

**Alumni Survey
Elementary Education BSED**

Administered October 2018



**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.

2018

Respondents for the 2018 survey administration were drawn from institution records of degree recipients and included alumni from the following graduation classes:

- May 2017, August 2017 and December 2017 graduates (One year out)
- 2014-2015 graduates (Three years out)
- 2012-2013 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>
2017 Graduates	1006	245	24.4%
2014-15 Graduates	1055	169	16.0%
2012-13 Graduates	1132	128	11.3%
2018 Administration	3193	542	17.0%

Multiple reports have been made to varied constituents including: Academic Council, Alumni/Community Relations, Career Development, Enrollment Management, and Student Affairs. In addition, by-school reports are being made and distributed to each Dean. These and any ad hoc reports will be posted on the OIE website to support the institution’s mission of transparency and to encourage respondents to take future assessments. By-major reports can be obtained via request to Sara Spalding in OIE at sajewell@ius.edu

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NUMBER OF RESPONDENTS

This report consists of responses from 27 School of Education alumni from the undergraduate Elementary Education (BSED) program.

Table 1: Respondents by years out:

	2018	
	N	%
1 Year Out	12	44%
3 Years Out	3	11%
5 Years Out	12	44%
Total	27	100%

GENDER & AGE

All 27 of the respondents were female and under the age of forty-nine. Nearly three-fourths of the respondents were ages 20 to 29.

Table 2: Respondents by Gender:

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

Table 3: Respondents by Age Group:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
20 to 29	74%	92%	67%	58%
30 to 39	19%	8%	33%	25%
40 to 49	7%	--	--	17%
Total	100%	100%	100%	100%

EMPLOYMENT & INCOME

Since graduating from IU Southeast, the large majority of responding alumni have accepted a full-time position. Five respondents have not accepted a full-time position; of them, four are employed part-time and one is unemployed for personal reasons and seeking work.

Table 4: Full-Time Position:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes	81%	67%	100%	92%
No	19%	33%	--	8%
Total	100%	100%	100%	100%

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Only four percent of respondents who have accepted a full-time position did so prior to their graduation from IU Southeast; however, 65% accepted their position within six months of graduation. An additional 26% accepted more than twelve months after graduation.

Table 5: Accepted Position:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Prior to Graduation	4%	--	--	9%
Less than one month after graduation	17%	22%	--	18%
One to three months after graduation	22%	44%	33%	--
Three to six months after graduation	26%	11%	33%	36%
Six to nine months after graduation	4%	--	--	9%
Nine to twelve months after graduation	--	--	--	--
More than twelve months after graduation	26%	22%	33%	27%
Total	100%	100%	100%	100%

All of the undergraduate Elementary Education alumni are currently employed except for one respondent who is seeking employment. However, 22% of the respondents are seeking employment change.

Table 6: Employment Status:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes	74%	58%	100%	83%
Yes, full-time, but seeking employment change	15%	17%	--	17%
Yes, part-time, but seeking employment change	7%	17%	--	--
No, but seeking employment	4%	8%	--	--
No, and not seeking employment	--	--	--	--
Total	100%	100%	100%	100%

The majority of Education respondents (76%) earn between \$30,001 and \$50,000 annually. Only three respondents earn less than \$20,000, two of which are employed part-time. One respondent is self-employed and reports making more than \$110,000.

Table 7: Annual Salary:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Less than \$20,000	13%	11%	33%	8%
\$20,000 to \$30,000	4%	11%	--	--
\$30,001 to \$40,000	38%	33%	33%	42%
\$40,001 to \$50,000	38%	44%	33%	33%
\$50,001 to \$70,000	4%	--	--	8%
\$70,001 to \$90,000	--	--	--	--
\$90,001 to \$110,000	--	--	--	--
More than \$110,000	4%	--	--	8%
Total	100%	100%	100%	100%

CO-CURRICULAR ACTIVITY

The large majority of Education respondents (64%) consistently worked while attending IU Southeast, with equal numbers of respondents working between 11 and 20 hours, between 21 and 30 hours, and more than 30 hours per week. More than a third of respondents did not work at all.

