



IU Southeast Graduating Student Survey: Academic Affairs Report 2014-2016

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 2016 consisted of seven hundred and forty undergraduate students, and one hundred and eight graduate students; 64% were female and 36% were male.

Table 1: Respondents:

	2016		2015		2014	
	N	%	N	%	N	%
Undergraduates	740	87%	726	86%	623	79%
Graduates	108	13%	118	14%	166	21%
Total	848	100%	844	100%	789	100%

EMPLOYMENT

Just over one-third of all respondents relied on Relatives/Friends in obtaining their current positions, which is double any other method. Graduate respondents, however, continue to utilize the Internet and Networking more than Relatives/Friends.

Table 2: Current Position Obtained by:

	2016	2015	2014
Relative/Friend	35%	35%	34%
Internet/Website	18%	17%	23%
Networking	16%	14%	17%
Other	12%	14%	18%
Faculty/Staff	9%	9%	12%
Internship	6%	4%	3%
Career Services	4%	4%	3%
Employment agency	2%	2%	3%
CareerLink	2%	2%	1%
Job fair	2%	1%	1%

Note that respondents could choose multiple answers

Table 3: Current Position Obtained by (Graduates vs. Undergraduates):

	2016		2015		2014	
	GR	UG	GR	UG	GR	UG
Internet/Website	28%	17%	23%	16%	21%	23%
Networking	28%	14%	29%	12%	25%	14%
Relative/Friend	23%	37%	22%	37%	20%	39%
Other	16%	11%	12%	14%	16%	18%
Faculty/Staff	14%	8%	21%	7%	19%	9%
Career Services	4%	4%	1%	4%	3%	3%
Employment agency	4%	2%	6%	2%	5%	3%
Internship	4%	6%	8%	4%	6%	2%
Job fair	4%	2%	3%	1%	2%	1%
CareerLink	2%	3%	1%	2%	1%	1%

Note that respondents could choose multiple answers

APPLIED LEARNING EXPERIENCES

Participation in recognized learning experiences has increased in almost every category since 2014.

Table 4: Applied Learning Experience:

	2016	2015	2014
Completed a field experience	22%	21%	15%
Completed an internship	21%	19%	14%
Completed a practicum experience	21%	21%	19%
Participated in other professional conferences	20%	23%	18%
Completed a clinical experience	17%	7%	9%
Participated in the IU Southeast student conference	16%	15%	14%
Completed student teaching	14%	11%	10%
Submitted an article to the Undergraduate Research Journal	4%	4%	3%
Submitted an article to the Graduate Research Journal	1%	3%	3%

Note that respondents could choose multiple answers

Undergraduate participation has increased every year overall. Graduate participation has declined overall since 2015.

Table 5: Applied Learning Experience (Graduates vs. Undergraduates):

	2016		2015		2014	
	GR	UG	GR	UG	GR	UG
Participated in other professional conferences	34%	18%	27%	23%	23%	16%
Completed a field experience	25%	22%	37%	19%	19%	13%
Completed a practicum experience	20%	21%	25%	20%	22%	19%
Participated in the IU Southeast student conference	17%	16%	19%	14%	16%	14%
Completed an internship	12%	23%	15%	20%	10%	15%
Submitted an article to the Graduate Research Journal	9%	--	20%	--	14%	--
Completed student teaching	5%	16%	2%	13%	2%	12%
Completed a clinical experience	4%	19%	3%	8%	3%	10%
Submitted an article to the Undergraduate Research Journal	1%	5%	1%	4%	--	3%

Note that respondents could choose multiple answers

SATISFACTION: IU SOUTHEAST EDUCATION

Current respondents continue to report high levels of satisfaction with their IU Southeast education.

