

**Alumni Survey
Secondary Education BSED**

Administered October 2019 & June 2020



**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 2019

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

- May 2019 (Six months out)

June 2020

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

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

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

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

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

Secondary B.S.Ed Response Rates

	<u>Invited</u>	<u>Responded</u>	<u>Response Rate</u>
2019 Graduates	26	6	23.1%
2016-17 Graduates	20	7	35.0%
2014-15 Graduates	31	3	9.7%
Both Administrations	77	16	20.8%

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NUMBER OF RESPONDENTS

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

Table 1: Respondents by years out:

	Fall 2019 & Spring 2020	
	N	%
6 Months Out	6	38%
3 Years Out	7	44%
5 Years Out	3	19%
Total	16	100%

GENDER & AGE

Sixty-three percent of the respondents were female, and 88% of respondents were under the age of forty. Over 60% of respondents were ages 20 to 29.

Table 2: Respondents by Gender:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Female	63%	67%	43%	100%
Male	38%	33%	57%	--
Total	100%	100%	100%	100%

Table 3: Respondents by Age Group:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
20 to 29	63%	67%	71%	33%
30 to 39	25%	17%	14%	67%
40 to 49	6%	17%	--	--
50 to 59	6%	--	14%	--
Total	100%	100%	100%	100%

EMPLOYMENT & INCOME

Fifteen of the sixteen Secondary Education BSED alumni report that they have accepted a full-time position. Only one six-months-out respondent was unemployed and seeking employment; the respondent reported that they were unable to find employment.

Table 4: Primary Status Post-Graduation:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Employed full time (on average 30 hours or more per week)	94%	83%	100%	100%
Unemployed, but seeking employment	6%	17%	--	--
Total	100%	100%	100%	100%

Only seven percent of respondents who have accepted a full-time position did so prior to their graduation from IU Southeast; however, 80% of the respondents accepted their position within three months of graduating. Fourteen percent of respondents took nine months or longer to accept their full-time position.

Table 5: Accepted Position:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Prior to Graduation	7%	--	14%	--
Less than one month after graduation	27%	40%	29%	--
One to three months after graduation	53%	60%	29%	100%
Three to six months after graduation	--	--	--	--
Six to nine months after graduation	--	--	--	--
Nine to twelve months after graduation	7%	--	14%	--
More than twelve months after graduation	7%	--	14%	--
Total	100%	100%	100%	100%

Eighty percent of Secondary Education BSED respondents report that their current job is related to their field of study; an additional 13% report they do not work in their field and that is their preference. Only one of the employed respondents did not work in their field despite their preferences.

Table 6: Employment in Studied Field:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Yes	80%	100%	71%	67%
No and that is my preference	13%	--	14%	33%
No and that is not my preference	7%	--	14%	--
Total	100%	100%	100%	100%

All of the employed respondents earned between \$28,001 and \$50,000 per year, with the majority earning \$40,001 to \$50,000 per year.

Table 7: Annual Salary:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Less than \$28,000	--	--	--	--
\$28,001 to \$40,000	40%	80%	29%	--
\$40,001 to \$50,000	60%	20%	71%	100%
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:

- None
- 0
- N/A
- N/A
- N/A

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

CO-CURRICULAR ACTIVITY

Ninety-four percent of the Secondary Education BSED respondents consistently worked while attending IU Southeast, with 63% working between 11 and 30 hours per week. An additional 25% 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	--	--	--	--
Yes, and generally worked between 5 and 10 hours per week	6%	--	--	33%
Yes, and generally worked between 11 and 20 hours per week	25%	17%	43%	--
Yes, and generally worked between 21 and 30 hours per week	38%	67%	14%	33%
Yes, and generally worked more than 30 hours per week	25%	17%	29%	33%
No, I did not generally work as a student at IU Southeast	6%	--	14%	--
Total	100%	100%	100%	100%

All of the Secondary Education BSED respondents completed a practicum/field experience while in attendance at IU Southeast, and 38% of respondents participated in at least one other recognized co-curricular activity; an additional 19% participated in two or more other recognized co-curricular activities.

Table 10: Co-Curricular Activity:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Completed a practicum/field experience	100%	100%	100%	100%
Participated in a student organization	31%	33%	43%	--
Participated in community service	19%	17%	14%	33%
Participated in intercollegiate or intramural athletics	6%	17%	--	--
Completed an internship	--	--	--	--

Note that respondents could choose more than one answer.

POST-GRADUATE PROGRAMS

Five of the respondents were currently enrolled in Master’s programs at the following institutions: IU Southeast, Indiana University, and Indiana Wesleyan University. One respondent reported having earned a Master’s degree at IU Southeast.

Table 11: Post-Graduate Degrees:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Currently enrolled	31%	17%	43%	33%
Earned post-graduate degree	6%	--	14%	--
Completed post-graduate courses	--	--	--	--

Note that respondents could choose more than one answer.

ADDITIONAL LICENSURE

One-fourth of the 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	25%	33%	14%	33%

None of the respondents indicated the type of additional license obtained.

