

Survey of Undergraduate Alumni Spring 2007

Southeastern Louisiana University



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Office of Institutional Research & Assessment

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Executive Summary

Southeastern Louisiana University believes that Baccalaureate Degree Alumni can provide insights into the value of their degree and the influence a degree from Southeastern has had on their lives. The information provided can be used to help assess where the university has been, and help plan where the university is going. Alumni's perceptions of the value of their education, the influence their educational experiences have had on their life, and where and what the alumni are currently doing gives the university a wonderful opportunity to review the university's accomplishments and shortcomings. Therefore, in Academic Year 2006-2007, Southeastern conducted a Survey of Undergraduate Alumni

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

- Over 80% of respondents are continuing or plan to continue their education.
- The majority of respondents who have continued their education have done so in a program related to their Southeastern major.
- 98% of respondents are satisfactorily employed.
- Of the respondents employed full-time, 87% are employed in the state of Louisiana.
- The majority of respondents are employed in the area of their Southeastern major, or a related major.
- Overall, the average income of alumni exceeds the average income of Louisiana residents.
- 95% of respondents indicated they would recommend Southeastern to a friend or family member considering college.
- The majority of respondents would select Southeastern again for their college education.
- Almost all of the respondents felt that their college education improved the quality of their lives.
- Southeastern most helped respondents develop the ability to learn on their own, followed by learning to work with groups or teams, recognition of the value of coming into contact with people different from you, and ability to use computers.

Method

Participants

A total of 4,293 surveys were mailed to Baccalaureate degree alumni who graduated in Academic Years 2002-2003, 2003-2004, and 2004-2005 and for whom the Southeastern Alumni Office had a valid address. Of the 4,293 surveys sent, 143 were returned as non-deliverable and 501 were completed and returned. This reflects a response rate of 12%. Table 1 provides a breakdown of return rates by program.

Table 1
Survey Return Rates by Program

Program	Number of Surveys Mailed	Number of Surveys Returned	Return Rate
B.A. Communications	180	17	9%
B.A. Communications Education	5	2	40%
B.A. Cultural Resource Management	10	1	10%
B.A. English	72	13	18%
B.A. English Education	22	1	5%
B.A. Liberal Arts Studies	20	1	5%
B.A. French	5	3	60%
B.A. French Education	1	0	0%
B.A. Spanish	11	7	64%
B.A. History	56	4	7%
B.A. Political Science	39	5	13%
B.A. Social Studies Education	32	4	2%
B. Mu. Music	10	2	20%
B. M. Ed. Music Education	6	0	0%
B.A. Psychology	156	21	14%
B.A. Criminal Justice	134	17	22%
B.A. Sociology	54	7	13%
B.A. Art	73	6	8%
B.A. Art Education	2	2	100%
B.S. Accounting	242	38	16%
B.A. General Business	313	33	11%

Table 1			
Survey Return Rates by Program			
Program	Number of Surveys Mailed	Number of Surveys Returned	Return Rate
B.A. Management	456	40	9%
B.S. Finance	129	11	9%
B.A. Marketing	286	28	10%
B.S. Family Consumer Sciences	84	15	18%
B.A. Social Work	100	14	14%
B.A. Elementary Education	350	44	13%
B.A. Special Education, Mild/Moderate	33	7	21%
B.G.S. General Studies	374	22	6%
B.A. Speech, Language & Hearing	37	10	27%
B.S. Athletic Training	16	2	13%
B.S. Health Education & Promotion	2	0	0%
B.S. Kinesiology	125	18	14%
B.S. Nursing	284	52	18%
B.S. Biology	164	28	17%
B.S. Horticulture	8	2	25%
B.S. Science Education (Biology)	11	2	18%
B.S. Chemistry	22	2	9%
B.S. Physics	3	1	33%
B.S. Computer Science	68	3	4%
B.S. Industrial Technology	122	13	11%
B.S. Mathematics	17	1	6%
B.S. Mathematics Education	17	2	12%

Of the returned surveys, 77% (n=388) were female and 23% (n=113) were male. The vast majority (92%, n=462) were White, Non-Hispanic, while 5% (n=23) were Black, Non-Hispanic, 2% (n=9) were Hispanic, 0.2% (n=1) were Asian/Pacific Islander, and 0.8% (n=4) were American Indian/Alaskan Native.

Procedure

A notification post card was mailed to alumni in January 2007. This informed alumni of the upcoming survey and allowed for address updates. The survey was mailed to alumni during Spring 2007. Included in the survey was a business reply envelope and a small gift. Ten days

later, a post card reminder was mailed to students who had not responded. A few weeks following the mailing of the post cards, a second survey was mailed to all students who had not yet responded. The second mailing included a personalized cover letter from department heads encouraging alumni to respond to the survey.

Instrument

There were seven sections in the survey, including:

- “Section 1 - Satisfaction with Your Degree Program”. Questions corresponded to the Southeastern Exit Survey, but also asked for information about the quality of any internships, practicum, or clinical experiences while a student.
- “Section 2 - General Skills”. General education outcomes, such as ability to use logic and critical thinking skills, ability to comprehend and analyze reading material, and ability to speak effectively were addressed.
- “Section 3 - Perceptions of Southeastern”. Alumni were asked to rate their level of agreement with statements concerning strategic planning benchmarks of the university as well as their participation in study abroad, honors, and undergraduate research.
- “Section 4 - Graduate/Professional Education”. This section asked the alumni to indicate what further educational goals they have completed or plan to pursue.
- “Section 5 - Employment”. Questions centered on the types of employment found, how long it took to find employment, and obstacles encountered while searching for full-time employment, as well as annual salary range.
- “Section 6 - Professional Activities”. Alumni were asked about any types of licensure/certification obtained, as well as participation in any professional organizations.
- “Section 7 - Overall Satisfaction with Southeastern”. Attitudes regarding overall satisfaction with their educational experience at Southeastern, and whether they would recommend Southeastern to a friend or family member considering college were addressed.

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

In addition, departments were given the opportunity to develop questions specific to their majors which would be included as a special insert. Eight departments developed questions to be included in the alumni survey, those departments were: Accounting, Visual Arts, Kinesiology &

Health Studies, Management, Marketing & Finance, and Nursing. A copy of the special questions can be found in Appendix B.

Results

All Respondents

The overall results of Section 2 - “General Skills”, Section 3 - “Perceptions of Southeastern”, Section 4 - “Graduate/Professional Education”, Section 5 - “Employment”, Section 6 - “Professional Activities”, and Section 7 - “Overall Satisfaction with Southeastern” are reported first. This is followed by program specific results arranged by department from Section 1 - “Satisfaction with Your Degree Program”, Section 4 - “Graduate/Professional Education”, Section 5 - “Employment” and Section 6 - “Professional Activities”. However, 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.

General Skills

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

**Table 2
General Skills**

7. On a scale of 1 through 5, where 1 means Did Not Help at All and 5 means Helped a Lot, indicate how much Southeastern helped you in developing the following skills or abilities.					
	Did Not Help at All - 1	2	3	4	Helped a Lot - 5
Ability to write well					
	1.8% (9)	8.8% (44)	24.6% (123)	32.7% (164)	31.7% (159)
Ability to speak effectively					
	1.4% (7)	6.8% (34)	22.0% (110)	36.3% (182)	33.1% (166)
Ability to comprehend reading material and to analyze its meaning					
	1.6% (8)	6.6% (33)	24.2% (121)	36.3% (182)	30.3% (152)
Ability to use logic and critical thinking skills					
	1.0% (5)	4.2% (21)	19.0% (95)	38.3% (192)	37.1% (186)
Table 2 cont. General Skills					

7. On a scale of 1 through 5, where 1 means Did Not Help at All and 5 means Helped a Lot, indicate how much Southeastern helped you in developing the following skills or abilities.					
	Did Not Help at All - 1	2	3	4	Helped a Lot -5
Ability to see relationships, similarities, and distinctions between ideas					
	0.8% (4)	4.6% (23)	18.0% (90)	41.3% (207)	34.7% (174)
Ability to apply problem-solving techniques					
	0.8% (4)	4.4% (22)	21.0% (105)	38.9% (195)	34.3% (172)
Ability to use mathematical and statistical concepts and tools					
	3.4% (17)	9.8% (49)	26.3% (132)	34.1% (171)	25.7% (129)
Ability to locate, evaluate, and effectively use information					
	0.6% (3)	3.2% (16)	23.8% (119)	36.5% (183)	35.1% (176)
Understanding the nature of science and the scientific method					
	4.4% (21)	10.0% (50)	30.5% (153)	31.1% (156)	23.2% (116)
Familiarity with key applications of the basic sciences					
	3.2% (16)	9.8% (49)	28.3% (142)	32.3% (162)	25.0% (125)
Ability to learn on your own					
	2.6% (13)	4.0% (20)	13.6% (68)	35.3% (177)	43.3% (217)
Ability to work with groups or teams					
	1.8% (9)	2.8% (14)	19.6% (98)	35.7% (179)	38.9% (195)
Recognition of the value of coming into contact with people different from you					
	1.8% (9)	3.8% (19)	19.6% (98)	33.7% (169)	40.3% (202)
Understanding the nature and value of at least one of the performing arts					
	4.8% (24)	8.4% (42)	25.0% (125)	32.5% (163)	28.5% (143)
Wider acquaintance with and enjoyment of literature					
	3.6% (18)	11.0% (55)	27.5% (138)	28.3% (142)	27.9% (140)
Personal set of values and ethical standards					
	5.0% (25)	6.4% (32)	22.8% (114)	31.5% (158)	32.5% (163)
Understanding the nature and value of civic engagement					
	3.8% (19)	12.0% (60)	34.1% (171)	29.1% (146)	19.8% (99)
Table 2 cont. General Skills					

7. On a scale of 1 through 5, where 1 means Did Not Help at All and 5 means Helped a Lot, indicate how much Southeastern helped you in developing the following skills or abilities.					
	Did Not Help at All - 1	2	3	4	Helped a Lot -5
Awareness of how political and economic trends impact families and communities					
	3.6% (18)	13.4% (67)	29.1% (146)	30.1% (151)	22.6% (113)
Awareness of historical trends which influence current events					
	3.6% (18)	11.6% (58)	29.5% (148)	28.9% (145)	25.1% (126)
Awareness of how different areas or subjects may be related					
	1.6% (8)	5.2% (26)	24.4% (122)	39.1% (196)	28.7% (144)
Ability to utilize computers					
	3.2% (16)	4.8% (24)	15.8% (79)	32.3% (162)	43.1% (216)

Perceptions of Southeastern

**Table 3
Perceptions of Southeastern**

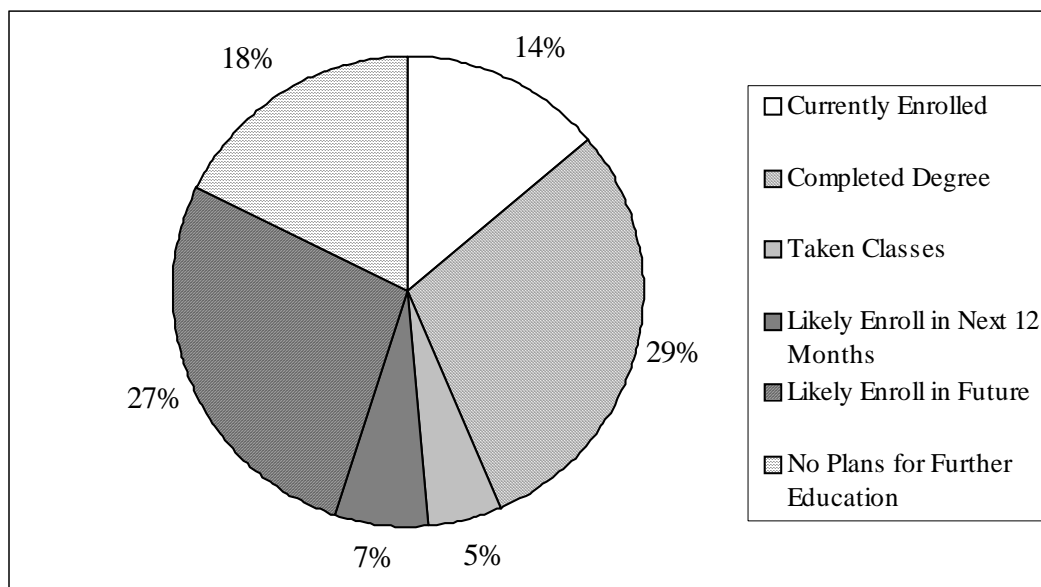
8. Using a scale from 1 to 5, where 1 means Strongly Disagree, and 5 means Strongly Agree, please indicate your agreement with the following.					
	Strongly Disagree - 1	2	3	4	Strongly Agree - 5
Southeastern was a “family friendly” campus.					
	1.6% (8)	3.0% (15)	15.6% (78)	29.5% (148)	50.3% (252)
Southeastern provided a positive, supportive environment for minority students.					
	0.4% (2)	2.8% (14)	22.6% (113)	32.3% (162)	39.9% (200)
Southeastern has a pretty campus.					
	1.0% (5)	3.6% (18)	17.2% (86)	29.3% (147)	48.5% (243)
The appearance of Southeastern’s campus improved while I attended Southeastern.					
	1.8% (9)	1.2% (6)	10.0% (50)	26.5% (133)	59.9% (300)
There was a sense of racial harmony on campus..					
	1.4% (7)	4.2% (21)	21.0% (105)	34.7% (174)	37.5% (188)
There was a sense of personal safety/security on campus					
	1.2% (6)	2.6% (13)	13.0% (65)	41.9% (210)	41.1% (206)
The campus was, generally, free from harassment (e.g. sexual, racial, etc.)					
	1.0% (5)	2.2% (11)	8.2% (41)	32.3% (162)	55.5% (278)
Overall, there was a campus atmosphere of ethnic, political, and religious understanding and acceptance.					
	1.8% (9)	2.4% (12)	10.4% (52)	37.3% (187)	47.9% (240)

In this section, students were also asked about their participation in and satisfaction with study abroad/student exchange program, honors program, and research programs. Two percent (n=9) of the respondents had participated in a study-abroad/student exchange program. Of those who participated, 89% (n=8) were satisfied with the program. Almost 20% (n=98) of respondents participated in an honors program, and of those who participated, 78% (n=76) were satisfied with the experience. One percent of the respondents (n=7) participated in a research program.

Graduate/ Professional Education

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

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



Since graduating, 15% (n=75) have obtained a master’s degree, 3% (n=13) have completed a second baccalaureate degree and 8% (n=46) have obtained some other type of degree. Of those who have completed a degree or have plans for further education, 16% (n=64) already have the highest degree they plan on obtaining, 51% (n=207) plan on obtaining a master’s degree, 16% (n=65) plan on obtaining a doctorate, 5% (n=21) plan on obtaining a professional degree, 6% (n=24) plan on obtaining a second baccalaureate and 5% (n=18) plan on obtaining some other degree.

Of those with graduate school experience, 19% (n=46) indicated that their educational experiences at Southeastern were “Very Effective” in preparing them for further study, while 44% (n=104) indicated Southeastern was “Effective”, 6% (n=15) indicated Southeastern was “Ineffective”, and 3% (n=6) indicated Southeastern was “Very Ineffective”. When asked how well Southeastern prepared them for further study in comparison to other students, 18% (n=42) indicated “Better than Most”, 49% (n=118) indicated “About the Same as Most”, and 5% (n=11) indicated “Worse than Most”. Of those students who have completed a degree or are currently enrolled in a degree program, 44% (n=94) indicated the degree was “Very Closely Related” to their Southeastern major, while 15% (n=33) indicated it was “Somewhat Related”, and 5% (n=11) indicated it was “Not at all Related”.

Graduates are attending or attended the following institutions:

Southeastern Louisiana University - 67 graduates
Louisiana State University - 15 graduates
Southern University - 6 graduates
Southern University, New Orleans - 4 graduates
University of New Orleans - 4 graduates
Concordia University - 2 graduates
Tulane - 2 graduates
University of Phoenix - 2 graduates
Argosy University - 1 graduate
Colorado Technical University - 1 graduate
Delgado - 1 graduate
DeVry - 1 graduate
Grand Canyon University - 1 graduate
Louisiana State University Health Sciences Center - 1 graduate
Louisiana Tech - 1 graduate
Loyola University - 1 graduate
McNeese State University - 1 graduate
Monterey Institute of International Studies - 1 graduate
National University - La Jolla, CA - 1 graduate
New Orleans Baptist Theological Seminary - 1 graduate
Nicholls State University - 1 graduate
Our Lady of Holy Cross - 1 graduate
Our Lady of the Lake College - 1 graduate
Regis University - 1 graduate
Ross University School of Medicine - 1 graduate
SUNY - Buffalo - 1 graduate
Syracuse University - 1 graduate
Texas A & M - 1 graduate
University of Louisiana at Lafayette - 1 graduate
University of Miami - 1 graduate
University of South Alabama - 1 graduate
University of St. Augustine - 1 graduate
West Virginia University - 1 graduate

Employment History

Forty-six of the respondents (9%) have held no full-time job since graduating from Southeastern. Twenty-six percent of those respondents who have had a full-time job (26%, n=119) had their first full-time permanent job before completing their degree, and 16% (n=72) accepted the position upon graduation. An additional 39% (n=178) obtained a full-time position 1-6 months after completing their degree, while 8% (n=37) of respondents took 7-12 months to find a job, and forty-four respondents (10%) took more than a year to obtain a position.

The 259 respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 4 presents what were considered major problems, minor problems, or no problem.

Table 4			
Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	23% (60)	35% (90)	42% (108)
Not knowing what I wanted to do	21% (53)	23% (59)	56% (146)
Tight job market	43% (111)	32% (83)	25% (64)
Lack of marketable skills	9% (24)	28% (73)	61% (158)
Lack of educational qualifications	4% (11)	15% (40)	80% (207)
Reputation of Southeastern	2% (4)	12% (32)	88% (222)
Lack of experience	32% (84)	34% (88)	33% (86)
Lack of job search skills	5% (12)	24% (63)	70% (182)
Poor GPA	1% (2)	8% (20)	91% (236)
Racial discrimination	1% (3)	5% (14)	93% (240)
Gender discrimination	2% (4)	7% (19)	90% (234)
Age discrimination	4% (11)	12% (32)	83% (213)

Respondents who have had full-time employment since graduating from Southeastern were asked how effective their education was in preparing them for employment or improving their job performance. Thirty-one percent (31%, n=139) indicated their education was “Very Effective”, 56% (n=253) indicated it was “Effective”, 9% (n=40) indicated it was “Ineffective”, and 4% (n=17) indicated it was “Very Ineffective”. Furthermore, 48% (n=218) have had one full-time job or are in their first job since graduating, 38% (n=172) have had two full-time jobs, and 13% (n=59) have had three or more full-time jobs.

Alumni were also asked where they learned about their first full-time job. Table 5 provides information on how students found a job.

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

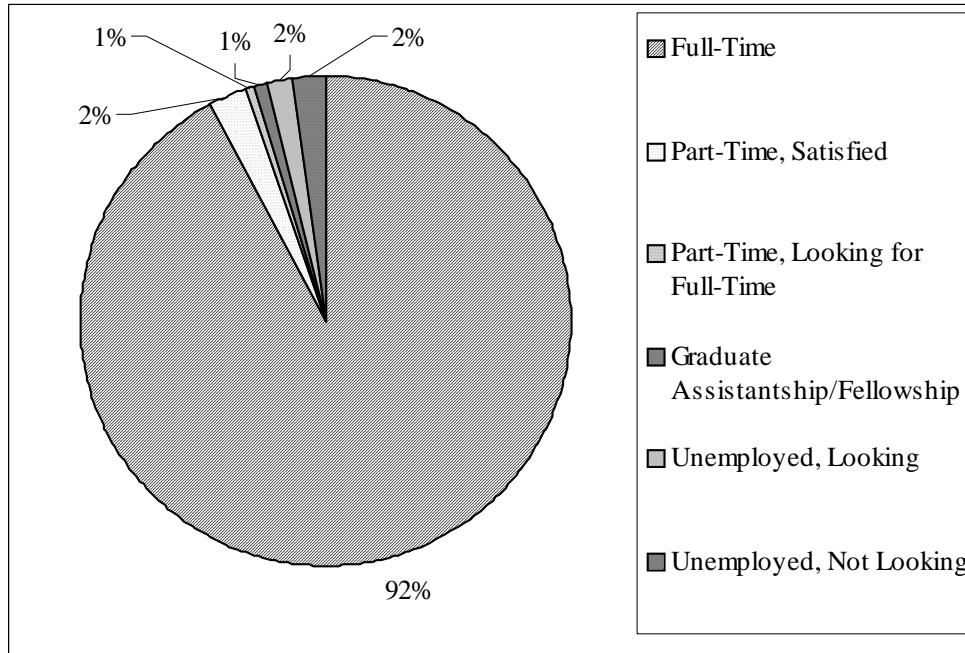
	Number and Percent Indicating Yes
Faculty at Southeastern	6% (27)
Parent or relative	14% (63)
Southeastern's Career Services	3% (14)
Newspaper/trade publication	12% (54)
Professional meeting	2% (8)
Another student/friend	16% (70)
Already had job	15% (69)
Internship, Practicum, or Student Teaching	10% (46)
Recruited by employer	15% (69)
Public/Private employment agency	2% (8)
Southeastern Job Fair	7% (30)
Internet	13% (59)

Current Employment

Overall, 98% of the respondents who have had a full-time job are satisfactorily employed. Ninety-two percent (92%) are employed full-time. Figure 2 shows current employment status.

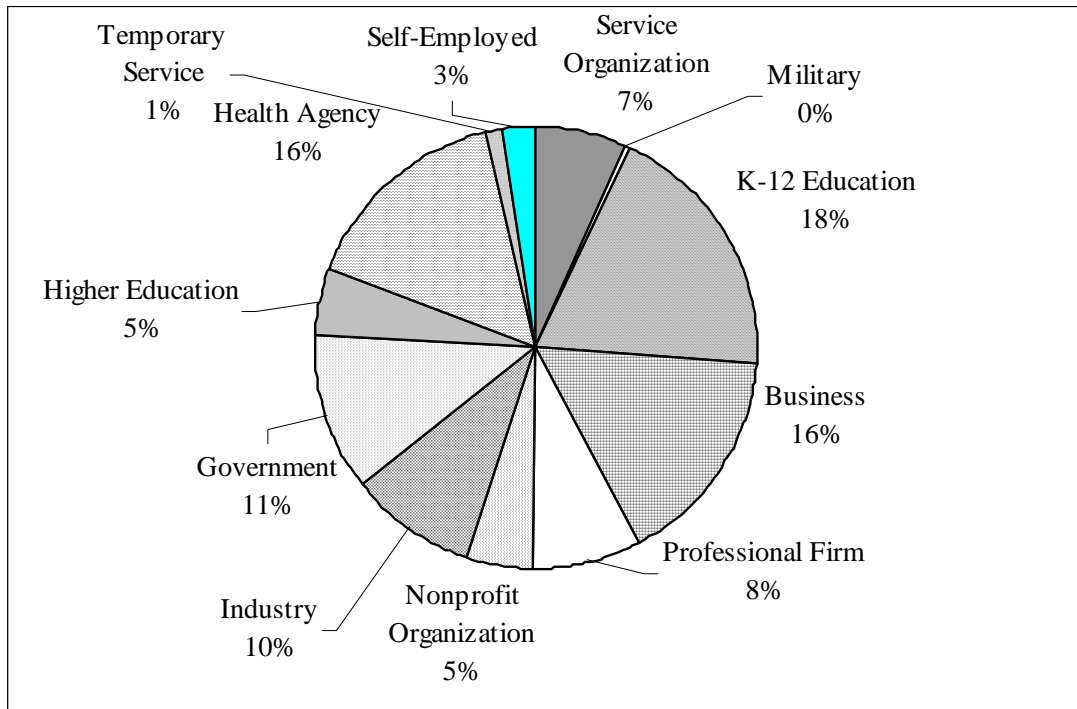
Figure 2

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



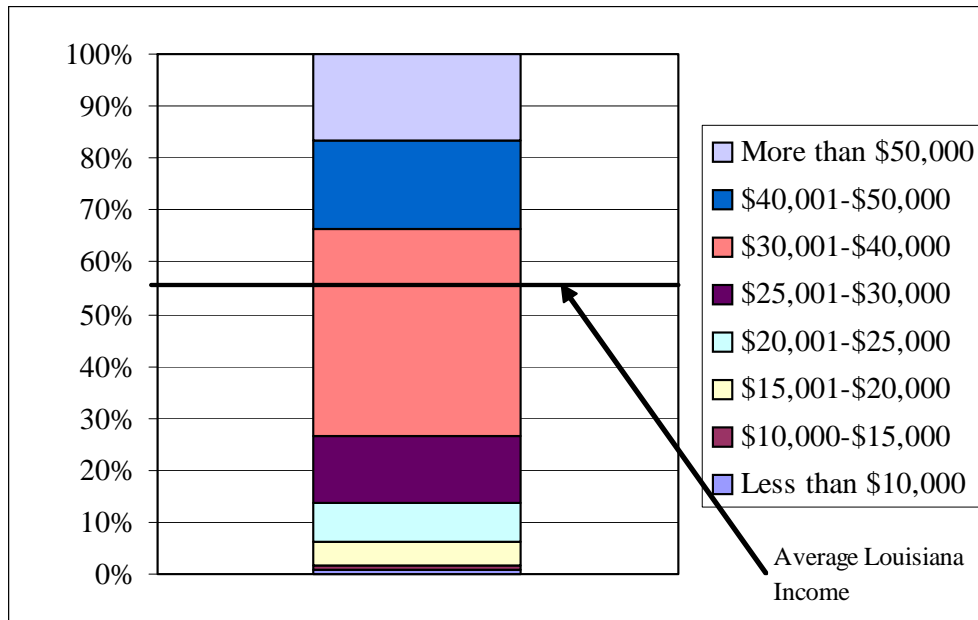
This section only includes results of those respondents who are currently employed full-time (n=417). The majority of respondents (87%, n=364) are currently employed in the state of Louisiana, while 11% (n=45) are employed outside the state. Figure 3 shows the type of organizations in which respondents are employed.

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



Respondents appear to be doing well in terms of salary. Over 40% of the respondents exceed the 2006 average income of Louisiana residents. Thirty-three percent (33%) make more than \$40,000 per year. Figure 4 provides a break-down of respondents' annual salary.

Figure 4
Please indicate your annual salary range.



Overall, respondents are satisfied with their current employment. Forty-five percent (45%, n=186) indicated they are well satisfied and would not consider leaving, while 42% (n=173) are satisfied, but would consider leaving for more desirable employment. Only 11% (n=45) dislike their employment, and an additional 1% (n=4) are not sure. Over quarter (26%, n=110) of the respondents did indicate that they are currently underemployed, that is their job requires lower levels of skill and training than those they acquired at Southeastern. The majority of the respondents are employed in the area of their Southeastern major, or in an area related to their major. Nineteen percent (19%, n=81) of the respondents are employed in an area not related to their Southeastern major. The main reason for not being employed in an area related to their Southeastern major is because they “Could not find a job” they wanted (44%, n=36). This was followed by: “Developed a new career interest” (19%, n=15), “Better opportunity for advancement” (10%, n=8), “Better pay” (7%, n=6), “Would have to relocate for a job” in the field (7%, n=6), “Never planned to work in the field” (5%, n=4), and “Have not obtained licensure, registration, or certification required for my field” (5%, n=4).

Professional Activities

Seventeen percent of the respondents (14%, n=71) indicated that licensure/certification is not available in their field. Of the remaining, 40% (n=201) currently hold licensure/certification in their field. Of the 45% (n=223) who do not currently have licensure, 30% (n=66) plan to obtain licensure/certification in the next 12 months. Our graduates are moderately active in professional organizations. Forty-one percent (n=206) are a member of a professional organization, and 46% (n=236) had attended a professional meeting in the past year.

Overall Satisfaction with Southeastern

In general, respondents were satisfied with Southeastern. Forty-five percent (44%, n=219) had a Very Positive general attitude toward Southeastern, and an additional 45% (n=223) had a Positive general attitude toward Southeastern. Forty-nine respondents (10%) indicated they had a Neutral general attitude toward Southeastern. Two percent (n=8) had a Negative attitude toward Southeastern, and less than 1% (n=2) had a Very Negative general attitude. When asked if they would recommend Southeastern to a friend or family member considering college, 65% (n=323) said they would with no reservations, an additional 30% (n=150) indicated they would with some reservations, and 4% (n=18) indicated they would with strong reservations. One percent (n=7) indicated they probably would not, and two respondents indicated they would not under any circumstances.

Overwhelmingly respondents indicated that if they were to do it again, they would elect to attend Southeastern for their undergraduate degree (n=406, 81%). Twelve percent (12%, n=58) did not know if they would attend Southeastern, and only 7% (n=37) indicated they would not attend Southeastern. When asked to compare the quality of education provided at Southeastern with that of other universities, 38% (n=190) indicated it was better than most, 56% (n=279) indicated it was about the same as most, and 4% (n=22) indicated it was worse than most. Respondents were also asked if their college education had improved the quality of their life, regardless of the financial benefits. Ninety-four percent (94%, n=471) indicated that the quality of their life had improved, and 6% (n=28) indicated it had not improved.

Comparison to Other Years

A similar survey was conducted in 2003-2004 (2000-2001 and 2001-2002 graduates). Compared to that survey, 11.8% more students strongly agreed with the statement “There was a sense of personal safety/security on campus”, and 10.8% more strongly agreed with the statement “The campus was, generally, free from harassment (e.g. sexual, racial, etc.). A higher percent of students had participated in Study Abroad, Honors, and Undergraduate Research. Respondents with satisfactory employment has increased from 96% to 98%.

Department of Communications

Table 6
Satisfaction with Degree Program

Number of Respondents: B.A. Communications-17					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.A. Communication	0.0%	11.8% (2)	11.8% (2)	29.4% (5)	47.1% (8)
Overall quality of your degree program					
B.A. Communication	0.0%	5.9% (1)	17.6% (3)	47.1% (8)	29.4% (5)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.A. Communication	5.9% (1)	11.8% (2)	29.4% (5)	35.3% (6)	17.6% (3)
Usefulness of the academic advice you received from your advisor					
B.A. Communication	0.0%	35.3% (6)	23.5% (4)	17.6% (3)	23.5% (4)
Opportunities to interact with faculty outside of class					
B.A. Communication	0.0%	5.9% (1)	17.6% (3)	29.4% (5)	47.1% (8)
Effectiveness of the faculty as teachers					
B.A. Communication	0.0%	11.8% (2)	5.9% (1)	52.9% (9)	29.4% (5)
Friendliness and helpfulness of the office staff					
B.A. Communication	5.9% (1)	5.9% (1)	29.4% (5)	23.5% (4)	35.3% (6)
Interest shown by faculty in your academic development					
B.A. Communication	11.8% (2)	0.0%	11.8% (2)	41.2% (7)	35.3% (6)
Effectiveness of beginning courses in preparing you for advanced courses					
B.A. Communication	5.9% (1)	11.8% (2)	29.4% (5)	41.2% (7)	11.8% (2)
Quality of instruction in advanced courses					
B.A. Communication	0.0%	11.8% (2)	5.9% (1)	35.3% (6)	47.1% (8)
Faculty treatment of students both inside and outside of the classroom					
B.A. Communication	0.0%	5.9% (1)	5.9% (1)	47.1% (8)	41.2% (7)
Professional activities, associations, or clubs associated with your major					
B.A. Communication	0.0%	17.6% (3)	41.2% (7)	11.8% (2)	29.4% (5)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.A. Communication	0.0%	11.8% (2)	23.5% (4)	41.2% (7)	23.5% (4)
Availability of the required courses					
B.A. Communication	5.9% (1)	17.6% (3)	41.2% (7)	17.6% (3)	17.6% (3)

Table 6 continued					
Satisfaction with Degree Program					
Department of Communications					
Number of Respondents: B.A. Communications-17					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.A. Communication	5.9% (1)	17.6% (3)	29.4% (5)	29.4% (5)	17.6% (3)
Quality of instruction regarding standards and ethics in your major field					
B.A. Communication	0.0%	5.9% (1)	23.5% (4)	41.2% (7)	29.4% (5)
Opportunities for you to collaborate with other students on class projects					
B.A. Communication	0.0%	5.9% (1)	5.9% (1)	41.2% (7)	47.1% (8)
Library resources related to your major					
B.A. Communication	0.0%	11.8% (2)	29.4% (5)	35.3% (6)	23.5% (4)
Use of appropriate technology in the classroom					
B.A. Communication	0.0%	11.8% (2)	29.4% (5)	58.8% (10)	0.0%
Facilities and equipment (including computer resources) for courses in your major					
B.A. Communication	0.0%	0.0%	41.2% (7)	35.3% (6)	23.5% (4)
Help you received from faculty in your department with regard to further educational opportunities					
B.A. Communication	0.0%	11.8% (2)	23.5% (4)	35.3% (6)	29.4% (5)
The size of classes in your major					
B.A. Communication	0.0%	0.0%	11.8% (2)	41.2% (7)	47.1% (8)
Help you received from faculty in your department with regard to finding employment in your field					
B.A. Communication	29.4% (5)	11.8% (2)	29.4% (5)	11.8% (2)	11.8% (2)
Global perspectives of courses					
B.A. Communication	5.9% (1)	5.9% (1)	41.2% (7)	35.3% (6)	11.8% (2)
The relevancy of courses					
B.A. Communication	0.0%	11.8% (2)	23.5% (4)	47.1% (8)	17.6% (3)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.A. Communication	11.8% (2)	5.9% (1)	11.8% (2)	58.8% (10)	11.8% (2)
Your advisor’s knowledge of requirements					
B.A. Communication	0.0%	0.0%	35.3% (6)	47.1% (8)	17.6% (3)
The accessibility of your advisor					
B.A. Communication	0.0%	11.8% (2)	35.3% (6)	23.5% (4)	29.4% (5)

Table 6 continued
Satisfaction with Degree Program
Department of Communications

Number of Respondents: B.A. Communications-17

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.A. Communication	0.0%	11.8% (2)	35.3% (6)	23.5% (4)	29.4% (5)

Table 6 continued		
Satisfaction with Degree Program		
Department of Communications		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.A. Communication	23.5% (4)	76.5% (13)
3. If you had it to do over again, would you choose the same major?		
B.A. Communication	41.2% (7)	47.1% (8)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.A. Communication	29.4% (5)	70.6% (12)
6. Should a hands-on course be required in your program?		
B.A. Communication	5.9% (1)	94.1% (16)

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

- Better job after graduating. More knowledge.
- Learned what is needed for radio and tv employment. Wrote and had published newspaper articles.
- Gives a real-world feel to what your career will be like after graduation.
- Real world skills
- Real job hand's on experience - realized this is not what I want to do.
- First off I aquired the internship by MYSELF with no help from anyone at SLU! But I did enjoy it.
- It was a non-profit group. So I utilized all of the skills I had to learned up until that point.

Perceptions of Southeastern

B.A. Communications

None of the Communications graduates had participated in the study-abroad/student exchange program. Three (17.6%) of the respondents had participated in the honors program, two (66.7%) were Somewhat Satisfied with the honors program. None of the respondents participated in a research program.

Graduate/Professional Education

B.A. Communications

One (5.9%) of the respondents are currently enrolled in a graduate/professional degree program. Four (23.5%) of the respondents have completed a degree (two a Masters, one a Professional

degree, and one some Other degree). Two (11.8%) of the respondents has taken classes, but not enrolled in a degree program. One (5.9%) of the respondents plans to enroll in a degree program in the next 12 months, six (35.3%) are likely to enroll in a degree program in the future, and two (11.8%) have no plans for further education. Ten (58.8%) of the respondents have obtained or plan on obtaining a master's, one (7.1%) plans on obtaining a doctorate, and three (17.6%) have obtained or plan on obtaining a professional degree.

Of the seven individuals with graduate school experience, five (71.4%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study and one (14.3%) indicated he/she was "Very Effectively" prepared. Five (71.4%) of the respondents indicated that Southeastern prepared them "About the Same as Most" other students and one (14.3%) indicated she/he was prepared "Better than Most".

Of the five respondents who are enrolled in a degree program or had completed a degree, one (20.0%) indicated it was "Very Closely Related", one (20.0%) indicated it was "Somewhat Related", and two (40.0%) "Not at all Related" to their bachelor's degree from Southeastern.

