

**Alumni Survey  
Elementary Education BSED**

**Administered October 2019 & June 2020**

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**INDIANA UNIVERSITY  
SOUTHEAST**

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OFFICE OF INSTITUTIONAL EFFECTIVENESS

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October 2020**

## SURVEY BACKGROUND AND SUMMARY

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

### October 2019

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

- May 2019 (Six months out)

### June 2020

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

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

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

	<u>Invited</u>	<u>Responded</u>	<u>Response Rate</u>
<b>2019 Graduates</b>	960	258	26.9%
<b>2016-17 Graduates</b>	1010	215	21.3%
<b>2014-15 Graduates</b>	1047	178	17%
<b>Both Administrations</b>	3017	651	21.6%

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

### Elementary B.S.Ed Response Rates

	<u>Invited</u>	<u>Responded</u>	<u>Response Rate</u>
<b>2019 Graduates</b>	48	16	33.3%
<b>2016-17 Graduates</b>	48	11	22.9%
<b>2014-15 Graduates</b>	50	4	8.0%
<b>Both Administrations</b>	146	31	21.2%

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## NUMBER OF RESPONDENTS

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

*Table 1: Respondents by years out:*

	Fall 2019 & Spring 2020	
	N	%
6 Months Out	16	52%
3 Years Out	11	35%
5 Years Out	4	13%
Total	31	100%

## GENDER & AGE

Twenty-nine of the thirty-one respondents were female, and all of the respondents were under the age of forty, with the vast majority being in the 20 to 29 age group.

*Table 2: Respondents by Gender:*

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Female	87%	88%	82%	100%
Male	13%	13%	18%	--
Total	100%	100%	100%	100%

*Table 3: Respondents by Age Group:*

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
20 to 29	94%	100%	82%	100%
30 to 39	6%	--	18%	--
Total	100%	100%	100%	100%

## EMPLOYMENT & INCOME

Since graduating from IU Southeast, twenty-six (87%) of the responding Elementary Education BSED alumni have accepted a full-time position. Of those not working full-time, one respondent was employed part-time, one respondent was planning to continue their education but not yet enrolled, one respondent was not seeking employment or continuing education, and one respondent was unemployed and seeking employment.

*Table 4: Primary Status Post-Graduation:*

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Employed full time (on average 30 hours or more per week)	87%	88%	90%	75%
Employed part time (on average less than 30 hours per week)	3%	--	--	25%
Planning to continue education but not yet enrolled	3%	6%	--	--
Not seeking employment or continuing education at this time	3%	--	10%	--
Unemployed, but seeking employment	3%	6%	--	--
Total	100%	100%	100%	100%

Only twelve percent of respondents who have accepted a full-time position did so prior to their graduation from IU Southeast; however, 61% accepted their position within three months of graduation. Eight percent of respondents accepted more than twelve months after graduation.

*Table 5: Accepted Position:*

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Prior to Graduation	12%	14%	13%	--
Less than one month after graduation	23%	36%	13%	--
One to three months after graduation	38%	50%	25%	25%
Three to six months after graduation	8%	--	13%	25%
Six to nine months after graduation	8%	--	13%	25%
Nine to twelve months after graduation	4%	--	13%	--
More than twelve months after graduation	8%	--	13%	25%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

All of the employed Elementary Education BSED respondents report that their current job is related to their field of study.

*Table 6: Employment in Studied Field:*

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Yes	100%	100%	100%	100%
No and that is my preference	--	--	--	--
No and that is not my preference	--	--	--	--
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

The majority of Elementary Education BSED respondents (69%) earn between \$28,001 and \$40,000 per year. An additional 15% earned \$40,001 to \$50,000 per year, while 12% earned less than \$28,000 per year. Only 4% earned more than \$50,000 annually.

