

**Survey of Undergraduate  
Alumni  
2005-2006  
2006-2007  
2007-2008**

**Southeastern Louisiana University**



**Institutional Research**

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## Executive Summary

Southeastern Louisiana University believes that Baccalaureate 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 2006-2007, Southeastern conducted a Survey of Undergraduate Alumni

Overall, the 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:

- Over 80% of respondents are continuing or plan to continue their education.
- The majority of respondents who have continued their education have done so in a program related to their Southeastern major.
- 85% of respondents are satisfactorily employed.
- Of the respondents employed full-time, 87% are employed in the state of Louisiana.
- The majority of respondents are employed in the area of their Southeastern major, or a related major.
- Overall, the average income of alumni exceeds the average income of Louisiana residents.
- 97% of respondents indicated they would recommend Southeastern to a friend or family member considering college.
- The majority of respondents would select Southeastern again for their college education.
- Almost all of the respondents felt that their college education improved the quality of their lives.
- Southeastern most helped respondents develop the ability to learn on their own, followed by ability to use logic and critical thinking skills, ability to work with groups or teams, ability to locate, evaluate and effectively use information, and recognition of the value of coming into contact with people different from you.

## Method

### Participants

A total of 4,293 surveys were mailed to Baccalaureate 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 4,293 surveys sent, 143 were returned as non-deliverable and 501 were completed and returned. This reflects a response rate of 12%. Table 1 provides a breakdown of return rates by program.

**Table 1**  
**Survey Return Rates by Program**

<b>Program</b>	<b>Number of Surveys Mailed</b>	<b>Number of Surveys Returned</b>	<b>Return Rate</b>
B.S. Accounting	268	24	9.0%
B.A. Art	87	10	11.5%
B.S. Athletic Training	27	4	14.8%
B.S. Biology	146	19	13.0%
B.S. Chemistry	19	2	10.5%
B.A. Criminal Justice	189	19	10.1%
B.A. Communications	154	20	13.0%
B.S. Computer Science	66	3	4.5%
BS Communication Science & Disorders	43	13	30.2%
BS Early Childhood Education	36	4	11.1%
B.S. Elementary Education	71	10	14.1%
B.A. English Education	40	5	12.5%
B.A. English Education	52	8	15.4%
B.S. Family Consumer Sciences	97	17	17.5%
B.S. Finance	118	11	9.3%
B.B.A. General Business	58	9	15.5%
B.G.S. General Studies	629	54	8.6%
B.S. Health Education & Promotion	41	8	19.5%
B.A. History	99	11	11.1%
BS Health & Physical Education	1	0	0.0%
B.S. Industrial Technology	124	10	8.1%

<b>Table 1</b>			
<b>Survey Return Rates by Program</b>			
<b>Program</b>	<b>Number of Surveys Mailed</b>	<b>Number of Surveys Returned</b>	<b>Return Rate</b>
B.S. Kinesiology	109	16	14.7%
B.S. Mathematics	14	2	14.3%
B.A. Management	463	40	8.6%
B.A. Marketing	301	14	4.7%
BS Middle School Education	21	4	19.0%
BM Music	28	4	14.3%
B.S. Nursing	427	58	13.6%
BS Occupational Health, Safety & Environment	16	1	6.3%
B.S. Physics	6	0	0.0%
B.A. Political Science	45	6	13.3%
B.A. Psychology	184	22	12.0%
B.A. Sociology	48	5	10.4%
B.A. Spanish	25	3	12.0%
B.A. Social Studies Education	36	2	5.6%
B.A. Social Work	140	8	5.7%

Of the returned surveys, 75% (n=347) were female and 25% (n=117) were male. The vast majority (86%, n=398) were White, Non-Hispanic, while 11% (n=49) were Black, Non-Hispanic, 1% (n=4) were Hispanic, 0.4% (n=2) were Asian/Pacific Islander, and 0.2% (n=1) were American Indian/Alaskan Native.

**Procedure**

A notification post card was mailed to alumni in Fall 2009 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 seven 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 - General Skills”. General education outcomes, such as ability to use logic and critical thinking skills, ability to comprehend and analyze reading material, and ability to speak effectively were addressed.
- “Section 3 - Perceptions of Southeastern”. Alumni were asked to rate their level of agreement with statements concerning strategic planning benchmarks of the university as well as their participation in study abroad, honors, and undergraduate research.
- “Section 4 - Graduate/Professional Education”. This section asked the alumni to indicate what further educational goals they have completed or plan to pursue.
- “Section 5 - 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 6 - Professional Activities”. Alumni were asked about any types of licensure/certification obtained, as well as participation in any professional organizations.
- “Section 7 - Overall Satisfaction with Southeastern”. Attitudes regarding overall satisfaction with their 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 - “General Skills”, Section 3 - “Perceptions of Southeastern”, Section 4 - “Graduate/Professional Education”, Section 5 - “Employment”, Section 6 - “Professional Activities”, and Section 7 - “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 4 - “Graduate/Professional Education”, Section 5 - “Employment” and Section 6 - “Professional Activities”. The final portion reports, verbatim, additional comments and suggestions regarding Southeastern provided by the respondents.

### General Skills

Overall, respondents indicated that Southeastern helped them develop various skills and abilities. They indicated that Southeastern was most helpful in helping them develop the ability to learn on their own. Southeastern was least helpful in developing an understanding of the nature and value of civic engagement.

**Table 2  
General Skills**

<b>7. On a scale of 1 through 5, where 1 means Did Not Help at All and 5 means Helped a Lot, indicate how much Southeastern helped you in developing the following skills or abilities.</b>					
	<b>Did Not Help at All - 1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Helped a Lot -5</b>
<b>Ability to write well</b>					
	2.6% (12)	5.2% (24)	20.6% (96)	29.2% (136)	35.9% (167)
<b>Ability to speak effectively</b>					
	1.7% (8)	4.5% (21)	17.8% (83)	34.8% (162)	35.3% (164)
<b>Ability to comprehend reading material and to analyze its meaning</b>					
	1.3% (6)	4.1% (19)	17.0% (79)	35.3% (164)	36.8% (171)
<b>Ability to use logic and critical thinking skills</b>					
	0.9% (4)	2.8% (13)	13.5% (63)	35.9% (167)	27.3% (127)
<b>Ability to see relationships, similarities, and distinctions between ideas</b>					
	1.3% (6)	2.6% (12)	16.1% (75)	37.8% (176)	36.6% (170)
<b>Table 2 cont. General Skills</b>					

<b>7. On a scale of 1 through 5, where 1 means Did Not Help at All and 5 means Helped a Lot, indicate how much Southeastern helped you in developing the following skills or abilities.</b>					
	<b>Did Not Help at All - 1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Helped a Lot -5</b>
<b>Ability to apply problem-solving techniques</b>					
	1.1% (5)	2.6% (12)	15.3% (71)	38.5% (179)	36.8% (171)
<b>Ability to use mathematical and statistical concepts and tools</b>					
	3.0% (14)	8.0% (37)	19.4% (90)	35.1% (163)	28.6% (133)
<b>Ability to locate, evaluate, and effectively use information</b>					
	0.6% (3)	1.9% (9)	15.1% (70)	36.6% (170)	40.0% (186)
<b>Understanding the nature of science and the scientific method</b>					
	3.0% (14)	7.3% (34)	23.2% (108)	31.2% (145)	29.2% (136)
<b>Familiarity with key applications of the basic sciences</b>					
	2.6% (12)	7.1% (33)	25.2% (117)	29.9% (139)	28.8% (134)
<b>Ability to learn on your own</b>					
	1.7% (8)	3.4% (16)	9.7% (45)	34.0% (158)	44.9% (209)
<b>Ability to work with groups or teams</b>					
	1.3% (6)	3.9% (18)	13.1% (61)	32.2% (150)	43.2% (201)
<b>Recognition of the value of coming into contact with people different from you</b>					
	2.2% (10)	3.0% (14)	15.3% (71)	27.5% (128)	45.6% (212)
<b>Understanding the nature and value of at least one of the performing arts</b>					
	5.4% (25)	8.6% (40)	17.2% (80)	26.7% (124)	35.7% (166)
<b>Wider acquaintance with and enjoyment of literature</b>					
	4.5% (21)	8.4% (39)	20.9% (97)	28.6% (133)	31.4% (146)
<b>Personal set of values and ethical standards</b>					
	5.6% (26)	4.5% (21)	17.2% (80)	31.0% (144)	35.3% (164)
<b>Understanding the nature and value of civic engagement</b>					
	5.2% (24)	8.6% (40)	24.5% (114)	32.5% (151)	22.8% (106)
<b>Awareness of how political and economic trends impact families and communities</b>					
	4.9% (23)	10.3% (48)	23.7% (110)	29.9% (139)	24.9% (116)
<b>Table 2 cont. General Skills</b>					



<b>7. On a scale of 1 through 5, where 1 means Did Not Help at All and 5 means Helped a Lot, indicate how much Southeastern helped you in developing the following skills or abilities.</b>					
	Did Not Help at All - 1	2	3	4	Helped a Lot -5
<b>Awareness of historical trends which influence current events</b>					
	2.8% (13)	9.9% (46)	21.5% (100)	32.0% (149)	27.3% (127)
<b>Awareness of how different areas or subjects may be related</b>					
	0.9% (4)	5.4% (25)	17.2% (80)	35.7% (166)	34.8% (162)
<b>Ability to utilize computers</b>					
	2.6% (12)	3.9% (18)	13.5% (63)	29.0% (135)	44.9% (209)

**Perceptions of Southeastern**

**Table 3  
Perceptions of Southeastern**

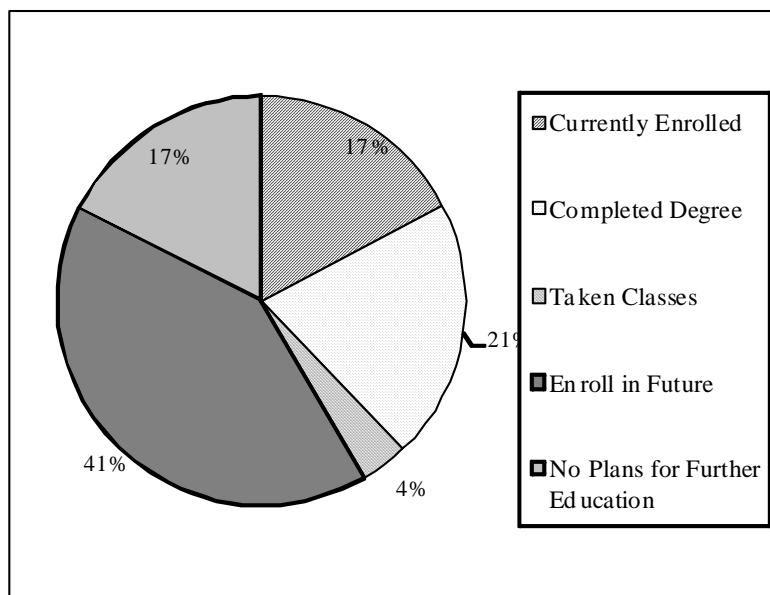
<b>8. Using a scale from 1 to 5, where 1 means Strongly Disagree, and 5 means Strongly Agree, please indicate your agreement with the following.</b>					
	Strongly Disagree - 1	2	3	4	Strongly Agree - 5
<b>Southeastern was a “family friendly” campus.</b>					
	1.1% (5)	1.7% (8)	14.4% (67)	26.5% (123)	55.3% (257)
<b>Southeastern provided a positive, supportive environment for minority students.</b>					
	0.6% (3)	2.6% (12)	17.6% (82)	28.4% (132)	48.8% (227)
<b>Southeastern has a pretty campus.</b>					
	0.2% (1)	3.0% (14)	9.5% (44)	33.3% (155)	52.7% (245)
<b>The appearance of Southeastern’s campus improved while I attended Southeastern.</b>					
	0.4% (2)	2.4% (11)	7.3% (34)	26.0% (121)	62.2% (289)
<b>There was a sense of racial harmony on campus..</b>					
	3.2% (15)	4.3% (20)	18.7% (87)	32.5% (151)	39.6% (184)
<b>There was a sense of personal safety/security on campus</b>					
	1.1% (5)	1.9% (9)	11.0% (51)	38.3% (178)	46.5% (216)
<b>The campus was, generally, free from harassment (e.g. sexual, racial, etc.)</b>					
	0.9% (4)	1.3% (6)	7.5% (35)	32.7% (152)	55.9% (260)
<b>Overall, there was a campus atmosphere of ethnic, political, and religious understanding and acceptance.</b>					
	0.6% (3)	2.2% (10)	11.2% (52)	27.3% (127)	49.0% (228)

In this section, students were also asked about their participation in and satisfaction with study abroad/student exchange program, honors program, and research programs. Eight percent (n=39) of the respondents had participated in a study-abroad/student exchange program. Of those who participated, 97% (n=38) were satisfied with the program. Almost 15% (n=66, 14.2%) of respondents participated in an honors program, and of those who participated, 79% (n=52) were satisfied with the experience. Over a fifth of the respondents (n=106, 22.8%) participated in faculty supervised research, and 92% (n=98) were satisfied with the experience.

## Graduate/ Professional Education

Overall, 81% of respondents are continuing or plan to continue their education. Figure 1 shows alumni intentions with regard to further education.

**Figure 1**  
**What is your current status with regard to further graduate/professional education?**



Since graduating, 13% (n=49) have obtained a master’s degree, 3% (n=11) have completed a second baccalaureate degree, 1% (n=4) have completed a doctorate, and 1% (n=4) have obtained a professional degree. Of those who have completed a degree or have plans for further education, 13% (n=47) already have the highest degree they plan on obtaining, 60% (n=225) plan on obtaining a master’s degree, 13% (n=49) plan on obtaining a doctorate, 6% (n=22) plan on obtaining a professional degree, and 3% (n=13) plan on obtaining a second baccalaureate.

Of those with graduate school experience, 32% (n=61) indicated that their educational experiences at Southeastern were “Very Effective” in preparing them for further study, while 72% (n=38) indicated Southeastern was “Effective”, 2% (n=4) indicated Southeastern was “Ineffective”, and 1% (n=1) indicated Southeastern was “Very Ineffective”. When asked how well Southeastern prepared them for further study in comparison to other students, 30% (n=56) indicated “Better than Most”, 41% (n=77) indicated “About the Same as Most”, and 2% (n=4) indicated “Worse than Most”. Of those students who have completed a degree or are currently enrolled in a degree program, 42% (n=72) indicated the degree was “Very Closely Related” to their Southeastern major, while 15% (n=26) indicated it was “Somewhat Related”, and 5% (n=8) indicated it was “Not at all Related”.

Graduates are attending or attended the following institutions:

Southeastern Louisiana University - 40 graduates  
Louisiana State University - 11 graduates  
LSU Health Sciences Center, New Orleans - 5 graduates  
LSU Health Sciences Center, Shreveport - 3 graduates  
Southern University - 3 graduates  
Southern University New Orleans - 2 graduates  
Tennessee Tech - 2 graduates  
University of South Alabama - 2 graduates  
University of Louisiana Monroe - 2 graduates  
William & Carey - 2 graduates  
Ashford University - 1 graduate  
Baton Rouge Community College - 1 graduate  
Charity School of Nursing - 1 graduate  
Florida Tech University - 1 graduate  
Loyola University New Orleans College of Law - 1 graduate  
Medical University of South Carolina - 1 graduate  
Missouri State University - 1 graduate  
Ohio College of Pediatric Medicine - 1 graduate  
Penn State University, Dickinson School of Law, Carlisle, PA Tulane University, School  
of Law, New Orleans, LA - 1 graduate  
Simmon College- GSLIS - 1 graduate  
Texas Wesleyan University - 1 graduate  
Texas Woman's University - 1 graduate  
University of Alabama - 1 graduate  
ULL - 1 graduate  
University of Phoenix - 1 graduate  
University of West Florida - 1 graduate  
Upper Iowa University - 1 graduate

## Employment History

Eighty-seven of the respondents (19%) have held no full-time job since graduating from Southeastern. Thirty-five percent of those respondents who have had a full-time job (25%, n=130) had their first full-time permanent job before completing their degree, and 18% (n=67) accepted the position upon graduation. An additional 32% (n=119) obtained a full-time position 1-6 months after completing their degree, while 7% (n=26) of respondents took 7-12 months to find a job, and twenty-seven respondents (7%) took more than a year to obtain a position.

The 172 respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 4 presents what were considered major problems, minor problems, or no problem.

<b>Table 4</b>			
<b>Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	22.1% (38)	32.6% (56)	44.8% (77)
Not knowing what I wanted to do	21.5% (37)	25.6% (44)	52.3% (90)
Tight job market	39.5% (68)	29.7% (51)	30.8% (53)
Lack of marketable skills	14.0% (24)	25.6% (44)	48.2% (102)
Lack of educational qualifications	6.4% (11)	18.6% (32)	74.4% (128)
Reputation of Southeastern	1.2% (2)	7.0% (12)	91.3% (157)
Lack of experience	33.7% (58)	32.0% (55)	34.3% (59)
Lack of job search skills	8.7% (15)	17.4% (30)	73.3% (126)
Poor GPA	1.2% (2)	8.1% (14)	90.1% (155)
Racial discrimination	2.3% (4)	3.5% (6)	93.6% (161)
Gender discrimination	1.7% (3)	4.1% (7)	93.6% (161)
Age discrimination	2.3% (4)	11.0% (19)	86.0% (148)

Respondents who have had full-time employment since graduating from Southeastern were asked how effective their education was in preparing them for employment or improving their job performance. Thirty-five percent (35%, n=130) indicated their education was “Very Effective”, 52% (n=194) indicated it was “Effective”, 9% (n=34) indicated it was “Ineffective”, and 3% (n=12) indicated it was “Very Ineffective”. Alumni were also asked where they learned about their first full-time job. Table 5 provides information on how students found a job.

**Table 5**  
**From what source(s) did you learn about the first full-time job you held after graduating from Southeastern? (Mark all that apply)**

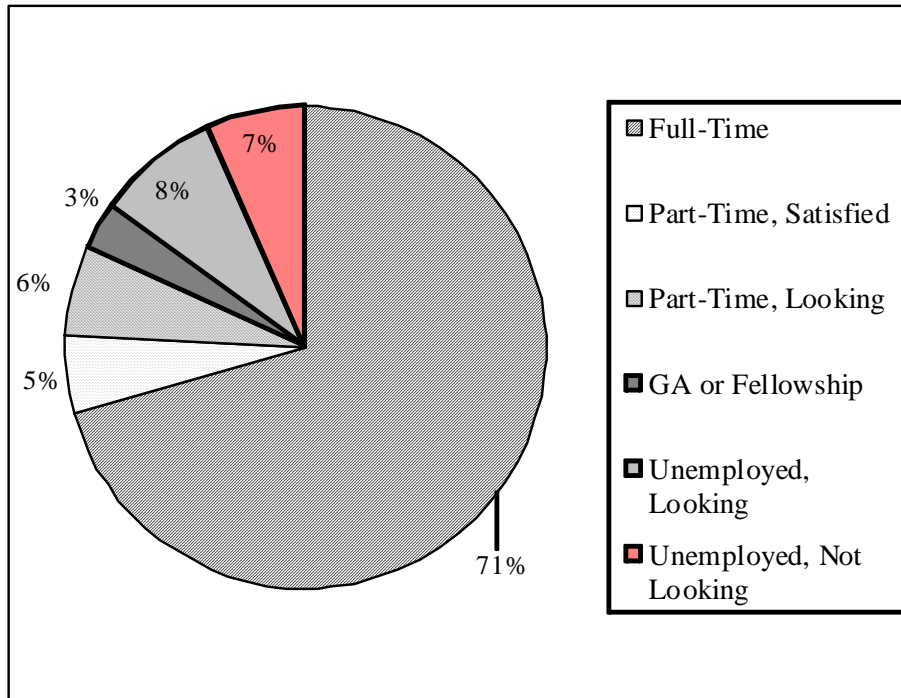
	<b>Number and Percent Indicating Yes</b>
Faculty at Southeastern	6% (22)
Parent or relative	16% (58)
Southeastern's Career Services	3% (12)
Newspaper/trade publication	6% (21)
Professional meeting	3% (12)
Another student/friend	19% (71)
Already had job	13% (85)
Internship, Practicum, or Student Teaching	14% (53)
Public/Private employment agency	4% (15)
Southeastern Job Fair	8% (29)
Internet	21% (77)

## Current Employment

Overall, 85% of the respondents currently are satisfactorily employed. Seventy percent (70%) are employed full-time. Figure 2 shows current employment status.

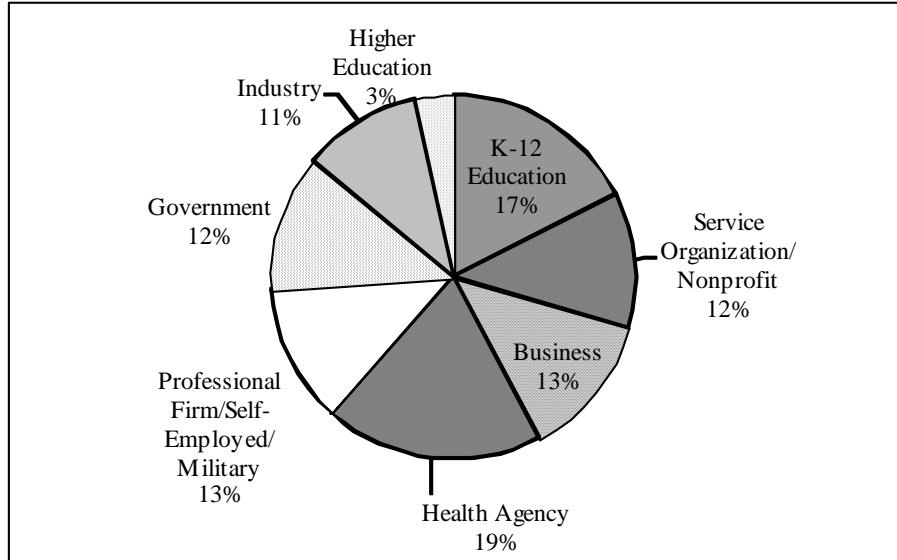
**Figure 2**

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



This section only includes results of those respondents who are currently employed full-time (n=326). The majority of respondents (87%, n=284) are currently employed in the state of Louisiana, while 12% (n=39) are employed outside the state. Figure 3 shows the type of organizations in which respondents are employed.

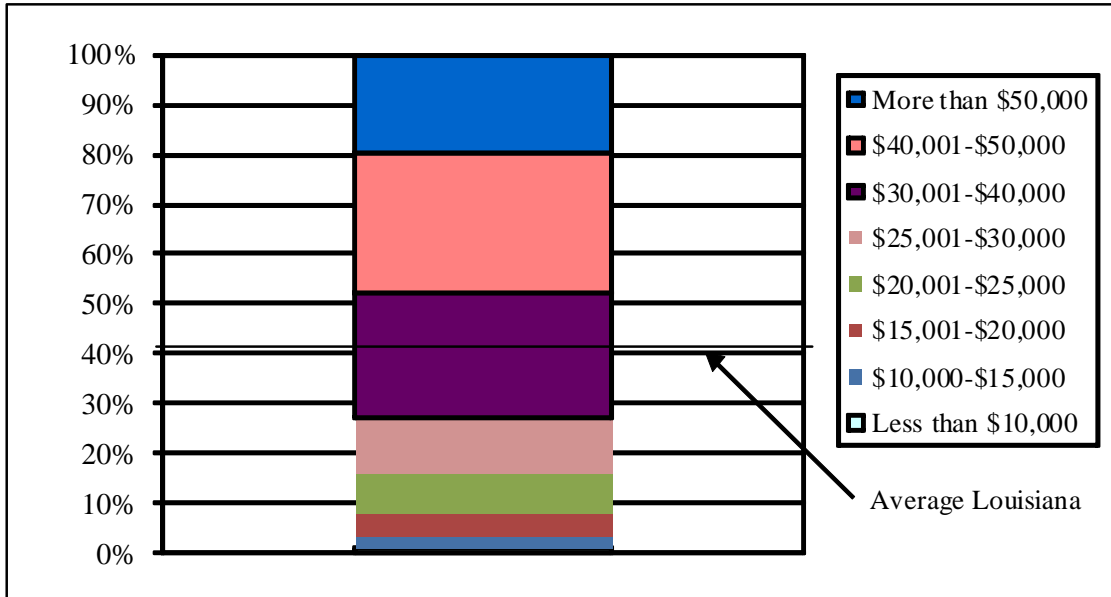
**Figure 3**  
**Which category best describes the type of organization in which you are employed?**



Respondents appear to be doing well in terms of salary. Over 55% of the respondents exceed the 2009 average income of Louisiana residents. Forty-four percent (44%) make more than \$40,000 per year. Figure 4 provides a break-down of respondents' annual salary.



**Figure 4**  
**Please indicate your annual salary range.**



Overall, respondents are satisfied with their current employment. Forty-one percent (41%, n=135) indicated they are well satisfied and would not consider leaving, while 44% (n=142) are satisfied, but would consider leaving for more desirable employment. Only 13% (n=41) dislike their employment, and an additional 2% (n=5) are not sure. A quarter (25%, n=81) 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 majority of the respondents are employed in the area of their Southeastern major, or in an area related to their major. Twenty-seven percent (27%, n=87) of the respondents are employed in an area not related to their Southeastern major. The main reason for not being employed in an area related to their Southeastern major is because they “Could not find a job” they wanted (53%, n=46). This was followed by: “Developed a new career interest” (15%, n=13), “Better opportunity for advancement” (8%, n=7), “Better pay” (8%, n=7), “Have not obtained licensure, registration, or certification required for my field” (8%, n=7), “Would have to relocate for a job” in the field (2%, n=2), and “Never planned to work in the field” (2%, n=2).

### Professional Activities

Eighteen percent of the respondents (18%, n=84) indicated that licensure/certification is not available in their field. Of the remaining, 35% (n=164) currently hold licensure/certification in their field. Of the 45% (n=211) who do not currently have licensure, 31% (n=65) plan to obtain licensure/certification in the next 12 months. Our graduates are moderately active in professional organizations. Thirty-nine percent (n=180) are a member of a professional organization, and 43% (n=202) had attended a professional meeting in the past year.

## **Overall Satisfaction with Southeastern**

In general, respondents were satisfied with Southeastern. Fifty-one percent (51%, n=238) had a Very Positive general attitude toward Southeastern, and an additional 40% (n=187) had a Positive general attitude toward Southeastern. Thirty-one respondents (7%) indicated they had a Neutral general attitude toward Southeastern. Two percent (n=7) had a Negative attitude toward Southeastern, and less than 1% (n=1) had a Very Negative general attitude. When asked if they would recommend Southeastern to a friend or family member considering college, 68% (n=314) said they would with no reservations, an additional 29% (n=133) indicated they would with some reservations, and 1% (n=5) indicated they would with strong reservations. Two percent (n=10) indicated they probably would not, and one respondent indicated they would not under any circumstances.

Overwhelmingly respondents indicated that if they were to do it again, they would elect to attend Southeastern for their undergraduate degree (n=366, 79%). Thirteen percent (13%, n=62) did not know if they would attend Southeastern, and only 8% (n=35) indicated they would not attend Southeastern. When asked to compare the quality of education provided at Southeastern with that of other universities, 43% (n=200) indicated it was better than most, 52% (n=241) indicated it was about the same as most, and 3% (n=13) indicated it was worse than most. Respondents were also asked if their college education had improved the quality of their life, regardless of the financial benefits. Eighty-eight percent (88%, n=410) indicated that the quality of their life had improved, and 11% (n=53) indicated it had not improved.

## **Alumni Association**

The majority of respondents (78% n =361) were not current members of the Alumni Association. One hundred and seventy-one respondents provided a main reason why they are not members. The most common reason is the cost and/or lack of money (33%), this is followed by no interest (15%), no particular reason (10%), location/don't leave in area (9%), lack of time (8%), do not know about the association (6%), and currently a student (4%).

**Table 6**  
**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	35% (162)	40% (184)	16% (72)	4% (18)
Access to Pennington Center	34% (156)	28% (129)	25% (118)	7% (34)
Free access to Career Services	36% (168)	27% (125)	23% (105)	7% (34)
Free lifetime e-mail address	39% (183)	26% (119)	12% (57)	16% (74)
Southeastern Alumni Facebook Group	40% (185)	31% (142)	14% (66)	9% (42)

**Table 7**  
**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	54.6% (102)	31.4% (146)	11.2% (52)
Coming to Southeaster for a 10 Year Reunion	49.9% (232)	32.9% (152)	15.3% (71)
Helping with a student recruiting event	58.7% (273)	27.7% (129)	11.2% (52)
Receiving electronic messages and letters	48.8% (227)	33.8% (157)	15.3% (71)

**Table 8**  
**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	36.3% (169)
A wine and cheese reception	28.0% (130)
Going on a group trip or cruise	24.1% (112)
Volunteering for an event to help a community	40.0% (186)

## Department of English

**Table 6**  
**Satisfaction with Degree Program**

Number of Respondents: B. A. English-8; B.A. English Education-5; B.A. Liberal Arts Studies- 3					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.A. English	0.0%	0.0%	0.0%	25.0% (2)	62.5% (5)
B.A. English Education	0.0%	0.0%	0.0%	100.0% (5)	0.0%
B.A. Liberal Arts Studies	0.0%	0.0%	33.3% (1)	33.3% (1)	33.3% (1)
<b>Overall quality of your degree program</b>					
B.A. English	0.0%	0.0%	0.0%	37.5% (3)	50.0% (4)
B.A. English Education	0.0%	0.0%	0.0%	100.0% (5)	0.0%
B.A. Liberal Arts Studies	0.0%	0.0%	33.3% (1)	33.3% (1)	33.3% (1)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.A. English	0.0%	0.0%	0.0%	25.0% (2)	62.5% (5)
B.A. English Education	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
B.A. Liberal Arts Studies	0.0%	0.0%	33.3% (1)	66.7% (2)	0.0%
<b>Usefulness of the academic advice you received from your advisor</b>					
B.A. English	0.0%	0.0%	0.0%	12.5% (1)	75.0% (6)
B.A. English Education	0.0%	0.0%	0.0%	0.0%	100.0% (5)
B.A. Liberal Arts Studies	0.0%	33.3% (1)	33.3% (1)	33.3% (1)	0.0%
<b>Opportunities to interact with faculty outside of class</b>					
B.A. English	0.0%	0.0%	0.0%	25.0% (2)	62.5% (5)
B.A. English Education	0.0%	0.0%	60.0% (3)	40.0% (2)	0.0%
B.A. Liberal Arts Studies	0.0%	0.0%	0.0%	66.7% (2)	33.3% (1)
<b>Effectiveness of the faculty as teachers</b>					
B.A. English	0.0%	0.0%	0.0%	12.5% (1)	75.0% (6)
B.A. English Education	0.0%	0.0%	0.0%	60.0% (3)	40.0% (2)
B.A. Liberal Arts Studies	0.0%	0.0%	0.0%	66.7% (2)	33.3% (1)
<b>Friendliness and helpfulness of the office staff</b>					
B.A. English	0.0%	0.0%	12.5% (1)	25.0% (2)	50.0% (4)
B.A. English Education	0.0%	0.0%	40.0% (2)	40.0% (2)	20.0% (1)
B.A. Liberal Arts Studies	0.0%	33.3% (1)	0.0%	33.3% (1)	33.3% (1)

<b>Table 6 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of English</b>					
Number of Respondents: B. A. English-8; B.A. English Education-5; B.A. Liberal Arts Studies- 3					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Interest shown by faculty in your academic development</b>					
B.A. English	0.0%	0.0%	0.0%	37.5% (3)	50.0% (4)
B.A. English Education	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
B.A. Liberal Arts Studies	0.0%	0.0%	33.3% (1)	33.3% (1)	33.3% (1)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.A. English	0.0%	0.0%	0.0%	25.0% (2)	62.5% (5)
B.A. English Education	0.0%	0.0%	40.0% (2)	60.0% (3)	0.0%
B.A. Liberal Arts Studies	0.0%	0.0%	0.0%	66.7% (2)	33.3% (1)
<b>Quality of instruction in advanced courses</b>					
B.A. English	0.0%	0.0%	0.0%	25.0% (2)	62.5% (5)
B.A. English Education	0.0%	0.0%	0.0%	80.0% (4)	20.0% (1)
B.A. Liberal Arts Studies	0.0%	0.0%	0.0%	66.7% (2)	33.3% (1)
<b>Faculty treatment of students both inside and outside of the classroom</b>					
B.A. English	0.0%	0.0%	12.5% (1)	0.0%	75.0% (6)
B.A. English Education	0.0%	0.0%	0.0%	80.0% (4)	20.0% (1)
B.A. Liberal Arts Studies	0.0%	0.0%	0.0%	33.3% (1)	66.7% (2)
<b>Professional activities, associations, or clubs associated with your major</b>					
B.A. English	0.0%	0.0%	50.0% (4)	12.5% (1)	25.0% (2)
B.A. English Education	0.0%	0.0%	60.0% (3)	20.0% (1)	20.0% (1)
B.A. Liberal Arts Studies	0.0%	0.0%	33.3% (1)	66.7% (2)	0.0%
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.A. English	0.0%	0.0%	25.0% (2)	25.0% (2)	37.5% (3)
B.A. English Education	0.0%	20.0% (1)	40.0% (2)	40.0% (2)	0.0%
B.A. Liberal Arts Studies	0.0%	33.3% (1)	0.0%	66.7% (2)	0.0%
<b>Availability of the required courses</b>					
B.A. English	0.0%	0.0%	12.5% (1)	50.0% (4)	25.0% (2)
B.A. English Education	0.0%	0.0%	40.0% (2)	60.0% (3)	0.0%
B.A. Liberal Arts Studies	0.0%	0.0%	0.0%	100.0% (3)	0.0%

<b>Table 6 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of English</b>					
Number of Respondents: B. A. English-8; B.A. English Education-5; B.A. Liberal Arts Studies- 3					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Availability of elective courses you wanted to take in your major</b>					
B.A. English	0.0%	0.0%	12.5% (1)	50.0% (4)	25.0% (2)
B.A. English Education	0.0%	0.0%	60.0% (3)	40.0% (2)	0.0%
B.A. Liberal Arts Studies	0.0%	0.0%	33.3% (1)	66.7% (2)	0.0%
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.A. English	0.0%	0.0%	0.0%	25.0% (2)	62.5% (5)
B.A. English Education	0.0%	0.0%	0.0%	100.0% (5)	0.0%
B.A. Liberal Arts Studies	0.0%	33.3% (1)	0.0%	33.3% (1)	33.3% (1)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.A. English	0.0%	0.0%	0.0%	37.5% (3)	50.0% (4)
B.A. English Education	0.0%	0.0%	40.0% (2)	40.0% (2)	20.0% (1)
B.A. Liberal Arts Studies	0.0%	0.0%	33.3% (1)	33.3% (1)	33.3% (1)
<b>Library resources related to your major</b>					
B.A. English	0.0%	0.0%	0.0%	25.0% (2)	62.5% (5)
B.A. English Education	0.0%	0.0%	40.0% (2)	20.0% (1)	40.0% (2)
B.A. Liberal Arts Studies	0.0%	0.0%	0.0%	66.7% (2)	33.3% (1)
<b>Use of appropriate technology in the classroom</b>					
B.A. English	0.0%	0.0%	0.0%	37.5% (3)	50.0% (4)
B.A. English Education	0.0%	0.0%	40.0% (2)	60.0% (3)	0.0%
B.A. Liberal Arts Studies	0.0%	33.3% (1)	33.3% (1)	0.0%	33.3% (1)
<b>Facilities and equipment (including computer resources) for courses in your major</b>					
B.A. English	0.0%	0.0%	0.0%	50.0% (4)	37.5% (3)
B.A. English Education	0.0%	0.0%	20.0% (1)	80.0% (4)	0.0%
B.A. Liberal Arts Studies	0.0%	33.3% (1)	0.0%	33.3% (1)	33.3% (1)
<b>Help you received from faculty in your department with regard to further educational opportunities</b>					
B.A. English	0.0%	0.0%	12.5% (1)	50.0% (4)	25.0% (2)
B.A. English Education	0.0%	0.0%	0.0%	80.0% (4)	20.0% (1)
B.A. Liberal Arts Studies	33.3% (1)	0.0%	0.0%	66.7% (2)	0.0%

<b>Table 6 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of English</b>					
Number of Respondents: B. A. English-8; B.A. English Education-5; B.A. Liberal Arts Studies- 3					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>The size of classes in your major</b>					
B.A. English	0.0%	0.0%	0.0%	12.5% (1)	75.0% (6)
B.A. English Education	0.0%	0.0%	0.0%	0.0%	100.0% (5)
B.A. Liberal Arts Studies	0.0%	0.0%	0.0%	66.7% (2)	33.3% (1)
<b>Help you received from faculty in your department with regard to finding employment in your field</b>					
B.A. English	12.5% (1)	37.5% (3)	12.5% (1)	12.5% (1)	12.5% (1)
B.A. English Education	0.0%	20.0% (1)	20.0% (1)	60.0% (3)	0.0%
B.A. Liberal Arts Studies	66.7% (2)	33.3% (1)	0.0%	0.0%	0.0%
<b>The global perspective of courses</b>					
B.A. English	0.0%	0.0%	25.0% (2)	37.5% (3)	25.0% (2)
B.A. English Education	0.0%	0.0%	40.0% (2)	60.0% (3)	0.0%
B.A. Liberal Arts Studies	0.0%	33.3% (1)	33.3% (1)	33.3% (1)	0.0%
<b>The relevancy of courses</b>					
B.A. English	0.0%	0.0%	12.5% (1)	37.5% (3)	37.5% (3)
B.A. English Education	0.0%	0.0%	20.0% (1)	60.0% (3)	20.0% (1)
B.A. Liberal Arts Studies	0.0%	0.0%	33.3% (1)	66.7% (2)	0.0%
<b>“Real-world” experiences, exposure, examples, etc. in or out of the classroom</b>					
B.A. English	0.0%	12.5% (1)	50.0% (4)	25.0% (2)	0.0%
B.A. English Education	0.0%	0.0%	20.0% (1)	60.0% (3)	20.0% (1)
B.A. Liberal Arts Studies	33.3% (1)	33.3% (1)	0.0%	0.0%	33.3% (1)
<b>Your advisor’s knowledge of requirements</b>					
B.A. English	0.0%	0.0%	0.0%	12.5% (1)	75.0% (6)
B.A. English Education	0.0%	0.0%	0.0%	20.0% (1)	80.0% (4)
B.A. Liberal Arts Studies	33.3% (1)	0.0%	0.0%	66.7% (2)	0.0%
<b>The accessibility of your advisor</b>					
B.A. English	0.0%	0.0%	0.0%	25.0% (2)	62.5% (5)
B.A. English Education	0.0%	0.0%	0.0%	20.0% (1)	80.0% (4)
B.A. Liberal Arts Studies	33.3% (1)	0.0%	0.0%	33.3% (1)	33.3% (1)

<b>Table 6 continued</b> <b>Satisfaction with Degree Program</b> <b>Department of English</b>					
Number of Respondents: B. A. English-8; B.A. English Education-5; B.A. Liberal Arts Studies- 3					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Your advisor's concern with your academic goals</b>					
B.A. English	0.0%	0.0%	12.5% (1)	25.0% (2)	50.0% (4)
B.A. English Education	0.0%	0.0%	0.0%	0.0%	100.0% (5)
B.A. Liberal Arts Studies	33.3% (1)	0.0%	0.0%	33.3% (1)	33.3% (1)



<b>Table 6 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of English</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend Southeastern to someone interested in what you majored in?</b>		
B.A. English	0.0%	87.5% (7)
B.A. English Education	0.0%	100.0% (5)
B.A. Liberal Arts Studies	33.3% (1)	66.7% (2)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.A. English	25.0% (2)	62.5% (5)
B.A. English Education	0.0%	100.0% (5)
B.A. Liberal Arts Studies	66.7% (2)	0.0%
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.A. English	75.0% (6)	12.5% (1)
B.A. English Education	0.0%	100.0% (5)
B.A. Liberal Arts Studies	100.0% (3)	0.0%
<b>6. Should a hands-on course be required in your program?</b>		
B.A. English	25.0% (2)	50.0% (4)
B.A. English Education	0.0%	100.0% (5)
B.A. Liberal Arts Studies	66.7% (2)	33.3% (1)

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

- I realized that was not the field I wanted to be in after my student teaching/field experience hours & switched my degree to English instead of English Education. I was thankful for that.

