

GRADUATING SENIOR SURVEY SPRING 2018 Teacher Education

*Prepared by the Office of Assessment and Institutional Research

What department are you in?

Answer	Bar	Response	%
ACIS - Department of Accounting and Finance		0	0.00%
AHSC - Department of Allied Health Sciences		0	0.00%
ART - Department of Art		0	0.00%
BACI - Department of Business Administration and Computer Information Systems		0	0.00%
BIOL - Department of Biology		0	0.00%
GOSS - Department of Government and Social Sciences		0	0.00%
HIGE - Department of History and Geography		0	0.00%
IDST - Department of Interdisciplinary Studies		0	0.00%
JFCI - Department of John Folse Culinary Institute		0	0.00%
LANG - Department of Languages and Literature		0	0.00%
MACO - Department of Mass Communication		0	0.00%
MATH - Department of Mathematics		0	0.00%
MNMK - Department of Management and Marketing		0	0.00%
MTPS - Department of Applied Sciences		0	0.00%
MUS - Department of Music		0	0.00%
NURS - Department of Nursing		0	0.00%
PETS - Department of Petroleum Engineering Technology & Safety Management		0	0.00%
PHSC - Department of Physical Sciences		0	0.00%
PSYC - Department of Psychology, Counseling, and Family Studies		0	0.00%
TEED - Department of Teacher Education		31	100.00%
Total		31	100.00%




How HELPFUL were your undergraduate experiences at Nicholls in furthering your development in each area listed below? How much did your Nicholls experiences help you develop your:

Question	Very Helpful	Helpful	Moderately Helpful	Little Help	No Help at All	Response	Average Value
Ability to write well	20.00%	50.00%	20.00%	6.67%	3.33%	30	2.23
Ability to speak effectively	23.33%	50.00%	10.00%	16.67%	-	30	2.20
Ability to use mathematical concepts and tools	13.33%	40.00%	36.67%	3.33%	6.67%	30	2.50
Ability to use critical thinking skills	40.00%	36.67%	16.67%	-	6.67%	30	1.97
Belief in yourself as a capable person	36.67%	40.00%	16.67%	3.33%	3.33%	30	1.97
Skills for work (knowledge at skills applicable to a specific job or type of work)	50.00%	33.33%	13.33%	-	3.33%	30	1.73
Preparation for further education in some professional, scientific, or scholarly field	43.33%	36.67%	16.67%	3.33%	-	30	1.80
Acquisition of a broad, general education about a variety of subject areas	16.67%	60.00%	13.33%	3.33%	6.67%	30	2.23
Acquisition of a range of information that may be relevant to a career	43.33%	36.67%	10.00%	6.67%	3.33%	30	1.90
Awareness of the historical factors which influence current events	26.67%	26.67%	30.00%	13.33%	3.33%	30	2.40
Wide acquaintance with literature	16.67%	36.67%	30.00%	10.00%	6.67%	30	2.53
Understanding of your own capabilities	30.00%	46.67%	16.67%	3.33%	3.33%	30	2.03
Awareness of how political and economic events impact families and communities	23.33%	33.33%	20.00%	16.67%	6.67%	30	2.50
Ability to meet deadlines	30.00%	43.33%	23.33%	3.33%	-	30	2.00
Ability to see relationships, similarities, and distinctions between ideas	40.00%	36.67%	20.00%	-	3.33%	30	1.90
Own set of values	36.67%	46.67%	13.33%	-	3.33%	30	1.87
Ability to make ethical decisions	36.67%	46.67%	13.33%	-	3.33%	30	1.87
Ability to take responsibility for your own actions	40.00%	46.67%	10.00%	-	3.33%	30	1.80
Ability to interact with others	40.00%	43.33%	6.67%	6.67%	3.33%	30	1.90
Ability to interact comfortably with people of a different race	33.33%	50.00%	13.33%	-	3.33%	30	1.90

How HELPFUL were your undergraduate experiences at Nicholls in furthering your development in each area listed below?