Employment

B.A. Communications

The majority of the respondents (82.4%, n=14) have been employed full-time since completing their degree. Of those respondents who have been employed full-time, three (21.4%) had jobs before completing their degrees, one (7.1%) accepted a position upon graduation, six (42.9%) respondents obtained a job 1-6 months after graduation, three (21.4%) took 7-12 months and one (7.1%) took over a year.

The ten respondents who did not have a job upon graduation, faced a variety of problems in obtaining employment. Table 7 presents what were considered major problems, minor problems, or no problem for the remaining seventeen.

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

Of those respondents who have had a full-time job since graduating, two (14.3%) indicated their education was “Very Effective” in preparing them for employment or improving their job performance, eight (57.1%) indicated it was “Effective”, three (21.4%) indicated it was “Ineffective” and one (7.1%) indicated it was “Very Ineffective”. Three (21.4%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern, eight (57.1%) have had two full-time jobs since graduating, and three (21.4%) have had three or more full-time jobs. In regards to sources for learning about their first full-time job, two (14.3%) indicated a parent or relative, one (7.1%) from a newspaper or trade publication, three (21.4%) from another student or friend, two (14.3%) already had a job, two (14.3%) from an internship or practicum, one (7.1%) was recruited by an employer, and four (28.6%) from the Internet.

All (100%) of the respondents who have had a full-time job are currently employed full-time. The majority (93.3%, n=14) work in the state of Louisiana. Two (13.3%) of the respondents are employed in higher education, one (6.7%) K-12 Education, four (26.7%) in a professional firm, two (13.3%) in industry, three (20.0%) in government, and three (20.0%) in business. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed”, eleven (73.3%) respondents felt they are not underemployed, while four (26.7%) felt they are underemployed. When asked about satisfaction with their present employment, seven (46.7%) are “Well satisfied, would not consider leaving”, six (40.0%) are

“Satisfied, but would consider more desirable employment”, one (6.7%) “Dislike[s] employment; seeking or will seek other employment”, and one (6.7%) is not sure.

Four (26.7%) of the respondents are currently employed in the area of their Southeastern major, four (26.7%) in an area related to their Southeastern major and seven (46.7%) are employed in an area not related to their Southeastern major. One (14.3%) of the respondents not employed in an area related to their major indicated he/she developed a new career interest, one (14.3%) for better pay, three (42.9%) respondents could not find a job the wanted, and one (14.3%) would have to relocate for a job in the field. Two (13.3%) of the respondents gave a salary range of \$20,001-\$25,000, four (26.7%) gave a salary range of \$25,001-\$30,000, four (26.7%) gave a salary range of \$30,001-\$40,000, three (20.0%) gave a range of \$40,001-\$50,000, and two (13.3%) indicated their salary was over \$50,000.

Professional Activities

B.A. Communication

Ten (58.8%) of the respondents indicated that licensure/certification is not available in their field, five (29.4%) indicated they did not have licensure/certification, and two (11.8%) have obtained it, one a JD and one a insurance state license. Of those who do not have licensure/certification, two (40.0%) plan on obtaining it in the next twelve months, one plans on obtaining a CBMI and the other did not indicate the license.

Six (35.3%) of the respondents are members of a professional organization, and nine (52.9%) have attended a professional meeting in the past year.

Department of English

Table 9
Satisfaction with Degree Program

Number of Respondents: B. A. English-13					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.A. English	0.0%	7.7% (1)	15.4% (2)	46.2% (6)	30.8% (4)
Overall quality of your degree program					
B.A. English	0.0%	7.7% (1)	30.8% (4)	30.8% (4)	30.8% (4)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.A. English	7.7% (1)	0.0%	15.4% (2)	15.4% (2)	61.5% (8)
Usefulness of the academic advice you received from your advisor					
B.A. English	0.0%	7.7% (1)	38.5% (5)	23.1% (3)	30.8% (4)
Opportunities to interact with faculty outside of class					
B.A. English	7.7% (1)	0.0%	30.8% (4)	0.0%	61.5% (8)
Effectiveness of the faculty as teachers					
B.A. English	0.0%	0.0%	23.1% (3)	30.8% (4)	46.2% (6)
Friendliness and helpfulness of the office staff					
B.A. English	0.0%	15.4% (2)	23.1% (3)	30.8% (4)	30.8% (4)
Interest shown by faculty in your academic development					
B.A. English	15.4% (2)	7.7% (1)	15.4% (2)	38.5% (5)	15.4% (2)
Effectiveness of beginning courses in preparing you for advanced courses					
B.A. English	0.0%	7.7% (1)	38.5% (5)	7.7% (1)	46.2% (6)
Quality of instruction in advanced courses					
B.A. English	0.0%	0.0%	38.5% (5)	15.4% (2)	46.2% (6)
Faculty treatment of students both inside and outside of the classroom					
B.A. English	0.0%	0.0%	15.4% (2)	46.2% (6)	38.5% (5)
Professional activities, associations, or clubs associated with your major					
B.A. English	7.7% (1)	7.7% (1)	23.1% (3)	30.8% (4)	23.1% (3)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.A. English	15.4% (2)	0.0%	30.8% (4)	15.4% (2)	38.5% (5)
Availability of the required courses					
B.A. English	0.0%	15.4% (2)	7.7% (1)	69.2% (9)	7.7% (1)

Table 9 continued					
Satisfaction with Degree Program					
Department of English					
Number of Respondents: B. A. English-13					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.A. English	0.0%	15.4% (2)	15.4% (2)	38.5% (5)	30.8% (4)
Quality of instruction regarding standards and ethics in your major field					
B.A. English	0.0%	15.4% (2)	23.1% (3)	7.7% (1)	53.8% (7)
Opportunities for you to collaborate with other students on class projects					
B.A. English	0.0%	7.7% (1)	23.1% (3)	38.5% (5)	30.8% (4)
Library resources related to your major					
B.A. English	7.7% (1)	23.1% (3)	15.4% (2)	23.1% (3)	30.8% (4)
Use of appropriate technology in the classroom					
B.A. English	7.7% (1)	23.1% (3)	30.8% (4)	30.8% (4)	7.7% (1)
Facilities and equipment (including computer resources) for courses in your major					
B.A. English	7.7% (1)	7.7% (1)	30.8% (4)	38.5% (5)	15.4% (2)
Help you received from faculty in your department with regard to further educational opportunities					
B.A. English	7.7% (1)	23.1% (3)	23.1% (3)	15.4% (2)	30.8% (4)
The size of classes in your major					
B.A. English	0.0%	0.0%	15.4% (2)	15.4% (2)	69.2% (9)
Help you received from faculty in your department with regard to finding employment in your field					
B.A. English	61.5% (8)	0.0%	23.1% (3)	7.7% (1)	7.7% (1)
The global perspective of courses					
B.A. English	0.0%	30.8% (4)	30.8% (4)	0.0%	38.5% (5)
The relevancy of courses					
B.A. English	7.7% (1)	23.1% (3)	15.4% (2)	7.7% (1)	46.2% (6)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.A. English	7.7% (1)	38.5% (5)	23.1% (3)	7.7% (1)	23.1% (3)
Your advisor’s knowledge of requirements					
B.A. English	0.0%	0.0%	23.1% (3)	30.8% (4)	46.2% (6)
The accessibility of your advisor					
B.A. English	0.0%	0.0%	23.1% (3)	30.8% (4)	46.2% (6)

Table 9 continued
Satisfaction with Degree Program
Department of English

Number of Respondents: B. A. English-13					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.A. English	7.7% (1)	15.4% (2)	15.4% (2)	23.1% (3)	38.5% (5)

Table 9 continued		
Satisfaction with Degree Program		
Department of English		
Number of Respondents: B. A. English-13		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.A. English	23.1% (3)	76.9% (10)
3. If you had it to do over again, would you choose the same major?		
B.A. English	61.5% (8)	30.8% (4)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.A. English	76.9% (10)	23.1% (3)
6. Should a hands-on course be required in your program?		
B.A. English	30.8% (4)	61.5% (8)

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

- Adobe Prepress Layout
- The teaching experience exposed me to the real world.

Perceptions of Southeastern

B.A. English

None of the English graduates had participated in study-abroad/student exchange, and two (15.4%) of them thought it would be a valuable experience. Five (38.5%) of the respondents had participated in the honors program, three (60.0%) were Very Satisfied with the experience and two (40.0%) were Somewhat Dissatisfied with the experience. None of the respondents participated in a research program.

Graduate/Professional Education

B.A. English

Three (23.1%) of the respondents are currently enrolled in a graduate/professional degree program, two (15.4%) have completed a Master’s degree, two (15.4%) have taken classes, but not enrolled in a degree program, five (38.5%) are likely to enroll in the future, and one (7.7%) has no plans for further education. Of those with graduate plans, one (8.3%) has earned the highest degree they plan on obtaining, five (41.7%) plan on earning a Master’s, three (25.0%) plan on obtaining a doctorate, two (16.7%) a professional degree, and one (8.3%) is unsure.

Of those with graduate experience, two (28.6%) of the respondents indicated that their educational experience at Southeastern “Effectively” prepared them for further study, two (28.6%) indicated they were “Very Effectively” prepared, and two (28.6%) were “Ineffectively” prepared. Three (42.9%) respondents indicated that Southeastern prepared them “About the Same as Most” students, two (28.6%) indicated they were prepared “Better than Most”, and one (14.3%) indicated his/her preparation was “Worse than Most”. Of those enrolled in or having completed a degree program, four (80.0%) indicated it was “Very Closely Related” to their bachelor’s degree from Southeastern and one (20.0%) indicated it was “Somewhat Related”.

Employment

B. A. English

Nine (69.2%) of the respondents have been employed full-time since completing their degree. Of those who have been employed full-time, three (33.3%) had a job prior to graduation, three (33.3%) took 1-6 months, one (11.1%) took 7-12 months to find a job and two (22.2%) took over a year.

The six respondents who did not have a job upon graduation, faced a variety of problems in obtaining employment. Table 10 presents what were considered major problems, minor problems, or no problem for those six.

Table 10			
Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limiting my job search to only one geographic area	0.0%	16.7% (1)	83.3% (5)
Not knowing what I wanted to do	16.7% (1)	50.0% (3)	33.3% (2)
Tight job market	50.0% (3)	50.0% (3)	0.0%
Lack of marketable skills	16.7% (1)	33.3% (2)	50.0% (3)
Lack of educational qualifications	16.7% (1)	16.7% (1)	66.7% (4)
Reputation of Southeastern	0.0%	16.7% (1)	83.3% (5)
Lack of experience	33.3% (2)	50.0% (3)	16.7% (1)
Lack of job search skills	16.7% (1)	0.0%	83.3% (5)
Poor GPA	0.0%	0.0%	100.0% (6)
Racial discrimination	0.0%	33.3% (2)	66.7% (4)
Gender discrimination	0.0%	0.0%	100.0% (6)
Age discrimination	16.7% (1)	0.0%	83.3% (5)

One of the respondents (11.1%) indicated his/her education was “Very Effective” in preparing her/him for employment or improving his/her job performance, three (33.3%) indicated it was “Effective”, and five (55.6%) indicated it was “Ineffective”. Three (33.3%) of the respondents are currently in their first full-time job since graduating from Southeastern, two (44.4%) have had two jobs, and two (22.2%) have had three or more jobs. In regards to sources for learning about their first full-time job, one (11.1%) indicated faculty at Southeastern, four (44.4%) from a newspaper/trade publication, one (11.1%) from another student or friend, two (22.2%) already had a job, and two (22.2%) from the internet.

Nine (100.0%) of the respondents are currently employed full-time. Of those, eight (88.9%) are employed in the state of Louisiana. One (11.1%) in higher education, two (22.2%) in a nonprofit organization, two (22.2%) in a professional firm, one (11.1%) in industry, one (1.1%) in government, one (11.1%) in business, and one (11.1%) 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 (22.2%) indicated they were not underemployed, while seven respondents (77.8%) indicated they are underemployed. When asked about satisfaction with their present employment, one (11.1%) is “Well Satisfied; would not consider leaving”, five (55.6%) were “Satisfied, but would consider more desirable employment”, and three (33.3%) “Dislike employment; seeking or will see5 other employment”. One (11.1%) of the respondents is working in the area of his/her Southeastern major, four (44.4%) in a related field, and four (44.4%) in an area not related to their major. Of the four, one (25.0%) never planned to work in the field, two (50.0%) could not find a job they wanted, and one (25.0%) does not have the licensure or certification required. Two (22.2%) of the respondents indicated their annual salary is in the range of \$15,001-\$20,000, two (22.2%) gave a salary range of \$20,001-\$25,000, one (11.1%) gave a salary range of \$25,001-\$30,000, and four (44.4%) gave a range of \$30,001-\$40,000.

Professional Activities

B.A. English

Three (23.1%) of the respondents indicated licensure/certification is not available in their field, eight (61.5%) do not currently have it, and two (15.4%) have it (one a Certificate of Clinical Competence and the other D.O.T. Certification. Of those who do not currently have it, three (37.5%) plan on obtaining it in the next twelve months. Two respondents will obtain a teaching certificate. Three (23.1%) of the respondents are members of a professional organization and six (46.2%) of the respondents have attended a professional meeting in the past year.

Department of Foreign Languages

Table 11
Satisfaction with Degree Program

Number of Respondents: B.A. Spanish-7					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.A. Spanish	0.0%	0.0%	16.7% (1)	83.3% (5)	0.0%
Overall quality of your degree program					
B.A. Spanish	0.0%	16.7% (1)	16.7% (1)	66.7% (4)	0.0%
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.A. Spanish	0.0%	16.7% (1)	16.7% (1)	50.0% (3)	16.7% (1)
Usefulness of the academic advice you received from your advisor					
B.A. Spanish	0.0%	16.7% (1)	0.0%	66.7% (4)	16.7% (1)
Opportunities to interact with faculty outside of class					
B.A. Spanish	0.0%	16.7% (1)	0.0%	50.0% (3)	33.3% (2)
Effectiveness of the faculty as teachers					
B.A. Spanish	0.0%	0.0%	16.7% (1)	50.0% (3)	33.3% (2)
Friendliness and helpfulness of the office staff					
B.A. Spanish	0.0%	16.7% (1)	0.0%	83.3% (5)	0.0%
Interest shown by faculty in your academic development					
B.A. Spanish	0.0%	16.7% (1)	16.7% (1)	33.3% (2)	33.3% (2)
Effectiveness of beginning courses in preparing you for advanced courses					
B.A. Spanish	0.0%	33.3% (2)	16.7% (1)	16.7% (1)	33.3% (2)
Quality of instruction in advanced courses					
B.A. Spanish	0.0%	0.0%	0.0%	66.7% (4)	33.3% (2)
Faculty treatment of students both inside and outside of the classroom					
B.A. Spanish	16.7% (1)	0.0%	16.7% (1)	50.0% (3)	16.7% (1)
Professional activities, associations, or clubs associated with your major					
B.A. Spanish	16.7% (1)	16.7% (1)	33.3% (2)	33.3% (2)	0.0%
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.A. Spanish	16.7% (1)	33.3% (2)	33.3% (2)	0.0%	16.7% (1)
Availability of the required courses					
B.A. Spanish	16.7% (1)	0.0%	33.3% (2)	50.0% (3)	0.0%

Table 11 continued
Satisfaction with Degree Program
Department of Foreign Languages & Literature

Number of Respondents: B.A. Spanish-7					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.A. Spanish	0.0%	16.7% (1)	33.3% (2)	50.0% (3)	0.0%
Quality of instruction regarding standards and ethics in your major field					
B.A. Spanish	0.0%	0.0%	33.3% (2)	66.7% (4)	0.0%
Opportunities for you to collaborate with other students on class projects					
B.A. Spanish	0.0%	0.0%	33.3% (2)	50.0% (3)	16.7% (1)
Library resources related to your major					
B.A. Spanish	16.7% (1)	0.0%	16.7% (1)	33.3% (2)	16.7% (1)
Use of appropriate technology in the classroom					
B.A. Spanish	0.0%	16.7% (1)	16.7% (1)	66.7% (4)	0.0%
Facilities and equipment (including computer resources) for courses in your major					
B.A. Spanish	0.0%	16.7% (1)	16.7% (1)	50.0% (3)	16.7% (1)
Help you received from faculty in your department with regard to further educational opportunities					
B.A. Spanish	33.3% (2)	0.0%	33.3% (2)	0.0%	33.3% (2)
The size of classes in your major					
B.A. Spanish	0.0%	0.0%	16.7% (1)	66.7% (4)	16.7% (1)
Help you received from faculty in your department with regard to finding employment in your field					
B.A. Spanish	33.3% (2)	33.3% (2)	0.0%	0.0%	33.3% (2)
The global perspective of courses					
B.A. Spanish	0.0%	33.3% (2)	16.7% (1)	33.3% (2)	16.7% (1)
The relevancy of courses					
B.A. Spanish	0.0%	16.7% (1)	33.3% (2)	16.7% (1)	33.3% (2)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.A. Spanish	16.7% (1)	16.7% (1)	16.7% (1)	33.3% (2)	16.7% (1)
Your advisor’s knowledge of requirements					
B.A. Spanish	16.7% (1)	0.0%	16.7% (1)	50.0% (3)	16.7% (1)
The accessibility of your advisor					
B.A. Spanish	0.0%	33.3% (2)	16.7% (1)	33.3% (2)	16.7% (1)

Table 11 continued
Satisfaction with Degree Program
Department of Foreign Languages & Literature

Number of Respondents: B.A. Spanish-7					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.A. Spanish	0.0%	33.3% (2)	16.7% (1)	33.3% (2)	16.7% (1)

Table 11 continued		
Satisfaction with Degree Program		
Department of Foreign Languages		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.A. Spanish	33.3% (2)	66.7% (4)
3. If you had it to do over again, would you choose the same major?		
B.A. Spanish	16.7% (1)	50.0% (3)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.A. Spanish	33.3% (2)	66.7% (4)
6. Should a hands-on course be required in your program?		
B.A. Spanish	33.3% (2)	66.7% (4)

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

- Real knowledge of profession.
- I taught Spanish at the SLU Head Start and it gave me very valuable and practical experience.
- I learned about the basic roles and function of a Governmental institution. This experience led me to my current career in a non-profit organization.

Perceptions of Southeastern

B.A. Spanish

None of the Spanish graduates participated in the study abroad program. One (16.7%) of the respondents participated in the honors program and was Somewhat Satisfied with the experience. None of the respondents participated in a research program.

Graduate/Professional Education

B. A. Spanish

One of the respondents (16.7%) is currently enrolled in a degree program, one (16.7%) has taken classes, but not enrolled in a degree program, three (50.0%) are likely to enroll in a degree program in the future, and one (16.7%) has no plans for further education. Of those with plans for further education, three (60.0%) plan on obtaining a Master’s degree, one (20.0%) a Doctorate, and one (60.0%) a second Baccalaureate.

Of those with graduate experience, one (50.0%) of the respondents indicated that his/her educational experience at Southeastern “Very Effectively” prepared her/him for further study, and one (50.0%) indicated she/he was “Ineffectively” prepared. Both (100.0%) respondents indicated that Southeastern prepared them “About the Same as Most” students. The respondent currently enrolled in a degree program indicated it is “Somewhat Related” to their bachelor’s degree from Southeastern.

Employment

B.A. Spanish

All (100.0%) of the respondents have been employed full-time since completing their degree. One (16.7%) had a job prior to graduation, one (16.7%) accepted a position upon graduation, two (33.3%) took 1-6 months to find a job, one (16.7%) took 7-12 months to find a job and one (16.7%) took over a year.

The four respondents who did not have a job upon graduation, faced a variety of problems in obtaining employment. Table 12 presents what were considered major problems, minor problems, or no problem for those four.

Table 12			
Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limiting my job search to only one geographic area	0.0%	25.0% (1)	75.0% (75)
Not knowing what I wanted to do	50.0% (2)	0.0%	50.0% (2)
Tight job market	25.0% (1)	25.0% (1)	50.0% (2)
Lack of marketable skills	25.0% (1)	25.0% (1)	50.0% (2)
Lack of educational qualifications	0.0%	25.0% (1)	75.0% (75)
Reputation of Southeastern	25.0% (1)	0.0%	75.0% (75)
Lack of experience	50.0% (2)	25.0% (1)	25.0% (1)
Lack of job search skills	0.0%	50.0% (2)	25.0% (1)
Poor GPA	0.0%	0.0%	100.0% (4)
Racial discrimination	0.0%	0.0%	100.0% (4)
Gender discrimination	0.0%	25.0% (1)	75.0% (75)
Age discrimination	0.0%	0.0%	100.0% (4)

One of the respondents (16.7%) indicated his/her education was “Very Effective” in preparing her/him for employment or improving his/her job performance, two (33.3%) indicated it was

“Effective”, two (33.3%) indicated it was “Ineffective”, and one (16.7%) indicated it was “Very Ineffective”. Three (50.0%) of the respondents are currently in their first full-time job since graduating from Southeastern, two (33.3%) have had two jobs, and one (16.7%) has had three or more jobs. In regards to sources for learning about their first full-time job, two (33.3%) indicated faculty at Southeastern, one (16.7%) from a parent or relative, two (33.3%) from another student or friend, one (16.7%) already had a job, one (16.7%) from an internship/practicum, and three (50.0%) from the internet.

Five (83.3%) of the respondents are currently employed full-time and one (16.7%) has a graduate assistantship. Of those employed full-time, three (60.0%) are employed in the state of Louisiana. One (20.0%) is employed in K-12 education, one (20.0%) in a nonprofit organization, two (40.0%) in industry, and one (20.0%) in a health agency. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed”, three (60.0%) indicated they were not underemployed, while two respondents (40.0%) indicated they are underemployed. When asked about satisfaction with their present employment, two (40.0%) are “Well Satisfied; would not consider leaving”, two (40.0%) were “Satisfied, but would consider more desirable employment”, and one (16.7%) “Dislike[s] employment; seeking or will seek other employment”. Two (40.0%) of the respondents are working in the area of their Southeastern major and three (60.0%) in an area not related to their major. Of the three, two (66.7%) could not find a job they wanted, and one (33.3%) had a better opportunity for advancement. One (20.0%) of the respondents indicated their annual salary is in the range of \$10,000-\$15,000, one (20.0%) gave a salary range of \$20,001-\$25,000, one (20.0%) gave a salary range of \$25,001-\$30,000, and one (20.0%) gave a range of \$30,001-\$40,000.

Professional Activities

B.A. Spanish

One respondent (16.7%) is a Commissioned Professional, B8A PDL-1, PDL-2. Four (66.7%) do not hold licensure/certification, but one (25.0%) plans on obtaining a Teaching Certificate in the next twelve months. Three respondents (50.0%) are members of a professional organization and three (50.0%) have attended a professional meeting within the past year.

Department of History & Political Science

Table 13
Satisfaction with Degree Program

Number of Respondents: B. A. History-4; B.A. Political Science-5; B.A. Social Studies Education- 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.A. History	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
B.A. Political Science	0.0%	0.0%	20.0% (1)	60.0% (3)	20.0% (1)
B.A. Social Studies Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
Overall quality of your degree program					
B.A. History	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
B.A. Political Science	0.0%	0.0%	0.0%	100.0% (5)	0.0%
B.A. Social Studies Education	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.A. History	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
B.A. Political Science	0.0%	0.0%	0.0%	20.0% (1)	80.0% (4)
B.A. Social Studies Education	0.0%	0.0%	0.0%	0.0%	100.0% (4)
Usefulness of the academic advice you received from your advisor					
B.A. History	25.0% (1)	0.0%	75.0% (3)	0.0%	0.0%
B.A. Political Science	0.0%	0.0%	20.0% (1)	80.0% (4)	0.0%
B.A. Social Studies Education	0.0%	0.0%	75.0% (3)	0.0%	25.0% (1)
Opportunities to interact with faculty outside of class					
B.A. History	0.0%	25.0% (1)	25.0% (1)	50.0% (2)	0.0%
B.A. Political Science	0.0%	0.0%	20.0% (1)	80.0% (4)	0.0%
B.A. Social Studies Education	0.0%	0.0%	0.0%	100.0% (4)	0.0%
Effectiveness of the faculty as teachers					
B.A. History	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
B.A. Political Science	0.0%	0.0%	20.0% (1)	60.0% (3)	20.0% (1)
B.A. Social Studies Education	0.0%	0.0%	0.0%	75.0% (3)	25.0% (1)
Friendliness and helpfulness of the office staff					
B.A. History	25.0% (1)	0.0%	0.0%	0.0%	75.0% (3)
B.A. Political Science	0.0%	0.0%	40.0% (2)	40.0% (2)	20.0% (1)
B.A. Social Studies Education	0.0%	0.0%	0.0%	100.0% (4)	0.0%

Table 13 continued					
Satisfaction with Degree Program					
Department of History & Political Science					
Number of Respondents: B. A. History-4; B.A. Political Science-5; B.A. Social Studies Education- 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Interest shown by faculty in your academic development					
B.A. History	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
B.A. Political Science	0.0%	20.0% (1)	0.0%	60.0% (3)	20.0% (1)
B.A. Social Studies Education	0.0%	0.0%	0.0%	75.0% (3)	25.0% (1)
Effectiveness of beginning courses in preparing you for advanced courses					
B.A. History	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
B.A. Political Science	0.0%	0.0%	20.0% (1)	60.0% (3)	20.0% (1)
B.A. Social Studies Education	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
Quality of instruction in advanced courses					
B.A. History	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
B.A. Political Science	0.0%	0.0%	0.0%	40.0% (2)	60.0% (3)
B.A. Social Studies Education	0.0%	0.0%	0.0%	100.0% (4)	0.0%
Faculty treatment of students both inside and outside of the classroom					
B.A. History	0.0%	0.0%	50.0% (2)	25.0% (1)	25.0% (1)
B.A. Political Science	0.0%	0.0%	20.0% (1)	60.0% (3)	20.0% (1)
B.A. Social Studies Education	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
Professional activities, associations, or clubs associated with your major					
B.A. History	25.0% (1)	0.0%	50.0% (2)	25.0% (1)	0.0%
B.A. Political Science	40.0% (2)	0.0%	40.0% (2)	20.0% (1)	0.0%
B.A. Social Studies Education	0.0%	0.0%	50.0% (2)	50.0% (2)	0.0%
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.A. History	0.0%	25.0% (1)	25.0% (1)	25.0% (1)	25.0% (1)
B.A. Political Science	0.0%	40.0% (2)	40.0% (2)	20.0% (1)	0.0%
B.A. Social Studies Education	0.0%	0.0%	25.0% (1)	50.0% (2)	25.0% (1)
Availability of the required courses					
B.A. History	0.0%	0.0%	50.0% (2)	50.0% (2)	0.0%
B.A. Political Science	0.0%	0.0%	20.0% (1)	60.0% (3)	20.0% (1)
B.A. Social Studies Education	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
Table 13 continued					
Satisfaction with Degree Program					
Department of History & Political Science					

Number of Respondents: B. A. History-4; B.A. Political Science-5; B.A. Social Studies Education- 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.A. History	0.0%	0.0%	50.0% (2)	25.0% (1)	25.0% (1)
B.A. Political Science	20.0% (1)	0.0%	0.0%	60.0% (3)	20.0% (1)
B.A. Social Studies Education	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Quality of instruction regarding standards and ethics in your major field					
B.A. History	25.0% (1)	0.0%	0.0%	0.0%	75.0% (3)
B.A. Political Science	0.0%	0.0%	40.0% (2)	20.0% (1)	20.0% (1)
B.A. Social Studies Education	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
Opportunities for you to collaborate with other students on class projects					
B.A. History	0.0%	0.0%	50.0% (2)	25.0% (1)	25.0% (1)
B.A. Political Science	0.0%	0.0%	40.0% (2)	60.0% (3)	0.0%
B.A. Social Studies Education	0.0%	0.0%	25.0% (1)	0.0%	75.0% (3)
Library resources related to your major					
B.A. History	25.0% (1)	0.0%	25.0% (1)	25.0% (1)	25.0% (1)
B.A. Political Science	0.0%	0.0%	0.0%	60.0% (3)	40.0% (2)
B.A. Social Studies Education	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
Use of appropriate technology in the classroom					
B.A. History	0.0%	0.0%	50.0% (2)	50.0% (2)	0.0%
B.A. Political Science	0.0%	0.0%	20.0% (1)	80.0% (4)	0.0%
B.A. Social Studies Education	0.0%	0.0%	25.0% (1)	75.0% (3)	0.0%
Facilities and equipment (including computer resources) for courses in your major					
B.A. History	0.0%	25.0% (1)	25.0% (1)	50.0% (2)	0.0%
B.A. Political Science	0.0%	0.0%	0.0%	100.0% (5)	0.0%
B.A. Social Studies Education	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (5)
Help you received from faculty in your department with regard to further educational opportunities					
B.A. History	0.0%	25.0% (1)	0.0%	0.0%	25.0% (1)
B.A. Political Science	0.0%	20.0% (1)	0.0%	40.0% (2)	40.0% (2)
B.A. Social Studies Education	0.0%	0.0%	25.0% (1)	75.0% (3)	0.0%
Table 13 continued					
Satisfaction with Degree Program					
Department of History & Political Science					
Number of Respondents: B. A. History-4; B.A. Political Science-5; B.A. Social Studies Education- 4					

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
The size of classes in your major					
B.A. History	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
B.A. Political Science	0.0%	0.0%	0.0%	0.0%	100.0% (5)
B.A. Social Studies Education	0.0%	0.0%	0.0%	25.0% (1)	75.0% (3)
Help you received from faculty in your department with regard to finding employment in your field					
B.A. History	50.0% (2)	0.0%	0.0%	0.0%	50.0% (2)
B.A. Political Science	20.0% (1)	0.0%	40.0% (2)	40.0% (2)	0.0%
B.A. Social Studies Education	0.0%	25.0% (1)	50.0% (2)	25.0% (1)	0.0%
The global perspective of courses					
B.A. History	0.0%	25.0% (1)	25.0% (1)	0.0%	50.0% (2)
B.A. Political Science	0.0%	0.0%	20.0% (1)	40.0% (2)	40.0% (2)
B.A. Social Studies Education	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
The relevancy of courses					
B.A. History	0.0%	0.0%	50.0% (2)	50.0% (2)	0.0%
B.A. Political Science	0.0%	0.0%	0.0%	60.0% (3)	40.0% (2)
B.A. Social Studies Education	0.0%	0.0%	0.0%	50.0% (2)	50.0% (2)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.A. History	25.0% (1)	0.0%	0.0%	50.0% (2)	25.0% (1)
B.A. Political Science	20.0% (1)	0.0%	20.0% (1)	40.0% (2)	20.0% (1)
B.A. Social Studies Education	0.0%	0.0%	25.0% (1)	25.0% (1)	50.0% (2)
Your advisor’s knowledge of requirements					
B.A. History	25.0% (1)	50.0% (2)	0.0%	0.0%	25.0% (1)
B.A. Political Science	0.0%	0.0%	60.0% (3)	20.0% (1)	20.0% (1)
B.A. Social Studies Education	0.0%	0.0%	25.0% (1)	75.0% (3)	0.0%
The accessibility of your advisor					
B.A. History	25.0% (1)	25.0% (1)	25.0% (1)	0.0%	25.0% (1)
B.A. Political Science	0.0%	0.0%	40.0% (2)	20.0% (1)	40.0% (2)
B.A. Social Studies Education	0.0%	0.0%	25.0% (1)	75.0% (3)	0.0%
Table 13 continued					
Satisfaction with Degree Program					
Department of History & Political Science					
Number of Respondents: B. A. History-4; B.A. Political Science-5; B.A. Social Studies Education- 4					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5

Your advisor's concern with your academic goals					
B.A. History	0.0%	25.0% (1)	25.0% (1)	0.0%	50.0% (2)
B.A. Political Science	0.0%	20.0% (1)	40.0% (2)	40.0% (2)	0.0%
B.A. Social Studies Education	0.0%	0.0%	50.0% (2)	25.0% (1)	25.0% (1)

Table 13 continued		
Satisfaction with Degree Program		
Department of History & Political Science		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.A. History	25.0% (1)	75.0% (3)
B.A. Political Science	0.0%	100.0% (5)
B.A. Social Studies Education	0.0%	100.0% (4)
3. If you had it to do over again, would you choose the same major?		
B.A. History	25.0% (1)	75.0% (3)
B.A. Political Science	20.0% (1)	80.0% (4)
B.A. Social Studies Education	25.0% (1)	75.0% (3)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.A. History	0.0%	100.0% (4)
B.A. Political Science	40.0% (2)	60.0% (3)
B.A. Social Studies Education	0.0%	100.0% (4)
6. Should a hands-on course be required in your program?		
B.A. History	25.0% (1)	75.0% (3)
B.A. Political Science	40.0% (2)	60.0% (3)
B.A. Social Studies Education	0.0%	100.0% (4)

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

- Further knowledge
- None
- Real-world experience in my major
- Better understanding of real-world politics and looks great on my resume.

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

- Professional work experience.
- Learn more about my area of study, gain job experience, made valuable contacts.

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

- I was able to work in a real school setting to prepare me for a future job in the school system.
- Received real-world experience with the opportunity to create professional relationships leading to a career.
- I felt it was extremely important to find out if I was an effective teacher before wasting too much time in that major.

Perceptions of Southeastern

B.A. History

One (25.0%) of the History graduates had participated in the study-abroad/student exchange and was Very Satisfied with the experience. Three (75.0%) of the respondents had participated in the honors program, one was Very Satisfied with the experience, one was Satisfied, and one was Somewhat Dissatisfied. One (25.0%) of the respondents had participated in a research program and was Somewhat Satisfied.

B.A. Political Science

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

B.A. Social Studies Education

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

Graduate/Professional Education

B.A. History

One (25.0%) of the respondents is currently enrolled in a graduate/professional degree program, one (25.0%) has earned a doctorate, one (25.0%) has taken classes but has not enrolled in a program, and one (25.0%) plans to enroll in a degree program in the next twelve months. One (25.0%) of the respondents plan on obtaining a Masters and three (75.0%) plan on obtaining or have a Doctorate.

Of the respondents with graduate experience, two (66.7%) indicated their educational experiences at Southeastern “Effectively” prepared them for graduate/professional study, while one (33.3%) indicated he/she was “Very Ineffectively” prepared. Two (66.7%) respondents indicated Southeastern prepared them “About the Same” as other students for further educational

study, while one (33.3%) indicated she/he was prepared “Worse than Most”. One (50.0%) of the respondents who is enrolled in a degree/received a degree indicated it was “Very Closely Related” to his/her bachelor’s degree from Southeastern while the other was “Not at all Related”.

B.A. Political Science

One (20.0%) of the respondents is currently enrolled in a graduate/professional degree program, one (20.0%) has completed a Master’s degree, one (20.0%) has taken classes but not enrolled in a degree program, and two (40.0%) will likely enroll in a degree program in the future. One (20.0%) of the respondents plans on obtaining a master’s, one (20.0%) plans on obtaining a doctorate, and two (40.0%) plan on obtaining a professional degree. Two (66.7%) of the three respondents with graduate experience indicated their educational experiences at Southeastern “Very Effectively” prepared them for graduate/professional study and one (33.3%) indicated they were “Effectively” prepared. Two (66.7%) respondents felt they were prepared “Better than Most” other students, while one (33.3%) felt he/she was prepared “About the Same as Most”. One (50.0%) respondent is enrolled in a degree program “Very Closely Related” to her/his bachelor’s degree from Southeastern.

B.A. Social Studies Education

One (25.0%) of the respondents is currently enrolled in a graduate/professional degree program, one (25.0%) has completed a Master’s degree, one (25.0%) plans on enrolling in the next 12 months, and one (25.0%) will likely enroll in a degree program in the future. Three (60.0%) of the respondents plan on obtaining a master’s and one (25.0%) plans on obtaining a doctorate. One (50.0%) of the two respondents with graduate experience indicated his/her educational experiences at Southeastern “Effectively” prepared her/him for graduate/professional study. One (50.0%) respondent felt he/she was prepared “About the Same as Most” other students. One (50.0%) respondent is enrolled in a degree program “Somewhat Related” to her/his bachelor’s degree from Southeastern.

