

Fall 1999 Survey of Graduate Degree Alumni

Southeastern Louisiana University

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Office of Institutional Research & Assessment

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Executive Summary

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

Therefore, in the fall of 1999, Southeastern Louisiana University conducted a Survey of Graduate Degree Alumni. The survey targeted those students who graduated with a Masters degree in academic year 1996-97 and 1997-98. The survey was sent to a sample of 373 alumni for whom the university had a valid address. Forty percent (40%, n=150) of the alumni returned a completed survey.

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

- ! The majority of the respondents hold licensure/certification in their fields.
- ! Most are satisfactorily employed in the state of Louisiana.
- ! The vast majority are employed in the area of their Southeastern major or a closely related field.
- ! Overall, the average income of alumni exceeds the average income of Louisiana residents.
- ! The majority are active members of professional organizations.
- ! Over half of the respondents are continuing or plan to continue their education.
- ! Almost all of the respondents felt that their graduate education improved the quality of their lives.
- ! The majority would select Southeastern for their graduate education again.

METHOD

Participants

A total of 373 surveys were mailed to Master's degree alumni who graduated in Academic Years 96-97 and 97-98 and for whom the Southeastern Alumni Office had a valid address. One hundred fifty (150) were returned for a response rate of 40%. Table 1 provides a breakdown of return rates by program.

Table 1
Survey Return Rates by Program

Program	Number of Surveys Mailed	Number of Surveys Returned	Return Rate
MS Biology	7	3	43%
MA English	7	1	14%
MA History	8	6	75%
MMU Music	9	5	56%
MA Psychology	11	3	27%
MBA	76	26	34%
M.Ed. Administration and Supervision	44	15	34%
M.Ed. Counselor Education	57	18	32%
M.Ed. Curriculum & Instruction	3	0	0%
M.Ed. Elementary Teaching	24	11	46%
M.Ed. Reading	11	5	45%
M.Ed. Secondary Teaching	16	10	63%
M.Ed. Special Education	35	12	34%
MS Communication Science Disorders	32	16	50%
MA Health & Kinesiology	1	1	100%
MA Health Studies	7	5	71%

Table 1			
Survey Return Rates by Program			
Program	Number of Surveys Mailed	Number of Surveys Returned	Return Rate
MA Kinesiology	7	3	43%
MSN	18	10	56%

Of the 150 returned surveys, 83% (n=125) were female and 17% (n=25) were male. The vast majority (91%, n=137) were White, Non-Hispanic, while 8% (n=5) were Black, Non-Hispanic, 1% (n=1) were Hispanic, and 1% (n=1) were Asian/Pacific Islander.

Procedure

A notification post card was mailed to alumni in September 1999. This informed alumni of the upcoming survey and allowed for address updates. The survey was mailed to alumni at the beginning of October 1999. 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. Ten days following the mailing of the post cards, a second survey was mailed to all students who had not yet responded. The second mailing included a personalized cover letter from department heads encouraging alumni to respond to the survey.

Instrument

There were six sections in the survey, including:

- ! “Section 1 - Satisfaction with Your Degree Program”. Questions corresponded to the SLU Exit Survey, but also asked for information about the quality of any internships, practicum, or clinical experiences while a student.
- ! “Section 2 - Perceptions of Southeastern”. Alumni were asked to rate their level of agreement with statements concerning strategic planning benchmarks of the university.
- ! “Section 3 - Graduate/Professional Education”. This section asked the alumni to indicate what further educational goals they have completed or plan to pursue.
- ! “Section 4 - Employment”. Questions centered on the types of employment found, how long it took to find employment, and obstacles encountered while searching for full-time employment, as well as annual salary range.

- ! “Section 5 - Professional Activities”. Alumni were asked about any types of licensure/certification obtained, as well as participation in any professional organizations.
- ! “Section 6 - Overall Satisfaction with Southeastern”. Attitudes regarding overall satisfaction with educational experience at Southeastern, and whether they would recommend Southeastern to a friend or family member considering college were addressed.

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

RESULTS

All Respondents

The overall results of Section 2 -“Perceptions of Southeastern”, Section 3 - “Graduate/Professional Education”, Section 4 - “Employment”, Section 5 - “Professional Activities”, and Section 6 - “Overall Satisfaction with Southeastern” are reported first. This is followed by program specific results arranged by department from Section 1 - “Satisfaction with Your Degree Program”, Section 3 - “Graduate/Professional Education”, Section 4 - “Employment” and Section 5 - “Professional Activities”. It is important to note that the report is organized according to the July 2000 reorganization, e.g. Communication Sciences and Disorders is now an individual department rather being included in Special Education. However, at both the time the survey was conducted and when the respondents were enrolled at Southeastern, this reorganization had not occurred. Therefore, for those majors and departments which were affected by the reorganization, any question which refers to the respondent’s “department” must be interpreted with caution. The final portion reports, verbatim, additional comments and suggestions regarding Southeastern provided by the respondents.

Perceptions of Southeastern

Table 2
Perceptions of Southeastern

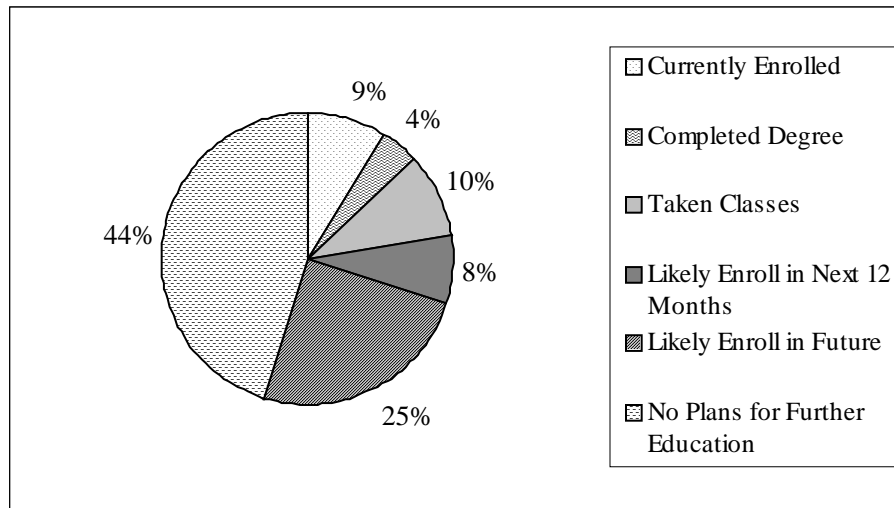
7. Using a scale from 1 to 5, where 1 means Strongly Disagree, and 5 means Strongly Agree, please indicate your agreement with the following.	Strongly Disagree - 1	2	3	4	Strongly Agree - 5
Southeastern was a “family friendly” campus.	2.7% (4)	6.0% (9)	21.3% (32)	31.3% (47)	36.7% (55)
There were appropriate social and extracurricular activities available for all students at Southeastern.	3.3% (5)	5.3% (8)	34.7% (52)	28.0% (42)	23.3% (35)
There were enough social and extracurricular activities available at Southeastern to meet my needs.	2.7% (4)	7.3% (11)	27.3% (41)	27.3% (41)	28.0% (42)
Publications (Southeastern Magazine, the Southeastern Web site, the Lion’s Roar, etc.) Met my needs for information about Southeastern events and programs.	1.3% (2)	2.0% (3)	32.7% (49)	32.0% (48)	27.3% (41)
Southeastern provided a positive, supportive environment for minority students.	1.3% (2)	5.3% (8)	28.0% (42)	28.0% (42)	28.7% (43)

Table 2 Continued					
Perceptions of Southeastern					
7. Using a scale from 1 to 5, where 1 means Strongly Disagree, and 5 means Strongly Agree, please indicate your agreement with the following.	Strongly Disagree - 1	2	3	4	Strongly Agree - 5
Southeastern has a pretty campus.					
	2.0% (3)	7.3% (11)	24.0% (36)	32.7% (49)	29.3% (44)
The appearance of Southeastern's campus improved while I attended Southeastern.					
	4.0% (6)	4.0% (6)	22.7% (34)	36.7% (55)	30.0% (45)
Southeastern has many traditions that make alumni proud of the University.					
	5.3% (8)	10.7% (16)	35.3% (53)	24.0% (36)	18.0% (27)
I often saw Southeastern's logo and the Southeastern Lion on campus and off campus.					
	2.7% (4)	7.3% (11)	26.0% (39)	37.3% (56)	24.7% (37)
I often saw Southeastern's colors (green and gold) on campus and off campus.					
	3.3% (5)	10.0% (15)	28.0% (42)	32.0% (48)	23.3% (35)
I receive information from the University about sources of University funds.					
	10.7% (16)	20.0% (30)	33.3% (50)	18.0% (27)	13.3% (20)
I receive information from the University about how the University spends its money for achieving university goals.					
	11.3% (17)	20.0% (30)	31.3% (47)	18.7% (28)	13.3% (20)
I know what the University's Strategic Goals are.					
	20.7% (31)	24.0% (36)	30.7% (46)	11.3% (17)	10.0% (15)
Race relations on campus were not as good as they could have been.					
	18.0% (27)	32.0% (48)	28.7% (43)	9.3% (14)	7.3% (11)

Graduate/ Professional Education

Overall, 53% of respondents are continuing or plan to continue their education. Figure 1 shows alumni intentions with regard to further education.

Figure 1
11. What is your current status with regard to further graduate/professional education, in addition to your Master's degree from Southeastern?



Four students have obtained a second Master's degree, two have obtained a professional degree, and two indicated they have obtained a doctorate. Of those who have plans for further education, 14% (11) plan on obtaining a second Master's degree, 53% (42) plan on obtaining a doctorate, 4% (3) plan on obtaining a professional degree and 14% (11) plan on obtaining some other degree.

Of those respondents with further educational experiences, two (6.1%) indicated that Southeastern prepared them "Very Ineffectively" for further graduate/professional study, two (6.1%) indicated they were prepared "Ineffectively", fifteen (46%) indicated they were prepared "Effectively" and six (18%) indicated they were prepared "Very Effectively". Fourteen (42.4%) of the respondents indicated that Southeastern prepared them about the same as most other students, eight (24.2%) indicated that Southeastern prepared them better than most other students, and three (9.1%) indicated that Southeastern prepared them worse than most other students. Of those students who have completed a degree or are currently enrolled in a degree program, seven (36.8%) indicated it was "Very Closely Related" to their Master's degree from Southeastern, and two (10.5%) indicated it was "Somewhat Related". Graduates are attending the following institutions:

Louisiana State University - 3 graduates
University Southern Mississippi - 1 graduate

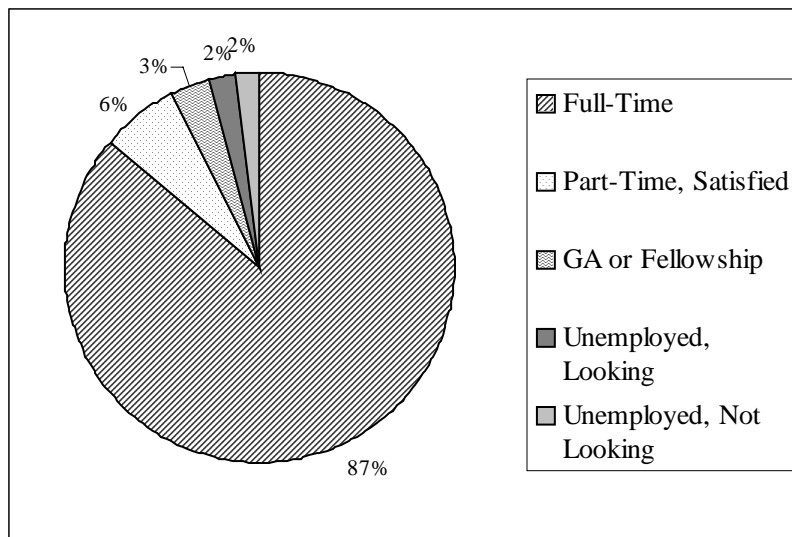
Southeastern Louisiana University - 1 graduate
 Auburn University - 1 graduate
 University of Arkansas at Little Rock - 1 graduate
 University of California at Davis - 1 graduate

Employment History

Overall, 97% of the respondents are satisfactorily employed. Eighty-six percent (86%) are employed full-time. Figure 2 shows current employment status.

Figure 2

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



Seventy-five (50.0%) of the respondents had a full-time job prior to completing their degree from Southeastern, eighteen (12.0%) accepted a job upon graduation, thirty-two (32.3%) took 1-6 months, six (4.0%) took 7-12 months, five (3.3%) took over a year, and eight (5.3%) have not had a full-time job since graduating from Southeastern.

Of those respondents who are currently employed full-time, two (50.0%) are in their first job, and two (50.0%) are in their second full-time job. When asked from what source(s) they learned about their first full-time job, one respondent indicated Faculty at Southeastern, one a newspaper/trade publication, and two already had the job.

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

Table 3

Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Masters.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	19.6% (10)	31.4% (16)	45.1% (23)
Not knowing what I wanted to do	3.9% (2)	27.5% (14)	64.7% (33)
Tight job market	39.2% (20)	25.5% (13)	31.4% (16)
Lack of marketable skills	2.0% (1)	17.6% (9)	76.5% (39)
Lack of educational qualifications	3.9% (2)	2.0% (1)	90.2% (46)
Reputation of Southeastern	3.9% (2)	21.9% (11)	70.6% (36)
Lack of experience	19.6% (10)	41.2% (21)	35.3% (18)
Lack of job search skills	9.8% (5)	23.5% (12)	62.7% (32)
Poor GPA	0.0%	3.9% (2)	92.2% (47)
Racial discrimination	3.9% (2)	2.0% (1)	90.2% (46)
Gender discrimination	3.9% (2)	5.9% (3)	86.3% (44)
Age discrimination	2.0% (1)	11.8% (6)	82.4% (42)

Of those respondents who are currently employed full-time, seventy-six (55.9%) are in their first job, forty-six (33.8%) are in their second full-time job, and seven (5.1%) have had three or more full-time jobs. Alumni were also asked where they learned about their first full-time job. Table 4 provides information on how students found a job.

Table 4
From what source(s) did you learn about the first full-time job you held after graduating from Southeastern with your Masters? (Mark all that apply)

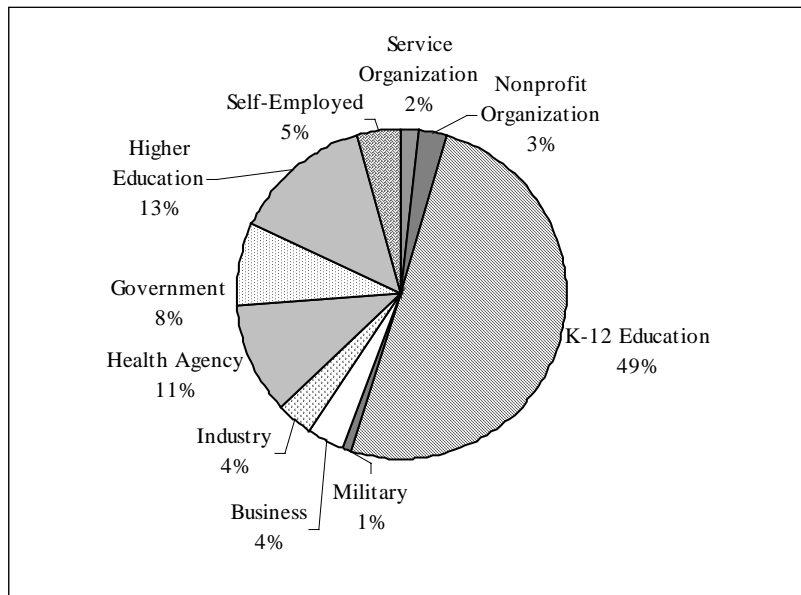
	Number and Percent Indicating Yes
Faculty at Southeastern	9.6% (13)
Parent or relative	2.9% (4)
Southeastern's Career Development Services	1.5% (2)
Newspaper/trade publication	12.5% (17)
Professional meeting	2.2% (3)
Another student/friend	12.5% (17)
Recruited by employer	9.6% (13)
Public/Private employment agency	0.7% (1)
Southeastern Job Fair	3.7% (5)
Internet	2.9% (4)
Already had job	35.3% (48)
Internship, Practicum, or Student Teaching	8.1% (11)

Current Employment

Of those respondents who are currently employed full-time, 84.5% (n=98) are employed in the state of Louisiana. Figure 3 shows the type of organizations in which respondents are employed.

