Research Brief

2020 All Student Survey Report

> For questions or further data breakdowns, please contact Sara Spalding in the Office of Institutional Effectiveness (OIE) at sajewell@ius.edu.

BACKGROUND

The All Student Survey (formerly known as the Continuing Student Survey) is administered as needed by the Office of Institutional Effectiveness (OIE) to all currently enrolled students. The All Student Survey explores student experience, satisfaction and preference on topics aligned with emerging campus priorities. The focus for the 2020 administration included a variety of topics such as experiences with units on campus, COVID-19, finances and personal life, food insecurity, etc., and a copy of the survey instrument is found in Appendix A.

THE DATA

An electronic version of the survey was sent to 4,640 students on September 4, 2020. A total of 679 students responded to the survey for a 14.6% response rate. Individual question response rate varies, as most survey questions were voluntary and some respondents chose not to answer certain questions. Partial responses are included in the data report and, unless otherwise indicated, non-respondents are excluded in tabled data counts and percentages.
Data is reported overall (undergraduate plus graduate students) and by school, with graduate responses reported separately as well. Qualitative comments will be produced for individual units.

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DEMOGRAPHICS

While the School of Social Sciences had the largest group of respondents with 129 students, the Schools of Arts & Letters, Business, Natural Sciences, and Education all had smaller but equally balanced numbers of respondents, ranging from 108 to 121 students. Undergraduate students within the Administrative Tracking Group were regrouped to be included in the School of Arts & Letters, while Health, Physical Education & Recreation students were placed within the School of Business for this report. Graduate students within the Graduate School - Liberal Studies group were categorized into the School of Arts & Letters.

Table 1: Respondents by School

	N	%
School of Social Sciences (SSCI)	129	19.0%
School of Arts & Letters (ARL)	121	17.8%
School of Business (BUS)	117	17.2%
School of Natural Sciences (NSCI)	110	16.2%
School of Education (EDUC)	108	15.9%
School of Nursing (NURS)	70	10.3%
Undecided (ACES)	24	3.5%
Grand Total	**679**	**100.0%**

Undergraduate senior students had the largest number of respondents by class level, though each undergraduate class had roughly similar response levels, ranging from 130 to 146 students. Degree-seeking graduate students accounted for 53 of the respondents, or about 8% of the overall group. There were 22 non-degree-seeking students: eight of whom were undergraduate students (5 students within the School of Arts & Letters and 3 students within ACES) and 14 graduate students within the School of Education. In the following tables, these non-degree students will be included in each of their schools' headcounts with their degree-seeking counterparts.

Table 2: Respondents by Class Level and School

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Freshman	146	21.5%	14	11.6%	23	19.7%	19	17.6%	30	27.3%	21	30.0%	28	21.7%	11	45.8%
Sophomore	130	19.1%	19	15.7%	19	16.2%	26	24.1%	23	20.9%	10	14.3%	26	20.2%	7	29.2%
Junior	134	19.7%	29	24.0%	25	21.4%	11	10.2%	17	15.5%	13	18.6%	36	27.9%	3	12.5%
Senior	194	28.6%	41	33.9%	31	26.5%	26	24.1%	40	36.4%	24	34.3%	32	24.8%	--	--
Graduate Students	53	7.8%	13	10.7%	19	16.2%	12	11.1%	--	--	2	2.9%	7	5.4%	--	--
Non-Degree	22	3.2%	5	4.1%	--	--	14	13.0%	--	--	--	--	--	--	3	12.5%
Grand Total	**679**	**100.0%**	**121**	**100.0%**	**117**	**100.0%**	**108**	**100.0%**	**110**	**100.0%**	**70**	**100.0%**	**129**	**100.0%**	**24**	**100.0%**

ACADEMIC ADVISING

A majority of undergraduate students (71.2%) across academic schools stated that it was easy to communicate with and contact their academic advisor and believed the advisor provided them with accurate information. Eight and a half percent of undergraduate students reported that it was difficult to meet with their advisor, while 16% of students said that their advisor had either recommended that they take a course not needed for their major or graduation or, inversely, failed to recommend a necessary course for their major or graduation.

Almost two-thirds of graduate students (61.2%) responded that they had an easy time communicating with their academic advisor and that accurate information was provided. Eleven graduate students said that it was difficult to contact or meet with their academic advisors.

Table 3: Academic Advising Experiences (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Easy to communicate with and contact advisor, and accurate information provided	436	71.2%	81	75.0%	74	75.5%	36	43.9%	84	76.4%	49	72.1%	96	78.7%	16	66.7%
Difficult to contact/meet with advisor	52	8.5%	10	9.3%	6	6.1%	17	20.7%	6	5.5%	6	8.8%	6	4.9%	1	4.2%
Not told to take course needed for major/to graduate	49	8.0%	7	6.5%	10	10.2%	13	15.9%	10	9.1%	--	--	9	7.4%	--	--
Told to take course not needed for major/to graduate	49	8.0%	6	5.6%	6	6.1%	14	17.1%	11	10.0%	4	5.9%	8	6.6%	--	--
Course/major materials were incorrect	33	5.4%	4	3.7%	6	6.1%	9	11.0%	6	5.5%	1	1.5%	7	5.7%	--	--
None of the above	80	13.1%	15	13.9%	11	11.2%	12	14.6%	13	11.8%	11	16.2%	11	9.0%	7	29.2%

Please note that the respondents could choose more than one answer.

Table 4: Academic Advising Experiences (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Easy to communicate with and contact advisor, and accurate information provided	41	61.2%	10	76.9%	11	57.9%	14	53.8%	2	100.0%	4	57.1%
Difficult to contact/meet with advisor	11	16.4%	3	23.1%	3	15.8%	4	15.4%	--	--	1	14.3%
Not told to take course needed for major/to graduate	3	4.5%	2	15.4%	--	--	--	--	--	--	1	14.3%
Course/major materials were incorrect	1	1.5%	--	--	--	--	1	3.8%	--	--	--	--
Told to take course not needed for major/to graduate	--	--	--	--	--	--	--	--	--	--	--	--
None of the above	13	19.4%	--	--	5	26.3%	6	23.1%	--	--	2	28.6%

Please note that the respondents could choose more than one answer.

COURSE REGISTRATION

Over half of all undergraduate respondents stated that the courses they wanted were available and could register for them. About a third of students (32.8%) reported that the courses for which they were looking were not offered at the times the students needed. Similarly, about a quarter of undergraduate respondents said that the courses they were wanting were not offered this Fall 2020 semester. It is interesting to note that somewhere between a fifth and a quarter of students in almost all of the academic schools responded that the course they wanted was offered but full at the time of registration.

Similarly, just under half (46.3%) of the graduate student respondents said that courses were available at the times the students needed and that they could register for said courses. Almost equal levels of graduate students had course registration experiences like the undergraduate population, with about a third of them (31.3%) saying that the courses were not offered this semester and about a quarter (25.4%) stating that the courses they needed were not offered at the times they needed. Only six graduate-level students, or 9%, said that the courses for which they were looking were full, four of whom were within the School of Education. Both of the graduate Nursing students stated that they had none of these listed experiences during their registration process.

Table 5: Course Registration Experiences (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Courses available at times needed, and could register	335	54.7%	54	50.0%	50	51.0%	39	47.6%	67	60.9%	40	58.8%	70	57.4%	15	62.5%
Course not offered at times I needed	201	32.8%	42	38.9%	37	37.8%	26	31.7%	39	35.5%	10	14.7%	41	33.6%	6	25.0%
Course not offered this semester	158	25.8%	39	36.1%	21	21.4%	14	17.1%	32	29.1%	7	10.3%	45	36.9%	--	--
Course was offered but full	150	24.5%	28	25.9%	25	25.5%	23	28.0%	21	19.1%	20	29.4%	28	23.0%	5	20.8%
I had a registration hold	51	8.3%	5	4.6%	9	9.2%	9	11.0%	12	10.9%	7	10.3%	9	7.4%	--	--
None of the above	91	14.9%	16	14.8%	13	13.3%	12	14.6%	19	17.3%	16	23.5%	12	9.8%	3	12.5%

Please note that the respondents could choose more than one answer.

Table 6: Course Registration Experiences (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Courses available at times needed, and could register	31	46.3%	5	38.5%	7	36.8%	15	57.7%	--	--	4	57.1%
Course not offered this semester	21	31.3%	5	38.5%	5	26.3%	10	38.5%	--	--	1	14.3%
Course not offered at times I needed	17	25.4%	7	53.8%	2	10.5%	6	23.1%	--	--	2	28.6%
Course was offered but full	6	9.0%	--	--	4	21.1%	1	3.8%	--	--	1	14.3%
I had a registration hold	6	9.0%	1	7.7%	1	5.3%	4	15.4%	--	--	--	--
None of the above	15	22.4%	3	23.1%	5	26.3%	3	11.5%	2	100.0%	2	28.6%

*Please note that the respondents could choose more than one answer.

TUTORING EXPERIENCES

Students had more mixed responses toward their tutoring experiences at IU Southeast. The highest undergraduate response at 16.8%, or 103 students, stated that they believed that tutoring was available and helpful. Almost a tenth of graduate students held the same view.

Table 7: Tutoring Experiences (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Tutoring available and helpful	103	16.8%	21	19.4%	8	8.2%	12	14.6%	24	21.8%	15	22.1%	18	14.8%	5	20.8%
Tutoring not available when I needed assistance	34	5.6%	3	2.8%	6	6.1%	4	4.9%	11	10.0%	1	1.5%	8	6.6%	1	4.2%
Tutoring hours not convenient	33	5.4%	3	2.8%	4	4.1%	3	3.7%	14	12.7%	1	1.5%	6	4.9%	2	8.3%
Tutoring not available in subject area	30	4.9%	4	3.7%	7	7.1%	3	3.7%	8	7.3%	3	4.4%	4	3.3%	1	4.2%
Tutoring not helpful	20	3.3%	4	3.7%	3	3.1%	1	1.2%	8	7.3%	--	--	2	1.6%	2	8.3%
None of the above	431	70.4%	75	69.4%	76	77.6%	62	75.6%	66	60.0%	48	70.6%	88	72.1%	16	66.7%

*Please note that the respondents could choose more than one answer.

Table 8: Tutoring Experiences (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Tutoring available and helpful	6	9.0%	--	--	1	5.3%	2	7.7%	--	--	3	42.9%
Tutoring not available in subject area	4	6.0%	1	7.7%	2	10.5%	--	--	1	50.0%	--	--
Tutoring not available when I needed assistance	1	1.5%	1	7.7%	--	--	--	--	--	--	--	--
Tutoring not helpful	--	--	--	--	--	--	--	--	--	--	--	--
Tutoring hours not convenient	--	--	--	--	--	--	--	--	--	--	--	--
None of the above	57	85.1%	12	92.3%	16	84.2%	24	92.3%	1	50.0%	4	57.1%

*Please note that the respondents could choose more than one answer.

COMPUTER AND SCIENCE LAB EXPERIENCES

About a third of undergraduate and graduate students (33.2% and 28.4%, respectively) reported that the computer and science labs were available and easy to use in their experience on campus. Eleven (or 10%) undergraduate Natural Sciences students and nine (or 13.2%) undergraduate Nursing students said that had problems using the computers or equipment, which was a higher proportion than the 7.2% of overall students who had this issue. Not many students found the labs to be too busy or hour too inconvenient when they used them.

Table 9: Computer and Science Lab Experiences (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Lab was available and easy to use	203	33.2%	36	33.3%	24	24.5%	25	30.5%	51	46.4%	23	33.8%	40	32.8%	4	16.7%
Problems using computers and equipment	44	7.2%	5	4.6%	4	4.1%	6	7.3%	11	10.0%	9	13.2%	8	6.6%	1	4.2%
Lab hours not convenient	22	3.6%	4	3.7%	--	--	3	3.7%	4	3.6%	1	1.5%	8	6.6%	2	8.3%
Lab busy when needed	15	2.5%	4	3.7%	3	3.1%	--	--	3	2.7%	2	2.9%	3	2.5%	--	--
None of the above	351	57.4%	65	60.2%	68	69.4%	49	59.8%	48	43.6%	35	51.5%	67	54.9%	19	79.2%

*Please note that the respondents could choose more than one answer.

Table 10: Computer and Science Lab Experiences (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Lab was available and easy to use	19	28.4%	3	23.1%	4	21.1%	9	34.6%	--	--	3	42.9%
Problems using computers and equipment	3	4.5%	1	7.7%	--	--	1	3.8%	--	--	1	14.3%
Lab busy when needed	2	3.0%	1	7.7%	--	--	--	--	--	--	1	14.3%
Lab hours not convenient	1	1.5%	--	--	--	--	1	3.8%	--	--	--	--
None of the above	43	64.2%	8	61.5%	15	78.9%	15	57.7%	2	100.0%	3	42.9%

*Please note that the respondents could choose more than one answer.

LIBRARY EXPERIENCES

Both undergraduate and graduate students stated in about equal measures (50.3% and 49.3%, respectively) that the library staff and library's resources met their needs.