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

- It gave me the opportunity to gain real life experience. Being in the classroom allowed me to see everyday procedures and it helped me realize that I thoroughly enjoyed teaching secondary English.
- Preparing for the real classroom situation as a teacher candidate.
- Got to really put what I learned into practice.
- Practice teaching and interacting with students.
- Real world experiences provided relevant + meaningful perspective.

## **Perceptions of Southeastern**

### **B.A. English**

Two (25.0%) of the English graduates had participated in study-abroad/student exchange. One (50.0%) was very satisfied with the experience and one (50.0%) was somewhat satisfied. Seven (87.5%) of the respondents thought it would be a valuable experience. Four (50.0%) of the respondents had participated in the honors program, three (75.0%) were Very Satisfied with the experience and one (25.0%) was Somewhat Satisfied with the experience. One (12.5%) of the respondents participated in a research program and was somewhat satisfied with it.

### **B.A. English Education**

None (0.0%) of the English Education graduates participated in study-abroad/student exchange, the honors program, or a research program.

## **Graduate/Professional Education**

### **B.A. English**

Three (37.5%) of the respondents are currently enrolled in a graduate/professional degree program, three (37.5%) are likely to enroll in the future, and one (12.5%) has no plans for further education. Of those with graduate plans, four (66.7%) plan on earning a Master's, one (16.7%) plans on obtaining a doctorate, and one (16.7%) a professional degree.

Of those with graduate experience, all (100.0%) of the respondents indicated that their educational experience at Southeastern "Effectively" prepared them for further study. Two (66.7%) respondents indicated that Southeastern prepared them "Better than Most" students, and one (33.3%) indicated they were prepared "About the Same as Most". Of those enrolled in or having completed a degree program, two (66.7%) indicated it was "Very Closely Related" to their bachelor's degree from Southeastern and one (33.3%) indicated it was "Somewhat Related".

### **B.A. English Education**

Two (40.0%) of the respondents are currently enrolled in a graduate/professional degree program and three (60.0%) are likely to enroll in the future. All of them (100.0%) plan on earning a Master's degree. Of those currently in a degree program, one (50.0%) indicated his/her educational experience at Southeastern "Effectively" prepared her/him for further study, and one (50.0%) was "Very Effectively" prepared. Both (100.0%) respondents indicated that Southeastern prepared them "About the Same as Most" students. One (10.00%) indicated her/his Master's program was "Very Closely Related" to his/her bachelor's degree from Southeastern and one (50.0%) indicated it was "Somewhat Related".

## Employment

### B. A. English

Six (75.0%) of the respondents have been employed full-time since completing their degree. Of those who have been employed full-time, one (16.7%) had a job prior to graduation, one (16.7%) accepted a position upon graduation, three (50.0%) took 1-6 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 7 presents what were considered major problems, minor problems, or no problem for those six.

<b>Table 7</b>			
<b>Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limiting my job search to only one geographic area	25.0% (1)	50.0% (2)	25.0% (1)
Not knowing what I wanted to do	25.0% (1)	25.0% (1)	50.0% (2)
Tight job market	75.0% (3)	25.0% (1)	0.0%
Lack of marketable skills	50.0% (2)	25.0% (1)	25.0% (1)
Lack of educational qualifications	0.0%	0.0%	100.0% (4)
Reputation of Southeastern	0.0%	0.0%	100.0% (4)
Lack of experience	25.0% (1)	50.0% (2)	25.0% (1)
Lack of job search skills	0.0%	50.0% (2)	50.0% (2)
Poor GPA	0.0%	0.0%	100.0% (4)
Racial discrimination	0.0%	0.0%	100.0% (4)
Gender discrimination	0.0%	0.0%	100.0% (4)
Age discrimination	0.0%	25.0% (1)	75.0% (3)

Two of the respondents (33.3%) indicated their education was “Very Effective” in preparing them for employment or improving their job performance and four (66.7%) indicated it was “Effective”. In regards to sources for learning about their first full-time job, one (16.7%) indicated a parent or relative, one (16.7%) from Southeastern’s Career Services, two (33.3%) from a newspaper/trade publication, one (16.7%) already had a job, and one (16.7%) from the internet.

Five (62.5%) of the respondents are currently employed full-time, one (12.5%) is employed part-time and satisfied with part-time work, and one (12.5%) is employed part-time but looking for

full-time employment. Of those employed full-time, three (60.0%) are employed in the state of Louisiana. One (20.0%) is employed in higher education, one (20.0%) is self-employed, two (40.0%) in industry, and one (11.1%) in business. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed”, three (60.0%) indicated they were not underemployed, while two respondents (40.0%) indicated they are underemployed. When asked about satisfaction with their present employment, one (20.0%) is “Well Satisfied; would not consider leaving”, three (60.0%) were “Satisfied, but would consider more desirable employment”, and one (20.0%) “Dislike[s] employment; seeking or will seek other employment”. One (20.0%) of the respondents is working in an area related to his/her Southeastern major and four (80.0%) in an area not related to their major. Of the four, one (25.0%) could not find a job they wanted, and two (50.0%) due to better opportunity for advancement. One (20.0%) of the respondents indicated their annual salary is less than \$10,000, one (20.0%) gave a salary range of \$20,001-\$25,000, two (40.0%) gave a salary range of \$30,001-\$40,000, and one (20.0%) indicated their salary is greater than \$50,000.

## **B. A. English Education**

All five respondents (100.0%) have been employed full-time since completing their degree. One (20.0%) had the job before completing his/her degree, two (40.0%) accepted a position upon graduation, and two (40.0%) took 1-6 months to find a job. No major problems were reported in finding a job, minor problems included “Limiting my job search to only one geographic area” (50.0%), “Tight job market” (100.0%), “Lack of experience” (50.0%), and “Lack of job search skills” (50.0%). One respondent (20.0%) indicated her/his education was “Very Effective” in preparing him/her for employment or improving job performance and four (80.0%) indicated it was “Effective”. In regards to sources for learning about their first full-time job, one (20.0%) indicated a professional meeting, two (40.0%) from another student/friend, two (40.0%) from student teaching, and one (20.0%) from the internet.

All the respondents (100.0%) are currently employed full-time in K-12 education in the state of Louisiana. 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”, all the respondents (100.0%) indicated they are not underemployed. When asked about satisfaction with current employment, four respondents (80.0%) are “Well satisfied; would not consider leaving”, and one (20.0%) is “Satisfied, but would consider more desirable employment”. Four respondents (80.0%) are employed in the area of their Southeastern major and one (20.0%) in a related area. Four respondents (80.0%) indicated an annual salary in the range of \$40,001-\$50,000.

## Professional Activities

### B.A. English

Three (37.5%) of the respondents indicated licensure/certification is not available in their field, three (37.5%) do not currently have it, and one (12.5%) has COSS, CSST. None (0.0%) of the three who do not currently have it plan on obtaining it in the next twelve months. Four (50.0%) of the respondents are members of a professional organization and four (50.0%) of the respondents have attended a professional meeting in the past year.

### B.A. English Education

All the respondents (100.0%) currently hold teaching certifications. Four (80.0%) of the respondents are members of a professional organization and three (60.0%) of the respondents have attended a professional meeting in the past year.

## Special Questions

### B. A. English

1. In your present position, do you feel confident in your writing/grammar abilities?

- Yes
- I feel somewhat confident. I feel there are many other writers out there that are much more talented than myself.
- yes
- Yes
- Yes, it is a result of the writing and speaking skills that I obtained while at Southeastern that I was offered my position and have been able to grow professionally.
- Very comfortable with my abilities; feel my potential is overlooked and underutilized at present.
- Yes, Southeastern has helped me immensely.

2. Do you use research skills in your present position? If so, did you feel competent in undertaking the research process?

- Yes. Yes.
- No
- Yes. Yes.
- Yes. Yes.
- My position requires research daily. I am very confident in the research skills obtained at Southeastern.
- Not much involved - I feel comfortable with current methods I employ.
- Yes, the Sims Memorial Library prepared me greatly.

3. Do you feel there were gaps in the English curriculum that left you unprepared for your present career? If so, please explain.
- No
  - Yes, I feel I did not get enough grammar teachings during my time at Southeastern. I feel I am lacking the most in that area.
  - Maybe a broader spectrum of literature
  - No
  - No
  - Not enough importance toward learning software programs standard in most office settings - I can analyze literature to death, but I can barely construct a pivot table in Excel.
  - There were no gaps in the curriculum; only in the employment field

### **B. A. English Education**

1. In your present position, do you feel confident in your writing/grammar abilities?
- I do feel confident in my writing abilities. I do feel that I could benefit from more training as far as my grammar abilities are concerned.
  - Yes, I feel very prepared by my writing classes.
  - Yes, I feel confident in my writing abilities!
  - Yes, I currently teach writing to high school seniors. I often use personal writing as examples.
  - Yes, I teach English I and II each summer.
2. Do you use research skills in your present position? If so, did you feel competent in undertaking the research process?
- I teach research skills. Through the English classes and the library class I feel competent in my ability not only using my knowledge of research, but teaching it as well.
  - Yes, I use research skills everyday, but I don't feel very confident in the process.
  - Yes, I use and teach the research process to my students. I feel that teaching it provides me with the opportunity to become more competent myself.
  - I also teach the research process to students and often conduct research for professional and academic purposes.
  - My students do research for essays and article critiques. I feel competent in leading their research.
3. Do you feel there were gaps in the English curriculum that left you unprepared for your present career? If so, please explain.

- The only gap I feel that left me unprepared was the lack of classes that explained how to teach grammar. It is easy for me to recognize mistakes in writing, but difficult for me to teach my students how to fix their mistakes in grammar.
- In teaching, there is no way for any curriculum to cover everything I would be teaching. But, I do wish there was more communication between the English and Education departments. I felt very stuck in the middle.
- I feel believe that candidates in the English Education department need more experiences in the “high-school classroom” setting.
- In the English Education program, I would like to have had more instruction in the areas of teaching literature and writing, not just one class for each.
- It could have focused on the current ELA standards for high school. I had a basic foundation that I built upon during student teaching.

## Department of Fine & Performing Arts

**Table 8**  
**Satisfaction with Degree Program**

Number of Respondents: B.A. Art - 10; B. Mu. Music - 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.A. Art	0.0%	10.0% (1)	20.0% (2)	30.0% (3)	40.0% (4)
B. Mu. Music	0.0%	0.0%	0.0%	75.0% (3)	25.0% (1)
<b>Overall quality of your degree program</b>					
B.A. Art	10.0% (1)	20.0% (2)	10.0% (1)	30.0% (3)	30.0% (3)
B. Mu. Music	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.A. Art	0.0%	0.0%	10.0% (1)	40.0% (4)	50.0% (5)
B. Mu. Music	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.A. Art	0.0%	10.0% (1)	10.0% (1)	30.0% (3)	50.0% (5)
B. Mu. Music	0.0%	25.0% (1)	0.0%	25.0% (1)	50.0% (2)
<b>Opportunities to interact with faculty outside of class</b>					
B.A. Art	10.0% (1)	0.0%	10.0% (1)	50.0% (5)	30.0% (3)
B. Mu. Music	0.0%	25.0% (1)	0.0%	25.0% (1)	50.0% (2)
<b>Effectiveness of the faculty as teachers</b>					
B.A. Art	0.0%	0.0%	20.0% (2)	30.0% (3)	50.0% (5)
B. Mu. Music	0.0%	0.0%	0.0%	75.0% (3)	25.0% (1)
<b>Friendliness and helpfulness of the office staff</b>					
B.A. Art	0.0%	0.0%	10.0% (1)	30.0% (3)	60.0% (6)
B. Mu. Music	0.0%	0.0%	50.0% (2)	0.0%	50.0% (2)
<b>Interest shown by faculty in your academic development</b>					
B.A. Art	0.0%	0.0%	10.0% (1)	40.0% (4)	50.0% (5)
B. Mu. Music	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.A. Art	0.0%	0.0%	10.0% (1)	40.0% (4)	50.0% (5)
B. Mu. Music	0.0%	25.0% (1)	0.0%	50.0% (2)	25.0% (1)
<b>Table 8 continued</b> <b>Satisfaction with Degree Program</b> <b>Department of Fine &amp; Performing Arts</b>					



Number of Respondents: B.A. Art - 10; B. Mu. Music - 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Quality of instruction in advanced courses</b>					
B.A. Art	0.0%	10.0% (1)	0.0%	40.0% (4)	50.0% (5)
B. Mu. Music	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
<b>Faculty treatment of students both inside and outside of the classroom</b>					
B.A. Art	0.0%	0.0%	20.0% (2)	10.0% (1)	70.0% (7)
B. Mu. Music	0.0%	0.0%	0.0%	75.0% (3)	0.0%
<b>Professional activities, associations, or clubs associated with your major</b>					
B.A. Art	0.0%	0.0%	20.0% (2)	40.0% (4)	40.0% (4)
B. Mu. Music	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.A. Art	0.0%	0.0%	10.0% (1)	30.0% (3)	60.0% (6)
B. Mu. Music	0.0%	25.0% (1)	0.0%	50.0% (2)	25.0% (1)
<b>Availability of the required courses</b>					
B.A. Art	0.0%	10.0% (1)	20.0% (2)	50.0% (5)	20.0% (2)
B. Mu. Music	25.0% (1)	0.0%	0.0%	25.0% (1)	50.0% (2)
<b>Availability of elective courses you wanted to take in your major</b>					
B.A. Art	0.0%	0.0%	20.0% (2)	40.0% (4)	40.0% (4)
B. Mu. Music	25.0% (1)	0.0%	25.0% (1)	50.0% (2)	0.0%
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.A. Art	0.0%	0.0%	30.0% (3)	20.0% (2)	50.0% (5)
B. Mu. Music	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.A. Art	0.0%	20.0% (2)	10.0% (1)	10.0% (1)	60.0% (6)
B. Mu. Music	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
<b>Library resources related to your major</b>					
B.A. Art	10.0% (1)	0.0%	30.0% (3)	10.0% (1)	50.0% (5)
B. Mu. Music	0.0%	50.0% (2)	0.0%	25.0% (1)	25.0% (1)
<b>Use of appropriate technology in the classroom</b>					
B.A. Art	0.0%	0.0%	0.0%	10.0% (1)	90.0% (9)
B. Mu. Music	0.0%	0.0%	75.0% (3)	0.0%	25.0% (1)
<b>Table 8 continued</b> <b>Satisfaction with Degree Program</b> <b>Department of Fine &amp; Performing Arts</b>					
Number of Respondents: B.A. Art - 10; B. Mu. Music - 4					

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Facilities and equipment (including computer resources) for courses in your major</b>					
B.A. Art	0.0%	10.0% (1)	0.0%	20.0% (2)	70.0% (7)
B. Mu. Music	0.0%	25.0% (1)	50.0% (2)	0.0%	25.0% (1)
<b>Help you received from faculty in your department with regard to further educational opportunities</b>					
B.A. Art	0.0%	10.0% (1)	30.0% (3)	20.0% (2)	40.0% (4)
B. Mu. Music	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
<b>The size of classes in your major</b>					
B.A. Art	0.0%	10.0% (1)	10.0% (1)	10.0% (1)	70.0% (7)
B. Mu. Music	0.0%	0.0%	0.0%	0.0%	100.0% (4)
<b>Help you received from faculty in your department with regard to finding employment in your field</b>					
B.A. Art	20.0% (2)	20.0% (2)	20.0% (2)	20.0% (2)	20.0% (2)
B. Mu. Music	0.0%	25.0% (1)	25.0% (1)	50.0% (2)	0.0%
<b>The global perspectives of courses</b>					
B.A. Art	0.0%	20.0% (2)	10.0% (1)	40.0% (4)	30.0% (3)
B. Mu. Music	0.0%	25.0% (1)	0.0%	25.0% (1)	50.0% (2)
<b>The relevancy of courses</b>					
B.A. Art	0.0%	0.0%	30.0% (3)	30.0% (3)	40.0% (4)
B. Mu. Music	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
<b>“Real-world” experiences, exposure, examples, etc. in or out of the classroom</b>					
B.A. Art	0.0%	20.0% (2)	20.0% (2)	50.0% (5)	10.0% (1)
B. Mu. Music	0.0%	25.0% (1)	0.0%	25.0% (1)	50.0% (2)
<b>Your advisor’s knowledge of requirements</b>					
B.A. Art	0.0%	10.0% (1)	10.0% (1)	20.0% (2)	60.0% (6)
B. Mu. Music	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
<b>The accessibility of your advisor</b>					
B.A. Art	0.0%	10.0% (1)	10.0% (1)	30.0% (3)	50.0% (5)
B. Mu. Music	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)

**Table 8 continued**  
**Satisfaction with Degree Program**  
**Department of Fine & Performing Arts**

Number of Respondents: B.A. Art - 10; B. Mu. Music - 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Your advisor's concern with your academic goals</b>					
B.A. Art	0.0%	10.0% (1)	10.0% (1)	30.0% (3)	50.0% (5)
B. Mu. Music	0.0%	0.0%	0.0%	0.0%	100.0% (4)

<b>Table 8 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Fine &amp; Performing Arts</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend Southeastern to someone interested in what you majored in?</b>		
B.A. Art	0.0%	100.0% (10)
B. Mu. Music	0.0%	100.0% (2)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.A. Art	20.0% (2)	60.0% (6)
B. Mu. Music	25.0% (1)	75.0% (3)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.A. Art	60.0% (6)	40.0% (4)
B. Mu. Music	100.0% (4)	0.0%
<b>6. Should a hands-on course be required in your program?</b>		
B.A. Art	0.0%	80.0% (8)
B. Mu. Music	25.0% (1)	75.0% (3)

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

- hard work, good listener and know exactly what the client is asking for. Dedicated.
- Real world experience in a related field that improved my quality of work in my field - put me ahead of others in my field.
- Real-world experience
- The understanding of real life situations.

**Perceptions of Southeastern**

**B.A. Art**

None (0.0%) of the Art graduates had participated in the study-abroad/student exchange, honors program, or research program. Ninety percent (90%) of the respondents thought participation in study-abroad would be valuable.

**B.Mu. Music**

Two (50.0%) of the Music graduates participated in the study-abroad/student exchange. One (50.0%) was very satisfied with the experience and one (50.0%) was somewhat satisfied. All (100%) the respondents thought participation would be valuable. Two (50.0%) of the graduates participated in the honors program. One (50.0%) was very satisfied with the experience and one

(50.0%) was somewhat dissatisfied. None (0.0%) of the respondents participated in research outside of the classroom with a faculty member.

### **Graduate/Professional Education**

#### **BA Art**

One respondent (10.0%) is currently enrolled in a degree program, five (50.0%) will likely enroll in the future, and three (30.0%) have no plans for further education. Of those with plans for further education, four (66.7%) plan on obtaining a Master's degree.

#### **B.Mu. Music**

Three respondents (75.0%) are currently enrolled in a degree program, and one (25.0%) has taken classes but not enrolled in a degree program. Two (50.0%) respondents plan on obtaining a Masters' degree, one (25.0%) a Doctorate, and one (25.0%) a professional degree. has completed a Masters' degree and one (50.0%) plans on enrolling in the next twelve months to obtain a second baccalaureate. One (25.0%) of the respondents indicated that his/her educational experience at Southeastern "Effectively" prepared her/him for further study, one (25.0%) was "Very Effectively" prepared, and one (25.0%) was "Ineffectively" prepared. One (25.0%) respondents indicated that Southeastern prepared him/her "Better than Most" students, one (25.0%) indicated was prepared "About the Same as Most", and one (25.0%) was prepared "Worse than Most". Of those enrolled in or having completed a degree program, one (33.3%) indicated it was "Very Closely Related" to their bachelor's degree from Southeastern and one (33.3%) indicated it was "Somewhat Related".

### **Employment**

#### **BA Art**

Five of the respondents (50.0%) have been employed full-time since graduating. Two (40.0%) of those had the job before completing their degree and 3 (60.0%) took 1-6 months to find a job. For those who did not have a job upon graduation, major problems in obtaining employment included "Limiting my job search to only one geographic area" (66.7%) and "Tight job market" (33.3%). Minor problems included "Not knowing what I wanted to do" (33.3%), "Tight job market" (33.3%), "Lack of marketable skills" (33.3%), and "Lack of experience" (100.0%). Of those who have been employed full-time, one (20.0%) indicated his/her education was "Very Ineffective" in preparing her/him for employment, three (60.0%) indicated it was "Effective", and one (20.0%) indicated it was "Ineffective". In regards to sources for learning about a first full-time job, two (40.0%) indicated another student/friend, one (20.0%) already had a job, one (20.0%) from an internship or practicum, and one (20.0%) from the Internet.

Five (50.0%) of the respondents are currently employed full-time, two (20.0%) are employed part-time and satisfied with part-time work, one (10.0%) is unemployed bu seeking employment,

and two (20.0%) are unemployed and not looking for employment. Of those employed full-time, three (60.0%) are employed in the state of Louisiana. One (20.0%) each is employed in a service organization, K-12, government, business, and self-employed. 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 respondent (20.0%) indicate he/she is underemployed. When asked about satisfaction with present employment, two (40.0%) are well satisfied and would not consider leaving, two (40.0%) are satisfied but would consider leaving for better employment, and one (20.0%) is not sure. Three respondents (60.0%) are employed in the area of their Southeastern major, one (10.0%) in a related area, and one (10.0%) in an unrelated area due to better pay opportunities. Two respondents (40.0%) reported an annual salary range of \$30,001 - \$40,000, and two (40.0%) gave a salary range of \$40,001-\$50,000.

### **B.Mu. Music**

One of the respondents (25.0%) has been employed full-time since graduating. The respondent took 7-12 months to find a job. “Lack of experience” was a major problem in finding a position, and minor problems included “Lack of marketable skills” and “Lack of educational qualifications”. The respondent indicated his/her education was “Effective” in preparing her/him for employment. In regards to sources for learning about a first full-time job, the respondent indicated the internet.

One (25.0%) respondent is currently employed full-time, two (50.0%) are employed part-time and satisfied with part-time work, and one (25.0%) is employed part-time but seeking full-time employment. The respondent who is currently employed full-time, is out of the state of Louisiana 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”, the respondent felt she/he is not underemployed. When asked about satisfaction with present employment, the respondent is satisfied but would consider leaving for better employment. The respondent is currently employed in the area of his/her Southeastern major. The respondent gave a salary range of \$30,001-\$40,000.

## **Professional Activities**

### **BA Art**

Three respondents (30.0%) indicated that licensure/certification is not available in their field, five (50.0%) do not currently have it and two (20.0%) have certification (teacher certification and Certified Training Professional). Of those without certification, one (20.0%) plans on obtaining an LPN in the next 12 months. Two (20.0%) respondents are members of a professional organization, and three (30.0%) have attended a professional meeting in the past year.

## **B.Mu. Music**

One respondent (25.0%) indicated that licensure/certification is not available in her/his field, while three (75.0%) respondents do not currently have it. One (33.3%) not plans on obtaining a teaching certificate in the next twelve months. Four (100.0%) respondents are members of a professional organization, and two (50.0%) have attended a professional meeting in the past year.

## **Special Questions**

### **B.A. Art**

All of the respondents completed the insert which contained the special questions. Alumni were first asked what was the focus of their studies. Two (33.3%) of the respondents indicated graphic design, one (16.7%) indicated studio photography/printmaking/digital art, one (16.7%) said drawing/studio painting/digital graphics, and one (16.7%) painting. Next, students were asked how much they agree with various statement about the management program. Table 21 provides the frequencies and the means for those items.

**Table 9**  
**What is your opinion regarding the following areas?**

	<b>1 - Low Quality</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 - High Quality</b>	<b>Mean</b>
Overall quality of the Visual Arts Department	0.0%	0.0%	11.1% (1)	22.2% (2)	55.6% (5)	4.50
Quality of your specific focus of studies as identified in question 1	0.0%	0.0%	0.0%	22.2% (2)	66.7% (6)	4.75
Quality of Southeastern's overall studies outside of the Visual Arts Department	11.1% (1)	0.0%	11.1% (1)	44.4% (4)	22.2% (2)	3.75
Quality of instruction in your major studio area	0.0%	0.0%	11.1% (1)	44.4% (4)	33.3% (3)	4.25
Quality of instruction in your minor studio area	0.0%	0.0%	11.1% (1)	55.6% (5)	22.2% (2)	4.13
Quality of instruction in critical analysis	0.0%	0.0%	11.1% (1)	33.3% (3)	44.4% (4)	4.38
Quality of instruction in art/design history	0.0%	0.0%	0.0%	33.3% (3)	55.6% (5)	4.63
Quality of instruction in general education	0.0%	0.0%	11.1% (1)	66.7% (6)	11.1% (1)	4.00
Quality of education in the foundations program	0.0%	11.1% (1)	22.2% (2)	33.3% (3)	22.2% (2)	3.75

What courses do you think should be added for art majors?

- screen printing, video game design, other areas of printmaking
- marketing
- digital design classes that deal with elearning such as captivate and articulate
- advertising/marketing for those in graphic design
- brand identity
- business management; marketing; history of studio art
- more course for photography

What courses were you required to take that you do not think should be required?

- Kinesiology. It was fun but a waste of time
- all courses were valuable



- foreign language
- earth science
- math

Do you feel the breadth of your studies prepared you adequately for your senior project?

Yes - 77.8% (7)                      No - 22.2% (2)

Were your senior project advisors or committee members helpful?

Yes - 88.9% (8)                      No - 11.1% (1)

<b>Given your major or professional emphasis, do you feel that you had adequate opportunities to work in the following situations?</b>		
	<b>No</b>	<b>Yes</b>
Independent studio work in your major or professional emphasis	11.1% (1)	88.9% (8)
Collaborative projects	33.3% (3)	66.7% (6)
Participation in exhibitions	11.1% (1)	88.9% (8)
Internships/cooperative employment	44.4% (4)	55.6% (5)

Next they were asked about the general influence of various working opportunities on their personal career development.

	<b>1 - No Influence</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 - Tremendous Influence</b>	<b>Mean</b>
Independent studio work in your major or professional emphasis	11.1% (1)	11.1% (1)	22.2% (2)	33.3% (3)	22.2% (2)	3.44
Collaborative projects	0.0%	33.3% (3)	22.2% (2)	11.1% (1)	33.3% (3)	3.44
Participation in exhibitions	0.0%	33.3% (3)	22.2% (2)	22.2% (2)	22.2% (2)	3.33
Internships/cooperative employment	55.6% (5)	0.0%	0.0%	11.1% (1)	33.3% (3)	2.67

What advise would you give to present art/design students in regard to preparation for a career in art/design?

- Do art, keep reading on art, talk to artists, join art societies
- Get involved - be a part of any organizations related to your major. Also, learn on your own - take initiative to be better and know more than others in your field.

- Get an internship over the summer
- Learn business management and marketing, go out and meet artist who have graduated. BRCC has a “shadow” program for students to determine if a major fits them well. I think that is a wonderful idea, especially for artists.
- to help student to find job
- you need to start participate in exhibition and trades show to get early exposure.
- Be dedicated, get all the experience you can in and out of school, it will benefit you in getting a good job with an agency or anywhere you tend to work.

## General Studies

**Table 10**  
**Satisfaction with Degree Program**

Number of Respondents: B.G.S. General Studies - 54					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.G.S. General Studies	5.6% (3)	1.9% (1)	13.0% (7)	42.6% (23)	37.0% (20)
<b>Overall quality of your degree program</b>					
B.G.S. General Studies	3.7% (2)	1.9% (1)	14.8% (8)	46.3% (25)	33.3% (18)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.G.S. General Studies	0.0%	11.1% (6)	14.8% (8)	29.6% (16)	44.4% (24)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.G.S. General Studies	5.6% (3)	3.7% (2)	22.2% (12)	22.2% (12)	46.3% (25)
<b>Opportunities to interact with faculty outside of class</b>					
B.G.S. General Studies	3.7% (2)	3.7% (2)	27.8% (15)	27.8% (15)	37.0% (20)
<b>Effectiveness of the faculty as teachers</b>					
B.G.S. General Studies	1.9% (1)	0.0%	9.3% (5)	38.9% (21)	46.3% (25)
<b>Friendliness and helpfulness of the office staff</b>					
B.G.S. General Studies	1.9% (1)	5.6% (3)	14.8% (8)	37.0% (20)	40.7% (22)
<b>Interest shown by faculty in your academic development</b>					
B.G.S. General Studies	3.7% (2)	5.6% (3)	16.7% (9)	25.9% (14)	42.6% (23)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.G.S. General Studies	1.9% (1)	5.6% (3)	22.2% (12)	33.3% (18)	37.0% (20)
<b>Quality of instruction in advanced courses</b>					
B.G.S. General Studies	1.9% (1)	0.0%	18.5% (10)	44.4% (24)	33.3% (18)
<b>Faculty treatment of students both inside and outside of the classroom</b>					
B.G.S. General Studies	1.9% (1)	0.0%	18.5% (10)	33.3% (18)	46.3% (25)
<b>Professional activities, associations, or clubs associated with your major</b>					
B.G.S. General Studies	7.4% (4)	16.7% (9)	27.8% (15)	22.2% (12)	25.9% (14)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.G.S. General Studies	5.6% (3)	5.6% (3)	38.9% (21)	20.4% (11)	29.6% (16)
<b>Availability of the required courses</b>					
B.G.S. General Studies	1.9% (1)	5.6% (3)	18.5% (10)	37.0% (20)	35.2% (19)

<b>Table 10 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of General Studies</b>					
Number of Respondents: B.G.S. General Studies - 54					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Availability of elective courses you wanted to take in your major</b>					
B.G.S. General Studies	0.0%	5.6% (3)	16.7% (9)	35.2% (19)	42.6% (23)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.G.S. General Studies	1.9% (1)	0.0%	25.9% (14)	27.8% (15)	42.6% (23)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.G.S. General Studies	3.7% (2)	0.0%	16.7% (9)	42.6% (23)	37.0% (20)
<b>Library resources related to your major</b>					
B.G.S. General Studies	1.9% (1)	1.9% (1)	24.1% (13)	35.2% (19)	35.2% (19)
<b>Use of appropriate technology in the classroom</b>					
B.G.S. General Studies	0.0%	7.4% (4)	14.8% (8)	37.0% (20)	40.7% (22)
<b>Facilities and equipment (including computer resources) for courses in your major</b>					
B.G.S. General Studies	5.6% (3)	5.6% (3)	14.8% (8)	35.2% (19)	38.9% (21)
<b>Help you received from faculty in your department with regard to further educational opportunities</b>					
B.G.S. General Studies	3.7% (2)	5.6% (3)	27.8% (15)	25.9% (14)	37.0% (20)
<b>The size of classes in your major</b>					
B.G.S. General Studies	1.9% (1)	0.0%	16.7% (9)	27.8% (15)	53.7% (29)
<b>Help you received from faculty in your department with regard to finding employment in your field</b>					
B.G.S. General Studies	29.6% (16)	20.4% (11)	20.4% (11)	16.7% (9)	13.0% (7)
<b>Global perspectives presented in courses</b>					
B.G.S. General Studies	1.9% (1)	7.4% (4)	35.2% (19)	33.3% (18)	22.2% (12)
<b>The relevancy of courses</b>					
B.G.S. General Studies	3.7% (2)	3.7% (2)	20.4% (11)	46.3% (25)	25.9% (14)
<b>“Real-world” experiences, exposure, examples, etc. in or out of the classroom</b>					
B.G.S. General Studies	7.4% (4)	18.5% (10)	22.2% (12)	29.6% (16)	22.2% (12)
<b>Your advisor’s knowledge of requirements</b>					
B.G.S. General Studies	3.7% (2)	9.3% (5)	11.1% (6)	33.3% (18)	42.6% (23)
<b>The accessibility of your advisor</b>					
B.G.S. General Studies	5.6% (3)	7.4% (4)	20.4% (11)	24.1% (13)	42.6% (23)

**Table 10 continued**  
**Satisfaction with Degree Program**  
**Department of General Studies**

Number of Respondents: B.G.S. General Studies - 54

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Your advisor's concern with your academic goals</b>					
B.G.S. General Studies	9.3% (5)	9.3% (5)	14.8% (8)	27.8% (15)	38.9% (21)

<b>Table 10 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of General Studies</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend Southeastern to someone interested in what you majored in?</b>		
B.G.S. General Studies	5.6% (3)	94.4% (51)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.G.S. General Studies	63.0% (34)	31.5% (17); 3.7% (2) Not at Southeastern
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.G.S. General Studies	83.3% (45)	16.7% (9)
<b>6. Should a hands-on course be required in your program?</b>		
B.G.S. General Studies	42.6% (23)	40.7% (22)

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

- An ability to see if the profession was a suitable fit to me.
- Life long gratefulness and rewarding job I presently have!!!
- Foot in Door
- I learned that helping children learn to play the piano helped me understand where i needed to practice more myself.
- Seeing how teachers worked with students

### **Perceptions of Southeastern**

Five (9.3%) of the General Studies graduates had participated in the study-abroad/student exchange, all (100.0%) were Very Satisfied with the experience. Nine (16.7%) of the respondents had participated in the honors program, five (55.6%) were Very Satisfied with the experience and four (44.4%) were Somewhat Satisfied. Seven (13.0%) of the respondents participated in a research program five (71.4%) were Very Satisfied with the experience and one (14.3%) was Somewhat Satisfied.

