

**Alumni Survey
Special Education BS**

Administered 2016



**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.

2016

Respondents for the 2016 survey administration were drawn from institution records of degree recipients and included alumni from the following graduation classes:

- May 2015, August 2015, and December 2015 graduates (One year out)
- 2012-2013 graduates (Three years out)
- 2010-2011 graduates (Five years out; previously surveyed three years out in 2014)

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> |
|----------------------------|----------------|------------------|----------------------|
| 2015 Graduates | 1043 | 207 | 19.9% |
| 2012-13 Graduates | 1138 | 169 | 14.9% |
| 2010-11 Graduates | 1056 | 153 | 14.5% |
| 2016 Administration | 3237 | 529 | 16.3% |

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 Jewell Spalding in OIE at sajewell@ius.edu.

Contents

| | |
|---|----|
| SURVEY BACKGROUND AND SUMMARY..... | 2 |
| NUMBER OF RESPONDENTS..... | 4 |
| <i>Table 1: Respondents by years out:</i> | 4 |
| GENDER & AGE..... | 4 |
| <i>Table 2: Respondents by Gender:</i> | 4 |
| <i>Table 3: Respondents by Age Group:</i> | 4 |
| EMPLOYMENT & INCOME..... | 4 |
| <i>Table 4: Full-Time Position:</i> | 4 |
| <i>Table 6: Employment Status:</i> | 5 |
| <i>Table 7: Annual Salary:</i> | 5 |
| CO-CURRICULAR ACTIVITY..... | 6 |
| <i>Table 8: Consistently Worked while Attending IU Southeast:</i> | 6 |
| <i>Table 9: Co-Curricular Activity:</i> | 6 |
| POST-GRADUATE PROGRAMS..... | 6 |
| <i>Table 10: Post-Graduate Degree - Undergraduates:</i> | 6 |
| ADDITIONAL LICENSURE..... | 7 |
| <i>Table 11: Additional Licensure:</i> | 7 |
| PREPAREDNESS..... | 7 |
| General Preparedness..... | 7 |
| <i>Table 12: Preparedness: Career, Job, Community, Education:</i> | 7 |
| Specific to Field..... | 8 |
| <i>Table 13: Preparedness: Critical areas:</i> | 8 |
| ADVANCEMENT..... | 8 |
| <i>Table 14: Advancement in Career:</i> | 8 |
| IU SOUTHEAST EDUCATION & EXPERIENCE..... | 9 |
| <i>Table 15: IU Southeast Education:</i> | 9 |
| <i>Table 16: IU Southeast Experience:</i> | 9 |
| CAREER DEVELOPMENT CENTER..... | 10 |
| <i>Table 17: Services received while attending IU Southeast:</i> | 10 |
| <i>Table 18: Career Development Center contact:</i> | 10 |
| APPENDIX A..... | 10 |

NUMBER OF RESPONDENTS

This survey is made up of responses from 5 School of Education alumnae from the undergraduate Special Education (BSED) program. There were no respondents from the 2014-2015 academic year and only one respondent from the 2012-2013 graduating class.

Table 1: Respondents by years out:

| | 2016 | |
|-------------|------|------|
| | N | % |
| 1 Year Out | -- | -- |
| 3 Years Out | 1 | 20% |
| 5 Years Out | 4 | 80% |
| Total | 5 | 100% |

GENDER & AGE

All five of the alumnae who responded to the survey were female, and all of them were under the age of forty-nine. One respondent was 20-29 years old, two respondents were 30-39 years old, and another pair rounded out the 40-49 age range.

Table 2: Respondents by Gender:

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

Table 3: Respondents by Age Group:

| | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
|------------|----------|-----------|-----------|
| 20-29 | -- | 100% | -- |
| 30-39 | -- | -- | 50% |
| 40-49 | -- | -- | 50% |
| 50-59 | -- | -- | -- |
| 60 or More | -- | -- | -- |
| Total | -- | 100% | 100% |

EMPLOYMENT & INCOME

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

Table 4: Full-Time Position:

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

Four of the respondents accepted their positions in the one to three month window following their graduation from IU Southeast. The fifth respondent took her position within nine months of finishing her studies.