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, 13% of respondents rated their preparation for finding a job in their studied field as poor, while 19% rated their preparation for furthering their education as poor; an additional 19% of respondents rated their preparation for furthering their education as fair. Thirty-one percent of respondents also rated their preparation for contributing to their community as fair.

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

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Most current career	88%	83%	100%	100%
Finding a job in studied field	81%	67%	100%	100%
Finding a job that used skills developed in major	81%	83%	83%	100%
Contributing to community	63%	67%	67%	67%
Furthering Education	63%	67%	83%	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 with all six statements regarding their preparedness; three of the six areas pertaining to planning and preparation had agreement levels 85% or greater. However, 15% of respondents were “neutral” about their preparation to demonstrate knowledge of pedagogy and 23% of respondents disagreed that they were prepared to demonstrate knowledge of students.

Table 14: Preparedness: Planning and Preparation:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To demonstrate knowledge of content	85%	100%	67%	100%
2. To demonstrate knowledge of pedagogy	77%	80%	67%	100%
3. To demonstrate knowledge of students	69%	60%	67%	100%
4. To set instructional outcomes	85%	80%	83%	100%
5. To design coherent instruction	92%	100%	83%	100%
6. To design student assessment	92%	100%	83%	100%

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

The majority of respondents also agreed with the five statements regarding preparation for preparing the learning environment, with creating an environment of respect and establishing a culture for learning receiving notably high agreement ratings. However, 31% of respondents disagreed that they were prepared for managing student behavior; an additional 15% disagreed that they were prepared for managing classroom procedures and/or organizing physical space. Preparation to organize physical space also received a 15% “neutral” response rate.

Table 15: Preparedness: Learning Environment:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To create an environment of respect	92%	100%	83%	100%
2. To establish a culture for learning	85%	80%	83%	100%
3. To manage classroom procedures	77%	80%	67%	100%
4. To manage student behavior	62%	60%	50%	100%
5. To organize physical space	69%	60%	67%	100%

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 all six statements. Overall disagreement was low; however, the first four statements each had one disagreeing response (8%), while preparation to use summative assessment in instruction received two disagreeing responses (15%). Additionally, preparation to engage students in learning and preparation to use formative assessment in instruction each received two “neutral” responses (15%).

Table 16: Preparedness: Instruction:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To communicate with students	85%	100%	67%	100%
2. To use questions and discussion techniques	85%	100%	67%	100%
3. To engage students in learning	77%	80%	67%	100%
4. To use formative assessment in instruction	77%	80%	67%	100%
5. To use summative assessment in instruction	77%	80%	67%	100%
6. To demonstrate flexibility and responsiveness	92%	100%	83%	100%

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

Similarly, the four statements regarding preparation to handle professional responsibilities were well-rated by responding alumni; however, as in previous survey administrations, preparation to communicate with families again received the lowest agreement rate, with 23% of respondents indicating that they were “neutral” about their preparation and 23% of respondents disagreeing that they were prepared. An additional 23% of respondents were “neutral” about their preparation to show professionalism, while 15% were “neutral” regarding preparation to participate in a professional community and preparation to develop professionally.

Table 17: Preparedness: Professional Responsibilities:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To communicate with families	54%	40%	50%	100%
2. To participate in a professional community	85%	100%	67%	100%
3. To develop professionally	77%	100%	50%	100%
4. To show professionalism	77%	100%	50%	100%

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

ADVANCEMENT

All sixteen Secondary Education BSED respondents achieved at least one of the recognized advancements within two years; 44% achieved two or more advancements; and 13% achieved all three.

Table 18: Advancement in Career:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Begin working in your field of study	94%	100%	86%	100%
Receive a salary increase	44%	33%	57%	33%
Receive a promotion or obtain a better position	19%	--	29%	33%

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 disagreement was low; no statement received a disagreement rate higher than 6% (one response). However, 25% of respondents neither agreed nor disagreed that they had a civic responsibility to become involved in their community; 38% of respondents neither agreed nor disagreed that they felt like a member of the IU Southeast community; and 31% neither agreed nor disagreed that they received a richer academic experience at IU Southeast than at other area schools.

Table 19: IU Southeast Education:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
IU Southeast has a good reputation in the region	94%	100%	86%	100%
IU Southeast offers high-quality academic programs	81%	83%	71%	100%
If I had to do it over again, I would choose IU Southeast	81%	83%	71%	100%
I feel a sense of pride for IU Southeast	81%	67%	86%	100%
I have a civic responsibility to become involved in my community	69%	67%	71%	67%
As a student, I felt like a member of the IU Southeast community	63%	50%	71%	67%
I received a richer academic experience than at other area schools	56%	50%	57%	67%

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

Levels of satisfaction with emphasized aspects of the IU Southeast experience were also high, with the majority of Secondary Education BSED respondents indicating satisfaction with all seven items listed below. Overall dissatisfaction was also low; however, 13% of the respondents were dissatisfied with the quality of information about career and job opportunities.

