

# **Survey of Undergraduate Alumni Fall 1999**

**Southeastern Louisiana University**



**March 2001**

**Office of Institutional Research & Assessment**

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## Executive Summary

Southeastern Louisiana University believes that Baccalaureate Degree Alumni can provide insights into the value of their degree and the influence a degree from Southeastern has had on their lives. The information provided can be used to help assess where the university has been, and help plan where the university is going. Alumni's perceptions of the value of their education, the influence their educational experiences have had on their life, and where and what the alumni are currently doing gives the university a wonderful opportunity to review the university's accomplishments and shortcomings.

Therefore, in the fall of 1999, Southeastern Louisiana University conducted a Survey of Undergraduate Alumni. The survey targeted those students who graduated with a Baccalaureate degree in academic year 1996-97 and 1997-98. The survey was sent to a sample of 1,702 alumni for whom the university had a valid address. Twenty-six percent (26%, n=423) of the alumni returned a completed survey.

- ! The majority of respondents are continuing or plan to continue their education.
- ! The majority of respondents who have continued their education have done so in a program related to their Southeastern major.
- ! The majority of respondents are satisfactorily employed in the state of Louisiana.
- ! The majority of respondents are employed in the area of their Southeastern major or in a related field.
- ! In general, the respondents have a positive attitude towards Southeastern, and would recommend Southeastern to family and friends.
- ! The vast majority of respondents felt that regardless of the financial benefits, their college education has improved the quality of their life.
- ! The majority of respondents would select Southeastern again for their college education, and over a quarter have chosen Southeastern for their graduate education.
- ! Southeastern helped respondents develop the ability to learn on their own.
- ! Most respondents believe that Southeastern is a "family friendly" campus and that the appearance of the campus improved while they were in attendance.

## METHOD

### Participants

A total of 1,702 surveys were mailed to Baccalaureate degree alumni who graduated in Academic Years 96-97 and 97-98 and for whom the Southeastern Alumni Office had a valid address. For those majors in which there were fewer than 100 graduates, all graduates were sent a survey. If a major had more than 100 graduates, a random sample of 100 was sent a survey. Of the 1,702 surveys sent, 52 were returned as non-deliverable and 423 were completed and returned. This reflects a response rate of 26%. Table 1 provides a breakdown of return rates by program.

**Table 1**  
**Survey Return Rates by Program**

<b>Program</b>	<b>Number of Surveys Mailed</b>	<b>Number of Surveys Returned</b>	<b>Return Rate</b>
B.S. Biology	100	20	20%
B.S. Horticulture	8	2	25%
B.S. Science Education	7	2	29%
B.S. Chemistry	11	3	27%
B.A. Communications	77	21	27%
B.A. Communications Education	8	2	25%
B.A. English	29	3	10%
B.A. English Education	16	4	25%
B.A. Liberal Arts Studies	22	6	27%
B.A. French	3	1	33%
B.A. Spanish	9	1	11%
B.G.S. General Studies	100	20	20%
B.A. Government	25	5	20%
B.A. History	49	13	27%
B.A. Social Studies Teaching	22	4	18%
B.S. Mathematics	5	0	0%
B.S. Mathematics Education	12	2	17%
B. Mu. Music	5	1	20%

<b>Table 1</b>			
<b>Survey Return Rates by Program</b>			
<b>Program</b>	<b>Number of Surveys Mailed</b>	<b>Number of Surveys Returned</b>	<b>Return Rate</b>
B.M. Ed. Music Education	5	2	40%
B.A. Psychology	73	18	25%
B.A. Criminal Justice	100	20	20%
B.A. Sociology	39	18	46%
B.A. Art	14	4	29%
B.A. Art Education	3	1	33%
B.A. Cultural Resource Management	8	1	13%
B.S. Accounting	100	26	26%
B.S. Computer Science	35	8	23%
B.A. General Business	9	2	22%
B.S. Industrial Technology	80	22	28%
B.A. Management	100	25	25%
B.S. Finance	51	18	35%
B.A. Marketing	100	27	27%
B.S. Family Consumer Sciences	10	6	60%
B.A. Social Work	90	22	24%
B.A. Elementary Education	100	21	21%
B.A. Special Education, Mild/Moderate	27	9	33%
B.A. Speech, Language & Hearing	53	14	26%
B.A. Kinesiology	97	19	20%
B.S. Nursing	100	28	28%

Of the returned surveys, 65% (n=274) were female and 35% (n=149) were male. The vast majority (94%, n=398) were White, Non-Hispanic, while 3% (n=12) were Black, Non-Hispanic, 2% (n=9) were Hispanic, 0.2% (n=1) were American Indian/Alaskan Native, and 0.5% (n=2) were Asian/Pacific Islander.

## **Procedure**

A notification post card was mailed to alumni in September, 1999. This informed alumni of the upcoming survey and allowed for address updates. The survey was mailed to alumni during October, 1999. Included in the survey was a business reply envelope and a small gift. Ten days later, a post card reminder was mailed to students who had not responded. Ten days following the mailing of the post cards, a second survey was mailed to all students who had not yet responded. The second mailing included a personalized cover letter from department heads encouraging alumni to respond to the survey.

## **Instrument**

There were seven sections in the survey, including:

- ! “Section 1 - Satisfaction with Your Degree Program”. Questions corresponded to the SLU Exit Survey, but also asked for information about the quality of any internships, practicum, or clinical experiences while a student.
- ! “Section 2 - General Skills”. General education outcomes, such as ability to use logic and critical thinking skills, ability to comprehend and analyze reading material, and ability to speak effectively were addressed.
- ! “Section 3 - Perceptions of SLU”. Alumni were asked to rate their level of agreement with statements concerning strategic planning benchmarks of the university.
- ! “Section 4 - Graduate/Professional Education”. This section asked the alumni to indicate what further educational goals they have completed or plan to pursue.
- ! “Section 5 - Employment”. Questions centered on the types of employment found, how long it took to find employment, and obstacles encountered while searching for full-time employment, as well as annual salary range.
- ! “Section 6 - Professional Activities”. Alumni were asked about any types of licensure/certification obtained, as well as participation in any professional organizations.
- ! “Section 7 - Overall Satisfaction with SLU”. Attitudes regarding overall satisfaction with educational experience at Southeastern, and whether they would recommend SLU to a friend or family member considering college were addressed.

The survey also requested information regarding immediate supervisors, in order to allow the university to conduct an Employer Survey. At the end of the survey, alumni were given the opportunity to make any additional comments regarding their experience as a student at Southeastern. A complete copy of the survey can be found in Appendix A.

In addition, departments were given the opportunity to develop questions specific to their majors which would be included as a special insert. Four departments developed questions to be

included in the alumni survey, those departments were: Computer Science, Management, Music, and Nursing. A copy of the special questions can be found in Appendix B.

## RESULTS

### All Respondents

The overall results of Section 2 - “General Skills”, Section 3 - “Perceptions of SLU”, Section 4 - “Graduate/Professional Education”, Section 5 - “Employment”, Section 6 - “Professional Activities”, and Section 7 - “Overall Satisfaction with SLU” are reported first. This is followed by program specific results arranged by department from Section 1 - “Satisfaction with Your Degree Program”, Section 4 - “Graduate/Professional Education”, Section 5 - “Employment” and Section 6 - “Professional Activities”. It is important to note that the report is organized according to the July 2000 reorganization, e.g. Social Work is included in the Human Development department rather than Sociology, Social Work and Criminal Justice. However, at both the time the survey was conducted and when the respondents were enrolled at Southeastern, this reorganization had not occurred. Therefore, for those majors and departments which were affected by the reorganization, any question which refers to the respondent’s “department” must be interpreted with caution. The final portion reports, verbatim, additional comments and suggestions regarding Southeastern provided by the respondents.

### General Skills

Overall, respondents indicated that Southeastern helped them develop various skills and abilities. They indicated that Southeastern was most helpful in helping them develop the ability to learn on their own, and least helpful in developing an awareness of how political and economic trends impact families and communities.

**Table 2  
General Skills**

<b>7. On a scale of 1 through 5, where 1 means Did Not Help at All and 5 means Helped a Lot, indicate how much SLU helped you in developing the following skills or abilities.</b>					
	Did Not Help at All - 1	2	3	4	Helped a Lot -5
<b>Ability to write well</b>					
	2.1% (9)	9.3% (39)	24.3% (102)	37.6% (158)	26.2% (110)
<b>Ability to speak effectively</b>					
	1.0% (4)	6.9% (29)	25.7% (108)	39.0% (164)	26.9% (113)
<b>Ability to comprehend reading material and to analyze its meaning</b>					
	2.4% (10)	5.0% (21)	25.5% (107)	45.5% (191)	21.4% (90)

<b>Table 2 cont. General Skills</b>					
<b>7. On a scale of 1 through 5, where 1 means Did Not Help at All and 5 means Helped a Lot, indicate how much SLU helped you in developing the following skills or abilities.</b>					
	Did Not Help at All - 1	2	3	4	Helped a Lot -5
<b>Ability to use logic and critical thinking skills</b>					
	1.9% (8)	5.5% (23)	19.0% (80)	45.7% (192)	27.1% (114)
<b>Ability to see relationships, similarities, and distinctions between ideas</b>					
	1.0% (4)	4.0% (17)	22.9% (96)	47.1% (198)	24.5% (103)
<b>Ability to apply problem-solving techniques</b>					
	1.4% (6)	5.0% (21)	25.5% (107)	41.0% (172)	26.7% (112)
<b>Ability to use mathematical and statistical concepts and tools</b>					
	5.0% (21)	12.1% (51)	26.9% (113)	35.5% (149)	20.0% (84)
<b>Ability to locate, evaluate, and effectively use information</b>					
	1.4% (6)	4.8% (20)	20.0% (84)	44.0% (185)	29.3% (123)
<b>Understanding the nature of science and the scientific method</b>					
	3.9% (15)	10.5% (44)	28.3% (119)	35.0% (147)	22.1% (93)
<b>Familiarity with key applications of the basic sciences</b>					
	2.6% (11)	12.4% (52)	24.5% (103)	38.3% (161)	21.9% (92)
<b>Ability to learn on your own</b>					
	1.9% (8)	2.1% (9)	14.8% (62)	40.2% (169)	40.7% (171)
<b>Ability to work with groups or teams</b>					
	2.9% (12)	6.4% (27)	18.6% (78)	34.0% (143)	37.9% (159)
<b>Recognition of the value of coming into contact with people different from you</b>					
	2.9% (12)	4.8% (20)	21.2% (89)	36.7% (154)	33.8% (142)
<b>Understanding the nature and value of at least one of the performing arts</b>					
	6.0% (25)	9.3% (39)	24.0% (101)	28.1% (118)	31.7% (133)

<b>Table 2 cont. General Skills</b>					
<b>7. On a scale of 1 through 5, where 1 means Did Not Help at All and 5 means Helped a Lot, indicate how much SLU helped you in developing the following skills or abilities.</b>					
	<b>Did Not Help at All - 1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Helped a Lot -5</b>
<b>Wider acquaintance with and enjoyment of literature</b>					
	6.0% (25)	10.7% (45)	24.8% (104)	32.9% (138)	25.2% (106)
<b>Personal set of values and ethical standards</b>					
	6.7% (28)	10.5% (44)	24.3% (102)	36.9% (155)	21.4% (90)
<b>Awareness of how political and economic trends impact families and communities</b>					
	7.9% (33)	11.4% (48)	28.1% (118)	34.0% (143)	18.3% (77)
<b>Awareness of historical trends which influence current events</b>					
	8.3% (35)	9.3% (39)	29.8% (125)	31.7% (133)	20.7% (87)
<b>Awareness of how different areas or subjects may be related</b>					
	3.8% (16)	5.7% (24)	25.7% (108)	40.0% (168)	24.5% (103)
<b>Ability to utilize computers</b>					
	4.8% (20)	8.8% (37)	23.6% (99)	30.5% (128)	31.9% (134)

## Perceptions of SLU

**Table 3**  
**Perceptions of SLU**

<b>8. Using a scale from 1 to 5, where 1 means Strongly Disagree, and 5 means Strongly Agree, please indicate your agreement with the following.</b>					
	Strongly Disagree - 1	2	3	4	Strongly Agree - 5
<b>Southeastern was a “family friendly” campus.</b>					
	2.9% (12)	3.3% (14)	14.0% (59)	31.9% (134)	47.1% (198)
<b>There were appropriate social and extracurricular activities available for all students at Southeastern.</b>					
	3.1% (13)	9.3% (39)	20.5% (86)	34.5% (145)	30.5% (128)
<b>There were enough social and extracurricular activities available at Southeastern to meet my needs.</b>					
	3.8% (16)	9.5% (40)	21.7% (91)	30.0% (126)	34.5% (145)
<b>Publications (Southeastern Magazine, the SLU Web site, the Lion’s Roar, etc.) met my needs for information about SLU events and programs.</b>					
	4.3% (18)	6.0% (25)	21.7% (91)	37.1% (156)	30.7% (129)
<b>Southeastern provided a positive, supportive environment for minority students.</b>					
	1.9% (8)	3.8% (16)	30.0% (126)	33.3% (140)	26.9% (113)
<b>Southeastern has a pretty campus.</b>					
	2.1% (9)	8.6% (36)	20.2% (85)	37.6% (158)	30.5% (128)
<b>The appearance of Southeastern’s campus improved while I attended SLU.</b>					
	1.7% (7)	2.9% (12)	13.1% (55)	29.8% (125)	52.1% (219)
<b>Southeastern has many traditions that make alumni proud of the University.</b>					
	6.2% (26)	12.9% (54)	30.2% (127)	31.2% (131)	18.6% (78)
<b>I often saw Southeastern’s logo and the Southeastern Lion on campus and off campus.</b>					
	1.4% (6)	7.6% (32)	20.2% (85)	34.0% (143)	36.0% (151)
<b>I often saw Southeastern’s colors (green and gold) on campus and off campus.</b>					
	2.4% (10)	11.0% (46)	20.7% (87)	35.7% (150)	29.3% (123)
<b>I receive information from the University about sources of University funds.</b>					
	19.3% (81)	20.0% (84)	29.3% (123)	20.7% (87)	9.5% (40)

**Table 3 Continued  
Perceptions of SLU**

**8. Using a scale from 1 to 5, where 1 means Strongly Disagree, and 5 means Strongly Agree, please indicate your agreement with the following.**

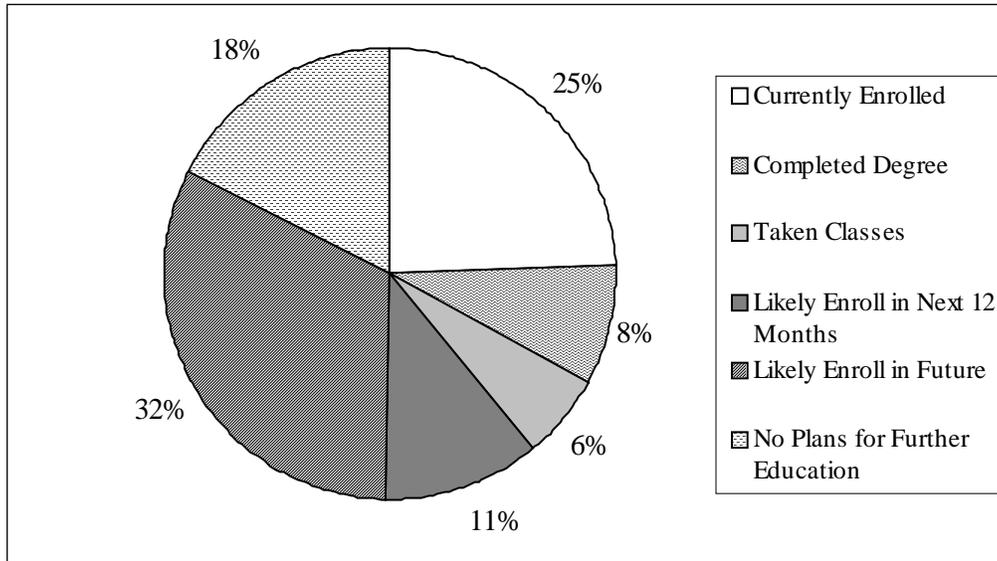
	Strongly Disagree - 1	2	3	4	Strongly Agree - 5
<b>I receive information from the University about how the University spends its money for achieving university goals.</b>					
	20.0% (84)	23.1% (97)	28.6% (120)	18.1% (76)	9.3% (39)
<b>I know what the University's Strategic Goals are.</b>					
	27.4% (115)	26.2% (110)	24.8% (104)	13.3% (56)	7.6% (32)
<b>Race relations on campus were not as good as they could have been.</b>					
	21.9% (92)	29.5% (124)	28.3% (119)	12.6% (53)	5.2% (22)

## Graduate/ Professional Education

Overall, 82% of respondents are continuing or plan to continue their education. Figure 1 shows alumni intentions with regard to further education.

**Figure 1**

### 9. What is your current status with regard to further graduate/professional education?



Since graduating, 10% (n=35) have obtained a master’s degree, 1% (n=3) has completed a professional degree and 5% (n=17) have obtained some other type of degree. Of those who have completed a degree or have plans for further education, 5% (n=18) already have the highest degree they plan on obtaining, 67% (n=229) plan on obtaining a master’s degree, 15% (n=50) plan on obtaining a doctorate, 8% (n=28) plan on obtaining a professional degree, and 3% (n=11) plan on obtaining some other degree.

Of those with graduate school experience, 21% (n=34) indicated that their educational experiences at Southeastern were “Very Effective” in preparing them for further study, while 57% (n=93) indicated Southeastern was “Effective”, 6% (n=9) indicated Southeastern was “Ineffective”, and 74 (n=7) indicated Southeastern was “Very Ineffective”. When asked how well Southeastern prepared them for further study in comparison to other students, 23% (n=38) indicated “Better than Most”, 59% (n=96) indicated “About the Same as Most”, and 6% (n=9) indicated “Worse than Most”. Of those students who have completed a degree or are currently enrolled in a degree program, 48% (n=66) indicated the degree was “Very Closely Related” to their Southeastern major, while 28% (n=38) indicated it was “Somewhat Related”, and 7% (n=9) indicated it was “Not at all Related”.

Graduates are attending or attended the following institutions:

- Southeastern Louisiana University - 40 graduates
- Louisiana State University - 11 graduates
- Louisiana State University Medical Center - 3 graduates

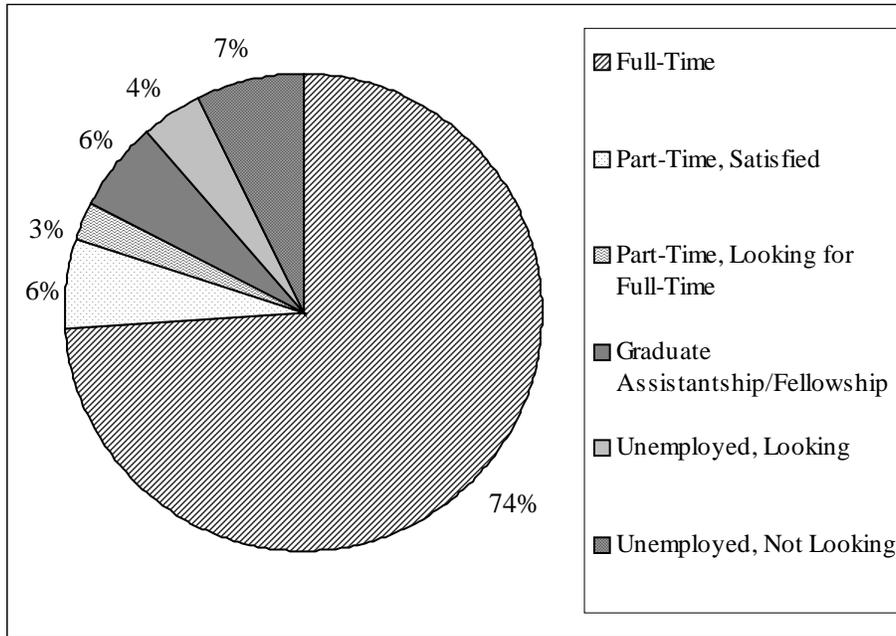
Louisiana State University Law Center - 3 graduates  
University of New Orleans - 5 graduates  
Southern University - 3 graduates  
Southern University, New Orleans - 2 graduates  
Nicholls State University - 1 graduate  
Tulane University - 4 graduates  
Our Lady of Holy Cross - 1 graduate  
University Southern Mississippi - 5 graduates  
University of Texas at Arlington - 1 graduate  
Ball State University - 1 graduate  
Barry University - 1 graduate  
George Washington University - 1 graduate  
Heritage College -1 graduate  
Lewis University - 1 graduate  
Memphis Theological Seminary - 1 graduate  
Parker College of Chiropractic - 1 graduate  
Purdue University - 1 graduates  
Southwest Missouri State University - 1 graduate  
Tampa University -1 graduate  
Thomas Jefferson School of Law (San Diego) - 1 graduate  
Ultrasound Diagnostic School - 1 graduate  
University of Memphis - 1 graduate  
University of North Dakota - 1 graduate  
University of North Texas - 1 graduate  
Washington University -1 graduate

## Employment History

Overall, 91% of the respondents are satisfactorily employed. Seventy-two percent (72%) are employed full-time. Figure 2 shows current employment status.

**Figure 2**

**16. What is your current employment status? If you are self-employed or in the military, please indicate “employed”.**



Seventy-eight of the respondents (19%) have held no full-time job since graduating from Southeastern. Twenty-one percent of respondents (21%, n=86) had their first full-time permanent job before completing their degree, and 46 (11%) accepted the position upon graduation. An additional 31% (n=132) obtained a full-time position 1-6 months after completing their degree, while 30 respondents (7%) took 7-12 months to find a job, and 35 respondents (8%) took more than a year to obtain a position.

The 275 respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 4 presents what were considered major problems, minor problems, or no problem.

**Table 4**

**Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from SLU with your Bachelors.**

	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	14.5% (40)	21.5% (59)	54.9% (151)
Not knowing what I wanted to do	17.1% (47)	24.4% (67)	50.5% (139)
Tight job market	24.7% (68)	34.5% (95)	32.7% (90)
Lack of marketable skills	13.5% (37)	22.5% (62)	55.6% (153)
Lack of educational qualifications	5.5% (15)	15.6% (43)	70.9% (195)
Reputation of SLU	2.9% (8)	13.8% (38)	74.2% (204)
Lack of experience	29.5% (81)	28.0% (77)	34.9% (96)
Lack of job search skills	8.7% (24)	27.3% (75)	54.9% (151)
Poor GPA	0.7% (2)	6.5% (18)	84.7% (233)
Racial discrimination	1.5% (4)	4.0% (11)	85.8% (236)
Gender discrimination	1.1% (3)	10.5% (29)	80.0% (220)

Forty-seven percent (47%, n=153) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern, 111 (33.7%) indicated they have had two full-time jobs since graduating, and 43 (13.1%) have had three or more full-time jobs.

Alumni were also asked where they learned about their first full-time job. Table 5 provides information on how students found a job.

**Table 5**  
**From what source(s) did you learn about the first full-time job you held after graduating from SLU with your Masters? (Mark all that apply)**

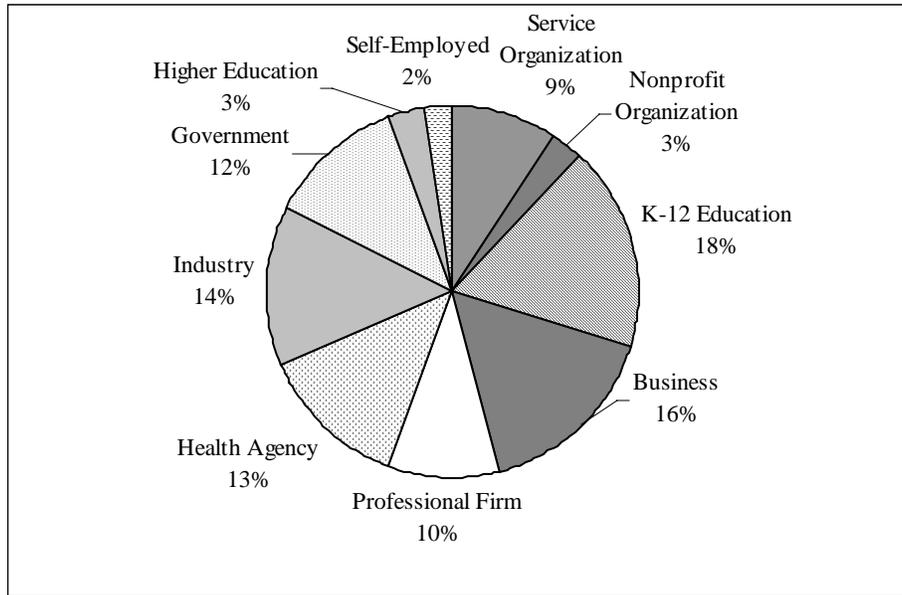
	Number and Percent Indicating Yes
Faculty at SLU	4.9% (16)
Parent or relative	14.0% (46)
University Career Placement Office	1.5% (5)
Newspaper/trade publication	21.3% (70)
Professional meeting	3.3% (11)
Another student/friend	17.0% (56)
Recruited by employer	14.3% (47)
Public/Private employment agency	4.0% (13)
SLU Job Fair	2.4% (8)

## Current Employment

This section only includes results of those respondents who are currently employed full-time (n=301). The majority of respondents (81%, n=244) are currently employed in the state of Louisiana, while 15% (n=45) are employed outside the state. Figure 3 shows the type of organizations in which respondents are employed.

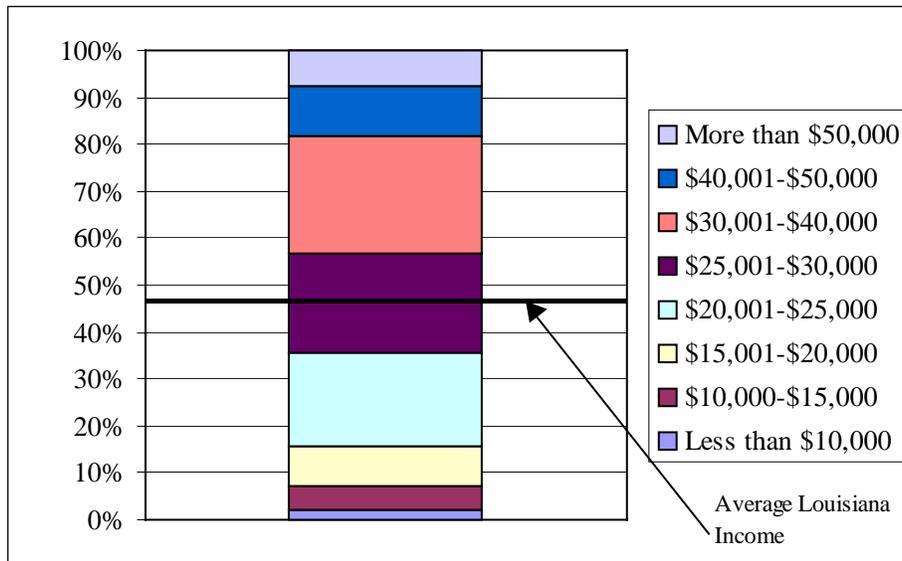
**Figure 3**

**22. Which category best describes the type of organization in which you are employed?**



Respondents appear to be doing well in terms of salary. Over 41% of the respondents exceed the average income of Louisiana residents. Seventeen percent (17%) make more than \$40,000 per year. Figure 4 provides a break-down of respondents' annual salary.

**Figure 4**  
**27. Please indicate your annual salary range.**



Overall, respondents are satisfied with their current employment. Thirty-six percent (36%, n=108) indicated they are well satisfied and would not consider leaving, while 48% (n=144) are satisfied, but would consider leaving for more desirable employment. Only 11% (n=33) dislike their employment, and an additional 2% (n=5) are not sure. Over a fourth (28%, n=85) of the respondents did indicate that they are currently underemployed, that is their job requires lower levels of skill and training than those they acquired at Southeastern. The majority of the respondents are employed in the area of their Southeastern major, or in an area related to their major. Twenty-three percent (23%, n=68) of the respondents are employed in an area not related to their Southeastern major. The main reason for not being employed in an area related to their Southeastern major is because they “Could not find a job” they wanted (50%, n=34). This was followed by: “Better pay” (18%, n=12), “New career interest” (10%, n=7), “Better opportunity for advancement” (6%, n=4), “Never planned to” (6%, n=4), “Have not obtained licensure, registration, or certification required for my field” (6%, n=4), and “Would have to relocate for a job” in the field (2%, n=1).

### **Professional Activities**

Twenty percent of the respondents (20%, n=86) indicated that licensure/certification is not available in their field. Of the remaining, 29% (n=122) currently hold licensure/certification in their field. Of the 49% (n=205) who do not currently have licensure, 31% (n=65) plan to obtain licensure/certification in the next 12 months. Our graduates are moderately active in professional organizations. Forty-two percent (n=175) are a member of a professional organization, and 44% (n=183) had attended a professional meeting in the past year.

## Overall Satisfaction with SLU

In general, respondents were satisfied with Southeastern. Thirty-six percent (36%, n=152) had a Very Positive general attitude toward Southeastern, and an additional 51% (n=215) had a Positive general attitude toward Southeastern. Thirty-three respondents (8%) indicated they had a Neutral general attitude toward Southeastern. Four percent (n=17) had a Negative attitude toward Southeastern, and only 1% (n=3) had a Very Negative general attitude. When asked if they would recommend Southeastern to a friend or family member considering college, 56% (n=233) said they would with no reservations, an additional 38% (n=161) indicated they would with some reservations, and 2% (n=8) indicated they would with strong reservations. Three percent (n=14) indicated they probably would not, and one respondent indicated he/she would not under any circumstances.

Overwhelmingly respondents indicated that if they were to do it again, they would elect to attend Southeastern for their undergraduate degree (n=307, 73%). Fifteen percent (15%, n=61) did not know if they would attend Southeastern, and only 10% (n=47) indicated they would not attend Southeastern. When asked to compare the quality of education provided at Southeastern with that of other universities, 29% (n=121) indicated it was better than most, 64% (n=268) indicated it was about the same as most, and 6% (n=23) indicated it was worse than most. Respondents were also asked if their college education had improved the quality of their life, regardless of the financial benefits. Ninety-two percent (92%, n=386) indicated that the quality of their life had improved, and 7% (n=31) indicated it had not improved.

## Department of Biological Sciences

**Table 6**  
**Satisfaction with Degree Program**

Number of Respondents: B.S. Biological Sciences - 26					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.S. Biological Sciences	0.0%	5.0% (1)	20.0% (4)	50.0% (10)	25.0% (5)
<b>Overall quality of your degree program</b>					
B.S. Biological Sciences	0.0%	0.0%	30.0% (6)	60.0% (12)	10.0% (2)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.S. Biological Sciences	0.0%	5.0% (1)	30.0% (6)	20.0% (4)	45.0% (9)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.S. Biological Sciences	25.0% (5)	20.0% (4)	10.0% (2)	25.0% (5)	15.0% (3)
<b>Opportunities to interact with faculty outside of class</b>					
B.S. Biological Sciences	5.0% (1)	10.0% (2)	25.0% (5)	35.0% (7)	25.0% (5)
<b>Effectiveness of the faculty as teachers</b>					
B.S. Biological Sciences	0.0%	5.0% (1)	15.0% (3)	55.0% (11)	25.0% (5)
<b>Friendliness and helpfulness of the office staff</b>					
B.S. Biological Sciences	10.0% (2)	20.0% (4)	20.0% (4)	35.0% (7)	15.0% (3)
<b>Interest shown by faculty in your academic development</b>					
B.S. Biological Sciences	5.0% (1)	15.0% (3)	35.0% (7)	30.0% (6)	15.0% (3)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.S. Biological Sciences	0.0%	10.0% (2)	25.0% (5)	55.0% (11)	10.0% (2)
<b>Quality of instruction in advanced courses</b>					
B.S. Biological Sciences	0.0%	5.0% (1)	5.0% (1)	50.0% (10)	40.0% (8)
<b>Professional activities, associations, or clubs</b>					
B.S. Biological Sciences	5.0% (1)	15.0% (3)	35.0% (7)	35.0% (7)	10.0% (2)
<b>Practicum, internship, clinical, or other hands-on experiences outside of the classroom</b>					
B.S. Biological Sciences	20.0% (4)	10.0% (2)	25.0% (5)	35.0% (7)	10.0% (2)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.S. Biological Sciences	0.0%	35.0% (7)	35.0% (7)	20.0% (4)	10.0% (2)
<b>Availability of the required courses</b>					
B.S. Biological Sciences	35.0% (7)	15.0% (3)	20.0% (4)	30.0% (6)	0.0%

<b>Table 6 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Biological Sciences</b>					
Number of Respondents: B.S. Biological Sciences - 26					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Availability of elective courses you wanted to take in your major</b>					
B.S. Biological Sciences	15.0% (3)	5.0% (1)	50.0% (10)	30.0% (6)	0.0%
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.S. Biological Sciences	0.0%	5.0% (1)	35.0% (7)	40.0% (8)	20.0% (4)
<b>Friendliness and helpfulness of faculty</b>					
B.S. Biological Sciences	5.0% (1)	5.0% (1)	25.0% (5)	45.0% (9)	20.0% (4)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.S. Biological Sciences	0.0%	5.0% (1)	40.0% (8)	50.0% (10)	5.0% (1)
<b>Computer resources (PC and/or mainframe) for courses in your major</b>					
B.S. Biological Sciences	0.0%	15.0% (3)	60.0% (12)	20.0% (4)	5.0% (1)
<b>Library resources related to your major</b>					
B.S. Biological Sciences	5.0% (1)	0.0%	45.0% (9)	40.0% (8)	10.0% (2)
<b>Use of appropriate technology in the classroom</b>					
B.S. Biological Sciences	5.0% (1)	5.0% (1)	45.0% (9)	45.0% (9)	0.0%
<b>Facilities and equipment related to your major</b>					
B.S. Biological Sciences	0.0%	15.0% (3)	45.0% (9)	40.0% (8)	0.0%
<b>Help/encouragement you received from faculty in your department with regard to further educational opportunities</b>					
B.S. Biological Sciences	20.0% (4)	25.0% (5)	15.0% (3)	35.0% (7)	5.0% (1)
<b>The size of classes in your major</b>					
B.S. Biological Sciences	0.0%	5.0% (1)	20.0% (4)	40.0% (8)	35.0% (7)
<b>Encouragement you received from faculty in your department with regard to finding employment in your field</b>					
B.S. Biological Sciences	30.0% (6)	20.0% (4)	30.0% (6)	10.0% (2)	5.0% (1)

<b>Table 6 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Biological Sciences</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend SLU to someone interested in what you majored in?</b>		
B.S. Biological Sciences	15.0% (3)	85.0% (17)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.S. Biological Sciences	10.0% (2)	70.0% (14); 20.0% (4) Not at SLU
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.S. Biological Sciences	75.0% (15)	25.0% (5)
<b>6. Should a hands-on course be required in your program?</b>		
B.S. Biological Sciences	15.0% (3)	70.0% (14)

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

“My clinical experience was not a requirement, but I think it was the most beneficial experience in my college career in preparing me for employment within my field of coursework.”