### **Graduate/Professional Education**

Seven (13.0%) of the respondents are currently enrolled in a graduate/professional degree program and three (5.6%) have completed another degree. Five (9.3%) of the respondents plan to enroll in a degree program in the next 12 months, twenty-one (38.9%) are likely to enroll in the future, and seventeen (31.5%) have no plans for further education. Of those respondents with plans for further education, twenty-four (66.7%) plan on obtaining a master's, two (5.6%)

plan on obtaining a professional degree, and four (11.1%) plan on obtaining a second baccalaureate.

Of the ten individuals with graduate course experience, three (30.0%) indicated that Southeastern prepared them “Effectively” for further graduate/professional study while three (30.0%) indicated they were “Very Effectively” prepared. Four (40.0%) respondents felt they were prepared “Better than Most” other students, and two (20.0%) were prepared. “About the Same as Most” other students. Of the ten respondents enrolled in graduate school one (10.0%) indicated his/her graduate degree program is “Very Closely Related” to her/his bachelor’s degree from Southeastern, three (30.0%) indicated it is “Somewhat Related”, and two (20.0%) indicated it was “Not at all Related”.

### Employment

Nine (16.7%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, fifteen (34.1%) had a job before completing the degree, seven (15.9%) accepted a position upon graduation, twelve (27.3%) took 1-6 months to find a job, two (4.5%) took 7-12 months, and eight (18.2%) took over a year.

The twelve respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 11 presents what were considered major problems, minor problems, or no problem.

<b>Table 11</b>			
<b>Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	13.6% (3)	36.4% (8)	50.0% (11)
Not knowing what I wanted to do	40.9% (9)	36.4% (8)	22.7% (5)
Tight job market	27.3% (6)	45.5% (10)	27.3% (6)
Lack of marketable skills	18.2% (4)	40.9% (9)	40.9% (9)
Lack of educational qualifications	4.5% (1)	27.3% (6)	68.2% (15)
Reputation of Southeastern	4.5% (1)	4.5% (1)	90.9% (20)
Lack of experience	31.8% (7)	36.4% (8)	31.8% (7)
Lack of job search skills	13.6% (3)	18.2% (4)	68.2% (15)
Poor GPA	0.0%	13.6% (3)	86.4% (19)
Racial discrimination	9.1% (2)	0.0%	90.9% (20)
Gender discrimination	4.5% (1)	4.5% (1)	90.9% (20)
Age discrimination	9.1% (2)	9.1% (2)	81.8% (18)

Eleven (25.0%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance, twenty-three (52.3%) indicated it was “Effective”, five (11.4%) indicated it was “Ineffective”, and four (9.1%) indicated it was “Very Ineffective”. In regards to sources for learning about their first full-time job, two (4.5%) indicated faculty at Southeastern, six (13.6%) a parent or relative, three (6.8%) from a newspaper, one (2.3%) from a professional meeting, ten (22.7%) from another student/friend, sixteen (36.4%) already had the job, one (2.3%) from an internship/practicum, three (6.8%) from an employment agency, and seven (15.9%) from the internet.

Of those who have been employed full-time, thirty-eight (70.4%) are currently employed full-time, five (9.3%) are employed part-time and looking for full-time employment, six (11.1%) are unemployed and seeking employment, and five (9.3%) are unemployed and not seeking employment. Thirty-seven (97.4%) of the respondents who are currently employed full-time work in the state of Louisiana. Three (7.9%) respondents are employed in a service organization, two (5.3%) in higher education, eight (21.1%) in K-12 education, two (5.3%) in a nonprofit, three (7.9%) in a professional firm, four (10.5%) are self-employed, five (13.2%) in industry, four (10.5%) in government, five (13.2%) in business, and two (5.3%) 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”, fourteen (36.8%) of the respondents indicated they are underemployed and twenty-two (57.9%) are not. Twelve (31.6%) of the respondents are well satisfied with their employment and would not consider leaving, twenty-three (60.5%) are satisfied with their employment but would consider other employment, and three (7.9%) dislike their employment and are seeking new employment. Five (13.2%) of the respondents are employed in the area of their Southeastern major, twelve (31.6%) an area related to their Southeastern major and twenty-one (55.3%) in an unrelated area. Six (28.6%) respondents are employed in an area not related to their major because they developed a new career interest, two (9.5%) because of better pay, eight (38.1%) could not find a job they wanted in the field, one (4.8%) would have to relocate, one (4.8%) because of better opportunity for advancement, and two (9.5%) have not obtained the required licensure/certification. One (2.6%) respondent indicated an annual salary of less than \$10,000, one (2.6%) respondents indicated a salary range of \$10,000-\$15,000, three (7.9%) indicated \$15,001-\$20,000, five (13.2%) indicated \$20,001-\$25,000, five (13.2%) gave a range of \$25,001-\$30,000, thirteen (34.2%) gave a range of \$30,001-\$40,000, five (13.2%) \$40,001-\$50,000, and three (7.9%) indicated a salary over \$50,000.

### **Professional Activities**

Twelve (22.2%) of the respondents indicated that licensure/certification is not available in their field, thirty-three (61.1%) indicated they do not currently have licensure/certification, and seven (13.0%) currently hold licensure/certification. Those who have obtained licensure/certification provided the following types: Ins. Licensure, Alternative Certification FCS, RN, Insurance agent license, and Teaching Cert.. Of those who do not have licensure/certification, twelve (36.4%) plan on obtaining the following in the next twelve months: General Contractor, teaching, Series



6 + 7, teaching cert/master's, teacher, Teaching Certification, RN, Teaching Licensure, teaching, Teacher, paraprofessional, and Secondary English. Fifteen (27.8%) of the respondents are members of a professional organization and twenty-seven (50.0%) have attended a professional meeting in the past year.

## Department of History & Political Science

**Table 12**  
**Satisfaction with Degree Program**

Number of Respondents: B.A. Cultural Resource Management - 4; B. A. History-11; B.A. Political Science-6					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.A. Cultural Resource Management	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
B.A. History	0.0%	0.0%	0.0%	36.4% (4)	63.6% (7)
B.A. Political Science	0.0%	0.0%	0.0%	0.0%	100.0% (6)
<b>Overall quality of your degree program</b>					
B.A. Cultural Resource Management	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
B.A. History	0.0%	0.0%	9.1% (1)	27.3% (3)	63.6% (7)
B.A. Political Science	0.0%	0.0%	0.0%	16.7% (1)	83.3% (5)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.A. Cultural Resource Management	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
B.A. History	0.0%	0.0%	9.1% (1)	36.4% (4)	54.5% (6)
B.A. Political Science	0.0%	0.0%	0.0%	0.0%	100.0% (6)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.A. Cultural Resource Management	0.0%	50.0% (2)	0.0%	25.0% (1)	25.0% (1)
B.A. History	0.0%	27.3% (3)	0.0%	36.4% (4)	36.4% (4)
B.A. Political Science	0.0%	0.0%	16.7% (1)	33.3% (2)	50.0% (3)
<b>Opportunities to interact with faculty outside of class</b>					
B.A. Cultural Resource Management	0.0%	25.0% (1)	0.0%	75.0% (3)	0.0%
B.A. History	0.0%	0.0%	9.1% (1)	45.5% (5)	45.5% (5)
B.A. Political Science	0.0%	0.0%	0.0%	50.0% (3)	50.0% (3)
<b>Effectiveness of the faculty as teachers</b>					
B.A. Cultural Resource Management	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
B.A. History	0.0%	0.0%	0.0%	63.6% (7)	36.4% (4)
B.A. Political Science	0.0%	0.0%	0.0%	16.7% (1)	83.3% (5)

<b>Table 12 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of History &amp; Political Science</b>					
Number of Respondents: B.A. Cultural Resource Management - 4; B. A. History-11; B.A. Political Science-6					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Friendliness and helpfulness of the office staff</b>					
B.A. Cultural Resource Management	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
B.A. History	0.0%	18.2% (2)	18.2% (2)	27.3% (3)	36.4% (4)
B.A. Political Science	0.0%	0.0%	16.7% (1)	33.3% (2)	50.0% (3)
<b>Interest shown by faculty in your academic development</b>					
B.A. Cultural Resource Management	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
B.A. History	0.0%	0.0%	9.1% (1)	63.6% (7)	27.3% (3)
B.A. Political Science	0.0%	0.0%	0.0%	0.0%	100.0% (6)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.A. Cultural Resource Management	0.0%	0.0%	0.0%	0.0%	100.0% (4)
B.A. History	0.0%	9.1% (1)	36.4% (4)	9.1% (1)	45.5% (5)
B.A. Political Science	0.0%	0.0%	0.0%	33.3% (2)	66.7% (4)
<b>Quality of instruction in advanced courses</b>					
B.A. Cultural Resource Management	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
B.A. History	0.0%	0.0%	0.0%	18.2% (2)	81.8% (9)
B.A. Political Science	0.0%	0.0%	0.0%	0.0%	100.0% (6)
<b>Faculty treatment of students both inside and outside of the classroom</b>					
B.A. Cultural Resource Management	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
B.A. History	0.0%	0.0%	18.2% (2)	45.5% (5)	36.4% (4)
B.A. Political Science	0.0%	0.0%	0.0%	0.0%	100.0% (6)
<b>Professional activities, associations, or clubs associated with your major</b>					
B.A. Cultural Resource Management	25.0% (1)	0.0%	50.0% (2)	25.0% (1)	0.0%
B.A. History	0.0%	27.3% (3)	18.2% (2)	36.4% (4)	18.2% (2)
B.A. Political Science	0.0%	0.0%	50.0% (3)	16.7% (1)	33.3% (2)

<b>Table 12 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of History &amp; Political Science</b>					
Number of Respondents: B.A. Cultural Resource Management - 4; B. A. History-11; B.A. Political Science-6					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.A. Cultural Resource Management	25.0% (1)	0.0%	0.0%	75.0% (3)	0.0%
B.A. History	0.0%	18.2% (2)	27.3% (3)	18.2% (2)	36.4% (4)
B.A. Political Science	0.0%	0.0%	16.7% (1)	33.3% (2)	50.0% (3)
<b>Availability of the required courses</b>					
B.A. Cultural Resource Management	0.0%	0.0%	0.0%	75.0% (3)	25.0% (1)
B.A. History	0.0%	9.1% (1)	27.3% (3)	36.4% (4)	27.3% (3)
B.A. Political Science	0.0%	0.0%	0.0%	66.7% (4)	33.3% (2)
<b>Availability of elective courses you wanted to take in your major</b>					
B.A. Cultural Resource Management	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
B.A. History	0.0%	9.1% (1)	27.3% (3)	9.1% (1)	54.5% (6)
B.A. Political Science	0.0%	0.0%	0.0%	33.3% (2)	66.7% (4)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.A. Cultural Resource Management	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
B.A. History	0.0%	0.0%	0.0%	45.5% (5)	54.5% (6)
B.A. Political Science	0.0%	0.0%	0.0%	16.7% (1)	83.3% (5)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.A. Cultural Resource Management	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
B.A. History	0.0%	9.1% (1)	27.3% (3)	36.4% (4)	27.3% (3)
B.A. Political Science	0.0%	0.0%	16.7% (1)	33.3% (2)	50.0% (3)
<b>Library resources related to your major</b>					
B.A. Cultural Resource Management	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
B.A. History	0.0%	0.0%	27.3% (3)	18.2% (2)	54.5% (6)
B.A. Political Science	0.0%	0.0%	0.0%	0.0%	100.0% (6)

<b>Table 12 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of History &amp; Political Science</b>					
Number of Respondents: B.A. Cultural Resource Management - 4; B. A. History-11; B.A. Political Science-6					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Use of appropriate technology in the classroom</b>					
B.A. Cultural Resource Management	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
B.A. History	0.0%	0.0%	9.1% (1)	54.5% (6)	36.4% (4)
B.A. Political Science	0.0%	0.0%	0.0%	33.3% (2)	66.7% (4)
<b>Facilities and equipment (including computer resources) for courses in your major</b>					
B.A. Cultural Resource Management	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
B.A. History	0.0%	9.1% (1)	27.3% (3)	36.4% (4)	27.3% (3)
B.A. Political Science	0.0%	0.0%	16.7% (1)	16.7% (1)	66.7% (4)
<b>Help you received from faculty in your department with regard to further educational opportunities</b>					
B.A. Cultural Resource Management	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
B.A. History	0.0%	0.0%	27.3% (3)	45.5% (5)	27.3% (3)
B.A. Political Science	0.0%	0.0%	0.0%	16.7% (1)	83.3% (5)
<b>The size of classes in your major</b>					
B.A. Cultural Resource Management	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
B.A. History	0.0%	0.0%	9.1% (1)	36.4% (4)	54.5% (6)
B.A. Political Science	0.0%	0.0%	0.0%	16.7% (1)	83.3% (5)
<b>Help you received from faculty in your department with regard to finding employment in your field</b>					
B.A. Cultural Resource Management	50.0% (2)	0.0%	0.0%	25.0% (1)	25.0% (1)
B.A. History	9.1% (1)	27.3% (3)	54.5% (6)	0.0%	9.1% (1)
B.A. Political Science	16.7% (1)	0.0%	16.7% (1)	0.0%	66.7% (4)

<b>Table 12 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of History &amp; Political Science</b>					
Number of Respondents: B.A. Cultural Resource Management - 4; B. A. History-11; B.A. Political Science-6					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>The global perspective of courses</b>					
B.A. Cultural Resource Management	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
B.A. History	0.0%	0.0%	9.1% (1)	45.5% (5)	45.5% (5)
B.A. Political Science	0.0%	0.0%	0.0%	33.3% (2)	66.7% (4)
<b>The relevancy of courses</b>					
B.A. Cultural Resource Management	0.0%	0.0%	50.0% (2)	25.0% (1)	25.0% (1)
B.A. History	0.0%	0.0%	9.1% (1)	27.3% (3)	63.6% (7)
B.A. Political Science	0.0%	0.0%	0.0%	16.7% (1)	83.3% (5)
<b>“Real-world” experiences, exposure, examples, etc. in or out of the classroom</b>					
B.A. Cultural Resource Management	25.0% (1)	0.0%	0.0%	50.0% (2)	25.0% (1)
B.A. History	0.0%	18.2% (2)	27.3% (3)	36.4% (4)	18.2% (2)
B.A. Political Science	0.0%	0.0%	0.0%	33.3% (2)	66.7% (4)
<b>Your advisor’s knowledge of requirements</b>					
B.A. Cultural Resource Management	50.0% (2)	0.0%	0.0%	25.0% (1)	25.0% (1)
B.A. History	0.0%	27.3% (3)	0.0%	27.3% (3)	45.5% (5)
B.A. Political Science	0.0%	0.0%	16.7% (1)	16.7% (1)	66.7% (4)
<b>The accessibility of your advisor</b>					
B.A. Cultural Resource Management	25.0% (1)	0.0%	25.0% (1)	25.0% (1)	25.0% (1)
B.A. History	0.0%	27.3% (3)	0.0%	27.3% (3)	45.5% (5)
B.A. Political Science	0.0%	0.0%	16.7% (1)	0.0%	66.7% (4)
<b>Your advisor’s concern with your academic goals</b>					
B.A. Cultural Resource Management	25.0% (1)	25.0% (1)	0.0%	0.0%	50.0% (2)
B.A. History	9.1% (1)	18.2% (2)	27.3% (3)	18.2% (2)	27.3% (3)
B.A. Political Science	0.0%	0.0%	16.7% (1)	0.0%	66.7% (4)

<b>Table 12 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of History &amp; Political Science</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend Southeastern to someone interested in what you majored in?</b>		
B.A. Cultural Resource Management	50.0% (2)	50.0% (2)
B.A. History	9.1% (1)	90.9% (10)
B.A. Political Science	0.0%	100.0% (6)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.A. Cultural Resource Management	0.0%	50.0% (2)
B.A. History	0.0%	90.9% (10)
B.A. Political Science	0.0%	100.0% (6)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.A. Cultural Resource Management	0.0%	100.0% (4)
B.A. History	90.9% (10)	9.1% (1)
B.A. Political Science	66.7% (4)	33.3% (2)
<b>6. Should a hands-on course be required in your program?</b>		
B.A. Cultural Resource Management	0.0%	100.0% (4)
B.A. History	36.4% (4)	54.5% (6)
B.A. Political Science	33.3% (2)	66.7% (4)

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

- A job after graduation!
- Real life, hands on experience. I became aware of the attitudes and types of personalities of the people of my field and the relevancy of my degree.
- Trained for exactly what I wanted to do. Love my internship!

**Perceptions of Southeastern**

**B.A. Cultural Resource Management**

None (0.0%) of the Cultural Resource Management graduates had participated in the study-abroad/student exchange and although all (100.0%) thought it would be valuable. None (0.0%) of the respondents had participated in the honors program. One (25.0%) of the respondents had participated in a research program and was Somewhat Dissatisfied.

## **B.A. History**

Two (18.2%) of the History graduates had participated in the study-abroad/student exchange and were Very Satisfied with the experience. Nine (81.8%) of the participants thought the experience would be valuable. Three (27.3%) of the respondents had participated in the honors program, two were Very Satisfied with the experience and one was Satisfied. Two (18.2%) of the respondents had participated in a research program and were Very Satisfied with the experience.

## **B.A. Political Science**

One (16.7%) of the Political Science graduates participated in the study-abroad/student exchange program and was Very Satisfied with the experience. Two (33.3%) participated in the honors program and were Very Satisfied with the experience. One (16.7%) of the graduates participated in a research program and was Very Satisfied with the experience.

## **Graduate/Professional Education**

### **B.A. Cultural Resource Management**

One (25.0%) of the respondents is currently enrolled in a graduate/professional degree program and three (75.0%) are likely to enroll in the future. Three (75.0%) of the respondents plan on obtaining a Masters and one (25.0%) plans on obtaining a Doctorate.

### **B.A. History**

Three (27.3%) of the respondents are currently enrolled in a Master's degree program, two (18.2%) have earned professional degrees, one (9.1%) has taken classes but has not enrolled in a program, and five (45.5%) are likely to enroll in a degree program in the future. Seven (63.6%) of the respondents eventually plan on obtaining a Masters, two (18.2%) a Doctorate, one (9.1%) a professional degree, and one (9.1%) a second baccalaureate.

Of the respondents with graduate experience, one (16.7%) indicated their educational experiences at Southeastern "Effectively" prepared them for graduate/professional study, while three (50.0%) indicated they were "Very Ineffectively" prepared. Three (50.0%) respondents indicated Southeastern prepared them "About the Same" as other students for further educational study, while one (16.7%) indicated she/he was prepared "Worse than Most". One (20.0%) of the respondents who is enrolled in a degree/received a degree indicated it was "Very Closely Related" to his/her bachelor's degree from Southeastern one (20.0%) indicated it was "Somewhat Related".



## **B.A. Political Science**

Two (33.3%) of the respondents are currently enrolled in a graduate/professional degree program, one (16.7%) has taken classes but not enrolled in a degree program, two (33.3%) will likely enroll in a degree program in the future, and one (16.7%) have no plans for further education. Of those with plans for further education, one (20.0%) plans on obtaining a master's, two (40.0%) plan on obtaining a doctorate, and two (40.0%) plan on obtaining a professional degree. Two (66.7%) of the three respondents with graduate experience indicated their educational experiences at Southeastern "Very Effectively" prepared them for graduate/professional study and one (33.3%) indicated they were "Effectively" prepared. All three (100.0%) respondents felt they were prepared "About the Same as Most" other. Of those respondents currently enrolled in a degree program, one (50.0%) is enrolled in a degree program "Very Closely Related" to her/his bachelor's degree from Southeastern and one in a "Somewhat Related" field.

## **Employment**

### **B.A. Cultural Resource Management**

Two (50.0%) of the respondents has not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, one (50.0%) had a job before graduating and one (50.0%) took 1-6 months to find a job. Major problems in finding a job included "Limited to only one geographic area", "Tight job market", "Lack of marketable skills", "Lack of experience", and "Lack of job search skills". Minor problems included Lack of educational qualifications". One (50.0%) of those who have been employed full-time indicated their education was "Effective" in preparing him/her for employment or improving their job performance and one (50.0%) indicated it was "Very Ineffective". In regards to sources for learning about their first full-time job, one (50.0%) indicated internship/practicum, and one (50.0%) from a newspaper/trade publication.

Two (50.0%) of the respondents are currently employed full-time, one (25.0%) has a graduate assistantship, and one (25.0%) is unemployed and seeking employment. Both (100.0%) of those currently employed full-time are employed in the state of Louisiana, one (50.0%) in a nonprofit organization and one (50.0%) 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 (50.0%) respondent is underemployed. One (50.0%) respondent is "Satisfied, but would consider more desirable employment" and the other (50.0%) "Dislike [s] employment, seeking other employment". One respondent (50.0%) is employed in the area of his/her Southeastern major and one (50.0%) in an unrelated area because she/he could not find a job they wanted. When asked to indicate their salary range, one (50.0%) respondent gave a range of \$15,001-\$20,000 and one (50.0%) gave a range of \$25,001-\$30, 000.

## **B.A. History**

Six (54.5%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, two (40.0%) had a job before graduating, two (40.0%) took 1-6 months, and one (20.0%) took 7-12 months to find a job. Major problems in finding a job included “Lack of marketable skills” (33.3%) and “Lack of educational qualifications” (66.7%). Minor problems included “Limiting job search to only one geographic area” (66.7%), “Not knowing what I wanted to do” (66.7%), “Tight job market” (66.7%), “Lack of marketable skills” (33.3%), and “Lack of experience” (66.7%). Four (80.0%) of those who have been employed full-time indicated their education was “Effective” in preparing them for employment or improving their job performance and one (20.0%) indicated it was “Ineffective”. In regards to sources for learning about their first full-time job, three (60.0%) indicate another student/friend and three (60.0%) already had the job.

Five (45.5%) of the respondents are currently employed full-time, one (9.1%) is employed part-time and satisfied with part-time employment, one (9.1%) is employed part-time and looking for full-time employment, two (18.2%) have graduate assistantships, one (9.1%) is unemployed and looking for employment, and one (9.1%) is unemployed and not looking. All of those employed are employed in the state of Louisiana, three (60.0%) in a service organization, one (20.0%) in a nonprofit organization, and one (20.0%) in industry. 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%) respondent are underemployed. In regards to job satisfaction, three (60.0%) of the respondents are “Satisfied, but would consider more desirable employment” and two (40.0%) dislike their employment and are looking for new jobs. All (100.0%) of the respondents are employed in an area unrelated to their Southeastern major. Two (40.0%) are in an unrelated area because of better pay, two (40.0%) could not find a job they wanted, and one (20.0%) do not have the necessary certification or licensure. When asked to indicate their salary range, two (40.0%) respondent gave a range of \$15,001-\$20,000, one (20.0%) a range of \$20,001-\$25,000, one (20.0%) \$25,001-\$30,000, and one (20.0%) \$30,001-\$40,000.

## **B.A. Political Science**

Five (83.3%) of the respondents have been employed full-time since graduating from Southeastern. Of those, one (20.0%) had a job before graduation, one (20.0%) accepted a position upon graduation, two (40.0%) took 1-6 months to find a job, and one (20.0%) took 7-12 months. Major problems in finding a job included “Not knowing what I wanted to do” (33.3%), “Tight job market” (100.0%), and “Lack of experience” (33.3%). Minor problems included “Not know what I wanted to do” (50.0%) and “Lack of marketable skills”. Two (40.0%) of respondents indicated their education was “Very Effective” in preparing them for employment or improving their job performance and three (60.0%) thought it was “Effective”. In regards to sources for learning about their first full-time job, one (20.0%) indicated a parent or relative, one from Southeastern’s Career Services, two (40.0%) from a newspaper/trade publication, one

(20.0%) from another student/friend, one (20.0%) from an internship/practicum, one (20.0%) from an employment agency, and one (20.0%) from the Southeastern job fair.

Four (66.7%) respondents are currently employed full-time, one (16.7%) has a graduate assistantship, and one (16.7%) is unemployed but looking for employment. Of those who are employed full-time, three (75.0%) are employed in the state of Louisiana. One (25.0%) respondent is employed in government and three (75.0%) in business. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college would you say that you are currently underemployed”, two (50.0%) of the respondents indicated they are not underemployed, while one (25.0%) is. Two (50.0%) of the respondents are well satisfied with their employment and would not consider leaving, one (25.0%) is satisfied with their employment but would consider other employment, and one (25.0%) dislikes their employment and is seeking new employment. One (25.0%) is employed in an area related to his/her Southeastern major and three (75.0%) in an unrelated area. Two (66.7%) are in an unrelated area because they developed a new career interest and one (33.3%) could not find a job she/he wanted. One (25.0%) respondent indicated a salary range of \$25,001-\$30,000, two (50.0%) \$30,001-\$40,000 and one (25.0%) indicated a salary over \$50,000.

## **Professional Activities**

### **B. A. Cultural Resource Management**

Three (75.0%) of the respondents indicated that licensure/certification is not available in their field, while one (25.0%) does not have it and does not plan on obtaining it. None (0.0%) of the respondents are members of a professional organization, and one (25.0%) has attended a professional meeting in the past year.

### **B. A. History**

Six (54.5%) of the respondents indicated that licensure/certification is not available in her/his field, while five (45.5%) do not have licensure/certification, one plans on obtaining a teaching certificate in the next twelve months. None of the respondents are members of a professional organization, but four (36.4%) have attended a professional meeting in the past year.

### **B.A. Political Science**

One (16.7%) of the respondents indicated that licensure/certification is not available in his/her field and five (83.3%) indicated they did not currently hold certification. Two (40.0%) of the five plan on obtaining licensure/certification in the next twelve months, one an MLIS and one a teaching certificate. Three (50.0%) of the respondents are members of a professional organization, and three (50.0%) have attended a professional meeting in the past year.

## **Special Questions**

## B. A. History

1. Were you satisfied with the curriculum in your major? What are its strengths? What changes do you recommend?
  - Yes. The topics covered were in much greater detail than survey classes; however, even though the classes they had were excellent, it would be nice if there were more to choose from and the classes be offered more than once every other year.
  - I was very satisfied. There was one class that I believe was a 800 level. It was a research class taught by Dr. Corbello, but it was useless for a history major.
  - Yes, very helpful and enthusiastic instructors.
  - Yes, I was satisfied. I loved how diverse our selection in classes were. I would have loved more classes on Greek history.
  - Very satisfied. The personal interactions of the professors in the History Dept brought the past to life & reinforced the values of past generations.
  - I was very satisfied with the curriculum. The professors were all great. I can't think of anything I would change.
  - Extremely satisfied. I appreciated the choices that were given as far as subjects of classes. I feel that because of these choices, I was able to excel because of greater interest in the subject.
  
2. Were you satisfied with the faculty in your major? What are its strengths? What changes do you recommend?
  - Most of the faculty were good, but there are a few who would do well to remember that they are teaching and therefore should make the students their priority.
  - Only one - Dr. Sam Hyde. He is brilliant and extremely helpful in helping you reach your goals. The rest of the professors could care less about the students. And only in Dr. Hyde's class was I challenged. I aced all my classes, but learned nothing. Only Dr. Hyde taught me to think critically & analyze difficult concepts. The rest molly coddled and gave out study guides! Useless!
  - I loved the faculty! They were knowledgeable, witty, and always willing to help. Some were not as friendly, but I'd expect that anywhere. Not everyone is the same.
  - Loved them all! The only thing I would change is the addition of more Middle Eastern & Asian history/culture to the curriculum. Too much European & American classes.
  - The quality of instruction, particularly in the 400 level classes, was amazing. It was both inspiring + enjoyable.
  - All of the professors were very helpful. But the major problem I had was that there were only 3 women who taught in my 400 levels!! I think the department was sexist.
  - Yes.
  - I loved my teachers. Classes were not boring. Dr. Hyde + Robinson were amazing.
  - IBID
  - Yes.
  - Extremely satisfied. The teachers I had were fantastic. They kept students engaged and seemed to want their students to do well.

3. Were you satisfied with the advising process for your major? What are its strengths? What changes do you recommend?
- Not at all!!! The open advising method is too chaotic on a student's scheduling since they go to someone different each time and many times I have seen someone having to take too many classes at the end due to not having taken some class that was required. The change should come by way of assigning each student to a specific advisor. The process could still be done in the conference room and post the schedule as to when a certain advisor will be available. Also - it should be done the week before registration, not during.
  - Advising was awful. Advisors were random and didn't know or care about me. Didn't know requirements. Useless. Did more harm than good.
  - Not really. Because I took Honors, most of faculty had no idea if an Honors class substituted for something else. Random advising by faculty at a long table was not a good idea. Thankfully, the Department head understood my plight and helped me.
  - I did not have an assigned advisor in my major. I think this was a good thing for me because it allowed for more communication with my professors.
  - Advising was fine. Nothing special.
  - I hated advising! Sometimes I would stand in line to discover a professor who hated me was my advisor. There was a lack of guidance with not having the same advisor.
  - I was satisfied, but I think it would be better if students had the same advisor every time.
  - Yes, advisors really knew what was best.
  - Some what satisfied. Advisors should be more attentive to the needs of the student. Speak with people as equals not illiterate baboons.
  - Yes, all the advisors were very helpful and knowledgeable.
  - From what I would remember, I did not see much point of the advising process. I would go in with my slip filled out and my advisor would sign. I do not know if he even knew what classes I was eligible to take.
4. Were you satisfied with the 400-level courses in your major? Were the lectures, discussions, readings, papers, and/or exams sufficiently challenging? What changes do you recommend?
- I enjoyed the 400-level courses and the classes were very challenging. The only change would be more presentations to prepare better for grad school.
  - The 400-level courses were extremely challenging. I worked hard to earn my A's and learned a lot in the process. I'd recommend more group work (debates, creating manipulatives, etc.).
  - Only Dr. Hyde's the rest were easy and useless. I wasn't challenged and learned nothing. Dr Hyde was super challenging & I am so grateful I happened upon him before leaving SLU. I had to take some 400 Poli Sci courses, & was appalled. Kurt Corbello knows nothing & shouldn't be allowed to teach. He read from the text to the class. And he let 2 of the classes I took from him out a month early!
  - Yes, overall I would say they were appropriately challenging. I feel that in a 400 level class a student should be ready to work at learning.
  - See questions 2 + 1.

- I think I could have been pushed to do more. Read 4 books instead of 3 for some classes. Write more challenging papers.
  - I was satisfied.
  - This 400 level classes were the best, because we were actually there to learn. More classes would be better not just one.
  - I enjoyed the classes, lectures and esp. the papers that allowed the students show their learned knowledge.
  - Yes.
  - 400 Level classes were the best. I loved being able to spend an entire semester concentrating and going deeper into one subject. Loved the challenge.
5. Were you satisfied with the opportunities provided by the Honors Program, Study Abroad, internships, service learning, and undergraduate research? What are the strengths of any of these programs in which you participated? What changes do you recommend?
- I was satisfied with the Honors Program. It did require me to take extra courses outside of my majors which was a huge pain. Change it to be more aligned with individual majors.
  - Honors Program changed my life for the better. We felt like a family and the Ideas in Conflicts expanded my knowledge immensely. Study Abroad in Italy was amazing. My only recommendation would be to lengthen it.
  - No. I did a Poli Sci internship under Dr. Hansen. He scared me & harrassed me. I ended up quitting the internship in order to avoid contact with Hansen.
  - The internships I participated in were wonderful experiences. The only problem was that a state legislator and an honor role student should not have had their honesty & integrity questioned by the SLU staff member in charge of the program at the time.
  - Satisfied with the opportunities, just regretting a little of not taking part in some of the above mentioned programs.
  - What undergraduate research? Dr. Hyde did a little of this in the Florida Parishes class and I enjoyed it. That would be neat!
  - I was satisfied.
  - Due to my disabilities (physical) I couldn't travel or I'd have taken advantage of more of these programs but they seem to be good programs.
  - Yes
  - N/A Looking back, I wish I would have become more involved in my major.

6. Were you satisfied with the out-of-class learning opportunities that the department provides, i.e., Black History and Politics Lecture Series, Women's History Month, Holocaust Day Lecture, the Deep Delta Civil War Symposium, Constitution Day Lectures, "Then and Now" Fanfare History and Politics Lecture Series, and Veterans Day Lecture? What are the strengths of any of these events you attended? What changes do you recommend?
- I enjoyed all of those events and attended when I could. The strength is in the faculty that presents these events and those they invite.
  - I enjoyed most, although sometimes the lectures were a tad boring. Any topic that is "weird" is sure to catch people's attention and teach them something new and fascinating.
  - Yes
  - I did find the opportunities excellent aids to learning. The lecture series are wonderful for gaining deeper knowledge. I would recommend changing the times up some what.
  - Most of the lectures were offered during class hours, unfortunately I was unable to attend very many.
  - Don't change these! I loved them. I still reflect on a few of them. And the Civil War Symposium encouraged me to look into Daughters of Confederacy, which I am now a member.
  - Yes, they provide additional information about things that are not known, but I feel something should be done in November to celebrate Native American month.
  - Yes, I tried to attend as many lectures as I could, and not just because of bonus points.
  - I enjoyed all of the above circled programs and wouldn't change a thing.
  - Yes, I thought the diversity of the speakers was strong.
  - When I was able to attend - because they were mostly during the day - I really enjoyed. I would suggest offering some lectures at night.
7. Are there any additional strengths or weaknesses of the department that you would like to mention? Any additional changes that you recommend?
- I loved my department and its faculty. They are the most generous, helpful, and intelligent people I have known. Just add more diversity in the curriculum to include Middle Eastern and Asian classes, especially since so much attention is on those parts of the world.
  - I really enjoyed Southeastern and am contemplating returning for grad school. The professors were excellent and I can still recall memorable lectures from Dr. Traver, Dr. Hyde, Dr. Petrakis, and Dr. Robison.
  - Your classes must be more challenging. To have been a history major and to feel like I learned so little is very disappointing. Dr. Hyde is great though. All the students adore him, even though he's so challenging. He's such an asset to your dept. You better do everything possible to keep him there as long as possible.

- More teachers with excellent reputation in other specializations in historical subject matter would be nice. For example, maybe a course in piracy or metallurgical advances through out history.
- After I graduated and began my job hunt, I realized no one wanted to hire a history major. Everyone in the department said I would find a job. It was very discouraging. I should have listened to my mom and went into accounting.
- No.
- Maybe a variety of classes, I would had loved more Greek mythology, maybe a class dedicated to Prince Henry 8<sup>th</sup>, that would be entertaining.
- I thank you all of the opportunities I was given as a student at SLU.
- No
- I really enjoyed my time at Southeastern thanks to my decision of becoming a History major. I think daily of coming back.

## **B. A. Political Science**

1. Were you satisfied with the curriculum in your major? What are its strengths? What changes do you recommend?
  - Very satisfied with curriculum. If the department could be expanded it would be nice to have every student pick a concentration
  - Yes I was satisfied. Strengths are that they were diverse and professors knew a lot about the topics. I would recommend that students be given more opportunities to take classes that interest them b/c many classes conflict.
  - Yes, the curriculum offered a wide variety of courses, which were beneficial to my major.
  - Yes, there was a variety of classes available depending on interests. I think a required historical application course could be beneficial to future leaders.
  - Yes - strengths in American politics and America Presidency. Middle East Politics great class.
  - I was very satisfied with the Political Science curriculum because there was a good number of courses from a variety of topics. I wish they would have required more statistics courses.
  - I thoroughly enjoyed my curriculum at SLU. I felt it gave me broad exposure to my field of study and the more in-depth knowledge my courses required.
  - Yes. No changes at this time
  - I was very satisfied with the curriculum in my major. There was a wide variety of choices, with many of the classes complementing each other. I do not recommend any changes.
  - Overall, I was satisfied with the curriculum of my major. It provided me with many views and concentrated on important areas of my concentration certain classes, such as current events in politics should be offered and have students debate current issues.
  - I was very satisfied. It was a good balance of “basic courses”, (like Math & English) but focused mostly on classes directly related to my major. Computer classes should be required.



2. Were you satisfied with the faculty in your major? What are its strengths? What changes do you recommend?
- Your faculty was/is the greatest strength you all have.
  - somewhat satisfied. Some professors put their political beliefs in class, which made me feel alienated.
  - Yes, they were all easy to talk to and were willing to offer help when students needed.
  - Yes, most of the faculty that I associated with were very helpful and knowledgeable.
  - Excellent faculty. Open to student questions. Very knowledgeable and intelligent.
  - Most of the faculty were great! I would have like to see more diversity.
  - The faculty were more than helpful. I still communicate with a number of them.
  - Yes! Their knowledge bases. None!
  - I absolutely loved the Poli Sci faculty! I cannot say enough wonderful things about Dr. Gonzales-Perez and Dr. Sacki. They are helpful, knowledgeable and down to earth.
  - I was satisfied with many of my instructors and I always recommend most of them. They are very friendly and willing to help with education outside of class. Instructors should take a more influential role in guiding students to find employment in their subject area.
  - Very satisfied with the faculty! They were extremely willing to help in any way you needed. Always available for questions, etc... No changes should be made!!
3. Were you satisfied with the advising process for your major? What are its strengths? What changes do you recommend?
- Did not use
  - I would suggest that a student have the same adviser every semester
  - Yes, the advisors were very helpful with answering questions students have with regards to degree requirements.
  - My advising experience went well. I mostly just visited with a table advisor in order to schedule my classes. I didn't make office appointments.
  - I think each student should be assigned one advisor for their entire undergraduate career.
  - There really wasn't a process. Faculty just looked over your proposed schedule and signed. I would have like to have a advisor assigned to me (this was in place my first semester, but then...)
  - All of my needs were met in a timely manner.
  - Yes. Keeps you on the right track! None!
  - I was satisfied with the advising process, but I do wish it was a little more personal. I don't remember being assigned a specific advisor, which would have been nice instead of a new person every time.
  - I was very satisfied with the guiding process of my major because my advisors always ask questions and never forced me or overly push classes I didn't want to take I see no need to change the current process.

