Survey of Graduate Degree Alumni

Southeastern Louisiana University

SOUTHEASTERN
LOUISIANA UNIVERSITY

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Office of Institutional Research & Assessment

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

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Executive Summary

Southeastern Louisiana University believes that Graduate Degree Alumni can provide insights into the value of their degree and the influence a degree from Southeastern has had on their lives. The information provided can be used to help assess where the university has been, and helps plan where the university is going. Alumni's perceptions of the value of their education, the influence their educational experiences have had on their life, and where and what the alumni are currently doing gives the university a wonderful opportunity to review the university's accomplishments and shortcomings. Therefore, in Academic Year 2006-2007, Southeastern Louisiana University conducted a Survey of Graduate Degree Alumni.

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

- The majority of the respondents hold licensure/certification in their fields.

- 96% of respondents are satisfactorily employed.

- The vast majority of respondents indicated that their graduate education was effective in preparing them for employment or improving their job performance.

- Of the respondents employed full-time, 78% are employed in the state of Louisiana, with over a third employed in K-12 Education.

- Over 95% of the respondents are employed in the area of their Southeastern major, or a related area.

- Overall, the average income of alumni exceeds the average income of Louisiana residents.

- Approximately two-thirds of respondents are active members of professional organizations.

- More than 75% of the respondents are continuing or plan to continue their education.

- More than 90% of the respondents felt that their graduate education improved the quality of their lives, regardless of the financial benefits.

- Over 75% of respondents would select Southeastern for their graduate education again.

Method

Participants

A total of 867 surveys were mailed to Master's degree alumni who graduated in Academic Years 2002-2003, 2003-2004 and 2004-2005 and for whom the Southeastern Alumni Office had a valid address. Of the 867 surveys sent, 106 were returned as non-deliverable and 182 were completed and returned. This reflects a response rate of 24%. Table 1 provides a breakdown of return rates by program.

Table 1
Survey Return Rates by Program

Program	Number of Surveys Mailed	Number of Surveys Returned	Return Rate
M.A. Organizational Communication	23	8	35%
M.A. English	20	9	45%
M.A. History	13	5	38%
M.Mus. Music	14	3	21%
M.A. Psychology	18	4	22%
M.S. Applied Sociology	5	1	20%
E.M.B.A.	29	11	38%
M.B.A.	214	40	19%
M.Ed. Counselor Education	64	14	22%
M.Ed. Curriculum & Instruction	93	21	23%
M.Ed. Special Education	40	11	28%
MAT Elementary & Special Education	33	9	27%
MAT Secondary Education	21	3	14%
M.S. Communication Science Disorders	63	18	29%
M.A. Health & Kinesiology	29	2	7%
M.S.N.	41	17	41%
M.S. Biology	27	6	22%
M.S. Integrated Science & Technology	14	2	14%

Of the 145 returned surveys, 77% (n=142) were female and 23% (n=42) were male. The vast majority (93%, n=171) were White, Non-Hispanic, while 3% (n=5) were Black, Non-Hispanic, 2% (n=4) were Hispanic, and 2% (n=3) were American Indian/Alaskan Native.

Procedure

A notification post card was mailed to alumni in January 2007. This informed alumni of the upcoming survey and allowed for address updates. The survey was mailed to alumni during Spring 2007. Included in the survey was a business reply envelope and a small gift. Ten days later, a post card reminder was mailed to students who had not responded. A few weeks following the mailing of the post cards, a second survey was mailed to all students who had not yet responded. The second mailing included a personalized cover letter from department heads encouraging alumni to respond to the survey.

Instrument

There were six sections in the survey, including:

- "Section 1 - Satisfaction with Your Degree Program." Questions corresponded to the Southeastern Exit Survey, but also asked for information about the quality of any internships, practicum, or clinical experiences while a student.

- "Section 2 - Perceptions of Southeastern." Alumni were asked to rate their level of agreement with statements concerning strategic planning benchmarks of the university.

- "Section 3 - Graduate/Professional Education." This section asked the alumni to indicate what further educational goals they have completed or plan to pursue.

- "Section 4 - Employment." Questions centered on the types of employment found, how long it took to find employment, and obstacles encountered while searching for full-time employment, as well as annual salary range.

- "Section 5 - Professional Activities." Alumni were asked about any types of licensure/certification obtained, as well as participation in any professional organizations.

- "Section 6 - Overall Satisfaction with Southeastern." This section asked about attitudes regarding overall satisfaction with educational experience at Southeastern, and whether they would recommend Southeastern to a friend or family member considering college were addressed.

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

All Respondents

The overall results of Section 2 -"Perceptions of Southeastern," Section 3 - "Graduate/Professional Education," Section 4 - "Employment," Section 5 - "Professional Activities," and Section 6 - "Overall Satisfaction with Southeastern" are reported first. This is followed by program specific results arranged by department from Section 1 - "Satisfaction with Your Degree Program," Section 3 - "Graduate/Professional Education," Section 4 - "Employment" and Section 5 - "Professional Activities." The final portion reports, verbatim, additional comments and suggestions regarding Southeastern provided by the respondents.

Perceptions of Southeastern

Table 2
Perceptions of Southeastern

7. Using a scale from 1 to 5, where 1 means Strongly Disagree, and 5 means Strongly Agree, please indicate your agreement with the following.				
	Strongly Disagree - 1	2	3	4	Strongly Agree - 5
Southeastern was a "family friendly" campus.				
	1.1% (2)	3.3% (6)	15.2% (28)	27.2% (50)	50.0% (92)
Southeastern provided a positive, supportive environment for minority students.				
	1.1% (2)	2.7% (5)	14.7% (27)	33.7% (62)	39.7% (73)
Southeastern has a pretty campus.				
	1.1% (2)	6.0% (11)	16.8% (31)	29.9% (55)	44.6% (82)
The appearance of Southeastern's campus improved while I attended Southeastern.				
	1.1% (2)	2.7% (5)	18.5% (34)	27.7% (51)	47.8% (88)
There was a sense of racial harmony on campus.				
	2.2% (34)	3.3% (6)	16.3% (30)	39.1% (72)	34.8% (64)
There was a sense of personal safety/security on campus.				
	0.0%	0.5% (1)	12.0% (22)	43.5% (80)	41.8% (77)
The campus was generally, free from harassment (e.g., sexual, racial, etc.)				
	0.5% (1)	0.0%	9.8% (18)	36.4% (67)	51.6% (95)
Overall, there was a campus atmosphere of ethnic, political, and religious understanding and acceptance.				
	1.1% (2)	1.6% (3)	11.4% (21)	35.9% (66)	46.2% (85)

In this section, students were also asked about their participation in and satisfaction with study abroad/student exchange program. Eleven percent (n=21) of the respondents had participated in

a study-abroad/student exchange program. Of those who participated, 48% (n=10) were Very Satisfied with the program, 43% (n=91) were Satisfied, and one (4.8%) was Dissatisfied. In general, 80% (n=148) of respondents felt that participation in such a program is valuable.

Over a third of the respondents (40%, n=73) received their Baccalaureate degree from Southeastern. Of those, 70% (n=51) were in the same field as their Master's. The majority (47%, n=34) thought their undergraduate education had prepared them effectively for Master's level education, while 44% (n=32) thought they were Very Effectively prepared, 7% (n=5) thought they were Ineffectively prepared, and one (1.4%) was Very Ineffectively prepared.

Graduate/ Professional Education

Overall, 76% of respondents are continuing or plan to continue their education. Figure 1 shows alumni intentions with regard to further education.

Figure 1
14. What is your current status with regard to further graduate/professional education, in addition to your Master's degree from Southeastern?
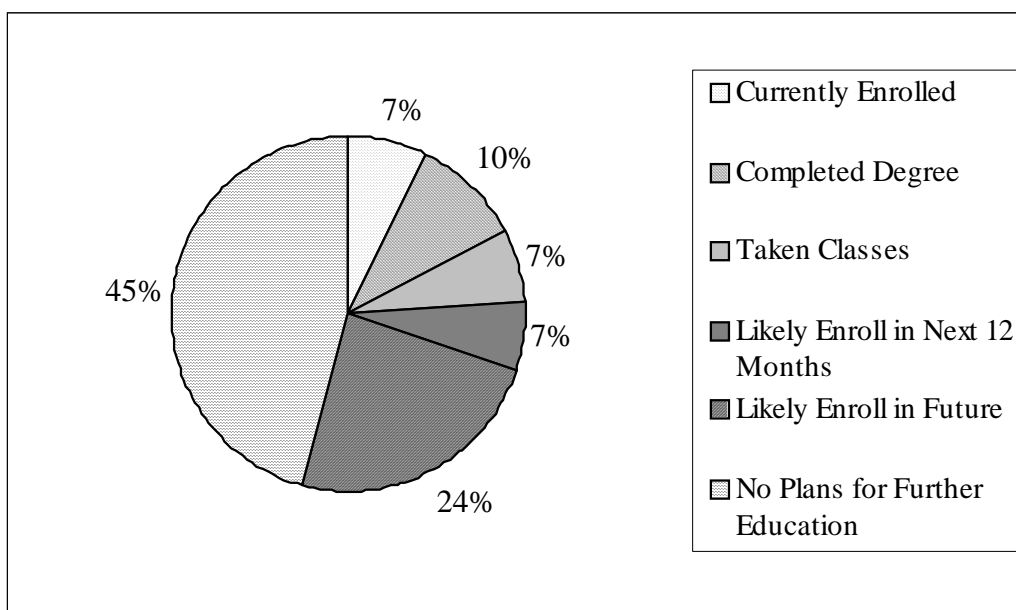
Eight (8.2%) students have obtained a second Master's degree, one (1.0%) a doctorate, two (2.0%) a professional degree, and four (4.1%) have obtained Master's +30. Of those who have plans for further education, 9% (n=9) plan on obtaining a second Master's degree, 55% (n=54) plan on obtaining a doctorate, 4% (n=4) plan on obtaining a professional degree and 11% (n=11) plan on obtaining some other degree.

Of those respondents with further educational experiences, fifteen (35%) indicated that Southeastern prepared them "Effectively" for further graduate study, fifteen (35%) indicated they were prepared "Very Effectively", and two were "Ineffectively" prepared. Nineteen (44%) of the respondents indicated that Southeastern prepared them about the same as most other students while thirteen (30%) indicated that Southeastern prepared them better than most other students, and two (4%) thought they were prepared worse than most. Of those students who have completed a degree or are currently enrolled in a degree program, fourteen (45%) indicated it was "Very Closely Related" to their Master's degree from Southeastern, three (10%) indicated it was "Somewhat Related," and two (7%) indicated it was "Not at all Related." Graduates are attending the following institutions:

Louisiana State University - Five graduates
Southeastern - 3 Graduates
University of New Orleans
Georgia State University, Atlanta, GA
Colorado State University
Indiana University - Bloomington (Doctorate in Brass Pedagogy)
University of Southern Mississippi
University of Memphis
Completed a post-masters program at USA.

Employment History

Overall, 96% of the respondents are currently, satisfactorily employed. Eighty-six percent (86%) are employed full-time. Figure 2 shows current employment status.

Figure 2
What is your current employment status? If you are self-employed or in the military, please indicate "employed."
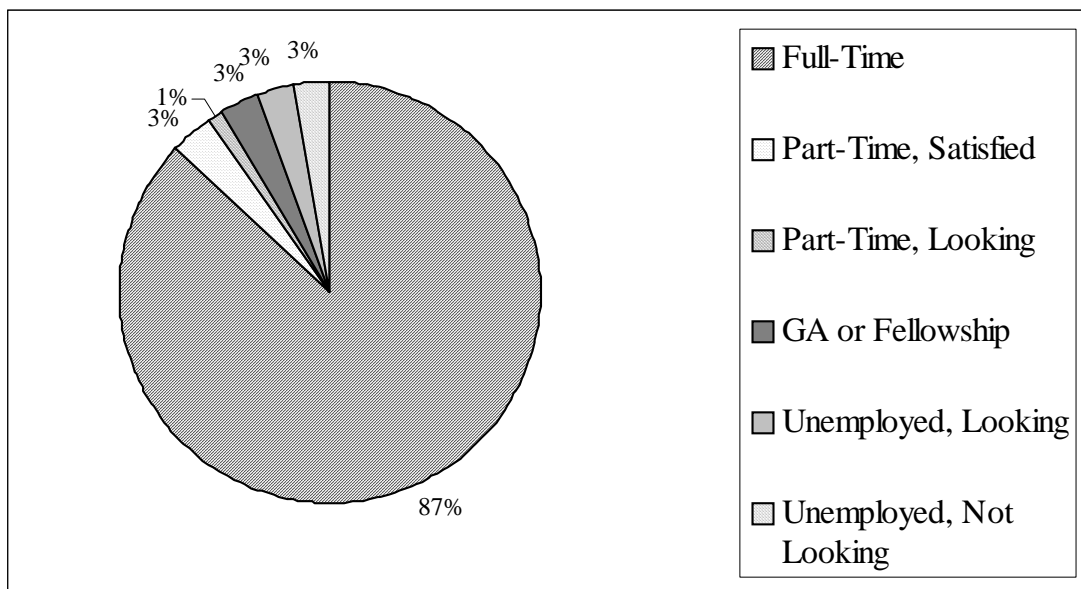
Eigh
ty-six (47%) of the respondents had a full-time job prior to completing their degree from Southeastern, eighteen (10%) accepted a job upon graduation, fifty (28%) took 1-6 months, four (2%) took 7-12 months, one (1%) took over a year and twenty (11%) have not had a full-time job since graduating from Southeastern.

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

Table 3

Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Masters.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	11% (6)	27% (15)	60% (33)
Not knowing what I wanted to do	9% (5)	22% (12)	69% (38)
Tight job market	26% (14)	42% (23)	33% (18)
Lack of marketable skills	0%	22% (12)	76% (42)
Lack of educational qualifications	0%	9% (5)	91% (50)
Reputation of Southeastern	0%	9% (5)	89% (49)
Lack of experience	26% (14)	29% (16)	46% (25)
Lack of job search skills	0%	4% (2)	95% (52)
Poor GPA	0%	0%	100% (55)
Racial discrimination	0%	2% (1)	96% (53)
Gender discrimination	0%	4% (2)	95% (52)
Age discrimination	0%	7% (4)	89% (49)

Respondents who have had full-time employment since graduating from Southeastern were asked how effective their graduate education was in preparing them for employment or improving their job performance. Forty-two percent (42%, n=68) indicated their graduate education was "Very Effective," 47% (n=76) indicated it was "Effective," 7% (n=11) indicated it was "Ineffective," and 3% (n=4) indicated it was "Very Ineffective." Furthermore, 64% (n=103) have had one full-time job or are in their first job since graduating, 27% (n=43) have had two full-time jobs, and 7% (n=12) have had three or more full-time jobs. Alumni were also asked where they learned about their first full-time job. Table 4 provides information on how students found a job.

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

	Number and Percent Indicating Yes
Faculty at Southeastern	10% (16)
Parent or relative	8% (13)
Southeastern's Career Services	1% (2)
Newspaper/trade publication	7% (12)
Professional meeting	3% (4)
Another student/friend	14% (23)
Recruited by employer	9% (15)
Public/Private employment agency	2% (3)
Southeastern Job Fair	3% (5)
Internet	10% (16)
Already had job	11% (18)
Internship, Practicum, or Student Teaching	36% (58)

Current Employment

The majority (78%, n=124) of respondents are employed in the state of Louisiana. Figure 3 shows the types of organizations in which respondents are employed.

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

Higher Education 17%

Industry 3%

Government 7%

Professional Firm/Self-Employed 14%

K-12 Education 39%

Service Organization/ Nonprofit 6%

Business 9%

Health Agency 5%
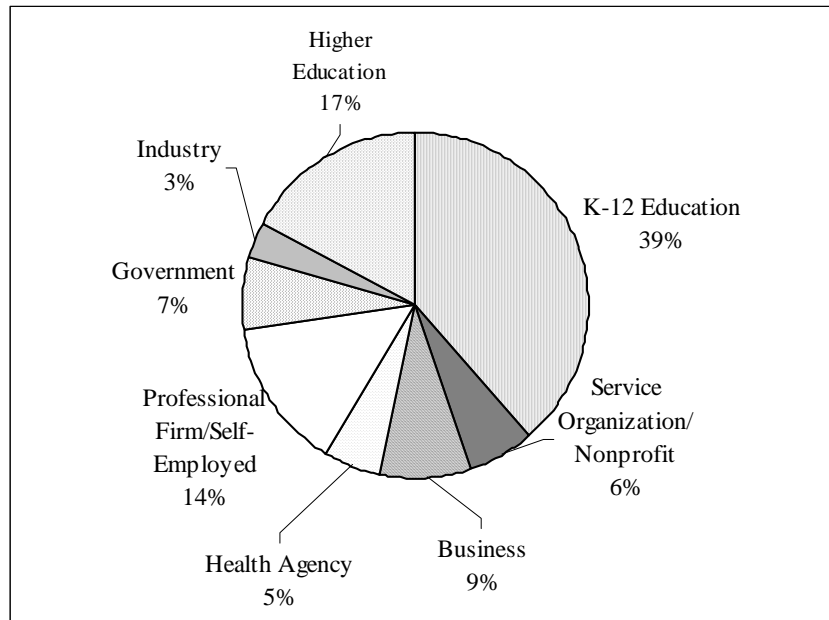
Respondents appear to be doing well in terms of salary. More than 80% of the respondents exceed the average income of Louisiana residents. Thirty-five percent (35%) make more than $50,000 per year. Figure four provides a breakdown of respondents' annual salary.

Figure 4
Please indicate your annual salary range.
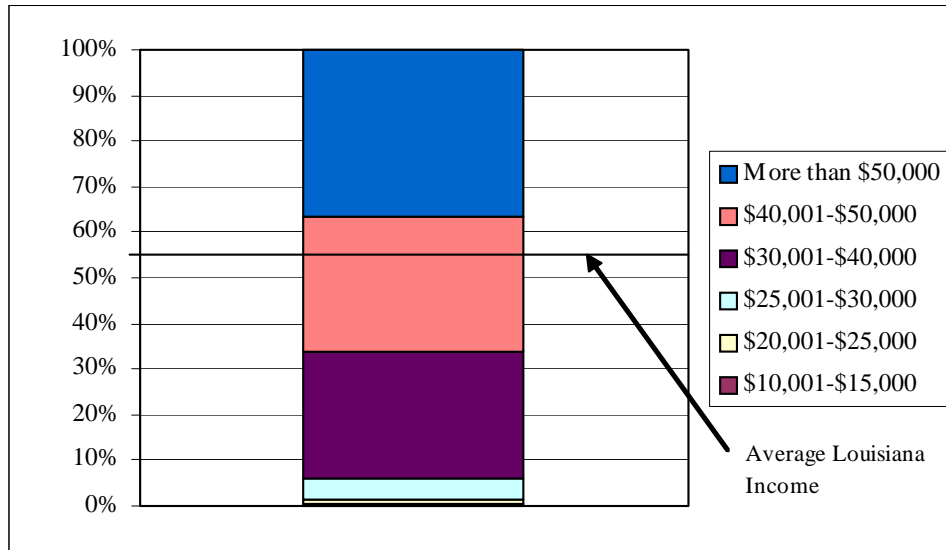
Overall, respondents are satisfied with their current employment. Fifty-nine percent (59%, n=93) indicated they are well satisfied and would not consider leaving, while 33% (n=53) are satisfied, but would consider leaving for more desirable employment. Only 3% (n=5) dislike their employment. Eleven percent (11%, n=17) of the respondents did indicate that they are currently underemployed, that is their job requires lower levels of skill and training than those they acquired at Southeastern. The vast majority of the respondents are employed in the area of their Southeastern major, or in an area related to their major. Only 4% (n=6) of the respondents are employed in an area not related to their Southeastern major.

