# Alumni Survey
# Elementary Education BSED

# Administered June 2019

**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.

**Spring 2019**

Respondents for the 2019 survey administration were drawn from institution records of degree recipients and included alumni from the following graduation classes:
- ➢ May 2018, August 2018 and December 2018 graduates (One year out)
- ➢ 2015-2016 graduates (Three years out)
- ➢ 2013-2014 graduates (Five years out; previously surveyed three years out in 2017)

Response rates of the various graduation classes are below. Further demographic details of the respondents are found in the original Alumni Survey reports on the OIE webpage.

|  | Invited | Responded | Response Rate |
|---|---|---|---|
| **2018 Graduates** | 969 | 204 | 21.1% |
| **2015-16 Graduates** | 1004 | 162 | 16.1% |
| **2013-14 Graduates** | 1127 | 155 | 13.8% |
| **2019 Administration** | 3100 | 521 | 16.8% |

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

**Elementary B.S.Ed Response Rates**

|  | Invited | Responded | Response Rate |
|---|---|---|---|
| **2018 Graduates** | 41 | 11 | 26.8% |
| **2015-16 Graduates** | 59 | 12 | 20.3% |
| **2013-14 Graduates** | 68 | 16 | 23.5% |
| **2019 Administration** | 168 | 39 | 23.2% |

# Contents

## NUMBER OF RESPONDENTS

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

*Table 1: Respondents by years out:*

|  | Spring 2019 | |
| --- | --- | --- |
|  | N | % |
| 1 Year Out | 11 | 28% |
| 3 Years Out | 12 | 31% |
| 5 Years Out | 16 | 41% |
| Total | 39 | 100% |

## GENDER & AGE

Thirty-eight of the thirty-nine respondents were female, and all of the respondents were under the age of forty-nine. Nearly four-fifths of the respondents were ages 20 to 29.

*Table 2: Respondents by Gender:*

|  | All | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
| --- | --- | --- | --- | --- |
| Female | 97% | 100% | 92% | 100% |
| Male | 3% | -- | 8% | -- |
| Total | 100% | 100% | 100% | 100% |

*Table 3: Respondents by Age Group:*

|  | All | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
| --- | --- | --- | --- | --- |
| 20 to 29 | 79% | 100% | 100% | 50% |
| 30 to 39 | 13% | -- | -- | 31% |
| 40 to 49 | 8% | -- | -- | 19% |
| Total | 100% | 100% | 100% | 100% |

## EMPLOYMENT & INCOME

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

*Table 4: Full-Time Position:*

|  | All | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
| --- | --- | --- | --- | --- |
| Yes | 82% | 82% | 75% | 88% |
| No | 18% | 18% | 25% | 13% |
| Total | 100% | 100% | 100% | 100% |

Only sixteen percent of respondents who have accepted a full-time position did so prior to their graduation from IU Southeast; however, 55% accepted their position within twelve months of graduation. An additional 29% accepted more than twelve months after graduation.

*Table 5: Accepted Position:*

|  | All | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
|---|---|---|---|---|
| Prior to Graduation | 16% | 33% | 11% | 8% |
| Less than one month after graduation | 10% | 11% | 22% | -- |
| One to three months after graduation | 16% | 11% | 22% | 15% |
| Three to six months after graduation | 16% | 33% | 11% | 8% |
| Six to nine months after graduation | 3% | -- | -- | 8% |
| Nine to twelve months after graduation | 10% | 11% | -- | 15% |
| More than twelve months after graduation | 29% | -- | 33% | 46% |
| Total | 100% | 100% | 100% | 100% |

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

*Table 6: Primary Status Post-Graduation:*

|  | All | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
|---|---|---|---|---|
| Employed full time (on average 30 hours or more per week) | 82% | 82% | 75% | 88% |
| Employed part time (on average less than 30 hours per week) | 3% | -- | 8% | -- |
| Enrolled in a program of continuing education | 3% | -- | 8% | -- |
| Not seeking employment or continuing education at this time | 8% | -- | 8% | 13% |
| Unemployed, but seeking employment | 5% | 18% | -- | -- |
| Total | 100% | 100% | 100% | 100% |

The large majority of Elementary Education BSED respondents report that their current job is related to their field of study; only one of the one-year out respondent reports that they are not working in their studied field and that is not their preference.

*Table 7: Employment in Studied Field:*

|  | All | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
|---|---|---|---|---|
| Yes | 91% | 89% | 100% | 86% |
| No and that is my preference | 6% | -- | -- | 14% |
| No and that is not my preference | 3% | 11% | -- | -- |
| Total | 100% | 100% | 100% | 100% |

The majority of Elementary Education BSED respondents (85%) earn between $28,001 and $50,000 per year, with 52% of respondents earning $28,001 to $40,000 per year.

*Table 8: Annual Salary:*

|  | All | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
| --- | --- | --- | --- | --- |
| Less than $28,000 | 9% | 11% | 10% | 7% |
| $28,001 to $40,000 | 52% | 67% | 50% | 43% |
| $40,001 to $50,000 | 33% | 11% | 40% | 43% |
| $50,001 to $70,000 | 6% | 11% | -- | 7% |
| $70,001 to $90,000 | -- | -- | -- | -- |
| $90,001 to $110,000 | -- | -- | -- | -- |
| More than $110,000 | -- | -- | -- | -- |
| Total | 100% | 100% | 100% | 100% |

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

*Table 9: First Year Bonus:*

- NA
- 0
- N/A
- N/A
- N/A
- N/A
- N/A

- N/A
- None
- 37,500
- None
- Na
- N/a
- 11,000

*Note that respondents' exact answers are listed above; no edits were made to the respondents' words.*

## CO-CURRICULAR ACTIVITY

The majority of Elementary Education BSED respondents (89%) consistently worked while attending IU Southeast; more than half (52%) worked between 11 and 30 hours per week, and an additional 27% worked more than 30 hours per week.

*Table 10: Consistently Worked while Attending IU Southeast:*

|  | All | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
| --- | --- | --- | --- | --- |
| Yes, and generally worked less than 5 hours per week | 5% | -- | 8% | 6% |
| Yes, and generally worked between 5 and 10 hours per week | 5% | -- | 8% | 6% |
| Yes, and generally worked between 11 and 20 hours per week | 38% | 67% | 42% | 19% |
| Yes, and generally worked between 21 and 30 hours per week | 14% | -- | 8% | 25% |
| Yes, and generally worked more than 30 hours per week | 27% | 11% | 33% | 31% |
| No, I did not generally work as a student at IU Southeast | 11% | 22% | -- | 13% |
| Total | 100% | 100% | 100% | 100% |

Ninety percent of Elementary Education BSED respondents completed a practicum/field experience while in attendance at IU Southeast, and 46% of respondents participated in at least one other recognized co-curricular activity; an additional 18% of respondents participated in three or more.