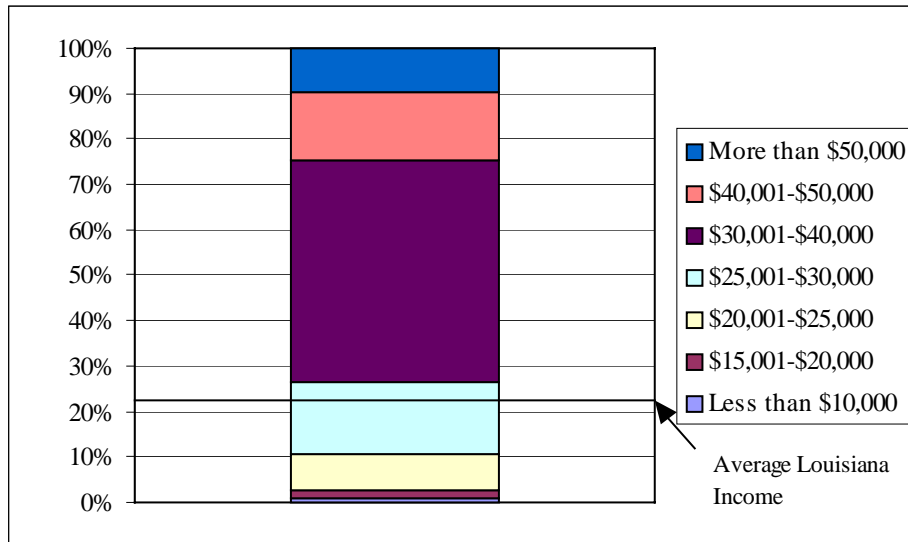
Figure 3

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



Respondents appear to be doing well in terms of salary. More than 73% of the respondents exceed the average income of Louisiana residents. Ten percent (10%) make more than \$50,000 per year. Figure four provides a breakdown of respondents annual salary.

Figure 4
29. Please indicate your annual salary range.



Overall, respondents are satisfied with their current employment. Forty-seven percent (47%, n=59) indicated they are well satisfied and would not consider leaving, while 38% (n=48) are satisfied, but would consider leaving for more desirable employment. Only 6% (n=7) dislike their employment. Twenty-five percent (25%, n=31) of the respondents did indicate that they are currently underemployed, that is their job requires lower levels of skill and training than those they acquired at Southeastern. The vast majority of the respondents are employed in the area of their Southeastern major, or in an area related to their major. Only 4% (n=5) of the respondents are employed in an area not related to their Southeastern major. Two of the respondents indicated they were not employed in an area related to their major because they could not find a job they wanted, the third respondent indicated it would require relocation, and a fourth respondent indicated they have not obtained licensure, registration, or certification required for their field.

Professional Activities

Twenty-one of the respondents (14%) indicated that licensure/certification is not available in their field. Of the remaining, 70% (n=89) currently hold licensure/certification in their field. Of the thirty-eight who do not currently have licensure, 45% (17) plan to obtain licensure/certification in the next 12 months. Our graduates are active in professional organizations, with 68% (n=102) being members of a professional organization, and 55% (n=83) having attended a professional meeting in the past year.

Overall Satisfaction with Southeastern

In general, respondents were satisfied with Southeastern. Forty-four percent (44%, n=66) had a Very Positive general attitude toward Southeastern, and an additional 41% (n=61) had a Positive general attitude toward Southeastern. Fourteen respondents (9%) indicated they had a Neutral general attitude toward Southeastern, and seven (5%) had a Negative attitude toward Southeastern. Only two (1%) respondents had a Very Negative general attitude. When asked if they would recommend Southeastern to a friend or family member considering graduate education, 61% (n=92) said they would with no reservations, an additional 31% (n=47) indicated they would with some reservations, and 1% (n=1) indicated they would but with strong reservations. Five percent (5%, n=7) indicated they probably would not recommend Southeastern, and 2% (n=3) indicated they would not recommend Southeastern under any circumstances.

Overwhelmingly respondents indicated that if they were to do it again, they would elect to attend Southeastern for their graduate degree (n=119, 79%). Nine percent (9%, n=14) did not know if they would attend Southeastern, and eleven percent (11%, n=17) indicated they would not attend Southeastern. When asked to compare the quality of graduate education provided at Southeastern with that of other universities, 29% (n=55) indicated it was better than most, 60% (n=90) indicated it was about the same as most, and 9% (n=13) indicated it was worse than most. Respondents were also asked if their graduate education had improved the quality of their life, regardless of the financial benefits. Ninety percent (90%, n=135) indicated that the quality of their life had improved, and fifteen (10%) indicated it had not improved.

Department of Biological Sciences

Table 5
Satisfaction with Your Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MS Biology - 3					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
How satisfied are you with the:					
Overall quality of your department					
MS Biology	0.0%	0.0%	66.7% (2)	33.3% (1)	0.0%
Overall quality of your degree program					
MS Biology	0.0%	0.0%	66.7% (2)	33.3% (1)	0.0%
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MS Biology	0.0%	0.0%	33.3% (1)	0.0%	66.7% (2)
Usefulness of the academic advice you received from your advisor					
MS Biology	0.0%	0.0%	66.7% (2)	33.3% (1)	0.0%
Opportunities to interact with faculty outside of class					
MS Biology	0.0%	0.0%	0.0%	33.3% (1)	66.7% (2)
Effectiveness of the faculty as teachers					
MS Biology	0.0%	0.0%	0.0%	33.3% (1)	33.3% (1)
Friendliness and helpfulness of the office staff					
MS Biology	0.0%	0.0%	66.7% (2)	0.0%	33.3% (1)
Interest shown by faculty in your academic development					
MS Biology	0.0%	0.0%	66.7% (2)	0.0%	33.3% (1)
Effectiveness of beginning courses in preparing you for advanced courses					
MS Biology	0.0%	0.0%	33.3% (1)	33.3% (1)	33.3% (1)
Quality of instruction in advanced courses					
MS Biology	0.0%	0.0%	33.3% (1)	33.3% (1)	33.3% (1)
Professional activities, associations, or clubs					
MS Biology	0.0%	0.0%	66.7% (2)	33.3% (1)	0.0%
Practicum, internship, clinical, or other hands-on experiences outside of the classroom					
MS Biology	0.0%	0.0%	66.7% (2)	0.0%	0.0%
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MS Biology	0.0%	0.0%	33.3% (1)	66.7% (2)	0.0%

Table 5 continued					
Satisfaction with Degree Program					
Department of Biological Sciences					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MS Biology - 3					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of the required courses					
MS Biology	0.0%	0.0%	33.3% (1)	66.7% (2)	0.0%
Availability of elective courses you wanted to take in your major					
MS Biology	0.0%	0.0%	33.3% (1)	66.7% (2)	0.0%
Quality of instruction regarding standards and ethics in your major field					
MS Biology	0.0%	33.3% (1)	0.0%	66.7% (2)	0.0%
Friendliness and helpfulness of faculty					
MS Biology	0.0%	0.0%	0.0%	100.0% (3)	0.0%
Opportunities for you to collaborate with other students on class projects					
MS Biology	0.0%	0.0%	0.0%	100.0% (3)	0.0%
Computer resources (PC and/or mainframe) for courses in your major					
MS Biology	0.0%	0.0%	66.7% (2)	33.3% (1)	0.0%
Library resources related to your major					
MS Biology	33.3% (1)	33.3% (1)	33.3% (1)	0.0%	0.0%
Use of appropriate technology in the classroom					
MS Biology	0.0%	33.3% (1)	33.3% (1)	33.3% (1)	0.0%
Facilities and equipment related to your major					
MS Biology	0.0%	33.3% (1)	0.0%	66.7% (2)	0.0%
Help/encouragement you received from faculty in your department with regard to further educational opportunities					
MS Biology	0.0%	0.0%	66.7% (2)	33.3% (1)	0.0%
The size of classes in your major					
MS Biology	0.0%	0.0%	33.3% (1)	33.3% (1)	33.3% (1)
Encouragement you received from faculty in your department with regard to finding employment in your field					
MS Biology	33.3% (1)	0.0%	33.3% (1)	33.3% (1)	0.0%

Table 5 continued		
Satisfaction with Degree Program		
Department of Biological Sciences		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
MS Biology	66.7% (2)	33.3% (1)
3. If you had it to do over again, would you choose the same major?		
MS Biology	0.0%	33.3% (1)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
MS Biology	0.0%	100.0% (3)
6. Should a hands-on course be required in your program?		
MS Biology	0.0%	100.0% (3)

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

“I came to the realization that I really enjoy teaching & research”

“Lots of teaching/testing experience”

“The first interaction w/ students”

Perceptions of Southeastern

One of the respondents received a Baccalaureate degree from Southeastern. The student did not receive the degree in the same field as his/her Masters, and thought her/his undergraduate education was effective preparation for Master’s level education.

Graduate Professional Education

Two (66.7%) of the respondents are currently enrolled in a degree program and one (33.3%) plans on enrolling in the next twelve months. All three (100%) respondents plan on obtaining a doctorate. Both of the respondents who are currently enrolled in a degree program felt that Southeastern effectively prepared them for further graduate/professional study and that they were prepared “About the Same as Most” other students. One of the respondents is enrolled in a degree plan “Very Closely Related” to his/her Master’s degree from Southeastern and the other respondent’s degree plan is “Somewhat Related”.

Employment

One (33.3%) of the respondents is currently employed full-time two (66.7%) have a graduate assistantship or a fellowship. One (33.3%) of the respondents took 1-6 months after graduation to obtain full-time employment and one (33.3%) respondent took 7-12 months. The respondents cited “Lack of marketable skills”, “Lack of experience”, and “Reputation of Southeastern” as minor problems in obtaining employment.

Two (66.7%) of the respondents have held two full-time jobs since graduating from Southeastern. One of the respondents learned about his/her first full-time job from a parent or relative, one from a newspaper/trade publication and one from another student/friend.

The respondent who is currently employed full-time is employed in the state of Louisiana 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”, the respondent felt he/she is currently underemployed. The respondent dislikes her/his present employment and is seeking or will seek other employment. The respondent is currently employed in an area related to his/her Southeastern major. The respondent indicated an annual salary between \$30,001 and \$40,000.

Professional Activities

Two respondents (66.7%) indicated that Licensure/certification is not available in their field, while the other indicated he/she does not have Licensure/certification but plans on obtaining it in the next 12 months. All three (100%) respondents are members of a professional organization and one (33.3%) attended a professional meeting in the past year.

Department of History and Political Science

Table 7
Satisfaction with Your Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MA History - 6					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
How satisfied are you with the:					
Overall quality of your department					
MA History	0.0%	0.0%	16.7% (1)	50.0% (3)	33.3% (2)
Overall quality of your degree program					
MA History	0.0%	0.0%	0.0%	66.7% (4)	33.3% (2)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MA History	0.0%	0.0%	0.0%	50.0% (3)	50.0% (3)
Usefulness of the academic advice you received from your advisor					
MA History	0.0%	16.7% (1)	0.0%	33.3% (2)	50.0% (3)
Opportunities to interact with faculty outside of class					
MA History	0.0%	16.7% (1)	16.7% (1)	16.7% (1)	50.0% (3)
Effectiveness of the faculty as teachers					
MA History	0.0%	0.0%	0.0%	33.3% (2)	66.7% (4)
Friendliness and helpfulness of the office staff					
MA History	16.7% (1)	0.0%	33.3% (2)	0.0%	50.0% (3)
Interest shown by faculty in your academic development					
MA History	0.0%	0.0%	16.7% (1)	16.7% (1)	66.7% (4)
Effectiveness of beginning courses in preparing you for advanced courses					
MA History	0.0%	0.0%	16.7% (1)	66.7% (4)	16.7% (1)
Quality of instruction in advanced courses					
MA History	0.0%	16.7% (1)	0.0%	33.3% (2)	50.0% (3)
Professional activities, associations, or clubs					
MA History	0.0%	0.0%	50.0% (3)	33.3% (2)	16.7% (1)
Practicum, internship, clinical, or other hands-on experiences outside of the classroom					
MA History	16.7% (1)	16.7% (1)	16.7% (1)	0.0%	33.3% (2)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MA History	16.7% (1)	0.0%	50.0% (3)	0.0%	33.3% (2)

Table 7 continued					
Satisfaction with Degree Program					
Department of History and Political Science					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MA History - 6					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of the required courses					
MA History	0.0%	0.0%	16.7% (1)	16.7% (1)	66.7% (4)
Availability of elective courses you wanted to take in your major					
MA History	0.0%	0.0%	33.3% (2)	16.7% (1)	50.0% (3)
Quality of instruction regarding standards and ethics in your major field					
MA History	0.0%	16.7% (1)	16.7% (1)	0.0%	66.7% (4)
Friendliness and helpfulness of faculty					
MA History	16.7% (1)	0.0%	0.0%	16.7% (1)	66.7% (4)
Opportunities for you to collaborate with other students on class projects					
MA History	0.0%	0.0%	33.3% (2)	33.3% (2)	33.3% (2)
Computer resources (PC and/or mainframe) for courses in your major					
MA History	16.7% (1)	0.0%	33.3% (2)	16.7% (1)	16.7% (1)
Library resources related to your major					
MA History	0.0%	0.0%	16.7% (1)	33.3% (2)	50.0% (3)
Use of appropriate technology in the classroom					
MA History	0.0%	16.7% (1)	33.3% (2)	0.0%	33.3% (2)
Facilities and equipment related to your major					
MA History	0.0%	16.7% (1)	16.7% (1)	16.7% (1)	33.3% (2)
Help/encouragement you received from faculty in your department with regard to further educational opportunities					
MA History	16.7% (1)	0.0%	0.0%	33.3% (2)	50.0% (3)
The size of classes in your major					
MA History	0.0%	0.0%	0.0%	33.3% (2)	66.7% (4)
Encouragement you received from faculty in your department with regard to finding employment in your field					
MA History	16.7% (1)	0.0%	16.7% (1)	50.0% (3)	16.7% (1)

Table 7 continued		
Satisfaction with Degree Program		
Department of History and Political Science		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
MA History	16.7% (1)	83.3% (5)
3. If you had it to do over again, would you choose the same major?		
MA History	0.0%	83.3% (5)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
MA History	50.0% (3)	50.0% (3)
6. Should a hands-on course be required in your program?		
MA History	50.0% (3)	50.0% (3)

When asked what benefits they received from their hands-on experience, one respondent said “A command of the subject matter & public speaking experience”. The other respondent said “teaching experience, chance to interact w/others in my field of interest”.

Perceptions of Southeastern

Two (33.3%) of the respondents received their Baccalaureate degree from Southeastern, neither in the same field as their Master’s. One of the two indicated his/her undergraduate education prepared her/him ineffectively for Master’s level education, while the other felt he/she had been prepared very effectively.

Graduate Professional Education

Three (50.0%) of the respondents are currently enrolled in a degree program, one (16.7%) has completed a degree, one (16.7%) has taken classes, but not enrolled in a degree program, and one (16.7%) has no plans for further education. The respondent who has completed a degree has a second Master’s degree, and that is the highest he/she intends on completing. Of the other respondents with plans for further education, two (40.0%) plans on obtaining a second Masters, and two (40.0%) plans on obtaining a doctorate. Of those respondents with further educational experiences, two (40.0%) indicated that Southeastern prepared them ineffectively for further graduate/professional study, and two (40.0%) indicated that Southeastern prepared them effectively. Three (60.0%) of the respondents indicated that Southeastern prepared them about the same as most other students, and one (20.0%) indicated that Southeastern prepared him/her worse than most other students. Of those students who have completed a degree or are currently enrolled in a degree program, one (25.0%) indicated it was “Very Closely Related” to her/his Master’s degree from Southeastern, and one (25.0%) indicated it was “Somewhat Related”.

