

Survey of Undergraduate Alumni Spring 2004

Southeastern Louisiana University



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Executive Summary

Southeastern Louisiana University believes that Baccalaureate Degree Alumni can provide insights into the value of their degree and the influence a degree from Southeastern has had on their lives. The information provided can be used to help assess where the university has been, and help plan where the university is going. Alumni's perceptions of the value of their education, the influence their educational experiences have had on their life, and where and what the alumni are currently doing gives the university a wonderful opportunity to review the university's accomplishments and shortcomings. Therefore, in Academic Year 2003-2004, Southeastern conducted a Survey of Undergraduate Alumni

Overall, the 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:

- Over 75% of respondents are continuing or plan to continue their education.
- The majority of respondents who have continued their education have done so in a program related to their Southeastern major.
- 96% of respondents are satisfactorily employed.
- Of the respondents employed full-time, 87% are employed in the state of Louisiana.
- The vast majority of respondents are employed in the area of their Southeastern major, or a related major.
- Overall, the average income of alumni exceeds the average income of Louisiana residents.
- 97% of respondents indicated they would recommend Southeastern to a friend or family member considering college.
- The majority of respondents would select Southeastern again for their college education, and slightly more than half have chosen Southeastern for their graduate education.
- Almost all of the respondents felt that their college education improved the quality of their lives.
- Southeastern helped respondents develop the ability to learn on their own as well as learning to work with groups or teams.

Method

Participants

A total of 2,915 surveys was mailed to Baccalaureate 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 2,915 surveys sent, 240 were returned as non-deliverable and 539 were completed and returned. This reflects a response rate of 20%. 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
B.A. Communications	97	19	20%
B.A. Communications Education	4	2	50%
B.A. Cultural Resource Management	19	1	5%
B.A. English	39	10	26%
B.A. English Education	15	3	20%
B.A. Liberal Arts Studies	14	3	21%
B.A. French	5	0	0%
B.A. French Education	1	0	0%
B.A. Spanish	9	1	11%
B.A. Spanish Education	1	1	100%
B.A. History	42	6	14%
B.A. Political Science	26	9	35%
B.A. Social Studies Education	21	1	5%
B. Mu. Music	10	2	20%
B. M. Ed. Music Education	6	1	17%
B.A. Psychology	75	16	21%
B.A. Criminal Justice	123	21	17%
B.A. Sociology	33	5	15%
B.A. Art	33	6	18%
Table 1 Survey Return Rates by Program			

Program	Number of Surveys Mailed	Number of Surveys Returned	Return Rate
B.A. Art Education	3	1	33%
B.S. Accounting	156	35	22%
B.A. General Business	115	22	19%
B.A. Management	251	45	18%
B.S. Finance	82	9	11%
B.A. Marketing	168	31	19%
B.S. Family Consumer Sciences	53	15	28%
B.A. Social Work	96	22	23%
B.A. Elementary Education	301	75	25%
B.A. Special Education, Mild/Moderate	27	5	19%
B.G.S. General Studies	166	38	23%
B.A. Speech, Language & Hearing	33	8	24%
B.A. Kinesiology	121	21	17%
B.S. Nursing	193	47	24%
B.S. Biology	120	13	11%
B.S. Horticulture	12	4	33%
B.S. Science Education (Biology)	6	1	17%
B.S. Chemistry	17	4	24%
B.S. Physics	1	0	0%
B.S. Computer Science	63	17	27%
B.S. Industrial Technology	104	18	17%
B.S. Mathematics	11	1	9%
B.S. Mathematics Education	6	0	0%

Of the returned surveys, 76% (n=409) were female and 24% (n=130) were male. The vast majority (90%, n=486) were White, Non-Hispanic, while 7% (n=40) were Black, Non-Hispanic, 1% (n=7) were Hispanic, 0.4% (n=2) were Asian/Pacific Islander, and 0.6% (n=3) were American Indian/Alaskan Native.

Procedure

A notification post card was mailed to alumni in September 2003. This informed alumni of the upcoming survey and allowed for address updates. The survey was mailed to alumni during January 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 seven 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 - General Skills”. General education outcomes, such as ability to use logic and critical thinking skills, ability to comprehend and analyze reading material, and ability to speak effectively were addressed.
- “Section 3 - Perceptions of Southeastern”. Alumni were asked to rate their level of agreement with statements concerning strategic planning benchmarks of the university as well as their participation in study abroad, honors, and undergraduate research.
- “Section 4 - Graduate/Professional Education”. This section asked the alumni to indicate what further educational goals they have completed or plan to pursue.
- “Section 5 - Employment”. Questions centered on the types of employment found, how long it took to find employment, and obstacles encountered while searching for full-time employment, as well as annual salary range.
- “Section 6 - Professional Activities”. Alumni were asked about any types of licensure/certification obtained, as well as participation in any professional organizations.
- “Section 7 - Overall Satisfaction with Southeastern”. Attitudes regarding overall satisfaction with their 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.

In addition, departments were given the opportunity to develop questions specific to their majors which would be included as a special insert. Eight departments developed questions to be included in the alumni survey, those departments were: Computer Science, English, Foreign Languages & Literature, General Studies Management, Marketing & Finance, Nursing, and Psychology. A copy of the special questions can be found in Appendix B.

Results

All Respondents

The overall results of Section 2 - “General Skills”, Section 3 - “Perceptions of Southeastern”, Section 4 - “Graduate/Professional Education”, Section 5 - “Employment”, Section 6 - “Professional Activities”, and Section 7 - “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 4 - “Graduate/Professional Education”, Section 5 - “Employment” and Section 6 - “Professional Activities”. It is important to note that the report is organized according to the June 2004 reorganization. However, when the respondents were enrolled at Southeastern, this reorganization had not occurred. Therefore, for those majors and departments which were affected by the reorganization, any question which refers to the respondent’s “department” must be interpreted with caution. The final portion reports, verbatim, additional comments and suggestions regarding Southeastern provided by the respondents.

General Skills

Overall, respondents indicated that Southeastern helped them develop various skills and abilities. They indicated that Southeastern was most helpful in helping them develop the ability to learn on their own and ability to work with groups or teams. Southeastern was least helpful in developing an understanding of the nature and value of civic engagement.

Table 2
General Skills

7. On a scale of 1 through 5, where 1 means Did Not Help at All and 5 means Helped a Lot, indicate how much Southeastern helped you in developing the following skills or abilities.					
	Did Not Help at All - 1	2	3	4	Helped a Lot - 5
Ability to write well					
	3.2% (17)	6.3% (34)	26.2% (141)	31.7% (171)	31.7% (171)
Ability to speak effectively					
	1.7% (9)	4.6% (25)	21.9% (118)	37.1% (200)	34.0% (183)
Ability to comprehend reading material and to analyze its meaning					
	2.2% (12)	4.1% (22)	21.2% (114)	40.6% (219)	31.2% (168)
Ability to use logic and critical thinking skills					
	0.7% (4)	3.3% (18)	17.6% (95)	38.0% (205)	39.3% (212)

Table 2 cont. General Skills					
7. On a scale of 1 through 5, where 1 means Did Not Help at All and 5 means Helped a Lot, indicate how much Southeastern helped you in developing the following skills or abilities.					
	Did Not Help at All - 1	2	3	4	Helped a Lot -5
Ability to see relationships, similarities, and distinctions between ideas					
	0.9% (5)	3.0% (16)	19.1% (103)	43.2% (233)	33.0% (178)
Ability to apply problem-solving techniques					
	0.6% (3)	2.6% (14)	20.4% (110)	40.6% (219)	34.5% (186)
Ability to use mathematical and statistical concepts and tools					
	2.6% (14)	8.7% (47)	24.1% (130)	34.5% (186)	29.3% (158)
Ability to locate, evaluate, and effectively use information					
	0.9% (5)	4.1% (22)	16.7% (90)	44.7% (241)	32.7% (176)
Understanding the nature of science and the scientific method					
	3.9% (21)	7.8% (42)	29.9% (161)	34.5% (186)	22.6% (122)
Familiarity with key applications of the basic sciences					
	3.7% (20)	7.1% (38)	29.3% (158)	34.3% (185)	24.3% (131)
Ability to learn on your own					
	3.0% (16)	2.6% (14)	12.4% (67)	37.5% (202)	43.8% (236)
Ability to work with groups or teams					
	1.3% (7)	3.9% (12)	14.7% (79)	36.2% (195)	43.0% (232)
Recognition of the value of coming into contact with people different from you					
	2.2% (12)	5.6% (30)	15.4% (83)	36.5% (197)	39.5% (213)
Understanding the nature and value of at least one of the performing arts					
	5.4% (29)	7.2% (39)	22.3% (120)	31.2% (168)	33.2% (179)
Wider acquaintance with and enjoyment of literature					
	5.0% (27)	11.5% (62)	23.6% (127)	30.8% (166)	28.2% (152)
Personal set of values and ethical standards					
	5.2% (28)	5.6% (30)	21.5% (116)	36.4% (196)	29.9% (161)
Understanding the nature and value of civic engagement					
	5.9% (32)	10.4% (56)	31.0% (167)	28.8% (155)	22.4% (121)

**Table 2 cont.
General Skills**

7. On a scale of 1 through 5, where 1 means Did Not Help at All and 5 means Helped a Lot, indicate how much Southeastern helped you in developing the following skills or abilities.

	Did Not Help at All - 1	2	3	4	Helped a Lot -5
Awareness of how political and economic trends impact families and communities					
	5.8% (31)	13.0% (70)	25.4% (137)	30.4% (164)	24.5% (132)
Awareness of historical trends which influence current events					
	4.3% (23)	10.6% (57)	24.9% (134)	36.0% (194)	23.6% (127)
Awareness of how different areas or subjects may be related					
	3.0% (16)	6.3% (34)	21.5% (116)	40.8% (220)	27.6% (149)
Ability to utilize computers					
	2.8% (15)	7.1% (38)	17.6% (95)	25.4% (137)	46.0% (248)

Perceptions of Southeastern

Table 3
Perceptions of Southeastern

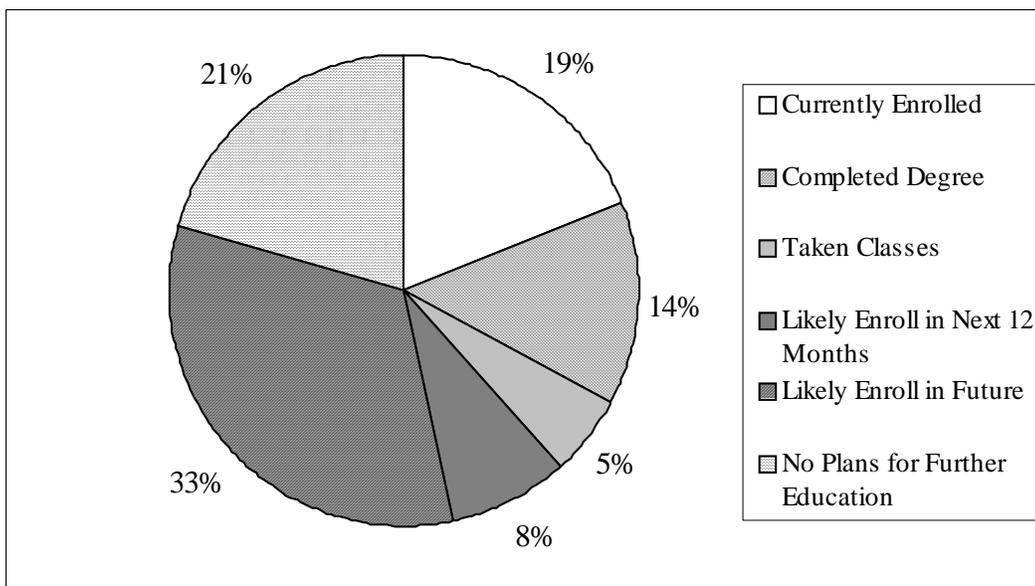
8. Using a scale from 1 to 5, where 1 means Strongly Disagree, and 5 means Strongly Agree, please indicate your agreement with the following.					
	Strongly Disagree - 1	2	3	4	Strongly Agree - 5
Southeastern was a “family friendly” campus.					
	0.9% (5)	2.2% (12)	14.7% (79)	31.9% (172)	49.0% (264)
Southeastern provided a positive, supportive environment for minority students.					
	0.7% (4)	2.4% (13)	21.7% (117)	32.5% (175)	39.7% (214)
Southeastern has a pretty campus.					
	0.9% (5)	3.0% (16)	13.7% (74)	36.5% (197)	45.1% (243)
The appearance of Southeastern’s campus improved while I attended Southeastern.					
	1.5% (8)	2.2% (12)	9.5% (51)	28.9% (156)	55.3% (298)
Race relations on campus were not as good as they could have been.					
	25.8% (139)	24.9% (134)	25.2% (136)	12.6% (68)	9.8% (53)
There was a sense of personal safety/security on campus					
	1.1% (6)	3.9% (21)	21.0% (113)	43.8% (236)	29.3% (158)
The campus was, generally, free from harassment (e.g., sexual, racial, etc.)					
	0.2% (1)	3.5% (19)	13.4% (72)	37.5% (202)	44.7% (241)
Overall, there was a campus atmosphere of ethnic, political, and religious understanding and acceptance.					
	0.4% (2)	2.0% (11)	16.3% (88)	40.4% (218)	39.9% (215)

In this section, students were also asked about their participation in and satisfaction with study abroad/student exchange program, honors program, and research programs. Six percent (n=32) of the respondents had participated in a study-abroad/student exchange program. Of those who participated, 78% (n=25) were satisfied with the program. In general, 74% of respondents felt that participation in such a program is valuable. Almost 18% (n=95) of respondents participated in an honors program, and of those who participated, 80% (n=76) were satisfied with the experience. 16% of the respondents (n=87) participated in a research program, and 93% (n=81) of the participants were satisfied with the experience.

Graduate/ Professional Education

Overall, 78% of respondents are continuing or plan to continue their education. Figure 1 shows alumni intentions with regard to further education.

Figure 1
What is your current status with regard to further graduate/professional education?



Since graduating, 14% (n=58) have obtained a master’s degree, 3% (n=13) have completed a second baccalaureate degree and 4% (n=9) have obtained some other type of degree. Of those who have completed a degree or have plans for further education, 7% (n=29) already have the highest degree they plan on obtaining, 65% (n=275) plan on obtaining a master’s degree, 15% (n=62) plan on obtaining a doctorate, 6% (n=24) plan on obtaining a professional degree, 4% (n=18) plan on obtaining a second baccalaureate and 3% (n=11) plan on obtaining some other degree.

Of those with graduate school experience, 18% (n=37) indicated that their educational experiences at Southeastern were “Very Effective” in preparing them for further study, while 54% (n=111) indicated Southeastern was “Effective”, 4% (n=9) indicated Southeastern was “Ineffective”, and 3% (n=7) indicated Southeastern was “Very Ineffective”. When asked how well Southeastern prepared them for further study in comparison to other students, 20% (n=41) indicated “Better than Most”, 55% (n=113) indicated “About the Same as Most”, and 5% (n=10) indicated “Worse than Most”. Of those students who have completed a degree or are currently enrolled in a degree program, 46% (n=81) indicated the degree was “Very Closely Related” to their Southeastern major, while 19% (n=34) indicated it was “Somewhat Related”, and 11% (n=19) indicated it was “Not at all Related”.

Graduates are attending or attended the following institutions:

Southeastern Louisiana University - 73 graduates
Louisiana State University - 22 graduates
University of New Orleans - 8 graduates
Louisiana State University Health Sciences Center - 7 graduates
Loyola University - 5 graduates
Southern University - 3 graduates
University of Phoenix - 3 graduates
Southern University, New Orleans - 2 graduates
University of Nebraska Medical Center - 2 graduates
University of South Alabama - 2 graduates
Delgado - 1 graduate
Florida State University - 1 graduate
Herzing College - 1 graduate
LeMoyne College - 1 graduate
Mississippi State University - 1 graduate
New York University - 1 graduate
North Oaks School of Radiologic Technology - 1 graduate
Oklahoma City University - 1 graduate
Our Lady of Holy Cross - 1 graduate
Point Park University - 1 graduate
Texas A & M - 1 graduate
Tulane - 1 graduate
University of Alaska Southeast - Juneau - 1 graduate
University of Cincinnati - 1 graduate
University of Georgia - 1 graduate
University of Massachusetts, Amherst - 1 graduate
University of Pittsburgh - 1 graduate
University of Southern Mississippi - 1 graduate

Employment History

Eighty-seven of the respondents (16%) have held no full-time job since graduating from Southeastern. Twenty-eight percent of those respondents who have had a full-time job (28%, n=124) had their first full-time permanent job before completing their degree, and 16% (n=70) accepted the position upon graduation. An additional 39% (n=175) obtained a full-time position 1-6 months after completing their degree, while 7% (n=32) of respondents took 7-12 months to find a job, and 1 respondent (0.2%) took more than a year to obtain a position.

The 252 respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 4 presents what were considered major problems, minor problems, or no problem.

Table 4			
Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	23% (59)	34% (86)	42% (105)
Not knowing what I wanted to do	21% (54)	21% (52)	58% (145)
Tight job market	50% (127)	29% (73)	21% (52)
Lack of marketable skills	15% (38)	21% (54)	63% (158)
Lack of educational qualifications	6% (15)	18% (44)	76% (192)
Reputation of Southeastern	3% (8)	8% (21)	88% (221)
Lack of experience	36% (90)	36% (90)	27% (72)
Lack of job search skills	12% (30)	24% (60)	64% (162)
Poor GPA	2% (4)	9% (23)	89% (223)
Racial discrimination	2% (5)	4% (11)	93% (234)
Gender discrimination	1% (3)	8% (21)	90% (227)
Age discrimination	4% (9)	10% (25)	85% (215)

Respondents who have had full-time employment since graduating from Southeastern were asked how effective their education was in preparing them for employment or improving their job performance. Thirty-two percent (32%, n=141) indicated their education was “Very Effective”, 55% (n=245) indicated it was “Effective”, 9% (n=42) indicated it was “Ineffective”, and 4% (n=17) indicated it was “Very Ineffective”. Furthermore, 64% (n=285) have had one full-time job or are in their first job since graduating, 28% (n=124) have had two full-time jobs, and 7% (n=30) have had three or more full-time jobs.

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

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

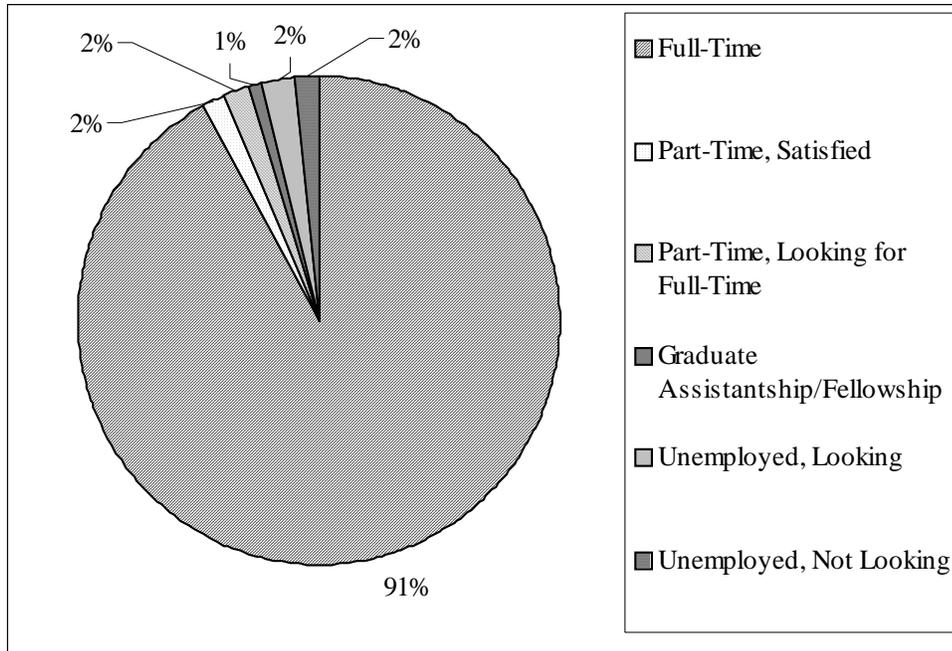
	Number and Percent Indicating Yes
Faculty at Southeastern	5% (24)
Parent or relative	12% (53)
Southeastern's Career Development Services	3% (13)
Newspaper/trade publication	14% (62)
Professional meeting	3% (11)
Another student/friend	18% (81)
Already had job	18% (81)
Internship, Practicum, or Student Teaching	8% (37)
Recruited by employer	12% (52)
Public/Private employment agency	3% (15)
Southeastern Job Fair	8% (37)
Internet	11% (18)

Current Employment

Overall, 96% of the respondents who have had a full-time job are satisfactorily employed. Ninety-one percent (91%) are employed full-time. Figure 2 shows current employment status.

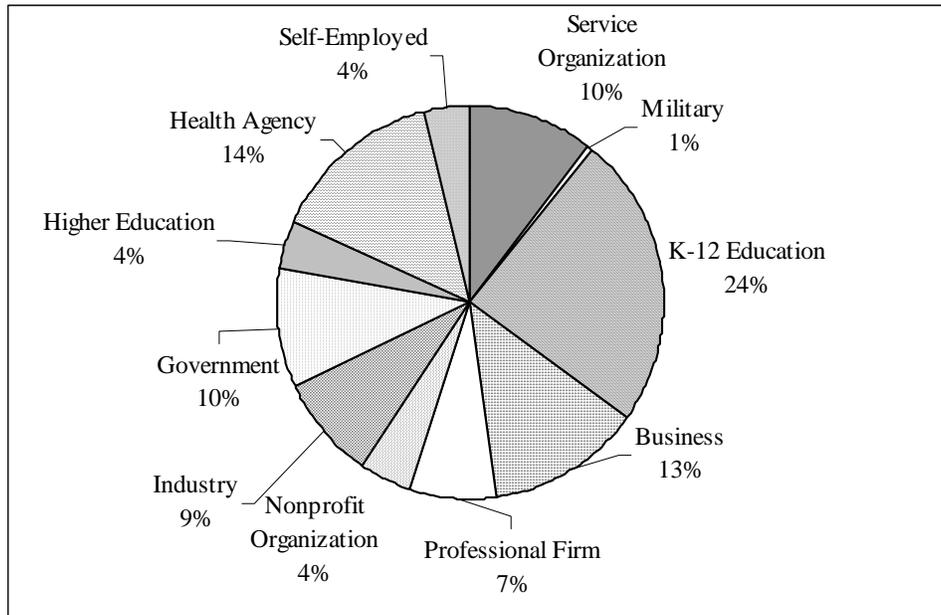
Figure 2

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



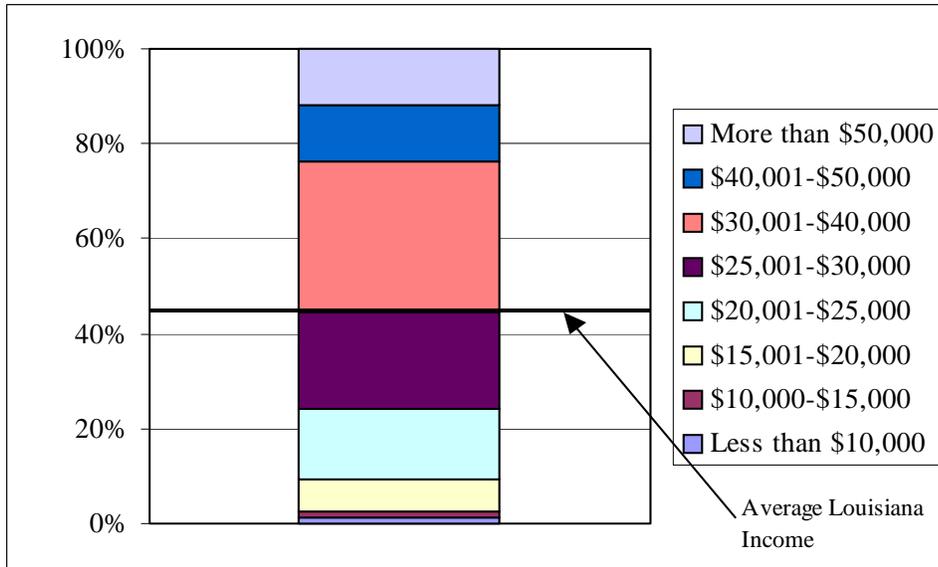
This section only includes results of those respondents who are currently employed full-time (n=406). The majority of respondents (87%, n=355) are currently employed in the state of Louisiana, while 8% (n=31) are employed outside the state. Figure 3 shows the type of organizations in which respondents 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 50% of the respondents exceed the average income of Louisiana residents. Twenty-two percent (22%) make more than \$40,000 per year. Figure 4 provides a break-down of respondents' annual salary.

Figure 4
Please indicate your annual salary range.



Overall, respondents are satisfied with their current employment. Thirty-nine percent (39%, n=159) indicated they are well satisfied and would not consider leaving, while 44% (n=180) are satisfied, but would consider leaving for more desirable employment. Only 10% (n=42) dislike their employment, and an additional 1% (n=5) are not sure. A quarter (25%, n=102) of the respondents did indicate that they are currently underemployed, that is their job requires lower levels of skill and training than those they acquired at Southeastern. The majority of the respondents are employed in the area of their Southeastern major, or in an area related to their major. Twenty-one percent (21%, n=86) of the respondents are employed in an area not related to their Southeastern major. The main reason for not being employed in an area related to their Southeastern major is because they “Could not find a job” they wanted (41%, n=35). This was followed by: “Developed a new career interest” (21%, n=18), “Never planned to work in the field” (13%, n=11), “Better pay” (12%, n=10), “Better opportunity for advancement” (7%, n=6), “Would have to relocate for a job” in the field (5%, n=4), and “Have not obtained licensure, registration, or certification required for my field” (2%, n=2).

Professional Activities

Seventeen percent of the respondents (17%, n=93) indicated that licensure/certification is not available in their field. Of the remaining, 38% (n=203) currently hold licensure/certification in their field. Of the 44% (n=239) who do not currently have licensure, 28% (n=66) plan to obtain licensure/certification in the next 12 months. Our graduates are moderately active in professional organizations. Thirty-eight percent (n=202) are a member of a professional organization, and 40% (n=215) had attended a professional meeting in the past year.

Overall Satisfaction with Southeastern

In general, respondents were satisfied with Southeastern. Forty-five percent (45%, n=244) had a Very Positive general attitude toward Southeastern, and an additional 43% (n=232) had a Positive general attitude toward Southeastern. Fifty-two respondents (10%) indicated they had a Neutral general attitude toward Southeastern. Two percent (n=8) had a Negative attitude toward Southeastern, and less than 1% (n=1) had a Very Negative general attitude. When asked if they would recommend Southeastern to a friend or family member considering college, 66% (n=357) said they would with no reservations, an additional 28% (n=151) indicated they would with some reservations, and 3% (n=18) indicated they would with strong reservations. Two percent (n=9) indicated they probably would not, and two respondents indicated they would not under any circumstances.

Overwhelmingly respondents indicated that if they were to do it again, they would elect to attend Southeastern for their undergraduate degree (n=431, 80%). Thirteen percent (13%, n=70) did not know if they would attend Southeastern, and only 6% (n=34) indicated they would not attend Southeastern. When asked to compare the quality of education provided at Southeastern with that of other universities, 37% (n=200) indicated it was better than most, 58% (n=311) indicated it was about the same as most, and 3% (n=17) indicated it was worse than most. Respondents were also asked if their college education had improved the quality of their life, regardless of the financial benefits. Ninety-one percent (91%, n=488) indicated that the quality of their life had improved, and 9% (n=49) indicated it had not improved.

Comparison to Other Years

A similar survey was conducted in Fall 1997 (1994-94/1995-96 graduates), Fall 1999 (1996-97/1997-98 graduates), and Fall 2001 (1998-99/1999-2000 graduates). Respondents with satisfactory employment has increased from 92% to 96%. More students are reporting an annual salary which exceeds the Louisiana average, from 40% in 1997 to over 50% in 2003.

Department of Communications

Table 6
Satisfaction with Degree Program

Number of Respondents: B.A. Communications-19					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.A. Communication	0.0%	5.3% (1)	10.5% (2)	42.1% (8)	42.1% (8)
Overall quality of your degree program					
B.A. Communication	0.0%	10.5% (2)	21.1% (4)	47.4% (9)	21.1% (4)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.A. Communication	0.0%	0.0%	15.8% (3)	47.4% (9)	36.8% (7)
Usefulness of the academic advice you received from your advisor					
B.A. Communication	26.3% (5)	10.5% (2)	10.5% (2)	15.8% (3)	36.8% (7)
Opportunities to interact with faculty outside of class					
B.A. Communication	0.0%	5.3% (1)	15.8% (3)	21.1% (4)	57.9% (11)
Effectiveness of the faculty as teachers					
B.A. Communication	0.0%	0.0%	10.5% (2)	57.9% (11)	31.6% (6)
Friendliness and helpfulness of the office staff					
B.A. Communication	0.0%	15.8% (3)	15.8% (3)	36.8% (7)	31.6% (6)
Interest shown by faculty in your academic development					
B.A. Communication	5.3% (1)	5.3% (1)	15.8% (3)	21.1% (4)	52.6% (10)
Effectiveness of beginning courses in preparing you for advanced courses					
B.A. Communication	0.0%	5.3% (1)	15.8% (3)	36.8% (7)	42.1% (8)
Quality of instruction in advanced courses					
B.A. Communication	0.0%	5.3% (1)	5.3% (1)	36.8% (7)	52.6% (10)
Faculty treatment of students both inside and outside of the classroom					
B.A. Communication	0.0%	0.0%	5.3% (1)	31.6% (6)	63.2% (12)
Professional activities, associations, or clubs associated with your major					
B.A. Communication	0.0%	15.8% (3)	26.3% (5)	31.6% (6)	26.3% (5)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.A. Communication	0.0%	15.8% (3)	26.3% (5)	31.6% (6)	26.3% (5)
Availability of the required courses					
B.A. Communication	5.3% (1)	10.5% (2)	26.3% (5)	26.3% (5)	31.6% (6)

Table 6 continued					
Satisfaction with Degree Program					
Department of Communications					
Number of Respondents: B.A. Communications-19					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.A. Communication	5.3% (1)	5.3% (1)	21.1% (4)	42.1% (8)	26.3% (5)
Quality of instruction regarding standards and ethics in your major field					
B.A. Communication	0.0%	0.0%	21.1% (4)	47.4% (9)	31.6% (6)
Opportunities for you to collaborate with other students on class projects					
B.A. Communication	0.0%	5.3% (1)	0.0%	57.9% (11)	36.8% (7)
Library resources related to your major					
B.A. Communication	5.3% (1)	10.5% (2)	10.5% (2)	36.8% (8)	31.6% (6)
Use of appropriate technology in the classroom					
B.A. Communication	0.0%	21.1% (4)	15.8% (3)	36.8% (7)	31.6% (6)
Facilities and equipment (including computer resources) for courses in your major					
B.A. Communication	5.3% (1)	21.1% (4)	10.5% (2)	36.8% (7)	26.3% (5)
Help you received from faculty in your department with regard to further educational opportunities					
B.A. Communication	5.3% (1)	10.5% (2)	21.1% (4)	21.1% (4)	42.1% (8)
The size of classes in your major					
B.A. Communication	0.0%	0.0%	5.3% (1)	31.6% (6)	63.2% (12)
Help you received from faculty in your department with regard to finding employment in your field					
B.A. Communication	42.1% (8)	0.0%	21.1% (4)	15.8% (3)	21.1% (4)
Global perspectives presented in courses					
B.A. Communication	5.3% (1)	15.8% (3)	26.3% (5)	31.6% (6)	21.1% (4)
The relevancy of courses					
B.A. Communication	10.5% (2)	5.3% (1)	10.5% (2)	47.4% (9)	31.6% (6)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.A. Communication	5.3% (1)	10.5% (2)	21.1% (4)	42.1% (8)	21.1% (4)
Your advisor’s knowledge of requirements					
B.A. Communication	10.5% (2)	10.5% (2)	10.5% (2)	31.6% (6)	36.8% (7)
The accessibility of your advisor					
B.A. Communication	15.8% (1)	10.5% (2)	10.5% (2)	31.6% (6)	31.6% (6)

Table 6 continued
Satisfaction with Degree Program
Department of Communications

Number of Respondents: B.A. Communications-19					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.A. Communication	21.1% (4)	10.5% (2)	15.8% (3)	15.8% (3)	36.8% (7)

Table 6 continued		
Satisfaction with Degree Program		
Department of Communications		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.A. Communication	15.8% (3)	84.2% (16)
3. If you had it to do over again, would you choose the same major?		
B.A. Communication	36.8% (7)	47.4% (9)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.A. Communication	57.9% (11)	42.1% (8)
6. Should a hands-on course be required in your program?		
B.A. Communication	10.5% (2)	78.9% (15)

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

“Research”

“I am very pleased to participate in an internship opportunity at Children’s Hospital (New Orleans, LA) It provided real world experience.”

“hands on use of the latest technology, real world view of behind the scenes”

“I learned things I couldn’t learn in the classroom. And I got the opportunity to work with people who’ve been in the field for years.”

“It gave me a “real-life” work experience, helped me make network connections for the future.”

“My department did not provide truly beneficial practicums, even though it is a degree requirement.”

Perceptions of Southeastern

B.A. Communications

One of the Communications graduates (5.3%) had participated in the study-abroad/student exchange program and was Somewhat Satisfied with the program. Seventeen (89.5%) thought it would be a valuable experience. Three (15.8%) of the respondents had participated in the honors program, one (33.3%) was Very Satisfied with the honors program, one (33.3%) was Somewhat

Dissatisfied, and one (33.3%) was Very Dissatisfied. None of the respondents participated in a research program.

Graduate/Professional Education

B.A. Communications

Four (21.1%) of the respondents are currently enrolled in a graduate/professional degree program. Three (15.8%) of the respondents have completed a degree. One (5.3%) of the respondents has taken classes, but not enrolled in a degree program. Two (10.5%) of the respondents plan to enroll in a degree program in the next 12 months, four (21.1%) are likely to enroll in a degree program in the future, and five (26.3%) have no plans for further education. Twelve (63.2%) of the respondents have obtained or plan on obtaining a master's, three (15.8%) plan on obtaining a doctorate, and one (5.3%) plans on obtaining a professional degree.

Of the eight individuals with graduate school experience, five (62.5%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study, one (12.5%) was "Ineffectively" and one (12.5%) indicated he/she was "Very Ineffectively" prepared. Six (75.0%) of the respondents indicated that Southeastern prepared them "About the Same as Most" other students and one (12.5%) indicated she/he was prepared "Better than Most".

Of the seven respondents who are enrolled in a degree program or had completed a degree, three (42.9%) indicated it was "Very Closely Related" and two (28.6%) indicated it was "Somewhat Related" to their bachelor's degree from Southeastern.

Employment

B.A. Communications

The majority of the respondents (73.7%, n=14) have been employed full-time since completing their degree. Of those respondents who have been employed full-time, two (14.3%) had jobs before completing their degrees, one (7.1%) accepted a position upon graduation, eight (57.1%) respondents obtained a job 1-6 months after graduation, one (7.1%) took 7-12 months and two (14.3%) took over a year.

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

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 Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limiting my job search to only one geographic area	54.5% (6)	27.3% (3)	9.1% (1)
Not knowing what I wanted to do	36.4% (4)	36.4% (4)	27.3% (3)
Tight job market	72.7% (8)	0.0%	27.3% (3)
Lack of marketable skills	18.2% (2)	45.5% (5)	36.4% (4)
Lack of educational qualifications	0.0%	36.4% (4)	63.6% (7)
Reputation of Southeastern	9.1% (1)	9.1% (1)	81.8% (9)
Lack of experience	54.5% (6)	45.5% (5)	0.0%
Lack of job search skills	0.0%	63.6% (7)	36.4% (4)
Poor GPA	9.1% (1)	27.3% (3)	63.6% (7)
Racial discrimination	0.0%	9.1% (1)	90.9% (10)
Gender discrimination	0.0%	0.0%	100% (11)
Age discrimination	9.1% (1)	18.2% (2)	72.7% (8)

Of those respondents who have had a full-time job since graduating, two (14.3%) indicated their education was “Very Effective” in preparing them for employment or improving their job performance, nine (64.3%) indicated it was “Effective”, and three (21.4%) indicated it was “Very Ineffective”. Five (35.7%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern, five (35.7%) have had two full-time jobs since graduating, and four (28.6%) have had three or more full-time jobs. In regards to sources for learning about their first full-time job, two (14.3%) indicated a parent or relative, two (14.3%) from a newspaper or trade publication, two (14.3%) from another student or friend, three (21.4%) already had a job, one (7.1%) was recruited by an employer, one (7.1%) from an employment agency, and four (28.6%) from the Internet.

All (100%) of the respondents who have had a full-time job are currently employed full-time. The majority (92.9%, n=13) work in the state of Louisiana. Three (21.4%) of the respondents are employed in higher education, two (14.3%) in a nonprofit organization, two (14.3%) in a professional firm, one (7.1%) is self-employed, one (7.1%) in a temporary service, one (7.1%) in industry, one (7.1%) in government, and three (21.4%) in business. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed”, eight (57.1%) respondents felt they are not underemployed, while six (42.9%) felt they are underemployed. When asked about satisfaction with their present employment, two (14.3%) are “Well satisfied, would not consider leaving”, eight (57.1%) are “Satisfied, but would

consider more desirable employment”, three (21.4%) “Dislike employment; seeking or will seek other employment”, and one (7.1%) is not sure.

One (7.1%) of the respondents is currently employed in the area of his/her Southeastern major, five (35.7%) in an area related to their Southeastern major and eight (57.1%) are employed in an area not related to their Southeastern major. One (12.5%) of the respondents not employed in an area related to their major indicated he/she developed a new career interest, five (62.5%) respondents could not find a job the wanted, one (12.5%) would have to relocate for a job in the field, and one (12.5%) for better opportunity for advancement. Three (28.6%) of the respondents gave a salary range of \$15,001-\$20,000, six (42.9%) gave a salary range of \$25,001-\$30,000, three (21.4%) gave a salary range of \$30,001-\$40,000, and one (7.1%) gave a range of \$40,001-\$50,000.

Professional Activities

B.A. Communication

Nine (47.4%) of the respondents indicated that licensure/certification is not available in their field, nine (47.4%) indicated they did not have licensure/certification, and one (5.3%) has a FCC License. Of those who do not have licensure/certification, two (22.2%) plan on obtaining it in the next twelve months, one plans on obtaining a “CAM - Certified Property Mgr.” and one a CPCU.

Six (31.6%) of the respondents are members of a professional organization, and six (31.6%) have attended a professional meeting in the past year.

Department of English

Table 9
Satisfaction with Degree Program

Number of Respondents: B. A. English-10					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.A. English	0.0%	0.0%	0.0%	60.0% (6)	40.0% (4)
Overall quality of your degree program					
B.A. English	0.0%	0.0%	0.0%	70.0% (7)	30.0% (3)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.A. English	0.0%	0.0%	0.0%	30.0% (3)	70.0% (7)
Usefulness of the academic advice you received from your advisor					
B.A. English	0.0%	0.0%	10.0% (1)	30.0% (3)	70.0% (7)
Opportunities to interact with faculty outside of class					
B.A. English	0.0%	10.0% (1)	20.0% (2)	40.0% (4)	30.0% (3)
Effectiveness of the faculty as teachers					
B.A. English	0.0%	0.0%	0.0%	60.0% (6)	40.0% (4)
Friendliness and helpfulness of the office staff					
B.A. English	0.0%	0.0%	20.0% (2)	60.0% (6)	20.0% (2)
Interest shown by faculty in your academic development					
B.A. English	0.0%	0.0%	30.0% (3)	50.0% (5)	20.0% (2)
Effectiveness of beginning courses in preparing you for advanced courses					
B.A. English	0.0%	0.0%	20.0% (2)	50.0% (5)	30.0% (3)
Quality of instruction in advanced courses					
B.A. English	0.0%	0.0%	0.0%	40.0% (4)	60.0% (6)
Faculty treatment of students both inside and outside of the classroom					
B.A. English	0.0%	0.0%	10.0% (1)	50.0% (5)	40.0% (4)
Professional activities, associations, or clubs associated with your major					
B.A. English	0.0%	0.0%	40.0% (4)	30.0% (3)	30.0% (3)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.A. English	0.0%	30.0% (3)	40.0% (4)	20.0% (2)	10.0% (1)
Availability of the required courses					
B.A. English	0.0%	10.0% (1)	20.0% (2)	50.0% (5)	20.0% (2)

Table 9 continued					
Satisfaction with Degree Program					
Department of English					
Number of Respondents: B. A. English-10					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.A. English	10.0% (1)	20.0% (2)	20.0% (2)	20.0% (2)	30.0% (3)
Quality of instruction regarding standards and ethics in your major field					
B.A. English	0.0%	0.0%	0.0%	60.0% (6)	40.0% (4)
Opportunities for you to collaborate with other students on class projects					
B.A. English	0.0%	10.0% (1)	10.0% (1)	60.0% (6)	20.0% (2)
Library resources related to your major					
B.A. English	10.0% (1)	0.0%	10.0% (1)	30.0% (3)	50.0% (5)
Use of appropriate technology in the classroom					
B.A. English	0.0%	20.0% (2)	10.0% (1)	50.0% (5)	20.0% (2)
Facilities and equipment (including computer resources) for courses in your major					
B.A. English	0.0%	20.0% (2)	10.0% (1)	40% (4)	30.0% (3)
Help you received from faculty in your department with regard to further educational opportunities					
B.A. English	0.0%	20.0% (2)	30.0% (3)	40.0% (4)	10.0% (1)
The size of classes in your major					
B.A. English	0.0%	0.0%	0.0%	50.0% (5)	50.0% (5)
Help you received from faculty in your department with regard to finding employment in your field					
B.A. English	10.0% (1)	30.0% (3)	40.0% (4)	0.0%	20.0% (2)
Global perspectives presented in courses					
B.A. English	0.0%	30.0% (3)	40.0% (4)	20.0% (2)	10.0% (1)
The relevancy of courses					
B.A. English	0.0%	0.0%	20.0% (2)	70.0% (7)	10.0% (1)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.A. English	10.0% (1)	20.0% (2)	40.0% (4)	20.0% (2)	10.0% (1)
Your advisor’s knowledge of requirements					
B.A. English	0.0%	0.0%	0.0%	20.0% (2)	80.0% (8)
The accessibility of your advisor					
B.A. English	0.0%	10.0% (1)	20.0% (2)	30.0% (3)	40.0% (4)

Table 9 continued					
Satisfaction with Degree Program					
Department of English					
Number of Respondents: B. A. English-10					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.A. English	0.0%	0.0%	10.0% (1)	30.0% (3)	60.0% (6)
	No		Yes		
2. Would you recommend Southeastern to someone interested in what you majored in?					
B.A. English	0.0%		100.0% (10)		
3. If you had it to do over again, would you choose the same major?					
B.A. English	40.0% (4)		60.0% (6)		
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?					
B.A. English	100.0% (10)		0.0%		
6. Should a hands-on course be required in your program?					
B.A. English	50.0% (5)		30.0% (3)		

Perceptions of Southeastern

B.A. English

One (10.0%) of the English graduates had participated in the study-abroad/student exchange, and was Very Satisfied with the experience. Eight (80.0%) of them thought it would be a valuable experience. Four (40.0%) of the respondents had participated in the honors program, and were Very Satisfied with the experience. None of the respondents participated in a research program. the experience. None of the respondents participated in a research program.

