



## ***IU Southeast Graduating Student Survey: Academic Affairs Report***

### **BACKGROUND**

The Indiana University Southeast Graduating Student Survey is administered to students when they apply for graduation and collects data regarding post-graduation plans, employment and income, applied learning experiences, factors influencing student satisfaction with their experiences at IU Southeast, diversity and culture, campus safety and self-perceived levels of abilities. This multi-year report is intended to provide information regarding how these data have changed from year to year and to support decision-making that facilitate change in response to the dynamic needs of the student population.

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

**Sara Jewell Spalding, Ronald E. Severtis, Jr., and Amanda Scarberry**  
**March 2022**

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## RESPONDENTS

Survey respondents for 2021 consisted of six hundred forty-nine undergraduate respondents, and one hundred fourteen graduate respondents; 67% were female and 33% were male.

Table 1: Respondents:

	2021		2020		2019	
	N	%	N	%	N	%
Undergraduates	649	85%	808	89%	794	91%
Graduates	114	15%	102	11%	79	9%
Total	763	100%	910	100%	873	100%

## EMPLOYMENT

Thirty-three percent of all respondents relied on family or friends in obtaining their current positions, followed by 20% of the respondents who utilized the internet or a website. While this remained consistent when looking at the undergraduate group, networking was the most popular method of obtaining a position for the graduate group, followed by faculty and staff.

Table 2: Current Position Obtained by:

	2021	2020	2019
Family/Friends	33%	34%	30%
Internet/Website	20%	20%	22%
Networking	15%	16%	14%
Other	10%	11%	11%
Faculty/Staff	9%	7%	11%
Internship	5%	8%	7%
Job Fair	3%	2%	2%
Employment Agency	1%	3%	2%
Career Services	1%	3%	3%
CareerLink	1%	2%	2%

Please note that respondents could choose multiple answers.

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

	2021		2020		2019	
	GR	UG	GR	UG	GR	UG
Networking	29%	13%	28%	15%	35%	12%
Faculty/Staff	25%	6%	16%	6%	34%	8%
Internet/Website	18%	20%	28%	19%	13%	22%
Family/Friends	14%	36%	16%	36%	19%	32%
Other	13%	10%	14%	11%	8%	11%
Internship	4%	5%	8%	8%	9%	7%
Employment Agency	4%	1%	1%	3%	1%	2%
Job Fair	2%	3%	2%	2%	4%	2%
Career Services	--	1%	3%	3%	--	3%
CareerLink	--	1%	--	2%	1%	2%

Please note that respondents could choose multiple answers.

## APPLIED LEARNING EXPERIENCES

Participation in applied learning experiences has decreased in seven of the nine recognized experiences. The only applied learning experiences that saw small increases were submissions to the Undergraduate Research Journal and the Graduate Research Journal.

Table 4: Applied Learning Experiences:

	2021	2020	2019
Completed an internship	22%	28%	27%
Completed a practicum experience	19%	22%	18%
Participated in the IU Southeast student conference	15%	20%	15%
Completed a field experience	16%	18%	20%
Completed a clinical experience	15%	18%	16%
Participated in other professional conferences	13%	15%	14%
Completed student teaching	10%	11%	8%
Submitted an article to the Undergraduate Research Journal	3%	2%	2%
Submitted an article to the Graduate Research Journal	2%	1%	1%

Please note that respondents could choose multiple answers.

When analyzed further, the collected data shows that graduates' participation in applied learning experiences has decreased in six of the nine recognized experiences, with four experiences seeing a decrease in participation of 10% or greater: completion of a practicum experience, participation in other professional conferences, completion of an internship, and completion of a clinical experience. On the other hand, student teaching and submissions to the Graduate Research Journal saw a 1-2% increase in participation.

As for undergraduates, participation showed a decrease in eight of the nine areas, with six of the areas seeing a decrease of 5% or greater: completion of a practicum experience, participation in other professional conferences, completion of an internship, completion of a field experience, completion of a clinical experience, and participation in the IU Southeast conference. The only area that saw a small increase (+1%) in participation was submissions to the Undergraduate Research Journal.

