



PRAIRIE VIEW A&M UNIVERSITY

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Follow-up Survey on Graduates

At the end of each semester an anonymous survey including a Likert scale instrument was given to the graduating candidates from the Whitlowe R. Green College of Education at Prairie View A&M University. This survey is to ascertain their perceptions of how well their department and the college have served them over the semester and by extension, over the years. This survey serves as and includes one of the measures of the quality of service provided by each department and the college as a whole.

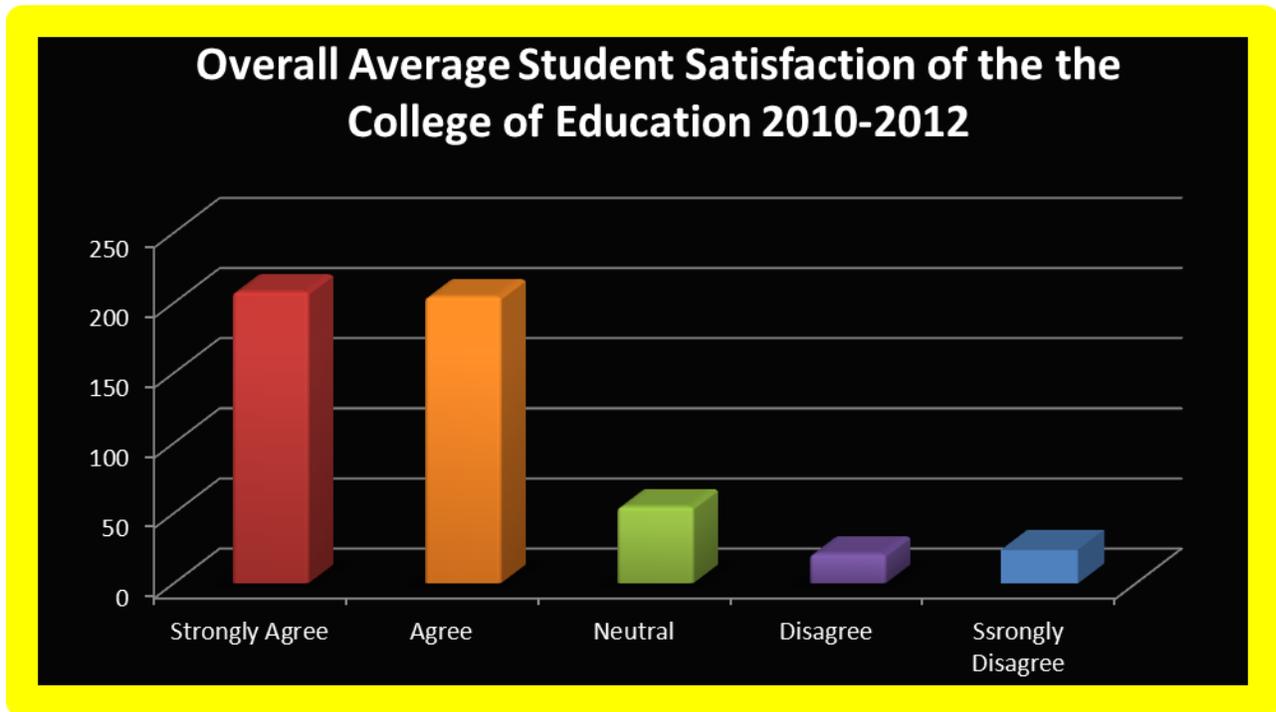
The results indicate that the graduates from the Whitlowe R. Green College of Education are very satisfied with the service offered and that the college was effective during the semester. However, the results also suggest room for improvement in the area of strategies for differentiation among students.

The overall goal of the Whitlowe R. Green College of Education is to use these results to improve its services with the aim of maximizing student potential. The different departments of the college are; Curriculum and Instruction, Health and Human Performance, and the Department of Educational Leadership and Counseling. The following gives a more detailed analysis of the College of Education graduate information survey and the student end of semester survey.

There were a total of 519 respondents over the period of spring 2010 to fall 2012 that responded to the surveys. The majority of the respondents answered positively to all the questions in the first section of the survey. Most of the respondents indicated that they either strongly agreed or agreed while just fewer than 25% indicated otherwise. The responses were strongly agree, agree, neutral, disagree, and strongly disagree. The following tables and charts provide summary information on the results from these feedback surveys.