Graduate/Professional Education

B.A. English

Two (20.0%) of the respondents are currently enrolled in a graduate/professional degree program, one (10.0%) has completed a degree, one (10.0%) plans to enroll in a degree program in the next 12 months, three (30.0%) are likely to enroll in the future, and two (20.0%) have no plans for further education. Two (20.0%) of the respondents have earned a Master's degree and one (10.0%) has earned a professional degree. Of those with graduate plans, two (25.6%) plan on earning a Master's, four (57.1%) plan on obtaining a doctorate and one (14.3%) a professional degree.

Of those with graduate experience, two (66.7%) of the respondents indicated that their educational experience at Southeastern “Effectively” prepared them for further study, and one (33.3%) indicated he/she was “Very Effectively” prepared. All three (100.0%) respondents indicated that Southeastern prepared them “About the Same as Most” students. Two (66.7%) respondent indicated that their graduate degree program was “Very Closely Related” to their bachelor’s degree from Southeastern and one (33.3%) indicated it was “Somewhat Related”.

Employment

B. A. English

Eight (80.0%) of the respondents have been employed full-time since completing their degree. Of those who have been employed full-time, one (12.5%) had a job prior to graduation, one (12.5%) accepted a job upon graduation, four (50.0%) took 1-6 months to find a job and two (25.0%) took 7-12 months.

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

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

Two of the respondents (25.0%) indicated their education was “Very Effective” in preparing them for employment or improving their job performance, five (62.5%) indicated it was

“Effective”, and one (12.5%) indicated it was “Ineffective”. Six (75.0%) of the respondents are currently in their first full-time job since graduating from Southeastern and two (25.0%) have had two jobs. In regards to sources for learning about their first full-time job, one (12.5%) indicated faculty at Southeastern, one (12.5%) from a parent or relative, two (25.0%) from a newspaper/trade publication, one (12.5%) from another student or friend, one (12.5%) already had a job, one (12.5%) from an employment agency, and two (66.7%) from the internet.

Eight (80.0%) of the respondents are currently employed full-time. Of those, seven (87.5%) are employed in the state of Louisiana. One (12.5%) in a service organization, one (12.5%) in higher education, one (12.5%) is in the military, one (12.5%) is in industry, and four (50.0%) are in business. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed”, five (62.5%) indicated they were not underemployed, while three respondents (37.5%) indicated they are underemployed. When asked about satisfaction with their present employment, one (12.5%) is “Well Satisfied; would not consider leaving”, four (50.0%) were “Satisfied, but would consider more desirable employment”, and three (37.5%) “Dislike employment; seeking or will seek other employment”. One (12.5%) of the respondents is working in the area of his/her Southeastern major and seven (87.5%) in an area not related to their major. Of the seven, one (14.3%) never planned to work in the field, one (14.3%) developed a new career interest, three (42.9%) could not find a job they wanted, and two (28.6%) would have to relocate to work in the field. One (12.5%) of the respondents indicated her/his annual salary is less than \$10,000, three (37.5%) of the respondents gave a salary range of \$15,001-\$20,000, three (37.5%) gave a salary range of \$25,001-\$30,000, and one (12.5%) gave a range of \$40,001-\$50,000.

Professional Activities

B.A. English

Four (40.0%) of the respondents indicated licensure/certification is not available in their field, one (10.0%) has completed Infantry Officer’s Basic Course, five (50.0%) do not currently have it, but three plan on obtaining it in the next 12 months. One respondent will take the Louisiana Bar and another will be certified as a Notary Public. Two (80.0%) of the respondents are members of a professional organization and four (40.0%) of the respondents have attended a professional meeting in the past year.

Special Questions

Nine of the English graduates completed the insert which contained the special questions.

Table 11

Please indicate the degree to which your courses in the following general areas have helped you in your current/previous jobs and/or graduate school.

	No Help - 1	2	3	4	Very Helpful - 5	NA
Literature Surveys (e.g., ENGL 230, 231, 232, 301, 303, 351, 395, 396)						
B.A. English	11.1% (1)	11.1% (1)	22.2% (2)	11.1% (1)	44.4% (4)	0.0%
Upper-level (300/400) Literature Electives						
B.A. English	11.1% (1)	0.0%	22.2% (2)	11.1% (1)	55.6% (5)	0.0%
Advanced Grammar (ENGL 312)						
B.A. English	0.0%	11.1% (1)	0.0%	22.2% (2)	66.7% (6)	0.0%
Other Linguistics/Rhetoric Courses (e.g., ENGL 413, 414, 476)						
B.A. English	11.1% (1)	11.1% (1)	22.2% (2)	0.0%	22.2% (2)	33.3% (3)
The Teaching of Writing (ENGL 467)						
B.A. English	0.0%	11.1% (1)	11.1% (1)	11.1% (1)	0.0%	66.7% (6)
The Teaching of Literature (ENGL 468)						
B.A. English	11.1% (1)	11.1% (1)	0.0%	0.0%	22.2% (2)	55.6% (5)
Critical Theory Courses						
B.A. English	22.2% (2)	0.0%	11.1% (1)	11.1% (1)	33.3% (3)	22.2% (2)
Creative Writing Courses						
B.A. English	11.1% (1)	0.0%	11.1% (1)	0.0%	44.4% (4)	33.3% (3)
Professional Technical Writing Courses (e.g., ENGL 321, 322, 447, 448, 485)						
B.A. English	0.0%	0.0%	0.0%	22.2% (2)	66.7% (6)	11.1% (1)

Table 12

Please indicate the degree to which your English courses at Southeastern helped improve your abilities in the following.

	No Help - 1	2	3	4	Very Helpful - 5	NA
Interpretive/Analytical skills						
B.A. English	0.0%	0.0%	11.1% (1)	33.3% (3)	55.6% (5)	0.0%
Writing skills						
B.A. English	0.0%	0.0%	0.0%	0.0%	100.0% (9)	0.0%
Editing skills						
B.A. English	0.0%	11.1% (1)	0.0%	11.1% (1)	77.8% (7)	0.0%
Skills in formulating an argument						
B.A. English	0.0%	0.0%	11.1% (1)	22.2% (2)	66.7% (6)	0.0%

	No Help - 1	2	3	4	Very Helpful - 5	NA
Research skills						
B.A. English	0.0%	0.0%	0.0%	22.2% (2)	77.8% (7)	0.0%
Improvement in your view of life/quality of life						
B.A. English	0.0%	0.0%	11.1% (1)	33.3% (3)	55.6% (5)	0.0%

Table 13

Please indicate the degree to which you utilize the following skills in your current/previous jobs and/or graduate school.

	Not at all - 1	2	3	4	Daily - 5
Interpretive/Analytical skills					
B.A. English	11.1% (1)	0.0%	33.3% (3)	11.1% (1)	44.4% (4)
Writing skills					
B.A. English	0.0%	22.2% (2)	0.0%	22.2% (2)	55.6% (5)
Editing skills					
B.A. English	0.0%	11.1% (1)	0.0%	44.4% (4)	44.4% (4)
Skills in formulating an argument					
B.A. English	22.2% (2)	11.1% (1)	33.3% (3)	0.0%	33.3% (3)
Research skills					
B.A. English	11.1% (1)	11.1% (1)	22.2% (2)	33.3% (3)	22.2% (2)

Department of History & Political Science

Table 16
Satisfaction with Degree Program

Number of Respondents: B. A. History-6; B.A. Political Science-9					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.A. History	0.0%	0.0%	0.0%	33.3% (2)	66.7% (4)
B.A. Political Science	0.0%	0.0%	11.1% (1)	66.7% (6)	22.2% (2)
Overall quality of your degree program					
B.A. History	0.0%	0.0%	0.0%	50.0% (5)	50.0% (5)
B.A. Political Science	0.0%	0.0%	11.1% (1)	66.7% (6)	22.2% (2)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.A. History	0.0%	0.0%	0.0%	50.0% (5)	50.0% (5)
B.A. Political Science	0.0%	0.0%	33.3% (3)	44.4% (4)	22.2% (2)
Usefulness of the academic advice you received from your advisor					
B.A. History	0.0%	0.0%	16.7% (1)	66.7% (4)	16.7% (1)
B.A. Political Science	0.0%	11.1% (1)	44.4% (4)	22.2% (2)	11.1% (1)
Opportunities to interact with faculty outside of class					
B.A. History	0.0%	0.0%	33.3% (2)	16.7% (1)	50.0% (3)
B.A. Political Science	0.0%	11.1% (1)	11.1% (1)	44.4% (4)	33.3% (3)
Effectiveness of the faculty as teachers					
B.A. History	0.0%	0.0%	16.7% (1)	50.0% (3)	33.3% (2)
B.A. Political Science	0.0%	0.0%	0.0%	77.8% (7)	22.2% (2)
Friendliness and helpfulness of the office staff					
B.A. History	0.0%	0.0%	0.0%	33.3% (2)	66.7% (4)
B.A. Political Science	0.0%	0.0%	11.1% (1)	55.6% (5)	33.3% (3)
Interest shown by faculty in your academic development					
B.A. History	0.0%	0.0%	16.7% (1)	83.3% (5)	0.0%
B.A. Political Science	0.0%	0.0%	33.3% (3)	55.6% (5)	11.1% (1)
Effectiveness of beginning courses in preparing you for advanced courses					
B.A. History	0.0%	0.0%	16.7% (1)	66.7% (2)	16.7% (1)
B.A. Political Science	0.0%	11.1% (1)	22.2% (2)	55.6% (5)	11.1% (1)
Table 16 continued Satisfaction with Degree Program Department of History & Political Science					

Number of Respondents: B. A. History-6; B.A. Political Science-9					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Quality of instruction in advanced courses					
B.A. History	0.0%	0.0%	0.0%	50.0% (3)	50.0% (3)
B.A. Political Science	0.0%	0.0%	0.0%	55.6% (5)	44.4% (4)
Faculty treatment of students both inside and outside of the classroom					
B.A. History	0.0%	0.0%	0.0%	33.3% (2)	66.7% (4)
B.A. Political Science	0.0%	0.0%	0.0%	44.4% (4)	55.6% (6)
Professional activities, associations, or clubs associated with your major					
B.A. History	0.0%	50.0% (3)	33.3% (2)	0.0%	16.7% (1)
B.A. Political Science	11.1% (1)	22.2% (2)	33.3% (3)	22.2% (2)	11.1% (1)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.A. History	0.0%	0.0%	50.0% (3)	50.0% (3)	0.0%
B.A. Political Science	0.0%	11.1% (1)	22.2% (2)	55.6% (5)	11.1% (1)
Availability of the required courses					
B.A. History	0.0%	0.0%	33.3% (2)	50.0% (3)	16.7% (1)
B.A. Political Science	0.0%	11.1% (1)	44.4% (4)	33.3% (3)	11.1% (1)
Availability of elective courses you wanted to take in your major					
B.A. History	0.0%	0.0%	33.3% (2)	50.0% (3)	16.7% (1)
B.A. Political Science	11.1% (1)	0.0%	11.1% (1)	55.6% (5)	22.2% (2)
Quality of instruction regarding standards and ethics in your major field					
B.A. History	0.0%	0.0%	16.7% (1)	50.0% (3)	33.3% (2)
B.A. Political Science	0.0%	0.0%	22.2% (2)	33.3% (3)	44.4% (4)
Opportunities for you to collaborate with other students on class projects					
B.A. History	0.0%	0.0%	16.7% (1)	83.3% (5)	0.0%
B.A. Political Science	0.0%	0.0%	44.4% (4)	44.4% (4)	11.1% (1)
Library resources related to your major					
B.A. History	0.0%	0.0%	0.0%	83.3% (5)	16.7% (1)
B.A. Political Science	0.0%	0.0%	11.1% (1)	55.6% (5)	33.3% (3)
Use of appropriate technology in the classroom					
B.A. History	0.0%	33.3% (2)	50.0% (3)	16.7% (1)	0.0%
B.A. Political Science	0.0%	11.1% (1)	33.3% (3)	44.4% (4)	11.1% (1)
Table 16 continued					
Satisfaction with Degree Program					
Department of History & Political Science					
Number of Respondents: B. A. History-6; B.A. Political Science-9					

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Facilities and equipment (including computer resources) for courses in your major					
B.A. History	0.0%	16.7% (1)	16.7% (1)	50.0% (3)	16.7% (1)
B.A. Political Science	0.0%	11.1% (1)	11.1% (1)	55.6% (5)	22.2% (2)
Help you received from faculty in your department with regard to further educational opportunities					
B.A. History	0.0%	0.0%	16.7% (1)	66.7% (4)	16.7% (1)
B.A. Political Science	0.0%	22.2% (2)	11.1% (1)	55.6% (5)	11.1% (1)
The size of classes in your major					
B.A. History	0.0%	0.0%	33.3% (2)	33.3% (2)	33.3% (2)
B.A. Political Science	0.0%	0.0%	0.0%	33.3% (3)	66.7% (6)
Help you received from faculty in your department with regard to finding employment in your field					
B.A. History	16.7% (1)	16.7% (1)	33.3% (2)	33.3% (2)	16.7% (1)
B.A. Political Science	33.3% (3)	11.1% (1)	33.3% (3)	0.0%	22.2% (2)
Global perspectives presented in courses					
B.A. History	0.0%	0.0%	33.3% (2)	50.0% (3)	16.7% (1)
B.A. Political Science	0.0%	0.0%	11.1% (1)	55.6% (5)	33.3% (3)
The relevancy of courses					
B.A. History	0.0%	0.0%	0.0%	83.3% (5)	16.7% (1)
B.A. Political Science	0.0%	0.0%	33.3% (3)	44.4% (4)	22.2% (2)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.A. History	0.0%	0.0%	50.0% (3)	33.3% (2)	16.7% (1)
B.A. Political Science	0.0%	0.0%	44.4% (4)	44.4% (4)	11.1% (1)
Your advisor’s knowledge of requirements					
B.A. History	0.0%	0.0%	50.0% (3)	50.0% (3)	0.0%
B.A. Political Science	0.0%	0.0%	11.1% (1)	66.7% (6)	22.2% (2)
The accessibility of your advisor					
B.A. History	0.0%	16.7% (1)	33.3% (2)	33.3% (2)	16.7% (1)
B.A. Political Science	0.0%	11.1% (1)	22.2% (2)	44.4% (4)	22.2% (2)

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

Number of Respondents: B. A. History-6; B.A. Political Science-9

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.A. History	0.0%	16.7% (1)	50.0% (3)	33.3% (2)	0.0%
B.A. Political Science	0.0%	11.1% (1)	44.4% (4)	33.3% (3)	11.1% (1)

Table 16 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?		
B.A. History	16.7% (1)	83.3% (5)
B.A. Political Science	11.1% (1)	88.9% (8)
3. If you had it to do over again, would you choose the same major?		
B.A. History	33.3% (2)	66.7% (4)
B.A. Political Science	33.3% (3)	66.7% (6)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.A. History	83.3% (5)	16.7% (1)
B.A. Political Science	88.9% (8)	11.1% (1)
6. Should a hands-on course be required in your program?		
B.A. History	33.3% (2)	50.0% (3)
B.A. Political Science	22.2% (2)	55.6% (5)

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

“Actual legislative experience & contacts to help me in my future legal career.”

Perceptions of Southeastern

B.A. History

Three (50.0%) of the History graduates had participated in the study-abroad/student exchange. Two (66.7%) were Very Satisfied with the experience and one (33.3%) was Somewhat Satisfied. Five (83.3%) of the respondents thought it would be a valuable experience. One (16.7%) of the respondents had participated in the honors program and was Somewhat Dissatisfied with the experience. One (16.7%) of the respondents had participated in a research program and was Somewhat Satisfied.

B.A. Political Science

One of the Political Science graduates had participated in the study-abroad/student exchange and was Somewhat Satisfied with the experience. Seven (77.8%) of the respondents thought participation would be valuable. Three (33.3%) of the respondents had participated in the honors program. One (33.3%) was Somewhat Satisfied with the experience and two (66.7%) were

Somewhat Dissatisfied. Two (22.2%) of the respondents had participated in a research program, one (50.0%) was Very Satisfied and one (50.0%) was Somewhat Satisfied.

Graduate/Professional Education

B.A. History

Two (33.3%) of the respondents are currently enrolled in a graduate/professional degree program. Two (33.3%) respondent have taken classes but has not enrolled in a program, and two (33.3%) are likely to enroll in a degree program in the future. Three (50.0%) of the respondents plan on obtaining a Masters and two (33.3%) plan on obtaining a Doctorate.

All (100%) of the respondents with graduate experience indicated their educational experiences at Southeastern “Effectively” prepared them for graduate/professional study and Southeastern prepared them “About the Same” as other students for further educational study. One of the respondents who is enrolled in a degree indicted it was “Very Closely Related” to his/her bachelor’s degree from Southeastern.

B.A. Political Science

Two (22.2%) of the respondents are currently enrolled in a graduate/professional degree program, one (11.1%) has completed a professional degree, two (22.2%) plan on enrolling in a degree program in the next two months, two (22.2%) will likely enroll in the future, and two (22.2%) have no plans for further education. Of the seven respondents with plans for further education, three (42.9%) plan on obtaining a master’s and four (28.6%) plan on obtaining a professional degree. Two (33.3%) of the three respondents with graduate experience indicated their educational experiences at Southeastern “Effectively” prepared them for graduate/professional study and they were prepared “About the Same as Most” other students. One (33.3%) respondent is enrolled in a degree program “Very Closely Related” to her/his bachelor’s degree from Southeastern and one is in a “Somewhat Related” program.

Employment

B.A. History

Two (33.3%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, two (50.0%) had a job before graduating and two (50.0%) took 1-6 months to find a job. Major problems in finding a job included “Limited to only one geographic area” (50.0%) and “Not knowing what I wanted to do” (50.0%). Minor problems included “Limited to only one geographic area” (50.0%), “Tight job market” (50.0%), “Lack of educational qualifications” (50.0%) and “Lack of experience” (50.0%). All (100.0%) of those who have been employed full-time indicated their education was “Effective” in preparing him/her for employment or improving their job performance. Two

(50.0%) respondents are still in their first full-time job since graduating from Southeastern and two (50.0%) have had two full-time jobs. In regards to sources for learning about their first full-time job, one (25.0%) indicated faculty at Southeastern, one (25.0%) from a newspaper/trade publication, two (50.0%) already had a job, one (25.0%) from the Southeastern Job Fair, and one (25.0%) from the internet.

Four (66.7%) of the respondents are currently employed full-time. Of those, two (50.0%) are employed in the state of Louisiana, three (75.0%) in K-12 Education, and one (25.0%) 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", one (25.0%) respondent is underemployed. All (100.0%) of the respondents are "Satisfied, but would consider more desirable employment". One respondent (25.0%) is related in the area of his/her Southeastern major, two (50.0%) in a related area, and one (25.0%) in an unrelated area because of better pay. When asked to indicate their salary range, one (25.0%) respondent gave a range of \$20,001-\$25,000, two (50.0%) gave a range of \$30,001-\$40,000 and one (25.0%) a range of \$40,001-\$50,000.

B.A. Political Science

Five (55.6%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, one (25.0%) had a job before graduating, one (25.0%) took 1-6 months to find a job, and two (50.0%) took over a year. Major problems in finding a job included "Tight job market" (33.3%), "Lack of experience" (33.3%), "Racial discrimination" (33.3%), and "Gender discrimination" (33.3%). Minor problems included "Limited to only one geographic area" (33.3%), "Tight job market" (33.3%), "Lack of marketable skills" (33.3%) and "Lack of experience" (33.3%), "Lack of job search skills" (33.3%) and "Age discrimination" (33.3%). All (100.0%) of those who have been employed full-time indicated their education was "Effective" in preparing them for employment or improving their job performance. Two (50.0%) respondents are still in their first full-time job since graduating from Southeastern and two (50.0%) have had two full-time jobs. In regards to sources for learning about their first full-time job, one (25.0%) indicated another student/friend, one (25.0%) already had a job, and two (50.0%) from the internet.

Of those who have been employed full-time, three (75.0%) are currently employed full-time and one (25.0%) is employed part-time but looking for full-time employment. Of the respondents who are currently employed full-time, one (33.3%) works in the state of Louisiana and two (66.7%) works out of state. One (33.3%) respondent is employed in a professional firm, and two (66.7%) 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 of the respondents indicated they are underemployed. Two (66.7%) of the respondents are well satisfied with their employment and would not consider leaving and one (33.3%) is satisfied with their employment but would consider other employment. One (33.3%) is employed in the area of their Southeastern major, one (33.3%) in a related area, and one (33.3%) in an unrelated area because he/she never planned

to work in the field. One (33.3%) respondent indicated a salary range of \$30,001-\$40,000 and two (66.7%) indicated a salary over \$50,000.

Professional Activities

B. A. History

One (16.7%) of the respondents indicated that licensure/certification is not available in her/his field, two (33.3%) have licensure (both have teaching certificates) and three (50.0%) indicated they did not currently hold certification. Two (66.7%) of the three plan on obtaining licensure/certification in the next twelve months. Two (33.3%) of the respondents are members of a professional organization, and two (33.3%) have attended a professional meeting in the past year.

B.A. Political Science

Three (33.3%) of the respondents indicated that licensure/certification is not available in their field, one (11.1%) has licensure and five (55.6%) indicated they did not currently hold certification. Two (40.0%) of the five plan on obtaining licensure/certification in the next twelve months, one plans on obtaining a teaching certificate and one member of LA BAR & LA Real Estate License. Two (22.2%) of the respondents are members of a professional organization, and two (22.2%) have attended a professional meeting in the past year.

Department of Psychology

Table 18
Satisfaction with Degree Program

Number of Respondents: B.A. Psychology - 16					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.A. Psychology	0.0%	0.0%	43.8% (7)	31.3% (5)	25.0% (4)
Overall quality of your degree program					
B.A. Psychology	0.0%	6.3% (1)	43.8% (7)	31.3% (5)	18.8% (3)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.A. Psychology	6.3% (1)	0.0%	25.0% (4)	18.8% (3)	50.0% (8)
Usefulness of the academic advice you received from your advisor					
B.A. Psychology	6.3% (1)	12.5% (2)	25.0% (4)	25.0% (4)	31.3% (5)
Opportunities to interact with faculty outside of class					
B.A. Psychology	0.0%	18.8% (3)	18.8% (3)	43.8% (7)	18.8% (3)
Effectiveness of the faculty as teachers					
B.A. Psychology	0.0%	0.0%	18.8% (3)	62.5% (10)	18.8% (3)
Friendliness and helpfulness of the office staff					
B.A. Psychology	0.0%	18.8% (3)	6.3% (1)	62.5% (10)	12.5% (2)
Interest shown by faculty in your academic development					
B.A. Psychology	6.3% (1)	37.5% (6)	12.5% (2)	31.3% (5)	12.5% (2)
Effectiveness of beginning courses in preparing you for advanced courses					
B.A. Psychology	6.3% (1)	6.3% (1)	6.3% (1)	56.3% (9)	25.0% (4)
Quality of instruction in advanced courses					
B.A. Psychology	0.0%	6.3% (1)	0.0%	56.3% (9)	37.5% (6)
Faculty treatment of students both inside and outside of the classroom					
B.A. Psychology	0.0%	0.0%	25.0% (4)	43.8% (7)	31.3% (5)
Professional activities, associations, or clubs associated with your major					
B.A. Psychology	12.5% (2)	37.5% (6)	18.8% (3)	18.8% (3)	12.5% (2)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.A. Psychology	0.0%	25.0% (4)	31.3% (5)	31.3% (5)	12.5% (2)
Availability of the required courses					
B.A. Psychology	0.0%	0.0%	18.8% (3)	56.3% (9)	18.8% (3)

Table 18 continued					
Satisfaction with Degree Program					
Department of Psychology					
Number of Respondents: B.A. Psychology - 16					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.A. Psychology	0.0%	0.0%	25.0% (4)	62.5% (10)	12.5% (2)
Quality of instruction regarding standards and ethics in your major field					
B.A. Psychology	0.0%	6.3% (1)	25.0% (4)	37.5% (6)	31.3% (5)
Opportunities for you to collaborate with other students on class projects					
B.A. Psychology	0.0%	6.3% (1)	12.5% (2)	62.5% (10)	18.8% (3)
Library resources related to your major					
B.A. Psychology	0.0%	0.0%	31.3% (5)	43.8% (7)	25.0% (4)
Use of appropriate technology in the classroom					
B.A. Psychology	6.3% (1)	0.0%	50.0% (8)	31.3% (5)	12.5% (2)
Facilities and equipment (including computer resources) for courses in your major					
B.A. Psychology	6.3% (1)	6.3% (1)	37.5% (6)	43.8% (7)	6.3% (1)
Help you received from faculty in your department with regard to further educational opportunities					
B.A. Psychology	6.3% (1)	25.0% (4)	43.8% (7)	12.5% (2)	12.5% (2)
The size of classes in your major					
B.A. Psychology	0.0%	0.0%	18.8% (3)	43.8% (7)	37.5% (6)
Help you received from faculty in your department with regard to finding employment in your field					
B.A. Psychology	50.0% (8)	25.0% (4)	12.5% (2)	6.3% (1)	6.3% (1)
Global perspectives presented in courses					
B.A. Psychology	6.3% (1)	25.0% (4)	50.0% (8)	6.3% (1)	12.5% (2)
The relevancy of courses					
B.A. Psychology	12.5% (2)	6.3% (1)	25.0% (4)	37.5% (6)	18.8% (3)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.A. Psychology	18.8% (3)	12.5% (2)	37.5% (6)	6.3% (1)	25.0% (4)
Your advisor’s knowledge of requirements					
B.A. Psychology	6.3% (1)	0.0%	12.5% (2)	50.0% (8)	31.3% (5)
The accessibility of your advisor					
B.A. Psychology	0.0%	6.3% (1)	25.0% (4)	31.3% (5)	37.5% (6)

Table 18 continued
Satisfaction with Degree Program
Department of Psychology

Number of Respondents: B.A. Psychology - 16

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.A. Psychology	6.3% (1)	18.8% (3)	12.5% (2)	37.5% (6)	25.0% (4)

Table 18 continued		
Satisfaction with Degree Program		
Department of Psychology		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.A. Psychology	31.3% (5)	68.8% (11)
3. If you had it to do over again, would you choose the same major?		
B.A. Psychology	43.8% (7)	43.8% (7); 12.5% (2) Not at Southeastern
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.A. Psychology	81.3% (13)	12.5% (2)
6. Should a hands-on course be required in your program?		
B.A. Psychology	6.3% (1)	87.5% (14)

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

“research ethics, documentation of research”

“First hand experience in working with clients.”

Perceptions of Southeastern

B.A. Psychology

None of the Psychology graduates had participated in the study-abroad/student exchange, but thirteen (81.3%) of them thought it would be a valuable experience. Three (18.8%) of the respondents had participated in the honors program. One (33.3%) was Very Satisfied with the experience and two (66.7%) were Somewhat Satisfied. Twelve (75.0%) of the respondents participated in a research program. Five (41.7%) of the participants were Very Satisfied with the experience, six (50.0%) were Somewhat Satisfied, and one (8.3%) was Somewhat Dissatisfied.

Graduate/Professional Education

Six (37.5%) of the respondents are currently enrolled in a graduate/professional degree program, two (12.5%) have completed a master’s degree, and two (12.5%) have take courses but not enrolled in a degree program. Three (18.8%) of the respondents plan to enroll in a degree program in the next 12 months, two (12.5%) are likely to enroll in the future, and one (6.3%) has no plans for further education. Of those respondents with plans for further education, three (20.%) plan on eventually obtaining a doctorate, eight (53.3%) plan on obtaining a master’s, one

(6.7%) plans on obtaining a professional degree, and three (20.0%) plan on obtaining a second baccalaureate.

Of the ten individuals with graduate course experience, six (60.0%) indicated that Southeastern prepared them “Effectively” for further graduate/professional study and two (20.0%) indicated Southeastern prepared them “Very Effectively”. One (10.0%) indicated that Southeastern prepared him/her “Better than Most” other students, six (60.0%) indicated that Southeastern prepared them “About the Same as Most”, and one (10.0%) indicated that Southeastern prepared her/him “Worse than Most”. Of the eight respondents enrolled in graduate school or with a graduate degree, two (25.0%) indicated their graduate degree program is “Very Closely Related” to their bachelor’s degree from Southeastern, three (37.5%) indicated it is “Somewhat Related”, and two (25.0%) indicated (33.3%) it was “Not at all Related”.

Employment

Four (25.0%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, two (16.7%) accepted a position upon graduation, eight (66.7%) took 1-6 months to find a job, and two (16.7%) took 7-12 months.

The ten respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 19 presents what were considered major problems, minor problems, or no problem.

Table 19			
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 Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	20.0% (2)	30.0% (3)	50.0% (5)
Not knowing what I wanted to do	40.0% (4)	50.0% (5)	10.0% (1)
Tight job market	70.0% (7)	10.0% (1)	20.0% (2)
Lack of marketable skills	50.0% (5)	20.0% (2)	30.0% (3)
Lack of educational qualifications	10.0% (1)	40.0% (4)	50.0% (5)
Reputation of Southeastern	0.0%	0.0%	100.0% (10)
Lack of experience	50.0% (5)	20.0% (2)	30.0% (3)
Lack of job search skills	20.0% (2)	0.0%	80.0% (8)
Poor GPA	0.0%	0.0%	100.0% (10)
Racial discrimination	0.0%	0.0%	100.0% (10)
Gender discrimination	0.0%	10.0% (1)	90.0% (9)
Age discrimination	0.0%	20.0% (2)	80.0% (8)

Two (16.7%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance, five (41.7%) indicated it was “Effective” and five (41.7%) indicated it was “Ineffective”. Six (50.0%) respondents are still in their first full-time job since graduating from Southeastern, three (25.0%) have had two full-time jobs, and three (25.0%) have had three or more. In regards to sources for learning about their first full-time job, two (16.7%) indicated a parent or relative, four (33.3%) from a newspaper, four (33.3%) from another student/friend, one (8.3%) was recruited by the employer, and one (8.3%) from the Southeastern Job Fair.

Of those who have been employed full-time, all (100.0%) are currently employed full-time. Of the respondents who are currently employed full-time, nine (75.0%) works in the state of Louisiana. One (8.3%) respondent is employed in K-12 education, one (8.3%) in a nonprofit organization, two (16.7%) in government, two (16.7%) in business, and three (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”, four (33.3%) of the respondents indicated they are underemployed and four (33.3%) are not. Two (16.7%) of the respondents are well satisfied with their employment and would not consider leaving, five (41.7%) are satisfied with their employment but would consider other employment, and two (16.7%) dislike their employment and are seeking new employment. Three (25.0%) of the respondents are employed in an area related to their Southeastern major and six (50.0%) in an unrelated area. Three respondents are employed in an area not related to their major because they never planned to work in the field, two because of better pay, and one could not find a job she/he wanted in the field. One (8.3%) respondent indicated a salary range of \$15,001-\$20,000, six (50.0%) gave a range of \$30,001-\$40,000, one (8.3%) \$40,001-\$50,000 and one (8.3%) indicated a salary over \$50,000.

Professional Activities

Two (12.5%) of the respondents indicated that licensure/certification is not available in their field, twelve (75.0%) indicated they do not currently have licensure/certification, and two (12.5%) currently hold licensure/certification. Of those who do not have licensure/certification, three (25.0%) plan on obtaining it in the next twelve months. Six (37.5%) of the respondents are members of a professional organization, and five (31.3%) have attended a professional meeting in the past year.

Special Questions

Thirteen (81.3%) of the respondents completed the insert which contained the special questions.

Alumni were first asked to indicate how much help the concepts or skills learned in various classes have been in their jobs and/or graduate studies. Table 20 provides the frequencies and the means for those courses. It should be noted that the means do not include any NA responses.

Table 20

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

	1 - No Help	2	3	4	5 - Lots of Help	NA	Mean
PSYC 101/117 - Intro to Psychology I	0%	7.7% (1)	30.8% (4)	30.8% (4)	15.4% (2)	7.7% (1)	3.64
PSYC 102 - Intro to Psychology II	0%	7.7% (1)	30.8% (4)	38.5% (5)	15.4% (2)	0%	3.67
PSYC 240 - Developmental	0%	0%	7.7% (1)	30.8% (4)	46.2% (6)	7.7% (1)	4.45
PSYC 210 - Social	0%	0%	30.8% (4)	30.8% (4)	30.8% (4)	0%	4.00
PSYC 220 - Research & Design	23.1% (3)	7.7% (1)	30.8% (4)	15.4% (2)	7.7% (1)	7.7% (1)	2.73
PSYC - 221/222 - Statistics & Lab	23.1% (3)	15.4% (2)	15.4% (2)	15.4% (2)	15.4% (2)	7.7% (1)	2.82
PSYC 335 - Design & Analysis	23.1% (3)	15.4% (2)	15.4% (2)	15.4% (2)	0%	23.1% (3)	2.33
PSYC 343 - Conditioning & Learning	7.7% (1)	15.4% (2)	23.1% (3)	23.1% (3)	23.1% (3)	0%	3.42
PSYC 350 - Clinical	0%	15.4% (2)	23.1% (3)	15.4% (2)	23.1% (3)	15.4% (2)	3.60
PSYC 416 - Personality	0%	0%	23.1% (3)	7.7% (1)	15.4% (2)	38.5% (5)	3.83
PSYC 421 - History & Systems	0%	15.4% (2)	15.4% (2)	7.7% (1)	0%	53.8% (7)	2.80
PSYC 422 - Abnormal	0%	0%	7.7% (1)	30.8% (4)	53.8% (7)	0%	4.50
PSYC 440 - Cognitive	7.7% (1)	0%	7.7% (1)	46.2% (6)	30.8% (4)	0%	4.00
PSYC 462 - Physiological	0%	0%	38.5% (5)	23.1% (3)	23.1% (3)	7.7% (1)	3.82
PSYC 475 - Industrial/Organizational	7.7% (1)	0%	0%	15.4% (2)	46.2% (6)	23.1% (3)	4.33
PSYC 449/468 - Independent Studies	7.7% (1)	7.7% (1)	7.7% (1)	7.7% (1)	15.4% (2)	38.5% (5)	3.33

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

- All Biology & English Classes

- All of the above courses helped me.
- Computer Science
- criminal justice major
- None
- Seminar Class - Psychology in Science & Religion; Sensation & Perception

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

- Geri Psych class would have been helpful. More focus on chemical dependency would have also been helpful.
- hospital internship
- Several Psyc Business Class
- stress management
- There was little time spent guiding students through the graduate school application process. The research classes were very disorganized. More attention was paid to Master's students.

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

- Advisors should be informed of requirements and should pay close attention to advising students. First year teachers should not be allowed to advise students. The dept. may need to hire one person in charge of advising only.
- assistance w/job placement
- Better prepare students for the reality of graduate school as a necessity when entering the degree program. Better prepare students for the GRE and the need to take before graduation.
- Internship is needed
- more clinical psyc classes - more classes geared toward counseling
- More hands on and internship types of programs.
- more interesting teachers, offer more sections of classes with different teachers
- None - Great program and enjoyed the professors
- Offer a neuropsych. class. Students should be required to participate in an internship or related work-study program. A more active Psi-Chi (we did nothing!) More undergrad. involvement in research. A tests and measures class! Psychometry

Department of Sociology & Criminal Justice

Table 21
Satisfaction with Degree Program

Number of Respondents: B.A. Criminal Justice - 21; B.A. Sociology - 5					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.A. Criminal Justice	0.0%	0.0%	9.5% (2)	57.1% (12)	28.6% (6)
B.A. Sociology	0.0%	20.0% (1)	20.0% (1)	20.0% (1)	40.0% (2)
Overall quality of your degree program					
B.A. Criminal Justice	0.0%	0.0%	14.3% (3)	57.1% (12)	23.8% (5)
B.A. Sociology	0.0%	20.0% (1)	0.0%	60.0% (3)	20.0% (1)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.A. Criminal Justice	0.0%	0.0%	4.8% (1)	38.1% (8)	52.4% (11)
B.A. Sociology	20.0% (1)	0.0%	0.0%	60.0% (3)	20.0% (1)
Usefulness of the academic advice you received from your advisor					
B.A. Criminal Justice	14.3% (3)	9.5% (2)	14.3% (3)	47.6% (10)	9.5% (2)
B.A. Sociology	20.0% (1)	20.0% (1)	20.0% (1)	0.0%	40.0% (2)
Opportunities to interact with faculty outside of class					
B.A. Criminal Justice	0.0%	14.3% (3)	28.6% (6)	28.6% (6)	23.8% (5)
B.A. Sociology	0.0%	20.0% (1)	20.0% (1)	20.0% (1)	40.0% (2)
Effectiveness of the faculty as teachers					
B.A. Criminal Justice	0.0%	0.0%	14.3% (3)	57.1% (12)	19.0% (4)
B.A. Sociology	0.0%	0.0%	0.0%	20.0% (1)	80.0% (4)
Friendliness and helpfulness of the office staff					
B.A. Criminal Justice	0.0%	0.0%	19.0% (4)	47.6% (10)	28.6% (6)
B.A. Sociology	0.0%	20.0% (1)	40.0% (2)	20.0% (1)	20.0% (1)
Interest shown by faculty in your academic development					
B.A. Criminal Justice	0.0%	0.0%	33.3% (7)	38.1% (8)	23.8% (5)
B.A. Sociology	20.0% (1)	0.0%	0.0%	40.0% (2)	40.0% (2)
Effectiveness of beginning courses in preparing you for advanced courses					
B.A. Criminal Justice	0.0%	0.0%	23.8% (5)	47.6% (10)	23.8% (5)
B.A. Sociology	0.0%	0.0%	60.0% (3)	20.0% (1)	20.0% (1)
Table 21 continued Satisfaction with Degree Program Department of Sociology & Criminal Justice					

Number of Respondents: B.A. Criminal Justice - 21; B.A. Sociology - 5					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Quality of instruction in advanced courses					
B.A. Criminal Justice	0.0%	0.0%	19.0% (4)	57.1% (12)	19.0% (4)
B.A. Sociology	0.0%	0.0%	0.0%	60.0% (3)	40.0% (2)
Faculty treatment of students both inside and outside of the classroom					
B.A. Criminal Justice	0.0%	4.8% (1)	9.5% (2)	61.9% (13)	19.0% (4)
B.A. Sociology	0.0%	0.0%	0.0%	40.0% (2)	60.0% (3)
Professional activities, associations, or clubs associated with your major					
B.A. Criminal Justice	4.8% (1)	9.5% (2)	33.3% (7)	28.6% (6)	14.3% (3)
B.A. Sociology	20.0% (1)	0.0%	20.0% (1)	60.0% (3)	0.0%
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.A. Criminal Justice	0.0%	0.0%	42.9% (9)	52.4% (11)	0.0%
B.A. Sociology	0.0%	20.0% (1)	0.0%	60.0% (3)	20.0% (1)
Availability of the required courses					
B.A. Criminal Justice	4.8% (1)	4.8% (1)	28.6% (6)	33.3% (7)	23.8% (5)
B.A. Sociology	0.0%	0.0%	40.0% (2)	40.0% (2)	20.0% (1)
Availability of elective courses you wanted to take in your major					
B.A. Criminal Justice	4.8% (1)	0.0%	28.6% (6)	57.1% (12)	4.8% (1)
B.A. Sociology	0.0%	20.0% (1)	40.0% (2)	20.0% (1)	20.0% (1)
Quality of instruction regarding standards and ethics in your major field					
B.A. Criminal Justice	0.0%	0.0%	19.0% (4)	57.1% (12)	19.0% (4)
B.A. Sociology	0.0%	0.0%	0.0%	60.0% (3)	40.0% (2)
Opportunities for you to collaborate with other students on class projects					
B.A. Criminal Justice	0.0%	0.0%	33.3% (7)	57.1% (12)	4.8% (1)
B.A. Sociology	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
Library resources related to your major					
B.A. Criminal Justice	0.0%	4.8% (1)	23.8% (5)	66.7% (14)	0.0%
B.A. Sociology	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
Use of appropriate technology in the classroom					
B.A. Criminal Justice	0.0%	4.8% (1)	33.3% (7)	47.6% (10)	9.5% (2)
B.A. Sociology	0.0%	20.0% (1)	0.0%	40.0% (2)	40.0% (2)
Table 21 continued					
Satisfaction with Degree Program					
Department of Sociology & Criminal Justice					
Number of Respondents: B.A. Criminal Justice - 21; B.A. Sociology - 5					

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Facilities and equipment (including computer resources) for courses in your major					
B.A. Criminal Justice	0.0%	4.8% (1)	23.8% (5)	57.1% (12)	9.5% (2)
B.A. Sociology	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
Help you received from faculty in your department with regard to further educational opportunities					
B.A. Criminal Justice	14.3% (3)	0.0%	33.3% (7)	38.1% (8)	9.5% (2)
B.A. Sociology	20.0% (1)	0.0%	20.0% (1)	20.0% (1)	40.0% (2)
The size of classes in your major					
B.A. Criminal Justice	0.0%	0.0%	9.5% (2)	47.6% (10)	38.1% (8)
B.A. Sociology	0.0%	0.0%	0.0%	40.0% (2)	60.0% (3)
Help you received from faculty in your department with regard to finding employment in your field					
B.A. Criminal Justice	38.1% (8)	0.0%	33.3% (7)	19.0% (4)	4.8% (1)
B.A. Sociology	20.0% (1)	20.0% (1)	60.0% (3)	0.0%	0.0%
Global perspectives presented in courses					
B.A. Criminal Justice	4.8% (1)	14.3% (3)	42.9% (9)	23.8% (5)	9.5% (2)
B.A. Sociology	0.0%	20.0% (1)	20.0% (1)	20.0% (1)	40.0% (2)
The relevancy of courses					
B.A. Criminal Justice	0.0%	4.8% (1)	19.0% (4)	52.4% (11)	19.0% (4)
B.A. Sociology	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.A. Criminal Justice	9.5% (2)	4.8% (1)	23.8% (5)	42.9% (9)	14.3% (3)
B.A. Sociology	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
Your advisor’s knowledge of requirements					
B.A. Criminal Justice	0.0%	4.8% (1)	14.3% (3)	47.6% (10)	28.6% (6)
B.A. Sociology	20.0% (1)	0.0%	40.0% (2)	0.0%	40.0% (2)
The accessibility of your advisor					
B.A. Criminal Justice	0.0%	4.8% (1)	28.6% (6)	42.9% (9)	19.0% (4)
B.A. Sociology	0.0%	20.0% (1)	40.0% (2)	0.0%	40.0% (2)

Table 21 continued
Satisfaction with Degree Program
Department of Sociology & Criminal Justice

Number of Respondents: B.A. Criminal Justice - 21; B.A. Sociology - 5

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.A. Criminal Justice	9.5% (2)	4.8% (1)	19.0% (4)	42.9% (9)	19.0% (4)
B.A. Sociology	20.0% (1)	20.0% (1)	20.0% (1)	0.0%	40.0% (2)

Table 21 continued		
Satisfaction with Degree Program		
Department of Sociology & Criminal Justice		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.A. Criminal Justice	4.8% (1)	90.5% (19)
B.A. Sociology	20.0% (1)	80.0% (4)
3. If you had it to do over again, would you choose the same major?		
B.A. Criminal Justice	33.3% (7)	61.9% (13)
B.A. Sociology	20.0% (1)	30.0% (3)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.A. Criminal Justice	90.5% (19)	4.8% (1)
B.A. Sociology	80.0% (4)	20.0% (1)
6. Should a hands-on course be required in your program?		
B.A. Criminal Justice	14.3% (3)	76.2% (16)
B.A. Sociology	0.0%	100.0% (5)

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

“Excellent management, planning, and social skills. Access to high-tech equipment”

“I got to learn what is truly like in the workforce and experience the differences between it and school life.”