“Primarily the benefit came from understanding practical application of concepts that were previously theoretical.”

“Organizational skills and first hand knowledge of the requirements which may be necessary daily in the occupation.”

- “1) Gained work experience which was complimentary to course work.
- 2) More competitive in job field as compared to graduate w/o ‘hands-on’ experience.”

“It helped in applying knowledge and to decide if I liked the field I chose.”

### **Graduate/Professional Education**

#### **B.S. Biological Sciences**

Seven (35.0%) of the respondents are currently enrolled in a graduate/professional degree program. Three (15.0%) of the respondents has completed a graduate or professional degree, two have completed a graduate degree and one a professional degree. One (5.0%) of the respondents has taken classes, but has not enrolled in a degree program. One (5.0%) of the respondents plans to enroll in a degree program in the next 12 months, and six (30.0%) respondents are likely to enroll in a degree program in the future. Two (10.0%) respondents have no plans for further education. Of those respondents who have plans for further education,

six (33.3%) plan on obtaining a master's, four (22.2%) plan on obtaining a doctorate and six (33.3%) plan on obtaining a professional degree.

Of the eleven individuals with graduate school experience, three (27.3%) indicated that their educational experiences at Southeastern were "Very Effective" in preparing them for further graduate/professional study, and seven (63.6%) indicated that they were "Effective". One (9.1%) indicated that Southeastern prepared him/her "Better than Most" other students and nine (81.8%) indicated that Southeastern prepared them "About the Same as Most".

Of the ten respondents who are enrolled in a degree program or had completed a degree, three (30.0%) indicated it was "Very Closely Related", four (40.0%) indicated it was "Somewhat Related", and one (10.0%) indicated it was "Not at all Related" to their bachelor's degree from Southeastern.

## **Employment**

### **B.S. Biological Sciences**

Fifty-five percent of the respondents (55.0%, n=11) are employed full-time, and 10.0% (n=2) are on a graduate assistantship, fellowship or student employment. Five percent (4%, n=1) are employed part-time and satisfied with part-time employment while 5% (n=1) are employed part-time and looking for full-time employment. Twenty-five percent (25.0%, n=5) are not employed and not looking for employment. Seven (35.0%) of the respondents have never had a full-time job since graduating from Southeastern. One (5.0%) of the respondents had their jobs before completing their degrees, two (10.0%) accepted a position upon graduation, five (25.0%) respondents obtained a job 1-6 months after graduation, three (15.0%) found a job 7-12 months after graduation, and one (5.0%) took over a year to find a job.

The sixteen respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 7 presents what were considered major problems, minor problems, or no problem.

<b>Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from SLU with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	6.3% (1)	6.3% (1)	68.8% (11)
Not knowing what I wanted to do	6.3% (1)	31.3% (5)	43.8% (7)
Tight job market	25.0% (4)	31.3% (5)	25.0% (4)
Lack of marketable skills	18.8% (3)	12.5% (2)	50.0% (8)
Lack of educational qualifications	6.3% (1)	12.5% (2)	62.5% (10)
Reputation of SLU	0.0%	18.8% (3)	62.5% (10)
Lack of experience	31.3% (5)	12.5% (2)	37.5% (6)
Lack of job search skills	18.8% (3)	0.0%	62.5% (10)
Poor GPA	0.0%	12.5% (2)	68.8% (11)
Racial discrimination	0.0%	6.3% (1)	75.0% (12)
Gender discrimination	0.0%	6.3% (1)	75.0% (12)

Four (33.3%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern, four (33.3%) indicated they have had two full-time jobs since graduating, and two (16.7%) have had three or more full-time jobs.

In regards to sources for learning about their first full-time job, six (50.0%) indicated a newspaper or trade publication, one (8.3%) from a professional meeting, three (25.0%) from another student or friend, and one (8.3%) was recruited by an employer.

Of the eleven respondents who are currently employed full-time, nine (81.8%) are employed in the state of Louisiana, and two (18.2%) are employed out of state. One (9.1%) of the respondents is employed in a service organization, one (9.1%) is employed in higher education, one (9.1%) is self-employed, three (27.3%) are employed in industry, three (27.3%) are employed in government, and two (18.2%) are employed in a health agency. 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”, eight (72.7%) respondents felt they are not underemployed, while three (27.3%) felt they are underemployed. When asked about satisfaction with their present employment, three (27.3%) of the respondents are “Well satisfied; would not consider leaving”; six (54.5%) of the respondents are “Satisfied, but would consider more desirable employment”; two (18.2%) of the respondents “Dislike employment; seeking or will seek other employment.”

Five (45.5%) of the respondents are currently employed in the area of their Southeastern major, four (36.4%) are employed in an area related to their Southeastern major, and two (18.2%) are employed in an area not related to their Southeastern major. Both of the respondents not employed in an area related to her/his major “Could not find a job they wanted”. Two (18.2%) of the respondents gave a salary range of \$10,000-\$15,000, three (27.3%) gave a range of

\$20,001-\$25,000, four (36.4%) gave a salary range of \$25,001-\$30,000, one (9.1%) gave a salary range of \$30,001-\$40,000, and one (9.1%) gave a salary range of \$40,000-\$50,000.

### **Professional Activities**

#### **B.S. Biological Sciences**

Six (30.0%) of the respondents indicated that licensure/certification is not available in their field, and ten (50.0%) indicated that they do not have licensure/certification. Three (15.0%) currently do have licensure/certification, one has State Certification for Drink Water Analysis, one has EMT - paramedic, and one has Clinical Laboratory Scientist Specialist MT CAAB. Of those who do not have licensure/certification, one (10.0%) plans on becoming a Certified Histocompatibility Tech in the next twelve months. Ten (50.0%) of the respondents are members of a professional organization, and nine (45.0%) have attended a professional meeting in the past year.

## Department of Chemistry and Physics

**Table 8**  
**Satisfaction with Degree Program**

Number of Respondents: B.S. Chemistry - 3					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.S. Chemistry	0.0%	0.0%	33.3% (1)	33.3% (1)	33.3% (1)
<b>Overall quality of your degree program</b>					
B.S. Chemistry	0.0%	0.0%	66.7% (2)	0.0%	33.3% (1)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.S. Chemistry	0.0%	0.0%	66.7% (2)	0.0%	33.3% (1)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.S. Chemistry	0.0%	33.3% (1)	0.0%	0.0%	66.7% (2)
<b>Opportunities to interact with faculty outside of class</b>					
B.S. Chemistry	0.0%	0.0%	0.0%	66.7% (2)	33.3% (1)
<b>Effectiveness of the faculty as teachers</b>					
B.S. Chemistry	0.0%	0.0%	33.3% (1)	33.3% (1)	33.3% (1)
<b>Friendliness and helpfulness of the office staff</b>					
B.S. Chemistry	0.0%	33.3% (1)	0.0%	66.7% (2)	0.0%
<b>Interest shown by faculty in your academic development</b>					
B.S. Chemistry	0.0%	0.0%	33.3% (1)	0.0%	66.7% (2)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.S. Chemistry	0.0%	33.3% (1)	0.0%	66.7% (2)	0.0%
<b>Quality of instruction in advanced courses</b>					
B.S. Chemistry	0.0%	33.3% (1)	0.0%	33.3% (1)	33.3% (1)
<b>Professional activities, associations, or clubs</b>					
B.S. Chemistry	0.0%	66.7% (2)	33.3% (1)	0.0%	0.0%
<b>Practicum, internship, clinical, or other hands-on experiences outside of the classroom</b>					
B.S. Chemistry	66.7% (2)	0.0%	0.0%	33.3% (1)	0.0%
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.S. Chemistry	0.0%	66.7% (2)	0.0%	33.3% (1)	0.0%
<b>Availability of the required courses</b>					
B.S. Chemistry	33.3% (1)	0.0%	33.3% (1)	33.3% (1)	0.0%

<b>Table 8 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Chemistry and Physics</b>					
Number of Respondents: B.S. Chemistry - 3					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Availability of elective courses you wanted to take in your major</b>					
B.S. Chemistry	33.3% (1)	33.3% (1)	0.0%	33.3% (1)	0.0%
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.S. Chemistry	0.0%	33.3% (1)	33.3% (1)	0.0%	33.3% (1)
<b>Friendliness and helpfulness of faculty</b>					
B.S. Chemistry	0.0%	0.0%	33.3% (1)	0.0%	66.7% (2)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.S. Chemistry	0.0%	0.0%	33.3% (1)	33.3% (1)	33.3% (1)
<b>Computer resources (PC and/or mainframe) for courses in your major</b>					
B.S. Chemistry	0.0%	66.7% (2)	0.0%	33.3% (1)	0.0%
<b>Library resources related to your major</b>					
B.S. Chemistry	33.3% (1)	33.3% (1)	0.0%	0.0%	33.3% (1)
<b>Use of appropriate technology in the classroom</b>					
B.S. Chemistry	0.0%	33.3% (1)	0.0%	33.3% (1)	33.3% (1)
<b>Facilities and equipment related to your major</b>					
B.S. Chemistry	0.0%	66.7% (2)	0.0%	0.0%	0.0%
<b>Help/encouragement you received from faculty in your department with regard to further educational opportunities</b>					
B.S. Chemistry	0.0%	0.0%	33.3% (12)	0.0%	66.7 (2)
<b>The size of classes in your major</b>					
B.S. Chemistry	0.0%	0.0%	0.0%	33.3% (1)	66.7% (2)
<b>Encouragement you received from faculty in your department with regard to finding employment in your field</b>					
B.S. Chemistry	0.0%	33.3% (1)	33.3% (1)	0.0%	33.3% (1)

<b>Table 8 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Chemistry and Physics</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend SLU to someone interested in what you majored in?</b>		
B.S. Chemistry	33.3% (1)	66.7% (2)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.S. Chemistry	33.3% (1)	33.3% (1); Not at SLU 33.3% (1)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.S. Chemistry	100% (3)	0.0%
<b>6. Should a hands-on course be required in your program?</b>		
B.S. Chemistry	0.0%	100.0% (3)

### **Graduate/Professional Education**

#### **B.S. Chemistry**

Two (66.7%) of the respondents are currently enrolled in a graduate/professional degree program, and one (33.3%) has taken classes but has not enrolled in a degree program. One respondent (33.3%) plans on obtaining a master's, one (33.3%) plans on obtaining a doctorate, and one (33.3%) plans on obtaining a professional degree.

All three respondents (100%) indicated Southeastern prepared her/him "Effectively" for graduate/professional education. Furthermore, one (33.3%) respondent felt that Southeastern prepared him/her "worse than most" other students while the other two (66.7%) felt they had received "about the same" preparation. Of the two respondents currently enrolled in a degree program, one (50.0%) indicated it is "Very Closely Related" to her/his Southeastern major, and one indicated it was "Somewhat Related" to his/her Southeastern major.

## **Employment**

### **B. S. Chemistry**

One (33.3%) of the respondents is employed full-time and obtained full-time employment 1-6 months after graduation from Southeastern. One (33.3%) respondent is a Graduate Assistant, and has never had a full-time job since graduating. The remaining respondent did not answer the section on employment. The respondent who is currently employed full-time indicated that “Limited to only one geographic area”, “Tight Job Market”, “Lack of Marketable Skills”, “Lack of Educational Qualifications”, “Reputation of SLU”, and “Lack of Job Search Skills” were all minor problems in obtaining employment, while “Lack of Experience” was a major problem. The respondent is in his/her second full-time position since graduating, and learned about their first job through a Newspaper/trade publication.

The respondent who is employed full-time is currently employed outside of the state of Louisiana in industry. 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 you are currently underemployed”, the respondent did not believe he/she is underemployed. The respondent is satisfied with her/his current employment and it is in the area of his/her Southeastern major. The respondent currently makes between \$40,001 and \$50,000 a year.

## **Professional Activities**

### **B.S. Chemistry**

One (33.3%) of the respondents indicated that no licensure/certification available in their field and two (66.7%) indicated they do not currently hold licensure/certification and do not plan on obtaining it in the next 12 months. Two (66.7%) of the respondents are members of a professional organization and all three (100%) have attended a professional meeting in the past year.

## Department of Communications

**Table 9**  
**Satisfaction with Degree Program**

Number of Respondents: B.A. Communication-21					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.A. Communication	4.8% (1)	4.8% (1)	9.5% (2)	42.9% (9)	33.3% (7)
<b>Overall quality of your degree program</b>					
B.A. Communication	4.8% (1)	14.3% (3)	28.6% (6)	33.3% (7)	19.0% (4)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.A. Communication	0.0%	4.8% (1)	28.6% (6)	47.6% (10)	19.0% (4)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.A. Communication	9.5% (2)	33.3% (7)	14.3% (3)	14.3% (3)	28.6% (6)
<b>Opportunities to interact with faculty outside of class</b>					
B.A. Communication	4.8% (1)	4.8% (1)	33.3% (7)	23.8% (5)	33.3% (7)
<b>Effectiveness of the faculty as teachers</b>					
B.A. Communication	4.8% (1)	0.0%	19.0% (4)	47.6% (10)	28.6% (6)
<b>Friendliness and helpfulness of the office staff</b>					
B.A. Communication	4.8% (1)	9.5% (2)	19.0% (4)	28.6% (6)	33.3% (7)
<b>Interest shown by faculty in your academic development</b>					
B.A. Communication	0.0%	9.5% (2)	9.5% (2)	52.4% (11)	28.6% (6)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.A. Communication	4.8% (1)	4.8% (1)	23.8% (5)	47.6% (10)	19.0% (4)
<b>Quality of instruction in advanced courses</b>					
B.A. Communication	4.8% (1)	0.0%	9.5% (2)	52.4% (11)	33.3% (7)
<b>Professional activities, associations, or clubs</b>					
B.A. Communication	14.3% (3)	14.3% (3)	47.6% (10)	19.0% (4)	4.8% (1)
<b>Practicum, internship, clinical, or other hands-on experiences outside of the classroom</b>					
B.A. Communication	14.3% (3)	23.8% (5)	28.6% (6)	9.5% (2)	19.0% (4)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.A. Communication	9.5% (2)	33.3% (7)	33.3% (7)	14.3% (3)	9.5% (2)
<b>Availability of the required courses</b>					
B.A. Communication	4.8% (1)	23.8% (5)	23.8% (5)	33.3% (7)	14.3% (3)

<b>Table 9 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Communications</b>					
Number of Respondents: B.A. Communication-21					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Availability of elective courses you wanted to take in your major</b>					
B.A. Communication	0.0%	23.8% (5)	23.8% (5)	33.3% (7)	19.0% (4)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.A. Communication	4.8% (1)	9.5% (2)	14.3% (3)	42.9% (9)	23.8% (5)
<b>Friendliness and helpfulness of faculty</b>					
B.A. Communication	4.8% (1)	0.0%	9.5% (2)	61.9% (13)	23.8% (5)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.A. Communication	4.8% (1)	4.8% (1)	14.3% (3)	61.9% (13)	14.3% (3)
<b>Computer resources (PC and/or mainframe) for courses in your major</b>					
B.A. Communication	14.3% (3)	14.3% (3)	28.6% (6)	42.9% (9)	0.0%
<b>Library resources related to your major</b>					
B.A. Communication	9.5% (2)	28.6% (6)	23.8% (5)	33.3% (7)	4.8% (1)
<b>Use of appropriate technology in the classroom</b>					
B.A. Communication	19.0% (4)	23.8% (5)	38.1% (8)	19.0% (4)	0.0%
<b>Facilities and equipment related to your major</b>					
B.A. Communication	19.0% (4)	28.6% (6)	28.6% (6)	14.3% (3)	4.8% (1)
<b>Help/encouragement you received from faculty in your department with regard to further educational opportunities</b>					
B.A. Communication	9.5% (2)	4.8% (1)	23.8% (5)	33.3% (7)	28.6% (6)
<b>The size of classes in your major</b>					
B.A. Communication	0.0%	4.8% (1)	4.8% (1)	52.4% (11)	38.1% (8)
<b>Encouragement you received from faculty in your department with regard to finding employment in your field</b>					
B.A. Communication	33.3% (7)	9.5% (2)	28.6% (6)	23.8% (5)	95.2% (20)

<b>Table 9 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Communications</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend SLU to someone interested in what you majored in?</b>		
B.A. Communication	33.3% (7)	66.7% (14)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.A. Communication	14.3% (3)	57.1% (12); 28.6% (6) Not at SLU
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.A. Communication	66.7% (14)	33.3% (7)
<b>6. Should a hands-on course be required in your program?</b>		
B.A. Communication	9.5% (2)	85.7% (18)

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

“Hands on experience”

“I was able to see first hand how a real life news studio works. It was somewhat different than my classroom experience. I was able to rule out future career moves.”

“real world applications networking connections”

“Extensive training in news writing & editing. Produced 5 resume news packages. A great way to see the effects of TV news in the real world. I am disappointed that an internship didn't lead to employment after graduation.”

“First of all, I learned how to interact & communicate with professionals. I was well prepared for essays, public speaking & demonstrations. The main benefit was that it gives you a starting place & makes you feel confident to move on into your field or fulltime job.”

“Real life work experience , & also my first job & on-track to my career.”

“NONE”

### **Graduate/Professional Education**

#### **B.A. Communications**

Three (14.3%) of the respondents are currently enrolled in a graduate/professional degree program. One (4.8%) of the respondents has completed a master's degree. Three (14.3%) of the respondents have taken classes, but have not enrolled in a degree program. Four (19.0%) of the respondents plan to enroll in a degree program in the next 12 months, and six (28.6%) are likely

to enroll in a degree program in the future. Three (14.3%) respondents have no plans for further education. Of those respondents who have plans for further education, eleven (64.7%) plan on obtaining a master's, five (29.4%) plan on obtaining a doctorate, and one (5.9%) plans on obtaining a professional degree.

Of the seven individuals with graduate school experience, one (14.3%) indicated that Southeastern prepared her/him "Very Ineffectively" for further graduate/professional study. One (14.3%) respondent indicated that Southeastern prepared him/her "Ineffectively" for further graduate/professional study, and five (71.4%) respondents indicated they were prepared "effectively". Two (28.6%) indicated that Southeastern prepared them "Better than Most" other students, four (57.1%) indicated that Southeastern prepared them "About the Same as Most", and one (14.3%) indicated that Southeastern prepared her/him "Worse than Most".

Of the four respondents who are enrolled in a degree program or had completed a degree, three (75.0%) indicated it was "Very Closely Related" and one (25.0%) indicated it was "Not at all Related" to their bachelor's degree from Southeastern.

## **Employment**

### **B.A. Communication**

The majority of the respondents (85.7%, n=18) are employed full-time, and one (4.8%) respondent is employed part-time and satisfied. One (4.8%) respondent is employed part-time and looking for full-time employment and one (4.8%) respondent is unemployed but looking for full-time employment. Four (19.0%) of the respondents had their jobs before completing their degrees, two (9.5%) accepted a position upon graduation, five (23.8%) respondents obtained a job 1-6 months after graduation, three (14.3%) obtained a job 7-12 months after graduation, four (19.0%) took over a year to find a full-time job, and three (14.3%) have never had full-time employment.

The fifteen respondents who did not have a job upon graduation, faced a variety of problems in obtaining employment. Table 10 presents what were considered major problems, minor problems, or no problem for the remaining seventeen.

	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	40.0% (6)	26.7% (4)	33.3% (5)
Not knowing what I wanted to do	13.3% (2)	46.7% (7)	40.0% (6)
Tight job market	53.3% (8)	13.3% (2)	33.3% (5)
Lack of marketable skills	13.3% (2)	40.0% (6)	46.7% (7)
Lack of educational qualifications	0.0%	33.3% (5)	66.7% (10)
Reputation of SLU	6.7% (1)	33.3% (5)	60.0% (9)
Lack of experience	33.3% (5)	33.3% (5)	33.3% (5)
Lack of job search skills	6.7% (1)	26.7% (4)	66.7% (10)
Poor GPA	0.0%	6.7% (1)	93.3% (14)
Racial discrimination	0.0%	0.0%	100.0% (15)
Gender discrimination	0.0%	26.7% (4)	73.3% (11)

Of those who are employed full-time, eight (44.4%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern, six (33.3%) indicated they have had two full-time jobs since graduating, and two (11.1%) have had three or more full-time jobs. In regards to sources for learning about their first full-time job, one (5.6%) respondent indicated faculty at Southeastern, seven (38.9%) from a parent or relative, one (5.6%) from the University Career Placement Office, two (11.1%) from newspaper/trade publication, three (16.7%) were recruited by an employer, one (5.6%) from the internet, one (5.6%) from a staff member at Southeastern, and one (5.6%) from an internship.

Fifteen (83.3%) of the respondents who are employed full-time, work in the state of Louisiana and three (16.7%) work out of state. Three (16.7%) of the respondents are employed in a service organization, two (11.1%) are employed in higher education, one (5.6%) is employed in K-12 education, one (5.6%) is employed in a nonprofit organization, three (16.7%) are employed in a professional firm, one (5.6%) is self-employed, one (5.6%) is employed in industry, two (11.1%) are employed in government, three (16.7%) are employed in business, and one (5.6%) is employed in a health agency. 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", eleven (61.1%) respondents felt they are not underemployed, while seven (38.9%) felt they are underemployed. When asked about satisfaction with their present employment, five (27.8%) of the respondents are "Well satisfied; would not consider leaving"; nine (50.0%) are "Satisfied, but would consider more desirable employment"; three (16.7%) "Dislike employment; seeking or will seek other employment"; and one (5.6%) is not sure about his/her satisfaction.

Four (22.2%) of the respondents are currently employed in the area of their Southeastern major, nine (50.0%) are employed in an area related to their Southeastern major, and five (27.8%) are employed in an area not related to their Southeastern major. One (20.0%) of the respondents not

employed in an area related to their major indicated that new career interests was the reason, and four (50.0%) respondents they could not find a job they wanted. Two (11.1%) of the respondents gave a salary range of \$10,000-\$15,000, two (11.1%) gave a range of \$15,001-\$20,000, five (27.8%) gave a salary range of \$20,001-\$25,000, seven (38.9%) gave a salary range of \$30,001-\$40,000, and two (11.1%) gave a salary range of more than \$50,000.

### **Professional Activities**

#### **B.A. Communication**

Nine (42.9%) of the respondents indicated that licensure/certification is not available in their field, nine (42.9%) indicated they did not have licensure/certification, and three (14.3%) indicated they did have licensure/certification. One has an FCC license, one is NALP certified, and one did not indicate the type of certification. Of those who do not have licensure/certification, one (11.1%) plans on obtaining a teaching certificate in the next twelve months.

Ten (47.6%) of the respondents are members of a professional organization, and ten (47.6%) have attended a professional meeting in the past year.

## Department of English

**Table 11**  
**Satisfaction with Degree Program**

Number of Respondents: B. A. English-3; B.A. English Education-4; B.A. Liberal Arts Studies-6					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.A. English	0.0%	0.0%	33.3% (1)	0.0%	66.7% (2)
B.A. English Education	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
B.A. Liberal Arts Studies	0.0%	0.0%	16.7% (1)	50.0% (3)	33.3% (2)
<b>Overall quality of your degree program</b>					
B.A. English	0.0%	33.3% (1)	33.3% (1)	0.0%	33.3% (1)
B.A. English Education	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
B.A. Liberal Arts Studies	0.0%	0.0%	0.0%	66.7% (4)	33.3% (2)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.A. English	33.3% (1)	0.0%	0.0%	33.3% (1)	33.3% (1)
B.A. English Education	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
B.A. Liberal Arts Studies	0.0%	0.0%	33.3% (2)	16.7% (1)	50.0% (3)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.A. English	0.0%	66.7% (2)	0.0%	0.0%	33.3% (1)
B.A. English Education	0.0%	25.0% (1)	0.0%	0.0%	75.0% (3)
B.A. Liberal Arts Studies	0.0%	16.7% (1)	50.0% (3)	16.7% (1)	0.0%
<b>Opportunities to interact with faculty outside of class</b>					
B.A. English	0.0%	0.0%	0.0%	33.3% (1)	66.7% (2)
B.A. English Education	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
B.A. Liberal Arts Studies	0.0%	0.0%	0.0%	66.7% (4)	33.3% (2)
<b>Effectiveness of the faculty as teachers</b>					
B.A. English	0.0%	0.0%	33.3% (1)	0.0%	66.7% (2)
B.A. English Education	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
B.A. Liberal Arts Studies	0.0%	0.0%	0.0%	83.3% (5)	16.7% (1)

<b>Table 11 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of English</b>					
Number of Respondents: B.A. English-3; B.A. English Education-4; B.A. Liberal Arts Studies-6					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Friendliness and helpfulness of the office staff</b>					
B.A. English	0.0%	33.3% (1)	0.0%	0.0%	66.7% (2)
B.A. English Education	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
B.A. Liberal Arts Studies	0.0%	0.0%	50.0% (3)	33.3% (2)	16.7% (1)
<b>Interest shown by faculty in your academic development</b>					
B.A. English	0.0%	0.0%	33.3% (1)	0.0%	66.7% (2)
B.A. English Education	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
B.A. Liberal Arts Studies	0.0%	0.0%	33.3% (2)	50.0% (3)	16.7% (1)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.A. English	0.0%	0.0%	33.3% (1)	0.0%	66.7% (2)
B.A. English Education	0.0%	25.0% (1)	0.0%	0.0%	75.0% (3)
B.A. Liberal Arts Studies	0.0%	0.0%	16.7% (1)	66.7% (4)	16.7% (1)
<b>Quality of instruction in advanced courses</b>					
B.A. English	0.0%	0.0%	0.0%	33.3% (1)	66.7% (2)
B.A. English Education	0.0%	0.0%	0.0%	50.0% (2)	25.0% (1)
B.A. Liberal Arts Studies	0.0%	0.0%	0.0%	50.0% (3)	50.0% (3)
<b>Professional activities, associations, or clubs</b>					
B.A. English	0.0%	0.0%	33.3% (1)	0.0%	66.7% (2)
B.A. English Education	0.0%	0.0%	0.0%	75.0% (3)	25.0% (1)
B.A. Liberal Arts Studies	0.0%	0.0%	16.7% (1)	33.3% (2)	16.7% (1)
<b>Practicum, internship, clinical, or other hands-on experiences outside of the classroom</b>					
B.A. English	0.0%	0.0%	0.0%	33.3% (1)	66.7% (2)
B.A. English Education	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
B.A. Liberal Arts Studies	0.0%	16.7% (1)	0.0%	33.3% (2)	16.7% (1)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.A. English	0.0%	0.0%	33.3% (1)	33.3% (1)	33.3% (1)
B.A. English Education	0.0%	25.0% (1)	0.0%	25.0% (1)	50.0% (2)
B.A. Liberal Arts Studies	0.0%	16.7% (1)	33.3% (2)	33.3% (2)	0.0%

<b>Table 11 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of English</b>					
Number of Respondents: B.A. English-3; B.A. English Education-4; B.A. Liberal Arts Studies-6					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Availability of the required courses</b>					
B.A. English	0.0%	33.3% (1)	0.0%	33.3% (1)	33.3% (1)
B.A. English Education	25.0% (1)	0.0%	25.0% (1)	25.0% (1)	25.0% (1)
B.A. Liberal Arts Studies	0.0%	16.7% (1)	16.7% (1)	33.3% (2)	16.7% (1)
<b>Availability of elective courses you wanted to take in your major</b>					
B.A. English	66.7% (2)	33.3% (1)	0.0%	0.0%	0.0%
B.A. English Education	0.0%	25.0% (1)	25.0% (1)	0.0%	50.0% (2)
B.A. Liberal Arts Studies	0.0%	16.7% (1)	0.0%	66.7% (4)	16.7% (1)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.A. English	0.0%	0.0%	0.0%	33.3% (1)	66.7% (2)
B.A. English Education	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
B.A. Liberal Arts Studies	0.0%	0.0%	33.3% (2)	33.3% (2)	33.3% (2)
<b>Friendliness and helpfulness of faculty</b>					
B.A. English	0.0%	0.0%	33.3% (1)	0.0%	66.7% (2)
B.A. English Education	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
B.A. Liberal Arts Studies	0.0%	0.0%	16.7% (1)	50.0% (3)	33.3% (2)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.A. English	0.0%	0.0%	0.0%	33.3% (1)	66.7% (2)
B.A. English Education	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
B.A. Liberal Arts Studies	0.0%	0.0%	50.0% (3)	33.3% (2)	16.7% (1)
<b>Computer resources (PC and/or mainframe) for courses in your major</b>					
B.A. English	0.0%	33.3% (1)	0.0%	0.0%	66.7% (2)
B.A. English Education	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
B.A. Liberal Arts Studies	0.0%	0.0%	16.7% (1)	50.0% (3)	16.7% (1)
<b>Library resources related to your major</b>					
B.A. English	0.0%	33.3% (1)	0.0%	0.0%	66.7% (2)
B.A. English Education	25.0% (1)	0.0%	25.0% (1)	25.0% (1)	25.0% (1)
B.A. Liberal Arts Studies	0.0%	0.0%	16.7% (1)	33.3% (2)	33.3% (2)

<b>Table 11 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of English</b>					
Number of Respondents: B.A. English-3; B.A. English Education-4; B.A. Liberal Arts Studies-6					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Use of appropriate technology in the classroom</b>					
B.A. English	0.0%	0.0%	33.3% (1)	33.3% (1)	33.3% (1)
B.A. English Education	25.0% (1)	0.0%	50.0% (2)	0.0%	25.0% (1)
B.A. Liberal Arts Studies	0.0%	16.7% (1)	33.3% (2)	33.3% (2)	16.7% (1)
<b>Facilities and equipment related to your major</b>					
B.A. English	0.0%	0.0%	0.0%	33.3% (1)	66.7% (2)
B.A. English Education	0.0%	25.0% (1)	50.0% (2)	0.0%	25.0% (1)
B.A. Liberal Arts Studies	0.0%	0.0%	50.0% (3)	50.0% (3)	0.0%
<b>Help/encouragement you received from faculty in your department with regard to further educational opportunities</b>					
B.A. English	0.0%	0.0%	66.7% (2)	0.0%	33.3% (1)
B.A. English Education	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
B.A. Liberal Arts Studies	0.0%	16.7% (1)	50.0% (3)	0.0%	33.3% (2)
<b>The size of classes in your major</b>					
B.A. English	0.0%	0.0%	0.0%	0.0%	100.0% (3)
B.A. English Education	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
B.A. Liberal Arts Studies	0.0%	0.0%	0.0%	66.7% (4)	33.3% (2)
<b>Encouragement you received from faculty in your department with regard to finding employment in your field</b>					
B.A. English	0.0%	0.0%	33.3% (1)	33.3% (1)	33.3% (1)
B.A. English Education	0.0%	0.0%	50.0% (2)	25.0% (1)	25.0% (1)
B.A. Liberal Arts Studies	16.7% (1)	0.0%	50.0% (3)	16.7% (1)	0.0%

<b>Table 11 continued Satisfaction with Degree Program Department of English</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend SLU to someone interested in what you majored in?</b>		
B.A. English	0.0%	100.0% (3)
B.A. English Education	0.0%	100.0% (4)
B.A. Liberal Arts Studies	0.0%	100.0% (6)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.A. English	0.0%	66.7% (2); Not at SLU 33.3% (1)
B.A. English Education	0.0%	100.0% (4)
B.A. Liberal Arts Studies	33.3% (2)	66.7%(4)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.A. English	33.3% (1)	66.7% (2)
B.A. English Education	0.0%	100.0% (4)
B.A. Liberal Arts Studies	100.0% (6)	0.0%
<b>6. Should a hands-on course be required in your program?</b>		
B.A. English	33.3% (1)	66.7% (2)
B.A. English Education	0.0%	100.0% (4)
B.A. Liberal Arts Studies	50.0% (3)	50.0% (3)

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

“Internship - Skills which made me more employable upon graduating.”

“Guidance from an experienced professor”

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

“Practical applications to teaching; hands-on experience; support, one-on-one by experienced teachers”

“I was able to apply my knowledge to real life situations.”

“I received real-life classroom experiences that otherwise could not have been received in a regular course. I feel that the practicum should be extended to two semester or the methods class should be expanded to two courses to better prepare students for student teaching.”

“I learned effective techniques of teaching.”

## **Graduate/Professional Education**

### **B.A. English**

Two (66.7%) of the respondents have completed a master's degree, and the other respondent (33.3%) is currently enrolled in a graduate/professional degree program. One (33.3%) of the respondents plans on obtaining a doctorate, one (33.3%) a professional degree and one (20.0%) respondent indicated "other".

