

Survey of Undergraduate Alumni Spring 2016

**Occupational Safety, Health & Environment
Alumni**



Southeastern Louisiana University

Institutional Research

B.S. Occupational Safety, Health & Environment

Satisfaction with Degree Program

Number of Respondents: 6					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
BS Occupational Safety, Health & Environment	0.0%	16.7% (1)	16.7% (1)	33.3% (2)	33.3% (2)
Overall quality of your degree program					
BS Occupational Safety, Health & Environment	0.0%	16.7% (1)	16.7% (1)	16.7% (1)	50.0% (3)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
BS Occupational Safety, Health & Environment	0.0%	0.0%	0.0%	50.0% (3)	50.0% (3)
Usefulness of the academic advice you received from your advisor					
BS Occupational Safety, Health & Environment	0.0%	16.7% (1)	16.7% (1)	33.3% (2)	33.3% (2)
Opportunities to interact with faculty outside of class					
BS Occupational Safety, Health & Environment	0.0%	0.0%	50.0% (3)	33.3% (2)	16.7% (1)
Effectiveness of the faculty as teachers					
BS Occupational Safety, Health & Environment	0.0%	16.7% (1)	16.7% (1)	33.3% (2)	33.3% (2)
Friendliness and helpfulness of the office staff					
BS Occupational Safety, Health & Environment	0.0%	0.0%	16.7% (1)	33.3% (2)	50.0% (3)
Interest shown by faculty in your academic development					
BS Occupational Safety, Health & Environment	0.0%	0.0%	0.0%	50.0% (3)	50.0% (3)
Effectiveness of beginning courses in preparing you for advanced courses					
BS Occupational Safety, Health & Environment	0.0%	16.7% (1)	33.3% (2)	33.3% (2)	16.7% (1)
Quality of instruction in advanced courses					
BS Occupational Safety, Health & Environment	0.0%	33.3% (2)	0.0%	33.3% (2)	33.3% (2)
Faculty treatment of students both inside and outside of the classroom					
BS Occupational Safety, Health & Environment	0.0%	16.7% (1)	16.7% (1)	16.7% (1)	50.0% (3)
Professional activities, associations, or clubs associated with your major					
BS Occupational Safety, Health & Environment	0.0%	16.7% (1)	0.0%	33.3% (2)	50.0% (3)

Satisfaction with Degree Program					
Number of Respondents: 10					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
BS Occupational Safety, Health & Environment	16.7% (1)	16.7% (1)	16.7% (1)	33.3% (2)	16.7% (1)
Availability of the required courses in your major					
BS Occupational Safety, Health & Environment	0.0%	16.7% (1)	50.0% (3)	16.7% (1)	16.7% (1)
Availability of elective courses you wanted to take in your major					
BS Occupational Safety, Health & Environment	0.0%	16.7% (1)	16.7% (1)	50.0% (3)	16.7% (1)
Quality of instruction regarding standards and ethics in your major field					
BS Occupational Safety, Health & Environment	0.0%	33.3% (2)	0.0%	33.3% (2)	33.3% (2)
Opportunities for you to collaborate with other students on class projects					
BS Occupational Safety, Health & Environment	0.0%	16.7% (1)	0.0%	33.3% (2)	50.0% (3)
Library resources related to your major					
BS Occupational Safety, Health & Environment	16.7% (1)	33.3% (2)	16.7% (1)	16.7% (1)	16.7% (1)
Use of appropriate technology in the classroom					
BS Occupational Safety, Health & Environment	0.0%	16.7% (1)	33.3% (2)	16.7% (1)	33.3% (2)
Facilities and equipment (including computer resources) for courses in your major					
BS Occupational Safety, Health & Environment	16.7% (1)	0.0%	50.0% (3)	16.7% (1)	16.7% (1)
Help you received from faculty in your department with regard to further educational opportunities					
BS Occupational Safety, Health & Environment	0.0%	16.7% (1)	16.7% (1)	50.0% (3)	16.7% (1)
The size of classes in your major					
BS Occupational Safety, Health & Environment	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					
BS Occupational Safety, Health & Environment	16.7% (1)	0.0%	33.3% (2)	16.7% (1)	33.3% (2)
The global perspectives of courses					
BS Occupational Safety, Health & Environment	0.0%	16.7% (1)	16.7% (1)	50.0% (3)	16.7% (1)

Satisfaction with Degree Program					
Number of Respondents: 10					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
The relevancy of courses					
BS Occupational Safety, Health & Environment	16.7% (1)	0.0%	0.0%	33.3% (2)	50.0% (3)
"Real-world" experiences, exposure, examples, etc. in or out of the classroom					
BS Occupational Safety, Health & Environment	16.7% (1)	16.7% (1)	16.7% (1)	16.7% (1)	33.3% (2)
Your advisor's knowledge of requirements					
BS Occupational Safety, Health & Environment	0.0%	16.7% (1)	0.0%	33.3% (2)	50.0% (3)
The accessibility of your advisor					
BS Occupational Safety, Health & Environment	0.0%	0.0%	0.0%	66.7% (4)	33.3% (2)
Your advisor's concern with your academic goals					
BS Occupational Safety, Health & Environment	0.0%	0.0%	0.0%	66.7% (4)	33.3% (2)
Opportunity to acquire marketable skills					
BS Occupational Safety, Health & Environment	0.0%	16.7% (1)	33.3% (2)	16.7% (1)	33.3% (2)

