

Survey of Graduate Degree Alumni

Southeastern Louisiana University



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Office of Institutional Research & Assessment

In addition to tabulated data, this report contains the opinions of students who volunteered their comments. The report is intended for use in curriculum/program review and revision only.

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Executive Summary

Southeastern Louisiana University believes that Graduate Degree Alumni can provide insights into the value of their degree and the influence a degree from Southeastern has had on their lives. The information provided can be used to help assess where the university has been, and help plan where the university is going. Alumni's perceptions of the value of their education, the influence their educational experiences have had on their life, and where and what the alumni are currently doing gives the university a wonderful opportunity to review the university's accomplishments and shortcomings. Therefore, in Academic Year 2009-2010, Southeastern Louisiana University conducted a Survey of Graduate Degree Alumni.

Overall, the graduate alumni respondents perceived that Southeastern provided a positive educational experience with a family friendly campus. This report provides detailed information regarding perception and satisfaction of alumni with the university, its services, and degree programs. Summary highlights include:

- The majority of the respondents hold licensure/certification in their fields.
- 95% of respondents are satisfactorily employed.
- The vast majority of respondents indicated that their graduate education was effective in preparing them for employment or improving their job performance.
- Of the respondents employed full-time, 83% are employed in the state of Louisiana, with over a third employed in K-12 Education.
- Over 94% of the respondents are employed in the area of their Southeastern major, or a related area.
- Overall, the average income of alumni exceeds the average income of Louisiana residents.
- Approximately two-thirds of respondents are active members of professional organizations.
- Almost half of the respondents are continuing or plan to continue their education.
- Almost 90% of the respondents felt that their graduate education improved the quality of their lives, regardless of the financial benefits.
- Over 80% of respondents would select Southeastern for their graduate education again.

Method

Participants

A total of 665 surveys were mailed to Master's degree alumni who graduated in Academic Years 2005-2006, 2006-2007 and 2007-2008 and for whom the Southeastern Alumni Office had a valid address. Of the 665 surveys sent, 31 were returned as non-deliverable and 158 were completed and returned. This reflects a response rate of 24.9%. Table 1 provides a breakdown of return rates by program.

Table 1
Survey Return Rates by Program

Program	Number of Surveys Mailed	Number of Surveys Returned	Return Rate
M.A. Organizational Communication	15	5	33%
M.A. English	14	2	14%
M.A. History	9	4	44%
M.Mus. Music	17	1	6%
M.A. Psychology	11	6	55%
M.S. Applied Sociology	20	7	35%
E.M.B.A.	42	13	31%
M.B.A.	188	34	18%
M.Ed. Counselor Education	44	13	30%
M.Ed. Curriculum & Instruction	86	20	23%
M.Ed. Special Education	44	8	18%
MAT Elementary Education	10	1	10%
M.S. Communication Science Disorders	49	19	39%
M.A. Health & Kinesiology	20	4	20%
M.S.N.	28	11	39%
M.S. Biology	16	3	19%
M.S. Integrated Science & Technology	6	2	33%

Of the 158 returned surveys, 77% (n=112) were female and 23% (n=36) were male. The vast majority (89%, n=140) were White, Non-Hispanic, while 6% (n=10) were Black, Non-Hispanic, 3% (n=4) were Hispanic, and 1% (n=3) were Asian/Pacific Islander.

Procedure

A notification post card was mailed to alumni in January 2010. This informed alumni of the upcoming survey and allowed for address updates. The survey was mailed to alumni during Spring 2010. Included in the survey was a business reply envelope and a small gift. Ten days later, a post card reminder was mailed to students who had not responded. A few weeks following the mailing of the post cards, a second survey was mailed to all students who had not yet responded. The second mailing included a personalized cover letter from department heads encouraging alumni to respond to the survey.

Instrument

There were six sections in the survey, including:

- “Section 1 - Satisfaction with Your Degree Program.” Questions corresponded to the Southeastern Exit Survey, but also asked for information about the quality of any internships, practicum, or clinical experiences while a student.
- “Section 2 - Perceptions of Southeastern.” Alumni were asked to rate their level of agreement with statements concerning strategic planning benchmarks of the university.
- “Section 3 - Graduate/Professional Education.” This section asked the alumni to indicate what further educational goals they have completed or plan to pursue.
- “Section 4 - Employment.” Questions centered on the types of employment found, how long it took to find employment, and obstacles encountered while searching for full-time employment, as well as annual salary range.
- “Section 5 - Professional Activities.” Alumni were asked about any types of licensure/certification obtained, as well as participation in any professional organizations.
- “Section 6 - Overall Satisfaction with Southeastern.” This section asked about attitudes regarding overall satisfaction with educational experience at Southeastern, and whether they would recommend Southeastern to a friend or family member considering college were addressed.

The survey also requested information regarding immediate supervisors, in order to allow the university to conduct an Employer Survey. At the end of the survey, alumni were given the opportunity to make any additional comments regarding their experience as a student at Southeastern. A complete copy of the survey can be found in Appendix A.

Results

All Respondents

The overall results of Section 2 - “Perceptions of Southeastern,” Section 3 - “Graduate/Professional Education,” Section 4 - “Employment,” Section 5 - “Professional Activities,” and Section 6 - “Overall Satisfaction with Southeastern” are reported first. This is followed by program specific results arranged by department from Section 1 - “Satisfaction with Your Degree Program,” Section 3 - “Graduate/Professional Education,” Section 4 - “Employment” and Section 5 - “Professional Activities.” The final portion reports, verbatim, additional comments and suggestions regarding Southeastern provided by the respondents.

Perceptions of Southeastern

Table 2
Perceptions of Southeastern

7. Using a scale from 1 to 5, where 1 means Strongly Disagree, and 5 means Strongly Agree, please indicate your agreement with the following.					
	Strongly Disagree - 1	2	3	4	Strongly Agree - 5
Southeastern was a “family friendly” campus.					
	0.6% (1)	2.5% (4)	15.2% (24)	28.5% (45)	51.9% (82)
Southeastern provided a positive, supportive environment for minority students.					
	0.6% (1)	1.9% (3)	17.7% (28)	27.2% (43)	46.2% (73)
Southeastern has a pretty campus.					
	1.9% (3)	1.9% (3)	13.3% (21)	32.9% (52)	49.4% (78)
The appearance of Southeastern’s campus improved while I attended Southeastern.					
	3.2% (5)	1.3% (2)	19.6% (31)	27.2% (43)	46.8% (74)
There was a sense of racial harmony on campus.					
	0.6% (1)	3.2% (5)	18.4% (29)	33.5% (53)	39.9% (63)
There was a sense of personal safety/security on campus.					
	1.3% (2)	2.5% (4)	8.9% (14)	36.7% (58)	48.7% (77)
The campus was generally, free from harassment (e.g., sexual, racial, etc.)					
	1.3% (2)	0.6% (1)	7.6% (12)	23.4% (37)	64.6% (102)
Overall, there was a campus atmosphere of ethnic, political, and religious understanding and acceptance.					
	0.6% (1)	0.6% (1)	10.8% (17)	30.4% (48)	55.1% (87)

In this section, students were also asked about their participation in and satisfaction with study abroad/student exchange program. Eight percent (n=13) of the respondents had participated in a

study-abroad/student exchange program. Of those who participated, 54% (n=7) were Very Satisfied with the program and 8% (n=1) were Satisfied. In general, 77% (n=121) of respondents felt that participation in such a program is valuable.

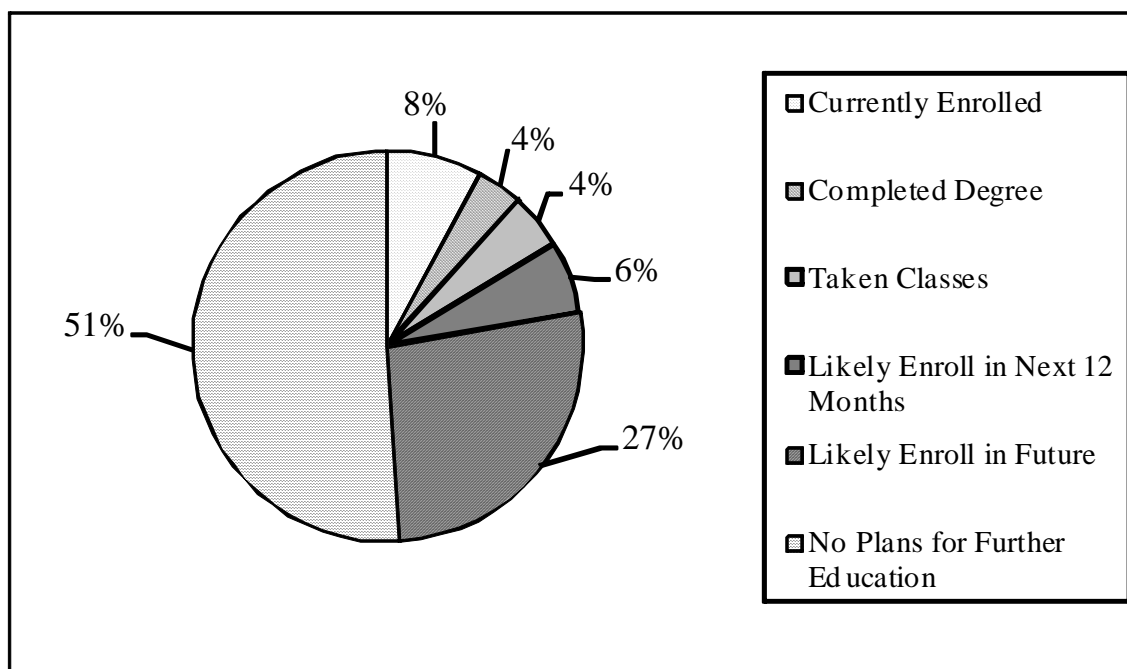
Over a third of the respondents (41%, n=64) received their Baccalaureate degree from Southeastern. Of those, 56% (n=36) were in the same field as their Master's. The majority (55%, n=35) thought their undergraduate education had prepared them effectively for Master's level education, while 41% (n=26) thought they were Very Effectively prepared, 3.1% (n=2) thought they were Ineffectively prepared, and one (1.6%) was Very Ineffectively prepared.

Graduate/ Professional Education

Overall, 49% of respondents are continuing or plan to continue their education. Figure 1 shows alumni intentions with regard to further education.

Figure 1

14. What is your current status with regard to further graduate/professional education, in addition to your Master's degree from Southeastern?



Two (8.2%) students have obtained a second Master's degree and one has obtained Master's +30. Of those who have plans for further education, 23% (n=17) plan on obtaining a second Master's degree, 60% (n=45) plan on obtaining a doctorate, 3% (n=2) plan on obtaining a professional degree and 8% (n=6) plan on obtaining some other degree.

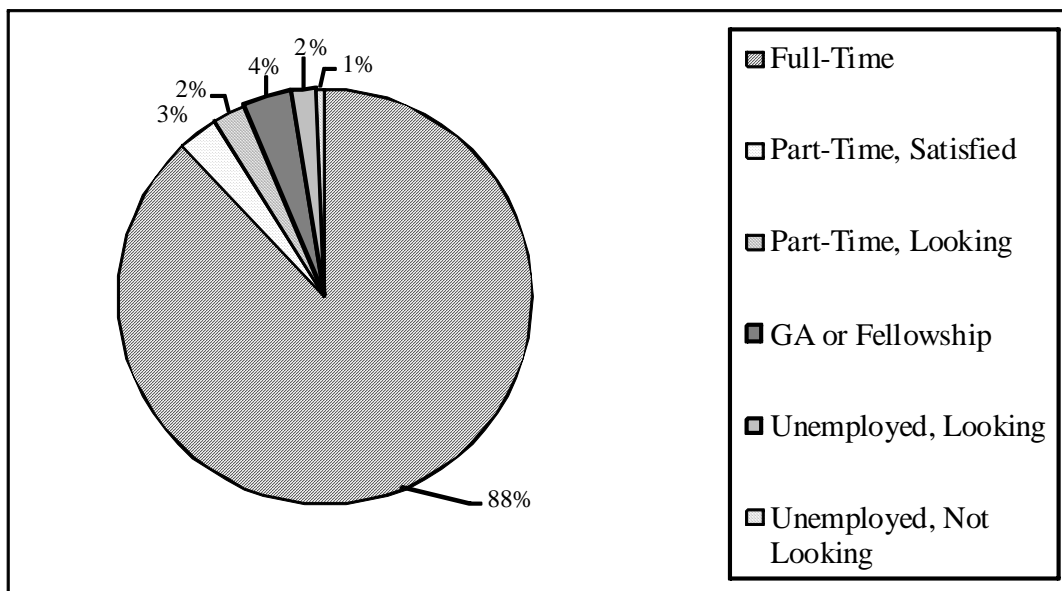
Of those respondents with further educational experiences, twelve (48%) indicated that Southeastern prepared them "Effectively" for further graduate study, seven (28%) indicated they were prepared "Very Effectively", and one (4.0%) was "Very Ineffectively" prepared. Eleven (44%) of the respondents indicated that Southeastern prepared them about the same as most other students while nine (36%) indicated that Southeastern prepared them better than most other students. Of those students who have completed a degree or are currently enrolled in a degree program, eight (44%) indicated it was "Very Closely Related" to their Master's degree from Southeastern, four (22%) indicated it was "Somewhat Related," and three (17%) indicated it was "Not at all Related." Graduates are attending the following institutions:

Southeastern - five Graduates
 Louisiana State University - two graduates
 University of Alabama at Birmingham - two graduates
 Louisiana Tech - two graduates
 University of New Orleans
 Northwestern
 Indiana University
 Regent University
 Oklahoma State University
 Texas A&M - Corpus Christi

Employment History

Overall, 95% of the respondents are currently, satisfactorily employed. Eighty-eight percent (88%) are employed full-time. Figure 2 shows current employment status.

Figure 2
What is your current employment status? If you are self-employed or in the military, please indicate “employed.”



Eighty-six (54%) of the respondents had a full-time job prior to completing their degree from Southeastern, twenty (13%) accepted a job upon graduation, twenty-two (14%) took 1-6 months, six (4%) took 7-12 months, five (4%) took over a year and seventeen (11%) have not had a full-time job since graduating from Southeastern.

Those respondents who did not have a position when they completed their degree were asked to indicate what types of problems they had in obtaining a position. Table 3 provides information on what were major and minor problems in obtaining employment.

Table 3

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 Masters.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	15% (5)	24% (8)	58% (19)
Not knowing what I wanted to do	6% (2)	9% (3)	82% (27)
Tight job market	33% (11)	15% (5)	49% (16)
Lack of marketable skills	3% (1)	9% (3)	85% (28)
Lack of educational qualifications	0.0%	9% (3)	88% (29)
Reputation of Southeastern	0.0%	0.0%	97% (32)
Lack of experience	15% (5)	24% (8)	58% (19)
Lack of job search skills	3% (1)	12% (4)	82% (27)
Poor GPA	0.0%	0.0%	97% (32)
Racial discrimination	0.0%	9% (3)	88% (29)
Gender discrimination	0.0%	6% (2)	91% (30)
Age discrimination	3% (1)	6% (2)	88% (29)

Respondents who have had full-time employment since graduating from Southeastern were asked how effective their graduate education was in preparing them for employment or improving their job performance. Forty-nine percent (49%, n=67) indicated their graduate education was “Very Effective,” 36% (n=49) indicated it was “Effective,” 7% (n=10) indicated it was “Ineffective,” and 5% (n=7) indicated it was “Very Ineffective.” Alumni were also asked where they learned about their first full-time job. Table 4 provides information on how students found a job.

Table 4

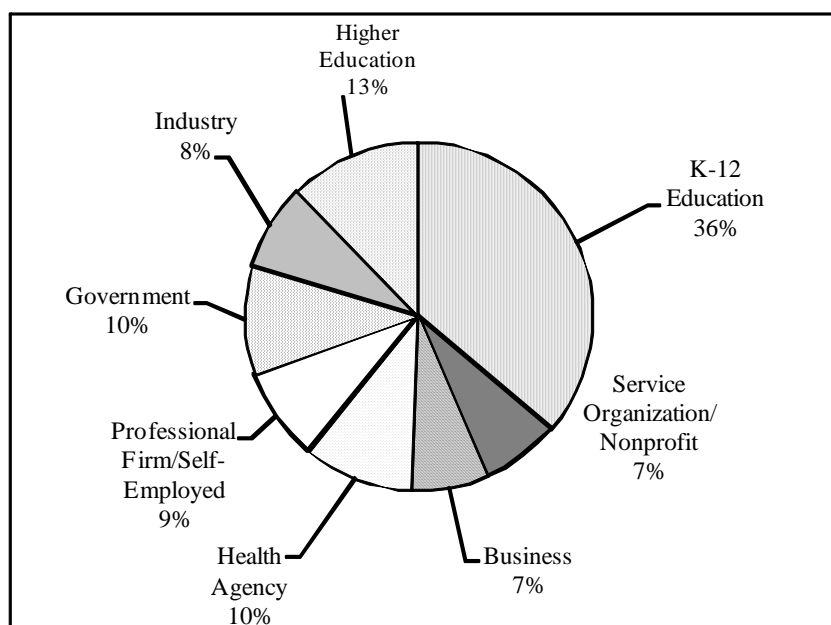
From what source(s) did you learn about the first full-time job you held after graduating from Southeastern with your Masters? (Mark all that apply)

	Number and Percent Indicating Yes
Faculty at Southeastern	12% (16)
Parent or relative	5% (7)
Southeastern's Career Services	5% (7)
Newspaper/trade publication	3% (4)
Professional meeting	9% (13)
Another student/friend	10% (14)
Already had job	48% (66)
Internship, Practicum, or Student Teaching	12% (16)
Public/Private employment agency	1% (2)
Southeastern Job Fair	1% (1)
Internet	12% (16)

Current Employment

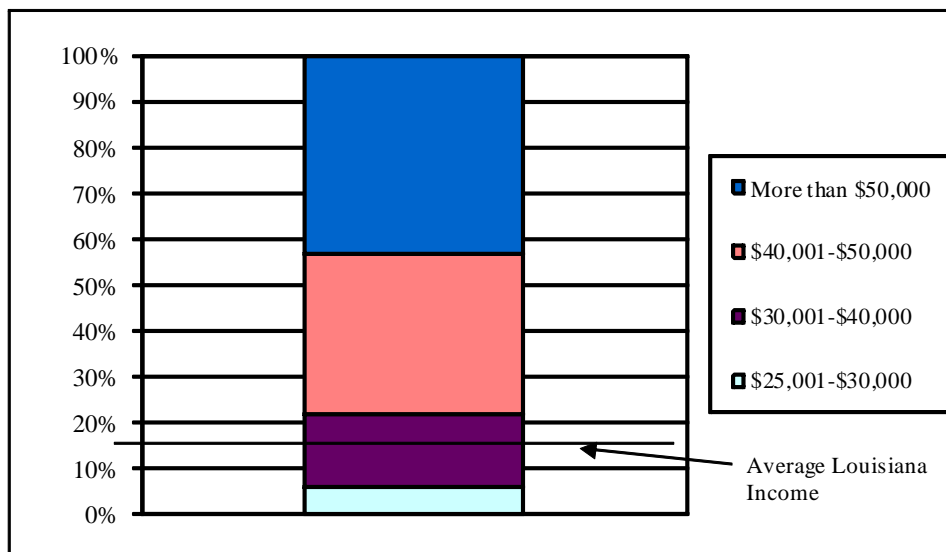
The section on current employment was only asked of those who are currently employed full-time. The majority (83%, n=115) of respondents are employed in the state of Louisiana. Figure 3 shows the types of organizations in which respondents are employed.

Figure 3
Which category best describes the type of organization in which you are employed?



Respondents appear to be doing well in terms of salary. More than 85% of the respondents exceed the average income of Louisiana residents. Forty-three percent (43%) make more than \$50,000 per year. Figure four provides a breakdown of respondents' annual salary.

Figure 4
Please indicate your annual salary range.



