

**Alumni Survey
Counseling MSED**

Administered October 2020 & June 2021



**INDIANA UNIVERSITY
SOUTHEAST**

OFFICE OF INSTITUTIONAL EFFECTIVENESS

**Ronald E. Severtis, Jr., Sara Spalding, and Amanda Scarberry
December 2021**

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 2020

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

- May 2020 (Six months out)

June 2021

Respondents for the June 2021 survey administration were drawn from institution records of degree recipients and included alumni from the following graduation classes:

- August 2020 and December 2020 graduates (Six months out)
- 2017-2018 graduates (Three years out)
- 2015-2016 graduates (Five years out; previously surveyed three years out in 2019)

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>
2020 Graduates	997	260	26.1%
2017-18 Graduates	983	156	15.9%
2015-16 Graduates	995	118	11.9%
Both Administrations	2975	534	17.9%

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

Counseling M.S.Ed Response Rates

	<u>Invited</u>	<u>Responded</u>	<u>Response Rate</u>
2020 Graduates	21	10	47.6%
2017-18 Graduates	26	5	19.2%
2015-16 Graduates	9	2	22.2%
Both Administrations	56	17	30.4%

Contents

SURVEY BACKGROUND AND SUMMARY	2
NUMBER OF RESPONDENTS.....	5
<i>Table 1: Respondents by years out:</i>	5
GENDER & AGE	5
<i>Table 2: Respondents by Gender:</i>	5
<i>Table 3: Respondents by Age Group:</i>	5
EMPLOYMENT & INCOME.....	5
<i>Table 4: Primary Status Post-Graduation:</i>	5
<i>Table 5: Accepted Position:</i>	6
<i>Table 6: Employment in Studied Field:</i>	6
<i>Table 7: Annual Salary:</i>	6
CO-CURRICULAR ACTIVITY.....	7
<i>Table 8: Consistently Worked while Attending IU Southeast:</i>	7
<i>Table 9: Participation in Co-Curricular Activity:</i>	7
POST-GRADUATE PROGRAMS.....	7
<i>Table 10: Post-Graduate Programs:</i>	7
ADDITIONAL LICENSURE.....	8
<i>Table 11: Additional Licensure:</i>	8
<i>Table 12: Type of Additional License Obtained:</i>	8
PREPAREDNESS	8
General Preparedness	8
<i>Table 13: Preparedness: Career, Job, Community, & Education:</i>	8
Specific to Field	9
<i>Table 14: Preparedness: Planning and Preparation:</i>	9
<i>Table 15: Preparedness: Learning Environment:</i>	9
<i>Table 16: Preparedness: Instruction:</i>	10
<i>Table 17: Preparedness: Professional Responsibilities:</i>	10
ADVANCEMENT.....	10
<i>Table 18: Advancement in Career:</i>	10
IU SOUTHEAST EDUCATION & EXPERIENCE	11
<i>Table 19: IU Southeast Education:</i>	11
<i>Table 20: IU Southeast Experience:</i>	11
CAREER DEVELOPMENT CENTER.....	12
<i>Table 21: Services received while attending IU Southeast:</i>	12
<i>Table 22: Career Development Center Contact:</i>	12
QUALITATIVE COMMENTS: PRIDE & INVOLVEMENT.....	12
RECOMMENDATION.....	13

Fall 2020 & Spring 2021 Alumni Survey: Counseling MSED

PROGRAM STRENGTHS & WEAKNESSES 13
PREPARATION TO ACCOMMODATE STUDENT NEEDS..... 13
PREPARATION TO WORK WITH DIVERSE STUDENT POPULATIONS 14
QUALITATIVE COMMENTS: FURTHER COMMENTS..... 14
APPENDIX A 14

NUMBER OF RESPONDENTS

This report consists of responses from seventeen School of Education alumni from the graduate Counseling (MSED) program.

Table 1: Respondents by years out:

	Fall 2020 & Spring 2021	
	N	%
6 Months Out	10	59%
3 Years Out	5	29%
5 Years Out	2	12%
Total	17	100%

GENDER & AGE

Sixteen of the seventeen respondents were female, while one was male. Nearly half of the respondents were between the ages of 30 to 39.

Table 2: Respondents by Gender:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Female	94%	90%	100%	100%
Male	6%	10%	--	--
Total	100%	100%	100%	100%

Table 3: Respondents by Age Group:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
20 to 29	18%	20%	20%	--
30 to 39	47%	30%	60%	100%
40 to 49	24%	30%	20%	--
50 to 59	12%	20%	--	--
Total	100%	100%	100%	100%

EMPLOYMENT & INCOME

Sixteen of the seventeen respondents report that their primary status post-graduation is being employed full-time; the remaining respondent's primary status was part-time employment.

Table 4: Primary Status Post-Graduation:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Employed full time (on average 30 hours or more per week)	94%	90%	100%	100%
Employed part time (on average less than 30 hours per week)	6%	10%	--	--
Total	100%	100%	100%	100%

Forty percent of the respondents accepted their position prior to graduation; an additional 53% accepted within six months of graduating. Only one respondent took more than twelve months after graduation to find their position.