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

	2021		2020		2019	
	GR	UG	GR	UG	GR	UG
Completed a practicum experience	44%	15%	59%	25%	44%	16%
Participated in other professional conferences	24%	11%	35%	17%	32%	12%
Completed an internship	15%	24%	31%	31%	24%	27%
Completed a field experience	28%	14%	30%	21%	20%	20%
Completed a clinical experience	15%	15%	30%	20%	9%	17%
Participated in the IU Southeast student conference	17%	14%	23%	23%	19%	14%
Completed student teaching	17%	9%	15%	13%	4%	8%
Submitted an article to the Graduate Research Journal	13%	--	12%	--	16%	--
Submitted an article to the Undergraduate Research Journal	1%	3%	--	2%	--	2%

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:

	2021	2020	2019
IU Southeast offers high-quality academic programs.	94%	94%	94%
IU Southeast has a good reputation within the community.	91%	90%	89%
I would encourage others to attend IU Southeast.	88%	89%	90%
I have higher hopes for my future as a result of attending IU Southeast.	87%	88%	88%
If I had to do it over again, I would choose IU Southeast.	84%	85%	84%
I had opportunities to network with my peers in the program.	84%	85%	85%
Often I felt more like a person than a number at IU Southeast.	82%	84%	88%
The courses in my program contributed to my current work success.	78%	80%	76%
I have a civic responsibility to become involved in my community.	77%	78%	75%
I feel a sense of pride about IU Southeast.	77%	77%	77%
There is a strong sense of community on the campus.	73%	76%	77%
I feel I received a richer academic experience at IU Southeast than would have been possible at other area colleges and universities.	73%	74%	76%

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

Table 7: IU Southeast Education Satisfaction (Graduates):

	2021	2020	2019
IU Southeast offers high-quality academic programs.	95%	99%	88%
IU Southeast has a good reputation within the community.	92%	99%	87%
If I had to do it over again, I would choose IU Southeast.	91%	97%	86%
I would encourage others to attend IU Southeast.	89%	97%	87%
The courses in my program contributed to my current work success.	89%	88%	83%
I had opportunities to network with my peers in the program.	89%	97%	92%
I have a civic responsibility to become involved in my community.	87%	87%	82%
Often I felt more like a person than a number at IU Southeast.	86%	94%	90%
I have higher hopes for my future as a result of attending IU Southeast.	86%	93%	87%
I feel a sense of pride about IU Southeast.	84%	85%	79%
There is a strong sense of community on the campus.	75%	76%	64%
I feel I received a richer academic experience at IU Southeast than would have been possible at other area colleges and universities.	72%	76%	73%

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

Table 8: IU Southeast Education Satisfaction (Undergraduates):

	2021	2020	2019
IU Southeast offers high-quality academic programs.	94%	94%	95%
IU Southeast has a good reputation within the community.	91%	89%	89%
I would encourage others to attend IU Southeast.	88%	88%	90%
I have higher hopes for my future as a result of attending IU Southeast.	87%	87%	88%
If I had to do it over again, I would choose IU Southeast.	83%	83%	84%
I had opportunities to network with my peers in the program.	83%	83%	84%
I feel a sense of pride about IU Southeast.	76%	76%	76%
The courses in my program contributed to my current work success.	76%	78%	76%
I have a civic responsibility to become involved in my community.	75%	77%	74%
Often I felt more like a person than a number at IU Southeast.	75%	83%	88%
There is a strong sense of community on the campus.	73%	76%	78%
I feel I received a richer academic experience at IU Southeast than would have been possible at other area colleges and universities.	73%	73%	77%

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:

	2021	2020	2019
Overall quality of instruction.	92%	93%	94%
Quality of courses in your program.	90%	91%	91%
Relevance of classes to your career goals and objectives.	86%	86%	86%
Getting the courses you need in the sequence you should take them.	85%	81%	82%
Quality of services provided by the library.	84%	87%	86%
Getting information about program requirements.	84%	83%	85%
Quality of academic advice provided.	84%	83%	85%
The variety of academic programs and courses at IU Southeast.	82%	82%	82%
Quality of specially equipped labs and training facilities.	80%	84%	83%
Opportunities to engage in community service activities.	75%	68%	65%
Availability of methods for expressing complaints.	71%	75%	76%
Opportunities for overseas study.	58%	59%	61%