- Yes. I think that process should not change at all! It was very helpful having that guidance when preparing for the next semester.
4. Were you satisfied with the 400-level courses in your major? Were the lectures, discussions, readings, papers, and/or exams sufficiently challenging? What changes do you recommend?
- Yes. Expand on book evaluations and arguments.
  - Yes. More classes like Dr. Petrakis' would be great. He, above most, tried to foster discussion and involvement.
  - Yes, the classes were very challenging.
  - I really enjoyed my classes. I imagine there are necessary improvement such as more challenges, but sometimes students should challenge & motivate themselves.
  - Great classes were: American Presidency, Southern Politics, Middle East Politics, International Organizations.
  - Very satisfied. I would have like varying ways of teaching (some hands-on, some presentations, some online, etc.)
  - I could not improve them!
  - Yes. Yes. None
  - I was very satisfied with the 400 level courses, especially those on interational relations and world politics. All classes and exams encouraged discussion and critical thinking.
  - I was very satisfied with my 400-level courses. Many readings, lectures, etc. were challenging. I would have liked to seen better lectures in my World War classes.
  - Yes. Yes. No recommended changes.
5. Were you satisfied with the opportunities provided by the Honors Program, Study Abroad, internships, service learning, and undergraduate research? What are the strengths of any of these programs in which you participated? What changes do you recommend?
- Did not use
  - I didn't know about study abroad till it was too late to go. But I did have an internship.
  - Yes, the internship program provided students with experience working in a professional setting, and gave insight into how their office served the public benefit.
  - My internship experience was very satisfying and helpful for job placement.
  - Did not participate
  - Undergraduate research would have been awesome, however, I was never aware of any.
  - I did not participate.
  - Yes!
  - I was unable to take advantage of these rewarding programs as an undergraduate.
  - Yes. My internship was a wonderful experience! It taught me real world experience. Though my internship was hands-on, a lot of students complained about just answering phones & running errands & not really learning anything.

6. Were you satisfied with the out-of-class learning opportunities that the department provides, i.e., Black History and Politics Lecture Series, Women's History Month, Holocaust Day Lecture, the Deep Delta Civil War Symposium, Constitution Day Lectures, "Then and Now" Fanfare History and Politics Lecture Series, and Veterans Day Lecture? What are the strengths of any of these events you attended? What changes do you recommend?
- No. Topics need to be more closely associated with current events.
  - Maybe more attendance more required or structure papers (term-papers) on the topics of lectures.
  - Yes, I was very satisfied. These out-of-class learning experiences supplemented what was taught in class, and sparked interest in topics covered in other classes.
  - Each provided an opportunity to go deeper if the student chose to. I enjoyed them, especially when I had the time to attend.
  - Great add ons to education in the classroom.
  - I was only aware of Black History and Political Lecture Services and Women's History Month. I'm glad we've become more involved.
  - Very pleased.
  - Yes. Great stuff!
  - I loved the numerous lecture opportunities offered, especially fanfare.
  - I was satisfied with the lectures I was able to attend. The lectures were very helpful by providing educational information. I recommend an increase in these lectures if possible.
  - I don't remember attending any of these.
7. Are there any additional strengths or weaknesses of the department that you would like to mention? Any additional changes that you recommend?
- Develop a masters program. I would more than likely apply.
  - No.
  - I wish there was more opportunity for historical/political debate as it would seem that these department wide opportunities would enhance critical thinking skills.
  - Strengths - faculty and choice of classes; weakness - different advisor every semester; superior professors: Dr. Gonzalez Perez & Dr. Petrakis.
  - Invest in a graduate public policy program. I would have rather attended SLU for grad school for LSU. I would be happy to help work on this. The two programs in Baton Rouge are not the best. Its an opportunity.
  - More & Better Intern opportunities w/pay would have helped a great deal! (Minimum wage is fine). And Study Abroad opportunities as well!
  - None
  - Provide more tools and guidance for students to find employment in their subject area.
  - No.

## Department of Languages & Communication

**Table 13**  
**Satisfaction with Degree Program**

Number of Respondents: B.A. Communication-20					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.A. Communication	0.0%	0.0%	5.0% (1)	50.0% (10)	45.0% (9)
<b>Overall quality of your degree program</b>					
B.A. Communication	0.0%	0.0%	5.0% (1)	65.0% (13)	30.0% (6)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.A. Communication	0.0%	0.0%	10.0% (2)	35.0% (7)	55.0% (11)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.A. Communication	0.0%	20.0% (4)	30.0% (6)	20.0% (4)	30.0% (6)
<b>Opportunities to interact with faculty outside of class</b>					
B.A. Communication	0.0%	0.0%	20.0% (4)	40.0% (8)	40.0% (8)
<b>Effectiveness of the faculty as teachers</b>					
B.A. Communication	0.0%	0.0%	0.0%	60.0% (12)	40.0% (8)
<b>Friendliness and helpfulness of the office staff</b>					
B.A. Communication	0.0%	5.0% (1)	15.0% (3)	40.0% (8)	40.0% (8)
<b>Interest shown by faculty in your academic development</b>					
B.A. Communication	5.0% (1)	0.0%	5.0% (1)	50.0% (10)	40.0% (8)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.A. Communication	0.0%	15.0% (3)	20.0% (4)	25.0% (5)	35.0% (7)
<b>Quality of instruction in advanced courses</b>					
B.A. Communication	0.0%	0.0%	10.0% (2)	30.0% (6)	55.0% (11)
<b>Faculty treatment of students both inside and outside of the classroom</b>					
B.A. Communication	0.0%	0.0%	5.0% (1)	35.0% (7)	60.0% (12)
<b>Professional activities, associations, or clubs associated with your major</b>					
B.A. Communication	10.0% (2)	5.0% (1)	25.0% (5)	30.0% (6)	20.0% (4)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.A. Communication	0.0%	5.0% (1)	35.0% (7)	35.0% (7)	20.0% (4)
<b>Availability of the required courses</b>					
B.A. Communication	5.0% (1)	0.0%	35.0% (7)	40.0% (8)	20.0% (4)

<b>Table 13 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Languages &amp; Communication</b>					
Number of Respondents: B.A. Communication-20					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Availability of elective courses you wanted to take in your major</b>					
B.A. Communication	5.0% (1)	10.0% (2)	30.0% (6)	30.0% (6)	25.0% (5)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.A. Communication	0.0%	0.0%	15.0% (3)	50.0% (10)	30.0% (6)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.A. Communication	0.0%	0.0%	15.0% (3)	45.0% (9)	40.0% (8)
<b>Library resources related to your major</b>					
B.A. Communication	0.0%	0.0%	20.0% (4)	55.0% (11)	25.0% (5)
<b>Use of appropriate technology in the classroom</b>					
B.A. Communication	5.0% (1)	10.0% (2)	20.0% (4)	45.0% (9)	20.0% (4)
<b>Facilities and equipment (including computer resources) for courses in your major</b>					
B.A. Communication	10.0% (2)	5.0% (1)	35.0% (7)	25.0% (5)	25.0% (5)
<b>Help you received from faculty in your department with regard to further educational opportunities</b>					
B.A. Communication	15.0% (3)	10.0% (2)	15.0% (3)	40.0% (8)	15.0% (3)
<b>The size of classes in your major</b>					
B.A. Communication	0.0%	0.0%	10.0% (2)	35.0% (7)	55.0% (11)
<b>Help you received from faculty in your department with regard to finding employment in your field</b>					
B.A. Communication	30.0% (6)	20.0% (4)	20.0% (4)	15.0% (3)	15.0% (3)
<b>Global perspectives of courses</b>					
B.A. Communication	5.0% (1)	10.0% (2)	25.0% (5)	40.0% (8)	20.0% (4)
<b>The relevancy of courses</b>					
B.A. Communication	0.0%	5.0% (1)	20.0% (4)	50.0% (10)	25.0% (5)
<b>“Real-world” experiences, exposure, examples, etc. in or out of the classroom</b>					
B.A. Communication	0.0%	30.0% (6)	30.0% (6)	25.0% (5)	15.0% (3)
<b>Your advisor’s knowledge of requirements</b>					
B.A. Communication	0.0%	5.0% (1)	35.0% (7)	40.0% (8)	20.0% (4)
<b>The accessibility of your advisor</b>					
B.A. Communication	5.0% (1)	30.0% (6)	30.0% (6)	15.0% (3)	20.0% (4)

<p align="center"><b>Table 13 continued</b>  <b>Satisfaction with Degree Program</b>  <b>Department of Languages &amp; Communication</b></p>					
Number of Respondents: B.A. Communication-20					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Your advisor's concern with your academic goals</b>					
B.A. Communication	10.0% (2)	10.0% (2)	35.0% (7)	30.0% (6)	15.0% (3)

<b>Table 13 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Languages &amp; Communication</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend Southeastern to someone interested in what you majored in?</b>		
B.A. Communication	10.0% (2)	90.0% (18)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.A. Communication	30.0% (6)	70.0% (14)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.A. Communication	75.0% (15)	25.0% (5)
<b>6. Should a hands-on course be required in your program?</b>		
B.A. Communication	0.0%	90.0% (18)

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

- Real world experience, ability to meet & interact with people in the field. Most importantly networking!!!
- I was able to perform tasks that would not otherwise have been done at school.
- Exposure to real-world elements and networking with prospective employers/colleagues.
- Work experience for resume, first-hand knowledge of daily newspaper operations.

**Perceptions of Southeastern**

**B.A. Communications**

None of the Communications graduates had participated in the study-abroad/student exchange program. Four (20.0%) of the respondents had participated in the honors program, one (25.0%) of the four were Very Satisfied with the honors program, two (50.0%) were Somewhat Satisfied, and one (25.0%) was Somewhat Dissatisfied. Four (20.0%) of the respondents had participated in the honors program, one (25.0%) of the four were Very Satisfied with the experience, two (50.0%) were Somewhat Satisfied, and one (25.0%) was Somewhat Dissatisfied.

**Graduate/Professional Education**

**B.A. Communications**

One (5.0%) of the respondents is currently enrolled in a graduate/professional degree program. One (5.0%) of the respondents have completed a degree, and one (5.0%) of the respondents has taken classes, but not enrolled in a degree program. Two (10.0%) of the respondents plan to enroll in a degree program in the next 12 months, eight (40.0%) are likely to enroll in a degree

program in the future, and seven (35.0%) have no plans for further education. Twelve (92.3%) of the respondents plan on obtaining a master's, and one (7.7%) plans on obtaining a doctorate.

Of the three individuals with graduate school experience, two (66.7%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study and one (33.3%) indicated he/she was "Very Effectively" prepared. Two (66.7%) of the respondents indicated that Southeastern prepared them "About the Same as Most" other students and one (33.3%) indicated she/he was prepared "Better than Most".

Of the two respondents who are enrolled in a degree program or had completed a degree, one (50.0%) indicated it was "Very Closely Related" to their bachelor's degree from Southeastern.

## **Employment**

### **B.A. Communications**

The majority of the respondents (75.0%, n=15) have been employed full-time since completing their degree. Of those respondents who have been employed full-time, one (6.7%) had a job before completing his/her degrees, three (20.0%) accepted a position upon graduation, ten (66.7%) respondents obtained a job 1-6 months after graduation, one (6.7%) took over a year.

The eleven respondents who did not have a job upon graduation, faced a variety of problems in obtaining employment. Table 14 presents what were considered major problems, minor problems, or no problem for the remaining seventeen.



<b>Table 14</b>			
<b>Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limiting my job search to only one geographic area	36.4% (4)	18.2% (2)	45.5% (5)
Not knowing what I wanted to do	36.4% (4)	9.1% (1)	54.5% (6)
Tight job market	63.6% (7)	27.3% (3)	9.1% (1)
Lack of marketable skills	18.2% (2)	9.1% (1)	72.7% (8)
Lack of educational qualifications	9.1% (1)	9.1% (1)	81.8% (9)
Reputation of Southeastern	0.0%	9.1% (1)	90.9% (10)
Lack of experience	54.5% (6)	9.1% (1)	36.4% (4)
Lack of job search skills	18.2% (2)	18.2% (2)	63.6% (7)
Poor GPA	0.0%	9.1% (1)	90.9% (10)
Racial discrimination	0.0%	0.0%	100.0% (11)
Gender discrimination	0.0%	9.1% (1)	90.9% (10)
Age discrimination	0.0%	0.0%	100.0% (11)

Of those respondents who have had a full-time job since graduating, three (20.0%) indicated their education was “Very Effective” in preparing them for employment or improving their job performance, nine (60.0%) indicated it was “Effective”, and three (20.0%) indicated it was “Ineffective”. In regards to sources for learning about their first full-time job, three (20.0%) indicated a parent or relative, one (6.7%) from a newspaper or trade publication, one (6.7%) from a professional meeting, five (33.3%) from another student or friend, two (13.3%) already had a job, two (13.3%) from an internship or practicum, one (7.1%) from the Southeastern job fair, and four (26.7%) from the Internet.

Fourteen (70.0%) of the respondents are currently employed full-time, two (10.0%) are employed part-time and satisfied with part-time employment, two (10.0%) are unemployed, but seeking employment, and two (10.0%) are unemployed and not seeking employment. Of those employed full-time, the majority (92.9%, n=13) work in the state of Louisiana. Three (21.4%) of the respondents are employed in higher education, one (7.1%) in a service organization, two (14.3%) in a non-profit, one (7.1%) is self-employed, one (7.1%) in industry, three (21.4%) in government, and three (21.4%) in business. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed”, ten (71.4%) respondents felt they are not underemployed, while four (28.6%) felt they are underemployed. When asked about satisfaction with their present employment, seven (50.0%) are “Well satisfied, would not consider leaving”, five (35.7%) are “Satisfied, but would consider more desirable employment”, and two (14.3%) “Dislike[s] employment; seeking or will seek other employment”.

Four (28.6%) of the respondents are currently employed in the area of their Southeastern major, six (42.9%) in an area related to their Southeastern major and four (28.6%) are employed in an area not related to their Southeastern major. Four (75.0%) of the respondents not employed in an area related to their major indicated they could not find a job they wanted, and one (25.0%) due to better opportunity for advancement. One (7.1%) of the respondents gave a salary range of \$10,001-\$15,000, two (14.3%) gave a salary range of \$25,001-\$30,000, seven (50.0%) gave a salary range of \$30,001-\$40,000, three (21.4%) gave a range of \$40,001-\$50,000, and one (7.1%) indicated their salary was over \$50,000.

## **Professional Activities**

### **B.A. Communication**

Nine (45.0%) of the respondents indicated that licensure/certification is not available in their field, eight (40.0%) indicated they did not have licensure/certification, and two (10.0%) have obtained it, one a Bachelor's + TESOL cert and one a insurance license. None of those who do not have licensure/certification plan on obtaining it in the next twelve months.

Six (30.0%) of the respondents are members of a professional organization, and ten (50.0%) have attended a professional meeting in the past year.

## Department of Psychology

**Table 15**  
**Satisfaction with Degree Program**

Number of Respondents: B.A. Psychology - 21					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.A. Psychology	0.0%	0.0%	18.2% (4)	40.9% (9)	40.9% (9)
<b>Overall quality of your degree program</b>					
B.A. Psychology	0.0%	0.0%	13.6% (3)	59.1% (13)	27.3% (6)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.A. Psychology	0.0%	0.0%	0.0%	59.1% (13)	40.9% (9)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.A. Psychology	4.5% (1)	4.5% (1)	18.2% (4)	50.0% (11)	22.7% (5)
<b>Opportunities to interact with faculty outside of class</b>					
B.A. Psychology	4.5% (1)	13.6% (3)	27.3% (6)	27.3% (6)	27.3% (6)
<b>Effectiveness of the faculty as teachers</b>					
B.A. Psychology	0.0%	0.0%	31.8% (7)	45.5% (10)	22.7% (5)
<b>Friendliness and helpfulness of the office staff</b>					
B.A. Psychology	0.0%	0.0%	54.5% (12)	18.2% (4)	27.3% (6)
<b>Interest shown by faculty in your academic development</b>					
B.A. Psychology	0.0%	13.6% (3)	13.6% (3)	54.5% (12)	18.2% (4)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.A. Psychology	0.0%	9.1% (2)	27.3% (6)	36.4% (8)	27.3% (6)
<b>Quality of instruction in advanced courses</b>					
B.A. Psychology	0.0%	0.0%	13.6% (3)	40.9% (9)	40.9% (9)
<b>Faculty treatment of students both inside and outside of the classroom</b>					
B.A. Psychology	0.0%	4.5% (1)	13.6% (3)	31.8% (7)	50.0% (11)
<b>Professional activities, associations, or clubs associated with your major</b>					
B.A. Psychology	9.1% (2)	9.1% (2)	18.2% (4)	50.0% (11)	13.6% (3)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.A. Psychology	0.0%	13.6% (3)	22.7% (5)	31.8% (7)	31.8% (7)
<b>Availability of the required courses</b>					
B.A. Psychology	0.0%	4.5% (1)	22.7% (5)	50.0% (11)	18.2% (4)

<b>Table 15 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Psychology</b>					
Number of Respondents: B.A. Psychology - 21					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Availability of elective courses you wanted to take in your major</b>					
B.A. Psychology	0.0%	9.1% (2)	27.3% (6)	50.0% (11)	13.6% (3)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.A. Psychology	0.0%	9.1% (2)	27.3% (6)	50.0% (11)	13.6% (3)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.A. Psychology	0.0%	4.5% (1)	31.8% (7)	45.5% (10)	18.2% (4)
<b>Library resources related to your major</b>					
B.A. Psychology	4.5% (1)	9.1% (2)	27.3% (6)	36.4% (8)	22.7% (5)
<b>Use of appropriate technology in the classroom</b>					
B.A. Psychology	9.1% (2)	9.1% (2)	36.4% (8)	27.3% (6)	18.2% (4)
<b>Facilities and equipment (including computer resources) for courses in your major</b>					
B.A. Psychology	13.6% (3)	9.1% (2)	31.8% (7)	22.7% (5)	22.7% (5)
<b>Help you received from faculty in your department with regard to further educational opportunities</b>					
B.A. Psychology	9.1% (2)	13.6% (3)	27.3% (6)	27.3% (6)	22.7% (5)
<b>The size of classes in your major</b>					
B.A. Psychology	0.0%	0.0%	9.1% (2)	40.9% (9)	50.0% (11)
<b>Help you received from faculty in your department with regard to finding employment in your field</b>					
B.A. Psychology	22.7% (5)	31.8% (7)	22.7% (5)	13.6% (3)	9.1% (2)
<b>The global perspective of courses</b>					
B.A. Psychology	0.0%	18.2% (4)	31.8% (7)	36.4% (8)	13.6% (3)
<b>The relevancy of courses</b>					
B.A. Psychology	4.5% (1)	4.5% (1)	18.2% (4)	54.5% (12)	18.2% (4)
<b>“Real-world” experiences, exposure, examples, etc. in or out of the classroom</b>					
B.A. Psychology	4.5% (1)	22.7% (5)	31.8% (7)	36.4% (8)	4.5% (1)
<b>Your advisor’s knowledge of requirements</b>					
B.A. Psychology	0.0%	0.0%	27.3% (6)	31.8% (7)	40.9% (9)
<b>The accessibility of your advisor</b>					
B.A. Psychology	0.0%	4.5% (1)	27.3% (6)	40.9% (9)	27.3% (6)

**Table 15 continued**  
**Satisfaction with Degree Program**  
**Department of Psychology**

Number of Respondents: B.A. Psychology - 21					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Your advisor's concern with your academic goals</b>					
B.A. Psychology	9.1% (2)	9.1% (2)	22.7% (5)	40.9% (9)	18.2% (4)

<b>Table 15 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Psychology</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend Southeastern to someone interested in what you majored in?</b>		
B.A. Psychology	13.6% (3)	86.4% (19)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.A. Psychology	31.8% (7)	59.1% (13)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.A. Psychology	100.0% (22)	0.0%
<b>6. Should a hands-on course be required in your program?</b>		
B.A. Psychology	4.5% (1)	72.7% (16)

### **Perceptions of Southeastern**

#### **B.A. Psychology**

Three (13.6%) of the Psychology graduates had participated in the study-abroad/student exchange and were Very Satisfied with the experience. Nineteen (86.4%) of the respondents thought it would be a valuable experience. Six (27.3%) of the respondents had participated in the honors program. Two (33.3%) were Very Satisfied with the experience, three (50.0%) were Somewhat Satisfied, and one (16.7%) was Somewhat Dissatisfied. Nine (40.9%) of the respondents participated in a research program. Four (44.4%) were Very Satisfied with the experience, four (44.4%) were Somewhat Satisfied, and one (11.1%) was Very Dissatisfied.

### **Graduate/Professional Education**

Seven (31.8%) of the respondents are currently enrolled in a graduate/professional degree program, two (9.1%) have completed a master's degree, two (9.1%) of the respondents have taken classes, but not enrolled in a degree program, two (9.1%) of the respondents plan to enroll in a degree program in the next 12 months, five (22.7%) are likely to enroll in the future, and three (13.6%) have no plans for further education. Of those respondents with plans for further education, one (5.3%) already has the highest degree they plan to obtain, five (26.3%) plan on eventually obtaining a doctorate, ten (52.6%) plan on obtaining a master's, and two (10.5%) are not sure at this time.

Of the eleven individuals with graduate course experience, nine (81.8%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study, one (9.1%) was "Ineffectively" prepared, and one (9.1%) was "Very Ineffectively" prepared. One (9.1%) indicated that Southeastern prepared them "Better than Most" other students, nine (81.8%) indicated that Southeastern prepared them "About the Same as Most", and one (9.1%) indicated

that Southeastern prepared her/him “Worse than Most”. Of the ten respondents enrolled in graduate school or with a graduate degree, five (55.6%) indicated their graduate degree program is “Very Closely Related” to their bachelor’s degree from Southeastern and four (44.4%) indicated it was “Somewhat Related”.

### Employment

Eight (36.4%) of the respondents have not been employed full-time since graduating from Southeastern. Of the fourteen who have been employed full-time, three (21.4%) had a job before graduation, ten (71.4%) took 1-6 months to find a job, and one (7.1%) took 7-12 months.

The eleven 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 no problem.

<b>Table 16</b>			
<b>Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	45.5% (5)	18.2% (2)	36.4% (4)
Not knowing what I wanted to do	18.2% (2)	45.5% (5)	36.4% (4)
Tight job market	45.5% (5)	36.4% (4)	18.2% (2)
Lack of marketable skills	18.2% (2)	27.3% (3)	54.5% (6)
Lack of educational qualifications	0.0%	45.5% (5)	54.5% (6)
Reputation of Southeastern	0.0%	0.0%	100.0% (11)
Lack of experience	18.2% (2)	63.6% (7)	18.2% (2)
Lack of job search skills	9.1% (1)	45.5% (5)	45.5% (5)
Poor GPA	0.0%	0.0%	100.0% (11)
Racial discrimination	0.0%	0.0%	100.0% (11)
Gender discrimination	0.0%	9.1% (1)	90.9% (10)
Age discrimination	0.0%	27.3% (3)	72.7% (8)

One (7.1%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance, eleven (78.6%) indicated it was “Effective” and two (14.3%) indicated it was “Very Ineffective”. In regards to sources for learning about their first full-time job, one (7.1%) indicated a parent or relative, one (7.1%) from another student/friend, three (21.4%) already had the job, two (14.3%) from an employment agency, one (7.1%) from the Southeastern job fair, and seven (50.0%) from the internet.

Currently, ten (45.5%) of the respondents are employed full-time, three (13.6%) are employed part-time and satisfied with part-time work, two (9.1%) are employed part-time but looking for full-time employment, three (13.6%) are graduate assistants, and four (18.2%) are unemployed, but seeking employment. Of the respondents who are currently employed full-time, seven (70.0%) work in the state of Louisiana. One (10.0%) respondent is employed in K-12 education, one (10.0%) in a service organization, one (10.0%) in higher education, one (10.0%) in a professional firm, one (10.0%) in government, three (30.0%) in business, and two (20.0%) 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”, four (40.0%) of the respondents indicated they are underemployed and six (60.0%) are not. Four (40.0%) of the respondents are well satisfied with their employment and would not consider leaving, four (40.0%) are satisfied with their employment but would consider other employment, and two (20.0%) dislike their employment and are seeking new employment. One (10.0%) of the respondents are employed in the area of their Southeastern major, two (20.0%) of the respondents in a related area, and seven (70.0%) in an unrelated area. Four respondents are employed in an area not related to their major because they could not find a job they wanted in the field, one because of better pay, and one because they have not obtained the required certification/licensure. One (10.0%) respondent indicated a salary range of \$10,001-\$15,000, one (10.0%) gave a range of \$15,001-\$20,000, three (30.0%) \$25,001-\$30,000, two (20.0%) \$30,001-\$40,000, one (10.0%) \$40,001-\$50,000, and two (20.0%) greater than \$50,000.

### **Professional Activities**

Two (9.1%) of the respondents indicated that licensure/certification is not available in their field, nineteen (86.4%) indicated they do not currently have licensure/certification, and one (4.5%) currently hold a teaching certificate. Of those who do not have licensure/certification, four (21.1%) plan on obtaining it in the next twelve months. One plans on obtaining a teaching certificate, one a Nationally Certified Counselor, and one a LPC, NCE . Seven (31.8%) of the respondents are members of a professional organization, and eight (36.4%) have attended a professional meeting in the past year.



## Special Questions

All of the respondents completed the insert which contained the special questions. Table 17 provides the frequencies and the means for those items.

**Table 17**  
**How confident are you in each of the following areas?**

	<b>1 - Not at all Confident</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5 - Very Confident</b>	<b>Mean</b>
Your knowledge of the broad body of knowledge in psychology	0.0%	4.8% (1)	23.8% (5)	52.4%(11)	19.0% (4)	3.85
Your grasp and appreciation of the scientific method in psychology	0.0%	4.8% (1)	38.1% (8)	28.6% (6)	28.6% (6)	3.81
Your abilities to conduct psychological research	14.3% (3)	4.8% (1)	28.6% (6)	33.3% (7)	19.0% (4)	3.38
Your critical thinking skills	0.0%	0.0%	14.3% (3)	47.6%(10)	38.1% (8)	4.24
Your preparation for advanced studies	0.0%	4.8% (1)	19.0% (4)	47.6%(10)	28.6% (6)	4.00
Your sensitivity to individual differences	0.0%	0.0%	9.5% (2)	38.1% (8)	52.4%(11)	4.43
Your understanding of group behavior	0.0%	0.0%	19.0% (4)	38.1% (8)	42.9% (9)	4.24
Your understanding of individual behavior	0.0%	0.0%	14.3% (3)	42.9% (9)	42.9% (9)	4.29
Your sensitivity to cultural differences	0.0%	0.0%	14.3% (3)	42.9% (9)	42.9% (9)	4.29

## Department of Sociology & Criminal Justice

**Table 18**  
**Satisfaction with Degree Program**

Number of Respondents: B.A. Criminal Justice - 13; B.A. Sociology - 5					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.A. Criminal Justice	0.0%	5.3% (1)	21.1% (4)	26.3% (5)	47.4% (9)
B.A. Sociology	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
<b>Overall quality of your degree program</b>					
B.A. Criminal Justice	0.0%	5.3% (1)	5.3% (1)	31.6% (6)	57.9% (11)
B.A. Sociology	0.0%	0.0%	0.0%	40.0% (2)	40.0% (2)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.A. Criminal Justice	0.0%	0.0%	5.3% (1)	47.4% (9)	47.4% (9)
B.A. Sociology	20.0% (1)	0.0%	20.0% (1)	20.0% (1)	40.0% (2)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.A. Criminal Justice	0.0%	10.5% (2)	21.1% (4)	26.3% (5)	42.1% (8)
B.A. Sociology	20.0% (1)	0.0%	20.0% (1)	40.0% (2)	20.0% (1)
<b>Opportunities to interact with faculty outside of class</b>					
B.A. Criminal Justice	5.3% (1)	5.3% (1)	31.6% (6)	21.1% (4)	36.8% (7)
B.A. Sociology	0.0%	20.0% (1)	20.0% (1)	0.0%	60.0% (3)
<b>Effectiveness of the faculty as teachers</b>					
B.A. Criminal Justice	0.0%	0.0%	21.1% (4)	47.4% (9)	26.3% (5)
B.A. Sociology	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
<b>Friendliness and helpfulness of the office staff</b>					
B.A. Criminal Justice	0.0%	36.8% (7)	5.3% (1)	15.8% (3)	42.1% (8)
B.A. Sociology	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
<b>Interest shown by faculty in your academic development</b>					
B.A. Criminal Justice	10.5% (2)	0.0%	15.8% (3)	36.8% (7)	36.8% (7)
B.A. Sociology	0.0%	20.0% (1)	20.0% (1)	20.0% (1)	40.0% (2)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.A. Criminal Justice	0.0%	0.0%	26.3% (5)	52.6% (10)	21.1% (4)
B.A. Sociology	0.0%	0.0%	20.0% (1)	60.0% (3)	20.0% (1)
<b>Quality of instruction in advanced courses</b>					
B.A. Criminal Justice	0.0%	0.0%	26.3% (5)	26.3% (5)	47.4% (9)
B.A. Sociology	0.0%	0.0%	0.0%	40.0% (2)	60.0% (3)

<b>Table 18 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Sociology &amp; Criminal Justice</b>					
Number of Respondents: B.A. Criminal Justice - 13; B.A. Sociology - 5					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Faculty treatment of students both inside and outside of the classroom</b>					
B.A. Criminal Justice	0.0%	5.3% (1)	10.5% (2)	42.1% (8)	42.1% (8)
B.A. Sociology	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
<b>Professional activities, associations, or clubs associated with your major</b>					
B.A. Criminal Justice	5.3% (1)	21.1% (4)	42.1% (8)	5.3% (1)	26.3% (5)
B.A. Sociology	0.0%	60.0% (3)	40.0% (2)	0.0%	0.0%
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.A. Criminal Justice	0.0%	31.6% (6)	31.6% (6)	15.8% (3)	21.1% (4)
B.A. Sociology	0.0%	20.0% (1)	60.0% (3)	20.0% (1)	0.0%
<b>Availability of the required courses</b>					
B.A. Criminal Justice	0.0%	15.8% (3)	15.8% (3)	31.6% (6)	36.8% (7)
B.A. Sociology	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
<b>Availability of elective courses you wanted to take in your major</b>					
B.A. Criminal Justice	0.0%	10.5% (2)	15.8% (3)	36.8% (7)	36.8% (7)
B.A. Sociology	0.0%	0.0%	40.0% (2)	20.0% (1)	40.0% (2)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.A. Criminal Justice	0.0%	0.0%	26.3% (5)	52.6% (10)	21.1% (4)
B.A. Sociology	0.0%	0.0%	0.0%	60.0% (3)	40.0% (2)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.A. Criminal Justice	0.0%	5.3% (1)	21.1% (4)	47.4% (9)	26.3% (5)
B.A. Sociology	0.0%	0.0%	0.0%	60.0% (3)	40.0% (2)
<b>Library resources related to your major</b>					
B.A. Criminal Justice	5.3% (1)	0.0%	26.3% (5)	36.8% (7)	31.6% (6)
B.A. Sociology	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
<b>Use of appropriate technology in the classroom</b>					
B.A. Criminal Justice	0.0%	10.5% (2)	15.8% (3)	52.6% (10)	21.1% (4)
B.A. Sociology	0.0%	0.0%	0.0%	60.0% (3)	40.0% (2)
<b>Facilities and equipment (including computer resources) for courses in your major</b>					
B.A. Criminal Justice	0.0%	0.0%	26.3% (5)	42.1% (8)	26.3% (5)
B.A. Sociology	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)

<b>Table 18 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Sociology &amp; Criminal Justice</b>					
Number of Respondents: B.A. Criminal Justice - 13; B.A. Sociology - 5					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Help you received from faculty in your department with regard to further educational opportunities</b>					
B.A. Criminal Justice	5.3% (1)	31.6% (6)	15.8% (3)	26.3% (5)	21.1% (4)
B.A. Sociology	0.0%	20.0% (1)	20.0% (1)	20.0% (1)	40.0% (2)
<b>The size of classes in your major</b>					
B.A. Criminal Justice	0.0%	0.0%	10.5% (2)	15.8% (3)	68.4% (13)
B.A. Sociology	0.0%	0.0%	0.0%	40.0% (2)	60.0% (3)
<b>Help you received from faculty in your department with regard to finding employment in your field</b>					
B.A. Criminal Justice	31.6% (6)	26.3% (5)	10.5% (2)	26.3% (5)	5.3% (1)
B.A. Sociology	20.0% (1)	20.0% (1)	40.0% (2)	20.0% (1)	0.0%
<b>The global perspective of courses</b>					
B.A. Criminal Justice	0.0%	10.5% (2)	42.1% (8)	26.3% (5)	21.1% (4)
B.A. Sociology	0.0%	20.0% (1)	20.0% (1)	0.0%	60.0% (3)
<b>The relevancy of courses</b>					
B.A. Criminal Justice	0.0%	5.3% (1)	10.5% (2)	52.6% (10)	26.3% (5)
B.A. Sociology	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
<b>“Real-world” experiences, exposure, examples, etc. in or out of the classroom</b>					
B.A. Criminal Justice	10.5% (2)	21.1% (4)	31.6% (6)	21.1% (4)	10.5% (2)
B.A. Sociology	0.0%	20.0% (1)	20.0% (1)	0.0%	60.0% (3)
<b>Your advisor’s knowledge of requirements</b>					
B.A. Criminal Justice	0.0%	0.0%	26.3% (5)	31.6% (6)	42.1% (8)
B.A. Sociology	20.0% (1)	0.0%	20.0% (1)	20.0% (1)	40.0% (2)
<b>The accessibility of your advisor</b>					
B.A. Criminal Justice	10.5% (2)	0.0%	31.6% (6)	36.8% (7)	21.1% (4)
B.A. Sociology	0.0%	20.0% (1)	40.0% (2)	0.0%	40.0% (2)
<b>Your advisor’s concern with your academic goals</b>					
B.A. Criminal Justice	5.3% (1)	21.1% (4)	21.1% (4)	31.6% (6)	21.1% (4)
B.A. Sociology	20.0% (1)	20.0% (1)	0.0%	40.0% (2)	20.0% (1)

<b>Table 18 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Sociology &amp; Criminal Justice</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend Southeastern to someone interested in what you majored in?</b>		
B.A. Criminal Justice	10.5% (2)	89.5% (17)
B.A. Sociology	0.0%	100.0% (5)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.A. Criminal Justice	26.3% (5)	63.2% (12)
B.A. Sociology	40.0% (2)	60.0% (3)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.A. Criminal Justice	84.2% (16)	10.5% (2)
B.A. Sociology	0.0%	100.0% (5)
<b>6. Should a hands-on course be required in your program?</b>		
B.A. Criminal Justice	10.5% (2)	78.9% (15)
B.A. Sociology	60.0% (3)	40.0% (2)

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

- I had a very lucrative and promising internship w/ATF not through the university & b/c of the CJ/SOC Dept/Dean was unable to follow through with it. Very disappointed.
- A full-time position two years later.
- narrowed down career opportunities.

**Perceptions of Southeastern**

**B.A. Criminal Justice**

Three (15.8%) of the Criminal Justice graduates participated in the study-abroad/student exchange program and were Very Satisfied with the program. One (5.3%) of the respondents participated in the honors program and was Somewhat. Six (31.6%) of the respondents participated in a research program. Of those who participated, three (50.0%) were Very Satisfied with the experience, two (33.3%) were Somewhat Satisfied, and one (16.7%) was Somewhat Dissatisfied.

**B.A. Sociology**

None (0.0%) of the Sociology graduates had participated in the study-abroad/student exchange program or the honors program. Two (40.0%) of the respondents participated in a research

program. One (50.0%) was very satisfied with the experience and one (50.0%) was somewhat satisfied.

