

**2012 Graduating Student Survey:
Academic Council Report**

**Data from IU Southeast Graduate Respondents
Summer 2011 through Spring 2012**



**INDIANA UNIVERSITY
SOUTHEAST**

**OFFICE OF INSTITUTIONAL
RESEARCH AND ASSESSMENT**

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SURVEY PURPOSE AND REPORT STRUCTURE

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 level of abilities. This multi-year report is intended to provide information regarding how these data have changed from year to year. This information can be used to support decision-making that facilitate change in response to the dynamic needs of the student population.

This is a sub-report of the Overall Report, tailored to the Academic Council constituency. For the full report, please go to the Office of Institutional Research and Assessment (OIRA) webpage.

Up to three iterations of data have been tabled, when available, but some historical data is unavailable for questions that have changed in recent years as the survey has evolved. Most importantly, this was the first reporting year in which respondents to the survey who did not receive their degree in the survey year were excluded from analysis. Many of these students graduate a semester or two after their expected survey year. As such, some year-to-year comparisons are invalid. Going forward, the practice of OIRA will be to compare the list of respondents to the list of graduating students, remove those respondents who do not graduate in the survey year cycle, and add their responses to the survey year cycle in which they graduate.

In addition, individual question response rate varies, as all 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. Complete data tables for multiple years and across all questions and answer categories can be obtained via request to Ron Severtis in OIRA at rseverti@ius.edu.

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EMPLOYMENT

Relatives and friends continue to be the method most often used by respondents for help in obtaining their current jobs. Though this method has declined over the past year, it is still used more than twice as often as any method except 'Other'.

Table 1: Current Position Obtained By Method

	2012	2011	2010
Relative/Friend	28.4%	34.1%	34.2%
Networking	13.5%	14.8%	8.3%
Internet/Website	12.7%	N/A	N/A
Online ads	N/A	17.9%	20.5%
Faculty/Staff	10.6%	9.5%	4.6%
Internship	4.1%	3.6%	5.1%
IU Southeast Career Services	3.9%	5.5%	13.1%
Job fair	1.6%	1.9%	0.3%
Employment agency	1.2%	2.0%	3.0%
CareerLink	0.7%	0.8%	0.4%
Other	15.2%	21.5%	15.5%

Note that only respondents who indicated current employment were presented this question and that respondents could choose multiple answers

APPLIED LEARNING EXPERIENCES

Respondents' completion of a practicum or clinical experience is trending slightly upward while internship completion trends downward. Note that Graduate respondents were not asked about student teaching beginning with this year's survey.

Table 2: Applied Learning Experiences

	2012	2011	2010
Practicum/Clinical experience	22.2%	21.9%	18.0%
Internship	15.4%	17.5%	19.2%
Student Teaching	N/A	15.2%	11.8%

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

While a lower percentage of Graduate respondents participated in practicums and internships than Undergraduate respondents, almost all Graduate respondents worked full time while attending IU Southeast.

Table 3: Applied Learning Experiences (Graduates vs. Undergraduates)

Graduate Students	2012	Undergraduate Students	2012
Practicum/Clinical experience	16.9%	Practicum/Clinical experience	23.7%
Internship	10.1%	Internship	16.9%
IU Southeast Student Conference	17.4%	Student Teaching	10.3%
Other Professional Conference	29.5%		
Submitted Article to Graduate Research Journal	2.9%		
Worked Full Time	95.2%		
Worked Part Time	10.6%		

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

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SATISFACTION: IU SOUTHEAST EDUCATION

The vast majority of all respondents believe that IU Southeast offers high-quality academic programs, would encourage others to attend the school and believe IU Southeast has a good reputation in the community.

Among Graduate respondents, half of the satisfaction questions received ‘Strongly Agree’ or ‘Agree’ combined percentages of over 90%. The only category below 75% (‘There is a strong sense of community on the campus’ at 65.5%) seems to be a lesser issue for Graduate respondents, as only 3.4% disagreed with this statement with 31.1% neutral.