Overall, respondents are satisfied with their current employment. Fifty-one percent (51%, n=71) indicated they are well satisfied and would not consider leaving, while 43% (n=59) are satisfied, but would consider leaving for more desirable employment. Only 5% (n=5) dislike their employment. Nineteen percent (19%, n=26) of the respondents did indicate that they are currently underemployed, that is their job requires lower levels of skill and training than those they acquired at Southeastern. The vast majority of the respondents are employed in the area of their Southeastern major, or in an area related to their major. Only 6% (n=8) of the respondents are employed in an area not related to their Southeastern major.

Professional Activities

Eighteen of the respondents (11%) indicated that licensure/certification is not available in their field. Fifty-seven percent (n=90) currently hold licensure/certification in their field, while 31% (n=49) do not. Of the forty-nine who do not currently have licensure, 31% (n=15) plan to obtain licensure/certification in the next 12 months. Our graduates are active in professional organizations; 64% (n=101) are members of a professional organization, and 61% (n=97) have attended a professional meeting in the past year.

Overall Satisfaction with Southeastern

In general, respondents were satisfied with Southeastern. Over fifty percent (53%, n=84) had a “Very Positive” attitude toward Southeastern, and an additional 41% (n=64) had a “Positive” attitude toward Southeastern. Eight respondents (5%) indicated they had a “Neutral” attitude toward Southeastern. Only two (2%) respondents had a “Negative” attitude. When asked if they would recommend Southeastern to a friend or family member considering graduate education, 72% (n=113) said they would with no reservations, an additional 23% (n=36) indicated they

would with some reservations, and 5% (n=8) indicated they would but with strong reservations. One percent (1%, n=2) indicated they probably would not recommend Southeastern.

Overwhelmingly respondents indicated that if they were to do it again, they would elect to attend Southeastern for their graduate degree (n=133, 84%). Ten percent (10%, n=16) did not know if they would attend Southeastern, and five percent (5%, n=8) indicated they would not attend Southeastern. When asked to compare the quality of graduate education provided at Southeastern with that of other universities, 41% (n=65) indicated it was better than most, 51% (n=81) indicated it was about the same as most, and 6% (n=9) indicated it was worse than most. Respondents were also asked if their graduate education had improved the quality of their life, regardless of the financial benefits. Eighty-nine percent (89%, n=141) indicated that the quality of their life had improved, and ten percent (10%, n=16) indicated it had not improved.

Alumni Association

The majority of respondents (81% n =128) were not current members of the Alumni Association. Below are the main reasons given for not being a member of the Alumni Association.

- Have not received any correspondence.
- Keep putting it off.
- time
- Forget to pay dues
- I am an LSU Alum.
- forgot
- Time
- Unaware
- ready to retire
- Busy
- Because I'm a faculty member
- Cost
- Expired Membership
- member of LSU's Alumni Assoc.
- No Reason
- Have to organizations due to time and money
- No reason, just never invested the time.
- Don't have time
- No interest
- wasn't invited
- Financial
- Loyalty to department not SLU as a whole; too many schools asking to join Alumni
- \$
- never heard of it
- financial
- Alumni Association traditionally solicit money from past students.
- no motivation

- I don't like SELU.
- Do not see the benefit for me.
- I live out of town
- Forgot to join
- financial
- not interested
- financial
- I just haven't gotten around to it. Will probably join this year.
- no interest
- no reason
- time + money
- Fees involved.
- No interest.
- No time
- Do not live close to campus
- location disadvantage
- Don't like to join associations.
- Haven't take the time to join.
- Not sure. Unless it involves money. Really do not have extra.
- Live far away & don't want to pay dues.
- Just haven't pursued it... I'm not in Hammond very often.
- money
- finances
- I don't consider myself very social and outgoing.
- Need to enroll!
- Not interested.
- not sure
- Still angry over parking tickets. They were very petty.
- lack of time
- haven't renewed
- No current need.
- no reason
- Do not know about it but would like to be.
- Live away from Hammond
- Did not reapply.
- Not sure if my membership has expired. Would like to renew if it has.
- Don't live nearby
- Location/money
- I have not taken the time to review the benefits of being an Alumnus.
- Don't live in LA anymore
- Not in Louisiana
- priorities elsewhere
- I live in a different city and do not have the time or interest.

Table 5

For Each of the following services provided by the Alumni Association, please indicate your familiarity with it.

	Unaware of	Have no interest in	Interested, have not used	Used
Free tailgating before football games	37% (59)	44% (70)	10% (16)	2% (3)
Access to Pennington Center	40% (63)	32% (51)	17% (26)	6% (10)
Free access to Career Services	39% (61)	35% (56)	16% (25)	4% (7)
Free lifetime e-mail address	47% (74)	27% (43)	11% (17)	9% (14)
Southeastern Alumni Facebook Group	44% (69)	36% (57)	9% (14)	6% (9)

Table 6

Please indicate how interested you would be in each of the following.

	Not at all Interested	Somewhat Interested	Very Interested
Coming to Southeastern for a 5 Year Reunion	65% (102)	27% (43)	6% (9)
Coming to Southeaster for a 10 Year Reunion	59% (93)	31% (49)	8% (12)
Helping with a student recruiting event	61% (96)	29% (45)	9% (14)
Receiving electronic messages and letters	57% (90)	31% (49)	10% (16)

Table 7

What type of alumni event would you be interested in attending? (Mark all that apply)

	Number and Percent Indicating Yes
Dinner at a restaurant in my area	37% (59)
A wine and cheese reception	29% (46)
Going on a group trip or cruise	23% (15)
Volunteering for an event to help a community	49% (31)

Department of History and Political Science

Table 11
Satisfaction with Your Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MA History - 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
How satisfied are you with the:					
Overall quality of your department					
MA History	25.0% (1)	0.0%	0.0%	25.0% (1)	50.0% (2)
Overall quality of your degree program					
MA History	25.0% (1)	0.0%	0.0%	25.0% (1)	50.0% (2)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MA History	25.0% (1)	0.0%	25.0% (1)	0.0%	50.0% (2)
Usefulness of the academic advice you received from your advisor					
MA History	25.0% (1)	0.0%	0.0%	0.0%	75.0% (3)
Opportunities to interact with faculty outside of class					
MA History	25.0% (1)	0.0%	0.0%	25.0% (1)	50.0% (2)
Effectiveness of the faculty as teachers					
MA History	25.0% (1)	0.0%	0.0%	0.0%	75.0% (3)
Friendliness and helpfulness of the office staff					
MA History	25.0% (1)	0.0%	0.0%	0.0%	50.0% (2)
Interest shown by faculty in your academic development					
MA History	25.0% (1)	25.0% (1)	0.0%	0.0%	50.0% (2)
Effectiveness of beginning courses in preparing you for advanced courses					
MA History	25.0% (1)	0.0%	0.0%	25.0% (1)	50.0% (2)
Quality of instruction in advanced courses					
MA History	25.0% (1)	0.0%	0.0%	0.0%	75.0% (3)
Faculty treatment of students both inside and outside of the classroom					
MA History	25.0% (1)	0.0%	0.0%	0.0%	75.0% (3)
Professional activities, associations, or clubs associated with your major					
MA History	25.0% (1)	0.0%	0.0%	0.0%	50.0% (2)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MA History	25.0% (1)	0.0%	0.0%	0.0%	75.0% (3)

Table 11 continued					
Satisfaction with Degree Program					
Department of History & Political Science					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MA History - 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of the courses required in your major					
MA History	25.0% (1)	0.0%	25.0% (1)	50.0% (2)	0.0%
Availability of elective courses you wanted to take in your major					
MA History	25.0% (1)	0.0%	25.0% (1)	25.0% (1)	25.0% (1)
Quality of instruction regarding standards and ethics in your major field					
MA History	25.0% (1)	0.0%	0.0%	0.0%	75.0% (3)
Opportunities for you to collaborate with other students on class projects					
MA History	25.0% (1)	0.0%	0.0%	50.0% (2)	25.0% (1)
Library resources related to your major					
MA History	25.0% (1)	0.0%	0.0%	50.0% (2)	25.0% (1)
Use of appropriate technology in the classroom					
MA History	25.0% (1)	0.0%	0.0%	25.0% (1)	50.0% (2)
Facilities and equipment (including computer resources) for courses in your major					
MA History	25.0% (1)	0.0%	0.0%	0.0%	50.0% (2)
Help you received from faculty in your department with regard to further educational opportunities					
MA History	25.0% (1)	0.0%	0.0%	0.0%	75.0% (3)
The size of classes in your major					
MA History	25.0% (1)	0.0%	0.0%	0.0%	75.0% (3)
Help you received from faculty in your department with regard to finding employment in your field					
MA History	25.0% (1)	0.0%	0.0%	0.0%	75.0% (3)
The global perspective of courses					
MA History	25.0% (1)	0.0%	0.0%	0.0%	75.0% (3)
The relevancy of courses					
MA History	25.0% (1)	0.0%	0.0%	0.0%	75.0% (3)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
MA History	25.0% (1)	0.0%	0.0%	0.0%	75.0% (3)
Your advisor’s knowledge of requirements					
MA History	25.0% (1)	0.0%	0.0%	0.0%	75.0% (3)

Table 11 continued
Satisfaction with Degree Program
Department of History & Political Science

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.

Number of Respondents: MA History - 4

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
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The accessibility of your advisor

MA History	25.0% (1)	0.0%	0.0%	0.0%	75.0% (3)
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Your advisor's concern with your academic goals

MA History	25.0% (1)	0.0%	0.0%	0.0%	75.0% (3)
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Table 11 continued		
Satisfaction with Degree Program		
Department of History & Political Science		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
MA History	0.0%	100.0% (4)
3. If you had it to do over again, would you choose the same major?		
MA History	0%	100.0% (4)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
MA History	75.0% (3)	25.0% (1)
6. Should a hands-on course be required in your program?		
MA History	75.0% (3)	25.0%(1)

When asked what benefits were received from hands-on experience, the respondents said:

- real-world experience which aided course choices + career.

Perceptions of Southeastern

None of the participants participated in a study-abroad/student-exchange program, but 75.0% (n=3) thought participation would be valuable. One (25.0%) of the respondents received her/his Baccalaureate degree from Southeastern, but not in the same area as his/her Masters degree. The respondent indicated his/her undergraduate education prepared her/him ineffectively for Master’s level education.

Graduate Professional Education

One (25.0%) of the respondents has taken courses but not enrolled in a program, two (50.0%) plan on enrolling in a doctorate program in the future, and one (25.0%) has no plans for further education.

Employment

Two (50.0%) of the respondents have been employed full-time since completing their degree. One (50.0%) took 1-6 months to find a job and one 7-12 months. One respondents indicated that “Lack of experience” was a major problem in obtaining employment. Both (100.0%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance . When asked from what source(s) they learned about their first full-time job, one respondent indicated a professional meeting, one another student/friend, one already had the job, and one from an internship, practicum, or student teaching.

Three (75.0%) of the respondents are currently employed full-time and one (25.0%) is not employed and not looking for work. Two (66.7%) of the respondents who are employed full-time are employed in the state of Louisiana. Two (66.7%) are employed in K-12 education, and one (33.3%) in a professional firm. 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 (66.7%) of the respondents felt they are not underemployed, but one (33.3%) is underemployed. Two (66.7%) of the respondents are well satisfied with their current employment and would not consider leaving, and one (33.3%) is satisfied, but would consider more desirable employment. All (100.0%) of the respondents are employed in the area of their Southeastern major. One (33.3%) respondent reported an annual salary of \$30,001-\$40,000 and two (66.7%) \$40,001-\$50,000.

Professional Activities

One (25.0%) respondent does not hold certification and does not plan one obtaining it in the next 12 months, while three (66.7%) hold a Teaching Certificate. Three (75.0%) respondents are a member of a professional organization, and two (500.0%) have attended a professional meeting in the past year.

Department of Languages & Communication

Table 12
Satisfaction with Your Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MA Organizational Communication - 5					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
How satisfied are you with the:					
Overall quality of your department					
MA Organizational Communication	0.0%	0.0%	20.0% (1)	40.0%(2)	40.0% (2)
Overall quality of your degree program					
MA Organizational Communication	0.0%	0.0%	20.0%(1)	40.0%(2)	40.0% (2)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MA Organizational Communication	0.0%	20.0% (1)	0.0%	20.0%(1)	60.0% (3)
Usefulness of the academic advice you received from your advisor					
MA Organizational Communication	0.0%	20.0% (1)	20.0% (1)	0.0%	60.0% (3)
Opportunities to interact with faculty outside of class					
MA Organizational Communication	0.0%	0.0%	0.0%	60.0% (3)	40%(2)
Effectiveness of the faculty as teachers					
MA Organizational Communication	0.0%	20.0% (1)	20.0% (1)	20.0% (1)	40.0% (2)
Friendliness and helpfulness of the office staff					
MA Organizational Communication	20.0% (1)	0.0%	40.0%(3)	0.0%	40.0% (2)
Interest shown by faculty in your academic development					
MA Organizational Communication	0.0%	0.0%	40.0% (2)	20.0% (1)	40%(2)
Effectiveness of beginning courses in preparing you for advanced courses					
MA Organizational Communication	0.0%	0.0%	0.0%	60.0% (3)	40.0% (2)
Quality of instruction in advanced courses					
MA Organizational Communication	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
Faculty treatment of students both inside and outside of the classroom					
MA Organizational Communication	0.0%	0.0%	20.0% (1)	0.0%	80.0% (4)
Professional activities, associations, or clubs associated with your major					
MA Organizational Communication	20.0% (1)	20.0% (1)	40.0%(2)	0.0%	20.0% (1)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MA Organizational Communication	0.0%	20.0% (1)	20.0% (1)	20.0%(1)	40.0%(2)

Table 12 continued					
Satisfaction with Degree Program					
Department of Languages & Communication					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MA Organizational Communication - 5					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of the required courses in your major					
MA Organizational Communication	0.0%	20.0% (1)	0.0%	20.0% (1)	60.0%(3)
Availability of elective courses you wanted to take in your major					
MA Organizational Communication	0.0%	20.0% (1)	20.0% (1)	20.0% (2)	40.0%(2)
Quality of instruction regarding standards and ethics in your major field					
MA Organizational Communication	0.0%	20.0% (1)	20.0% (1)	0.0%	60.0% (3)
Opportunities for you to collaborate with other students on class projects					
MA Organizational Communication	0.0%	0.0%	20.0% (1)	40.0%(2)	40.0% (2)
Library resources related to your major					
MA Organizational Communication	0.0%	20.0% (1)	20.0% (1)	40.0% (2)	20.0%(1)
Use of appropriate technology in the classroom					
MA Organizational Communication	0.0%	20.0% (1)	20.0%(1)	20.0%(1)	40.0% (2)
Facilities and equipment (including computer resources) for courses in your major					
MA Organizational Communication	0.0%	0.0%	60.0% (3)	20.0%(1)	20.0%(1)
Help you received from faculty in your department with regard to further educational opportunities					
MA Organizational Communication	0.0%	20.0% (1)	20.0% (1)	0.0%	60.0%(3)
The size of classes in your major					
MA Organizational Communication	0.0%	0.0%	0.0%	20.0% (1)	80.0%(4)
Help you received from faculty in your department with regard to finding employment in your field					
MA Organizational Communication	20.0% (1)	60.0% (3)	0.0%	0.0%	20.0% (1)
The global perspective of courses					
MA Organizational Communication	0.0%	0.0%	40.0% (2)	20.0% (1)	40.0%(2)
The relevancy of courses					
MA Organizational Communication	0.0%	0.0%	60.0% (3)	0.0%	40.0%(2)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
MA Organizational Communication	0.0%	20.0% (1)	20.0% (1)	20.0% (1)	40.0%(2)

<p align="center">Table 12 continued Satisfaction with Degree Program Department of Languages & Communication</p>					
<p>Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.</p>					
<p>Number of Respondents: MA Organizational Communication - 5</p>					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's knowledge of requirements					
MA Organizational Communication	0.0%	0.0%	40.0% (2)	0.0%	60.0% (3)
The accessibility of your advisor					
MA Organizational Communication	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
Your advisor's concern with your academic goals					
MA Organizational Communication	0.0%	0.0%	40.0% (2)	20.0% (1)	40.0% (2)

Table 12 continued		
Satisfaction with Degree Program		
Department of Languages & Communication		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
MA Organizational Communication	0.0%	100.0%(5)
3. If you had it to do over again, would you choose the same major?		
MA Organizational Communication	20.0% (1)	80%(4)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
MA Organizational Communication	60.0%(3)	40.0%(2)
6. Should a hands-on course be required in your program?		
MA Organizational Communication	20.0% (1)	60.0%(3)

When asked what benefits they received from their hands-on experience, respondents said

- Learning how to work with a real organization provided experience and looks good on a resume’.

Perceptions of Southeastern

Two (40.0%) of the respondents participated in a study-abroad/student-exchange program, one (50.0%) was Very Satisfied with the experience. All (100.0%) of the respondents thought participation would be valuable. Two (40.0%) of the respondents received a Baccalaureate degree from Southeastern, one (50.0%) in the same field as their Master’s. One (50.0%) of the respondents thought his/her undergraduate education was very effective in preparing them for Master’s level education and one (50.0%) thought it was effective.

Graduate Professional Education

One (20.0%) of the respondents is currently enrolled in a doctoral degree program and two (40.0%) are likely to enroll in a degree program in the future. Two (40.0%) have no plans for further education. The respondent with further graduate experience felt that Southeastern “Very Effectively” prepared him/her for further graduate/professional study and was prepared “Better than Most” students. The (100.0%) respondent enrolled in a degree program indicated it was “Very Closely Related” to her/his Master’s degree from Southeastern.

Employment

All (100.0%) of the respondents have been employed full-time since completing their degree. Two (40.0%) had a job before graduation, and two (40.0%) took 1-6 months to find a full-time job. The respondents indicated that “Limiting my job search to only one geographic area” (50.0%), “Not knowing what I wanted to do” (50.0%), “Tight job market” (100.0%), and “Lack of experience” (50.0%) were major problems in finding employment. Minor problems included “Limiting my job search to only one geographic area” (50.0%), “Not knowing what I wanted to do” (50.0%), “Lack of marketable skills” (50.0%), “Lack of experience” (50.0%), “Lack of Job Search Skills” (50.0%), “Racial Discrimination” (50.0%), “Gender Discrimination” (50.0%), and “Age Discrimination” (50.0%).

Two (40.0%) of the respondents felt their graduate education was very effective in preparing her/him for employment or improving their job performance and two (40.0%) thought it was ineffective. When asked from what source(s) they learned about their first full-time job, one (20.0%) respondent indicated another student or friend, two (40.0%) already had the job, and one (20.0%) from the internet.

All (100.0%) of the respondents are currently employed full-time, four (80.0%) in the state of Louisiana and one (20.0%) out of state. Four (80.0%) are employed in higher education and one (20.0%) 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”, four (80.0%) respondents felt they are not currently underemployed, while one (20.0%) indicated he/she is. Three (60.0%) respondents are well satisfied with their current employment and would not consider leaving, while two respondents (40.0%) indicated that they are satisfied with their present employment, but would consider more desirable employment. Two (20.0%) respondents are currently employed in the area of their Southeastern major, two (20.0%) in a related area, and one (20.0%) in an unrelated area because of better pay. One (20.0%) respondent reported an annual salary of \$25,001-\$30,000, two (40.0%) reported a range of \$30,001-\$40,000, and two (40.0%) reported a salary of over \$50,000.

Professional Activities

Three (60.0%) respondents indicated licensure/certification is not available in their field and two (40.0%) do not currently hold licensure/certification but plan on obtaining it in the next twelve months. Four (80.0%) respondents are members of a professional organization, and four (80.0%) have attended a professional meeting in the past year.

