INDIANA UNIVERSITY SOUTHEAST
OFFICE OF INSTITUTIONAL EFFECTIVENESS

IU Southeast Graduating Student Survey: Academic Affairs Report

BACKGROUND

The Indiana University Southeast Graduating Student Survey is administered to students when they apply for graduation and collects data regarding post-graduation plans, employment and income, applied learning experiences, factors influencing student satisfaction

> Individual question response rate varies. We include partial responses in the report and, unless otherwise indicated, non-respondents are excluded in tabled data counts and percentages.

with their experiences at IU Southeast, diversity and culture, campus safety and self-perceived levels of abilities. This multi-year report is intended to provide information regarding how these data have changed from year to year and to support decision-making that facilitate change in response to the dynamic needs of the student population.

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RESPONDENTS

Survey respondents for 2020 consisted of eight hundred eight undergraduate respondents, and one hundred two graduate respondents; 65% were female and 35% were male.

Table 1: Respondents:

	2020		2019		2018	
	N	%	N	%	N	%
Undergraduates	808	89%	794	91%	834	88%
Graduates	102	11%	79	9%	109	12%
Total	910	100%	873	100%	943	100%

EMPLOYMENT

Thirty-four percent of all respondents relied on family or friends in obtaining their current positions, followed by 20% of respondents who utilized the internet or a website. While this remained consistent when looking at the undergraduate group, an equal number of graduate respondents reported utilizing networking and/or the internet/websites as their primary method to obtain their current position.

Table 2: Current Position Obtained by:

	2020	2019	2018
Family/Friends	34%	30%	37%
Internet/Website	20%	22%	18%
Networking	16%	14%	15%
Other	11%	11%	12%
Internship	8%	7%	6%
Faculty/Staff	7%	11%	9%
Career Services	3%	3%	3%
Employment Agency	3%	2%	1%
Job Fair	2%	2%	2%
CareerLink	2%	2%	3%

Please note that respondents could choose multiple answers.

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

	2020		2019		2018	
	GR	UG	GR	UG	GR	UG
Networking	28%	15%	35%	12%	30%	13%
Internet/Website	28%	19%	13%	22%	24%	17%
Faculty/Staff	16%	6%	34%	8%	13%	9%
Family/Friends	16%	36%	19%	32%	31%	39%
Other	14%	11%	8%	11%	14%	12%
Internship	8%	8%	9%	7%	4%	6%
Career Services	3%	3%	--	3%	4%	3%
Job Fair	2%	2%	4%	2%	4%	2%
Employment Agency	1%	3%	1%	2%	3%	1%
CareerLink	--	2%	1%	2%	1%	3%

Please note that respondents could choose multiple answers.

APPLIED LEARNING EXPERIENCES

Participation in applied learning experiences has increased in six of the nine recognized experiences: completion of an internship, completion of a practicum experience, participation in the IU Southeast student conference, completion of a field experience, participation in other professional conferences, and completion of student teaching. The only experience that saw a slight decrease in participation from 2019 was completion of a field experience.

Table 4: Applied Learning Experience:

	2020	2019	2018
Completed an internship	28%	27%	25%
Completed a practicum experience	22%	18%	19%
Participated in the IU Southeast student conference	20%	15%	18%
Completed a field experience	18%	20%	18%
Completed a clinical experience	18%	16%	14%
Participated in other professional conferences	15%	14%	18%
Completed student teaching	11%	8%	12%
Submitted an article to the Undergraduate Research Journal	2%	2%	3%
Submitted an article to the Graduate Research Journal	1%	1%	2%

Please note that respondents could choose multiple answers.

When analyzed further, the collected data shows that graduates' participation in applied learning experiences has increased in seven of the nine recognized experiences, with four experiences seeing an increase in participation 10% or greater: completion of a practicum experience, completion of a field experience, completion of a clinical experience, and completion of student teaching. The only experience that saw a decrease in participation was submission of an article to the Graduate Research Journal.

As for undergraduates, participation showed an increase in six of the nine areas and no participation decreases overall. Completion of a practicum experience and participation in the IU Southeast student conference saw the highest participation increases, with 9% and 8%, respectively.

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

	2020		2019		2018	
	GR	UG	GR	UG	GR	UG
Completed a practicum experience	59%	25%	44%	16%	36%	16%
Participated in other professional conferences	35%	17%	32%	12%	38%	17%
Completed an internship	31%	31%	24%	27%	26%	24%
Completed a field experience	30%	21%	20%	20%	27%	17%
Completed a clinical experience	30%	20%	9%	17%	7%	15%
Participated in the IU Southeast student conference	23%	23%	19%	14%	17%	18%
Completed student teaching	15%	13%	4%	8%	6%	13%
Submitted an article to the Graduate Research Journal	12%	--	16%	--	14%	<1%
Submitted an article to the Undergraduate Research Journal	--	2%	--	2%	--	4%

Please note that respondents could choose multiple answers.