## **Graduate/Professional Education**

### **B.A. Criminal Justice**

Two (10.5%) of the respondents are currently enrolled in a graduate/professional degree program. Four (21.1%) of the respondents have completed a degree, two a Masters degree, one a professional degree, and one some other degree. One (5.3%) has taken courses but not enrolled in a degree program, ten (52.6%) are likely to enroll in a degree program in the future, and two (10.5%) have no plans for further education. Of those with plans for further education, two (11.8%) have already earned their highest degree, eleven (64.7%) plan on earning a Master's, two (11.8%) a doctorate, one (5.9%) a professional degree, and one (5.9%) a second baccalaureate.

Of the seven individuals with graduate school experience, four (57.1%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study. Furthermore, two (28.6%) respondent indicated Southeastern prepared them "Better than Most" other students and two (28.6%) indicated "About the Same as Most" other students.

Of the six respondents who are enrolled in a degree program or had completed a degree, three (50.0%) indicated it was "Very Closely Related" to their bachelor's degree from Southeastern.

### **B.A. Sociology**

One (20.0%) of the respondents is currently enrolled in a graduate/professional degree program and three (60.0%) are likely to enroll in a degree program in the future. Two (50.0%) respondents plan on obtaining a Masters, one (25.0%) plans on obtaining a Doctorate, and one (25.0%) a professional degree.

The individual with graduate school experience indicated that Southeastern prepared him/her "Effectively" for further graduate/professional study and that Southeastern prepared them "About the Same as Most" other students. The respondents is enrolled in a degree program "Very Closely Related" to her/his bachelor's degree.

## **Employment**

### **B.A. Criminal Justice**

Fourteen (73.7%) of the respondents have been employed full-time since completing their degree. Of those, four (28.6%) had jobs before completing their degrees, five (35.7%) respondents obtained a job 1-6 months after graduation, four (28.6%) took 7-12 months and one (7.1%) took over a year.

The ten respondents who did not have a job upon graduation, faced a variety of problems in obtaining employment. Table 19 presents what were considered major problems, minor problems, or no problem for the remaining twelve.

<b>Table 19</b>			
<b>Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limiting my job search to only one geographic area	30.0% (3)	50.0% (5)	20.0% (2)
Not knowing what I wanted to do	20.0% (2)	40.0% (4)	30.0% (3)
Tight job market	40.0% (4)	0.0%	60.0% (6)
Lack of marketable skills	0.0%	50.0% (5)	50.0% (5)
Lack of educational qualifications	0.0%	40.0% (4)	60.0% (6)
Reputation of Southeastern	0.0%	20.0% (2)	80.0% (8)
Lack of experience	40.0% (4)	40.0% (4)	20.0% (2)
Lack of job search skills	10.0% (1)	20.0% (2)	70.0% (7)
Poor GPA	0.0%	20.0% (2)	80.0% (8)
Racial discrimination	0.0%	10.0% (1)	90.0% (9)
Gender discrimination	0.0%	0.0%	100.0% (10)
Age discrimination	10.0% (1)	0.0%	90.0% (9)

Of those respondents who have had a full-time job since graduating, two (14.3%) indicated their education was “Very Effective” in preparing their for employment or improving job performance, nine (64.3%) indicated it was “Effective”, two (14.3%) indicated it was “Ineffective”, and one (7.1%) indicated it was “Very Ineffective”. In regards to sources for learning about their first full-time job, four (28.6%) indicated a parent or relative, one (7.1%) from a newspaper or trade publication, one (7.1%) from another student or friend, three (21.4%) already had a job, one (7.1%) from an internship, two (14.3%) from an employment agency, one (7.1%) from the Southeastern Job Fair, and two (14.3%) from the Internet.

Sixteen (84.2%) of the respondents are currently employed full-time, two (10.5%) are employed part-time but looking for full-time employment, and one (5.3%) has a graduate assistantship. Twelve (75.0%) of those who are currently employed full-time work in the state of Louisiana. One (6.3%) of the respondents is employed in a nonprofit organization, one (6.3%) in a professional firm, one (6.3%) in the military, one (6.3%) in industry, six (37.5%) in government, three (18.8%) in business, and two (12.5%) 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”, eleven (68.8%) respondents felt they are underemployed, while four (25.0%)

felt they are not underemployed. When asked about satisfaction with their present employment, two (12.5%) are “Well satisfied, would not consider leaving”, nine (56.3%) are “Satisfied, but would consider more desirable employment”, and four (25.0%) “Dislike employment; seeking or will seek other employment”.

Four (25.0%) of the respondents are currently employed in the area of their Southeastern major, five (31.3%) in an area related to their Southeastern major and six (37.5%) are employed in an area not related to their Southeastern major, all of them because they could not find a job they wanted. One (6.3%) of the respondents gave an annual salary of less than \$10,000, two (12.5%) gave a range of \$15,001-\$20,000, five (31.3%) gave a range of \$20,001-\$25,000, two (12.5%) gave a salary range of \$25,001-\$30,000, three (18.8%) gave a salary range of \$30,001-\$40,000, and one (6.3%) indicated an annual salary greater than \$50,000.

### **B.A. Sociology**

Three of the respondents (60.0%) have been employed full-time since completing their degree. Two (66.7%) had a job before completing their degree and one (33.3%) obtained a job 1-6 months after graduation.

Two (66.7%) respondents indicated their education was “Effective” in preparing them for employment or improving their job performance and one (33.3%) indicated it was “Ineffective”. In regards to sources for learning about their first full-time job, two (66.7%) indicated the internet.

Three (60.0%) of the respondents are currently employed full-time, one (14.3%) is employed part-time but looking for full-time employment, and one (20.0%) is employed part-time and looking for full-time work, and one (20.0%) is unemployed and not looking for employment. All of those employed full-time are employed in the state of Louisiana. Two (66.7%) of the respondents is employed in government and one (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 (33.3%) respondents felt he/she is not underemployed, while two (66.7%) felt they are underemployed. When asked about satisfaction with their present employment, one (33.3%) is “Well satisfied, would not consider leaving”, one (33.3%) is “Satisfied, but would consider more desirable employment”, and one (33.3%) “Dislike[s] employment; seeking or will seek other employment.

Two (66.7%) of the respondents are currently employed in an area related to their Southeastern major and one (33.3%) in an unrelated area because he/she has not received the necessary licensure/certification. One (33.3%) of the respondents gave a salary range of \$10,001-\$15,000 and two (66.7%) gave a range of \$30,001-\$40,000.



## **Professional Activities**

### **B.A. Criminal Justice**

Five (26.3%) of the respondents indicated that licensure/certification is not available in their field, eight (42.1%) do not currently hold have it, and six (31.6%) have licensure/certification. Two hold Peace Officer Standard Training, one Paralegal Certification/Notary Public, one Numerous Law Enforcement and Criminal Justice related certs., two are POST certified. None (0.0%) of those who do not hold licensure/certification plan on obtaining it in the next twelve months.

Five (26.3%) of the respondents are members of a professional organization, and six (31.6%) have attended a professional meeting in the past year.

### **B.A. Sociology**

One (20.0%) of the respondents indicated that licensure/certification is not available in their field, three (60.0%) do not currently hold have it, and one (20.0%) has P.O.S.T. Certification. None (0.0%) of those currently without licensure/certification plan on obtaining it in the next twelve months. Two (40.0%) of the respondent are members of a professional organization, and one (20.0%) has attended a professional meeting in the past year.

## Department of Accounting & Finance

**Table 20**  
**Satisfaction with Degree Program**

Number of Respondents: B.S. Accounting - 24; BS Finance - 11					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.S. Accounting	0.0%	0.0%	0.0%	37.5% (9)	58.3% (14)
B.S. Finance	0.0%	0.0%	0.0%	72.7% (8)	27.3% (3)
<b>Overall quality of your degree program</b>					
B.S. Accounting	0.0%	0.0%	0.0%	33.3% (8)	58.3% (14)
B.S. Finance	0.0%	0.0%	0.0%	72.7% (8)	27.3% (3)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.S. Accounting	0.0%	0.0%	0.0%	12.5% (3)	79.2% (19)
B.S. Finance	0.0%	0.0%	0.0%	9.1% (1)	90.9% (10)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.S. Accounting	4.2% (1)	0.0%	20.8% (5)	16.7% (4)	54.2% (13)
B.S. Finance	9.1% (1)	27.3% (3)	18.2% (2)	27.3% (3)	18.2% (2)
<b>Opportunities to interact with faculty outside of class</b>					
B.S. Accounting	0.0%	0.0%	20.8% (5)	25.0% (6)	54.2% (13)
B.S. Finance	3.6% (1)	0.0%	10.7% (3)	7.1% (2)	17.9% (5)
<b>Effectiveness of the faculty as teachers</b>					
B.S. Accounting	0.0%	0.0%	8.3% (2)	25.0% (6)	66.7% (16)
B.S. Finance	0.0%	0.0%	0.0%	17.9% (5)	21.4% (6)
<b>Friendliness and helpfulness of the office staff</b>					
B.S. Accounting	0.0%	0.0%	12.5% (3)	16.7% (4)	70.8% (17)
B.S. Finance	0.0%	14.3% (4)	7.1% (2)	7.1% (2)	10.7% (3)
<b>Interest shown by faculty in your academic development</b>					
B.S. Accounting	0.0%	0.0%	4.2% (1)	25.0% (6)	70.8% (17)
B.S. Finance	0.0%	0.0%	3.6% (1)	17.9% (5)	17.9% (5)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.S. Accounting	0.0%	8.3% (2)	8.3% (2)	29.2% (7)	54.2% (13)
B.S. Finance	0.0%	0.0%	3.6% (1)	14.3% (4)	21.4% (6)
<b>Quality of instruction in advanced courses</b>					
B.S. Accounting	0.0%	0.0%	8.3% (2)	25.0% (6)	66.7% (16)
B.S. Finance	0.0%	0.0%	7.1% (2)	10.7% (3)	21.4% (6)

<b>Table 20 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Accounting &amp; Finance</b>					
Number of Respondents: B.S. Accounting - 24; BS Finance - 11					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Faculty treatment of students both inside and outside of the classroom</b>					
B.S. Accounting	0.0%	0.0%	8.3% (2)	25.0% (6)	66.7% (16)
B.S. Finance	0.0%	0.0%	3.6% (1)	7.1% (2)	25.0% (7)
<b>Professional activities, associations, or clubs associated with your major</b>					
B.S. Accounting	0.0%	0.0%	37.5% (9)	29.2% (7)	29.2% (7)
B.S. Finance	3.6% (1)	7.1% (2)	10.7% (3)	7.1% (2)	7.1% (2)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.S. Accounting	0.0%	4.2% (1)	41.7% (10)	29.2% (7)	20.8% (5)
B.S. Finance	3.6% (1)	10.7% (3)	3.6% (1)	7.1% (2)	14.3% (4)
<b>Availability of the required courses</b>					
B.S. Accounting	4.2% (1)	8.3% (2)	4.2% (1)	41.7% (10)	41.7% (10)
B.S. Finance	3.6% (1)	7.1% (2)	7.1% (2)	14.3% (4)	7.1% (2)
<b>Availability of elective courses you wanted to take in your major</b>					
B.S. Accounting	4.2% (1)	8.3% (2)	8.3% (2)	37.5% (9)	41.7% (10)
B.S. Finance	3.6% (1)	14.3% (4)	7.1% (2)	0.0%	14.3% (4)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.S. Accounting	0.0%	0.0%	4.2% (1)	33.3% (8)	62.5% (15)
B.S. Finance	0.0%	3.6% (1)	10.7% (3)	7.1% (2)	14.3% (4)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.S. Accounting	0.0%	0.0%	8.3% (2)	45.8% (11)	45.8% (11)
B.S. Finance	0.0%	0.0%	3.6% (1)	21.4% (6)	14.3% (4)
<b>Library resources related to your major</b>					
B.S. Accounting	0.0%	8.3% (2)	16.7% (4)	41.7% (10)	33.3% (8)
B.S. Finance	0.0%	3.6% (1)	21.4% (6)	7.1% (2)	7.1% (2)
<b>Use of appropriate technology in the classroom</b>					
B.S. Accounting	4.2% (1)	0.0%	16.7% (4)	33.3% (8)	45.8% (11)
B.S. Finance	0.0%	0.0%	7.1% (2)	14.3% (4)	17.9% (5)
<b>Facilities and equipment (including computer resources) for courses in your major</b>					
B.S. Accounting	8.3% (2)	0.0%	20.8% (5)	25.0% (6)	45.8% (11)
B.S. Finance	0.0%	0.0%	10.7% (3)	7.1% (2)	21.4% (6)

<b>Table 20 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Accounting &amp; Finance</b>					
Number of Respondents: B.S. Accounting - 24; BS Finance - 11					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Help you received from faculty in your department with regard to further educational opportunities</b>					
B.S. Accounting	4.2% (1)	4.2% (1)	25.0% (6)	33.3% (8)	29.2% (7)
B.S. Finance	0.0%	10.7% (3)	10.7% (3)	7.1% (2)	10.7% (3)
<b>The size of classes in your major</b>					
B.S. Accounting	0.0%	0.0%	8.3% (2)	20.8% (5)	66.7% (16)
B.S. Finance	0.0%	0.0%	3.6% (1)	7.1% (2)	28.6% (8)
<b>Help you received from faculty in your department with regard to finding employment in your field</b>					
B.S. Accounting	8.3% (2)	4.2% (1)	29.2% (7)	12.5% (3)	45.8% (11)
B.S. Finance	7.1% (2)	7.1% (2)	10.7% (3)	3.6% (1)	10.7% (3)
<b>The global perspective of courses</b>					
B.S. Accounting	4.2% (1)	8.3% (2)	29.2% (7)	37.5% (9)	20.8% (5)
B.S. Finance	0.0%	10.7% (3)	7.1% (2)	7.1% (2)	14.3% (4)
<b>The relevancy of courses</b>					
B.S. Accounting	0.0%	4.2% (1)	16.7% (4)	20.8% (5)	58.3% (14)
B.S. Finance	0.0%	3.6% (1)	3.6% (1)	17.9% (5)	14.3% (4)
<b>“Real-world” experiences, exposure, examples, etc. in or out of the classroom</b>					
B.S. Accounting	4.2% (1)	12.5% (3)	20.8% (5)	29.2% (7)	29.2% (7)
B.S. Finance	0.0%	10.7% (3)	7.1% (2)	14.3% (4)	7.1% (2)
<b>Your advisor’s knowledge of requirements</b>					
B.S. Accounting	4.2% (1)	0.0%	0.0%	29.2% (7)	66.7% (16)
B.S. Finance	3.6% (1)	3.6% (1)	7.1% (2)	10.7% (3)	14.3% (4)
<b>The accessibility of your advisor</b>					
B.S. Accounting	4.2% (1)	0.0%	4.2% (1)	45.8% (11)	45.8% (11)
B.S. Finance	3.6% (1)	3.6% (1)	10.7% (3)	10.7% (3)	10.7% (3)
<b>Your advisor’s concern with your academic goals</b>					
B.S. Accounting	0.0%	4.2% (1)	0.0%	45.8% (11)	50.0% (12)
B.S. Finance	3.6% (1)	3.6% (1)	10.7% (3)	14.3% (4)	7.1% (2)

<b>Table 20 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Accounting &amp; Finance</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend Southeastern to someone interested in what you majored in?</b>		
B.S. Accounting	0.0%	100.0% (24)
B.S. Finance	0.0%	39.3% (11)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.S. Accounting	17.9% (5)	17.9% (5); Not at Southeastern 3.6% (1)
B.S. Finance	0.0%	0.0%
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.S. Accounting	28.6% (8)	10.7% (3)
B.S. Finance	0.0%	0.0%
<b>6. Should a hands-on course be required in your program?</b>		
B.S. Accounting	7.1% (2)	32.1% (9)
B.S. Finance	0.0%	0.0%

**BS Accounting**

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

- Greater understanding of my field.
- I am now a full time accountant where I interned.
- job opportunity after graduation
- I am currently employed at my place of internship.
- I ended up getting a full-time position with the firm I interned with.
- internship - learned how to do a tax return
- My internship helped me apply the classroom information to the real world, and it helped me in choosing public accounting versus private.

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

- Team building, understanding of career paths, office experience, learned new technology.
- Real world experience in an office setting.

## **Perceptions of Southeastern**

### **BS Accounting**

One (4.2%) of the Accounting graduates participated in the study-abroad/student exchange program and was Very Satisfied with the experience. Three (12.5%) of the respondents had participated in the honors program. Two (66.7%) were Very Satisfied with the experience and one (33.3%) was Very Dissatisfied. Two (8.3%) of the respondents participated in research under the supervision of a faculty member outside of a regular classroom. One (50.0%) was Very Satisfied with the experience and one (50.0%) was Somewhat Satisfied.

### **BS Finance**

None of the Finance graduates participated in the study-abroad/student exchange or honors program. One (9.1%) of the respondents participated in research under the supervision of a faculty member outside of a regular classroom and was Very Satisfied with the experience.

## **Graduate/Professional Education**

### **BS Accounting**

One (4.2%) of the respondents are currently enrolled in a graduate/professional degree program, eight (33.3%) have completed a master's degree, one (4.2%) has taken courses but not enrolled in a degree program, eight (33.3%) are likely to enroll in the future, and five (20.8%) have no plans for further education. Of those respondents with plans for further education, nine (50.0%) have the highest degree they plan on obtaining and eight (44.4%) plan on obtaining a master's.

Of the ten individuals with graduate course experience, four (40.0%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study and five (50.0%) indicated Southeastern prepared them "Very Effectively". Two (20.0%) indicated that Southeastern prepared them "Better than Most" other students and seven (70.0%) indicated that Southeastern prepared them "About the Same as Most". Of the nine respondents enrolled in graduate school or with a graduate degree, five (55.6%) indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern.

### **BS Finance**

Three (27.3%) of the respondents are currently enrolled in a graduate/professional degree program, three (27.3%) have completed a master's degree, three (27.3%) are likely to enroll in the future, and two (18.2%) have no plans for further education. Of those respondents with plans for further education, three (33.3%) have the highest degree they plan on obtaining and five (55.6%) plan on obtaining a master's.

Of the six individuals with graduate course experience, three (50.0%) indicated that Southeastern prepared them “Effectively” for further graduate/professional study and three (50.0%) indicated Southeastern prepared them “Very Effectively”. One (16.7%) indicated that Southeastern prepared them “Better than Most” other students and five (62.5%) indicated that Southeastern prepared them “About the Same as Most”. Of the six respondents enrolled in graduate school or with a graduate degree, four (50.0%) indicated their graduate degree program is “Very Closely Related” to their bachelor’s degree from Southeastern, one (16.7%) indicated it was “Somewhat Related” and one (16.7%) indicated it was “Not at all Related”.

## Employment

### BS Accounting

Two (8.3%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, ten (45.5%) had the job before completing their degree, four (18.2%) accepted a position upon graduation, five (22.7%) took 1-6 months to find a job, and two (9.1%) took 7-12 months.

The seven respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 21 presents what were considered major problems, minor problems, or no problem.

<b>Table 21</b>			
<b>Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	14.3% (1)	57.1% (4)	28.6% (2)
Not knowing what I wanted to do	14.3% (1)	14.3% (1)	71.4% (5)
Tight job market	42.9% (3)	28.6% (2)	28.6% (2)
Lack of marketable skills	14.3% (1)	28.6% (2)	57.1% (4)
Lack of educational qualifications	14.3% (1)	14.3% (1)	71.4% (5)
Reputation of Southeastern	0.0%	14.3% (1)	85.7% (6)
Lack of experience	57.1% (4)	14.3% (1)	28.6% (2)
Lack of job search skills	0.0%	14.3% (1)	85.7% (6)
Poor GPA	0.0%	0.0%	100.0% (7)
Racial discrimination	0.0%	0.0%	100.0% (7)
Gender discrimination	0.0%	0.0%	100.0% (7)
Age discrimination	0.0%	0.0%	100.0% (7)

Eight (36.4%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance, thirteen (59.1%) indicated it was “Effective” and one (4.5%) indicated it was “Ineffective”. In regards to sources for learning about their first full-time job, three (13.6%) indicated Southeastern faculty, two (9.1%) indicated a parent or relative, seven (31.8%) from Southeastern’s Career Services, two (9.1%) from a newspaper, five (22.7%) from a professional meeting, two (9.1%) from another student/friend, seven (31.8%) already had the job, six (27.3%) from an internship, one (4.5%) from the Southeastern Job Fair, and four (18.2%) from the Internet.

Twenty-one (87.5%) respondents are currently employed full-time, one (4.2%) is unemployed and looking for employment, and one (4.2%) is not employed and not seeking employment. Of the respondents who are currently employed full-time, eighteen (85.7%) work in the state of Louisiana, while three (14.3%) work out of state. One (4.8%) respondent is employed in a service organization, one (4.9%) in higher education, seven (33.3%) in a professional firm, one (4.9%) is self-employed, four (19.0%) in industry, five (23.8%) in government, and two (9.5%) in business. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college would you say that you are currently underemployed”, two (9.5%) of the respondents indicated they are underemployed and nineteen (90.5%) are not. Thirteen (61.9%) of the respondents are well satisfied with their employment and would not consider leaving, five (23.8%) are satisfied with their employment but would consider other employment, and two (9.5%) dislike their employment and are seeking new employment. Nineteen (90.5%) of the respondents are employed in the area of their Southeastern major, one (4.8%) in a related area, and one (4.8%) in an unrelated area because he/she has not obtained the necessary licensure/certification. Two (9.5%) respondents indicated a salary range of \$20,001-\$25,000, one (4.8%) gave a range of \$25,001-\$30,000, one (4.8%) gave a range of \$30,001-\$40,000, ten (47.6%) \$40,001-\$50,000 and five (23.8%) indicated a salary over \$50,000.

## **BS Finance**

All (100.0%) of the respondents have been employed full-time since graduating from Southeastern. Five (45.5%) had the job before completing their degree, two (18.2%) accepted a position upon graduation, two (18.9%) took 1-6 months to find a job, and one (9.1%) took 7-12 months.

Major problems in finding employment included “Limiting my search to only one geographic area” (33.3%), “Tight job market” (33.3%), “Lack of marketable skills” (33.3%), and “Lack of experience” (66.7%). Minor problems in finding employment included “Limiting my search to only one geographic area” (33.3%), “Not knowing what I wanted to do” (33.3%), “Tight job market” (33.3%), “Lack of marketable skills” (33.3%), “Reputation of Southeastern” (33.3%), and “Lack of experience” (33.3%), and “age discrimination” (33.3%).

Three (27.3%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance, and eight



(72.7%) indicated it was “Effective”. In regards to sources for learning about their first full-time job, one (9.1%) indicated Southeastern faculty, three (27.3%) already had the job, one (9.1%) from an internship, and five (45.5%) from the Internet.

Nine (81.8%) respondents are currently employed full-time, one (9.1%) is employed part-time and satisfied with part-time employment, and one (9.1%) is not employed and not seeking employment. All (100.0%) of the respondents who are currently employed work in the state of Louisiana. One (11.1%) respondent is employed in a service organization, one (11.1%) in higher education, two (22.2%) in a professional firm, one (11.1%) in industry, two (22.2%) in government, and two (22.2%) in business. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college would you say that you are currently underemployed”, two (22.2%) of the respondents indicated they are underemployed and seven (77.8%) are not. One (11.1%) of the respondents is well satisfied with their employment and would not consider leaving, seven (77.8%) are satisfied with their employment but would consider other employment, and one (11.1%) dislikes their employment and are seeking new employment. One (11.1%) of the respondents is employed in the area of their Southeastern major, six (66.7%) in a related area, and two (22.2%) in an unrelated area because of developing a new career interest and better opportunity for advancement. One (11.1%) respondent indicated a salary range of \$25,001-\$30,000, four (44.4%) gave a range of \$30,001-\$40,000, two (22.2%) \$40,001-\$50,000 and one (11.1%) indicated a salary over \$50,000.

## **Professional Activities**

### **BS Accounting**

Twenty (83.3%) respondents indicated they do not currently have licensure/certification and four (16.7%) have licensure/certification. Of those four, two (50.0%) are CPAs, two (50.0%) a Certified Internal Auditor, and one (25.0%) is an Enrolled Agent. Of those who do not have licensure/certification, twelve (60.0%) plan on obtaining a CPA in the next twelve months. Eight (33.3%) of the respondents are members of a professional organization, and nine (37.5%) have attended a professional meeting in the past year.

### **BS Finance**

Two (18.2%) respondents indicated licensure/certification is not available in their field, seven (63.6%) indicated they do not currently have licensure/certification and one (9.1%) has Series 6; Life + Health. Of those who do not have licensure/certification, four (57.1%) plan on obtaining it in the next twelve months, including CPA, Certified Financial Planner, and Real Estate + Certified Property Manager. Five (45.5%) of the respondents are members of a professional organization, and four (36.4%) have attended a professional meeting in the past year.

## Department of Management & Business Administration

**Table 22**  
**Satisfaction with Degree Program**

Number of Respondents: B.A. Management - 40; BBA General Business - 9					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
BBA General Business	0.0%	0.0%	22.2% (3)	33.3% (3)	44.4% (4)
B.A. Management	0.0%	0.0%	5.3% (7)	12.8% (17)	12.0% (16)
<b>Overall quality of your degree program</b>					
BBA General Business	0.0%	0.0%	11.1% (1)	66.7% (6)	22.2% (2)
B.A. Management	0.0%	0.8% (1)	3.8% (5)	15.0% (20)	10.5% (14)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
BBA General Business	0.0%	11.1% (1)	0.0%	55.6% (5)	33.3% (3)
B.A. Management	0.0%	0.8% (1)	5.3% (7)	5.3% (7)	18.8% (25)
<b>Usefulness of the academic advice you received from your advisor</b>					
BBA General Business	0.0%	22.2% (2)	11.1% (1)	22.2% (2)	44.4% (4)
B.A. Management	2.3% (3)	3.0% (4)	9.0% (12)	6.0% (8)	9.8% (13)
<b>Opportunities to interact with faculty outside of class</b>					
BBA General Business	0.0%	0.0%	22.2% (2)	55.6% (5)	22.2% (2)
B.A. Management	1.5% (2)	3.8% (5)	6.0% (8)	9.0% (12)	9.8% (13)
<b>Effectiveness of the faculty as teachers</b>					
BBA General Business	0.0%	0.0%	22.2% (2)	44.4% (4)	33.3% (3)
B.A. Management	0.0%	1.5% (2)	3.0% (4)	13.5% (18)	12.0% (16)
<b>Friendliness and helpfulness of the office staff</b>					
BBA General Business	0.0%	0.0%	22.2% (2)	44.4% (4)	33.3% (3)
B.A. Management	3.0% (4)	3.0% (4)	4.5% (6)	11.3% (15)	8.3% (11)
<b>Interest shown by faculty in your academic development</b>					
BBA General Business	0.0%	0.0%	11.1% (1)	44.4% (4)	44.4% (4)
B.A. Management	0.8% (1)	1.5% (2)	3.8% (5)	12.8% (17)	11.3% (15)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
BBA General Business	0.0%	0.0%	0.0%	66.7% (6)	33.3% (3)
B.A. Management	0.0%	1.5% (2)	7.5% (10)	10.5% (14)	10.5% (14)
<b>Quality of instruction in advanced courses</b>					
BBA General Business	0.0%	0.0%	22.2% (2)	55.6% (5)	22.2% (2)
B.A. Management	0.0%	0.8% (1)	4.5% (6)	12.0% (16)	12.8% (17)

<b>Table 22 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Management &amp; Business Administration</b>					
Number of Respondents: B.A. Management - 40; BBA General Business - 9					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Faculty treatment of students both inside and outside of the classroom</b>					
BBA General Business	0.0%	0.0%	0.0%	44.4% (4)	55.6% (5)
B.A. Management	1.5% (2)	0.0%	1.5% (2)	12.8% (17)	14.3% (19)
<b>Professional activities, associations, or clubs associated with your major</b>					
BBA General Business	0.0%	11.1% (1)	44.4% (4)	33.3% (3)	11.1% (1)
B.A. Management	2.3% (3)	3.0% (4)	9.8% (13)	10.5% (14)	4.5% (6)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
BBA General Business	0.0%	0.0%	44.4% (4)	44.4% (4)	11.1% (1)
B.A. Management	2.3% (3)	6.8% (9)	7.5% (10)	6.8% (9)	6.8% (9)
<b>Availability of the required courses</b>					
BBA General Business	11.1% (1)	0.0%	22.2% (2)	55.6% (5)	11.1% (1)
B.A. Management	0.0%	2.3% (3)	6.8% (9)	10.5% (14)	10.5% (14)
<b>Availability of elective courses you wanted to take in your major</b>					
BBA General Business	0.0%	22.2% (2)	22.2% (2)	44.4% (4)	11.1% (1)
B.A. Management	0.8% (1)	3.8% (5)	6.0% (8)	9.0% (12)	10.5% (14)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
BBA General Business	0.0%	0.0%	11.1% (1)	66.7% (6)	22.2% (2)
B.A. Management	0.0%	0.8% (1)	3.0% (4)	10.5% (14)	15.8% (21)
<b>Opportunities for you to collaborate with other students on class projects</b>					
BBA General Business	0.0%	0.0%	11.1% (1)	55.6% (5)	33.3% (3)
B.A. Management	0.0%	1.5% (2)	2.3% (3)	15.0% (20)	11.3% (15)
<b>Library resources related to your major</b>					
BBA General Business	0.0%	0.0%	22.2% (2)	44.4% (4)	33.3% (3)
B.A. Management	0.0%	1.5% (2)	8.3% (11)	11.3% (15)	9.0% (12)
<b>Use of appropriate technology in the classroom</b>					
BBA General Business	0.0%	0.0%	22.2% (2)	33.3% (3)	44.4% (4)
B.A. Management	0.8% (1)	3.8% (5)	4.5% (6)	11.3% (15)	9.8% (13)
<b>Facilities and equipment (including computer resources) for courses in your major</b>					
BBA General Business	0.0%	0.0%	11.1% (1)	44.4% (4)	44.4% (4)
B.A. Management	0.0%	3.0% (4)	2.3% (3)	14.3% (19)	9.8% (13)

<b>Table 22 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Management &amp; Business Administration</b>					
Number of Respondents: B.A. Management - 40; BBA General Business - 9					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Help you received from faculty in your department with regard to further educational opportunities</b>					
BBA General Business	0.0%	0.0%	33.3% (3)	44.4% (4)	22.2% (2)
B.A. Management	2.3% (3)	3.0% (4)	7.5% (10)	12.0% (16)	5.3% (7)
<b>The size of classes in your major</b>					
BBA General Business	0.0%	0.0%	0.0%	55.6% (5)	44.4% (4)
B.A. Management	0.0%	2.3% (3)	3.0% (4)	6.8% (9)	17.3% (23)
<b>Help you received from faculty in your department with regard to finding employment in your field</b>					
BBA General Business	0.0%	44.4% (4)	44.4% (4)	11.1% (1)	0.0%
B.A. Management	6.0% (8)	9.0% (12)	5.3% (7)	4.5% (6)	5.3% (7)
<b>The global perspective of courses</b>					
BBA General Business	0.0%	0.0%	44.4% (4)	44.4% (4)	11.1% (1)
B.A. Management	1.5% (2)	3.8% (5)	9.0% (12)	11.3% (15)	4.5% (6)
<b>The relevancy of courses</b>					
BBA General Business	0.0%	0.0%	11.1% (1)	55.6% (5)	33.3% (3)
B.A. Management	0.0%	2.3% (3)	7.5% (10)	12.0% (16)	8.3% (11)
<b>“Real-world” experiences, exposure, examples, etc. in or out of the classroom</b>					
BBA General Business	0.0%	0.0%	11.1% (1)	77.8% (7)	11.1% (1)
B.A. Management	2.3% (3)	3.0% (4)	4.5% (6)	9.8% (13)	10.5% (14)
<b>Your advisor’s knowledge of requirements</b>					
BBA General Business	0.0%	11.1% (1)	11.1% (1)	33.3% (3)	44.4% (4)
B.A. Management	1.5% (2)	2.3% (3)	3.0% (4)	14.3% (19)	9.0% (12)
<b>The accessibility of your advisor</b>					
BBA General Business	0.0%	11.1% (1)	22.2% (2)	33.3% (3)	33.3% (3)
B.A. Management	2.3% (3)	5.3% (7)	6.0% (8)	10.5% (14)	6.0% (8)
<b>Your advisor’s concern with your academic goals</b>					
BBA General Business	0.0%	11.1% (1)	22.2% (2)	33.3% (3)	33.3% (3)
B.A. Management	4.5% (6)	2.3% (3)	6.8% (9)	8.3% (11)	8.3% (11)

<b>Table 22 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Management &amp; Business Administration</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend Southeastern to someone interested in what you majored in?</b>		
BBA General Business	0.0%	100.0% (9)
B.A. Management	3.8% (5)	25.6% (34)
<b>3. If you had it to do over again, would you choose the same major?</b>		
BBA General Business	22.2% (2)	77.8% (7)
B.A. Management	14.3% (19)	15.0% (20), Not at Southeastern 0.8% (1)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
BBA General Business	88.9% (8)	11.1% (1)
B.A. Management	24.1% (32)	6.0% (8)
<b>6. Should a hands-on course be required in your program?</b>		
BBA General Business	44.4% (4)	44.4% (4)
B.A. Management	6.8% (9)	21.1% (28)

**BA Management**

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

- Great hands on tools, relating class work to real situations.
- Practical experience that is needed to obtain a job with no management experience.

**Perceptions of Southeastern**

**BBA Business Administration**

None (100.0%) of the Business Administration graduates had participated in the study-abroad or honors program. Two (22.2%) of the respondents had participated in a research program and were Very Satisfied with the experience.

**BA Management**

Seven (17.5%) of the Management graduates had participated in the study-abroad program, five (71.4%) were Very Satisfied with the experience and two (28.6%) were Somewhat Satisfied. Five (12.5%) of the respondents had participated in the honors program. Two (40.0%) were

Very Satisfied with the experience, two (40.0%) were Somewhat Satisfied, and one (20.0%) was Very Dissatisfied. Six (15.0%) of the respondents participated in a research program, five (83.3%) were Very Satisfied with the experience and one (16.7%) was Somewhat Satisfied.

## **Graduate/Professional Education**

### **BBA Business Administration**

One (11.1%) of the respondents is currently enrolled in a graduate/professional degree program and one (11.1%) has completed a Masters. Three (33.3%) are likely to enroll in a graduate program in the future, and four (44.4%) have no plans for further education. Of those respondents with plans for further education, one (20.0%) has the highest degree they plan on obtaining, three (60.0%) plan on obtaining a master's, and one (20.0%) plans on obtaining a second baccalaureate.

Both (100.0%) of the individuals with graduate course experience indicated that Southeastern prepared them "Very Effectively" for further graduate/professional study. One (50.0%) indicated that Southeastern prepared them "About the Same as Most" other students and one (50.0%) indicated they were prepared "Better than Most". One (50.0%) of the indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern and one (50.0%) indicated it was "Not at all Related".

### **BA Management**

Three (7.5%) of the respondents are currently enrolled in a Master's degree program, five (12.5%) have completed a Masters degree, and one (2.5%) have taken courses but not enrolled in a degree program. Twenty-seven (62.5%) are likely to enroll in a graduate program in the future, and six (15.0%) have no plans for further education. Of those respondents with plans for further education, two (5.9%) have the highest degree they plan on obtaining, twenty-six (76.5%) plan on obtaining a master's, two (5.9%) plan on eventually obtaining a doctorate, and two (5.9%) plan on obtaining a professional degree.

Of the nine individuals with graduate course experience, five (55.6%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study and three (33.3%) indicated Southeastern prepared them "Very Effectively". Six (66.7%) indicated that Southeastern prepared them "About the Same as Most" other students, while two (22.2%) indicated they were prepared "Better than Most". Of the eight respondents enrolled in graduate school or with a graduate degree, six (75.0%) indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern.

## **Employment**

### **BBA Business Administration**

One (11.1%) of the respondents has not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, three (37.5%) had a job before completing their degree, one (12.5%) accepted a position upon graduation, and four (50.0%) took 1-6 months to find a job.

The four respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Major problems in finding employment included “Limiting my search to only one geographic area” (25.0%), “Not knowing what I wanted to do” (25.0%), and “Tight job market” (50.0%). Minor problems in finding employment included “Limiting my search to only one geographic area” (50.0%), “Not knowing what I wanted to do” (25.0%), “Tight job market” (50.0%), and “Lack of experience” (75.0%).

Two (25.0%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance, four (50.0%) indicated it was “Effective”, and two (25.0%) indicated it was “Ineffective”. In regards to sources for learning about their first full-time job, one (12.5%) indicated a parent or relative, one (12.5%) from a newspaper, one (12.5%) from another student/friend, two (25.0%) already had the job, one (12.5%) from an employment agency, and two (25.0%) from the internet.

