

# **Survey of Graduate Degree Alumni Spring 2016**

**MEd Educational Leadership Alumni**



**Southeastern Louisiana University**

**Institutional Research**

# MEd Educational Leadership

## Satisfaction with Degree Program

Number of Respondents: 29					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
MEd Educational Leadership	0.0%	0.0%	13.8% (4)	27.6% (8)	58.6% (17)
<b>Overall quality of your degree program</b>					
MEd Educational Leadership	0.0%	0.0%	6.9% (2)	24.1% (7)	69.0% (20)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
MEd Educational Leadership	3.4% (1)	3.4% (1)	10.3% (3)	31.0% (9)	51.7% (15)
<b>Usefulness of the academic advice you received from your advisor</b>					
MEd Educational Leadership	0.0%	3.4% (1)	20.7% (6)	17.2% (5)	55.2% (16)
<b>Opportunities to interact with faculty outside of class</b>					
MEd Educational Leadership	6.9% (2)	10.3% (3)	13.8% (4)	37.9% (11)	31.0% (9)
<b>Effectiveness of the faculty as teachers</b>					
MEd Educational Leadership	0.0%	0.0%	17.2% (5)	27.6% (8)	55.2% (16)
<b>Friendliness and helpfulness of the office staff</b>					
MEd Educational Leadership	3.4% (1)	6.9% (2)	10.3% (3)	27.6% (8)	51.7% (15)
<b>Interest shown by faculty in your academic development</b>					
MEd Educational Leadership	0.0%	0.0%	13.8% (4)	31.0% (9)	55.2% (16)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
MEd Educational Leadership	0.0%	6.9% (2)	13.8% (4)	24.1% (7)	55.2% (16)
<b>Quality of instruction in advanced courses</b>					
MEd Educational Leadership	0.0%	6.9% (2)	3.4% (1)	34.5% (10)	55.2% (16)
<b>Faculty treatment of students both inside and outside of the classroom</b>					
MEd Educational Leadership	0.0%	3.4% (1)	6.9% (2)	13.8% (4)	75.9% (22)
<b>Professional activities, associations, or clubs associated with your major</b>					
MEd Educational Leadership	0.0%	3.4% (1)	41.4% (12)	20.7% (6)	34.5% (10)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
MEd Educational Leadership	3.4% (1)	6.9% (2)	13.8% (4)	27.6% (8)	48.3% (14)
<b>Availability of the required courses in your major</b>					
MEd Educational Leadership	0.0%	0.0%	13.8% (4)	31.0% (9)	55.2% (16)
<b>Availability of elective courses you wanted to take in your major</b>					
MEd Educational Leadership	6.9% (2)	6.9% (2)	13.8% (4)	27.6% (8)	44.8% (13)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
MEd Educational Leadership	0.0%	0.0%	6.9% (2)	34.5% (10)	58.6% (17)
<b>Satisfaction with Degree Program</b>					
Number of Respondents: 29					

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Opportunities for you to collaborate with other students on class projects</b>					
MEd Educational Leadership	0.0%	3.4% (1)	6.9% (2)	20.7% (6)	69.0% (20)
<b>Library resources related to your major</b>					
MEd Educational Leadership	0.0%	6.9% (2)	24.1% (7)	27.6% (8)	41.4% (12)
<b>Use of appropriate technology in the classroom</b>					
MEd Educational Leadership	0.0%	6.9% (2)	13.8% (4)	31.0% (9)	48.3% (14)
<b>Facilities and equipment (including computer resources) for courses in your major</b>					
MEd Educational Leadership	0.0%	6.9% (2)	6.9% (2)	24.1% (7)	62.1% (18)
<b>Help you received from faculty in your department with regard to further educational opportunities</b>					
MEd Educational Leadership	6.9% (2)	6.9% (2)	17.2% (5)	17.2% (5)	51.7% (15)
<b>The size of classes in your major</b>					
MEd Educational Leadership	0.0%	0.0%	3.4% (1)	27.6% (8)	69.0% (20)
<b>Help you received from faculty in your department with regard to finding employment in your field</b>					
MEd Educational Leadership	10.3% (3)	20.7% (6)	17.2% (5)	20.7% (6)	31.0% (9)
<b>The global perspectives of courses</b>					
MEd Educational Leadership	0.0%	3.4% (1)	20.7% (6)	34.5% (10)	41.4% (12)
<b>The relevancy of courses</b>					
MEd Educational Leadership	0.0%	6.9% (2)	10.3% (3)	31.0% (9)	51.7% (15)
<b>"Real-world" experiences, exposure, examples, etc. in or out of the classroom</b>					
MEd Educational Leadership	0.0%	6.9% (2)	6.9% (2)	27.6% (8)	58.6% (17)
<b>Your advisor's knowledge of requirements</b>					
MEd Educational Leadership	6.9% (2)	3.4% (1)	10.3% (3)	20.7% (6)	58.6% (17)
<b>The accessibility of your advisor</b>					
MEd Educational Leadership	3.4% (1)	0.0%	20.7% (6)	34.5% (10)	41.4% (12)
<b>Your advisor's concern with your academic goals</b>					
MEd Educational Leadership	3.4% (1)	10.3% (3)	3.4% (1)	34.5% (10)	48.3% (14)

