

**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.

Contents

| | |
|---|----|
| SURVEY PURPOSE AND REPORT STRUCTURE | 2 |
| EMPLOYMENT..... | 4 |
| <i>Table 1: Current Position Obtained By Method</i> | 4 |
| APPLIED LEARNING EXPERIENCES | 5 |
| <i>Table 2: Applied Learning Experiences</i> | 5 |
| <i>Table 3: Applied Learning Experiences (Graduates vs. Undergraduates)</i> | 5 |
| SATISFACTION: IU SOUTHEAST EDUCATION | 6 |
| <i>Table 4: IU Southeast Education Satisfaction (Graduate students)</i> | 6 |
| <i>Table 5: IU Southeast Education Satisfaction (Undergraduate students)</i> | 6 |
| SATISFACTION: IU SOUTHEAST EXPERIENCE..... | 7 |
| <i>Table 6: IU Southeast Experience Satisfaction (Graduate students)</i> | 7 |
| <i>Table 7: IU Southeast Experience Satisfaction (Undergraduate students)</i> | 8 |
| DIVERSITY & CULTURE | 9 |
| <i>Table 8: Serious Conversations with People of a Different Race or Ethnicity</i> | 9 |
| <i>Table 9: Serious Conversations with People of a Differing Religious Belief, Political Opinion or Personal Values</i> | 9 |
| <i>Figure 1: Diversity and Culture Trend, 2010-2012</i> | 9 |
| LEVEL OF ABILITIES..... | 10 |
| <i>Table 10: Self-Rated Level of Abilities, Graduate Respondents</i> | 10 |
| <i>Table 11: Self-Rated Level of Abilities, Undergraduate Respondents</i> | 11 |
| POST-GRADUATE PROGRAMS..... | 12 |
| <i>Table 12: Reason(s) for Entering Graduate Program</i> | 12 |
| <i>Table 13: Success in Achieving Chosen Graduate Program Goal(s)</i> | 12 |
| <i>Table 14: Interest in Another Degree</i> | 12 |
| <i>Table 15: Type of Additional Degree</i> | 12 |
| <i>Table 16: Area of Future Study</i> | 12 |

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'*

2012 Graduating Student Survey: Academic Council

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% |

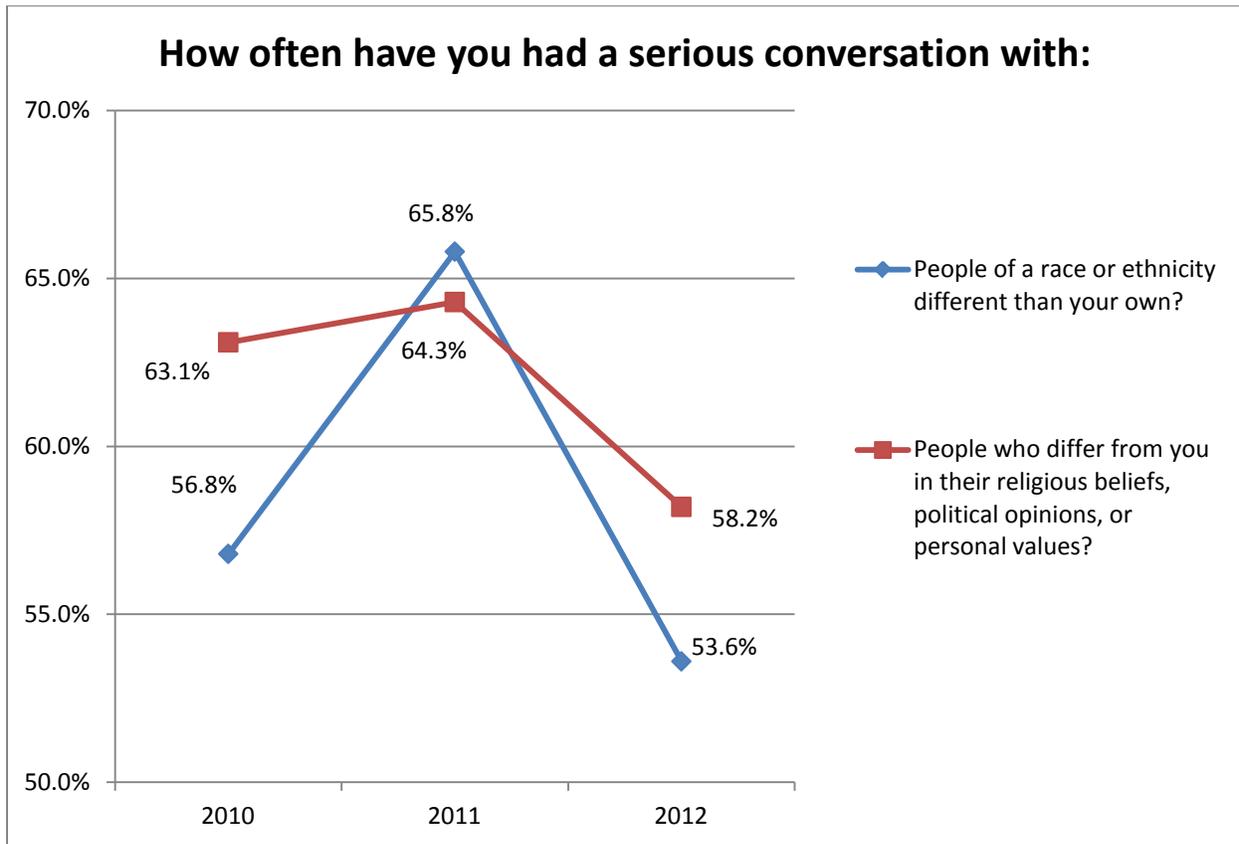
*Often combines ‘Very Often’ and ‘Often’ in 2010 & 2011, but was excluded in 2012

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'*

2012 Graduating Student Survey: Academic Council

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% |