

**Alumni Survey
Counseling MSED**

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

Counseling M.S.Ed Response Rates

	<u>Invited</u>	<u>Responded</u>	<u>Response Rate</u>
2019 Graduates	9	3	33.3%
2016-17 Graduates	14	5	35.7%
2014-15 Graduates	15	2	13.3%
Both Administrations	38	10	26.3%

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NUMBER OF RESPONDENTS

This report consists of responses from ten School of Education alumni from the graduate Counseling (MSED) program.

Table 1: Respondents by years out:

	Fall 2019 & Spring 2020	
	N	%
6 Months Out	3	30%
3 Years Out	5	50%
5 Years Out	2	20%
Total	10	100%

GENDER & AGE

Nine of the ten respondents were female, while one was male. Nine of the ten respondents were under the age of 40, with the predominant age range being 30 to 39.

Table 2: Respondents by Gender:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Female	90%	100%	100%	50%
Male	10%	--	--	50%
Total	100%	100%	100%	100%

Table 3: Respondents by Age Group:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
20 to 29	40%	100%	20%	--
30 to 39	50%	--	60%	100%
40 to 49	10%	--	20%	--
Total	100%	100%	100%	100%

EMPLOYMENT & INCOME

Nine of the ten respondents report that their primary status post-graduation is being full-time employed; the remaining respondent's primary status was part-time 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)	90%	67%	100%	100%
Employed part time (on average less than 30 hours per week)	10%	33%	--	--
Total	100%	100%	100%	100%

Four of the ten respondents accepted their position within one month of graduating; an additional 30% accepted within three to nine months after graduation. Thirty percent accepted their position more than a year after graduation.

Table 5: Accepted Position:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Prior to Graduation	--	--	--	--
Less than one month after graduation	40%	33%	40%	50%
One to three months after graduation	--	--	--	--
Three to six months after graduation	20%	33%	20%	--
Six to nine months after graduation	10%	33%	--	--
Nine to twelve months after graduation	--	--	--	--
More than twelve months after graduation	30%	--	40%	50%
Total	100%	100%	100%	100%

Eight of the ten respondents reported that their current jobs were related to their field of study, with the remaining two respondents reporting that they did not work in their field with that not being their preference.

Table 6: Employment in Studied Field:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Yes	80%	33%	100%	100%
No and that is not my preference	20%	67%	--	--
No and that is my preference	--	--	--	--
Total	100%	100%	100%	100%

The Counseling MSED respondents reported a wide range of salaries, with the predominant annual earnings range being \$40,001 to \$50,000. However, half of the respondents earned more than \$50,001 per year, with one respondent earning \$90,001 to \$110,000 per year. Only one respondent earned less than \$28,000 per year; this respondent was employed part-time.

Table 7: Annual Salary:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Less than \$28,000	10%	33%	--	--
\$28,001 to \$40,000	10%	--	20%	--
\$40,001 to \$50,000	30%	67%	20%	--
\$50,001 to \$70,000	20%	--	40%	--
\$70,001 to \$90,000	20%	--	--	100%
\$90,001 to \$110,000	10%	--	20%	--
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:

- NA
- NA
- Not applicable
- NONE - No raises were given due to covid
- N/A

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

CO-CURRICULAR ACTIVITY

All of the Counseling MSED respondents report that they consistently worked while attending IU Southeast, with eight of the ten respondents working more than 30 hours per week. The other two respondents worked between 11 and 20 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	--	--	--	--
Yes, and generally worked between 11 and 20 hours per week	20%	67%	--	--
Yes, and generally worked between 21 and 30 hours per week	--	--	--	--
Yes, and generally worked more than 30 hours per week	80%	33%	100%	100%
No, I did not generally work as a student at IU Southeast	--	--	--	--
Total	100%	100%	100%	100%

Eight of the ten Counseling MSED respondents participated in at least one of the recognized co-curricular activities offered at IU Southeast, with seven respondents completing a practicum or field experience. Four respondents participated in a practicum/field experience and at least one additional co-curricular activity.

Table 10: Participation in Co-Curricular Activity:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Completed a practicum/field experience	70%	67%	80%	50%
Participated in community service	30%	67%	--	50%
Completed an internship	30%	33%	40%	--
Participated in a student organization	--	--	--	--
Participated in intercollegiate or intramural athletics	--	--	--	--

Note that respondents could choose more than one answer.

POST-GRADUATE PROGRAMS

Nine of the ten Counseling respondents report having earned a Master’s degree from IU Southeast. One respondent reported being currently enrolled in a post-graduate program and having completed courses in a post-graduate program but did not specify the program.

Table 11: Post-Graduate Programs:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Earned post-graduate degree	90%	100%	80%	100%
Currently enrolled	10%	--	20%	--
Completed post-graduate courses	10%	--	20%	--

Note that respondents could choose more than one answer.

ADDITIONAL LICENSURE

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

Table 12: Additional Licensure:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Yes	60%	--	80%	100%

Four of the six respondents who completed additional licensure listed the type of additional license obtained; their responses are as followed:

Table 13: Type of Additional License Obtained:

- Life Science & Earth Space Science
- Counseling Certificate
- Kentucky School Counselor License
- School Counseling

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

PREPAREDNESS

General Preparedness

The majority of the ten Counseling MSED respondents felt well prepared by their education at IU Southeast; however, one respondent (10%) felt poorly prepared for furthering education, two respondents (20%) felt poorly prepared for finding a job that used skills developed in their major, and four respondents (40%) felt poorly prepared for finding a job in their studied field.

