

**Alumni Survey  
Secondary Education BS**

**Administered 2017**

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**INDIANA UNIVERSITY  
SOUTHEAST**

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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>
<b>2016 Graduates</b>	1028	248	24%
<b>2013-14 Graduates</b>	1144	226	20%
<b>2011-12 Graduates</b>	1066	169	16%
<b>2017 Administration</b>	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](mailto:sajewell@ius.edu)

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## 2017 Alumni Survey: Education

### NUMBER OF RESPONDENTS

This survey is made up of responses from 24 School of Education alumni from the undergraduate Secondary Education (BSED) program.

*Table 1: Respondents by years out:*

	2017	
	N	%
1 Year Out	8	33%
3 Years Out	7	29%
5 Years Out	9	38%
Total	24	100%

### GENDER & AGE

There were 14 female and 10 male alumni who responded to the survey and 83% of respondents were under the age of 40.

*Table 2: Respondents by Gender:*

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Female	58%	63%	43%	67%
Male	42%	38%	57%	33%
Total	100%	100%	100%	100%

*Table 3: Respondents by Age Group:*

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
20 to 29	58%	88%	57%	33%
30 to 39	25%	13%	29%	33%
40 to 49	17%	--	14%	33%
50 to 59	--	--	--	--
Total	100%	100%	100%	100%

### EMPLOYMENT & INCOME

Since graduating from IU Southeast, all but one 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	96%	88%	100%	100%
No	4%	13%	--	--
Total	100%	100%	100%	100%

## 2017 Alumni Survey: Education

Twenty-two percent of respondents accepted their position prior to graduation and 39% of respondents accepted their position one to three months after graduation. Eighty-seven percent of respondents accepted their position within the twelve months after graduation.

*Table 5: Accepted Position:*

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Prior to Graduation	22%	14%	29%	22%
Less than one month after graduation	--	--	--	--
One to three months after graduation	39%	43%	57%	22%
Three to six months after graduation	4%	--	--	11%
Six to nine months after graduation	4%	--	--	11%
Nine to twelve months after graduation	17%	29%	14%	11%
More than twelve months after graduation	13%	14%	--	22%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Ninety-six percent of respondents are currently employed full-time. Four respondents are seeking an employment change. Only one 1-year out respondent is not employed and seeking employment.

*Table 6: Employment Status:*

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes	79%	75%	71%	89%
Yes, full-time, but seeking employment change	17%	13%	29%	11%
Yes, part-time, but seeking employment change	--	--	--	--
No, and not seeking employment	--	--	--	--
No, but seeking employment	4%	13%	--	--
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Eighty-seven percent of respondents earn between \$30,001 and \$50,000 per year, with 48% earning between \$40,001 and \$50,000.

*Table 7: Annual Salary:*

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Less than \$20,000	9%	14%	--	11%
\$20,000 to \$30,000	--	--	--	--
\$30,001 to \$40,000	39%	43%	29%	44%
\$40,001 to \$50,000	48%	43%	71%	33%
\$50,001 to \$70,000	4%	--	--	11%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

## CO-CURRICULAR ACTIVITY

Sixty-five percent of the Education majors consistently worked while attending IU Southeast. Only 13% worked more than thirty hours per week. Thirty-five percent of the Education respondents did not work as a student at IU Southeast.

*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	--	--	--	--
Yes, and generally worked between 5 and 10 hours per week	9%	--	29%	--
Yes, and generally worked between 11 and 20 hours per week	9%	25%	--	--
Yes, and generally worked between 21 and 30 hours per week	35%	38%	29%	38%
Yes, and generally worked more than 30 hours per week	13%	13%	14%	13%
No, I did not generally work as a student at IU Southeast	35%	25%	29%	50%
Total	100%	100%	100%	100%

Seventy-five percent of Education respondents completed a practicum or field experience while enrolled at IU Southeast. Fifty percent of respondents also participated in a student organization.

*Table 9: Co-Curricular Activity:*

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Participated in a student organization	50%	63%	29%	56%
Participated in community service	33%	50%	14%	33%
Completed a practicum/field experience	75%	88%	57%	78%
Completed an internship	13%	25%	14%	--
Participated in intercollegiate or intramural athletics	8%	--	--	22%

*Note that respondents could choose more than one answer.*

## POST-GRADUATE PROGRAMS

Six respondents report having earned a Master's degree at the following universities: IU Southeast, University of Louisville, IUPUI, Ball State University, University of Kentucky, and the University of the Cumberlands. Six respondents are currently enrolled in a Master's program; three at IU Southeast and one each at the University of the Cumberlands, Southern New Hampshire University, and the University of Kentucky. One student also reported being enrolled in a doctorate program. Only one respondent took Master's courses without earning a degree.