Question	Very Helpful	Helpful	Moderately Helpful	Little Help	No Help at All	Response	Average Value
Ability to learn independently	37.93%	44.83%	10.34%	3.45%	3.45%	29	1.90
Understanding of the nature and value of at least one of the fine arts (e.g., theater, dance, classical music, visual art)	17.24%	34.48%	20.69%	17.24%	10.34%	29	2.69
Recognition of the value of coming into contact with people whose ideas, race, and/or culture differ from your own	34.48%	37.93%	24.14%	-	3.45%	29	2.00
Ability to comprehend reading material	34.48%	37.93%	20.69%	3.45%	3.45%	29	2.03
Ability to utilize computers	48.28%	27.59%	13.79%	6.90%	3.45%	29	1.90
Understanding of experimentation in science	20.69%	20.69%	34.48%	13.79%	10.34%	29	2.72
Familiarity with key applications of the basic sciences (e.g., in medicine, industry, agriculture, communications, energy, transportation, etc.)	24.14%	27.59%	24.14%	13.79%	10.34%	29	2.59

In your courses OUTSIDE your major field, were the class sizes usually compatible with effective learning?

Answer	Bar	Response	%
Yes		20	68.97%
No, they usually had too few students for effective learning		1	3.45%
No, they usually had too many students for effective learning		8	27.59%
Total		29	100.00%




In terms of your MAJOR field at Nicholls, how SATISFIED are you with each of the following?

Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Response	Average Value
Clarity of the degree requirements in your major	42.86%	57.14%	-	-	28	1.57
Academic advice you received from your departmental faculty adviser	53.57%	35.71%	3.57%	7.14%	28	1.64
Willingness of your departmental faculty adviser to assist you	64.29%	25.00%	3.57%	7.14%	28	1.54
Effort your departmental faculty adviser made in keeping appointments	64.29%	21.43%	7.14%	7.14%	28	1.57
Degree to which your departmental faculty adviser kept up-to-date with curricula changes	42.86%	39.29%	7.14%	10.71%	28	1.86
Overall effectiveness of your departmental faculty adviser	35.71%	53.57%	7.14%	3.57%	28	1.79
Availability of opportunities outside of class for your to interact with instructors in your major field courses	39.29%	46.43%	7.14%	7.14%	28	1.82
Effectiveness of the faculty in your major as teachers	57.14%	35.71%	3.57%	3.57%	28	1.54
Helpfulness of faculty in your major	57.14%	39.29%	-	3.57%	28	1.50
Interest shown by departmental faculty in your intellectual development	50.00%	46.43%	-	3.57%	28	1.57
Friendliness and helpfulness of the office staff in your department	60.71%	39.29%	-	-	28	1.39
Effectiveness of lower division courses in preparing you for upper division courses in your major	39.29%	53.57%	7.14%	-	28	1.68
Quality of instruction in upper division courses in your major	39.29%	57.14%	-	3.57%	28	1.68
Availability of formal opportunities for you to evaluate instruction in your major	32.14%	46.43%	21.43%	-	28	1.89
Availability of opportunities for you to have meaningful participation in research projects in your field	25.93%	62.96%	7.41%	3.70%	27	1.89
Availability of professional activities or clubs in your field	35.71%	60.71%	3.57%	-	28	1.68




In terms of your MAJOR field at Nicholls, how SATISFIED are you with each of the following?

Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Response	Average Value
Availability of practicum, internship, or clinical experiences in your field	74.07%	25.93%	-	-	27	1.26
Availability of the required courses in your major	66.67%	25.93%	7.41%	-	27	1.41
Adequacy of emphasis on behaviors/practices which are considered unprofessional and/or unethical in your field	59.26%	40.74%	-	-	27	1.41
Availability of elective courses you wanted to take in your major	40.74%	51.85%	3.70%	3.70%	27	1.70
Availability of opportunities for you to collaborate with other students on projects for classes in your major	40.74%	51.85%	7.41%	-	27	1.67
Availability of classroom facilities related to your major	44.44%	55.56%	-	-	27	1.56
Adequacy of computer resources (PC and/or mainframe) for courses in your major	40.74%	55.56%	3.70%	-	27	1.63
Adequacy of library resources related to your major	40.74%	51.85%	7.41%	-	27	1.67
Adequacy of laboratory facilities related to your major	43.48%	56.52%	-	-	23	1.57
Effectiveness of your major's curriculum in providing a logical sequence of learning experiences	40.74%	51.85%	3.70%	3.70%	27	1.70
Help/encouragement you received from faculty in your department with regard to attending graduate or professional school	44.44%	51.85%	3.70%	-	27	1.59
Effectiveness of your major in preparing you to apply what you learned in your classes to decisions you will be making in the workplace	44.44%	48.15%	3.70%	3.70%	27	1.67
The size of classes in your major	55.56%	44.44%	-	-	27	1.44
Help/encouragement you received from faculty in your department with regard to finding employment in your field	38.46%	57.69%	3.85%	-	26	1.65
Overall quality of your major field	51.85%	44.44%	-	3.70%	27	1.56
Overall quality of your department	55.56%	40.74%	-	3.70%	27	1.52
Overall quality of your entire degree program	55.56%	40.74%	-	3.70%	27	1.52

Do you think the *grades* you received in your major courses usually were consistent with how much you *learned* in those courses?

Answer	Bar	Response	%
Yes		23	85.19%
No, I usually learned substantially more than my grades show		2	7.41%
No, I usually learned substantially less than my grades show		2	7.41%
Total		27	100.00%

What are your *immediate* plans after graduation (choose only one)?

Answer	Bar	Response	%
I plan to enter a graduate program		6	22.22%
I plan to attend law school		0	0.00%
I plan to attend medical school		0	0.00%
I plan to seek another undergraduate degree		0	0.00%
I presently have a job offer, but have not accepted as of this date		3	11.11%
I have accepted a job offer		0	0.00%
I presently do not have any job offers, but I plan to start work as soon as possible		18	66.67%
Total		27	100.00%

If you have accepted a job offer, please list the position and company in the space below.

Text Entry

Have you used the services of the Career Services Office on the Nicholls campus? Why or why not?

Text Entry

No, the need never arose.

No. The Quasi-Social program nature of Nicholls is what makes it poor as a university. The solution is not to give a man a fish, it is to teach him to fish, to fish for himself. Every aspect of Nicholls prepares Millenials and Gen Z to receive help at every critical juncture of their life. Even curriculum in some of the Major programs is written by people who only exist in the academic field because of Nicholls propping them up. Terrebonne and Lafourche Parishes are staffed by teachers primarily educated at Nicholls. They send students to Nicholls, who also become teachers at Nicholls. This breeds a complacency that is very difficult to break through, and limits the potential of students leaving the area.

No.

Yes

No, I don't know where they are and I don't have any questions for them.

No. I never really knew about this.

No. I never thought about it.

No. I don't even know where that is.

No

Yes. I would like to connect with other Nicholls graduates.

No. I was not aware it existed.

NO

Not really. Mostly because I did not know where it was or that it even existed.

No, I haven't. No need yet.

I have not used the Career Services Office on campus, because I thought it was for students to obtain jobs while in school.

No. Never needed to.

No, I have not used the services of the Career Services Office on the Nicholls campus mainly because I do not know exactly what services are offered and how they would apply to helping me in my future career. I would not be opposed to seeking their service once I know what it is this office can help me with.

No, I have not because within my field, there is a job fair that I will be attending.

No, because my Student Teaching Seminars are preparing us in the same ways career services would help.

No. I am planning on attending the job fair next month.

No, I have not. I'm assuming this will be covered during a student teaching seminar. If not, I will ask the student teaching director

What were the most beneficial courses offered in your college? Why?

