

Survey of Undergraduate Alumni 2009-2015

Southeastern Louisiana University



Institutional Research

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 2015-2016, 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.
- 86% of respondents are satisfactorily employed.
- Of the respondents employed full-time, 85% 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.
- 97% 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.
- Southeastern most helped respondents develop the ability to learn on their own, followed by ability to use logic and critical thinking skills, ability to reflect critically, ability to locate, evaluate and effectively use information, and ability to apply problem solving techniques.

Method

Participants

A total of 11,729 surveys were emailed to Baccalaureate degree alumni who graduated in Academic Years 2009-2010 through 2014-2015. Of the 11,729 surveys administered, 793 were completed and returned. This reflects a response rate of 7.0%. The software used tracks whether or not an email was opened. If only those that were opened are included, the response rate climbs to 16.2% Table 1 provides a breakdown of return rates by program.

Table 1
Survey Return Rates by Program

| Program | Number of Surveys Distributed | Number of Surveys Completed | Return Rate |
|---|-------------------------------|-----------------------------|-------------|
| B.S. Accounting | 595 | 41 | 6.9% |
| B.A. Art | 304 | 14 | 4.6% |
| B.S. Athletic Training | 67 | 7 | 10.4% |
| B.S. Biology | 462 | 35 | 7.6% |
| B.S. Chemistry | 41 | 8 | 19.5% |
| B.A. Criminal Justice | 430 | 32 | 7.4% |
| B.A. Communications | 316 | 26 | 8.2% |
| B.S. Computer Science | 175 | 21 | 12.0% |
| BS Communication Science & Disorders | 188 | 16 | 8.5% |
| BS Early Childhood Education | 238 | 14 | 5.9% |
| B.S. Elementary Education | 350 | 11 | 3.1% |
| BS Elementary Education & Special Education | 39 | 1 | 2.6% |
| BS Engineering Technology | 81 | 6 | 7.4% |
| B.A. English | 214 | 19 | 8.9% |
| B.A. English Education | 90 | 10 | 11.1% |
| B.S. Family Consumer Sciences | 294 | 23 | 7.8% |
| B.S. Finance | 238 | 13 | 5.5% |
| B.B.A. General Business | 436 | 29 | 6.7% |
| B.G.S. General Studies | 1,579 | 83 | 5.3% |
| B.S. Health Education & Promotion | 107 | 10 | 9.3% |

| Program | Number of Surveys Distributed | Number of Surveys Completed | Return Rate |
|--|-------------------------------|-----------------------------|-------------|
| B.A. History | 194 | 16 | 8.2% |
| BS Health & Physical Education | 59 | 4 | 6.8% |
| B.S. Industrial Technology | 259 | 24 | 9.3% |
| B.S. Kinesiology | 316 | 19 | 6.0% |
| B.S. Mathematics | 63 | 9 | 14.3% |
| B.A. Management | 1,046 | 58 | 5.5% |
| B.A. Marketing | 439 | 34 | 7.7% |
| BS Middle School Education | 117 | 9 | 7.7% |
| BS Middle School & Special Education | 2 | 0 | 0.0% |
| BM Music | 85 | 10 | 11.8% |
| B.S. Nursing | 1,054 | 60 | 5.7% |
| BS Occupational Health, Safety & Environment | 87 | 6 | 6.9% |
| B.S. Physics | 19 | 2 | 10.5% |
| B.A. Political Science | 111 | 11 | 9.9% |
| B.A. Psychology | 511 | 45 | 8.8% |
| B.A. Sociology | 111 | 19 | 17.1% |
| B.A. Spanish | 50 | 3 | 6.0% |
| B.A. Social Studies Education | 75 | 8 | 10.7% |
| B.A. Social Work | 254 | 18 | 7.1% |
| BS Sport Management | 69 | 6 | 8.7% |
| BS Supply Chain Management | 112 | 12 | 10.7% |

Of the returned surveys, 63% (n=486) were female and 37% (n=283) were male. The vast majority (77%, n=589) were White, Non-Hispanic, while 15% (n=114) were Black, Non-Hispanic, 3% (n=23) were Hispanic, 2% (n=13) were Asian/Pacific Islander, 0.3% (n=2) were American Indian/Alaskan Native, 2% (n=17) were Two or More Races, and 2% (n=12) did not report their race.