Student Satisfaction



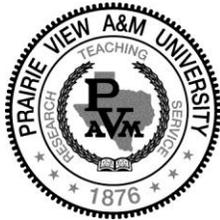
This chart summarizes the responses received for all questions and gives the overall average student satisfaction for the period stated above.

The table below gives a detailed explanation of students' responses. Frequency represents the number of respondents for all questions.

End of semester survey 2010-2012

Key: SA=Strongly Agree, A=Agree, N = Neutral, D=Disagree, SD=Strongly Disagree

		SA	A	N	D	SD	Total	
1	The course outlines clearly described the course contents.	Freq	244	197	44	12	22	519
		%	46.5	38.3	8.6	2.3	4.3	100
2	The department as a whole facilitated my learning.	Freq	196	218	51	34	20	519
		%	39.2	43.6	10.2	6.8	4.0	100
3	The class activities in education courses enhanced my learning.	Freq	224	224	40	14	17	513
		%	42.0	43.2	7.7	2.7	3.3	98.8
4	The assignments reflected the course goals.	Freq	229	220	30	14	16	509



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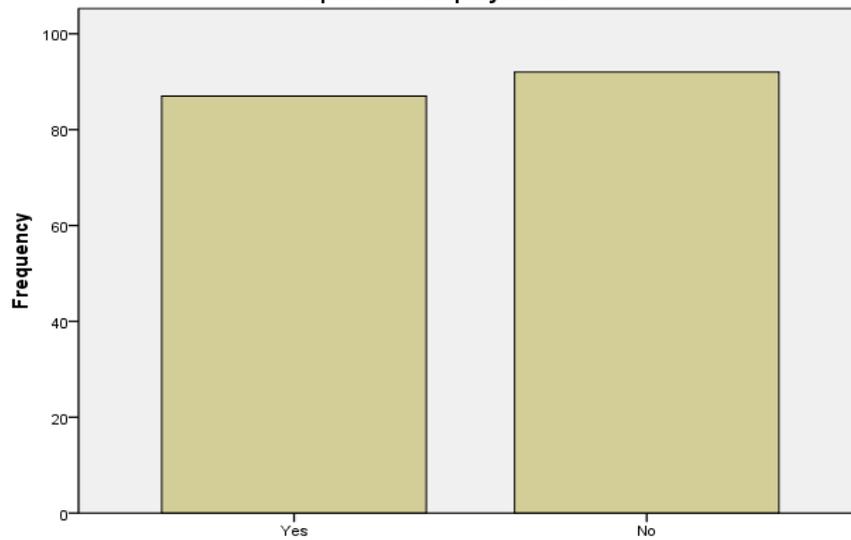
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		%	44.1	42.4	5.8	2.7	3.1	98.1
5	The instructors clearly articulated the materials and assignments for the courses.	Freq	227	205	37	18	22	509
		%	43.7	39.5	7.1	3.5	4.2	98.1
6	The instructors addressed my leaning style.	Freq	207	200	56	25	23	512
		%	39.9	38.5	10.8	4.8	4.4	98.7
7	The books and support materials for the courses were available.	Freq	220	209	46	18	18	512
		%	42.4	40.3	8.9	3.5	3.7	98.7
8	My instructors were available outside of class time.	Freq	229	196	46	18	20	509
		%	44.1	37.8	8.9	3.5	3.9	98.1
9	My instructors provided direction and advice.	Freq	225	199	45	20	22	511
		%	43.4	38.3	8.7	3.9	4.2	98.5
10	The Administrative Office adequately provided the services that enhanced my experience.	Freq	188	199	65	28	31	511
		%	36.2	38.3	12.5	5.4	6.0	98.5
11	The staff members contributed to my level of satisfaction.	Freq	181	217	62	28	24	512
		%	34.9	41.8	11.9	5.4	4.6	98.7
12	I was satisfied with the level of educational technology in the department/Computer Lab.	Freq	177	187	74	33	41	512
		%	34.1	36.0	14.3	6.4	7.9	98.7
13	The courses in this department have stimulated my interest in learning.	Freq	216	220	40	15	21	512
		%	41.6	42.4	7.7	2.9	4.0	98.7
14	My assigned advisor was available during office hours.	Freq	204	177	72	26	32	511
		%	39.3	34.1	13.9	5.0	6.2	98.5
15	My advisement was in keeping with my goals.	Freq	197	192	77	19	26	511
		%	38.0	37.0	14.8	3.7	5.0	98.5
16	Registration was smooth and logical.	Freq	185	195	54	39	40	513
		%	35.6	37.6	10.4	7.5	7.7	98.8
17	Physical facilities of the department facilitate learning.	Freq	182	209	85	14	22	512
		%	35.1	40.3	16.4	2.7	4.2	98.7
18	The classrooms were conducive to learning.	Freq	197	213	70	11	18	509
		%	38.0	41.0	13.5	2.1	3.5	98.1
19	I am satisfied with the level of work required by my instructors in this department.	Freq	212	213	49	15	22	511
		%	40.8	41.0	9.4	2.9	4.2	98.5
20	My overall experiences during my studies have been very satisfactory.	Freq	218	197	50	19	23	507
		%	42.0	38.0	9.6	3.7	4.4	97.7



