

Survey of Undergraduate Alumni Spring 2016

**Communication Sciences & Disorders
Alumni**



Southeastern Louisiana University

Institutional Research

B.S. Communication Sciences & Disorders

Satisfaction with Degree Program

Number of Respondents: 16					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Overall quality of your department					
BS Communication Sciences & Disorders	0.0%	0.0%	6.3% (1)	31.3% (5)	62.5% (10)
Overall quality of your degree program					
BS Communication Sciences & Disorders	0.0%	0.0%	6.3% (1)	31.3% (5)	62.5% (10)
Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets					
BS Communication Sciences & Disorders	0.0%	0.0%	6.3% (1)	25.0% (4)	68.8% (11)
Usefulness of the academic advice you received from your advisor					
BS Communication Sciences & Disorders	0.0%	0.0%	6.3% (1)	25.0% (4)	68.8% (11)
Opportunities to interact with faculty outside of class					
BS Communication Sciences & Disorders	0.0%	18.8% (3)	0.0%	37.5% (6)	43.8% (7)
Effectiveness of the faculty as teachers					
BS Communication Sciences & Disorders	0.0%	0.0%	0.0%	25.0% (4)	75.0% (12)
Friendliness and helpfulness of the office staff					
BS Communication Sciences & Disorders	0.0%	6.3% (1)	12.5% (2)	25.0% (4)	56.3% (9)
Interest shown by faculty in your academic development					
BS Communication Sciences & Disorders	0.0%	0.0%	6.3% (1)	18.8% (3)	75.0% (12)
Effectiveness of beginning courses in preparing you for advanced courses					
BS Communication Sciences & Disorders	0.0%	12.5% (2)	6.3% (1)	25.0% (4)	56.3% (9)
Quality of instruction in advanced courses					
BS Communication Sciences & Disorders	0.0%	0.0%	6.3% (1)	25.0% (4)	68.8% (11)
Faculty treatment of students both inside and outside of the classroom					
BS Communication Sciences & Disorders	0.0%	0.0%	6.3% (1)	25.0% (4)	68.8% (11)
Professional activities, associations, or clubs associated with your major					
BS Communication Sciences & Disorders	0.0%	0.0%	6.3% (1)	31.3% (5)	62.5% (10)

Satisfaction with Degree Program					
Number of Respondents: 16					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
Opportunity for meaningful interaction with faculty in research or other scholarly activity					
BS Communication Sciences & Disorders	0.0%	6.3% (1)	0.0%	25.0% (4)	68.8% (11)
Availability of the required courses in your major					
BS Communication Sciences & Disorders	0.0%	6.3% (1)	12.5% (2)	25.0% (4)	56.3% (9)
Availability of elective courses you wanted to take in your major					
BS Communication Sciences & Disorders	0.0%	6.3% (1)	6.3% (1)	43.8% (7)	37.5% (6)
Quality of instruction regarding standards and ethics in your major field					
BS Communication Sciences & Disorders	0.0%	0.0%	0.0%	31.3% (5)	68.8% (11)
Opportunities for you to collaborate with other students on class projects					
BS Communication Sciences & Disorders	0.0%	0.0%	6.3% (1)	25.0% (4)	68.8% (11)
Library resources related to your major					
BS Communication Sciences & Disorders	6.3% (1)	0.0%	43.8% (7)	31.3% (5)	18.8% (3)
Use of appropriate technology in the classroom					
BS Communication Sciences & Disorders	0.0%	6.3% (1)	18.8% (3)	31.3% (5)	43.8% (7)
Facilities and equipment (including computer resources) for courses in your major					
BS Communication Sciences & Disorders	0.0%	6.3% (1)	12.5% (2)	43.8% (7)	37.5% (6)
Help you received from faculty in your department with regard to further educational opportunities					
BS Communication Sciences & Disorders	0.0%	0.0%	12.5% (2)	25.0% (4)	62.5% (10)
The size of classes in your major					
BS Communication Sciences & Disorders	0.0%	0.0%	6.3% (1)	18.8% (3)	75.0% (12)
Help you received from faculty in your department with regard to finding employment in your field					
BS Communication Sciences & Disorders	0.0%	6.3% (1)	31.3% (5)	25.0% (4)	37.5% (6)
The global perspectives of courses					
BS Communication Sciences & Disorders	0.0%	0.0%	6.3% (1)	43.8% (7)	50.0% (8)