Table 11: Library Experiences (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Library staff and resources met my needs	308	50.3%	52	48.1%	44	44.9%	46	56.1%	60	54.5%	34	50.0%	65	53.3%	7	29.2%
Study spaces not available when needed	36	5.9%	3	2.8%	5	5.1%	9	11.0%	3	2.7%	8	11.8%	6	4.9%	2	8.3%
Hours not convenient	35	5.7%	5	4.6%	7	7.1%	5	6.1%	4	3.6%	6	8.8%	7	5.7%	1	4.2%
Resources I needed not available online	19	3.1%	6	5.6%	--	--	1	1.2%	6	5.5%	1	1.5%	4	3.3%	1	4.2%
Staff not helpful	6	1.0%	--	--	2	2.0%	1	1.2%	3	2.7%	--	--	--	--	--	--
None of the above	246	40.2%	47	43.5%	41	41.8%	29	35.4%	40	36.4%	26	38.2%	49	40.2%	14	58.3%

*Please note that the respondents could choose more than one answer.

Table 12: Library Experiences (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Library staff and resources met my needs	33	49.3%	11	84.6%	5	26.3%	10	38.5%	2	100.0%	5	71.4%
Hours not convenient	4	6.0%	1	7.7%	3	15.8%	--	--	--	--	--	--
Resources I needed not available online	3	4.5%	2	15.4%	--	--	--	--	--	--	1	14.3%
Study spaces not available when needed	2	3.0%	--	--	1	5.3%	--	--	--	--	1	14.3%
Staff not helpful	1	1.5%	--	--	--	--	--	--	--	--	1	14.3%
None of the above	28	41.8%	--	--	11	57.9%	16	61.5%	--	--	1	14.3%

*Please note that the respondents could choose more than one answer.

INTERACTION WITH OFFICES

Undergraduate as well as graduate respondents had the most interaction with the Student Central offices on campus, which includes the Offices of Financial Aid, Billing, Registrar, and Bursar. Between 6 in 10 undergraduate students and 7 in 10 graduate students interacted with the Office of Admissions. Fewer students had experiences or interactions with the Disability Services at IU Southeast.

Table 13: Interaction with IU Southeast Offices (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Student Central (Financial Aid, Billing, Bursar)	509	83.2%	89	82.4%	87	88.8%	68	82.9%	87	79.1%	58	85.3%	102	83.6%	18	75.0%
Admissions Office	367	60.0%	57	52.8%	63	64.3%	51	62.2%	67	60.9%	34	50.0%	79	64.8%	16	66.7%
Disability Services	49	8.0%	13	12.0%	6	6.1%	5	6.1%	6	5.5%	3	4.4%	14	11.5%	2	8.3%

*Please note that the respondents could choose more than one answer.

Table 14: Interaction with IU Southeast Offices (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Student Central (Financial Aid, Billing, Bursar)	56	83.6%	11	84.6%	14	73.7%	22	84.6%	2	100.0%	7	100.0%
Admissions Office	48	71.6%	10	76.9%	14	73.7%	18	69.2%	1	50.0%	5	71.4%
Disability Services	1	1.5%	--	--	--	--	1	3.8%	--	--	--	--

*Please note that the respondents could choose more than one answer.

OFFICE OF ADMISSIONS

Office of Admissions staff members were said to be very available by 40.8% of undergraduate respondents and 56.7% of graduate respondents.

Table 15: Admissions Staff Availability (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Very available	250	40.8%	40	37.0%	33	33.7%	32	39.0%	49	44.5%	25	36.8%	60	49.2%	11	45.8%
Somewhat available	98	16.0%	12	11.1%	27	27.6%	15	18.3%	16	14.5%	8	11.8%	15	12.3%	5	20.8%
Somewhat unavailable	7	1.1%	3	2.8%	--	--	3	3.7%	--	--	--	--	1	0.8%	--	--
Very unavailable	5	0.8%	--	--	1	1.0%	--	--	2	1.8%	1	1.5%	1	0.8%	--	--
No Response	252	41.2%	53	49.1%	37	37.8%	32	39.0%	43	39.1%	34	50.0%	45	36.9%	8	33.3%

Table 16: Admissions Staff Availability (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Very available	38	56.7%	9	69.2%	12	63.2%	11	42.3%	1	50.0%	5	71.4%
Somewhat available	6	9.0%	--	--	1	5.3%	5	19.2%	--	--	--	--
Somewhat unavailable	--	--	--	--	--	--	--	--	--	--	--	--
Very unavailable	3	4.5%	1	7.7%	1	5.3%	1	3.8%	--	--	--	--
No Response	20	29.9%	3	23.1%	5	26.3%	9	34.6%	1	50.0%	2	28.6%

At the same time, 53.6% of undergraduate and 65.7% of graduate students also saw Admissions staff members as being very concerned or somewhat concerned with addressing their questions and issues.

Table 17: Admissions Staff Concern with Issues (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Very concerned	212	34.6%	29	26.9%	34	34.7%	27	32.9%	41	37.3%	21	30.9%	51	41.8%	9	37.5%
Somewhat concerned	116	19.0%	19	17.6%	21	21.4%	20	24.4%	19	17.3%	10	14.7%	20	16.4%	7	29.2%
Somewhat unconcerned	19	3.1%	5	4.6%	4	4.1%	2	2.4%	3	2.7%	1	1.5%	4	3.3%	--	--
Very unconcerned	12	2.0%	1	0.9%	2	2.0%	1	1.2%	4	3.6%	2	2.9%	2	1.6%	--	--
No Response	253	41.3%	54	50.0%	37	37.8%	32	39.0%	43	39.1%	34	50.0%	45	36.9%	8	33.3%

Table 18: Admissions Staff Concern with Issues (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Very concerned	31	46.3%	5	38.5%	10	52.6%	11	42.3%	1	50.0%	4	57.1%
Somewhat concerned	13	19.4%	3	23.1%	4	21.1%	5	19.2%	--	--	1	14.3%
Somewhat unconcerned	1	1.5%	--	--	--	--	1	3.8%	--	--	--	--
Very unconcerned	2	3.0%	2	15.4%	--	--	--	--	--	--	--	--
No Response	20	29.9%	3	23.1%	5	26.3%	9	34.6%	1	50.0%	2	28.6%

About an equal number of both respondent groups (56.7% of undergraduates and 65.7% of graduates) also considered the IU Southeast Admissions staff to be very effective or somewhat effective in assisting with students' admissions-focused issues.

Table 19: Admissions Staff Effectiveness (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Very effective	263	43.0%	39	36.1%	42	42.9%	36	43.9%	47	42.7%	25	36.8%	62	50.8%	12	50.0%
Somewhat effective	84	13.7%	13	12.0%	18	18.4%	12	14.6%	16	14.5%	8	11.8%	13	10.7%	4	16.7%
Somewhat ineffective	11	1.8%	2	1.9%	1	1.0%	2	2.4%	3	2.7%	1	1.5%	2	1.6%	--	--
Very ineffective	1	0.2%	--	--	--	--	--	--	1	0.9%	--	--	--	--	--	--
No Response	253	41.3%	54	50.0%	37	37.8%	32	39.0%	43	39.1%	34	50.0%	45	36.9%	8	33.3%

Table 20: Admissions Staff Effectiveness (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Very effective	35	52.2%	6	46.2%	10	52.6%	13	50.0%	1	50.0%	5	71.4%
Somewhat effective	9	13.4%	2	15.4%	4	21.1%	3	11.5%	--	--	--	--
Somewhat ineffective	1	1.5%	--	--	--	--	1	3.8%	--	--	--	--
Very ineffective	2	3.0%	2	15.4%	--	--	--	--	--	--	--	--
No Response	20	29.9%	3	23.1%	5	26.3%	9	34.6%	1	50.0%	2	28.6%

DISABILITY SERVICES
From the responses shared in this survey, not as many undergraduate and graduate students interacted with the Disability Services offices at IU Southeast. The experiences and exchanges with this office were viewed as mostly positive by those that did connect with the office, with staff being seen as very available, very concerned, and very effective when working with students. Only one graduate Education student responded to this group of questions.

Table 21: Disability Services Staff Availability (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Very available	34	5.6%	9	8.3%	5	5.1%	1	1.2%	4	3.6%	3	4.4%	10	8.2%	2	8.3%
Somewhat available	13	2.1%	4	3.7%	1	1.0%	2	2.4%	2	1.8%	--	--	4	3.3%	--	--
Somewhat unavailable	1	0.2%	--	--	--	--	1	1.2%	--	--	--	--	--	--	--	--
Very unavailable	1	0.2%	--	--	--	--	1	1.2%	--	--	--	--	--	--	--	--
No Response	563	92.0%	95	88.0%	92	93.9%	77	93.9%	104	94.5%	65	95.6%	108	88.5%	22	91.7%

Table 22: Disability Services Staff Availability (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Very available	1	1.5%	--	--	--	--	1	3.8%	--	--	--	--
Somewhat available	--	--	--	--	--	--	--	--	--	--	--	--
Somewhat unavailable	--	--	--	--	--	--	--	--	--	--	--	--
Very unavailable	--	--	--	--	--	--	--	--	--	--	--	--
No Response	66	98.5%	13	100.0%	19	100.0%	25	96.2%	2	100.0%	7	100.0%

Table 23: Disability Services Staff Concern with Issues (Undergraduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Very available	1	1.5%	--	--	--	--	1	3.8%	--	--	--	--
Somewhat available	--	--	--	--	--	--	--	--	--	--	--	--
Somewhat unavailable	--	--	--	--	--	--	--	--	--	--	--	--
Very unavailable	--	--	--	--	--	--	--	--	--	--	--	--
No Response	66	98.5%	13	100.0%	19	100.0%	25	96.2%	2	100.0%	7	100.0%

Table 24: Disability Services Staff Concern with Issues (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Very concerned	1	1.5%	--	--	--	--	1	3.8%	--	--	--	--
Somewhat concerned	--	--	--	--	--	--	--	--	--	--	--	--
Somewhat unconcerned	--	--	--	--	--	--	--	--	--	--	--	--
Very unconcerned	--	--	--	--	--	--	--	--	--	--	--	--
No Response	66	98.5%	13	100.0%	19	100.0%	25	96.2%	2	100.0%	7	100.0%

Table 25: Disability Services Staff Effectiveness with Issues (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Very effective	40	6.5%	10	9.3%	6	6.1%	2	2.4%	5	4.5%	3	4.4%	12	9.8%	2	8.3%
Somewhat effective	7	1.1%	3	2.8%	--	--	1	1.2%	1	0.9%	--	--	2	1.6%	--	--
Somewhat ineffective	1	0.2%	--	--	--	--	1	1.2%	--	--	--	--	--	--	--	--
Very ineffective	1	0.2%	--	--	--	--	1	1.2%	--	--	--	--	--	--	--	--
No Response	563	92.0%	95	88.0%	92	93.9%	77	93.9%	104	94.5%	65	95.6%	108	88.5%	22	91.7%

Table 26: Disability Services Staff Effectiveness with Issues (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Very effective	1	1.5%	--	--	--	--	1	3.8%	--	--	--	--
Somewhat effective	--	--	--	--	--	--	--	--	--	--	--	--
Somewhat ineffective	--	--	--	--	--	--	--	--	--	--	--	--
Very ineffective	--	--	--	--	--	--	--	--	--	--	--	--
No Response	66	98.5%	13	100.0%	19	100.0%	25	96.2%	2	100.0%	7	100.0%

STUDENT CENTRAL

The Student Central offices serve IU Southeast students with financial aid, scholarships, Registrar, and Bursar-related issues. Over half of the undergraduate respondents stated that Student Central staff was very available when needed, while almost 60% of graduate respondents had that same opinion.

Table 27: Student Central Staff Availability (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Very available	318	52.0%	51	47.2%	50	51.0%	50	61.0%	52	47.3%	38	55.9%	68	55.7%	9	37.5%
Somewhat available	145	23.7%	27	25.0%	28	28.6%	16	19.5%	22	20.0%	17	25.0%	27	22.1%	8	33.3%
Somewhat unavailable	26	4.2%	7	6.5%	6	6.1%	1	1.2%	9	8.2%	1	1.5%	2	1.6%	--	--
Very unavailable	9	1.5%	2	1.9%	1	1.0%	--	--	4	3.6%	--	--	1	0.8%	1	4.2%
No Response	114	18.6%	21	19.4%	13	13.3%	15	18.3%	23	20.9%	12	17.6%	24	19.7%	6	25.0%

Table 28: Student Central Staff Availability (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Very available	39	58.2%	9	69.2%	10	52.6%	13	50.0%	1	50.0%	6	85.7%
Somewhat available	11	16.4%	2	15.4%	2	10.5%	5	19.2%	1	50.0%	1	14.3%
Somewhat unavailable	1	1.5%	--	--	1	5.3%	--	--	--	--	--	--
Very unavailable	2	3.0%	--	--	1	5.3%	1	3.8%	--	--	--	--
No Response	14	20.9%	2	15.4%	5	26.3%	7	26.9%	--	--	--	--

Just under three-quarters of undergraduate and graduate students (73.5% and 73.1%, respectively) thought that the Student Central staff were very concerned or somewhat concerned with the students' issues at hand.