Eight (88.9%) respondents are currently employed full-time and one (11.1%) has a graduate assistantship. Of the respondents who are currently employed full-time, seven (87.5%) work in the state of Louisiana and one (12.5%) works out of state. Two (25.0%) respondents are employed in a service organization, one (12.5%) is self employed, one (12.5%) in industry, three (37.5%) in government, and one (12.5%) 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”, one (12.5%) of the respondents indicated they are underemployed and seven (87.5%) are not. Four (50.0%) of the respondents are well satisfied with their employment and would not consider leaving and four (50.0%) are satisfied with their employment but would consider other employment. Two (25.0%) of the respondents are employed in the area of their Southeastern major and six (75.0%) in a related area. One (12.5%) respondent indicated a salary range of \$15,001-\$20,000, one (12.5%) gave a range of \$20,001-\$25,000, two (25.0%) gave a range of \$25,001-\$30,000, one (12.5%) gave a range of \$30,001-\$40,000, two (25.0%) \$40,001-\$50,000 and one (12.5%) indicated a salary over \$50,000.

### **BA Management**

Eight (20.0%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, eleven (34.4%) had a job before completing their degree, seven (21.9%) accepted a position upon graduation, six (18.8%) took 1-6 months to find a job, six (18.8%) took 7-12 months, and two (6.3%) took over a year.

The twenty-three respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 23 presents what were considered major problems, minor problems, or no problem.

<b>Table 23</b>			
<b>Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	28.6% (4)	42.9% (6)	28.6% (4)
Not knowing what I wanted to do	21.4% (3)	28.6% (4)	14.3% (2)
Tight job market	42.9% (6)	42.9% (6)	14.3% (2)
Lack of marketable skills	14.3% (2)	35.7% (5)	42.9% (6)
Lack of educational qualifications	14.3% (2)	7.1% (1)	78.6% (11)
Reputation of Southeastern	7.1% (1)	7.1% (1)	85.7% (12)
Lack of experience	57.1% (8)	28.6% (4)	14.3% (2)
Lack of job search skills	21.4% (3)	14.3% (2)	64.3% (9)
Poor GPA	0.0%	7.1% (1)	92.9% (13)
Racial discrimination	0.0%	14.3% (2)	85.7% (12)
Gender discrimination	7.1% (1)	7.1% (1)	85.7% (12)
Age discrimination	0.0%	35.7% (5)	64.3% (9)

Nine (28.1%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance, fifteen (46.9%) indicated it was “Effective”, seven (21.9%) indicated it was “Ineffective”, and one (3.1%) indicated it was “Very Ineffective”. In regards to sources for learning about their first full-time job, one (3.1%) indicated faculty at Southeastern, eight (25.0%) indicated a parent or relative, one (3.1%) from Southeastern’s Career Services, one (3.1%) from a newspaper, four (12.5%) from another student/friend, thirteen (40.6%) already had the job, one (3.1%) from an employment agency, and ten (31.3%) from the internet.

Thirty-one (77.5%) of the respondents are currently employed full-time, two (1.5%) are employed part-time but looking for full-time work, one (2.5%) has a graduate assistantship, four (10.0%) are unemployed and seeking employment, and two (5.0%) are unemployed and not looking for work.. Of the respondents who are currently employed full-time, twenty-six (83.9%) work in the state of Louisiana and four (12.9%) work out of state. Five (16.1%) respondents are employed in a service organization, one (3.2%) in a professional firm, one (3.2%) is self employed, eight (25.8%) in industry, three (9.7%) in government, eight (25.8%) in business, and four (12.9%) 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”, fifteen (48.4%) of the respondents



indicated they are underemployed and fifteen (48.4%) are not. Eight (25.8%) of the respondents are well satisfied with their employment and would not consider leaving, fourteen (45.2%) are satisfied with their employment but would consider other employment, and seven (22.6%) dislike their employment and are seeking new employment. Eleven (35.5%) of the respondents are employed in the area of their Southeastern major, eight (25.8%) in a related area, and eleven (35.5%) in an unrelated area. Nine (81.8%) respondents are employed in an area not related to his/her major because they could not find a job they wanted in the field, one (9.1%) would have to relocate, and one (9.1%) for better advancement opportunities. One (3.2%) respondent indicated a salary range of \$15,001-\$20,000, three (9.7%) gave a range of \$20,00-\$25,001, three (9.7%) gave a range of \$25,001-\$30,000, seven (22.6%) gave a range of \$30,001-\$40,000, four (12.9%) \$40,001-\$50,000 and nine (29.0%) indicated a salary over \$50,000.

### **Professional Activities**

#### **BBA Business Administration**

Six (66.7%) of the respondents indicated that licensure/certification is not available in their field, two (22.2%) indicated they do not currently have licensure/certification, and one (11.1%) currently holds Post. Neither (0.0%) of those who do not have licensure/certification plan on obtaining it in the next twelve months. Two (22.2%) of the respondents are members of a professional organization, and four (44.4%) have attended a professional meeting in the past year.

#### **BA Management**

Fourteen (35.0%) of the respondents indicated that licensure/certification is not available in their field, eighteen (45.0%) indicated they do not currently have licensure/certification, and eight (20.0%) currently hold licensure/certification, including EMT Certification, Property/Casualty Insurance License, PHR, Req to own Car Dealer, Asphalt/concrete cert., LA State Insurance Licence , CFE, CFSA, and Registered Nurse. Of those who do not have licensure/certification, four (22.2%) plan on obtaining it in the next twelve months, including Pharmacy Technicians Lic. and PHR. Thirteen (32.5%) of the respondents are members of a professional organization, and eighteen (45.0%) have attended a professional meeting in the past year.

## Department of Marketing & Supply Chain Management

**Table 24**  
**Satisfaction with Degree Program**

Number of Respondents: B.A. Marketing - 14					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.A. Marketing	7.1% (1)	0.0%	14.3% (2)	14.3% (2)	64.3% (9)
<b>Overall quality of your degree program</b>					
B.A. Marketing	7.1% (1)	0.0%	14.3% (2)	14.3% (2)	64.3% (9)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.A. Marketing	7.1% (1)	0.0%	7.1% (1)	28.6% (4)	57.1% (8)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.A. Marketing	0.0%	7.1% (1)	21.4% (3)	21.4% (3)	50.0% (7)
<b>Opportunities to interact with faculty outside of class</b>					
B.A. Marketing	0.0%	14.3% (2)	14.3% (2)	21.4% (3)	50.0% (7)
<b>Effectiveness of the faculty as teachers</b>					
B.A. Marketing	0.0%	14.3% (2)	7.1% (1)	21.4% (3)	57.1% (8)
<b>Friendliness and helpfulness of the office staff</b>					
B.A. Marketing	0.0%	14.3% (2)	21.4% (3)	28.6% (4)	35.7% (5)
<b>Interest shown by faculty in your academic development</b>					
B.A. Marketing	0.0%	7.1% (1)	21.4% (3)	14.3% (2)	57.1% (8)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.A. Marketing	0.0%	14.3% (2)	14.3% (2)	35.7% (5)	35.7% (5)
<b>Quality of instruction in advanced courses</b>					
B.A. Marketing	0.0%	14.3% (2)	0.0%	28.6% (4)	57.1% (8)
<b>Faculty treatment of students both inside and outside of the classroom</b>					
B.A. Marketing	0.0%	7.1% (1)	28.6% (4)	7.1% (1)	57.1% (8)
<b>Professional activities, associations, or clubs associated with your major</b>					
B.A. Marketing	0.0%	21.4% (3)	7.1% (1)	21.4% (3)	42.9% (6)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.A. Marketing	0.0%	14.3% (2)	14.3% (2)	35.7% (5)	35.7% (5)
<b>Availability of the required courses</b>					
B.A. Marketing	7.1% (1)	7.1% (1)	14.3% (2)	21.4% (3)	50.0% (7)
<b>Availability of elective courses you wanted to take in your major</b>					
B.A. Marketing	0.0%	21.4% (3)	7.1% (3)	42.9% (6)	28.6% (4)

<b>Table 24 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Marketing &amp; Supply Chain Management</b>					
Number of Respondents: B.A. Marketing - 14					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.A. Marketing	0.0%	7.1% (1)	14.3% (2)	21.4% (3)	57.1% (8)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.A. Marketing	0.0%	14.3% (2)	0.0%	7.1% (1)	78.6% (11)
<b>Library resources related to your major</b>					
B.A. Marketing	7.1% (1)	0.0%	21.4% (3)	14.3% (2)	57.1% (8)
<b>Use of appropriate technology in the classroom</b>					
B.A. Marketing	0.0%	14.3% (2)	0.0%	28.6% (4)	57.1% (8)
<b>Facilities and equipment (including computer resources) for courses in your major</b>					
B.A. Marketing	7.1% (1)	7.1% (1)	0.0%	28.6% (4)	57.1% (8)
<b>Help you received from faculty in your department with regard to further educational opportunities</b>					
B.A. Marketing	7.1% (1)	0.0%	14.3% (2)	28.6% (4)	50.0% (7)
<b>The size of classes in your major</b>					
B.A. Marketing	0.0%	7.1% (1)	0.0%	21.4% (3)	71.4% (10)
<b>Help you received from faculty in your department with regard to finding employment in your field</b>					
B.A. Marketing	21.4% (3)	21.4% (3)	14.3% (2)	28.6% (4)	14.3% (2)
<b>The global perspective of courses</b>					
B.A. Marketing	7.1% (1)	14.3% (2)	28.6% (4)	14.3% (2)	35.7% (5)
<b>The relevancy of courses</b>					
B.A. Marketing	0.0%	14.3% (2)	14.3% (2)	21.4% (3)	50.0% (7)
<b>“Real-world” experiences, exposure, examples, etc. in or out of the classroom</b>					
B.A. Marketing	14.3% (2)	0.0%	21.4% (3)	21.4% (3)	42.9% (6)
<b>Your advisor’s knowledge of requirements</b>					
B.A. Marketing	0.0%	7.1% (1)	21.4% (3)	14.3% (2)	57.1% (8)
<b>The accessibility of your advisor</b>					
B.A. Marketing	7.1% (1)	7.1% (1)	28.6% (4)	28.6% (4)	28.6% (4)
<b>Your advisor’s concern with your academic goals</b>					
B.A. Marketing	7.1% (1)	7.1% (1)	35.7% (5)	7.1% (1)	42.9% (6)

<b>Table 24 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Marketing &amp; Supply Chain Management</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend Southeastern to someone interested in what you majored in?</b>		
B.A. Marketing	7.1% (1)	92.9% (13)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.A. Marketing	50.0% (7)	42.9% (6), Yes, but not at Southeastern 7.1% (1)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.A. Marketing	85.7% (12)	7.1% (1)
<b>6. Should a hands-on course be required in your program?</b>		
B.A. Marketing	7.1% (1)	71.4% (10)

**Perceptions of Southeastern**

**B.A. Marketing**

One of the Marketing graduates participated in the study-abroad/student exchange program and was Very Satisfied with the experience. None (3.6%) of the respondents participated in the honors program. Two (14.3%) of the respondents participated in a research program, one (50.0% was Very Satisfied with the experience and one (50.0%) was Somewhat Satisfied.

**Graduate/Professional Education**

**B.A. Marketing**

Four (28.6%) of the respondents have completed a Master’s degree. Nine (64.3%) respondents are likely to enroll in a degree program in the future and one (7.1%) has no plans for further education. Of those with plans for further education, six (46.2%) plan on obtaining a Master’s, two (15.4%) plan on obtaining a doctorate, and one (7.7%) plans on obtaining a second baccalaureate.

Of the four individuals with graduate school experience, one (25.0%) indicated that Southeastern prepared them “Effectively” for further graduate/professional study and three (75.0%) indicated they were “Very Effectively” prepared. Two (50.0%) of the respondents indicated that Southeastern prepared them “About the Same as Most” other students and two (50.0%) indicated she/he was prepared “Better than Most”. Of the four respondents who have completed a degree, two (50.0%) indicated it was “Very Closely Related” to their bachelor’s degree.

## Employment

### B.A. Marketing

Thirteen of the respondents (92.9%) have been employed full-time since completing their degree. Of those respondents who have been employed full-time, five (38.5%) had a job before completing their degree, one (7.7%) accepted a position upon graduation, six (46.2%) respondents obtained a job 1-6 months after graduation, and one (7.7%) took over a year.

The seven 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 no problem.

<b>Table 24</b>			
<b>Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	14.3% (1)	28.6% (2)	57.1% (4)
Not knowing what I wanted to do	28.6% (2)	28.6% (2)	42.9% (3)
Tight job market	42.9% (3)	42.9% (3)	14.3% (1)
Lack of marketable skills	14.3% (1)	28.6% (2)	57.1% (4)
Lack of educational qualifications	0.0%	14.3% (1)	85.7% (6)
Reputation of Southeastern	0.0%	0.0%	100.0% (7)
Lack of experience	57.1% (4)	0.0%	42.9% (3)
Lack of job search skills	0.0%	57.1% (4)	42.9% (3)
Poor GPA	14.3% (1)	42.9% (3)	42.9% (3)
Racial discrimination	0.0%	14.3% (1)	85.7% (6)
Gender discrimination	0.0%	0.0%	100.0% (7)
Age discrimination	0.0%	28.6% (2)	71.4% (5)

Of those respondents who have had a full-time job since graduating, three (23.1%) indicated their education was “Very Effective” in preparing them for employment or improving their job performance, seven (53.8%) indicated it was “Effective”, two (15.4%) indicated it was “Ineffective”, and one (7.7%) indicated it was “Very Ineffective”. In regards to sources for learning about their first full-time job, four (30.8%) indicated from a parent or relative, one (7.7%) from a newspaper, one (7.7%) from a professional meeting, two (15.4%) from another student/friend, six (46.2%) already had the job, one (7.7%) from an employment agency, and two (15.4%) from the Internet.

Nine (64.3%) of the respondents are currently employed full-time, one (7.1%) is employed part-time, and satisfied with part-time work, two (14.3%) are employed part-time and looking for full-time employment, and two (14.3%) are unemployed but seeking employment. Eight (88.9%) of those who are currently employed full-time work in the state of Louisiana. Three (33.3%) respondents are employed in a service organization, one (11.1%) in K-12 education, one (11.1%) is self employed, one (11.1%) is in the military, one (11.1%) in government, and two (22.2%) in business. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed”, three (33.3%) respondents felt they are not underemployed, while six (66.7%) felt they are underemployed. When asked about satisfaction with their present employment, one (11.1%) is “Well satisfied, would not consider leaving”, three (33.3%) are “Satisfied, but would consider more desirable employment”, and four (44.4%) “Dislike employment; seeking or will seek other employment.

Five (55.6%) of the respondents are currently employed in an area related to their Southeastern major and four (44.4%) are employed in an unrelated area. Of those not employed in the area of their major, one (25.0%) developed a new career interest, and three (75.0%) could not find a job they wanted. One (11.1%) of the respondents gave an annual salary range of \$10,001-\$15,000, two (22.2%) gave a range of \$20,001-\$25,000, two (22.2%) gave a salary range of \$30,001-\$40,000, and three (33.3%) gave a range of \$40,001-\$50,000.

## **Professional Activities**

### **B.A. Marketing**

Five (35.7%) of the respondents indicated that licensure/certification is not available in their field and nine (64.3%) do not currently hold it. None (0.0%) of those who do not hold licensure/certification plan on obtaining them in the next twelve months. Four (28.6%) of the respondents is a member of a professional organization, and three (21.4%) have attended a professional meeting in the past year.

## Department of Counseling & Human Development

**Table 25**  
**Satisfaction with Degree Program**

Number of Respondents: B.S. Family Consumer Sciences - 17; B.A. Social Work - 8					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	11.8% (2)	41.2% (7)	47.1% (8)
B.A. Social Work	0.0%	0.0%	3.0% (1)	12.1% (4)	9.1% (3)
<b>Overall quality of your degree program</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	17.6% (3)	29.4% (5)	52.9% (9)
B.A. Social Work	0.0%	0.0%	6.1% (2)	12.1% (4)	6.1% (2)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.S. Family Consumer Sciences	0.0%	5.9% (1)	5.9% (1)	35.3% (6)	52.9% (9)
B.A. Social Work	0.0%	0.0%	0.0%	6.1% (2)	18.2% (6)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	23.5% (4)	29.4% (5)	47.1% (8)
B.A. Social Work	0.0%	3.0% (1)	3.0% (1)	15.2% (5)	3.0% (1)
<b>Opportunities to interact with faculty outside of class</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	11.8% (2)	29.4% (5)	58.8% (10)
B.A. Social Work	0.0%	0.0%	12.1% (4)	0.0%	12.1% (4)
<b>Effectiveness of the faculty as teachers</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	5.9% (1)	41.2% (7)	52.9% (9)
B.A. Social Work	0.0%	0.0%	0.0%	18.2% (6)	6.1% (2)
<b>Friendliness and helpfulness of the office staff</b>					
B.S. Family Consumer Sciences	0.0%	5.9% (1)	11.8% (2)	47.1% (8)	35.3% (6)
B.A. Social Work	0.0%	0.0%	0.0%	12.1% (4)	12.1% (4)

<b>Table 25 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Counseling &amp; Human Development</b>					
Number of Respondents: B.S. Family Consumer Sciences - 17; B.A. Social Work - 8					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Interest shown by faculty in your academic development</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	5.9% (1)	29.4% (5)	64.7% (11)
B.A. Social Work	0.0%	0.0%	0.0%	12.1% (4)	12.1% (4)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	11.8% (2)	35.3% (6)	52.9% (9)
B.A. Social Work	0.0%	0.0%	0.0%	18.2% (6)	6.1% (2)
<b>Quality of instruction in advanced courses</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	5.9% (1)	41.2% (7)	52.9% (9)
B.A. Social Work	0.0%	0.0%	0.0%	15.2% (5)	9.1% (3)
<b>Faculty treatment of students both inside and outside of the classroom</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	11.8% (2)	29.4% (5)	58.8% (10)
B.A. Social Work	0.0%	0.0%	0.0%	12.1% (4)	12.1% (4)
<b>Professional activities, associations, or clubs associated with your major</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	17.6% (3)	47.1% (8)	35.3% (6)
B.A. Social Work	3.0% (1)	3.0% (1)	15.2% (5)	0.0%	3.0% (1)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	23.5% (4)	41.2% (7)	35.3% (6)
B.A. Social Work	3.0% (1)	0.0%	15.2% (5)	6.1% (2)	0.0%
<b>Availability of the required courses</b>					
B.S. Family Consumer Sciences	0.0%	5.9% (1)	11.8% (2)	41.2% (7)	41.2% (7)
B.A. Social Work	0.0%	3.0% (1)	6.1% (2)	6.1% (2)	9.1% (3)
<b>Availability of elective courses you wanted to take in your major</b>					
B.S. Family Consumer Sciences	0.0%	5.9% (1)	17.6% (3)	29.4% (5)	47.1% (8)
B.A. Social Work	0.0%	3.0% (1)	3.0% (1)	12.1% (4)	6.1% (2)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	17.6% (3)	29.4% (5)	52.9% (9)
B.A. Social Work	0.0%	0.0%	0.0%	12.1% (4)	12.1% (4)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	17.6% (3)	29.4% (5)	52.9% (9)
B.A. Social Work	0.0%	0.0%	0.0%	3.0% (1)	21.2% (7)



<b>Table 25 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Counseling &amp; Human Development</b>					
Number of Respondents: B.S. Family Consumer Sciences - 17; B.A. Social Work - 8					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Library resources related to your major</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	29.4% (5)	41.2% (7)	29.4% (5)
B.A. Social Work	0.0%	0.0%	3.0% (1)	12.1% (4)	9.1% (3)
<b>Use of appropriate technology in the classroom</b>					
B.S. Family Consumer Sciences	0.0%	5.9% (1)	23.5% (4)	35.3% (6)	35.3% (6)
B.A. Social Work	0.0%	0.0%	9.1% (3)	9.1% (3)	6.1% (2)
<b>Facilities and equipment (including computer resources) for courses in your major</b>					
B.S. Family Consumer Sciences	0.0%	11.8% (2)	17.6% (3)	41.2% (7)	29.4% (5)
B.A. Social Work	0.0%	0.0%	12.1% (4)	6.1% (2)	6.1% (2)
<b>Help you received from faculty in your department with regard to further educational opportunities</b>					
B.S. Family Consumer Sciences	0.0%	11.8% (2)	17.6% (3)	23.5% (4)	47.1% (8)
B.A. Social Work	0.0%	0.0%	6.1% (2)	9.1% (3)	9.1% (3)
<b>The size of classes in your major</b>					
B.S. Family Consumer Sciences	0.0%	5.9% (1)	0.0%	29.4% (5)	64.7% (11)
B.A. Social Work	0.0%	0.0%	0.0%	3.0% (1)	21.2% (7)
<b>Help you received from faculty in your department with regard to finding employment in your field</b>					
B.S. Family Consumer Sciences	5.9% (1)	17.6% (3)	17.6% (3)	17.6% (3)	41.2% (7)
B.A. Social Work	6.1% (2)	6.1% (2)	3.0% (1)	6.1% (2)	3.0% (1)
<b>The global perspective of courses</b>					
B.S. Family Consumer Sciences	0.0%	0.0%	47.1% (8)	23.5% (4)	29.4% (5)
B.A. Social Work	0.0%	0.0%	6.1% (2)	15.2% (5)	3.0% (1)
<b>The relevancy of courses</b>					
B.S. Family Consumer Sciences	0.0%	5.9% (1)	29.4% (5)	35.3% (6)	29.4% (5)
B.A. Social Work	0.0%	3.0% (1)	3.0% (1)	12.1% (4)	6.1% (2)
<b>“Real-world” experiences, exposure, examples, etc. in or out of the classroom</b>					
B.S. Family Consumer Sciences	0.0%	5.9% (1)	29.4% (5)	29.4% (5)	35.3% (6)
B.A. Social Work	0.0%	3.0% (1)	6.1% (2)	9.1% (3)	6.1% (2)

<b>Table 25 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Counseling &amp; Human Development</b>					
Number of Respondents: B.S. Family Consumer Sciences - 17; B.A. Social Work - 8					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Your advisor's knowledge of requirements</b>					
B.S. Family Consumer Sciences	0.0%	5.9% (1)	11.8% (2)	41.2% (7)	41.2% (7)
B.A. Social Work	0.0%	3.0% (1)	3.0% (1)	3.0% (1)	15.2% (5)
<b>The accessibility of your advisor</b>					
B.S. Family Consumer Sciences	0.0%	17.6% (3)	5.9% (1)	35.3% (6)	41.2% (7)
B.A. Social Work	0.0%	3.0% (1)	6.1% (2)	6.1% (2)	9.1% (3)
<b>Your advisor's concern with your academic goals</b>					
B.S. Family Consumer Sciences	0.0%	5.9% (1)	23.5% (4)	35.3% (6)	35.3% (6)
B.A. Social Work	3.0% (1)	3.0% (1)	3.0% (1)	6.1% (2)	9.1% (3)

<b>Table 25 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Counseling &amp; Human Development</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend Southeastern to someone interested in what you majored in?</b>		
B.S. Family Consumer Sciences	5.9% (1)	94.1% (16)
B.A. Social Work	0.0%	24.2% (8)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.S. Family Consumer Sciences	47.1% (8)	52.9% (9)
B.A. Social Work	9.1% (3)	15.2% (5)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.S. Family Consumer Sciences	0.0%	100.0% (17)
B.A. Social Work	0.0%	24.2% (8)
<b>6. Should a hands-on course be required in your program?</b>		
B.S. Family Consumer Sciences	5.9% (1)	94.1% (16)
B.A. Social Work	0.0%	24.2% (8)

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

- It helped me as another step of my overall work experience
- My internship gave me experience in what it is like to work in the professional world. It was very helpful.
- Let me experience and put into action what I was being taught in the classroom.
- Knowing what is needed in the “real world”, not just hearing it from someone else, but experiencing the work.
- I had the opportunity to engage in one on one with children and teachers. I got the chance to see how the classroom activities are ran and also lunch time it was a great experience.
- Made sure my degree let me have a career that I was happy with.
- Real world job experience, learning the intricacies of the retail business environment, global retail operations, apparel/fashion marketing and merchandising.

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

- Real interaction, taking that + being able to discuss it in class weekly was useful. It was “hands-on” experience!
- Chance to apply what I learned in the classroom.
- Personal one on one experience with staff and clients, as well as hands-on knowledge that comes with the territory.
- This was real clients and observation of courts, services and interaction with other community agencies.

### **Perceptions of Southeastern**

#### **B.S. Family Consumer Sciences**

None of the Family Consumer Sciences graduates had participated in the study-abroad/student exchange program. Three (17.6%) of the respondents had participated in the honors program, one (33.3%) was Very Satisfied with the experience and one (33.3%) was Somewhat Satisfied. One (5.9%) of the respondents participated in a research program and was Very Satisfied with the experience.

#### **B.A. Social Work**

None of the Social Work graduates had participated in the study-abroad/student exchange program. Two (25.0%) of the respondents had participated in the honors program, one (50.0%) was Very Satisfied with the experience and one (50.0%) was Very Dissatisfied. One (12.5%) of the respondents participated in a research program and was Somewhat Satisfied with the experience.

### **Graduate/Professional Education**

#### **B.S. Family Consumer Sciences**

Two (11.8%) of the respondents are currently enrolled in a graduate/professional degree program. Two (11.8%) of the respondents have completed a degree, one Master's degrees and one “Other” degree . Three (17.6%) respondents have taken classes, but not enrolled in a degree program, six (35.2%) of the respondents are likely to enroll in a degree program in the future, and three (17.6%) have no plans for further education. Of those with plans for further education, seven (53.8%) plan on obtaining a master's, one (7.7%) a doctorate, one (7.7%) plans on obtaining a professional degree, and two (15.4%) plan on obtaining a second Baccalaureate.

Of the seven individuals with graduate school experience, three (42.9%) indicated that Southeastern prepared them “Effectively” for further graduate/professional and two (28.6%) indicated they were “Very Effectively” prepared. Two (28.6%) of the respondents indicated that Southeastern prepared them “About the Same as Most” other students, and three (42.9%) were prepared “Better than Most”.

Of the four respondents who are enrolled in a degree program or had completed a degree, two (50.0%) indicated it was “Very Closely Related” to their bachelor’s degree from Southeastern.

### **B.A. Social Work**

One (12.5%) of the respondents is currently enrolled in a graduate/professional degree program and four (50.0%) have obtained a Master’s degree. Two (25.0%) respondent are likely to enroll in a degree program in the future, and one (12.5%) has no plans for further education. Of those with plans for further education, three (42.9%) have the highest degree they plan on obtaining, two (28.6%) plan on obtaining a Master’s, and one (12.5%) plans on obtaining a doctorate.

Of the five individuals with graduate school experience, two (40.0%) indicated that Southeastern prepared them “Very effectively” for further graduate/professional study and three (60.0%) were “Effectively” prepared. One (20.0%) of the respondents indicated that Southeastern prepared them “Better than Most” other students and four (80.0%) were prepared “About the Same as Most” other students.

Of the five respondents who are or were enrolled in a degree program, four (80.0%) indicated it was “Very Closely Related” and one (20.0%) indicated it was “Somewhat Related”.

## **Employment**

### **B.S. Family Consumer Sciences**

Fourteen (82.4%) of the respondents have been employed full-time since completing their degree. Five (35.7%) had a job before completing their degrees, one (7.1%) accepted a position upon graduation, six (42.9%) respondents obtained a job 1-6 months after graduation, and two (14.3%) took 7-12 months.

The eight respondents who did not have a job upon graduation, faced a variety of problems in obtaining employment. Table 25 presents what were considered major problems, minor problems, or no problem for the remaining thirteen.

<b>Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limiting my job search to only one geographic area	50.0% (4)	37.5% (3)	12.5% (1)
Not knowing what I wanted to do	0.0%	50.0% (4)	50.0% (4)
Tight job market	75.0% (6)	0.0%	25.0% (2)
Lack of marketable skills	12.5% (1)	0.0%	87.5% (7)
Lack of educational qualifications	12.5% (1)	37.5% (3)	50.0% (4)
Reputation of Southeastern	0.0%	12.5% (1)	87.5% (7)
Lack of experience	37.5% (3)	37.5% (3)	25.0% (2)
Lack of job search skills	25.0% (2)	0.0%	75.0% (6)
Poor GPA	12.5% (1)	0.0%	87.5% (7)
Racial discrimination	12.5% (1)	0.0%	87.5% (7)
Gender discrimination	12.5% (1)	25.0% (2)	62.5% (5)
Age discrimination	12.5% (1)	25.0% (2)	62.5% (5)

Four (28.6%) of the respondents indicated their education was “Very Effective” in preparing them for employment or improving their job performance, eight (57.1%) indicated it was “Effective”, and two (14.3%) indicated it was “Ineffective”. Eight (53.3%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern, five (33.3%) have had two full-time jobs since graduating, and two (13.3%) are in their third. In regards to sources for learning about their first full-time job, one (7.1%) indicated faculty at Southeastern, four (28.6%) from a parent or relative, one (7.1%) from another student or friend, three (21.4%) already had a job, two (14.3%) from an internship or practicum, and two (14.3%) from the Internet.

Seven (41.2%) of the respondents are currently employed full-time, two (11.8%) are employed part-time and satisfied with it, two (11.8%) are employed part-time and looking for full-time work, one (5.9%) has a graduate assistantship, one (5.9%) is unemployed and seeking employment, and four (23.5%) are unemployed and not looking for employment. All (100.0%) seven of those who are currently employed full-time work in the state of Louisiana. One (14.3%) of the respondents is employed in a service organization, two (28.6%) in K-12 education, two (28.6%) in government, one (14.3%) in business, and one (14.3%) 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”, five (71.4%) respondents felt they are not underemployed, while two (28.6%) felt they are underemployed. When asked about satisfaction with their present employment, three (42.9%) are “Well satisfied, would not consider leaving”, three (42.9%) are

“Satisfied, but would consider more desirable employment”, and one (14.3%) “Dislike employment; seeking or will seek other employment”.

Three (42.9%) of the respondents are currently employed in the area of their Southeastern major, two (28.6%) in an area related to their Southeastern major and one (14.3%) is employed in an unrelated area because he/she could not find a job they wanted. One (14.3%) of the respondents gave an annual salary range of \$10,001-\$15,000, one (14.3%) gave a range of \$25,001-\$30,000, two (28.6%) gave a salary range of \$30,001-\$40,000, and one (14.3%) \$40,001-\$50,000.

**B.A. Social Work**

All (100.0%) of the respondents have been employed full-time since completing their degree, one (12.5%) had a job before graduation, six (75.0%) respondents obtained a job 1-6 months after graduation, one (12.5%) took more than a year.

The seven respondents who did not have a job upon graduation, faced a variety of problems in obtaining employment. Table 26 presents what were considered major problems, minor problems, or no problem.

<b>Table 26</b>			
<b>Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limiting my job search to only one geographic area	0.0%	42.9% (3)	57.1% (4)
Not knowing what I wanted to do	14.3% (1)	14.3% (1)	71.4% (5)
Tight job market	57.1% (4)	0.0%	42.9% (3)
Lack of marketable skills	28.6% (2)	28.6% (2)	42.9% (3)
Lack of educational qualifications	0.0%	28.6% (2)	71.4% (5)
Reputation of Southeastern	0.0%	0.0%	100.0% (7)
Lack of experience	42.9% (3)	28.6% (2)	28.6% (2)
Lack of job search skills	0.0%	0.0%	100.0% (7)
Poor GPA	0.0%	0.0%	100.0% (7)
Racial discrimination	0.0%	0.0%	100.0% (7)
Gender discrimination	0.0%	0.0%	100.0% (7)
Age discrimination	0.0%	14.3% (1)	85.7% (6)

Of those respondents who have had a full-time job since graduating, two (25.0%) indicated their education was “Very Effective” in preparing them for employment or improving their job performance, five (62.5%) indicated it was “Effective”, and one (12.5%) indicated it was “Very

Ineffective”. In regards to sources for learning about their first full-time job, one (12.5%) indicated a parent or relative, two (25.0%) from a newspaper or trade publication, one (12.5%) from a professional meeting, one (12.5%) from another student/friend, one (12.5%) from an internship or practicum, three (37.5%) from the Internet.

Six (18.2%) of the respondents are currently employed full-time, one (12.5%) is employed part-time and satisfied with part-time employment, and one (12.5%) is not employed but looking for employment. Five (83.3%) of those who are employed full-time are employed in the state of Louisiana. One (16.7%) of the respondents is employed in a nonprofit organization, one (16.7%) in a professional firm, two (33.3%) in government, two (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”, all (100.0%) respondents felt they are not underemployed. When asked about satisfaction with their present employment, two (33.3%) are “Well satisfied, would not consider leaving”, two (33.3%) are “Satisfied, but would consider more desirable employment”, and two (33.3%) “Dislike employment; seeking or will seek other employment.

Three (50.0%) of the respondents are currently employed the area of their Southeastern major, two (33.3%) in a related area, and one (16.7%) in an unrelated area because she/he could not find a job they wanted. One (33.3%) of the respondents gave a salary range of \$20,001-\$25,000, three (50.0%) gave a salary range of \$25,001-\$30,000, and two (33.3%) gave a range of \$30,001-\$40,000.

## **Professional Activities**

### **B.S. Family Consumer Sciences**

Three (17.6%) of the respondents indicated licensure/certification is not available in their field, twelve (70.6%) do not currently hold it, and one (5.9%) currently holds National Certified Counselor. Four (33.3%) of those who do not hold licensure/ certification plan on obtaining it in the next twelve months, including: “Family & Consumer Science”, LPC, teaching certification, and Certified Health Educator”. Six (35.3%) of the respondents are members of a professional organization, and six (35.3%) have attended a professional meeting in the past year.

### **B.A. Social Work**

Two (25.0%) of the respondents do not currently hold licensure/certification while six (75.0%) currently licensure/certification in their field. One holds a Graduate Social Worker (GSW), two a PGSW, and three a RSW. Both (100.0%) of those who do not hold licensure/ certification plan on obtaining it in the next twelve months, one a GSW and one a Social Work. Six (75.0%) of the respondents are a member of a professional organization, and six (75.0%) have attended a professional meeting in the past year.



