

# **Survey of Undergraduate Alumni Spring 2016**

**General Studies Alumni**



**Southeastern Louisiana University**

**Institutional Research**

# BGS General Studies

## Satisfaction with Degree Program

Number of Respondents: 83					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
BGS General Studies	4.8% (4)	2.4% (2)	20.5% (17)	38.6% (32)	33.7% (28)
<b>Overall quality of your degree program</b>					
BGS General Studies	7.2% (6)	8.4% (7)	16.9% (14)	36.1% (30)	28.9% (24)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
BGS General Studies	4.8% (4)	1.2% (1)	12.0% (10)	50.6% (42)	31.3% (26)
<b>Usefulness of the academic advice you received from your advisor</b>					
BGS General Studies	4.8% (4)	10.8% (9)	15.7% (13)	30.1% (25)	38.6% (32)
<b>Opportunities to interact with faculty outside of class</b>					
BGS General Studies	7.2% (6)	8.4% (7)	22.9% (19)	27.7% (23)	33.7% (28)
<b>Effectiveness of the faculty as teachers</b>					
BGS General Studies	4.8% (4)	1.2% (1)	12.0% (10)	45.8% (38)	36.1% (30)
<b>Friendliness and helpfulness of the office staff</b>					
BGS General Studies	6.0% (5)	2.4% (2)	19.3% (16)	37.3% (31)	34.9% (29)
<b>Interest shown by faculty in your academic development</b>					
BGS General Studies	6.0% (5)	2.4% (2)	15.7% (13)	36.1% (30)	39.8% (33)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
BGS General Studies	4.8% (4)	0.0%	24.1% (20)	39.8% (33)	31.3% (26)
<b>Quality of instruction in advanced courses</b>					
BGS General Studies	3.6% (3)	2.4% (2)	12.0% (10)	36.1% (30)	45.8% (38)
<b>Faculty treatment of students both inside and outside of the classroom</b>					
BGS General Studies	3.6% (3)	6.0% (5)	12.0% (10)	36.1% (30)	42.2% (35)
<b>Professional activities, associations, or clubs associated with your major</b>					
BGS General Studies	7.2% (6)	10.8% (9)	28.9% (24)	27.7% (23)	25.3% (21)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
BGS General Studies	3.6% (3)	9.6% (8)	36.1% (30)	22.9% (19)	27.7% (23)
<b>Availability of the required courses in your major</b>					
BGS General Studies	6.0% (5)	4.8% (4)	20.5% (17)	28.9% (24)	38.6% (32)
<b>Availability of elective courses you wanted to take in your major</b>					
BGS General Studies	1.2% (1)	8.4% (7)	16.9% (14)	38.6% (32)	34.9% (29)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
BGS General Studies	6.0% (5)	3.6% (3)	28.9% (24)	26.5% (22)	34.9% (29)
<b>Opportunities for you to collaborate with other students on class projects</b>					
BGS General Studies	6.0% (5)	3.6% (3)	28.9% (24)	24.1% (20)	37.3% (31)
<b>Satisfaction with Degree Program</b>					

Number of Respondents: 83					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Library resources related to your major</b>					
BGS General Studies	2.4% (2)	3.6% (3)	30.1% (25)	34.9% (29)	28.9% (24)
<b>Use of appropriate technology in the classroom</b>					
BGS General Studies	2.4% (2)	2.4% (2)	27.7% (23)	34.9% (29)	32.5% (27)
<b>Facilities and equipment (including computer resources) for courses in your major</b>					
BGS General Studies	2.4% (2)	7.2% (6)	25.3% (21)	33.7% (28)	31.3% (26)
<b>Help you received from faculty in your department with regard to further educational opportunities</b>					
BGS General Studies	13.3% (11)	6.0% (5)	25.3% (21)	27.7% (23)	27.7% (23)
<b>The size of classes in your major</b>					
BGS General Studies	2.4% (2)	0.0%	14.5% (12)	36.1% (30)	45.8% (38)
<b>Help you received from faculty in your department with regard to finding employment in your field</b>					
BGS General Studies	22.9% (19)	13.3% (11)	28.9% (24)	18.1% (15)	16.9% (14)
<b>The global perspectives of courses</b>					
BGS General Studies	4.8% (4)	2.4% (2)	34.9% (29)	28.9% (24)	28.9% (24)
<b>The relevancy of courses</b>					
BGS General Studies	3.6% (3)	6.0% (5)	26.5% (22)	36.1% (30)	26.5% (22)
<b>"Real-world" experiences, exposure, examples, etc. in or out of the classroom</b>					
BGS General Studies	7.2% (6)	19.3% (16)	13.3% (11)	30.1% (25)	28.9% (24)
<b>Your advisor's knowledge of requirements</b>					
BGS General Studies	4.8% (4)	6.0% (5)	14.5% (12)	25.3% (21)	49.4% (41)
<b>The accessibility of your advisor</b>					
BGS General Studies	6.0% (5)	3.6% (3)	20.5% (17)	31.3% (26)	38.6% (32)
<b>Your advisor's concern with your academic goals</b>					
BGS General Studies	7.2% (6)	9.6% (8)	18.1% (15)	25.3% (21)	39.8% (33)
<b>Opportunity to acquire marketable skills</b>					
BGS General Studies	7.2% (6)	13.3% (11)	21.7% (18)	22.9% (19)	34.9% (29)