Department of Psychology

Table 13
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MA Psychology - 6					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
How satisfied are you with the:					
Overall quality of your department					
MA Psychology	0.0%	0.0%	33.3% (2)	50.0% (3)	16.7% (1)
Overall quality of your degree program					
MA Psychology	0.0%	33.3% (2)	33.3% (2)	16.7% (1)	16.7% (1)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MA Psychology	0.0%	0.0%	0.0%	16.7% (1)	83.3% (5)
Usefulness of the academic advice you received from your advisor					
MA Psychology	0.0%	0.0%	16.7% (1)	50.0% (3)	33.3% (2)
Opportunities to interact with faculty outside of class					
MA Psychology	0.0%	0.0%	16.7% (1)	50.0% (3)	33.3% (2)
Effectiveness of the faculty as teachers					
MA Psychology	0.0%	0.0%	50.0% (3)	50.0% (3)	33.3% (2)
Friendliness and helpfulness of the office staff					
MA Psychology	0.0%	16.7% (1)	16.7% (1)	50.0% (3)	16.7% (1)
Interest shown by faculty in your academic development					
MA Psychology	0.0%	16.7% (1)	16.7% (1)	50.0% (3)	16.7% (1)
Effectiveness of beginning courses in preparing you for advanced courses					
MA Psychology	0.0%	0.0%	16.7% (1)	50.0% (3)	33.3% (2)
Quality of instruction in advanced courses					
MA Psychology	0.0%	16.7% (1)	0.0%	50.0% (3)	33.3% (2)
Faculty treatment of students both inside and outside of the classroom					
MA Psychology	0.0%	0.0%	50.0% (3)	16.7% (1)	33.3% (2)
Professional activities, associations, or clubs associated with your major					
MA Psychology	0.0%	16.7% (1)	50.0% (3)	16.7% (1)	16.7% (1)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MA Psychology	0.0%	16.7% (1)	50.0% (3)	16.7% (1)	16.7% (1)

Table 13 continued					
Satisfaction with Degree Program					
Department of Psychology					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MA Psychology - 6					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of the required courses in your major					
MA Psychology	0.0%	0.0%	16.7% (1)	50.0% (3)	33.3% (2)
Availability of elective courses you wanted to take in your major					
MA Psychology	16.7% (1)	0.0%	16.7% (1)	33.3% (2)	33.3% (2)
Quality of instruction regarding standards and ethics in your major field					
MA Psychology	16.7% (1)	0.0%	50.0% (3)	33.3% (2)	0.0%
Opportunities for you to collaborate with other students on class projects					
MA Psychology	0.0%	33.3% (2)	50.0% (3)	0.0%	16.7% (1)
Library resources related to your major					
MA Psychology	16.7% (1)	0.0%	0.0%	50.0% (4)	33.3% (2)
Use of appropriate technology in the classroom					
MA Psychology	16.7% (1)	33.3% (2)	16.7% (1)	33.3% (2)	0.0%
Facilities and equipment (including computer resources) for courses in your major					
MA Psychology	16.7% (1)	16.7% (1)	33.3% (2)	16.7% (1)	16.7% (1)
Help you received from faculty in your department with regard to further educational opportunities					
MA Psychology	0.0%	16.7% (1)	16.7% (1)	16.7% (1)	33.3% (2)
The size of classes in your major					
MA Psychology	0.0%	0.0%	16.7% (1)	50.0% (3)	33.3% (2)
Help you received from faculty in your department with regard to finding employment in your field					
MA Psychology	0.0%	16.7% (1)	66.7% (4)	0.0%	16.7% (1)
The global perspective of courses					
MA Psychology	0.0%	0.0%	100.0% (6)	0.0%	0.0%
The relevancy of courses					
MA Psychology	0.0%	0.0%	0.0%	83.3% (5)	16.7% (1)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
MA Psychology	16.7% (1)	16.7% (1)	16.7% (1)	33.3% (2)	16.7% (1)
Your advisor’s knowledge of requirements					
MA Psychology	0.0%	0.0%	0.0%	33.3% (2)	66.7% (4)

Table 13 continued
Satisfaction with Degree Program
Department of Psychology

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.

Number of Respondents: MA Psychology - 6

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
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The accessibility of your advisor

MA Psychology	0.0%	0.0%	0.0%	50.0% (3)	50.0% (3)
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Your advisor's concern with your academic goals

MA Psychology	0.0%	0.0%	0.0%	33.3% (2)	50.0% (3)
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Table 13 continued		
Satisfaction with Degree Program		
Department of Psychology		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
MA Psychology	16.7% (1)	83.3% (5)
3. If you had it to do over again, would you choose the same major?		
MA Psychology	0.0%	83.3% (5)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
MA Psychology	16.7% (1)	83.3% (5)
6. Should a hands-on course be required in your program?		
MA Psychology	16.7% (1)	83.3% (5)

When asked what benefits they received from their hands-on experience, respondents said:

- Although the level of research at SLU in psychology is not to the standards of other programs, at least there was some available.
- interaction with students
- Practical & teaching experience needed to apply to doctoral level programs.
- Valuable knowledge & experience
- It helped me determine which career path to focus on.

Perceptions of Southeastern

One (16.7%) of the participants participated in a study-abroad/student-exchange program, and was very satisfied with the experience. Three (50.0%) thought participation in study abroad would be valuable. One (16.7%) of the respondents received their baccalaureate degree from Southeastern, in the same field as her/his Masters and thought his/her undergraduate education prepared her/him effectively for Master’s level education.

Graduate Professional Education

Four (66.7.0%) of the respondents are currently enrolled in a degree program, one (16.7%) plans to enroll in a degree program in the next twelve months and one (16.7%) has no plans for further graduate study. All (100%) of the respondents with further plans for graduate education, plan on obtaining a doctorate degree. One (25.0%) of the respondents currently enrolled in a doctorate program indicated that Southeastern prepared him/her “Very Effectively” for further study and three (75.0%) were prepared “Effectively”. One respondent (25.0%) indicated he/she was prepared “Better than Most” other students and three (75.0%) “About the Same as Most”. Two (50.0%) respondents are enrolled in a program “Very Closely Related” to their degree from Southeastern, one (25.0%) in a “Somewhat Related” degree, and one (25.0%) degree is “Not at all Related”.

Employment

Three (50.0%) of the respondents have not been employed full-time since graduating. All of the remaining respondents (100.0%) had a job prior to completing the degree. One (33.3%) respondent felt her/his graduate education was very effective in preparing him/her, one (33.3%) felt it was effective, and one (33.3%) felt it was ineffective. One respondent learned about his/her first full-time job from Southeastern's Career Services and one (33.3%) already had the job.

Two (33.3%) respondents are currently employed full-time and four (66.7%) have a graduate assistantship. One (50.0%) of the respondents who is employed full-time is employed in the state of Louisiana and one (50.0%) out of state. One (50.0%) is employed in industry and one (50.0%) 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", one (50.0%) respondent indicated he/she is underemployed and the other (50.0%) is not. One (50.0%) respondent is currently well satisfied with their current employment and would not consider leaving while the other (50.0%) dislikes his/her current employment and is looking for other employment. One (50.0%) respondent is employed in the area of his/her Southeastern major and one (50.0%) in an unrelated field because of better pay. One respondent (50.0%) indicated an annual salary range of \$30,001-\$40,000 and one (50.0%) greater than \$50,000.

Professional Activities

All the respondents (100.0%) currently do not have licensure/certification in their field and do not plan on obtaining it in the next 12 months. Four (66.7%) of the respondents are members of a professional organization and five (83.3%) have attended a professional meeting in the past year.

Special Questions

All of the respondents completed the insert which contained the special questions. Table 10 provides the frequencies and the means for those items.

Table 14

Using a scale from 1 to 5 where 1 means Very Dissatisfied or Not Well and 5 means Very Satisfied or Very Well, please rate the Psychology Masters Program in the following areas.

	1	2	3	4	5	Mean
How well the program trained you in practical research skills.	0.0%	33.3% (2)	50.0% (3)	0.0%	16.7% (1)	3.00
How well the program trained you in critical thinking skills.	0.0%	0.0%	16.7% (1)	50.0% (3)	33.3% (2)	4.17
Satisfaction with your training in research skills.	0.0%	33.3% (2)	33.3% (2)	16.7% (1)	16.7% (1)	3.17
Satisfaction with your training in critical thinking skills.	0.0%	0.0%	16.7% (1)	50.0% (3)	33.3% (2)	4.17

Five (83.3%) of the respondents applied to a doctoral program in psychology and were accepted. The remaining respondent did not apply. Of the five, two (40.0%) were accepted in a counseling program, one (20.0%) in a school/educational program, one (20.0%) in a developmental program, and one (20.0%) in a biology program.

Department of Sociology & Criminal Justice

Table 15
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MS Applied Sociology - 7					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
How satisfied are you with the:					
Overall quality of your department					
MS Applied Sociology	0.0%	0.0%	14.3% (1)	28.6% (2)	57.1% (4)
Overall quality of your degree program					
MS Applied Sociology	0.0%	14.3% (1)	14.3% (1)	28.6% (2)	28.6% (2)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MS Applied Sociology	0.0%	0.0%	42.9% (3)	28.6% (2)	28.6% (2)
Usefulness of the academic advice you received from your advisor					
MS Applied Sociology	0.0%	0.0%	14.3% (1)	14.3% (1)	57.1% (4)
Opportunities to interact with faculty outside of class					
MS Applied Sociology	0.0%	0.0%	0.0%	0.0%	100.0% (7)
Effectiveness of the faculty as teachers					
MS Applied Sociology	0.0%	0.0%	0.0%	42.9% (3)	57.1% (4)
Friendliness and helpfulness of the office staff					
MS Applied Sociology	0.0%	0.0%	14.3% (1)	57.1% (4)	28.6% (2)
Interest shown by faculty in your academic development					
MS Applied Sociology	0.0%	0.0%	0.0%	28.6% (2)	71.4% (5)
Effectiveness of beginning courses in preparing you for advanced courses					
MS Applied Sociology	0.0%	0.0%	14.3% (1)	28.6% (2)	57.1% (4)
Quality of instruction in advanced courses					
MS Applied Sociology	0.0%	0.0%	0.0%	42.9% (3)	57.1% (4)
Faculty treatment of students both inside and outside of the classroom					
MS Applied Sociology	0.0%	0.0%	14.3% (3)	28.6% (2)	57.1% (4)
Professional activities, associations, or clubs associated with your major					
MS Applied Sociology	0.0%	0.0%	28.6% (2)	42.9% (3)	28.6% (2)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MS Applied Sociology	0.0%	0.0%	14.3% (1)	14.3% (1)	71.4% (5)

Table 15 continued					
Satisfaction with Degree Program					
Department of Sociology & Criminal Justice					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MS Applied Sociology - 7					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of the required courses in your major					
MS Applied Sociology	0.0%	0.0%	14.3% (1)	57.1% (4)	28.6% (2)
Availability of elective courses you wanted to take in your major					
MS Applied Sociology	0.0%	0.0%	28.6% (2)	57.1% (4)	14.3% (1)
Quality of instruction regarding standards and ethics in your major field					
MS Applied Sociology	0.0%	0.0%	0.0%	42.9% (3)	57.1% (4)
Opportunities for you to collaborate with other students on class projects					
MS Applied Sociology	0.0%	0.0%	0.0%	57.1% (4)	42.9% (3)
Library resources related to your major					
MS Applied Sociology	0.0%	0.0%	14.3% (1)	71.4% (5)	14.3% (1)
Use of appropriate technology in the classroom					
MS Applied Sociology	0.0%	0.0%	0.0%	57.1% (4)	42.9% (3)
Facilities and equipment (including computer resources) for courses in your major					
MS Applied Sociology	0.0%	0.0%	0.0%	42.9% (3)	57.1% (4)
Help you received from faculty in your department with regard to further educational opportunities					
MS Applied Sociology	0.0%	0.0%	14.3% (1)	42.9% (3)	42.9% (3)
The size of classes in your major					
MS Applied Sociology	0.0%	0.0%	0.0%	14.3% (1)	85.7% (6)
Help you received from faculty in your department with regard to finding employment in your field					
MS Applied Sociology	14.3% (1)	14.3% (1)	14.3% (1)	42.9% (3)	14.3% (1)
The global perspective of courses					
MS Applied Sociology	0.0%	0.0%	42.9% (3)	14.3% (1)	42.9% (3)
The relevancy of courses					
MS Applied Sociology	0.0%	0.0%	42.9% (3)	28.6% (2)	28.6% (2)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
MS Applied Sociology	0.0%	14.3% (1)	28.6% (2)	57.1% (4)	0.0%
Your advisor’s knowledge of requirements					
MS Applied Sociology	0.0%	0.0%	14.3% (1)	28.6% (2)	57.1% (4)

<p align="center">Table 15 continued Satisfaction with Degree Program Department of Sociology & Criminal Justice</p>					
<p>Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.</p>					
<p>Number of Respondents: MS Applied Sociology - 7</p>					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
The accessibility of your advisor					
MS Applied Sociology	0.0%	0.0%	14.3% (1)	14.3% (1)	71.4% (5)
Your advisor's concern with your academic goals					
MS Applied Sociology	0.0%	0.0%	14.3% (1)	14.3% (1)	71.4% (5)

Table 15 continued		
Satisfaction with Degree Program		
Department of Sociology & Criminal Justice		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
MS Applied Sociology	28.6% (2)	71.4% (5)
3. If you had it to do over again, would you choose the same major?		
MS Applied Sociology	71.4% (5)	28.6% (2)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
MS Applied Sociology	42.9% (3)	57.1% (4)
6. Should a hands-on course be required in your program?		
MS Applied Sociology	14.3% (1)	71.4% (5)

When asked what benefits they received from their hands-on experience, the respondents said:

- Knowledge of computer analysis program and person to person interaction through research.
- None. I did a research thesis.
- provided research experience

Perceptions of Southeastern

One (14.3%) of the respondents participated in a study abroad program and was very satisfied with the experience. All (100.0%) of the respondents thought participation in a study abroad program would be valuable. Five (71.4%) of the respondents received their baccalaureate degree from Southeastern, one (20.0%) in the same field as the Master’s. All five (100.0%) thought their undergraduate education prepared them effectively for Master’s level education.

Graduate Professional Education

Two (28.6%) of the respondents plan to enroll in a degree program in the next 12 months, three (42.9%) are likely to in the future, and two (28.6%) have no plans for further education. Of those with plans for further education, one (20.0%) plans on obtaining a second Master’s degree, three (60.0%) a doctorate, and one (20.0%) a professional degree.

Employment

One (14.3%) of the respondents has not been employed full-time since graduating. Of the six you have been, two (33.3%) had the job before completing their degree, two (33.3%) took 1-6 months to find a job, one (16.7%) took 7-12 months, and one (16.7%) took over a year. The four respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 16 presents what were considered major problems, minor problems, or not problem.

Table 16			
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 Masters.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	0.0%	25.0% (1)	75.0% (3)
Not knowing what I wanted to do	0.0%	25.0% (1)	75.0% (3)
Tight job market	100.0% (4)	0.0%	0.0%
Lack of marketable skills	0.0%	50.0% (2)	50.0% (2)
Lack of educational qualifications	0.0%	75.0% (3)	25.0% (1)
Reputation of Southeastern	0.0%	0.0%	100.0% (4)
Lack of experience	75.0% (3)	25.0% (1)	0.0%
Lack of job search skills	0.0%	0.0%	100.0% (4)
Poor GPA	0.0%	0.0%	100.0% (4)
Racial discrimination	0.0%	25.0% (1)	75.0% (3)
Gender discrimination	0.0%	25.0% (1)	75.0% (3)
Age discrimination	0.0%	25.0% (1)	75.0% (3)

Two (33.3%) of the respondents felt their graduate education was very effective in preparing them for employment, two (33.3%) thought it was effective, and two (33.3%) thought it was ineffective. When asked from what source(s) they learned about their first full-time job, three (50.0%) indicated faculty at Southeastern, one (16.7%) from a professional meeting, one (16.7%) from another student/friend, one (16.7%) already had the job, and one (16.7%) from the internet.

Currently, five (71.4%) of the respondents are employed full-time, one (14.3%) is employed part-time and looking for full-time employment, and one (14.3%) is unemployed and seeking employment. The remaining employment questions were asked only of those currently employed full-time. All five (100.0%) of the respondents are employed in the state of Louisiana, one (20.0%) in a service organization, one (20.0%) in a nonprofit organization, and three (60.0%) 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", four (80.0%) of the respondents felt they were currently underemployed. Four (80.0%) of the respondents are satisfied with current employment, but would consider more desirable employment and one (20.0%) dislikes his/her employment. One (20.0%) of the respondents are currently employed in the area of their Southeastern major and four (80.0%) in a related area. Three (60.0%) of the respondents reported an annual salary in the \$25,001-\$30,000 range and two (40.0%) reported a range of \$30,001-\$40,000.

Professional Activities

Four (57.1%) respondents indicated licensure/certification is not available in their field, two (28.6%) do not currently have it, and one (14.3%) has a BSW. Of the two without certification, one (50.0%) does not plan on obtaining it in the next 12 months, and one plans on getting an MSW. Three (42.9%) respondents are members of a professional organization and two (28.6%) have attended a professional meeting in the past year.

Master's of Business Administration

Table 17
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: EMBA - 13; Accounting - 6; General MBA - 20					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
How satisfied are you with the:					
Overall quality of your department					
EMBA	0.0%	0.0%	15.4% (2)	23.1% (3)	61.5% (8)
Accounting	0.0%	0.0%	0.0%	5.0% (3)	50% (3)
General MBA	0.0%	0.0%	5.0% (1)	35.0% (7)	60.0% (12)
Overall quality of your degree program					
EMBA	0.0%	7.7% (1)	7.7% (1)	38.5% (5)	46.2% (6)
Accounting	0.0%	0.0%	0.0%	50.0% (3)	50.0% (3)
General MBA	0.0%	0.0%	5.0% (1)	45.0% (9)	50.0% (10)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
EMBA	0.0%	0.0%	7.7% (1)	30.8% (4)	61.5% (8)
Accounting	0.0%	0.0%	33.3% (2)	0.0%	66.7% (4)
General MBA	0.0%	0.0%	5.0% (1)	20.0% (4)	70.0% (14)
Usefulness of the academic advice you received from your advisor					
EMBA	0.0%	0.0%	15.4% (2)	23.1% (3)	61.5% (8)
Accounting	0.0%	0.0%	33.3% (2)	16.7% (1)	50.0% (3)
General MBA	0.0%	10.0% (2)	10.0% (2)	35.0% (7)	45.0% (9)
Opportunities to interact with faculty outside of class					
EMBA	0.0%	7.7% (1)	23.1% (3)	15.4% (2)	53.8% (7)
Accounting	0.0%	0.0%	16.7% (1)	0.0%	83.3% (5)
General MBA	0.0%	0.0%	10.0% (2)	35.0% (7)	55.0% (11)
Effectiveness of the faculty as teachers					
EMBA	0.0%	0.0%	7.7% (1)	30.8% (4)	53.8% (7)
Accounting	0.0%	0.0%	16.7% (1)	33.3% (2)	50.0% (3)
General MBA	0.0%	0.0%	5.0% (1)	30.0% (6)	65.0% (13)