Procedure

In February 2016, the survey was emailed to alumni. Four reminders were sent, including one from the alum's Dean, Department Head, and Program Coordinator.

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.

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”.

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. Southeastern was least helpful in developing an awareness of how political and economic trends impact families and communities.

**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 | | | | | |
| | 3.3% (25) | 4.4% (34) | 11.8% (91) | 23.9% (184) | 40.8% (314) |
| Ability to speak effectively | | | | | |
| | 2.9% (22) | 3.8% (29) | 13.0% (100) | 22.2% (171) | 42.7% (328) |
| Ability to comprehend reading material and to analyze its meaning | | | | | |
| | 3.0% (23) | 2.9% (22) | 11.8% (91) | 24.7% (190) | 41.9% (322) |
| Ability to use logic and critical thinking skills | | | | | |
| | 2.3% (18) | 2.3% (18) | 9.4% (72) | 25.0% (192) | 45.3% (348) |
| Ability to see relationships, similarities, and distinctions between ideas | | | | | |
| | 1.8% (14) | 3.1% (24) | 11.8% (91) | 25.2% (194) | 42.3% (325) |
| Ability to apply problem-solving techniques | | | | | |
| | 2.0% (15) | 2.3% (18) | 10.7% (82) | 27.2% (209) | 42.1% (324) |

| 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 use mathematical and statistical concepts and tools | | | | | |
| | 3.5% (27) | 6.1% (47) | 20.4% (157) | 23.0% (177) | 31.3% (241) |
| Ability to locate, evaluate, and effectively use information | | | | | |
| | 2.1% (16) | 1.7% (13) | 11.3% (87) | 26.7% (205) | 42.5% (327) |
| Understanding the nature of science and the scientific method | | | | | |
| | 4.2% (32) | 5.3% (41) | 18.3% (141) | 24.2% (186) | 31.9% (245) |
| Familiarity with key applications of the basic sciences | | | | | |
| | 3.4% (26) | 3.6% (28) | 16.8% (129) | 26.8% (206) | 33.6% (258) |
| Ability to learn on your own | | | | | |
| | 2.7% (21) | 2.0% (15) | 7.7% (59) | 21.2% (163) | 50.6% (389) |
| Ability to work with groups or teams | | | | | |
| | 3.1% (24) | 2.6% (20) | 14.4% (111) | 21.7% (167) | 42.1% (324) |
| Recognition of the value of coming into contact with people different from you | | | | | |
| | 3.0% (23) | 3.3% (25) | 11.6% (89) | 20.9% (161) | 45.1% (347) |
| Understanding the nature and value of at least one of the performing arts | | | | | |
| | 6.0% (46) | 6.2% (48) | 17.9% (138) | 22.5% (173) | 31.5% (242) |
| Wider acquaintance with and enjoyment of literature | | | | | |
| | 5.7% (44) | 6.5% (50) | 18.7% (144) | 21.2% (163) | 32.1% (247) |
| Personal set of values and ethical standards | | | | | |
| | 4.2% (42) | 2.6% (20) | 14.3% (110) | 22.0% (169) | 41.1% (316) |
| Understanding the nature and value of civic engagement | | | | | |
| | 4.6% (35) | 6.8% (52) | 22.0% (169) | 22.9% (176) | 28.5% (219) |
| Awareness of how political and economic trends impact families and communities | | | | | |
| | 6.9% (53) | 7.4% (57) | 16.8% (129) | 23.3% (179) | 29.8% (229) |
| Awareness of historical trends which influence current events | | | | | |
| | 4.2% (32) | 6.5% (50) | 17.4% (134) | 23.4% (180) | 32.9% (253) |

| 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 different areas or subjects may be related | | | | | |
| | 2.2% (17) | 2.9% (22) | 14.8% (114) | 26.0% (200) | 38.5% (296) |
| Ability to utilize computers | | | | | |
| | 3.3% (25) | 3.0% (23) | 14.4% (111) | 23.5% (181) | 39.8% (306) |
| Ability to reflect critically | | | | | |
| | 2.7% (21) | 2.2% (17) | 9.6% (74) | 25.6% (197) | 44.1% (339) |
| Personal set of "quality work" standards | | | | | |
| | 2.9% (22) | 2.9% (22) | 11.6% (89) | 24.3% (187) | 42.4% (326) |

