

**Alumni Survey
Education Report**

Administered October 2019 & June 2020



**INDIANA UNIVERSITY
SOUTHEAST**

OFFICE OF INSTITUTIONAL EFFECTIVENESS

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October 2020**

SURVEY BACKGROUND AND SUMMARY

The Indiana University Southeast Alumni Survey was created in 2012 to obtain data necessary for the Office of Institutional Effectiveness (OIE), the Office of Development, and the Career Development Center. The instrument- found in Appendix A of this report- collects information pertaining to employment, graduate education, preparation for after college, perception of IU Southeast, satisfaction with the college experience, and updated contact information.

October 2019

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

- May 2019 (Six months out)

June 2020

Respondents for the June 2020 survey administration were drawn from institution records of degree recipients and included alumni from the following graduation classes:

- August 2019 and December 2019 graduates (Six months out)
- 2016-2017 graduates (Three years out)
- 2014-2015 graduates (Five years out; previously surveyed three years out in 2018)

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>
2019 Graduates	960	258	26.9%
2016-17 Graduates	1010	215	21.3%
2014-15 Graduates	1047	178	17%
Both Administrations	3017	651	21.6%

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

School of Education Response Rates

	<u>Invited</u>	<u>Responded</u>	<u>Response Rate</u>
2019 Graduates	129	37	28.7%
2016-17 Graduates	142	29	20.4%
2014-15 Graduates	172	21	12.2%
Both Administrations	443	87	19.6%

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NUMBER OF RESPONDENTS

This survey report is made up of responses from 87 Education alumni, including 38 graduate respondents and 49 undergraduate respondents.

Table 1: Respondents by years out:

	All		GR		UG	
	N	%	N	%	N	%
6 Mos Out	37	43%	15	39%	22	45%
3 Years Out	29	33%	9	24%	20	41%
5 Years Out	21	24%	14	37%	7	14%
Total	87	100%	38	100%	49	100%

GENDER & AGE

Female respondents outnumbered males by four to one, and 84% of the respondents were under the age of forty. The predominant age range for graduate respondents was 30 to 39, while the predominant age range for undergraduates was 20 to 29.

Table 2: Respondents by Gender:

	All	GR	UG		All	6 Mos Out	3 Yrs Out	5 Yrs Out
	Female	80%	82%		80%	Female	80%	81%
Male	20%	18%	20%	Male	20%	19%	28%	10%
Total	100%	100%	100%	Total	100%	100%	100%	100%

Table 3: Respondents by Age Group:

	All	GR	UG		All	6 Mos Out	3 Yrs Out	5 Yrs Out
	20 to 29	56%	21%		84%	20 to 29	56%	70%
30 to 39	28%	47%	12%	30 to 39	28%	22%	21%	48%
40 to 49	11%	24%	2%	40 to 49	11%	5%	14%	19%
50 to 59	3%	5%	2%	50 to 59	3%	3%	3%	5%
60 or more	1%	3%	--	60 or more	1%	--	--	5%
Total	100%	100%	100%	Total	100%	100%	100%	100%

EMPLOYMENT & INCOME

The large majority of both undergraduate and graduate respondents report that being employed full-time was their primary status post-graduation.

Table 4: Primary Status Post-Graduation:

	All	GR	UG	6 Mos Out	3 Yrs Out	5 Yrs Out
	Employed full time (on average 30 hours or more per week)	93%	97%	90%	89%	96%
Employed part time (on average less than 30 hours per week)	2%	3%	2%	3%	--	5%
Unemployed, but seeking employment	2%	--	4%	5%	--	--
Planning to continue education but not yet enrolled	1%	--	2%	3%	--	--
Not seeking employment or continuing education at this time	1%	--	2%	--	4%	--
Total	100%	100%	100%	100%	100%	100%

Fifty-five percent of graduate respondents who have accepted a full-time position accepted prior to graduation, whereas only 9% of undergraduates accepted a full-time position prior to graduation. However, sixty-seven percent of undergraduate respondents accepted their full-time position within three months of graduating; an additional 33% of graduate respondents accepted within a year.

Table 5: Accepted Position:

	All	GR	UG	6 Mos Out	3 Yrs Out	5 Yrs Out
Prior to Graduation	31%	55%	9%	38%	19%	33%
Less than one month after graduation	17%	11%	23%	24%	19%	5%
One to three months after graduation	26%	5%	44%	29%	19%	29%
Three to six months after graduation	9%	11%	7%	6%	12%	10%
Six to nine months after graduation	4%	3%	5%	3%	4%	5%
Nine to twelve months after graduation	4%	3%	5%	--	8%	5%
More than twelve months after graduation	10%	13%	7%	--	19%	14%
Total	100%	100%	100%	100%	100%	100%

The large majority of both undergraduate and graduate respondents report that their current job is related to their field of study.