Satisfaction with Degree Program					
Number of Respondents: 16					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
The relevancy of courses					
BS Communication Sciences & Disorders	0.0%	0.0%	6.3% (1)	18.8% (3)	75.0% (12)
"Real-world" experiences, exposure, examples, etc. in or out of the classroom					
BS Communication Sciences & Disorders	0.0%	0.0%	0.0%	31.3% (5)	68.8% (11)
Your advisor's knowledge of requirements					
BS Communication Sciences & Disorders	0.0%	0.0%	12.5% (2)	12.5% (2)	75.0% (12)
The accessibility of your advisor					
BS Communication Sciences & Disorders	0.0%	0.0%	0.0%	43.8% (7)	56.3% (9)
Your advisor's concern with your academic goals					
BS Communication Sciences & Disorders	0.0%	0.0%	12.5% (2)	25.0% (4)	62.5% (10)
Opportunity to acquire marketable skills					
BS Communication Sciences & Disorders	0.0%	0.0%	6.3% (1)	31.3% (5)	62.5% (10)

Table 31 continued		
Satisfaction with Degree Program		
	No	Yes
2. Would you recommend Southeastern to someone interested in what you majored in?		
BS Communication Sciences & Disorders	6.3% (1)	93.8% (15)
3. If you had it to do over again, would you choose the same major?		
BS Communication Sciences & Disorders	6.3% (1)	93.8% (50)
4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?		
BS Communication Sciences & Disorders	0.0%	100.0% (16)
6. Should a hands-on course be required in your program?		
BS Communication Sciences & Disorders	6.3% (1)	87.5% (14)

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

- Since my major is based on interaction with our clients and seeing all types of severities and different diagnosis. It was very helpful to have that hands on experience to make us knowledgeable and competent in our field.
- I was able to be more confident in choosing to continue on to my Masters degree in CSD. It is very important to have clinicals at the undergraduate level. I think it keeps Southeastern's program more competitive with other Undergrad CSD programs in the area bc most of them do not offer clinicals at the undergrad level.
- Learning how to use the skills taught in the classroom and applying them to actually working with a client was the best thing ever!
- I had a lot of benefit from my hands on clinical experiences and really prepared me for the real world.
- I was able to further understand the material I was learning in class by having a hands on experience and real life patients. I was able to have a better idea of what symptoms certain diagnoses present with, how to establish what goals are appropriate to work on, how to build rapport with a patient, and treatment plans.
- Therapy experience
- Application of skills.
- Provided an in house clinic which gave us a taste of what the real world is like before pursuing graduate school.
- Having hands-on experience really helped me to gain a better understanding of the principles and techniques that were discussed in the classroom. I believe that my hands-on experience also gave me the upper-hand when entering graduate school compared to those that did not have this experience.
- I know what to expect and how to perform in a work environment.
- Experience that I could apply to the information I was learning in classes
- The experience in the speech language therapy clinic helped prepare me for my clinics in audiology school.

Perceptions of Southeastern

One (6.3%) of the Communication Sciences & Disorders graduates participated in the study-abroad/student exchange and was Very Satisfied with the experience. Five (31.3%) of the respondents had participated in the honors program. Four (80.0%) were Somewhat Satisfied with the experience and one (20.0%) was Somewhat Dissatisfied. Four (25.0%) of the respondents conducted research under faculty supervision. Two (50.0%) were Very Satisfied with the experience and two (50.0%) were Somewhat Satisfied.

Graduate/Professional Education

Six (37.5%) of the respondents are currently enrolled in a graduate/professional degree program and seven (43.8%) have completed a Masters degree. One (6.3%) of the respondents is likely to enroll in the future and one (6.3%) has no plans for further education. Of those respondents with plans for further education, two (14.3%) plan on eventually obtaining a doctorate, eleven (78.6) plan on obtaining a master's and one (7.1%) plans on obtaining a professional degree.