One (33.3%) respondent indicated that his/her educational experience at Southeastern "Very Effectively" prepared her/him for further study, and one (33.3%) indicated he/she was "Effectively" prepared. One (33.3%) respondent indicated that Southeastern prepared her/him "Better than Most" students, and one (33.3%) indicated that Southeastern prepared her/him "About the Same as Most" students. One (33.3%) respondent indicated that his/her graduate degree program was "Very Closely Related" to her/his bachelor's degree from Southeastern and one indicated it was "Somewhat Related".

### **B.A. English Education**

Two of the respondents (50.0%) are currently enrolled in a graduate/professional degree program, and two (50.0%) plan to enroll in a graduate/professional degree program in the next 12 months. Three (75.0%) of the respondents plan on obtaining a master's degree and one (25.0%) plans on obtaining a doctorate. The two respondents who are currently enrolled in a degree program indicated that Southeastern "effectively" prepared them for graduate school, and they were prepared "About the same as most" other students. One respondent (50.0%) indicated his/her degree program is "Very closely related" to his/her bachelor's degree from Southeastern, and the other respondent (50.0%) indicated it is "Somewhat related".

### **B.A. Liberal Arts Studies**

Four (66.7%) of the respondents are currently enrolled in a graduate/professional degree program and one (16.7%) has taken classes but not enrolled in a degree program. One (16.7%) of the respondents has no plans for further education. Of those respondents who have plans for further education, two (40.0%) plan on obtaining a professional degree, one (20.0%) plans on obtaining a masters' degree, one (20.0%) plans on obtaining a doctorate, and one (20.0%) indicated other.

Of the five respondents who have taken graduate level classes, four (80.0%) indicated that their educational experience at Southeastern "Effectively" prepared them for graduate/professional school while the other respondent felt Southeastern had "Very Effectively" prepared him/her. Four respondents (80.0%) indicated they felt SLU prepared them "about the same as most" other students attending graduate/professional school, while one felt Southeastern had prepared her/him "Better than most" other students.

One (25.0%) of the four respondents currently enrolled in graduate school indicated the degree program is “Very Closely Related” and three (75.0%) indicated it is “Somewhat Related” to the bachelor’s degree earned from Southeastern.

## **Employment**

### **B. A. English**

One (33.3%) of the respondents is employed full-time, one (33.3%) is on a graduate assistantship, fellowship or student employment, and one (33.3%) is unemployed and not looking for employment. One respondent (33.3%) has not had a full-time job since graduation, one (33.3%) had one prior to graduation, and one (33.3%) took over a year to obtain full-time employment. The respondents who did not have a full-time position prior to graduation, cited “Lack of marketable skills”, “Lack of educational qualifications”, and “Lack of experience” as major problem in obtaining employment. “Limited to only one geographic area” and “Reputation of Southeastern” were cited as minor problems.

One of the respondents (50.0%) who has had a full-time job since graduation is in his/her first job, and learned about it from faculty at Southeastern. The respondent who is currently employed full-time works at a professional firm in the state of Louisiana. The respondent indicated she/he is not underemployed when defined as “a condition in which your job requires lower levels of skill and training than those you acquired in college”. The respondent is “Satisfied, but would consider more desirable employment”. The respondent is employed in an area related to his/her Southeastern major, and gave a salary range of \$20,001-\$25,000.

### **B. A. English Education**

One-hundred percent (100.0%, n=4) of the respondents are employed full-time. Two (50.0%) respondents accepted a position upon graduation and two (50.0%) respondents obtained a job 1-6 months after graduation from Southeastern. Of the two respondents who did not have a job upon graduation, one indicated “Tight job market” was a minor problem and one indicated “Lack of experience” was a minor problem.

Two (50.0%) of the respondents indicated they are currently in their first full-time job since graduating from Southeastern, one (25.0%) indicated she/he has had two full-time jobs since graduating, and one (25.0%) has had three or more full-time jobs. All four of the respondents (100.0%) indicated they learned about their first full-time job through a newspaper/trade publication. One respondent (25.0%) indicated he/she also found out about it through the Southeastern job fair.

All four (100.0%) respondents are currently employed in the state of Louisiana with positions 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”, three (75.0%) indicated they were not underemployed, while one respondent (25.0%) indicated she/he is underemployed. When asked about satisfaction with their present employment, three (75.0%) were “Well Satisfied; would not consider leaving”, and

one (25.0%) was “Satisfied, but would consider more desirable employment”. One-hundred percent (n=4) of the respondents are working in the area of their Southeastern major. Two (50.0%) respondents gave a salary range of \$20,001-\$25,000, and two (50.0%) respondents gave a salary range of \$25,001-\$30,000.

### **B.A. Liberal Arts Studies**

Five (83.3%) of the respondents are employed full-time and one (16.7%) respondent is employed part-time and satisfied. Five (83.3%) of the respondents indicated they are currently in their second full-time job since graduating from Southeastern, and one (16.7%) indicated he/she has never had a full-time job. Two (33.3%) of the respondents had their jobs before graduating, one (16.7%) respondent accepted a position 1-6 months after graduation, two (33.3%) respondents obtained a job 7-12 months after graduation, and one (16.7%) has not yet obtained full-time employment.

The four respondents who did not have a job upon graduation faced a variety of situations regarding obtaining employment. Table 12 presents what were considered major problems, minor problems, or no problem.

<b>Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from SLU with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	0.0%	75.0% (3)	25.0% (1)
Not knowing what I wanted to do	75.0% (3)	25.0% (1)	0.0%
Tight job market	25.0% (1)	25.0% (1)	50.0% (2)
Lack of marketable skills	0.0%	50.0% (2)	50.0% (2)
Lack of educational qualifications	25.0% (1)	50.0% (2)	25.0% (1)
Reputation of SLU	25.0% (1)	0.0%	75.0% (3)
Lack of experience	50.0% (2)	0.0%	50.00% (2)
Lack of job search skills	25.0% (1)	25.0% (1)	50.0% (2)
Poor GPA	0.0%	0.0%	100.0% (4)
Racial discrimination	0.0%	0.0%	100.0% (4)
Gender discrimination	0.0%	0.0%	100.0% (4)

In regard to sources of learning about their first full-time job, one (20.0%) respondent indicated from a parent/relative, two (40.0%) indicated a newspaper/trade publication, one (20.0%) indicated recruitment by the employer, and one (20.0%) indicated “other”.

Of the five respondents who are employed full-time, four (80.0%) of the respondents are employed in the state of Louisiana and one (20.0%) outside the state. One respondent (20.0%) works in a service organization, one (20.0%) in a professional firm, one (20.0%) in government, one (20.0%) in business, and one (20.0%) in a health agency. 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 (60.0%) of the respondents indicated they were underemployed. When asked about satisfaction with their present employment, three (60.0%) were “Well Satisfied; would not consider leaving”, and two (40.0%) were “Satisfied, but would consider more desirable employment”. Twenty percent (n=1) of the respondents are working in the area of their Southeastern major and 60% (n=3) in an area related to their major. The one respondent who did not work in the area of his/her major indicated that the reason was the opportunity for advancement. Three (60.0%) of the respondents gave a salary range of \$15,001-\$20,000, one (20.0%) respondent gave a salary range of \$20,001-\$25,000, and one (20.0%) respondent gave a salary range of more than \$50,000.

## **Professional Activities**

### **B.A. English**

All three of the respondents indicated that licensure/certification is not available in their field. Two (66.7%) of the respondents are members of a professional organization and one (33.3%) of the respondents had attended a professional meeting in the past year.

### **B.A. English Education**

Four (100.0%) of the respondents indicated that they currently hold teaching certification. Two (50.0%) respondents are members of a professional organization and two (50.0%) have attended a professional meeting within the past year.

### **B.A. Liberal Arts Studies**

Four (66.7%) of the respondents indicated that licensure/certification was not available in their field and two (33.3%) indicated they did not have licensure/certification. No plans for certification were indicated by any of the respondents. None of the respondents indicated membership in a professional organization but two (33.3%) indicated they had attended a professional meeting in the past year.

## General Studies

**Table 14**  
**Satisfaction with Degree Program**

Number of Respondents: B.G.S. General Studies - 20					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.G.S. General Studies	0.0%	15.0% (3)	55.0% (11)	25.0% (5)	5.0% (1)
<b>Overall quality of your degree program</b>					
B.G.S. General Studies	0.0%	10.0% (2)	55.0% (11)	25.0% (5)	10.0% (2)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.G.S. General Studies	0.0%	5.0% (1)	35.0% (7)	30.0% (6)	25.0% (5)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.G.S. General Studies	40.0% (8)	10.0% (2)	20.0% (4)	20.0% (4)	10.0% (2)
<b>Opportunities to interact with faculty outside of class</b>					
B.G.S. General Studies	20.0% (4)	10.0% (2)	15.0% (3)	40.0% (8)	15.0% (3)
<b>Effectiveness of the faculty as teachers</b>					
B.G.S. General Studies	0.0%	15.0% (3)	20.0% (4)	40.0% (8)	25.0% (5)
<b>Friendliness and helpfulness of the office staff</b>					
B.G.S. General Studies	5.0% (1)	20.0% (4)	30.0% (6)	30.0% (6)	15.0% (3)
<b>Interest shown by faculty in your academic development</b>					
B.G.S. General Studies	5.0% (1)	20.0% (4)	45.0% (9)	25.0% (5)	5.0% (1)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.G.S. General Studies	0.0%	10.0% (2)	50.0% (10)	25.0% (5)	15.0% (3)
<b>Quality of instruction in advanced courses</b>					
B.G.S. General Studies	0.0%	5.0% (1)	25.0% (5)	50.0% (10)	20.0% (4)
<b>Professional activities, associations, or clubs</b>					
B.G.S. General Studies	0.0%	25.0% (5)	40.0% (8)	25.0% (5)	10.0% (2)
<b>Practicum, internship, clinical, or other hands-on experiences outside of the classroom</b>					
B.G.S. General Studies	5.0% (1)	25.0% (5)	30.0% (6)	35.0% (7)	5.0% (1)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.G.S. General Studies	0.0%	25.0% (5)	50.0% (10)	20.0% (4)	5.0% (1)
<b>Availability of the required courses</b>					
B.G.S. General Studies	15.0% (3)	25.0% (5)	55.0% (11)	5.0% (1)	0.0%

**Table 14 continued**  
**Satisfaction with Degree Program**  
**General Studies**

Number of Respondents: B.G.S. General Studies - 20					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Availability of elective courses you wanted to take in your major</b>					
B.G.S. General Studies	5.0% (1)	20.0% (4)	55.0% (11)	15.0% (3)	5.0% (1)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.G.S. General Studies	10.0% (2)	10.0% (2)	40.0% (8)	30.0% (6)	10.0% (2)
<b>Friendliness and helpfulness of faculty</b>					
B.G.S. General Studies	5.0% (1)	5.0% (1)	45.0% (9)	40.0% (8)	5.0% (1)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.G.S. General Studies	5.0% (1)	10.0% (2)	55.0% (11)	15.0% (3)	15.0% (3)
<b>Computer resources (PC and/or mainframe) for courses in your major</b>					
B.G.S. General Studies	5.0% (1)	10.0% (2)	35.0% (7)	35.0% (7)	10.0% (2)
<b>Library resources related to your major</b>					
B.G.S. General Studies	5.0% (1)	15.0% (3)	30.0% (6)	25.0% (5)	25.0% (5)
<b>Use of appropriate technology in the classroom</b>					
B.G.S. General Studies	15.0% (3)	5.0% (1)	45.0% (9)	25.0% (5)	10.0% (2)
<b>Facilities and equipment related to your major</b>					
B.G.S. General Studies	10.0% (2)	10.0% (2)	35.0% (7)	30.0% (6)	10.0% (2)
<b>Help/encouragement you received from faculty in your department with regard to further educational opportunities</b>					
B.G.S. General Studies	10.0% (2)	25.0% (5)	35.0% (7)	25.0% (5)	5.0% (1)
<b>The size of classes in your major</b>					
B.G.S. General Studies	5.0% (1)	5.0% (1)	45.0% (9)	30.0% (6)	15.0% (3)
<b>Encouragement you received from faculty in your department with regard to finding employment in your field</b>					
B.G.S. General Studies	40.0% (8)	25.0% (5)	20.0% (4)	10.0% (2)	5.0% (1)

<b>Table 14 continued Satisfaction with Degree Program General Studies</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend SLU to someone interested in what you majored in?</b>		
B.G.S. General Studies	20.0% (4)	75.0% (15)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.G.S. General Studies	70.0% (14)	20.0% (4); 10.0% (2)Not at SLU
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.G.S. General Studies	70.0% (14)	30.0% (6)
<b>6. Should a hands-on course be required in your program?</b>		
B.G.S. General Studies	15.0% (3)	65.0% (13)

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

“The benefit of working with the students in a classroom environment in a public school setting.”

“On the job training that I would use in a full-time job. Too much theory and no practical experience would set a person up for failure.”

“Familiarity with actual equipment used in the field.”

“First hand knowledge, knowing if this is what you want to be doing for the rest of your life.”

“It gave me a taste of what my field is like in the real world. I was able to make a decision based on the info.”

“Real-life experience; hands-on-learning; gained confidence in my abilities.”

### **Graduate/Professional Education**

Four (20.0%) of the respondents are currently enrolled in a graduate/professional degree program. One (5.0%) of the respondents has completed a master’s degree, one (5.0%) has completed a degree but did not indicate what the degree was, and one (5.0%) has taken classes but has not enrolled in a degree program. One (5.0%) of the respondents plan to enroll in a degree program in the next 12 months, and eight (40.0%) respondents are likely to enroll in a degree program in the future. Four (20.0%) respondents have no plans for further education. Of the sixteen with plans for graduate education, one (6.3%) already has the highest degree they plan to obtain, thirteen (81.3%) plan on obtaining a master’s, and two (12.5%) plan on obtaining a professional degree.

Of those with graduate school experience, one (14.3%) indicated his/her educational experiences at Southeastern “Very Effectively” prepared him/her for graduate/professional school, two (28.6%) felt Southeastern prepared them “Effectively”, one (14.3%) felt Southeastern prepared her/him “Ineffectively” and one (14.3%) felt Southeastern prepared him/her “Very Ineffectively”. One of the respondents felt Southeastern had prepared her/him “Better than Most” other students, and four (57.1%) respondents indicated that Southeastern prepared them “About the Same as Most” other students. Of the six who are enrolled in or have completed a degree program, one (16.7%) felt her/his degree program is “Very Closely Related” to her/his undergraduate degree from Southeastern and four (66.7%) indicated “Somewhat Related”.

### **Employment**

Sixty percent (60.0%, n=12) of the respondents are employed full-time. Two (10.0%) are employed part-time and satisfied with part-time employment. Two (10.0%) are not employed and are not looking for employment, and three (15.0%) are unemployed and looking for employment. Three respondents (15.0%) have not had a full-time job since graduating from Southeastern. Eight (40.0%) of the respondents had their jobs before completing their degree, three (15.0%) accepted a position upon graduation, three (15.0%) respondents obtained a job 1-6 months after graduation, and two (10.0%) obtained a job 7-12 months after graduation.

The eight respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 15 presents what were considered major problems, minor problems, or no problem.

<b>Table 15</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 SLU with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	12.5% (1)	50.0% (4)	37.5% (3)
Not knowing what I wanted to do	62.5% (5)	0.0%	37.5% (3)
Tight job market	25.0% (2)	50.0% (4)	25.0% (2)
Lack of marketable skills	25.0% (2)	37.5% (3)	37.5% (3)
Lack of educational qualifications	12.5% (1)	25.0% (2)	62.5% (5)
Reputation of SLU	0.0%	12.5% (1)	87.5% (7)
Lack of experience	50.0% (4)	0.0%	50.0% (4)
Lack of job search skills	12.5% (1)	50.0% (4)	37.5% (3)
Poor GPA	0.0%	25.0% (2)	75.0% (6)
Racial discrimination	0.0%	0.0%	100.0% (8)
Gender discrimination	12.5% (1)	0.0%	87.5% (7)

Of those who have been employed full-time since graduating, seven (43.8%) are in their first job, five (31.3%) have had two full-time jobs since graduating and three (18.8%) indicated three or more full-time jobs since graduating from Southeastern. In regards to sources for learning about their first full-time job, one (6.3%) indicated faculty at Southeastern; one (6.3%) indicated parent

or relative; one (6.3%) from the newspaper/trade publication; one (6.3%) at a professional meeting; four (25.0%) from another student/friend; and two (12.5%) were recruited by the employer.

Of the twelve who are employed full-time, eleven (91.7%) are employed in the state of Louisiana and one (8.3%) is employed out of state. Four (33.3%) of the respondents are employed in K-12 education, one (8.3%) is with a temporary service, three (25.0%) are in industry, one (8.3%) is employed by the government, and three (25.0%) are employed 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”, nine (75.0%) felt they are not underemployed, while three (25.0%) felt they are underemployed. When asked about satisfaction with their present employment, six (50.0%) are “Well satisfied; would not consider leaving”; five (41.7%) are “Satisfied, but would consider more desirable employment”; and one (8.3%) of the respondents “Dislike employment; seeking or will seek other employment.”

Two (16.7%) of the respondents are currently employed in the area of their Southeastern major, four (33.3%) are employed in an area related to their Southeastern major, and six (50.0%) are employed in an area not related to their Southeastern major. Of the six respondents not currently working in the field of their major, one (16.7%) never planned to work in the field, two (33.3%) developed a new career interest, two (33.3%) could not find a job they wanted in the field and one (16.7%) had better opportunity for advancement outside the field. One (8.3%) of the respondents gave a salary range of less than \$10,000, one (8.3%) gave a salary range of \$10,000-\$15,000, one (8.3%) gave a range of \$15,001-\$20,000, two (16.7%) gave a range of \$20,001-\$25,000, two (16.7%) gave a range of \$25,001-\$30,000, two (16.7%) gave a salary range of \$30,001-\$40,000, and two (16.7%) gave a salary range of \$40,001-\$50,000.

### **Professional Activities**

Six (30.0%) of the respondents indicated that licensure/certification is not available in their field, three (15.0%) currently have licensure/certification (one is a licensed Arborist, and one has a Louisiana Sanitation License). Of the eleven who do not currently have licensure/certification, five (45.5%) plan on obtaining it in the next twelve months. Two plan on obtaining teacher certification, one Construction Health & Safety Technician Certification, and one PHR. Six (30.0%) respondents belong to a professional organization and nine (45.0%) attended a professional meeting in the previous year.

## Department of History and Political Science

**Table 16**  
**Satisfaction with Degree Program**

Number of Respondents: B.A. Government-5; B.A. History-14; B.A. Social Studies Education-4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.A. Government	0.0%	0.0%	20.0%(1)	40.0%(2)	40.0%(2)
B.A. History	0.0%	7.1% (1)	7.1%(1)	28.6%(4)	50.0%(7)
B.A. Social Studies Education	0.0%	0.0%	25.0% (1)	50.0%(2)	25.0%(1)
<b>Overall quality of your degree program</b>					
B.A. Government	0.0%	0.0%	20.0%(1)	60.0%(3)	20.0%(1)
B.A. History	0.0%	0.0%	35.7%(5)	21.4%(3)	35.7%(5)
B.A. Social Studies Education	0.0%	0.0%	25.0% (1)	50.0%(2)	25.0%(1)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.A. Government	0.0%	0.0%	0.0%	60.0%(3)	40.0%(2)
B.A. History	0.0%	0.0%	28.6%(4)	28.6%(4)	35.7%(5)
B.A. Social Studies Education	0.0%	0.0%	25.0% (1)	25.0%(1)	50.0%(2)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.A. Government	20.0% (1)	0.0%	20.0%(1)	40.0%(2)	20.0%(1)
B.A. History	7.1% (1)	14.3%(2)	42.9%(6)	21.4%(3)	7.1%(1)
B.A. Social Studies Education	0.0%	0.0%	100.0%(4)	0.0%	0.0%
<b>Opportunities to interact with faculty outside of class</b>					
B.A. Government	20.0% (1)	0.0%	0.0%	0.0%	80.0%(4)
B.A. History	7.1% (1)	0.0%	7.1% (1)	42.9%(6)	35.7%(5)
B.A. Social Studies Education	0.0%	0.0%	25.0%(1)	50.0%(2)	25.0%(1)

<b>Table 16 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of History and Political Science</b>					
Number of Respondents: B.A. Government-5; B.A. History-14; B.A. Social Studies Education-4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Effectiveness of the faculty as teachers</b>					
B.A. Government	0.0%	0.0%	20.0%(1)	20.0%(1)	60.0%(3)
B.A. History	0.0%	7.1% (1)	21.4%(3)	14.3%(2)	35.7%(5)
B.A. Social Studies Education	0.0%	0.0%	25.0%(1)	75.0%(3)	0.0%
<b>Friendliness and helpfulness of the office staff</b>					
B.A. Government	0.0%	0.0%	0.0%	40.0%(2)	60.0%(3)
B.A. History	0.0%	7.1%(1)	7.1% (1)	14.3%(2)	64.3%(9)
B.A. Social Studies Education	0.0%	0.0%	25.0% (1)	75.0%(3)	0.0%
<b>Interest shown by faculty in your academic development</b>					
B.A. Government	20.0% (1)	0.0%	0.0%	20.0%(1)	60.0%(3)
B.A. History	7.1% (1)	0.0%	21.4%(3)	35.7%(5)	28.6%(4)
B.A. Social Studies Education	0.0%	0.0%	50.0%(2)	50.0%(2)	0.0%
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.A. Government	0.0%	0.0%	20.0%(1)	60.0%(3)	20.0% (1)
B.A. History	0.0%	7.1% (1)	21.4%(3)	28.6%(4)	35.7%(5)
B.A. Social Studies Education	0.0%	25.0%(1)	50.0% (2)	25.0%(1)	0.0%
<b>Quality of instruction in advanced courses</b>					
B.A. Government	0.0%	0.0%	0.0%	20.0%(1)	80.0%(4)
B.A. History	0.0%	7.1% (1)	7.1%(1)	28.6%(4)	50.0%(7)
B.A. Social Studies Education	0.0%	0.0%	50.0% (2)	50.0%(2)	0.0%
<b>Professional activities, associations, or clubs</b>					
B.A. Government	0.0%	0.0%	40.0%(2)	40.0% (2)	20.0% (1)
B.A. History	0.0%	7.1%(1)	50.0%(7)	28.6%(4)	7.1%(1)
B.A. Social Studies Education	0.0%	25.0%(1)	50.0%(2)	0.0%	0.0%

<b>Table 16 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of History and Political Science</b>					
Number of Respondents: B.A. Government-5; B.A. History-14; B.A. Social Studies Education-4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Practicum, internship, clinical, or other hands-on experiences outside of the classroom</b>					
B.A. Government	20.0% (1)	0.0%	40.0%(2)	40.0%(1)	0.0%
B.A. History	0.0%	21.4%(3)	57.1%(8)	7.1%(1)	0.0%
B.A. Social Studies Education	0.0%	25.0% (1)	50.0%(2)	25.0%(1)	0.0%
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.A. Government	20.0% (1)	0.0%	20.0%(1)	20.0%(1)	40.0% (2)
B.A. History	7.1%(1)	0.0%	50.0%(7)	21.4%(3)	7.1%(1)
B.A. Social Studies Education	0.0%	0.0%	50.0%(2)	25.0% (1)	0.0%
<b>Availability of the required courses</b>					
B.A. Government	0.0%	0.0%	20.0%(1)	40.0%(2)	40.0% (2)
B.A. History	7.1% (1)	14.3%(2)	7.1%(1)	35.7%(5)	28.6%(4)
B.A. Social Studies Education	0.0%	0.0%	75.0% (3)	25.0%(1)	0.0%
<b>Availability of elective courses you wanted to take in your major</b>					
B.A. Government	0.0%	0.0%	0.0%	60.0%(3)	40.0% (2)
B.A. History	0.0%	14.3%(2)	14.3%(2)	35.7%(5)	28.6%(4)
B.A. Social Studies Education	0.0%	25.0% (1)	50.0%(2)	25.0%(1)	0.0%
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.A. Government	0.0%	0.0%	0.0%	40.0%(2)	60.0% (3)
B.A. History	0.0%	7.1% (1)	0.0%	57.1%(8)	28.6%(4)
B.A. Social Studies Education	0.0%	0.0%	0.0%	100.0%(4)	0.0%
<b>Friendliness and helpfulness of faculty</b>					
B.A. Government	0.0%	0.0%	20.0%(1)	20.0%(1)	60.0%(3)
B.A. History	0.0%	7.1%(1)	0.0%	28.6%(4)	57.1%(8)
B.A. Social Studies Education	0.0%	0.0%	25.0%(1)	75.0%(3)	0.0%

<b>Table 16 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of History and Political Science</b>					
Number of Respondents: B.A. Government-5; B.A. History-14; B.A. Social Studies Education-4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.A. Government	0.0%	0.0%	20.0%(1)	60.0%(3)	20.0% (1)
B.A. History	0.0%	14.3%(2)	42.9%(6)	28.6%(4)	7.1% (1)
B.A. Social Studies Education	0.0%	0.0%	75.0%(3)	25.0%(1)	0.0%
<b>Computer resources (PC and/or mainframe) for courses in your major</b>					
B.A. Government	0.0%	20.0% (1)	40.0%(2)	20.0%(1)	20.0%(1)
B.A. History	0.0%	0.0%	42.9%(6)	35.7%(5)	14.3% (2)
B.A. Social Studies Education	0.0%	25.0%(1)	50.0%(2)	25.0%(1)	0.0%
<b>Library resources related to your major</b>					
B.A. Government	0.0%	0.0%	20.0%(1)	40.0%(2)	40.0%(2)
B.A. History	0.0%	14.3%(2)	21.4%(3)	35.7%(5)	21.4%(3)
B.A. Social Studies Education	0.0%	0.0%	75.0%(3)	25.0%(1)	0.0%
<b>Use of appropriate technology in the classroom</b>					
B.A. Government	0.0%	0.0%	20.0%(1)	60.0% (3)	20.0%(1)
B.A. History	0.0%	7.1%(1)	28.6%(4)	42.9%(6)	14.3%(2)
B.A. Social Studies Education	0.0%	25.0%(1)	75.0%(3)	0.0%	0.0%
<b>Facilities and equipment related to your major</b>					
B.A. Government	0.0%	0.0%	20.0%(1)	60.0%(3)	20.0% (1)
B.A. History	7.1%(1)	7.1%(1)	14.3%(2)	35.7%(5)	28.6%(4)
B.A. Social Studies Education	0.0%	25.0%(1)	50.0%(2)	25.0%(1)	0.0%
<b>Help/encouragement you received from faculty in your department with regard to further educational opportunities</b>					
B.A. Government	20.0% (1)	0.0%	0.0%	20.0%(1)	60.0%(3)
B.A. History	7.1% (1)	0.0%	35.7%(5)	21.4%(3)	28.6%(4)
B.A. Social Studies Education	0.0%	0.0%	75.0% (3)	25.0%(1)	0.0%

**Table 16 continued**  
**Satisfaction with Degree Program**  
**Department of History and Political Science**

Number of Respondents: B.A. Government-5; B.A. History-14; B.A. Social Studies Education-4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>The size of classes in your major</b>					
B.A. Government	0.0%	0.0%	0.0%	20.0%(1)	60.0%(3)
B.A. History	7.1%(1)	0.0%	21.4%(3)	14.3%(2)	50.0%(7)
B.A. Social Studies Education	0.0%	0.0%	100.0%(4)	0.0%	0.0%
<b>Encouragement you received from faculty in your department with regard to finding employment in your field</b>					
B.A. Government	20.0% (1)	0.0%	20.0%(1)	20.0%(1)	40.0% (2)
B.A. History	7.1%(1)	14.3%(2)	57.1%(8)	7.1%(1)	7.1%(1)
B.A. Social Studies Education	0.0%	0.0%	75.0%(3)	25.0% (1)	0.0%

<b>Table 16 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of History and Political Science</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend SLU to someone interested in what you majored in?</b>		
B.A. Government	20.0%(1)	80.0%(4)
B.A. History	7.1% (1)	85.7%(12)
B.A. Social Studies Education	0.0%	100.0%(4)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.A. Government	40.0%(2)	60.0%(3)
B.A. History	42.9%(6)	42.9%(6); Not at SLU 7.1% (1)
B.A. Social Studies Education	50.0% (2)	50.0%(2)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.A. Government	100.0%(5)	0.0%
B.A. History	85.7%(12)	7.1%(1)
B.A. Social Studies Education	0.0%	100.0%(4)
<b>6. Should a hands-on course be required in your program?</b>		
B.A. Government	40.0%(2)	60.0%(3)
B.A. History	71.4%(10)	21.4%(3)
B.A. Social Studies Education	0.0%	75.0%(3)

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

“Practical knowledge through interaction with undergraduate students in a classroom environment.”

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

“Real classroom time is invaluable.”

“None”

### **Graduate/Professional Education**

#### **B.A. Government**

Three (60.0%) of the respondents are currently enrolled in a graduate/professional degree program. One (20.0%) of the respondents has completed a professional degree, and one (20.0%) has taken classes but not enrolled in a program. Three (60.0%) of the respondents plan on obtaining a master’s and two (40.0%) plan on obtaining professional degrees. Four (50.0%) of

the respondents indicated their educational experiences at Southeastern “Effectively” prepared them for graduate/professional study. Two (40.0%) respondents indicated that Southeastern prepared them “Better than Most” other students for further educational study, one (20.0%) indicated he/she was prepared “About the Same” as other students, and one (20.0%) indicated that Southeastern prepared her/him “Worse than Most” other students.

Of those respondents who are enrolled in a degree program or had completed a degree, one (25.0%) indicated it was “Very Closely Related”, one (25.0%) indicated it was “Somewhat Related”, and one indicated it was “Not at all Related” to their bachelor’s degree from Southeastern.

### **B.A. History**

Six (46.2%) of the respondents are currently enrolled in a graduate/professional degree program. One (7.7%) of the respondents has completed a graduate or professional degree, but did not indicate what. One (7.7%) respondent has taken classes but has not enrolled in a program. Two (15.4%) respondents plan to enroll in a degree program in the next 12 months and two (15.4%) plan to enroll in the future. One (7.7%) respondent has no plans for further education. Of those twelve respondents who have plans for further education, five (41.7%) plan on obtaining a master’s, two (16.7%) plan on obtaining a doctorate, and three (25.0%) plan on obtaining professional degrees.

Of those eight respondents with graduate school experience, two (25.0%) indicated their educational experiences at Southeastern “Ineffectively” prepared them for graduate/professional study, while five (62.5%) indicated their experience “Effectively” prepared them and one (12.5%) indicated Southeastern “Very Effectively” prepared him/her. Three (37.5%) respondents indicated that Southeastern prepared them “Better than Most” other students for further educational study, four (50.0%) indicated they were prepared “About the Same” as other students, and one (12.5%) indicated that Southeastern prepared her/him “Worse than Most” other students participating in graduate/professional education. Of those respondents who are enrolled in a degree program or had completed a degree, one (14.3%) indicated it was “Very Closely Related”, four (57.1%) indicated it was “Somewhat Related” and one (14.3%) indicated it was “Not at all Related” to their bachelor’s degree from Southeastern.

### **B.A. Social Studies Education**

Three (75.0%) respondents plan to enroll in a degree program in the next 12 months and one (25.0%) plans to enroll in the future. All four (100.0%) of the respondents plan on obtaining a master’s degree.

## **Employment**

### **B.A. Government**

Three (60.0%) of the respondents are employed full-time, and two (40.0%) are not employed and not looking for employment. One (20.0%) respondent had his/her job before completing his/her

degree, one (20.0%) respondent took over a year to find employment, and two (40.0%) have yet to find full-time employment.

The three respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 17 presents what were considered major problems, minor problems, or no problem.

<b>Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from SLU with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	0.0%	0.0%	66.7%(2)
Not knowing what I wanted to do	33.3%(1)	33.3%(1)	0.0%
Tight job market	0.0%	66.7% (2)	33.3%(2)
Lack of marketable skills	0.0%	33.3% (1)	33.3% (1)
Lack of educational qualifications	0.0%	0.0%	66.7%(2)
Reputation of SLU	0.0%	33.3% (1)	33.3% (1)
Lack of experience	33.3% (1)	33.3% (1)	0.0%
Lack of job search skills	0.0%	33.3% (1)	33.3% (1)
Poor GPA	0.0%	0.0%	66.7%(2)
Racial discrimination	0.0%	0.0%	66.7%(2)
Gender discrimination	0.0%	0.0%	66.7%(2)

All three of the respondents who have had a full-time job since graduating from Southeastern are in their first job. In regards to sources for learning about their first full-time job, one respondent (33.3%) indicated a newspaper/trade publication, and one respondent (33.3%) indicated he/she was recruited by the employer.

All three (100.0%) of the respondents who are currently employed full-time, work in the state of Louisiana. One respondent (33.3%) is self-employed, one (33.3%) is employed in government, and one (33.3%) 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”, two (66.7%) of the three indicated yes and (33.3%) indicated no.

Two (66.7%) of the respondents indicated they are satisfied with their employment but would consider other employment and one (33.3%) dislikes employment and is seeking or will seek other employment. One of respondents (33.3%) indicated that he/she is employed in the area of her/his Southeastern major and two (66.7%) indicated their employment was not in an area related to their major. Of the two respondents not employed in their major, one (50.0%) indicated he/she has not obtained licensure/certification yet and one (50.0%) indicated they could not find a job they wanted in their major area. One (33.3%) respondent gave a salary range of \$25,001-\$30,000, one (33.3%) gave a salary range of \$30,001-\$40,000 and one (33.3%) gave a salary range of greater than \$50,000.

## B.A. History

Nine (69.2%) of the respondents are employed full-time, and one (7.7%) is on graduate assistantship, fellowship or student employment status. One (7.7%) respondent is employed part-time but looking for full-time employment, and one (7.7%) is unemployed and not looking for employment. Three (23.1%) respondents had their jobs before completing their degree, three (23.1%) obtained their jobs within six months of graduating, one (7.7%) indicated it took between 7-12 months, three (23.1%) respondents took over a year to find employment, and two (15.4%) have yet to obtain full-time employment.

