

Survey of Graduate Degree Alumni

Southeastern Louisiana University



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Office of Institutional Research & Assessment

In addition to tabulated data, this report contains the opinions of students who volunteered their comments. The report is intended for use in curriculum/program review and revision only.

Table of Contents

Executive Summary	1
Method	2
Results	4
All Respondents	4
Perceptions of Southeastern	4
Graduate/Professional Education	6
Employment History	7
Current Employment	10
Professional Activities	11
Overall Satisfaction	12
Comparison to Previous Years	12
Department of History & Political Sciences	15
Department of Psychology	20
Master's of Business Administration	25
Department of Educational Leadership & Technology	36
Department of Counseling & Human Development	43
Department of Teaching & Learning	50
Department of Communication Sciences & Disorders	59
Department of Kinesiology & Health Studies	65
School of Nursing	70
Department of Biological Sciences	76
Appendix A	81

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 helps 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 2003-2004, 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, 87% are employed in the state of Louisiana, with over half employed in K-12 Education.
- Almost 95% 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.
- Almost three-fourths of respondents are active members of professional organizations.
- More than 60% of the respondents are continuing or plan to continue their education.
- More than 90% of the respondents felt that their graduate education improved the quality of their lives, regardless of the financial benefits.
- 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 526 surveys were mailed to Master's degree alumni who graduated in Academic Years 2000-2001 and 2001-2002 and for whom the Southeastern Alumni Office had a valid address. Of the 526 surveys sent, 72 were returned as non-deliverable and 145 were completed and returned. This reflects a response rate of 32%. 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.A. English	5	2	40%
M.A. History	8	4	50%
M.Mus. Music	7	2	29%
M.A. Psychology	10	4	40%
E.M.B.A.	14	5	36%
M.B.A.	112	30	27%
M.Ed. Administration and Supervision	61	20	33%
M.Ed. Counselor Education	43	15	35%
M.Ed. Curriculum & Instruction	75	25	33%
M.Ed. Special Education	30	7	23%
M.S. Communication Science Disorders	35	13	37%
M.A. Health & Kinesiology	19	5	26%
M.S.N.	16	6	38%
M.S. Biology	19	7	37%

Of the 145 returned surveys, 77% (n=112) were female and 23% (n=33) were male. The vast majority (94%, n=136) were White, Non-Hispanic, while 5% (n=7) were Black, Non-Hispanic, and 1% (n=2) were American Indian/Alaskan Native.

Procedure

A notification post card was mailed to alumni in January 2004. This informed alumni of the upcoming survey and allowed for address updates. The survey was mailed to alumni in February 2004. 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 Southeastern 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.” This section asked about 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.” 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.					
	0.0%	1.4% (2)	13.1% (19)	33.8% (49)	50.3% (73)
Southeastern provided a positive, supportive environment for minority students.					
	0.0%	2.1% (3)	24.8% (36)	31.0% (45)	38.6% (56)
Southeastern has a pretty campus.					
	0.7% (1)	3.4% (5)	17.2% (25)	35.9% (52)	40.7% (59)
The appearance of Southeastern’s campus improved while I attended Southeastern.					
	1.4% (2)	3.4% (5)	16.6% (24)	31.0% (45)	44.1% (64)
Race relations on campus were not as good as they could have been.					
	23.4% (34)	30.3% (44)	24.1% (35)	11.0% (16)	6.9% (10)
There was a sense of personal safety/security on campus.					
	1.4% (2)	2.1% (3)	17.2% (25)	44.8% (65)	32.4% (47)
The campus was generally, free from harassment (e.g., sexual, racial, etc.)					
	0.7% (1)	3.4% (5)	9.7% (14)	35.2% (51)	49.0% (64)
Overall, there was a campus atmosphere of ethnic, political, and religious understanding and acceptance.					
	0.7% (1)	2.8% (4)	13.1% (19)	40.7% (59)	41.4% (60)

In this section, students were also asked about their participation in and satisfaction with study abroad/student exchange program. Three percent (n=5) of the respondents had participated in a study-abroad/student exchange program. Of those who participated, 60% (n=3) were Very Satisfied with the program and 20% (n=1) were Satisfied. In general, 74% (n=107) of respondents felt that participation in such a program is valuable.

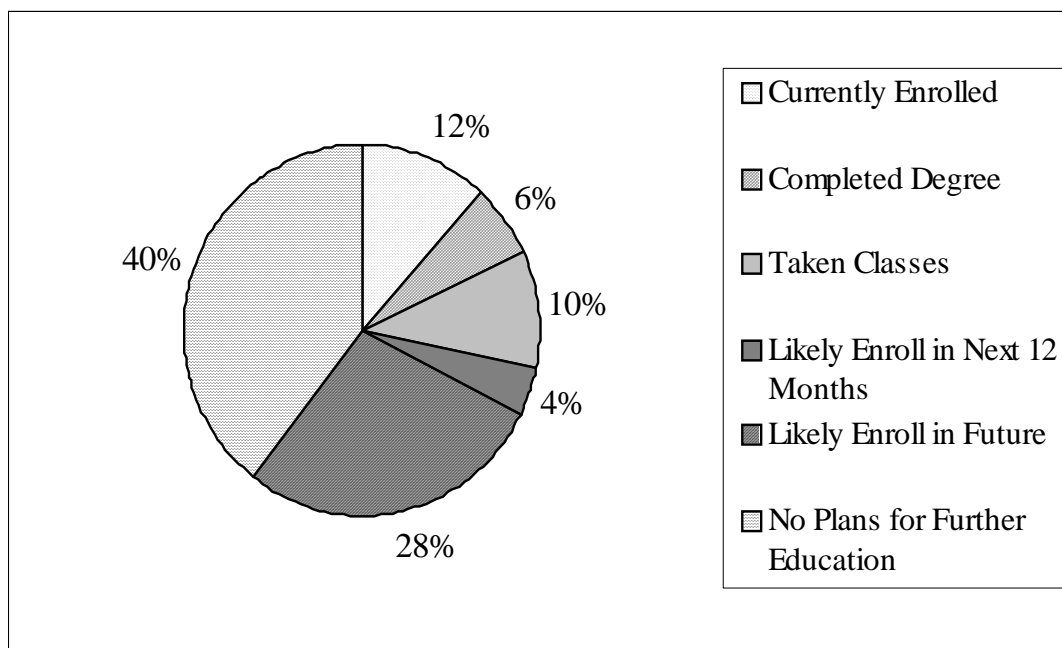
Over half the respondents (55%, n=79) received their Baccalaureate degree from Southeastern. Of those, 63% (n=50) were in the same field as their Master's. The vast majority (88%, n=67) thought their undergraduate education had prepared them effectively for Master's level education.

Graduate/ Professional Education

Overall, 61% 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 two have obtained Master's +30. Of those who have plans for further education, 13% (n=11) plan on obtaining a second Master's degree, 56% (n=49) plan on obtaining a doctorate, 9% (n=8) plan on obtaining a professional degree and 11% (n=10) plan on obtaining some other degree.

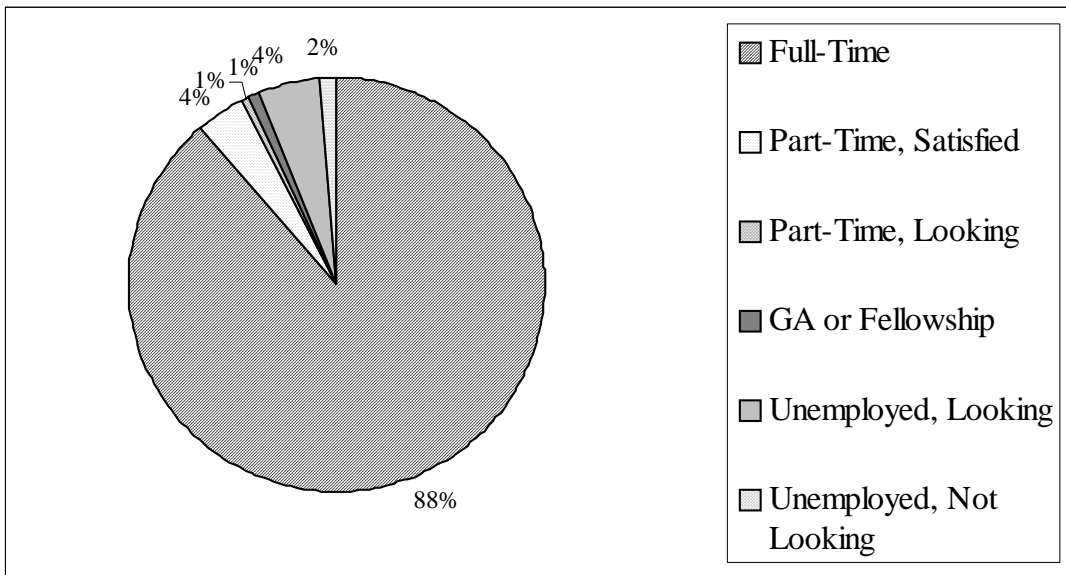
Of those respondents with further educational experiences, twenty (49%) indicated that Southeastern prepared them "Effectively" and fourteen (34%) indicated they were prepared "Very Effectively." Fifteen (37%) of the respondents indicated that Southeastern prepared them about the same as most other students while eighteen (37%) indicated that Southeastern prepared them better than most other students. Of those students who have completed a degree or are currently enrolled in a degree program, ten (39%) indicated it was "Very Closely Related" to their Master's degree from Southeastern, six (23%) indicated it was "Somewhat Related," and three (12%) indicated it was "Not at all Related." Graduates are attending the following institutions:

Southeastern Louisiana University - 5 graduates
 University of New Orleans - 4 graduates
 Louisiana State University - 3 graduates
 Michigan Tech. University- 1 graduate
 Naval Postgraduate School - 1 graduate
 Nicholls State University - 1 graduate
 University of Louisiana at Lafayette - 1 graduate
 University of Maine - 1 graduate
 University of Georgia - 1 graduate
 University Southern Mississippi - 1 graduate
 Wayne State University - 1 graduate

Employment History

Overall, 95% of the respondents are currently, satisfactorily employed. Eighty-nine percent (89%) 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.”



Seventy-six (52%) of the respondents had a full-time job prior to completing their degree from Southeastern, fifteen (10%) accepted a job upon graduation, twenty-nine (20%) took 1-6 months, four (3%) took 7-12 months, seven (5%) took over a year and twelve (8%) have not had a full-time job since graduating from Southeastern.

Those respondents who did not have a position when they completed their degree were asked to indicate what types of problems they had in 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	23% (9)	35% (14)	43% (17)
Not knowing what I wanted to do	3% (1)	25% (10)	73% (29)
Tight job market	55% (22)	30% (12)	15% (6)
Lack of marketable skills	5% (2)	15% (6)	78% (31)
Lack of educational qualifications	0%	15% (6)	85% (34)
Reputation of Southeastern	3% (1)	18% (7)	80% (32)
Lack of experience	18% (7)	40% (16)	43% (17)
Lack of job search skills	5% (2)	20% (8)	75% (30)
Poor GPA	0%	0%	100% (40)
Racial discrimination	3% (1)	3% (1)	95% (38)
Gender discrimination	3% (1)	5% (2)	93% (37)
Age discrimination	3% (1)	8% (3)	90% (36)

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-four percent (44%, n=58) indicated their graduate education was “Very Effective,” 47% (n=61) indicated it was “Effective,” 5% (n=7) indicated it was “Ineffective,” and 3% (n=4) indicated it was “Very Ineffective.” Furthermore, 60% (n=79) have had one full-time job or are in their first job since graduating, 34% (n=44) have had two full-time jobs, and 6% (n=8) 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.

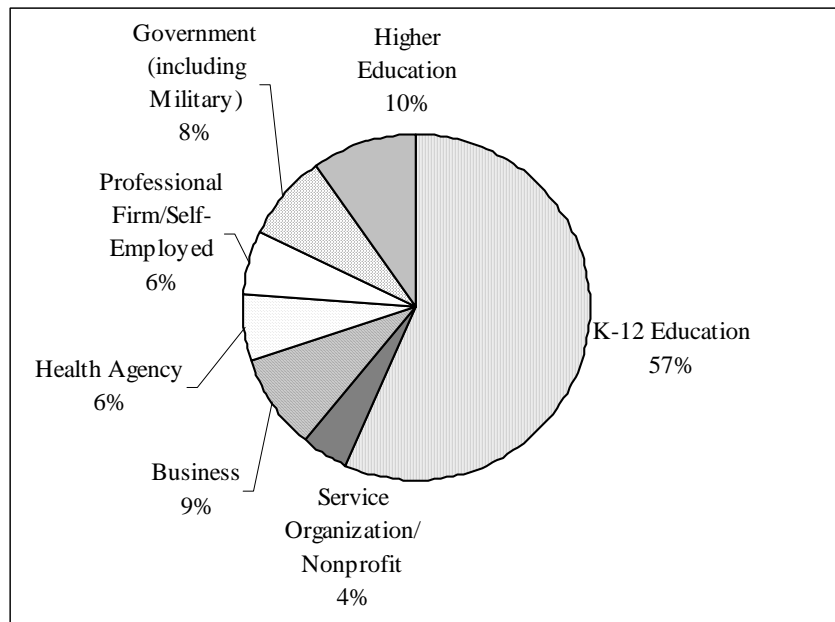
Table 4
From what source(s) did you learn about the first full-time job you held after graduating from Southeastern with your Masters? (Mark all that apply)

	Number and Percent Indicating Yes
Faculty at Southeastern	5% (6)
Parent or relative	8% (10)
Southeastern's Career Services	0%
Newspaper/trade publication	10% (13)
Professional meeting	3% (4)
Another student/friend	12% (15)
Recruited by employer	14% (18)
Public/Private employment agency	2% (2)
Southeastern Job Fair	2% (3)
Internet	8% (10)
Already had job	40% (52)
Internship, Practicum, or Student Teaching	10% (13)

Current Employment

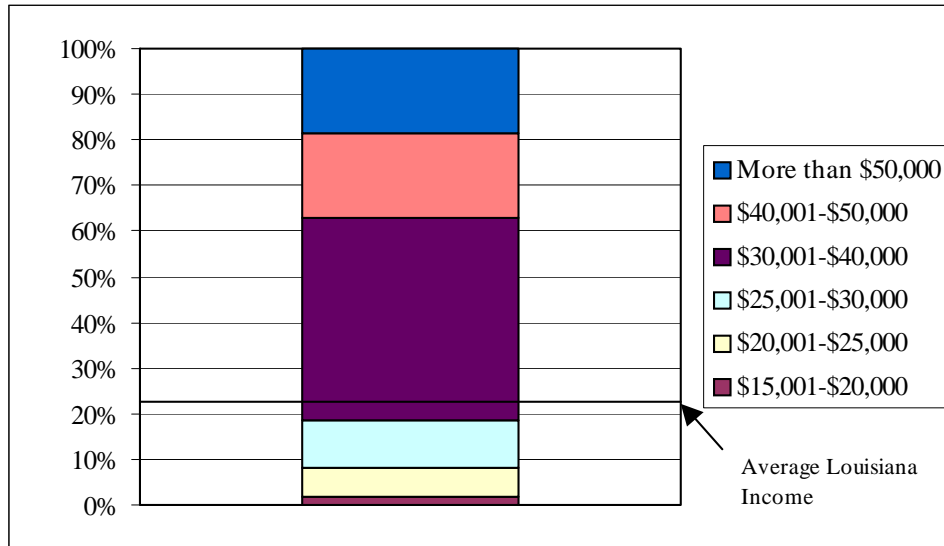
The majority (85%, n=99) of respondents are employed in the state of Louisiana. Figure 3 shows the types of organizations in which respondents are employed.