Table 29: Student Central Staff Concern with Issues (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Very concerned	284	46.4%	42	38.9%	42	42.9%	40	48.8%	52	47.3%	30	44.1%	66	54.1%	12	50.0%
Somewhat concerned	166	27.1%	33	30.6%	32	32.7%	22	26.8%	25	22.7%	21	30.9%	28	23.0%	5	20.8%
Somewhat unconcerned	35	5.7%	9	8.3%	9	9.2%	5	6.1%	7	6.4%	2	2.9%	2	1.6%	1	4.2%
Very unconcerned	12	2.0%	3	2.8%	1	1.0%	--	--	3	2.7%	3	4.4%	2	1.6%	--	--
No Response	115	18.8%	21	19.4%	14	14.3%	15	18.3%	23	20.9%	12	17.6%	24	19.7%	6	25.0%

Table 30: Student Central Staff Concern with Issues (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Very concerned	34	50.7%	7	53.8%	9	47.4%	11	42.3%	1	50.0%	6	85.7%
Somewhat concerned	15	22.4%	3	23.1%	4	21.1%	6	23.1%	1	50.0%	1	14.3%
Somewhat unconcerned	2	3.0%	--	--	1	5.3%	1	3.8%	--	--	--	--
Very unconcerned	2	3.0%	1	7.7%	--	--	1	3.8%	--	--	--	--
No Response	14	20.9%	2	15.4%	5	26.3%	7	26.9%	--	--	--	--

Roughly three-quarters of the respondents, or 74.5% of undergraduates and 73.1% of graduates, also said that the Student Central staff members were very effective or somewhat effective when helping with students' issues.

Table 31: Student Central Staff Effectiveness (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Very effective	325	53.1%	51	47.2%	51	52.0%	46	56.1%	55	50.0%	35	51.5%	75	61.5%	12	50.0%
Somewhat effective	131	21.4%	25	23.1%	24	24.5%	19	23.2%	20	18.2%	18	26.5%	20	16.4%	5	20.8%
Somewhat ineffective	32	5.2%	9	8.3%	8	8.2%	1	1.2%	9	8.2%	3	4.4%	2	1.6%	--	--
Very ineffective	9	1.5%	2	1.9%	1	1.0%	1	1.2%	3	2.7%	--	--	1	0.8%	1	4.2%
No Response	115	18.8%	21	19.4%	14	14.3%	15	18.3%	23	20.9%	12	17.6%	24	19.7%	6	25.0%

Table 32: Student Central Staff Effectiveness (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Very effective	40	59.7%	8	61.5%	10	52.6%	15	57.7%	1	50.0%	6	85.7%
Somewhat effective	9	13.4%	3	23.1%	2	10.5%	3	11.5%	--	--	1	14.3%
Somewhat ineffective	4	6.0%	--	--	2	10.5%	1	3.8%	1	50.0%	--	--
Very ineffective	--	--	--	--	--	--	--	--	--	--	--	--
No Response	14	20.9%	2	15.4%	5	26.3%	7	26.9%	--	--	--	--

OFFICE OF FINANCIAL AID AND PAYING EXPENSES

Students were asked about their issue related to paying various categories of expenses, along with some feedback about their interactions with the Office of Financial Aid.

A little under half (47.1%) of all undergraduate student respondents stated that they had issues concerning IU Southeast tuition and fees. Meanwhile, a third (35.6%) of all of the undergraduates surveyed had issues or concerns with books, software, and other supplies. One hundred and eight students, or 17.6% of undergraduate respondents, said that living expenses like housing, food, and healthcare have been a concern. Roughly a third (32.5%) of undergraduate students said that they did not have issues with any of the listed expense categories.

Graduate students had comparable levels of responses around tuitions and fees, with 43.3% of them having issues. About 1 in 5 graduate respondents, or 19.4%, had issues when purchasing books, software, and other supplies. Only 6% of graduated had living expense-related concerns. A combined 16 students (14 undergraduate and 2 graduate students) within the entire respondent group reported that they had issues paying childcare expenses. About half of this graduate group, or 49.3%, stated that they did not have issues with any of the listed expenses.

Table 33: Issues with Paying Expenses (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Tuition and fees	288	47.1%	55	50.9%	36	36.7%	32	39.0%	58	52.7%	36	52.9%	59	48.4%	12	50.0%
Books, software, and other supplies	218	35.6%	29	26.9%	35	35.7%	29	35.4%	34	30.9%	23	33.8%	58	47.5%	10	41.7%
Living expenses (housing, food, healthcare)	108	17.6%	19	17.6%	13	13.3%	18	22.0%	20	18.2%	7	10.3%	28	23.0%	3	12.5%
Childcare	14	2.3%	4	3.7%	2	2.0%	2	2.4%	4	3.6%	1	1.5%	1	0.8%	--	--
None of the above	199	32.5%	36	33.3%	34	34.7%	30	36.6%	38	34.5%	21	30.9%	32	26.2%	8	33.3%

*Please note that the respondents could choose more than one answer.

Table 34: Issues with Paying Expenses (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Tuition and fees	29	43.3%	8	61.5%	8	42.1%	6	23.1%	2	100.0%	5	71.4%
Books, software, and other supplies	13	19.4%	2	15.4%	4	21.1%	3	11.5%	1	50.0%	3	42.9%
Living expenses (housing, food, healthcare)	4	6.0%	1	7.7%	--	--	1	3.8%	--	--	2	28.6%
Childcare	2	3.0%	--	--	--	--	--	--	1	50.0%	1	14.3%
None of the above	33	49.3%	4	30.8%	10	52.6%	17	65.4%	--	--	2	28.6%

*Please note that the respondents could choose more than one answer.

From the responses gathered, it appears that the most common issue when interacting with the Office of Financial Aid was the unclear nature of the financial aid process itself, with 19.9% of undergraduate and 17.9% of graduate respondents citing this. Students also noted that they encountered errors processing their financial aid (14.1% of undergraduates) and delays in getting money (13.9% of undergraduates). The second most common issue according to 9% of graduate respondents was the difficulty in meeting with, speaking to, or emailing Financial Aid staff members. Students also stated that around 6 in 10 (58.5%) undergraduates and 7 in 10 (67.2%) graduates did not experience any of the listed issues when interacting with the Office of Financial Aid.

Table 35: Interaction with Financial Aid Offices (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Process was unclear	122	19.9%	24	22.2%	15	15.3%	19	23.2%	22	20.0%	9	13.2%	27	22.1%	6	25.0%
Errors processing financial aid	86	14.1%	18	16.7%	14	14.3%	9	11.0%	10	9.1%	8	11.8%	21	17.2%	6	25.0%
Delays in getting money	85	13.9%	25	23.1%	6	6.1%	8	9.8%	14	12.7%	8	11.8%	20	16.4%	4	16.7%
Difficult to meet with, speak to, or email staff	68	11.1%	12	11.1%	10	10.2%	9	11.0%	11	10.0%	8	11.8%	15	12.3%	3	12.5%
Unable to answer questions	58	9.5%	12	11.1%	10	10.2%	7	8.5%	12	10.9%	1	1.5%	13	10.7%	3	12.5%
Gave me wrong information	19	3.1%	3	2.8%	2	2.0%	4	4.9%	2	1.8%	1	1.5%	6	4.9%	1	4.2%
None of the above	358	58.5%	55	50.9%	61	62.2%	50	61.0%	68	61.8%	45	66.2%	70	57.4%	9	37.5%

*Please note that the respondents could choose more than one answer.

Table 36: Interaction with Financial Aid Offices (Graduate)

	All N	All %	ARL N	ARL %	BUS N	BUS %	EDUC N	EDUC %	NURS N	NURS %	SSCI N	SSCI %
Process was unclear	12	17.9%	5	38.5%	3	15.8%	4	15.4%	--	--	--	--
Difficult to meet with, speak to, or email staff	6	9.0%	--	--	2	10.5%	3	11.5%	--	--	1	14.3%
Delays in getting money	5	7.5%	1	7.7%	1	5.3%	3	11.5%	--	--	--	--
Gave me wrong information	5	7.5%	1	7.7%	3	15.8%	1	3.8%	--	--	--	--
Unable to answer questions	5	7.5%	--	--	1	5.3%	3	11.5%	--	--	1	14.3%
Errors processing financial aid	4	6.0%	--	--	--	--	3	11.5%	--	--	1	14.3%
None of the above	45	67.2%	7	53.8%	13	68.4%	18	69.2%	2	100.0%	5	71.4%

*Please note that the respondents could choose more than one answer.

ACADEMIC SUCCESS AND CHALLENGES

Respondents were also asked about their issues and opinions surrounding many academic-focused experiences, including college-level work, online classes, and academic majors at IU Southeast.

COLLEGE-LEVEL WORK

Students not feeling motivated to study was the most noted overall response by undergraduate students, with just over a third of them (34.3%) claiming this. Ten graduate students (or 14.9% of that group) stated that poor planning and time management skills was the biggest obstacle for them surrounding college-level work at IU Southeast. Almost 1 in 3 undergraduate respondents (28.4%) also agreed that poor planning and time management skills also affected them negatively.

Just over 1 in 10 graduate respondents said that they did not feel motivated to study. About a fifth of Natural Sciences students reported that they felt that they took too many courses during the term. One-third (33.3%) of undergraduate students and two-thirds (67.2%) of graduate students responded that they had not experienced any of the listed academic issues.

Table 37: Issues with College-Level Work (Undergraduate)

	All N	All %	ARL N	ARL %	BUS N	BUS %	EDUC N	EDUC %	NSCI N	NSCI %	NURS N	NURS %	SSCI N	SSCI %	ACES N	ACES %
Not motivated to study	210	34.3%	32	29.6%	34	34.7%	28	34.1%	35	31.8%	23	33.8%	48	39.3%	10	41.7%
Poor planning and time management skills	174	28.4%	31	28.7%	22	22.4%	22	26.8%	40	36.4%	11	16.2%	39	32.0%	9	37.5%
Poor study skills	127	20.8%	17	15.7%	14	14.3%	16	19.5%	33	30.0%	12	17.6%	26	21.3%	9	37.5%
Required level of math was difficult	75	12.3%	7	6.5%	16	16.3%	18	22.0%	12	10.9%	2	2.9%	19	15.6%	1	4.2%
Took too many classes	75	12.3%	17	15.7%	11	11.2%	6	7.3%	22	20.0%	4	5.9%	15	12.3%	--	--
Reading or writing assignments were difficult	55	9.0%	13	12.0%	6	6.1%	6	7.3%	7	6.4%	8	11.8%	12	9.8%	3	12.5%
Skipped too many classess	12	2.0%	1	0.9%	3	3.1%	2	2.4%	4	3.6%	1	1.5%	1	0.8%	--	--
None of the above	204	33.3%	39	36.1%	32	32.7%	23	28.0%	38	34.5%	28	41.2%	39	32.0%	5	20.8%

*Please note that the respondents could choose more than one answer.

Table 38: Issues with College-Level Work (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Poor planning and time management skills	10	14.9%	4	30.8%	3	15.8%	3	11.5%	--	--	--	--
Not motivated to study	8	11.9%	--	--	1	5.3%	6	23.1%	--	--	1	14.3%
Took too many classes	6	9.0%	3	23.1%	1	5.3%	2	7.7%	--	--	--	--
Poor study skills	4	6.0%	--	--	1	5.3%	3	11.5%	--	--	--	--
Reading or writing assignments were difficult	3	4.5%	2	15.4%	1	5.3%	--	--	--	--	--	--
Required level of math was difficult	1	1.5%	--	--	1	5.3%	--	--	--	--	--	--
Skipped too many classsess	1	1.5%	--	--	--	--	1	3.8%	--	--	--	--
None of the above	45	67.2%	7	53.8%	13	68.4%	17	65.4%	2	100.0%	6	85.7%

*Please note that the respondents could choose more than one answer.

ONLINE CLASSES

Whether they intended to take online courses or not, the transition to fully online course modality in the Spring 2020 term due to the COVID-19 pandemic meant that many students were forced to shift to this learning environment. When Fall 2020 survey respondents were asked about which issues they have encountered with online courses, this fact might mean that more students were able to reflect on their online experience than otherwise would have previously.

While almost half (48.5%) of undergraduates stated that they had difficulty learning the online course material on their own, only 22.4% of graduate students listed this issue. A relatively equal number of undergraduate respondents reported that lack of interaction with others (40.4%), difficulty keeping up due to a lack of regular class time (39.4%), and lack of interaction with faculty (37.1%) all negatively impacted their learning via online courses. The lack of interaction with others and lack of interaction with faculty was also viewed negatively by about a fifth of graduate students (20.9% and 19.4%, respectively).

Table 39: Issues with Online Courses (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Difficulty learning the material on my own	297	48.5%	43	39.8%	44	44.9%	42	51.2%	55	50.0%	37	54.4%	61	50.0%	15	62.5%
Lack of interaction with other students	247	40.4%	44	40.7%	37	37.8%	35	42.7%	44	40.0%	27	39.7%	52	42.6%	8	33.3%
Difficulty keeping up because of no regular class times	241	39.4%	37	34.3%	31	31.6%	37	45.1%	52	47.3%	25	36.8%	47	38.5%	12	50.0%
Lack of interaction with faculty	227	37.1%	29	26.9%	35	35.7%	28	34.1%	49	44.5%	25	36.8%	52	42.6%	9	37.5%
Difficulty using course technology	142	23.2%	24	22.2%	19	19.4%	19	23.2%	28	25.5%	11	16.2%	31	25.4%	10	41.7%
Difficulty taking exams at testing center	37	6.0%	4	3.7%	7	7.1%	7	8.5%	10	9.1%	1	1.5%	8	6.6%	--	--
None of the above	123	20.1%	26	24.1%	23	23.5%	17	20.7%	21	19.1%	9	13.2%	24	19.7%	3	12.5%

*Please note that the respondents could choose more than one answer.