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):

	2021	2020	2019
Relevance of classes to your career goals and objectives.	96%	95%	89%
Overall quality of instruction.	96%	99%	91%
Quality of courses in your program.	94%	95%	89%
Getting the courses you need in the sequence you should take them.	92%	82%	82%
Quality of academic advice provided.	86%	96%	84%
The variety of academic programs and courses at IU Southeast.	86%	84%	80%
Getting information about program requirements.	85%	94%	81%
Quality of services provided by the library.	82%	83%	85%
Quality of specially equipped labs and training facilities.	77%	80%	87%
Availability of methods for expressing complaints.	75%	81%	72%
Opportunities to engage in community service activities.	75%	77%	66%
Opportunities for overseas study.	59%	70%	73%

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):

	2021	2020	2019
Overall quality of instruction.	91%	92%	94%
Quality of courses in your program.	89%	90%	92%
Quality of services provided by the library.	85%	88%	86%
Relevance of classes to your career goals and objectives.	85%	85%	85%
Getting the courses you need in the sequence you should take them.	84%	81%	82%
Getting information about program requirements.	84%	82%	85%
Quality of academic advice provided.	84%	82%	86%
The variety of academic programs and courses at IU Southeast.	81%	82%	82%
Quality of specially equipped labs and training facilities.	80%	85%	83%
Availability of methods for expressing complaints.	70%	75%	77%
Opportunities to engage in community service activities.	63%	67%	65%
Opportunities for overseas study.	57%	58%	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.

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

	2021			2020			2019		
	All	GR	UG	All	GR	UG	All	GR	UG
Often	46%	46%	45%	46%	50%	45%	47%	47%	47%
Sometimes	45%	46%	45%	44%	45%	44%	44%	49%	44%
Never	10%	8%	10%	10%	6%	11%	8%	4%	9%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

The large majority of respondents also continue to have serious conversations with people of different religious beliefs, political opinions, or personal values.

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

	2021			2020			2019		
	All	GR	UG	All	GR	UG	All	GR	UG
Often	52%	56%	51%	52%	53%	51%	53%	47%	53%
Sometimes	40%	37%	41%	39%	42%	38%	41%	47%	40%
Never	8%	7%	8%	10%	5%	10%	6%	5%	7%
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. However, ten of the twenty-two abilities saw small decreases in rating when compared to 2020. On the other hand, six areas saw small increases in self-rating.

Table 14: Self-Rated Level of Abilities:

	2021	2020	2019
Ability to understand different points of view	89%	90%	88%
Thinking critically about ideas and issues	88%	88%	83%
Reasoning about ethical and moral issues	86%	86%	83%
Understanding people different from yourself	86%	88%	85%
Working productively with other people in small groups	86%	85%	82%
Relating knowledge with practice	85%	83%	80%
Understanding of my field of study	85%	84%	83%
Appreciation for continued learning and development	84%	83%	81%
Expressing ideas, opinions, beliefs, and facts in writing	83%	86%	82%
Evaluating arguments to support a point of view	83%	84%	81%
Viewing events and phenomena from several different perspectives	80%	81%	79%
Speaking in small groups	79%	81%	78%
Presenting ideas, opinions, and beliefs effectively in a group	79%	80%	78%
Using information technology effectively	78%	79%	76%
Integrating knowledge from several different fields of study	77%	79%	77%
Leadership skills	77%	78%	76%
Preparing to deal with possible career changes	74%	74%	74%
Understanding global perspectives	71%	71%	68%
Analytical reading of professional materials	71%	74%	71%
Social or community engagement	69%	68%	64%
Applying quantitative skills such as mathematics, statistics, etc.	65%	64%	65%
Speaking to a large group	61%	61%	58%