Table 6: Employment in Studied Field:

	All	GR	UG	6 Mos Out	3 Yrs Out	5 Yrs Out
Yes	93%	92%	93%	94%	92%	90%
No and that is not my preference	5%	8%	2%	--	4%	5%
No and that is my preference	2%	--	5%	6%	4%	5%
Total	100%	100%	100%	100%	100%	100%

Ninety-one percent of Education respondents earned between \$28,001 and \$70,000 per year, with 50% of the graduate respondents earning \$50,001 to \$70,000 and 60% of the undergraduate respondents earning \$28,001 and \$40,000.

Table 7: Annual Salary:

	All	GR	UG	6 Mos Out	3 Yrs Out	5 Yrs Out
Less than \$28,000	6%	5%	7%	9%	--	10%
\$28,001 to \$40,000	36%	8%	60%	50%	42%	5%
\$40,001 to \$50,000	30%	29%	30%	29%	31%	29%
\$50,001 to \$70,000	25%	50%	2%	12%	23%	48%
\$70,001 to \$90,000	2%	5%	--	--	--	10%
\$90,001 to \$110,000	1%	3%	--	--	4%	--
More than \$110,000	--	--	--	--	--	--
Total	100%	100%	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 8: First Year Bonus:

- | | |
|--------|--|
| • N/A | • N/a |
| • None | • NA |
| • 0 | • Not applicable |
| • None | • NA |
| • N/A | • NONE - No raises were given due to covid |
| • NA | • 0 |
| • N/a | • N/A |
| • N/A | • \$600 |
| • none | • 0 |
| • N/A | • N/A |
| • None | • None |
| • 0 | • N/A |
| • N/A | • None |
| • 0 | • N/A |
| • N/A | • 1,000 |
| • \$0 | • N/A |
| • N/A | • 0 |
| • N/A | • Not sure |
| • N/A | • None |
| • N/A | • NA |
| • N/A | • 1000 |
| • N/A | • N/A |
| • N/A | • N/a |

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

CO-CURRICULAR ACTIVITY

Eighty percent of undergraduate respondents and 100% of graduate respondents report that they consistently worked while attending IU Southeast; 89% of the graduate respondents worked more than 30 hours per week, while only 13% of the undergraduates worked more than 30 hours per week. An equal percentage of undergraduate respondents worked 11 to 20 hours per week or 21 to 30 hours per week.

Table 9: Consistently Worked while Attending IU Southeast:

	All	GR	UG	6 Mos Out	3 Yrs Out	5 Yrs Out
Yes, and generally worked less than 5 hours per week	1%	--	2%	3%	--	--
Yes, and generally worked between 5 and 10 hours per week	7%	--	13%	9%	4%	10%
Yes, and generally worked between 11 and 20 hours per week	17%	5%	26%	15%	32%	--
Yes, and generally worked between 21 and 30 hours per week	17%	5%	26%	24%	11%	14%
Yes, and generally worked more than 30 hours per week	47%	89%	13%	38%	43%	67%
No, I did not generally work as a student at IU Southeast	11%	--	20%	12%	11%	10%
Total	100%	100%	100%	100%	100%	100%

Eighty-eight percent of undergraduates report that they completed a practicum/field experience while in attendance at IU Southeast, and 39% of undergraduates also participated in at least one other recognized co-curricular activity. Sixty-one percent of graduates report that they completed a practicum/field experience, and 29% participated in at least one other recognized co-curricular activity.

Table 10: Co-Curricular Activity:

	All	GR	UG	6 Mos Out	3 Yrs Out	5 Yrs Out
Completed a practicum/field experience	76%	61%	88%	70%	83%	76%
Participated in community service	24%	24%	24%	32%	17%	19%
Participated in a student organization	20%	13%	24%	19%	21%	19%
Completed an internship	5%	8%	2%	3%	10%	--
Participated in intercollegiate or intramural athletics	3%	--	6%	3%	3%	5%

Note that respondents could choose more than one answer.

POST-GRADUATE PROGRAMS

Seven undergraduate respondents were currently enrolled in Master’s programs at the following institutions: IU Southeast, Indiana Wesleyan University, and Western Kentucky University. Four undergraduate respondents report having earned Master’s degrees from the following institutions: IU Southeast, Pacific Oaks College, Western Kentucky University, and Walden University.