Table 40: Issues with Online Courses (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Difficulty learning the material on my own	15	22.4%	2	15.4%	4	21.1%	6	23.1%	--	--	3	42.9%
Lack of interaction with other students	14	20.9%	4	30.8%	5	26.3%	4	15.4%	--	--	1	14.3%
Lack of interaction with faculty	13	19.4%	1	7.7%	8	42.1%	4	15.4%	--	--	--	--
Difficulty keeping up because of no regular class times	9	13.4%	1	7.7%	3	15.8%	3	11.5%	--	--	2	28.6%
Difficulty using course technology	9	13.4%	2	15.4%	4	21.1%	2	7.7%	--	--	1	14.3%
Difficulty taking exams at testing center	1	1.5%	--	--	1	5.3%	--	--	--	--	--	--
None of the above	29	43.3%	6	46.2%	4	21.1%	15	57.7%	2	100.0%	2	28.6%

*Please note that the respondents could choose more than one answer.

ACADEMIC MAJORS

In both the undergraduate and graduate respondent groups, not nearly as many students reported issues with their academic majors. The same number of undergraduate students (9.3%) stated both that they cannot decide on a major as well as that their graduation was delayed due to changing their major. Graduate-level respondents in the School of Education also stated similar issues: that one student felt that they cannot decide on a major and one student had graduation delayed due to changing their major. Over ninety-five percent of graduate students said that they experienced none of the listed issues, while over seventy-five percent (77.6%) of undergraduate students surveyed said the same.

Table 41: Issues with Academic Majors (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Can't decide on a major	57	9.3%	9	8.3%	11	11.2%	1	1.2%	5	4.5%	4	5.9%	16	13.1%	11	45.8%
Graduation delayed due to changing major	57	9.3%	12	11.1%	8	8.2%	11	13.4%	12	10.9%	5	7.4%	8	6.6%	1	4.2%
Courseload too heavy due to changing major	20	3.3%	3	2.8%	2	2.0%	3	3.7%	7	6.4%	--	--	5	4.1%	--	--
None of the above	475	77.6%	82	75.9%	75	76.5%	66	80.5%	89	80.9%	55	80.9%	96	78.7%	12	50.0%

*Please note that the respondents could choose more than one answer.

Table 42: Issues with Academic Majors (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Can't decide on a major	1	1.5%	--	--	--	--	1	3.8%	--	--	--	--
Graduation delayed due to changing major	1	1.5%	--	--	--	--	1	3.8%	--	--	--	--
Courseload too heavy due to changing major	--	--	--	--	--	--	--	--	--	--	--	--
None of the above	64	95.5%	13	100.0%	18	94.7%	24	92.3%	2	100.0%	7	100.0%

*Please note that the respondents could choose more than one answer.

PERSONAL, HEALTH, AND FAMILY CONCERNS

Students were asked a variety of questions concerning their own health, issues with their family, and on other topics like transportation availability to campus and personal travel experience.

HEALTH AND DISABILITY

It was found that about a quarter (24.3%) of undergraduate students surveyed reported having issues with their emotional and mental health. This percentage rose to 35.2% of respondents within the School of Arts & Letters and to 28.7% of Social Sciences students. Fewer undergraduate students listed physical health issues, with only 6.4% of overall respondents pinpointing that topic. About one percent or fewer undergraduate respondents stated that they had experienced issues related to difficulty navigating the IU Southeast campus with their disability (1.3%), pregnancy and childbirth (1.1%), and faculty (0.8%) or disability services (0.7%) not providing necessary accommodations or support for their disability. Two-thirds (67%) of undergraduates reported not having experienced any of the listed issues.

Only five total graduate students (or 7.5%) across four graduate schools said that they had experience emotional or mental health issues. Almost 9 in 10 (88.1%) of students stated that they had not had any issues around the listed topics to-date.

Table 43: Issues with Health and Disability (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Emotional/mental health issue	149	24.3%	38	35.2%	19	19.4%	14	17.1%	29	26.4%	14	20.6%	35	28.7%	--	--
Physical health issue	39	6.4%	13	12.0%	6	6.1%	3	3.7%	4	3.6%	2	2.9%	10	8.2%	1	4.2%
Campus is difficult to navigate with my disability	8	1.3%	3	2.8%	--	--	1	1.2%	1	0.9%	--	--	3	2.5%	--	--
Pregnancy and childbirth	7	1.1%	1	0.9%	1	1.0%	1	1.2%	1	0.9%	1	1.5%	2	1.6%	--	--
Faculty did not provide necessary accommodations for my disability	5	0.8%	3	2.8%	--	--	--	--	1	0.9%	--	--	1	0.8%	--	--
Disability services did not provide necessary support	4	0.7%	1	0.9%	--	--	2	2.4%	1	0.9%	--	--	--	--	--	--
None of the above	410	67.0%	57	52.8%	72	73.5%	59	72.0%	76	69.1%	48	70.6%	75	61.5%	23	95.8%

Please note that the respondents could choose more than one answer.

Table 44: Issues with Health and Disability (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Emotional/mental health issue	5	7.5%	1	7.7%	2	10.5%	1	3.8%	--	--	1	14.3%
Campus is difficult to navigate with my disability	--	--	--	--	--	--	--	--	--	--	--	--
Disability services did not provide necessary support	--	--	--	--	--	--	--	--	--	--	--	--
Faculty did not provide necessary accommodations for my disability	--	--	--	--	--	--	--	--	--	--	--	--
Physical health issue	--	--	--	--	--	--	--	--	--	--	--	--
Pregnancy and childbirth	--	--	--	--	--	--	--	--	--	--	--	--
None of the above	59	88.1%	12	92.3%	16	84.2%	23	88.5%	2	100.0%	6	85.7%

Please note that the respondents could choose more than one answer.

At the same time, students shared that 32.8% of undergraduate respondents and 40.3% of graduate respondents experienced difficulty balancing the demands of family and college responsibilities. Twenty-seven undergraduate students and one graduate student said that their family did not support them going to college.

Table 45: Issues with Family (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Difficulty balancing demands of family and college	201	32.8%	37	34.3%	32	32.7%	26	31.7%	42	38.2%	21	30.9%	40	32.8%	3	12.5%
Difficulty dealing with health of family	59	9.6%	15	13.9%	6	6.1%	3	3.7%	14	12.7%	3	4.4%	17	13.9%	1	4.2%
Family does not support me going to college	27	4.4%	10	9.3%	2	2.0%	2	2.4%	5	4.5%	2	2.9%	6	4.9%	--	--
Difficulty finding childcare	17	2.8%	2	1.9%	3	3.1%	3	3.7%	3	2.7%	2	2.9%	3	2.5%	1	4.2%
None of the above	357	58.3%	59	54.6%	58	59.2%	49	59.8%	61	55.5%	42	61.8%	69	56.6%	19	79.2%

*Please note that the respondents could choose more than one answer.

Table 46: Issues with Family (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Difficulty balancing demands of family and college	27	40.3%	7	53.8%	7	36.8%	9	34.6%	1	50.0%	3	42.9%
Difficulty dealing with health of family	4	6.0%	1	7.7%	1	5.3%	1	3.8%	--	--	1	14.3%
Family does not support me going to college	1	1.5%	--	--	1	5.3%	--	--	--	--	--	--
Difficulty finding childcare	--	--	--	--	--	--	--	--	--	--	--	--
None of the above	35	52.2%	5	38.5%	10	52.6%	16	61.5%	1	50.0%	3	42.9%

*Please note that the respondents could choose more than one answer.

TRANSPORTATION AND TRAVEL

Regarding students' transportation situations to and from the IU Southeast campus, 11.8% of undergraduates said that their travel to campus takes a long time, while only 6% of graduate students responded similarly. A total of 30 undergraduates and 1 graduate student surveyed said that their car, carpool, or public transportation option to campus was not reliable.

Table 47: Issues with Transportation to Campus (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Travel to campus takes a long time	72	11.8%	18	16.7%	6	6.1%	7	8.5%	15	13.6%	12	17.6%	13	10.7%	1	4.2%
Car or carpool not reliable	19	3.1%	5	4.6%	--	--	5	6.1%	2	1.8%	1	1.5%	5	4.1%	1	4.2%
Public transportation system not reliable	11	1.8%	3	2.8%	1	1.0%	3	3.7%	--	--	--	--	4	3.3%	--	--
None of the above	497	81.2%	83	76.9%	85	86.7%	66	80.5%	91	82.7%	51	75.0%	99	81.1%	22	91.7%

*Please note that the respondents could choose more than one answer.

Table 48: Issues with Transportation to Campus (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Travel to campus takes a long time	4	6.0%	2	15.4%	--	--	1	3.8%	--	--	1	14.3%
Car or carpool not reliable	1	1.5%	--	--	1	5.3%	--	--	--	--	--	--
Public transportation system not reliable	--	--	--	--	--	--	--	--	--	--	--	--
None of the above	59	88.1%	11	84.6%	17	89.5%	23	88.5%	2	100.0%	6	85.7%

*Please note that the respondents could choose more than one answer.

From the responses collected, it appears that the majority of undergraduate and graduate students (54.6% and 76.1%, respectively) have travelled outside of the Kentuckiana region more than 10 times during their lifetimes. Two hundred and twenty four undergraduate respondents (or 36.6%) have travelled outside of the region between one and ten times.

Table 49: Lifetime Travel Outside of Kentuckiana Region (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
More than 10 times	334	54.6%	60	55.6%	60	61.2%	47	57.3%	66	60.0%	38	55.9%	53	43.4%	10	41.7%
5-10 times	125	20.4%	20	18.5%	14	14.3%	20	24.4%	24	21.8%	14	20.6%	28	23.0%	5	20.8%
1-5 times	99	16.2%	18	16.7%	16	16.3%	9	11.0%	11	10.0%	10	14.7%	26	21.3%	9	37.5%
Never	32	5.2%	5	4.6%	3	3.1%	3	3.7%	8	7.3%	2	2.9%	11	9.0%	--	--
No Response	22	3.6%	5	4.6%	5	5.1%	3	3.7%	1	0.9%	4	5.9%	4	3.3%	--	--

Table 50: Lifetime Travel Outside of Kentuckiana Region (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
More than 10 times	51	76.1%	11	84.6%	15	78.9%	19	73.1%	1	50.0%	5	71.4%
5-10 times	6	9.0%	1	7.7%	--	--	4	15.4%	--	--	1	14.3%
1-5 times	6	9.0%	--	--	2	10.5%	2	7.7%	1	50.0%	1	14.3%
Never	2	3.0%	1	7.7%	1	5.3%	--	--	--	--	--	--
No Response	2	3.0%	--	--	1	5.3%	1	3.8%	--	--	--	--

COVID-19 IMPACT

Combining "very true" and "somewhat true" responses, a majority of undergraduate students (58.7%) said that the COVID-19 pandemic had resulted in a negative impact to the employment circumstances. The largest portions of undergraduates who viewed COVID-19's detrimental employment impact in this way were in the Schools of Natural Sciences and Social Sciences (74 students in each). Between a quarter and a third (28.8%) stated that COVID-19's negative impact on their employment situation was not at all true.

A slightly smaller contingent of graduate students, but still a majority (52.2%) admitted that the pandemic had had a negative impact on their employment circumstances, while a larger portion, or 38.8%, of graduate-level respondents said that COVID-19 had no negative impact on their employment.

Table 51: COVID-19's Negative Impact on Employment Circumstances (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Very true	156	25.5%	27	25.0%	21	21.4%	22	26.8%	31	28.2%	10	14.7%	38	31.1%	7	29.2%
Somewhat true	203	33.2%	42	38.9%	33	33.7%	27	32.9%	43	39.1%	19	27.9%	36	29.5%	3	12.5%
Somewhat untrue	54	8.8%	12	11.1%	7	7.1%	5	6.1%	10	9.1%	7	10.3%	9	7.4%	4	16.7%
Not at all true	176	28.8%	22	20.4%	32	32.7%	24	29.3%	25	22.7%	28	41.2%	35	28.7%	10	41.7%
No Response	23	3.8%	5	4.6%	5	5.1%	4	4.9%	1	0.9%	4	5.9%	4	3.3%	--	--

Table 52: COVID-19's Negative Impact on Employment Circumstances (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Very true	23	34.3%	6	46.2%	8	42.1%	7	26.9%	--	--	2	28.6%
Somewhat true	12	17.9%	3	23.1%	1	5.3%	4	15.4%	1	50.0%	3	42.9%
Somewhat untrue	4	6.0%	2	15.4%	--	--	2	7.7%	--	--	--	--
Not at all true	26	38.8%	2	15.4%	9	47.4%	12	46.2%	1	50.0%	2	28.6%
No Response	2	3.0%	--	--	1	5.3%	1	3.8%	--	--	--	--

A higher portion of undergraduate respondents (35.6%) stated that it was "somewhat true" that the COVID-19 pandemic had a negative impact so far on their family finances, while 23.9% of undergraduates surveyed said that this negative impact was "very true." Almost 1 in 3 (28.4%) of graduate students admitted that COVID-19 had a "very true" negative impact upon their family finances.