Of the thirteen individuals with graduate school experience, four (30.8%) indicated that Southeastern prepared them "Effectively" for further graduate/professional study, seven (53.8%) indicated they were "Very Effectively" prepared, and one (7.7%) was "Very Ineffectively" prepared. Ten (76.9%) indicated that Southeastern prepared him/her "Better than Most" other students and two (15.4%) indicated that Southeastern prepared them "About the Same as Most". Furthermore, ten (76.9%) indicated their graduate degree program is "Very Closely Related" to their bachelor's degree from Southeastern and one (7.7%) indicated it was "Somewhat Related".

Employment

Six (37.5%) of the respondents have not been employed full-time since graduating from Southeastern, while eight (50.0%) have been employed full-time. Of those who have been employed full-time, three (37.5%) had a job before graduating, one (12.5%) accepted a position upon graduation, and four (50.0%) took 1-6 months to find a job.

The four 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.

Table 2			
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	0.0%	50.0% (2)	0.0%
Not knowing what I wanted to do	0.0%	0.0%	50.0% (2)
Tight job market	0.0%	50.0% (2)	0.0%
Lack of marketable skills	25.0% (1)	25.0% (1)	0.0%
Lack of educational qualifications	0.0%	0.0%	50.0% (2)
Reputation of Southeastern	0.0%	0.0%	50.0% (2)
Lack of experience	50.0% (2)	0.0%	0.0%
Lack of job search skills	0.0%	25.0% (1)	25.0% (1)
Poor GPA	0.0%	0.0%	50.0% (2)
Racial discrimination	0.0%	0.0%	50.0% (2)
Gender discrimination	0.0%	0.0%	50.0% (2)
Age discrimination	0.0%	0.0%	50.0% (2)

Three (37.5%) of those who have been employed full-time indicated their education was “Effective” in preparing them for employment or improving their job performance, two (25.0%) indicated it was “Very Effective”, and one (12.5%) indicated it was “Very Ineffective”. In regards to sources for learning about their first full-time job, six (13.3%) indicated faculty at Southeastern, one (12.5%) indicated a parent or relative, two (25.0%) from another student/friend, one (12.5%) from an internship or practicum, and one (12.5%) from an employment agency.

Six (37.5%) are currently employed full-time, two (12.5%) are employed part-time and satisfied with part-time employment, and five (31.3%) have a graduate assistantship. Of those who are currently employed full-time, five(83.3%) are employed in the state of Louisiana. Two (33.3%) are employed in K-12 education and four (66.7%) in a health agency. When asked “If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college would you say that you are currently underemployed”, two (33.3%) of the respondents indicated they are underemployed. Three (50.0%) of the respondents are well satisfied with their employment and would not consider leaving and three (50.0%) are satisfied with their employment but would consider other employment. All of the respondents are employed in an the area of their Southeastern major or a related area. One (16.7%) respondents indicated a salary range of \$10,000-\$15,000, one (16.7%) \$30,001-\$40,000, three (50.0%) \$40,001-\$50,000 and one (16.7%) indicated a salary over \$50,000.

Professional Activities

Seven (43.8%) of the respondents indicated they currently hold a license. Currently held licenses include:

- La state certified and nationally certified. Lbespa & Asha
- American Speech Language and Hearing Association (CCC-SLP); Texas state SLP licensure

- CCC-SLP; Texas and Louisiana licenses.
- CCC-SLP
- State of Louisiana license for Speech-Language Pathologist and my Clinical Certificate of Competence with the American Speech and Language Hearing Association.
- Speech Language Pathology
- Certified line technician with the Louisiana Board of Applied Behavior Analysis

Of the six without licensure, one (16.7%) plan obtaining Provisional Speech Language Pathology Licensure within the next twelve months. Ten (62.5%) of the respondents are members of a professional organization, and seven (43.8%) have attended a professional meeting in the past year.