

Survey of Graduate Degree Alumni Spring 2016

MAT Elementary Education Alumni



Southeastern Louisiana University

Institutional Research

MAT Elementary Education

Satisfaction with Degree Program

Number of Respondents: 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
MAT Elementary Education	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Overall quality of your degree program					
MAT Elementary Education	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MAT Elementary Education	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Usefulness of the academic advice you received from your advisor					
MAT Elementary Education	0.0%	25.0% (1)	0.0%	25.0% (1)	50.0% (2)
Opportunities to interact with faculty outside of class					
MAT Elementary Education	0.0%	0.0%	25.0% (1)	75.0% (3)	0.0%
Effectiveness of the faculty as teachers					
MAT Elementary Education	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Friendliness and helpfulness of the office staff					
MAT Elementary Education	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
Interest shown by faculty in your academic development					
MAT Elementary Education	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Effectiveness of beginning courses in preparing you for advanced courses					
MAT Elementary Education	0.0%	25.0% (1)	0.0%	25.0% (1)	50.0% (2)
Quality of instruction in advanced courses					
MAT Elementary Education	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Faculty treatment of students both inside and outside of the classroom					
MAT Elementary Education	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Professional activities, associations, or clubs associated with your major					
MAT Elementary Education	25.0% (1)	0.0%	0.0%	25.0% (1)	50.0% (2)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MAT Elementary Education	25.0% (1)	0.0%	0.0%	0.0%	75.0% (3)
Availability of the required courses in your major					
MAT Elementary Education	0.0%	0.0%	50.0% (2)	0.0%	50.0% (2)
Availability of elective courses you wanted to take in your major					
MAT Elementary Education	0.0%	25.0% (1)	50.0% (2)	25.0% (1)	0.0%
Quality of instruction regarding standards and ethics in your major field					
MAT Elementary Education	0.0%	25.0% (1)	0.0%	0.0%	75.0% (3)
Satisfaction with Degree Program					
Number of Respondents: 4					

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Opportunities for you to collaborate with other students on class projects					
MAT Elementary Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
Library resources related to your major					
MAT Elementary Education	25.0% (1)	0.0%	25.0% (1)	25.0% (1)	25.0% (1)
Use of appropriate technology in the classroom					
MAT Elementary Education	25.0% (1)	0.0%	0.0%	0.0%	75.0% (3)
Facilities and equipment (including computer resources) for courses in your major					
MAT Elementary Education	25.0% (1)	0.0%	0.0%	0.0%	75.0% (3)
Help you received from faculty in your department with regard to further educational opportunities					
MAT Elementary Education	25.0% (1)	0.0%	0.0%	50.0% (2)	25.0% (1)
The size of classes in your major					
MAT Elementary Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
Help you received from faculty in your department with regard to finding employment in your field					
MAT Elementary Education	25.0% (1)	0.0%	50.0% (2)	0.0%	25.0% (1)
The global perspectives of courses					
MAT Elementary Education	0.0%	25.0% (1)	25.0% (1)	25.0% (1)	25.0% (1)
The relevancy of courses					
MAT Elementary Education	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
"Real-world" experiences, exposure, examples, etc. in or out of the classroom					
MAT Elementary Education	0.0%	25.0% (1)	25.0% (1)	0.0%	50.0% (2)
Your advisor's knowledge of requirements					
MAT Elementary Education	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
The accessibility of your advisor					
MAT Elementary Education	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
Your advisor's concern with your academic goals					
MAT Elementary Education	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)

Satisfaction with Degree Program		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
MAT Elementary Education	0.0%	100.0% (4)
3. If you had it to do over again, would you choose the same major?		
MAT Elementary Education	0.0%	100.0% (4)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
MAT Elementary Education	0.0%	100.0% (4)
6. Should a hands-on course be required in your program?		
MAT Elementary Education	0.0%	100.0% (4)

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

- The ability to connect theory to reality. I was able to practice what I've learned in a controlled environment.
- Prepared me, somewhat, to classroom exposure.
- Practical experience made the transition to the classroom much easier!

Graduate Professional Education

Two respondents (50.0%) plan to enroll in the future and two (50.0%) have no plans for further education. Of those with plans for further education, one (50.0%) plans on obtaining a doctorate and one (50.0%) a second master's.

Employment

All (100.0%) of the respondents have been employed full-time since graduating from Southeastern. One (25.0%) had a job before graduating, two (50.0%) took 1-6 months to find a job, and one (25.0%) 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.

Table 2			
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.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	0.0%	33.3% (1)	33.3% (1)
Not knowing what I wanted to do	0.0%	0.0%	66.7% (2)
Tight job market	0.0%	33.3% (1)	33.3% (1)
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%	33.3% (1)	33.3% (1)
Lack of job search skills	0.0%	33.3% (1)	33.3% (1)
Poor GPA	0.0%	0.0%	66.7% (2)
Racial discrimination	33.3% (1)	0.0%	66.7% (2)
Gender discrimination	0.0%	0.0%	66.7% (2)
Age discrimination	0.0%	0.0%	66.7% (2)

Two (50.0%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance and two (50.0%) indicated it was “Effective”. In regards to sources for learning about their first full-time job, two (50.0%) indicated another student/friend, one (25.0%) from a practicum/student teaching, and one (25.0%) from the Southeastern Job Fair.

All (100.0%) are currently employed full-time in the state of Louisiana in K-12. 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”, none (0.0%) of the respondents indicated they are underemployed. All (100.0%) of the respondents are well satisfied with their employment and would not consider leaving. All (100.0%) of the respondents are employed in an the area of their Southeastern major. One (11.1%) respondent indicated a salary range of \$30,001-\$40,000 and three (75.0%) \$40,001-\$50,000.

Professional Activities

Three (75.0%) of the respondents indicated they currently hold a teaching certificate, and one (25.0%) indicated licensure is not available in their field. One (25.0%) of the respondents are members of a professional organization and two (50.0%) 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.

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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