

Fall 2001 Survey of Graduate Degree Alumni

Southeastern Louisiana University

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Office of Institutional Research & Assessment

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Executive Summary

Southeastern Louisiana University believes that Graduate 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 Academic Year 2001-2002, Southeastern Louisiana University conducted a Survey of Graduate Degree Alumni.

Overall, the graduate alumni respondents perceived that Southeastern provided a positive educational experience with a family friendly campus. This report provides detailed information regarding perception and satisfaction of alumni with the university, its services, and degree programs. Summary highlights include:

- ! The majority of the respondents hold licensure/certification in their fields.
- ! 95% of respondents are satisfactorily employed.
- ! The vast majority of respondents indicated that their graduate education was effective in preparing them for employment or improving their job performance.
- ! Of the respondents employed full-time, 86% are employed in the state of Louisiana, with almost half employed in K-12 Education.
- ! More than 90% of the respondents are employed in the area of their Southeastern major, or a related area.
- ! Overall, the average income of alumni exceeds the average income of Louisiana residents.
- ! The majority of respondents are active members of professional organizations.
- ! More than 60% of the respondents are continuing or plan to continue their education.
- ! Almost all of the respondents felt that their graduate education improved the quality of their lives.
- ! The majority would select Southeastern for their graduate education again.
- ! 95% of respondents indicated they would recommend Southeastern to a friend or family member considering graduate education.

Method

Participants

A total of 514 surveys were mailed to Master's degree alumni who graduated in Academic Years 1998-1999 and 1999-2000 and for whom the Southeastern Alumni Office had a valid address. Of the 514 surveys sent, 64 were returned as non-deliverable and 129 were completed and returned. This reflects a response rate of 29%. Table 1 provides a breakdown of return rates by program.

Table 1
Survey Return Rates by Program

Program	Number of Surveys Mailed	Number of Surveys Returned	Return Rate
M.S. Biology	12	3	25%
M.A. English	15	7	47%
M.A. History	10	2	20%
M.Mus. Music	7	2	29%
M.A. Psychology	13	6	46%
M.B.A.	126	31	25%
M.Ed. Administration and Supervision	67	13	19%
M.Ed. Counselor Education	51	12	24%
M.Ed. Curriculum & Instruction	45	19	42%
M.Ed. Special Education	37	13	35%
M.S. Communication Science Disorders	29	7	24%
M.A. Health & Kinesiology	18	7	39%
M.S.N.	20	7	35%

Of the 129 returned surveys, 77% (n=99) were female and 23% (n=30) were male. The vast majority (93%, n=120) were White, Non-Hispanic, while 3% (n=4) were Black, Non-Hispanic, 1% (n=1) were Hispanic, 2% (n=3) were Asian/Pacific Islander, and the race of one respondent (1%) was unknown.

Procedure

A notification post card was mailed to alumni in September 2001. This informed alumni of the upcoming survey and allowed for address updates. The survey was mailed to alumni in November 2001. 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. A few weeks 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 six 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 - Perceptions of Southeastern”. Alumni were asked to rate their level of agreement with statements concerning strategic planning benchmarks of the university.
- ! “Section 3 - Graduate/Professional Education.” This section asked the alumni to indicate what further educational goals they have completed or plan to pursue.
- ! “Section 4 - 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 5 - Professional Activities.” Alumni were asked about any types of licensure/certification obtained, as well as participation in any professional organizations.
- ! “Section 6 - Overall Satisfaction with Southeastern”. Attitudes regarding overall satisfaction with educational experience at Southeastern, and whether they would recommend Southeastern 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.

RESULTS

All Respondents

The overall results of Section 2 -“Perceptions of Southeastern,” Section 3 - “Graduate/Professional Education,” Section 4 - “Employment,” Section 5 - “Professional Activities,” and Section 6 - “Overall Satisfaction with Southeastern” are reported first. This is followed by program specific results arranged by department from Section 1 - “Satisfaction with Your Degree Program,” Section 3 - “Graduate/Professional Education,” Section 4 - “Employment” and Section 5 - “Professional Activities.” It is important to note that the report is organized according to the July 2000 reorganization, e.g., Communication Sciences and Disorders is now an individual department rather being included in Special Education. However, 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.

Perceptions of Southeastern

Table 2
Perceptions of Southeastern

7. 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
Southeastern was a “family friendly” campus.					
	2.3% (3)	1.6% (2)	14.0% (18)	31.0% (40)	49.6% (64)
Southeastern provided a positive, supportive environment for minority students.					
	0.8% (1)	3.1% (4)	24.8% (32)	27.1% (35)	41.1% (53)
Southeastern has a pretty campus.					
	0.8% (1)	10.1% (13)	27.9% (36)	27.9% (36)	32.6% (42)
The appearance of Southeastern’s campus improved while I attended Southeastern.					
	3.1% (4)	6.2% (8)	18.6% (24)	27.9% (36)	42.6% (55)
Race relations on campus were not as good as they could have been.					
	23.3% (30)	29.5% (38)	28.7% (37)	9.3% (12)	5.4% (7)
There was a sense of personal safety/security on campus.					
	1.6% (2)	2.3% (3)	16.3% (21)	45.0% (58)	33.3% (43)
The campus was generally, free from harassment (e.g., sexual, racial, etc.)					
	0.0% (0)	1.6% (2)	12.4% (16)	35.7% (46)	49.6% (64)

Table 2 Continued					
Perceptions of Southeastern					
7. 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
Overall, there was a campus atmosphere of ethnic, political, and religious understanding and acceptance.					
	2.3% (3)	3.9% (5)	14.7% (19)	40.3% (52)	37.2% (48)

Alumni were also asked about their experiences with a study-abroad/student exchange program while at Southeastern. None of the respondents had participated in such a program, although 81% (n=105) thought participation in a study-abroad/student exchange program would be valuable.

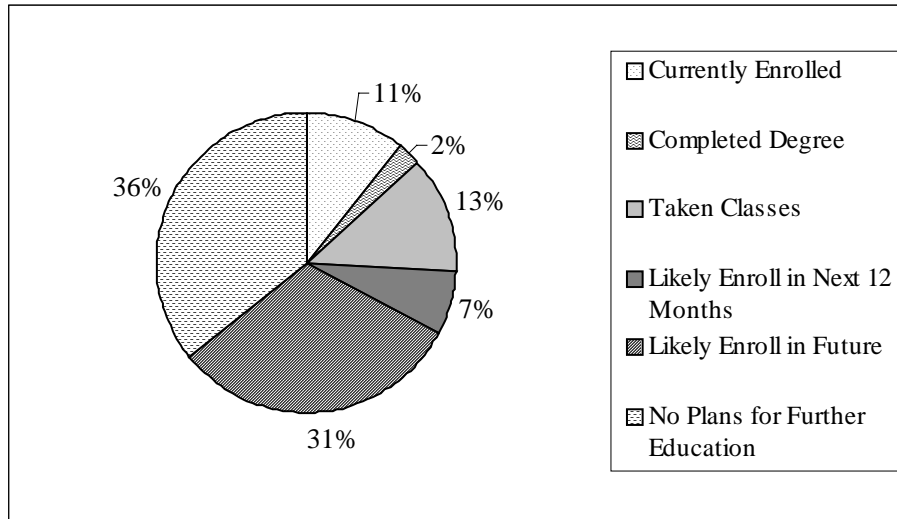
Over half the respondents (55%, n=71) received their Baccalaureate degree from Southeastern. Of those, 65% (n=46) were in the same field as their Master's. The vast majority (96%, n=68) thought their undergraduate education had prepared them effectively for Master's level education.

Graduate/ Professional Education

Overall, 64% of respondents are continuing or plan to continue their education. Figure 1 shows alumni intentions with regard to further education.

Figure 1

14. What is your current status with regard to further graduate/professional education, in addition to your Master's degree from Southeastern?



Two students have obtained a second Master's degree and one has obtained a doctorate. Of those who have plans for further education, 9% (n=7) plan on obtaining a second Master's degree, 62% (n=51) plan on obtaining a doctorate, 6% (n=5) plan on obtaining a professional degree and 11% (n=9) plan on obtaining some other degree.

Of those respondents with further educational experiences, four (12%) indicated that Southeastern prepared them "Ineffectively" for further graduate/professional study, twenty-two (67%) indicated they were prepared "Effectively" and five (15%) indicated they were prepared "Very Effectively". Eleven (33.3%) of the respondents indicated that Southeastern prepared them about the same as most other students, nineteen (58%) indicated that Southeastern prepared them better than most other students, and one (3%) indicated that Southeastern prepared them worse than most other students. Of those students who have completed a degree or are currently enrolled in a degree program, twelve (71%) indicated it was "Very Closely Related" to their Master's degree from Southeastern, three (18%) indicated it was "Somewhat Related," and one (6%) indicated it was "Not at all Related." Graduates are attending the following institutions:

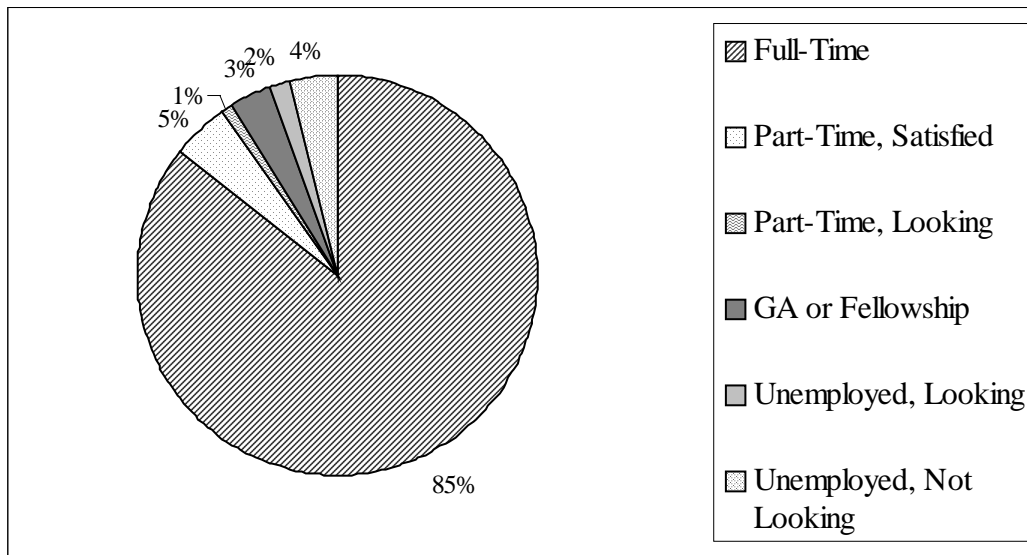
Louisiana State University - 5 graduates
University Southern Mississippi - 1 graduate
Southeastern Louisiana University - 3 graduate
University of Oklahoma - 1 graduate
Virginia Tech - 1 graduate

American University - 1 graduate
 University of Houston - 1 graduate
 Texas Woman's University - 1 graduate
 Argosy University - 1 graduate
 University of New Orleans - 1 graduate
 Louisiana Tech - 1 graduate

Employment History

Overall, 95% of the respondents are satisfactorily employed. Eighty-five percent (85%) are employed full-time. Figure 2 shows current employment status.

Figure 2
What is your current employment status? If you are self-employed or in the military, please indicate "employed."



Fifty-six (43%) of the respondents had a full-time job prior to completing their degree from Southeastern, fourteen (11%) accepted a job upon graduation, twenty-five (19%) took 1-6 months, ten (8%) took 7-12 months, eight (6%) took over a year, four (3%) have not had a full-time job since graduating from Southeastern although they have looked, and five (4%) have not looked for a full-time job.

Those respondents who did not have a position when they completed their degree were asked to indicate what types of problems they had obtaining a position. Table 3 provides information on what were major and minor problems in obtaining employment.

Table 3

Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Masters.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	29% (15)	17% (9)	44% (23)
Not knowing what I wanted to do	10% (5)	17% (9)	64% (33)
Tight job market	52% (27)	19% (10)	19% (10)
Lack of marketable skills	12% (6)	14% (7)	65% (34)
Lack of educational qualifications	2% (1)	10% (5)	79% (41)
Reputation of Southeastern	2% (1)	15% (8)	73% (38)
Lack of experience	23% (12)	31% (16)	37% (19)
Lack of job search skills	4% (2)	23% (12)	64% (33)
Poor GPA	2% (1)	4% (2)	85% (44)
Racial discrimination	0.0%	2% (1)	89% (46)
Gender discrimination	2% (1)	10% (5)	79% (41)
Age discrimination	6% (3)	12% (6)	73% (38)

Respondents who have had full-time employment since graduating from Southeastern were asked how effective their graduate education was in preparing them for employment or improving their job performance. Forty-one percent (41%, n=46) indicated their graduate education was “Very Effective,” 44% (n=50) indicated it was “Effective,” 3% (n=3) indicated it was “Ineffective,” and 3% (n=3) indicated it was “Very Ineffective.” Furthermore, 55% (n=62) have had one full-time job or are in their first job since graduating, 30% (n=34) have had two full-time jobs, and 4% (n=5) have had three or more full-time jobs. Alumni were also asked where they learned about their first full-time job. Table 4 provides information on how students found a job.

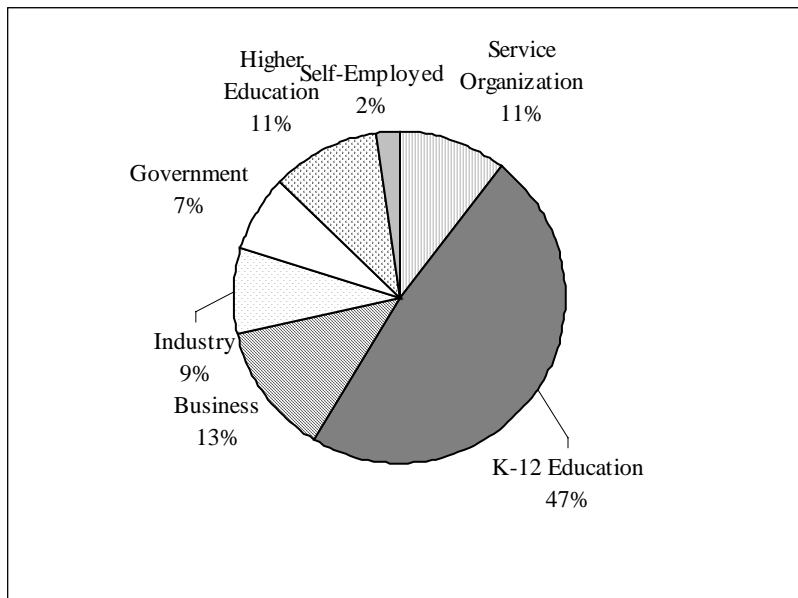
Table 4
From what source(s) did you learn about the first full-time job you held after graduating from Southeastern with your Masters? (Mark all that apply)

	Number and Percent Indicating Yes
Faculty at Southeastern	7% (8)
Parent or relative	6% (7)
Southeastern's Career Development Services	2% (2)
Newspaper/trade publication	15% (17)
Professional meeting	3% (3)
Another student/friend	15% (17)
Recruited by employer	10% (11)
Public/Private employment agency	0%
Southeastern Job Fair	0%
Internet	5% (6)
Already had job	28% (32)
Internship, Practicum, or Student Teaching	11% (12)

Current Employment

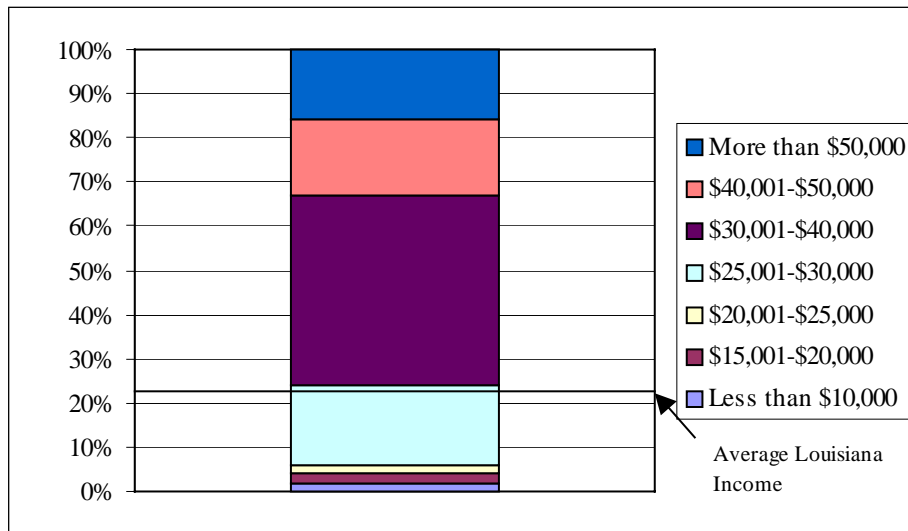
Of those respondents who are currently employed full-time, six did not answer any of the questions in this section. Therefore, the results of this section are based on 101 respondents. The majority (86%, n=87) are employed in the state of Louisiana. Figure 3 shows the types of organizations in which respondents are employed.

