



**Southern University and
Agricultural & Mechanical College**

Graduating Students Exit Survey Report Spring 2026

Submitted by:

Office of Institutional Effectiveness (OIE)

P.O. Box 9653, Baton Rouge, LA 70813

Telephone: 225-771-4150



Office of Institutional Effectiveness (OIE)
P.O. Box 9653, Baton Rouge, LA 70813
Telephone: 225-771-4150

Dr. Scott Wicker

Associate Vice Chancellor for Accountability and Accreditation
Division of Academic Affairs, Southern University and A&M College
Email: scott.wicker@sus.edu Phone: 225-771-2360

Dr. Berdikul Qushim

System Director, Strategic Planning, Policy, & Institutional Effectiveness
Southern University System
Email: berdikul.qushim@sus.edu Phone: 225-771-2281
Augustus C. Blanks Hall – Room 210

Mr. Srinivas Reddy Gavini

Director of Office of Institutional Effectiveness
Email: reddy_gavini@subr.edu Phone: 225-771-2277
Augustus C. Blanks Hall – Room 216

Mrs. Lucretia Jenkins

Assistant Director of Office of Institutional Effectiveness
Email: Lucretia_jenkins@subr.edu Phone: 225-771-6268
Augustus C. Blanks Hall – Room 213

Mrs. Chrisena Williams-Brown

Associate Director of Planning and Assessment
Email: chrisena.williams@sus.edu Phone: 225-771-2274
Augustus C. Blanks Hall – Room 208

Graduating Students Exit Survey: Spring 2026

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Graduating Students Exit Survey: Spring 2026

Executive Summary

The *Graduating Students Exit Survey* provides important information about graduates' evaluation of Southern University at Baton Rouge (SUBR) programs and their plans following graduation. Results of the survey reported below represent valid responses to series of items related to demographics, plans following graduation, additional education plans, educational experiences at SUBR and general satisfaction with the environment and services (Academic Services, Administrative Services and Student Affairs).

Demographics

For the Fall 2026 school year, 389 graduates of Southern University at Baton Rouge participated in *Graduating Student Exit Survey*. The following demographic highlights provide a snapshot of SUBR graduates. Further details are available in Table 1.

Demographic Highlights

- 82.0% were undergraduate students and 18.0% were graduate students
- 69.7% were female, 28.8% were male and Prefer not to say 1.5%
- 96.1% identifies themselves as Black
- 97.9% indicated they were US citizens
- 76.3% indicated they were residents of Louisiana
- 78.0% of undergraduate originally enrolled at SUBR
- 6.9% of undergraduates attended SUBR for more than 6 years
- 63.3% of undergraduate students and 27.1% of graduate students were active in Student Organizations
- 62.0% participated internships, practicum, or research experience (63.0% undergraduate and 57.1% graduate)

Immediate Plans After Graduation

16a.Immediate Plans After Graduation (Select One): ^a	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Undecided	24	6.2	6.2	19	6.0	6.0	5	7.1	7.1
Seeking employment	69	17.7	17.7	54	16.9	16.9	15	21.4	21.4
Military	4	1.0	1.0	4	1.3	1.3			
Graduate School	95	24.4	24.4	92	28.8	28.8	3	4.3	4.3
Part-time employment	11	2.8	2.8	10	3.1	3.1	1	1.4	1.4
Full-time employment	186	47.8	47.8	140	43.9	43.9	46	65.7	65.7
Total	389	100.0	100.0	319	100.0	100.0	70	100.0	100.0

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Descriptive Statistics	Total Mean	Und. Mean	Grad. Mean
17.The instructor clearly explained course objectives and expected outcomes.	4.20	4.13	4.51
18.Assignments and assessments reflected the stated learning outcomes.	4.20	4.13	4.49
19.Course content contributed meaningfully to my academic development and real-world applications.	4.20	4.13	4.51
20.The instructor provided timely, constructive, and useful feedback.	4.10	4.03	4.44
21.The course supported my development as an independent, self-directed learner.	4.21	4.14	4.50
22.My courses provided a supportive, student-centered learning environment.	4.17	4.10	4.49
23.Faculty demonstrated a commitment to my academic success.	4.13	4.06	4.46
24.I received constructive feedback that improved my learning.	4.13	4.07	4.44
25.Instructional strategies supported different learning styles.	4.07	4.00	4.39
26.My academic program improved my ability to think critically and solve problems.	4.26	4.21	4.49
27.My coursework strengthened my written and oral communication skills.	4.25	4.20	4.51
28.Faculty in my program demonstrated expertise in their field.	4.24	4.18	4.54
29.I was encouraged to apply knowledge to real-world or professional situations.	4.28	4.22	4.53
30.Program requirements were clear and consistently communicated.	4.12	4.08	4.29
31.I was able to apply what I learned to other courses, work, or personal contexts.	4.26	4.20	4.56
32.My academic program prepared me for my next step (career or graduate study).	4.20	4.15	4.43
33.My program emphasized the importance of research and/or scholarly activity.	4.25	4.17	4.61
34.Faculty integrated research, scholarship, or creative work into coursework.	4.21	4.13	4.54
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	4.25	4.19	4.51
36.I gained experience applying knowledge through research, creative projects, or service.	4.26	4.21	4.51
37.My education enhanced my ability to analyze, evaluate, and synthesize information.	4.27	4.21	4.54
38.I can communicate effectively with diverse audiences.	4.29	4.24	4.51
39.I gained appreciation for cultural and global perspectives.	4.25	4.18	4.54
40.I can apply quantitative reasoning to solve problems.	4.24	4.18	4.51
41.I understand ethical and responsible behavior.	4.35	4.30	4.59
42.I can effectively use technology for learning and problem-solving.	4.31	4.25	4.56
43.The campus environment respects and values diversity.	4.19	4.15	4.39
44.Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	4.16	4.10	4.44
45.I felt a sense of belonging and inclusion at Southern University.	4.15	4.12	4.27
46.My program prepared me with the knowledge and skills needed for my chosen career field.	4.24	4.17	4.53
47.I had opportunities to apply learning to real-world or professional contexts.	4.27	4.21	4.54
48.The program strengthened my problem-solving, decision-making, and communication abilities.	4.26	4.20	4.53