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. Eighteen percent (18%) 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. Fifty-seven percent (57%, n=66) indicated they are well satisfied and would not consider leaving, while 36% (n=42) are satisfied, but would consider leaving for more desirable employment. Only 4% (n=5) dislike their employment. Fifteen percent (15%, n=17) 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 6% (n=7) 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, one found better pay in another area, two developed a new career interest and two never planned to work in the field.

Professional Activities

Twenty-three of the respondents (16%) indicated that licensure/certification is not available in their field. Sixty-one percent (n=88) currently hold licensure/certification in their field, while 23% (n=33) do not. Of the thirty-three who do not currently have licensure, 39% (n=13) plan to obtain licensure/certification in the next 12 months. Our graduates are active in professional organizations; 72% (n=104) are members of a professional organization, and 65% (n=94) have attended a professional meeting in the past year.

Overall Satisfaction with Southeastern

In general, respondents were satisfied with Southeastern. Fifty percent (50%, n=72) had a “Very Positive” attitude toward Southeastern, and an additional 43% (n=63) had a “Positive” attitude

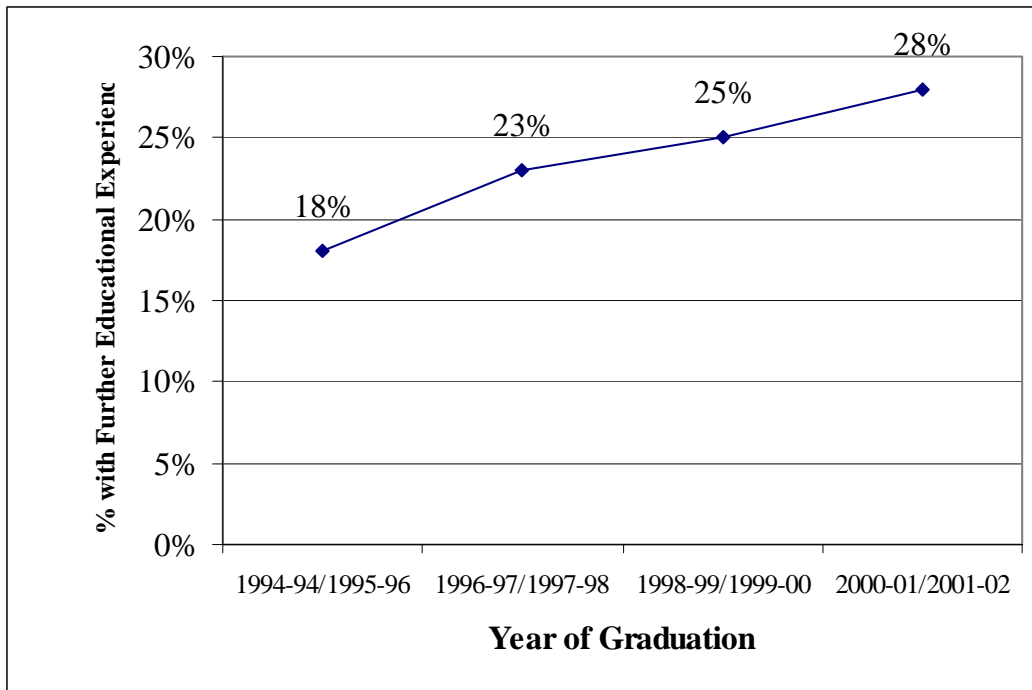
toward Southeastern. Eight respondents (6%) indicated they had a “Neutral” attitude toward Southeastern. Only two (1%) respondents had a “Negative” or “Very Negative” attitude. When asked if they would recommend Southeastern to a friend or family member considering graduate education, 63% (n=92) said they would with no reservations, an additional 31% (n=45) indicated they would with some reservations, and 3% (n=4) indicated they would but with strong reservations. One percent (1%, n=2) indicated they probably would not recommend Southeastern, and 1% (n=2) 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=122, 84%). Twelve percent (12%, n=17) did not know if they would attend Southeastern, and four percent (4%, n=6) indicated they would not attend Southeastern. When asked to compare the quality of graduate education provided at Southeastern with that of other universities, 45% (n=65) indicated it was better than most, 48% (n=69) indicated it was about the same as most, and 5% (n=7) 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=133) indicated that the quality of their life had improved, and eleven (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 72% of the 2000-01/2001-2002 graduates.

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

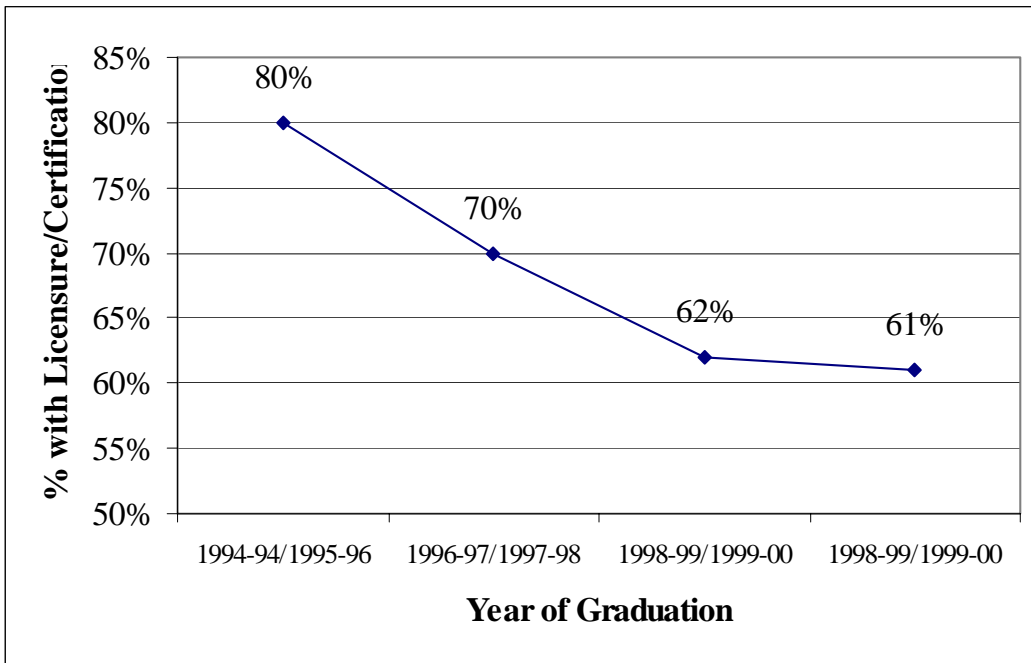


The percent of graduates who have been satisfactorily employed has consistently been at or above 95%. Every administration, 86% or more of the respondents have been employed full-time.

The percent of graduates with full-time employment who have stayed in Louisiana decreased from 95% in Fall 1997 to 86% in Fall 2001 to 85% in Fall 2003. However, graduates are making more money. Only 11% indicated an annual salary of more than \$50,000 in Fall 1997, 16% in Fall 2001, and 18% of our graduates in 2003. Satisfaction with employment has also steadily increased, from 86% being satisfied in Fall 1997, to 96% being satisfied in Fall 2003. Consistently, less than 10% of respondents employed full-time are employed in an area not related to their Southeastern major. The number not employed in the area of their major dropped from 10% to 6% in 2003.

Students currently holding licensure/certification in their field has decreased from 80% to 61% as seen in Figure 6.

Figure 6
% of Respondents who Hold Licensure/Certification



Department of History and Political Science

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 History - 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
How satisfied are you with the:					
Overall quality of your department					
MA History	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
Overall quality of your degree program					
MA History	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MA History	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
Usefulness of the academic advice you received from your advisor					
MA History	25.0% (1)	0.0%	25.0% (1)	0.0%	50.0% (2)
Opportunities to interact with faculty outside of class					
MA History	0.0%	25.0% (1)	0.0%	25.0% (1)	50.0% (2)
Effectiveness of the faculty as teachers					
MA History	0.0%	25.0% (1)	25.0% (1)	25.0% (1)	25.0% (1)
Friendliness and helpfulness of the office staff					
MA History	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
Interest shown by faculty in your academic development					
MA History	0.0%	0.0%	50.0% (2)	25.0% (1)	25.0% (1)
Effectiveness of beginning courses in preparing you for advanced courses					
MA History	25.0% (1)	25.0% (1)	0.0%	25.0% (1)	25.0% (1)
Quality of instruction in advanced courses					
MA History	0.0%	25.0% (1)	0.0%	25.0% (1)	50.0% (2)
Faculty treatment of students both inside and outside of the classroom					
MA History	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
Professional activities, associations, or clubs associated with your major					
MA History	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MA History	25.0% (1)	0.0%	0.0%	50.0% (2)	25.0% (1)

Table 6 continued					
Satisfaction with Degree Program					
Department of History & Political Science					
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 History - 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of the required courses					
MA History	0.0%	25.0% (1)	0.0%	50.0% (2)	25.0% (1)
Availability of elective courses you wanted to take in your major					
MA History	0.0%	25.0% (1)	0.0%	0.0%	75.0% (3)
Quality of instruction regarding standards and ethics in your major field					
MA History	0.0%	25.0% (1)	0.0%	50.0% (2)	25.0% (1)
Opportunities for you to collaborate with other students on class projects					
MA History	0.0%	25.0% (1)	25.0% (1)	0.0%	50.0% (2)
Library resources related to your major					
MA History	0.0%	0.0%	25.0% (1)	0.0%	50.0% (2)
Use of appropriate technology in the classroom					
MA History	25.0% (1)	0.0%	25.0% (1)	25.0% (1)	25.0% (1)
Facilities and equipment (including computer resources) related to your major					
MA History	0.0%	25.0% (1)	0.0%	50.0% (2)	25.0% (1)
Help you received from faculty in your department with regard to further educational opportunities					
MA History	0.0%	50.0% (2)	25.0% (1)	0.0%	25.0% (1)
The size of classes in your major					
MA History	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Help you received from faculty in your department with regard to finding employment in your field					
MA History	50.0% (2)	0.0%	25.0% (1)	0.0%	25.0% (1)
Global perspectives presented in courses					
MA History	25.0% (1)	25.0% (1)	0.0%	25.0% (1)	25.0% (1)
The relevancy of courses					
MA History	0.0%	25.0% (1)	25.0% (1)	0.0%	50.0% (2)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
MA History	0.0%	25.0% (1)	25.0% (1)	25.0% (1)	25.0% (1)
Your advisor’s knowledge of requirements					
MA History	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)

Table 6 continued Satisfaction with Degree Program Department of History & Political Science					
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 History - 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
The accessibility of your advisor					
MA History	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Your advisor's concern with your academic goals					
MA History	0.0%	25.0% (1)	25.0% (1)	0.0%	50.0% (2)

Table 6 continued		
Satisfaction with Degree Program		
Department of History & Political Science		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
MA History	25.0% (1)	75.0% (3)
3. If you had it to do over again, would you choose the same major?		
MA History	0%	75.0% (3)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
MA History	75.0% (3)	25.0% (1)
6. Should a hands-on course be required in your program?		
MA History	0.0%	100.0%(4)

When asked what benefits they received from their hands-on experience, one respondent said “It afforded me the opportunity to teach and learn what would be necessary to teach professionally .”

Perceptions of Southeastern

None of the participants participated in a study-abroad/student-exchange program, but 75.0% (n=3) thought participation would be valuable. Three (75.0%) of the respondents received their Baccalaureate degree from Southeastern, none in the same area as their Masters degree. One of the three indicated his/her undergraduate education prepared her/him ineffectively for Master’s level education, while the other two felt they had been prepared effectively.

Graduate Professional Education

One (25.0%) of the respondents is currently enrolled in a doctorate program, one (25.0%) plans on enrolling in a doctorate program in the future, and two (50.0%) have no plans for further education. The respondent who has taken classes indicated Southeastern prepared him/her effectively for further graduate/professional and that Southeastern prepared her/him better than most other students. The respondent is in a degree program somewhat related to the master’s degree from Southeastern.

Employment

All (100%) of the respondents have been employed full-time since graduating from Southeastern. Two (50.0%) of the respondents had a full-time job prior to completing their degree from Southeastern, one (25.0%) took 1-6 months to find a job, and one (25.0%) took 7-12 months to find a job. The respondents indicated that a “Limiting my job search to only one

geographic area”, “Tight job market”, and “Lack of experience” were major problems in obtaining employment. “Lack of educational qualifications” was cited as a minor problem.

Two (50%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance, one (25.0%) felt it was effective, and one (25.0%) felt it was ineffective. Three (75.0%) of the respondents are currently in their first full-time job since graduation and one (25.0%) has had three or more. When asked from what source(s) they learned about their first full-time job, one respondent indicated a faculty at Southeastern, one from a parent or relative, one was recruited by the employer, and one already had the job.

Three (75.0%) of the respondents are currently employed full-time and one (25.0%) is employed part-time and satisfied with part-time employment. Two (66.7%) of the respondents who are employed full-time are employed in the state of Louisiana. Two (66.7%) are employed in higher education and one is employed in K-12 education. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed”, one (33.3%) of the respondents felt they are not underemployed, but two (66.7%) felt they are. One (33.3%) respondent indicated that she/he is well satisfied with their present employment and two (66.7%) are satisfied, but would consider more desirable employment. One (33.3%) of the respondents is employed in the area of his/her Southeastern major and two (66.7%) are employed in an area not related. One of the respondents never planned to work in the field and one could not find a job she/he wanted. One (33.3%) respondent reported an annual salary of \$20,001-\$25,000, one (33.3%) \$25,001-\$30,000, and one (33.3%) greater than \$50,000.

Professional Activities

One (25.0%) respondent indicated that Licensure/certification is not available in his/her field, two (50.0%) do not hold certification and do not plan one obtaining it in the next 12 months, while one (25.0%) holds a Teaching Certificate. Three (75.0%) respondents are members of a professional organization, and all have attended a professional meeting in the past year.

