

**Alumni Survey
Undergraduate Elementary Education**

Administered 2017



**INDIANA UNIVERSITY
SOUTHEAST**

OFFICE OF INSTITUTIONAL EFFECTIVENESS

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SURVEY BACKGROUND AND SUMMARY

The Indiana University Southeast Alumni Survey was created in 2012 to obtain data necessary for the Office of Institutional Effectiveness (OIE), the Office of Development, and the Career Development Center. The instrument- found in Appendix A of this report- collects information pertaining to employment, graduate education, preparation for after college, perception of IU Southeast, satisfaction with the college experience, and updated contact information.

2017

Respondents for the 2017 survey administration were drawn from institution records of degree recipients and included alumni from the following graduation classes:

- May 2016, August 2016 and December 2016 graduates (One year out)
- 2013-2014 graduates (Three years out)
- 2011-2012 graduates (Five years out; previously surveyed three years out in 2015)

Response rates of the various graduation classes are below. Further demographic details of the respondents are found in the original Alumni Survey reports on the OIE webpage.

	<u>Invited</u>	<u>Responded</u>	<u>Response Rate</u>
2016 Graduates	1028	248	24%
2013-14 Graduates	1144	226	20%
2011-12 Graduates	1066	169	16%
2017 Administration	3238	643	20%

Multiple reports have been made to varied constituents including: Academic Council, Alumni/Community Relations, Career Development, Enrollment Management, and Student Affairs. In addition, by-school reports are being made and distributed to each Dean. These and any ad hoc reports will be posted on the OIE website to support the institution's mission of transparency and to encourage respondents to take future assessments. By-major reports can be obtained via request to Sara Spalding in OIE at sajewell@ius.edu

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2017 Alumni Survey: Education

NUMBER OF RESPONDENTS

This survey is made up of responses from 35 School of Education alumni from the undergraduate Elementary Education (BSED) program.

Table 1: Respondents by years out:

	2017	
	N	%
1 Year Out	12	34%
3 Years Out	17	49%
5 Years Out	6	17%
Total	35	100%

GENDER & AGE

There were 33 female and 2 male alumni who responded to the survey and all of respondents are under the age of forty-nine. As the respondents are at most 5 years from their graduation, the majority of respondents fall within the 20-29 year age group.

Table 2: Respondents by Gender:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Female	94%	92%	94%	100%
Male	6%	8%	6%	--
Total	100%	100%	100%	100%

Table 3: Respondents by Age Group:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
20 to 29	80%	92%	76%	67%
30 to 39	11%	8%	12%	17%
40 to 49	9%	--	12%	17%
50 to 59	--	--	--	--
Total	100%	100%	100%	100%

EMPLOYMENT & INCOME

Since graduating from IU Southeast, almost all of responding Education alumni have accepted a full-time position.

Table 4: Full-Time Position:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes	89%	75%	94%	100%
No	11%	25%	6%	--
Total	100%	100%	100%	100%

2017 Alumni Survey: Education

Twenty-four percent of respondents who have accepted a full-time position did so prior to their graduation from IU Southeast. Over half of the Elementary Education undergraduate respondents were able to find a full-time position within three months of completing the BSED program.

Table 5: Accepted Position:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Prior to Graduation	24%	20%	29%	17%
Less than one month after graduation	9%	--	6%	33%
One to three months after graduation	30%	30%	29%	33%
Three to six months after graduation	12%	20%	6%	17%
Six to nine months after graduation	3%	--	6%	--
Nine to twelve months after graduation	6%	10%	6%	--
More than twelve months after graduation	15%	20%	18%	--
Total	100%	100%	100%	100%

All but four respondents are currently employed. One respondent did not respond to this question and was not included in the analysis. Five of the thirty employed respondents are seeking a change.

Table 6: Employment Status:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes	74%	50%	88%	83%
Yes, full-time, but seeking employment change	9%	17%	6%	--
Yes, part-time, but seeking employment change	6%	8%	6%	--
No, and not seeking employment	9%	17%	--	17%
No, but seeking employment	3%	8%	--	--
Total	100%	100%	100%	100%

The majority of Education respondents (77%) earn between \$30,000 and \$50,000 annually. Seven respondents make below \$30,000. Five respondents did not provide their annual salary and were not included in the analysis.