Table 4: IU Southeast Education Satisfaction (Graduate students)

	2012*
High-quality academic programs	97.6%
I would encourage others to attend IU Southeast	96.6%
If I had to do it over again, I would choose IU Southeast	95.7%
IU Southeast has a good reputation within the community	93.2%
I had opportunities to network with my peers in the program	92.8%
I have higher hopes for my future as a result of attending IU Southeast	91.8%
The courses in my program contributed to my current work success	88.8%
Often I felt more like a person than a number at IU Southeast	87.9%
I have a civic responsibility to become involved in my community	87.0%
I feel a sense of pride about IU Southeast	80.7%
I feel I received a richer academic experience at IU Southeast	77.8%
There is a strong sense of community on the campus	65.5%

**Note that percentages total respondents indicating ‘Strongly Agree’ and ‘Agree’*

Satisfaction levels for Undergraduate respondents are also very high, though the hierarchy of factors differ somewhat from Graduate respondents.

Table 5: IU Southeast Education Satisfaction (Undergraduate students)

	2012*
High-quality academic programs	95.1%
I would encourage others to attend IU Southeast	92.1%
IU Southeast has a good reputation within the community	90.7%
I have higher hopes for my future as a result of attending IU Southeast	89.0%
If I had to do it over again, I would choose IU Southeast	88.3%
Often I felt more like a person than a number at IU Southeast	86.9%
I feel a sense of pride about IU Southeast	82.7%
I feel I received a richer academic experience at IU Southeast	79.1%
I have a civic responsibility to become involved in my community	77.9%
There is a strong sense of community on the campus	73.2%
The courses in my program contributed to my current work success	72.3%

**Note that percentages total respondents indicating ‘Strongly Agree’ and ‘Agree’*

SATISFACTION: IU SOUTHEAST EXPERIENCE

Responding Graduate students are very satisfied with multiple components of the IU Southeast experience, including quality of instruction and courses within their program, relevance of classes to career goals, the ease of the payment process, staff responsiveness, and getting courses in the proper sequence.

Lower satisfaction levels are found in the area of the quality of career and job opportunities information and internships; however, over 90% of these respondents are working full-time and only about 10% are seeking a career change. Low satisfaction with community service engagement and overseas study could be irrelevant to the graduate student experience.

Despite some of these low satisfaction levels, these categories also receive very few 'Very Dissatisfied' and 'Dissatisfied' ratings, with most Graduate respondents indicating neutrality with regards to the last few items on this list.

Table 6: IU Southeast Experience Satisfaction (Graduate students)

	2012*
Overall quality of instruction	96.6%
Quality of courses in your program	96.1%
Relevance of classes to your career goals and objectives	92.2%
Getting the courses you need in the sequence you should take them	90.3%
Quality of specially equipped labs and training facilities	89.2%
Quality of services provided by the library	87.9%
The variety of academic programs and courses at IU Southeast	87.0%
Quality of academic advice provided	86.8%
Getting information about program requirements	84.5%
Availability of methods for expressing complaints	73.4%
Opportunities to engage in community service activities	62.1%
Opportunities for overseas study	52.7%

**Note that percentages total respondents indicating 'Very Satisfied' and 'Satisfied'*

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Undergraduate respondents also indicate satisfaction with the IU Southeast experience, with quality of instruction again rating highest at over 95%. Most of the low satisfaction categories involve out-of-class or co-curricular activities, though these categories received few dissatisfaction ratings and high neutrality. For instance, over 60% of Undergraduate respondents were satisfied with extra-curricular activities and an additional 25% responded with 'Neutral'. The highest dissatisfaction levels were seen only in food services on campus (13.1%) and availability of campus parking (36.1%).

Table 7: IU Southeast Experience Satisfaction (Undergraduate students)

	2012*
Overall quality of instruction	95.4%
Quality of teaching by faculty in my major area	94.9%
Quality of courses in your program	93.4%
Quality of specially equipped labs and training facilities	86.9%
Getting information about program requirements	86.3%
Relevance of classes to your career goals and objectives	85.3%
Classroom environment	84.4%
Quality of teaching by part-time faculty outside my major area	83.7%
Quality of general education courses	82.8%
Quality of advice provided by a professional advisor assigned to my major	82.2%
Quality of academic advice provided by my assigned faculty advisor	79.8%
The variety of academic programs and courses at IU Southeast	79.3%
Getting the courses you need in the sequence you should take them	76.5%
Opportunities to participate in research/creative work outside the classroom	69.2%
Availability of courses that provide credit for community service activities	49.3%
Quality of honors program	44.4%
Opportunities for overseas study	39.4%

**Note that percentages total respondents indicating 'Very Satisfied' and 'Satisfied'*

DIVERSITY & CULTURE

The vast majority of respondents continue to have serious conversations with diverse others, with just a small number never doing so. However, the ‘Never’ category has increased steadily since 2011.