Figure 3
Which category best describes the type of organization in which you are employed?



Respondents appear to be doing well in terms of salary. More than 75% of the respondents exceed the average income of Louisiana residents. Sixteen percent (16%) make more than \$50,000 per year. Figure four provides a breakdown of respondents annual salary.

Figure 4
Please indicate your annual salary range.



Overall, respondents are satisfied with their current employment. Forty-seven percent (47%, n=47) indicated they are well satisfied and would not consider leaving, while 49% (n=49) are satisfied, but would consider leaving for more desirable employment. Only 3% (n=3) dislike their employment. Nineteen percent (19%, n=19) 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 vast majority of the respondents are employed in the area of their Southeastern major, or in an area related to their major. Only 9% (n=9) of the respondents are employed in an area not related to their Southeastern major. Two of the respondents indicated they were not employed in an area related to their major because they could not find a job they wanted, three found better pay in another area, two would have to relocate, one developed a new career interest and the last respondent indicated he/she has not obtained licensure, registration, or certification required for their field.

Professional Activities

Eighteen of the respondents (14%) indicated that licensure/certification is not available in their field. Of the remaining, 62% (n=68) currently hold licensure/certification in their field. Of the forty-one who do not currently have licensure, 44% (18) plan to obtain licensure/certification in the next 12 months. Our graduates are active in professional organizations; 63% (n=81) are members of a professional organization, and 50% (n=64) have attended a professional meeting in the past year.

Overall Satisfaction with Southeastern

In general, respondents were satisfied with Southeastern. Fifty percent (50%, n=65) had a “Very Positive” attitude toward Southeastern, and an additional 36% (n=46) had a “Positive” attitude toward Southeastern. Fifteen respondents (12%) indicated they had a “Neutral” attitude toward

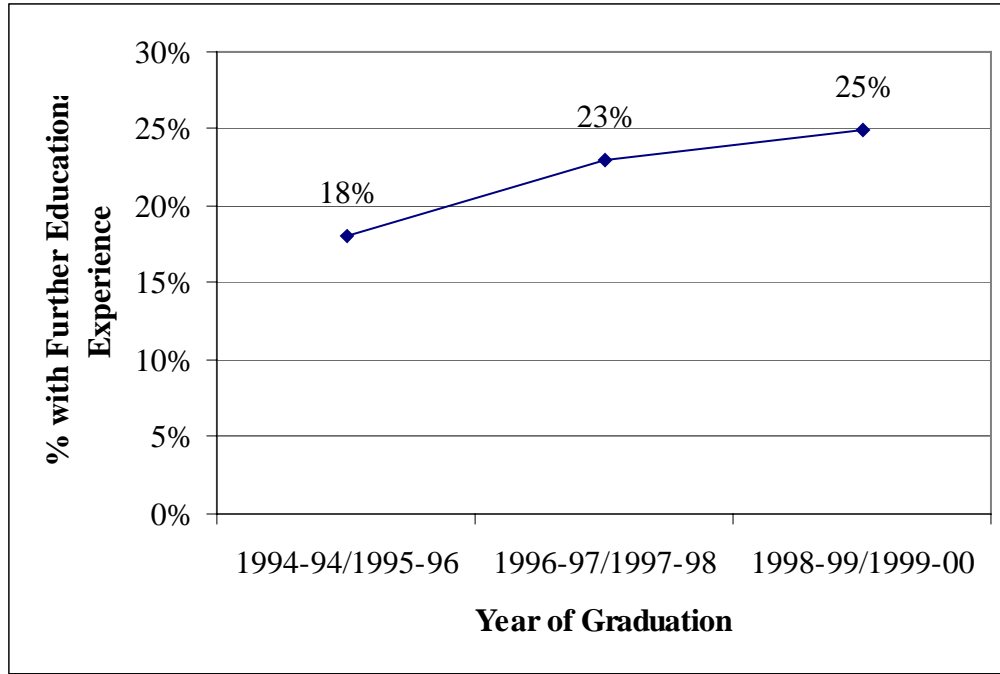
Southeastern. Only two (2%) respondents had a “Very Negative” attitude. When asked if they would recommend Southeastern to a friend or family member considering graduate education, 62% (n=80) said they would with no reservations, an additional 28% (n=36) indicated they would with some reservations, and 5% (n=6) indicated they would but with strong reservations. Four percent (4%, n=5) indicated they probably would not recommend Southeastern, and 1% (n=1) indicated he/she would not recommend Southeastern under any circumstances.

Overwhelmingly respondents indicated that if they were to do it again, they would elect to attend Southeastern for their graduate degree (n=101, 78%). Twelve percent (12%, n=14) did not know if they would attend Southeastern, and ten percent (10%, n=12) indicated they would not attend Southeastern. When asked to compare the quality of graduate education provided at Southeastern with that of other universities, 35% (n=45) indicated it was better than most, 56% (n=72) indicated it was about the same as most, and 8% (n=10) indicated it was worse than most. Respondents were also asked if their graduate education had improved the quality of their life, regardless of the financial benefits. Ninety-two percent (92%, n=118) indicated that the quality of their life had improved, and ten (8%) indicated it had not improved.

Comparison to Previous Years

The percent of respondents who have some further graduation/professional educational experience within two years of receiving their Masters’ degree has been increasing as Figure 5 demonstrates. The number of students with any plans for further graduate/professional education increased from 61% of the 1994-95/1995-96 graduates to 64% of the 1998-99/1999-2000 graduates.

Figure 5
Students with Further Graduate Education Experience Within 2 Years of Receiving their Masters' Degree

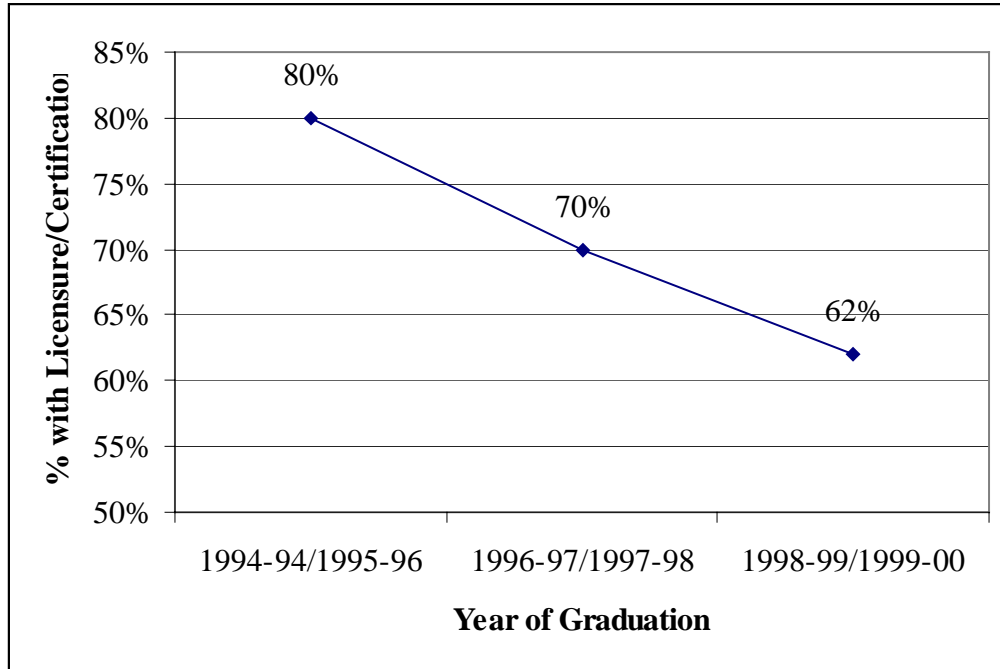


The percent of graduates who have been satisfactorily employed has consistently been at or above 95%. Every administration, 86% of the respondents have been employed full-time. While the majority of respondents have a full-time job upon graduation, for those who do not, lack of experience is becoming more of a problem in finding a job. Eighteen percent (18%) of the respondents cited lack of experience as a major problem in Fall 1997, whereas 23% of 2001 respondents indicated it was a major problem.

The percent of graduates with full-time employment who have stayed in Louisiana decreased from 95% in Fall 1997 to 86% in Fall 2001. However, graduates are making more money. Only 11% indicated an annual salary of more than \$50,000 in Fall 1997, while 16% indicated a salary of that magnitude in Fall 2001. Satisfaction with employment has also steadily increased, from 86% being satisfied in Fall 1997, to 96% being satisfied in Fall 2001. Consistently, less than 10% of respondents employed full-time are employed in an area not related to their Southeastern major.

Students currently holding licensure/certification in their field has decreased from 80% to 62% as seen in Figure 6.

Figure 6
% of Respondents who Hold Licensure/Certification



Department of Biological Sciences

Table 5
Satisfaction with Your Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very Satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MS Biology - 3					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
How satisfied are you with the:					
Overall quality of your department					
MS Biology	0.0%	33.3%(1)	33.3%(1)	33.3% (1)	0.0%
Overall quality of your degree program					
MS Biology	0.0%	0.0%	0.0%	66.7%(2)	33.3%(1)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MS Biology	0.0%	0.0%	33.3% (1)	33.3%(1)	33.3%(1)
Usefulness of the academic advice you received from your advisor					
MS Biology	33.3%(1)	0.0%	0.0%	0.0%	66.7%(2)
Opportunities to interact with faculty outside of class					
MS Biology	0.0%	33.3%(1)	0.0%	33.3% (1)	33.3%(1)
Effectiveness of the faculty as teachers					
MS Biology	0.0%	0.0%	0.0%	33.3% (1)	66.7%(2)
Friendliness and helpfulness of the office staff					
MS Biology	0.0%	0.0%	33.3%(1)	33.3%(1)	33.3% (1)
Interest shown by faculty in your academic development					
MS Biology	0.0%	33.3%(1)	0.0%	66.7%(2)	0.0%
Effectiveness of beginning courses in preparing you for advanced courses					
MS Biology	0.0%	0.0%	33.3% (1)	66.7%(2)	0.0%
Quality of instruction in advanced courses					
MS Biology	0.0%	0.0%	0.0%	33.3% (1)	66.7%(2)
Professional activities, associations, or clubs					
MS Biology	0.0%	0.0%	66.7% (2)	0.0%	0.0%
Practicum, internship, clinical, or other hands-on experiences outside of the classroom					
MS Biology	0.0%	0.0%	0.0%)	33.3%(1)	66.7%(2)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MS Biology	0.0%	0.0%	0.0%	33.3%(1)	66.7%(2)

Table 5 continued					
Satisfaction with Degree Program					
Department of Biological Sciences					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MS Biology - 3					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of the required courses					
MS Biology	0.0%	0.0%	33.3% (1)	0.0%	66.7% (2)
Availability of elective courses you wanted to take in your major					
MS Biology	0.0%	0.0%	33.3% (1)	66.7% (2)	0.0%
Quality of instruction regarding standards and ethics in your major field					
MS Biology	0.0%	0.0%	33.3% (1)	33.3% (1)	33.3% (1)
Friendliness and helpfulness of faculty					
MS Biology	0.0%	33.3% (1)	0.0%	33.3% (1)	33.3% (1)
Opportunities for you to collaborate with other students on class projects					
MS Biology	0.0%	0.0%	66.7% (2)	0.0%	33.3% (1)
Computer resources (PC and/or mainframe) for courses in your major					
MS Biology	0.0%	0.0%	33.3% (1)	66.7% (2)	0.0%
Library resources related to your major					
MS Biology	0.0%	33.3% (1)	33.3% (1)	33.3% (1)	0.0%
Use of appropriate technology in the classroom					
MS Biology	0.0%	0.0%	66.7% (2)	33.3% (1)	0.0%
Facilities and equipment related to your major					
MS Biology	0.0%	33.3% (1)	33.3% (1)	33.3% (1)	0.0%
Help/encouragement you received from faculty in your department with regard to further educational opportunities					
MS Biology	0.0%	0.0%	33.3% (1)	33.3% (1)	33.3% (1)
The size of classes in your major					
MS Biology	0.0%	0.0%	0.0%	33.3% (1)	66.7% (2)
Encouragement you received from faculty in your department with regard to finding employment in your field					
MS Biology	33.3% (1)	0.0%	33.3% (1)	33.3% (1)	0.0%
Global perspectives presented in courses					
MS Biology	0.0%	33.3% (1)	66.7% (2)	0.0%	0.0%
Overall relevancy of courses					
MS Biology	0.0%	0.0%	0.0%	66.7% (2)	33.3% (1)

Table 5 continued		
Satisfaction with Degree Program		
Department of Biological Sciences		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
MS Biology	33.3%(1)	66.7%(2)
3. If you had it to do over again, would you choose the same major?		
MS Biology	0.0%	100.0%(3)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
MS Biology	33.3%(1)	66.7%(2)
6. Should a hands-on course be required in your program?		
MS Biology	33.3%(1)	66.7% (2)

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

“Very good teaching experience”

“It made me become a teacher, despite my intense distaste for it originally.”

Perceptions of Southeastern

None of the participants participated in a study-abroad/student-exchange program, but 67% (n=2) thought participation would be valuable. One of the respondents received a Baccalaureate degree from Southeastern. The student did not receive the degree in the same field as his/her Masters, and thought her/his undergraduate education was very effective preparation for Master’s level education.

