

**Alumni Survey
Elementary Education BSED**

Administered October 2020 & June 2021



**INDIANA UNIVERSITY
SOUTHEAST**

OFFICE OF INSTITUTIONAL EFFECTIVENESS

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November 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

Elementary B.S.Ed Response Rates

	<u>Invited</u>	<u>Responded</u>	<u>Response Rate</u>
2020 Graduates	42	8	19.0%
2017-18 Graduates	45	5	11.1%
2015-16 Graduates	57	6	10.5%
Both Administrations	144	19	13.2%

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NUMBER OF RESPONDENTS

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

Table 1: Respondents by years out:

	Fall 2020 & Spring 2021	
	N	%
6 Months Out	8	42%
3 Years Out	5	26%
5 Years Out	6	32%
Total	19	100%

GENDER & AGE

Seventeen of the nineteen respondents were female, and all respondents were under the age of forty, with all but one being in the 20 to 29 age group.

Table 2: Respondents by Gender:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Female	89%	88%	100%	83%
Male	11%	13%	--	17%
Total	100%	100%	100%	100%

Table 3: Respondents by Age Group:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
20 to 29	95%	100%	80%	100%
30 to 39	5%	--	20%	--
Total	100%	100%	100%	100%

EMPLOYMENT & INCOME

Since graduating from IU Southeast, fourteen (74%) of the responding Elementary Education BSED alumni have accepted a full-time position. Of those not working full-time, three respondents were unemployed and seeking employment, one respondent was employed part-time, and one respondent was not seeking employment or continuing education.

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)	74%	63%	80%	83%
Unemployed, but seeking employment	16%	25%	--	17%
Employed part time (on average less than 30 hours per week)	5%	13%	--	--
Not seeking employment or continuing education at this time	5%	--	20%	--
Total	100%	100%	100%	100%

One-third of the respondents who have accepted a full-time position did so prior to their graduation from IU Southeast; an additional 60% accepted within three months, and all respondents accepted within six months.

Table 5: Accepted Position:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Prior to Graduation	33%	50%	25%	20%
Less than one month after graduation	20%	17%	--	40%
One to three months after graduation	40%	33%	50%	40%
Three to six months after graduation	7%	--	25%	--
Six to nine months after graduation	--	--	--	--
Nine to twelve months after graduation	--	--	--	--
More than twelve months after graduation	--	--	--	--
Total	100%	100%	100%	100%

The majority of the employed Elementary Education BSED respondents report that their current job is related to their field of study. An additional 13% work outside of their field without that being their preference.

Table 6: Employment in Studied Field:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Yes	80%	83%	75%	80%
No and that is not my preference	13%	--	25%	--
No and that is my preference	7%	17%	--	20%
Total	100%	100%	100%	100%

The predominant salary range for Elementary Education BSED respondents was \$40,001 to \$50,000 per year; however, 33% of the respondents earned \$28,001 to \$40,000 and an additional 27% earned less than \$28,000.

Table 7: Annual Salary:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Less than \$28,000	27%	50%	25%	--
\$28,001 to \$40,000	33%	50%	25%	20%
\$40,001 to \$50,000	40%	--	50%	80%
Total	100%	100%	100%	100%

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

Table 8: First Year Bonus:

- | | |
|---------|--------------|
| • \$0 | • N/A |
| • 0 | • N/a |
| • 2,000 | • N/A |
| • 0 | • None |
| • \$0 | • Don't know |
| • None | |

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

CO-CURRICULAR ACTIVITIES

Eighty-four percent of Elementary Education BSED respondents consistently worked while attending IU Southeast; 32% of the respondents worked between 11 and 30 hours per week, while another 32% worked more than 30 hours per week.

Table 9: 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	5%	--	--	17%
Yes, and generally worked between 5 and 10 hours per week	16%	--	40%	17%
Yes, and generally worked between 11 and 20 hours per week	16%	25%	--	17%
Yes, and generally worked between 21 and 30 hours per week	16%	13%	20%	17%
Yes, and generally worked more than 30 hours per week	32%	38%	20%	33%
No, I did not generally work as a student at IU Southeast	16%	25%	20%	--
Total	100%	100%	100%	100%

All respondents participated in at least one recognized co-curricular activity, with 95% of Elementary Education BSED respondents completing a practicum/field experience while in attendance at IU Southeast. Fifty-eight percent of the respondents completed at least one other co-curricular activity in addition to a practicum/field experience.

Table 10: Participation in Co-Curricular Activities:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Completed a practicum/field experience	95%	88%	100%	100%
Participated in community service	42%	25%	60%	50%
Participated in a student organization	32%	25%	20%	50%
Participated in intercollegiate or intramural athletics	21%	13%	20%	33%
Completed an internship	11%	13%	20%	--

Note that respondents could choose more than one answer.

