



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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September 2017

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:

	2017		2016		2015	
	N	%	N	%	N	%
Undergraduates	888	90%	740	87%	726	86%
Graduates	98	10%	108	13%	118	14%
Total	986	100%	848	100%	844	100%

EMPLOYMENT

One-third of all respondents relied on family or friends in obtaining their current positions, which is close to double any of the other methods. Graduate respondents, however, utilized the networking and the Internet more than family or friends.

Table 2: Current Position Obtained by:

	2017	2016	2015
Family/Friends	33%	35%	35%
Internet/Website	17%	18%	17%
Networking	15%	16%	14%
Other	13%	12%	14%
Faculty/Staff	9%	9%	9%
Internship	6%	6%	4%
Career Services	4%	4%	4%
CareerLink	2%	2%	2%
Employment Agency	2%	2%	2%
Job Fair	2%	2%	1%

Please note that respondents could choose multiple answers

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

	2017		2016		2015	
	GR	UG	GR	UG	GR	UG
Networking	30%	13%	28%	14%	29%	12%
Internet/Website	24%	16%	28%	17%	23%	16%
Faculty/Staff	20%	8%	14%	8%	21%	7%
Family/Friends	17%	35%	23%	37%	22%	37%
Other	14%	13%	16%	11%	12%	14%
Internship	6%	7%	4%	6%	8%	4%
Career Services	3%	4%	4%	4%	1%	4%
Job Fair	3%	1%	4%	2%	3%	1%
Employment Agency	2%	2%	4%	2%	6%	2%
CareerLink	1%	2%	2%	3%	1%	2%

Please note that respondents could choose multiple answers.

APPLIED LEARNING EXPERIENCES

Participation in recognized learning experiences has had slight dip in the past year in about half of the categories.

Table 4: Applied Learning Experience:

	2017	2016	2015
Completed an internship	24%	21%	19%
Completed a practicum experience	20%	21%	21%
Completed a field experience	20%	22%	21%
Participated in other professional conferences	19%	20%	23%
Participated in the IU Southeast student conference	17%	16%	15%
Completed a clinical experience	16%	17%	7%
Completed student teaching	13%	14%	11%
Submitted an article to the Undergraduate Research Journal	4%	4%	4%
Submitted an article to the Graduate Research Journal	1%	1%	3%

Please note that respondents could choose multiple answers.

When analyzed further, the collected data shows that graduates’ participation in a practicum, clinical, and field experiences had dramatically increased in the past year, though other applied learning categories have levelled off or slightly declined since 2016. Undergraduate participation showed similar trends in improved internship, student conference, and Graduate Research Journal participation, with other categories steady or dipping since 2016.

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

	2017		2016		2015	
	GR	UG	GR	UG	GR	UG
Completed a practicum experience	36%	19%	20%	21%	25%	20%
Completed a field experience	36%	19%	25%	22%	37%	19%
Participated in other professional conferences	31%	17%	34%	18%	27%	23%
Completed an internship	15%	25%	12%	23%	15%	20%
Participated in the IU Southeast student conference	14%	17%	17%	16%	19%	14%
Completed a clinical experience	11%	16%	4%	19%	3%	8%
Submitted an article to the Graduate Research Journal	6%	<1%	9%	--	9%	--
Completed student teaching	3%	14%	5%	16%	2%	13%
Submitted an article to the Undergraduate Research Journal	--	4%	1%	5%	1%	4%

Please 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 6: Table IU Southeast Education Satisfaction:

	2017	2016	2015
IU Southeast offers high-quality academic programs.	95%	96%	96%
I would encourage others to attend IU Southeast.	91%	93%	92%
IU Southeast has a good reputation within the community.	90%	92%	91%
I have higher hopes for my future as a result of attending IU Southeast.	88%	89%	87%
If I had to do it over again, I would choose IU Southeast.	87%	89%	87%
Often I felt more like a person than a number at IU Southeast.	86%	89%	90%
I had opportunities to network with my peers in the program.	86%	86%	86%
I feel a sense of pride about IU Southeast.	80%	80%	80%
The courses in my program contributed to my current work success.	80%	80%	81%
There is a strong sense of community on the campus.	78%	76%	76%
I have a civic responsibility to become involved in my community.	78%	77%	78%
I feel I received a richer academic experience at IU Southeast than would have been possible at other area colleges and universities.	74%	78%	75%

The percentages total the "Strongly Agree" and "Agree" categories.