Professional Activities

Thirty-four of the respondents (19%) indicated that licensure/certification is not available in their field. Fifty-two percent (n=95) currently hold licensure/certification in their field, while 29% (n=53) do not. Of the fifty-three who do not currently have licensure, 28% (n=15) plan to obtain licensure/certification in the next 12 months. Our graduates are active in professional organizations; 66% (n=122) are members of a professional organization, and 64% (n=118) have attended a professional meeting in the past year.

Overall Satisfaction with Southeastern

In general, respondents were satisfied with Southeastern. Over fifty percent (52%, n=96) had a "Very Positive" attitude toward Southeastern, and an additional 38% (n=70) had a "Positive" attitude toward Southeastern. Twelve respondents (7%) indicated they had a "Neutral" attitude toward Southeastern. Only five (3%) respondents had a "Negative" attitude. When asked if they would recommend Southeastern to a friend or family member considering graduate education,

66% (n=122) said they would with no reservations, an additional 29% (n=53) indicated they would with some reservations, and 2% (n=4) indicated they would but with strong reservations. Two percent (2%, n=3) indicated they probably would not recommend Southeastern, and 1% (n=1) would not recommend Southeastern under any circumstances.

Overwhelmingly respondents indicated that if they were to do it again, they would elect to attend Southeastern for their graduate degree (n=144, 78%). Fifteen percent (15%, n=28) did not know if they would attend Southeastern, and five percent (5%, n=10) indicated they would not attend Southeastern. When asked to compare the quality of graduate education provided at Southeastern with that of other universities, 33% (n=61) indicated it was better than most, 59% (n=108) indicated it was about the same as most, and 3% (n=6) indicated it was worse than most. Respondents were also asked if their graduate education had improved the quality of their life, regardless of the financial benefits. Ninety percent (90%, n=166) indicated that the quality of their life had improved, and nine percent (9%, n=16) indicated it had not improved.

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Comparison to Previous Years

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The percent of respondents who are continuing or plan to continue their education has been increasing as seen in Figure 5.

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Figure 5
Students with Continuing or Planning to Continue Their Education

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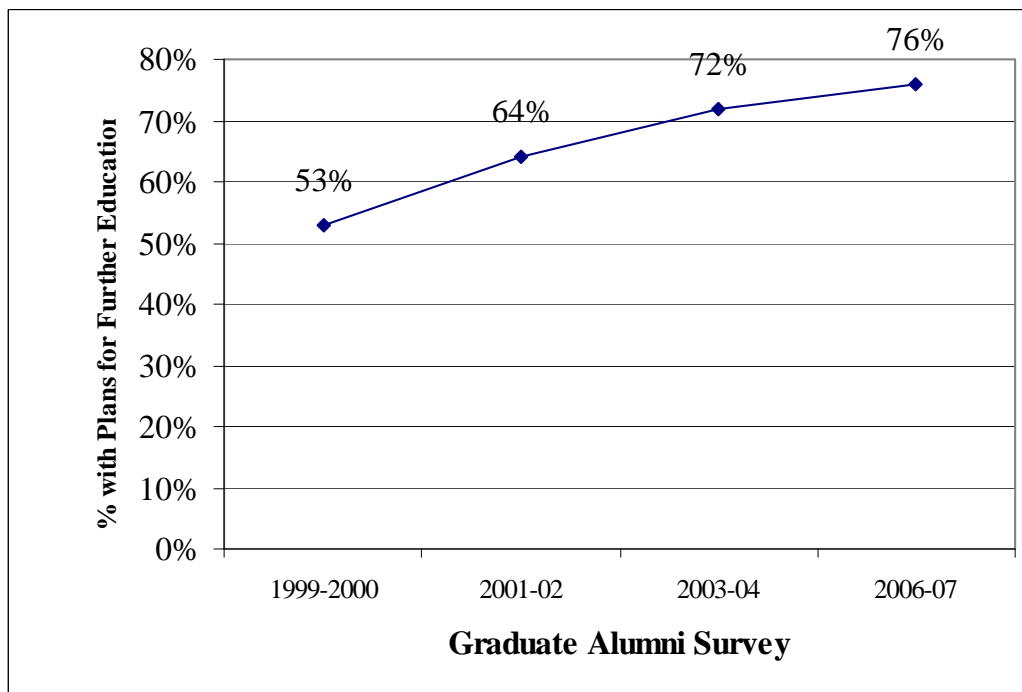
The percent of graduates who have been satisfactorily employed has consistently been at or above 95%. Every administration, 86% or more of the respondents have been employed full-time.

The percent of graduates with full-time employment who have stayed in Louisiana decreased from 95% in 1997-98 to 78% in 2006-07, however, graduates are making more money. Only 10% indicated an annual salary of more than $50,000 in 1999-2000, 16% in 2001-02, 18% in 2003-04, and 35% in 2006-07. Consistently, less than 10% of respondents employed full-time are employed in an area not related to their Southeastern major. The number not employed in the area of their major dropped from 10% to 4% in 2006-07.

Students currently holding licensure/certification in their field has decreased from 80% to 52% as seen in Figure 6.

Figure 6
% of Respondents who Hold Licensure/Certification
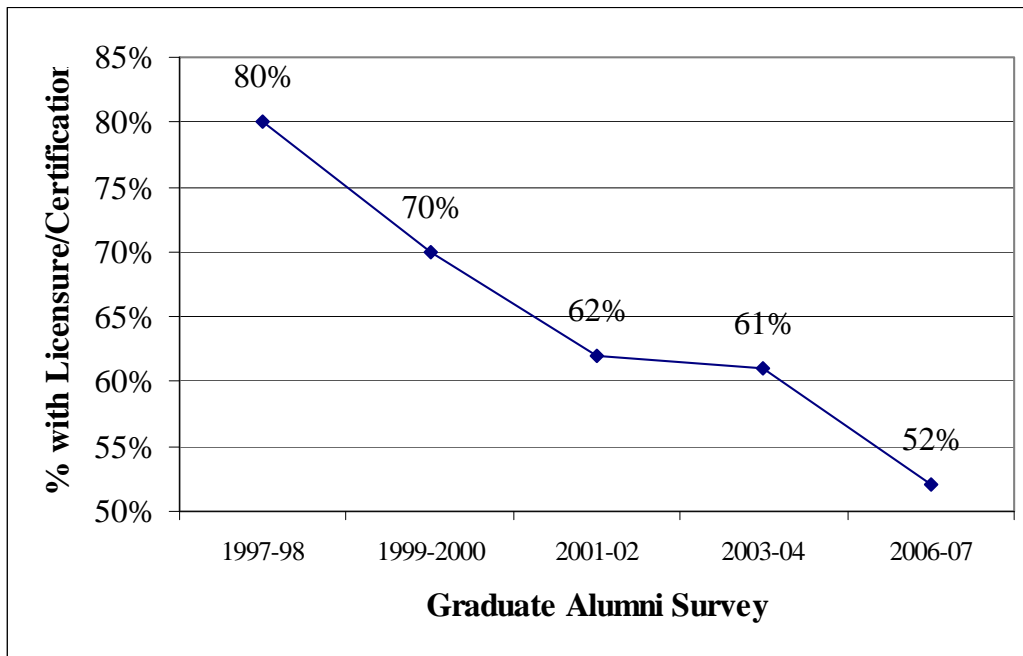
Department of Communication

Table 5
Satisfaction with Your Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MA Organizational Communication - 8					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
How satisfied are you with the:					
Overall quality of your department					
MA Organizational Communication	0.0%	0.0%	0.0%	37.5%(3)	62.5% (5)
Overall quality of your degree program					
MA Organizational Communication	0.0%	0.0%	12.5%(1)	37.5%(3)	50.0% (4)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MA Organizational Communication	0.0%	0.0%	0.0%	37.5%(3)	62.5% (5)
Usefulness of the academic advice you received from your advisor					
MA Organizational Communication	0.0%	0.0%	0.0%	37.5% (3)	62.5% (5)
Opportunities to interact with faculty outside of class					
MA Organizational Communication	0.0%	0.0%	0.0%	50.0% (4)	50%(4)
Effectiveness of the faculty as teachers					
MA Organizational Communication	0.0%	0.0%	0.0%	37.5% (3)	62.5% (5)
Friendliness and helpfulness of the office staff					
MA Organizational Communication	0.0%	0.0%	12.5%(1)	37.5%(3)	50.0% (4)
Interest shown by faculty in your academic development					
MA Organizational Communication	0.0%	0.0%	0.0%	50.0% (4)	50%(4)
Effectiveness of beginning courses in preparing you for advanced courses					
MA Organizational Communication	0.0%	0.0%	0.0%	37.5% (3)	62.5% (5)
Quality of instruction in advanced courses					
MA Organizational Communication	0.0%	0.0%	0.0%	37.5% (3)	50.0% (4)
Faculty treatment of students both inside and outside of the classroom					
MA Organizational Communication	0.0%	0.0%	12.5% (1)	25.0%(2)	62.5% (5)
Professional activities, associations, or clubs associated with your major					
MA Organizational Communication	0.0%	0.0%	37.5%(3)	25.0% (2)	37.5% (3)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MA Organizational Communication	0.0%	0.0%	12.5% (1)	50.0%(4)	37.5%(3)

Table 5 continued Satisfaction with Degree Program Department of Communication					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MA Organizational Communication - 8					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of the required courses in your major					
MA Organizational Communication	0.0%	0.0%	25.0% (2)	12.5% (1)	62.5%(5)
Availability of elective courses you wanted to take in your major					
MA Organizational Communication	0.0%	0.0%	12.5% (1)	25.0% (2)	62.5%(5)
Quality of instruction regarding standards and ethics in your major field					
MA Organizational Communication	0.0%	0.0%	0.0%	25.0%(2)	75.0% (6)
Opportunities for you to collaborate with other students on class projects					
MA Organizational Communication	0.0%	0.0%	0.0%	25.0%(2)	75.0% (6)
Library resources related to your major					
MA Organizational Communication	0.0%	0.0%	0.0%	50.0% (4)	50.0%(4)
Use of appropriate technology in the classroom					
MA Organizational Communication	0.0%	0.0%	12.5%(1)	50.0%(4)	37.5% (3)
Facilities and equipment (including computer resources) for courses in your major					
MA Organizational Communication	0.0%	0.0%	12.5% (1)	62.5%(5)	25.0%(2)
Help you received from faculty in your department with regard to further educational opportunities					
MA Organizational Communication	0.0%	0.0%	12.5% (1)	25.0% (2)	62.5%(5)
The size of classes in your major					
MA Organizational Communication	12.5% (1)	0.0%	12.5% (1)	25.0% (2)	50.0%(4)
Help you received from faculty in your department with regard to finding employment in your field					
MA Organizational Communication	0.0%	12.5% (1)	62.5%(5)	12.5% (1)	12.5% (1)
The global perspective of courses					
MA Organizational Communication	0.0%	0.0%	0.0%	37.5% (3)	50.0%(4)
The relevancy of courses					
MA Organizational Communication	0.0%	0.0%	0.0%	37.5% (3)	62.5%(5)
"Real-world" experiences, exposure, examples, etc. in or out of the classroom					
MA Organizational Communication	0.0%	0.0%	0.0%	37.5% (3)	62.5%(5)

Table 5 continued Satisfaction with Degree Program Department of Communication					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MA Organizational Communication - 8					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's knowledge of requirements					
MA Organizational Communication	0.0%	0.0%	12.5% (1)	25.0% (2)	62.5% (5)
The accessibility of your advisor					
MA Organizational Communication	0.0%	12.5% (1)	0.0%	25.0% (2)	62.5% (5)
Your advisor's concern with your academic goals					
MA Organizational Communication	0.0%	12.5% (1)	0.0%	25.0% (2)	62.5% (5)

Table 5 continued Satisfaction with Degree Program Department of Communication		
	No	**Yes**
2. Would you recommend Southeastern to someone interested in what you majored in?		
MA Organizational Communication	0.0%	100.0%(1)8
3. If you had it to do over again, would you choose the same major?		
MA Organizational Communication	0.0%	100%(8)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
MA Organizational Communication	62.5%(5)	37.5%(3)
6. Should a hands-on course be required in your program?		
MA Organizational Communication	50.0% (4)	37.5%(3)

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

- Supervisory skills, research/writing on scholarly journal submissions-most of all professional and personal relationships with amazing faculty.

Perceptions of Southeastern

Two (25.0%) of the respondents participated in a study-abroad/student-exchange program, one (50.0%) was Very Satisfied with the experience and one (50.0%) was satisfied. Seven (87.5%) of the respondents thought participation would be valuable. Three (37.5%) of the respondents received a Baccalaureate degree from Southeastern, all in the same field as their Master's. All three (100.0%) of the respondents thought their undergraduate education was very effective in preparing them for Master's level education.

Graduate Professional Education

Two (25.0%) of the respondents are currently enrolled in a doctoral degree program, one (12.5%) has taken courses but not enrolled in a degree program and plans on obtaining a second Masters. Five (62.5%) have no plans for further education. One (33.3%) of the respondents with further graduate experience felt that Southeastern "Effectively" prepared him/her for further graduate/professional study, one (33.3%) thought she/he was "Ineffectively" prepared, and one (33.3%) thought he/she was "Very Effectively" prepared. All three (100.0%) respondents felt they were prepared "About the Same as Most" as most other students. Both (100.0%) respondent enrolled in a degree program indicated it was "Very Closely Related" to their Master's degree from Southeastern.

Employment

Two (25.0%) of the respondents have not been employed full-time since completing their degree. Of those who have, two (33.3%) had a job before graduation, one (16.7%) accepted a position upon graduation, and tree (50.0%) took 1-6 months to find a full-time job. The respondents indicated that "Limiting my job search to only one geographic area" (33.3%), "Tight job market" (100.0%), and "Lack of experience" (33.3%) were major problems in finding employment. Minor problems included "Limiting my job search to only one geographic area" (66.7%), "Not knowing what I wanted to do" (33.3%), "Lack of marketable skills" (66.7%), and "Lack of experience" (66.7%).

One (16.7%) of the respondents felt his/her graduate education was very effective in preparing her/him for employment or improving their job performance, four (66.7%) felt it was effective, and one (16.7%) thought it was ineffective. Three (50%) of the respondents are currently in their first full-time job since graduation and three (50.0%) have had two full-time jobs. When asked from what source(s) they learned about their first full-time job, one (16.7%) respondent indicated a parent or relative, two (33.3%) a newspaper/trade publication, one (16.7%) another student or friend, one (16.7%) already had the job, and one (16.7%) from an internship, practicum or student teaching.

Six (75.0%) of the respondents are currently employed full-time and one (16.7%) has a graduate assistantship. Of those employed full-time, three (50.0%) are employed in the state of Louisiana and three (50.0%) are employed out of state. Two (33.3%) are employed in higher education, one (16.7%) in a nonprofit organization, two (33.3%) in a professional firm, and one (16.7%) 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", five (83.3%) respondents felt they are not currently underemployed, while one (16.7%) indicated he/she is. Four (66.7%) respondents are well satisfied with their current employment and would not consider leaving, while two respondents (33.3%) indicated that they are satisfied with their present employment, but would consider more desirable employment. Four (66.7%) respondents are currently employed in the area of their Southeastern major, and two (33.3%) in a related area. One (16.7%) respondent reported an annual salary of $25,001-$30,000, one (16.7%) reported a range of $30,001-$40,000, two (33.3%) reported a range of $40,001-$50,000, and two (33.3%) reported a salary of over $50,000.

Professional Activities

Four (50.0%) respondents indicated licensure/certification is not available in their field and four (50.0%) do not currently hold licensure/certification and do not plan on obtaining it in the next twelve months. Five (62.5%) respondents are members of a professional organization, and six (75.0%) have attended a professional meeting in the past year.