*Table 7: Annual Salary:*

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Less than \$28,000	12%	14%	--	25%
\$28,001 to \$40,000	69%	79%	75%	25%
\$40,001 to \$50,000	15%	7%	25%	25%
\$50,001 to \$70,000	4%	--	--	25%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

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

- Table 8: First Year Bonus:*
- N/a
  - 0
  - \$0
  - N/A
  - N/A
  - N/a
  - \$600
  - None
  - 1,000
  - N/A
  - 0
  - None
  - NA
  - 1000
  - N/a

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

### **CO-CURRICULAR ACTIVITIES**

Three-fourths of Elementary Education BSED respondents consistently worked while attending IU Southeast; half of the respondents worked between 11 and 30 hours per week. Only 4% 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	4%	7%	--	--
Yes, and generally worked between 5 and 10 hours per week	18%	21%	10%	25%
Yes, and generally worked between 11 and 20 hours per week	29%	14%	60%	--
Yes, and generally worked between 21 and 30 hours per week	21%	21%	20%	25%
Yes, and generally worked more than 30 hours per week	4%	7%	--	--
No, I did not generally work as a student at IU Southeast	25%	29%	10%	50%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Eighty-one percent of Elementary Education BSED respondents completed a practicum/field experience while in attendance at IU Southeast, and 39% of respondents participated in at least one other recognized co-curricular activity; an additional 13% of respondents participated in three activities.

*Table 10: Participation in Co-Curricular Activities:*

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Completed a practicum/field experience	81%	75%	82%	100%
Participated in community service	29%	38%	27%	--
Participated in a student organization	23%	25%	18%	25%
Completed an internship	6%	--	9%	25%
Participated in intercollegiate or intramural athletics	3%	--	9%	--

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

### POST-GRADUATE PROGRAMS

Three Elementary Education BSED respondents report that they have earned Master’s degrees at the following institutions: Pacific Oaks College, Western Kentucky University, and Walden University. Two respondents were currently enrolled in Master’s programs at Western Kentucky University and IU Southeast.

Table 11: Post-Graduate Degree:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Earned post-graduate degree	10%	--	27%	--
Currently enrolled	6%	--	18%	--
Completed post-graduate courses	--	--	--	--

Note that respondents could choose more than one answer.

### ADDITIONAL LICENSURE

Seven of the Elementary Education BSED respondents (23%) reported completing coursework for an additional license at the time they completed their program. Five of the seven respondents were from the six-months out group.

Table 12: Additional Licensure:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Yes	23%	31%	9%	25%

The types of additional licenses obtained are listed below:

Table 13: Types of Additional License Obtained:

- Elementary education
- English as a New Language
- Kentucky Teaching License
- Teaching

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



## PREPAREDNESS

### General Preparedness

The majority of responding Elementary Education BSED alumni felt prepared by their IU Southeast education. However, 29% of respondents felt that their preparation for furthering their education was fair, while 14% felt their preparation was poor. Twenty-five percent of respondents also rated their preparation for contributing to their community as fair, and an additional 7% rated their preparation for finding a job in their field as poor.

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

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Finding a job that used skills developed in major	89%	79%	100%	100%
Finding a job in studied field	86%	79%	100%	75%
Most current career	82%	79%	80%	100%
Contributing to community	71%	57%	90%	75%
Furthering Education	57%	43%	70%	75%

*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 five-years-out respondents indicated unanimous agreement with five of the six statements and the three-years-out respondents had agreement levels 89% or higher. However, 12% of the respondents disagreed that they were prepared to demonstrate knowledge of pedagogy and 12% neither agreed nor disagreed that they were prepared to design coherent instruction.

*Table 15: Preparedness: Planning and Preparation:*

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To demonstrate knowledge of content	92%	85%	100%	100%
2. To demonstrate knowledge of pedagogy	84%	77%	89%	100%
3. To demonstrate knowledge of students	88%	85%	100%	67%
4. To set instructional outcomes	92%	92%	89%	100%
5. To design coherent instruction	84%	77%	89%	100%
6. To design student assessment	84%	77%	89%	100%

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

The majority of respondents also agreed with the five statements regarding preparing the learning environment. However, preparation to manage classroom procedures and student behavior received the highest levels of disagreement, with rates of 12% and 16%, respectively. Additionally, 12% of respondents neither agreed nor disagreed that they were prepared to organize physical space.

*Table 16: Preparedness: Learning Environment:*

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To create an environment of respect	92%	92%	89%	100%
2. To establish a culture for learning	88%	92%	89%	67%
3. To manage classroom procedures	80%	77%	89%	67%
4. To manage student behavior	80%	77%	89%	67%
5. To organize physical space	80%	77%	89%	67%

*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 89% or higher; the five-year-out group indicated unanimous agreement with every statement. Only one statement had a disagreement rate higher than four percent—preparation to demonstrate flexibility and responsiveness, which had two respondents (8%) indicate disagreement.