Table 7: Annual Salary:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Less than \$20,000	10%	22%	6%	--
\$20,000 to \$30,000	13%	11%	19%	--
\$30,001 to \$40,000	50%	67%	38%	60%
\$40,001 to \$50,000	27%	--	38%	40%
Total	100%	100%	100%	100%

CO-CURRICULAR ACTIVITY

The large majority of Education respondents (86%) consistently worked while attending IU Southeast and 65% worked between 11 and 30 hours. Only 10% of respondents worked more than 30 hours per week.

Table 8: Consistently Worked while Attending IU Southeast:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes, and generally worked less than 5 hours per week	3%	9%	--	--
Yes, and generally worked between 5 and 10 hours per week	7%	18%	--	--
Yes, and generally worked between 11 and 20 hours per week	31%	27%	36%	25%
Yes, and generally worked between 21 and 30 hours per week	34%	36%	29%	50%
Yes, and generally worked more than 30 hours per week	10%	9%	14%	--
No, I did not generally work as a student at IU Southeast	14%	--	21%	25%
Total	100%	100%	100%	100%

Thirty-two out of the thirty-five respondents (91%) completed a practicum or field experience while enrolled at IU Southeast. Community service and participation in a student organization were also important focuses for respondents.

Table 9: Co-Curricular Activity:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Participated in a student organization	37%	33%	29%	67%
Participated in community service	37%	42%	29%	50%
Completed a practicum/field experience	91%	92%	94%	83%
Completed an internship	--	--	--	--
Participated in intercollegiate or intramural athletics	9%	8%	6%	17%

Note that respondents could choose more than one answer.

POST-GRADUATE PROGRAMS

Only two respondents out of the larger group have completed Master’s courses without earning a degree, one at Western Governors University and one at Hamline University. Another six recent alumni are currently enrolled in Master’s programs: three at IU Southeast, one at the American College of Education, one at Western Governors University, and one at Grand Canyon University. One alumni respondent from the five-year group has already completed a graduate program at IU Southeast, though the specific type of program was not provided.

Table 10: Post-Graduate Degree – Undergraduates:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Earned Master's Degree	3%	--	--	17%
Currently enrolled in Master's program	17%	--	24%	33%
Completed Master's courses without earning degree	6%	8%	6%	--

Note that respondents could choose more than one answer.

ADDITIONAL LICENSURE

Over one fourth (29%) of the alumni respondents report completing coursework for an additional license at the time they completed their program. Four alumni respondents did not respond to this question and were not included in the total.

Table 11: Additional Licensure:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes	29%	11%	38%	33%
No	71%	89%	63%	67%
Total	100%	100%	100%	100%

The types of additional licenses obtained are listed below:

Table 12: Types of additional Licenses obtained:

- Elementary Education
- Indiana Teaching License
- Middle School mathematics
- Elementary Education
- Middle school math
- Elementary

Note that respondent's exact answers are listed above. No edits were made to the graduates' words.

PREPAREDNESS

General Preparedness

The majority of responding Education alumni felt prepared by their IU Southeast education; however, 20% of respondents only felt 'fair' about their preparation for contributing to their community and 17% of respondents felt they only had 'fair' preparation for both finding a job in their studied field and furthering their education. Four respondents did not provide answers for this section and they were not included in the total.

Table 13: Preparedness: Career, Job, Community, Education:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Most current career	74%	75%	71%	83%
Contributing to community	63%	67%	53%	67%
Furthering Education	60%	58%	59%	67%
Finding a job in studied field	69%	67%	71%	67%
Finding a job that used skills developed in major	80%	83%	76%	83%

Percentages combine "Excellent" and "Good" answer choices.

Note that respondents could choose more than one answer.

Specific to Field

The large majority of responding Education alumni also felt well prepared in sixteen critical areas relating to their field. The alumni who are 5 years from their IU Southeast graduation had unanimous satisfaction ratings for all 16 categories. While overall agreed was high among the 1-year and 3-years out respondents, 25% percent of one-year out respondents disagreed that they were prepared to apply classroom management procedures and 33% neither agreed nor disagreed that they were prepared to prepare formal and informal assessment strategies. Twenty-four percent of three-years out respondents neither agreed nor disagreed that they were prepared to plan lessons. Six of the thirty-five respondents declined to respond.