Table 17 continued					
Satisfaction with Degree Program					
Master's of Business Administration Program					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: EMBA - 13; Accounting - 6; General MBA - 20					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Friendliness and helpfulness of the office staff					
EMBA	0.0%	0.0%	15.4% (2)	38.5% (5)	38.5% (5)
Accounting	0.0%	0.0%	16.7% (1)	16.7% (1)	66.7% (4)
General MBA	0.0%	0.0%	10.0% (2)	30.0% (6)	60.0% (12)
Interest shown by faculty in your academic development					
EMBA	0.0%	0.0%	15.4% (2)	30.8% (4)	53.8% (7)
Accounting	0.0%	0.0%	33.3% (2)	0.0%	66.7% (4)
General MBA	0.0%	5.0% (1)	5.0% (1)	30.0% (6)	60.0% (12)
Effectiveness of beginning courses in preparing you for advanced courses					
EMBA	0.0%	0.0%	7.7% (1)	46.2% (6)	23.1% (3)
Accounting	0.0%	0.0%	33.3% (2)	16.7% (1)	50.0% (3)
General MBA	0.0%	5.0% (1)	10.0% (2)	20.0% (4)	60.0% (12)
Quality of instruction in advanced courses					
EMBA	0.0%	0.0%	15.4% (2)	30.8% (4)	46.2% (6)
Accounting	0.0%	0.0%	16.7% (1)	33.3% (2)	50.0% (3)
General MBA	0.0%	0.0%	20.0% (4)	10.0% (2)	65.0% (13)
Faculty treatment of students both inside and outside of the classroom					
EMBA	0.0%	7.7% (1)	15.4% (2)	15.4% (2)	61.5% (8)
Accounting	0.0%	0.0%	16.7% (1)	16.7% (1)	66.7% (4)
General MBA	0.0%	0.0%	10.0% (2)	10.0% (2)	75.0% (15)
Professional activities, associations, or clubs associated with your major					
EMBA	0.0%	23.1% (3)	23.1% (3)	23.1% (3)	0.0%
Accounting	0.0%	16.7% (1)	0.0%	16.7% (1)	66.7% (4)
General MBA	0.0%	5.0% (1)	30.0% (6)	30.0% (6)	25.0% (5)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
EMBA	0.0%	0.0%	23.1% (3)	38.5% (5)	23.1% (3)
Accounting	0.0%	16.7% (1)	16.7% (1)	16.7% (1)	50.0% (3)
General MBA	5.0% (1)	5.0% (1)	40.0% (8)	20.0% (4)	25.0% (5)

Table 17 continued					
Satisfaction with Degree Program					
Master's of Business Administration Program					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: EMBA - 13; Accounting - 6; General MBA - 20					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of the required courses in your major					
EMBA	0.0%	0.0%	15.4% (3)	23.1% (3)	53.8% (7)
Accounting	0.0%	0.0%	16.7% (1)	33.3% (2)	50.0% (3)
General MBA	0.0%	0.0%	30.0% (6)	20.0% (4)	40.0% (8)
Availability of elective courses you wanted to take in your major					
EMBA	0.0%	7.7% (1)	23.1% (3)	46.2% (6)	23.1% (3)
Accounting	0.0%	0.0%	16.7% (1)	33.3% (2)	50.0% (3)
General MBA	0.0%	5.0% (1)	25.0% (5)	30.0% (6)	35.0% (7)
Quality of instruction regarding standards and ethics in your major field					
EMBA	0.0%	0.0%	15.4% (2)	38.5% (5)	46.2% (6)
Accounting	0.0%	16.7% (1)	0.0%	16.7% (1)	66.7% (4)
General MBA	0.0%	5.0% (1)	20.0% (4)	15.0% (3)	55.0% (11)
Opportunities for you to collaborate with other students on class projects					
EMBA	0.0%	0.0%	0.0%	23.1% (3)	69.2% (9)
Accounting	0.0%	0.0%	33.3% (2)	16.7% (1)	50.0% (3)
General MBA	0.0%	0.0%	15.0% (3)	25.0% (5)	55.0% (11)
Library resources related to your major					
EMBA	0.0%	0.0%	30.8% (4)	46.2% (6)	15.4% (2)
Accounting	0.0%	0.0%	33.3% (2)	33.3% (2)	33.3% (2)
General MBA	0.0%	0.0%	35.0% (7)	15.0% (3)	45.0% (9)
Use of appropriate technology in the classroom					
EMBA	0.0%	0.0%	15.4% (2)	38.5% (5)	46.2% (6)
Accounting	0.0%	0.0%	16.7% (1)	16.7% (1)	66.7% (4)
General MBA	0.0%	5.0% (1)	10.0% (2)	25.0% (5)	55.0% (11)
Facilities and equipment (including computer resources) for courses in your major					
EMBA	0.0%	7.7% (1)	0.0%	61.5% (8)	30.8% (4)
Accounting	0.0%	0.0%	16.7% (1)	16.7% (1)	66.7% (4)
General MBA	0.0%	5.0% (1)	20.0% (4)	25.0% (5)	45.0% (9)

Table 17 continued					
Satisfaction with Degree Program					
Master's of Business Administration Program					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: EMBA - 13; Accounting - 6; General MBA - 20					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Help you received from faculty in your department with regard to further educational opportunities					
EMBA	0.0%	7.7% (1)	30.8% (4)	15.4% (2)	30.8% (4)
Accounting	0.0%	16.7% (1)	16.7% (1)	0.0%	66.7% (4)
General MBA	0.0%	10.0% (2)	15.0% (3)	25.0% (5)	45.0% (9)
The size of classes in your major					
EMBA	0.0%	0.0%	15.4% (2)	15.4% (2)	69.2% (9)
Accounting	0.0%	0.0%	0.0%	16.7% (1)	83.3% (5)
General MBA	0.0%	0.0%	0.0%	15.0% (3)	80.0% (16)
Help you received from faculty in your department with regard to finding employment in your field					
EMBA	7.7% (1)	23.1% (3)	7.7% (1)	23.1% (3)	0.0%
Accounting	0.0%	0.0%	0.0%	33.3% (2)	66.7% (4)
General MBA	15.0% (3)	10.0% (2)	40.0% (8)	5.0% (1)	25.0% (5)
The global perspective of courses					
EMBA	0.0%	7.7% (1)	23.1% (3)	30.8% (4)	30.8% (4)
Accounting	0.0%	0.0%	16.7% (1)	50.0% (3)	33.3% (2)
General MBA	0.0%	5.0% (1)	10.0% (2)	35.0% (7)	45.0% (9)
The relevancy of courses					
EMBA	0.0%	0.0%	15.4% (2)	30.8% (4)	53.8% (7)
Accounting	0.0%	0.0%	33.3% (2)	16.7% (1)	50.0% (3)
General MBA	0.0%	0.0%	30.0% (6)	20.0% (4)	45.0% (9)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
EMBA	0.0%	7.7% (1)	15.4% (2)	30.8% (4)	38.5% (5)
Accounting	0.0%	16.7% (1)	33.3% (2)	33.3% (2)	16.7% (1)
General MBA	5.0% (1)	10.0% (2)	10.0% (2)	35.0% (7)	35.0% (7)
Your advisor's knowledge of requirements					
EMBA	0.0%	0.0%	7.7% (1)	30.8% (4)	46.2% (6)
Accounting	0.0%	0.0%	16.7% (1)	16.7% (1)	66.7% (4)
General MBA	5.0% (1)	0.0%	5.0% (1)	20.0% (4)	60.0% (12)

Table 17 continued Satisfaction with Degree Program Master's of Business Administration Program					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: EMBA - 13; Accounting - 6; General MBA - 20					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
The accessibility of your advisor					
EMBA	0.0%	0.0%	15.4% (2)	30.8% (4)	38.5% (5)
Accounting	0.0%	0.0%	16.7% (1)	16.7% (1)	66.7% (4)
General MBA	5.0% (1)	0.0%	15.0% (3)	20.0% (4)	50.0% (10)
Your advisor's concern with your academic goals					
EMBA	0.0%	0.0%	15.4% (2)	38.5% (5)	30.8% (4)
Accounting	0.0%	16.7% (1)	16.7% (1)	0.0%	66.7% (4)
General MBA	5.0% (1)	0.0%	10.0% (2)	25.0% (5)	50.0% (10)

Table 17 continued		
Satisfaction with Degree Program		
Master of Business Administration		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
EMBA	15.4% (2)	84.6% (11)
Accounting	0.0%	100.0% (6)
General MBA	5.0% (1)	95.0% (19)
3. If you had it to do over again, would you choose the same major?		
EMBA	0.0%	84.6% (11)
Accounting	0.0%	100.0% (6)
General MBA	5.0% (1)	95.0% (19)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
EMBA	% ()	% ()
Accounting	50.0% (3)	50.0% (3)
General MBA	75.0% (15)	25.0% (5)
6. Should a hands-on course be required in your program?		
EMBA	46.2% (6)	30.8% (4)
Accounting	50.0% (3)	50.0% (3)
General MBA	25.0% (5)	65.0% (13)

When asked what benefits were received from hands-on experience Accounting respondents said:

- Knowledge, more in-depth understanding, confidence
- Real life training
- full time job opportunity

When asked what benefits were received from hands-on experience General MBA respondents said:

- I took a business research course in grad school taught by Dr. Budden. We worked on teams to conduct research and write papers based on that research. My team’s paper was published in a scholarly journal.
- Helped play a role in securing full-time employment
- Internship; it was @ my current job.
- Better communication skills.

Perceptions of Southeastern

EMBA

None (0.0%) of the respondents participated in a study-abroad/student-exchange. Eight (61.5%) of the respondents thought participation would be valuable. None (0.0%) of the respondents received their Baccalaureate degree from Southeastern.

Accounting

Two (33.3%) of the participants participated in a study-abroad/student-exchange program. The majority (n=4, 66.7%) thought participation would be valuable. Four (66.7%) of the respondents received their Baccalaureate degree from Southeastern, none in the same field. Of the three who received degrees from Southeastern, two (50.0%) indicated their undergraduate education “Very Effectively” prepared them for graduate level work and two (50.0%) thought they were “Effectively” prepared.

General MBA

Five (25.0%) of the respondents participated in a study-abroad/student-exchange program. Three (60.0%) of the participants were “Very Satisfied” with the experience and one (20.0%) was “Somewhat Satisfied”. Seventeen (85.0%) of the respondents indicated that participation would be valuable. Twelve (60.0%) of the respondents received their Baccalaureate degree from Southeastern, eight in the same field. Of the twelve who received degrees from Southeastern, three (25.0%) indicated their undergraduate education “Very Effectively” prepared them for graduate level work, eight (66.7%) thought they were “Effectively” prepared, and one (8.3%) was “Very Ineffectively” prepared.

Graduate Professional Education

EMBA

One (7.7%) of the respondents is currently enrolled in a graduate degree program and one (7.7%) has completed a second Master’s degree. Eleven (84.6%) of the respondents have no plans for further education. One (50.0%) of the respondents with graduate school experience indicated that Southeastern prepared him/her “Effectively” for further graduate/professional study and she/he was prepared “Better than Most” other. The respondent is enrolled in a program not at all related to her/his Master’s degree.

Accounting

All (100.0%) of the respondents indicated they have no plans for further education.

General MBA

One (5.0%) of the respondents is currently enrolled in a degree program, six (30.0%) are likely to enroll in the future, and eleven (55.0%) have no plans for further education. Of those respondents with plans for further education, six (85.7%) plan on obtaining a Doctorate and one (14.3%) plans on obtaining a second Master's degree. The respondent with graduate school experience indicated that Southeastern prepared him/her "Effectively" for further graduate/professional study and she/he was prepared "About the Same as Most" other. The respondent is enrolled in a program somewhat related to her/his Master's degree.

Employment

EMBA

All (100.0%) of the respondents have been employed full-time since completing their degree. Eleven (84.6%) of the respondents were employed full-time before completing their degree from Southeastern and one (7.7%) took more than a year to find full-time employment. Four (30.8%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance, five (38.5%) respondents felt their graduate education was effective, one (7.7%) felt it was ineffective, and two (15.4%) felt it was very ineffective. When asked from what source(s) they learned about their first full-time job, eleven (84.6%) respondents indicated they already had the job, and one (7.7%) from an internship.

All (100.0%) of the respondents are currently employed full-time. Ten (76.9%) are employed in the state of Louisiana and three (23.1%) are employed out of state. One (7.7%) is employed in a nonprofit organization, one (7.7%) in a professional firm, one (7.7%) is self-employed, three (23.1%) in industry, three (23.1%) in government, two (15.4%) in business, and two (15.4%) 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", nine (69.2%) respondents felt they are not underemployed, while two (15.4%) felt they are underemployed. When asked about satisfaction with their present employment, four (30.8%) of the respondents are "Well satisfied; would not consider leaving", eight (61.5%) are "Satisfied, but would consider more desirable employment", and one (7.7%) dislikes employment and is looking for other employment.

Eight (61.5%) respondents are currently employed in the area of their Southeastern major, four (30.8%) are employed in a related area, and one (7.7%) in an unrelated area because she/he could not find a job he/she wanted. One (7.7%) respondent indicated an annual salary range of \$30,001-\$40,000, and twelve (92.3%) over \$50,000.

Accounting

All (100.0%) of the respondents have been employed full-time since graduating. Four (66.7%) had a job before completing the degree and one (16.7%) accepted a position upon graduation. One (16.7%) of the respondents felt his/her graduate education was very effective in preparing her/him for employment or improving his/her job performance, three (50.0%) felt their graduate education was effective, and one (16.7%) thought it was ineffective. When asked from what source(s) they learned about their first full-time job, one (16.7%) respondent indicated a parent or relative, one (16.7%) from a newspaper/trade publication, one (16.7%) from a professional meeting, two (33.3%) from another student/friend, one (16.7%) from an Internship, and one (16.7%) from the Internet.

All (100.0%) of the respondents are currently employed full-time in the state of Louisiana. One (16.7%) is employed in a service organization, one (16.7%) in government, and four (66.7%) in a professional firm. 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", one (16.7%) respondent felt he/she is underemployed. When asked about satisfaction with their present employment, Four (66.7%) of the respondents are "Well satisfied; would not consider leaving", and two (33.3%) are satisfied but would consider other employment. Five (83.3%) respondents are currently employed in the area of their Southeastern major and one (16.7%) in a related area. Five (83.3%) respondent indicated an annual salary range of \$40,001-\$50,000, and one (16.7%) over \$50,000.

General MBA

Seventeen (85.0%) of the respondents have been employed full-time since completing their degree from Southeastern. Of those who have been employed full-time, thirteen (76.5%) had a job before completing the degree, two (11.8%) accepted a job upon graduation, one (5.9%) took 1-6 months to find a full-time job, and one (5.9%) took 7-12 months.

The two respondents who did not have a job upon graduation indicated that major problems in obtaining employment were "Not knowing what I wanted to do" (50.0%). Minor problems included: "Limited to only one geographic area" (50.0%), "Tight job market" (100.0%), and "Lack of experience" (50.0%).

Five (29.4%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance, nine (52.9%) respondents felt their graduate education was effective, two (11.8%) felt it was ineffective, and one (5.9%) thought it was very ineffective. When asked from what source(s) they learned about their first full-time job, two (11.8%) indicated faculty at Southeastern, one (5.9%) from a parent or relative, two (11.8%) from a newspaper/trade publication, one (5.9%) from a professional meeting, one (5.9%) from another student/friend, seven (41.2%) already had the job, and four (23.5%) from the internet.

Seventeen (85.0%) of the respondents are currently employed full-time, one (5.0%) is employed part-time and looking for full-time employment, and one (5.0%) is unemployed and looking for full-time work. Of those employed full-time, fifteen (88.2%) are employed in the state of

Louisiana. Two (11.8%) in higher education, one (5.9%) in a service organization, two (11.8%) in a professional firm, four (23.5%) in industry, two (11.8%) are employed in government, and six (35.3%) 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”, thirteen (76.5%) respondents felt they are not underemployed, while four (23.5%) felt they are underemployed. When asked about satisfaction with their present employment, ten (58.5%) of the respondents are “Well satisfied; would not consider leaving”, five (29.4%) are “Satisfied, but would consider more desirable employment”, one (5.9%) “Dislikes employment; seeking or will seek other employment”, and one (5.9%) is not sure.

Twelve (70.6%) respondents are currently employed in the area of their Southeastern major, four (23.4%) are employed in an area related to their Southeastern major, and one (5.9%) in an unrelated area because of better pay. One (5.9%) respondents indicated an annual salary range of \$30,001-\$40,000, five (29.4%) gave a range of \$40,001-\$50,000, and eleven (64.7%) indicated an annual salary of over \$50,000.

Professional Activities

EMBA

One (7.7%) respondents indicated that licensure/certification is not available in their field, eight (61.5%) do not hold licensure/certification nor do they plan on obtaining it in the next six month, and four (30.8%) currently hold licensure/certification, including: LCSW, ACSW, BACS, ACHE; Law; Member LA State Bar; and RN. Eleven (84.6%) of the respondents are members of a professional organization, and nine (69.2%) have attended a professional meeting in the past year.

Accounting

One (16.7%) of the respondents indicated licensure/certification is not available, two (33.3%) have a CPA, and two (33.3%) plan on becoming a CPA in the next twelve months. Four (66.7%) of the respondents are members of a professional organization, and three (50.0%) have attended a professional meeting in the past year.

General MBA

Four (20.0%) respondents indicated that licensure/certification is not available in their field, thirteen (65.0%) do not have licensure/certification, and three (15.0%) have licensure/certification. Those include: licensed adjuster, State Insurance license, and CLSBO Certified La. School Business Official. Of those without licensure/certification, seven (53.8%) plan on obtaining it in the next twelve months, including: CPA (four respondents), CFA, and CISA. Eight (40.0%) of the respondents are members of a professional organization, and fifteen (75.0%) have attended a professional meeting in the past year.

Special Questions

EMBA

Who is your current employer?

- Frilot, LLC
- St. Tammany Parish Government
- Ochsner Health System
- Blessey Marine Services, Inc.
- EATEL
- Rapides Regional Medical Center
- Governor's Office of Community Programs
- Equipment Management Services, LLC
- State of Louisiana, Dept. Of the Treasury

What is your job title?

- Executive Director
- Parish Council Administrator
- Manager, Case Management Dept.
- President and COO
- CIO/VP
- VP/Chief Nursing Officer
- Program Director
- Manager Sales/Business Development
- State Treasury Investment Officer

How many people do you current supervise?

- 70
- 8
- 18
- 650
- 35
- 10
- 15-20
- 0 (two respondents)

How many times have you been promoted since receiving your MBA?

- 0 (four respondents)
- N/A
- Once (four respondents)

How do you feel that your Southeastern MBA has contributed to your career?

- Added outstanding depth/gained confidence
- Broadened future career opportunities. Expanded current management skills and capabilities.

- I had a master's degree in another area prior to joining the MBA program. My MBA helped move me from a direct service, clinical position into a leadership role. It certainly has given me the confidence to "run with the big dogs" in the health care industry and was the best decision I made in my professional development.
- Gained valuable knowledge from core courses, especially in the Accounting area. My MBA has given me a better resume and confidence in banks lending my company money.
- Positively - opens up additional opportunities
- broadened my perspective
- My Southeastern education helped me to leverage the assets of my program in order to better position for sustainability.
- Personal achievement - 100%; Penetrating Healthcare Administration - 0%
- Positive

Accounting

Who is your current employer?

- Postlethwaite & Netterville Public Accounting Firm
- LA Legislative Auditor
- Faulk & Winkler, LLC
- TPC Consulting, Inc.
- Provost, Salter, Harper & Alford, LLC

What is your job title?

- CPA
- Account Manager
- Staff Accountant
- Staff Auditor
- Audit Staff

How many people do you current supervise?

- 1 - 2
- 0 (4 respondents)

How many times have you been promoted since receiving your MBA?

- Once, at the time of passing my CPA
- 0 (3 respondents)
- 2

How do you feel that your Southeastern MBA has contributed to your career?

- I personally don't feel that an MBA has been extremely helpful for my career as a tax accountant.
- Provided opportunities for career advancement; provided knowledge to pass the CPA examination; provided respect by peers and client due to my CPA certification
- Able to get an internship which in turn helped me to get a full time job.

- In my opinion, for the accounting concentration, the most important thing to stress is the completion of the CPA exam. Ya'll should def research how Univ of Alabama does their Becker pup class. It is my understanding that the students must take Becker as a semester class. They're CPA pass rates are GREAT. Check it out.
- The MBA allowed me to receive an advanced degree while earning my 30 hrs. toward the 150 required to sit for the CPA exam.

General

Who is your current employer?

- LSU
- VALIC
- Griffin + Company, LLC
- The Shaw Group
- Piccadilly Restaurants
- First Guaranty Bank
- Tangipahoa Parish School System
- Southeastern Louisiana University
- Exxon Mobil
- T-mobile
- Social Security Adm
- Entergy Services Inc.
- United States Department of Agriculture
- Louisiana Companies
- Gilsbar
- Paychex Inc
- Starbucks Coffee Company
- CPA Firm
- First Guaranty Bank

What is your job title?