As for “neutral” responses, every statement except for quality of information about career and job opportunities had at least two “neutral” responses (13%), with 25% of respondents responding with “neutral” regarding their satisfaction with student services’ responsiveness, and 31% of respondents being “neutral” about the opportunities to be involved in extracurricular activities.

Table 20: IU Southeast Experience:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Quality of interaction with faculty	94%	100%	86%	100%
Overall quality of instruction	88%	100%	71%	100%
Quality of courses in your program	81%	83%	71%	100%
The variety of academic programs and courses	81%	83%	71%	100%
Quality of information about career and job opportunities	81%	83%	71%	100%
Student services responsiveness to student issues	75%	67%	71%	100%
Opportunities to be involved in extracurricular activities	69%	67%	71%	67%

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

CAREER DEVELOPMENT CENTER

Twenty-five percent of the Secondary Education BSED alumni reported utilizing at least one of the recognized Career Development Center services while attending IU Southeast; 13% utilized two or more services; and one respondent (6%) utilized all three.

Table 21: Services received while attending IU Southeast:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Resume Review	13%	--	29%	--
Career Counseling	13%	--	14%	33%
Job Search Assistance	13%	--	29%	--
Internship	6%	--	14%	--
Other	--	--	--	--

Note that respondents could choose more than one answer.

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

Table 22: Career Development Center contact:

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

QUALITATIVE COMMENTS: PRIDE & INVOLVEMENT

Respondents were asked, "In the next 5-10 years, what is the most meaningful thing the University can do to increase your IU Southeast pride and/or involvement?" *Please note that comments are displayed exactly as each respondent entered them; they are not edited for spelling and grammar.*

1. Provide services that foster opportunities post graduation
2. Keep me posted on any grad school changes as I am working on my masters
3. Continue to encourage students to be involved in activities on campus. Provide opportunities for students to be a part of the community (maybe partner with local businesses?) and support students in making decisions on where to get jobs post-graduation.
4. Axe the education program since teaching is a dying field that no one respects. Develop some sort of campus community, the nickname for IUS is still Grant Line High and that's what the campus felt like. Everyone was there to finish classes and then go home and that was it.
5. Within the next 5-10 years I plan to obtain my Master's degree. After that I would like to go back again to earn my PhD in Literature. The most meaningful thing IU Southeast could do for me would be to begin a PhD program.
6. Just keep up the great job you're doing.
7. Program diversity needs to be developed for higher level degrees to offer Masters and eventually Doctorate programs for the sciences and arts.
8. More ALUMNI ONLY events on campus.
9. Multiple Grant options
10. More opportunities for alumni to come back and be involved with IUS

RECOMMENDATION

Secondary Education BSED respondents were asked to indicate if they would recommend IU Southeast to others who wish to pursue teaching careers. Eighty-five 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; 85% 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. It's a good solid program
2. I was drowning in work from day 1, I had no clue how to do anything because the education program was focused more on hypothetical situations and what should be done in a perfect world instead of how to survive the **** show that is modern teaching.
3. I would recommend IUS to others wishing to go to school for teaching because I feel that I received a well-rounded education from the education program.
4. I did not have any negative experiences with the program.
5. Just because I regret going in to education, nothing against the school. I am now pursuing law school after grad school
6. Love the school of education. Having former classroom teachers such as Dr Griggs, Dr Losey and Dr Zollman really helps students understand the learning process.
7. Excellent staff attentiveness & relationships with students. The hospitality is amazing & the staff clearly care about student success.
8. It does prepare people to be teachers in this community.
9. I liked that our class sizes were small and it felt like we were a family. I know that there are some things that a program cannot prepare you for and that you have to figure it out when you're actually doing the job.

PROGRAM STRENGTHS & WEAKNESSES

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

1. Small enough to get personalized attention from instructors but with a big school feel!
2. Super easy to graduate as a science education major
3. N/A
4. I wish you the best.

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. Great with the use of technology
2. Not real well
3. This is an area I believe the program could improve upon. Throughout the program we were told several times that instruction would need to be modified, particularly for ELL students, but were not given a lot of instruction on the manner in which it should be done.
4. Very Well
5. moderate
6. Somewhat. It was more of an overview.
7. Very well
8. I feel like more could have been done to model how to successfully do this.

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. Great with the use of technology
2. Need more
3. Fairly well
4. This is an area I believe the program could improve upon. Throughout the program we were told several times that instruction would need to be modified, particularly for ELL students, but were not given a lot of instruction on the manner in which it should be done.
5. Well
6. not well in most cases
7. Pretty well. They hosted sessions to talk about and cover some strategy tips, but for the most part it was self taught as well.
8. Very well
9. I feel like more could have also been done in regards to this.

QUALITATIVE COMMENTS: FURTHER COMMENTS

Respondents were asked for any further comments:

1. Grants or scholarships should be available for graduate programs for education
2. Love the school and campus!
3. N/A

APPENDIX A

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