

**Alumni Survey
Secondary Education BSED**

Administered June 2019



**INDIANA UNIVERSITY
SOUTHEAST**

OFFICE OF INSTITUTIONAL EFFECTIVENESS

**Ronald E. Severtis, Jr., Sara Spalding and Amanda Scarberry
March 2020**

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.

Spring 2019

Respondents for the 2019 survey administration were drawn from institution records of degree recipients and included alumni from the following graduation classes:

- May 2018, August 2018 and December 2018 graduates (One year out)
- 2015-2016 graduates (Three years out)
- 2013-2014 graduates (Five years out; previously surveyed three years out in 2017)

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>
2018 Graduates	969	204	21.1%
2015-16 Graduates	1004	162	16.1%
2013-14 Graduates	1127	155	13.8%
2019 Administration	3100	521	16.8%

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

Secondary B.S.Ed Response Rates

	<u>Invited</u>	<u>Responded</u>	<u>Response Rate</u>
2018 Graduates	37	7	18.9%
2015-16 Graduates	31	4	12.9%
2013-14 Graduates	31	7	22.6%
2019 Administration	99	18	18.2%

Contents

SURVEY BACKGROUND AND SUMMARY	Error! Bookmark not defined.
NUMBER OF RESPONDENTS	5
<i>Table 1: Respondents by years out:</i>	5
GENDER & AGE.....	5
<i>Table 2: Respondents by Gender:</i>	5
<i>Table 3: Respondents by Age Group:</i>	5
EMPLOYMENT & INCOME	5
<i>Table 4: Full-Time Position:</i>	5
<i>Table 5: Accepted Position:</i>	6
<i>Table 6: Primary Status Post-Graduation:</i>	6
<i>Table 7: Employment in Studied Field:</i>	6
<i>Table 8: Annual Salary:</i>	7
<i>Table 9: First Year Bonus:</i>	7
CO-CURRICULAR ACTIVITY	7
<i>Table 10: Consistently Worked while Attending IU Southeast:</i>	7
<i>Table 11: Co-Curricular Activity:</i>	8
POST-GRADUATE PROGRAMS	8
<i>Table 12: Post-Graduate Degree:</i>	8
ADDITIONAL LICENSURE	8
<i>Table 13: Additional Licensure:</i>	8
<i>Table 14: Types of additional license obtained:</i>	9
PREPAREDNESS.....	9
General Preparedness.....	9
<i>Table 15: Preparedness: Career, Job, Community, & Education:</i>	9
Specific to Field.....	9
<i>Table 16: Preparedness: Planning and Preparation:</i>	10
<i>Table 17: Preparedness: Learning Environment:</i>	10
<i>Table 18: Preparedness: Instruction:</i>	11
<i>Table 19: Preparedness: Professional Responsibilities:</i>	11
ADVANCEMENT	11
<i>Table 20: Advancement in Career:</i>	11
IU SOUTHEAST EDUCATION & EXPERIENCE	12
<i>Table 21: IU Southeast Education:</i>	12

Spring 2019 Alumni Survey: Secondary Education BSED

Table 22: IU Southeast Experience:..... 12

CAREER DEVELOPMENT CENTER 13

Table 23: Services received while attending IU Southeast:..... 13

Table 24: Career Development Center contact: 13

QUALITATIVE COMMENTS: PRIDE & INVOLVEMENT 13

RECOMMENDATION 14

PROGRAM STRENGTHS & WEAKNESSES 15

PREPARATION TO ACCOMMODATE STUDENT NEEDS 15

PREPARATION TO WORK WITH DIVERSE STUDENT POPULATIONS 15

FURTHER COMMENTS 16

APPENDIX A 16

NUMBER OF RESPONDENTS

This report consists of responses from eighteen School of Education alumni from the undergraduate Secondary Education (BSED) program.

Table 1: Respondents by years out:

	Spring 2019	
	N	%
1 Year Out	7	39%
3 Years Out	4	22%
5 Years Out	7	39%
Total	18	100%

GENDER & AGE

Nearly three-fourths of the respondents were female, and 94% of respondents were under the age of forty-nine. Over half of the respondents were ages 20 to 29.

Table 2: Respondents by Gender:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Female	72%	86%	75%	57%
Male	28%	14%	25%	43%
Total	100%	100%	100%	100%

Table 3: Respondents by Age Group:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
20 to 29	56%	57%	75%	43%
30 to 39	28%	29%	25%	29%
40 to 49	11%	14%	--	14%
50 to 59	6%	--	--	14%
Total	100%	100%	100%	100%

EMPLOYMENT & INCOME

Since graduating from IU Southeast, the large majority of responding Secondary Education BSED alumni have accepted a full-time position. Four respondents have not accepted a full-time position; of them, one respondent is employed part-time, one is enrolled in a program of continuing education, one is not seeking employment for personal reasons, and one is unemployed and seeking employment.

Table 4: Full-Time Position:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes	78%	57%	75%	100%
No	22%	43%	25%	--
Total	100%	100%	100%	100%

Spring 2019 Alumni Survey: Secondary Education BSED

Only thirteen percent of respondents who have accepted a full-time position did so prior to their graduation from IU Southeast; however, an additional 60% accepted their position within three months of graduating. All of the respondents who have accepted a full-time position did so prior to or within twelve months of graduation.