- Tiger Card Manager, University Auxiliary Services
- IT Sox Auditor
- Senior Staff Accountant
- Cost Engineer
- Financial Analyst + Planner/ Interim VP of Finance
- Credit Department Manager
- Director of Business Services
- Marketing Instructor/ Undergraduate Coordinator, Marketing and Supply Chain Management
- HR Advisor
- Retail Store Manager (Leadership Development Program - fast track to Regional Manager)
- Service Representative
- Accountant I

- System Accountant
- Commercial Rise Strategies
- Contracts & compliance administrator
- Sales Consultant
- Store Manager
- Senior Accountant
- Senior Accountant

How many people do you current supervise?

- 7
- 0 (11 respondents)
- 1-2
- 8
- 10
- 12
- 1
- 10-18
- 20

How many times have you been promoted since receiving your MBA?

- 1 (9 respondents)
- 2 (3 respondents)
- 0 (6 respondents)

How do you feel that your Southeastern MBA has contributed to your career?

- It helped give me the basics of business and contributed to my long-term goal of obtaining a PhD.
- It gives me an invaluable edge over my job market.
- Southeastern broadened my knowledge of corporations, economy, and the behaviors of people. I feel I am better prepared to direct my future and manage others.
- It has helped get my foot in the door, but without experience it has been difficult getting the pay I deserve for the work I do.
- It has been a significant part.
- 1. Since I had graduated with my BS in Accounting Dec. '99, it was a confidence builder.
2. It improved my skills in supervising others, making decisions, etc. 3. It helped me to be able to better relate to others on my staff who are non-traditional students working on their first degrees.
- Obtaining my Southeastern MBA allowed me to exit the corporate world and obtain a position in higher education, which was my goal.
- Good to have a master's in today's job market. Good group projects.
- It has benefit it, not yet with money but has help out with my understanding of the business.
- It hasn't....
- Helped me obtain 150 hours to sit for CPA Exam. Network w/ fellow students.

- It gave me the ability to look at the “whole picture” of a business at a much higher level than before. I understood, more about how things worked together after the graduate education.
- It has contributed absolutely nothing.
- Yes. I left the job I had (where I would have been promoted by now) to go with a new career in outside sales. Eventually I will be promoted back into management and at that point my MBA will contribute to my career.
- Taught valuable research skills
- Greatly

Department of Counseling & Human Development

Table 18
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: M.Ed. Counselor Education - 13					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
M.Ed. Counselor Education	0.0%	0.0%	0.0%	15.4% (2)	84.6% (11)
Overall quality of your degree program					
M.Ed. Counselor Education	0.0%	0.0%	0.0%	15.4% (2)	84.6% (11)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
M.Ed. Counselor Education	0.0%	0.0%	0.0%	15.4% (2)	84.6% (11)
Usefulness of the academic advice you received from your advisor					
M.Ed. Counselor Education	0.0%	0.0%	15.4% (2)	30.8% (4)	53.8% (7)
Opportunities to interact with faculty outside of class					
MEd Counselor Education	0.0%	0.0%	0.0%	23.1% (3)	76.9% (10)
Effectiveness of the faculty as teachers					
MEd Counselor Education	0.0%	0.0%	0.0%	30.8% (4)	69.2% (9)
Friendliness and helpfulness of the office staff					
MEd Counselor Education	0.0%	0.0%	7.7% (1)	15.4% (2)	76.9% (10)
Interest shown by faculty in your academic development					
MEd Counselor Education	0.0%	0.0%	0.0%	30.8% (4)	69.2% (9)
Effectiveness of beginning courses in preparing you for advanced courses					
MEd Counselor Education	0.0%	0.0%	15.4% (2)	23.1% (3)	61.5% (8)
Quality of instruction in advanced courses					
MEd Counselor Education	0.0%	0.0%	0.0%	23.1% (3)	76.9% (10)
Faculty treatment of students both inside and outside of the classroom					
MEd Counselor Education	0.0%	0.0%	7.7% (1)	7.7% (1)	84.6% (11)
Professional activities, associations, or clubs associated with your major					
MEd Counselor Education	0.0%	0.0%	15.4% (2)	15.4% (2)	69.2% (9)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MEd Counselor Education	7.7% (1)	0.0%	30.8% (4)	15.4% (2)	46.2% (6)
Availability of the required courses in your major					
MEd Counselor Education	0.0%	0.0%	7.7% (1)	46.2% (6)	46.2% (6)

Table 18 continued					
Satisfaction with Degree Program					
Department of Counseling & Human Development					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: M.Ed. Counselor Education - 13					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
MEd Counselor Education	0.0%	0.0%	7.7% (1)	30.8% (4)	61.5% (8)
Quality of instruction regarding standards and ethics in your major field					
MEd Counselor Education	0.0%	0.0%	7.7% (1)	7.7% (1)	84.6% (11)
Opportunities for you to collaborate with other students on class projects					
MEd Counselor Education	0.0%	0.0%	0.0%	38.5% (5)	61.5% (8)
Library resources related to your major					
MEd Counselor Education	0.0%	7.7% (1)	15.4% (2)	15.4% (2)	61.5% (8)
Use of appropriate technology in the classroom					
MEd Counselor Education	0.0%	7.7% (1)	15.4% (2)	38.5% (5)	38.5% (5)
Facilities and equipment (including computer resources) for courses in your major					
MEd Counselor Education	0.0%	23.1% (3)	30.8% (4)	7.7% (1)	38.5% (5)
Help you received from faculty in your department with regard to further educational opportunities					
MEd Counselor Education	0.0%	0.0%	15.4% (2)	23.1% (3)	53.8% (7)
The size of classes in your major					
MEd Counselor Education	0.0%	0.0%	0.0%	7.7% (1)	92.3% (12)
Help you received from faculty in your department with regard to finding employment in your field					
MEd Counselor Education	0.0%	7.7% (1)	23.1% (3)	23.1% (3)	38.5% (5)
The global perspective of courses					
MEd Counselor Education	0.0%	0.0%	15.4% (2)	15.4% (2)	69.2% (9)
The relevancy of courses					
MEd Counselor Education	0.0%	0.0%	0.0%	23.1% (3)	76.9% (10)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
MEd Counselor Education	0.0%	7.7% (1)	0.0%	23.1% (3)	69.2% (9)
Your advisor’s knowledge of requirements					
MEd Counselor Education	0.0%	0.0%	7.7% (1)	0.0%	92.3% (12)
The accessibility of your advisor					
MEd Counselor Education	0.0%	7.7% (1)	0.0%	23.1% (3)	69.2% (9)

Table 18 continued
Satisfaction with Degree Program
Department of Counseling & Human Development

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.

Number of Respondents: M.Ed. Counselor Education - 13

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
MEd Counselor Education	0.0%	7.7% (1)	7.7% (1)	7.7% (1)	76.9% (10)

Table 18 continued		
Satisfaction with Degree Program		
Department of Counseling & Human Development		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
M.Ed. Counselor Education	0.0%	100.0% (13)
3. If you had it to do over again, would you choose the same major?		
M.Ed. Counselor Education	0.0%	92.3% (13)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
M.Ed. Counselor Education	0.0%	100.0% (13)
6. Should a hands-on course be required in your program?		
M.Ed. Counselor Education	0.0%	92.9% (13)

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

- Prepared me to interview for my current position
- I most benefitted from the opportunity to discuss my experiences and get feed back in order to make adjustments.
- My internship provided me to develop skills needed in my field and also allowed me the opportunity to develop other practical, transferrable skills needed in my type of job. It also provided opportunities to network. It was a wonderful and challenging experience. I would not trade it for anything!
- Allowed me to experience what I was taught.
- Developed skills related to profe.
- Exposure to what is required in the field.
- It gave me real-world experience I now use in the school setting.
- Great first hand experience in working with clients as a counselor.

Perceptions of Southeastern

None (0.0%) of the respondents participated in a study-abroad/student-exchange program, but ten (76.9%) thought participation would be valuable. Nine (69.2%) of the respondents received their Baccalaureate degree from Southeastern, two (22.2%) in the same field as their Master's. Six (66.7%) respondents indicated their undergraduate education prepared them "Effectively" for Master's level education and three (33.3%) felt they had been prepared "Very Effectively".

Graduate Professional Education

One (7.7%) of the respondents has taken courses but not enrolled in a degree program, one (7.7%) plans to enroll in the next twelve months, two (15.4%) are likely to enroll in the future, and nine (69.2%) have no plans for further education. Of those respondents with plans for

further education, one (25.0%) plans on obtaining a second Master's, two (50.0%) plan on obtaining a doctorate, and one (25.0%) plans on obtaining a Masters +30. The respondent with further graduate experience indicated that Southeastern prepared she/he "Very Effectively" for further graduate/professional study, and she/he was prepared about the same as most other students.

Employment

Twelve (92.3%) of the respondents have had a full-time jobs since graduating from Southeastern. Of those, four (33.3%) of the respondents had the job prior to completing their degree from Southeastern, five (41.7%) accepted a job upon graduation, and three (25.0%) took 1-6 months to find a full-time job.

The three respondents who did not have a job upon graduation indicated that major problems in obtaining employment were "Limited to only one geographic area" (33.3%) and "Tight job market" (33.3%). Minor problems included: "Lack of experience" (66.7%).

Seven (58.3%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance, four (33.3%) felt it was effective, and one (8.3%) felt it was very ineffective. When asked from what source(s) they learned about their first full-time job, one (8.3%) indicated from faculty at Southeastern, two (16.7%) from Southeastern's Career Services, one (8.3%) from a newspaper/trade publication, one (8.3%) from a professional meeting, one (8.3%) from another student or friend, two (16.7%) already had the job, five (41.7%) from an internship/practicum, one (8.3%) from an employment agency, and one (8.3%) from the internet.

Eleven (84.6%) are currently employed full-time, while two (7.1%) are employed part-time and satisfied with part-time work. Ten (90.9%) of the eleven respondents who are employed full-time are employed in the state of Louisiana. One (9.1%) in a service organization, two (18.2%) in higher education, five (45.5%) in K-12 education, two (18.2%) in government, and one (9.1%) in a nonprofit organization. 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 (18.2%) of the respondents felt they are underemployed. When asked about satisfaction with their present employment, five (45.5%) of the respondents are "Well satisfied; would not consider leaving", five (45.5%) are "Satisfied, but would consider more desirable employment, and one (9.1%) "Dislikes employment, seeking other employment".

Nine (81.8%) respondents are currently employed in the area of their Southeastern major and two (18.2%) are employed in an unrelated area, both because they could not find a job they wanted in their area. Two (18.2%) respondents indicated an annual salary range of \$25,001 - \$30,000, three (27.3%) gave a range of \$30,001-\$40,000, five (45.5%) gave a range of \$40,001-\$50,000, and one (9.1%) indicated a salary over \$50,000.

Professional Activities

Ten respondents (76.9%) currently hold licensure/certification, including:

- NCC, licensed guidance counselor of MA
- LPC, LAC
- School Counselor
- NCC
- LPC, NCSC, NBCC
- National Certified Counselor
- NCC, working on licensure
- NBCC
- Licensed Professional Counselor
- L.P.C., N.C.C.

Three (23.1%) currently do not hold licensure/certification, but plan on obtaining it in the next twelve month: National Certified Counselor, LPC, Licensed Professional Counselor. Ten (76.9%) of the respondents are members of a professional organization, and eight (61.5%) have attended a professional meeting in the past year.

Department of Educational Leadership & Technology

Table 19
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: M.Ed. Educational Leadership - 5					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
M.Ed. Educational Leadership	0.0%	0.0%	20.0% (1)	80.0% (4)	0.0%
Overall quality of your degree program					
M.Ed. Educational Leadership	0.0%	0.0%	0.0%	80.0% (4)	20.0% (1)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
M.Ed. Educational Leadership	0.0%	20.0% (1)	40.0% (2)	0.0%	40.0% (2)
Usefulness of the academic advice you received from your advisor					
M.Ed. Educational Leadership	0.0%	0.0%	20.0% (1)	40.0% (2)	20.0% (2)
Opportunities to interact with faculty outside of class					
M.Ed. Educational Leadership	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
Effectiveness of the faculty as teachers					
M.Ed. Educational Leadership	0.0%	0.0%	40.0% (2)	20.0% (2)	40.0% (2)
Friendliness and helpfulness of the office staff					
M.Ed. Educational Leadership	0.0%	0.0%	0.0%	40.0% (2)	60.0% (3)
Interest shown by faculty in your academic development					
M.Ed. Educational Leadership	0.0%	0.0%	0.0%	60.0% (3)	40.0% (2)
Effectiveness of beginning courses in preparing you for advanced courses					
M.Ed. Educational Leadership	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
Quality of instruction in advanced courses					
M.Ed. Educational Leadership	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
Faculty treatment of students both inside and outside of the classroom					
M.Ed. Educational Leadership	0.0%	0.0%	0.0%	40.0% (2)	60.0% (3)
Professional activities, associations, or clubs associated with your major					
M.Ed. Educational Leadership	0.0%	0.0%	20.0% (1)	60.0% (3)	20.0% (1)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
M.Ed. Educational Leadership	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
Availability of the required courses in your major					
M.Ed. Educational Leadership	0.0%	0.0%	0.0%	20.0% (1)	80.0% (4)

Table 19 continued					
Satisfaction with Degree Program					
Department of Educational Leadership & Technology					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: M.Ed. Educational Leadership - 5					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
M.Ed. Educational Leadership	0.0%	0.0%	20.0% (1)	0.0%	80.0% (4)
Quality of instruction regarding standards and ethics in your major field					
M.Ed. Educational Leadership	0.0%	0.0%	0.0%	20.0% (1)	80.0% (4)
Opportunities for you to collaborate with other students on class projects					
M.Ed. Educational Leadership	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
Library resources related to your major					
M.Ed. Educational Leadership	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
Use of appropriate technology in the classroom					
M.Ed. Educational Leadership	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
Facilities and equipment (including computer resources) for courses in your major					
M.Ed. Educational Leadership	0.0%	0.0%	0.0%	40.0% (2)	60.0% (3)
Help you received from faculty in your department with regard to further educational opportunities					
M.Ed. Educational Leadership	0.0%	0.0%	0.0%	40.0% (2)	60.0% (3)
The size of classes in your major					
M.Ed. Educational Leadership	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
Help you received from faculty in your department with regard to finding employment in your field					
M.Ed. Educational Leadership	0.0%	20.0% (1)	20.0% (1)	40.0% (2)	20.0% (1)
The global perspective of courses					
M.Ed. Educational Leadership	0.0%	0.0%	60.0% (3)	40.0% (2)	0.0%
The relevancy of courses					
M.Ed. Educational Leadership	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
M.Ed. Educational Leadership	0.0%	0.0%	0.0%	40.0% (2)	60.0% (3)
Your advisor’s knowledge of requirements					
M.Ed. Educational Leadership	0.0%	0.0%	40.0% (2)	20.0% (1)	40.0% (2)
The accessibility of your advisor					
M.Ed. Educational Leadership	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)

Table 19 continued
Satisfaction with Degree Program
Department of Educational Leadership & Technology

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.

Number of Respondents: M.Ed. Educational Leadership - 5

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
M.Ed. Educational Leadership	0.0%	0.0%	40.0% (2)	0.0%	60.0% (3)

Table 19 continued		
Satisfaction with Degree Program		
Department of Educational Leadership & Technology		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
M.Ed. Educational Leadership	0.0%	100.0% (5)
3. If you had it to do over again, would you choose the same major?		
M.Ed. Educational Leadership	0.0%	100.0% (5)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
M.Ed. Educational Leadership	0.0%	100.0% (5)
6. Should a hands-on course be required in your program?		
M.Ed. Educational Leadership	0.0%	100.0% (5)

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

- I received the ideas and thought process of real world leadership experiences.
- Invaluable experience. I could not imagine going from classroom teacher to principalship. The internship helped a great deal.
- Networking with other professionals, real-life experiences, and learning other cultures.
- The hands-on experience was mostly interviews with other administrators & practicum in summer school as administrator.
- Practical on the job training.

Perceptions of Southeastern

None (0.0%) of the respondents participated in a study-abroad/student-exchange program. Three (60.0%) thought participation would be valuable. Four (80.0%) of the respondents received their Baccalaureate degree from Southeastern, three in the same field as their Master’s. One (25.0%) indicated his/her undergraduate education prepared her/him “Effectively” for Master’s level education and four (75.0%) felt they had been prepared “Very Effectively”.

Graduate Professional Education

One (20.0%) of the respondents has taken courses but not enrolled in a degree program, one (20.0%) plans to enroll in the next twelve months, and two (40.0%) are likely to enroll in the future. Of those respondents with plans for further education, one (25.0%) plans on obtaining a second Master’s, one (25.0%) a doctorate, and one (25.0%) Master’s plus 30. The respondent with further graduate experience, indicated that Southeastern prepared her/him “Very Effectively” for further graduate/professional study, and about the same as most other students.

Employment

All (100.0%) of the respondents have had a full-time jobs since graduating from Southeastern. Four (80.0%) of the respondents had the job prior to completing their degree from Southeastern, and one (20.0%) took 1-6 months to find a full-time job. “Tight job market was indicated as a minor problem in finding employment.

Three (60.0%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance, while two (40.0%) felt it was effective. When asked from what source(s) they learned about their first full-time job, one (20.0%) indicated from a faculty at Southeastern, two (40.0%) from a parent or relative, one (20.0%) from Southeastern’s Career Service, four (80.0%) already had the job, and one (20.0%) from an internship.

All five (100.0%) are currently employed full-time in the state of Louisiana. Four (80.0%) in K-12 education, and one (20.0%) in a service organization. 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”, none (0.0%) of the respondents felt they are underemployed. When asked about satisfaction with their present employment, two (40.0%) of the respondents are “Well satisfied; would not consider leaving” and three (60.0%) are “Satisfied, but would consider more desirable employment”.

Three (60.0%) respondents are currently employed in the area of their Southeastern major and two (40.0%) are employed in a related area. One (20.0%) respondent indicated an annual salary range of \$40,001-\$50,000, and four (80.0%) indicated a salary over \$50,000.

Professional Activities

One (20.0%) indicated licensure/certification is not available in their field, and four (80.0%) currently hold licensure/certification, including:

- Ed. Leadership licensure
- Teacher, Teacher Leader, Educational Leader
- Type A Level 1 Teaching Certificate
- Elem Grades, Admin & Supervision

Four (80.0%) of the respondents are members of a professional organization, and four (80.0%) have attended a professional meeting in the past year.

Special Questions

Did the activities and experiences in individual courses enhance your understanding of the role of an educational leader?

- Most did
- Yes, I understand the importance of the instructional leader of a school. The role of the instructional leader determines the tone and climate of the school. The educational leader’s vision includes all stake holders and as a classroom teacher I did not understand this concept fully.