Graduate Professional Education

Two (66.7%) of the respondents are currently enrolled in a degree program and one (33.3%) is likely to enroll in the future. Two (67%) of the respondents plan on obtaining a doctorate, the other respondent did not indicate what degree he/she plans on obtaining. One respondent who is currently enrolled in a degree program felt that Southeastern effectively prepared her/him for further graduate/professional study while the other respondent felt he/she was very effectively prepared. One respondent indicated she/he was prepared “About the Same as Most” other students, while the other respondent felt he/she was prepared “Better than Most”. Both of the respondents are enrolled in a degree plan “Very Closely Related” to their Master’s degree from Southeastern.

Employment

One (33.3%) of the respondents is currently employed full-time and two (66.7%) have a graduate assistantship or a fellowship. One (33.3%) of the respondents took 1-6 months after graduation to obtain full-time employment, one (33.3%) respondent has looked for a full-time job but has not found one, the remaining respondent has never looked for a full-time job. The respondents cited “Not knowing what I wanted to do”, “Lack of marketable skills”, “Reputation of Southeastern”, “Lack of experience”, “Gender discrimination”, and “Age discrimination” as minor problems in obtaining employment. A “Tight job market” was a major problem in obtaining employment

The respondent who is currently employed full-time is in his/her second job, and she/he felt her/his graduate education was effective in preparing her/him for employment. The respondent learned about his/her first full-time job through faculty at Southeastern. The respondent is currently employed outside 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”, the respondent felt he/she is not currently underemployed. The respondent is well satisfied with his/her current employment, which is in an area related to his/her Southeastern major. The respondent indicated an annual salary between \$25,001 and \$30,000.

Professional Activities

All three respondents indicated that Licensure/certification is not available in their field. Two (67%) of the respondents are members of a professional organization and one (33.3%) attended a professional meeting in the past year.

Department of English

Table 6
Satisfaction with Your Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MA English - 7					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
How satisfied are you with the:					
Overall quality of your department					
MA English	0.0%	14.3%(1)	14.3%(1)	14.3%(1)	57.1% (4)
Overall quality of your degree program					
MA English	14.3%(1)	0.0%	14.3%(1)	14.3%(1)	57.1% (4)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MA English	14.3%(1)	14.3%(1)	0.0%	28.6%(2)	42.9% (3)
Usefulness of the academic advice you received from your advisor					
MA English	14.3%(1)	14.3%(1)	14.3%(1)	14.3%(1)	42.9%(3)
Opportunities to interact with faculty outside of class					
MA English	0.0%	0.0%	0.0%	57.1%(4)	42.9%(3)
Effectiveness of the faculty as teachers					
MA English	0.0%	0.0%	28.6%(2)	28.6%(2)	42.9%(3)
Friendliness and helpfulness of the office staff					
MA English	28.6%(2)	14.3%(1)	14.3%(1)	14.3%(1)	28.6%(2)
Interest shown by faculty in your academic development					
MA English	0.0%	28.6%(2)	14.3%(1)	14.3%(1)	42.9%(3)
Effectiveness of beginning courses in preparing you for advanced courses					
MA English	0.0%	0.0%	28.6%(2)	28.6%(2)	42.9%(3)
Quality of instruction in advanced courses					
MA English	0.0%	0.0%	14.3%(1)	28.6%(2)	57.1%(4)
Professional activities, associations, or clubs					
MA English	0.0%	14.3%(1)	42.9%(3)	42.9%(3)	0.0%
Practicum, internship, clinical, or other hands-on experiences outside of the classroom					
MA English	0.0%	14.3%(1)	42.9%(3)	14.3%(1)	28.6%(2)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MA English	0.0%	14.3%(1)	42.9%(3)	42.9%(3)	0.0%

Table 6 continued
Satisfaction with Degree Program
Department of English

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.

Number of Respondents: MA English - 7

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of the required courses					
MA English	0.0%	14.3%(1)	28.6%(2)	42.9%(3)	14.3% (1)
Availability of elective courses you wanted to take in your major					
MA English	14.3%(1)	0.0%	28.6%(2)	42.9%(3)	14.3%(1)
Quality of instruction regarding standards and ethics in your major field					
MA English	0.0%	0.0%	14.3%(1)	28.6%(2)	57.1%(4)
Friendliness and helpfulness of faculty					
MA English	0.0%	14.3%(1)	0.0%	28.6%(2)	57.1% (4)
Opportunities for you to collaborate with other students on class projects					
MA English	14.3%(1)	28.6%(2)	14.3%(1)	28.6%(2)	14.3% (1)
Computer resources (PC and/or mainframe) for courses in your major					
MA English	0.0%	28.6%(2)	28.6%(2)	14.3%(1)	28.6% (2)
Library resources related to your major					
MA English	14.3%(1)	0.0%	28.6%(2)	28.6%(2)	28.6%(2)
Use of appropriate technology in the classroom					
MA English	14.3%(1)	0.0%	42.9%(3)	14.3%(1)	28.6%(2)
Facilities and equipment related to your major					
MA English	0.0%	28.6%(2)	42.9%(3)	14.3%(1)	14.3%(1)
Help/encouragement you received from faculty in your department with regard to further educational opportunities					
MA English	28.6%(2)	0.0%	14.3%(1)	14.3%(1)	42.9%(3)
The size of classes in your major					
MA English	0.0%	0.0%	0.0%	42.9%(3)	57.1%(4)
Encouragement you received from faculty in your department with regard to finding employment in your field					
MA English	14.3%(1)	14.3%(1)	57.1%(4)	14.3%(1)	0.0%
Global perspectives presented in courses					
MA English	28.6%(2)	0.0%	14.3%(1)	14.3%(1)	42.9%(3)
Overall relevancy of courses					
MA English	0.0%	28.6%(2)	14.3%(1)	14.3%(1)	42.9%(3)

Table 6 continued		
Satisfaction with Degree Program		
Department of English		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
MA English	14.3%(1)	85.7%(6)
3. If you had it to do over again, would you choose the same major?		
MA English	14.3%(1)	85.7% (6)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
MA English	28.6%(2)	57.1%(4)
6. Should a hands-on course be required in your program?		
MA English	28.6%(2)	71.4%(5)

When asked what benefits were received from hands-on experience, the respondents said

“Field knowledge: interaction with other professionals; professional contacts; confidence in abilities/skills; opportunity to utilize critical thinking in real-world situations”

“Credentials and confidence”

“I worked in the writing center and learned a great deal about the challenges undergraduates were faced with in their writing classes with assignments that required writing. I also taught two freshman 102 classes for one semester. I learned a great deal about the state of high school English in Louisiana.”

“help of faculty in learning how to teach, create a syllabus, etc.”

“Found new career while working in internship, which had nothing to do with major.”

Perceptions of Southeastern

None of the respondents participated in a study-abroad/student-exchange program, but 71% (n=5) thought participation would be valuable. Five of the respondents received a Baccalaureate degree from Southeastern, all in the same field as their Master’s. Two (40%) of the respondents thought their undergraduate education was effective in preparing them for Master’s level education, while three (60%) felt it was very effective.

Graduate Professional Education

Two (29%) of the respondents are currently enrolled in a degree program, one (14%) has completed a degree, one (14%) is likely to enroll in the future, and three (43%) have no plans for further education. Two (50%) of the respondents plan on obtaining a doctorate and two (50%)

plan on obtaining a professional degree. Two of the respondents who are currently enrolled in or completed a degree program felt that Southeastern “Effectively” prepared them for further graduate/professional study while the other respondent felt he/she was “Very Effectively” prepared. All three respondents indicated they were prepared “About the Same as Most” other students. Two of the respondents are enrolled in a degree plan “Somewhat Related” to their Master’s degree from Southeastern, while the other is in a plan “Very Closely Related”.

Employment

Five (71%) of the respondents are currently employed full-time while two (29%) are not employed and not looking for employment. Three (43%) of the respondents had a job before completing their degree, one (14%) accepted a job upon graduation, one (14%) of the respondents took 1-6 months after graduation to obtain full-time employment, and two (29%) took 7-12 months. The three 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 not problem.

Table 7			
Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Masters.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	33% (1)	33% (1)	33% (1)
Not knowing what I wanted to do	33% (1)	33% (1)	33% (1)
Tight job market	100% (3)	0%	0%
Lack of marketable skills	33% (1)	33% (1)	33% (1)
Lack of educational qualifications	0.0%	0%	100% (3)
Reputation of Southeastern	0.0%	0%	100% (3)
Lack of experience	0.0%	67% (2)	33% (1)
Lack of job search skills	0.0%	67% (2)	33% (1)
Poor GPA	0.0%	0%	100% (3)
Racial discrimination	0.0%	0%	100% (3)
Gender discrimination	0.0%	33% (1)	67% (2)
Age discrimination	33% (1)	33% (1)	33% (1)

Three (43%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance. Two (29%) respondents felt their graduate education was effective, and two (29%) felt it was ineffective. Four (57%) of the respondents have had two full-time jobs since graduating, and two (29%) have had three or more. When asked from what source(s) they learned about their first full-time job, two respondents indicated a parent or relative, one a newspaper/trade publication, one another student or friend, two already had a job, and one from an internship, practicum or student teaching.

Four (80%) of the respondents who are currently employed full-time are employed in the state of Louisiana and one (20.0%) is employed out of state. Respondents are employed in a service organization, higher education, government, a professional firm, and 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”, two (40%) respondents felt they are currently underemployed and three (60%) did not. Three (60%) respondents indicated that they are well satisfied with their present employment and two (40%) are satisfied, but would consider more desirable employment. One (20%) respondent is currently employed in the area of his/her Southeastern major, two (40%) are employed in an area related to their Southeastern major, and two (40%) are employed in an area not related to their major because of better pay. Two (40%) respondents reported an annual salary of \$15,001-\$20,000, one (20%) \$25,001-\$30,000. And two (40%) \$30,001-\$40,000.

Professional Activities

Three (43%) respondents indicated that Licensure/certification is not available in their field, two (29%) hold teaching Type certification, and one (25.0%) does not have Licensure/certification and does not plan on obtaining it in the next 12 months. Two (29%) respondents are members of a professional organization, and two (29%) have attended a professional meeting in the past year.

Department of Psychology

Table 9
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MA Psychology - 6					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
MA Psychology	0.0%	0.0%	33.3%(2)	66.7%(4)	0.0%
Overall quality of your degree program					
MA Psychology	0.0%	0.0%	16.7%(1)	66.7%(4)	16.7%(1)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MA Psychology	0.0%	16.7%(1)	0.0%	66.7%(4)	16.7%(1)
Usefulness of the academic advice you received from your advisor					
MA Psychology	0.0%	33.3%(2)	16.7%(1)	33.3%(2)	16.7%(1)
Opportunities to interact with faculty outside of class					
MA Psychology	16.7%(1)	33.3%(2)	0.0%	33.3%(2)	16.7%(1)
Effectiveness of the faculty as teachers					
MA Psychology	0.0%	0.0%	16.7%(1)	66.7%(4)	16.7%(1)
Friendliness and helpfulness of the office staff					
MA Psychology	0.0%	0.0%	16.7%(1)	33.3%(2)	50.0%(3)
Interest shown by faculty in your academic development					
MA Psychology	0.0%	0.0%	83.3%(5)	0.0%	16.7%(1)
Effectiveness of beginning courses in preparing you for advanced courses					
MA Psychology	0.0%	0.0%	16.7%(1)	50.0%(3)	33.3%(2)
Quality of instruction in advanced courses					
MA Psychology	0.0%	0.0%	16.7%(1)	50.0%(3)	33.3%(2)
Professional activities, associations, or clubs					
MA Psychology	16.7%(1)	0.0%	83.3%(5)	0.0%	0.0%
Practicum, internship, clinical, or other hands-on experiences outside of the classroom					
MA Psychology	33.3%(2)	16.7%(1)	16.7%(1)	33.3%(2)	0.0%
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MA Psychology	0.0%	33.3%(2)	16.7%(1)	33.3%(2)	16.7%(1)

Table 9 continued
Satisfaction with Degree Program
Department of Psychology

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.

Number of Respondents: MA Psychology - 6

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of the required courses					
MA Psychology	0.0%	0.0%	0.0%	66.7% (4)	33.3% (2)
Availability of elective courses you wanted to take in your major					
MA Psychology	0.0%	16.7%(1)	0.0%	66.7%(4)	16.7%(1)
Quality of instruction regarding standards and ethics in your major field					
MA Psychology	0.0%	0.0%	33.3%(2)	50.0%(3)	16.7%(1)
Friendliness and helpfulness of faculty					
MA Psychology	0.0%	0.0%	33.3% (2)	66.7% (4)	0.0%
Opportunities for you to collaborate with other students on class projects					
MA Psychology	0.0%	0.0%	33.3%(2)	33.3% (2)	33.3% (2)
Computer resources (PC and/or mainframe) for courses in your major					
MA Psychology	0.0%	0.0%	16.7%(1)	50.0%(3)	33.3%(2)
Library resources related to your major					
MA Psychology	0.0%	33.3% (2)	33.3% (2)	16.7%(1)	16.7%(1)
Use of appropriate technology in the classroom					
MA Psychology	16.7%(1)	0.0%	16.7%(1)	50.0%(3)	16.7%(1)
Facilities and equipment related to your major					
MA Psychology	0.0%	16.7%(1)	50.0%(3)	33.3% (2)	0.0%
Help/encouragement you received from faculty in your department with regard to further educational opportunities					
MA Psychology	0.0%	0.0%	66.7%(4)	33.3% (2)	0.0%
The size of classes in your major					
MA Psychology	0.0%	0.0%	16.7%(1)	0.0%	83.3%(5)
Encouragement you received from faculty in your department with regard to finding employment in your field					
MA Psychology	0.0%	50.0%(3)	33.3%(2)	16.7%(1)	0.0%
Global perspectives presented in courses					
MA Psychology	0.0%	0.0%	33.3%(2)	66.7%(4)	0.0%
Overall relevancy of courses					

MA Psychology	0.0%	0.0%	0.0%	83.3%(5)	16.7%(1)
Table 9 continued					
Satisfaction with Degree Program					
Department of Psychology					
	No			Yes	
2. Would you recommend Southeastern to someone interested in what you majored in?					
MA Psychology	0.0%			100%(6)	
3. If you had it to do over again, would you choose the same major?					
MA Psychology	16.7%(1)			66.7%(4)	
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?					
MA Psychology	66.7%(4)			33.3%(2)	
6. Should a hands-on course be required in your program?					
MA Psychology	0.0%			100.0%(6)	

When asked what benefits they received from their hands-on experience, one respondent said “Helped me to get a job in my field. I did some computer lab supervising and research assistant.”

Perceptions of Southeastern

None of the participants participated in a study-abroad/student-exchange program, but 100% thought participation would be valuable. One respondent received his/her baccalaureate degree from Southeastern in the same field. The respondent indicated he/she was effectively prepared for Master’s level education.

