

Survey of Undergraduate Alumni Spring 2016

Accounting Alumni



Southeastern Louisiana University

Institutional Research

BS Accounting

Satisfaction with Degree Program

Number of Respondents: B.S. Accounting - 41					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
BS Accounting	0.0%	0.0%	0.0%	29.3% (12)	70.7% (29)
Overall quality of your degree program					
BS Accounting	0.0%	0.0%	0.0%	31.7% (13)	68.3% (28)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
BS Accounting	0.0%	0.0%	0.0%	17.1% (7)	82.9% (34)
Usefulness of the academic advice you received from your advisor					
BS Accounting	0.0%	4.9% (2)	7.3% (3)	34.1% (14)	51.2% (21)
Opportunities to interact with faculty outside of class					
BS Accounting	0.0%	0.0%	17.1% (7)	24.4% (10)	58.5% (24)
Effectiveness of the faculty as teachers					
BS Accounting	0.0%	0.0%	0.0%	29.3% (12)	70.7% (29)
Friendliness and helpfulness of the office staff					
BS Accounting	0.0%	2.4% (1)	7.3% (3)	29.3% (12)	58.5% (24)
Interest shown by faculty in your academic development					
BS Accounting	0.0%	0.0%	7.3% (3)	19.5% (8)	73.2% (30)
Effectiveness of beginning courses in preparing you for advanced courses					
BS Accounting	0.0%	2.4% (1)	14.6% (6)	14.6% (6)	68.3% (28)
Quality of instruction in advanced courses					
BS Accounting	0.0%	2.4% (1)	2.4% (1)	17.1% (7)	78.0% (32)
Faculty treatment of students both inside and outside of the classroom					
BS Accounting	0.0%	0.0%	2.4% (1)	22.0% (9)	75.6% (31)
Professional activities, associations, or clubs associated with your major					
BS Accounting	2.4% (1)	0.0%	14.6% (6)	24.4% (10)	58.5% (24)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
BS Accounting	0.0%	4.9% (2)	22.0% (9)	14.6% (6)	58.5% (24)
Availability of the required courses in your major					
BS Accounting	2.4% (1)	2.4% (1)	19.5% (8)	22.0% (9)	53.7% (22)
Availability of elective courses you wanted to take in your major					
BS Accounting	2.4% (1)	4.9% (2)	17.1% (7)	29.3% (12)	46.3% (19)
Quality of instruction regarding standards and ethics in your major field					
BS Accounting	0.0%	0.0%	7.3% (3)	17.1% (7)	75.6% (31)
Opportunities for you to collaborate with other students on class projects					
BS Accounting	0.0%	0.0%	7.3% (3)	34.1% (14)	58.5% (24)
Satisfaction with Degree Program					

Number of Respondents: B.S. Accounting - 41					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Library resources related to your major					
BS Accounting	0.0%	4.9% (2)	31.7% (13)	19.5% (8)	43.9% (18)
Use of appropriate technology in the classroom					
BS Accounting	0.0%	0.0%	9.8% (4)	31.7% (13)	58.5% (24)
Facilities and equipment (including computer resources) for courses in your major					
BS Accounting	0.0%	0.0%	9.8% (4)	31.7% (13)	58.5% (24)
Help you received from faculty in your department with regard to further educational opportunities					
BS Accounting	0.0%	0.0%	17.1% (7)	29.3% (12)	53.7% (22)
The size of classes in your major					
BS Accounting	0.0%	0.0%	4.9% (2)	14.6% (6)	80.5% (33)
Help you received from faculty in your department with regard to finding employment in your field					
BS Accounting	0.0%	12.2% (5)	19.5% (8)	24.4% (10)	43.9% (18)
The global perspectives of courses					
BS Accounting	0.0%	2.4% (1)	4.9% (2)	34.1% (14)	56.1% (23)
The relevancy of courses					
BS Accounting	0.0%	0.0%	2.4% (1)	31.7% (13)	65.9% (27)
"Real-world" experiences, exposure, examples, etc. in or out of the classroom					
BS Accounting	0.0%	9.8% (4)	12.2% (5)	24.4% (10)	53.7% (22)
Your advisor's knowledge of requirements					
BS Accounting	0.0%	2.4% (1)	2.4% (1)	19.5% (8)	75.6% (31)
The accessibility of your advisor					
BS Accounting	0.0%	0.0%	9.8% (4)	24.4% (10)	65.9% (27)
Your advisor's concern with your academic goals					
BS Accounting	0.0%	7.3% (3)	9.8% (4)	26.8% (11)	56.1% (23)
Opportunity to acquire marketable skills					
BS Accounting	0.0%	0.0%	9.8% (4)	24.4% (10)	65.9% (27)

