Alumni Survey
Secondary Education BSED

Administered October 2020 & June 2021

INDIANA UNIVERSITY
SOUTHEAST

OFFICE OF INSTITUTIONAL EFFECTIVENESS

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SURVEY BACKGROUND AND SUMMARY

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

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.

	Invited	Responded	Response Rate
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

Secondary B.S.Ed Response Rates

	Invited	Responded	Response Rate
2020 Graduates	24	7	29.2%
2017-18 Graduates	36	4	11.1%
2015-16 Graduates	27	3	11.1%
Both Administrations	87	14	16.1%

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NUMBER OF RESPONDENTS

This survey report consists of responses from fourteen School of Education alumni from the undergraduate Secondary Education (BSED) program.

Table 1: Respondents by years out:

	Fall 2020 & Spring 2021	
	N	%
6 Months Out	7	50%
3 Years Out	4	29%
5 Years Out	3	21%
Total	14	100%

GENDER & AGE

Gender was equally distributed between males and females, with seven male respondents and seven female respondents. All but one was respondent was under the age of 40, with 79% of respondents being between the ages of 20 to 29.

Table 2: Respondents by Gender:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Female	50%	71%	25%	33%
Male	50%	29%	75%	67%
Total	100%	100%	100%	100%

Table 3: Respondents by Age Group:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
20 to 29	79%	86%	50%	100%
30 to 39	14%	--	50%	--
40 to 49	--	--	--	--
50 to 59	7%	14%	--	--
Total	100%	100%	100%	100%

EMPLOYMENT & INCOME

Ten of the fourteen Secondary Education BSED alumni report that they have accepted a full-time position, while two respondents report that they have accepted a part-time position. One respondent was enrolled in a program of continuing education, while another was not seeking employment or continuing education at the time.

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)	71%	86%	75%	33%
Employed part time (on average less than 30 hours per week)	14%	14%	--	33%
Enrolled in a program of continuing education	7%	--	--	33%
Not seeking employment or continuing education at this time	7%	--	25%	--
Total	100%	100%	100%	100%

Only one of the employed respondents accepted their position prior to their graduation from IU Southeast; however, 75% of the respondents accepted their position in one to six months after graduation. Two respondents took more than twelve months after graduation to find their position.

Table 5: Accepted Position:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Prior to Graduation	8%	14%	--	--
Less than one month after graduation	--	--	--	--
One to three months after graduation	58%	57%	67%	50%
Three to six months after graduation	17%	29%	--	--
Six to nine months after graduation	--	--	--	--
Nine to twelve months after graduation	--	--	--	--
More than twelve months after graduation	17%	--	33%	50%
Total	100%	100%	100%	100%

Eleven of the twelve employed Secondary Education BSED respondents report that their current job is related to their field of study; the twelfth respondent reports that they do not work in their field, but that is their preference.

Table 6: Employment in Studied Field:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Yes	92%	86%	100%	100%
No and that is my preference	8%	14%	--	--
No and that is not my preference	--	--	--	--
Total	100%	100%	100%	100%

Seventy-five percent of the respondents earned between $28,001 and $50,000 per year, with the predominant salary range being $28,001 to $40,000. Two respondents (17%) earned less than $28,000, while one respondents earned $50,001 to $70,000.

Table 7: Annual Salary:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Less than $28,000	17%	14%	--	50%
$28,001 to $40,000	42%	57%	33%	--
$40,001 to $50,000	33%	14%	67%	50%
$50,001 to $70,000	8%	14%	--	--
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
- n/a
- N/a

- 2,000
- 0
- N/A
- 0

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

CO-CURRICULAR ACTIVITY

Ninety-two percent of the Secondary Education BSED respondents consistently worked while attending IU Southeast, with 54% working between 11 and 30 hours per week. An additional 23% of respondents 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	8%	--	33%	--
Yes, and generally worked between 5 and 10 hours per week	8%	14%	--	--
Yes, and generally worked between 11 and 20 hours per week	23%	29%	--	33%
Yes, and generally worked between 21 and 30 hours per week	31%	29%	--	67%
Yes, and generally worked more than 30 hours per week	23%	14%	67%	--
No, I did not generally work as a student at IU Southeast	8%	14%	--	--
Total	100%	100%	100%	100%

Eleven of the Secondary Education BSED respondents (79%) completed a practicum/field experience while in attendance at IU Southeast, and eight respondents (57%) participated in at least one other recognized co-curricular activity in addition to a practicum/field experience. An additional 14% participated in at least two other activities in addition a practicum/field experience.