Table IU Southeast Education Satisfaction:

	2016	2015	2014
High-quality academic programs	96%	96%	95%
I would encourage others to attend IU Southeast	93%	92%	91%
IU Southeast has a good reputation within the community	92%	91%	90%
Often I felt more like a person than a number at IU Southeast	89%	90%	86%
I have higher hopes for my future as a result of attending IUS	89%	87%	89%
If I had to do it over again, I would choose IU Southeast	89%	87%	86%
I had opportunities to network with my peers in the program	86%	86%	87%
I feel a sense of pride about IU Southeast	80%	80%	82%
The courses in my program contributed to my current work success	80%	81%	77%
I feel I received a richer academic experience at IU Southeast	78%	75%	76%
I have a civic responsibility to become involved in my community	77%	78%	78%
There is a strong sense of community on the campus	76%	76%	72%

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

Table 7: IU Southeast Education Satisfaction (Graduates):

	2016	2015	2014
High-quality academic programs	96%	97%	94%
I would encourage others to attend IU Southeast	96%	95%	91%
IU Southeast has a good reputation within the community	94%	94%	91%
If I had to do it over again, I would choose IU Southeast	92%	94%	88%
Often I felt more like a person than a number at IU Southeast	92%	93%	88%
The courses in my program contributed to my current work success	91%	89%	87%
I had opportunities to network with my peers in the program	90%	89%	88%
I have higher hopes for my future as a result of attending IUS	89%	86%	87%
I have a civic responsibility to become involved in my community	81%	83%	87%
I feel a sense of pride about IU Southeast	77%	73%	79%
I feel I received a richer academic experience at IU Southeast	74%	69%	71%
There is a strong sense of community on the campus	69%	69%	61%

Note that percentages combine responses for 'Strongly Agree' and 'Agree'

Table 8: IU Southeast Education Satisfaction (Undergraduates):

	2016	2015	2014
High-quality academic programs	96%	95%	95%
I would encourage others to attend IU Southeast	93%	91%	91%
IU Southeast has a good reputation within the community	91%	91%	90%
I have higher hopes for my future as a result of attending IUS	89%	88%	89%
Often I felt more like a person than a number at IU Southeast	89%	89%	86%
If I had to do it over again, I would choose IU Southeast	88%	86%	86%
I had opportunities to network with my peers in the program	86%	86%	86%
I feel a sense of pride about IU Southeast	81%	81%	82%
I feel I received a richer academic experience at IU Southeast	79%	76%	77%
The courses in my program contributed to my current work success	78%	80%	75%
There is a strong sense of community on the campus	78%	77%	75%
I have a civic responsibility to become involved in my community	76%	77%	75%

Note that percentages combine responses for 'Strongly Agree' and 'Agree'

SATISFACTION: IU SOUTHEAST EXPERIENCE

Satisfaction with the recognized elements of the IU Southeast experience also remains high.

Table 9: IU Southeast Experience Satisfaction:

	2016	2015	2014
Overall quality of instruction	95%	95%	95%
Quality of courses in your program	93%	93%	92%
Relevance of classes to your career goals and objectives	90%	86%	88%
Quality of services provided by the library	89%	89%	90%
Getting information about program requirements	85%	84%	84%
Quality of specially equipped labs and training facilities	84%	84%	84%
Quality of academic advice provided	84%	84%	81%
The variety of academic programs and courses at IUS	84%	81%	80%
Getting the courses you need in the proper sequence	81%	82%	79%
Availability of methods for expressing complaints	73%	72%	71%
Opportunities to engage in community service activities	65%	65%	62%
Opportunities for overseas study	60%	59%	56%

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

Table 10: IU Southeast Experience Satisfaction (Graduates):

	2016	2015	2014
Overall quality of instruction	98%	98%	98%
Relevance of classes to your career goals and objectives	91%	94%	87%
Quality of courses in your program	90%	97%	92%
Getting the courses you need in the sequence	90%	91%	87%
Getting information about program requirements	88%	89%	88%
Quality of specially equipped labs and training facilities	87%	84%	87%
Quality of academic advice provided	87%	83%	82%
Quality of services provided by the library	83%	86%	88%
The variety of academic programs and courses at IUS	83%	81%	76%
Opportunities to engage in community service activities	74%	69%	68%
Availability of methods for expressing complaints	68%	71%	72%
Opportunities for overseas study	54%	49%	56%

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

Table 11: IU Southeast Experience Satisfaction (Undergraduates):