Table 5: Accepted Position:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Prior to Graduation	40%	33%	50%	50%
Less than one month after graduation	--	--	--	--
One to three months after graduation	33%	33%	25%	50%
Three to six months after graduation	20%	33%	--	--
Six to nine months after graduation	--	--	--	--
Nine to twelve months after graduation	--	--	--	--
More than twelve months after graduation	7%	--	25%	--
Total	100%	100%	100%	100%

The large majority of respondents reported that their current jobs were related to their field of study; only two respondents did not work in their field of study without that being their preference.

Table 6: Employment in Studied Field:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Yes	81%	80%	100%	50%
No and that is not my preference	13%	10%	--	50%
No and that is my preference	6%	10%	--	--
Total	100%	100%	100%	100%

The Counseling MSED respondents reported a wide range of salaries, with the predominant annual earnings range being \$40,001 to \$50,000. However, 38% of the respondents earned less than \$40,000 per year, with 13% earning less than \$28,000.

Table 7: Annual Salary:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Less than \$28,000	13%	20%	--	--
\$28,001 to \$40,000	25%	40%	--	--
\$40,001 to \$50,000	44%	30%	75%	50%
\$50,001 to \$70,000	13%	--	25%	50%
\$70,001 to \$90,000	6%	10%	--	--
Total	100%	100%	100%	100%

Respondents were asked “What is your guaranteed first-year bonus amount, if you are receiving one?” Of the eight respondents that provided a response to this question, all eight indicated that they were not receiving a bonus.

CO-CURRICULAR ACTIVITY

All but one Counseling MSED respondent reported that they consistently worked while attending IU Southeast, with 75% of the respondents generally working more than 30 hours per week.

Table 8: Consistently Worked while Attending IU Southeast:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Yes, and generally worked less than 5 hours per week	--	--	--	--
Yes, and generally worked between 5 and 10 hours per week	--	--	--	--
Yes, and generally worked between 11 and 20 hours per week	13%	10%	25%	--
Yes, and generally worked between 21 and 30 hours per week	6%	10%	--	--
Yes, and generally worked more than 30 hours per week	75%	70%	75%	100%
No, I did not generally work as a student at IU Southeast	6%	10%	--	--
Total	100%	100%	100%	100%

Sixteen of the seventeen respondents (94%) participated in at least one of the recognized co-curricular activities offered at IU Southeast, with fifteen respondents completing a practicum or field experience. Eleven respondents (65%) participated in a practicum/field experience and at least one other additional co-curricular activity.

Table 9: Participation in Co-Curricular Activity:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Completed a practicum/field experience	88%	100%	80%	50%
Completed an internship	71%	90%	40%	50%
Participated in community service	12%	10%	--	50%
Participated in intercollegiate or intramural athletics	6%	--	20%	--
Participated in a student organization	--	--	--	--

Note that respondents could choose more than one answer.

POST-GRADUATE PROGRAMS

Twelve of the seventeen Counseling MSED respondents report having earned a Master’s degree from IU Southeast. Two respondents report having completed post-graduate courses without having earned a degree; one in an unspecified program and one in a program for ENL certification. An additional respondent reported that they were currently enrolled in an “Other” program, though they did not specify where.

Table 10: Post-Graduate Programs:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Earned post-graduate degree	71%	70%	60%	100%
Completed post-graduate courses	12%	10%	20%	--
Currently enrolled	6%	--	20%	--

Note that respondents could choose more than one answer.

ADDITIONAL LICENSURE

Five of the seventeen respondents reported completing coursework for an additional license at the same time they completed their program.

Table 11: Additional Licensure:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Yes	29%	30%	20%	50%

The respondents who completed additional licensure listed the type of additional license obtained; their responses are as followed:

Table 12: Type of Additional License Obtained:

- ENL
- School Counseling
- Counseling
- School Counseling
- School Counseling Certification

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

PREPAREDNESS

General Preparedness

The majority of the Counseling MSED respondents felt well prepared by their education at IU Southeast. There was only one response of "poor preparation" regarding preparation for contributing to the community.

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

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Most current career	94%	90%	100%	100%
Finding a job that used skills developed in major	88%	80%	100%	100%
Contributing to community	81%	80%	75%	100%
Furthering Education	81%	80%	75%	100%
Finding a job in studied field	81%	80%	100%	50%

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

Specific to Field

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

The large majority of respondents felt well prepared for planning and preparation, with four of the six statements receiving unanimous agreement from the respondents. There were no responses of disagreement, though two statements received a response of “neither agree nor disagree.”

Table 14: Preparedness: Planning and Preparation:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To demonstrate knowledge of content	100%	100%	100%	100%
2. To demonstrate knowledge of pedagogy	93%	100%	100%	50%
3. To demonstrate knowledge of students	100%	100%	100%	100%
4. To set instructional outcomes	93%	100%	100%	50%
5. To design coherent instruction	100%	100%	100%	100%
6. To design student assessment	100%	100%	100%	100%

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

The majority of Counseling MSED respondents also agreed with the five statements regarding preparing the learning environment, with three of the five statements receiving unanimous agreement. Again, there were no responses of disagreement; however, two respondents neither agreed nor disagreed that they were prepared to manage student behavior.

Table 15: Preparedness: Learning Environment:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To create an environment of respect	100%	100%	100%	100%
2. To establish a culture for learning	100%	100%	100%	100%
3. To manage classroom procedures	93%	100%	100%	50%
4. To manage student behavior	86%	100%	100%	--
5. To organize physical space	100%	100%	100%	100%

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

Agreement with the six statements regarding preparedness for instruction was also high, with four of the six statements receiving unanimous agreement from all respondents. There were no responses of disagreement, though two statements received one response of “neither agree nor disagree.”