<b>Table 31 continued</b>		
<b>Satisfaction with Degree Program</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend Southeastern to someone interested in what you majored in?</b>		
BGS General Studies	15.7% (13)	84.3% (70)
<b>3. If you had it to do over again, would you choose the same major?</b>		
BGS General Studies	66.3% (55)	32.5% (27)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
BGS General Studies	77.1% (64)	22.9% (19)
<b>6. Should a hands-on course be required in your program?</b>		
BGS General Studies	28.9% (24)	57.8% (48)

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

- Cooking Cleaning Responsibilities of living Monetary management
- How to work in observe peoples behavior and understand why these actions are being made.
- My professors failed me in the third set of methods, so I had to change my major and now I am pursuing an alternative certification program. The school and the classroom I was placed in was horrible. The teacher left in the middle of the room and there was no classroom management so my student teaching experience was horrible. Wish I could have graduated with my teaching degree from slu.
- I received the benefits of a quality education with some interesting experience.
- My internship showed me that the career I was after was nothing like the way I had imagined it, nor was it anything like my classroom experiences.
- Gained ""real world"" knowledge and experience, as well as the opportunity to build interpersonal relationships with my peers and professors.
- Some of it was good, working in actual schools was helpful, but the after school programs that I got some of my hours in was basically babysitting.
- Real world experience in one's field is very helpful in preparing one for what to expect outside of the classroom setting.
- The hands-on experience that I received was very beneficial in my development and transition into the work field as an adult. I received so many vital tools in the dance and theatre departments that I am now able to use on a professional level as a performer, teacher, and entrepreneur. I am able to work as a credited dancer, choreographer, dance educator, stage and film actor, director, and much more thanks to the attention and direction I received. I am now able to experience and explore my options with confidence and have had many doors opened as an artist.
- learning experience, patience, and time management
- I learned that teaching was not for me.
- Great benefits such as responsibility, and being reliable

### **Perceptions of Southeastern**

Six (7.2%) of the General Studies graduates had participated in the study-abroad/student exchange. Five (83.3%) were Very Satisfied with the experience and one (16.7%) was Somewhat Satisfied. Eight (9.6%) of the respondents had participated in the honors program.

Four (50.0%) were Very Satisfied with the experience, three (37.5%) were Somewhat Satisfied, and one (12.5%) was Very Dissatisfied. Fourteen (16.9%) of the respondents conducted research under faculty supervision. Eight (57.1%) were Very Satisfied with the experience and six (42.9%) were Somewhat Satisfied.

### **Graduate/Professional Education**

Six (8.3%) of the respondents are currently enrolled in a graduate/professional degree program and nine (12.5%) have completed a degree. Two (2.8%) have taken courses, but not enrolled in a degree program. Thirty-seven (51.4%) of the respondents are likely to enroll in the future, and eighteen (25.0%) have no plans for further education. Eight (88.9%) of the respondents have obtained a Master's degree. Of those respondents with plans for further education, five (9.3%) plan on eventually obtaining a doctorate, thirty-one (57.4%) plan on obtaining a master's, four (7.4%) plan on obtaining a professional degree, and five (9.3%) plan on obtaining a second baccalaureate.

Of the thirty-two individuals with graduate school experience, sixteen (50.0%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study, seven (21.9%) indicated they were "Very Effectively" prepared, five (15.6%) were "Ineffectively" prepared, and three (9.4%) were "Very Ineffectively" prepared. Six (18.8%) indicated that Southeastern prepared him/her "Better than Most" other students, twenty (62.5%) indicated that Southeastern prepared them "About the Same as Most, and three (9.4%) indicated they were prepared "Worse than Most". Furthermore, seven (21.9%) indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern, eleven (34.4%) indicated it was "Somewhat Related" and ten (31.3%) indicated it was "Not at all Related".

### **Employment**

Twenty-four (28.9%) of the respondents have not been employed full-time since graduating from Southeastern, while forty-four (53.0%) have been employed full-time. Of those who have been employed full-time, eighteen (40.9%) had a job before graduating, eight (18.2%) accepted a position upon graduation, thirteen (29.5%) took 1-6 months to find a job, two (4.5%) took 7-12 months, and three (6.8%) took over a year.

The eighteen 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.