““Real World” experience”

“More info on profession in which I am currently working”

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

“Surveys out in the field, good experience. It put a lot of our “book work” into perspective.”

Perceptions of Southeastern

B.A. Criminal Justice

None of the Criminal Justice graduates had participated in the study-abroad/student exchange program, but sixteen (76.2%) thought it would be a valuable experience. None of the respondents had participated in the honors program. Six (28.6%) of the respondents participated in a research program, three (50.0%) were Very Satisfied with the experience and three (50.0%) were Somewhat Satisfied.

B.A. Sociology

One of the Sociology graduates had participated in the study-abroad/student exchange program and was Very Satisfied with the experience. All (100.0%) of the respondents thought it would be a valuable experience. None (0.0%) of the respondents had participated in the honors program. Two (40.0%) of the respondents participated in a research program, both were Very Satisfied with the experience.

Graduate/Professional Education

B.A. Criminal Justice

Four (19.0%) of the respondents are currently enrolled in a graduate/professional degree program. One (4.8%) of the respondents has completed a second Baccalaureate degree. One (4.8%) of the respondents has taken classes, but not enrolled in a degree program. Three (14.3%) of the respondents plans to enroll in a degree program in the next 12 months, eight (38.1%) are likely to enroll in a degree program in the future, and three (14.3%) have no plans for further education. Of those with plans for further education, fifteen (88.2%) plan on obtaining a master's, one (5.9%) plans on obtaining a professional degree and one (5.9%) plans on obtaining a doctorate.

Of the six individuals with graduate school experience, four (66.7%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study that Southeastern prepared them "About the Same as Most" other students.

Of the five respondents who are enrolled in a degree program or had completed a degree, two (40.0%) indicated it was "Very Closely Related" to their bachelor's degree from Southeastern and one (20.0%) indicated it was "Somewhat Related".

B.A. Sociology

Three (60.0%) of the respondents are currently enrolled in a graduate/professional degree program, one (20.0%) is likely to enroll in a degree program in the future, and one (20.0%) has

no plans for further education. Of those with plans for further education, three (75.0%) plan on obtaining a master's and one (25.0%) plans on obtaining a professional degree.

Of the three individuals with graduate school experience, one (33.3%) indicated that Southeastern prepared him/her "Very effectively" for further graduate/professional study, one (33.3%) indicated he/she was "Effectively" prepared, and one (33.3%) was "Ineffectively" 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 prepared "Worse than Most".

Of the four respondents who are enrolled in a degree program, one (33.3%) indicated it was "Very Closely Related" and two (66.7%) indicated it was "Somewhat Related".

Employment

B.A. Criminal Justice

The majority of the respondents (85.7%, n=18) have been employed full-time since completing their degree. Of those respondents who have been employed full-time, six (33.3%) had jobs before completing their degrees, eight (44.4%) respondents obtained a job 1-6 months after graduation, two (11.1%) took 7-12 months and two (11.1%) took over a year.

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

Table 22			
Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limiting my job search to only one geographic area	8.3% (1)	41.7% (5)	50.0% (6)
Not knowing what I wanted to do	33.3% (4)	16.7% (2)	50.0% (6)
Tight job market	33.3% (4)	41.7% (5)	25.0% (3)
Lack of marketable skills	16.7% (2)	25.0% (3)	58.3% (7)
Lack of educational qualifications	8.3% (1)	16.7% (2)	75.0% (9)
Reputation of Southeastern	8.3% (1)	8.3% (1)	83.3% (10)
Lack of experience	16.7% (2)	66.7% (8)	16.7% (2)
Lack of job search skills	25.0% (3)	8.3% (1)	66.7% (8)
Poor GPA	0.0%	16.7% (2)	75.0% (9)
Racial discrimination	0.0%	8.3% (1)	91.7% (11)
Gender discrimination	0.0%	16.7% (2)	83.3% (10)
Age discrimination	0.0%	25.0% (3)	75.0% (9)

Of those respondents who have had a full-time job since graduating, six (33.3%) indicated their education was “Very Effective” in preparing them for employment or improving their job performance, nine (50.0%) indicated it was “Effective”, and three (16.7%) indicated it was “Ineffective”. Thirteen (72.2%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern, four (22.2%) have had two full-time jobs since graduating, and one (5.6%) has had three or more. In regards to sources for learning about their first full-time job, one (5.6%) indicated faculty at Southeastern, two (11.1%) from a parent or relative, three (16.7%) from a newspaper or trade publication, three (16.7%) from another student or friend, six (33.3%) already had a job, two (11.1%) were recruited by an employer, one (5.6%) from a public/private employment agency, and three (16.7%) from the Internet.

Seven (94.4%) of the respondents who have had a full-time job are currently employed full-time and one (5.6%) is employed part-time, but looking for full-time employment. All of those who are currently employed full-time work in the state of Louisiana. Five (29.4%) of the respondents are employed in a service organization, one (5.9%) in a professional firm, two (11.8%) in industry, and eight (47.1%) 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”, twelve (70.6%) respondents felt they are not underemployed, while five (29.4%) felt they are underemployed. When asked about satisfaction with their present employment, three (17.6%) are “Well satisfied, would not consider leaving”, twelve (70.6%) are “Satisfied, but would consider more desirable employment”, and two (11.8%) “Dislikes employment; seeking or will seek other employment”.

Ten (58.8%) of the respondents are currently employed in the area of their Southeastern major, two (11.8%) in an area related to their Southeastern major and five (29.4%) are employed in an area not related to their Southeastern major. One (20.0%) of the respondents not employed in an area related to their major indicated he/she developed a new career interest, one (20.0%) for better pay, and three (60.0%) respondents could not find a job they wanted. Two (11.8%) of the respondents gave an annual salary of less than \$10,000, four (23.5%) gave a range of \$20,001-\$25,000, two (11.8%) gave a salary range of \$25,001-\$30,000, five (29.4%) gave a salary range of \$30,001-\$40,000, and four (23.8%) gave a range of \$40,001-\$50,000.

B.A. Sociology

Three of the respondents (60.0%) have been employed full-time since completing their degree. Of those respondents who have been employed full-time, one (33.3%) accepted a position upon graduation, one (33.3%) respondent obtained a job 1-6 months after graduation, and one (33.3%) took over a year. The two respondents who did not have a job upon graduation, faced a variety of problems in obtaining employment. Major problems in finding employment included “Lack of marketable skills” (50.0%), “Lack of experience” (50.0%), and “Lack of job search skills” (50.0%). Minor problems included “Limiting my job search to one geographic area” (50.0%), “Not knowing what I wanted to do” (100.0%), “Tight job market” (100.0%), “Lack of educational qualifications” (100.0%), “Lack of experience” (100.0%), and “Lack of job search skills” (100.0%).

Of those respondents who have had a full-time job since graduating, two (66.7%) indicated their education was “Effective” in preparing them for employment or improving their job performance and one (33.3%) indicated it was “Ineffective”. Two (66.7%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern and one (33.3%) has had two full-time jobs since graduating. In regards to sources for learning about their first full-time job, one (33.3%) indicated a parent or relative, and two (66.7%) from a newspaper or trade publication.

All of the respondents who have had a full-time job are currently employed full-time in the state of Louisiana. One (33.3%) of the respondents is employed in a professional firm, one (33.3%) is self-employed, and one (33.3%) in business. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed”, one (33.3%) respondent felt she/he is not underemployed, while two (66.7%) felt they are underemployed. When asked about satisfaction with their present employment, one (33.3%) is “Well satisfied, would not consider leaving”, one (33.3%) is “Satisfied, but would consider more desirable employment”, and one (33.3%) “Dislike[s] employment; seeking or will seek other 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 Southeastern major because she/he developed a new career interest. One (33.3%) of the respondents gave a salary range of \$15,001-\$20,000 and two (66.7%) gave a salary range of \$25,001-\$30,000.

Professional Activities

B.A. Criminal Justice

Two (9.5%) of the respondents indicated licensure/certification is not available in their field, thirteen (61.9%) do not currently hold it, and five (23.8%) currently hold licensure/certification in their field. Those currently holding licensure/certification hold: "La. Security Lic", "P.O.S.T." and "Instrumentation". None of those who do not hold licensure/certification plan on obtaining it in the next twelve months.

Eight (38.1%) of the respondents are members of a professional organization, and five (23.8%) have attended a professional meeting in the past year.

B.A. Sociology

One (20.0%) of the respondents indicated that licensure/certification is not available in their field, and four (80.0%) do not currently hold licensure/certification, but one plans on obtaining it in the next twelve months. One (20.0%) of the respondents is a member of a professional organization, and two (40.0%) have attended a professional meeting in the past year.

Department of Visual Arts

Table 23
Satisfaction with Degree Program

Number of Respondents: B.A. Art - 6					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.A. Art	16.7% (1)	0.0%	50.0% (3)	33.3% (2)	0.0%
Overall quality of your degree program					
B.A. Art	0.0%	16.7% (1)	33.3% (2)	50.0% (3)	0.0%
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.A. Art	0.0%	0.0%	16.7% (1)	50.0% (3)	33.3% (2)
Usefulness of the academic advice you received from your advisor					
B.A. Art	16.7% (1)	0.0%	0.0%	33.3% (2)	50.0% (3)
Opportunities to interact with faculty outside of class					
B.A. Art	16.7% (1)	16.7% (1)	16.7% (1)	33.3% (2)	16.7% (1)
Effectiveness of the faculty as teachers					
B.A. Art	16.7% (1)	16.7% (1)	0.0%	50.0% (3)	16.7% (1)
Friendliness and helpfulness of the office staff					
B.A. Art	16.7% (1)	0.0%	0.0%	0.0%	83.3% (5)
Interest shown by faculty in your academic development					
B.A. Art	16.7% (1)	16.7% (1)	16.7% (1)	16.7% (1)	33.3% (2)
Effectiveness of beginning courses in preparing you for advanced courses					
B.A. Art	0.0%	0.0%	66.7% (4)	16.7% (1)	16.7% (1)
Quality of instruction in advanced courses					
B.A. Art	0.0%	16.7% (1)	16.7% (1)	50.0% (3)	16.7% (1)
Faculty treatment of students both inside and outside of the classroom					
B.A. Art	16.7% (1)	0.0%	0.0%	33.3% (2)	50.0% (3)
Professional activities, associations, or clubs associated with your major					
B.A. Art	16.7% (1)	33.3% (2)	33.3% (2)	16.7% (1)	0.0%
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.A. Art	16.7% (1)	16.7% (1)	33.3% (2)	33.3% (2)	0.0%
Availability of the required courses					
B.A. Art	16.7% (1)	33.3% (2)	50.0% (3)	0.0%	0.0%

Table 23 continued					
Satisfaction with Degree Program					
Department of Visual Arts					
Number of Respondents: B.A. Art - 6					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.A. Art	33.3% (2)	16.7% (1)	16.7% (1)	33.3% (2)	0.0%
Quality of instruction regarding standards and ethics in your major field					
B.A. Art	0.0%	16.7% (1)	0.0%	33.3% (2)	50.0% (3)
Opportunities for you to collaborate with other students on class projects					
B.A. Art	16.7% (1)	0.0%	16.7% (1)	33.3% (2)	33.3% (2)
Library resources related to your major					
B.A. Art	16.7% (1)	16.7% (1)	33.3% (2)	16.7% (1)	16.7% (1)
Use of appropriate technology in the classroom					
B.A. Art	16.7% (1)	16.7% (1)	16.7% (1)	16.7% (1)	33.3% (2)
Facilities and equipment (including computer resources) for courses in your major					
B.A. Art	16.7% (1)	33.3% (2)	0.0%	0.0%	33.3% (2)
Help you received from faculty in your dept with regard to further educ. opportunities					
B.A. Art	33.3% (2)	0.0%	33.3% (2)	33.3% (2)	0.0%
The size of classes in your major					
B.A. Art	16.7% (1)	0.0%	0.0%	50.0% (3)	33.3% (2)
Help you received from faculty in your department with regard to finding employment in your field					
B.A. Art	33.3% (2)	66.7% (4)	0.0%	0.0%	0.0%
Global perspectives presented in courses					
B.A. Art	50.0% (3)	16.7% (1)	0.0%	16.7% (1)	16.7% (1)
The relevancy of courses					
B.A. Art	16.7% (1)	16.7% (1)	0.0%	50.0% (3)	16.7% (1)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.A. Art	0.0%	33.3% (2)	33.3% (2)	33.3% (2)	0.0%
Your advisor’s knowledge of requirements					
B.A. Art	16.7% (1)	0.0%	0.0%	16.7% (1)	66.7% (4)
The accessibility of your advisor					
B.A. Art	16.7% (1)	0.0%	0.0%	0.0%	83.3% (5)
Your advisor’s concern with your academic goals					
B.A. Art	16.7% (1)	0.0%	0.0%	0.0%	83.3% (5)

Table 23 continued		
Satisfaction with Degree Program		
Department of Visual Arts		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.A. Art	16.7% (1)	83.3% (5)
3. If you had it to do over again, would you choose the same major?		
B.A. Art	50.0% (3)	16.7% (1)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.A. Art	0.0%	100.0% (6)
6. Should a hands-on course be required in your program?		
B.A. Art	33.3% (2)	66.7% (4)

Perceptions of Southeastern

B.A. Art

One of the Art graduates had participated in the study-abroad/student exchange program and was Very Satisfied with the experience. All (100.0%) of the respondents thought it would be a valuable experience. One of the respondents had participated in the honors program and was Very Satisfied with the experience. None (0.0%) of the respondents participated in a research program.

Graduate/Professional Education

B.A. Art

One (16.7%) of the respondents has taken classes, but not enrolled in a degree program. Three (50.0%) of the respondents are likely to enroll in a degree program in the future, and two (33.3%) have no plans for further education. All four of those with plans for further education plan on obtaining a master's. The respondent with graduate school experience did not answer the remaining questions.

Employment

B.A. Art

Four of the respondents (66.7%) have been employed full-time since completing their degree. Of those respondents who have been employed full-time, one (25.0%) had a job before completing his/her degree, two (50.0%) respondents obtained a job 1-6 months after graduation and one (25.0%) took 7-12 months.

The three respondents who did not have a job upon graduation, faced a variety of problems in obtaining employment. Major problems in finding employment included “Limiting my job search to one geographic area” (33.3%), “Not knowing what I wanted to do” (66.7%), “Tight job market” (66.7%), “Lack of marketable skills” (33.3%), “Lack of educational qualifications” (33.3%), “Lack of experience” (33.3%), and “Poor GPA” (33.3%). Minor problems included “Reputation of Southeastern” (66.7%), “Lack of experience” (33.3%), and “Lack of job search skills” (33.3%).

Of those respondents who have had a full-time job since graduating, three (75.0%) indicated their education was “Effective” in preparing them for employment or improving their job performance and one (25.0%) indicated it was “Ineffective”. Two (50.0%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern and two (50.0%) have had two full-time jobs since graduating. In regards to sources for learning about their first full-time job, one (25.0%) indicated a parent or relative, one (25.0%) from a newspaper or trade publication, one (25.0%) from another student or friend, and one (25.0%) already had a job.

Three (75.0%) of the respondents who have had a full-time job are currently employed full-time and the other did not respond to the remaining employment questions. All of those who are currently employed full-time work in the state of Louisiana. One (33.3%) of the respondents is employed in government and two (66.7%) in business. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed”, two (66.7%) respondents felt they are not underemployed, while one (33.3%) felt he/she is underemployed. When asked about satisfaction with their present employment, one (33.3%) is “Well satisfied, would not consider leaving” and two (33.3%) are “Satisfied, but would consider more desirable employment”.

One (33.3%) of the respondents are currently employed in the area of his/her Southeastern major, one (33.3%) in related area, and one (33.3%) unrelated area because she/he could not find a job he/she wanted. One (33.3%) of the respondents gave an annual salary range of \$20,001-\$25,000 and two (66.7%) gave a salary range of \$25,001-\$30,000.

Professional Activities

B.A. Art

Three (50.0%) of the respondents indicated licensure/certification is not available in their field, and three (50.0%) do not currently hold it, nor do they plan on obtaining it in the next twelve months. None (0.0%) of the respondents are members of a professional organization, and one (16.7%) has attended a professional meeting in the past year.

Department of Accounting

Table 24
Satisfaction with Degree Program

Number of Respondents: B.S. Accounting - 35					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.S. Accounting	0.0%	0.0%	8.6% (3)	34.3% (12)	57.1% (20)
Overall quality of your degree program					
B.S. Accounting	0.0%	0.0%	5.7% (2)	42.9% (15)	51.4% (18)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.S. Accounting	0.0%	0.0%	0.0%	45.7% (16)	54.3% (19)
Usefulness of the academic advice you received from your advisor					
B.S. Accounting	2.9% (1)	25.7% (9)	25.7% (9)	22.9% (8)	20.0% (7)
Opportunities to interact with faculty outside of class					
B.S. Accounting	0.0%	8.6% (3)	14.3% (5)	42.9% (15)	34.3% (12)
Effectiveness of the faculty as teachers					
B.S. Accounting	2.9% (1)	0.0%	8.6% (3)	60.0% (21)	28.6% (10)
Friendliness and helpfulness of the office staff					
B.S. Accounting	0.0%	2.9% (1)	0.0%	22.9% (8)	74.3% (26)
Interest shown by faculty in your academic development					
B.S. Accounting	5.7% (2)	11.4% (4)	2.9% (1)	48.6% (17)	31.4% (11)
Effectiveness of beginning courses in preparing you for advanced courses					
B.S. Accounting	2.9% (1)	2.9% (1)	14.3% (5)	48.6% (17)	31.4% (11)
Quality of instruction in advanced courses					
B.S. Accounting	0.0%	5.7% (2)	11.4% (4)	40.0% (14)	42.9% (15)
Faculty treatment of students both inside and outside of the classroom					
B.S. Accounting	0.0%	0.0%	11.4% (4)	37.1% (13)	51.4% (18)
Professional activities, associations, or clubs associated with your major					
B.S. Accounting	0.0%	8.6% (3)	34.3% (12)	28.6% (10)	25.7% (9)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.S. Accounting	2.9% (1)	0.0%	42.9% (15)	34.3% (12)	17.1% (6)
Availability of the required courses					
B.S. Accounting	2.9% (1)	5.7% (2)	31.4% (11)	28.6% (10)	31.4% (11)

Table 24 continued					
Satisfaction with Degree Program					
Department of Accounting					
Number of Respondents: B.S. Accounting - 35					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.S. Accounting	0.0%	5.7% (2)	28.6% (10)	31.4% (11)	34.3% (12)
Quality of instruction regarding standards and ethics in your major field					
B.S. Accounting	0.0%	0.0%	5.7% (2)	42.9% (15)	51.4% (18)
Opportunities for you to collaborate with other students on class projects					
B.S. Accounting	0.0%	0.0%	14.3% (5)	40.0% (14)	45.7% (16)
Library resources related to your major					
B.S. Accounting	0.0%	2.9% (1)	28.6% (10)	22.9% (8)	45.7% (16)
Use of appropriate technology in the classroom					
B.S. Accounting	0.0%	8.6% (3)	11.4% (4)	40.0% (14)	40.0% (14)
Facilities and equipment (including computer resources) for courses in your major					
B.S. Accounting	0.0%	5.7% (2)	11.4% (4)	42.9% (15)	40.0% (14)
Help you received from faculty in your department with regard to further educational opportunities					
B.S. Accounting	2.9% (1)	5.7% (2)	20.0% (7)	40.0% (14)	28.6% (10)
The size of classes in your major					
B.S. Accounting	0.0%	2.9% (1)	5.7% (2)	31.4% (11)	60.0% (21)
Help you received from faculty in your department with regard to finding employment in your field					
B.S. Accounting	11.4% (4)	11.4% (4)	37.1% (13)	17.1% (6)	22.9% (8)
Global perspectives presented in courses					
B.S. Accounting	0.0%	11.4% (4)	25.7% (9)	34.3% (12)	28.6% (10)
The relevancy of courses					
B.S. Accounting	2.9% (1)	2.9% (1)	14.3% (5)	48.6% (17)	31.4% (11)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.S. Accounting	2.9% (1)	25.7% (9)	28.6% (10)	34.3% (12)	8.6% (3)
Your advisor’s knowledge of requirements					
B.S. Accounting	2.9% (1)	5.7% (2)	20.0% (7)	34.3% (12)	34.3% (12)
The accessibility of your advisor					
B.S. Accounting	2.9% (1)	8.6% (3)	20.0% (7)	34.3% (12)	31.4% (11)

Table 24 continued
Satisfaction with Degree Program
Department of Accounting

Number of Respondents: B.S. Accounting - 35					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.S. Accounting	5.7% (2)	8.6% (3)	31.4% (11)	28.6% (10)	22.9% (8)

Table 24 continued		
Satisfaction with Degree Program		
Department of Accounting		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.S. Accounting	0.0%	100.0% (35)
3. If you had it to do over again, would you choose the same major?		
B.S. Accounting	14.3% (5)	82.9% (29); 2.9% (1) Not at Southeastern
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.S. Accounting	85.7% (30)	14.3% (5)
6. Should a hands-on course be required in your program?		
B.S. Accounting	17.1% (6)	80.0% (28)

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

“‘Real’ life experience & a job after graduation”

“None. It was an extremely small firm. The CPA did not have time to teach me.”

“Hands on work.”

“People experience and real life situations”

Perceptions of Southeastern

Two (5.7%) of the Accounting graduates had participated in the study-abroad/student exchange and both were Very Satisfied with the experience. Twenty-three (65.7%) of the respondents thought it would be a valuable experience. Six (17.1%) of the respondents had participated in the honors program. Three (50.0%) were Very Satisfied with the experience, two (33.3%) were Somewhat Satisfied, and one (16.7%) was Somewhat Dissatisfied. One (2.9%) of the respondents participated in a research program and was Very Satisfied with the experience.

Graduate/Professional Education

Three (8.6%) of the respondents are currently enrolled in a graduate/professional degree program, seven (20.0%) have completed a master’s degree, and one (2.9%) has take courses but not enrolled in a degree program. Three (8.6%) of the respondents plan to enroll in a degree program in the next 12 months, ten (28.6%) are likely to enroll in the future, and eleven (31.4%) have no plans for further education. Of those respondents with plans for further education, five

(20.8%) have the highest degree they plan on obtaining, seventeen (70.8%) plan on obtaining a master's, and two (8.3%) plan on obtaining a professional degree.

Of the eleven individuals with graduate course experience, four (36.4%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study and three (27.3%) indicated Southeastern prepared them "Very Effectively". Three (27.3%) indicated that Southeastern prepared them "Better than Most" other students and four (36.4%) indicated that Southeastern prepared them "About the Same as Most". Of the ten respondents enrolled in graduate school or with a graduate degree, six (60.0%) indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern and one (10.0%) indicated it is "Somewhat Related".

Employment

Six (17.1%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, eleven (37.9%) had the job before completing their degree, two (6.9%) accepted a position upon graduation, twelve (41.4%) took 1-6 months to find a job, and four (13.8%) took 7-12 months.

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

Table 25			
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 Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	25.0% (4)	37.5% (6)	37.5% (6)
Not knowing what I wanted to do	6.3% (1)	37.5% (6)	56.3% (9)
Tight job market	31.3% (5)	37.5% (6)	31.3% (5)
Lack of marketable skills	0.0%	12.5% (2)	87.5% (14)
Lack of educational qualifications	0.0%	0.0%	100.0% (16)
Reputation of Southeastern	0.0%	0.0%	100.0% (16)
Lack of experience	25.0% (4)	43.8% (7)	31.3% (5)
Lack of job search skills	12.5% (2)	25.0% (4)	62.5% (10)
Poor GPA	0.0%	0.0%	100.0% (16)
Racial discrimination	0.0%	0.0%	100.0% (16)
Gender discrimination	0.0%	12.5% (2)	87.5% (14)
Age discrimination	6.3% (1)	6.3% (1)	87.5% (14)

Ten (34.5%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance, seventeen (58.6%) indicated it was “Effective” and two (6.9%) indicated it was “Ineffective”. Twenty-two (75.9%) respondents are still in their first full-time job since graduating from Southeastern and seven (24.1%) have had two full-time jobs. In regards to sources for learning about their first full-time job, one (3.4%) indicated Southeastern faculty, three (10.3%) indicated a parent or relative, two (6.9%) from Southeastern’s Career Services, nine (31.0%) from a newspaper, three (10.3%) from another student/friend, five (17.2%) already had the job, two (6.9%) from an internship, one (3.4%) was recruited by the employer, two (6.9%) from the Southeastern Job Fair, and four (13.8%) from the Internet.

Of those who have been employed full-time, twenty-five (86.2%) are currently employed full-time, one (3.4%) is employed part-time and satisfied with part-time employment, one (3.4%) is unemployed but seeking employment, and two (6.9%) are not employed and not seeking employment. Of the respondents who are currently employed full-time, twenty-four (96.0%) work in the state of Louisiana. One (4.0%) respondent is employed in a service organization, two (8.0%) in higher education, three (12.0%) in a nonprofit organization, six (24.0%) in a professional firm, one (4.0%) in industry, eight (32.0%) in government, and two (8.0%) in business. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college would you say that you are currently underemployed”, thirteen (52.0%) of the respondents indicated they are underemployed and eleven (25.0%) are not. Eleven (44.0%) of the respondents are well satisfied with their employment and would not consider leaving, thirteen (52.0%) are satisfied with their employment but would consider other employment, and one (4.0%) dislikes their employment and is seeking new employment. Twenty-three (92.0%) of the respondents are employed in the area of their Southeastern major and two (8.0%) in a related area. Two (8.0%) respondents indicated a salary range of \$15,001-\$20,000, one (4.0%) gave a range of \$20,001-\$25,000, two (8.0%) gave a range of \$25,001-\$30,000, thirteen (52.0%) gave a range of \$30,001-\$40,000, five (20.0%) \$40,001-\$50,000 and two (8.0%) indicated a salary over \$50,000.

Professional Activities

One (2.9%) of the respondents indicated that licensure/certification is not available in their field, twenty-nine (82.9%) indicated they do not currently have licensure/certification, and five (14.3%) currently are CPAs. Of those who do not have licensure/certification, fourteen (48.3%) plan on taking the CPA exam in the next twelve months. Seven (20.0%) of the respondents are members of a professional organization, and eleven (31.4%) have attended a professional meeting in the past year.

Department of General Business

Table 26
Satisfaction with Degree Program

Number of Respondents: B.A. General Business - 22					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.A. General Business	0.0%	0.0%	13.6% (3)	54.5% (12)	31.8% (7)
Overall quality of your degree program					
B.A. General Business	0.0%	9.1% (2)	4.5% (1)	59.1% (13)	27.3% (6)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.A. General Business	0.0%	0.0%	13.6% (3)	50.0% (11)	36.4% (8)
Usefulness of the academic advice you received from your advisor					
B.A. General Business	0.0%	18.2% (4)	36.4% (8)	27.3% (6)	18.2% (4)
Opportunities to interact with faculty outside of class					
B.A. General Business	0.0%	22.7% (5)	27.3% (6)	22.7% (5)	27.3% (6)
Effectiveness of the faculty as teachers					
B.A. General Business	0.0%	0.0%	22.7% (5)	40.9% (9)	36.4% (8)
Friendliness and helpfulness of the office staff					
B.A. General Business	0.0%	0.0%	31.8% (7)	31.8% (7)	36.4% (8)
Interest shown by faculty in your academic development					
B.A. General Business	0.0%	18.2% (4)	18.2% (4)	31.8% (7)	31.8% (7)
Effectiveness of beginning courses in preparing you for advanced courses					
B.A. General Business	0.0%	0.0%	31.8% (7)	31.8% (7)	36.4% (8)
Quality of instruction in advanced courses					
B.A. General Business	0.0%	0.0%	22.7% (5)	22.7% (5)	54.5% (12)
Faculty treatment of students both inside and outside of the classroom					
B.A. General Business	0.0%	4.5% (1)	9.1% (2)	45.5% (10)	40.9% (9)
Professional activities, associations, or clubs associated with your major					
B.A. General Business	0.0%	18.2% (4)	40.9% (9)	27.3% (6)	13.6% (3)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.A. General Business	0.0%	27.3% (6)	31.8% (7)	27.3% (6)	13.6% (3)
Availability of the required courses					
B.A. General Business	4.5% (1)	4.5% (1)	45.5% (10)	22.7% (5)	22.7% (5)

Table 26 continued					
Satisfaction with Degree Program					
Department of General Business					
Number of Respondents: B.A. General Business - 22					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.A. General Business	0.0%	4.5% (1)	36.4% (8)	27.3% (6)	27.3% (6)
Quality of instruction regarding standards and ethics in your major field					
B.A. General Business	0.0%	0.0%	27.3% (6)	45.5% (10)	27.3% (6)
Opportunities for you to collaborate with other students on class projects					
B.A. General Business	0.0%	4.5% (1)	27.3% (6)	45.5% (10)	22.7% (5)
Library resources related to your major					
B.A. General Business	0.0%	4.5% (1)	22.7% (5)	50.0% (11)	22.7% (5)
Use of appropriate technology in the classroom					
B.A. General Business	0.0%	4.5% (1)	13.6% (3)	31.8% (7)	50.0% (11)
Facilities and equipment (including computer resources) for courses in your major					
B.A. General Business	0.0%	4.5% (1)	9.1% (2)	50.0% (11)	36.4% (8)
Help you received from faculty in your department with regard to further educational opportunities					
B.A. General Business	4.5% (1)	22.7% (5)	31.8% (7)	18.2% (4)	22.7% (5)
The size of classes in your major					
B.A. General Business	4.5% (1)	0.0%	18.2% (4)	31.8% (7)	45.5% (10)
Help you received from faculty in your department with regard to finding employment in your field					
B.A. General Business	18.2% (4)	36.4% (8)	31.8% (7)	13.6% (3)	0.0%
Global perspectives presented in courses					
B.A. General Business	0.0%	18.2% (4)	22.7% (5)	36.4% (8)	22.7% (5)
The relevancy of courses					
B.A. General Business	0.0%	4.5% (1)	22.7% (5)	59.1% (13)	13.6% (3)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.A. General Business	4.5% (1)	9.1% (2)	31.8% (7)	45.5% (10)	9.1% (2)
Your advisor’s knowledge of requirements					
B.A. General Business	4.5% (1)	13.6% (3)	27.3% (6)	36.4% (8)	18.2% (4)
The accessibility of your advisor					
B.A. General Business	0.0%	22.7% (5)	40.9% (9)	22.7% (5)	13.6% (3)

Table 26 continued
Satisfaction with Degree Program
Department of General Business

Number of Respondents: B.A. General Business - 22

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.A. General Business	4.5% (1)	27.3% (6)	36.4% (8)	18.2% (4)	13.6% (3)

Table 26 continued		
Satisfaction with Degree Program		
Department of General Business		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.A. General Business	4.5% (1)	95.5% (21)
3. If you had it to do over again, would you choose the same major?		
B.A. General Business	27.3% (6)	68.2% (15); 4.5% (1) Not at Southeastern
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.A. General Business	90.9% (20)	0.0%
6. Should a hands-on course be required in your program?		
B.A. General Business	27.3% (6)	68.2% (15)

Perceptions of Southeastern

One of the General Business graduates had participated in the study-abroad/student exchange and was Very Satisfied with the experience. Fourteen (63.6%) of the respondents thought it would be a valuable experience. One (4.5%) of the respondents had participated in the honors program. Two (9.1%) of the respondents participated in a research program. One (50.0%) of the participants was Somewhat Satisfied and one (50.0%) was Very Dissatisfied.

Graduate/Professional Education

Three (13.6%) of the respondents are currently enrolled in a graduate/professional degree program, two (9.1%) have completed a master’s degree, and one (4.5%) has taken courses but not enrolled in a degree program. One (4.5%) of the respondents plans to enroll in a degree program in the next 12 months, nine (40.9%) are likely to enroll in the future, and six (27.3%) have no plans for further education. Of those respondents with plans for further education, thirteen (81.3%) plan on eventually obtaining a master’s, two (12.5%) plan on obtaining a doctorate, and one (6.3%) already has the highest degree they plan on obtaining.

Of the six individuals with graduate course experience, four (66.7%) indicated that Southeastern prepared them “Effectively” for further graduate/professional study, one (16.7%) indicated Southeastern prepared him/her “Very Effectively”, and one (16.7%) was prepared “Very Ineffectively”. Four (66.7%) indicated that Southeastern prepared them “About the Same as Most” other students, and two (33.3%) indicated that Southeastern prepared them “Worse than Most”. All of the five respondents enrolled in graduate school or with a graduate degree indicated their graduate degree program is “Very Closely Related” to their bachelor’s degree from Southeastern.

Employment

Six (27.3%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, six (37.5%) had a job before graduating, one (6.3%) accepted a position upon graduation, five (31.3%) took 1-6 months to find a job, three (18.8%) took 7-12 months, and 1 (6.3%) took over a year.

The nine respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 27 presents what were considered major problems, minor problems, or no problem.

Table 27			
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 Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	11.1% (1)	44.4% (4)	44.4% (4)
Not knowing what I wanted to do	22.2% (2)	44.4% (4)	33.3% (3)
Tight job market	77.8% (7)	11.1% (1)	11.1% (1)
Lack of marketable skills	11.1% (1)	66.7% (6)	22.2% (2)
Lack of educational qualifications	0.0%	22.2% (2)	77.8% (7)
Reputation of Southeastern	0.0%	11.1% (1)	88.9% (8)
Lack of experience	55.6% (5)	33.3% (3)	11.1% (1)
Lack of job search skills	11.1% (1)	33.3% (3)	55.6% (5)
Poor GPA	0.0%	11.1% (1)	88.9% (8)
Racial discrimination	0.0%	0.0%	100.0% (9)
Gender discrimination	0.0%	0.0%	100.0% (9)
Age discrimination	0.0%	0.0%	100.0% (9)

One (6.3%) of those who have been employed full-time indicated his/her education was “Very Effective” in preparing him/her for employment or improving job performance, fourteen (87.5%) indicated it was “Effective” and one (6.3%) indicated it was “Ineffective”. Twelve (75.0%) respondents are still in their first full-time job since graduating from Southeastern and four (25.0%) have had two full-time jobs. In regards to sources for learning about their first full-time job, one (6.3%) indicated a parent or relative, three (18.8%) from a newspaper, two (12.5%) from another student/friend, seven (43.8%) already had a job, one (6.3%) was recruited by the employer, two (12.5%) from an employment agency, and two (12.5%) from the Internet.

Of those who have been employed full-time, fourteen (87.5%) are currently employed full-time, one (6.3%) is employed part-time but looking for full-time work, and one (6.3%) is not employed and not looking for employment. Of the fourteen respondents who are currently

employed full-time and answered the remaining questions in the section, twelve (85.7%) work in the state of Louisiana. Two (14.3%) respondents are employed in a service organization, one (7.1%) in higher education, one (7.1%) in K-12 education, one (7.1%) in a nonprofit organization, one (7.1%) in a professional firm, one (7.1%) in industry, one (7.1%) in government, four (28.6%) in business, and two (14.3%) 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”, eight (57.1%) of the respondents indicated they are underemployed and six (42.9%) are not. Three (21.4%) of the respondents are well satisfied with their employment and would not consider leaving, eight (57.1%) are satisfied with their employment but would consider other employment, and three (21.4%) dislike their employment and are seeking new employment. Three (21.4%) of the respondents are employed in the area of their Southeastern major, seven (50.0%) in a related area, and four (28.6%) in an unrelated area. Two respondents are employed in an area not related to their major because they developed a new career interest and two could not find a job they wanted in the field. Four (28.6%) respondent indicated a salary range of \$15,001-\$20,000, three (21.4%) indicated a range of \$20,001-\$25,000, two (14.3%) gave a range of \$25,001-\$30,000, four (28.6%) gave a range of \$30,001-\$40,000, and one (7.1%) indicated a salary over \$50,000.

Professional Activities

Nine (40.9%) of the respondents indicated that licensure/certification is not available in their field, twelve (54.5%) indicated they do not currently have licensure/certification, and one (4.5%) currently holds a Real Estate License. Of those who do not have licensure/certification, two (16.7%) plan on obtaining it in the next twelve months, one a Real Estate License and one a Series 6. Three (13.6%) of the respondents are members of a professional organization, and four (18.2%) have attended a professional meeting in the past year.

Department of Management

Table 28
Satisfaction with Degree Program

Number of Respondents: B.A. Management - 45					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.A. Management	0.0%	2.2% (1)	15.6% (7)	46.7% (21)	35.6% (16)
Overall quality of your degree program					
B.A. Management	2.2% (1)	2.2% (1)	6.7% (3)	66.7% (30)	22.2% (10)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.A. Management	0.0%	2.2% (1)	4.4% (2)	42.2% (19)	48.9% (22)
Usefulness of the academic advice you received from your advisor					
B.A. Management	8.9% (4)	11.1% (5)	33.3% (15)	24.4% (11)	22.2% (10)
Opportunities to interact with faculty outside of class					
B.A. Management	4.4% (2)	8.9% (4)	24.4% (11)	33.3% (15)	28.9% (13)
Effectiveness of the faculty as teachers					
B.A. Management	0.0%	4.4% (2)	17.8% (8)	44.4% (20)	33.3% (15)
Friendliness and helpfulness of the office staff					
B.A. Management	6.7% (3)	0.0%	24.4% (11)	33.3% (15)	35.6% (16)
Interest shown by faculty in your academic development					
B.A. Management	4.4% (2)	11.1% (5)	20.0% (9)	37.8% (17)	22.2% (10)
Effectiveness of beginning courses in preparing you for advanced courses					
B.A. Management	6.7% (3)	2.2% (1)	6.7% (3)	51.1% (23)	31.1% (14)
Quality of instruction in advanced courses					
B.A. Management	2.2% (1)	6.7% (3)	11.1% (5)	33.3% (15)	46.7% (21)
Faculty treatment of students both inside and outside of the classroom					
B.A. Management	0.0%	4.4% (2)	6.7% (3)	44.4% (20)	44.4% (20)
Professional activities, associations, or clubs associated with your major					
B.A. Management	0.0%	13.3% (6)	33.3% (15)	35.6% (16)	17.8% (8)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.A. Management	6.7% (3)	6.7% (3)	42.2% (19)	33.3% (15)	11.1% (5)
Availability of the required courses					
B.A. Management	4.4% (2)	17.8% (8)	20.0% (9)	35.6% (16)	22.2% (10)

Table 28 continued					
Satisfaction with Degree Program					
Department of Management					
Number of Respondents: B.A. Management - 45					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.A. Management	0.0%	17.8% (8)	33.3% (15)	26.7% (12)	20.0% (9)
Quality of instruction regarding standards and ethics in your major field					
B.A. Management	0.0%	4.4% (2)	15.6% (7)	53.3% (24)	26.7% (12)
Opportunities for you to collaborate with other students on class projects					
B.A. Management	0.0%	6.7% (3)	15.6% (7)	40.0% (18)	37.8% (17)
Library resources related to your major					
B.A. Management	4.4% (2)	6.7% (3)	24.4% (11)	37.8% (17)	22.2% (10)
Use of appropriate technology in the classroom					
B.A. Management	6.7% (3)	4.4% (2)	13.3% (6)	44.4% (20)	31.1% (14)
Facilities and equipment (including computer resources) for courses in your major					
B.A. Management	6.7% (3)	6.7% (3)	11.1% (5)	37.8% (17)	37.8% (17)
Help you received from faculty in your department with regard to further educational opportunities					
B.A. Management	11.1% (5)	13.3% (6)	28.9% (13)	31.1% (14)	15.6% (7)
The size of classes in your major					
B.A. Management	2.2% (1)	2.2% (1)	11.1% (5)	24.4% (11)	60.0% (27)
Help you received from faculty in your department with regard to finding employment in your field					
B.A. Management	26.7% (12)	17.8% (8)	33.3% (15)	17.8% (8)	4.4% (2)
Global perspectives presented in courses					
B.A. Management	2.2% (1)	8.9% (4)	24.4% (11)	48.9% (22)	15.6% (7)
The relevancy of courses					
B.A. Management	6.7% (3)	2.2% (1)	26.7% (12)	48.9% (22)	15.6% (7)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.A. Management	13.3% (6)	13.3% (6)	26.7% (12)	28.9% (13)	17.8% (8)
Your advisor’s knowledge of requirements					
B.A. Management	4.4% (2)	6.7% (3)	33.3% (15)	31.1% (14)	24.4% (11)
The accessibility of your advisor					
B.A. Management	13.3% (6)	11.1% (5)	28.9% (13)	33.3% (15)	13.3% (6)

Table 28 continued
Satisfaction with Degree Program
Department of Management

Number of Respondents: B.A. Management - 45

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.A. Management	13.3% (6)	11.1% (5)	28.9% (13)	28.9% (13)	17.8% (8)

Table 28 continued		
Satisfaction with Degree Program		
Department of Management		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.A. Management	11.1% (5)	88.9% (40)
3. If you had it to do over again, would you choose the same major?		
B.A. Management	35.6% (16)	64.4% (29)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.A. Management	97.8% (44)	2.2% (1)
6. Should a hands-on course be required in your program?		
B.A. Management	24.4% (11)	73.3% (33)

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

“Understanding the everyday operations of a company has been very beneficial to present day job, project mgmtr.”

