

# **Survey of Undergraduate Alumni Spring 2016**

**Early Childhood Education Alumni**



**Southeastern Louisiana University**

**Institutional Research**

# B.S. Early Childhood Education

## Satisfaction with Degree Program

Number of Respondents: 15					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
BS Early Childhood Education	0.0%	0.0%	14.3% (2)	21.4% (3)	64.3% (9)
<b>Overall quality of your degree program</b>					
BS Early Childhood Education	0.0%	0.0%	7.1% (1)	21.4% (3)	71.4% (10)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
BS Early Childhood Education	0.0%	14.3% (2)	7.1% (1)	21.4% (3)	57.1% (8)
<b>Usefulness of the academic advice you received from your advisor</b>					
BS Early Childhood Education	0.0%	14.3% (2)	14.3% (2)	35.7% (5)	35.7% (5)
<b>Opportunities to interact with faculty outside of class</b>					
BS Early Childhood Education	0.0%	7.1% (1)	7.1% (1)	28.6% (4)	57.1% (8)
<b>Effectiveness of the faculty as teachers</b>					
BS Early Childhood Education	0.0%	0.0%	14.3% (2)	14.3% (2)	71.4% (10)
<b>Friendliness and helpfulness of the office staff</b>					
BS Early Childhood Education	0.0%	21.4% (3)	0.0%	21.4% (3)	57.1% (8)
<b>Interest shown by faculty in your academic development</b>					
BS Early Childhood Education	0.0%	7.1% (1)	21.4% (3)	7.1% (1)	64.3% (9)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
BS Early Childhood Education	0.0%	7.1% (1)	28.6% (4)	14.3% (2)	50.0% (7)
<b>Quality of instruction in advanced courses</b>					
BS Early Childhood Education	0.0%	0.0%	21.4% (3)	14.3% (2)	64.3% (9)
<b>Faculty treatment of students both inside and outside of the classroom</b>					
BS Early Childhood Education	0.0%	14.3% (2)	7.1% (1)	28.6% (4)	50.0% (7)
<b>Professional activities, associations, or clubs associated with your major</b>					
BS Early Childhood Education	0.0%	7.1% (1)	28.6% (4)	14.3% (2)	50.0% (7)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
BS Early Childhood Education	0.0%	0.0%	35.7% (5)	14.3% (2)	50.0% (7)
<b>Availability of the required courses in your major</b>					
BS Early Childhood Education	7.1% (1)	0.0%	21.4% (3)	14.3% (2)	57.1% (8)
<b>Availability of elective courses you wanted to take in your major</b>					
BS Early Childhood Education	0.0%	21.4% (3)	14.3% (2)	28.6% (4)	35.7% (5)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
BS Early Childhood Education	0.0%	0.0%	14.3% (2)	28.6% (4)	57.1% (8)
<b>Opportunities for you to collaborate with other students on class projects</b>					
BS Early Childhood Education	0.0%	0.0%	21.4% (3)	7.1% (1)	64.3% (9)
<b>Satisfaction with Degree Program</b>					

Number of Respondents: 15					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Library resources related to your major</b>					
BS Early Childhood Education	0.0%	21.4% (3)	35.7% (5)	7.1% (1)	35.7% (5)
<b>Use of appropriate technology in the classroom</b>					
BS Early Childhood Education	7.1% (1)	0.0%	14.3% (2)	35.7% (5)	42.9% (6)
<b>Facilities and equipment (including computer resources) for courses in your major</b>					
BS Early Childhood Education	7.1% (1)	0.0%	14.3% (2)	35.7% (5)	42.9% (6)
<b>Help you received from faculty in your department with regard to further educational opportunities</b>					
BS Early Childhood Education	0.0%	0.0%	35.7% (5)	14.3% (2)	50.0% (7)
<b>The size of classes in your major</b>					
BS Early Childhood Education	0.0%	0.0%	7.1% (1)	14.3% (2)	78.6% (11)
<b>Help you received from faculty in your department with regard to finding employment in your field</b>					
BS Early Childhood Education	7.1% (1)	7.1% (1)	14.3% (2)	28.6% (4)	42.9% (6)
<b>The global perspectives of courses</b>					
BS Early Childhood Education	7.1% (1)	7.1% (1)	21.4% (3)	21.4% (3)	42.9% (6)
<b>The relevancy of courses</b>					
BS Early Childhood Education	0.0%	0.0%	28.6% (4)	21.4% (3)	50.0% (7)
<b>"Real-world" experiences, exposure, examples, etc. in or out of the classroom</b>					
BS Early Childhood Education	0.0%	7.1% (1)	14.3% (2)	14.3% (2)	64.3% (9)
<b>Your advisor's knowledge of requirements</b>					
BS Early Childhood Education	7.1% (1)	7.1% (1)	14.3% (2)	28.6% (4)	42.9% (6)
<b>The accessibility of your advisor</b>					
BS Early Childhood Education	0.0%	7.1% (1)	28.6% (4)	14.3% (2)	50.0% (7)
<b>Your advisor's concern with your academic goals</b>					
BS Early Childhood Education	0.0%	7.1% (1)	28.6% (4)	35.7% (5)	28.6% (4)
<b>Personal set of "quality work" standards</b>					
BS Early Childhood Education	0.0%	0.0%	14.3% (2)	21.4% (3)	64.3% (9)
<b>Ability to reflect critically</b>					
BS Early Childhood Education	0.0%	0.0%	14.3% (2)	28.6% (4)	57.1% (8)

<b>Table 31 continued</b>		
<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 Early Childhood Education	0.0%	100.0% (14)
<b>3. If you had it to do over again, would you choose the same major?</b>		
BS Early Childhood Education	7.1% (1)	92.9% (13)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
BS Early Childhood Education	92.9% (13)	7.1% (1)
<b>6. Should a hands-on course be required in your program?</b>		
BS Early Childhood Education	1.7% (1)	85.7% (12)