Table 5: Accepted Position:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Prior to Graduation	13%	20%	33%	--
Less than one month after graduation	7%	20%	--	--
One to three months after graduation	53%	60%	33%	57%
Three to six months after graduation	7%	--	--	14%
Six to nine months after graduation	--	--	--	--
Nine to twelve months after graduation	20%	--	33%	29%
More than twelve months after graduation	--	--	--	--
Total	100%	100%	100%	100%

The large majority of Secondary Education BSED respondents report being employed full-time as their primary status post-graduation.

Table 6: Primary Status Post-Graduation:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Employed full time (on average 30 hours or more per week)	78%	57%	75%	100%
Employed part time (on average less than 30 hours per week)	6%	14%	--	--
Enrolled in a program of continuing education	6%	--	25%	--
Not seeking employment or continuing education at this time	6%	14%	--	--
Unemployed, but seeking employment	6%	14%	--	--
Total	100%	100%	100%	100%

The large majority of Secondary Education BSED respondents also report that their current job is related to their field of study. None of the respondents reported working outside of their field without that being their preference.

Table 7: Employment in Studied Field:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes	86%	75%	67%	100%
No and that is my preference	14%	25%	33%	--
No and that is not my preference	--	--	--	--
Total	100%	100%	100%	100%

Spring 2019 Alumni Survey: Secondary Education BSED

Ninety-four percent of Secondary Education BSED respondents earned between \$28,001 and \$50,000 per year, with an equal number of respondents earning \$28,001 to \$40,000 or \$40,001 to \$50,000. Only one respondent earned under \$28,000 and that respondent reported working part-time.

Table 8: Annual Salary:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Less than \$28,000	7%	20%	--	--
\$28,001 to \$40,000	47%	60%	67%	29%
\$40,001 to \$50,000	47%	20%	33%	71%
\$50,001 to \$70,000	--	--	--	--
\$70,001 to \$90,000	--	--	--	--
\$90,001 to \$110,000	--	--	--	--
More than \$110,000	--	--	--	--
Total	100%	100%	100%	100%

Respondents were asked “What is your guaranteed first-year bonus amount, if you are receiving one?” Their responses are as followed:

Table 9: First Year Bonus:

- Lol none
- 0
- Not recieving
- 0
- None
- n/a
- 2% raise
- None
- 0

Please note that respondents’ exact answers are listed above; no edits were made to the respondents’ words.

CO-CURRICULAR ACTIVITY

Two-thirds of the Secondary Education BSED respondents (67%) consistently worked while attending IU Southeast, with 44% working between 11 and 30 hours per week. An additional 17% of respondents worked more than 30 hours per week.

Table 10: 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	6%	--	--	14%
Yes, and generally worked between 11 and 20 hours per week	22%	--	50%	29%
Yes, and generally worked between 21 and 30 hours per week	22%	43%	--	14%
Yes, and generally worked more than 30 hours per week	17%	14%	25%	14%
No, I did not generally work as a student at IU Southeast	33%	43%	25%	29%
Total	100%	100%	100%	100%

Spring 2019 Alumni Survey: Secondary Education BSED

Eighty-nine percent of Secondary Education BSED respondents completed a practicum/field experience while in attendance at IU Southeast, and 50% of respondents participated in at least one other recognized co-curricular activity; an additional 27% participated in two other recognized co-curricular activities.

Table 11: Co-Curricular Activity:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Completed a practicum/field experience	89%	100%	100%	71%
Participated in community service	33%	57%	50%	--
Participated in a student organization	28%	43%	--	29%
Completed an internship	17%	--	25%	29%
Participated in intercollegiate or intramural athletics	--	--	--	--

Note that respondents could choose more than one answer.

POST-GRADUATE PROGRAMS

Four Secondary Education BSED respondents were currently enrolled in Master’s programs at the following institutions: IU Southeast, Campbellsville University, the University of Louisville, and the University of the Cumberlands. Three respondents reported having earned Master’s degrees at the following institutions: IU Southeast, the University of the Cumberlands, and the University of Louisville. An additional respondent reported completing courses in a Master’s program at IUPUI without earning a degree.

Table 12: Post-Graduate Degree:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Currently enrolled in Master's program	22%	--	25%	43%
Earned Master's degree	17%	--	25%	29%
Completed post-graduate courses	6%	--	25%	--

Note that respondents could choose more than one answer.

ADDITIONAL LICENSURE

Thirty-three percent of Secondary Education BSED respondents reported completing coursework for an additional license at the time they completed their program.

Table 13: Additional Licensure:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes	33%	29%	25%	43%

The types of additional licenses obtained are listed below:

Table 14: Types of additional license obtained:

- Chemistry/Biology
- Geography
- Economics
- Secondary Education-English
- Math Education

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

PREPAREDNESS

General Preparedness

The majority of responding Secondary Education BSED alumni felt well prepared by their IU Southeast education in four of the five areas listed below. The only area without an overall majority reporting good or excellent preparation was preparation to further education; this area received a "poor preparation" response rate of 35%. Preparation for furthering education was rated especially low by the one-year out respondents, of which 43% rated their preparation as poor. For the other four categories, each had "poor preparation" response rates of 11%, 17%, 28%, and 29%, respectively.

Table 15: Preparedness: Career, Job, Community, & Education:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Most current career	78%	86%	75%	71%
Finding a job that used skills developed in major	72%	71%	100%	57%
Finding a job in studied field	67%	71%	75%	57%
Contributing to community	53%	43%	75%	50%
Furthering Education	47%	29%	75%	67%

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

Specific to Field

The large majority of responding Secondary Education BSED alumni also felt well prepared for most of the components evaluated in four critical categories relating to their field: planning and preparation, learning environment, instruction, and professional responsibilities.

