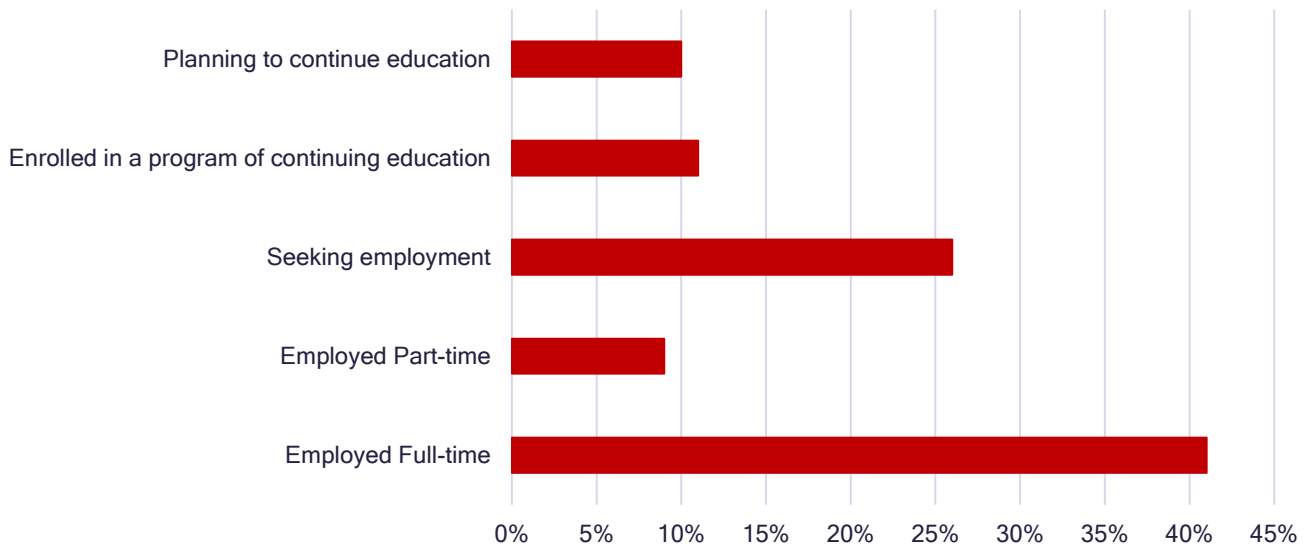


Data Collection

Seniors were sent (via email) a link to a Qualtrics Survey designed to allow them to provide feedback to assist us in improving educational programs and services. Graduating students are required to complete the survey to satisfy a "graduation requirement." 565 invitations were sent out to May and December graduates. 277 individuals completed the survey, resulting in a **49%** response rate.

