

Survey of Undergraduate Alumni Spring 2016

English Alumni



Southeastern Louisiana University

Institutional Research

B.A. English

Satisfaction with Degree Program

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

Number of Respondents: 19					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Library resources related to your major					
BA English	5.3% (1)	5.3% (1)	5.3% (1)	42.1% (8)	42.1% (8)
Use of appropriate technology in the classroom					
BA English	10.5% (2)	0.0%	21.1% (4)	26.3% (5)	42.1% (8)
Facilities and equipment (including computer resources) for courses in your major					
BA English	10.5% (2)	0.0%	26.3% (5)	26.3% (5)	36.8% (7)
Help you received from faculty in your department with regard to further educational opportunities					
BA English	15.8% (3)	5.3% (1)	21.1% (4)	26.3% (5)	31.6% (6)
The size of classes in your major					
BA English	5.3% (1)	0.0%	10.5% (2)	31.6% (6)	52.6% (10)
Help you received from faculty in your department with regard to finding employment in your field					
BA English	26.3% (5)	21.1% (4)	15.8% (3)	10.5% (2)	26.3% (5)
The global perspectives of courses					
BA English	5.3% (1)	10.5% (2)	21.1% (4)	15.8% (3)	47.4% (9)
The relevancy of courses					
BA English	5.3% (1)	0.0%	10.5% (2)	52.6% (10)	31.6% (6)
"Real-world" experiences, exposure, examples, etc. in or out of the classroom					
BA English	26.3% (5)	10.5% (2)	15.8% (3)	15.8% (3)	31.6% (6)
Your advisor's knowledge of requirements					
BA English	5.3% (1)	0.0%	10.5% (2)	42.1% (8)	42.1% (8)
The accessibility of your advisor					
BA English	5.3% (1)	0.0%	10.5% (2)	52.6% (10)	31.6% (6)
Your advisor's concern with your academic goals					
BA English	5.3% (1)	10.5% (2)	15.8% (3)	26.3% (5)	42.1% (8)
Opportunity to acquire marketable skills					
BA English	5.3% (1)	21.1% (4)	21.1% (4)	21.1% (4)	31.6% (6)

Table 31 continued		
Satisfaction with Degree Program		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
BA English	26.3% (5)	73.7% (14)
3. If you had it to do over again, would you choose the same major?		
BA English	31.6% (6)	63.2% (12); 5.3% (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?		
BA English	78.9% (15)	21.1% (4)
6. Should a hands-on course be required in your program?		
BA English	21.1% (4)	68.4% (13)

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

- Application of skills gained in courses to real world need for those skills
- Learned more about my desired field of application (publishing)
- During my time at Southeastern, I pursued an Honors degree in English and Dr. Fredell was instrumental in helping me to understand what it takes to publish scholarly work. The process of writing a thesis definitely prepared me for the challenging work I would pursue in Graduate school.

Perceptions of Southeastern

Five (26.3%) of the English graduates had participated in the study-abroad/student exchange. Four (80.0%) were Very Satisfied with the experience and one (20.0%) was Somewhat Satisfied. Three (15.2%) of the respondents had participated in the honors program and were Somewhat Satisfied with the experience. Two (10.5%) of the respondents conducted research under faculty supervision. One (50.0%) was Very Satisfied with the experience and one (50.0%) was Somewhat Satisfied.

Graduate/Professional Education

Seven (36.8%) of the respondents are currently enrolled in a graduate/professional degree program and one (5.3%) has completed a Master’s degree. One (5.3%) has taken courses, but not enrolled in a degree program. Three (15.8%) of the respondents are likely to enroll in the future, and five (26.3%) have no plans for further education. Of those respondents with plans for further education, two (16.7%) plan on eventually obtaining a doctorate, five (41.7%) plan on obtaining a master’s, one (8.3%) plans on obtaining a professional degree, and two (16.7%) plan on obtaining a second baccalaureate.

Of the thirty-two individuals with graduate school experience, five (62.5%) indicated that Southeastern prepared them “Effectively” for further graduate/professional study, two (25.0%) indicated they were “Very Effectively” prepared and one (12.5%) was “Ineffectively” prepared. Two (25.0%) indicated that Southeastern prepared him/her “Better than Most” other students and six (75.0%) indicated that Southeastern prepared them “About the Same as Most”.

Furthermore, six (75.0%) indicated their graduate degree program is “Very Closely Related” to their bachelor’s degree from Southeastern and two (25.0%) indicated it was “Not at all Related”.

Employment

Thirteen (68.4%) of the respondents have not been employed full-time since graduating from Southeastern, while four (21.1%) have been employed full-time. Of those who have been employed full-time, one (25.0%) accepted a position upon graduation, one (25.0%) took 1-6 months to find a job, one (25.0%) took 7-12 months, and one (25.0%) took over a year.

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

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

One (25.0%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance, two (50.0%) indicated it was “Effective”, and one (25.0%) indicated it was “Ineffective”. In regards to sources for learning about their first full-time job, one (25.0%) indicated faculty at Southeastern, one (25.0%) from a newspaper/trade publication, one (25.0%) from another student/friend, and one (25.0%) already had the job.

Five (26.3%) are currently employed full-time, three (15.8%) are employed part-time and satisfied with part-time employment, three (15.8%) are employed part-time and looking for full-time employment, two (10.5%) have a graduate assistantship, and four (21.1%) are unemployed but looking for employment. All (100.0%) of those who are currently employed full-time work in the state of Louisiana. Two (40.0%) are employed in a professional firm, two (40.0%) in government, and one (20.0%) 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”, two (40.0%) of the respondents indicated they are underemployed. Two (40.0%) of the respondents are well satisfied with their

employment and would not consider leaving, two (40.0%) are satisfied with their employment but would consider other employment, and one (20.0%) dislikes their employment. Three (60.0%) of the respondents are employed in an the area of their Southeastern major or a related area. One (20.0%) respondents indicated a salary range of \$10,001-\$15,000, two (40.0%) \$25,001-\$30,000, one (20.0%) \$30,001-\$40,000, and one (20.0%) indicated a salary over \$50,000.

Professional Activities

One (5.3%) of the respondents indicated they currently hold a Notary Public license, and eight (42.1%) indicated it is not available in their field. Of the eight without licensure, two (25.0%) plan obtaining it within the next twelve months, including Professional School Counselor certification/National Certified Counselor and Teaching at university level. Three (15.8%) of the respondents are members of a professional organization, and seven (36.8%) have attended a professional meeting in the past year.