## Department of Teaching & Learning

**Table 27**  
**Satisfaction with Degree Program**

Number of Respondents: BS Early Childhood Education - 4; BS Elementary Education - 10; BS Middle School Education - 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Elementary Education	0.0%	0.0%	20.0% (2)	20.0% (2)	60.0% (6)
BS Middle School Education	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
<b>Overall quality of your degree program</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Elementary Education	0.0%	0.0%	20.0% (2)	10.0% (1)	70.0% (7)
BS Middle School Education	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Elementary Education	0.0%	10.0% (1)	10.0% (1)	20.0% (2)	60.0% (6)
BS Middle School Education	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
<b>Usefulness of the academic advice you received from your advisor</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
BS Elementary Education	10.0% (1)	20.0% (2)	40.0% (4)	10.0% (1)	20.0% (2)
BS Middle School Education	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (1)
<b>Opportunities to interact with faculty outside of class</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Elementary Education	10.0% (1)	0.0%	40.0% (4)	30.0% (3)	20.0% (2)
BS Middle School Education	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)

<b>Table 27 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Teaching &amp; Learning</b>					
Number of Respondents: BS Early Childhood Education - 4; BS Elementary Education - 10; BS Middle School Education - 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Effectiveness of the faculty as teachers</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
BS Elementary Education	0.0%	10.0% (1)	10.0% (1)	20.0% (2)	60.0% (6)
BS Middle School Education	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
<b>Friendliness and helpfulness of the office staff</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Elementary Education	0.0%	10.0% (1)	30.0% (3)	10.0% (1)	50.0% (5)
BS Middle School Education	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
<b>Interest shown by faculty in your academic development</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Elementary Education	0.0%	10.0% (1)	0.0%	10.0% (1)	70.0% (7)
BS Middle School Education	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Elementary Education	0.0%	10.0% (1)	10.0% (1)	50.0% (5)	30.0% (3)
BS Middle School Education	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
<b>Quality of instruction in advanced courses</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Elementary Education	0.0%	10.0% (1)	0.0%	30.0% (3)	60.0% (6)
BS Middle School Education	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
<b>Faculty treatment of students both inside and outside of the classroom</b>					
BS Elementary Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Elementary Education	0.0%	0.0%	20.0% (2)	0.0%	70.0% (7)
BS Middle School Education	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
<b>Table 27 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Teaching &amp; Learning</b>					

Number of Respondents: BS Early Childhood Education - 4; BS Elementary Education - 10; BS Middle School Education - 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Professional activities, associations, or clubs associated with your major</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Elementary Education	0.0%	0.0%	30.0% (3)	40.0% (4)	30.0% (3)
BS Middle School Education	0.0%	25.0% (1)	25.0% (1)	0.0%	50.0% (2)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	0.0%	75.0% (3)
BS Elementary Education	0.0%	10.0% (1)	30.0% (3)	30.0% (3)	30.0% (3)
BS Middle School Education	0.0%	25.0% (1)	0.0%	25.0% (1)	50.0% (2)
<b>Availability of the required courses</b>					
BS Early Childhood Education	0.0%	0.0%	50.0% (2)	0.0%	50.0% (2)
BS Elementary Education	0.0%	20.0% (2)	40.0% (4)	10.0% (1)	30.0% (3)
BS Middle School Education	0.0%	25.0% (1)	0.0%	50.0% (2)	25.0% (1)
<b>Availability of elective courses you wanted to take in your major</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
BS Elementary Education	10.0% (1)	20.0% (2)	40.0% (4)	0.0%	30.0% (3)
BS Middle School Education	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Elementary Education	0.0%	0.0%	20.0% (2)	20.0% (2)	60.0% (6)
BS Middle School Education	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
<b>Opportunities for you to collaborate with other students on class projects</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Elementary Education	0.0%	0.0%	20.0% (2)	10.0% (1)	70.0% (7)
BS Middle School Education	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
<b>Table 27 continued</b> <b>Satisfaction with Degree Program</b> <b>Department of Teaching &amp; Learning</b>					
Number of Respondents: BS Early Childhood Education - 4; BS Elementary Education - 10; BS Middle School Education - 4					

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Library resources related to your major</b>					
BS Elementary Education	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
BS Elementary Education	0.0%	0.0%	20.0% (2)	20.0% (2)	60.0% (6)
BS Middle School Education	0.0%	0.0%	50.0% (2)	25.0% (1)	25.0% (1)
<b>Use of appropriate technology in the classroom</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Elementary Education	0.0%	0.0%	20.0% (2)	30.0% (3)	50.0% (5)
BS Middle School Education	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
<b>Facilities and equipment (including computer resources) for courses in your major</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Elementary Education	0.0%	0.0%	20.0% (2)	40.0% (4)	40.0% (4)
BS Middle School Education	0.0%	0.0%	0.0%	75.0% (3)	25.0% (1)
<b>Help you received from faculty in your department with regard to further educational opportunities</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Elementary Education	0.0%	10.0% (1)	30.0% (3)	0.0%	60.0% (6)
BS Middle School Education	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
<b>The size of classes in your major</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Elementary Education	0.0%	0.0%	30.0% (3)	20.0% (2)	50.0% (5)
BS Middle School Education	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
<b>Help you received from faculty in your department with regard to finding employment in your field</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Elementary Education	0.0%	10.0% (1)	20.0% (2)	10.0% (1)	60.0% (6)
BS Middle School Education	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
<b>Table 27 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Teaching &amp; Learning</b>					
Number of Respondents: BS Early Childhood Education - 4; BS Elementary Education - 10; BS Middle School Education - 4					

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Global perspectives presented in courses</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Elementary Education	0.0%	0.0%	20.0% (2)	50.0% (5)	30.0% (3)
BS Middle School Education	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
<b>The relevancy of courses</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
BS Elementary Education	0.0%	0.0%	20.0% (2)	30.0% (3)	50.0% (5)
BS Middle School Education	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
<b>“Real-world” experiences, exposure, examples, etc. in or out of the classroom</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Elementary Education	0.0%	0.0%	10.0% (1)	10.0% (1)	80.0% (8)
BS Middle School Education	0.0%	25.0% (1)	0.0%	25.0% (1)	50.0% (2)
<b>Your advisor’s knowledge of requirements</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Elementary Education	10.0% (1)	20.0% (2)	0.0%	40.0% (4)	30.0% (3)
BS Middle School Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
<b>The accessibility of your advisor</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Elementary Education	10.0% (1)	10.0% (1)	20.0% (2)	30.0% (3)	30.0% (3)
BS Middle School Education	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
<b>Your advisor’s concern with your academic goals</b>					
BS Early Childhood Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Elementary Education	10.0% (1)	20.0% (2)	40.0% (4)	10.0% (1)	20.0% (2)
BS Middle School Education	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)

<b>Table 27 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Teaching &amp; Learning</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend Southeastern to someone interested in what you majored in?</b>		

BS Early Childhood Education	0.0%	100.0% (4)
BS Elementary Education	0.0%	100.0% (10)
BS Middle School Education	0.0%	75.0% (3)
<b>3. If you had it to do over again, would you choose the same major?</b>		
BS Early Childhood Education	0.0%	100.0% (4)
BS Elementary Education	20.0% (2)	80.0% (8)
BS Middle School Education	25.0% (1)	50.0% (2)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
BS Early Childhood Education	0.0%	100.0% (4)
BS Elementary Education	0.0%	100.0% (10)
BS Middle School Education	0.0%	75.0% (3)
<b>6. Should a hands-on course be required in your program?</b>		
BS Early Childhood Education	0.0%	100.0% (4)
BS Elementary Education	0.0%	90.0% (9)
BS Middle School Education	0.0%	100.0% (4)

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

- Student teaching prepared me for my career as an effective educator. It was a rich hands-on experience.
- Experience in a classroom setting, including full responsibilities.
- exposure, experience, having mentors
- Learning how to handle real-world situations in my major. Seeing the actual career I chose before I got a job.

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

- I was able to actually witness and experience the classroom environment before teaching. I was able to make connections. It made material discussed and information learned more meaningful and understanding- hands-on-experience enhances learning.
- Real-world application entirely related to my degree. Including prepare outside of the classroom and implementation of lessons in student teaching.
- real- life, help from mentor, help from University supervisor
- Real world classroom experiences.
- Real-world application!!

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

- Allowed me to see lessons prepared by a seasonal teacher. Interaction with students in a more realistic setting.
- It was a tremendous help to see how a real-world class runs. SLU's pairing of excellent mentor teachers with students, was in my case - the best learning experience ever.
- Experience of what a classroom setting is like in a "normal" situation.

### **Perceptions of Southeastern**

#### **BS Early Childhood Education**

None of the Early Childhood Education graduates had participated in the study-abroad/student exchange program or the honors program. Three (75.0%) of the respondents conducted research with a faculty member, one (33.3%) was Very Satisfied with the experience and two (66.7%) were Somewhat Satisfied.

#### **BS Elementary Education**

None of the Elementary Education graduates had participated in the study-abroad/student exchange program. One (10.0%) of the respondents participated in the honors program and was Somewhat Unsatisfied. None (0.0%) of the respondents participated in a research program.

#### **B.S. Middle School Education**

None of the Middle School Education graduates had participated in the study-abroad/student exchange program, honors program, or research with a faculty member.

### **Graduate/Professional Education**

#### **BS Early Childhood Education**

Three (75.0%) of are likely to enroll in a Master's degree program in the future and one (25.0%) has no plans for further education.

## **BS Elementary Education**

Three (30.0%) of the respondents are currently enrolled in a graduate/professional degree program. Five (50.0%) plan to enroll in a degree program in the future, and two (20.0%) have no plans for further education. Of those with plans for further education, five (62.5%) plan on obtaining a master's and three (37.5%) plan on obtaining a doctorate.

Of the three individuals with graduate school experience, one (33.3%) indicated that Southeastern prepared them "Very effectively" for further graduate/professional study and two (66.7%) indicated they were "Effectively". Two (66.7%) of the respondents indicated that Southeastern prepared them "About the Same as Most" other students and one (33.3%) indicated they were prepared "Better than Most".

Of the three respondents who are enrolled in a degree program or had completed a degree, two (66.7%) indicated it was "Very Closely Related" to their bachelor's degree from Southeastern and one (33.3%) indicated it was "Somewhat Related".

## **B.S. Middle School Education**

Two (50.0%) of the respondents are currently enrolled in a graduate/professional degree program and two (50.0%) are likely to enroll in a degree program in the future. Two (50.0%) respondents plan on obtaining a Master's and two (50.0%) plan on obtaining a doctorate.

Of the two individuals with graduate school experience, one (50.0%) indicated that Southeastern prepared them "Very effectively" for further graduate/professional study and one (50.0%) indicated he/she was "Effectively" prepared. One (50.0%) of the respondents indicated that Southeastern prepared them "Better than Most" other students and one (50.0%) indicated she/he was prepared "About the Same as Most". One (50.0%) respondents is in a degree program "Very Closely Related" to their Southeastern major and one (50.0%) in a "Somewhat Related" program.

## **Employment**

### **BS Early Childhood Education**

All of the respondents (100.0) have been employed full-time since completing their degree, one (25.0%) had a job before completing their degrees, one (25.0%) accepted a position upon graduation, and two (50.0%) respondents obtained a job 1-6 months after graduation. No problems were identified in obtaining employment after graduating.

All (100.0%) of the respondents indicated their education was "Very Effective" in preparing them for employment or improving their job performance. In regards to sources for learning about their first full-time job, two (50.0%) indicated from Student Teaching and two (50.0%) from the Southeastern Job Fair.



Two (50.0%) of the respondents are currently employed full-time and two (50.0%) are not employed and not looking for employment. Both (100.0%) of those who are currently employed full-time work in K-12 education in the state of Louisiana. 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”, both (100.0%) respondents felt they are not underemployed. When asked about satisfaction with their present employment, both (100.0%) are “Well satisfied, would not consider leaving”.

Both (100.0%) of the respondents are currently employed in the area of their Southeastern major. One (50.0%) of the respondents gave an annual salary range of \$30,001-\$40,000, and one (50.0%) gave a range of \$40,001-\$50,000.

### **BS Elementary Education**

All of the respondents (100.0%) have been employed full-time since completing their degree. Four (40.0%) had jobs before completing their degrees, three (30.0%) accepted a position upon graduation, and three (30.0%) respondents obtained a job 1-6 months after graduation. The respondents who did not have a job upon graduation, indicated major problems included “Racial discrimination” (33.3%). Minor problems included “Limiting my job search to only one geographic area” (33.3%), “Tight job market” (33.3%), and “Lack of experience” (33.3%).

Of those respondents who have had a full-time job since graduating, seven (70.0%) indicated their education was “Very Effective” in preparing them for employment or improving their job performance, and three (30.0%) indicated it was “Effective. In regards to sources for learning about their first full-time job, two (4.8%) indicated faculty at Southeastern, two (20.0%) from a parent or relative, two (20.0%) from another student or friend, one (10.0%) already had a job, four (40.0%) from Student Teaching, and two (20.0%) from the Southeastern Job Fair.

All (100.0%) of the respondents are currently employed full-time, nine (90.0%) in the state of Louisiana. Nine (90.0%) are employed in K-12 education and one (10.0%) in industry. 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 (90.0%) respondents felt they are not underemployed. When asked about satisfaction with their present employment, four (40.0%) are “Well satisfied, would not consider leaving”, four (40.0%) are “Satisfied, but would consider more desirable employment”, and two (20.0%) “Dislikes employment; seeking or will seek other employment”.

Nine (90.0%) of the respondents are currently employed in the area of their Southeastern major one (10.0%). Four (40.0%) of the respondents gave an annual salary range of \$30,001-\$40,000 and five (50.0%) gave a range of \$40,001-\$50,000.

### **B.S. Middle School Education**

All of the respondents have been employed full-time since completing their degree. One (25.0%) had a job before completing their degree and three (75.0%) accepted a position upon graduation.

Two (50.0%) respondents indicated their education was “Very Effective” in preparing them for employment or improving their job performance and two (50.0%) indicated it was “Effective”. In regards to sources for learning about their first full-time job, one (25.0%) indicated a parent or relative, two (50.0%) from another student/friend, one (25.0%) already had the job, one (25.0%) indicated from Student Teaching, and two (50.0%) from the Southeastern Job Fair.

Three (75.0%) of the respondents are currently employed full-time and one (25.0%) is unemployed and seeking employment. All of the respondents who are currently employed full-time are in K-12 education in the state of Louisiana. 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 felt they are underemployed. When asked about satisfaction with their present employment, all (100.0%) are “Well satisfied, would not consider leaving”.

All (100.0%) of the respondents are currently employed in the area of their Southeastern major. Two (66.7%) of the respondents gave a salary range of \$30,001-\$40,000, and one (33.3%) gave a range of \$40,001-\$50,000.

## **Professional Activities**

### **BS Early Childhood Education**

All (100.0%) respondents currently hold teaching certification. Two (50.0%) of the respondents are members of a professional organization, and three (75.0%) have attended a professional meeting in the past year.

### **BS Elementary Education**

One (10.0%) respondent indicated licensure/certification is not available in their field, and nine (90.0%), currently hold teaching certification. Four (40.0%) of the respondents are members of a professional organization, and six (60.0%) have attended a professional meeting in the past year.

### **B.S. Middle School Education**

All (100.0%) of the respondents currently hold teaching certification. Three (75.0%) of the respondents is a member of a professional organization, and three (75.0%) have attended a professional meeting in the past year.

## Department of Communication Sciences & Disorders

**Table 28**  
**Satisfaction with Degree Program**

Number of Respondents: BS Communication Sciences & Disorders - 13					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
BS Communication Sciences & Disorders	0.0%	0.0%	7.7% (1)	38.5% (5)	53.8% (7)
<b>Overall quality of your degree program</b>					
BS Communication Sciences & Disorders	0.0%	0.0%	0.0%	30.8% (4)	69.2% (9)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
BS Communication Sciences & Disorders	0.0%	0.0%	7.7% (1)	15.4% (2)	76.9% (10)
<b>Usefulness of the academic advice you received from your advisor</b>					
BS Communication Sciences & Disorders	7.7% (1)	7.7% (1)	0.0%	38.5% (5)	46.2% (6)
<b>Opportunities to interact with faculty outside of class</b>					
BS Communication Sciences & Disorders	0.0%	7.7% (1)	0.0%	53.8% (7)	38.5% (5)
<b>Effectiveness of the faculty as teachers</b>					
BS Communication Sciences & Disorders	0.0%	0.0%	7.7% (1)	30.8% (4)	61.5% (8)
<b>Friendliness and helpfulness of the office staff</b>					
BS Communication Sciences & Disorders	0.0%	0.0%	15.4% (2)	38.5% (5)	46.2% (6)
<b>Interest shown by faculty in your academic development</b>					
BS Communication Sciences & Disorders	0.0%	0.0%	7.7% (1)	23.1% (3)	69.2% (9)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
BS Communication Sciences & Disorders	0.0%	0.0%	0.0%	38.5% (5)	61.5% (8)
<b>Quality of instruction in advanced courses</b>					
BS Communication Sciences & Disorders	0.0%	0.0%	0.0%	38.5% (5)	61.5% (8)

<b>Table 28 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Communication Sciences &amp; Disorders</b>					
Number of Respondents: BS Communication Sciences & Disorders - 13					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Faculty treatment of students both inside and outside of the classroom</b>					
BS Communication Sciences & Disorders	0.0%	0.0%	15.4% (2)	38.5% (5)	46.2% (6)
<b>Professional activities, associations, or clubs associated with your major</b>					
BS Communication Sciences & Disorders	0.0%	0.0%	0.0%	53.8% (7)	46.2% (6)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
BS Communication Sciences & Disorders	0.0%	0.0%	15.4% (2)	46.2% (6)	38.5% (5)
<b>Availability of the required courses</b>					
BS Communication Sciences & Disorders	0.0%	0.0%	15.4% (2)	38.5% (5)	46.2% (6)
<b>Availability of elective courses you wanted to take in your major</b>					
BS Communication Sciences & Disorders	0.0%	7.7% (1)	7.7% (1)	46.2% (6)	38.5% (5)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
BS Communication Sciences & Disorders	0.0%	0.0%	0.0%	15.4% (2)	84.6% (11)
<b>Opportunities for you to collaborate with other students on class projects</b>					
BS Communication Sciences & Disorders	0.0%	0.0%	0.0%	30.8% (4)	69.2% (9)
<b>Library resources related to your major</b>					
BS Communication Sciences & Disorders	0.0%	0.0%	7.7% (1)	61.5% (8)	30.8% (4)
<b>Use of appropriate technology in the classroom</b>					
BS Communication Sciences & Disorders	0.0%	0.0%	15.4% (2)	38.5% (5)	46.2% (6)
<b>Facilities and equipment (including computer resources) for courses in your major</b>					
BS Communication Sciences & Disorders	0.0%	15.4% (2)	23.1% (3)	30.8% (4)	30.8% (4)

<b>Table 28 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Communication Sciences &amp; Disorders</b>					
Number of Respondents: BS Communication Sciences & Disorders - 13					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Help you received from faculty in your department with regard to further educational opportunities</b>					
BS Communication Sciences & Disorders	0.0%	7.7% (1)	7.7% (1)	53.8% (7)	30.8% (4)
<b>The size of classes in your major</b>					
BS Communication Sciences & Disorders	0.0%	0.0%	0.0%	30.8% (4)	69.2% (9)
<b>Help you received from faculty in your department with regard to finding employment in your field</b>					
BS Communication Sciences & Disorders	7.7% (1)	0.0%	23.1% (3)	30.8% (4)	38.5% (5)
<b>Global perspectives presented in courses</b>					
BS Communication Sciences & Disorders	0.0%	7.7% (1)	15.4% (2)	38.5% (5)	38.5% (5)
<b>The relevancy of courses</b>					
BS Communication Sciences & Disorders	0.0%	0.0%	0.0%	38.5% (5)	61.5% (8)
<b>“Real-world” experiences, exposure, examples, etc. in or out of the classroom</b>					
BS Communication Sciences & Disorders	0.0%	0.0%	7.7% (1)	30.8% (4)	61.5% (8)
<b>Your advisor’s knowledge of requirements</b>					
BS Communication Sciences & Disorders	7.7% (1)	0.0%	0.0%	38.5% (5)	53.8% (7)
<b>The accessibility of your advisor</b>					
BS Communication Sciences & Disorders	0.0%	7.7% (1)	7.7% (1)	30.8% (4)	53.8% (7)
<b>Your advisor’s concern with your academic goals</b>					
BS Communication Sciences & Disorders	0.0%	7.7% (1)	7.7% (1)	38.5% (5)	46.2% (6)

<b>Table 28 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Communication Sciences &amp; Disorders</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend Southeastern to someone interested in what you majored in?</b>		
BS Communication Sciences & Disorders	0.0%	92.3% (12)
<b>3. If you had it to do over again, would you choose the same major?</b>		
BS Communication Sciences & Disorders	0.0%	92.3% (12)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
BS Communication Sciences & Disorders	0.0%	92.3% (12)
<b>6. Should a hands-on course be required in your program?</b>		
BS Communication Sciences & Disorders	0.0%	100.0% (13)

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

- “Real World” situations I use now in my career as a speech-language pathologist assistant
- Experience in ‘real world’ work. Practice with several disorders clients may have in clinic.
- Working with many types of communication disorders and gaining invaluable clinical experience.
- I feel confident in my knowledge & skills & I am ready to enter the workforce
- Real experiences allow for more concrete learning and helps to solidify info learned in the classroom. Also many aspects of our field are not teachable in the classroom, but learned through experience.
- Provided “real-world” experience while under direct supervision.
- The experiences were very beneficial, however, clinicians should be able to go out of state for clinical experience.
- Practice in diagnostics are a variety of communication disorders. Preparation for work setting.
- Knowledge of various communication disorders frm clients and therapy techniques. Great experience to shape you for the real world.
- To learn what you can’t learn in a classroom.

## **Perceptions of Southeastern**

None of the Communication Sciences & Disorders graduates had participated in the study-abroad/student exchange or honors program. Six (46.2%) of the respondents conducted research under the supervision of a faculty member. One (16.7%) was Very Satisfied with the experience and four (66.7%) were Somewhat Satisfied.

## **Graduate/Professional Education**

One (7.7%) of the respondents is currently enrolled in a graduate/professional degree program, eight (61.5%) have completed a master's degree, one (7.7%) has taken courses but not enrolled in a degree program, two (15.4%) are likely to enroll in a degree program in the future, and one (7.7%) has not plans for further education. Six (50.0%) of the respondents have the highest degree they plan on obtaining, three (25.0%) plan on obtaining a master's and three (25.0%) plan on obtaining a doctorate.

Of the ten individuals with graduate course experience, three (30.0%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study and seven (70.0%) indicated Southeastern prepared them "Very Effectively". Eight (80.0%) indicated that Southeastern prepared them "Better than Most" other students, while two (20.0%) indicated that Southeastern prepared them "About the Same as Most". Of the nine respondents enrolled in graduate school or with a graduate degree, eight (88.9%) indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern.

## **Employment**

Seven (53.8%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, three (50.0%) had a job before completing their degree, one (16.7%) took 1-6 months to find a job, and two (33.3%) took over a year. When asked about problems finding employment, major problems included a tight job market (33.3%) and lack of marketable skills (33.3%) and lack of educational qualifications (33.3%). Minor problems included limiting the job search to one area (33.3%), not knowing what I wanted to do (33.3%), lack of marketable skills (33.3%), lack of educational qualifications (33.3%), lack of experience (33.3%), and lack of job search skills (33.3%).

Two (33.3%) of those who have been employed full-time indicated their education was "Very Effective" in preparing them for employment or improving their job performance and four (66.7%) indicated it was "Effective". In regards to sources for learning about their first full-time job, one (16.7%) indicated a parent or relative, one (16.7%) from a student/friend, and three (50.0%) from an internship or practicum.

Currently, six (46.2%) respondents are employed full-time, one (7.7%) is employed part-time and looking for full-time employment, five (38.5%) are unemployed but seeking employment, and one (7.7%) is unemployed and not looking for employment. Of those who are currently five

(83.3%) are employed in the state of Louisiana. Two (33.3%) respondents are employed in K-12 education, two (33.3%) are self-employed, and two (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”, none (0.0%) of the respondents indicated they are underemployed. Four (66.7%) of the respondents are well satisfied with their employment and would not consider leaving while two (33.3%) are satisfied with their employment but would consider other employment. All (100.0%) of the respondents are employed in the area of their Southeastern major. Two (33.3%) respondent indicated a salary range of \$25,001-\$30,000, two (33.3%) indicated \$40,001-\$50,000, and one (16.7%) indicated a salary greater than \$50,000.

### **Professional Activities**

Three (23.1%) of the respondents do not currently have licensure/certification and ten (76.9%) currently hold licensure/certification. Those licensure/certifications include: SLP-A license, Licensed speech-language pathology assistant, Provisional Speech Therapy Assistant license, CCC-SUP, SLP Assistant License, through LBESPA, Ancillary teaching certificate, SLPA, Provisional SLP (2), and MS CCC-SLP. Of those who do not have licensure/certification, two (66.7%) plan on obtaining certification/licensure in the next twelve months. Eight (61.5%) of the respondents are members of a professional organization, and eleven (84.6%) have attended a professional meeting in the past year.



## Department of Kinesiology and Health Studies

**Table 29**  
**Satisfaction with Degree Program**

Number of Respondents: B.S. Athletic Training - 4; BS Health Education & Promotion - 8; B.S. Kinesiology - 18					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
BS Athletic Training	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
BS Health Education & Promotion	0.0%	0.0%	25.0% (2)	25.0% (2)	50.0% (4)
BS Kinesiology	0.0%	0.0%	0.0%	25.0% (4)	75.0% (12)
<b>Overall quality of your degree program</b>					
BS Athletic Training	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Health Education & Promotion	12.5% (1)	0.0%	37.5% (3)	0.0%	50.0% (4)
BS Kinesiology	0.0%	0.0%	0.0%	25.0% (4)	68.8% (11)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
BS Athletic Training	0.0%	0.0%	0.0%	0.0%	100.0% (3)
BS Health Education & Promotion	0.0%	0.0%	25.0% (2)	25.0% (2)	50.0% (4)
BS Kinesiology	0.0%	0.0%	0.0%	37.5% (6)	56.3% (9)
<b>Usefulness of the academic advice you received from your advisor</b>					
BS Athletic Training	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
BS Health Education & Promotion	0.0%	12.5% (1)	37.5% (3)	0.0%	50.0% (4)
BS Kinesiology	0.0%	0.0%	0.0%	25.0% (4)	68.8% (11)
<b>Opportunities to interact with faculty outside of class</b>					
BS Athletic Training	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
BS Health Education & Promotion	0.0%	12.5% (1)	37.5% (3)	0.0%	50.0% (4)
BS Kinesiology	0.0%	0.0%	6.3% (1)	31.3% (5)	56.3% (9)
<b>Effectiveness of the faculty as teachers</b>					
BS Athletic Training	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
BS Health Education & Promotion	0.0%	0.0%	12.5% (1)	12.5% (1)	75.0% (6)
BS Kinesiology	0.0%	0.0%	0.0%	25.0% (4)	68.8% (11)

<b>Table 29 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Kinesiology &amp; Health Studies</b>					
Number of Respondents: B.S. Athletic Training - 4; BS Health Education & Promotion - 8; B.S. Kinesiology - 18					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Friendliness and helpfulness of the office staff</b>					
BS Athletic Training	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
BS Health Education & Promotion	0.0%	12.5% (1)	12.5% (1)	37.5% (3)	37.5% (3)
BS Kinesiology	0.0%	0.0%	6.3% (1)	31.3% (5)	56.3% (9)
<b>Interest shown by faculty in your academic development</b>					
BS Athletic Training	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Health Education & Promotion	0.0%	0.0%	25.0% (2)	25.0% (2)	50.0% (4)
BS Kinesiology	0.0%	0.0%	0.0%	31.3% (5)	62.5% (10)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
BS Athletic Training	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
BS Health Education & Promotion	0.0%	0.0%	37.5% (3)	25.0% (2)	37.5% (3)
BS Kinesiology	0.0%	0.0%	12.5% (2)	37.5% (6)	43.8% (7)
<b>Quality of instruction in advanced courses</b>					
BS Athletic Training	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
BS Health Education & Promotion	0.0%	0.0%	25.0% (2)	12.5% (1)	62.5% (5)
BS Kinesiology	0.0%	0.0%	0.0%	18.8% (3)	75.0% (12)
<b>Faculty treatment of students both inside and outside of the classroom</b>					
BS Athletic Training	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
BS Health Education & Promotion	0.0%	0.0%	12.5% (1)	37.5% (3)	50.0% (4)
BS Kinesiology	0.0%	0.0%	6.3% (1)	18.8% (3)	68.8% (11)
<b>Professional activities, associations, or clubs associated with your major</b>					
BS Athletic Training	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
BS Health Education & Promotion	0.0%	0.0%	37.5% (3)	25.0% (2)	37.5% (3)
BS Kinesiology	0.0%	6.3% (1)	18.8% (3)	50.0% (8)	18.8% (3)

<b>Table 29 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Kinesiology &amp; Health Studies</b>					
Number of Respondents: B.S. Athletic Training - 4; BS Health Education & Promotion - 8; B.S. Kinesiology - 18					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
BS Athletic Training	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
BS Health Education & Promotion	0.0%	12.5% (1)	37.5% (3)	12.5% (1)	37.5% (3)
BS Kinesiology	0.0%	6.3% (1)	18.8% (3)	18.8% (3)	50.0% (8)
<b>Availability of the required courses</b>					
BS Athletic Training	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Health Education & Promotion	0.0%	0.0%	12.5% (1)	62.5% (5)	25.0% (2)
BS Kinesiology	0.0%	0.0%	6.3% (1)	43.8% (7)	43.8% (7)
<b>Availability of elective courses you wanted to take in your major</b>					
BS Athletic Training	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
BS Health Education & Promotion	0.0%	0.0%	25.0% (2)	50.0% (4)	25.0% (2)
BS Kinesiology	0.0%	0.0%	6.3% (1)	56.3% (9)	31.3% (5)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
BS Athletic Training	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
BS Health Education & Promotion	0.0%	0.0%	37.5% (3)	25.0% (2)	37.5% (3)
BS Kinesiology	0.0%	0.0%	18.8% (3)	18.8% (3)	56.3% (9)
<b>Opportunities for you to collaborate with other students on class projects</b>					
BS Athletic Training	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Health Education & Promotion	0.0%	0.0%	12.5% (1)	50.0% (4)	37.5% (3)
BS Kinesiology	0.0%	0.0%	6.3% (1)	31.3% (5)	56.3% (9)
<b>Library resources related to your major</b>					
BS Athletic Training	0.0%	0.0%	50.0% (2)	50.0% (2)	0.0%
BS Health Education & Promotion	0.0%	12.5% (1)	12.5% (1)	37.5% (3)	37.5% (3)
BS Kinesiology	0.0%	6.3% (1)	18.8% (3)	50.0% (8)	25.0% (4)

<b>Table 29 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Kinesiology &amp; Health Studies</b>					
Number of Respondents: B.S. Athletic Training - 4; BS Health Education & Promotion - 8; B.S. Kinesiology - 18					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Use of appropriate technology in the classroom</b>					
BS Athletic Training	0.0%	0.0%	0.0%	50.0% (1)	50.0% (1)
BS Health Education & Promotion	0.0%	0.0%	12.5% (1)	50.0% (4)	37.5% (3)
BS Kinesiology	0.0%	6.3% (1)	12.5% (2)	37.5% (6)	31.3% (5)
<b>Facilities and equipment (including computer resources) for courses in your major</b>					
BS Athletic Training	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
BS Health Education & Promotion	0.0%	12.5% (1)	12.5% (1)	37.5% (3)	37.5% (3)
BS Kinesiology	0.0%	6.3% (1)	0.0%	50.0% (8)	43.8% (7)
<b>Help you received from faculty in your department with regard to further educational opportunities</b>					
BS Athletic Training	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Health Education & Promotion	0.0%	12.5% (1)	12.5% (1)	25.0% (2)	50.0% (4)
BS Kinesiology	0.0%	0.0%	6.3% (1)	25.0% (4)	68.8% (11)
<b>The size of classes in your major</b>					
BS Athletic Training	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Health Education & Promotion	0.0%	0.0%	25.0% (2)	12.5% (1)	62.5% (5)
BS Kinesiology	0.0%	0.0%	6.3% (1)	12.5% (2)	75.0% (12)
<b>Help you received from faculty in your department with regard to finding employment in your field</b>					
BS Athletic Training	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
BS Health Education & Promotion	0.0%	25.0% (2)	25.0% (2)	12.5% (1)	37.5% (3)
BS Kinesiology	0.0%	0.0%	43.8% (7)	18.8% (3)	31.3% (5)
<b>Global perspectives presented in courses</b>					
BS Athletic Training	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
BS Health Education & Promotion	0.0%	0.0%	37.5% (3)	12.5% (1)	50.0% (4)
BS Kinesiology	0.0%	6.3% (1)	25.0% (4)	25.0% (4)	37.5% (6)

<b>Table 29 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Kinesiology &amp; Health Studies</b>					
Number of Respondents: B.S. Athletic Training - 4; BS Health Education & Promotion - 8; B.S. Kinesiology - 18					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>The relevancy of courses</b>					
BS Athletic Training	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Health Education & Promotion	0.0%	12.5% (1)	25.0% (2)	12.5% (1)	50.0% (4)
BS Kinesiology	0.0%	0.0%	6.3% (1)	25.0% (4)	62.5% (10)
<b>“Real-world” experiences, exposure, examples, etc. in or out of the classroom</b>					
BS Athletic Training	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Health Education & Promotion	0.0%	12.5% (1)	25.0% (2)	25.0% (2)	37.5% (3)
BS Kinesiology	0.0%	0.0%	0.0%	37.5% (6)	56.3% (9)
<b>Your advisor’s knowledge of requirements</b>					
BS Athletic Training	0.0%	0.0%	0.0%	0.0%	100.0% (4)
BS Health Education & Promotion	0.0%	0.0%	12.5% (1)	25.0% (2)	62.5% (5)
BS Kinesiology	0.0%	0.0%	0.0%	6.3% (1)	87.5% (14)
<b>The accessibility of your advisor</b>					
BS Athletic Training	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
BS Health Education & Promotion	0.0%	0.0%	12.5% (1)	25.0% (2)	62.5% (5)
BS Kinesiology	0.0%	0.0%	12.5% (2)	6.3% (1)	75.0% (12)
<b>Your advisor’s concern with your academic goals</b>					
BS Athletic Training	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
BS Health Education & Promotion	0.0%	0.0%	25.0% (2)	12.5% (1)	62.5% (5)
BS Kinesiology	0.0%	0.0%	6.3% (1)	12.5% (2)	75.0% (12)

<b>Table 29 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Kinesiology &amp; Health Studies</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend Southeastern to someone interested in what you majored in?</b>		
BS Athletic Training	0.0%	100.0% (4)
BS Health Education & Promotion	12.5% (1)	87.5% (7)
BS Kinesiology	0.0%	93.8% (15)
<b>3. If you had it to do over again, would you choose the same major?</b>		
BS Athletic Training	0.0%	100.0% (4)
BS Health Education & Promotion	62.5% (5)	37.5% (3)
BS Kinesiology	6.3% (1)	93.8% (15)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
BS Athletic Training	0.0%	100.0% (4)
BS Health Education & Promotion	0.0%	100.0% (8)
BS Kinesiology	6.3% (1)	93.8% (15)
<b>6. Should a hands-on course be required in your program?</b>		
BS Athletic Training	0.0%	100.0% (4)
BS Health Education & Promotion	0.0%	100.0% (8)
BS Kinesiology	6.3% (1)	87.5% (14)

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

- Learn more from experience

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

- I got to network with other professionals and meet the people that I would help with a real job.
- Was able to secure employment in my field before graduation.
- None, my intern supervisor rarely showed up for work.
- from the place I interned at, I enjoyed it but don't feel like I benefitted from it as far as career goes.
- Employment & experience
- Public Speaking Skills, confidence
- Helped me believe there were actual jobs out there in the field.

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

- I did basic science research. It provided great exposure but I realized I did not want to go into research. It saved me years of working on degree (PhD) that I wouldn't like. Now I am working a MD-MHA.
- How to work in a professional atmosphere, and the experience to bring to other organizations.
- Great experience - allowed me to explore other options within my major.
- I was hired after my internship.
- I learn how to utilize certain technology & equipment skills better; when it came to the hand on experience.
- The hands on experience gave me confidence to succeed.
- Mostly everything I needed to start teaching and be effective.
- I learned specifics that allowed me to select professional degree
- I was able to put what was taught into practice and was able to see where I needed to grow.
- Helped me to decide what career I wanted to go into by get a first hand experience.
- was offered permanent position at internship site.

### **Perceptions of Southeastern**

#### **B.S. Athletic Training**

None (0.0%) of the Athletic Training graduates had participated in the study-abroad/student exchange program. One (25.0%) respondent had participated in the honors program and was Somewhat Satisfied with the experience. One (25.0%) respondent did research with a faculty member and was Very Satisfied with the experience.

#### **B.S. Health Education & Promotion**

None (0.0%) of the Health Education & Promotion graduates had participated in the study-abroad/student exchange program. Two (25.0%) respondents had participated in the honors program, one (50.0%) was Somewhat Satisfied with the experience and one (50.0%) was Very Satisfied with the experience. One (12.5%) respondent did research with a faculty member and was Very Satisfied with the experience.

#### **B.S. Kinesiology**

One (6.3%) of the Kinesiology graduates had participated in the study-abroad/student exchange and was Very Satisfied with the experience. Four (25.0%) of the respondents had participated in the honors program. One (25.0%) of the respondents was Very Satisfied with the experience, one (25.0%) was Somewhat Satisfied with the experience, and one (25.0%) was Somewhat Dissatisfied with it. Seven (43.8%) of the respondents participated in faculty supervised research. Four (57.1%) were Very Satisfied with the experience, and three (42.9%) were Somewhat Satisfied with the experience.

### **Graduate/Professional Education**

### **B.S. Athletic Training**

Two (50.0%) of the respondents have completed a master's program, and one (25.0%) is likely to enroll in a Master's degree program in the future. Of the two individuals with graduate course experience, one (50.0%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study and one (50.0%) indicated Southeastern prepared them "Very Effectively". One (50.0%) indicated that Southeastern prepared them "Better than Most" other students and one (50.0%) indicated that Southeastern prepared them "About the Same as Most". Of the two respondents enrolled in graduate school or with a graduate degree, one (50.0%) indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern.

### **B.S. Health Education & Promotion**

One (12.5%) of the respondents are currently enrolled in a graduate/professional degree program, one (12.5%) have completed a master's degree, one (12.5%) has taken courses but not enrolled in a degree program, three (37.5%) will likely enroll in the future, and two (25.0%) have no plans for further education. Of those respondents with plans for further education, one (16.7%) already have the highest degree they plan on earning, two (33.3%) plan on obtaining a master's, and two (33.3%) plan on obtaining a second baccalaureate.

Of the five individuals with graduate course experience, one (33.3%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study, and two (66.7%) indicated Southeastern prepared them "Very Effectively. Two (66.7%) indicated that Southeastern prepared them "Better than Most" other students and one (33.3%) indicated that Southeastern prepared them "About the Same as Most". Of the two respondents enrolled in graduate school or with a graduate degree, one (50.0%) indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern and one (50.0%) indicated it is "Not at All Related".

### **B.S. Kinesiology**

Four (25.0%) of the respondents are currently enrolled in a graduate/professional degree program and three (18.8%) have completed a degree. Of those with degrees, two (66.7%) have master's degrees and one (33.3%) a doctorate. Three (18.8%) of the respondents plans to enroll in a degree program in the next 12 months, three (18.8%) are likely to enroll in the future, and two (12.5%) have no plans for further education. Of those respondents with plans for further education, one (7.7%) already has the highest degree they plan on earning, four (30.8%) plan on eventually obtaining a doctorate, four (30.8%) plan on obtaining a master's, and one (7.7%) plans on obtaining a second baccalaureate.