Table 8: Serious Conversations with People of a Different Race or Ethnicity

	2012	2011	2010
Often*	53.6%	65.8%	56.8%
Sometimes	40.9%	32.8%	40.6%
Never	5.5%	1.4%	2.7%

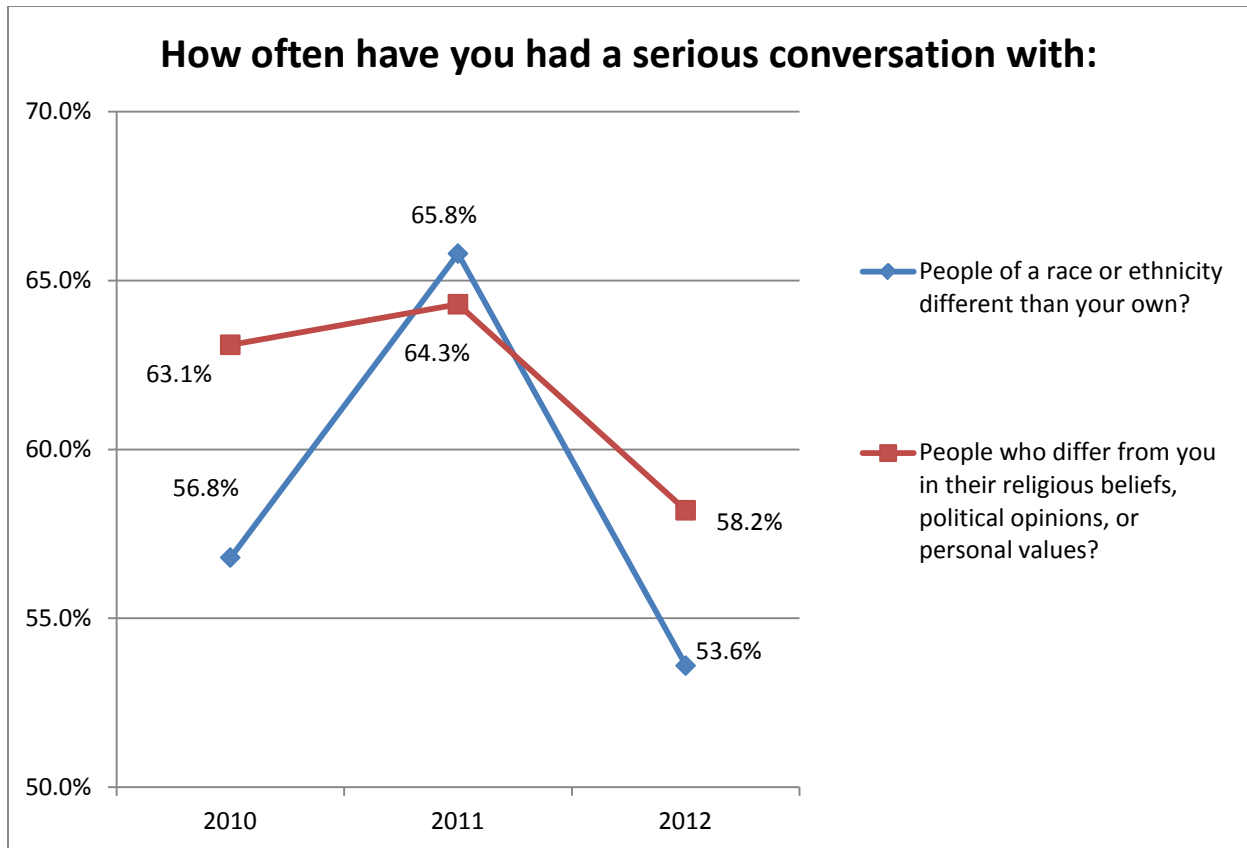
*Often combines ‘Very Often’ and ‘Often’ in 2010 & 2011, but was excluded in 2012

Table 9: Serious Conversations with People of a Differing Religious Belief, Political Opinion or Personal Values

	2012	2011	2010
Often*	58.3%	64.3%	63.1%
Sometimes	36.8%	34.1%	34.9%
Never	4.9%	1.6%	1.9%

*Often combines ‘Very Often’ and ‘Often’ in 2010 & 2011, but was excluded in 2012

Figure 1: Diversity and Culture Trend, 2010-2012



LEVEL OF ABILITIES

The majority of Graduate respondents rated themselves 'Above Average' to 'Excellent' in the list of abilities below. Only 8.6% believe their abilities of 'Relating knowledge with practice' and 'Understanding of my field of study' are average and none self-rated as 'Below Average'. The lowest-ranked ability, 'Applying quantitative skills', recorded 30.5% of respondents who rated themselves 'Average' and only 4.8% 'Below Average'.