Table 16: Preparedness: Instruction:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To communicate with students	100%	100%	100%	100%
2. To use questions and discussion techniques	100%	100%	100%	100%
3. To engage students in learning	100%	100%	100%	100%
4. To use formative assessment in instruction	93%	100%	100%	50%
5. To use summative assessment in instruction	100%	100%	100%	100%
6. To demonstrate flexibility and responsiveness	92%	88%	100%	100%

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

Counseling MSED respondents indicated unanimous agreement with the four statements regarding preparation to handle professional responsibilities.

Table 17: Preparedness: Professional Responsibilities:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To communicate with families	100%	100%	100%	100%
2. To participate in a professional community	100%	100%	100%	100%
3. To develop professionally	100%	100%	100%	100%
4. To show professionalism	100%	100%	100%	100%

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

ADVANCEMENT

Twelve of the seventeen (71%) Counseling MSED respondents achieved at least one of the three recognized advancements within two years of their IU Southeast graduation, with over half beginning work in their field of study. Two respondents (12%) achieved all three advancements.

Table 18: Advancement in Career:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Begin working in your field of study	53%	50%	80%	--
Receive a salary increase	24%	10%	20%	100%
Receive a promotion or obtain a better position	18%	20%	20%	--

Note that respondents could choose more than one answer.

IU SOUTHEAST EDUCATION & EXPERIENCE

All the questions regarding education at IU Southeast received high marks from the majority of Counseling MSED respondents and overall disagreement was low; however, the statements “I feel a sense of pride for IU Southeast,” and “As a student, I felt like a member of the IU Southeast community,” each received two responses (13%) of disagreement.

Table 19: IU Southeast Education:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
IU Southeast offers high-quality academic programs	100%	100%	100%	100%
IU Southeast has a good reputation in the region	94%	90%	100%	100%
If I had to do it over again, I would choose IU Southeast	94%	90%	100%	100%
I received a richer academic experience than at other area schools	88%	90%	100%	50%
I have a civic responsibility to become involved in my community	81%	80%	75%	100%
I feel a sense of pride for IU Southeast	75%	90%	75%	--
As a student, I felt like a member of the IU Southeast community	69%	90%	50%	--

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

Levels of satisfaction with emphasized aspects of the IU Southeast experience were also high, with three of the seven areas receiving unanimous satisfaction ratings. There was only one response of dissatisfaction regarding the quality of information about career and job opportunities. However, five respondents (31%) were “neutral” about the opportunities to be involved in extracurricular activities.

Table 20: IU Southeast Experience:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Overall quality of instruction	100%	100%	100%	100%
Quality of interaction with faculty	100%	100%	100%	100%
Quality of courses in your program	100%	100%	100%	100%
The variety of academic programs and courses	94%	100%	100%	50%
Student services responsiveness to student issues	81%	90%	75%	50%
Quality of information about career and job opportunities	87%	90%	75%	50%
Opportunities to be involved in extracurricular activities	69%	70%	75%	50%

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

CAREER DEVELOPMENT CENTER

Six of the seventeen Counseling MSED respondents reported utilizing at least one of the services offered by the Career Development Center; one respondent utilized two services.

Table 21: Services received while attending IU Southeast:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Career Counseling	18%	20%	20%	--
Internship	12%	20%	--	--
Resume Review	6%	--	20%	--
Job Search Assistance	6%	--	20%	--
Other	--	--	--	--

Note that respondents could choose more than one answer.

Two six-months-out respondents indicated that they would like to be contacted by the Career Development Center.

Table 22: Career Development Center Contact:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Yes	12%	20%	--	--

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. Honestly, I don't plan to be involved with IUS, but that's only because I live locally and attended classes in the evening to gain my master's degree. I keep very busy with my daily job and other community organizations. I just have a lot of other priorities that come first.
2. The University provides ample opportunity for involvement. My lack of involvement is personal choice (i.e. busy work/life load outside of school when I attended)
3. Continuing to offer affordable tuition for graduate level courses has been extremely beneficial and needed to pursue my +30 in education.
4. Expand graduate program offerings
5. I would say to ensure that alumni are involved.
6. Provide incentives to adult learners that do not take a lot of extra time. With a family and other responsibilities, in addition to travelling an hour to and from campus, it is difficult to feel a part of the campus culture when you do not have the time to devote to them.
7. The most meaningful thing for me is how the University has put a system that support nontraditional students who want to pursue their education/degrees. Adults, parents, those adults students who work full-time and those who have family commitment have the opportunity to attend classes in the evening/night or online.

RECOMMENDATION

Counseling MSED respondents were asked to indicate if they would recommend IU Southeast to others who wish to pursue teaching careers. Of the thirteen respondents that provided a response to this question, all unanimously agreed that they would recommend IU Southeast to others who wish to pursue teaching careers.

Respondents were also asked to indicate if they would recommend IU Southeast to others who wish to pursue another education degree or license. Of the thirteen respondents that provided a response to this question, again all unanimously agreed 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. It's a great local option for students who want to pursue an education degree, and knowing that they'll get to work in our schools to see current climate and educational topics is an added benefit.
2. There is a diverse selection of educational classes offered.
3. Quality of program and instruction
4. I loved my professors and it is a great atmosphere.