*Table 11: Co-Curricular Activity:*

| | All | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
|---|---|---|---|---|
| Participated in a student organization | 90% | 82% | 83% | 100% |
| Participated in community service | 33% | 18% | 33% | 44% |
| Completed a practicum/field experience | 26% | 36% | 8% | 31% |
| Participated in intercollegiate or intramural athletics | 5% | 9% | -- | 6% |
| Completed an internship | 3% | -- | -- | 6% |

*Note that respondents could choose more than one answer.*

## POST-GRADUATE PROGRAMS

Five Elementary Education BSED respondents were currently enrolled in Master's programs at the following institutions: IU Southeast, Indiana University, the American College of Education, and Grand Canyon University. One respondent reported being currently enrolled at IU Southeast in order to obtain their Special Education Certification. One five-year out respondent reports having earned a Master's in Education at the University of the Cumberlands. An additional respondent indicated that they completed coursework in a Master's of Science in Curriculum and Instruction program at Western Governor's University, but did not obtain a degree.

*Table 12: Post-Graduate Degree:*

| | All | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
|---|---|---|---|---|
| Currently enrolled | 15% | 9% | 25% | 13% |
| Earned post-graduate degree | 3% | -- | -- | 6% |
| Completed post-graduate courses | 3% | -- | 8% | -- |

*Note that respondents could choose more than one answer.*

## ADDITIONAL LICENSURE

Twenty-six percent of Elementary Education BSED respondents reported completing coursework for an additional license at the time they completed their program. The three-year out group had over twice as many respondents complete an additional license when compared to the one-year out group and the five-year out group.

*Table 13: Additional Licensure:*

| | All | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
|---|---|---|---|---|
| Yes | 26% | 18% | 42% | 19% |

The types of additional licenses obtained are listed below:

*Table 14: Types of additional license obtained:*
- Middle School Math
- Mathematics
- Kentucky probationary
- KY and IA teaching license

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

## PREPAREDNESS

## General Preparedness

The majority of responding Elementary Education BSED alumni felt well prepared by their IU Southeast education. However, 38% of respondents felt that their preparation for furthering their education was fair, while 8% felt their preparation was poor. Twenty-four percent of respondents also rated their preparation for contributing to their community as fair. Additionally, 16% of respondents felt their preparation for finding a job in their studied field was fair; 11% felt it was poor preparation.

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

|  | All | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
|---|---|---|---|---|
| Finding a job that used skills developed in major | 89% | 100% | 75% | 94% |
| Most current career | 86% | 100% | 75% | 88% |
| Finding a job in studied field | 73% | 89% | 67% | 69% |
| Contributing to community | 70% | 78% | 67% | 69% |
| Furthering Education | 54% | 67% | 50% | 50% |

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

## Specific to Field

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

For planning and preparation, the one-year out respondents had nearly unanimous agreement with the six statements regarding their preparedness. Agreement was also high amongst the three-year out and five-year out alumni, though the five-year out group rated their preparedness slightly lower. Agreement with the last two statements regarding designing coherent instruction and designing student assessment was the lowest, with each statement receiving disagreement rates of 12%.

*Table 16: Preparedness: Planning and Preparation:*

|  | All | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
|---|---|---|---|---|
| 1. To demonstrate knowledge of content | 91% | 100% | 90% | 87% |
| 2. To demonstrate knowledge of pedagogy | 88% | 88% | 90% | 87% |
| 3. To demonstrate knowledge of students | 91% | 100% | 90% | 87% |
| 4. To set instructional outcomes | 85% | 100% | 90% | 73% |
| 5. To design coherent instruction | 79% | 100% | 80% | 67% |
| 6. To design student assessment | 79% | 100% | 80% | 67% |

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

The majority of respondents also agreed with the five statements regarding preparing the learning environment. However, managing student behavior received the lowest agreement rate, with 22% of students disagreeing that they were prepared to manage student behavior and 22% neither agreeing nor disagreeing. The second lowest rated area was managing classroom procedures, with 16% respondents disagreeing with the statement, while 12% neither agreed nor disagreed.

*Table 17: Preparedness: Learning Environment:*

|  | All | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
|---|---|---|---|---|
| 1. To create an environment of respect | 94% | 88% | 89% | 100% |
| 2. To establish a culture for learning | 94% | 100% | 100% | 87% |
| 3. To manage classroom procedures | 72% | 100% | 67% | 60% |
| 4. To manage student behavior | 56% | 88% | 33% | 53% |
| 5. To organize physical space | 81% | 75% | 78% | 87% |

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

Elementary Education BSED respondents indicated high levels of agreement with the six statements regarding preparation for instruction, with the one-year out respondents reporting unanimous agreement for all six statements. Overall disagreement with this set of statements was low, with no area receiving more than 6% disagreement.

*Table 18: Preparedness: Instruction:*

|  | All | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
|---|---|---|---|---|
| 1. To communicate with students | 91% | 100% | 89% | 87% |
| 2. To use questions and discussion techniques | 94% | 100% | 100% | 87% |
| 3. To engage students in learning | 94% | 100% | 78% | 100% |
| 4. To use formative assessment in instruction | 84% | 100% | 78% | 80% |
| 5. To use summative assessment in instruction | 81% | 100% | 67% | 80% |
| 6. To demonstrate flexibility and responsiveness | 94% | 100% | 89% | 93% |

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

For the four statements regarding preparation for professional responsibilities, Elementary Education BSED respondents reported high levels of agreement. Communicating with families was the only statement without agreement higher than ninety percent; for this statement, 9% of respondents neither agreed nor disagreed, whereas 9% disagreed.

*Table 19: Preparedness: Professional Responsibilities:*

|  | All | 1 Yr | 3 Yrs | 5 Yrs |
|---|---|---|---|---|
| 1. To communicate with families | 81% | 88% | 67% | 87% |
| 2. To participate in a professional community | 91% | 88% | 100% | 87% |
| 3. To develop professionally | 94% | 100% | 100% | 87% |
| 4. To show professionalism | 97% | 88% | 100% | 100% |

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

## ADVANCEMENT

Seventy-nine percent of Elementary Education BSED respondents achieved at least one of the recognized advancements within two years; 41% achieved two or more; and 13% achieved all three.