	2016	2015	2014
Overall quality of instruction	95%	95%	94%
Quality of courses in your program	94%	92%	92%
Quality of services provided by the library	90%	89%	90%
Relevance of classes to your career goals and objectives	90%	85%	88%
Quality of specially equipped labs and training facilities	84%	84%	84%
Quality of academic advice provided	84%	84%	81%
Getting information about program requirements	84%	83%	82%
The variety of academic programs and courses at IUS	84%	81%	80%
Getting the courses you need in the sequence	80%	80%	76%
Availability of methods for expressing complaints	74%	72%	71%
Opportunities to engage in community service activities	64%	64%	60%
Opportunities for overseas study	60%	61%	56%

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

DIVERSITY & CULTURE

The large majority of respondents continue to have serious conversations with diverse others, with just a small number never doing so.

Table 12: Serious Conversations with People of a Different Race or Ethnicity:

	2016			2015			2014		
	All	GR	UG	All	GR	UG	All	GR	UG
Often	50%	45%	51%	49%	62%	47%	54%	58%	53%
Sometimes	43%	49%	42%	43%	33%	45%	40%	38%	41%
Never	7%	6%	7%	8%	4%	9%	6%	5%	7%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 13: Serious Conversations with People of a Differing Religious Belief, Political Opinion or Personal Values:

	2016			2015			2014		
	All	GR	UG	All	GR	UG	All	GR	UG
Often	55%	44%	56%	55%	62%	54%	55%	57%	55%
Sometimes	39%	50%	37%	38%	34%	38%	39%	38%	39%
Never	7%	6%	7%	7%	4%	7%	6%	5%	6%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

LEVEL OF ABILITIES

The majority of respondents rated themselves ‘Above Average’ to ‘Excellent’ in all of the recognized abilities listed below with slight increases over last year in most categories.

Table 14: Self-Rated Level of Abilities:

	2016	2015	2014
Ability to understand different points of view	90%	89%	88%
Understanding people different from yourself	88%	87%	86%
Understanding of my field of study	88%	87%	88%
Working productively with other people in small groups	87%	85%	88%
Thinking critically about ideas and issues	87%	86%	87%
Appreciation for continued learning	87%	83%	87%
Expressing ideas, opinions, beliefs, and facts in writing	86%	84%	85%
Reasoning about ethical and moral issues	86%	86%	85%
Relating knowledge with practice	86%	84%	87%
Evaluating arguments	85%	83%	84%
Integrating knowledge	83%	80%	80%
Presenting ideas, opinions, and beliefs effectively in a group	83%	81%	83%
Speaking in small groups	82%	82%	80%
Leadership skills	82%	80%	82%
Viewing events and phenomena from several different perspectives	81%	80%	79%
Using information technology effectively	80%	78%	81%
Preparing to deal with possible career changes	80%	78%	77%
Analytical reading of professional materials	76%	74%	76%
Understanding global perspectives	73%	71%	74%
Social or community engagement	71%	68%	69%
Applying quantitative skills	70%	66%	66%
Speaking to a large group	59%	61%	58%

Note that percentages total respondents indicating ‘Excellent’ and ‘Above Average’

Table 15: Self-Rated Level of Abilities (Graduates):

	2016	2015	2014
Appreciation for continued learning	91%	83%	91%
Understanding of my field of study	90%	88%	89%
Expressing ideas, opinions, beliefs, and facts in writing	90%	79%	90%
Ability to understand different points of view	88%	91%	88%
Relating knowledge with practice	88%	86%	90%
Thinking critically about ideas and issues	87%	86%	90%
Integrating knowledge	86%	83%	85%
Speaking in small groups	86%	87%	87%
Understanding people different from yourself	86%	87%	90%
Reasoning about ethical and moral issues	86%	88%	85%
Working productively with other people in small groups	86%	85%	93%
Leadership skills	84%	79%	82%
Presenting ideas, opinions, and beliefs effectively in a group	84%	85%	87%
Using information technology effectively	83%	79%	87%
Evaluating arguments	82%	83%	88%
Viewing events and phenomena from several different perspectives	80%	76%	81%
Social or community engagement	77%	68%	73%
Analytical reading of professional materials	76%	74%	77%
Applying quantitative skills	75%	69%	74%
Understanding global perspectives	75%	68%	71%
Preparing to deal with possible career changes	71%	71%	74%
Speaking to a large group	66%	62%	67%