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



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

	2021	2020	2019
Appreciation for continued learning and development	92%	88%	89%
Relating knowledge with practice	90%	93%	86%
Ability to understand different points of view	89%	94%	88%
Understanding of my field of study	89%	89%	86%
Reasoning about ethical and moral issues	88%	92%	84%
Working productively with other people in small groups	88%	91%	89%
Thinking critically about ideas and issues	87%	93%	86%
Understanding people different from yourself	86%	92%	82%
Expressing ideas, opinions, beliefs, and facts in writing	84%	91%	87%
Viewing events and phenomena from several different perspectives	83%	87%	82%
Presenting ideas, opinions, and beliefs effectively in a group	83%	86%	84%
Analytical reading of professional materials	83%	85%	71%
Integrating knowledge from several different fields of study	82%	89%	80%
Using information technology effectively	82%	87%	86%
Speaking in small groups	81%	87%	82%
Leadership skills	81%	84%	84%
Evaluating arguments to support a point of view	81%	89%	83%
Preparing to deal with possible career changes	80%	81%	76%
Understanding global perspectives	76%	72%	67%
Applying quantitative skills such as mathematics, statistics, etc.	76%	66%	66%
Social or community engagement	75%	74%	76%
Speaking to a large group	70%	72%	70%

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

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

	2021	2020	2019
Ability to understand different points of view	89%	90%	88%
Thinking critically about ideas and issues	88%	87%	83%
Understanding people different from yourself	86%	87%	85%
Reasoning about ethical and moral issues	86%	86%	83%
Working productively with other people in small groups	86%	85%	82%
Relating knowledge with practice	85%	82%	80%
Understanding of my field of study	84%	83%	83%
Evaluating arguments to support a point of view	83%	84%	80%
Expressing ideas, opinions, beliefs, and facts in writing	83%	85%	81%
Appreciation for continued learning and development	82%	82%	80%
Viewing events and phenomena from several different perspectives	79%	80%	78%
Speaking in small groups	79%	80%	78%
Presenting ideas, opinions, and beliefs effectively in a group	79%	79%	77%
Using information technology effectively	78%	78%	75%
Integrating knowledge from several different fields of study	77%	78%	77%
Leadership skills	76%	77%	75%
Preparing to deal with possible career changes	73%	74%	74%
Understanding global perspectives	70%	71%	68%
Analytical reading of professional materials	69%	72%	71%
Social or community engagement	68%	67%	63%
Applying quantitative skills such as mathematics, statistics, etc.	63%	64%	65%
Speaking to a large group	59%	59%	57%

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

## POST-GRADUATE PROGRAMS

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

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

	2021	2020	2019
To advance in your current field	79%	74%	73%
Obtain a position/job	24%	22%	25%
Continuing education credit	18%	10%	19%
To change career directions	13%	28%	20%
Other	4%	2%	4%

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):

	2021	2020	2019
Other	100%	100%	100%
Continuing education credit	100%	100%	93%
To advance in your current field	95%	88%	81%
To change career directions	93%	93%	88%
Obtain a position/job	78%	77%	75%

Please note that respondents could choose multiple answers.

Four hundred seventy-eight respondents, or about 63%, stated that they were interested in pursuing an additional degree at some point in the future. Over half of the respondents (53%) plan to pursue a Master's degree, while 22% planned to pursue a Doctorate degree.

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

	2021	2020	2019
Master's	53%	54%	57%
Doctorate	22%	24%	19%
Bachelor	10%	15%	14%
Certificate	10%	13%	10%
Licensure	8%	9%	10%

Please note that respondents could choose multiple answers.

Of the 478 respondents interested in an additional degree, 54 were graduate respondents (48% of graduates) and 424 were undergraduate respondents (66% of undergraduates). Of the graduate respondents, 37% were interested in pursuing a Doctorate degree, a 4% decrease from 2020. Within the undergraduate group, 59% were interested in pursuing a Master's degree, and 19% were interested in obtaining a Doctorate.

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

	2021		2020		2019	
	GR	UG	GR	UG	GR	UG
Doctorate	37%	19%	41%	21%	23%	21%
Master's	18%	59%	14%	59%	22%	60%
Licensure	5%	8%	10%	8%	8%	10%
Certificate	4%	11%	12%	14%	6%	11%
Bachelor	1%	11%	1%	17%	--	15%

Please note that respondents could choose multiple answers.

## **ATTACHMENTS**

The student comments and the electronic survey instrument is located in the attachments paperclip in the left toolbar. 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.