*Table 20: Advancement in Career:*

|  | All | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
|---|---|---|---|---|
| Begin working in your field of study | 74% | 45% | 92% | 81% |
| Receive a salary increase | 38% | 9% | 67% | 38% |
| Receive a promotion or obtain a better position | 21% | 9% | 25% | 25% |

*Note that respondents could choose more than one answer.*

## IU SOUTHEAST EDUCATION & EXPERIENCE

All of the questions regarding education at IU Southeast received high marks from the majority of respondents and disagreement was low. However, the last three statements received "neutral" response rates of 22%, 22%, and 27%, respectively.

*Table 21: IU Southeast Education:*

|  | All | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
|---|---|---|---|---|
| IU Southeast has a good reputation in the region | 92% | 89% | 100% | 88% |
| IU Southeast offers high-quality academic programs | 92% | 100% | 83% | 94% |
| If I had to do it over again, I would choose IU Southeast | 89% | 89% | 83% | 94% |
| I have a civic responsibility to become involved in my community | 89% | 89% | 83% | 94% |
| As a student, I felt like a member of the IU Southeast community | 73% | 67% | 67% | 81% |
| I received a richer academic experience than at other area schools | 68% | 89% | 67% | 56% |
| I feel a sense of pride for IU Southeast | 65% | 56% | 75% | 63% |

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

Levels of satisfaction with emphasized aspects of the IU Southeast experience were also high, and dissatisfaction was low; however, 24% of respondents felt "neutral" about the opportunities to be involved in extracurricular activities and 14% felt "neutral" about the quality of information about career and job opportunities. An additional 11% of respondents were dissatisfied with the quality of information about career and job opportunities.

*Table 22: IU Southeast Experience:*

|  | All | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
|---|---|---|---|---|
| Overall quality of instruction | 95% | 100% | 83% | 100% |
| Quality of interaction with faculty | 95% | 100% | 75% | 100% |
| Quality of courses in your program | 86% | 100% | 75% | 88% |
| Student services responsiveness to student issues | 81% | 89% | 67% | 88% |
| The variety of academic programs and courses | 81% | 89% | 75% | 81% |
| Quality of information about career and job opportunities | 76% | 78% | 75% | 75% |
| Opportunities to be involved in extracurricular activities | 68% | 78% | 67% | 63% |

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

# CAREER DEVELOPMENT CENTER

One-third of all responding Elementary Education BSED alumni reported utilizing at least one of the recognized Career Development Center services while attending IU Southeast; one respondent reported utilizing two.

*Table 23: Services received while attending IU Southeast:*

|  | All | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
|---|---|---|---|---|
| Resume Review | 15% | 27% | -- | 19% |
| Other | 13% | -- | 17% | 19% |
| Career Counseling | 5% | -- | -- | 13% |
| Job Search Assistance | 3% | -- | -- | 6% |
| Internship | -- | -- | -- | -- |

*Note that respondents could choose more than one answer.*

Four Elementary Education BSED alumni indicated that they would like to be contracted by the Career Development Center; two from the three-year out group and two from the five-year out group.

*Table 24: Career Development Center contact:*

|  | All | 1 Yr Out | 3 Yrs Out | 5 Yrs Out |
|---|---|---|---|---|
| Yes | 10% | -- | 17% | 13% |

# QUALITATIVE COMMENTS: PRIDE & INVOLVEMENT

Respondents were asked, "In the next 5-10 years, what is the most meaningful thing the University can do to increase your IU Southeast pride and/or involvement?" *Please note that comments are displayed exactly as each respondent entered them; they are not edited for spelling and grammar.*

1. Not much because I have relocated to TN so attending would be difficult outside of online courses.
2. Provide more programs or opportunities for alumni to get involved around the community in a variety of counties.
3. Do more for post-graduates - finding more and better jobs, more networking, keeping us up-to-date with things offered at IUS
4. Continue to offer services to graduates and offer amazing courses and professors.
5. I plan to return to IUS to peruse a masters degrees in the next 5 years.
6. Tell people about Indiana university south east
7. Provide more incentives for involvement.
8. I think IUS needs to focus some time going into high schools if at possible. It really helped me to see how much more affordable IUS is compared to other schools.
9. I live so far away it is difficult!
10. For the faculty to have a more profound effect on the community and strong relationships with the surrounding middle and elementary schools. For example, when I attended Ivy Tech, students led a volunteer effort to clean up Deams Lake. It took a day to clean brush and plant flowers, but it was what we did as a team. Another example, students gathered at a homeless shelter and helped organize their closets. Students were given extra credit for it as motivation to attend.
11. Prepare future educators for the licensing tests. I was not prepared and was thrown into a testing situation I was not prepared for and as a result I have still not passed all my licensing tests and have no end in sight. I do not recommend IUS for this exact reason. I was cheated out of my education because when I started I only had to take the praxis and [professor] told me to not worry about my tests until I graduate. So I followed directions of an ignorant professor because had I not listened I could've graduated with my Kentucky and Indiana license instead of having to wait to take the praxis and the Pearson.
12. Help teachers with job prospects. My advisor told not to worry about it. I am still not in my career field as a teacher. Not lack of trying. Also interview preps, resumes, and any other useful tips to getting a job.
13. Create more clubs for students to be involved in that don't have such a high price tag. Also, help students look at various graduate programs for their field of interest. For instance, I have my B.S. from IUS in elementary education. I'm not sure what I want to do for my masters and wanted to explore options with my advisor. She just showed me the school website for graduate programs. I wanted to know all of my options, not just what IUS has, which is very limited.
14. Free Teaching Seminars for past graduates to earn PG points.
15. I wish IU Southeast would market themselves as the great college they are. Local people view IUS as a community college, which it most definitely is not. I think they should make it clear you are obtaining an IU degree and show how prestigious its schools are.
16. More internships and field experience
17. The most meaningful thing Indiana University Southeast can do to increase my pride/involvement is to continue posting amazing things are school is doing on social media! Even though I have graduated, anytime I see neat things IUS is doing, I love sharing it with my friends! I love sharing the information with juniors and seniors at my school I work at!

18. The free t-shirts and surveys help haha
19. Offer more events for non students to be involved


# RECOMMENDATION

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

Respondents were also asked if they would recommend IU Southeast to others who wish to pursue another education degree or license; 91% of respondents also indicated that they would recommend IU Southeast to others wishing to pursue another education degree or license.