For planning and preparation, the majority of respondents agreed with all six statements regarding preparedness. However, some noticeable trends stood out. Within the one-year out group, the majority of respondents agreed with the first five statements, whereas only half of one-year out respondents agreed that they were well prepared to design student assessment. For this statement, 33% of one-year out respondents indicated disagreement.

Within the three-year out group, none of the respondents agreed that they were prepared to demonstrate knowledge of pedagogy, with 67% of respondents indicating that they neither agreed nor disagreed. For

Spring 2019 Alumni Survey: Secondary Education BSED

the statements regarding designing coherent instruction and student assessment, 33% neither agreed nor disagreed.

Within the five-year out group, one respondent strongly disagreed with all six statements, while one respondent disagreed with all six statements.

Table 16: Preparedness: Planning and Preparation:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
1. To demonstrate knowledge of content	87%	100%	100%	67%
2. To demonstrate knowledge of pedagogy	67%	100%	--	67%
3. To demonstrate knowledge of students	80%	83%	100%	67%
4. To set instructional outcomes	80%	83%	100%	67%
5. To design coherent instruction	67%	67%	67%	67%
6. To design student assessment	60%	50%	67%	67%

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

The majority of respondents also agreed with four of the five statements regarding preparation for preparing the learning environment, with managing student behavior receiving the lowest agreement rating (40%). For managing student behavior, 29% of respondents neither agreed nor disagreed that they were well prepared, while 29% disagreed. Managing classroom procedures and organizing physical space also had notable disagreement rates, with both statements receiving a disagreement rate of 33%.

Table 17: Preparedness: Learning Environment:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
1. To create an environment of respect	80%	83%	75%	67%
2. To establish a culture for learning	73%	83%	50%	67%
3. To manage classroom procedures	53%	33%	50%	67%
4. To manage student behavior	40%	33%	25%	50%
5. To organize physical space	53%	50%	50%	50%

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

Spring 2019 Alumni Survey: Secondary Education BSED

For the six statements regarding instruction, the majority of Secondary Education BSED alumni indicated that they agreed or strongly agreed with all six statements. Overall disagreement was low; however, the first five statements each had two “disagree” responses and one “strongly disagree” response. The sixth and lowest rated statement regarding preparation to demonstrate flexibility and responsiveness received a disagreement rate of 33%, with five respondents indicating disagreement.

Table 18: Preparedness: Instruction:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
1. To communicate with students	80%	83%	75%	67%
2. To use questions and discussion techniques	80%	83%	75%	67%
3. To engage students in learning	73%	83%	50%	67%
4. To use formative assessment in instruction	73%	83%	50%	67%
5. To use summative assessment in instruction	73%	83%	50%	67%
6. To demonstrate flexibility and responsiveness	60%	50%	50%	67%

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

Similarly, the four statements regarding preparation to handle professional responsibilities were well-rated by responding alumni. Preparation to communicate with families received the lowest rating, with a neither agree nor disagree rate of 13% and a disagreement rate of 27%. The statement regarding preparation to participate in a professional community also received a disagreement rate of 27%, while the remaining two statements received disagreement rates of 20% and 13%, respectively.

Table 19: Preparedness: Professional Responsibilities:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
1. To communicate with families	60%	67%	67%	50%
2. To participate in a professional community	73%	67%	100%	67%
3. To develop professionally	73%	83%	100%	50%
4. To show professionalism	87%	100%	100%	67%

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

ADVANCEMENT

Seventy-two percent of Secondary Education BSED respondents achieved at least one of the recognized advancements within two years; 50% achieved two or more; and 17% achieved all three.

Table 20: Advancement in Career:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Begin working in your field of study	78%	57%	100%	86%
Receive a salary increase	44%	29%	25%	71%
Receive a promotion or obtain a better position	28%	29%	50%	14%

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 the majority of respondents and disagreement was low. However, 22% of respondents felt “neutral” about receiving a richer academic experience at IU Southeast than at other area schools, while 17% disagreed. An additional 33% disagreed that they felt like a member of the IU Southeast community.

Table 21: IU Southeast Education:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
IU Southeast offers high-quality academic programs.	83%	86%	100%	71%
If I had to do it over again, I would choose IU Southeast.	83%	86%	100%	71%
I feel a sense of pride for IU Southeast.	83%	86%	100%	71%
IU Southeast has a good reputation in the region.	78%	86%	100%	57%
I have a civic responsibility to become involved in my community.	78%	86%	100%	57%
As a student, I felt like a member of the IU Southeast community.	61%	57%	75%	57%
I received a richer academic experience than at other area schools.	61%	57%	50%	71%

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

Levels of satisfaction with emphasized aspects of the IU Southeast experience were also high, with the majority of Secondary Education BSED respondents indicating satisfaction with six of the seven items listed below. However, 17% of respondents felt “neutral” about student services’ responsiveness to student issues, 22% felt “neutral” about the quality of information about career and job opportunities, and 33% felt “neutral” about the opportunities to be involved in extracurricular activities. An additional 17% were dissatisfied with student services’ responsiveness and the opportunities to be involved in extracurricular activities, while 22% were dissatisfied with the quality of information about career and job opportunities.