Employment

Four (66.7%) of the respondents are currently employed full-time. One (16.7%) has a graduate assistantship or fellowship, and one (16.7%) is currently unemployed, but seeking employment. Four (66.7%) of the respondents had a full-time job prior to completing their degree from Southeastern, and two (16.7%) have not had a full-time job since completing their degree. The respondents who have not had a full-time job since graduation, indicated that a “Tight job market”, “Lack of Marketable skills”, “Lack of educational qualification”, “Reputation of Southeastern”, “Lack of experience”, and “Gender discrimination” were major problems in obtaining employment. Minor problems in obtaining employment included “Lack of educational qualification”, “Reputation of Southeastern”, and “Lack of experience”.

Of those respondents who are currently employed full-time, two (50.0%) are in their first job, and two (50.0%) are in their second full-time job. When asked from what source(s) they learned about their first full-time job, one respondent indicated faculty at Southeastern, one a newspaper/trade publication, and two already had the job.

All four (100%) of the respondents who are currently employed full-time are employed in the state of Louisiana. One in higher education, one in K-12 education, one in the military, and one 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 (25.0%) respondent felt they are currently underemployed and three (75.0%) did not. Three (75.0%) respondents indicated that they are well satisfied with their present employment and the other (25.0%) is satisfied, but would consider more desirable employment. One (25.0%) respondent is currently employed in the area of his/her Southeastern major, and the other three (75.0%) are employed in an area related to their Southeastern major. One (25.0%) respondent reported an annual salary of \$15,001-\$20,000, one (25.0%) \$30,001-\$40,000, one (25.0%) \$40,001-\$50,000, and one (25.0%) more than \$50,000.

Professional Activities

Four (66.7%) respondents indicated that Licensure/certification is not available in their field, one (16.7%) holds a Teaching Type A certification, and one (25.0%) does not have Licensure/certification and does not plan on obtaining it in the next 12 months. All six (100%) respondents are members of a professional organization, and five (83.3%) have attended a professional meeting in the past year.

Department of Music & Dramatic Arts

Table 8
Satisfaction with Degree Program

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

Table 8 continued					
Satisfaction with Degree Program					
Department of Music & Dramatic Arts					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MMU Music - 5					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
How satisfied are you with the:					
Availability of the required courses					
MMU Music	20.0% (1)	0.0%	20.0% (1)	40.0% (2)	20.0% (1)
Availability of elective courses you wanted to take in your major					
MMU Music	0.0%	20.0% (1)	20.0% (1)	40.0% (2)	20.0% (1)
Quality of instruction regarding standards and ethics in your major field					
MMU Music	0.0%	20.0% (1)	20.0% (1)	40.0% (2)	20.0% (1)
Friendliness and helpfulness of faculty					
MMU Music	20.0% (1)	0.0%	20.0% (1)	20.0% (1)	40.0% (2)
Opportunities for you to collaborate with other students on class projects					
MMU Music	0.0%	20.0% (1)	0.0%	40.0% (2)	40.0% (2)
Computer resources (PC and/or mainframe) for courses in your major					
MMU Music	20.0% (1)	0.0%	20.0% (1)	40.0% (2)	20.0% (1)
Library resources related to your major					
MMU Music	20.0% (1)	0.0%	0.0%	40.0% (2)	40.0% (2)
Use of appropriate technology in the classroom					
MMU Music	20.0% (1)	0.0%	40.0% (2)	20.0% (1)	20.0% (1)
Facilities and equipment related to your major					
MMU Music	20.0% (1)	0.0%	40.0% (2)	20.0% (1)	0.0%
Help/encouragement you received from faculty in your department with regard to further educational opportunities					
MMU Music	20.0% (1)	20.0% (1)	20.0% (1)	20.0% (1)	20.0% (1)
The size of classes in your major					
MMU Music	0.0%	0.0%	20.0% (1)	0.0%	80.0% (4)
Encouragement you received from faculty in your department with regard to finding employment in your field					
MMU Music	40.0% (2)	0.0%	0.0%	20.0% (1)	20.0% (1)

Table 8 continued		
Satisfaction with Degree Program		
Department of Music & Dramatic Arts		
	No	Yes
2.	Would you recommend Southeastern to someone interested in what you majored in?	
MMU Music	40.0% (2)	60.0% (3)
3.	If you had it to do over again, would you choose the same major?	
MMU Music	20.0% (1)	40.0% (2)
4.	Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?	
MMU Music	60.0% (3)	40.0% (2)
6.	Should a hands-on course be required in your program?	
MMU Music	60.0% (3)	40.0% (2)

When asked what benefits were received from hands-on experience, one of the respondents said “practical experience”.

Perceptions of Southeastern

None of the respondents received their Baccalaureate degree from Southeastern.

Graduate Professional Education

Three (60.0%) of the respondents are currently enrolled in a degree program and two (40.0%) are likely to enroll in the future. Four (80.0%) of the respondents plan on obtaining a Doctorate, and one (20.0%) plans on obtaining some “Other” degree. Of those respondents who are currently enrolled in graduate school, one (33.3%) indicated that Southeastern prepared him/her Very Effectively for further graduate/professional study, and one (33.3%) indicated that Southeastern prepared her/him effectively. One (33.3%) of the respondents indicated that Southeastern prepared him/her about the same as most other students, and one (33.3%) indicated that Southeastern prepared him/her worse than most other students. Two (66.6%) respondents indicated their degree plan was “Very Closely Related” to their Master’s degree from Southeastern.

Employment

One (20.0%) of the respondents is currently employed full-time, one (20.0%) is employed part-time and satisfied with part-time employment, one (20.0%) has a graduate assistantship or fellowship, and two (40.0%) are currently unemployed, but seeking employment. Two (40.0%) of the respondents had a full-time job prior to completing their degree from Southeastern, and three (60.0%) have not had a full-time job since completing their degree.

The three respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 9 presents what were considered major problems, minor problems, or not problem.

Table 9			
Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Masters.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	66.7% (2)	0.0%	0.0%
Not knowing what I wanted to do	0.0%	33.3% (1)	33.3% (1)
Tight job market	33.3% (1)	0.0%	33.3% (1)
Lack of marketable skills	0.0%	0.0%	66.7% (2)
Lack of educational qualifications	0.0%	0.0%	66.7% (2)
Reputation of Southeastern	0.0%	33.3% (1)	33.3% (1)
Lack of experience	0.0%	33.3% (1)	33.3% (1)
Lack of job search skills	0.0%	66.7% (2)	0.0%
Poor GPA	0.0%	0.0%	66.7% (2)
Racial discrimination	0.0%	33.3% (1)	33.3% (1)
Gender discrimination	0.0%	0.0%	66.7% (2)

Of those respondents who have had a full-time job since graduating, one (50.0%) is currently in his/her first job, and one (50.0%) has had two full-time jobs. When asked from what source(s) they learned about their first full-time job, both respondents indicated they already had the job.

The respondent who is currently employed full-time did not respond to the questions asking about current employment.

Professional Activities

Two (40.0%) respondents indicated that Licensure/certification is not available in their field, two (40.0%) respondents currently hold Licensure/certification. One of those respondents has TAP Certification K-12 and one did not indicate the type of Licensure/certification. One (20.0%) respondent does not have Licensure/certification and does not plan to obtain it in the next 12 months. Three (60.0%) of the respondents are members of a professional organization, and two (40.0%) have attended a professional meeting in the past year.

Department of Psychology

Table 10
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MA Psychology - 3					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
MA Psychology	0.0%	0.0%	0.0%	100.0% (3)	0.0%
Overall quality of your degree program					
MA Psychology	0.0%	0.0%	33.3% (1)	66.7% (2)	0.0%
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MA Psychology	0.0%	0.0%	0.0%	100.0% (3)	0.0%
Usefulness of the academic advice you received from your advisor					
MA Psychology	0.0%	33.3% (1)	0.0%	66.7% (2)	0.0%
Opportunities to interact with faculty outside of class					
MA Psychology	0.0%	0.0%	33.3% (1)	33.3% (1)	33.3% (1)
Effectiveness of the faculty as teachers					
MA Psychology	0.0%	0.0%	33.3% (1)	33.3% (1)	33.3% (1)
Friendliness and helpfulness of the office staff					
MA Psychology	0.0%	0.0%	33.3% (1)	33.3% (1)	33.3% (1)
Interest shown by faculty in your academic development					
MA Psychology	0.0%	33.3% (1)	0.0%	33.3% (1)	33.3% (1)
Effectiveness of beginning courses in preparing you for advanced courses					
MA Psychology	0.0%	0.0%	33.3% (1)	66.7% (2)	0.0%
Quality of instruction in advanced courses					
MA Psychology	0.0%	0.0%	0.0%	100.0% (3)	0.0%
Professional activities, associations, or clubs					
MA Psychology	0.0%	33.3% (1)	33.3% (1)	33.3% (1)	0.0%
Practicum, internship, clinical, or other hands-on experiences outside of the classroom					
MA Psychology	33.3% (1)	0.0%	0.0%	33.3% (1)	33.3% (1)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MA Psychology	0.0%	0.0%	33.3% (1)	66.7% (2)	0.0%

Table 10 continued					
Satisfaction with Degree Program					
Department of Psychology					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MA Psychology - 3					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of the required courses					
MA Psychology	0.0%	0.0%	0.0%	66.7% (2)	33.3% (1)
Availability of elective courses you wanted to take in your major					
MA Psychology	0.0%	0.0%	0.0%	100.0% (3)	0.0%
Quality of instruction regarding standards and ethics in your major field					
MA Psychology	0.0%	0.0%	0.0%	100.0% (3)	0.0%
Friendliness and helpfulness of faculty					
MA Psychology	0.0%	0.0%	33.3% (1)	66.7% (2)	0.0%
Opportunities for you to collaborate with other students on class projects					
MA Psychology	0.0%	33.3% (1)	0.0%	33.3% (1)	33.3% (1)
Computer resources (PC and/or mainframe) for courses in your major					
MA Psychology	0.0%	0.0%	0.0%	100.0% (3)	0.0%
Library resources related to your major					
MA Psychology	0.0%	33.3% (1)	33.3% (1)	33.3% (1)	0.0%
Use of appropriate technology in the classroom					
MA Psychology	33.3% (1)	0.0%	33.3% (1)	33.3% (1)	0.0%
Facilities and equipment related to your major					
MA Psychology	33.3% (1)	0.0%	33.3% (1)	33.3% (1)	0.0%
Help/encouragement you received from faculty in your department with regard to further educational opportunities					
MA Psychology	33.3% (1)	0.0%	33.3% (1)	33.3% (1)	0.0%
The size of classes in your major					
MA Psychology	0.0%	0.0%	33.3% (1)	66.7% (2)	0.0%
Encouragement you received from faculty in your department with regard to finding employment in your field					
MA Psychology	33.3% (1)	33.3% (1)	0.0%	33.3% (1)	0.0%

Table 10 continued		
Satisfaction with Degree Program		
Department of Psychology		
	No	Yes
2.	Would you recommend Southeastern to someone interested in what you majored in?	
MA Psychology	33.3% (1)	66.7% (2)
3.	If you had it to do over again, would you choose the same major?	
MA Psychology	66.7% (2)	33.3% (1)
4.	Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?	
MA Psychology	33.3% (1)	66.7% (2)
6.	Should a hands-on course be required in your program?	
MA Psychology	0.0%	66.7% (2)

When asked what benefits they received from their hands-on experience, one respondent said “took book knowledge to practical level (more like the work environment after graduating)”.

Perceptions of Southeastern

One of the respondents received his/her Baccalaureate degree from Southeastern, in the same field as her/his Masters. The respondent indicated that his/her undergraduate education very effectively prepared her/him for Master’s level education.

Graduate Professional Education

One respondent (33.3%) plans on obtaining a professional degree in the future. The other two respondents (66.7%) have no plans for further education.

Employment

All three respondents (100%) are currently employed full-time. One (33.3%) of the respondents accepted a position upon graduation, one (33.3%) took 1-6 months to find a full-time job, and one (33.3%) took over a year.

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

Two (66.7%) of the respondents are currently in their first job since graduating from Southeastern, and one (33.3%) is in her/his second full-time job. When asked from what source(s) they learned about their first full-time job, two respondents indicated a newspaper/trade publication, and one from a professional meeting.

All four (100%) of the respondents are currently employed in the state of Louisiana. One in a service organization, one in government, and one 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%) respondent felt he/she is currently underemployed and two (67.7%) did not. One (33.3%) respondent indicated she/he is well satisfied with their present employment and one (33.3%) is satisfied, but would consider more desirable employment. All three (100%) respondents are currently employed in the area of their Southeastern major. One (33.3%) respondent reported an annual salary of \$20,001-\$25,000, one (33.3%) \$25,001-\$30,000, and one (33.3%) \$30,001-\$40,000.

Professional Activities

One respondent (33.3%) currently holds licensure/certification as a Licensed Rehabilitation Counselor Certified Vocational Specialist. The other two respondents (66.7%) do not currently hold licensure/certification, although on plans on obtaining a LPC within the next twelve months. One (33.3%) respondent is a member of a professional organization and two (66.7%) have attended a professional meeting in the past year.

Master's of Business Administration Program

Table 12
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MBA - 26					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
MBA	0.0%	0.0%	7.7% (2)	46.2% (12)	46.2% (12)
Overall quality of your degree program					
MBA	0.0%	3.8% (1)	7.7% (2)	50.0% (13)	38.5% (10)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MBA	0.0%	0.0%	11.5% (3)	30.8% (8)	53.8% (14)
Usefulness of the academic advice you received from your advisor					
MBA	3.8% (1)	3.8% (1)	23.1% (6)	34.6% (9)	26.9% (7)
Opportunities to interact with faculty outside of class					
MBA	3.8% (1)	3.8% (1)	11.5% (3)	30.8% (8)	46.2% (12)
Effectiveness of the faculty as teachers					
MBA	0.0%	3.8% (1)	15.4% (4)	53.8% (14)	23.1% (6)
Friendliness and helpfulness of the office staff					
MBA	0.0%	3.8% (1)	23.1% (6)	30.8% (8)	42.3% (11)
Interest shown by faculty in your academic development					
MBA	0.0%	3.8% (1)	19.2% (5)	53.8% (14)	19.2% (5)
Effectiveness of beginning courses in preparing you for advanced courses					
MBA	0.0%	0.0%	26.9% (7)	50.0% (13)	19.2% (5)
Quality of instruction in advanced courses					
MBA	0.0%	3.8% (1)	3.8% (1)	53.8% (14)	34.6% (9)
Professional activities, associations, or clubs					
MBA	0.0%	3.8% (1)	50.0% (13)	30.8% (8)	11.5% (3)
Practicum, internship, clinical, or other hands-on experiences outside of the classroom					
MBA	11.5% (3)	30.8% (8)	30.8% (8)	19.2% (5)	3.8% (1)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MBA	7.7% (2)	23.1% (6)	23.1% (6)	26.9% (7)	15.4% (4)

Table 12 continued					
Satisfaction with Degree Program					
Master of Business Administration					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MBA - 26					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of the required courses					
MBA	0.0%	15.4% (4)	26.9% (7)	46.2% (12)	11.5% (3)
Availability of elective courses you wanted to take in your major					
MBA	3.8% (1)	15.4% (4)	15.4% (4)	50.0% (13)	11.5% (3)
Quality of instruction regarding standards and ethics in your major field					
MBA	0.0%	0.0%	26.9% (7)	42.3% (11)	26.9% (7)
Friendliness and helpfulness of faculty					
MBA	0.0%	0.0%	23.1% (6)	30.8% (8)	46.2% (12)
Opportunities for you to collaborate with other students on class projects					
MBA	0.0%	0.0%	3.8% (1)	34.6% (9)	57.7% (15)
Computer resources (PC and/or mainframe) for courses in your major					
MBA	3.8% (1)	3.8% (1)	15.4% (4)	42.3% (11)	34.6% (9)
Library resources related to your major					
MBA	0.0%	3.8% (1)	23.1% (6)	38.5% (10)	30.8% (8)
Use of appropriate technology in the classroom					
MBA	0.0%	3.8% (1)	7.7% (2)	42.3% (11)	46.2% (12)
Facilities and equipment related to your major					
MBA	0.0%	0.0%	15.4% (4)	46.2% (12)	26.9% (7)
Help/encouragement you received from faculty in your department with regard to further educational opportunities					
MBA	0.0%	3.8% (1)	30.8% (8)	46.2% (12)	15.4% (4)
The size of classes in your major					
MBA	0.0%	0.0%	3.8% (1)	38.5% (10)	57.7% (15)
Encouragement you received from faculty in your department with regard to finding employment in your field					
MBA	3.8% (1)	26.9% (7)	38.5% (10)	19.2% (5)	7.7% (2)

Table 12 continued		
Satisfaction with Degree Program		
Master of Business Administration		
	No	Yes
2.	Would you recommend Southeastern to someone interested in what you majored in?	
MBA	7.7% (2)	92.3% (24)
3.	If you had it to do over again, would you choose the same major?	
MBA	7.7% (2)	84.6% (22)
4.	Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?	
MBA	88.5% (23)	11.5% (3)
6.	Should a hands-on course be required in your program?	
MBA	23.1% (6)	65.4% (17)

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

“My internship was not though the University it was done through my own efforts. It did give me practical experience & helped in landing a job in my field.”