PROGRAM STRENGTHS & WEAKNESSES

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

1. With school counseling, I don't feel that there was much in the way of assisting graduates with finding jobs if they were interested. I honestly don't remember getting any information or links about available jobs or helpful sites, but I also graduated in 2016 so hopefully that has changed since then.
2. Not at this time

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?" Their responses are as followed:

1. I attended IUS for school counseling, so these questions don't really apply to me.
2. very well
3. Exceptionally well
4. good
5. Very well
6. Very well
7. Fairly 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)?" Their responses are as followed:

1. We were taught to keep all students and families in mind when building relationships and communicating information.
2. very well
3. Exceptionally well
4. good
5. Extremely well
6. Very well
7. Neutral

QUALITATIVE COMMENTS: FURTHER COMMENTS

Respondents were asked for any further comments:

1. I just want to clarify that I do not yet have a job in the field that I studied for during graduate school at IUS, but that is my own personal choice. I am a classroom teacher and attended IUS for my school counseling degree. I currently prefer to be in the classroom and have not actively looked for a job in school counseling.
2. I loved all of my professors in my program. I truly felt like they challenged me and prepared me.
3. I would like to see more diverse student body on campus. More international students will be a plus.

APPENDIX A

The survey instrument used in the administration follows.

ALU-0100r3 Alumni Survey (All) Fall 2021

Start of Block: Alumni Survey

Instr. 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 valid and updated email address for your \$10 Amazon electronic gift card. 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 Institutional Effectiveness at (812) 941-2148.

Q187 Which of the following BEST describes your PRIMARY status after graduation?

- Employed full time (on average 30 hours or more per week) (1)
- Employed part time (on average less than 30 hours per week) (2)
- Enrolled in a program of continuing education (5)
- Unemployed, but seeking employment (6)
- Participating in a volunteer or service program (e.g., Peace Corps) (3)
- Serving in the U.S. military (4)
- Planning to continue education but not yet enrolled (7)
- Not seeking employment or continuing education at this time (8)

Display This Question:

If Which of the following BEST describes your PRIMARY status after graduation? = Employed full time (on average 30 hours or more per week)

Or Which of the following BEST describes your PRIMARY status after graduation? = Employed part time (on average less than 30 hours per week)

Or Which of the following BEST describes your PRIMARY status after graduation? = Participating in a volunteer or service program (e.g., Peace Corps)

Or Which of the following BEST describes your PRIMARY status after graduation? = Serving in the U.S. military

Q167 I accepted my position:

- Prior to Graduation (1)
- Less than one month after graduation (2)
- One to three months after graduation (3)
- Three to six months after graduation (4)
- Six to nine months after graduation (5)
- Nine to twelve months after graduation (6)
- More than twelve months after graduation (7)

Display This Question:

If Which of the following BEST describes your PRIMARY status after graduation? = Unemployed, but seeking employment

Or Which of the following BEST describes your PRIMARY status after graduation? = Not seeking employment or continuing education at this time

Q3 If you are not currently employed, what is your reason for not working?

- Unable to find employment (1)
- Retired (2)
- Personal decision related to self or family (taking care of dependents, illness, disability, etc.) (3)
- Other (please specify) (4) _____

Display This Question:

If Which of the following BEST describes your PRIMARY status after graduation? = Employed full time (on average 30 hours or more per week)

Or Which of the following BEST describes your PRIMARY status after graduation? = Employed part time (on average less than 30 hours per week)

Q4 Please provide employer information.

- Position Title: (1) _____
- Employer Name: (2) _____
- Address: (3) _____
- City: (4) _____
- State: (5) _____
- Zip: (6) _____

Display This Question:

If Which of the following BEST describes your PRIMARY status after graduation? = Participating in a volunteer or service program (e.g., Peace Corps)

Q188 Please provide the following information about your assignment.

- Role or Title: (1) _____
- Organization: (2) _____
- Address: (3) _____
- City: (4) _____
- State: (5) _____
- Zip: (6) _____

Display This Question:

If Which of the following BEST describes your PRIMARY status after graduation? = Serving in the U.S. military

Q189 Please provide the following information about your assignment.

- Service or Branch: (1) _____
- Rank: (2) _____

Display This Question:

If Which of the following BEST describes your PRIMARY status after graduation? = Employed full time (on average 30 hours or more per week)

Or Which of the following BEST describes your PRIMARY status after graduation? = Employed part time (on average less than 30 hours per week)

Or Which of the following BEST describes your PRIMARY status after graduation? = Participating in a volunteer or service program (e.g., Peace Corps)

Or Which of the following BEST describes your PRIMARY status after graduation? = Serving in the U.S. military

Q5 What is your current annual salary?

- Less than \$28,000 (1)
- \$28,001 to \$40,000 (3)
- \$40,001 to \$50,000 (4)
- \$50,001 to \$70,000 (5)
- \$70,001 to \$90,000 (6)
- \$90,001 to \$110,000 (7)
- More than \$110,000 (8)
-

Display This Question:

If Which of the following BEST describes your PRIMARY status after graduation? = Employed full time (on average 30 hours or more per week)

Or Which of the following BEST describes your PRIMARY status after graduation? = Employed part time (on average less than 30 hours per week)

Or Which of the following BEST describes your PRIMARY status after graduation? = Participating in a volunteer or service program (e.g., Peace Corps)

Or Which of the following BEST describes your PRIMARY status after graduation? = Serving in the U.S. military

Q191 What is your guaranteed first-year bonus amount, if you are receiving one?