Graduate Professional Education

Two (33%) of the respondents are currently enrolled in a degree program, one (17%) has taken courses but not enrolled in a degree program, two (33%) are likely to enroll in the future, and one (17%) has no plans for further education. All five (100%) of the respondents with plans for further education, plan on obtaining a doctorate degree. All three (100%) of the respondents with further graduate experience felt that Southeastern effectively prepared them for further graduate/professional study. Two (67%) of the respondents indicated they were prepared “About the Same as Most” other students, while one indicated he/she was prepared “Better than most” other students. Both of the respondents who are enrolled in a degree program indicated it was “Very Closely Related” to their Master’s degree from Southeastern.

Employment

Two of the respondents (33%) are currently employed full-time, two (33%) are employed part-time and satisfied with part-time work, one (17%) is a graduate assistant, and one (17%) is not

employed and not looking for employment. One (17%) of the respondents took 7-12 months to find a full-time job, one (17%) took over a year, two (33%) have never looked for full-time employment, and one (17%) has looked for full-time employment, but has not found anything yet.

The five respondents who have looked for full-time employment have faced a variety of problems in obtaining employment. Table 10 presents what were considered major problems, minor problems, or not problem.

Table 10			
Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Masters.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	20.0% (1)	20.0% (1)	20.0% (1)
Not knowing what I wanted to do	0.0%	40.0% (2)	20.0% (1)
Tight job market	20.0% (1)	40.0% (2)	0.0%
Lack of marketable skills	0.0%	40.0% (2)	20.0% (1)
Lack of educational qualifications	0.0%	40.0% (2)	20.0% (1)
Reputation of Southeastern	0.0%	40.0% (2)	20.0% (1)
Lack of experience	20.0% (1)	40.0% (2)	0.0%
Lack of job search skills	0.0%	20.0% (1)	40.0% (2)
Poor GPA	0.0%	0.0%	100.0% (3)
Racial discrimination	0.0%	20.0% (1)	40.0% (2)
Gender discrimination	0.0%	20.0% (1)	40.0% (2)
Age discrimination	0.0%	0.0%	100.0% (3)

Both (100%) of the respondents who have been employed full-time since graduating felt their graduate education was effective in preparing them for employment. Both (100%) are in their first full-time job since graduating. When asked from what source(s) they learned about their first full-time job, one respondent indicated a newspaper/trade publication and one from the Internet.

Both of the respondents who are currently employed full-time are working in the state of Louisiana, one in a service organization and one in government. 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 (50%) respondent felt he/she is currently underemployed and one (50%) did not. Both (100%) respondents are satisfied with current employment, but would consider more desirable employment. One (50%) respondent is currently employed in the area of his/her Southeastern major and one (50%) is employed in a related area. One (50%) respondent reported an annual salary of \$10,001-\$15,000 and one (50%) \$25,001-\$30,000.

Professional Activities

Five respondents (83%) do not currently hold licensure/certification, but one (17%) plans on obtaining it within the next twelve months. One (17%) respondent is a member of a professional organization and one (17%) has attended a professional meeting in the past year.

Master's of Business Administration Program

Table 11
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MBA - 31					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
MBA	0.0%	0.0%	12.9%(4)	38.7%(12)	48.4%(15)
Overall quality of your degree program					
MBA	0.0%	0.0%	12.9%(4)	45.2%(14)	41.9%(5)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MBA	0.0%	0.0%	6.5%(2)	29.0%(9)	64.5%(20)
Usefulness of the academic advice you received from your advisor					
MBA	9.7%(3)	6.5%(2)	22.6%(7)	32.3%(10)	29.0%(9)
Opportunities to interact with faculty outside of class					
MBA	0.0%	6.5%(2)	12.9%(4)	45.2%(14)	35.5%(11)
Effectiveness of the faculty as teachers					
MBA	0.0%	3.2%(1)	16.1%(5)	54.8%(17)	25.8%(8)
Friendliness and helpfulness of the office staff					
MBA	0.0%	0.0%	12.9%(4)	35.5%(11)	51.6%(16)
Interest shown by faculty in your academic development					
MBA	0.0%	9.7%(3)	19.4%(6)	35.5%(11)	35.5%(11)
Effectiveness of beginning courses in preparing you for advanced courses					
MBA	0.0%	3.2%(1)	19.4%(6)	51.6%(16)	22.6%(7)
Quality of instruction in advanced courses					
MBA	0.0%	3.2%(1)	16.1%(5)	48.4%(15)	32.3%(10)
Professional activities, associations, or clubs					
MBA	6.5%(2)	3.2%(1)	51.6%(16)	19.4%(6)	16.1%(5)
Practicum, internship, clinical, or other hands-on experiences outside of the classroom					

MBA	9.7%(3)	16.1%(5)	38.7%(12)	16.1%(5)	12.9%(4)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MBA	3.2%(1)	9.7%(3)	45.2%(14)	19.4%(6)	19.4%(6)
Availability of the required courses					
MBA	0.0%	3.2%(1)	12.9%(4)	51.6%(16)	32.3%(10)

Table 11 continued
Satisfaction with Degree Program
Master of Business Administration

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.

Number of Respondents: MBA - 31

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
MBA	6.5%(2)	3.2%(1)	19.4%(6)	51.6%(16)	19.4%(6)
Quality of instruction regarding standards and ethics in your major field					
MBA	0.0%	6.5%(2)	19.4%(6)	51.6%(16)	22.6%(7)
Friendliness and helpfulness of faculty					
MBA	0.0%	0.0%	6.5%(2)	35.5%(11)	58.1%(18)
Opportunities for you to collaborate with other students on class projects					
MBA	3.2%(1)	3.2%(1)	0.0%	32.3%(10)	61.3%(19)
Computer resources (PC and/or mainframe) for courses in your major					
MBA	0.0%	0.0%	3.2%(1)	41.9%(13)	54.8%(17)
Library resources related to your major					
MBA	0.0%	12.9%(4)	19.4%(6)	48.4%(15)	19.4%(6)
Use of appropriate technology in the classroom					
MBA	0.0%	0.0%	19.4%(6)	35.5%(11)	45.2%(14)
Facilities and equipment related to your major					
MBA	0.0%	0.0%	16.1%(5)	45.2%(14)	35.5%(11)
Help/encouragement you received from faculty in your department with regard to further educational opportunities					
MBA	0.0%	6.5%(2)	29.0%(9)	32.3%(10)	32.3%(10)
The size of classes in your major					
MBA	0.0%	3.2%(1)	3.2%(1)	32.3%(10)	61.3%(19)
Encouragement you received from faculty in your department with regard to finding employment in your field					
MBA	9.7%(3)	32.3%(10)	29.0%(9)	12.9%(4)	12.9%(4)
Global perspectives presented in courses					
MBA	0.0%	9.7%(3)	25.8%(8)	41.9%(13)	22.6%(7)
Overall relevancy of courses					
MBA	0.0%	0.0%	22.6%(7)	48.4%(15)	29.0%(9)

Table 11 continued		
Satisfaction with Degree Program		
Master of Business Administration		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
MBA	6.5%(2)	93.5%(29)
3. If you had it to do over again, would you choose the same major?		
MBA	22.6%(7)	71.0%(22)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
MBA	90.3%(28)	9.7%(3)
6. Should a hands-on course be required in your program?		
MBA	25.8%(8)	74.2%(23)

When asked what benefits were received from hands-on experience respondents said:

“I learned that I didn’t want to go into public accounting. I got a glimpse of the real world and realized I needed to get a masters degree.”

“Very good, Aided me in the choice of Public or Corporate accounting”

“We applied principle and techniques learned in class, into a real environment, although our subject wasn’t very open to new ideas.”

Perceptions of Southeastern

None of the participants participated in a study-abroad/student-exchange program, but 77% (n=24) thought participation would be valuable. Twenty-two (71.0%) of the respondents received their Baccalaureate degree from Southeastern. Ten of the twenty-two (45.5%) received their Baccalaureate degree in the same field as their Master’s. Seventeen (77.3%) indicated their undergraduate education prepared them “Effectively” for Master’s level education and five (22.7%) felt they had been prepared “Very Effectively”.

Graduate Professional Education

Two (6.5%) of the respondents have taken classes, but have not enrolled in a degree program. One (3.2%) plans to enroll in a degree program in the next twelve months, twelve (38.7%) are likely to enroll in the future, and sixteen (51.6%) have no plans for further education. Of those respondents with plans for further education, three (20.0%) plan on obtaining a Second Master’s, eight (53.3%) plan on obtaining a Doctorate, one (6.7%) plans on obtaining a professional degree, and one (6.7%) plans on obtaining some “Other” type of degree. Of those respondents with graduate school experience, one (50.0%) indicated that Southeastern prepared him/her

“Effectively” for further graduate/professional study. One (50.0%) of the respondents indicated that Southeastern prepared him/her “About the Same as Most” other students.

Employment

Twenty-eight (90.3%) of the respondents are currently employed full-time and one (3.2%) is currently employed part-time and looking for full-time employment. Fourteen (45.2%) of the respondents had a full-time job prior to completing their degree from Southeastern, three (9.7%) accepted a job upon graduation, ten (32.3%) took 1-6 months to find a full-time job, one (3.2%) took 7-12 months, and one (3.2%) took over a year.

The twelve respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 12 presents what were considered major problems, minor problems, or not problem.

Table 12			
Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Masters.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	41.7% (5)	25.0% (3)	33.3% (4)
Not knowing what I wanted to do	25.0% (3)	41.7% (5)	33.3% (4)
Tight job market	66.7% (8)	33.3% (4)	0.0%
Lack of marketable skills	16.7% (2)	16.7% (2)	66.7% (8)
Lack of educational qualifications	8.3% (1)	8.3% (1)	83.3% (10)
Reputation of Southeastern	8.3% (1)	33.3% (4)	58.3% (7)
Lack of experience	66.7% (8)	16.7% (2)	16.7% (2)
Lack of job search skills	8.3% (1)	50.0% (6)	41.7% (5)
Poor GPA	8.3% (1)	16.7% (2)	75.0% (9)
Racial discrimination	0.0%	0.0%	100.0% (12)
Gender discrimination	0.0%	8.3% (1)	91.7% (11)
Age discrimination	0.0%	16.7% (2)	83.3% (10)

Six (20.7%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance. Eighteen (62.1%) respondents felt their graduate education was effective, and one (3.4%) felt it was very ineffective. Nineteen (65.5%) of the respondents are currently in their first full-time job since graduating, six (20.7%) have had two full-time jobs, and one (3.4%) has had three or more. When asked from what source(s) they learned about their first full-time job, two (6.9%) indicated faculty at Southeastern, three (10.3%) from a parent or relative, one (3.4%) from Southeastern’s Career Development Services, five (17.2%) from a newspaper/trade publication, eight (27.6%) from another student/friend, two

(6.9%) were recruited by the employer, two (6.9%) from the Internet, and four (13.8%) already had the job.

One of the respondents who is employed full-time did not respond to this section, and is not included in the analyses. Twenty-one (77.8%) of the twenty-seven respondents who are employed full-time are employed in the state of Louisiana. Four (14.8%) in a service organization, one (3.7%) in higher education, five (18.5%) in government, nine (33.3%) in a business, two (7.4%) in a professional firm, five (18.5%) in industry and one (3.7%) is self-employed. 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 (63.0%) respondents felt they are not underemployed, while ten (35.7%) felt they are underemployed. When asked about satisfaction with their present employment, five (18.5%) of the respondents are "Well satisfied; would not consider leaving", nineteen (70.4%) are "Satisfied, but would consider more desirable employment", and two (7.4%) "Dislike employment and are seeking or will seek other employment".

Eleven (40.7%) respondents are currently employed in the area of their Southeastern major, eleven (40.7%) are employed in an area related to their Southeastern major, and five (18.5%) are employed in an unrelated area. One (20.0%) of the respondents employed in an unrelated area developed a new career interest, two (40.0%) could not find a job they wanted, and two (40.0%) would have to relocate for a job in their field. Two (7.4%) respondents indicated an annual salary of less than \$10,000, one (3.7%) gave a range of \$20,001-\$25,000, four (14.8%) gave a range of \$25,001-\$30,000, nine (33.3%) gave a range of \$30,001-\$40,000, six (22.2%) gave a range of \$40,001-\$50,000, and five (18.5%) indicated an annual salary of over \$50,000.

Professional Activities

Eight (25.8%) respondents indicated that licensure/certification is not available in their field, twenty (64.5%) currently do not have licensure/certification, and three (9.7%) hold licensure/certification. One has S-07, S-31, S-66, H&L Insurance - LA and one is a professional engineer. Of the twenty who do not currently hold licensure/certification, seven (35.0%) plan on obtaining it within the next 12 months. Four plan on obtaining a CPA, one a Certified Internal Auditor, one a CMA/CFM, and one MCSE/MCSD. Twelve (38.7%) of the respondents are members of a professional organization, and thirteen (41.9%) have attended a professional meeting in the past year.

Department of Educational Leadership and Technology

Table 14
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: M.Ed. Administration & Supervision - 13					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
M.Ed. Administration & Supervision	7.7%(1)	0.0%	0.0%	61.5%(8)	30.8%(4)
Overall quality of your degree program					
M.Ed. Administration & Supervision	7.7%(1)	0.0%	0.0%	61.5%(8)	30.8%(4)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
M.Ed. Administration & Supervision	0.0%	7.7%(1)	7.7%(1)	30.8%(4)	53.8%(7)
Usefulness of the academic advice you received from your advisor					
M.Ed. Administration & Supervision	0.0%	15.4%(2)	30.8%(4)	7.7%(1)	46.2%(6)
Opportunities to interact with faculty outside of class					
M.Ed. Administration & Supervision	0.0%	7.7%(1)	7.7%(1)	38.5%(5)	46.2%(6)
Effectiveness of the faculty as teachers					
M.Ed. Administration & Supervision	0.0%	0.0%	0.0%	0.0%	0.0%
Friendliness and helpfulness of the office staff					
M.Ed. Administration & Supervision	7.7%(1)	7.7%(1)	7.7%(1)	46.2%(6)	30.8%(4)
Interest shown by faculty in your academic development					
M.Ed. Administration & Supervision	7.7%(1)	0.0%	0.0%	38.5%(5)	53.8%(7)
Effectiveness of beginning courses in preparing you for advanced courses					
M.Ed. Administration & Supervision	0.0%	7.7%(1)	7.7%(1)	53.8%(7)	30.8%(4)

Table 14 continued
Satisfaction with Degree Program
Department of Educational Leadership and Technology