Department of English

Table 6
Satisfaction with Your Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.				
Number of Respondents: MA English - 9				
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
How satisfied are you with the:				
Overall quality of your department				
MA English	0.0%	0.0%	11.1% (1)	22.2%(2)	55.6% (5)
Overall quality of your degree program				
MA English	0.0%	0.0%	11.1% (1)	22.2%(2)	55.6% (5)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets				
MA English	0.0%	0.0%	22.2% (2)	22.2% (2)	44.4% (4)
Usefulness of the academic advice you received from your advisor				
MA English	0.0%	11.1%(1)	0.0%	33.3% (3)	33.3% (3)
Opportunities to interact with faculty outside of class				
MA English	0.0%	0.0%	22.2% (2)	22.2% (2)	44.4% (4)
Effectiveness of the faculty as teachers				
MA English	0.0%	0.0%	0.0%	22.2% (2)	66.7%(6)
Friendliness and helpfulness of the office staff				
MA English	0.0%	11.1% (1)	22.2% (2)	11.1%(1)	44.4%(4)
Interest shown by faculty in your academic development				
MA English	0.0%	0.0%	33.3% (3)	11.1% (1)	44.4%(4)
Effectiveness of beginning courses in preparing you for advanced courses				
MA English	0.0%	0.0%	22.2% (2)	11.1%(1)	33.3%(3)
Quality of instruction in advanced courses				
MA English	0.0%	0.0%	0.0%	11.1%(1)	77.8% (7)
Faculty treatment of students both inside and outside of the classroom				
MA English	0.0%	0.0%	11.1% (1)	22.2%(2)	55.6% (5)
Professional activities, associations, or clubs associated with your major				
MA English	0.0%	11.1%(1)	22.2%(2)	0.0%	33.3% (3)
Opportunity for meaningful interaction with faculty in research or other scholarly activity				
MA English	0.0%	22.2% (2)	0.0%	22.2%(2)	33.3%(3)

Table 6 continued Satisfaction with Degree Program Department of English				
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.				
Number of Respondents: MA English - 9				
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of the required courses in your major				
MA English	0.0%	0.0%	22.2% (2)	22.2% (2)	44.4%(4)
Availability of elective courses you wanted to take in your major				
MA English	0.0%	0.0%	22.2% (2)	33.3%(3)	33.3%(3)
Quality of instruction regarding standards and ethics in your major field				
MA English	0.0%	22.2% (2)	0.0%	22.2%(2)	33.3% (3)
Opportunities for you to collaborate with other students on class projects				
MA English	0.0%	11.1% (1)	11.1% (1)	22.2%(2)	22.2% (2)
Library resources related to your major				
MA English	11.1% (1)	0.0%	11.1 (1)%	33.3% (3)	33.3%(3)
Use of appropriate technology in the classroom				
MA English	11.1% (1)	11.1% (1)	33.3%(3)	11.1% (1)	22.2% (2)
Facilities and equipment (including computer resources) for courses in your major				
MA English	0.0%	0.0%	44.4% (4)	0.0%	44.4%(4)
Help you received from faculty in your department with regard to further educational opportunities				
MA English	0.0%	11.1%(1)	22.2%(2)	22.2% (2)	22.2% (2)
The size of classes in your major				
MA English	0.0%	0.0%	11.1% (1)	22.2% (2)	55.6%(5)
Help you received from faculty in your department with regard to finding employment in your field				
MA English	0.0%	22.2% (2)	11.1% (1)	11.1% (1)	22.2% (2)
The global perspective of courses				
MA English	0.0%	0.0%	22.2% (2)	22.2% (2)	33.3%(3)
The relevancy of courses				
MA English	0.0%	0.0%	0.0%	33.3% (3)	55.6%(5)
"Real-world" experiences, exposure, examples, etc. in or out of the classroom				
MA English	0.0%	0.0%	33.3%(3)	22.2% (2)	22.2% (2)
Your advisor's knowledge of requirements				
MA English	0.0%	0.0%	22.2% (2)	11.1% (1)	44.4% (4)

Table 6 continued Satisfaction with Degree Program Department of English					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MA English - 9					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
The accessibility of your advisor					
MA English	0.0%	11.1%(1)	11.1%(1)	11.1%(1)	44.4%(4)
Your advisor's concern with your academic goals					
MA English	0.0%	11.1%(1)	11.1%(1)	11.1%(1)	44.4%(4)

Table 6 continued Satisfaction with Degree Program Department of English		
	No	**Yes**
2. Would you recommend Southeastern to someone interested in what you majored in?		
MA English	11.1%(1)	77.8%(7)
3. If you had it to do over again, would you choose the same major?		
MA English	22.2%(2)	55.6% (5)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
MA English	66.7%(6)	22.2%(2)
6. Should a hands-on course be required in your program?		
MA English	55.6% (5)	22.2%(2)

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

- Classroom experience
- Experience Knowledge.

Perceptions of Southeastern

None (0.0%) of the respondents participated in a study-abroad/student-exchange program, but 66.7% (n=6) thought participation would be valuable. Four (44.4%) of the respondents received a Baccalaureate degree from Southeastern, all in the same field as their Master's. Two (50.0%) of the respondents thought their undergraduate education was effective in preparing them for Master's level education, while two (50.0%) felt it was very effective.

Graduate Professional Education

One (11.1%) of the respondents has completed a second Masters, two (22.2%) have take classes but not enrolled in a degree program, one (11.1%) plans to enroll in a degree program in the next 12 months, three (33.3%) are likely to enroll in the future, and one (11.1%) has no plans for further education. Of those with plans for further education, four (57.1%) plan on obtaining a doctorate, one (14.3%) plans on getting Alternate Certification, and one (14.3%) is undecided. The respondent who has completed another degree felt that Southeastern "Very Effectively" prepared him/her for further graduate/professional study and she/he was prepared "About the Same as Most" other students. The alumni completed a degree "Very Closely Related" to her/his Master's degree from Southeastern.

Employment

One (11.1%) of the respondents has not been employed full-time since completing his/her degree. Of those who have, one (14.3%) had a job before graduation, one (14.3%) accepted a position upon graduation, four (57.1%) took 1-6 months to find a full-time job, and one (14.3%) took 7-12 months. The five respondents who did not have full-time employment upon graduation faced a variety of problems in obtaining employment. Table 7 presents what were considered major problems, minor problems, or not problem.

Table 7 Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Masters.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	0.0%	40.0% (2)	60.0% (3)
Not knowing what I wanted to do	0.0%	40.0% (2)	60.0% (3)
Tight job market	20.0% (1)	60.0% (3)	20.0% (1)
Lack of marketable skills	0.0%	0.0%	100.0% (5)
Lack of educational qualifications	0.0%	20.0% (1)	80.0% (4)
Reputation of Southeastern	0.0%	20.0% (1)	80.0% (4)
Lack of experience	20.0% (1)	40.0% (2)	40.0% (2)
Lack of job search skills	0.0%	0.0%	100.0% (5)
Poor GPA	0.0%	0.0%	100.0% (5)
Racial discrimination	0.0%	0.0%	100.0% (5)
Gender discrimination	0.0%	0.0%	100.0% (5)
Age discrimination	0.0%	0.0%	100.0% (5)

Five (71.4%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance, while two (28.6%) felt it was effective. Four (57.1%) of the respondents is currently in their first full-time job since graduation and three (42.9%) have had two full-time jobs. When asked from what source(s) they learned about their first full-time job, two (28.6%) respondent indicated a newspaper/trade publication, one (14.3%) another student or friend, two (28.6%) from an employment agency, one (14.3%) from the internet, and one (14.3%) already had the job.

Seven (77.8%) of the respondents are currently employed full-time and one (11.1%) is employed part-time and satisfied with part-time work. Of those employed full-time, four (57.1%) are employed in the state of Louisiana and two (28.6%) are employed out of state. Four (57.1%) are employed in higher education, two (28.6%) in K-12, and one (14.3%) 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", four (57.1%) respondents felt they are not currently underemployed,

while two (28.6%) indicated they are. Two (28.6%) respondents are well satisfied with their current employment and would not consider leaving, three respondents (42.9%) indicated that they are satisfied with their present employment, but would consider more desirable employment, and two (28.6%) dislike their employment and are looking for a new position. Five (71.4%) respondents are currently employed in the area of their Southeastern major, one (14.3%) in a related area, and one (14.3%) in an unrelated area because of better pay. One (14.3%) respondent reported an annual salary of $20,001-$25,000, one (14.3%) reported a range of $25,001-$30,000, four (57.1%) reported a range of $30,001-$40,000, and one (14.3%) reported a range of $40,001-$50,000.

Professional Activities

Two (50.0%) respondents indicated licensure/certification is not available in their field and six (66.7%) do not currently hold licensure/certification. Four (66.7%) do not plan on obtaining it in the next twelve months and two (33.3%) plan on obtaining it in the next twelve months (one alternate certification and one did not specify). Four (44.4%) respondents are members of a professional organization, and four (44.4%) have attended a professional meeting in the past year.

Department of History and Political Science

Table 8
Satisfaction with Your Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MA History - 5					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
How satisfied are you with the:					
Overall quality of your department					
MA History	0.0%	0.0%	0.0%	20.0% (1)	80.0% (4)
Overall quality of your degree program					
MA History	0.0%	0.0%	0.0%	20.0% (1)	80.0% (4)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MA History	0.0%	0.0%	0.0%	40.0% (2)	60.0% (3)
Usefulness of the academic advice you received from your advisor					
MA History	0.0%	0.0%	0.0%	0.0%	100.0% (5)
Opportunities to interact with faculty outside of class					
MA History	0.0%	0.0%	0.0%	0.0%	100.0% (5)
Effectiveness of the faculty as teachers					
MA History	0.0%	0.0%	0.0%	40.0% (2)	60.0% (3)
Friendliness and helpfulness of the office staff					
MA History	0.0%	0.0%	0.0%	0.0%	100.0% (5)
Interest shown by faculty in your academic development					
MA History	0.0%	0.0%	0.0%	20.0% (1)	80.0% (4)
Effectiveness of beginning courses in preparing you for advanced courses					
MA History	0.0%	0.0%	40.0% (2)	20.0% (1)	40.0% (2)
Quality of instruction in advanced courses					
MA History	0.0%	0.0%	0.0%	20.0% (1)	80.0% (4)
Faculty treatment of students both inside and outside of the classroom					
MA History	0.0%	0.0%	20.0% (1)	0.0%	80.0% (4)
Professional activities, associations, or clubs associated with your major					
MA History	0.0%	20.0% (1)	60.0% (3)	20.0% (1)	0.0%
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MA History	0.0%	0.0%	0.0%	40.0% (2)	60.0% (3)

Table 8 continued Satisfaction with Degree Program Department of History & Political Science					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MA History - 5					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of the courses required in your major					
MA History	0.0%	0.0%	0.0%	0.0%	80.0% (4)
Availability of elective courses you wanted to take in your major					
MA History	0.0%	0.0%	20.0% (1)	40.0% (2)	20.0% (1)
Quality of instruction regarding standards and ethics in your major field					
MA History	0.0%	20.0% (1)	0.0%	20.0% (1)	60.0% (3)
Opportunities for you to collaborate with other students on class projects					
MA History	0.0%	40.0% (2)	0.0%	0.0%	40.0% (2)
Library resources related to your major					
MA History	0.0%	20.0% (1)	40.0% (2)	20.0% (1)	20.0% (1)
Use of appropriate technology in the classroom					
MA History	0.0%	0.0%	20.0% (1)	60.0% (3)	0.0%
Facilities and equipment (including computer resources) for courses in your major					
MA History	0.0%	0.0%	40.0% (2)	40.0% (2)	0.0%
Help you received from faculty in your department with regard to further educational opportunities					
MA History	0.0%	0.0%	40.0% (2)	0.0%	40.0% (2)
The size of classes in your major					
MA History	0.0%	0.0%	0.0%	0.0%	100.0% (5)
Help you received from faculty in your department with regard to finding employment in your field					
MA History	20.0% (1)	40.0% (2)	20.0% (1)	0.0%	0.0%
The global perspective of courses					
MA History	0.0%	0.0%	40.0% (2)	40.0% (2)	20.0% (1)
The relevancy of courses					
MA History	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
"Real-world" experiences, exposure, examples, etc. in or out of the classroom					
MA History	0.0%	20.0% (1)	20.0% (1)	40.0% (2)	0.0%
Your advisor's knowledge of requirements					
MA History	0.0%	0.0%	0.0%	0.0%	100.0% (5)

Table 8 continued Satisfaction with Degree Program Department of History & Political Science					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MA History - 5					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
The accessibility of your advisor					
MA History	0.0%	0.0%	0.0%	20.0% (1)	80.0% (4)
Your advisor's concern with your academic goals					
MA History	0.0%	0.0%	0.0%	0.0%	100.0% (5)

Table 8 continued Satisfaction with Degree Program Department of History & Political Science		
	No	**Yes**
2. Would you recommend Southeastern to someone interested in what you majored in?		
MA History	0.0%	100.0% (5)
3. If you had it to do over again, would you choose the same major?		
MA History	0%	100.0% (5)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
MA History	80.0% (4)	20.0% (1)
6. Should a hands-on course be required in your program?		
MA History	60.0% (3)	20.0%(1)

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

- Teaching experience.

Perceptions of Southeastern

None of the participants participated in a study-abroad/student-exchange program, but 80.0% (n=4) thought participation would be valuable. One (20.0%) of the respondents received her/his Baccalaureate degree from Southeastern, but not in the same area as his/her Masters degree. The respondent indicated his/her undergraduate education prepared her/him effectively for Master's level education.

Graduate Professional Education

One (20.0%) of the respondents is currently enrolled in a doctorate program, one (20.0%) plans on enrolling in a doctorate program in the future, one (20.0%) has taken courses but not enrolled in a program, and two (40.0%) have no plans for further education. Of the respondents with further graduate experience, both (100.0%) indicated Southeastern prepared them very effectively for further graduate/professional. One (50.0%) indicated that Southeastern prepared her/him better than most other students and one (50.0%) about the same as most other students. The respondent in a degree program indicated it is very related to the master's degree from Southeastern.

Employment

One (20.0%) of the respondents has not been employed full-time since completing his/her degree. Of those who have, three (75.0%) had a job before graduation and one (25.0%) took 7-12 months. The respondent indicated that "Limiting my job search to only one geographic

area", "Not knowing what I wanted to do", and "Lack of experience" were major problems in obtaining employment. "Tight job market" and "Lack of marketable skills" were cited as a minor problem.

Two (50%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance and two (50.0%) felt it was effective. One (25.0%) of the respondents is currently in his/her first full-time job since graduation and two (50.0%) are in their second position. When asked from what source(s) they learned about their first full-time job, one respondent indicated a faculty at Southeastern and two from the internet.

Four (80.0%) of the respondents are currently employed full-time and one (20.0%) is unemployed but looking for work. All (100.0%) of the respondents who are employed full-time are employed in the state of Louisiana. One (25.0%) is employed in higher education, two (50.0%) in K-12 education, and one (25.0%) 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", three (75.0%) of the respondents felt they are not underemployed, but one (25.0%) underemployed. All (100.0%) of the respondents are satisfied with their current employment, but would consider more desirable employment. Two (50.0%) of the respondents is employed in the area of their Southeastern major, one (25.0%) in a related area, and one (25.0%) in an unrelated area because he/she could not find a job she/he wanted. One (25.0%) respondent reported an annual salary of $10,000-$15,000, one (25.0%) $30,001-$40,000, one (25.0%) $40,001-$50,000, and one (25.0%) greater than $50,000.

Professional Activities

One (20.0%) respondent indicated that Licensure/certification is not available in his/her field, two (20.0%) do not hold certification and do not plan one obtaining it in the next 12 months, while two (40.0%) hold a Teaching Certificate. One (20.0%) respondent is a member of a professional organization, and three (60.0%) have attended a professional meeting in the past year.

Department of Psychology

Table 10
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MA Psychology - 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
How satisfied are you with the:					
Overall quality of your department					
MA Psychology	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
Overall quality of your degree program					
MA Psychology	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					
MA Psychology	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
Usefulness of the academic advice you received from your advisor					
MA Psychology	0.0%	0.0%	50.0% (2)	25.0% (1)	25.0% (1)
Opportunities to interact with faculty outside of class					
MA Psychology	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Effectiveness of the faculty as teachers					
MA Psychology	0.0%	25.0% (1)	0.0%	25.0% (1)	50.0% (2)
Friendliness and helpfulness of the office staff					
MA Psychology	25.0% (1)	25.0% (1)	25.0% (1)	25.0% (1)	0.0%
Interest shown by faculty in your academic development					
MA Psychology	0.0%	25.0% (1)	25.0% (1)	25.0% (1)	25.0% (1)
Effectiveness of beginning courses in preparing you for advanced courses					
MA Psychology	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
Quality of instruction in advanced courses					
MA Psychology	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
Faculty treatment of students both inside and outside of the classroom					
MA Psychology	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
Professional activities, associations, or clubs associated with your major					
MA Psychology	0.0%	25.0% (1)	75.0% (3)	0.0%	0.0%
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MA Psychology	0.0%	25.0% (1)	0.0%	50.0% (2)	25.0% (1)

Table 10 continued Satisfaction with Degree Program Department of Psychology					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MA Psychology - 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of the required courses in your major					
MA Psychology	0.0%	25.0% (1)	0.0%	75.0% (3)	0.0%
Availability of elective courses you wanted to take in your major					
MA Psychology	0.0%	25.0% (1)	50.0% (2)	25.0% (1)	0.0%
Quality of instruction regarding standards and ethics in your major field					
MA Psychology	0.0%	25.0% (1)	0.0%	75.0% (3)	0.0%
Opportunities for you to collaborate with other students on class projects					
MA Psychology	0.0%	0.0%	0.0%	75.0% (3)	25.0% (1)
Library resources related to your major					
MA Psychology	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
Use of appropriate technology in the classroom					
MA Psychology	25.0% (1)	0.0%	25.0% (1)	25.0% (1)	25.0% (1)
Facilities and equipment (including computer resources) for courses in your major					
MA Psychology	0.0%	25.0% (1)	25.0% (1)	25.0% (1)	25.0% (1)
Help you received from faculty in your department with regard to further educational opportunities					
MA Psychology	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
The size of classes in your major					
MA Psychology	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Help you received from faculty in your department with regard to finding employment in your field					
MA Psychology	0.0%	25.0% (1)	25.0% (1)	25.0% (1)	25.0% (1)
The global perspective of courses					
MA Psychology	0.0%	0.0%	75.0% (3)	0.0%	25.0% (1)
The relevancy of courses					
MA Psychology	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
"Real-world" experiences, exposure, examples, etc. in or out of the classroom					
MA Psychology	0.0%	0.0%	75.0% (3)	25.0% (1)	0.0%
Your advisor's knowledge of requirements					
MA Psychology	0.0%	0.0%	25.0% (1)	75.0% (3)	0.0%

Table 10 continued Satisfaction with Degree Program Department of Psychology					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MA Psychology - 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
The accessibility of your advisor					
MA Psychology	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
Your advisor's concern with your academic goals					
MA Psychology	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)

Table 10 continued Satisfaction with Degree Program Department of Psychology		
	No	**Yes**
2. Would you recommend Southeastern to someone interested in what you majored in?		
MA Psychology	0.0%	100.0% (4)
3. If you had it to do over again, would you choose the same major?		
MA Psychology	0.0%	100.0% (4)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
MA Psychology	50.0% (2)	50.0% (2)
6. Should a hands-on course be required in your program?		
MA Psychology	25.0% (1)	75.0% (3)

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

- Real-world experience in clinical and teaching opportunities.
- Opportunities to develop professionally and practice what I learned.

Perceptions of Southeastern

None (0.0%) of the participants participated in a study-abroad/student-exchange program. Three (75.0%) thought participation in study abroad would be valuable. None (0.0%) of the respondents received their baccalaureate degree from Southeastern.

Graduate Professional Education

Two (50.0%) of the respondents are currently enrolled in a degree program, one (25.0%)plans to enroll in a degree program in the next twelve months and one (25.0%) is likely to enroll in the future. All (100%) of the respondents plan on obtaining a doctorate degree. One (50.0%) of the respondents currently enrolled in a doctorate program indicated that Southeastern prepared him/her "Very Effectively" for further study and one (50.0%) was prepared "Effectively". One respondent (50.0%) indicated he/she was prepared "Better than Most" other students and one (50.0%) "About the Same as Most". Both (100.0%) respondents are enrolled in a program "Very Closely Related" to their degree from Southeastern.

Employment

Three (75.0%) of the respondents have not been employed full-time since graduating. The respondent who has, accepted a position upon graduation. The respondent felt her/his graduate education was effective in preparing him/her for employment and is in his/her first full-time job

since graduating. The respondent learned about his/her first full-time job from another student/friend.