Table 7: IU Southeast Education Satisfaction (Graduates):

	2017	2016	2015
IU Southeast offers high-quality academic programs.	93%	96%	97%
I would encourage others to attend IU Southeast.	93%	96%	95%
IU Southeast has a good reputation within the community.	92%	94%	94%
I have higher hopes for my future as a result of attending IU Southeast.	92%	89%	86%
If I had to do it over again, I would choose IU Southeast.	91%	92%	94%
I had opportunities to network with my peers in the program.	89%	90%	89%
Often I felt more like a person than a number at IU Southeast.	88%	92%	93%
The courses in my program contributed to my current work success.	85%	91%	89%
I have a civic responsibility to become involved in my community.	84%	81%	83%
I feel a sense of pride about IU Southeast.	80%	77%	73%
There is a strong sense of community on the campus.	76%	69%	69%
I feel I received a richer academic experience at IU Southeast than would have been possible at other area colleges and universities.	73%	74%	69%

The percentages total the "Strongly Agree" and "Agree" categories.

Table 8: IU Southeast Education Satisfaction (Undergraduates):

	2017	2016	2015
IU Southeast offers high-quality academic programs.	95%	96%	95%
I would encourage others to attend IU Southeast.	91%	93%	91%
IU Southeast has a good reputation within the community.	90%	91%	91%
I have higher hopes for my future as a result of attending IU Southeast.	87%	89%	88%
Often I felt more like a person than a number at IU Southeast.	86%	89%	89%
If I had to do it over again, I would choose IU Southeast.	86%	88%	86%
I had opportunities to network with my peers in the program.	86%	86%	86%
I feel a sense of pride about IU Southeast.	80%	81%	81%
The courses in my program contributed to my current work success.	79%	78%	80%
There is a strong sense of community on the campus.	78%	78%	77%
I have a civic responsibility to become involved in my community.	77%	76%	77%
I feel I received a richer academic experience at IU Southeast than would have been possible at other area colleges and universities.	74%	79%	76%

The percentages total the "Strongly Agree" and "Agree" categories.

SATISFACTION: IU SOUTHEAST EXPERIENCE

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

Table 9: IU Southeast Experience Satisfaction:

	2017	2016	2015
Overall quality of instruction.	94%	95%	95%
Quality of courses in your program.	92%	93%	93%
Quality of services provided by the library.	86%	89%	89%
Relevance of classes to your career goals and objectives.	86%	90%	86%
Quality of academic advice provided.	85%	84%	84%
Getting information about program requirements.	85%	85%	84%
The variety of academic programs and courses at IU Southeast.	83%	84%	81%
Quality of specially equipped labs and training facilities.	81%	84%	84%
Getting the courses you need in the sequence you should take them.	81%	81%	82%
Availability of methods for expressing complaints.	74%	73%	72%
Opportunities to engage in community service activities.	67%	65%	65%
Opportunities for overseas study.	42%	60%	59%

The percentages total the "Very Satisfied" and "Satisfied" categories.

Table 10: IU Southeast Experience Satisfaction (Graduates):

	2017	2016	2015
Overall quality of instruction.	93%	98%	98%
Quality of courses in your program.	93%	90%	97%
Quality of academic advice provided.	91%	87%	83%
Relevance of classes to your career goals and objectives.	90%	91%	94%
Getting information about program requirements.	88%	88%	89%
Getting the courses you need in the sequence you should take them.	87%	90%	91%
Quality of services provided by the library.	85%	83%	86%
The variety of academic programs and courses at IU Southeast.	79%	83%	81%
Quality of specially equipped labs and training facilities.	78%	87%	84%
Opportunities to engage in community service activities.	70%	74%	69%
Availability of methods for expressing complaints.	70%	68%	71%
Opportunities for overseas study.	33%	54%	49%

The percentages total the "Very Satisfied" and "Satisfied" categories.