Table 31 continued		
Satisfaction with Degree Program		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
BS Occupational Safety, Health & Environment	16.7% (1)	83.3% (5)
3. If you had it to do over again, would you choose the same major?		
BS Occupational Safety, Health & Environment	16.7% (1)	83.3% (5)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
BS Occupational Safety, Health & Environment	0.0%	100.0% (6)
6. Should a hands-on course be required in your program?		
BS Occupational Safety, Health & Environment	0.0%	100.0% (6)

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

- I was able to experience the process of researching an issue and writing procedures to help a company comply with federal and state regulations.
- The application of theoretical/book knowledge to real world environments
- The hands on experience allowed myself and other of my fellow graduates to experience real-world situations. These situations allowed for instrumental knowledge and fundamentals that can not be relevantly explained in a textbook or on a power-point slide.
- I made some excellent contacts.
- Marketable job experience and an understanding of real world practices compared to theorized practices.
- None

Perceptions of Southeastern

None (0.0%) of the Occupational Safety, Health & Environment graduates participated in the study-abroad/student exchange. One (16.7%) of the respondents had participated in the honors program and was Very Satisfied with the experience. One (16.7%) of the respondents conducted research under faculty supervision and was Very Satisfied with the experience.

Graduate/Professional Education

Two (33.3%) of the respondents are currently enrolled in a graduate/professional degree program. Two (33.3%) of the respondents are likely to enroll in the future and two (33.3%) have no plans for further education. All of those respondents with plans for further education, plan on eventually obtaining a master's.

Of the two individuals with graduate school experience, one (50.0%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study and one (50.0%) was "Very Ineffectively" prepared. One (50%) indicated that Southeastern prepared them "About the Same as Most" and one (50.0%) indicated they were prepared "Worse than

Most". Furthermore, one (50.0%) indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern and one (50.0%) indicated it was "Somewhat Related".

Employment

All (100.0%) of the respondents have been employed full-time since graduating from Southeastern. Of those who have been employed full-time, one (16.7%) had a job before graduating, four (66.7%) took 1-6 months to find a job, and one (16.7%) took 7-12 months.

The five 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	20.0% (1)	40.0% (2)	40.0% (2)
Not knowing what I wanted to do	0.0%	20.0% (1)	80.0% (4)
Tight job market	80.0% (4)	0.0%	20.0% (1)
Lack of marketable skills	20.0% (1)	0.0%	80.0% (4)
Lack of educational qualifications	0.0%	0.0%	100.0% (5)
Reputation of Southeastern	0.0%	20.0% (1)	80.0% (4)
Lack of experience	60.0% (3)	0.0%	40.0% (2)
Lack of job search skills	20.0% (1)	20.0% (1)	80.0% (4)
Poor GPA	0.0%	0.0%	100.0% (5)
Racial discrimination	0.0%	0.0%	100.0% (5)
Gender discrimination	20.0% (1)	0.0%	80.0% (4)
Age discrimination	20.0% (1)	20.0% (1)	60.0% (3)

Two (33.3%) 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 (33.3%) indicated it was "Effective", and two (33.3%) indicated it was "Very Ineffective". In regards to sources for learning about their first full-time job, one (16.7%) indicated from Southeastern's Career Services, two (33.3%) from a professional organization, one (16.7%) from another student/friend, two (33.3%) already had the job, and one (16.7%) from an internship or practicum, one (16.7%) from an employment agency.

All (100.0%) are currently employed full-time, four (66.7%) in the state of Louisiana. Two (33.3%) are employed in industry, one (16.7%) in a service organization, one (16.7%) 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", three (50.0%) of the respondents indicated they are underemployed. Two (33.3%) of the respondents are well satisfied with their employment and would not consider leaving and four (66.7%) are satisfied with their employment but would consider other employment. Four (66.7%) of the respondents

are employed in an the area of their Southeastern major and one (16.7%) in an unrelated area because they could not find a job they wanted. One (16.7%) respondent indicated a salary range of \$30,001-\$40,000, one (16.7%) \$40,001-\$50,000 and four (66.7%) indicated a salary over \$50,000.

Professional Activities

Five (83.3%) of the respondents indicated they currently hold a license, and one (16.7%) indicated it is not available in their field. Currently held licenses include:

- GSP
- Graduate Safety Practitioner
- I hold the G.S.P(Graduate Safety Practitioner) designation from the Board of Certified Safety Practitioner. I also hold a AHA-BLS Instructor License for teaching and performing First Responder Training in the safety field.
- Certified Safety Professional (CSP)
- BCSP

Five (83.3%) of the respondents are members of a professional organization, and two (33.3%) 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.

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