<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	11.1% (2)	22.2% (4)	44.4% (8)
Not knowing what I wanted to do	11.1% (2)	16.7% (3)	50.0% (9)
Tight job market	27.8% (5)	16.7% (3)	33.3% (6)
Lack of marketable skills	11.1% (2)	11.1% (2)	55.6% (10)
Lack of educational qualifications	0.0%	16.7% (3)	61.1% (11)
Reputation of Southeastern	0.0%	5.6% (1)	72.2% (13)
Lack of experience	11.1% (2)	16.7% (3)	50.0% (9)
Lack of job search skills	11.1% (2)	16.7% (3)	50.0% (9)
Poor GPA	5.6% (1)	11.1% (2)	61.1% (11)
Racial discrimination	5.6% (1)	11.1% (2)	61.1% (11)
Gender discrimination	5.6% (1)	5.6% (1)	66.7% (12)
Age discrimination	5.6% (1)	5.6% (1)	66.7% (12)

Nine (20.5%) of those who have been employed full-time indicated their education was "Very Effective" in preparing them for employment or improving their job performance, twenty-two (50.0%) indicated it was "Effective", four (9.1%) indicated it was "Ineffective", and three (6.8%) indicated it was "Very Ineffective". In regards to sources for learning about their first full-time job, three (6.8%) indicated faculty at Southeastern, five (11.4%) indicated a parent or relative, three (6.8%) from Southeastern's Career Services, three (6.8%) from a newspaper/trade publication, five (11.4%) from a professional organization, six (13.6%) from another student/friend, fourteen (31.8%) already had the job, one (2.3%) from an internship or practicum, three (6.8%) from an employment agency and two (4.5%) from the Southeastern Job Fair.

Forty-eight (57.8%) are currently employed full-time, two (2.4%) are employed part-time and satisfied with part-time employment, five (6.0%) are employed part-time and looking for full-time employment, one (1.2%) have a graduate assistantship, six (7.2%) are unemployed but looking for employment, and four (4.8%) are unemployed and not looking for employment. Of those who are currently employed full-time, thirty-nine (81.3%) are employed in the state of Louisiana. Three (6.3%) are employed in a service organization, one (2.1%) in a professional firm, four (8.3%) in industry, five (10.4%) in higher education, seven (14.6%) in government, seven (14.6%) in K-12, nine (18.8%) in business, four (8.3%) in a nonprofit organization, two (4.2%) are self-employed/private practice, and four (8.3%) 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", sixteen (33.3%) of the respondents indicated they are underemployed. Seventeen (35.4%) of the respondents are well satisfied with their employment and would not consider leaving, twenty-three (8.3%) are satisfied with their employment but would consider other employment, and four (8.3%) dislike their employment and are looking for other

employment. Six (12.5%) of the respondents are employed in an the area of their Southeastern major, fifteen (31.3%) in a related area, and twenty-four (50.0%) in an unrelated area. Of the twenty-four, one (4.2%) never planned to work in the field, four (16.7%) developed a new career interest, five (20.8%) could not find a job they wanted in their field, two (8.3%) had a better opportunity for advancement outside their field, and five (20.8%) have not obtained the necessary licensure or certification. Two (4.2%) respondents indicated a salary range of \$10,000-\$15,000, two (4.2%) a range of \$10,000-\$15,000, four (8.3%) a range of \$15,001-\$20,000, five (10.4%) a range of \$20,001-\$30,000, five (10.4%) a range of \$25,001-\$30,000, nine (18.8%) a range of \$30,001-\$40,000, ten (20.8%) \$40,001-\$50,000 and nine (18.8%) indicated a salary over \$50,000.

### **Professional Activities**

Eighteen (21.7%) of the respondents indicated they currently hold a license, and thirteen (15.7%) indicated it is not available in their field. Currently held licenses include:

- MDS Care Planning Certifications
- Louisiana State Salesman
- Non-attorney Social Security Disability representative
- ASE master certifications in heavy duty and auto repair
- Occupational therapy (LOTR)
- Provisional Elder
- Teaching Certification (4)
- Commercial Applicators Lisence
- PGA of America member
- CCC-SLP
- Registered Line Technician
- Licensed to sell Insurance in LA and MS.

Of the thirty-three without licensure, fourteen (42.4%) plan obtaining it within the next twelve months, including:

- Teaching Certificate (5)
- counselling
- CDL license
- I plan to renew my LOTR
- Elder in Full Connection
- Louisiana Association of Dance Master's Certification
- acsm physiologist cert, physical therapist cert, AES mechanic cert
- CAFP, AAP
- The ACC (associate certified coach) life coach credential via the International Coaching Federation.
- Re
- APCC Medical Coding certification
- LMSW
- CDA

Twenty-one (25.3%) of the respondents are members of a professional organization, and twenty-nine (34.9%) 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.**

- Southeastern is a wonderful school that runs efficiently and effectively. Despite budget cuts to education, Southeastern seems to continue in its growth and pursuit to provide quality education. I feel that Southeastern will have very little trouble in keeping up with its standards of excellence. I am very interested to see if any new areas of education and professional degrees become a part of Southeastern's, already extensive, curriculum.
- I can't think of anything at the moment.