Perceptions of Southeastern

Three (6.7%) of the Management graduates had participated in the study-abroad/student exchange, one (33.3%) was Very Satisfied with the experience, one (33.3%) was Somewhat Dissatisfied, and one (33.3%) was Very Dissatisfied. Thirty-five (77.8%) of the respondents thought it would be a valuable experience. Four (8.9%) of the respondents had participated in the honors program. One (25.0%) was Very Satisfied with the experience and three (75.0%) were Somewhat Satisfied. Four (8.9%) of the respondents participated in a research program. One (25.0%) was Very Satisfied with the experience and three (75.0%) were Somewhat Satisfied.

Graduate/Professional Education

Three (6.7%) of the respondents are currently enrolled in a graduate/professional degree program, eight (17.8%) have completed a degree (six Masters, one a professional degree, and one a Doctorate), and one (2.2%) has taken courses but not enrolled in a degree program. Four (8.9%) of the respondents plan to enroll in a degree program in the next 12 months, sixteen (35.6%) are likely to enroll in the future, and twelve (26.7%) have no plans for further education. Of those respondents with plans for further education, five (15.6%) have the highest degree they plan on obtaining, twenty-three (71.9%) plan on obtaining a master’s, three (9.4%) plan on eventually obtaining a doctorate, and one (3.1%) plans on obtaining a second baccalaureate.

Of the ten individuals with graduate course experience, four (33.3%) indicated that Southeastern prepared them “Effectively” for further graduate/professional study, one (8.3%) indicated Southeastern prepared them “Very Effectively”, and three (25.0%) indicated Southeastern prepared them “Ineffectively”. One (8.3%) indicated that Southeastern prepared him/her “Better than Most” other students and seven (58.3%) indicated that Southeastern prepared them “About the Same as Most”. Of the eleven respondents enrolled in graduate school or with a graduate degree, five (45.5%) indicated their graduate degree program is “Very Closely Related” to their bachelor’s degree from Southeastern and two (18.2%) indicated it was “Not at all Related”.

Employment

Five (9.1%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, twelve (30.0%) had a job before completing their degree, one (2.5%) accepted a position upon graduation, sixteen (40.0%) took 1-6 months to find a job, six (15.0%) took 7-12 months, and five (12.5%) took over a year.

The twenty-seven respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 29 presents what were considered major problems, minor problems, or no problem.

Table 29			
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 Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	22.2% (6)	44.4% (12)	33.3% (9)
Not knowing what I wanted to do	40.7% (11)	14.8% (4)	44.4% (12)
Tight job market	81.5% (22)	14.8% (4)	3.7% (1)
Lack of marketable skills	22.2% (6)	22.2% (6)	55.6% (15)
Lack of educational qualifications	11.1% (3)	25.9% (7)	63.0% (17)
Reputation of Southeastern	3.7% (1)	11.1% (3)	81.5% (22)
Lack of experience	55.6% (15)	25.9% (7)	18.5% (5)
Lack of job search skills	11.1% (3)	37.0% (10)	51.9% (14)
Poor GPA	3.7% (1)	18.5% (5)	77.8% (21)
Racial discrimination	7.4% (2)	3.7% (1)	85.2% (23)
Gender discrimination	3.7% (1)	14.8% (4)	81.5% (22)
Age discrimination	7.4% (2)	11.1% (3)	77.8% (21)

Nine (22.5%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance, twenty-five (62.5%) indicated it was “Effective”, three (7.5%) indicated it was “Ineffective”, and three

(7.5%) indicated it was “Very Ineffective”. Twenty-six (65.0%) respondents are still in their first full-time job since graduating from Southeastern, eleven (27.5%) have had two full-time jobs, and three (7.5%) have had three or more. In regards to sources for learning about their first full-time job, four (10.0%) indicated a parent or relative, five (12.5%) from a newspaper, one (2.5%) from a professional meeting, eight (20.0%) from another student/friend, eleven (27.5%) already had the job, four (10.0%) were recruited by the employer, five (12.5%) from an employment agency, and eight (20.0%) from the internet.

Of those who have been employed full-time, thirty-seven (92.5%) are currently employed full-time, one (2.5%) is employed part-time and satisfied with that, one (2.5%) is employed part-time and looking for full-time employment, and one (2.5%) is a graduate assistant. Of the respondents who are currently employed full-time, thirty-seven (97.4%) works in the state of Louisiana and one (2.6%) works out of state. Ten (26.3%) respondents are employed in a service organization, two (5.3%) in a professional firm, two (2.6%) are self employed, four (10.5%) in industry, three (7.9%) in government, eleven (28.9%) in business, and six (15.8%) 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”, twenty-two (57.9%) of the respondents indicated they are underemployed and fourteen (36.8%) are not. Nine (23.7%) of the respondents are well satisfied with their employment and would not consider leaving, twenty-two (57.9%) are satisfied with their employment but would consider other employment, and six (15.8%) dislike their employment and are seeking new employment. Twelve (31.6%) of the respondents are employed in the area of their Southeastern major, thirteen (34.2%) in a related area, and thirteen (34.2%) in an unrelated area. Two respondents are employed in an area not related to their major because they developed a new career interest, two because of better pay, four could not find a job they wanted in the field, one would have to relocate for a job in the field, two for better advancement opportunities, and one did not have the licensure needed. One (2.6%) respondent indicated a salary range of \$10,001-\$15,000, four (10.5%) gave a range of \$15,001-\$20,000, ten (26.3%) gave a range of \$20,001-\$25,000, five gave a range of \$25,001-\$30,000, twelve (31.6%) gave a range of \$30,001-\$40,000, two (5.3%) \$40,001-\$50,000 and three (7.9%) indicated a salary over \$50,000.

Professional Activities

Eleven (24.4%) of the respondents indicated that licensure/certification is not available in their field, twenty-five (55.6%) indicated they do not currently have licensure/certification, and seven (15.6%) currently hold licensure/certification, including insurance, National PHR, Commercial Contractors License, Health/Life Insurance Agent, and Certified Occupational Safety Specialist. Of those who do not have licensure/certification, three (12.0%) plan on obtaining it in the next twelve months. Twelve (26.7%) of the respondents are members of a professional organization, and seventeen (37.8%) have attended a professional meeting in the past year.

Special Questions

Forty-four of the respondents completed the insert which contained the special questions. Alumni were first asked which concentration their curriculum followed. Two (4.5%) of the respondents were in the Entrepreneurship & Small Business Management curriculum, eight (18.2%) were in the Human Resources Management curriculum, one (2.3%) was in the Computer Information Management curriculum, and thirty-one (70.5%) were in the General Management curriculum. Next, students were asked how much they agree with various statement about the management program. Table 30 provides the frequencies and the means for those items.

Table 30**Please indicate the extent to which you agree with the following statements.**

	1 - Strongly Disagree	2	3	4	5 - Strongly Agree	Mean
The management courses at Southeastern provided me with the skills I needed to successfully manage a business	11.4% (5)	2.3% (1)	27.3% (12)	38.6% (17)	20.5% (9)	3.55
The management courses at Southeastern provided me with the skills I needed to successfully manage teams	4.5% (2)	2.3% (1)	27.3% (12)	38.6% (17)	27.3% (12)	3.82
Because of the management courses I completed at Southeastern, I was able to effectively manage employees	6.8% (3)	4.5% (2)	31.8% (14)	38.6% (17)	18.2% (8)	3.57
The information management courses I completed at Southeastern taught me how to effectively apply computers in problem solving	13.6% (6)	11.4% (5)	25.0% (11)	36.4% (16)	13.6% (6)	3.25
The management courses at Southeastern helped me develop critical thinking and leadership skills	4.5% (2)	2.3% (1)	15.9% (7)	34.1% (15)	43.2% (19)	4.09
The management courses at Southeastern helped me develop interpersonal skills	6.8% (3)	4.5% (2)	20.5% (9)	25.0% (11)	43.2% (19)	3.93

Alumni were next asked how satisfied they were with their Management degree.

How satisfied are you with your Management degree?					
1 - Very Satisfied	2	3	4	5 - Very Dissatisfied	Mean
4.5% (2)	9.1% (4)	6.8% (3)	43.2% (19)	36.4% (16)	3.98

Next, alumni were asked about their preparation for the future as a result of their Management degree.

In your opinion, how well prepared for the business world or an academic career are you as a result of majoring in Management at Southeastern?					
1 - Very Satisfied	2	3	4	5 - Very Dissatisfied	Mean
2.3% (1)	15.9% (7)	15.9% (7)	50.0% (22)	15.9% (7)	3.61

Finally, respondents were asked what subjects areas they thought should be covered in more depth by Management electives.

- Retail mgmt.
- Bankruptcy in the business - how to handle your employees when this happens.
- Getting started, or the start up of a business. The accounting & liabilities acquired in the start up phase of business.
- Computers; book-keeping
- Its hard to say. I am an insurance adjuster. My job, at the present time, does not require me to manage. I can tell you that without my degree I would not have been considered for a position with Allstate. I can tell you that I apply very little of what I learned at SLU to my job. Most everything that I had to know was taught to me by my employer.
- Marketing, global resources
- Math
- Communications
- People skills
- Marketing, Business Law, Economics
- Marketing
- Human Resources Law classes are very necessary for future undergraduates with a concentration in HR. Several hours at least (9) in relation to HR Law
- Accounting; Finance; Employee/Employer Relations; Networking; Investing
- Information Technology; Interpersonal skills; Professional/Self Development
- For a concentration in H/R mgmt a more concentrated course in employment law would be helpful
- Computer skills, ex: Excel, PowerPoint, etc.
- Management, Sports & Marketing
- Finance, Marketing
- Computer skills
- Hands-on experience
- Computers/management, leadership/effectively speaking - holding employees accountable
- Ethics, Management Technology
- Communications; Human Resources; Purchasing/Procurement; Managerial Accounting (P/L Statements); Hospital/Healthcare/Insurance Management; Hospitality Management (New concentration); Inventory Control; Production Management

- Production, Logistics, Engineering, Health & Hospital Management -> more in depth. Felt we briefly touched base - understand business structure, policies. Need more hands on experience.
- real world computer use
- I think a class on safety & health would help as this is a huge, growing field
- Payroll, human resources, benefits offered to employees
- financing, taxes, state & federal employment laws, health care administration
- Inventory Control; Cost/Pricing; Sales

Department of Marketing & Finance

Table 31
Satisfaction with Degree Program

Number of Respondents: B.S. Finance - 9; B.A. Marketing - 31					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.S. Finance	0.0%	0.0%	11.1% (1)	55.6% (5)	33.3% (3)
B.A. Marketing	0.0%	0.0%	6.5% (2)	51.6% (16)	41.9% (13)
Overall quality of your degree program					
B.S. Finance	0.0%	0.0%	22.2% (2)	44.4% (4)	22.2% (2)
B.A. Marketing	0.0%	0.0%	6.5% (2)	58.1% (18)	35.5% (11)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.S. Finance	0.0%	0.0%	11.1% (1)	33.3% (3)	55.6% (5)
B.A. Marketing	3.2% (1)	0.0%	9.7% (3)	35.5% (11)	51.6% (16)
Usefulness of the academic advice you received from your advisor					
B.S. Finance	11.1% (1)	0.0%	22.2% (2)	44.4% (4)	22.2% (2)
B.A. Marketing	0.0%	9.7% (3)	32.3% (10)	25.8% (8)	29.0% (9)
Opportunities to interact with faculty outside of class					
B.S. Finance	0.0%	11.1% (1)	44.4% (4)	11.1% (1)	33.3% (3)
B.A. Marketing	3.2% (1)	0.0%	12.9% (4)	25.8% (8)	58.1% (18)
Effectiveness of the faculty as teachers					
B.S. Finance	0.0%	0.0%	11.1% (1)	11.1% (1)	44.4% (4)
B.A. Marketing	0.0%	0.0%	9.7% (3)	38.7% (12)	48.4% (15)
Friendliness and helpfulness of the office staff					
B.S. Finance	0.0%	22.2% (2)	22.2% (2)	22.2% (2)	33.3% (3)
B.A. Marketing	0.0%	3.2% (1)	22.6% (7)	35.5% (11)	38.7% (12)
Interest shown by faculty in your academic development					
B.S. Finance	0.0%	0.0%	33.3% (3)	44.4% (4)	22.2% (2)
B.A. Marketing	0.0%	3.2% (1)	16.1% (5)	29.0% (9)	51.6% (16)
Effectiveness of beginning courses in preparing you for advanced courses					
B.S. Finance	0.0%	0.0%	33.3% (3)	33.3% (3)	33.3% (3)
B.A. Marketing	0.0%	6.5% (2)	16.1% (5)	32.3% (10)	45.2% (14)
Table 31 continued Satisfaction with Degree Program Department of Marketing & Finance					

Number of Respondents: B.S. Finance - 9; B.A. Marketing - 31					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Quality of instruction in advanced courses					
B.S. Finance	0.0%	0.0%	22.2% (2)	55.6% (5)	22.2% (2)
B.A. Marketing	0.0%	0.0%	9.7% (3)	45.2% (14)	45.2% (14)
Faculty treatment of students both inside and outside of the classroom					
B.S. Finance	0.0%	0.0%	44.4% (4)	33.3% (3)	22.2% (2)
B.A. Marketing	0.0%	0.0%	3.2% (1)	19.4% (6)	74.2% (23)
Professional activities, associations, or clubs associated with your major					
B.S. Finance	0.0%	11.1% (1)	55.6% (5)	22.2% (2)	11.1% (1)
B.A. Marketing	0.0%	12.9% (4)	29.0% (9)	38.7% (12)	19.4% (6)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.S. Finance	0.0%	44.4% (4)	33.3% (3)	11.1% (1)	11.1% (1)
B.A. Marketing	0.0%	9.7% (3)	29.0% (9)	41.9% (13)	19.4% (6)
Availability of the required courses					
B.S. Finance	0.0%	33.3% (3)	33.3% (3)	22.2% (2)	0.0%
B.A. Marketing	0.0%	12.9% (4)	22.6% (7)	45.2% (14)	19.4% (6)
Availability of elective courses you wanted to take in your major					
B.S. Finance	0.0%	22.2% (2)	44.4% (4)	33.3% (3)	0.0%
B.A. Marketing	0.0%	6.5% (2)	25.8% (8)	45.2% (14)	22.6% (7)
Quality of instruction regarding standards and ethics in your major field					
B.S. Finance	0.0%	0.0%	33.3% (3)	44.4% (4)	22.2% (2)
B.A. Marketing	0.0%	0.0%	12.9% (4)	25.8% (8)	61.3% (19)
Opportunities for you to collaborate with other students on class projects					
B.S. Finance	0.0%	0.0%	11.1% (1)	33.3% (3)	55.6% (5)
B.A. Marketing	0.0%	3.2% (1)	3.2% (1)	25.8% (8)	67.7% (21)
Library resources related to your major					
B.S. Finance	0.0%	0.0%	44.4% (4)	22.2% (2)	33.3% (3)
B.A. Marketing	0.0%	9.7% (3)	16.1% (5)	48.4% (15)	25.8% (8)
Use of appropriate technology in the classroom					
B.S. Finance	0.0%	0.0%	33.3% (3)	55.6% (5)	11.1% (1)
B.A. Marketing	0.0%	3.2% (1)	6.5% (2)	32.3% (10)	58.1% (18)
Table 31 continued Satisfaction with Degree Program Department of Marketing & Finance					
Number of Respondents: B.S. Finance - 9; B.A. Marketing - 31					

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Facilities and equipment (including computer resources) for courses in your major					
B.S. Finance	0.0%	11.1% (1)	11.1% (1)	33.3% (3)	44.4% (4)
B.A. Marketing	0.0%	0.0%	9.7% (3)	38.7% (12)	51.6% (16)
Help you received from faculty in your department with regard to further educational opportunities					
B.S. Finance	0.0%	22.2% (2)	44.4% (4)	0.0%	33.3% (3)
B.A. Marketing	0.0%	12.9% (4)	25.8% (8)	32.3% (10)	29.0% (9)
The size of classes in your major					
B.S. Finance	0.0%	11.1% (1)	11.1% (1)	33.3% (3)	33.3% (3)
B.A. Marketing	0.0%	3.2% (1)	3.2% (1)	35.5% (11)	54.8% (17)
Help you received from faculty in your department with regard to finding employment in your field					
B.S. Finance	33.3% (3)	22.2% (2)	22.2% (2)	11.1% (1)	11.1% (1)
B.A. Marketing	22.6% (7)	25.8% (8)	22.6% (7)	12.9% (4)	16.1% (5)
Global perspectives presented in courses					
B.S. Finance	0.0%	22.2% (2)	55.6% (5)	0.0%	22.2% (2)
B.A. Marketing	0.0%	16.1% (5)	32.3% (10)	35.5% (11)	16.1% (5)
The relevancy of courses					
B.S. Finance	0.0%	0.0%	44.4% (4)	33.3% (3)	22.2% (2)
B.A. Marketing	0.0%	0.0%	22.6% (7)	54.8% (17)	22.6% (7)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.S. Finance	11.1% (1)	11.1% (1)	55.6% (5)	0.0%	22.2% (2)
B.A. Marketing	0.0%	19.4% (6)	25.8% (8)	32.3% (10)	22.6% (7)
Your advisor’s knowledge of requirements					
B.S. Finance	0.0%	11.1% (1)	22.2% (2)	44.4% (4)	22.2% (2)
B.A. Marketing	3.2% (1)	6.5% (2)	22.6% (7)	25.8% (8)	38.7% (12)
The accessibility of your advisor					
B.S. Finance	0.0%	22.2% (2)	22.2% (2)	33.3% (3)	22.2% (2)
B.A. Marketing	3.2% (1)	9.7% (3)	22.6% (7)	41.9% (13)	19.4% (6)

Table 31 continued
Satisfaction with Degree Program
Department of Marketing & Finance

Number of Respondents: B.S. Finance - 9; B.A. Marketing - 31

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.S. Finance	0.0%	22.2% (2)	22.2% (2)	22.2% (2)	33.3% (3)
B.A. Marketing	3.2% (1)	16.1% (5)	29.0% (9)	25.8% (8)	22.6% (7)

Table 31 continued		
Satisfaction with Degree Program		
Department of Marketing & Finance		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.S. Finance	11.1% (1)	88.9% (8)
B.A. Marketing	9.7% (3)	90.3% (28)
3. If you had it to do over again, would you choose the same major?		
B.S. Finance	33.3% (3)	66.7% (6)
B.A. Marketing	32.3% (10)	64.5% (20)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.S. Finance	77.8% (7)	22.2% (2)
B.A. Marketing	80.6% (25)	19.4% (6)
6. Should a hands-on course be required in your program?		
B.S. Finance	33.3% (3)	55.6% (5)
B.A. Marketing	9.7% (3)	87.1% (27)

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

“I got 3 credit hours.”

“How to work with others.”

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

“Interpersonal skills”

“It helped me better understand topics and relate to them”

“Practice in the field, and a chance to handle actual clients.”

“Not much. I did not choose a great internship program.”

“It was in fund raising and SLU did not have any class on that topic”

“the ability to gain a real-life view of what would be expected of me”

Perceptions of Southeastern

B.S. Finance

One (11.1%) of the Finance graduates had participated in the study-abroad/student exchange program, and was “Somewhat Satisfied” with the experience. Four (44.4%) thought it would be a valuable experience. None of the respondents had participated in the honors program. One (11.1%) of the respondents participated in a research program, and was “Somewhat Satisfied” with the experience.

B.A. Marketing

Three of the Marketing graduates had participated in the study-abroad/student exchange program and were Very Satisfied with the experience. Twenty-six (83.9%) of the respondents thought it would be a valuable experience. Six (19.4%) of the respondents had participated in the honors program. Two (33.3%) were Very Satisfied with the experience, one (16.7%) was Somewhat Satisfied, one (16.7%) was Somewhat Dissatisfied, and one (16.7%) was Very Dissatisfied. Seven (22.6%) of the respondents participated in a research program, two (28.6%) were Very Satisfied with the experience, four (57.1%) were Somewhat Satisfied, and one (14.3%) was Somewhat Dissatisfied.

Graduate/Professional Education

B.S. Finance

One (11.1%) of the respondents are currently enrolled in a graduate/professional degree program. Two (22.2%) of the respondents has completed a degree, one a second Baccalaureate and one a Master's. One (11.1%) of the respondents plans to enroll in a degree program in the next 12 months and five (55.6%) have no plans for further education. Of those with plans for further education, three (75.0%) plan on obtaining a Master's and one (25.0%) already has the highest degree he/she plans to obtain.

Of the three individuals with graduate school experience, two (66.7%) indicated that Southeastern prepared them “Effectively” for further graduate/professional study and that Southeastern prepared them “About the Same as Most” other students.

Of the three respondents who are enrolled in a degree program or had completed a degree, one (33.3%) indicated it was “Very Closely Related” to their bachelor's degree from Southeastern and one (33.3%) indicated it was “Not at all Related”.

B.A. Marketing

Three (9.7%) of the respondents are currently enrolled in a graduate/professional degree program and three (9.7%) have completed a degree, one a second baccalaureate and two a Master's. Two (6.5%) respondents have taken classes, but not enrolled in a degree program. One (3.2%) respondent plans to enroll in a degree program in the next twelve months, fifteen (48.4%) are likely to enroll in a degree program in the future, and six (19.4%) have no plans for further education. Of those with plans for further education, seventeen (70.8%) plan on obtaining a Master's, one (4.2%) plans on obtaining a doctorate, two (8.3%) plan on obtaining a professional degree, and three (12.5%) plan on obtaining a second baccalaureate.

Of the eight individuals with graduate school experience, two (25.0%) indicated that Southeastern prepared them "Very effectively" for further graduate/professional study, five (62.5%) indicated they were "Effectively" prepared, and one (12.5%) was "Very Ineffectively" prepared. Seven (87.5%) of the respondents indicated that Southeastern prepared them "About the Same as Most" other students and one (12.5%) indicated she/he was prepared "Worse than Most".

Of the six respondents who are enrolled in a degree program or have completed a degree, three (50.0) indicated it was "Very Closely Related" and two (33.3%) indicated it was "Somewhat Related".

Employment

B.S. Finance

The majority of the respondents (88.9%, n=8) have been employed full-time since completing their degree. Of those respondents who have been employed full-time, two (25.0%) had jobs before completing their degrees, three (37.5%) accepted a position upon graduation, and three (37.5%) respondents obtained a job 1-6 months after graduation.

The three respondents who did not have a job upon graduation, faced a variety of problems in obtaining employment. Major problems in finding employment included "Limiting my job search to one geographic area" (66.7%), "Not knowing what I wanted to do" (33.3%), "Tight job market" (66.7%), "Lack of marketable skills" (66.7%), and "Lack of experience" (66.7%). Minor problems included "Not knowing what I wanted to do" (66.7%), "Tight job market" (33.3%), "Lack of educational qualifications" (33.3%), "Reputation of Southeastern" (33.3%), "Lack of experience" (33.3%), "Lack of job search skills" (66.7%), "Gender discrimination" (33.3%), and "Age discrimination" (33.3%).

Of those respondents who have had a full-time job since graduating, one (12.5%) indicated his/her education was "Very Effective" in preparing her/him for employment or improving their job performance, six (75.0%) indicated it was "Effective", and one (12.5%) indicated it was "Ineffective". One (12.5%) of the respondents indicated that he/she are currently in her/his first full-time job since graduating from Southeastern, four (50.0%) have had two full-time jobs since graduating, and two (25.0%) have had three or more. In regards to sources for learning about

their first full-time job, one (5.6%) indicated Southeastern’s Career Services, three (37.5%) from a newspaper or trade publication, one (12.5%) from another student or friend, one (12.5%) already had a job, two (25.0%) were recruited by an employer, one (12.5%) from an internship, one (12.5%) from a public/private employment agency, and one (12.5%) from the Internet.

Seven (87.5%) of the respondents who have had a full-time job are currently employed full-time and one (12.5%) is not employed and not looking for employment. Six (85.7%) of those who are currently employed full-time work in the state of Louisiana. Two (28.63%) of the respondents are employed in a service organization, one (14.3%) in K-12 education, one (14.3%) in a nonprofit organization, one (14.3%) in government, and two (28.6%) in business. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed”, five (71.4%) respondents felt they are not underemployed, while two (28.6%) felt they are underemployed. When asked about satisfaction with their present employment, four (57.1%) are “Well satisfied, would not consider leaving”, one (14.3%) is “Satisfied, but would consider more desirable employment”, and two (28.6%) “Dislikes employment; seeking or will seek other employment”.

Three (42.9%) of the respondents are currently employed in the area of their Southeastern major, three (42.9%) in an area related to their Southeastern major and one (14.3%) is employed in an unrelated area because he/she developed a new career interest. One (14.3%) of the respondents gave an annual salary range of \$15,001-\$20,000, two (28.6%) gave a salary range of \$25,001-\$30,000, two (28.64%) gave a salary range of \$30,001-\$40,000, and two (28.6%) indicated a salary greater than \$50,000.

B.A. Marketing

Twenty-seven of the respondents (87.1%) have been employed full-time since completing their degree. Of those respondents who have been employed full-time, seven (25.9%) had a job before completing their degree, two (7.4%) accepted a position upon graduation, ten (37.0%) respondents obtained a job 1-6 months after graduation, six (22.2%) took 7-12 months, and one (3.7%) took over a year.

The eighteen respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 32 presents what were considered major problems, minor problems, or no problem.

Table 32			
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 Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	33.3% (6)	33.3% (6)	33.3% (6)

Not knowing what I wanted to do	22.2% (4)	27.8% (5)	50.0% (9)
Tight job market	66.7% (12)	27.8% (5)	5.6% (1)
Lack of marketable skills	11.1% (2)	33.3% (6)	55.6% (10)
Lack of educational qualifications	5.6% (1)	16.7% (3)	77.8% (14)
Reputation of Southeastern	11.1% (2)	5.6% (1)	83.3% (15)
Lack of experience	50.0% (9)	44.4% (8)	5.6% (1)
Lack of job search skills	5.6% (1)	38.9% (7)	55.6% (10)
Poor GPA	0.0%	11.1% (2)	88.9% (16)
Racial discrimination	0.0%	5.6% (1)	94.4% (17)
Gender discrimination	0.0%	11.1% (2)	88.9% (16)
Age discrimination	5.6% (1)	16.7% (3)	77.8% (14)

Of those respondents who have had a full-time job since graduating, three (11.1%) indicated their education was “Very Effective” in preparing them for employment or improving their job performance, twenty-two (81.5%) indicated it was “Effective”, and two (7.4%) indicated it was “Ineffective”. Twelve (44.4%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern, eleven (40.7%) have had two full-time jobs since graduating, and four (14.8%) have had three or more. In regards to sources for learning about their first full-time job, one (3.7%) indicated faculty at Southeastern, seven (25.8%) from a parent or relative, two (7.4%) from Southeastern’s Career Services, five (18.5%) from a newspaper, three (11.1%) from another student/friend, five (18.5%) already had the job, one (3.7%) was recruited by the employer, one (3.7%) from a Southeastern Job Fair, and three (11.1%) from the Internet.

Twenty-six of the respondents who have had a full-time job are currently employed full-time and one (3.7%) is employed part-time, but looking for full-time work. Twenty-two (81.5%) of those who are currently employed full-time work in the state of Louisiana. Six (22.2%) respondents are employed in a service organization, one (3.7%) in K-12 education, two (7.4%) in a professional firm, three (11.1%) are self employed, one (3.7%) in temporary service, three (11.1%) in industry, two (7.4%) in government, six (22.2%) in business, and two (7.4%) 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”, thirteen (48.1%) respondents felt they are not underemployed, while eleven (40.7%) felt they are underemployed. When asked about satisfaction with their present employment, eleven (40.7%) are “Well satisfied, would not consider leaving”, eight (29.6%) are “Satisfied, but would consider more desirable employment”, and six (22.2%) “Dislike employment; seeking or will seek other employment.

Eight (29.6%) of the respondents are currently employed in the area of their Southeastern major, nine (33.3%) in an area related to their Southeastern major and nine (33.3%) are employed in an unrelated area. Of those not employed in the area of their major, two (22.2%) developed a new career interest, six (66.7%) could not find a job they wanted, and one (11.1%) due to better

opportunity for advancement. One (3.7%) of the respondents gave an annual salary range of \$10,001-\$15,000, two (7.4%) gave a range of \$15,001-\$20,000, nine (33.3%) gave a range of \$20,001-\$25,000, five (18.5%) gave a salary range of \$25,001-\$30,000, four (14.8%) gave a salary range of \$30,001-\$40,000, two (7.4%) gave a range of \$40,001-\$50,000, and three (11.1%) indicated a salary greater than \$50,000.

Professional Activities

B.S. Finance

Two (22.2%) of the respondents indicated licensure/certification is not available in their field, five (55.6%) do not currently hold it, and two (22.2%) currently hold licensure/certification in their field. Those currently holding licensure/certification hold: “Series 7, Series 63, TX-Group I Life & Health”. One (20.0%) of those who do not hold licensure/certification plans on obtaining “Series 66” in the next twelve months.

One (11.1%) of the respondents is a member of a professional organization, and four (44.4%) have attended a professional meeting in the past year.

B.A. Marketing

Fourteen (45.2%) of the respondents indicated that licensure/certification is not available in their field, fifteen (48.4%) do not currently hold it, and two (6.5%) currently hold licensure/certification in their field. Those currently holding licensure/certification hold: Loan originator, Insurance License”. One (6.7%) of those who do not hold licensure/certification plans on obtaining a teaching certificate in the next twelve months. Twelve (38.7%) of the respondents is a member of a professional organization, and eighteen (58.1%) have attended a professional meeting in the past year.

Special Questions

B.S. Finance

Ten of the respondents completed the insert which contained the special questions. Alumni were first asked how much they thought some courses would increase their marketability. Table 33 provides the frequencies and the means for those courses.

Table 33

Please indicate the extent to which each would have increased your marketability in the business world.

	1 - Definitely would not have increased	2	3	4	5 - Definitely would have increased	Mean
Property and Casualty Insurance	20.0% (2)	20.0% (2)	20.0% (2)	10.0% (1)	30.0% (3)	3.10
Financial Planning	10.0% (1)	20.0% (2)	0.0%	10.0% (1)	60.0% (6)	3.90
Options and Futures	20.0% (2)	40.0% (4)	20.0% (2)	10.0% (1)	10.0% (1)	2.50

Other courses which respondents indicated would definitely have increased their marketability include:

- Loans & Mortgages

Alumni were next asked how important various skills were for a job/graduate education. Table 34 provides the frequencies and the means for these skills.

Table 34
For each skill listed below, please indicate how important you believe it is for a job/graduate education.

	1 - Definitely not important	2	3	4	5 - Definitely important	Mean
Spreadsheet skills	0.0%	0.0%	0.0%	30.0% (3)	70.0% (7)	4.70
Critical thinking skills	0.0%	0.0%	0.0%	20.0% (2)	80.0% (8)	4.80
Teamwork skills	0.0%	0.0%	0.0%	30.0% (3)	70.0% (7)	4.70
Written communication skills	0.0%	0.0%	0.0%	10.0% (1)	90.0% (9)	4.90
Oral communication skills	0.0%	0.0%	0.0%	10.0% (1)	90.0% (9)	4.90
Interpersonal skills	0.0%	0.0%	10.0% (1)	10.0% (1)	80.0% (8)	4.70
Research skills	0.0%	10.0% (1)	30.0% (3)	20.0% (2)	40.0% (4)	3.90
Accounting skills	0.0%	0.0%	0.0%	40.0% (4)	60.0% (6)	4.60
Internship program	10.0% (1)	0.0%	20.0% (2)	20.0% (2)	50.0% (5)	4.00

Finally, respondents were asked how interested they would have been in getting a concentration in four areas. Table 35 provides the frequencies and the means for each of the areas.

Table 35

How interested would you have been in getting a concentration in the following areas if they had been available?

	1 - Definitely not interested	2	3	4	5 - Definitely interested	Mean
Financial Planning	0.0%	0.0%	0.0%	30.0% (3)	70.0% (7)	3.50
Corporate Finance	0.0%	10.0% (1)	20.0% (2)	50.0% (5)	10.0% (1)	
Financial Institutions	0.0%	0.0%	40.0% (4)	20.0% (2)	30.0% (3)	
Investments	0.0%	20.0% (2)	10.0% (1)	30.0% (3)	40.0% (4)	

In addition, respondents indicated they would have definitely been interested in the following concentrations:

- Risk Management (Insurance)
- Budget Analysis

B.A. Marketing

Twenty-four of the respondents completed the insert which contained the special questions. Alumni were first asked how much they thought some courses would increase their marketability. Table 36 provides the frequencies and the means for those courses.

Table 36

Please indicate the extent to which each would have increased your marketability in the business world.

	1 - Definitely would not have increased	2	3	4	5 - Definitely would have increased	Mean
Methods of Distribution	4.2% (1)	8.3% (2)	41.7% (10)	12.5% (3)	25.0% (6)	3.50
Special Events Marketing (e.g. sports events, festivals)	4.2% (1)	12.5% (3)	16.7% (4)	33.3% (8)	33.3% (8)	3.79
Services Marketing	0.0%	4.2% (1)	12.5% (3)	41.7% (10)	41.7% (10)	4.21
Creative Advertising	0.0%	8.3% (2)	8.3% (2)	20.8% (5)	62.5% (15)	4.38
Promotion	4.2% (1)	8.3% (2)	16.7% (4)	20.8% (5)	50.0% (12)	4.04
Small Business Marketing	8.3% (2)	0.0%	16.7% (4)	29.2% (7)	45.8% (11)	4.75

Other courses which respondents indicated would definitely have increased their marketability include:

- Business Ethics
- Personal Selling 2 - A deeper course into personal selling
- Non-profit organizations marketing
- Media marketing
- Design and English

Alumni were next asked how important various skills were for a job/graduate education. Table 37 provides the frequencies and the means for these skills.

Table 37
For each skill listed below, please indicate how important you believe it is for a job/graduate education.

	1 - Definitely not important	2	3	4	5 - Definitely important	Mean
Computer software skills (e.g. desktop publishing, web design, spreadsheets)	0.0%	0.0%	4.2% (1)	8.3% (2)	87.5% (21)	4.83
Critical thinking skills	0.0%	0.0%	0.0%	20.8% (5)	79.2% (19)	4.79
Teamwork skills	0.0%	0.0%	0.0%	25.0% (6)	75.0% (18)	4.75
Written communication skills	0.0%	0.0%	4.2% (1)	29.2% (7)	66.7% (16)	4.63
Oral communication skills	0.0%	0.0%	0.0%	16.7% (4)	83.3% (20)	4.83
Interpersonal skills	0.0%	0.0%	4.2% (1)	20.8% (5)	75.0% (18)	4.71
Research skills	0.0%	0.0%	25.0% (6)	16.7% (4)	58.3% (14)	4.33
Global environmental factors	0.0%	4.2% (1)	25.0% (6)	37.5% (9)	33.3% (8)	4.00

Department of Counseling & Human Development

Table 38
Satisfaction with Degree Program

Number of Respondents: B.S. Family Consumer Sciences - 15; B.A. Social Work - 22					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.S. Family Consumer Sciences	6.7% (1)	0.0%	6.7% (1)	26.7% (4)	60.0% (9)
B.A. Social Work	4.5% (1)	9.1% (2)	27.3% (6)	36.4% (8)	22.7% (5)
Overall quality of your degree program					
B.S. Family Consumer Sciences	6.7% (1)	6.7% (1)	13.3% (2)	26.7% (4)	46.7% (7)
B.A. Social Work	4.5% (1)	4.5% (1)	22.7% (5)	31.8% (7)	36.4% (8)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.S. Family Consumer Sciences	6.7% (1)	0.0%	20.0% (3)	33.3% (5)	40.0% (6)
B.A. Social Work	4.5% (1)	18.2% (4)	4.5% (1)	36.4% (8)	36.4% (8)
Usefulness of the academic advice you received from your advisor					
B.S. Family Consumer Sciences	6.7% (1)	6.7% (1)	20.0% (3)	33.3% (5)	26.7% (4)
B.A. Social Work	9.1% (2)	22.7% (5)	13.6% (3)	40.9% (9)	13.6% (3)
Opportunities to interact with faculty outside of class					
B.S. Family Consumer Sciences	6.7% (1)	0.0%	6.7% (1)	40.0% (6)	46.7% (7)
B.A. Social Work	13.6% (3)	9.1% (2)	13.6% (3)	27.3% (6)	36.4% (8)
Effectiveness of the faculty as teachers					
B.S. Family Consumer Sciences	6.7% (1)	0.0%	0.0%	46.7% (7)	46.7% (7)
B.A. Social Work	4.5% (1)	13.6% (3)	9.1% (2)	36.4% (8)	36.4% (8)
Friendliness and helpfulness of the office staff					
B.S. Family Consumer Sciences	6.7% (1)	6.7% (1)	40.0% (6)	6.7% (1)	40.0% (6)
B.A. Social Work	4.5% (1)	4.5% (1)	9.1% (2)	22.7% (5)	59.1% (13)

Table 38 continued					
Satisfaction with Degree Program					
Department of Counseling & Human Development					
Number of Respondents: B.S. Family Consumer Sciences - 15; B.A. Social Work - 22					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Interest shown by faculty in your academic development					
B.S. Family Consumer Sciences	6.7% (1)	0.0%	0.0%	53.3% (8)	40.0% (6)
B.A. Social Work	9.1% (2)	4.5% (1)	18.2% (4)	31.8% (7)	36.4% (8)
Effectiveness of beginning courses in preparing you for advanced courses					
B.S. Family Consumer Sciences	6.7% (1)	6.7% (1)	13.3% (2)	53.3% (8)	20.0% (3)
B.A. Social Work	4.5% (1)	13.6% (3)	13.6% (3)	36.4% (8)	31.8% (7)
Quality of instruction in advanced courses					
B.S. Family Consumer Sciences	6.7% (1)	0.0%	13.3% (2)	33.3% (5)	46.7% (7)
B.A. Social Work	9.1% (2)	0.0%	9.1% (2)	50.0% (11)	31.8% (7)
Faculty treatment of students both inside and outside of the classroom					
B.S. Family Consumer Sciences	6.7% (1)	0.0%	6.7% (1)	20.0% (3)	66.7% (10)
B.A. Social Work	9.1% (2)	4.5% (1)	22.7% (5)	27.3% (6)	36.4% (8)
Professional activities, associations, or clubs associated with your major					
B.S. Family Consumer Sciences	13.3% (2)	13.3% (2)	33.3% (5)	6.7% (1)	26.7% (4)
B.A. Social Work	9.1% (2)	13.6% (3)	31.8% (7)	31.8% (7)	13.6% (3)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.S. Family Consumer Sciences	6.7% (1)	0.0%	60.0% (9)	20.0% (3)	13.3% (2)
B.A. Social Work	9.1% (2)	4.5% (1)	27.3% (6)	36.4% (8)	22.7% (5)
Availability of the required courses					
B.S. Family Consumer Sciences	6.7% (1)	13.3% (2)	33.3% (5)	26.7% (4)	20.0% (3)
B.A. Social Work	4.5% (1)	9.1% (2)	40.9% (9)	31.8% (7)	13.6% (3)
Availability of elective courses you wanted to take in your major					
B.S. Family Consumer Sciences	13.3% (2)	6.7% (1)	26.7% (4)	33.3% (5)	20.0% (3)
B.A. Social Work	4.5% (1)	18.2% (4)	31.8% (7)	31.8% (7)	13.6% (3)

Table 38 continued					
Satisfaction with Degree Program					
Department of Counseling & Human Development					
Number of Respondents: B.S. Family Consumer Sciences - 15; B.A. Social Work - 22					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Quality of instruction regarding standards and ethics in your major field					
B.S. Family Consumer Sciences	6.7% (1)	0.0%	0.0%	46.7% (7)	46.7% (7)
B.A. Social Work	4.5% (1)	0.0%	22.7% (5)	40.9% (9)	31.8% (7)
Opportunities for you to collaborate with other students on class projects					
B.S. Family Consumer Sciences	6.7% (1)	0.0%	6.7% (1)	40.0% (6)	46.7% (7)
B.A. Social Work	4.5% (1)	0.0%	13.6% (3)	54.5% (12)	27.3% (6)
Library resources related to your major					
B.S. Family Consumer Sciences	0.0%	20.0% (3)	26.7% (4)	33.3% (5)	20.0% (3)
B.A. Social Work	9.1% (2)	0.0%	27.3% (6)	40.9% (9)	22.7% (5)
Use of appropriate technology in the classroom					
B.S. Family Consumer Sciences	0.0%	13.3% (2)	26.7% (4)	46.7% (7)	13.3% (2)
B.A. Social Work	9.1% (2)	22.7% (5)	18.2% (4)	36.4% (8)	13.6% (3)
Facilities and equipment (including computer resources) for courses in your major					
B.S. Family Consumer Sciences	13.3% (2)	13.3% (2)	33.3% (5)	26.7% (4)	13.3% (2)
B.A. Social Work	18.2% (4)	27.3% (6)	22.7% (5)	18.2% (4)	13.6% (3)
Help you received from faculty in your department with regard to further educational opportunities					
B.S. Family Consumer Sciences	6.7% (1)	6.7% (1)	33.3% (5)	26.7% (4)	26.7% (4)
B.A. Social Work	13.6% (3)	13.6% (3)	9.1% (2)	18.2% (4)	45.5% (10)
The size of classes in your major					
B.S. Family Consumer Sciences	6.7% (1)	0.0%	0.0%	33.3% (5)	60.0% (9)
B.A. Social Work	4.5% (1)	0.0%	13.6% (3)	36.4% (8)	45.5% (10)

Table 38 continued					
Satisfaction with Degree Program					
Department of Counseling & Human Development					
Number of Respondents: B.S. Family Consumer Sciences - 15; B.A. Social Work - 22					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Help you received from faculty in your department with regard to finding employment in your field					
B.S. Family Consumer Sciences	13.3% (2)	40.0% (2)	20.0% (3)	20.0% (3)	6.7% (1)
B.A. Social Work	18.2% (4)	22.7% (5)	22.7% (5)	9.1% (2)	22.7% (5)
Global perspectives presented in courses					
B.S. Family Consumer Sciences	6.7% (1)	20.0% (3)	33.3% (5)	6.7% (1)	33.3% (5)
B.A. Social Work	9.1% (2)	0.0%	13.6% (3)	45.5% (10)	31.8% (7)
The relevancy of courses					
B.S. Family Consumer Sciences	13.3% (2)	0.0%	26.7% (4)	13.3% (2)	46.7% (7)
B.A. Social Work	9.1% (2)	4.5% (1)	13.6% (3)	36.4% (8)	36.4% (8)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.S. Family Consumer Sciences	6.7% (1)	6.7% (1)	20.0% (3)	13.3% (2)	53.3% (8)
B.A. Social Work	4.5% (1)	9.1% (2)	9.1% (2)	36.4% (8)	40.9% (9)
Your advisor’s knowledge of requirements					
B.S. Family Consumer Sciences	13.3% (2)	0.0%	13.3% (2)	13.3% (2)	60.0% (9)
B.A. Social Work	9.1% (2)	18.2% (4)	9.1% (2)	40.9% (9)	22.7% (5)
The accessibility of your advisor					
B.S. Family Consumer Sciences	13.3% (2)	13.3% (2)	13.3% (2)	20.0% (3)	40.0% (6)
B.A. Social Work	9.1% (2)	13.6% (3)	18.2% (4)	31.8% (7)	27.3% (6)
Your advisor’s concern with your academic goals					
B.S. Family Consumer Sciences	20.0% (3)	6.7% (1)	6.7% (1)	20.0% (3)	53.3% (8)
B.A. Social Work	13.6% (3)	13.6% (3)	13.6% (3)	22.7% (5)	36.4% (8)

Table 38 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?		
B.S. Family Consumer Sciences	13.3% (2)	86.7% (13)
B.A. Social Work	4.5% (1)	95.5% (21)
3. If you had it to do over again, would you choose the same major?		
B.S. Family Consumer Sciences	20.0% (3)	73.3% (11)
B.A. Social Work	22.7% (5)	77.3% (17)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.S. Family Consumer Sciences	0.0%	100.0% (15)
B.A. Social Work	0.0%	100.0% (22)
6. Should a hands-on course be required in your program?		
B.S. Family Consumer Sciences	6.7% (1)	93.3% (14)
B.A. Social Work	0.0%	100.0% (22)

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

“I was able to work hands-on with children of teenage parents, and the parents, which helped me polish my counseling skills”

“Great benefits - gave me real world experience that I could apply to classroom discussions! Also led to a job after college graduation.”