The nine respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 18 presents what were considered major problems, minor problems, or no problem.

	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	22.2% (2)	22.2% (2)	33.3% (3)
Not knowing what I wanted to do	55.6% (5)	11.1% (1)	22.2% (2)
Tight job market	33.3% (3)	44.4% (4)	11.1% (1)
Lack of marketable skills	55.6% (5)	22.2% (2)	11.1% (1)
Lack of educational qualifications	11.1% (1)	22.2% (2)	55.6% (5)
Reputation of Southeastern	0.0%	22.2% (2)	66.7% (6)
Lack of experience	22.2% (2)	44.4% (4)	22.2% (2)
Lack of job search skills	0.0%	33.3% (3)	55.6% (5)
Poor GPA	0.0%	0.0%	88.9% (8)
Racial discrimination	22.2% (2)	11.1% (1)	55.6% (5)
Gender discrimination	0.0%	33.3% (3)	55.6% (8)

Of those respondents who have had a full-time job since graduating from Southeastern, seven (70.0%) of the respondents indicated they are in their first full-time job, one (10.0%) respondent has had two full-time jobs, and one (10.0%) has had three or more full-time jobs. In regards to sources for learning about their first full-time job, two (20.0%) respondents indicated a parent or relative, three (30.0%) indicated a newspaper/trade publication, one (10.0%) indicated a professional meeting, and one (10.0%) indicated another student/friend.

Of those currently employed full-time, five (55.6%) indicated they were employed in the state of Louisiana, and three (33.3%) are employed out of state. One (11.1%) respondent is employed in K-12 education, one (11.1%) in a non-profit organization, one (11.1%) at a professional firm, one (11.1%) is self-employed, one (11.1%) is employed by a temporary service, one (11.1%) is in industry, and two (22.2%) are 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”, four (44.4%) indicated they are underemployed, and four (44.4%) indicated they are not underemployed. When asked about satisfaction with their present employment, four (44.4%) are “Well satisfied; would not consider leaving”, two (22.2%) are “Satisfied, but would consider more desirable employment”, and two (22.2%) “Dislike employment, seeking or will seek other employment”.

One (11.1%) of the respondents is currently employed in the area of his/her Southeastern major, one (11.1%) is employed in an area related to her/his Southeastern major, and six (66.7%) are not employed in an area related to their major. Of the six employed outside their Southeastern major, two (33.3%) never planned to work in their field, one (11.1%) for better pay, two (33.3%) could not find a job they wanted in their field, and one (11.1%) for better opportunity for advancement. When asked to give their salary range, four (44.4%) gave a salary range of \$20,001-\$25,000, one (11.1%) gave a range of \$25,001-\$30,000, and one gave a range of more than \$50,000.

### **B.A. Social Studies Education**

All four (100.0%) respondents are employed full-time. One (25.0%) respondent had his/her job before graduating from Southeastern, one (25.0%) respondent obtained employment within six months, and one (25.0%) respondent obtained employment 7-12 months after graduation. Of the three respondents who did not have a job upon graduation, one (33.3%) indicated “Limited to only one geographic area” was a major problem, and one (33.3%) indicated it was a minor problem. One respondent (33.3%) indicated “Tight job market” was a major problem and one (33.3%) felt “Not knowing what I wanted to do” was a minor problem. Two of the respondents (66.7%) indicated “Lack of marketable skills” was a minor problem, and all three (100.0%) respondents indicated “Lack of experience” was a minor problem.

Three (75.0%) of the respondents are in their first job since graduating from Southeastern, and one (25.0%) is in his/her second job. In regards to sources for learning about their first job, one (25.0%) respondent indicated a newspaper or trade publication, two (50.0%) indicated a professional meeting, and one (25.0%) was recruited by his/her employer.

Three of the respondents (75.0%) currently work in the state of Louisiana, and one works out of state. Three (75.0%) of the respondents are employed in K-12 education and one (25.0%) is employed in a health agency. 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 (75.0%) respondents felt they are not underemployed and one (25.0%) felt he/she is underemployed. When asked about the satisfaction with their present employment, one (25.0%) respondent indicated he/she is “Well satisfied; would not consider leaving”; two (50.0%) are “Satisfied, but would consider more desirable employment”; and one (25.0%) “Dislikes employment, seeking or will seek other employment”.

Three (75.0%) of the respondents are currently employed in the area of their Southeastern major and one (25.0%) is employed in an area not related to her/his major because of better pay. When

asked to indicate their salary range, two (50.0%) respondents gave a range of \$20,001-\$25,000, one (25.0%) a range of \$25,001-\$30,000, and one (25.0%) a range of \$30,001-\$40,000.

## **Professional Activities**

### **B.A. Government**

Two (40.0%) of the respondents indicated that licensure/certification is not available in their field and three (60.0%) indicated they did not currently hold certification in their field. Of the three who did not have licensure/certification, two (66.7%) indicated they will be taking the Louisiana State Bar within the next twelve months.

Three (60.0%) of the respondents indicated they are members of a professional organization and one (20.0%) respondent has attended a professional meeting in the past year.

### **B. A. History**

Five (38.5%) of the respondents indicated that licensure/certification is not available in their field, five (38.5%) indicated they did not currently hold certification in their field and three (23.1%) did hold licensure/certification in their field. One respondent is American Board of Opticianry Certified, one has a Minister's License, and one has a teaching certificate. Of the five who did not have licensure/certification, one (20.0%) respondent plans to obtain it within 12 months but did not indicate the type.

Five (38.5%) respondents are members of a professional organization and five (38.5%) respondents have attended a professional meeting in the past year.

### **B.A. Social Studies Education**

All four (100.0%) of the respondents indicated they hold teaching certification. One (25.0%) respondent is a member of a professional organization and two (50.0%) respondents have attended a professional meeting in the past year.

## Department of Psychology

**Table 21**  
**Satisfaction with Degree Program**

Number of Respondents: B.A. Psychology-18					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.A. Psychology	5.6% (1)	16.7% (3)	22.2% (4)	16.7% (3)	38.9% (7)
<b>Overall quality of your degree program</b>					
B.A. Psychology	0.0%	5.6% (1)	11.1% (2)	44.4% (8)	38.9% (7)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.A. Psychology	5.6% (1)	0.0%	0.0%	44.4% (8)	50.0% (9)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.A. Psychology	5.6% (1)	0.0%	38.9% (7)	27.8% (5)	27.8% (5)
<b>Opportunities to interact with faculty outside of class</b>					
B.A. Psychology	5.6% (1)	5.6% (1)	22.2% (4)	22.2% (4)	44.4% (8)
<b>Effectiveness of the faculty as teachers</b>					
B.A. Psychology	5.6% (1)	5.6% (1)	16.7% (3)	27.8% (5)	38.9% (7)
<b>Friendliness and helpfulness of the office staff</b>					
B.A. Psychology	0.0%	11.1% (2)	22.2% (4)	33.3% (6)	33.3% (6)
<b>Interest shown by faculty in your academic development</b>					
B.A. Psychology	5.6% (1)	11.1% (2)	27.8% (5)	44.4% (8)	11.1% (2)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.A. Psychology	0.0%	5.6% (1)	22.2% (4)	33.3% (6)	38.9% (7)
<b>Quality of instruction in advanced courses</b>					
B.A. Psychology	5.6% (1)	5.6% (1)	22.2% (4)	38.9% (7)	27.8% (5)
<b>Professional activities, associations, or clubs</b>					
B.A. Psychology	5.6% (1)	27.8% (5)	50.0% (9)	16.7% (3)	0.0%
<b>Practicum, internship, clinical, or other hands-on experiences outside of the classroom</b>					
B.A. Psychology	11.1% (2)	27.8% (5)	33.3% (6)	22.2% (4)	5.6% (1)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.A. Psychology	0.0%	16.7% (3)	33.3% (6)	22.2% (4)	27.8% (5)
<b>Availability of the required courses</b>					
B.A. Psychology	11.1% (2)	0.0%	11.1% (2)	55.6% (10)	22.2% (4)

<b>Table 21 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Psychology</b>					
Number of Respondents: B.A. Psychology-18					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Availability of elective courses you wanted to take in your major</b>					
B.A. Psychology	5.6% (1)	16.7% (3)	11.1% (2)	38.9% (7)	27.8% (5)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.A. Psychology	5.6% (1)	5.6% (1)	27.8% (5)	22.2% (4)	38.9% (7)
<b>Friendliness and helpfulness of faculty</b>					
B.A. Psychology	22.2% (4)	5.6% (1)	5.6% (1)	44.4% (8)	22.2% (4)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.A. Psychology	11.1% (2)	5.6% (1)	27.8% (5)	44.4% (8)	11.1% (2)
<b>Computer resources (PC and/or mainframe) for courses in your major</b>					
B.A. Psychology	0.0%	22.2% (4)	16.7% (3)	27.8% (5)	33.3% (6)
<b>Library resources related to your major</b>					
B.A. Psychology	0.0%	11.1% (2)	22.2% (4)	33.3% (6)	33.3% (6)
<b>Use of appropriate technology in the classroom</b>					
B.A. Psychology	11.1% (2)	16.7% (3)	22.2% (4)	27.8% (5)	22.2% (4)
<b>Facilities and equipment related to your major</b>					
B.A. Psychology	5.6% (1)	16.7% (3)	33.3% (6)	38.9% (7)	5.6% (1)
<b>Help/encouragement you received from faculty in your department with regard to further educational opportunities</b>					
B.A. Psychology	11.1% (2)	16.7% (3)	22.2% (4)	33.3% (6)	16.7% (3)
<b>The size of classes in your major</b>					
B.A. Psychology	0.0%	5.6% (1)	16.7% (3)	33.3% (6)	44.4% (8)
<b>Encouragement you received from faculty in your department with regard to finding employment in your field</b>					
B.A. Psychology	27.8% (5)	11.1% (2)	27.8% (5)	22.2% (4)	11.1% (2)

<b>Table 21 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Psychology</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend SLU to someone interested in what you majored in?</b>		
B.A. Psychology	22.2% (4)	77.8% (14)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.A. Psychology	16.7% (3)	61.1% (11); 22.2% (4) Not at SLU
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.A. Psychology	83.3% (15)	16.7% (3)
<b>6. Should a hands-on course be required in your program?</b>		
B.A. Psychology	16.7% (3)	83.3% (15)

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

- “1) Reduced the anxiety of being ill prepared for something similar as part of a job requirement.
- 2) Made me more comfortable with applying my knowledge and gained confidence in my abilities and decisions.”

“Experience setting up experiments and working hands on with other participants (students).”

### **Graduate/Professional Education**

Fourteen (77.8%) of the respondents are currently enrolled in a graduate/professional degree program. Three (16.7%) of the respondents plan to enroll in a degree program in the next 12 months, and one (5.6%) has no plans for further education. Of those respondents with plans for further education, four (23.5%) have completed a masters degree. Seven (41.2%) plan on eventually obtaining a doctorate, nine (52.9%) plan on obtaining a master’s, and one (5.9%) plans on obtaining a professional degree.

Of the fourteen individuals enrolled in graduate school, two (14.3%) indicated that Southeastern prepared them “Very Ineffectively” for further graduate/professional study, eight (57.1%) respondents indicated they were prepared “Effectively”, and three (21.4%) indicated they were “Very Effectively” prepared. Five (35.7%) indicated that Southeastern prepared them “Better than Most” other students, seven (50.0%) indicated that Southeastern prepared them “About the Same as Most”, and one (7.1%) indicated that Southeastern prepared him/her “Worse than Most”. Twelve (85.7%) respondents indicated their graduate degree program is “Very Closely Related” to their bachelor’s degree from Southeastern.

## Employment

Half of the respondents (n=9) are on a graduate assistantship, fellowship, or student employment. Four of the respondents (22.2%) are employed full-time, one (5.6%) respondent is unemployed but looking for full-time employment while one (5.6%) respondent is unemployed and not looking for employment. One (5.6%) of the respondents had her/his job before completing his/her degree, one (5.6%) accepted a position upon graduation, one (5.6%) respondent obtained a job 7-12 months after graduation, two (11.1%) respondents took over a year to obtain a full-time job and thirteen (72.2%) have never had full-time employment.

The 16 respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 22 presents what were considered major problems, minor problems, or no problem.

<b>Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from SLU with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	18.8% (3)	12.5% (2)	43.8% (7)
Not knowing what I wanted to do	12.5% (2)	0.0%	62.5% (10)
Tight job market	18.8% (3)	18.8% (3)	37.5% (6)
Lack of marketable skills	12.5% (2)	25.0% (4)	37.5% (6)
Lack of educational qualifications	12.5% (2)	12.5% (2)	50.0% (8)
Reputation of SLU	6.3% (1)	25.0% (4)	43.8% (7)
Lack of experience	37.5% (6)	6.3% (1)	37.5% (6)
Lack of job search skills	12.5% (2)	12.5% (2)	50.0% (8)
Poor GPA	0.0%	0.0%	75.0% (12)
Racial discrimination	0.0%	0.0%	75.0% (12)
Gender discrimination	0.0%	12.5% (2)	62.5% (10)

Of the five respondents who have held a full-time job since graduating from Southeastern, three (60.0%) are currently in their first full-time job and two (40.0%) have had two full-time jobs since graduating. In regards to sources for learning about their first full-time job, one (20.0%) respondent indicated from a parent or relative, two (40.05%) from newspaper/trade publication, and two (40.0%) from another student or friend.

Of the four respondents who are currently employed full-time, three (75.0%) are employed in the state of Louisiana. All four respondents (100.0%) are employed 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”, all four (100.0%) respondents felt they are underemployed. When asked about satisfaction with their present employment, all four (100.0%) are “Satisfied, but would consider more desirable employment”. All four respondents (100.0%) are employed in an area not related to their Southeastern major. Two (50.0%) respondents are employed in an area not related to their

major because they could not find a job they wanted and one (25.0%) because they have not obtained licensure or certification yet. One (25.0%) respondent gave a salary range of less than \$10,000, one (25.0%) respondent gave a salary range of \$10,000-\$15,000, one (25.0%) gave a range of \$15,001-\$20,000, and one (25.0%) gave a salary range of \$20,001-\$25,000.

### **Professional Activities**

Four (22.2%) of the respondents indicated that licensure/certification is not available in their field and fourteen (77.8%) indicated they do not currently have licensure/certification. Of those who do not have licensure/certification, five (35.7%) plan on obtaining it in the next twelve months. The intended certifications are: LCSW, LPC (2), Microsoft Certified Professional (MCP), and CRC Certified Rehabilitation Counselor.

Ten (55.6%) of the respondents are members of a professional organization, and nine (50.0%) had attended a professional meeting in the past year.

## Department of Sociology & Criminal Justice

**Table 23**  
**Satisfaction with Degree Program**

Number of Respondents: B.A. Criminal Justice - 20; B.A. Sociology - 18					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.A. Criminal Justice	0.0%	0.0%	15.0% (3)	70.0% (14)	15.0% (3)
B.A. Sociology	0.0%	5.6% (1)	11.1% (2)	61.1% (11)	22.2% (4)
<b>Overall quality of your degree program</b>					
B.A. Criminal Justice	0.0%	5.0% (1)	5.0% (1)	70.0% (14)	20.0% (4)
B.A. Sociology	0.0%	0.0%	22.2% (4)	61.1% (11)	16.7% (3)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.A. Criminal Justice	0.0%	0.0%	15.0% (3)	50.0% (10)	35.0% (7)
B.A. Sociology	0.0%	0.0%	11.1% (2)	50.0% (9)	38.9% (7)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.A. Criminal Justice	20.0% (4)	15.0% (3)	25.0% (5)	30.0% (6)	10.0% (2)
B.A. Sociology	5.6% (1)	16.7% (3)	33.3% (6)	33.3% (6)	11.1% (2)
<b>Opportunities to interact with faculty outside of class</b>					
B.A. Criminal Justice	0.0%	20.0% (4)	30.0% (6)	30.0% (6)	20.0% (4)
B.A. Sociology	5.6% (1)	11.1% (2)	11.1% (2)	50.0% (9)	22.2% (4)
<b>Effectiveness of the faculty as teachers</b>					
B.A. Criminal Justice	0.0%	10.0% (2)	15.0% (3)	50.0% (10)	25.0% (5)
B.A. Sociology	0.0%	0.0%	11.1% (2)	44.4% (8)	44.4% (8)
<b>Friendliness and helpfulness of the office staff</b>					
B.A. Criminal Justice	0.0%	5.0% (1)	10.0% (2)	35.0% (7)	45.0% (9)
B.A. Sociology	0.0%	11.1% (2)	22.2% (4)	44.4% (8)	22.2% (4)
<b>Interest shown by faculty in your academic development</b>					
B.A. Criminal Justice	5.0% (1)	15.0% (3)	30.0% (6)	30.0% (6)	20.0% (4)
B.A. Sociology	11.1% (2)	0.0%	11.1% (2)	61.1% (11)	16.7% (3)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.A. Criminal Justice	0.0%	5.0% (1)	25.0% (5)	45.0% (9)	25.0% (5)
B.A. Sociology	0.0%	5.6% (1)	16.7% (3)	55.6% (10)	22.2% (4)

<b>Table 23 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Sociology &amp; Criminal Justice</b>					
Number of Respondents: B.A. Criminal Justice - 20; B.A. Sociology - 18					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Quality of instruction in advanced courses</b>					
B.A. Criminal Justice	0.0%	0.0%	30.0% (6)	50.0% (10)	20.0% (4)
B.A. Sociology	0.0%	0.0%	0.0%	72.2% (13)	27.8% (5)
<b>Professional activities, associations, or clubs</b>					
B.A. Criminal Justice	15.0% (3)	0.0%	35.0% (7)	30.0% (6)	20.0% (4)
B.A. Sociology	22.2% (4)	11.1% (2)	27.8% (5)	33.3% (6)	0.0%
<b>Practicum, internship, clinical, or other hands-on experiences outside of the classroom</b>					
B.A. Criminal Justice	20.0% (4)	15.0% (3)	15.0% (3)	35.0% (7)	10.0% (2)
B.A. Sociology	33.3% (6)	16.7% (3)	16.7% (3)	11.1% (2)	11.1% (2)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.A. Criminal Justice	5.0% (1)	20.0% (4)	45.0% (9)	25.0% (5)	5.0% (1)
B.A. Sociology	16.7% (3)	22.2% (4)	22.2% (4)	27.8% (5)	11.1% (2)
<b>Availability of the required courses</b>					
B.A. Criminal Justice	0.0%	20.0% (4)	20.0% (4)	45.0% (9)	15.0% (3)
B.A. Sociology	11.1% (2)	11.1% (2)	27.8% (5)	44.4% (8)	5.6% (1)
<b>Availability of elective courses you wanted to take in your major</b>					
B.A. Criminal Justice	5.0% (1)	10.0% (2)	15.0% (3)	45.0% (9)	25.0% (5)
B.A. Sociology	0.0%	11.1% (2)	11.1% (2)	55.6% (10)	22.2% (4)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.A. Criminal Justice	5.0% (1)	5.0% (1)	30.0% (6)	40.0% (8)	20.0% (4)
B.A. Sociology	0.0%	5.6% (1)	27.8% (5)	38.9% (7)	27.8% (5)
<b>Friendliness and helpfulness of faculty</b>					
B.A. Criminal Justice	0.0%	10.0% (2)	20.0% (4)	45.0% (9)	25.0% (5)
B.A. Sociology	0.0%	5.6% (1)	11.1% (2)	44.4% (8)	38.9% (7)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.A. Criminal Justice	0.0%	0.0%	25.0% (5)	40.0% (8)	35.0% (7)
B.A. Sociology	0.0%	0.0%	27.8% (5)	55.6% (10)	16.7% (3)
<b>Computer resources (PC and/or mainframe) for courses in your major</b>					
B.A. Criminal Justice	5.0% (1)	10.0% (2)	25.0% (5)	30.0% (6)	30.0% (6)
B.A. Sociology	0.0%	27.8% (5)	22.2% (4)	38.9% (7)	11.1% (2)

**Table 23 continued**  
**Satisfaction with Degree Program**  
**Department of Sociology & Criminal Justice**

Number of Respondents: B.A. Criminal Justice - 20; B.A. Sociology - 18					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Library resources related to your major</b>					
B.A. Criminal Justice	5.0% (1)	10.0% (2)	35.0% (7)	30.0% (6)	20.0% (4)
B.A. Sociology	11.1% (2)	22.2% (4)	16.7% (3)	27.8% (5)	22.2% (4)
<b>Use of appropriate technology in the classroom</b>					
B.A. Criminal Justice	5.0% (1)	15.0% (3)	25.0% (5)	45.0% (9)	10.0% (2)
B.A. Sociology	0.0%	22.2% (4)	27.8% (5)	27.8% (5)	22.2% (4)
<b>Facilities and equipment related to your major</b>					
B.A. Criminal Justice	0.0%	20.0% (4)	40.0% (8)	35.0% (7)	95.0% (19)
B.A. Sociology	5.6% (1)	22.2% (4)	16.7% (3)	33.3% (6)	22.2% (4)
<b>Help/encouragement you received from faculty in your department with regard to further educational opportunities</b>					
B.A. Criminal Justice	10.0% (2)	20.0% (4)	35.0% (7)	25.0% (5)	10.0% (2)
B.A. Sociology	11.1% (2)	16.7% (3)	11.1% (2)	33.3% (6)	27.8% (5)
<b>The size of classes in your major</b>					
B.A. Criminal Justice	5.0% (1)	10.0% (2)	5.0% (1)	40.0% (8)	35.0% (7)
B.A. Sociology	0.0%	5.6% (1)	16.7% (3)	33.3% (6)	44.4% (8)
<b>Encouragement you received from faculty in your department with regard to finding employment in your field</b>					
B.A. Criminal Justice	20.0% (4)	30.0% (6)	20.0% (4)	25.0% (5)	5.0% (1)
B.A. Sociology	27.8% (5)	5.6% (1)	50.0% (9)	16.7% (3)	0.0%

<b>Table 23 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Sociology &amp; Criminal Justice</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend SLU to someone interested in what you majored in?</b>		
B.A. Criminal Justice	5.0% (1)	90.0% (18)
B.A. Sociology	11.1% (2)	88.9% (16)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.A. Criminal Justice	35.0% (7)	65.0% (13)
B.A. Sociology	44.4% (8)	55.6% (10)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.A. Criminal Justice	50.0% (10)	50.0% (10)
B.A. Sociology	100.0% (18)	0.0%
<b>6. Should a hands-on course be required in your program?</b>		
B.A. Criminal Justice	10.0% (2)	80.0% (16)
B.A. Sociology	27.8% (5)	61.1% (11)

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

“Valuable hands on experience giving real life, not classroom environment; contacts in the field”

“While completing an internship with the Office Of Youth Development, I met many people in my field of interest and was able to lean on them for job references after graduation.”

“First hand knowledge of how my major was used in the working environment.”

“I made some contacts and learned some investigative techniques.”

“Knowledge about government jobs and how to apply for them.”

“It provided a preview of what to expect when I graduated.”

““Real World” applications of theories taught.”

“Getting around in a court room!”

## **Graduate/Professional Education**

### **B.A. Criminal Justice**

Two (10.0%) of the respondents are currently enrolled in a graduate/professional degree program. One (5.0%) of the respondents has completed a master's degree. One (5.0%) of the respondents has taken classes, but has not enrolled in a degree program. Four (20.0%) of the respondents plan to enroll in a degree program in the next 12 months, and nine (45.0%) respondents are likely to enroll in a degree program in the future. Three (15.0%) respondents have no plans for further education. Of those respondents who have plans for further education, ten (58.8%) plan on obtaining a master's, three (17.6%) plan on obtaining a doctorate, one (5.9%) plans on obtaining a professional degree and one (5.9%) already has the highest degree he/she plans on obtaining.

Of the four individuals with graduate school experience, three (75.0%) indicated Southeastern prepared them "Effectively" for further graduate/professional study and one (25.0%) indicated she/he was prepared "Ineffectively". Three (75.0%) indicated that Southeastern prepared them "About the Same as Most" other students, and one (25.0%) indicated that Southeastern prepared them "Worse than Most". Of the three respondents who are enrolled in a degree program or had completed a degree, one (33.3%) indicated it was "Very Closely Related" and one (33.3%) indicated it was "Somewhat Related" to their bachelor's degree from Southeastern.

### **B.A. Sociology**

Five (27.8%) of the respondents are currently enrolled in a graduate degree program, two (11.1%) have taken classes, but are not enrolled in a degree program, one (5.6%) plans on enrolling in a degree program in the next twelve months, eight (44.4%) plan on enrolling in a degree program in the future, and two (11.1%) have no plans for further graduate/professional study. One of the respondents has already obtained a professional degree. Of the sixteen respondents with plans for graduate/professional education, eleven (68.8%) plan on obtaining a master's degree, two (12.5%) plan on obtaining a doctorate, and two (12.5%) plan on obtaining a professional degree.

Of the seven respondents with graduate school experience, one (14.3%) indicated that their educational experiences at Southeastern "Very Effectively" prepared them for graduate studies, five (71.4%) indicated their experiences prepared them "Effectively", and one (14.3%) indicated their experiences prepared them "Ineffectively". Furthermore, one (14.3%) felt that compared to other students, Southeastern had prepared them "Better than most" and five (71.4%) felt Southeastern had prepared them "About the Same as Most". Of the five students who are currently enrolled, one (20.0%) indicated that his/her degree plan is "Very closely Related" to his/her bachelor's degree from Southeastern and five (80.0%) indicated that it is "Somewhat Related".

## Employment

### B.A. Criminal Justice

Ninety percent (90.0%, n=18) of the respondents are employed full-time, one respondent (5.0%) is a graduate assistant, and one (5.0%) is not employed and not looking for employment. Five (25.0%) of the respondents had their jobs before completing their degrees, eight (40.0%) respondents obtained a job 1-6 months after graduation, two (10.0%) found a job 7-12 months after graduation, three (15.0%) took over a year to find a job, and two (10.0%) have never been employed full-time since graduating from Southeastern.

The fifteen respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 24 presents what were considered major problems, minor problems, or no problem.

<b>Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from SLU with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	6.7% (1)	26.7% (4)	66.7% (10)
Not knowing what I wanted to do	6.7% (1)	26.7% (4)	66.7% (10)
Tight job market	40.0% (6)	40.0% (6)	20.0% (3)
Lack of marketable skills	13.3% (2)	33.3% (5)	53.3% (8)
Lack of educational qualifications	13.3% (2)	6.7% (1)	80.0% (12)
Reputation of SLU	0.0%	13.3% (2)	86.7% (13)
Lack of experience	46.7% (7)	13.3% (2)	40.0% (6)
Lack of job search skills	13.3% (2)	33.3% (5)	53.3% (8)
Poor GPA	0.0%	13.3% (2)	86.7% (13)
Racial discrimination	13.3% (2)	26.7% (4)	60.0% (9)
Gender discrimination	0.0%	40.0% (6)	60.0% (9)

Of those who have had a full-time position since graduating from Southeastern, four (22.2%) are currently in their first full-time job, ten (55.6%) indicated they have had two full-time jobs since graduating, and three (16.7%) have had three or more full-time jobs. In regards to sources for learning about their first full-time job, one (5.6%) respondent indicated faculty at Southeastern, three (16.7%) from a parent or relative, two (11.1%) from a newspaper/trade publication, one (5.6%) from a professional meeting, and five (27.8%) from another student or friend.

Of the eighteen respondents who are currently employed full-time, eleven (61.1%) are employed in the state of Louisiana, and five (27.8%) are employed out-of-state. Three (16.7%) of the respondents are employed in a service organization, one (5.6%) is employed in higher education, two (11.1%) are employed in a professional firm, one (5.6%) is in the military, seven (38.9%) are employed in government, one (5.6%) is employed in business, and two (11.1%) are employed in a health agency. 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”, seven (38.9%) respondents felt they are not underemployed, while ten (55.6%) felt they are underemployed. When asked about satisfaction with their present employment, four (22.2%) of the respondents are “Well satisfied; would not consider leaving”; ten (55.6%) of the respondents are “Satisfied, but would consider more desirable employment”; three (16.7%) of the respondents “Dislike employment; seeking or will seek other employment.”

Eight (44.4%) of the respondents are currently employed in the area of their Southeastern major, one (5.6%) is employed in an area related to his/her Southeastern major, and eight (44.4%) are employed in an area not related to their Southeastern major. Two of the respondents not employed in an area related to their major found “Better pay” in another area and six “Could not find a job” they wanted. One (5.6%) of the respondents gave a salary range of less than \$10,000, one(5.6%) gave a salary range of \$10,000-\$15,000, three (16.7%) gave a range of \$15,001-\$20,000, four (22.2%) gave a range of \$20,001-\$25,000, four (22.2%) gave a salary range of \$25,001-\$30,000, three (16.7%) gave a range of \$30,001-\$40,000, and one (5.6%) gave a salary range of \$40,001-\$50,000.

### **B.A. Sociology**

Ten (55.6%) of the respondents are employed full-time, three respondents (16.7%) are employed part-time and satisfied, two respondents (11.1%) are unemployed but seeking employment, and three (16.7%) are not employed and not looking for employment. Three (16.7%) of the respondents had their jobs before completing their degrees, five (27.8%) respondents obtained a job 1-6 months after graduation, two (11.1%) found a job 7-12 months after graduation, two (11.1%) took over a year to find a job, and six (33.3%) have never been employed full-time since graduating from Southeastern.

The fifteen respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 25 presents what were considered major problems, minor problems, or no problem.

	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	20.0% (3)	40.0% (6)	33.3% (5)
Not knowing what I wanted to do	26.7% (4)	26.7% (4)	40.0% (6)
Tight job market	33.3% (5)	26.7% (4)	33.3% (5)
Lack of marketable skills	40.0% (4)	20.0% (3)	33.3% (5)
Lack of educational qualifications	6.7% (1)	33.3% (5)	53.3% (8)
Reputation of SLU	13.3% (2)	13.3% (2)	66.7% (10)
Lack of experience	40.0% (6)	26.7% (4)	26.7% (4)
Lack of job search skills	26.7% (4)	13.3% (2)	53.3% (8)
Poor GPA	0.0%	6.7% (1)	86.7% (13)
Racial discrimination	0.0%	6.7% (1)	86.7% (13)
Gender discrimination	0.0%	20.0% (3)	73.3% (11)

Of those who have had a full-time position since graduating from Southeastern, three (25.0%) are currently in their first full-time job, three (25.0%) indicated they have had two full-time jobs since graduating, and five (41.7%) have had three or more full-time jobs. In regards to sources for learning about their first full-time job, one (8.3%) respondent indicated a parent or relative, five (41.7%) from a newspaper/trade publication, three (25.0%) were recruited by the employer, and one (8.3%) from a public/private employment agency.

Of the ten respondents who are currently employed full-time, seven (70.0%) are employed in the state of Louisiana, and one (10.0%) is employed out-of-state. Two (20.0%) of the respondents are employed in a service organization, two (20.0%) are employed in a professional firm, one (10.0%) is employed in industry, two (20.0%) are employed in government, and one (10.0%) is employed 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 (30.0%) respondents felt they are not underemployed, while five (50.0%) felt they are underemployed. When asked about satisfaction with their present employment, three (30.0%) of the respondents are “Well satisfied; would not consider leaving”; three (30.0%) of the respondents are “Satisfied, but would consider more desirable employment”; two (20.0%) of the respondents “Dislike employment; seeking or will seek other employment.”

One (10.0%) of the respondents is currently employed in the area of her/his Southeastern major, three (30.0%) are employed in an area related to their Southeastern major, and four (40.0%) are employed in an area not related to their Southeastern major. Two of the respondents not employed in an area related to their major found “Better pay” in another area and two “Could not find a job” they wanted. One (10.0%) of the respondents gave a salary range of \$10,000-\$15,000, two (20.0%) gave a range of \$15,001-\$20,000, three (30.0%) gave a range of \$20,001-

\$25,000, one (10.0%) gave a salary range of \$25,001-\$30,000, and one (10.0%) gave a salary range of \$40,001-\$50,000.

## **Professional Activities**

### **B.A. Criminal Justice**

Three (15.0%) of the respondents indicated that licensure/certification is not available in their field, and eight (40.0%) indicated that they do not have licensure/certification. Eight (40.0%) of the respondents have licensure/certification in the following areas: CPR, First Aid; Federal Law Enforcement; Louisiana Medicaid Representative, P.O.S.T (2); and paralegal certificate. Of those who do not have licensure/certification, one (12.5%) plans on obtaining law enforcement licensure/certification in the next twelve months. Three (15.0%) of the respondents are members of a professional organization, and five (25.0%) have attended a professional meeting in the past year.

### **B.A. Sociology**

Four of the respondents (22.0%) indicated that licensure/certification is not available in their field, twelve (66.7%) indicated they do not currently hold licensure/certification, and one (5.6%) has a Property & Casualty Insurance Agent's License. Of the twelve respondents who do not currently hold licensure/certification, two (16.7%) plan on obtaining it in the next twelve months. One plans on passing the Bar, and the other did not indicate the type. Six (33.3%) of the respondents are members of a professional organization, and seven (38.9%) have attended a professional meeting in the past year.