Table 8: Consistently Worked while Attending IU Southeast:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes, and generally worked between 5 and 10 hours per week	4%	10%	--	--
Yes, and generally worked between 11 and 20 hours per week	20%	40%	--	8%
Yes, and generally worked between 21 and 30 hours per week	20%	20%	--	25%
Yes, and generally worked more than 30 hours per week	20%	10%	--	33%
No, I did not generally work as a student at IU Southeast	36%	20%	100%	33%
Total	100%	100%	100%	100%

Most of the respondents (92%) completed a practicum or field experience while enrolled at IU Southeast. Community service was also an important focus for the one-year-out and five-years-out respondents.

Table 9: Co-Curricular Activity:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Completed a practicum/field experience	92%	75%	100%	92%
Participated in community service	32%	25%	--	42%
Participated in a student organization	16%	17%	--	17%
Completed an internship	4%	--	--	8%
Participated in intercollegiate or intramural athletics	4%	--	--	8%

Note that respondents could choose more than one answer.

POST-GRADUATE PROGRAMS

Four respondents report having earned a master's degree: one at Walden University, one at Cumberland University, and two at IU Southeast. Five respondents are currently attending a master's program: one at the University of the Cumberlands and four at IU Southeast. Only one respondent reports having completed courses in a master's program at Bellarmine University without earning a degree.

Table 10: Post-Graduate Degree – Undergraduates:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Currently enrolled in Master's program	19%	25%	--	17%
Earned Master's Degree	15%	8%	--	25%
Completed Master's courses without earning degree	4%	--	33%	--

Note that respondents could choose more than one answer.

ADDITIONAL LICENSURE

Nearly one third (30%) of the respondents report completing coursework for an additional license at the time they completed their program.

Table 11: Additional Licensure:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes	30%	25%	33%	33%
No	70%	75%	67%	67%
Total	100%	100%	100%	100%

The types of additional licenses obtained are listed below:

Table 12: Types of additional Licenses obtained:

- Kentucky Teaching License
- Reading

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

PREPAREDNESS

The majority of responding alumni felt prepared by their IU Southeast education; however, contributing to the community received a “fair preparation” response of 12%; furthering education received a “fair preparation” response rate of 20%; finding a job using skills developed in major received a “fair preparation” response rate of 16%; preparation for current career received a “fair preparation” response rate of 20%; and finding a job in studied field received a “fair preparation” response rate of 20%. The last three preparation areas also had “poor preparation” response rates of 8%.

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

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Contributing to community	84%	90%	100%	75%
Furthering Education	76%	70%	100%	75%
Finding a job that used skills developed in major	76%	80%	100%	67%
Most current career	72%	70%	100%	67%
Finding a job in studied field	72%	80%	100%	58%

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

ADVANCEMENT

Two-thirds (67%) of undergraduate Elementary Education alumni achieved at least one of the recognized advancements within 2 years of completing an IU Southeast degree; 33% achieved two or more; and three respondents achieved all three.

Table 14: Advancement in Career:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Begin working in your field of study	63%	50%	67%	75%
Receive a salary increase	33%	25%	67%	33%
Receive a promotion or obtain a better position	15%	17%	--	17%

Note that respondents could choose more than one answer.

IU SOUTHEAST EDUCATION & EXPERIENCE

All of the questions regarding education at IU Southeast received high marks from survey respondents, and disagreement was low. Alumni reported the lowest agreement with having received a richer academic experience at IU Southeast than elsewhere and feeling like a member of the IU Southeast community; both statements received “neutral” response rates of 24%.

Table 15: IU Southeast Education:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
IU Southeast has a good reputation in the region.	92%	80%	100%	100%
IU Southeast offers high-quality academic programs.	84%	70%	100%	92%
If I had to do it over again, I would choose IU Southeast.	84%	80%	100%	83%
I have a civic responsibility to become involved in my community.	84%	70%	100%	92%
I feel a sense of pride for IU Southeast.	80%	70%	67%	92%
I received a richer academic experience than at other area schools.	72%	50%	100%	83%
As a student, I felt like a member of the IU Southeast community.	72%	70%	67%	75%

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

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Levels of satisfaction with emphasized aspects of the IU Southeast experience were also high in most areas. However, 16% of respondents felt “neutral” about the quality of information about career and job opportunities; an additional 16% felt “dissatisfied” or “very dissatisfied.” Thirty-six percent of respondents also felt “neutral” about the opportunities to be involved in extracurricular activities.