Graduating Students Exit Survey: Spring 2026

Descriptive Statistics	Total Mean	Und. Mean	Grad. Mean
49.I gained experience using tools, technologies, or methods relevant to my field.	4.26	4.21	4.51
50.I feel prepared to transition successfully into a career or advanced study.	4.22	4.15	4.53
51.My academic program prepared me with the knowledge and skills required for my career goals.	4.25	4.19	4.54
52.I feel confident competing in my chosen career field.	4.26	4.21	4.53
53.Career services helped connect me to opportunities.	4.02	3.94	4.34
55.I participated in an internship, practicum, or research experience.	1.38	1.37	1.43
56.Academic advising helped me make informed decisions.	3.92	3.85	4.23
57.Library and learning resources supported my academic success.	4.03	4.00	4.14
58.Tutoring or academic support services improved my performance.	3.80	3.78	3.93
59.Career services prepared me for employment or graduate school.	3.71	3.66	3.91
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	3.88	3.81	4.17
61.Courses offered in different instructional modalities supported my learning needs.	4.11	4.03	4.49
62.Technology used in my courses enhanced my overall learning experience.	4.13	4.07	4.41
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	4.09	4.01	4.44
64.Classroom and lab spaces were conducive to learning.	3.97	3.93	4.17
65.Campus buildings and grounds were well-maintained.	3.75	3.67	4.10
66.Campus Wi-Fi and technology resources were reliable.	3.56	3.46	4.03
67.Safety and security measures made me feel comfortable on campus.	3.80	3.72	4.13
68.Recreational and wellness facilities supported student engagement.	3.99	3.97	4.09
70.I am satisfied with the overall quality of my education.	4.18	4.10	4.53
71.Faculty and staff treated me with respect and professionalism.	4.02	3.93	4.43
72.The university provided an inclusive and supportive environment.	4.07	4.00	4.41
73.Campus communication kept me informed of important deadlines and events.	3.96	3.88	4.33
74.I would recommend this university to others.	4.02	3.95	4.34

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1. Gender	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Male	112	28.8	28.8	99	31.0	31.0	13	18.6	18.6
Female	271	69.7	69.7	216	67.7	67.7	55	78.6	78.6
Prefer not to say	6	1.5	1.5	4	1.3	1.3	2	2.9	2.9
Total	389	100.0	100.0	319	100.0	100.0	70	100.0	100.0

2. Race	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Black	374	96.1	96.1	314	98.4	98.4	60	85.7	85.7
White	10	2.6	2.6	4	1.3	1.3	6	8.6	8.6
Other	5	1.3	1.3	1	0.3	0.3	4	5.7	5.7
Total	389	100.0	100.0	319	100.0	100.0	70	100.0	100.0

3. Citizenship	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
USA	381	97.9	97.9	319	100.0	100.0	62	88.6	88.6
Other	8	2.1	2.1				8	11.4	11.4
Total	389	100.0	100.0	319	100.0	100.0	70	100.0	100.0

4. Residence	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Louisiana	297	76.3	76.3	236	74.0	74.0	61	87.1	87.1
Non-resident	92	23.7	23.7	83	26.0	26.0	9	12.9	12.9
Total	389	100.0	100.0	319	100.0	100.0	70	100.0	100.0

5. Enrollment Status	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Full-Time	372	95.6	95.6	308	96.6	96.6	64	91.4	91.4
Part-Time	17	4.4	4.4	11	3.4	3.4	6	8.6	8.6
Total	389	100.0	100.0	319	100.0	100.0	70	100.0	100.0

6. Class Attendance Format	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
On-Campus	267	68.6	68.6	245	76.8	76.8	22	31.4	31.4
Online	48	12.3	12.3	29	9.1	9.1	19	27.1	27.1
Hybrid	74	19.0	19.0	45	14.1	14.1	29	41.4	41.4
Total	389	100.0	100.0	319	100.0	100.0	70	100.0	100.0

7. Current Status	Total		
	Number	%	Valid %
Undergraduate	319	82.0	82.0
Graduate	70	18.0	18.0
Total	389	100.0	100.0

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8. (Undergraduate Student Only) While pursuing your degree, did you:

	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Originally enrolled in SUBR	252	64.8	78.0	236	74.0	76.9	16	22.9	100.0
Transfer from 2-yr college	36	9.3	11.1	36	11.3	11.7			
Transfer from university	35	9.0	10.8	35	11.0	11.4			
Total	323	83.0	100.0	307	96.2	100.0			
Missing	66	17.0		12	3.8		54	77.1	

9. (Graduate Students Only) Undergraduate Degree From

	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Southern University	116	29.8	78.4				40	57.1	58.8
Another Institution (specify)	32	8.2	21.6				28	40.0	41.2
Total	148	38.0	100.0				68	97.1	100.0
Missing	241	62.0					2	2.9	

10. First Generation College Student?

	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Yes	153	39.3	39.3	123	38.6	38.6	30	42.9	42.9
No	236	60.7	60.7	196	61.4	61.4	40	57.1	57.1
Total	389	100.0	100.0	319	100.0	100.0	70	100.0	100.0

11. Major Program of Study^a

	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Bachelor of Science in Accounting	8	2.1	2.1	8	2.5	2.5			
Bachelor of Science in Finance	8	2.1	2.1	8	2.5	2.5			
Bachelor of Science in Business	26	6.7	6.7	26	8.2	8.2			
Bachelor of Science in Marketing	6	1.5	1.5	6	1.9	1.9			
Master in Business Administration	6	1.5	1.5				6	8.6	8.6
Master in Business Administration (100% Online Degree Program)	6	1.5	1.5				6	8.6	8.6
Graduate Certificate in Supply Chain Management	1	0.3	0.3				1	1.4	1.4
Bachelor of Science in Elementary & Special Edu. Grades 1-5	5	1.3	1.3	5	1.6	1.6			
Bachelor of Arts in English	3	0.8	0.8	3	0.9	0.9			
Bachelor of Arts in History	5	1.3	1.3	5	1.6	1.6			
Bachelor of Arts in Mass Comm	11	2.8	2.8	11	3.4	3.4			
Bachelor of Music	1	0.3	0.3	1	0.3	0.3			
Bachelor of Interdisciplinary Studies	18	4.6	4.6	17	5.3	5.3			
Bachelor of Interdisciplinary Studies (100% Online Degree Program)	4	1.0	1.0	4	1.3	1.3			
Master of Arts in Teaching-Elementary Education Grades 1-5	1	0.3	0.3				1	1.4	1.4
Bachelor of Science in Agricultural Sciences	23	5.9	5.9	23	7.2	7.2			