## Department of Visual Arts

**Table 26**  
**Satisfaction with Degree Program**

Number of Respondents: B. A. Art-4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.A. Art	0.0%	25.0% (1)	0.0%	50.0% (2)	25.0% (1)
<b>Overall quality of your degree program</b>					
B.A. Art	0.0%	0.0%	25.0% (1)	75.0% (3)	0.0%
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.A. Art	0.0%	0.0%	0.0%	75.0% (3)	25.0% (1)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.A. Art	25.0% (1)	25.0% (1)	25.0% (1)	0.0%	25.0% (1)
<b>Opportunities to interact with faculty outside of class</b>					
B.A. Art	0.0%	25.0% (1)	25.0% (1)	0.0%	50.0% (2)
<b>Effectiveness of the faculty as teachers</b>					
B.A. Art	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
<b>Friendliness and helpfulness of the office staff</b>					
B.A. Art	0.0%	25.0% (1)	25.0% (1)	0.0%	50.0% (2)
<b>Interest shown by faculty in your academic development</b>					
B.A. Art	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.A. Art	0.0%	0.0%	25.0% (1)	25.0% (1)	25.0% (1)
<b>Quality of instruction in advanced courses</b>					
B.A. Art	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
<b>Professional activities, associations, or clubs</b>					
B.A. Art	25.0% (1)	0.0%	75.0% (3)	0.0%	0.0%
<b>Practicum, internship, clinical, or other hands-on experiences outside of the classroom</b>					
B.A. Art	50.0% (2)	25.0% (1)	25.0% (1)	0.0%	0.0%
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.A. Art	25.0% (1)	25.0% (1)	25.0% (1)	25.0% (1)	0.0%
<b>Availability of the required courses</b>					
B.A. Art	0.0%	50.0% (2)	0.0%	25.0% (1)	25.0% (1)

**Table 26 continued**  
**Satisfaction with Degree Program**  
**Department of Visual Arts**

Number of Respondents: B.A. Art-4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Availability of elective courses you wanted to take in your major</b>					
B.A. Art	0.0%	25.0% (1)	25.0% (1)	0.0%	50.0% (2)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.A. Art	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
<b>Friendliness and helpfulness of faculty</b>					
B.A. Art	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.A. Art	25.0% (1)	0.0%	25.0% (1)	50.0% (2)	0.0%
<b>Computer resources (PC and/or mainframe) for courses in your major</b>					
B.A. Art	25.0% (1)	50.0% (2)	0.0%	25.0% (1)	0.0%
<b>Library resources related to your major</b>					
B.A. Art	25.0% (1)	25.0% (1)	25.0% (1)	25.0% (1)	0.0%
<b>Use of appropriate technology in the classroom</b>					
B.A. Art	0.0%	50.0% (2)	0.0%	50.0% (2)	0.0%
<b>Facilities and equipment related to your major</b>					
B.A. Art	0.0%	25.0% (1)	25.0% (1)	25.0% (1)	25.0% (1)
<b>Help/encouragement you received from faculty in your department with regard to further educational opportunities</b>					
B.A. Art	0.0%	0.0%	50.0% (2)	50.0% (2)	0.0%
<b>The size of classes in your major</b>					
B.A. Art	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
<b>Encouragement you received from faculty in your department with regard to finding employment in your field</b>					
B.A. Art	50.0% (2)	0.0%	0.0%	25.0% (1)	0.0%

<b>Table 26 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Visual Arts</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend SLU to someone interested in what you majored in?</b>		
B.A. Art	50.0% (2)	50.0% (2)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.A. Art	0.0%	50.0% (2); 50.0% (2)Not at SLU
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.A. Art	100.0% (4)	0.0%
<b>6. Should a hands-on course be required in your program?</b>		
B.A. Art	0.0%	100.0% (4)

### **Graduate/Professional Education**

#### **B.A. Art**

One (25.0%) of the respondents is currently enrolled in a master's degree program. One (25.0%) respondent plans to enroll in a graduate degree program in the next twelve months, and the other two respondents (50.0%) will likely enroll in a graduate degree program in the future. Three (75.0%) of the respondents plan on eventually obtaining a master's and one (25.0%) plans on obtaining a doctorate.

The respondent who is currently enrolled in a graduate program, indicated that his/her educational experience at Southeastern "Effectively" prepared him/her for graduate school, and he/she was prepared "About the Same as Most" other students. The respondent indicated that the degree program is "Very Closely Related" to his/her bachelor's degree from Southeastern.

### **Employment**

#### **B. A. Art**

Two (50.0%) of the respondents are employed full-time and two (50.0%) are employed part-time and satisfied with part-time work. Two (50.0%) respondents took 1-6 months to find full-time employment and two (50.0%) respondents have never had full-time employment. When asked about problems finding employment after graduation, major problems included "Limited to only one geographic area", "Tight job market", and "Lack of Marketable skills". Minor problems included "Limited to only one geographic area", "Tight job market", and "Gender discrimination".

Of the two respondents who are currently employed full-time, one (50.0%) is currently in his/her first full-time job since graduating, and one (50.0%) has had three or more full-time jobs since graduating. One respondent (50.0%) indicated he/she learned about his/her first full-time job

through a newspaper/trade publication, and the other did not indicate where he/she learned about his/her first full-time job.

One of the respondents who is currently employed full-time did not respond to the questions regarding current employment. The other respondent is employed in the state of Louisiana in a service organization. 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”, the respondent indicated he/she was underemployed. The respondent is “Satisfied; but would consider more desirable employment”. The respondent is employed in the area of his/her Southeastern major and gave a salary range of less than \$10,000.

### **Professional Activities**

#### **B.A. Art**

Two (50.0%) of the respondents indicated that licensure/certification is not available in their field, and one (25.0%) has licensure/certification but did not indicate the type. One (25.0%) of the respondents is a member of a professional organization and two (50.0%) have attended a professional meeting in the past year.

## Department of Accounting

**Table 27**  
**Satisfaction with Degree Program**

Number of Respondents: B.S. Accounting-26					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.S. Accounting	0.0%	0.0%	7.7% (2)	38.5% (10)	53.8% (14)
<b>Overall quality of your degree program</b>					
B.S. Accounting	0.0%	0.0%	3.8% (1)	53.8% (14)	42.3% (11)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.S. Accounting	0.0%	0.0%	11.5% (3)	34.6% (9)	53.8% (14)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.S. Accounting	3.8% (1)	11.5% (3)	23.1% (6)	38.5% (10)	19.2% (5)
<b>Opportunities to interact with faculty outside of class</b>					
B.S. Accounting	0.0%	7.7% (2)	11.5% (3)	42.3% (11)	38.5% (10)
<b>Effectiveness of the faculty as teachers</b>					
B.S. Accounting	0.0%	0.0%	3.8% (1)	61.5% (16)	34.6% (9)
<b>Friendliness and helpfulness of the office staff</b>					
B.S. Accounting	0.0%	0.0%	0.0%	38.5% (10)	61.5% (16)
<b>Interest shown by faculty in your academic development</b>					
B.S. Accounting	0.0%	7.7% (2)	15.4% (4)	42.3% (11)	34.6% (9)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.S. Accounting	0.0%	3.8% (1)	15.4% (4)	50.0% (13)	30.8% (8)
<b>Quality of instruction in advanced courses</b>					
B.S. Accounting	0.0%	7.7% (2)	3.8% (1)	50.0% (13)	38.5% (10)
<b>Professional activities, associations, or clubs</b>					
B.S. Accounting	3.8% (1)	0.0%	26.9% (7)	50.0% (13)	19.2% (5)
<b>Practicum, internship, clinical, or other hands-on experiences outside of the classroom</b>					
B.S. Accounting	23.1% (6)	7.7% (2)	34.6% (9)	30.8% (8)	0.0%
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.S. Accounting	3.8% (1)	23.1% (6)	34.6% (9)	30.8% (8)	3.8% (1)
<b>Availability of the required courses</b>					
B.S. Accounting	3.8% (1)	11.5% (3)	7.7% (2)	53.8% (14)	23.1% (6)

**Table 27 continued**  
**Satisfaction with Degree Program**  
**Department of Accounting**

Number of Respondents: B.S. Accounting-26					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Availability of elective courses you wanted to take in your major</b>					
B.S. Accounting	0.0%	3.8% (1)	23.1% (6)	53.8% (14)	19.2% (5)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.S. Accounting	0.0%	0.0%	11.5% (3)	53.8% (14)	34.6% (9)
<b>Friendliness and helpfulness of faculty</b>					
B.S. Accounting	0.0%	0.0%	3.8% (1)	42.3% (11)	53.8% (14)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.S. Accounting	7.7% (2)	3.8% (1)	15.4% (4)	42.3% (11)	26.9% (7)
<b>Computer resources (PC and/or mainframe) for courses in your major</b>					
B.S. Accounting	0.0%	3.8% (1)	7.7% (2)	46.2% (12)	42.3% (11)
<b>Library resources related to your major</b>					
B.S. Accounting	0.0%	0.0%	34.6% (9)	38.5% (10)	26.9% (7)
<b>Use of appropriate technology in the classroom</b>					
B.S. Accounting	0.0%	3.8% (1)	19.2% (5)	38.5% (10)	38.5% (10)
<b>Facilities and equipment related to your major</b>					
B.S. Accounting	0.0%	3.8% (1)	19.2% (5)	46.2% (12)	26.9% (7)
<b>Help/encouragement you received from faculty in your department with regard to further educational opportunities</b>					
B.S. Accounting	3.8% (1)	11.5% (3)	11.5% (3)	42.3% (11)	26.9% (7)
<b>The size of classes in your major</b>					
B.S. Accounting	0.0%	0.0%	7.7% (2)	30.8% (8)	61.5% (16)
<b>Encouragement you received from faculty in your department with regard to finding employment in your field</b>					
B.S. Accounting	7.7% (2)	7.7% (2)	50.0% (13)	7.7% (2)	23.1% (6)

<b>Table 27 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Accounting</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend SLU to someone interested in what you majored in?</b>		
B.S. Accounting	0.0%	100.0% (26)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.S. Accounting	7.7% (2)	92.3% (24)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.S. Accounting	100.0% (26)	0.0%
<b>6. Should a hands-on course be required in your program?</b>		
B.S. Accounting	11.5% (3)	84.6% (22)

### **Graduate/Professional Education**

Two (7.7%) of the respondents are currently enrolled in a graduate/professional degree program, two (7.7%) of the respondents have completed a master's degree, and two (7.7%) respondents have taken classes but have not enrolled in a degree program. Two (7.7%) of the respondents plans to enroll in a degree program in the next 12 months, and nine (37.6%) are likely to enroll in a degree program in the future. Nine (34.6%) of the respondents have no plans for further education. Of the seventeen respondents with plans for graduate education, two (11.8%) already have the highest degree they plan on obtaining, twelve (70.6%) plan on obtaining a master's, one (5.9%) plans on obtaining a doctorate, and two (11.8%) plan on obtaining a professional degree.

Of the six individuals with graduate school experience, one (16.7%) respondent indicated that Southeastern prepared him/her "Very Ineffectively" for further graduate/professional study, two (33.3%) respondents indicated they were prepared "Effectively", and two (33.3%) indicated he/she was "Very Effectively" prepared. Two (33.3%) indicated Southeastern prepared them "Better than Most" other students and three (50.0%) indicated that Southeastern prepared them "About the Same as Most" other students. Of the four respondents who are enrolled in a degree program or had completed a degree, three (75.0%) indicated it was "Very Closely Related" to their bachelor's degree from Southeastern and one (25.0%) indicated it is "Somewhat Related".

### **Employment**

Over ninety percent of the respondents (92.3%, n=24) are employed full-time, one (3.8%) respondent is employed part-time and looking for full-time employment, and one (3.8%) respondent is unemployed and not looking for employment. Six (23.1%) of the respondents had their job before completing the degree, one (3.8%) accepted a position upon graduation, fourteen (53.8%) respondents obtained a job 1-6 months after graduation, three (11.5%) respondents took over a year to obtain a full-time job and two (7.7%) have yet to find full-time employment.

The nineteen respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 28 presents what were considered major problems, minor problems, or no problem.

<b>Table 28</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 SLU with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	10.5% (2)	5.3% (1)	78.9% (15)
Not knowing what I wanted to do	0.0%	47.4% (9)	47.4% (9)
Tight job market	15.8% (3)	10.5% (2)	68.4% (13)
Lack of marketable skills	5.3% (1)	26.3% (5)	63.2% (12)
Lack of educational qualifications	0.0%	0.0%	94.7% (18)
Reputation of SLU	0.0%	10.5% (2)	84.2% (16)
Lack of experience	36.8% (7)	26.3% (5)	31.6% (6)
Lack of job search skills	15.8% (3)	36.8% (7)	42.1% (8)
Poor GPA	0.0%	15.8% (3)	78.9% (15)
Racial discrimination	0.0%	5.3% (1)	84.2% (16)
Gender discrimination	5.3% (1)	0.0%	84.2% (16)

Of the twenty-four respondents who have had a full-time job since graduating from Southeastern, fifteen (62.5%) are currently in their first full-time job and eight (33.3%) indicated they have had two full-time jobs since graduating. In regards to sources for learning about their first full-time job, two (8.3%) respondents indicated faculty at Southeastern, five (20.8%) from a parent or relative, two (8.3%) from the University Career Placement Office, seven (29.2%) from newspaper/trade publication, four (16.7%) from another student or friend, two (8.3%) were recruited by an employer, and two (8.3%) from a public/private employment agency.

Of the twenty-four respondents who are currently employed full-time, twenty-one (87.5%) are employed in the state of Louisiana and three (12.5%) are employed out of state. One (4.2%) of the respondents is employed in a service organization, six (25.0%) are employed in a professional firm, six (25.0%) are employed in industry, six (25.0%) are employed in government, and four (16.7%) are employed 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”, thirteen (54.2%) respondents felt they are not underemployed, while nine (37.5%) felt they are underemployed. When asked about satisfaction with their present employment, nine (37.5%) of the respondents are “Well satisfied; would not consider leaving”; twelve (50.0%) are “Satisfied, but would consider more desirable employment”; and two (8.3%) “Dislike employment; seeking or will seek other employment.”

Twenty-one (85.7%) of the respondents are currently employed in the area of their Southeastern major, and three (12.5%) are employed in an area related to their Southeastern major. Two of the respondents (8.3%) gave a salary range of \$15,001-\$20,000, four (16.7%) gave a salary range

of \$20,001-\$25,000, four (16.7%) gave a salary range of \$25,001-\$30,000, ten (41.7%) gave a salary range of \$30,001-\$40,000 and three (12.5%) gave a salary range of \$40,001-\$50,000.

### **Professional Activities**

Twenty-four (92.3%) of the respondents do not currently hold certification/licensure and two (7.7%) do. One is a CPA and one has Accounting Software Package Certification. Of the remaining twenty-four, seven (29.3%) do not plan on obtaining certification/licensure in the next twelve months, while seventeen (70.8%) do. Fifteen of the seventeen plan on obtaining a CPA, one plans on becoming a Certified Managerial Accountant (CMA), and one plans on obtaining a CPA and a CMA. Eight (30.8%) of the respondents are members of a professional organization, and eight (30.8%) have attended a professional meeting in the past year.

## Department of Computer Science

**Table 29**  
**Satisfaction with Degree Program**

Number of Respondents: B. S. Computer Science-8					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.S. Computer Science	12.5% (1)	0.0%	25.0% (2)	62.5% (5)	0.0%
<b>Overall quality of your degree program</b>					
B.S. Computer Science	12.5% (1)	25.0% (2)	12.5% (1)	37.5% (3)	12.5% (1)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.S. Computer Science	0.0%	50.0% (4)	0.0%	25.0% (2)	25.0% (2)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.S. Computer Science	12.5% (1)	12.5% (1)	25.0% (2)	50.0% (4)	0.0%
<b>Opportunities to interact with faculty outside of class</b>					
B.S. Computer Science	12.5% (1)	0.0%	50.0% (4)	25.0% (2)	12.5% (1)
<b>Effectiveness of the faculty as teachers</b>					
B.S. Computer Science	0.0%	25.0% (2)	25.0% (2)	37.5% (3)	12.5% (1)
<b>Friendliness and helpfulness of the office staff</b>					
B.S. Computer Science	0.0%	0.0%	12.5% (1)	25.0% (2)	62.5% (5)
<b>Interest shown by faculty in your academic development</b>					
B.S. Computer Science	0.0%	12.5% (1)	25.0% (2)	25.0% (2)	37.5% (3)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.S. Computer Science	12.5% (1)	25.0% (2)	0.0%	37.5% (3)	25.0% (2)
<b>Quality of instruction in advanced courses</b>					
B.S. Computer Science	0.0%	25.0% (2)	12.5% (1)	12.5% (1)	50.0% (4)
<b>Professional activities, associations, or clubs</b>					
B.S. Computer Science	37.5% (3)	12.5% (1)	50.0% (4)	0.0%	0.0%
<b>Practicum, internship, clinical, or other hands-on experiences outside of the classroom</b>					
B.S. Computer Science	25.0% (2)	25.0% (2)	25.0% (2)	0.0%	25.0% (2)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.S. Computer Science	12.5% (1)	25.0% (2)	25.0% (2)	25.0% (2)	12.5% (1)
<b>Availability of the required courses</b>					
B.S. Computer Science	12.5% (1)	50.0% (4)	25.0% (2)	0.0%	12.5% (1)

<b>Table 29 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Computer Science</b>					
Number of Respondents: B.S. Computer Science-8					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Availability of elective courses you wanted to take in your major</b>					
B.S. Computer Science	12.5% (1)	37.5% (3)	25.0% (2)	12.5% (1)	12.5% (1)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.S. Computer Science	12.5% (1)	12.5% (1)	12.5% (1)	37.5% (3)	25.0% (2)
<b>Friendliness and helpfulness of faculty</b>					
B.S. Computer Science	0.0%	12.5% (1)	25.0% (2)	25.0% (2)	37.5% (3)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.S. Computer Science	0.0%	12.5% (1)	50.0% (4)	12.5% (1)	25.0% (2)
<b>Computer resources (PC and/or mainframe) for courses in your major</b>					
B.S. Computer Science	37.5% (3)	12.5% (1)	37.5% (3)	12.5% (1)	0.0%
<b>Library resources related to your major</b>					
B.S. Computer Science	25.0% (2)	12.5% (1)	37.5% (3)	12.5% (1)	12.5% (1)
<b>Use of appropriate technology in the classroom</b>					
B.S. Computer Science	37.5 % (3)	0.0%	50.0% (4)	12.5% (1)	0.0%
<b>Facilities and equipment related to your major</b>					
B.S. Computer Science	37.5% (3)	12.5% (1)	25.0% (2)	25.0% (2)	0.0%
<b>Help/encouragement you received from faculty in your department with regard to further educational opportunities</b>					
B.S. Computer Science	0.0%	25.0% (2)	25.0% (2)	12.5% (1)	37.5% (3)
<b>The size of classes in your major</b>					
B.S. Computer Science	0.0%	0.0%	25.0% (2)	37.5% (3)	37.5% (3)
<b>Encouragement you received from faculty in your department with regard to finding employment in your field</b>					
B.S. Computer Science	12.5% (1)	12.5% (1)	37.5% (3)	12.5% (1)	25.0% (2)

<b>Table 29 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Computer Science</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend SLU to someone interested in what you majored in?</b>		
B.S. Computer Science	25.0% (2)	75.0% (6)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.S. Computer Science	0.0%	87.5% (7); Not at SLU 12.5% (1)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.S. Computer Science	62.5% (5)	37.5% (3)
<b>6. Should a hands-on course be required in your program?</b>		
B.S. Computer Science	12.5% (1)	75.0% (6)

When asked what benefits they received from their hands-on experience, respondents said,

“Learning Linux sys admin skills in a real-world environment.”

“None”

“It prepared me for Leadership roles and good development of training requirements.”

### **Graduate/Professional Education**

One (12.5%) of the respondents has completed a graduate or professional degree, however he/she did not indicate what type of degree. One (12.5%) is currently enrolled in a degree program, one (12.5%) plans to enroll in a graduate or professional degree program within the next twelve months, and three (37.5%) plan to enroll in a degree program in the future. Four (66.7%) of the respondents with plans for future education plan to obtain a masters degree, and one (16.7%) plans on obtaining a doctorate.

Of the two individuals with graduate school experience, one (50.0%) indicated that their educational experiences at Southeastern were “Effective” in preparing them for further graduate/professional study, and one (50.0%) indicated that Southeastern prepared him/her “About the Same as Most” other students.

Of the two respondents who are enrolled in a degree program or have completed a degree, one (50.0%) indicated it was “Somewhat Related” to their bachelor’s degree from Southeastern.

## Employment

Eighty-eight percent of the respondents (87.5%, n=7) are employed full-time, and 12.5% (n=1) are not employed and looking for full-time employment. One (12.5%) of the respondents has never had a full-time job since graduating from Southeastern. Two (25.0%) of the respondents had their jobs before completing their degrees, two (25.0%) accepted a position upon graduation, and three (37.5%) respondents obtained a job 1-6 months after graduation.

The four respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 30 presents what were considered major problems, minor problems, or no problem.

<b>Table 30</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 SLU with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	50.0% (2)	25.0% (1)	25.0% (1)
Not knowing what I wanted to do	25.0% (1)	25.0% (1)	50.0% (2)
Tight job market	25.0% (1)	25.0% (1)	50.0% (2)
Lack of marketable skills	50.0% (2)	25.0% (1)	25.0% (1)
Lack of educational qualifications	25.0% (1)	25.0% (1)	50.0% (2)
Reputation of SLU	50.0% (2)	0.0%	50.0% (2)
Lack of experience	50.0% (2)	0.0%	50.0% (2)
Lack of job search skills	25.0% (1)	50.0% (2)	25.0% (1)
Poor GPA	25.0% (1)	25.0% (1)	50.0% (2)
Racial discrimination	0.0%	0.0%	100% (4)
Gender discrimination	0.0%	25.0% (1)	75.0% (3)

Three (42.9%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern, three (42.9%) indicated they have had two full-time jobs since graduating, and one (14.3%) has had three or more full-time jobs.

In regards to sources for learning about their first full-time job, one (14.3%) indicated faculty at Southeastern, two (28.6%) indicated a newspaper or trade publication, one (14.3%) from another student or friend, one (14.3%) was recruited by an employer, one (14.3%) from the Southeastern Job Fair, and one (14.3%) from an internet job site.

Of the seven respondents who are currently employed full-time, six (85.7%) are employed in the state of Louisiana, and one (14.3%) is employed out of state. Two (28.6%) of the respondents are employed in a professional firm, and five (71.4%) are employed 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”, six (85.7%) respondents felt they are not underemployed, while one (14.3%) felt they are underemployed. When asked about satisfaction with their present employment, six

(85.7%) of the respondents are “Well satisfied; would not consider leaving” and one (14.3%) is “Satisfied, but would consider more desirable employment.”

All seven (100%) of the respondents are currently employed in the area of their Southeastern major. One (14.3%) of the respondents gave a salary range of \$30,001-\$40,000, four (57.1%) gave a salary range of \$40,000-\$50,000, and two (28.6%) gave a salary range of over \$50,000.

### **Professional Activities**

One (12.5%) respondent indicated that licensure/certification was not available in their field and two (25.0%) currently hold licensure/certification. One of those is a Microsoft Certified Professional and one is an MCSE Solaris System Administrator, HP-UX System Administrator. Of the five who are not currently certified, four (80.0%) plan on obtaining certification/licensure in the next twelve months. The intended licensures/certifications include Java, MCSD, MCS, and Oracle DBA. Two (25.0%) respondents are members of a professional organization and three (37.5%) of the respondents have attended a professional meeting in the previous year.

### **Special Questions**

Six of the eight respondents completed the insert which contained the special questions. When asked what type of work they do, five (83.3%) indicated they are developing and maintaining business-types of applications. Also, one respondent (16.7%) is developing and maintaining scientific/engineering applications, one (16.7%) is working toward a graduate degree, one (16.7%) works in systems and/or network administration, one (16.7%) works on other types of computing-based tasks, and one indicated they are an Oracle DBA and a SQL Server DBA.

Alumni were also asked to indicate how much help the concepts learned in various classes have been in their jobs and/or graduate studies. Table 31 provides the frequencies and the means for those courses. It should be noted that the means do not include any NA responses.

**Table 31**

Please indicate the degree to which the CONCEPTS you learned in each of the following classes have helped you in your current/previous jobs and/or graduate studies.

	<b>1 - No Help</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 - Lots of Help</b>	<b>NA</b>	<b>Mean</b>
CMPS 161(162) Intro to Computing	0%	16.7% (1)	50.0% (3)	16.7% (1)	0%	0%	3.00
CMPS 257 Discrete Structure	16.7% (1)	16.7% (1)	50.0% (3)	0%	16.7% (1)	0%	2.83
CMPS 262 COBOL	66.7% (4)	33.3% (2)	0%	0%	0%	0%	1.33
CMPS 280(270) Intermediate Programming	0%	16.7% (1)	33.3% (2)	16.7% (1)	33.3% (2)	0%	3.67
CMPS 293(263) Intro to Assembly Language	66.7% (4)	0%	16.7% (1)	16.7% (1)	0%	0%	1.83
CMPS 375 Computer Architecture	33.3% (2)	0%	16.7% (1)	16.7% (1)	33.3% (2)	0%	3.17
CMPS 383 Information Systems	16.7% (1)	0%	66.7% (4)	16.7% (1)	0%	0%	2.83
CMPS 390 Data Structures	0%	33.3% (2)	0%	16.7% (1)	50.0% (3)	0%	3.83
CMPS 391 Numerical Methods	0%	16.7% (1)	16.7% (1)	0%	33.3% (2)	33.2% (2)	2.75
CMPS 401 Survey of Programming Languages	0%	16.7% (1)	50.0% (3)	0%	33.3% (2)	0%	3.50
CMPS 411 Software Engineering	0%	0%	16.7% (1)	33.3% (2)	50.0% (3)	0%	4.33
CMPS 431 Operating Systems	0%	16.7% (1)	16.7% (1)	33.3% (2)	33.3% (2)	0%	3.83
CMPS 439 Database Systems	16.7% (1)	16.7% (1)	16.7% (1)	16.7% (1)	33.3% (2)	0%	3.33
CMPS 479 Automata and Formal Languages	16.7% (1)	0%	33.3% (2)	0%	0%	50.0% (3)	2.33
CMPS 481 Senior Seminar	50.0% (3)	16.7% (1)	16.7% (1)	0%	0%	16.7% (1)	1.60

Table 31 Continued							
	1 - No Help	2	3	4	5 - Lots of Help	NA	Mean
CMPS 492 Experiences in Program Analysis	33.3% (2)	0%	0%	16.7% (1)	50.0% (3)	0%	3.50
CMPS 495 Special Problems	33.3% (2)	0%	0%	0%	66.7% (4)	0%	3.67

When asked “What course(s), not listed above, have helped you in your job(s) and/or graduate studies?”, alumni responded:

- ! “411, 375 (probably the most important in laying groundwork for understanding and making connections of all other C.S. topics), 439 (invaluable, SQL is everywhere).”
- ! “CMPS 387 - Computer Statistics, CMPS 355 - Object Oriented Programming Using C++”

When asked “What concepts were NOT taught that, if taught, would have better prepared you for your job(s) or graduate studies?”, alumni responded:

- ! “Networking, hardcore OOP (this concept was rarely hit on in my classes at SLU), hardware (as an extension of architecture...at least cover the modern components of a computer system).”
- ! “More software engineering!”
- ! “495 classes were the closest to real-world experience.”
- ! “Specific DBA skills, more team-oriented projects, intro to visual languages”

When asked “What changes would you suggest to improve the computer science program?”, alumni responded:

- ! “Go strict C/C++, over visual/event driven langs”
- ! “Move away from Pascal as the intro language to C or C++.”
- ! “New, more up to date classes.”
- ! “Offer certification classes so that students have exposure to real-world tools (Java, Oracle, ...)”
- ! Courses such as Database Systems (i.e. Dbase IV could be replace with SQL Server or Oracle) should migrate away from obsolete technology and use current technology. This not only teaches the concepts, but also provides students with both useful and marketable skill sets.”

## Department of Industrial Technology

**Table 33**  
**Satisfaction with Degree Program**

Number of Respondents: B.S. Industrial Technology - 21					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.S. Industrial Technology	0.0%	9.5%(2)	23.8%(5)	33.3%(7)	33.3%(7)
<b>Overall quality of your degree program</b>					
B.S. Industrial Technology	4.8% (1)	9.5%(2)	19.0%(4)	38.1%(8)	28.6%(6)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.S. Industrial Technology	0.0%	0.0%	23.8%(5)	28.6%(6)	42.9%(9)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.S. Industrial Technology	4.8% (1)	9.5%(2)	28.6%(6)	23.8%(5)	33.3%(7)
<b>Opportunities to interact with faculty outside of class</b>					
B.S. Industrial Technology	0.0%	4.8% (1)	9.5%(2)	38.1%(8)	47.6%(10)
<b>Effectiveness of the faculty as teachers</b>					
B.S. Industrial Technology	0.0%	4.8%(1)	23.8%(5)	33.3%(7)	38.1%(8)
<b>Friendliness and helpfulness of the office staff</b>					
B.S. Industrial Technology	0.0%	0.0%	9.5% (2)	28.6%(6)	61.9%(13)
<b>Interest shown by faculty in your academic development</b>					
B.S. Industrial Technology	0.0%	4.8%(1)	14.3%(3)	23.8%(5)	52.4%(11)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.S. Industrial Technology	0.0%	0.0%	23.8%(5)	47.6%(10)	28.6%(6)
<b>Quality of instruction in advanced courses</b>					
B.S. Industrial Technology	0.0%	0.0%	19.0%(4)	47.6%(10)	33.3%(7)
<b>Professional activities, associations, or clubs</b>					
B.S. Industrial Technology	0.0%	4.8%(1)	19.0%(4)	38.1%(8)	28.6%(6)
<b>Practicum, internship, clinical, or other hands-on experiences outside of the classroom</b>					
B.S. Industrial Technology	4.8%(1)	4.8%(1)	33.3%(7)	33.3%(7)	23.8%(5)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.S. Industrial Technology	0.0%	9.5%(2)	33.3%(7)	33.3%(7)	23.8%(5)
<b>Availability of the required courses</b>					
B.S. Industrial Technology	9.5%(2)	9.5%(2)	38.1%(8)	33.3%(7)	9.5%(2)

<b>Table 33 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Industrial Technology</b>					
Number of Respondents: B.S. Industrial Technology - 21					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Availability of elective courses you wanted to take in your major</b>					
B.S. Industrial Technology	4.8% (1)	14.3%(3)	23.8%(5)	42.9%(9)	14.3%(3)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.S. Industrial Technology	0.0%	0.0%	19.0%(4)	38.1%(8)	42.9%(9)
<b>Friendliness and helpfulness of faculty</b>					
B.S. Industrial Technology	0.0%	4.8% (1)	9.5%(2)	28.6%(6)	57.1%(12)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.S. Industrial Technology	0.0%	0.0%	4.8% (1)	14.3%(3)	81.0%(17)
<b>Computer resources (PC and/or mainframe) for courses in your major</b>					
B.S. Industrial Technology	4.8%(1)	9.5%(2)	14.3%(3)	33.3%(7)	38.1%(8)
<b>Library resources related to your major</b>					
B.S. Industrial Technology	0.0%	19.0%(4)	23.8%(5)	38.1%(8)	19.0%(4)
<b>Use of appropriate technology in the classroom</b>					
B.S. Industrial Technology	0.0%	14.3%(3)	23.8%(5)	38.1%(8)	23.8%(5)
<b>Facilities and equipment related to your major</b>					
B.S. Industrial Technology	0.0%	4.8%(1)	33.3%(7)	28.6%(6)	28.6% (6)
<b>Help/encouragement you received from faculty in your department with regard to further educational opportunities</b>					
B.S. Industrial Technology	4.8%(1)	9.5% (2)	33.3%(7)	23.8%(5)	28.6%(6)
<b>The size of classes in your major</b>					
B.S. Industrial Technology	0.0%	4.8%(1)	4.8%(1)	28.6%(6)	61.9%(13)
<b>Encouragement you received from faculty in your department with regard to finding employment in your field</b>					
B.S. Industrial Technology	14.3%(3)	9.5%(2)	38.1%(8)	4.8%(1)	28.6%(6)

<b>Table 33 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Industrial Technology</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend SLU to someone interested in what you majored in?</b>		
B.S. Industrial Technology	28.6%(6)	71.4%(15)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.S. Industrial Technology	42.9%(9)	52.4%(11);4.8%(1)Not at SLU
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.S. Industrial Technology	66.7%(14)	33.3%(7)
<b>6. Should a hands-on course be required in your program?</b>		
B.S. Industrial Technology	9.5%(2)	81.0%(17)

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

“Ability to apply gained knowledge on the job.”

“How to develop projects in a standard format much like at work.”

“I was able to get a foot in the door & have a job waiting for me upon graduating.”

“No, who wants an internship at Walmart?”

“Real world experiences.”

“Work ethic, time mgmt.”

“It gave me a chance to use what I had learned in school in the work field.”

“Problem solving techniques. Responsibility”

### **Graduate/Professional Education**

One (4.8%) of the respondents is currently enrolled in a graduate/professional degree program, and two (9.5%) have completed a master’s degree. Three (14.3%) respondents plan to enroll in a degree program in the next 12 months, and six (28.6%) are likely to enroll in a degree program in the future. Seven (33.3%) of the respondents have no plans for further education. Of those respondents who have plans for further education, eight (66.7%) plan on obtaining a master’s, one (8.3%) plans on obtaining a doctorate, and one (8.3%) indicated “other”, but did not specify what it was. One (8.3%) respondent indicated that he/she has already obtained the highest degree he/she plans to obtain.

Of the three respondents who are enrolled in a degree program or had completed a degree, one (33.3%) indicated it was “Very Closely Related” and one (33.3%) indicated it was “Not at all Related” to their bachelor’s degree from Southeastern. One (33.3%) respondent indicated that Southeastern “Very Ineffectively” prepared him/her while one (33.3%) felt she/he was “Very Effectively” prepared. One (33.3%) respondent indicated that Southeastern prepared him/her “Worse than Most” other students and one (33.3%) indicated that Southeastern prepared him/her “About the Same as Most” students.

### Employment

Eighteen (85.7%) of the respondents are employed full-time, one (4.8%) is a graduate assistant, one (4.3%) respondent is employed part-time and satisfied, and one respondent (4.8%) is employed part-time and looking for full-time employment. Seven (33.3%) of the respondents had their jobs before completing their degree, two (9.5%) accepted a position upon graduation, nine (42.9%) respondents obtained a job 1-6 months after graduation, one (4.8%) respondent took over a year to obtain a full-time position, and one (4.8%) has had no full-time job yet.