Table 16: IU Southeast Experience:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Overall quality of instruction	88%	80%	100%	92%
Quality of interaction with faculty	88%	80%	100%	92%
Quality of courses in your program	88%	90%	100%	83%
Student services responsiveness to student issues	88%	80%	100%	92%
The variety of academic programs and courses	80%	70%	100%	83%
Quality of information about career and job opportunities	68%	80%	100%	50%
Opportunities to be involved in extracurricular activities	64%	70%	33%	67%

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

CAREER DEVELOPMENT CENTER

The Career Development Center helped the respondents the most with resume review and career counseling, with nine alumni utilizing the service. Only one respondent from the BSED group had help from the Center with two or more matters.

Table 17: Services received while attending IU Southeast:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Resume Review	11%	17%	--	8%
Career Counseling	11%	--	--	25%
Other	7%	8%	--	8%
Job Search Assistance	4%	--	--	8%
Internship	--	--	--	--

Note that respondents could choose more than one answer.

Only two respondents indicated that they would like to be contacted by the Career Development Center.

Table 18: Career Development Center contact:

	All	1 Yr Out	3 Yrs Out	5 Yrs Out
Yes	7%	8%	--	8%
No	93%	92%	100%	92%
Total	100%	100%	100%	100%

SCHOOL OF EDUCATION SPECIFIC QUESTIONS

The large majority of responding Education alumni also felt well prepared in sixteen critical areas relating to their field. The alumni who were three years from their IU Southeast graduation had unanimous agreement ratings for all 16 categories. The preparation statements with the lowest levels of agreement were “IUS prepared me to be a high-quality educator,” “IUS prepared me to be a professional who brings new ideas and skills to the school,” and “IUS prepared me to apply classroom management procedures.” These three statements all had “neither agree nor disagree” response rates of 14%.

Table 19: IUS prepared me to:

	All	1 Yr	3 Yrs	5 Yrs
1. Be a high quality educator.	86%	75%	100%	91%
2. Be a caring professional.	95%	100%	100%	91%
3. Be a professional who brings new ideas and skills to the school.	81%	75%	100%	82%
4. Be an effective educator in a diverse society.	90%	88%	100%	91%
5. Know and teach my subject/content.	95%	100%	100%	91%
6. Understand how students learn and develop, and to support their intellectual, social, and personal development.	95%	88%	100%	100%
7. Understand how students differ in their approaches to learning.	100%	100%	100%	100%
8. Create instructional opportunities adapted to diverse learners.	90%	88%	100%	91%
9. Use a variety of instructional strategies.	95%	88%	100%	91%
10. Utilize individual and group motivational strategies.	95%	88%	100%	100%
11. Utilize effective verbal, nonverbal, and media communication techniques.	95%	88%	100%	100%
12. Plan lessons based upon knowledge of subject matter/content, students, the community, and curriculum goals.	100%	100%	100%	100%
13. Prepare formal and informal assessment strategies to evaluate and ensure the continuous development of the learner.	95%	88%	100%	100%
14. Engage in continuous self assessment, professional development, and growth.	95%	88%	100%	100%
15. Form positive relationships with school colleagues, parents, and the community.	90%	88%	100%	91%
16. Apply classroom management procedures (rules, transitions, instructional groupings, materials, supplies, etc.).	81%	75%	100%	82%

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

QUALITATIVE COMMENTS: PRIDE & INVOLVEMENT

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

1. Get higher quality professors
2. Offer classes on American Sign Language / Make more graduate classes available online

3. Continue providing various courses that will enhance several academic degrees
4. Reach out to me and see if there are ways they can help or if I need anything, they can help me with continuing and advancing in my career.
5. More guidance on choosing majors and finding different areas of interest.
6. Continue to send out information that keeps me up to date on what is going on at school.
7. Create events for non-traditional students (parents).
8. Have more events for alumni to attend.
9. Keep doing what you are doing with free stickers and shirts.
10. Plan a trip to an IU Bloomington Football game!
11. Keep reaching out to graduates
12. Not sure at this time
13. I believe more involvement in the community like sponsorships of community events. Not just in Southern Indiana but in all counties that are represented in the instate tuition option.
14. More hybrid courses for master's classes.
15. By continuing to offer more degree programs the campus will grow.
16. Send alumni gear

QUALITATIVE COMMENTS: FURTHER COMMENTS

Respondents were asked for any further comments.