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

Table 16: Self-Rated Level of Abilities (Undergraduates):

	2016	2015	2014
Ability to understand different points of view	91%	88%	88%
Understanding people different from yourself	89%	87%	85%
Understanding of my field of study	88%	86%	88%
Working productively with other people in small groups	88%	84%	86%
Thinking critically about ideas and issues	87%	86%	86%
Reasoning about ethical and moral issues	86%	86%	85%
Appreciation for continued learning	86%	84%	86%
Expressing ideas, opinions, beliefs, and facts in writing	86%	84%	84%
Evaluating arguments	85%	83%	82%
Relating knowledge with practice	85%	84%	86%
Integrating knowledge	83%	80%	79%
Presenting ideas, opinions, and beliefs effectively in a group	83%	80%	82%
Speaking in small groups	82%	81%	79%
Leadership skills	81%	80%	82%
Viewing events and phenomena from several different perspectives	81%	81%	79%
Preparing to deal with possible career changes	81%	79%	78%
Using information technology effectively	80%	78%	80%
Analytical reading of professional materials	76%	74%	75%
Understanding global perspectives	73%	72%	74%
Social or community engagement	71%	68%	67%
Applying quantitative skills	69%	65%	64%
Speaking to a large group	58%	60%	56%

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

POST-GRADUATE PROGRAMS

Advancement in their current field continues to be the primary reason given by respondents for entering their current program.

Table 17: Reason(s) for Entering Graduate Program (Graduates):

	2016	2015	2014
To advance in your current field	79%	85%	79%
Continuing education credit	22%	19%	15%
To change career directions	17%	18%	23%
Obtain a position/job	15%	22%	26%
Other	5%	6%	8%

Note that respondents could choose multiple answers

The large majority of respondents who had indicated a reason for entering their program have indicated their program has helped them meet their goals.

Table 18: Success in Achieving Chosen Graduate Program Goal(s):

	2016	2015	2014
Continuing education credit	100%	96%	100%
Other	100%	100%	100%
To advance in your current field	94%	89%	94%
To change career directions	94%	76%	76%
Obtain a position/job	87%	77%	85%

Note that respondents could choose multiple answers

A large number of respondents have interest in obtaining additional degrees. More than half plan to pursue a Master's, and more than a quarter plan to pursue a doctorate.

Table 19: Type of Additional Degree:

	2016	2015	2014
Master's	59%	60%	47%
Doctorate	27%	24%	20%
Bachelor	13%	12%	12%
Licensure	10%	10%	7%
Certificate	10%	12%	9%
Associate	2%	3%	2%

Note that respondents could choose multiple answers

Table 20: Type of Additional Degree (Graduates vs. Undergraduates):

	2016		2015		2014	
	GR	UG	GR	UG	GR	UG
Doctorate	29%	27%	28%	23%	30%	18%
Master's	17%	66%	14%	67%	23%	53%
Licensure	15%	10%	19%	8%	11%	6%
Certificate	6%	11%	11%	12%	5%	10%
Associate	--	3%	1%	3%	--	2%
Bachelor	--	14%	--	14%	1%	15%

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.

CWS-0093 Graduating Student Survey

Title IU Southeast Graduating Student Survey

Instr

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.

Next Please click the Next button to continue the survey.

S1 Graduating Student Survey, Section 1 of 4

1.A 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):

imgUID



1.B Email address (after graduation):

1.C Expected Graduation Semester:

- May
- December
- August

1.D Expected Graduation Year

- 2016
- 2017
- 2018

1.E For what category of degree are you applying?

- Associate
- Bachelor
- Certificate
- Licensure
- Master

Next Please click the Next button to continue the survey.

2.A 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) _____

2.B Did completing this program help you to meet these goals?

2.C 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

2.D 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

2.E Are you currently employed (including self-employed)?