Table 10: Co-Curricular Activity:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Completed a practicum/field experience	79%	86%	75%	50%
Participated in a student organization	21%	29%	25%	--
Participated in community service	21%	43%	--	--
Completed an internship	21%	--	25%	50%
Participated in intercollegiate or intramural athletics	14%	29%	--	--

Note that respondents could choose more than one answer.

POST-GRADUATE PROGRAMS

One respondent reported that they had earned a Master's degree at Indiana University; another respondent was currently enrolled in a Doctoral program at Iowa State University.

Table 11: Post-Graduate Degrees:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Earned post-graduate degree	7%	--	--	33%
Currently enrolled	7%	--	--	33%
Completed post-graduate courses	--	--	--	--

Note that respondents could choose more than one answer.

ADDITIONAL LICENSURE

Five of the fourteen Secondary Education BSED respondents reported completing coursework for an additional license at the time they completed their program.

Table 12: Additional Licensure:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Yes	38%	29%	33%	67%

The types of additional licenses obtained are listed below:

Table 13: Type of Additional License Obtained:
- Emergency earth and space science
- Spanish
- Education, Historical Perspectives, Economics

Please note that comments are displayed exactly as each respondent entered them; they are not edited for spelling and grammar.

PREPAREDNESS

General Preparedness

The majority of responding Secondary Education BSED alumni felt well prepared by their IU Southeast education in all five of the areas listed below. However, 23% of respondents rated their preparation for their most current career, furthering their education, and finding a job in their studied field as "poor." An additional 15% of respondents rated their preparation for contributing to the community and finding a job used skills developed in their major as "poor." Thirty-one percent of respondents also rated their preparation for contributing to their community as fair.

Table 14: Preparedness: Career, Job, Community, & Education:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Finding a job in studied field	69%	71%	67%	67%
Finding a job that used skills developed in major	62%	57%	67%	67%
Most current career	54%	29%	67%	--
Contributing to community	54%	43%	67%	67%
Furthering Education	54%	57%	67%	33%

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

Specific to Field

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

For planning and preparation, the majority of respondents agreed all six statements regarding their preparedness. However, 23% of students neither agreed nor disagreed that they were prepared to demonstrate knowledge of content or demonstrate knowledge of pedagogy; an additional 15% disagreed that they were prepared in both areas. Fifteen percent of respondents also disagreed that they were prepared to demonstrate knowledge of students. Additionally, 31% of respondents disagreed that they were prepared to set instructional outcomes and/or design coherent instruction; another 23% disagreed that they were prepared to design student assessment.

Table 15: Preparedness: Planning and Preparation:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To demonstrate knowledge of content	62%	57%	67%	67%
2. To demonstrate knowledge of pedagogy	62%	71%	67%	33%
3. To demonstrate knowledge of students	69%	71%	67%	67%
4. To set instructional outcomes	62%	57%	100%	33%
5. To design coherent instruction	62%	57%	67%	67%
6. To design student assessment	69%	71%	100%	33%

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

The majority of respondents agreed with four of the five statements regarding preparation for preparing the learning environment, with created an environment of respect receiving notably high agreement ratings. However, 31% of respondents disagreed that they were prepared to manage classroom procedures, while an additional 23% neither agreed not disagreed. Thirty-one percent of respondents also disagreed that they were prepared to manage student behavior, with 15% neither agreeing nor disagreeing. Preparation to organize physical space also received a disagreement rate of 17%.