Employment

B.A. History

One (25.0%) of the respondents has not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, one (33.3%) had a job before graduating and two (66.7%) took over a year to find a job. Major problems in finding a job included “Limited to only one geographic area” (100.0%), “Tight job market” (50.0%), and “Lack of marketable skills” (50.0%). Minor problems included “Tight job market” (50.0%), “Lack of experience” (50.0%), and “Age discrimination (50.0%). All (100.0%) of those who have been employed full-time indicated their education was “Effective” in preparing him/her for employment or improving their job performance. One (33.3%) respondent is still in her/his first full-time job since graduating from Southeastern and two (66.7%) have had two full-time jobs. In regards to sources for learning about their first full-time job, one (33.3%) indicated

internship/practicum, two (66.7%) were recruited by the employer, and one (33.3%) from an employment agency.

Three (100.0%) of the respondents are currently employed full-time. Of those, two (66.7%) are employed in the state of Louisiana, one (33.3%) in K-12 Education, one (33.3%) in higher education, and one (33.3%) in industry. When asked "If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed", two (66.7%) respondent are underemployed. Two (66.7%) respondents are "Well satisfied; would not consider leaving", one (33.3%) of the respondents is "Satisfied, but would consider more desirable employment". One respondent (33.3%) is employed in the area of his/her Southeastern major and two (66.7%) in an unrelated area because they could not find a job they wanted. When asked to indicate their salary range, one (33.3%) respondent gave a range of \$15,001-\$20,000 and two (66.7%) gave a range of \$30,001-\$40, 000.

B.A. Political Science

All (100.0%) of the respondents have been employed full-time since graduating from Southeastern. One (20.0%) accepted a position upon graduation, three (60.0%) took 1-6 months to find a job, and one (20.0%) took over a year. Major problems in finding a job included "Limited to only one geographic area" (25.0%), and "Tight job market" (25.0%). Minor problems included "Limited to only one geographic area" (25.0%), "Not know what I wanted to do" (50.0%), "Tight job market" (50.0%), "Lack of marketable skills" (25.0%), "Lack of educational qualifications" (25.0%), "Lack of experience" (50.0%), "Lack of job search skills" (25.0%), "Gender discrimination" (25.0%), and "Age discrimination" (25.0%). Four (80.0%) of respondents indicated their education was "Effective" in preparing them for employment or improving their job performance and one (20.0%) thought it was "Very Effective". Two (40.0%) respondents are still in their first full-time job since graduating from Southeastern 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 from a newspaper/trade publication, one (20.0%) from another student/friend, two (40.0%) from an internship/practicum, and two (40.0%) were recruited by the employer.

All (100.0%) are currently employed full-time in the state of Louisiana. One (20.0%) respondent is employed in a professional firm, three (60.0%) in government, and one (20.0%) in a professional firm. When asked "If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college would you say that you are currently underemployed", four (80.0%) of the respondents indicated they are not underemployed, while one (20.0%) is. Three (60.0%) of the respondents are well satisfied with their employment and would not consider leaving, one (20.0%) is satisfied with their employment but would consider other employment, and one (20.0%) dislikes their employment and is seeking new employment. Two (40.0%) are employed in the area of their Southeastern major, two (40.0%) in a related area, and one (20.0%) in an unrelated area because he/she developed a new career interest. One (20.0%) respondent indicated a salary range of \$20,001-

\$25,000, one (20.0%) \$25,001-\$30,000, two (40.0%) \$30,001-\$40,000 and one (20.0%) indicated a salary over \$50,000.

B.A. Social Studies Education

All (100.0%) of the respondents have been employed full-time since graduating from Southeastern. One (25.0%) had a job before graduating, two (50.0%) accepted a position upon graduation, and one (25.0%) took 7-12 months to find a job. Major problems in finding a job included "Limited to only one geographic area". Minor problems included "Lack of experience" and "Lack of job search skills". Two (50.0%) of respondents indicated their education was "Effective" in preparing them for employment or improving their job performance and two (50.0%) thought it was "Very Effective". Two (50.0%) respondents are still in their first full-time job since graduating from Southeastern and two (50.0%) have had two full-time jobs. In regards to sources for learning about their first full-time job, one (25.0%) indicated from an internship, practicum or student teaching, one (25.0%) were recruited by the employer, two (50.0%) from the Southeastern Job Fair, and one (25.0%) from the internet.

All (100.0%) are currently employed full-time in K-12 education. Three (75.0%) respondents are employed in the state of Louisiana and one (25.0%) is employed out of state. When asked "If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college would you say that you are currently underemployed", all (100.0%) of the respondents indicated they are not underemployed. Three (75.0%) of the respondents are well satisfied with their employment and would not consider leaving and one (25.0%) is satisfied with their employment but would consider other employment. All (100.0%) are employed in the area of their Southeastern major. One (25.0%) respondent indicated a salary range of \$25,001-\$30,000 and three (75.0%) \$30,001-\$40,000.

Professional Activities

B. A. History

Two (50.0%) of the respondents indicated that licensure/certification is not available in her/his field, while two (75.0%) have licensure/certification (one a teaching certificate and one in Project Management). Two (50.0%) of the respondents are members of a professional organization, and three (75.0%) have attended a professional meeting in the past year.

B.A. Political Science

Two (40.0%) of the respondents indicated that licensure/certification is not available in their field, one (20.0%) has CIC, CRM, Property and Casualty License, and two (40.0%) indicated they did not currently hold certification. One (50.0%) of the two plans on obtaining CPA, CGFM, or Public Performance Measurement in the next twelve months and the other (50.0%) does not plan on obtaining licensure/certification in the next twelve months. Three (60.0%) of the respondents are members of a professional organization, and three (60.0%) have attended a professional meeting in the past year.

B.A. Social Studies Education

All (100.0%) of the respondent hold teaching certificates. All (100.%) respondents are members of a professional organization and have attended a professional meeting in the past year.

Department of Psychology

Table 15
Satisfaction with Degree Program

Number of Respondents: B.A. Psychology - 21					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.A. Psychology	0.0%	0.0%	19.0% (4)	52.4% (11)	28.6% (6)
Overall quality of your degree program					
B.A. Psychology	0.0%	0.0%	23.8% (5)	47.6% (10)	28.6% (6)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.A. Psychology	0.0%	4.8% (1)	9.5% (2)	33.3% (7)	47.6% (10)
Usefulness of the academic advice you received from your advisor					
B.A. Psychology	4.8% (1)	38.1% (8)	23.8% (5)	9.5% (2)	23.8% (5)
Opportunities to interact with faculty outside of class					
B.A. Psychology	4.8% (1)	4.8% (1)	47.6% (10)	23.8% (5)	19.0% (4)
Effectiveness of the faculty as teachers					
B.A. Psychology	0.0%	0.0%	23.8% (5)	38.1% (8)	38.1% (8)
Friendliness and helpfulness of the office staff					
B.A. Psychology	9.5% (2)	9.5% (2)	19.0% (4)	23.8% (5)	38.1% (8)
Interest shown by faculty in your academic development					
B.A. Psychology	4.8% (1)	9.5% (2)	28.6% (6)	38.1% (8)	19.0% (4)
Effectiveness of beginning courses in preparing you for advanced courses					
B.A. Psychology	0.0%	0.0%	38.1% (8)	28.6% (6)	28.6% (6)
Quality of instruction in advanced courses					
B.A. Psychology	0.0%	0.0%	19.0% (4)	52.4% (11)	28.6% (6)
Faculty treatment of students both inside and outside of the classroom					
B.A. Psychology	0.0%	4.8% (1)	23.8% (5)	38.1% (8)	33.3% (7)
Professional activities, associations, or clubs associated with your major					
B.A. Psychology	0.0%	19.0% (4)	42.9% (9)	28.6% (6)	9.5% (2)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.A. Psychology	9.5% (2)	9.5% (2)	57.1% (12)	9.5% (2)	14.3% (3)
Availability of the required courses					
B.A. Psychology	0.0%	9.5% (2)	33.3% (7)	33.3% (7)	23.8% (5)

Table 15 continued					
Satisfaction with Degree Program					
Department of Psychology					
Number of Respondents: B.A. Psychology - 21					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.A. Psychology	0.0%	14.3% (3)	42.9% (9)	23.8% (5)	19.0% (4)
Quality of instruction regarding standards and ethics in your major field					
B.A. Psychology	4.8% (1)	0.0%	19.0% (4)	47.6% (10)	28.6% (6)
Opportunities for you to collaborate with other students on class projects					
B.A. Psychology	0.0%	0.0%	38.1% (8)	28.6% (6)	28.6% (6)
Library resources related to your major					
B.A. Psychology	0.0%	0.0%	23.8% (5)	47.6% (10)	28.6% (6)
Use of appropriate technology in the classroom					
B.A. Psychology	4.8% (1)	14.3% (3)	33.3% (7)	23.8% (5)	19.0% (4)
Facilities and equipment (including computer resources) for courses in your major					
B.A. Psychology	14.3% (3)	9.5% (2)	33.3% (7)	28.6% (6)	14.3% (3)
Help you received from faculty in your department with regard to further educational opportunities					
B.A. Psychology	19.0% (4)	9.5% (2)	33.3% (7)	23.8% (5)	14.3% (3)
The size of classes in your major					
B.A. Psychology	0.0%	4.8% (1)	14.3% (3)	28.6% (6)	52.4% (11)
Help you received from faculty in your department with regard to finding employment in your field					
B.A. Psychology	28.6% (6)	19.0% (4)	28.6% (6)	14.3% (3)	4.8% (1)
The global perspective of courses					
B.A. Psychology	0.0%	4.8% (1)	47.6% (10)	33.3% (7)	14.3% (3)
The relevancy of courses					
B.A. Psychology	0.0%	0.0%	28.6% (6)	42.9% (9)	28.6% (6)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.A. Psychology	0.0%	19.0% (4)	23.8% (5)	28.6% (6)	28.6% (6)
Your advisor’s knowledge of requirements					
B.A. Psychology	0.0%	19.0% (4)	19.0% (4)	28.6% (6)	33.3% (7)
The accessibility of your advisor					
B.A. Psychology	0.0%	28.6% (6)	23.8% (5)	14.3% (3)	33.3% (7)

Table 15 continued
Satisfaction with Degree Program
Department of Psychology

Number of Respondents: B.A. Psychology - 21					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.A. Psychology	14.3% (3)	23.8% (5)	23.8% (5)	19.0% (4)	19.0% (4)

Table 15 continued		
Satisfaction with Degree Program		
Department of Psychology		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.A. Psychology	9.5% (2)	90.5% (19)
3. If you had it to do over again, would you choose the same major?		
B.A. Psychology	42.9% (9)	57.1% (12)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.A. Psychology	71.4% (15)	28.6% (6)
6. Should a hands-on course be required in your program?		
B.A. Psychology	23.8% (5)	71.4% (15)

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

- What it was like to conduct research
- Information collected in a study helped with a research paper I had to write.
- Preparation for world of work, excellent supervision and great experience.
- Hands-on research, although I am not doing research now.
- As part of my Honors thesis, I conceived, implemented, and interpreted my own study. I got to feel all the stresses and excitement personally, leading to greater sense of accomplishment and understanding.

Perceptions of Southeastern

B.A. Psychology

One (4.8%) of the Psychology graduates had participated in the study-abroad/student exchange and was Somewhat Satisfied with the experience. Seven (33.3%) of the respondents thought it would be a valuable experience. Six (28.6%) of the respondents had participated in the honors program. Three (50.0%) were Very Satisfied with the experience and two (33.3%) were Somewhat Satisfied. Three (14.3%) of the respondents participated in a research program. Two (66.7%) of the participants were Very Satisfied with the experience.

Graduate/Professional Education

Five (23.8%) of the respondents are currently enrolled in a graduate/professional degree program, four (19.0%) have completed a degree (three master's and one specialist), two (9.5%) of the respondents plan to enroll in a degree program in the next 12 months, seven (33.3%) are likely to enroll in the future, and two (9.5%) have no plans for further education. Of those

respondents with plans for further education, three (16.7%) already have the highest degree they plan to obtain, seven (38.9%) plan on eventually obtaining a doctorate, six (33.3%) plan on obtaining a master's, and two (11.1%) are not sure at this time.

Of the ten individuals with graduate course experience, five (50.0%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study and four (40.0%) indicated Southeastern prepared them "Very Effectively". Three (30.0%) indicated that Southeastern prepared them "Better than Most" other students, five (50.0%) indicated that Southeastern prepared them "About the Same as Most", and one (10.0%) indicated that Southeastern prepared her/him "Worse than Most". Of the ten respondents enrolled in graduate school or with a graduate degree, nine (90.0%) indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern.

Employment

Five (23.8%) of the respondents have not been employed full-time since graduating from Southeastern. Of the sixteen who have been employed full-time, three (18.8%) had a job before graduation, two (12.5%) accepted a position upon graduation, four (25.0%) took 1-6 months to find a job two (12.5%) took 7-12 months, and three (18.8%) took over a year.

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 no problem.

Table 16			
Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	33.3% (3)	33.3% (3)	33.3% (3)
Not knowing what I wanted to do	33.3% (3)	11.1% (1)	55.6% (5)
Tight job market	33.3% (3)	44.4% (4)	22.2% (2)
Lack of marketable skills	11.1% (1)	44.4% (4)	44.4% (4)
Lack of educational qualifications	0.0%	33.3% (3)	66.7% (6)
Reputation of Southeastern	0.0%	0.0%	100.0% (9)
Lack of experience	11.1% (1)	44.4% (4)	44.4% (4)
Lack of job search skills	0.0%	33.3% (3)	66.7% (6)
Poor GPA	0.0%	0.0%	100.0% (9)
Racial discrimination	0.0%	11.1% (1)	88.9% (8)
Gender discrimination	0.0%	11.1% (1)	88.9% (8)
Age discrimination	11.1% (1)	0.0%	88.9% (8)

Four (25.0%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance, ten (62.5%) indicated it was “Effective” and one (6.3%) indicated it was “Very Ineffective”. Seven (43.8%) respondents are still in their first full-time job since graduating from Southeastern and seven (43.8%) have had two full-time jobs. In regards to sources for learning about their first full-time job, one (6.3%) indicated faculty at Southeastern, two (12.5%) a parent or relative, one (6.3%) from a newspaper, two (12.5%) from another student/friend, two (12.5%) already had the job, three (18.8%) were recruited by the employer, one (6.3%) from an employment agency, and three (18.8%) from the internet.

Of those who have been employed full-time, fourteen (87.5%) are currently employed full-time and two (12.5%) are unemployed and not looking for employment. Of the respondents who are currently employed full-time, eleven (78.6%) work in the state of Louisiana. Two (14.3%) respondents are employed in K-12 education, one (7.1%) in a service organization, one (7.1%) in higher education, one (7.1%) in a nonprofit organization, one (7.1%) is self-employed, two (14.3%) with a temp service, one (7.1%) in industry, one (7.1%) in government, two (14.3%) in business, 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%) of the respondents indicated they are underemployed and seven (50.0%) are not. Two (14.7%) of the respondents are well satisfied with their employment and would not consider leaving, ten (71.4%) are satisfied with their employment but would consider other employment, and one (7.1%) dislikes their employment and are seeking new employment. Six (42.9%) of the respondents are employed in the area of their Southeastern major, three (21.4%) of the respondents in a related area, and five (35.7%) in an unrelated area. Three respondents are employed in an area not related to their major because they could not find a job they wanted in the field, one because of better pay, and one because they have not obtained the required certification/licensure. Two (14.3%) respondents indicated a salary range of \$10,001-\$15,000, two (14.3%) gave a range of \$20,001-\$25,000, one (7.1%) \$25,001-\$30,000 and nine (64.3%) \$30,001-\$40,000.

Professional Activities

Two (9.5%) of the respondents indicated that licensure/certification is not available in their field, thirteen (61.9%) indicated they do not currently have licensure/certification, and six (28.6%) currently hold licensure/certification. Of the six with licensure/certification, three have a NCC, one School Psychologist, and one is a Certified Specialist of Psychometry. Of those who do not have licensure/certification, five (38.5%) plan on obtaining it in the next twelve months. One plans on obtaining a CAC, one a ACP - Elementary and one a LPC and LMFT. Eleven (52.4%) of the respondents are members of a professional organization, and thirteen (61.9%) have attended a professional meeting in the past year.

Department of Sociology & Criminal Justice

Table 17
Satisfaction with Degree Program

Number of Respondents: B.A. Criminal Justice - 17; B.A. Sociology - 7					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.A. Criminal Justice	0.0%	0.0%	23.5% (4)	64.7% (11)	11.8% (2)
B.A. Sociology	0.0%	0.0%	0.0%	30.0% (3)	70.0% (7)
Overall quality of your degree program					
B.A. Criminal Justice	0.0%	0.0%	23.5% (4)	58.8% (10)	17.6% (3)
B.A. Sociology	0.0%	0.0%	0.0%	20.0% (2)	80.0% (8)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.A. Criminal Justice	0.0%	0.0%	17.6% (3)	52.9% (9)	29.4% (5)
B.A. Sociology	0.0%	0.0%	0.0%	30.0% (3)	70.0% (7)
Usefulness of the academic advice you received from your advisor					
B.A. Criminal Justice	5.9% (1)	23.5% (4)	41.2% (7)	17.6% (3)	11.8% (2)
B.A. Sociology	0.0%	0.0%	10.0% (1)	10.0% (1)	80.0% (8)
Opportunities to interact with faculty outside of class					
B.A. Criminal Justice	0.0%	23.5% (4)	47.1% (8)	17.6% (3)	11.8% (2)
B.A. Sociology	0.0%	0.0%	20.0% (2)	10.0% (1)	70.0% (7)
Effectiveness of the faculty as teachers					
B.A. Criminal Justice	0.0%	5.9% (2)	29.4% (5)	52.9% (9)	11.8% (2)
B.A. Sociology	0.0%	0.0%	0.0%	30.0% (3)	70.0% (7)
Friendliness and helpfulness of the office staff					
B.A. Criminal Justice	11.8% (2)	11.8% (2)	35.3% (6)	29.4% (5)	11.8% (2)
B.A. Sociology	0.0%	0.0%	0.0%	50.0% (5)	50.0% (5)
Interest shown by faculty in your academic development					
B.A. Criminal Justice	0.0%	5.9% (1)	35.3% (6)	52.9% (9)	5.9% (1)
B.A. Sociology	0.0%	0.0%	30.0% (3)	30.0% (3)	40.0% (4)
Effectiveness of beginning courses in preparing you for advanced courses					
B.A. Criminal Justice	0.0%	0.0%	29.4% (5)	52.9% (9)	17.6% (3)
B.A. Sociology	0.0%	0.0%	0.0%	30.0% (3)	70.0% (7)
Table 17 continued Satisfaction with Degree Program Department of Sociology & Criminal Justice					

Number of Respondents: B.A. Criminal Justice - 17; B.A. Sociology - 7					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Quality of instruction in advanced courses					
B.A. Criminal Justice	0.0%	0.0%	29.4% (5)	47.1% (8)	23.5% (4)
B.A. Sociology	0.0%	0.0%	0.0%	40.0% (4)	60.0% (6)
Faculty treatment of students both inside and outside of the classroom					
B.A. Criminal Justice	0.0%	0.0%	23.5% (4)	58.8% (10)	17.6% (3)
B.A. Sociology	0.0%	0.0%	0.0%	60.0% (6)	40.0% (4)
Professional activities, associations, or clubs associated with your major					
B.A. Criminal Justice	0.0%	23.5% (4)	41.2% (7)	29.4% (5)	5.9% (1)
B.A. Sociology	0.0%	0.0%	0.0%	50.0% (5)	40.0% (4)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.A. Criminal Justice	0.0%	11.8% (2)	70.6% (12)	17.6% (3)	0.0%
B.A. Sociology	0.0%	0.0%	30.0% (3)	20.0% (2)	50.0% (5)
Availability of the required courses					
B.A. Criminal Justice	5.9% (1)	0.0%	35.3% (6)	41.2% (7)	17.6% (3)
B.A. Sociology	0.0%	0.0%	10.0% (1)	60.0% (6)	30.0% (3)
Availability of elective courses you wanted to take in your major					
B.A. Criminal Justice	5.9% (1)	0.0%	29.4% (5)	41.2% (7)	23.5% (4)
B.A. Sociology	0.0%	0.0%	20.0% (2)	50.0% (5)	20.0% (2)
Quality of instruction regarding standards and ethics in your major field					
B.A. Criminal Justice	0.0%	5.9% (1)	35.3% (6)	41.2% (7)	17.6% (3)
B.A. Sociology	0.0%	0.0%	10.0% (1)	10.0% (1)	80.0% (8)
Opportunities for you to collaborate with other students on class projects					
B.A. Criminal Justice	0.0%	5.9% (1)	29.4% (5)	64.7% (11)	0.0%
B.A. Sociology	0.0%	0.0%	0.0%	30.0% (3)	70.0% (7)
Library resources related to your major					
B.A. Criminal Justice	0.0%	5.9% (1)	47.1% (8)	35.3% (6)	11.8% (2)
B.A. Sociology	0.0%	10.0% (2)	30.0% (3)	20.0% (2)	40.0% (4)
Use of appropriate technology in the classroom					
B.A. Criminal Justice	5.9% (1)	11.8% (2)	29.4% (5)	41.2% (7)	11.8% (2)
B.A. Sociology	0.0%	0.0%	30.0% (3)	30.0% (3)	40.0% (4)
Table 17 continued Satisfaction with Degree Program Department of Sociology & Criminal Justice					
Number of Respondents: B.A. Criminal Justice - 17; B.A. Sociology - 7					

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Facilities and equipment (including computer resources) for courses in your major					
B.A. Criminal Justice	5.9% (1)	0.0%	35.3% (6)	47.1% (8)	11.8% (2)
B.A. Sociology	0.0%	20.0% (2)	30.0% (3)	40.0% (4)	10.0% (1)
Help you received from faculty in your department with regard to further educational opportunities					
B.A. Criminal Justice	11.8% (2)	23.5% (4)	41.2% (7)	17.6% (3)	5.9% (1)
B.A. Sociology	0.0%	0.0%	0.0%	60.0% (6)	40.0% (4)
The size of classes in your major					
B.A. Criminal Justice	0.0%	5.9% (1)	17.6% (3)	41.2% (7)	35.3% (6)
B.A. Sociology	0.0%	0.0%	10.0% (1)	10.0% (1)	80.0% (8)
Help you received from faculty in your department with regard to finding employment in your field					
B.A. Criminal Justice	23.5% (4)	29.4% (5)	29.4% (5)	17.6% (3)	0.0%
B.A. Sociology	0.0%	30.0% (3)	30.0% (3)	20.0% (2)	20.0% (2)
The global perspective of courses					
B.A. Criminal Justice	0.0%	17.6% (3)	41.2% (7)	35.3% (6)	0.0%
B.A. Sociology	0.0%	0.0%	0.0%	50.0% (5)	50.0% (5)
The relevancy of courses					
B.A. Criminal Justice	5.9% (1)	11.8% (2)	29.4% (5)	47.1% (8)	5.9% (1)
B.A. Sociology	0.0%	0.0%	0.0%	30.0% (3)	60.0% (6)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.A. Criminal Justice	0.0%	23.5% (4)	29.4% (5)	47.1% (8)	0.0%
B.A. Sociology	0.0%	0.0%	20.0% (2)	20.0% (2)	60.0% (6)
Your advisor’s knowledge of requirements					
B.A. Criminal Justice	5.9% (1)	11.8% (2)	41.2% (7)	29.4% (5)	11.8% (2)
B.A. Sociology	0.0%	0.0%	0.0%	40.0% (4)	60.0% (6)
The accessibility of your advisor					
B.A. Criminal Justice	0.0%	23.5% (4)	52.9% (9)	17.6% (3)	5.9% (1)
B.A. Sociology	0.0%	0.0%	0.0%	40.0% (4)	60.0% (6)

Table 17 continued
Satisfaction with Degree Program
Department of Sociology & Criminal Justice

Number of Respondents: B.A. Criminal Justice - 17; B.A. Sociology - 7

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.A. Criminal Justice	11.8% (2)	17.6% (3)	29.4% (5)	29.4% (5)	11.8% (2)
B.A. Sociology	0.0%	0.0%	0.0%	50.0% (5)	50.0% (5)

Table 17 continued		
Satisfaction with Degree Program		
Department of Sociology & Criminal Justice		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.A. Criminal Justice	5.9% (1)	94.1% (16)
B.A. Sociology	0.0%	100.0% (10)
3. If you had it to do over again, would you choose the same major?		
B.A. Criminal Justice	52.9% (9)	41.2% (7)
B.A. Sociology	10.0% (1)	90.0% (9)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.A. Criminal Justice	82.4% (14)	17.6% (3)
B.A. Sociology	0.0%	100.0% (10)
6. Should a hands-on course be required in your program?		
B.A. Criminal Justice	11.8% (2)	82.4% (14)
B.A. Sociology	0.0%	100.0% (10)

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

- I realized I was in the wrong major for the field I wanted to pursue.
- I learned what and how my major applied to the real world. I learned that it probably was not for me.
- I learned exactly what I needed to have in order to work in a field of my choice.

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

- Prepared me for current professional position in Student Affairs. I learned the importance of campus resources (ie. Student Services, Library, Networking...)

Perceptions of Southeastern

B.A. Criminal Justice

None of the Criminal Justice graduates had participated in the study-abroad/student exchange program. Two (11.8%) of the respondents participated in the honors program, one was Very Satisfied and one was Somewhat Dissatisfied. None (0.0%) of the respondents participated in a research program.

B.A. Sociology

None (0.0%) of the Sociology graduates had participated in the study-abroad/student exchange program. Three (42.9%) of the respondents had participated in the honors program, one (33.3%) was Very Satisfied and two (66.7%) were Somewhat Satisfied with the experience. None (0.0%) of the respondents participated in a research program.

Graduate/Professional Education

B.A. Criminal Justice

Two (11.8%) of the respondents are currently enrolled in a graduate/professional degree program, one plans on obtaining a Masters degree and one a Doctorate. Two (11.8%) of the respondents have completed a degree, one a Masters degree and one a paralegal degree. Four (23.5%) are likely to enroll in a degree program in the future, and nine (52.9%) have no plans for further education.

Of the four individuals with graduate school experience, one (25.0%) indicated that Southeastern prepared him/her "Effectively" for further graduate/professional study and one (25.0%) indicated she/he was "Very Effectively" prepared. Furthermore, one (25.0%) respondent indicated Southeastern prepared her/him "Better than Most" other students and one (25.0%) indicated "About the Same as Most" other students.

Of the four respondents who are enrolled in a degree program or had completed a degree, one (25.0%) indicated it was "Very Closely Related" to his/her bachelor's degree from Southeastern and one (25.0%) indicated it was "Somewhat Related".

B.A. Sociology

One (14.3%) of the respondents is currently enrolled in a graduate/professional degree program, two (one 28.6%) have completed a Masters degree, three (42.9%) plan on enrolling in the next twelve months, and one (14.3%) is likely to enroll in a degree program in the future. Two (28.6%) respondents plan on obtaining a Masters and five (71.4%) plans on obtaining a Doctorate.

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

Of the three respondents who are enrolled in a degree program or have a degree, one (33.3%) indicated it was "Very Closely Related" to their bachelor's degree.

Employment

B.A. Criminal Justice

All (100.0%) of the respondents have been employed full-time since completing their degree. Three (17.6%) had jobs before completing their degrees, two (11.8%) accepted a position upon graduation, eight (47.1%) respondents obtained a job 1-6 months after graduation, one (5.9%) took 7-12 months and three (17.6%) took over a year.

The twelve respondents who did not have a job upon graduation, faced a variety of problems in obtaining employment. Table 18 presents what were considered major problems, minor problems, or no problem for the remaining twelve.

Table 18			
Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limiting my job search to only one geographic area	33.3% (4)	33.3% (4)	33.3% (4)
Not knowing what I wanted to do	41.7% (5)	33.3% (4)	25.0% (3)
Tight job market	58.3% (7)	16.7% (2)	25.0% (3)
Lack of marketable skills	8.3% (1)	58.3% (7)	33.3% (4)
Lack of educational qualifications	0.0%	16.7% (2)	83.3% (10)
Reputation of Southeastern	0.0%	16.7% (2)	83.3% (10)
Lack of experience	41.7% (5)	33.3% (4)	25.0% (3)
Lack of job search skills	8.3% (1)	50.0% (6)	41.7% (5)
Poor GPA	0.0%	16.7% (2)	83.3% (10)
Racial discrimination	0.0%	8.3% (1)	91.7% (11)
Gender discrimination	8.3% (1)	8.3% (1)	83.3% (10)
Age discrimination	8.3% (1)	8.3% (1)	83.3% (10)

Of those respondents who have had a full-time job since graduating, one (5.9%) indicated his/her education was “Very Effective” in preparing her/him for employment or improving job performance, twelve (70.6%) indicated it was “Effective”, three (17.6%) indicated it was “Ineffective”, and one (5.9%) indicated it was “Very Ineffective”. Ten (58.8%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern, six (35.3%) have had two full-time jobs since graduating, and one (5.9%) has had three or more. In regards to sources for learning about their first full-time job, three (17.6%) indicated a parent or relative, one (5.9%) from a newspaper or trade publication, one (5.9%) from a professional meeting, three (17.6%) from another student or friend, four (23.5%) already

had a job, four (23.5%) were recruited by an employer, two (11.8%) from an employment agency, one (5.9%) from the Southeastern Job Fair, and three (17.6%) from the Internet.

Sixteen (94.1%) of the respondents who have had a full-time job are currently employed full-time and one (5.9%) is employed part-time and satisfied with part-time employment. Fourteen (87.5%) of those who are currently employed full-time work in the state of Louisiana. One (6.3%) of the respondents is employed in a nonprofit organization, two (12.5%) in a professional firm, one (6.3%) in industry, eight (50.0%) in government, and four (25.0%) in business. When asked "If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed", eleven (68.8%) respondents felt they are not underemployed, while four (25.0%) felt they are underemployed. When asked about satisfaction with their present employment, eight (50.0%) are "Well satisfied, would not consider leaving", five (31.3%) are "Satisfied, but would consider more desirable employment", and three (18.8%) "Dislike employment; seeking or will seek other employment".

Four (25.0%) of the respondents are currently employed in the area of their Southeastern major, eight (50.0%) in an area related to their Southeastern major and four (25.0%) are employed in an area not related to their Southeastern major. One (25.0%) of the respondents not employed in an area related to their major indicated he/she would have to relocate for a job in the field, one (25.0%) for better pay, and one (25.0%) respondent could not find a job she/he wanted. One (6.3%) of the respondents gave an annual salary of less than \$10,000, three (18.8%) gave a range of \$20,001-\$25,000, four (25.0%) gave a salary range of \$25,001-\$30,000, six (37.5%) gave a salary range of \$30,001-\$40,000, one (6.3%) gave a range of \$40,001-\$50,000, and one (6.3%) indicated an annual salary greater than \$50,000.

B.A. Sociology

All of the respondents (100.0%) have been employed full-time since completing their degree. Three (71.4%) respondents obtained a job 1-6 months after graduation, one (14.3%) took 7-12 months, and one (14.3%) took over a year. Respondents faced a variety of problems in obtaining employment. Table 19 presents what were considered major problems, minor problems, or no problem for the remaining twelve.

Table 19

Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.

	Major Problem	Minor Problem	Not A Problem
Limiting my job search to only one geographic area	0.0%	57.1% (4)	42.9% (3)
Not knowing what I wanted to do	28.6% (2)	28.6% (2)	42.9% (3)
Tight job market	57.1% (4)	14.3% (1)	28.6% (2)
Lack of marketable skills	14.3% (1)	14.3% (1)	57.1% (4)
Lack of educational qualifications	0.0%	14.3% (1)	85.7% (6)
Reputation of Southeastern	0.0%	28.6% (2)	71.4% (5)
Lack of experience	14.3% (1)	42.9% (3)	42.9% (3)
Lack of job search skills	0.0%	28.6% (2)	71.4% (5)
Poor GPA	0.0%	0.0%	100.0% (7)
Racial discrimination	0.0%	0.0%	100.0% (7)
Gender discrimination	0.0%	14.3% (1)	85.7% (6)
Age discrimination	0.0%	28.6% (2)	71.4% (5)

Two (28.6%) respondents indicated their education was “Very Effective” in preparing them for employment or improving their job performance, four (57.1%) indicated it was “Effective”, and one (14.3%) indicated it was “Very Ineffective”. Three (42.9%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern, two (28.6%) have had two full-time jobs since graduating, and one (14.3%) have had three or more. In regards to sources for learning about their first full-time job, two (28.6%) indicated a parent or relative, one (14.3%) from Southeastern’s Career Services, one (14.3%) from a newspaper or trade publication, two (28.6%) from another student/friend, one (14.3%) from an internship or practicum, and two (28.6%) from the internet.

Five (71.4%) of the respondents are currently employed full-time, one (14.3%) is employed part-time but looking for full-time employment, and one (14.3%) is unemployed and looking for employment. All of those employed full-time are employed in the state of Louisiana. Two (40.0%) of the respondents is employed in higher education, one (20.0%) in government, and two (40.0%) in business. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed”, three (60.0%) respondents felt they are not underemployed, while two (40.0%) felt they are underemployed. When asked about satisfaction with their present employment, one (20.0%) is “Well satisfied, would not consider leaving”, three (60.0%) are “Satisfied, but would consider more desirable employment”, and one (20.0%) “Dislike[s] employment; seeking or will seek other employment.

One (20.0%) of the respondents are currently employed in the area of his/her Southeastern major, one in a related area, and three (60.0%) in an unrelated area. One (33.3%) of those in an unrelated area never planned to work in the field, one could not find a job he/she wanted in the field, and one does not have the licensure or certification required. One (20.0%) of the respondents gave a salary range of \$15,001-\$20,000, one (20.0%) gave a range of \$20,001-\$25,000, two (40.0%) gave a range of \$30,001-\$40,000, and one (20.0%) gave a salary range of \$40,001-\$50,000.

Professional Activities

B.A. Criminal Justice

Eleven (64.7%) of the respondents indicated they do not currently hold licensure/certification, and six (35.3%) currently hold licensure/certification in their field. Three of those (60.0%) hold POST Certification, one is a Commissioned Probation & Parole Officer, one Private Security, and one is a Federal Law Enforcement Training Graduate. Three (27.3%) of those who do not hold licensure/certification plan on obtaining it in the next twelve months. One in Life Insurance, one an MSW, and one a MA, RPT.

Eight (47.1%) of the respondents are members of a professional organization, and nine (52.9%) have attended a professional meeting in the past year.

B.A. Sociology

One (14.3%) of the respondents indicated that licensure/certification is not available in their field, four (57.1%) do not currently hold have it, and two (28.6%) have licensure/certification. One has LPC, LMFT, NCC and one is Ex-officio Notary Public, CPR trained. Two (50.0%) of those currently without licensure/certification plan on obtaining it in the next twelve months. One plans on getting a FL State WC Adjuster license and one a LPC, NBCC. Three (42.9%) of the respondent are members of a professional organization, and four (57.1%) have attended a professional meeting in the past year.

