

**Alumni Survey
Elementary Education MS**

Administered 2017



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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.

	Invited	Responded	Response Rate
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

2017 Alumni Survey: Education

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2017 Alumni Survey: Education

NUMBER OF RESPONDENTS

This survey is made up of responses from 25 School of Education alumni from the graduate-level Elementary Education (MSED) program.

Table 1: Respondents by years out:

	2017	
	N	%
1 Year Out	6	24%
3 Years Out	6	24%
5 Years Out	13	52%
Total	25	100%

GENDER & AGE

There were 20 female and 5 male alumni who responded to the survey, and all of respondents are under the age of fifty-nine. Just over half of the respondents fall within the 30-39 year age group.

Table 2: Respondents by Gender:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Female	80%	67%	100%	77%
Male	20%	33%	--	23%
Total	100%	100%	100%	100%

Table 3: Respondents by Age Group:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
20 to 29	8%	--	33%	--
30 to 39	52%	33%	50%	62%
40 to 49	32%	67%	17%	23%
50 to 59	8%	--	--	15%
Total	100%	100%	100%	100%

EMPLOYMENT & INCOME

Since graduating from IU Southeast, almost all of responding Education alumni have accepted a full-time position. Only one respondent is not working due to personal reasons.

Table 4: Full-Time Position:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes	96%	100%	100%	92%
No	4%	--	--	8%
Total	100%	100%	100%	100%

2017 Alumni Survey: Education

Almost half (48%) of the graduate Secondary Education alumni accepted their current professional positions prior to completing their MSED degree. Forty percent of respondents found a position within six months of graduation.

Table 5: Accepted Position:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Prior to Graduation	48%	83%	17%	46%
Less than one month after graduation	12%	--	33%	8%
One to three months after graduation	8%	--	17%	8%
Three to six months after graduation	20%	17%	33%	15%
Six to nine months after graduation	4%	--	--	8%
Nine to twelve months after graduation	8%	--	--	15%
More than twelve months after graduation	--	--	--	--
Total	100%	100%	100%	100%

All but one of the respondents are currently employed and none are seeking a change in their professional position.

Table 6: Employment Status:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes	96%	100%	100%	92%
Yes, full-time, but seeking employment change	--	--	--	--
Yes, part-time, but seeking employment change	--	--	--	--
No, and not seeking employment	4%	--	--	8%
No, but seeking employment	100%	100%	100%	100%

The majority of Education respondents (74%) earn between \$40,000 and \$70,000 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	4%	17%		
\$30,001 to \$40,000	13%	17%	20%	8%
\$40,001 to \$50,000	26%	--	60%	25%
\$50,001 to \$70,000	48%	50%	--	67%
\$70,001 to \$90,000	9%	17%	20%	--
\$90,001 to \$110,000	--	--	--	--
More than \$110,000	--	--	--	--
Total	100%	100%	100%	100%

CO-CURRICULAR ACTIVITY

All but one of the Education respondents consistently worked while attending IU Southeast, and 70% of them stated that they worked 30 hours or more per week during their studies.

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	4%	--	25%	--
Yes, and generally worked between 11 and 20 hours per week	13%	--	--	23%
Yes, and generally worked between 21 and 30 hours per week	9%	--	--	15%
Yes, and generally worked more than 30 hours per week	70%	83%	75%	62%
No, I did not generally work as a student at IU Southeast	4%	17%	--	--
Total	100%	100%	100%	100%

Eighteen of the twenty-five Elementary Education MSED alumni completed a practicum or field experience while enrolled at IU Southeast. Community service was also an important focus with the graduates, especially among the 2013-2014 graduating class. Only three students participated in internships or athletics.

Table 9: Co-Curricular Activity:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Participated in a student organization	20%	17%	17%	23%
Participated in community service	36%	17%	67%	31%
Completed a practicum/field experience	72%	67%	83%	69%
Completed an internship	4%	17%	--	--
Participated in intercollegiate or intramural athletics	8%	--	--	15%

Note that respondents could choose more than one answer.

POST-GRADUATE PROGRAMS

Twenty-four of the twenty-five respondents have completed a master's degree. One respondent is currently enrolled in a Doctorate program and one respondent completed a gifted and talented endorsement at IU Southeast in addition to their Master's degree.

Table 10: Post-Graduate Degree- Graduates:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Earned Master's Degree	96%	100%	83%	100%
Currently enrolled in Master's program	--	--	--	--
Completed Master's courses without earning a degree	4%	17%	--	--
Earned Other Degree	--	--	--	8%

Note that respondents could choose more than one answer.

