

# **Survey of Undergraduate Alumni Spring 2016**

**Elementary Education Alumni**



**Southeastern Louisiana University**

**Institutional Research**

# B.S. Elementary Education

## Satisfaction with Degree Program

Number of Respondents: 11					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
BS Elementary Education	0.0%	9.1% (1)	9.1% (1)	45.5% (5)	36.4% (4)
<b>Overall quality of your degree program</b>					
BS Elementary Education	9.1% (1)	0.0%	9.1% (1)	45.5% (5)	36.4% (4)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
BS Elementary Education	0.0%	0.0%	27.3% (3)	36.4% (4)	36.4% (4)
<b>Usefulness of the academic advice you received from your advisor</b>					
BS Elementary Education	9.1% (1)	18.2% (2)	27.3% (3)	18.2% (2)	27.3% (3)
<b>Opportunities to interact with faculty outside of class</b>					
BS Elementary Education	9.1% (1)	18.2% (2)	9.1% (1)	36.4% (4)	27.3% (3)
<b>Effectiveness of the faculty as teachers</b>					
BS Elementary Education	0.0%	27.3% (3)	0.0%	27.3% (3)	45.5% (5)
<b>Friendliness and helpfulness of the office staff</b>					
BS Elementary Education	9.1% (1)	18.2% (2)	18.2% (2)	36.4% (4)	18.2% (2)
<b>Interest shown by faculty in your academic development</b>					
BS Elementary Education	18.2% (2)	9.1% (1)	0.0%	27.3% (3)	45.5% (5)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
BS Elementary Education	18.2% (2)	9.1% (1)	18.2% (2)	9.1% (1)	45.5% (5)
<b>Quality of instruction in advanced courses</b>					
BS Elementary Education	9.1% (1)	0.0%	18.2% (2)	36.4% (4)	36.4% (4)
<b>Faculty treatment of students both inside and outside of the classroom</b>					
BS Elementary Education	9.1% (1)	9.1% (1)	18.2% (2)	18.2% (2)	45.5% (5)
<b>Professional activities, associations, or clubs associated with your major</b>					
BS Elementary Education	0.0%	18.2% (2)	18.2% (2)	36.4% (4)	27.3% (3)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
BS Elementary Education	0.0%	18.2% (2)	0.0%	36.4% (4)	45.5% (5)
<b>Availability of the required courses in your major</b>					
BS Elementary Education	9.1% (1)	18.2% (2)	27.3% (3)	18.2% (2)	27.3% (3)
<b>Availability of elective courses you wanted to take in your major</b>					
BS Elementary Education	9.1% (1)	18.2% (2)	18.2% (2)	18.2% (2)	36.4% (4)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
BS Elementary Education	9.1% (1)	18.2% (2)	0.0%	27.3% (3)	45.5% (5)
<b>Opportunities for you to collaborate with other students on class projects</b>					
BS Elementary Education	0.0%	9.1% (1)	0.0%	27.3% (3)	63.6% (7)
<b>Satisfaction with Degree Program</b>					