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

- Classroom experience
- No amount of field experience or student teaching can actually prepare you for your first class, but I did learn and get to try many different management techniques. Some of these I still use in my own classroom. I also get to interact frequently with students which helped teach me different teaching styles to use for different students.
- A real world understanding of all aspects of my degree.
- I had the opportunity to work in a variety of classroom during Methods courses. These were all great experiences because each school is different and it is important to adapt to different settings.
- I was ready to teach in the classroom day 1 of my new job. I quickly excelled and am a teacher now. I have been teaching for 3 years. The experience at Southeastern is exactly like my experiences in the classroom as a teacher.
- By having this hands on experience of student teaching I was able to fully develop and implement whole day instruction as well as be able to get to better understand how it is to be a full time teacher and what are somethings that are learned by being in the classroom full time.
- It was the best part of my degree. Being in the classroom was invaluable to my success as a teacher.
- My mentor teacher was amazing and the real life experience taught me more than sitting in the classroom listening to a lecture.
- The benefits I received were life fulfilling goals.
- Real life experiences
- Effective teaching strategies to use in my own classroom as well as classroom management techniques

**Perceptions of Southeastern**

None (0.0%) of the Early Childhood Education graduates participated in study-abroad. One (7.1%) of the respondents participated in the honors program and was Very Satisfied with the experience. Three (21.4%) of the respondents conducted research under faculty supervision. Two (33.3%) were Very Satisfied with the experience and one (33.3%) was Very Dissatisfied with the experience.

## **Graduate/Professional Education**

Four (28.6%) of the respondents are currently enrolled in a graduate/professional degree program and five (35.7%) have completed a degree. One (1.7%) has taken courses, but not enrolled in a degree program. Three (21.4%) of the respondents are likely to enroll in the future and one (7.1%) has no plans for further education. Two (40.0%) respondents have obtained a Master's. Of those respondents with plans for further education, two (16.7%) plan on eventually obtaining a doctorate and eight (66.7%) plan on obtaining a master's.

Of the nine individuals with graduate school experience, five (55.6%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study and four (44.4%) indicated they were "Very Effectively" prepared. Six (66.7%) indicated that Southeastern prepared them "Better than Most" other students and three (33.3%) indicated that Southeastern prepared them "About the Same as Most. Furthermore, eight (88.9%) indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern and one (11.1%) indicated it was "Somewhat Related".

## Employment

Four (28.6%) of the respondents have not been employed full-time since graduating from Southeastern, while nine (64.3%) have been employed full-time. Of those who have been employed full-time, three (33.3%) had a job before graduating, three (33.3%) accepted a position upon graduation, one (11.1%) took 1-6 months to find a job, one (11.1%) took 7-12 months, and one (11.1%) took more than a year.

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	33.3% (1)	33.3% (1)	33.3% (1)
Not knowing what I wanted to do	0.0%	0.0%	100.0% (3)
Tight job market	33.3% (1)	66.7% (2)	21.4% (3)
Lack of marketable skills	0.0%	0.0%	100.0% (3)
Lack of educational qualifications	0.0%	33.3% (1)	66.7% (2)
Reputation of Southeastern	0.0%	0.0%	100.0% (3)
Lack of experience	33.3% (1)	0.0%	33.3% (1)
Lack of job search skills	0.0%	0.0%	100.0% (3)
Poor GPA	0.0%	0.0%	100.0% (3)
Racial discrimination	0.0%	0.0%	100.0% (3)
Gender discrimination	0.0%	0.0%	100.0% (3)
Age discrimination	0.0%	33.3% (1)	66.7% (2)

Two (22.2%) 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”, one (11.1%) indicated it was “Ineffective”, and one (11.1%) indicated it was “Very Ineffective”. In regards to sources for learning about their first full-time job, one (11.1%) indicated faculty at Southeastern, two (22.2%) indicated a parent or relative, one (11.1%) from Southeastern’s Career Services, one (11.1%) from a professional organization, one (11.1%) from another student/friend, two (22.2%) already had the job, two (22.2%) from an internship, practicum, or student teaching, and three (33.3%) from the Southeastern Job Fair.

Eight (57.1%) are currently employed full-time, three (21.4%) have a graduate assistanship, and, one (7.1%) is unemployed and not looking for employment. Of those who are currently employed full-time, seven (87.1%) are employed in the state of Louisiana. One (12.5%) is self-employed/private practice and six (75.0%) are employed in K-12 education. 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”, one (12.5%) of the respondents indicated they are underemployed. Five (62.5%) of the respondents are well satisfied with their employment and would not consider leaving and two (25.0%) are satisfied with their employment but would consider other

employment. Four (50.0%) of the respondents are employed in the area of their Southeastern major, two (25.0%) in a related area, and one (12.5%) in an unrelated area because they could not find a job they wanted. One (12.5%) respondents indicated a salary range of \$20,001-\$25,000, two (25.0%) \$30,001-\$40,000 and four (50.0%) \$40,001-\$50,000.

### **Professional Activities**

Ten (90.9%) of the respondents indicated they currently hold teaching certification. Four (28.6%) of the respondents are members of a professional organization, and six (54.5%) have attended a professional meeting in the past year.

### **Special Questions**

Name one Southeastern experience that you felt was beneficial to your overall growth and development as a future educator.

- Being able to get real life experience before student teaching by having different set of methods and interactions with different students and communities.
- Student teaching

Tell how you would improve one Southeastern experience to better prepare you as a future educator.

- Having a set of methods being done in the school system you will be doing your student teaching in.
- Better communication between Southeastern and the students.

## 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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