



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

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EMPLOYMENT

Table 1 indicates how all respondents obtained their current positions, while table 2 breaks this data down by level. Overall, the use of Internet/Websites has gained ground on Relatives/Friends as the number one method to obtain current jobs. Graduates, however, continue to use Networking most often.

Table 1. Current Position Obtained By

| | 2014 | 2013 | 2012 |
|------------------------------|------|------|------|
| Relative/Friend | 34% | 42% | 28% |
| Internet/Website | 23% | 16% | 13% |
| Other | 18% | 18% | 15% |
| Networking | 17% | 17% | 14% |
| Faculty/Staff | 12% | 11% | 11% |
| Internship | 3% | 5% | 4% |
| Employment agency | 3% | 2% | 1% |
| IU Southeast Career Services | 3% | 4% | 4% |
| CareerLink | 1% | 2% | 1% |
| Job fair | 1% | 1% | 2% |

Note that respondents could choose multiple answers

Table 2. Current Position Obtained By

| | 2014 | | 2013 | | 2012 | |
|-----------------|-------|-------|-------|-------|-------|-------|
| | Grad. | Ugrd. | Grad. | Ugrd. | Grad. | Ugrd. |
| Networking | 25% | 14% | 25% | 15% | 25% | 10% |
| Internet | 21% | 23% | 22% | 15% | 20% | 11% |
| Relative/Friend | 20% | 39% | 21% | 47% | 18% | 32% |
| Faculty/Staff | 19% | 9% | 23% | 8% | 23% | 7% |
| Other | 16% | 18% | 17% | 18% | 18% | 14% |
| Internship | 6% | 2% | 6% | 4% | 6% | 4% |
| Agency | 5% | 3% | 2% | 3% | 1% | 1% |
| Career Services | 3% | 3% | 1% | 5% | 4% | 4% |
| Job fair | 2% | 1% | 3% | 1% | 4% | 1% |
| CareerLink | 1% | 1% | 1% | 2% | 1% | 1% |

Note respondents could choose multiple answers

APPLIED LEARNING EXPERIENCES

Completing a practicum/clinical/field experience has almost doubled for overall respondents, while participation in conferences and internships has declined. Student teaching has also declined for Undergraduates.

Table 3. Applied Learning Experiences

| | 2014 | 2013 | 2012 |
|-------------------------------------|------|------|------|
| Practicum/Clinical/Field experience | 42% | 23% | 22% |
| Professional conference | 18% | 22% | -- |
| IU Southeast student conference | 14% | 16% | -- |
| Internship | 14% | 15% | 15% |
| Student teaching | 10% | -- | -- |
| Submitted a research article | 6% | -- | -- |

Note that respondents could choose more than one answer

Table 4. Applied Learning Experiences

| | 2014 | | 2013 | | 2012 | |
|-------------------------------------|-------|-------|-------|-------|-------|-------|
| | Grad. | Ugrd. | Grad. | Ugrd. | Grad. | Ugrd. |
| Practicum/Clinical/Field experience | 45% | 42% | 23% | 23% | 17% | 24% |
| Professional conference | 23% | 16% | 28% | 21% | 30% | -- |
| IU Southeast student conference | 16% | 14% | 30% | 13% | 17% | -- |
| Internship | 10% | 15% | 5% | 17% | 10% | 17% |
| Research article | 14% | 4% | 7% | -- | 3% | -- |
| Student teaching | 2% | 12% | -- | 15% | -- | 10% |

SATISFACTION: IU SOUTHEAST EDUCATION

Satisfaction with their IU Southeast educational experience continues to receive high marks from current respondents.