Table 11: Post-Graduate Degree – Undergraduates:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Currently enrolled	14%	5%	25%	14%
Earned post-graduate degree	8%	--	20%	--
Completed post-graduate courses	--	--	--	--

Note that respondents could choose more than one answer.

ADDITIONAL LICENSURE

Thirty-two percent of graduate respondents and 24% of undergraduate respondents reported completing coursework for an additional license at the time they completed their program.

Table 12: Additional Licensure:

	All	GR	UG	6 Mos Out	3 Yrs Out	5 Yrs Out
Yes	28%	32%	24%	30%	28%	24%

The types of additional licenses obtained are listed below:

Table 13: Type of Additional License Obtained:

- Masters license
- Reading
- Elementary education
- Counseling Certificate
- Kentucky School Counselor License
- English as a New Language
- Teaching

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

PREPAREDNESS

General Preparedness

The majority of responding Education alumni felt well prepared by their IU Southeast education, with graduate respondents indicating high rates of perceived preparedness; however, four graduate respondents (11%) indicated poor preparation for finding a job in their studied field and two graduate respondents (5%) indicated poor preparation for finding a job using skills developed in their major.

Undergraduate respondents rated their feelings of preparedness noticeably lower for contributing to the community and furthering their education— 24% of undergraduates rated their preparation for contributing to the community as “fair,” while 28% rated their preparation for furthering their education as “fair.” An additional 15% rated their preparation for furthering their education as “poor.”

Table 14: Preparedness: Career, Finding Employment, Community, & Education:

	All	GR	UG	6 Mos Out	3 Yrs Out	5 Yrs Out
Most current career	89%	95%	85%	82%	89%	100%
Finding a job that used skills developed in major	89%	92%	87%	79%	93%	100%
Finding a job in studied field	86%	86%	85%	76%	89%	95%
Contributing to community	80%	95%	67%	74%	79%	90%
Furthering Education	76%	94%	61%	67%	79%	86%

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

Specific to Field

The large majority of responding Education 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 graduate respondents rated their preparation highly, and there were no responses of disagreement. The undergraduates also rated their preparation well, however, 10% of the undergraduate respondents rated their preparation to demonstrate their knowledge of pedagogy and students as “poor.” The remaining areas all had disagreement rates between 3% and 5%.

Table 15: Preparedness: Planning and Preparation:

	All	GR	UG	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To demonstrate knowledge of content	93%	97%	90%	90%	92%	100%
2. To demonstrate knowledge of pedagogy	89%	97%	83%	84%	88%	100%
3. To demonstrate knowledge of students	87%	94%	83%	84%	92%	87%
4. To set instructional outcomes	90%	90%	90%	87%	92%	93%
5. To design coherent instruction	91%	97%	88%	90%	92%	93%
6. To design student assessment	93%	100%	88%	90%	92%	100%

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

Graduate agreement with the five preparation statements regarding learning environment was also quite high—there were no responses of disagreement. Preparation to manage student behavior had the lowest agreement rate with 14% of respondents indicating neither agree nor disagree, followed by preparation to organize physical space, which had 13% of respondents indicating neither agree nor disagree.

The majority of undergraduates also agreed with the five statements regarding preparing the learning environment, though their agreement rates were not as high as those of the graduate group. Preparation for managing student behavior was also the lowest rated, with 20% of respondents disagreeing or strongly disagreeing. While preparation to organize physical space was also the second-lowest rated component of the learning environment, managing classroom procedures had the second-highest disagreement rate, with 13%. Preparation to organize physical space received a neither agree nor disagree response rate of 13% and a disagree response rate of 10%.

Table 16: Preparedness: Learning Environment:

	All	GR	UG	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To create an environment of respect	94%	97%	93%	97%	92%	93%
2. To establish a culture for learning	89%	90%	88%	90%	88%	87%
3. To manage classroom procedures	86%	93%	80%	87%	88%	80%
4. To manage student behavior	80%	86%	75%	81%	83%	71%
5. To organize physical space	81%	87%	78%	81%	88%	73%

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

The graduate respondents indicated high levels of agreement with the six statements regarding preparedness for instructing, and again there were no responses of disagreement. Preparation to use formative assessment in instruction received the lowest rating with 93% agreeing and 7% neither agreeing nor disagreeing.

The large majority of undergraduates also agreed with the six statements regarding preparation for instruction; however, the statement regarding preparation to use summative assessment in instruction received a disagreement response rate of 8%, while the rest of the statements received disagreement response rates between 3% and 5%.