Table 10: Self-Rated Level of Abilities, Graduate Respondents

	2012*
Relating knowledge with practice	91.7%
Understanding of my field of study	91.7%
Working productively with other people in small groups	89.2%
Ability to understand different points of view	88.3%
Appreciation for continued learning	88.3%
Expressing ideas, opinions, beliefs, and facts in writing	86.9%
Presenting ideas, opinions, and beliefs effectively in a group	85.9%
Reasoning about ethical and moral issues	85.6%
Understanding people different from yourself	85.4%
Speaking in small groups	85.0%
Thinking critically about ideas and issues	83.9%
Leadership skills	83.3%
Using information technology effectively	83.0%
Integrating knowledge	81.6%
Viewing events and phenomena from several different perspectives	78.2%
Evaluating arguments	77.6%
Preparing to deal with possible career changes	74.8%
Analytical reading of professional materials	73.8%
Social or community engagement	68.0%
Understanding global perspectives	66.0%
Speaking to a large group	65.5%
Applying quantitative skills	64.6%

**Note that percentages total respondents indicating 'Excellent' and 'Above Average'*

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Undergraduate respondents also rated themselves highly in regards to selected abilities, but with an overall range slightly lower compared to Graduate students. The hierarchy of abilities was also similar among both groups with 'Understanding of my major field of study' and 'Working productively with other people in small groups' in the top three of both lists, and 'Applying quantitative skills' and 'Speaking to a large group' in the bottom three of both.

Table 11: Self-Rated Level of Abilities, Undergraduate Respondents

	2012*
Ability to listen effectively	88.3%
Understanding of my major field of study	87.2%
Working productively with other people in small groups	86.2%
Reasoning about ethical and moral issues	85.0%
Thinking critically about ideas and issues	84.5%
Expressing ideas, opinions, beliefs, and facts in writing	84.4%
Relating knowledge with practice	83.9%
Reading comprehension	81.9%
Speaking in small groups	81.1%
Presenting ideas, opinions, and beliefs effectively in a group	80.9%
Evaluating arguments to support a point of view	80.5%
Understanding the traditions, values, and history of people different from yourself	79.6%
Integrating knowledge	78.0%
Using information technology effectively	77.8%
Viewing events and phenomena from several different perspectives	77.3%
Preparing to deal with possible career changes	75.2%
Applying quantitative skills	66.1%
Speaking to a large group	51.5%

**Note that percentages total respondents indicating 'Excellent' and 'Above Average'*

POST-GRADUATE PROGRAMS

The large majority of Graduate respondents pursued their chosen program to advance in their current field, while just over one in ten are interested in a change in career direction.

Table 12: Reason(s) for Entering Graduate Program

	<u>2012</u>
To advance in your current field	83.1%
Continuing education credit	26.1%
To change career directions	12.1%
Obtain a position/job	8.7%
Other	6.8%

Graduate respondents who indicated in Table 27 a reason for entering their graduate program were then asked if their chosen program helped them reach those goals with a very high percentage in agreement.

Table 13: Success in Achieving Chosen Graduate Program Goal(s)

	<u>2012</u>
Continuing education credit	100.0%
To advance in your current field	94.0%
Other	92.9%
To change career directions	90.9%
Obtain a position/job	82.4%

Nearly 60% of Graduate respondents indicate they have interest in pursuing another degree at some point. Of those interested, nearly half indicate pursuit of a doctorate and over 70% indicate a Master's degree.

Table 14: Interest in Another Degree

	<u>2012</u>
Yes	58.70%
No	41.30%

Table 15: Type of Additional Degree

	<u>2012</u>
Master's	70.2%
Doctoral	47.9%

By a wide margin, the largest area of future study is in Education.

Table 16: Area of Future Study

	<u>2012</u>
Education	76.0%
Social Science	9.9%
Law	7.4%
Natural Science	2.5%