Table 14: Preparedness: Critical Areas:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
1. Be a high quality educator	90%	100%	81%	100%
2. Be a caring professional	94%	100%	88%	100%
3. Be a professional who brings new ideas and skills to the school	87%	100%	75%	100%
4. Be an effective educator in a diverse society	97%	100%	94%	100%
5. Know and teach my subject/content	81%	78%	75%	100%
6. Understand how students learn and develop, and to support their intellectual, social, and personal development	87%	78%	88%	100%
7. Understand how students differ in their approaches to learning	90%	78%	94%	100%
8. Create instructional opportunities adapted to diverse learners	84%	78%	81%	100%
9. Use a variety of instructional strategies	81%	78%	75%	100%
10. Utilize individual and group motivational strategies	87%	75%	88%	100%
11. Utilize effective verbal, nonverbal, and media communication techniques	90%	100%	81%	100%
12. Plan lessons based upon knowledge of subject matter/content, students, the community, and curriculum goals	77%	89%	63%	100%
13. Prepare formal and informal assessment strategies to evaluate and ensure the continuous development of the learner	71%	56%	75%	100%
14. Engage in continuous self assessment, professional development, and growth	97%	100%	94%	100%
15. Form positive relationships with school colleagues, parents, and the community	90%	100%	81%	100%
16. Apply classroom management procedures	72%	43%	75%	100%

Percentages combine 'Strongly Agree' and 'Agree' responses.

ADVANCEMENT

Seventy-seven percent of undergraduate Elementary Education alumni achieved at least one of the recognized advancements within 2 years of completing an IU Southeast degree; 37% achieved two or more; and two respondents achieved all three.

Table 15: Advancement in Career:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Receive a salary increase	40%	42%	35%	50%
Begin working in your field of study	66%	67%	65%	67%
Receive a promotion or obtain a better position	11%	--	18%	17%

Note that respondents could choose more than one answer.

IU SOUTHEAST EDUCATION & EXPERIENCE

All of the questions regarding education at IU Southeast received high marks from survey respondents, and disagreement was low. Alumni reported the lowest agreement with having received a richer academic experience at IU Southeast than elsewhere (57% agreement), feeling a sense of pride for IU Southeast (60% agreement), and feeling like a member of the IU Southeast community (63% agreement).

Table 16: IU Southeast Education:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
IU Southeast has a good reputation in the region.	80%	83%	76%	83%
IU Southeast offers high-quality academic programs.	80%	83%	76%	83%
If I had to do it over again, I would choose IU Southeast.	74%	83%	65%	83%
I have a civic responsibility to become involved in my community.	69%	75%	71%	50%
I feel a sense of pride for IU Southeast.	60%	67%	53%	67%
I received a richer academic experience than at other area schools.	57%	58%	53%	67%
As a student, I felt like a member of the IU Southeast community.	63%	67%	53%	83%

Percentages combine 'Strongly Agree' and 'Agree' responses.

Note respondents could choose more than one answer.

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Levels of satisfaction with emphasized aspects of the IU Southeast experience were also high. However, 26% of respondents felt 'neutral' about the quality of information about career and job opportunities and 17% of respondents were dissatisfied or very dissatisfied with opportunities to be involved in extracurricular activities.

Table 17: IU Southeast Experience:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Overall quality of instruction	86%	92%	82%	83%
Quality of interaction with faculty	80%	83%	76%	83%
Quality of courses in your program	80%	67%	88%	83%
Student services responsiveness to student issues	80%	75%	82%	83%
The variety of academic programs and courses	77%	67%	82%	83%
Quality of information about career and job opportunities	60%	67%	47%	83%
Opportunities to be involved in extracurricular activities	57%	67%	47%	67%

Percentages combine 'Very Satisfied' and 'Satisfied' responses.

Note respondents could choose more than one answer.

CAREER DEVELOPMENT CENTER

The Career Development Center helped the respondents the most with their résumé writing, with 10 alumni utilizing the service. Only one respondent from the BSED group had help from the Center with two or more matters.

Table 18: Services received while attending IU Southeast:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Resume Review	29%	33%	29%	17%
Career Counseling	9%		12%	17%
Internship	--	--	--	--
Job Search Assistance	3%	--	6%	--
Other	3%	8%	--	--

Note that respondents could choose more than one answer.

Only two respondents indicated that they would like to be contacted by the Career Development Center.