ADDITIONAL LICENSURE

Nine of the Elementary Education graduate-level respondents reported completing coursework for an additional license at the time they completed their MSED 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	36%	33%	33%	38%

The types of additional licenses obtained are listed below:

Table 12: Types of additional Licenses obtained:

- High Ability
- Masters
- Masters
- Kentucky teacher's certification k-5, master's in education
- Kindergarten endorsement, reading license
- Mild interventions

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

PREPAREDNESS

General Preparedness

The large majority of responding Education alumni felt prepared by their IU Southeast education. Twenty-three of twenty-five felt prepared for their current or most recent career responsibilities and 21 felt the program readied them to job-hunt soon after graduation. Five alumni in the five-year group felt unprepared to contribute in their community.

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

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Most current career	92%	100%	100%	85%
Contributing to community	80%	83%	100%	69%
Furthering Education	96%	100%	100%	92%
Finding a job in studied field	84%	100%	83%	77%
Finding a job that used skills developed in major	84%	100%	83%	77%

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 lowest preparedness ratings were among the 1-year group, with the lowest rating concerning the ability to form positive relationships with school colleagues, parents, and the community.

Table 14: Preparedness: Critical Areas:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
1. Be a high quality educator	90%	100%	100%	82%
2. Be a caring professional	85%	100%	80%	82%
3. Be a professional who brings new ideas and skills to the school	95%	100%	100%	91%
4. Be an effective educator in a diverse society	90%	100%	100%	82%
5. Know and teach my subject/content	95%	100%	100%	91%
6. Understand how students learn and develop, and to support their intellectual, social, and personal development	95%	100%	100%	91%
7. Understand how students differ in their approaches to learning	95%	100%	100%	91%
8. Create instructional opportunities adapted to diverse learners	95%	100%	100%	91%
9. Use a variety of instructional strategies	95%	100%	100%	91%
10. Utilize individual and group motivational strategies	90%	100%	80%	91%
11. Utilize effective verbal, nonverbal, and media communication techniques	85%	100%	80%	82%
12. Plan lessons based upon knowledge of subject matter/content, students, the community, and curriculum goals	95%	100%	100%	91%
13. Prepare formal and informal assessment strategies to evaluate and ensure the continuous development of the learner	95%	100%	100%	91%
14. Engage in continuous self assessment, professional development, and growth	95%	100%	100%	91%
15. Form positive relationships with school colleagues, parents, and the community	85%	75%	80%	91%
16. Apply classroom management procedures	90%	100%	80%	91%

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

ADVANCEMENT

Ninety-two percent of graduate Elementary Education alumni achieved at least one of the recognized advancements within 2 years of completing an IU Southeast degree and 35% achieved two or more. Two students reported that none of these three advancements occurred.

Table 15: Advancement in Career:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Receive a salary increase	64%	83%	33%	69%
Begin working in your field of study	52%	33%	67%	54%
Receive a promotion or obtain a better position	8%	--	17%	8%

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 relatively low. IU Southeast's good reputation and high quality academic programs received high marks, and respondents felt a strong responsibility to become involved in their community. On the other hand, the last three statements received neutral responses of 28%, 36%, and 24% respectively.

Table 16: IU Southeast Education:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
IU Southeast has a good reputation in the region.	92%	83%	83%	100%
IU Southeast offers high-quality academic programs.	88%	100%	83%	85%
If I had to do it over again, I would choose IU Southeast.	88%	83%	67%	100%
I have a civic responsibility to become involved in my community.	96%	100%	100%	92%
I feel a sense of pride for IU Southeast.	72%	67%	67%	77%
I received a richer academic experience than at other area schools.	64%	100%	50%	54%
As a student, I felt like a member of the IU Southeast community.	68%	67%	67%	69%

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 through this group. The quality of instruction, interaction with faculty, courses in the program, and variety of academic programs and courses received the highest ratings. Quality of information about career and job opportunities and opportunities to be involved in extracurricular activities both received neutral responses of 28%.

Table 17: IU Southeast Experience:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Overall quality of instruction	88%	100%	83%	85%
Quality of interaction with faculty	88%	100%	67%	92%
Quality of courses in your program	84%	100%	67%	85%
Student services responsiveness to student issues	80%	100%	67%	77%
The variety of academic programs and courses	84%	83%	83%	85%
Quality of information about career and job opportunities	68%	83%	50%	69%
Opportunities to be involved in extracurricular activities	68%	67%	83%	62%

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

Note respondents could choose more than one answer.

CAREER DEVELOPMENT CENTER

The Career Development Center helped respondents the most with services other than the main four recognized services, though only one respondent specified in what manner they were helped (licensing).

Table 18: Services received while attending IU Southeast:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Resume Review	8%	--	--	15%
Career Counseling	16%	17%	--	23%
Internship	8%	--	--	15%
Job Search Assistance	8%	--	--	15%
Other	20%	17%	33%	15%

Note that respondents could choose more than one answer.