Department of Psychology

Table 8
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 - 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
How satisfied are you with the:					
Overall quality of your department					
MA Psychology	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
Overall quality of your degree program					
MA Psychology	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MA Psychology	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
Usefulness of the academic advice you received from your advisor					
MA Psychology	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Opportunities to interact with faculty outside of class					
MA Psychology	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
Effectiveness of the faculty as teachers					
MA Psychology	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
Friendliness and helpfulness of the office staff					
MA Psychology	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
Interest shown by faculty in your academic development					
MA Psychology	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
Effectiveness of beginning courses in preparing you for advanced courses					
MA Psychology	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Quality of instruction in advanced courses					
MA Psychology	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Faculty treatment of students both inside and outside of the classroom					
MA Psychology	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
Professional activities, associations, or clubs associated with your major					
MA Psychology	0.0%	25.0% (1)	0.0%	50.0% (2)	25.0% (1)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MA Psychology	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)

Table 8 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 - 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of the required courses					
MA Psychology	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
Availability of elective courses you wanted to take in your major					
MA Psychology	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Quality of instruction regarding standards and ethics in your major field					
MA Psychology	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
Opportunities for you to collaborate with other students on class projects					
MA Psychology	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Library resources related to your major					
MA Psychology	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
Use of appropriate technology in the classroom					
MA Psychology	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Facilities and equipment (including computer resources) related to your major					
MA Psychology	0.0%	25.0% (1)	0.0%	25.0% (1)	50.0% (2)
Help you received from faculty in your department with regard to further educational opportunities					
MA Psychology	0.0%	0.0%	50.0% (1)	0.0%	50.0% (1)
The size of classes in your major					
MA Psychology	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
Help you received from faculty in your department with regard to finding employment in your field					
MA Psychology	0.0%	25.0% (1)	0.0%	25.0% (1)	50.0% (2)
Global perspectives presented in courses					
MA Psychology	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
The relevancy of courses					
MA Psychology	0.0%	25.0% (1)	25.0% (1)	50.0% (2)	0.0%
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
MA Psychology	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
Your advisor’s knowledge of requirements					
MA Psychology	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)

Table 8 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 - 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
The accessibility of your advisor					
MA Psychology	0.0%	0.0%	50.0% (2)	25.0% (1)	25.0% (1)
Your advisor's concern with your academic goals					
MA Psychology	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)

Table 8 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%	100.0% (4)
3. If you had it to do over again, would you choose the same major?		
MA Psychology	0.0%	100.0% (4)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
MA Psychology	25.0% (1)	75.0% (3)
6. Should a hands-on course be required in your program?		
MA Psychology	25.0% (1)	75.0% (3)

When asked what benefits they received from their hands-on experience, one respondent said “Professional work experience; practical teaching experience.”

Perceptions of Southeastern

One (25.0%) of the participants participated in a study-abroad/student-exchange program, but did not indicate his/her satisfaction with the experience. Three (75.0%) thought participation in study abroad would be valuable. One respondent received his/her baccalaureate degree from Southeastern in a different field.

Graduate Professional Education

One (25.0%) of the respondents plans to enroll in a degree program in the next twelve months, two (50.0%) are likely to enroll in the future, and one (25.0%) has no plans for further education. All three (100%) of the respondents with plans for further education, plan on obtaining a doctorate degree.

Employment

All (100%) of the respondents have been employed full-time since graduating. One (25.0%) of the respondents accepted a position upon graduation, one (25.0%) took 7-12 months to find a full-time job, and two (50.0%) took over a year.

The three respondents who did not have full-time employment upon graduation faced a variety of problems in obtaining employment. Table 9 presents what were considered major problems, minor problems, or not problem.

Table 9			
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	66.7% (2)	33.3% (1)	0.0%
Not knowing what I wanted to do	0.0%	33.3% (1)	66.7% (2)
Tight job market	0.0%	0.0%	0.0%
Lack of marketable skills	0.0%	33.3% (1)	66.7% (2)
Lack of educational qualifications	0.0%	33.3% (1)	66.7% (2)
Reputation of Southeastern	0.0%	0.0%	0.0%
Lack of experience	0.0%	66.7% (2)	33.3% (1)
Lack of job search skills	0.0%	33.3% (1)	66.7% (2)
Poor GPA	0.0%	0.0%	100.0% (3)
Racial discrimination	0.0%	0.0%	100.0% (3)
Gender discrimination	0.0%	0.0%	100.0% (3)
Age discrimination	0.0%	0.0%	100.0% (3)

One (25.0%) of the respondents felt her/his graduate education was very effective in preparing him/her for employment and three (75.0%) felt it was effective. One (25.0%) is in his/her first full-time job since graduating, two (50.0%) have had two jobs, and one (25.0%) has had three or more. When asked from what source(s) they learned about their first full-time job, two (50.0%) respondents indicated a newspaper/trade publication and two (50.0%) from the Internet.

All four (100%) of the respondents are currently employed full-time in the state of Louisiana, two (50.0%) in higher education, one (25.0%) in government, and one (25.0%) in a health agency. When asked "If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed", one (25.0%) respondent felt he/she is currently underemployed and three (75.0%) did not. Three (75.0%) respondents are well satisfied with their current position and would not consider leaving, while one (25.0%) is satisfied with current employment, but would consider more desirable employment. One (25.0%) respondent is currently employed in the area of his/her Southeastern major and three (75.0%) are employed in a related area. Three (75.0%) respondents reported an annual salary of \$30,001-\$40,000 and one (25.0%) \$40,001-\$50,000.

Professional Activities

One respondent (25.0%) indicated licensure/certification is not available in his/her field and three (75.0%) do not have it. One (33.3%) plans on obtaining BCSAS within the next twelve months. Two (50.0%) respondents are members of a professional organization and three (75.0%) have attended a professional meeting in the past year.

Master's of Business Administration

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: EMBA - 5; Accounting - 4; General MBA - 23					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
How satisfied are you with the:					
Overall quality of your department					
EMBA	0.0%	0.0%	0.0%	60.0% (3)	40.0% (2)
Accounting	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
General MBA	0.0%	0.0%	4.3% (1)	65.2% (15)	30.4% (7)
Overall quality of your degree program					
EMBA	0.0%	0.0%	0.0%	40.0% (2)	60.0% (3)
Accounting	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
General MBA	0.0%	0.0%	8.7% (2)	56.5% (13)	30.4% (7)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
EMBA	0.0%	0.0%	0.0%	80.0% (4)	20.0% (1)
Accounting	0.0%	0.0%	0.0%	0.0%	100.0% (4)
General MBA	0.0%	0.0%	17.4% (4)	26.1% (6)	52.2% (12)
Usefulness of the academic advice you received from your advisor					
EMBA	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
Accounting	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
General MBA	4.3% (1)	13.0% (3)	26.1% (6)	30.4% (7)	26.1% (6)
Opportunities to interact with faculty outside of class					
EMBA	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
Accounting	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
General MBA	0.0%	0.0%	21.7% (5)	26.1% (6)	52.2% (12)
Effectiveness of the faculty as teachers					
EMBA	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
Accounting	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
General MBA	0.0%	0.0%	17.4% (4)	52.2% (12)	30.4% (7)
Friendliness and helpfulness of the office staff					
EMBA	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
Accounting	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
General MBA	0.0%	0.0%	8.7% (2)	34.8% (8)	56.5% (13)

Table 11 continued					
Satisfaction with Degree Program					
Master's of Business Administration 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: EMBA - 5; Accounting - 4; General MBA - 23					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Interest shown by faculty in your academic development					
EMBA	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
Accounting	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
General MBA	0.0%	4.3% (1)	21.7% (5)	39.1% (9)	34.8% (8)
Effectiveness of beginning courses in preparing you for advanced courses					
EMBA	0.0%	0.0%	0.0%	40.0% (2)	60.0% (3)
Accounting	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
General MBA	0.0%	4.3% (1)	17.4% (4)	30.4% (7)	47.8% (11)
Quality of instruction in advanced courses					
EMBA	0.0%	0.0%	0.0%	60.0% (3)	40.0% (2)
Accounting	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
General MBA	0.0%	0.0%	21.7% (5)	39.1% (9)	39.1% (9)
Faculty treatment of students both inside and outside of the classroom					
EMBA	0.0%	0.0%	0.0%	40.0% (2)	60.0% (3)
Accounting	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
General MBA	0.0%	0.0%	17.4% (4)	26.1% (6)	56.5% (13)
Professional activities, associations, or clubs associated with your major					
EMBA	0.0%	0.0%	60.0% (3)	20.0% (1)	20.0% (1)
Accounting	0.0%	0.0%	50.0% (2)	0.0%	50.0% (2)
General MBA	0.0%	8.7% (2)	30.4% (7)	34.8% (8)	21.7% (5)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
EMBA	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
Accounting	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
General MBA	4.3% (1)	8.7% (2)	39.1% (9)	21.7% (5)	21.7% (5)
Availability of the required courses					
EMBA	0.0%	0.0%	0.0%	20.0% (1)	80.0% (4)
Accounting	0.0%	0.0%	0.0%	75.0% (3)	25.0% (1)
General MBA	0.0%	4.3% (1)	26.1% (6)	47.8% (11)	21.7% (5)

Table 11 continued					
Satisfaction with Degree Program					
Master's of Business Administration 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: EMBA - 5; Accounting - 4; General MBA - 23					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
EMBA	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
Accounting	0.0%	0.0%	0.0%	100.0% (4)	0.0%
General MBA	0.0%	4.3% (1)	21.7% (5)	52.2% (12)	21.7% (5)
Quality of instruction regarding standards and ethics in your major field					
EMBA	0.0%	0.0%	0.0%	40.0% (2)	60.0% (3)
Accounting	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
General MBA	0.0%	0.0%	4.3% (1)	56.5% (13)	34.8% (8)
Opportunities for you to collaborate with other students on class projects					
EMBA	0.0%	0.0%	0.0%	40.0% (2)	60.0% (3)
Accounting	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
General MBA	0.0%	4.3% (1)	4.3% (1)	21.7% (5)	69.6% (16)
Library resources related to your major					
EMBA	0.0%	0.0%	0.0%	40.0% (2)	60.0% (3)
Accounting	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
General MBA	0.0%	0.0%	17.4% (4)	52.2% (12)	30.4% (7)
Use of appropriate technology in the classroom					
EMBA	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
Accounting	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
General MBA	0.0%	0.0%	4.3% (1)	39.1% (9)	56.5% (13)
Facilities and equipment (including computer resources) related to your major					
EMBA	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
Accounting	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
General MBA	0.0%	0.0%	0.0%	39.1% (9)	56.5% (13)
Help you received from faculty in your department with regard to further educational opportunities					
EMBA	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
Accounting	0.0%	0.0%	50.0% (2)	25.0% (1)	25.0% (1)
General MBA	0.0%	13.0% (3)	39.1% (9)	13.0% (3)	34.8% (8)

Table 11 continued					
Satisfaction with Degree Program					
Master's of Business Administration 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: EMBA - 5; Accounting - 4; General MBA - 23					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
The size of classes in your major					
EMBA	0.0%	0.0%	0.0%	0.0%	100.0% (5)
Accounting	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
General MBA	0.0%	0.0%	13.0% (3)	43.5% (10)	39.1% (9)
Help you received from faculty in your department with regard to finding employment in your field					
EMBA	0.0%	20.0% (1)	20.0% (1)	20.0% (1)	20.0% (1)
Accounting	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
General MBA	17.4% (4)	17.4% (4)	26.1% (6)	17.4% (4)	21.7% (5)
Global perspectives presented in courses					
EMBA	0.0%	20.0% (1)	20.0% (1)	20.0% (1)	40.0% (2)
Accounting	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
General MBA	0.0%	4.3% (1)	13.0% (3)	56.5% (13)	26.1% (6)
The relevancy of courses					
EMBA	0.0%	0.0%	0.0%	60.0% (3)	40.0% (2)
Accounting	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
General MBA	0.0%	8.7% (2)	8.7% (2)	47.8% (11)	30.4% (7)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
EMBA	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
Accounting	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
General MBA	8.7% (2)	4.3% (1)	30.4% (7)	39.1% (9)	17.4% (4)
Your advisor's knowledge of requirements					
EMBA	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
Accounting	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
General MBA	0.0%	0.0%	34.8% (8)	34.8% (8)	30.4% (7)
The accessibility of your advisor					
EMBA	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
Accounting	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
General MBA	0.0%	13.0% (3)	26.1% (6)	39.1% (9)	21.7% (5)

Table 11 continued Satisfaction with Degree Program Master's of Business Administration 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: EMBA - 5; Accounting - 4; General MBA - 23					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
EMBA	0.0%	0.0%	20.0% (1)	0.0%	60.0% (3)
Accounting	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
General MBA	0.0%	13.0% (3)	34.8% (8)	30.4% (7)	21.7% (5)

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?		
EMBA	0.0%	100.0% (5)
Accounting	0.0%	100.0% (4)
General MBA	0.0%	100.0% (23)
3. If you had it to do over again, would you choose the same major?		
EMBA	0.0%	100.0% (5)
Accounting	0.0%	100.0% (4)
General MBA	17.4% (4)	78.3% (18)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
EMBA	100.0% (5)	0.0%
Accounting	75.0% (3)	25.0% (1)
General MBA	87.0% (20)	13.0% (3)
6. Should a hands-on course be required in your program?		
EMBA	40.0% (2)	60.0% (3)
Accounting	25.0% (1)	75.0% (3)
General MBA	13.0% (3)	73.9% (17)

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

“Interacting with different types of people in a professional and amiable manner. Working under pressure of deadlines.”

Perceptions of Southeastern

EMBA

None of the participants participated in a study-abroad/student-exchange program, but 80% (n=4) thought participation would be valuable. One (20.0%) of the respondents received her/his Baccalaureate degree from Southeastern, it was not in the same field.

Accounting

None of the participants participated in a study-abroad/student-exchange program, but 75% (n=3) thought participation would be valuable. Three (75.0%) of the respondents received their Baccalaureate degree from Southeastern, two in the same field. Of the three who received

degrees from Southeastern, two (66.7%) indicated their undergraduate education “Very Effectively” prepared them for graduate level work and one (33.3%) thought she/he was “Effectively” prepared.

General MBA

Three (13.0%) of the respondents participated in a study-abroad/student-exchange program. Two (66.7%) of the participants were “Very Satisfied” with the experience and one (33.3%) was “Somewhat Satisfied”. Nineteen (82.6%) of the respondents indicated that participation would be valuable. Sixteen (69.6%) of the respondents received their Baccalaureate degree from Southeastern, nine in the same field. Of the sixteen who received degrees from Southeastern, two (12.5%) indicated their undergraduate education “Very Effectively” prepared them for graduate level work, eleven (68.8%) thought they were “Effectively” prepared, one (6.3%) was “Ineffectively” prepared, and two (12.5%) thought they were “Very Ineffectively” prepared.

Graduate Professional Education

EMBA

Two (40.0%) of the respondents are currently enrolled in a degree program, one (20.0%) is likely to enroll in the future, and one (20.0%) has no plans for further education. Of those respondents with plans for further education, two (66.7%) plan on obtaining a Second Master’s and one (33.3%) plans on obtaining a Doctorate. Of those respondents with graduate school experience, both (100.0%) indicated that Southeastern prepared them “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 and one (50.0%) indicated she/he was “Better Prepared than Most” other students. Both (100.0%) of the respondents currently enrolled in a degree program indicated it is “Not at all Related” to their Southeastern degree.

Accounting

One (25.0%) of the respondents has taken further graduate classes but not enrolled in a degree program, one (25.0%) is likely to enroll in the future, and two (50.0%) have no plans for further education. Both (100.0%) of those respondents with plans for further plan on obtaining a Doctorate. The respondent with further graduate school experience indicated that Southeastern prepared her/him “Very Effectively” for further graduate/professional study and he/she was “Better Prepared than Most” other students.