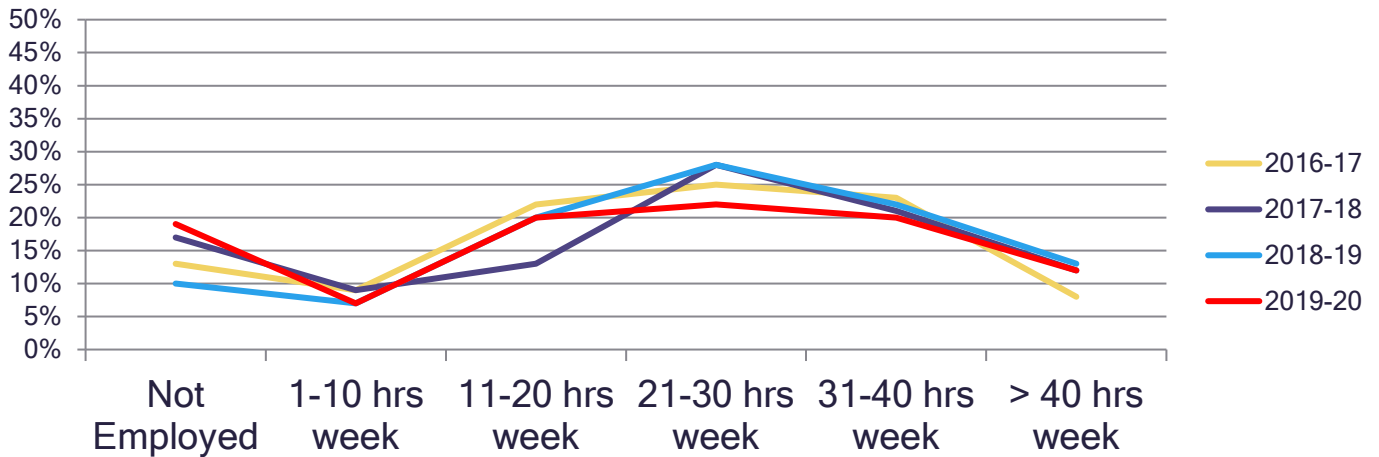
Future Plans and Employment

The figure below displays results from the question "Which of the following will BEST describe your PRIMARY status after graduation?"



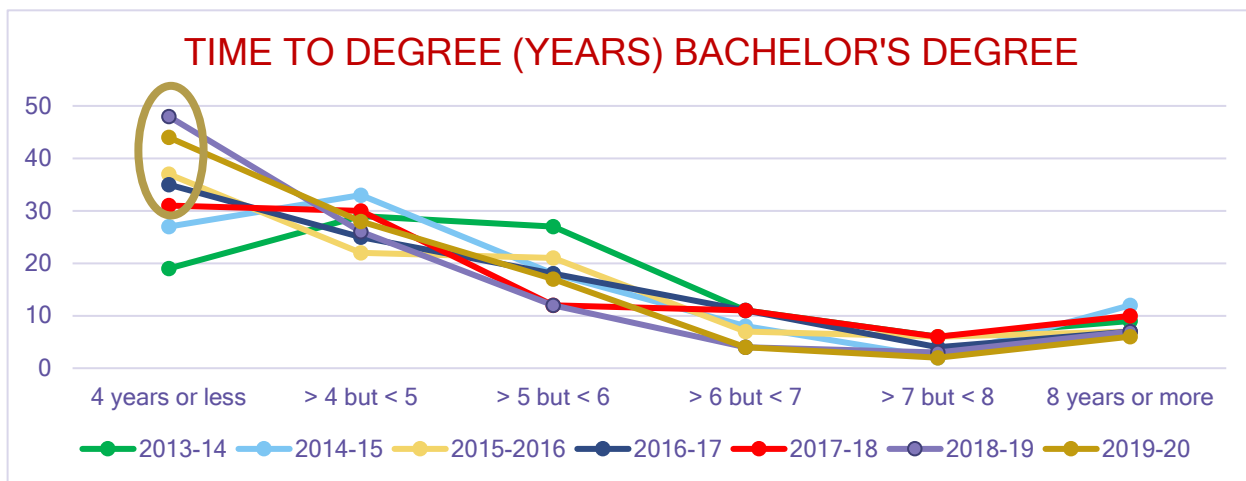
The most common reason students gave for furthering their education was to fulfill a life-long goal (36%), to become more employable (24%) and for a career change (10%).

Students are largely already employed with over 55% of the respondents working 21 or more hours a week in their last year of college. Across multiple years, the majority of respondents are working between 21-30 hours per week for pay while going to college (line graph pg. 3).