Table 5. IU Southeast Education Satisfaction

| | 2014* | 2013 | 2012 |
|--|-------|------|------|
| High-quality academic programs | 95% | 95% | 96% |
| I would encourage others to attend IU Southeast | 91% | 91% | 93% |
| IU Southeast has a good reputation within the community | 90% | 90% | 91% |
| I have higher hopes for my future as a result of attending IUS | 89% | 88% | 90% |
| I had opportunities to network with my peers in the program | 87% | -- | -- |
| If I had to do it over again, I would choose IU Southeast | 86% | 85% | 90% |
| Often I felt more like a person than a number at IU Southeast | 86% | 87% | 87% |
| I feel a sense of pride about IU Southeast | 82% | 79% | 82% |
| I have a civic responsibility to become involved in my community | 78% | 80% | 80% |
| The courses in my program contributed to my current work success | 77% | 75% | 76% |
| I feel I received a richer academic experience at IU Southeast | 76% | 73% | 79% |
| There is a strong sense of community on the campus | 72% | 71% | 71% |

*Note that percentages total respondents indicating 'Strongly Agree' and 'Agree'

Table 6. IU Southeast Education Satisfaction (Graduates)

| | 2014* | 2013 | 2012 |
|--|-------|------|------|
| High-quality academic programs | 94% | 91% | 98% |
| I would encourage others to attend IU Southeast | 91% | 92% | 97% |
| IU Southeast has a good reputation within the community | 91% | 90% | 93% |
| If I had to do it over again, I would choose IU Southeast | 88% | 91% | 96% |
| Often I felt more like a person than a number at IU Southeast | 88% | 88% | 88% |
| I had opportunities to network with my peers in the program | 88% | 89% | 93% |
| I have higher hopes for my future as a result of attending IUS | 87% | 90% | 92% |
| The courses in my program contributed to my current work success | 87% | 86% | 89% |
| I have a civic responsibility to become involved in my community | 87% | 85% | 87% |
| I feel a sense of pride about IU Southeast | 79% | 76% | 81% |
| I feel I received a richer academic experience at IU Southeast | 71% | 73% | 78% |
| There is a strong sense of community on the campus | 61% | 67% | 66% |

*Note that percentages total respondents indicating 'Strongly Agree' and 'Agree'

Table 7. IU Southeast Education Satisfaction (Ungergraduates)

| | 2014* | 2013 | 2012 |
|--|-------|------|------|
| High-quality academic programs | 95% | 96% | 95% |
| I would encourage others to attend IU Southeast | 91% | 91% | 92% |
| IU Southeast has a good reputation within the community | 90% | 90% | 91% |
| I have higher hopes for my future as a result of attending IUS | 89% | 88% | 89% |
| I had opportunities to network with my peers in the program | 86% | -- | -- |
| If I had to do it over again, I would choose IU Southeast | 86% | 84% | 88% |
| Often I felt more like a person than a number at IU Southeast | 86% | 87% | 87% |
| I feel a sense of pride about IU Southeast | 82% | 79% | 83% |
| I feel I received a richer academic experience at IU Southeast | 77% | 73% | 79% |
| There is a strong sense of community on the campus | 75% | 72% | 73% |
| I have a civic responsibility to become involved in my community | 75% | 78% | 78% |
| The courses in my program contributed to my current work success | 75% | 73% | 72% |

*Note that percentages total respondents indicating 'Strongly Agree' and 'Agree'

SATISFACTION: IU SOUTHEAST EXPERIENCE

Respondents continue to be very satisfied with multiple components of the IU Southeast experience, with quality of instruction and courses within their program consistently over 90%.

Table 8. IU Southeast Experience Satisfaction

| | 2014* | 2013 | 2012 |
|--|-------|------|------|
| Overall quality of instruction | 95% | 94% | 96% |
| Quality of courses in your program | 92% | 92% | 94% |
| Quality of services provided by the library | 90% | 91% | 92% |
| Relevance of classes to your career goals and objectives | 88% | 85% | 87% |
| Quality of specially equipped labs and training facilities | 84% | 86% | 87% |
| Getting information about program requirements | 84% | 83% | 86% |
| Quality of academic advice provided | 81% | 81% | 87% |
| The variety of academic programs and courses at IUS | 80% | 79% | 81% |
| Getting the courses you need in the proper sequence | 79% | 79% | 80% |
| Ease of applying for financial aid | 74% | 71% | 72% |
| Availability of methods for expressing complaints | 71% | 67% | 75% |
| Opportunities to engage in community service activities | 62% | 72% | 62% |
| Opportunities for overseas study | 56% | 45% | 41% |

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

Graduate students are more satisfied than Undergraduates with getting information about program requirements and getting the courses needed in sequence. Undergraduates register more satisfaction than their Graduate counterparts with the variety of academic programs and courses at IU Southeast.