Number of Respondents: M.Ed. Administration & Supervision - 13

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Quality of instruction in advanced courses					
M.Ed. Administration & Supervision	0.0%	7.7%(1)	0.0%	53.8%(7)	38.5%(5)
Professional activities, associations, or clubs					
M.Ed. Administration & Supervision	0.0%	7.7%(1)	53.8%(7)	15.4%(2)	15.4%(2)
Practicum, internship, clinical, or other hands-on experiences outside of the classroom					
M.Ed. Administration & Supervision	0.0%	7.7%(1)	15.4%(2)	30.8%(4)	46.2%(6)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
M.Ed. Administration & Supervision	0.0%	7.7%(1)	38.5%(5)	30.8%(4)	23.1%(3)
Availability of the required courses					
M.Ed. Administration & Supervision	0.0%	7.7%(1)	0.0%	53.8%(7)	38.5%(5)
Availability of elective courses you wanted to take in your major					
M.Ed. Administration & Supervision	0.0%	7.7%(1)	0.0%	46.2%(6)	46.2%(6)
Quality of instruction regarding standards and ethics in your major field					
M.Ed. Administration & Supervision	0.0%	7.7%(1)	7.7%(1)	23.1%(3)	61.5%(8)
Friendliness and helpfulness of faculty					
M.Ed. Administration & Supervision	0.0%	7.7%(1)	0.0%	38.5%(5)	53.8%(7)
Opportunities for you to collaborate with other students on class projects					
M.Ed. Administration & Supervision	0.0%	7.7%(1)	0.0%	46.2%(6)	46.2%(6)
Computer resources (PC and/or mainframe) for courses in your major					
M.Ed. Administration & Supervision	7.7%(1)	0.0%	7.7%(1)	38.5%(5)	46.2%(6)
Library resources related to your major					
M.Ed. Administration & Supervision	7.7%(1)	0.0%	7.7%(1)	38.5%(5)	46.2%(6)

Table 14 continued
Satisfaction with Degree Program
Department of Educational Leadership and Technology

Number of Respondents: M.Ed. Administration & Supervision - 13					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Use of appropriate technology in the classroom					
M.Ed. Administration & Supervision	7.7%(1)	0.0%	23.1%(3)	30.8%(4)	38.5%(5)
Facilities and equipment related to your major					
M.Ed. Administration & Supervision	7.7%(1)	0.0%	7.7%(1)	53.8%(7)	30.8%(4)
Help/encouragement you received from faculty in your department with regard to further educational opportunities					
M.Ed. Administration & Supervision	7.7%(1)	0.0%	7.7%(1)	46.2%(6)	38.5%(5)
The size of classes in your major					
M.Ed. Administration & Supervision	0.0%	7.7%(1)	0.0%	38.5%(5)	53.8%(7)
Encouragement you received from faculty in your department with regard to finding employment in your field					
M.Ed. Administration & Supervision	0.0%	7.7%(1)	15.4%(2)	46.2%(6)	30.8%(4)
Global perspectives presented in courses					
M.Ed. Administration & Supervision	0.0%	7.7%(1)	23.1%(3)	46.2%(6)	23.1%(3)
Overall relevancy of courses					
M.Ed. Administration & Supervision	0.0%	7.7%(1)	7.7%(1)	38.5%(5)	46.2%(6)

Table 14 continued		
Satisfaction with Degree Program		
Department of Educational Leadership and Technology		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
M.Ed. Administration & Supervision	0.0%	100.0% (13)
3. If you had it to do over again, would you choose the same major?		
M.Ed. Administration & Supervision	0.0%	100.0% (13)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
M.Ed. Administration & Supervision	0.0%	100.0% (13)
6. Should a hands-on course be required in your program?		
M.Ed. Administration & Supervision	0.0%	100.0% (13)

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

“A wealth of experiences related to degree”

“Good practical experience.”

“Application of learned theories and principles”

“The experience that you receive during these courses, is invaluable. Textbooks do not always have the answers to every possible situation.”

“The benefits were the practical experiences that were encountered. Books can’t tell you how to handle some situations.”

“Classroom experiences are a vital component for preparation in teaching.”

“Opportunity to work at my chosen position in a structured, supervised position with support, assistance and feedback.”

“It allowed me an opportunity to see what administrators do.”

“Real life situations”

“Valuable, real, experiences in the classroom”

Perceptions of Southeastern

None of the participants participated in a study-abroad/student-exchange program, but 92% (n=12) thought participation would be valuable. Seven (53.8%) of the respondents received their Baccalaureate degree from Southeastern. Six of the seven (85.7%) indicated that it was in the same field as their Master's. Four of the seven (57.1%) indicated their undergraduate education prepared them "Effectively" for Master's level education and three (42.9%) felt they were "Very Effectively" prepared.

Graduate Professional Education

One (7.7%) of the respondents is currently enrolled in a degree program, while one (7.7%) has completed another degree, but did not indicate what the degree was. Four (30.8%) of the respondents have taken classes, but not enrolled in a degree program, two (15.4%) respondents are likely to enroll in a degree program in the future, and five (38.5%) have no plans for further graduate education. Of those respondents with plans for further education, four (50.0%) plan on obtaining a doctorate, one (12.5%) plans on obtaining a second Master's, and one (14.3%) plans on obtaining some "Other" degree.

Of those respondents with graduate school experience, five (83.3%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study, and one (16.7%) indicated he/she was "Very Effectively" prepared. Three (50.0%) of the respondents indicated that Southeastern prepared them better than most other students and three (33.3%) felt they were prepared about the same as most other students. Both students (100%) who are either currently enrolled or have a degree, indicated it was very closely related to their master's degree from Southeastern.

Employment

All thirteen (100%) respondents are currently employed full-time. Five (38.5%) of the respondents had a full-time job prior to completing their degree from Southeastern, four (30.8%) accepted a job upon graduation, one (7.7%) took 1-6 months to find a full-time job, and one (7.7%) took over a year.

Five (45.5%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance, and five (45.5%) felt it was effective. Six (54.5%) of the respondents are currently in their first full-time job since graduating, three (27.3%) have had two full-time jobs, and one (9.1%) has had three or more. When asked from what source(s) they learned about their first full-time job, three (27.3%) were recruited by the employer, four (36.4%) already had the job, and two (18.2%) from internship, practicum, or student teaching.

One of the respondents who is employed full-time did not respond to this section, and is not included in the analyses. All (100%) of the respondents are employed in the state of Louisiana 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”, ten (76.9%) respondents felt they are not underemployed, while two (15.4%) 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” and five (38.5%) are “Satisfied, but would consider more desirable employment”.

Ten (76.6%) respondents are currently employed in the area of their Southeastern major, while two (15.4%) are employed in an area related to their Southeastern major. Five (38.5%) respondents indicated an annual salary range of \$30,001-\$40,000, four (30.8%) gave a range of \$40,001-\$50,000, and three (23.1%) indicated an annual salary of over \$50,000.

Professional Activities

Twelve (92.3%) of the respondents indicated they currently have licensure/certification. Below are the types of licensure/certifications indicated:

- Biology; Supervision of Student Teacher Principalship
- Elementary Ed 1-8, Special Ed 1-12, Secondary Principalship
- Elementary Education supervision
- Elementary principalship
- Principalship
- Teaching Certificate with certification in administration
- Type A Teaching Certificate (4 respondents)

One respondent (7.7%) indicate licensure/certification is not available in his/her field. All (100%) of the respondents are members of a professional organization, and eight (61.5%) have attended a professional meeting in the past year.

Department of Human Development

Table 15
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: M.Ed. Counselor Education - 12					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
M.Ed. Counselor Education	0.0%	8.3%(1)	0.0%	41.7%(5)	50.0% (6)
Overall quality of your degree program					
M.Ed. Counselor Education	0.0%	0.0%	8.3%(1)	25.0%(3)	66.7%(8)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
M.Ed. Counselor Education	0.0%	0.0%	0.0%	58.3%(7)	41.7%(5)
Usefulness of the academic advice you received from your advisor					
M.Ed. Counselor Education	0.0%	16.7%(2)	0.0%	33.3%(4)	50.0%(6)
Opportunities to interact with faculty outside of class					
M.Ed. Counselor Education	8.3%(1)	8.3%(1)	8.3%(1)	25.0%(3)	50.0%(6)
Effectiveness of the faculty as teachers					
M.Ed. Counselor Education	0.0%	0.0%	0.0%	75.0%(9)	25.0%(3)
Friendliness and helpfulness of the office staff					
M.Ed. Counselor Education	16.7%(2)	8.3%(1)	8.3%(1)	25.0%(3)	41.7%(5)
Interest shown by faculty in your academic development					
M.Ed. Counselor Education	0.0%	8.3%(1)	8.3%(1)	33.3%(4)	50.0% (6)
Effectiveness of beginning courses in preparing you for advanced courses					
M.Ed. Counselor Education	0.0%	0.0%	8.3%(1)	33.3%(4)	58.3%(7)
Quality of instruction in advanced courses					
M.Ed. Counselor Education	0.0%	0.0%	0.0%	50.0% (6)	50.0%(6)
Professional activities, associations, or clubs					
M.Ed. Counselor Education	0.0%	16.7%(2)	33.3%(4)	25.0%(3)	25.0%(3)
Practicum, internship, clinical, or other hands-on experiences outside of the classroom					
M.Ed. Counselor Education	0.0%	8.3%(1)	16.7%(2)	16.7%(2)	58.3%(7)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
M.Ed. Counselor Education	0.0%	16.7%(2)	25.0%(3)	33.3%(4)	16.7%(2)
Availability of the required courses					
M.Ed. Counselor Education	0.0%	8.3%(1)	25.0%(3)	50.0%(6)	16.7% (2)

Table 15 continued
Satisfaction with Degree Program
Department of Human Development

Number of Respondents: M.Ed. Counselor Education - 12

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
M.Ed. Counselor Education	8.3%(1)	0.0%	50.0%(6)	25.0%(3)	16.7%(2)
Quality of instruction regarding standards and ethics in your major field					
M.Ed. Counselor Education	0.0%	0.0%	0.0%	50.0%(6)	50.0%(6)
Friendliness and helpfulness of faculty					
M.Ed. Counselor Education	0.0%	8.0%(1)	8.3%(1)	25.0%(3)	58.3%(7)
Opportunities for you to collaborate with other students on class projects					
M.Ed. Counselor Education	0.0%	0.0%	16.7%(2)	25.0%(3)	58.3%(7)
Computer resources (PC and/or mainframe) for courses in your major					
M.Ed. Counselor Education	0.0%	25.0%(3)	16.7%(2)	41.7%(5)	16.7%(2)
Library resources related to your major					
M.Ed. Counselor Education	8.3%(1)	8.3%(1)	16.7%(2)	41.7%(5)	25.0%(3)
Use of appropriate technology in the classroom					
M.Ed. Counselor Education	0.0%	25.0%(3)	33.3%(4)	25.0%(3)	16.7%(2)
Facilities and equipment related to your major					
M.Ed. Counselor Education	16.7%(2)	0.0%	33.3%(4)	33.3%(4)	0.0%
Help/encouragement you received from faculty in your department with regard to further educational opportunities					
M.Ed. Counselor Education	0.0%	16.7%(2)	8.3%(1)	33.3%(4)	41.7%(5)
The size of classes in your major					
M.Ed. Counselor Education	0.0%	0.0%	0.0%	50.0%(6)	50.0%(6)
Encouragement you received from faculty in your department with regard to finding employment in your field					
M.Ed. Counselor Education	16.7%(2)	0.0%	33.3%(4)	25.0%(3)	25.0%(3)
Global perspectives presented in courses					
M.Ed. Counselor Education	0.0%	16.7%(2)	16.7%(2)	50.0%(6)	16.7%(2)
Overall relevancy of courses					
M.Ed. Counselor Education	0.0%	0.0%	8.3%(1)	33.3%(4)	58.3%(7)

Table 15 continued		
Satisfaction with Degree Program		
Department of Human Development		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
M.Ed. Counselor Education	0.0%	100.0%
3. If you had it to do over again, would you choose the same major?		
M.Ed. Counselor Education	25.0%(3)	75.0%(9)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
M.Ed. Counselor Education	0.0%	100.0% (12)
6. Should a hands-on course be required in your program?		
M.Ed. Counselor Education	0.0%	91.7%(11)

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

“I received outstanding, meaningful practice during my internship. My professor, Dr. Mary Ballard, was instrumental in my success. The benefits include, but are not limited to, networking, gaining practical knowledge, and constructive criticism.”

“The ability to perform the exact tasks for which I was trained in my degree program was invaluable.”

“Real life experiences that cannot be experienced in a class.”

“The ability to apply learned skills.”

“Increased knowledge and confidence”

“Great experience and exposure. I received good supervision.”

“Tremendous in some areas, weak in others. Overall I gained more than I ever did in the classroom. If I had to do it over, I'd get an MSW due to more job opportunities and far better organization.”

“Opportunities to perform job specific duties”

I was completely satisfied with my practicum and internship experience. I was able to learn and grow in ways I could not have done in a classroom. It was an awesome experience!”

“professional growth”

Perceptions of Southeastern

None of the participants participated in a study-abroad/student-exchange program, but 83% (n=10) thought participation would be valuable. Seven (58.3%) of the respondents received their Baccalaureate degree from Southeastern, with one in the same field as his/hers Master's. One (14.3%) indicated his/her undergraduate education prepared her/him "Very Ineffectively" for Master's level education, one (14.3%) felt they had been prepared "Ineffectively", two (28.6%) felt they had been prepared "Effectively", and three (42.9%) felt they had been prepared "Very Effectively".

Graduate Professional Education

One (8.3%) of the respondents is currently enrolled in a degree program, two (16.7%) have taken classes, but not enrolled in a degree program, one (8.3%) plans to enroll in the next twelve months, seven (58.3%) are likely to enroll in the future, and one (8.3%) has no plans for further education. Of those respondents with plans for further education, one (8.3%) plans on obtaining a second Master's, nine (81.8%) plan on obtaining a doctorate, and one (8.3%) plans on obtaining a professional degree. Of those respondents with further graduate experience, two (66.7%) indicated that Southeastern prepared them "Very Effectively" for further graduate/professional study, and one (33.3%) indicated that Southeastern prepared him/her "Effectively". One (33.3%) of the respondents indicated that Southeastern prepared him/her about the same as most other students, and two (66.7%) indicated that Southeastern prepared them better than most other students. The alumni who is currently enrolled in a degree program indicated her/his degree plan was "Very Closely Related" to her/his Master's degree from Southeastern.

Employment

Eight (66.7%) of the respondents are currently employed full-time, one (8.3%) is employed part-time and satisfied with part-time employment, one (8.3%) has a graduate assistantship or fellowship, one (8.3%) is unemployed and seeking employment, and one (8.3%) is not employed and not looking for employment. Three (25.0%) of the respondents had a full-time job prior to completing their degree from Southeastern, two (16.7%) accepted a job upon graduation, three (25.0%) took 1-6 months to find a job, one (8.3%) took 7-12 months, one (8.3%) took over a year to find a full-time job, one (8.3%) has never had a full-time job but looked for one, and one (8.3%) has never looked for a full-time job.

The seven respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 16 presents what were considered major problems, minor problems, or not a problem.

Table 16

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

	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	28.6% (2)	14.3% (1)	42.9% (3)
Not knowing what I wanted to do	0.0%	0.0%	85.7% (6)
Tight job market	42.9% (3)	0.0%	42.9% (3)
Lack of marketable skills	14.3% (1)	0.0%	71.4% (5)
Lack of educational qualifications	0.0%	14.3% (1)	71.4% (5)
Reputation of Southeastern	0.0%	0.0%	85.7% (6)
Lack of experience	14.3% (1)	28.6% (2)	42.9% (3)
Lack of job search skills	0.0%	0.0%	85.7% (6)
Poor GPA	0.0%	0.0%	85.7% (6)
Racial discrimination	0.0%	0.0%	85.7% (6)
Gender discrimination	14.3% (1)	14.3% (1)	57.1% (4)
Age discrimination	28.6% (2)	0.0%	57.1% (4)

Seven (70.0%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance, five (20.0%) felt it was effective, and one (10.0%) felt it was ineffective. Five (50.0%) of the respondents are currently in their first full-time job since graduating, four (40.0%) have had two full-time jobs, and one (10.0%) has had three or more. When asked from what source(s) they learned about their first full-time job, one (10.0%) from faculty at Southeastern, one (10.0%) from a parent or relative, one (10.0%) from Southeastern's Career Development Services, one (10.0%) from a newspaper/trade publication, two (20.0%) from another student/friend, two (20.0%) were recruited by the employer, two (20.0%) from the Internet, two (20.0%) already had the job, and two (20.0%) from internship, practicum, or student teaching.