Table 16: Preparedness: Learning Environment:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To create an environment of respect	85%	86%	100%	67%
2. To establish a culture for learning	77%	86%	67%	67%
3. To manage classroom procedures	46%	57%	33%	33%
4. To manage student behavior	54%	71%	33%	33%
5. To organize physical space	67%	71%	67%	50%

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

For the six statements regarding instruction, the majority of Secondary Education BSED alumni indicated that they agreed or strongly agreed with five of the six statements. Preparation to use formative assessment was the only statement without majority agreement, with 17% disagreeing and 33% neither agreeing nor disagreeing that they were prepared to use formative assessment. Overall disagreement ranged from 17% to 31%, with preparation to demonstrate flexibility and responsiveness receiving the highest disagreement rate of 31%. Preparation to engage students in learning received a disagreement rate of 25%, while preparation to communicate with students, preparation to use questions and discussion techniques, and preparation to use summative assessment all received a disagreement rate of 23%.

Table 17: Preparedness: Instruction:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To communicate with students	69%	57%	100%	67%
2. To use questions and discussion techniques	62%	57%	100%	33%
3. To engage students in learning	67%	67%	100%	33%
4. To use formative assessment in instruction	50%	50%	67%	33%
5. To use summative assessment in instruction	62%	71%	67%	33%
6. To demonstrate flexibility and responsiveness	54%	57%	67%	33%

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

The four statements regarding preparation to handle professional responsibilities were well-rated by responding alumni and overall disagreement was low; the only statement with more than one response of disagreement was preparation to develop professionally, which received two responses of disagreement (15%). An additional 23% of respondents neither agreed nor disagreed that they were prepared to participated in a professional community.

Table 18: Preparedness: Professional Responsibilities:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To communicate with families	77%	71%	67%	67%
2. To participate in a professional community	69%	71%	67%	67%
3. To develop professionally	69%	71%	67%	67%
4. To show professionalism	77%	71%	100%	67%

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

ADVANCEMENT

Eleven of the fourteen (79%) Secondary Education BSED respondents achieved at least one of the recognized advancements within two years of their IU Southeast graduation; one respondent (7%) achieved all three.

Table 19: Advancement in Career:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Begin working in your field of study	71%	86%	75%	33%
Receive a promotion or obtain a better position	14%	14%	25%	--
Receive a salary increase	7%	--	25%	--

Note that respondents could choose more than one answer.

IU SOUTHEAST EDUCATION & EXPERIENCE

All of the questions regarding education at IU Southeast received high marks from the majority of respondents. However, two statements received disagreement rates of twenty-three percent: "If I had to do it again, I would choose IU Southeast," and "I received a richer academic experience at IU Southeast." Additionally, two statements received disagreement rates of fifteen percent: "IU Southeast offers high-quality programs" and "As a student, I felt like a member of the IU Southeast community." The statement "I feel a sense of pride for IU Southeast" received a neither agree nor disagree response rate of 31%.

Table 20: IU Southeast Education:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
IU Southeast has a good reputation in the region	77%	86%	100%	33%
I have a civic responsibility to become involved in my community	77%	86%	67%	67%
IU Southeast offers high-quality academic programs	69%	86%	67%	33%
If I had to do it over again, I would choose IU Southeast	62%	71%	67%	33%
I feel a sense of pride for IU Southeast	62%	71%	67%	33%
I received a richer academic experience than at other area schools	62%	71%	67%	33%
As a student, I felt like a member of the IU Southeast community	62%	71%	67%	33%

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

Levels of satisfaction with emphasized aspects of the IU Southeast experience were also high; respondents were particularly satisfied with the quality of interaction with faculty. On the other hand, the variety of academic programs and courses received the lowest satisfaction rating, with 31% of respondents rating their satisfaction as "neutral" and 15% indicating dissatisfaction. Additionally, quality of courses in the program received the highest dissatisfaction rating with 31% of the respondents reporting that they were dissatisfied. Quality of information about career and job opportunities received the second-highest dissatisfaction rating with 23%.

Table 21: IU Southeast Experience:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Quality of interaction with faculty	85%	71%	100%	100%
Student services responsiveness to student issues	69%	100%	67%	--
Overall quality of instruction	62%	71%	67%	33%
Quality of courses in your program	62%	71%	67%	33%
Quality of information about career and job opportunities	62%	71%	67%	33%
Opportunities to be involved in extracurricular activities	62%	71%	100%	--
The variety of academic programs and courses	54%	57%	67%	33%

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

CAREER DEVELOPMENT CENTER

Half of the Secondary Education BSED alumni reported utilizing at least one of the recognized Career Development Center services while attending IU Southeast; an additional respondent utilized two services, while another utilized four services.