SATISFACTION: IU SOUTHEAST EDUCATION

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

Table 6: IU Southeast Education Satisfaction:

	2020	2019	2018
IU Southeast offers high-quality academic programs.	94%	94%	96%
IU Southeast has a good reputation within the community.	90%	89%	92%
I would encourage others to attend IU Southeast.	89%	90%	93%
I have higher hopes for my future as a result of attending IU Southeast.	88%	88%	89%
If I had to do it over again, I would choose IU Southeast.	85%	84%	88%
I had opportunities to network with my peers in the program.	85%	85%	89%
Often I felt more like a person than a number at IU Southeast.	84%	88%	88%
The courses in my program contributed to my current work success.	80%	76%	82%
I have a civic responsibility to become involved in my community.	78%	75%	78%
I feel a sense of pride about IU Southeast.	77%	77%	82%
There is a strong sense of community on the campus.	76%	77%	78%
I feel I received a richer academic experience at IU Southeast than would have been possible at other area colleges and universities.	74%	76%	78%

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

Table 7: IU Southeast Education Satisfaction (Graduates):

	2020	2019	2018
IU Southeast offers high-quality academic programs.	99%	88%	96%
IU Southeast has a good reputation within the community.	99%	87%	94%
I had opportunities to network with my peers in the program.	97%	92%	94%
I would encourage others to attend IU Southeast.	97%	87%	94%
If I had to do it over again, I would choose IU Southeast.	97%	86%	94%
Often I felt more like a person than a number at IU Southeast.	94%	90%	88%
I have higher hopes for my future as a result of attending IU Southeast.	93%	87%	91%
The courses in my program contributed to my current work success.	88%	83%	90%
I have a civic responsibility to become involved in my community.	87%	82%	81%
I feel a sense of pride about IU Southeast.	85%	79%	85%
I feel I received a richer academic experience at IU Southeast than would have been possible at other area colleges and universities.	76%	73%	72%
There is a strong sense of community on the campus.	76%	64%	73%

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

Table 8: IU Southeast Education Satisfaction (Undergraduates):

	2020	2019	2018
IU Southeast offers high-quality academic programs.	94%	95%	96%
IU Southeast has a good reputation within the community.	89%	89%	91%
I would encourage others to attend IU Southeast.	88%	90%	93%
I have higher hopes for my future as a result of attending IU Southeast.	87%	88%	89%
If I had to do it over again, I would choose IU Southeast.	83%	84%	88%
Often I felt more like a person than a number at IU Southeast.	83%	88%	88%
I had opportunities to network with my peers in the program.	83%	84%	88%
The courses in my program contributed to my current work success.	78%	76%	81%
I have a civic responsibility to become involved in my community.	77%	74%	77%
I feel a sense of pride about IU Southeast.	76%	76%	82%
There is a strong sense of community on the campus.	76%	78%	79%
I feel I received a richer academic experience at IU Southeast than would have been possible at other area colleges and universities.	73%	77%	79%

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

SATISFACTION: IU SOUTHEAST EXPERIENCE

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

Table 9: IU Southeast Experience Satisfaction:

	2020	2019	2018
Overall quality of instruction.	93%	94%	95%
Quality of courses in your program.	91%	91%	94%
Quality of services provided by the library.	87%	86%	89%
Relevance of classes to your career goals and objectives.	86%	86%	88%
Quality of specially equipped labs and training facilities.	84%	83%	85%
Quality of academic advice provided.	83%	85%	85%
Getting information about program requirements.	83%	85%	85%
The variety of academic programs and courses at IU Southeast.	82%	82%	82%
Getting the courses you need in the sequence you should take them.	81%	82%	82%
Availability of methods for expressing complaints.	75%	76%	74%
Opportunities to engage in community service activities.	68%	65%	66%
Opportunities for overseas study.	59%	61%	59%

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

Please note that 'Not Applicable' responses were excluded from analysis.

