

**Alumni Survey
Secondary Education MS**

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 12 School of Education alumni from the graduate-level Secondary Education (MSED) program.

Table 1: Respondents by years out:

	2017	
	N	%
1 Year Out	3	25%
3 Years Out	4	33%
5 Years Out	5	42%
Total	12	100%

GENDER & AGE

There were six female and six male alumni who responded to the survey. The respondents bridged a wide span of age group, with the largest number of respondents being between the ages of 30 and 39.

Table 2: Respondents by Gender:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Female	50%	--	75%	60%
Male	50%	100%	25%	40%
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%	--	25%	--
30 to 39	42%	67%	--	60%
40 to 49	25%	33%	25%	20%
50 to 59	25%	--	50%	20%
Total	100%	100%	100%	100%

EMPLOYMENT & INCOME

Since graduating from IU Southeast, only a single responding Education alumnus from the three-year group has not accepted a full-time position.

Table 4: Full-Time Position:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes	92%	100%	75%	100%
No	8%	--	25%	--
Total	100%	100%	100%	100%

2017 Alumni Survey: Education

Nine of the 12 respondents, or 75% of the Secondary Education subgroup, accepted a full-time position prior to their graduation from IU Southeast.

Table 5: Accepted Position:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Prior to Graduation	75%	100%	50%	80%
Less than one month after graduation	--	--	--	--
One to three months after graduation	--	--	--	--
Three to six months after graduation	--	--	--	--
Six to nine months after graduation	8%	--	--	20%
Nine to twelve months after graduation	--	--	--	--
More than twelve months after graduation	17%	--	50%	--
Total	100%	100%	100%	100%

All respondents were employed full-time, but 25% (3 respondents) were seeking an employment change.

Table 6: Employment Status:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes	75%	67%	50%	100%
Yes, full-time, but seeking employment change	25%	33%	50%	--
Yes, part-time, but seeking employment change	--	--	--	--
No, and not seeking employment	--	--	--	--
No, but seeking employment	--	--	--	--
Total	100%	100%	100%	100%

The majority of Education respondents (81%) earn between \$40,000 and \$70,000 per year. Only one individual earned above that annual salary range.

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	9%	--	25%	--
\$40,001 to \$50,000	36%	100%	25%	--
\$50,001 to \$70,000	45%	--	50%	75%
\$70,001 to \$90,000	9%	--	--	25%
\$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 nine of those responding (82%) worked more than 30 hours per week. One respondent did not answer and was not included in the total.

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	9%	--	--	25%
Yes, and generally worked between 21 and 30 hours per week	--	--	--	--
Yes, and generally worked more than 30 hours per week	82%	100%	100%	50%
No, I did not generally work as a student at IU Southeast	9%	--	--	25%
Total	100%	100%	100%	100%

Participation in a practicum or field experience while enrolled at IU Southeast was the most popular co-curricular activity within this group, followed by the alumni’s involvement in community service.

Table 9: Co-Curricular Activity:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Participated in a student organization	8%	33%	--	--
Participated in community service	33%	--	75%	20%
Completed a practicum/field experience	42%	33%	50%	40%
Completed an internship	8%	--	--	20%
Participated in intercollegiate or intramural athletics	8%	--	--	20%

Note that respondents could choose more than one answer.

POST-GRADUATE PROGRAMS

Only one five-year respondent has completed post-graduate courses without earning a degree. Currently, three respondents are enrolled in graduate programs: one in a master’s program at Campbellsville University, one in a doctorate program at Ball State University, and one in an unspecified program at IU Southeast.

Table 10: Post-Graduate Degree – Graduates:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Earned Master's Degree	92%	100%	100%	80%
Currently enrolled in Master's program	8%	--	--	20%
Currently enrolled in Doctorate program	8%	--	25%	--
Currently enrolled in Other program	8%	33%	--	--
Completed Other courses without earning degree	8%	--	--	20%

Note that respondents could choose more than one answer.

ADDITIONAL LICENSURE

Six of the twelve alumni respondents reported completing coursework for an additional license at the time they completed their MSED program.