One (25.0%) respondent is currently employed, one is employ part-time and satisfied with part-time work, and two (50.0%) have a graduate assistantship. The respondent who is employed full-time is employed 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 underemployed. The respondent indicated that she/he dislikes his/her current employment and is looking for other employment. The respondent is employed in the area of his/her Southeastern major and has an annual salary range of $40,001-$50,000.

Professional Activities

Two respondents (50.0%) indicated licensure/certification is not available in their field and two (50.0%) do not have it, but plan on obtaining it within the next twelve months. All four (100.0%) respondents are members of a professional organization and three (75.0%) have attended a professional meeting in the past year.

Master's of Business Administration

Table 12
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: EMBA - 11; Accounting - 4; General MBA - 32; Marketing - 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
How satisfied are you with the:					
Overall quality of your department					
EMBA	0.0%	0.0%	0.0%	36.4% (4)	63.6% (7)
Accounting	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
General MBA	0.0%	0.0%	15.6% (5)	53.1% (17)	31.3% (10)
Marketing	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
Overall quality of your degree program					
EMBA	0.0%	0.0%	0.0%	36.4% (4)	63.6% (7)
Accounting	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
General MBA	0.0%	0.0%	15.6% (5)	65.6% (21)	18.8% (6)
Marketing	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
EMBA	0.0%	0.0%	0.0%	45.5% (5)	54.5% (6)
Accounting	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
General MBA	0.0%	0.0%	12.5% (4)	43.8% (14)	40.6% (13)
Marketing	0.0%	0.0%	0.0%	0.0%	100.0% (4)
Usefulness of the academic advice you received from your advisor					
EMBA	0.0%	9.1% (1)	0.0%	45.5% (5)	45.5% (5)
Accounting	0.0%	0.0%	50.0% (2)	25.0% (1)	25.0% (1)
General MBA	3.1% (1)	9.4% (3)	31.3% (10)	37.5% (12)	18.8% (6)
Marketing	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
Opportunities to interact with faculty outside of class					
EMBA	0.0%	9.1% (1)	9.1% (1)	18.2% (2)	63.6% (7)
Accounting	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
General MBA	0.0%	0.0%	15.6% (5)	50.0% (16)	34.4% (11)
Marketing	0.0%	0.0%	25.0% (1)	75.0% (3)	0.0%

Table 12 continued
Satisfaction with Degree Program
Master's of Business Administration Program

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

Number of Respondents: EMBA - 11; Accounting - 4; General MBA - 32; Marketing - 4

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Effectiveness of the faculty as teachers					
EMBA	0.0%	0.0%	0.0%	36.4% (4)	63.6% (7)
Accounting	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
General MBA	0.0%	0.0%	18.8% (6)	43.8% (14)	34.4% (11)
Marketing	0.0%	0.0%	0.0%	75.0% (3)	25.0% (1)
Friendliness and helpfulness of the office staff					
EMBA	0.0%	0.0%	0.0%	18.2% (2)	81.8% (9)
Accounting	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
General MBA	0.0%	3.1% (1)	18.8% (6)	50.0% (16)	28.1% (9)
Marketing	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
Interest shown by faculty in your academic development					
EMBA	0.0%	0.0%	0.0%	36.4% (4)	63.6% (7)
Accounting	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
General MBA	0.0%	0.0%	21.9% (7)	62.5% (20)	15.6% (5)
Marketing	0.0%	0.0%	0.0%	75.0% (3)	25.0% (1)
Effectiveness of beginning courses in preparing you for advanced courses					
EMBA	0.0%	0.0%	0.0%	54.5% (6)	45.5% (5)
Accounting	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
General MBA	0.0%	6.3% (2)	31.3% (10)	34.4% (11)	25.0% (8)
Marketing	0.0%	0.0%	25.0% (1)	75.0% (3)	0.0%
Quality of instruction in advanced courses					
EMBA	0.0%	0.0%	0.0%	18.2% (2)	81.8% (9)
Accounting	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
General MBA	0.0%	0.0%	18.8% (6)	59.4% (19)	21.9% (7)
Marketing	0.0%	0.0%	50.0% (2)	50.0% (2)	0.0%

Table 12 continued Satisfaction with Degree Program Master's of Business Administration Program				
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.				
Number of Respondents: EMBA - 11; Accounting - 4; General MBA - 32; Marketing - 4				
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Faculty treatment of students both inside and outside of the classroom					
EMBA	0.0%	0.0%	0.0%	18.2% (2)	81.8% (9)
Accounting	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
General MBA	0.0%	0.0%	6.3% (2)	46.9% (15)	46.9% (15)
Marketing	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
Professional activities, associations, or clubs associated with your major					
EMBA	0.0%	0.0%	45.5% (5)	27.3% (3)	27.3% (3)
Accounting	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
General MBA	0.0%	31.3% (10)	31.3% (10)	28.1% (9)	6.3% (2)
Marketing	0.0%	0.0%	50.0% (2)	25.0% (1)	25.0% (1)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
EMBA	0.0%	0.0%	27.3% (3)	27.3% (3)	45.5% (5)
Accounting	0.0%	25.0% (1)	0.0%	25.0% (1)	50.0% (2)
General MBA	0.0%	18.8% (6)	37.5% (12)	37.5% (12)	3.1% (1)
Marketing	0.0%	0.0%	50.0% (2)	50.0% (2)	0.0%
Availability of the required courses in your major					
EMBA	0.0%	0.0%	0.0%	36.4% (4)	63.6% (7)
Accounting	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
General MBA	0.0%	3.1% (1)	18.8% (6)	56.3% (18)	21.9% (7)
Marketing	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Availability of elective courses you wanted to take in your major					
EMBA	0.0%	9.1% (1)	0.0%	36.4% (4)	54.5% (6)
Accounting	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
General MBA	0.0%	12.5% (4)	21.9% (7)	50.0% (16)	15.6% (5)
Marketing	0.0%	0.0%	50.0% (2)	25.0% (1)	25.0% (1)

Table 12 continued Satisfaction with Degree Program Master's of Business Administration Program				
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.				
Number of Respondents: EMBA - 11; Accounting - 4; General MBA - 32; Marketing - 4				
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Quality of instruction regarding standards and ethics in your major field					
EMBA	0.0%	0.0%	0.0%	27.3% (3)	72.7% (8)
Accounting	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
General MBA	0.0%	3.1% (1)	28.1% (9)	31.3% (10)	34.4% (11)
Marketing	0.0%	0.0%	0.0%	100.0% (4)	0.0%
Opportunities for you to collaborate with other students on class projects					
EMBA	0.0%	0.0%	0.0%	9.1% (1)	90.9% (10)
Accounting	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
General MBA	0.0%	0.0%	15.6% (5)	43.8% (14)	37.5% (12)
Marketing	0.0%	0.0%	0.0%	0.0%	100.0% (4)
Library resources related to your major					
EMBA	0.0%	0.0%	9.1% (1)	45.5% (5)	45.5% (5)
Accounting	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
General MBA	0.0%	12.5% (4)	25.0% (8)	43.8% (14)	12.5% (4)
Marketing	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
Use of appropriate technology in the classroom					
EMBA	0.0%	0.0%	9.1% (1)	54.5% (6)	36.4% (4)
Accounting	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
General MBA	0.0%	6.3% (2)	18.8% (6)	53.1% (17)	21.9% (7)
Marketing	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Facilities and equipment (including computer resources) for courses in your major					
EMBA	0.0%	0.0%	0.0%	54.5% (6)	45.5% (5)
Accounting	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
General MBA	0.0%	3.1% (1)	25.0% (8)	43.8% (14)	25.0% (8)
Marketing	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)

Table 12 continued Satisfaction with Degree Program Master's of Business Administration Program					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: EMBA - 11; Accounting - 4; General MBA - 32; Marketing - 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Help you received from faculty in your department with regard to further educational opportunities					
EMBA	0.0%	0.0%	27.3% (3)	27.3% (3)	45.5% (5)
Accounting	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
General MBA	0.0%	3.1% (1)	28.1% (9)	46.9% (15)	18.8% (6)
Marketing	0.0%	0.0%	50.0% (2)	50.0% (2)	0.0%
The size of classes in your major					
EMBA	0.0%	0.0%	0.0%	18.2% (2)	81.8% (9)
Accounting	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
General MBA	0.0%	3.1% (1)	9.4% (3)	50.0% (16)	37.5% (12)
Marketing	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					
EMBA	0.0%	9.1% (1)	9.1% (1)	45.5% (5)	9.1% (1)
Accounting	0.0%	25.0% (1)	25.0% (1)	25.0% (1)	25.0% (1)
General MBA	12.5% (4)	31.3% (10)	28.1% (9)	21.9% (7)	3.1% (1)
Marketing	25.0% (1)	0.0%	75.0% (3)	0.0%	0.0%
The global perspective of courses					
EMBA	0.0%	0.0%	18.2% (2)	18.2% (2)	63.6% (7)
Accounting	0.0%	0.0%	50.0% (2)	0.0%	50.0% (2)
General MBA	0.0%	6.3% (2)	34.4% (11)	34.4% (11)	18.8% (6)
Marketing	0.0%	0.0%	0.0%	75.0% (3)	25.0% (1)
The relevancy of courses					
EMBA	0.0%	0.0%	9.1% (1)	27.3% (3)	63.6% (7)
Accounting	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
General MBA	0.0%	3.1% (1)	31.3% (10)	46.9% (15)	12.5% (4)
Marketing	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)

Table 12 continued Satisfaction with Degree Program Master's of Business Administration Program				
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.				
Number of Respondents: EMBA - 11; Accounting - 4; General MBA - 32; Marketing - 4				
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
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"Real-world" experiences, exposure, examples, etc. in or out of the classroom					
EMBA	0.0%	0.0%	18.2% (2)	27.3% (3)	45.5% (5)
Accounting	0.0%	25.0% (1)	25.0% (1)	50.0% (2)	0.0%
General MBA	0.0%	3.1% (1)	37.5% (12)	40.6% (13)	15.6% (5)
Marketing	0.0%	25.0% (1)	25.0% (1)	50.0% (2)	0.0%
Your advisor's knowledge of requirements					
EMBA	0.0%	0.0%	0.0%	27.3% (3)	72.7% (8)
Accounting	0.0%	0.0%	50.0% (2)	25.0% (1)	25.0% (1)
General MBA	3.1% (1)	6.3% (2)	12.5% (4)	43.8% (14)	34.4% (11)
Marketing	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
The accessibility of your advisor					
EMBA	0.0%	0.0%	0.0%	27.3% (3)	72.7% (8)
Accounting	0.0%	0.0%	50.0% (2)	25.0% (1)	25.0% (1)
General MBA	12.5% (4)	3.1% (1)	18.8% (6)	40.6% (13)	21.9% (7)
Marketing	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
Your advisor's concern with your academic goals					
EMBA	0.0%	0.0%	0.0%	18.2% (2)	81.8% (9)
Accounting	0.0%	25.0% (1)	50.0% (2)	0.0%	25.0% (1)
General MBA	9.4% (3)	0.0%	25.0% (8)	46.9% (15)	18.8% (6)
Marketing	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)

Table 12 continued Satisfaction with Degree Program Master of Business Administration		
	No	**Yes**
2. Would you recommend Southeastern to someone interested in what you majored in?		
EMBA	0.0%	90.9% (10)
Accounting	0.0%	100.0% (4)
General MBA	3.1% (1)	93.8% (30)
Marketing	25.0% (1)	75.0% (2)
3. If you had it to do over again, would you choose the same major?		
EMBA	0.0%	81.8% (9)
Accounting	0.0%	100.0% (4)
General MBA	9.4% (3)	84.4% (27)
Marketing	0.0%	75.0% (3)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
EMBA	81.8% (9)	9.1% (1)
Accounting	75.0% (3)	25.0% (1)
General MBA	90.6% (29)	6.3% (2)
Marketing	100.0% (4)	0.0%
6. Should a hands-on course be required in your program?		
EMBA	45.5% (5)	54.5% (6)
Accounting	25.0% (1)	50.0% (2)
General MBA	31.3% (10)	59.4% (19)
Marketing	50.0% (2)	50.0% (2)

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

- Real life classroom experience
- work related

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

- Exposure to tax forms; Practicality of being a CPA

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

- Real world experiences and situations.
- Public Accounting and auditing experience.

Perceptions of Southeastern

EMBA

Eight (72.7%) of the respondents participated in a study-abroad/student-exchange program. Two (25.0%) of the participants were very satisfied with the experience, four (50.0%) were somewhat satisfied, and one (12.5%) was somewhat dissatisfied. Ten (90.9%) of the respondents thought participation would be valuable. Three (27.3%) of the respondents received their Baccalaureate degree from Southeastern, two (33.3%) in the same field.

Accounting

None of the participants participated in a study-abroad/student-exchange program, but 100.0% (n=4) thought participation would be valuable. Three (75.0%) of the respondents received their Baccalaureate degree from Southeastern, all in the same field. Of the three who received degrees from Southeastern, two (66.7%) indicated their undergraduate education "Very Effectively" prepared them for graduate level work and one (33.3%) thought she/he was "Effectively" prepared.

General MBA

Seven (21.9%) of the respondents participated in a study-abroad/student-exchange program. Five (71.4%) of the participants were "Very Satisfied" with the experience and two (28.6%) were "Somewhat Satisfied". Twenty-seven (84.4%) of the respondents indicated that participation would be valuable. Seventeen (53.1%) of the respondents received their Baccalaureate degree from Southeastern, eleven in the same field. Of the seventeen who received degrees from Southeastern, six (35.3%) indicated their undergraduate education "Very Effectively" prepared them for graduate level work, nine (52.9%) thought they were "Effectively" prepared, and two (11.8%) were "Ineffectively" prepared.

Marketing

One (25.0%) of the respondents participated in a study-abroad/student-exchange program, and was "Somewhat Satisfied" with the experience. All (100.0%) of the respondents indicated that participation would be valuable. None (0.0%) of the respondents received their Baccalaureate degree from Southeastern.

<center>**Graduate Professional Education**</center>

EMBA

Four (36.4%) of the respondents are likely to enroll in a doctoral degree program in the future while seven (36.6%) have no plans for further education.

Accounting

All (100.0%) of the respondents indicated they have no plans for further education.

General MBA

Two (6.3%) of the respondents have completed a degree (one a second masters and one a professional degree), two (6.3%) have taken further graduate classes, but not enrolled in a degree program, one (3.1%) plans on enrolling in a degree program in the next twelve months, six (18.8%) are likely to enroll in the future, and twenty-one (65.6%) have no plans for further education. Of those respondents with plans for further education, four (36.4%) plan on obtaining a Doctorate, two (18.2%) plan on obtaining a professional degree, and one (9.1%) plans on obtaining some other degree. All (100.0%) of those respondents with graduate school experience indicated that Southeastern prepared them "Effectively" for further graduate/professional study. Three (75.0%) of the respondents indicated that Southeastern prepared then "About the Same as Most" other students and one (25.0%) indicated she/he was "Better Prepared than Most" other students. All of those with further degrees indicated they were not at all related to their Southeastern degree.

Marketing

All (100.0%) of the respondents indicated they have no plans for further education.

<center>**Employment**</center>

EMBA

All (100.0%) of the respondents were employed full-time before completing their degree from Southeastern. Six (54.5%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance and five (54.5%) respondents felt their graduate education was effective. Seven (63.6%) of the respondents are currently in their first full-time job since graduating and four (36.4%) have had two full-time jobs. When asked from what source(s) they learned about their first full-time job, one (9.1%) respondent indicated faculty at Southeastern, one (9.1%) was recruited by the employer, one (9.1%) from the internet, and nine (81.8%) already had a job.

All (100.0%) of the respondents are currently employed full-time. Seven (63.6%) are employed in the state of Louisiana and four (36.4%) are employed out of state. Two (18.2%) are employed in a service organization, one (9.1%) in higher education, one (9.1%) in a nonprofit organization, one (20.0%) in a professional firm, one (9.1%) is self-employed, one (9.1%) in industry, one (9.1%) in government, and three (27.3%) 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", ten (90.9%) respondents felt they are not underemployed, while one (9.1%) felt he/she is underemployed. When asked about satisfaction with their present employment, nine (81.8%) of the respondents are "Well satisfied; would not consider leaving", one (9.1%) is "Satisfied, but would consider more desirable employment", and one (9.1%) dislikes employment and is looking for other employment.

Seven (63.6%) respondents are currently employed in the area of their Southeastern major and four (36.4%) are employed in a related area. All eleven (100.0%) respondents indicated an annual salary of over $50,000.

Accounting

Three (75.0%) of the respondents have been employed full-time since graduating. One (33.3%) had a job before completing the degree, one (33.3%) accepted a position upon graduation, and one (33.3%) took 1-6 months to find a full-time job. Minor problems in finding employment were "Tight job market" and "Limiting my job search to only one geographic area". Major problems included "Lack of experience". One (33.3%) of the respondents felt his/her graduate education was very effective in preparing her/him for employment or improving his/her job performance, one (33.3%) respondent felt his/her graduate education was effective, and one (33.3%) thought it was ineffective. One (33.3%) of the respondents is currently in her/his first full-time job since graduating, one (33.3%) has had two full-time jobs, and one (33.3%) has had three or more. When asked from what source(s) they learned about their first full-time job, one (33.3%) respondent indicated faculty at Southeastern, one (33.3%) from Southeastern's Career Services, one (33.3%) from a professional meeting, two (66.7%) from another student/friend, and one (33.3%) from the Southeastern Job Fair.

Three (75.0%) of the respondents are currently employed full-time and one (25.0%) is unemployed and not seeking employment. All three (100.0%) of those employed full-time are employed in the state of Louisiana. One (33.3%) is employed in a service organization, one (33.3%) in K-12 education, and one (33.3%) 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", none (0.0%) respondent felt they are underemployed. When asked about satisfaction with their present employment, two (66.7%) of the respondents are "Well satisfied; would not consider leaving", and one (33.3%) os satisfied but would consider other employment. All (100.0%) respondents are currently employed in the area of their Southeastern major. One

(33.3%) respondent indicated an annual salary range of $30,001-$40,000, one (33.3%) $40,001-
$50,000, and one (33.3%) over $50,000.

General MBA

Twenty-nine (90.6%) of the respondents have been employed full-time since completing their
degree from Southeastern. Of those who have been employed full-time, sixteen (55.2%) had a
job before completing the degree, two (6.9%) accepted a job upon graduation, and eleven
(37.9%) took 1-6 months to find a full-time job.

The eleven respondents who did not have a job upon graduation faced a variety of problems in
obtaining employment. Table 13 presents what were considered major problems, minor
problems, or not problem.