General MBA

Three (13.0%) of the respondents have taken further graduate classes, but not enrolled in a degree program, two (8.7%) plan on enrolling in a degree program in the next twelve months, five (21.7%) are likely to enroll in the future, and thirteen (56.5%) have no plans for further education. Of those respondents with plans for further education, five (50.0%) plan on obtaining a Doctorate, three (30.0%) plan on obtaining a professional degree, and two (20.0%) plan on obtaining some other degree. Of those respondents with graduate school experience, two

(66.7%) indicated that Southeastern prepared them “Effectively” for further graduate/professional study and one (33.3%) was “Very Effectively” prepared. Two (66.7%) of the respondents indicated that Southeastern prepared them “About the Same as Most” other students and one (33.3%) indicated she/he was “Better Prepared than Most” other students

Employment

EMBA

All (100.0%) of the respondents were employed full-time before completing their degree from Southeastern. Two (40.0%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance and three (60.0%) respondents felt their graduate education was effective. Three (60.0%) of the respondents are currently in their first full-time job since graduating, one (20.0%) has had two full-time jobs, and one (20.0%) has had three or more.

All (100.0%) of the respondents are currently employed full-time. Four (80.0%) are employed in the state of Louisiana and one (20.0%) is employed out of state. One (20.0%) is employed in K-12, one (20.0%) in a nonprofit organization, one (20.0%) in the military, one (20.0%) in business, and one (20.0%) in a health agency. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed”, four (80.0%) respondents felt they are not underemployed, while one (20.0%) felt he/she is underemployed. When asked about satisfaction with their present employment, three (60.0%) of the respondents are “Well satisfied; would not consider leaving” and two (20.0%) are “Satisfied, but would consider more desirable employment”.

Two (40.0%) respondents are currently employed in the area of their Southeastern major, two (40.0%) are employed in an area related to their Southeastern major, and one (20.0%) is employed in an unrelated area because he/she never planned to work in the field. Two (40.0%) respondents indicated an annual salary range of \$40,001-\$50,000, and three (20.0%) indicated an annual salary of over \$50,000.

Accounting

Three (75.0%) of the respondents have been employed full-time since graduating. One (33.3%) had a job before completing the degree and two (66.7%) took 1-6 months to find a full-time job. Minor problems in finding employment were “Not knowing what I wanted to do”, “Tight job market”, “Limiting my job search to only one geographic area”, “Lack of experience”. Two (66.7%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance and one (33.3%) respondent felt his/her graduate education was effective. One (33.3%) of the respondents is currently in her/his first full-time job since graduating and two (66.7%) have had two full-time jobs. When asked from what source(s) they learned about their first full-time job, one (33.3%) respondent indicated faculty at Southeastern, one (33.3%) from a professional meeting, and one (33.3%) from an employment agency.

Two (50.0%) of the respondents are currently employed full-time and one (25.0%) is unemployed but seeking employment. Both (100.0%) of those employed full-time are employed in the state of Louisiana. One (50.0%) is employed in higher education and one (50.0%) in a professional firm. 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”, neither (0.0%) respondent felt they are underemployed. When asked about satisfaction with their present employment, both (100.0%) of the respondents are “Well satisfied; would not consider leaving”. Both (100.0%) respondents are currently employed in the area of their Southeastern major and both (100.0%) respondents indicated an annual salary range of \$30,001-\$40,000.

General MBA

All (100.0%) of the respondents have been employed full-time since completing their degree from Southeastern. Twelve (52.2%) had a job before completing the degree, three (13.0%) accepted a job upon graduation, seven (30.4%) took 1-6 months to find a full-time job, and one (4.3%) took 7-12 months.

The eight 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.

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	25.0% (2)	25.0% (2)	50.0% (4)
Not knowing what I wanted to do	12.5% (1)	37.5% (3)	50.0% (4)
Tight job market	62.5% (5)	25.0% (2)	12.5% (1)
Lack of marketable skills	0.0%	25.0% (2)	75.0% (6)
Lack of educational qualifications	0.0%	12.5% (1)	87.5% (7)
Reputation of Southeastern	0.0%	50.0% (4)	50.0% (4)
Lack of experience	12.5% (1)	50.0% (4)	37.5% (3)
Lack of job search skills	12.5% (1)	12.5% (1)	75.0% (6)
Poor GPA	0.0%	0.0%	100.0% (8)
Racial discrimination	0.0%	0.0%	100.0% (8)
Gender discrimination	0.0%	0.0%	100.0% (8)
Age discrimination	0.0%	12.5% (1)	87.5% (7)

Eight (34.8%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance, twelve (52.2%) respondents felt their graduate education was effective, and three (13.0%) felt it was ineffective. Sixteen (69.6%) of

the respondents are currently in their first full-time job since graduating, six (26.1%) have had two full-time jobs, and one (4.3%) has had three or more. When asked from what source(s) they learned about their first full-time job, two (8.7%) indicated faculty at Southeastern, two (8.7%) from a parent or relative, four (17.4%) from a newspaper/trade publication, one (4.3%) from a professional meeting, three (13.0%) from another student/friend, three (13.0%) were recruited by the employer, five (21.7%) from the Internet, and six (26.1%) already had the job.

Twenty-one (91.3%) of the respondents are currently employed full-time, one (4.3%) is employed part-time and looking for full-time work, and one (4.3%) is unemployed and looking for full-time work. Of those employed full-time, seventeen (81.0%) are employed in the state of Louisiana. Four (19.0%) in higher education, one (4.8%) in K-12 education, one (4.8%) in a nonprofit organization, two (9.5%) in a professional firm, one (4.8%) is self-employed, three (14.3%) are employed in government, eight (38.1%) in a business, and one (4.8%) in a health agency. When asked "If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed", seventeen (81.0%) respondents felt they are not underemployed, while four (19.0%) felt they are underemployed. When asked about satisfaction with their present employment, eleven (52.4%) of the respondents are "Well satisfied; would not consider leaving", eight (38.1%) are "Satisfied, but would consider more desirable employment", and two (9.5%) "Dislike employment and are seeking or will seek other employment".

Eleven (52.4%) respondents are currently employed in the area of their Southeastern major while ten (47.6%) are employed in an area related to their Southeastern major. Two (9.5%) respondents indicated an annual salary range of \$20,001-\$25,000, seven (33.3%) gave a range of \$30,001-\$40,000, four (19.0%) gave a range of \$40,001-\$50,000, and eight (38.1%) indicated an annual salary of over \$50,000.

Professional Activities

EMBA

Four (80.0%) respondents indicated that licensure/certification is not available in their field and one (20.0%) holds licensure/certification. Two (40.0%) of the respondents are members of a professional organization, and three (60.0%) have attended a professional meeting in the past year.

Accounting

One (25.0%) of the respondents is a CPA and one (25.0%) plans on becoming a CPA in the next twelve months. Two (50.0%) of the respondents are members of a professional organization, and three (75.0%) have attended a professional meeting in the past year.

General MBA

Eight (34.8%) respondents indicated that licensure/certification is not available in their field, fourteen (60.9%) do not have licensure/certification, and one (4.3%) has a real estate license. Of

those without licensure/certification, five (35.7%) plan on obtaining it in the next twelve months. Two plan on obtaining a CPA, one a APICS - CPIM, and one a Life/Health Insurance Agent License. Sixteen (69.6%) of the respondents are members of a professional organization, and fifteen (65.2%) have attended a professional meeting in the past year.

Department of Educational Leadership & Technology

Table 13
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 - 20					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
M.Ed. Administration & Supervision	0.0%	0.0%	15.0% (3)	30.0% (6)	55.0% (11)
Overall quality of your degree program					
M.Ed. Administration & Supervision	0.0%	0.0%	15.0% (3)	25.0% (5)	60.0% (12)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
M.Ed. Administration & Supervision	0.0%	0.0%	5.0% (1)	35.0% (7)	60.0% (12)
Usefulness of the academic advice you received from your advisor					
M.Ed. Administration & Supervision	0.0%	5.0% (1)	10.0% (2)	30.0% (6)	55.0% (11)
Opportunities to interact with faculty outside of class					
MEd Administration & Supervision	0.0%	5.0% (1)	25.0% (5)	30.0% (6)	40.0% (8)
Effectiveness of the faculty as teachers					
MEd Administration & Supervision	0.0%	0.0%	25.0% (5)	25.0% (5)	50.0% (10)
Friendliness and helpfulness of the office staff					
MEd Administration & Supervision	5.0% (1)	5.0% (1)	10.0% (2)	30.0% (6)	50.0% (10)
Interest shown by faculty in your academic development					
MEd Administration & Supervision	0.0%	5.0% (1)	5.0% (1)	30.0% (6)	60.0% (12)
Effectiveness of beginning courses in preparing you for advanced courses					
MEd Administration & Supervision	0.0%	5.0% (1)	20.0% (4)	45.0% (9)	30.0% (6)
Quality of instruction in advanced courses					
MEd Administration & Supervision	0.0%	0.0%	5.0% (1)	40.0% (8)	55.0% (11)

<p align="center">Table 13 continued Satisfaction with Degree Program Department of Educational Leadership & Technology</p>					
<p>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.</p>					
<p>Number of Respondents: MEd Administration & Supervision - 20</p>					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Faculty treatment of students both inside and outside of the classroom					
MEd Administration & Supervision	0.0%	0.0%	15.0% (3)	30.0% (6)	55.0% (11)
Professional activities, associations, or clubs associated with your major					
MEd Administration & Supervision	0.0%	5.0% (1)	30.0% (6)	35.0% (7)	30.0% (6)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MEd Administration & Supervision	0.0%	5.0% (1)	35.0% (7)	20.0% (4)	40.0% (8)
Availability of the required courses					
MEd Administration & Supervision	5.0% (1)	0.0%	15.0% (3)	35.0% (7)	45.0% (9)
Availability of elective courses you wanted to take in your major					
MEd Administration & Supervision	0.0%	5.0% (1)	15.0% (3)	50.0% (10)	30.0% (6)
Quality of instruction regarding standards and ethics in your major field					
MEd Administration & Supervision	0.0%	5.0% (1)	15.0% (3)	40.0% (8)	40.0% (8)
Opportunities for you to collaborate with other students on class projects					
MEd Administration & Supervision	0.0%	0.0%	5.0% (1)	55.0% (11)	40.0% (8)
Library resources related to your major					
MEd Administration & Supervision	0.0%	0.0%	25.0% (5)	35.0% (7)	40.0% (8)
Use of appropriate technology in the classroom					
MEd Administration & Supervision	0.0%	0.0%	10.0% (2)	50.0% (10)	40.0% (8)
Facilities and equipment (including computer resources) related to your major					
MEd Administration & Supervision	0.0%	0.0%	5.0% (1)	50.0% (10)	45.0% (9)
<p align="center">Table 13 continued Satisfaction with Degree Program Department of Educational Leadership & Technology</p>					

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: MEd Administration & Supervision - 20					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Help you received from faculty in your department with regard to further educational opportunities					
MEd Administration & Supervision	0.0%	10.0% (2)	15.0% (3)	30.0% (6)	45.0% (9)
The size of classes in your major					
MEd Administration & Supervision	0.0%	0.0%	5.0% (1)	40.0% (8)	55.0% (11)
Help you received from faculty in your department with regard to finding employment in your field					
MEd Administration & Supervision	10.0% (2)	15.0% (3)	35.0% (7)	25.0% (3)	20.0% (4)
Global perspectives presented in courses					
MEd Administration & Supervision	0.0%	5.0% (1)	35.0% (7)	35.0% (7)	25.0% (5)
The relevancy of courses					
MEd Administration & Supervision	5.0% (1)	15.0% (3)	5.0% (1)	35.0% (7)	40.0% (8)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
MEd Administration & Supervision	5.0% (1)	5.0% (1)	20.0% (4)	25.0% (5)	45.0% (9)
Your advisor’s knowledge of requirements					
MEd Administration & Supervision	0.0%	5.0% (1)	5.0% (1)	35.0% (7)	55.0% (11)
The accessibility of your advisor					
MEd Administration & Supervision	0.0%	5.0% (1)	15.0% (3)	20.0% (4)	60.0% (12)
Your advisor’s concern with your academic goals					
MEd Administration & Supervision	0.0%	10.0% (2)	10.0% (2)	20.0% (4)	60.0% (12)

Table 13 continued		
Satisfaction with Degree Program		
Department of Educational Leadership & Technology		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
M.Ed. Administration & Supervision	5.0% (1)	95.0% (19)
3. If you had it to do over again, would you choose the same major?		
M.Ed. Administration & Supervision	10.0% (2)	90.0% (18)
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	15.0% (3)	85.0% (17)
6. Should a hands-on course be required in your program?		
M.Ed. Administration & Supervision	10.0% (2)	75.0%(15)

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

“Insight”

“Good class; professor understood my level of expertise; did not have to ‘jump through hoops’.”

“It prepared me academically but not with handling student discipline.”

“Student teaching was a great experience. It should not be a full day experience. Student teachers should get a fee waiver or be paid the federal minimum wage if it remains a full day experience.”

“To see what the job required.”

“I was able to see if what field I chose was really what I wanted to do.”

“realistic view of responsibilities and duties of administrators”

“Hands on experience give you a real life picture as to what to expect when you enter the work force.”

“I was able to apply the knowledge gained in the classroom.”

“Application of knowledge/teaching experience”

“Very worthwhile and important to put knowledge into practice”

“Exposure to a variety of scenarios.”

“I was able to really get a feel for what is like being a principal and the many duties involved.”

“I saw first hand how much is involved in day to day operations.”

“Knew this was the job for me”

“Real life experiences were beneficial”

Perceptions of Southeastern

None of the participants participated in a study-abroad/student-exchange program, but 70% (n=14) thought participation would be valuable. Nine (45.0%) of the respondents received their Baccalaureate degree from Southeastern. Six of the nine (66.7%) indicated that it was in the same field as their Master's. Five of the seven (55.6%) indicated their undergraduate education prepared them “Effectively” for Master's level education, one (11.1%) felt he/she was “Very Effectively” prepared, and two (22.2%) felt they were “Ineffectively” prepared.

Graduate Professional Education

One (5.0%) of the respondents is currently enrolled in a degree program, while one (5.0%) has completed another degree, but did not indicate what the degree was. Two (10.0%) of the respondents have taken classes, but not enrolled in a degree program, nine (45.0%) respondents are likely to enroll in a degree program in the future, and seven (35.0%) have no plans for further graduate education. Of those respondents with plans for further education, ten (76.9%) plan on obtaining a doctorate, one (7.7%) plans on obtaining a second Master's, and one (7.7%) plans on obtaining some “Other” degree.

Of those respondents with graduate school experience, one (20.0%) indicated that Southeastern prepared him/her “Effectively” for further graduate/professional study, and two (40.0%) indicated they were “Very Effectively” prepared. Three (60.0%) of the respondents indicated that Southeastern prepared them better than most other students. One of the students (33.6%) who is either currently enrolled or have a degree, indicated it was very closely related to their master's degree from Southeastern.

Employment

Nineteen (95.0%) of the respondents have had a full-time jobs since graduating from Southeastern. Of those nineteen, seventeen (89.5%) of the respondents had the job prior to completing their degree from Southeastern, one (5.3%) accepted a job upon graduation, and one (5.3%) took 7-12 months to find a full-time job.

Eight (42.1%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance, ten (52.6%) felt it was effective, and one (5.3%) felt it was ineffective. Fourteen (73.7%) of the respondents are currently in their first full-time job since graduating, four (21.1%) have had two full-time jobs, and one (5.3%) has had

three or more. When asked from what source(s) they learned about their first full-time job, one (5.3%) from a parent or relative, two (10.5%) from another student or friend, five (26.3%) were recruited by the employer, and fourteen (73.7%) already had the job.