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11. Major Program of Study ^a	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Bachelor of Science in Family and Consumer Sciences	16	4.1	4.1	16	5.0	5.0			
Bachelor of Science in Urban Forestry	2	0.5	0.5	2	0.6	0.6			
Doctor of Philosophy in Urban Forestry	5	1.3	1.3				5	7.1	7.1
Bachelor of Science in Nursing	32	8.2	8.2	32	10.0	10.0			
Bachelor of Science in Rehabilitation Services	3	0.8	0.8	3	0.9	0.9			
Bachelor of Sci. in Therapeutic Recreation and Leisure Studies	13	3.3	3.3	13	4.1	4.1			
Bachelor of Science of Speech Pathology and Audiology	11	2.8	2.8	10	3.1	3.1			
Master of Science in Family Nurse	6	1.5	1.5				6	8.6	8.6
Master of Science in Rehabilitation Counseling	2	0.5	0.5				1	1.4	1.4
Master of Science in Speech-Language Pathology	10	2.6	2.6				10	14.3	14.3
Doctor of Philosophy in Nursing	2	0.5	0.5				2	2.9	2.9
Doctor of Nursing Practice	6	1.5	1.5				6	8.6	8.6
Bachelor of Arts in Political Science	9	2.3	2.3	9	2.8	2.8			
Bachelor of Science in Criminal Justice	27	6.9	6.9	27	8.5	8.5			
Bachelor of Science in Criminal Justice (100% Online Degree Program)	4	1.0	1.0	2	0.6	0.6			
Bachelor of Science Psychology	25	6.4	6.4	25	7.8	7.8			
Bachelor of Science in Psychology (100% Online Degree Program)	8	2.1	2.1	7	2.2	2.2			
Bachelor of Science in Social Work	7	1.8	1.8	7	2.2	2.2			
Bachelor of Science in Sociology	8	2.1	2.1	8	2.5	2.5			
Master of Public Administration	3	0.8	0.8				3	4.3	4.3
Executive Master in Public Administration (100% Online Degree Program)	2	0.5	0.5				2	2.9	2.9
Master of Science in Criminal Justice	2	0.5	0.5				2	2.9	2.9
Master of Science in Criminal Justice (100% Online Degree Program)	3	0.8	0.8				3	4.3	4.3
Master of Arts in Social Sciences	2	0.5	0.5				2	2.9	2.9
Doctor of Philosophy in Public Policy	3	0.8	0.8				3	4.3	4.3
Bachelor of Science in Biology	11	2.8	2.8	10	3.1	3.1			
Bachelor of Science in Chemistry	2	0.5	0.5	2	0.6	0.6			
Bachelor of Science in Computer Science	14	3.6	3.6	14	4.4	4.4			
Bachelor of Science in Electrical Engineering	1	0.3	0.3	1	0.3	0.3			
Bachelor of Science in Mechanical Engineering	12	3.1	3.1	12	3.8	3.8			
Master of Science in Biology	2	0.5	0.5				1	1.4	1.4
Master of Engineering in Engineering	2	0.5	0.5				2	2.9	2.9
Master of Science in Computer Science	1	0.3	0.3				1	1.4	1.4
Doctor of Philosophy in Science & Mathematics Edu.	1	0.3	0.3				1	1.4	1.4
Total	389	100.0	100.0				70	100.0	100.0

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12. College or School	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
1. College of Agricultural, Family and Consumer Sciences	49	12.6	12.6	43	13.5	13.5	6	8.6	8.6
2. College of Business	60	15.4	15.4	47	14.7	14.7	13	18.6	18.6
3. Nelson Mandela College of Government and Social Sciences	93	23.9	23.9	77	24.1	24.1	16	22.9	22.9
4. College of Humanities and Interdisciplinary Studies	42	10.8	10.8	40	12.5	12.5	2	2.9	2.9
5. School of Education	8	2.1	2.1	7	2.2	2.2	1	1.4	1.4
6. College of Nursing and Allied Health	85	21.9	21.9	59	18.5	18.5	26	37.1	37.1
7. College of Sciences and Engineering	52	13.4	13.4	46	14.4	14.4	6	8.6	8.6
Total	389	100.0	100.0	319	100.0	100.0	70	100.0	100.0

13. Number of years in attendance at Southern University	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
None	5	1.3	1.3	1	0.3	0.3	4	5.7	5.7
One	64	16.5	16.5	29	9.1	9.1	35	50.0	50.0
Two	35	9.0	9.0	30	9.4	9.4	5	7.1	7.1
Three	153	39.3	39.3	153	48.0	48.0			
Four	76	19.5	19.5	70	21.9	21.9	6	8.6	8.6
Five	29	7.5	7.5	22	6.9	6.9	7	10.0	10.0
More than 5	27	6.9	6.9	14	4.4	4.4	13	18.6	18.6
Total	389	100.0	100.0	319	100.0	100.0	70	100.0	100.0

14. Please estimate your cumulative GPA upon completion of this Degree	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
3.75 - 4.00	64	16.5	16.5	18	5.6	5.6	46	65.7	65.7
3.50 - 3.74	58	14.9	14.9	46	14.4	14.4	12	17.1	17.1
3.25 - 3.49	80	20.6	20.6	74	23.2	23.2	6	8.6	8.6
3.00 - 3.24	89	22.9	22.9	85	26.6	26.6	4	5.7	5.7
2.75 - 2.99	58	14.9	14.9	56	17.6	17.6	2	2.9	2.9
2.50 - 2.74	32	8.2	8.2	32	10.0	10.0			
2.25 - 2.49	5	1.3	1.3	5	1.6	1.6			
2.00 - 2.24	3	0.8	0.8	3	0.9	0.9			
Total	389	100.0	100.0	319	100.0	100.0	70	100.0	100.0

15. Number of semesters you have lived in SUBR Residence Halls	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
None	178	45.8	45.8	115	36.1	36.1	63	90.0	90.0
One	27	6.9	6.9	26	8.2	8.2	1	1.4	1.4
Two	54	13.9	13.9	53	16.6	16.6	1	1.4	1.4
Three	15	3.9	3.9	15	4.7	4.7	3	4.3	4.3
Four	48	12.3	12.3	45	14.1	14.1			
Five	14	3.6	3.6	14	4.4	4.4			
More than five	53	13.6	13.6	51	16.0	16.0	2	2.9	2.9
Total	389	100.0	100.0	319	100.0	100.0	70	100.0	100.0

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16. Were you active in SU Student Organizations?