Table 22: Services received while attending IU Southeast:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Resume Review	36%	14%	50%	67%
Career Counseling	29%	29%	25%	33%
Internship	7%	--	--	33%
Job Search Assistance	7%	--	--	33%
Other	--	--	--	--

Note that respondents could choose more than one answer.

One respondent from the three-months-out group indicated that they would like to be contacted by the Career Development Center.

Table 23: Career Development Center contact:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Yes	7%	--	25%	--

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. Offering more graduate programs for my specific degree field.
2. My degree is in education. I would like the university to keep reaching out to local educators for professional development or new educational concepts to better educate and serve students that they teach. Further, I would hope this type of information or training could come at a low to no cost to the educator.
3. The university needs to improve its teacher preparation program to provide prospective candidates with the skills they need to be proficient classroom practitioners.
4. More free tee shirts.
5. Keep me involved with questionnaires like this, invitations to events, participation in decision making, and honestly, lots of free or cheap swag to show off to others. They are great conversation starters.
6. Take the advice of past students and actually apply it to the program if you see it fits
7. Unsure
8. Care about students. Try to fit the needs of students. Fire your staff that have no teaching ability. I took far too many classes with poor teachers.
9. Create more events that bring people together, not just one group, but everyone at the university so they can have a richer experience. Especially after these times are finally through.

RECOMMENDATION

Secondary Education BSED respondents were asked to indicate if they would recommend IU Southeast to others who wish to pursue teaching careers. Fifty-four 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 to indicate if they would recommend IU Southeast to others who wish to pursue another education degree or license; 54% of respondents also indicated that they would recommend IU Southeast to others pursuing another education degree or license.

Respondents gave the following reasons why in support of their answers:

1. Very experienced staff that help even after graduation.
2. IUS has knowledgeable Professors and Instructors that have an understanding of the local schools and trends of the educational processes.
3. I do not feel that the program I completed adequately prepared me to be a high-quality educator. Now that I am a leader in my building and serving on interview committees, IU Southeast applicants typically seem to be the least prepared. Candidates need more experience working with data and designing instructional materials and assessments that correlate with locally-created benchmark or interim assessments.
4. I would recommend IUS to others wanting to pursue teaching because of the small class sizes and because it is affordable.

5. It's a great program whose faculty care and interact with its students on a personal level other programs don't.
6. Excellent professors (Dr. Griggs and Dr. Losey to name a few)! I truly felt I was prepared as much as I could be!
7. I didn't think they prepared the coursework or prepare us well for student teaching and lesson planning
8. I feel that I could have received more realistic instruction. As I entered the classroom, I had to learn day by day. I wish my methods class taught proper differentiation and methods for student success. It is not always lesson planning. It's being able to successfully implement those goals.
9. [Professor] is the worst instructor I've even had I have no clue how [they are] a teacher. [They] cannot focus on anything, constantly yells, had zero computer skills, and spends most off class time going off on personal tangents unrelated to course content, we spent maybe 30-40 minutes receiving instruction during a 3 hours class.
10. It is likely the best education one could receive for the teaching profession in the area from my research and experience, and I would do it again if I had the choice.

PROGRAM STRENGTHS & WEAKNESSES

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

1. Behavioral management is the biggest challenge facing new teachers. It is what breaks them from the profession in the first 3 years. I realize this is a difficult thing to train for, but more effort should be placed on preparing students for this in the classroom.
2. Realistic teaching can be improved. Understanding how to teach in today's society can improve. Strength is building relationship.

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. Very well. Specially with diverse student bodies.
2. I do not feel that my program adequately prepared me in this area.
3. Very little. The program was very rushed.
4. Well enough
5. As well as one could without actually performing the task itself. Really, it was during my practicum that this was put in practice. However, it was discussed and hypothetically applied in class.
6. Not very
7. None. I learned methods on my own
8. Very little time spent on this.
9. Very well