Text Entry

EDUC 309 and the student teaching semester courses all effectively assisted in my development.

Government. Dr. Whitney runs the classroom and Department in a professional way, but is not approachable.

EDUC 365. Ms. Theriot knows what she is talking about and is ALWAYS willing to help. She deserves a raise.

Secondary Reading was the most beneficial because it demonstrated multiple ways students can learn in differentiated instruction. Educ 309 was also extremely beneficial because it allowed us more class time.

HPED 373, and 390 It got me hands on experience with career. (Teaching pe at max)

The education and FCED courses throughout my time at Nicholls that were held in class. These were better because they had more real life experiences.

specialized courses, or courses that were not required for either of my majors were the most beneficial. These non-required courses were structured differently, required more reading on specific time periods/ literary movements, and the professors teaching the classes seemed to have more content knowledge.

Practicum and student teaching because I got to I put the skills I learned into practice

I do not remember the name of the course, but the course where they taught us how to use the Smart Boards and Promethean Boards.

History 151. Scott Phipps.

Classroom management and any courses that required field work. It gives a good feeling of the workplace that most majors might not get to see or feel while being an undergraduate.

All of my education courses

The most beneficial courses were the ones that put us out in the field.

Lesson planning... it's the most important thing about being a teacher. Reading methods... it's the class I learned the most in.

Practicum and Student Teaching have by far been the most beneficial courses I have taken! You can only learn so much about teaching in a lecture course. These two classes allow you to learn how to teach by actually putting you in a classroom for an extended period of time. It is beneficial that you are working with the same teacher and students during this time. In my opinion this is much more effective teaching than walking into a classroom, teaching a lesson, and then leaving. I loved each one of my Practicum rotations. All three of my teachers were eager to help me and give me advice. I was able to actively observe in their classrooms. Meaning, even though I was helping, I was continuously learning from my supervising teachers. I felt that the feedback I received from these teachers was more beneficial because they saw me teach more than one quick lesson. At the end of rotation, I was sad to leave because of the relationships I had made with the teachers and students. As much as I learned in Practicum, Student Teaching has taught me SO much more. My two supervising teachers are fantastic. Since day one, they have treated me as a fellow educator. They include me in everything they do and always take time to explain things I do not know. I have been able to attend parent teacher meeting, IEP meetings, clusters, and so much more. These are things I will be having to do next year when I have my own classroom. So, it is very helpful to get some inside before being thrown into it. We haven't even made it to midterm and I already feel like I have learned so much that will effect the teacher I will be. Student Teaching, hands down, has taught me the most!

The Education clashes because that's my major

The most beneficial courses offered in my college were EDUC 251, EDUC 312, EDUC 313, EDUC 365, EDUC 374, EDUC 402, and EDUC 403. In these classes I learned how to plan engaging lessons for various subjects, integrate technology into the classroom, and effectively manage a classroom. The opportunities given to me to be in actual classrooms while taking these courses was especially beneficial.

I believe almost all of my courses were extremely beneficial, but all of the history and government were the most beneficial to the concentration of my degree plan and all of the education and psychology courses were beneficial to the teaching part of my degree.

My major courses because they helped develop me in my career choice.

My higher level education classes because they have truly prepared me to be a teacher

Practicum & Student Teaching because the more we are in the classroom, the more comfortable we will be.

Student teaching. This was an opportunity to learn while actually working in my field.

Classes where I was required to go into elementary classrooms. Getting information from professors and being able to apply it in a classroom is helpful

What were the least beneficial courses offered in your college? Why?