“Use of technical software, interaction w/ students & faculty”

Perceptions of Southeastern

Fourteen (53.8%) of the respondents received their Baccalaureate degree from Southeastern. Eleven of the fourteen (78.6%) received their Baccalaureate degree in the same field as their Master’s. One (7.1%) indicated his/her undergraduate education prepared her/him “Very Ineffectively” for Master’s level education, seven (50.0%) felt they had been prepared “Effectively”, and six (42.9%) felt they had been prepared “Very Effectively”.

Graduate Professional Education

Two (7.7%) of the respondents have taken classes, but have not enrolled in a degree program. One (3.8%) plans to enroll in a degree program in the next twelve months, eleven (42.3%) are likely to enroll in the future, and twelve (46.2%) have no plans for further education. Of those respondents with plans for further education, four (28.6%) plan on obtaining a Second Master’s, six (42.9%) plan on obtaining a Doctorate, one (7.1%) plans on obtaining a professional degree, and three (21.4%) plan on obtaining some “Other” type of degree. Of those respondents with graduate school experience, one (50.0%) indicated that Southeastern prepared him/her Very Effectively for further graduate/professional study. One (50.0%) of the respondents indicated that Southeastern prepared him/her better than most other students.

Employment

Twenty-three (88.5%) of the respondents are currently employed full-time, two (7.7%) are employed part-time and satisfied with part-time employment, and one (3.8%) is currently unemployed, and not seeking employment. Ten (38.5%) of the respondents had a full-time job prior to completing their degree from Southeastern, five (19.2%) accepted a job upon graduation, seven (26.9%) took 1-6 months to find a full-time job, three (11.5%) took 7-12 months, and one (3.8%) has not had a full-time job since completing their degree.

The eleven respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 13 presents what were considered major problems, minor problems, or not problem.

Table 13			
Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Masters.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	9.1% (1)	18.2% (2)	72.7% (8)
Not knowing what I wanted to do	18.2% (2)	63.6% (7)	18.2% (2)
Tight job market	18.2% (2)	45.5% (5)	36.4% (4)
Lack of marketable skills	0.0%	27.3% (3)	72.7% (8)
Lack of educational qualifications	0.0%	0.0%	100.0% (11)
Reputation of Southeastern	9.1% (1)	18.2% (2)	72.7% (8)
Lack of experience	45.5% (5)	45.5% (5)	9.1% (1)
Lack of job search skills	27.3% (3)	9.1% (1)	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%	18.2% (2)	81.8% (9)
Age discrimination	27.3% (3)	0.0%	72.7% (8)

Of those respondents who have had a full-time job since graduating, eight (32.0%) are currently in their first job, twelve (48.0%) have had two full-time jobs, and four (16.0%) have had three or more full-time jobs. In regards to sources for learning about their first full-time job, one (4.0%) indicated faculty at Southeastern, two (8.0%) from a parent or relative, six (24.0%) from a newspaper/trade publication, one (4.0%) at a professional meeting, five (20.0%) from another student/friend, three (12.0%) were recruited by the employer, three (12.0%) from the Internet, and three (12.0%) already had the job.

Fifteen (65.2%) of the twenty-three respondents who are employed full-time are employed in the state of Louisiana. Five (21.7%) in higher education, five (21.7%) in a professional firm, two

(8.7%) are self-employed, three (13.0%) in industry, three (13.0%) in government, three (13.0%) in a business and one (4.3%) 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”, seventeen (73.9%) respondents felt they are not underemployed, while five (21.7%) felt they are underemployed. When asked about satisfaction with their present employment, eleven (47.8%) of the respondents are “Well satisfied; would not consider leaving”, ten (43.5%) are “Satisfied, but would consider more desirable employment”, and one (4.3%) “Dislikes employment and is seeking or will seek other employment”.

Eight (34.8%) respondents are currently employed in the area of their Southeastern major, while fourteen (60.9%) are employed in an area related to their Southeastern major. One (4.3%) respondent indicated an annual salary of less than \$10,000, one (4.3%) gave a range of \$20,001-\$25,000, one (4.3%) gave a range of \$25,001-\$30,000, eight (34.8%) gave a range of \$30,001-\$40,000, five (21.7%) gave a range of \$40,001-\$50,000, and six (26.1%) indicated an annual salary of over \$50,000.

Professional Activities

Eleven (42.3%) respondents indicated that Licensure/certification is not available in their field, ten (38.5%) currently do not have Licensure/certification, five (19.2%) hold Licensure/certification. One has EIT, P.E., one has Series 6 - broker/dealer Insurance License, and one has Series 7 & 63. Of the ten who do not currently hold Licensure/certification, four plan on obtaining it within the next 12 months. Three plan on obtaining a CPA and one a APICS. Nine (34.6%) of the respondents are members of a professional organization, and nine (34.6%) have attended a professional meeting in the past year.

Department of Educational Leadership and Technology

Table 14
Satisfaction with Degree Program

Number of Respondents: M.Ed. Administration & Supervision - 15					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
M.Ed. Administration & Supervision	0.0%	0.0%	6.7% (1)	46.7% (7)	46.7% (7)
Overall quality of your degree program					
M.Ed. Administration & Supervision	0.0%	0.0%	13.3% (2)	40.0% (6)	46.7% (7)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
M.Ed. Administration & Supervision	0.0%	6.7% (1)	13.3% (2)	6.7% (1)	73.3% (11)
Usefulness of the academic advice you received from your advisor					
M.Ed. Administration & Supervision	0.0%	6.7% (1)	6.7% (1)	26.7% (4)	60.0% (9)
Opportunities to interact with faculty outside of class					
M.Ed. Administration & Supervision	0.0%	0.0%	26.7% (4)	40.0% (6)	33.3% (5)
Effectiveness of the faculty as teachers					
M.Ed. Administration & Supervision	0.0%	6.7% (1)	6.7% (1)	26.7% (4)	60.0% (9)
Friendliness and helpfulness of the office staff					
M.Ed. Administration & Supervision	0.0%	6.7% (1)	6.7% (1)	13.3% (2)	73.3% (11)
Interest shown by faculty in your academic development					
M.Ed. Administration & Supervision	0.0%	0.0%	6.7% (1)	26.7% (4)	60.0% (9)
Effectiveness of beginning courses in preparing you for advanced courses					
M.Ed. Administration & Supervision	0.0%	0.0%	13.3% (2)	40.0% (6)	46.7% (7)
Quality of instruction in advanced courses					
M.Ed. Administration & Supervision	0.0%	0.0%	13.3% (2)	40.0% (6)	40.0% (6)

Table 14 continued					
Satisfaction with Degree Program					
Department of Educational Leadership and Technology					
Number of Respondents: M.Ed. Administration & Supervision - 15					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Professional activities, associations, or clubs					
M.Ed. Administration & Supervision	0.0%	0.0%	53.3% (8)	33.3% (5)	6.7% (1)
Practicum, internship, clinical, or other hands-on experiences outside of the classroom					
M.Ed. Administration & Supervision	0.0%	0.0%	20.0% (3)	46.7% (7)	33.3% (5)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
M.Ed. Administration & Supervision	0.0%	0.0%	53.3% (8)	26.7% (4)	20.0% (3)
Availability of the required courses					
M.Ed. Administration & Supervision	0.0%	6.7% (1)	20.0% (3)	60.0% (9)	13.3% (2)
Availability of elective courses you wanted to take in your major					
M.Ed. Administration & Supervision	0.0%	0.0%	20.0% (3)	66.7% (10)	13.3% (2)
Quality of instruction regarding standards and ethics in your major field					
M.Ed. Administration & Supervision	0.0%	0.0%	0.0%	53.3% (8)	46.7% (7)
Friendliness and helpfulness of faculty					
M.Ed. Administration & Supervision	0.0%	0.0%	0.0%	20.0% (3)	80.0% (12)
Opportunities for you to collaborate with other students on class projects					
M.Ed. Administration & Supervision	0.0%	0.0%	6.7% (1)	33.3% (5)	53.3% (8)
Computer resources (PC and/or mainframe) for courses in your major					
M.Ed. Administration & Supervision	6.7% (1)	13.3% (2)	13.3% (2)	26.7% (4)	40.0% (6)
Library resources related to your major					
M.Ed. Administration & Supervision	0.0%	0.0%	20.0% (3)	40.0% (6)	40.0% (6)
Use of appropriate technology in the classroom					
M.Ed. Administration & Supervision	0.0%	0.0%	33.3% (5)	33.3% (5)	26.7% (4)

Table 14 continued					
Satisfaction with Degree Program					
Department of Educational Leadership and Technology					
Number of Respondents: M.Ed. Administration & Supervision - 15					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Facilities and equipment related to your major					
M.Ed. Administration & Supervision	0.0%	0.0%	6.7% (1)	60.0% (9)	26.7% (4)
Help/encouragement you received from faculty in your department with regard to further educational opportunities					
M.Ed. Administration & Supervision	0.0%	0.0%	6.7% (1)	53.3% (8)	40.0% (6)
The size of classes in your major					
M.Ed. Administration & Supervision	0.0%	0.0%	0.0%	33.3% (5)	66.7% (10)
Encouragement you received from faculty in your department with regard to finding employment in your field					
M.Ed. Administration & Supervision	0.0%	6.7% (1)	20.0% (3)	46.7% (7)	13.3% (2)

Table 14 continued		
Satisfaction with Degree Program		
Department of Educational Leadership and Technology		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
M.Ed. Administration & Supervision	0.0%	100.0% (15)
3. If you had it to do over again, would you choose the same major?		
M.Ed. Administration & Supervision	0.0%	100.0% (15)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
M.Ed. Administration & Supervision	0.0%	100.0% (15)
6. Should a hands-on course be required in your program?		
M.Ed. Administration & Supervision	13.3% (2)	86.7% (13)

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

“The practicum experience provided me with real-life situations through which I gained knowledge & skills in dealings with such occasions.”

“Few due to variability in student teaching”

“- practical experiences
- confidence in my abilities to do the job”

“On the job training - Experiences are our best teachers - Real Life Teaching is a must”

“Relevant on-the-job training”

“Practical experience, expert guided help, an excellent & qualified supervising teacher with years of experience & wisdom”

“Although the practicum was helpful, it was so brief, I found it very limiting.”

“The practicum gave me hands-on practice for the job I now hold.”

Perceptions of Southeastern

Seven (46.7%) of the respondents received their Baccalaureate degree from Southeastern. Six of the seven (85.7%) indicated that it was in the same field as their Master’s. One of the seven (14.3%) indicated his/her undergraduate education prepared her/him “Ineffectively” for Master’s

level education, five (71.4%) felt they were “Effectively” prepared, and one (14.3%) felt he/she was “Very Effectively” prepared.

Graduate Professional Education

Three (20.0%) of the respondents have taken classes, but not enrolled in a degree program, one (6.7%) of the respondents plans to enroll in a degree program in the next 12 months, three (20.0%) respondents are likely to enroll in a degree program in the future, and four (26.7%) have no plans for further graduate education. Of those respondents with plans for further education, four (57.1%) plan on obtaining a doctorate, one (14.3%) plans on obtaining a professional degree, and one (14.3%) plans on obtaining some “Other” degree.

Of those respondents with graduate school experience, two (66.7%) indicated that Southeastern prepared him/her “Effectively” for further graduate/professional study. One (33.3%) of the respondents indicated that Southeastern prepared him/her better than most other students and one (33.3%) felt she/he was prepared about the same as most other students.

Employment

Twelve (80.0%) of the respondents are currently employed full-time and one (6.7%) is employed part-time and satisfied with part-time employment. Nine (60.0%) of the respondents had a full-time job prior to completing their degree from Southeastern, three (20.0%) accepted a job upon graduation, and one (6.7%) took over a year to find a full-time job. The respondent who took over a year indicated that “Limited to only one geographic area”, “Tight job market”, and “Age discrimination” were minor problems in obtaining employment.

Of those respondents who have had a full-time job since graduating, nine (69.2%) are currently in their first job and three (23.1%) have had two full-time jobs. In regards to sources for learning about their first full-time job, one (7.7%) indicated from a parent or relative, one (7.7%) from another student/friend, four (30.8%) were recruited by the employer, one (7.7%) from the Southeastern Job Fair, and seven (53.8%) already had the job.

Eleven (91.7%) of the twelve respondents who are employed full-time are employed in the state of Louisiana. All are employed 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”, seven (58.3%) respondents felt they are not underemployed, while four (33.3%) felt they are underemployed. When asked about satisfaction with their present employment, one (8.3%) of the respondents is “Well satisfied; would not consider leaving”, nine (75.0%) are “Satisfied, but would consider more desirable employment”, and two (16.7%) “Dislike employment; seeking or will seek other employment”.

Nine (75.0%) respondents are currently employed in the area of their Southeastern major, while two (16.7%) are employed in an area related to their Southeastern major. One (8.3%) of the

respondents is employed in an area not related to his/her Southeastern major because he/she is not currently licensed. One (8.3%) respondent indicated an annual salary range of \$25,001-\$30,000, seven (58.3%) gave a range of \$30,001-\$40,000, two (16.7%) gave a range of \$40,001-\$50,000, and two (16.7%) indicated an annual salary of over \$50,000.

Professional Activities

Thirteen (86.7%) of the respondents indicated they currently have licensure/certification. Below are the types of licensure/certifications indicated:

- Administration
- Administration Elementary Principal
- Cert. Elem. Ed 1-8 and Admin./Supervision
- Educ. Admin from WV since LA will not issue
- Principalship
- State Certified Teacher
- Teacher Cert. - Grds. 1-8
- Teacher's Certification
- Type A Teaching Certificate (3 respondents)

One respondent (6.7%) does not currently have licensure/certification and does not plan on obtaining it in the next twelve months. Thirteen (86.7%) of the respondents are members of a professional organization, and ten (66.7%) have attended a professional meeting in the past year.