*Table 10: Post-Graduate Degree – Undergraduates:*

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Earned Master's Degree	25%	25%	29%	22%
Currently enrolled in Master's program	25%	13%	43%	22%
Completed Master's courses without earning degree	4%	--	14%	--

*Note that respondents could choose more than one answer.*

### ADDITIONAL LICENSURE

Seven of the twenty-four alumni respondents reported completing coursework for an additional license at the time they completed their BSED program. These individuals were spread throughout all three graduating classes surveyed.

Table 11: Additional Licensure:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes	30%	25%	43%	25%
No	70%	75%	57%	75%
Total	100%	100%	100%	100%

The types of additional licenses obtained are listed below:

Table 12: Types of additional Licenses obtained:

- Geography
- Social Studies
- ESL
- Working towards psychics teaching license
- Chemistry
- Special education

Note that respondents' 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, 25% percent of respondents felt their preparation was 'fair' for their most current career and contributing to their community; 21% felt their preparation was 'fair' for furthering education; 13% felt their preparation was 'fair' for finding a job; and 29% felt 'fair' about finding a job using skills developed in their major. Over one-fifth (21%) of respondents felt poorly prepared for finding a job.

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

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Most current career	63%	63%	57%	67%
Contributing to community	63%	63%	57%	67%
Furthering Education	63%	50%	57%	78%
Finding a job in studied field	63%	75%	57%	56%
Finding a job that used skills developed in major	58%	63%	57%	56%

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

Note that respondents could choose more than one answer.

## 2017 Alumni Survey: Education

### 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 1 year from their IU Southeast graduation had unanimous satisfaction ratings for 11 of the 16 categories. The critical areas with the lowest overall satisfaction were preparing formal and informal assessment strategies and applying classroom management procedures.

*Table 14: Preparedness: Critical Areas:*

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
1. Be a high quality educator	83%	100%	71%	75%
2. Be a caring professional	83%	100%	71%	75%
3. Be a professional who brings new ideas and skills to the school	83%	100%	71%	75%
4. Be an effective educator in a diverse society	78%	100%	57%	75%
5. Know and teach my subject/content	78%	88%	57%	75%
6. Understand how students learn and develop, and to support their intellectual, social, and personal development	78%	100%	57%	75%
7. Understand how students differ in their approaches to learning	78%	100%	57%	75%
8. Create instructional opportunities adapted to diverse learners	74%	100%	43%	75%
9. Use a variety of instructional strategies	78%	100%	57%	75%
10. Utilize individual and group motivational strategies	74%	100%	43%	75%
11. Utilize effective verbal, nonverbal, and media communication techniques	78%	88%	71%	75%
12. Plan lessons based upon knowledge of subject matter/content, students, the community, and curriculum goals	78%	88%	71%	75%
13. Prepare formal and informal assessment strategies to evaluate and ensure the continuous development of the learner	70%	75%	57%	75%
14. Engage in continuous self assessment, professional development, and growth	83%	100%	71%	75%
15. Form positive relationships with school colleagues, parents, and the community	78%	100%	57%	75%
16. Apply classroom management procedures	70%	100%	57%	63%

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

### ADVANCEMENT

Twenty-one of the twenty-four Secondary Education alumni achieved at least one of the recognized advancements within 2 years of completing an IU Southeast degree; 67% achieved two or more; and 25% achieved all three.

*Table 15: Advancement in Career:*

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Receive a salary increase	67%	50%	86%	67%
Begin working in your field of study	75%	75%	100%	56%
Receive a promotion or obtain a better position	38%	50%	29%	33%

*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. Secondary Education BSED alumni were least likely to agree that they felt like a member of the IU Southeast community, especially within the 3-years-out group.

*Table 16: IU Southeast Education:*

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
IU Southeast has a good reputation in the region.	79%	88%	71%	78%
IU Southeast offers high-quality academic programs.	88%	100%	71%	89%
If I had to do it over again, I would choose IU Southeast.	83%	100%	71%	78%
I have a civic responsibility to become involved in my community.	79%	88%	57%	89%
I feel a sense of pride for IU Southeast.	79%	88%	71%	78%
I received a richer academic experience than at other area schools.	75%	88%	57%	78%
As a student, I felt like a member of the IU Southeast community.	67%	75%	43%	78%

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

*Note respondents could choose more than one answer.*

Levels of satisfaction with emphasized aspects of the IU Southeast experience were also high. The last two statements had neutral rates of 17% and 25%, respectively. The last two statements also had disagreement rates of 17% and 13%.

*Table 17: IU Southeast Experience:*

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Overall quality of instruction	88%	100%	71%	89%
Quality of interaction with faculty	79%	88%	71%	78%
Quality of courses in your program	79%	88%	71%	78%
Student services responsiveness to student issues	83%	88%	71%	89%
The variety of academic programs and courses	79%	100%	71%	67%
Quality of information about career and job opportunities	63%	75%	43%	67%
Opportunities to be involved in extracurricular activities	58%	63%	43%	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 resumes, with seven alumni receiving assistance. Three respondents received help from the Career Development Center with three or more matters.