Of the nineteen who have been employed full-time, eighteen (94.7%) are currently employed full-time and one (5.3%) is unemployed but seeking employment. All (100%) of those who are currently employed full-time 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”, thirteen (72.2%) respondents felt they are not underemployed, while three (16.7%) felt they are underemployed. When asked about satisfaction with their present employment, seven (38.9%) of the respondents are “Well satisfied; would not consider leaving” and eleven (61.1%) are “Satisfied, but would consider more desirable employment”.

Fourteen (77.8%) respondents are currently employed in the area of their Southeastern major, while four (22.2%) are employed in an area related to their Southeastern major. One (5.6%) respondent indicated an annual salary range of \$20,001-\$25,000, one (5.6%) gave a range of \$25,001-30,000, five (27.8%) gave a range of \$30,001-\$40,000, eight (44.4%) gave a range of \$40,001-\$50,000, and three (16.7%) indicated an annual salary of over \$50,000.

Professional Activities

Nineteen (95.0%) of the respondents indicated they currently have licensure/certification. Below are the types of licensure/certifications indicated:

- Teacher/Principal
- Certified secondary school principal
- Type B
- Preschool, K-8, Principal-Elem.
- State Certification
- certified in Administration M.Ed. Degree
- Secondary Teacher (Math)
- Elementary/Secondary Principalship
- LA state certificate
- Elem 1-8 & Administration
- Type A - Teaching Cert.
- Teaching Certificate for LA
- Masters Degree Administration - BA Elem Ed

One respondent (5.0%) does not have licensure/certification, but plans on obtaining Type A Teaching Cert., Cert. In Admin/Super in the next twelve months. Sixteen (80.0%) of the respondents are members of a professional organization, and ten (50.0%) have attended a professional meeting in the past year.

Department of Counseling & Human Development

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. Counselor Education - 15					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
M.Ed. Counselor Education	0.0%	0.0%	0.0%	33.3% (5)	66.7% (10)
Overall quality of your degree program					
M.Ed. Counselor Education	0.0%	0.0%	6.7% (1)	13.3% (2)	80.0% (12)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
M.Ed. Counselor Education	0.0%	0.0%	6.7% (1)	33.3% (5)	60.0% (9)
Usefulness of the academic advice you received from your advisor					
M.Ed. Counselor Education	0.0%	6.7% (1)	26.7% (4)	13.3% (2)	53.3% (8)
Opportunities to interact with faculty outside of class					
MEd Counselor Education	13.3% (2)	6.7% (1)	6.7% (1)	40.0% (6)	33.3% (5)
Effectiveness of the faculty as teachers					
MEd Counselor Education	0.0%	0.0%	6.7% (1)	40.0% (6)	53.3% (8)
Friendliness and helpfulness of the office staff					
MEd Counselor Education	0.0%	0.0%	6.7% (1)	33.3% (5)	53.3% (8)
Interest shown by faculty in your academic development					
MEd Counselor Education	0.0%	0.0%	20.0% (3)	26.7% (4)	53.3% (8)
Effectiveness of beginning courses in preparing you for advanced courses					
MEd Counselor Education	0.0%	0.0%	13.3% (2)	40.0% (6)	46.7% (7)
Quality of instruction in advanced courses					
MEd Counselor Education	0.0%	6.7% (1)	0.0%	33.3% (5)	60.0% (9)
Faculty treatment of students both inside and outside of the classroom					
MEd Counselor Education	0.0%	0.0%	6.7% (1)	40.0% (6)	53.3% (8)
Professional activities, associations, or clubs associated with your major					
MEd Counselor Education	0.0%	0.0%	26.7% (4)	20.0% (3)	53.3% (8)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MEd Counselor Education	13.3% (2)	6.7% (1)	26.7% (4)	26.7% (4)	26.7% (4)
Availability of the required courses					
MEd Counselor Education	0.0%	20.0% (3)	20.0% (3)	33.3% (5)	26.7% (4)

Table 14 continued					
Satisfaction with Degree Program					
Department of Counseling & Human Development					
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 - 15					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
MEd Counselor Education	0.0%	20.0% (3)	40.0% (6)	20.0% (3)	20.0% (3)
Quality of instruction regarding standards and ethics in your major field					
MEd Counselor Education	0.0%	0.0%	13.3% (2)	20.0% (3)	66.7% (10)
Opportunities for you to collaborate with other students on class projects					
MEd Counselor Education	0.0%	0.0%	6.7% (1)	46.7% (7)	46.7% (7)
Library resources related to your major					
MEd Counselor Education	0.0%	0.0%	40.0% (6)	33.3% (5)	26.7% (4)
Use of appropriate technology in the classroom					
MEd Counselor Education	0.0%	6.7% (1)	33.3% (5)	40.0% (6)	20.0% (3)
Facilities and equipment (including computer resources) related to your major					
MEd Counselor Education	6.7% (1)	0.0%	13.3% (2)	33.3% (5)	46.7% (7)
Help you received from faculty in your department with regard to further educational opportunities					
MEd Counselor Education	6.7% (1)	13.3% (2)	13.3% (2)	26.7% (4)	40.0% (6)
The size of classes in your major					
MEd Counselor Education	0.0%	0.0%	6.7% (1)	26.7% (4)	66.7% (10)
Help you received from faculty in your department with regard to finding employment in your field					
MEd Counselor Education	13.3% (2)	6.7% (1)	20.0% (3)	33.3% (5)	26.7% (4)
Global perspectives presented in courses					
MEd Counselor Education	0.0%	6.7% (1)	26.7% (4)	40.0% (6)	26.7% (4)
The relevancy of courses					
MEd Counselor Education	0.0%	0.0%	0.0%	46.7% (7)	53.3% (8)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
MEd Counselor Education	0.0%	0.0%	13.3% (2)	20.0% (3)	66.7% (10)
Your advisor’s knowledge of requirements					
MEd Counselor Education	0.0%	0.0%	20.0% (3)	20.0% (3)	60.0% (9)
The accessibility of your advisor					
MEd Counselor Education	0.0%	13.3% (2)	6.7% (1)	20.0% (3)	60.0% (9)

Table 14 continued
Satisfaction with Degree Program
Department of Counseling & Human Development

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 - 15

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
MEd Counselor Education	0.0%	6.7% (1)	26.7% (4)	13.3% (2)	53.3% (8)

Table 14 continued		
Satisfaction with Degree Program		
Department of Counseling & Human Development		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
M.Ed. Counselor Education	6.7% (1)	93.3% (14)
3. If you had it to do over again, would you choose the same major?		
M.Ed. Counselor Education	6.7% (1)	93.3% (14)
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% (15)
6. Should a hands-on course be required in your program?		
M.Ed. Counselor Education	0.0%	100.0% (15)

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

“Extensive benefits: Great supervision, support, confidence, before going into field independently.”

“faced with real world problems/situations”

“practical experience, feedback, supervision - very critical experiences”

“experience in a school setting; very valuable”

“A better understanding - faced the “real world” with help & supervision which I appreciated!”

“Preparation for employment in terms of transition and knowledge of the work environment.”

“Connections were made that provided me the opportunity to get hired”

“I had the opportunity to work one on one with clients”

“Real world experience”

“Practice & exposure to my field of work and real day-to-day experiences.”

“Real world experience on the job training”

“Hands on experience with the advice of an instructor”

“Real world experiences that clarified reality as by theory”

Perceptions of Southeastern

One (6.7%) of the participants participated in a study-abroad/student-exchange program. Eighty percent (80.0%, n=12) thought participation would be valuable. Twelve (80.0%) of the respondents received their Baccalaureate degree from Southeastern, with three (25.0%) in the same field as his/hers Master’s. One (8.3%) indicated his/her undergraduate education prepared her/him “Very Ineffectively” for Master’s level education, six (50.0%) felt they had been prepared “Effectively”, and five (41.7%) felt they had been prepared “Very Effectively”.

Graduate Professional Education

Two (13.3%) of the respondents are currently enrolled in a degree program, one (6.7%) has taken classes, but not enrolled in a degree program, two (13.3%) plan to enroll in the next twelve months, seven (46.7%) are likely to enroll in the future, and three (20.0%) have no plans for further education. Of those respondents with plans for further education, three (25.0%) plan on obtaining a second Master’s, six (50.0%) plan on obtaining a doctorate, and three (25.0%) plan 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 better than most other students, and two (66.7%) indicated that Southeastern prepared them about the same as most other students. One of the alumni enrolled in a degree program indicated her/his degree plan was “Very Closely Related” to her/his Master’s degree from Southeastern and the other indicated it was “Somewhat Related”.

Employment

Thirteen (86.7%) of the respondents have had a full-time jobs since graduating from Southeastern. Of those thirteen, five (38.5%) of the respondents had the job prior to completing their degree from Southeastern, two (15.4%) accepted a job upon graduation, four (30.8%) took 1-6 months to find a full-time job and two (15.4%) took over a year.

The six respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 15 presents what were considered major problems, minor problems, or not a problem.

Table 15			
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	16.7% (1)	16.7% (1)	66.7% (4)
Not knowing what I wanted to do	0.0%	0.0%	100.0% (6)
Tight job market	50.0% (3)	50.0% (3)	0.0%
Lack of marketable skills	16.7% (1)	16.7% (1)	66.7% (4)
Lack of educational qualifications	0.0%	16.7% (1)	83.3% (5)
Reputation of Southeastern	0.0%	0.0%	100.0% (6)
Lack of experience	16.7% (1)	50.0% (3)	33.3% (2)
Lack of job search skills	16.7% (1)	33.3% (2)	50.0% (3)
Poor GPA	0.0%	0.0%	100.0% (6)
Racial discrimination	16.7% (1)	0.0%	83.3% (5)
Gender discrimination	16.7% (1)	0.0%	83.3% (5)
Age discrimination	16.7% (1)	0.0%	83.3% (5)

Eight (61.5%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance, three (23.1%) felt it was effective, and two (15.4%) felt it was very ineffective. Six (46.2%) of the respondents are currently in their first full-time job since graduating, six (46.2%) have had two full-time jobs, and one (7.7%) has had three or more. When asked from what source(s) they learned about their first full-time job, two (15.4%) from a parent or relative, one (7.7%) from a professional meeting, three (23.1%) from another student or friend, two (15.4%) were recruited by the employer, two (15.4%) already had the job, and six (46.2%) from an internship or practicum.

Of the thirteen who have been employed full-time, eleven (84.6%) are currently employed full-time, one (7.7%) is unemployed but seeking employment, and one (7.7%) is unemployed and not looking. Ten (90.9%) of the eleven respondents who are employed full-time are employed in the state of Louisiana. One (9.1%) in a service organization, six (54.5%) in K-12 education, one (9.1%) in a nonprofit organization, one (9.1%) is in the military, one (9.1%) in business, and one (9.1%) 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”, none (100.0%) of the respondents felt they are underemployed. When asked about satisfaction with their present employment, seven (63.6%) of the respondents are “Well satisfied; would not consider leaving” and four (36.4%) are “Satisfied, but would consider more desirable employment”.

Nine (81.8%) respondents are currently employed in the area of their Southeastern major, while two (18.2%) are employed in an area not related to their Southeastern major because of better pay and not being able to find a job they wanted. One (9.1%) respondent indicated an annual salary range of \$15,001-20,000, one (9.1%) gave a range of \$20,001-\$25,000, four (36.4%) gave

a range of \$25,001-\$30,000, three (27.3%) gave a range of \$30,001-\$40,000, one (9.1%) gave a range of \$40,001-\$50,000, and one (9.1%) indicated over \$50,000.

Professional Activities

Eleven (73.3%) of the respondents currently hold licensure/certification, including:

- NCC, LPC intern
- NCC, LPC Intern, Board Eligible NCSC
- Ancillary
- National Certified Counselor
- NCC
- NCC
- Nationally Certified Counselor
- NCC, LPC license in 3 months
- Certified School Counselor
- LMFT, LPC, NCC

Three (20.0%) currently do not hold licensure/certification, but two (66.7%) plan on obtaining it in the next twelve month. One respondent plans on obtaining Licensed Professional Counselor. Twelve (80.0%) of the respondents are members of a professional organization, and eleven (73.3%) have attended a professional meeting in the past year.

Department of Teaching & Learning

Table 16
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: MEd Curriculum & Instruction - 25; MEd Special Education - 7					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
How satisfied are you with the:					
Overall quality of your department					
MEd Curriculum & Instruction	0.0%	0.0%	8.0% (2)	36.0% (9)	56.0% (14)
MEd Special Education	0.0%	0.0%	14.3% (1)	57.1% (4)	28.6% (2)
Overall quality of your degree program					
MEd Curriculum & Instruction	0.0%	4.0% (1)	12.0% (3)	28.0% (7)	56.0% (14)
MEd Special Education	0.0%	0.0%	14.3% (1)	57.1% (4)	28.6% (2)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MEd Curriculum & Instruction	4.0% (1)	0.0%	24.0% (6)	44.0% (11)	28.0% (7)
MEd Special Education	0.0%	0.0%	0.0%	28.6% (2)	71.4% (5)
Usefulness of the academic advice you received from your advisor					
MEd Curriculum & Instruction	8.0% (2)	4.0% (1)	32.0% (8)	20.0% (5)	32.0% (8)
MEd Special Education	0.0%	0.0%	14.3% (1)	14.3% (1)	57.1% (4)
Opportunities to interact with faculty outside of class					
MEd Curriculum & Instruction	8.0% (2)	4.0% (1)	24.0% (6)	28.0% (7)	36.0% (9)
MEd Special Education	14.3% (1)	0.0%	28.6% (2)	28.6% (2)	28.6% (2)
Effectiveness of the faculty as teachers					
MEd Curriculum & Instruction	0.0%	4.0% (1)	20.0% (5)	28.0% (7)	44.0% (11)
MEd Special Education	0.0%	0.0%	14.3% (1)	42.9% (3)	42.9% (3)
Friendliness and helpfulness of the office staff					
MEd Curriculum & Instruction	4.0% (1)	0.0%	12.0% (3)	36.0% (9)	48.0% (12)
MEd Special Education	0.0%	0.0%	0.0%	71.4% (5)	28.6% (2)
Interest shown by faculty in your academic development					
MEd Curriculum & Instruction	0.0%	8.0% (2)	20.0% (5)	28.0% (7)	40.0% (10)
MEd Special Education	0.0%	0.0%	0.0%	71.4% (5)	28.6% (2)
Effectiveness of beginning courses in preparing you for advanced courses					
MEd Curriculum & Instruction	0.0%	0.0%	20.0% (5)	48.0% (12)	28.0% (7)
MEd Special Education	0.0%	0.0%	14.3% (1)	71.4% (5)	14.3% (1)
Quality of instruction in advanced courses					
MEd Curriculum & Instruction	0.0%	0.0%	4.0% (1)	48.0% (12)	44.0% (11)
MEd Special Education	0.0%	0.0%	0.0%	71.4% (5)	28.6% (2)