Table 17: Preparedness: Instruction:

	All	GR	UG	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To communicate with students	94%	97%	93%	100%	88%	93%
2. To use questions and discussion techniques	97%	100%	95%	97%	96%	100%
3. To engage students in learning	92%	97%	88%	94%	88%	93%
4. To use formative assessment in instruction	91%	93%	90%	90%	92%	93%
5. To use summative assessment in instruction	93%	97%	90%	94%	92%	93%
6. To demonstrate flexibility and responsiveness	96%	100%	93%	97%	92%	60%

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

Graduate respondents also indicated high levels of agreement with the four statements regarding preparation to handle professional responsibilities; there was only one response of disagreement for the statement regarding communication with families.

Undergraduate agreement was also high, albeit lower than that of the graduate group. Twenty-three percent of the undergraduate respondents disagreed that they were prepared to communicate with families, and 8% disagreed that they were prepared to develop professionally. Each of the four statements also received neither agree nor disagree response rates of 10%.

Table 18: Preparedness: Professional Responsibilities:

	All	GR	UG	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To communicate with families	76%	87%	67%	68%	79%	87%
2. To participate in a professional community	90%	94%	88%	90%	88%	93%
3. To develop professionally	87%	94%	83%	90%	80%	93%
4. To show professionalism	91%	94%	90%	97%	84%	93%

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

ADVANCEMENT

Eighty-nine percent of graduate respondents achieved at least one of the recognized advancements within two years of completing their IU Southeast degree; 29% achieved two or more; and 5% achieved all three.

Eighty-eight percent of undergraduate respondents achieved at least one of the recognized advancements within two years of completing their IU Southeast degree; 33% achieved two or more; and 12% achieved all three.

Table 19: Advancement in Career:

	All	GR	UG	6 Mos Out	3 Yrs Out	5 Yrs Out
Begin working in your field of study	67%	45%	84%	68%	72%	57%
Receive a salary increase	49%	68%	35%	41%	55%	57%
Receive a promotion or obtain a better position	13%	11%	14%	5%	14%	24%

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 survey respondents, with graduate respondents indicating particularly high levels of agreement. The statement “As a student, I felt like a member of the IU Southeast community” received the lowest agreement level from both undergraduates and graduates, with 20% of respondents selecting “neutral” (16% of graduates, 24% of undergraduates). Additionally, 14% of graduates and 20% of undergraduates responded with “neutral” for the statement “I received a richer academic experience at IU Southeast than at other area schools.”

Disagreement for graduates was low, with no statement receiving a disagreement rate higher than five percent; however, within the undergraduate group, 11% disagreed with the statement “I received a richer academic experience...” and 9% disagreed that they felt like a member of the IU Southeast community.

Table 20: IU Southeast Education:

	All	GR	UG	6 Mos Out	3 Yrs Out	5 Yrs Out
IU Southeast has a good reputation in the region	92%	92%	91%	97%	82%	95%
IU Southeast offers high-quality academic programs	92%	97%	87%	94%	82%	100%
I have a civic responsibility to become involved in my community	90%	97%	85%	91%	86%	95%
If I had to do it over again, I would choose IU Southeast	87%	89%	85%	85%	82%	95%
I feel a sense of pride for IU Southeast	80%	81%	78%	74%	79%	90%
I received a richer academic experience than at other area schools	75%	81%	70%	71%	75%	81%
As a student, I felt like a member of the IU Southeast community	73%	81%	67%	74%	71%	76%

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

Amongst the graduate respondents, levels of satisfaction with emphasized aspects of the IU Southeast experience were also high—there were only three responses of dissatisfaction: one regarding student services’ responsiveness to student issues and two regarding the quality of information about career and job opportunities. Quality of information about career and job opportunities and opportunities to be involved in extracurricular activities were the lowest rated by the graduate group, with each receiving “neutral” response rates of 22% and 25%, respectively.

Within the undergraduate group, levels of satisfaction were also high. However, quality of information about career and job opportunities and opportunities to be involved in extracurricular activities were also the lowest rated; each statement received “neutral” response rates of 13% and 24%, respectively. Additionally, 9% of the undergraduate respondents were dissatisfied with the quality of information about career and job opportunities.