*Table 18: Services received while attending IU Southeast:*

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Resume Review	29%	25%	14%	44%
Career Counseling	17%	25%	14%	11%
Internship	8%	13%	14%	--
Job Search Assistance	8%	25%	--	--
Other	4%	--	14%	--

*Note that respondents could choose more than one answer.*

One one-year-out respondent 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	4%	13%	--	--
No	96%	88%	100%	100%
Total	100%	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. Help graduating students get employment.
2. Better sports teams? I think that would improve overall student and community pride
3. Continue to offer a great education at a low cost. Look into getting a football and/or soccer team(s) to increase school spirit and enrollment
4. Create opportunities for alumni involvement
5. More BS programs.
6. More work helping substance abuse.
7. I want to have more programs to get involved with.
8. Provide more hands-on classes and more graduate programs.
9. Offer more things like the IUS day at the zoo.
10. I would like to see more Alumni events occurring at IUS. I would love to visit the campus again. I frequently am unaware of events taking place at IUS, so maybe an increase in advertisement or a way to update our contact e-mails, etc. so alumni can stay involved as well?
11. Continue to offer new programs

### **QUALITATIVE COMMENTS: FURTHER COMMENTS**

Respondents were asked for any further comments.

1. IUS was a good experience for me. I have also taught Spanish there for a year!
2. I had issues getting a job in my field, so I changed industries.
3. offer more help during classes to find employment.
4. Even though I graduated almost 4 year ago, I still consider IUS to be my home.
5. My time at IU was the best time in my life so far.

### **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. We discussed doing accommodations, but not in-depth enough. We did not practice modifying assignments or test.
2. Very well
3. Very Well!
4. Excellent. Dr. Bailey was AMAZING!
5. It is a very strict and organized program, they tried to give you all the tools to be successful
6. Very well
7. I remember spending a lot of time learning about this and felt that I was well prepared.
8. i know better psychics now.
9. Very well
10. I don't think it was very effective - a lot of our professors were former teachers, and I'm curious now how many Honors, etc. classes did they have before they came to IUS? I teach "regular" students, and I don't feel that I was really prepared for such a shocking difference between the classes I'm teaching vs the classes I took as a high school student.
11. Decently
12. 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. There was not enough time spent on Special Ed.
2. Very well
3. Moderately so
4. Excellent.
5. There is a room for improvement, not so many diversity in the department but they tried to include these topics and get students involved in professional conferences regarding this important topic.
6. Very well
7. well, i know what to do or who to call if i need aid.
8. Very well
9. I feel that there's a lot of learn-on-your-feet experience going on in teaching. I didn't feel 100% comfortable with these types of situations prior to graduation, and am still trying to learn how to best handle these types of situations.
10. Pretty well
11. Well enough

### **QUALITATIVE COMMENTS: RECOMMEND IUS**

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

1. Yes, I liked having the small class size. I felt like I could get support that I needed when I needed it.
2. Yes, It's a great school with excellent programs!
3. Yes, I already have. Anyone I meet wanting to teach, I urge them to check out the ed department at IUS.
4. Yes, it is appropriate and high quality.
5. Smaller class size means more individualized attention.
6. No
7. No
8. Yes, they care about you, and if your doing well after graduation.
9. Yes, I had a wonderful experience in the secondary education program.
10. Yes, Small-school personal attention and big-university resources make IUS a great place to learn.
11. Yes, Despite some setbacks, it sounds like IUS's Education department has started to make some changes.
12. Yes, The school was small so it's easier to get an individual instructional approach.
13. No, Student teaching should be offered in the fall. There should be more hands-on classroom experience earlier in the program..

### **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. I felt like we did not have enough time to get as in-depth as we needed to be prepared for what was needed to teach daily.
2. More practical issues and methodology and pedagogical strategies instead of so much theory!
3. the psychics program should include the courses taught for psychics majors.
4. We spent entirely too much time in 2 years of my education program learning to write correct lesson plans, which I have never used once. I think teachers need more Psychology classes to work and handle student problems nowadays.
5. I feel like there wasn't enough open / honest conversation about teaching. I think I would have benefited from more time in the classroom - but in different classrooms / different settings - or even different teachers within the same school building! I think there needs to be more time for IUS students to interact with many different students - from "regular" to "special education" to "ELL / ESL" to "Honors." I understand that there are some legal obligations when it comes to teaching certain levels of classes (duel credit, etc.) but I still think IUS students would benefit from just SEEING the classes.
6. Better preparation the the Indiana licensing exams, which are a total scam and joke in this state.

### **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

## 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.