Display This Question:

If Which of the following BEST describes your PRIMARY status after graduation? = Employed full time (on average 30 hours or more per week)

Or Which of the following BEST describes your PRIMARY status after graduation? = Employed part time (on average less than 30 hours per week)

Or Which of the following BEST describes your PRIMARY status after graduation? = Participating in a volunteer or service program (e.g., Peace Corps)

Or Which of the following BEST describes your PRIMARY status after graduation? = Serving in the U.S. military

Q192 Do you feel your job is related to your field of study?

- Yes (1)
- No and that is my preference. (2)
- No and that is not my preference. (3)

Page Break

Q6 Select all that apply:

	Master's (1)	Doctorate (2)	Other (3)
Currently attending a graduate program (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completed graduate program courses without earning a degree (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Earned graduate degree (if multiple degrees, check all that apply) (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Display This Question:

If Select all that apply: = Currently attending a graduate program [Master's]

Or Select all that apply: = Currently attending a graduate program [Doctorate]

Or Select all that apply: = Currently attending a graduate program [Other]

Q6a Enter the graduate program of study that you are currently attending.

Display This Question:

If Select all that apply: = Completed graduate program courses without earning a degree [Master's]

Or Select all that apply: = Completed graduate program courses without earning a degree [Doctorate]

Or Select all that apply: = Completed graduate program courses without earning a degree [Other]

Q6b Enter the graduate program of study in which you completed courses but did not earn a degree.

Display This Question:

If Select all that apply: = Earned graduate degree (if multiple degrees, check all that apply) [Master's]

Or Select all that apply: = Earned graduate degree (if multiple degrees, check all that apply) [Doctorate]

Or Select all that apply: = Earned graduate degree (if multiple degrees, check all that apply) [Other]

Q6c Enter the graduate program of study in which you earned a degree(s).

Display This Question:

If Select all that apply: = Currently attending a graduate program [Master's]

Or Select all that apply: = Currently attending a graduate program [Doctorate]

Or Select all that apply: = Currently attending a graduate program [Other]

Or Select all that apply: = Completed graduate program courses without earning a degree [Master's]

Or Select all that apply: = Completed graduate program courses without earning a degree [Doctorate]

Or Select all that apply: = Completed graduate program courses without earning a degree [Other]

Or Select all that apply: = Earned graduate degree (if multiple degrees, check all that apply) [Master's]

Or Select all that apply: = Earned graduate degree (if multiple degrees, check all that apply) [Doctorate]

Or Select all that apply: = Earned graduate degree (if multiple degrees, check all that apply) [Other]

Q7 Enter the most recent graduate institution you attended:

Name of Institution: (1) _____

City (2) _____

State (3) _____

Page Break _____

Q8 While you were attending IU Southeast, did you consistently work (not including an internship)?

- Yes, and generally worked less than 5 hours per week (1)
 - Yes, and generally worked between 5 and 10 hours per week (2)
 - Yes, and generally worked between 11 and 20 hours per week (3)
 - Yes, and generally worked between 21 and 30 hours per week (4)
 - Yes, and generally worked more than 30 hours per week (5)
 - No, I did not generally work as a student at IU Southeast (6)
-

Q9 While you were attending IU Southeast, which of the following did you do? [CHECK ALL THAT APPLY]

- Completed an internship (1)
 - Completed a practicum/field experience (2)
 - Participated in a student organization (3)
 - Participated in intercollegiate or intramural athletics (4)
 - Participated in community service (5)
-

Q10 How well did your IU Southeast education prepare you for the following?

	Excellent Preparation (1)	Good Preparation (2)	Fair Preparation (3)	Poor Preparation (4)
Your current or most recent career (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding a job relevant to your major soon after you graduated (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding a job that used the skills that you developed <i>in your major</i> (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Furthering your education or starting graduate school (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing to your community (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 If applicable, within two years after completing your IU Southeast degree, did you...
[CHECK ALL THAT APPLY]

- Begin working in your field of study (1)
 - Receive a promotion or obtain a better position (2)
 - Receive a salary increase (3)
-

Q12 Indicate your level of Agreement with each statement

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

7. I feel I received a richer academic experience at IU Southeast than I would have received at other area colleges and universities
(7)



Q13 Indicate your level of Satisfaction with each aspect of your IU Southeast experience

	Very Satisfied (1)	Satisfied (2)	Neutral (3)	Dissatisfied (4)	Very Dissatisfied (5)
1. Overall quality of instruction (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Quality of courses in your program (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Quality of interaction with faculty (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The variety of academic programs and courses at IU Southeast (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Student services (financial aid, registrar, advising) responsiveness to student issues (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Quality of information about career and job opportunities (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Opportunities to be involved in extracurricular activities (student activities, organizations, and campus events such as Common Experience) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 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?

Q15 Please use the space below to provide any further comments you may have.

Q16 Please update your contact information. Note that to receive the \$10 electronic gift card, you must provide a valid email address.