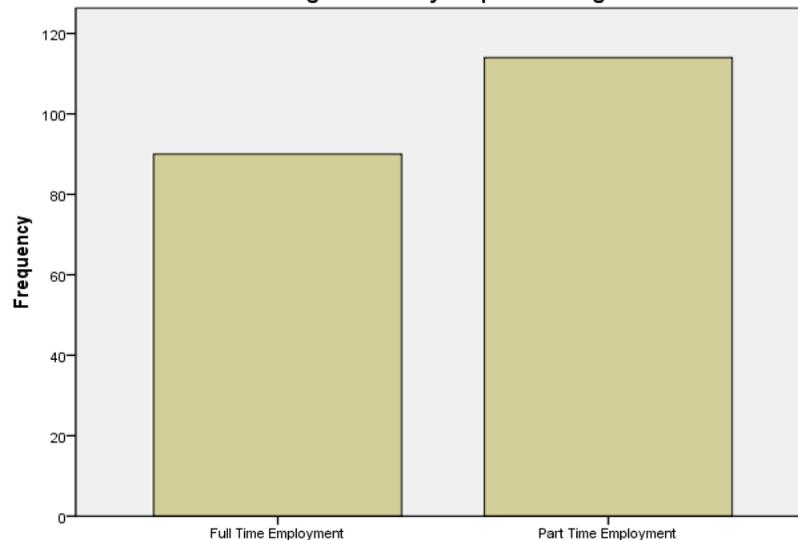
Candidates Certification Examinations and plans after Graduation

Did you successfully pass the required TExES or other certification examination required for employment?



Just under half of the graduates have indicated that they have not yet passed their certification examination.

Which of the following describes your plans after graduation?



Most students indicated that they will be seeking part-time employment after graduation.



Which of the following describes your plans after graduation?

		What is your major?							Total
		Counseling	Educational Administration	Health & Human Performance	Special Education	Educational Leadership	ATCP	Curriculum & Instruction	
Which of the following describes your plans after graduation?	Full Time Employment	22	14	10	3	2	1	33	85
	Part Time Employment	26	7	20	7	0	0	51	111
	Total	48	21	30	10	2	1	84	196

N=196

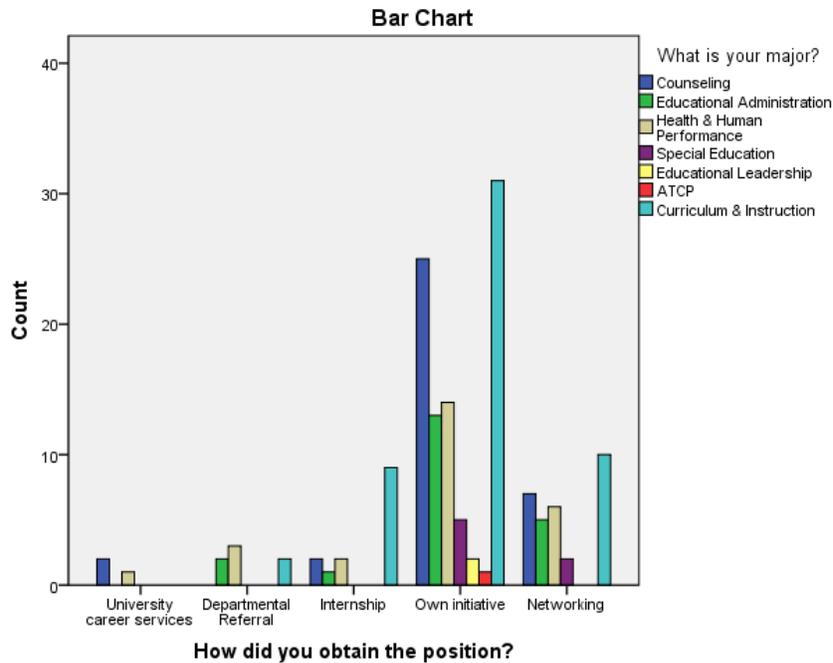
A total of 111 graduates indicated that they will seek part-time employment after graduation and 85 indicated full-time employment. Of those graduates that indicated they will seek part-time employment, the Curriculum and Instruction graduates represent the largest group. Some students also indicated they will involve both full-time employment and full-time studies.