Table 5: Accepted Position:

| | <u>1 Yr Out</u> | <u>3 Yrs Out</u> | <u>5 Yrs Out</u> |
|--|-----------------|------------------|------------------|
| Prior to Graduation | -- | -- | -- |
| Less than one month after graduation | -- | -- | -- |
| One to three months after graduation | -- | 100% | 75% |
| Three to six months after graduation | -- | -- | -- |
| Six to nine months after graduation | -- | -- | 25% |
| Nine to twelve months after graduation | -- | -- | -- |
| More than twelve months after graduation | -- | -- | -- |
| Total | -- | 100% | 100% |

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

Table 6: Employment Status:

| | <u>1 Yr Out</u> | <u>3 Yrs Out</u> | <u>5 Yrs Out</u> |
|---|-----------------|------------------|------------------|
| Yes | -- | 100% | 100% |
| Yes (Full-time but seeking employment change) | -- | -- | -- |
| Yes (Part-time but seeking employment change) | -- | -- | -- |
| No and not seeking employment change | -- | -- | -- |
| Total | -- | 100% | 100% |

The majority of Education respondents (80%) earn between \$30,000 and \$40,000 per year. One respondent stated that she earned between \$40,000 and \$50,000.

Table 7: Annual Salary:

| | <u>1 Yr Out</u> | <u>3 Yrs Out</u> | <u>5 Yrs Out</u> |
|----------------------|-----------------|------------------|------------------|
| Less than \$20,000 | -- | -- | -- |
| \$20,000 to \$30,000 | -- | -- | -- |
| \$30,001 to \$40,000 | -- | 100% | 75% |
| \$40,001 to \$50,000 | -- | -- | 25% |
| \$50,001 to \$70,000 | -- | -- | -- |
| Total | -- | 100% | 100% |

CO-CURRICULAR ACTIVITY

One Special Education respondent consistently worked more than 30 hours per week while attending IU Southeast, another worked between 21 and 30 hours, and three worked between 11 and 20 hours.

Table 8: Consistently Worked while Attending IU Southeast:

| | <u>1 Yr Out</u> | <u>3 Yrs Out</u> | <u>5 Yrs Out</u> |
|---|-----------------|------------------|------------------|
| Yes and generally worked between 5 and 10 hours per week | -- | -- | -- |
| Yes and generally worked between 11 and 20 hours per week | -- | 100% | 50% |
| Yes and generally worked between 21 and 30 hours per week | -- | -- | 25% |
| Yes and generally worked more than 30 hours per week | -- | -- | 25% |
| No, I did not generally work as a student at IU Southeast | -- | -- | -- |
| Total | -- | 100% | 100% |

All five Special Education alumnae respondents completed a practicum or field experience while enrolled at IU Southeast. According to the data collected, there were no other co-curricular activities within this School of Education subgroup.

Table 9: Co-Curricular Activity:

| | <u>1 Yr Out</u> | <u>3 Yrs Out</u> | <u>5 Yrs Out</u> |
|---|-----------------|------------------|------------------|
| Completed a practicum/field experience | -- | 100% | 100% |
| Participated in community service | -- | -- | -- |
| Participated in intercollegiate or intramural athletics | -- | -- | -- |
| Completed an internship | -- | -- | -- |
| Participated in a student organization | -- | -- | -- |

Please note that respondents could choose multiple answers.

POST-GRADUATE PROGRAMS

Only one five-year respondent out of the larger group has completed Master’s course degree from Indiana Wesleyan University since graduating from IU Southeast. Two others are currently enrolled in Master’s programs at the University of the Cumberland.

Table 10: Post-Graduate Degree - Undergraduates:

| | <u>1 Yr Out</u> | <u>3 Yrs Out</u> | <u>5 Yrs Out</u> |
|---|-----------------|------------------|------------------|
| Currently attending a Master's program | -- | 100% | 25% |
| Earned Master's degree | -- | -- | 25% |
| Completed Master's program courses without earning a degree | -- | -- | -- |

Please note that respondents could choose multiple answers.

ADDITIONAL LICENSURE

Not one of the five alumnae respondents reported completing coursework for an additional license at the time they completed their BSED program.

Table 11: Additional Licensure:

| | <u>1 Yr Out</u> | <u>3 Yrs Out</u> | <u>5 Yrs Out</u> |
|-------|-----------------|------------------|------------------|
| Yes | -- | -- | -- |
| No | -- | 100% | 100% |
| Total | -- | 100% | 100% |

PREPAREDNESS

General Preparedness

The three-year alumna felt prepared for all four categories because of her IU Southeast degree and program work. Four of the five-year respondents felt prepared for their careers and three of them for finding a relevant job after graduation. Only two respondents reported feeling ready to contribute to their communities and for beginning graduate studies after IU Southeast.

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

| | <u>1 Yr Out</u> | <u>3 Yrs Out</u> | <u>5 Yrs Out</u> |
|---|-----------------|------------------|------------------|
| Your current or most recent career | -- | 100% | 100% |
| Finding a job relevant to your major soon after you graduated | -- | 100% | 75% |
| Contributing to your community | -- | 100% | 50% |
| Furthering your education or starting graduate school | -- | 100% | 50% |

Please note that respondents could choose multiple answers.