*Table 17: Preparedness: Instruction:*

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To communicate with students	96%	100%	89%	100%
2. To use questions and discussion techniques	100%	100%	100%	100%
3. To engage students in learning	92%	92%	89%	100%
4. To use formative assessment in instruction	96%	92%	100%	100%
5. To use summative assessment in instruction	96%	92%	100%	100%
6. To demonstrate flexibility and responsiveness	92%	92%	89%	100%

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

For the four statements regarding preparation for professional responsibilities, Elementary Education BSED respondents reported high levels of agreement. Preparation to communicate with families was the only statement with noticeably higher disagreement—24% of the overall respondents and 38% of the six-months-out respondents disagreed that they were prepared for communicating with families.

*Table 18: Preparedness: Professional Responsibilities:*

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To communicate with families	71%	54%	88%	100%
2. To participate in a professional community	88%	77%	100%	100%
3. To develop professionally	84%	77%	89%	100%
4. To show professionalism	96%	92%	100%	100%

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

**ADVANCEMENT**

Eighty-one percent of Elementary Education BSED respondents achieved at least one of the recognized advancements within two years; 29% achieved two or more; and 13% 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	77%	75%	73%	100%
Receive a salary increase	32%	13%	55%	50%
Receive a promotion or obtain a better position	13%	13%	9%	25%

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

**IU SOUTHEAST EDUCATION & EXPERIENCE**

All of the questions regarding education at IU Southeast received high marks from the majority of respondents and overall disagreement was low. However, 14% of respondents disagreed that they received a richer academic experience at IU Southeast than at other area schools, and 11% disagreed that they felt like a member of the IU Southeast community. An additional 21% of respondents felt “neutral” about feeling like a member of the IU Southeast community, while 18% felt “neutral” about their sense of pride for IU Southeast.

*Table 20: IU Southeast Education:*

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
I have a civic responsibility to become involved in my community	93%	100%	80%	100%
IU Southeast has a good reputation in the region	89%	93%	80%	100%
IU Southeast offers high-quality academic programs	89%	93%	80%	100%
If I had to do it over again, I would choose IU Southeast	86%	86%	80%	100%
I feel a sense of pride for IU Southeast	75%	71%	70%	100%
I received a richer academic experience than at other area schools	75%	71%	70%	100%
As a student, I felt like a member of the IU Southeast community	68%	71%	60%	75%

*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, 11% of respondents were dissatisfied with the quality of information about career and job opportunities and opportunities to be involved in extracurricular activities. An additional 14% of respondents were “neutral” regarding the information about career and job opportunities, while 21% were “neutral” about the opportunities to be involved in extracurricular activities.

*Table 21: IU Southeast Experience:*

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
The variety of academic programs and courses	89%	93%	80%	100%
Overall quality of instruction	86%	86%	80%	100%
Quality of interaction with faculty	86%	79%	90%	100%
Quality of courses in your program	86%	79%	90%	100%
Student services responsiveness to student issues	86%	86%	90%	75%
Quality of information about career and job opportunities	75%	79%	90%	25%
Opportunities to be involved in extracurricular activities	68%	71%	70%	50%

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

### **CAREER DEVELOPMENT CENTER**

Forty-two 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 reported utilizing two.

*Table 22: Services Received while Attending IU Southeast:*

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Resume Review	19%	31%	9%	--
Other	10%	6%	18%	--
Career Counseling	6%	6%	9%	--
Internship	6%	--	9%	25%
Job Search Assistance	6%	--	18%	--

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

One six-months-out Elementary Education BSED alumni 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	1	1	--	--

### 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. Stop increasing costs for everything, making it difficult for future graduates to maintain IU Southeast pride.
2. I would like for the Education Department to help students find and apply for jobs before/after graduation. They could also help students become more prepared to take the tests to receive their teaching certification.
3. Keep working with public libraries
4. Have more events for alumni to attend.
5. Keep me informed in events for alumni.
6. I would like to see improvement within the school of education. I participated in my time at IUS and have friends who are currently enrolled. Within surrounding communities, IUS's school of ed is seen as somewhat of a joke due to the unprofessional way in which it is ran. I even had host schools say they would no longer take IUS student teachers, not because of my performance or professionalism but because if the university's.
7. Restructure the Education program from top to bottom. Fix the T-101, T-102, and T-103 classes by getting rid of MyMathLab.
8. Fix the education program. No cost parking
9. Host events for Alumni. I
10. I believe that IU Southeast can extend its wings within areas of study; I sometimes felt that each area of study was secluded in itself.
11. Make sure the community realizes that this school gives IU degrees. Make sure it is not viewed as a community college.
12. Receiving IUS mail about events and such that are going on makes me feel like I am still an important part of their community even though I am gone.
13. Get lights for the softball field. Get more althetic opportunities for the students so I have more opportunities to support the students and increase scholarship opportunities for graduate school
14. If IUS could reach out to more local job fairs in my community to help future graduating high school students find a cheap and affordable college option it would always be helpful.

