

# **Survey of Undergraduate Alumni Spring 2016**

**Biological Sciences Alumni**



**Southeastern Louisiana University**

**Institutional Research**

# B.S. Biological Sciences

## Satisfaction with Degree Program

Number of Respondents: 35					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
BS Biological Sciences	0.0%	5.7% (2)	11.4% (4)	37.1% (13)	45.7% (16)
<b>Overall quality of your degree program</b>					
BS Biological Sciences	0.0%	2.9% (1)	25.7% (9)	34.3% (12)	37.1% (13)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
BS Biological Sciences	0.0%	2.9% (1)	8.6% (3)	37.1% (13)	51.4% (18)
<b>Usefulness of the academic advice you received from your advisor</b>					
BS Biological Sciences	11.4% (4)	14.3% (5)	22.9% (8)	14.3% (5)	37.1% (13)
<b>Opportunities to interact with faculty outside of class</b>					
BS Biological Sciences	2.9% (1)	0.0%	17.1% (6)	40.0% (14)	40.0% (14)
<b>Effectiveness of the faculty as teachers</b>					
BS Biological Sciences	2.9% (1)	5.7% (2)	14.3% (5)	37.1% (13)	40.0% (14)
<b>Friendliness and helpfulness of the office staff</b>					
BS Biological Sciences	0.0%	5.7% (2)	17.1% (6)	28.6% (10)	48.6% (17)
<b>Interest shown by faculty in your academic development</b>					
BS Biological Sciences	8.6% (3)	2.9% (1)	22.9% (8)	11.4% (4)	54.3% (19)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
BS Biological Sciences	0.0%	11.4% (4)	22.9% (8)	28.6% (10)	37.1% (13)
<b>Quality of instruction in advanced courses</b>					
BS Biological Sciences	0.0%	0.0%	11.4% (4)	37.1% (13)	51.4% (18)
<b>Faculty treatment of students both inside and outside of the classroom</b>					
BS Biological Sciences	0.0%	5.7% (2)	11.4% (4)	37.1% (13)	45.7% (16)
<b>Professional activities, associations, or clubs associated with your major</b>					
BS Biological Sciences	2.9% (1)	11.4% (4)	22.9% (8)	28.6% (10)	34.3% (12)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
BS Biological Sciences	8.6% (3)	5.7% (2)	17.1% (6)	37.1% (13)	31.4% (11)
<b>Availability of the required courses</b>					
BS Biological Sciences	11.4% (4)	8.6% (3)	20.0% (7)	34.3% (12)	25.7% (9)
<b>Availability of elective courses you wanted to take in your major</b>					
BS Biological Sciences	14.3% (5)	5.7% (2)	25.7% (9)	17.1% (6)	37.1% (13)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
BS Biological Sciences	0.0%	0.0%	20.0% (7)	37.1% (13)	42.9% (15)
<b>Opportunities for you to collaborate with other students on class projects</b>					
BS Biological Sciences	2.9% (1)	5.7% (2)	17.1% (6)	31.4% (11)	42.9% (15)