	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Yes	221	56.8	56.8	202	63.3	63.3	19	27.1	27.1
No	168	43.2	43.2	117	36.7	36.7	51	72.9	72.9
Total	389	100.0	100.0	319	100.0	100.0	70	100.0	100.0

16a.Immediate Plans After Graduation (Select One): ^a	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Undecided	24	6.2	6.2	19	6.0	6.0	5	7.1	7.1
Seeking employment	69	17.7	17.7	54	16.9	16.9	15	21.4	21.4
Military	4	1.0	1.0	4	1.3	1.3			
Graduate School	95	24.4	24.4	92	28.8	28.8	3	4.3	4.3
Part-time employment	11	2.8	2.8	10	3.1	3.1	1	1.4	1.4
Full-time employment	186	47.8	47.8	140	43.9	43.9	46	65.7	65.7
Total	389	100.0	100.0	319	100.0	100.0	70	100.0	100.0

16b.I participated in an internship, practicum, or research experience.

	Total			Undergraduate			Graduate		
	Number	%	Valid %	Number	%	Valid %	Number	%	Valid %
Yes	241	62.0	62.0	201	63.0	63.0	40	57.1	57.1
No	148	38.0	38.0	118	37.0	37.0	30	42.9	42.9
Total	389	100.0	100.0	319	100.0	100.0	70	100.0	100.0

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	Strongly		Disagree		Neutral		Agree		Strongly	
	Count	%	Count	%	Count	%	Count	%	Count	%
University										
Course Design, Learning Outcomes & Instruction										
17.The instructor clearly explained course objectives and expected outcomes.	5	1.3%	8	2.1%	68	17.5%	130	33.4%	178	45.8%
18.Assignments and assessments reflected the stated learning outcomes.	5	1.3%	7	1.8%	69	17.7%	134	34.4%	174	44.7%
19.Course content contributed meaningfully to my academic development and real-world applications.	5	1.3%	5	1.3%	75	19.3%	127	32.6%	177	45.5%
20.The instructor provided timely, constructive, and useful feedback.	6	1.5%	9	2.3%	90	23.1%	119	30.6%	165	42.4%
21.The course supported my development as an independent, self-directed learner.	5	1.3%	6	1.5%	68	17.5%	135	34.7%	175	45.0%
Student-Focused Teaching & Learning Environment										
22.My courses provided a supportive, student-centered learning environment.	6	1.5%	8	2.1%	72	18.5%	131	33.7%	172	44.2%
23.Faculty demonstrated a commitment to my academic success.	10	2.6%	8	2.1%	76	19.5%	123	31.6%	172	44.2%
24.I received constructive feedback that improved my learning.	7	1.8%	11	2.8%	73	18.8%	130	33.4%	168	43.2%
25.Instructional strategies supported different learning styles.	12	3.1%	14	3.6%	74	19.0%	125	32.1%	164	42.2%
Academic Program Effectiveness										
26.My academic program improved my ability to think critically and solve problems.	4	1.0%	5	1.3%	61	15.7%	134	34.4%	185	47.6%
27.My coursework strengthened my written and oral communication skills.	4	1.0%	5	1.3%	58	14.9%	143	36.8%	179	46.0%
28.Faculty in my program demonstrated expertise in their field.	4	1.0%	7	1.8%	67	17.2%	124	31.9%	187	48.1%
29.I was encouraged to apply knowledge to real-world or professional situations.	3	0.8%	5	1.3%	63	16.2%	129	33.2%	189	48.6%
30.Program requirements were clear and consistently communicated.	8	2.1%	21	5.4%	67	17.2%	115	29.6%	178	45.8%
31.I was able to apply what I learned to other courses, work, or personal contexts.	5	1.3%	5	1.3%	60	15.4%	131	33.7%	188	48.3%
32.My academic program prepared me for my next step (career or graduate study).	11	2.8%	8	2.1%	62	15.9%	120	30.8%	188	48.3%
Teaching, Research, Service & Creative Scholarship										
33.My program emphasized the importance of research and/or scholarly activity.	5	1.3%	4	1.0%	66	17.0%	127	32.6%	187	48.1%
34.Faculty integrated research, scholarship, or creative work into coursework.	7	1.8%	8	2.1%	65	16.7%	126	32.4%	183	47.0%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	5	1.3%	7	1.8%	62	15.9%	128	32.9%	187	48.1%
36.I gained experience applying knowledge through research, creative projects, or service.	3	0.8%	5	1.3%	66	17.0%	127	32.6%	188	48.3%

Graduating Students Exit Survey: Spring 2026

	Strongly		Disagree		Neutral		Agree		Strongly	
	Count	%	Count	%	Count	%	Count	%	Count	%
Institutional & General Education Learning Outcomes										
37. My education enhanced my ability to analyze, evaluate, and synthesize information.	3	0.8%	4	1.0%	60	15.4%	139	35.7%	183	47.0%
38. I can communicate effectively with diverse audiences.	2	0.5%	6	1.5%	59	15.2%	134	34.4%	188	48.3%
39. I gained appreciation for cultural and global perspectives.	4	1.0%	5	1.3%	65	16.7%	132	33.9%	183	47.0%
40. I can apply quantitative reasoning to solve problems.	3	0.8%	5	1.3%	67	17.2%	133	34.2%	181	46.5%
41. I understand ethical and responsible behavior.	2	0.5%	3	0.8%	57	14.7%	120	30.8%	207	53.2%
42. I can effectively use technology for learning and problem-solving.	4	1.0%	2	0.5%	59	15.2%	129	33.2%	195	50.1%
Diversity, Equity, Inclusion & Belonging										
43. The campus environment respects and values diversity.	3	0.8%	8	2.1%	80	20.6%	118	30.3%	180	46.3%
44. Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	7	1.8%	7	1.8%	75	19.3%	126	32.4%	174	44.7%
45. I felt a sense of belonging and inclusion at Southern University.	11	2.8%	8	2.1%	74	19.0%	115	29.6%	181	46.5%
Global Leadership, Career Preparation & Workforce Readiness										
46. My program prepared me with the knowledge and skills needed for my chosen career field.	7	1.8%	7	1.8%	63	16.2%	122	31.4%	190	48.8%
47. I had opportunities to apply learning to real-world or professional contexts.	4	1.0%	7	1.8%	60	15.4%	126	32.4%	192	49.4%
48. The program strengthened my problem-solving, decision-making, and communication abilities.	3	0.8%	6	1.5%	65	16.7%	128	32.9%	187	48.1%
49. I gained experience using tools, technologies, or methods relevant to my field.	4	1.0%	7	1.8%	64	16.5%	122	31.4%	192	49.4%
50. I feel prepared to transition successfully into a career or advanced study.	8	2.1%	5	1.3%	67	17.2%	122	31.4%	187	48.1%
Post-Graduation Plans & Career Readiness										
51. My academic program prepared me with the knowledge and skills required for my career goals.	4	1.0%	4	1.0%	67	17.2%	129	33.2%	185	47.6%
52. I feel confident competing in my chosen career field.	3	0.8%	6	1.5%	67	17.2%	122	31.4%	191	49.1%
53. Career services helped connect me to opportunities.	11	2.8%	16	4.1%	91	23.4%	109	28.0%	162	41.6%
Academic & Student Support Services										
56. Academic advising helped me make informed decisions.	20	5.1%	20	5.1%	85	21.9%	111	28.5%	153	39.3%
57. Library and learning resources supported my academic success.	9	2.3%	9	2.3%	96	24.7%	124	31.9%	151	38.8%
58. Tutoring or academic support services improved my performance.	18	4.6%	12	3.1%	129	33.2%	99	25.4%	131	33.7%
59. Career services prepared me for employment or graduate school.	28	7.2%	19	4.9%	121	31.1%	92	23.7%	129	33.2%
60. Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	17	4.4%	24	6.2%	96	24.7%	105	27.0%	147	37.8%