Table 22: IU Southeast Experience:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Quality of courses in your program	83%	86%	100%	71%
Overall quality of instruction	78%	71%	100%	71%
Quality of interaction with faculty	78%	71%	100%	71%
The variety of academic programs and courses	78%	86%	75%	71%
Student services responsiveness to student issues	67%	57%	100%	57%
Quality of information about career and job opportunities	56%	57%	50%	57%
Opportunities to be involved in extracurricular activities	50%	57%	50%	43%

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

CAREER DEVELOPMENT CENTER

Half of all responding Secondary Education BSED alumni reported utilizing at least one of the recognized Career Development Center services while attending IU Southeast; 22% of respondents utilized two or more.

Table 23: Services received while attending IU Southeast:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Resume Review	22%	29%	25%	14%
Internship	22%	14%	25%	29%
Career Counseling	17%	14%	25%	14%
Job Search Assistance	17%	--	--	43%
Other	6%	14%	--	--

Note that respondents could choose more than one answer.

Two of the one-year out Secondary Education BSED alumni indicated that they would like to be contacted by the Career Development Center.

Table 24: Career Development Center contact:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes	11%	29%	--	--

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?” *Please note that comments are displayed exactly as each respondent entered them; they are not edited for spelling and grammar.*

1. Promote more of what it has to offer to students. Offer a doctorate program in Science or Education.
2. My status has changed from student to parent of a student. If there are family things then I would consider attending.
3. IUS has really been branching out in their community. Of course, there is room to grow even more and become a bigger, more positive presence in New Albany. However, IUS is doing a really great job at this. After graduation I took a job up north in Indianapolis. Every time I tell anyone where I graduated from they do not know about Southeast. While I know IUS is a regional school, I would love to see it take a stance on the education stage of the state, and on the stage in the state community. I would like IUS to be something that stands out in the IU web of schools. Maybe by offering programs that extend throughout the state, offer opportunity's that benefit other communities in the state. (Ex; building homes for Habitat in Kokomo, etc.). I want IUS to be not just a branch on the IU tree, but the most beautifully blossomed branch that is the envy of the whole forrest.
4. IU Southeast should continue offering a quality university experience at an affordable price.
5. Provide more graduate programs.
6. Give graduates of IUS programs discounts off their continued education at IUS.
7. Continuing being a great university for students like me.

8. Making a known spot for moms that are breastfeeding newborns.
9. Continue to reach out and keep alumni up to date on what is going at the university.

RECOMMENDATION

Secondary Education BSED respondents were asked to indicate if they would recommend IU Southeast to others who wish to pursue teaching careers. Eighty-seven percent of the respondents who provided a response to this question indicated that they would recommend IU Southeast to others who wish to pursue teaching careers.

Respondents were also asked to indicate if they would recommend IU Southeast to others who wish to pursue another education degree or license; 87% of respondents indicated that they would recommend IU Southeast to others pursuing another education degree or license.

Respondents gave the following reasons why in support of their answers:

1. Because the intimate class settings are very helpful to learn education and to discuss with fellow students and professors.
2. It is cheaper than going away to college
3. Convenient location
4. The professors are fantastic! The focus on the student as a whole, and not just as a number is very encouraging. The classes are content focused and career focused.
5. The professors in the education department were very professional and provided real classroom experiences.
6. The small class sizes offer an opportunity to get to know your fellow cohorts and professors. Instructors are able to offer individualized recommendations for improvement.
7. For the most part, the program was good and the cost for the degree is reasonable. I had previous experience as I was an adult student and had worked with the age group before. Out of the 11 students I graduated with from my department, only 6 are teachers. I feel like the standards for who they allow/keep in the program gives it a bad reputation. I student I graduated with was issues in college and had been fired 3 times because they have ethic issues, the same issues she has while in college that the faculty knew about. One did want to remove her from the program, but the others did not. A student teacher at a school I taught at was never prepared and late often. The teacher used my lesson plans from my student teaching as back up. Despite her telling the faculty about the issues, he was still left in the position and graduated. There needs to be standards that are enforced.
8. The program was small and interaction with faculty was easy.
9. My advisor was very rude and out of touch with the field of education. I gained very little practical teaching experience from this program.
10. If you want to work directly with your community, IUS is great. The college itself is a small community, especially the School of Education. Besides the education I received, I had a fun time learning with the students and professors.
11. They helped me be the teacher I am today.
12. Because it is close to where I live and they would not need to pay out of state tuition or room/bored.

PROGRAM STRENGTHS & WEAKNESSES

Respondents were asked if there are any other strengths/weaknesses of their program that they would like to address:

1. Less lesson planning writing and more of the psychology aspects and how to handle extreme situations with students would be very helpful.
2. I felt very unprepared in the classroom and received more help from the teacher when I did student teaching.
3. The only thing I would like to see different is more service hours in Secondary. I feel this is the best way to get the teaching candidate in a place where they can truly see and work with classroom behavior.
4. The program offers much emphasis on theoretical practices rather than practical curriculum and lesson design.
5. IUS needs more classes on content knowledge.
6. A bit more in classroom for future teachers and less sitting in a classroom doing theory work.
7. Not have 400 level classes to teach high school, when you can take that time to better yourself in the classroom. License test be more true to what you would teach and not stuff you learn in college.

PREPARATION TO ACCOMMODATE STUDENT NEEDS

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

1. Well
2. I felt unprepared
3. Fairly well.
4. Moderately well.
5. Decent
6. My teachers did not accommodate my needs whatsoever
7. Decently, but most of this is learned in the classroom. Help creating accommodations based on random materials would be helpful; to "see" how teachers create accommodations.
8. Good
9. Mostly, but in a classroom you cannot adjust to every child in every class.

