

Survey of Undergraduate Alumni Spring 2016

Criminal Justice Alumni



Southeastern Louisiana University

Institutional Research

B.S. Criminal Justice

Satisfaction with Degree Program

Number of Respondents: 32					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
BA Criminal Justice	0.0%	3.1% (1)	21.9% (7)	31.3% (10)	43.8% (14)
Overall quality of your degree program					
BA Criminal Justice	0.0%	9.4% (3)	25.0% (8)	25.0% (8)	40.6% (13)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
BA Criminal Justice	0.0%	3.1% (1)	15.6% (5)	34.4% (11)	46.9% (15)
Usefulness of the academic advice you received from your advisor					
BA Criminal Justice	6.3% (2)	6.3% (2)	34.4% (11)	21.9% (7)	31.3% (10)
Opportunities to interact with faculty outside of class					
BA Criminal Justice	3.1% (1)	3.1% (1)	31.3% (10)	25.0% (8)	37.5% (12)
Effectiveness of the faculty as teachers					
BA Criminal Justice	0.0%	6.3% (2)	21.9% (7)	28.1% (9)	43.8% (14)
Friendliness and helpfulness of the office staff					
BA Criminal Justice	3.1% (1)	0.0%	15.6% (5)	31.3% (10)	50.0% (16)
Interest shown by faculty in your academic development					
BA Criminal Justice	6.3% (2)	9.4% (3)	25.0% (8)	15.6% (5)	43.8% (14)
Effectiveness of beginning courses in preparing you for advanced courses					
BA Criminal Justice	0.0%	9.4% (3)	25.0% (8)	25.0% (8)	40.6% (13)
Quality of instruction in advanced courses					
BA Criminal Justice	0.0%	3.1% (1)	15.6% (5)	34.4% (11)	46.9% (15)
Faculty treatment of students both inside and outside of the classroom					
BA Criminal Justice	0.0%	3.1% (1)	15.6% (5)	37.5% (12)	43.8% (14)
Professional activities, associations, or clubs associated with your major					
BA Criminal Justice	6.3% (2)	18.8% (6)	37.5% (12)	15.6% (5)	21.9% (7)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
BA Criminal Justice	3.1% (1)	6.3% (2)	40.6% (13)	15.6% (5)	34.4% (11)
Availability of the required courses in your major					
BA Criminal Justice	3.1% (1)	9.4% (3)	31.3% (10)	21.9% (7)	34.4% (11)
Availability of elective courses you wanted to take in your major					
BA Criminal Justice	6.3% (2)	15.6% (5)	21.9% (7)	34.4% (11)	21.9% (7)
Quality of instruction regarding standards and ethics in your major field					
BA Criminal Justice	0.0%	3.1% (1)	28.1% (9)	21.9% (7)	46.9% (15)
Opportunities for you to collaborate with other students on class projects					
BA Criminal Justice	0.0%	0.0%	34.4% (11)	31.3% (10)	28.1% (9)
Satisfaction with Degree Program					

Number of Respondents: 32					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Library resources related to your major					
BA Criminal Justice	3.1% (1)	6.3% (2)	31.3% (10)	25.0% (8)	34.4% (11)
Use of appropriate technology in the classroom					
BA Criminal Justice	0.0%	0.0%	28.1% (9)	25.0% (8)	46.9% (15)
Facilities and equipment (including computer resources) for courses in your major					
BA Criminal Justice	3.1% (1)	6.3% (2)	21.9% (7)	28.1% (9)	37.5% (12)
Help you received from faculty in your department with regard to further educational opportunities					
BA Criminal Justice	9.4% (3)	6.3% (2)	18.8% (6)	34.4% (11)	31.3% (10)
The size of classes in your major					
BA Criminal Justice	3.1% (1)	0.0%	15.6% (5)	25.0% (8)	53.1% (17)
Help you received from faculty in your department with regard to finding employment in your field					
BA Criminal Justice	12.5% (4)	15.6% (5)	37.5% (12)	15.6% (5)	18.8% (6)
The global perspectives of courses					
BA Criminal Justice	0.0%	15.6% (5)	28.1% (9)	18.8% (6)	37.5% (12)
The relevancy of courses					
BA Criminal Justice	6.3% (2)	12.5% (4)	21.9% (7)	15.6% (5)	43.8% (14)
"Real-world" experiences, exposure, examples, etc. in or out of the classroom					
BA Criminal Justice	6.3% (2)	37.5% (12)	12.5% (4)	25.0% (8)	18.8% (6)
Your advisor's knowledge of requirements					
BA Criminal Justice	0.0%	6.3% (2)	21.9% (7)	28.1% (9)	40.6% (13)
The accessibility of your advisor					
BA Criminal Justice	0.0%	9.4% (3)	25.0% (8)	21.9% (7)	43.8% (14)
Your advisor's concern with your academic goals					
BA Criminal Justice	9.4% (3)	12.5% (4)	15.6% (5)	28.1% (9)	34.4% (11)
Opportunity to acquire marketable skills					
BA Criminal Justice	6.3% (2)	12.5% (4)	28.1% (9)	28.1% (9)	25.0% (8)