The percentages total the "Excellent" and "Good" categories.

Specific to Field

Except in six categories, all five of the responding Special Education alumnae also felt well prepared in the critical areas relating to their field. Those six categories included adapting courses toward diverse learners; engaging in continuous self-assessment and development; knowing and teaching their content; supporting the intellectual, social, and personal development of their students; using a variety of instructional strategies; and utilizing individual or group motivational strategies.

Table 13: Preparedness: Critical areas:

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

Please note that respondents could choose multiple answers.

The percentages total the "Strongly Agree" and "Agree" categories.

ADVANCEMENT

Only one of the five students reported not receiving a salary increase within two year of completing her degree at IU Southeast. The entire group have been able to begin work within their field. The alumna from three years ago had successfully advanced in all three of these categories, also receiving a professional promotion.

Table 14: Advancement in Career:

| | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
|---|----------|-----------|-----------|
| Begin working in your field of study | -- | 100% | 100% |
| Receive a salary increase | -- | 100% | 75% |
| Receive a promotion or obtain a better position | -- | 100% | -- |

Please note that respondents could choose multiple answers.

IU SOUTHEAST EDUCATION & EXPERIENCE

Most of the questions regarding education at IU Southeast received high marks from survey respondents. Only one alumna felt that she received a richer academic experience while studying at IU Southeast than she would have received elsewhere and another felt satisfied with her civic and community involvement.

Table 15: IU Southeast Education:

| | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
|--|----------|-----------|-----------|
| I feel a sense of pride for IU Southeast. | -- | 100% | 100% |
| IU Southeast has a good reputation in the region. | -- | 100% | 100% |
| IU Southeast offers high-quality academic programs. | -- | 100% | 100% |
| As a student, I felt like a member of the IU Southeast community. | -- | 100% | 75% |
| If I had to do it over again, I would choose IU Southeast. | -- | 100% | 75% |
| I feel I received a richer academic experience at IU Southeast than I would have received at other area colleges and universities. | -- | 100% | 25% |
| I have a civic responsibility to become involved in my community. | -- | 100% | 25% |

Please note that respondents could choose multiple answers.

The percentages total the "Strongly Agree" and "Agree" categories.

Levels of satisfaction with emphasized aspects of the IU Southeast experience were also high. Only one alumna out of the five was neutral or unsatisfied with the quality of information regarding career and job opportunities.

Table 16: IU Southeast Experience:

| | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
|--|----------|-----------|-----------|
| Opportunities to be involved in extracurricular activities | -- | 100% | 100% |
| Overall quality of instruction | -- | 100% | 100% |
| Quality of courses in your program | -- | 100% | 100% |
| Quality of interaction with faculty | -- | 100% | 100% |
| Student services (financial aid, registrar, advising) responsiveness | -- | 100% | 100% |
| The variety of academic programs and courses at IU Southeast | -- | 100% | 100% |
| Quality of information about career and job opportunities | -- | 100% | 75% |

Please note that respondents could choose multiple answers.

The percentages total the "Very Satisfied" and "Satisfied" categories.

CAREER DEVELOPMENT CENTER

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

Table 17: Services received while attending IU Southeast:

| | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
|-----------------------|----------|-----------|-----------|
| Career Counseling | -- | -- | 25% |
| Other | -- | -- | 25% |
| Résumé Review | -- | -- | 25% |
| Internship | -- | -- | -- |
| Job Search Assistance | -- | -- | -- |

Please note that respondents could choose multiple answers.

Only one respondent indicated that she would like to be contacted by the Career Development Center.

Table 18: Career Development Center contact:

| | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
|-------|----------|-----------|-----------|
| Yes | -- | -- | 25% |
| No | -- | 100% | 75% |
| Total | -- | 100% | 100% |

APPENDIX A

The survey instrument used in the administration follows.

Alumni Survey



**INDIANA UNIVERSITY
SOUTHEAST**

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.

Gender

Male Female

Age Group:

20-29 30-39 40-49 50-59 60 or more

Since graduating from IU Southeast, have you accepted a FULL-TIME position?