POST-GRADUATE PROGRAMS

Two Elementary Education BSED respondents report that they are currently enrolled in master’s programs at IU Southeast and IUPUI. An additional respondent completed courses in a master’s program at Western Governor’s University without earning a degree.

Table 11: Post-Graduate Degree:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Currently enrolled	11%	--	40%	--
Completed post-graduate courses	5%	--	--	17%
Earned post-graduate degree	--	--	--	--

Note that respondents could choose more than one answer.

ADDITIONAL LICENSURE

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

Table 12: Additional Licensure:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Yes	11%	13%	--	17%

Respondents were asked to indicate which license they obtained, but no responses were provided.

PREPAREDNESS

General Preparedness

The majority of responding Elementary Education BSED alumni felt prepared by their IU Southeast in all of the areas listed below, except furthering education. Forty-seven percent of the respondents indicated that their preparation for furthering education was “fair,” while 11% rated it as poor. “Finding a job in studied field” was the second lowest rated area, with 26% rating their preparation as poor. An additional 32% of respondents rated their preparation for their most current career as “fair.”

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

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Contributing to community	79%	75%	80%	83%
Finding a job that used skills developed in major	68%	63%	60%	83%
Most current career	63%	38%	80%	83%
Finding a job in studied field	58%	50%	40%	83%
Furthering Education	42%	25%	60%	50%

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

Specific to Field

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

For planning and preparation, overall agreement was high, and disagreement was low; the three-years-out respondents indicated unanimous agreement with four of the six statements. However, 16% of the respondents disagreed that they were prepared to demonstrate knowledge of content and design coherent instruction; 11% disagreed that they were prepared to set instructional outcomes.

Table 14: Preparedness: Planning and Preparation:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To demonstrate knowledge of content	84%	75%	100%	83%
2. To demonstrate knowledge of pedagogy	89%	88%	100%	83%
3. To demonstrate knowledge of students	95%	100%	100%	83%
4. To set instructional outcomes	84%	75%	100%	83%
5. To design coherent instruction	74%	63%	80%	83%
6. To design student assessment	79%	75%	80%	83%

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

The majority of respondents also agreed with the five statements regarding preparing the learning environment. Respondents were particularly confident in their abilities to create an environment of respect and establish a culture for learning. However, preparation to manage classroom procedures and student behavior both received a disagreement rate of 21%, and preparation to organize physical space received a disagreement rate of 16%. Additionally, preparation to manage student behavior and organize physical space both received a “neither agree nor disagree” response rate of 16%.

Table 15: Preparedness: Learning Environment:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To create an environment of respect	95%	100%	100%	83%
2. To establish a culture for learning	95%	100%	100%	83%
3. To manage classroom procedures	79%	88%	60%	83%
4. To manage student behavior	63%	63%	40%	83%
5. To organize physical space	68%	75%	40%	83%

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

Preparation for instruction received notably high levels of agreement, with all six statements receiving an agreement rate of 84% or higher; the three-years-out respondents indicated unanimous agreement with five of the six statements. The only area with more than one response of disagreement was preparation “to communication with students,” which received two responses (11%) of disagreement.

Table 16: Preparedness: Instruction:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To communicate with students	84%	75%	100%	83%
2. To use questions and discussion techniques	84%	88%	100%	67%
3. To engage students in learning	89%	100%	80%	83%
4. To use formative assessment in instruction	84%	75%	100%	83%
5. To use summative assessment in instruction	84%	75%	100%	83%
6. To demonstrate flexibility and responsiveness	95%	100%	100%	83%

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

Finally, the majority of Elementary Education BSED respondents also agreed with the four statements regarding preparation for professional responsibilities. However, each statement received a “neither agree nor disagree” rating of at least 11%, with preparation “to communicate with families” receiving a “neither agree nor disagree” response rate of 21%. Each statement also received a disagreement rate of at least 11%, with preparation “to communicate with families” and “to participate in a professional community” receiving disagreement ratings of 26% and 21%, respectively.

Table 17: Preparedness: Professional Responsibilities:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To communicate with families	53%	63%	40%	50%
2. To participate in a professional community	68%	75%	60%	67%
3. To develop professionally	74%	75%	60%	83%
4. To show professionalism	79%	75%	80%	83%

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

ADVANCEMENT

Seventy-four percent of Elementary Education BSED respondents achieved at least one of the recognized advancements within two years of their graduation; 32% achieved two or more; and 11% achieved all three.

Table 18: Advancement in Career:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Begin working in your field of study	74%	63%	60%	100%
Receive a salary increase	32%	--	60%	50%
Receive a promotion or obtain a better position	11%	--	20%	17%

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 respondents and overall disagreement was low. The statement with the highest disagreement rate was “I received a richer academic experience...” which received a disagreement rate of 16%. However, five of the seven statements received a “neither agree nor disagree” rate between 21% and 26%.

