

**Alumni Survey
Special Education BS**

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 4 School of Education alumnae from the undergraduate Special Education (BSED) program. There were no respondents from the 2011-2012 academic year.

Table 1: Respondents by years out:

	2017	
	N	%
1 Year Out	2	50%
3 Years Out	2	50%
5 Years Out	--	--
Total	4	100%

GENDER & AGE

All four of the alumnae who responded to the survey were female, and all of them were under the age of thirty.

Table 2: Respondents by Gender:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Female	100%	100%	100%	--
Male	--	--	--	--
Total	100%	100%	100%	--

Table 3: Respondents by Age Group:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
20 to 29	100%	100%	100%	--
30 to 39	--	--	--	--
40 to 49	--	--	--	--
50 to 59	--	--	--	--
Total	100%	100%	100%	--

EMPLOYMENT & INCOME

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

Table 4: Full-Time Position:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes	100%	100%	100%	--
No	--	--	--	--
Total	100%	100%	100%	--

2017 Alumni Survey: Education

Three of the four respondents accepted their positions within the three months following their graduation from IU Southeast. The fourth respondent accepted their position within nine months of finishing their studies.

Table 5: Accepted Position:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Prior to Graduation	25%	--	50%	--
Less than one month after graduation	25%	50%	--	--
One to three months after graduation	25%	--	50%	--
Three to six months after graduation	--	--	--	--
Six to nine months after graduation	25%	50%	--	--
Nine to twelve months after graduation	--	--	--	--
More than twelve months after graduation	--	--	--	--
Total	100%	100%	100%	--

All of the respondents are currently employed and none were seeking a professional change at the time of this survey.

Table 6: Employment Status:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes	100%	100%	100%	--
Yes, full-time, but seeking employment change	--	--	--	--
Yes, part-time, but seeking employment change	--	--	--	--
No, and not seeking employment	--	--	--	--
No, but seeking employment	--	--	--	--
Total	100%	100%	100%	--

All four of the Special Education respondents earn between \$30,000 and \$70,000. Half of the respondents (2 respondents) report earning between \$30,000 and \$40,000 per year.

Table 7: Annual Salary:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Less than \$20,000	--	--	--	--
\$20,000 to \$30,000	--	--	--	--
\$30,001 to \$40,000	50%	50%	50%	--
\$40,001 to \$50,000	25%	50%	--	--
\$50,001 to \$70,000	25%	--	50%	--
Total	100%	100%	100%	--

CO-CURRICULAR ACTIVITY

Two of the four Special Education respondents consistently worked more than 30 hours per week while attending IU Southeast, one worked between 11 and 20 hours, and another one worked between 21 and 30 hours.

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	--	--	--	--
Yes, and generally worked between 11 and 20 hours per week	25%	--	50%	--
Yes, and generally worked between 21 and 30 hours per week	25%	50%	--	--
Yes, and generally worked more than 30 hours per week	50%	50%	50%	--
No, I did not generally work as a student at IU Southeast	--	--	--	--
Total	100%	100%	100%	--

All four Special Education alumnae respondents completed a practicum or field experience while enrolled at IU Southeast and three 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	75%	100%	50%	--
Participated in community service	25%	--	50%	--
Completed a practicum/field experience	100%	100%	100%	--
Completed an internship	--	--	--	--
Participated in intercollegiate or intramural athletics	25%	--	50%	--

Note that respondents could choose more than one answer.

POST-GRADUATE PROGRAMS

Only one three-year respondent out of the larger group is currently enrolled in a Master’s program at an unspecified university. One other respondent reports having completed Master’s courses without earning a degree at Concordia University of Chicago.

Table 10: Post-Graduate Degree – Undergraduates:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Earned Master's Degree	--	--	--	--
Currently enrolled in Master's program	25%	--	50%	--
Completed Master's courses without earning degree	25%	--	50%	--

Note that respondents could choose more than one answer.

ADDITIONAL LICENSURE

Both of the three-year respondents report having obtained additional licensure, but neither specified what type.

Table 11: Additional Licensure:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes	50%	--	100%	--
No	50%	100%	--	--
Total	100%	100%	100%	--

PREPAREDNESS

General Preparedness

The three-year alumnae felt prepared for all five categories. One one-year respondent felt prepared for all five categories; the other one-year respondent felt they had ‘fair’ preparation for their most current career and furthering their education.

Table 12: Preparedness: Career, Job, Community, Education:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Most current career	75%	50%	100%	--
Contributing to community	100%	100%	100%	--
Furthering Education	100%	50%	100%	--
Finding a job in studied field	100%	100%	100%	--
Finding a job that used skills developed in major	100%	100%	100%	--

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

Note that respondents could choose more than one answer.

2017 Alumni Survey: Education

Specific to Field

Except in five categories, all four of the responding Special Education alumnae also felt well prepared in the critical areas relating to their field. One respondent selected 'neither agree nor disagree' in the following categories: being a professional who brings new ideas and skills to the school; preparing formal and informal assessment strategies; utilizing effective verbal, nonverbal, and media communication techniques; applying classroom management procedures; and utilizing individual and group motivational strategies.