None of twenty-seven Elementary Education MSED alumni 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	--	--	--	--
No	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. I hope that IUS becomes more involved in the local community and giving back to the area around in order to make our community a better place. I would like to see more students involved in community service.
2. I think the most difficult part was the traffic coming from Louisville. The online hybrid classes were helpful. More online classes would be great!
3. Recruit minority students! Particularly to the education program.
4. I would like to have a student teacher from IUS.
5. Continue providing a quality education for diverse students, whether it be age, ethnicity or socio economic status.
6. Continue to keep me updated about news, events, etc. via mail or email.
7. Continue to offer quality courses with instructors who care about and are willing to assist their students.
8. Need some new blood in the department head positions. Something fresh
9. Continue to make every student feel he or she is important in class and on campus. The feel of small class sizes and caring professors and instructors were extremely important to me as a student.
10. Nothing I am already proud

11. Nothing. It is fantastic already.
12. Offer more seminar post graduate courses
13. Offer doctorate programs
14. I am interested in receiving certification in early childhood at the graduate level.

QUALITATIVE COMMENTS: FURTHER COMMENTS

Respondents were asked for any further comments.

1. I loved IUS. It was great to be close to home yet also independent.
2. After completing my graduate degree, I never received feedback on my final paper (summative decision). I worked hard on it and felt like it may have never even been reviewed.
3. "I always enjoyed the small class sizes at IUS.
4. Please make sure professors use rubrics or explain the criteria in which they will grade assignments. Students should know why they lost points on assignments. Grades should not be arbitrary. "
5. Just a big THANK YOU for providing me with an amazing college experience throughout my time at IUS!
6. It would have been helpful if there was more information about job openings or more help with finding a job after graduation.
7. Nothing
8. This was a great school! I would recommend it to anyone looking.

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. I was given many opportunities to work with diverse students and how to modify my instruction.
3. Excellent
4. Prepared somewhat
5. This is an area that could have been improved. I have learned much of this from my experience over the years as an educator.
6. Well
7. Well prepared
8. Very
9. Very well
10. Very well
11. I have used many ideas with my students that I learned about at IUS.
12. Very well. I use many different programs to differentiate.
13. very well
14. Great preparation
15. The program prepared me 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. I would have liked more instruction with special needs.
2. I would have liked to have had more instruction and coursework to prepare me for teaching diverse students.
3. Excellent
4. Was not prepared
5. This is an area that could have been improved. I have learned much of this from my experience over the years as an educator.
6. None
7. Well Prepared
8. Very
9. More training could be provided for working with ELL students and special needs students.
10. Very well
11. I have used many techniques and accommodations learned at IUS in my classroom.
12. I don't get to use this as much since our school does not have this population.
13. Somewhat
14. Great preparation
15. I needed more strategies to help me with my struggling ELL students.

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 loved it there and really connected with the professors.
2. Yes, IUS has a great teaching program
3. Yes, I was well prepared for the special education classroom. I felt supported and encouraged in my education and job search.
4. Yes, Affordable tuition cost and proximity to hometown
5. Yes, IU's education department is excellent. I received both my undergraduate and master's degree from there and I would highly recommend it for anyone pursuing a degree in education.
6. Yes, Close to home
7. Yes, I believe that IUS would be a good fit for a vast array of students.
8. Yes, The class sizes and information obtained from class are useful in the education field. The willingness of education professors to assist their students is beneficial.
9. Yes, quality of instruction is very good
10. Yes, I was hired as a classroom teacher right after graduation from IUS and I felt very prepared and ready to be effective and successful with my own students. This was largely because IUS had provided me with a wonderful education and training through their Education Dept.
11. Yes, It is a fantastic school that prepares students well.
12. Yes, Transition to teaching program is excellent
13. Yes, IUS provides great support to their students. The program is flexible and the timeline to complete the courses for working adults is wonderful.

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 IUS incorporate more ELearning teaching experience into their program.
2. Make sure courses outside of the education department are relevant and are of as high of quality as education classes.
3. Small Class Sizes are extremely helpful as well as caring instructors that truly want their students to be successful!
4. I didn't feel like there was much information about behavior management until I took classes for my master's degree.

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

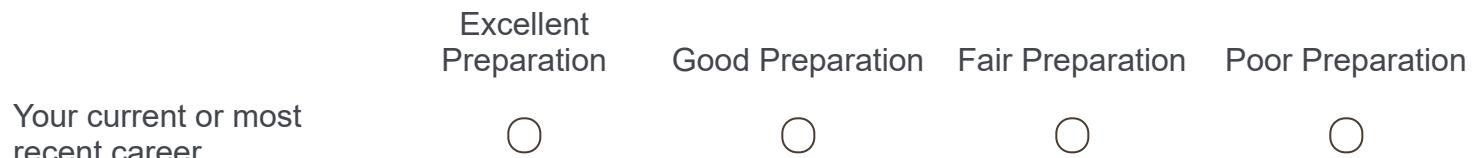
While you were attending IU Southeast, did you consistently work (not including an internship)?