Table 21: IU Southeast Experience:

	All	GR	UG	6 Mos Out	3 Yrs Out	5 Yrs Out
Quality of interaction with faculty	93%	97%	89%	91%	93%	95%
Overall quality of instruction	93%	100%	87%	94%	85%	100%
Quality of courses in your program	91%	100%	85%	88%	89%	100%
The variety of academic programs and courses	89%	92%	87%	91%	82%	95%
Student services responsiveness to student issues	86%	89%	83%	82%	89%	86%
Quality of information about career and job opportunities	76%	73%	78%	71%	86%	71%
Opportunities to be involved in extracurricular activities	67%	65%	70%	65%	71%	67%

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

CAREER DEVELOPMENT CENTER

Twenty-nine percent of all responding graduates utilized at least one of the recognized Career Development Center services while attending IU Southeast; 5% utilized two services. Forty-five percent of undergraduate respondents utilized at least one of the Career Development Center services; 8% utilized two services.

Table 22: Services Received while Attending IU Southeast:

	All	GR	UG	6 Mos Out	3 Yrs Out	5 Yrs Out
Resume Review	16%	11%	20%	19%	17%	10%
Other	11%	11%	12%	11%	17%	5%
Job Search Assistance	10%	13%	8%	3%	17%	14%
Career Counseling	5%	--	8%	3%	7%	5%
Internship	3%	--	6%	--	7%	5%

Note that respondents could choose more than one answer.

Four Education respondents indicated that they would like to be contacted by the Career Development Center: two undergraduate respondents and two graduate respondents.

Table 23: Career Development Center Contact:

	All	GR	UG	6 Mos Out	3 Yrs Out	5 Yrs Out
Yes	5%	5%	4%	8%	--	5%

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.*

Undergraduate Responses

1. Provide services that foster opportunities post graduation
2. Keep me posted on any grad school changes as I am working on my masters
3. Stop increasing costs for everything, making it difficult for future graduates to maintain IU Southeast pride.
4. I would like for the Education Department to help students find and apply for jobs before/after graduation. They could also help students become more prepared to take the tests to receive their teaching certification.
5. N/A
6. Continue to encourage students to be involved in activities on campus. Provide opportunities for students to be a part of the community (maybe partner with local businesses?) and support students in making decisions on where to get jobs post-graduation.
7. Keep working with public libraries
8. Axe the education program since teaching is a dying field that no one respects. Develop some sort of campus community, the nickname for IUS is still Grant Line High and that's what the campus felt like. Everyone was there to finish classes and then go home and that was it.
9. Have more events for alumni to attend.

10. Within the next 5-10 years I plan to obtain my Master's degree. After that I would like to go back again to earn my PhD in Literature. The most meaningful thing IU Southeast could do for me would be to begin a PhD program.
11. Keep me informed in events for alumni.
12. I would like to see improvement within the school of education. I participated in my time at IUS and have friends who are currently enrolled. Within surrounding communities, IUS's school of ed is seen as somewhat of a joke due to the unprofessional way in which it is ran. I even had host schools say they would no longer take IUS student teachers, not because of my performance or professionalism but because if the university's.
13. Just keep up the great job you're doing.
14. Program diversity needs to be developed for higher level degrees to offer Masters and eventually Doctorate programs for the sciences and arts.
15. More ALUMNI ONLY events on campus.
16. Restructure the Education program from top to bottom. Fix the T-101, T-102, and T-103 classes by getting rid of MyMathLab.
17. Multiple Grant options
18. More opportunities for alumni to come back and be involved with IUS
19. Fix the education program. No cost parking
20. Host events for Alumni. I
21. I believe that IU Southeast can extend its wings within areas of study; I sometimes felt that each area of study was secluded in itself.
22. Make sure the community realizes that this school gives IU degrees. Make sure it is not viewed as a community college.
23. Receiving IUS mail about events and such that are going on makes me feel like I am still an important part of their community even though I am gone.
24. Get lights for the softball field. Get more althetic opportunities for the students so I have more opportunities to support the students and increase scholarship opportunities for graduate school
25. If IUS could reach out to more local job fairs in my community to help future graduating high school students find a cheap and affordable college option it would always be helpful.

Graduate Responses

1. Keep up the great music programming at the Ogle Center. Keep expanding the offerings in the music and theatre departments.
2. Alumni nights are always fun, inexpensive tickets to baseball games, family nights, community service events, festivals with free/ reduce prices food/ games/ movies/ etc
3. Continue growing and adding more degree opportunities.
4. In the past my wife's college would invite students from each decade to attend a sporting event and be recognized. I know that it would be more challenging with IUS due to not having a football team, but some type of gathering. When the Ogle Center has an event, block a weekend out, and inviting alum to attend with their families at a discounted price. - You may be doing this but I am unaware, plus I don't know what things will look like with Covid-19.
5. I would like IUS to continue meeting the needs of all types of students.
6. Continue outreach to local school districts. IU Southeast is not the best-kept-secret it used to be and I want to see more people being reached. The commercials and social media presence has certainly helped this.