PREPARATION TO WORK WITH DIVERSE STUDENT POPULATIONS

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

1. very well
2. None
3. Exceptionally.
4. Very well
5. There needs to be more special education in the coursework. I am working on a master's degree in special education. I think everyone who goes through the education program should be required

to take the intro to special ed class. We discussed diversity, but did not cover special education as well as was needed.

6. Decent
7. Very well! The partnering schools in the community were fantastic.
8. Great
9. Very well, since there is a special education or ELL helper in the classroom.
10. Little preparation

FURTHER COMMENTS

Respondents were asked for any further comments:

1. As an older non traditional student I felt there was nothing additional for me at IUS outside of just going to class.
2. I loved my time at IUS! The professors are caring, knowledgeable, and easy to communicate with. One thing that was always positive about IUS was that it really cared for its older student population. The adult student center, the daycare for adult students kids (loved them), and the smaller classes really made a positive impact on the older population. I will recommend IUS to all my friends and family!
3. Reflecting on my experience at IUS and my son's first completed year, there is one area that I do think IUS could improve. The required non-degree courses are frequently taught by instructors that are not of the quality as those in the chosen academic. I had 3 instructors that were very unprofessional in the classroom and my son has experienced 2 in his first year.
4. IU Southeast was a great value to me and my successful career thus far.
5. IU Southeast was wonderful!
6. I have great pride of graduating at IUS. It is a great campus and great people!

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.

Which of the following BEST describes your PRIMARY status after graduation?

- Employed full time (on average 30 hours or more per week)
- Employed part time (on average less than 30 hours per week)
- Enrolled in a program of continuing education
- Unemployed, but seeking employment
- Participating in a volunteer or service program (e.g., Peace Corps)
- Serving in the U.S. military
- Planning to continue education but not yet enrolled
- Not seeking employment or continuing education at this time

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

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)

Please provide employer information.

Position Title:

Employer Name:

Address:

City:

State:

Zip:

Please provide the following information about your assignment.

Role or Title:

Organization:

Address:

City:

State:

Zip:

Please provide the following information about your assignment.

Service or Branch:

Rank:

What is your current annual salary?

- Less than \$28,000
- \$28,001 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

What is your guaranteed first-year bonus amount, if you are receiving one?

Do you feel your job is related to your field of study?

- Yes
- No and that is my preference.
- No and that is not my preference.

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 the graduate program of study that you are currently attending.

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

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

Enter 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"/>
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"/>				
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"/>				

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
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"/>				
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.

- Small

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

Please click the NEXT>> button to submit your responses.

Psychology Major Block



The Psychology 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.

The writing 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 oral communication 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"/>

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"/>

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
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"/>

The statistical and data analysis 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 research 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 courses in my major provided me with the skills to better function in a diverse work setting.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Please click the **SUBMIT** button.

Neuroscience Major Block



The Neuroscience 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.

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

Strongly		Neither		Strongly	Not
Agree	Agree	Agree or	Disagree	Disagree	Applicable
		Disagree			

	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 oral communication 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"/>

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"/>

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
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"/>

The statistical and data analysis 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 research 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 courses in my major provided me with the skills to better function in a diverse work setting.

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please click the **SUBMIT** button.

General Studies Major Block

The General Studies 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.

Please indicate your level of agreement regarding your **current employment (if you are not currently working please select N/A)**:

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
1. My current job sets me on a firm foundation for the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My current employment allows me to apply my knowledge and skills from college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
3. The Arts and Humanities studies within my degree are informing my work and life in a meaningful way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The Social Science studies within my degree are informing my work and life in a meaningful way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The Natural Science studies within my degree are informing my work and life in a meaningful way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Adding a minor to my degree has already been/or will likely prove helpful to my work and life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your level of agreement regarding **using the following skills in your current employment (if you are not currently working please select N/A):**

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
1. Oral Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Written Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Analytical Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Critical Thinking Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Problem Solving Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Teamwork Skills (Working well with others)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Flexibility/Ability to adapt to change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Interpersonal Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your level of agreement specifically regarding your **General Studies degree:**

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
----------------	-------	---------------------------	----------	-------------------	----------------

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
1. I know the relevance of my college studies to the world around me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I know how to market myself to an employer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I have been/will be able to market my knowledge and skills to an employer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I found the BGS a flexible degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I would recommend the BGS degree to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I found the BGS advisor helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I found the BGS advisor informed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I was satisfied with my online instruction. (If none, select N/A)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you have a LinkedIn account? If so, please link with the Manager of the General Studies Degree Program, Sandra E. Gordon.

- Yes
- No

What suggestions do you have, in hindsight, to help us assist you in explaining your degree to others and marketing yourself to employers?

What did you like best about your experience as a General Studies major?

What suggestions do you have for us to improve the experience of a General Studies major?

Please click the **SUBMIT** button.

Communications Major Block

The Communications 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.

Major as an IUS Student (Select one):

- General Communication
- Advertising

The general writing skills (e.g., grammar, punctuation, structure, etc.) 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 research 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 oral communication skills that I developed in my major courses have been useful in:

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	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"/>

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"/>

Skills I learned in developing a research study 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"/>

Course content in my major provided me with the skills to better relate to diverse populations 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"/>

Which course(s) in your major have been most useful to you since graduation? For each, please explain why.

Please click the **SUBMIT** button.