Table 16 continued					
Satisfaction with Degree Program					
Department of Teaching & Learning					
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: MEd Curriculum & Instruction - 25; MEd Special Education - 7					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Faculty treatment of students both inside and outside of the classroom					
MEd Curriculum & Instruction	0.0%	0.0%	16.0% (4)	24.0% (6)	60.0% (15)
MEd Special Education	0.0%	0.0%	14.3% (1)	42.9% (3)	42.9% (3)
Professional activities, associations, or clubs associated with your major					
MEd Curriculum & Instruction	4.0% (1)	0.0%	36.0% (9)	32.0% (8)	24.0% (6)
MEd Special Education	14.3% (1)	0.0%	14.3% (1)	57.1% (4)	14.3% (1)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MEd Curriculum & Instruction	4.0% (1)	4.0% (1)	32.0% (8)	24.0% (6)	36.0% (9)
MEd Special Education	0.0%	0.0%	42.9% (3)	14.3% (1)	42.9% (3)
Availability of the required courses					
MEd Curriculum & Instruction	4.0% (1)	12.0% (3)	16.0% (4)	28.0% (7)	36.0% (9)
MEd Special Education	0.0%	0.0%	0.0%	57.1% (4)	42.9% (3)
Availability of elective courses you wanted to take in your major					
MEd Curriculum & Instruction	8.0% (2)	8.0% (2)	24.0% (6)	24.0% (6)	36.0% (9)
MEd Special Education	0.0%	0.0%	14.3% (1)	28.6% (2)	42.9% (3)
Quality of instruction regarding standards and ethics in your major field					
MEd Curriculum & Instruction	0.0%	0.0%	12.0% (3)	32.0% (8)	56.0% (14)
MEd Special Education	0.0%	0.0%	0.0%	42.9% (3)	57.1% (4)
Opportunities for you to collaborate with other students on class projects					
MEd Curriculum & Instruction	0.0%	4.0% (1)	4.0% (1)	36.0% (9)	56.0% (14)
MEd Special Education	0.0%	0.0%	0.0%	57.1% (4)	42.9% (3)
Library resources related to your major					
MEd Curriculum & Instruction	0.0%	4.0% (1)	20.0% (5)	48.0% (12)	28.0% (7)
MEd Special Education	0.0%	0.0%	14.3% (1)	42.9% (3)	28.6% (2)
Use of appropriate technology in the classroom					
MEd Curriculum & Instruction	0.0%	0.0%	20.0% (5)	44.0% (11)	36.0% (9)
MEd Special Education	0.0%	0.0%	28.6% (2)	42.9% (3)	28.6% (2)
Facilities and equipment (including computer resources) related to your major					
MEd Curriculum & Instruction	0.0%	0.0%	20.0% (5)	48.0% (12)	32.0% (8)
MEd Special Education	0.0%	0.0%	14.3% (1)	42.9% (3)	42.9% (3)

Table 16 continued
Satisfaction with Degree Program
Department of Teaching & Learning

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: MEd Curriculum & Instruction - 25; MEd Special Education - 7

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
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Help you received from faculty in your department with regard to further educational opportunities

MEd Curriculum & Instruction	0.0%	8.0% (2)	24.0% (6)	28.0% (7)	40.0% (10)
MEd Special Education	0.0%	0.0%	28.6% (2)	42.9% (3)	28.6% (2)

The size of classes in your major

MEd Curriculum & Instruction	0.0%	0.0%	12.0% (3)	32.0% (8)	56.0% (14)
MEd Special Education	0.0%	0.0%	0.0%	28.6% (2)	71.4% (5)

Help you received from faculty in your department with regard to finding employment in your field

MEd Curriculum & Instruction	8.0% (2)	12.0% (3)	48.0% (12)	12.0% (3)	12.0% (3)
MEd Special Education	0.0%	28.6% (2)	28.6% (2)	14.3% (1)	28.6% (2)

Global perspectives presented in courses

MEd Curriculum & Instruction	0.0%	12.0% (3)	40.0% (10)	32.0% (8)	16.0% (4)
MEd Special Education	0.0%	0.0%	28.6% (2)	57.1% (4)	14.3% (1)

The relevancy of courses

MEd Curriculum & Instruction	0.0%	8.0% (2)	12.0% (3)	48.0% (12)	32.0% (8)
MEd Special Education	0.0%	0.0%	28.6% (2)	57.1% (4)	14.3% (1)

“Real-world” experiences, exposure, examples, etc. in or out of the classroom

MEd Curriculum & Instruction	0.0%	8.0% (2)	8.0% (2)	36.0% (9)	48.0% (12)
MEd Special Education	0.0%	14.3% (1)	14.3% (1)	57.1% (4)	14.3% (1)

Your advisor’s knowledge of requirements

MEd Curriculum & Instruction	8.0% (2)	8.0% (2)	8.0% (2)	44.0% (11)	32.0% (8)
MEd Special Education	0.0%	0.0%	0.0%	28.6% (2)	71.4% (5)

The accessibility of your advisor

MEd Curriculum & Instruction	12.0% (3)	4.0% (1)	28.0% (7)	32.0% (8)	24.0% (6)
MEd Special Education	0.0%	0.0%	14.3% (1)	28.6% (2)	57.1% (4)

Your advisor’s concern with your academic goals

MEd Curriculum & Instruction	12.0% (3)	8.0% (2)	28.0% (7)	20.0% (5)	32.0% (8)
MEd Special Education	0.0%	0.0%	14.3% (1)	28.6% (2)	57.1% (4)

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	4.0% (1)	92.0% (23)
M.Ed. Special Education	0.0%	100.0% (7)
3. If you had it to do over again, would you choose the same major?		
M.Ed. Curriculum & Instruction	8.0% (2)	84.0% (21)
M.Ed. Special Education	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.Ed. Curriculum & Instruction	16% (4)	80.0% (20)
M.Ed. Special Education	28.6% (2)	71.4% (5)
6. Should a hands-on course be required in your program?		
M.Ed. Curriculum & Instruction	8.0% (2)	88.0% (22)
M.Ed. Special Education	0.0%	100.0% (7)

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

“Meaningful insites into my chosen profession and encouragement to continue teaching and join my professional organization”

“It helps you so much by applying what you learn in school to a real life setting”

“Real situations and support to overcome trials”

“I was able to take ideas and bring them into my classroom as a teacher”

“Actually seeing what works with the students and what doesn’t work with them.”

“Very little; wasn’t followed up on by faculty”

“None; I was a 5 year teacher of the gifted an still required to take a practicum. I had fun but it was too much work.”

“learning more about kindergarten centers etc..”

“Real life experiences in a classroom. Plus someone there (supervisor) to help students. Very important.”

“The benefit of a real life situations with the human factor vs classroom with textbook.”

“Nothing is like the real thing, books can’t prepare you as well as doing it yourself.”

“It just allowed me some time to try out some teaching ideas on different students besides my own.”

“great support, real life situation to learn from”

“real life situations”

“real world experiences”

“I found this to be not beneficial as I had already taught gifted classes for 5 years.”

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

“The student teaching was not long enough. However, the requirement by state now makes up for it.”

“prepared me for actual experience”

“Able to work w/students and faculty before being in charge of classroom. Classroom management techniques use by supervising teacher.”

“Hands-on knowledge of varying disabilities. I was disappointed that I did not student teach in the inner-city-big shocker for my 1st year.”

Perceptions of Southeastern

M.Ed. Curriculum & Instruction

None of the participants participated in a study-abroad/student-exchange program, but 84.0% (n=21) thought participation would be valuable. Thirteen (52.0%) of the respondents received their Baccalaureate degree from Southeastern, Twelve (92.3%) of those in the same field as their Master’s. Seven of the thirteen (53.8%) indicated their undergraduate education prepared them “Effectively” for their Master’s level education, five (38.5%) indicated it prepared them “Very Effectively”, and one (7.7%) indicated he/she was “Ineffectively” prepared.

M.Ed. Special Education

None of the respondents participated in a study-abroad/student-exchange program, but 42.9% (n=3) thought participation would be valuable. Two (28.6%) of the respondents received their Baccalaureate degree from Southeastern, one received it the same field as their Master’s. One of the two (50.0%) indicated her/his undergraduate education prepared him/her “Ineffectively” for Master’s level education and one (50.0%) indicated it prepared her/him “Very Effectively”.

Graduate Professional Education

M.Ed. Curriculum & Instruction

Four (16.0%) of the respondents are currently enrolled in a degree program, two (8.0%) have completed a degree, five (20.0%) have taken classes, but not enrolled in a degree program, one (4.0%) plans to enroll in the next twelve months, five (20.0%) are likely to enroll in the future, and eight (32.0%) have no plans for further education. One respondent has completed a second masters degree and one has completed some “Other” degree. Of those respondents with plans for further education, four (23.5%) plan on obtaining a doctorate, three (17.6%) a second masters, one (5.9%) a professional degree, two (11.8%) have the highest degree they plan on obtaining, and four (23.5%) plan on obtaining some “Other” degree. Of those respondents with further graduate experience, four (36.4%) indicated that Southeastern prepared him/her “Very Effectively” for further graduate/professional study, and four (36.4%) indicated that Southeastern prepared them “Effectively”. Three (27.3%) of the respondents indicated that Southeastern prepared them about the same as most other students, and five (45.5%) indicated that Southeastern prepared them better than most other students. Four (66.7%) 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 and one (14.3%) indicated it was “Not at all Related”.

M.Ed. Special Education

One (14.3%) of the respondents is enrolled in a doctoral program, one (14.3%) of the respondents has taken classes, but not enrolled in a degree program, two (28.6%) are likely to enroll in the future, and three (42.9%) have no plans for further education. Of those respondents with plans for further education, three (75.0%) plan on obtaining a doctorate. Both of the respondents with further graduate experience indicated that Southeastern prepared them “Effectively” for further graduate/professional study and they were prepared “About the Same as Most” other students. The respondent currently enrolled in a degree program indicated it is “Very Closely Related” to his/her master’s degree.

Employment

M.Ed. Curriculum & Instruction

Twenty (80.0%) of the respondents have had a full-time jobs since graduating from Southeastern. Of those twenty, fourteen (70.0%) of the respondents had the job prior to completing their degree from Southeastern, one (5.0%) accepted a job upon graduation, four (20.0%) took 1-6 months to find a full-time job and one (5.0%) took over a year.

The five respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 17 presents what were considered major problems, minor problems, or not a problem.

Table 17			
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	0.0%	40.0% (2)	60.0% (3)
Not knowing what I wanted to do	0.0%	0.0%	100.0% (5)
Tight job market	60.0% (3)	0.0%	40.0% (2)
Lack of marketable skills	0.0%	0.0%	80.0% (4)
Lack of educational qualifications	0.0%	0.0%	100.0% (5)
Reputation of Southeastern	0.0%	20.0% (1)	80.0% (4)
Lack of experience	40.0% (2)	20.0% (1)	40.0% (2)
Lack of job search skills	0.0%	40.0% (2)	60.0% (3)
Poor GPA	0.0%	0.0%	100.0% (5)
Racial discrimination	0.0%	0.0%	100.0% (5)
Gender discrimination	0.0%	0.0%	100.0% (5)
Age discrimination	0.0%	0.0%	100.0% (5)

Thirteen (65.0%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance, five (25.0%) felt it was effective, and one (5.0%) felt it was ineffective. Twelve (60.0%) of the respondents are currently in their first full-time job since graduating, six (30.0%) have had two full-time jobs, and two (10.0%) have had three or more. When asked from what source(s) they learned about their first full-time job, one (5.0%) from a parent or relative, one (5.0%) from a newspaper/trade publication, one (5.0%) from another student or friend, one (5.0%) was recruited by the employer, one (5.0%) from the Southeastern job fair, fourteen (70.0%) already had the job, and two (10.0%) from an internship or practicum.

Of the twenty who have been employed full-time, nineteen (95.0%) are currently employed full-time and one (5.0%) is employed part-time and satisfied with part-time employment. Sixteen (84.2%) of the nineteen respondents who are employed full-time are employed in the state of Louisiana. Eighteen (94.7%) respondents are employed in K-12 education. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed”, sixteen (84.2%) respondents felt they are not underemployed, while one (5.3%) felt he/she was underemployed. When asked about satisfaction with their present employment, eighteen (94.7%) of the respondents are “Well satisfied; would not consider leaving”.

Seventeen (89.5%) of the respondents are currently employed in the area of their Southeastern major, and one (5.3%) is employed in a related area. Two (10.5%) respondents indicated an annual salary range of \$25,001-\$30,000, thirteen (68.4%) gave a range of \$30,001-\$40,000, two

(10.5%) gave a range of \$40,001-\$50,000, and one (5.3%) indicated a salary greater than \$50,000.

M.Ed. Special Education

All (100%) of the respondents have had a full-time job since graduating from Southeastern. Six (85.7%) of the respondents had a full-time job prior to completing their degree from Southeastern and one (14.3%) obtained a position upon graduation.

Three (42.9%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance and four (57.1%) felt it was effective. Six (85.7%) of the respondents are currently in their first full-time job since graduating and one (14.3%) has had two full-time jobs. When asked from what source(s) they learned about their first full-time job, one (14.3%) indicated a parent or relative, one (14.3%) was recruited by the employer, five (71.4%) already had the job, and two (28.6%) from internship, practicum, or student teaching.

All of the respondents are currently employed full-time. Six (85.7%) of the respondents are employed in the state of Louisiana and one (14.3%) is employed out of state. All (100.0%) are 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", four (57.1%) respondents felt they are not underemployed, while two (28.6%) felt they are underemployed. When asked about satisfaction with their present employment, two (28.6%) of the respondents are "Well satisfied; would not consider leaving" and five (71.4%) are "Satisfied, but would consider more desirable employment".

Six (85.7%) of the respondents are currently employed in the area of their Southeastern major and one (14.3%) is employed in an area related to his/her Southeastern major. One respondent (14.3%) indicated an annual salary range of \$15,001-\$20,000, one (14.3%) gave a range of \$25,001-\$30,000 and five (71.4%) gave a range of \$30,001-\$40,000.

Professional Activities

M.Ed. Curriculum & Instruction

Two (8.0%) respondents indicated licensure is not available in their field, twenty-three (92.0%) indicated they currently hold some type of teaching certification. Fifteen (60.0%) of the respondents are members of a professional organization, and twelve (48.0%) have attended a professional meeting in the past year.