Department of Visual Arts

Table 20
Satisfaction with Degree Program

Number of Respondents: B.A. Art - 6					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.A. Art	0.0%	16.7% (1)	33.3% (2)	50.0% (3)	0.0%
Overall quality of your degree program					
B.A. Art	0.0%	0.0%	83.3% (5)	16.7% (1)	0.0%
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.A. Art	0.0%	0.0%	33.3% (2)	16.7% (1)	50.0% (3)
Usefulness of the academic advice you received from your advisor					
B.A. Art	0.0%	33.3% (2)	33.3% (2)	33.3% (2)	0.0%
Opportunities to interact with faculty outside of class					
B.A. Art	0.0%	16.7% (1)	0.0%	16.7% (1)	66.7% (4)
Effectiveness of the faculty as teachers					
B.A. Art	0.0%	0.0%	16.7% (1)	66.7% (4)	16.7% (1)
Friendliness and helpfulness of the office staff					
B.A. Art	0.0%	0.0%	33.3% (2)	50.0% (3)	16.7% (1)
Interest shown by faculty in your academic development					
B.A. Art	0.0%	0.0%	16.7% (1)	50.0% (3)	33.3% (2)
Effectiveness of beginning courses in preparing you for advanced courses					
B.A. Art	0.0%	16.7% (1)	16.7% (1)	50.0% (3)	16.7% (1)
Quality of instruction in advanced courses					
B.A. Art	0.0%	0.0%	33.3% (2)	50.0% (3)	16.7% (1)
Faculty treatment of students both inside and outside of the classroom					
B.A. Art	0.0%	0.0%	16.7% (1)	0.0%	83.3% (5)
Professional activities, associations, or clubs associated with your major					
B.A. Art	0.0%	16.7% (1)	16.7% (1)	50.0% (3)	16.7% (1)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.A. Art	0.0%	0.0%	33.3% (2)	16.7% (1)	50.0% (3)
Availability of the required courses					
B.A. Art	0.0%	0.0%	16.7% (1)	50.0% (4)	33.3% (2)

Table 20 continued					
Satisfaction with Degree Program					
Department of Visual Arts					
Number of Respondents: B.A. Art - 6					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.A. Art	0.0%	0.0%	0.0%	50.0% (3)	50.0% (3)
Quality of instruction regarding standards and ethics in your major field					
B.A. Art	0.0%	16.7% (1)	16.7% (1)	33.3% (2)	33.3% (2)
Opportunities for you to collaborate with other students on class projects					
B.A. Art	0.0%	33.3% (2)	0.0%	33.3% (2)	33.3% (2)
Library resources related to your major					
B.A. Art	0.0%	16.7% (1)	0.0%	50.0% (3)	33.3% (2)
Use of appropriate technology in the classroom					
B.A. Art	0.0%	0.0%	16.7% (1)	33.3% (2)	50.0% (3)
Facilities and equipment (including computer resources) for courses in your major					
B.A. Art	0.0%	16.7% (1)	33.3% (2)	16.7% (1)	33.3% (2)
Help you received from faculty in your department with regard to further educational opportunities					
B.A. Art	0.0%	0.0%	33.3% (2)	16.7% (1)	50.0% (3)
The size of classes in your major					
B.A. Art	0.0%	0.0%	0.0%	66.7% (4)	33.3% (2)
Help you received from faculty in your department with regard to finding employment in your field					
B.A. Art	16.7% (1)	66.7% (4)	0.0%	0.0%	16.7% (1)
The global perspective of courses					
B.A. Art	0.0%	33.3% (2)	66.7% (4)	0.0%	0.0%
The relevancy of courses					
B.A. Art	0.0%	0.0%	16.7% (1)	66.7% (4)	16.7% (1)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.A. Art	0.0%	16.7% (1)	50.0% (3)	16.7% (1)	16.7% (1)
Your advisor’s knowledge of requirements					
B.A. Art	0.0%	0.0%	66.7% (4)	16.7% (1)	16.7% (1)
The accessibility of your advisor					
B.A. Art	0.0%	33.3% (2)	16.7% (1)	33.3% (2)	16.7% (1)

Table 20 continued
Satisfaction with Degree Program
Department of Visual Arts

Number of Respondents: B.A. Art - 6					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.A. Art	0.0%	16.7% (1)	50.0% (3)	16.7% (1)	16.7% (1)

Table 20 continued		
Satisfaction with Degree Program		
Department of Visual Arts		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.A. Art	66.7% (4)	33.3% (2)
3. If you had it to do over again, would you choose the same major?		
B.A. Art	33.3% (2)	33.3% (2)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.A. Art	66.7% (4)	33.3% (2)
6. Should a hands-on course be required in your program?		
B.A. Art	16.7% (1)	83.3% (5)

Perceptions of Southeastern

B.A. Art

None (0.0%) of the Art graduates had participated in the study-abroad/student exchange program. Two (33.3%) of the respondents had participated in the honors program and were Somewhat Satisfied with the experience. None (0.0%) of the respondents participated in a research program.

Graduate/Professional Education

B.A. Art

One (16.7%) of the respondents has completed a Masters degree and one (16.7%) has taken classes, but not enrolled in a degree program. Three (50.0%) of the respondents are likely to enroll in a degree program in the future, and one (16.7%) has no plans for further education. Of those with plans for further education, three (50.0%) plan on obtaining a Masters, one (20.0%) a doctorate, one (20.0%) a second baccalaureate. The respondent who has earned a Masters degree indicated he/she was ineffectively prepared for graduate school and was prepared worse than most other students. The respondent earned a degree very closely related to her/his baccalaureate degree.

Employment

B.A. Art

Both of the respondents (100.0%) have been employed full-time since completing their degree and accepted their position upon graduation. One (60.0%) respondent indicated his/her

education was “Effective” in preparing her/him for employment and one (50.0%) indicated it was “Very effective”. One (50.0%) of the respondents indicated he/she is currently in her/his first full-time job since graduating from Southeastern and one (50.0%) has had three or more full-time jobs since graduating. In regards to sources for learning about their first full-time job, one (20.0%) indicated a parent or relative, two (40.0%) from a newspaper or trade publication, one (20.0%) from another student or friend, and one (20.0%) already had a job.

Two (40.0%) of the respondents who have had a full-time job are currently employed full-time, two (40.0%) are unemployed and looking for employment, while one (20.0%) is unemployed and not looking. One (50.0%) of those who is currently employed full-time works in the state of Louisiana. One (50.0%) of the respondents is employed in a service organization and one (50.0%) in business. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed”, one (50.0%) respondent felt he/she is not underemployed, while one (50.0%) felt he/she is underemployed. When asked about satisfaction with their present employment, both (100.0%) dislike their employment and are looking for other employment. Both (100.0%) of the respondents are currently employed in an area related to their Southeastern major. One (50.0%) of the respondents gave an annual salary range of \$25,001-\$30,000 and one (50.0%) gave a salary range of \$30,001-\$40,000.

Professional Activities

B.A. Art

Two (33.3%) of the respondents indicated licensure/certification is not available in their field, and four (66.7%) do not currently hold it. One of the four (25.0%) plans on obtaining Art Education Certification in the next twelve months. One (16.7%) of the respondents is a member of a professional organization, and two (33.3%) have attended a professional meeting in the past year.

Special Questions

B.A. Art

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

Table 21
What is your opinion regarding the following areas?

	1 - Strongly Disagree	2	3	4	5 - Strongly Agree	Mean
Overall quality of the Visual Arts Department	0.0%	0.0%	33.3% (2)	66.7% (4)	0.0%	3.67
Quality of your specific focus of studies as identified in question 1	0.0%	16.7% (1)	16.7% (1)	66.7% (4)	0.0%	3.50
Quality of Southeastern's overall studies outside of the Visual Arts Department	0.0%	0.0%	0.0%	83.3%(5)	16.7% (1)	4.17
Quality of instruction in your major studio area	0.0%	16.7% (1)	33.3% (2)	33.3% (2)	16.7% (1)	3.50
Quality of instruction in your minor studio area	0.0%	0.0%	50.0% (3)	16.7% (1)	16.7% (1)	3.60
Quality of instruction in critical analysis	0.0%	16.7% (1)	33.3% (2)	16.7% (1)	33.3% (2)	3.67
Quality of instruction in art/design history	0.0%	0.0%	0.0%	33.3% (2)	66.7% (4)	4.67
Quality of instruction in general education	0.0%	0.0%	16.7% (1)	50.0% (3)	33.3% (2)	4.17
Quality of education in the foundations program	0.0%	0.0%	33.3% (2)	50.0% (3)	16.7% (1)	3.83

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

- Marketing or business for graphic design majors, specific art history courses for their focus or concentration field, more traditional arts (draw & paint)
- Fine Arts Certification (MFA or MA program)
- Art business - or a course designed to explain what the best thing is to do with a GA
- Portfolio for all studios; marketing/self promo for all studios - no one in the job market knows what a "visual art" decree means; gallery curatorial practice
- creative writing, lab's for science classes, more independent study courses
- more digital media pertaining to real life job scenarios

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

- color theory - shouldn't be a class on it's own - combine with another or make more involved.
- De-emphasize digital and promote fine art
- Library orientation, trig. Physical education (only need one of those, not 2)

Do you feel the breadth of your studies prepared you adequately for your senior project?
 Yes - 83.3% (5) No - 16.7% (1)

Were your senior project advisors or committee members helpful?
 Yes - 50.0% (3) No - 50.0% (3)

Given your major or professional emphasis, do you feel that you had adequate opportunities to work in the following situations?		
	No	Yes
Independent studio work in your major or professional emphasis	33.3% (2)	66.7% (4)
Collaborative projects	33.3% (2)	66.7% (4)
Participation in exhibitions	16.7% (1)	83.3% (5)
Internships/cooperative employment	66.7% (4)	16.7% (1)

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

	1 - No Influence	2	3	4	5 - Tremendous Influence	Mean
Independent studio work in your major or professional emphasis	16.7% (1)	16.7% (1)	16.7% (1)	16.7% (1)	33.3% (2)	3.33
Collaborative projects	16.7% (1)	16.7% (1)	16.7% (1)	0.0%	50.0% (3)	3.50
Participation in exhibitions	0.0%	16.7% (1)	33.3% (2)	0.0%	50.0% (3)	3.83
Internships/cooperative employment	50.0% (3)	0.0%	0.0%	16.7% (1)	16.7% (1)	2.40

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

- Use labs every available moment, pick your teacher's brains for all they know, make friends in other areas of study, take one class from every teacher in your field of study no

matter how hard their class is rumored to be, work in a print shop if going into design so you understand material & processes.

- You must do one of the following: continue education (MFA, PHD; have another source of income; marry rich. I.e, it is very hard to make money as an artist.
- Demand more exposure to different techniques/styles; demand more time/exposure with individual programs/exercises; learn web design
- It really depends on the person. I would probably advise them to research the job market before deciding on their emphasis in art. I would also advise them to try and get a minor in another field of study. Looking back, I wish I would have. I am now back in college for another field of study - nursing.

Department of Accounting

Table 22
Satisfaction with Degree Program

Number of Respondents: B.S. Accounting - 38					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.S. Accounting	0.0%	0.0%	2.6% (1)	52.6% (20)	44.7% (17)
Overall quality of your degree program					
B.S. Accounting	0.0%	2.6% (1)	0.0%	50.0% (19)	47.4% (18)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.S. Accounting	0.0%	0.0%	2.6% (1)	34.2% (13)	63.2% (24)
Usefulness of the academic advice you received from your advisor					
B.S. Accounting	2.6% (1)	2.6% (1)	21.1% (8)	34.2% (13)	36.8% (14)
Opportunities to interact with faculty outside of class					
B.S. Accounting	0.0%	0.0%	21.1% (8)	28.9% (11)	50.0% (19)
Effectiveness of the faculty as teachers					
B.S. Accounting	0.0%	2.6% (1)	5.3% (2)	42.1% (16)	47.4% (18)
Friendliness and helpfulness of the office staff					
B.S. Accounting	0.0%	2.6% (1)	7.9% (3)	26.3% (10)	63.2% (24)
Interest shown by faculty in your academic development					
B.S. Accounting	0.0%	2.6% (1)	5.3% (2)	36.8% (14)	55.3% (21)
Effectiveness of beginning courses in preparing you for advanced courses					
B.S. Accounting	0.0%	0.0%	10.5% (4)	44.7% (17)	44.7% (17)
Quality of instruction in advanced courses					
B.S. Accounting	0.0%	2.6% (1)	5.3% (2)	44.7% (17)	47.4% (18)
Faculty treatment of students both inside and outside of the classroom					
B.S. Accounting	0.0%	0.0%	0.0%	39.5% (15)	60.5% (23)
Professional activities, associations, or clubs associated with your major					
B.S. Accounting	2.6% (1)	0.0%	26.3% (10)	34.2% (13)	36.8% (14)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.S. Accounting	0.0%	7.9% (3)	36.8% (14)	34.2% (13)	21.1% (8)
Availability of the required courses					
B.S. Accounting	0.0%	5.3% (2)	21.1% (8)	42.1% (16)	28.9% (11)

Table 22 continued					
Satisfaction with Degree Program					
Department of Accounting					
Number of Respondents: B.S. Accounting - 38					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.S. Accounting	2.6% (1)	2.6% (1)	13.2% (5)	57.9% (22)	23.7% (9)
Quality of instruction regarding standards and ethics in your major field					
B.S. Accounting	0.0%	2.6% (1)	5.3% (2)	39.5% (15)	52.6% (20)
Opportunities for you to collaborate with other students on class projects					
B.S. Accounting	0.0%	2.6% (1)	10.5% (4)	36.8% (14)	50.0% (19)
Library resources related to your major					
B.S. Accounting	0.0%	7.9% (3)	34.2% (13)	28.9% (11)	28.9% (11)
Use of appropriate technology in the classroom					
B.S. Accounting	0.0%	7.9% (3)	13.2% (5)	34.2% (13)	44.7% (17)
Facilities and equipment (including computer resources) for courses in your major					
B.S. Accounting	5.3% (2)	5.3% (2)	13.2% (5)	28.9% (11)	47.4% (18)
Help you received from faculty in your department with regard to further educational opportunities					
B.S. Accounting	0.0%	7.9% (3)	21.1% (8)	34.2% (13)	36.8% (14)
The size of classes in your major					
B.S. Accounting	0.0%	0.0%	5.3% (2)	31.6% (12)	60.5% (23)
Help you received from faculty in your department with regard to finding employment in your field					
B.S. Accounting	0.0%	15.8% (6)	23.7% (9)	31.6% (4)	28.9% (11)
The global perspective of courses					
B.S. Accounting	0.0%	5.3% (2)	28.9% (11)	44.7% (17)	21.1% (8)
The relevancy of courses					
B.S. Accounting	0.0%	0.0%	13.2% (5)	50.0% (19)	36.8% (14)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.S. Accounting	0.0%	7.9% (3)	44.7% (17)	21.1% (8)	26.3% (10)
Your advisor’s knowledge of requirements					
B.S. Accounting	0.0%	5.3% (2)	15.8% (6)	39.5% (15)	39.5% (15)
The accessibility of your advisor					
B.S. Accounting	0.0%	5.3% (2)	15.8% (6)	42.1% (16)	36.8% (14)

Table 22 continued
Satisfaction with Degree Program
Department of Accounting

Number of Respondents: B.S. Accounting - 38					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.S. Accounting	2.6% (1)	7.9% (3)	23.7% (9)	36.8% (14)	28.9% (11)

Table 22 continued		
Satisfaction with Degree Program		
Department of Accounting		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.S. Accounting	0.0%	100.0% (38)
3. If you had it to do over again, would you choose the same major?		
B.S. Accounting	15.8% (6)	78.9% (30); 5.3% (2) Not at Southeastern
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.S. Accounting	63.2% (24)	34.2% (13)
6. Should a hands-on course be required in your program?		
B.S. Accounting	18.4% (7)	76.3% (29)

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

- Real world experience and a full time career after graduation.
- I didn't like the internship but I think some of them could be really good.
- Real world experience was very beneficial because it helped bridge the gap between the theory taught in class and actual practice.
- I learned how to prepare individual tax returns.
- Practical experience is always more helpful than classroom time alone.
- Real world experience and a working knowledge of applying what is taught in class.
- Business writing
- Knowledge of what was required in my future job; exposure to hours worked and schedules; exposure to additional computer programs not taught at SLU
- What to expect at a real auditing environment
- Learning what my job would actually be like!
- Real work experience in Accounting. Was very helpful when began first job in Accounting as an Auditor.

Perceptions of Southeastern

None (0.0%) of the Accounting graduates had participated in the study-abroad/student exchange program. Four (10.5%) of the respondents had participated in the honors program. One (25.0%) was Very Satisfied with the experience, one (25.0%) was Somewhat Satisfied, and two (50.0%) were Somewhat Dissatisfied. None (0.0%) of the respondents participated in a research program.

Graduate/Professional Education

Two (5.3%) of the respondents are currently enrolled in a graduate/professional degree program, twelve (31.6%) have completed a master's degree, and three (7.9%) have taken courses but not enrolled in a degree program. One (2.6%) of the respondents plans to enroll in a degree program in the next 12 months, eleven (28.6%) are likely to enroll in the future, and eight (21.1%) have no plans for further education. Of those respondents with plans for further education, six (15.8%) have the highest degree they plan on obtaining, seventeen (44.7%) plan on obtaining a master's, two (5.3%) plan on obtaining a professional degree, and two (5.3%) plan on obtaining a professional degree.

Of the twenty-on individuals with graduate course experience, eleven (52.5%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study and two (9.5%) indicated Southeastern prepared them "Very Effectively". One (4.8%) indicated that Southeastern prepared them "Better than Most" other students and twelve (57.1%) indicated that Southeastern prepared them "About the Same as Most". Of the eighteen respondents enrolled in graduate school or with a graduate degree, nine (50.0%) indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern, three (16.7%) indicated it is "Somewhat Related", and one (5.6%) indicated it is "Not at All Related".

Employment

Four (10.5%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, thirteen (38.2%) had the job before completing their degree, eleven (32.4%) accepted a position upon graduation, five (14.7%) took 1-6 months to find a job, one (2.9%) took 7-12 months, and four (11.8%) took over 1 year.

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

Table 23			
Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	10.0% (1)	50.0% (5)	40.0% (4)
Not knowing what I wanted to do	10.0% (1)	10.0% (1)	80.0% (8)
Tight job market	0.0%	50.0% (5)	50.0% (5)
Lack of marketable skills	0.0%	30.0% (3)	70.0% (7)
Lack of educational qualifications	10.0% (1)	0.0%	90.0% (9)
Reputation of Southeastern	10.0% (1)	10.0% (1)	80.0% (8)
Lack of experience	20.0% (2)	70.0% (7)	10.0% (1)
Lack of job search skills	0.0%	10.0% (1)	90.0% (9)
Poor GPA	10.0% (1)	10.0% (1)	80.0% (8)
Racial discrimination	0.0%	0.0%	100.0% (10)
Gender discrimination	0.0%	0.0%	100.0% (10)
Age discrimination	0.0%	0.0%	100.0% (10)

Nine (26.5%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance, twenty-four (70.6%) indicated it was “Effective” and one (2.9%) indicated it was “Ineffective”. Fifteen (44.1%) respondents are still in their first full-time job since graduating from Southeastern, fifteen (44.1%) have had two full-time jobs, and four (11.8%) have had three or more. In regards to sources for learning about their first full-time job, three (8.8%) indicated Southeastern faculty, two (5.9%) indicated a parent or relative, five (14.7%) from Southeastern’s Career Services, four (11.8%) from a newspaper, three (8.8%) from a professional meeting, three (8.8%) from another student/friend, four (11.8%) already had the job, one (2.9%) from an internship, six (17.6%) were recruited by the employer, two (5.9%) from the Southeastern Job Fair, and four (11.8%) from the Internet.

Of those who have been employed full-time, thirty-two (94.1%) are currently employed full-time, one (2.9%) is employed part-time and satisfied with part-time employment and one (2.9%) is not employed and not seeking employment. Of the respondents who are currently employed full-time, twenty-five (73.5%) work in the state of Louisiana, while eight (23.5%) work out of state. Two (5.9%) respondents are employed in a service organization, one (2.9%) in a nonprofit organization, ten (29.4%) in a professional firm, one (2.9%) is self-employed, eight (23.5%) in industry, seven (20.6%) in government, two (5.9%) in business, and two (5.9%) in a health agency. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college would you say that you are currently underemployed”, seven (20.6%) of the respondents indicated they are underemployed and twenty-five (73.5%) are not. Twenty-seven (79.4%) of the respondents are well satisfied

with their employment and would not consider leaving, four (11.8%) are satisfied with their employment but would consider other employment, and two (5.9%) dislike their employment and are seeking new employment. Twenty-seven (79.4%) of the respondents are employed in the area of their Southeastern major, four (11.8%) in a related area, and two (5.9%) in an unrelated area because they developed a new career interest. One (2.9%) respondents indicated a salary range of \$15,001-\$20,000, one (2.9%) gave a range of \$20,001-\$25,000, two (5.9%) gave a range of \$25,001-\$30,000, nine (26.5%) gave a range of \$30,001-\$40,000, ten (29.4%) \$40,001-\$50,000 and ten (29.4%) indicated a salary over \$50,000.

Professional Activities

Thirty-one (81.6%) respondents indicated they do not currently have licensure/certification and seven (18.4%) have licensure/certification. Of those seven, three (42.9%) are CPAs, one (14.3%) a Certified Internal Auditor, one (14.3%) has a Level I Teaching Certificate, and one (14.3%) a Barber's License. Of those who do not have licensure/certification, twenty (64.5%) plan on obtaining it in the next twelve months, nineteen a CPA and one a CIA. Eleven (28.9%) of the respondents are members of a professional organization, and fourteen (36.8%) have attended a professional meeting in the past year.

Special Questions

Thirty-seven of the respondents completed the insert which contained the special questions. Alumni were asked how satisfied they were with various aspects of how satisfied they are with various aspects of their degree program. Table 24 provides the frequencies and the means for those items.

Table 24
Please indicate the extent to which you agree with the following statements.

	1 - Very Dissatisfied	2	3	4	5 - Very Satisfied	Mean
Your exposure to group work	0.0%	5.4% (2)	13.5% (5)	45.9% (17)	35.1% (13)	4.11
Your opportunity for interaction with members of the accounting profession	0.0%	10.8% (4)	32.4% (12)	35.1% (13)	21.6% (8)	3.68
Your exposure to global business issues	0.0%	5.4% (2)	40.5% (15)	37.8% (14)	16.2% (6)	3.65
Your exposure to global accounting issues	0.0%	5.4% (2)	27.0% (10)	51.4% (19)	16.2% (6)	3.78
The analytical skills (i.e. critical thinking skills) you obtained	0.0%	5.4% (2)	13.5% (5)	35.1% (13)	43.2% (16)	4.19
The oral communication skills you obtained	0.0%	2.7% (1)	24.3% (9)	43.2% (16)	29.7% (11)	4.00
The written communication skills you obtained	0.0%	8.1% (3)	18.9% (7)	40.5% (15)	32.4% (12)	3.97
The microcomputer skills you obtained	0.0%	10.8% (4)	13.5% (5)	45.9% (17)	29.7% (11)	3.95
The Career Development Services at Southeastern, specifically regarding its efforts on behalf of accounting majors	0.0%	2.7% (1)	40.5% (15)	29.7% (11)	27.0% (10)	3.81

Department of Business Administration

Table 25
Satisfaction with Degree Program

Number of Respondents: B.A. General Business - 33					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.A. General Business	6.1% (2)	3.0% (1)	3.0% (1)	54.5% (18)	33.3% (11)
Overall quality of your degree program					
B.A. General Business	6.1% (2)	0.0%	15.2% (5)	45.5% (15)	33.3% (11)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.A. General Business	9.1% (3)	0.0%	15.2% (5)	33.3% (11)	42.4% (14)
Usefulness of the academic advice you received from your advisor					
B.A. General Business	18.2% (6)	12.2% (4)	21.2% (7)	21.2% (7)	24.2% (8)
Opportunities to interact with faculty outside of class					
B.A. General Business	3.0% (1)	15.2% (5)	18.2% (6)	45.5% (15)	15.2% (5)
Effectiveness of the faculty as teachers					
B.A. General Business	3.0% (1)	6.1% (2)	15.2% (5)	60.6% (20)	15.2% (5)
Friendliness and helpfulness of the office staff					
B.A. General Business	6.1% (2)	9.1% (3)	12.1% (4)	39.4% (13)	33.3% (11)
Interest shown by faculty in your academic development					
B.A. General Business	6.1% (2)	6.1% (2)	30.3% (10)	24.2% (8)	33.3% (11)
Effectiveness of beginning courses in preparing you for advanced courses					
B.A. General Business	6.1% (2)	0.0%	21.2% (7)	45.5% (15)	27.3% (9)
Quality of instruction in advanced courses					
B.A. General Business	6.1% (2)	0.0%	15.2% (5)	39.4% (13)	39.4% (13)
Faculty treatment of students both inside and outside of the classroom					
B.A. General Business	6.1% (2)	3.0% (1)	15.2% (5)	39.4% (13)	36.4% (12)
Professional activities, associations, or clubs associated with your major					
B.A. General Business	3.0% (1)	15.2% (5)	30.3% (10)	24.2% (8)	24.2% (8)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.A. General Business	6.1% (2)	15.2% (5)	36.4% (12)	27.3% (9)	12.1% (4)
Availability of the required courses					
B.A. General Business	9.1% (3)	0.0%	30.3% (10)	45.5% (15)	12.1% (4)

Table 25 continued					
Satisfaction with Degree Program					
Department of Business Administration					
Number of Respondents: B.A. General Business - 33					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.A. General Business	6.1% (2)	3.0% (1)	30.3% (10)	39.4% (13)	18.2% (6)
Quality of instruction regarding standards and ethics in your major field					
B.A. General Business	3.0% (1)	3.0% (1)	21.2% (7)	42.4% (14)	24.2% (8)
Opportunities for you to collaborate with other students on class projects					
B.A. General Business	6.1% (2)	3.0% (1)	9.1% (3)	42.4% (14)	36.4% (12)
Library resources related to your major					
B.A. General Business	3.0% (1)	3.0% (1)	33.3% (11)	39.4% (13)	18.2% (6)
Use of appropriate technology in the classroom					
B.A. General Business	9.1% (3)	0.0%	9.1% (3)	39.4% (13)	39.4% (13)
Facilities and equipment (including computer resources) for courses in your major					
B.A. General Business	9.1% (3)	0.0%	15.2% (5)	39.4% (13)	33.3% (11)
Help you received from faculty in your department with regard to further educational opportunities					
B.A. General Business	9.1% (3)	15.2% (5)	24.2% (8)	30.3% (10)	18.2% (6)
The size of classes in your major					
B.A. General Business	6.1% (2)	0.0%	3.0% (1)	27.3% (9)	57.6% (19)
Help you received from faculty in your department with regard to finding employment in your field					
B.A. General Business	30.3% (10)	12.1% (4)	27.3% (9)	3.0% (1)	21.2% (7)
The global perspective of courses					
B.A. General Business	3.0% (1)	3.0% (1)	33.3% (11)	39.4% (13)	18.2% (6)
The relevancy of courses					
B.A. General Business	3.0% (1)	6.1% (2)	9.1% (3)	48.5% (16)	30.3% (10)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.A. General Business	9.1% (3)	15.2% (5)	27.3% (9)	30.3% (10)	15.2% (5)
Your advisor’s knowledge of requirements					
B.A. General Business	15.2% (5)	12.1% (4)	30.3% (10)	24.2% (8)	15.2% (5)
The accessibility of your advisor					
B.A. General Business	15.2% (5)	12.1% (4)	24.2% (8)	33.3% (11)	9.1% (3)

Table 25 continued
Satisfaction with Degree Program
Department of Business Administration

Number of Respondents: B.A. General Business - 33

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.A. General Business	18.2% (6)	9.1% (3)	24.2% (8)	21.2% (7)	18.2% (6)

Table 25 continued		
Satisfaction with Degree Program		
Department of Business Administration		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.A. General Business	3.0% (1)	97.0% (32)
3. If you had it to do over again, would you choose the same major?		
B.A. General Business	33.3% (11)	63.6% (21); 3.0% (1) Not at Southeastern
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.A. General Business	97.0% (32)	0.0%
6. Should a hands-on course be required in your program?		
B.A. General Business	36.4% (12)	51.5% (17)

Perceptions of Southeastern

None (0.0%) of the General Business graduates had participated in the study-abroad/student exchange program. Five (15.2%) of the respondents had participated in the honors program, one (20.0%) was Very Satisfied with the experience and four (80.0%) were Somewhat Satisfied. None (0.0%) of the respondents participated in a research program.

Graduate/Professional Education

Four (12.1%) of the respondents are currently enrolled in a graduate/professional degree program and three (9.1%) have completed a master’s degree. Two (6.1%) of the respondents plan to enroll in a degree program in the next 12 months, fourteen (42.4%) are likely to enroll in the future, and nine (27.3%) have no plans for further education. Of those respondents with plans for further education, fifteen (65.2%) plan on eventually obtaining a master’s, two (8.7%) plan on obtaining a doctorate, and three (4.3%) already have the highest degree they plan on obtaining.

Of the seven individuals with graduate course experience, four (57.1%) indicated that Southeastern prepared them “Effectively” for further graduate/professional study, one (14.3%) indicated Southeastern prepared him/her “Very Effectively”, and one (14.3%) was prepared “Very Ineffectively”. Five (71.4%) indicated that Southeastern prepared them “About the Same as Most” other students and one (14.3%) indicated that Southeastern prepared him/her “Worse than Most”. Five (71.4%) of the seven respondents enrolled in graduate school or with a graduate degree indicated their graduate degree program is “Very Closely Related” to their bachelor’s degree from Southeastern and one (14.3%) indicated it is “Not at all Related”.

Employment

Two (6.1%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, ten (32.3%) had a job before graduating, four (12.9%) accepted a position upon graduation, twelve (38.7%) took 1-6 months to find a job, two (6.5%) took 7-12 months, and three (9.7%) took over a year.

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

Table 26			
Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	29.4% (5)	47.1% (8)	23.5% (4)
Not knowing what I wanted to do	41.2% (7)	35.3% (6)	23.5% (4)
Tight job market	35.3% (6)	64.7% (11)	0.0%
Lack of marketable skills	17.6% (3)	41.2% (7)	41.2% (7)
Lack of educational qualifications	0.0%	17.6% (3)	82.4% (14)
Reputation of Southeastern	0.0%	11.8% (2)	88.2% (15)
Lack of experience	52.9% (9)	23.5% (4)	23.5% (4)
Lack of job search skills	17.6% (3)	29.4% (5)	52.9% (9)
Poor GPA	0.0%	17.6% (3)	82.4% (14)
Racial discrimination	0.0%	0.0%	100.0% (17)
Gender discrimination	0.0%	5.9% (1)	94.1% (16)
Age discrimination	11.8% (2)	17.6% (3)	70.6% (12)

Eight (25.8%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving job performance, seventeen (54.8%) indicated it was “Effective” and six (19.4%) indicated it was “Ineffective”. Fourteen (45.2%) respondents are still in their first full-time job since graduating from Southeastern, fourteen (45.2%) have had two full-time jobs, and three (9.7%) have had three or more. In regards to sources for learning about their first full-time job, seven (22.6%) indicated a parent or relative, one (3.2%) from three (9.7%) from a newspaper, one (3.2%) from a professional meeting, four (12.9%) from another student/friend, ten (32.3%) already had a job, two (6.5%) was recruited by the employer, one (3.2%) from an employment agency, one (3.2%) from the Southeastern Job Fair, and two (6.5%) from the Internet.

Of those who have been employed full-time, twenty-eight (90.3%) are currently employed full-time, one (3.2%) is employed part-time but looking for full-time work, one (3.2%) is employed part-time and satisfied with it, and one (3.2%) is not employed and not looking for employment. Of the twenty-eight respondents who are currently employed full-time, twenty-six (92.9%) work in the state of Louisiana. Two (7.1%) respondents are employed in a service organization, one (3.6%) in higher education, two (7.1%) in K-12 education, one (3.6%) in a nonprofit organization, two (7.1%) are self-employed, two (7.1%) in industry, three (10.7%) in government, thirteen (46.4%) in business, and two (7.1%) 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”, twelve (42.9%) of the respondents indicated they are underemployed and fourteen (50.0%) are not. Fourteen (50.0%) of the respondents are well satisfied with their employment and would not consider leaving, twelve (42.9%) are satisfied with their employment but would consider other employment, and two (7.1%) dislike their employment and are seeking new employment. Eleven (39.3%) of the respondents are employed in the area of their Southeastern major, twelve (42.9%) in a related area, and five (17.9%) in an unrelated area. One respondent is employed in an area not related to his/her major because of developing a new career interest, two could not find a job they wanted in the field, and two had better opportunity for advancement outside their field. One (3.6%) respondent indicated a salary range of \$10,000-\$15,000, one (3.6%) indicated a salary range of \$15,001-\$20,000, three (10.7%) indicated a range of \$20,001-\$25,000, four (14.3%) gave a range of \$25,001-\$30,000, seven (25.0%) gave a range of \$30,001-\$40,000, six (21.4%) a range of \$40,001-\$50,000, and six (21.4%) indicated a salary over \$50,000.

Professional Activities

Seven (21.2%) of the respondents indicated that licensure/certification is not available in their field, twenty (60.6%) indicated they do not currently have licensure/certification, and four (12.1%) currently holds licensure/certification. The certifications held include: Comptia A +, Comptia Network +, Bell Warranty Parts Certification; fork lift operation; Property/Casualty Insurance, Life/Health Insurance; and Cisco Sales Expert Of those who do not have licensure/certification, one (5.0%) plans on obtaining a CFA in the next twelve months. Ten (30.3%) of the respondents are members of a professional organization, and sixteen (48.5%) have attended a professional meeting in the past year.

Department of Management

Table 27
Satisfaction with Degree Program

Number of Respondents: B.A. Management - 40					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.A. Management	0.0%	0.0%	12.5% (5)	35.0% (14)	52.5% (21)
Overall quality of your degree program					
B.A. Management	0.0%	0.0%	15.0% (6)	35.0% (14)	50.0% (20)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.A. Management	2.5% (1)	0.0%	2.5% (3)	30.0% (12)	62.5% (25)
Usefulness of the academic advice you received from your advisor					
B.A. Management	5.0% (2)	12.5% (5)	27.5% (11)	27.5% (11)	25.0% (10)
Opportunities to interact with faculty outside of class					
B.A. Management	0.0%	2.5% (1)	25.0% (10)	30.0% (12)	42.5% (17)
Effectiveness of the faculty as teachers					
B.A. Management	0.0%	0.0%	12.5% (5)	55.0% (22)	32.5% (13)
Friendliness and helpfulness of the office staff					
B.A. Management	5.0% (2)	0.0%	25.0% (10)	22.5% (9)	47.5% (19)
Interest shown by faculty in your academic development					
B.A. Management	0.0%	0.0%	35.0% (14)	37.5% (15)	27.5% (11)
Effectiveness of beginning courses in preparing you for advanced courses					
B.A. Management	0.0%	2.5% (1)	27.5% (11)	32.5% (13)	37.5% (15)
Quality of instruction in advanced courses					
B.A. Management	0.0%	2.5% (1)	7.5% (3)	47.5% (19)	42.5% (17)
Faculty treatment of students both inside and outside of the classroom					
B.A. Management	0.0%	0.0%	12.5% (5)	30.0% (12)	57.5% (23)
Professional activities, associations, or clubs associated with your major					
B.A. Management	0.0%	7.5% (3)	30.0% (12)	30.0% (12)	30.0% (12)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.A. Management	0.0%	17.5% (7)	32.5% (13)	27.5% (11)	20.0% (8)
Availability of the required courses					
B.A. Management	0.0%	12.5% (5)	22.5% (9)	25.0% (10)	37.5% (15)

Table 27 continued					
Satisfaction with Degree Program					
Department of Management					
Number of Respondents: B.A. Management - 40					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.A. Management	0.0%	2.5% (1)	22.5% (9)	42.5% (17)	32.5% (13)
Quality of instruction regarding standards and ethics in your major field					
B.A. Management	0.0%	0.0%	7.5% (3)	35.0% (14)	57.5% (23)
Opportunities for you to collaborate with other students on class projects					
B.A. Management	0.0%	2.5% (1)	5.0% (2)	35.0% (14)	57.5% (23)
Library resources related to your major					
B.A. Management	0.0%	0.0%	30.0% (12)	42.5% (17)	27.5% (11)
Use of appropriate technology in the classroom					
B.A. Management	0.0%	2.5% (1)	12.5% (5)	40.0% (16)	45.0% (18)
Facilities and equipment (including computer resources) for courses in your major					
B.A. Management	2.5% (1)	7.5% (3)	17.5% (7)	25.0% (10)	47.5% (19)
Help you received from faculty in your department with regard to further educational opportunities					
B.A. Management	2.5% (1)	7.5% (3)	32.5% (13)	32.5% (13)	25.0% (10)
The size of classes in your major					
B.A. Management	0.0%	0.0%	15.0% (6)	35.0% (14)	50.0% (20)
Help you received from faculty in your department with regard to finding employment in your field					
B.A. Management	17.5% (7)	22.5% (9)	20.0% (8)	27.5% (11)	12.5% (5)
The global perspective of courses					
B.A. Management	0.0%	5.0% (2)	35.0% (14)	37.5% (15)	22.5% (9)
The relevancy of courses					
B.A. Management	2.5% (1)	5.0% (2)	20.0% (8)	45.0% (18)	27.5% (11)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.A. Management	2.5% (1)	17.5% (7)	17.5% (7)	37.5% (15)	25.0% (10)
Your advisor’s knowledge of requirements					
B.A. Management	0.0%	15.0% (6)	22.5% (9)	22.5% (9)	37.5% (15)
The accessibility of your advisor					
B.A. Management	2.5% (1)	17.5% (7)	27.5% (11)	22.5% (9)	27.5% (11)

Table 27 continued
Satisfaction with Degree Program
Department of Management

Number of Respondents: B.A. Management - 40

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.A. Management	5.0% (2)	15.0% (6)	30.0% (12)	27.5% (11)	20.0% (8)

Table 27 continued		
Satisfaction with Degree Program		
Department of Management		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.A. Management	0.0%	100.0% (40)
3. If you had it to do over again, would you choose the same major?		
B.A. Management	20.0% (8)	77.5% (31)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.A. Management	87.5% (35)	12.5% (5)
6. Should a hands-on course be required in your program?		
B.A. Management	32.5% (13)	67.5% (27)

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

- Much more learning of real-life examples. Books don't teach certain problems.
- A look and feel of what real life experiences are.
- The benefit I received was an entry level, full-time position after graduation.
- Learning from mistakes that were made by actually using what I learned.