<b>Table 1 Cont.</b>					
<b>Satisfaction with Degree Program</b>					
Number of Respondents: 35					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Library resources related to your major</b>					
BS Biological Sciences	5.7% (2)	8.6% (3)	22.9% (8)	25.7% (9)	37.1% (13)
<b>Use of appropriate technology in the classroom</b>					
BS Biological Sciences	2.9% (1)	5.7% (2)	17.1% (6)	40.0% (14)	34.3% (12)
<b>Facilities and equipment (including computer resources) for courses in your major</b>					
BS Biological Sciences	5.7% (2)	5.7% (2)	17.1% (6)	37.1% (13)	34.3% (12)
<b>Help you received from faculty in your department with regard to further educational opportunities</b>					
BS Biological Sciences	11.4% (4)	5.7% (2)	17.1% (6)	37.1% (13)	25.7% (9)
<b>The size of classes in your major</b>					
BS Biological Sciences	0.0%	0.0%	2.9% (1)	28.6% (10)	68.6% (24)
<b>Help you received from faculty in your department with regard to finding employment in your field</b>					
BS Biological Sciences	28.6% (10)	14.3% (5)	20.0% (7)	11.4% (4)	25.7% (9)
<b>The global perspectives of courses</b>					
BS Biological Sciences	2.9% (1)	8.6% (3)	25.7% (9)	37.1% (13)	22.9% (8)
<b>The relevancy of courses</b>					
BS Biological Sciences	2.9% (1)	0.0%	20.0% (7)	28.6% (10)	48.6% (17)
<b>"Real-world" experiences, exposure, examples, etc. in or out of the classroom</b>					
BS Biological Sciences	5.7% (2)	20.0% (7)	17.1% (6)	34.3% (12)	22.9% (8)
<b>Your advisor's knowledge of requirements</b>					
BS Biological Sciences	5.7% (2)	2.9% (1)	14.3% (5)	37.1% (13)	40.0% (14)
<b>The accessibility of your advisor</b>					
BS Biological Sciences	5.7% (2)	2.9% (1)	20.0% (7)	28.6% (10)	42.9% (15)
<b>Your advisor's concern with your academic goals</b>					
BS Biological Sciences	11.4% (4)	0.0%	22.9% (8)	28.6% (10)	37.1% (13)
<b>Opportunity to acquire marketable skills</b>					
BS Biological Sciences	11.4% (4)	11.4% (4)	25.7% (9)	20.0% (7)	31.4% (11)

<b>Table 1 continued</b>		
<b>Satisfaction with Degree Program</b>		
	<b>No</b>	<b>Yes</b>
<b>2. Would you recommend Southeastern to someone interested in what you majored in?</b>		
BS Biological Sciences	22.9% (8)	77.1% (27)
<b>3. If you had it to do over again, would you choose the same major?</b>		
BS Biological Sciences	20.0% (7)	68.6% (24); 11.4% (4) Not at Southeastern
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
BS Biological Sciences	57.1% (20)	42.9% (15)
<b>6. Should a hands-on course be required in your program?</b>		
BS Biological Sciences	14.3% (5)	71.4% (25)

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

- Acceptance into a Graduate School program
- Experience working in a laboratory and field based setting
- How to fill out a report sheet.
- I performed an undergraduate research project, which lead to a Master's Thesis project. It taught me how to think critically and perform both lab and field research. It was extremely valuable to my current work as a PhD. student.
- I was able to work with a teacher as a student aid and also received credits which was a plus. I liked the fact that the class was hands-on as opposed to a typical learning atmosphere. Knowing the information we collected would be used in real word experiences was rewarding as well. The class was for our teacher research that she too would use in her own profession.
- I was involved in research both in the Department of Biology and off campus at the Tulane National Primate Research Center. These experiences made me a competitive applicant for professional school and ultimately led me to pursue the MD/PhD program at LSU Health Science Center in New Orleans.
- Independent Study with Dr. Childers
- Networking opportunities
- None. It was just travel experience in the end.
- Valuable experience working with professionals in the field and hands-on experience with lab equipment.

### **Perceptions of Southeastern**

#### **BS Biological Sciences**

Seven (20.0%) of the Biology graduates had participated in the study-abroad/student exchange. Three (42.9%) were Very Satisfied with the experience, three (42.9%) were Somewhat Satisfied, and one (14.3%) was Very Dissatisfied. Ten (28.6%) of the respondents had participated in the honors program. Four (40.0%) were Very Satisfied with the experience, four (40.0%) were Somewhat Satisfied, and one (10.0%) was Somewhat Dissatisfied. Twelve (34.3%) of the respondents conducted research under faculty supervision. Eight (66.7%) were Very Satisfied with the experience and four (33.3%) were Somewhat Satisfied.

## **Graduate/Professional Education**

Fourteen (40.0%) of the respondents are currently enrolled in a graduate/professional degree program and six (17.1%) have completed a degree. One (2.9%) has taken courses, but not enrolled in a degree program. Seven (20.0%) of the respondents are likely to enroll in the future, and two (5.7%) have no plans for further education. Two (33.3%) respondents have obtained a Master's, one (16.7%) has a second baccalaureate, and three (50.0%) have obtained a professional degree. Of those respondents with plans for further education, seven (25.0%) plan on eventually obtaining a doctorate, seven (25.0%) plan on obtaining a master's, and ten (35.7%) plan on obtaining a professional degree.