Table 31 continued		
Satisfaction with Degree Program		
School of Nursing		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
BS Accounting	0.0%	97.6% (40)
3. If you had it to do over again, would you choose the same major?		
BS Accounting	12.2% (5)	85.4% (35); 2.4% (1) Not at Southeastern
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
BS Accounting	70.7% (29)	29.3% (12)
6. Should a hands-on course be required in your program?		
BS Accounting	17.1% (7)	61.0% (25)

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

- The benefit of dealing with people in reality versus just reading a case study.
- Led to full-time employment.
- A job offer and first hand experience in a leading international firm.
- It provided me with real world accounting experience. My employer like having me so much that he kept me on for the remainder of my college career instead of hiring a new intern. This gave me enough work experience to get hired immediately out of school for a full time accounting position.
- I learned so much in my internship by applying the concepts I learned in the textbook to real life. It helped me understand why the teachers emphasized certain things in class so much.
- Expose to public accounting, specifically the area of busy tax season. Learn to use various software while working. Learn to be a professional. Wonderful experience!

Perceptions of Southeastern

BS Accounting

One (2.4%) of the Accounting graduates had participated in the study-abroad/student exchange and was Very Satisfied with the experience. Seven (17.1%) of the respondents had participated in the honors program. Two (28.6%) were Very Satisfied with the experience, four (57.1%) were Somewhat Satisfied, and one (14.3%) was Somewhat Dissatisfied. One (2.4%) of the respondents conducted research under faculty supervision and was Somewhat Satisfied with the experience.

Graduate/Professional Education

Five (12.2%) of the respondents are currently enrolled in a graduate/professional degree program and sixteen (39.0%) have completed a degree. Four (9.8%) of the respondents are likely to enroll in the future, and seven (17.1%) have no plans for further education. Eight (50.0%) respondents have obtained a Master', four (25.0%) have a second baccalaureate, and one (6.3%) has obtained some other degree. Of those respondents with plans for further

education, two (8.0%) plan on eventually obtaining a doctorate, fourteen (56.0%) plan on obtaining a master's, four (16.0%) plan on obtaining a professional degree, and four (16.0%) plan on obtaining a second baccalaureate.

Of the twenty-one individuals with graduate school experience, ten (47.6%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study, seven (33.3%) indicated they were "Very Effectively" prepared, one (4.8%) was "Ineffectively" prepared, and two (9.5%) were "Very Ineffectively" prepared. Seven (33.3%) indicated that Southeastern prepared him/her "Better than Most" other students and fourteen (66.7%) indicated that Southeastern prepared them "About the Same as Most. Furthermore, fourteen (66.7%) indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern, six (28.6%) indicated it was "Somewhat Related", and one (4.8%) indicated it was "Not at all Related".

Employment

Eight (19.5%) of the respondents have not been employed full-time since graduating from Southeastern, while twenty-four (58.5%) have been employed full-time. Of those who have been employed full-time, eight (33.3%) had a job before graduating, one (4.2%) accepted a position upon graduation, ten (41.7%) took 1-6 months to find a job, and five (20.8%) took 7-12 months.

The fifteen respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 2 presents what were considered major problems, minor problems, or no problem.

