

2012 Graduating Student Survey: General Education 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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May 2014**

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 General Education. 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 of 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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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 1: 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 2: 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'*