Table 9. IU Southeast Experience Satisfaction (Graduates)

| | 2014* | 2013 | 2012 |
|---|-------|------|------|
| Overall quality of instruction | 98% | 94% | 97% |
| Quality of courses in your program | 92% | 91% | 96% |
| Quality of services provided by the library | 88% | 92% | 88% |
| Getting information about program requirements | 88% | 84% | 85% |
| Getting the courses you need in the sequence you should take them | 87% | 87% | 90% |
| Quality of specially equipped labs and training facilities | 87% | 85% | 89% |
| Relevance of classes to your career goals and objectives | 87% | 87% | 92% |
| Quality of academic advice provided | 82% | 84% | 87% |
| The variety of academic programs and courses at IU Southeast | 76% | 81% | 87% |
| Availability of methods for expressing complaints | 72% | 69% | 73% |
| Opportunities to engage in community service activities | 68% | 72% | 62% |
| Opportunities for overseas study | 56% | 59% | 53% |

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

Table 10. IU Southeast Experience Satisfaction (Undergraduates)

| | 2014* | 2013 | 2012 |
|---|-------|------|------|
| Overall quality of instruction | 94% | 95% | 95% |
| Quality of courses in your program | 92% | 92% | 93% |
| Quality of services provided by the library | 90% | 91% | 93% |
| Relevance of classes to your career goals and objectives | 88% | 85% | 85% |
| Quality of specially equipped labs and training facilities | 84% | 86% | 87% |
| Getting information about program requirements | 82% | 82% | 86% |
| Quality of academic advice provided | 81% | -- | -- |
| The variety of academic programs and courses at IU Southeast | 80% | 78% | 79% |
| Getting the courses you need in the sequence you should take them | 76% | 77% | 77% |
| Availability of methods for expressing complaints | 71% | 67% | 65% |
| Opportunities to engage in community service activities | 60% | -- | -- |
| Opportunities for overseas study | 56% | 43% | 39% |

*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.

Table 11. Serious Conversations with People of a Different Race or Ethnicity

| | 2014 | | | 2013 | | | 2012 | | |
|-----------|------|-------|-------|------|-------|-------|------|-------|-------|
| | All | Grad. | Ugrd. | All | Grad. | Ugrd. | All | Grad. | Ugrd. |
| Often | 54% | 58% | 53% | 49% | 51% | 49% | 54% | 57% | 52% |
| Sometimes | 40% | 38% | 41% | 44% | 44% | 44% | 41% | 40% | 41% |
| Never | 6% | 5% | 7% | 7% | 5% | 7% | 6% | 4% | 6% |

Table 12: Serious Conversations with People of a Differing Religious Belief, Political Opinion or Personal Values

| | 2014 | | | 2013 | | | 2012 | | |
|-----------|------|-------|-------|------|-------|-------|------|--------|-------|
| | All | Grad. | Ugrd. | All | Grad. | Ugrd. | All | Grads. | Ugds. |
| Often | 55% | 57% | 55% | 54% | 51% | 55% | 58% | 55% | 60% |
| Sometimes | 39% | 38% | 39% | 40% | 45% | 39% | 37% | 40% | 36% |
| Never | 6% | 5% | 6% | 6% | 5% | 6% | 5% | 5% | 5% |

LEVEL OF ABILITIES

The majority of respondents rated themselves 'Above Average' to 'Excellent' in the list of abilities below. Of the lowest-ranked abilities, 'Speaking to a large group' was rated 34% at 'Average' and 8% 'Below Average' to 'Poor', and 'Applying quantitative skills' rated 30% at 'Average' and 4% 'Below Average' to 'Poor'.