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

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Most current career	90%	67%	100%	100%
Contributing to community	90%	100%	80%	100%
Furthering Education	90%	100%	80%	100%
Finding a job that used skills developed in major	80%	33%	100%	100%
Finding a job in studied field	60%	33%	60%	100%

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

Specific to Field

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

The large majority of respondents felt well prepared for planning and preparation, with three of the six statements receiving unanimous agreement from the respondents. However, one six-months-out respondent indicated “neither agree nor disagree” for the statements regarding demonstrating knowledge of pedagogy, demonstrating knowledge of students, and setting instructional outcomes.

Table 15: Preparedness: Planning and Preparation:

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

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

The majority of Counseling MSED respondents also agreed with the five statements regarding preparing the learning environment, with four of the five statements receiving unanimous agreement. For the statement without unanimous agreement, there was one response of “neither agree nor disagree” from a three-years-out respondent regarding establishing a culture for learning.

Table 16: Preparedness: Learning Environment:

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

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

Agreement with the six statements regarding preparedness for instruction was also high, with five of the six statements receiving unanimous agreement from all respondents. For the statement without unanimous agreement, there was one response of “neither agree nor disagree” from a six-months-out respondent regarding using formative assessment in instruction.

Table 17: Preparedness: Instruction:

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

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

Counseling MSED respondents indicated unanimous agreement with the four statements regarding preparation to handle professional responsibilities.

Table 18: Preparedness: Professional Responsibilities:

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

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

ADVANCEMENT

Eight of the ten Counseling MSED respondents achieved at least one of the three recognized advancements within two years of their IU Southeast graduation, with half achieving a salary increase and/or beginning work in their studied field. Two respondents achieved all three advancements.

Table 19: Advancement in Career:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Receive a salary increase	50%	33%	40%	100%
Begin working in your field of study	50%	33%	60%	50%
Receive a promotion or obtain a better position	30%	--	20%	100%

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 Counseling MSED respondents, and there were no responses of disagreement. However, two respondents responded with “neither agree nor disagree” for the statement “If I had to do it over again, I would choose 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	100%	100%	100%	100%
I received a richer academic experience than at other area schools	100%	100%	100%	100%
IU Southeast has a good reputation in the region	90%	100%	80%	100%
IU Southeast offers high-quality academic programs	90%	100%	80%	100%
I feel a sense of pride for IU Southeast	90%	67%	100%	100%
As a student, I felt like a member of the IU Southeast community	90%	100%	80%	100%
If I had to do it over again, I would choose IU Southeast	80%	67%	80%	100%

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

Levels of satisfaction with emphasized aspects of the IU Southeast experience were also high, with four of the seven areas receiving unanimous satisfaction ratings. However, two respondents were dissatisfied with the quality of information about career and job opportunities; an additional respondent was “neutral.” Four respondents 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
Overall quality of instruction	100%	100%	100%	100%
Quality of interaction with faculty	100%	100%	100%	100%
Quality of courses in your program	100%	100%	100%	100%
The variety of academic programs and courses	100%	100%	100%	100%
Student services responsiveness to student issues	90%	67%	100%	100%
Quality of information about career and job opportunities	70%	33%	80%	100%
Opportunities to be involved in extracurricular activities	60%	33%	60%	100%

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

CAREER DEVELOPMENT CENTER

Two of the ten Counseling MSED respondents reported utilizing the job search assistance services offered by the Career Development Center, while an additional respondent utilized the resume review services.

Table 22: Services received while attending IU Southeast:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Job Search Assistance	20%	--	--	100%
Resume Review	10%	33%	--	--
Career Counseling	--	--	--	--
Internship	--	--	--	--
Other	--	--	--	--

Note that respondents could choose more than one answer.

None of the ten Counseling MSED respondents 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.*

1. In the past my wife's college would invite students from each decade to attend a sporting event and be recognized. I know that it would be more challenging with IUS due to not having a football team, but some type of gathering. When the Ogle Center has an event, block

a weekend out, and inviting alum to attend with their families at a discounted price. - You may be doing this but I am unaware, plus I don't know what things will look like with Covid-19.

2. Have family day/outing activities to be involved with IUS. Community service opportunities to give back.
3. Reach out to Alumni more with different programs.
4. Regardless of major, I believe every student should be required to have an internship. My experience was fine at IUS, however once I graduated no one offered guidance for the next phase in life.
5. Offer class reunions?
6. Offer events for alumni.

RECOMMENDATION

Secondary Education MSED respondents were asked to indicate if they would recommend IU Southeast to others who wish to pursue teaching careers. Nine of the ten respondents provided a response for this question, and all nine (100%) 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; eight of the ten respondents provided a response for this question, and all eight (100%) 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. Because of the small class sizes and rigor of curriculum taught.
2. Very good professors and staff.
3. It is an affordable and welcoming environment with small class size.
4. Small classes made instruction personal.

PROGRAM STRENGTHS & WEAKNESSES

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

1. More diversity in the staff that is teaching to help aid with various experiences in teaching and education.
2. IUS needs to further their assistance to help those students obtaining Masters degrees in School Counseling towards finding a job. After obtaining my degree and proper certifications it took me 2.5 years to find a job as a School Counselor after years of applying to various counties/districts across Kentuckiana.
3. More focus on SEL vs academic.

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?” Their responses are as followed:

1. Very Well
2. Very well.
3. very well
4. Only had one class to teach that. More would be beneficial.

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)?” Their responses are as followed:

1. Somewhat
2. Needs more.
3. very well
4. We had one special ed course and a multicultural course.

QUALITATIVE COMMENTS: FURTHER COMMENTS

Respondents were asked for any further comments:

1. I enjoyed my time at IUS. I was the first in my family to graduate college. I know that IUS provided me with the confidence and skill set to perform my job in a successful way. IUS is close to home and prices are very reasonable for the quality education that you receive.
2. N/A
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.