Six (75.0%) of the eight respondents who are employed full-time are employed in the state of Louisiana. Four (50.0%) are employed in K-12 education, one (12.5%) in higher education, one (12.5%) in business, and one (12.5%) in government. 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 (87.5%) respondents felt they are not underemployed, while one (12.5%) felt he/she is underemployed. When asked about satisfaction with their present employment, three (37.5%) of the respondents are "Well satisfied; would not consider leaving", two (37.5%) are "Satisfied, but would consider more desirable employment", and one (12.5%) "Dislikes employment; seeking or will seek other employment".

Five (62.5%) respondents are currently employed in the area of their Southeastern major, while two (25.0%) are employed in an area related to their Southeastern major. One (12.5%) of the respondents is employed in an area not related to his/her Southeastern major because of better pay. One (12.5%) respondent indicated an annual salary range of \$20,001-\$25,000, one (12.5%) gave a range of \$25,001-\$30,000, four (50.0%) gave a range of \$30,001-\$40,000, and two (25.0%) indicated over \$50,000.

Professional Activities

Three (25.0%) of the respondents currently hold licensure/certification, including LA and NC School Counselor and Elementary Education Teacher; Provisionally certified mental health therapist - Mississippi; Teaching Certificate. Nine (75.0%) currently do not hold licensure/certification, but six (66.7%) plan on obtaining it in the next twelve month. Three respondents plan on becoming a Licensed Professional Counselor and one plans on obtaining LPC & NCC.

Eight (66.7%) of the respondents are members of a professional organization, and three (25.0%) have attended a professional meeting in the past year.

Department of Teaching and Learning

Table 17
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: M.Ed. Curriculum & Instruction - 19; M.Ed. Special Education - 13					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
M.Ed. Curriculum & Instruction	0.0%	0.0%	21.1%(4)	36.8%(7)	42.1%(8)
M.Ed. Special Education	0.0%	0.0%	23.1%(3)	23.1%(3)	53.8%(7)
Overall quality of your degree program					
M.Ed. Curriculum & Instruction	0.0%	0.0%	15.8%(3)	36.8%(7)	47.4%(9)
M.Ed. Special Education	0.0%	0.0%	23.1%(3)	30.8%(4)	46.2%(6)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
M.Ed. Curriculum & Instruction	0.0%	10.5%(2)	5.3%(1)	31.6%(6)	52.6%(10)
M.Ed. Special Education	7.7%(1)	7.7%(1)	15.4%(2)	23.1%(3)	46.2%(6)
Usefulness of the academic advice you received from your advisor					
M.Ed. Curriculum & Instruction	0.0%	10.5%(2)	10.5%(2)	36.8%(7)	42.1%(8)
M.Ed. Special Education	7.7%(1)	15.4%(2)	0.0%	38.5%(5)	38.5%(5)
Opportunities to interact with faculty outside of class					
M.Ed. Curriculum & Instruction	0.0%	10.5%(2)	5.3%(1)	31.6%(6)	52.6%(10)
M.Ed. Special Education	0.0%	7.7%(1)	23.1%(3)	38.5%(5)	23.1%(3)
Effectiveness of the faculty as teachers					
M.Ed. Curriculum & Instruction	0.0%	0.0%	10.5%(2)	47.4%(9)	42.1%(8)
M.Ed. Special Education	0.0%	0.0%	23.1%(3)	38.5%(5)	38.5%(5)
Friendliness and helpfulness of the office staff					
M.Ed. Curriculum & Instruction	0.0%	0.0%	21.1%(4)	5.3%(1)	73.7%(14)
M.Ed. Special Education	7.7%(1)	7.7%(1)	23.1%(3)	15.4%(2)	46.2%(6)
Interest shown by faculty in your academic development					
M.Ed. Curriculum & Instruction	0.0%	0.0%	10.5%(2)	26.3%(5)	63.2%(12)
M.Ed. Special Education	0.0%	0.0%	30.8%(4)	30.8%(4)	38.5%(5)
Effectiveness of beginning courses in preparing you for advanced courses					
M.Ed. Curriculum & Instruction	0.0%	10.5%(2)	15.8%(3)	31.6%(6)	36.8%(7)
M.Ed. Special Education	0.0%	7.7%(1)	38.5%(5)	23.1%(3)	30.8%(4)

Table 17 continued
Satisfaction with Degree Program
Department of Teaching and Learning

Number of Respondents: M.Ed. Curriculum & Instruction - 19; M.Ed. Special Education - 13

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Quality of instruction in advanced courses					
M.Ed. Curriculum & Instruction	0.0%	0.0%	10.5%(2)	36.8%(7)	47.4%(9)
M.Ed. Special Education	0.0%	0.0%	15.4%(2)	46.2%(6)	38.5%(5)
Professional activities, associations, or clubs					
M.Ed. Curriculum & Instruction	0.0%	15.8%(3)	36.8%(7)	5.3%(1)	42.1%(8)
M.Ed. Special Education	7.7%(1)	7.7%(1)	38.5%(5)	30.8%(4)	7.7%(1)
Practicum, internship, clinical, or other hands-on experiences outside of the classroom					
M.Ed. Curriculum & Instruction	0.0%	10.5%(2)	21.1%(4)	10.5%(2)	57.9%(11)
M.Ed. Special Education	0.0%	0.0%	38.5%(5)	15.4%(2)	38.5%(5)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
M.Ed. Curriculum & Instruction	5.3%(1)	15.8%(3)	31.6%(6)	21.1%(4)	26.3%(5)
M.Ed. Special Education	7.7%(1)	7.7%(1)	46.2%(6)	23.1%(3)	7.7%(1)
Availability of the required courses					
M.Ed. Curriculum & Instruction	5.3%(1)	10.5%(2)	15.8%(3)	26.3%(5)	42.1%(8)
M.Ed. Special Education	7.7%(1)	0.0%	23.1%(3)	38.5%(5)	30.8%(4)
Availability of elective courses you wanted to take in your major					
M.Ed. Curriculum & Instruction	0.0%	10.5%(2)	10.5%(2)	36.8%(7)	42.1%(8)
M.Ed. Special Education	7.7%(1)	0.0%	30.8%(4)	30.8%(4)	30.8%(4)
Quality of instruction regarding standards and ethics in your major field					
M.Ed. Curriculum & Instruction	0.0%	0.0%	15.8%(3)	31.6%(6)	52.6%(10)
M.Ed. Special Education	0.0%	7.7%(1)	23.1%(3)	30.8%(4)	38.5%(5)
Friendliness and helpfulness of faculty					
M.Ed. Curriculum & Instruction	0.0%	0.0%	5.3%(1)	15.8%(3)	78.9%(15)
M.Ed. Special Education	0.0%	0.0%	23.1%(3)	38.5%(5)	38.5%(5)
Opportunities for you to collaborate with other students on class projects					
M.Ed. Curriculum & Instruction	0.0%	5.3%(1)	0.0%	26.3%(5)	68.4%(13)
M.Ed. Special Education	7.7%(1)	0.0%	23.1%(3)	23.1%(3)	46.2%(6)
Computer resources (PC and/or mainframe) for courses in your major					
M.Ed. Curriculum & Instruction	0.0%	5.3%(1)	5.3%(1)	15.8%(3)	73.7%(14)
M.Ed. Special Education	7.7%(1)	7.7%(1)	38.5%(5)	30.8%(4)	7.7%(1)

Table 17 continued
Satisfaction with Degree Program
Department of Teaching and Learning

Number of Respondents: M.Ed. Curriculum & Instruction - 19; M.Ed. Special Education - 13

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Library resources related to your major					
M.Ed. Curriculum & Instruction	0.0%	5.3%(1)	15.8%(3)	31.6%(6)	47.4%(9)
M.Ed. Special Education	0.0%	23.1%(3)	15.4%(2)	23.1%(3)	30.8%(4)
Use of appropriate technology in the classroom					
M.Ed. Curriculum & Instruction	0.0%	0.0%	5.3%(1)	36.8%(7)	57.9%(11)
M.Ed. Special Education	7.7%(1)	7.7%(1)	30.8%(4)	46.2%(6)	0.0%
Facilities and equipment related to your major					
M.Ed. Curriculum & Instruction	0.0%	5.3%(1)	0.0%	47.4%(9)	47.4%(9)
M.Ed. Special Education	0.0%	7.7%(1)	15.4%(2)	53.8%(7)	7.7%(1)
Help/encouragement you received from faculty in your department with regard to further educational opportunities					
M.Ed. Curriculum & Instruction	0.0%	15.8%(3)	5.3%(1)	10.5%(2)	68.4%(13)
M.Ed. Special Education	0.0%	7.7%(1)	23.1%(3)	30.8%(4)	30.8%(4)
The size of classes in your major					
M.Ed. Curriculum & Instruction	0.0%	5.3%(1)	5.3%(1)	10.5%(2)	78.9%(15)
M.Ed. Special Education	0.0%	0.0%	23.1%(3)	23.1%(3)	38.5%(5)
Encouragement you received from faculty in your department with regard to finding employment in your field					
M.Ed. Curriculum & Instruction	10.5%(2)	10.5%(2)	10.5%(2)	10.5%(2)	57.9%(11)
M.Ed. Special Education	7.7%(1)	0.0%	23.1%(3)	38.5%(5)	23.1%(3)
Global perspectives presented in courses					
M.Ed. Curriculum & Instruction	0.0%	21.1%(4)	15.8%(3)	26.3%(7)	36.8%(7)
M.Ed. Special Education	7.7%(1)	7.7%(1)	23.1%(3)	30.8%(4)	30.8%(4)
Overall relevancy of courses					
M.Ed. Curriculum & Instruction	0.0%	5.3%(1)	10.5%(2)	31.6%(6)	52.6%(10)
M.Ed. Special Education	7.7%(1)	0.0%	15.4%(2)	30.8%(4)	46.2%(6)

Table 17 continued		
Satisfaction with Degree Program		
Department of Teaching and Learning		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
M.Ed. Curriculum & Instruction	0.0%	100.0%(19)
M.Ed. Special Education	0.0%	100.0%(13)
3. If you had it to do over again, would you choose the same major?		
M.Ed. Curriculum & Instruction	15.8%(3)	78.9%(15)
M.Ed. Special Education	7.7%(1)	92.3%(12)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
M.Ed. Curriculum & Instruction	10.5%(2)	89.5%(17)
M.Ed. Special Education	46.2%(6)	53.8%(7)
6. Should a hands-on course be required in your program?		
M.Ed. Curriculum & Instruction	0.0%	100.0%(19)
M.Ed. Special Education	7.7%(1)	84.6%(11)

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

“You get a chance to apply the knowledge you learned to real life.”

“My student teaching experience at Ponchatoula High School provided quality and substantial experiences that have been helpful in my career. In particular, Mrs. Molly modeled good instruction and delivery techniques. The faculty and staff were supportive through the entire process. Thanks.”

“Actual feedback on my classroom demeanor and practices.”

“1st hand look at what was really involved in my field of study”

“I got practical experience in teaching gifted students.”

“Not many-was not real life experience”

“Nothing substitutes doing the real thing.”

“Since I was already a language therapist I didn’t feel I needed this. I think it’s good for those who aren’t experienced teachers.”

“Using the reading inventories, tools and skills with children and working with other teachers was most helpful.”

“Mildly beneficial-working with partner teacher was best part of practicum”

“Interaction with others”

“It allowed me to put into practice, in a meaningful, practical way, the research and skills that had been developed and presented to me. It also allowed me to interact with students, in a classroom, with direct supervision.”

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

“Real life experiences, not just textbook.”

“I was able to meet and interact with other professionals in a variety of settings.”

“You learn what really goes on instead of the material taught in courses.”

“Real life experiences in the classroom”

“Practical advice and help from a knowledgeable professional, new perspectives on which to build a better classroom for students.”

“Networking opportunities ; real world experiences with the safety of a prof. for support.”

Perceptions of Southeastern

M.Ed. Curriculum & Instruction

None of the participants participated in a study-abroad/student-exchange program, but 79% (n=15) thought participation would be valuable. Ten (53%) of the respondents received their Baccalaureate degree from Southeastern, seven of those in the same field as their Master's. Five of the ten (50.0%) indicated their undergraduate education prepared them “Effectively” for their Master's level education, and five (50.0%) indicated it prepared them “Very Effectively”.

M.Ed. Special Education

None of the respondents participated in a study-abroad/student-exchange program, but 84.6% (n=11) thought participation would be valuable. Four (30.8%) of the respondents received their Baccalaureate degree from Southeastern, three received it the same field as their Master's. Two of the four (50.0%) indicated their undergraduate education prepared them “Effectively” for Master's level education and one (50.0%) indicated it prepared them “Very Effectively”.

Graduate Professional Education

M.Ed. Curriculum & Instruction

Three (15.8%) of the respondents are currently enrolled in a degree program, two (10.5%) have taken classes, but not enrolled in a degree program, three (15.8%) plan to enroll in the next twelve months, four (21.1%) are likely to enroll in the future, and six (31.6%) have no plans for further education. Of those respondents with plans for further education, eight (66.7%) plan on obtaining a doctorate three (25.0%) plan on obtaining some “Other” degree. Of those respondents with further graduate experience, one (20.0%) indicated that Southeastern prepared him/her “Very Effectively” for further graduate/professional study, and three (60.0%) indicated that Southeastern prepared them “Effectively”. One (20.0%) of the respondents indicated that Southeastern prepared him/her about the same as most other students, and three (60.0%) indicated that Southeastern prepared them better than most other students. All three of the respondents who are enrolled in a degree program indicated their degree plan was “Very Closely Related” to their Master’s degree from Southeastern.

M.Ed. Special Education

Four (30.8%) of the respondents have taken classes, but not enrolled in a degree program, one (7.7%) plans to enroll in the next twelve months, two (15.4%) are likely to enroll in the future, and six (46.2%) have no plans for further education. Of those respondents with plans for further education, two (28.6%) plan on obtaining a doctorate and three (42.9%) plan on obtaining Masters +30. All four of the respondents with further graduate experience indicated that Southeastern prepared them “Effectively” for further graduate/professional study. One (25.0%) of the respondents indicated that Southeastern prepared her/him “Better than Most” other students and three (75.0%) indicated they were prepared “About the Same as Most” other students.

Employment

M.Ed. Elementary Teaching

Two of the respondents did not answer any of the employment questions, therefore, this section is based on seventeen respondents rather than nineteen.