Department of Human Development

Table 15
Satisfaction with Degree Program

Number of Respondents: M.Ed. Counselor Education - 18					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
M.Ed. Counselor Education	0.0%	5.6% (1)	16.7% (3)	22.2% (4)	55.6% (10)
Overall quality of your degree program					
M.Ed. Counselor Education	0.0%	5.6% (1)	5.6% (1)	33.3% (6)	55.6% (10)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
M.Ed. Counselor Education	0.0%	0.0%	22.2% (4)	22.2% (4)	55.6% (10)
Usefulness of the academic advice you received from your advisor					
M.Ed. Counselor Education	0.0%	11.1% (2)	27.8% (5)	16.7% (3)	44.4% (8)
Opportunities to interact with faculty outside of class					
M.Ed. Counselor Education	0.0%	0.0%	33.3% (6)	44.4% (8)	22.2% (4)
Effectiveness of the faculty as teachers					
M.Ed. Counselor Education	0.0%	0.0%	16.7% (3)	50.0% (9)	33.3% (6)
Friendliness and helpfulness of the office staff					
M.Ed. Counselor Education	0.0%	5.6% (1)	16.7% (3)	55.6% (10)	22.2% (4)
Interest shown by faculty in your academic development					
M.Ed. Counselor Education	0.0%	0.0%	22.2% (4)	27.8% (5)	50.0% (9)
Effectiveness of beginning courses in preparing you for advanced courses					
M.Ed. Counselor Education	0.0%	0.0%	16.7% (3)	38.9% (7)	44.4% (8)
Quality of instruction in advanced courses					
M.Ed. Counselor Education	0.0%	0.0%	11.1% (2)	50.0% (9)	38.9% (7)
Professional activities, associations, or clubs					
M.Ed. Counselor Education	0.0%	11.1% (2)	38.9% (7)	27.8% (5)	22.2% (4)
Practicum, internship, clinical, or other hands-on experiences outside of the classroom					
M.Ed. Counselor Education	0.0%	5.6% (1)	5.6% (1)	33.3% (6)	55.6% (10)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
M.Ed. Counselor Education	0.0%	11.1% (2)	44.4% (8)	38.9% (7)	5.6% (1)
Availability of the required courses					
M.Ed. Counselor Education	16.7% (3)	27.8% (5)	5.6% (1)	33.3% (6)	16.7% (3)

Table 15 continued					
Satisfaction with Degree Program					
Department of Human Development					
Number of Respondents: M.Ed. Counselor Education - 18					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
M.Ed. Counselor Education	0.0%	22.2% (4)	27.8% (5)	38.9% (7)	11.1% (2)
Quality of instruction regarding standards and ethics in your major field					
M.Ed. Counselor Education	0.0%	0.0%	0.0%	27.8% (5)	72.2% (13)
Friendliness and helpfulness of faculty					
M.Ed. Counselor Education	0.0%	0.0%	5.6% (1)	50.0% (9)	44.4% (8)
Opportunities for you to collaborate with other students on class projects					
M.Ed. Counselor Education	0.0%	0.0%	5.6% (1)	44.4% (8)	50.0% (9)
Computer resources (PC and/or mainframe) for courses in your major					
M.Ed. Counselor Education	5.6% (1)	5.6% (1)	38.9% (7)	50.0% (9)	0.0%
Library resources related to your major					
M.Ed. Counselor Education	5.6% (1)	16.7% (3)	22.2% (4)	44.4% (8)	11.1% (2)
Use of appropriate technology in the classroom					
M.Ed. Counselor Education	0.0%	11.1% (2)	50.0% (9)	27.8% (5)	5.6% (1)
Facilities and equipment related to your major					
M.Ed. Counselor Education	0.0%	16.7% (3)	44.4% (8)	33.3% (6)	5.6% (1)
Help/encouragement you received from faculty in your department with regard to further educational opportunities					
M.Ed. Counselor Education	0.0%	11.1% (2)	33.3% (6)	22.2% (4)	33.3% (6)
The size of classes in your major					
M.Ed. Counselor Education	0.0%	0.0%	16.7% (3)	27.8% (5)	55.6% (10)
Encouragement you received from faculty in your department with regard to finding employment in your field					
M.Ed. Counselor Education	5.6% (1)	22.2% (4)	22.2% (4)	27.8% (5)	22.2% (4)

Table 15 continued		
Satisfaction with Degree Program		
Department of Human Development		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
M.Ed. Counselor Education	5.6% (1)	88.9% (16)
3. If you had it to do over again, would you choose the same major?		
M.Ed. Counselor Education	5.6% (1)	94.4% (17)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
M.Ed. Counselor Education	0.0%	100.0% (18)
6. Should a hands-on course be required in your program?		
M.Ed. Counselor Education	0.0%	88.9% (16)

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

“Education in a true "work" experience was invaluable for my major. M.Ed.-School Counselor”

“real-life application opportunities”

“The info gain picked up where class/texts left off!”

“The actual experience of working in the setting that I would be eventually employed”

“Interviewing skills, leadership skills, documenting skills, a wealth of knowledge that could only be gained by actually doing what I was taught in school.”

“Hands on experience - counseling youth”

“Real-life experience with actual client - not other students”

“Theory into Practice. Learning about me as a professional”

“The opportunity to use procedures explained in class during an actual situation with valued feedback from advisor/professor is extremely beneficial to my success in counseling. I wish you offered a doctoral program in this field. Your faculty is superb!”

“The opportunity to be creative & develop a program of Southeastern”

“Job opportunities, Job experience”

“Practical experience”

“Applied theory to real-life situations”

One on one situations with students sharper counseling skills”

Perceptions of Southeastern

Ten (55.6%) of the respondents received their Baccalaureate degree from Southeastern, however non in the same field as their Master’s. One (10.0%) indicated his/her undergraduate education prepared her/him “Very Ineffectively” for Master’s level education, seven (70.0%) felt they had been prepared “Effectively”, and two (20.0%) felt they had been prepared “Very Effectively”.

Graduate Professional Education

Three (16.7%) of the respondents are currently enrolled in a degree program, one (5.6%) has completed a second Master’s degree, three (16.7%) have taken classes, but not enrolled in a degree program, three (16.7%) plan to enroll in the next twelve months, two (11.1%) are likely to enroll in the future, and six (33.3%) have no plans for further education. Of those respondents with plans for further education, seven (58.3%) plan on obtaining a doctorate, and one (8.3%) plan on obtaining some “Other” degree. Of those respondents with further graduate experience, two (28.6%) indicated that Southeastern prepared them Very Effectively for further graduate/professional study, and three (42.9%) indicated that Southeastern prepared them “Effectively”. Two (28.6%) of the respondents indicated that Southeastern prepared them about the same as most other students, and three (42.9%) indicated that Southeastern prepared them better than most other students. Of those who are enrolled in a degree program or who have completed a degree two (50.0%) respondents indicated their degree plan was “Very Closely Related” to their Master’s degree from Southeastern.

Employment

Fourteen (77.8%) of the respondents are currently employed full-time, two (11.1%) are employed part-time and satisfied with part-time employment, and one (5.6%) has a graduate assistantship or fellowship. Five (27.8%) of the respondents had a full-time job prior to completing their degree from Southeastern, three (16.7%) accepted a job upon graduation, eight (44.4%) took 1-6 months to find a job, and one (5.6%) took over a year to find a full-time job.

The nine respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 16 presents what were considered major problems, minor problems, or not a 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 Masters.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	22.2% (2)	55.6% (5)	22.2% (2)
Not knowing what I wanted to do	0.0%	33.3% (3)	66.7% (6)
Tight job market	44.4% (4)	11.1% (1)	44.4% (4)
Lack of marketable skills	0.0%	22.2% (2)	77.8% (7)
Lack of educational qualifications	11.1% (1)	0.0%	88.9% (9)
Reputation of Southeastern	0.0%	22.2% (2)	77.8% (7)
Lack of experience	0.0%	55.6% (5)	44.4% (4)
Lack of job search skills	0.0%	33.3% (3)	66.7% (6)
Poor GPA	0.0%	11.1% (1)	88.9% (8)
Racial discrimination	0.0%	0.0%	100.0% (9)
Gender discrimination	0.0%	0.0%	100.0% (9)
Age discrimination	11.1% (1)	0.0%	88.9% (8)

Of those respondents who have had a full-time job since graduating, nine (52.9%) are currently in their first job and seven (41.2%) have had two full-time jobs. In regards to sources for learning about their first full-time job, three (17.6%) indicated faculty at Southeastern, one (5.9%) from Southeastern's Career Development Services, one (5.9%) from a newspaper/trade publication, three (17.6%) from another student/friend, one (5.9%) was recruited by the employer, one (5.9%) from the Internet, three (17.6%) already had the job, and four (23.5%) from an internship, practicum, or student teaching.

Thirteen (92.9%) of the fourteen respondents who are employed full-time are employed in the state of Louisiana. Four (28.6%) are employed in K-12 education, four (28.6%) in higher education, one (7.1%) in a service organization, one (7.1%) in a nonprofit organization, two (14.3%) in government, and two (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", seven (50.0%) respondents felt they are not underemployed, while seven (50.0%) felt they are underemployed. When asked about satisfaction with their present employment, seven (8.3%) of the respondents are "Well satisfied; would not consider leaving", six (42.9%) are "Satisfied, but would consider more desirable employment", and one (7.1%) "Dislikes employment; seeking or will seek other employment".

Six (42.9%) respondents are currently employed in the area of their Southeastern major, while seven (50.0%) are employed in an area related to their Southeastern major. One (7.1%) of the respondents is employed in an area not related to his/her Southeastern major but he/she did not indicate why. One (7.1%) respondent indicated an annual salary range of \$10,001-\$15,000, three

(21.4%) gave a range of \$20,001-\$25,000, three (21.4%) gave a range of \$25,001-\$30,000, six (42.9%) gave a range of \$30,001-\$40,000, and one (7.1%) gave a range of \$40,001-\$50,000.

Professional Activities

Three (16.7%) of the respondents currently hold licensure/certification, including Licensed Associate Counselor, LPC and NCC, and School Guidance. Fifteen (83.3%) currently do not hold licensure/certification, but eight (53.3%) plan on obtaining it in the next twelve month. Five respondents plan on becoming a Licensed Professional Counselor, one a Licensed Massage Therapist and one plans on obtaining LPC & NCC.

Thirteen (72.2%) of the respondents are members of a professional organization, and ten (55.6%) have attended a professional meeting in the past year.

Department of Teaching and Learning

Table 17
Satisfaction with Degree Program

Number of Respondents: M.Ed. Elementary Teaching - 11; M.Ed. Reading - 5; M.Ed. Secondary Teaching - 10; M.Ed. Special Education - 12					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
M.Ed. Elementary Teaching	0.0%	0.0%	9.1% (1)	54.5% (6)	36.4% (4)
M.Ed. Reading	0.0%	0.0%	20.0% (1)	20.0% (1)	40.0% (2)
M.Ed. Secondary Teaching	0.0%	10.0% (1)	0.0%	60.0% (6)	30.0% (3)
M.Ed. Special Education	0.0%	0.0%	0.0%	41.7% (5)	58.3% (7)
Overall quality of your degree program					
M.Ed. Elementary Teaching	0.0%	0.0%	9.1% (1)	63.6% (7)	27.3% (3)
M.Ed. Reading	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
M.Ed. Secondary Teaching	0.0%	10.0% (1)	0.0%	60.0% (6)	30.0% (3)
M.Ed. Special Education	0.0%	0.0%	8.3% (1)	41.7% (5)	50.0% (6)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
M.Ed. Elementary Teaching	0.0%	0.0%	9.1% (1)	36.4% (4)	54.5% (6)
M.Ed. Reading	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
M.Ed. Secondary Teaching	0.0%	0.0%	10.0% (1)	50.0% (5)	40.0% (4)
M.Ed. Special Education	0.0%	8.3% (1)	8.3% (1)	33.3% (4)	50.0% (6)
Usefulness of the academic advice you received from your advisor					
M.Ed. Elementary Teaching	0.0%	0.0%	0.0%	63.6% (7)	36.4% (4)
M.Ed. Reading	0.0%	0.0%	0.0%	60.0% (3)	40.0% (2)
M.Ed. Secondary Teaching	0.0%	10.0% (1)	10.0% (1)	40.0% (4)	40.0% (4)
M.Ed. Special Education	0.0%	8.3% (1)	16.7% (2)	25.0% (3)	50.0% (6)
Opportunities to interact with faculty outside of class					
M.Ed. Elementary Teaching	0.0%	0.0%	27.3% (3)	45.5% (5)	27.3% (3)
M.Ed. Reading	0.0%	0.0%	20.0% (1)	60.0% (3)	20.0% (1)
M.Ed. Secondary Teaching	0.0%	10.0% (1)	30.0% (3)	40.0% (4)	20.0% (2)
M.Ed. Special Education	0.0%	0.0%	16.7% (2)	41.7% (5)	41.7% (5)

Table 17 continued					
Satisfaction with Degree Program					
Department of Teaching and Learning					
Number of Respondents: M.Ed. Elementary Teaching - 11; M.Ed. Reading - 5; M.Ed. Secondary Teaching - 10; M.Ed. Special Education - 12					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Effectiveness of the faculty as teachers					
M.Ed. Elementary Teaching	0.0%	0.0%	9.1% (1)	54.5% (6)	36.4% (4)
M.Ed. Reading	0.0%	0.0%	0.0%	60.0% (3)	40.0% (2)
M.Ed. Secondary Teaching	10.0% (1)	0.0%	10.0% (1)	60.0% (6)	20.0% (2)
M.Ed. Special Education	0.0%	8.3% (1)	0.0%	41.7% (5)	50.0% (6)
Friendliness and helpfulness of the office staff					
M.Ed. Elementary Teaching	0.0%	0.0%	27.3% (3)	54.5% (6)	18.2% (2)
M.Ed. Reading	0.0%	20.0% (1)	0.0%	20.0% (1)	60.0% (3)
M.Ed. Secondary Teaching	0.0%	20.0% (2)	0.0%	50.0% (5)	30.0% (3)
M.Ed. Special Education	0.0%	8.3% (1)	16.7% (2)	41.7% (5)	33.3% (4)
Interest shown by faculty in your academic development					
M.Ed. Elementary Teaching	0.0%	0.0%	18.2% (2)	36.4% (4)	36.4% (4)
M.Ed. Reading	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
M.Ed. Secondary Teaching	0.0%	10.0% (1)	10.0% (1)	40.0% (4)	40.0% (4)
M.Ed. Special Education	0.0%	8.3% (1)	8.3% (1)	25.0% (3)	58.3% (7)
Effectiveness of beginning courses in preparing you for advanced courses					
M.Ed. Elementary Teaching	0.0%	0.0%	18.2% (2)	54.5% (6)	27.3% (3)
M.Ed. Reading	0.0%	0.0%	40.0% (2)	20.0% (1)	40.0% (2)
M.Ed. Secondary Teaching	0.0%	0.0%	20.0% (2)	50.0% (5)	30.0% (3)
M.Ed. Special Education	0.0%	8.3% (1)	8.3% (1)	16.7% (2)	66.7% (8)
Quality of instruction in advanced courses					
M.Ed. Elementary Teaching	0.0%	0.0%	27.3% (3)	45.5% (5)	27.3% (3)
M.Ed. Reading	0.0%	20.0% (1)	0.0%	40.0% (2)	40.0% (2)
M.Ed. Secondary Teaching	10.0% (1)	0.0%	20.0% (2)	30.0% (3)	40.0% (4)
M.Ed. Special Education	0.0%	0.0%	8.3% (1)	33.3% (4)	58.3% (7)
Professional activities, associations, or clubs					
M.Ed. Elementary Teaching	0.0%	0.0%	54.5% (6)	27.3% (3)	9.1% (1)
M.Ed. Reading	0.0%	0.0%	60.0% (3)	0.0%	40.0% (2)
M.Ed. Secondary Teaching	0.0%	0.0%	20.0% (2)	40.0% (4)	20.0% (2)
M.Ed. Special Education	0.0%	0.0%	41.7% (5)	25.0% (3)	33.3% (4)

Table 17 continued					
Satisfaction with Degree Program					
Department of Teaching and Learning					
Number of Respondents: M.Ed. Elementary Teaching - 11; M.Ed. Reading - 5; M.Ed. Secondary Teaching - 10; M.Ed. Special Education - 12					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Practicum, internship, clinical, or other hands-on experiences outside of the classroom					
M.Ed. Elementary Teaching	0.0%	0.0%	27.3% (3)	36.4% (4)	18.2% (2)
M.Ed. Reading	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
M.Ed. Secondary Teaching	0.0%	0.0%	10.0% (1)	10.0% (1)	50.0% (5)
M.Ed. Special Education	0.0%	0.0%	33.3% (4)	25.0% (3)	41.7% (5)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
M.Ed. Elementary Teaching	0.0%	0.0%	36.4% (4)	45.5% (5)	0.0%
M.Ed. Reading	0.0%	40.0% (2)	0.0%	20.0% (1)	40.0% (2)
M.Ed. Secondary Teaching	0.0%	10.0% (1)	20.0% (2)	30.0% (3)	20.0% (2)
M.Ed. Special Education	0.0%	8.3% (1)	16.7% (2)	41.7% (5)	33.3% (4)
Availability of the required courses					
M.Ed. Elementary Teaching	0.0%	9.1% (1)	9.1% (1)	54.5% (6)	27.3% (3)
M.Ed. Reading	20.0% (1)	0.0%	20.0% (1)	60.0% (3)	0.0%
M.Ed. Secondary Teaching	0.0%	10.0% (1)	30.0% (3)	50.0% (5)	10.0% (1)
M.Ed. Special Education	0.0%	8.3% (1)	8.3% (1)	50.0% (6)	33.3% (4)
Availability of elective courses you wanted to take in your major					
M.Ed. Elementary Teaching	0.0%	0.0%	9.1% (1)	54.5% (6)	36.4% (4)
M.Ed. Reading	20.0% (1)	0.0%	0.0%	40.0% (2)	40.0% (2)
M.Ed. Secondary Teaching	20.0% (2)	0.0%	20.0% (2)	50.0% (5)	10.0% (1)
M.Ed. Special Education	0.0%	0.0%	8.3% (1)	58.3% (7)	33.3% (4)
Quality of instruction regarding standards and ethics in your major field					
M.Ed. Elementary Teaching	0.0%	9.1% (1)	0.0%	54.5% (6)	36.4% (4)
M.Ed. Reading	0.0%	20.0% (1)	0.0%	40.0% (2)	40.0% (2)
M.Ed. Secondary Teaching	0.0%	10.0% (1)	10.0% (1)	60.0% (6)	20.0% (2)
M.Ed. Special Education	0.0%	0.0%	8.3% (1)	16.7% (2)	75.0% (9)
Friendliness and helpfulness of faculty					
M.Ed. Elementary Teaching	0.0%	0.0%	9.1% (1)	63.6% (7)	27.3% (3)
M.Ed. Reading	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
M.Ed. Secondary Teaching	0.0%	0.0%	10.0% (1)	70.0% (7)	20.0% (2)
M.Ed. Special Education	0.0%	8.3% (1)	8.3% (1)	16.7% (2)	66.7% (8)