Table 53: COVID-19's Negative Impact on Family Finances (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Very true	146	23.9%	29	26.9%	26	26.5%	12	14.6%	24	21.8%	7	10.3%	44	36.1%	4	16.7%
Somewhat true	218	35.6%	43	39.8%	25	25.5%	35	42.7%	43	39.1%	26	38.2%	38	31.1%	8	33.3%
Somewhat untrue	72	11.8%	10	9.3%	12	12.2%	8	9.8%	14	12.7%	10	14.7%	13	10.7%	5	20.8%
Not at all true	153	25.0%	21	19.4%	30	30.6%	23	28.0%	28	25.5%	21	30.9%	23	18.9%	7	29.2%
No Response	23	3.8%	5	4.6%	5	5.1%	4	4.9%	1	0.9%	4	5.9%	4	3.3%	--	--

Table 54: COVID-19's Negative Impact on Family Finances (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Very true	19	28.4%	6	46.2%	4	21.1%	6	23.1%	1	50.0%	2	28.6%
Somewhat true	13	19.4%	2	15.4%	3	15.8%	7	26.9%	--	--	1	14.3%
Somewhat untrue	7	10.4%	1	7.7%	2	10.5%	3	11.5%	--	--	1	14.3%
Not at all true	26	38.8%	4	30.8%	9	47.4%	9	34.6%	1	50.0%	3	42.9%
No Response	2	3.0%	--	--	1	5.3%	1	3.8%	--	--	--	--

IU Southeast was described as 69.9% of undergraduate students' first choice. A larger percentage (80.6%) of graduate respondents stated that IU Southeast was their first choice. Eighteen undergraduate students and two graduate students said that they changed their plans to come to IU Southeast because of the COVID-19 pandemic.

Table 55: IU Southeast as First Choice (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
First choice	428	69.9%	77	71.3%	74	75.5%	50	61.0%	78	70.9%	48	70.6%	81	66.4%	20	83.3%
Second choice	123	20.1%	20	18.5%	11	11.2%	22	26.8%	24	21.8%	12	17.6%	31	25.4%	3	12.5%
Third choice or lower	19	3.1%	5	4.6%	2	2.0%	3	3.7%	6	5.5%	--	--	2	1.6%	1	4.2%
I changed my plans to come here as a result of COVID-19.	18	2.9%	1	0.9%	6	6.1%	3	3.7%	1	0.9%	4	5.9%	3	2.5%	--	--
No Response	24	3.9%	5	4.6%	5	5.1%	4	4.9%	1	0.9%	4	5.9%	5	4.1%	--	--

Table 56: IU Southeast as First Choice (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
First choice	54	80.6%	11	84.6%	14	73.7%	21	80.8%	2	100.0%	6	85.7%
Second choice	7	10.4%	1	7.7%	2	10.5%	3	11.5%	--	--	1	14.3%
Third choice or lower	2	3.0%	1	7.7%	1	5.3%	--	--	--	--	--	--
I changed my plans to come here as a result of COVID-19.	2	3.0%	--	--	1	5.3%	1	3.8%	--	--	--	--
No Response	2	3.0%	--	--	1	5.3%	1	3.8%	--	--	--	--

ACCESS TO TECHNOLOGY, INTERNET, AND FOOD SECURITY

Surveyed students were asked about their access to adequate basic electronic devices, Internet connectivity, and computer hardware, as it related to remote instruction and academic success.

Almost 9 in 10 undergraduate and graduate students (89.4% and 92.5%, respectively) said that they had access to basic electronic devices (including a computer, laptop, and printer) in regards to their academic success at IU Southeast.

Table 57: Access to Basic Electronic Devices for Academic Success (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Yes	547	89.4%	96	88.9%	85	86.7%	74	90.2%	103	93.6%	60	88.2%	109	89.3%	20	83.3%
No	25	4.1%	5	4.6%	4	4.1%	3	3.7%	4	3.6%	2	2.9%	6	4.9%	1	4.2%
Unsure	17	2.8%	2	1.9%	4	4.1%	1	1.2%	2	1.8%	2	2.9%	3	2.5%	3	12.5%
No Response	23	3.8%	5	4.6%	5	5.1%	4	4.9%	1	0.9%	4	5.9%	4	3.3%	--	--

Table 58: Access to Basic Electronic Devices for Academic Success (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	62	92.5%	11	84.6%	18	94.7%	24	92.3%	2	100.0%	7	100.0%
No	2	3.0%	1	7.7%	--	--	1	3.8%	--	--	--	--
Unsure	1	1.5%	1	7.7%	--	--	--	--	--	--	--	--
No Response	2	3.0%	--	--	1	5.3%	1	3.8%	--	--	--	--

A slightly smaller portion of students (83.8% of undergraduate and 85.1% of graduate respondents) stated that they currently had access to "extremely adequate" or "adequate" Internet connectivity for remote instruction purposes.

About 12% undergraduate and graduate students (12.1% and 11.9%, respectively) reported that their Internet connectivity was "neither adequate nor inadequate," "inadequate," or "extremely inadequate" for remote instruction.

Table 59: Access to Adequate Internet Connectivity for Remote Instruction (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Extremely adequate	237	38.7%	47	43.5%	38	38.8%	27	32.9%	47	42.7%	24	35.3%	48	39.3%	6	25.0%
Adequate	276	45.1%	42	38.9%	42	42.9%	41	50.0%	49	44.5%	32	47.1%	55	45.1%	15	62.5%
Neither adequate nor inadequate	43	7.0%	7	6.5%	5	5.1%	4	4.9%	10	9.1%	6	8.8%	8	6.6%	3	12.5%
Inadequate	23	3.8%	3	2.8%	7	7.1%	4	4.9%	2	1.8%	--	--	7	5.7%	--	--
Extremely inadequate	8	1.3%	3	2.8%	1	1.0%	2	2.4%	1	0.9%	1	1.5%	--	--	--	--
No Response	25	4.1%	6	5.6%	5	5.1%	4	4.9%	1	0.9%	5	7.4%	4	3.3%	--	--

Table 60: Access to Adequate Internet Connectivity for Remote Instruction (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Extremely adequate	33	49.3%	5	38.5%	10	52.6%	12	46.2%	1	50.0%	5	71.4%
Adequate	24	35.8%	5	38.5%	7	36.8%	9	34.6%	1	50.0%	2	28.6%
Neither adequate nor inadequate	5	7.5%	2	15.4%	1	5.3%	2	7.7%	--	--	--	--
Inadequate	2	3.0%	1	7.7%	--	--	1	3.8%	--	--	--	--
Extremely inadequate	1	1.5%	--	--	--	--	1	3.8%	--	--	--	--
No Response	2	3.0%	--	--	1	5.3%	1	3.8%	--	--	--	--

About three-quarters of surveyed students (76.5% of undergraduate and 79.1% of graduate respondents) "agreed" or "strongly agreed" that they had access to adequate computer hardware for remote instruction. About 12% of undergraduate and graduate respondents (12.6% and 11.9%, respectively) "disagreed" or "strongly disagreed" with that statement.

Table 61: Access to Adequate Computer Hardware for Remote Instruction (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Strongly agree	215	35.1%	38	35.2%	34	34.7%	27	32.9%	48	43.6%	16	23.5%	44	36.1%	8	33.3%
Agree	253	41.3%	42	38.9%	33	33.7%	37	45.1%	43	39.1%	36	52.9%	51	41.8%	11	45.8%
Neither agree nor disagree	42	6.9%	3	2.8%	7	7.1%	9	11.0%	4	3.6%	5	7.4%	10	8.2%	4	16.7%
Disagree	25	4.1%	8	7.4%	7	7.1%	3	3.7%	1	0.9%	1	1.5%	5	4.1%	--	--
Strongly disagree	52	8.5%	11	10.2%	12	12.2%	2	2.4%	13	11.8%	5	7.4%	8	6.6%	1	4.2%
No Response	25	4.1%	6	5.6%	5	5.1%	4	4.9%	1	0.9%	5	7.4%	4	3.3%	--	--

Table 62: Access to Adequate Computer Hardware for Remote Instruction (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Strongly agree	24	35.8%	3	23.1%	6	31.6%	11	42.3%	1	50.0%	3	42.9%
Agree	29	43.3%	6	46.2%	10	52.6%	11	42.3%	1	50.0%	1	14.3%
Neither agree nor disagree	4	6.0%	3	23.1%	--	--	1	3.8%	--	--	--	--
Disagree	3	4.5%	--	--	1	5.3%	--	--	--	--	2	28.6%
Strongly disagree	5	7.5%	1	7.7%	1	5.3%	2	7.7%	--	--	1	14.3%
No Response	2	3.0%	--	--	1	5.3%	1	3.8%	--	--	--	--

Students were also asked about their awareness of IU Southeast's food pantry services and its food security program. Just over half (51.8%) of undergraduates were not aware of the food pantry, while almost 7 in 10 (or 68.7%) graduate respondents were unaware of the service.

Table 63: Awareness of IU Southeast's Food Pantry (Undergraduate)

	All		ARL		BUS		EDUC		NSCI		NURS		SSCI		ACES	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Yes	271	44.3%	52	48.1%	41	41.8%	29	35.4%	49	44.5%	33	48.5%	60	49.2%	7	29.2%
No	317	51.8%	50	46.3%	52	53.1%	49	59.8%	60	54.5%	31	45.6%	58	47.5%	17	70.8%
No Response	24	3.9%	6	5.6%	5	5.1%	4	4.9%	1	0.9%	4	5.9%	4	3.3%	--	--

Table 64: Awareness of IU Southeast's Food Pantry (Graduate)

	All		ARL		BUS		EDUC		NURS		SSCI	
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	19	28.4%	6	46.2%	5	26.3%	4	15.4%	--	--	4	57.1%
No	46	68.7%	7	53.8%	13	68.4%	21	80.8%	2	100.0%	3	42.9%
No Response	2	3.0%	--	--	1	5.3%	1	3.8%	--	--	--	--

ADDITIONAL COMMENTS AND CONCERNS
Respondents were asked to "provide any additional comments or concerns." Please note that the students' open-ended comments below were not edited for grammar and spelling.

UNDERGRADUTE STUDENTS' COMMENTS AND CONCERNS
1. I wish hybrid classes were in-person once a week instead of on Zoom. It is so much easier to learn and have discussions with classmates in a traditional classroom.
2. :)
3. A select few professors I have right now are making this semester much more complicated and stressful than they should be. They aren't getting grade in that I need in order to move on and learn from my mistakes. Some professors make it impossible to communicate through email. It also seems that professors aren't realizing that they aren't the only one I have. Classes are assigning a large amount of busy work that would never be present in an in class setting.
4. Adjusting to this "new way of life" has been challenging, Nonetheless its doable. It takes a lot of discipline and grind. I hope by the end of the semester I can look back and learn different ways to improve and further my learning not being in class.
5. Advisor seemed unable to answer some questions and was unable to help determine the classes allowed in completing this degree. I don't have a clue what classes I can take to complete my degree.

6. All of the additional fees for online courses, even though they were the only method of learning allowed during Covid-19, was very difficult to pay for especially with most if not all income being slowed.

7. Anytime I have to use Lockdown browser I have to disassemble my entire computer setup. It is very inconvenient.

8. Bursar staff are always wonderful. Bookstore may be overwhelmed.

9. Classes are going smoothly so far. I will say that some of the workload is a little overwhelming. I am not sure if it is just some of the classes I am taking or if it is just because it is online.

10. Classes are hard because when studying it feels as if I'm teaching myself rather than getting taught by the teacher. It's harder to understand what is going on in my science classes due to this. I dropped my math class because it was completely online and hard to understand what was going on without being taught it.

11. Coming into IUS and taking on the role as Mom, wife, elearning teacher, Doctor, student and any other name I may have forgotten that has been forcefully given to me due to Covid-19 has caused me to fall completely behind in my studies and forgetfullness of my health! From IT support to the bookstore all the way to the professors have giving me nothing but SUPPORT, ENCOURAGEMENT, AND HOPE! Coming from a person that has never felt these very much needed words for a successful prosperious adulthood am afraid that if I would have never chosen another path instead of the reoccuring dead end paths I kept going down would have never had the opportunity to feel such a warming inspirational love that IUS's staff has generously gave to me. And I just want to say whatever happens this semester or in the future, I will always keep IUS very close to my heart. THANK YOU and keep up the great work!!!

12. Considering I have a 3.8 and I wasn't selected for the transfer scholarship, when I had all qualification was a little concerning since I get no financial aid. As I had everything submitted. I am very unsure as to why I wouldn't have been selected since I have high enough grades and had completed the general application

13. Covid-19 has made my class schedule insane. Professors have not made class the same every week. So far, 3 of my class days/times have changed and we have been in school for 2 weeks. This is hard to deal with because of having work and helping my family. I need a set schedule that I can work around ahead of time and not have to worry whether a professor is going to change it last minute.

14. CSCI Courses should have been held online earlier.My enrollment was put on hold because IU needed a transcript from Ivy Tech for a course that had absolutely NOTHING to do with my progress at IUS. I don't even know how IUS found out about it. I explained this to admissions and they couldn't care less. It was a huge hassle that cost me time and money for absolutely no reason. I have been attending IUS off and on since 1984 yet was forced to take the Intro Freshman course before I could graduate. This should have been waived. This course could have been complete in 1 week but was timed to only open on Mondays for the entire semester. A complete waste of time. IUS also charged for this class which other colleges provide for free to incoming freshman - WHEN IT SHOULD BE PROVIDED."