Respondents gave the following reasons in support of their answers:

1. Loved my small class size and the cohort was like family.
2. Good faculty.
3. The teachers were great and really supported the students. You make a great network of future teachers as you go through the process together for 2 years.
4. The faculty is amazing to work with and the opportunities are great!
5. Cost was reasonable and had best program in the region, better than even uofl. Teachers were truly engaged in my life to make me feel like a priority and like they cared to see me succeed and truly passionate about teaching. Very optimistic view in a career field that can have alot of negatives. made me fall in love with teaching despite of its challenges.
6. Great teaching program, small class sizes, caring professors
7. Great price, close to home, excellent relationship with local schools, great access to professors
8. The professors were all compassionate and wanted to make sure we were all meeting our potential.
9. Small class sizes. Personal relationships with professors, comfortable and engaging learning environment.
10. I hope that the instruction is better than when Indiana was rolling out the Common Core Curriculum.
11. I felt that my experience was positive because of MY effort. I graduated with a BS in Elementary Education in December 2013. The school was in a major transition, so that can be taken into account to an extent. I still was a bit unwhelmed by the disorganization and quality of course work.
12. Great program.
13. Affordable, realistic program.
14. Solid program and great faculty!
15. IUS felt like home once I reached my Elementary Cohorts. The professors were amazing and knew us each by name. They were willing to take the extra step to help us better ourselves.
16. I don't think IUS knew what to tell teacher candidates once Indiana decided to change their licensing. It was navigating in the dark. All of our professors who hold PhD in their field all failed. How are students supposed to feel when our own professors can't pass?
17. Yes. But I think there should be improvements.

18. If the person is looking for a good college experience, I probably would not recommend IUS. If they are looking for a school to hold no meaning for them just to get in and get out with their degree and no emotional attachment, then IUS would be fine.
19. Most, but not all, of the education staff is amazing. They teach you what it is like to be a successful teacher.
20. I learned a lot. IUS is highly respected at the schools I've been in. I feel that what I learned is useful and relevant. The professors were great and easy to talk to.
21. You get so much hands on and real world experience. From the beginning you are placed and working in schools. You get to implement lesson plans you create. If you want to teach in this area, you should definitely go to IUS. You get to know the local schools and administrators and what is going on in the world of education in Kentuckiana.
22. Good professors
23. Yes, I recommend IUS to juniors and seniors, because it's a great campus with great professors that give you a wonderful education. I wasn't just a number at IUS. I was a student and my professors remembered me and actually still remember me even though I already graduated. Everyone is so encouraging. The price is affordable as well, which helps a lot.

## PROGRAM STRENGTHS & WEAKNESSES

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

1. More math teaching classes for elementary education.
2. Our class was the first to go through the program after its initial changes, so there were alpt of kinks that had to be worked out still. That made it rough, but i think that was better after a more classes completed our block program. We needed better science intrsution and us or more updated technology, such as the smart board, but that was in the works as we graduated so i believe by now it is probably better already.
3. The only weakness in the program was the children's literature class. After five years of teaching, I still feel a weakness in this area not knowing often what books would be best to use for specific standards. The professor was often absent and we didn't have class 3/4 of the time, but still had to pay full price for the class.
4. There MUST be more emphasis on classroom procedures and management.
5. I was at IU Southeast during a transition time, so it seemed to be a difficult time to be there. I hope that the program has found its stride and is doing better than when I was there.
6. I always felt welcome in my classes. My instructors were all great, but after having my own classroom for 5 years, I can see how much I was ill prepared. I feel that there was too much of an emphasis on the philosophy behind petagogy, and not enough on specific strategies for instruction, planning, and assessment.
7. Some classes were out of touch
8. It would be beneficial for IUS students to learn how to develop an effective guided reading routine with no aides, just the classroom teacher. Also, to support students in the management of literacy group instruction where all centers have students completing meaningful work, which is standards based.
9. Loved my program. Most of the professor's were amazing! Some of the best. I did not like working with the licensing professor. She was not very helpful, in my opinion. I think the instruction could

be a little more relevant to actually being in a classroom. But I loved what I learned. Just some of it was a little more hopeful teaching to how standardized testing pressured environment allows.

10. Dr. Mink is incredible and got me through the program. I cannot thank her enough. [Professor] made for a horrible advisor and teacher. I respect [them], but [they were] not very good at teaching what [they] knew. I feel that both classes I took with [them], online and in class, were a total waste where I learned nothing. Dr. Asim is amazing. I learned so much from her.

11. Weaknesses- The Dean who allows professors to get away with whatever they want. [Professor] who treats student like [their] personal maids. Disrespects students. Disrespects mental health.

12. I feel like all assignments were purposeful and useful, but there could be more instruction about teaching students with special needs, ELLs, and collaboration with special education instructors/other school members.

13. I think the faculty were great! They really seemed to care and want us to become the best educators. They seemed to take pride in their work.

14. The biggest strength in the elementary education program are the professors. They are incredible people with such a drive for educating. I alway enjoyed coming to school to learn from them. I always felt accepted and that I could express myself. I will always be grateful for the support they gave me then and the continued support they give me now even after graduating.


# PREPARATION TO ACCOMMODATE STUDENT NEEDS

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

1. We did not go into detail on how to do this, it was mentioned but never really taught.
2. Overall, well. However, each accommodation is unique so it's hard to cover all of them.
3. Not very well when it comes differentiating work.
4. Extremely well
5. Well
6. Very well.
7. Somewhat well
8. Very well
9. Well
10. All of the knowledge I have is because if my experience my classroom. I did not receive specific preparation.
11. Very well
12. I wish there were more classes involving proper differentiation for all different types of students.
13. The teachers were fantastic at assisting with differentiating lessons and demonstrating how to look for what a child needs.
14. What is my program? My current employer or my past education program? My employer does not prepare me and neither did IUS.
15. IUS did a wonderful job of helping us reach the needs of all students. Every lesson we planned, we had to have some sort of accommodation for students who needs weren't the same as others.
16. Yes.
17. This area can be improved
18. Only one professor really talked about this and they only gave a few examples.
19. Wonderfully. I felt prepared.

20. pretty well
21. Very well
22. Well
23. The professors show us many different ways to differentiate the skills. With that being said, that helps to better accommodate when needed.


