

Survey of Undergraduate Alumni Spring 2016

Marketing Alumni



Southeastern Louisiana University

Institutional Research

B.A. Marketing

Satisfaction with Degree Program

Number of Respondents: 34					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
BA Marketing	0.0%	2.9% (1)	11.8% (4)	47% (16)	38.2% (13)
Overall quality of your degree program					
BA Marketing	2.9% (1)	2.9% (1)	14.7% (5)	35.3% (12)	44.1% (15)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
BA Marketing	2.9% (1)	2.9% (1)	5.9% (2)	32.4% (11)	55.9% (19)
Usefulness of the academic advice you received from your advisor					
BA Marketing	0.0%	11.8% (4)	38.2% (13)	20.7% (7)	29.4% (10)
Opportunities to interact with faculty outside of class					
BA Marketing	2.9% (1)	11.8% (4)	23.5% (8)	26.5% (9)	35.3% (12)
Effectiveness of the faculty as teachers					
BA Marketing	0.0%	5.9% (2)	14.7% (5)	35.3% (12)	44.1% (15)
Friendliness and helpfulness of the office staff					
BA Marketing	0.0%	14.7% (5)	5.9% (2)	32.4% (11)	47% (16)
Interest shown by faculty in your academic development					
BA Marketing	0.0%	11.8% (4)	17.6% (6)	32.4% (11)	38.2% (13)
Effectiveness of beginning courses in preparing you for advanced courses					
BA Marketing	2.9% (1)	5.9% (2)	23.5% (8)	29.4% (10)	38.2% (13)
Quality of instruction in advanced courses					
BA Marketing	2.9% (1)	2.9% (1)	17.6% (6)	32.4% (11)	44.1% (15)
Faculty treatment of students both inside and outside of the classroom					
BA Marketing	0.0%	2.9% (1)	20.7% (7)	29.4% (10)	47% (16)
Professional activities, associations, or clubs associated with your major					
BA Marketing	5.9% (2)	5.9% (2)	29.4% (10)	29.4% (10)	29.4% (10)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
BA Marketing	8.8% (3)	11.8% (4)	20.7% (7)	32.4% (11)	26.5% (9)
Availability of the required courses in your major					
BA Marketing	0.0%	2.9% (1)	29.4% (10)	32.4% (11)	35.3% (12)
Availability of elective courses you wanted to take in your major					
BA Marketing	0.0%	17.6% (6)	17.6% (6)	23.5% (8)	38.2% (13)
Quality of instruction regarding standards and ethics in your major field					
BA Marketing	0.0%	0.0%	29.4% (10)	26.5% (9)	41.2% (14)
Opportunities for you to collaborate with other students on class projects					
BA Marketing	0.0%	0.0%	14.7% (5)	29.4% (10)	55.9% (19)
Satisfaction with Degree Program					

Number of Respondents: 34					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Library resources related to your major					
BA Marketing	2.9% (1)	20.7% (7)	17.6% (6)	29.4% (10)	26.5% (9)
Use of appropriate technology in the classroom					
BA Marketing	2.9% (1)	2.9% (1)	20.7% (7)	26.5% (9)	47% (16)
Facilities and equipment (including computer resources) for courses in your major					
BA Marketing	0.0%	8.8% (3)	11.8% (4)	32.4% (11)	47% (16)
Help you received from faculty in your department with regard to further educational opportunities					
BA Marketing	2.9% (1)	11.8% (4)	23.5% (8)	20.7% (7)	41.2% (14)
The size of classes in your major					
BA Marketing	0.0%	0.0%	8.8% (3)	23.5% (8)	67.6% (23)
Help you received from faculty in your department with regard to finding employment in your field					
BA Marketing	11.8% (4)	26.5% (9)	14.7% (5)	20.7% (7)	26.5% (9)
The global perspectives of courses					
BA Marketing	0.0%	5.9% (2)	23.5% (8)	44.1% (15)	26.5% (9)
The relevancy of courses					
BA Marketing	0.0%	8.8% (3)	17.6% (6)	35.3% (12)	38.2% (13)
"Real-world" experiences, exposure, examples, etc. in or out of the classroom					
BA Marketing	11.8% (4)	8.8% (3)	20.7% (7)	35.3% (12)	23.5% (8)
Your advisor's knowledge of requirements					
BA Marketing	0.0%	5.9% (2)	14.7% (5)	35.3% (12)	41.2% (14)
The accessibility of your advisor					
BA Marketing	0.0%	14.7% (5)	17.6% (6)	32.4% (11)	35.3% (12)
Your advisor's concern with your academic goals					
BA Marketing	2.9% (1)	8.8% (3)	35.3% (12)	23.5% (8)	26.5% (9)
Opportunity to acquire marketable skills					
BA Marketing	5.9% (2)	0.0%	11.8% (4)	38.2% (13)	44.1% (15)