1. I would like to see our Study Abroad webpage updated with details about the specific programs IUS offers. As an undergraduate student, I found that studying abroad wasn't really a publicized option, and it was hard to find any information without tracking someone down to talk to.
2. I loved IUS!
3. IU Southeast was great! I loved to small class sizes and felt I was the most successful because of this.

QUALITATIVE COMMENTS: ACCOMMODATE INSTRUCTION

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

1. Well
2. Very well! I have multiple students that need differentiated instruction, so I have been able to accommodate for that thanks to the assistance of those at IUS.
3. Very well
4. Some areas prepared me better than others.
5. I would have loved more instruction towards differentiating for gifted and talented students.
6. very well
7. By giving us lots of different ideas

8. Very Well
9. Very well
10. Very well
11. The program does well to give a variety of ways to accommodate all students.
12. Constant reinforcement of the importance of making modifications.
13. Very well.
14. Very well

QUALITATIVE COMMENTS: DIVERSE POPULATIONS

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

1. Well
2. Well! I have some students that have a 504 Plan/IEP, and I am able to follow those educational plans because of the high-quality education of IUS professors.
3. Decently
4. It does pretty well I wish I would have had more inclusion with ELL students.
5. It was constantly addressed and talked about in different subject areas.
6. I could have benefited from more practice with ELL students.
7. very well
8. Very well
9. Very well
10. Very well.
11. Very well
12. There were a few examples and options given but I think it depends on your student population as to what you need to adapt.
13. Very well. Constantly encouraging adaptations and extensions for all students.
14. Very little.
15. Very well

QUALITATIVE COMMENTS: RECOMMEND IUS

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

1. No. The School of Education has some fantastic professors, but the program as a whole is unorganized, advising was a disaster, and the office staff is very rude. The process of gaining admittance to the program and later getting my teacher's license was an unnecessarily stressful ordeal I wouldn't wish on anyone.
2. Yes. Courses prepare you for the career choice very well.
3. Yes. IUS has fantastic professors and has worked really hard to build a good reputation in the local schools that allows a diverse and meaningful experience with students and education professionals.

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4. Yes. The majority of the teachers in the school of education are very knowledgeable and are always willing to give you advice and answer any questions you may have. As a graduate I feel confident that if I had questions I could reach out to those teachers and they would be willing to answer my questions even though i am no longer a student.
5. Yes. IUS has great professors that try their best to prepare you for your future career. This is the kind of career that requires on the job experience in order to learn and grow. The professors worked hard to make sure that I was ready, and I couldn't be more grateful.
6. Yes. The cohort system is both effective and encouraging.
7. Yes. I was prepared well for my role as a teacher.
8. Yes. IUS is homey and small.
9. Yes. My cousin goes there now because of my positive experience. The campus is small and the School of Education is wonderful!
10. Yes. It's an amazing education with small class sizes and professors who care.
11. Yes. Loved the smaller class sizes and professors in the field
12. Yes. The professors make sure you are highly qualified and care about your future.
13. Yes. I feel the teachers within the education department are mostly amazing and really want to help mold students to be great educators out in the field. I had some amazing mentors who really showed the passion they had for teaching and instilled that in myself.
14. Yes. It's a wonderful program and the professors are caring individuals that want to see you succeed. The professors care about education and want to prepare high quality educators.
15. Yes, the small classroom environment and cohorts made learning more intentional and effective.
16. Yes. Great program

QUALITATIVE COMMENTS: OTHER STRENGTHS/WEAKNESSES

Respondents were asked, "If there are any other strengths or weaknesses of your program that you would like to address, please do so."

1. There should be a way for students to evaluate their advisors, directors, licensing advisor, coordinators, dean, and other staff in the School of Education.
2. There were a few classes that I felt like I didn't get much knowledge or guidance in. Some of it was due to irrelevance, but some professors also put minimal effort into teaching and it felt like a waste of time and money.
3. Mrs. Barbara Book's class entitled Trade Books was the best class at IUS and the one that I have referred back to the most!
4. I feel more focus on how to get an interview and navigate how to go about getting a teaching position after graduating would be very helpful. I struggled trying to get my foot in the door and even get an interview. I never was able to navigate through and even get an interview with any school district close to Louisville. I eventually gave up and let my license lapse and moved on to another career.