The eleven respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 34 presents what were considered major problems, minor problems, or no problems.

<b>Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from SLU with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	0.0%	36.4% (4)	54.5% (6)
Not knowing what I wanted to do	18.2% (2)	54.5% (6)	27.3% (3)
Tight job market	0.0%	63.6% (7)	36.4% (4)
Lack of marketable skills	9.1% (1)	18.2% (2)	72.7% (8)
Lack of educational qualifications	9.1% (1)	45.5% (5)	45.5% (5)
Reputation of SLU	0.0%	9.1% (1)	90.9% (10)
Lack of experience	27.3% (3)	54.5% (6)	18.2% (2)
Lack of job search skills	0.0%	72.7% (8)	27.3% (3)
Poor GPA	0.0%	9.1% (1)	90.9% (10)
Racial discrimination	0.0%	9.1% (1)	90.9% (10)
Gender discrimination	0.0%	18.2% (2)	81.8% (9)

Of those respondents who have had full-time employment since graduating from Southeastern, eleven (57.9%) are currently in their first full-time job, five (26.3%) have had two full-time jobs, and three (15.8%) have had three or more full-time jobs. In regards to sources for learning about their first full-time job, seven (36.8%) respondents indicated a parent or relative, five (26.3%) from a newspaper or trade publication, two (10.5%) from another student/friend, one (5.3%) was recruited by an employer, and one (5.3%) from the SLU Job Fair.

Of the respondents currently employed full-time, fourteen (77.8%) work in the state of Louisiana, and four (22.2%) work out of state. Two (11.1%) of the respondents work in a service organization, one (5.6%) of the respondents works at a professional firm, and fifteen (83.3%) are employed in industry. 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”, thirteen (72.2%) indicated they were not underemployed while five (27.8%) felt that they were underemployed. When asked about satisfaction with their present employment, seven (38.9%) of the respondents are “Well satisfied; would not consider leaving”; seven (38.9%) of the respondents are “Satisfied, but would consider more desirable employment”; and four (22.2%) respondents “Dislike employment; seeking or will seek other employment”.

Eight (44.4%) of the respondents are currently employed in the area of their Southeastern major, six (33.3%) are employed in an area related to their Southeastern major and four (22.2%) are employed in an area not related to their Southeastern major. Of the four individuals employed outside of their major, one developed a new career interest, one for better pay, and one could not find a job she/he wanted. When asked to give a salary range, two (11.1%) gave a range between \$20,001-\$25,000, one (5.6%) between \$25,001-\$30,000, seven (38.9%) between \$30,001-\$40,000, one (5.6%) \$40,001-\$50,000, and six (33.3%) indicated a range of more than \$50,000.

### **Professional Activities**

Four (19.0%) of the respondents indicated that licensure/certification is not available in their field, Thirteen (61.9%) indicated they do not have licensure/certification, and four (19.0%) do have licensure/certification. Two respondents have C.I.T. licensure/certification and one has MCSE, CCNA, CNA, A+, N+, MC+. Of the thirteen who do not hold licensure/certification, ten (76.9%) do not plan on obtaining licensure/certification in the next twelve months while two (15.4%) plan on obtaining licensure/certification. One respondent plans on obtaining MCSE, Java Certification and one CSP. Seven (33.3%) of the respondents are members of a professional organization and eight (38.1%) have attended a professional meeting in the past year.

## Department of Management

**Table 34**  
**Satisfaction with Degree Program**

Number of Respondents: B.A. Management-25					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.A. Management	0.0%	0.0%	4.0% (1)	36.0% (9)	56.0% (14)
<b>Overall quality of your degree program</b>					
B.A. Management	0.0%	0.0%	24.0% (6)	28.0% (7)	44.0% (11)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.A. Management	0.0%	0.0%	0.0%	40.0% (10)	60.0% (15)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.A. Management	8.0% (2)	8.0% (2)	24.0% (6)	28.0% (7)	28.0% (7)
<b>Opportunities to interact with faculty outside of class</b>					
B.A. Management	0.0%	4.0% (1)	20.0% (5)	16.0% (4)	60.0% (15)
<b>Effectiveness of the faculty as teachers</b>					
B.A. Management	0.0%	0.0%	0.0%	52.0% (13)	48.0% (12)
<b>Friendliness and helpfulness of the office staff</b>					
B.A. Management	0.0%	4.0% (1)	12.0% (3)	40.0% (10)	44.0% (11)
<b>Interest shown by faculty in your academic development</b>					
B.A. Management	0.0%	4.0% (1)	12.0% (3)	48.0% (12)	36.0% (9)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.A. Management	0.0%	0.0%	16.0% (4)	40.0% (10)	44.0% (11)
<b>Quality of instruction in advanced courses</b>					
B.A. Management	0.0%	0.0%	8.0% (2)	44.0% (11)	44.0% (11)
<b>Professional activities, associations, or clubs</b>					
B.A. Management	0.0%	0.0%	48.0% (12)	20.0% (5)	28.0% (7)
<b>Practicum, internship, clinical, or other hands-on experiences outside of the classroom</b>					
B.A. Management	4.0% (1)	16.0% (4)	52.0% (13)	0.0%	24.0% (6)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.A. Management	0.0%	12.0% (3)	40.0% (10)	24.0% (6)	24.0% (6)
<b>Availability of the required courses</b>					
B.A. Management	0.0%	8.0% (2)	16.0% (4)	52.0% (13)	24.0% (6)

**Table 34 continued**  
**Satisfaction with Degree Program**  
**Department of Management**

Number of Respondents: B.A. Management-25					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Availability of elective courses you wanted to take in your major</b>					
B.A. Management	0.0%	8.0% (2)	12.0% (3)	44.0% (11)	36.0% (9)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.A. Management	0.0%	0.0%	12.0% (3)	48.0% (12)	40.0% (10)
<b>Friendliness and helpfulness of faculty</b>					
B.A. Management	0.0%	0.0%	0.0%	56.0% (14)	44.0% (11)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.A. Management	0.0%	0.0%	12.0% (3)	36.0% (9)	52.0% (13)
<b>Computer resources (PC and/or mainframe) for courses in your major</b>					
B.A. Management	0.0%	12.0% (3)	20.0% (5)	36.0% (9)	32.0% (8)
<b>Library resources related to your major</b>					
B.A. Management	0.0%	16.0% (4)	16.0% (4)	36.0% (9)	32.0% (8)
<b>Use of appropriate technology in the classroom</b>					
B.A. Management	0.0%	8.0% (2)	8.0% (2)	56.0% (14)	28.0% (7)
<b>Facilities and equipment related to your major</b>					
B.A. Management	0.0%	12.0% (3)	4.0% (1)	48.0% (12)	36.0% (9)
<b>Help/encouragement you received from faculty in your department with regard to further educational opportunities</b>					
B.A. Management	4.0% (1)	8.0% (2)	28.0% (7)	36.0% (9)	24.0% (6)
<b>The size of classes in your major</b>					
B.A. Management	0.0%	0.0%	0.0%	40.0% (10)	60.0% (15)
<b>Encouragement you received from faculty in your department with regard to finding employment in your field</b>					
B.A. Management	12.0% (3)	28.0% (7)	36.0% (9)	20.0% (5)	4.0% (1)

<b>Table 34 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Management</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend SLU to someone interested in what you majored in?</b>		
B.A. Management	0.0%	100.0% (25)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.A. Management	52.0% (13)	44.0% (11)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.A. Management	92.0% (23)	0.0%
<b>6. Should a hands-on course be required in your program?</b>		
B.A. Management	28.0% (7)	68.0% (17)

### **Graduate/Professional Education**

Two (8.0%) of the respondents have obtained a master's degree and three (12.0%) are currently enrolled in a graduate/professional degree program. Three (12.0%) respondents have taken classes but have not enrolled in a degree program. Three (12.0%) of the respondents plan to enroll in a degree program in the next 12 months, and seven (28.0%) are likely to enroll in a degree program in the future. Seven (28.0%) of the respondents have no plans for further education. Of the eight respondents with plans for graduate education, fifteen (83.3%) plan on obtaining a master's and three (16.7%) plan on obtaining a doctorate.

Of the eight individuals with graduate school experience, five (62.5%) respondents indicated that Southeastern prepared them "Effectively" for graduate/professional school and three (37.5%) indicated they were "Very Effectively" prepared. One (12.5%) indicated that Southeastern prepared her/him "Better Than Most" other students and seven (87.5%) indicated that Southeastern prepared them "About the Same as Most" other students. Of the five respondents who are enrolled in a degree program or had completed a degree, three (60.0%) indicated it was "Very Closely Related" to their bachelor's degree from Southeastern and one (20.0%) indicated it was "Somewhat Related".

### **Employment**

Over three-quarters of the respondents (76.0%, n=19) are employed full-time, with one (4.0%) employed part-time and looking for full-time employment, four (16.0%) respondents are unemployed but seeking employment, and one (4.0%) respondent is unemployed and not looking for employment. Five (20.0%) of the respondents had a job before graduation from Southeastern, eleven (44.0%) respondents obtained a job 1-6 months after graduation, three (12.0%) respondents obtained a job 7-12 months after graduation, two (8.0%) respondents took over a year to obtain a full-time job, and four (16.0%) have yet to find full-time employment.

The twenty respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 35 presents what were considered major problems, minor problems, or no problem.

<b>Table 35</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 SLU with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	10.0% (2)	25.0% (5)	65.0% (13)
Not knowing what I wanted to do	35.0% (7)	40.0% (8)	25.0% (5)
Tight job market	20.0% (4)	40.0% (8)	40.0% (8)
Lack of marketable skills	5.0% (1)	20.0% (4)	75.0% (15)
Lack of educational qualifications	5.0% (1)	20.0% (4)	75.0% (15)
Reputation of SLU	0.0%	15.0% (3)	85.0% (17)
Lack of experience	40.0% (8)	35.0% (7)	25.0% (5)
Lack of job search skills	10.0% (2)	40.0% (8)	50.0% (10)
Poor GPA	5.0% (1)	5.0% (1)	90.0% (18)
Racial discrimination	0.0%	5.0% (1)	95.0% (19)
Gender discrimination	0.0%	10.0% (2)	90.0% (18)

Of the twenty-one respondents who have had a full-time job since graduating from Southeastern, seven (33.3%) of the respondents indicated that they are currently in their first full-time job six (28.6%) indicated they have had two full-time jobs, and six (28.6%) have had three or more full-time jobs since graduating. In regards to sources for learning about their first full-time job, three (14.3%) respondents indicated from a parent or relative, one (4.8%) from the University Career Placement Office, six (28.6%) from a newspaper/trade publication, two (9.5%) from another student or friend, four (19.0%) were recruited by an employer, four (19.0%) through a public or private employment agency, and two (9.5%) from the Southeastern Job Fair.

Of the nineteen respondents who are currently employed full-time, seventeen (89.5%) are employed in the state of Louisiana. Three (15.8%) of the respondents are employed in a service organization, one (5.3%) in higher education, one (5.3%) in a professional firm, two (10.5%) in industry, five (26.3%) in government, five (26.3%) in business, and two (10.5%) in a health agency. 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”, eleven (57.9%) respondents felt they are not underemployed, while eight (42.1%) felt they are underemployed. When asked about satisfaction with their present employment, five (26.3%) of the respondents are “Well satisfied; would not consider leaving”; eleven (57.9%) are “Satisfied, but would consider more desirable employment”; and three (15.8%) “Dislike employment; seeking or will seek other employment.”

Four (21.1%) of the respondents are currently employed in the area of their Southeastern major, seven (36.8%) are employed in an area related to their Southeastern major, and eight (42.1%) are employed in an area not related to their Southeastern major. One of the eight (12.5%) developed

a new career interest, one (12.5%) found better pay outside the field, five (62.5%) could not find a job they wanted in the field, and one (12.5%) would have to relocate for a job in the field. One (5.3%) of the respondents indicated a salary range of \$10,001-\$15,000, four of the respondents (21.1%) gave a salary range of \$15,001-\$20,000, five (26.3%) gave a salary range of \$20,001-\$25,000, four (21.1%) gave a salary range of \$25,001-\$30,000, two (10.5%) gave a salary range of \$30,001-\$40,000, and two (10.5%) gave a salary range of \$40,001-\$50,000.

### **Professional Activities**

Twelve (48.0%) of the respondents indicated certification/licensure is not available in their field, ten (40.0%) do not hold certification/licensure, and two (8.0%) hold licensure/certification, one has LMT, NCMP and CPT while one has a Series 7, 63 Securities License. None of those without certification/licensure plan on obtaining it within the next 12 months. Six (24.0%) of the respondents are members of a professional organization, and eleven (44.0%) have attended a professional meeting in the past year.

### **Special Questions**

Eight of the twenty-five respondents completed the insert which contained the special questions. Alumni were first asked about the knowledge and skills the management program provided. Table 36 provides the frequencies and the means for those items.

**Table 36**

**Please indicate the extent to which you agree that graduates of the management program are provided the following.**

	<b>1 - Strongly Disagree</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 - Strongly Agree</b>	<b>Mean</b>
Realistic view of the business world	0%	0%	50.0% (4)	50.0% (4)	0%	3.50
Relevant knowledge of managing business	0%	12.5% (1)	0%	62.5% (5)	25.0% (2)	4.00
Relevant knowledge of managing teams	0%	0%	12.5% (1)	62.5% (5)	25.0% (2)	4.13
Relevant knowledge of managing employees	0%	0%	50.0% (4)	50.0% (4)	0%	3.50
Relevant knowledge of applying computers in problem solving	0%	0%	25.0% (2)	75.0% (6)	0%	3.75
Well-developed critical thinking skills	0%	0%	0%	75.0% (6)	25.0% (2)	4.25
Well-developed interpersonal skills	0%	0%	25.0% (2)	50.0% (4)	25.0% (2)	4.00

Alumni were next asked how helpful specialty courses in various areas would have been in helping them prepare for their job. Table 37 provides the frequencies and the means for those areas.

**Table 37**

**Please indicate the extent to which specialty courses in the following areas would have helped you prepare for your job.**

	<b>1 - Would not have helped</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 - Would have helped</b>	<b>Mean</b>
Organizational Leadership	0%	0%	12.5% (1)	37.5% (3)	50.0% (4)	4.38
Human Resource Management	0%	0%	0%	100.0% (8)	0%	4.00
Small Business Management	0%	12.5% (1)	25.0% (2)	25.0% (2)	37.5% (3)	3.88
Service Operations Management	0%	25.0% (2)	12.5% (1)	50.0% (4)	0%	3.29
Manufacturing Operations Management	12.5% (1)	12.5% (1)	12.5% (1)	50.0% (4)	12.5% (1)	3.38
Management of Information Systems	0%	12.5% (1)	12.5% (1)	50.0% (4)	25.0% (2)	3.88

Alumni were then asked how helpful courses focusing on several topics would have been in helping better prepare them for their current job. Table 38 provides the frequencies and the means for those areas.

**Table 38**  
**To what extent would courses focusing on the following subjects have helped better prepare you for your current job?**

	<b>1 - Would not have helped</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 - Would have helped</b>	<b>Mean</b>
Leadership	0%	0%	12.5% (1)	37.5% (3)	50.0% (4)	4.38
Team Building	0%	0%	25.0% (2)	25.0% (2)	37.5% (3)	4.14
EEO and Employment Law	12.5% (1)	0%	37.5% (3)	37.5% (3)	12.5% (1)	3.38
Human Resource Staffing	12.5% (1)	0%	37.5% (3)	50.0% (4)	0%	3.25
Compensation Systems	0%	0%	25.0% (2)	62.5% (6)	12.5% (1)	3.88
Training Development	0%	0%	12.5% (1)	37.5% (3)	50.0% (4)	4.38
Hospitality Management	12.5% (1)	0%	62.5% (5)	12.5% (1)	12.5% (1)	3.13
Transportation Management	25.0% (2)	0%	12.5% (1)	50.0% (4)	12.5% (1)	3.25
Technology and Information Management	12.5% (1)	0%	12.5% (1)	37.5% (3)	37.5% (3)	3.88
Small Business Management	0%	0%	25.0% (2)	37.5% (3)	37.5% (3)	4.13
Decision Making	0%	0%	0%	37.5% (3)	62.5% (5)	4.63
Interpersonal Skills	0%	0%	0%	37.5% (3)	62.5% (5)	4.63
Communication	0%	12.5% (1)	0%	25.0% (2)	62.5% (5)	4.38

## Department of Marketing and Finance

**Table 39**  
**Satisfaction with Degree Program**

Number of Respondents: B.S. Finance - 18; B.A. Marketing - 27					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.S. Finance	0.0%	0.0%	5.6% (1)	38.9% (7)	55.6% (10)
B.A. Marketing	3.7% (1)	0.0%	3.7% (1)	63.0% (17)	29.6% (8)
<b>Overall quality of your degree program</b>					
B.S. Finance	0.0%	0.0%	11.1% (2)	44.4% (8)	44.4% (8)
B.A. Marketing	3.7% (1)	0.0%	22.2% (6)	48.1% (13)	25.9% (7)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.S. Finance	0.0%	0.0%	5.6% (1)	38.9% (7)	50.0% (9)
B.A. Marketing	7.4% (2)	0.0%	18.5% (5)	37.0% (10)	37.0% (10)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.S. Finance	5.6% (1)	5.6% (1)	11.1% (2)	38.9% (7)	38.9% (7)
B.A. Marketing	18.5% (5)	18.5% (5)	22.2% (6)	25.9% (7)	14.8% (4)
<b>Opportunities to interact with faculty outside of class</b>					
B.S. Finance	0.0%	0.0%	16.7% (3)	33.3% (6)	50.0% (9)
B.A. Marketing	3.7% (1)	11.1% (3)	33.3% (9)	18.5% (5)	33.3% (9)
<b>Effectiveness of the faculty as teachers</b>					
B.S. Finance	0.0%	5.6% (1)	5.6% (1)	50.0% (9)	38.9% (7)
B.A. Marketing	3.7% (1)	0.0%	3.7% (1)	81.5% (22)	11.1% (3)
<b>Friendliness and helpfulness of the office staff</b>					
B.S. Finance	0.0%	0.0%	11.1% (2)	22.2% (4)	66.7% (12)
B.A. Marketing	3.7% (1)	3.7% (1)	14.8% (4)	55.6% (15)	22.2% (6)
<b>Interest shown by faculty in your academic development</b>					
B.S. Finance	0.0%	5.6% (1)	16.7% (3)	33.3% (6)	44.4% (8)
B.A. Marketing	7.4% (2)	0.0%	37.0% (10)	33.3% (9)	22.2% (6)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.S. Finance	0.0%	0.0%	27.8% (5)	55.6% (10)	16.7% (3)
B.A. Marketing	3.7% (1)	0.0%	33.3% (9)	51.9% (14)	11.1% (3)

<b>Table 39 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Marketing and Finance</b>					
Number of Respondents: B.S. Finance - 18 ; B.A. Marketing - 27					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Quality of instruction in advanced courses</b>					
B.S. Finance	0.0%	5.6% (1)	16.7% (3)	38.9% (7)	38.9% (7)
B.A. Marketing	3.7% (1)	0.0%	11.1% (3)	59.3% (16)	25.9% (7)
<b>Professional activities, associations, or clubs</b>					
B.S. Finance	0.0%	11.1% (2)	38.9% (7)	38.9% (7)	11.1% (2)
B.A. Marketing	3.7% (1)	7.4% (2)	37.0% (10)	40.7% (11)	7.4% (2)
<b>Practicum, internship, clinical, or other hands-on experiences outside of the classroom</b>					
B.S. Finance	0.0%	11.1% (2)	50.0% (9)	27.8% (5)	11.1% (2)
B.A. Marketing	14.8% (4)	18.5% (5)	37.0% (10)	29.6% (8)	0.0%
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.S. Finance	0.0%	16.7% (3)	27.8% (5)	50.0% (9)	5.6% (1)
B.A. Marketing	11.1% (3)	7.4% (2)	59.3% (16)	18.5% (5)	3.7% (1)
<b>Availability of the required courses</b>					
B.S. Finance	0.0%	22.2% (4)	16.7% (3)	55.6% (10)	5.6% (1)
B.A. Marketing	0.0%	11.1% (3)	40.7% (11)	44.4% (12)	3.7% (1)
<b>Availability of elective courses you wanted to take in your major</b>					
B.S. Finance	5.6% (1)	22.2% (4)	16.7% (3)	33.3% (6)	22.2% (4)
B.A. Marketing	3.7% (1)	22.2% (6)	37.0% (10)	33.3% (9)	3.7% (1)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.S. Finance	0.0%	0.0%	27.8% (5)	33.3% (6)	38.9% (7)
B.A. Marketing	3.7% (1)	0.0%	25.9% (7)	59.3% (16)	11.1% (3)
<b>Friendliness and helpfulness of faculty</b>					
B.S. Finance	0.0%	0.0%	5.6% (1)	38.9% (7)	55.6% (10)
B.A. Marketing	3.7% (1)	0.0%	11.1% (3)	59.3% (16)	25.9% (7)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.S. Finance	0.0%	0.0%	5.6% (1)	33.3% (6)	61.1% (11)
B.A. Marketing	3.7% (1)	0.0%	7.4% (2)	51.9% (14)	37.0% (10)
<b>Computer resources (PC and/or mainframe) for courses in your major</b>					
B.S. Finance	0.0%	0.0%	16.7% (3)	22.2% (4)	61.1% (11)
B.A. Marketing	0.0%	3.7% (1)	14.8% (4)	48.1% (13)	33.3% (9)

<b>Table 39 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Marketing and Finance</b>					
Number of Respondents: B.S. Finance - 18 ; B.A. Marketing - 27					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Library resources related to your major</b>					
B.S. Finance	5.6% (1)	0.0%	27.8% (5)	33.3% (6)	33.3% (6)
B.A. Marketing	0.0%	3.7% (1)	40.7% (11)	48.1% (13)	7.4% (2)
<b>Use of appropriate technology in the classroom</b>					
B.S. Finance	0.0%	0.0%	16.7% (3)	44.4% (8)	38.9% (7)
B.A. Marketing	3.7% (1)	0.0%	14.8% (4)	63.0% (17)	18.5% (5)
<b>Facilities and equipment related to your major</b>					
B.S. Finance	0.0%	0.0%	22.2% (4)	38.9% (7)	38.9% (7)
B.A. Marketing	0.0%	3.7% (1)	22.2% (6)	59.3% (16)	14.8% (4)
<b>Help/encouragement you received from faculty in your department with regard to further educational opportunities</b>					
B.S. Finance	0.0%	11.1% (2)	38.9% (7)	11.1% (2)	38.9% (7)
B.A. Marketing	7.4% (2)	14.8% (4)	37.0% (10)	22.2% (6)	18.5% (5)
<b>The size of classes in your major</b>					
B.S. Finance	0.0%	5.6% (1)	0.0%	38.9% (7)	55.6% (10)
B.A. Marketing	3.7% (1)	0.0%	11.1% (3)	44.4% (12)	40.7% (11)
<b>Encouragement you received from faculty in your department with regard to finding employment in your field</b>					
B.S. Finance	22.2% (4)	22.2% (4)	22.2% (4)	16.7% (3)	16.7% (3)
B.A. Marketing	18.5% (5)	25.9% (7)	14.8% (4)	25.9% (7)	14.8% (4)

<b>Table 39 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Marketing and Finance</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend SLU to someone interested in what you majored in?</b>		
B.S. Finance	5.6% (1)	94.4% (17)
B.A. Marketing	0.0%	100.0% (27)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.S. Finance	16.7% (3)	72.2% (13); 11.1% (2) Not at SLU
B.A. Marketing	40.7% (11)	59.3% (16)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.S. Finance	77.8% (14)	16.7% (3)
B.A. Marketing	77.8% (21)	22.2% (6)
<b>6. Should a hands-on course be required in your program?</b>		
B.S. Finance	16.7% (3)	77.8% (14)
B.A. Marketing	18.5% (5)	81.5% (22)

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

“Banking related experience. Professional contacts.”

“On the job training, apply techniques learned in class to realistic experiences.”

“You get to really see hands-on how a business rally works.”

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

“Work experience in my field - great for helping land my job after graduation.”

“Sales and Marketing experience. Hands on training with the latest software. One year of experience which directly led to a more prominent, high paying advertising position.”

“Interaction with professionals in your field.”

“Learned on-hand knowledge of how teachings transfer to work environment.”

## **Graduate/Professional Education**

### **B.S. Finance**

Three (16.7%) of the respondents are currently enrolled in a graduate/professional degree program, and one (5.6%) has completed a master's degree. One (5.6%) of the respondents has taken classes but has not enrolled in a degree program. One (5.6%) of the respondents plans to enroll in a degree program in the next 12 months, and eight (44.4%) are likely to enroll in a degree program in the future. Three (16.7%) of the respondents have no plans for further education. Of the fourteen respondents with plans for graduate education, twelve (85.7%) plan on obtaining a master's, one (7.1%) plans on obtaining a doctorate, and one (7.1%) plans on obtaining a professional degree.

Of the five individuals with graduate school experience, three (60.0%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study and one (20.0%) indicated Southeastern prepared him/her "Very Effectively". Four (80.0%) of the respondents indicated that Southeastern prepared them "About the Same as Most" other students. Of the four respondents who are enrolled in a degree program or have completed a degree, one (25.0%) indicated it was "Very Closely Related" to her/his bachelor's degree from Southeastern and one (25.0%) indicated it was "Somewhat Related".

### **B. A. Marketing**

Three (11.1%) of the respondents are currently enrolled in a graduate/professional degree program and three (11.1%) of the respondents have completed a master's degree. Two of the respondents (7.4%) have taken classes, but have not enrolled in a degree program and eleven (40.7%) are likely to enroll in a degree program in the future. Eight (29.6%) of the respondents have no plans for further education. Of the nineteen respondents with plans for graduate education, one (5.3%) already has the highest degree she/he plans on obtaining, fourteen (73.7%) plan on obtaining a master's, one (5.3%) plans on obtaining a doctorate, and two (10.5%) plan on obtaining a professional degree.

Of the eight respondents with graduate school experience, one (12.5%) indicated that Southeastern prepared her/him "Ineffectively" for further graduate/professional study and six (75.0%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study. Six (75.0%) indicated that Southeastern prepared them "About the Same as Most" other students and one (12.5%) indicated that Southeastern prepared him/her "Worse than Most". Of the six respondents who are enrolled in a degree program or have completed a degree, four (66.7%) indicated it was "Very Closely Related" to their bachelor's degree from Southeastern and two (33.3%) indicated it was "Somewhat Related".

## Employment

### B.S. Finance

Over seventy percent of the respondents (72.2%, n=13) are employed full-time, with one (5.6%) a graduate assistant. Two (11.1%) of the respondents are employed part-time and looking for full-time employment. Four (22.2%) of the respondents had their job before completing their degree, four (22.2%) accepted a position upon graduation, six (33.3%) respondents obtained a job 1-6 months after graduation, two (11.1%) obtained a job 7-12 months after graduation, and one (5.6%) has yet to find full-time employment.

The nine respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 40 presents what were considered major problems, minor problems, or no problem.

<b>Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from SLU with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	44.4% (4)	11.1% (1)	44.4% (4)
Not knowing what I wanted to do	33.3% (3)	55.6% (5)	11.1% (1)
Tight job market	22.2% (2)	55.6% (5)	22.2% (2)
Lack of marketable skills	22.2% (2)	33.3% (3)	44.4% (4)
Lack of educational qualifications	0.0%	11.1% (1)	88.9% (8)
Reputation of SLU	11.1% (1)	33.3% (3)	55.6% (5)
Lack of experience	55.6% (5)	33.3% (3)	11.1% (1)
Lack of job search skills	0.0%	33.3% (3)	66.7% (6)
Poor GPA	0.0%	0.0%	100.0% (9)
Racial discrimination	0.0%	0.0%	100.0% (9)
Gender discrimination	0.0%	0.0%	100.0% (9)

Of those respondents who have had a full-time job since graduating from Southeastern, nine (56.3%) are currently in their first, three (18.8%) indicated they have had two full-time jobs since graduating, and three (18.8%) have had three or more full-time jobs. In regards to sources for learning about their first full-time job, one (6.3%) respondent indicated faculty at Southeastern, one (6.3%) indicated from a parent or relative, four (25.0%) from newspaper/trade publication, three (18.8%) from another student or friend, three (18.8%) were recruited by the employer, two (12.5%) from a public/private employment agency, and one (6.3%) from the internet.

Of the thirteen respondents who are currently employed full-time, eleven (84.6%) are employed in the state of Louisiana, and two (15.4%) are employed out of state. One (7.7%) of the respondents is employed in a service organization, three (23.1%) are employed in a professional firm, three (23.1%) are employed in industry, two (15.4%) are employed in government, and four (30.8%) are employed 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”, six (46.2%) of the respondents felt they are not underemployed while seven (53.8%) felt they are underemployed. When asked about satisfaction with their present employment, three (23.1%) of the respondents are “Well satisfied; would not consider leaving”; eight (61.5%) are “Satisfied, but would consider more desirable employment”; and two (15.4%) “Dislike employment; seeking or will seek other employment”.

Two (15.4%) of the respondents are currently employed in the area of their Southeastern major, seven (53.8%) are employed in an area related to their Southeastern major, and four (30.8%) are employed in an area not related to their Southeastern major. One of the four (25.0%) found better pay outside the field and three (73.0%) could not find a job they wanted. One (7.7%) of the respondents gave a salary range of \$10,000-\$15,000, one (7.7%) of the respondents gave a salary range of \$20,001-\$25,000, six (46.2%) gave a salary range of \$30,001-\$40,000, two (15.4%) gave a salary range of \$40,001-\$50,000, and three (23.1%) indicated a salary of more than \$50,000.

### **B.A. Marketing**

Eighty-five percent of the respondents (85.2%, n=23) are employed full-time, with one (3.7%) employed part-time and satisfied with part-time employment, and one (3.7%) employed part-time and looking for full-time employment. Nine (33.3%) of the respondents had a full-time job before completing their degree, three (11.1%) accepted a position upon graduation, twelve (44.4%) respondents obtained a job 1-6 months after graduation, one (3.7%) obtained a job 7-12 months after graduation, and one (3.7%) has never had full-time employment.

The fourteen respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 41 presents what were considered major problems, minor problems, or no problem.

	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	0.0%	21.4% (3)	71.4% (10)
Not knowing what I wanted to do	35.7% (5)	42.9% (6)	14.3% (2)
Tight job market	7.1% (1)	50.0% (7)	35.7% (5)
Lack of marketable skills	7.1% (1)	28.6% (4)	57.1% (8)
Lack of educational qualifications	0.0%	14.3% (2)	78.6% (11)
Reputation of SLU	0.0%	21.4% (4)	71.4% (10)
Lack of experience	21.4% (3)	35.7% (5)	35.7% (5)
Lack of job search skills	7.1% (1)	50.0% (7)	35.7% (5)
Poor GPA	0.0%	14.3% (2)	78.6% (11)
Racial discrimination	0.0%	0.0%	92.9% (13)
Gender discrimination	0.0%	7.1% (1)	85.7% (12)

Of the respondents who have had a full-time job since graduating from Southeastern, nine (36.0%) are in their first full-time job, twelve (48.0%) indicated they have had two full-time jobs, and three (12.0%) have had three or more full-time jobs. In regards to sources for learning about their first full-time job, one (4.0%) respondent indicated faculty at Southeastern, four (16.0%) respondents indicated from a parent or relative, ten (40.0%) from newspaper/trade publication, one (4.0%) from another student/friend, four (16.0%) were recruited by the employer, and one (4.0%) from the SLU Job Fair.

Of the twenty-three respondents who are currently employed full-time, fifteen (65.2%) are employed in the state of Louisiana and six (26.1%) are employed out of state. Five (21.7%) of the respondents are employed in a service organization, one (4.3%) is employed in higher education, one (4.3%) in a nonprofit organization, three (13.0%) are employed in a professional firm, two (8.7%) are employed in industry, and ten (43.5%) are employed 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”, seventeen (73.6%) of the respondents felt they are not underemployed, while five (21.7%) felt they are. When asked about satisfaction with their present employment, six (26.1%) of the respondents are “Well satisfied; would not consider leaving”; thirteen (56.5%) are “Satisfied, but would consider more desirable employment”; and one (4.3%) “Dislike employment, seeking or will seek other employment”.

Nine (39.1%) of the respondents are currently employed in the area of their Southeastern major, ten (43.5%) are employed in an area related to their Southeastern major, and three (13.0%) are employed in an area not related to their Southeastern major. One (33.3%) of the three found better pay outside his/her field, one (33.3%) couldn't find a job she/he wanted in the field, and one (33.3%) had better opportunity for advancement outside of the field. One (4.3%) of the respondents gave a salary range of \$15,001-\$20,000, one (4.3%) gave a salary range of \$20,001-

\$25,000, two (8.7%) gave a salary range of \$25,001-\$30,000, nine (39.1%) gave a salary range of \$30,001-\$40,000, six (26.1%) gave a salary range of \$40,001-\$50,000, and three (13.0%) indicated a salary of more than \$50,000.

### **Professional Activities**

#### **B.S. Finance**

Three (16.7%) of the respondents indicated certification/licensure is not available in their field, thirteen (72.2%) do not hold certification/licensure, and two (11.1%) have licensure/certification, one has NASD Series 7, 63 and one has NASD Series 6, 63, 7 Class C Insurance. Of those without certification/licensure, two (15.4%) plan on obtaining it within the next 12 months, both plan on obtaining a MCSE. Nine (50.0%) of the respondents are members of a professional organization, and six (33.3%) have attended a professional meeting in the past year.

#### **B.A. Marketing**

Ten (37.0%) of the respondents indicated certification/licensure is not available in their field, fifteen (55.6%) do not hold certification/licensure, and one (3.7%) has Property, Casualty, Life, Health & Accident Insurance license. Of those without certification/licensure, none plan on obtaining it within the next 12 months. Seven (25.9%) of the respondents are members of a professional organization, and fifteen (55.6%) have attended a professional meeting in the past year.