Table 11: Additional Licensure:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes	50%	67%	75%	20%
No	50%	33%	25%	80%
Total	100%	100%	100%	100%

The six types of additional licenses obtained are listed below:

Table 12: Types of Additional Licenses Obtained:

- Mild Interventions
- English as a Second Language/English as a Foreign Language
- Reading license
- Master’s in Education
- Reading endorsement
- Rank 2

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 well-prepared by their IU Southeast education. Finding a job that used skilled developed in their major received the poorest response, with 33% of respondents feeling fair or poor about their preparation.

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

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Most current career	92%	100%	100%	80%
Contributing to community	83%	100%	75%	80%
Furthering Education	83%	100%	75%	80%
Finding a job in studied field	83%	100%	100%	60%
Finding a job that used skills developed in major	67%	67%	100%	40%

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

Note that respondents could choose more than one answer.

Specific to Field

The large majority of responding Education alumni also felt well prepared in sixteen critical areas relating to their field. The 1 year out respondents had unanimous satisfaction ratings in all 16 categories. Amongst alumni who are 3 years out, the lowest scoring critical areas were the ability to form positive relationships with school colleagues, parents, and the community and the ability to apply classroom management procedures. For the five year out respondents, the lowest scoring areas were the ability to know and teach a subject/content and the ability to be a high quality educator.

Table 14: Preparedness: Critical Areas:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
1. Be a high quality educator	80%	100%	100%	80%
2. Be a caring professional	100%	100%	100%	100%
3. Be a professional who brings new ideas and skills to the school	90%	100%	100%	75%
4. Be an effective educator in a diverse society	90%	100%	100%	75%
5. Know and teach my subject/content	80%	100%	100%	50%
6. Understand how students learn and develop, and to support their intellectual, social, and personal development	90%	100%	100%	75%
7. Understand how students differ in their approaches to learning	90%	100%	100%	75%
8. Create instructional opportunities adapted to diverse learners	90%	100%	100%	75%
9. Use a variety of instructional strategies	100%	100%	100%	100%
10. Utilize individual and group motivational strategies	90%	100%	100%	75.0%
11. Utilize effective verbal, nonverbal, and media communication techniques	100%	100%	100%	100%
12. Plan lessons based upon knowledge of subject matter/content, students, the community, and curriculum goals	90%	100%	100%	75%
13. Prepare formal and informal assessment strategies to evaluate and ensure the continuous development of the learner	90%	100%	100%	75%
14. Engage in continuous self assessment, professional development, and growth	100%	100%	100%	100%
15. Form positive relationships with school colleagues, parents, and the community	100%	100%	100%	100%
16. Apply classroom management procedures	100%	100%	100%	75%

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

ADVANCEMENT

Eighty-three percent of graduate Secondary Education alumni achieved at least one of the recognized advancements within 2 years of completing an IU Southeast degree; 58% achieved two or more; and one respondent achieved all three.

Table 15: Advancement in Career:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Receive a salary increase	67%	100%	50%	60%
Begin working in your field of study	42%	33%	50%	40%
Receive a promotion or obtain a better position	42%	33%	25%	60%

Note that respondents could choose more than one answer.

IU SOUTHEAST EDUCATION & EXPERIENCE

Most of the questions regarding education at IU Southeast received high marks from survey respondents, and disagreement was low. Secondary Education MSED alumni indicated the least agreement with the statements ‘I received a richer academic experience at IUS than at other area schools’ and ‘As a student, I felt like a member of the IU Southeast community.’ These two statements received neutral responses totaling 27%. One respondent did not answer this section of questions and they were left out of the total.

Table 16: IU Southeast Education:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
IU Southeast has a good reputation in the region.	82%	100%	100%	50%
IU Southeast offers high-quality academic programs.	91%	100%	100%	75%
If I had to do it over again, I would choose IU Southeast.	91%	100%	100%	75%
I have a civic responsibility to become involved in my community.	82%	67%	100%	75%
I feel a sense of pride for IU Southeast.	73%	100%	75%	50%
I received a richer academic experience than at other area schools.	64%	33%	100%	50%
As a student, I felt like a member of the IU Southeast community.	82%	67%	100%	50%

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 and dissatisfaction was low. However, the last two emphasized aspects of the IU Southeast experience received neutral responses of 27%. One respondent did not answer this section of questions and they were left out of the total.