Preferred First Name: (1) _____

Preferred Last Name: (2) _____

Mailing Address- Street: (3)

Mailing Address- City: (4) _____

Mailing Address- State: (5) _____

Mailing Address- Zip-code: (6)

Phone number: (format 000-000-0000) (7)

Preferred Email Address: (format username@anydomain.com) (8)

Q17 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 (1)

Career Counseling (2)

Resume Review (3)

Job Search Assistance (4)

Other (please specify) (5) _____

Q18 Would you like to be contacted by the Career Development Center?

Yes (1)

No (2)

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

End of Block: Alumni Survey

Start of Block: Psychology Major Block

PH

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.

PSY1 The writing skills that I developed in my major courses have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PSY2 The oral communication skills that I developed in my major courses have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PSY3 Group work in my major courses has been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PSY4 The critical thinking skills that I developed in my major courses have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PSY5 The problem solving skills that I developed in my major courses have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PSY6 The statistical and data analysis skills that I developed in my major courses have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PSY7 The research skills that I developed in my major courses have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PSY8 The courses in my major provided me with the skills to better function in a diverse work setting.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree or Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
 - Not Applicable (6)
-

Footer2 **Please click the SUBMIT button.**

End of Block: Psychology Major Block

Start of Block: Neuroscience Major Block

Q303

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.

Q304 The writing skills that I developed in my major courses have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q305 The oral communication skills that I developed in my major courses have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q306 Group work in my major courses has been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q307 The critical thinking skills that I developed in my major courses have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q308 The problem solving skills that I developed in my major courses have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q309 The statistical and data analysis skills that I developed in my major courses have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q310 The research skills that I developed in my major courses have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q311 The courses in my major provided me with the skills to better function in a diverse work setting.

- Strongly Agree (1)
- Agree (2)
- Neither Agree or Disagree (3)
- Disagree (4)
- Strongly Disagree (5)
- Not Applicable (6)

Q312 **Please click the SUBMIT button.**

End of Block: Neuroscience Major Block

Start of Block: General Studies Major Block

GEN

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.

GEN1 Please indicate your level of agreement regarding your **current employment (if you are not currently working please select N/A)**:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
1. My current job sets me on a firm foundation for the future. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My current employment allows me to apply my knowledge and skills from college. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The Arts and Humanities studies within my degree are informing my work and life in an meaningful way. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The Social Science studies within my degree are informing my work and life in a meaningful way. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. The Natural Science studies within my degree are informing my work and life in a meaningful way. (5)

6. Adding a minor to my degree has already been/or will likely prove helpful to my work and life. (6)

GEN2 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 (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
1. Oral Communication (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Written Communication (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Analytical Skills (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Critical Thinking Skills (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Problem Solving Skills (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Teamwork Skills (Working well with others) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Flexibility/Ability to adapt to change (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Interpersonal Skills (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GEN3 Please indicate your level of agreement specifically regarding your **General Studies degree**:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
1. I know the relevance of my college studies to the world around me. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I know how to market myself to an employer. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I have been/will be able to market my knowledge and skills to an employer. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I found the BGS a flexible degree. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I would recommend the BGS degree to others. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I found the BGS advisor helpful. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. I found the BGS advisor informed.
(7)

8. I was satisfied with my online instruction.
(If none, select N/A)
(8)

GEN4 Do you have a LinkedIn account? If so, please link with the Manager of the General Studies Degree Program, Sandra E. Gordon.

Yes (1)

No (2)

GEN6 What suggestions do you have, in hindsight, to help us assist you in explaining your degree to others and marketing yourself to employers?

GEN7 What did you like best about your experience as a General Studies major?

GEN8 What suggestions do you have for us to improve the experience of a General Studies major?

Footer3 **Please click the SUBMIT button.**

End of Block: General Studies Major Block

Start of Block: Communications Major Block

COM

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.

COM1 Major as an IUS Student (Select one):

- General Communication (1)
 - Advertising (2)
-

COM2 The general writing skills (e.g., grammar, punctuation, structure, etc.) that I developed in my major courses have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COM3 The research skills that I developed in my major courses have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COM4 The oral communication skills that I developed in my major courses have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COM5 Group work in my major courses has been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COM6 The critical thinking skills that I developed in my major courses have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COM7 The problem solving skills that I developed in my major courses have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COM8 Skills I learned in developing a research study have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COM9 Course content in my major provided me with the skills to better relate to diverse populations in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COM10 Which course(s) in your major have been most useful to you since graduation? For each, please explain why.

End of Block: Communications Major Block

Start of Block: Philosophy Major Block

PHI

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.

PHI1 The critical thinking skills that I developed in my major courses have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q75 The ethical reasoning skills that I developed in my major courses have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PHI2 The communication skills that I developed in my major courses have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PHI3 The openness to new ideas that I developed in my major courses have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PHI4 The knowledge that I gained in the philosophical tradition has been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PHI5 The research writing skills that I developed in my major courses have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PHI6 The Philosophy program prepared me for life after college (career or graduate school):

- Strongly Agree (6)
 - Agree (7)
 - Neither Agree or Disagree (8)
 - Disagree (9)
 - Strongly Disagree (10)
 - Not Applicable (11)
-

Footer5 **Please click the SUBMIT button.**

End of Block: Philosophy Major Block

Start of Block: Medical Coding and Medical Transcription Major Block

MCMT

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.

MCMT1 The certificate program provided me with useful information through the schedule of classes, the bulletin, and the IU Southeast homepage.

- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

MCMT2 I enjoyed the subject matter as a field of study.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

MCMT3 The certificate program maintains strong academic standards.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

MCMT4 Sufficient courses were offered each semester to complete my certificate as I had planned.

- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

MCMT5 Courses were offered during times convenient to me to complete my certificate as I had planned.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

MCMT6 I developed better critical thinking skills as a student in the certificate program.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

MCMT7 The certificate program provided me with opportunities to improve my *oral communication* skills relating to health care issues.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

MCMT8 The certificate program provided me with opportunities to improve my *written communication* skills relating to health care issues.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

MCMT9 The certificate helped me to develop skills in working productively with others in groups.

- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

MCMT10 I developed a clear understanding of fundamental medical and health care knowledge.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

MCMT11 The certificate program enhanced my ability to develop solutions to problems related to my field of interest.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

MCMT12 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 (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

MCMT13 The certificate program used computer technology appropriately.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

MCMT14 The certificate program provided classes of small size which enhanced student-faculty interactions.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

MCMT15 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 (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

MCMT16 After completion of the certificate program, I plan to seek certification in my chosen field.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

MCMT17 After completion of the certificate program, I plan to pursue my education in a degree program.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

MCMT18 Please rate your experience concerning each of the faculty topics below.

	Excellent (1)	Very Good (2)	Good (3)	Fair (4)	Poor (5)
Opportunities provided by faculty to ask questions in class. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge and skills of faculty regarding the subject matter. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability of faculty to communicate course material effectively. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriateness of the <i>course activities</i> given by faculty to help me clearly understand the subject matter. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriateness of the <i>lectures</i> given by faculty to help me to clearly understand the subject matter. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of faculty for help outside of the classroom. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fairness of evaluation/grading methods used by faculty. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advising by faculty. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Willingness of the faculty to provide job references. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My overall impression of faculty. (10)

MCMT19 Please rate your overall experience

	Excellent (1)	Very Good (2)	Good (3)	Fair (4)	Poor (5)
My overall impression of the medical coding/medical transcription certificate program. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend the medical coding/medical transcription certificate program to others. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MCMT20 Please list below any suggestions, concerns or issues that will help us improve the medical coding/medical transcription certificate program.

End of Block: Medical Coding and Medical Transcription Major Block

Start of Block: Modern Languages (Spanish) Major Block

Q241

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.

Q242 My degree in Modern Languages prepared me to engage with Spanish speakers in a culturally competent manner.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

Q243 My degree in Modern Languages prepared me to engage with Spanish speakers in a linguistically competent manner.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

Q244 My degree in Modern Languages enabled me to read and analyze literary texts written in Spanish.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

Q245 My degree in Modern Languages prepared me to understand the history of the Spanish-speaking worlds.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

Q246 My degree in Modern Languages prepared me to understand the contemporary Spanish-speaking worlds.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

Q247 My degree in Modern Languages provided opportunities and encouragement to study abroad or to interact with local Spanish-speaking communities.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

Q248 My degree in Modern Languages provided opportunities for meaningful interaction with departmental faculty.

- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

Q249 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 (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

Q250 My degree in Modern Languages enhanced my ability to succeed in other (non-language) courses.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

Q251 My degree in Modern Languages had an impact on my personal life.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

Q252 My degree in Modern Languages had an impact on my professional life.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

Q253 Please list any Modern Languages courses you found particularly valuable.

Q254 Please list any suggestions you have for program improvement.

Q255 **Please click the SUBMIT button.**

End of Block: Modern Languages (Spanish) Major Block

Start of Block: Modern Languages (German) Major Block

Q256

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.

Q257 My degree in Modern Languages prepared me to engage with German speakers in a culturally competent manner.

- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

Q258 My degree in Modern Languages prepared me to engage with German speakers in a linguistically competent manner.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

Q259 My degree in Modern Languages enabled me to read and analyze literary texts written in German.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

Q260 My degree in Modern Languages prepared me to understand the history of the German-speaking worlds.

- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

Q261 My degree in Modern Languages prepared me to understand the contemporary German-speaking worlds.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

Q262 My degree in Modern Languages provided opportunities and encouragement to study abroad or to interact with local German-speaking communities.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

Q263 My degree in Modern Languages provided opportunities for meaningful interaction with departmental faculty.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

Q264 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 (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

Q265 My degree in Modern Languages enhanced my ability to succeed in other (non-language) courses.

- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

Q266 My degree in Modern Languages had an impact on my personal life.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

Q267 My degree in Modern Languages had an impact on my professional life.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

Q268 Please list any Modern Languages courses you found particularly valuable.

Q269 Please list any suggestions you have for program improvement.

Q270 **Please click the SUBMIT button.**

End of Block: Modern Languages (German) Major Block

Start of Block: Journalism Major Block

JOU

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.

JOU1 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 (1)
 - No (2)
-

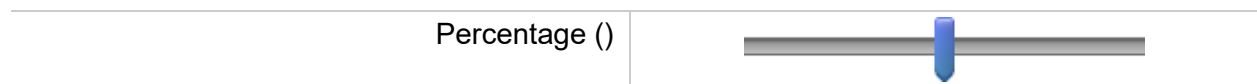
JOU2 Do you currently work for an organization that primarily does communications/media work (e.g., a newspaper, TV station, PR firm, etc.)?

Yes (1)

No (2)

JOU3 What percentage of your current job duties includes professional communications activities?