Table 31 continued		
Satisfaction with Degree Program		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
BA Marketing	8.8% (3)	91.2% (31)
3. If you had it to do over again, would you choose the same major?		
BA Marketing	55.9% (19)	41.2% (14); 2.9% (1) Not at Southeastern
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
BA Marketing	70.6% (24)	29.4% (10)
6. Should a hands-on course be required in your program?		
BA Marketing	11.8% (4)	76.5% (26)

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

- So called "real-world" knowledge you can't teach to a class. Individual learning experience.
- Nothing. Was not supposed to happen. Independent study, they didnt have the class I needed when I was graduating.
- None, I went into the real world with plenty of knowledge but lacked the experience that companies want.
- I did the Disney Internship and it was the single best experience in my entire college career. I got an inside look on how the happiest place on earth stays happy and profitable. I learned more than I could have imagined in customer service from those 4 months. I also learned that if you truly love a job, it doesn't feel like work.
- I believe they should make you do an internship instead of it being an option. I did one outside of school my last semester but believe more experience would have helped
- The internships I completed helped me decide what facet of marketing I wanted to pursue. While the courses were helpful and taught me crucial skills for the jobs I've held, they didn't help me decide "what do I want to use my degree for after college". Marketing is a very broad major and I think there should be more one off courses that can help guide the decision for a career.

Perceptions of Southeastern

Five (14.7%) of the Marketing graduates had participated in the study-abroad/student exchange. Three (60.0%) were Very Satisfied with the experience, one (20.0%) was Somewhat Satisfied, and one (20.0%) was Very Dissatisfied. Six (17.6%) of the respondents had participated in the honors program. Three (50.0%) were Very Satisfied with the experience and three (50.0%) were Somewhat Satisfied. Three (28.3%) of the respondents conducted research under faculty supervision and were Very Satisfied with the experience.

Graduate/Professional Education

Three (8.8%) of the respondents are currently enrolled in a graduate/professional degree program and two (5.9%) have completed a Master's degree. Eight (23.5%) of the respondents are likely to enroll in the future, and sixteen (47.1%) have no plans for further education. Of

those respondents with plans for further education, three (23.1%) plan on eventually obtaining a doctorate, seven (53.9%) plan on obtaining a master's, one (7.7%) plans on obtaining a professional degree, and one (7.7%) plans on obtaining a second baccalaureate.

Of the thirty-two individuals with graduate school experience, four (80.0%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study and one (20.0%) was "Ineffectively". Two (40.0%) indicated that Southeastern prepared him/her "Better than Most" other students and three (60.0%) indicated that Southeastern prepared them "About the Same as Most". Furthermore, three (60.0%) indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern, one (20.0%) indicated it was "Somewhat Related" and one (20.0%) indicated it was "Not at all Related".

Employment

Seven (20.6%) of the respondents have not been employed full-time since graduating from Southeastern, while twenty-two (64.7%) have been employed full-time. Of those who have been employed full-time, seven (31.8%) had a job before graduating, three (13.6%) accepted a position upon graduation, nine (40.9%) took 1-6 months to find a job, two (9.1%) took 7-12 months, and one (4.5%) who took over a year.

The twelve 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.

