

**Alumni Survey
Secondary Education MSED**

Administered October 2019 & June 2020



**INDIANA UNIVERSITY
SOUTHEAST**

OFFICE OF INSTITUTIONAL EFFECTIVENESS

**Ronald E. Severtis, Jr., Sara Spalding, and Amanda Scarberry
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

Secondary M.S.Ed Response Rates

| | <u>Invited</u> | <u>Responded</u> | <u>Response Rate</u> |
|-----------------------------|----------------|------------------|----------------------|
| 2019 Graduates | 13 | 6 | 46.2% |
| 2016-17 Graduates | 18 | 2 | 11.1% |
| 2014-15 Graduates | 16 | 4 | 25.0% |
| Both Administrations | 47 | 12 | 25.5% |

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NUMBER OF RESPONDENTS

This survey report consists of responses from twelve School of Education alumni from the graduate Secondary Education (MSED) program.

Table 1: Respondents by Years Out:

| | Fall 2019 & Spring 2020 | |
|--------------|-------------------------|------|
| | N | % |
| 6 Months Out | 6 | 50% |
| 3 Years Out | 2 | 17% |
| 5 Years Out | 4 | 33% |
| Total | 12 | 100% |

GENDER & AGE

Nine of the twelve respondents were female, and most of the respondents were under the age of 50; the predominant age range for the respondents was 30 to 39.

Table 2: Respondents by Gender:

| | All | 6 Mos Out | 3 Yrs Out | 5 Yrs Out |
|--------|------|-----------|-----------|-----------|
| Female | 75% | 83% | 50% | 75% |
| Male | 25% | 17% | 50% | 25% |
| Total | 100% | 100% | 100% | 100% |

Table 3: Respondents by Age Group:

| | All | 6 Mos Out | 3 Yrs Out | 5 Yrs Out |
|------------|------|-----------|-----------|-----------|
| 20 to 29 | 17% | 17% | 50% | -- |
| 30 to 39 | 42% | 50% | -- | 50% |
| 40 to 49 | 25% | 17% | 50% | 25% |
| 50 to 59 | 8% | 17% | -- | -- |
| 60 or more | 8% | -- | -- | 25% |
| Total | 100% | 100% | 100% | 100% |

EMPLOYMENT & INCOME

All twelve 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 | 100% | 100% | 100% | 100% |

Eighty-three percent of the respondents accepted their full-time position prior to their graduation from IU Southeast; an additional 16% accepted their position within three to twelve months after graduating.

Table 5: Accepted Position:

| | All | 6 Mos Out | 3 Yrs Out | 5 Yrs Out |
|--|-------------|-------------|-------------|-------------|
| Prior to Graduation | 83% | 100% | 100% | 50% |
| Less than one month after graduation | -- | -- | -- | -- |
| One to three months after graduation | -- | -- | -- | -- |
| Three to six months after graduation | 8% | -- | -- | 25% |
| Six to nine months after graduation | -- | -- | -- | -- |
| Nine to twelve months after graduation | 8% | -- | -- | 25% |
| More than twelve months after graduation | -- | -- | -- | -- |
| Total | 100% | 100% | 100% | 100% |

All twelve Secondary Education MSED respondents reported that their current jobs were 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 | -- | -- | -- | -- |
| Total | 100% | 100% | 100% | 100% |

Half of the Secondary Education MSED respondents earned between \$50,001 and \$70,000 per year, with an additional one-third of respondents earning \$40,001 to \$50,000. None of the respondents earned less than \$28,000; the remaining 17% earned \$28,001 to \$40,000.

Table 7: Annual Salary:

| | All | 6 Mos Out | 3 Yrs Out | 5 Yrs Out |
|----------------------|-------------|-------------|-------------|-------------|
| Less than \$28,000 | -- | -- | -- | -- |
| \$28,001 to \$40,000 | 17% | 33% | -- | -- |
| \$40,001 to \$50,000 | 33% | 33% | -- | 50% |
| \$50,001 to \$70,000 | 50% | 33% | 100% | 50% |
| 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:

- N/A
- None
- None
- 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

All of the Secondary Education MSED respondents report that they consistently worked while attending IU Southeast, with the vast majority working more than 30 hours per week. Only one respondent worked between 21 and 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 | 9% | -- | -- | 25% |
| Yes, and generally worked more than 30 hours per week | 91% | 100% | 100% | 75% |
| No, I did not generally work as a student at IU Southeast | -- | -- | -- | -- |
| Total | 100% | 100% | 100% | 100% |

Fifty-eight percent of the Secondary Education MSED respondents participated in at least one of the recognized co-curricular activities offered at IU Southeast; two respondents (17%) participated in two activities. The predominant activity participated in was completion of a practicum/field experience.

Table 10: Participation in Co-Curricular Activity:

| | All | 6 Mos Out | 3 Yrs Out | 5 Yrs Out |
|---|-----|-----------|-----------|-----------|
| Completed a practicum/field experience | 42% | 33% | 50% | 50% |
| Participated in community service | 25% | 33% | -- | 25% |
| Participated in a student organization | 8% | -- | -- | 25% |
| Completed an internship | -- | -- | -- | -- |
| Participated in intercollegiate or intramural athletics | -- | -- | -- | -- |

Note that respondents could choose more than one answer.