Perceptions of Southeastern

**Table 3
Perceptions of Southeastern**

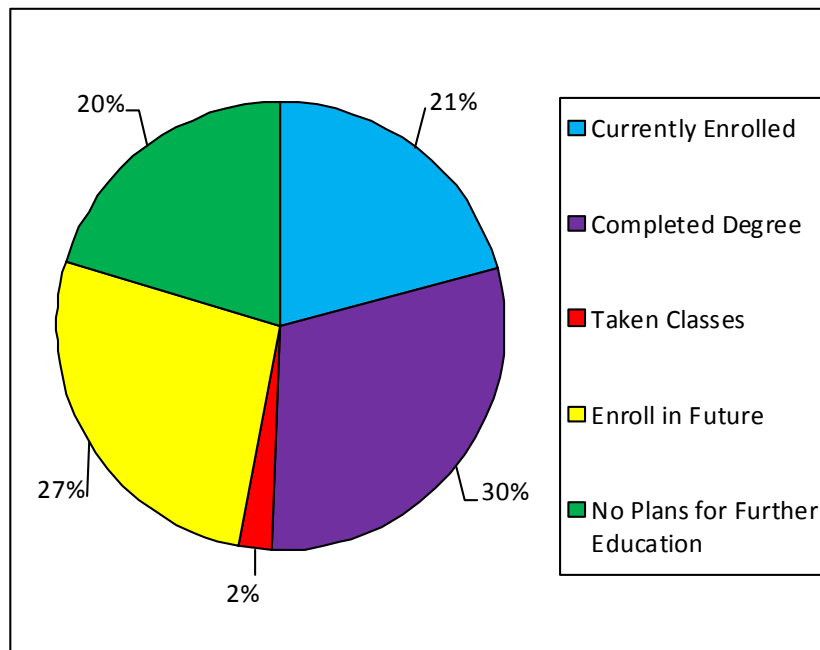
| 8. Using a scale from 1 to 5, where 1 means Strongly Disagree, and 5 means Strongly Agree, please indicate your agreement with the following. | | | | | |
|--|-----------------------|-----------|-------------|-------------|--------------------|
| | Strongly Disagree - 1 | 2 | 3 | 4 | Strongly Agree - 5 |
| Southeastern was a “family friendly” campus. | | | | | |
| | 1.3% (10) | 2.3% (18) | 8.8% (68) | 20.8% (160) | 51.5% (396) |
| Southeastern provided a positive, supportive environment for minority students. | | | | | |
| | 1.6% (12) | 1.7% (13) | 14.6% (112) | 19.0% (146) | 47.3% (364) |
| Southeastern has a pretty campus. | | | | | |
| | 0.9% (7) | 2.1% (16) | 7.7% (59) | 25.5% (196) | 48.8% (375) |
| The appearance of Southeastern’s campus improved while I attended Southeastern. | | | | | |
| | 1.8% (14) | 3.0% (23) | 8.7% (67) | 20.4% (157) | 50.6% (389) |
| There was a sense of racial harmony on campus.. | | | | | |
| | 2.9% (22) | 4.8% (37) | 16.8% (129) | 19.8% (152) | 40.1% (308) |
| There was a sense of personal safety/security on campus | | | | | |
| | 1.6% (12) | 2.2% (17) | 8.6% (66) | 22.0% (169) | 50.5% (355) |
| The campus was, generally, free from harassment (e.g. sexual, racial, etc.) | | | | | |
| | 1.7% (13) | 2.0% (15) | 10.0% (77) | 21.8% (168) | 49.0% (377) |
| Overall, there was a campus atmosphere of ethnic, political, and religious understanding and acceptance. | | | | | |
| | 2.7% (21) | 3.9% (30) | 12.4% (95) | 22.0% (169) | 43.6% (335) |

In this section, students were also asked about their participation in and satisfaction with study abroad/student exchange program, honors program, and research programs. Nine percent (n=70) of the respondents had participated in a study-abroad/student exchange program. Of those who participated, 92% (n=64) were satisfied with the program. Slightly over 16% (n=126, 16.4%) of respondents participated in an honors program, and of those who participated, 86% (n=108) were satisfied with the experience. Almost a fifth of the respondents (n=147, 19.1%) participated in faculty supervised research, and 95% (n=140) were satisfied with the experience.