Perceptions of Southeastern

One (2.5%) of the Management graduates had participated in the study-abroad program and was Very Satisfied with the experience. Nine (22.5%) of the respondents had participated in the honors program. Two (22.2%) were Very Satisfied with the experience, five (55.6%) were Somewhat Satisfied, and one (11.1%) was Very Dissatisfied. One (2.5%) of the respondents participated in a research program, but did not indicate his/her level of satisfaction.

Graduate/Professional Education

Two (5.0%) of the respondents are currently enrolled in a graduate/professional degree program, four (10.0%) have completed a Masters degree, and two (5.0%) have taken courses but not enrolled in a degree program. Nineteen (47.5%) are likely to enroll in a graduate program in the future, and thirteen (32.5%) have no plans for further education. Of those respondents with plans for further education, two (7.4%) have the highest degree they plan on obtaining, twenty (74.1%) plan on obtaining a master's, two (7.1%) plan on eventually obtaining a doctorate, one (3.7%) plans on obtaining a professional degree, and two (7.4%) plan on obtaining a second baccalaureate.

Of the eight individuals with graduate course experience, five (62.5%) indicated that Southeastern prepared them “Effectively” for further graduate/professional study and three (37.5%) indicated Southeastern prepared them “Very Effectively”. All eight (100.0%) indicated that Southeastern prepared them “About the Same as Most” other students. Of the seven respondents enrolled in graduate school or with a graduate degree, six (83.3%) indicated their graduate degree program is “Very Closely Related” to their bachelor’s degree from Southeastern and one (16.7%) indicated it was “Somewhat Related”.

Employment

Two (5.0%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, eight (21.1%) had a job before completing their degree, six (15.8%) accepted a position upon graduation, nineteen (50.0%) took 1-6 months to find a job, two (5.3%) took 7-12 months, and two (5.3%) took over a year.

The twenty-three respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 28 presents what were considered major problems, minor problems, or no problem.

Table 28			
Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	21.7% (5)	43.5% (10)	34.8% (8)
Not knowing what I wanted to do	26.1% (6)	21.7% (5)	52.2% (12)
Tight job market	43.5% (10)	34.8% (8)	21.7% (5)
Lack of marketable skills	4.3% (1)	26.1% (6)	65.2% (15)
Lack of educational qualifications	8.7% (2)	17.4% (4)	73.9% (17)
Reputation of Southeastern	4.3% (1)	26.1% (6)	69.6% (16)
Lack of experience	30.4% (7)	39.1% (9)	30.4% (7)
Lack of job search skills	4.3% (1)	17.4% (4)	78.3% (18)
Poor GPA	0.0%	21.7% (5)	78.3% (18)
Racial discrimination	0.0%	8.7% (2)	91.3% (21)
Gender discrimination	0.0%	13.0% (3)	87.0% (20)
Age discrimination	0.0%	13.0% (3)	87.0% (20)

Eight (21.1%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance, twenty-five (65.8%) indicated it was “Effective”, and four (10.5%) indicated it was “Ineffective”. Ten (26.3%) respondents are still in their first full-time job since graduating from Southeastern,

seventeen (44.7%) have had two full-time jobs, and ten (26.3%) have had three or more. In regards to sources for learning about their first full-time job, one (2.6%) indicated faculty at Southeastern, four (10.5%) indicated a parent or relative, two (5.3%) from Southeastern's Career Services, nine (23.7%) from a newspaper, two (5.3%) from another student/friend, eight (21.1%) already had the job, three (7.9%) from an internship, four (10.5%) were recruited by the employer, one (2.6%) from an employment agency, two (5.3%) from the Southeastern Job Fair, and seven (18.4%) from the internet.

Of those who have been employed full-time, thirty-seven (97.4%) are currently employed full-time and one (2.6%) is employed part-time and satisfied with that. Of the respondents who are currently employed full-time, thirty-two (86.5%) work in the state of Louisiana and three (8.1%) work out of state. Four (10.8%) respondents are employed in a service organization, two (5.4%) in higher education, three (8.1%) in a nonprofit organization, one (2.7%) in a professional firm, one (2.7%) is self employed, seven (18.9%) in industry, five (13.5%) in government, eleven (29.7%) in business, and one (2.7%) 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", nine (24.3%) of the respondents indicated they are underemployed and twenty-six (70.3%) are not. Fifteen (40.5%) of the respondents are well satisfied with their employment and would not consider leaving, seventeen (45.9%) are satisfied with their employment but would consider other employment, and two (5.4%) dislike their employment and are seeking new employment. Fifteen (40.5%) of the respondents are employed in the area of their Southeastern major, fifteen (40.5%) in a related area, and five (13.5%) in an unrelated area. One respondent is employed in an area not related to his/her major because of developing a new career interest, four could not find a job they wanted in the field, and one for better advancement opportunities. Two (5.4%) respondent indicated a salary range of \$15,001-\$20,000, five (13.5%) gave a range of \$25,001-\$30,000, eleven (29.7%) gave a range of \$30,001-\$40,000, eight (21.6%) \$40,001-\$50,000 and eight (21.6%) indicated a salary over \$50,000.

Professional Activities

Seven (17.5%) of the respondents indicated that licensure/certification is not available in their field, thirty (75.0%) indicated they do not currently have licensure/certification, and three (7.5%) currently hold licensure/certification, including Qualified Railroad Conductor, Cert. Of Tech. Studies - Drafting, and P/C L/H OR Insurance. Of those who do not have licensure/certification, seven (23.3%) plan on obtaining it in the next twelve months, including three for PHR, MCSE, CIA, notary and accounting. Twelve (30.0%) of the respondents are members of a professional organization, and eight (45.0%) have attended a professional meeting in the past year.

Department of Marketing & Finance

Table 29
Satisfaction with Degree Program

Number of Respondents: B.S. Finance - 11; B.A. Marketing - 28					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.S. Finance	0.0%	0.0%	9.1% (1)	45.5% (5)	45.5% (5)
B.A. Marketing	0.0%	0.0%	10.7% (3)	42.9% (12)	46.4% (13)
Overall quality of your degree program					
B.S. Finance	0.0%	0.0%	9.1% (1)	54.5% (6)	36.4% (4)
B.A. Marketing	0.0%	3.6% (1)	17.9% (5)	35.7% (10)	42.9% (12)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.S. Finance	0.0%	0.0%	9.1% (1)	18.2% (2)	72.7% (8)
B.A. Marketing	0.0%	0.0%	25.0% (7)	21.4% (6)	53.6% (15)
Usefulness of the academic advice you received from your advisor					
B.S. Finance	9.1% (1)	27.3% (3)	36.4% (4)	9.1% (1)	18.2% (2)
B.A. Marketing	7.1% (2)	17.9% (5)	21.4% (6)	35.7% (10)	17.9% (5)
Opportunities to interact with faculty outside of class					
B.S. Finance	0.0%	9.1% (1)	18.2% (2)	27.3% (3)	45.5% (5)
B.A. Marketing	3.6% (1)	3.6% (1)	25.0% (7)	17.9% (5)	50.0% (14)
Effectiveness of the faculty as teachers					
B.S. Finance	0.0%	0.0%	18.2% (2)	45.5% (5)	36.4% (4)
B.A. Marketing	0.0%	0.0%	14.3% (4)	35.7% (10)	50.0% (14)
Friendliness and helpfulness of the office staff					
B.S. Finance	0.0%	18.2% (2)	18.2% (2)	27.3% (3)	36.4% (4)
B.A. Marketing	3.6% (1)	10.7% (3)	14.3% (4)	28.6% (8)	42.9% (12)
Interest shown by faculty in your academic development					
B.S. Finance	0.0%	9.1% (1)	45.5% (5)	18.2% (2)	27.3% (3)
B.A. Marketing	3.6% (1)	7.1% (2)	17.9% (5)	28.6% (8)	42.9% (12)
Effectiveness of beginning courses in preparing you for advanced courses					
B.S. Finance	0.0%	18.2% (2)	27.3% (3)	36.4% (4)	18.2% (2)
B.A. Marketing	0.0%	10.7% (3)	14.3% (4)	42.9% (12)	32.1% (9)
Table 29 continued Satisfaction with Degree Program Department of Marketing & Finance					

Number of Respondents: B.S. Finance - 11; B.A. Marketing - 28					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Quality of instruction in advanced courses					
B.S. Finance	0.0%	0.0%	18.2% (2)	36.4% (4)	45.5% (5)
B.A. Marketing	0.0%	0.0%	25.0% (7)	25.0% (7)	50.0% (14)
Faculty treatment of students both inside and outside of the classroom					
B.S. Finance	0.0%	0.0%	0.0%	54.5% (6)	45.5% (5)
B.A. Marketing	3.6% (1)	3.6% (1)	14.3% (4)	35.7% (10)	42.9% (12)
Professional activities, associations, or clubs associated with your major					
B.S. Finance	0.0%	27.3% (3)	27.3% (3)	18.2% (2)	27.3% (3)
B.A. Marketing	0.0%	7.1% (2)	39.3% (11)	21.4% (6)	32.1% (9)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.S. Finance	9.1% (1)	9.1% (1)	36.4% (4)	27.3% (3)	18.2% (2)
B.A. Marketing	7.1% (2)	14.3% (4)	7.1% (2)	46.4% (13)	25.0% (7)
Availability of the required courses					
B.S. Finance	0.0%	27.3% (3)	27.3% (3)	27.3% (3)	18.2% (2)
B.A. Marketing	0.0%	10.7% (3)	28.6% (8)	35.7% (10)	25.0% (7)
Availability of elective courses you wanted to take in your major					
B.S. Finance	0.0%	27.3% (3)	27.3% (3)	27.3% (3)	18.2% (2)
B.A. Marketing	3.6% (1)	7.1% (2)	32.1% (9)	25.0% (7)	32.1% (9)
Quality of instruction regarding standards and ethics in your major field					
B.S. Finance	0.0%	9.1% (1)	9.1% (1)	63.6% (7)	18.2% (2)
B.A. Marketing	0.0%	0.0%	17.9% (5)	32.1% (9)	50.0% (14)
Opportunities for you to collaborate with other students on class projects					
B.S. Finance	0.0%	0.0%	18.2% (2)	45.5% (5)	36.4% (4)
B.A. Marketing	0.0%	0.0%	14.3% (4)	14.3% (4)	71.4% (20)
Library resources related to your major					
B.S. Finance	0.0%	45.5% (5)	18.2% (2)	27.3% (3)	9.1% (1)
B.A. Marketing	0.0%	3.6% (1)	28.6% (8)	39.3% (11)	28.6% (8)
Use of appropriate technology in the classroom					
B.S. Finance	0.0%	18.2% (2)	9.1% (1)	45.5% (5)	27.3% (3)
B.A. Marketing	7.1% (2)	7.1% (2)	3.6% (1)	39.3% (11)	42.9% (12)
Table 29 continued					
Satisfaction with Degree Program					
Department of Marketing & Finance					
Number of Respondents: B.S. Finance - 11; B.A. Marketing - 28					

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Facilities and equipment (including computer resources) for courses in your major					
B.S. Finance	9.1% (1)	0.0%	0.0%	54.5% (6)	36.4% (4)
B.A. Marketing	3.6% (1)	10.7% (3)	10.7% (3)	28.6% (8)	46.4% (13)
Help you received from faculty in your department with regard to further educational opportunities					
B.S. Finance	27.3% (3)	0.0%	36.4% (4)	27.3% (3)	9.1% (1)
B.A. Marketing	10.7% (3)	28.6% (8)	10.7% (3)	14.3% (4)	35.7% (10)
The size of classes in your major					
B.S. Finance	0.0%	9.1% (1)	9.1% (1)	54.5% (6)	27.3% (3)
B.A. Marketing	0.0%	0.0%	3.6% (1)	46.4% (13)	50.0% (14)
Help you received from faculty in your department with regard to finding employment in your field					
B.S. Finance	18.2% (2)	36.4% (4)	27.3% (3)	18.2% (2)	0.0%
B.A. Marketing	32.1% (9)	14.3% (4)	32.1% (9)	14.3% (4)	7.1% (2)
The global perspective of courses					
B.S. Finance	0.0%	9.1% (1)	36.4% (4)	36.4% (4)	18.2% (2)
B.A. Marketing	0.0%	14.3% (4)	21.4% (6)	42.9% (12)	17.9% (5)
The relevancy of courses					
B.S. Finance	0.0%	18.2% (2)	27.3% (3)	36.4% (4)	18.2% (2)
B.A. Marketing	0.0%	0.0%	21.4% (6)	25.0% (7)	53.6% (15)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.S. Finance	9.1% (1)	27.3% (3)	36.4% (4)	9.1% (1)	18.2% (2)
B.A. Marketing	7.1% (2)	7.1% (2)	14.3% (4)	39.3% (11)	32.1% (9)
Your advisor’s knowledge of requirements					
B.S. Finance	0.0%	36.4% (4)	36.4% (4)	9.1% (1)	18.2% (2)
B.A. Marketing	7.1% (2)	7.1% (2)	32.1% (9)	21.4% (6)	32.1% (9)
The accessibility of your advisor					
B.S. Finance	9.1% (1)	27.3% (3)	36.4% (4)	9.1% (1)	18.2% (2)
B.A. Marketing	10.7% (3)	10.7% (3)	32.1% (9)	21.4% (6)	25.0% (7)

Table 29 continued
Satisfaction with Degree Program
Department of Marketing & Finance

Number of Respondents: B.S. Finance - 11; B.A. Marketing - 28

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.S. Finance	18.2% (2)	18.2% (2)	27.3% (3)	18.2% (2)	18.2% (2)
B.A. Marketing	10.7% (3)	7.1% (2)	35.7% (10)	25.0% (7)	21.4% (6)

Table 29 continued		
Satisfaction with Degree Program		
Department of Marketing & Finance		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.S. Finance	9.1% (1)	90.9% (10)
B.A. Marketing	10.7% (3)	89.3% (25)
3. If you had it to do over again, would you choose the same major?		
B.S. Finance	27.3% (3)	63.6% (7)
B.A. Marketing	35.7% (10)	53.6% (15)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.S. Finance	81.8% (9)	9.1% (1)
B.A. Marketing	82.1% (23)	17.9% (5)
6. Should a hands-on course be required in your program?		
B.S. Finance	18.2% (2)	72.7% (8)
B.A. Marketing	21.4% (6)	75.0% (21)

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

- gained experience in financial planning, and investing

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

- some
- I realized through my internship what area of my degree I wished to pursue.
- I was able to use my experience from my internship not only on my resume but as a reference and sales experience.
- I got to gain some creative insight into advertising and use the knowledge I learned in class.
- resume addition

Perceptions of Southeastern

B.S. Finance

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

B.A. Marketing

Two of the Marketing graduates had participated in the study-abroad/student exchange program and were Very Satisfied with the experience. One (3.6%) of the respondents had participated in the honors program. None (0.0%) of the respondents participated in a research program.

Graduate/Professional Education

B.S. Finance

One (9.1%) of the respondents is currently enrolled in a graduate/professional degree program. One (9.1%) of the respondents has completed a Master's degree. One (9.1%) of the respondents plans to enroll in a degree program in the next 12 months, six (54.5%) are likely to enroll in the future, and two (18.2%) have no plans for further education. Of those with plans for further education, seven (77.8%) plan on obtaining a Master's, one (11.1%) a second baccalaureate and one (11.1%) already has the highest degree he/she plans to obtain.

Both (100.0%) of the individuals with graduate school experience indicated that Southeastern prepared them "Very Effectively" for further graduate/professional study and they were prepared "About the Same as Most" other students. Both (100.0%) are enrolled in a degree program or had completed a degree "Very Closely Related" to their bachelor's degree from Southeastern.

B.A. Marketing

Four (14.3%) of the respondents have completed a degree, three a Master's and one a professional degree. Eleven (39.3%) respondents are likely to enroll in a degree program in the future and thirteen (46.4%) have no plans for further education. Of those with plans for further education, nine (60.0%) plan on obtaining a Master's, two (13.3%) plan on obtaining a doctorate, one (6.7%) plans on obtaining a professional degree, and one (6.7%) plans on obtaining a second baccalaureate.

Of the four individuals with graduate school experience, one (25.0%) indicated that Southeastern prepared them "Ineffectively" for further graduate/professional study and three (75.0%) indicated they were "Effectively" prepared. Three (75.0%) of the respondents indicated that Southeastern prepared them "About the Same as Most" other students and one (25.0%) indicated she/he was prepared "Better than Most".

Of the four respondents who have completed a degree, three (75.0%) indicated it was "Very Closely Related" and one (25.0%) indicated it was "Somewhat Related".

Employment

B.S. Finance

The majority of the respondents (90.9%, n=10) have been employed full-time since completing their degree. Of those respondents who have been employed full-time, one (10.0%) had a job before completing his/her degree, two (20.0%) accepted a position upon graduation, four (40.0%) respondents obtained a job 1-6 months after graduation, two (20.0%) took 7-12 months, and one (10.0%) took over a year.

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

	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	71.4% (5)	28.6% (2)	0.0%
Not knowing what I wanted to do	0.0%	71.4% (5)	28.6% (2)
Tight job market	85.7% (6)	14.3% (1)	0.0%
Lack of marketable skills	42.9% (3)	28.6% (2)	28.6% (2)
Lack of educational qualifications	0.0%	14.3% (1)	85.7% (6)
Reputation of Southeastern	0.0%	14.3% (1)	85.7% (6)
Lack of experience	71.4% (5)	14.3% (1)	14.3% (1)
Lack of job search skills	14.3% (1)	28.6% (2)	57.1% (4)
Poor GPA	0.0%	42.9% (3)	57.1% (4)
Racial discrimination	0.0%	0.0%	100.0% (7)
Gender discrimination	0.0%	14.3% (1)	85.7% (6)
Age discrimination	14.3% (1)	42.9% (3)	42.9% (3)

Of those respondents who have had a full-time job since graduating, one (10.0%) indicated his/her education was “Very Effective” in preparing her/him for employment or improving their job performance, seven (70.0%) indicated it was “Effective”, one (10.0%) indicated it was “Ineffective”, and one (10.0%) indicated it was “Very Ineffective”. Three (30.0%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern, five (50.0%) have had two full-time jobs since graduating, and two (20.0%) have had three or more. In regards to sources for learning about their first full-time job, three (30.0%) indicated a parent or relative, one (10.0%) indicated Southeastern’s Career Services, three (30.0%) from a newspaper or trade publication, two (20.0%) already had a job, one (10.0%) was recruited by an employer, and one (10.0%) from the Southeastern Job Fair.

Nine (90.0%) of the respondents who have had a full-time job are currently employed full-time and one (10.0%) is not employed but looking for employment. All (100.0%) of those who are currently employed full-time work in the state of Louisiana. Two (20.0%) of the respondents are employed in a professional firm, two (20.0%) in industry, one (10.0%) in government, and five (50.0%) in business. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed”, four (40.0%) respondents felt they are not underemployed, while six (60.0%) felt they are underemployed. When asked about satisfaction with their present employment, two (20.0%) are “Well satisfied, would not consider leaving” and eight (80.0%) are “Satisfied, but would consider more desirable employment”.

Two (20.0%) of the respondents are currently employed in the area of their Southeastern major, four (40.0%) in an area related to their Southeastern major, and four (40.0%) are employed in an unrelated area. One (25.0%) is employed in an unrelated area because of developing a new career interest, two (50.0%) could not find a job they wanted, and one (25.0%) had better opportunity for advancement elsewhere. One (10.0%) of the respondents gave an annual salary range of \$15,001-\$20,000, two (20.0%) gave a salary range of \$25,001-\$30,000, two (20.0%) gave a salary range of \$30,001-\$40,000, and five (50.0%) gave a salary greater range of \$40,001-\$50,000.

B.A. Marketing

Twenty-seven of the respondents (96.4%) have been employed full-time since completing their degree. Of those respondents who have been employed full-time, nine (33.3%) had a job before completing their degree, one (3.7%) accepted a position upon graduation, ten (37.0%) respondents obtained a job 1-6 months after graduation, three (11.1%) took 7-12 months, and four (14.8%) took over a year.

The seventeen respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 31 presents what were considered major problems, minor problems, or no problem.

	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	35.3% (6)	11.8% (2)	52.9% (9)
Not knowing what I wanted to do	17.6% (3)	29.4% (5)	52.9% (9)
Tight job market	52.9% (9)	29.4% (5)	17.6% (3)
Lack of marketable skills	11.8% (2)	23.5% (4)	64.7% (11)
Lack of educational qualifications	0.0%	11.8% (2)	88.2% (15)
Reputation of Southeastern	0.0%	23.5% (4)	76.5% (13)
Lack of experience	58.8% (10)	29.4% (5)	11.8% (2)
Lack of job search skills	0.0%	29.4% (5)	70.6% (12)
Poor GPA	0.0%	5.9% (1)	94.1% (16)
Racial discrimination	0.0%	5.9% (1)	94.1% (16)
Gender discrimination	0.0%	5.9% (1)	94.1% (16)
Age discrimination	5.9% (1)	17.6% (3)	76.5% (13)

Of those respondents who have had a full-time job since graduating, eight (29.6%) indicated their education was “Very Effective” in preparing them for employment or improving their job performance, seventeen (63.0%) indicated it was “Effective”, one (3.7%) indicated it was “Ineffective”, and one (3.7%) indicated it was “Very Ineffective”. Twelve (44.4%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern, eight (29.6%) have had two full-time jobs since graduating, and seven (25.9%) have had three or more. In regards to sources for learning about their first full-time job, six (22.2%) indicated from a parent or relative, three (11.1%) from a newspaper, one (3.7%) from a professional meeting, seven (25.9%) from another student/friend, nine (33.3%) already had the job, one (3.7%) was recruited by the employer, and four (14.8%) from the Internet.

Twenty-six of the respondents who have had a full-time job are currently employed full-time and one (3.7%) is employed part-time, and satisfied with part-time work. Twenty-two (81.5%) of those who are currently employed full-time work in the state of Louisiana. Three (11.1%) respondents are employed in a service organization, one (3.7%) in K-12 education, three (11.1%) in a professional firm, one (3.7%) is self employed, six (22.2%) in industry, nine (33.3%) in business, and three (11.1%) in a health agency. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed”, fifteen (55.6%) respondents felt they are not underemployed, while eleven (40.7%) felt they are underemployed. When asked about satisfaction with their present employment, eleven (40.7%) are “Well satisfied, would not consider leaving”, eleven (40.7%) are “Satisfied, but would consider more desirable employment”, and four (14.8%) “Dislike employment; seeking or will seek other employment.

Ten (37.0%) of the respondents are currently employed in the area of their Southeastern major, seven (25.9%) in an area related to their Southeastern major and nine (33.3%) are employed in an unrelated area. Of those not employed in the area of their major, one (11.1%) never planned on working in the field, one (11.1%) developed a new career interest, one (11.1%) for better pay, three (33.3%) could not find a job they wanted, and three (33.3%) would have to relocate. Two (7.4%) of the respondents gave an annual salary range of \$15,001-\$20,000, three (11.1%) gave a range of \$20,001-\$25,000, six (22.2%) gave a salary range of \$25,001-\$30,000, seven (25.9%) gave a salary range of \$30,001-\$40,000, four (14.8%) gave a range of \$40,001-\$50,000, and four (14.8%) indicated a salary greater than \$50,000.

Professional Activities

B.S. Finance

One (9.1%) of the respondents indicated licensure/certification is not available in their field, eight (72.7%) do not currently hold it, and two (18.2%) currently hold licensure/certification in their field. Those currently holding licensure/certification hold: "At computer cert" and "P&C Insurance Lic: Life & Health Lic.". None (20.0%) of those who do not hold licensure/certification plan on obtaining it in the next twelve months.

One (9.1%) of the respondents is a member of a professional organization, and two (18.2%) have attended a professional meeting in the past year.

B.A. Marketing

Five (17.9%) of the respondents indicated that licensure/certification is not available in their field, seventeen (60.7%) do not currently hold it, and six (21.4%) currently hold licensure/certification in their field. Those licensures/certifications include:

- Licensed Realtor (2)
- Teaching Certificate
- Biological Product Specialist
- Property & Causality License, Life Health & Accident
- Pharmacy Technician; Aesthetician

Three (17.6%) of those who do not hold licensure/certification plan on obtaining them in the next twelve months, including: E/A SLS Prof. , CMP. Twelve (42.9%) of the respondents is a member of a professional organization, and twelve (42.9%) have attended a professional meeting in the past year.

Department of Counseling & Human Development

Table 32
Satisfaction with Degree Program

Number of Respondents: B.S. Family Consumer Sciences - 15; B.A. Social Work - 14					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.S. Family Consumer Sciences	0.0%	6.7% (1)	6.7% (1)	33.3% (5)	53.3% (8)
B.A. Social Work	6.7% (1)	6.7% (1)	6.7% (1)	33.3% (5)	46.7% (7)
Overall quality of your degree program					
B.S. Family Consumer Sciences	0.0%	6.7% (1)	20.0% (3)	33.3% (5)	40.0% (6)
B.A. Social Work	6.7% (1)	0.0%	6.7% (1)	33.3% (5)	46.7% (7)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.S. Family Consumer Sciences	0.0%	0.0%	20.0% (3)	26.7% (4)	53.3% (8)
B.A. Social Work	0.0%	0.0%	13.3% (2)	46.7% (7)	40.0% (6)
Usefulness of the academic advice you received from your advisor					
B.S. Family Consumer Sciences	6.7% (1)	0.0%	6.7% (1)	40.0% (6)	46.7% (7)
B.A. Social Work	13.3% (2)	13.3% (2)	26.7% (4)	20.0% (3)	26.7% (4)
Opportunities to interact with faculty outside of class					
B.S. Family Consumer Sciences	0.0%	0.0%	6.7% (1)	40.0% (6)	53.3% (8)
B.A. Social Work	6.7% (1)	6.7% (1)	20.0% (3)	40.0% (6)	26.7% (4)
Effectiveness of the faculty as teachers					
B.S. Family Consumer Sciences	0.0%	0.0%	6.7% (1)	40.0% (6)	53.3% (8)
B.A. Social Work	6.7% (1)	6.7% (1)	13.3% (2)	40.0% (6)	33.3% (5)
Friendliness and helpfulness of the office staff					
B.S. Family Consumer Sciences	6.7% (1)	13.3% (2)	6.7% (1)	33.3% (5)	40.0% (6)
B.A. Social Work	0.0%	20.0% (3)	13.3% (2)	33.3% (5)	33.3% (5)

Table 32 continued					
Satisfaction with Degree Program					
Department of Counseling & Human Development					
Number of Respondents: B.S. Family Consumer Sciences - 15; B.A. Social Work - 14					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Interest shown by faculty in your academic development					
B.S. Family Consumer Sciences	0.0%	6.7% (1)	6.7% (1)	33.3% (5)	53.3% (8)
B.A. Social Work	0.0%	6.7% (1)	20.0% (3)	33.3% (5)	40.0% (6)
Effectiveness of beginning courses in preparing you for advanced courses					
B.S. Family Consumer Sciences	0.0%	0.0%	20.0% (3)	33.3% (5)	46.7% (7)
B.A. Social Work	0.0%	6.7% (1)	26.7% (4)	33.3% (5)	33.3% (5)
Quality of instruction in advanced courses					
B.S. Family Consumer Sciences	0.0%	0.0%	20.0% (3)	40.0% (6)	40.0% (6)
B.A. Social Work	0.0%	6.7% (1)	20.0% (3)	40.0% (6)	33.3% (5)
Faculty treatment of students both inside and outside of the classroom					
B.S. Family Consumer Sciences	0.0%	0.0%	6.7% (1)	46.7% (7)	46.7% (7)
B.A. Social Work	0.0%	0.0%	20.0% (3)	40.0% (6)	40.0% (6)
Professional activities, associations, or clubs associated with your major					
B.S. Family Consumer Sciences	6.7% (1)	0.0%	20.0% (3)	20.0% (3)	53.3% (8)
B.A. Social Work	13.3% (2)	6.7% (1)	40.0% (6)	26.7% (4)	6.7% (1)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.S. Family Consumer Sciences	13.3% (2)	0.0%	26.7% (4)	40.0% (6)	20.0% (3)
B.A. Social Work	20.0% (3)	0.0%	66.7% (10)	13.3% (2)	0.0%
Availability of the required courses					
B.S. Family Consumer Sciences	6.7% (1)	13.3% (2)	26.7% (4)	26.7% (4)	26.7% (4)
B.A. Social Work	0.0%	0.0%	20.0% (3)	53.3% (8)	26.7% (4)
Availability of elective courses you wanted to take in your major					
B.S. Family Consumer Sciences	6.7% (1)	13.3% (2)	13.3% (2)	20.0% (3)	46.7% (7)
B.A. Social Work	6.7% (1)	13.3% (2)	26.7% (4)	26.7% (4)	26.7% (4)
Quality of instruction regarding standards and ethics in your major field					
B.S. Family Consumer Sciences	0.0%	0.0%	13.3% (2)	26.7% (4)	60.0% (9)
B.A. Social Work	0.0%	6.7% (1)	13.3% (2)	40.0% (6)	40.0% (6)
Opportunities for you to collaborate with other students on class projects					
B.S. Family Consumer Sciences	0.0%	0.0%	0.0%	20.0% (3)	80.0% (12)
B.A. Social Work	0.0%	0.0%	20.0% (3)	40.0% (6)	40.0% (6)

Table 32 continued					
Satisfaction with Degree Program					
Department of Counseling & Human Development					
Number of Respondents: B.S. Family Consumer Sciences - 15; B.A. Social Work - 14					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Library resources related to your major					
B.S. Family Consumer Sciences	0.0%	13.3% (2)	13.3% (2)	46.7% (7)	26.7% (4)
B.A. Social Work	6.7% (1)	26.7% (4)	20.0% (3)	40.0% (6)	6.7% (1)
Use of appropriate technology in the classroom					
B.S. Family Consumer Sciences	0.0%	20.0% (3)	33.3% (5)	20.0% (3)	26.7% (4)
B.A. Social Work	13.3% (2)	13.3% (2)	40.0% (6)	26.7% (4)	6.7% (1)
Facilities and equipment (including computer resources) for courses in your major					
B.S. Family Consumer Sciences	13.3% (2)	20.0% (3)	26.7% (4)	6.7% (1)	33.3% (5)
B.A. Social Work	20.0% (3)	20.0% (3)	20.0% (3)	33.3% (5)	0.0%
Help you received from faculty in your department with regard to further educational opportunities					
B.S. Family Consumer Sciences	6.7% (1)	13.3% (2)	13.3% (2)	40.0% (6)	26.7% (4)
B.A. Social Work	13.3% (2)	13.3% (2)	13.3% (2)	26.7% (4)	33.3% (5)
The size of classes in your major					
B.S. Family Consumer Sciences	0.0%	0.0%	0.0%	13.3% (2)	86.7% (15)
B.A. Social Work	0.0%	0.0%	13.3% (2)	53.3% (8)	33.3% (5)
Help you received from faculty in your department with regard to finding employment in your field					
B.S. Family Consumer Sciences	26.7% (4)	26.7% (4)	20.0% (3)	13.3% (2)	13.3% (2)
B.A. Social Work	13.3% (2)	26.7% (4)	33.3% (5)	26.7% (4)	0.0%
The global perspective of courses					
B.S. Family Consumer Sciences	6.7% (1)	13.3% (2)	33.3% (5)	33.3% (5)	13.3% (2)
B.A. Social Work	0.0%	13.3% (2)	26.7% (4)	53.3% (8)	6.7% (1)
The relevancy of courses					
B.S. Family Consumer Sciences	0.0%	6.7% (1)	40.0% (6)	26.7% (4)	26.7% (4)
B.A. Social Work	0.0%	0.0%	20.0% (3)	60.0% (9)	20.0% (3)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.S. Family Consumer Sciences	13.3% (2)	6.7% (1)	20.0% (3)	20.0% (3)	40.0% (6)
B.A. Social Work	0.0%	13.3% (2)	20.0% (3)	46.7% (7)	20.0% (3)

Table 32 continued					
Satisfaction with Degree Program					
Department of Counseling & Human Development					
Number of Respondents: B.S. Family Consumer Sciences - 15; B.A. Social Work - 14					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's knowledge of requirements					
B.S. Family Consumer Sciences	0.0%	0.0%	13.3% (2)	33.3% (5)	53.3% (8)
B.A. Social Work	13.3% (2)	13.3% (2)	6.7% (1)	40.0% (6)	26.7% (4)
The accessibility of your advisor					
B.S. Family Consumer Sciences	6.7% (1)	0.0%	6.7% (1)	33.3% (5)	53.3% (8)
B.A. Social Work	13.3% (2)	0.0%	13.3% (2)	66.7% (10)	6.7% (1)
Your advisor's concern with your academic goals					
B.S. Family Consumer Sciences	0.0%	6.7% (1)	20.0% (3)	46.7% (7)	26.7% (4)
B.A. Social Work	13.3% (2)	0.0%	26.7% (4)	53.3% (8)	6.7% (1)

Table 32 continued		
Satisfaction with Degree Program		
Department of Counseling & Human Development		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.S. Family Consumer Sciences	26.7% (4)	73.3% (11)
B.A. Social Work	20.0% (3)	80.0% (12)
3. If you had it to do over again, would you choose the same major?		
B.S. Family Consumer Sciences	60.0% (9)	40.0% (6)
B.A. Social Work	20.0% (3)	73.3% (11)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.S. Family Consumer Sciences	0.0%	100.0% (15)
B.A. Social Work	0.0%	100.0% (15)
6. Should a hands-on course be required in your program?		
B.S. Family Consumer Sciences	13.3% (2)	86.7% (13)
B.A. Social Work	0.0%	100.0% (15)

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

- Networking, Active learning
- Instructors should have found places to intern instead of letting students go wherever. Pick place more helpful to future employment.
- Knowledge of hands-on nutrition
- I received a lot of knowledge about how corporations run their business today.
- Real world working - and I got a job at my internship location.
- I had the chance to see what my major had to offer. It was a great opportunity and I enjoyed the internship program. I did too internships to view my field.
- Hands-on experience which is invaluable.
- My internship was in retail so I had the opportunity to interact with many customers and reached some management experience.
- Knowledge from classroom to real life

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

- Exposure to the field of social work. Contact with people in the field.
- The client interactions and hands-on problem solving experience.
- Able to apply what I learned in the classroom.
- Was able to apply book knowledge with real life experiences, yet would have liked more hours in internship.
- Helps to learn how to apply practices learned in the classroom to real-life situations/experiences before actually graduating.
- It was a requirement in my major.
- Looks great on resume.
- I learned the aspects of social work as it relates to child protective services.
- Experience... duh!
- I learned what population I didn't want to work with in the field I was going into.
- I worked with the population I was interested in and experienced many situations and issues they lived. It affirmed my interest in this population.
- First hand experience in dealing with clients and preparation for court hearings.
- I was able to apply the knowledge I learned in the classroom with my internship.

Perceptions of Southeastern

B.S. Family Consumer Sciences

None of the Family Consumer Sciences graduates had participated in the study-abroad/student exchange program. Three (20.0%) of the respondents had participated in the honors program, two were Very Satisfied with the experience and one was Very Dissatisfied. None (0.0%) of the respondents participated in a research program.

B.A. Social Work

None of the Social Work graduates had participated in the study-abroad/student exchange program. Four (26.7%) of the respondents had participated in the honors program, two (50.0%) were Very Satisfied with the experience, one (25.0%) was Somewhat Satisfied, and one (25.0%) was Somewhat Dissatisfied. None of the respondents participated in a research program.