Seventeen (100%) of the respondents are currently employed full-time. Ten (58.8%) of the respondents had a full-time job prior to completing their degree from Southeastern, one (5.9%) accepted a job upon graduation, two (10.5%) took 1-6 months to find a job, two (10.5%) took 7-12 months to find a job, and two (10.5%) took over a year to find a full-time job.

The six 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 not a problem.

Table 18			
Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Masters.			
	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	0.0%	0.0%	100% (6)
Tight job market	16.7% (1)	16.7% (1)	66.7% (4)
Lack of marketable skills	0.0%	0.0%	100% (6)
Lack of educational qualifications	0.0%	0.0%	100% (6)
Reputation of Southeastern	0.0%	0.0%	100% (6)
Lack of experience	0.0%	0.0%	100% (6)
Lack of job search skills	0.0%	0.0%	100% (6)
Poor GPA	0.0%	0.0%	100% (6)
Racial discrimination	0.0%	0.0%	100% (6)
Gender discrimination	0.0%	0.0%	100% (6)
Age discrimination	0.0%	0.0%	100% (6)

Nine (52.9%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance and six (35.3%) felt it was effective. Eight (47.1%) of the respondents are currently in their first full-time job since graduating and seven (41.2%) have had two full-time jobs. When asked from what source(s) they learned about their first full-time job, one (5.9%) from a parent or relative, one (5.9%) from a newspaper/trade publication, one (5.9%) from another student/friend, two (11.8%) were recruited by the employer, one (5.9%) from the Internet, five (29.4%) already had the job, and one (5.9%) from internship, practicum, or student teaching.

One of the seventeen respondents did not answer the remaining employment questions, therefore the remaining questions are based on sixteen respondents. Fourteen (87.5%) of the respondents are employed in the state of Louisiana, while two (12.5%) are employed out of state. Thirteen (81.3%) respondents are employed in K-12 education and three (18.8%) are employed in higher 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”, fifteen (93.8%) respondents felt they are not underemployed, while one (6.3%) felt he/she was underemployed. When asked about satisfaction with their present employment, nine (56.3%) of the respondents are “Well satisfied; would not consider leaving” and seven (43.8%) are “Satisfied, but would consider more desirable employment”.

Twelve (75.0%) of the respondents are currently employed in the area of their Southeastern major, and four (25.0%) are employed in a related area. Five (37.5%) respondent indicated an annual salary range of \$25,001-\$30,000, seven (43.8%) gave a range of \$30,001-\$40,000, and three (18.8%) gave a range of \$40,001-\$50,000.

M.Ed. Special Education

All (100%) of the respondents are currently employed. Ten (76.9%) of the respondents had a full-time job prior to completing their degree from Southeastern, two (15.4%) obtained a position upon graduation, and one (7.7%) took 1-6 months to obtain a full-time position. The respondent who did not have a job upon graduation indicated that “Limited to only one geographic area”, “Tight job market”, and “Lack of experience” were major problems in finding employment, while “Age discrimination” was a minor problem.

Three (23.1%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance, seven (53.8%) felt it was effective, and one (7.7%) felt it was very ineffective. Eight (61.5%) of the respondents are currently in their first full-time job since graduating and two (15.4%) have had two full-time jobs. When asked from what source(s) they learned about their first full-time job, two (15.4%) indicated faculty at Southeastern, one (7.7%) from a newspaper/trade publication, eight (61.5%) already had the job, and one (7.7%) from internship, practicum, or student teaching.

One of the respondents did not answer the remaining employment questions, therefore the remaining questions are based on twelve respondents. Eleven (91.7%) of the respondents are employed in the state of Louisiana and one (8.3%) is employed out of state. Eleven (91.7%) are in K-12 education and one (8.3%) 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”, nine (75.0%) respondents felt they are not underemployed, while two (16.7%) felt they are underemployed. When asked about satisfaction with their present employment, seven (58.3%) of the respondents are “Well satisfied; would not consider leaving” and five (38.5%) are “Satisfied, but would consider more desirable employment”.

Eleven (84.6%) of the respondents are currently employed in the area of their Southeastern major and one (8.3%) is employed in an area related to his/her Southeastern major. Two (16.7%) respondent indicated an annual salary range of \$25,001-\$30,000 and ten (83.3%) gave a range of \$30,001-\$40,000.

Professional Activities

M.Ed. Curriculum & Instruction

Eighteen of the respondents (94.7%) indicated they currently hold some type of teaching certification. Seventeen (89.5%) of the respondents are members of a professional organization, and twelve (63.2%) have attended a professional meeting in the past year.

M.Ed. Special Education

Twelve (92.3%) of the respondents currently hold teaching certification, and the remaining respondent plans on obtaining teaching certification in the next 12 months. Six (46.2%) of the respondents are members of a professional organization, and seven (53.8%) have attended a professional meeting in the past year.

Department of Communication Sciences & Disorders

Table 19
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: M.S. in Communication Sciences & Disorders - 7					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
How satisfied are you with the:					
Overall quality of your department					
M.S. in Communication Sciences & Disorders	0.0%	0.0%	0.0%	14.3%(1)	85.7%(6)
Overall quality of your degree program					
M.S. in Communication Sciences & Disorders	0.0%	0.0%	0.0%	14.3%(1)	85.7%(6)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
M.S. in Communication Sciences & Disorders	0.0%	0.0%	0.0%	57.1%(4)	42.9%(3)
Usefulness of the academic advice you received from your advisor					
M.S. in Communication Sciences & Disorders	0.0%	0.0%	0.0%	42.9%(3)	57.1%(4)
Opportunities to interact with faculty outside of class					
M.S. in Communication Sciences & Disorders	0.0%	0.0%	0.0%	42.9%(3)	57.1%(4)
Effectiveness of the faculty as teachers					
M.S. in Communication Sciences & Disorders	0.0%	0.0%	0.0%	28.6%(2)	71.4%(5)
Friendliness and helpfulness of the office staff					
M.S. in Communication Sciences & Disorders	0.0%	0.0%	28.6%(2)	57.1%(4)	14.3%(1)
Interest shown by faculty in your academic development					
M.S. in Communication Sciences & Disorders	0.0%	0.0%	14.3%(1)	0.0%	85.75%(6)
Effectiveness of beginning courses in preparing you for advanced courses					
M.S. in Communication Sciences & Disorders	0.0%	0.0%	14.3%(1)	14.3%(1)	71.4%(5)

Table 19 continued
Satisfaction with Degree Program
Department of Communication Sciences & Disorders

Number of Respondents: M.S. in Communication Sciences & Disorders - 7

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Quality of instruction in advanced courses					
M.S. in Communication Sciences & Disorders	0.0%	0.0%	0.0%	28.6%(2)	71.4%(5)
Professional activities, associations, or clubs					
M.S. in Communication Sciences & Disorders	0.0%	0.0%	0.0%	57.1%(4)	42.9%(3)
Practicum, internship, clinical, or other hands-on experiences outside of the classroom					
M.S. in Communication Sciences & Disorders	0.0%	0.0%	0.0%	14.3%(1)	85.7%(6)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
M.S. in Communication Sciences & Disorders	0.0%	0.0%	0.0%	57.1%(4)	42.9%(3)
Availability of the required courses					
M.S. in Communication Sciences & Disorders	0.0%	14.3%(1)	0.0%	71.4%(5)	14.3%(1)
Availability of elective courses you wanted to take in your major					
M.S. in Communication Sciences & Disorders	0.0%	14.3%(1)	14.3%(1)	57.1%(4)	14.3%(1)
Quality of instruction regarding standards and ethics in your major field					
M.S. in Communication Sciences & Disorders	0.0%	0.0%	0.0%	14.3%(1)	85.7%(6)
Friendliness and helpfulness of faculty					
M.S. in Communication Sciences & Disorders	0.0%	0.0%	14.3%(1)	0.0%	85.7%(6)
Opportunities for you to collaborate with other students on class projects					
M.S. in Communication Sciences & Disorders	0.0%	0.0%	0.0%	14.3%(1)	85.7%(5)
Computer resources (PC and/or mainframe) for courses in your major					
M.S. in Communication Sciences & Disorders	0.0%	0.0%	57.1%(4)	28.6%(2)	14.3%(1)
Library resources related to your major					
M.S. in Communication Sciences & Disorders	0.0%	0.0%	57.1%(4)	14.3%(1)	28.6%(2)

Table 19 continued
Satisfaction with Degree Program
Department of Communication Sciences & Disorders

Number of Respondents: M.S. in Communication Sciences & Disorders - 7					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Use of appropriate technology in the classroom					
M.S. in Communication Sciences & Disorders	0.0%	0.0%	28.6%(2)	28.6%(2)	42.9%(3)
Facilities and equipment related to your major					
M.S. in Communication Sciences & Disorders	0.0%	14.3%(1)	28.6%(2)	28.6%(2)	28.6%(2)
Help/encouragement you received from faculty in your department with regard to further educational opportunities					
M.S. in Communication Sciences & Disorders	0.0%	0.0%	14.3%(1)	14.3%(1)	71.4%(5)
The size of classes in your major					
M.S. in Communication Sciences & Disorders	0.0%	0.0%	14.3%(1)	57.1%(4)	28.6%(2)
Encouragement you received from faculty in your department with regard to finding employment in your field					
M.S. in Communication Sciences & Disorders	0.0%	14.3%(1)	14.3%(1)	14.3%(1)	57.1%(4)
Global perspectives presented in courses					
M.S. in Communication Sciences & Disorders	0.0%	0.0%	14.3%(1)	28.6%(2)	57.1%(4)
Overall relevancy of courses					
M.S. in Communication Sciences & Disorders	0.0%	0.0%	14.3%(1)	28.6%(2)	57.1%(4)

Table 19 continued		
Satisfaction with Degree Program		
Department of Communication Sciences & Disorders		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
M.S. in Communication Sciences & Disorders	0.0%	100.0% (7)
3. If you had it to do over again, would you choose the same major?		
M.S. in Communication Sciences & Disorders	0.0%	100.0%(7)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
M.S. in Communication Sciences & Disorders	0.0%	100.0% (7)
6. Should a hands-on course be required in your program?		
M.S. in Communication Sciences & Disorders	0.0%	100.0% (7)

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

“Opportunity to apply textbook knowledge to real life situations, increased interaction with other professionals in setting.”

“Hands-on experience gave me a chance to practice what I had learned of in theory. It was/they were wonderful opportunities.”

“Actual situations to prepare for in the field”

“Opportunity to apply what I learned and use it in different cases.”

“Additional experiences in our field.”

“Real clinical experiences that gave me a good idea of what to expect after graduation.”

“Opportunities to develop my skills further and gain insight to the job market.”

Perceptions of Southeastern

None of the participants participated in a study-abroad/student-exchange program, but 86% (n=6) thought participation would be valuable. Five (71.4%) of the respondents received their Baccalaureate degree from Southeastern, all in the same field as their Master’s. Two of the five

(40.0%) indicated their undergraduate education prepared them “Effectively” for Master’s level education and three (60.0%) indicated it prepared them “Very Effectively”.

Graduate Professional Education

Four (57.1%) of the respondents plan on obtaining a doctorate in the future. Three (42.9%) of the respondents have no plans for further education.

Employment

Five (71.4%) of the respondents are currently employed full-time and two (28.6%) are employed part-time and satisfied with part-time employment. Three (42.9%) of the respondents had a full-time job prior to completing their degree from Southeastern, two (28.6%) took 1-6 months to find a job, one (14.3%) took 7-12 months, and one (14.3%) took over a year to find a full-time job. The respondents who did not have a job upon graduation indicated that “Tight job market” was a major problem in finding employment, while “Limited to only one geographic area”, and “Lack of experience” were minor problems.

Six (85.7%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance and one (14.3%) felt it was effective. Four (57.1%) of the respondents are currently in their first full-time job since graduating and two (28.6%) have had two full-time jobs. When asked from what source(s) they learned about their first full-time job, one (14.3%) from a newspaper/trade publication, one (14.3%) from another student/friend, two (28.6%) were recruited by the employer, three (42.9%) already had the job, and four (57.1%) from internship, practicum, or student teaching.

All five (100%) of the respondents who are employed full-time are employed in the state of Louisiana. One (20.0%) is employed in a service organization, one (20.0%) in a professional firm, one (20.0%) in K-12 education, and two (20.0%) 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”, all (100%) the respondents felt they are not underemployed. When asked about satisfaction with their present employment, two (40.0%) of the respondents are “Well satisfied; would not consider leaving” and three (60.0%) are “Satisfied, but would consider more desirable employment”.

All (100.0%) of the respondents are currently employed in the area of their Southeastern major. Two (40.0%) of the respondents indicated an annual salary range of \$30,001-\$40,000, two (40.0%) gave a range of \$40,001-\$50,000, and one (20.0%) indicated more than \$50,000.

Professional Activities

All (100.0%) of the respondents indicated they currently have licensure/certification. Below are the types of licensure/certifications indicated:

American Speech Language Association Certification and LA license
LA SLP License
LAT Teaching Cert. Type B - ASHA - CCC
LBESPA, ASHA
National and State
Speech-Language Pathology
State license - speech pathology, ASHA certification

All (100%) of the respondents are members of a professional organization, and four (57.1%) have attended a professional meeting in the past year.