Table 13: Preparedness: Critical Areas:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
1. Be a high quality educator	100%	100%	100%	--
2. Be a caring professional	100%	100%	100%	--
3. Be a professional who brings new ideas and skills to the school	75%	50%	100%	--
4. Be an effective educator in a diverse society	100%	100%	100%	--
5. Know and teach my subject/content	100%	100%	100%	--
6. Understand how students learn and develop, and to support their intellectual, social, and personal development	100%	100%	100%	--
7. Understand how students differ in their approaches to learning	100%	100%	100%	--
8. Create instructional opportunities adapted to diverse learners	100%	100%	100%	--
9. Use a variety of instructional strategies	100%	100%	100%	--
10. Utilize individual and group motivational strategies	75%	50%	100%	--
11. Utilize effective verbal, nonverbal, and media communication techniques	75%	50%	100%	--
12. Plan lessons based upon knowledge of subject matter/content, students, the community, and curriculum goals	100%	100%	100%	--
13. Prepare formal and informal assessment strategies to evaluate and ensure the continuous development of the learner	75%	50%	100%	--
14. Engage in continuous self assessment, professional development, and	75%	50%	100%	--
15. Form positive relationships with school colleagues, parents, and the	100%	100%	100%	--
16. Apply classroom management procedures	75%	50%	100%	--

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

ADVANCEMENT

The entire group has been able to begin work within their field. Both of the two three-year respondents reported receiving a salary increase within two years of completing their degree at IU Southeast. One respondent accomplished all three of the recognized advancements.

Table 14: Advancement in Career:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Receive a salary increase	50%	--	100%	--
Begin working in your field of study	100%	100%	100%	--
Receive a promotion or obtain a better position	25%	--	50%	--

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. Only one alumna was neutral about having a civic responsibility to become involved in her community and receiving a richer academic experience while studying at IU Southeast than she would have received elsewhere.

Table 15: IU Southeast Education:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
IU Southeast has a good reputation in the region.	100%	100%	100%	--
IU Southeast offers high-quality academic programs.	100%	100%	100%	--
If I had to do it over again, I would choose IU Southeast.	100%	100%	100%	--
I have a civic responsibility to become involved in my community.	75%	50%	100%	--
I feel a sense of pride for IU Southeast.	100%	100%	100%	--
I received a richer academic experience than at other area schools.	75%	50%	100%	--
As a student, I felt like a member of the IU Southeast community.	100%	100%	100%	--

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. Only one alumna out of the four was neutral about the overall quality of instruction, quality of interaction with faculty, and quality of courses in their program.

Table 16: IU Southeast Experience:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Overall quality of instruction	75%	50%	100%	--
Quality of interaction with faculty	75%	50%	100%	--
Quality of courses in your program	75%	50%	100%	--
Student services responsiveness to student issues	100%	100%	100%	--
The variety of academic programs and courses	100%	100%	100%	--
Quality of information about career and job opportunities	100%	100%	100%	--
Opportunities to be involved in extracurricular activities	100%	100%	100%	--

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

Note respondents could choose more than one answer.

CAREER DEVELOPMENT CENTER

The Career Development Center helped two respondents with two separate services detailed below. None of the Special Education BSED alumnae had help from the Center with internships or job search assistance.

Table 17: Services while attending IU Southeast:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Resume Review	25%	50%	--	--
Career Counseling	25%	--	50%	--
Internship	--	--	--	--
Job Search Assistance	--	--	--	--
Other	--	--	--	--

Note that respondents could choose more than one answer.

None of the Special Education BSED alumnae indicated that they would like to be contacted by the Career Development Center.

Table 18: Career Development Center contact:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes	--	--	--	--
No	100%	100%	100%	--
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. Provide a great graduate experience.
2. Alumni games
3. I cannot think of anything at this time

QUALITATIVE COMMENTS: FURTHER COMMENTS

Respondents were asked for any further comments.

1. Thanks for a great college 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, I use it everyday.
2. Somewhat. Learned more when actually in the schools working with students.
3. no comment

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. Very well, I use it with a lot of students in my class.
2. Somewhat when we had to tag along with the Elementary ed program.
3. no comment

QUALITATIVE COMMENTS: RECOMMEND IUS

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

1. Yes, It is a great program that really teaches you the best way to help you students in the classroom.
2. It was a great program that taught you what was and is currently in the schools.
3. no comment

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 would like to see more graduate programs for education in the future, I would love to return.
2. Special education majors would benefit from more instruction on how to complete IEPs from start to finish. Creating goal examples for each certified grade level in math and language would be nice to review for future examples.

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"/>				
2. As a student, I felt like a member of the IU Southeast community	<input type="radio"/>				

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3. IU Southeast has a good reputation in the region	<input type="radio"/>				
4. If I had to do it over again, I would choose IU Southeast	<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"/>				
6. I feel a sense of pride for IU Southeast	<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"/>				

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

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