Graduate/Professional Education

B.S. Family Consumer Sciences

Three (20.0%) of the respondents are currently enrolled in a graduate/professional degree program. Four (26.7%) of the respondents have completed a degree, three Master's degrees and one professional degree. Four (26.7%) of the respondents are likely to enroll in a degree program in the future, and four (26.7%) have no plans for further education. Of those with plans for further education, nine (81.8%) plan on obtaining a master's, one (9.1%) plans on obtaining a professional degree, and one (9.1%) plans on obtaining a second Baccalaureate.

Of the seven individuals with graduate school experience, five (71.4%) indicated that Southeastern prepared them "Effectively" for further graduate/professional. Four (57.1%) of the respondents indicated that Southeastern prepared them "About the Same as Most" other students, and one (14.3%) was prepared "Better than Most".

Of the seven respondents who are enrolled in a degree program or had completed a degree, one (14.3%) indicated it was "Very Closely Related" to their bachelor's degree from Southeastern and four (57.1%) indicated it was "Somewhat Related".

B.A. Social Work

Five (33.3%) of the respondents are currently enrolled in a graduate/professional degree program and seven (46.7%) have obtained a Master's degree. One (6.7%) respondent plans to enroll in the next 12 months, one (6.7%) is likely to enroll in a degree program in the future, and one (6.7%) has no plans for further education. Of those with plans for further education, seven (53.8%) have the highest degree they plan on obtaining, six (42.9%) plan on obtaining a Master's and four (28.6%) plan on obtaining a doctorate.

Of the twelve individuals with graduate school experience, four (33.3%) indicated that Southeastern prepared them "Very effectively" for further graduate/professional study and six (50.0%) were "Effectively" prepared. Two (16.7%) of the respondents indicated that Southeastern prepared them "Better than Most" other students, seven (58.3%) were prepared "About the Same as Most" other students and one (8.3%) indicated she/he was prepared "Worse than Most".

Of the twelve respondents who are or were enrolled in a degree program, nine (75.0%) indicated it was “Very Closely Related” and one (8.3%) indicated it was “Not at all Related”.

Employment

B.S. Family Consumer Sciences

All of the respondents (100.0%) have been employed full-time since completing their degree. One (6.7%) had a job before completing their degrees, nine (60.0%) respondents obtained a job 1-6 months after graduation, and four (26.7%) took 7-12 months.

The thirteen respondents who did not have a job upon graduation, faced a variety of problems in obtaining employment. Table 33 presents what were considered major problems, minor problems, or no problem for the remaining thirteen.

	Major Problem	Minor Problem	Not A Problem
Limiting my job search to only one geographic area	38.5% (5)	38.5% (5)	23.1% (3)
Not knowing what I wanted to do	30.8% (4)	23.1% (3)	46.2% (6)
Tight job market	46.2% (6)	38.5% (5)	15.4% (2)
Lack of marketable skills	7.7% (1)	38.5% (5)	53.8% (7)
Lack of educational qualifications	7.7% (1)	38.5% (5)	53.8% (7)
Reputation of Southeastern	0.0%	0.0%	100.0% (13)
Lack of experience	38.5% (5)	30.8% (4)	30.8% (4)
Lack of job search skills	15.4% (2)	15.4% (2)	69.2% (9)
Poor GPA	0.0%	0.0%	100.0% (13)
Racial discrimination	0.0%	0.0%	100.0% (13)
Gender discrimination	0.0%	0.0%	100.0% (13)
Age discrimination	0.0%	7.7% (1)	92.3% (12)

Two (13.3%) of the respondents indicated their education was “Very Effective” in preparing them for employment or improving their job performance, seven (46.7%) indicated it was “Effective”, two (13.3%) indicated it was “Ineffective”, and four (26.7%) indicated it was “Very Ineffective”. Eight (53.3%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern, five (33.3%) have had two full-time jobs since graduating, and two (13.3%) are in their third. In regards to sources for learning about their first full-time job, one (6.7%) indicated faculty at Southeastern, one (6.7%) from a parent or relative, three (20.0%) from a newspaper or trade publication, two (13.3%) from another student or friend, one (6.7%) already had a job, one (6.7%) from an internship or practicum, one (6.7%) was recruited by an employer, and three (20.0%) from the Internet.

Fourteen (93.3%) of the respondents are currently employed full-time and one (6.7%) has a graduate assistantship. Thirteen (92.9%) of those who are currently employed full-time work in the state of Louisiana. One (7.1%) of the respondents is employed in a service organization, two (14.3%) in higher education, three (21.4%) in a non-profit organization, one (7.1%) is self-employed, two (14.3%) in government, four (28.6%) in business, and one (7.1%) 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”, ten (71.4%) respondents felt they are not underemployed, while four (28.6%) felt they are underemployed. When asked about satisfaction with their present employment, four (28.6%) are “Well satisfied, would not consider leaving”, seven (50.0%) are

“Satisfied, but would consider more desirable employment”, and three (21.4%) “Dislike employment; seeking or will seek other employment”.

Five (35.7%) of the respondents are currently employed in the area of their Southeastern major, three (21.4%) in an area related to their Southeastern major and six (42.9%) are employed in an area not related to their Southeastern major. One (16.7%) of the respondents not employed in an area related to their major developed a new career interest, one (16.7%) for better pay, and four (66.7%) could not find a job they wanted. Five (35.7%) of the respondents gave an annual salary range of \$15,001-\$20,000, one (7.1%) gave a range of \$20,001-\$25,000, and eight (57.1%) gave a salary range of \$30,001-\$40,000.

B.A. Social Work

All (100.0%) of the respondents have been employed full-time since completing their degree, two (13.3%) had a job before graduation, one (6.7%) accepted a position upon graduation, seven (46.7%) respondents obtained a job 1-6 months after graduation, three (20.0%) took 7-12 months, and two (13.3%) took more than a year.

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

Table 34			
Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limiting my job search to only one geographic area	16.7% (2)	41.7% (5)	41.7% (5)
Not knowing what I wanted to do	8.3% (1)	16.7% (2)	75.0% (9)
Tight job market	50.0% (6)	16.7% (2)	33.3% (4)
Lack of marketable skills	8.3% (1)	0.0%	83.3% (10)
Lack of educational qualifications	0.0%	25.0% (3)	75.0% (9)
Reputation of Southeastern	0.0%	8.3% (1)	91.7% (11)
Lack of experience	41.7% (5)	33.3% (4)	25.0% (3)
Lack of job search skills	0.0%	25.0% (3)	75.0% (9)
Poor GPA	0.0%	0.0%	100.0% (12)
Racial discrimination	0.0%	8.3% (1)	91.7% (11)
Gender discrimination	0.0%	0.0%	100.0% (12)
Age discrimination	0.0%	41.7% (5)	58.3% (7)

Of those respondents who have had a full-time job since graduating, six (40.0%) indicated their education was “Very Effective” in preparing them for employment or improving their job performance, six (40.0%) indicated it was “Effective”, and three (20.0%) indicated it was “Ineffective”. Four (26.7%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern, seven (46.7%) have had two full-time jobs since graduating, and four (26.7%) have had three or more. In regards to sources for learning about their first full-time job, one (6.7%) indicated faculty at Southeastern, four (26.7%) from a newspaper or trade publication, three (20.0%) from another student/friend, five (33.3%) from an internship or practicum, three (20.0%) were recruited by the employer, and one (6.7%) from the Internet.

Twelve (80.0%) of the respondents are currently employed full-time, one (6.7%) is employed part-time and satisfied with part-time employment, one (6.7%) has a graduate assistantship, and one (6.7%) is not employed and not looking for employment. Ten (83.3%) of those who are employed full-time are employed in the state of Louisiana. Four (33.3%) of the respondents are employed in a service organization, one (8.3%) in K-12 education, three (25.0%) in a nonprofit organization, one (8.3%) in a professional firm, one (8.3%) in government, one (8.3%) in business, and four (8.3%) in a health agency. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed”, eight (66.7%) respondents felt they are not underemployed, while four (33.3%) felt they are underemployed. When asked about satisfaction with their present employment, four (33.3%) are “Well satisfied, would not consider leaving”, five (41.7%) are “Satisfied, but would consider more desirable employment”, and three (25.0%) “Dislike employment; seeking or will seek other employment.

Ten (83.3%) of the respondents are currently employed the area of their Southeastern major, one (8.3%) in a related area, and one (8.3%) in an unrelated area because she/he developed a new career interest. One (8.3%) of the respondents gave a salary range of \$20,001-\$25,000, five (41.7%) gave a salary range of \$25,001-\$30,000, and six (50.0%) gave a range of \$30,001-\$40,000.

Professional Activities

B.S. Family Consumer Sciences

Five (33.3%) of the respondents indicated licensure/certification is not available in their field, five (33.3%) do not currently hold it, and four (26.7%) currently hold licensure/certification in their field. Those currently holding licensure/certification include: “CFCS”, “Registered Sanitarian”, “NCC”, and guidance counselor. Two (40.0%) of those who do not hold licensure/certification plan on obtaining it in the next twelve months, including: “CHES” and “Certified Nutrition Educator 2”. Seven (46.7%) of the respondents are members of a professional organization, and seven (46.7%) have attended a professional meeting in the past year.

B.A. Social Work

Four (26.7%) of the respondents do not currently hold licensure/certification while eleven (73.3%) currently licensure/certification in their field. Six hold a Graduate Social Worker (GSW) and four a Registered Social Worker. Two (50.0%) of those who do not hold licensure/certification plan on a Licensed Master Social Worker (LMSW) in the next twelve months. Seven (46.7%) of the respondents are a member of a professional organization, and nine (60.0%) have attended a professional meeting in the past year.

Department of Teaching & Learning

Table 35
Satisfaction with Degree Program

Number of Respondents: B.A. Elementary Education - 44; B.A. Special Education, Mild/Moderate - 7					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.A. Elementary Education	0.0%	2.3% (1)	11.4% (5)	45.5% (20)	40.9% (18)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	0.0%	28.6% (2)	71.4% (5)
Overall quality of your degree program					
B.A. Elementary Education	0.0%	2.3% (1)	6.8% (3)	38.6% (17)	50.0% (22)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	0.0%	28.6% (2)	71.4% (5)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.A. Elementary Education	0.0%	2.3% (1)	20.5% (9)	29.5% (13)	45.5% (20)
B.A. Special Education, Mild/Moderate	14.3% (1)	0.0%	14.3% (1)	14.3% (1)	57.1% (4)
Usefulness of the academic advice you received from your advisor					
B.A. Elementary Education	4.5% (2)	13.6% (6)	38.6% (17)	25.0% (11)	13.6% (6)
B.A. Special Education, Mild/Moderate	28.6% (2)	0.0%	14.3% (1)	28.6% (2)	28.6% (2)
Opportunities to interact with faculty outside of class					
B.A. Elementary Education	0.0%	15.9% (7)	29.5% (13)	36.4% (16)	15.9% (7)
B.A. Special Education, Mild/Moderate	14.3% (1)	0.0%	28.6% (2)	14.3% (1)	42.9% (3)
Effectiveness of the faculty as teachers					
B.A. Elementary Education	0.0%	0.0%	20.5% (9)	47.7% (21)	29.5% (13)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	14.3% (1)	42.9% (3)	42.9% (3)
Friendliness and helpfulness of the office staff					
B.A. Elementary Education	0.0%	11.4% (5)	20.5% (9)	43.2% (19)	22.7% (10)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	28.6% (2)	28.6% (2)	42.9% (3)

Table 35 continued					
Satisfaction with Degree Program					
Department of Teaching & Learning					
Number of Respondents: B.A. Elementary Education - 44; B.A. Special Education, Mild/Moderate - 7					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Interest shown by faculty in your academic development					
B.A. Elementary Education	2.3% (1)	4.5% (2)	27.3% (12)	31.8% (14)	29.5% (13)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	0.0%	42.9% (3)	57.1% (4)
Effectiveness of beginning courses in preparing you for advanced courses					
B.A. Elementary Education	0.0%	4.5% (2)	27.3% (12)	38.6% (17)	27.3% (12)
B.A. Special Education, Mild/Moderate	14.3% (1)	0.0%	14.3% (1)	28.6% (2)	42.9% (3)
Quality of instruction in advanced courses					
B.A. Elementary Education	0.0%	2.3% (1)	11.4% (5)	52.3% (23)	31.8% (14)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	14.3% (1)	14.3% (1)	71.4% (5)
Faculty treatment of students both inside and outside of the classroom					
B.A. Elementary Education	2.3% (1)	0.0%	18.2% (8)	45.5% (20)	31.8% (14)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	14.3% (1)	42.9% (3)	42.9% (3)
Professional activities, associations, or clubs associated with your major					
B.A. Elementary Education	0.0%	9.1% (4)	43.2% (19)	27.3% (12)	18.2% (8)
B.A. Special Education, Mild/Moderate	0.0%	14.3% (1)	28.6% (2)	14.3% (1)	42.9% (3)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.A. Elementary Education	4.5% (2)	15.9% (7)	29.5% (13)	34.1% (15)	13.6% (6)
B.A. Special Education, Mild/Moderate	0.0%	14.3% (1)	28.6% (2)	14.3% (1)	42.9% (3)
Availability of the required courses					
B.A. Elementary Education	0.0%	6.8% (3)	20.5% (9)	45.5% (20)	25.0% (11)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	42.9% (3)	14.3% (1)	42.9% (3)

Table 35 continued					
Satisfaction with Degree Program					
Department of Teaching & Learning					
Number of Respondents: B.A. Elementary Education - 44; B.A. Special Education, Mild/Moderate - 7					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.A. Elementary Education	0.0%	6.8% (3)	20.5% (9)	45.5% (20)	22.7% (10)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	57.1% (4)	0.0%	42.9% (3)
Quality of instruction regarding standards and ethics in your major field					
B.A. Elementary Education	0.0%	0.0%	18.2% (8)	43.2% (19)	36.4% (16)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	28.6% (2)	42.9% (3)	28.6% (2)
Opportunities for you to collaborate with other students on class projects					
B.A. Elementary Education	0.0%	0.0%	13.6% (6)	43.2% (19)	40.9% (18)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	0.0%	57.1% (4)	42.9% (3)
Library resources related to your major					
B.A. Elementary Education	0.0%	2.3% (1)	13.6% (6)	36.4% (16)	45.5% (20)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	0.0%	28.6% (2)	71.4% (5)
Use of appropriate technology in the classroom					
B.A. Elementary Education	2.3% (1)	0.0%	18.2% (8)	29.5% (13)	47.7% (21)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	0.0%	57.1% (4)	42.9% (3)
Facilities and equipment (including computer resources) for courses in your major					
B.A. Elementary Education	0.0%	2.3% (1)	13.6% (6)	31.8% (14)	50.0% (22)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	28.6% (2)	28.6% (2)	42.9% (3)
Help you received from faculty in your department with regard to further educational opportunities					
B.A. Elementary Education	2.3% (1)	9.1% (4)	38.6% (17)	27.3% (12)	20.5% (9)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	14.3% (1)	42.9% (3)	42.9% (3)

Table 35 continued					
Satisfaction with Degree Program					
Department of Teaching & Learning					
Number of Respondents: B.A. Elementary Education - 44; B.A. Special Education, Mild/Moderate - 7					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
The size of classes in your major					
B.A. Elementary Education	0.0%	0.0%	13.6% (6)	31.8% (14)	52.3% (23)
B.A. Special Education, Mild/Moderate	0.0%	14.3% (1)	0.0%	14.3% (1)	71.4% (5)
Help you received from faculty in your department with regard to finding employment in your field					
B.A. Elementary Education	15.9% (7)	11.4% (5)	36.4% (16)	18.2% (8)	13.6% (6)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	0.0%	57.1% (4)	42.9% (3)
Global perspectives presented in courses					
B.A. Elementary Education	2.3% (1)	2.3% (1)	31.8% (14)	45.5% (20)	15.9% (7)
B.A. Special Education, Mild/Moderate	0.0%	14.3% (1)	0.0%	42.9% (3)	42.9% (3)
The relevancy of courses					
B.A. Elementary Education	0.0%	9.1% (4)	25.0% (11)	38.6% (17)	25.0% (11)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	0.0%	42.9% (3)	57.1% (4)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.A. Elementary Education	2.3% (1)	2.3% (1)	13.6% (6)	29.5% (13)	50.0% (22)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	14.3% (1)	42.9% (3)	42.9% (3)
Your advisor’s knowledge of requirements					
B.A. Elementary Education	6.8% (3)	6.8% (3)	13.6% (6)	34.1% (15)	36.4% (16)
B.A. Special Education, Mild/Moderate	0.0%	0.0%	42.9% (3)	28.6% (2)	28.6% (2)
The accessibility of your advisor					
B.A. Elementary Education	11.4% (5)	15.9% (7)	31.8% (14)	18.2% (8)	20.5% (12)
B.A. Special Education, Mild/Moderate	0.0%	14.3% (1)	14.3% (1)	42.9% (3)	28.6% (2)

Table 35 continued Satisfaction with Degree Program Department of Teaching & Learning					
Number of Respondents: B.A. Elementary Education - 44; B.A. Special Education, Mild/Moderate - 7					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.A. Elementary Education	11.4% (5)	15.9% (7)	31.8% (14)	27.3% (12)	13.6% (6)
B.A. Special Education, Mild/Moderate	14.3% (1)	0.0%	14.3% (1)	28.6% (2)	42.9% (3)

Table 35 continued		
Satisfaction with Degree Program		
Department of Teaching & Learning		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.A. Elementary Education	4.5% (2)	95.5% (42)
B.A. Special Education, Mild/Moderate	0.0%	100.0% (7)
3. If you had it to do over again, would you choose the same major?		
B.A. Elementary Education	25.0% (11)	65.9% (29)
B.A. Special Education, Mild/Moderate	0.0%	100.0% (7)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.A. Elementary Education	0.0%	100.0% (44)
B.A. Special Education, Mild/Moderate	0.0%	100.0% (7)
6. Should a hands-on course be required in your program?		
B.A. Elementary Education	2.3% (1)	97.7% (43)
B.A. Special Education, Mild/Moderate	0.0%	85.7% (6)

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

- The experience itself. Being there with the students and other faculty helped me to see how the job really was.
- Student teaching was the most beneficial of all my classes. I feel you should do it for at least 2 semesters.
- Real world experience, mentors (other teacher)
- I got to interact with students and really see what it is like to be a teacher.
- It gave me time to practice and perfect skills.
- Real world knowledge
- The chance to work on classroom management and time management with students.
- First hand experience in the elementary classroom.
- The benefits of student teaching is immeasurable. I can't imagine having had to walk into my first classroom without first having the experience afforded me by student teaching.
- I was able to experience what it was really going to be like after I started teaching.
- I received a job at the same school where I did my student teaching. Awesome.
- A small idea as to how it truly is in that occupation.

- I feel that it showed me what to expect in the classroom and what it takes to be an effective educator.
- Not realistically aligned with actual teaching
- Exposure was good; however, student teaching is nothing like real teaching.
- I received a glimpse into the teaching profession during method classes and a wealth of information during student teaching.
- Classroom experience.
- It was good however there is a strong need of better mentors. We should not do their job, but mentor us.
- I feel that student teaching is where my core understanding of “real-life” teaching developed.
- It allowed me to be certain of the degree I would receive and if I should continue on that path.
- I was placed into several classrooms throughout the state. This helped to experience working with children instead of just hearing others experiences and imagining what it’s like.
- It prepared me for the “real” class!
- Trial and error and testing theory
- With student teaching I was able to see what it is really like in the classroom. You don’t get that from your classes.
- What real students were like. Did not have knowledge how to deal with them.
- Showed you what your job would include “real-world” style instead of just discussing it in the class or with textbooks.
- Advice, knowledge from an experienced teacher who taught in the parish I was interested in.
- I was able to be a natural setting with children that behaved naturally. I was able to deal with other responsibilities of teaching beyond the lesson planning.
- Very little
- A greater understanding of the practical requirements and mentor support.
- I was able to apply concepts learned in class to the real world.
- Showed real world experience
- Being in a real classroom helped me see first hand what I might experience as a teacher.
- Life Lessons, an appreciation for my hardwork, Practical experience

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

- It exposed me to students that I would not have met, had I not been placed at this particular school. Because of this, and learning how to work with students with Autism. I now am in my 3rd year teaching these students.
- They were always there when I needed help.
- Tremendous practice that prepared me to understand my future job.
- This experience somewhat prepared me for my career as a teacher. More focus should be put on classroom management.

Perceptions of Southeastern

B.A. Elementary Education

None of the Elementary Education graduates had participated in the study-abroad/student exchange program. Eleven (25.0%) of the respondents had participated in the honors program, two (18.2%) were Very Satisfied with the experience, three (27.3%) were Somewhat Satisfied, five (45.3%) were Somewhat Unsatisfied, and one (9.1%) was Very Unsatisfied. None (0.0%) of the respondents participated in a research program.

B.A. Special Education, Mild/Moderate

None of the Special Education graduates had participated in the study-abroad/student exchange program. One (14.3%) of the respondents had participated in the honors program and was Very Satisfied with the experience. None (0.0%) of the respondents participated in a research program.

Graduate/Professional Education

B.A. Elementary Education

Four (9.1%) of the respondents are currently enrolled in a graduate/professional degree program. Eight (18.2%) of the respondents have completed a degree, seven Masters and one second baccalaureate. Five (11.4%) of the respondents has taken classes, but not enrolled in a degree program. Three (6.8%) of the respondents plan to enroll in a degree program in the next 12 months, nineteen (43.2%) are likely to enroll in a degree program in the future, and five (11.4%) have no plans for further education. Of those with plans for further education, twenty-seven (69.2%) plan on obtaining a master's, one (2.6%) plans on obtaining a professional degree and five (12.8%) plan on obtaining a doctorate.

Of the nineteen individuals with graduate school experience, four (21.1%) indicated that Southeastern prepared them "Very effectively" for further graduate/professional study, ten (52.6%) indicated they were "Effectively" prepared, one (5.3%) was "Ineffectively" prepared, and one (5.3%) was "Very Ineffectively" prepared. Ten (52.6%) of the respondents indicated that Southeastern prepared them "About the Same as Most" other students and six (31.6%) indicated they were prepared "Better than Most".

Of the seventeen respondents who are enrolled in a degree program or had completed a degree, nine (75.0%) indicated it was "Very Closely Related" to their bachelor's degree from Southeastern and one (8.3%) indicated it was "Somewhat Related".

B.A. Special Education, Mild/Moderate

Two (28.6%) of the respondents is currently enrolled in a graduate/professional degree program, one (14.3%) has completed a Masters' degree, one (14.3%) has taken courses but not enrolled in a degree program, two (28.6%) are likely to enroll in a degree program in the future, and one (14.3%) has no plans for further education. Two (33.3%) respondents plan on obtaining a Master's, three (50.0%) plan on obtaining a doctorate, and one (16.7%) is unsure about the highest degree he/she will obtain.

Of the four individuals with graduate school experience, two (50.0%) indicated that Southeastern prepared them "Very effectively" for further graduate/professional study and one (25.0%) indicated he/she was "Effectively" prepared. Two (50.0%) of the respondents indicated that Southeastern prepared them "Better than Most" other students and one (25.0%) indicated she/he was prepared "About the Same as Most". Two (66.7%) respondents with a graduate degree or in graduate school indicated their degree program is "Very Closely Related" to their Southeastern major.

Employment

B.A. Elementary Education

The majority of the respondents (95.5%, n=42) have been employed full-time since completing their degree. Of those respondents who have been employed full-time, four (9.5%) had jobs before completing their degrees, eight (19.0%) accepted a position upon graduation, twenty-four (57.1%) respondents obtained a job 1-6 months after graduation, four (9.5%) took 7-12 months and two (4.8%) took over a year.

The thirty respondents who did not have a job upon graduation, faced a variety of problems in obtaining employment. Table 36 presents what were considered major problems, minor problems, or no problem for the remaining thirty-seven.

Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limiting my job search to only one geographic area	6.7% (2)	30.0% (9)	63.3% (19)
Not knowing what I wanted to do	3.3% (1)	3.3% (1)	93.3% (28)
Tight job market	36.7% (11)	30.0% (9)	33.3% (10)
Lack of marketable skills	0.0%	10.0% (3)	90.0% (27)
Lack of educational qualifications	0.0%	0.0%	100.0% (30)
Reputation of Southeastern	0.0%	3.3% (1)	96.7% (1)
Lack of experience	10.0% (3)	33.3% (10)	56.7% (17)
Lack of job search skills	0.0%	10.0% (3)	90.0% (27)
Poor GPA	0.0%	0.0%	100.0% (30)
Racial discrimination	0.0%	3.3% (1)	96.7% (1)
Gender discrimination	0.0%	0.0%	100.0% (30)
Age discrimination	0.0%	6.7% (2)	93.3% (28)

Of those respondents who have had a full-time job since graduating, twenty (47.6%) indicated their education was “Very Effective” in preparing them for employment or improving their job performance, eighteen (42.9%) indicated it was “Effective”, and three (7.1%) indicated it was “Ineffective”. Thirty-three (78.6%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern, seven (16.7%) have had two full-time jobs since graduating, and two (4.8%) have had three or more. In regards to sources for learning about their first full-time job, two (4.8%) indicated faculty at Southeastern, six (14.3%) from a parent or relative, one (2.4%) from a newspaper or trade publication, one (2.4%) from a professional meeting, seven (16.7%) from another student or friend, one (2.4%) already had a job, twelve (28.6%) from Student Teaching, six (14.3%) were recruited by an employer, and five (11.9%) from the Southeastern Job Fair.

Forty (95.2%) of the respondents who have had a full-time job are currently employed full-time, one (2.4%) is employed part-time and satisfied with part-time work, and one (2.4%) is not employed and not looking for employment. Thirty-six (87.8%) of those who are currently employed full-time work in the state of Louisiana. Thirty-seven (90.2%) are employed in K-12 education, two (4.9%) in government, and one (2.4%) in business. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed”, thirty-nine (95.1%) respondents felt they are not underemployed, while one (2.4%) felt he/she is underemployed. When asked about satisfaction with their present employment, twenty-seven (65.9%) are “Well satisfied, would not consider leaving”, ten

(24.4%) are “Satisfied, but would consider more desirable employment”, and three (7.3%) “Dislikes employment; seeking or will seek other employment”.

Thirty-six (87.8%) of the respondents are currently employed in the area of their Southeastern major, three (7.3%) in a related area, and one (2.4%) in an unrelated area because he/she developed a new career interest. One (2.4%) of the respondents gave an annual salary range of \$15,001-\$20,000, two (4.9%) gave a salary range of \$20,001-\$25,000, seven (17.1%) gave a salary range of \$25,001-\$30,000, twenty-eight (68.3%) gave a range of \$30,001-\$40,000, and two (4.9%) gave a range of \$40,001-\$50,000.

B.A. Special Education, Mild/Moderate

All of the respondents have been employed full-time since completing their degree. Two (28.6%) had a job before completing their degree, two (28.6%) accepted a position upon graduation, and three (42.9%) respondents obtained a job 1-6 months after graduation. The respondents who did not have a job upon graduation, indicated minor problems included “Reputation of Southeastern” (33.3%) and “Lack of job search skills” (33.3%).

Four (57.1%) respondents indicated their education was “Very Effective” in preparing them for employment or improving their job performance and three (42.9%) indicated it was “Effective”. Six (85.7%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern and one (14.3%) has had two full-time jobs since graduating. In regards to sources for learning about their first full-time job, one (14.3%) indicated a parent or relative, one (14.3%) a professional meeting, one (14.3%) from another student/friend, three (42.9%) indicated from Student Teaching, three (42.9%) indicated they were recruited by the employer, one (14.3%) from an employment agency, and one (14.3%) from the internet.

All of the respondents are currently employed full-time in K-12 education, six (85.7%) in the state of Louisiana and one (14.3%) out of state. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed”, none felt they are underemployed. When asked about satisfaction with their present employment, three (42.9%) are “Well satisfied, would not consider leaving” and three (57.1%) are “Satisfied, but would consider more desirable employment”.

Six (85.7%) of the respondents are currently employed in the area of their Southeastern major, and one (14.3%) is in a related area. Two (28.6%) of the respondents gave a salary range of \$25,001-\$30,000, four (57.1%) gave a salary range of \$30,001-\$40,000, and one (14.3%) gave a range of \$40,001-\$50,000.

Professional Activities

B.A. Elementary Education

Four (9.1%) respondent do not currently hold licensure/certification, and thirty-nine (88.6%), currently hold certification. Thirty-three hold a teaching certificate, one is 1102 Trained, and four did not specify the type of licensure/certification. One (25.0%) of those who do not hold licensure/certification plans on obtaining a teaching certificate in the next twelve months.

Twenty-three (52.3%) of the respondents are members of a professional organization, and twenty-four (54.5%) have attended a professional meeting in the past year.

B.A. Special Education, Mild/Moderate

Six (85.7%) of the respondents currently hold teaching certification. Five (71.4%) of the respondents is a member of a professional organization, and six (85.7%) have attended a professional meeting in the past year.

General Studies

Table 37
Satisfaction with Degree Program

Number of Respondents: B.G.S. General Studies - 38					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.G.S. General Studies	4.5% (1)	0.0%	27.3% (6)	31.8% (7)	36.4% (8)
Overall quality of your degree program					
B.G.S. General Studies	0.0%	9.1% (2)	36.4% (8)	22.7% (5)	31.8% (7)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.G.S. General Studies	0.0%	4.5% (1)	22.7% (5)	36.4% (8)	36.4% (8)
Usefulness of the academic advice you received from your advisor					
B.G.S. General Studies	13.6% (3)	18.2% (4)	13.6% (3)	27.3% (6)	27.3% (6)
Opportunities to interact with faculty outside of class					
B.G.S. General Studies	0.0%	18.2% (4)	22.7% (5)	22.7% (5)	36.4% (8)
Effectiveness of the faculty as teachers					
B.G.S. General Studies	0.0%	4.5% (1)	13.6% (3)	22.7% (5)	59.1% (13)
Friendliness and helpfulness of the office staff					
B.G.S. General Studies	0.0%	4.5% (1)	40.9% (9)	13.6% (3)	40.9% (9)
Interest shown by faculty in your academic development					
B.G.S. General Studies	0.0%	9.1% (2)	27.3% (6)	31.8% (7)	31.8% (7)
Effectiveness of beginning courses in preparing you for advanced courses					
B.G.S. General Studies	0.0%	9.1% (2)	27.3% (6)	31.8% (7)	31.8% (7)
Quality of instruction in advanced courses					
B.G.S. General Studies	0.0%	4.5% (1)	13.6% (3)	31.8% (7)	50.0% (11)
Faculty treatment of students both inside and outside of the classroom					
B.G.S. General Studies	0.0%	0.0%	22.7% (5)	18.2% (4)	59.1% (13)
Professional activities, associations, or clubs associated with your major					
B.G.S. General Studies	0.0%	9.1% (2)	54.5% (12)	22.7% (5)	13.6% (3)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.G.S. General Studies	0.0%	18.2% (4)	27.3% (6)	22.7% (5)	31.8% (7)
Availability of the required courses					
B.G.S. General Studies	0.0%	0.0%	36.4% (8)	36.4% (8)	27.3% (6)

Table 37 continued					
Satisfaction with Degree Program					
Department of General Studies					
Number of Respondents: B.G.S. General Studies - 38					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.G.S. General Studies	0.0%	9.1% (2)	27.3% (6)	31.8% (7)	31.8% (7)
Quality of instruction regarding standards and ethics in your major field					
B.G.S. General Studies	0.0%	0.0%	31.8% (7)	27.3% (6)	40.9% (9)
Opportunities for you to collaborate with other students on class projects					
B.G.S. General Studies	0.0%	4.5% (1)	31.8% (7)	36.4% (8)	27.3% (6)
Library resources related to your major					
B.G.S. General Studies	0.0%	0.0%	36.4% (8)	27.3% (6)	36.4% (8)
Use of appropriate technology in the classroom					
B.G.S. General Studies	0.0%	4.5% (1)	27.3% (6)	31.8% (7)	36.4% (8)
Facilities and equipment (including computer resources) for courses in your major					
B.G.S. General Studies	0.0%	0.0%	40.9% (9)	27.3% (6)	31.8% (7)
Help you received from faculty in your department with regard to further educational opportunities					
B.G.S. General Studies	9.1% (2)	9.1% (2)	36.4% (8)	13.6% (3)	31.8% (7)
The size of classes in your major					
B.G.S. General Studies	0.0%	0.0%	27.3% (6)	27.3% (6)	45.5% (10)
Help you received from faculty in your department with regard to finding employment in your field					
B.G.S. General Studies	31.8% (7)	18.2% (4)	31.8% (7)	9.1% (2)	9.1% (2)
Global perspectives presented in courses					
B.G.S. General Studies	4.5% (1)	4.5% (1)	50.0% (11)	27.3% (6)	13.6% (3)
The relevancy of courses					
B.G.S. General Studies	4.5% (1)	0.0%	40.9% (9)	31.8% (7)	22.7% (5)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.G.S. General Studies	4.5% (1)	13.6% (3)	31.8% (7)	22.7% (5)	27.3% (6)
Your advisor’s knowledge of requirements					
B.G.S. General Studies	4.5% (1)	18.2% (4)	18.2% (4)	22.7% (5)	36.4% (8)
The accessibility of your advisor					
B.G.S. General Studies	13.6% (3)	13.6% (3)	36.4% (8)	4.5% (1)	31.8% (7)

Table 37 continued
Satisfaction with Degree Program
Department of General Studies

Number of Respondents: B.G.S. General Studies - 38					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.G.S. General Studies	22.7% (5)	18.2% (4)	18.2% (4)	22.7% (5)	18.2% (4)

Table 37 continued		
Satisfaction with Degree Program		
Department of General Studies		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.G.S. General Studies	18.2% (4)	81.8% (18)
3. If you had it to do over again, would you choose the same major?		
B.G.S. General Studies	59.1% (13)	36.4% (8); 4.5% (1) Not at Southeastern
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.G.S. General Studies	90.9% (20)	9.1% (2)
6. Should a hands-on course be required in your program?		
B.G.S. General Studies	45.5% (10)	50.0% (11)

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

- That if a student’s major is anything besides medical or law, they are wasting time and money.
- First hand experience which you do not receive in classroom.

Perceptions of Southeastern

None (0.0%) of the General Studies graduates had participated in the study-abroad/student exchange. Two (9.1%) of the respondents had participated in the honors program, one (50.0%) was Very Satisfied with the experience and one (50.0%) was Somewhat Satisfied. One (4.5%) of the respondents participated in a research program.

Graduate/Professional Education

Six (27.3%) of the respondents are currently enrolled in a graduate/professional degree program and two (9.1%) have take courses but not enrolled in a degree program. Four (18.2%) of the respondents plan to enroll in a degree program in the next 12 months, seven (31.8%) are likely to enroll in the future, and three (13.6%) have no plans for further education. Of those respondents with plans for further education, one (5.3%) does not plan on earning a degree, only taking courses, one (5.3%) plans on eventually obtaining a doctorate, fifteen (78.9%) plan on obtaining a master’s, and two (10.5%) plan on obtaining a second baccalaureate.

Of the eight individuals with graduate course experience, four (50.0%) indicated that Southeastern prepared them “Effectively” for further graduate/professional study and they were prepared. “About the Same as Most” other students. Of the six respondents enrolled in graduate

school one (16.7%) indicated his/her graduate degree program is “Very Closely Related” to her/his bachelor’s degree from Southeastern, two (33.3%) indicated it is “Somewhat Related”, and one (16.7%) indicated it was “Not at all Related”.

Employment

Two (9.1%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, five (25.0%) had a job before completing the degree, three (15.0%) accepted a position upon graduation, eight (40.0%) took 1-6 months to find a job, two (20.0%) took 7-12 months, and two (20.0%) took over a year.

The twelve respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 38 presents what were considered major problems, minor problems, or no problem.

