

Survey of Undergraduate Alumni Spring 2016

Mathematics Alumni



Southeastern Louisiana University

Institutional Research

B.S. Mathematics

Satisfaction with Degree Program

Number of Respondents: 9					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
BS Mathematics	0.0%	0.0%	0.0%	44.4% (4)	55.5% (5)
Overall quality of your degree program					
BS Mathematics	0.0%	0.0%	11.1% (1)	44.4% (4)	44.4% (4)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
BS Mathematics	0.0%	0.0%	0.0%	11.1% (1)	88.9% (8)
Usefulness of the academic advice you received from your advisor					
BS Mathematics	0.0%	0.0%	11.1% (1)	0.0%	88.9% (8)
Opportunities to interact with faculty outside of class					
BS Mathematics	0.0%	0.0%	0.0%	11.1% (1)	88.9% (8)
Effectiveness of the faculty as teachers					
BS Mathematics	0.0%	0.0%	0.0%	22.2% (2)	77.8% (7)
Friendliness and helpfulness of the office staff					
BS Mathematics	0.0%	0.0%	0.0%	0.0%	100.0% (9)
Interest shown by faculty in your academic development					
BS Mathematics	0.0%	0.0%	0.0%	11.1% (1)	88.9% (8)
Effectiveness of beginning courses in preparing you for advanced courses					
BS Mathematics	0.0%	0.0%	0.0%	55.5% (5)	44.4% (4)
Quality of instruction in advanced courses					
BS Mathematics	0.0%	0.0%	0.0%	44.4% (4)	55.5% (5)
Faculty treatment of students both inside and outside of the classroom					
BS Mathematics	0.0%	0.0%	0.0%	11.1% (1)	88.9% (8)
Professional activities, associations, or clubs associated with your major					
BS Mathematics	22.2% (2)	11.1% (1)	11.1% (1)	44.4% (4)	11.1% (1)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
BS Mathematics	0.0%	11.1% (1)	11.1% (1)	22.2% (2)	55.5% (5)
Availability of the required courses in your major					
BS Mathematics	0.0%	0.0%	11.1% (1)	22.2% (2)	66.7% (6)
Availability of elective courses you wanted to take in your major					
BS Mathematics	11.1% (1)	11.1% (1)	11.1% (1)	22.2% (2)	44.4% (4)
Quality of instruction regarding standards and ethics in your major field					
BS Mathematics	0.0%	0.0%	22.2% (2)	11.1% (1)	55.5% (5)
Opportunities for you to collaborate with other students on class projects					
BS Mathematics	0.0%	0.0%	33.3% (3)	11.1% (1)	55.5% (5)
Satisfaction with Degree Program					

Number of Respondents: 9					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Library resources related to your major					
BS Mathematics	33.3% (3)	11.1% (1)	33.3% (3)	0.0%	11.1% (1)
Use of appropriate technology in the classroom					
BS Mathematics	0.0%	0.0%	22.2% (2)	44.4% (4)	22.2% (2)
Facilities and equipment (including computer resources) for courses in your major					
BS Mathematics	0.0%	22.2% (2)	22.2% (2)	22.2% (2)	22.2% (2)
Help you received from faculty in your department with regard to further educational opportunities					
BS Mathematics	0.0%	0.0%	11.1% (1)	22.2% (2)	55.5% (5)
The size of classes in your major					
BS Mathematics	0.0%	0.0%	11.1% (1)	11.1% (1)	77.8% (7)
Help you received from faculty in your department with regard to finding employment in your field					
BS Mathematics	11.1% (1)	11.1% (1)	11.1% (1)	22.2% (2)	44.4% (4)
The global perspectives of courses					
BS Mathematics	0.0%	11.1% (1)	11.1% (1)	44.4% (4)	22.2% (2)
The relevancy of courses					
BS Mathematics	0.0%	0.0%	0.0%	55.5% (5)	44.4% (4)
"Real-world" experiences, exposure, examples, etc. in or out of the classroom					
BS Mathematics	0.0%	44.4% (4)	0.0%	33.3% (3)	11.1% (1)
Your advisor's knowledge of requirements					
BS Mathematics	0.0%	0.0%	0.0%	11.1% (1)	88.9% (8)
The accessibility of your advisor					
BS Mathematics	0.0%	0.0%	11.1% (1)	11.1% (1)	77.8% (7)
Your advisor's concern with your academic goals					
BS Mathematics	0.0%	0.0%	0.0%	11.1% (1)	77.8% (7)
Ability to reflect critically					
BS Mathematics	0.0%	0.0%	0.0%	44.4% (4)	55.5% (5)
Personal set of "quality work" standards					
BS Mathematics	0.0%	0.0%	22.2% (2)	33.3% (3)	33.3% (3)

