

Survey of Undergraduate Alumni Spring 2016

Health Education & Promotion Alumni



Southeastern Louisiana University

Institutional Research

B.S. Health Education & Promotion

Satisfaction with Degree Program

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

Satisfaction with Degree Program					
Number of Respondents: 10					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Opportunities for you to collaborate with other students on class projects					
BS Health Education & Promotion	10.0% (1)	10.0% (1)	0.0%	30.0% (3)	50.0% (5)
Library resources related to your major					
BS Health Education & Promotion	0.0%	0.0%	30.0% (3)	60.0% (6)	10.0% (1)
Use of appropriate technology in the classroom					
BS Health Education & Promotion	0.0%	10.0% (1)	0.0%	30.0% (3)	60.0% (6)
Facilities and equipment (including computer resources) for courses in your major					
BS Health Education & Promotion	10.0% (1)	10.0% (1)	0.0%	40.0% (4)	40.0% (4)
Help you received from faculty in your department with regard to further educational opportunities					
BS Health Education & Promotion	10.0% (1)	10.0% (1)	0.0%	30.0% (3)	50.0% (5)
The size of classes in your major					
BS Health Education & Promotion	10.0% (1)	0.0%	0.0%	20.0% (2)	70.0% (7)
Help you received from faculty in your department with regard to finding employment in your field					
BS Health Education & Promotion	20.0% (2)	10.0% (1)	20.0% (2)	20.0% (2)	30.0% (3)
The global perspectives of courses					
BS Health Education & Promotion	10.0% (1)	0.0%	40.0% (4)	30.0% (3)	20.0% (2)
The relevancy of courses					
BS Health Education & Promotion	0.0%	10.0% (1)	20.0% (2)	10.0% (1)	60.0% (6)
"Real-world" experiences, exposure, examples, etc. in or out of the classroom					
BS Health Education & Promotion	10.0% (1)	20.0% (2)	10.0% (1)	20.0% (2)	40.0% (4)
Your advisor's knowledge of requirements					
BS Health Education & Promotion	10.0% (1)	0.0%	0.0%	20.0% (2)	70.0% (7)
The accessibility of your advisor					
BS Health Education & Promotion	20.0% (2)	0.0%	0.0%	20.0% (2)	60.0% (6)
Your advisor's concern with your academic goals					
BS Health Education & Promotion	20.0% (2)	0.0%	20.0% (2)	0.0%	60.0% (6)
Opportunity to acquire marketable skills					
BS Health Education & Promotion	0.0%	10.0% (1)	10.0% (1)	30.0% (3)	50.0% (5)

Table 31 continued		
Satisfaction with Degree Program		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
BS Health Education & Promotion	20.0% (2)	80.0% (8)
3. If you had it to do over again, would you choose the same major?		
BS Health Education & Promotion	50.0% (5)	40.0% (4); 10.0% (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 Health Education & Promotion	0.0%	100.0% (100)
6. Should a hands-on course be required in your program?		
BS Health Education & Promotion	0.0%	100.0% (100)

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

- It is one of the many ways anyone can absorb knowledge. But, hands on is the best as it is muscle memory.
- It gave me the necessary skills to prepare me for the job I have now.
- I was able to put forth my knowledge learned in the classroom.
- Internship: Became certified in child passenger safety. In OT school I no longer have an interest in peds, but OTs are expected to be masters at activity analysis. I have had many stroke clients who are parents or grandparents and have been able to make installing the car seat a part of their treatment session. Installing a car seat CAN be done one handed, and is the ultimate weight bearing ax. It's been a valuable skill to have, especially when others in the department have to send their pt to me. ;) -public speaking -client education -leadership skills -community events (in grad school we have to plan a leadership project/ community event every semester) -community networking -marketing skills
- Great learning opportunity
- I got plenty of healthcare field experience, especially in the clinical sense
- Not much. Staff should look closer into a few of the internship programs.
- None

Perceptions of Southeastern

None (0.0%) of the Health Education & Promotion graduates participated in the study-abroad/student exchange or honors program. Three (30.0%) of the respondents conducted research under faculty supervision. Two (66.7%) were Very Satisfied with the experience and one (33.3%) was Somewhat Satisfied.