Table 11: IU Southeast Experience Satisfaction (Undergraduates):

	2017	2016	2015
Overall quality of instruction.	94%	95%	95%
Quality of courses in your program.	92%	94%	92%
Quality of services provided by the library.	86%	90%	89%
Relevance of classes to your career goals and objectives.	85%	90%	85%
Getting information about program requirements.	85%	84%	83%
Quality of academic advice provided.	85%	84%	84%
The variety of academic programs and courses at IU Southeast.	83%	84%	81%
Quality of specially equipped labs and training facilities.	82%	84%	84%
Getting the courses you need in the sequence you should take them.	81%	80%	80%
Availability of methods for expressing complaints.	75%	74%	72%
Opportunities to engage in community service activities.	67%	64%	64%
Opportunities for overseas study.	43%	60%	61%

The percentages total the "Very Satisfied" and "Satisfied" categories.

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:

	2017			2016			2015		
	All	GR	UG	All	GR	UG	All	GR	UG
Often	50%	58%	49%	50%	45%	51%	49%	62%	47%
Sometimes	41%	37%	42%	43%	49%	42%	43%	33%	45%
Never	9%	5%	9%	7%	6%	7%	8%	4%	9%
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:

	2017			2016			2015		
	All	GR	UG	All	GR	UG	All	GR	UG
Often	54%	60%	53%	55%	44%	56%	55%	62%	54%
Sometimes	38%	35%	39%	39%	50%	37%	38%	34%	38%
Never	8%	5%	8%	7%	6%	7%	7%	4%	7%
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 though there was a minor decrease in most categories when compared to 2016 data. On average, the graduate students rated their proficiencies more highly than last year, while undergraduate respondents had the opposite trend with slightly lower self-assessments in 2017.

Table 14: Self-Rated Level of Abilities:

	2017	2016	2015
Ability to understand different points of view	88%	90%	89%
Understanding people different from yourself	87%	88%	87%
Thinking critically about ideas and issues	87%	87%	86%
Reasoning about ethical and moral issues	86%	86%	86%
Working productively with other people in small groups	86%	87%	85%
Appreciation for continued learning and development	86%	87%	83%
Understanding of my field of study	85%	88%	87%
Relating knowledge with practice	85%	86%	84%
Evaluating arguments to support a point of view	84%	85%	83%
Expressing ideas, opinions, beliefs, and facts in writing	83%	86%	84%
Presenting ideas, opinions, and beliefs effectively in a group	82%	83%	81%
Viewing events and phenomena from several different perspectives	82%	81%	80%
Speaking in small groups	82%	82%	82%
Leadership skills	80%	82%	80%
Integrating knowledge from several different fields of study	79%	83%	80%
Using information technology effectively	78%	80%	78%
Analytical reading of professional materials	76%	76%	74%
Preparing to deal with possible career changes	75%	80%	78%
Understanding global perspectives	73%	73%	71%
Applying quantitative skills such as mathematics, statistics, etc.	67%	70%	66%
Social or community engagement	67%	71%	68%
Speaking to a large group	60%	59%	61%

The percentages total the "Excellent" and "Above Average" categories.

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

	2017	2016	2015
Expressing ideas, opinions, beliefs, and facts in writing	95%	90%	79%
Relating knowledge with practice	95%	88%	86%
Thinking critically about ideas and issues	95%	87%	86%
Speaking in small groups	94%	86%	87%
Appreciation for continued learning and development	94%	91%	83%
Ability to understand different points of view	93%	88%	91%
Reasoning about ethical and moral issues	93%	86%	88%
Working productively with other people in small groups	93%	86%	85%
Understanding of my field of study	93%	90%	88%
Leadership skills	93%	84%	79%
Presenting ideas, opinions, and beliefs effectively in a group	92%	84%	85%
Understanding people different from yourself	91%	86%	87%
Integrating knowledge from several different fields of study	90%	86%	83%
Evaluating arguments to support a point of view	89%	82%	83%
Using information technology effectively	88%	83%	79%
Viewing events and phenomena from several different perspectives	88%	80%	76%
Analytical reading of professional materials	86%	76%	74%
Applying quantitative skills such as mathematics, statistics, etc.	76%	75%	69%
Preparing to deal with possible career changes	76%	71%	71%
Understanding global perspectives	76%	75%	68%
Speaking to a large group	72%	66%	62%
Social or community engagement	72%	77%	68%

The percentages total the "Excellent" and "Above Average" categories.