## PREPARATION TO WORK WITH DIVERSE STUDENT POPULATIONS

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

1. It explaine situations, however I don't really thing you can prepare you have to have hands on experience for this.
2. Decent. Going to schools in Louisville was beneficial as they can be very different compared to schools in southern IN.
3. We covered ELL in one class for a week, not much
4. Not well. Not all schools are the same in our area. There is a big difference between inner-city and suburb schools.
5. Extremely well
6. Well, and the study abroad in Ecuador offered even more on the topic
7. Very well, especially with the observations and field of study in the area in Louisville.
8. Somewhat well
9. They could improve this area a little better and offer a course on how to work with them.
10. Well
11. All of the knowledge I have is because if my experience my classroom. I did not receive specific preparation.
12. Very well
13. Not well enough
14. There was very little focus on ELL and special needs students.
15. Very well
16. Very well!
17. IUS did a wonderful job of getting us in schools with diverse populations.
18. Ok.
19. Very little. I never had ELL students until student teaching where I was able to choose my school. The schools we used for our second and third practicum Swede anything but diverse. I had one placement with all white students and one Asian. No black, Hispanic or other race was present.
20. There is a large focus on students with IEP but lack of language barrier focus.
21. could be better
22. Pretty well
23. Well
24. Where I live, my community is not very diverse, and we do not have a lot of ELL students at our school. However, with the field experience that I had, I was placed in a classroom with a lot of ELL students, and because of that experience, I feel confident in teaching ELL students. IUS also provides a great special education class that prepares you.

# FURTHER COMMENTS

Respondents were asked for any further comments:

1. The offices need to be more open for students. It's very difficult to get a hold of anyone in any of the offices to make appointments.
2. Thank you!
3. I somewhat regret going to IUS because it was largely a commuter school. I had a hard time feeling connected with the people in my classes because no one else in my program lived on campus. People who did live on campus would go home every weekend. I tried joining clubs and sports, but they were either too pricy or lacked attendance to the point that the group would fall apart.
4. I think IUS provides the perfect opportunity to network and get to know the local schools and administrators which help you obtain a job as a teacher in this area after graduation.
5. I am very blessed that I chose Indiana University Southeast! I loved the campus, the professors, and the education I was able to receive. Thank you for all you did for me and my future!
6. Help with advising and credits would have been very beneficial to me. I transferred and was told I could graduate on time, but then was later told I had to go longer after I had moved to IUS.

# APPENDIX A

The survey instrument used in the administration follows.

# Alumni Survey



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

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

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

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

○ Employed full time (on average 30 hours or more per week)

○ Employed part time (on average less than 30 hours per week)

○ Enrolled in a program of continuing education

○ Unemployed, but seeking employment

○ Participating in a volunteer or service program (e.g., Peace Corps)

○ Serving in the U.S. military

○ Planning to continue education but not yet enrolled

○ Not seeking employment or continuing education at this time

I accepted my position:

○ Prior to Graduation

○ Less than one month after graduation

○ One to three months after graduation

○ Three to six months after graduation

○ Six to nine months after graduation

○ Nine to twelve months after graduation

○ More than twelve months after graduation

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

○ Unable to find employment

○ Retired

○ Personal decision related to self or family (taking care of dependents, illness, disability, etc.)

○ [                    ] Other (please specify)

Please provide employer information.

Position Title: [                    ]

Employer Name: [                    ]

Address: [                    ]

City: [                    ]

State: [                    ]

Zip: [                    ]

Please provide the following information about your assignment.

Role or Title: [                    ]

Organization: [                    ]

Address: [                    ]

City: [                    ]

State: [                    ]

Zip: [                    ]

Please provide the following information about your assignment.

Service or Branch:

Rank:

What is your current annual salary?

○ Less than $28,000

○ $28,001 to $40,000

○ $40,001 to $50,000

○ $50,001 to $70,000

○ $70,001 to $90,000

○ $90,001 to $110,000

○ More than $110,000

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

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

○ Yes

○ No and that is my preference.

○ No and that is not my preference.

Select all that apply:

|  | Master's | Doctorate | Other |
|---|---|---|---|
| Currently attending a graduate program | ☐ | ☐ | ☐ |
| Completed graduate program courses without earning a degree | ☐ | ☐ | ☐ |
| Earned graduate degree (if multiple degrees, check all that apply) | ☐ | ☐ | ☐ |

Enter the graduate program of study that you are currently attending.

[                                                                    ]

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

[                                                                    ]

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

[                                                                    ]

Enter the most recent graduate institution you attended:

Name of Institution:

City

State

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

○ Yes, and generally worked less than 5 hours per week

○ Yes, and generally worked between 5 and 10 hours per week

○ Yes, and generally worked between 11 and 20 hours per week

○ Yes, and generally worked between 21 and 30 hours per week

○ Yes, and generally worked more than 30 hours per week

○ No, I did not generally work as a student at IU Southeast

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

☐ Completed an internship

☐ Completed a practicum/field experience

☐ Participated in a student organization

☐ Participated in intercollegiate or intramural athletics

☐ Participated in community service

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

|  | Excellent Preparation | Good Preparation | Fair Preparation | Poor Preparation |
|---|---|---|---|---|
| Your current or most recent career | ○ | ○ | ○ | ○ |
| Finding a job relevant to your major soon after you graduated | ○ | ○ | ○ | ○ |
| Finding a job that used the skills that you developed *in your major* | ○ | ○ | ○ | ○ |
| Furthering your education or starting graduate school | ○ | ○ | ○ | ○ |
| Contributing to your community | ○ | ○ | ○ | ○ |

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 | ○ | ○ | ○ | ○ | ○ |
| 2. As a student, I felt like a member of the IU Southeast community | ○ | ○ | ○ | ○ | ○ |
| 3. IU Southeast has a good reputation in the region | ○ | ○ | ○ | ○ | ○ |
| 4. If I had to do it over again, I would choose IU Southeast | ○ | ○ | ○ | ○ | ○ |

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 5. I have a civic responsibility to become involved in my community | ○ | ○ | ○ | ○ | ○ |
| 6. I feel a sense of pride for IU Southeast | ○ | ○ | ○ | ○ | ○ |
| 7. I feel I received a richer academic experience at IU Southeast than I would have received at other area colleges and universities | ○ | ○ | ○ | ○ | ○ |

## 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 | ○ | ○ | ○ | ○ | ○ |

|  | Very Satisfied | Satisfied | Neutral | Dissatisfied | Very Dissatisfied |
|---|---|---|---|---|---|
| 2. Quality of courses in your program | ○ | ○ | ○ | ○ | ○ |
| 3. Quality of interaction with faculty | ○ | ○ | ○ | ○ | ○ |
| 4. The variety of academic programs and courses at IU Southeast | ○ | ○ | ○ | ○ | ○ |

|  | Very Satisfied | Satisfied | Neutral | Dissatisfied | Very Dissatisfied |
|---|---|---|---|---|---|
| 5. Student services (financial aid, registrar, advising) responsiveness to student issues | ○ | ○ | ○ | ○ | ○ |
| 6. Quality of information about career and job opportunities | ○ | ○ | ○ | ○ | ○ |
| 7. Opportunities to be involved in extracurricular activities (student activities, organizations, and campus events such as Common Experience) | ○ | ○ | ○ | ○ | ○ |

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

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

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

Preferred First Name:

Preferred Last Name:

Mailing Address- Street:

Mailing Address- City:

Mailing Address- State:

Mailing Address- Zip-code:

Phone number: (format 000-000-0000)

Preferred Email Address: (format

username@anydomain.com)

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

☐ Internship
☐ Career Counseling
☐ Resume Review
☐ Job Search Assistance
☐ [_____] Other (please specify)

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

◯ Yes
◯ No

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

Remember, you must finish the survey completely and provide a valid postal address to receive your free t-shirt.