Graduating Students Exit Survey: Spring 2026

	Strongly		Disagree		Neutral		Agree		Strongly	
	Count	%	Count	%	Count	%	Count	%	Count	%
Instructional Modalities, Technology & Access										
61.Courses offered in different instructional modalities supported my learning needs.	7	1.8%	7	1.8%	83	21.3%	132	33.9%	160	41.1%
62.Technology used in my courses enhanced my overall learning experience.	6	1.5%	8	2.1%	80	20.6%	131	33.7%	164	42.2%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	9	2.3%	11	2.8%	76	19.5%	133	34.2%	160	41.1%
Campus Facilities & Learning Environment										
64.Classroom and lab spaces were conducive to learning.	11	2.8%	13	3.3%	99	25.4%	118	30.3%	148	38.0%
65.Campus buildings and grounds were well-maintained.	19	4.9%	29	7.5%	110	28.3%	104	26.7%	127	32.6%
66.Campus Wi-Fi and technology resources were reliable.	35	9.0%	41	10.5%	101	26.0%	94	24.2%	118	30.3%
67.Safety and security measures made me feel comfortable on campus.	15	3.9%	35	9.0%	94	24.2%	115	29.6%	130	33.4%
68.Recreational and wellness facilities supported student engagement.	13	3.3%	9	2.3%	96	24.7%	121	31.1%	150	38.6%
Overall Satisfaction & Institutional Climate										
70.I am satisfied with the overall quality of my education.	5	1.3%	5	1.3%	73	18.8%	139	35.7%	167	42.9%
71.Faculty and staff treated me with respect and professionalism.	10	2.6%	15	3.9%	81	20.8%	133	34.2%	150	38.6%
72.The university provided an inclusive and supportive environment.	9	2.3%	12	3.1%	83	21.3%	122	31.4%	163	41.9%
73.Campus communication kept me informed of important deadlines and events.	12	3.1%	14	3.6%	98	25.2%	117	30.1%	148	38.0%
74.I would recommend this university to others.	12	3.1%	14	3.6%	86	22.1%	118	30.3%	159	40.9%

Graduating Students Exit Survey: Spring 2026

	Strongly		Disagree		Neutral		Agree		Strongly	
	Count	%	Count	%	Count	%	Count	%	Count	%
Undergraduate										
Course Design, Learning Outcomes & Instruction										
17.The instructor clearly explained course objectives and expected outcomes.	5	1.6%	8	2.5%	60	18.8%	112	35.1%	134	42.0%
18.Assignments and assessments reflected the stated learning outcomes.	5	1.6%	7	2.2%	61	19.1%	114	35.7%	132	41.4%
19.Course content contributed meaningfully to my academic development and real-world applications.	5	1.6%	5	1.6%	68	21.3%	107	33.5%	134	42.0%
20.The instructor provided timely, constructive, and useful feedback.	6	1.9%	8	2.5%	81	25.4%	101	31.7%	123	38.6%
21.The course supported my development as an independent, self-directed learner.	5	1.6%	6	1.9%	61	19.1%	114	35.7%	133	41.7%
Student-Focused Teaching & Learning Environment										
22.My courses provided a supportive, student-centered learning environment.	6	1.9%	7	2.2%	65	20.4%	112	35.1%	129	40.4%
23.Faculty demonstrated a commitment to my academic success.	10	3.1%	6	1.9%	70	21.9%	103	32.3%	130	40.8%
24.I received constructive feedback that improved my learning.	7	2.2%	9	2.8%	68	21.3%	107	33.5%	128	40.1%
25.Instructional strategies supported different learning styles.	12	3.8%	10	3.1%	69	21.6%	104	32.6%	124	38.9%
Academic Program Effectiveness										
26.My academic program improved my ability to think critically and solve problems.	4	1.3%	4	1.3%	54	16.9%	115	36.1%	142	44.5%
27.My coursework strengthened my written and oral communication skills.	4	1.3%	5	1.6%	51	16.0%	123	38.6%	136	42.6%
28.Faculty in my program demonstrated expertise in their field.	4	1.3%	7	2.2%	60	18.8%	106	33.2%	142	44.5%
29.I was encouraged to apply knowledge to real-world or professional situations.	3	0.9%	5	1.6%	56	17.6%	110	34.5%	145	45.5%
30.Program requirements were clear and consistently communicated.	5	1.6%	18	5.6%	61	19.1%	98	30.7%	137	42.9%
31.I was able to apply what I learned to other courses, work, or personal contexts.	5	1.6%	5	1.6%	53	16.6%	114	35.7%	142	44.5%
32.My academic program prepared me for my next step (career or graduate study).	9	2.8%	8	2.5%	54	16.9%	104	32.6%	144	45.1%
Teaching, Research, Service & Creative Scholarship										
33.My program emphasized the importance of research and/or scholarly activity.	5	1.6%	4	1.3%	60	18.8%	112	35.1%	138	43.3%
34.Faculty integrated research, scholarship, or creative work into coursework.	7	2.2%	8	2.5%	59	18.5%	106	33.2%	139	43.6%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	5	1.6%	7	2.2%	56	17.6%	106	33.2%	145	45.5%
36.I gained experience applying knowledge through research, creative projects, or service.	3	0.9%	5	1.6%	58	18.2%	109	34.2%	144	45.1%