Table 19: IU Southeast Education:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
If I had to do it over again, I would choose IU Southeast	89%	75%	100%	100%
IU Southeast has a good reputation in the region	84%	75%	80%	100%
I have a civic responsibility to become involved in my community	79%	75%	80%	83%
IU Southeast offers high-quality academic programs	74%	63%	80%	83%
I feel a sense of pride for IU Southeast	67%	63%	80%	60%
As a student, I felt like a member of the IU Southeast community	63%	50%	80%	67%
I received a richer academic experience than at other area schools	58%	50%	80%	50%

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

Levels of satisfaction with emphasized aspects of the IU Southeast experience were also high, and dissatisfaction was low; however, 26% of the respondents were dissatisfied with the quality of information about career and job opportunities. Thirty-two percent of the respondents were also “neutral” about the quality of the courses in their program and the opportunities to be involved in extracurricular activities. An additional 21% were “neutral” about the variety of academic programs and courses.

Table 20: IU Southeast Experience:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Overall quality of instruction	79%	63%	100%	83%
Student services responsiveness to student issues	79%	75%	60%	100%
Quality of interaction with faculty	78%	86%	60%	83%
The variety of academic programs and courses	74%	75%	60%	83%
Quality of courses in your program	68%	63%	80%	67%
Opportunities to be involved in extracurricular activities	68%	50%	60%	100%
Quality of information about career and job opportunities	63%	50%	60%	83%

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

CAREER DEVELOPMENT CENTER

Twenty-six percent of the responding Elementary Education BSED alumni reported utilizing at least one of the recognized Career Development Center services while attending IU Southeast; one respondent (5%) reported utilizing two.

Table 21: Services Received while Attending IU Southeast:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Resume Review	16%	25%	20%	--
Job Search Assistance	11%	25%	--	--
Internship	5%	--	20%	--
Career Counseling	--	--	--	--
Other	--	--	--	--

Note that respondents could choose more than one answer.

Three 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	16%	25%	--	17%

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. Get rid of some of the professors in the education program. They play huge favorites. And get better help with helping students get in their career
2. Quit making non-FDA approved vaccines mandatory. I think they should also market themselves more clearly as a branch of IU. I feel like people do not know that in going to IUS that you get an actual IU degree. I think it would provide a better reputation if people knew that.
3. Stop asking me to donate money after I already gave them my entire life savings and then some...
4. More accessible resources and courses for communities of color in the Louisville Metro area.
5. Have alumni events
6. The most meaningful thing IUS can do to increase school pride and/or involvement is to continue reaching out to alumni. If I continuously know about events that are happening that involve IUS, I continue feeling like I am a part of the school and not just someone who went there for a few years. Knowing that I am valued by IUS beyond graduation leaves a lasting impression, and keeping me informed about what is happening opens that door.
7. The School of Education needs to be polished up and I would recommend doing a full review of staff.
8. More athletic alumni events.

9. Provide career/academic advising for using what I have with my undergrad degree that is NOT related to traditional classroom teaching
10. I realize the pandemic played a major part in my lack of education before graduation. However, I did not feel like I was prepared enough to become a teacher. The professors helped in every way they could so I'm not blaming them. I just wish I was able to finish student teaching so I could bring more to the table when applying for jobs.
11. IU Southeast can teach students more of what they will need to know in their field of study and how to pass licensure tests.
12. Offer scholarships for all sports

RECOMMENDATION

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

Respondents were also asked if they would recommend IU Southeast to others who wish to pursue another education degree or license; 84% of respondents indicated that they would recommend IU Southeast to others wishing to pursue another education degree or license.

Respondents gave the following reasons in support of their answers:

1. The professors play favorites. If you're not one you fall behind fast. It's ridiculous students are there to pursue their passion and career and I feel like most of the time they were trying to crush it. You're required to fit into what they think a teacher should act like and be like but not all teachers are the same. (example: all teachers must be extroverts and I'm not)
2. It is absolutely the best place to go if you want to teach locally. By the time you graduate, you have been in four different local elementary schools and made connections with each principal and multiple teachers. The connections and networking opportunities are great. You get experience in various grade levels and in diverse populations. You get to be in the actual classroom setting in a local school right at the start of the program. The amount of classroom experience you get before you ever even do your student teaching is amazing. It is also affordable, and you graduate with an actual IU degree. The class sizes are small, so you get to build a great relationship with your peers and your professors. I cannot recommend it enough. You do not go in a ton of debt before going into a relatively low-paying profession either.
3. This entire program was kind of a hot mess during the time I was there. I had like 4 different advisors and no one ever knew what was going on. The turnover was crazy. I had really bad experiences with [professors]. Everyone in the office is really mean, and those are the people you're supposed to be able to turn to when you need help. [Individual] in particular completely failed me as an advisor. Just getting into the School of Ed was a nightmare. We were on our own when it came to preparing for the licensure exams. Our mock interviews were cancelled and never rescheduled (2017)... we learned nothing about the interview process or professional development. I wasn't taught hardly anything about classroom management. I had a lot of amazing professors that I'm so thankful for, but overall I would think you'd have a better experience somewhere else.