Table 13 Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Masters.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	9.1% (1)	27.3% (3)	54.5% (6)
Not knowing what I wanted to do	27.3% (3)	27.3% (3)	45.5% (5)
Tight job market	36.4% (4)	36.4% (4)	27.3% (3)
Lack of marketable skills	0.0%	27.3% (3)	63.6% (7)
Lack of educational qualifications	0.0%	18.2% (2)	81.8% (9)
Reputation of Southeastern	0.0%	18.2% (2)	72.7% (8)
Lack of experience	36.4% (4)	36.4% (4)	27.3% (3)
Lack of job search skills	0.0%	9.1% (1)	100.0% (11)
Poor GPA	0.0%	0.0%	100.0% (11)
Racial discrimination	0.0%	0.0%	90.9% (10)
Gender discrimination	0.0%	9.1% (1)	72.7% (8)
Age discrimination	0.0%	18.2% (2)	90.9% (10)

Five (17.2%) of the respondents felt their graduate education was very effective in preparing
them for employment or improving their job performance, eighteen (62.1%) respondents felt
their graduate education was effective, five (17.2%) felt it was ineffective, and one (3.4%)
thought it was very ineffective. Fifteen (51.7%) of the respondents are currently in their first
full-time job since graduating, nine (31.0%) have had two full-time jobs, and five (17.2%) has
had three or more. When asked from what source(s) they learned about their first full-time job,
two (6.9%) indicated faculty at Southeastern, three (10.3%) from a parent or relative, one (3.4%)
from Southeastern's Career Services, three (10.3%) from a newspaper/trade publication, two
(6.9%) from a professional meeting, one (3.4%) from another student/friend, two (6.9%) from an

employment agency, seven (24.1%) from the Internet, twelve (41.4%) already had the job, and one (3.4%) from an internship or practicum.

Twenty-nine (90.6%) of the respondents are currently employed full-time, two (6.3%) are unemployed and looking for full-time work, and one (3.1%) is unemployed and not looking for work. Of those employed full-time, twenty-three (79.3%) are employed in the state of Louisiana. Five (17.2%) in higher education, one (3.4%) in a service organization, one (3.4%) in K-12 education, six (20.7%) in a professional firm, two (6.9%) in industry, four (13.8%) are employed in government, nine (31.0%) in a business, and one (3.4%) 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", twenty-four (82.8%) respondents felt they are not underemployed, while five (17.2%) felt they are underemployed. When asked about satisfaction with their present employment, twenty-one (72.4%) of the respondents are "Well satisfied; would not consider leaving" and eight (27.6%) are "Satisfied, but would consider more desirable employment".

Nine (31.0%) respondents are currently employed in the area of their Southeastern major, seventeen (58.6%) are employed in an area related to their Southeastern major, and three (10.3%) in an unrelated area. Of those in an unrelated area, one (33.3%) never planned to work in the field and one (33.3%) developed a new career interest. Two (6.9%) respondents indicated an annual salary range of $25,001-$30,000, six (20.7%) gave a range of $30,001-$40,000, four (13.8%) gave a range of $40,001-$50,000, and seventeen (58.6%) indicated an annual salary of over $50,000.

Marketing

All (100.0%) of the respondents have been employed full-time since graduating. One (25.0%) had a job before completing the degree and three (75.0%) took 1-6 months to find a full-time job. Minor problems in finding employment were "Not knowing what I wanted to do", "Lack of marketable skills", "Lack of educational qualifications", "Lack of experience", and "Limiting my job search to only one geographic area". Major problems in finding employment were "Not knowing what I wanted to do", "Tight job market", and "Lack of experience". Three (75.0%) of the respondents felt their graduate education was effective in preparing them for employment or improving their job performance and one (25.0%) thought it was very effective. One (25.0%) of the respondents are currently in their first full-time job since graduating and two (50.0%) has had two full-time jobs. When asked from what source(s) they learned about their first full-time job, two (50.0%) indicated a parent or relative, one (25.0%) respondent indicated another student or friend, and one (25.0%) was recruited by the employer.

All (100.0%) of the respondents are currently employed. Two of the respondents did not complete the questions in this section, so this portion of the report is based on the two who did complete this section. Both (100.0%) are employed in the state of Louisiana, one (50.0%) in K-12 education and one (50.0%) 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", both (100.0%) respondents felt they are not underemployed. When asked about satisfaction with their present employment, one (50.0%) of the respondents is "Well satisfied; would not consider leaving" and one (50.0%) is "Satisfied, but would consider more desirable employment". Both (50.0%) respondents are currently employed in the area of their Southeastern major. One (50.0%) respondent indicated an annual salary range of $40,001-$50,000 and one (50.0%) indicated a salary of greater than $50,000.

Professional Activities

EMBA

Three (27.3%) respondents indicated that licensure/certification is not available in their field, two (18.2%) do not hold licensure/certification nor do they plan on obtaining it in the next six month, and six (54.5%) currently hold licensure/certification, including: Professional Engineer, Gaming, CPEHR (Electronic Health Record), CAE Certified Assn Executive, POST, and State Gaming License. Eight (72.7%) of the respondents are members of a professional organization, and eight (72.7%) have attended a professional meeting in the past year.

Accounting

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

General MBA

Nine (28.1%) respondents indicated that licensure/certification is not available in their field, seventeen (53.1%) do not have licensure/certification, and six (18.8%) have licensure/certification. Those include: CPA-licensed, Professional in Human Resources (PHR), CISA, Certified Information Systems Auditor, Series 7, NASD, TAT, and CIA. Of those without licensure/certification, five (29.4%) plan on obtaining it in the next twelve months, including: CBMI/ 3 years, SP HR, CRCM, CPA, and Certified Internal Auditor. Twelve (37.5%) of the respondents are members of a professional organization, and seventeen (53.1%) have attended a professional meeting in the past year.

Marketing

Two (50.0%) of the respondents indicated licensure/certification is not available in their field, one (25.0%) does not have it and does not plan on obtaining it in the next twelve months, and one (25.0%) has Supervisor of Child Nutrition with LA Dept of Education. One (25.0%) of the respondents is a member of a professional organization, and two (25.0%) have attended a professional meeting in the past year.

Department of Counseling & Human Development

Table 14
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: M.Ed. Counselor Education - 14					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
M.Ed. Counselor Education	0.0%	0.0%	0.0%	35.7% (5)	64.3% (9)
Overall quality of your degree program					
M.Ed. Counselor Education	0.0%	0.0%	0.0%	21.4% (3)	78.6% (11)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
M.Ed. Counselor Education	0.0%	0.0%	7.1% (1)	14.3% (2)	78.6% (11)
Usefulness of the academic advice you received from your advisor					
M.Ed. Counselor Education	0.0%	0.0%	7.1% (1)	21.4% (3)	71.4% (10)
Opportunities to interact with faculty outside of class					
MEd Counselor Education	0.0%	0.0%	21.4% (3)	14.3% (2)	64.3% (9)
Effectiveness of the faculty as teachers					
MEd Counselor Education	0.0%	0.0%	0.0%	28.6% (4)	71.4% (10)
Friendliness and helpfulness of the office staff					
MEd Counselor Education	0.0%	0.0%	14.3% (2)	42.9% (6)	42.9% (6)
Interest shown by faculty in your academic development					
MEd Counselor Education	0.0%	0.0%	7.1% (1)	28.6% (4)	64.3% (9)
Effectiveness of beginning courses in preparing you for advanced courses					
MEd Counselor Education	0.0%	0.0%	0.0%	28.6% (4)	71.4% (10)
Quality of instruction in advanced courses					
MEd Counselor Education	0.0%	0.0%	0.0%	28.6% (4)	71.4% (10)
Faculty treatment of students both inside and outside of the classroom					
MEd Counselor Education	0.0%	0.0%	0.0%	28.6% (4)	71.4% (10)
Professional activities, associations, or clubs associated with your major					
MEd Counselor Education	0.0%	0.0%	14.3% (2)	28.6% (4)	57.1% (8)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MEd Counselor Education	0.0%	0.0%	28.6% (4)	14.3% (2)	57.1% (8)
Availability of the required courses in your major					
MEd Counselor Education	0.0%	7.1% (1)	7.1% (1)	14.3% (2)	71.4% (10)

Table 14 continued Satisfaction with Degree Program Department of Counseling & Human Development					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: M.Ed. Counselor Education - 14					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
MEd Counselor Education	0.0%	0.0%	21.4% (3)	14.3% (2)	64.3% (9)
Quality of instruction regarding standards and ethics in your major field					
MEd Counselor Education	0.0%	0.0%	0.0%	7.1% (4)	92.9% (13)
Opportunities for you to collaborate with other students on class projects					
MEd Counselor Education	0.0%	0.0%	7.1% (1)	21.4% (3)	71.4% (10)
Library resources related to your major					
MEd Counselor Education	0.0%	14.3% (2)	7.1% (1)	35.7% (5)	42.9% (6)
Use of appropriate technology in the classroom					
MEd Counselor Education	0.0%	0.0%	14.3% (2)	35.7% (5)	50.0% (7)
Facilities and equipment (including computer resources) for courses in your major					
MEd Counselor Education	0.0%	14.3% (2)	28.6% (4)	21.4% (3)	35.7% (5)
Help you received from faculty in your department with regard to further educational opportunities					
MEd Counselor Education	0.0%	7.1% (1)	7.1% (1)	21.4% (3)	64.3% (9)
The size of classes in your major					
MEd Counselor Education	0.0%	0.0%	0.0%	14.3% (2)	85.7% (12)
Help you received from faculty in your department with regard to finding employment in your field					
MEd Counselor Education	0.0%	21.4% (3)	14.3% (2)	21.4% (3)	42.9% (6)
The global perspective of courses					
MEd Counselor Education	0.0%	0.0%	14.3% (2)	14.3% (2)	64.3% (9)
The relevancy of courses					
MEd Counselor Education	0.0%	0.0%	0.0%	35.7% (5)	64.3% (9)
"Real-world" experiences, exposure, examples, etc. in or out of the classroom					
MEd Counselor Education	0.0%	0.0%	14.3% (2)	21.4% (3)	64.3% (9)
Your advisor's knowledge of requirements					
MEd Counselor Education	0.0%	0.0%	7.1% (1)	7.1% (1)	85.7% (12)
The accessibility of your advisor					
MEd Counselor Education	0.0%	0.0%	7.1% (1)	14.3% (2)	78.6% (11)

Table 14 continued Satisfaction with Degree Program Department of Counseling & Human Development					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: M.Ed. Counselor Education - 14					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
MEd Counselor Education	0.0%	0.0%	7.1% (1)	21.4% (3)	71.4% (10)

Table 14 continued Satisfaction with Degree Program Department of Counseling & Human Development		
	No	**Yes**
2. Would you recommend Southeastern to someone interested in what you majored in?		
M.Ed. Counselor Education	0.0%	100.0% (14)
3. If you had it to do over again, would you choose the same major?		
M.Ed. Counselor Education	0.0%	100.0% (14)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
M.Ed. Counselor Education	0.0%	100.0% (14)
6. Should a hands-on course be required in your program?		
M.Ed. Counselor Education	7.1% (1)	92.9% (13)

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

- I was able to apply the techniques I learned during my course work. I definitely believe hands-on course work should be required.
- Ability to put theory to practice. Practicum helped narrow job/employment goals.
- Actual face to face counseling.
- Practical experience outside the classroom.
- I applied the knowledge I received. It improved my confidence. I had support and encouragement from all faculty.
- practical experience with knowledgeable mentors
- Theory and knowledge is great, but if you can't apply that knowledge it is useless. My internships allowed me to apply what I had learned.
- It prepared me for my present job.
- I had an opportunity to undergo practical experiences that I would see in this field.
- I gained a better perspective on how my knowledge would be used in the real-world.

Perceptions of Southeastern

Two (14.3%) of the respondents participated in a study-abroad/student-exchange program, and were very satisfied with the experience. All (100.0%) thought participation would be valuable. Eight (57.1%) of the respondents received their Baccalaureate degree from Southeastern, none in the same field as his/hers Master's. One (12.5%) indicated his/her undergraduate education prepared her/him "Ineffectively" for Master's level education, five (62.5%) felt they had been prepared "Effectively", and one (12.5%) felt he/she had been prepared "Very Effectively".

Graduate Professional Education

Two (14.3%) of the respondents are currently enrolled in a doctoral program, two (14.3%) plan to enroll in the next twelve months, six (42.9%) are likely to enroll in the future, and four (28.6%) have no plans for further education. Of those respondents with plans for further education, one (10.0%) plans on obtaining a second Master's, six (60.0%) plan on obtaining a doctorate, and two (20.0%) plan on obtaining a professional degree. Of those respondents with further graduate experience, one (50.0%) indicated that Southeastern prepared she/he "Very Effectively" for further graduate/professional study, and one (50.0%) indicated that Southeastern prepared him/her "Effectively". One (50.0%) of the respondents indicated that Southeastern prepared him/her better than most other students and one (50.0%) indicated she/he was prepared about the same as most other students. One (50.0%) of the alumni enrolled in a degree program indicated her/his degree plan was "Very Closely Related" to her/his Master's degree from Southeastern and the other (50.0%) indicated it was "Somewhat Related".

Employment

Twelve (85.7%) of the respondents have had a full-time jobs since graduating from Southeastern. Of those, three (25.0%) of the respondents had the job prior to completing their degree from Southeastern, one (8.3%) accepted a job upon graduation, six (50.0%) took 1-6 months to find a full-time job, one (8.3%) took 7-12 months, and one (8.3%) took over a year.

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

Table 15
Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Masters.

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

Seven (58.3%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance, three (25.0%) felt it was effective, one (8.3%) felt it was very ineffective, and one (8.3%) felt it was very ineffective. Six (50.0%) of the respondents are currently in their first full-time job since graduating and six (50.0%) have had two full-time jobs. When asked from what source(s) they learned about their first full-time job, one (8.3%) indicated from a faculty at Southeastern, two (16.7%) from a parent or relative, one (8.3%) from a newspaper/trade publication, four (33.3%) from another student or friend, two (15.4%) from the internet, and three (25.0%) already had the job.

Twelve (85.7%) are currently employed full-time, one (7.1%) is employed part-time and satisfied with part-time work, and one (7.1%) is not employed and not looking for employment. Ten (83.3%) of the twelve respondents who are employed full-time are employed in the state of Louisiana. Six (50.0%) in higher education, five (41.7%) in K-12 education, and one (8.3%) in a nonprofit organization. When asked "If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed", one (8.3%) of the respondents felt they are underemployed. When asked about satisfaction with their present employment, seven (58.3%) of the respondents are "Well satisfied; would not consider leaving" and five (41.7%) are "Satisfied, but would consider more desirable employment".

Nine (75.0%) respondents are currently employed in the area of their Southeastern major and three (25.0%) are employed in a related area. One (8.3%) respondent indicated an annual salary range of $30,001-$40,000, four (33.3%) gave a range of $40,001-$50,000, and seven (58.3%) indicated a salary over $50,000.

Professional Activities

Two (14.3%) indicated licensure/certification is not available in their field, six (42.9%) currently hold licensure/certification, including:
- Nationally Certified Counselor (NCC)
- NCC
- NBCC
- Teaching certificate/licensed counselor
- Nationally Certified Counselor

Six (42.9%) currently do not hold licensure/certification, but five (83.3%) plan on obtaining it in the next twelve month, four plan on obtaining a LPC and one a NCC. Ten (71.4%) of the respondents are members of a professional organization, and ten (71.4%) have attended a professional meeting in the past year.

Department of Teaching & Learning

Table 16
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MEd Curriculum & Instruction - 21; MEd Special Education - 11; MAT Elementary & Special Education - 9					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
How satisfied are you with the:					
Overall quality of your department					
MEd Curriculum & Instruction	0.0%	0.0%	19.0% (4)	52.4% (11)	28.6% (6)
MEd Special Education	0.0%	9.1% (2)	18.2% (2)	18.2% (2)	54.5% (6)
MAT Elementary & Special Education	0.0%	11.1% (1)	11.1% (1)	66.7% (6)	11.1% (1)
Overall quality of your degree program					
MEd Curriculum & Instruction	0.0%	0.0%	14.3% (3)	33.3% (7)	52.4% (11)
MEd Special Education	0.0%	0.0%	18.2% (2)	27.3% (3)	54.5% (6)
MAT Elementary & Special Education	0.0%	22.2% (2)	0.0%	44.4% (4)	33.3% (3)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MEd Curriculum & Instruction	0.0%	9.5% (2)	19.0% (4)	28.6% (6)	42.9% (9)
MEd Special Education	0.0%	0.0%	18.2% (2)	9.1% (1)	72.7% (8)
MAT Elementary & Special Education	11.1% (1)	11.1% (1)	11.1% (1)	44.4% (4)	22.2% (2)
Usefulness of the academic advice you received from your advisor					
MEd Curriculum & Instruction	9.5% (2)	14.3% (3)	28.6% (6)	4.8% (1)	42.9% (9)
MEd Special Education	0.0%	18.2% (2)	18.2% (2)	18.2% (2)	45.5% (5)
MAT Elementary & Special Education	0.0%	11.1% (1)	22.2% (2)	44.4% (4)	11.1% (1)
Opportunities to interact with faculty outside of class					
MEd Curriculum & Instruction	0.0%	14.3% (3)	33.3% (7)	23.8% (5)	28.6% (6)
MEd Special Education	0.0%	27.3% (3)	9.1% (1)	9.1% (1)	54.5% (6)
MAT Elementary & Special Education	0.0%	11.1% (1)	22.2% (2)	55.6% (5)	11.1% (1)

