

**Alumni Survey
Elementary Education 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

Elementary M.S.Ed Response Rates

	<u>Invited</u>	<u>Responded</u>	<u>Response Rate</u>
2019 Graduates	22	6	27.3%
2016-17 Graduates	26	2	7.7%
2014-15 Graduates	52	8	15.4%
Both Administrations	100	16	16.0%

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NUMBER OF RESPONDENTS

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

Table 1: Respondents by years out:

	Fall 2019 & Spring 2020	
	N	%
6 Months Out	6	38%
3 Years Out	2	13%
5 Years Out	8	50%
Total	16	100%

GENDER & AGE

Thirteen of the sixteen respondents were female, and the majority of respondents were under the age of 49; half of the respondents were between the ages of 30 and 39.

Table 2: Respondents by Gender:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Female	81%	67%	50%	100%
Male	19%	33%	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	13%	33%	--	--
30 to 39	50%	67%	--	50%
40 to 49	31%	--	100%	38%
50 to 59	6%	--	--	13%
Total	100%	100%	100%	100%

EMPLOYMENT & INCOME

All sixteen respondents report that their primary status post-graduation is being employed full-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)	100%	100%	100%	100%
Total				

Sixty-nine percent of the respondents accepted their full-time position prior to their graduation from IU Southeast; an additional 19% accepted in one to six months after graduation; and 13% took longer than twelve months to find their full-time position.

Table 5: Accepted Position:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Prior to Graduation	69%	83%	50%	63%
Less than one month after graduation	--	--	--	--
One to three months after graduation	13%	--	--	25%
Three to six months after graduation	6%	17%	--	--
Six to nine months after graduation	--	--	--	--
Nine to twelve months after graduation	--	--	--	--
More than twelve months after graduation	13%	--	50%	13%
Total	100%	100%	100%	100%

All but one of the Elementary Education MSED respondents reported that their current jobs were related to their field of study; the one respondent not working in their field reported that was not their preference.

Table 6: Employment in Studied Field:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Yes	94%	100%	100%	88%
No and that is not my preference	6%	--	--	13%
No and that is my preference	--	--	--	--
Total	100%	100%	100%	100%

The majority of Elementary Education MSED respondents (94%) earned between \$40,001 and \$70,000 per year, with more than two-thirds earning \$50,001 to \$70,000. Only one respondent earned less than \$28,000; this respondent was the respondent who was not employed in their field against their preferences.

Table 7: Annual Salary:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Less than \$28,000	6%	--	--	13%
\$28,001 to \$40,000	--	--	--	--
\$40,001 to \$50,000	25%	67%	--	--
\$50,001 to \$70,000	69%	33%	100%	88%
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 | • NA |
| • none | • 0 |
| • N/A | • N/A |
| • N/A | • Not sure |

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

CO-CURRICULAR ACTIVITY

All of the Elementary Education MSED respondents report that they consistently worked while attending IU Southeast, with fifteen of the sixteen respondents working 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	--	--	--	--
Yes, and generally worked between 11 and 20 hours per week	--	--	--	--
Yes, and generally worked between 21 and 30 hours per week	6%	17%	--	--
Yes, and generally worked more than 30 hours per week	94%	83%	100%	100%
No, I did not generally work as a student at IU Southeast	--	--	--	--
Total	100%	100%	100%	100%

Eighty-one percent of the Elementary Education MSED respondents participated in at least one of the recognized co-curricular activities offered at IU Southeast; 69% of the respondents completed a practicum or field experience. Thirty-one percent of the respondents participated in both a practicum or field experience and one other 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	69%	67%	50%	75%
Participated in a student organization	25%	17%	50%	25%
Participated in community service	19%	17%	50%	13%
Completed an internship	--	--	--	--
Participated in intercollegiate or intramural athletics	--	--	--	--

Note that respondents could choose more than one answer.

POST-GRADUATE PROGRAMS

Eleven of the sixteen Elementary Education MSED respondents report having earned a Master’s degree; ten at IU Southeast and one at the University of the Cumberland. The respondent who reports having earned a Master’s degree at the University of the Cumberland also reports being currently enrolled in an additional Master’s program at the same university. Only one respondent reported completing courses for the Leadership Certificate at IU Southeast without having earned a degree.

Table 11: Post-Graduate Programs:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Earned post-graduate degree	69%	83%	--	75%
Currently enrolled	6%	17%	--	--
Completed post-graduate courses	6%	--	50%	--

Note that respondents could choose more than one answer.