15. Did not receive finical aid loans because of my transfer credits from a previous degree, which has now put me in a finical bind with trying to make sure we have food, utilities, and a roof after taking a significant loss in our finances due to the Covid-19 pandemic.

16. Difficulty with lack of hands-on labs due to COVID-19 and self learning has been somewhat of a challenge.

17. Don't have printer. Hard to look after my maternal grandfather, sometimes hard to study with others in the house.

18. [Instructor] is very unprofessional in my thinking. I have taken so many [content] classes, especially [content] and [content] but he is the first professor that I always want to complain about. His material to use in this class was very hard to understand and all the software that he try to let student use seems like very hard to download and always have issues with. His grades is very hard too, even student did not answer right but somewhat is was true, and he gave 0 point no matter what. If I have another chance to drop this class with 100% credit back, I definitely will do it. But seem like I realized too late, so I couldn't do it.

19. Due to COVID my application to return to school took much longer than expected. I initially applied in April but because of requests I was not accepted until the week before classes began. I was left rushed and limited on what I could take. I was never contacted by admissions other than the standard auto emails.

20. Due to the coronavirus making many classes online, I feel that, that should not be the students fault and shouldn't have increased tuition in areas of charging the long distance fee. Many of the classes that I am taking were to be offered on campus and would not have occurred the 250 dollar fee per credit class, however I am having to pay that due to the coronavirus making all classes basically go online

21. Everything has been great so far!

22. Financial Aid office was not very helpful beyond just the most basic aid (they told me to fill out a FAFSA, then to search online if I need more aid than that). Office of Disability Services has been very helpful with the resources they have available, but it would be even more helpful if there were a psychologist on staff who could do the testing for stuff like ADHD, since organization is one of the things we struggle with, so finding a provider, making an appointment, etc. to get the appropriate paperwork to qualify for services is particularly challenging for us.

23. Greg Roberts in the School of Arts and Letters is the best advisor ever!

24. Have a great day.

25. Having quite a lot of difficulties paying the extra $1000+ dollars added to our semester tuition, from the inconsiderate additional fees from being forced to transition to online classes. It seems that there is no consideration from the university with how this affects students.

26. I absolutely hate how every class is doing things different in terms of online/hybrid/in person. There needs to be a universal rule. Second, I think ya absolutely ridiculous that we have to sit 6+ feet apart AND wear masks.

27. I am a returning student (over 50). When my advisor changed and went to a different department, the new advisor and head advisor and very difficult to deal with in [content]. Now i have to basically contact the head of the department to get any feedback. So basically i get tired of chasing the advisors in that department and have had to handle this on my own since I returned back to school after my first advisor left. Not a good experience and makes me want to change my degree direction so i can have the support I need.

28. I am a returning student. Achieved A.B in Bloomington 1969. Working on second undergrad degree. Most of the questions are not designed for older students. You might consider adding one or two. I do have some issues with the remote technology. They are related to vision, size of text on screen and so on, but professor has been very helpful in accommodating.

29. I am a senior now and these classes are understandably harder, that is not an issue. The issue is taking these harder classes online with little to NO instruction. The issue is not having text books ordered or here on time but taking my money still. The issue is my graduation is in jeopardy because decisions that were NOT made by me. The issue is in these strange covid 19 times some instructors are simple and easy while others are demanding and ridiculous. I may have to drop a necessary class because another is crazy demanding. I never wanted online classes, but being forced into it, I accept it. I do not accept the ridiculous standards with little instruction. Either get videos and instructive lessons together and SEND THE ORDERED TEXT BOOKS ON TIME, or make it a cake walk that doesn't demand my time away from two jobs to survive this crazy pandemic, a child that needs help with her own NTI, and attempting to stay okay physically/ mentally. I adore this school, but get your act together. Choose to make it simpler or make it correct. Either way online is no comparison to in person. This is not how we learn, this is simply how we get by.

30. I am a stay at home mom working part-time while I slowly finish my degree. Since I've come to IUS I have found your admissions, financial aid, registrars, and advising offices to be completely helpful. They all have worked well with me and have quickly gotten back to me whenever necessary. I wish I had found IUS before going to U of L.

31. I am an athlete and I have experienced issues with parking. All of my classes are online so a parking pass is unnecessary. We have to be screened before practice for our health and safety which takes 2-5 minutes. Athletes have been experiencing parking citations for not having a parking pass. I find it wrong to write someone a ticket in the activities parking area when we are only there for a few minutes and it is for our campus safety.

32. I am concerned on why we are paying more for online education when in turn we are receiving less education while online. I am also concerned with the cafeteria being closed while students are still living on campus with a meal plan and only have access to three locations to eat from. (Subway, Papa johns, and the coffee shop).

33. I am loving IUS!

34. I am not sure how to get my financial aid to cover my textbooks. My textbooks have yet to be payed for.

35. I am so tired of being a victim of hate, discrimination, and sexism when I try to use the restrooms behind the bookstore. There is an option for women to have their own and an option for "all genders" to have their own. Where can a man go? I'm not even sure which one to use. If I go into the women's restroom then I'm going to get in trouble but I don't feel comfortable in the same restroom as someone with multiple genders. I should not have to feel so marginalized for being born a man. It's not fair. Please fix it.

36. I am thankful that IUS is trying very hard to allow the school of Education students to be on campus as much as possible. Thank you!

37. I am unclear on how the Fresh Start Program works. I understand the SAP is important, but at the same time, I don't feel like messing up once should make me literally pay for so long. It will take me a long time to go to college if I have to continue paying and only taking 2 classes a semester. I understand the program is new, but I wanted clarification on if this program would help my GPA and overall attendance for SAP.

38. I am very thankful for the effort the staff and community have put into making it safe and accommodatable to everyone (as much as possible).

39. I am very upset that I am being forced to pay extra for my online classes when I was planning to take a majority of them in person. I should not have to pay more for an online class when I have no other option than to take the class online. That was the school's choice as a result of the pandemic and not a choice I would have made for myself. If the situation had permitted I had intended to take my classes in person.

40. I believe that all teachers should be required to record a personal lecture of some sort for their course. This could help it mimic more of a classroom setting. I also think that since we are a smaller school we would be able to socially distance in a classroom effectively. Finally the closing of the dorms to all visitors makes it so that us students have little places to gather and interact with each other. I was thinking it should be more like one visitor per resident.

41. I do have a virtual class every Wednesday from 6-8:45 pm and that's only time right now I have available for that and none of the academic advisors times work for me an need it around in-between 4-6 pm. I would like to be able in one of my classes not to get points taken off because of not having time to make a video and should be able to get an exception for it. I was also unaware of it because been trying to get my financial aid sorted out for the textbook.

42. I do not believe that this Covid paranoia has brought any relief to students. It has caused many problems with students needing in class teaching. I personally do not like online classes and dont want to do them. I have always learned in a class and that is the way I like to keep it. The people who have a fear of Covid should stay home. I do not fear it and I have worked through it while the ones that fear it stayed home.

43. I do not have any at this time.

44. I don't think it's fair that I have to pay like $47 to park when I'm only there like twice a month. I'm already paying a lot in tuition and had to my an external camera which I don't think was Necessary.

45. I feel like here at IUS I feel safe and at home. I am very glad to have picked this school to satisfy my academic and athletic needs and wants. I am very lucky to have this opportunity under my belt to be here at IUS.

46. I feel like the instructors are struggling with online classes and instead of focusing on how to present the material, they are trying to mimic classroom interactions, which is really hard when you are online. Making mandatory video times or daily assignments doesn't work when you are trying to take online classes. It has been enough that I am considering other choices to finish my degree.

47. I feel the counselors need to have more late-night hours. More teenagers go through their issues in the nighttime, so it would be more efficient to have the counselors available through those hours.

48. I found that I love doing classes online even though I had my misgivings about it in the beginning. It's nothing like the online college classes I had taken when I was in the military in Virginia beach.

49. I had difficulty when I transferred, as the admissions counselor told me that I could graduate in less than a year, but I have had to be at IUS another 2.5 years since transferring. My first advisor in [School] was less than ideal and signed me up for a lot of the wrong classes when I first transferred. After switching my major to English and

having a new advisor, my experience improved tremendously and the Arts & Letters advisors are super helpful and caring.

50. I had issues with the bookstore today. They charged my debit card on file, instead of my crimson card for purchase of books. I was not asked, which form of payment i wanted to use. I had a back up debit card on file, due to initially renting books. (was later told i had to purchase them by instructor) It caused me a financial hardship. The charge came out of my checking account, and i'm now facing my rent check bouncing. Since its a holiday weekend, i cannot fix this issue till Tuesday 9/8/20. I feel the representative that helped me, was more clear about where she was taking payment from (she did it over a computer) Since I'm a new student to IUS, I am still learning how everything works at the facility. It not just caused me a possible financial hardship, but added stress over a holiday weekend, while having to study for a quiz this coming Tuesday. Just thought someone should be aware. I plan to come to the campus Tuesday to see If we can remedy this matter. I now have to take more time out of my schedule to fix this matter.

51. I have been able to keep up with financials only because I had money saved up for something else. I've been pulling from that in order to make things easier and I hope it carries me over to where I can start saving up again.

52. I have dyslexia, I have no clinical paper saying this however. I am a communications major in year 3 of [content] and I CAN NOT do it. I am starting to fear I wont be able to graduate because I can't do [content] at all. I would love some help or guidance. No one has cared, not even professors.

53. I have had no issues with applying to classes, registering, or speaking with staff. I transferred from JCTC, where it seemed like no one wanted to be working there and I didn't care if you succeeded or not. It was a pleasant change in how easy it was to get information or talk to someone here at IUS. I've mostly done online classes even at JCTC. My main concern is how some of the classes don't translate to online courses as well as others. I am used to teaching myself, but some of my classes info is just spread out in too many different places and it's difficult to find everything I need, even on Canvas. Now, JCTC used Blackboard. It was about the same. I think Canvas is a bit more intuitive, but this isn't really a Canvas issue. Its more of the Professors don't know how to set up the online class in a way that makes Canvas easy to navigate. They all have different methods and some of them don't make a lot of sense. I understand that this may be due to Covid-19 and that these professors don't usually do online courses, but I think they should be paired with some UX specialists (maybe even students?) that make the course material easier to navigate.

54. I have had some difficulty with downloading the required Respondus Lockdown browser, but once I visited the Technology center they were able to sort it out for me very quickly. I have also had trouble with getting my scholarships to show up and I am currently in the process of hopefully getting that taken care of.

55. i have no comments

56. I have no idea when you call me because the ID typically says "Unknown name" or something along those lines.

57. I have no issue with IUS except that there is no BS for Physics, so I will not be able to stay at this campus too long.

58. I have very little I dislike about IUS and I'm glad I came here.

59. I like IU Southeast but this Zoom has not been any help to me. I live in a remote area outside of Scottsburg, Indiana. The internet connection I have can be unstable and I'm on a cap. I'm unable to handle Zoom were I live and my town has fast food restaurants that don't want you in there Zooming. The Scottsburg Public Library has just recently reopened it doors from COVID-19 and they don't have anywhere for me to Zoom. It makes it to where I'm having to travel 45 minutes all the time to come to IU Southeast. If you all shut down this campus people like me will have no where to go for internet access. In turn we will fail because will not be able to meet requirements from not being able to Zoom and perform other tasks that require heavy amounts of internet.

60. I like IUS, but paying full tuition for essentially zoom classes and online classes that are not as good, and are harder to learn from is really hard to justify for myself. I also can't believe I have to pay for a parking permit at full price, even though I have one class that is occasionally face-to-face. You guys always say that you are here to support the students, but it is very hard to believe as there has nothing been done to help us in the wake of the

vast financial trouble that most college students are facing right now. It is hard to believe support us when you send emails saying we are here to "support" you during this tough time, and many college students are laid off right now, and then still demand the same pricy tuition. This is has been very disappointing for me.

61. I live in a dead spot for internet connectivity. if I do my online classes off campus, I have to go to a parking lot with internet and do it there. Therefore, online classes are a struggle and I do not do well in them.

62. I live in Floyds Knobs and frequently deal with internet issues. It is difficult to submit things, participate in zoom sessions, and when taking quizzes or exams my computer has long delays and loses internet connection. The delay often affects my ability to complete exams in the time allowed.

63. I really haven't had any issues regarding online coursework rather than some teachers going fully remote with no online meetings and still being charged full tuition fees.

64. I really struggle the most with any courses dealing with math. I always prefer to take them in class and not online. I feel I learn math better in the class room. I also appreciate the benefit of a good student instructor and tutors.

65. I still have normal in-person classes so I do not have to worry about learning online this semester.

66. I think it's ridiculous that we have to pay fees involved with 'distance learning' when it is cheaper on the university to not have the wear and tear of the buildings, parking lot for online classes. It is particularly ridiculous when I didn't have a choice of taking classes online. You should give a reduction in fees for being online! I also find it frustrating to pay for technology fees, etc when I am not using them! This semester one of my profs required me to purchase an external webcam for taking exams. This should not be my problem!

67. I think online learning is awful and would rather be in person. And having ads on fees after you pay your bill is really stupid and most people don't have the money right now to pay another fee

68. I think that COVID-19 was a shock to all, and no one really knew what was going on. IUS has made me feel safe! I am in the nursing program and we help with COVID-19 testing, and I feel that I get to see first hand what all the campus is doing to ensure our safety!