Table 16 continued Satisfaction with Degree Program Department of Teaching & Learning					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MEd Curriculum & Instruction - 21; MEd Special Education - 11; MAT Elementary & Special Education - 9					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Effectiveness of the faculty as teachers					
MEd Curriculum & Instruction	0.0%	0.0%	23.8% (5)	33.3% (7)	42.9% (9)
MEd Special Education	0.0%	0.0%	9.1% (1)	54.5% (6)	36.4% (4)
MAT Elementary & Special Education	11.1% (1)	0.0%	11.1% (1)	77.8% (7)	0.0%
Friendliness and helpfulness of the office staff					
MEd Curriculum & Instruction	0.0%	23.8% (5)	9.5% (2)	28.6% (6)	38.1% (8)
MEd Special Education	0.0%	9.1% (1)	36.4% (4)	0.0%	54.5% (6)
MAT Elementary & Special Education	0.0%	11.1% (1)	11.1% (1)	55.6% (5)	22.2% (2)
Interest shown by faculty in your academic development					
MEd Curriculum & Instruction	0.0%	19.0% (4)	9.5% (2)	33.3% (7)	38.1% (8)
MEd Special Education	0.0%	36.4% (4)	9.1% (1)	0.0%	54.5% (6)
MAT Elementary & Special Education	0.0%	11.1% (1)	33.3% (3)	44.4% (4)	11.1% (1)
Effectiveness of beginning courses in preparing you for advanced courses					
MEd Curriculum & Instruction	0.0%	0.0%	19.0% (4)	33.3% (7)	42.9% (9)
MEd Special Education	0.0%	9.1% (1)	18.2% (2)	27.3% (3)	45.5% (5)
MAT Elementary & Special Education	0.0%	22.2% (2)	11.1% (1)	44.4% (4)	22.2% (2)
Quality of instruction in advanced courses					
MEd Curriculum & Instruction	0.0%	0.0%	19.0% (4)	23.8% (5)	57.1% (12)
MEd Special Education	0.0%	0.0%	0.0%	54.5% (6)	45.5% (5)
MAT Elementary & Special Education	0.0%	11.1% (1)	22.2% (2)	33.3% (3)	33.3% (3)
Faculty treatment of students both inside and outside of the classroom					
MEd Curriculum & Instruction	0.0%	4.8% (1)	14.3% (3)	23.8% (5)	52.4% (11)
MEd Special Education	0.0%	0.0%	27.3% (3)	18.2% (2)	54.5% (6)
MAT Elementary & Special Education	0.0%	11.1% (1)	11.1% (1)	66.7% (6)	11.1% (1)

Table 16 continued Satisfaction with Degree Program Department of Teaching & Learning					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MEd Curriculum & Instruction - 21; MEd Special Education - 11; MAT Elementary & Special Education - 9					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Professional activities, associations, or clubs associated with your major					
MEd Curriculum & Instruction	0.0%	4.8% (1)	42.9% (9)	19.0% (4)	23.8% (5)
MEd Special Education	0.0%	9.1% (1)	18.2% (2)	36.4% (4)	36.4% (4)
MAT Elementary & Special Education	0.0%	11.1% (1)	33.3% (3)	33.3% (3)	11.1% (1)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MEd Curriculum & Instruction	4.8% (1)	9.5% (2)	33.3% (7)	33.3% (7)	14.3% (3)
MEd Special Education	0.0%	18.2% (2)	18.2% (2)	18.2% (2)	45.5% (5)
MAT Elementary & Special Education	0.0%	11.1% (1)	11.1% (1)	66.7% (6)	11.1% (1)
Availability of the required courses					
MEd Curriculum & Instruction	4.8% (1)	9.5% (2)	23.8% (5)	28.6% (6)	33.3% (7)
MEd Special Education	0.0%	9.1% (1)	9.1% (1)	45.5% (5)	36.4% (4)
MAT Elementary & Special Education	0.0%	0.0%	0.0%	66.7% (6)	33.3% (3)
Availability of elective courses you wanted to take in your major					
MEd Curriculum & Instruction	4.8% (1)	0.0%	23.8% (5)	33.3% (7)	38.1% (8)
MEd Special Education	0.0%	18.2% (2)	0.0%	27.3% (3)	54.5% (6)
MAT Elementary & Special Education	0.0%	11.1% (1)	0.0%	55.6% (5)	22.2% (2)
Quality of instruction regarding standards and ethics in your major field					
MEd Curriculum & Instruction	0.0%	0.0%	9.5% (2)	28.6% (6)	61.9% (13)
MEd Special Education	0.0%	0.0%	18.2% (2)	27.3% (3)	54.5% (6)
MAT Elementary & Special Education	11.1% (1)	11.1% (1)	11.1% (1)	33.3% (3)	33.3% (3)
Opportunities for you to collaborate with other students on class projects					
MEd Curriculum & Instruction	0.0%	0.0%	19.0% (4)	28.6% (6)	52.4% (11)
MEd Special Education	0.0%	0.0%	9.1% (1)	45.5% (5)	45.5% (5)
MAT Elementary & Special Education	0.0%	0.0%	11.1% (1)	33.3% (3)	55.6% (5)

Table 16 continued **Satisfaction with Degree Program** **Department of Teaching & Learning**					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MEd Curriculum & Instruction - 21; MEd Special Education - 11; MAT Elementary & Special Education - 9					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Library resources related to your major					
MEd Curriculum & Instruction	0.0%	0.0%	28.6% (6)	23.8% (5)	42.9% (9)
MEd Special Education	0.0%	9.1% (1)	9.1% (1)	27.3% (3)	54.5% (6)
MAT Elementary & Special Education	0.0%	11.1% (1)	11.1% (1)	66.7% (6)	11.1% (1)
Use of appropriate technology in the classroom					
MEd Curriculum & Instruction	0.0%	4.8% (1)	14.3% (3)	38.1% (8)	42.9% (9)
MEd Special Education	0.0%	0.0%	27.3% (3)	9.1% (1)	63.6% (7)
MAT Elementary & Special Education	0.0%	0.0%	11.1% (1)	33.3% (3)	55.6% (5)
Facilities and equipment (including computer resources) related to your major					
MEd Curriculum & Instruction	0.0%	4.8% (1)	14.3% (3)	42.9% (9)	38.1% (8)
MEd Special Education	0.0%	0.0%	9.1% (1)	36.4% (4)	54.5% (6)
MAT Elementary & Special Education	0.0%	0.0%	22.2% (2)	44.4% (4)	33.3% (3)
Help you received from faculty in your department with regard to further educational opportunities					
MEd Curriculum & Instruction	4.8% (1)	14.3% (3)	19.0% (4)	28.6% (6)	28.6% (6)
MEd Special Education	0.0%	9.1% (1)	18.2% (2)	18.2% (2)	54.5% (6)
MAT Elementary & Special Education	0.0%	11.1% (1)	22.2% (2)	55.6% (5)	11.1% (1)
The size of classes in your major					
MEd Curriculum & Instruction	0.0%	0.0%	9.5% (2)	28.6% (6)	61.9% (13)
MEd Special Education	0.0%	0.0%	18.2% (2)	18.2% (2)	63.6% (7)
MAT Elementary & Special Education	0.0%	0.0%	11.1% (1)	55.6% (5)	33.3% (3)
Help you received from faculty in your department with regard to finding employment in your field					
MEd Curriculum & Instruction	0.0%	19.0% (4)	33.3% (7)	28.6% (6)	14.3% (3)
MEd Special Education	18.2% (2)	9.1% (1)	18.2% (2)	18.2% (2)	27.3% (3)
MAT Elementary & Special Education	11.1% (1)	11.1% (1)	22.2% (2)	22.2% (2)	22.2% (2)

Table 16 continued **Satisfaction with Degree Program** **Department of Teaching & Learning**					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MEd Curriculum & Instruction - 21; MEd Special Education - 11; MAT Elementary & Special Education - 9					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Global perspectives presented in courses					
MEd Curriculum & Instruction	0.0%	9.5% (2)	23.8% (5)	38.1% (8)	23.8% (5)
MEd Special Education	0.0%	0.0%	36.4% (4)	0.0%	63.6% (7)
MAT Elementary & Special Education	0.0%	0.0%	33.3% (3)	55.6% (5)	11.1% (1)
The relevancy of courses					
MEd Curriculum & Instruction	0.0%	4.8% (1)	9.5% (2)	23.8% (5)	61.9% (13)
MEd Special Education	0.0%	9.1% (1)	18.2% (2)	27.3% (3)	45.5% (5)
MAT Elementary & Special Education	0.0%	0.0%	33.3% (3)	33.3% (3)	33.3% (3)
"Real-world" experiences, exposure, examples, etc. in or out of the classroom					
MEd Curriculum & Instruction	0.0%	0.0%	23.8% (5)	38.1% (8)	33.3% (7)
MEd Special Education	0.0%	9.1% (1)	27.3% (3)	18.2% (2)	45.5% (5)
MAT Elementary & Special Education	0.0%	0.0%	0.0%	33.3% (3)	66.7% (6)
Your advisor's knowledge of requirements					
MEd Curriculum & Instruction	4.8% (1)	14.3% (3)	28.6% (6)	9.5% (2)	42.9% (9)
MEd Special Education	0.0%	9.1% (1)	18.2% (2)	18.2% (2)	54.5% (6)
MAT Elementary & Special Education	0.0%	11.1% (1)	11.1% (1)	55.6% (5)	11.1% (1)
The accessibility of your advisor					
MEd Curriculum & Instruction	4.8% (1)	19.0% (4)	23.8% (5)	23.8% (5)	28.6% (6)
MEd Special Education	0.0%	9.1% (1)	27.3% (3)	9.1% (1)	54.5% (6)
MAT Elementary & Special Education	0.0%	11.1% (1)	0.0%	66.7% (6)	11.1% (1)
Your advisor's concern with your academic goals					
MEd Curriculum & Instruction	14.3% (3)	19.0% (4)	14.3% (3)	33.3% (7)	19.0% (4)
MEd Special Education	0.0%	27.3% (3)	18.2% (2)	0.0%	54.5% (6)
MAT Elementary & Special Education	0.0%	11.1% (1)	11.1% (1)	55.6% (5)	11.1% (1)

	No	Yes
Table 16 continued **Satisfaction with Degree Program** **Department of Teaching and Learning**		
2. Would you recommend Southeastern to someone interested in what you majored in?		
M.Ed. Curriculum & Instruction	4.8% (1)	95.2% (20)
M.Ed. Special Education	0.0%	100.0% (11)
MAT Elementary & Special Education	11.1% (1)	88.9% (8)
3. If you had it to do over again, would you choose the same major?		
M.Ed. Curriculum & Instruction	14.3% (3)	85.7% (18)
M.Ed. Special Education	18.2% (2)	81.8% (9)
MAT Elementary & Special Education	11.1% (1)	77.8% (7)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
M.Ed. Curriculum & Instruction	14.3% (3)	85.7% (18)
M.Ed. Special Education	27.3% (3)	72.7% (8)
MAT Elementary & Special Education	0.0%	88.9% (8)
6. Should a hands-on course be required in your program?		
M.Ed. Curriculum & Instruction	4.8% (1)	81.0% (17)
M.Ed. Special Education	36.4% (4)	63.6% (7)
MAT Elementary & Special Education	11.1% (1)	88.9% (8)

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

- Practicum was held in kindergarten class at the lab school. Wonderful experience with the children.
- real world experiences
- Real world experience. Interaction with students was invaluable.
- Not much since at the time I had already completed the practicum at graduate level, but had to redo because the class was 6 years old. I also had 6 years of experience teaching in the state field as the practicum, yet I had to retake. Otherwise, it would have been beneficial.
- I was able to experience a real-world experience.
- Numerous
- Very little.
- Not much because I was already certified and had been teaching kindergarten for 10 years. I should not have had to student teach.
- real life experience
- Opportunity to work with students in a classroom.

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

- Field experience prior to employment
- Real life lessons
- Real world experience, opportunity to work with and ask questions to these already in field.
- None: It made me want to quit. It was in no way representative of "the real" world.
- Know how to use materials in classroom.
- Having hands-on experience and having an experienced advisor available to answer my questions.
- Time spent with an experienced educator in the field, ability to ask questions, observe, practice, problem solve with and expert.

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

- Real world experience and input from actual/current teachers.
- I was more prepared for my own classroom. Excellent role models and helpful feedback.
- I had guidance from an excellent teacher.
- I was able to gain teaching experience and constructive criticism to help me be better prepared for my first year.
- Mental assistance- assistance from SELU teachers
- No benefit, as I had already been teaching for three years prior to this and had passed LATAAP.
- I was able to put everything I learned into action.

Perceptions of Southeastern

M.Ed. Curriculum & Instruction

None of the participants participated in a study-abroad/student-exchange program, but eighteen (85.7%) thought participation would be valuable. Twelve (57.1%) of the respondents received their Baccalaureate degree from Southeastern, all in the same field as their Master's. Five of the twelve (41.7%) indicated their undergraduate education prepared them "Effectively" for their Master's level education and seven (58.3%) indicated it prepared them "Very Effectively".

M.Ed. Special Education

None of the respondents participated in a study-abroad/student-exchange program, but eight (72.7%) thought participation would be valuable. Five (45.5%) of the respondents received their Baccalaureate degree from Southeastern, three received it the same field as their Master's. One of the five (20.0%) indicated her/his undergraduate education prepared him/her "Ineffectively" for Master's level education, two (40.0%) indicated they were prepared "Effectively", and two (40.0%) indicated it prepared them "Very Effectively".

MAT Elementary & Special Education

None (0.0%)of the respondents participated in a study-abroad/student-exchange program, but six (66.7%) thought participation would be valuable. Two (22.2%) of the respondents received their Baccalaureate degree from Southeastern, neither in the same field as their Master's.

Graduate Professional Education

M.Ed. Curriculum & Instruction

Two (9.5%) of the respondents are currently enrolled in a degree program, three (14.3%) have taken classes, but not enrolled in a degree program, two (9.5%) plan to enroll in the next twelve months, seven (33.3%) are likely to enroll in the future, and seven (33.3%) have no plans for further education. Of those respondents with plans for further education, five (38.5%) plan on obtaining a doctorate, three (23.1%) a second masters, and four (30.8%) plan on obtaining some "Other" degree. Of those respondents with further graduate experience, two (40.0%) indicated that Southeastern prepared them "Very Effectively" for further graduate/professional study and three (60.0%) indicated that Southeastern prepared them "Effectively". One (20.0%) of the respondents indicated that Southeastern prepared him/her about the same as most other students, and four (80.0%) indicated that Southeastern prepared them better than most other students. Both (100.0%) of the respondents who are enrolled in a degree program indicated their degree plan was "Very Closely Related" to their Master's degree from Southeastern.

M.Ed. Special Education

One (9.1%) of the respondents has completed a Master's Plus 30, one (9.1%) has taken classes, but not enrolled in a degree program, one (9.1%) plans on enrolling in the next twelve months, three (27.3%) are likely to enroll in the future, and five (45.5%) have no plans for further education. Of those respondents with plans for further education, three (50.0%) plan on obtaining a doctorate, one (16.7%) a second Master's, and one (16.7%) a Master's Plus 30. Both (100.0%) of the respondents with further graduate experience indicated that Southeastern prepared them "Very Effectively" for further graduate/professional study. One (50.0%) respondent indicated he/she was prepared "About the Same as Most" other students and the other was prepared "Better than Most" other students.

MAT Elementary & Special Education

One (11.1%)of the respondents has taken classes, but not enrolled in a degree program, one (11.1%) plans on enrolling in the next twelve months, three (33.3%) are likely to enroll in the future, and four (44.4%) have no plans for further education. Of those respondents with plans for further education, three (60.0%) plan on obtaining a doctorate and one (20.0%) is not sure what degree he/she plans on pursuing.

Employment

M.Ed. Curriculum & Instruction

All (100.0%) of the respondents have had a full-time jobs since graduating from Southeastern. Nineteen (90.5%) of the respondents had the job prior to completing their degree from Southeastern and two (9.5%) accepted a job upon graduation.

Nine (42.9%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance, ten (47.6%) felt it was effective, one (4.8%) felt it was ineffective, and one (4.8%) felt it was very ineffective. Nineteen (90.5%) of the respondents are currently in their first full-time job since graduating, one (4.8%) has had two full-time jobs, and one (4.8%) has had three or more. When asked from what source(s) they learned about their first full-time job, two (9.5%) indicated faculty at Southeastern, one (4.8%) from a parent or relative, two (9.5%) from another student or friend, eleven (52.4%) already had the job, and four (19.0%) from an internship or practicum.

Twenty (95.2%) are currently employed full-time and one (4.8%) is unemployed and not looking for work. One of the respondents did not answer the remaining questions in this section and so the results are based on nineteen respondents. All (100.0%) are employed in the state of Louisiana; eighteen (94.7%) in K-12 education and one (5.3%) in higher education. When asked "If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed", eighteen (94.7%) respondents felt they are not underemployed, while one (5.3%) felt he/she was underemployed. When asked about satisfaction with their present employment, eleven (54.9%) of the respondents are "Well satisfied; would not consider leaving" and eight (42.1%) are "Satisfied, but would consider more desirable employment".

Seventeen (89.5%) of the respondents are currently employed in the area of their Southeastern major, and two (10.5%) in a related area. One (5.6%) respondent indicated an annual salary range of $25,001-$30,000, seven (38.9%) gave a range of $30,001-$40,000, nine (50.0%) gave a range of $40,001-$50,000, and one (5.0%) indicated a salary greater than $50,000.

M.Ed. Special Education

All (100.0%) of the respondents have had a full-time jobs since graduating from Southeastern. Nine (81.8%) of the respondents had the job prior to completing their degree from Southeastern and two (18.2%) took 1-6 months to find a job. Minor problems in finding employment were "Limiting my job search to only one geographic area" and "Lack of experience".

Five (45.5%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance and four (36.4%) felt it was effective. Ten (90.9%) of the respondents are currently in their first full-time job since graduating and one (9.1%) has had three or more. When asked from what source(s) they learned about their first full-time job, one (9.1%) indicated faculty at Southeastern, two (18.2%) from another student or friend, two (18.2%) were recruited by the employer, one (9.1%) from the internet, seven (63.6%) already had the job, and two (18.2%) from an internship or practicum.

All (100.0%) are currently employed full-time. Ten (90.9%) are employed in the state of Louisiana; eight (72.7%) in K-12 education, one (9.1%) in higher education, one (9.1%) in a nonprofit organization, and one (9.1%) in government. When asked "If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed", ten (90.9%) respondents felt they are not underemployed, while one (9.1%) felt he/she was underemployed. When asked about satisfaction with their present employment, seven (63.6%) of the respondents are "Well satisfied; would not consider leaving" and four (36.4%) are "Satisfied, but would consider more desirable employment".

Ten (90.9%) of the respondents are currently employed in the area of their Southeastern major, and one (9.1%) in a related area. One (9.1%) respondent indicated an annual salary range of $30,001-$40,000, seven (63.6%) gave a range of $40,001-$50,000, and three (27.3%) indicated a salary greater than $50,000.

MAT Elementary & Special Education

All (100.0%) of the respondents have had a full-time jobs since graduating from Southeastern. Four (44.4%) of the respondents had the job prior to completing their degree from Southeastern, one (11.1%) accepted a position upon graduation, and four (44.4%) took 1-6 months to find a job. Minor problems in finding employment include "Tight job market" (50.0%).

Five (55.6%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance, three (33.3%) felt it was effective, and one (11.1%) thought it was ineffective. Seven (77.8%) of the respondents are currently in their first full-time job since graduating and two (22.2%) have had three or more. When asked from what source(s) they learned about their first full-time job, one (11.1%) indicated faculty at Southeastern, three (33.3%) were recruited by the employer, one (11.1%) from the Southeastern Job Fair, three (33.3%) already had the job, and one (11.1%) from an internship or practicum.