	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	20.0% (3)	20.0% (3)	46.7% (7)
Not knowing what I wanted to do	0.0%	20.0% (3)	66.7% (10)
Tight job market	13.3% (2)	46.7% (7)	26.7% (4)
Lack of marketable skills	6.7% (1)	33.3% (5)	46.7% (7)
Lack of educational qualifications	6.7% (1)	0.0%	80.0% (12)
Reputation of Southeastern	0.0%	6.7% (1)	80.0% (12)
Lack of experience	40.0% (6)	33.3% (5)	13.3% (2)
Lack of job search skills	13.3% (2)	20.0% (3)	53.3% (8)
Poor GPA	0.0%	26.7% (4)	60.0% (9)
Racial discrimination	0.0%	0.0%	86.7% (13)
Gender discrimination	0.0%	13.3% (2)	73.3% (11)
Age discrimination	0.0%	33.3% (5)	53.3% (8)

Seven (29.2%) of those who have been employed full-time indicated their education was "Very Effective" in preparing them for employment or improving their job performance, thirteen (54.2%) indicated it was "Effective", one (4.2%) indicated it was "Very Ineffective". In regards to sources for learning about their first full-time job, six (25.0%) indicated faculty at Southeastern,

three (12.5%) indicated a parent or relative, six (25.0%) from Southeastern's Career Services, one (4.2%) from a newspaper/trade publication, three (12.5%) from a professional organization, six (25.0%) from another student/friend, two (8.3%) from an internship or practicum, and three (12.5%) from the Southeastern Job Fair.

Twenty-three (56.1%) are currently employed full-time, one (2.4%) is employed part-time and looking for full-time employment, one (2.4%) has a graduate assistantship, and five (12.2%) are unemployed and looking for employment. Of those who are currently employed full-time, twenty-one (91.3%) are employed in the state of Louisiana. Three (13.0%) are employed in industry, one (4.3%) in a service organization, seven (30.4%) in a professional firm, one (4.3%) in a health agency, three (13.0%) in a government, two (8.7%) in K-12, five (21.7%) in business, and one (4.3%) is self-employed/private practice. 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 (17.4%) of the respondents indicated they are underemployed. Fifteen (65.2%) of the respondents are well satisfied with their employment and would not consider leaving, six (26.1%) are satisfied with their employment but would consider other employment, and one (4.3%) dislikes their employment and is looking for other employment. All of the respondents are employed in an the area of their Southeastern major or a related area. Two (8.7%) respondents indicated a salary range of \$20,001-\$25,000, two (8.7%) a range of \$30,001-\$40,000, five (21.7%) a range of \$40,001-\$50,000 and fourteen (60.9%) indicated a salary over \$50,000.

Professional Activities

Five (12.2%) of the respondents indicated they currently hold licensure/certification, four have a CPA and one has a LPC. One (2.4%) respondent indicated it is not available in their field. Of those without licensure, twelve (50.0%) plan on obtaining it in the next twelve months. Ten plan on obtaining a CPA and one teaching certification. Eleven (26.8%) of the respondents are members of a professional organization, and twelve (29.3%) have attended a professional meeting in the past year.

Comments

This section contains the opinions of all alumni who volunteered narrative comments in response to an open-ended question. Positive and negative comments which have specifically named faculty or staff have not been deleted. These comments should not be considered representative, but should be evaluated within the context of the other results. The only editing of the comments is the deletion of expletives. For some programs, there were no alumni comments.

Not all comments are distributed with every report. The Provost's report contains all comments for all programs in all colleges. The reports distributed to Deans contain only the comments for the departments which report to each Dean. Finally, each department is provided with the comments made only by their students in each program within the department. Any other distribution will not contain the comments.

The only exceptions to this distribution policy are the secondary education programs. These comments were provided to the department in which the program is housed, as well as the Department of Teaching & Learning. For example, comments made by graduates in English Education were distributed to the Department of English, the Department of Teaching & Learning, and the Deans of both the College of Arts, Humanities, & Social Sciences and the College of Education.

This report is intended for use in curriculum/program review and revision only. Under no circumstances should this report be used for tenure and/or promotion review, merit review, or other personnel decisions.

- I loved Southeastern for undergrad but the accounting department is being cut so much that a lot of my friends and myself included chose other universities for grad school.
- The Acct profession is well served by the great quality of Professors at SELU. Especially Dean DiGreggio!