ADDITIONAL LICENSURE

Two 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	13%	17%	--	13%

Only one of the two Elementary Education MSED respondents who completed additional licensure listed the type of additional license obtained; their response is as followed:

- Reading

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

PREPAREDNESS

General Preparedness

The large majority of responding Elementary Education MSED alumni felt well prepared by their IU Southeast education, with all but one respondent agreeing or strongly agreeing with every statement. There were no responses of disagreement; one respondent rated their preparation in all five areas as “fair.”

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

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Most current career	94%	83%	100%	100%
Contributing to community	94%	83%	100%	100%
Furthering Education	94%	83%	100%	100%
Finding a job in studied field	94%	83%	100%	100%
Finding a job that used skills developed in major	94%	83%	100%	100%

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

Specific to Field

The large majority of responding Elementary 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.

For planning and preparation, all six statements received high marks from the responding Elementary Education MSED alumni, with four of the six statements receiving unanimous agreement. For the two statements without unanimous agreement, each statement received one response of “neither agree nor disagree.”

Table 14: Preparedness: Planning and Preparation:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To demonstrate knowledge of content	92%	80%	100%	100%
2. To demonstrate knowledge of pedagogy	100%	100%	100%	100%
3. To demonstrate knowledge of students	100%	100%	100%	86%
4. To set instructional outcomes	92%	80%	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 large majority of respondents also agreed with the five statements regarding preparing the learning environment, with three of the five statements receiving agreement rates higher than 90%. Again, there were no responses of disagreement; however, the statements regarding managing student behavior and organizing physical space each received “neither agree nor disagree” response rates of 25% and 23%, respectively.

Table 15: 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	92%	80%	100%	100%
3. To manage classroom procedures	92%	100%	100%	86%
4. To manage student behavior	75%	80%	100%	67%
5. To organize physical space	77%	80%	100%	71%

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

Agreement with the six statements regarding preparedness for instruction was also high, with four of the six statements receiving unanimous agreement from all respondents. The two statements regarding formative and summative assessment each received one “neither agree nor disagree” response.

Table 16: 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	92%	100%	100%	86%
5. To use summative assessment in instruction	92%	100%	100%	86%
6. To demonstrate flexibility and responsiveness	100%	100%	100%	100%

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

Elementary Education MSED respondents also indicated high levels of agreement with the four statements regarding preparation for professional responsibilities, with three of the four statements receiving agreement rates higher than 90%. Preparation to communicate with families received the lowest agreement levels, with two responses of “neither agree nor disagree” and one response of disagreement. The remaining statements each had one “neither agree nor disagree” response.

Table 17: Professional Responsibilities:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
1. To communicate with families	77%	80%	--	86%
2. To participate in a professional community	92%	100%	--	100%
3. To develop professionally	92%	100%	--	100%
4. To show professionalism	92%	100%	--	100%

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

ADVANCEMENT

All of the Elementary Education MSED respondents achieved at least one of the three recognized advancements within two years of their IU Southeast graduation, with 88% of the respondents receiving a salary increase. Thirty-six percent of the respondents that received a salary increase also began working in their field of study.

Table 18: Advancement in Career:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Receive a salary increase	88%	100%	100%	75%
Begin working in your field of study	44%	50%	50%	38%
Receive a promotion or obtain a better position	--	--	--	--

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 Elementary Education MSED respondents, with all of the respondents agreeing that IU Southeast offers high-quality academic programs and that they have a responsibility to become involved in their communities.

Overall disagreement was low; there was one response (6%) of disagreement regarding feeling like a member of the IU Southeast community and two responses (13%) of disagreement about receiving a richer academic experience at IU Southeast than at other area schools. Both statements also received three “neutral” responses (19%).

Table 19: IU Southeast Education:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
IU Southeast offers high-quality academic programs	100%	100%	100%	100%
I have a civic responsibility to become involved in my community	100%	100%	100%	100%
If I had to do it over again, I would choose IU Southeast	94%	83%	100%	100%
IU Southeast has a good reputation in the region	88%	100%	50%	88%
I feel a sense of pride for IU Southeast	81%	83%	50%	88%
As a student, I felt like a member of the IU Southeast community	75%	83%	50%	75%
I received a richer academic experience than at other area schools	69%	67%	50%	75%