“The practical application of theories was helpful in helping me to relate the classroom experiences into career choices.”

“Greater knowledge and exposure to the fashion industry on our class trip to NY”

“Knowing how things/concepts relate from the textbook to the real world.”

“a lot of real life experiences & a lot of job experience”

“hands-on experience prepares you for what no book ever can!”

“work experience, being able to observe what the profession was about although more school would have been needed to enter into the profession”

“acquired more knowledge about my major and was able to apply that knowledge”

“Better understanding of the type work I would be doing”

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

“I was not pleased with the placement during my internship”

“experience allowed me to apply theories & frameworks, link to employment”

“An opportunity to test the knowledge I acquired in a work setting.”

“Having hands on experience gave me the opportunity to learn how to react to real world situations rather than just learning from a book”

“Real-world experience, which prepared me more for my job.”

“knowledge of medical social work”

“Was able to receive training in the field providing interventions w/families in a social work setting.”

“Gave fledgling social worker opportunity to gain minimal experience required to obtain employment fairly quickly in chosen field.”

“It helped put all my classroom work into real life experience. It all came together.”

“I benefitted from the internship in which I was able to gain experience and know to continue toward achieving my Master’s in the field of Social Work.”

“The internship allows one to practice the theories/methods presented in the classroom setting.”

“hands on experience, however I found the number of clock hours required for internship @32 hrs per week to be a bit much”

“Real experience in the day to day management of a large long term care developmental setting”

“was offered a job”

“How to apply what I learned in the classroom, in some ways my internship was more important than many of the courses”

“An adjustment of my perspective on how to manage a classroom of students and carry out as effective and fun curriculum.”

“I realized I needed to further my education if I wanted to continue in this field.”

“Real world scenario of my field”

“not as much as I would have liked. I did mostly paper work”

Perceptions of Southeastern

B.S. Family Consumer Sciences

Three of the Family Consumer Sciences graduates had participated in the study-abroad/student exchange program, one was Very Satisfied with the experience, one was Somewhat Satisfied, and one was Somewhat Dissatisfied. All (100.0%) of the respondents thought it would be a valuable experience. Two (13.3%) of the respondents had participated in the honors program and were Somewhat Satisfied with the experience. Three (20.0%) of the respondents participated in a research program, one (33.3%) was Very Satisfied with the experience and two (66.7%) were Somewhat Satisfied.

B.A. Social Work

One of the Social Work graduates had participated in the study-abroad/student exchange program. Fifteen (68.2%) of the respondents thought it would be a valuable experience. Four (18.2%) of the respondents had participated in the honors program and were Very Satisfied with the experience. Seven (31.8%) of the respondents participated in a research program, two (28.6%) were Very Satisfied with the experience and five (71.4%) were Somewhat Satisfied.

Graduate/Professional Education

B.S. Family Consumer Sciences

Four (26.7%) of the respondents are currently enrolled in a graduate/professional degree program. Two (13.3%) of the respondents have completed a Master's degree. Six (40.0%) of the respondents are likely to enroll in a degree program in the future, and three (20.0%) have no plans for further education. Of those with plans for further education, nine (75.0%) plan on obtaining a master's, one (8.3%) plans on obtaining a professional degree, one (8.3%) plans on obtaining a doctorate, and one (8.3%) plans on obtaining a second Baccalaureate.

Of the six individuals with graduate school experience, four (66.7%) indicated that Southeastern prepared them “Effectively” for further graduate/professional study and two (33.3%) were “Very Effectively” prepared. All (100.0%) of the respondents indicated that Southeastern prepared them “About the Same as Most” other students.

Of the six respondents who are enrolled in a degree program or had completed a degree, two (33.3%) indicated it was “Very Closely Related” to their bachelor’s degree from Southeastern, three (50.0%) indicated it was “Somewhat Related”, and one (16.7%) indicated it was “Not at all Related”.

B.A. Social Work

Four (18.2%) of the respondents are currently enrolled in a graduate/professional degree program and twelve (54.5%) have obtained a Master’s degree. One (4.5%) respondent has taken classes, three (13.6%) are likely to enroll in a degree program in the future, and two (9.1%) have no plans for further education. Of those with plans for further education, four (20.0%) have the highest degree they plan on obtaining, eight (40.0%) plan on obtaining a Master’s, three (15.0%) plan on obtaining a doctorate, and two (10.0%) plan on obtaining a professional degree.

Of the seventeen individuals with graduate school experience, seven (41.2%) indicated that Southeastern prepared them “Very effectively” for further graduate/professional study, nine (52.9%) were “Effectively” prepared, and one (5.9%) was “Very Ineffectively” prepared. Seven (41.2%) of the respondents indicated that Southeastern prepared them “Better than Most” other students, nine (52.9%) were prepared “About the Same as Most” other students and one (5.9%) indicated she/he was prepared “Worse than Most”.

Of the sixteen respondents who are enrolled in a degree program, twelve (75.0%) indicated it was “Very Closely Related” and three (18.8%) indicated it was “Somewhat Related”.

Employment

B.S. Family Consumer Sciences

The majority of the respondents (73.3%, n=11) have been employed full-time since completing their degree. Of those respondents who have been employed full-time, two (18.2%) had jobs before completing their degrees, one (9.1%) accepted a job upon graduation, five (45.5%) respondents obtained a job 1-6 months after graduation, and three (27.3%) took 7-12 months.

The eight respondents who did not have a job upon graduation, faced a variety of problems in obtaining employment. Table 39 presents what were considered major problems, minor problems, or no problem for the remaining twelve.

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 Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limiting my job search to only one geographic area	50.0% (4)	25.0% (2)	25.0% (2)
Not knowing what I wanted to do	12.5% (1)	37.5% (3)	50.0% (4)
Tight job market	78.0% (6)	12.5% (1)	12.5% (1)
Lack of marketable skills	12.5% (1)	25.0% (2)	50.0% (4)
Lack of educational qualifications	12.5% (1)	25.0% (2)	62.5% (5)
Reputation of Southeastern	0.0%	12.5% (1)	87.5% (7)
Lack of experience	25.0% (2)	50.0% (4)	25.0% (2)
Lack of job search skills	37.5% (3)	12.5% (1)	50.0% (4)
Poor GPA	0.0%	0.0%	100.0% (8)
Racial discrimination	12.5% (1)	12.5% (1)	78.0% (6)
Gender discrimination	0.0%	25.0% (2)	78.0% (6)
Age discrimination	12.5% (1)	25.0% (2)	62.5% (5)

Of those respondents who have had a full-time job since graduating, two (18.2%) indicated their education was “Very Effective” in preparing them for employment or improving their job performance, seven (63.6%) indicated it was “Effective”, one (9.1%) indicated it was “Ineffective”, and one (9.1%) indicated it was “Very Ineffective”. Six (54.5%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern and five (45.5%) have had two full-time jobs since graduating. In regards to sources for learning about their first full-time job, one (9.1%) indicated faculty at Southeastern, one (9.1%) from a parent or relative, three (27.3%) from a newspaper or trade publication, one (9.1%) from another student or friend, three (27.3%) already had a job, one (9.1%) from an internship or practicum, one (9.1%) was recruited by an employer, one (9.1%) from a public/private employment agency, and one (9.1%) from the Internet.

Ten (90.9%) of the respondents who have had a full-time job are currently employed full-time and one (9.1%) is employed part-time and satisfied with part-time employment. Seven (70.0%) of those who are currently employed full-time work in the state of Louisiana. One (10.0%) of the respondents is employed in a service organization, two (20.0%) in higher education, one (10.0%) in K-12 education, one (10.0%) in a professional firm, one (10.0%) in the military, two (20.0%) in business, and one (10.0%) 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”, five (50.0%) respondents felt they are not underemployed, while four (40.0%) felt they are underemployed. When asked about satisfaction with their present employment, two (20.0%) are “Well satisfied,

would not consider leaving”, five (50.0%) are “Satisfied, but would consider more desirable employment”, and two (20.0%) “Dislikes employment; seeking or will seek other employment”.

Two (20.0%) of the respondents are currently employed in the area of their Southeastern major, four (40.0%) in an area related to their Southeastern major and three (30.0%) are employed in an area not related to their Southeastern major. One (33.3%) of the respondents not employed in an area related to their major never planned to work in the field, one (33.3%) could not find a job they wanted, and one (33.3%) due to better opportunity for advancement. One (10.0%) of the respondents gave an annual salary range of \$15,001-\$20,000, three (30.0%) gave a range of \$20,001-\$25,000, one (10.0%) gave a salary range of \$25,001-\$30,000, and three (80.0%) gave a salary range of \$30,001-\$40,000.

B.A. Social Work

Seventeen of the respondents (77.3%) have been employed full-time since completing their degree. Of those respondents who have been employed full-time, three (17.6%) had a job before graduation, five (29.4%) accepted a position upon graduation, eight (47.1%) respondents obtained a job 1-6 months after graduation, and one (5.9%) took 7-12 months.

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

Table 40			
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 Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limiting my job search to only one geographic area	11.1% (1)	22.2% (2)	66.7% (6)
Not knowing what I wanted to do	11.1% (1)	11.1% (1)	77.8% (7)
Tight job market	44.4% (4)	11.1% (1)	44.4% (4)
Lack of marketable skills	22.2% (2)	11.1% (1)	66.7% (6)
Lack of educational qualifications	0.0%	22.2% (2)	77.8% (7)
Reputation of Southeastern	0.0%	0.0%	100.0% (9)
Lack of experience	55.6% (5)	0.0%	44.4% (4)
Lack of job search skills	0.0%	11.1% (1)	88.9% (8)
Poor GPA	0.0%	0.0%	100.0% (9)
Racial discrimination	0.0%	0.0%	100.0% (9)
Gender discrimination	0.0%	0.0%	100.0% (9)
Age discrimination	0.0%	0.0%	88.9% (8)

Of those respondents who have had a full-time job since graduating, six (35.3%) indicated their education was “Very Effective” in preparing them for employment or improving their job performance, seven (41.2%) indicated it was “Effective”, two (11.8%) indicated it was “Ineffective”, and two (11.8%) indicated it was “Very Ineffective”. Nine (52.9%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern, seven (41.2%) has had two full-time jobs since graduating, and one (5.9%) has had three or more. In regards to sources for learning about their first full-time job, two (11.8%) indicated faculty at Southeastern, two (11.8%) from a parent or relative, four (23.5%) from a newspaper or trade publication, four (23.5%) from another student/friend, one (5.9%) already had the job, four (23.5%) from an internship or practicum, two (11.8%) were recruited by the employer, one (5.9%) from an employment agency, and two (11.8%) from the Internet.

Fourteen (82.4%) of the respondents who have had a full-time job are currently employed full-time, one (5.9%) is employed part-time and satisfied with part-time employment, and two (11.8%) have a graduate assistantship. Twelve (80.0%) of those who are employed full-time are employed in the state of Louisiana. Two (13.3%) of the respondents are employed in a service organization, two (13.3%) in K-12 education, two (13.3%) in a nonprofit organization, three (20.0%) in government, and four (26.7%) 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”, eleven (73.3%) respondents felt they are not underemployed, while three (20.0%) felt they are underemployed. When asked about satisfaction with their present employment, four (26.7%) are “Well satisfied, would not consider leaving”, nine (60.0%) are “Satisfied, but would consider more desirable employment”, and one (6.7%) “Dislike[s] employment; seeking or will seek other employment.

Ten (66.7%) of the respondents are currently employed the area of their Southeastern major, two (13.3%) in a related area, and two (13.3%) in an unrelated area. One is employed in an unrelated area because he/she does not have the licensure required, and one could not find a job she/he wanted. One (6.7%) of the respondents gave a salary of less than \$10,000, one (6.7%) gave a salary range of \$15,001-\$20,000, two (13.3%) gave a range of \$20,001-\$25,000, six (40.0%) gave a salary range of \$25,001-\$30,000, and four (26.7%) gave a range of \$30,001-\$40,000.

Professional Activities

B.S. Family Consumer Sciences

Two (13.3%) of the respondents indicated licensure/certification is not available in their field, eleven (73.3%) do not currently hold it, and two (13.3%) currently hold licensure/certification in their field. Those currently holding licensure/certification include: “completed Officer Training School” and “teaching certificate”. Three (27.3%) of those who do not hold licensure/certification plan on obtaining it in the next twelve months, including: “Certified Family Life Educator, Certified Health Education Specialist” and “LPC & LMFT”.

Four (26.7%) of the respondents are members of a professional organization, and five (33.3%) have attended a professional meeting in the past year.

B.A. Social Work

Ten (45.5%) of the respondents do not currently hold licensure/certification while twelve (54.5%) currently licensure/certification in their field. Those currently holding licensure/certification include: “Registered Social Worker - LA”, GSW (n=8), “LMSW, School Social Work Certification pending”, and “RN”. Five (50.0%) of those who do not hold licensure/ certification plan on obtaining it in the next twelve months, including: LCSW, RN, Social Work in state of New York, and counseling. Thirteen (59.1%) of the respondents is a member of a professional organization, and fourteen (63.6%) have attended a professional meeting in the past year.

Department of Teaching & Learning

Table 41
Satisfaction with Degree Program

Number of Respondents: B.A. Elementary Education - 75; B.A. Special Education, Mild/Moderate - 5					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.A. Elementary Education	1.3% (1)	0.0%	6.7% (5)	45.3% (34)	46.7% (35)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	0.0%	40.0% (2)	40.0% (2)
Overall quality of your degree program					
B.A. Elementary Education	1.3% (1)	1.3% (1)	2.7% (2)	32.0% (24)	62.7% (47)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	0.0%	40.0% (2)	60.0% (3)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.A. Elementary Education	1.3% (1)	4.0% (3)	10.7% (8)	33.3% (25)	50.7% (38)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	0.0%	20.0% (1)	80.0% (4)
Usefulness of the academic advice you received from your advisor					
B.A. Elementary Education	5.3% (4)	10.7% (8)	22.7% (17)	28.0% (21)	32.0% (24)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
Opportunities to interact with faculty outside of class					
B.A. Elementary Education	0.0%	6.7% (5)	37.3% (28)	29.3% (22)	26.7% (20)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	40.0% (2)	40.0% (2)	20.0% (1)
Effectiveness of the faculty as teachers					
B.A. Elementary Education	0.0%	2.7% (2)	9.3% (7)	49.3% (37)	38.7% (29)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	0.0%	80.0% (4)	20.0% (1)
Friendliness and helpfulness of the office staff					
B.A. Elementary Education	2.7% (2)	1.3% (1)	16.0% (12)	45.3% (34)	34.7% (26)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	0.0%	40.0% (2)	60.0% (3)

Table 41 continued					
Satisfaction with Degree Program					
Department of Teaching & Learning					
Number of Respondents: B.A. Elementary Education - 75; B.A. Special Education, Mild/Moderate - 5					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Interest shown by faculty in your academic development					
B.A. Elementary Education	0.0%	6.7% (5)	12.0% (9)	40.0% (30)	41.3% (31)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
Effectiveness of beginning courses in preparing you for advanced courses					
B.A. Elementary Education	1.3% (1)	5.3% (4)	13.3% (10)	44.0% (33)	36.0% (27)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	20.0% (1)	80.0% (4)	0.0%
Quality of instruction in advanced courses					
B.A. Elementary Education	0.0%	1.3% (1)	6.7% (5)	40.0% (30)	52.0% (39)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	0.0%	20.0% (1)	80.0% (4)
Faculty treatment of students both inside and outside of the classroom					
B.A. Elementary Education	0.0%	0.0%	13.3% (10)	41.3% (31)	45.3% (34)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	0.0%	0.0%	100.0% (5)
Professional activities, associations, or clubs associated with your major					
B.A. Elementary Education	2.7% (2)	6.7% (5)	20.0% (15)	32.0% (24)	37.3% (28)
B.A. Special Education, Mild/Moderate	0.0%	20.0% (1)	20.0% (1)	0.0%	60.0% (3)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.A. Elementary Education	1.3% (1)	16.0% (12)	26.7% (20)	33.3% (25)	21.3% (16)
B.A. Special Education, Mild/Moderate	0.0%	20.0% (1)	40.0% (2)	20.0% (1)	20.0% (1)
Availability of the required courses					
B.A. Elementary Education	2.7% (2)	4.0% (3)	33.3% (25)	29.3% (22)	30.7% (23)
B.A. Special Education, Mild/Moderate	0.0%	20.0% (1)	0.0%	40.0% (2)	40.0% (2)

Table 41 continued					
Satisfaction with Degree Program					
Department of Teaching & Learning					
Number of Respondents: B.A. Elementary Education - 75; B.A. Special Education, Mild/Moderate - 5					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.A. Elementary Education	4.0% (3)	6.7% (5)	24.0% (18)	40.0% (30)	25.3% (19)
B.A. Special Education, Mild/Moderate	20.0% (1)	20.0% (1)	20.0% (1)	0.0%	40.0% (2)
Quality of instruction regarding standards and ethics in your major field					
B.A. Elementary Education	0.0%	2.7% (2)	10.7% (8)	30.7% (23)	54.7% (41)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
Opportunities for you to collaborate with other students on class projects					
B.A. Elementary Education	1.3% (1)	1.3% (1)	13.3% (10)	24.0% (18)	60.0% (45)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	0.0%	0.0%	100.0% (5)
Library resources related to your major					
B.A. Elementary Education	0.0%	2.7% (2)	8.0% (6)	30.7% (23)	58.7% (44)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	60.0% (3)	0.0%	40.0% (2)
Use of appropriate technology in the classroom					
B.A. Elementary Education	1.3% (1)	1.3% (1)	13.3% (10)	44.0% (33)	40.0% (30)
B.A. Special Education, Mild/Moderate	20.0% (1)	0.0%	20.0% (1)	20.0% (1)	40.0% (2)
Facilities and equipment (including computer resources) for courses in your major					
B.A. Elementary Education	0.0%	2.7% (2)	12.0% (9)	40.0% (30)	45.3% (34)
B.A. Special Education, Mild/Moderate	20.0% (1)	0.0%	20.0% (1)	20.0% (1)	40.0% (2)
Help you received from faculty in your department with regard to further educational opportunities					
B.A. Elementary Education	4.0% (3)	8.0% (6)	24.0% (18)	36.0% (27)	28.0% (21)
B.A. Special Education, Mild/Moderate	0.0%	20.0% (1)	0.0%	40.0% (2)	40.0% (2)

Table 41 continued					
Satisfaction with Degree Program					
Department of Teaching & Learning					
Number of Respondents: B.A. Elementary Education - 75; B.A. Special Education, Mild/Moderate - 5					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
The size of classes in your major					
B.A. Elementary Education	1.3% (1)	2.7% (2)	17.3% (13)	32.0% (24)	46.7% (35)
B.A. Special Education, Mild/Moderate	20.0% (1)	0.0%	0.0%	20.0% (1)	60.0% (3)
Help you received from faculty in your department with regard to finding employment in your field					
B.A. Elementary Education	8.0% (6)	10.7% (8)	22.7% (17)	34.7% (26)	24.0% (18)
B.A. Special Education, Mild/Moderate	0.0%	20.0% (1)	20.0% (1)	20.0% (1)	40.0% (2)
Global perspectives presented in courses					
B.A. Elementary Education	2.7% (2)	5.3% (4)	33.3% (25)	36.0% (27)	22.7% (17)
B.A. Special Education, Mild/Moderate	0.0%	20.0% (1)	20.0% (1)	60.0% (3)	0.0%
The relevancy of courses					
B.A. Elementary Education	1.3% (1)	4.0% (3)	21.3% (16)	36.0% (27)	37.3% (28)
B.A. Special Education, Mild/Moderate	0.0%	20.0% (1)	20.0% (1)	20.0% (1)	40.0% (2)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.A. Elementary Education	0.0%	6.7% (5)	6.7% (5)	32.0% (24)	54.7% (41)
B.A. Special Education, Mild/Moderate	20.0% (1)	0.0%	0.0%	0.0%	80.0% (4)
Your advisor’s knowledge of requirements					
B.A. Elementary Education	2.7% (2)	9.3% (7)	20.0% (15)	30.7% (23)	37.3% (28)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
The accessibility of your advisor					
B.A. Elementary Education	8.0% (6)	12.0% (9)	33.3% (25)	29.3% (22)	17.3% (13)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	20.0% (1)	60.0% (3)	20.0% (1)

Table 41 continued Satisfaction with Degree Program Department of Teaching & Learning					
Number of Respondents: B.A. Elementary Education - 75; B.A. Special Education, Mild/Moderate - 5					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.A. Elementary Education	5.3% (4)	14.7% (11)	25.3% (19)	32.0% (24)	22.7% (17)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)

Table 41 continued		
Satisfaction with Degree Program		
Department of Teaching & Learning		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.A. Elementary Education	0.0%	98.7% (71)
B.A. Special Education, Mild/Moderate	0.0%	80.0% (4)
3. If you had it to do over again, would you choose the same major?		
B.A. Elementary Education	18.7% (14)	80.0% (60)
B.A. Special Education, Mild/Moderate	0.0%	80.0% (4)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.A. Elementary Education	0.0%	98.7% (1)
B.A. Special Education, Mild/Moderate	0.0%	80.0% (4)
6. Should a hands-on course be required in your program?		
B.A. Elementary Education	0.0%	97.3% (73)
B.A. Special Education, Mild/Moderate	0.0%	100.0% (5)

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

“a wealth of knowledge & experience”

“Real life experience”

“It was definitely a learning experience. I was able to see what teaching is really like.”

“Introduction to the real world as an education professional; early experience of what is actually involved in teaching.”

“There is no way to prepare someone to teach unless they try it. I would have been eaten alive without student teaching.”

“Student teaching allowed me to understand a teacher’s life and how to be an effective teacher.”

“Real-world application”

“I did not receive much from my experience, because my supervising teacher was going into retirement. She did not provide any help or guidance toward my “real life” experience.”

“It got my foot in the door for employment. I am working in the classroom where I student taught.”

“Experience with students that would be necessary for my future education.”

“Real life experience, willingness of mentor to share knowledge and experience, all day work situation.”

“Perspective of what the job demands”

“It allowed me to see how all my training fit together. I felt better able to see how students react to procedures I learned to teach.”

“I was really put in a “real world” situation. Reality teaches more than a professor.”

“Real life experiences”

“practical experience & knowledge”

“It gave me the necessary skills that I needed to be an effective teacher.”

“Teaching experience”

“My supervising teacher gave me a lot of constructive criticism and ideas to help improve my teaching skills.”

“Everything possible...Student teaching was a wonderful experience and helped me overcome my fears I was developing!”

“Real world experience into the teaching field”

“Student teaching is absolutely necessary. It truly prepares you for teaching on your own.”

“Finally getting to teach and interact with students and faculty”

“It allowed me to learn and understand my Elementary Education major.”

“Southeastern did very well in placing me with an appropriate mentor. The experience allowed me to grow while being guided by an experienced expert teacher.”

“First hand experience and knowledge”

“Real classroom practice, collaborate with veteran teachers”

“Introduced to more real-life situations in the classroom.”

“Being able to actually teach & work with a group of students (long term). Management, organization.”

“I learned how NOT to treat pre-service teachers.”

“I was exposed to aspects of my major I could never learn from sitting in a class.”

“Everything the books can’t teach you about teaching!”

“(Student teaching experience) Prepares a teacher with practice for the real world of teaching, which is nothing but hands-on.”

“receiving real-world experience”

“The chance to interact w/children on a daily basis”

“Student teaching is a must - it teaches you so much - mentor teacher very important”

“Gave me classroom experience, which I did not have before student teaching”

“To apply what I’ve learned in a “real-life situation” and throughout the school year.”

“I feel the experience helped fully prepare me to manage a classroom upon employment.”

“Having to deal with real-life situations and learning from the students I taught.”

“I felt prepared to teach in my own classroom following my student teaching experience.”

“It helped me to have a better grasp on what lied ahead of me.”

“I fine tuned my management skills, learned how to keep a roll book, learned to deal with different types of students”

“Preparation for real-world!”

“Practical experience”

“It gave me the opportunity to use the knowledge I learned in class.”

“It made me see and experience what a real classroom is like.”

“A chance to use teaching methods and have assistance in classroom management”

“I learned what teaching is really like, and I was able to network”

“Classroom experience, interaction with children before entering my own classroom”

“a better understanding of “real world” experiences”

“The experience of student teaching”

“I received valuable exposure to the work environment I would be entering, as well as practice in working in this environment.”

“I learned what true, genuine, and heart-felt teaching is all about.”

“Real World experiences, hands-on teaching”

“Hands-on knowledge and advise of what was learned in the classroom.”

“I had a great supervisor for student teaching.”

“Real life applications”

“I was able to see daily activities & routines that go on in a classroom setting & it better prepared me for teaching at risk students.”

“All experience benefits. I will preview all tapes before viewing.”

“Hands-on plays a very important role in education. I believe it should be introduced earlier on in the program.”

“A very knowledgeable experienced teacher to guide me and help me improve upon my skills and abilities.”

“Real world experiences that enabled me to prepare myself for future job placement”

“I believe actual hands-on should begin much earlier than it did.”

“It gave insight to what a classroom teacher is required to do on a daily basis.”

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

“Confidence in my abilities & knowledge when I began my career.”

“I received real-world conflict, solutions, and the ability to handle any situation.”

“A little glimpse at the “real world” of teaching!”

“Invaluable lessons that can’t be learned from a book. Many new teachers quit within the 1st 5 years of teaching. It is essential so you know what your job will really be like.”

“The hands-on experience was the most important and most beneficial and should be started sooner.”

Perceptions of Southeastern

B.A. Elementary Education

None of the Elementary Education graduates had participated in the study-abroad/student exchange program, but fifty-five (73.3%) thought it would be a valuable experience. Thirteen (17.3%) of the respondents had participated in the honors program, six (46.2%) were Very Satisfied with the experience, five (38.5%) were Somewhat Satisfied, and two (15.4%) were Somewhat Unsatisfied. Seven (9.3%) of the respondents participated in a research program, six (85.7%) were Somewhat Dissatisfied with the experience and one (14.3%) was Very Dissatisfied.

B.A. Special Education, Mild/Moderate

None of the Special Education graduates had participated in the study-abroad/student exchange program, but four (80.0%) thought it would be a valuable experience. One (20.0%) of the respondents had participated in the honors program and was Very Satisfied with the experience. None (0.0%) of the respondents participated in a research program.

Graduate/Professional Education

B.A. Elementary Education

Twelve (16.0%) of the respondents are currently enrolled in a graduate/professional degree program. Nine (12.0%) of the respondents have completed a degree, six Masters, one second baccalaureate, and two some “other” degree. Six (8.0%) of the respondents has taken classes, but not enrolled in a degree program. Six (8.0%) of the respondents plan to enroll in a degree program in the next 12 months, thirty (40.0%) are likely to enroll in a degree program in the future, and eleven (14.7%) have no plans for further education. Of those with plans for further education, forty-eight (76.2%) plan on obtaining a master’s, one (1.6%) plans on obtaining a professional degree and nine (14.3%) plan on obtaining a doctorate.

Of the twenty-seven individuals with graduate school experience, five (18.5%) indicated that Southeastern prepared them “Very effectively” for further graduate/professional study, fifteen

(55.6%) indicated they were “Effectively” prepared, and one (3.7%) was “Ineffectively” prepared. Nine (33.3%) of the respondents indicated that Southeastern prepared them “About the Same as Most” other students and twelve (44.4%) indicated they were prepared “Worse than Most”.

Of the twenty-one respondents who are enrolled in a degree program or had completed a degree, eleven (52.4%) indicated it was “Very Closely Related” to their bachelor’s degree from Southeastern, five (23.8%) indicated it was “Somewhat Related”, and one (4.8%) indicated it was “Not at all Related”.

B.A. Special Education, Mild/Moderate

One (20.0%) of the respondents is currently enrolled in a graduate/professional degree program, one (20.0%) has completed a Masters’ degree, one (20.0%) plans on enrolling in a degree program in the next 12 months, and two (40.0%) are likely to enroll in a degree program in the future. Three (60.0%) respondents plan on obtaining a Master’s and two (40.0%) plan on obtaining a doctorate.

Of the two individuals with graduate school experience, one (50.0%) indicated that Southeastern prepared him/her “Very effectively” for further graduate/professional study and one (50.0%) indicated he/she was “Effectively” prepared. Both (100.0%) of the respondents indicated that Southeastern prepared them “Better than Most” other students. Both respondents indicated their degree program is “Very Closely Related” to their Southeastern major.

Employment

B.A. Elementary Education

The majority of the respondents (92.0%, n=69) have been employed full-time since completing their degree. Of those respondents who have been employed full-time, ten (14.5%) had jobs before completing their degrees, twenty-two (31.9%) respondents obtained a job 1-6 months after graduation, twenty-eight (40.6%) took 1-6 months, five (7.2%) took 7-12 months and four (5.8%) took over a year.

The thirty-seven respondents who did not have a job upon graduation, faced a variety of problems in obtaining employment. Table 42 presents what were considered major problems, minor problems, or no problem for the remaining thirty-seven.

Table 42			
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 Bachelors.			
	Major Problem	Minor Problem	Not A Problem

Limiting my job search to only one geographic area	10.8% (4)	24.3% (9)	62.2% (23)
Not knowing what I wanted to do	2.7% (1)	0.0%	94.6% (35)
Tight job market	29.7% (11)	37.8% (14)	32.4% (12)
Lack of marketable skills	2.7% (1)	5.4% (2)	89.2% (33)
Lack of educational qualifications	2.7% (1)	2.7% (1)	91.9% (34)
Reputation of Southeastern	0.0%	0.0%	97.3% (36)
Lack of experience	10.8% (4)	13.5% (5)	75.7% (28)
Lack of job search skills	8.1% (3)	8.1% (3)	83.8% (31)
Poor GPA	0.0%	5.4% (2)	91.9% (34)
Racial discrimination	2.7% (1)	0.0%	94.6% (35)
Gender discrimination	0.0%	0.0%	97.3% (36)
Age discrimination	0.0%	0.0%	97.3% (36)

Of those respondents who have had a full-time job since graduating, forty-six (66.7%) indicated their education was “Very Effective” in preparing them for employment or improving their job performance, twenty-one (30.4%) indicated it was “Effective”, and two (2.9%) indicated it was “Ineffective”. Fifty-four (78.3%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern, eleven (15.9%) have had two full-time jobs since graduating, and three (4.3%) have had three or more. In regards to sources for learning about their first full-time job, four (5.8%) indicated faculty at Southeastern, ten (14.5%) from a parent or relative, two (2.9%) from Southeastern’s Career Services, one (1.4%) from a newspaper or trade publication, eight (11.6%) from a professional meeting, thirteen (18.8%) from another student or friend, two (2.9%) already had a job, eighteen (26.1%) from Student Teaching, ten (14.5%) were recruited by an employer, twenty (29.0%), and one (1.4%) from the Internet.

Sixty-six (95.7%) of the respondents who have had a full-time job are currently employed full-time, one (1.4%) is employed part-time, but looking for full-time employment, one (1.4%) has a graduate assistantship, and one (1.4%) is not employed and not looking for employment. Fifty-eight (87.9%) of those who are currently employed full-time work in the state of Louisiana. Sixty (90.9%) 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”, fifty-four (81.8%) respondents felt they are not underemployed, while one (1.5%) felt he/she is underemployed. When asked about satisfaction with their present employment, forty (60.6%) are “Well satisfied, would not consider leaving”, seventeen (25.8%) are “Satisfied, but would consider more desirable employment”, and one (1.5%) “Dislikes employment; seeking or will seek other employment”.

Fifty-nine (89.4%) of the respondents are currently employed in the area of their Southeastern major and one (1.5%) in a related area. One (1.5%) of the respondents gave an annual salary range of \$15,001-\$20,000, seven (10.6%) gave a salary range of \$20,001-\$25,000, eighteen

(27.3%) gave a salary range of \$25,001-\$30,000, and thirty-four (51.5%) gave a range of \$30,001-\$40,000

B.A. Special Education, Mild/Moderate

All of the respondents have been employed full-time since completing their degree. Two (40.0%) had a job before completing their degree, two (40.0%) accepted a position upon graduation, and one (20.0%) respondent obtained a job 1-6 months after graduation. The respondent who did not have a job upon graduation, indicated a major problem was a “Tight job market”, while “Limiting my job search to one geographic area” and “Lack of experience” (50.0%) were minor problems.

Three (60.0%) respondents indicated their education was “Very Effective” in preparing them for employment or improving their job performance and two (40.0%) indicated it was “Effective”. Four (80.0%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern and one (20.0%) has had two full-time jobs since graduating. In regards to sources for learning about their first full-time job, four (80.0%) indicated faculty at Southeastern, two (40.0%) indicated Southeastern’s Career Services, one (20.0%) indicated from Student Teaching, two (40.0%) indicated they were recruited by the employer, and four (80.0%) from the Southeastern Job Fair.

All of the respondents are currently employed full-time 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”, none felt they are underemployed. When asked about satisfaction with their present employment, three (60.0%) are “Well satisfied, would not consider leaving” and two (40.0%) are “Satisfied, but would consider more desirable employment”.

All (100.0%) of the respondents are currently employed in the area of their Southeastern major. One (20.0%) of the respondents gave a salary range of \$25,001-\$30,000 and four (80.0%) gave a salary range of \$30,001-\$40,000.

Professional Activities

B.A. Elementary Education

Two (2.7%) of the respondents indicated licensure/certification is not available in their field, three (4.0%) do not currently hold it, and seventy (93.3%) currently hold teaching certification. Two (66.7%) of those who do not hold teaching certification plan on obtaining it in the next twelve months.

Forty-two (56.0%) of the respondents are members of a professional organization, and thirty-five (46.7%) have attended a professional meeting in the past year.

B.A. Special Education, Mild/Moderate

All (100.0%) of the respondents currently hold teaching certification. All (100.0%) of the respondents is a member of a professional organization, and three (60.0%) have attended a professional meeting in the past year.

General Studies

Table 43
Satisfaction with Degree Program

Number of Respondents: B.G.S. General Studies - 38					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.G.S. General Studies	5.3% (2)	7.9% (3)	34.2% (13)	28.9% (11)	18.4% (7)
Overall quality of your degree program					
B.G.S. General Studies	7.9% (3)	0.0%	31.6% (12)	34.2% (13)	21.1% (8)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.G.S. General Studies	5.3% (2)	7.9% (3)	23.7% (9)	44.7% (17)	13.2% (5)
Usefulness of the academic advice you received from your advisor					
B.G.S. General Studies	7.9% (3)	23.7% (9)	18.4% (7)	23.7% (9)	21.1% (8)
Opportunities to interact with faculty outside of class					
B.G.S. General Studies	2.6% (1)	15.8% (6)	23.7% (9)	28.9% (11)	23.7% (9)
Effectiveness of the faculty as teachers					
B.G.S. General Studies	2.6% (1)	7.9% (3)	15.8% (6)	42.1% (16)	26.3% (10)
Friendliness and helpfulness of the office staff					
B.G.S. General Studies	10.5% (4)	15.8% (6)	23.7% (9)	28.9% (11)	15.8% (6)
Interest shown by faculty in your academic development					
B.G.S. General Studies	5.3% (2)	13.2% (5)	21.1% (8)	34.2% (13)	18.4% (7)
Effectiveness of beginning courses in preparing you for advanced courses					
B.G.S. General Studies	5.3% (2)	5.3% (2)	18.4% (7)	47.4% (18)	18.4% (7)
Quality of instruction in advanced courses					
B.G.S. General Studies	2.6% (1)	2.6% (1)	18.4% (7)	36.8% (14)	31.6% (12)
Faculty treatment of students both inside and outside of the classroom					
B.G.S. General Studies	5.3% (2)	2.6% (1)	21.1% (8)	34.2% (13)	31.6% (12)
Professional activities, associations, or clubs associated with your major					
B.G.S. General Studies	7.9% (3)	13.2% (5)	36.8% (14)	28.9% (11)	7.9% (3)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.G.S. General Studies	5.3% (2)	15.8% (6)	34.2% (13)	28.9% (11)	10.5% (4)
Availability of the required courses					
B.G.S. General Studies	5.3% (2)	10.5% (4)	18.4% (7)	50.0% (19)	7.9% (3)

Table 43 continued					
Satisfaction with Degree Program					
Department of General Studies					
Number of Respondents: B.G.S. General Studies - 38					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.G.S. General Studies	2.6% (1)	7.9% (3)	18.4% (7)	47.4% (18)	15.8% (6)
Quality of instruction regarding standards and ethics in your major field					
B.G.S. General Studies	2.6% (1)	5.3% (2)	23.7% (9)	44.7% (17)	18.4% (7)
Opportunities for you to collaborate with other students on class projects					
B.G.S. General Studies	2.6% (1)	5.3% (2)	28.9% (11)	34.2% (13)	23.7% (9)
Library resources related to your major					
B.G.S. General Studies	2.6% (1)	5.3% (2)	21.1% (8)	42.1% (16)	21.1% (8)
Use of appropriate technology in the classroom					
B.G.S. General Studies	5.3% (2)	7.9% (3)	18.4% (7)	42.1% (16)	21.1% (8)
Facilities and equipment (including computer resources) for courses in your major					
B.G.S. General Studies	5.3% (2)	5.3% (2)	21.1% (8)	42.1% (16)	21.1% (8)
Help you received from faculty in your department with regard to further educational opportunities					
B.G.S. General Studies	15.8% (6)	13.2% (5)	21.1% (8)	31.6% (12)	13.2% (5)
The size of classes in your major					
B.G.S. General Studies	5.3% (2)	0.0%	10.5% (4)	42.1% (16)	36.8% (14)
Help you received from faculty in your department with regard to finding employment in your field					
B.G.S. General Studies	23.7% (9)	26.3% (10)	15.8% (6)	21.1% (8)	7.9% (3)
Global perspectives presented in courses					
B.G.S. General Studies	13.2% (5)	13.2% (5)	23.7% (9)	28.9% (11)	15.8% (6)
The relevancy of courses					
B.G.S. General Studies	7.9% (3)	18.4% (7)	15.8% (6)	36.8% (14)	15.8% (6)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.G.S. General Studies	5.3% (2)	10.5% (4)	26.3% (10)	26.3% (10)	26.3% (10)
Your advisor’s knowledge of requirements					
B.G.S. General Studies	10.5% (4)	10.5% (4)	15.8% (6)	28.9% (11)	28.9% (11)
The accessibility of your advisor					
B.G.S. General Studies	18.4% (7)	13.2% (5)	21.1% (8)	23.7% (9)	18.4% (7)

Table 43 continued
Satisfaction with Degree Program
Department of General Studies

Number of Respondents: B.G.S. General Studies - 38					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.G.S. General Studies	21.1% (8)	15.8% (6)	10.5% (4)	23.7% (9)	23.7% (9)

Table 43 continued		
Satisfaction with Degree Program		
Department of General Studies		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.G.S. General Studies	26.3% (10)	71.1% (27)
3. If you had it to do over again, would you choose the same major?		
B.G.S. General Studies	57.9% (22)	36.8% (14); 2.6% (1) Not at Southeastern
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.G.S. General Studies	84.2% (32)	10.5% (4)
6. Should a hands-on course be required in your program?		
B.G.S. General Studies	42.1% (16)	47.4% (18)

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

“gave me an idea of what was yet to come & determined if I would continue.”