Of the twenty individuals with graduate school experience, nine (45.0%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study, seven (35.0%) indicated they were "Very Effectively" prepared, and four (20.0%) were "Ineffectively" prepared. Seven (35.0%) indicated that Southeastern prepared him/her "Better than Most" other students and thirteen (65.0%) indicated that Southeastern prepared them "About the Same as Most". Furthermore, eleven (55.0%) indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern, eight (40.0%) indicated it was "Somewhat Related", and one (5.0%) indicated it was "Not at all Related".

## **Employment**

Sixteen (45.7%) of the respondents have not been employed full-time since graduating from Southeastern, while thirteen (37.1%) have been employed full-time. Of those who have been employed full-time, five (38.5%) had a job before graduating, two (15.4%) accepted a position upon graduation, five (38.5%) took 1-6 months to find a job, and one (7.7%) took over a year.

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

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

Three (23.1%) 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 nine (69.2%) indicated it was “Effective”. In regards to sources for learning about their first full-time job, six (46.2%) indicated a parent or relative, one (7.7%) from Southeastern’s Career Services, one (7.7%) from a professional organization, one (7.7%) already had the job, and one (7.7%) from an employment agency.

Fifteen (42.9%) are currently employed full-time, four (11.4%) are employed part-time and satisfied with part-time employment, two (5.7%) are employed part-time and looking for full-time employment, five (14.3%) have a graduate assistantship, and three (8.6%) are unemployed and not looking for employment. Of those who are currently employed full-time, eleven (73.3%) are employed in the state of Louisiana. Three (20.0%) are employed in industry, one (6.7%) in a service organization, one (6.7%) in a professional firm, one (6.7%) in higher education, two (13.3%) in government, one (6.7%) in K-12 education, two (13.3%) in government, and three (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”, five (33.3%) of the respondents indicated they are underemployed. Five (33.3%) of the respondents are well satisfied with their employment and would not consider leaving, eight (53.3%) are satisfied with their employment but would consider other employment, and two (13.3%) dislike their employment and seeking other employment. Three (20.0%) of the respondents are employed in an the area of their Southeastern major, six (40.0%) in a related area, and six (40.0%) in an unrelated area. One of the six (16.7%) developed a new career interest, two (33.3%) for better pay, two (33.3%) could not find a job they wanted in their field, and one (16.7%) would have to relocate for a job in their field. One (6.7%) respondent indicated a salary range of less than \$10,000, one (6.7%)

\$15,001-\$20,000, one (6.7%) \$20,001-\$25,000, three (20.0%) \$30,001-\$40,000, three (20.0%) \$40,001-\$50,000 and six (40.0%) indicated a salary over \$50,000.

### **Professional Activities**

Eleven (31.4%) of the respondents indicated they currently hold a license, and six (17.1%) indicated it is not available in their field. Currently held licenses include:

- License as a X-Ray tech
- Pharmacist Immunization certification
- OD
- CLC, CHW
- Recreational vehicle sales license.
- Engineer in Training (EIT)
- Pharmacy Intern
- HAZWOPER Cert.
- Rope Access Ultrasonic Thickness Testing
- Clinical Medical Assistant

Of the twelve without licensure, six (50.0%) plan obtaining it within the next twelve months, including Certified Embryologist, Histotechnologist (HTL), Registered Nurse, Medical. Seventeen (48.6%) of the respondents are members of a professional organization, and eleven (31.4%) have attended a professional meeting in the past year.

## Comments

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

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

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

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

- I didn't get a professional job with my biology degree because it was not adequate enough for state/local/federal or private work.
- Southeastern's upper level courses in the biology and chemistry program are great; moving on to graduate school, however, I wish I would have been better prepared for what I was to face in the upper level courses as a freshman undergraduate student. Learning how to study for science-based courses may have been easier if students were challenged more for the first year of undergraduate courses in biology. I believed chemistry was challenging from the beginning and prepared me well for future studies. The biology and chemistry professors were amazing and always very supportive, and I am very happy to have attended Southeastern Louisiana University.