- Yes
- Yes, but seeking employment change
- No, but seeking employment
- No, and not seeking employment

Empl Please answer the following questions about your current position and employer.

2.F Select the best choice for the industry where you are currently employed:

- Accounting – Finance – Auditing
- Admin – Clerical
- Agriculture
- Architecture – Building
- Art – Photography – Graphic Design
- Automotive: Sales – Repair – Parts
- Banking
- Beauty – Cosmetics – Grooming
- Broadcasting – Radio – TV
- Business: Development – Entrepreneur
- Business: Executive
- Business: Operations – Strategy
- Call Center – Collections – Telemarketing
- Construction
- Consulting
- Defense – Aerospace
- Education: Administration
- Education: Teaching
- Employment – Recruiting – Staffing
- Engineering
- Entertainment – Theatre
- Environmental Services – Refuse
- Exercise – Fitness – Wellness
- Fashion – Apparel – Textile
- Financial Services – Securities
- Funeral – Cemetery
- Government – Civil Service – Social Services
- Healthcare
- Hotel – Resort – Hospitality
- Human Resources
- Industrial
- Insurance
- Internet – Ecommerce – Web Development
- Janitorial – Cleaning – Laundry
- Journalism
- Landscaping – Lawn Care
- Law Enforcement
- Legal
- Library Science
- Maintenance: Building – Plant – Equipment
- Manufacturing
- Marine – Maritime
- Marketing – Merchandising - Advertising

- Military
- Mining – Drilling – Pipeline
- Natural Resources – Forestry
- Not for Profit – Charity
- Office Supplies – Equipment
- Pharmaceutical
- Printing – Publishing – Newspaper
- Professional Services
- Public Relations – Media
- Purchasing – Procurement
- Real Estate – Property Management
- Refining – Petroleum – Chemicals
- Research & Development
- Restaurant
- Retail
- Sales
- Science
- Shipping – Distribution – Packaging
- Skilled Trade: (Plumbing, Electrical, HVAC, etc.)
- Technology: Hardware
- Technology: Software
- Telecommunications – Wireless
- Timber – Wood – Paper
- Transportation: Airline – Aviation
- Transportation: Rail – Trucking
- Travel – Leisure – Hospitality – Recreation
- Utilities: Gas – Electric – Water
- Veterinary Services
- Warehousing – Import/Export – Logistics
- Other (Not Listed)

2.G Employer Information:

Employer Name:

Position Title:

Address:

City:

State:

Zip:

2.H This position:

- 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.

2.J 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.

- Under \$25,000
- \$25,000 to \$29,999
- \$30,000 to \$34,999
- \$35,000 to \$39,999
- \$40,000 to \$44,999
- \$45,000 to \$49,999
- \$50,000 to \$59,999
- \$60,000 to \$69,999
- \$70,000 to \$79,999
- \$80,000 or More

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

- Faculty/Staff
- Career Services
- Job Fair
- Internship
- CareerLink
- Family/Friends
- Internet/Website
- Networking
- Employment Agency
- Other: _____

2.L 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: _____

2.M 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"/>

2.N1 Have you been admitted to a Graduate School or Professional School Program?

- Yes
- No

2.N2 Have you been admitted to another Graduate School or Professional School Program?

- Yes
- No

2.O Graduate School/Professional School Information:

Name of Institution:

Program of Study:

2.P Is this a program to pursue a:

- Master's Degree
- Doctorate
- DDS
- MD
- JD/Law
- Other _____

2.Q Specifically, do you have any interest in pursuing an additional degree at some point?

- Yes
- No

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

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

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

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

Next Please click the Next button to continue the survey.

S3 Graduating Student Survey, Section 3 of 4

3.A 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"/>

3.B 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"/>
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"/>
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"/>
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"/>

Next Please click the Next button to continue the survey.

S4 Graduating Student Survey, Section 4 of 4

4.A 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"/>

4.B Please provide any additional comments or suggestions about safety:

4.C 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"/>

4.D 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"/>
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"/>
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"/>
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"/>

4.E 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

5.A Please list two or more things you liked best about IU Southeast:

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

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