	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	8.3% (1)	25.0% (3)	33.3% (4)
Not knowing what I wanted to do	25.0% (3)	16.7% (2)	16.7% (2)
Tight job market	33.3% (4)	16.7% (2)	16.7% (2)
Lack of marketable skills	0.0%	25.0% (3)	41.7% (5)
Lack of educational qualifications	8.3% (1)	8.3% (1)	50.0% (6)
Reputation of Southeastern	0.0%	0.0%	66.7% (8)
Lack of experience	50.0% (6)	0.0%	16.7% (2)
Lack of job search skills	8.3% (1)	25.0% (3)	33.3% (4)
Poor GPA	0.0%	16.7% (2)	50.0% (6)
Racial discrimination	0.0%	0.0%	66.7% (8)
Gender discrimination	0.0%	0.0%	66.7% (8)
Age discrimination	0.0%	8.3% (1)	58.3% (7)

Eight (36.4%) of those who have been employed full-time indicated their education was "Very Effective" in preparing them for employment or improving their job performance and nine (40.9%) indicated it was "Effective". In regards to sources for learning about their first full-time job, four (18.2%) indicated faculty at Southeastern, two (9.1%) indicated a parent or relative, one (9.1%) from Southeastern's Career Services, one (4.5%) from a professional organization, one (4.5%) from another student/friend, six (27.3%) already had the job, three (13.6%) from an

internship or practicum, one (4.5%) from an employment agency and three (13.6%) from the Southeastern Job Fair.

Sixteen (47.1%) are currently employed full-time, one (2.9%) is employed part-time and satisfied with part-time employment, three (8.8%) are employed part-time and looking for full-time employment, two (5.9%) have a graduate assistantship, two (5.9%) are unemployed but seeking employment, and one (2.9%) is unemployed and not looking for employment. Of those who are currently employed full-time, fifteen (93.8%) are employed in the state of Louisiana. Two (12.5%) are employed in a professional firm, one (6.3%) in higher education, one (6.3%) in government, one (6.3%) in K-12 education, and eleven (68.8%) in business. 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", three (18.8%) of the respondents indicated they are underemployed. Seven (43.8%) of the respondents are well satisfied with their employment and would not consider leaving and eight (50.0%) are satisfied with their employment but would consider other employment. Fourteen (87.6%) of the respondents are employed in an the area of their Southeastern major or a related area. Two (12.5%) respondents indicated a salary range of \$20,001-\$25,000, one (6.3%) indicated \$25,001-\$30,000, four (25.0%) indicated \$30,001-\$40,000, five (31.3%) \$40,001-\$50,000 and four (25.0%) indicated a salary over \$50,000.

Professional Activities

Two (5.9%) of the respondents indicated they currently hold a insurance license, and six (17.6%) indicated it is not available in their field. Of the eighteen without licensure, two (11.1%) plan obtaining it within the next twelve months, including Alternative Art k-12 and CPA. Eight (23.5%) of the respondents are members of a professional organization, and thirteen (38.2%) have attended a professional meeting in the past year.

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.

- Southeastern did not prepare me for the real world like they want to claim they do. After searching marketing/advertising jobs, I find that the requirements are experience with software and other programs not even mentioned in the classroom, let alone taught. I have no chance of getting a job in my field because of the lack of that education in my degree. There was no mention of those programs so now I am not prepared at all to get a job in my field. Other people will get those jobs over me because I never even heard of them and have no chance of learning them outside of school. There is nothing in my community to give me the chance to learn those programs so that I can get a job in my field. My degree is a waste of paper.
- I truly believe Southeastern can be anything you make it to be. You get what you put in. I was not interested necessarily in being a part of all the social clubs, so I wasn't. However, I put a lot of effort into learning all I could from the courses I took, and I must say, I learned a great deal from Southeastern. This school is the reason I had 4 incredible months in Disney World (which is one of the best experiences of my life). Southeastern helped to shape the type of learner and employee I am today.
- I was a business major and didn't have a specific advisor while in school. So for me it was hard to answer those questions.