Number of Respondents: 11					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Library resources related to your major</b>					
BS Elementary Education	9.1% (1)	18.2% (2)	18.2% (2)	9.1% (1)	45.5% (5)
<b>Use of appropriate technology in the classroom</b>					
BS Elementary Education	9.1% (1)	9.1% (1)	0.0%	27.3% (3)	54.5% (6)
<b>Facilities and equipment (including computer resources) for courses in your major</b>					
BS Elementary Education	0.0%	9.1% (1)	9.1% (1)	27.3% (3)	54.5% (6)
<b>Help you received from faculty in your department with regard to further educational opportunities</b>					
BS Elementary Education	9.1% (1)	18.2% (2)	27.3% (3)	0.0%	45.5% (5)
<b>The size of classes in your major</b>					
BS Elementary Education	0.0%	0.0%	18.2% (2)	0.0%	81.8% (9)
<b>Help you received from faculty in your department with regard to finding employment in your field</b>					
BS Elementary Education	9.1% (1)	27.3% (3)	9.1% (1)	9.1% (1)	45.5% (5)
<b>The global perspectives of courses</b>					
BS Elementary Education	9.1% (1)	18.2% (2)	9.1% (1)	45.5% (5)	18.2% (2)
<b>The relevancy of courses</b>					
BS Elementary Education	18.2% (2)	0.0%	18.2% (2)	27.3% (3)	36.4% (4)
<b>"Real-world" experiences, exposure, examples, etc. in or out of the classroom</b>					
BS Elementary Education	9.1% (1)	0.0%	0.0%	45.5% (5)	45.5% (5)
<b>Your advisor's knowledge of requirements</b>					
BS Elementary Education	0.0%	9.1% (1)	45.5% (5)	18.2% (2)	27.3% (3)
<b>The accessibility of your advisor</b>					
BS Elementary Education	9.1% (1)	18.2% (2)	18.2% (2)	27.3% (3)	27.3% (3)
<b>Your advisor's concern with your academic goals</b>					
BS Elementary Education	0.0%	9.1% (1)	54.5% (6)	18.2% (2)	18.2% (2)
<b>Opportunity to acquire marketable skills</b>					
BS Elementary Education	0.0%	0.0%	9.1% (1)	36.4% (4)	54.5% (6)

<b>Satisfaction with Degree Program</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend Southeastern to someone interested in what you majored in?</b>		
BS Elementary Education	9.1% (1)	90.9% (10)
<b>3. If you had it to do over again, would you choose the same major?</b>		
BS Elementary Education	18.2% (2)	72.7% (8); 9.1% (1) Not at Southeastern
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
BS Elementary Education	0.0%	100.0% (11)
<b>6. Should a hands-on course be required in your program?</b>		
BS Elementary Education	0.0%	100.0% (11)

When asked what benefits they received from hands-on experience, Music graduates had the following to say:

- The most beneficial aspect of my methods classes and my student teaching was getting feedback on my instruction on an ongoing basis.
- My methods courses in education.
- I received in classroom field experience that I enjoyed very much.
- One on one with the students
- Real-world experience that made the transition from student teaching into full time substituting and teaching less daunting. Improved my self-confidence in my teaching abilities and gave me access to professionals to use as job references.
- I was able to practice implementing lessons, prepare in classroom management strategies, and so much more. I spent a lot of time in different classroom settings, which made my me feel prepared, comfortable, and overall ready when I began my teaching career.
- Southeastern's hands on experience looked great on my resume and helped surpass others for a job position.
- Insight into what the future holds.
- There were many qualities, networking opportunities, and being fully engulfed into the classroom that helped me become the teacher I am today. The St. Charles Parish Apprenticeship program allowed me to be well prepared for my first year teaching. I am truly grateful to have had the opportunity to work with an amazing mentor teacher and administrative team that I could not have gotten if I were to stay my final year at Southeastern. There were some classes that did help with preparing me for my apprenticeship program, such as lesson planning, but I did feel that there were faculty members that were not as enthusiastic about teaching college students to become teachers. Overall, I appreciate everything that the teaching program at SELU has given me.

**Perceptions of Southeastern**

None (0.0%) of the Elementary Education graduates participated in study-abroad/student exchange. Four (36.4%) of the respondents had participated in the honors program. One (25.0%) was Very Satisfied with the experience, one (25.0%) was Somewhat Satisfied, and two (50.0%) were Somewhat Dissatisfied. Two (18.2%) of the respondents conducted research

under faculty supervision. One (50.0%) was Somewhat Satisfied with the experience and one (50.0%) was Somewhat Dissatisfied.

### **Graduate/Professional Education**

Four (36.4%) of the respondents are currently enrolled in a graduate/professional degree program, three (27.3%) have completed a Master’s degree, and four (36.4%) plan to enroll in a degree program in the future. All (100.0%) of the respondents have earned or plan to earn a Master’s degree.