- Yes
- The cohort group had various experiences to share as well as the professors

List or identify two major strengths of the program

- Being with a cohort group for the entire process - we became a family; One class per semester (except for semester one)
- Knowledge & helpfulness of professors; cohort format - one class=6 hours with the same group of students.
- The internship was very beneficial for many reasons such as networking and learning new school cultures; The communication skills taught throughout the program.
- Curriculum based on ISSLAC standards; internship opportunities

List or identify two major weaknesses/deficiencies of the program

- Lack of info/knowledge shared on school law and finances
- Not enough specific information about school law; Organization of the program for the 1st cohort; Not enough preparation for the E. Leadership Praxis Exam.
- The courses were not clearly defined with clear expectations; The faculty were not always collaborating with each to plan for the next course's assignments
- unorganization; "loopy" professors (one is not longer employed with SLU)

Department of Teaching & Learning

Table 20
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MEd Curriculum & Instruction - 20; MEd Special Education - 8					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
How satisfied are you with the:					
Overall quality of your department					
MEd Curriculum & Instruction	0.0%	0.0%	10.0% (2)	45.0% (9)	40.0% (8)
MEd Special Education	0.0%	0.0%	0.0%	12.5% (1)	87.5% (7)
Overall quality of your degree program					
MEd Curriculum & Instruction	0.0%	0.0%	10.0% (2)	35.0% (7)	50.0% (10)
MEd Special Education	0.0%	0.0%	0.0%	12.5% (1)	87.5% (7)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MEd Curriculum & Instruction	0.0%	5.0% (1)	15.0% (3)	40.0% (8)	35.0% (7)
MEd Special Education	0.0%	0.0%	0.0%	25.0% (2)	75.0% (6)
Usefulness of the academic advice you received from your advisor					
MEd Curriculum & Instruction	5.0% (1)	5.0% (1)	15.0% (3)	45.0% (9)	25.0% (5)
MEd Special Education	0.0%	0.0%	12.5% (1)	12.5% (1)	62.5% (5)
Opportunities to interact with faculty outside of class					
MEd Curriculum & Instruction	0.0%	0.0%	35.0% (7)	30.0% (6)	30.0% (6)
MEd Special Education	0.0%	0.0%	12.5% (1)	25.0% (2)	62.5% (5)
Effectiveness of the faculty as teachers					
MEd Curriculum & Instruction	0.0%	0.0%	5.0% (1)	50.0% (10)	40.0% (8)
MEd Special Education	0.0%	0.0%	0.0%	12.5% (1)	87.5% (7)
Friendliness and helpfulness of the office staff					
MEd Curriculum & Instruction	0.0%	5.0% (1)	20.0% (4)	35.0% (7)	30.0% (6)
MEd Special Education	0.0%	0.0%	0.0%	25.0% (2)	75.0% (6)
Interest shown by faculty in your academic development					
MEd Curriculum & Instruction	0.0%	0.0%	15.0% (3)	45.0% (9)	30.0% (6)
MEd Special Education	0.0%	0.0%	0.0%	12.5% (1)	87.5% (7)
Effectiveness of beginning courses in preparing you for advanced courses					
MEd Curriculum & Instruction	0.0%	0.0%	15.0% (3)	40.0% (8)	40.0% (8)
MEd Special Education	0.0%	0.0%	0.0%	12.5% (1)	87.5% (7)
Quality of instruction in advanced courses					
MEd Curriculum & Instruction	0.0%	0.0%	15.0% (3)	35.0% (7)	45.0% (9)
MEd Special Education	0.0%	0.0%	0.0%	25.0% (2)	75.0% (6)

Table 20 continued					
Satisfaction with Degree Program					
Department of Teaching & Learning					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MEd Curriculum & Instruction - 20; MEd Special Education - 8					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Faculty treatment of students both inside and outside of the classroom					
MEd Curriculum & Instruction	5.0% (1)	0.0%	10.0% (2)	30.0% (6)	50.0% (10)
MEd Special Education	0.0%	0.0%	25.0% (2)	12.5% (1)	62.5% (5)
Professional activities, associations, or clubs associated with your major					
MEd Curriculum & Instruction	5.0% (1)	0.0%	45.0% (9)	20.0% (4)	20.0% (4)
MEd Special Education	0.0%	12.5% (1)	12.5% (1)	12.5% (1)	50.0% (4)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MEd Curriculum & Instruction	0.0%	0.0%	55.0% (11)	25.0% (5)	15.0% (3)
MEd Special Education	0.0%	0.0%	50.0% (4)	12.5% (1)	37.5% (3)
Availability of the required courses					
MEd Curriculum & Instruction	0.0%	5.0% (1)	20.0% (4)	35.0% (7)	35.0% (7)
MEd Special Education	0.0%	0.0%	12.5% (1)	50.0% (4)	37.5% (3)
Availability of elective courses you wanted to take in your major					
MEd Curriculum & Instruction	0.0%	0.0%	30.0% (6)	55.0% (11)	10.0% (2)
MEd Special Education	0.0%	0.0%	25.0% (2)	25.0% (2)	50.0% (4)
Quality of instruction regarding standards and ethics in your major field					
MEd Curriculum & Instruction	0.0%	5.0% (1)	10.0% (2)	30.0% (6)	50.0% (10)
MEd Special Education	0.0%	0.0%	0.0%	25.0% (2)	75.0% (6)
Opportunities for you to collaborate with other students on class projects					
MEd Curriculum & Instruction	0.0%	0.0%	5.0% (1)	45.0% (9)	45.0% (9)
MEd Special Education	0.0%	0.0%	25.0% (2)	12.5% (1)	62.5% (5)
Library resources related to your major					
MEd Curriculum & Instruction	0.0%	0.0%	10.0% (2)	50.0% (10)	35.0% (7)
MEd Special Education	0.0%	0.0%	12.5% (1)	37.5% (3)	50.0% (4)
Use of appropriate technology in the classroom					
MEd Curriculum & Instruction	0.0%	0.0%	10.0% (2)	40.0% (8)	45.0% (9)
MEd Special Education	0.0%	0.0%	12.5% (1)	25.0% (2)	62.5% (5)
Facilities and equipment (including computer resources) related to your major					
MEd Curriculum & Instruction	0.0%	0.0%	15.0% (3)	20.0% (4)	55.0% (11)
MEd Special Education	0.0%	0.0%	12.5% (1)	37.5% (3)	50.0% (4)

Table 20 continued					
Satisfaction with Degree Program					
Department of Teaching & Learning					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MEd Curriculum & Instruction - 20; MEd Special Education - 8					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Help you received from faculty in your department with regard to further educational opportunities					
MEd Curriculum & Instruction	0.0%	5.0% (1)	20.0% (4)	35.0% (7)	35.0% (7)
MEd Special Education	0.0%	0.0%	0.0%	37.5% (3)	62.5% (5)
The size of classes in your major					
MEd Curriculum & Instruction	0.0%	0.0%	5.0% (1)	20.0% (4)	70.0% (14)
MEd Special Education	0.0%	0.0%	0.0%	12.5% (1)	87.5% (7)
Help you received from faculty in your department with regard to finding employment in your field					
MEd Curriculum & Instruction	10.0% (2)	20.0% (4)	25.0% (5)	20.0% (4)	10.0% (2)
MEd Special Education	0.0%	0.0%	50.0% (4)	12.5% (1)	25.0% (2)
Global perspectives presented in courses					
MEd Curriculum & Instruction	0.0%	0.0%	40.0% (8)	25.0% (5)	25.0% (5)
MEd Special Education	0.0%	0.0%	25.0% (2)	25.0% (2)	37.5% (3)
The relevancy of courses					
MEd Curriculum & Instruction	0.0%	0.0%	15.0% (3)	35.0% (7)	45.0% (9)
MEd Special Education	0.0%	0.0%	12.5% (1)	37.5% (3)	37.5% (3)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
MEd Curriculum & Instruction	0.0%	5.0% (1)	20.0% (4)	30.0% (6)	40.0% (8)
MEd Special Education	0.0%	0.0%	25.0% (2)	12.5% (1)	50.0% (4)
Your advisor’s knowledge of requirements					
MEd Curriculum & Instruction	0.0%	5.0% (1)	5.0% (1)	40.0% (8)	45.0% (9)
MEd Special Education	0.0%	0.0%	12.5% (1)	25.0% (2)	50.0% (4)
The accessibility of your advisor					
MEd Curriculum & Instruction	10.0% (2)	0.0%	20.0% (4)	40.0% (8)	25.0% (5)
MEd Special Education	0.0%	0.0%	12.5% (1)	37.5% (3)	37.5% (3)
Your advisor’s concern with your academic goals					
MEd Curriculum & Instruction	10.0% (2)	0.0%	30.0% (6)	30.0% (6)	25.0% (5)
MEd Special Education	0.0%	0.0%	12.5% (1)	12.5% (1)	62.5% (5)

Table 20 continued		
Satisfaction with Degree Program		
Department of Teaching and Learning		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
M.Ed. Curriculum & Instruction	0.0%	95.0% (19)
M.Ed. Special Education	0.0%	100.0% (8)
3. If you had it to do over again, would you choose the same major?		
M.Ed. Curriculum & Instruction	15.0% (3)	85.0% (17)
M.Ed. Special Education	12.5% (1)	87.5% (7)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
M.Ed. Curriculum & Instruction	15.0% (3)	85.0% (17)
M.Ed. Special Education	37.5% (3)	62.5% (5)
6. Should a hands-on course be required in your program?		
M.Ed. Curriculum & Instruction	5.0% (1)	95.0% (19)
M.Ed. Special Education	37.5% (3)	62.5% (5)

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

- hands on experience in research design + methods.
- Not much. I completed a practicum in my own classroom with only a classmate’s review of a video of me teaching.
- Better retention of the material taught and an up close experience in my field to apply material taught.
- application of research
- It is always beneficial to put the theoretical “book” knowledge into actual practice in a classroom with real children. It’s essential to see how the methods actually work or don’t work with the many educ. Levels, socioeconomic levels, personalities, etc. Of the children.
- real world experience ability to immediately apply what I learned in class.
- Actual classroom responsibilities, caring mentor who followed up on me from time to time.
- I was able to apply my skills with feedback from my instructor.
- Effective ways to teach children.
- idea of expectations in the field
- That I realized i did not want to teach elementary grades.
- It help prepare me for my future teaching experiences.

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

- It prepared me for real-world experiences.

- See what it is really like to be in the classroom; real world daily activity - adjusted schedules, etc.
- I was able to gain real life experience
- Put theory into practice. Gain confidence.
- real life experiences

Perceptions of Southeastern

M.Ed. Curriculum & Instruction

None of the participants participated in a study-abroad/student-exchange program, but seventeen (85.0%) thought participation would be valuable. Ten (50.0%) of the respondents received their Baccalaureate degree from Southeastern, nine in the same field as their Master's. Four of the ten (40.0%) indicated their undergraduate education prepared them "Effectively" for their Master's level education and six (60.0%) indicated it prepared them "Very Effectively".

M.Ed. Special Education

None of the respondents participated in a study-abroad/student-exchange program, but five (62.5%) thought participation would be valuable. Three (37.5%) of the respondents received their Baccalaureate degree from Southeastern, one received it the same field as his/herr Master's. One of the three (33.3%) indicated her/his undergraduate education prepared him/her "Ineffectively" for Master's level education, one (33.3%) indicated she/he was prepared "Effectively", and one (33.3%) indicated it prepared him/her "Very Effectively".

Graduate Professional Education

M.Ed. Curriculum & Instruction

Two (10.0%) of the respondents are currently enrolled in a degree program, two (10.0%) plan to enroll in the next twelve months, six (30.0%) are likely to enroll in the future, and ten (50.0%) have no plans for further education. Of those respondents with plans for further education, four (40.0%) plan on obtaining a doctorate, five (50.0%) a second masters, and one (30.8%) plans on obtaining some "Other" degree. Of those respondents with further graduate experience, both (100.0%) indicated that Southeastern prepared them "Very Effectively" for further graduate/professional study and they were prepared them better than most other students. Both (100.0%) of the respondents who are enrolled in a degree program indicated their degree plan was "Very Closely Related" to their Master's degree from Southeastern.

M.Ed. Special Education

One (12.5%) of the respondents has completed a Master's Plus 30, one (12.5%) has taken classes, but not enrolled in a degree program, one (12.5%) is likely to enroll in the future, and five (52.5%) have no plans for further education. Of those respondents with plans for further education, two (66.7%) plan on obtaining a doctorate and one (33.3%) a second Master's. One

(50.0%) of the respondents with further graduate experience indicated that Southeastern prepared him/her “Very Effectively” for further graduate/professional study and one (50.0%) indicated she/he was prepared “Effectively. One (50.0%) respondent indicated he/she was prepared “About the Same as Most” other students and the other was prepared “Better than Most” other students.

Employment

M.Ed. Curriculum & Instruction

Nineteen (95.0%) of the respondents have had a full-time jobs since graduating from Southeastern. Fourteen of the nineteen (73.7%) of the respondents had the job prior to completing their degree from Southeastern, two (10.5%) accepted a job upon graduation, two (10.5%) took 1-6 months, and 1 (5.3%) took over a year. Major problems in finding a job included: limiting my job search to only one geographic area (2, 66.7%), tight job market (2, 66.7%), lack of marketable skills (1, 33.3%), and lack of job search skills (1, 33.3%). Minor problems included: not knowing what I wanted to do (1, 33.3%), racial discrimination (1, 33.3%), and age discrimination (1, 33.3%).

Nine (47.4%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance, seven (36.8%) felt it was effective, and one (5.3%) felt it was ineffective. When asked from what source(s) they learned about their first full-time job, one (5.3%) indicated faculty at Southeastern, two (10.5%) from a professional meeting, thirteen (68.4%) already had the job, and one (5.3%) from the Southeastern Job Fair.

Eighteen (90.0%) are currently employed full-time and two (10.0%) are employed part-time, but looking for full-time employment. Seventeen (94.4%) of those employed full-time are employed in the state of Louisiana, all (100.0%) in K-12 education. 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”, fifteen (83.3%) respondents felt they are not underemployed. When asked about satisfaction with their present employment, ten (55.6%) of the respondents are “Well satisfied; would not consider leaving”, seven (38.9%) are “Satisfied, but would consider more desirable employment”, and one (5.6%) dislikes his/her employment and is looking for other employment

Seventeen (94.4%) of the respondents are currently employed in the area of their Southeastern major, and one (5.6%) in a related area because of better pay. Three (16.7%) respondents indicated an annual salary range of \$30,001-\$40,000, eleven (61.1%) gave a range of \$40,001-\$50,000, and four (22.2%) indicated a salary greater than \$50,000.

M.Ed. Special Education

Seven (87.5%) of the respondents have had a full-time jobs since graduating from Southeastern. All seven (100.0%) of the respondents had the job prior to completing their degree from Southeastern.

Six (85.7%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance and one (14.3%) felt it was effective. When asked from what source(s) they learned about their first full-time job, one (14.3%) indicated from another student or friend, six (85.7%) already had the job.

Seven (87.5%) of the respondents are currently employed full-time and one (12.5%) is unemployed but seeking employment. Of the seven who are employed full-time, six (85.7%) are employed in the state of Louisiana, all (100.0%) in K-12 education. 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”, four (57.1%) respondents felt they are not underemployed, while three (42.9%) felt they are underemployed. When asked about satisfaction with their present employment, six (85.7%) of the respondents are “Well satisfied; would not consider leaving” and one (14.3%) is “Satisfied, but would consider more desirable employment”.

Six (85.7%) of the respondents are currently employed in the area of their Southeastern major, and one (14.3%) in a related area. One (14.3%) respondent indicated an annual salary range of \$30,001-\$40,000, five (71.4%) gave a range of \$40,001-\$50,000, and one (14.3%) indicated a salary greater than \$50,000.

Professional Activities

M.Ed. Curriculum & Instruction

All (100.0%) respondents indicated they currently hold some type of teaching certification. Eleven (55.0%) of the respondents are members of a professional organization, and nine (45.0%) have attended a professional meeting in the past year.

M.Ed. Special Education

All (100.0%) of the respondents currently hold teaching certification. Two (25.0%) of the respondents are members of a professional organization, and five (62.5%) have attended a professional meeting in the past year.

Special Questions

M.Ed. Curriculum & Instruction

Eighteen of the respondents completed the insert which contained the special questions. Table 21 provides the frequencies and the means for those items.

Table 21

Please indicate how satisfied you are with the following aspects of your degree program.

	1 - Strongly Disagree	2	3	4	5 - Strongly Agree	Mean
I would have liked more opportunities to take on-line classes.	16.7% (3)	16.7% (3)	22.2% (4)	11.1% (2)	33.3% (6)	3.28
I would have liked more opportunities for face-to-face	16.7% (3)	5.6% (1)	44.4% (8)	11.1% (2)	22.2% (4)	3.17
I would have liked more courses offered at the St. Tammany Center.	27.8% (5)	11.1% (2)	27.8% (5)	11.1% (2)	22.2% (4)	2.89
I would have liked more courses offered at the Livingston Center.	33.3% (6)	16.7% (3)	38.9% (7)	0.0%	11.1% (2)	2.39
I would have liked more courses offered at the Baton Rouge Center.	38.9% (7)	11.1% (2)	38.9% (7)	11.1% (2)	0.0%	2.22
I would have liked more courses offered on Saturdays.	33.3% (6)	5.6% (1)	55.6% (10)	0.0%	5.6% (1)	2.39
I would have liked more courses offered during the week (Monday-Thursday).	11.1% (2)	0.0%	55.6% (10)	27.8% (5)	5.6% (1)	3.17
I would have liked more summer offerings.	5.6% (1)	5.6% (1)	44.4% (8)	27.8% (5)	16.7% (3)	3.44
I would have liked summer courses at night.	11.1% (2)	11.1% (2)	55.6% (10)	16.7% (3)	5.6% (1)	2.94
I wish I had started graduate work right after I received my Bachelors degree.	16.7% (3)	11.1% (2)	38.9% (7)	11.1% (2)	11.1% (2)	2.88
I would have preferred a 100% online graduate program.	50.0% (9)	5.6% (1)	5.6% (1)	27.8% (5)	11.1% (2)	2.44

What area(s) would you have liked to have more courses in?

- Assessment tools; dyslexia; leadership

- managing parent expectations; tests & measurements & grading; actual use of technology in the classroom; more on the under level or above level needs & characteristics of students; working with other teachers - collaboratively
- lly program worked for me!
- classroom management emphasizing dealing with bx problems in which the teacher can not address causes i.e. home/community problems. Resources available (social services, etc.) available to schools for students with home/community problems; classes which offer approaches on how to advance the learning of students who are significantly behind the class but who don't qualify for special services.
- gifted and ed leadership
- working students like me would benefit from 100% online programs
- education; visual arts; education psychology

M.Ed. Special Education

Eighteen of the respondents completed the insert which contained the special questions. Table 22 provides the frequencies and the means for those items.

Table 22
Please indicate how satisfied you are with the following aspects of your degree program.

	1 - Strongly Disagree	2	3	4	5 - Strongly Agree	Mean
I would have liked more opportunities to take on-line classes.	0.0%	12.5% (1)	12.5% (1)	12.5% (1)	65.5% (5)	4.25
I would have liked more opportunities for face-to-face	12.5% (1)	12.5% (1)	50.0% (4)	12.5% (1)	12.5% (1)	3.00
I would have liked more courses offered at the St. Tammany Center.	25.0% (2)	0.0%	37.5% (3)	12.5% (1)	25.0% (2)	3.13
I would have liked more courses offered at the Livingston Center.	50.0% (4)	12.5% (1)	37.5% (3)	0.0%	0.0%	1.88
I would have liked more courses offered at the Baton Rouge Center.	65.5% (5)	12.5% (1)	25.0% (2)	0.0%	0.0%	1.63
I would have liked more courses offered on Saturdays.	25.0% (2)	0.0%	25.0% (2)	12.5% (1)	37.5% (3)	3.38
I would have liked more courses offered during the week (Monday-Thursday).	12.5% (1)	0.0%	37.5% (3)	25.0% (2)	25.0% (2)	3.50
I would have liked more summer offerings.	0.0%	0.0%	25.0% (2)	12.5% (1)	65.5% (5)	4.38

I would have liked summer courses at night.	0.0%	0.0%	37.5% (3)	0.0%	65.5% (5)	4.25
I wish I had started graduate work right after I received my Bachelors degree.	0.0%	12.5% (1)	50.0% (4)	0.0%	37.5% (3)	3.63
I would have preferred a 100% online graduate program.	25.0% (2)	0.0%	37.5% (3)	12.5% (1)	25.0% (2)	3.13

What area(s) would you have liked to have more courses in?