Table 13. Self-Rated Level of Abilities

| | 2014* | 2013 | 2012 |
|--|-------|------|------|
| Ability to understand different points of view | 88% | 88% | 88% |
| Understanding of my field of study | 88% | 88% | 88% |
| Working productively with other people in small groups | 88% | 88% | 87% |
| Appreciation for continued learning | 87% | 84% | 88% |
| Relating knowledge with practice | 87% | 86% | 86% |
| Thinking critically about ideas and issues | 87% | 86% | 84% |
| Understanding people different from yourself | 86% | 82% | 81% |
| Expressing ideas, opinions, beliefs, and facts in writing | 85% | 85% | 85% |
| Reasoning about ethical and moral issues | 85% | 86% | 85% |
| Evaluating arguments | 84% | 82% | 80% |
| Presenting ideas, opinions, and beliefs effectively in a group | 83% | 81% | 82% |
| Leadership skills | 82% | 76% | 83% |
| Using information technology effectively | 81% | 78% | 79% |
| Speaking in small groups | 80% | 82% | 82% |
| Integrating knowledge | 80% | 79% | 79% |
| Viewing events and phenomena from several different perspectives | 79% | 78% | 78% |
| Analytical reading of professional materials | 76% | 72% | 74% |
| Understanding global perspectives | 74% | 67% | 66% |
| Social or community engagement | 69% | 66% | 68% |
| Applying quantitative skills | 66% | 64% | 66% |
| Speaking to a large group | 58% | 57% | 55% |

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

Graduate respondents rated their abilities higher than Undergraduates in almost every category. Speaking to large and small groups was 11% and 8% higher respectively for Graduate students, and applying quantitative skills was 10% higher than Undergraduates. Three categories were rated equally; understanding different points of view, reasoning about issues, and leadership skills. Undergraduates scored themselves 4% higher in preparing for career changes and 3% higher in understanding global perspectives.

Table 14. Self-Rated Level of Abilities (Graduates)

| | 2014* | 2013 | 2012 |
|--|-------|------|------|
| Working productively with other people in small groups | 93% | 91% | 89% |
| Appreciation for continued learning | 91% | 84% | 88% |
| Relating knowledge with practice | 90% | 90% | 92% |
| Thinking critically about ideas and issues | 90% | 83% | 84% |
| Expressing ideas, opinions, beliefs, and facts in writing | 90% | 88% | 87% |
| Understanding people different from yourself | 90% | 82% | 85% |
| Understanding of my field of study | 89% | 91% | 92% |
| Evaluating arguments | 88% | 81% | 78% |
| Ability to understand different points of view | 88% | 86% | 88% |
| Presenting ideas, opinions, and beliefs effectively in a group | 87% | 82% | 86% |
| Speaking in small groups | 87% | 86% | 85% |
| Using information technology effectively | 87% | 78% | 83% |
| Reasoning about ethical and moral issues | 85% | 84% | 86% |
| Integrating knowledge | 85% | 79% | 82% |
| Leadership skills | 82% | 76% | 83% |
| Viewing events and phenomena from several different perspectives | 81% | 78% | 78% |
| Analytical reading of professional materials | 77% | 72% | 74% |
| Preparing to deal with possible career changes | 74% | 70% | 75% |
| Applying quantitative skills | 74% | 66% | 65% |
| Social or community engagement | 73% | 66% | 68% |
| Understanding global perspectives | 71% | 67% | 66% |
| Speaking to a large group | 67% | 59% | 66% |

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

Table 15. Self-Rated Level of Abilities (Undergraduates)