“I decided not to enter into Cultural Resource Management because it was too political. I met several people in the field.”

“How to interact from a professional standpoint “

Perceptions of Southeastern

Three (7.9%) of the General Studies graduates had participated in the study-abroad/student exchange, two (66.7%) were Very Satisfied with the experience. Thirty-four (89.5%) of the respondents thought it would be a valuable experience. Five (13.2%) of the respondents had participated in the honors program. Two (40.0%) were Very Satisfied with the experience and three (60.0%) were Somewhat Satisfied. Two (5.3%) of the respondents participated in a research program and were Somewhat Satisfied with the experience.

Graduate/Professional Education

Seven (18.4%) of the respondents are currently enrolled in a graduate/professional degree program, one (2.6%) has completed a professional degree, and three (7.9%) have take courses but not enrolled in a degree program. Three (7.9%) of the respondents plan to enroll in a degree program in the next 12 months, sixteen (42.1%) are likely to enroll in the future, and eight (21.1%) have no plans for further education. Of those respondents with plans for further

education, four (13.3%) plan on eventually obtaining a doctorate, sixteen (53.3%) plan on obtaining a master's, five (16.7%) plan on obtaining a second baccalaureate.

Of the eleven individuals with graduate course experience, seven (63.6%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study, two (18.2%) indicated Southeastern prepared them "Very Effectively", and one (9.1%) was ineffectively prepared. Two (18.2%) indicated that Southeastern prepared them "Better than Most" other students and eight (72.7%) indicated that Southeastern prepared them "About the Same as Most". Of the eight respondents enrolled in graduate school or with a graduate degree, one (12.5%) indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern, one (12.5%) indicated it is "Somewhat Related", and four (50.0%) indicated it was "Not at all Related".

Employment

Seven (18.4%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, nine (29.0%) had a job before completing the degree, five (16.1%) accepted a position upon graduation, thirteen (41.9%) took 1-6 months to find a job, three (9.7%) took 7-12 months, and one (3.2%) took over a year.

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

Table 44			
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 Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	23.5% (4)	35.3% (6)	41.2% (7)
Not knowing what I wanted to do	52.9% (9)	23.5% (4)	23.5% (4)
Tight job market	41.2% (7)	41.2% (7)	17.6% (3)
Lack of marketable skills	23.5% (4)	29.4% (5)	47.1% (8)
Lack of educational qualifications	11.8% (2)	35.3% (6)	52.9% (9)
Reputation of Southeastern	0.0%	17.6% (3)	82.4% (14)
Lack of experience	41.2% (7)	35.3% (6)	23.5% (4)
Lack of job search skills	17.6% (3)	17.6% (3)	64.7% (11)
Poor GPA	5.9% (1)	5.9% (1)	88.2% (15)
Racial discrimination	0.0%	5.9% (1)	94.1% (16)
Gender discrimination	0.0%	0.0%	100.0% (17)
Age discrimination	11.8% (2)	0.0%	88.2% (15)

Four (12.9%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance, seventeen (54.8%) indicated it was “Effective”, seven (22.6%) indicated it was “Ineffective”, and three (9.7%) indicated it was “Very Ineffective”. Sixteen (51.6%) respondents are still in their first full-time job since graduating from Southeastern, twelve (38.7%) have had two full-time jobs, and three (9.7%) have had three or more. In regards to sources for learning about their first full-time job, five (16.1%) indicated a parent or relative, one (3.2%) from Southeastern’s Career Services, three (9.7%) from a newspaper, one (3.2%) from a professional meeting, six (19.4%) from another student/friend, eleven (35.5%) already had the job, three (9.7%) were recruited by the employer, one (3.2%) from the Southeastern Job Fair, and three (9.7%) from the internet.

Of those who have been employed full-time, twenty-seven (87.1%) are currently employed full-time, one (3.2%) is a graduate assistant, and three (9.7%) are unemployed but seeking employment. Of the respondents who are currently employed full-time, twenty-four (85.7%) work in the state of Louisiana. Eight (28.6%) respondents are employed in a service organization, three (10.7%) in higher education, five (17.9%) in K-12 education, four (14.3%) in a professional firm, one (3.6%) is self-employed, two (7.1%) in industry, one (3.6%) in government, three (10.7%) in business, and one (3.6%) in a health agency. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college would you say that you are currently underemployed”, eight (28.6%) of the respondents indicated they are underemployed and nineteen (67.9%) are not. Nine (32.1%) of the respondents are well satisfied with their employment and would not consider leaving, sixteen (57.1%) are satisfied with their employment but would consider other employment, and three (10.7%) dislike their employment and are seeking new employment. Two (7.1%) of the respondents are employed in the area of their Southeastern major, eleven (39.3%) an area related to their Southeastern major and fifteen (53.6%) in an unrelated area. Three (20.0) respondents are employed in an area not related to their major because they never planned to work in the field, four (26.7%) developed a new career interest, three (20.0%) because of better pay, four (26.7%) could not find a job they wanted in the field, and one (6.7%) because of better opportunity for advancement. One (3.6%) respondent indicated a salary range of less than \$10,000, two (7.1%) gave a range of \$10,001-\$15,000, two (7.1%) indicated \$15,001-\$20,000, six (21.4%) indicated \$20,001-\$25,000, six (21.4%) gave a range of \$25,001-\$30,000, six (21.4%) gave a range of \$30,001-\$40,000, three (10.7%) \$40,001-\$50,000 and one (3.6%) indicated a salary over \$50,000.

Professional Activities

Twelve (31.6%) of the respondents indicated that licensure/certification is not available in their field, twenty (52.6%) indicated they do not currently have licensure/certification, and six (15.8%) currently hold licensure/certification. Those who have obtained licensure/certification provided the following types: Certified Surgical Technologist, Ins license (Title: Personal Banker II), American Registry for Radiologic Technologist, Landscape Contractor/Horticulturist, Network +, and Pre School Director. Of those who do not have licensure/certification, eight (40.0%) plan on obtaining the following in the next twelve months:

Teaching Certificate - Secondary level-English, RN - Bachelor's, Registered Nurse, Alt. Certification, Certification Sp Ed. Early Childhood, and MicroSoft Cert. Ten (26.3%) of the respondents are members of a professional organization and seventeen (44.7%) have attended a professional meeting in the past year.

Special Questions

Thirty-eight of the respondents completed the insert which contained the special questions. Alumni were first asked if they are currently employed in a field related to their major focus in General Studies. Twelve (31.6%) of the respondents are employed in a field related to their major focus, while twenty-six (68.4%) are not. Those who are not were asked the main reason for not being in a related field. Below are the verbatim responses to the question:

- I already had a full time job before completing college, full-time firefighter/EMT
- I was for a while but decided to start my own business
- No jobs
- I have changed my interests. I like youth and took up teaching. I am pursuing a teaching degree presently.
- I am not certified in anything and in this state if you are not in medicine or teaching you can't find a job
- No job market
- I just need any undergrad 4 yr degree and there is no field that specifically require a Gen. Studies degree.
- Stay at home mom
- Not much you can do with a degree in General Studies
- Not able to seek employment within the field
- I didn't realize General Studies had a focus. It is a broad field that waters itself down.
- I also had early education hours - enough to get a job in that field.
- I was already employed as a professional when I finished my degree
- Job market for Behavioral Science very limited and difficult to target. Am student teaching this semester, therefore, unable to work outside classroom requirements.
- Sociology - most of the time you would need a Masters/Doctorate degree to work in this field
- Graduate Studies – English at Southeastern
- I have changed my focus in my related field. I was I the United States Air Force and I have decided to pursue a Master's in Social Work at LSU.
- Already had a job and got promoted
- I was unable to find employment in that field
- I am teaching English as a 2nd language in Taipei, Taiwan.
- Work accident
- I decided to just get my degree in general studies so I could move into grad school quicker
- My major focus was psychology and you must have a least a Masters to do anything with psych

- I switched majors in my last year
- I am not employed at all – by choice.

Table 45

Please indicate the extent to which you agree with the following statements.

	1 - Strongly Disagree	2	3	4	5 - Strongly Agree	Mean
Completing a General Studies degree was a good decision.	18.4% (7)	10.5% (4)	23.7% (9)	15.8% (6)	28.9% (11)	3.27
My employer values my General Studies degree as much as other degrees.	18.4% (7)	7.9% (3)	39.5% (15)	7.9% (3)	18.4% (7)	3.00
I think I should have graduated with a degree other than General Studies.	7.9% (3)	10.5% (4)	26.3% (10)	23.7% (9)	28.9% (11)	3.57
A General Studies degree prepares students for the job market as well as any other degree.	10.5% (4)	10.5% (4)	26.3% (10)	28.9% (11)	21.1% (8)	3.41

Finally, respondents were asked how well their General Studies degree prepared them for graduate/professional education and whether or not they were required to take any additional undergraduate work.

- I was enrolled in the MAT program. My education classes in G.S. prepared me for 610-611. I have changed programs, I am enrolling in Special Educaiton/Early Childhood. Classes from G.S. and the MAT program will be very helpful.
- Majoring in GS was the best decision I could have made. I got more out of college than most that I know!
- It has prepared me very well for the type of career I thought I wanted. The type of career I now want will require additional undergraduate work.
- Yes
- My degree really has not helped. I still have prereqs to finish before applying for Nursing school & even then my degree doesn't matter. Acceptance done only on GPA. Those who already obtain a degree should have some recognition when applying to nursing school.
- I am in education, and am currently teaching on a temporary certificate. I am currently back in school at SLU to raise my GPA in order to get into the Alt. Cert. program.

- I enrolled in the Masters of ISAT program at SLU. I had to stop going because I found out that I needed to complete at least 15 more hours of undergraduate classes. I am going to change schools because of those requirements and continue my education else where.
- Did not prepare me for Alt Cert program. My own desire for continued education as well as diverse curriculum provided the needed coursework.
- MBA – requires 30 hours addt'l undergrad. courses
- I was completely prepared to begin my Master's work in English
- My General Studies degree has helped me for the master's program at LSU because it has made me open-minded towards life's decisions and it has also expanded my horizon for continuous opportunities in my life career.
- I'm interested in graduate studies. If I want to do it, I'll probably need to take some undergraduate courses first.
- The only thing a G.S. degree provided me was a Bachelors Degree to apply to Grad School.
- My college career has prepared me for a graduate program.

Department of Communication Sciences & Disorders

Table 46
Satisfaction with Degree Program

Number of Respondents: B.A. Speech, Language & Hearing - 8					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.A. Speech, Language & Hearing	0.0%	0.0%	25.0% (2)	37.5% (3)	37.5% (3)
Overall quality of your degree program					
B.A. Speech, Language & Hearing	0.0%	0.0%	12.5% (1)	50.0% (4)	37.5% (3)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.A. Speech, Language & Hearing	0.0%	0.0%	12.5% (1)	37.5% (3)	50.0% (4)
Usefulness of the academic advice you received from your advisor					
B.A. Speech, Language & Hearing	0.0%	0.0%	12.5% (1)	37.5% (3)	50.0% (4)
Opportunities to interact with faculty outside of class					
B.A. Speech, Language & Hearing	0.0%	0.0%	0.0%	62.5% (5)	37.5% (3)
Effectiveness of the faculty as teachers					
B.A. Speech, Language & Hearing	0.0%	0.0%	12.5% (1)	37.5% (3)	50.0% (4)
Friendliness and helpfulness of the office staff					
B.A. Speech, Language & Hearing	0.0%	0.0%	12.5% (1)	50.0% (4)	37.5% (3)
Interest shown by faculty in your academic development					
B.A. Speech, Language & Hearing	0.0%	0.0%	12.5% (1)	25.0% (2)	62.5% (5)
Effectiveness of beginning courses in preparing you for advanced courses					
B.A. Speech, Language & Hearing	0.0%	0.0%	0.0%	62.5% (5)	37.5% (3)
Quality of instruction in advanced courses					
B.A. Speech, Language & Hearing	0.0%	0.0%	0.0%	50.0% (4)	50.0% (4)

Table 46 continued					
Satisfaction with Degree Program					
Department of Speech Communication Sciences & Disorders					
Number of Respondents: B.A. Speech, Language & Hearing - 8					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Faculty treatment of students both inside and outside of the classroom					
B.A. Speech, Language & Hearing	0.0%	0.0%	12.5% (1)	37.5% (3)	50.0% (4)
Professional activities, associations, or clubs associated with your major					
B.A. Speech, Language & Hearing	0.0%	0.0%	12.5% (1)	37.5% (3)	50.0% (4)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.A. Speech, Language & Hearing	0.0%	0.0%	37.5% (3)	25.0% (2)	37.5% (3)
Availability of the required courses					
B.A. Speech, Language & Hearing	0.0%	12.5% (1)	12.5% (1)	50.0% (4)	25.0% (2)
Availability of elective courses you wanted to take in your major					
B.A. Speech, Language & Hearing	0.0%	12.5% (1)	25.0% (2)	37.5% (3)	25.0% (2)
Quality of instruction regarding standards and ethics in your major field					
B.A. Speech, Language & Hearing	0.0%	0.0%	0.0%	25.0% (2)	75.0% (6)
Opportunities for you to collaborate with other students on class projects					
B.A. Speech, Language & Hearing	0.0%	0.0%	0.0%	50.0% (4)	50.0% (4)
Library resources related to your major					
B.A. Speech, Language & Hearing	0.0%	37.5% (3)	0.0%	25.0% (2)	37.5% (3)
Use of appropriate technology in the classroom					
B.A. Speech, Language & Hearing	0.0%	0.0%	25.0% (2)	50.0% (4)	25.0% (2)
Facilities and equipment (including computer resources) for courses in your major					
B.A. Speech, Language & Hearing	0.0%	0.0%	25.0% (2)	50.0% (4)	25.0% (2)

Table 46 continued					
Satisfaction with Degree Program					
Department of Speech Communication Sciences & Disorders					
Number of Respondents: B.A. Speech, Language & Hearing - 8					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Help you received from faculty in your department with regard to further educational opportunities					
B.A. Speech, Language & Hearing	0.0%	25.0% (2)	0.0%	37.5% (3)	37.5% (3)
The size of classes in your major					
B.A. Speech, Language & Hearing	0.0%	0.0%	12.5% (1)	12.5% (1)	75.0% (6)
Help you received from faculty in your department with regard to finding employment in your field					
B.A. Speech, Language & Hearing	25.0% (2)	0.0%	12.5% (1)	37.5% (3)	25.0% (2)
Global perspectives presented in courses					
B.A. Speech, Language & Hearing	0.0%	12.5% (1)	12.5% (1)	37.5% (3)	37.5% (3)
The relevancy of courses					
B.A. Speech, Language & Hearing	0.0%	0.0%	12.5% (1)	50.0% (4)	37.5% (3)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.A. Speech, Language & Hearing	0.0%	0.0%	12.5% (1)	12.5% (1)	75.0% (6)
Your advisor’s knowledge of requirements					
B.A. Speech, Language & Hearing	0.0%	0.0%	0.0%	25.0% (2)	75.0% (6)
The accessibility of your advisor					
B.A. Speech, Language & Hearing	0.0%	0.0%	0.0%	37.5% (3)	62.5% (5)
Your advisor’s concern with your academic goals					
B.A. Speech, Language & Hearing	0.0%	0.0%	0.0%	25.0% (2)	75.0% (6)

Table 46 continued		
Satisfaction with Degree Program		
Department of Speech Communication Sciences & Disorders		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.A. Speech, Language & Hearing	0.0%	87.5% (7)
3. If you had it to do over again, would you choose the same major?		
B.A. Speech, Language & Hearing	12.5% (1)	87.5% (7)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.A. Speech, Language & Hearing	0.0%	100.0% (8)
6. Should a hands-on course be required in your program?		
B.A. Speech, Language & Hearing	0.0%	87.5% (7)

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

“Helped to synthesize theory with reality but not helpful to my specific career.”

“opportunity to apply knowledge acquired during course work”

“Not only was I able to acquire the knowledge I needed for graduate school, I was able to decide if this major was right for me.”

“opportunity to utilize skills learned, learn new skill, experience real life situations, make contacts with future colleagues”

“Extremely beneficial for my learning experience.”

“The clinical experience I received provided real life situations; however, an internship, in addition would have been more beneficial.”

“Real-life experience you absolutely cannot get in the classroom as well as opportunities to use knowledge learned in classroom.”

“Application of knowledge, networking with other professionals “

Perceptions of Southeastern

None of the Speech, Language & Hearing graduates had participated in the study-abroad/student exchange, but six (75.0%) of them thought it would be a valuable experience. Two (25.0%) of the respondents had participated in the honors program. One (50.0%) was Very Satisfied with

the experience and one (50.0%) was Somewhat Satisfied. None (0.0%) of the respondents participated in a research program.

Graduate/Professional Education

Three (37.5%) of the respondents are currently enrolled in a graduate/professional degree program, three (37.5%) have completed a master's degree, one (12.5%) has taken courses but not enrolled in a degree program, and one (12.5%) is likely to enroll in the future. One (12.5%) of the respondents has the highest degree she/he plans on obtaining, four (50.0%) plan on obtaining a master's and three (37.5%) plan on obtaining a doctorate.

Of the seven individuals with graduate course experience, four (57.1%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study and three (42.9%) indicated Southeastern prepared them "Very Effectively". Three (42.9%) indicated that Southeastern prepared them "Better than Most" other students, while four (57.1%) indicated that Southeastern prepared them "About the Same as Most". Of the six respondents enrolled in graduate school or with a graduate degree, five (83.3%) indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern and one (16.7%) indicated it is "Somewhat Related".

Employment

Three (37.5%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, two (40.0%) accepted a position upon graduation and three (60.0%) took 1-6 months to find a job. When asked about problems finding employment, major problems included a tight job market (33.3%) and lack of experience (33.3%) while limiting the job search to one area (66.7%), a tight job market (66.7%) and lack of experience (33.3%) were cited as minor problems.

Four (80.0%) of those who have been employed full-time indicated their education was "Very Effective" in preparing them for employment or improving their job performance and one (20.0%) indicated it was "Effective". Four (80.0%) respondents are still in their first full-time job since graduating from Southeastern and one (20.0%) has had two full-time jobs. In regards to sources for learning about their first full-time job, one (20.0%) indicated Southeastern faculty, two (40.0%) from an internship or practicum, and one (20.0%) from the Internet.

Of those who have been employed full-time, all (100.0%) are currently employed full-time. Of the respondents who are currently employed full-time in the state of Louisiana. Two (40.0%) respondents are employed in K-12 education, one (20.0%) in a nonprofit organization, and two (40.0%) 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", none (0.0%) of the respondents indicated they are underemployed. Three (60.0%) of the respondents are well satisfied with their employment and would not consider leaving while two (40.0%) are satisfied with their

employment but would consider other employment. Four (80.0%) of the respondents are employed in the area of their Southeastern major and one (20.0%) in a related area. One (20.0%) respondent indicated a salary range of \$20,001-\$25,000, three (50.0%) gave a range of \$30,001-\$40,000, and one (40.0%) indicated \$40,001-\$50,000.

Professional Activities

Three (37.5%) of the respondents indicated they do not currently have licensure/certification and five (62.5%) currently hold licensure/certification. Those licensure/certifications include: Audiology LA Licensure, provisional speech-language pathology, Licensed Speech/Language Ass't., Full license in state of LA to practice Speech/Language pathology, Certification by American Speech/Language Hearing Association, and provisional license & ancillary certificate. Of those who do not have licensure/certification, two (66.7%) plan on obtaining it in the next twelve months, including: SLP-CCC and Speech Language Pathologist. Seven (87.5%) of the respondents are members of a professional organization, and five (62.5%) have attended a professional meeting in the past year.

Department of Kinesiology and Health Studies

Table 47
Satisfaction with Degree Program

Number of Respondents: B.A. Kinesiology - 21					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.A. Kinesiology	4.8% (1)	9.5% (2)	23.8% (5)	33.3% (7)	28.6% (6)
Overall quality of your degree program					
B.A. Kinesiology	4.8% (1)	23.8% (5)	19.0% (4)	28.6% (6)	23.8% (5)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.A. Kinesiology	4.8% (1)	4.8% (1)	23.8% (5)	38.1% (8)	28.6% (6)
Usefulness of the academic advice you received from your advisor					
B.A. Kinesiology	14.3% (3)	14.3% (3)	23.8% (5)	42.9% (9)	4.8% (1)
Opportunities to interact with faculty outside of class					
B.A. Kinesiology	9.5% (2)	4.8% (1)	28.6% (6)	19.0% (4)	38.1% (8)
Effectiveness of the faculty as teachers					
B.A. Kinesiology	9.5% (2)	4.8% (1)	19.0% (4)	42.9% (9)	23.8% (5)
Friendliness and helpfulness of the office staff					
B.A. Kinesiology	14.3% (3)	19.0% (4)	19.0% (4)	28.6% (6)	19.0% (4)
Interest shown by faculty in your academic development					
B.A. Kinesiology	9.5% (2)	14.3% (3)	28.6% (6)	23.8% (5)	23.8% (5)
Effectiveness of beginning courses in preparing you for advanced courses					
B.A. Kinesiology	9.5% (2)	9.5% (2)	28.6% (6)	33.3% (7)	19.0% (4)
Quality of instruction in advanced courses					
B.A. Kinesiology	0.0%	9.5% (2)	23.8% (5)	38.1% (8)	28.6% (6)
Faculty treatment of students both inside and outside of the classroom					
B.A. Kinesiology	9.5% (2)	4.8% (1)	14.3% (3)	33.3% (7)	38.1% (8)
Professional activities, associations, or clubs associated with your major					
B.A. Kinesiology	4.8% (1)	23.8% (5)	33.3% (7)	9.5% (2)	28.6% (6)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.A. Kinesiology	14.3% (3)	19.0% (4)	33.3% (7)	28.6% (6)	4.8% (1)
Availability of the required courses					
B.A. Kinesiology	9.5% (2)	28.6% (6)	9.5% (2)	28.6% (6)	19.0% (4)

Table 47 continued					
Satisfaction with Degree Program					
Department of Kinesiology & Health Studies					
Number of Respondents: B.A. Kinesiology - 21					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.A. Kinesiology	4.8% (1)	14.3% (3)	33.3% (7)	28.6% (6)	19.0% (4)
Quality of instruction regarding standards and ethics in your major field					
B.A. Kinesiology	9.5% (2)	4.8% (1)	14.3% (3)	52.4% (11)	19.0% (4)
Opportunities for you to collaborate with other students on class projects					
B.A. Kinesiology	4.8% (1)	9.5% (2)	9.5% (2)	28.6% (6)	47.6% (10)
Library resources related to your major					
B.A. Kinesiology	4.8% (1)	14.3% (3)	23.8% (5)	28.6% (6)	28.6% (6)
Use of appropriate technology in the classroom					
B.A. Kinesiology	0.0%	19.0% (4)	33.3% (7)	28.6% (6)	19.0% (4)
Facilities and equipment (including computer resources) for courses in your major					
B.A. Kinesiology	9.5% (2)	23.8% (5)	33.3% (7)	19.0% (4)	14.3% (3)
Help you received from faculty in your department with regard to further educational opportunities					
B.A. Kinesiology	14.3% (3)	23.8% (5)	23.8% (5)	23.8% (5)	14.3% (3)
The size of classes in your major					
B.A. Kinesiology	9.5% (2)	0.0%	19.0% (4)	28.6% (6)	42.9% (9)
Help you received from faculty in your department with regard to finding employment in your field					
B.A. Kinesiology	33.3% (7)	19.0% (4)	28.6% (6)	14.3% (3)	4.8% (1)
Global perspectives presented in courses					
B.A. Kinesiology	0.0%	14.3% (3)	52.4% (11)	28.6% (6)	0.0%
The relevancy of courses					
B.A. Kinesiology	0.0%	23.8% (5)	23.8% (5)	38.1% (8)	14.3% (3)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.A. Kinesiology	4.8% (1)	38.1% (8)	9.5% (2)	23.8% (5)	23.8% (5)
Your advisor’s knowledge of requirements					
B.A. Kinesiology	14.3% (3)	4.8% (1)	19.0% (4)	42.9% (9)	19.0% (4)
The accessibility of your advisor					
B.A. Kinesiology	9.5% (2)	9.5% (2)	19.0% (4)	47.6% (10)	14.3% (3)

Table 47 continued
Satisfaction with Degree Program
Department of Kinesiology & Health Studies

Number of Respondents: B.A. Kinesiology - 21

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.A. Kinesiology	23.8% (5)	9.5% (2)	9.5% (2)	33.3% (7)	23.8% (5)

Table 47 continued		
Satisfaction with Degree Program		
Department of Kinesiology & Health Studies		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.A. Kinesiology	23.8% (5)	76.2% (16)
3. If you had it to do over again, would you choose the same major?		
B.A. Kinesiology	33.3% (7)	57.1% (12); 9.5% (2) Not at Southeastern
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.A. Kinesiology	0.0%	100.0% (21)
6. Should a hands-on course be required in your program?		
B.A. Kinesiology	0.0%	100.0% (21)

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

“An opportunity to give something to others - I worked with the Tangi Council on Aging”

“I found out that I didn’t like teaching.”

“I learned that with my degree my options were open.”

“Sharpens public speaking skills and allows the student to assess strengths/weaknesses”

“not much; believe there wasn’t enough options. If there were more options, I was never told.”

“The benefits I received was none because I am not working in the major that I have chosen.”

“Experience in my chosen field & the opportunity to meet contacts in the sports field”

“Repetition & practice for national certification exam, interaction with athletes & different sports, learning by doing.”

“When you work at a non-profit org. you have to make the best of what resources you have.”

“The intern experience provided exposure but was not relative to my major degree.”

“I experienced classroom management and discipline techniques and met people in my field.”

“Being in different situation and being able to make decisions on the spot”

“We were placed in a variety of situations”

“I learned more of how to handle students & discipline problems through student teaching.”

“I love it, it really showed me the different opportunities I had with this major”

“The benefit of working with teamsports and how people react to things affecting them.”

Perceptions of Southeastern

None of the Kinesiology graduates had participated in the study-abroad/student exchange, but fourteen (66.7%) of them thought it would be a valuable experience. None (0.0%) of the respondents had participated in the honors program and two (9.5%) of the respondents participated in a research program, with both (100.0%) being Somewhat Satisfied with the experience.

Graduate/Professional Education

Six (28.6%) of the respondents are currently enrolled in a graduate/professional degree program, one (4.8%) has completed a master’s degree, and one (4.8%) has taken courses but not enrolled in a degree program. One (4.8%) of the respondents plans to enroll in a degree program in the next 12 months, five (23.8%) are likely to enroll in the future, and six (28.6%) have no plans for further education. Of those respondents with plans for further education, two (14.3%) plan on eventually obtaining a doctorate, nine (64.3%) plan on obtaining a master’s, and one (7.1%) plans on obtaining a second baccalaureate.

Of the eight individuals with graduate course experience, five (62.5%) indicated that Southeastern prepared them “Effectively” for further graduate/professional study, one (12.5%) indicated Southeastern prepared him/her “Very Effectively”, and one (12.5%) indicated she/he was “Ineffectively” prepared. Two (25.0%) indicated that Southeastern prepared them “Better than Most” other students, three (37.5%) indicated that Southeastern prepared them “About the Same as Most”, and two (25.0%) indicated that Southeastern prepared them “Worse than Most”. Of the seven respondents enrolled in graduate school or with a graduate degree, two (28.6%) indicated their graduate degree program is “Very Closely Related” to their bachelor’s degree from Southeastern, three (42.9%) indicated it is “Somewhat Related”, and one (14.3%) indicated it was “Not at all Related”.

Employment

Eighteen (85.7%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, five (27.8%) had the job before completing the degree, seven (38.9%) took 1-6 months to find a job, four (22.2%) took 7-12 months, and two (11.1%) took over a year.

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

Table 48			
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 Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	15.4% (2)	38.5% (5)	46.2% (6)
Not knowing what I wanted to do	23.1% (3)	7.7% (1)	69.2% (9)
Tight job market	38.5% (5)	30.8% (4)	30.8% (4)
Lack of marketable skills	23.1% (3)	30.8% (4)	46.2% (6)
Lack of educational qualifications	7.7% (1)	38.5% (5)	53.8% (7)
Reputation of Southeastern	0.0%	23.1% (3)	76.9% (10)
Lack of experience	46.2% (6)	30.8% (4)	23.1% (3)
Lack of job search skills	30.8% (4)	0.0%	69.2% (9)
Poor GPA	0.0%	15.4% (2)	84.6% (11)
Racial discrimination	0.0%	30.8% (4)	69.2% (9)
Gender discrimination	7.7% (1)	15.4% (2)	76.9% (10)
Age discrimination	0.0%	15.4% (2)	84.6% (11)

Three (16.7%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance, ten (55.6%) indicated it was “Effective”, two (11.1%) indicated it was “Ineffective”, and two (11.1%) indicated it was “Very Ineffective”. Nine (50.0%) respondents are still in their first full-time job since graduating from Southeastern, five (27.8%) have had two full-time jobs, and two (11.1%) have had three or more. In regards to sources for learning about their first full-time job, one (5.6%) indicated a parent or relative, two (11.1%) from a newspaper, six (33.3%) from another student/friend, one (5.6%) already had the job, one (5.6%) from an internship, practicum or student teaching, one (5.6%) was recruited by the employer, one (5.6%) from the Southeastern Job Fair, and one (5.6%) from the Internet.

Of those who have been employed full-time, fourteen (77.8%) are currently employed full-time, one (5.6%) is employed part-time and satisfied, one (5.6%) is employed part-time and looking for a full-time position, one (5.6%) is unemployed and seeking employment, and one (5.6%) is

unemployed and not looking for employment. All of the eleven respondents who are currently employed full-time and responded to the employment section, work in the state of Louisiana. Five (45.5%) respondents are employed in K-12 education, one (9.1%) is self-employed, three (21.4%) in business, and one (9.1%) 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 (27.3%) of the respondents indicated they are underemployed and seven (63.6%) are not. Four (36.4%) of the respondents are well satisfied with their employment and would not consider leaving, four (36.4%) are satisfied with their employment but would consider other employment, and three (21.4%) dislike their employment and are seeking new employment. Six (54.5%) of the respondents are employed in the area of their Southeastern major and five (45.5%) in an unrelated area. One respondent is employed in an area not related to their major because she/he developed a new career interest, one because of better pay, and three could not find a job they wanted in the field. One (9.1%) respondent indicated a salary range of \$10,001-\$15,000, one (9.1%) gave a range of \$15,001-\$20,000, two (18.2%) gave a range of \$20,001-\$25,000, three (27.3%) gave a range of \$25,001-\$30,000, three (27.3%) gave a range of \$30,001-\$40,000, and one (9.1%) indicated a salary over \$50,000.

Professional Activities

Three (14.3%) of the respondents indicated that licensure/certification is not available in their field, seven (33.3%) indicated they do not currently have licensure/certification, and eleven (52.4%) currently hold licensure/certification. Those licensure/certifications include:

- Teacher Certified (Health & P.E.)
- Physical Education & Adapted P.E.
- Certified Athletic Trainer
- Real Estate salesperson license
- Teaching Certificate
- Athletic Trainer State Licensure
- Certified Athletic Trainer
- K-12 Physical Ed Teacher
- ATC, LAT

Of those who do not have licensure/certification, two (28.6%) plan on “obtaining respiratory therapist (24 mon)” and “Teacher” in the next twelve months. Eleven (52.4%) of the respondents are members of a professional organization, and nine (42.9%) have attended a professional meeting in the past year.

Special Questions

Ten of the respondents completed the insert which contained the special questions. Alumni were first asked what their concentration their curriculum followed. Three (30.0%) were in Athletic Training, three (30.0%) in Health Promotion & Exercise Science, and four (40.0%) in Teacher Education.

Table 49**Please indicate the extent to which you agree with the following statements.**

	1 - Strongly Disagree	2	3	4	5 - Strongly Agree	Mean
My degree helped me learn the knowledge and skills required of my profession.	30.0% (3)	20.0% (2)	20.0% (2)	10.0% (1)	20.0% (2)	2.70
Evaluations of my job performance over the past year have been positive.	40.0% (4)	10.0% (1)	10.0% (1)	0.0%	40.0% (4)	2.90
My degree helped prepare me to establish positive professional relationships with others in my workplace.	20.0% (2)	20.0% (2)	20.0% (2)	20.0% (2)	20.0% (2)	3.00
Courses and field experiences in my degree adequately dealt with multicultural issues.	20.0% (2)	0.0%	50.0% (5)	20.0% (2)	10.0% (1)	3.00
I am comfortable working with colleagues/students/clients wh are different from me in terms of race/culture/ethnicity.	40.0% (4)	0.0%	20.0% (2)	10.0% (1)	30.0% (3)	2.90

School of Nursing

Table 50
Satisfaction with Degree Program

Number of Respondents: B.S. Nursing - 16					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.S. Nursing	0.0%	2.1% (1)	21.3% (10)	46.8% (22)	29.8% (14)
Overall quality of your degree program					
B.S. Nursing	0.0%	6.4% (3)	10.6% (5)	51.1% (24)	31.9% (15)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.S. Nursing	2.1% (1)	4.3% (2)	12.8% (6)	34.0% (16)	46.8% (22)
Usefulness of the academic advice you received from your advisor					
B.S. Nursing	0.0%	8.5% (4)	34.0% (16)	36.2% (17)	21.3% (10)
Opportunities to interact with faculty outside of class					
B.S. Nursing	0.0%	0.0%	29.8% (14)	36.2% (17)	31.9% (15)
Effectiveness of the faculty as teachers					
B.S. Nursing	0.0%	10.6% (5)	10.6% (5)	55.3% (26)	23.4% (11)
Friendliness and helpfulness of the office staff					
B.S. Nursing	2.1% (1)	2.1% (1)	12.8% (6)	31.9% (15)	51.1% (24)
Interest shown by faculty in your academic development					
B.S. Nursing	0.0%	4.3% (2)	25.5% (12)	34.0% (16)	34.0% (16)
Effectiveness of beginning courses in preparing you for advanced courses					
B.S. Nursing	0.0%	2.1% (1)	29.8% (14)	36.2% (17)	31.9% (15)
Quality of instruction in advanced courses					
B.S. Nursing	0.0%	4.3% (2)	19.1% (9)	51.1% (24)	23.4% (11)
Faculty treatment of students both inside and outside of the classroom					
B.S. Nursing	0.0%	4.3% (2)	21.3% (10)	42.6% (20)	29.8% (14)
Professional activities, associations, or clubs associated with your major					
B.S. Nursing	4.3% (2)	0.0%	27.7% (13)	44.7% (21)	21.3% (10)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.S. Nursing	0.0%	8.5% (4)	21.3% (10)	40.4% (19)	27.7% (13)
Availability of the required courses					
B.S. Nursing	0.0%	8.5% (4)	19.1% (9)	44.7% (21)	25.5% (12)

Table 50continued					
Satisfaction with Degree Program					
School of Nursing					
Number of Respondents: B.S. Nursing - 16					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.S. Nursing	0.0%	6.4% (3)	23.4% (11)	42.6% (20)	25.5% (12)
Quality of instruction regarding standards and ethics in your major field					
B.S. Nursing	0.0%	2.1% (1)	14.9% (7)	44.7% (21)	36.2% (17)
Opportunities for you to collaborate with other students on class projects					
B.S. Nursing	0.0%	0.0%	12.8% (6)	29.8% (14)	55.3% (26)
Library resources related to your major					
B.S. Nursing	0.0%	2.1% (1)	14.9% (7)	36.2% (17)	46.8% (22)
Use of appropriate technology in the classroom					
B.S. Nursing	0.0%	4.3% (2)	8.5% (4)	53.2% (25)	34.0% (16)
Facilities and equipment (including computer resources) for courses in your major					
B.S. Nursing	0.0%	2.1% (1)	12.8% (6)	48.9% (23)	36.2% (17)
Help you received from faculty in your department with regard to further educational opportunities					
B.S. Nursing	0.0%	2.1% (1)	31.9% (15)	46.8% (22)	19.1% (9)
The size of classes in your major					
B.S. Nursing	0.0%	0.0%	10.6% (5)	42.6% (20)	46.8% (22)
Help you received from faculty in your department with regard to finding employment in your field					
B.S. Nursing	0.0%	10.6% (5)	27.7% (13)	44.7% (21)	17.0% (8)
Global perspectives presented in courses					
B.S. Nursing	0.0%	4.3% (2)	29.8% (14)	44.7% (21)	21.3% (10)
The relevancy of courses					
B.S. Nursing	2.1% (1)	4.3% (2)	27.7% (13)	42.6% (20)	23.4% (11)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.S. Nursing	4.3% (2)	6.4% (3)	29.8% (14)	27.7% (13)	29.8% (14)
Your advisor’s knowledge of requirements					
B.S. Nursing	0.0%	2.1% (1)	27.7% (13)	38.3% (18)	31.9% (15)
The accessibility of your advisor					
B.S. Nursing	0.0%	2.1% (1)	38.3% (18)	31.9% (15)	25.5% (12)

Table 50continued
Satisfaction with Degree Program
School of Nursing

Number of Respondents: B.S. Nursing - 16

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.S. Nursing	0.0%	4.3% (2)	27.7% (13)	46.8% (22)	21.3% (10)

Table 50 continued Satisfaction with Degree Program School of Nursing		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.S. Nursing	8.5% (4)	91.5% (43)
3. If you had it to do over again, would you choose the same major?		
B.S. Nursing	17.0% (8)	76.6% (36); 6.4% (3) Not at Southeastern
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.S. Nursing	21.3% (10)	78.7% (37)
6. Should a hands-on course be required in your program?		
B.S. Nursing	4.3% (2)	93.6% (44)

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

“Experience relevant to my job”

“As a nursing major, I found the most beneficial of my clinical experience was the ability to apply concepts studies in lecture.”

“wonderful, wish we had more!”

“Preparedness for my job”

“Experience in Hospital Environment with both patients & family members. Also experience with Dr.’s, Nurses & other healthcare professionals.”

“basic nursing skills & bedside manners”

“In nursing, it is a must. It taught me how to deal with patients and emergencies.”

“hospital experience”

“I learned nursing skills, time management & how to interact with pt’s.”

“Insight into what is was really like out there in the ‘real world’”

“eased me into nursing, patient care”

“Learning experiences from many different points-of-view.”

“learning how to handle certain patient care situations”

“need more hands-on experience before graduation”

“Useful knowledge, interaction with nursing professionals/staff”

“I did not feel we had enough hands on. Too many poster projects, etc. -need more clinical time in hospital setting, especially Sr. year.”

“In nursing, clinical experience is necessary in order to enter the job field.”

“All of my experience”

“greater understanding of my job in association of what I learned”

“Ability to perform the duties”

“For Nursing, one needs hands-on experience, “Real World” experience”

“Did not have enough clinical experience. Too many projects. Sometimes felt like I was teaching myself.”

“Preparation for transition from school to work, use skills learned, learned new skills”

“I really felt that the BSN degree failed to give me enough hands-on experience.”

“‘hands on’ experience, pulling it all together”

“great benefits in career”

Perceptions of Southeastern

B.S. Nursing

One (2.1%) of the Nursing graduates had participated in the study-abroad/student exchange, but twenty-seven (57.4%) of them thought it would be a valuable experience. Fifteen (31.9%) of the respondents had participated in the honors program. Six (40.0%) were Very Satisfied with the experience, seven (46.7%) were Somewhat Satisfied, and two (13.3%) were Somewhat Dissatisfied. Fifteen (31.9%) of the respondents participated in a research program. Three (20.0%) of the participants were Very Satisfied with the experience, eleven (73.3%) were Somewhat Satisfied, and one (6.7%) was Somewhat Dissatisfied.

Graduate/Professional Education

Five (10.6%) of the respondents are currently enrolled in a graduate/professional degree program, three (6.4%) have completed a degree, and two (4.3%) have taken courses but not enrolled in a degree program. Five (10.6%) of the respondents plan to enroll in a degree program in the next 12 months, twenty-one (44.7%) are likely to enroll in the future, and ten (21.3%) have no plans for further education. Of those respondents with plans for further education, twenty-six (72.2%) plan on eventually obtaining a doctorate, four (11.1%) plan on obtaining a master's and three (8.3%) plan on obtaining a professional degree.

Of the ten individuals with graduate course experience, four (40.0%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study and three (30.0%) indicated Southeastern prepared them "Very Effectively". Two (20.0%) indicated that Southeastern prepared him/her "Better than Most" other students and five (50.0%) indicated that Southeastern prepared them "About the Same as Most". Of the eight respondents enrolled in graduate school or with a graduate degree, four (50.0%) indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern and one (12.5%) indicated it is "Somewhat Related".

Employment

Three (6.4%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, twenty-seven (61.4%) had a job before graduating, ten (22.7%) accepted a position upon graduation, six (13.6%) took 1-6 months to find a job, and one (2.3%) took 7-12 months.

The ten respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Minor problems included: Limited to only one geographic area (14.3%), Not knowing what I wanted to do (14.3%), Tight job market (14.3%), Lack of marketable skills (14.3%), Lack of educational qualifications (14.3%), and Lack of job search skills (14.3%). Major problems included: Reputation of Southeastern (14.3%) and Lack of experience (28.6%).

Twenty-one (47.7%) of those who have been employed full-time indicated their education was "Very Effective" in preparing them for employment or improving their job performance, twenty-one (47.7%) indicated it was "Effective" and two (4.5%) indicated it was "Very Ineffective". Thirty-one (70.5%) respondents are still in their first full-time job since graduating from Southeastern and eleven (25.0%) have had two full-time jobs. In regards to sources for learning about their first full-time job, four (9.1%) indicated faculty at Southeastern, two (4.5%) indicated a parent or relative, one (2.3%) from Southeastern's Career Services, three (6.8%) from a newspaper/trade publication, one (2.3%) from a professional meeting, twelve (27.3%) from another student/friend, nine (20.5%) already had the job, four (9.1%) from an internship or practicum, seventeen (38.6%) were recruited by the employer, three (6.8%) from the Southeastern Job Fair, and three (6.8%) from the Internet.