Table 17 continued					
Satisfaction with Degree Program					
Department of Teaching and Learning					
Number of Respondents: M.Ed. Elementary Teaching - 11; M.Ed. Reading - 5; M.Ed. Secondary Teaching - 10; M.Ed. Special Education - 12					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Opportunities for you to collaborate with other students on class projects					
M.Ed. Elementary Teaching	0.0%	0.0%	18.2% (2)	36.4% (4)	45.5% (5)
M.Ed. Reading	0.0%	0.0%	20.0% (1)	20.0% (1)	60.0% (3)
M.Ed. Secondary Teaching	0.0%	10.0% (1)	20.0% (2)	40.0% (4)	30.0% (3)
M.Ed. Special Education	8.3% (1)	0.0%	0.0%	33.3% (4)	58.3% (7)
Computer resources (PC and/or mainframe) for courses in your major					
M.Ed. Elementary Teaching	0.0%	0.0%	36.4% (4)	27.3% (3)	27.3% (3)
M.Ed. Reading	0.0%	0.0%	20.0% (1)	60.0% (3)	20.0% (1)
M.Ed. Secondary Teaching	0.0%	10.0% (1)	40.0% (4)	30.0% (3)	20.0% (2)
M.Ed. Special Education	0.0%	8.3% (1)	16.7% (2)	50.0% (6)	25.0% (3)
Library resources related to your major					
M.Ed. Elementary Teaching	0.0%	0.0%	9.1% (1)	54.5% (6)	36.4% (4)
M.Ed. Reading	0.0%	0.0%	40.0% (2)	20.0% (1)	40.0% (2)
M.Ed. Secondary Teaching	0.0%	20.0% (2)	20.0% (2)	30.0% (3)	30.0% (3)
M.Ed. Special Education	0.0%	0.0%	8.3% (1)	41.7% (5)	50.0% (6)
Use of appropriate technology in the classroom					
M.Ed. Elementary Teaching	0.0%	0.0%	27.3% (3)	36.4% (4)	36.4% (4)
M.Ed. Reading	0.0%	0.0%	40.0% (2)	20.0% (1)	40.0% (2)
M.Ed. Secondary Teaching	10.0% (1)	10.0% (1)	30.0% (3)	30.0% (3)	20.0% (2)
M.Ed. Special Education	0.0%	0.0%	25.0% (3)	33.3% (4)	41.7% (5)
Facilities and equipment related to your major					
M.Ed. Elementary Teaching	0.0%	0.0%	0.0%	72.7% (8)	27.3% (3)
M.Ed. Reading	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
M.Ed. Secondary Teaching	10.0% (1)	10.0% (1)	40.0% (4)	30.0% (3)	10.0% (1)
M.Ed. Special Education	0.0%	0.0%	8.3% (1)	58.3% (7)	33.3% (4)

Table 17 continued					
Satisfaction with Degree Program					
Department of Teaching and Learning					
Number of Respondents: M.Ed. Elementary Teaching - 11; M.Ed. Reading - 5; M.Ed. Secondary Teaching - 10; M.Ed. Special Education - 12					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Help/encouragement you received from faculty in your department with regard to further educational opportunities					
M.Ed. Elementary Teaching	0.0%	0.0%	18.2% (2)	36.4% (4)	36.4% (4)
M.Ed. Reading	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
M.Ed. Secondary Teaching	0.0%	0.0%	40.0% (4)	30.0% (3)	30.0% (3)
M.Ed. Special Education	0.0%	8.3% (1)	8.3% (1)	8.3% (1)	75.0% (9)
The size of classes in your major					
M.Ed. Elementary Teaching	0.0%	0.0%	0.0%	45.5% (5)	54.5% (6)
M.Ed. Reading	0.0%	0.0%	0.0%	20.0% (1)	80.0% (4)
M.Ed. Secondary Teaching	0.0%	0.0%	20.0% (2)	50.0% (5)	30.0% (3)
M.Ed. Special Education	8.3% (1)	0.0%	0.0%	41.7% (5)	50.0% (6)
Encouragement you received from faculty in your department with regard to finding employment in your field					
M.Ed. Elementary Teaching	0.0%	0.0%	45.5% (5)	18.2% (2)	18.2% (2)
M.Ed. Reading	0.0%	0.0%	40.0% (2)	20.0% (1)	40.0% (2)
M.Ed. Secondary Teaching	10.0% (1)	10.0% (1)	30.0% (3)	0.0%	30.0% (3)
M.Ed. Special Education	0.0%	0.0%	16.7% (2)	25.0% (3)	58.3% (7)

Table 17 continued		
Satisfaction with Degree Program		
Department of Teaching and Learning		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
M.Ed. Elementary Teaching	0.0%	90.9% (10)
M.Ed. Reading	0.0%	80.0% (4)
M.Ed. Secondary Teaching	10.0% (1)	90.0% (9)
M.Ed. Special Education	8.3% (1)	91.7% (11)
3. If you had it to do over again, would you choose the same major?		
M.Ed. Elementary Teaching	18.2% (2)	63.6% (7)
M.Ed. Reading	20.0% (1)	60.0% (3)
M.Ed. Secondary Teaching	0.0%	90.0% (9)
M.Ed. Special Education	16.7% (2)	83.3% (10)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
M.Ed. Elementary Teaching	27.3% (3)	54.5% (6)
M.Ed. Reading	0.0%	80.0% (4)
M.Ed. Secondary Teaching	50.0% (5)	50.0% (5)
M.Ed. Special Education	41.7% (5)	50.0% (6)
6. Should a hands-on course be required in your program?		
M.Ed. Elementary Teaching	18.2% (2)	63.6% (7)
M.Ed. Reading	0.0%	80.0% (4)
M.Ed. Secondary Teaching	10.0% (1)	70.0% (7)
M.Ed. Special Education	8.3% (1)	91.7% (11)

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

“Practical experience, advice, help in growing professionally”

“The experience of working w/children.”

“Great experience with children and duties of a teacher.”

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

“Application of material learned in class.”

“To practice methods taught”

“My reading practicum experience helped me gain insight into a variety of strategies to use to meet a variety of learning styles.”

“The hands-on weren't always very realistic of the true classroom experience.”

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

“Invaluable experience as reporter for BR Advocate. (Journalism) Very unhappy with practice teaching experience - poor teacher and very poor administrator from SLU.”

“Resource base to work from”

“How to deal with students. How to teach.”

“1st hand experience is the best teacher.”

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

“This was the most beneficial class in the entire degree program. It was the only time a professor visited my classroom.”

“Quality assistance, effective training, with eclectic approaches”

“A preview to the real world”

Perceptions of Southeastern

M.Ed. Elementary Teaching

Six (54.5%) of the respondents received their Baccalaureate degree from Southeastern, in the same field as their Master's. Three of the six (50.0%) indicated their undergraduate education prepared them “Effectively” for their Master's level education, and three (50.0%) indicated it prepared them “Very Effectively”.

M.Ed. Reading

Two (40.0%) of the respondents received their Baccalaureate degree from Southeastern, in the same field as their Master's. One of the two (50.0%) indicated his/her undergraduate education prepared him/her "Effectively" for Master's level education, and one (50.0%) indicated it prepared him/her "Very Effectively".

M.Ed. Secondary Teaching

Seven (70.0%) of the respondents received their Baccalaureate degree from Southeastern, six received it the same field as their Master's. Four of the seven (57.1%) indicated their undergraduate education prepared them "Effectively" for Master's level education and three (42.9%) indicated it prepared them "Very Effectively".

M.Ed. Special Education

Three (25.0%) of the respondents received their Baccalaureate degree from Southeastern, one received it the same field as his/her Master's. One of the three (33.3%) indicated her/his undergraduate education prepared him/her "Effectively" for Master's level education, one (33.3%) indicated it prepared her/him "Very Effectively", and one (33.3%) indicated she/he was prepared "Ineffectively".

Graduate Professional Education

M.Ed. Elementary Teaching

One (9.1%) of the respondents is currently enrolled in a degree program, one (9.1%) has completed a professional degree, one (9.1%) has taken classes, but not enrolled in a degree program, one (9.1%) plans to enroll in the next twelve months, one (9.1%) is likely to enroll in the future, and six (54.5%) have no plans for further education. Of those respondents with plans for further education, two (40.0%) plan on obtaining a doctorate, two (40.0%) plan on obtaining a second Master's and one (9.1%) plans on obtaining some "Other" degree. Of those respondents with further graduate experience, one (33.3%) indicated that Southeastern prepared him/her "Very Effectively" for further graduate/professional study, and two (66.7%) indicated that Southeastern prepared them "Effectively". Two (66.7%) of the respondents indicated that Southeastern prepared them about the same as most other students, and one (33.3%) indicated that Southeastern prepared them better than most other students. Of those who are enrolled in a degree program or who have completed a degree one (50.0%) respondent indicated his/her degree plan was "Very Closely Related" to her/his Master's degree from Southeastern.

M.Ed. Reading

One (20.0%) of the respondents has completed a degree but did not specify what type of degree. One (20.0%) has taken classes, but not enrolled in a degree program, two (40.0%) are likely to

enroll in the future, and one (20.0%) has no plans for further education. The respondents with plans for further education, did not specify the type of degree they plan to obtain. The respondent with further graduate experience indicated that Southeastern prepared him/her “Very Effectively” for further graduate/professional study, and Southeastern prepared her/him about the same as most other students.

M.Ed. Secondary Teaching

Two (20.0%) of the respondents have taken classes, but not enrolled in a degree program, two (20.0%) plan to enroll in the next twelve months, two (20.0%) are likely to enroll in the future, and four (40.0%) have no plans for further education. Of those respondents with plans for further education, five (83.3%) plan on obtaining a doctorate. Of those respondents with further graduate experience, one (50.0%) indicated that Southeastern prepared him/her “Very Ineffectively” for further graduate/professional study and one indicated that Southeastern prepared her/him “Effectively”. One (50.0%) of the respondents indicated that Southeastern prepared them about the same as most other students and one (50.0%) indicated she/he was prepared worse than most other students.

M.Ed. Special Education

One (8.3%) of the respondents is currently enrolled in a degree program, one (8.3%) has completed a doctorate degree, one (8.3%) plans to enroll in the next twelve months, three (25.0%) are likely to enroll in the future, and six (50.0%) have no plans for further education. Of those respondents with plans for further education, two (40.0%) plan on obtaining a doctorate, one (20.0%) plans on obtaining a second Master’s and one (20.0%) plans on obtaining some “Other” degree. Of those respondents with further graduate experience, one (50.0%) indicated that Southeastern prepared him/her “Effectively” for further graduate/professional study. One (50.0%) of the respondents indicated that Southeastern prepared her/him about the same as most other students. Neither of the respondents who are enrolled in a degree program or who have completed a degree completed the question on whether or not their graduate degree plan was related to their Master’s degree from Southeastern.

Employment

M.Ed. Elementary Teaching

One of the respondents did not answer any of the employment questions, therefore, this section is based on ten respondents rather than eleven.

Ten (100%) of the respondents are currently employed full-time. Six (60.0%) of the respondents had a full-time job prior to completing their degree from Southeastern, one (10.0%) accepted a job upon graduation, and three (30.0%) took 1-6 months to find a job. The respondents who did not have a job upon graduation, indicated that “Limited to only one geographic area”, “Tight job

market”, “Lack of experience”, and “Lack of job search skills” were minor problems in finding employment.

Nine (90.0%) of the respondents are currently in their first job and one (10.0%) has had two full-time jobs. In regards to sources for learning about their first full-time job, one (10.0%) indicated faculty at Southeastern, two (20.0%) from another student/friend, one (10.0%) was recruited by the employer, one (10.0%) from the Southeastern Job Fair, six (60.0%) already had the job, and one (10.0%) from an internship, practicum, or student teaching.

One of the ten respondents did not answer the remaining employment questions, therefore the remaining questions are based on nine respondents. All nine (100%) respondents are employed 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 (100%) respondents felt they are not underemployed. When asked about satisfaction with their present employment, six (66.7%) of the respondents are “Well satisfied; would not consider leaving” and three (33.3%) are “Satisfied, but would consider more desirable employment”.

All nine (100%) respondents are currently employed in the area of their Southeastern major. One (11.1%) respondent indicated an annual salary range of \$20,001-\$25,000 and eight (88.9%) gave a range of \$30,001-\$40,000.

M.Ed. Reading

All (100%) of the respondents are currently employed full-time. Four (80.0%) of the respondents had a full-time job prior to completing their degree from Southeastern and one (20.0%) accepted a job upon graduation. Two (40.0%) of the respondents are currently in their first job and three (60.0%) have had two full-time jobs. In regards to sources for learning about their first full-time job, one (20.0%) indicated faculty at Southeastern, one (20.0%) was recruited by the employer, one (20.0%) from the Southeastern Job Fair, and one (20.0%) already had the job.

One of the five respondents did not answer the remaining employment questions, therefore the remaining questions are based on four respondents. All four (100%) respondents are employed 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”, three (75%) respondents felt they are not underemployed. When asked about satisfaction with their present employment, all (100%) of the respondents are “Well satisfied; would not consider leaving”.

One (25.0%) of the respondents is currently employed in the area of his/her Southeastern major and three (75.0%) are employed in an area related to their major. Two (50.0%) respondents indicated an annual salary range of \$25,001-\$30,000 and two (50.0%) gave a range of \$30,001-\$40,000.

M.Ed. Secondary Teaching

Eight (80.0%) of the respondents are currently employed full-time, one (10.0%) is employed part-time and satisfied with part-time employment, and one (10.0%) is unemployed and not looking for employment. One (10.0%) of the respondents has not had a full-time job since completing their graduate degree, six (60.0%) of the respondents had a full-time job prior to completing their degree from Southeastern, one (10.0%) accepted a job upon graduation, and two (20.0%) took 1-6 months to find a job. The respondents who did not have a job upon graduation, indicated that “Limited to only one geographic area”, “Tight job market”, and “Age discrimination” were minor problems in finding employment. Major problems in finding employment included “Tight job market” and “Racial discrimination”.

Of the nine respondents who have had a full-time job since graduating, six (66.7%) are currently in their first job and two (22.2%) have had two full-time jobs. In regards to sources for learning about their first full-time job, one (11.1%) indicated faculty at Southeastern, one (11.1%) was recruited by the employer, three (33.3%) already had the job, and one (11.1%) from an internship, practicum, or student teaching.

All eight (100%) of the respondents who are currently employed full-time are employed in the state of Louisiana. Six (75.0%) are employed in K-12 education and two (25.0%) are employed in higher 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”, all (100%) respondents felt they are not underemployed. When asked about satisfaction with their present employment, six (75.0%) of the respondents are “Well satisfied; would not consider leaving” and two (25.0%) are “Satisfied, but would consider more desirable employment”.

Five (62.5%) of the respondents are currently employed in the area of their Southeastern major and three (37.5%) are employed in an area related to their major. Two (25.0%) respondents indicated an annual salary range of \$25,001-\$30,000 five (62.5%) gave a range of \$30,001-\$40,000, and one indicated a salary range of \$40,001-\$50,000.