69. I think that everything is going pretty well this year. I understand that I am a privileged student, and many others don't have my advantage. However some things I want to look into are internship opportunities, research opportunities, activities to buff up my resume.

70. I transferred the first week of school from IUPUI and the IUS staff made the transition easy and quick, especially my advisor. I am very thankful for the staff that helped me adjust to being a college student.

71. I understand and support IU's decision to have most classes online, but it is frustrating and more difficult in some ways to manage. I came back to school for another degree partially to connect with other people on campus, which has been a lot more difficult because of the circumstances. It has also been stressful financially since my work situation has changed many times in the last few months. There are things like books and a parking pass that I wasn't sure whether to purchase or not because I wasn't sure whether I'd be on campus or if my situation would change again. I am very much a planner and it has been hard to plan anything recently. However frustrated I am about things beyond my control though, I do think for the most part that IUS is doing a great job and I am very proud to be a Grenadier!

72. I understand the need for having mostly online courses during this time, but some of my professors are increasing our workload as a way to "keep us engaged" when it is actually just overwhelming. I am taking 6 classes, and one of my online courses is enough to keep me busy over being able to work on other class work. It is exhausting, and I wish they would understand that just because it is online does not mean they need to drown us with busy work.

73. I was originally planning on attending another university, but my plans changed last minute due to COVID. I chose to attend IUS, but decided to live in the dorms here in order to have a more "normal" college experience. So far this has not been the case. I understand that due to COVID, there has to be more precautions and regulations, but I think there are some areas that could be improved that would allow there to still be precautions, but also allows students to still feel like they are getting a somewhat normal college experience. Personally, almost all of my classes are online. My roommate is also completely online. With that being said, we

are not attending classes, or at least not on a very regular basis, so we are not meeting anyone. My roommate goes home often because she is bored here. When she goes home, I am left feeling lonely and bored. The thing that frustrates me the most is that we are not allowed any visitors. I don't see why we aren't allowed to bring anyone in at all. Even in the common areas, there is never anyone in there. I think I would feel a lot better to be able to bring at least one person in. In the common area there is a lot of space where people could social distance and the university could keep the mask requirement as well. I also think we should be able to choose if we want to bring someone into our rooms. There could be regulations of course, such as requiring that visitors take their temperature before coming, cannot have any symptoms, cannot have been in contact with anyone with COVID, etc. I am living in a four bedroom apartment right now on the IUS campus, but only two rooms are filled (myself and my roommate). As I mentioned, my roommate leaves a lot and sometimes for long periods. My roommate has been gone for nearly two weeks now. I think this can show how lonely someone could get. I am basically living in a four bedroom apartment (meaning there is a lot of space) and I can't even bring a single friend or family member in. Even at bigger universities, like IU Bloomington, they are allowed to have visitors coming in. I feel like with a small university, like IUS, the risk is much smaller as people are not typically going to be found in large groups. Students are going to continue hanging out with their friends and family, whether on campus or off. Therefore, hypothetically, if someone had COVID and a student living in the dorms either hung out with them, in the dorms or outside of the dorms, the student is likely to get it anyways, which means that the student will bring it into the dorms anyways. I hope that IUS staff considers allowing visitors, at least during the spring semester.

74. I wish I would have taken less classes because I feel as if I am not learning anything within almost all of my courses.

75. I wish there was more information on why there are extra fees for remote, online classes rather than in person. Covid-19 has moved almost all of my classes into completely online which means I have to pay more fees for being online. I would like to know why and wish there was more information open to all students for what these fees are paying for.

76. I wish there were more that we, as students, could do to help our fellow students who may be struggling. Not face-to-face but to make it easier to meet the challenges that make it hard to go to school.

77. I would like to have more help with managing my coursework and coping with how much practice I have to put into my classes. I'm sometimes doubtful of my major, as I tend to be a pretty doubtful person. I feel the pressure to graduate in exactly four years because of my scholarships. I'm at the point to where I don't know what I'll be capable of with my major and if I'll be good enough. I'm not sure of what the next step in my career should be since I am in my junior year and feel unfulfilled for my current job, but I don't know what kind of job I'm going to end up having when I graduate. It all seems like it's coming up too fast. I think I'm just afraid to get an internship that isn't exactly aligned with what I'm doing because I don't think I'll be qualified enough.

78. I'm scared that I'm going to fail my classes due to the pandemic. I truly want to be a successful student but I have a really hard time learning virtually.

79. I've had difficulty with online programs not working at times such as Kultura.

80. I'm already stressed as it is and one professor in particular blatantly ignores and does not respond to emails.

81. I'm overall very happy with my college choice, especially with everything that IUS is doing about Covid-19.

82. Internet connection has been a big issue. I am limited with Spectrum. During online quiz's/tests, I have experienced pages not loading after pressing "Take Quiz" on Canvas. I understand that professors have been very understanding with these issues and are telling me to just contact them if I have issues and they can make accommodations. That is very helpful.

83. It has been a great experience. The twenty plus years between schooling seems to have a positive spin on things. I am so much more interested in all subject matters. The faculty from Southeast have been extremely helpful and I must say have one of the greatest professors. It has been amazing. I work full-time at the IUB campus and for the Fall 2020 Session, i am taking 18 units. Every course sounds interesting. Keep doing what you are and I will probably be a career student.

84. It is a new experience for most of student about this hard circumstance COVID-19 and also it new experience about online classes and ZOOM Meeting. I hope this experience help us to improve of our life in the future time.

85. It is hard to feel secure doing online classes because you never know when your wifi is going to crash, when zoom is going to mess up, etc. Also, many of the professors are not tech savvy, and it makes it harder on the students.

86. IUS has been trying their best with students to help out during the pandemic. It just has been difficult with not being able to meet face to face directly. And course material can be confusing at times online than in person.

87. IUS was my first and only choice mainly due to financial needs. I receive little financial assistance (subsidized student loans) and work a low-paying full-time job while attending college full-time so I didn't have many options. I have tried to find scholarships to apply to but have yet to have any luck with them.

88. I've had difficulties with getting the lockdown browser on all of my home devices.

89. Keep up the good work!

90. Making students go to class on a federal holiday but then saying "some" offices will be closed is ridiculous.

91. My advisor, Sarah Barger, has been EXCELLENT. It must be a hard transition for her too, so I appreciate how responsive and positive she has been.

92. My anxiety has gotten worse because I beleive that I am now teaching myself all of my classes instead of the teachers teaching me and I am finding it hard to keep up with the advanced 13 week course load.

93. My biggest issue with my classes so far has been the availability of different class times. For example, Educ-M314 is only offered at one time. There is no availability, section, or teachers for this class. I would have loved to take a class later in the day or online to better fit my scheduling needs, but that wasn't an option and that's made this semester a lot harder on me and my family.

94. My book order from the bookstore took a week and a half, and I only needed one book.

95. My current math class is using examity for exams this semester. The system for me is difficult to use, for I have to use a desktop from the library (which examity does not allow unless you are given permission). I have permission, but i'm also scared that they wont let me take the test. I wish there was a better way to go about these exams, even if the teacher just proctors the tests over a zoom meeting.

96. My education has always been a priority to me, but with the uncertainty in our world, it's getting harder and harder to be able to be motivated about school, especially when most of the courses seem harder online as I am teaching myself this information.

97. My financial aid was messed up because I had to stop a class during the summer because of health issues related to COVID, childcare issues, etc. now I won't be able to get my diploma. There's no way I can pay what should've been paid by financial aid. I'm extremely stressed over this. I'm struggling with everything.

98. My main problems with IUS and staff specifically has mostly centered around a lack of interest in solving my problems or being un-empathetic towards my changing needs as a fully online student. This has not been my experience with the majority of staff, however, the bad experiences I have had were extremely discouraging.

99. My only concern as a freshman is not knowing where everything is on campus.

100. Not all staff at the library was an issue. Julie did a great job helping me figure why I was unable to get my books and helped resolve the issue. Other staff I just kept telling my they were behind which cause a delay in my books for class.

101. Not being on campus is inconvenient, had to cancel a class due to the virus so I'm taking less hours, but otherwise I feel that the staff is doing all they can to make the semester a good experience.

102. Online classes are extremely inadequate. I am teaching myself completely all the information. I did not choose for the classes to be online and I know the professors did not have a complete choice in the matter either but it is ridiculous that I am paying this much money to teach myself. College is supposed to educate for future careers. I would not feel comfortable going into a real-world job after this semester since I was not taught anything. Some of my professors have barely done anything to teach us from what it looks like. They have emailed us to read the book and then take tests without any further supplementation. Another issue that comes about from online classes is I had to lighten my coursework which will delay my graduation in return which

would not have happened if I was doing in-person classes. I do not understand why IU Southeast is not going back in person or even having the option to, considering a majority of the other major schools are back in person. I hope to go back to in-person classes in the spring because I learn so much better in person than online.

103. Online classes are very difficult and I feel as if there is a lot of extra work. It is very hard to work online. I learn a lot better in in person and hands on experiences, but I was unable to take any in person classes because they were not offered because of COVID.

104. Online learning is nothing like a classroom setting. This has made it really difficult for someone like me who gets more out of an in the classroom setting.

105. printers are hard to find around campus when we need them.

106. Professors don't communicate when all online and assign way more homework and i have multiple classes like this

107. Professors have created strict and nonlenient regulations on assignments and due dates even though many of us college students are forced to work through the pandemic after losing other secured jobs, thus making it more difficult to succeed. I work 40+ hours a week full time and also am taking 18+ credit hours, there needs to be some give and take ESPECIALLY when this university is charging full tuition from already struggling college students during a global pandemic while they are almost only offering online classes.

108. professors need to be more understanding when we email them about questions because we are still all new to this

109. Some of the school emails I received while school was off limits due to the Covid-19 prompted me to print the material out. I did not, nor do I now have access to a printer, copier, or fax. That the assumption was presented to me that I should have access to a printer frustrated and angered me immensely. I also supposedly owed a $50 bill. To constantly receive an email in regard to this was very stressful indeed. I have no issue in paying it, since it was stated that I owe it, but to feel that you are being hounded over such a trivial matter when I had more pressing problems, issues, and concerns stressed me considerably. Then once I return to the campus this Fall, I had wanted to do the work-study again. I began the semester with two classes but due to my paying out-of-pocket, I was forced to drop one of my classes. I was then informed I was no longer eligible for work-study. I understand there are certain guidelines and procedures that must be adhered to, but this was a catch-22 situation --- I could not afford to pay over $2,000 for two classes which prompted me to drop one class, which in turn led me not to be eligible for work study and the monies I would have been able to use in order to help with my school bill. At one point I seriously thought about just quitting school altogether. Everything began to become so overwhelming to me, what with the pandemic, financial woes, taking 2 to 3 buses to campus (with a bus line that whose times have drastically been altered and I am paying anywhere from $7 to $10 per day just to come to campus). IUS is wonderful in many ways, but in some areas, I feel terribly let down.

110. [Instructor]. Not very supportive. Brings her students down instead of supporting them. Makes rude comments to them and makes them feel stupid and makes them cry in front of her. Discouraged me as a student and made me feel more stupid then I already felt. She just confirmed that. She told me that if her kids were in my class she'd go to the principles office and say "who the hell did you hire". If my professors don't support me and believe in me. Then who will. I have never had a problem at IUS. This is my 4th year at IUS and I have never had a problem with my professor. All of my teachers have been loving and supporting and encouraging. They go out of their way to make sure I succeed. But [instructor]. Thought it was more important to discourage me and tell me how Im terrible at [content]. Rather then supporting me and helping me and telling me that she's there to help. After this. I don't want to countinue the [course] at IUS. I will take at JCTC.

111. Teachers who have online classes should be instructed to all follow the same set-up in Canvas. So many of my teachers but everything that should go in "modulesv" in the "files" tab or made us email them all the assignments instead of turning them in under the "assignments" tab. I know a lot of teachers get frustrated with canvas so IU should talk to the professors about how to navigate it or take the teacher's input to make the software work better for them.

112. Thank you to everyone for being so helpful. I wish we were able to have more in person classes together but I understand why we can't.
113. The amount of information that is in several different locations can be daunting for someone.
114. the participation points like post a discussion post and respond to peers is a waste of time and difficult to keep up with if its an online course there shouldn't be any peer interaction required.
115. The printer I have at my house does not work so it is difficult to print needed materials for certain courses I am taking.
116. The [content] level course only allows us 35 minutes to complete 13-15 short answer questions. That is not enough time and it caused me to have an anxiety attack. I spoke with 3 staff members about the unfair time allotted. Nothing has been changed. It takes 3-5 minutes to type each answer. We need more time on exams even if they are shorter, 35 minutes is not enough time. Thanks.
117. There have been some issues regarding treatment of my severe food allergies with my RA's and dorm activities.
118. This College has been extremely helpful with every situation, and it really helps me emotionally knowing you all understand.
119. When the course information was wrong. If was just at iu south bend not southeast.
120. While I've had great luck and success with IU, I do struggle with how to balance life and finances and also how to succeed coming back as a non-traditional student. I find that I've tried to reach out to the mentoring program and the counseling program and have not heard back from either. I do wish that what I needed to do was clearer than it is. As a first generation college student, I don't know how college works and wish that I had someone who could explain and be there for me.
121. Why are parking passes required for an empty lot?
122. With parking I am an athlete and I have no on campus classes therefore I'm not going to pay for a parking pass. But I have to come to campus to get screened that takes less than five minutes. I don't want to get a ticket and I think it's unfair to give tickets to us athletes that have to come and get screened.

