

# **Survey of Graduate Degree Alumni Spring 2016**

**MEd Counselor Education Alumni**



**Southeastern Louisiana University**

**Institutional Research**

# MEd Counselor Education

## Satisfaction with Degree Program

Number of Respondents: 15					
	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Overall quality of your department</b>					
MEd Counselor Education	0.0%	0.0%	0.0%	26.7% (4)	73.3% (11)
<b>Overall quality of your degree program</b>					
MEd Counselor Education	0.0%	0.0%	0.0%	6.7% (1)	93.3% (14)
<b>Clarity of the degree requirements as outlined in the catalogue and/or curriculum sheets</b>					
MEd Counselor Education	0.0%	0.0%	0.0%	20.0% (3)	80.0% (12)
<b>Usefulness of the academic advice you received from your advisor</b>					
MEd Counselor Education	0.0%	0.0%	6.7% (1)	26.7% (4)	66.7% (10)
<b>Opportunities to interact with faculty outside of class</b>					
MEd Counselor Education	0.0%	6.7% (1)	13.3% (2)	26.7% (4)	53.3% (8)
<b>Effectiveness of the faculty as teachers</b>					
MEd Counselor Education	0.0%	0.0%	0.0%	13.3% (2)	86.7% (13)
<b>Friendliness and helpfulness of the office staff</b>					
MEd Counselor Education	0.0%	0.0%	6.7% (1)	13.3% (2)	80.0% (12)
<b>Interest shown by faculty in your academic development</b>					
MEd Counselor Education	0.0%	0.0%	13.3% (2)	6.7% (1)	80.0% (12)
<b>Effectiveness of beginning courses in preparing you for advanced courses</b>					
MEd Counselor Education	0.0%	0.0%	6.7% (1)	33.3% (5)	60.0% (9)
<b>Quality of instruction in advanced courses</b>					
MEd Counselor Education	0.0%	0.0%	13.3% (2)	20.0% (3)	66.7% (10)
<b>Faculty treatment of students both inside and outside of the classroom</b>					
MEd Counselor Education	0.0%	0.0%	6.7% (1)	6.7% (1)	86.7% (13)
<b>Professional activities, associations, or clubs associated with your major</b>					
MEd Counselor Education	0.0%	0.0%	6.7% (1)	33.3% (5)	60.0% (9)
<b>Opportunity for meaningful interaction with faculty in research or other scholarly activity</b>					
MEd Counselor Education	0.0%	6.7% (1)	46.7% (7)	20.0% (3)	26.7% (4)
<b>Availability of the required courses in your major</b>					
MEd Counselor Education	0.0%	0.0%	20.0% (3)	40.0% (6)	40.0% (6)
<b>Availability of elective courses you wanted to take in your major</b>					
MEd Counselor Education	0.0%	13.3% (2)	26.7% (4)	13.3% (2)	46.7% (7)
<b>Quality of instruction regarding standards and ethics in your major field</b>					
MEd Counselor Education	0.0%	0.0%	0.0%	13.3% (2)	86.7% (13)
<b>Satisfaction with Degree Program</b>					
Number of Respondents: 15					