- Ph.D. program
- hands-on technology application in the classroom
- secondary special education; secondary regular education
- educational psychology; research

Department of Communication Sciences & Disorders

Table 23
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: M.S. Communication Sciences & Disorders - 19					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
MS Communication Sciences & Disorders	0.0%	15.8% (3)	5.3% (1)	31.6% (6)	47.4% (9)
Overall quality of your degree program					
MS Communication Sciences & Disorders	5.3% (1)	10.5% (2)	0.0%	26.3% (5)	57.9% (11)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MS Communication Sciences & Disorders	0.0%	15.8% (3)	0.0%	21.1% (4)	52.6% (10)
Usefulness of the academic advice you received from your advisor					
MS Communication Sciences & Disorders	0.0%	10.5% (2)	10.5% (2)	26.3% (5)	52.6% (10)
Opportunities to interact with faculty outside of class					
MS Communication Sciences & Disorders	5.3% (1)	10.5% (2)	15.8% (3)	10.5% (2)	57.9% (11)
Effectiveness of the faculty as teachers					
MS Communication Sciences & Disorders	0.0%	15.8% (3)	5.3% (1)	31.6% (6)	47.4% (9)
Friendliness and helpfulness of the office staff					
MS Communication Sciences & Disorders	0.0%	15.8% (3)	10.5% (2)	31.6% (6)	42.1% (8)
Interest shown by faculty in your academic development					
MS Communication Sciences & Disorders	0.0%	15.8% (3)	0.0%	10.5% (2)	73.7% (14)
Effectiveness of beginning courses in preparing you for advanced courses					
MS Communication Sciences & Disorders	0.0%	15.8% (3)	5.3% (1)	15.8% (3)	63.2% (12)
Quality of instruction in advanced courses					
MS Communication Sciences & Disorders	10.5% (2)	5.3% (1)	0.0%	36.8% (7)	47.4% (9)

Table 23 continued					
Satisfaction with Degree Program					
Department of Communication Sciences & Disorders					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: M.S. Communication Sciences & Disorders - 19					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Faculty treatment of students both inside and outside of the classroom					
MS Communication Sciences & Disorders	0.0%	21.1% (4)	5.3% (1)	31.6% (6)	42.1% (8)
Professional activities, associations, or clubs associated with your major					
MS Communication Sciences & Disorders	10.5% (2)	5.3% (1)	15.8% (3)	15.8% (3)	52.6% (10)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MS Communication Sciences & Disorders	0.0%	0.0%	21.1% (4)	36.8% (7)	42.1% (8)
Availability of the required courses in your major					
MS Communication Sciences & Disorders	5.3% (1)	15.8% (3)	0.0%	42.1% (8)	36.8% (7)
Availability of elective courses you wanted to take in your major					
MS Communication Sciences & Disorders	5.3% (1)	15.8% (3)	10.5% (2)	26.3% (5)	42.1% (8)
Quality of instruction regarding standards and ethics in your major field					
MS Communication Sciences & Disorders	5.3% (1)	10.5% (2)	0.0%	10.5% (2)	73.7% (14)
Opportunities for you to collaborate with other students on class projects					
MS Communication Sciences & Disorders	10.5% (1)	5.3% (2)	0.0%	26.3% (5)	57.9% (11)
Library resources related to your major					
MS Communication Sciences & Disorders	0.0%	10.5% (2)	26.3% (5)	36.8% (7)	26.3% (5)
Use of appropriate technology in the classroom					
MS Communication Sciences & Disorders	0.0%	10.5% (2)	10.5% (2)	42.1% (8)	36.8% (7)
Facilities and equipment (including computer resources) for courses in your major					
MS Communication Sciences & Disorders	0.0%	10.5% (2)	21.1% (4)	42.1% (8)	21.1% (4)

Table 23 continued					
Satisfaction with Degree Program					
Department of Communication Sciences & Disorders					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: M.S. Communication Sciences & Disorders - 19					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Help you received from faculty in your department with regard to further educational opportunities					
MS Communication Sciences & Disorders	0.0%	15.8% (3)	10.5% (2)	31.6% (6)	42.1% (8)
The size of classes in your major					
MS Communication Sciences & Disorders	10.5% (2)	5.3% (1)	0.0%	0.0%	84.2% (16)
Help you received from faculty in your department with regard to finding employment in your field					
MS Communication Sciences & Disorders	15.8% (3)	10.5% (2)	10.5% (2)	42.1% (8)	15.8% (3)
The global perspective of courses					
MS Communication Sciences & Disorders	0.0%	15.8% (3)	10.5% (2)	31.6% (6)	42.1% (8)
The relevancy of courses					
MS Communication Sciences & Disorders	5.3% (1)	10.5% (2)	0.0%	21.1% (4)	63.2% (12)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
MS Communication Sciences & Disorders	5.3% (1)	5.3% (1)	10.5% (2)	21.1% (4)	57.9% (11)
Your advisor’s knowledge of requirements					
MS Communication Sciences & Disorders	0.0%	15.8% (3)	0.0%	5.3% (1)	78.9% (15)
The accessibility of your advisor					
MS Communication Sciences & Disorders	0.0%	10.5% (2)	5.3% (1)	15.8% (3)	68.4% (13)
Your advisor’s concern with your academic goals					
MS Communication Sciences & Disorders	0.0%	15.8% (3)	5.3% (1)	5.3% (1)	73.7% (14)

Table 23 continued		
Satisfaction with Degree Program		
Department of Communication Sciences & Disorders		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
MS Communication Sciences & Disorders	0.0%	100.0% (19)
3. If you had it to do over again, would you choose the same major?		
MS Communication Sciences & Disorders	5.3% (1)	94.7% (18)
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% (19)
6. Should a hands-on course be required in your program?		
MS Communication Sciences & Disorders	0.0%	94.7% (18)

When asked what benefits they received from hands-on experience, Communication Sciences & Disorders graduates had the following to say:

- Apply textbook information, how to handle clients & issues that arise in the field, variety of settings.
- Supervised instruction & hands-on practice for my career. Great networking with professionals.
- application
- Opportunity to practice skills & apply knowledge in practical ways.
- Classroom experience provided a theory based knowledge. Clinicals were my only introduction into how to actually practice my profession. Instructors were not good at teaching the “how” to do it, only the “why”.
- Real-world exposure to my chosen career
- I learned how to apply classroom knowledge to the clinical situation.
- Real world instruction from certified professionals.
- Opportunities to experience “real life” and put our book knowledge to use.
- Invaluable experience with diagnostics and treatment in my field.
- real-world experience & application of learned skills. Better idea of preferred work settings for myself.
- Clinical experience in my profession.
- Learned how to be part of an interdisciplinary team in different environments.
- real-world application
- On-site skills and knowledge to prepare me for actual professional experience. Benefits included having a supervisor to confer in and offer advice and training.
- Preparation for my career- helped me decide which area I was most interested in and which population (adults or children) I would pursue a career in.
- Hands-on experience using skills I obtained in my course work.

Perceptions of Southeastern

One (5.3%) of the participants participated in a study-abroad/student-exchange program, and 73.7% (n=14) thought participation would be valuable. Three (15.8%) of the respondents received their Baccalaureate degree from Southeastern, all in the same field as their Master's. All of the three (100.0%) indicated their undergraduate education prepared them "Very Effectively" for Master's level education.

Graduate Professional Education

Eight (42.1%) respondents are likely to enroll in a doctoral program in the future, and ten (52.6%) of the respondents have no plans for further education.

Employment

Seventeen (89.5%) of the respondents have been employed full-time since graduating from Southeastern. Of those, five (29.4%) of the respondents had a full-time job prior to completing their degree from Southeastern, six (35.2%) accepted a position upon graduation, and six (35.3%) took 1-6 months to find a job. The six respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 24 presents what were considered major problems, minor problems, or not a problem.

Table 24			
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 Masters.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	0.0%	66.7% (4)	33.3% (2)
Not knowing what I wanted to do	0.0%	0.0%	100.0% (6)
Tight job market	0.0%	16.7% (1)	83.3% (5)
Lack of marketable skills	0.0%	0.0%	100.0% (6)
Lack of educational qualifications	0.0%	0.0%	100.0% (6)
Reputation of Southeastern	0.0%	0.0%	100.0% (6)
Lack of experience	0.0%	16.7% (1)	83.3% (5)
Lack of job search skills	0.0%	16.7% (1)	83.3% (5)
Poor GPA	0.0%	0.0%	100.0% (6)
Racial discrimination	0.0%	0.0%	100.0% (6)
Gender discrimination	0.0%	0.0%	100.0% (6)
Age discrimination	0.0%	0.0%	100.0% (6)

Ten (58.8%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance and six (35.3%) felt it was effective. When asked from what source(s) they learned about their first full-time job, six (35.3%) indicated faculty at Southeastern, two (13.3%) from a parent or relative, one (6.7%) from a

newspaper/trade publication, one (5.9%) from a parent or relative, one (5.9%) from Southeastern's Career Services, one (5.9%) from a professional meeting, one (5.9%) from another student/friend, internet, two (11.8%) already had the job, six (35.3%) from internship, practicum, or student teaching, and three (17.6%) from the internet.

Currently, eighteen (94.7%) of the respondents are employed full-time and one (5.3%) is employed part-time and satisfied with part-time work. Eleven (61.1%) of the eighteen currently employed full-time are employed in the state of Louisiana. Eleven (61.1%) are employed in K-12 education, one (5.6%) is self-employed, and six (33.3%) 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", one (5.6%) of the respondents felt they are underemployed. When asked about satisfaction with their present employment, thirteen (72.2%) of the respondents are "Well satisfied; would not consider leaving" and five (27.8%) are "Satisfied, but would consider more desirable employment".

All (100.0%) of the respondents are currently employed in the area of their Southeastern major. One (5.6%) of the respondents indicated an annual salary range of range of \$25,001-\$30,000, three (16.7%) gave a range of \$30,001-\$40,000, nine (50.0%) gave a range of \$40,001-\$50,000, and five (27.8%) indicted more than \$50,000.

Professional Activities

All (100.0%) of the respondents currently have licensure/certification. Below are the types of licensure/certifications indicated:

- National Certification, CCC State licensure to practice.
- Professional Speech Language Pathology of FL
- Auxiliary Teach. Cert. CCC-SLP LA license
- Certificate of Clinical Competence - SLP
- LA state/TX state license ASHA CCC/SLP
- SLP-CCC
- State license and national certification in speech-language pathology
- Licensed Speech-Lang. Pathologist
- LBESPA/ASHA
- ASHACCCs and Louisiana Speech Pathology License
- CCC-SLP
- MS State/ASHA
- State license National Board Certification
- CCC-SLP
- L-CCC-SLP
- Speech Lang. Path. State License and National Cert.
- SLP/CCC
- LBESPA License ASHA CCCs
- ASHACCC/LBESPA/Teaching Certificate B

All (100.0%) of the respondents are members of a professional organization, and fourteen (73.7%) have attended a professional meeting in the past year.

Department of Kinesiology & Health Studies

Table 25
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: M.A. Health & Kinesiology- 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
MA Health & Kinesiology	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
Overall quality of your degree program					
MA Health & Kinesiology	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MA Health & Kinesiology	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
Usefulness of the academic advice you received from your advisor					
MA Health & Kinesiology	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Opportunities to interact with faculty outside of class					
MA Health & Kinesiology	0.0%	25.0% (2)	0.0%	25.0% (1)	50.0% (2)
Effectiveness of the faculty as teachers					
MA Health & Kinesiology	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
Friendliness and helpfulness of the office staff					
MA Health & Kinesiology	0.0%	0.0%	0.0%	75.0% (3)	25.0% (1)
Interest shown by faculty in your academic development					
MA Health & Kinesiology	0.0%	0.0%	25.0% (3)	0.0%	75.0% (3)
Effectiveness of beginning courses in preparing you for advanced courses					
MA Health & Kinesiology	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Quality of instruction in advanced courses					
MA Health & Kinesiology	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
Faculty treatment of students both inside and outside of the classroom					
MA Health & Kinesiology	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
Professional activities, associations, or clubs associated with your major					
MA Health & Kinesiology	0.0%	50.0% (2)	25.0% (1)	25.0% (1)	0.0%
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MA Health & Kinesiology	0.0%	25.0% (1)	25.0% (1)	25.0% (1)	25.0% (1)
Availability of the required courses in your major					
MA Health & Kinesiology	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)

Table 25 continued					
Satisfaction with Degree Program					
Department of Kinesiology & Health Studies					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: M.A. Health & Kinesiology- 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
MA Health & Kinesiology	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
Quality of instruction regarding standards and ethics in your major field					
MA Health & Kinesiology	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
Opportunities for you to collaborate with other students on class projects					
MA Health & Kinesiology	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
Library resources related to your major					
MA Health & Kinesiology	0.0%	0.0%	25.0% (1)	75.0% (3)	0.0%
Use of appropriate technology in the classroom					
MA Health & Kinesiology	0.0%	0.0%	0.0%	75.0% (3)	25.0% (1)
Facilities and equipment (including computer resources) for courses in your major					
MA Health & Kinesiology	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
Help you received from faculty in your department with regard to further educational opportunities					
MA Health & Kinesiology	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
The size of classes in your major					
MA Health & Kinesiology	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
Help you received from faculty in your department with regard to finding employment in your field					
MA Health & Kinesiology	0.0%	25.0% (1)	25.0% (1)	0.0%	50.0% (2)
The global perspective of courses					
MA Health & Kinesiology	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
The relevancy of courses					
MA Health & Kinesiology	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
MA Health & Kinesiology	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Your advisor’s knowledge of requirements					
MA Health & Kinesiology	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
The accessibility of your advisor					
MA Health & Kinesiology	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)

Table 25 continued Satisfaction with Degree Program Department of Kinesiology & Health Studies					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: M.A. Health & Kinesiology- 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
MA Health & Kinesiology	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)

Table 25 continued		
Satisfaction with Degree Program		
Department of Kinesiology and Health Studies		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
MA Health & Kinesiology	0.0%	100.0% (4)
3. If you had it to do over again, would you choose the same major?		
MA Health & Kinesiology	25.0% (1)	75.0% (3)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
MA Health & Kinesiology	75.0% (3)	25.0% (1)
6. Should a hands-on course be required in your program?		
MA Health & Kinesiology	50.0% (2)	50.0% (2)

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

- Participation helps one to learn in away that “watching” cannot. The hands-on experience(s) gave me confidence for the “real-world”.

Perceptions of Southeastern

None (0.0%) of the participants participated in a study-abroad/student-exchange program, but two (50.0%) thought participation would be valuable. One (25.0%) of the respondents received their Baccalaureate degree from Southeastern, in a different field than their Master’s degree.

Graduate Professional Education

One of the respondents (25.0%) has taken some courses, but not enrolled in a degree program, one (25.0%) plans on enrolling in a degree program in the next 12 months, and two (50.0%) have no plans for further education. Of those respondents with plans for further education, one (50.0%) plan on obtaining a doctorate and one (50.0%) plans on obtaining an RD

Employment

Three (75.0%) of the respondents have been employed full-time since graduating from Southeastern. One (33.3%) had the job before completing the degree, one (33.3%) upon graduation, and one (33.3%) took 1-6 months. All three respondent (100.0%) felt their graduate education was effective in preparing them for employment or improving their job performance.

Currently, all (100.0%) of the respondents are employed full-time, two (50.0%) in the state of Louisiana. One (25.0%) is employed in higher education, one (25.0%) in K-12 education, one (25.%) is self-employed, and one (25.0%) 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”, three (75.0%) respondents felt they are underemployed. When asked about satisfaction with present employment, two respondents (50.0%) are “Well satisfied; would not consider leaving” and two (50.0%) are “Satisfied, but would consider more desirable employment”. One respondent (25.0%) is currently employed in the area of his/her Southeastern major, two (50.0%) in a related area, and one (25.0%) in an unrelated area because of not being able to find a job. One (25.0%) respondent indicated an annual salary range of \$25,001-\$30,000, two (50.0%) \$30,001-\$40,000, and one (25.0%) a range of \$40,001-\$50,000.

Professional Activities

Two (50.0%) of the respondents indicated they currently have licensure/certification, one is has ATC and one is a Certified Health Education Specialist (CHES). Neither of the two (0.0%) that currently do not have it, plan on obtaining it in the next twelve months. Three (75.0%) of the respondents are members of a professional organization, and two (25.0%) have attended a professional meeting in the past year.

School of Nursing

Table 26
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: M.S.N. Nursing - 11					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
MSN Nursing	0.0%	0.0%	0.0%	27.3% (3)	72.7% (8)
Overall quality of your degree program					
MSN Nursing	0.0%	0.0%	18.2% (2)	18.2% (2)	63.6% (7)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MSN Nursing	0.0%	0.0%	9.1% (1)	27.3% (3)	54.5% (6)
Usefulness of the academic advice you received from your advisor					
MSN Nursing	0.0%	9.1% (1)	18.2% (2)	18.2% (2)	54.5% (6)
Opportunities to interact with faculty outside of class					
MSN Nursing	0.0%	0.0%	9.1% (1)	18.2% (2)	72.7% (8)
Effectiveness of the faculty as teachers					
MSN Nursing	0.0%	0.0%	9.1% (1)	27.3% (3)	63.6% (7)
Friendliness and helpfulness of the office staff					
MSN Nursing	0.0%	0.0%	0.0%	9.1% (1)	90.9% (10)
Interest shown by faculty in your academic development					
MSN Nursing	0.0%	0.0%	0.0%	27.3% (3)	72.7% (8)
Effectiveness of beginning courses in preparing you for advanced courses					
MSN Nursing	0.0%	0.0%	9.1% (1)	0.0%	90.9% (10)
Quality of instruction in advanced courses					
MSN Nursing	0.0%	0.0%	0.0%	36.4% (4)	63.6% (7)
Faculty treatment of students both inside and outside of the classroom					
MSN Nursing	0.0%	0.0%	9.1% (1)	9.1% (1)	72.7% (8)
Professional activities, associations, or clubs associated with your major					
MSN Nursing	0.0%	0.0%	27.3% (3)	9.1% (1)	63.6% (7)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MSN Nursing	0.0%	0.0%	0.0%	18.2% (2)	81.8% (9)
Table 26 continued Satisfaction with Degree Program School of Nursing					

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: M.S.N. Nursing - 11					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of the required courses in your major					
MSN Nursing	0.0%	0.0%	0.0%	0.0%	100.0% (11)
Availability of elective courses you wanted to take in your major					
MSN Nursing	0.0%	0.0%	0.0%	18.2% (2)	81.8% (9)
Quality of instruction regarding standards and ethics in your major field					
MSN Nursing	9.1% (1)	0.0%	0.0%	18.2% (2)	72.7% (8)
Opportunities for you to collaborate with other students on class projects					
MSN Nursing	0.0%	0.0%	9.1% (1)	18.2% (2)	72.7% (8)
Library resources related to your major					
MSN Nursing	0.0%	0.0%	0.0%	18.2% (2)	81.8% (9)
Use of appropriate technology in the classroom					
MSN Nursing	0.0%	0.0%	0.0%	18.2% (2)	81.8% (9)
Facilities and equipment (including computer resources) for courses in your major					
MSN Nursing	0.0%	0.0%	0.0%	18.2% (2)	81.8% (9)
Help you received from faculty in your department with regard to further educational opportunities					
MSN Nursing	0.0%	0.0%	0.0%	27.3% (3)	72.7% (8)
The size of classes in your major					
MSN Nursing	0.0%	0.0%	0.0%	9.1% (1)	90.9% (10)
Help you received from faculty in your department with regard to finding employment in your field					
MSN Nursing	9.1% (1)	0.0%	18.2% (3)	0.0%	72.7% (8)
The global perspective of courses					
MSN Nursing	0.0%	0.0%	9.1% (1)	27.3% (3)	63.6% (7)
The relevancy of courses					
MSN Nursing	0.0%	0.0%	9.1% (1)	27.3% (3)	63.6% (7)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
MSN Nursing	0.0%	0.0%	9.1% (1)	18.2% (2)	72.7% (8)
Your advisor’s knowledge of requirements					
MSN Nursing	0.0%	0.0%	9.1% (1)	27.3% (3)	63.6% (7)
Table 26 continued Satisfaction with Degree Program School of Nursing					

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.