Graduate/ Professional Education

Overall, 80% 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, 11% (n=86) have obtained a master's degree, 2% (n=17) have completed a second baccalaureate degree, 0.3% (n=2) have completed a doctorate, and 1% (n=11) have obtained a professional degree. Of those who have completed a degree or have plans for further education, 18% (n=91) already have the highest degree they plan on obtaining, 46% (n=242) plan on obtaining a master's degree, 19% (n=96) plan on obtaining a doctorate, 7% (n=38) plan on obtaining a professional degree, and 4% (n=22) plan on obtaining a second baccalaureate.

Of those with graduate school experience, 32% (n=112) indicated that their educational experiences at Southeastern were "Very Effective" in preparing them for further study, while 53% (n=185) indicated Southeastern was "Effective", 10% (n=35) indicated Southeastern was "Ineffective", and 1% (n=17) indicated Southeastern was "Very Ineffective". When asked how well Southeastern prepared them for further study in comparison to other students, 36% (n=125) indicated "Better than Most", 59% (n=206) indicated "About the Same as Most", and 5% (n=16) indicated "Worse than Most". Of those students who have completed a degree or are currently enrolled in a degree program, 58% (n=193) indicated the degree was "Very Closely

Related” to their Southeastern major, while 24% (n=81) indicated it was “Somewhat Related”, and 11% (n=35) indicated it was “Not at all Related”.

Graduates are attending or attended the following institutions:

| Institution | Number of Graduates |
|---|---------------------|
| Alabama State University | 1 |
| Arizona State University | 1 |
| Belmont University | 1 |
| Capella University | 2 |
| Colorado Christian University. | 1 |
| DePaul University | 1 |
| Escape Studios Gnomon School for Visual Effects San Jacinto College | 1 |
| Florida Institute of Technology | 1 |
| Frontier Nursing University | 1 |
| Garrett Evangelical Theological Seminary | 1 |
| GCU | 1 |
| Indiana University | 1 |
| Louisiana State University | 19 |
| Louisiana State University Health Science Center-Shreveport | 1 |
| Louisiana State University Paul M Hebert Law Center | 1 |
| Loyola University Chicago School of Law | 1 |
| Loyola University New Orleans | 3 |
| LSU Health Sciences Center New Orleans | 11 |
| LSUS | 1 |
| Millersville State University | 1 |
| Mississippi College | 1 |
| Missouri University of Science and Technology | 1 |
| Montana tech | 1 |
| Nicholls State University | 2 |
| Northwestern State University | 1 |
| Nunez Community College | 1 |
| Our Lady of the Lake College | 2 |

| Institution | Number of Graduates |
|--|----------------------------|
| Ross University school of Medicine | 1 |
| Southeastern Louisiana University | 75 |
| Southern California College of Optometry at Marshal B Ketchum University | 1 |
| Southern College of Optometry | 1 |
| Southern University | 2 |
| Southern University at New Orleans | 3 |
| Southern University Law Center | 9 |
| Tulane | 3 |
| ULL | 1 |
| UNCC | 1 |
| University of Derby | 1 |
| University of Florida | 1 |
| University of Houston College of Pharmacy | 1 |
| University of Louisiana at Monroe | 3 |
| University of Mississippi | 3 |
| University of New Orleans | 7 |
| University of San Francisco | 1 |
| University of South Alabama | 3 |
| University of Southern Mississippi | 5 |
| University of St. Augustine for Health Sciences | 1 |
| University of the Incarnate Word-Feik School of Pharmacy | 1 |
| University of West Florida | 1 |
| Walden University | 1 |
| William Carey University | 2 |
| Xavier University of Louisiana | 1 |

Employment History

One hundred and ninety-seven of the respondents (26%) have held no full-time job since graduating from Southeastern. Thirty-two percent of those respondents who have had a full-time job (32%, n=130) had their first full-time permanent job before completing their degree, and 18% (n=78) accepted the position upon graduation. An additional 32% (n=141) obtained a full-time position 1-6 months after completing their degree, while 10% (n=46) of respondents took 7-12 months to find a job, and thirty respondents (7%) took more than a year to obtain a position.