	Very Dissatisfied - 1	2	3	4	Very Satisfied - 5
<b>Opportunities for you to collaborate with other students on class projects</b>					
MEd Counselor Education	0.0%	0.0%	0.0%	26.7% (4)	73.3% (11)
<b>Library resources related to your major</b>					
MEd Counselor Education	0.0%	0.0%	20.0% (3)	33.3% (5)	46.7% (7)
<b>Use of appropriate technology in the classroom</b>					
MEd Counselor Education	0.0%	0.0%	13.3% (2)	26.7% (4)	60.0% (9)
<b>Facilities and equipment (including computer resources) for courses in your major</b>					
MEd Counselor Education	0.0%	6.7% (1)	26.7% (4)	33.3% (5)	33.3% (5)
<b>Help you received from faculty in your department with regard to further educational opportunities</b>					
MEd Counselor Education	0.0%	6.7% (1)	13.3% (2)	20.0% (3)	60.0% (9)
<b>The size of classes in your major</b>					
MEd Counselor Education	0.0%	0.0%	13.3% (2)	13.3% (2)	73.3% (11)
<b>Help you received from faculty in your department with regard to finding employment in your field</b>					
MEd Counselor Education	6.7% (1)	6.7% (1)	20.0% (3)	20.0% (3)	46.7% (7)
<b>The global perspectives of courses</b>					
MEd Counselor Education	0.0%	0.0%	13.3% (2)	26.7% (4)	60.0% (9)
<b>The relevancy of courses</b>					
MEd Counselor Education	0.0%	0.0%	0.0%	33.3% (5)	66.7% (10)
<b>"Real-world" experiences, exposure, examples, etc. in or out of the classroom</b>					
MEd Counselor Education	0.0%	0.0%	6.7% (1)	33.3% (5)	60.0% (9)
<b>Your advisor's knowledge of requirements</b>					
MEd Counselor Education	0.0%	0.0%	0.0%	6.7% (1)	93.3% (14)
<b>The accessibility of your advisor</b>					
MEd Counselor Education	0.0%	0.0%	6.7% (1)	20.0% (3)	73.3% (11)
<b>Your advisor's concern with your academic goals</b>					
MEd Counselor Education	0.0%	0.0%	13.3% (2)	20.0% (3)	66.7% (10)

<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>		
MEd Counselor Education	0.0%	100.0% (15)
<b>3. If you had it to do over again, would you choose the same major?</b>		
MEd Counselor Education	13.3% (2)	86.7% (13)
<b>4. Did you participate in an internship, a practicum, a clinical experience, or student teaching as part of your degree requirements?</b>		
MEd Counselor Education	0.0%	100.0% (15)
<b>6. Should a hands-on course be required in your program?</b>		
MEd Counselor Education	0.0%	100.0% (15)

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

- Application of theory to practice. Confidence. One-on-one supervision. Real world readiness. Experience toward resume. Peer support. Faculty support. It was priceless!
- a chance to practice my newly acquired skills in a real world setting
- I honed my clinical skills.
- It gave me a chance to try out new skills with a limited client base. Most of the jobs available after graduation were with a much more chronic client base
- I made connections and gained experience that I still utilize today.
- It allowed me to get my first "real world" experience in the field while still under close supervision. It helped to boost my confidence in my ability to apply all that I had learned in my program.
- It was extremely beneficially receiving the hands-on experience. I believe it was the most beneficially part of the program.
- It prepared me for what I would deal with in the field upon graduation. I am thankful that I participated in a full year of internship because I feel it is something that is greatly needed. I
- Real-life opportunities to see if my skills were good enough.. To see if I needed help with enhancing my skills after being placed in front of a client for the first time
- I was able to use my skills learned in internship/practicum as experience on my resume. It also prepared me for what to expect on the job!
- An opportunity to work in the field and gain clinical experience.

### **Graduate Professional Education**

Two (13.3%) of the respondents are currently enrolled in a doctoral degree program, five (33.3%) plan to enroll in the future, and eight (53.3%) have no plans for further education. Of those with plans for further education, all (100.0%) plan on obtaining a doctorate. One (50.0%) of the respondents enrolled in a degree program felt that Southeastern "Very Effectively" prepared them for further graduate/professional study and one felt they were "Effectively" prepared. One respondent (50.0%) felt she/he was prepared "Better than Most" other students and one (50.0%) felt they were prepared "About the Same as Most" other students. Both (100%) respondents are in a degree program related to their Master's degree from Southeastern.

## Employment

One (6.7%) of the respondents has not been employed full-time since graduating from Southeastern, while fourteen (93.3%) have been employed full-time. Of those who have been employed full-time, three (21.4%) had a job before graduating, three (21.4%) accepted a position upon graduation, six (42.9%) took 1-6 months to find a job, and two (14.3%) took 7-12 months.

The eight 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.

