead of a percentage.*

**ALUMNI ASSOCIATION**

While the percentage of graduate and undergraduate respondents that were interested in staying in touch through their program was similar, undergraduate respondents were more interested in hearing about upcoming events and joining the Alumni Association than the graduate respondents.

*Table 8: IU Southeast Alumni Association Interest (Graduates):*

|                                       | 2019 | 2018 | 2017 |
|---------------------------------------|------|------|------|
| Staying in Touch through Your Program | 33%  | 36%  | 37%  |
| Hearing about Upcoming Events         | 16%  | 40%  | 21%  |
| Joining                               | 11%  | 23%  | 17%  |

*Please note that respondents could choose multiple answers.*

*Table 9: IU Southeast Alumni Association Interest (Undergraduates):*

|                                       | 2019 | 2018 | 2017 |
|---------------------------------------|------|------|------|
| Staying in Touch through Your Program | 35%  | 38%  | 44%  |
| Hearing about Upcoming Events         | 34%  | 44%  | 36%  |
| Joining                               | 25%  | 30%  | 34%  |

*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:

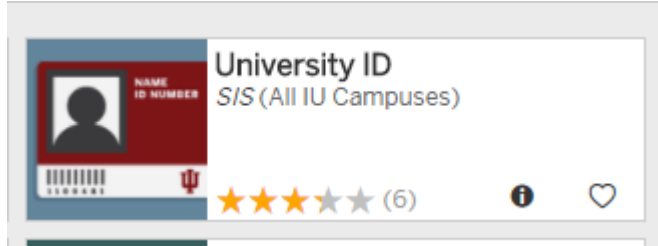
10-digit University ID Number (include leading zeros):

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

2020

2021



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?

---

- 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:

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