Philosophy Major Block

The Philosophy 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.

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 ethical reasoning 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 communication 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"/>

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
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 openness to new ideas 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 knowledge that I gained in the philosophical tradition 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 research writing 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 Philosophy program prepared me for life after college (career or graduate school):

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please click the **SUBMIT** button.

Medical Coding and Medical Transcription Major Block

The Medical Coding and Medical Transcription 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.

The certificate program provided me with useful information through the schedule of classes, the bulletin, and the IU Southeast homepage.

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

I enjoyed the subject matter as a field of study.

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

The certificate program maintains strong academic standards.

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

Sufficient courses were offered each semester to complete my certificate as I had planned.

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

Courses were offered during times convenient to me to complete my certificate as I had planned.

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

I developed better critical thinking skills as a student in the certificate program.

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

The certificate program provided me with opportunities to improve my *oral communication* skills relating to health care issues.

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

The certificate program provided me with opportunities to improve my *written communication* skills relating to health care issues.

- Strongly Agree
- Agree

- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

The certificate helped me to develop skills in working productively with others in groups.

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

I developed a clear understanding of fundamental medical and health care knowledge.

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

The certificate program enhanced my ability to develop solutions to problems related to my field of interest.

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

The certificate program taught me to locate and access information sources (e.g. Internet sites, reference materials) to explore areas of interest in my field.

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

The certificate program used computer technology appropriately.

- Strongly Agree
- Agree
- Neither Agree nor Disagree

- Disagree
- Strongly Disagree

The certificate program provided classes of small size which enhanced student-faculty interactions.

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

The certificate program prepared me with skills necessary to serve as an effective professional or to pursue certification in my chosen career field.

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

After completion of the certificate program, I plan to seek certification in my chosen field.

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

After completion of the certificate program, I plan to pursue my education in a degree program.

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

Please rate your experience concerning each of the faculty topics below.

Excellent Very Good Good Fair Poor

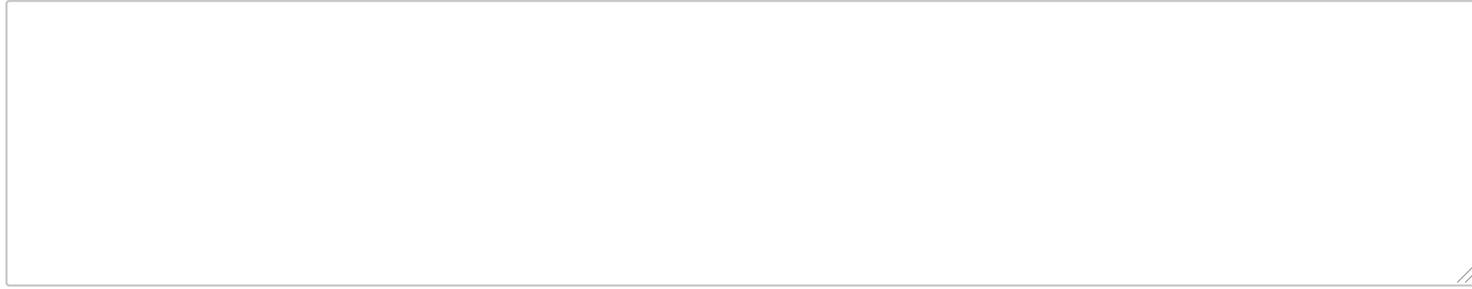
	Excellent	Very Good	Good	Fair	Poor
Opportunities provided by faculty to ask questions in class.	<input type="radio"/>				
Knowledge and skills of faculty regarding the subject matter.	<input type="radio"/>				
Ability of faculty to communicate course material effectively.	<input type="radio"/>				
Appropriateness of the <i>course activities</i> given by faculty to help me clearly understand the subject matter.	<input type="radio"/>				
Appropriateness of the <i>lectures</i> given by faculty to help me to clearly understand the subject matter.	<input type="radio"/>				
Availability of faculty for help outside of the classroom.	<input type="radio"/>				
Fairness of evaluation/grading methods used by faculty.	<input type="radio"/>				

	Excellent	Very Good	Good	Fair	Poor
Academic advising by faculty.	<input type="radio"/>				
Willingness of the faculty to provide job references.	<input type="radio"/>				
My overall impression of faculty.	<input type="radio"/>				

Please rate your overall experience

	Excellent	Very Good	Good	Fair	Poor
My overall impression of the medical coding/medical transcription certificate program.	<input type="radio"/>				
I would recommend the medical coding/medical transcription certificate program to others.	<input type="radio"/>				

Please list below any suggestions, concerns or issues that will help us improve the medical coding/medical transcription certificate program.



Please click the **SUBMIT** button.

Modern Languages (French) Major Block

The Modern Languages 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.

My degree in Modern Languages prepared me to engage with French speakers in a culturally competent manner.

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

My degree in Modern Languages prepared me to engage with French speakers in a linguistically competent manner.

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

My degree in Modern Languages enabled me to read and analyze literary texts written in French.

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

My degree in Modern Languages prepared me to understand the history of the French-speaking worlds.

- Strongly Agree
- Agree

- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

My degree in Modern Languages prepared me to understand the contemporary French-speaking worlds.

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

My degree in Modern Languages provided opportunities and encouragement to study abroad or to interact with local French-speaking communities.

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

My degree in Modern Languages provided opportunities for meaningful interaction with departmental faculty.

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

Modern Languages faculty provided support for post-graduation success (advice about careers or graduate school, notification of job opportunities, letters of recommendation, etc.).