M.Ed. Special Education

One (14.3%) indicated licensure/certification is not available in his/her field, five (71.4%) of the respondents currently hold teaching certification, and the remaining respondent (14.3%) plans on obtaining teaching certification in the next 12 months. Four (57.1%) of the respondents are

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

Department of Communication Sciences & Disorders

Table 18
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. Communication Sciences & Disorders - 13					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
MS Communication Sciences & Disorders	0.0%	0.0%	7.7% (1)	38.5% (5)	53.8% (7)
Overall quality of your degree program					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	38.5% (5)	61.5% (8)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	30.8% (4)	69.2% (9)
Usefulness of the academic advice you received from your advisor					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	46.2% (6)	53.8% (7)
Opportunities to interact with faculty outside of class					
MS Communication Sciences & Disorders	0.0%	0.0%	23.1% (3)	15.4% (2)	61.5% (8)
Effectiveness of the faculty as teachers					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	46.2% (6)	53.8% (7)
Friendliness and helpfulness of the office staff					
MS Communication Sciences & Disorders	0.0%	0.0%	15.4% (2)	30.8% (4)	53.8% (7)
Interest shown by faculty in your academic development					
MS Communication Sciences & Disorders	0.0%	0.0%	7.7% (1)	38.5% (5)	53.8% (7)
Effectiveness of beginning courses in preparing you for advanced courses					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	38.5% (5)	61.5% (8)
Quality of instruction in advanced courses					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	46.2% (6)	53.8% (7)

Table 18 continued					
Satisfaction with Degree Program					
Department of Communication Sciences & Disorders					
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. Communication Sciences & Disorders - 13					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Faculty treatment of students both inside and outside of the classroom					
MS Communication Sciences & Disorders	0.0%	7.7% (1)	7.7% (1)	23.1% (3)	61.5% (8)
Professional activities, associations, or clubs associated with your major					
MS Communication Sciences & Disorders	0.0%	0.0%	7.7% (1)	53.8% (7)	38.5% (5)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MS Communication Sciences & Disorders	0.0%	0.0%	15.4% (2)	46.2% (6)	38.5% (5)
Availability of the required courses					
MS Communication Sciences & Disorders	0.0%	0.0%	15.4% (2)	30.8% (4)	53.8% (7)
Availability of elective courses you wanted to take in your major					
MS Communication Sciences & Disorders	0.0%	0.0%	30.8% (4)	46.2% (6)	23.1% (3)
Quality of instruction regarding standards and ethics in your major field					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	30.8% (4)	69.2% (9)
Opportunities for you to collaborate with other students on class projects					
MS Communication Sciences & Disorders	0.0%	0.0%	7.7% (1)	15.4% (2)	76.9% (10)
Library resources related to your major					
MS Communication Sciences & Disorders	0.0%	7.7% (1)	15.4% (2)	38.5% (5)	38.5% (5)
Use of appropriate technology in the classroom					
MS Communication Sciences & Disorders	0.0%	7.7% (1)	7.7% (1)	38.5% (5)	46.2% (6)
Facilities and equipment (including computer resources) related to your major					
MS Communication Sciences & Disorders	0.0%	0.0%	38.5% (5)	38.5% (5)	23.1% (3)
Table 18 continued					
Satisfaction with Degree Program					
Department of Communication Sciences & Disorders					

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. Communication Sciences & Disorders - 13					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Help you received from faculty in your department with regard to further educational opportunities					
MS Communication Sciences & Disorders	0.0%	0.0%	15.4% (2)	38.5% (5)	46.2% (6)
The size of classes in your major					
MS Communication Sciences & Disorders	0.0%	0.0%	7.7% (1)	15.4% (2)	76.9% (10)
Help you received from faculty in your department with regard to finding employment in your field					
MS Communication Sciences & Disorders	0.0%	0.0%	38.5% (5)	46.2% (6)	15.4% (2)
Global perspectives presented in courses					
MS Communication Sciences & Disorders	0.0%	0.0%	15.4% (2)	38.5% (5)	46.2% (6)
The relevancy of courses					
MS Communication Sciences & Disorders	0.0%	0.0%	7.7% (1)	23.1% (3)	69.2% (9)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
MS Communication Sciences & Disorders	0.0%	7.7% (1)	0.0%	38.5% (5)	53.8% (7)
Your advisor’s knowledge of requirements					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	30.8% (4)	69.2% (9)
The accessibility of your advisor					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	30.8% (4)	69.2% (9)
Your advisor’s concern with your academic goals					
MS Communication Sciences & Disorders	0.0%	0.0%	7.7% (1)	23.1% (3)	69.2% (9)

Table 18 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?		
MS Communication Sciences & Disorders	0.0%	100.0% (13)
3. If you had it to do over again, would you choose the same major?		
MS Communication Sciences & Disorders	23.1% (3)	69.2% (9)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
MS Communication Sciences & Disorders	0.0%	100.0% (13)
6. Should a hands-on course be required in your program?		
MS Communication Sciences & Disorders	0.0%	100.0% (13)

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

“Clinical experience required for national certification and state licensure in the field of speech-language pathology.”

“Real world experience”

“It better prepared me for my career.”

“Experience & knowledge for my job.”

“lots of clinical experience before seeking job”

“Clinics allowed me to practice various skills obtained in the classroom.”

“A chance to apply academic instruction with a guiding hand.”

“Caseload management, a variety of disorders to assess and treat, exposure to paperwork and work environment I was interested in when graduating.”

“Therapy approaches - Diagnostic tools”

“I was able to witness and practice skills taught in the classroom in a variety of therapy settings.”

“‘real world’ experience interaction with other professionals in the field, experience in a variety of work settings”

Perceptions of Southeastern

None of the participants participated in a study-abroad/student-exchange program, but 46.2% (n=6) thought participation would be valuable. Six (46.2%) of the respondents received their Baccalaureate degree from Southeastern, all in the same field as their Master's. One of the six (16.7%) indicated his/her undergraduate education prepared her/him "Effectively" for Master's level education and five (83.3%) indicated it prepared them "Very Effectively".

Graduate Professional Education

One (7.7%) of the respondents has taken further graduate classes but not enrolled in a degree program. Three (23.1%) of the respondents plan on enrolling in a graduate program in the future, two to obtain a doctorate and one for a professional degree. Nine (69.2%) of the respondents have no plans for further education.

Employment

All (100.0%) of the respondents have been employed full-time since graduating from Southeastern. Eight (61.5%) of the respondents had a full-time job prior to completing their degree from Southeastern, three (23.1%) accepted a position upon graduation, and two (15.4%) took 1-6 months to find a job. The respondents who did not have a job upon graduation indicated that "Limited to only one geographic area", "Not knowing what wanted to do", "Tight job market", "Lack of marketable skills", "Lack of experience", and "Lack of job search skills" were minor problems in finding employment.

Eight (61.5%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance, four (30.8%) felt it was effective, and one (7.7%) felt it was very ineffective. Seven (53.8%) of the respondents are currently in their first full-time job since graduating and six (46.2%) have had two full-time jobs. When asked from what source(s) they learned about their first full-time job, one (7.7%) indicated faculty at Southeastern, one (7.7%) from a parent or relative, two (15.4%) from a newspaper/trade publication, one (7.7%) from a professional meeting, two (15.4%) from another student/friend, two (15.4%) were recruited by the employer, one (7.7%) from an employment agency, one (7.7%) from the internet, two (15.4%) already had the job, and two (15.4%) from internship, practicum, or student teaching.

Currently, twelve (92.3%) of the respondents are employed full-time and one (7.7%) is unemployed and not looking for employment. Nine (75.0%) of the twelve currently employed full-time are employed in the state of Louisiana. Eight (66.7%) are employed in K-12 education, one (8.3%) is self-employed, and two (16.7%) in a health agency. When asked "If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed", ten (83.3%) of the respondents felt they are not underemployed, while one (8.3%) felt he/she is underemployed. When asked about satisfaction with their present employment, six (50.0%) of the respondents are "Well satisfied; would not consider leaving",

three (25.0%) are “Satisfied, but would consider more desirable employment”, and two (16.7%) “Dislike employment; seeking or will seek other employment”.

Ten (83.3%) of the respondents are currently employed in the area of their Southeastern major, and one in an unrelated area because of developing a new career interest. One (8.3%) of the respondents indicated an annual salary range of \$20,001-\$25,000, one (8.3%) gave a range of \$25,001-\$30,000, six (50.0%) gave a range of \$30,001-\$40,000, one (8.3%) gave a range of \$40,001-\$50,000, and two (16.7%) indicated more than \$50,000.

Professional Activities

One (7.7%) of the respondents does not have licensure/certification but will in the next 12 months, and twelve (92.3%) indicated they currently have licensure/certification. Below are the types of licensure/certifications indicated:

- Certificate of Clinical Competence-American Speech-Language Hearing Association, Texas-Speech-Language Pathology License
- Speech Language Pathology
- ASHA - Certificate of Clinical Competence & LABESPA License - Speech Language Pathology
- ASHA Certification, Ancillary certification & LA License American Speech Language Association Certification and LA license
- State license & national certification
- Louisiana (State) license & ASHA certified (Speech-Pathology)
- State/National
- LA license and ASHA license
- ASHA (national) & LBESPA (state)
- ASHA Certificate of Clinical Competence

Eleven (84.6%) of the respondents are members of a professional organization, and eleven (84.6%) have attended a professional meeting in the past year.

Department of Kinesiology & Health Studies

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.A. Health & Kinesiology- 5					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
MA Health & Kinesiology	0.0%	40.0% (2)	0.0%	40.0% (2)	20.0% (1)
Overall quality of your degree program					
MA Health & Kinesiology	20.0% (1)	20.0% (1)	0.0%	20.0% (1)	40.0% (2)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MA Health & Kinesiology	0.0%	20.0% (1)	0.0%	40.0% (2)	40.0% (2)
Usefulness of the academic advice you received from your advisor					
MA Health & Kinesiology	20.0% (1)	0.0%	20.0% (1)	0.0%	60.0% (3)
Opportunities to interact with faculty outside of class					
MA Health & Kinesiology	0.0%	20.0% (1)	0.0%	20.0% (1)	60.0% (3)
Effectiveness of the faculty as teachers					
MA Health & Kinesiology	0.0%	20.0% (1)	20.0% (1)	40.0% (2)	20.0% (1)
Friendliness and helpfulness of the office staff					
MA Health & Kinesiology	0.0%	40.0% (2)	20.0% (1)	0.0%	40.0% (2)
Interest shown by faculty in your academic development					
MA Health & Kinesiology	20.0% (1)	0.0%	20.0% (1)	0.0%	60.0% (3)
Effectiveness of beginning courses in preparing you for advanced courses					
MA Health & Kinesiology	0.0%	0.0%	20.0% (1)	60.0% (3)	20.0% (1)
Quality of instruction in advanced courses					
MA Health & Kinesiology	0.0%	40.0% (2)	0.0%	0.0%	60.0% (3)
Faculty treatment of students both inside and outside of the classroom					
MA Health & Kinesiology	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
Professional activities, associations, or clubs associated with your major					
MA Health & Kinesiology	0.0%	40.0% (2)	40.0% (2)	20.0% (1)	0.0%
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MA Health & Kinesiology	20.0% (1)	0.0%	20.0% (1)	40.0% (2)	20.0% (1)
Availability of the required courses					
MA Health & Kinesiology	0.0%	20.0% (1)	40.0% (2)	40.0% (2)	0.0%

Table 19 continued					
Satisfaction with Degree Program					
Department of Kinesiology & Health Studies					
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 & Kinesiology- 5					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
MA Health & Kinesiology	20.0% (1)	20.0% (1)	0.0%	40.0% (2)	20.0% (1)
Quality of instruction regarding standards and ethics in your major field					
MA Health & Kinesiology	0.0%	20.0% (1)	20.0% (1)	60.0% (3)	0.0%
Opportunities for you to collaborate with other students on class projects					
MA Health & Kinesiology	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
Library resources related to your major					
MA Health & Kinesiology	0.0%	0.0%	0.0%	60.0% (3)	40.0% (2)
Use of appropriate technology in the classroom					
MA Health & Kinesiology	0.0%	0.0%	0.0%	60.0% (3)	40.0% (2)
Facilities and equipment (including computer resources) related to your major					
MA Health & Kinesiology	0.0%	20.0% (1)	20.0% (1)	40.0% (2)	20.0% (1)
Help you received from faculty in your department with regard to further educational opportunities					
MA Health & Kinesiology	20.0% (1)	0.0%	20.0% (1)	20.0% (1)	40.0% (2)
The size of classes in your major					
MA Health & Kinesiology	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
Help you received from faculty in your department with regard to finding employment in your field					
MA Health & Kinesiology	20.0% (1)	0.0%	40.0% (2)	40.0% (2)	0.0%
Global perspectives presented in courses					
MA Health & Kinesiology	0.0%	0.0%	40.0% (2)	60.0% (3)	0.0%
The relevancy of courses					
MA Health & Kinesiology	20.0% (1)	20.0% (1)	0.0%	40.0% (2)	20.0% (1)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
MA Health & Kinesiology	20.0% (1)	20.0% (1)	0.0%	40.0% (2)	20.0% (1)
Your advisor’s knowledge of requirements					
MA Health & Kinesiology	0.0%	0.0%	40.0% (2)	0.0%	60.0% (3)
The accessibility of your advisor					
MA Health & Kinesiology	0.0%	0.0%	40.0% (2)	0.0%	60.0% (3)

<p align="center">Table 19 continued Satisfaction with Degree Program Department of Kinesiology & Health Studies</p>					
<p>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.</p>					
<p>Number of Respondents: M.A. Health & Kinesiology- 5</p>					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<p>Your advisor's concern with your academic goals</p>					
MA Health & Kinesiology	20.0% (1)	0.0%	0.0%	20.0% (1)	60.0% (3)

Table 19 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	40.0% (2)	60.0% (3)
3. If you had it to do over again, would you choose the same major?		
M.A. Health and Kinesiology	40.0% (2)	60.0% (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	40.0% (2)	60.0% (3)
6. Should a hands-on course be required in your program?		
M.A. Health and Kinesiology	0.0%	100.0% (5)

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

“Confidence, and experience”

Perceptions of Southeastern

None of the participants participated in a study-abroad/student-exchange program, but 80% (n=4) thought participation would be valuable. One (20.0%) of the respondents received their Baccalaureate degree from Southeastern, not in the same field as their Master’s.

Graduate Professional Education

Two (20.0%) of the respondents are likely to enroll in a degree program in the future and three (60.0%) have no plans for further education. Of those respondents with plans for further education, one (50.0%) plans on obtaining a doctorate and one (50.0%) plans on obtaining a second Masters’.

Employment

All (100.0%) of the respondents have been employed full-time since graduating from Southeastern. Three (60.0%) of the respondents had a full-time job prior to completing their degree from Southeastern, one (20.0%) accepted a job upon graduation and one (20.0%) took over a year. The respondent who did not have a full-time job upon graduation indicated that “limited to only one geographic area”, “tight job market”, “lack of marketable skills”, and “lack of experience” were major problems in finding employment. Minor problems included “not knowing what I wanted to do”, “lack of educational qualifications”, and “reputation of Southeastern”.

One (20.0%) of the respondents felt his/her graduate education was very effective in preparing her/him for employment or improving his/her job performance, three (60.0%) thought it was effective and one (20.0%) thought it was ineffective. Two (40.0%) of the respondents are currently in their first full-time job since graduating and three (60.0%) have had two full-time jobs. When asked from what source(s) they learned about their first full-time job, one (20.0%) indicated (20.0%) from a newspaper/trade publication, two (40.0%) from the internet, and one (20.0%) already had the job.

Currently, three (60.0%) of the respondents are employed full-time, one (20.0%) is employed part-time and satisfied with part-time employment and one (20.0%) is unemployed but seeking employment. Two (66.7%) of the three currently employed full-time are employed in the state of Louisiana. Two (66.7%) are employed in K-12 education and one (33.3%) in a health agency. When asked "If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed", all (100%) of the respondents felt they are not underemployed. When asked about satisfaction with their present employment, one (33.3%) of the respondents is "Well satisfied; would not consider leaving" and two (66.7%) are "Satisfied, but would consider more desirable employment".

Two (66.7%) of the respondents are currently employed in an area related to their Southeastern major and one (33.3%) is employed in an area not related to his/her major because she/he developed a new career interest. 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

All (100.0%) of the respondents indicated they currently have licensure/certification, including Certified Athletic Trainer, AFAA Personal Trainer, CPR/BCLS, Prenatal-Postnatal Exercise, NATABOC, LAT, and Certified Athletic Trainer (ATC). All (100.0%) of the respondents are members of a professional organization, and four (80.0%) have attended a professional meeting in the past year.