Number of Respondents: M.S.N. Nursing - 11

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
--	--------------------------	---	---	---	-----------------------

The accessibility of your advisor

MSN Nursing	0.0%	0.0%	9.1% (1)	18.2% (2)	72.7% (8)
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Your advisor's concern with your academic goals

MSN Nursing	0.0%	0.0%	9.1% (1)	18.2% (2)	72.7% (8)
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Table 26 continued		
Satisfaction with Degree Program		
School of Nursing		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
MSN Nursing	0.0%	100.0% (11)
3. If you had it to do over again, would you choose the same major?		
MSN Nursing	9.1% (1)	90.9% (10)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
MSN Nursing	0.0%	100.0% (11)
6. Should a hands-on course be required in your program?		
MSN Nursing	0.0%	100.0% (11)

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

- It prepared me for my current job with no further training needed.
- Excellent interaction from my preceptor.
- Experience teaching at different levels
- It provided a perspective of moving toward the teacher role and away from being a peer.
- Knowledge of the required area, some experiences were better than others.
- Wide exposure to a variety of clinical areas and sophisticated procedures.
- I learned how to handle a clinical group on my own.

Perceptions of Southeastern

None (0.0%) of the participants participated in a study-abroad/student-exchange program, but seven (63.6%) thought participation would be valuable. Three (27.3%) of the respondents received their Baccalaureate degree from Southeastern, all in the same field as their Master’s. All (100.0%) indicated their undergraduate education prepared them “Very Effectively” for Master’s level education.

Graduate Professional Education

One (9.1%) of the respondents taken classes but not enrolled in a graduate degree program, four (36.4%) of the respondents will likely enroll in a degree program in the future, and six (54.5%) of the respondents have no plans for further education. Of those who plan on obtaining a degree, one (20.0%) plans on obtaining a second Masters, and four (80.0%) plan on obtaining a doctorate. The respondent with further graduate experience indicated his/her experiences at Southeastern “Effectively” prepared her/him for further graduate education and prepared “Better than Most” other students.

Employment

Nine (81.8%) of the respondents have been employed full-time since graduating from Southeastern. Five (55.6%) of those had a full-time job prior to completing their degree from Southeastern, one (11.1%) accepted a position upon graduation, one (11.1%) took 1-6 months to find a job, one (11.1%) took 7-12 months, and one (11.1%) took over a year.

The three respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 27 presents what were considered major problems, minor problems, or not a problem.

Table 27			
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 Masters.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	33.3% (1)	0.0%	66.7% (2)
Not knowing what I wanted to do	0.0%	0.0%	100.0% (3)
Tight job market	33.3% (1)	0.0%	66.7% (2)
Lack of marketable skills	0.0%	0.0%	100.0% (3)
Lack of educational qualifications	0.0%	0.0%	100.0% (3)
Reputation of Southeastern	0.0%	0.0%	100.0% (3)
Lack of experience	0.0%	33.3% (1)	66.7% (2)
Lack of job search skills	0.0%	33.3% (1)	66.7% (2)
Poor GPA	0.0%	0.0%	100.0% (3)
Racial discrimination	0.0%	0.0%	100.0% (3)
Gender discrimination	0.0%	0.0%	100.0% (3)
Age discrimination	0.0%	0.0%	100.0% (3)

Seven (77.8%) of the respondents felt their graduate education was very effective in preparing them for employment or improving their job performance, one (11.1%) thought it was effective, and one (11.1%) thought it was very ineffective. When asked from what source(s) they learned about their first full-time job, one (11.1%) indicated faculty at Southeastern, four (44.4%) from another student or friend, five (55.5%) already had the job, and two (22.2%) from the internet.

Currently, nine (81.8%) of the respondents are employed full-time and two (18.2%) are employed part-time and satisfied with part-time. All (100.0%) of the fourteen currently employed full-time are employed in the state of Louisiana. Five (55.6%) are employed in higher education, one (11.1%) in a nonprofit organization, and three (33.3%) 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”, eight (88.9%) of the respondents felt they are not underemployed while one

(11.1%) are underemployed. When asked about satisfaction with their present employment, six (66.7%) of the respondents are “Well satisfied; would not consider leaving”, two (22.2%) are “Satisfied, but would consider more desirable employment”, and one (11.1%) “Dislikes employment and are seeking other employment”.

All (100.0%) of the respondents are currently employed in the area related of their Southeastern major. One (11.1%) of the respondents indicated an annual salary range of \$40,001-\$50,000 and eight (88.9%) indicated their annual salary was greater than \$50,000.

Professional Activities

All (100.0%) of the respondents currently hold licensure/certification. Below are the types of currently held licensure/certification currently held:

- RN - 4
- RN LA
- Registered Nurse - 3
- RN/orthopedic certified
- Certified Adult Nurse Practitioner

Ten (90.9%) of the respondents are members of a professional organization and nine (81.8%) of the respondents have attended a professional meeting in the past year.

Special Questions

All of the respondents completed the insert which contained questions specifically for Nursing alumni. Over half (63.6%, n=7) reported that they work in a School of Nursing, while three (27.3%) work in an acute care setting, and one (9.1%) in long-term care. When asked what their role in their current employment setting is, seven (63.6%) reported nurse educator, 18.2% (n=2) reported nurse practitioner, one (9.1%) staff nurse, and one (9.1%) primary nurse.

Five (45.5%) of the respondents belong to ANA, six (54.5%) NLN, three (27.3%) Practice Specialty Organization, eight (72.7%) an Honorary Society, and 2 (18.2%) some “other” organization (TDNA and AANP). Two (18.2%) of the respondents currently holds a position of office in a professional organization and five (45.5%) have in the past. Four (36.4%) respondents have participated in professional research. Three (27.3%) of the participants have published in a professional nursing journal and seven (63.6%) have presented at a professional meeting..

On average, respondents received 23.9 hours of continuing education over the past year. The numbers of hours ranged from 4 to 100, with a mode of 15 and a median of 15. More than half (54.5%, n=6) currently hold professional specialty certification in addition to Registered Nurse licensure and required certification, these include AHN-BC, CNE (2), orthopedic nurse certified, ACLS (3), PALS, BLS instructor, CRRN, and adult nurse practitioner. Four (36.4%) of the respondents plan on obtaining a doctoral degree in the future. Three (27.3%) of the respondents have participated in consultation activities.

When asked about their satisfaction with their educational preparation for advanced nursing practice, the majority (81.8%, n=9) were very satisfied and two (18.2%) were satisfied. All (100.0%) of the respondents would recommend the Southeaster MSN program to others.

Appendix A
Southeastern Louisiana University
Survey of Graduate Degree Alumni
2009-2010



Southeastern Louisiana University

Survey of Graduate Degree Alumni

Office of Institutional Research and Assessment
2009-2010

Dear Southeastern Alumnus,

Many changes have occurred on campus in the past few years that will positively impact the quality of the educational experience offered by Southeastern. In Spring 2009, we graduated our first doctoral degree, an Ed.D. in Educational Leadership offered in collaboration with the University of Louisiana - Lafayette. Recently, we initiated several new programs to address regional workforce demand, including a BS in Supply Chain Management and a BS in Engineering Technology. We received our first patent for work done by one of our faculty members. A recent study revealed that Southeastern has a \$564 million annual economic impact, which supports more than 5,700 in addition to the 1,900 individuals we employ.

Despite recent and projected budget constraints, Southeastern has successfully protected our academic programs, ensuring the quality education that is a hallmark of Southeastern. While we have been forced to make hard choices, we have worked to minimize the impact on instruction.

In order to ensure continued quality education, we must plan for the future. You are in a unique position to provide insight into the value of your degree and the influence your experiences at Southeastern have had on your life. Planning for the future demands that we look back on our accomplishments and identify areas that need improvement.

The enclosed survey has been designed to provide you the opportunity to tell us what you have done since graduating from Southeastern. Tell us what areas in which you think we excel, and identify where we can improve. Your participation in this survey is very important. Without your response, we cannot accurately reflect the opinions of our alumni.

Completing the survey will take approximately 15 minutes. Please complete the survey and return it within 10 days in the enclosed, pre-addressed business envelope. The enclosed gift is a token of our appreciation for completing the survey.

You will note that the survey contains an identification number for research purposes and to avoid sending you needless reminders about completing the survey. **I assure you that the information you provide will be kept completely confidential.** The Office of Institutional Research & Assessment will collect and analyze the responses. The information gained from this survey will be reported only for the entire survey group, and at no time is your name identified with any response. Completion and return of this survey implies voluntary consent to participate in this study. If you have any questions regarding the survey, please contact Dr. Michelle Hall at (985) 549-2077.

Thank you for taking time to complete our survey.

John Crain
President

PLEASE DO NOT WRITE IN THIS AREA



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MARKING INSTRUCTIONS

- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

CORRECT: ● INCORRECT: ✓ ✗ ○ ●

Section 1 - Satisfaction with Your Degree Program

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1. Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very Satisfied, please indicate how satisfied you are with the following aspects of your degree program.

	Very Dissatisfied				Very Satisfied
Overall quality of your department	1	2	3	4	5
Overall quality of your degree program	1	2	3	4	5
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets	1	2	3	4	5
Usefulness of the academic advice you received from your advisor	1	2	3	4	5
Opportunities to interact with faculty outside of class	1	2	3	4	5
Effectiveness of the faculty as teachers	1	2	3	4	5
Friendliness and helpfulness of the office staff	1	2	3	4	5
Interest shown by faculty in your academic development	1	2	3	4	5
Effectiveness of beginning courses in preparing you for advanced courses	1	2	3	4	5
Quality of instruction in advanced courses	1	2	3	4	5
Faculty treatment of students both inside and outside of the classroom	1	2	3	4	5
Professional activities, associations, or clubs associated with your major	1	2	3	4	5
Opportunity for meaningful interaction with faculty in research or other scholarly activities	1	2	3	4	5
Availability of the required courses in your major	1	2	3	4	5
Availability of elective courses you wanted to take in your major	1	2	3	4	5
Quality of instruction regarding standards and ethics in your major field	1	2	3	4	5
Opportunities for you to collaborate with other students on class projects	1	2	3	4	5
Library resources related to your major	1	2	3	4	5
Use of appropriate technology in the classroom	1	2	3	4	5
Facilities and equipment (including computer resources) for courses in your major	1	2	3	4	5
Help you received from faculty in your department with regard to further educational opportunities	1	2	3	4	5
The size of classes in your major	1	2	3	4	5
Help you received from faculty in your department with regard to finding employment in your field	1	2	3	4	5
The global perspective of courses	1	2	3	4	5
The relevancy of courses	1	2	3	4	5
"Real-world" experiences, exposure, examples, etc. in or out of the classroom	1	2	3	4	5
Your advisor's knowledge of requirements	1	2	3	4	5
The accessibility of your advisor	1	2	3	4	5
Your advisor's concern with your academic goals	1	2	3	4	5

2. Would you recommend Southeastern to someone interested in your major? No Yes

3. If you had it to do over again, would you choose the same major? No Yes Yes, but not at Southeastern

4. Did you participate in an internship, a practicum, a clinical experience, a research experience or student teaching as part of your degree requirements?
 No (Skip to Question 6) Yes

5. What benefits did you receive from this hands-on experience?

6. Should a hands-on course be required in your program? No Yes

Section 2 - Perceptions of Southeastern

7. On a scale from 1 to 5 where 1 means Strongly Disagree and 5 means Strongly Agree, please indicate your agreement with the following:

Strongly Disagree Strongly Agree

Southeastern was a "family friendly" campus.	1	2	3	4	5
Southeastern provided a positive, supportive environment for minority students.	1	2	3	4	5
Southeastern has a pretty campus.	1	2	3	4	5
The appearance of Southeastern's campus improved while I attended Southeastern.	1	2	3	4	5
There was a sense of racial harmony on campus.	1	2	3	4	5
There was a sense of personal safety/security on campus.	1	2	3	4	5
The campus was, generally, free from harassment (e.g. sexual, racial)	1	2	3	4	5
Overall, there was a campus atmosphere of ethnic, political, and religious understanding and acceptance.	1	2	3	4	5

8. Did you have an opportunity to participate in a study-abroad/student exchange program while at Southeastern?

No (Please go to question 10)
 Yes

9. How satisfied were you with the study-abroad/student exchange program?

Very Satisfied Somewhat Satisfied Somewhat Dissatisfied Very Dissatisfied

10. Do you think participation in a study-abroad/student exchange program is valuable?

No
 Yes

11. Did you receive your Baccalaureate degree from Southeastern?

No (Please continue to Section 3)
 Yes

12. Was your Baccalaureate in the same field as your Master's?

No (Please write in your undergraduate degree _____)
 Yes

13. How effectively did your undergraduate education prepare you for your Master's level education?

Very Ineffectively
 Ineffectively
 Effectively
 Very Effectively

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Section 3 - Graduate/Professional Education

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14. What is your current status with regard to further graduate/professional education, in addition to your Master's degree from Southeastern?

- I am currently enrolled in a degree program
- I have completed a degree
- I have taken classes, but not enrolled in a degree program
- I plan to enroll in a degree program in the next 12 months
- It is likely that I will enroll in a degree program in the future
- I have no plans for further education (Skip to Section 4)

15. What is the highest degree you have earned? (In addition to your Master's degree from Southeastern)

- Second Master's
- Doctorate
- Professional (M.D., J.D., D.D.S., D.V.M., etc.)
- Other _____
- I do not have another graduate/professional degree yet

16. What is the highest degree you plan to obtain?

- I have already earned the highest degree I plan to obtain
- Second Master's
- Doctorate
- Professional (M.D., J.D., D.D.S., D.V.M., etc.)
- Other _____

If you have not taken any further graduate level classes, please skip to section 4

17. How effectively did your educational experiences at Southeastern prepare you for further graduate/professional study?

- Very Ineffectively
- Ineffectively
- Effectively
- Very Effectively

18. Compared to other students, how well do you believe Southeastern prepared you for further graduate/professional study?

Better than Most About the Same as Most Worse than Most

If you are not currently enrolled in a degree program or have not completed a degree in addition to your Master's degree from Southeastern, please skip to section 4

19. Is your degree or your degree plan related to your master's degree from Southeastern?

Very Closely Related Somewhat Related Not at all Related

20. Please list the institution(s) in which you are/were enrolled in graduate/professional school.



Section 4 - First Employment after Southeastern

21. Have you been employed full-time since completing your graduate degree? Yes No (Skip to Section 5)

22. How long did it take you to get your first full-time permanent job after completing your graduate degree?

- Had the job before completing the degree _____ Skip to question 24
- Accepted position upon graduation _____
- 1-6 Months
- 7-12 Months
- Over 1 Year

23. 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 Masters.

	Major Problem	Minor Problem	Not A Problem
Limiting my job search to only one geographic area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not knowing what I wanted to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tight job market	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of marketable skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of educational qualifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputation of Southeastern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of job search skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor GPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age Discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. How effective was your graduate education in preparing you for employment or improving your job performance?

- 1 Very Effective
 2 Effective
 3 Ineffective
 4 Very Ineffective

26. From what source(s) did you learn about the first full-time job you held after graduating from Southeastern with your Masters? (Mark all that apply)

- Faculty at Southeastern
- Parent or relative
- Southeastern's Career Services
- Newspaper/trade publication
- Professional meeting
- Another student/friend
- Already had job
- Internship, Practicum, or Student Teaching
- Public/Private employment agency
- Southeastern Job Fair
- Internet
- Other _____

Section 5 - Current Employment

27. What is your current employment status? If you are self-employed or in the military, please indicate "employed".

- Employed full-time (30 hours or more per week)
- Employed part-time and satisfied with part-time employment
- Employed part-time, but looking for full-time employment
- Graduate assistantship, fellowship or student employment
- Unemployed, but seeking employment
- Not employed and not looking for employment

If you are not currently employed full-time, please skip to section 6

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28. Is your current job in the state of Louisiana? No Yes

29. Which category best describes the type of organization in which you are employed?

- | | | |
|--|---|-------------------------------------|
| <input type="radio"/> Service organization | <input type="radio"/> Professional firm | <input type="radio"/> Industry |
| <input type="radio"/> Higher education | <input type="radio"/> Self-employed or private practice | <input type="radio"/> Government |
| <input type="radio"/> Elementary or secondary school | <input type="radio"/> Military/armed services | <input type="radio"/> Business |
| <input type="radio"/> Nonprofit organization | <input type="radio"/> Temporary service | <input type="radio"/> Health agency |

30. 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?

- No Yes

31. Indicate your satisfaction with your present employment.

- Well satisfied; would not consider leaving
 Satisfied, but would consider more desirable employment
 Dislike employment; seeking or will seek other employment
 Not sure

32. Would you describe your employment as:

- In the area of my Southeastern major (skip to question 34)
 In an area related to my Southeastern major (skip to question 34)
 In an area not related to my Southeastern major

33. What is the main reason you are working in an area not related to your major at Southeastern?

- Never planned to work in my field
 Developed a new career interest
 Better pay
 Could not find a job I wanted
 Would have to relocate for a job in my field
 Better opportunity for advancement
 I have not obtained licensure, registration, or certification required for my field

34. Please indicate your annual salary range.

- | | |
|--|---|
| <input type="radio"/> Less than \$10,000 | <input type="radio"/> \$25,001-\$30,000 |
| <input type="radio"/> \$10,000-\$15,000 | <input type="radio"/> \$30,001-\$40,000 |
| <input type="radio"/> \$15,001-\$20,000 | <input type="radio"/> \$40,001-\$50,000 |
| <input type="radio"/> \$20,001-\$25,000 | <input type="radio"/> Greater than \$50,000 |

Section 5 - Professional Activities

35. Do you currently hold licensure/certification in your field?

- Licensure/certification not available in my field (skip to question 37)
 No
 Yes Please give type of licensure/certification held _____

36. If no, do you plan to obtain licensure/certification in the next 12 months?

- No
 Yes Please give type of licensure/certification to be obtained _____

37. Are you a member of a professional organization? No Yes

38. Have you attended a professional meeting in the past year? No Yes

Section 6 - Overall Satisfaction with Southeastern

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Now that you have graduated from Southeastern, we would like you to evaluate your experiences while at Southeastern.

39. What is your general attitude toward Southeastern?

Very Positive
 Positive
 Neutral
 Negative
 Very Negative

40. Would you recommend Southeastern to a friend or family member considering graduate education?

Yes, with no reservations
 Yes, but with some reservations
 Yes, but with strong reservations
 No, probably not
 No, not under any circumstances

41. If you were to do it again, would you elect to attend Southeastern for your graduate degree?

No
 Yes
 Don't Know

42. How would you compare the quality of graduate education provided at Southeastern with that of other universities?

Better than most
 About the same as most
 Worse than most

43. Regardless of the financial benefits, has your graduate education improved the quality of your life?

No
 Yes

44. Are you currently a member of the Alumni Association? No Yes, skip to question 46

45. What is the main reason you are not currently a member of the Alumni Association?

46. For each of the following services provided by the Alumni Association, please indicate your familiarity with it.

	Unaware of ▼	Have no interest in ▼	Interested, have not used ▼	Used ▼
Free Tailgating before football games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to the Pennington Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Free access to Career Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Free lifetime e-mail address	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Southeastern Alumni Facebook Group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47. Please indicate how interested you would be in each of the following.

	Not at all Interested ▼	Somewhat Interested ▼	Very Interested ▼
Coming to Southeastern for a 5 Year Reunion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coming to Southeastern for a 10 Year Reunion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping with a student recruiting event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receiving electronic messages and letters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

48. What type of alumni event would you be interested in attending? (Mark all that Apply)

Dinner at a restaurant in my area
 A wine and cheese reception
 Going on a group trip or cruise
 Volunteering for an event to help a community
 Other _____

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The following request is of special significance. As part of our continuous effort for improvement, we would like to contact the supervisors of our alumni (if employed) or graduate program supervisors (if in graduate school). This will help us determine if we are preparing students for today's work place, and to seek possible internship sites for our students. All responses will be kept in the strictest confidence. Please provide the following information:

Supervisor Name: _____

Name of Organization: _____

Address: _____

City, State, Zip: _____

Telephone Number: (____) _____

Who is the person named above?

- Job Supervisor
- Graduate Supervisor

The following space is provided for you to write any additional comments or suggestions you have regarding Southeastern.

Please do not forget to return this survey within one week of receipt. Thank you for your help. We at Southeastern would like to extend our heartfelt appreciation to you for giving your time, for supporting us with your input, and for sharing your thoughts and suggestions. Best wishes to you!!