Table 19: Career Development Center contact:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes	6%	6%	17%	--
No	94%	94%	83%	--
Total	100%	100%	100%	--

QUALITATIVE COMMENTS: PRIDE & INVOLVEMENT

Respondents were asked, "In the next 5-10 years, what is the most meaningful thing the University can do to increase your IU Southeast pride and/or involvement?"

1. Continue to promote engaging and meaningful experiences within the Education Program (specifically the elementary level).
2. Help me find a career that utilizes my degree.
3. I'm looking forward to meeting with career services. It would be fun to have a night every few years for students who graduated or attended within a 6 year span to meet"
4. Get more involved as a school not just the Greek life organizations.
5. Not living on campus, it was more of a challenge to get involved therefore I never formed close relationships with peers. So, attending would be uncomfortable because of the lack of relationships formed.
6. Continue providing and seeking out new and fresh resources to provide students and alumni with that will allow them to further pursue and use their degree they obtained from IUS.
7. Become more involved in community.
8. Do more service inspired works for the community.
9. Continue community outings
10. IU Southeast needs to branch out from only becoming apart of a Greek organization and move towards organizations that involve all students in things that interest college students. Most students involved seemed immature in my opinion.
11. Continue to provide surveys opportunities to report personal career experiences which relate to education
12. Free T-shirt would be cool. I moved down there and completed my studies for a boyfriend who broke the relationship... Not very prideful and the year of out of state tuition (my own fault) is kicking my ass.
13. The instructors at IUS told other principals in a large Block 4 meeting, The next group coming out of the program will be better. This group was our first group coming out of our new Block system. Very disappointing to say the least. Especially when I gave up so much of my life to do my very best. Also essay papers were graded based on the student. This means I would write an excellent essay and receive an A. The person next to me would write a fair essay, but because it was "good for them", they would also receive an A. This type of grading may be good for elementary students, but as an adult, it lowers the academic pride one may get when receiving an A. Again, very disappointing. The methods Math course was a joke. We were supposed to meet at the place we were conducting our field experience, but we didn't. This left us with about 10 hours of instruction for Math. We didn't get what we paid the University for. Very disappointing! I am working as a PreK teacher in a public school. I gained this knowledge from Ivy Tech, which is better organized and has a higher demand for academics than IUS.
14. Find out how to get people who live off campus more involved in student activities.
15. Assist graduates in creating and sustaining community involvement.
16. Send information via mail about continuing education, master programs, student debt payoff information, etc.
17. Fundraising events

QUALITATIVE COMMENTS: FURTHER COMMENTS

Respondents were asked for any further comments.

1. I didn't feel part of the campus community at all. It seemed that every group, or clique, was always searching for their own type.

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2. I'm glad that you got a music education program.
3. I feel like I wasted a lot of time and money because I transferred from IU and the course requirements were different for the 2 education programs. I had already completed pre-reqs at IU and had to complete another year of pre-reqs at IUS. A lot of the IU education pre-reqs were in the blocks at IUS. Even the math requirements were different "
4. Great faculty and awesome small town feel! Campus was lovely. Hopefully the New Albany area has more transportation options for students without vehicles now!
5. See first question.
6. "I went through the Elementary education program (01/2015-12/2016) there were constant changes being implemented in the program. One or two of the classes repeated themselves, which was redundant and felt like I was paying more money for the same thing. Also, there were several new professors, some did not have any college teaching experience. I could definitely tell the difference between college professors with a doctorate degree than those who just had a masters degree. The doctors just knew way more information, understood the curriculum and what we as future teachers needed to know. Whereas, some of the other professors who had a masters degree or possibly a bachelors degree literally treated us like children, i.e. not going to the restroom during class time, not talking during class to share your thoughts, coloring worksheets, yelling at students as if they were below them, etc. Now, my final and fourth block of the program was excellent, mostly everything I learned about my field, how to teach, resume information, terminology that is so important in the education field, i.e. Rigor, Engagement, Goal Clarity Window, etc. was not even introduced until block 4. I feel like everything that I learned and did in block 4, I could have began learning in block 1. I mean sitting around playing a musical instrument was an easy class, but takeaways from that class, not very beneficial. I am an adult paying for this experience. "

SCHOOL OF EDUCATION SPECIFIC QUESTIONS

QUALITATIVE COMMENTS: ACCOMMODATE INSTRUCTION

Respondents were asked, "How well did your program prepare you to modify instruction to accommodate the needs of all students?"