### RECOMMENDATION

Elementary Education BSED respondents were asked to indicate if they would recommend IU Southeast to others who wish to pursue teaching careers. Eighty-eight 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; 92% 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 small campus makes it easier to work one on one with professors and to get what you need
2. I loved my time in the education program and I do feel that I was very supported all throughout and all my professors did the best they could to prepare me. There are some areas though that after teaching for a few years, I wish I would have been taught more about. See box below for more information.
3. IUS provided a robust educator preparation program.
4. It is a good school for locals to attend and get involved or introduced to local schools and school systems.
5. It was very helpful in preparing me to quickly find a job and be successful in the classroom.
6. I found IUS's school of education to be unprofessional and extremely unorganized. The professors were never clear with one another about expectations for combined assignments. The instructors would gossip about each other and other students. The teacher in charge of student teaching never responded to emails or phone calls. This was a major issue for students and schools that took in student teachers. The ENL program was unorganized and added last minute classes for me to obtain my major.
7. Small classes, teachers that care, just good all around.
8. For the most part the program was good and teachers were good. But it was very disorganized, unprofessional.
9. It was a great school in a wonderful location. I always felt safe on campus and had wonderful professors.
10. For the most part, the staff is strong.
11. It is a cost affordable way to obtain your teaching license.
12. I enjoyed IUS because of my cohort, we were very small and always helped each other. There are a few teacher that are really there to help support you and help you grow as a teacher. Those bonds are what really makes a difference.
13. It is a cheap and affordable option with some treasure of instructors among the rough.
14. The professors at IUS are some of the best teachers I have met in my life. They truly care about each and every one of their students. You don't get that at every college.

### **PROGRAM STRENGTHS & WEAKNESSES**

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

1. I feel that the program needs to implement more instruction that deals with children that have gone through a lot of trauma in their lives. Working at a trauma informed school, I did not feel that the program fully prepared me to deal with the behavior issues and struggles of these types of students. I also think more discussion about CPS/DCS reporting should be discussed in the program and what to do when in that type of situation. I also think STEM classes could be very beneficial.
2. Block 4 needs a lot of things fixed. Very unorganized.
3. I did not feel adequately prepared in the area of assessments.
4. Job interview preparation and grading preparation is a weakness. Strengths are how creative and hands on the program is

### **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
2. I thought I felt prepared, but now having taught for 5 years, I do not feel this way. More discussion needs to happen about when you have some students way above level and some that can still barely read in 3rd grade and how to meet the needs of both, along with your middle students.
3. It prepared me well.
4. Very well
5. Somewhat
6. Very well.
7. Okay
8. Good
9. This is an area that I could have used more preparation in.
10. Well
11. Average
12. Very Good
13. 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. I think this should be hit on more in the program.
3. It prepared me well.
4. Very well
5. somewhat
6. Very well.
7. Pretty good
8. Placement in schools that have a lot of diversity and students with special needs.
9. Okay
10. I feel like this is based on the student teaching location.
11. Well
12. Average
13. Very Good
14. I was dual certified. I feel that the special education did a wonderful job but that the elementary education could have done a better job.

### **FURTHER COMMENTS**

Respondents were asked for any further comments:

1. The faculty in charge of promoting post graduate education for the Education Department could do a better job.
2. I loved my time at IUS and I would suggest attending there to anyone who may ask.
3. If you aren't going to close school when it obviously needs to during snowy weather, you need to properly clean the roads off and add plenty of salt to the parking lots and sidewalks. When I was in a cast and had crutches, I fell walking into Hillside because no one properly salted the ground to where the ice melted, and my class was at 8. You are creating unsafe environments by doing that.
4. I enjoyed my time there.
5. A class for education that went though and demoed for the students different technology devices used in different schools would of been helpful and prepared I believe us better for our student teacher sections of our blocks.

### **APPENDIX A**

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