7. Nothing
8. Collaboration with schools in poverty
9. Provide other on campus opportunities for non-traditional students and their families.
10. Continue to spread the word about IUS
11. Hire and retain more African American instructors and professors.
12. Keep up the great work!
13. Have family day/outing activities to be involved with IUS. Community service opportunities to give back.
14. Authentic learning experiences for scholars centered around cultural competencies.
15. Reach out to Alumni more with different programs.
16. NA
17. Regardless of major, I believe every student should be required to have an internship. My experience was fine at IUS, however once I graduated no one offered guidance for the next phase in life.
18. Offer class reunions?
19. News letters, events, and special recognition of alumni.
20. Offer events based on major.
21. I'm not sure at this time.
22. Notify me about career opportunities in my field.
23. Offer events for alumni.

RECOMMENDATION

Respondents were asked to indicate if they would recommend IU Southeast to others who wish to pursue teaching careers. Ninety-seven percent of graduate respondents and 87% of undergraduate respondents indicated that they would recommend IU Southeast to others who wish to pursue teaching careers. Ninety-seven percent of graduate respondents and 90% of undergraduates also indicated that they would recommend IU Southeast to others who wish to pursue another education degree or license. Respondents gave the following reasons in support of their answers:

Undergraduate Responses

1. It's a good solid program
2. They helped me gain knowledge to succeed as a teacher.
3. The small campus makes it easier to work one on one with professors and to get what you need
4. I was drowning in work from day 1, I had no clue how to do anything because the education program was focused more on hypothetical situations and what should be done in a perfect world instead of how to survive the **** show that is modern teaching.
5. I loved my time in the education program and I do feel that I was very supported all throughout and all my professors did the best they could to prepare me. There are some areas though that after teaching for a few years, I wish I would have been taught more about. See box below for more information.
6. I would recommend IUS to others wishing to go to school for teaching because I feel that I received a well-rounded education from the education program.
7. IUS provided a robust educator preparation program.
8. It is a good school for locals to attend and get involved or introduced to local schools and school systems.
9. It was very helpful in preparing me to quickly find a job and be successful in the classroom.

10. I did not have any negative experiences with the program.
11. I found IUS's school of education to be unprofessional and extremely unorganized. The professors were never clear with one another about expectations for combined assignments. The instructors would gossip about each other and other students. The teacher in charge of student teaching never responded to emails or phone calls. This was a major issue for students and schools that took in student teachers. The ENL program was unorganized and added last minute classes for me to obtain my major.
12. Just because I regret going in to education, nothing against the school. I am now pursuing law school after grad school
13. Love the school of education. Having former classroom teachers such as Dr Griggs, Dr Losey and Dr Zollman really helps students understand the learning process.
14. Excellent staff attentiveness & relationships with students. The hospitality is amazing & the staff clearly care about student success.
15. It does prepare people to be teachers in this community.
16. I liked that our class sizes were small and it felt like we were a family. I know that there are some things that a program cannot prepare you for and that you have to figure it out when you're actually doing the job.
17. Small classes, teachers that care, just good all around.
18. For the most part the program was good and teachers were good. But it was very disorganized, unprofessional.
19. It was a great school in a wonderful location. I always felt safe on campus and had wonderful professors.
20. For the most part, the staff is strong.
21. It is a cost affordable way to obtain your teaching license.
22. I enjoyed IUS because of my cohort, we were very small and always helped each other. There are a few teacher that are really there to help support you and help you grow as a teacher. Those bonds are what really makes a difference.
23. It is a cheap and affordable option with some treasure of instructors among the rough.
24. The professors at IUS are some of the best teachers I have met in my life. They truly care about each and every one of their students. You don't get that at every college.

Graduate Responses

1. You will be prepared to teach when you finish.
2. Amazing professors, great classes. Registrar's Office was a nightmare every semester to get into the classes I needed and paying was annoying. But once you got that settled for the semester, the classes themselves were excellent. The expectations were clear and reasonable for those of us working. Profs worked with your current situation to adapt project work to benefit your position best.
3. It provided everything one needs to be an effective teacher.
4. I have recommend fellow teachers to the Masters program because of the flexibility in online and in-person classes as well as the excellent professors that have experience and knowledge to help young teachers.
5. I do. The School of Education as a whole is very well-run. The undergraduate and graduate programs are laid out in ways they not only make sense, but work well.
6. Professors were very engaging and caring.
7. There are too many classes that require meeting on campus which is extremely inconvenient after working 40 hours per week as an educator.