Table 31 continued		
Satisfaction with Degree Program		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
BA Criminal Justice	12.5% (4)	87.5% (28)
3. If you had it to do over again, would you choose the same major?		
BA Criminal Justice	43.8% (14)	53.1% (17); 3.1% (1) Not at Southeastern
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
BA Criminal Justice	0.0%	100.0% (32)
6. Should a hands-on course be required in your program?		
BA Criminal Justice	18.8% (6)	64.6% (21)

Perceptions of Southeastern

Two (6.3%) of the Criminal Justice graduates had participated in the study-abroad/student exchange. One (50.0%) was Very Satisfied with the experience and one (50.0%) was Somewhat Satisfied. Five (15.6%) of the respondents had participated in the honors program. Two (40.0%) were Very Satisfied with the experience and three (60.0%) were Somewhat Satisfied. Three (9.4%) of the respondents conducted research under faculty supervision. Two (66.7%) were Very Satisfied with the experience and one (33.3%) was Somewhat Satisfied.

Graduate/Professional Education

Four (12.5%) of the respondents are currently enrolled in a graduate/professional degree program and one (3.1%) has completed a degree. Eleven (34.4%) of the respondents are likely to enroll in the future and eleven (34.4%) have no plans for further education. Of those respondents with plans for further education, one (6.3%) plans on eventually obtaining a doctorate, nine (56.3%) plan on obtaining a master's, four (25.0%) plan on obtaining a professional degree, and one (6.3%) plans on obtaining a second baccalaureate.

Of the thirty-two individuals with graduate school experience, three (60.0%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study and one (20.0%) indicated they were "Very Ineffectively" prepared. One (20.0%) indicated that Southeastern prepared him/her "Better than Most" other students and three (60.0%) indicated that Southeastern prepared them "About the Same as Most". Furthermore, one (20.0%) indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern and three (60.0%) indicated it was "Somewhat Related".

Employment

Eight (25.0%) of the respondents has not been employed full-time since graduating from Southeastern, while seventeen (53.1%) have been employed full-time. Of those who have been employed full-time, five (29.4%) had a job before graduating, one (5.9%) accepted a position upon graduation, six (35.3%) took 1-6 months to find a job, one (5.9%) took 7-12 months, and four (23.5%) took over a year.

The eleven respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 2 presents what were considered major problems, minor problems, or no problem.

Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	45.5% (5)	18.2% (2)	36.4% (4)
Not knowing what I wanted to do	18.2% (2)	45.5% (5)	27.3% (3)
Tight job market	54.5% (6)	27.3% (3)	18.2% (2)
Lack of marketable skills	9.1% (1)	63.6% (7)	27.3% (3)
Lack of educational qualifications	0.0%	27.3% (3)	78.7% (8)
Reputation of Southeastern	0.0%	18.2% (2)	81.8% (9)
Lack of experience	27.3% (3)	54.5% (6)	18.2% (2)
Lack of job search skills	0.0%	18.2% (2)	81.8% (9)
Poor GPA	0.0%	9.1% (1)	90.9% (10)
Racial discrimination	9.1% (1)	0.0%	90.9% (10)
Gender discrimination	0.0%	18.2% (2)	81.8% (9)
Age discrimination	0.0%	9.1% (1)	90.9% (10)

One (5.9%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance, eight (47.1%) indicated it was “Effective”, five (29.4%) indicated it was “Ineffective”, and two (11.8%) indicated it was “Very Ineffective”. In regards to sources for learning about their first full-time job, five (29.4%) indicated a parent or relative, one (5.9%) from Southeastern’s Career Services, two (11.8%) from a professional organization, one (5.9%) from another student/friend, three (17.6%) already had the job, one (5.9%) from an employment agency and one (5.9%) from the Southeastern Job Fair.