## Department of Human Development

**Table 42**  
**Satisfaction with Degree Program**

Number of Respondents: B.S. Family Consumer Sciences - 6; B.A. Social Work - 22					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	16.7% (1)	33.3% (2)	50.0% (3)
B.A. Social Work	4.5% (1)	4.5% (1)	36.4% (8)	36.4% (8)	13.6% (3)
<b>Overall quality of your degree program</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	16.7% (1)	50.0% (3)	33.3% (2)
B.A. Social Work	4.5% (1)	4.5% (1)	22.7% (5)	50.0% (11)	18.2% (4)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	0.0%	50.0% (3)	50.0% (3)
B.A. Social Work	0.0%	4.5% (1)	31.8% (7)	36.4% (8)	27.3% (6)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	16.7% (1)	16.7% (1)	66.7% (4)
B.A. Social Work	9.1% (2)	13.6% (3)	22.7% (5)	31.8% (7)	22.7% (5)
<b>Opportunities to interact with faculty outside of class</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	0.0%	33.3% (2)	66.7% (4)
B.A. Social Work	0.0%	18.2% (4)	18.2% (4)	31.8% (7)	27.3% (6)
<b>Effectiveness of the faculty as teachers</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	0.0%	50.0% (3)	50.0% (3)
B.A. Social Work	0.0%	13.6% (3)	31.8% (7)	36.4% (8)	13.6% (3)
<b>Friendliness and helpfulness of the office staff</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	33.3% (2)	50.0% (3)	16.7% (1)
B.A. Social Work	0.0%	4.5% (1)	27.3% (6)	36.4% (8)	31.8% (7)

<b>Table 42 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Human Development</b>					
Number of Respondents: B.S. Family Consumer Sciences - 6; B.A. Social Work - 22					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Interest shown by faculty in your academic development</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	16.7% (1)	16.7% (1)	66.7% (4)
B.A. Social Work	0.0%	13.6% (3)	27.3% (6)	45.5% (10)	13.6% (3)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	16.7% (1)	33.3% (2)	50.0% (3)
B.A. Social Work	4.5% (1)	9.1% (2)	36.4% (8)	36.4% (8)	13.6% (3)
<b>Quality of instruction in advanced courses</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	0.0%	50.0% (3)	50.0% (3)
B.A. Social Work	0.0%	9.1% (2)	40.9% (9)	31.8% (7)	18.2% (4)
<b>Professional activities, associations, or clubs</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	16.7% (1)	66.7% (4)	16.7% (1)
B.A. Social Work	0.0%	13.6% (3)	50.0% (11)	27.3% (6)	4.5% (1)
<b>Practicum, internship, clinical, or other hands-on experiences outside of the classroom</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	33.3% (2)	0.0%	66.7% (4)
B.A. Social Work	9.1% (2)	9.1% (2)	13.6% (3)	31.8% (7)	36.4% (8)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	33.3% (2)	50.0% (3)	16.7% (1)
B.A. Social Work	0.0%	18.2% (4)	40.9% (9)	36.4% (8)	4.5% (1)
<b>Availability of the required courses</b>					
B.S. Family Consumer Sciences	0.0%	16.7% (1)	33.3% (2)	50.0% (3)	0.0%
B.A. Social Work	18.2% (4)	27.3% (6)	31.8% (7)	4.5% (1)	13.6% (3)
<b>Availability of elective courses you wanted to take in your major</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	50.0% (3)	33.3% (2)	16.7% (1)
B.A. Social Work	4.5% (1)	27.3% (6)	27.3% (6)	27.3% (6)	13.6% (3)

<b>Table 42 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Human Development</b>					
Number of Respondents: B.S. Family Consumer Sciences - 6; B.A. Social Work - 22					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	16.7% (1)	33.3% (2)	50.0% (3)
B.A. Social Work	0.0%	13.6% (3)	22.7% (5)	36.4% (8)	27.3% (6)
<b>Friendliness and helpfulness of faculty</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	16.7% (1)	16.7% (1)	66.7% (4)
B.A. Social Work	0.0%	4.5% (1)	31.8% (7)	45.5% (10)	18.2% (4)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	0.0%	50.0% (3)	50.0% (3)
B.A. Social Work	0.0%	4.5% (1)	40.9% (9)	27.3% (6)	27.3% (6)
<b>Computer resources (PC and/or mainframe) for courses in your major</b>					
B.S. Family Consumer Sciences	0.0%	16.7% (1)	33.3% (2)	33.3% (2)	16.7% (1)
B.A. Social Work	4.5% (1)	22.7% (5)	36.4% (8)	18.2% (4)	13.6% (3)
<b>Library resources related to your major</b>					
B.S. Family Consumer Sciences	0.0%	16.7% (1)	33.3% (2)	50.0% (3)	0.0%
B.A. Social Work	4.5% (1)	22.7% (5)	22.7% (5)	22.7% (5)	27.3% (6)
<b>Use of appropriate technology in the classroom</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	50.0% (3)	33.3% (2)	16.7% (1)
B.A. Social Work	9.1% (2)	18.2% (4)	22.7% (5)	27.3% (6)	18.2% (4)
<b>Facilities and equipment related to your major</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	66.7% (4)	16.7% (1)	16.7% (1)
B.A. Social Work	4.5% (1)	22.7% (5)	27.3% (6)	36.4% (8)	4.5% (1)

<b>Table 42 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Human Development</b>					
Number of Respondents: B.S. Family Consumer Sciences - 6; B.A. Social Work - 22					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Help/encouragement you received from faculty in your department with regard to further educational opportunities</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	16.7% (1)	33.3% (2)	50.0% (3)
B.A. Social Work	4.5% (1)	9.1% (2)	31.8% (7)	27.3% (6)	27.3% (6)
<b>The size of classes in your major</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	0.0%	50.0% (3)	50.0% (3)
B.A. Social Work	4.5% (1)	4.5% (1)	22.7% (5)	22.7% (5)	45.5% (10)
<b>Encouragement you received from faculty in your department with regard to finding employment in your field</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	33.3% (2)	50.0% (3)	16.7% (1)
B.A. Social Work	13.6% (3)	13.6% (3)	40.9% (9)	18.2% (4)	13.6% (3)

<b>Table 42 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Human Development</b>		
Number of Respondents: B.S. Family Consumer Sciences - 6; B.A. Social Work - 22		
	No	Yes
<b>2. Would you recommend SLU to someone interested in what you majored in?</b>		
B.S. Family Consumer Sciences	16.7% (1)	83.3% (5)
B.A. Social Work	9.1% (2)	86.4% (19)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.S. Family Consumer Sciences	16.7% (1)	83.3% (5)
B.A. Social Work	22.7% (5)	72.7% (16); 4.5% (1) Not at SLU
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.S. Family Consumer Sciences	0.0%	100.0% (6)
B.A. Social Work	0.0%	100.0% (22)
<b>6. Should a hands-on course be required in your program?</b>		
B.S. Family Consumer Sciences	0.0%	100.0% (6)
B.A. Social Work	0.0%	100.0% (22)

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

“Ideas of what I could do with my degree. The experience was great; Everyone should be required to do so.”

“Applied skills learned in classroom; watched interaction between co-workers; gained knowledge of the reality of the field”

“I made some good contacts.”

“Realistic preparation for selected major.”

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

“Actually dealing with people face to face”

“I had a wonderful internship experience and gained priceless information from my field instructor and my classroom instructor.”

“Meeting professionals in my field of future benefit”

“I learned how the disabled citizens got funding for the state.”

“My internship helped me utilize my secretarial skills and not social work skill. My supervisor at the agency as well as the staff was not helpful.”

“I understood better what to expect or not expect in the business world. The experience of working in an agency was positive.”

“Practical Skill were developed more completely.”

“I learned the results of SLU and placement without collaboration”

“It prepared me for what I would face in the workforce. It also helped me realize that I needed a higher degree to do what I really wanted to do.”

“Dealing with different types of clientele.”

“I learned more during my internship than any other course.”

“Job contacts, field skills”

“Gained abilities and knowledge regarding charting in hospitals and interaction with other professionals.”

“Ability to apply knowledge learned; ability for others to offer suggestions of improvement”

“Empowerment”

“The internship was very beneficial to me, giving me an opportunity to obtain hands-on experience. However, internships should be required also in the middle of a student's education.”

“I think I learned more in my six months of internship than the rest of my major's classes... you can role play and discuss client/social work relationships but it does not compare to the real life problems that can occur.”

“Hands on experience”

“The ability to learn through experience watching others.”

## **Graduate/Professional Education**

### **B.S. Family Consumer Sciences**

Four (66.7%) of the respondents are likely to enroll in graduate program in the future and all four plan on obtaining a master's. Two (33.3%) of the respondents have no plans for further education.

### **B.A. Social Work**

Six (27.3%) of the respondents are currently enrolled in a graduate/professional degree program, and four (18.2%) have completed a degree. Three (13.6%) of the respondents plan to enroll in a degree program in the next 12 months, and seven (31.8%) respondents are likely to enroll in a degree program in the future. Two (3.7%) respondents have no plans for further education. Five (22.7%) of the respondents already have a masters' degree. Of those respondents who have plans for further education, three (15.0%) already have the highest degree they plan on obtaining, twelve (60.0%) plan on obtaining a master's, two (10.0%) plan on obtaining a doctorate, and one (5.0%) plans on obtaining a professional degree.

Of the eleven respondents who are enrolled in a degree program or had completed a degree, five (50.0%) indicated that their educational experiences at Southeastern prepared them "Very Effectively" for further graduate/professional study and three (30.0%) indicated that Southeastern prepared them "Effectively". Four (40.0%) indicated that Southeastern prepared them "Better than Most" other students and four (40.0%) indicated that Southeastern prepared them "About the Same as Most". Six (60.0%) respondent indicated their degree program was "Very Closely Related" to their bachelor's degree from Southeastern, two (20.0%) indicated it was "Somewhat Related", and one (10.0%) indicated it was "Not at all Related".

## **Employment**

### **B.S. Family Consumer Sciences**

Two-thirds of the respondents (66.7%, n=4) are employed full-time, with one (16.7%) employed part-time and satisfied with part-time work, and one (16.7%) not employed and not looking for employment. Three (50.0%) respondents obtained a job 1-6 months after graduation, one (16.7%) took over a year to find a full-time job, and two (33.3%) have not been employed full-time since graduating from Southeastern.

The respondents faced a variety of problems in obtaining employment. Table 43 presents what were considered major problems, minor problems, or no problem.

<b>Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from SLU with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	33.3% (2)	16.7% (1)	50.0% (3)
Not knowing what I wanted to do	33.3% (2)	66.7% (4)	0.0%
Tight job market	33.3% (2)	33.3% (2)	33.3% (2)
Lack of marketable skills	0.0%	66.7% (4)	33.3% (2)
Lack of educational qualifications	0.0%	33.3% (2)	66.7% (6)
Reputation of SLU	0.0%	16.7% (1)	83.3% (5)
Lack of experience	33.3% (2)	33.3% (2)	33.3% (2)
Lack of job search skills	0.0%	50.0% (3)	50.0% (3)
Poor GPA	0.0%	16.7% (1)	83.3% (5)
Racial discrimination	0.0%	0.0%	100% (6)
Gender discrimination	0.0%	0.0%	100% (6)

Of the four respondents who have had a full-time job since graduating from Southeastern, two (50.0%) are currently in their first full-time job and one (25.0%) has had two full-time jobs. In regards to sources for learning about their first full-time job, one (25.0%) indicated from a newspaper/trade publication, and one (25.0%) from the Teacher Job Fair.

Three (75.0%) of the four respondents who are currently employed full-time are employed in the state of Louisiana. One (25.0%) of the respondents is employed in a service organization, two (50.0%) are employed in K-12 education, and one (25.0%) is employed in industry. 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 (25.0%) of the respondents felt he/she is underemployed, while three (75.0%) felt they are not underemployed. When asked about satisfaction with their present employment, one (25.0%) of the respondents is “Well satisfied; would not consider leaving” and three (75.0%) are “Satisfied, but would consider more desirable employment”.

Two (50.0%) of the respondents are currently employed in the area of their Southeastern major and two (50.0%) are employed in an area not related to their Southeastern major. One never planned to work in the field and one could not find a job she/he wanted in the field. Two (50.0%) indicated a salary range of \$15,001-\$20,000 and two (50.0%) of the respondents indicated a salary range of \$25,001-\$30,000.

### **B.A. Social Work**

Fifteen (68.2%) of the respondents are employed full-time, three respondents (13.6%) are graduate assistants, one respondent (4.5%) is employed part-time and satisfied, one (4.5%) is unemployed but looking for employment, and two (9.1%) are not employed and not looking for employment. Four (18.2%) of the respondents had their jobs before completing their degrees, two (9.1%) obtained their job upon graduation, seven (31.8%) respondents obtained a job 1-6

months after graduation, one (4.5%) found a job 7-12 months after graduation, three (13.6%) took over a year to find a job, and five (22.7%) have never been employed full-time since graduating from Southeastern.

The sixteen respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 44 presents what were considered major problems, minor problems, or no problem.

<b>Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from SLU with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	12.5% (2)	25.0% (4)	50.0% (8)
Not knowing what I wanted to do	6.3% (1)	6.3% (1)	75.0% (12)
Tight job market	18.8% (8)	31.3% (5)	37.5% (6)
Lack of marketable skills	0.0%	12.5% (2)	75.0% (12)
Lack of educational qualifications	12.5% (2)	6.3% (1)	68.8% (11)
Reputation of SLU	0.0%	6.3% (1)	68.8% (11)
Lack of experience	18.8% (3)	37.5% (6)	31.3% (5)
Lack of job search skills	6.3% (1)	25.0% (4)	56.3% (9)
Poor GPA	0.0%	0.0%	87.5% (14)
Racial discrimination	0.0%	0.0%	87.5% (14)
Gender discrimination	6.3% (1)	6.3% (1)	75.0% (12)

Of those who have had a full-time position since graduating from Southeastern, eight (47.1%) are currently in their first full-time job, seven (41.2%) indicated they have had two full-time jobs since graduating, and one (5.9%) has had three or more full-time jobs. In regards to sources for learning about their first full-time job, two (11.8%) respondents indicated faculty at Southeastern, two (11.87%) from a parent or relative, four (23.5%) from a newspaper/trade publication, one (5.9%) from a professional meeting, three (17.6%) from another student or friend, two (11.8%) were recruited by the employer and one (5.9%) from a public/private employment agency.

Of the fifteen respondents who are currently employed full-time, fourteen (93.3%) are employed in the state of Louisiana, and one (6.7%) is employed out-of-state. One (6.7%) of the respondents is employed in a service organization, two (13.3%) are employed in higher education, one (6.7%) in K-12 education, five (33.3%) are employed in a nonprofit organization, two (13.3%) are employed in government, and three (20.0%) are employed in a health agency. 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", twelve (80.0%) respondents felt they are not underemployed, while three (20.0%) felt they are underemployed. When asked about satisfaction with their present employment, four (26.7%) of the respondents are "Well satisfied; would not consider leaving"

and eleven (73.3%) of the respondents are “Satisfied, but would consider more desirable employment”.

Nine (60.0%) of the respondents are currently employed in the area of their Southeastern major, five (33.3%) are employed in an area related to his/her Southeastern major, and one (6.7%) is employed in an area not related to his/her Southeastern major. Two (13.3%) of the respondents gave a salary range of \$10,000-\$15,000, four (26.7%) gave a range of \$15,001-\$20,000, five (33.3%) gave a range of \$20,001-\$25,000, two (13.3%) gave a salary range of \$25,001-\$30,000, and two (13.3%) gave a range of \$30,001-\$40,000.

## **Professional Activities**

### **B.S. Family Consumer Sciences**

Four (66.7%) of the respondents do not hold certification/licensure, and two (33.3%) have a Teaching Certificate. None of those without certification/licensure plan on obtaining it within the next 12 months. One (16.7%) of the respondents is a member of a professional organization, and two (33.3%) have attended a professional meeting in the past year.

### **B.A. Social Work**

One (4.5%) of the respondents indicated that licensure/certification is not available in his/her field, eighteen (81.8%) indicated that they do not have licensure/certification, and three (13.6%) have licensure/certification. One respondent is Medicaid Certified, one is a Certified Master’s Level Social Worker, and one is a Certified School Social Worker. Of the eighteen who do not currently have it, eight (44.4%) plan on obtaining licensure/certification in the next 12 months, four a MSW, one a LPC, one a Licensed Social Worker, one a Graduate Social Worker, one a BCSW, and one Education Certification. Ten (45.5%) of the respondents are members of a professional organization, and thirteen (59.1%) have attended a professional meeting in the past year.

## Department of Teaching & Learning

**Table 45**  
**Satisfaction with Degree Program**

Number of Respondents: B.A. Elementary Education-21; B.A. Special Education, Mild/Moderate - 9					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.A. Elementary Education	0.0%	0.0%	4.8% (1)	47.6% (10)	47.6% (10)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	11.1% (1)	33.3% (3)	55.6% (5)
<b>Overall quality of your degree program</b>					
B.A. Elementary Education	0.0%	0.0%	4.8% (1)	47.6% (10)	47.6% (10)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	11.1% (1)	33.3% (3)	55.6% (5)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.A. Elementary Education	0.0%	4.8% (1)	9.5% (2)	23.8% (5)	57.1% (12)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	22.2% (2)	22.2% (2)	55.6% (5)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.A. Elementary Education	4.8% (1)	14.3% (3)	38.1% (8)	33.3% (7)	9.5% (2)
B.A. Special Education, Mild/Moderate	11.1% (1)	11.1% (1)	22.2% (2)	11.1% (1)	33.3% (3)
<b>Opportunities to interact with faculty outside of class</b>					
B.A. Elementary Education	0.0%	0.0%	19.0% (4)	47.6% (10)	33.3% (7)
B.A. Special Education, Mild/Moderate	11.1% (1)	11.1% (1)	11.1% (1)	22.2% (2)	44.4% (4)
<b>Effectiveness of the faculty as teachers</b>					
B.A. Elementary Education	0.0%	0.0%	0.0%	61.9% (13)	33.3% (7)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	11.1% (1)	22.2% (2)	66.7% (6)
<b>Friendliness and helpfulness of the office staff</b>					
B.A. Elementary Education	0.0%	0.0%	23.8% (5)	38.1% (8)	38.1% (8)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	44.4% (4)	22.2% (2)	33.3% (3)

<b>Table 45 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Teaching &amp; Learning</b>					
Number of Respondents: B.A. Elementary Education-21; B.A. Special Education, Mild/Moderate - 9					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Interest shown by faculty in your academic development</b>					
B.A. Elementary Education	0.0%	0.0%	4.8% (1)	42.9% (9)	52.4% (11)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	22.2% (2)	33.3% (3)	33.3% (3)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.A. Elementary Education	0.0%	0.0%	23.8% (5)	28.6% (6)	47.6% (10)
B.A. Special Education, Mild/Moderate	0.0%	11.1% (1)	11.1% (1)	44.4% (4)	33.3% (3)
<b>Quality of instruction in advanced courses</b>					
B.A. Elementary Education	0.0%	4.8% (1)	0.0%	57.1% (12)	38.1% (8)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	22.2% (2)	22.2% (2)	55.6% (5)
<b>Professional activities, associations, or clubs</b>					
B.A. Elementary Education	0.0%	14.3% (3)	33.3% (7)	23.8% (5)	28.6% (6)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	22.2% (2)	55.6% (5)	22.2% (2)
<b>Practicum, internship, clinical, or other hands-on experiences outside of the classroom</b>					
B.A. Elementary Education	0.0%	9.5% (2)	4.8% (1)	38.1% (8)	47.6% (10)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	11.1% (1)	33.3% (3)	44.4% (4)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.A. Elementary Education	0.0%	4.8% (1)	47.6% (10)	33.3% (7)	14.3% (3)
B.A. Special Education, Mild/Moderate	0.0%	22.2% (2)	33.3% (3)	22.2% (2)	22.2% (2)
<b>Availability of the required courses</b>					
B.A. Elementary Education	4.8% (1)	0.0%	33.3% (7)	42.9% (9)	19.0% (4)
B.A. Special Education, Mild/Moderate	0.0%	11.1% (1)	11.1% (1)	55.6% (5)	22.2% (2)

<b>Table 45 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Teaching &amp; Learning</b>					
Number of Respondents: B.A. Elementary Education-21; B.A. Special Education, Mild/Moderate - 9					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Availability of elective courses you wanted to take in your major</b>					
B.A. Elementary Education	0.0%	0.0%	38.1% (8)	42.9% (9)	19.0% (4)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	0.0%	44.4% (4)	44.4% (4)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.A. Elementary Education	0.0%	0.0%	9.5% (2)	42.9% (9)	47.6% (10)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	11.1% (1)	22.2% (2)	66.7% (6)
<b>Friendliness and helpfulness of faculty</b>					
B.A. Elementary Education	0.0%	0.0%	14.3% (3)	33.3% (7)	52.4% (11)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	11.1% (1)	22.2% (2)	66.7% (6)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.A. Elementary Education	0.0%	0.0%	14.3% (3)	42.9% (9)	42.9% (9)
B.A. Special Education, Mild/Moderate	0.0%	11.1% (1)	0.0%	22.2% (2)	66.7% (6)
<b>Computer resources (PC and/or mainframe) for courses in your major</b>					
B.A. Elementary Education	0.0%	0.0%	33.3% (7)	38.1% (8)	28.6% (6)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	44.4% (4)	22.2% (2)	33.3% (3)
<b>Library resources related to your major</b>					
B.A. Elementary Education	0.0%	0.0%	19.0% (4)	47.6% (10)	33.3% (7)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	33.3% (3)	44.4% (4)	22.2% (2)
<b>Use of appropriate technology in the classroom</b>					
B.A. Elementary Education	0.0%	0.0%	38.1% (8)	38.1% (8)	23.8% (5)
B.A. Special Education, Mild/Moderate	22.2% (2)	22.2% (2)	33.3% (3)	22.2% (2)	0.0%

<b>Table 45 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Teaching &amp; Learning</b>					
Number of Respondents: B.A. Elementary Education-21; B.A. Special Education, Mild/Moderate - 9					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Facilities and equipment related to your major</b>					
B.A. Elementary Education	0.0%	4.8% (1)	19.0% (4)	33.3% (7)	42.9% (9)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	11.1% (1)	66.7% (6)	22.2% (2)
<b>Help/encouragement you received from faculty in your department with regard to further educational opportunities</b>					
B.A. Elementary Education	0.0%	4.8% (1)	38.1% (8)	23.8% (5)	33.3% (7)
B.A. Special Education, Mild/Moderate	0.0%	11.1% (1)	0.0%	22.2% (2)	66.7% (6)
<b>The size of classes in your major</b>					
B.A. Elementary Education	0.0%	9.5% (2)	9.5% (2)	42.9% (9)	38.1% (8)
B.A. Special Education, Mild/Moderate	0.0%	11.1% (1)	0.0%	33.3% (3)	55.6% (5)
<b>Encouragement you received from faculty in your department with regard to finding employment in your field</b>					
B.A. Elementary Education	4.8% (1)	4.8% (1)	33.3% (7)	28.6% (6)	28.6% (6)
B.A. Special Education, Mild/Moderate	0.0%	11.1% (1)	33.3% (3)	33.3% (3)	22.2% (2)

<b>Table 45 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Teaching &amp; Learning</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend SLU to someone interested in what you majored in?</b>		
B.A. Elementary Education	0.0%	100.0% (21)
B.A. Special Education, Mild/Moderate	0.0%	100.0% (9)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.A. Elementary Education	4.8% (1)	95.2% (20)
B.A. Special Education, Mild/Moderate	11.1% (1)	88.9% (8)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.A. Elementary Education	0.0%	100.0% (21)
B.A. Special Education, Mild/Moderate	0.0%	100.0% (9)
<b>6. Should a hands-on course be required in your program?</b>		
B.A. Elementary Education	0.0%	90.5% (19)
B.A. Special Education, Mild/Moderate	0.0%	100.0% (9)

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

“I learned different ways to teach the students. I also gained some organization skills.”

“I was given some experience in student teaching, but not nearly enough. Now, that I am a teacher, I realize what it really takes to be a teacher. Student teaching doesn't require you to take the responsibilities of a teacher. Instead, it is sugar-coated. You teach 1 subject, then 2, then 4, then all subjects. They need to throw you into the system and say Do It. Teach with no one to help you, just like in real life.”

“I was able to teach in a classroom and gain experience with a mentor before handling the responsibility on my own in my own classroom.”

“Saw how lessons work with students. Learned about behavior modifications.”

“The knowledge of teaching as a "reality" & dealing with discipline problems, etc.”

“I learned more student teaching than I could ever learn from books and people telling me how to teach.”

“Getting a taste of the "real world" experience.”

“What teaching is like in the "real world"; in charge of a whole class not small groups; experience of teaching, grading, school routines”

“1) Realistic setting (all of the students); 2) mentor; 3) Useful observations; 4) Practice”

“It was a great experience. I think student teaching gave me a feel of what having a classroom would be like.”

“I had the opportunity to deal with children in a whole-class setting.”

“All hands-on experience contributes to building & enhancing a range of teaching skills.”

“Practical experience that brought reality into my degree.”

“Opportunity to work with children in a classroom or small group setting. This enabled me to confirm my decision to major in education.”

“To become better prepared for teaching my own class”

“The only way to learn to teach is to teach!”

“Benefits include working on your parish, experience, knowledge, and developing your own teaching style.”

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

“A real life experience. I realized what teaching was actually like. It was great.”

“Personal benefits”

“I learned about real-life. I met great teachers with great ideas. (very helpful)”

“I was able to make future professional connections with experienced people willing to be of assistance to me.”

“Excellent preparedness for my classroom.”

“We received a lot of hands-on experience in math, but I feel that we needed more in reading.”

“Working one on one with the students.”

## **Graduate/Professional Education**

### **B.A. Elementary Education**

Five (23.8%) of the respondents are currently enrolled in a graduate/professional degree program and two (9.5%) have completed a degree, but did not specify what type of degree. One (4.8%) respondent has taken classes but has not enrolled in a degree program. Two (9.5%) of the respondents plan to enroll in a degree program in the next 12 months, and eleven (52.4%) are likely to enroll in a degree program in the future. Twenty (95.2%) respondents plan on obtaining a master's degree.

Of the eight individuals with graduate school experience, four (50.0%) respondents indicated that Southeastern prepared them "Effectively" for graduate/professional education, and three (37.5%) indicated they were "Very Effectively" prepared. Four (50.0%) indicated that Southeastern prepared them "Better Than Most" other students, and four (50.0%) indicated that Southeastern prepared them "About the Same as Most" other students. Of the seven respondents who are enrolled in a degree program or have completed a degree, five (71.4%) indicated it was "Very Closely Related" to their bachelor's degree from Southeastern and one (14.3%) indicated it was "Somewhat Related".

### **B.A. Special Education, Mild/Moderate**

One (11.11%) of the respondents is currently enrolled in a graduate/professional degree program and two (22.2%) of the respondents have completed a master's degree. Three (33.3%) of the respondents plan to enroll in a degree program in the next 12 months, and one (11.1%) is likely to enroll in a degree program in the future. Two (22.2%) of the respondents have no plans for further education. Three (42.9%) of the respondents with plans for graduate education plan on obtaining a master's degree and two (28.6%) a doctorate.

One (33.3%) of the three individuals with graduate school experience indicated that Southeastern prepared her/him "Very Effectively" for further graduate/professional study and two (66.7%) indicated they were prepared "Effectively". One (33.3%) indicated that Southeastern prepared her/him "Better than Most" other students, and two (66.7%) indicated that Southeastern prepared them "About the Same as Most" other students. One (33.3%) of the respondents who is enrolled in a degree program or have completed a degree indicated it was "Very Closely Related" to her/his bachelor's degree from Southeastern and one (33.3%) indicated it was "Somewhat Related".

## **Employment**

### **B.A. Elementary Education**

Over ninety percent of the respondents (90.5%, n=19) are employed full-time, with one (4.8%) employed as a graduate assistant and one (4.8%) unemployed and not looking for full-time employment. Two (9.5%) of the respondents had their job before completing the degree, three (14.3%) accepted a position upon graduation, eight (38.1%) respondents obtained a job 1-6

months after graduation, three (14.3%) respondents obtained a job 7-12 months after graduation, three (14.3%) respondents took over a year to obtain a full-time job, and two (9.5%) respondents have not had a full-time job since graduating from Southeastern.

The sixteen respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 46 presents what were considered major problems, minor problems, or no problem.

<b>Table 46</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 SLU with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	18.8% (3)	25.0% (4)	50.0% (8)
Not knowing what I wanted to do	6.3% (1)	0.0%	87.5% (14)
Tight job market	25.0% (4)	43.8% (7)	25.0% (4)
Lack of marketable skills	0.0%	12.5% (2)	81.3% (13)
Lack of educational qualifications	0.0%	6.3% (1)	87.5% (14)
Reputation of SLU	0.0%	0.0%	93.8% (15)
Lack of experience	12.5% (2)	25.0% (4)	56.3% (9)
Lack of job search skills	12.5% (2)	0.0%	81.3% (13)
Poor GPA	0.0%	0.0%	93.5% (15)
Racial discrimination	0.0%	6.3% (1)	87.5% (14)
Gender discrimination	0.0%	0.0%	93.8% (15)

Of the nineteen respondents who have had a full-time job since graduating from Southeastern, twelve (63.2%) are currently in their first full-time and six (31.6%) have had two full-time jobs since graduating. In regards to sources for learning about their first full-time job, three (15.8%) indicated from a faculty member at Southeastern, three (15.8%) from a parent or relative, one (5.3%) from a newspaper/trade publication, one (5.3%) from a professional meeting, four (21.1%) from another student or friend, five (26.3%) were recruited by an employer, and one (5.3%) through the Southeastern Job Fair.

Of the nineteen respondents who are currently working full-time, two did not complete any of the questions on current employment, therefore, the rest of this section will be based on the seventeen respondents who completed the section. Sixteen (94.1%) of the respondents are employed in the state of Louisiana and one (5.9%) is employed out of state. Fifteen (88.2%) are employed in K-12 education, one (5.9%) in higher education, and one (5.9%) 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”, sixteen (94.1%) respondents felt they are not underemployed. When asked about satisfaction with their present employment, thirteen (76.5%) of the respondents are “Well satisfied; would not consider leaving” and four (23.5%) are “Satisfied, but would consider more desirable employment”.

Fifteen (88.2%) of the respondents are currently employed in the area of their Southeastern major, one (5.39%) is employed in an area related to her/his Southeastern major, and one (5.9%) is employed in an area not related to his/her Southeastern major because of better pay. One of the respondents (5.9%) gave a salary range of \$15,001-\$20,000, six (35.3%) gave a salary range of \$20,001-\$25,000, eight (15.4%) gave a salary range of \$25,001-\$30,000, and two (11.8%) gave a salary range of \$30,001-40,000.

### **B.A. Special Education, Mild/Moderate**

All of the respondents (100.0%) are employed full-time. Two (22.2%) of the respondents had a full-time job prior to graduation, three (33.3%) accepted a full-time job upon graduation, three (33.3%) respondents obtained a job 1-6 months after graduation, and one (11.1%) took over a year to obtain a full-time job. One (25.0%) of the four who did not have a job upon graduation indicated that a “Tight Job Market” was a major problem in obtaining employment, and one (25.0%) indicated “Lack of Experience” was a minor problem.

Five (55.6%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern, three (33.3%) have had two full-time jobs since graduating, and one (11.1%) has had three or more full-time jobs since graduating. In regards to sources for learning about their first full-time job, three (33.3%) indicated from a parent or relative, one (11.1%) from a professional meeting, one (11.1%) another student/friend, one (11.1%) was recruited by an employer, and one (11.1%) from the Teacher Job Fair.

Of the nine respondents who are currently working full-time, one did not complete any of the questions on current employment, therefore, the rest of this section will be based on the eight respondents who completed the section. Seven (87.5%) of the respondents are employed in the state of Louisiana and one (12.5%) is employed out of state. All of the respondents (100.0%) are currently 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”, all (100.0%) of the respondents felt they were not underemployed. When asked about satisfaction with their present employment, five (62.5%) of the respondents are “Well satisfied; would not consider leaving”, one (12.5%) is “Satisfied, but would consider more desirable employment”, and two (25.0%) “Dislike employment, seeking or will seek other employment.”

Seven (87.5%) of the respondents are currently employed in the area of their Southeastern major, and one (12.5%) is employed in an area related to her/his Southeastern major. One (12.5%) of the respondents indicated a salary range of \$20,001-\$25,000, and seven (87.5%) of the respondents indicated a salary range of \$25,001-\$30,000.

## **Professional Activities**

### **B.A. Elementary Education**

One (4.8%) of the respondents indicated licensure/certification is not available in her/his field, two (9.5%) do not currently hold licensure/certification, and seventeen (81.0%) of the

respondents currently hold teaching certification. One (50.0%) of the two respondents who does not currently hold certification, plans on obtaining teaching certification in the next twelve months. Fifteen (71.4%) of the respondents are members of a professional organization, and ten (47.6%) have attended a professional meeting in the past year.

#### **B.A. Special Education, Mild/Moderate**

Eight (88.9%) of the respondents currently hold licensure/certification, and one (12.5%) does not. Four indicated they have a teaching certificate and four did not indicate the type of licensure/certification. The respondent who does not hold licensure/certification plans on obtaining Sped Severe/Profound certification in the next twelve months. Six (66.7%) of the respondents are members of a professional organization, and five (55.6%) have attended a professional meeting in the past year.