School of Nursing

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.S.N. Nursing - 6					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
MSN Nursing	0.0%	0.0%	0.0%	66.7% (4)	33.3% (2)
Overall quality of your degree program					
MSN Nursing	0.0%	0.0%	0.0%	66.7% (4)	16.7% (1)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MSN Nursing	0.0%	16.7% (1)	33.3% (2)	16.7% (1)	33.3% (2)
Usefulness of the academic advice you received from your advisor					
MSN Nursing	16.7% (1)	0.0%	33.3% (2)	0.0%	50.0% (3)
Opportunities to interact with faculty outside of class					
MSN Nursing	0.0%	0.0%	16.7% (1)	50.0% (4)	33.3% (2)
Effectiveness of the faculty as teachers					
MSN Nursing	0.0%	0.0%	33.3% (2)	33.3% (2)	33.3% (2)
Friendliness and helpfulness of the office staff					
MSN Nursing	0.0%	0.0%	0.0%	50.0% (3)	50.0% (3)
Interest shown by faculty in your academic development					
MSN Nursing	0.0%	0.0%	16.7% (1)	50.0% (3)	33.3% (2)
Effectiveness of beginning courses in preparing you for advanced courses					
MSN Nursing	0.0%	0.0%	16.7% (1)	50.0% (3)	33.3% (2)
Quality of instruction in advanced courses					
MSN Nursing	0.0%	16.7% (1)	33.3% (2)	16.7% (1)	33.3% (2)
Faculty treatment of students both inside and outside of the classroom					
MSN Nursing	0.0%	0.0%	0.0%	50.0% (3)	50.0% (3)
Professional activities, associations, or clubs associated with your major					
MSN Nursing	0.0%	0.0%	16.7% (1)	50.0% (3)	33.3% (2)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MSN Nursing	0.0%	0.0%	16.7% (1)	50.0% (3)	33.3% (2)
Availability of the required courses					
MSN Nursing	0.0%	0.0%	0.0%	33.3% (2)	66.7% (4)

Table 20 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: M.S.N. Nursing - 6					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
MSN Nursing	0.0%	0.0%	0.0%	33.3% (2)	66.7% (4)
Quality of instruction regarding standards and ethics in your major field					
MSN Nursing	0.0%	0.0%	16.7% (1)	33.3% (2)	50.0% (3)
Opportunities for you to collaborate with other students on class projects					
MSN Nursing	0.0%	0.0%	16.7% (1)	16.7% (1)	66.7% (4)
Library resources related to your major					
MSN Nursing	0.0%	16.7% (1)	16.7% (1)	16.7% (1)	50.0% (3)
Use of appropriate technology in the classroom					
MSN Nursing	0.0%	16.7% (1)	16.7% (1)	0.0%	66.7% (4)
Facilities and equipment (including computer resources) related to your major					
MSN Nursing	16.7% (1)	0.0%	16.7% (1)	0.0%	66.7% (4)
Help you received from faculty in your department with regard to further educational opportunities					
MSN Nursing	16.7% (1)	0.0%	0.0%	50.0% (3)	33.3% (2)
The size of classes in your major					
MSN Nursing	0.0%	0.0%	0.0%	33.3% (2)	66.7% (4)
Help you received from faculty in your department with regard to finding employment in your field					
MSN Nursing	16.7% (1)	33.3% (2)	0.0%	66.7% (4)	0.0%
Global perspectives presented in courses					
MSN Nursing	0.0%	0.0%	33.3% (2)	33.3% (2)	33.3% (2)
The relevancy of courses					
MSN Nursing	0.0%	16.7% (1)	16.7% (1)	33.3% (2)	33.3% (2)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
MSN Nursing	16.7% (1)	0.0%	0.0%	33.3% (2)	50.0% (3)
Your advisor’s knowledge of requirements					
MSN Nursing	0.0%	16.7% (1)	0.0%	33.3% (2)	50.0% (3)
The accessibility of your advisor					
MSN Nursing	0.0%	0.0%	16.7% (1)	16.7% (1)	66.7% (4)

**Table 20 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: M.S.N. Nursing - 6

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
MSN Nursing	0.0%	16.7% (1)	0.0%	33.3% (2)	50.0% (3)

Table 20 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	0.0%	100.0% (6)
3. If you had it to do over again, would you choose the same major?		
MSN Nursing	0.0%	100.0% (6)
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% (6)
6. Should a hands-on course be required in your program?		
MSN Nursing	0.0%	100.0% (6)

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

“Prepared and enhanced experiences in presentations & projects in my field.”

“Medical clinical experiences allow application of theory with individual variables”

Perceptions of Southeastern

None of the participants participated in a study-abroad/student-exchange program and 33.3% (n=2) thought participation would be valuable. Five (83.3%) of the respondents received their Baccalaureate degree from Southeastern, all in the same field as their Master’s. Three (60.0%) indicated their undergraduate education prepared them “Effectively” for Master’s level education and two (40.0%) indicated they were “Very Effectively” prepared.

Graduate Professional Education

One (16.7%) of the respondents is currently enrolled in a degree program, three (50.00%) of the respondents will likely enroll in a degree program in the future, and two (33.3%) of the respondents have no plans for further education. Three of the four respondents with plans for further education plan on obtaining a doctorate and one plans on obtaining some other type of degree. The respondent currently enrolled in a degree program indicated his/her experiences at Southeastern “Very Effectively” prepared her/him for further graduate education, and he/she were prepared “Better than Most” other students. The respondent is enrolled in a degree program “Somewhat Related” to her/his Master’s degree.

Employment

Five (83.3%) of the respondents have been employed full-time since graduating from Southeastern. Two (40.0%) of the respondents had a full-time job prior to completing their degree from Southeastern, one (20.0%) took 1-6 months to find a job, one (20.0%) took 7-12 months, and one (20.0%) took over a year.

The three respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 21 presents what were considered major problems, minor problems, or not a problem.

	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	0.0%	100.0% (3)	0.0%
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%	33.3% (1)	66.7% (2)
Reputation of Southeastern	0.0%	33.3% (1)	66.7% (2)
Lack of experience	33.3% (1)	33.3% (1)	33.3% (1)
Lack of job search skills	0.0%	33.3% (1)	66.7% (2)
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)

One (20.0%) of the respondents felt his/her graduate education was very effective in preparing her/him for employment or improving his/her job performance and four (80.0%) thought it was effective. Two (40.0%) of the respondents are currently in their first full-time job since graduating and three (60.0%) have had two full-time jobs. When asked from what source(s) they learned about their first full-time job, one (20.0%) indicated from a newspaper/trade publication, one (20.0%) from another student or friend, one (20.0%) was recruited by the employer, and one (20.0%) already had the job.

Currently, four (80.0%) of the respondents are employed full-time and one (20.0%) is employed part-time and satisfied with part-time employment. Three (75.0%) of the three currently employed full-time are employed in the state of Louisiana. One (25.0%) is employed in higher education, one (25.0%) is self-employed and one (25.0%) in a health agency. When asked "If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed", three (75.0%) of the respondents felt they are not underemployed. When asked

about satisfaction with their present employment, three (75.0%) of the respondents are “Well satisfied; would not consider leaving”.

Two (50.0%) of the respondents are currently employed in the area related of their Southeastern major and one (25.0%) is employed in a related area. One (25.0%) of the respondents indicated an annual salary range of \$40,001-\$50,000 and two (50.0%) indicated their annual salary was greater than \$50,000.

Professional Activities

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

- RN, APRN, CNS (Registered Nurse, Advanced Practice RN, Clinical Nurse Specialist)
- LA Advanced Practice Nursing license & American Nurse Credentialing Center Adult Nurse Practitioner
- RN
- State RN/APRN ANCC certified
- APRN/ANPC

All (100%) of the respondents are members of a professional organization, and five (83.3%) of the respondents have attended a professional meeting in the past year.

Department of Biological Sciences

Table 22
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: M.S. Biology - 7					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
MS Biology	0.0%	0.0%	0.0%	28.6% (2)	71.4% (5)
Overall quality of your degree program					
MS Biology	0.0%	0.0%	0.0%	28.6% (2)	71.4% (5)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MS Biology	0.0%	0.0%	14.3% (1)	28.6% (2)	57.1% (4)
Usefulness of the academic advice you received from your advisor					
MS Biology	0.0%	0.0%	14.3% (1)	42.9% (3)	42.9% (3)
Opportunities to interact with faculty outside of class					
MS Biology	0.0%	0.0%	0.0%	0.0%	100.0% (7)
Effectiveness of the faculty as teachers					
MS Biology	0.0%	0.0%	0.0%	28.6% (2)	71.4% (5)
Friendliness and helpfulness of the office staff					
MS Biology	0.0%	0.0%	42.9% (3)	28.6% (2)	28.6% (2)
Interest shown by faculty in your academic development					
MS Biology	0.0%	0.0%	0.0%	28.6% (2)	71.4% (5)
Effectiveness of beginning courses in preparing you for advanced courses					
MS Biology	0.0%	14.3% (1)	14.3% (1)	14.3% (1)	42.9% (3)
Quality of instruction in advanced courses					
MS Biology	0.0%	0.0%	0.0%	28.6% (2)	71.4% (5)
Faculty treatment of students both inside and outside of the classroom					
MS Biology	0.0%	14.3% (1)	0.0%	28.6% (2)	57.1% (4)
Professional activities, associations, or clubs associated with your major					
MS Biology	0.0%	0.0%	57.1% (4)	0.0%	42.9% (3)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MS Biology	0.0%	0.0%	14.3% (1)	14.3% (1)	71.4% (5)
Availability of the required courses					
MS Biology	0.0%	28.6% (2)	14.3% (1)	14.3% (1)	42.9% (3)

Table 22 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: M.S. Biology - 7					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
MS Biology	14.3% (1)	14.3% (1)	28.6% (2)	14.3% (1)	28.6% (2)
Quality of instruction regarding standards and ethics in your major field					
MS Biology	0.0%	0.0%	0.0%	42.9% (3)	57.1% (4)
Opportunities for you to collaborate with other students on class projects					
MS Biology	0.0%	0.0%	0.0%	42.9% (3)	57.1% (4)
Library resources related to your major					
MS Biology	14.3% (1)	14.3% (1)	42.9% (3)	28.6% (2)	0.0%
Use of appropriate technology in the classroom					
MS Biology	0.0%	14.3% (1)	28.6% (2)	42.9% (3)	14.3% (1)
Facilities and equipment (including computer resources) related to your major					
MS Biology	0.0%	14.3% (1)	28.6% (2)	28.6% (2)	28.6% (2)
Help you received from faculty in your department with regard to further educational opportunities					
MS Biology	0.0%	14.3% (1)	28.6% (2)	14.3% (1)	42.9% (3)
The size of classes in your major					
MS Biology	0.0%	0.0%	0.0%	28.6% (2)	71.4% (5)
Help you received from faculty in your department with regard to finding employment in your field					
MS Biology	0.0%	28.6% (2)	28.6% (2)	14.3% (1)	28.6% (2)
Global perspectives presented in courses					
MS Biology	0.0%	0.0%	28.6% (2)	28.6% (2)	42.9% (3)
The relevancy of courses					
MS Biology	0.0%	0.0%	0.0%	57.1% (4)	42.9% (3)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
MS Biology	0.0%	0.0%	14.3% (1)	71.4% (5)	14.3% (1)
Your advisor’s knowledge of requirements					
MS Biology	0.0%	0.0%	28.6% (2)	14.3% (1)	57.1% (4)
The accessibility of your advisor					
MS Biology	0.0%	0.0%	28.6% (2)	0.0%	71.4% (5)

Table 22 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: M.S. Biology - 7					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
MS Biology	0.0%	0.0%	0.0%	42.9% (3)	57.1% (4)

Table 22 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	14.3% (1)	85.7% (6)
3. If you had it to do over again, would you choose the same major?		
MS Biology	0.0%	85.7% (6)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
MS Biology	42.9% (3)	57.1% (4)
6. Should a hands-on course be required in your program?		
MS Biology	28.6% (2)	71.4% (5)

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

“A better understanding of basic knowledge in my field & teaching experience”

“laboratory techniques useful in clinical research”

“was able to better learn basic biology and learn how to present it to students”

“teaching experience as a T.A.”

Perceptions of Southeastern

None of the participants participated in a study-abroad/student-exchange program, but 85.7% (n=6) thought participation would be valuable. Three (42.9%) of the respondents received a Baccalaureate degree from Southeastern, all in the same field as their Masters. Two (66.7%) of the three thought their undergraduate education was effective preparation for Master’s level education and one (33.3%) thought it was very effective.

Graduate Professional Education

Four (57.1%) of the respondents are currently enrolled in a degree program, one (14.3%) is likely to enroll in the future, and two (28.6%) have no plans for further education. Of the five with plans for further education, four (80.0%) plan on obtaining a doctorate and one (20.0%) a second Masters. Of the four respondents currently enrolled in a degree program, two (50.0%) felt that Southeastern effectively prepared them for further graduate/professional study while two (50.0%) respondents felt they were very effectively prepared. Three (75.0%) respondents indicated they was prepared “Better than Most” other students, while the other respondent (25.0%) felt he/she was prepared “About the Same as Most”. Two (50.0%) of the respondents are enrolled in a degree plan “Very Closely Related” to their Master’s degree from Southeastern and two (50.0%) are enrolled in a “Somewhat Related” degree.

Employment

Three (42.9%) of the respondents have been employed full-time since graduating from Southeastern. One of the three (33.3%) had a full-time job upon graduation and two (66.7%) took 1-6 months to find a job. The respondents who did not have a full-time job upon graduation indicated that “limited to only one geographic area”, “tight job market”, and “lack of experience” were minor problems in finding employment.

One (33.3%) of the three respondents who have been employed full-time felt his/her graduate education was effective in preparing her/him for employment or improving his/her job performance, one (33.3%) thought it was ineffective, and one (33.3%) thought it was ineffective. Two (66.7%) of the respondents are currently in their first full-time job since graduating and one (33.3%) has had two full-time jobs. When asked from what source(s) they learned about their first full-time job, one (33.3%) indicated from faculty at Southeastern, one (33.3%) from a newspaper/trade publication, and one (33.3%) from another student or friend.

Currently, two (66.7%) of the respondents are employed full-time and one (33.3%) has a graduate assistantship. Both (100.0%) of those currently employed full-time are employed in the state of Louisiana. One (50.0%) is employed in higher education and one (50.0%) 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”, none (100.0%) of the respondents felt they are not underemployed. When asked about satisfaction with their present employment, one (50.0%) of the respondents is “Well satisfied; would not consider leaving” and one (50.0%) “Dislikes employment; seeking or will seek other employment”.

Both (100.0%) of the respondents are currently employed in the area of their Southeastern major. One (50.0%) of the respondents indicated an annual salary range of \$25,001-\$30,000 and one (50.0%) gave a range of \$30,001-\$40,000.

Professional Activities

Six (85.7%) of the respondents indicated that Licensure/certification is not available in their field, and one (14.3%) does not have licensure/certification and does not plan on obtaining it in the next twelve months. Five (71.4%) of the respondents are members of a professional organization and five (71.4%) have attended a professional meeting in the past year.

Appendix A

Southeastern Louisiana University

Survey of Graduate Degree Alumni

October 2003