Nineteen (59.4%) are currently employed full-time, one (3.1%) is employed part-time and satisfied with part-time employment, two (6.3%) are employed part-time and looking for full-time employment, one (3.1%) is unemployed and not looking for employment, one (3.1%) is unemployed and seeking employment, and two (6.3%) have graduate assistantships. Of those who are currently employed full-time, fifteen (78.9%) are employed in the state of Louisiana. Three (15.8%) are employed in industry, two (10.5%) in a nonprofit organization, one (5.3%) is self-employed/private practice, one (5.3%) in a health agency, four (21.1%) in government, one (5.3%) in a service organization, one (5.3%) in K-12, two (10.5%) in the military, and two (10.5%) 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”, nine (47.4%) of the respondents indicated they are underemployed. Five (26.3%) of the respondents are well satisfied with their employment and would not consider leaving, eleven (57.9%) are satisfied with their employment but would consider other employment, and two (10.5%) dislike their employment and are seeking other employment. Seven (36.8%) of the respondents are employed in an the area of their Southeastern major or a related area. Of the eleven who are in an unrelated area, three (27.3%) are for better pay or advancement, seven (63.6%) could not find the job they wanted,

and one (9.1%) did not have the licensure required. One (5.3%) indicated a salary of less than \$10,000, one (5.3%) a range of \$15,001-\$20,000, two (10.5%) \$20,001-\$25,000, two (10.5%) \$25,001-\$30,000, seven (36.8%) \$30,001-\$40,000, two (10.5%) \$40,001-\$50,000 and three (15.8%) indicated a salary over \$50,000.

Professional Activities

Two (6.3%) of the respondents indicated they currently hold a license, and nine (28.1%) indicated it is not available in their field. Currently held licenses include:

- Law enforcement certification
- Post certified

Of the fourteen without licensure, two (14.3%) plan obtaining it within the next twelve months, including Bar certification and Social Workers license. Eight (25.0%) of the respondents are members of a professional organization, and eight (25.0%) have attended a professional meeting in the past year.

Comments

This section contains the opinions of all alumni who volunteered narrative comments in response to an open-ended question. Positive and negative comments which have specifically named faculty or staff have not been deleted. These comments should not be considered representative, but should be evaluated within the context of the other results. The only editing of the comments is the deletion of expletives. For some programs, there were no alumni comments.

Not all comments are distributed with every report. The Provost's report contains all comments for all programs in all colleges. The reports distributed to Deans contain only the comments for the departments which report to each Dean. Finally, each department is provided with the comments made only by their students in each program within the department. Any other distribution will not contain the comments.

The only exceptions to this distribution policy are the secondary education programs. These comments were provided to the department in which the program is housed, as well as the Department of Teaching & Learning. For example, comments made by graduates in English Education were distributed to the Department of English, the Department of Teaching & Learning, and the Deans of both the College of Arts, Humanities, & Social Sciences and the College of Education.

This report is intended for use in curriculum/program review and revision only. Under no circumstances should this report be used for tenure and/or promotion review, merit review, or other personnel decisions.

- Start an Engineering program. If you need to get rid of the Criminal Justice program to start the Engineering program, then so be it. The Criminal Justice program was not a complete waste of my time, because I ultimately received a degree. However, Criminal Justice did not help me get a job in the Criminal Justice field at all. The only reason I got the job I have today is because of the simple fact that I have "a" Degree and also my skills in portraying myself positively in an interview.
- More hands on training and internships related to the criminal justice field. Classroom knowledge was excellent but some practical learning in an outside of the classroom environment would have been a good experience and it would help students identify career interests.