## Department of Communication Sciences & Disorders

**Table 47**  
**Satisfaction with Degree Program**

Number of Respondents: B.A. Speech, Language, Hearing - 14					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.A. Speech, Language, Hearing	7.1% (1)	0.0%	7.1% (1)	21.4% (3)	64.3% (9)
<b>Overall quality of your degree program</b>					
B.A. Speech, Language, Hearing	7.1% (1)	0.0%	7.1% (1)	35.7% (5)	50.0% (7)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.A. Speech, Language, Hearing	0.0%	0.0%	7.1% (1)	35.7% (5)	57.1% (8)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.A. Speech, Language, Hearing	7.1% (1)	0.0%	28.6% (4)	14.3% (2)	50.0% (7)
<b>Opportunities to interact with faculty outside of class</b>					
B.A. Speech, Language, Hearing	7.1% (1)	0.0%	7.1% (1)	28.6% (4)	57.1% (8)
<b>Effectiveness of the faculty as teachers</b>					
B.A. Speech, Language, Hearing	7.1% (1)	7.1% (1)	0.0%	21.4% (3)	64.3% (9)
<b>Friendliness and helpfulness of the office staff</b>					
B.A. Speech, Language, Hearing	0.0%	21.4% (3)	35.7% (5)	14.3% (2)	21.4% (3)
<b>Interest shown by faculty in your academic development</b>					
B.A. Speech, Language, Hearing	7.1% (1)	7.1% (1)	7.1% (1)	42.9% (6)	35.7% (5)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.A. Speech, Language, Hearing	7.1% (1)	0.0%	21.4% (3)	21.4% (3)	50.0% (7)
<b>Quality of instruction in advanced courses</b>					
B.A. Speech, Language, Hearing	0.0%	7.1% (1)	14.3% (2)	21.4% (3)	57.1% (8)

<b>Table 47 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Communication Sciences &amp; Disorders</b>					
Number of Respondents: B.A. Speech, Language, Hearing - 14					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Professional activities, associations, or clubs</b>					
B.A. Speech, Language, Hearing	0.0%	14.3% (2)	21.4% (3)	57.1% (8)	7.1% (1)
<b>Practicum, internship, clinical, or other hands-on experiences outside of the classroom</b>					
B.A. Speech, Language, Hearing	7.1% (1)	0.0%	21.4% (3)	14.3% (2)	57.1% (8)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.A. Speech, Language, Hearing	14.3% (2)	14.3% (2)	21.4% (3)	35.7% (5)	14.3% (2)
<b>Availability of the required courses</b>					
B.A. Speech, Language, Hearing	7.1% (1)	0.0%	21.4% (3)	42.9% (6)	28.6% (4)
<b>Availability of elective courses you wanted to take in your major</b>					
B.A. Speech, Language, Hearing	0.0%	21.4% (3)	14.3% (2)	35.7% (5)	28.6% (4)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.A. Speech, Language, Hearing	0.0%	7.1% (1)	14.3% (2)	21.4% (3)	57.1% (8)
<b>Friendliness and helpfulness of faculty</b>					
B.A. Speech, Language, Hearing	7.1% (1)	0.0%	14.3% (2)	28.6% (4)	50.0% (7)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.A. Speech, Language, Hearing	0.0%	0.0%	7.1% (1)	42.9% (6)	50.0% (7)
<b>Computer resources (PC and/or mainframe) for courses in your major</b>					
B.A. Speech, Language, Hearing	28.6% (4)	7.1% (1)	28.6% (4)	28.6% (4)	0.0%
<b>Library resources related to your major</b>					
B.A. Speech, Language, Hearing	14.3% (2)	28.6% (4)	28.6% (4)	21.4% (3)	0.0%

**Table 47 continued**  
**Satisfaction with Degree Program**  
**Department of Communication Sciences & Disorders**

Number of Respondents: B.A. Speech, Language, Hearing - 14					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Use of appropriate technology in the classroom</b>					
B.A. Speech, Language, Hearing	0.0%	14.3% (2)	42.9% (6)	28.6% (4)	14.3% (2)
<b>Facilities and equipment related to your major</b>					
B.A. Speech, Language, Hearing	0.0%	14.3% (2)	35.7% (5)	35.7% (5)	7.1% (1)
<b>Help/encouragement you received from faculty in your department with regard to further educational opportunities</b>					
B.A. Speech, Language, Hearing	14.3% (2)	7.1% (1)	21.4% (3)	35.7% (5)	21.4% (3)
<b>The size of classes in your major</b>					
B.A. Speech, Language, Hearing	0.0%	7.1% (1)	7.1% (1)	35.7% (5)	50.0% (7)
<b>Encouragement you received from faculty in your department with regard to finding employment in your field</b>					
B.A. Speech, Language, Hearing	28.6% (4)	28.6% (4)	14.3% (2)	21.4% (3)	7.1% (1)

<b>Table 47 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Communication Sciences &amp; Disorders</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend SLU to someone interested in what you majored in?</b>		
B.A. Speech, Language, Hearing	7.1% (1)	92.9% (13)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.A. Speech, Language, Hearing	14.3% (2)	71.4% (10); 14.3% (2) Not at SLU
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.A. Speech, Language, Hearing	0.0%	100.0% (14)
<b>6. Should a hands-on course be required in your program?</b>		
B.A. Speech, Language, Hearing	0.0%	92.9% (13)

When asked what benefits they received from hands-on experience, the Speech, Language and Hearing graduates had the following to say:

“Valuable hands on experience that I currently incorporate into patient therapy sessions.”

“Courses thereafter "come to life" with more meaning; learned how I reacted in real clinical situations and how well I utilized previously learned info.; too much to fit in this little blank (hands-on experience should start earlier in the undergraduate program.”

“I got first hand clinical experience where as many other major universities did not offer.”

“Good preparation for real world clinical experiences”

“Professional experience that better prepared me for employment in my field”

“A very stressful experience, but some benefits were I was able to see different types of speech disorders.”

“Knowledge and skilled training”

“Helped apply coursework to real-life experience; helped in determining which assessment & therapeutic techniques were more/less appropriate for various clients.”

“A wonderful opportunity to apply classroom information and the chance to expand my own knowledge base.”

“Because of the clinical experience I was able to realize that I might not want to pursue my degree further - I did not like it!”

“It provided an opportunity to integrate all of the knowledge I had acquired in classes.”

### **Graduate/Professional Education**

Ten (71.4%) of the respondents are currently enrolled in a graduate/professional degree program and two (14.3%) of the respondents have completed a graduate/professional degree. One (7.1%) of the respondents has taken classes, but has not enrolled in a degree program, and one (7.1%) is likely to enroll in a degree program in the future. Four (28.6%) of the respondents have a master's degree. One (7.1%) of the respondents already has the highest degree she/he plans on obtaining, six (42.9%) plan on obtaining a master's, six (42.9%) plan on obtaining a doctorate, and one (7.1%) plans on obtaining a specialist degree.

One (7.7%) of the thirteen individuals with graduate school experience indicated that Southeastern prepared her/him "Ineffectively" for further graduate/professional study, six (46.2%) indicated they were prepared "Effectively" and five (38.5%) indicated they were prepared "Very Effectively". Six (46.2%) indicated that Southeastern prepared them "Better than Most" other students and six (46.2%) indicated that Southeastern prepared them "About the Same as Most" other students. Ten (83.3%) of the twelve respondents who are enrolled in or have complete a degree program indicated it was "Very Closely Related" to their bachelor's degree from Southeastern and one (8.3%) indicated it was "Somewhat Related".

### **Employment**

Four (28.6%) of the respondents are employed full-time, three (21.4%) are graduate assistants, three (21.4%) are unemployed but seeking employment and three (21.4%) are unemployed and not seeking employment. One (7.1%) respondent had a full-time job prior to graduation, one (7.1%) accepted a position upon graduation, one (7.1%) respondent obtained a job 1-6 months after graduation, two (14.3%) took over a year to obtain full-time employment, and seven (50.0%) have never had a full-time job since graduating from Southeastern.

The ten respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 48 presents what were considered major problems, minor problems, or no problem.

	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	10.0% (1)	20.0% (2)	40.0% (4)
Not knowing what I wanted to do	0.0%	0.0%	60.0% (6)
Tight job market	50.0% (5)	0.0%	20.0% (2)
Lack of marketable skills	0.0%	10.0% (1)	50.0% (5)
Lack of educational qualifications	0.0%	10.0% (1)	60.0% (6)
Reputation of SLU	10.0% (1)	0.0%	50.0% (5)
Lack of experience	0.0%	10.0% (1)	60.0% (6)
Lack of job search skills	10.0% (1)	30.0% (3)	20.0% (2)
Poor GPA	0.0%	0.0%	70.0% (7)
Racial discrimination	0.0%	0.0%	60.0% (6)
Gender discrimination	0.0%	0.0%	70.0% (7)

Of the respondents who have had a full-time job since graduating from Southeastern, three (60.0%) are in their first full-time job since graduating from Southeastern and two (40.0%) have had two full-jobs. In regards to sources for learning about their first full-time job, one (20.0%) respondent indicated a professional meeting and four (80.0%) indicated the source as “Other”.

Of the four respondents who are currently employed full-time, three (75.0%) are employed in the state of Louisiana and one (25.0%) is employed out of state. Three (75.0%) are employed in K-12 education and one (25.0%) is employed in a service organization. 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”, all of the respondents felt they are not underemployed. When asked about satisfaction with their present employment, one (25.0%) of the respondents is “Well satisfied; would not consider leaving”; one (25.0%) is “Satisfied, but would consider more desirable employment”; one (25.0%) “Dislikes employment, seeking or will seek other employment”; and one (25.0%) is unsure.

Two (50.0%) of the respondents are currently employed in the area of their Southeastern major, one (25.0%) is employed in an area related to his/her major, and one (25.0%) is employed in an area not related to her/his major because they have not obtained the required licensure/certification. One (25.0%) of the respondents indicated a salary under \$10,000, two (50.0%) gave a salary range of \$25,001-\$30,000, and one (25.0%) indicated a range of \$30,001-\$40,000.

### **Professional Activities**

Nine (64.3%) of the respondents do not currently hold licensure/certification and five (35.7%) do currently hold licensure/certification. One indicated Ancillary Teaching Certificate, ASHA Certified Speech Language Pathologist Assistant, one indicated Provisional SLP license Teaching Certificate, one indicated Provisional Speech Pathology Assistant, one indicated Speech Therapist Assistant, and one indicated Speech/Language Pathology. Six (66.7%) of those who do not currently hold licensure/certification, plan on obtaining it in the next twelve months. One plans on obtaining ASHA-CCC, one La. State, one LBESPA Speech/lang pathologist ASHA CFY-SLP, one SLP-CCC, and one Speech-Language Pathologist. Ten (71.4%) of the respondents are members of a professional organization, and ten (71.4%) have attended a professional meeting in the past year.

## Department of Kinesiology and Health Studies

**Table 49**  
**Satisfaction with Degree Program**

Number of Respondents: B.A. Kinesiology-19					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.A. Kinesiology	5.3% (1)	5.3% (1)	10.5% (2)	52.6% (10)	26.3% (5)
<b>Overall quality of your degree program</b>					
B.A. Kinesiology	5.3% (1)	15.8% (3)	10.5% (2)	36.8% (7)	31.6% (6)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.A. Kinesiology	0.0%	10.5% (2)	15.8% (3)	26.3% (5)	47.4% (9)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.A. Kinesiology	15.8% (3)	10.5% (2)	15.8% (3)	21.1% (4)	36.8% (7)
<b>Opportunities to interact with faculty outside of class</b>					
B.A. Kinesiology	0.0%	0.0%	10.5% (2)	26.3% (5)	63.2% (12)
<b>Effectiveness of the faculty as teachers</b>					
B.A. Kinesiology	5.3% (1)	0.0%	10.5% (2)	47.4% (9)	36.8% (7)
<b>Friendliness and helpfulness of the office staff</b>					
B.A. Kinesiology	10.5% (2)	10.5% (2)	31.6% (6)	26.3% (5)	21.1% (4)
<b>Interest shown by faculty in your academic development</b>					
B.A. Kinesiology	5.3% (1)	10.5% (2)	15.8% (3)	36.8% (7)	31.6% (6)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.A. Kinesiology	0.0%	5.3% (1)	15.8% (3)	63.2% (12)	15.8% (3)
<b>Quality of instruction in advanced courses</b>					
B.A. Kinesiology	0.0%	5.3% (1)	5.3% (1)	52.6% (10)	31.6% (6)
<b>Professional activities, associations, or clubs</b>					
B.A. Kinesiology	5.3% (1)	15.8% (3)	36.8% (7)	15.8% (3)	26.3% (5)
<b>Practicum, internship, clinical, or other hands-on experiences outside of the classroom</b>					
B.A. Kinesiology	5.3% (1)	0.0%	15.8% (3)	31.6% (6)	47.4% (9)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.A. Kinesiology	5.3% (1)	5.3% (1)	26.3% (5)	47.4% (9)	15.8% (3)
<b>Availability of the required courses</b>					
B.A. Kinesiology	5.3% (1)	15.8% (3)	26.3% (5)	36.8% (7)	15.8% (3)

<b>Table 49 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Kinesiology and Health Studies</b>					
Number of Respondents: B.A. Kinesiology-19					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Availability of elective courses you wanted to take in your major</b>					
B.A. Kinesiology	5.3% (1)	5.3% (1)	31.6% (6)	36.8% (7)	21.1% (4)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.A. Kinesiology	0.0%	0.0%	26.3% (5)	36.8% (7)	36.8% (7)
<b>Friendliness and helpfulness of faculty</b>					
B.A. Kinesiology	0.0%	0.0%	21.1% (4)	36.8% (7)	42.1% (8)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.A. Kinesiology	0.0%	0.0%	10.5% (2)	47.4% (9)	42.1% (8)
<b>Computer resources (PC and/or mainframe) for courses in your major</b>					
B.A. Kinesiology	5.3% (1)	10.5% (2)	36.8% (7)	36.8% (7)	5.3% (1)
<b>Library resources related to your major</b>					
B.A. Kinesiology	0.0%	15.8% (3)	42.1% (8)	26.3% (5)	5.3% (1)
<b>Use of appropriate technology in the classroom</b>					
B.A. Kinesiology	5.3% (1)	5.3% (1)	42.1% (8)	31.6% (6)	15.8% (3)
<b>Facilities and equipment related to your major</b>					
B.A. Kinesiology	5.3% (1)	5.3% (1)	21.1% (4)	47.4% (9)	15.8% (3)
<b>Help/encouragement you received from faculty in your department with regard to further educational opportunities</b>					
B.A. Kinesiology	10.5% (2)	10.5% (2)	21.1% (4)	15.8% (3)	42.1% (8)
<b>The size of classes in your major</b>					
B.A. Kinesiology	0.0%	0.0%	10.5% (2)	21.1% (4)	68.4% (13)
<b>Encouragement you received from faculty in your department with regard to finding employment in your field</b>					
B.A. Kinesiology	21.1% (4)	21.1% (4)	10.5% (2)	26.3% (5)	21.1% (4)

<b>Table 49 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Kinesiology and Health Studies</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend SLU to someone interested in what you majored in?</b>		
B.A. Kinesiology	15.8% (3)	84.2% (16)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.A. Kinesiology	42.1% (8)	47.4% (9); 10.5% (2) Not at SLU
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.A. Kinesiology	0.0%	100.0% (19)
<b>6. Should a hands-on course be required in your program?</b>		
B.A. Kinesiology	0.0%	100.0% (19)

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

“New experiences on the job training, networking and knowledge.”

“It prepared me for what was to come it was very meaningful in my success.”

“Many - orientation to work environment/ethics, organizing, communicating, application (classroom lessons to work envir.)”

“I had the opportunity to work in different settings. My internship was a great experience.”

“Experience”

“None really. Advisor was not clear with facility where internship was performed. They did not know what advisor was looking for. Advisor never checked with facility or myself during internship.”

“My internship made me realize that I want to further my education in the medical field.”

“It gave me good contacts and useful work experience.”

“Not much”

“Cardiac-Rehab at EJGH was a joy, I enjoyed it fully - and made many connections.”

“Networking in my field; day-to-day aspects of job.”

“I was taught more during my intern, than all my years in school.”

“Employment opportunity”

“Something I would not have received in classroom settings”

“Experience in the field - to see if that's what you want to do in the future or go on elsewhere - (good) - hours (300) - not too long or short.”

“It was an excellent learning experience. I got to see how an experienced teacher handled different problems.”

“More experience”

### **Graduate/Professional Education**

Six (31.6%) of the respondents are currently enrolled in a graduate/professional degree program. One (5.3%) of the respondents has completed a Cardiac Sonographer degree and two (10.5%) respondents have taken classes but are not enrolled in a degree program. Two (10.5%) of the respondents plans to enroll in a degree program in the next 12 months, and six (31.6%) are likely to enroll in a degree program in the future. Two (10.5%) of the respondents have no plans for further education. Of the thirteen respondents with plans for graduate education, one (5.9%) already has the highest degree she/he plans on obtaining, thirteen (76.5%) plan on obtaining a master's, one (5.9%) plans on obtaining a doctorate, one (5.9%) plans on obtaining a professional degree, and one (7.7%) plans on obtaining a second bachelor's degree.

Of the nine individuals with graduate school experience, one (11.1%) respondent indicated that Southeastern prepared him/her “Very Ineffectively” for further graduate/professional study and six (66.7%) indicated they were “Effectively” prepared. Seven (77.8%) respondents indicated that Southeastern prepared them “About the Same as Most” other students. Of the seven respondents who are enrolled in a degree program or have completed a degree, two (28.6%) indicated it was “Very Closely Related” to their bachelor's degree from Southeastern, and two (28.6%) indicated it was “Somewhat Related”.

### **Employment**

Over seventy percent of the respondents (73.7%, n=14) are employed full-time, with one (5.3%) employed part-time and satisfied with part-time work, one (5.3%) is on a graduate assistantship/fellowship, one (5.3%) respondent is unemployed and not seeking employment, and one (5.3%) is employed part-time, and looking for full-time employment. Three (15.8%) of the respondents had their job before completing their degree, four (21.1%) accepted a position upon graduation, three (15.8%) respondents obtained a job 1-6 months after graduation, four (21.1%) respondents obtained a job 7-12 months after graduation, one (5.3%) took over a year to find full-time employment, and four (21.1%) have never been employed full-time since graduating from Southeastern.

The twelve respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 50 presents what were considered major problems, minor problems, or no problem.

<b>Table 50</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 SLU with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	8.3% (1)	33.3% (4)	41.7% (5)
Not knowing what I wanted to do	16.7% (2)	16.7% (2)	58.3% (7)
Tight job market	33.3% (4)	50.0% (6)	8.3% (1)
Lack of marketable skills	25.0% (3)	25.0% (3)	41.7% (5)
Lack of educational qualifications	0.0%	25.0% (3)	66.7% (8)
Reputation of SLU	0.0%	8.3% (1)	83.3% (10)
Lack of experience	33.3% (4)	25.0% (3)	33.3% (4)
Lack of job search skills	0.0%	25.0% (3)	58.3% (7)
Poor GPA	0.0%	0.0%	91.7% (11)
Racial discrimination	0.0%	0.0%	91.7% (11)
Gender discrimination	0.0%	16.7% (2)	75.0% (9)

Of the fifteen respondents who have had a full-time job since graduating from Southeastern, six (40.0%) are currently in their first full-time job, five (33.3%) indicated they have had two full-time jobs, and two (13.3%) have had three or more full-time jobs. In regards to sources for learning about their first full-time job, one (6.7%) respondent indicated from faculty at Southeastern, one (6.7%) respondent indicated from a parent or relative, one (6.7%) from a newspaper/trade publication, three (20.0%) from another student/friend, four (26.7%) were recruited by an employer, one (6.7%) from a public/private employment agency, and one (6.7%) from the internet.

Of the fourteen respondents who are currently working full-time, one did not complete any of the questions on current employment, therefore, the rest of this section will be based on the thirteen respondents who completed the section. All thirteen respondents (100.0%) are employed in the state of Louisiana. One respondent (7.7%) is employed in a service organization, four (30.8%) are employed in K-12 education, two (15.4%) are employed in a professional firm, one (7.7%) is self-employed, two (15.4%) are employed in government, one (7.7%) is employed in business, and two (15.4%) are employed in a health agency. 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”, nine (69.2%) respondents felt they are not underemployed, while three (23.1%) felt they are underemployed. When asked about satisfaction with their present employment, seven (53.8%) of the respondents are “Well satisfied; would not consider leaving”; four (30.8%) are “Satisfied, but would consider more desirable employment”; one (7.7%) “Dislike employment; seeking or will seek other employment”; and one (7.7%) is not sure.

Seven (53.8%) of the respondents are currently employed in the area of their Southeastern major, three (23.1%) are employed in an area related to their Southeastern major, and three (23.1%) are employed in an area not related to their Southeastern major. One of the three developed a new career interest and two could not find a job they wanted in the field. One (7.7%) of the respondents indicated a salary under \$10,000, one (7.7%) gave a salary range of \$15,001-\$20,000, two (15.4%) gave a salary range of \$20,001-\$25,000, six (46.2%) gave a salary range of \$25,001-\$30,000, one (7.7%) gave a salary range of \$30,001-\$40,000, and one (7.7%) gave a salary range of over \$50,000.

### **Professional Activities**

Three (15.8%) of the respondents indicated certification/licensure is not available in their field, eight (42.1%) do not hold certification/licensure, and eight (42.1%) hold licensure/certification. Three have teaching certificates, one Allied Health, Athletic Training, one CPR/Personal Trainer, one Fitness Specialist, one Fitness Instructor, and one NSCA-CSCS. Of those without certification/licensure, one (12.5%) plans on obtaining Ultrasound Cardiac Sonography, ARDMS-CCI within the next 12 months. Ten (52.6%) of the respondents are members of a professional organization, and six (31.6%) have attended a professional meeting in the past year.

## Department of Nursing

**Table 51**  
**Satisfaction with Degree Program**

Number of Respondents: B.S. Nursing-28					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.S. Nursing	0.0%	7.1% (2)	10.7% (3)	53.6% (15)	28.6% (8)
<b>Overall quality of your degree program</b>					
B.S. Nursing	0.0%	7.1% (2)	7.1% (2)	42.9% (12)	42.9% (12)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.S. Nursing	3.6% (1)	0.0%	14.3% (4)	28.6% (8)	50.0% (14)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.S. Nursing	10.7% (3)	10.7% (3)	35.7% (10)	21.4% (6)	21.4% (6)
<b>Opportunities to interact with faculty outside of class</b>					
B.S. Nursing	0.0%	14.3% (4)	35.7% (10)	32.1% (9)	17.9% (5)
<b>Effectiveness of the faculty as teachers</b>					
B.S. Nursing	0.0%	14.3% (4)	25.0% (7)	50.0% (14)	10.7% (3)
<b>Friendliness and helpfulness of the office staff</b>					
B.S. Nursing	0.0%	7.1% (2)	17.9% (5)	21.4% (6)	53.6% (15)
<b>Interest shown by faculty in your academic development</b>					
B.S. Nursing	10.7% (3)	10.7% (3)	7.1% (2)	53.6% (15)	14.3% (4)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.S. Nursing	3.6% (1)	3.6% (1)	42.9% (12)	25.0% (7)	21.4% (6)
<b>Quality of instruction in advanced courses</b>					
B.S. Nursing	0.0%	7.1% (2)	32.1% (9)	46.4% (13)	14.3% (4)
<b>Professional activities, associations, or clubs</b>					
B.S. Nursing	14.3% (4)	14.3% (4)	39.3% (11)	25.0% (7)	7.1% (2)
<b>Practicum, internship, clinical, or other hands-on experiences outside of the classroom</b>					
B.S. Nursing	3.6% (1)	7.1% (2)	25.0% (7)	42.9% (12)	17.9% (5)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.S. Nursing	7.1% (2)	14.3% (4)	50.0% (14)	10.7% (3)	14.3% (4)
<b>Availability of the required courses</b>					
B.S. Nursing	7.1% (2)	10.7% (3)	14.3% (4)	46.4% (13)	17.9% (5)

**Table 51 continued**  
**Satisfaction with Degree Program**  
**Department of Nursing**

Number of Respondents: B.S. Nursing-28					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Availability of elective courses you wanted to take in your major</b>					
B.S. Nursing	14.3% (4)	3.6% (1)	28.6% (8)	28.6% (8)	25.0% (7)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.S. Nursing	0.0%	3.6% (1)	17.9% (5)	50.0% (14)	28.6% (8)
<b>Friendliness and helpfulness of faculty</b>					
B.S. Nursing	3.6% (1)	10.7% (3)	14.3% (4)	50.0% (14)	21.4% (6)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.S. Nursing	0.0%	3.6% (1)	14.3% (4)	50.0% (14)	32.1% (9)
<b>Computer resources (PC and/or mainframe) for courses in your major</b>					
B.S. Nursing	3.6% (1)	10.7% (3)	28.6% (8)	35.7% (10)	21.4% (6)
<b>Library resources related to your major</b>					
B.S. Nursing	7.1% (2)	21.4% (6)	21.4% (6)	28.6% (8)	21.4% (6)
<b>Use of appropriate technology in the classroom</b>					
B.S. Nursing	0.0%	10.7% (3)	32.1% (9)	39.3% (11)	17.9% (5)
<b>Facilities and equipment related to your major</b>					
B.S. Nursing	3.6% (1)	10.7% (3)	25.0% (7)	39.3% (11)	17.9% (5)
<b>Help/encouragement you received from faculty in your department with regard to further educational opportunities</b>					
B.S. Nursing	0.0%	14.3% (4)	39.3% (11)	35.7% (10)	10.7% (3)
<b>The size of classes in your major</b>					
B.S. Nursing	0.0%	7.1% (2)	25.0% (7)	42.9% (12)	25.0% (7)
<b>Encouragement you received from faculty in your department with regard to finding employment in your field</b>					
B.S. Nursing	10.7% (3)	17.9% (5)	10.7% (3)	39.3% (11)	14.3% (4)

<b>Table 51 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Nursing</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend SLU to someone interested in what you majored in?</b>		
B.S. Nursing	14.3% (4)	85.7% (24)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.S. Nursing	14.3% (4)	75.0% (21); 10.7% (3) Not at SLU
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.S. Nursing	3.6% (1)	96.4% (27)
<b>6. Should a hands-on course be required in your program?</b>		
B.S. Nursing	0.0%	96.4% (27)

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

“Autonomy, self-esteem, professionalism”

“Opportunity to grow & learn about most aspects of nursing.”

“Confidence”

“Most things you don't learn from books you need to have hands on - clinicals.”

“Clinical experience allows for ‘pulling together’ classroom education with the ‘real world’ of your career.”

“Prepared me for employment”

“The essence of my profession.”

“Realistic practice in work environment.”

“Application of our knowledge base. To get a better perspective of nursing.”

“Necessary for NSL”

“Practical skills, direct patient care and interaction with patients, a chance to see how hospitals and other health care institutions”

“Practical application of classroom learning”

“Would liked to have more hands on experience. Hands on experience is priceless.”

“Gain confidence”

“Very little - My clinicals offered very few practical experiences”

“Experience that assisted me greatly when I got into the job market”

“Reinforced lecture.”

“Became familiar with hospital setting. Would have been helpful had we spent more time in hospitals than the "busy work" projects required.”

“Hands on is invaluable in nursing. It is a necessity and the more you have, the better prepared you are for a job. I think there needs to be more hands on regarding: How to manage pt load of 6 or 7 pts & basic, essential technical skills.”

“Practical experience for my career”

“I learned the most then.”

“Everything needed for nursing.”

### **Graduate/Professional Education**

One (3.6%) of the respondents has completed a graduate degree but did not specify what type of degree. Three (10.7%) are currently enrolled in a degree program. One (3.6%) respondent has taken classes but has not enrolled in a degree program. Two (7.1%) of the respondents plan to enroll in a degree program in the next 12 months, and thirteen (46.4%) are likely to enroll in a degree program in the future. Eight (28.6%) of the respondents have no plans for further education. Of the twenty respondents with plans for graduate education, seventeen (85.0%) plan on obtaining a master's, one (5.0%) plans on obtaining a doctorate, and one (5.0%) indicated that she/he is not sure at this time.

Of the five individuals with graduate school experience, one (20.0%) respondent indicated that Southeastern prepared her/him “Ineffectively” for graduate/professional education, two (40.0%) indicated they were prepared “Effectively” and one (20.0%) was prepared “Very Effectively”. Furthermore, one respondent (20.0%) indicated that Southeastern prepared her/him “Better than Most” other students, two (20.0%) indicated “About the Same as Most” and one (20.0%) indicated “Worse than Most”. The three respondents who are currently enrolled in a degree program indicated it was “Very Closely Related” to her/his bachelor's degree from Southeastern.

## Employment

Over eighty percent of the respondents (82.1%, n=23) are employed full-time, with three (10.7%) employed part-time and satisfied with part-time employment, and one (3.6%) is unemployed and not looking for employment. Seven (25.0%) of the respondents had their job before completing their degree, nine (32.1%) accepted a position upon graduation, nine (32.1%) respondents obtained a job 1-6 months after graduation, and one (3.6%) respondent had a job within 7-12 months after graduation.

The ten respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 52 presents what were considered major problems, minor problems, or no problem.

<b>Table 52</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 SLU with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	0.0%	0.0%	100.0% (10)
Not knowing what I wanted to do	0.0%	10.0% (1)	90.0% (9)
Tight job market	20.0% (2)	40.0% (4)	40.0% (4)
Lack of marketable skills	0.0%	10.0% (1)	90.0% (9)
Lack of educational qualifications	0.0%	10.0% (1)	90.0% (9)
Reputation of SLU	0.0%	10.0% (1)	90.0% (9)
Lack of experience	20.0% (2)	50.0% (5)	30.0% (3)
Lack of job search skills	0.0%	10.0% (1)	90.0% (9)
Poor GPA	0.0%	0.0%	100.0% (11)
Racial discrimination	0.0%	0.0%	100.0% (11)
Gender discrimination	0.0%	0.0%	100.0% (11)

Nine (34.6%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern, thirteen (50.0%) indicated they have had two full-time jobs since graduating, and three (11.5%) have had three or more full-time jobs since graduating.

In regards to sources for learning about their first full-time job, three (11.5%) indicated a newspaper/trade publication, one (3.8%) from a professional meeting, twelve (46.2%) from another student or friend, and six (23.1%) were recruited by an employer.

All twenty-three respondents who are currently employed work for a health agency, with twenty (87.0%) employed in the state of Louisiana. 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?", twenty (87.0%) respondents felt they are not underemployed, while two (8.7%) felt they are underemployed. When asked about satisfaction with their present employment, six (26.1%) of the respondents are "Well satisfied;

would not consider leaving”; sixteen (69.6%) are “Satisfied, but would consider more desirable employment”; and one (4.3%) “Dislikes employment; seeking or will seek other employment”.

All twenty-three are currently employed in the area of their Southeastern major. One (4.3%) of the respondents indicated a salary range of \$25,001-\$30,000, thirteen (56.5%) gave a range of \$30,001-\$40,000, six (26.1%) gave a range of \$40,001-\$50,000 and three (13.0%) indicated an annual salary over \$50,000.

### **Professional Activities**

One of the respondents (3.6%) indicated that licensure/certification is not available in his/her field, one (3.6%) does not have licensure/certification, and twenty-six (92.9%) currently hold certification/licensure as a registered nurse. Thirteen (46.4%) of the respondents are members of a professional organization, and nine (32.1%) have attended a professional meeting in the past year.

### **Special Questions**

Twenty-six of the twenty-eight respondents completed the insert which contained questions specifically for Nursing alumni. The majority of the respondents (73.1%, n=19) reported that they work in a hospital, while two (7.7%) work as a contract/pool nurse, two (7.7%) work in a clinical/outpatient, one (3.8%) works in home health/hospice, one (3.8%) works in a private M.D. office/OR, and one (3.8%) works at a “residential facility for mentally retarded”.

When asked what their current speciality in nursing is, 23.1% (n=6) reported adult/gerontology. One (3.8%) reported psychiatric/mental health, three (11.5%) reported newborn/pediatrics, one (3.8%) reported community/public health, one (3.8%) reported women’s/perinatal, and thirteen (50.0%) reported “other”. Below is a list of the other specialties reported:

- ! Perioperative
- ! Rehab (physical)
- ! GI
- ! Dialysis & burn
- ! Med/Surg (2 reported)
- ! Post Anesthesia
- ! Adult ICU
- ! Surgery/Recovery
- ! LTAC
- ! E.N.T.
- ! Telemetry
- ! ER

The majority of the respondents (88.5%, n=23) indicated that the title of their nursing position is staff, while one (3.8%) reported an administrative title, and two (7.7%) reported an “other” title (one was Clinical Liaison and the other was House Supervisor).

Forty-two percent (42.3%, n=11) of the respondents belong to a professional organization, with four (36.4% of those who belong to a professional organization) belonging to ANA, two (18.2%) belonging to a Clinical Specialty Organization, three (27.63%) belonging to an Honorary Professional Association, and three (27.3%) belonging to some “other” organization (AORN, SLU Honor Society, and LSNA). None of the respondents have ever held a position of office in a professional organization. One respondent (3.8%) has conducted and/or participated in professional research, and none have published in a professional nursing journal.

The majority of respondents (76.9%, n=20) are satisfied with their preparation to collaborate with interdisciplinary health team members, while four (15.4%) are very satisfied, and two (7.7%) are dissatisfied. The majority of respondent’s (57.6%, n=15) participated in 5 or more continuing education activities during the past year, while ten (38.5%) participated in 2-4 activities, and one (3.8%) participated in 0-1 activities. Almost seventy percent (69.2%, n=18) currently hold professional specialty certification in addition to Registered Nurse licensure and required certification.

Below is a list of community service activities to which respondents have contributed within the last five years.

- ! Board member and officer of civic association
- ! TARC Radiothon celebrity
- ! Council on Aging expo.
- ! Assisted with physicals for Baker schools sports teams
- ! Giving immunizations in schools
- ! Collecting food/clothes for needy families
- ! Hope Chest - breast cancer support group