Text Entry

Education. Dr. Triche has a wealth of knowledge, but is a terrible advisor. He just shrugs off questions and is generally aloof with deadlines and requirements. His classroom is only not chaos because the candidates beg for information on what is required, which is not a course load, but a weekend assignment in most cases. The Social Studies Education candidates, and most of the Secondary education candidates are being let through. The Department is trying to maintain standards from when they were accredited, but without having a dynamic understanding of the requirements. So they essentially pass on a checklist of what students are required to do all in their Student Teaching semester. There is some integration of the Final Portfolio in two previous classes, but it is not a theme that is focused on throughout the degree program. They just throw the Portfolio at education students and say, "Jump through these hoops." It is not that there is not enough material on how to complete the assignment, but understanding what it means, how it helps, and what it does would make the process beneficial. After having so many low work courses in the Education department, it makes the final semester very hectic and confusing.

Biology 114 & 116. What am I going to do with that later in life?

ABA- nothing was very clear in that class.

Educ 441 was probably the least beneficial. It is something we should learn but the class didn't really teach us anything.

None

The classes that were online. I didn't really know what was going on in the classes.

University Prep was a waste of time that I was required to pay for and show up to. As a college student, it seems childish to be required to take a course when all the answers needed are in the provided handbook. My classroom management course was the least beneficial. The instructor was almost never there. We didn't have real assessments. I made a poster about soil like I was in 6th grade. I still don't know what that had to do with managing my classroom. I was extremely disappointed in the execution of lessons as it appeared there weren't any.

Many of the beginning "general ed" courses felt like repeating things I had already learned in high school.

None. All were great in some way.

EDUC courses involving Behavioral Analysis as I felt I taught myself far too much so my understanding is lower.

Math

The least beneficial course was ECON. I am not sure why we had to take an ECON class in the first place.

Math methods & science/social studies methods... we didn't learn anything. It was mostly textbook work.

I guess the least beneficial courses in the College of Education were the all online classes. A handful of my classes were strictly online because that was the only time they were offered. I did not like that I never saw my professors. I also felt that a lot of the work was busy work because it was an online class.

Biology I didn't learn anything in that class. There were too many people and too much information to learn

The least beneficial courses offered in my college are EDUC 382, EDUC 392 and EDUC 487. The biggest reason I find that these classes are the least beneficial is because I feel that I did not learn anything in these courses. For these courses all we did was monitor a student's behavior in a classroom setting. We really didn't do much with that information except put it on a poster at the end of the semester. I would have liked to learn more about ways to modify or manage the behaviors we observed.

Music appreciation. It is honestly a class that I felt like I didn't need to take because I was in marching band for 4 semesters as well as a music fraternity, but was told I'd still have to take it.

Some of the general education courses were not needed because it was time that I could have spent in the field or getting into my major classes.

Personally, for my degree the amount of sciences did not benefit me in any way to become a elementary teacher

a lot of small FCED online classes because i didn't feel like i learned anything.

Elementary math for teachers was not the math that Pre k through 3rd grade students will be using. I would prefer a math course that would help future teacher learn skills to teach younger students.

A few of the applied behavior analysis classes were not beneficial due to the professor being unprepared and unorganized

What changes would you recommend for the department in which you majored?

Text Entry

Integrate the portfolio as a practice portfolio into the entire program. Get a second Social Studies Education advisor to compare Dr. Triche to; to see if he is beneficial or detrimental to the students. Foster a dynamic understanding of the accreditation requirements in the staff, in order to more accurately assign work that reflects the core of the meaning of the requirements.

For the professors to go into the field and teach because some of them have no idea what he/she is talking about.

Push the technology class towards the end.

Nothing

None

None.

For my Education major, I would suggest proper instructor evaluations. At the secondary level it is common to see administrators observe their teachers in action, however I have never seen this at the college level. Some instructors who are teaching how to be professional, make lesson plans, and manage classrooms are perfect example of what not to do.

More practice in the field before the final year of school.

Having some practicum teaching locations closer to St. Mary Parish!!!

Focus more on Secondary students.

Please ensure that the professors are prepared and have clear expectations of us. It wasn't all teachers, but some are notable.

Less overlap on course content

The student teachers need a little more information before you just throw them out into the field.

It needs to be more organized. There were times when we didn't find things out until the last minute.