Of the seven individuals with graduate course experience, four (57.1%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study and two



(28.6%) indicated Southeastern prepared them “Very Effectively”. Three (42.9%) indicated that Southeastern prepared them “Better than Most” other students, two (28.6%) indicated that Southeastern prepared them “About the Same as Most”, and one (14.3%) indicated they were prepared “Worse than Most”. Of the seven respondents enrolled in graduate school or with a graduate degree, four (57.1%) indicated their graduate degree program is “Very Closely Related” to their bachelor’s degree from Southeastern and one (14.3%) indicated it is “Somewhat Related”.

## **Employment**

### **B.S. Athletic Training**

Three (75.0%) of the respondents have been employed full-time since graduating from Southeastern. Of those who have been employed full-time, one (33.3%) had the job before completing the degree, one (33.3%) accepted a position upon graduation, and one (33.3%) took 1-6 months to find a job.

All (100.0%) respondents indicated their education was “Very Effective” in preparing them for employment or improving their job performance. In regards to sources for learning about their first full-time job, one (33.3%) indicated faculty at Southeastern, one (33.3%) from a professional meeting, and one (33.3%) from an internship or practicum.

Three (75.0%) respondents are currently employed full-time and one (25.0%) is unemployed but seeing employment. All (100.0%) of those currently employed full-time are employed in the state of Louisiana. One (33.3%) is employed in K-12 education and two (66.7%) 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”, all (100.0%) of the respondents indicated they are not. All (100.0%) of the respondents are satisfied with their employment but would consider other employment. All (100.0%) of the respondents is employed in the area of their Southeastern major. One (33.3%) respondent indicated a salary range of \$25,001-\$30,000, one (33.3%) gave a range of \$30,001-\$40,000, and one (33.3%) gave a range of \$40,001-\$50,000.

### **B.S. Health Education & Promotion**

Six (75.0%) of the respondents have been employed full-time since graduating from Southeastern. Of those, two (33.3%) had the job before completing the degree, three (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.

When asked about problems finding employment, major problems included limiting the job search to one area (25.0%), not knowing what I wanted to do (25.0%), a tight job market (100.0%), lack of marketable skills (25.0%), and lack of experience (50.0%). Minor problems included limiting the job search to one area (50.0%), not knowing what I wanted to do (50.0%), lack of marketable skills (50.0%), lack of educational qualifications (50.0%), reputation of

Southeastern (25.0%), lack of experience (50.0%), lack of job search skills (75.0%), poor GPA (25.0%), racial discrimination (25.0%), gender discrimination (25.0%), and age discrimination (25.0%).

Three (50.00%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance, one (16.7%) indicated it was “Effective”, one (16.7%) indicated it was “Ineffective”, and one (16.7%) indicated it was “Very Ineffective”. In regards to sources for learning about their first full-time job, one (16.7%) indicated a parent or relative, one (16.7%) from a newspaper, one (16.7%) from another student/friend, two (33.3%), and one (16.7%) from an employment agency.

Seven (86.7%) respondents are currently employed full-time and one (12.5%) is employed part-time and looking for full-time work. All (100.0%) of the respondents currently employed full time, work in the state of Louisiana. Two (28.6%) are employed in K-12 education, one (14.3%) in a nonprofit organization, one (14.3%) in industry, one (14.3%) in business, and two (28.6%) 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 (42.9%) of the respondents indicated they are underemployed and four (57.1%) are not. Three (42.9%) of the respondents are well satisfied with their employment and would not consider leaving, three (42.9%) are satisfied with their employment but would consider other employment, and one (14.3%) is dissatisfied and looking for other employment. Two (28.6%) of the respondents are employed in the area of their Southeastern major and five (71.4%) in an unrelated area. One (20.0%) respondent is employed in an area not related to their major because she/he never planned to work in the field, three (60.0%) could not find a job they wanted in the field, and one (20.0%) have not obtained the licensure/certification required to work in the field. One (14.3%) respondent indicated a salary range of \$15,001-\$20,000, one (14.3%) gave a range of \$20,001-\$25,000, one (14.3%) gave a range of \$25,001-\$30,000, one (14.3%) gave a range of \$30,001-\$40,000, and three (42.9%) gave a range of \$40,001-\$50,000.

### **B.S. Kinesiology**

Five (31.3%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, two (18.2%) had the job before completing the degree, one (9.1%) accepted a position upon graduation, five (45.5%) took 1-6 months to find a job, one (9.1%) took 7-12 months, and two (18.2%) took over a year.

The eight respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 30 presents what were considered major problems, minor problems, or no problem.

<b>Table 30</b>			
<b>Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	25.0% (2)	0.0%	62.5% (5)
Not knowing what I wanted to do	12.5% (1)	0.0%	87.5% (7)
Tight job market	37.5% (3)	12.5% (1)	50.0% (4)
Lack of marketable skills	0.0%	0.0%	87.5% (7)
Lack of educational qualifications	0.0%	12.5% (1)	75.0% (6)
Reputation of Southeastern	0.0%	12.5% (1)	75.0% (6)
Lack of experience	25.0% (2)	12.5% (1)	62.5% (5)
Lack of job search skills	0.0%	0.0%	87.5% (7)
Poor GPA	0.0%	0.0%	87.5% (7)
Racial discrimination	0.0%	12.5% (1)	75.0% (6)
Gender discrimination	0.0%	0.0%	87.5% (7)
Age discrimination	0.0%	12.5% (1)	75.0% (6)

Six (54.5%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance, four (38.4%) indicated it was “Effective”, and one (9.1%) indicated it was “Ineffective”. In regards to sources for learning about their first full-time job, two (18.2%) indicated a parent or relative, two (18.2%) from another student/friend, three (27.3%) already had the job, and one (9.1%) from the Internet.

Ten (62.5%) are currently employed full-time, one (6.3%) are employed part-time and looking for full-time employment, two (12.5%) are unemployed and seeking employment, and two (12.5%) are unemployed and not looking for employment. Of the ten respondents currently employed full time, six (60.0%) work in the state of Louisiana. Three (30.0%) are employed in K-12 education, two (20.0%) in a nonprofit organization, one (10.0%) in the military, three (30.0%) in business, and one (10.0%) 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”, none (0.0%) of the respondents indicated they are underemployed. Five (50.0%) of the respondents are well satisfied with their employment and would not consider leaving, four (40.0%) are satisfied with their employment but would consider other employment, and one (10.0%) is dissatisfied and looking for other employment. Five (50.0%) of the respondents are employed in the area of their Southeastern major, four (40.0%) in a related area, and one (10.0%) in an unrelated area because he/she could not find a job they wanted in the field. One (10.0%) respondent indicated a salary range of \$15,001-\$20,000, four (40.0%) gave a range of \$30,001-\$40,000, three (30.0%) gave a range of \$40,001-\$50,000 and two (20.0%) indicated a salary over \$50,000.

## Professional Activities

### B.S. Athletic Training

All (100.0%) respondents indicated they currently are Certified Athletic Trainers. All (100.0%) of the respondents are a member of a professional organization, and two (50.0%) attended a professional meeting in the past year.

### B.S. Kinesiology

Six (75.0%) of the respondents indicated they do not currently have licensure/certification, and two (25.0%) currently hold licensure/certification. Those licensure/certifications include:

- Library and Information Science Certificate
- CHES

Of those who do not have licensure/certification, two (33.3%) plan on “Teaching certification” and “RN” in the next twelve months. Two (25.0%) of the respondents are members of a professional organization, and three (37.5%) have attended a professional meeting in the past year.

### B.S. Kinesiology

One (6.3%) of the respondents indicated that licensure/certification is not available in their field, eight (50.0%) indicated they do not currently have licensure/certification, and seven (43.8%) currently hold licensure/certification. Those licensure/certifications include:

- Physical Therapist (2)
- CPR
- teaching license
- Teaching Cert./Health P.E.
- Wellness Instruction

Of those who do not have licensure/certification, three (37.5%) plan on getting “Personal Training, Performance Enhancer”, “Physical Therapy”, and “Doctorate of Physical Therapy” in the next twelve months. Thirteen (81.3%) of the respondents are members of a professional organization, and eleven (68.8%) have attended a professional meeting in the past year.

## School of Nursing

**Table 31**  
**Satisfaction with Degree Program**

Number of Respondents: B.S. Nursing - 58					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.S. Nursing	0.0%	0.0%	8.6% (5)	41.4% (24)	48.3% (28)
<b>Overall quality of your degree program</b>					
B.S. Nursing	0.0%	0.0%	5.2% (3)	39.7% (23)	53.4% (31)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.S. Nursing	1.7% (1)	1.7% (1)	6.9% (4)	29.3% (17)	60.3% (35)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.S. Nursing	0.0%	3.4% (2)	25.9% (15)	31.0% (18)	39.7% (23)
<b>Opportunities to interact with faculty outside of class</b>					
B.S. Nursing	0.0%	5.2% (3)	10.3% (6)	41.4% (24)	43.1% (25)
<b>Effectiveness of the faculty as teachers</b>					
B.S. Nursing	0.0%	3.4% (2)	10.3% (6)	48.3% (28)	37.9% (22)
<b>Friendliness and helpfulness of the office staff</b>					
B.S. Nursing	0.0%	1.7% (1)	13.8% (8)	36.2% (21)	48.3% (28)
<b>Interest shown by faculty in your academic development</b>					
B.S. Nursing	0.0%	1.7% (1)	19.0% (11)	32.8% (19)	46.6% (27)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.S. Nursing	0.0%	5.2% (3)	22.4% (13)	20.7% (12)	51.7% (30)
<b>Quality of instruction in advanced courses</b>					
B.S. Nursing	0.0%	1.7% (1)	15.5% (9)	39.7% (23)	43.1% (25)
<b>Faculty treatment of students both inside and outside of the classroom</b>					
B.S. Nursing	0.0%	1.7% (1)	13.8% (8)	39.7% (23)	44.8% (26)
<b>Professional activities, associations, or clubs associated with your major</b>					
B.S. Nursing	0.0%	1.7% (1)	25.9% (15)	39.7% (23)	32.8% (19)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.S. Nursing	0.0%	6.9% (4)	32.8% (19)	36.2% (21)	24.1% (14)
<b>Availability of the required courses</b>					
B.S. Nursing	0.0%	5.2% (3)	17.2% (10)	20.7% (12)	56.9% (33)

<b>Table 31 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>School of Nursing</b>					
Number of Respondents: B.S. Nursing - 58					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Availability of elective courses you wanted to take in your major</b>					
B.S. Nursing	0.0%	8.6% (5)	20.7% (12)	36.2% (21)	34.5% (20)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.S. Nursing	0.0%	0.0%	12.1% (7)	44.8% (26)	43.1% (25)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.S. Nursing	0.0%	0.0%	3.4% (2)	36.2% (21)	60.3% (35)
<b>Library resources related to your major</b>					
B.S. Nursing	0.0%	1.7% (1)	13.8% (8)	32.8% (19)	51.7% (30)
<b>Use of appropriate technology in the classroom</b>					
B.S. Nursing	0.0%	3.4% (2)	13.8% (8)	36.2% (21)	46.6% (27)
<b>Facilities and equipment (including computer resources) for courses in your major</b>					
B.S. Nursing	0.0%	6.9% (4)	15.5% (9)	34.5% (20)	43.1% (25)
<b>Help you received from faculty in your department with regard to further educational opportunities</b>					
B.S. Nursing	1.7% (1)	3.4% (2)	22.4% (13)	32.8% (19)	39.7% (23)
<b>The size of classes in your major</b>					
B.S. Nursing	0.0%	0.0%	10.3% (6)	31.0% (18)	58.6% (34)
<b>Help you received from faculty in your department with regard to finding employment in your field</b>					
B.S. Nursing	6.9% (4)	12.1% (7)	29.3% (17)	22.4% (13)	29.3% (17)
<b>Global perspectives presented in courses</b>					
B.S. Nursing	0.0%	3.4% (2)	20.7% (12)	43.1% (25)	32.8% (19)
<b>The relevancy of courses</b>					
B.S. Nursing	0.0%	5.2% (3)	5.2% (3)	39.7% (23)	50.0% (29)
<b>“Real-world” experiences, exposure, examples, etc. in or out of the classroom</b>					
B.S. Nursing	0.0%	5.2% (3)	17.2% (10)	27.6% (16)	50.0% (29)
<b>Your advisor’s knowledge of requirements</b>					
B.S. Nursing	1.7% (1)	3.4% (2)	6.9% (4)	44.8% (26)	43.1% (25)
<b>The accessibility of your advisor</b>					
B.S. Nursing	0.0%	8.6% (5)	20.7% (12)	39.7% (23)	31.0% (18)

**Table 31 continued**  
**Satisfaction with Degree Program**  
**School of Nursing**

Number of Respondents: B.S. Nursing - 58					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Your advisor's concern with your academic goals</b>					
B.S. Nursing	0.0%	12.1% (7)	22.4% (13)	31.0% (18)	32.8% (19)

<b>Table 31 continued Satisfaction with Degree Program School of Nursing</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend Southeastern to someone interested in what you majored in?</b>		
B.S. Nursing	3.4% (2)	96.6% (56)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.S. Nursing	19.0% (11)	79.3% (46); 1.7% (1) Not at Southeastern
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.S. Nursing	17.2% (10)	82.8% (48)
<b>6. Should a hands-on course be required in your program?</b>		
B.S. Nursing	0.0%	93.1% (54)

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

- Learned everything for my profession during clinicals
- good practical experience + the opportunity to develop skills
- It let me decide on what type of unit I wanted to work on at the hospital.
- Clinical experience was a degree requirement. Hands-on experience.
- Knowledge for the future experiences in my field
- Nursing clinicals. Nothing. It does not prepare you for the real world of nursing. It wasted my money on 2 degrees from SLU, & I hate nursing. I regret getting any degrees.
- Prepared me for “real world” nursing. Prepared me for my job.
- My nursing clinicals greatly prepared me for my nursing career.
- Some hands on experience, but needed more clinical time + less paper writing in the final clinical semester.
- Situations came up that could not have been taught in a classroom
- I had to have hands-on experience in order to become a RN.
- real life situations before totally responsible.
- Real world experience; wouldn't have felt confident in getting a job if all I ever had practice on were models.
- Learned what I did not want to do as RN after graduation
- Increased preparedness for my first job
- Good intro to nursing environment for after graduation.
- Experiencing different hospitals go me to adapt easier at my job currently. Seeing how different hospitals work. Comparisons.
- A good general nursing experience, however, I was disappointed in my later semesters clinicals – I wasn't challenged enough or exposed to enough higher-level experience.
- Team Work



- Prepared me some what for real world work setting.
- Applying classroom learning to “real life”
- An opportunity to make sure it was what I wanted to do and it was what I expected.
- Ability to apply nursing theory/knowledge learned in the classroom to care for patients in a hospital setting.
- a real-world example of what I would be doing afer graduation

### **Perceptions of Southeastern**

#### **B.S. Nursing**

Four (1.9%) of the Nursing graduates had participated in the study-abroad/student exchange, three (75.0%) were Very Satisfied with the experience. Seven (12.1%) of the respondents had participated in the honors program. Three (42.9%) were Very Satisfied with the experience and three (42.9%) were Somewhat Satisfied. Eighteen (31.0%) of the respondents conducted research under faculty supervision. Five (27.8%) were Very Satisfied with the experience and thirteen (72.2%) were Somewhat Satisfied.

#### **Graduate/Professional Education**

Five (8.6%) of the respondents are currently enrolled in a graduate/professional degree program and six (10.3%) have completed a degree. One (1.7%) has taken courses, but not enrolled in a degree program. Thirty (51.7%) of the respondents are likely to enroll in the future, and sixteen (27.6%) have no plans for further education. Two (4.8%) respondents have obtained a Master’s and three (7.1%) have a second baccalaureate. Of those respondents with plans for further education, seven (16.7%) plan on eventually obtaining a doctorate and thirty (71.4%) plan on obtaining a master’s.

Of the twelve individuals with graduate course experience, four (33.3%) indicated that Southeastern prepared them “Effectively” for further graduate/professional study and two (16.7%) indicated they were “Very Effectively” prepared. Four (33.3%) indicated that Southeastern prepared him/her “Better than Most” other students and two (16.7%) indicated that Southeastern prepared them “About the Same as Most. Of the eleven respondents enrolled in graduate school or with a graduate degree, three (27.3%) indicated their graduate degree program is “Very Closely Related” to their bachelor’s degree from Southeastern and one (9.1%) indicated it was “Somewhat Related”.

#### **Employment**

One (1.7%) of the respondents has not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, thirty (52.6%) had a job before graduating, seventeen (29.8%) accepted a position upon graduation, nine (15.8%) took 1-6 months to find a job, and one (1.8%) took over a year.

The ten respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 32 presents what were considered major problems, minor problems, or no problem.

<b>Table 32</b>			
<b>Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	10.0% (1)	20.0% (2)	70.0% (7)
Not knowing what I wanted to do	10.0% (1)	20.0% (2)	70.0% (7)
Tight job market	0.0%	30.0% (3)	70.0% (7)
Lack of marketable skills	0.0%	30.0% (3)	70.0% (7)
Lack of educational qualifications	0.0%	10.0% (1)	90.0% (9)
Reputation of Southeastern	0.0%	0.0%	100.0% (10)
Lack of experience	20.0% (2)	30.0% (3)	50.0% (5)
Lack of job search skills	0.0%	20.0% (2)	80.0% (8)
Poor GPA	0.0%	0.0%	100.0% (10)
Racial discrimination	0.0%	0.0%	100.0% (10)
Gender discrimination	0.0%	0.0%	100.0% (10)
Age discrimination	0.0%	0.0%	100.0% (10)

Thirty-one (54.4%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance, twenty-four (42.1%) indicated it was “Effective”, one (1.8%) indicated it was “Ineffective”, and one (1.8%) indicated it was “Very Ineffective”. In regards to sources for learning about their first full-time job, six (10.5%) indicated faculty at Southeastern, seven (12.3%) indicated a parent or relative, one (1.8%) from a newspaper/trade publication, one (1.8%) from a professional meeting, twelve (21.1%) from another student/friend, fifteen (26.3%) already had the job, twelve (21.1%) from an internship or practicum, one (1.8%) from an employment agency, eight (14.0%) from the Southeastern Job Fair, and eleven (19.3%) from the Internet.

Forty-six (79.3%) are currently employed full-time, seven (12.1%) are employed part-time and satisfied with part-time employment, two (3.4%) are employed part-time and looking for full-time employment, two (3.4%) are unemployed and seeking employment, and one (1.7%) is unemployed and not looking for employment. Of those who are currently employed full-time, forty-three (93.5%) are employed in the state of Louisiana. One (2.2%) is employed in a service organization, one (2.2%) in a nonprofit organization, two (4.3%) in the military, one (2.2%) in government, and forty (87.0%) 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”, none (0.0%) of the

respondents indicated they are underemployed. Twenty-three (50.0%) of the respondents are well satisfied with their employment and would not consider leaving, twenty-one (45.7%) are satisfied with their employment but would consider other employment, and two (4.3%) dislike their employment and are seeking new employment. All of the respondents are employed in an the area of their Southeastern major or a related area. Three (6.5%) respondents indicated a salary range of \$30,001-\$40,000, sixteen (34.8%) \$40,001-\$50,000 and twenty-three (50.0%) indicated a salary over \$50,000.

### **Professional Activities**

One (1.7%) of the respondents indicated that he/she does not currently have licensure/certification, and fifty-seven (98.3%) currently hold Nursing license. The respondent with out licensure/certification does not plan on obtaining it in the next twelve months. Twenty-five (43.1%) of the respondents are members of a professional organization, and sixteen (27.6%) have attended a professional meeting in the past year.

## Department of Biological Sciences

**Table 33**  
**Satisfaction with Degree Program**

Number of Respondents: B.S. Biology - 19					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
B.S. Biology	0.0%	0.0%	10.5% (2)	15.8% (3)	73.7% (14)
<b>Overall quality of your degree program</b>					
B.S. Biology	0.0%	5.3% (1)	0.0%	52.6% (10)	42.1% (8)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
B.S. Biology	0.0%	5.3% (1)	0.0%	52.6% (10)	36.8% (7)
<b>Usefulness of the academic advice you received from your advisor</b>					
B.S. Biology	0.0%	10.5% (2)	5.3% (1)	31.6% (6)	52.6% (10)
<b>Opportunities to interact with faculty outside of class</b>					
B.S. Biology	0.0%	0.0%	15.8% (3)	31.6% (6)	52.6% (10)
<b>Effectiveness of the faculty as teachers</b>					
B.S. Biology	0.0%	0.0%	5.3% (1)	57.9% (11)	36.8% (7)
<b>Friendliness and helpfulness of the office staff</b>					
B.S. Biology	0.0%	5.3% (1)	15.8% (3)	31.6% (6)	47.4% (9)
<b>Interest shown by faculty in your academic development</b>					
B.S. Biology	0.0%	5.3% (1)	10.5% (2)	15.8% (3)	68.4% (13)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
B.S. Biology	0.0%	0.0%	31.6% (6)	26.3% (5)	42.1% (8)
<b>Quality of instruction in advanced courses</b>					
B.S. Biology	0.0%	0.0%	0.0%	36.8% (7)	63.2% (12)
<b>Faculty treatment of students both inside and outside of the classroom</b>					
B.S. Biology	0.0%	0.0%	5.3% (1)	42.1% (8)	52.6% (10)
<b>Professional activities, associations, or clubs associated with your major</b>					
B.S. Biology	0.0%	10.5% (2)	21.1% (4)	52.6% (10)	15.8% (3)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
B.S. Biology	0.0%	0.0%	26.3% (5)	21.1% (4)	52.6% (10)
<b>Availability of the required courses</b>					
B.S. Biology	0.0%	15.8% (3)	42.1% (8)	21.1% (4)	21.1% (4)
<b>Availability of elective courses you wanted to take in your major</b>					
B.S. Biology	5.3% (1)	26.3% (5)	21.1% (4)	36.8% (7)	10.5% (2)

<b>Table 33 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Biological Sciences</b>					
Number of Respondents: B.S. Biology - 19					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.S. Biology	0.0%	0.0%	21.1% (4)	47.4% (9)	31.6% (6)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.S. Biology	0.0%	5.3% (1)	10.5% (2)	57.9% (11)	26.3% (5)
<b>Library resources related to your major</b>					
B.S. Biology	0.0%	5.3% (1)	21.1% (4)	42.1% (8)	31.6% (6)
<b>Use of appropriate technology in the classroom</b>					
B.S. Biology	0.0%	0.0%	15.8% (3)	57.9% (11)	26.3% (5)
<b>Facilities and equipment (including computer resources) for courses in your major</b>					
B.S. Biology	0.0%	0.0%	15.8% (3)	47.4% (9)	36.8% (7)
<b>Help you received from faculty in your department with regard to further educational opportunities</b>					
B.S. Biology	0.0%	5.3% (1)	21.1% (4)	21.1% (4)	52.6% (10)
<b>The size of classes in your major</b>					
B.S. Biology	0.0%	0.0%	0.0%	15.8% (3)	84.2% (16)
<b>Help you received from faculty in your department with regard to finding employment in your field</b>					
B.S. Biology	5.3% (1)	21.1% (4)	21.1% (4)	15.8% (3)	31.6% (6)
<b>Global perspectives presented in courses</b>					
B.S. Biology	0.0%	0.0%	36.8% (7)	36.8% (7)	26.3% (5)
<b>The relevancy of courses</b>					
B.S. Biology	0.0%	0.0%	10.5% (2)	57.9% (11)	31.6% (6)
<b>“Real-world” experiences, exposure, examples, etc. in or out of the classroom</b>					
B.S. Biology	0.0%	0.0%	42.1% (8)	21.1% (4)	36.8% (7)
<b>Your advisor’s knowledge of requirements</b>					
B.S. Biology	5.3% (1)	5.3% (1)	0.0%	26.3% (5)	63.2% (12)
<b>The accessibility of your advisor</b>					
B.S. Biology	0.0%	0.0%	15.8% (3)	15.8% (3)	68.4% (13)
<b>Your advisor’s concern with your academic goals</b>					
B.S. Biology	0.0%	5.3% (1)	15.8% (3)	15.8% (3)	63.2% (12)

<b>Table 33 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Biological Sciences</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend Southeastern to someone interested in what you majored in?</b>		
B.S. Biology	0.0%	94.7% (18)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.S. Biology	15.8% (3)	84.2% (16)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.S. Biology	73.7% (14)	26.3% (5)
<b>6. Should a hands-on course be required in your program?</b>		
B.S. Biology	21.1% (4)	68.4% (13)

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

- Application of knowledge gained in classroom
- It got me into graduate school. Southeastern did not help me find the internship-I did my own research on finding it. I did receive credit for it though.
- great
- World experiences traveled abroad to West Africa

### **Perceptions of Southeastern**

#### **B.S. Biology**

Four (21.1%) of the Biology graduates had participated study-abroad and were Very Satisfied with the experience. Two (10.5%) of the respondents had participated in the honors program and were Very Satisfied with the experience. Ten (52.6%) of the respondents conducted research under faculty supervision. Seven (70.0%) were Very Satisfied with the experience and three (30.0%) were Somewhat Satisfied with the experience.

### **Graduate/Professional Education**

#### **B.S. Biology**

Ten (52.6%) of the respondents are currently enrolled in a graduate/professional degree program and three (15.8%) have completed a degree. Of the three, one (33.3%) has earned a Masters', one (33.3%) a doctoral degree, and one (33.3%) some other degree. Four (21.1%) respondents are likely to enroll in a degree program in the future and two (10.5%) have no plans for further education. Of the seventeen respondents with plans for further education, five (29.4%) plan on

obtaining a Masters, three (17.6%) plan on obtaining a Doctorate, seven (41.2%) plan on obtaining a professional degree, and two (11.8%) have the highest degree they plan on obtaining.

Six (46.2%) of the thirteen respondents with graduate experience indicated their educational experiences at Southeastern “Effectively” prepared them for graduate/professional study and six (46.2%) thought they were “Very Effectively” prepared. Seven (53.8%) indicated Southeastern prepared them “About the Same” as other students for further educational study while five (38.5%) thought they were prepared “Better than Most”. Four (30.8%) of the respondents who are enrolled in a degree program or have a degree indicated it was “Very Closely Related” to their bachelor’s degree from Southeastern, five (38.5%) indicated it was “Somewhat Related”, and two (15.4%) indicated it was “Not at all Related”.

### **Employment**

#### **B.S. Biology**

Six (17.9%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, four (30.8%) had a job before graduating, one (7.7%) accepted a position upon graduation, four (30.8%) took 1-6 months to find a job, one (7.7%) took 7-12 months, and three (23.1%) took over a year.

The eight respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 34 presents what were considered major problems, minor problems, or no problem.

<b>Table 34</b>			
<b>Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.</b>			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	12.5% (1)	25.0% (2)	62.5% (5)
Not knowing what I wanted to do	50.0% (4)	0.0%	50.0% (4)
Tight job market	25.0% (2)	62.5% (5)	12.5% (1)
Lack of marketable skills	12.5% (1)	12.5% (1)	75.0% (6)
Lack of educational qualifications	0.0%	12.5% (1)	87.5% (7)
Reputation of Southeastern	0.0%	0.0%	100.0% (8)
Lack of experience	25.0% (2)	37.5% (3)	37.5% (3)
Lack of job search skills	25.0% (2)	12.5% (1)	62.5% (5)
Poor GPA	0.0%	37.5% (3)	62.5% (5)
Racial discrimination	0.0%	0.0%	100.0% (8)
Gender discrimination	0.0%	0.0%	100.0% (8)
Age discrimination	0.0%	0.0%	100.0% (8)

Eight (61.5%) of those who have been employed full-time indicated their education was “Effective” in preparing them for employment or improving their job performance and five (38.5%) thought it was “Very Effective”. In regards to sources for learning about their first full-time job, two (15.4%) indicated faculty at Southeastern, two (15.4%) from a parent or relative, four (30.8%) from another student/friend, three (23.1%) already had a job, one (7.7%) from an internship, one (7.7%) from the Southeastern Job Fair, and four (15.4%) from the internet.

Ten (82.6%) of the respondents are currently employed full-time, three (15.8%) have a graduate assistantship, one (5.3%) is unemployed and seeking employment, and five (26.3%) are unemployed and not seeking employment. Of those employed full-time, eight (80.0%) are employed in the state of Louisiana, one (10.0%) in higher education, two (20.0%) in K-12, one (10.0%) in a nonprofit organization, two (20.0%) in a professional firm, one (10.0%) in government, two (20.0%) in business, and one (10.0%) 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 (10.0%) respondent is underemployed. Six (60.0%) of the respondents are “Well satisfied, would not consider leaving” and three (30.0%) are “Satisfied, but would consider more desirable employment”. Three (30.0%) respondents are employed in the area of their Southeastern major, four (40.0%) in a related area, and three (30.0%) in an unrelated area. Two (20.0%) and one (10.0%) does not have the necessary licensure. When asked to indicate their salary range, one (10.0%) gave a range of \$10,000-\$15,000, three (30.0%) \$25,001-\$30,000, two (20.0%) gave a range of \$30,001-\$40,000, and four (40.0%) \$40,001 - \$50,000.

### **Professional Activities**

#### **B. S. Biology**

Two (10.0%) of the respondents indicated that licensure/certification is not available in their field, twelve (63.2%) indicated they did not currently hold certification, and five (26.3%) have licensure/certificatio. Certifications currently held include:

- NPDES Storm Water Inspection Certification
- Attorney - License by Louisiana Bar Assoc.
- TAT (temporary authority to teach)
- Border Patrol Agent - Dept of Homeland Security
- Level 1 Teaching Certificate

Four (33.3%) of the thirteen who do not currently hold licensure/certification plans on obtaining it in the next twelve months, including:

- American Board of Pediatric Medicine and Surgery
- teaching
- Doctorate of Optometry for the State of LA
- M.D.

Twelve (63.2%) of the respondents are members of a professional organization, and thirteen (68.4%) have attended a professional meeting in the past year.



## Department of Computer Science & Industrial Technology

**Table 36**  
**Satisfaction with Degree Program**

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

<b>Table 36 continued</b>					
<b>Satisfaction with Degree Program</b>					
<b>Department of Computer Science &amp; Industrial Technology</b>					
Number of Respondents: B.S. Industrial Technology - 10					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Quality of instruction regarding standards and ethics in your major field</b>					
B.S. Industrial Technology	10.0% (1)	0.0%	20.0% (2)	40.0% (4)	30.0% (3)
<b>Opportunities for you to collaborate with other students on class projects</b>					
B.S. Industrial Technology	0.0%	0.0%	10.0% (1)	40.0% (4)	50.0% (5)
<b>Library resources related to your major</b>					
B.S. Industrial Technology	0.0%	40.0% (4)	30.0% (3)	10.0% (1)	20.0% (2)
<b>Use of appropriate technology in the classroom</b>					
B.S. Industrial Technology	0.0%	20.0% (2)	40.0% (4)	30.0% (3)	10.0% (1)
<b>Facilities and equipment (including computer resources) for courses in your major</b>					
B.S. Industrial Technology	10.0% (1)	20.0% (2)	20.0% (2)	20.0% (2)	30.0% (3)
<b>Help you received from faculty in your department with regard to further educational opportunities</b>					
B.S. Industrial Technology	10.0% (1)	20.0% (2)	30.0% (3)	20.0% (2)	20.0% (2)
<b>The size of classes in your major</b>					
B.S. Industrial Technology	0.0%	10.0% (1)	0.0%	30.0% (3)	60.0% (6)
<b>Help you received from faculty in your department with regard to finding employment in your field</b>					
B.S. Industrial Technology	30.0% (3)	0.0%	30.0% (3)	30.0% (3)	10.0% (1)
<b>The global perspective of courses</b>					
B.S. Industrial Technology	10.0% (1)	10.0% (1)	30.0% (3)	30.0% (3)	20.0% (2)
<b>The relevancy of courses</b>					
B.S. Industrial Technology	0.0%	10.0% (1)	20.0% (2)	50.0% (5)	20.0% (2)
<b>“Real-world” experiences, exposure, examples, etc. in or out of the classroom</b>					
B.S. Industrial Technology	0.0%	20.0% (2)	10.0% (1)	40.0% (4)	30.0% (3)
<b>Your advisor’s knowledge of requirements</b>					
B.S. Industrial Technology	0.0%	10.0% (1)	10.0% (1)	40.0% (4)	40.0% (4)
<b>The accessibility of your advisor</b>					
B.S. Industrial Technology	10.0% (1)	10.0% (1)	10.0% (1)	50.0% (5)	20.0% (2)
<b>Your advisor’s concern with your academic goals</b>					
B.S. Industrial Technology	10.0% (1)	0.0%	10.0% (1)	50.0% (5)	30.0% (3)

<b>Table 36 continued</b>		
<b>Satisfaction with Degree Program</b>		
<b>Department of Computer Science &amp; Industrial Technology</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend Southeastern to someone interested in what you majored in?</b>		
B.S. Industrial Technology	20.0% (2)	80.0% (8)
<b>3. If you had it to do over again, would you choose the same major?</b>		
B.S. Industrial Technology	10.0% (1)	70.0% (7), Not at Southeastern 20.0% (2)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
B.S. Industrial Technology	70.0% (7)	30.0% (3)
<b>6. Should a hands-on course be required in your program?</b>		
B.S. Industrial Technology	0.0%	90.0% (9)

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

- An irate supervisor is hard to work for.
- Skill that I use today at work.
- Preparation for career experience. Ability to apply theories to real world applications.

**Perceptions of Southeastern**

**B.S. Industrial Technology**

None (0.0%) of the Industrial Technology graduates had participated in the study-abroad/student exchange program. One (10.0%) of the respondents had participated in the honors program and was Somewhat Dissatisfied with the experience. Two (20.0%) of the respondents participated in faculty supervised research. One (50.0%) was Very Satisfied with the experience and one (50.0%) was Somewhat Dissatisfied.

**Graduate/Professional Education**

**B.S. Industrial Technology**

One (10.0%) is currently enrolled in a degree program and one (10.0%) of the respondents has completed a second baccalaureate. Four (40.0%) of the respondents are likely to enroll in a degree program in the future and four (40.0%) have no plans for further education. All (100.0%) of those with plans for further education plan on obtaining a master's.

## **Employment**

### **B.S. Industrial Technology**

Nine (90.0%) of the respondents have been employed full-time since completing their degree. One (11.1%) had a job before completing their degrees, five (55.6%) accepted a position upon graduation, two (22.2%) obtained a job 1-6 months after graduation, and one (11.1%) took 7-12 months. Major problems in obtaining a job included “Not knowing what I wanted to do” (66.7%), “Tight job market” (33.3%), and “Lack of experience” (33.3%). Minor problems in finding a job included “Limiting my job search to only one geographic area” (66.7%) and “Lack of marketable skills” (33.3%).

Four (44.4%) of the respondents indicated their education was “Very Effective” in preparing them for employment or improving their job performance and five (55.5%) indicated it was “Effective”. In regards to sources for learning about their first full-time job, two (22.2%) indicated faculty at Southeastern, one (11.1%) from a parent or relative, one (11.1%) from Southeastern’s Career Services, six (66.7%) from another student or friend, two (11.1%) from an internship, two (11.1%) from the Southeastern Job Fair, and one (11.1%) from the Internet.

All (100.0%) of the respondents are currently employed full-time, the majority (80.0%, n=8) work in the state of Louisiana. Two (20.0%) of the respondents are employed in a service organization, one (10.0%) in a nonprofit organization, six (60.0%) in industry, and one (10.0%) 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”, six (60.0%) respondents felt they are not underemployed, while four (40.0%) felt they are underemployed. When asked about satisfaction with their present employment, five (50.0%) are “Well satisfied, would not consider leaving”, and five (20.0%) are “Satisfied, but would consider more desirable employment”

Five (50.0%) of the respondents are currently employed in the area of their Southeastern major, four (40.0%) in an area related to their Southeastern major and one (10.0%) is employed in an area not related to his/her Southeastern major because she/he could not find a job they wanted in the field. One (10.0%) of the respondents gave a salary range of \$25,001-\$30,000, one (10.0%) gave a range of \$30,001-\$40,000, three (30.0%) gave a range of \$40,001-\$50,000, and five (50.0%) indicated they make over \$50,000 annually.

## **Professional Activities**

### **B.S. Industrial Technology**

One (10.0%) of the respondents indicated that licensure/certification is not available in their field, eight (80.0%) do not currently hold licensure/certification, and one (10.0%) holds LM21 Green Belt certification. Of those who do not currently hold licensure/certification, two (25.0%)

plan on obtaining it in the next twelve months, one as a Professional Engineer and one LM21 Black Belt.

Three (30.0%) of the respondents are members of a professional organization, and two (20.0%) have attended a professional meeting in the past year.