	Major Problem	Minor Problem	Not A Problem
Limited to only one geographic area	25.0% (2)	12.5% (1)	62.5% (5)
Not knowing what I wanted to do	0.0%	12.5% (1)	87.5% (7)
Tight job market	37.5% (3)	25.0% (2)	37.5% (3)
Lack of marketable skills	0.0%	25.0% (2)	75.0% (6)
Lack of educational qualifications	0.0%	12.5% (1)	87.5% (7)
Reputation of Southeastern	0.0%	0.0%	100.0% (8)
Lack of experience	25.0% (2)	37.5% (3)	37.5% (3)
Lack of job search skills	0.0%	12.5% (1)	87.5% (7)
Poor GPA	0.0%	0.0%	100.0% (8)
Racial discrimination	0.0%	0.0%	100.0% (8)
Gender discrimination	12.5% (1)	0.0%	87.5% (7)
Age discrimination	0.0%	12.5% (1)	87.5% (7)

Eleven (78.6%) 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 two (14.3%) indicated it was "Effective". In regards to sources for learning about their first full-time job, one (7.1%) indicated faculty at Southeastern, two (14.3%) indicated a parent or relative, three (21.4%) from a newspaper/trade publication, five (35.7%) from another student/friend, two (14.3%) already had the job, five (35.7%) from an internship, and one (7.1%) from an employment agency.

Eleven (73.3%) are currently employed full-time, two (13.3%) are employed part-time and satisfied with part-time employment, one (6.7%) has a graduate assistantship, and one (6.7%) is unemployed and not looking for employment. Of those who are currently employed full-time, ten (90.9%) are employed in the state of Louisiana. One (5.7%) is employed in a nonprofit organization, two (18.2%) in higher education, two (18.2%) in government, three (27.3%) in K-12, two (18.2%) in a health agency, and one (9.1%) is self-employed. When asked "If underemployment is defined as a condition in which your job requires lower levels of skill and training than those you acquired in college would you say that you are currently underemployed",

one (9.1%) of the respondents indicated they are underemployed. Two (18.2%) of the respondents are well satisfied with their employment and would not consider leaving, and nine (81.8%) are satisfied with their employment but would consider other. All (100.0%) of the respondents are employed in an the area of their Southeastern major or a related area. Seven (63.6%) respondent indicated a salary range of\$30,001-\$40,000, two (18.2%) \$40,001-\$50,000 and two (18.2%) indicated a salary over \$50,000.

### **Professional Activities**

Eleven (73.3%) of the respondents indicated they currently hold a license. Currently held licenses include:

- LPC and NCC (4)
- LPC (3)
- Ancillary Certification National Certified Counselor Distance Credentialed Counselor
- Provisionally Licensed Professional Counselor
- NCC and PLPC
- Counselor K-12

Of the four without licensure, three (75.0%) plan on obtaining a teaching certificate within the next twelve months. Eleven (73.3%) of the respondents are members of a professional organization, and nine (60.0%) 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.

**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 met great people at Southeastern: diverse fellow students, caring instructors, brilliant professors, and hardworking departmental staff. However, every and any substantive run-in I had with non-academic administration proved that the support structure in which the university is supposed to rely on is rotten on the inside. I understand that non-academic admin had and has the pressure of state regulation and budget cuts, but you've sold your souls to statistics and easy fixes. There is very little new blood to inject new ideas and innovation. If anything, dealing with Southeastern's admin taught me to not stop asking questions until I got an answer than reflected more than "What can I tell you to get out of my face?" Thanks for the healthy dose of distrust and cynicism early on. It has certainly helped me steer away from potential bad employers and incompetent public officials and businessmen.
- I love Southeastern, but after graduating, I cannot help but feel let down. I was promised so much about how having my Master's degree would help me in the job market, but the lack of career-relevant software training, in addition to dwindling higher education teaching positions and a perception that work done in conjunction with a Master's degree program does not count as "work experience," has hampered my job searches. I cannot be hired as a technical editor or writer because I have limited Adobe Suite experience. I cannot get public relations jobs because the community outreach work I did as a graduate student for student organizations "doesn't count." I cannot teach because I don't have certifications for K-12 and the finances for higher education have been gutted. I cannot even get a job at CVS because of fears that I will leave for something more lucrative. Southeastern was so important to my personal development. I just wish it could have provided me with a viable career path, so I don't live on the edge of poverty with financial assistance from my parents.