1. VERY WELL
2. Fairly well
3. As well as can be expected. It was shocking to get into the field and see how different it was from what we were taught.
4. Pretty well
5. Well
6. The program prepared me very well to accommodate all my students.
7. Well
8. In the program, professors would say meet the students where they are at, which is true in small group time; however, those below level students still have to take the grade level assessments. I wish this was made more clear.
9. Fairly well
10. Very
11. I feel this was difficult to do. Most of what I learned from this has been actual work in my own classroom and professional experiences since graduation.
12. Well

13. I did not agree with the way the IUS Elementary Education program is run or how the educate students. I learned more on my own and from others in my profession.
14. Moderately well
15. Very well
16. The program really focused on this and I felt confident going into the work force as an educator with the skills I obtained at IUS.
17. None
18. Taught how to reach all students but not how to do it all at once
19. Very well.

QUALITATIVE COMMENTS: DIVERSE POPULATIONS

Respondents were asked, "How well did your program prepare you to work with diverse student populations (i.e. ELL and students with special needs)?"

1. EXCELLENT
2. Very well
3. Fairly well
4. Considering the high level of ELL in our area, I did not feel prepared to handle this.
5. Pretty well
6. Could be improved
7. ELL classes were very helpful.
8. I feel like the program could of gave us more experiece with the diverse populations especiall the ELL
9. Great!
10. Could be better
11. Very
12. I feel it somewhat prepared me.
13. Well
14. Somewhat well
15. Extremely well
16. In the middle
17. Could have been more SPED (like how working on a team of professionals to find what's best for specific students)
18. Excellent
19. Great!
20. Very well.

QUALITATIVE COMMENTS: RECOMMEND IUS

Respondents were asked, "Will you recommend IUS to others who wish to pursue teaching? Why or why not?"

1. Yes, A campus close to home, affordable and very well respected in the field of education.
2. Yes, The education program at IUS continuously improves their courses and staff/faculty to better prepare their students in their future careers. Additionally, the staff and faculty members of the IUS education program are awesome.
3. Yes, The instructors cared about the students and I prefer IUS to UofL.
4. Yes, It taught us a lot of real-life lessons.
5. Yes, I love the small school experience, close cohort relationships, positive mentor experiences, and strong academic preparations.
6. Yes, I would recommend the IUS teaching program, but I feel like they need to look at other universities and get the students in the schools sooner
7. Yes, IUS is a good, close knit university.
8. Yes, Close to home, enjoyed the practical experience, great experience in the field
9. Yes, It is a great school close to home with professors who care about genuinely creating passionate educators.
10. Yes, I feel it provided me with many first hand experiences in an area I was hopeful in finding a job upon graduation.
11. Yes, Good program overall but a few classes could have been better
12. Yes, I was in transition from an older program to a new one- seemed like a solid new program that covered what it's like to live and teach in a diverse community with what little resources teachers sometimes have available.
13. Yes, Small class sizes, teachers easy to communicate with

QUALITATIVE COMMENTS: OTHER STRENGTHS/WEAKNESSES

Respondents were asked, "If there are any other strengths or weaknesses of your program that you would like to address, please do so."

1. The school I did my practicum in was not very nice to the student teachers. They are a big reason why I gave up at the end and decided to not teach. I would encourage IUS to look closely at your partnerships and make sure the student teachers are in a welcoming environment.
2. I'd like more classroom management. I'd also like to have a list of pd websites that the state accepts.
3. More classroom management strategies, more work with special needs, behavioral, and emotional issues both in management, planning, etc.
4. I feel like the program was amazing but their weaknesses was that they did not prepare you for how almost every school is just worried about istep and teaching to the test. There was no preparation to what you should be doing their to help the students achieve everything but not hate school.
5. Reading literature class needed updated when I was there. I feel I'm lacking knowledge in that area.
6. Need more real world experience in the program. Instruction needs to be more geared towards the real world as well instead of the dream-world.
7. It seems that everyone is on a different page in the education program. I was very disappointed in the program and feel that my tuition money was somewhat wasted. Everyone's excuse was that they were in transition and because of that my education and time and money was wasted. Professors are not current and up to date on education in the surrounding areas and stated many negative comments about schools in the surrounding area. It seems the program was lazily thrown together and the dean has no idea.