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

Levels of satisfaction with emphasized aspects of the IU Southeast experience were also high, and there was only one response (6%) of dissatisfaction regarding student services' responsiveness to student issues. However, 25% of respondents were "neutral" about the quality of information about career and job opportunities and 38% of respondents were "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
Overall quality of instruction	100%	100%	100%	100%
Quality of courses in your program	100%	100%	100%	100%
Quality of interaction with faculty	94%	100%	100%	88%
The variety of academic programs and courses	88%	100%	50%	88%
Student services responsiveness to student issues	88%	83%	100%	88%
Quality of information about career and job opportunities	75%	67%	100%	75%
Opportunities to be involved in extracurricular activities	63%	67%	50%	63%

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

CAREER DEVELOPMENT CENTER

Four of the sixteen responding Elementary Education MSED alumni reported utilizing at least one of the recognized Career Development Center services while attending IU Southeast; two of the respondents utilized two services.

Table 21: Services received while attending IU Southeast:

	All	6 Mos Out	3 Yrs Out	5 Yrs Out
Job Search Assistance	19%	17%	50%	13%
Resume Review	13%	17%	--	13%
Other	6%	--	50%	--
Career Counseling	--	--	--	--
Internship	--	--	--	--

Note that respondents could choose more than one answer.

Two of the Elementary Education MSED respondents indicated a desire 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	13%	17%	--	13%

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. Alumni nights are always fun, inexpensive tickets to baseball games, family nights, community service events, festivals with free/ reduce prices food/ games/ movies/ etc
2. Nothing
3. Collaboration with schools in poverty
4. Provide other on campus opportunities for non-traditional students and their families.
5. Hire and retain more African American instructors and professors.
6. Authentic learning experiences for scholars centered around cultural competencies.
7. NA
8. News letters, events, and special recognition of alumni.
9. I'm not sure at this time.

RECOMMENDATION

Elementary Education MSED respondents were asked to indicate if they would recommend IU Southeast to others who wish to pursue teaching careers. Of the thirteen respondents who provided a response for this question, twelve (92%) 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, only thirteen respondents answered and twelve (92%) 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. Amazing professors, great classes. Registrars Office was a nightmare every semester to get into the classes I needed and paying was annoying. But once you got that settled for the semester, the classes themselves were excellent. The expectations were clear and reasonable for those of us working. Profs worked with your current situation to adapt project work to benefit your position best.
2. Professors were very engaging and caring.
3. There are too many classes that require meeting on campus which is extremely inconvenient after working 40 hours per week as an educator.
4. I love the faculty and staff. As a non-traditional student, I feel that the instructors were very understanding that I was a mother of 4, a wife, and held a full-time teaching position, as well as going to school.
5. It is a great place to get an education degree for under grade and graduate courses.
6. I felt like I received a great education at IUS. I completed the T2T program and returned to finish my masters because I enjoyed the school. I also really appreciated the graduate center and how convenient it was to Louisville.
7. Preparation was great
8. IUS was a wonderful college with very knowledgeable and understanding professors.
9. Very good classes, close by, and they are reasonably priced.

PROGRAM STRENGTHS & WEAKNESSES

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

1. I did not fully understand the process to get my new degree on my licence. I wish I had asked more questions to my professors because the person in the education office was vague and then rude when I asked more questions because I wanted a clear set of directions of which praxis tests to take
2. More hands on learning, less papers
3. N/A
4. N/A
5. There is a strong need for African American instructors, professors, and support staff.
6. Very flexible in offer classes on campus or online or a combination of both which I personally prefer.
7. I felt valued as a profession by all staff.

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. I feel confident changing instruction or methods as needed to meet diverse readers
2. greatly
3. Well prepared
4. The Instructors taught each person to adapt instruction so that all students can learn.
5. Well
6. This is still something that I'm working on. I would of like to do more workshop model in my classroom but I struggle with relinquishing my whole class teaching time.
7. somewhat well
8. Very well
9. Very

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. ELL, good. Special Needs, ok. I feel the field of special education is too broad for a single class to fully prepare you for what you'll meet in the classroom. I learned a lot in that class but I almost considered a dual major to also become special ed Certified. I still don't feel 100% prepared for so many different learners
2. ok
3. Not amazing but decent
4. There were classes to assess the needs of the diverse learner.
5. Very well

6. I felt adequately prepared for diverse students.
7. somewhat well
8. Very well
9. Very

QUALITATIVE COMMENTS: FURTHER COMMENTS

Respondents were asked for any further comments:

1. Even as a graduate student, I felt connected to IUS. I joined 2 fellowship groups and felt a part of the campus even though I was there in the evenings or summers
2. Great experience
3. N/A
4. NA

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.