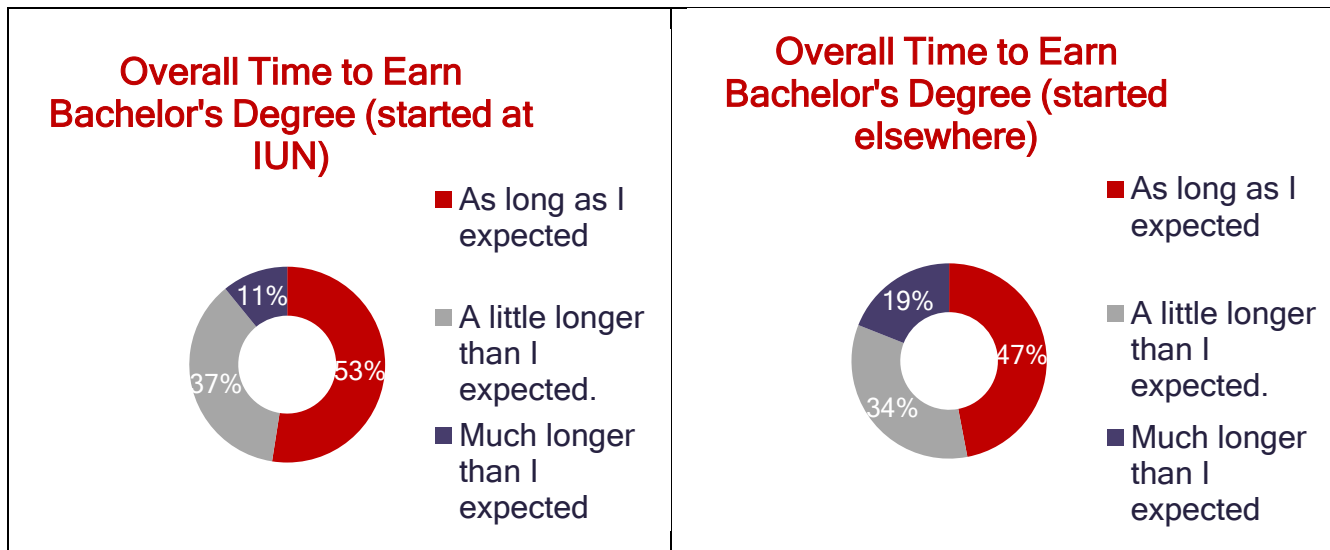
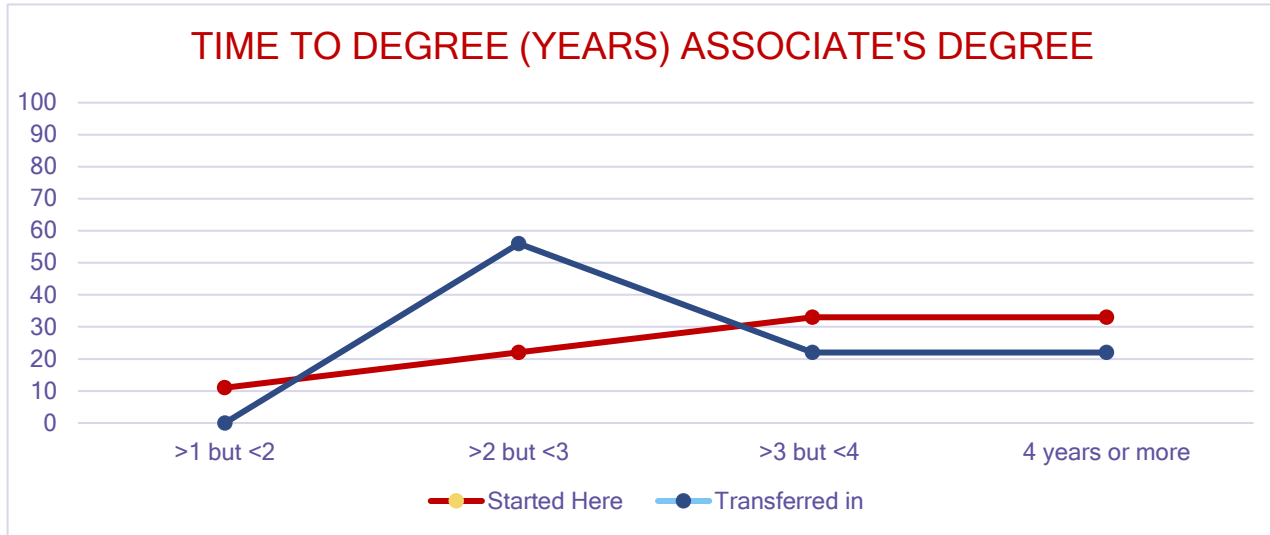