PREPARATION TO WORK WITH DIVERSE STUDENT POPULATIONS

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

1. Well
2. Guest speakers having the background od ELL and students with special need help me understand the needs of these students
3. I do not feel that my program adequately prepared me in this area.
4. The program did a great job of preparing teachers to work with ELL and students with special needs.
5. Okay. Could have had more covered this more
6. The cultural class taught by Dr. Griggs greatly prepared me for this! We had observation hours with ELL students and read/wrote/discussed diverse cultural and philosophical walks of life.
7. Somewhat
8. Unsure
9. Very little time spent on this.
10. Very well

QUALITATIVE COMMENTS: FURTHER COMMENTS

Respondents were asked for any further comments:

1. I was a non-traditional student while I attended and received my degree at IUS. I can not thank the School of Education enough the support and help that I received to finish with my degree. I particular grateful to Dr. Jim Hollenbeck for his patience, understanding, and flexibility to work with me. His relentless effort to keep me on track to receive an education degree was astonishing. Very grateful and blessed to have Dr. Hollenbeck involved with my educational success at IUS!
2. n/a
3. Unsure
4. The education department is complete trash. They offered no help during covid. They required us to continue student teaching and could not tell us if it was going towards graduation or if we would even graduate. They gave us zero support for e-learning, we had to figure it out on our own with zero access to resources. Their version of providing hello was telling us next year they will spend a few lecture hours teaching about e-learning.

APPENDIX A

The survey instrument used in the administration follows.

ALU-0100r3 Alumni Survey (All) Fall 2021

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)

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) _____

Q4 Please provide employer information.

○ Position Title: (1) _____

○ Employer Name: (2) _____

○ Address: (3) _____

○ City: (4) _____

○ State: (5) _____

○ Zip: (6) _____

Q188 Please provide the following information about your assignment.

○ Role or Title: (1) _____

○ Organization: (2) _____

○ Address: (3) _____

○ City: (4) _____

○ State: (5) _____

○ Zip: (6) _____

Q189 Please provide the following information about your assignment.

○ Service or Branch: (1) _____

○ Rank: (2) _____

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)

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

_____

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)

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Q6 Select all that apply:

	Master's (1)	Doctorate (2)	Other (3)
Currently attending a graduate program (1)	☐	☐	☐
Completed graduate program courses without earning a degree (2)	☐	☐	☐
Earned graduate degree (if multiple degrees, check all that apply) (3)	☐	☐	☐

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

_____

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

_____

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

_____

Q7 Enter the most recent graduate institution you attended:

○ Name of Institution: (1) _____

○ City (2) _____

○ State (3) _____

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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)	○	○	○	○
Finding a job relevant to your major soon after you graduated (2)	○	○	○	○
Finding a job that used the skills that you developed *in your major* (5)	○	○	○	○
Furthering your education or starting graduate school (3)	○	○	○	○
Contributing to your community (4)	○	○	○	○

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)	○	○	○	○	○
2. As a student, I felt like a member of the IU Southeast community (2)	○	○	○	○	○
3. IU Southeast has a good reputation in the region (3)	○	○	○	○	○
4. If I had to do it over again, I would choose IU Southeast (4)	○	○	○	○	○
5. I have a civic responsibility to become involved in my community (5)	○	○	○	○	○
6. I feel a sense of pride for IU Southeast (6)	○	○	○	○	○

| 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)	○	○	○	○	○
2. Quality of courses in your program (2)	○	○	○	○	○
3. Quality of interaction with faculty (3)	○	○	○	○	○
4. The variety of academic programs and courses at IU Southeast (4)	○	○	○	○	○
5. Student services (financial aid, registrar, advising) responsiveness to student issues (5)	○	○	○	○	○
6. Quality of information about career and job opportunities (6)	○	○	○	○	○
7. Opportunities to be involved in extracurricular activities (student activities, organizations, and campus events such as Common Experience) (7)	○	○	○	○	○

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.**

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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.**

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
2. My current employment allows me to apply my knowledge and skills from college. (2)	○	○	○	○	○	○
3. The Arts and Humanities studies within my degree are informing my work and life in an meaningful way. (3)	○	○	○	○	○	○
4. The Social Science studies within my degree are informing my work and life in a meaningful way. (4)	○	○	○	○	○	○