Table 10: IU Southeast Experience Satisfaction (Graduates):

	2020	2019	2018
Overall quality of instruction.	99%	91%	94%
Quality of academic advice provided.	96%	84%	82%
Quality of courses in your program.	95%	89%	93%
Relevance of classes to your career goals and objectives.	95%	89%	91%
Getting information about program requirements.	94%	81%	92%
The variety of academic programs and courses at IU Southeast.	84%	80%	84%
Quality of services provided by the library.	83%	85%	88%
Getting the courses you need in the sequence you should take them.	82%	82%	84%
Availability of methods for expressing complaints.	81%	72%	72%
Quality of specially equipped labs and training facilities.	80%	87%	87%
Opportunities to engage in community service activities.	77%	66%	71%
Opportunities for overseas study.	70%	73%	53%

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

Please note that 'Not Applicable' responses were excluded from analysis.

Table 11: IU Southeast Experience Satisfaction (Undergraduates):

	2020	2019	2018
Overall quality of instruction.	92%	94%	95%
Quality of courses in your program.	90%	92%	94%
Quality of services provided by the library.	88%	86%	89%
Relevance of classes to your career goals and objectives.	85%	85%	87%
Quality of specially equipped labs and training facilities.	85%	83%	85%
The variety of academic programs and courses at IU Southeast.	82%	82%	82%
Getting information about program requirements.	82%	85%	84%
Quality of academic advice provided.	82%	86%	85%
Getting the courses you need in the sequence you should take them.	81%	82%	82%
Availability of methods for expressing complaints.	75%	77%	75%
Opportunities to engage in community service activities.	67%	65%	65%
Opportunities for overseas study.	58%	60%	60%

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

Please note that 'Not Applicable' responses were excluded from analysis.

DIVERSITY & CULTURE

The large majority of respondents continue to have serious conversations with people of a different race or ethnicity, though the number of respondents indicating "never" having such conversations increased slightly for both undergraduates and graduates.

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

	2020			2019			2018		
	All	GR	UG	All	GR	UG	All	GR	UG
Often	46%	50%	45%	47%	47%	47%	48%	46%	48%
Sometimes	44%	45%	44%	44%	49%	44%	43%	48%	42%
Never	10%	6%	11%	8%	4%	9%	9%	6%	10%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

The large majority of respondents continue to have serious conversations with people of different religious beliefs, political opinions, or personal values, with more than half of both undergraduates and graduates reporting that they have such conversations "often." However, the percentage of respondents indicating that they never have such conversations saw an increase of 4%, which upon closer examination can be attributed to the undergraduate group.

Table 13: Serious Conversations with People Differing in Religious Beliefs, Political Opinions, or Personal Values:

	2020			2019			2018		
	All	GR	UG	All	GR	UG	All	GR	UG
Often	52%	53%	51%	53%	47%	53%	52%	51%	52%
Sometimes	39%	42%	38%	41%	47%	40%	39%	41%	39%
Never	10%	5%	10%	6%	5%	7%	9%	8%	9%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

LEVEL OF ABILITIES

The majority of the overall respondent group rated themselves as 'Above Average' or 'Excellent' in all of the recognized abilities listed below, with most abilities experiencing small increases in rating when compared to 2019. Only one area saw a decrease in self-rated ability: applying quantitative skills such as mathematics, statistics, etc.

Table 14: Self-Rated Level of Abilities:

	2020	2019	2018
Ability to understand different points of view	90%	88%	90%
Understanding people different from yourself	88%	85%	87%
Thinking critically about ideas and issues	88%	83%	87%
Reasoning about ethical and moral issues	86%	83%	87%
Expressing ideas, opinions, beliefs, and facts in writing	86%	82%	85%
Working productively with other people in small groups	85%	82%	86%
Evaluating arguments to support a point of view	84%	81%	85%
Understanding of my field of study	84%	83%	86%
Relating knowledge with practice	83%	80%	86%
Appreciation for continued learning and development	83%	81%	86%
Speaking in small groups	81%	78%	84%
Viewing events and phenomena from several different perspectives	81%	79%	82%
Presenting ideas, opinions, and beliefs effectively in a group	80%	78%	81%
Integrating knowledge from several different fields of study	79%	77%	80%
Using information technology effectively	79%	76%	81%
Leadership skills	78%	76%	80%
Preparing to deal with possible career changes	74%	74%	77%
Analytical reading of professional materials	74%	71%	75%
Understanding global perspectives	71%	68%	74%
Social or community engagement	68%	64%	70%
Applying quantitative skills such as mathematics, statistics, etc.	64%	65%	68%
Speaking to a large group	61%	58%	57%