Completion

44% of students in the survey who started as beginners at IU Northwest were able to complete their bachelor’s degree in 4 years or less. 28% of those remaining completed in less than 5 years, and 17% in less than 6 years. 12% took more than 6 years to complete their bachelor’s degrees as shown in the line graphs below. However, as shown, there has been a recent increase in the number of students graduating in 4 years or less. For students that started elsewhere, then transferred to IU Northwest, 28% were able to earn their bachelor’s degree in 4 years or less, 29% of those remaining completed in less than 5 years, and 22% completed in less than 6 years. *So, 89% of students completing the survey who started at IU Northwest completed their bachelor’s degree in 6 years or less, while 69% of those who started elsewhere completed in 6 years or less, suggesting there may be some type of transfer penalty in terms of completion time. This is an especially important finding in light of the fact that 47% of the students who completed the survey and graduated this academic year started elsewhere and transferred to IU Northwest.*



We collected this data from students receiving associate degrees for the first time this survey cycle and it is shown below.



The number of students who report the overall time to earn a bachelor's degree was as long as they expected has been increasing across the last few years (transfer students as well as those who started here), though significant numbers are still reporting that their degree progress was slower than expected. The most frequent reasons for the increased time to degree include: work or family obligations limiting enrollment, a decision to change majors, taking semester(s) off school, and credits were lost when transferring. Transfer students reported transferring in a significant number of credits (26% of the transfer population brought in 60 or more credits, 27% brought in between 30-59 credits, and 46% brought in less than 29 credits).

Textbooks

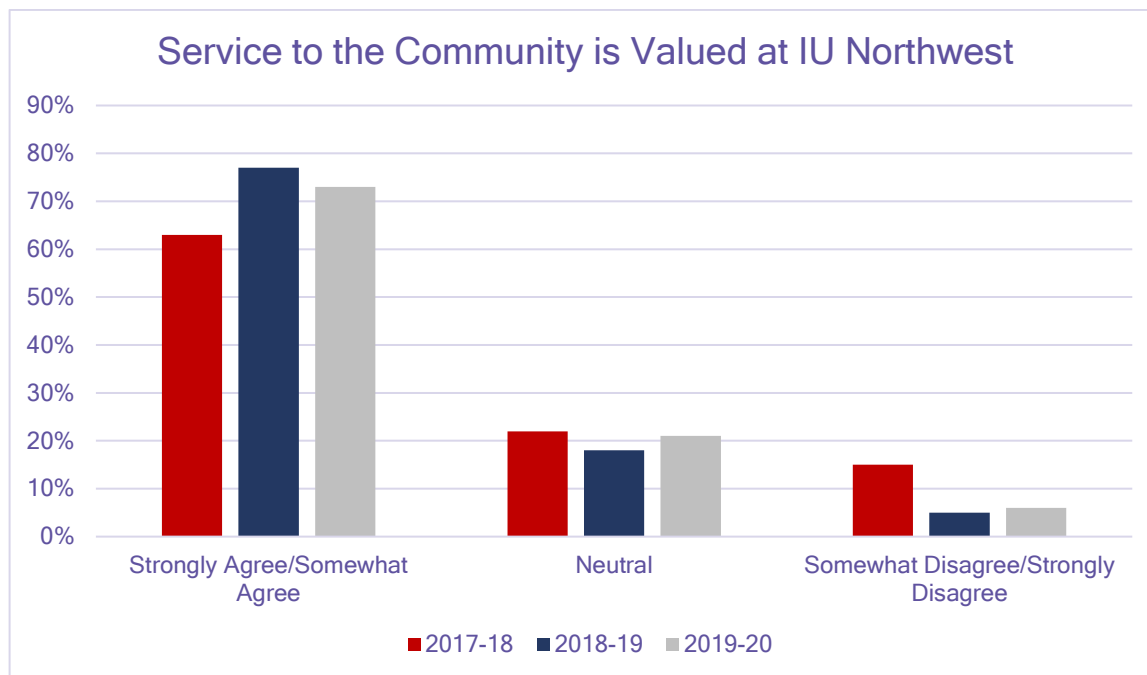
For the last several years, we have asked a question focused on whether the cost of textbooks influences the number of classes students take each term. **Between 41-43% of students indicated some level of agreement with this statement across that 3-year period.**

83% were satisfied/very satisfied with the quality of education at IUN

93% were satisfied/very satisfied with their overall experience at IUN

Community Engagement

A set of questions focused on the role that community engagement (broadly defined) contributed to the student experience at IU Northwest, and shows an increase in student belief that service to the community is valued at IU Northwest.