◯ Small

○ Medium

○ Large

○ X-Large

○ 2X-Large

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

## Psychology Major Block



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

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

| | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree | Not Applicable |
|---|---|---|---|---|---|---|
| Employment | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

Group work in my major courses has been useful in:

| | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree | Not Applicable |
|---|---|---|---|---|---|---|
| Employment | ○ | ○ | ○ | ○ | ○ | ○ |

| | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree | Not Applicable |
|---|---|---|---|---|---|---|
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 |
|---|---|---|---|---|---|
| ○ | ○ | ○ | ○ | ○ | ○ |

○                                                ○

**Please click the SUBMIT button.**

## Neuroscience Major Block

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

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

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

|  | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree | Not Applicable |
|---|---|---|---|---|---|---|
| Employment | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

Group work in my major courses has been useful in:

|  | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree | Not Applicable |
|---|---|---|---|---|---|---|
| Employment | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |

|  | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree | Not Applicable |
|---|---|---|---|---|---|---|
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 |
|---|---|---|---|---|---|
| ○ | ○ | ○ | ○ | ○ | ○ |

**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. | ○ | ○ | ○ | ○ | ○ | ○ |
| 2. My current employment allows me to apply my knowledge and skills from college. | ○ | ○ | ○ | ○ | ○ | ○ |

|  | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree | Not Applicable |
|---|---|---|---|---|---|---|
| 3. The Arts and Humanities studies within my degree are informing my work and life in an meaningful way. | ○ | ○ | ○ | ○ | ○ | ○ |
| 4. The Social Science studies within my degree are informing my work and life in a meaningful way. | ○ | ○ | ○ | ○ | ○ | ○ |
| 5. The Natural Science studies within my degree are informing my work and life in a meaningful way. | ○ | ○ | ○ | ○ | ○ | ○ |
| 6. Adding a minor to my degree has already been/or will likely prove helpful to my work and life. | ○ | ○ | ○ | ○ | ○ | ○ |

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 | ○ | ○ | ○ | ○ | ○ | ○ |
| 2. Written Communication | ○ | ○ | ○ | ○ | ○ | ○ |
| 3. Analytical Skills | ○ | ○ | ○ | ○ | ○ | ○ |
| 4. Critical Thinking Skills | ○ | ○ | ○ | ○ | ○ | ○ |
| 5. Problem Solving Skills | ○ | ○ | ○ | ○ | ○ | ○ |
| 6. Teamwork Skills (Working well with others) | ○ | ○ | ○ | ○ | ○ | ○ |
| 7. Flexibility/Ability to adapt to change | ○ | ○ | ○ | ○ | ○ | ○ |
| 8. Interpersonal Skills | ○ | ○ | ○ | ○ | ○ | ○ |

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

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

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

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

○ Yes

○ No

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

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

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

[                                                                ]

**Please click the SUBMIT button.**

## Communications Major Block

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

Major as an IUS Student (Select one):

○ General Communication

○ Advertising

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

| | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree | Not Applicable |
|---|---|---|---|---|---|---|
| Employment | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 |
|---|---|---|---|---|---|---|

| | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree | Not Applicable |
|---|---|---|---|---|---|---|
| Employment | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

## Group work in my major courses has been useful in:

| | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree | Not Applicable |
|---|---|---|---|---|---|---|
| Employment | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

## 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 | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 | ○ | ○ | ○ | ○ | ○ | ○ |

|  | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree | Not Applicable |
|---|---|---|---|---|---|---|
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 |
|---|---|---|---|---|---|
| ○ | ○ | ○ | ○ | ○ | ○ |

**Please click the SUBMIT button.**

## Medical Coding and Medical Transcription Major Block

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

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

○ Strongly Agree
○ Agree
○ Neither Agree nor Disagree
○ Disagree
○ Strongly Disagree

I enjoyed the subject matter as a field of study.

○ Strongly Agree
○ Agree
○ Neither Agree nor Disagree
○ Disagree
○ Strongly Disagree

The certificate program maintains strong academic standards.

○ Strongly Agree

○ Agree

○ Neither Agree nor Disagree

○ Disagree

○ Strongly Disagree

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

○ Strongly Agree

○ Agree

○ Neither Agree nor Disagree

○ Disagree

○ Strongly Disagree

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

○ Strongly Agree

○ Agree

○ Neither Agree nor Disagree

○ Disagree

○ Strongly Disagree

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

○ Strongly Agree

○ Agree

○ Neither Agree nor Disagree

○ Disagree

○ Strongly Disagree

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

○ Strongly Agree

○ Agree

○ Neither Agree nor Disagree

○ Disagree

○ Strongly Disagree

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

○ Strongly Agree

○ Agree

○ Neither Agree nor Disagree

○ Disagree

○ Strongly Disagree

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

○ Strongly Agree

○ Agree

○ Neither Agree nor Disagree

○ Disagree

○ Strongly Disagree

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

○ Strongly Agree

○ Agree

○ Neither Agree nor Disagree

○ Disagree

○ Strongly Disagree

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

○ Strongly Agree

○ Agree

○ Neither Agree nor Disagree

○ Disagree

○ Strongly Disagree

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

○ Strongly Agree

○ Agree

○ Neither Agree nor Disagree

○ Disagree

○ Strongly Disagree

The certificate program used computer technology appropriately.