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

My degree in Modern Languages enhanced my ability to succeed in other (non-language) courses.

- Strongly Agree

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

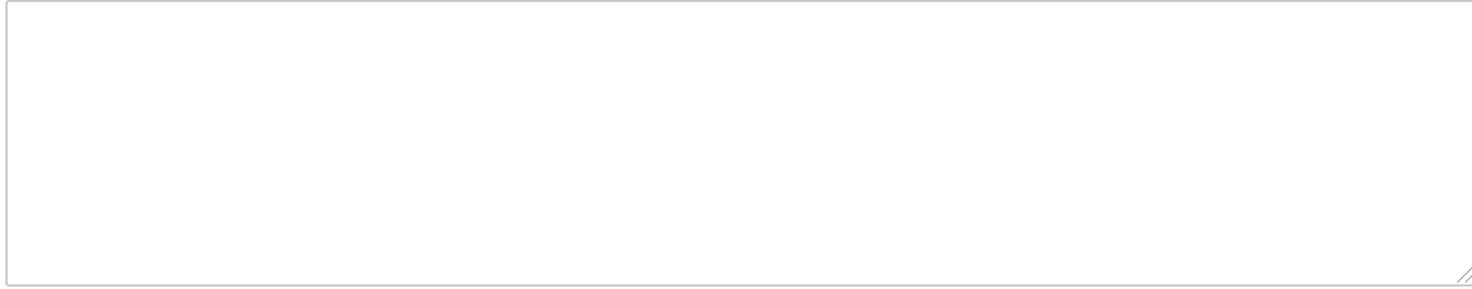
My degree in Modern Languages had an impact on my personal life.

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

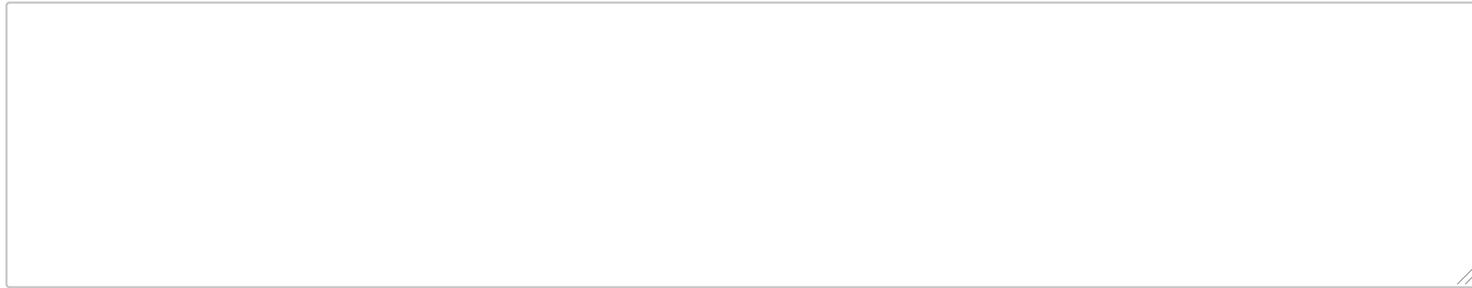
My degree in Modern Languages had an impact on my professional life.

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

Please list any Modern Languages courses you found particularly valuable.

A large, empty rectangular text box with a thin black border, intended for entering suggestions for program improvement.

Please list any suggestions you have for program improvement.

A large, empty rectangular text box with a thin black border, intended for entering suggestions for program improvement.

Please click the **SUBMIT** button.

Modern Languages (Spanish) Major Block

The Modern Languages 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.

My degree in Modern Languages prepared me to engage with Spanish speakers in a culturally competent manner.

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

My degree in Modern Languages prepared me to engage with Spanish speakers in a linguistically competent manner.

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

My degree in Modern Languages enabled me to read and analyze literary texts written in Spanish.

- Strongly Agree
- Agree

- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

My degree in Modern Languages prepared me to understand the history of the Spanish-speaking worlds.

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

My degree in Modern Languages prepared me to understand the contemporary Spanish-speaking worlds.

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

My degree in Modern Languages provided opportunities and encouragement to study abroad or to interact with local Spanish-speaking communities.

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

My degree in Modern Languages provided opportunities for meaningful interaction with departmental faculty.

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

Modern Languages faculty provided support for post-graduation success (advice about careers or graduate school, notification of job opportunities, letters of recommendation, etc.).

- Strongly Agree

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

My degree in Modern Languages enhanced my ability to succeed in other (non-language) courses.

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

My degree in Modern Languages had an impact on my personal life.

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

My degree in Modern Languages had an impact on my professional life.

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

Please list any Modern Languages courses you found particularly valuable.

Please list any suggestions you have for program improvement.

Please click the **SUBMIT** button.

Modern Languages (German) Major Block

The Modern Languages 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.

My degree in Modern Languages prepared me to engage with German speakers in a culturally competent manner.

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

My degree in Modern Languages prepared me to engage with German speakers in a linguistically competent manner.

- Strongly Agree
- Agree

- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

My degree in Modern Languages enabled me to read and analyze literary texts written in German.

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

My degree in Modern Languages prepared me to understand the history of the German-speaking worlds.

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

My degree in Modern Languages prepared me to understand the contemporary German-speaking worlds.

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

My degree in Modern Languages provided opportunities and encouragement to study abroad or to interact with local German-speaking communities.