Of those who have been employed full-time, forty-one (93.2%) are currently employed full-time, one (2.3%) is employed part-time and satisfied with part-time employment, and one (2.3%) is employed part-time and looking for full-time employment. Two of the respondents who are employed full-time did not complete the remaining employment questions and will not be included. All of the remaining respondents are employed in the state of Louisiana. Five (12.8%) respondents are employed in a nonprofit organization, two (5.1%) are self-employed, and thirty-two (82.1%) 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”, none of the respondents indicated they are underemployed. Twenty-four (61.5%) of the respondents are well satisfied with their employment and would not consider leaving, fourteen (35.9%) are satisfied with their employment but would consider other employment, and one (2.6%) dislikes their employment and are seeking new employment. All of the respondents are employed in an the area of their Southeastern major. Two (5.1%) respondent indicated a salary range of \$25,001-\$30,000, six (15.4%) gave a range of \$30,001-\$40,000, eleven (28.2%) \$40,001-\$50,000 and twenty (51.3%) indicated a salary over \$50,000.

Professional Activities

Two (4.3%) of the respondents indicated that they do not currently have licensure/certification, and forty-five (95.7%) currently hold Nursing licensure/certification. Of those who do not have licensure/certification, one (50.0%) plans on obtaining it in the next twelve months. Eighteen (38.3%) of the respondents are members of a professional organization, and fifteen (31.9%) have attended a professional meeting in the past year.

Special Questions

Forty-six of the respondents completed the insert which contained questions specifically for Nursing alumni. The majority of the respondents (78.3%, n=36) reported that they work in a hospital, while seven (15.2%) work in a clinical/outpatient setting, one (2.2%) works as a Kid Med RN, one (2.2%) is a student, one (2.2%) recently quit a hospital, one (2.2%) works at an Ambulatory Surgery Center, and one (2.2%) on a vascular surgery team. When asked what their current speciality in nursing is, 21.7% (n=10) reported adult/gerontology, eight (17.4%) reported newborn/pediatrics, five (10.6%) reported women’s/perinatal, four (8.6%) reported surgery/operating room, five (10.6%) reported the ER, three (6.4%) reported ICU, two (4.3%) reported endoscopy, one (2.1%) reported cardiology, one (2.1%) reported oncology, one (2.1%) reported transplant/stepdown, one (2.1%) reported critical care adult, and one (2.1%) reported rehab.

The majority of the respondents (80.4%, n=37) indicated that the title of their nursing position is staff. Four (8.7%) indicated Administrative and four (8.7%) reported an “other” title (they were Manager, Charge Nurse, and Clinical Manager)

Thirty-seven percent (36.9%, n=17) of the respondents belong to a professional organization, with four (23.5% of those who belong to a professional organization) belonging to ANA, one (5.9%) belonging to NLN, ten (58.8%) belonging to a Clinical Specialty Organization, four (23.5%) belonging to an Honorary Professional Association, and five (29.4%) belonging to some “other” organization (ITNS, LANP, ENA, NANN, and NAP NAP). None (0.0%) of the respondents currently holds or has ever held a position of office in a professional organization. Four respondents (8.7%) have conducted and/or participated in professional research, but none have published in a professional nursing journal.

The majority of respondents (56.5%, n=26) are satisfied with their preparation to collaborate with interdisciplinary health team members, while fifteen (32.6%) are very satisfied, one (2.2%) is dissatisfied, and two (4.3%) are very dissatisfied. The majority of respondent’s (47.8%, n=22) participated in 5 or more continuing education activities during the past year, while nineteen (41.3%) participated in 2-4 activities, and five (10.9%) participated in 0-1 activities. Half (50.0%, n=23) currently hold professional specialty certification in addition to Registered Nurse licensure and required certification.

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

- March of Dimes
- Health Fairs; Charity Benefits
- CPR Blitz; B/P Screenings; Health Fair; Habitat for Humanity
- Volunteer with Council on Aging
- Health fairs, etc. with hospital/community
- Race for the Cure; St. Jude Children’s Day Camp; Dream Day
- I have volunteered for Ochsner for Children’s auction activity to raise money
- food drives; raising money for poor
- Team in Training - Mardi Gras Marathon for Leukemia Society
- Children’s Miracle Network - fundraising events; Diabetes camp; Asthma camp
- Career Day
- Breast Cancer
- Volunteer for safety at church
- Heart Health Fair; Farm Safety Fair; Glucose/cholesterol screenings; My 1st GYN Visit
- Teach prenatal classes & breast feeding classes
- Community projects during nursing school - health fairs, administering meningococcal vaccines, etc.

About fifteen percent of the respondents (15.2%, n=7) do not plan on pursuing an advanced degree. Over half (65.2%, n=30) plan on pursuing a Nursing degree and 15.2% (n=7) plan on pursuing some “Other” degree. The “Other” degrees include: Undecided, business, education, MBA, MBA.

Department of Biological Sciences

Table 51
Satisfaction with Degree Program

Number of Respondents: B.S. Biology - 13; B.S. Horticulture - 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.S. Biology	0.0%	15.4% (2)	15.4% (2)	38.5% (5)	30.8% (4)
B.S. Horticulture	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
Overall quality of your degree program					
B.S. Biology	0.0%	15.4% (2)	15.4% (2)	61.5% (8)	7.7% (1)
B.S. Horticulture	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.S. Biology	0.0%	0.0%	15.4% (2)	50.0% (5)	23.1% (3)
B.S. Horticulture	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
Usefulness of the academic advice you received from your advisor					
B.S. Biology	30.8% (4)	0.0%	30.8% (4)	15.4% (2)	23.1% (3)
B.S. Horticulture	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
Opportunities to interact with faculty outside of class					
B.S. Biology	0.0%	15.4% (2)	38.5% (5)	30.8% (4)	15.4% (2)
B.S. Horticulture	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
Effectiveness of the faculty as teachers					
B.S. Biology	0.0%	7.7% (1)	0.0%	69.2% (9)	23.1% (3)
B.S. Horticulture	0.0%	0.0%	25.0% (1)	75.0% (3)	0.0%
Friendliness and helpfulness of the office staff					
B.S. Biology	15.4% (2)	15.4% (2)	23.1% (3)	30.8% (4)	15.4% (2)
B.S. Horticulture	0.0%	25.0% (1)	0.0%	75.0% (3)	0.0%
Interest shown by faculty in your academic development					
B.S. Biology	0.0%	23.1% (3)	30.8% (4)	23.1% (3)	23.1% (3)
B.S. Horticulture	0.0%	0.0%	0.0%	75.0% (3)	25.0% (1)
Effectiveness of beginning courses in preparing you for advanced courses					
B.S. Biology	0.0%	7.7% (1)	30.8% (4)	46.2% (6)	15.4% (2)
B.S. Horticulture	0.0%	0.0%	0.0%	75.0% (3)	25.0% (1)
Table 51 continued Satisfaction with Degree Program Department of Biological Sciences					

Number of Respondents: B.S. Biology - 13; B.S. Horticulture - 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Quality of instruction in advanced courses					
B.S. Biology	0.0%	0.0%	23.1% (3)	38.5% (5)	38.5% (5)
B.S. Horticulture	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
Faculty treatment of students both inside and outside of the classroom					
B.S. Biology	0.0%	0.0%	15.4% (2)	46.2% (6)	38.5% (5)
B.S. Horticulture	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
Professional activities, associations, or clubs associated with your major					
B.S. Biology	0.0%	30.8% (4)	23.1% (3)	46.2% (6)	0.0%
B.S. Horticulture	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.S. Biology	7.7% (1)	7.7% (1)	30.8% (4)	30.8% (4)	23.1% (3)
B.S. Horticulture	0.0%	0.0%	0.0%	75.0% (3)	25.0% (1)
Availability of the required courses					
B.S. Biology	15.4% (2)	38.5% (5)	7.7% (1)	30.8% (4)	7.7% (1)
B.S. Horticulture	0.0%	0.0%	100.0% (4)	0.0%	0.0%
Availability of elective courses you wanted to take in your major					
B.S. Biology	0.0%	23.1% (3)	38.5% (5)	38.5% (5)	0.0%
B.S. Horticulture	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
Quality of instruction regarding standards and ethics in your major field					
B.S. Biology	7.7% (1)	7.7% (1)	15.4% (2)	38.5% (5)	30.8% (4)
B.S. Horticulture	0.0%	0.0%	0.0%	75.0% (3)	25.0% (1)
Opportunities for you to collaborate with other students on class projects					
B.S. Biology	0.0%	0.0%	46.2% (6)	23.1% (3)	30.8% (4)
B.S. Horticulture	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
Library resources related to your major					
B.S. Biology	0.0%	23.1% (3)	30.8% (4)	15.4% (2)	30.8% (4)
B.S. Horticulture	0.0%	25.0% (1)	50.0% (2)	25.0% (1)	0.0%
Use of appropriate technology in the classroom					
B.S. Biology	0.0%	7.7% (1)	38.5% (5)	46.2% (6)	7.7% (1)
B.S. Horticulture	0.0%	0.0%	50.0% (2)	25.0% (1)	25.0% (1)
Table 51 continued Satisfaction with Degree Program Department of Biological Sciences					
Number of Respondents: B.S. Biology - 13; B.S. Horticulture - 4					

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Facilities and equipment (including computer resources) for courses in your major					
B.S. Biology	0.0%	0.0%	53.8% (7)	38.5% (5)	7.7% (1)
B.S. Horticulture	0.0%	25.0% (1)	25.0% (1)	50.0% (2)	0.0%
Help you received from faculty in your department with regard to further educational opportunities					
B.S. Biology	15.4% (2)	23.1% (3)	30.8% (4)	15.4% (2)	15.4% (2)
B.S. Horticulture	0.0%	0.0%	50.0% (2)	25.0% (1)	25.0% (1)
The size of classes in your major					
B.S. Biology	0.0%	7.7% (1)	23.1% (3)	30.8% (4)	38.5% (5)
B.S. Horticulture	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					
B.S. Biology	46.2% (6)	23.1% (3)	15.4% (2)	0.0%	15.4% (2)
B.S. Horticulture	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Global perspectives presented in courses					
B.S. Biology	0.0%	23.1% (3)	30.8% (4)	46.2% (6)	0.0%
B.S. Horticulture	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
The relevancy of courses					
B.S. Biology	0.0%	23.1% (3)	7.7% (1)	38.5% (5)	30.8% (4)
B.S. Horticulture	0.0%	0.0%	0.0%	75.0% (3)	25.0% (1)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.S. Biology	30.8% (4)	15.4% (2)	0.0%	46.2% (4)	7.7% (1)
B.S. Horticulture	0.0%	0.0%	0.0%	75.0% (3)	25.0% (1)
Your advisor’s knowledge of requirements					
B.S. Biology	0.0%	30.8% (4)	15.4% (2)	30.8% (4)	23.1% (3)
B.S. Horticulture	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
The accessibility of your advisor					
B.S. Biology	15.4% (2)	23.1% (3)	23.1% (3)	7.7% (1)	30.8% (4)
B.S. Horticulture	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)

Table 51 continued Satisfaction with Degree Program Department of Biological Sciences					
Number of Respondents: B.S. Biology - 13; B.S. Horticulture - 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.S. Biology	15.4% (2)	23.1% (3)	7.7% (1)	23.1% (3)	30.8% (4)
B.S. Horticulture	0.0%	0.0%	0.0%	0.0%	100.0% (4)

Table 51 continued		
Satisfaction with Degree Program		
Department of Biological Sciences		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.S. Biology	30.8% (4)	69.2% (9)
B.S. Horticulture	0.0%	100.0% (4)
3. If you had it to do over again, would you choose the same major?		
B.S. Biology	23.1% (3)	69.2% (9)
B.S. Horticulture	25.0% (1)	75.0% (3)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.S. Biology	76.9% (10)	23.1% (3)
B.S. Horticulture	100.0% (0)	0.0%
6. Should a hands-on course be required in your program?		
B.S. Biology	7.7% (1)	92.3% (12)
B.S. Horticulture	0.0%	100.0% (4)

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

“very beneficial to real on the job training”

“Skills in confidence in my education R/T by field”

“An idea of what medicine was like, advice on current trends, a good source for a letter of recommendation and overall good clinical experience.”

Perceptions of Southeastern

B.S. Biology

Two (15.4%) of the Biology graduates had participated in the study-abroad/student exchange, and were Very Satisfied with the experience. Ten (46.9%) of the respondents thought it would be a valuable experience. Eight (61.5%) of the respondents had participated in the honors program. Three (37.5%) were Very Satisfied with the experience, three (37.5%) were Somewhat Satisfied, one (12.5%) was Somewhat Dissatisfied and one (12.5%) was Very Dissatisfied. Five (38.5%) of the respondents had participated in a research program, two (40.0%) were Very Satisfied and three (60.0%) were Somewhat Satisfied.

B.S. Horticulture

None of the Horticulture graduates had participated in the study-abroad/student exchange, and one (25.0%) of the respondents thought participation would be valuable. One (25.0%) of the respondents had participated in the honors program and was Very Satisfied with the experience. One (25.0%) of the respondents had participated in a research program and was Very Satisfied.

Graduate/Professional Education

B.S. Biology

Five (38.5%) of the respondents are currently enrolled in a graduate/professional degree program and one (7.7%) has completed a professional degree. One (7.7%) respondent has taken classes but has not enrolled in a program, four (23.1%) plan to enroll in the next twelve months, and one (7.7%) is likely to enroll in a degree program in the future. Two (15.4%) respondents have no plans for further education. Of the eleven respondents with plans for further education, four (36.4%) plan on obtaining a Masters, three (27.3%) plan on obtaining a Doctorate, three (27.3%) plan on obtaining a professional degree, and one (9.1%) plans on obtaining a second baccalaureate.

Six (85.7%) of the seven respondents with graduate experience indicated their educational experiences at Southeastern “Effectively” prepared them for graduate/professional study. Five (71.4%) indicated Southeastern prepared them “About the Same” as other students for further educational study and one (14.3%) was prepared “Better than Most”. Three (50.0%) of the respondents who are enrolled in a degree indicated it was “Very Closely Related” to their bachelor’s degree from Southeastern and two (33.3%) indicated it was “Somewhat Related”.

B.S. Horticulture

Three (75.0%) of the respondents are currently enrolled in a graduate/professional degree program one (25.0%) has no plans for further education. Of the three respondents with plans for further education, one (33.3%) plans on obtaining a master’s, one (33.3%) plan on obtaining a professional degree, and one (33.3%) plans on obtaining a second baccalaureate. Two (66.7%) of the three respondents with graduate experience indicated their educational experiences at Southeastern “Effectively” prepared them for graduate/professional study and they were prepared “About the Same as Most” other students. One (33.3%) respondent is enrolled in a degree program “Very Closely Related” to her/his bachelor’s degree from Southeastern and one is in a “Not at all Related” program.

Employment

B.S. Biology

Four (30.8%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, one (11.1%) had a job before graduating, two (22.2%) accepted a position upon graduation, two (22.2%) took 1-6 months to find a job, and four (44.4%) took over a year.

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

Table 52			
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 Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	33.3% (2)	50.0% (3)	16.7% (1)
Not knowing what I wanted to do	33.3% (2)	16.7% (1)	50.0% (3)
Tight job market	50.0% (3)	50.0% (3)	0.0%
Lack of marketable skills	50.0% (3)	0.0%	50.0% (3)
Lack of educational qualifications	33.3% (2)	0.0%	66.7% (4)
Reputation of Southeastern	0.0%	16.7% (1)	83.3% (5)
Lack of experience	33.3% (2)	66.7% (4)	0.0%
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	0.0%	16.7% (1)	83.3% (5)
Gender discrimination	0.0%	16.7% (1)	83.3% (5)
Age discrimination	16.7% (1)	0.0%	83.3% (5)

Six (66.7%) of those who have been employed full-time indicated their education was “Effective” in preparing them for employment or improving their job performance, while three (33.3%) indicated it was “Ineffective”. Six (66.7%) respondents are still in their first full-time job since graduating from Southeastern, two (22.2%) have had two full-time jobs, and one (11.1%) has had three or more. In regards to sources for learning about their first full-time job, one (11.1%) indicated a parent or relative, one (11.1%) from a newspaper/trade publication, three (33.3%) from another student/friend, one (11.1%) already had a job, one (11.1%) was recruited by the employer, and one (11.1%) from an employment agency.

Six (66.7%) of the respondents are currently employed full-time, one (11.1%) is employed part-time and satisfied, one (11.1%) is employed part-time and looking for full-time employment, and one (11.1%) is unemployed and seeking employment. Of those employed full-time, five (83.3%) are employed in the state of Louisiana, one (16.7%) in a professional firm, two (33.3%) are self-employed, one (16.7%) in industry, and two (33.3%) 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”, two (33.3%) respondents are underemployed. Three (50.0%) of the respondents are “Well satisfied, would not consider leaving”, two (33.3%) are “Satisfied, but would consider more desirable employment”, and one (16.7%) “Dislike[s] employment; seeking or will seek other employment. Two respondents (33.3%) are employed in the area of their Southeastern major, three (50.0%) in a related area, and one (16.7%) in an unrelated area because he/she developed a new career interest. When asked to indicate their salary range, two (25.0%) respondent gave a range of \$25,001-\$30,000, one (16.7%) gave a range of \$30,001-\$40,000 and three (50.0%) indicated over \$50,000.

B.S. Horticulture

One (25.0%) of the respondents has not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, one (33.3%) had a job before graduating, one (33.3%) took 1-6 months to find a job, and one (33.3%) took over a year. Major problems in finding a job included “Limiting my job search to only one geographic area” (50.0%) and “Tight job market” (50.0%). Minor problems included “Not knowing what I wanted to do” (50.0%), “Lack of experience” (50.0%), and “Gender discrimination” (50.0%). All (100.0%) of those who have been employed full-time indicated their education was “Effective” in preparing them for employment or improving their job performance. One (33.3%) respondent is still in his/her first full-time job since graduating from Southeastern and two (66.7%) have had two full-time jobs. In regards to sources for learning about their first full-time job, one (33.3%) indicated faculty at Southeastern, one (33.3%) the Southeastern Job Fair, and one (33.3%) from the Internet.

Of those who have been employed full-time, one (33.3%) is currently employed full-time, one (33.3%) is unemployed part-time but seeking employment, and one (33.3%) is unemployed and not looking for employment. The respondent who is currently employed full-time, works in the state of Louisiana 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”, the respondent indicated he/she is not underemployed. The respondent is well satisfied with their employment and would not consider leaving. The respondent is employed in an area related to his/her Southeastern major. The respondent indicated a salary range of \$25,001-\$30,000.

Professional Activities

B. S. Biology

Five (38.5%) of the respondents indicated that licensure/certification is not available in their field, four (30.8%) indicated they did not currently hold certification, and four (30.8%) have licensure (both have teaching certificates). Certifications currently held include:

- Real Estate License in State of NV
- NCCPA & LA medical license
- National Commission on Cert. Of Physician Assistant
- Certified Plant Operator (IBWA)

One (25.0%) of the four who do not currently hold licensure/certification plans on obtaining a teaching certificate in the next twelve months. Six (46.2%) of the respondents are members of a professional organization, and six (46.2%) have attended a professional meeting in the past year.

B.S. Horticulture

One (25.0%) of the respondents indicated that licensure/certification is not available in his/her field, two (50.0%) do not currently hold licensure/certification and do not plan on obtaining it in the next twelve months. One respondent (25.0%) does hold licensure/certification but did not indicate the type. Three (75.0%) of the respondents are members of a professional organization, and three (75.0%) have attended a professional meeting in the past year.

Department of Chemistry and Physics

Table 53
Satisfaction with Degree Program

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

Table 53 continued					
Satisfaction with Degree Program					
Department of Chemistry & Physics					
Number of Respondents: B.S. Chemistry - 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.S. Chemistry	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
Quality of instruction regarding standards and ethics in your major field					
B.S. Chemistry	0.0%	0.0%	50.0% (2)	25.0% (1)	25.0% (1)
Opportunities for you to collaborate with other students on class projects					
B.S. Chemistry	0.0%	0.0%	75.0% (3)	25.0% (1)	0.0%
Library resources related to your major					
B.S. Chemistry	25.0% (1)	0.0%	50.0% (2)	0.0%	25.0% (1)
Use of appropriate technology in the classroom					
B.S. Chemistry	0.0%	0.0%	25.0% (1)	75.0% (3)	0.0%
Facilities and equipment (including computer resources) for courses in your major					
B.S. Chemistry	0.0%	0.0%	25.0% (1)	75.0% (3)	0.0%
Help you received from faculty in your department with regard to further educational opportunities					
B.S. Chemistry	0.0%	0.0%	25.0% (1)	75.0% (3)	0.0%
The size of classes in your major					
B.S. Chemistry	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					
B.S. Chemistry	0.0%	25.0% (1)	75.0% (3)	0.0%	0.0%
Global perspectives presented in courses					
B.S. Chemistry	0.0%	25.0% (1)	75.0% (3)	0.0%	0.0%
The relevancy of courses					
B.S. Chemistry	0.0%	0.0%	0.0%	75.0% (3)	25.0% (1)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.S. Chemistry	0.0%	0.0%	75.0% (3)	25.0% (1)	0.0%
Your advisor’s knowledge of requirements					
B.S. Chemistry	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
The accessibility of your advisor					
B.S. Chemistry	0.0%	0.0%	0.0%	75.0% (3)	25.0% (1)

Table 53 continued
Satisfaction with Degree Program
Department of Chemistry & Physics

Number of Respondents: B.S. Chemistry - 4

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.S. Chemistry	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)

Table 53 continued		
Satisfaction with Degree Program		
Department of Chemistry & Physics		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.S. Chemistry	0.0% (0)	100.0% (4)
3. If you had it to do over again, would you choose the same major?		
B.S. Chemistry	0.0% (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?		
B.S. Chemistry	100.0% (4)	0.0% (0)
6. Should a hands-on course be required in your program?		
B.S. Chemistry	25.0% (1)	75.0% (3)

Perceptions of Southeastern

None of the Chemistry graduates had participated in the study-abroad/student exchange, but all (100.%) of them thought it would be a valuable experience. None of the respondents had participated in the honors program. Two (50.0%) of the respondents participated in a research program. One (50.0%) of the participants was Somewhat Satisfied with the experience and one (50.0%) was Somewhat Dissatisfied.

Graduate/Professional Education

Two (50.0%) of the respondents are currently enrolled in a graduate/professional degree program, one (25.0%) plans to enroll in a degree program in the next 12 months, and one (25.0%) is likely to enroll in the future. Two (50.0%) respondents plan on obtaining a master's, one (25.0%) plans on obtaining a professional degree, and one (25.0%) plans on obtaining a second baccalaureate.

Both (100.0%) individuals with graduate course experience, that Southeastern prepared them "Effectively" for further graduate/professional study. One (50.0%) indicated that Southeastern prepared him/her "Better than Most" other students and one (50.0%) indicated that Southeastern prepared him/her "About the Same as Most". Both (100.0%) of the two respondents enrolled in graduate school indicated their graduate degree program is "Somewhat Related" to their bachelor's degree from Southeastern.

Employment

Two (50.0%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, one (50.0%) accepted a position upon graduation and one (66.7%) took 1-6 months to find a job. The respondent who did not

have a job upon graduation indicated that “Tight job market” and “Lack of experience” were minor problems in obtaining employment.

One (50.0%) of those who have been employed full-time indicated his/her education was “Very Effective” in preparing her/him for employment or improving his/her job performance and one (50.0%) indicated it was “Effective”. One (50.0%) respondent is still in his/her first full-time job since graduating from Southeastern and one (50.0%) has had three or more. In regards to sources for learning about their first full-time job, one (50.0%) indicated another student/friend and one (50.0%) from an employment agency.

Both (100.0%) of those who have been employed full-time, are currently employed full-time in the state of Louisiana. One (50.0%) respondent is employed in industry 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”, both (100.0%) of the respondents indicated they are underemployed. Both (100.0%) of the respondents are satisfied with their employment but would consider other employment. Both (100.0%) of the respondents are employed in the area of their Southeastern major. One (50.0%) respondent indicated a salary range of \$30,001-\$40,000 and one (50.0%) indicated a salary over \$50,000.

Professional Activities

Three (75.0%) respondents indicated they do not currently have licensure/certification and one (25.0%) is ACS Certified. Of those who do not have licensure/certification, one (33.3%) plans on obtaining a MD in the next twelve months. One (25.0%) of the respondents is a member of a professional organization, and one (25.0%) has attended a professional meeting in the past year.

Department of Computer Science & Industrial Technology

Table 54
Satisfaction with Degree Program

Number of Respondents: B.S. Computer Science - 17; B.S. Industrial Technology - 18					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.S. Computer Science	0.0%	0.0%	11.8% (2)	52.9% (9)	35.3% (6)
B.S. Industrial Technology	0.0%	0.0%	5.6% (1)	72.2% (13)	22.2% (4)
Overall quality of your degree program					
B.S. Computer Science	0.0%	0.0%	17.6% (3)	52.9% (9)	29.4% (5)
B.S. Industrial Technology	0.0%	0.0%	5.6% (1)	66.7% (12)	22.2% (4)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.S. Computer Science	0.0%	0.0%	17.6% (3)	47.1% (8)	35.3% (6)
B.S. Industrial Technology	0.0%	0.0%	16.7% (3)	33.3% (6)	50.0% (9)
Usefulness of the academic advice you received from your advisor					
B.S. Computer Science	0.0%	11.8% (2)	47.1% (8)	5.9% (1)	35.3% (6)
B.S. Industrial Technology	5.6% (1)	0.0%	50.0% (9)	27.8% (5)	16.7% (3)
Opportunities to interact with faculty outside of class					
B.S. Computer Science	0.0%	5.9% (1)	23.5% (4)	17.6% (3)	52.9% (9)
B.S. Industrial Technology	0.0%	0.0%	11.1% (2)	27.8% (5)	61.1% (11)
Effectiveness of the faculty as teachers					
B.S. Computer Science	0.0%	0.0%	17.6% (3)	64.7% (11)	17.6% (3)
B.S. Industrial Technology	0.0%	5.6% (1)	5.6% (1)	72.2% (13)	16.7% (3)
Friendliness and helpfulness of the office staff					
B.S. Computer Science	0.0%	11.8% (2)	5.9% (1)	11.8% (2)	70.6% (12)
B.S. Industrial Technology	0.0%	0.0%	0.0%	22.2% (4)	77.8% (14)
Interest shown by faculty in your academic development					
B.S. Computer Science	0.0%	5.9% (1)	5.9% (1)	58.8% (10)	29.4% (5)
B.S. Industrial Technology	0.0%	0.0%	11.1% (2)	66.7% (12)	22.2% (4)
Effectiveness of beginning courses in preparing you for advanced courses					
B.S. Computer Science	0.0%	5.9% (1)	35.3% (6)	29.4% (5)	29.4% (5)
B.S. Industrial Technology	0.0%	0.0%	16.7% (3)	44.4% (8)	38.9% (7)
Table 54 continued Satisfaction with Degree Program Department of Computer Science & Industrial Technology					

Number of Respondents: B.S. Computer Science - 17; B.S. Industrial Technology - 18					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Quality of instruction in advanced courses					
B.S. Computer Science	0.0%	0.0%	29.4% (5)	23.5% (4)	47.1% (8)
B.S. Industrial Technology	0.0%	0.0%	11.1% (2)	61.1% (11)	27.8% (5)
Faculty treatment of students both inside and outside of the classroom					
B.S. Computer Science	0.0%	0.0%	11.8% (2)	41.2% (7)	47.1% (8)
B.S. Industrial Technology	0.0%	0.0%	5.6% (1)	50.0% (9)	44.4% (8)
Professional activities, associations, or clubs associated with your major					
B.S. Computer Science	5.9% (1)	17.6% (3)	41.2% (7)	17.6% (3)	17.6% (3)
B.S. Industrial Technology	0.0%	11.1% (2)	16.7% (3)	33.3% (6)	38.9% (7)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.S. Computer Science	5.9% (1)	11.8% (2)	41.2% (7)	23.5% (4)	17.6% (3)
B.S. Industrial Technology	0.0%	16.7% (3)	22.2% (4)	44.4% (8)	16.7% (3)
Availability of the required courses					
B.S. Computer Science	0.0%	5.9% (1)	47.1% (8)	29.4% (5)	17.6% (3)
B.S. Industrial Technology	11.1% (2)	11.1% (2)	16.7% (3)	38.9% (7)	22.2% (4)
Availability of elective courses you wanted to take in your major					
B.S. Computer Science	11.8% (2)	11.8% (2)	35.3% (6)	23.5% (4)	17.6% (3)
B.S. Industrial Technology	5.6% (1)	5.6% (1)	22.2% (4)	44.4% (8)	22.2% (4)
Quality of instruction regarding standards and ethics in your major field					
B.S. Computer Science	0.0%	11.8% (2)	17.6% (3)	35.3% (6)	35.3% (6)
B.S. Industrial Technology	0.0%	0.0%	16.7% (3)	61.1% (11)	22.2% (4)
Opportunities for you to collaborate with other students on class projects					
B.S. Computer Science	0.0%	0.0%	5.9% (1)	58.8% (10)	35.3% (6)
B.S. Industrial Technology	0.0%	0.0%	5.6% (1)	44.4% (8)	50.0% (9)
Library resources related to your major					
B.S. Computer Science	5.9% (1)	23.5% (4)	35.3% (6)	17.6% (3)	17.6% (3)
B.S. Industrial Technology	0.0%	5.6% (1)	38.9% (7)	38.9% (7)	16.7% (3)
Use of appropriate technology in the classroom					
B.S. Computer Science	0.0%	5.9% (1)	29.4% (5)	23.5% (4)	41.2% (7)
B.S. Industrial Technology	0.0%	5.6% (1)	44.4% (8)	22.2% (4)	27.8% (5)
Table 54 continued					
Satisfaction with Degree Program					
Department of Computer Science & Industrial Technology					
Number of Respondents: B.S. Computer Science - 17; B.S. Industrial Technology - 18					

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Facilities and equipment (including computer resources) for courses in your major					
B.S. Computer Science	0.0%	5.9% (1)	23.5% (4)	47.1% (8)	23.5% (4)
B.S. Industrial Technology	0.0%	11.1% (2)	38.9% (7)	33.3% (6)	16.7% (3)
Help you received from faculty in your department with regard to further educational opportunities					
B.S. Computer Science	5.9% (1)	11.8% (2)	29.4% (5)	35.3% (6)	17.6% (3)
B.S. Industrial Technology	0.0%	5.6% (1)	33.3% (6)	44.4% (8)	16.7% (3)
The size of classes in your major					
B.S. Computer Science	0.0%	0.0%	11.8% (2)	41.2% (7)	47.1% (8)
B.S. Industrial Technology	0.0%	0.0%	16.7% (3)	44.4% (8)	38.9% (7)
Help you received from faculty in your department with regard to finding employment in your field					
B.S. Computer Science	23.5% (4)	17.6% (3)	29.4% (5)	5.9% (1)	23.5% (4)
B.S. Industrial Technology	16.7% (3)	22.2% (4)	33.3% (6)	11.1% (2)	16.7% (3)
Global perspectives presented in courses					
B.S. Computer Science	5.9% (1)	11.8% (2)	52.9% (9)	23.5% (4)	5.9% (1)
B.S. Industrial Technology	0.0%	22.2% (4)	44.4% (8)	22.2% (4)	11.1% (2)
The relevancy of courses					
B.S. Computer Science	5.9% (1)	0.0%	29.4% (5)	64.7% (11)	0.0%
B.S. Industrial Technology	0.0%	5.6% (1)	27.8% (5)	44.4% (8)	22.2% (4)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.S. Computer Science	0.0%	17.6% (3)	35.3% (6)	29.4% (5)	17.6% (3)
B.S. Industrial Technology	0.0%	5.6% (1)	33.3% (6)	50.0% (9)	11.1% (2)
Your advisor’s knowledge of requirements					
B.S. Computer Science	0.0%	11.8% (2)	17.6% (3)	23.5% (4)	47.1% (8)
B.S. Industrial Technology	0.0%	0.0%	16.7% (3)	61.1% (11)	22.2% (4)
The accessibility of your advisor					
B.S. Computer Science	0.0%	17.6% (3)	23.5% (4)	23.5% (4)	35.3% (6)
B.S. Industrial Technology	0.0%	0.0%	33.3% (6)	44.4% (8)	22.2% (4)

Table 54 continued Satisfaction with Degree Program Department of Computer Science & Industrial Technology					
Number of Respondents: B.S. Computer Science - 17; B.S. Industrial Technology - 18					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.S. Computer Science	0.0%	11.8% (2)	29.4% (5)	35.3% (6)	23.5% (4)
B.S. Industrial Technology	0.0%	5.6% (1)	22.2% (4)	44.4% (8)	27.8% (5)

Table 54 continued		
Satisfaction with Degree Program		
Department of Computer Science & Industrial Technology		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.S. Computer Science	5.9% (1)	94.1% (16)
B.S. Industrial Technology	11.1% (2)	88.9% (16)
3. If you had it to do over again, would you choose the same major?		
B.S. Computer Science	11.8% (2)	70.6% (12)
B.S. Industrial Technology	33.3% (6)	55.6% (10)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.S. Computer Science	94.1% (16)	5.9% (1)
B.S. Industrial Technology	77.8% (14)	22.2% (4)
6. Should a hands-on course be required in your program?		
B.S. Computer Science	11.8% (2)	82.4% (14)
B.S. Industrial Technology	16.7% (3)	83.3% (15)

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

“internship was not required but greatly helped with real-world experience, made getting a job much easier.”

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

“Excellent management, planning, and social skills. Access to high-tech equipment”

“I got to learn what is truly like in the workforce and experience the differences between it and school life.”

““Real World” experience”

“More info on profession in which I am currently working”

Perceptions of Southeastern

B.S. Computer Science

None of the Computer Science graduates had participated in the study-abroad/student exchange program, but eight (47.1%) thought it would be a valuable experience. Two (11.8%) of the respondents had participated in the honors program, one (50.0%) was Somewhat Satisfied with the honors program and one (50.0%) was Very Dissatisfied. None of the respondents participated in a research program.

B.S. Industrial Technology

One of the Industrial Technology graduates had participated in the study-abroad/student exchange program and was Very Satisfied with the experience. Nine (50.0%) of the respondents thought it would be a valuable experience. Four (22.2%) of the respondents had participated in the honors program, two (50.0%) were Very Satisfied with the honors program, one (25.0%) was Somewhat Satisfied and one (25.0%) was Somewhat Dissatisfied. Three (16.7%) of the respondents participated in a research program, one (33.3%) was Very Satisfied with the experience and two (66.7%) were Somewhat Satisfied.

Graduate/Professional Education

B.S. Computer Science

Three (17.6%) of the respondents are currently enrolled in a graduate/professional degree program. One (5.9%) of the respondents has completed a Masters degree. One (5.9%) of the respondents has taken classes, but not enrolled in a degree program. One (5.9%) of the respondents plans to enroll in a degree program in the next 12 months, four (23.5%) are likely to enroll in a degree program in the future, and seven (41.2%) have no plans for further education. Of those with plans for further education, seven (70.0%) plan on obtaining a master's and three (30.0%) plan on obtaining a doctorate.

Of the five individuals with graduate school experience, four (80.0%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study and one (20.0%) indicated he/she was "Very Effectively" prepared. Four (80.0%) of the respondents indicated that Southeastern prepared them "About the Same as Most" other students and one (20.0%) indicated she/he was prepared "Better than Most".

Of the four respondents who are enrolled in a degree program or had completed a degree, two (50.0%) indicated it was "Very Closely Related" to their bachelor's degree from Southeastern, one (25.0%) indicated it was "Somewhat Related", and one (25.0%) indicated it was "Not at all Related".

B.S. Industrial Technology

Two (11.1%) of the respondents are currently enrolled in a graduate/professional degree program. Two (11.1%) of the respondents have completed a degree. One (5.6%) of the respondents has taken classes, but not enrolled in a degree program. One (5.6%) of the respondents plans to enroll in a degree program in the next 12 months, six (33.3%) are likely to enroll in a degree program in the future, and six (33.3%) have no plans for further education. Of those with plans for further education, eight (66.7%) plan on obtaining a master's and three (25.0%) plan on obtaining a doctorate.

Of the five individuals with graduate school experience, one (20.0%) indicated that Southeastern prepared him/her "Very Ineffectively" for further graduate/professional study, one (20.0%) indicated he/she was "Ineffectively" prepared, and one (20.0%) was "Effectively" prepared. Two (40.0%) of the respondents indicated that Southeastern prepared them "About the Same as Most" other students and one (20.0%) indicated she/he was prepared "Worse than Most".

Of the four respondents who are enrolled in a degree program or had completed a degree, one (25.0%) indicated it was "Somewhat Related" and one (25.0%) indicated it was "Not at all Related".

Employment

B.S. Computer Science

The majority of the respondents (94.1%, n=16) have been employed full-time since completing their degree. Of those respondents who have been employed full-time, seven (43.8%) had jobs before completing their degrees, one (6.3%) accepted a position upon graduation, four (25.0%) respondents obtained a job 1-6 months after graduation, and four (25.0%) took over a year.

The eight respondents who did not have a job upon graduation, faced a variety of problems in obtaining employment. Table 55 presents what were considered major problems, minor problems, or no problem for the remaining seventeen.

Table 55			
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 Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limiting my job search to only one geographic area	62.5% (5)	25.0% (2)	12.5% (1)
Not knowing what I wanted to do	0.0%	0.0%	100.0% (8)
Tight job market	52.5% (5)	37.5% (3)	0.0%
Lack of marketable skills	12.5% (1)	12.5% (1)	75.0% (6)
Lack of educational qualifications	0.0%	0.0%	100.0% (8)
Reputation of Southeastern	12.5% (1)	12.5% (1)	75.0% (6)
Lack of experience	87.5% (7)	12.5% (1)	0.0%
Lack of job search skills	0.0%	50.0% (4)	50.0% (4)
Poor GPA	0.0%	37.5% (3)	62.5% (5)
Racial discrimination	0.0%	0.0%	100.0% (8)
Gender discrimination	0.0%	12.5% (1)	87.5% (7)
Age discrimination	0.0%	0.0%	100.0% (8)

Of those respondents who have had a full-time job since graduating, six (37.5%) indicated their education was “Very Effective” in preparing them for employment or improving their job performance and ten (62.5%) indicated it was “Effective”. Thirteen (81.3%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern, and three (18.8%) have had two full-time jobs since graduating. In regards to sources for learning about their first full-time job, one (6.3%) indicated faculty at Southeastern, one (6.3%) from a parent or relative, four (25.0%) from a newspaper or trade publication, two (12.5%) from another student or friend, four (25.0%) already had a job, one (6.3%) was recruited by an employer, and two (12.5%) from the Internet.

All (100%) of the respondents who have had a full-time job are currently employed full-time. The majority (62.5%, n=10) work in the state of Louisiana. Three (18.8%) of the respondents are employed in a service organization, one (6.3%) in higher education, three (18.8%) in a professional firm, two (12.5%) in industry, three (18.8%) in business, and two (12.5%) in a health agency. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed”, twelve (75.0%) respondents felt they are not underemployed, while three (18.8%) felt they are underemployed. When asked about satisfaction with their present employment, seven (43.8%) are “Well satisfied, would not consider leaving”, seven (43.8%) are “Satisfied, but would consider more desirable employment”, and one (6.3%) “Dislikes employment; seeking or will seek other employment”.

Ten (62.5%) of the respondents is currently employed in the area of their Southeastern major, three (18.8%) in an area related to their Southeastern major and two (12.5%) are employed in an area not related to their Southeastern major. One (50.0%) of the respondents not employed in an area related to their major indicated he/she developed a new career interest and the other (50.0%) respondents could not find a job he/she wanted. Three (18.8%) of the respondents gave a salary range of \$25,001-\$30,000, three (18.8%) gave a salary range of \$30,001-\$40,000, seven (43.8%) gave a range of \$40,001-\$50,000, and two (12.5%) indicated they make over \$50,000 annually.

B.S. Industrial Technology

The majority of the respondents (94.4%, n=17) have been employed full-time since completing their degree. Of those respondents who have been employed full-time, five (29.4%) had jobs before completing their degrees, three (17.6%) accepted a position upon graduation, eight (47.1%) respondents obtained a job 1-6 months after graduation, and one (5.9%) took over a year.

The nine respondents who did not have a job upon graduation, faced a variety of problems in obtaining employment. Table 56 presents what were considered major problems, minor problems, or no problem for the remaining seventeen.

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 Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limiting my job search to only one geographic area	33.3% (3)	44.4% (4)	22.2% (2)
Not knowing what I wanted to do	22.2% (2)	33.3% (3)	44.4% (4)
Tight job market	66.7% (6)	11.1% (1)	22.2% (2)
Lack of marketable skills	0.0%	22.2% (2)	77.8% (7)
Lack of educational qualifications	0.0%	22.2% (2)	77.8% (7)
Reputation of Southeastern	11.1% (1)	22.2% (2)	66.7% (6)
Lack of experience	11.1% (1)	77.8% (7)	11.1% (1)
Lack of job search skills	0.0%	66.7% (6)	33.3% (3)
Poor GPA	0.0%	11.1% (1)	88.9% (8)
Racial discrimination	0.0%	0.0%	100.0% (9)
Gender discrimination	0.0%	11.1% (1)	88.9% (8)
Age discrimination	0.0%	22.2% (2)	77.8% (7)

Of those respondents who have had a full-time job since graduating, four (23.5%) indicated their education was “Very Effective” in preparing them for employment or improving their job

performance, nine (52.9%) indicated it was “Effective”, three (17.6%) indicated it was “Ineffective”, and one (5.9%) indicated it was “Very Ineffective”. Ten (58.8%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern, four (23.5%) have had two full-time jobs since graduating, and two (11.8%) have had three or more. In regards to sources for learning about their first full-time job, one (5.9%) indicated faculty at Southeastern, four (23.5%) from a parent or relative, two (11.8%) from Southeastern’s Career Services, one (5.9%) from a newspaper or trade publication, two (11.8%) from another student or friend, four (23.5%) already had a job, one (5.9%) was recruited by an employer, and one (5.9%) from the Internet.