GRADUTE STUDENTS' COMMENTS AND CONCERNS

1. I am grateful for all of the safety practices you have implemented that allows me to return to class even for a short time.   Thank you.
2. I am new to IUS and due to having all online classes, I do not have a student ID. I wish I had one because I know it will give you discounts around town. I did not get much help with FAFSA. My parents recently split and no one could give me an answer on how to change my information to show I am living with less than half of the income now. I would like to see more information on winter classes. So far I have seen nothing and that is something I am really interested in. Lastly, I would like to see a breakdown of the courses I am expected to take for my major. My old school used degree works and it was amazing, but I have not been able to find a program like this on IUS's website.
3. I believe that IUS is doing the very best that it can during these difficult times. I would like more in person interaction but that is simply not possible at this time and I understand this. As a graduate student, I was doing hybrid classes anyway, now it is completely online. I am hopeful that next school year will be back to normal.
4. I have been very happy at IUS!
5. I have had a wonderful experience so far at IUS.
6. I just wanted to say thanks for making IUS a safe environment to go to school. It definitely takes a village to make that happen and you all are nailing it! :)
7. I received my undergraduate degree from IUS and just recently started graduate school. I am very excited to be back at IUS. I really enjoy attending classes here.
8. I think that the OneIU website is very good. My greatest problem was learning to navigate it. I am a returning graduate student and I had not taken any grad courses online for a very long time. Things have changed but the site is extremely good. You have done an excellent job creating virtual platforms for students!

9. I understand that some professors are more experienced than others at online teaching; however, if faculty could use similar formatting then it would be easier to adjust to online learning.
10. I wish there were more online classes
11. I'm more fortunate than some in that I live in an urban environment and internet access is better. Transportation is not as much an issue for me. My job has been impacted by the pandemic but I am still employed. Mentally and emotionally, I'm not able to sustain a rigorous academic caseload right now due to micro and macro stressors.
12. My experience at Indiana University Southeast is a mix bag. It has helped shape the person I am today, positively and negatively. I do not appreciate political and ideological indoctrination, as well as, administration indoctrinating the professors with destructive ideas. Higher education has to make a fundamental decision on what its values are. Group-think is toxic and blind. Students are being trained to be fearful and to see the world in a cynical manner robbing them of their dignity and strength of mind. I love education and see it as a powerful force in this world. We should not use it to weaken individuals and groups, but to empower them. The world needs fortitude, truth, and a peaceful heart.
13. My problems have come up as a result of working with the Bloomington campus, not due to IUS. I have to take some courses through Bloomington. I realize that politics keep IUS from boasting about its outstanding performance in the area of service to its community of students. However, compared with the Bloomington campus, we shine like a bright star! Everyone at IUS goes out of his or her way to be of great help, and this they do it as quickly as possible and with a positive attitude. IUS faculty and staff are gracious, helpful and ALWAYS give their best. Now, do I wish there were some things IUS would do differently? YES! But you'd have to ask me about those. There's not enough space here!
14. Nothing about it in this survey, but I appreciate IU sending face masks out to their students. That was a welcome "perk". Thank you!
15. Online learning was rough.
16. Some teachers are almost making the classes impossible with nit o icky and tricky questions over material My classmates and I have to essentially teach ourselves. It makes it hard because we are all mostly A students, nd some certain teachers are happy to have average quiz score be 64%. Its ridiculous, we can't get the face to face we signed up for that was canceled a week out, and there's nothing to fight if you get a C basicalky teaching yourself, and being graded like we actually get face to face instruction with exercises to cement the material home. Its very infuriating having classes where it feels like the teachers get off on making everyone struggle. Most people already hate online classes anyways, so I feel like the goal of teaching during covid should be to make sure people get and understand the important points of the course instead of designing exams around micro details that people won't remember when its over because its too specific to be of any practical use.
17. Taking tests remote with this lockdown browser is stressful.
18. The admissions office was very rude

Default Question Block

<u>All-Student Survey</u>

This survey will take about 5 to 10 minutes of your time, and will provide extremely valuable feedback about IU Southeast and how we can make our institution even better for you.

To be eligible for the random prize giveaway of $100 and $20 Crimson Card account credits (five $20 credits and one grand prize of a $100 credit), be sure to click the final SUBMIT>> button to submit your responses.

There are no foreseeable risks in taking this survey. Your responses will remain confidential and anonymous unless you indicate at the end of the survey that you want to be contacted by IU Southeast staff. For information on how these results will be used feel free to contact Sara Spalding at sajewell@ius.edu

Some questions were adopted from the RISC student survey (https://www.risc.college/).

<u>Experiences</u>

Thinking about academic advising, have you had any experiences with the following areas?
Select all that apply.

☐ Difficult to contact/meet with advisor

☐ Not told to take course needed for major/to graduate

☐ Told to take course not needed for major/to graduate

☐ Course/major materials were incorrect

☐ Easy to communicate with and contact advisor, and accurate information provided

☐ None of the above

Thinking about registering for courses, have you had any experiences with the following areas?
Select all that apply.

☐ Course was offered but full

☐ Course not offered at times I needed

☐ I had a registration hold

☐ None of the above

☐ Courses available at times needed, and could register

☐ Course not offered this semester

Thinking about tutoring, have you had any experiences with the following areas?
Select all that apply.

☐ Tutoring not available when I needed assistance

☐ Tutoring not helpful

☐ Tutoring hours not convenient

☐ Tutoring not available in subject area

☐ Tutoring available and helpful

☐ None of the above

Thinking about computer and science labs, have you had any experiences with the
following areas?
Select all that apply.

☐ Lab hours not convenient

☐ Lab busy when needed

☐ Problems using computers and equipment

☐ Lab was available and easy to use

☐ None of the above

Thinking about the library, have you had any experiences with the following areas?
Select all that apply.

- ☐ Staff not helpful
- ☐ Resources I needed not available online
- ☐ Hours not convenient
- ☐ Study spaces not available when needed
- ☐ Library staff and resources met my needs
- ☐ None of the above

During your time at IU Southeast, have you interacted with the offices listed below?
(Select all that apply)

- ☐ Admissions Office
- ☐ Disability Services
- ☐ Student Central (Financial Aid, Billing, Bursar)

ADMISSIONS OFFICE

Admissions Office

How available were the Admissions staff when you interacted with them?

○ Very available

○ Somewhat available

○ Somewhat unavailable

○ Very unavailable

How concerned were the Admissions staff about addressing your issue?

○ Very concerned

○ Somewhat concerned

○ Somewhat unconcerned

○ Very unconcerned

How effective were the Admissions staff when addressing your issue?

○ Very effective

○ Somewhat effective

○ Somewhat ineffective

○ Very ineffective

DISABILITY SERVICES

Disability Services

How available were the Disability Services staff when you interacted with them?

○ Very available

○ Somewhat available

○ Somewhat unavailable

○ Very unavailable

How concerned were the Disability Services staff about addressing your issue?

○ Very concerned

○ Somewhat concerned

○ Somewhat unconcerned

○ Very unconcerned

How effective were the Disability Services staff when addressing your issue?

○ Very effective

○ Somewhat effective

○ Somewhat ineffective

○ Very ineffective

Student Central (FA, BILLING, BURSAR)

Student Central

How available were the Student Central staff when you interacted with them?

○ Very available

○ Somewhat available

○ Somewhat unavailable

○ Very unavailable

How concerned were the Student Central staff about addressing your issue?

○ Very concerned

○ Somewhat concerned

○ Somewhat unconcerned

○ Very unconcerned

How effective were the Student Central staff when addressing your issue?

○ Very effective

○ Somewhat effective

○ Somewhat ineffective

○ Very ineffective

Finances and Financial Aid

<u>Finances</u>

Where did you have issues paying expenses?
Select all that apply.

☐ Books, software, and other supplies

☐ Tuition and fees

☐ Living expenses (housing, food, healthcare)

☐ Childcare

☐ None of the above

What experiences did you have with the financial aid office?
Select all that apply.

☐ Gave me wrong information

☐ Process was unclear

☐ Unable to answer questions

- [ ] Errors processing financial aid
- [ ] Delays in getting money
- [ ] Difficult to meet with, speak to, or email staff
- [ ] None of the above

Success in Courses

Success in Courses

What issues did you have doing college-level work?
Select all that apply.

- [ ] Poor study skills
- [ ] Poor planning and time management skills
- [ ] Required level of math was difficult
- [ ] Reading or writing assignments were difficult
- [ ] Not motivated to study
- [ ] Skipped too many classess
- [ ] Took too many classes
- [ ] None of the above

What issues did you have with online classes?

Select all that apply.

☐ Lack of interaction with other students

☐ Lack of interaction with faculty

☐ Difficulty taking exams at testing center

☐ Difficulty learning the material on my own

☐ Difficulty using course technology

☐ Difficulty keeping up because of no regular class times

☐ None of the above

What issues did you have with academic majors?

Select all that apply.

☐ Graduation delayed due to changing major

☐ Courseload too heavy due to changing major

☐ Can't decide on a major

☐ None of the above

Work/Personal Life

Personal Life

What health and disability issues did you have?

Select all that apply.

- ☐ Faculty did not provide necessary accommodations for my disability
- ☐ Disability services did not provide necessary support
- ☐ Campus is difficult to navigate with my disability
- ☐ Emotional/mental health issue
- ☐ Physical health issue
- ☐ Pregnancy and childbirth
- ☐ None of the above

What issues did you have with transportation to campus?

Select all that apply.

- ☐ Public transportation system not reliable
- ☐ Car or carpool not reliable
- ☐ Travel to campus takes a long time
- ☐ None of the above

What issues did you have with family?

Select all that apply.

- ☐ Family does not support me going to college

- [ ] Difficulty finding childcare
- [ ] Difficulty dealing with health of family
- [ ] Difficulty balancing demands of family and college
- [ ] None of the above

In your lifetime, how often have you traveled outside of the Kentuckiana region for vacation, business trips, etc?

- ○ Never
- ○ 1-5 times
- ○ 5-10 times
- ○ More than 10 times

COVID

COVID-19 Impacts

COVID-19 has negatively affected my employment circumstances.

- ○ Very true
- ○ Somewhat true
- ○ Somewhat untrue

○ Not at all true

COVID-19 has negatively affected my family's finances.

○ Very true

○ Somewhat true

○ Somewhat untrue

○ Not at all true

Indiana University Southeast is my:

○ First choice

○ Second choice

○ Third choice or lower

○ I changed my plans to come here as a result of COVID-19.

I have access to the basic electronic devices I need to be successful (computer/laptop/printer).

○ Yes

○ No

○ Unsure

FOOD INSECURITY

Have you ever experienced food or housing insecurity?

○ Yes

○ No

Are you aware that IU Southeast has a food pantry?

○ Yes

○ No

If you need food **today,** please visit the IU Police Department, UC North Room 027. They can provide you with a prepackaged box of food. If you experience food, housing or financial insecurities, please contact Personal Counseling Services at 812-941-2244 or visit our website for additional information about our Care Management Services: https://www.ius.edu/personal-counseling/care-management-services/index.php

TECHNOLOGY

I had adequate access to the internet connectivity necessary to participate in remote instruction.

○ Extremely adequate

○ Adequate

○ Neither adequate nor inadequate

○ Inadequate

○ Extremely inadequate

I had adequate access to computer hardware necessary to participate fully in remote instruction.

○ Strongly disagree

○ Disagree

○ Neither agree nor disagree

○ Agree

○ Strongly agree

WRAP UP

Please provide any additional comments or concerns.
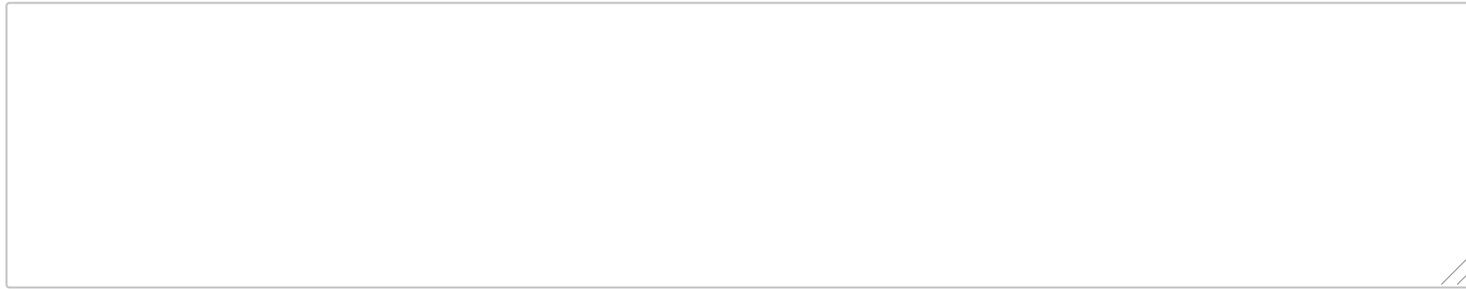
We respect your confidentiality and anonymity. If you would like to be contacted by IU Southeast, please provide your contact information.

Name

Email

Phone Number

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