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

My degree in Modern Languages provided opportunities for meaningful interaction with departmental faculty.

- Strongly Agree
- Agree

- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

Modern Languages faculty provided support for post-graduation success (advice about careers or graduate school, notification of job opportunities, letters of recommendation, etc.).

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

My degree in Modern Languages enhanced my ability to succeed in other (non-language) courses.

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

My degree in Modern Languages had an impact on my personal life.

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

My degree in Modern Languages had an impact on my professional life.

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

Please list any Modern Languages courses you found particularly valuable.

Please list any suggestions you have for program improvement.

Please click the **SUBMIT** button.

Journalism Major Block

The Journalism 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.

Would you consider your current job role to be one that is traditionally considered a communications position (e.g., journalism, public relations, advertising, publishing, technical writing, graphic design, photography, etc.) regardless of whether you work for a communication/media company?

- Yes
- No

Do you currently work for an organization that primarily does communications/media work (e.g., a newspaper, TV station, PR firm, etc.)?

- Yes
- No

What percentage of your current job duties includes professional communications activities?

0 10 20 30 40 50 60 70 80 90 100

Percentage

Were you employed within one year of graduation? (Check all that apply)

- Yes, with a full-time job doing communications- or media-oriented work related to my major.
- Yes, with a full-time job in a non-communications- or media- oriented work related to my major.
- Yes, with a part-time job doing communications- or media- oriented work related to my major.
- Yes, with a part-time job in a non-communications- or media-oriented role.
- I was enrolled in a communications- or media-oriented graduate program.
- I was enrolled in a graduate program unrelated to communications or media.

No.

Major courses in the journalism program at IU Southeast were effective in building the following skills:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curiosity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Courses in the journalism program improved my competence to work in journalism/communications job roles.

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

Courses in the journalism program helped me become a better consumer of news and information.

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

Courses in the journalism program helped me to better understand the role of a free press in a democracy.

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

Courses in the journalism program prepared me for jobs in new media/digital media.

- Strongly Agree
- Agree

- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

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

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:

How well did your IU Southeast education prepare you for the following in **Planning and Preparation?**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
1. To demonstrate knowledge of content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. To demonstrate knowledge of pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. To demonstrate knowledge of students (child and adolescent development, special needs, students interests and cultural heritage)	<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
4. To set instructional outcomes (alignment, suitability for diverse learners)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. To design coherent instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. To design students assessment (congruence with instructional outcomes, criteria & standards, design of formative assessments, use of planning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How well did your IU Southeast education prepare you for the following in **Learning Environment?**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
1. To create an environment of respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. To establish a culture for learning (expectations for learning and achievement)	<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
3. To manage classroom procedures (performance of classroom routines)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. To manage student behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. To organize physical space (safety and accessibility)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
1. To communicate with students (directions for activities; explanations of content; use of oral, nonverbal, and written language)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. To use questioning and discussion techniques	<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
3. To engage students in learning (instructional materials, technology, and resources)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. To use formative assessment in instruction (monitor student learning; feedback to students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. To use summative assessment in instruction (assessment criteria, monitoring of progress, feedback to students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. To demonstrate flexibility and responsiveness (lesson adjustment; response to students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How well did your IU Southeast education prepare you for the following in **Professional Responsibilities?**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
--	-------------------	-------	-------------------------------------	----------	----------------------	-------------------

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
1. To communicate with families (information about the instructional program; information about individual students; engagement of families in the instructional program)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. To participate in a professional community (self-reflection on teaching; participation in school and district projects; involvement in culture of professional inquiry; relationship with colleagues)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. To develop professionally (enhancement of content knowledge and pedagogical skills, receptivity to feedback; service to the profession)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. To show professionalism (integrity/ethical conduct; service to students; advocacy; compliance with school and district regulation)	<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 its alumni to complete this special series of questions so that it can best assess the level of student learning in its 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 its alumni to complete this special series of questions so that it can best assess the level of student learning in its programs.

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"/>

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
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?

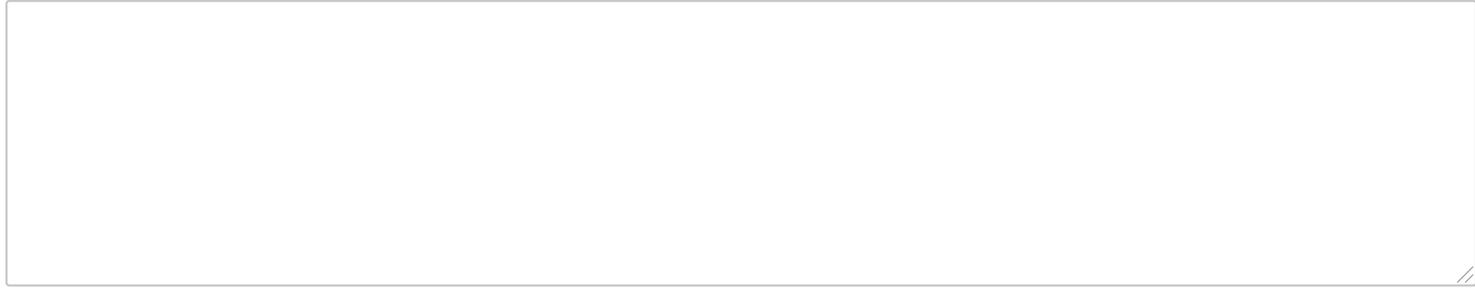
- Yes
- No

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.



Powered by Qualtrics