Sixteen (94.1%) of the respondents who have had a full-time job are currently employed full-time. Of those currently employed full-time, the majority (87.5%, n=14) work in the state of Louisiana. One (6.3%) of the respondents is employed in higher education, one (6.3%) in a professional firm, twelve (75.0%) in industry, and one (6.3%) in business. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed”, eleven (68.8%) respondents felt they are not underemployed, while four (25.0%) felt they are underemployed. When asked about satisfaction with their present employment, three (18.8%) are “Well satisfied, would not consider leaving” and twelve (75.0%) are “Satisfied, but would consider more desirable employment”.

Nine (56.3%) of the respondents are currently employed in the area of their Southeastern major, five (31.3%) in an area related to their Southeastern major and one (6.3%) is employed in an area not related to his/her Southeastern major because she/he never planned to work in the field. Two (12.5%) of the respondents gave a salary range of \$20,001-\$25,000, three (18.8%) gave a salary range of \$30,001-\$40,000, seven (43.8%) gave a range of \$40,001-\$50,000, and three (18.8%) indicated they make over \$50,000 annually.

Professional Activities

B.S. Computer Science

None of the respondents currently hold licensure/certification in their field. Three (18.8%) plan on obtaining it in the next twelve months, one plans on obtaining a “Oracle; Crystal Reports” and the other two did not indicate the type.

Two (11.8%) of the respondents are members of a professional organization, and three (17.6%) have attended a professional meeting in the past year.

B.S. Industrial Technology

Five (27.8%) of the respondents indicated that licensure/certification is not available in their field, nine (50.0%) do not currently hold licensure/certification, and four (22.2%) hold licensure/certification. Two are certified Industrial Technologists, one has NAIT C.I.T.,

MCDBA, MCP, and one has CIT. Two (22.2%) plans on obtaining it in the next twelve months, one plans on obtaining OHST & CSP, and one plans on obtaining NAIT CIT.

Nine (50.0%) of the respondents are members of a professional organization, and seven (38.9%) have attended a professional meeting in the past year.

Special Questions

B.S. Computer Science

All of the respondents completed the insert which contained the special questions. When asked what type of work they do, nine (52.9%) indicated they are developing and maintaining business-types of applications, five (29.4%) are developing and maintaining scientific/engineering applications, three (17.6%) are working toward a graduate degree, three (17.6%) have no systems or software related tasks, five (29.4%) work in systems and/or network administration, and three (17.6%) work on other types of computing-based tasks, and two (11.8%) do web development.

Alumni were also asked to indicate how much help the concepts learned in various classes have been in their jobs and/or graduate studies. Table 39 provides the frequencies and the means for those courses. It should be noted that the means do not include any NA responses.

Table 57

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

	1 - No Help	2	3	4	5 - Lots of Help	NA	Mean
CMPS 161(162) Intro to Computing	0%	29.4% (5)	5.9% (1)	23.5% (4)	29.4% (5)	5.9% (1)	3.60
CMPS 257 Discrete Structure	11.8% (2)	11.8% (2)	47.1% (8)	5.9% (1)	17.6% (3)	0%	3.06
CMPS 262 COBOL	64.7% (11)	17.6% (3)	5.9% (1)	0%	0%	5.9% (1)	1.33
CMPS 280(270) Intermediate Programming	5.9% (1)	5.9% (1)	23.5% (4)	35.3% (6)	23.5% (4)	0%	3.69
CMPS 293(263) Intro to Assembly Language	29.4% (5)	23.5% (4)	23.5% (4)	5.9% (1)	0%	0%	2.19
CMPS 297 Digital Logic	11.8% (2)	29.4% (5)	11.8% (2)	17.6% (3)	5.9% (1)	17.6% (3)	2.69
CMPS 375 Computer Architecture	29.4% (5)	11.8% (2)	17.6% (3)	23.5% (4)	11.8% (2)	0%	2.75
CMPS 383 Information Systems	5.9% (1)	5.9% (1)	17.6% (3)	11.8% (2)	41.2% (7)	5.9% (1)	2.93
CMPS 390 Data Structures	5.9% (1)	0%	11.8% (2)	47.1% (8)	29.4% (5)	0%	4.00
CMPS 391 Numerical Methods	5.9% (1)	23.5% (4)	11.8% (2)	0%	11.8% (2)	41.2% (7)	2.78
CMPS 401 Survey of Programming Languages	11.8% (2)	17.6% (3)	29.4% (5)	23.5% (4)	11.8% (2)	0%	33.06
CMPS 411 Software Engineering	5.9% (1)	0%	11.8% (2)	23.5% (4)	52.9% (9)	0%	4.25
CMPS 431 Operating Systems	11.8% (2)	5.9% (1)	23.5% (4)	41.2% (7)	11.8% (2)	0%	3.38
CMPS 439 Database Systems	17.6% (3)	5.9% (1)	5.9% (1)	17.6% (3)	35.3% (6)	11.8% (2)	3.57
CMPS 479 Automata and Formal Languages	0%	11.8% (2)	23.5% (4)	0%	11.8% (2)	47.1% (8)	3.25
CMPS 481 Senior Seminar	23.5% (4)	29.4% (5)	23.5% (4)	11.8% (2)	5.9% (1)	0%	2.44

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

- Applied GUI - I use that EVERY DAY
- Graphical User Interfaces; Accounting
- HTML, Introduction to; Advanced Web Publishing; Object-oriented programming in Java
- Object oriented programming
- Differential Equations
- 491 - Networking (Mr. Pierce); 335 - Advanced Web Publishing
- Class with perl, html, & javascript
- I believe that Calculus & Physics courses taught valuable problem-solving skills
- HTML, JAVA/CGI Programming

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

- Embedded programming, cross architectures (hands on)
- More OOP concepts, more advanced networking from the sysadmin perspective (i.e. security, architecture, etc.)
- More database development and SQL; windows based development
- Project management (introduction to)(focusing on IT projects) - such a course would be invaluable to business majors as well as CMPS majors
- More focus on modern technologies
- 439 was optimal for scientific, would be helpful
- Compiler class not offered
- SQL, IDE
- The beginning courses, 161, 270, 390 used Pascal when I was taking these courses, I regret not learning C++.
- Business applications programming (Visual Basic, Net, w/variety of DB structures)
- hardware (building computers, etc.)

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

- Adding some embedded development courses, focus on creating an application and running it on real hardware
- Some advanced Microsoft-centric courses would have been useful. I do a lot of .NET and VB6 development at my job. If not that, just a heavy emphasis on OOP would be helpful.
- Windows based development training.
- Less of the old, more of the new. The demand for Java programmers is far greater than the demand for Assembly Language programmers. Make AL programming and elective and make Java programming required.

- More hands on training, some classes need to be divided into two.
- required network concepts are necessary
- add Java (or C#) or other object-oriented language
- Networking, GIS, more Dbase
- CMPS 439 was almost all theory. We never touched a computer the entire semester. I basically had to learn all of my SQL on the job.
- tougher first classes, greater availability of courses
- Wider range of classes other than programming; rid of outdated classes - teach newer concepts, languages

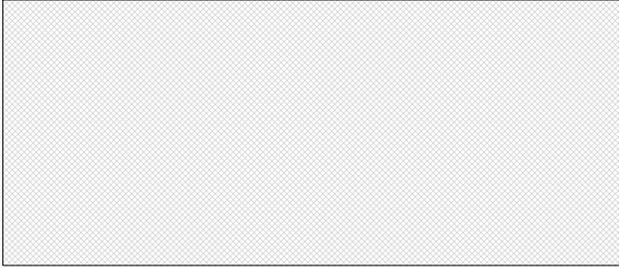
Appendix A
Southeastern Louisiana University
Survey of Undergraduate Alumni
2003-2004

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Southeastern Louisiana University

Survey of Undergraduate Alumni

Office of Institutional Research and Assessment
Spring 2004



Dear Southeastern Alumnus,

Many changes have occurred on campus in the past two years that will positively impact the quality of the educational experience offered by Southeastern. Three new Masters' degrees and two new Bachelor's degrees have been added to the curriculum, including a Master of Arts in Teaching that enrolls students from across the country. Honors programs are now in place within each of our colleges, and we have one of the highest rates of national accreditation among the eight institutions in the University of Louisiana System.

This year, the university's freshman class had the highest American College Testing scores Southeastern has ever recorded, along with a record enrollment of 15,662 students. We continue to improve the technological capabilities and infrastructure of the campus. This year we opened the expansion of the Teacher Education Center, the Southeast Louisiana Business Center located in close proximity to the campus, and a new Biology building and student dormitories are on line to open in the near future.

In order to ensure continued quality education, we must plan for the future. You are in a unique position to provide insight into the value of your degree and the influence your experiences at Southeastern have had on your life. Planning for the future demands that we look back on our accomplishments and identify areas that need improvement.

The enclosed survey has been designed to provide you the opportunity to tell us what you have done since graduating from Southeastern, let us know areas in which you think we excel, and identify where we can improve. Your participation in this survey is very important. Without your response, we cannot accurately reflect the opinions of our alumni.

Completing the survey will take approximately 15 minutes. Please complete the survey and return it within 10 days in the enclosed, pre-addressed business envelope. The enclosed gift is a token of our appreciation for completing the survey.

You will note that the survey contains an identification number for research purposes and to avoid sending you needless reminders about completing the survey. **I assure you that the information you provide will be kept completely confidential.** The Office of Institutional Research and Assessment will collect and analyze the responses. The information gained from this survey will be reported only for the entire survey group, and at no time is your name identified with any response. If you have any questions regarding the survey, please contact Dr. Michelle Hall at (985) 549-2077.

Thank you for taking time to complete our survey.



Randy Moffett
President

PLEASE DO NOT WRITE IN THIS AREA



SERIAL #



MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

CORRECT: ● INCORRECT: ☑ ✗ ○ ●

Section 1 - Satisfaction with Your Degree Program

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1. 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 Major. Please do not answer these questions in regard to your General Education curriculum, but rather only in regards to your MAJOR.

	Very Dissatisfied				Very Satisfied
Overall quality of your department	(1)	(2)	(3)	(4)	(5)
Overall quality of your degree program	(1)	(2)	(3)	(4)	(5)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets	(1)	(2)	(3)	(4)	(5)
Usefulness of the academic advice you received from your advisor	(1)	(2)	(3)	(4)	(5)
Opportunities to interact with faculty outside of class	(1)	(2)	(3)	(4)	(5)
Effectiveness of the faculty as teachers	(1)	(2)	(3)	(4)	(5)
Friendliness and helpfulness of the office staff	(1)	(2)	(3)	(4)	(5)
Interest shown by faculty in your academic development	(1)	(2)	(3)	(4)	(5)
Effectiveness of beginning courses in preparing you for advanced courses	(1)	(2)	(3)	(4)	(5)
Quality of instruction in advanced courses	(1)	(2)	(3)	(4)	(5)
Faculty treatment of students both inside and outside of the classroom	(1)	(2)	(3)	(4)	(5)
Professional activities, associations, or clubs associated with your major	(1)	(2)	(3)	(4)	(5)
Opportunity for meaningful interaction with faculty in research or other scholarly activities	(1)	(2)	(3)	(4)	(5)
Availability of the required courses	(1)	(2)	(3)	(4)	(5)
Availability of elective courses you wanted to take in your major	(1)	(2)	(3)	(4)	(5)
Quality of instruction regarding standards and ethics in your major field	(1)	(2)	(3)	(4)	(5)
Opportunities for you to collaborate with other students on class projects	(1)	(2)	(3)	(4)	(5)
Library resources related to your major	(1)	(2)	(3)	(4)	(5)
Use of appropriate technology in the classroom	(1)	(2)	(3)	(4)	(5)
Facilities and equipment (including computer resources) for courses in your major	(1)	(2)	(3)	(4)	(5)
Help you received from faculty in your department with regard to further educational opportunities	(1)	(2)	(3)	(4)	(5)
The size of classes in your major	(1)	(2)	(3)	(4)	(5)
Help you received from faculty in your department with regard to finding employment in your field	(1)	(2)	(3)	(4)	(5)
Global perspectives presented in courses	(1)	(2)	(3)	(4)	(5)
The relevancy of courses	(1)	(2)	(3)	(4)	(5)
"Real-world" experiences, exposure, examples, etc. in or out of the classroom	(1)	(2)	(3)	(4)	(5)
Your advisor's knowledge of requirements	(1)	(2)	(3)	(4)	(5)
The accessibility of your advisor	(1)	(2)	(3)	(4)	(5)
Your advisor's concern with your academic goals	(1)	(2)	(3)	(4)	(5)

2. Would you recommend Southeastern to someone interested in your major? No Yes

3. If you had it to do over again, would you choose the same major? No Yes Yes, but not at Southeastern

4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements? No (Skip to Question 6) Yes

5. What benefits did you receive from this hands-on experience?

6. Should a hands-on course be required in your program? No Yes

Section 2 - General Skills

7. On a scale of 1 through 5, where 1 means Did Not Help at All and 5 means Helped a Lot, indicate how much Southeastern helped you in developing the following skills or abilities:

	Did Not Help At All				Helped A Lot
Ability to write well	1	2	3	4	5
Ability to speak effectively	1	2	3	4	5
Ability to comprehend reading material and to analyze its meaning	1	2	3	4	5
Ability to use logic and critical thinking skills	1	2	3	4	5
Ability to see relationships, similarities, and distinctions between ideas	1	2	3	4	5
Ability to apply problem-solving techniques	1	2	3	4	5
Ability to use mathematical and statistical concepts and tools	1	2	3	4	5
Ability to locate, evaluate, and effectively use information	1	2	3	4	5
Understanding the nature of science and the scientific method	1	2	3	4	5
Familiarity with key applications of the basic sciences	1	2	3	4	5
Ability to learn on your own	1	2	3	4	5
Ability to work with groups or teams	1	2	3	4	5
Recognition of the value of coming into contact with people different from you	1	2	3	4	5
Understanding the nature and value of at least one of the performing arts	1	2	3	4	5
Wider acquaintance with and enjoyment of literature	1	2	3	4	5
Personal set of values and ethical standards	1	2	3	4	5
Understanding the nature and value of civic engagement	1	2	3	4	5
Awareness of how political and economic trends impact families and communities	1	2	3	4	5
Awareness of historical trends which influence current events	1	2	3	4	5
Awareness of how different areas or subjects may be related	1	2	3	4	5
Ability to utilize computers	1	2	3	4	5

Section 3 - Perceptions of Southeastern

8. On 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				Strongly Agree
Southeastern was a "family friendly" campus.	1	2	3	4	5
Southeastern provided a positive, supportive environment for minority students.	1	2	3	4	5
Southeastern has a pretty campus.	1	2	3	4	5
The appearance of Southeastern's campus improved while I attended Southeastern.	1	2	3	4	5
Race relations on campus were not as good as they could have been.	1	2	3	4	5
There was a sense of personal safety/security on campus.	1	2	3	4	5
The campus was, generally, free from harassment (e.g. sexual, racial)	1	2	3	4	5
Overall, there was a campus atmosphere of ethnic, political, and religious understanding and acceptance.	1	2	3	4	5

9. Did you have an opportunity to participate in a study-abroad/student exchange program while at Southeastern?
 No (Please go to question 11) Yes

10. How satisfied were you with the study-abroad/student exchange program?

Very Satisfied Somewhat Satisfied Somewhat Dissatisfied Very Dissatisfied

11. Do you think participation in a study-abroad/student exchange program is valuable?

No Yes

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12. Did you have an opportunity to participate in an honors program while at Southeastern?

- No (Please go to question 14) Yes

13. How satisfied were you with the honors program?

- Very Satisfied Somewhat Satisfied Somewhat Dissatisfied Very Dissatisfied

14. Did you have an opportunity to participate in a research program while at Southeastern?

- No (Please go to question 16) Yes

15. How satisfied were you with the research program?

- Very Satisfied Somewhat Satisfied Somewhat Dissatisfied Very Dissatisfied

Section 4 - Graduate/Professional Education

16. What is your current status with regard to graduate/professional education?

- I am currently enrolled in a degree program
- I have completed a degree
- I have taken classes, but not enrolled in a degree program
- I plan to enroll in a degree program in the next 12 months
- It is likely that I will enroll in a degree program in the future
- I have no plans for further education (Skip to Section 5)

17. What is the highest degree you have earned since graduating from Southeastern?

- Master's
- Doctorate
- Professional (M.D., J.D., D.D.S., D.V.M., etc.)
- Second Baccalaureate
- Other _____
- I do not have graduate/professional degree yet

18. What is the highest degree you plan to obtain?

- I have already earned the highest degree I plan to obtain
- Master's
- Doctorate
- Professional (M.D., J.D., D.D.S., D.V.M., etc.)
- Second Baccalaureate
- Other _____

If you have not taken graduate level classes, please skip to section 5

19. How effectively did your educational experiences at Southeastern prepare you for graduate/professional school?

- Very Ineffectively
- Ineffectively
- Effectively
- Very Effectively

20. Compared to other students, how well do you believe Southeastern prepared you for graduate/professional school?

- Better than Most About the Same as Most Worse than Most

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If you are not currently enrolled in a degree program or have not completed a graduate degree, please skip to section 5

21. Is your graduate degree or your graduate degree plan closely related to your bachelor's degree from Southeastern?

Very Closely Related Somewhat Related Not at all Related

22. Please list the institution(s) in which you are/were enrolled in graduate/professional school.

Section 5 - Employment

23. Have you been employed full-time since completing your degree? Yes No (Skip to Section 6)

24. How long did it take you to get your first full-time permanent job after completing your degree?

Had the job before completing the degree — Skip to question 26
 Accepted position upon graduation —
 1-6 Months
 7-12 Months
 Over 1 Year

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

	Major Problem	Minor Problem	Not A Problem
Limiting my job search to only one geographic area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not knowing what I wanted to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tight job market	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of marketable skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of educational qualifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputation of Southeastern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of job search skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor GPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age Discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. How effective was your education in preparing you for employment or improving your job performance?

Very Effective Effective Ineffective Very Ineffective

27. How many full-time jobs have you held since graduating from Southeastern?

Currently in first job
 Two
 Three or more

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28. From what source(s) did you learn about the first full-time job you held after graduating from Southeastern ?
(Mark all that apply)

- Faculty at Southeastern
- Parent or relative
- Southeastern's Career Services
- Newspaper/trade publication
- Professional meeting
- Another student/friend
- Already had job
- Internship, Practicum, or Student Teaching
- Recruited by employer
- Public/Private employment agency
- Southeastern Job Fair
- Internet
- Other _____

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

- Employed full-time (30 hours or more per week)
- Employed part-time and satisfied with part-time employment
- Employed part-time, but looking for full-time employment
- Graduate assistantship, fellowship or student employment
- Unemployed, but seeking employment
- Not employed and not looking for employment

If you are not currently employed full-time, please skip to section 6

30. Is your current job in the state of Louisiana? No Yes

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

- | | | |
|--|---|-------------------------------------|
| <input type="radio"/> Service organization | <input type="radio"/> Professional firm | <input type="radio"/> Industry |
| <input type="radio"/> Higher education | <input type="radio"/> Self-employed or private practice | <input type="radio"/> Government |
| <input type="radio"/> Elementary or secondary school | <input type="radio"/> Military/armed services | <input type="radio"/> Business |
| <input type="radio"/> Nonprofit organization | <input type="radio"/> Temporary service | <input type="radio"/> Health agency |

32. 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?

- No Yes

33. Indicate your satisfaction with your present employment.

- Well satisfied; would not consider leaving
- Satisfied, but would consider more desirable employment
- Dislike employment; seeking or will seek other employment
- Not sure

34. Would you describe your employment as:

- In the area of my Southeastern major (skip to question 36)
- In an area related to my Southeastern major (skip to question 36)
- In an area not related to my Southeastern major

35. What is the main reason you are working in an area not related to your major at Southeastern?

- Never planned to work in my field
- Developed a new career interest
- Better pay
- Could not find a job I wanted
- Would have to relocate for a job in my field
- Better opportunity for advancement
- I have not obtained licensure, registration, or certification required for my field

36. Please indicate your annual salary range.

- Less than \$10,000
- \$10,000-\$15,000
- \$15,001-\$20,000
- \$20,001-\$25,000

- \$25,001-\$30,000
- \$30,001-\$40,000
- \$40,001-\$50,000
- Greater than \$50,000

Section 6 - Professional Activities

37. Do you currently hold licensure/certification in your field?

- Licensure/certification not available in my field (skip to question 39)
- No
- Yes Please give type of licensure/certification held _____

38. If no, do you plan to obtain licensure/certification in the next 12 months?

- No
- Yes Please give type of licensure/certification to be obtained _____

39. Are you a member of a professional organization? No Yes

40. Have you attended a professional meeting in the past year? No Yes

Section 7 - Overall Satisfaction with Southeastern

Now that you have graduated from Southeastern, we would like you to evaluate your experiences while at Southeastern.

41. What is your general attitude toward Southeastern?

- Very Positive Positive Neutral Negative Very Negative

42. Would you recommend Southeastern to a friend or family member considering college?

- Yes, with no reservations
- Yes, but with some reservations
- Yes, but with strong reservations
- No, probably not
- No, not under any circumstances

43. If you were to do it again, would you elect to attend Southeastern for your undergraduate degree?

- No Yes Don't Know

44. How would you compare the quality of education provided at Southeastern with that of other universities?

- Better than most
- About the same as most
- Worse than most

45. Regardless of the financial benefits, has your college education improved the quality of your life?

- No Yes

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The following request is of special significance. As part of our continuous effort for improvement, we would like to contact the supervisors of our alumni (if employed) or graduate program supervisors (if in graduate school). This will help us determine if we are preparing students for today's work place, and to seek possible internship sites for our students. All responses will be kept in the strictest confidence. Please provide the following information:

Supervisor Name: _____

Name of Organization: _____

Address: _____

City, State, Zip: _____

Telephone Number: (____) _____

Who is the person named above?

- Job Supervisor
- Graduate Supervisor

The following space is provided for you to write any additional comments or suggestions you have regarding Southeastern.

Please do not forget to return this survey within one week of receipt. Thank you for your help. We at Southeastern would like to extend our heartfelt appreciation to you for giving your time, for supporting us with your input, and for sharing your thoughts and suggestions. Best wishes to you!!



Appendix B
Additional Questions Developed by Departments
2003-2004

Spring 2004 Undergraduate Alumni Survey

Special Questions for English Graduates

1. Please indicate the degree to which your courses in the following general areas have helped you in your current/previous jobs and/or graduate school.

	<i>No Help</i>				<i>Very Helpful</i>	
	1	2	3	4	5	NA
Literature Surveys (e.g., ENGL 230, 231, 232, 301, 303, 351, 395, 396)	<input type="radio"/>					
Upper-level (300/400) Literature Electives	<input type="radio"/>					
Advanced Grammar (ENGL 312)	<input type="radio"/>					
Other Linguistics/Rhetoric Courses (e.g., ENGL 413, 414, 476)	<input type="radio"/>					
The Teaching of Writing (ENGL 467)	<input type="radio"/>					
The Teaching of Literature (ENGL 468)	<input type="radio"/>					
Critical Theory Courses	<input type="radio"/>					
Creative Writing Courses	<input type="radio"/>					
Professional Technical Writing Courses (e.g. ENGL 321, 322, 447, 448, 485)	<input type="radio"/>					

2. Please indicate the degree to which your English courses at Southeastern helped improve your abilities in the following:

	<i>No Help</i>				<i>Very Helpful</i>	
	1	2	3	4	5	NA
Interpretive/analytical skills	<input type="radio"/>					
Writing skills	<input type="radio"/>					
Editing skills	<input type="radio"/>					
Skills in formulating an argument	<input type="radio"/>					
Research skills	<input type="radio"/>					
Improvement in your view of life/quality of life	<input type="radio"/>					

3. Please indicate the degree to which you utilize the following skills in your current/previous jobs and/or graduate school.

	<i>Not at all</i>				<i>Daily</i>
	1	2	3	4	5
Interpretive/analytical skills	<input type="radio"/>				
Writing skills	<input type="radio"/>				
Editing skills	<input type="radio"/>				
Skills in formulating an argument	<input type="radio"/>				
Research skills	<input type="radio"/>				

For Office Use Only: _____

Spring 2004 Undergraduate Alumni Survey

Special Questions for English Education Graduates

1. Please indicate the degree to which your courses in the following general areas have helped you in your current/previous jobs and/or graduate school.

	<i>No Help</i>				<i>Very Helpful</i>	
	1	2	3	4	5	NA
Literature Surveys (e.g., ENGL 230, 231, 232, 301, 303, 351, 395, 396)	<input type="radio"/>					
Upper-level (300/400) Literature Electives	<input type="radio"/>					
Advanced Grammar (ENGL 312)	<input type="radio"/>					
Other Linguistics/Rhetoric Courses (e.g., ENGL 413, 414, 476)	<input type="radio"/>					
The Teaching of Writing (ENGL 467)	<input type="radio"/>					
The Teaching of Literature (ENGL 468)	<input type="radio"/>					
Critical Theory Courses	<input type="radio"/>					
Creative Writing Courses	<input type="radio"/>					
Professional Technical Writing Courses (e.g. ENGL 321, 322, 447, 448, 485)	<input type="radio"/>					

2. Please indicate the degree to which your English courses at Southeastern helped improve your abilities in the following:

	<i>No Help</i>				<i>Very Helpful</i>	
	1	2	3	4	5	NA
Interpretive/analytical skills	<input type="radio"/>					
Writing skills	<input type="radio"/>					
Editing skills	<input type="radio"/>					
Skills in formulating an argument	<input type="radio"/>					
Research skills	<input type="radio"/>					
Improvement in your view of life/quality of life	<input type="radio"/>					

3. Please indicate the degree to which you utilize the following skills in your current/previous jobs and/or graduate school.

	<i>Not at all</i>				<i>Daily</i>
	1	2	3	4	5
Interpretive/analytical skills	<input type="radio"/>				
Writing skills	<input type="radio"/>				
Editing skills	<input type="radio"/>				
Skills in formulating an argument	<input type="radio"/>				
Research skills	<input type="radio"/>				

For Office Use Only: _____

Spring 2004 Undergraduate Alumni Survey

Special Questions for Liberal Arts Studies Graduates

1. Please indicate the degree to which your courses in the following general areas have helped you in your current/previous jobs and/or graduate school.

	No Help 1	2	3	4	5	Very Helpful NA
Literature Surveys (e.g., ENGL 230, 231, 232, 301, 303, 351, 395, 396)	<input type="radio"/>					
Upper-level (300/400) Literature Electives	<input type="radio"/>					
Advanced Grammar (ENGL 312)	<input type="radio"/>					
Other Linguistics/Rhetoric Courses (e.g., ENGL 413, 414, 476)	<input type="radio"/>					
The Teaching of Writing (ENGL 467)	<input type="radio"/>					
The Teaching of Literature (ENGL 468)	<input type="radio"/>					
Critical Theory Courses	<input type="radio"/>					
Creative Writing Courses	<input type="radio"/>					
Professional Technical Writing Courses (e.g. ENGL 321, 322, 447, 448, 485)	<input type="radio"/>					

2. Please indicate the degree to which your English courses at Southeastern helped improve your abilities in the following:

	No Help 1	2	3	4	5	Very Helpful NA
Interpretive/analytical skills	<input type="radio"/>					
Writing skills	<input type="radio"/>					
Editing skills	<input type="radio"/>					
Skills in formulating an argument	<input type="radio"/>					
Research skills	<input type="radio"/>					
Improvement in your view of life/quality of life	<input type="radio"/>					

3. Please indicate the degree to which you utilize the following skills in your current/previous jobs and/or graduate school.

	Not at all 1	2	3	4	5	Daily
Interpretive/analytical skills	<input type="radio"/>					
Writing skills	<input type="radio"/>					
Editing skills	<input type="radio"/>					
Skills in formulating an argument	<input type="radio"/>					
Research skills	<input type="radio"/>					

For Office Use Only: _____

Spring 2004 Undergraduate Alumni Survey

Special Questions for French Graduates

1. 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.

	<i>Strongly Dissatisfied</i>				<i>Strongly Satisfied</i>
	1	2	3	4	5
Extent to which foreign language courses broadened your knowledge and understanding of different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Degree to which French courses improved your knowledge of basic grammar and composition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Degree to which French courses have improved your ability to communicate and write effectively on a basic level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extent of availability of authentic resource in foreign languages in the Foreign Language Resource Center (internet, documentaries, movies, programs received from satellite, music)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to experience summer study abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friendliness, helpfulness, and accessibility of the foreign language faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For Office Use Only: _____

Spring 2004 Undergraduate Alumni Survey

Special Questions for French Education Graduates

1. 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.

	<i>Strongly Dissatisfied</i>				<i>Strongly Satisfied</i>
	1	2	3	4	5
Extent to which foreign language courses broadened your knowledge and understanding of different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Degree to which French courses improved your knowledge of basic grammar and composition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Degree to which French courses have improved your ability to communicate and write effectively on a basic level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extent of availability of authentic resource in foreign languages in the Foreign Language Resource Center (internet, documentaries, movies, programs received from satellite, music)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to experience summer study abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friendliness, helpfulness, and accessibility of the foreign language faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For Office Use Only: _____

Spring 2004 Undergraduate Alumni Survey

Special Questions for Spanish Graduates

1. 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.

	<i>Strongly Dissatisfied</i>				<i>Strongly Satisfied</i>
	1	2	3	4	5
Extent to which foreign language courses broadened your knowledge and understanding of different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Degree to which Spanish courses improved your knowledge of basic grammar and composition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Degree to which Spanish courses have improved your ability to communicate and write effectively on a basic level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extent of availability of authentic resource in foreign languages in the Foreign Language Resource Center (internet, documentaries, movies, programs received from satellite, music)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to experience summer study abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friendliness, helpfulness, and accessibility of the foreign language faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For Office Use Only: _____

Spring 2004 Undergraduate Alumni Survey

Special Questions for Spanish Education Graduates

1. 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.

	<i>Strongly Dissatisfied</i>				<i>Strongly Satisfied</i>
	1	2	3	4	5
Extent to which foreign language courses broadened your knowledge and understanding of different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Degree to which Spanish courses improved your knowledge of basic grammar and composition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Degree to which Spanish courses have improved your ability to communicate and write effectively on a basic level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extent of availability of authentic resource in foreign languages in the Foreign Language Resource Center (internet, documentaries, movies, programs received from satellite, music)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to experience summer study abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friendliness, helpfulness, and accessibility of the foreign language faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Spring 2004 Undergraduate Alumni Survey

Special Questions for Psychology Graduates

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

	No Help 1	2	3	4	Lots of Help 5	NA
PSYC 101/117 - Intro to Psychology I	<input type="radio"/>					
PSYC 102 - Intro to Psychology II	<input type="radio"/>					
PSYC 240 - Developmental	<input type="radio"/>					
PSYC 210 - Social	<input type="radio"/>					
PSYC 220 - Research Design	<input type="radio"/>					
PSYC 221/222 - Statistics & Lab	<input type="radio"/>					
PSYC 335 - Design & Analysis	<input type="radio"/>					
PSYC 343 - Conditioning and Learning	<input type="radio"/>					
PSYC 350 - Clinical	<input type="radio"/>					
PSYC 416 - Personality	<input type="radio"/>					
PSYC 421 - History & Systems	<input type="radio"/>					
PSYC 422 - Abnormal	<input type="radio"/>					
PSYC 440 - Cognitive	<input type="radio"/>					
PSYC 462 - Physiological	<input type="radio"/>					
PSYC 475 - Industrial/Organizational	<input type="radio"/>					
PSYC 449/468 - Independent Studies	<input type="radio"/>					

2. What course(s), not listed above, have helped you in your job(s), graduate studies, and/or in life generally?

3. What concepts or skills were NOT taught that, if taught, would have better prepared you for your job(s), graduate studies, and/or in your life generally?

4. What changes would you suggest to improve the psychology program?

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Spring 2004 Undergraduate Alumni Survey

Special Questions for Management Graduates

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1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

1. What concentration did your curriculum follow?

- Human Resource Management
- Entrepreneurship & Small Business Management
- Computer Information Management
- General Management
- Other _____

2. Please indicate the extent to which you agree with the following statements.

Strongly Disagree 1 2 3 4 5 Strongly Agree

The management courses at Southeastern provided me with the skills I needed to successfully manage a business.	<input type="radio"/>				
The management courses at Southeastern provided me with the knowledge and skills I needed to successfully manage teams.	<input type="radio"/>				
Because of the management courses I completed at Southeastern, I was able to effectively manage employees.	<input type="radio"/>				
The information management courses I completed at Southeastern taught me how to effectively apply computers in problem solving.	<input type="radio"/>				
The management courses at Southeastern helped me develop critical thinking and leadership skills.	<input type="radio"/>				
The management courses at Southeastern helped me develop interpersonal skills.	<input type="radio"/>				

3. How satisfied are you with your Management degree?

- Very Dissatisfied 2 3 4 Very Satisfied

4. In your opinion, how well prepared for the business world or an academic career are you as a result of majoring in Management at Southeastern?

- Not at all Prepared 2 3 4 Very Prepared

5. What subject areas do you think should be covered in more depth by Management electives?

Spring 2004 Undergraduate Alumni Survey

Special Questions for Finance Graduates

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1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

1. For each of the following courses, please indicate the extent to which each would have increased your marketability in the business world.

	1	2	3	4	5
Property and Casualty Insurance	<input type="radio"/>				
Financial Planning	<input type="radio"/>				
Options and Futures	<input type="radio"/>				
Other _____	<input type="radio"/>				

2. For each skill listed below, please indicate how important you believe it is for a job/graduate education.

	1	2	3	4	5
Spreadsheet skills	<input type="radio"/>				
Critical thinking skills	<input type="radio"/>				
Teamwork skills	<input type="radio"/>				
Written communications skills	<input type="radio"/>				
Oral communications skills	<input type="radio"/>				
Interpersonal skills	<input type="radio"/>				
Research skills	<input type="radio"/>				
Accounting skills	<input type="radio"/>				
Internship Program	<input type="radio"/>				

3. How interested would you have been in getting a concentration in the following areas if they had been available?

	1	2	3	4	5
Financial Planning	<input type="radio"/>				
Corporate Finance	<input type="radio"/>				
Financial Institutions	<input type="radio"/>				
Investments	<input type="radio"/>				
Other _____	<input type="radio"/>				

Spring 2004 Undergraduate Alumni Survey

Special Questions for Marketing Graduates

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1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

1. For each of the following courses, please indicate the extent to which each would have increased your marketability in the business world.

		Definitely would not have increased.	1	2	3	4	5	Definitely would have increased.
Methods of Distribution	<input type="radio"/>		<input type="radio"/>					
Special Events Marketing (e.g. sports events, festivals)	<input type="radio"/>		<input type="radio"/>					
Services Marketing	<input type="radio"/>		<input type="radio"/>					
Creative Advertising	<input type="radio"/>		<input type="radio"/>					
Promotion	<input type="radio"/>		<input type="radio"/>					
Small Business Marketing	<input type="radio"/>		<input type="radio"/>					
Other _____	<input type="radio"/>		<input type="radio"/>					

2. For each skill/knowledge area listed below, please indicate how important you believe it is for a job/graduate education.

		<i>Definitely not important</i>	1	2	3	4	5	<i>Definitely important</i>
Computer software skills (e.g. desktop publishing, web design; spreadsheets)	<input type="radio"/>		<input type="radio"/>					
Critical thinking skills	<input type="radio"/>		<input type="radio"/>					
Teamwork skills	<input type="radio"/>		<input type="radio"/>					
Written communications skills	<input type="radio"/>		<input type="radio"/>					
Oral communications skills	<input type="radio"/>		<input type="radio"/>					
Interpersonal skills	<input type="radio"/>		<input type="radio"/>					
Research skills	<input type="radio"/>		<input type="radio"/>					
Global environmental factors	<input type="radio"/>		<input type="radio"/>					

Spring 2004 Undergraduate Alumni Survey

Special Questions for General Studies Graduates

1. Are you currently employed in a field related to your major focus in General Studies?

- Yes (Please go to question 3)
 No

2. What is the main reason you are not employed in a field related to your major focus?

3. Please indicate how much you agree with each of the following statements.

	<i>Strongly Disagree</i>	1	2	3	4	<i>Strongly Agree</i>
Completing a General Studies degree was a good decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My employer values my General Studies degree as much as other degrees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think I should have graduated with a degree other than General Studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A General Studies degree prepares students for the job market as well as any other degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. If you are considering graduate/professional education or are currently enrolled in a program, please describe how well your General Studies degree prepared you for it and whether or not you will require additional undergraduate work. If you will require more work, please explain why.

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Spring 2004 Undergraduate Alumni Survey

Special Questions for Nursing Graduates

If you answer "Other" for a question, please specify what it is. If you are unsure of the appropriate response category, please use "Other" as well.

Office Use			
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1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

1. What is your current place of employment? (Mark all that apply)

<input type="checkbox"/> Self-Employed <input type="checkbox"/> Nursing Home <input type="checkbox"/> Contract/Pool Nurse	<input type="checkbox"/> Hospital <input type="checkbox"/> Clinical/Outpatient <input type="checkbox"/> Public Health	<input type="checkbox"/> Home Health/Hospice <input type="checkbox"/> School Nurse <input type="checkbox"/> Other _____
---	---	---

2. What is your current specialty in Nursing?

<input type="checkbox"/> Adult /Gerontology <input type="checkbox"/> Psychiatric/Mental Health	<input type="checkbox"/> Newborn/Pediatrics <input type="checkbox"/> Community/Public Health	<input type="checkbox"/> Women's/Perinatal <input type="checkbox"/> Other _____
---	---	--

3. What is the title of your Nursing position?

Staff
 Administrative _____
 Other _____

5. Please complete A-C only if you answered yes to survey question 30, do you belong to a professional organization.

A. To which professional organizations do you currently belong? (Mark all that apply)

<input type="checkbox"/> ANA <input type="checkbox"/> NLN	<input type="checkbox"/> Clinical Specialty Organizations <input type="checkbox"/> Honorary Professional Association	<input type="checkbox"/> Other _____
--	---	--------------------------------------

B. Do you currently hold a position of office in any of the above professional organizations?

No
 Yes

C. Have you ever held a position of office in any of the above professional organizations?

No
 Yes

6. Have you conducted/participated in professional research?

No
 Yes

7. Have you published in a professional nursing journal?

No
 Yes

8. How satisfied are you with your preparation to collaborate with interdisciplinary health team members?

Very Dissatisfied
 Dissatisfied
 Satisfied
 Very Satisfied

9. How many continuing education activities have you participated in during the past year?

0 -1
 2 - 4
 5 or more

10. In addition to Registered Nurse licensure and required certification (i.e., CPR) do you currently hold other professional specialty certification?

No
 Yes

11. Please identify examples of community service activities to which you have contributed within the last 5 years.

12. If you plan to pursue an advanced degree, what are would you choose?

Do not plan to pursue
 Nursing
 Other _____

Spring 2004 Undergraduate Alumni Survey Special Questions for Kinesiology Graduates

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0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

1. What concentration did your curriculum follow?

- Athletic Training
- Dance
- Exercise Science
- Health Promotion & Exercise Science
- Sport Management
- Teacher Education

2. Which of the following best describes your current work situation?

- I have a full-time job related to my degree
- I have a part-time job related to my degree
- I have a full-time job unrelated to my degree
- I have a part-time job unrelated to my degree
- I am unemployed

3. Please indicate the extent to which you agree with the following statements.

Strongly Disagree Strongly Agree

1 2 3 4 5

My degree helped me learn the knowledge and skills required of my profession.	<input type="radio"/>				
Evaluations of my job performance over the past year have been positive.	<input type="radio"/>				
My degree helped prepare me to establish positive professional relationships with others in my workplace.	<input type="radio"/>				
Courses and field experiences in my degree adequately dealt with multicultural issues.	<input type="radio"/>				
I am comfortable working with colleagues/students/clients who are different from me in terms of race/culture/ethnicity.	<input type="radio"/>				

Spring 2004 Undergraduate Alumni Survey

Special Questions for Computer Science Graduates

1. What type of work do you do? (Mark all that apply)

- | | |
|--|---|
| <input type="checkbox"/> Developing and maintaining business-types of applications
<input type="checkbox"/> Developing and maintaining scientific/engineering applications
<input type="checkbox"/> Working toward a graduate degree (e.g. MS, MA, MBA)
<input type="checkbox"/> No systems or software related tasks | <input type="checkbox"/> Systems and/or network administration
<input type="checkbox"/> Other types of computing-based tasks
<input type="checkbox"/> Other _____ |
|--|---|

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

	<i>No Help</i>					<i>Lots of Help</i>					NA	
	1	2	3	4	5	1	2	3	4	5		
CMPS 161(162) - Introduction to Computing	<input type="checkbox"/>											
CMPS 257 - Discrete Structure	<input type="checkbox"/>											
CMPS 262 - COBOL	<input type="checkbox"/>											
CMPS 280(270) - Intermediate Programming	<input type="checkbox"/>											
CMPS 293(263) - Intro to Assembly Language	<input type="checkbox"/>											
CMPS 297 - Digital Logic	<input type="checkbox"/>											
CMPS 375 - Computer Architecture	<input type="checkbox"/>											
CMPS 383 - Information Systems	<input type="checkbox"/>											
CMPS 390 - Data Structures	<input type="checkbox"/>											
CMPS 391 - Numerical Methods	<input type="checkbox"/>											
CMPS 401 - Survey of Programming Languages	<input type="checkbox"/>											
CMPS 411 - Software Engineering	<input type="checkbox"/>											
CMPS 431 - Operating Systems	<input type="checkbox"/>											
CMPS 439 - Database Systems	<input type="checkbox"/>											
CMPS 479 - Automata and Formal Languages	<input type="checkbox"/>											
CMPS 481 - Senior Seminar	<input type="checkbox"/>											

3. What course(s), not listed above, have helped you in your job(s) and/or graduate studies? If you can not remember a course number, the course name is enough.

4. What concepts were NOT taught that, if taught, would have better prepared you for your job(s) or graduate studies?

5. What changes would you suggest to improve the computer science program?

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