8. Staff was great, but there was a lot of overturn in profs that made it hard to keep things consistent semester to semester while I attended.
9. Help students prepare for what KTIP will be like, get students into even more variety of classrooms, not just what they think they would want to teach, really teach how to differentiate all in the same lesson plan at once when you don't have additional help in the classroom.
10. The teaching program as a whole was excellent, however, very little time was provided in the area of lesson planning and teaching how to map out curriculum utilizing basal readers and other classroom tools. .

APPENDIX A

The survey instrument used in the administration follows.

Alumni Survey



This alumni survey will take approximately 5 to 10 minutes to complete. Your responses will be used to enhance our service to students, alumni, and our community.

Near the end of the survey you will be prompted for your desired FREE t-shirt size (we will try to accommodate size requests as supplies last). To receive your free t-shirt, you must provide a valid postal address. Be sure to also click the SUBMIT button to record your responses.

Your responses are confidential and individual responses will not be shared or published. Some information will be used to update your alumni profile. There are no foreseeable risks in completing this survey. This survey is voluntary. If you have questions about your rights to participate in this survey, you may contact the Office of Alumni & Community Engagement at (812) 941-2384.

Since graduating from IU Southeast, have you accepted a FULL-TIME position?

Yes

No

I accepted my position:

- Prior to Graduation
- Less than one month after graduation
- One to three months after graduation
- Three to six months after graduation
- Six to nine months after graduation
- Nine to twelve months after graduation
- More than twelve months after graduation

Are you CURRENTLY employed (this would include self-employment, full-time volunteering, or military service)?

- Yes
- Yes, full-time, but seeking employment change
- Yes, part-time, but seeking employment change
- No, but seeking employment
- No, and not seeking employment

If you are not currently employed, what is your reason for not working?

- Unable to find employment

- Retired
- Personal decision related to self or family (taking care of dependents, illness, disability, etc.)
- Other (please specify)

If you are employed, please provide employer information.

Position Title:

Employer Name:

Address:

City:

State:

Zip:

If you are employed, what is your current annual salary?

- Less than \$20,000
- \$20,000 to 30,000
- \$30,001 to \$40,000
- \$40,001 to \$50,000
- \$50,001 to \$70,000
- \$70,001 to \$90,000
- \$90,001 to \$110,000
- More than \$110,000

Select all that apply:

	Master's	Doctorate	Other
Currently attending a graduate program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completed graduate program courses without earning a degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Earned graduate degree (if multiple degrees, check all that apply)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Enter graduate program you are currently attending.

Enter graduate program in which you completed courses but did not earn a degree.

Enter graduate program in which you earned a degree(s).

List the most recent graduate institution you attended:

Name of Institution:

City

State

While you were attending IU Southeast, did you consistently work (not including an internship)?

- Yes, and generally worked less than 5 hours per week
- Yes, and generally worked between 5 and 10 hours per week
- Yes, and generally worked between 11 and 20 hours per week
- Yes, and generally worked between 21 and 30 hours per week
- Yes, and generally worked more than 30 hours per week
- No, I did not generally work as a student at IU Southeast

While you were attending IU Southeast, which of the following did you do? [CHECK ALL THAT APPLY]

- Completed an internship
- Completed a practicum/field experience
- Participated in a student organization
- Participated in intercollegiate or intramural athletics
- Participated in community service

How well did your IU Southeast education prepare you for the following?

- | | Excellent Preparation | Good Preparation | Fair Preparation | Poor Preparation |
|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Your current or most recent career | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

	Excellent Preparation	Good Preparation	Fair Preparation	Poor Preparation
Finding a job relevant to your major soon after you graduated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding a job that used the skills that you developed <i>in your major</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Furthering your education or starting graduate school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing to your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If applicable, within two years after completing your IU Southeast degree, did you... [CHECK ALL THAT APPLY]

- Begin working in your field of study
- Receive a promotion or obtain a better position
- Receive a salary increase

Indicate your level of Agreement with each statement

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. IU Southeast offers high-quality academic programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. As a student, I felt like a member of the IU Southeast community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3. IU Southeast has a good reputation in the region	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. If I had to do it over again, I would choose IU Southeast	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. I have a civic responsibility to become involved in my community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I feel a sense of pride for IU Southeast	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I feel I received a richer academic experience at IU Southeast than I would have received at other area colleges and universities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate your level of Satisfaction with each aspect of your IU Southeast experience

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
1. Overall quality of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Quality of courses in your program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Quality of interaction with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The variety of academic programs and courses at IU Southeast	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
5. Student services (financial aid, registrar, advising) responsiveness to student issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
6. Quality of information about career and job opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Opportunities to be involved in extracurricular activities (student activities, organizations, and campus events such as Common Experience)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In the next 5-10 years, what is the most meaningful thing the University can do to increase your IU Southeast pride and/or involvement?

