

Survey of Graduate Degree Alumni Spring 2016

**MS Communication Sciences & Disorders
Alumni**



Southeastern Louisiana University

Institutional Research

MS Communication Sciences & Disorders

Satisfaction with Degree Program

Number of Respondents: 15					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	13.3% (2)	86.7% (13)
Overall quality of your degree program					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	13.3% (2)	86.7% (13)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	20.0% (3)	80.0% (12)
Usefulness of the academic advice you received from your advisor					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	13.3% (2)	86.7% (13)
Opportunities to interact with faculty outside of class					
MS Communication Sciences & Disorders	0.0%	0.0%	6.7% (1)	13.3% (2)	80.0% (12)
Effectiveness of the faculty as teachers					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	26.7% (4)	73.3% (11)
Friendliness and helpfulness of the office staff					
MS Communication Sciences & Disorders	0.0%	6.7% (1)	13.3% (2)	20.0% (3)	60.0% (9)
Interest shown by faculty in your academic development					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	6.7% (1)	93.3% (14)
Effectiveness of beginning courses in preparing you for advanced courses					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	13.3% (2)	86.7% (13)
Quality of instruction in advanced courses					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	26.7% (4)	73.3% (11)
Faculty treatment of students both inside and outside of the classroom					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	20.0% (3)	80.0% (12)

Satisfaction with Degree Program					
Number of Respondents: 15					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Professional activities, associations, or clubs associated with your major					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	0.0%	100.0% (15)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MS Communication Sciences & Disorders	0.0%	6.7% (1)	0.0%	33.3% (5)	60.0% (9)
Availability of the required courses in your major					
MS Communication Sciences & Disorders	0.0%	0.0%	6.7% (1)	26.7% (4)	66.7% (10)
Availability of elective courses you wanted to take in your major					
MS Communication Sciences & Disorders	0.0%	0.0%	6.7% (1)	33.3% (5)	60.0% (9)
Quality of instruction regarding standards and ethics in your major field					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	20.0% (3)	80.0% (12)
Opportunities for you to collaborate with other students on class projects					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	20.0% (3)	80.0% (12)
Library resources related to your major					
MS Communication Sciences & Disorders	0.0%	6.7% (1)	26.7% (4)	26.7% (4)	40.0% (6)
Use of appropriate technology in the classroom					
MS Communication Sciences & Disorders	0.0%	0.0%	20.0% (3)	33.3% (5)	46.7% (7)
Facilities and equipment (including computer resources) for courses in your major					
MS Communication Sciences & Disorders	0.0%	0.0%	33.3% (5)	33.3% (5)	33.3% (5)
Help you received from faculty in your department with regard to further educational opportunities					
MS Communication Sciences & Disorders	0.0%	6.7% (1)	0.0%	20.0% (3)	73.3% (11)
The size of classes in your major					
MS Communication Sciences & Disorders	0.0%	0.0%	6.7% (1)	13.3% (2)	80.0% (12)
Help you received from faculty in your department with regard to finding employment in your field					
MS Communication Sciences & Disorders	0.0%	6.7% (1)	20.0% (3)	26.7% (4)	46.7% (7)
Satisfaction with Degree Program					

Number of Respondents: 15					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
The global perspectives of courses					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	40.0% (6)	60.0% (9)
The relevancy of courses					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	20.0% (3)	80.0% (12)
"Real-world" experiences, exposure, examples, etc. in or out of the classroom					
MS Communication Sciences & Disorders	0.0%	0.0%	6.7% (1)	13.3% (2)	80.0% (12)
Your advisor's knowledge of requirements					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	6.7% (1)	93.3% (14)
The accessibility of your advisor					
MS Communication Sciences & Disorders	0.0%	0.0%	6.7% (1)	20.0% (3)	73.3% (11)
Your advisor's concern with your academic goals					
MS Communication Sciences & Disorders	0.0%	0.0%	0.0%	20.0% (3)	80.0% (12)

Satisfaction with Degree Program		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
MS Communication Sciences & Disorders	0.0%	100.0% (15)
3. If you had it to do over again, would you choose the same major?		
MS Communication Sciences & Disorders	6.7% (1)	93.3% (14)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
MS Communication Sciences & Disorders	0.0%	100.0% (15)
6. Should a hands-on course be required in your program?		
MS Communication Sciences & Disorders	0.0%	100.0% (15)

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

- Quality experiences that I use in my day to day career.
- I was able to transition from grad school to work easily.
- Great supervision and guidance towards becoming a speech language pathologist
- Real world application- no patient only has one issue, they have multiple factors from family support to health issues to their diagnosis in which you are seeing them - treating client as a whole
- Being able to confidently apply course work with real life application.
- Preparation for the real world and hands on application of what was being taught in the classroom.
- The skills and individuals whom I interacted with in my internship referred me for job positions in which I was offered a job.
- Implementing what I learned in the classroom to real life settings.
- "Real life" experience and opportunity to apply learned skills.
- I learned what it was like to be in the field doing my job on a day to day basis while still having some protection and guidance.
- For me, my clinical experiences really made my eventual career choice real. I was able to work alongside seasoned therapists who helped me develop my craft and made me more aware of what I was getting into. It was a great opportunity for me to put the classroom information to work.
- I learned treatment techniques that I now use in therapy, gained confidence treating different patient populations, and networked with working clinicians I later used as job references.
- Real life application of information learned in classes. Better understanding of skills needed to excel in profession.

Graduate Professional Education

Five respondents (33.3%) plan to enroll in graduate school in the future and ten (66.7%) have no plans for further education. Of those with plans for further education, three (60.0%) plan on obtaining a doctorate and two (40.0%) a professional degree.

Employment

All (100.0%) of the respondents have been employed full-time since graduating from Southeastern. Of those who have been employed full-time, four (26.7%) had a job before graduating, six (40.0%) accepted a position upon graduation, and five (33.3%) took 1-6 months to find a job.

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.

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

Ten (66.7%) 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 five (33.3%) indicated it was “Effective”. In regards to sources for learning about their first full-time job, two (13.3%) indicated faculty at Southeastern, one (6.7%) indicated a parent or relative, one (6.7%) from a newspaper/trade publication, two (13.3%) from a professional organization, one (6.7%) from another student/friend, one (6.7%) already had the job, five (33.3%) from an internship or practicum, and two (13.3%) from an employment agency.

Fourteen (93.3%) are currently employed full-time and one (6.7%) is employed part-time and satisfied with part-time employment. Of those who are currently employed full-time, nine (64.3%) are employed in the state of Louisiana. Five (35.7%) are employed in K-12 and none (0.0%) in a health agency. 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 (14.3%) of the respondents indicated they are underemployed. Nine (64.3%) of the respondents are well satisfied with their employment and would not consider leaving, four (28.6%) are satisfied with their employment but would consider other employment, and one (7.1%) dislikes their employment. All (100.0%) of the respondents are employed in the area of their Southeastern major. Six (42.9%)

respondents indicated a salary range of \$40,001-\$50,000 and six (42.9%) indicated a salary over \$50,000.

Professional Activities

Ten (66.7%) of the respondents indicated they currently hold a Certificate of Clinical Competency license, and two (13.3%) indicated it is not available in their field. Of the two without licensure, one (50.0%) plans on obtaining a CCC within the next twelve months. Ten (66.7%) of the respondents are members of a professional organization, and six (40.0%) have attended a professional meeting in the past year.