APPENDIX A

The survey instrument used in the administration follows.

Alumni Survey



This alumni survey will take approximately 5 to 10 minutes to complete. Your responses will be used to enhance our service to students, alumni, and our community.

Near the end of the survey you will be prompted for your desired FREE t-shirt size (we will try to accommodate size requests as supplies last). To receive your free t-shirt, you must provide a valid postal address. Be sure to also click the SUBMIT button to record your responses.

Your responses are confidential and individual responses will not be shared or published. Some information will be used to update your alumni profile. There are no foreseeable risks in completing this survey. This survey is voluntary. If you have questions about your rights to participate in this survey, you may contact the Office of Alumni & Community Engagement at (812) 941-2384.

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

Yes

No

I accepted my position:

- Prior to Graduation
- Less than one month after graduation
- One to three months after graduation
- Three to six months after graduation
- Six to nine months after graduation
- Nine to twelve months after graduation
- More than twelve months after graduation

Are you CURRENTLY employed (this would include self-employment, full-time volunteering, or military service)?

- Yes
- Yes, full-time, but seeking employment change
- Yes, part-time, but seeking employment change
- No, but seeking employment
- No, and not seeking employment

If you are not currently employed, what is your reason for not working?

- Unable to find employment

- Retired
- Personal decision related to self or family (taking care of dependents, illness, disability, etc.)
- Other (please specify)

If you are employed, please provide employer information.

Position Title:

Employer Name:

Address:

City:

State:

Zip:

If you are employed, what is your current annual salary?

- Less than \$20,000
- \$20,000 to 30,000
- \$30,001 to \$40,000
- \$40,001 to \$50,000
- \$50,001 to \$70,000
- \$70,001 to \$90,000
- \$90,001 to \$110,000
- More than \$110,000

Select all that apply:

	Master's	Doctorate	Other
Currently attending a graduate program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completed graduate program courses without earning a degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Earned graduate degree (if multiple degrees, check all that apply)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Enter graduate program you are currently attending.

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

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

List the most recent graduate institution you attended:

Name of Institution:

City

State

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

- Yes, and generally worked less than 5 hours per week
- Yes, and generally worked between 5 and 10 hours per week
- Yes, and generally worked between 11 and 20 hours per week
- Yes, and generally worked between 21 and 30 hours per week
- Yes, and generally worked more than 30 hours per week
- No, I did not generally work as a student at IU Southeast

While you were attending IU Southeast, which of the following did you do? [CHECK ALL THAT APPLY]

- Completed an internship
- Completed a practicum/field experience
- Participated in a student organization
- Participated in intercollegiate or intramural athletics
- Participated in community service

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

- | | Excellent Preparation | Good Preparation | Fair Preparation | Poor Preparation |
|------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Your current or most recent career | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

	Excellent Preparation	Good Preparation	Fair Preparation	Poor Preparation
Finding a job relevant to your major soon after you graduated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding a job that used the skills that you developed <i>in your major</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Furthering your education or starting graduate school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing to your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

Indicate your level of Agreement with each statement

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. IU Southeast offers high-quality academic programs	<input type="radio"/>	<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"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
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"/>
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"/>

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
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
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"/>
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"/>
3. The Arts and Humanities studies within my degree are informing my work and life in an meaningful way.	<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
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"/>

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

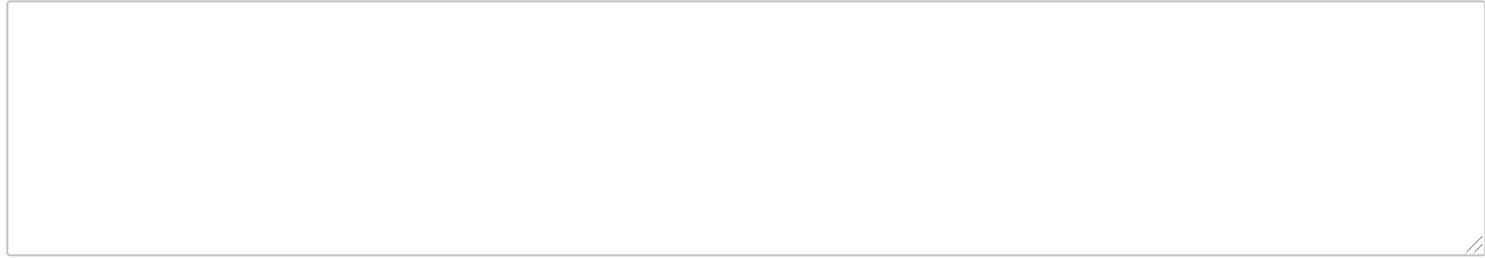
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
7. I found the BGS advisor informed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I was satisfied with my online instruction. (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.