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

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)	○	○	○	○	○	○
2. I know how to market myself to an employer. (2)	○	○	○	○	○	○
3. I have been/will be able to market my knowledge and skills to an employer. (3)	○	○	○	○	○	○
4. I found the BGS a flexible degree. (4)	○	○	○	○	○	○
5. I would recommend the BGS degree to others. (5)	○	○	○	○	○	○
6. I found the BGS advisor helpful. (6)	○	○	○	○	○	○

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, Saundra 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.**

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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

_____

Footer4 **Please click the SUBMIT button.**

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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.**

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)	○	○	○	○	○
Knowledge and skills of faculty regarding the subject matter. (2)	○	○	○	○	○
Ability of faculty to communicate course material effectively. (3)	○	○	○	○	○
Appropriateness of the *course activities* given by faculty to help me clearly understand the subject matter. (4)	○	○	○	○	○
Appropriateness of the *lectures* given by faculty to help me to clearly understand the subject matter. (5)	○	○	○	○	○
Availability of faculty for help outside of the classroom. (6)	○	○	○	○	○
Fairness of evaluation/grading methods used by faculty. (7)	○	○	○	○	○
Academic advising by faculty. (8)	○	○	○	○	○
Willingness of the faculty to provide job references. (9)	○	○	○	○	○

	Excellent (1)	Very Good (2)	Good (3)	Fair (4)	Poor (5)
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)	○	○	○	○	○
I would recommend the medical coding/medical transcription certificate program to others. (2)	○	○	○	○	○

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

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Footer6   **Please click the SUBMIT button.**

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.

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Q254 Please list any suggestions you have for program improvement.

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Q255 **Please click the SUBMIT button.**

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.

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Q269 Please list any suggestions you have for program improvement.

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Q270 **Please click the SUBMIT button.**

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?
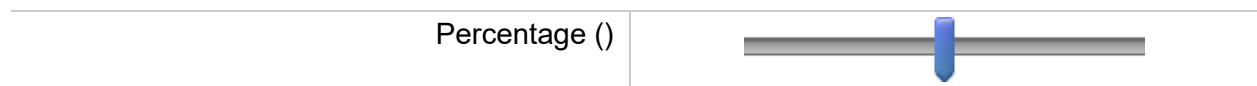
○ Yes (1)

○ 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
Percentage ()	

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)	○	○	○	○	○
Collaboration (2)	○	○	○	○	○
Critical Thinking (3)	○	○	○	○	○
Creativity (4)	○	○	○	○	○
Curiosity (5)	○	○	○	○	○

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?

_____

_____

_____

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_____

Footer8   **Please click the SUBMIT button.**

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)

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)	○	○	○	○	○	○
2. To demonstrate knowledge of pedagogy (2)	○	○	○	○	○	○
3. To demonstrate knowledge of students (child and adolescent development, special needs, students interests and cultural heritage) (3)	○	○	○	○	○	○
4. To set instructional outcomes (alignment, suitability for diverse learners) (4)	○	○	○	○	○	○
5. To design coherent instruction (5)	○	○	○	○	○	○

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 <u>Learning Environment</u>?

	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)	○	○	○	○	○	○
2. To establish a culture for learning (expectations for learning and achievement) (2)	○	○	○	○	○	○
3. To manage classroom procedures (performance of classroom routines) (3)	○	○	○	○	○	○
4. To manage student behavior (4)	○	○	○	○	○	○
5. To organize physical space (safety and accessibility) (5)	○	○	○	○	○	○

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)	○	○	○	○	○	○
2. To use questioning and discussion techniques (2)	○	○	○	○	○	○
3. To engage students in learning (instructional materials, technology, and resources) (3)	○	○	○	○	○	○
4. To use formative assessment in instruction (monitor student learning; feedback to students) (4)	○	○	○	○	○	○
5. To use summative assessment in instruction (assessment criteria, monitoring of progress, feedback to students) (5)	○	○	○	○	○	○

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)	○	○	○	○	○	○
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)	○	○	○	○	○	○
3. To develop professionally (enhancement of content knowledge and pedagogical skills, receptivity to feedback; service to the profession) (3)	○	○	○	○	○	○

| 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.

_____

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Footer9   **Please click the SUBMIT button.**

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.

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

_____

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

_____

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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)	○	○	○	○	○	○
Graduate/Professional School (2)	○	○	○	○	○	○
Everyday Life (3)	○	○	○	○	○	○

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