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In terms of employment at the conclusion of degree programs, the chart below shows how the graduates from the Whitlowe R. Green College of Education obtain employment. The chart suggested that they obtain employment on their own initiative, as well as networking with very little help from the University career services office. The chart also shows the Curriculum and Instruction graduates recorded the highest own initiative employment followed by the counselors.





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Is your employment in Texas?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	134	65.7	75.3	75.3
	No	44	21.6	24.7	100.0
	Total	178	87.3	100.0	
Did not answer		26	12.7		
Total		204	100.0		

Most of the respondents (65%) said their employment will be in Texas.

Is your employment a direct result of your education?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	89	43.6	52.4	52.4
	No	81	39.7	47.6	100.0
	Total	170	83.3	100.0	
Did not answer		34	16.7		
Total		204	100.0		

When asked if their employment was a direct result of their education, only 70% of the graduates responded. However, of this number, just about 50% answered positively.

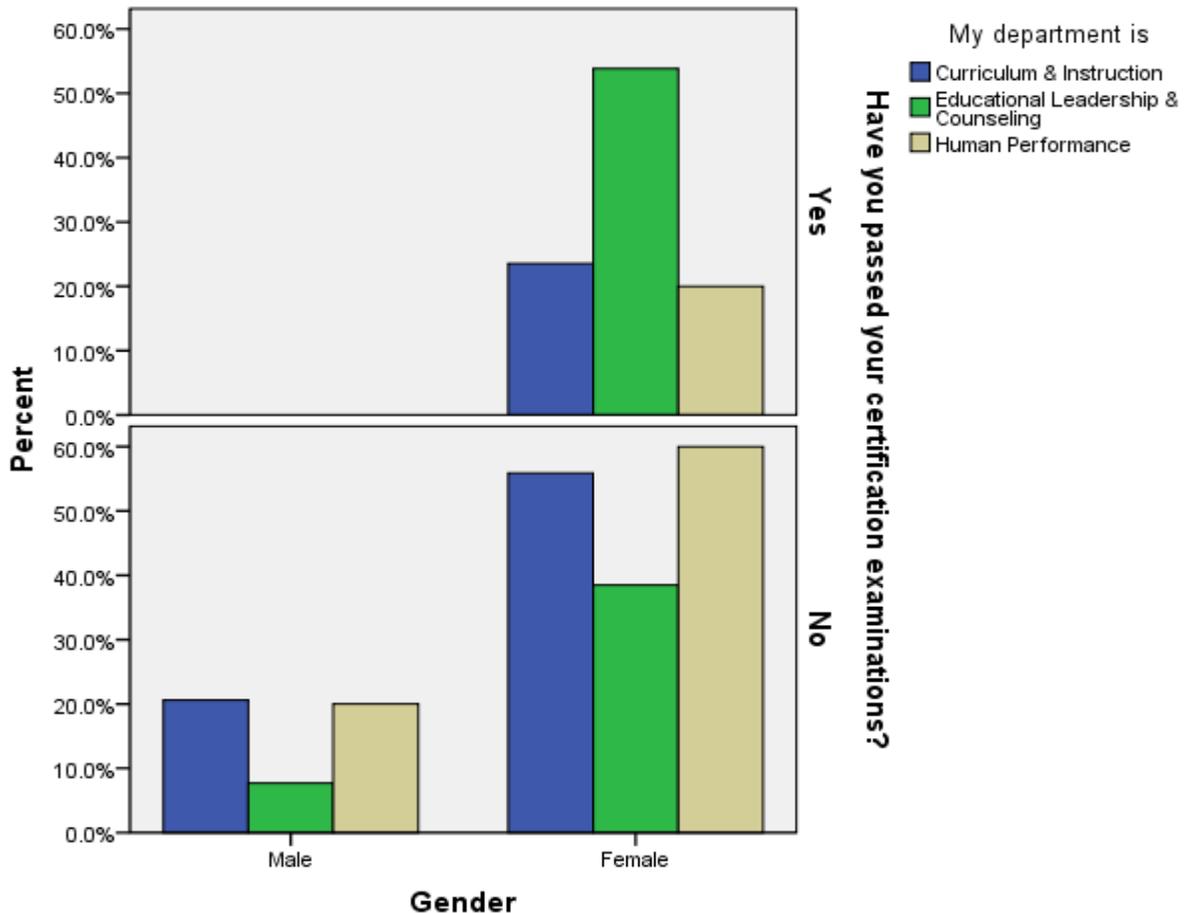


