

Survey of Undergraduate Alumni Spring 2016

English Education Alumni



Southeastern Louisiana University

Institutional Research

B.A. English Education

Satisfaction with Degree Program

Number of Respondents: 10					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
BA English Education	0.0%	0.0%	20.0% (2)	20.0% (2)	60.0% (6)
Overall quality of your degree program					
BA English Education	0.0%	0.0%	10.0% (1)	30.0% (3)	60.0% (6)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
BA English Education	0.0%	10.0% (1)	20.0% (2)	10.0% (1)	60.0% (6)
Usefulness of the academic advice you received from your advisor					
BA English Education	20.0% (2)	0.0%	10.0% (1)	30.0% (3)	40.0% (4)
Opportunities to interact with faculty outside of class					
BA English Education	0.0%	10.0% (1)	30.0% (3)	20.0% (2)	40.0% (4)
Effectiveness of the faculty as teachers					
BA English Education	0.0%	0.0%	0.0%	60.0% (6)	40.0% (4)
Friendliness and helpfulness of the office staff					
BA English Education	0.0%	10.0% (1)	10.0% (1)	50.0% (5)	30.0% (3)
Interest shown by faculty in your academic development					
BA English Education	0.0%	0.0%	20.0% (2)	10.0% (1)	70.0% (7)
Effectiveness of beginning courses in preparing you for advanced courses					
BA English Education	0.0%	0.0%	20.0% (2)	20.0% (2)	60.0% (6)
Quality of instruction in advanced courses					
BA English Education	0.0%	0.0%	10.0% (1)	20.0% (2)	70.0% (7)
Faculty treatment of students both inside and outside of the classroom					
BA English Education	0.0%	0.0%	20.0% (2)	30.0% (3)	50.0% (5)
Professional activities, associations, or clubs associated with your major					
BA English Education	0.0%	0.0%	50.0% (5)	20.0% (2)	30.0% (3)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
BA English Education	0.0%	0.0%	40.0% (4)	30.0% (3)	30.0% (3)
Availability of the required courses in your major					
BA English Education	0.0%	0.0%	30.0% (3)	30.0% (3)	40.0% (4)
Availability of elective courses you wanted to take in your major					
BA English Education	0.0%	0.0%	40.0% (4)	30.0% (3)	30.0% (3)
Quality of instruction regarding standards and ethics in your major field					
BA English Education	0.0%	10.0% (1)	10.0% (1)	20.0% (2)	60.0% (6)
Opportunities for you to collaborate with other students on class projects					
BA English Education	0.0%	0.0%	20.0% (2)	30.0% (3)	50.0% (5)
Satisfaction with Degree Program					

Number of Respondents: 10					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Library resources related to your major					
BA English Education	0.0%	0.0%	30.0% (3)	40.0% (4)	30.0% (3)
Use of appropriate technology in the classroom					
BA English Education	10.0% (1)	0.0%	10.0% (1)	50.0% (5)	30.0% (3)
Facilities and equipment (including computer resources) for courses in your major					
BA English Education	0.0%	0.0%	30.0% (3)	20.0% (2)	50.0% (5)
Help you received from faculty in your department with regard to further educational opportunities					
BA English Education	0.0%	0.0%	10.0% (1)	40.0% (4)	50.0% (5)
The size of classes in your major					
BA English Education	0.0%	0.0%	0.0%	30.0% (3)	60.0% (6)
Help you received from faculty in your department with regard to finding employment in your field					
BA English Education	10.0% (1)	10.0% (1)	10.0% (1)	10.0% (1)	60.0% (6)
The global perspectives of courses					
BA English Education	0.0%	10.0% (1)	30.0% (3)	50.0% (5)	10.0% (1)
The relevancy of courses					
BA English Education	0.0%	0.0%	30.0% (3)	30.0% (3)	40.0% (4)
"Real-world" experiences, exposure, examples, etc. in or out of the classroom					
BA English Education	0.0%	0.0%	10.0% (1)	0.0%	90.0% (9)
Your advisor's knowledge of requirements					
BA English Education	10.0% (1)	10.0% (1)	10.0% (1)	30.0% (3)	40.0% (4)
The accessibility of your advisor					
BA English Education	10.0% (1)	10.0% (1)	20.0% (2)	20.0% (2)	40.0% (4)
Your advisor's concern with your academic goals					
BA English Education	10.0% (1)	0.0%	10.0% (1)	20.0% (2)	60.0% (6)
Opportunity to acquire marketable skills					
BA English Education	0.0%	0.0%	20.0% (2)	20.0% (2)	60.0% (6)