M.Ed. Special Education

Eleven (91.7%) of the respondents are currently employed full-time, the other respondent is currently not employed and not looking for employment. All (100.0%) of the respondents had a full-time job prior to completing their degree from Southeastern. Eight (66.7%) of the respondents are currently in their first job and two (16.7%) have had two full-time jobs. In regards to sources for learning about their first full-time job, one (8.3%) indicated from another student/friend, one (8.3%) was recruited by the employer, and eight (66.7%) already had the job.

Three of the respondents who are employed full-time did not answer the remaining employment questions, therefore the remaining questions are based on eight respondents. All eight (100%) respondents are employed in the state of Louisiana. Six (75.0%) in K-12 education, one (12.5%) in government, and one (12.5%) is 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”, seven (87.5%) respondents felt they are not underemployed, while one (12.5%) felt he/she is underemployed. When asked about satisfaction with their present employment, two (25.0%) of the respondents are “Well satisfied; would not consider leaving” and six (75.0%) are “Satisfied, but would consider more desirable employment”.

Seven (87.5%) of the respondents are currently employed in the area of their Southeastern major and one (12.5%) is employed in an area related to his/her Southeastern major. One (12.5%) respondent indicated an annual salary range of \$20,001-\$25,000 and six (75.0%) gave a range of \$30,001-\$40,000.

Professional Activities

M.Ed. Elementary Teaching

All of the respondents (100%) indicated they currently hold licensure/certification. Eight (72.7%) indicated they have Teaching Certification, and three (27.3%) did not specify the type of licensure/certification. Seven (63.6%) of the respondents are members of a professional organization, and six (54.5%) have attended a professional meeting in the past year.

M.Ed. Reading

All of the respondents (100%) indicated they currently hold licensure/certification. Three (60.0%) indicated they have Teaching Certification, and two (40.0%) did not specify the type of licensure/certification. Four (80.0%) of the respondents are members of a professional organization, and two (40%) have attended a professional meeting in the past year.

M.Ed. Secondary Teaching

Nine (90.0%) of the respondents indicated they currently have teaching certification, the other respondent did not answer the questions regarding licensure/certification. Eight (80.0%) of the respondents are a member of a professional organization, and five (50.0%) have attended a professional meeting in the past year.

M.Ed. Special Education

All (100%) of the respondents currently hold teaching certification. Eight (66.7%) of the respondents are members of a professional organization, and seven (58.3%) have attended a professional meeting in the past year.

Department of Communication Science Disorders

Table 18
Satisfaction with Degree Program

Number of Respondents: M.S. in Communication Science Disorders - 16					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
How satisfied are you with the:					
Overall quality of your department					
M.S. in Communication Science Disorders	0.0%	0.0%	12.5% (2)	56.3% (9)	31.3% (5)
Overall quality of your degree program					
M.S. in Communication Science Disorders	0.0%	0.0%	6.3% (1)	56.3% (9)	37.5% (6)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
M.S. in Communication Science Disorders	0.0%	0.0%	12.5% (2)	43.8% (7)	43.8% (7)
Usefulness of the academic advice you received from your advisor					
M.S. in Communication Science Disorders	0.0%	12.5% (2)	31.3% (5)	31.3% (5)	25.0% (4)
Opportunities to interact with faculty outside of class					
M.S. in Communication Science Disorders	0.0%	18.8% (3)	18.8% (3)	18.8% (3)	43.8% (7)
Effectiveness of the faculty as teachers					
M.S. in Communication Science Disorders	0.0%	0.0%	18.8% (3)	50.0% (8)	31.3% (5)
Friendliness and helpfulness of the office staff					
M.S. in Communication Science Disorders	6.3% (1)	0.0%	37.5% (6)	37.5% (6)	18.8% (3)
Interest shown by faculty in your academic development					
M.S. in Communication Science Disorders	0.0%	12.5% (2)	18.8% (3)	37.5% (6)	31.3% (5)
Effectiveness of beginning courses in preparing you for advanced courses					
M.S. in Communication Science Disorders	0.0%	0.0%	25.0% (4)	37.5% (6)	37.5% (6)
Quality of instruction in advanced courses					
M.S. in Communication Science Disorders	0.0%	6.3% (1)	12.5% (2)	43.8% (7)	37.5% (6)

Table 18 continued					
Satisfaction with Degree Program					
Department of Communication Science Disorders					
Number of Respondents: M.S. in Communication Science Disorders - 16					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Professional activities, associations, or clubs					
M.S. in Communication Science Disorders	0.0%	12.5% (2)	25.0% (4)	50.0% (8)	12.5% (2)
Practicum, internship, clinical, or other hands-on experiences outside of the classroom					
M.S. in Communication Science Disorders	0.0%	0.0%	18.8% (3)	37.5% (6)	43.8% (7)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
M.S. in Communication Science Disorders	0.0%	6.3% (1)	31.3% (5)	31.3% (5)	31.3% (5)
Availability of the required courses					
M.S. in Communication Science Disorders	0.0%	0.0%	31.3% (5)	37.5% (6)	31.3% (5)
Availability of elective courses you wanted to take in your major					
M.S. in Communication Science Disorders	0.0%	12.5% (2)	37.5% (6)	37.5% (6)	12.5% (2)
Quality of instruction regarding standards and ethics in your major field					
M.S. in Communication Science Disorders	0.0%	0.0%	18.8% (3)	37.5% (6)	43.8% (7)
Friendliness and helpfulness of faculty					
M.S. in Communication Science Disorders	0.0%	0.0%	37.5% (6)	25.0% (4)	37.5% (6)
Opportunities for you to collaborate with other students on class projects					
M.S. in Communication Science Disorders	0.0%	0.0%	12.5% (2)	62.5% (10)	25.0% (4)
Computer resources (PC and/or mainframe) for courses in your major					
M.S. in Communication Science Disorders	18.8% (3)	6.3% (1)	37.5% (6)	37.5% (6)	0.0%
Library resources related to your major					
M.S. in Communication Science Disorders	6.3% (1)	37.5% (6)	18.8% (3)	25.0% (4)	12.5% (2)
Use of appropriate technology in the classroom					
M.S. in Communication Science Disorders	0.0%	18.8% (3)	43.8% (7)	25.0% (4)	12.5% (2)

Table 18 continued					
Satisfaction with Degree Program					
Department of Communication Science Disorders					
Number of Respondents: M.S. in Communication Science Disorders - 16					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Facilities and equipment related to your major					
M.S. in Communication Science Disorders	0.0%	18.8% (3)	31.3% (5)	31.3% (5)	18.8% (3)
Help/encouragement you received from faculty in your department with regard to further educational opportunities					
M.S. in Communication Science Disorders	0.0%	18.8% (3)	25.0% (4)	37.5% (6)	18.8% (3)
The size of classes in your major					
M.S. in Communication Science Disorders	0.0%	0.0%	12.5% (2)	31.3% (5)	56.3% (9)
Encouragement you received from faculty in your department with regard to finding employment in your field					
M.S. in Communication Science Disorders	6.3% (1)	6.3% (1)	31.3% (5)	37.5% (6)	18.8% (3)

Table 18 continued		
Satisfaction with Degree Program		
Department of Communication Science Disorders		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
M.S. in Communication Science Disorders	0.0%	100.0% (16)
3. If you had it to do over again, would you choose the same major?		
M.S. in Communication Science Disorders	0.0%	93.8% (15)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
M.S. in Communication Science Disorders	0.0%	100.0% (16)
6. Should a hands-on course be required in your program?		
M.S. in Communication Science Disorders	0.0%	100.0% (16)

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

“practical, functional skills; prevented me from being overly nervous or feeling incompetent on my first jobs”

“Opportunity to apply concepts that were taught to a clinical experience.”

“The knowledge a practice of speaking with parents, practical experiences in schools, & the ability to work with someone experienced in the field.”

“I was able to work in various settings thus giving me better understanding of jobs available to me.”

“Perspectives of other professionals in my particular field outside of faculty; experience with administrative and business - like aspects of my field that I wasn't exposed to in classroom. A chance to see textbook examples of clinical pts. Also, an excellent source for new contacts in the field.”

“The ability to go into the workforce feeling competent in my field of study.”

“I had more than one experience. One was invaluable, the other, a waste of time. More careful selection of supervision should be enacted.”

“Based on an internship I realized that I enjoy working with children and changed my job to meet that need.”

“Great for intermediate level clinic. Advanced clinic not appropriate term because requirements indicated switching from child to adult clinic which was very different. However, clinical questions were not encouraged because the student was supposedly ‘advanced.’”

“Contacts for job opportunities and helpful experience related to my field.”

Perceptions of Southeastern

Four (25.0%) of the respondents received their Baccalaureate degree from Southeastern, three received it the same field as their Master’s. Three of the four (75.0%) indicated their undergraduate education prepared them “Effectively” for Master’s level education and one (25.0%) indicated it prepared him/her “Very Effectively”.

Graduate Professional Education

Four (25.0%) of the respondents plan on obtaining a doctorate or some “Other” degree in the future. Twelve (75.0%) of the respondents have no plans for further education.

Employment

Fifteen (93.8%) of the respondents are currently employed full-time and one (6.3%) is employed part-time and satisfied with part-time employment. Two (12.5%) of the respondents had a full-time job prior to completing their degree from Southeastern, two (12.5%) accepted a job upon graduation, ten (62.5%) took 1-6 months to find a job, and two (12.5%) took over a year to find a full-time job.

The twelve 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 not 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 Masters.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	16.7% (2)	25.0% (3)	58.3% (7)
Not knowing what I wanted to do	0.0%	8.3% (1)	91.7% (11)
Tight job market	50.0% (6)	25.0% (3)	25.0% (3)
Lack of marketable skills	0.0%	0.0%	100.0% (12)
Lack of educational qualifications	0.0%	0.0%	100.0% (12)
Reputation of Southeastern	0.0%	16.7% (2)	83.3% (10)
Lack of experience	8.3% (1)	33.3% (4)	58.3% (7)
Lack of job search skills	0.0%	16.7% (2)	83.3% (10)
Poor GPA	0.0%	0.0%	100.0% (12)
Racial discrimination	0.0%	0.0%	100.0% (12)
Gender discrimination	0.0%	0.0%	100.0% (12)
Age discrimination	0.0%	0.0%	100.0% (12)

Of those respondents who have had a full-time job since graduating, eight (50.0%) are currently in their first job, six (37.5%) have had two full-time jobs, and two (12.5%) have had three or more full-time jobs. In regards to sources for learning about their first full-time job, two (12.5%) indicated faculty at Southeastern, one (6.3%) from Southeastern’s Career Development Services, three (18.8%) from a newspaper/trade publication, one (6.3%) from a professional meeting, four (25.0%) from another student/friend, one (6.3%) from a public/private employment agency, one (6.3%) already had the job, and five (31.3%) from an internship, practicum, or student teaching.

Eight (53.3%) of the fifteen respondents who are employed full-time are employed in the state of Louisiana. Eleven (73.3%) are employed in K-12 education, two (13.3%) in a nonprofit organization, one (6.7%) in private practice, and one (6.7%) 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”, fourteen (93.3%) respondents felt they are not underemployed, while one (6.7%) felt he/she is underemployed. When asked about satisfaction with their present employment, eleven (73.3%) of the respondents are “Well satisfied; would not consider leaving” and four (26.7%) are “Satisfied, but would consider more desirable employment”.

All (100.0%) of the respondents are currently employed in the area of their Southeastern major. Two (13.3%) of the respondents indicated an annual salary range of \$20,001-\$25,000, five (33.3%) gave a range of \$25,001-\$30,000, six (40.0%) gave a range of \$30,001-\$40,000, and two (13.3%) gave a range of \$40,001-\$50,000.

Professional Activities

Fourteen (87.5%) of the respondents indicated they currently have licensure/certification. Below are the types of licensure/certifications indicated:

- ASHA & State licensed SLP
- CCC-SCP MA state license
- CCC-SLP
- CCC-SLP Certificate of Clinical Competence
- Certificate of Clinical Competence CCC
- Certificate of Clinical Competence in Speech Language Pathology
- LA License & national certification
- LA license, ASHA license clinical competence (CCC's)
- Licensed in Speech Therapy CCC in Speech Therapy
- Professional & state
- Speech-Language-Pathologist
- Speech-Language-Pathology
- Speech -Language Pathology Certificate of Clinical competence
- Speech Pathologist, CCC-SLP

Both of the respondents who do not currently have licensure/certification plan on becoming Certified Speech-Language Pathologists in the next 12 months.

Fifteen (93.8%) of the respondents are members of a professional organization, and fourteen (87.5%) have attended a professional meeting in the past year.

Department of Kinesiology and Health Studies

Table 20
Satisfaction with Degree Program

Number of Respondents: M.A. Health Studies - 5; M.A. Kinesiology - 3					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
M.A. Health Studies	0.0%	20.0% (1)	20.0% (1)	40.0% (2)	20.0% (1)
M.A. Kinesiology	0.0%	0.0%	33.3% (1)	33.3% (1)	33.3% (1)
Overall quality of your degree program					
M.A. Health Studies	20.0% (1)	0.0%	20.0% (1)	40.0% (2)	20.0% (1)
M.A. Kinesiology	0.0%	0.0%	66.7% (2)	33.3% (1)	0.0%
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
M.A. Health Studies	0.0%	20.0% (1)	20.0% (1)	0.0%	60.0% (3)
M.A. Kinesiology	0.0%	0.0%	0.0%	66.7% (2)	33.3% (1)
Usefulness of the academic advice you received from your advisor					
M.A. Health Studies	0.0%	20.0% (1)	20.0% (1)	20.0% (1)	40.0% (2)
M.A. Kinesiology	33.3% (1)	0.0%	33.3% (1)	0.0%	33.3% (1)
Opportunities to interact with faculty outside of class					
M.A. Health Studies	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
M.A. Kinesiology	0.0%	0.0%	0.0%	0.0%	100.0% (3)
Effectiveness of the faculty as teachers					
M.A. Health Studies	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
M.A. Kinesiology	0.0%	0.0%	0.0%	33.3% (1)	66.7% (2)
Friendliness and helpfulness of the office staff					
M.A. Health Studies	20.0% (1)	20.0% (1)	0.0%	20.0% (1)	40.0% (2)
M.A. Kinesiology	0.0%	0.0%	66.7% (2)	0.0%	33.3% (1)
Interest shown by faculty in your academic development					
M.A. Health Studies	0.0%	20.0% (1)	20.0% (1)	0.0%	60.0% (3)
M.A. Kinesiology	0.0%	0.0%	33.3% (1)	0.0%	66.7% (2)
Effectiveness of beginning courses in preparing you for advanced courses					
M.A. Health Studies	20.0% (1)	20.0% (1)	20.0% (1)	0.0%	40.0% (2)
M.A. Kinesiology	0.0%	0.0%	66.7% (2)	0.0%	33.3% (1)

Table 20 continued					
Satisfaction with Degree Program					
Department of Kinesiology and Health Studies					
Number of Respondents: M.A. Health Studies - 5; M.A. Kinesiology - 3					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Quality of instruction in advanced courses					
M.A. Health Studies	20.0% (1)	0.0%	40.0% (2)	0.0%	40.0% (2)
M.A. Kinesiology	0.0%	0.0%	33.3% (1)	0.0%	66.7% (2)
Professional activities, associations, or clubs					
M.A. Health Studies	20.0% (1)	20.0% (1)	20.0% (1)	20.0% (1)	20.0% (1)
M.A. Kinesiology	0.0%	0.0%	66.7% (2)	0.0%	33.3% (1)
Practicum, internship, clinical, or other hands-on experiences outside of the classroom					
M.A. Health Studies	20.0% (1)	20.0% (1)	20.0% (1)	20.0% (1)	20.0% (1)
M.A. Kinesiology	33.3% (1)	0.0%	33.3% (1)	0.0%	33.3% (1)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
M.A. Health Studies	20.0% (1)	0.0%	0.0%	40.0% (2)	40.0% (2)
M.A. Kinesiology	0.0%	0.0%	33.3% (1)	0.0%	66.7% (2)
Availability of the required courses					
M.A. Health Studies	0.0%	40.0% (2)	0.0%	40.0% (2)	20.0% (1)
M.A. Kinesiology	0.0%	0.0%	33.3% (1)	66.7% (2)	0.0%
Availability of elective courses you wanted to take in your major					
M.A. Health Studies	20.0% (1)	20.0% (1)	0.0%	40.0% (2)	20.0% (1)
M.A. Kinesiology	0.0%	0.0%	33.3% (1)	66.7% (2)	0.0%
Quality of instruction regarding standards and ethics in your major field					
M.A. Health Studies	0.0%	40.0% (2)	0.0%	20.0% (1)	40.0% (2)
M.A. Kinesiology	0.0%	0.0%	0.0%	66.7% (2)	33.3% (1)
Friendliness and helpfulness of faculty					
M.A. Health Studies	0.0%	20.0% (1)	0.0%	20.0% (1)	60.0% (3)
M.A. Kinesiology	0.0%	0.0%	33.3%	0.0%	66.7% (2)
Opportunities for you to collaborate with other students on class projects					
M.A. Health Studies	0.0%	20.0% (1)	0.0%	20.0% (1)	60.0% (3)
M.A. Kinesiology	0.0%	0.0%	66.7% (2)	33.3% (1)	0.0%
Computer resources (PC and/or mainframe) for courses in your major					
M.A. Health Studies	20.0% (1)	20.0% (1)	20.0% (1)	20.0% (1)	20.0% (1)
M.A. Kinesiology	33.3% (1)	0.0%	66.7% (2)	0.0%	0.0%