4. Yes, because the coursework and time in classrooms is strong. No because university leadership was not understanding of the degree to which some student teachers were taken advantage of during practicum teaching experiences.
5. I felt that the teachers were excellent, and I had a good experience.
6. The professors I had were very personable and friendly. They weren't just our teachers, but mentors and colleagues. The other individuals in my cohort were great assets and tools for furthering my education as a student but also as a teacher.
7. It is largely a waste of time, money, and energy.
8. Most professors within the program were very personable. They provided personal phone numbers and made themselves available. I knew that if I was absent they would make sure I was okay. It's definitely nice to be noticed and wanted.
9. There were some great instructors who really cared that we understood the material.
10. IUS has a wonderful set of professors in the education program.
11. Cheap

PROGRAM STRENGTHS & WEAKNESSES

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

1. Another strength is just the quality of instruction. I really feel like each professor is a master at what they are doing, and they want you to be one as well. They share their experience and their knowledge. They want you to truly learn and succeed. It is not just about grades, but it is about helping you becoming a strong educator.
2. Lesson plan writing in courses does not transfer to practical classroom skill on a daily basis
3. Not enough real-life application at the time I attended
4. I would like to see professors not discussing the personal lives of their students that they know nothing about and do not care to help them solve.

PREPARATION TO ACCOMMODATE STUDENT NEEDS

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

1. It really doesn't. Our professors gave a list of accommodations to put in our lesson plan but would have been nicer to walk through how to do these.
2. I think overall they did very well in preparing me. It is still one of those things you learn more and more about the more experience you have, but I still think IUS did well in covering this.
3. Moderately well
4. 5-Apr
5. Very wel
6. I feel like this is something that I've learned about the most since I began teaching.
7. A lot of exposures to different cultures, grade levels, and socioeconomic levels.
8. Fair
9. Very

10. I didn't learn about accomodating the needs until student teaching.
11. N/a

PREPARATION TO WORK WITH DIVERSE STUDENT POPULATIONS

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

1. It really doesn't. Our professors gave a list of accommodations to put in our lesson plan but would have been nicer to walk through how to do these.
2. I think the program prepared me well and made sure I thought about my diverse population as I lesson planned.
3. Very well
4. 5-Feb
5. Very well
6. I feel like this is something that I've learned about the most since I began teaching.
7. I did not get the opportunity to work alongside special education. The corporation I work in now is all-inclusive. I wish I had more experience with integrating special education students in the general classroom.
8. Fair
9. Very
10. It didn't prepare me in working with those students. It gave me an idea of what the disabilities are.
11. Okay
12. N/a

FURTHER COMMENTS

Respondents were asked for any further comments:

1. I think IUS is absolutely the best place to go for a degree in Elementary Education because it allowed me to begin working in the local schools and begin to network with those in this area. Since I wanted to work in this area, that was such a blessing. I actually got a call from New Albany Floyd County Schools asking me to come interview for a job I did not even apply for after graduation. This would not have been possible without the connections and relationships I made through IUS.
2. I found my last two years at IUS in the education program to be a bit of a waste of time. Most of my time was spent making "Pinterest" crafts, proving my worth, and fighting for quality time and belief from my professors due to not being in the correct "clique" of students.
3. I will never know what it's like to walk across the stage to receive my Bachelor's degree. I worked so hard to earn it. I spent 5 long years to get to where I am. I used my own money for that and can't even find a job. I feel I at least deserve a graduation ceremony. I know we can't have large gatherings because of this virus. However, it would be nice to be invited to a future ceremony to be honored.
4. I loved receiving free t-shirts, meeting with classmates to study, and learning material that I would use later.
5. N/a

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)
-

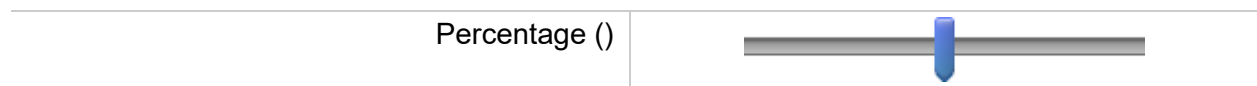
JOU2 Do you currently work for an organization that primarily does communications/media work (e.g., a newspaper, TV station, PR firm, etc.)?

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