	Strongly Agree/Somewhat Agree	Neutral	Somewhat Disagree/Strongly Disagree
My academic program helped me develop an understanding of the role and impact of my discipline in a broader societal context.	87%	9%	4%
My academic program provided exposure to current issues and topics in the field.	90%	6%	4%
My professors gave me opportunities to learn collaboratively with community organizations.	74%	18%	9%
Developing relationships with the community to address societal problems is valued at IU Northwest.	72%	23%	6%

Student Services

In response to the question asking how satisfied they were with the following student services, the following replies were received. The 2019-20 column is color-coded based on level of satisfaction with higher ratings appearing in blue tones and lower ratings appearing in red tones. The last column indicates the five-year trend in the data (up or down at least 4% points).

Question	2015-2016		2016-2017		2017-18		2018-19		2019-20		5 Year Trend
	S/VS	Total	S/VS	Total	S/VS	Total	S/VS	Total	S/VS	Total	
Academic Advising	72%	147	75%	284	84%	186	83%	258	84%	188	↑ (12%)
Admissions	94%	147	95%	280	94%	181	94%	253	95%	191	
Athletics	86%	59	89%	114	84%	72	93%	101	87%	71	
Bookstore	86%	154	90%	301	89%	179	90%	262	88%	197	
Bursar/Student Accounts	85%	150	86%	302	88%	190	86%	264	86%	199	
Career Services	85%	86	84%	185	82%	118	84%	146	86%	107	
Financial Aid	74%	140	76%	270	73%	176	72%	239	71%	186	
Food Services	74%	143	76%	279	74%	173	71%	225	74%	167	

IT/Help Desk	94%	122	95%	241	91%	152	95%	217	94%	149	
Library Services	93%	143	95%	114	94%	170	97%	257	94%	171	
Math Lab	88%	60	88%	133	90%	88	92%	125	84%	77	↓(4%)
Registrar	85%	143	86%	292	87%	179	88%	251	91%	190	↑(6%)
Student Activities	85%	109	89%	207	89%	122	91%	161	89%	122	↑(4%)
Student Support Services	87%	90	92%	169	91%	117	95%	165	88%	113	
Supplemental Instruction	90%	89	90%	177	92%	104	94%	162	89%	115	
Writing Center	94%	70	92%	150	89%	109	95%	152	87%	103	↓(7%)

High-impact Practices (HIPs)

Senior respondents indicated the following participation in curricular and extra-curricular activities in the table below. If they were unable to participate, the most common reason provided was not enough time due to work and family obligations (53%).

	2018-19	2019-20
Practicum, Internship, Field Experience, Clinical Assignment	43%	67%
Community Service or volunteer work	37%	49%
Student clubs and/or activities	33%	47%
Undergraduate Research	18%	20%
Learning Community	16%	29%
Work for pay on campus	16%	25%
Serve as a tutor/SI leader	12%	16%
Athletics	4%	8%
Service-learning courses	1%	5%
Study Abroad	1%	1%

When asked to reflect on how much their courses contributed to their competence in the [principles of general education](#) of the campus, agreement was quite high (great deal/fair amount), ranging from

78% (mathematical and scientific reasoning) to 95% (critical thinking, analysis and application of knowledge).