Table 20 continued					
Satisfaction with Degree Program					
Department of Kinesiology and Health Studies					
Number of Respondents: M.A. Health Studies - 5; M.A. Kinesiology - 3					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Library resources related to your major					
M.A. Health Studies	0.0%	40.0% (2)	20.0% (1)	40.0% (2)	0.0%
M.A. Kinesiology	33.3% (1)	0.0%	33.3% (1)	33.3% (1)	0.0%
Use of appropriate technology in the classroom					
M.A. Health Studies	0.0%	40.0% (2)	20.0% (1)	20.0% (1)	20.0% (1)
M.A. Kinesiology	0.0%	33.3% (1)	33.3% (1)	33.3% (1)	0.0%
Facilities and equipment related to your major					
M.A. Health Studies	0.0%	40.0% (2)	0.0%	40.0% (2)	20.0% (1)
M.A. Kinesiology	0.0%	33.3% (1)	66.7% (2)	0.0%	0.0%
Help/encouragement you received from faculty in your department with regard to further educational opportunities					
M.A. Health Studies	0.0%	20.0% (1)	20.0% (1)	20.0% (1)	40.0% (2)
M.A. Kinesiology	0.0%	33.3% (1)	0.0%	33.3% (1)	33.3% (1)
The size of classes in your major					
M.A. Health Studies	0.0%	20.0% (1)	20.0% (1)	20.0% (1)	40.0% (2)
M.A. Kinesiology	0.0%	0.0%	33.3% (1)	33.3% (1)	33.3% (1)
Encouragement you received from faculty in your department with regard to finding employment in your field					
M.A. Health Studies	20.0% (1)	20.0% (1)	60.0% (3)	0.0%	0.0%
M.A. Kinesiology	33.3% (1)	0.0%	33.3% (1)	0.0%	33.3% (1)

Table 20 continued		
Satisfaction with Degree Program		
Department of Kinesiology and Health Studies		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
M.A. Health Studies	40.0% (2)	60.0% (3)
M.A. Kinesiology	33.3% (1)	66.7% (2)
3. If you had it to do over again, would you choose the same major?		
M.A. Health Studies	20.0% (1)	60.0% (3)
M.A. Kinesiology	66.7% (2)	33.3% (1)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
M.A. Health Studies	80.0% (4)	20.0% (1)
M.A. Kinesiology	33.3% (1)	66.7% (2)
6. Should a hands-on course be required in your program?		
M.A. Health Studies	0.0%	80.0% (4)
M.A. Kinesiology	0.0%	100.0% (3)

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

“Knowledge on how to use many machines related to my field”

“Wish I had!”

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

“I learned I had a passion for teaching and leading.”

Perceptions of Southeastern

M.A. Health Studies

Three (60.0%) of the respondents received their Baccalaureate degree from Southeastern, one received it the same field as her/his Master’s. One of the three (33.3%) indicated his/her undergraduate education prepared her/him “Effectively” for Master’s level education, one (33.3%) indicated it prepared him/her “Ineffectively”, and one (33.3%) indicated it prepared him/her “Very Effectively”.

M.A. Kinesiology

Two (67.7%) of the respondents received their Baccalaureate degree from Southeastern, in the same field as their Master's. One of the two (50.0%) indicated his/her undergraduate education prepared her/him "Ineffectively" for Master's level education.

Graduate Professional Education

M.A. Health Studies

One of the respondents (20.0%) has taken classes but has not enrolled in a degree program. The respondent plans on obtaining a second Master's degree. Four (80.0%) of the respondents have no plans for further education. None of the graduates have plans for further education. The respondent with further graduate school experience indicated that Southeastern was "Very Effective" in preparing her/him for further graduate study, and she/he felt that Southeastern prepared him/her "Better than Most" students were prepared for graduate school.

M.A. Kinesiology

None of the three respondents have plans for further graduate education.

Employment

M.A. Health Studies

Four (80.0%) of the respondents are currently employed full-time and one (20.0%) is employed part-time and satisfied with part-time employment. Four (80.0%) of the respondents had a full-time job prior to completing their degree from Southeastern and one (20.0%) accepted a job upon graduation.

Four (80.0%) of the respondents are currently in their first full-time job since graduation and one (20.0%) has had three or more full-time jobs. In regards to sources for learning about their first full-time job, two (40.0%) indicated faculty at Southeastern, one (20.0%) from a parent or relative, one (20.0%) was recruited by the employer, and one (20.0%) from the Southeastern Job Fair.

Three (75.0%) of the four respondents who are employed full-time are employed in the state of Louisiana. Two (50.0%) are employed in K-12 education, one (25.0%) in higher education, and one (6.7%) 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", two (50.0%) respondents felt they are not underemployed, while two (50.0%) felt they are underemployed. When asked about satisfaction with their present employment, two (50.0%) of the respondents are "Well satisfied; would not

consider leaving” and two (50.0%) are “Satisfied, but would consider more desirable employment”.

One (25.0%) of the respondents is currently employed in the area of his/her Southeastern major, two (50.0%) are employed in an area related to their major, and one (25.0%) is employed in an area not related to his/her major because she/he could not find a job he/she wanted. One (25.0%) of the respondents indicated an annual salary range of \$15,001-\$20,000, one (25.0%) gave a range of \$25,001-\$30,000, and two (40.0%) gave a range of \$30,001-\$40,000.

M.A. Kinesiology

All three (100%) of the respondents are currently employed full-time. Two (33.3%) of the respondents had a full-time job prior to completing their degree from Southeastern and one (33.3%) took 7-12 months to find a full-time job. The respondent indicated that “Tight job market”, “Limited to one geographic area”, “Lack of experience”, and “Lack of job search skills” were major problems in obtaining employment. Furthermore, “Gender discrimination” and “Age discrimination” were minor problems.

One (33.3%) of the respondents is currently in her/his first full-time job since graduation and one (33.3%) has had two full-time jobs. In regards to sources for learning about their first full-time job, one (33.3%) indicated a newspaper/trade publication, and one (33.3%) already had a job.

One of the three respondents did not answer the remaining question regarding employment, so the rest of the employment results are based on two respondents.

Both of the respondents are employed in the state of Louisiana. One (50.0%) is employed in K-12 education and one (50.0%) is 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”, both (100%) respondents felt they are underemployed. When asked about satisfaction with their present employment, one (50.0%) of the respondents is “Well satisfied; would not consider leaving” and one (50.0%) is “Satisfied, but would consider more desirable employment”.

One (50.0%) of the respondents is currently employed in the area of his/her Southeastern major and one (50.0%) is employed in an area not related to his/her major because she/he would have to relocate for a job in her/his field. One (50.0%) of the respondents indicated an annual salary range of \$25,001-\$30,000 and one (50.0%) gave a range of \$40,001-\$50,000.

Professional Activities

M.A. Health Studies

Three (60.0%) of the respondents indicated they currently have licensure/certification, including CHES and National & State NATABOC. The other two respondents do not plan on obtaining licensure/certification in the next twelve months.

Two (40.0%) of the respondents are members of a professional organization, and two (40.0%) have attended a professional meeting in the past year.

M.A. Kinesiology

One (33.3%) of the respondents currently holds a teaching certificate. The two respondents without licensure/certification do not plan to obtain it in the next twelve months.

Two (66.7%) of the respondents are currently a member of a professional organization, and two (66.7%) have attended a professional meeting in the past year.

School of Nursing

Table 21
Satisfaction with Degree Program

Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MSN Nursing - 10					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
MSN Nursing	0.0%	10.0% (1)	20.0% (2)	30.0% (3)	40.0% (4)
Overall quality of your degree program					
MSN Nursing	0.0%	10.0% (1)	30.0% (3)	40.0% (4)	20.0% (2)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
MSN Nursing	20.0% (2)	0.0%	10.0% (1)	20.0% (2)	50.0% (5)
Usefulness of the academic advice you received from your advisor					
MSN Nursing	0.0%	10.0% (1)	20.0% (2)	20.0% (2)	40.0% (4)
Opportunities to interact with faculty outside of class					
MSN Nursing	0.0%	0.0%	30.0% (3)	60.0% (6)	10.0% (1)
Effectiveness of the faculty as teachers					
MSN Nursing	0.0%	0.0%	30.0% (3)	50.0% (5)	20.0% (2)
Friendliness and helpfulness of the office staff					
MSN Nursing	0.0%	0.0%	20.0% (2)	50.0% (5)	30.0% (3)
Interest shown by faculty in your academic development					
MSN Nursing	0.0%	10.0% (1)	10.0% (1)	40.0% (4)	40.0% (4)
Effectiveness of beginning courses in preparing you for advanced courses					
MSN Nursing	0.0%	10.0% (1)	20.0% (2)	40.0% (4)	30.0% (3)
Quality of instruction in advanced courses					
MSN Nursing	0.0%	10.0% (1)	20.0% (2)	50.0% (5)	20.0% (2)
Professional activities, associations, or clubs					
MSN Nursing	10.0% (1)	0.0%	50.0% (5)	40.0% (4)	0.0%
Practicum, internship, clinical, or other hands-on experiences outside of the classroom					
MSN Nursing	10.0% (1)	0.0%	30.0% (3)	40.0% (4)	20.0% (2)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
MSN Nursing	0.0%	10.0% (1)	40.0% (4)	40.0% (4)	10.0% (1)

Table 21 continued					
Satisfaction with Degree Program					
School of Nursing					
Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very satisfied, please indicate how satisfied you are with the following aspects of your degree program.					
Number of Respondents: MSN Nursing - 10					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of the required courses					
MSN Nursing	0.0%	10.0% (1)	10.0% (1)	60.0% (6)	20.0% (2)
Availability of elective courses you wanted to take in your major					
MSN Nursing	0.0%	0.0%	30.0% (3)	60.0% (6)	10.0% (1)
Quality of instruction regarding standards and ethics in your major field					
MSN Nursing	0.0%	0.0%	30.0% (3)	20.0% (2)	50.0% (5)
Friendliness and helpfulness of faculty					
MSN Nursing	0.0%	0.0%	20.0% (2)	50.0% (5)	20.0% (2)
Opportunities for you to collaborate with other students on class projects					
MSN Nursing	0.0%	0.0%	10.0% (1)	50.0% (5)	40.0% (4)
Computer resources (PC and/or mainframe) for courses in your major					
MSN Nursing	10.0% (1)	0.0%	40.0% (4)	40.0% (4)	10.0% (1)
Library resources related to your major					
MSN Nursing	20.0% (2)	20.0% (2)	30.0% (3)	20.0% (2)	10.0% (1)
Use of appropriate technology in the classroom					
MSN Nursing	10.0% (1)	0.0%	40.0% (4)	20.0% (2)	30.0% (3)
Facilities and equipment related to your major					
MSN Nursing	10.0% (1)	10.0% (1)	30.0% (3)	40.0% (4)	10.0% (1)
Help/encouragement you received from faculty in your department with regard to further educational opportunities					
MSN Nursing	0.0%	10.0% (1)	40.0% (4)	30.0% (3)	20.0% (2)
The size of classes in your major					
MSN Nursing	0.0%	0.0%	20.0% (2)	30.0% (3)	50.0% (5)
Encouragement you received from faculty in your department with regard to finding employment in your field					
MSN Nursing	10.0% (1)	20.0% (2)	50.0% (5)	10.0% (1)	10.0% (1)

Table 21 continued		
Satisfaction with Degree Program		
School of Nursing		
	No	Yes
2.	Would you recommend Southeastern to someone interested in what you majored in?	
MSN Nursing	20.0% (2)	80.0% (8)
3.	If you had it to do over again, would you choose the same major?	
MSN Nursing	20.0% (2)	70.0% (7)
4.	Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?	
MSN Nursing	0.0%	100.0% (10)
6.	Should a hands-on course be required in your program?	
MSN Nursing	10.0% (1)	90.0% (9)

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

“Administrative Educative Counseling”

“Professional Role Development”

“Hands on experience in the real world. This cannot be duplicated in the classroom setting”

“Development of clinical skills; Opportunity to observe experienced practitioners”

“practice in practical application of teaching concepts/theories”

“None”

“Real-life application of theory.”

Perceptions of Southeastern

Five (50.0%) of the respondents received their Baccalaureate degree from Southeastern, all in the same field as their Master’s. One (20.0%) indicated his/her undergraduate education prepared her/him “Ineffectively” for Master’s level education, three (60.0%) indicated they were “Effectively” prepared, and one indicated she/he was “Very Effectively” prepared.

Graduate Professional Education

One (10.0%) of the respondents has completed a professional degree, one (10.0%) plans on enrolling in a degree program in the next 12 months, four (40.0%) of the respondents will likely enroll in a degree program in the future, and four (40.0%) of the respondents have no plans for further education. The five respondents with plans for further education plan on obtaining a doctorate. The respondent who has another degree indicated his/her experiences at Southeastern “Effectively” prepared her/him for further graduate education. The respondent felt he/she was prepared “About the Same as Most” other students.

Employment

One respondent did not respond to the Employment section, therefore this section is based on nine respondents. All (100.0%) of the respondents are currently employed full-time. All nine (100.0%) of the respondents had a full-time job prior to completing their degree from Southeastern.

Six (66.7%) of the respondents are currently in their first job and three (33.3%) have had two full-time jobs. In regards to sources for learning about their first full-time job, one (11.1%) from a newspaper/trade publication and nine (100.0%) indicated they already had a job.

One of the respondents did not answer the remaining employment questions, thus the rest of the employment results are based on eight respondents. Seven (87.5%) of the eight respondents are employed in the state of Louisiana. One (12.5%) is employed in higher education, one (12.5%) in government, and six (75.0%) in a health agency. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed”, three (37.5%) respondents felt they are not underemployed, while five (62.5%) felt they are underemployed. When asked about satisfaction with their present employment, three (37.5%) of the respondents are “Well satisfied; would not consider leaving”, two (25.0%) are “Satisfied, but would consider more desirable employment”, two (25.0%) “Dislike employment; seeking or will seek other employment” and one (12.5%) is unsure about his/her satisfaction.

Five (62.5%) of the respondents are currently employed in the area of their Southeastern major and three (37.5%) are employed in an area related to their major. Two (25.0%) of the respondents indicated an annual salary range of \$30,001-\$40,000, four (50.0%) gave a range of \$40,001-\$50,000, and two (25.0%) indicated an annual salary of more than \$50,000.

Professional Activities

Eight (80.0%) of the respondents currently hold licensure/certification, one (10.0%) indicated she/he plans on obtaining C.S. licensure/certification in the next twelve months, and one indicated that licensure/certification is not available in his/her field. Below are the types of currently held licensure/certification indicated:

Advanced Practice RN (CNS, NP)
ANCC
RN (2 respondents)
RN licensure only
RN/ANCC Med-Surg Certification
RN Licensure High Risk Neonatal Intensive Care Nursing Certification

Six (60.0%) of the respondents are members of a professional organization, and five (50.0%) of the respondents have attended a professional meeting in the past year.