<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>		
MEd Educational Leadership	0%	100.0% (29)
<b>3. If you had it to do over again, would you choose the same major?</b>		
MEd Educational Leadership	13.8% (4)	82.8% (24); 3.4% (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>		
MEd Educational Leadership	24.1% (7)	75.9% (22)
<b>6. Should a hands-on course be required in your program?</b>		
MEd Educational Leadership	0.0%	100.0% (29)

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

- I was in a cohort for educational leadership. I was able to see what was expected of me in a leadership role.
- Walking around with the Administrative Team learning how to become an effective administrator.
- I felt like the professor cared about my development through the courses and I was just a number. It was difficult with me turning in on line assessments. I completed the assessments but put it into the wrong spots/space. The professors worked with me.
- The experience allowed me the opportunity to receive hands on experience and a better understanding of what I would experience as an administrator.
- The hands on experience is what gave me the valuable much needed experience. The field requirements forced me out of my classroom and developed my leadership skills
- -Worked directly with my administrators to experience and understand how policies and procedures directly relate to decisions made on behalf of students. -Exposure to my administration as they determined how serious I was about pursuing educational leadership.
- Benefits included real life application of skills acquired in the classroom setting along with opportunities to network with working professionals in my field.
- I was given the opportunity to work in my master's field and develop in-the-job training. Unfortunately, this training was done while I worked full time and not very conducive to the learning process. The bourse required should have been broken up by semester and not required at once. I also think school law should be one full semester class and not shared with organizational management.
- I received experience in administration that I would not have received without requirements of degree.
- ability to take classroom theory and see it in the real-world
- Practical application of learned strategies. Real experience ...
- not enough hands on experience in the education field
- I was able to work with an administrator to obtain hours.
- Understanding of my roles and responsibilities in the profession
- Valuable knowledge that I still use today.

## Graduate Professional Education

Three (10.3%) of the respondents have received another degree, one (33.3%) receive a doctorate and one (33.3%) received a professional degree. Seven (24.1%) have taken classes but not enrolled in a degree program, ten (34.5%) plan to enroll in the future, and six (20.7%) have no plans for further education. Of those with plans for further education, five (50.0%) plan on obtaining a doctorate, three (30.0%) a second masters degree, one (10.0%) a Masters plus 30, and one (10.0%) is unsure what type of degree. Of the respondents enrolled in a degree program, one (33.3%) felt that Southeastern “Very Effectively” prepared them for further graduate/professional study and one (33.3%) felt Southeastern prepared them “Effectively”. Furthermore, two (66.7%) indicated they were prepared “Better than Most” other students. Two (66.7%) alumni are in a degree program “Very Closely Related” to their Master’s degree from Southeastern.

## Employment

One (3.4%) of the respondents has not been employed full-time since graduating from Southeastern, while twenty-four (82.8%) have been employed full-time. Of those who have been employed full-time, seventeen (70.8%) had a job before graduating, one (4.2%) accepted a position upon graduation, two (8.3%) took 1-6 months to find a job, one (4.2%) took 7-12 months, and three (12.5%) took over a year.

The six 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	33.3% (2)	0.0%	66.7% (4)
Not knowing what I wanted to do	0.0%	0.0%	100.0% (6)
Tight job market	0.0%	33.3% (2)	66.7% (4)
Lack of marketable skills	0.0%	16.7% (1)	83.3% (5)
Lack of educational qualifications	16.7% (1)	0.0%	83.3% (5)
Reputation of Southeastern	0.0%	0.0%	100.0% (6)
Lack of experience	0.0%	16.7% (1)	83.3% (5)
Lack of job search skills	0.0%	0.0%	100.0% (6)
Poor GPA	0.0%	0.0%	100.0% (6)
Racial discrimination	0.0%	0.0%	100.0% (6)
Gender discrimination	0.0%	16.7% (1)	83.3% (5)
Age discrimination	0.0%	16.7% (1)	83.3% (5)

Fourteen (58.3%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance, nine

(37.4%) indicated it was “Effective”, and one (4.2%) indicated it was “Ineffective”. In regards to sources for learning about their first full-time job, one (4.2%) indicated a parent or relative, one (4.2%) from another student/friend, one (4.2%) from student teaching/practicum, two (8.3%) from an employment agency, and fourteen (58.3%) already had the job.

Twenty-five (86.2%) are currently employed full-time. Of those who are currently employed full-time, twenty-three (92.0%) are employed in the state of Louisiana. One (4.0%) is employed in industry and twenty-four (96.0%) 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”, five (20.0%) of the respondents indicated they are underemployed. Eleven (44.0%) of the respondents are well satisfied with their employment and would not consider leaving, nine (36.0%) are satisfied with their employment but would consider other employment, and five (20.0%) dislikes their employment. Twenty-four (96.0%) of the respondents are employed in an the area of their Southeastern major or a related area. Three (12.0%) respondent indicated a salary range of \$30,001-\$40,000, seven (28.0%) \$40,001-\$50,000 and fifteen (60.0%) indicated a salary over \$50,000.

### **Professional Activities**

Twenty-four (86.2%) of the respondents indicated they currently hold a teaching certificate and one (3.4%) indicated it is not available in their field. Eighteen (62.1%) of the respondents are members of a professional organization, and fourteen (48.3%) have attended a professional meeting in the past year.