I would like to see the professors be more available for their students. A lot of times it felt that professors were not in their offices to talk to students during the day (when they were not teaching). I also think that advisors should give students a time frame of when they should take each Praxis test. My professors and advisors told me it was necessary to pass before student teaching, but did not give me a time frame of when I should start taking for each test. I know these concerns of mine are concerns of my fellow students as well.

None

I would not recommend much to be changed except for the classes listed above (least beneficial courses). I would like to see these classes changed because more and more students are showing up in schools with exceptionalities, and I feel future teachers are unprepared on how to manage such behaviors appropriately.

I would say more lesson plan teaching needs to be implemented before student teaching, one less sociology class, and the requirement of taking both Asian histories and not just one. I regret not taking middle eastern Asian history when I consider the relevance of the Middle East and Russia on our country and education, but with North Korea making itself more relevant, Modern East Asian history is needed as well.

N/A

I would like more classes offered on campus rather than online classes.

Ensure that all professors truly care about teaching is how to be teachers. Having professors who seem to not care makes classes seem pointless

What suggestions do you have for improving your college's programs?

Text Entry

Stop treating students like they are in High School. Students should be interested in their programs, not bribed into them. There needs to be a school spirit, not a enforcement of programs. RAs run programs, even in the Apartments. This is ludicrous, those in the apartments are there to be more independent, not patronized by the staff. Sodexo also needs to go. It is a monopoly with no diversity, charging students on limited income 150% on most items. The one time there was a food truck, it was the most popular thing on campus. There are too many administrators, and not enough professors.

Each student candidate should be assigned a teacher in the classroom for the semester. The candidate should go to him/her for the entire year. I hated going into a classroom to teach just one lesson and not being able to show off my classroom management skills because I had no idea what the students' names were.

N/A

None

More in experiences in the classroom.

Our current course for intro to the English major is lacking. For my capstone course we were asked to create a syllabus for an imaginary English course at Nicholls. I created an Into to the English major syllabus. As a secondary English education major I was never required to take the class, however everyone who did take it agreed even my syllabus was better than the current one.

NA

Being sure to take things in the correct order

Less student teaching hours.

A common thing I hear about my major is that it is hard, and this can turn off newcomers from wanting to pursue this major. Again, having clear expectations would make it easier on student's stress and greatly lower these complaints as I do not find the material hard.

idk

Keep up the good work.

I understand teaching is about going out & doing it and getting the experience, but I think we should be given some ideas for lessons, etc.

I would like to suggest that College of Education students be required to teach in the same classroom more than just once. I know it is important for us to teach in a wide variety of classrooms, but I did not like walking into a classroom, teaching a lesson, and then leaving. I would also like to suggest that College of Education students be required to teach different age groups. It was not until my Practicum rotation that I taught a grade higher than Kindergarten. I was very nervous about teaching in that second grade class, because I felt under prepared. Since, we are certified to teach up until 3rd grade, I think teacher candidates should get to experience al those grade levels.

None

I have not experienced this problem, but I have had some peers complain about their "blocks" or certain classes being scheduled out of order. So, their semesters did not follow the predetermined sequence of classes and in some cases even affected when they would graduate. I have also experienced that certain classes in the education program are only offered during certain semesters, and if you are scheduled to take that class when it is not offered, you either need to push all other classes back or take extra hours to compensate for what was missed. I find this puts unnecessary stress on a student and can be avoided by having all classes available during both semesters, not just one or the other.

Look into the content of the classes that you are offering for the program. Some of the course material could have been combined to lessen the amount of classes needed and to get students out in the field more. Specifically for students not majoring in special education, there was too much of a concentration on special education. Only one or two classes would cover that material. I felt that I could have spent more time doing things that actually related to my degree.

A class taught on how to complete all the data, & paperwork that a teacher is required to complete.

Perhaps covering more classroom management and educational technology the semester before or during student teaching would be helpful. It's been a while since we've had those classes and being more familiar with that would help us