○ Strongly Agree

○ Agree

○ Neither Agree nor Disagree

○ Disagree

○ Strongly Disagree

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

○ Strongly Agree

○ Agree

○ Neither Agree nor Disagree

○ Disagree

○ Strongly Disagree

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

○ Strongly Agree

○ Agree

○ Neither Agree nor Disagree

○ Disagree

○ Strongly Disagree

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

○ Strongly Agree

○ Agree

○ Neither Agree nor Disagree

○ Disagree

○ Strongly Disagree

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

○ Strongly Agree

○ Agree

○ Neither Agree nor Disagree

○ Disagree

○ Strongly Disagree

Please rate your experience concerning each of the faculty topics below.
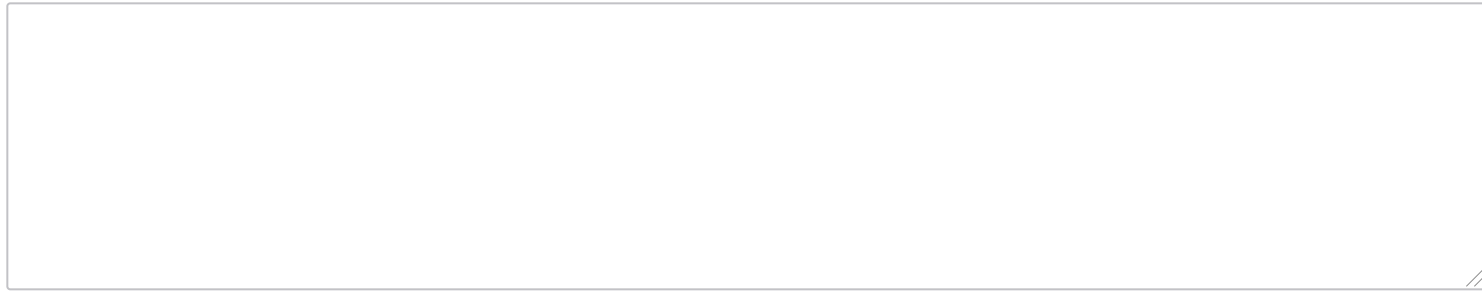
|  | Excellent | Very Good | Good | Fair | Poor |
|--|--|--|--|--|--|

|  | Excellent | Very Good | Good | Fair | Poor |
|---|---|---|---|---|---|
| Opportunities provided by faculty to ask questions in class. | ○ | ○ | ○ | ○ | ○ |
| Knowledge and skills of faculty regarding the subject matter. | ○ | ○ | ○ | ○ | ○ |
| Ability of faculty to communicate course material effectively. | ○ | ○ | ○ | ○ | ○ |
| Appropriateness of the *course activities* given by faculty to help me clearly understand the subject matter. | ○ | ○ | ○ | ○ | ○ |
| Appropriateness of the *lectures* given by faculty to help me to clearly understand the subject matter. | ○ | ○ | ○ | ○ | ○ |
| Availability of faculty for help outside of the classroom. | ○ | ○ | ○ | ○ | ○ |
| Fairness of evaluation/grading methods used by faculty. | ○ | ○ | ○ | ○ | ○ |

|  | Excellent | Very Good | Good | Fair | Poor |
|---|---|---|---|---|---|
| Academic advising by faculty. | ○ | ○ | ○ | ○ | ○ |
| Willingness of the faculty to provide job references. | ○ | ○ | ○ | ○ | ○ |
| My overall impression of faculty. | ○ | ○ | ○ | ○ | ○ |

Please rate your overall experience

|  | Excellent | Very Good | Good | Fair | Poor |
|---|---|---|---|---|---|
| My overall impression of the medical coding/medical transcription certificate program. | ○ | ○ | ○ | ○ | ○ |
| I would recommend the medical coding/medical transcription certificate program to others. | ○ | ○ | ○ | ○ | ○ |

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
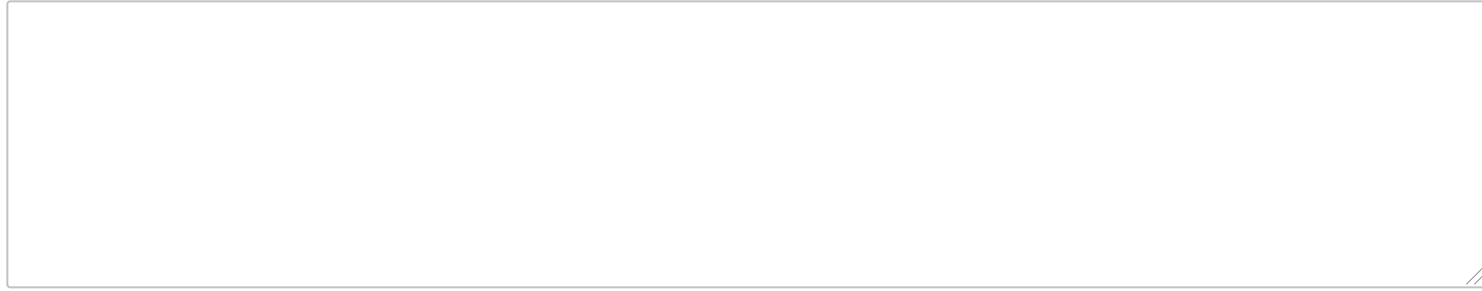
○ Disagree

○ Strongly Disagree

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

○ Strongly Agree

○ Agree

○ Neither Agree nor Disagree
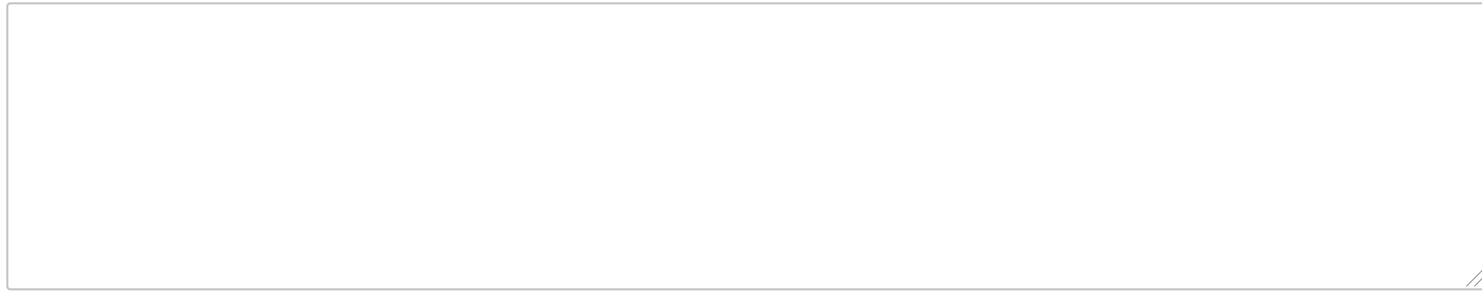
○ Disagree

○ 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 | ○ | ○ | ○ | ○ | ○ |
| Collaboration | ○ | ○ | ○ | ○ | ○ |
| Critical Thinking | ○ | ○ | ○ | ○ | ○ |
| Creativity | ○ | ○ | ○ | ○ | ○ |
| Curiosity | ○ | ○ | ○ | ○ | ○ |

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

○ Strongly Agree

○ Agree

○ Neither Agree nor Disagree

○ Disagree

○ Strongly Disagree

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

○ Strongly Agree

○ Agree

○ Neither Agree nor Disagree

○ Disagree

○ Strongly Disagree

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

○ Strongly Agree

○ Agree

○ Neither Agree nor Disagree

○ Disagree

○ Strongly Disagree

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

○ Strongly Agree

○ Agree

○ Neither Agree nor Disagree

○ Disagree

○ Strongly Disagree

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

Please click the SUBMIT button.