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Certification Examination Results by Gender

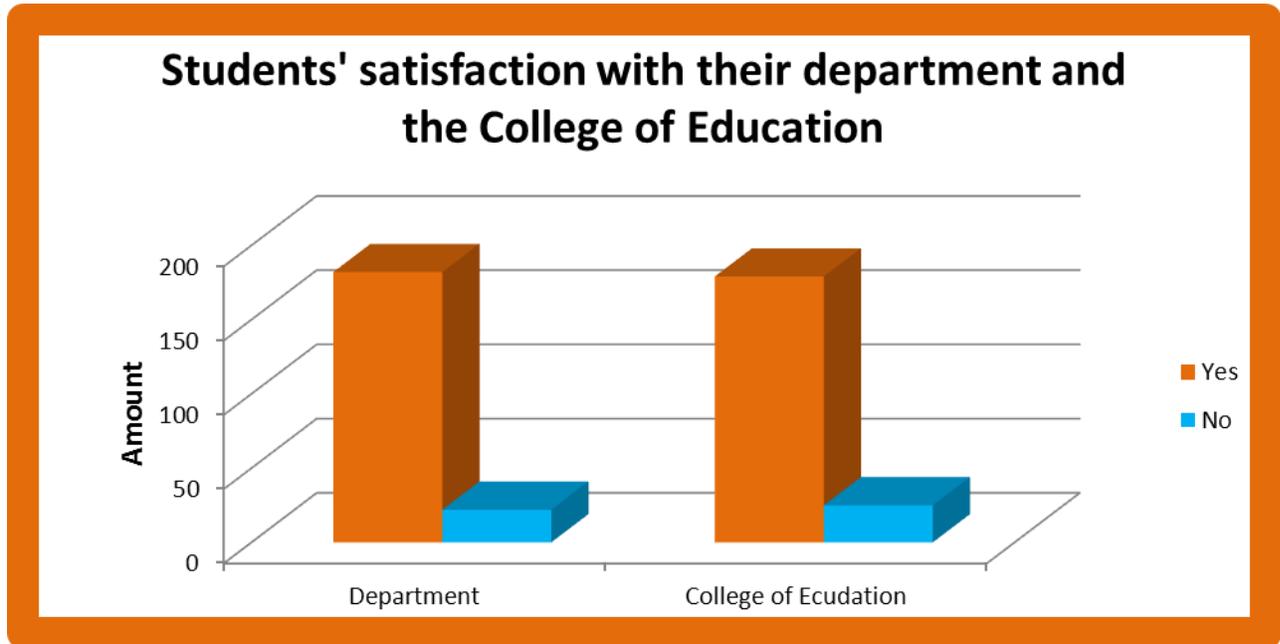
The chart below shows the relationship between departments and gender and the rate at which the graduates pass their certification examination. The data suggested that all of the graduates who passed their certification examination were females (55%) and were from the department of Educational Leadership and Counseling. These results might very well be the maturity of the graduates since the Educational Leadership and Counseling department is made up of only graduate students.





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The above figure shows that most of the students were satisfied with the services received from their departments as well as services rendered by the College of Education during their sojourn of the program.

In summation, based on the data collected from students and graduates from the Whitlowe R. Green College of Education, students seem to enjoy their stay and have made their educational experiences with the college a worthwhile one. The data also suggested that the college is meeting its objectives in terms of its conceptual framework, which establishes the shared vision for the unit's efforts in preparing educators to work in P-12 schools.