8. I love the faculty and staff. As a non-traditional student, I feel that the instructors were very understanding that I was a mother of 4, a wife, and held a full-time teaching position, as well as going to school.
9. It is a great place to get an education degree for under grade and graduate courses.
10. IUS was a great learning environment and very affordable. I loved the small classes and learned what I needed to know to prepare me as a special ed teacher.
11. I felt like I received a great education at IUS. I completed the T2T program and returned to finish my masters because I enjoyed the school. I also really appreciated the graduate center and how convenient it was to Louisville.
12. Preparation was great
13. Wonderful faculty!
14. Because of the small class sizes and rigor of curriculum taught.
15. Very good professors and staff.
16. It is an affordable and welcoming environment with small class size.
17. IUS was a wonderful college with very knowledgeable and understanding professors.
18. Very good classes, close by, and they are reasonably priced.
19. I had a good experience and the tuition is reasonable.
20. Small classes made instruction personal.

PROGRAM STRENGTHS & WEAKNESSES

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

Undergraduate Responses

1. Small enough to get personalized attention from instructors but with a big school feel!
2. N/A
3. Super easy to graduate as a science education major
4. I feel that the program needs to implement more instruction that deals with children that have gone through a lot of trauma in their lives. Working at a trauma informed school, I did not feel that the program fully prepared me to deal with the behavior issues and struggles of these types of students. I also think more discussion about CPS/DCS reporting should be discussed in the program and what to do when in that type of situation. I also think STEM classes could be very beneficial.
5. N/A
6. I wish you the best.
7. Block 4 needs a lot of things fixed. Very unorganized.
8. I did not feel adequately prepared in the area of assessments.
9. Job interview preparation and grading preparation is a weakness. Strengths are how creative and hands on the program is

Graduate Responses

1. I did not fully understand the process to get my new degree on my liscence. I wish I had asked more questions to my professors because the person in the education office was vague and then rude when I asked more questions because I wanted a clear set of directions of which praxis tests to take
2. I really appreciated the cafeteria hours - it was nice to be able to get dinner before class on campus. The food was always good, healthier, and it was easier than getting fast food. Then I didn't have to eat during class.

3. As I said above, the School of Education is great. The main issue I have, as a band director in the field is the way the Music Education degree programs are set up. They don't focus on actual teaching enough and focus more on piano pedagogy, and a lot of directors don't play that much piano. The focus needs to shift to more observations before student teaching, and a focus on athletic bands (pep band and marching band) need to be actual classes. But, that is the Music Department, and they don't see things that way, which is sad because a lot of the students that go through that program will be very unprepared for the reality of teaching band with more than a concert program.
4. More hands on learning, less papers
5. N/A
6. N/A
7. I didn't know I had to obtain an IN teaching license before applying for my KY license. That made me getting my KY license take much longer than it should have and I had to spend a lot of money to get a license in IN which I do not plan to use.
8. There is a strong need for African American instructors, professors, and support staff.
9. Strength: faculty and staff's overall willingness to provide support (I did not follow a traditional graduate plan, but I received a lot of help and was able to create my own plan)
Weakness: better communication between offices
10. More diversity in the staff that is teaching to help aid with various experiences in teaching and education.
11. IUS needs to further their assistance to help those students obtaining Masters degrees in School Counseling towards finding a job. After obtaining my degree and proper certifications it took me 2.5 years to find a job as a School Counselor after years of applying to various counties/districts across Kentuckiana.
12. Very flexible in offer classes on campus or online or a combination of both which I personally prefer.
13. I felt valued as a profession by all staff.
14. Keep offering hybrid classes.
15. More focus on SEL vs academic.

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?"

Undergraduate Responses

1. Great with the use of technology
2. Very well
3. Very well
4. Not real well
5. I thought I felt prepared, but now having taught for 5 years, I do not feel this way. More discussion needs to happen about when you have some students way above level and some that can still barely read in 3rd grade and how to meet the needs of both, along with your middle students.
6. This is an area I believe the program could improve upon. Throughout the program we were told several times that instruction would need to be modified, particularly for ELL students, but were not given a lot of instruction on the manner in which it should be done.
7. It prepared me well.