Of the seven individuals with graduate school experience, three (42.9%) indicated that Southeastern prepared them “Effectively” for further graduate/professional study, two (28.6%) indicated they were “Very Effectively” prepared, and two (28.6%) were “Ineffectively” prepared. Five (71.4%) indicated that Southeastern prepared him/her “Better than Most” other students, one (14.3%) indicated that Southeastern prepared them “About the Same as Most, and one (14.3%) indicated Southeastern prepared them “Worse than Most”. Furthermore, six (85.7%) indicated their graduate degree program is “Very Closely Related” to their bachelor’s degree from Southeastern and one (14.3%) indicated it was “Somewhat Related”.

### **Employment**

Two (18.2%) of the respondents has not been employed full-time since graduating from Southeastern, while nine (81.8%) have been employed full-time. Of those who have been employed full-time, four (44.4%) had a job before graduating, two (22.2%) accepted a position upon graduation, two (22.2%) took 1-6 months to find a job, and one (11.1%) took 7-12 months. The three respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 2 presents what were considered major problems, minor problems, or no problem.

<b>Table 2</b>			
<b>Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	0.0%	0.0%	66.7% (2)
Not knowing what I wanted to do	0.0%	0.0%	66.7% (2)
Tight job market	0.0%	0.0%	66.7% (2)
Lack of marketable skills	0.0%	0.0%	66.7% (2)
Lack of educational qualifications	0.0%	0.0%	66.7% (2)
Reputation of Southeastern	0.0%	0.0%	66.7% (2)
Lack of experience	0.0%	0.0%	66.7% (2)
Lack of job search skills	0.0%	0.0%	66.7% (2)
Poor GPA	0.0%	0.0%	66.7% (2)
Racial discrimination	0.0%	0.0%	66.7% (2)
Gender discrimination	0.0%	0.0%	66.7% (2)
Age discrimination	0.0%	0.0%	66.7% (2)

Three (33.3%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance, three (33.3%) indicated it was “Effective”, and two (22.2%) indicated it was “Very Ineffective”. In regards to sources for learning about their first full-time job, one (11.1%) indicated a newspaper/trade publication, two (22.2%) from another student/friend, two (22.2%) already had the job, three (33.3%) from student teaching, one (11.1%) from an employment agency and two (22.2%) from the Southeastern Job Fair.

Ten (90.9%) are currently employed full-time. Of those who are currently employed full-time, nine (90.0%) are employed in the state of Louisiana. Nine (90.0%) are employed K-12 education and one (10.0%) in a health agency. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college would you say that you are currently underemployed”, two (20.0%) of the respondents indicated they are underemployed. Six (60.0%) of the respondents are well satisfied with their employment and would not consider leaving and four (40.0%) are satisfied with their employment but would consider other employment. All of the respondents are employed in an the area of their Southeastern major or a related area. One (10.0%) respondent indicated a salary range of \$25,001-\$30,000, three (30.0%) \$30,001-\$40,000, and six (60.0%) indicated a range of \$40,001-\$50,000.

### **Professional Activities**

Nine (81.8%) of the respondents indicated they currently hold a teaching certification and one (9.1%) indicated it is not available in their field. Seven (63.6%) of the respondents are members of a professional organization, and eight (72.7%) have attended a professional meeting in the past year.

## Comments

This section contains the opinions of all alumni who volunteered narrative comments in response to an open-ended question. Positive and negative comments which have specifically named faculty or staff have not been deleted. These comments should not be considered representative, but should be evaluated within the context of the other results. The only editing of the comments is the deletion of expletives. For some programs, there were no alumni comments.

Not all comments are distributed with every report. The Provost's report contains all comments for all programs in all colleges. The reports distributed to Deans contain only the comments for the departments which report to each Dean. Finally, each department is provided with the comments made only by their students in each program within the department. Any other distribution will not contain the comments.

The only exceptions to this distribution policy are the secondary education programs. These comments were provided to the department in which the program is housed, as well as the Department of Teaching & Learning. For example, comments made by graduates in English Education were distributed to the Department of English, the Department of Teaching & Learning, and the Deans of both the College of Arts, Humanities, & Social Sciences and the College of Education.

**This report is intended for use in curriculum/program review and revision only. Under no circumstances should this report be used for tenure and/or promotion review, merit review, or other personnel decisions.**

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