Table 38			
Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	25.0% (3)	50.0% (6)	25.0% (3)
Not knowing what I wanted to do	83.3% (10)	8.3% (1)	8.3% (1)
Tight job market	83.3% (10)	16.7% (2)	0%
Lack of marketable skills	25.0% (3)	58.3% (7)	16.7% (2)
Lack of educational qualifications	33.3% (4)	25.0% (3)	41.7% (5)
Reputation of Southeastern	0%	25.0% (3)	75.0% (9)
Lack of experience	41.7% (5)	41.7% (5)	16.7% (2)
Lack of job search skills	8.3% (1)	50.0% (6)	41.7% (5)
Poor GPA	0%	16.7% (2)	83.3% (10)
Racial discrimination	8.3% (1)	25.0% (3)	66.7% (9)
Gender discrimination	8.3% (1)	16.7% (2)	75.0% (9)
Age discrimination	8.3% (1)	8.3% (1)	83.3% (10)

Five (25.0%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance, twelve (60.0%) indicated it was “Effective”, and three (15.0%) indicated it was “Very Ineffective”. Six (30.0%) respondents are still in their first full-time job since graduating from Southeastern, twelve (60.0%) have had two full-time jobs, and two (10.0%) have had three or more. In regards to sources for learning about their first full-time job, six (30.0%) indicated a parent or relative, one (5.0%) from Southeastern’s Career Services, one (5.0%) from a newspaper, three

(15.0%) from another student/friend, five (25.0%) already had the job, one (5.0%) was recruited by the employer, one (5.0%) from an employment agency, and five (25.0%) from the internet.

Of those who have been employed full-time, eighteen (90.0%) are currently employed full-time, one (5.0%) is employed part-time and satisfied with part-time employment, and one (5.0%) is unemployed and not seeking employment. All of the respondents who are currently employed full-time work in the state of Louisiana. Two (11.1%) respondents are employed in a service organization, three (16.7%) in higher education, three (16.7%) in K-12 education, one (5.6%) in a nonprofit, two (11.1%) in a professional firm, one (5.6%) is employed with a temp service, three (16.7%) in government and three (16.7%) 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”, eight (44.4%) of the respondents indicated they are underemployed and ten (55.6%) are not. Seven (38.9%) of the respondents are well satisfied with their employment and would not consider leaving, eight (44.4%) are satisfied with their employment but would consider other employment, and three (16.7%) dislike their employment and are seeking new employment. Two (11.1%) of the respondents are employed in the area of their Southeastern major, seven (38.9%) an area related to their Southeastern major and nine (50.0%) in an unrelated area. Two (22.2%) respondents are employed in an area not related to their major because they developed a new career interest, one (11.1%) because of better pay, three (33.3%) could not find a job they wanted in the field, one (11.1%) because of better opportunity for advancement, and two (22.2%) have not obtained the required licensure/certification. Two (11.1%) respondents indicated a salary range of less than \$10,000, three (16.7%) indicated \$20,001-\$25,000, three (16.7%) gave a range of \$25,001-\$30,000, eight (44.4%) gave a range of \$30,001-\$40,000, one (5.6%) \$40,001-\$50,000 and one (5.6%) indicated a salary over \$50,000.

Professional Activities

Four (18.2%) of the respondents indicated that licensure/certification is not available in their field, fourteen (63.6%) indicated they do not currently have licensure/certification, and four (18.2%) currently hold licensure/certification. Those who have obtained licensure/certification provided the following types: Teaching Certification, garden/power, and Elementary Education K-5. Of those who do not have licensure/certification, four (28.6%) plan on obtaining the following in the next twelve months: NACE CP Technician, Education. Nine (40.9%) of the respondents are members of a professional organization and nine (40.9%) have attended a professional meeting in the past year.

Department of Communication Sciences & Disorders

Table 39
Satisfaction with Degree Program

Number of Respondents: B.A. Speech, Language & Hearing - 8					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.A. Speech, Language & Hearing	0.0%	0.0%	25.0% (2)	37.5% (3)	37.5% (3)
Overall quality of your degree program					
B.A. Speech, Language & Hearing	0.0%	0.0%	12.5% (1)	50.0% (4)	37.5% (3)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.A. Speech, Language & Hearing	0.0%	0.0%	12.5% (1)	37.5% (3)	50.0% (4)
Usefulness of the academic advice you received from your advisor					
B.A. Speech, Language & Hearing	0.0%	0.0%	12.5% (1)	37.5% (3)	50.0% (4)
Opportunities to interact with faculty outside of class					
B.A. Speech, Language & Hearing	0.0%	0.0%	0.0%	62.5% (5)	37.5% (3)
Effectiveness of the faculty as teachers					
B.A. Speech, Language & Hearing	0.0%	0.0%	12.5% (1)	37.5% (3)	50.0% (4)
Friendliness and helpfulness of the office staff					
B.A. Speech, Language & Hearing	0.0%	0.0%	12.5% (1)	50.0% (4)	37.5% (3)
Interest shown by faculty in your academic development					
B.A. Speech, Language & Hearing	0.0%	0.0%	12.5% (1)	25.0% (2)	62.5% (5)
Effectiveness of beginning courses in preparing you for advanced courses					
B.A. Speech, Language & Hearing	0.0%	0.0%	0.0%	62.5% (5)	37.5% (3)
Quality of instruction in advanced courses					
B.A. Speech, Language & Hearing	0.0%	0.0%	0.0%	50.0% (4)	50.0% (4)

Table 39 continued					
Satisfaction with Degree Program					
Department of Communication Sciences & Disorders					
Number of Respondents: B.A. Speech, Language & Hearing - 8					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Faculty treatment of students both inside and outside of the classroom					
B.A. Speech, Language & Hearing	0.0%	0.0%	12.5% (1)	37.5% (3)	50.0% (4)
Professional activities, associations, or clubs associated with your major					
B.A. Speech, Language & Hearing	0.0%	0.0%	12.5% (1)	37.5% (3)	50.0% (4)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.A. Speech, Language & Hearing	0.0%	0.0%	37.5% (3)	25.0% (2)	37.5% (3)
Availability of the required courses					
B.A. Speech, Language & Hearing	0.0%	12.5% (1)	12.5% (1)	50.0% (4)	25.0% (2)
Availability of elective courses you wanted to take in your major					
B.A. Speech, Language & Hearing	0.0%	12.5% (1)	25.0% (2)	37.5% (3)	25.0% (2)
Quality of instruction regarding standards and ethics in your major field					
B.A. Speech, Language & Hearing	0.0%	0.0%	0.0%	25.0% (2)	75.0% (6)
Opportunities for you to collaborate with other students on class projects					
B.A. Speech, Language & Hearing	0.0%	0.0%	0.0%	50.0% (4)	50.0% (4)
Library resources related to your major					
B.A. Speech, Language & Hearing	0.0%	37.5% (3)	0.0%	25.0% (2)	37.5% (3)
Use of appropriate technology in the classroom					
B.A. Speech, Language & Hearing	0.0%	0.0%	25.0% (2)	50.0% (4)	25.0% (2)
Facilities and equipment (including computer resources) for courses in your major					
B.A. Speech, Language & Hearing	0.0%	0.0%	25.0% (2)	50.0% (4)	25.0% (2)

Table 39 continued					
Satisfaction with Degree Program					
Department of Communication Sciences & Disorders					
Number of Respondents: B.A. Speech, Language & Hearing - 8					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Help you received from faculty in your department with regard to further educational opportunities					
B.A. Speech, Language & Hearing	0.0%	25.0% (2)	0.0%	37.5% (3)	37.5% (3)
The size of classes in your major					
B.A. Speech, Language & Hearing	0.0%	0.0%	12.5% (1)	12.5% (1)	75.0% (6)
Help you received from faculty in your department with regard to finding employment in your field					
B.A. Speech, Language & Hearing	25.0% (2)	0.0%	12.5% (1)	37.5% (3)	25.0% (2)
Global perspectives presented in courses					
B.A. Speech, Language & Hearing	0.0%	12.5% (1)	12.5% (1)	37.5% (3)	37.5% (3)
The relevancy of courses					
B.A. Speech, Language & Hearing	0.0%	0.0%	12.5% (1)	50.0% (4)	37.5% (3)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.A. Speech, Language & Hearing	0.0%	0.0%	12.5% (1)	12.5% (1)	75.0% (6)
Your advisor’s knowledge of requirements					
B.A. Speech, Language & Hearing	0.0%	0.0%	0.0%	25.0% (2)	75.0% (6)
The accessibility of your advisor					
B.A. Speech, Language & Hearing	0.0%	0.0%	0.0%	37.5% (3)	62.5% (5)
Your advisor’s concern with your academic goals					
B.A. Speech, Language & Hearing	0.0%	0.0%	0.0%	25.0% (2)	75.0% (6)

Table 39 continued		
Satisfaction with Degree Program		
Department of Communication Sciences & Disorders		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.A. Speech, Language & Hearing	0.0%	87.5% (7)
3. If you had it to do over again, would you choose the same major?		
B.A. Speech, Language & Hearing	12.5% (1)	87.5% (7)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.A. Speech, Language & Hearing	0.0%	100.0% (8)
6. Should a hands-on course be required in your program?		
B.A. Speech, Language & Hearing	0.0%	87.5% (7)

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

- Gave an opportunity to see the type of work I would be doing upon graduation. Gives you a taste of the real world.
- A thorough understanding of what is required of a good SLP clinician as well as beneficial constructive criticism.
- Real life experiences in the real world with real people; being put on the spot to evaluate your problem solving skills.
- When I started working, I was well prepared and comfortable because I had that experience.
- experience.
- The experience helped me to understand what to expect when I was with a client, plus, the feedback from the teachers who were monitoring helped me understand what I needed to do to improve.
- An understanding of my job responsibilities and the beginning experience needed to enter the workforce.
- I was able to implement techniques learned in the classroom.
- Caseload management and time management, implementation of treatment goals, exposure to a variety of settings.

Perceptions of Southeastern

None of the Speech, Language & Hearing graduates had participated in the study-abroad/student exchange. Four (40.0%) of the respondents had participated in the honors program. One (25.0%) was Very Satisfied with the experience, two (50.0%) were Somewhat Satisfied, and one (25.0%) was Somewhat Dissatisfied. None (0.0%) of the respondents participated in a research program.

Graduate/Professional Education

Three (30.0%) of the respondents are currently enrolled in a graduate/professional degree program, five (50.0%) have completed a master's degree, one (10.0%) plans to enroll in the next 12 months, and one (10.0%) has not plans for further education. Five (10.0%) of the respondents has the highest degree she/he plans on obtaining, three (30.0%) plan on obtaining a master's and one (30.0%) plans on obtaining a second baccalaureate.

Of the eight individuals with graduate course experience, four (50.0%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study and four (50.0%) indicated Southeastern prepared them "Very Effectively". Five (62.5%) indicated that Southeastern prepared them "Better than Most" other students, while three (37.5%) indicated that Southeastern prepared them "About the Same as Most". Of the eight respondents enrolled in graduate school or with a graduate degree, seven (87.5%) indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern and one (12.5%) indicated it is "Somewhat Related".

Employment

Three (30.0%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, two (28.6%) had a job before completing their degree, two (28.6%) accepted a position upon graduation and three (42.9%) took 1-6 months to find a job. When asked about problems finding employment, minor problems included a limiting the job search to one area (33.3%), tight job market (33.3%) and lack of marketable skills (33.3%), lack of educational qualifications (33.3%), and lack of experience (33.3%).

Three (42.9%) of those who have been employed full-time indicated their education was "Very Effective" in preparing them for employment or improving their job performance and four (57.1%) indicated it was "Effective". Six (85.7%) respondents are still in their first full-time job since graduating from Southeastern and one (14.3%) has had two full-time jobs. In regards to sources for learning about their first full-time job, four (57.1%) indicated another student/friend, Southeastern faculty, two (28.6%) from an internship or practicum, and one (14.3%) was recruited by their employer.

Of those who have been employed full-time, six (85.7%) are currently employed full-time and one (14.3%) is unemployed and looking for employment. Of the respondents who are currently employed full-time, all are in the state of Louisiana. Four (66.7%) respondents are employed in K-12 education, one (16.7%) in a nonprofit organization, and one (16.7%) 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", one (16.7%) of the respondents indicated he/she is underemployed. Three (50.0%) of the respondents are well satisfied with their employment and would not consider leaving while two (33.3%) are satisfied with their employment but would consider other

employment, and one (16.7%) is seeking other employment. All (100.0%) of the respondents are employed in the area of their Southeastern major. Five (83.3%) respondent indicated a salary range of \$30,001-\$40,000 and one (16.7%) indicated \$40,001-\$50,000.

Professional Activities

One (10.0%) of the respondents indicated licensure/certification is not available in his/her field two (20.0%) do not currently have licensure/certification and seven (70.0%) currently hold licensure/certification. Those licensure/certifications include: Speech Language Pathology, SLB-A & Ancillary cert., Provisional SLP, Ancillary teaching certificate/Speech Path Asst License, and Speech-Language Pathologist, Assistant . Of those who do not have licensure/certification, one (50.0%) plans on becoming a licensed SLP in the next twelve months. Eight (80.0%) of the respondents are members of a professional organization, and six (60.0%) have attended a professional meeting in the past year.

Special Questions

Table 40

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

	1 - Strongly Disagree	2	3	4	5 - Strongly Agree	Mean
Your knowledge of normal communication processes	0.0%	0.0%	0.0%	20.0% (2)	80.0% (8)	4.80
Your knowledge of disordered communication processes	0.0%	0.0%	0.0%	40.0% (4)	60.0% (6)	4.60
Your knowledge of populations from culturally/linguistically diverse backgrounds	0.0%	0.0%	10.0% (1)	30.0% (3)	60.0% (6)	4.50
Your knowledge about certification, licensure and professional credentials	0.0%	0.0%	20.0% (2)	60.0% (6)	20.0% (2)	4.00
Your skills to conduct speech-language and hearing screenings and assessments without interpretation	0.0%	0.0%	0.0%	30.0% (3)	70.0% (7)	4.70
Your skills to develop intervention plans with measurable goals	0.0%	0.0%	10.0% (1)	40.0% (4)	50.0% (5)	4.40
Your skills to implement intervention plans	0.0%	0.0%	10.0% (1)	40.0% (4)	50.0% (5)	4.40
Your skills to communicate effectively about communication disorders and differences with clients and relevant others	0.0%	0.0%	0.0%	30.0% (3)	70.0% (7)	4.70
Your skills to document client progress toward meeting established objectives	0.0%	0.0%	0.0%	30.0% (3)	70.0% (7)	4.70
Your skills to evaluate your effectiveness as a clinician	0.0%	0.0%	0.0%	30.0% (3)	70.0% (7)	4.70

Department of Kinesiology and Health Studies

Table 41
Satisfaction with Degree Program

Number of Respondents: B.S. Kinesiology - 18					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.S. Kinesiology	0.0%	0.0%	5.6% (1)	33.3% (6)	55.6% (10)
Overall quality of your degree program					
B.S. Kinesiology	0.0%	0.0%	16.7% (3)	27.8% (5)	50.0% (9)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.S. Kinesiology	0.0%	5.6% (1)	5.6% (1)	44.4% (8)	38.9% (7)
Usefulness of the academic advice you received from your advisor					
B.S. Kinesiology	0.0%	5.6% (1)	5.6% (1)	33.3% (6)	55.6% (10)
Opportunities to interact with faculty outside of class					
B.S. Kinesiology	0.0%	5.6% (1)	5.6% (1)	27.8% (5)	61.1% (11)
Effectiveness of the faculty as teachers					
B.S. Kinesiology	0.0%	0.0%	5.6% (1)	44.4% (8)	50.0% (9)
Friendliness and helpfulness of the office staff					
B.S. Kinesiology	0.0%	0.0%	16.7% (3)	33.3% (6)	50.0% (9)
Interest shown by faculty in your academic development					
B.S. Kinesiology	0.0%	0.0%	5.6% (1)	38.9% (7)	55.6% (10)
Effectiveness of beginning courses in preparing you for advanced courses					
B.S. Kinesiology	0.0%	5.6% (1)	16.7% (3)	33.3% (6)	44.4% (8)
Quality of instruction in advanced courses					
B.S. Kinesiology	0.0%	0.0%	0.0%	38.9% (7)	61.1% (11)
Faculty treatment of students both inside and outside of the classroom					
B.S. Kinesiology	0.0%	0.0%	0.0%	38.9% (7)	61.1% (11)
Professional activities, associations, or clubs associated with your major					
B.S. Kinesiology	0.0%	5.6% (1)	27.8% (5)	38.9% (7)	27.8% (5)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.S. Kinesiology	0.0%	11.1% (2)	11.1% (2)	50.0% (9)	27.8% (5)
Availability of the required courses					
B.S. Kinesiology	0.0%	11.1% (2)	16.7% (3)	27.8% (5)	44.4% (8)

Table 41 continued					
Satisfaction with Degree Program					
Department of Kinesiology & Health Studies					
Number of Respondents: B.S. Kinesiology - 18					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.S. Kinesiology	0.0%	5.6% (1)	5.6% (1)	44.4% (8)	44.4% (8)
Quality of instruction regarding standards and ethics in your major field					
B.S. Kinesiology	0.0%	0.0%	16.7% (3)	44.4% (8)	38.9% (7)
Opportunities for you to collaborate with other students on class projects					
B.S. Kinesiology	0.0%	0.0%	11.1% (2)	38.9% (7)	50.0% (9)
Library resources related to your major					
B.S. Kinesiology	0.0%	0.0%	27.8% (5)	33.3% (6)	38.9% (7)
Use of appropriate technology in the classroom					
B.S. Kinesiology	0.0%	5.6% (1)	22.2% (4)	22.2% (4)	50.0% (9)
Facilities and equipment (including computer resources) for courses in your major					
B.S. Kinesiology	0.0%	11.1% (2)	16.7% (3)	16.7% (3)	55.6% (10)
Help you received from faculty in your department with regard to further educational opportunities					
B.S. Kinesiology	0.0%	5.6% (1)	16.7% (3)	22.2% (4)	55.6% (10)
The size of classes in your major					
B.S. Kinesiology	0.0%	5.6% (1)	16.7% (3)	16.7% (3)	61.1% (11)
Help you received from faculty in your department with regard to finding employment in your field					
B.S. Kinesiology	5.6% (1)	16.7% (3)	33.3% (6)	16.7% (3)	27.8% (5)
Global perspectives presented in courses					
B.S. Kinesiology	0.0%	0.0%	44.4% (8)	27.8% (5)	27.8% (5)
The relevancy of courses					
B.S. Kinesiology	0.0%	5.6% (1)	11.1% (2)	38.9% (7)	44.4% (8)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.S. Kinesiology	0.0%	11.1% (2)	22.2% (4)	27.8% (5)	38.9% (7)
Your advisor’s knowledge of requirements					
B.S. Kinesiology	0.0%	0.0%	11.1% (2)	27.8% (5)	61.1% (11)
The accessibility of your advisor					
B.S. Kinesiology	0.0%	0.0%	11.1% (2)	11.1% (2)	77.8% (14)

Table 41 continued
Satisfaction with Degree Program
Department of Kinesiology & Health Studies

Number of Respondents: B.S. Kinesiology - 18					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.S. Kinesiology	0.0%	0.0%	16.7% (3)	11.1% (2)	72.2% (13)

Table 41 continued		
Satisfaction with Degree Program		
Department of Kinesiology & Health Studies		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.S. Kinesiology	5.6% (1)	94.4% (17)
3. If you had it to do over again, would you choose the same major?		
B.S. Kinesiology	27.8% (5)	72.2% (13)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.S. Kinesiology	0.0%	100.0% (18)
6. Should a hands-on course be required in your program?		
B.S. Kinesiology	0.0%	94.4% (17)

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

- Interaction with others, real life scenarios and motivational skills for students.
- The process, work, and time required to carry out Research. Application of skills learned in class.
- not much
- The benefits were large. The real-world experiences I received while student teaching helps me a great deal to this day.
- It helped me be better prepared when I entered the teaching field.
- Experience helped to get me into grad school.
- Understanding what I learned in School! All came together.
- It helped prepare me for my future career.
- I got to work with Cardiac patients and understand exactly what they're going through.
- Another teachers views, teaching techniques and lesson planning
- real world experience
- It made me decide if sport mgmt. Was really what I wanted to do for the rest of my life. In my case, it wasn't... So I was able to pursue another field thanks to my experience w/my intern and practicum.
- I knew that once I completed cardiac rehab intern, I knew it wasn't for me.

Perceptions of Southeastern

B.S. Kinesiology

Two (11.1%) of the Kinesiology graduates had participated in the study-abroad/student exchange, one was Very Satisfied with the experience and one was Somewhat Satisfied. One (5.6%) of the respondents had participated in the honors program and was Somewhat

Dissatisfied with it. One (5.6%) of the respondents participated in a research program and was Somewhat Dissatisfied with the experience.

Graduate/Professional Education

B.S. Kinesiology

Two (11.1%) of the respondents are currently enrolled in a graduate/professional degree program, six (33.3%) have completed another degree, and one (5.6%) has taken courses but not enrolled in a degree program. Of those with degrees, four (66.7%) have master's degrees, one (16.7%) a doctorate, and one (16.7%) a professional degree. One (5.6%) of the respondents plans to enroll in a degree program in the next 12 months, four (22.2%) are likely to enroll in the future, and four (22.2%) have no plans for further education. Of those respondents with plans for further education, three (21.4%) already have the highest degree they plan on earning, three (21.4%) plan on eventually obtaining a doctorate, six (42.9%) plan on obtaining a master's, and two (14.3%) plan on obtaining a second baccalaureate.

Of the nine individuals with graduate course experience, two (22.2%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study, four (44.4%) indicated Southeastern prepared them "Very Effectively", and one (11.1%) indicated she/he was "Very Ineffectively" prepared. Three (33.3%) indicated that Southeastern prepared them "Better than Most" other students and five (55.6%) indicated that Southeastern prepared them "About the Same as Most". Of the eight respondents enrolled in graduate school or with a graduate degree, three (37.5%) indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern and two (25.0%) indicated it is "Somewhat Related".

Employment

B.S. Kinesiology

Three (16.7%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, five (33.3%) had the job before completing the degree, three (20.0%) accepted a position upon graduation, three (20.0%) took 1-6 months to find a job, two (13.3%) took 7-12 months, and two (13.3%) took over a year.

The seven respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 42 presents what were considered major problems, minor problems, or no problem.

Table 42			
Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	57.1% (4)	14.3% (1)	14.3% (1)
Not knowing what I wanted to do	14.3% (1)	28.6% (2)	42.9% (3)
Tight job market	71.4% (5)	0.0%	14.3% (1)
Lack of marketable skills	0.0%	28.6% (2)	57.1% (4)
Lack of educational qualifications	0.0%	28.6% (2)	57.1% (4)
Reputation of Southeastern	0.0%	14.3% (1)	71.4% (5)
Lack of experience	57.1% (4)	14.3% (1)	14.3% (1)
Lack of job search skills	0.0%	14.3% (1)	71.4% (5)
Poor GPA	0.0%	0.0%	85.7% (6)
Racial discrimination	0.0%	0.0%	85.7% (6)
Gender discrimination	0.0%	14.3% (1)	71.4% (5)
Age discrimination	14.3% (1)	14.3% (1)	57.1% (4)

Seven (46.7%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance and eight (53.3%) indicated it was “Effective”. Eight (53.3%) respondents are still in their first full-time job since graduating from Southeastern, six (40.0%) have had two full-time jobs, and one (6.7%) has had three or more. In regards to sources for learning about their first full-time job, one (6.7%) indicated a newspaper, one (6.7%) from another student/friend, three (20.0%) already had the job, three (20.0%) from an internship, practicum or student teaching, five (33.3%) were recruited by the employer, and two (13.3%) from the Internet.

Of those who have been employed full-time, thirteen (86.7%) are currently employed full-time, one (6.7%) is unemployed and seeking employment, and one (6.7%) is unemployed and not looking for employment. Of the thirteen respondents currently employed full time, eleven (84.6%) work in the state of Louisiana. One (7.7%) is employed in a service organization, seven (53.8%) in K-12 education, one (7.7%) is self-employed, and four (30.8%) 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 (15.4%) of the respondents indicated they are underemployed and eleven (84.6%) are not. Eight (61.5%) of the respondents are well satisfied with their employment and would not consider leaving and five (38.5%) are satisfied with their employment but would consider other employment. Seven (53.8%) of the respondents are employed in the area of their Southeastern major, three (23.1%) in a related area, and three (23.1%) in an unrelated area. One respondent is employed in an area not related to their major because she/he developed a new career interest, and two could not find a job they wanted in the

field. One (7.7%) respondent indicated a salary range of \$25,001-\$30,000, six (46.2%) gave a range of \$30,001-\$40,000, two (15.4%) gave a range of \$40,001-\$50,000 and four (30.8%) indicated a salary over \$50,000.

Professional Activities

B.S. Kinesiology

Two (11.1%) of the respondents indicated that licensure/certification is not available in their field, six (33.3%) indicated they do not currently have licensure/certification, and ten (55.6%) currently hold licensure/certification. Those licensure/certifications include:

- Physical Therapist
- Teaching
- Texas Certified and LA Certified
- Physical Therapy
- Teaching Certificate
- Teaching
- Health, P.E., A.P.E.
- RVT/Registered Vascular Tech
- Certified Teacher
- Teaching

Of those who do not have licensure/certification, two (28.6%) plan on “CSCS” and “ACSM - HFI + Exercise Specialist” in the next twelve months. Eleven (61.1%) of the respondents are members of a professional organization, and nine (50.0%) have attended a professional meeting in the past year.

School of Nursing

Table 43
Satisfaction with Degree Program

Number of Respondents: B.S. Nursing - 52					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.S. Nursing	3.8% (2)	0.0%	9.6% (5)	44.2% (23)	40.4% (21)
Overall quality of your degree program					
B.S. Nursing	3.8% (2)	0.0%	7.7% (4)	36.5% (19)	50.0% (26)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.S. Nursing	3.8% (2)	1.9% (1)	9.6% (5)	40.4% (21)	42.3% (22)
Usefulness of the academic advice you received from your advisor					
B.S. Nursing	5.8% (3)	3.8% (2)	23.1% (12)	42.3% (22)	21.2% (11)
Opportunities to interact with faculty outside of class					
B.S. Nursing	5.8% (3)	3.8% (2)	23.1% (12)	42.3% (22)	23.1% (12)
Effectiveness of the faculty as teachers					
B.S. Nursing	3.8% (2)	5.8% (3)	13.5% (7)	53.8% (28)	19.2% (10)
Friendliness and helpfulness of the office staff					
B.S. Nursing	7.7% (4)	0.0%	23.1% (12)	46.2% (24)	21.2% (11)
Interest shown by faculty in your academic development					
B.S. Nursing	3.8% (2)	3.8% (2)	17.3% (9)	42.3% (22)	30.8% (16)
Effectiveness of beginning courses in preparing you for advanced courses					
B.S. Nursing	1.9% (1)	0.0%	21.2% (11)	57.7% (30)	17.3% (9)
Quality of instruction in advanced courses					
B.S. Nursing	3.8% (2)	3.8% (2)	21.2% (11)	51.9% (27)	17.3% (9)
Faculty treatment of students both inside and outside of the classroom					
B.S. Nursing	7.7% (4)	3.8% (2)	19.2% (10)	42.3% (22)	25.0% (13)
Professional activities, associations, or clubs associated with your major					
B.S. Nursing	3.8% (2)	5.8% (3)	38.5% (20)	40.4% (21)	9.6% (5)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.S. Nursing	5.8% (3)	9.6% (5)	34.6% (18)	42.3% (22)	5.8% (3)
Availability of the required courses					
B.S. Nursing	1.9% (1)	1.9% (1)	13.5% (7)	55.8% (29)	25.0% (13)

Table 43continued					
Satisfaction with Degree Program					
School of Nursing					
Number of Respondents: B.S. Nursing - 52					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.S. Nursing	1.9% (1)	7.7% (4)	23.1% (12)	40.4% (21)	25.0% (13)
Quality of instruction regarding standards and ethics in your major field					
B.S. Nursing	3.8% (2)	0.0%	13.5% (7)	48.1% (25)	36.7% (17)
Opportunities for you to collaborate with other students on class projects					
B.S. Nursing	1.9% (1)	0.0%	7.7% (4)	42.3% (22)	46.2% (24)
Library resources related to your major					
B.S. Nursing	1.9% (1)	1.9% (1)	9.6% (5)	32.7% (17)	51.9% (27)
Use of appropriate technology in the classroom					
B.S. Nursing	1.9% (1)	1.9% (1)	11.5% (6)	46.2% (24)	36.5% (19)
Facilities and equipment (including computer resources) for courses in your major					
B.S. Nursing	1.9% (1)	3.8% (2)	13.5% (7)	44.2% (23)	32.7% (17)
Help you received from faculty in your department with regard to further educational opportunities					
B.S. Nursing	9.6% (5)	9.6% (5)	25.0% (13)	34.6% (18)	19.2% (10)
The size of classes in your major					
B.S. Nursing	1.9% (1)	0.0%	13.5% (7)	51.9% (27)	30.8% (16)
Help you received from faculty in your department with regard to finding employment in your field					
B.S. Nursing	5.8% (3)	11.5% (6)	23.1% (12)	32.7% (17)	25.0% (13)
Global perspectives presented in courses					
B.S. Nursing	3.8% (2)	5.8% (3)	26.9% (14)	44.2% (23)	17.3% (9)
The relevancy of courses					
B.S. Nursing	1.9% (1)	1.9% (1)	17.3% (9)	42.3% (22)	34.6% (18)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.S. Nursing	1.9% (1)	3.8% (2)	15.4% (8)	42.3% (22)	32.7% (17)
Your advisor’s knowledge of requirements					
B.S. Nursing	3.8% (2)	3.8% (2)	13.5% (7)	36.5% (19)	40.4% (21)
The accessibility of your advisor					
B.S. Nursing	5.8% (3)	5.8% (3)	38.5% (20)	25.0% (13)	23.1% (12)

Table 43 continued
Satisfaction with Degree Program
School of Nursing

Number of Respondents: B.S. Nursing - 52					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.S. Nursing	5.8% (3)	13.5% (7)	19.2% (10)	34.6% (18)	23.1% (12)

Table 43 continued		
Satisfaction with Degree Program		
School of Nursing		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.S. Nursing	5.8% (3)	90.4% (47)
3. If you had it to do over again, would you choose the same major?		
B.S. Nursing	13.5% (7)	75.0% (39); 7.7% (4) Not at Southeastern
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.S. Nursing	17.3% (9)	76.9% (40)
6. Should a hands-on course be required in your program?		
B.S. Nursing	0.0%	84.6% (44)

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

- Many benefits. Need more hands on experience in the program.
- Learning experience
- Experience as a nurse in clinical
- Clinical experience helped prepare me for my profession.
- The best clinical experience was at Earl K. Long. We were able to do a lot of “hands-on” there.
- Really prepared me for work.
- Application of skills and theory learned
- My clinical is where the majority of my professional preparation took place.
- Confidence to approach individuals as a professional.
- Required to be a nurse.
- Made me ready for the real thing once graduated.
- Would be impossible to be a RN without it
- Experience interacting with patients
- Able to easily transition to work.
- Knowledge to take with me on the job
- The hands-on experience was necessary to learn how the job would be once I graduated.
- Ability to apply knowledge learned in a class to needed hands-on experience.
- Actual patient care in the hospital setting.
- Lots of benefits. I majored in Nursing.
- Gave experiences similar to those seen in the Nursing occupation.
- Confidence
- Given the opportunity to know what it would be like as a nurse.

- How to relate to patients, familiarize yourself with how a hospital works and to learn how to take care of patients on your own.
- Great experience! More prepared for the real world!
- Relating to pts and their needs

Perceptions of Southeastern

B.S. Nursing

One (1.9%) of the Nursing graduates had participated in the study-abroad/student exchange and was Somewhat Dissatisfied with the experience. Thirteen (25.0%) of the respondents had participated in the honors program. Six (46.2%) were Very Satisfied with the experience and seven (53.8%) were Somewhat Satisfied. None (0.0%) of the respondents participated in a research program.

Graduate/Professional Education

Five (9.6%) of the respondents are currently enrolled in a graduate/professional degree program and one (1.9%) have completed a degree. Eight (15.4%) of the respondents plan to enroll in a degree program in the next 12 months, twenty-six (50.0%) are likely to enroll in the future, and eleven (21.6%) have no plans for further education. Of those respondents with plans for further education, six (15.0%) plan on eventually obtaining a doctorate, thirty (75.0%) plan on obtaining a master's and two (5.0%) plan on obtaining a professional degree.

Of the six individuals with graduate course experience, five (83.3%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study. One (16.7%) indicated that Southeastern prepared him/her "Better than Most" other students and four (66.7%) indicated that Southeastern prepared them "About the Same as Most. Of the six respondents enrolled in graduate school or with a graduate degree, four (66.7%) indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern.

Employment

One (1.9%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, twenty-seven (52.9%) had a job before graduating, thirteen (25.5%) accepted a position upon graduation, ten (19.6%) took 1-6 months to find a job, and one (2.0%) took 7-12 months.

The eleven respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Minor problems included: Limited to only one geographic area (27.3%), Not knowing what I wanted to do (9.1%), Lack of marketable skills (9.1%), Lack of educational qualifications (36.4%), and Lack of job search skills (9.1%).

Twenty-three (45.1%) of those who have been employed full-time indicated their education was “Very Effective” in preparing them for employment or improving their job performance and twenty-eight (54.9%) indicated it was “Effective”. Twenty-six (51.0%) respondents are still in their first full-time job since graduating from Southeastern, sixteen (31.4%) have had two full-time jobs, and nine (17.6%) have had three or more. In regards to sources for learning about their first full-time job, nine (17.6%) indicated faculty at Southeastern, six (11.8%) indicated a parent or relative, three (5.9%) from Southeastern’s Career Services, one (2.0%) from a newspaper/trade publication, six (11.8%) from another student/friend, ten (19.6%) already had the job, seven (13.7%) from an internship or practicum, seventeen (33.3%) were recruited by the employer, fourteen (27.5%) from the Southeastern Job Fair, and two (3.9%) from the Internet.

Of those who have been employed full-time, forty-seven (92.2%) are currently employed full-time, three (5.9%) are employed part-time and satisfied with part-time employment, and one (2.0%) is employed part-time and looking for full-time employment. Two of the respondents who are employed full-time did not complete the remaining employment questions and will not be included. Forty-three (95.6%) of the remaining respondents are employed in the state of Louisiana. One (2.2%) is employed in a service organization, two (4.4%) in a nonprofit organization, one (2.2%) by a temp agency, one (2.2%) in government, and forty (88.9%) in a health agency. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college would you say that you are currently underemployed”, four (8.9%) of the respondents indicated they are underemployed. Twenty-one (46.7%) of the respondents are well satisfied with their employment and would not consider leaving, twenty-one (46.7%) are satisfied with their employment but would consider other employment, and two (4.4%) dislike their employment and are seeking new employment. All of the respondents are employed in an the area of their Southeastern major or a related area. One (2.2%) respondent indicated a salary range of \$25,001-\$30,000, seven (15.6%) gave a range of \$30,001-\$40,000, seventeen (37.8%) \$40,001-\$50,000 and nineteen (42.2%) indicated a salary over \$50,000.

Professional Activities

One (1.9%) of the respondents indicated that he/she does not currently have licensure/certification, and fifty-five (98.1%) currently hold Nursing licensure/certification. The respondent with out licensure/certification plans on obtaining it in the next twelve months. Nineteen (36.5%) of the respondents are members of a professional organization, and seventeen (32.7%) have attended a professional meeting in the past year.

Special Questions

Fifty-four of the respondents completed the insert which contained questions specifically for Nursing alumni. The majority of the respondents (79.6%, n=43) reported that they work in a hospital, while three (5.6%) work in a clinical/outpatient setting, four (7.4%) work for home health/hospice, two (3.7%) work in a nursing home, two (3.7%) work as an agency/contract nurse, one (1.9%) in public health, one (1.9%) as a travel nurse, one (1.9%) works at an

insurance company. When asked what their current speciality in nursing is, 29.6% (n=16) reported critical care/ER, seven (13.0%) reported newborn/pediatrics, 11.1% (n=6) reported adult/gerontology, six (11.1%) reported perioperative/postoperative surgery, four (7.4%) reported women's/perinatal, two (3.7%) reported community/public health, and twelve (22.2%) reported other. The other specialties were: NICU, Neurology, PICU, Ortho/Neuro, cardiac outpatient cath lab, Medical Review, Oncology, wound care, pain management (interventional), telemetry/cardiology, oncology/hematology, float nurse, med/surg, PICU/Peds ER, and LTAC Tele.