## School of Education Major Block

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

Did you also complete coursework for an additional teaching license at the time you completed your program?

◯ Yes

◯ No

If yes, type of license obtained:

[                                                                    ]

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

|  | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Not Applicable |
|---|---|---|---|---|---|---|
| 1. To demonstrate knowledge of content | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |
| 2. To demonstrate knowledge of pedagogy | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |
| 3. To demonstrate knowledge of students (child and adolescent development, special needs, students interests and cultural heritage) | ◯ | ◯ | ◯ | ◯ | ◯ | ◯ |

| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Not Applicable |
|---|---|---|---|---|---|---|
| 4. To set instructional outcomes (alignment, suitability for diverse learners) | ○ | ○ | ○ | ○ | ○ | ○ |
| 5. To design coherent instruction | ○ | ○ | ○ | ○ | ○ | ○ |
| 6. To design students assessment (congruence with instructional outcomes, criteria & standards, design of formative assessments, use of planning) | ○ | ○ | ○ | ○ | ○ | ○ |

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

| | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Not Applicable |
|---|---|---|---|---|---|---|
| 1. To create an environment of respect | ○ | ○ | ○ | ○ | ○ | ○ |
| 2. To establish a culture for learning (expectations for learning and achievement) | ○ | ○ | ○ | ○ | ○ | ○ |

|  | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Not Applicable |
|---|---|---|---|---|---|---|
| 3. To manage classroom procedures (performance of classroom routines) | ○ | ○ | ○ | ○ | ○ | ○ |
| 4. To manage student behavior | ○ | ○ | ○ | ○ | ○ | ○ |
| 5. To organize physical space (safety and accessibility) | ○ | ○ | ○ | ○ | ○ | ○ |

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

|  | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Not Applicable |
|---|---|---|---|---|---|---|
| 1. To communicate with students (directions for activities; explanations of content; use of oral, nonverbal, and written language) | ○ | ○ | ○ | ○ | ○ | ○ |
| 2. To use questioning and discussion techniques | ○ | ○ | ○ | ○ | ○ | ○ |

|  | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Not Applicable |
|---|---|---|---|---|---|---|
| 3. To engage students in learning (instructional materials, technology, and resources) | ○ | ○ | ○ | ○ | ○ | ○ |
| 4. To use formative assessment in instruction (monitor student learning; feedback to students) | ○ | ○ | ○ | ○ | ○ | ○ |
| 5. To use summative assessment in instruction (assessment criteria, monitoring of progress, feedback to students) | ○ | ○ | ○ | ○ | ○ | ○ |
| 6. To demonstrate flexibility and responsiveness (lesson adjustment; response to students) | ○ | ○ | ○ | ○ | ○ | ○ |

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

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

|  | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree | Not Applicable |
|---|---|---|---|---|---|---|
| 1. To communicate with families (information about the instructional program; information about individual students; engagement of families in the instructional program) | ○ | ○ | ○ | ○ | ○ | ○ |
| 2. To participate in a professional community (self-reflection on teaching; participation in school and district projects; involvement in culture of professional inquiry; relationship with colleagues) | ○ | ○ | ○ | ○ | ○ | ○ |
| 3. To develop professionally (enhancement of content knowledge and pedagogical skills, receptivity to feedback; service to the profession) | ○ | ○ | ○ | ○ | ○ | ○ |
| 4. To show professionalism (integrity/ethical conduct; service to students; advocacy; compliance with school and district regulation) | ○ | ○ | ○ | ○ | ○ | ○ |

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

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

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

○ Yes

○ No

Why or why not?

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

◯ Yes

◯ No

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

[ ]

**Please click the SUBMIT button.**

## Mathematics Major Block

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

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

<br>

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

<br>

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

<br>

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.

<br>

**School of Business Block**

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

Group work in my major courses has been useful in:

| | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree | Not Applicable |
|---|---|---|---|---|---|---|
| Employment | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 | ○ | ○ | ○ | ○ | ○ | ○ |
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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 | ○ | ○ | ○ | ○ | ○ | ○ |

|  | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree | Not Applicable |
|---|---|---|---|---|---|---|
| Graduate/Professional School | ○ | ○ | ○ | ○ | ○ | ○ |
| Everyday Life | ○ | ○ | ○ | ○ | ○ | ○ |

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

○ Strongly Agree

○ Agree

○ Neither Agree nor Disagree

○ Disagree

○ Strongly Disagree

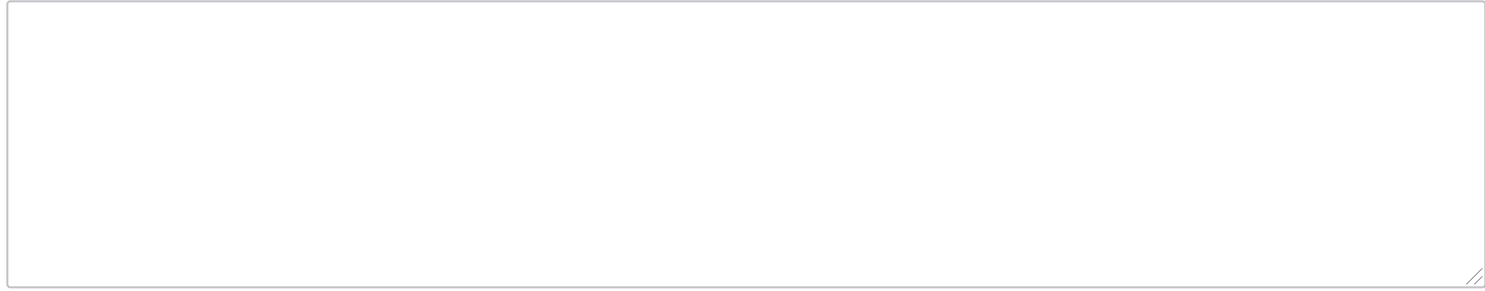Will you recommend IUS to others who wish to pursue an education in business?

○ 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.

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