0 10 20 30 40 50 60 70 80 90 100



JOU4 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. (1)

Yes, with a full-time job in a non-communications- or media- oriented work related to my major. (2)

Yes, with a part-time job doing communications- or media- oriented work related to my major. (3)

Yes, with a part-time job in a non-communications- or media-oriented role. (4)

I was enrolled in a communications- or media-oriented graduate program. (5)

I was enrolled in a graduate program unrelated to communications or media. (6)

No. (7)

JOU5 Major courses in the journalism program at IU Southeast were effective in building the following skills:

	Strongly Agree (1)	Agree (2)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (5)
Communication (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical Thinking (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curiosity (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

JOU6 Courses in the journalism program improved my competence to work in journalism/communications job roles.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

JOU7 Courses in the journalism program helped me become a better consumer of news and information.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

JOU8 Courses in the journalism program helped me to better understand the role of a free press in a democracy.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

JOU9 Courses in the journalism program prepared me for jobs in new media/digital media.

- Strongly Agree (1)
 - Agree (2)
 - Neither Agree nor Disagree (3)
 - Disagree (4)
 - Strongly Disagree (5)
-

JOU10 What are three skills you learned in your major courses that you feel are more relevant to your current job?

Footer8 **Please click the SUBMIT button.**

End of Block: Journalism Major Block

Start of Block: School of Education Major Block

EDU

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.

EDU1 Did you also complete coursework for an additional teaching license at the time you completed your program?

- Yes (1)
- No (2)

Display This Question:

If Did you also complete coursework for an additional teaching license at the time you completed you... = Yes

EDU2 If yes, type of license obtained:

Q194 How well did your IU Southeast education prepare you for the following in **Planning and Preparation**?

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

6. To design students assessment (congruence with instructional outcomes, criteria & standards, design of formative assessments, use of planning) (6)



Q195 How well did your IU Southeast education prepare you for the following in Learning Environment?

	Strongly Agree (1)	Agree (2)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
1. To create an environment of respect (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. To establish a culture for learning (expectations for learning and achievement) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. To manage classroom procedures (performance of classroom routines) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. To manage student behavior (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. To organize physical space (safety and accessibility) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q196 How well did your IU Southeast education prepare you for the following in **Instruction?**

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

6. To demonstrate flexibility and responsiveness (lesson adjustment; response to students) (6)



Q197 How well did your IU Southeast education prepare you for the following in **Professional Responsibilities?**

	Strongly Agree (1)	Agree (2)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
1. To communicate with families (information about the instructional program; information about individual students; engagement of families in the instructional program) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. To participate in a professional community (self-reflection on teaching; participation in school and district projects; involvement in culture of professional inquiry; relationship with colleagues) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. To develop professionally (enhancement of content knowledge and pedagogical skills, receptivity to feedback; service to the profession) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. To show professionalism (integrity/ethical conduct; service to students; advocacy; compliance with school and district regulation) (4)

Q168 How well does your program prepare you to modify instruction to accommodate the needs of all students?

Q169 How well does your program prepare you to work with diverse student populations (i.e. ELL and students with special needs)?

EDU4 Will you recommend IUS to others who wish to pursue teaching?

Yes (1)

No (2)

EDU5 Why or why not?

EDU6 Will you recommend IUS to others who wish to pursue another education degree or license?

Yes (1)

No (2)

EDU13 If there are any other strengths and/or weaknesses of your program that you would like to address, please do so below.

Footer9 **Please click the SUBMIT button.**

End of Block: School of Education Major Block

Start of Block: Mathematics Major Block

Q185 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.

Display This Question:

If Are you CURRENTLY seeking employment or an employment change? = Yes

And Are you CURRENTLY seeking employment or an employment change? = Yes, full-time, but seeking employment change

Q181 How closely related to your mathematics degree is your current position?

Display This Question:

If Are you CURRENTLY seeking employment or an employment change? = Yes

And Are you CURRENTLY seeking employment or an employment change? = Yes, full-time, but seeking employment change

Q182 How well did your mathematics major prepare you for your position?

Display This Question:

If Select all that apply: = Master's

And Select all that apply: = Doctorate

And Select all that apply: = Other

Q183 How well did your mathematics major prepare you for your graduate studies?

Q184 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.

End of Block: Mathematics Major Block

Start of Block: School of Business Block

Q186 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.

BUS1 Group work in my major courses has been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BUS2 The critical thinking skills that I developed in my major courses have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BUS3 The problem solving skills that I developed in my major courses have been useful in:

	Strongly Agree (1)	Agree (2)	Neither Agree or Disagree (3)	Disagree (4)	Strongly Disagree (5)	Not Applicable (6)
Employment (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate/Professional School (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Everyday Life (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

BUS4 Courses in the business program improved my competence to work in relevant job roles.

- Strongly Agree (1)
- Agree (2)
- Neither Agree nor Disagree (3)
- Disagree (4)
- Strongly Disagree (5)

BUS5 Will you recommend IUS to others who wish to pursue an education in business?

- Yes (1)
- No (2)

BUS6 Why or why not?

BUS7 What are three skills you learned in your major courses that you feel are more relevant to your current job?

BUS8 What are two ways your degree in Business at IUS has had a positive impact on your career or life?

BUS9 If there are any other strengths and/or weaknesses of your program that you would like to address, please do so below.

End of Block: School of Business Block