- 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
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"/>				

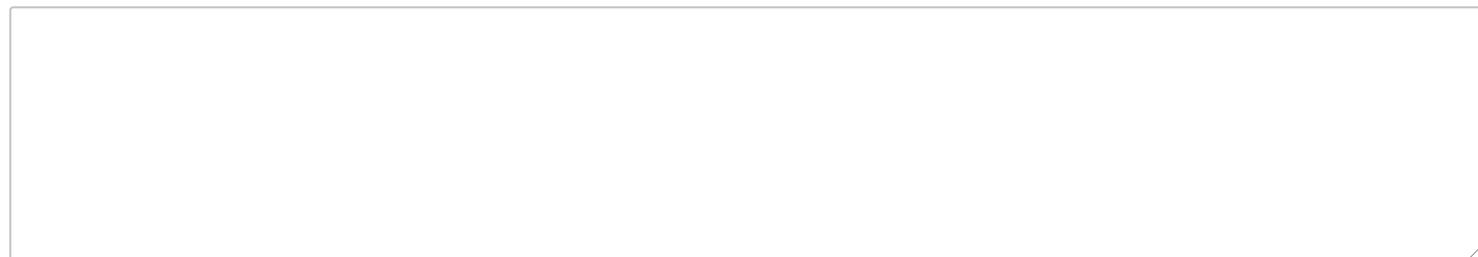
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
3. IU Southeast has a good reputation in the region	<input type="radio"/>				
4. If I had to do it over again, I would choose IU Southeast	<input type="radio"/>				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5. I have a civic responsibility 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

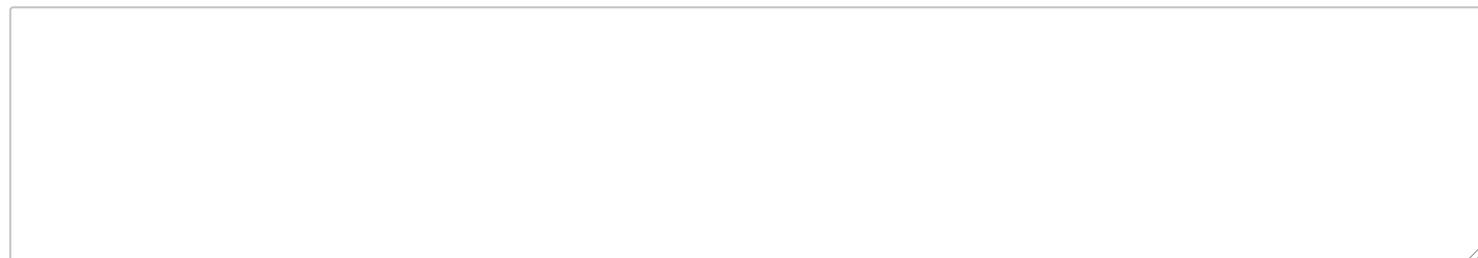
	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
1. Overall quality of instruction	<input type="radio"/>				
2. Quality of courses in your program	<input type="radio"/>				
3. Quality of interaction with faculty	<input type="radio"/>				
4. The variety of academic programs and courses 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?

A large, empty rectangular box with a thin black border, designed for users to write their responses to the question above.

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

A large, empty rectangular box with a thin black border, designed for users to write additional comments.

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

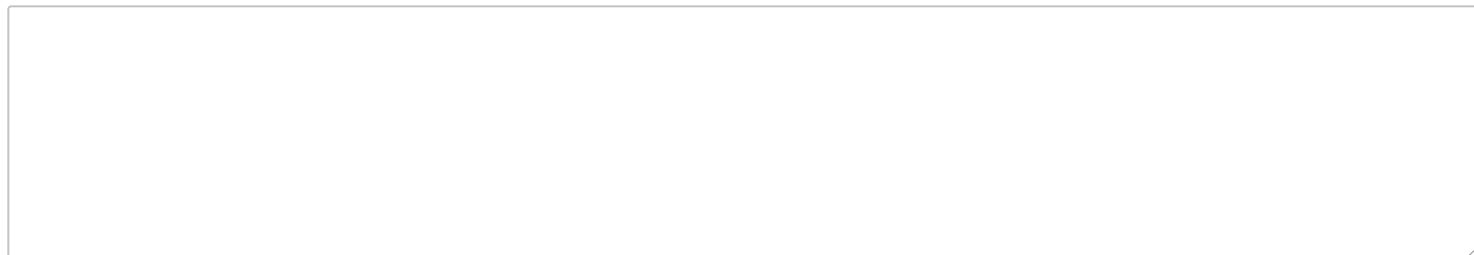
Why or why not?



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.