The 217 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 | 13.8% (30) | 30.4% (66) | 44.7% (97) |
| Not knowing what I wanted to do | 12.0% (26) | 24.0% (52) | 52.1% (113) |
| Tight job market | 36.9% (80) | 29.0% (63) | 23.0% (50) |
| Lack of marketable skills | 9.7% (21) | 20.3% (44) | 59.0% (128) |
| Lack of educational qualifications | 4.6% (10) | 8.8% (19) | 75.6% (164) |
| Reputation of Southeastern | 1.8% (4) | 6.0% (13) | 80.6% (175) |
| Lack of experience | 36.4% (79) | 24.9% (54) | 27.2% (59) |
| Lack of job search skills | 7.8% (17) | 15.7% (34) | 65.4% (142) |
| Poor GPA | 1.4% (3) | 10.1% (22) | 77.4% (168) |
| Racial discrimination | 2.8% (6) | 4.1% (9) | 81.6% (177) |
| Gender discrimination | 1.8% (4) | 6.9% (15) | 79.3% (172) |
| Age discrimination | 5.5% (12) | 11.5% (25) | 71.0% (154) |

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. Twenty-nine percent (29%, n=127) indicated their education was “Very Effective”, 48% (n=213) indicated it was “Effective”, 6% (n=26) indicated it was “Ineffective”, and 7% (n=30) indicated it was “Very Ineffective”. 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)

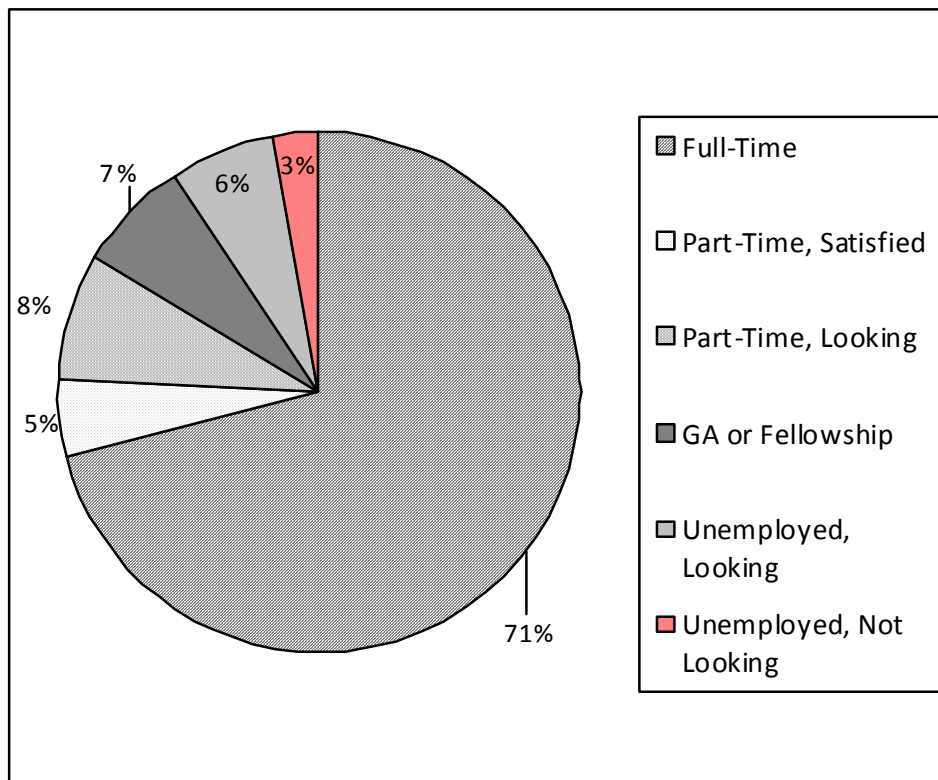
| | Number and Percent Indicating Yes |
|--|--|
| Faculty at Southeastern | 9% (41) |
| Parent or relative | 14% (60) |
| Southeastern's Career Services | 6% (26) |
| Newspaper/trade publication | 5% (20) |
| Professional organization | 8% (35) |
| Another student/friend | 10% (43) |
| Already had job | 20% (88) |
| Internship, Practicum, or Student Teaching | 11% (50) |
| Public/Private employment agency | 7% (30) |
| Southeastern Job Fair | 6% (25) |

Current Employment

Overall, 86% of the respondents currently are satisfactorily employed. Seventy-one percent (71%) are employed full-time. Figure 2 shows current employment status.