Graduating Students Exit Survey: Spring 2026

	Strongly		Disagree		Neutral		Agree		Strongly	
	Count	%	Count	%	Count	%	Count	%	Count	%
Institutional & General Education Learning Outcomes										
37. My education enhanced my ability to analyze, evaluate, and synthesize information.	3	0.9%	4	1.3%	54	16.9%	119	37.3%	139	43.6%
38. I can communicate effectively with diverse audiences.	2	0.6%	5	1.6%	53	16.6%	115	36.1%	144	45.1%
39. I gained appreciation for cultural and global perspectives.	4	1.3%	5	1.6%	58	18.2%	114	35.7%	138	43.3%
40. I can apply quantitative reasoning to solve problems.	3	0.9%	5	1.6%	59	18.5%	115	36.1%	137	42.9%
41. I understand ethical and responsible behavior.	2	0.6%	3	0.9%	50	15.7%	105	32.9%	159	49.8%
42. I can effectively use technology for learning and problem-solving.	4	1.3%	2	0.6%	53	16.6%	110	34.5%	150	47.0%
Diversity, Equity, Inclusion & Belonging										
43. The campus environment respects and values diversity.	2	0.6%	6	1.9%	73	22.9%	99	31.0%	139	43.6%
44. Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	6	1.9%	7	2.2%	67	21.0%	107	33.5%	132	41.4%
45. I felt a sense of belonging and inclusion at Southern University.	8	2.5%	8	2.5%	65	20.4%	94	29.5%	144	45.1%
Global Leadership, Career Preparation & Workforce Readiness										
46. My program prepared me with the knowledge and skills needed for my chosen career field.	7	2.2%	6	1.9%	57	17.9%	104	32.6%	145	45.5%
47. I had opportunities to apply learning to real-world or professional contexts.	4	1.3%	6	1.9%	55	17.2%	107	33.5%	147	46.1%
48. The program strengthened my problem-solving, decision-making, and communication abilities.	3	0.9%	5	1.6%	60	18.8%	108	33.9%	143	44.8%
49. I gained experience using tools, technologies, or methods relevant to my field.	4	1.3%	5	1.6%	59	18.5%	104	32.6%	147	46.1%
50. I feel prepared to transition successfully into a career or advanced study.	8	2.5%	3	0.9%	62	19.4%	105	32.9%	141	44.2%
Post-Graduation Plans & Career Readiness										
51. My academic program prepared me with the knowledge and skills required for my career goals.	4	1.3%	4	1.3%	60	18.8%	111	34.8%	140	43.9%
52. I feel confident competing in my chosen career field.	3	0.9%	5	1.6%	61	19.1%	104	32.6%	146	45.8%
53. Career services helped connect me to opportunities.	10	3.1%	15	4.7%	79	24.8%	94	29.5%	121	37.9%
Academic & Student Support Services										
56. Academic advising helped me make informed decisions.	16	5.0%	19	6.0%	76	23.8%	94	29.5%	114	35.7%
57. Library and learning resources supported my academic success.	7	2.2%	8	2.5%	81	25.4%	105	32.9%	118	37.0%
58. Tutoring or academic support services improved my performance.	15	4.7%	9	2.8%	109	34.2%	85	26.6%	101	31.7%
59. Career services prepared me for employment or graduate school.	24	7.5%	17	5.3%	100	31.3%	80	25.1%	98	30.7%
60. Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	14	4.4%	24	7.5%	82	25.7%	87	27.3%	112	35.1%

Graduating Students Exit Survey: Spring 2026

	Strongly		Disagree		Neutral		Agree		Strongly	
	Count	%	Count	%	Count	%	Count	%	Count	%
Instructional Modalities, Technology & Access										
61. Courses offered in different instructional modalities supported my learning needs.	7	2.2%	5	1.6%	78	24.5%	112	35.1%	117	36.7%
62. Technology used in my courses enhanced my overall learning experience.	6	1.9%	6	1.9%	73	22.9%	110	34.5%	124	38.9%
63. The institution provided adequate academic and technical support for online or technology-enhanced learning.	9	2.8%	9	2.8%	71	22.3%	110	34.5%	120	37.6%
Campus Facilities & Learning Environment										
64. Classroom and lab spaces were conducive to learning.	9	2.8%	12	3.8%	83	26.0%	103	32.3%	112	35.1%
65. Campus buildings and grounds were well-maintained.	16	5.0%	26	8.2%	96	30.1%	90	28.2%	91	28.5%
66. Campus Wi-Fi and technology resources were reliable.	32	10.0%	37	11.6%	87	27.3%	78	24.5%	85	26.6%
67. Safety and security measures made me feel comfortable on campus.	12	3.8%	33	10.3%	80	25.1%	100	31.3%	94	29.5%
68. Recreational and wellness facilities supported student engagement.	10	3.1%	8	2.5%	78	24.5%	108	33.9%	115	36.1%
Overall Satisfaction & Institutional Climate										
70. I am satisfied with the overall quality of my education.	5	1.6%	5	1.6%	66	20.7%	120	37.6%	123	38.6%
71. Faculty and staff treated me with respect and professionalism.	10	3.1%	12	3.8%	75	23.5%	114	35.7%	108	33.9%
72. The university provided an inclusive and supportive environment.	9	2.8%	9	2.8%	76	23.8%	104	32.6%	121	37.9%
73. Campus communication kept me informed of important deadlines and events.	10	3.1%	12	3.8%	92	28.8%	96	30.1%	109	34.2%
74. I would recommend this university to others.	12	3.8%	12	3.8%	74	23.2%	102	32.0%	119	37.3%