8. Very well
9. Somewhat
10. Very Well
11. moderate
12. Somewhat. It was more of an overview.
13. Very well
14. I feel like more could have been done to model how to successfully do this.
15. Very well.
16. Okay
17. Good
18. This is an area that I could have used more preparation in.
19. Well
20. Average
21. Very Good
22. Very well

Graduate Responses

1. I felt prepared to accommodate the needs of my students.
2. Very well. I feel confident changing instruction or methods as needed to meet diverse readers
3. It did a good job.
4. I was very well prepared.
5. greatly
6. Well prepared
7. The Instructors taught each person to adapt instruction so that all students can learn.
8. Well
9. Excellent
10. This is still something that I'm working on. I would of like to do more workshop model in my classroom but I struggle with relinquishing my whole class teaching time.
11. somewhat well
12. Very well; I was expected to modify my lessons to accommodate my students' needs on every lesson plan.
13. Very Well
14. Very well.
15. very well
16. Very well
17. Very
18. Very Well
19. Only had one class to teach that. More would be beneficial.
20. Very well

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)?"

Undergraduate Responses

1. Great with the use of technology
2. Really well

3. Need more
4. Well
5. Fairly well
6. I think this should be hit on more in the program.
7. This is an area I believe the program could improve upon. Throughout the program we were told several times that instruction would need to be modified, particularly for ELL students, but were not given a lot of instruction on the manner in which it should be done.
8. It prepared me well.
9. Very well
10. somewhat
11. Well
12. not well in most cases
13. Pretty well. They hosted sessions to talk about and cover some strategy tips, but for the most part it was self taught as well.
14. Very well
15. I feel like more could have also been done in regards to this.
16. Very well.
17. Pretty good
18. Placement in schools that have a lot of diversity and students with special needs.
19. Okay
20. I feel like this is based on the student teaching location.
21. Well
22. Average
23. Very Good
24. I was dual certified. I feel that the special education did a wonderful job but that the elementary education could have done a better job.

Graduate Responses

1. Very well
2. ELL, good. Special Needs, ok. I feel the field of special education is too broad for a single class to fully prepare you for what you'll meet in the classroom. I learned a lot in that class but I almost considered a dual major to also become special ed Certified. I still don't feel 100% prepared for so many different learners
3. It did a good job.
4. I was very well prepared.
5. The program helped with working with students with special needs, I chose to take a couple of those classes and they have helped a lot.
6. ok
7. Not amazing but decent
8. There were classes to assess the needs of the diverse learner.
9. Very well
10. Excellent
11. I felt adequately prepared for diverse students.
12. somewhat well
13. Very well; I spent an entire semester learning about working with diverse student populations and gaining experience in the field.
14. Somewhat
15. Needs more.

16. very well
17. Very well
18. Very
19. Somewhat
20. We had one special ed course and a multicultural course.
21. Very well

FURTHER COMMENTS

Respondents were asked for any further comments:

Undergraduates

1. Grants or scholarships should be available for graduate programs for education
2. Love the school and campus!
3. The faculty in charge of promoting post graduate education for the Education Department could do a better job.
4. I loved my time at IUS and I would suggest attending there to anyone who may ask.
5. N/A
6. I feel you receive a good quality education without paying outrageous prices like some big schools in the area.
7. If you aren't going to close school when it obviously needs to during snowy weather, you need to properly clean the roads off and add plenty of salt to the parking lots and sidewalks. When I was in a cast and had crutches, I fell walking into Hillside because no one properly salted the ground to where the ice melted, and my class was at 8. You are creating unsafe environments by doing that.
8. I enjoyed my time there.
9. A class for education that went though and demoed for the students different technology devices used in different schools would be helpful and prepared I believe us better for our student teacher sections of our blocks.

Graduates

1. I have a bachelor degree in music education from Western Ky University, and would have sought out a masters degree in the same...or possibly in choral conducting. These degrees are not offered at IUS, but the education department and music department worked together to incorporate as many music experiences as possible into the M.E. Education Degree that I received from IUS. My professors were excellent.
2. Even as a graduate student, I felt connected to IUS. I joined 2 fellowship groups and felt a part of the campus even though I was there in the evenings or summers
3. I enjoyed my time at IUS. I was the first in my family to graduate college. I know that IUS provided me with the confidence and skill set to perform my job in a successful way. IUS is close to home and prices are very reasonable for the quality education that you receive.
4. Great experience
5. N/A
6. None
7. Wonderful graduate experience!
8. NA
9. N/A
10. Offer online only program. Not hybrid.

11. I loved being able to take hybrid courses as a working adult. These courses sped up my degree and allowed me to take on more courses in a semester.
12. N/A

APPENDIX A

The survey instrument used in the administration is included as an attachment. You can access this by selecting the paperclip icon in the column on the left.