Table 17: IU Southeast Experience:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Overall quality of instruction	100%	100%	100%	100%
Quality of interaction with faculty	91%	100%	100%	75%
Quality of courses in your program	100%	100%	100%	100%
Student services responsiveness to student issues	82%	100%	75%	50%
The variety of academic programs and courses	91%	100%	100%	75%
Quality of information about career and job opportunities	64%	33%	75%	75%
Opportunities to be involved in extracurricular activities	73%	67%	75%	75%

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

Note respondents could choose more than one answer.

CAREER DEVELOPMENT CENTER

Two respondents report having received career counseling help from the Career Development Center. Of these two respondents, one also received assistance with resume review and job searching. Another respondent also received assistance for an unspecified reason.

Table 18: Services received while attending IU Southeast:

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

Note that respondents could choose more than one answer.

Only one three-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	8%	--	25%	--
No	92%	100%	75%	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. Continue to celebrate alumni and involve them in campus life. Send education students to local schools for collaboration, observation, internships, etc. -This will show IUS is working with high-level candidates that should be hired in school districts.
2. Continue to respond to the communities needs with program to meet those needs.
3. Notification of job fairs as I seek a career change.
4. I’m a Grammy nominated teacher, involved with the music department, am successful so being invited to talk to future teachers would be nice.
5. Give back monetarily
6. Help with obtaining certification in the state of Indiana.

QUALITATIVE COMMENTS: FURTHER COMMENTS

Respondents were asked for any further comments.

1. I was not originally from this area, so it was disappointing to hear the negative reputation IUS had in the community. Maybe (hopefully) this has turned around some since I graduated, but I think better marketing (billboards like I've seen for IUE), more presence in the community at different events, more articles written and shared would help to make the university seem like a bigger deal, because it does have a lot to offer.
2. None
3. IUS is a great institution that primarily focus on their students and helping them to be successful. I love IUS for it's commitment to higher learning.

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. Well
2. I was adequately prepared.
3. very well
4. not very well
5. I thought it was excellent
6. Very well
7. Average
8. It provided me with new ideas and techniques to be a better quality teacher
9. Extremely well.
10. 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. Well
2. I was adequately prepared.
3. very well
4. not very well - still learning
5. I thought it was excellent
6. Very well
7. Good
8. It provided me with a broader understanding of meeting all needs of students
9. Extremely well.
10. Fairly well

QUALITATIVE COMMENTS: RECOMMEND IUS

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

1. Yes, It is flexible, affordable, reasonable expectations and quality instructors.
2. Yes, Great education close to home.
3. Yes, The instruction I had at IUS and the teachers were excellent.
4. Yes, I am disappointed the graduate licensing for mild interventions is no longer offered. I recommended it to fellow educators; however, they have to enroll in BSU's program due to the lack of programs offered at IUS.
5. Yes, Good price for the degree.
6. Yes, IUS cares about their students. That's important to me
7. Yes, IUS School of Education Graduate program showed me how to continue to improve my knowledge of the education system and improve my planning, assessing and research skills as an educator.
8. Yes, I felt it was a good community of teachers, and my professors were always available to talk with. They were also flexible knowing they are working with full-time teachers.

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 did not feel like I was prepared to modify tests and assignments when I had my own classroom. The issue of poverty was discussed, but I don't think the issues that poverty brings with it were made very clear to me before I was in my classroom; I was not prepared to deal with those issues.
2. The faculty and staff were always available to speak with you personally. I always felt comfortable talking about my frustrations and concerns
3. The graduate education program is very well-rounded. The Teacher as a Researcher course showed me a good methodical system of conducting research to make improvements to my classroom and style of teaching, and I can use this research model with my students for Project Based Learning.
4. They need to communicate more about how to become licensed to teach ESL in Indiana, and other states.

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.