Graduating Students Exit Survey: Spring 2026

	Strongly		Disagree		Neutral		Agree		Strongly	
	Count	%	Count	%	Count	%	Count	%	Count	%
Graduate										
Course Design, Learning Outcomes & Instruction										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	0	0.0%	8	11.4%	18	25.7%	44	62.9%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	0	0.0%	8	11.4%	20	28.6%	42	60.0%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	7	10.0%	20	28.6%	43	61.4%
20.The instructor provided timely, constructive, and useful feedback.	0	0.0%	1	1.4%	9	12.9%	18	25.7%	42	60.0%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	0	0.0%	7	10.0%	21	30.0%	42	60.0%
Student-Focused Teaching & Learning Environment										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	1	1.4%	7	10.0%	19	27.1%	43	61.4%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	2	2.9%	6	8.6%	20	28.6%	42	60.0%
24.I received constructive feedback that improved my learning.	0	0.0%	2	2.9%	5	7.1%	23	32.9%	40	57.1%
25.Instructional strategies supported different learning styles.	0	0.0%	4	5.7%	5	7.1%	21	30.0%	40	57.1%
Academic Program Effectiveness										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	1	1.4%	7	10.0%	19	27.1%	43	61.4%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	0	0.0%	7	10.0%	20	28.6%	43	61.4%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	0	0.0%	7	10.0%	18	25.7%	45	64.3%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	0	0.0%	7	10.0%	19	27.1%	44	62.9%
30.Program requirements were clear and consistently communicated.	3	4.3%	3	4.3%	6	8.6%	17	24.3%	41	58.6%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	7	10.0%	17	24.3%	46	65.7%
32.My academic program prepared me for my next step (career or graduate study).	2	2.9%	0	0.0%	8	11.4%	16	22.9%	44	62.9%
Teaching, Research, Service & Creative Scholarship										
33.My program emphasized the importance of research and/or scholarly activity.	0	0.0%	0	0.0%	6	8.6%	15	21.4%	49	70.0%
34.Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	0	0.0%	6	8.6%	20	28.6%	44	62.9%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	0	0.0%	6	8.6%	22	31.4%	42	60.0%
36.I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	0	0.0%	8	11.4%	18	25.7%	44	62.9%

Graduating Students Exit Survey: Spring 2026

	Strongly		Disagree		Neutral		Agree		Strongly	
	Count	%	Count	%	Count	%	Count	%	Count	%
Institutional & General Education Learning Outcomes										
37. My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	6	8.6%	20	28.6%	44	62.9%
38. I can communicate effectively with diverse audiences.	0	0.0%	1	1.4%	6	8.6%	19	27.1%	44	62.9%
39. I gained appreciation for cultural and global perspectives.	0	0.0%	0	0.0%	7	10.0%	18	25.7%	45	64.3%
40. I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	8	11.4%	18	25.7%	44	62.9%
41. I understand ethical and responsible behavior.	0	0.0%	0	0.0%	7	10.0%	15	21.4%	48	68.6%
42. I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	6	8.6%	19	27.1%	45	64.3%
Diversity, Equity, Inclusion & Belonging										
43. The campus environment respects and values diversity.	1	1.4%	2	2.9%	7	10.0%	19	27.1%	41	58.6%
44. Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	1	1.4%	0	0.0%	8	11.4%	19	27.1%	42	60.0%
45. I felt a sense of belonging and inclusion at Southern University.	3	4.3%	0	0.0%	9	12.9%	21	30.0%	37	52.9%
Global Leadership, Career Preparation & Workforce Readiness										
46. My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	1	1.4%	6	8.6%	18	25.7%	45	64.3%
47. I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	1	1.4%	5	7.1%	19	27.1%	45	64.3%
48. The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	1	1.4%	5	7.1%	20	28.6%	44	62.9%
49. I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	2	2.9%	5	7.1%	18	25.7%	45	64.3%
50. I feel prepared to transition successfully into a career or advanced study.	0	0.0%	2	2.9%	5	7.1%	17	24.3%	46	65.7%
Post-Graduation Plans & Career Readiness										
51. My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	7	10.0%	18	25.7%	45	64.3%
52. I feel confident competing in my chosen career field.	0	0.0%	1	1.4%	6	8.6%	18	25.7%	45	64.3%
53. Career services helped connect me to opportunities.	1	1.4%	1	1.4%	12	17.1%	15	21.4%	41	58.6%
Academic & Student Support Services										
56. Academic advising helped me make informed decisions.	4	5.7%	1	1.4%	9	12.9%	17	24.3%	39	55.7%
57. Library and learning resources supported my academic success.	2	2.9%	1	1.4%	15	21.4%	19	27.1%	33	47.1%
58. Tutoring or academic support services improved my performance.	3	4.3%	3	4.3%	20	28.6%	14	20.0%	30	42.9%
59. Career services prepared me for employment or graduate school.	4	5.7%	2	2.9%	21	30.0%	12	17.1%	31	44.3%
60. Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	3	4.3%	0	0.0%	14	20.0%	18	25.7%	35	50.0%