POST-GRADUATE PROGRAMS

Nine of the twelve Secondary Education MSED respondents report having earned a Master’s degree from IU Southeast.

Table 11: Post-Graduate Programs:

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

Note that respondents could choose more than one answer.

ADDITIONAL LICENSURE

Four 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 | 33% | 50% | 50% | -- |

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

Table 13: Type of Additional License Obtained:

- Masters license
- Educational Technology

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

PREPAREDNESS

General Preparedness

All of the Secondary Education MSED respondents unanimously reported that they were well prepared for their most current career, contributing to their community, furthering their education, finding a job in their field, and finding a job that used skills developed in their major.

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

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

For planning and preparation, all six statements received high marks from the responding Secondary 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 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 | 100% | 100% | 100% | 100% |
| 3. To demonstrate knowledge of students | 100% | 100% | 100% | 100% |
| 4. To set instructional outcomes | 89% | 100% | 100% | 50% |
| 5. To design coherent instruction | 89% | 100% | 100% | 50% |
| 6. To design student assessment | 100% | 100% | 100% | 100% |

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

The majority of respondents also agreed with the five statements regarding preparing the learning environment, with the six-months-out respondents and the three-years-out respondents reporting unanimous agreement for all five statements. However, one respondent from the five-years-out group responded with “neither agree nor disagree” for every statement.

Table 16: Preparedness: Learning Environment:

| | All | 6 Mos Out | 3 Yrs Out | 5 Yrs Out |
|--|-----|-----------|-----------|-----------|
| 1. To create an environment of respect | 89% | 100% | 100% | 50% |
| 2. To establish a culture for learning | 89% | 100% | 100% | 50% |
| 3. To manage classroom procedures | 89% | 100% | 100% | 50% |
| 4. To manage student behavior | 89% | 100% | 100% | 50% |
| 5. To organize physical space | 89% | 100% | 100% | 50% |

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 communicating with students and engaging students in learning each received one response of “neither agree nor disagree.”

Table 17: Preparedness: Instruction:

| | All | 6 Mos Out | 3 Yrs Out | 5 Yrs Out |
|--|------|-----------|-----------|-----------|
| 1. To communicate with students | 89% | 100% | 100% | 50% |
| 2. To use questions and discussion techniques | 100% | 100% | 100% | 100% |
| 3. To engage students in learning | 89% | 100% | 100% | 50% |
| 4. To use formative assessment in instruction | 100% | 100% | 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.

Secondary Education MSED respondents also indicated high levels of agreement with the four statements regarding preparation for professional responsibilities, with the six-months-out respondents and the three-years-out respondents both indicating unanimous agreement with every statement. However, one of the five-years-out respondents responded with “neither agree nor disagree” for all four statements.

Table 18: Preparedness: Professional Responsibilities:

| | All | 6 Mos Out | 3 Yrs Out | 5 Yrs Out |
|---|-----|-----------|-----------|-----------|
| 1. To communicate with families | 89% | 100% | 100% | 50% |
| 2. To participate in a professional community | 89% | 100% | 100% | 50% |
| 3. To develop professionally | 89% | 100% | 100% | 50% |
| 4. To show professionalism | 89% | 100% | 100% | 50% |

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

ADVANCEMENT

Ten of the twelve (83%) Secondary Education MSED respondents achieved at least one of the three recognized advancements within two years of their IU Southeast graduation, with 58% of the respondents receiving a salary increase. Twenty-five percent of the respondents reported achieving two of the recognized advancements.

Table 19: Advancement in Career:

| | All | 6 Mos Out | 3 Yrs Out | 5 Yrs Out |
|---|-----|-----------|-----------|-----------|
| Receive a salary increase | 58% | 67% | 100% | 25% |
| Begin working in your field of study | 42% | 50% | 50% | 25% |
| Receive a promotion or obtain a better position | 8% | -- | -- | 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 Secondary Education MSED respondents, with all of the respondents agreeing that IU Southeast has a good reputation in the region and that IU Southeast offers high-quality academic programs.

Overall disagreement was low, with only one disagreeing response regarding the statement “I feel a sense of pride for IU Southeast.” In addition, the statements regarding receiving a richer academic experience at IU Southeast, feeling like a member of the IU Southeast community, and feeling a sense of pride for IU Southeast each received two “neutral” responses (18%).

Table 20: IU Southeast Education:

| | All | 6 Mos Out | 3 Yrs Out | 5 Yrs Out |
|--|------|-----------|-----------|-----------|
| IU Southeast has a good reputation in the region | 100% | 100% | 100% | 100% |
| IU Southeast offers high-quality academic programs | 100% | 100% | 100% | 100% |
| If I had to do it over again, I would choose IU Southeast | 91% | 100% | 100% | 75% |
| I have a civic responsibility to become involved in my community | 91% | 80% | 100% | 100% |
| I received a richer academic experience than at other area schools | 82% | 80% | 100% | 75% |
| As a student, I felt like a member of the IU Southeast community | 82% | 80% | 100% | 75% |
| I feel a sense of pride for IU Southeast | 73% | 80% | 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 were no responses of dissatisfaction. However, the statements regarding quality of information about career and job opportunities and opportunities to be involved in extracurricular activities each received three “neutral” responses (27%).