Yes
 No

I accepted my position:

- Prior to Graduation
- Less then 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"/> |
| Furthering your education or starting graduate school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Contributing to your community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If applicable, within two years after completing your IU Southeast degree, did you... [CHECK ALL THAT APPLY]

- Begin working in your field of study
- Receive a promotion or obtain a better position
- Receive a salary increase

Indicate your level of Agreement with each statement

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. IU Southeast offers high-quality academic programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. As a student, I felt like a member of the IU Southeast community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. IU Southeast has a good reputation in the region | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. If I had to do it over again, I would choose IU Southeast | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| 5. I have a civic responsibility to become involved in my community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. I feel a sense of pride for IU Southeast | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. I feel I received a richer academic experience at IU Southeast than I would have received at other area colleges and universities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Indicate your level of Satisfaction with each aspect of your IU Southeast experience

| | Very Satisfied | Satisfied | Neutral | Dissatisfied | Very Dissatisfied |
|-----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Overall quality of instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Very Satisfied | Satisfied | Neutral | Dissatisfied | Very Dissatisfied |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 2. Quality of courses in your program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Quality of interaction with faculty | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. The variety of academic programs and courses at IU Southeast | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | Very Satisfied | Satisfied | Neutral | Dissatisfied | Very Dissatisfied |
| 5. Student services (financial aid, registrar, advising) responsiveness to student issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Quality of information about career and job opportunities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Opportunities to be involved in extracurricular activities (student activities, organizations, and campus events such as Common Experience) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

In the next 5-10 years, what is the most meaningful thing the University can do to increase your IU Southeast pride and/or involvement?

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

Please update your contact information. Note that to receive the free t-shirt, you must provide a valid postal address.

Preferred First Name:

Preferred Last Name:

Mailing Address- Street:

Mailing Address- City:

Mailing Address- State:

Mailing Address- Zip-code:

Phone number: (format 000-000-0000)

Preferred Email Address: (format
username@anydomain.com)

What services did you receive from the Career Development Center (formerly Career Services) while you were a student at IU Southeast? (Select all that apply)

- Internship
- Career Counseling
- Resume Review
- Job Search Assistance
- Other (please specify)

Would you like to be contacted by the Career Development Center?

- Yes
- No

Please indicate which size t-shirt you would like (this is a FREE t-shirt). We will try to accommodate your request as supplies last. The only available sizes are below.

Remember, you must finish the survey completely and provide a valid postal address to receive your free t-shirt. Shirts will be available for pick up or mailed in December.

- Small
- Medium
- Large
-

- X-Large
- 2X-Large

Please click the **SUBMIT** button.

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 |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | | |
|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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"/> |

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"/> |

| | 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 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 will lead to advancement in my current field or workplace. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. My current job is or will lead me to my dream job. | <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 |
|--|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| 1. I have been able to secure acceptable employment. | <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 would recommend this degree to others. | <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

Please respond in the provided text box.

What more could the General Studies program have done to assist you in marketing your degree?

What were the most positive things about the General Studies program?

What improvements would you suggest for the General Studies program?

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 |
|------------------------------|-----------------------|-----------------------|---------------------------|-----------------------|-----------------------|-----------------------|
| 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"/> |
| 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 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Opportunities provided by faculty to ask questions in class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge and skills of faculty regarding the subject matter. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability of faculty to communicate course material effectively. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Appropriateness of the <i>course activities</i> given by faculty to help me clearly understand the subject matter. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | Excellent | Very Good | Good | Fair | Poor |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Appropriateness of the <i>lectures</i> given by faculty to help me to clearly understand the subject matter. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Availability of faculty for help outside of the classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fairness of evaluation/grading methods used by faculty. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Academic advising by faculty. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Willingness of the faculty to provide job references. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My overall impression of faculty. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <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"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would recommend the medical coding/medical transcription certificate program to others. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <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.

Please list any suggestions you have 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.

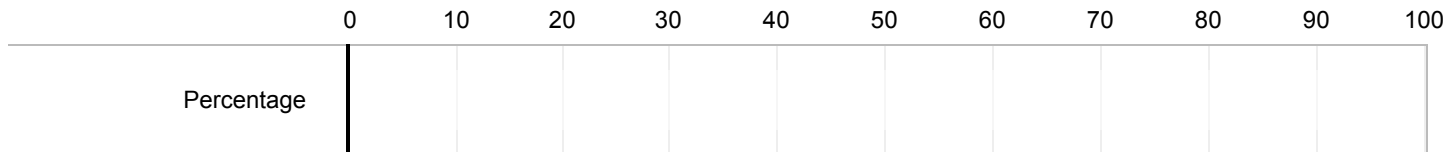
Would you consider your current job role to be one that is traditionally considered a communications position (e.g., journalism, public relations, advertising, publishing, technical writing, graphic design, photography, etc.) regardless of whether you work for a communication/media company?

- 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?



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"/> |

| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|-------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| 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 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"/> |
| 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"/> |
| 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"/> |

| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Not Applicable |
|--|-----------------------|-----------------------|-------------------------------|-----------------------|-----------------------|-----------------------|
| 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"/> |

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.