The majority of the respondents (90.7%, n=49) indicated that the title of their nursing position is staff. Five (9.3%) reported an "other" title (they were Case Manager Field Nurse, Utilization Review RN, Agency RN, Director of Nursing and ADON).

Forty-one percent (40.7%, n=22) of the respondents belong to a professional organization, with six (28.6% of those who belong to a professional organization) belonging to ANA, three (13.6%) belonging to a Clinical Specialty Organization, three (13.6%) belonging to an Honorary Professional Association, and eleven (50.0%) belonging to some "other" organization (ADRN, La Homecare Assn., Nursing Honor Society Rho Zeta, Sigma Theta Tau International, AWHONN (3), LANP, AORN, APHON). One (4.5%) of the respondents currently holds a position of office in a professional organization. Two (3.7%) respondents have been involved in professional research as a data collector, two (3.7%) has been a participant in a research team, and six (11.1%) have been involved in quality assurance. One (1.9%) of the participants has published in a professional nursing journal.

The majority of respondents (51.9%, n=2) are satisfied with their preparation to collaborate with interdisciplinary health team members, while seventeen (31.5%) are very satisfied, six (11.1%) are dissatisfied, and three (5.6%) are very dissatisfied. On average, respondents received 16.4 hours of continuing education over the past year. The numbers of hours ranged from 0 to 72, with a mode of 5 and a median of 10. Over half (61.1%, n=33) currently hold professional specialty certification in addition to Registered Nurse licensure and required certification. These include:

- ACLS - 23
- PALS - 10
- Chemotherapy Provider - 4
- NRP - 2
- BLS
- ONS
- TNCC
- CCRN CPI
- Neonatal Resuscitation
- Acute Life Support
- RNC in Inpatient Obstetrics
- Biotherapy Provider

Below is a list of community service activities to which respondents have contributed since graduation.

- Health fairs at local chemical plants
- Heart walk, Susan Komen Race for the Cure
- Education at the elementary level on becoming a nurse
- March of Dimes
- Diabetes Kid Camp through ADA
- Medical Mission in Guatamala
- Hospital programs
- No spare time. I work night shift & over-time every week!
- Volunteer with Fire Department
- Volunteer work at hospital I am employed
- Men's Health Fair/screening
- Played softball tournament to raise money for Periwinkle Foundation for 2 years

Almost twenty percent of the respondents (18.5%, n=10) do not plan on pursuing an advanced degree. Over half (66.7%, n=36) plan on pursuing a Nursing degree and 13.0% (n=7) plan on pursuing some "Other" degree. The "Other" degrees include: MBA, Healthcare Mgmt, Nurse Practitioner, CRNA, MD, and two Business. When asked about their satisfaction with their preparation to provide culturally competent care to clients in diverse communities, the majority (68.5%, n=37) were satisfied, fifteen (27.8%) were very satisfied, and one (1.9%) was dissatisfied.

Department of Biological Sciences

Table 44
Satisfaction with Degree Program

Number of Respondents: B.S. Biology - 28					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.S. Biology	0.0%	0.0%	21.4% (6)	28.6% (8)	50.0% (14)
Overall quality of your degree program					
B.S. Biology	0.0%	0.0%	14.3% (4)	35.7% (10)	50.0% (14)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.S. Biology	0.0%	0.0%	10.7% (3)	32.1% (9)	53.6% (15)
Usefulness of the academic advice you received from your advisor					
B.S. Biology	14.3% (4)	7.1% (2)	25.0% (7)	25.0% (7)	28.6% (8)
Opportunities to interact with faculty outside of class					
B.S. Biology	0.0%	3.6% (1)	10.7% (3)	35.7% (10)	50.0% (14)
Effectiveness of the faculty as teachers					
B.S. Biology	0.0%	3.6% (1)	17.9% (5)	28.6% (8)	50.0% (14)
Friendliness and helpfulness of the office staff					
B.S. Biology	0.0%	3.6% (1)	10.7% (3)	42.9% (12)	42.9% (12)
Interest shown by faculty in your academic development					
B.S. Biology	0.0%	7.1% (2)	21.4% (6)	35.7% (10)	35.7% (10)
Effectiveness of beginning courses in preparing you for advanced courses					
B.S. Biology	3.6% (1)	0.0%	17.9% (5)	39.3% (11)	39.3% (11)
Quality of instruction in advanced courses					
B.S. Biology	0.0%	0.0%	7.1% (2)	46.4% (13)	46.4% (13)
Faculty treatment of students both inside and outside of the classroom					
B.S. Biology	0.0%	0.0%	3.6% (1)	46.4% (13)	50.0% (14)
Professional activities, associations, or clubs associated with your major					
B.S. Biology	10.7% (3)	3.6% (1)	28.6% (8)	39.3% (11)	17.9% (5)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.S. Biology	0.0%	10.7% (3)	25.0% (7)	21.4% (6)	39.3% (11)
Availability of the required courses					
B.S. Biology	7.1% (2)	10.7% (3)	17.9% (5)	35.7% (10)	28.6% (8)

Table 44 continued					
Satisfaction with Degree Program					
Department of Biological Sciences					
Number of Respondents: B.S. Biology - 28					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.S. Biology	3.6% (1)	10.7% (3)	28.6% (8)	28.6% (8)	28.6% (8)
Quality of instruction regarding standards and ethics in your major field					
B.S. Biology	0.0%	3.6% (1)	7.1% (2)	42.9% (12)	46.4% (13)
Opportunities for you to collaborate with other students on class projects					
B.S. Biology	3.6% (1)	3.6% (1)	21.4% (6)	32.1% (9)	39.3% (11)
Library resources related to your major					
B.S. Biology	0.0%	7.1% (2)	14.3% (4)	32.1% (9)	46.4% (13)
Use of appropriate technology in the classroom					
B.S. Biology	3.6% (1)	3.6% (1)	17.9% (5)	32.1% (9)	42.9% (12)
Facilities and equipment (including computer resources) for courses in your major					
B.S. Biology	7.1% (2)	0.0%	10.7% (3)	50.0% (14)	32.1% (9)
Help you received from faculty in your department with regard to further educational opportunities					
B.S. Biology	10.7% (3)	10.7% (3)	17.9% (5)	25.0% (7)	35.7% (10)
The size of classes in your major					
B.S. Biology	0.0%	0.0%	7.1% (2)	28.6% (8)	64.3% (18)
Help you received from faculty in your department with regard to finding employment in your field					
B.S. Biology	32.1% (9)	10.7% (3)	21.4% (6)	14.3% (4)	21.4% (6)
Global perspectives presented in courses					
B.S. Biology	0.0%	10.7% (3)	35.7% (10)	28.6% (8)	25.0% (7)
The relevancy of courses					
B.S. Biology	3.6% (1)	0.0%	10.7% (3)	46.4% (13)	39.3% (11)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.S. Biology	3.6% (1)	14.3% (4)	28.6% (8)	21.4% (6)	32.1% (9)
Your advisor’s knowledge of requirements					
B.S. Biology	7.1% (2)	7.1% (2)	17.9% (5)	28.6% (8)	39.3% (11)
The accessibility of your advisor					
B.S. Biology	7.1% (2)	14.3% (4)	17.9% (5)	21.4% (6)	39.3% (11)

Table 44 continued Satisfaction with Degree Program Department of Biological Sciences					
Number of Respondents: B.S. Biology - 28					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.S. Biology	14.3% (4)	10.7% (3)	17.9% (5)	28.6% (8)	28.6% (8)

Table 44 continued		
Satisfaction with Degree Program		
Department of Biological Sciences		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.S. Biology	7.1% (2)	92.9% (26)
3. If you had it to do over again, would you choose the same major?		
B.S. Biology	17.9% (5)	71.4% (20)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.S. Biology	67.9% (19)	32.1% (9)
6. Should a hands-on course be required in your program?		
B.S. Biology	10.7% (3)	82.1% (23)

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

- Confirmation that I would enjoy the major that I chose. Also, a realistic look at the time per week I would work.
- Lab skills
- Real world experience which helped me to develop as a Biologist and get a great job.
- I had a unique experience to do research with a professor for 2 years. It was wonderful, instructive and helped me get both of the jobs I've had since graduation.
- It built my confidence when speaking in front of a group.
- 1st time experience, a prospective into how a dental office is maintained

Perceptions of Southeastern

B.S. Biology

None (0.0%) of the Biology graduates had participated in the study-abroad/student exchange. Nine (32.1%) of the respondents had participated in the honors program. Four (44.4%) were Very Satisfied with the experience and five (55.6%) were Somewhat Satisfied. None (0.0%) of the respondents had participated in a research program.

Graduate/Professional Education

B.S. Biology

Nine (32.1%) of the respondents are currently enrolled in a graduate/professional degree program, eight (28.6%) have completed a degree. Of the eight, five (62.5%) have earned a Masters', two (25.0%) a professional degree, and one (12.5%) a second baccalaureate. One

(3.6%) respondent plans to enroll in the next twelve months, six (21.4%) are likely to enroll in a degree program in the future, and three (10.7%) have no plans for further education. Of the twenty-four respondents with plans for further education, four (16.7%) plan on obtaining a Masters, three (12.5%) plan on obtaining a Doctorate, eight (33.3%) plan on obtaining a professional degree, four (16.7%) plan on obtaining a second baccalaureate, and four (16.7%) have the highest degree they plan on obtaining.

Nine (52.9%) of the seventeen respondents with graduate experience indicated their educational experiences at Southeastern “Effectively” prepared them for graduate/professional study, five (29.4%) thought they were “Very Effectively” prepared, one (5.9%) thought he/she was “Ineffectively” prepared, and one (5.9%) thought she/he was “Very Ineffectively” prepared. Eleven (64.7%) indicated Southeastern prepared them “About the Same” as other students for further educational study, four (23.5%) thought they were prepared “Better than Most”, and one (5.9%) was prepared “Worse than Most”. Six (35.3%) of the respondents who are enrolled in a degree program or have a degree indicated it was “Very Closely Related” to their bachelor’s degree from Southeastern, eight (47.1%) indicated it was “Somewhat Related”, and one (5.9%) indicated it was “Not at all Related”.

Employment

B.S. Biology

Five (17.9%) of the respondents have not been employed full-time since graduating from Southeastern. Of those who have been employed full-time, five (22.7%) had a job before graduating, three (13.6%) accepted a position upon graduation, twelve (54.5%) took 1-6 months to find a job, and two (9.1%) took over a year.

The fourteen respondents who did not have a job upon graduation faced a variety of problems in obtaining employment. Table 45 presents what were considered major problems, minor problems, or no problem.

Table 45			
Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	35.7% (5)	42.9% (6)	21.4% (3)
Not knowing what I wanted to do	14.3% (2)	64.3% (9)	21.4% (3)
Tight job market	21.4% (3)	64.3% (9)	14.3% (2)
Lack of marketable skills	0.0%	35.7% (5)	64.3% (9)
Lack of educational qualifications	0.0%	7.1% (1)	92.9% (13)
Reputation of Southeastern	0.0%	7.1% (1)	92.9% (13)
Lack of experience	21.4% (3)	42.9% (6)	35.7% (5)
Lack of job search skills	0.0%	14.3% (2)	85.7% (12)
Poor GPA	0.0%	0.0%	100.0% (14)
Racial discrimination	0.0%	0.0%	100.0% (14)
Gender discrimination	0.0%	21.4% (3)	78.6% (11)
Age discrimination	0.0%	21.4% (3)	78.6% (11)

Ten (45.5%) of those who have been employed full-time indicated their education was “Effective” in preparing them for employment or improving their job performance, nine (40.9%) thought it was “Very Effective”, and three (13.6%) indicated it was “Ineffective”. Twelve (54.5%) respondents are still in their first full-time job since graduating from Southeastern, nine (40.9%) have had two full-time jobs, and one (4.5%) has had three or more. In regards to sources for learning about their first full-time job, two (9.1%) indicated faculty at Southeastern, two (9.1%) from a parent or relative, seven (31.8%) from a newspaper/trade publication, four (18.2%) from another student/friend, two (9.1%) already had a job, one (4.5%) was recruited by the employer, and four (18.2%) from the internet.

Twenty-three (82.1%) of the respondents are currently employed full-time, one (3.6%) has a graduate assistantship, one (3.6%) is unemployed and seeking employment, and two (7.1%) are unemployed and not seeking employment. Of those employed full-time, twenty-one (91.3%) are employed in the state of Louisiana, one (4.3%) in a service organization, three (13.0%) in higher education, one (4.3%) in K-12, two (8.7%) in a professional firm, two (8.7%) are self-employed, two (8.7%) in industry, three (13.0%) in government, two (8.7%) in business, and seven (30.4%) in a health agency. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed”, five (21.7%) respondents are underemployed. Eleven (43.4%) of the respondents are “Well satisfied, would not consider leaving”, seven (30.4%) are “Satisfied, but would consider more desirable employment”, four (17.4%) “Dislike[s] employment; seeking or will seek other employment”, and one (4.3%) is unsure. Ten respondents (43.5%) are employed in the area of their Southeastern major, four (17.4%) in a

related area, and nine (39.1%) in an unrelated area. Three (33.3%) in an unrelated area because they developed a new career interest, one (11.1%) because of better pay, three (33.3%) could not find a job they wanted, one (11.1%) better opportunity for advancement, and one (11.1%) does not have the necessary licensure. When asked to indicate their salary range, one (4.3%) gave a range of \$10,000-\$15,000, one (4.3%) \$15,001-\$20,000, two (8.7%) \$20,001-\$25,000, two (8.7%) \$25,001-\$30,000, twelve (52.2%) gave a range of \$30,001-\$40,000, three (13.0%) \$40,001 - \$50,000 and two (8.7%) indicated over \$50,000.

Professional Activities

B. S. Biology

Eight (28.6%) of the respondents indicated that licensure/certification is not available in their field, thirteen (46.4%) indicated they did not currently hold certification, and seven (25.0%) have licensure/certificatino. Certifications currently held include:

- RN (2)
- Teaching Certificate
- Wastewater Treatment and Collections Class 3 & 4
- LA Board of Vet Med.
- Louisiana Thoroughbred License

Three (23.1%) of the thirteen who do not currently hold licensure/certification plans on obtaining it in the next twelve months, including RN, L. P. C., and Certified Health Education Specialist. Eleven (39.3%) of the respondents are members of a professional organization, and eleven (39.3%) have attended a professional meeting in the past year.

Department of Computer Science & Industrial Technology

Table 47
Satisfaction with Degree Program

Number of Respondents: B.S. Industrial Technology - 13					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
B.S. Industrial Technology	0.0%	0.0%	30.8% (4)	53.8% (7)	15.4% (2)
Overall quality of your degree program					
B.S. Industrial Technology	0.0%	0.0%	38.5% (5)	53.8% (7)	7.7% (1)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
B.S. Industrial Technology	0.0%	0.0%	15.4% (2)	46.2% (6)	30.8% (4)
Usefulness of the academic advice you received from your advisor					
B.S. Industrial Technology	0.0%	23.1% (3)	30.8% (4)	23.1% (3)	23.1% (3)
Opportunities to interact with faculty outside of class					
B.S. Industrial Technology	0.0%	0.0%	38.5% (5)	15.4% (2)	46.2% (6)
Effectiveness of the faculty as teachers					
B.S. Industrial Technology	0.0%	0.0%	30.8% (4)	53.8% (7)	15.4% (2)
Friendliness and helpfulness of the office staff					
B.S. Industrial Technology	0.0%	7.7% (1)	0.0%	46.2% (6)	46.2% (6)
Interest shown by faculty in your academic development					
B.S. Industrial Technology	0.0%	0.0%	7.7% (1)	46.2% (6)	46.2% (6)
Effectiveness of beginning courses in preparing you for advanced courses					
B.S. Industrial Technology	0.0%	0.0%	38.5% (5)	53.8% (7)	7.7% (1)
Quality of instruction in advanced courses					
B.S. Industrial Technology	0.0%	0.0%	7.7% (1)	76.9% (10)	15.4% (2)
Faculty treatment of students both inside and outside of the classroom					
B.S. Industrial Technology	0.0%	0.0%	7.7% (1)	46.2% (6)	46.2% (6)
Professional activities, associations, or clubs associated with your major					
B.S. Industrial Technology	0.0%	0.0%	23.1% (3)	46.2% (6)	30.8% (4)
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
B.S. Industrial Technology	0.0%	0.0%	46.2% (6)	38.5% (5)	15.4% (2)
Availability of the required courses					
B.S. Industrial Technology	0.0%	15.4% (2)	53.8% (7)	30.8% (4)	0.0%

Table 47 continued					
Satisfaction with Degree Program					
Department of Computer Science & Industrial Technology					
Number of Respondents: B.S. Industrial Technology - 13					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Availability of elective courses you wanted to take in your major					
B.S. Industrial Technology	0.0%	15.4% (2)	53.8% (7)	23.1% (3)	7.7% (1)
Quality of instruction regarding standards and ethics in your major field					
B.S. Industrial Technology	0.0%	0.0%	23.1% (3)	61.5% (8)	15.4% (2)
Opportunities for you to collaborate with other students on class projects					
B.S. Industrial Technology	0.0%	0.0%	7.7% (1)	46.2% (6)	46.2% (6)
Library resources related to your major					
B.S. Industrial Technology	7.7% (1)	15.4% (2)	38.5% (5)	30.8% (4)	7.7% (1)
Use of appropriate technology in the classroom					
B.S. Industrial Technology	0.0%	15.4% (2)	15.4% (2)	53.8% (7)	15.4% (2)
Facilities and equipment (including computer resources) for courses in your major					
B.S. Industrial Technology	0.0%	15.4% (2)	15.4% (2)	46.2% (6)	23.1% (3)
Help you received from faculty in your department with regard to further educational opportunities					
B.S. Industrial Technology	0.0%	15.4% (2)	23.1% (3)	46.2% (6)	15.4% (2)
The size of classes in your major					
B.S. Industrial Technology	0.0%	7.7% (1)	0.0%	38.5% (5)	53.8% (7)
Help you received from faculty in your department with regard to finding employment in your field					
B.S. Industrial Technology	30.8% (4)	30.8% (4)	7.7% (1)	7.7% (1)	23.1% (3)
The global perspective of courses					
B.S. Industrial Technology	0.0%	15.4% (2)	53.8% (7)	15.4% (2)	15.4% (2)
The relevancy of courses					
B.S. Industrial Technology	0.0%	7.7% (1)	53.8% (7)	23.1% (3)	15.4% (2)
“Real-world” experiences, exposure, examples, etc. in or out of the classroom					
B.S. Industrial Technology	0.0%	15.4% (2)	30.8% (4)	30.8% (4)	23.1% (3)
Your advisor’s knowledge of requirements					
B.S. Industrial Technology	0.0%	7.7% (1)	30.8% (4)	30.8% (4)	30.8% (4)
The accessibility of your advisor					
B.S. Industrial Technology	0.0%	7.7% (1)	38.5% (5)	30.8% (4)	23.1% (3)

<p align="center">Table 47 continued Satisfaction with Degree Program Department of Computer Science & Industrial Technology</p>					
Number of Respondents: B.S. Industrial Technology - 13					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Your advisor's concern with your academic goals					
B.S. Industrial Technology	0.0%	15.4% (2)	38.5% (5)	23.1% (3)	23.1% (3)

Table 47 continued		
Satisfaction with Degree Program		
Department of Computer Science & Industrial Technology		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
B.S. Industrial Technology	15.4% (2)	84.6% (11)
3. If you had it to do over again, would you choose the same major?		
B.S. Industrial Technology	61.5% (8)	38.5% (5)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
B.S. Industrial Technology	61.5% (8)	30.8% (4)
6. Should a hands-on course be required in your program?		
B.S. Industrial Technology	23.1% (3)	69.2% (9)

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

- Knowledge on how an assembly line functions and the required maintenance to the machines on the assembly line.
- Real world situations allow you to get experience that is what employers are looking for.
- Becoming a subject matter expert in the Friction Stirweld process used on the space shuttles external tank.

Perceptions of Southeastern

B.S. Industrial Technology

None (0.0%) of the Industrial Technology graduates had participated in the study-abroad/student exchange program. One (7.7%) of the respondents had participated in the honors program and was Somewhat Satisfied with the experience. None (0.0%) of the respondents participated in a research program.

Graduate/Professional Education

B.S. Industrial Technology

Two (15.4%) of the respondents have completed a degree (one a Masters' and one a second baccalaureate). Four (30.8%) of the respondents are likely to enroll in a degree program in the future and seven (53.8%) have no plans for further education. Of those with plans for further education, three (42.9%) plan on obtaining a master's and one (14.3%) plans on obtaining a second baccalaureate.

Of the five individuals with graduate school experience, one (50.0%) indicated that Southeastern prepared him/her “Effectively” for further graduate/professional study and he/she indicated she/he was prepared “Worse than Most” other students. One of the respondents who had completed a degree, indicated it was “Somewhat Related” to her/his Southeastern major.

Employment

B.S. Industrial Technology

All (100.0%) of the respondents have been employed full-time since completing their degree. Five (38.5%) had jobs before completing their degrees, five (38.5%) respondents obtained a job 1-6 months after graduation, and three (23.1%) took 7-12 months.

The eight respondents who did not have a job upon graduation, faced a variety of problems in obtaining employment. Table 48 presents what were considered major problems, minor problems, or no problem.

Table 48			
Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern with your Bachelors.			
	Major Problem	Minor Problem	Not A Problem
Limiting my job search to only one geographic area	0.0%	62.5% (5)	37.5% (3)
Not knowing what I wanted to do	25.0% (2)	25.0% (2)	50.0% (4)
Tight job market	37.5% (3)	62.5% (5)	0.0%
Lack of marketable skills	0.0%	75.0% (6)	25.0% (2)
Lack of educational qualifications	0.0%	37.5% (3)	62.5% (5)
Reputation of Southeastern	0.0%	25.0% (2)	75.0% (6)
Lack of experience	50.0% (4)	37.5% (3)	12.5% (1)
Lack of job search skills	12.5% (1)	62.5% (5)	25.0% (2)
Poor GPA	0.0%	12.5% (1)	87.5% (7)
Racial discrimination	0.0%	12.5% (1)	75.0% (6)
Gender discrimination	0.0%	12.5% (1)	75.0% (6)
Age discrimination	0.0%	12.5% (1)	87.5% (7)

Two (15.4%) of the respondents indicated their education was “Very Effective” in preparing them for employment or improving their job performance, nine (69.2%) indicated it was “Effective”, and one (7.7%) indicated it was “Ineffective”. Eight (61.5%) of the respondents indicated that they are currently in their first full-time job since graduating from Southeastern, four (30.8%) have had two full-time jobs since graduating, and one (7.7%) has had three or

more. In regards to sources for learning about their first full-time job, one (7.7%) indicated faculty at Southeastern, two (15.4%) from a parent or relative, four (30.8%) from another student or friend, one (7.7%) already had a job, one (7.7%) was recruited by an employer, one (7.7%) from the Southeastern Job Fair, and two (15.4%) from the Internet.

All (100.0%) of the respondents are currently employed full-time, the majority (92.3%, n=12) work in the state of Louisiana. Two (15.4%) of the respondents are employed in a service organization, one (7.7%) in a professional firm, seven (53.8%) in industry, one (7.7%) in government, and one (7.7%) 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", eight (61.5%) respondents felt they are not underemployed, while four (30.8%) felt they are underemployed. When asked about satisfaction with their present employment, seven (53.8%) are "Well satisfied, would not consider leaving", three (23.1%) are "Satisfied, but would consider more desirable employment", and two (15.4%) are dissatisfied with their employment.

Two (15.4%) of the respondents are currently employed in the area of their Southeastern major, nine (69.2%) in an area related to their Southeastern major and one (7.7%) is employed in an area not related to his/her Southeastern major because she/he never planned to work in the field. Four (30.8%) of the respondents gave a salary range of \$30,001-\$40,000, one (7.7%) gave a range of \$40,001-\$50,000, and seven (53.8%) indicated they make over \$50,000 annually.

Professional Activities

B.S. Industrial Technology

Three (23.1%) of the respondents indicated that licensure/certification is not available in their field, seven (53.8%) do not currently hold licensure/certification, and three (23.1%) hold licensure/certification. One is NAIT certified, one has OSHA 10 hrs Continuing Education Classes, and one has P3E.

Five (38.5%) of the respondents are members of a professional organization, and four (30.8%) have attended a professional meeting in the past year.

Comments

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

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

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

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

The comments are presented in Appendix C.

Appendix A
Southeastern Louisiana University
Survey of Undergraduate Alumni
2006-2007



Southeastern Louisiana University

Survey of Undergraduate Alumni

Office of Institutional Research and Assessment
2006-2007

Dear Southeastern Alumnus,

Many changes have occurred on campus in the past few years that will positively impact the quality of the educational experience offered by Southeastern. This Fall we will begin classes for our first doctoral program, an Ed.D. in Educational Leadership we will offer in collaboration with the University of Louisiana - Lafayette.

In Fall 2005, Board of Regents state wide admissions requirements were implemented for all public schools in the state. Southeastern was the only school who was in a position to begin implementing these requirements in Fall 2004, a year before they were required. Like the rest of the state, Fall 2005 found Southeastern dealing with the effects of Katrina. In the immediate aftermath we housed first responders, and other emergency personnel from across the nation. During the semester we helped about 1,200 students from other universities continue their education here and we worked with our own students who were impacted to continue their education also.

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

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

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

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

Thank you for taking time to complete our survey.

Randy Moffett
President

PLEASE DO NOT WRITE IN THIS AREA



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MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

CORRECT: ● INCORRECT: ☑ ✕ ○ ●

Section 1 - Satisfaction with Your Degree Program

1. Using a scale from 1 to 5, where 1 means Very Dissatisfied, and 5 means Very Satisfied, please indicate how satisfied you are with the following aspects of your Major. Please do not answer these questions in regard to your General Education curriculum, but rather only in regards to your MAJOR.

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

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

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

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

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

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

Section 2 - General Skills

7. On a scale of 1 through 5, where 1 means Did Not Help at All and 5 means Helped a Lot, indicate how much Southeastern helped you in developing the following skills or abilities:

Table with 5 columns: Skill, 1, 2, 3, 4, 5. Rows include skills like 'Ability to write well', 'Ability to speak effectively', etc.

Section 3 - Perceptions of Southeastern

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

Table with 5 columns: Statement, 1, 2, 3, 4, 5. Rows include statements like 'Southeastern was a "family friendly" campus.', 'Southeastern provided a positive, supportive environment for minority students.', etc.

9. Did you have an opportunity to participate in a study-abroad/student exchange program while at Southeastern? No (Please go to question 11) Yes

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

Very Satisfied Somewhat Satisfied Somewhat Dissatisfied Very Dissatisfied

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

No Yes

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12. Did you have an opportunity to participate in an honors program while at Southeastern?

- No (Please go to question 14) Yes

13. How satisfied were you with the honors program?

- Very Satisfied Somewhat Satisfied Somewhat Dissatisfied Very Dissatisfied

14. Did you have an opportunity to participate in a research program (such as OSCAR, PROFITE, SURE or SOAR) while at Southeastern?

- No (Please go to question 16) Yes

15. How satisfied were you with the research program?

- Very Satisfied Somewhat Satisfied Somewhat Dissatisfied Very Dissatisfied

Section 4 - Graduate/Professional Education

16. What is your current status with regard to graduate/professional education?

- I am currently enrolled in a degree program
- I have completed a degree
- I have taken classes, but not enrolled in a degree program
- I plan to enroll in a degree program in the next 12 months
- It is likely that I will enroll in a degree program in the future
- I have no plans for further education (Skip to Section 5)

17. What is the highest degree you have earned since graduating from Southeastern?

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

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

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

If you have not taken graduate level classes, please skip to section 5

19. How effectively did your educational experiences at Southeastern prepare you for graduate/professional school?

- Very Ineffectively
- Ineffectively
- Effectively
- Very Effectively

20. Compared to other students, how well do you believe Southeastern prepared you for graduate/professional school?

- Better than Most About the Same as Most Worse than Most

If you are not currently enrolled in a degree program or have not completed a graduate degree, please skip to section 5

21. Is your graduate degree or your graduate degree plan closely related to your bachelor's degree from Southeastern?

- Very Closely Related
 Somewhat Related
 Not at all Related

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

Section 5 - Employment

23. Have you been employed full-time since completing your degree? Yes No (Skip to Question 29)

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

- Had the job before completing the degree — Skip to question 26
 Accepted position upon graduation —
 1-6 Months
 7-12 Months
 Over 1 Year

25. Please indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining employment after graduating from Southeastern.

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

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

- 1 Very Effective
 2 Effective
 3 Ineffective
 4 Very Ineffective

27. How many full-time jobs have you held since graduating from Southeastern?

- Currently in first job
 Two
 Three or more

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

- | | | | |
|-----------------------|--------------------------------|-----------------------|--|
| <input type="radio"/> | Faculty at Southeastern | <input type="radio"/> | Already had job |
| <input type="radio"/> | Parent or relative | <input type="radio"/> | Internship, Practicum, or Student Teaching |
| <input type="radio"/> | Southeastern's Career Services | <input type="radio"/> | Recruited by employer |
| <input type="radio"/> | Newspaper/trade publication | <input type="radio"/> | Public/Private employment agency |
| <input type="radio"/> | Professional meeting | <input type="radio"/> | Southeastern Job Fair |
| <input type="radio"/> | Another student/friend | <input type="radio"/> | Internet |
| | | <input type="radio"/> | Other _____ |

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

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

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

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

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

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

32. If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college, would you say that you are currently underemployed?

- No Yes

33. Indicate your satisfaction with your present employment.

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

34. Would you describe your employment as:

- In the area of my Southeastern major (skip to question 36)
- In an area related to my Southeastern major (skip to question 36)
- In an area not related to my Southeastern major

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

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

36. Please indicate your annual salary range.

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

Section 6 - Professional Activities

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

- Licensure/certification not available in my field (skip to question 39)
- No
- Yes Please give type of licensure/certification held _____

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

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

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

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

Section 7 - Overall Satisfaction with Southeastern

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

41. What is your general attitude toward Southeastern?

- Very Positive Positive Neutral Negative Very Negative

42. Would you recommend Southeastern to a friend or family member considering college?

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

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

- No Yes Don't Know

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

- Better than most
- About the same as most
- Worse than most

45. Regardless of the financial benefits, has your college education improved the quality of your life?

- No Yes

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

Supervisor Name: _____

Name of Organization: _____

Address: _____

City, State, Zip: _____

Telephone Number: (____) _____

Who is the person named above?

- Job Supervisor
- Graduate Supervisor

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

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



Appendix B
Additional Questions Developed by Departments
2006-2007

2006-2007 Undergraduate Alumni Survey Special Questions for Marketing Graduates

1. How much did Southeastern help you in developing the following skills or abilities?

		<i>Did Not Help at All</i>		<i>Helped a Lot</i>	
	1	2	3	4	5
Ability to write well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to speak effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to utilize computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognition of the value of coming into contact with people different from you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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2006-2007 Undergraduate Alumni Survey

Special Questions for Management Graduates

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8	8	8	8
9	9	9	9

1. What concentration did your curriculum follow?

- Human Resource Management
- Entrepreneurship & Small Business Management
- Computer Information Management
- General Management
- Other _____

2. Please indicate the extent to which you agree with the following statements.

Strongly Disagree Strongly Agree

1 2 3 4 5

The management courses at Southeastern provided me with the skills I needed to successfully manage a business.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The management courses at Southeastern provided me with the knowledge and skills I needed to successfully manage teams.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because of the management courses I completed at Southeastern, I was able to effectively manage employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information management courses I completed at Southeastern taught me how to effectively apply computers in problem solving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The management courses at Southeastern helped me develop critical thinking and leadership skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The management courses at Southeastern helped me develop interpersonal skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How satisfied are you with your Management degree?

- Very Dissatisfied 2 3 4 Very Satisfied

4. In your opinion, how well prepared for the business world or an academic career are you as a result of majoring in Management at Southeastern?

- Not at all Prepared 2 3 4 Very Prepared

5. What subject areas do you think should be covered in more depth by Management electives?

2006-2007 Undergraduate Alumni Survey

Special Questions for Athletic Training Graduates

1. Please rate your perceived ability to perform the following tasks.

	Very Weak 1	2	3	4	5 Very Strong Not Observed
Identify risk factors associated with injuries & illnesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply taping and protective equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prescribe flexibility programs and perform correct stretching techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prescribe strength and conditioning programs and apply correct exercise techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify common mechanisms of injuries and the forces associated with injuries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and report on appropriate clinical signs and symptoms in an organized and clear format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct examination techniques and procedures into an effective systematic scheme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand and perform how to conduct an evaluation of an acute injury	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select appropriate first aid supplies/equipment and effectively perform first aid techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take appropriate universal precautions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop appropriate short and long term treatment goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choose and apply rehabilitation exercises with correct instruction and techniques/procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select and apply appropriate therapeutic modalities with correct techniques/procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Record medical information accurately and communicate it clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask for help and seek advice from your supervisor and/or peers when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek opportunities to promote the profession of athletic training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adhere to the NATA code of ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify and describe typical psychological and emotional responses to injuries that affect the rehabilitation process and propose and implement effective strategies to improve the well being of the athlete and aid the healing process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. What do you feel are the strengths of the Athletic Training Education program?

3. What do you feel are the weaknesses of the Athletic Training Education program?

4. How can we strengthen the Athletic Training Education program?

5. What was your most rewarding experience while at Southeastern? Why?

6. Please provide comments about ways we can improve in any of the following areas: Prevention; Assessment and Evaluation; Emergency Health Care; Treatment and Rehabilitation/Reconditioning; Documentation and Professional Aspects.

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2006-2007 Undergraduate Alumni Survey

Special Questions for Nursing Graduates

If you answer "Other" for a question, please specify what it is. If you are unsure of the appropriate response category, please use "Other" as well.

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1. What is your current place of employment? (Mark all that apply)

<input type="checkbox"/> Self-Employed <input type="checkbox"/> Nursing Home <input type="checkbox"/> Agency/Contract Nurse <input type="checkbox"/> Hospital - Contract	<input type="checkbox"/> Hospital <input type="checkbox"/> Clinical/Outpatient <input type="checkbox"/> Public Health <input type="checkbox"/> Travel Nurse	<input type="checkbox"/> Home Health/Hospice <input type="checkbox"/> School Nurse <input type="checkbox"/> Other _____
---	--	---

2. What is your current specialty in Nursing?

<input type="checkbox"/> Adult /Gerontology <input type="checkbox"/> Psychiatric/Mental Health <input type="checkbox"/> Critical Care/ER	<input type="checkbox"/> Newborn/Pediatrics <input type="checkbox"/> Community/Public Health <input type="checkbox"/> Perioperative/Postoperative Surgery	<input type="checkbox"/> Women's/Perinatal <input type="checkbox"/> Other _____
--	---	--

3. What is the title of your Nursing position?

Staff
 Educator
 Advanced Practice
 Administrative
 Other _____

5. Please complete A-C only if you answered yes to survey question 31, do you belong to a professional organization.

A. To which professional organizations do you currently belong? (Mark all that apply)

<input type="checkbox"/> ANA <input type="checkbox"/> NLN	<input type="checkbox"/> Clinical Specialty Organizations <input type="checkbox"/> Honorary Professional Association	<input type="checkbox"/> Other _____
--	---	--------------------------------------

B. Do you currently hold a position of office in any of the above professional organizations?

No
 Yes

C. Have you ever held a position of office in any of the above professional organizations?

No
 Yes

6. How have you been involved in professional research? (Mark all that apply)

Data Collector
 Participant in Research Team
 Quality Assurance
 Have not participated

7. Have you published in a professional nursing journal? No Yes

8. How satisfied are you with your preparation to collaborate with interdisciplinary health team members?

Very Dissatisfied
 Dissatisfied
 Satisfied
 Very Satisfied

9. Approximately how many continuing education contact hours have you received during the past year?

10. In addition to Registered Nurse licensure and required certification (i.e., CPR) do you currently hold other professional specialty certification?

No
 Yes (If yes, please specify the type):

11. Please identify examples of community service activities to which you have contributed since graduation.

12. If you plan to pursue an advanced degree, what are would you choose?

Do not plan to pursue
 Nursing
 Other _____

13. How satisfied are you with your preparation to provide culturally competent care to colients in diverse communities?

Very Dissatisfied
 Dissatisfied
 Satisfied
 Very Satisfied