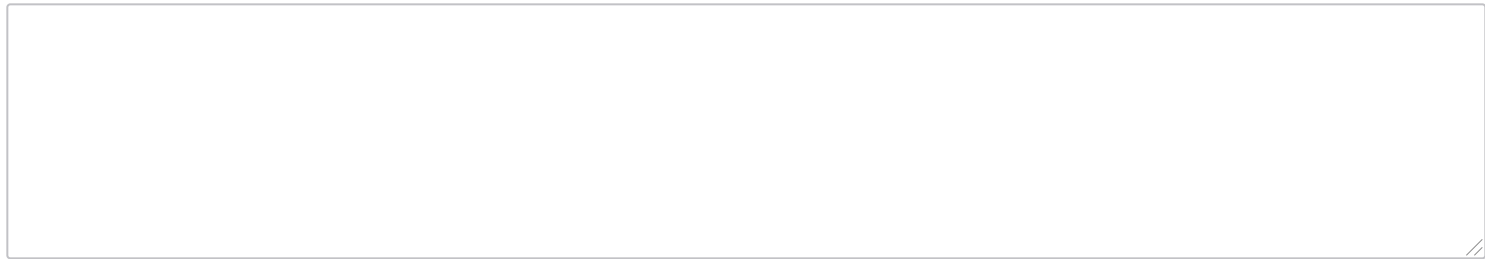
- Yes
 No

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?

A large, empty rectangular text box with a thin black border and a small diagonal slash icon in the bottom right corner.

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

A large, empty rectangular text box with a thin black border and a small diagonal slash icon in the bottom right corner.

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"/>
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"/>
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"/>

	Excellent	Very Good	Good	Fair	Poor
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?

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:

IUS prepared me to:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
1. Be a high quality educator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Be a caring professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Be a professional who brings new ideas and skills to the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Be an effective educator in a diverse society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Know and teach my subject/content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Understand how students learn and develop, and to support their intellectual, social, and personal development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Understand how students differ in their approaches to learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
8. Create instructional opportunities adapted to diverse learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Use a variety of instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Utilize individual and group motivational strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Utilize effective verbal, nonverbal, and media communication techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Plan lessons based upon knowledge of subject matter/content, students, the community, and curriculum goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Prepare formal and informal assessment strategies to evaluate and ensure the continuous development of the learner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Engage in continuous self assessment, professional development, and growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
15. Form positive relationships with school colleagues, parents, and the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Apply classroom management procedures (rules, transitions, instructional groupings, materials, supplies, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

Will you recommend IUS to others who wish to pursue teaching?

- Yes
 No

Why or why not?

Will you recommend IUS to others who wish to pursue another education degree or license?

- Yes
- No

If there are any other strengths and/or weaknesses of your program that you would like to address, please do so below.

Please click the SUBMIT button.

Mathematics Major Block

The Mathematics Department at Indiana University Southeast asks their alumni to complete this special series of questions so that they can best assess the level of student learning in their program.

How closely related to your mathematics degree is your current position?

How well did your mathematics major prepare you for your position?

How well did your mathematics major prepare you for your graduate studies?

Please provide suggestions or recommendations for the Upper-Level Mathematics Program for it to better prepare mathematics majors for graduate study or for careers related to mathematical or kindred fields.

School of Business Block

The School of Business at Indiana University Southeast asks their alumni to complete this special series of questions so that they can best assess the level of student learning in their program.

Group work in my major courses has been useful in:

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
Employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
Employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
Employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Courses in the business program improved my competence to work in relevant job roles.

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

Will you recommend IUS to others who wish to pursue an education in business?

- Yes
- No

Why or why not?

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

What are two ways your degree in Business at IUS has had a positive impact on your career or life?

If there are any other strengths and/or weaknesses of your program that you would like to address, please do so below.