Table 31 continued		
Satisfaction with Degree Program		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
BS Mathematics	11.1% (8)	88.9% (8)
3. If you had it to do over again, would you choose the same major?		
BS Mathematics	0.0%	100.0% (9)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
BS Mathematics	55.6% (5)	44.4% (4)
6. Should a hands-on course be required in your program?		
BS Mathematics	22.2% (2)	55.6% (5)

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

- My student teaching experience prepared me for my first year of teaching. I was very comfortable when I got my own classroom when it came to knowledge of the material and classroom discipline.
- My ability to approach new problems with a better skill set.
- Deep understand of content as it relates to teaching.

Perceptions of Southeastern

None (0.0%) of the Mathematics graduates participated in the study-abroad/student exchange. Four (44.4%) of the respondents had participated in the honors program. Three (75.0%) were Very Satisfied with the experience and one (25.0%) was Somewhat Satisfied. Four (44.4%) of the respondents conducted research under faculty supervision. Two (50.0%) were Very Satisfied with the experience and two (50.0%) were Somewhat Satisfied.

Graduate/Professional Education

Four (44.4%) of the respondents are currently enrolled in a graduate/professional degree program and one (11.1%) has completed a Master's degree. One (11.1%) of the respondents are likely to enroll in the future, and one (11.1%) has no plans for further education. Of those respondents with plans for further education, four (66.7%) plan on eventually obtaining a doctorate and two (33.3%) plan on obtaining a master's.

Of the five individuals with graduate school experience, two (40.0%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study, two (40.0%) indicated they were "Very Effectively" prepared and one (20.0%) was "Ineffectively" prepared. Two (40.0%) indicated that Southeastern prepared him/her "Better than Most" other students, and three (60.0%) indicated that Southeastern prepared them "About the Same as Most". Furthermore, two (40.0%) indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern, one (20.0%) indicated it was "Somewhat Related" and two (40.0%) indicated it was "Not at all Related".

Employment

Three (33.3%) of the respondents have not been employed full-time since graduating from Southeastern, while four (44.4%) have been employed full-time. Of those who have been employed full-time, two (50.0%) had a job before graduating, one (25.0%) accepted a position upon graduation, and one (25.0%) took 1-6 months to find a job.

Two (50.0%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance and two (50.0%) indicated it was “Effective”. In regards to sources for learning about their first full-time job, six (13.3%) indicated faculty at Southeastern, one (25.0%) from another student/friend and one (25.0%) from an internship or practicum.

Four (44.4%) are currently employed full-time, two (22.2%) have graduate assistantships, and one (11.1%) is unemployed and not looking for employment. Of those who are currently employed full-time, two (50.0%) are employed in the state of Louisiana. One (25.0%) is employed in industry, one (25.0%) in K-12 education, one (25.0%) in government, 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”, two (25.0%) of the respondents indicated they are underemployed. Three (75.0%) of the respondents are employed in an the area of their Southeastern major or a related area. One (25.0%) respondent indicated a salary range of \$30,001-\$40,000 and three (75.0%) indicated a salary over \$50,000.

Professional Activities

Two (22.2%) of the respondents indicated they currently hold a license, and two (22.2%) indicated it is not available in their field. Currently held licenses include:

- Teaching certification
- Industrial Electrician

Of the three without licensure, one (33.3%) plans obtaining it within the next twelve months, including CISSP. One(11.1%) of the respondents are members of a professional organization, and two (22.2%) have attended a professional meeting in the past year.