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

	2017	2016	2015
Ability to understand different points of view	88%	91%	88%
Understanding people different from yourself	87%	89%	87%
Thinking critically about ideas and issues	86%	87%	86%
Reasoning about ethical and moral issues	86%	86%	86%
Working productively with other people in small groups	85%	88%	84%
Appreciation for continued learning and development	85%	86%	84%
Understanding of my field of study	84%	88%	86%
Relating knowledge with practice	84%	85%	84%
Evaluating arguments to support a point of view	84%	85%	83%
Expressing ideas, opinions, beliefs, and facts in writing	82%	86%	84%
Viewing events and phenomena from several different perspectives	81%	81%	81%
Presenting ideas, opinions, and beliefs effectively in a group	81%	83%	80%
Speaking in small groups	81%	82%	81%
Integrating knowledge from several different fields of study	78%	83%	80%
Leadership skills	78%	81%	80%
Using information technology effectively	77%	80%	78%
Preparing to deal with possible career changes	75%	81%	79%
Analytical reading of professional materials	75%	76%	74%
Understanding global perspectives	73%	73%	72%
Applying quantitative skills such as mathematics, statistics, etc.	66%	69%	65%
Social or community engagement	66%	71%	68%
Speaking to a large group	58%	58%	60%

The percentages total the "Excellent" and "Above Average" categories.

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):

	2017	2016	2015
To advance in your current field	77%	79%	85%
Continuing education credit	26%	22%	19%
To change career directions	21%	17%	18%
Obtain a position/job	14%	15%	22%
Other	12%	5%	6%

Please note that respondents could choose multiple answers.

The large majority of respondents who had indicated a reason for entering their program of study have indicated that they were successful in changing career direction, obtaining a position or job, or other singular goals because of their program of study.

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

	2017	2016	2015
Other	100%	100%	100%
To change career directions	95%	94%	76%
Obtain a position/job	93%	87%	77%
Continuing education credit	92%	100%	96%
To advance in your current field	91%	94%	89%

Please note that respondents could choose multiple answers.

Seven hundred and twenty-two respondents, or about 73%, stated that they are interested in pursuing an additional degree at some point in the future. Almost two-thirds of them plan to pursue a Master’s degree, and just under a quarter of respondents plan to pursue a doctorate.

Table 19: Type(s) of Additional Degree(s):

	2017	2016	2015
Master's	63%	59%	60%
Doctorate	24%	27%	24%
Bachelor	11%	13%	12%
Licensure	9%	10%	10%
Certificate	9%	10%	12%
Associate	2%	2%	3%

Please note that respondents could choose multiple answers.

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

	2017		2016		2015	
	GR	UG	GR	UG	GR	UG
Doctorate	31%	23%	29%	27%	28%	23%
Master's	23%	67%	17%	66%	14%	67%
Licensure	19%	8%	15%	10%	19%	8%
Certificate	11%	9%	6%	11%	11%	12%
Bachelor	1%	13%	--	14%	--	14%
Associate	--	2%	--	3%	1%	3%

Please 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.

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 Effectiveness at Indiana University Southeast at (812)-941-2147.

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:

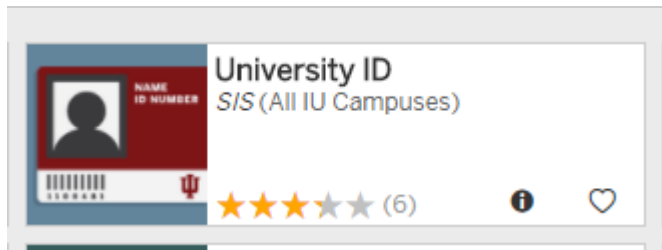
10-digit University ID Number (include leading zeros):

Birth Date (mm/dd/yyyy):

You can find your UID through two different methods. If you have a UCard, please refer to the image below.



If you have a Crimson Card, to find your ID Number, please go to <http://one.iu.edu> . Type University ID in the search bar at the top of the page and select the app that looks like the image below. Your ID number is displayed under the Demographic Information tab.



Email address (after graduation):

Expected Graduation Semester:

May

December

August

Expected Graduation Year

2017

2018

2019

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 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.

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: <input type="text"/> |

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="text"/>	<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

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) Education (please specify sub-field/specialty) Business (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)**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"/>

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
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"/>
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"/>

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
	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.