Graduate/Professional Education

Three (30.0%) of the respondents are currently enrolled in a graduate/professional degree program and one (10.0%) has completed a Master's degree. One (10.0%) of the respondents is likely to enroll in the future, and four (40.0%) have no plans for further education. Of those respondents with plans for further education, two (40.0%) plan on eventually obtaining a

doctorate, two (40.0%) plan on obtaining a master's, and one (20.0%) plans on obtaining a second baccalaureate degree.

Of the four individuals with graduate school experience, two (50.0%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study, one (25.0%) indicated they were "Very Effectively" prepared, and one (25.0%) was "Ineffectively" prepared. Four (100.0%) indicated that Southeastern prepared him/her "About the Same as Most" other students. Furthermore, two (50.0%) indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern, one (25.0%) indicate it is "Somewhat Related", and one (25.0%) indicated it was "Not at all Related".

Employment

Three (30.0%) of the respondents has not been employed full-time since graduating from Southeastern, while six (60.0%) have been employed full-time. Of those who have been employed full-time, one (16.7%) had a job before graduating, one (16.7%) took 1-6 months to find a job, one (16.7%) took 7-12 months, and two (33.3%) took over a year.

The four 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	25.0% (1)	50.0% (2)	25.0% (1)
Not knowing what I wanted to do	0.0%	50.0% (2)	50.0% (2)
Tight job market	75.0% (3)	25.0% (1)	0.0%
Lack of marketable skills	25.0% (1)	25.0% (1)	50.0% (2)
Lack of educational qualifications	25.0% (1)	0.0%	75.0% (3)
Reputation of Southeastern	0.0%	0.0%	100.0% (4)
Lack of experience	50.0% (2)	50.0% (2)	0.0%
Lack of job search skills	0.0%	50.0% (2)	50.0% (2)
Poor GPA	0.0%	0.0%	100.0% (4)
Racial discrimination	25.0% (1)	25.0% (1)	50.0% (2)
Gender discrimination	0.0%	0.0%	100.0% (4)
Age discrimination	0.0%	0.0%	100.0% (4)

Three (50.0%) of those who have been employed full-time indicated their education was "Effective" in preparing them for employment or improving their job performance and one (16.7%) indicated it was "Effective" In regards to sources for learning about their first full-time job one (16.7%) from a newspaper/trade publication, one (16.7%) already had the job, and one (16.7%) from the Southeastern Job Fair.

Four (40.0%) are currently employed full-time, one (10.0%) is employed part-time and looking for full-time employment, and two (20.0%) are unemployed and not looking for employment. Of

those who are currently employed full-time, four (100.0%) are employed in the state of Louisiana. One (25.0%) is employed in industry, one (25.0%) in a nonprofit organization, one (20.0%) in K-12, and one (84.4%) in business. When asked "If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college would you say that you are currently underemployed", three (75.0%) of the respondents indicated they are underemployed. Three (75.0%) of the respondents are satisfied with their employment but would consider other employment and one (25.0%) dislikes their employment and is seeking new employment. Three (75.0%) of the respondents are employed in an the area of their Southeastern major or a related area. One (25.0%) is employed in and unrelated area because they could not find a job they wanted in the field. One (25.0%) respondents indicated a salary range of less than \$10,000, two (50.0%) \$25,001-\$30,000 and one (20.0%) indicated a salary over \$50,000.

Professional Activities

One (10.0%) of the respondents indicated they currently hold a CHES license, and six (60.0%) indicated they do not currently hold a license. Of those six, three (50.0%) plan on obtaining licensure/certification in the next twelve months. Those include:

- License Provisional Counselor
- Licensed Practical Nurse
- Teacher Certification

Two (20.0%) of the respondents are members of a professional organization, and three (30.0%) 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.

- This is a warehousing facility and logistics. The majority of positions are not college educated jobs. However, those in management are more geared toward college educated.