| | 2014* | 2013 | 2012 |
|--|-------|------|------|
| Ability to understand different points of view | 88% | 89% | 88% |
| Understanding of my field of study | 88% | 88% | 87% |
| Working productively with other people in small groups | 86% | 88% | 86% |
| Relating knowledge with practice | 86% | 85% | 84% |
| Thinking critically about ideas and issues | 86% | 86% | 85% |
| Appreciation for continued learning | 86% | -- | -- |
| Understanding people different from yourself | 85% | 82% | 80% |
| Reasoning about ethical and moral issues | 85% | 86% | 85% |
| Expressing ideas, opinions, beliefs, and facts in writing | 84% | 84% | 84% |
| Presenting ideas, opinions, and beliefs effectively in a group | 82% | 81% | 81% |
| Leadership skills | 82% | -- | -- |
| Evaluating arguments | 82% | 82% | 81% |
| Using information technology effectively | 80% | 78% | 78% |
| Viewing events and phenomena from several different perspectives | 79% | 78% | 77% |
| Integrating knowledge | 79% | 79% | 78% |
| Speaking in small groups | 79% | 81% | 81% |
| Preparing to deal with possible career changes | 78% | 78% | 75% |
| Analytical reading of professional materials | 75% | -- | -- |
| Understanding global perspectives | 74% | -- | -- |
| Social or community engagement | 67% | -- | -- |
| Applying quantitative skills | 64% | 64% | 66% |
| Speaking to a large group | 56% | 56% | 52% |

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

POST-GRADUATE PROGRAMS

The large majority of Graduate respondents pursued their chosen program in order to advance in their current field. The other 2 categories relating to careers showed sizeable increases, while education credit declined.

Table 16. Reason(s) for Entering Graduate Program

| | 2014 | 2013 | 2012 |
|----------------------------------|------|------|------|
| To advance in your current field | 79% | 86% | 83% |
| Obtain a position/job | 26% | 15% | 9% |
| To change career directions | 23% | 14% | 12% |
| Continuing education credit | 15% | 28% | 26% |
| Other | 8% | 6% | 7% |

Note that respondents could choose multiple answers

Graduate respondents who indicated in Table 29 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. The lowest success was changing career direction, with about three of four respondents finding success.

Table 17. Success in Achieving Chosen Graduate Program Goal(s)

| | 2014 | 2013 | 2012 |
|----------------------------------|------|------|------|
| Continuing education credit | 100% | 98% | 100% |
| Other | 100% | 100% | 93% |
| To advance in your current field | 94% | 97% | 94% |
| Obtain a position/job | 85% | 76% | 82% |
| To change career directions | 76% | 83% | 91% |

Note that respondents could choose multiple answers

Down from 59% in 2012 and steady with 51% in 2013, only 51% of current respondents have interest in obtaining an additional degree, with a doctorate now being the predominate choice. By a wide margin, the largest area of future study remains in Education.

Table 18. Type of Additional Degree

| | 2014 | 2013 | 2012 |
|-------------|------|------|------|
| Doctorate | 30% | 52% | 48% |
| Master's | 23% | 55% | 70% |
| Licensure | 11% | -- | -- |
| Certificate | 5% | -- | -- |
| Bachelor | 1% | -- | -- |

Table 19. Area of Future Study

| | 2014 | 2013 | 2012 |
|------------------|------|------|------|
| Education | 62% | 76% | 76% |
| Social Sciences | 7% | 8% | 10% |
| Law | 7% | 3% | 7% |
| Arts & Humanitic | 4% | 7% | -- |
| Natural Sciences | 2% | 2% | 3% |
| Medicine | 1% | 1% | -- |

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

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 Research and Assessment at Indiana University Southeast at (812)-941-2293.

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

Please click the Next button to continue the survey.

Graduating Student Survey, Section 1 of 4

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

First Name:

Last Name:

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

Birth Date (mm/dd/yyyy):



Email address (after graduation):

Expected Graduation Semester:

May

December

August

Expected Graduation Year

2014

2015

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 is a:

- New position
 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.

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

- | | |
|--|--|
| <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: |

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"/> |
| Other: | <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="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



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

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

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

- Arts & Humanities (please specify sub-field/specialty) Law (please specify sub-field/specialty)
- Natural Science (please specify sub-field/specialty) Medicine (please specify sub-field/specialty)
- Social Science (please specify sub-field/specialty) Other (please specify)
- Education (please specify sub-field/specialty)

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"/> |
| 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 UCARD 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"/> |
| McCauley Nicolas Graduate Center (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 |
| 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:

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

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