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 | 91% | 80% | 100% | 100% |
| Student services responsiveness to student issues | 91% | 100% | 100% | 75% |
| Quality of information about career and job opportunities | 73% | 60% | 100% | 75% |
| Opportunities to be involved in extracurricular activities | 73% | 60% | 100% | 75% |

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

CAREER DEVELOPMENT CENTER

One of the twelve Secondary Education MSED respondents reported utilizing the resume review services offered by the Career Development Center.

Table 22: Services received while attending IU Southeast:

| | All | 6 Mos Out | 3 Yrs Out | 5 Yrs Out |
|-----------------------|-----|-----------|-----------|-----------|
| Resume Review | 8% | -- | -- | 25% |
| Career Counseling | -- | -- | -- | -- |
| Internship | -- | -- | -- | -- |
| Job Search Assistance | -- | -- | -- | -- |
| Other | -- | -- | -- | -- |

Note that respondents could choose more than one answer.

None of the twelve Secondary Education 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. Keep up the great music programming at the Ogle Center. Keep expanding the offerings in the music and theatre departments.
2. Continue growing and adding more degree opportunities.
3. I would like IUS to continue meeting the needs of all types of students.

4. Continue outreach to local school districts. IU Southeast is not the best-kept-secret it used to be and I want to see more people being reached. The commercials and social media presence has certainly helped this.
5. Continue to spread the word about IUS
6. Keep up the great work!
7. Offer events based on major.
8. Notify me about career opportunities in my field.

RECOMMENDATION

Secondary Education MSED respondents were asked to indicate if they would recommend IU Southeast to others who wish to pursue teaching careers. Of the eight respondents who provided a response to this question, all eight (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; again, of the eight respondents that provided a response to this question, 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. You will be prepared to teach when you finish.
2. It provided everything one needs to be an effective teacher.
3. I have recommend fellow teachers to the Masters program because of the flexibility in online and in-person classes as well as the excellent professors that have experience and knowledge to help young teachers.
4. I do. The School of Education as a whole is very well-run. The undergraduate and graduate programs are laid out in ways they not only make sense, but work well.
5. IUS was a great learning environment and very affordable. I loved the small classes and learned what I needed to know to prepare me as a special ed teacher.
6. Wonderful faculty!
7. I had a good experience and the tuition is reasonable.

PROGRAM STRENGTHS & WEAKNESSES

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

1. I really appreciated the cafeteria hours - it was nice to be able to get dinner before class on campus. The food was always good, healthier, and it was easier than getting fast food. Then I didn't have to eat during class.
2. As I said above, the School of Education is great. The main issue I have, as a band director in the field is the way the Music Education degree programs are set up. They don't focus on actual teaching enough and focus more on piano pedagogy, and a lot of directors don't play that much piano. The focus needs to shift to more observations before student teaching, and

a focus on athletic bands (pep band and marching band) need to be actual classes. But, that is the Music Department, and they don't see things that way, which is sad because a lot of the students that go through that program will be very unprepared for the reality of teaching band with more than a concert program.

3. I didn't know I had to obtain an IN teaching license before applying for my KY license. That made me getting my KY license take much longer than it should have and I had to spend a lot of money to get a license in IN which I do not plan to use.
4. Strength: faculty and staff's overall willingness to provide support (I did not follow a traditional graduate plan, but I received a lot of help and was able to create my own plan)
Weakness: better communication between offices
5. Keep offering hybrid classes.

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. I felt prepared to accommodate the needs of my students.
2. It did a good job.
3. I was very well prepared.
4. Excellent
5. Very well; I was expected to modify my lessons to accommodate my students' needs on every lesson plan.
6. Very Well
7. 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)?" Their responses are as followed:

1. Very well
2. It did a good job.
3. I was very well prepared.
4. The program helped with working with students with special needs, I chose to take a couple of those classes and they have helped a lot.
5. Excellent
6. Very well; I spent an entire semester learning about working with diverse student populations and gaining experience in the field.
7. Somewhat
8. Very well

QUALITATIVE COMMENTS: FURTHER COMMENTS

Respondents were asked for any further comments:

1. I have a bachelor degree in music education from Western Ky University, and would have sought out a masters degree in the same...or possibly in choral conducting. These degrees are not offered at IUS, but the education department and music department worked together to incorporate as many music experiences as possible into the M.E. Education Degree that I received from IUS. My professors were excellent.
2. None
3. Wonderful graduate experience!
4. Offer online only program. Not hybrid.
5. I loved being able to take hybrid courses as a working adult. These courses sped up my degree and allowed me to take on more courses in a semester.

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. .