All (100.0%) are currently employed full-time in K-12 education, eight (90.9%) are employed in the state of Louisiana. When asked "If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed", none (0.0%) respondents felt they are underemployed. When asked about satisfaction with their present employment, six (66.7%) of the respondents are "Well satisfied; would not consider leaving", two (22.2%) are "Satisfied, but would consider more desirable employment", and one (11.1%) "Dislike employment; seeking or will seek other employment".

All (0.0%) of the respondents are currently employed in the area of their Southeastern major. One (11.1%) respondent indicated an annual salary range of $30,001-$40,000, six (66.7%) gave a range of $40,001-$50,000, and two (22.2%) indicated a salary greater than $50,000.

Professional Activities

M.Ed. Curriculum & Instruction

One (4.8%) respondents indicated licensure is not available in their field, two (9.5%) do not currently have it, and eighteen (85.7%) indicated they currently hold some type of teaching certification. Twenty (95.2%) of the respondents are members of a professional organization, and fifteen (71.4%) have attended a professional meeting in the past year.

M.Ed. Special Education

Nine (81.8%) of the respondents currently hold teaching certification, one is an educational diagnostician (9.1%) , and the remaining respondent (14.3%) plans on obtaining certification in the next 12 months. Six (54.5%) of the respondents are members of a professional organization, and six (54.5%) have attended a professional meeting in the past year.

MAT Elementary & Special Education

All (100.0%) of the respondents currently hold teaching certification. Six (66.7%) of the respondents are members of a professional organization, and four (44.4%) have attended a professional meeting in the past year.

Department of Communication Sciences & Disorders

Table 17
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: M.S. Communication Sciences & Disorders - 18					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
MS Communication Sciences & Disorders	0.0%	0.0%	5.6% (1)	22.2% (4)	72.2% (13)
Overall quality of your degree program					
MS Communication Sciences & Disorders	0.0%	0.0%	5.6% (1)	11.1% (2)	83.3% (15)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	16.7% (3)	83.3% (15)
Usefulness of the academic advice you received from your advisor					
MS Communication Sciences & Disorders	0.0%	0.0%	5.6% (1)	27.8% (5)	66.7% (12)
Opportunities to interact with faculty outside of class					
MS Communication Sciences & Disorders	0.0%	0.0%	22.2% (4)	27.8% (5)	50.0% (9)
Effectiveness of the faculty as teachers					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	61.1% (11)	38.9% (7)
Friendliness and helpfulness of the office staff					
MS Communication Sciences & Disorders	0.0%	0.0%	27.8% (5)	33.3% (6)	38.9% (7)
Interest shown by faculty in your academic development					
MS Communication Sciences & Disorders	0.0%	0.0%	5.6% (1)	33.3% (6)	61.1% (11)
Effectiveness of beginning courses in preparing you for advanced courses					
MS Communication Sciences & Disorders	0.0%	0.0%	11.1% (2)	33.3% (6)	55.6% (10)
Table 17 continued **Satisfaction with Degree Program** **Department of Communication Sciences & Disorders**					

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: M.S. Communication Sciences & Disorders - 18					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Quality of instruction in advanced courses					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	38.9% (7)	61.1% (11)
Faculty treatment of students both inside and outside of the classroom					
MS Communication Sciences & Disorders	0.0%	5.6% (1)	0.0%	38.9% (7)	55.6% (10)
Professional activities, associations, or clubs associated with your major					
MS Communication Sciences & Disorders	0.0%	0.0%	11.1% (2)	22.2% (4)	66.7% (12)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MS Communication Sciences & Disorders	0.0%	5.6% (1)	5.6% (1)	33.3% (6)	55.6% (10)
Availability of the required courses in your major					
MS Communication Sciences & Disorders	0.0%	5.6% (1)	5.6% (1)	22.2% (4)	66.7% (12)
Availability of elective courses you wanted to take in your major					
MS Communication Sciences & Disorders	0.0%	11.1% (2)	11.1% (2)	33.3% (6)	44.4% (8)
Quality of instruction regarding standards and ethics in your major field					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	33.3% (6)	66.7% (12)
Opportunities for you to collaborate with other students on class projects					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	16.7% (3)	83.3% (15)
Library resources related to your major					
MS Communication Sciences & Disorders	0.0%	0.0%	38.9% (7)	27.8% (5)	33.3% (6)
Use of appropriate technology in the classroom					
MS Communication Sciences & Disorders	0.0%	11.1% (2)	5.6% (1)	33.3% (6)	50.0% (9)
Table 17 continued **Satisfaction with Degree Program** **Department of Communication Sciences & Disorders**					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					

Number of Respondents: M.S. Communication Sciences & Disorders - 18				
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Facilities and equipment (including computer resources) for courses in your major				
MS Communication Sciences & Disorders	0.0%	11.1% (2)	16.7% (3)	27.8% (5)	44.4% (8)
Help you received from faculty in your department with regard to further educational opportunities				
MS Communication Sciences & Disorders	0.0%	0.0%	22.2% (4)	22.2% (4)	55.6% (10)
The size of classes in your major				
MS Communication Sciences & Disorders	0.0%	0.0%	11.1% (2)	16.7% (3)	72.2% (13)
Help you received from faculty in your department with regard to finding employment in your field				
MS Communication Sciences & Disorders	0.0%	16.7% (3)	22.2% (4)	50.0% (9)	11.1% (2)
The global perspective of courses				
MS Communication Sciences & Disorders	0.0%	0.0%	11.1% (2)	50.0% (9)	38.9% (7)
The relevancy of courses				
MS Communication Sciences & Disorders	0.0%	0.0%	5.6% (1)	33.3% (6)	61.1% (11)
"Real-world" experiences, exposure, examples, etc. in or out of the classroom				
MS Communication Sciences & Disorders	0.0%	0.0%	5.6% (1)	27.8% (5)	66.7% (12)
Your advisor's knowledge of requirements				
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	27.8% (5)	72.2% (13)
The accessibility of your advisor				
MS Communication Sciences & Disorders	0.0%	0.0%	11.1% (2)	27.8% (5)	61.1% (11)
Table 17 continued **Satisfaction with Degree Program** **Department of Communication Sciences & Disorders**				
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.				
Number of Respondents: M.S. Communication Sciences & Disorders - 18				
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5

Your advisor's concern with your academic goals					
MS Communication Sciences & Disorders	0.0%	5.6% (1)	5.6% (1)	33.3% (6)	55.6% (10)

	No	Yes
Table 17 continued Satisfaction with Degree Program Department of Communication Sciences & Disorders		
2. Would you recommend Southeastern to someone interested in what you majored in?		
MS Communication Sciences & Disorders	0.0%	100.0% (18)
3. If you had it to do over again, would you choose the same major?		
MS Communication Sciences & Disorders	0.0%	100.0% (18)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
MS Communication Sciences & Disorders	0.0%	100.0% (18)
6. Should a hands-on course be required in your program?		
MS Communication Sciences & Disorders	0.0%	100.0% (18)

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

- I was able to put into practice the "book" knowledge I'd acquired to that point. Priceless!
- Valuable Real World experience.
- I got hands on clinical experience from actual students with a rarity of speech and language problems as well as the opportunity to consult with our supervisor on challenging cases.
- Practice what we learned - application
- I learned the procedures and methods for working as an SLP in the schools. It provided effective case load management skills.
- Lil hands-on skills that I use today.
- The benefits of this experience are immeasurable. The ability to apply what was learned through course work to real situations while being supervised by caring individuals was the best education possible.
- Practical real world experience.
- Ability to apply knowledge to real life situations
- The hands-on experiences during my clinics helped me understand and use what I had learned in the classroom settings to help patients.
- experience
- My professors were available to answer questions or concerns that I may have; hands-on experience is the best way to learn.
- Interactions with real patients/clients
- First hand knowledge of assessing and treating a variety of disorders plus valuable therapy tools, materials, ideas.
- Benefits of real world experience including evaluation, development and implementation of therapy plan. Strategies and techniques for dealing with challenging clients.
- getting feedback from professors

- Knowledgeable supervisors and helpful.

Perceptions of Southeastern

None (0.0%) of the participants participated in a study-abroad/student-exchange program, but 83.3% (n=15) thought participation would be valuable. Six (33.3%) of the respondents received their Baccalaureate degree from Southeastern, all in the same field as their Master's. One of the six (16.7%) indicated his/her undergraduate education prepared her/him "Effectively" for Master's level education and five (83.3%) indicated it prepared them "Very Effectively".

Graduate Professional Education

One (5.6%) is currently enrolled in a doctoral program, one (5.6%) plans on enrolling in a program in the next 12 months, five (27.8%) of the respondents plan on enrolling in a graduate program in the future, and eleven (61.1%) of the respondents have no plans for further education. Of those with plans for further education, two (28.6%) plan on obtaining a second Master's and five (71.4%) a doctorate. The respondent currently enrolled in a program, indicated she/he was prepared very effectively for further graduate study and better than most other students. The student is enrolled in a program somewhat related to his/her degree from Southeastern.

Employment

Fifteen (83.3%) of the respondents have been employed full-time since graduating from Southeastern. Of those, four (26.7%) of the respondents had a full-time job prior to completing their degree from Southeastern, five (33.3%) accepted a position upon graduation, and six (40.0%) took 1-6 months to find a job. The six respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 18 presents what were considered major problems, minor problems, or not a problem.

Table 18 Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Masters.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	0.0%	16.7% (1)	83.3% (5)
Not knowing what I wanted to do	0.0%	0.0%	100.0% (6)
Tight job market	0.0%	33.3% (2)	66.7% (4)
Lack of marketable skills	0.0%	0.0%	100.0% (6)
Lack of educational qualifications	0.0%	0.0%	100.0% (6)
Reputation of Southeastern	0.0%	0.0%	100.0% (6)
Lack of experience	16.7% (1)	0.0%	83.3% (5)
Lack of job search skills	0.0%	0.0%	100.0% (6)
Poor GPA	0.0%	0.0%	100.0% (6)
Racial discrimination	0.0%	0.0%	100.0% (6)
Gender discrimination	0.0%	0.0%	100.0% (6)
Age discrimination	0.0%	0.0%	100.0% (6)

Nine (60.0%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance and six (40.0%) felt it was effective. Nine (60.0%) of the respondents are currently in their first full-time job since graduating, two (13.3%) have had two full-time jobs, and three (20.0%) have had three or more. When asked from what source(s) they learned about their first full-time job, one (6.7%) indicated faculty at Southeastern, two (13.3%) from a parent or relative, one (6.7%) from a newspaper/trade publication, four (26.7%) from another student/friend, three (20.0%) were recruited by the employer, one (6.7%) from the internet, three (20.0%) already had the job, and four (26.7%) from internship, practicum, or student teaching.

Currently, sixteen (88.9%) of the respondents are employed full-time, one (5.6%) is employed part-time and satisfied with part-time work, and one (5.6%) is unemployed and not looking for employment. Nine (56.3%) of the sixteen currently employed full-time are employed in the state of Louisiana. Seven (43.8%) are employed in K-12 education, four (25.0%) is self-employed, and three (18.8%) 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", fourteen (87.5%) of the respondents felt they are not underemployed. When asked about satisfaction with their present employment, eleven (68.8%) of the respondents are "Well satisfied; would not consider leaving" and three (18.8%) are "Satisfied, but would consider more desirable employment".

Thirteen (81.3%) of the respondents are currently employed in the area of their Southeastern major and one in a related area. Four (25.0%) of the respondents indicated an annual salary

range of range of $30,001-$40,000, three (18.8%) gave a range of $40,001-$50,000, and seven (43.8%) indicted more than $50,000.

Professional Activities

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

- Speech Language Pathology state license/ASHA certification
- ASHA CCC LBESPA
- MS. SLP/CCC "ASHA, LBESPA"
- ASHA Certificate of Clinical Competence
- Certificate and LA License of Clinical Competence
- License by state board, LABESPA, and Certified by ASHA, National
- CCC, Arkansas State license.
- OR and LA license, CCC/SLP
- ASHA and State Speech/Language License
- Certificate ASHA's of Clinical Competence
- LBESPA (State) CCC/SLP
- ASHA - National LBESPA - state
- state/national license in speech-language pathology
- LBESPA-SLP, ASHA - CCC
- State SLP
- ASHA; state license LA and CA

Sixteen (88.9%) of the respondents are members of a professional organization, and fourteen (77.8%) have attended a professional meeting in the past year.

Sixteen of the respondents completed the insert which contained the special questions. Table 19 provides the frequencies and the means for those items.

Table 19
Please indicate how satisfied you are with the following aspects of your degree program.

	1 - Strongly Disagree	2	3	4	5 - Strongly Agree	Mean
The depth and breadth of academic coursework in normal communication processes and swallowing	0.0%	6.3% (1)	6.3% (1)	31.3% (5)	56.3% (9)	4.38
The depth and breadth of academic coursework in disordered communication processes, including swallowing	0.0%	6.3% (1)	6.3% (1)	43.8% (7)	43.8% (7)	4.25
Your clinical experiences with populations from across the life-span and from culturally, linguistically diverse backgrounds.	0.0%	12.5% (2)	12.5% (2)	31.3% (5)	43.8% (7)	4.06
Your knowledge of research and how to integrate research into evidence-based intervention	0.0%	6.3% (1)	12.5% (2)	50.0% (8)	31.3% (5)	4.06
Your knowledge about certification, licensure and professional credentials	0.0%	6.3% (1)	12.5% (2)	12.5% (2)	68.8% (11)	4.44
Your skills to screen and assess communication disorders	0.0%	0.0%	6.3% (1)	25.0% (4)	68.8% (11)	4.63
Your skills to develop intervention plans with measurable goals	0.0%	6.3% (1)	0.0%	37.5% (6)	56.3% (9)	4.44
Your skills to implement and modify intervention plans	0.0%	0.0%	6.3% (1)	37.5% (6)	56.3% (9)	4.50
Your skills to communicate effectively about communication disorders and differences with clients and relevant others	0.0%	6.3% (1)	0.0%	12.5% (2)	81.3% (13)	4.69
Your skills to evaluate your effectiveness as a clinician	0.0%	0.0%	6.3% (1)	31.3% (5)	62.5% (10)	4.56

School of Nursing

Table 21
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents:　M.S.N. Nursing - 17					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
MSN Nursing	0.0%	0.0%	5.9% (1)	52.9% (9)	41.2% (7)
Overall quality of your degree program					
MSN Nursing	0.0%	5.9% (1)	17.6% (3)	35.3% (6)	41.2% (7)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MSN Nursing	0.0%	0.0%	17.6% (3)	41.2% (7)	41.2% (7)
Usefulness of the academic advice you received from your advisor					
MSN Nursing	0.0%	0.0%	17.6% (3)	41.2% (7)	41.2% (7)
Opportunities to interact with faculty outside of class					
MSN Nursing	0.0%	0.0%	17.6% (3)	23.5% (4)	58.8% (10)
Effectiveness of the faculty as teachers					
MSN Nursing	0.0%	0.0%	5.9% (1)	47.1% (8)	47.1% (8)
Friendliness and helpfulness of the office staff					
MSN Nursing	0.0%	0.0%	5.9% (1)	29.4% (5)	64.7% (11)
Interest shown by faculty in your academic development					
MSN Nursing	0.0%	0.0%	5.9% (1)	23.5% (4)	70.6% (12)
Effectiveness of beginning courses in preparing you for advanced courses					
MSN Nursing	0.0%	5.9% (1)	29.4% (5)	23.5% (4)	41.2% (7)
Quality of instruction in advanced courses					
MSN Nursing	0.0%	0.0%	29.4% (5)	35.3% (6)	35.3% (6)
Faculty treatment of students both inside and outside of the classroom					
MSN Nursing	0.0%	0.0%	11.8% (2)	41.2% (7)	47.1% (8)
Professional activities, associations, or clubs associated with your major					
MSN Nursing	0.0%	0.0%	5.9% (1)	52.9% (9)	41.2% (7)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MSN Nursing	0.0%	0.0%	17.6% (3)	35.3% (6)	47.1% (8)
Availability of the required courses in your major					
MSN Nursing	0.0%	0.0%	11.8% (2)	47.1% (8)	41.2% (7)

Table 21 continued **Satisfaction with Degree Program** **School of Nursing**				
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.				
Number of Respondents: M.S.N. Nursing - 17				
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major				
MSN Nursing	5.9% (1)	0.0%	17.6% (3)	29.4% (5)	47.1% (8)
Quality of instruction regarding standards and ethics in your major field				
MSN Nursing	0.0%	0.0%	5.9% (1)	52.9% (9)	41.2% (7)
Opportunities for you to collaborate with other students on class projects				
MSN Nursing	0.0%	0.0%	5.9% (1)	29.4% (5)	64.7% (11)
Library resources related to your major				
MSN Nursing	0.0%	0.0%	17.6% (3)	41.2% (7)	41.2% (7)
Use of appropriate technology in the classroom				
MSN Nursing	0.0%	0.0%	17.6% (3)	47.1% (8)	35.3% (6)
Facilities and equipment (including computer resources) for courses in your major				
MSN Nursing	0.0%	0.0%	11.8% (2)	58.8% (10)	29.4% (5)
Help you received from faculty in your department with regard to further educational opportunities				
MSN Nursing	0.0%	0.0%	29.4% (5)	29.4% (5)	41.2% (7)
The size of classes in your major				
MSN Nursing	0.0%	0.0%	5.9% (1)	29.4% (5)	64.7% (11)
Help you received from faculty in your department with regard to finding employment in your field				
MSN Nursing	11.8% (2)	0.0%	35.3% (6)	29.4% (5)	23.5% (4)
The global perspective of courses				
MSN Nursing	0.0%	5.9% (1)	35.3% (6)	41.2% (7)	17.6% (3)
The relevancy of courses				
MSN Nursing	11.8% (2)	0.0%	23.5% (4)	35.3% (6)	29.4% (5)
"Real-world" experiences, exposure, examples, etc. in or out of the classroom				
MSN Nursing	5.9% (1)	5.9% (1)	23.5% (4)	23.5% (4)	41.2% (7)
Your advisor's knowledge of requirements				
MSN Nursing	0.0%	0.0%	11.8% (2)	23.5% (4)	64.7% (11)
The accessibility of your advisor				
MSN Nursing	0.0%	0.0%	5.9% (1)	35.3% (6)	58.8% (10)

Table 21 continued Satisfaction with Degree Program School of Nursing					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: M.S.N. Nursing - 17					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
MSN Nursing	0.0%	0.0%	11.8% (2)	23.5% (4)	64.7% (11)

Table 21 continued Satisfaction with Degree Program School of Nursing		
	No	**Yes**
2. Would you recommend Southeastern to someone interested in what you majored in?		
MSN Nursing	11.8% (2)	82.4% (14)
3. If you had it to do over again, would you choose the same major?		
MSN Nursing	5.9% (1)	76.5% (13)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
MSN Nursing	0.0%	100.0% (17)
6. Should a hands-on course be required in your program?		
MSN Nursing	0.0%	94.1% (16)

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

- Minimal. It could have been maximized by stronger facility coordination.
- Practical application of theory increased my insight and skill level.
- Very little clinical experiences. Were mostly observatory.
- Interaction with students and a better idea of instructors role.
- experience with real-world problem solving
- Continue professional growth and community health and psycho social issues.
- Student teaching, test development lecture
- Lots of real world knowledge
- Basic clinical treatments, procedures, suturing, etc.
- More experience
- Diversity in management styles; refresher of practice skills; ability to experience the theory I was learning.