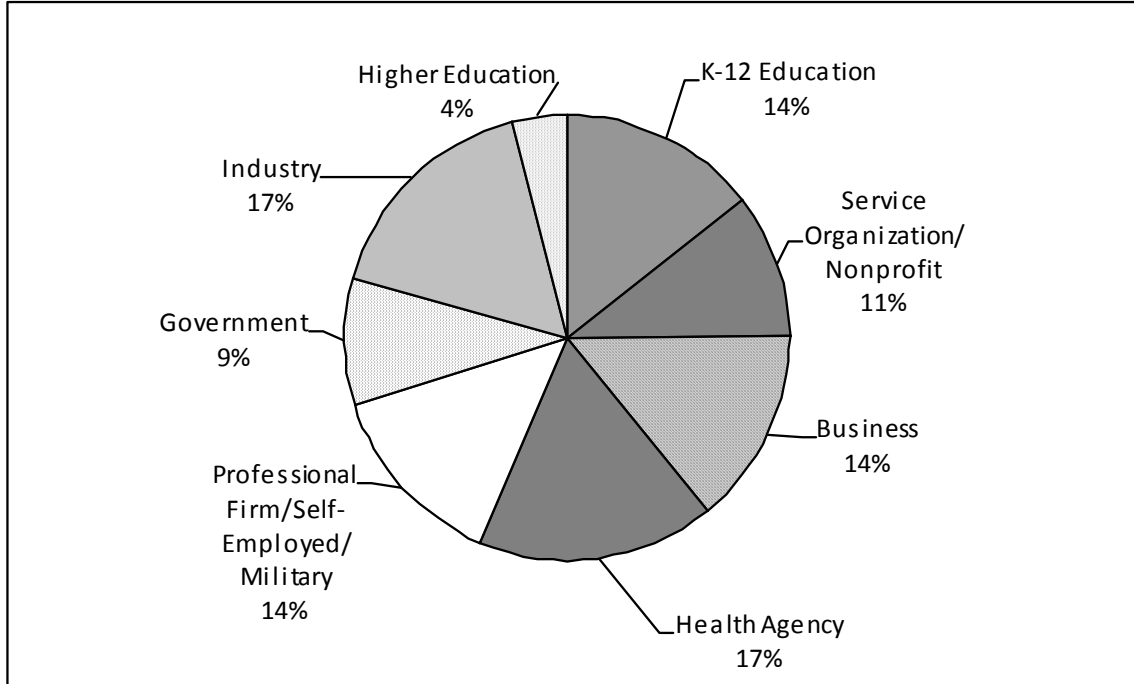
Figure 2

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



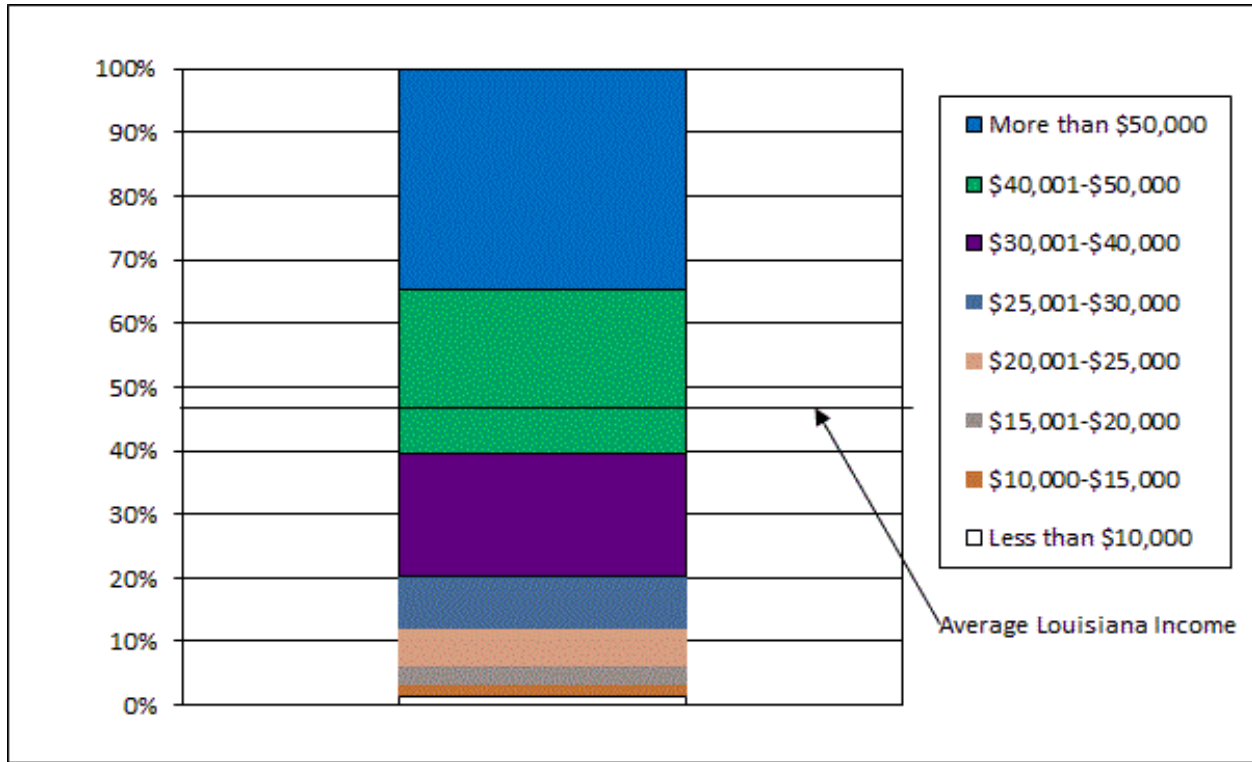
This section only includes results of those respondents who are currently employed full-time (n=439). The majority of respondents (85%, n=374) are currently employed in the state of Louisiana, while 13% (n=59) are employed outside the state. Figure 3 shows the type of organizations in which respondents 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. Approximately 55% of the respondents exceed the 2016 average income of Louisiana residents. Thirty-four percent (34%) make more than \$50,000 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-two percent (42%, n=187) indicated they are well satisfied and would not consider leaving, while 47% (n=207) are satisfied, but would consider leaving for more desirable employment. Only 6% (n=28) dislike their employment, and an additional 1% (n=3) are not sure. Almost a quarter (24%, n=107) 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. Twenty-four percent (24%, n=103) 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 (32%, n=33). This was followed by: “Developed a new career interest” (17%, n=17), “Better opportunity for advancement” (11%, n=11), “Have not obtained licensure, registration, or certification required for my field” (10%, n=10), “Better pay” (7%, n=7), “Would have to relocate for a job” in the field (4%, n=4), and “Never planned to work in the field” (4%, n=4).

Professional Activities