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

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

	2020	2019	2018
Ability to understand different points of view	94%	88%	86%
Relating knowledge with practice	93%	86%	88%
Thinking critically about ideas and issues	93%	86%	88%
Reasoning about ethical and moral issues	92%	84%	83%
Understanding people different from yourself	92%	82%	86%
Working productively with other people in small groups	91%	89%	85%
Expressing ideas, opinions, beliefs, and facts in writing	91%	87%	89%
Evaluating arguments to support a point of view	89%	83%	83%
Integrating knowledge from several different fields of study	89%	80%	80%
Understanding of my field of study	89%	86%	89%
Appreciation for continued learning and development	88%	89%	86%
Using information technology effectively	87%	86%	83%
Speaking in small groups	87%	82%	85%
Viewing events and phenomena from several different perspectives	87%	82%	79%
Presenting ideas, opinions, and beliefs effectively in a group	86%	84%	81%
Analytical reading of professional materials	85%	71%	76%
Leadership skills	84%	84%	83%
Preparing to deal with possible career changes	81%	76%	72%
Social or community engagement	74%	76%	69%
Understanding global perspectives	72%	67%	73%
Speaking to a large group	72%	70%	67%
Applying quantitative skills such as mathematics, statistics, etc.	66%	66%	69%

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

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

	2020	2019	2018
Ability to understand different points of view	90%	88%	90%
Understanding people different from yourself	87%	85%	87%
Thinking critically about ideas and issues	87%	83%	87%
Reasoning about ethical and moral issues	86%	83%	87%
Expressing ideas, opinions, beliefs, and facts in writing	85%	81%	85%
Working productively with other people in small groups	85%	82%	86%
Evaluating arguments to support a point of view	84%	80%	85%
Understanding of my field of study	83%	83%	86%
Appreciation for continued learning and development	82%	80%	86%
Relating knowledge with practice	82%	80%	86%
Speaking in small groups	80%	78%	84%
Viewing events and phenomena from several different perspectives	80%	78%	82%
Presenting ideas, opinions, and beliefs effectively in a group	79%	77%	81%
Integrating knowledge from several different fields of study	78%	77%	80%
Using information technology effectively	78%	75%	81%
Leadership skills	77%	75%	79%
Preparing to deal with possible career changes	74%	74%	77%
Analytical reading of professional materials	72%	71%	75%
Understanding global perspectives	71%	68%	74%
Social or community engagement	67%	63%	70%
Applying quantitative skills such as mathematics, statistics, etc.	64%	65%	68%
Speaking to a large group	59%	57%	56%

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

POST-GRADUATE PROGRAMS
Advancement in their current field continues to be the primary reason given by graduate respondents for entering their current program.

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

	2020	2019	2018
To advance in your current field	74%	73%	83%
To change career directions	28%	20%	26%
Obtain a position/job	22%	25%	28%
Continuing education credit	10%	19%	17%
Other	2%	4%	6%

Please note that respondents could choose multiple answers.

The large majority of respondents who had indicated a reason for entering their program of study have indicated that they were successful in achieving their indicated goal(s).

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

	2020	2019	2018
Other	100%	100%	86%
Continuing education credit	100%	93%	100%
To change career directions	93%	88%	82%
To advance in your current field	88%	81%	83%
Obtain a position/job	77%	75%	70%

Please note that respondents could choose multiple answers.

Six hundred and thirteen respondents, or about 67%, stated that they are interested in pursuing an additional degree at some point in the future. Over half of the respondents (54%) plan to pursue a Master's degree, while nearly one quarter (24%) plan to pursue a Doctorate degree.

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

	2020	2019	2018
Master's	54%	57%	59%
Doctorate	24%	19%	15%
Bachelor	15%	14%	14%
Certificate	13%	10%	13%
Licensure	9%	10%	11%

Please note that respondents could choose multiple answers.

Of the six hundred and thirteen respondents interested in an additional degree, fifty were graduate respondents (49% of graduates) and five hundred and sixty-three were undergraduate respondents (70% of undergraduates). Of the graduate respondents, 41% were interested in pursuing a Doctorate degree, an 18% increase from 2019. Within the undergraduate group, 59% were interested in pursuing a Master's degree, and 21% were interested in obtaining a Doctorate.

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

	2020		2019		2018	
	GR	UG	GR	UG	GR	UG
Doctorate	41%	21%	23%	21%	17%	15%
Master's	14%	59%	22%	60%	19%	64%
Certificate	12%	14%	6%	11%	12%	14%
Licensure	10%	8%	8%	10%	13%	10%
Bachelor	1%	17%	--	15%	--	16%

Please note that respondents could choose multiple answers.

APPENDIX A

The electronic survey instrument follows. Note that some of the questions are routed to only be seen by Undergraduate or by Graduate respondents. Not all routing is apparent in the printed version of the electronic instrument.