Perceptions of Southeastern

None (0.0%) of the participants participated in a study-abroad/student-exchange program, but eleven (64.7%) thought participation would be valuable. Four (23.5%) of the respondents received their Baccalaureate degree from Southeastern, all in the same field as their Master's. Three (75.0%) indicated their undergraduate education prepared them "Effectively" for Master's level education and one (25.0%) indicated they were "Very Effectively" prepared.

Graduate Professional Education

Two (11.8%) of the respondents have completed a degree, one a second Master's and one a Doctorate, two (11.8%) plan to enroll in the next twelve months, five (29.4%) of the respondents

will likely enroll in a degree program in the future, and eight (47.1%) of the respondents have no plans for further education. Of those who have obtained a degree or plan on obtaining one, two (22.2%) have the highest degree they plan on obtaining and six (66.7%) plan on obtaining a doctorate. Of the respondents who have obtained another degree, one (50.0%) indicated his/her experiences at Southeastern "Very Effectively" prepared her/him for further graduate education and one (50.0%) indicated he/she was "Effectively" prepared. Both (100.0%) respondents indicated they were prepared "About the Same as than Most" other students. One (50.0%) respondent indicated his/her degree was "Very Closely Related" to her/his Master's degree and one (50.0%) indicated it was "Somewhat Related" to her/his Master's degree.

Employment

Fifteen (88.2%) of the respondents have been employed full-time since graduating from Southeastern. Eight (53.3%) of those had a full-time job prior to completing their degree from Southeastern, one (6.7%) accepted a position upon graduation, and four (26.7%) took 1-6 months to find a job.

The four respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 22 presents what were considered major problems, minor problems, or not a problem.

Table 22 Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Masters.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	25.0% (1)	25.0% (1)	50.0% (2)
Not knowing what I wanted to do	0.0%	25.0% (1)	75.0% (3)
Tight job market	25.0% (1)	50.0% (2)	25.0% (1)
Lack of marketable skills	0.0%	50.0% (2)	50.0% (2)
Lack of educational qualifications	0.0%	0.0%	100.0% (4)
Reputation of Southeastern	0.0%	25.0% (1)	75.0% (3)
Lack of experience	0.0%	50.0% (2)	50.0% (2)
Lack of job search skills	0.0%	0.0%	100.0% (4)
Poor GPA	0.0%	0.0%	100.0% (4)
Racial discrimination	0.0%	0.0%	100.0% (4)
Gender discrimination	0.0%	0.0%	100.0% (4)
Age discrimination	0.0%	0.0%	100.0% (4)

Seven (46.7%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance, six (40.0%) thought it was effective, and one (6.7%) thought it was ineffective. Nine (60.0%) of the respondents are currently in their

first full-time job since graduating, five (33.3%) have had two full-time jobs, and one (6.7%) has had three or more. When asked from what source(s) they learned about their first full-time job, two (13.3%) indicated faculty at Southeastern, two (13.3%) from a parent or relative, two (13.3%) from a newspaper/trade publication, two (13.3%) from another student or friend, seven (20.0%) were recruited by the employer, one (6.7%) from an employment agency, four (26.7%) already had the job, and two (13.3%) from an internship or practicum.

Currently, fourteen (82.4%) of the respondents are employed full-time, two (11.8%) are employed part-time and satisfied with part-time employment, and one (5.9%) is unemployed and looking for work. Thirteen (92.9%) of the fourteen currently employed full-time are employed in the state of Louisiana. Four (28.6%) are employed in higher education, one (7.1%) in a professional firm, four (28.6%) are self-employed, one (7.1%) in industry and three (21.4%) 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", eleven (78.6%) of the respondents felt they are not underemployed while two (14.3%) are underemployed. When asked about satisfaction with their present employment, six (42.9%) of the respondents are "Well satisfied; would not consider leaving", seven (50.0%) are "Satisfied, but would consider more desirable employment", and one (7.1%) "Dislikes employment and are seeking other employment".

Ten (71.4%) of the respondents are currently employed in the area related of their Southeastern major, two (14.3%) are employed in a related area, and one (7.1%) in an unrelated area because he/she would have relocate for a job in the field. One (7.1%) of the respondents indicated an annual salary range of $30,001-$40,000, one (7.1%) indicated a salary range of $40,001-$50,000, and eleven (78.6%) indicated their annual salary was greater than $50,000.

Professional Activities

One (5.9%) of the respondents indicated licensure/certification is not available in the field, four (23.5%) currently do not hold licensure/certification, and twelve (70.6%) of the respondents currently hold licensure/certification. Below are the types of currently held licensure/certification currently held:

- RN
- ANCC
- NP licence
- Adult Health
- RN
- R4
- ANCC
- Adult Nurse Practitioner
- Advanced Practice Nurse Nurse Practitioner
- APRNBC/PMHNP
- RN

One (25.0%) of the four who do not currently have it plan on obtaining Certified Nurse Educator in the next twelve months. Thirteen (76.5%) of the respondents are members of a professional organization and thirteen (76.5%) of the respondents have attended a professional meeting in the past year.

Special Questions

All of the respondents completed the insert which contained questions specifically for Nursing alumni. About a third (35.3%, n=6) reported that they work in a clinical/outpatient setting, while three (17.6%) work in a hospital setting, one (5.9%) is self-employed, one (5.9%) in public health, and six (35.3%) in some other type of setting. When asked what their current speciality in nursing is, two (11.8%) reported newborn/pediatrics, 52.9% (n=9) reported adult/gerontology, four (23.5%) reported perioperative/postoperative surgery, and one (5.9%) reported psychiatric/mental health.

The majority of the respondents (52.9%, n=9) indicated that the title of their nursing position is in the other category (4 NP, 2 Instructor, Family NP, and Specialist Occupational Health) staff. Five (29.4%) reported a staff title and two (11.8%) reported an administrative title.

Eighty-two percent (82.3%, n=14) of the respondents belong to a professional organization, with six (42.9% of those who belong to a professional organization) belonging to ANA, two (14.3%) belonging to NLN, four (28.6%) belonging to a Clinical Specialty Organization, five (35.7%) belonging to an Honorary Professional Association, and six (42.9%) belonging to some "other" organization (LANP, Religious organization, LANP, AAPM, AANP, LANP, Sigma Theta Tau, and LANP). Two (11.8%) of the respondents currently holds a position of office in a professional organization and four (23.5%) have in the past. Six (35.3%) respondents have been involved in professional research as a data collector and seven (41.2%) has been a participant in a research team. Two (11.8%) of the participants have published in a professional nursing journal.

The majority of respondents (52.9%, n=9) are satisfied with their preparation to collaborate with interdisciplinary health team members, while seven (41.2%) are very satisfied, and one (5.9%) is dissatisfied. On average, respondents received 20.7 hours of continuing education over the past year. The numbers of hours ranged from 0 to 40, with a mode of 25 and a median of 24. Less than half (35.3%, n=6) 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 since graduation.

- Regional Science Fair Judge; Health Fair; Church activities/missions
- Disaster relief - Hurricanes Katrina, Rita; Mass meningitis vaccine campaign; volunteer Hershey Relays
- Health outreach programs with church

- Heart Health Expo
- Katrina rescue; advisor for student nursing organization; guest speaker for campus events
- Hurricane Katrina shelter
- speaking at Woman's Hospital
- Assisting with hurricane Katrina victims at Pete Marovich Center
- Parish Nursing Program

When asked about their satisfaction with their educational preparation for advanced nursing practice, the majority (47.1%, n=8) were very satisfied, seven (41.2%) were satisfied, and two (11.8%) were dissatisfied. All (100.0%) of the respondents would recommend the Southeaster MSN program to others.

Department of Biological Sciences

Table 23
Satisfaction with Your Degree Program

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

Table 23 continued Satisfaction with Degree Program Department of Biological Sciences				
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.				
Number of Respondents: M.S. Biology - 6				
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major				
MS Biology	0.0%	0.0%	66.7% (4)	16.7% (1)	16.7% (1)
Quality of instruction regarding standards and ethics in your major field				
MS Biology	0.0%	33.3% (2)	0.0%	50.0% (3)	16.7% (1)
Opportunities for you to collaborate with other students on class projects				
MS Biology	0.0%	0.0%	16.7% (1)	16.7% (1)	66.7% (4)
Library resources related to your major				
MS Biology	0.0%	16.7% (1)	33.3% (2)	33.3% (2)	16.7% (1)
Use of appropriate technology in the classroom				
MS Biology	0.0%	16.7% (1)	33.3% (2)	33.3% (2)	16.7% (1)
Facilities and equipment (including computer resources) for courses in your major				
MS Biology	0.0%	16.7% (1)	33.3% (2)	33.3% (2)	16.7% (1)
Help you received from faculty in your department with regard to further educational opportunities				
MS Biology	0.0%	16.7% (1)	16.7% (1)	50.0% (3)	16.7% (1)
The size of classes in your major				
MS Biology	0.0%	0.0%	0.0%	16.7% (1)	83.3% (5)
Help you received from faculty in your department with regard to finding employment in your field				
MS Biology	0.0%	16.7% (1)	16.7% (1)	66.7% (4)	0.0%
The global perspective of courses				
MS Biology	0.0%	0.0%	33.3% (2)	33.3% (2)	33.3% (2)
The relevancy of courses				
MS Biology	0.0%	0.0%	16.7% (1)	33.3% (2)	50.0% (3)
"Real-world" experiences, exposure, examples, etc. in or out of the classroom				
MS Biology	0.0%	0.0%	16.7% (1)	33.3% (2)	50.0% (3)
Your advisor's knowledge of requirements				
MS Biology	16.7% (1)	0.0%	16.7% (1)	33.3% (2)	33.3% (2)
The accessibility of your advisor				
MS Biology	16.7% (1)	0.0%	16.7% (1)	16.7% (1)	50.0% (3)

Table 23 continued Satisfaction with Degree Program Department of Biological Sciences				
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.				
Number of Respondents: M.S. Biology - 6				
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals				
MS Biology	16.7% (1)	0.0%	16.7% (1)	33.3% (2)	33.3% (2)

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

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

- Learn how to teach college students. May use this experience for future college or university employment.
- Knowledge I wouldn't have if I had not had it.
- Great teaching experience.

Perceptions of Southeastern

One (16.7%) of the participants participated in a study-abroad/student-exchange program and was somewhat satisfied with the experience. All (100.0%) of the respondents thought participation would be valuable. Two (33.3%) of the respondents received a Baccalaureate degree from Southeastern, all in the same field as their Masters. Both (100.0%) of them thought their undergraduate education was effective preparation for Master's level education.

Graduate Professional Education

Two (33.3%) of the respondents are currently enrolled in a degree program and four (66.7%) have no plans for further education. Both (100.0%) of those with plans for further education, plan on obtaining a doctorate. One (50.0%) of the respondents felt that Southeastern effectively prepared him/her for further graduate/professional study while one (50.0%) respondent felt she/he was very effectively prepared. Both (100.0%) respondents indicated they was prepared "About the Same as Most" other students. One (50.0%) of the respondents is enrolled in a degree plan "Very Closely Related" to his/her Master's degree from Southeastern.

Employment

All (100.0%) of the respondents have been employed full-time since graduating from Southeastern. Three (50.0%) respondents had a full-time job upon graduation, one (16.7%) accepted a position upon graduation, and two (33.3%) took 1-6 months to find a job. The respondents who did not have a full-time job upon graduation indicated that "not knowing what I wanted to do" (50.0%), "tight job market" (50.0%), "lack of marketable skills" (50.0%), "lack of educational qualifications" (50.0%), and "lack of job search skills" (50.0%) were minor problems in finding employment. Both (100.0%) respondents indicated "lack of experience" was a major problem.

Two (33.3%) of the three respondents felt their graduate education was very effective in preparing them for employment or improving their job performance and four (66.7%) thought it was effective. Four (66.7%) of the respondents are currently in their first full-time job since graduating and two (33.3%) have had two full-time jobs. When asked from what source(s) they learned about their first full-time job, two (33.3%) indicated from faculty at Southeastern, one (16.7%) from a professional meeting, one (16.7%) was recruited by the employer, three (50.0%) from the internet, and one (16.7%) already had the job.

Currently, four (66.7%) of the respondents are employed full-time and two (33.3%) have a graduate assistantship. Two (50.0%) of those currently employed full-time are employed in the state of Louisiana and two (50.0%) are employed out of state. One (25.0%) is employed in higher education, one (25.0%) in industry, and two (50.0%) in government. When asked "If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed", none (100.0%) of the respondents felt they are underemployed. When asked about satisfaction with their present employment, three (75.0%) of the respondents are "Well satisfied; would not consider leaving" and one (25.0%) "Satisfied, but would consider more desirable employment".

Two (500.0%) of the respondents are currently employed in the area of their Southeastern major and two (50.0%) in a related area. Two (50.0%) of the respondents indicated an annual salary range of $30,001-$40,000 and two (50.0%) gave a range of $40,001-$50,000.

Professional Activities

All (100.0%) of the respondents indicated that Licensure/certification is not available in their field. Four (66.7%) of the respondents are members of a professional organization and four (66.7%) have attended a professional meeting in the past year.

Appendix A

Southeastern Louisiana University

Survey of Graduate Degree Alumni

2006-2007

Southeastern Louisiana University
Survey of Graduate Degree Alumni

Office of Institutional Research and Assessment
2006-2007

Dear Southeastern Alumnus,

Many changes have occurred on campus in the past few years that will positively impact the quality of the educational experience offered by Southeastern. This Fall we will begin classes for our first doctoral program, an Ed.D. in Educational Leadership we will offer in collaboration with the University of Louisiana - Lafayette.

In Fall 2005, Board of Regents state wide admissions requirements were implemented for all public schools in the state. Southeastern was the only school who was in a position to begin implementing these requirements in Fall 2004, a year before they were required. Like the rest of the state, Fall 2005 found Southeastern dealing with the effects of Katrina. In the immediate aftermath we housed first responders, and other emergency personnel from across the nation. During the semester we helped about 1,200 students from other universities continue their education here and we worked with our own students who were impacted to continue their education also.

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

Section 1 - Satisfaction with Your Degree Program

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.

	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 in your major	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
The global perspective of 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 - Perceptions of Southeastern

7.   **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
There was a sense of racial harmony on campus.	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

8.   **Did you have an opportunity to participate in a study-abroad/student exchange program while at Southeastern?**

◯   No (Please go to question 10)
◯   Yes

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

◯   ◯   ◯   ◯
Very Satisfied   Somewhat Satisfied   Somewhat Dissatisfied   Very Dissatisfied

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

◯   No
◯   Yes

11.   **Did you receive your Baccalaureate degree from Southeastern?**

◯   No (Please continue to Section 3)
◯   Yes

12.   **Was your Baccalaureate in the same field as your Master's?**

◯   No (Please write in your undergraduate degree _____)
◯   Yes

13.   **How effectively did your undergraduate education prepare you for your Master's level education?**

◯   Very Ineffectively
◯   Ineffectively
◯   Effectively
◯   Very Effectively

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

○ 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 4)**

15. **What is the highest degree you have earned? (In <u>addition</u> to your Master's degree from Southeastern)**

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

16. **What is the highest degree you plan to obtain?**

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

If you have not taken any further graduate level classes, please skip to section 4

17. **How effectively did your educational experiences at Southeastern prepare you for further graduate/professional study?**

○ Very Ineffectively
○ Ineffectively
○ Effectively
○ Very Effectively

18. **Compared to other students, how well do you believe Southeastern prepared you for further graduate/professional study?**

○ | ○ | ○
Better than Most | About the Same as Most | Worse than Most

If you are not currently enrolled in a degree program or have not completed a degree in addition to your Master's degree from Southeastern, please skip to section 4

19. **Is your degree or your degree plan related to your master's degree from Southeastern?**

○ | ○ | ○
Very Closely Related | Somewhat Related | Not at all Related

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

Section 4 - Employment

21. **Have you been employed full-time since completing your graduate degree?** ○ Yes   ○ No (Skip to Question 27)

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

○ Had the job before completing the degree ⎤
○ Accepted position upon graduation ⎦ Skip to question 24
○ 1-6 Months
○ 7-12 Months
○ Over 1 Year

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

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

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

① Very Effective   ② Effective   ③ Ineffective   ④ Very Ineffective

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

○ Currently in first job
○ Two
○ Three or more

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

○ Faculty at Southeastern
○ Parent or relative
○ Southeastern's Career Services
○ Newspaper/trade publication
○ Professional meeting
○ Another student/friend
○ Recruited by employer
○ Public/Private employment agency
○ Southeastern Job Fair
○ Internet
○ Other_____

○ Already had job
○ Internship, Practicum, or Student Teaching

27. 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 5

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

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

- ○ Service organization
- ○ Higher education
- ○ Elementary or secondary school
- ○ Nonprofit organization

- ○ Professional firm
- ○ Self-employed or private practice
- ○ Military/armed services
- ○ Temporary service

- ○ Industry
- ○ Government
- ○ Business
- ○ Health agency

30. 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

31. 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

32. Would you describe your employment as:

- ○ In the area of my Southeastern major (skip to question 34)
- ○ In an area related to my Southeastern major (skip to question 34)
- ○ In an area not related to my Southeastern major

33. 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

34. 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 5 - Professional Activities

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

○ Licensure/certification not available in my field (skip to question 37)
○ No
○ Yes   Please give type of licensure/certification held _____

36. **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 _____

37. **Are you a member of a professional organization?**   ○ No
                                                                    ○ Yes

38. **Have you attended a professional meeting in the past year?**   ○ No
                                                                              ○ Yes

Section 6 - Overall Satisfaction with Southeastern

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

39. **What is your general attitude toward Southeastern?**

○   ○   ○   ○   ○
Very Positive   Positive   Neutral   Negative   Very Negative

40. **Would you recommend Southeastern to a friend or family member considering graduate education?**

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

41. **If you were to do it again, would you elect to attend Southeastern for your graduate degree?**

○   ○   ○
No   Yes   Don't Know

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

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

43. **Regardless of the financial benefits, has your graduate education improved the quality of your life?**

○   ○
No   Yes

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!!

■   ■   ■