Fourteen percent of the respondents (14%, n=109) indicated that licensure/certification is not available in their field. Of the remaining, 26% (n=203) currently hold licensure/certification in their field. Of the 39% (n=301) who do not currently have licensure, 32% (n=96) plan to obtain licensure/certification in the next 12 months. Our graduates are moderately active in professional organizations. Thirty-four percent (n=259) are a member of a professional organization, and 34% (n=263) had attended a professional meeting in the past year.

Overall Satisfaction with Southeastern

In general, respondents were satisfied with Southeastern. Forty-seven percent (47%, n=279) had a Very Positive general attitude toward Southeastern, and an additional 39% (n=231) had a Positive general attitude toward Southeastern. Fifty-seven respondents (10%) indicated they had a Neutral general attitude toward Southeastern. Four percent (n=23) had a Negative attitude toward Southeastern, and 1% (n=6) had a Very Negative general attitude. When asked if they would recommend Southeastern to a friend or family member considering college, 58% (n=341) said they would with no reservations, an additional 32% (n=189) indicated they would with some reservations, and 4% (n=23) indicated they would with strong reservations. Four percent (n=24) indicated they probably would not, and 1% (n=8) 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=363, 62%). Twenty-two percent (22%, n=127) did not know if they would attend Southeastern, and only 16% (n=92) indicated they would not attend Southeastern. When asked to compare the quality of education provided at Southeastern with that of other universities, 34% (n=186) indicated it was better than most, 60% (n=327) indicated it was about the same as most, and 6% (n=32) 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. Eighty percent (80%, n=438) indicated that the quality of their life had improved, and 21% (n=113) indicated it had not improved.