

**Alumni Survey
Special Education BSED**

Administered October 2019 & June 2020



**INDIANA UNIVERSITY
SOUTHEAST**

OFFICE OF INSTITUTIONAL EFFECTIVENESS

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November 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>
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

Special B.S.Ed Response Rates

	<u>Invited</u>	<u>Responded</u>	<u>Response Rate</u>
2019 Graduates	7	--	--
2016-17 Graduates	12	2	16.7%
2014-15 Graduates	8	--	--
Both Administrations	27	2	7.4%

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NUMBER OF RESPONDENTS

This report consists of responses from two School of Education alumni from the undergraduate Special Education (BSED) program; both respondents were three years out from graduation.

Table 1: Respondents by years out:

	Fall 2019 & Spring 2020	
	N	%
1 Year Out	--	--
3 Years Out	2	100%
5 Years Out	--	--
Total	2	100%

GENDER & AGE

Both respondents were female and between the ages of 20 and 29.

EMPLOYMENT & INCOME

Both respondents were employed full time; one respondent accepted their position one to three months after graduation, and the other respondent accepted their position three to six months after graduation. Both respondents reported that they were employed in their studied field and both respondents earned between \$28,001 and \$40,000 per year. Neither respondent indicated that they received a first-year salary bonus.

CO-CURRICULAR ACTIVITY

Of the two respondents, one respondent did not consistently work while attending IU Southeast, while the other respondent generally worked more than 30 hours per week.

As for co-curricular activities, both respondents report that they completed a practicum or field experience during their time at IU Southeast.

POST-GRADUATE PROGRAMS

Neither respondent reported that they had earned a post-graduate degree, were currently enrolled in a post-graduate program, or had completed post-graduate courses without earning a degree.

ADDITIONAL LICENSURE

One of the two Special Education BSED respondents reported that they completed coursework for an additional license while they completed their program; however, the respondent did not specify what type of additional license they obtained.

PREPAREDNESS

General Preparedness

Both respondents felt well prepared by their IU Southeast education in all five of the areas listed below; one of the two respondents rated their preparation as excellent in all five areas. There was only one response of “fair” preparation in regards to preparation for contributing to the community.

Table 2: Preparedness: Career, Job, Community, & Education:

	Respondent 1	Respondent 2
Most current career	Excellent	Good
Contributing to community	Excellent	Fair
Furthering Education	Excellent	Good
Finding a job in studied field	Excellent	Excellent
Finding a job that used skills developed in major	Excellent	Excellent

Specific to Field

Both respondents strongly agreed with all six components evaluated for planning and preparation.

Table 3: Preparedness: Planning and Preparation:

	Respondent 1	Respondent 2
1. To demonstrate knowledge of content	Strongly Agree	Strongly Agree
2. To demonstrate knowledge of pedagogy	Strongly Agree	Strongly Agree
3. To demonstrate knowledge of students	Strongly Agree	Strongly Agree
4. To set instructional outcomes	Strongly Agree	Strongly Agree
5. To design coherent instruction	Strongly Agree	Strongly Agree
6. To design student assessment	Strongly Agree	Strongly Agree

Similarly, for the five statements regarding preparedness to handle the learning environment, both respondents strongly agreed with every statement.

Table 4: Preparedness: Learning Environment:

	Respondent 1	Respondent 2
1. To create an environment of respect	Strongly Agree	Strongly Agree
2. To establish a culture for learning	Strongly Agree	Strongly Agree
3. To manage classroom procedures	Strongly Agree	Strongly Agree
4. To manage student behavior	Strongly Agree	Strongly Agree
5. To organize physical space	Strongly Agree	Strongly Agree

For the six statements regarding preparation for instruction, a similar result occurred.

Table 5: Preparedness: Instruction:

	Respondent 1	Respondent 2
1. To communicate with students	Strongly Agree	Strongly Agree
2. To use questions and discussion techniques	Strongly Agree	Strongly Agree
3. To engage students in learning	Strongly Agree	Strongly Agree
4. To use formative assessment in instruction	Strongly Agree	Strongly Agree
5. To use summative assessment in instruction	Strongly Agree	Strongly Agree
6. To demonstrate flexibility and responsiveness	Strongly Agree	Strongly Agree

Finally, for the four statements regarding professional responsibilities, both respondents again strongly agreed that they were prepared.

Table 6: Preparedness: Professional Responsibilities:

	Respondent 1	Respondent 2
1. To communicate with families	Strongly Agree	Strongly Agree
2. To participate in a professional community	Strongly Agree	Strongly Agree
3. To develop professionally	Strongly Agree	Strongly Agree
4. To show professionalism	Strongly Agree	Strongly Agree

ADVANCEMENT

Both respondents report that they began working in their field within two years of their graduation from IU Southeast; however, neither respondent accomplished a salary increase or received a promotion or better position.

IU SOUTHEAST EDUCATION & EXPERIENCE

All of the questions regarding education at IU Southeast received high marks from both of the Special Education BSED respondents.

Table 7: IU Southeast Education:

	Respondent 1	Respondent 2
IU Southeast has a good reputation in the region	Strongly Agree	Strongly Agree
IU Southeast offers high-quality academic programs	Strongly Agree	Strongly Agree
If I had to do it over again, I would choose IU Southeast	Strongly Agree	Strongly Agree
I have a civic responsibility to become involved in my community	Strongly Agree	Agree
I feel a sense of pride for IU Southeast	Strongly Agree	Strongly Agree
I received a richer academic experience than at other area schools	Strongly Agree	Strongly Agree
As a student, I felt like a member of the IU Southeast community	Strongly Agree	Strongly Agree

Both respondents were very satisfied with all of the emphasized aspects of the IU Southeast experience.

Table 8: IU Southeast Experience:

	<u>Respondent 1</u>	<u>Respondent 2</u>
Overall quality of instruction	Very Satisfied	Very Satisfied
Quality of interaction with faculty	Very Satisfied	Very Satisfied
Quality of courses in your program	Very Satisfied	Very Satisfied
Student services responsiveness to student issues	Very Satisfied	Very Satisfied
The variety of academic programs and courses	Very Satisfied	Very Satisfied
Quality of information about career and job opportunities	Very Satisfied	Very Satisfied
Opportunities to be involved in extracurricular activities	Very Satisfied	Very Satisfied

CAREER DEVELOPMENT CENTER

Both respondents utilized the resume review services offered by the Career Development Center; neither utilized career counseling, internship services, or job search assistance.

Neither respondent indicated a desire to be contacted by the Career Development Center.

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.*

Neither respondent provided a comment.

RECOMMENDATION

Special Education BSED respondents were asked to indicate if they would recommend IU Southeast to others who wish to pursue teaching careers. Both respondents 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; again, both respondents indicated that they would recommend IU Southeast to others wishing to pursue an additional education degree or license.

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

- They helped me gain knowledge to succeed as a teacher.

PROGRAM STRENGTHS & WEAKNESSES

Respondents were asked if there are any other strengths/weaknesses of their program that they would like to address. Both respondents declined to provide a response.

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?” The one response is as followed:

- 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)?” The one response is as followed:

- Really well

QUALITATIVE COMMENTS: FURTHER COMMENTS

Respondents were asked for any further comments:

- I feel you recieve a good quality education without paying outrageous prices like some big schools in the area.

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.