Department of Kinesiology and Health Studies

Table 20
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: M.A. Health and Kinesiology - 7					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
M.A. Health and Kinesiology	0.0%	14.3%(1)	14.3%(1)	42.9%(3)	28.6%(2)
Overall quality of your degree program					
M.A. Health and Kinesiology	0.0%	0.0%	28.6%(2)	57.1%(4)	14.3%(1)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
M.A. Health and Kinesiology	0.0%	0.0%	0.0%	85.7%(6)	14.3%(1)
Usefulness of the academic advice you received from your advisor					
M.A. Health and Kinesiology	0.0%	28.6%(2)	0.0%	14.3%(1)	57.1%(4)
Opportunities to interact with faculty outside of class					
M.A. Health and Kinesiology	0.0%	0.0%	0.0%	14.3%(1)	85.7%(6)
Effectiveness of the faculty as teachers					
M.A. Health and Kinesiology	0.0%	0.0%	0.0%	71.4%(5)	28.6%(2)
Friendliness and helpfulness of the office staff					
M.A. Health and Kinesiology	0.0%	14.3%(1)	42.9%(3)	42.9%(3)	0.0%
Interest shown by faculty in your academic development					
M.A. Health and Kinesiology	0.0%	14.3%(1)	0.0%	71.4%(5)	14.3%(1)
Effectiveness of beginning courses in preparing you for advanced courses					
M.A. Health and Kinesiology	0.0%	0.0%	14.3%(1)	42.9%(3)	42.9%(3)
Quality of instruction in advanced courses					
M.A. Health and Kinesiology	0.0%	0.0%	0.0%	85.7%(6)	14.3%(1)
Professional activities, associations, or clubs					
M.A. Health and Kinesiology	14.3%(1)	0.0%	57.1%(4)	14.3%(1)	14.3%(1)
Practicum, internship, clinical, or other hands-on experiences outside of the classroom					
M.A. Health and Kinesiology	0.0%	28.6%(2)	14.3%(1)	42.9%(3)	14.3%(1)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
M.A. Health and Kinesiology	0.0%	14.3%(1)	28.6%(2)	28.6%(2)	28.6%(2)
Availability of the required courses					
M.A. Health and Kinesiology	0.0%	0.0%	14.3%(1)	57.1%(4)	28.6%(2)

Table 20 continued					
Satisfaction with Degree Program					
Department of Kinesiology and Health Studies					
Number of Respondents: M.A. Health and Kinesiology - 7					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
M.A. Health and Kinesiology	0.0%	0.0%	0.0%	71.4%(5)	28.6%(2)
Quality of instruction regarding standards and ethics in your major field					
M.A. Health and Kinesiology	0.0%	0.0%	14.3%(1)	42.9%(3)	42.9%(3)
Friendliness and helpfulness of faculty					
M.A. Health and Kinesiology	0.0%	0.0%	42.9%(3)	0.0%	57.1%(4)
Opportunities for you to collaborate with other students on class projects					
M.A. Health and Kinesiology	0.0%	0.0%	0.0%	28.6%(2)	71.4%(5)
Computer resources (PC and/or mainframe) for courses in your major					
M.A. Health and Kinesiology	0.0%	14.3%(1)	0.0%	42.9%(3)	42.9%(3)
Library resources related to your major					
M.A. Health and Kinesiology	0.0%	0.0%	14.3%(1)	42.9%(3)	42.9%(3)
Use of appropriate technology in the classroom					
M.A. Health and Kinesiology	0.0%	14.3%(1)	14.3%(1)	28.6%(2)	42.9%(3)
Facilities and equipment related to your major					
M.A. Health and Kinesiology	0.0%	28.6%(2)	14.3%(1)	28.6%(2)	28.6%(2)
Help/encouragement you received from faculty in your department with regard to further educational opportunities					
M.A. Health and Kinesiology	0.0%	14.3%(1)	28.6%(2)	0.0%	57.1%(4)
The size of classes in your major					
M.A. Health and Kinesiology	0.0%	0.0%	0.0%	28.6%(2)	71.4%(5)
Encouragement you received from faculty in your department with regard to finding employment in your field					
M.A. Health and Kinesiology	14.3%(1)	28.6%(2)	14.3%(1)	14.3%(1)	28.6%(2)
Global perspectives presented in courses					
M.A. Health and Kinesiology	0.0%	0.0%	57.1%(4)	28.6%(2)	14.3%(1)
Overall relevancy of courses					
M.A. Health and Kinesiology	0.0%	0.0%	28.6%(2)	28.6%(2)	42.9%(3)

Table 20 continued		
Satisfaction with Degree Program		
Department of Kinesiology and Health Studies		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
M.A. Health and Kinesiology	42.9%(3)	57.1%(4)
3. If you had it to do over again, would you choose the same major?		
M.A. Health and Kinesiology	42.9%(3)	42.9%(3)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
M.A. Health and Kinesiology	57.1%(4)	42.9%(3)
6. Should a hands-on course be required in your program?		
M.A. Health and Kinesiology	0.0%	85.7%(6)

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

“Interaction with the community.”

“Different points of view; professional relationships”

“Learning how to deal with the students directly and the problems that occur.”

Perceptions of Southeastern

M. A. Health & Kinesiology

None of the participants participated in a study-abroad/student-exchange program, but 86% (n=6) thought participation would be valuable. Four (57.1%) of the respondents received their Baccalaureate degree from Southeastern, three (75.0%) in the same field as their Master’s. One of the four (25.0%) indicated his/her undergraduate education prepared him/her “Effectively” for Master’s level education and three (75.0%) indicated it prepared them “Very Effectively”.

Graduate Professional Education

M.A. Health & Kinesiology

Two (28.6%) of the respondents are currently enrolled in a degree program, one (14.3%) plans to enroll in the next twelve months, three (42.9%) are likely to enroll in the future, and one (14.3%) has no plans for further education. Of those respondents with plans for further education, two (33.3%) plan on obtaining a doctorate, two (33.3%) plan on obtaining a second Masters’, and one (16.7%) plans on obtaining some “Other” degree. Of those respondents with further

graduate experience, one (50.0%) indicated that Southeastern prepared him/her “Ineffectively” for further graduate/professional study, and one (50.0%) indicated that Southeastern prepared her/him “Effectively”. One (50.0%) of the respondents indicated that Southeastern prepared him/her about the same as most other students, and one (50.0%) indicated that Southeastern prepared her/him worse than most other students. One of the respondents enrolled in a degree program indicated his/her degree plan was “Very Closely Related” to their Master’s degree from Southeastern, and one indicated it was “Not at all Related”.

Employment

M.A. Health & Kinesiology

Four (57.1%) of the respondents are currently employed full-time, one (14.3%) is employed part-time and satisfied with part-time employment, one (14.3%) is unemployed and searching for employment, and one (14.3%) is unemployed and not looking for employment. Two (28.6%) of the respondents had a full-time job prior to completing their degree from Southeastern, one (14.3%) accepted a job upon graduation, one (14.3%) took 1-6 months to find a full-time job, one (14.3%) took over 1 year, one (14.3%) has not find a full-time job, and one (14.3%) has not looked for a full-time job. The respondents who did not have a full-time job upon graduation indicated that “limited to only one geographic area”, “not knowing what I wanted to do”, “tight job market”, “lack of marketable skills”, and “lack of experience” were major problems in finding employment. Minor problems included “lack of educational qualifications”, “reputation of Southeastern”, “lack of experience”, “lack of job search skills”, and “age discrimination”.

Three (60.0%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance. Two (40.0%) of the respondents are currently in their first full-time job since graduating and one (20.0%) has had two full-time jobs. When asked from what source(s) they learned about their first full-time job, one indicated (20.0%) from faculty at Southeastern, two (40.0%) from a newspaper/trade publication, and one (20.0%) from a professional meeting.

One of the respondents who is employed full-time did not respond to this section, therefore, it is based on three respondents. Two (66.7%) of the three respondents are employed in the state of Louisiana. Two (66.7%) are employed in higher education and one (33.3%) 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%) of the respondents felt they are not underemployed. When asked about satisfaction with their present employment, two (66.7%) of the respondents are “Well satisfied; would not consider leaving” and one (33.3%) is “Satisfied, but would consider more desirable employment”.

One (33.3%) of the respondents is currently employed in the area of his/her Southeastern major, one (33.3%) is employed in an area related to her/his major, and one (33.3%) is employed in an area not related to his/her major because of better opportunity for advancement. Two (66.7%) of

the respondents indicated an annual salary range of \$30,001-\$40,000 and one (33.3%) gave a range of \$40,001-\$50,000.

Professional Activities

M.A. Health & Kinesiology

One (14.3%) respondent indicated that licensure/certification is not available in his/her field. Two (28.6%) of the respondents indicated they currently have licensure/certification, including National Cert - State Lic. and ATC. Three of the remaining four respondents plan on obtaining it in the next twelve months, including CHES and Physical Therapy. Four (57.1%) of the respondents are members of a professional organization, and five (71.4%) have attended a professional meeting in the past year.

School of Nursing

Table 21
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MSN Nursing - 7					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
MSN Nursing	0.0%	0.0%	28.6%(2)	42.9%(3)	28.6%(2)
Overall quality of your degree program					
MSN Nursing	0.0%	0.0%	28.6%(2)	42.9%(3)	28.6%(2)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MSN Nursing	0.0%	28.6%(2)	0.0%	14.3%(1)	57.1%(4)
Usefulness of the academic advice you received from your advisor					
MSN Nursing	14.3%(1)	14.3%(1)	0.0%	42.9%(3)	28.6%(2)
Opportunities to interact with faculty outside of class					
MSN Nursing	0.0%	14.3%(1)	28.6%(2)	14.3%(1)	42.9%(3)
Effectiveness of the faculty as teachers					
MSN Nursing	0.0%	14.3%(1)	14.3%(1)	14.3%(1)	57.1%(4)
Friendliness and helpfulness of the office staff					
MSN Nursing	0.0%	14.3%(1)	0.0%	14.3%(1)	71.4%(5)
Interest shown by faculty in your academic development					
MSN Nursing	0.0%	14.3%(1)	14.3%(1)	28.6%(2)	42.9%(3)
Effectiveness of beginning courses in preparing you for advanced courses					
MSN Nursing	0.0%	0.0%	28.6%(2)	28.6%(2)	42.9%(3)
Quality of instruction in advanced courses					
MSN Nursing	0.0%	0.0%	42.9%(3)	14.3%(1)	42.9%(3)
Professional activities, associations, or clubs					
MSN Nursing	14.3%(1)	0.0%	28.6%(2)	28.6%(2)	28.6%(2)
Practicum, internship, clinical, or other hands-on experiences outside of the classroom					
MSN Nursing	0.0%	0.0%	14.3%(1)	42.9%(3)	42.9%(3)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MSN Nursing	14.3%(1)	0.0%	28.6%(2)	14.3%(1)	42.9%(3)
Availability of the required courses					
MSN Nursing	0.0%	0.0%	14.3%(1)	42.9%(3)	42.9%(3)

Table 21 continued
Satisfaction with Degree Program
School of Nursing

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.

Number of Respondents: MSN Nursing - 7

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
MSN Nursing	14.3%(1)	0.0%	0.0%	42.9%(3)	42.9%(3)
Quality of instruction regarding standards and ethics in your major field					
MSN Nursing	0.0%	0.0%	14.3%(1)	42.9%(3)	42.9%(3)
Friendliness and helpfulness of faculty					
MSN Nursing	0.0%	14.3%(1)	14.3%(1)	14.3%(1)	57.1%(4)
Opportunities for you to collaborate with other students on class projects					
MSN Nursing	0.0%	0.0%	14.3%(1)	28.6%(2)	57.1%(4)
Computer resources (PC and/or mainframe) for courses in your major					
MSN Nursing	0.0%	0.0%	28.6%(2)	42.9%(3)	28.6%(2)
Library resources related to your major					
MSN Nursing	14.3%(1)	14.3%(1)	28.6%(2)	14.3%(1)	28.6%(2)
Use of appropriate technology in the classroom					
MSN Nursing	0.0%	28.6%(2)	14.3%(1)	28.6%(2)	28.6%(2)
Facilities and equipment related to your major					
MSN Nursing	0.0%	14.3%(1)	28.6%(2)	28.6%(2)	28.6%(2)
Help/encouragement you received from faculty in your department with regard to further educational opportunities					
MSN Nursing	14.3%(1)	0.0%	0.0%	28.6%(2)	57.1%(4)
The size of classes in your major					
MSN Nursing	0.0%	14.3%(1)	0.0%	14.3%(1)	71.4%(5) (5)
Encouragement you received from faculty in your department with regard to finding employment in your field					
MSN Nursing	14.3%(1)	0.0%	14.3%(1)	0.0%	71.4%(5)
Global perspectives presented in courses					
MSN Nursing	0.0%	0.0%	0.0%	42.9%(3)	57.1%(4)
Overall relevancy of courses					
MSN Nursing	0.0%	14.3%(1)	0.0%	57.1%(4)	28.6%(2)

Table 21 continued Satisfaction with Degree Program School of Nursing		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
MSN Nursing	28.6%(2)	71.4%(5)
3. If you had it to do over again, would you choose the same major?		
MSN Nursing	0.0%	57.1%(4)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
MSN Nursing	0.0%	100.0% (7)
6. Should a hands-on course be required in your program?		
MSN Nursing	0.0%	100.0%(7)

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

“Interaction with others in same field.”

“Saw practical application. Had to set these up on my own.”

“National certification”

“Actual clinical experience with trained professionals in their field”

“Prepared me for working as a N.P.”

“Reinforce course content”

Perceptions of Southeastern

None of the participants participated in a study-abroad/student-exchange program, but 71.4% (n=5) thought participation would be valuable. Two (28.6%) of the respondents received their Baccalaureate degree from Southeastern, both in the same field as their Master’s. One (50.0%) indicated his/her undergraduate education prepared her/him “Effectively” for Master’s level education and one (50.0%) indicated she/he was “Very Effectively” prepared.

Graduate Professional Education

One (14.3%) of the respondents has completed a doctorate, one (14.3%) is currently enrolled in a degree program, two (28.6%) plan on enrolling in a degree program in the next 12 months, two (28.6%) of the respondents will likely enroll in a degree program in the future, and one (14.3%) of the respondents has no plans for further education. Five of the six respondents with plans for

further education plan on obtaining a doctorate, and one plans on obtaining a professional degree. Both respondents with further graduate experience indicated their experiences at Southeastern “Effectively” prepared them for further graduate education, and they were prepared “About the Same as Most” other students. One (50.0%) respondent indicated his/her degree program was “Very Closely Related” to her/his Master’s degree.

Employment

All (100.0%) of the respondents are currently employed full-time. Four (57.1%) of the respondents had a full-time job prior to completing their degree from Southeastern, two (28.6%) took 1-6 months to find a full-time job, and one (14.3%) took 7-12 months.

The three 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 not a problem.

Table 22			
Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Masters.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	33.3% (1)	0.0%	66.7% (2)
Not knowing what I wanted to do	0.0%	33.3% (1)	66.7% (2)
Tight job market	100% (3)	0.0%	0.0%
Lack of marketable skills	0.0%	33.3% (1)	66.7% (2)
Lack of educational qualifications	0.0%	0.0%	100% (3)
Reputation of Southeastern	0.0%	0.0%	100% (3)
Lack of experience	0.0%	66.7% (2)	33.3% (1)
Lack of job search skills	0.0%	0.0%	100% (3)
Poor GPA	0.0%	0.0%	100% (3)
Racial discrimination	0.0%	0.0%	100% (3)
Gender discrimination	0.0%	0.0%	100% (3)
Age discrimination	0.0%	0.0%	100% (3)

Two (28.6%) of the respondents felt their graduate education was Very Effective in preparing them for employment or improving their job performance, four (57.1%) felt it was Effective, and one (14.3%) felt it was Very Ineffective. Four (57.1%) of the respondents are currently in their first full-time job since graduating and three (42.9%) have had two full-time jobs. When asked from what source(s) they learned about their first full-time job, one (14.3%) from faculty at Southeastern, two (28.6%) from a newspaper/trade publication, one (14.3%) from a professional meeting, one (14.3%) from another student/friend, four (57.1%) already had a job, and one (14.3%) from internship or practicum.

All (100%) of the respondents are employed in the state of Louisiana. One (14.3%) is employed in a service organization, two (28.6%) in higher education, two (28.6%) in business, one (14.3%) in a professional firm, and one (14.3%) is self-employed. 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. 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”. about his/her satisfaction.

All (100%) of the respondents are currently employed in the area of their Southeastern major. One (14.3%) of the respondents indicated an annual salary range of \$30,001-\$40,000, one (14.3%) gave a range of \$40,001-\$50,000, and five (71.4%) indicated an annual salary of more than \$50,000.

Professional Activities

All (100%) of the respondents currently hold licensure/certification. Below are the types of currently held licensure/certification indicated:

American Academy of Nurs Practitioners and American Nurses Credentialing
AP
C-ANP
C.N.S.
RN (3 respondents)

All (100%) of the respondents are members of a professional organization, and all (100%) of the respondents have attended a professional meeting in the past year.