Table 31 continued		
Satisfaction with Degree Program		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
BA English Education	10.0% (1)	90.0% (90)
3. If you had it to do over again, would you choose the same major?		
BA English Education	20.0% (2)	80.0% (8)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
BA English Education	0.0%	100.0% (10)
6. Should a hands-on course be required in your program?		
BA English Education	0.0%	90.0% (9)

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

- Completely prepared me for real world teaching. Wouldn't be the same program without it.
- I received a great preview of how life in my career would actually feel.
- Real world experience related to future career
- I learned how to see a problem or concern and work to solve it using an appropriate method that works.
- Most things in the education field are best learned through experience--classroom management, engagement techniques, student involvement in discussions, etc.
- Student teaching helped me establish a benchmark for myself. it allowed me to assess my strengths and weaknesses and aided me in growing in my ability to assess students.
- The experience I gained in the dozens of classrooms that I observed, tutored, and student taught in put me well ahead of the curve when I began my teaching career. I was comfortable in my classroom, prepared for diversity, and felt like I had years of experience having seen so many different teaching and learning styles enacted before me.
- There is no way to learn about being in a classroom as a teacher unless you do so, for which Southeastern gave ample opportunity.
- I learned what goes on behind the scenes in a classroom

Perceptions of Southeastern

None (0.0%) of the English Education graduates participated in the study-abroad/student exchange. Three (30.0%) of the respondents had participated in the honors program. Two (66.7%) were Somewhat Satisfied with the experience and one (33.3%) was Somewhat Dissatisfied. Six (60.0%) of the respondents conducted research under faculty supervision. Four (66.7%) were Very Satisfied with the experience and two (33.3%) were Somewhat Satisfied.

Graduate/Professional Education

One (10.0%) of the respondents has completed a Master's degree. One (10.0%) has taken courses, but not enrolled in a degree program. Four (40.0%) of the respondents are likely to enroll in the future, and three (30.0%) have no plans for further education. Of those

respondents with plans for further education, one (25.0%) plans on eventually obtaining a doctorate and three (30.0%) plan on obtaining a master's.

Employment

Nine (90.0%) of the respondents have been employed full-time since graduating from Southeastern. Three (33.3%) had a job before graduating, three (33.3%) accepted a position upon graduation, two (22.2%) took 1-6 months to find a job, and one (11.1%) took over 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.

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	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)	0.0%	66.7% (2)
Lack of marketable skills	0.0%	0.0%	100.0% (3)
Lack of educational qualifications	0.0%	0.0%	100.0% (3)
Reputation of Southeastern	0.0%	0.0%	100.0% (3)
Lack of experience	33.3% (1)	33.3% (1)	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%	0.0%	100.0% (3)

Four (44.4%) of those who have been employed full-time indicated their education was "Very Effective" in preparing them for employment or improving their job performance, four (44.4%) indicated it was "Effective", and one (11.1%) indicated it was "Very Ineffective". In regards to sources for learning about their first full-time job, two (22.2%) already had the job, three (33.3%) from an internship or practicum, and one (11.1%) from the Southeastern Job Fair.

Eight (80.0%) are currently employed full-time, seven (87.5%) are employed in the state of Louisiana. One (12.5%) is employed in a service organization and seven (87.5%) 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", two (25.0%) of the respondents indicated they are underemployed. Three (37.5%) of the respondents are well satisfied with their employment and would not consider leaving and five (62.5%) are satisfied with their employment but would consider other employment. Seven (87.5%) of the respondents are employed in an the area of their Southeastern major. Two (25.0%) respondents indicated a salary range of \$30,001-\$40,000, and five (62.5%) indicated a salary over \$50,000.

Professional Activities

Seven (70.0%) of the respondents indicated they currently hold a teaching license, and two (20.0%) indicated it is not available in their field. Five (50.0%) of the respondents are members of a professional organization, and seven (70.0%) have attended a professional meeting in the past year.