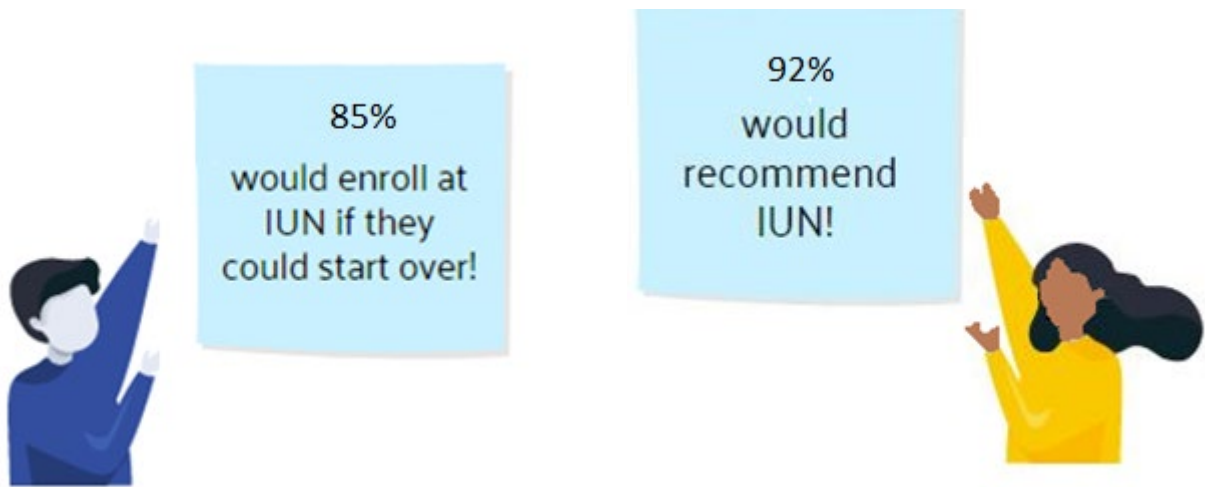
Additionally, 83% of the seniors agreed with the statement “My education at IU Northwest prepared me for the activities I plan to pursue after graduation”.

COVID-19 Questions

We added some additional items this time in light of the COVID-19 Pandemic, and IU’s response to it. In answer to the question, “My courses that moved from in-person to online due to the COVID-19 pandemic are moving along successfully”, 78% agreed/strongly agreed with the statement, with 14% disagreeing. We also asked, “What one thing do you think IU Northwest should be doing to make things better for students during the pandemic protocols?” There were 118 individual responses, with 17 offering either no suggestions or praise for the current handling of the situation. A qualitative analysis of the responses found that there were nine responses indicating a desire for a reduction in tuition/parking due to the loss of in person experiences, nine commenting on the increase in workload when moving online and expressed concern that it was too much. Seven commented on a need for more check-ins, by either faculty or the campus to make sure students are handling things ok, and seven commented concerning faculty needing more standardization in their online practices and assistance with the use of technology.

Open-ended Questions

When students were asked, “please identify faculty or staff who have had a positive impact on your personal and/or academic development” they listed 219 individual names with 568 total mentions. These included 37 staff members, and 138 full-time and 44 part-time faculty members. Letters were generated to each current employee mentioned in this question thanking them for having a significant positive impact on a graduating senior.



Demographics of Respondents

76% **Female** (176 responses) | 24% **Male** (56 responses)

Survey respondents ranged in **age** from 20-63 with an average age of 27(s.d.=8.7).

58% of the students reported being **first generation college students***.

*Neither parent completed a college degree

20% of the survey respondents identified themselves as **Latinx**, 12% as **African American**, 4% as **Asian**, 58% as **White** and 4% as **other**.

GPA of respondents: 31% 3.50-4.0 | 40% 3.0-3.49 | 19% 2.5-2.99 | 9% 2.0-2.49 | 1% 1.5-1.99
(mean=3.22, s.d.=.47)

36% of the respondents are from **CHHS** (45% of overall seniors at census)

41% of the respondents are from **COAS** (34% of overall seniors at census)

6% of the respondents are from **SOE** (4% of overall seniors at census)

10% of the respondents are from **SOBE** (15% of overall seniors at census)

Most common majors of the respondents include Nursing (12%), Business (10%), General Studies (9%), Psychology (8%) and Radiography (6%).

69% of the respondents' **home address** is in Lake County, IN, followed by 21% in Porter County, IN, 3% in Jasper County, IN and 3% in La Porte County, IN.