Please use the space below to provide any further comments you may have.

Please update your contact information. Note that to receive the free t-shirt, you must provide a valid postal address.

Preferred First Name:

Preferred Last Name:

Mailing Address- Street:

Mailing Address- City:

Mailing Address- State:

Mailing Address- Zip-code:

Phone number: (format 000-000-0000)

Preferred Email Address: (format
username@anydomain.com)

What services did you receive from the Career Development Center (formerly Career Services) while you were a student at IU Southeast? (Select all that apply)

- Internship
- Career Counseling
- Resume Review
- Job Search Assistance
- Other (please specify)

Would you like to be contacted by the Career Development Center?

- Yes
- No

Please indicate which size t-shirt you would like (this is a FREE t-shirt). We will try to accommodate your request as supplies last. The only available sizes are below.

Remember, you must finish the survey completely and provide a valid postal address to receive your free t-shirt. Shirts will be available for pick up or mailed in December.

- Small
- Medium
- Large
- X-Large
- 2X-Large

Please click the SUBMIT button.

School of Education Major Block

The School of Education at Indiana University Southeast asks their alumni to complete this special series of questions so that they can best assess the level of student learning in their program.

Did you also complete coursework for an additional teaching license at the time you completed your program?

- Yes
- No

If yes, type of license obtained:

IUS prepared me to:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
1. Be a high quality educator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Be a caring professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Be a professional who brings new ideas and skills to the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Be an effective educator in a diverse society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Know and teach my subject/content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Understand how students learn and develop, and to support their intellectual, social, and personal development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Understand how students differ in their approaches to learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
8. Create instructional opportunities adapted to diverse learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Use a variety of instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Utilize individual and group motivational strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Utilize effective verbal, nonverbal, and media communication techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Plan lessons based upon knowledge of subject matter/content, students, the community, and curriculum goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Prepare formal and informal assessment strategies to evaluate and ensure the continuous development of the learner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Engage in continuous self assessment, professional development, and growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
15. Form positive relationships with school colleagues, parents, and the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Apply classroom management procedures (rules, transitions, instructional groupings, materials, supplies, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How well does your program prepare you to modify instruction to accommodate the needs of all students?

How well does your program prepare you to work with diverse student populations (i.e. ELL and students with special needs)?

Will you recommend IUS to others who wish to pursue teaching?

- Yes
 No

Why or why not?

Will you recommend IUS to others who wish to pursue another education degree or license?

- Yes
- No

If there are any other strengths and/or weaknesses of your program that you would like to address, please do so below.

Please click the SUBMIT button.

Mathematics Major Block

The Mathematics Department at Indiana University Southeast asks their alumni to complete this special series of questions so that they can best assess the level of student learning in their program.

How closely related to your mathematics degree is your current position?

How well did your mathematics major prepare you for your position?

How well did your mathematics major prepare you for your graduate studies?

Please provide suggestions or recommendations for the Upper-Level Mathematics Program for it to better prepare mathematics majors for graduate study or for careers related to mathematical or kindred fields.

School of Business Block

The School of Business at Indiana University Southeast asks their alumni to complete this special series of questions so that they can best assess the level of student learning in their program.

Group work in my major courses has been useful in:

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
Employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The critical thinking skills that I developed in my major courses have been useful in:

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
Employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The problem solving skills that I developed in my major courses have been useful in:

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
Employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Courses in the business program improved my competence to work in relevant job roles.

- Strongly Agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Will you recommend IUS to others who wish to pursue an education in business?

- Yes
- No

Why or why not?

What are three skills you learned in your major courses that you feel are more relevant to your current job?

What are two ways your degree in Business at IUS has had a positive impact on your career or life?

If there are any other strengths and/or weaknesses of your program that you would like to address, please do so below.