Graduating Students Exit Survey: Spring 2026

	Strongly		Disagree		Neutral		Agree		Strongly	
	Count	%	Count	%	Count	%	Count	%	Count	%
Instructional Modalities, Technology & Access										
61.Courses offered in different instructional modalities supported my learning needs.	0	0.0%	2	2.9%	5	7.1%	20	28.6%	43	61.4%
62.Technology used in my courses enhanced my overall learning experience.	0	0.0%	2	2.9%	7	10.0%	21	30.0%	40	57.1%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	2	2.9%	5	7.1%	23	32.9%	40	57.1%
Campus Facilities & Learning Environment										
64.Classroom and lab spaces were conducive to learning.	2	2.9%	1	1.4%	16	22.9%	15	21.4%	36	51.4%
65.Campus buildings and grounds were well-maintained.	3	4.3%	3	4.3%	14	20.0%	14	20.0%	36	51.4%
66.Campus Wi-Fi and technology resources were reliable.	3	4.3%	4	5.7%	14	20.0%	16	22.9%	33	47.1%
67.Safety and security measures made me feel comfortable on campus.	3	4.3%	2	2.9%	14	20.0%	15	21.4%	36	51.4%
68.Recreational and wellness facilities supported student engagement.	3	4.3%	1	1.4%	18	25.7%	13	18.6%	35	50.0%
Overall Satisfaction & Institutional Climate										
70.I am satisfied with the overall quality of my education.	0	0.0%	0	0.0%	7	10.0%	19	27.1%	44	62.9%
71.Faculty and staff treated me with respect and professionalism.	0	0.0%	3	4.3%	6	8.6%	19	27.1%	42	60.0%
72.The university provided an inclusive and supportive environment.	0	0.0%	3	4.3%	7	10.0%	18	25.7%	42	60.0%
73.Campus communication kept me informed of important deadlines and events.	2	2.9%	2	2.9%	6	8.6%	21	30.0%	39	55.7%
74.I would recommend this university to others.	0	0.0%	2	2.9%	12	17.1%	16	22.9%	40	57.1%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
College of Agricultural, Family and Consumer Sciences										
College										
Course Design, Learning Outcomes & Instruction										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	0	0.0%	10	20.4%	14	28.6%	25	51.0%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	0	0.0%	10	20.4%	14	28.6%	25	51.0%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	10	20.4%	12	24.5%	27	55.1%
20.The instructor provided timely, constructive, and useful feedback.	1	2.0%	2	4.1%	9	18.4%	12	24.5%	25	51.0%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	0	0.0%	10	20.4%	14	28.6%	25	51.0%
Student-Focused Teaching & Learning Environment										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	1	2.0%	10	20.4%	13	26.5%	25	51.0%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	2	4.1%	10	20.4%	11	22.4%	26	53.1%
24.I received constructive feedback that improved my learning.	1	2.0%	1	2.0%	10	20.4%	11	22.4%	26	53.1%
25.Instructional strategies supported different learning styles.	2	4.1%	2	4.1%	8	16.3%	13	26.5%	24	49.0%
Academic Program Effectiveness										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	0	0.0%	6	12.2%	16	32.7%	27	55.1%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	0	0.0%	6	12.2%	15	30.6%	28	57.1%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	1	2.0%	7	14.3%	10	20.4%	31	63.3%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	0	0.0%	8	16.3%	12	24.5%	29	59.2%
30.Program requirements were clear and consistently communicated.	1	2.0%	2	4.1%	7	14.3%	11	22.4%	28	57.1%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	7	14.3%	14	28.6%	28	57.1%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	1	2.0%	7	14.3%	11	22.4%	30	61.2%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Teaching, Research, Service & Creative Scholarship										
33.My program emphasized the importance of research and/or scholarly activity.	0	0.0%	0	0.0%	8	16.3%	13	26.5%	28	57.1%
34.Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	0	0.0%	8	16.3%	11	22.4%	30	61.2%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	0	0.0%	6	12.2%	14	28.6%	29	59.2%
36.I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	0	0.0%	6	12.2%	13	26.5%	30	61.2%
Institutional & General Education Learning Outcomes										
37.My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	7	14.3%	14	28.6%	28	57.1%
38.I can communicate effectively with diverse audiences.	0	0.0%	1	2.0%	8	16.3%	13	26.5%	27	55.1%
39.I gained appreciation for cultural and global perspectives.	0	0.0%	0	0.0%	7	14.3%	16	32.7%	26	53.1%
40.I can apply quantitative reasoning to solve problems.	0	0.0%	2	4.1%	7	14.3%	14	28.6%	26	53.1%
41.I understand ethical and responsible behavior.	0	0.0%	0	0.0%	6	12.2%	14	28.6%	29	59.2%
42.I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	6	12.2%	16	32.7%	27	55.1%
Diversity, Equity, Inclusion & Belonging										
43.The campus environment respects and values diversity.	0	0.0%	0	0.0%	9	18.4%	12	24.5%	28	57.1%
44.Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	0	0.0%	11	22.4%	12	24.5%	26	53.1%
45.I felt a sense of belonging and inclusion at Southern University.	0	0.0%	1	2.0%	11	22.4%	12	24.5%	25	51.0%
Global Leadership, Career Preparation & Workforce Readiness										
46.My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	1	2.0%	6	12.2%	15	30.6%	27	55.1%
47.I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	7	14.3%	13	26.5%	29	59.2%
48.The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	1	2.0%	8	16.3%	14	28.6%	26	53.1%
49.I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	1	2.0%	6	12.2%	14	28.6%	28	57.1%
50.I feel prepared to transition successfully into a career or advanced study.	0	0.0%	1	2.0%	10	20.4%	11	22.4%	27	55.1%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Post-Graduation Plans & Career Readiness										
51.My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	5	10.2%	17	34.7%	27	55.1%
52.I feel confident competing in my chosen career field.	0	0.0%	1	2.0%	7	14.3%	14	28.6%	27	55.1%
53.Career services helped connect me to opportunities.	1	2.0%	1	2.0%	11	22.4%	11	22.4%	25	51.0%
Academic & Student Support Services										
56.Academic advising helped me make informed decisions.	2	4.1%	3	6.1%	10	20.4%	9	18.4%	25	51.0%
57.Library and learning resources supported my academic success.	1	2.0%	1	2.0%	10	20.4%	15	30.6%	22	44.9%
58.Tutoring or academic support services improved my performance.	2	4.1%	0	0.0%	16	32.7%	12	24.5%	19	38.8%
59.Career services prepared me for employment or graduate school.	5	10.2%	0	0.0%	15	30.6%	9	18.4%	20	40.8%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	3	6.1%	3	6.1%	11	22.4%	10	20.4%	22	44.9%
Instructional Modalities, Technology & Access										
61.Courses offered in different instructional modalities supported my learning needs.	0	0.0%	1	2.0%	7	14.3%	21	42.9%	20	40.8%
62.Technology used in my courses enhanced my overall learning experience.	0	0.0%	1	2.0%	10	20.4%	17	34.7%	21	42.9%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	1	2.0%	10	20.4%	16	32.7%	22	44.9%
Campus Facilities & Learning Environment										
64.Classroom and lab spaces were conducive to learning.	0	0.0%	2	4.1%	10	20.4%	15	30.6%	22	44.9%
65.Campus buildings and grounds were well-maintained.	2	4.1%	3	6.1%	12	24.5%	14	28.6%	18	36.7%
66.Campus Wi-Fi and technology resources were reliable.	3	6.1%	6	12.2%	12	24.5%	12	24.5%	16	32.7%
67.Safety and security measures made me feel comfortable on campus.	1	2.0%	1	2.0%	14	28.6%	15	30.6%	18	36.7%
68.Recreational and wellness facilities supported student engagement.	1	2.0%	0	0.0%	9	18.4%	14	28.6%	25	51.0%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Overall Satisfaction & Institutional Climate										
70.I am satisfied with the overall quality of my education.	0	0.0%	0	0.0%	10	20.4%	16	32.7%	23	46.9%
71.Faculty and staff treated me with respect and professionalism.	0	0.0%	1	2.0%	13	26.5%	14	28.6%	21	42.9%
72.The university provided an inclusive and supportive environment.	1	2.0%	0	0.0%	11	22.4%	14	28.6%	23	46.9%
73.Campus communication kept me informed of important deadlines and events.	1	2.0%	1	2.0%	15	30.6%	9	18.4%	23	46.9%
74.I would recommend this university to others.	0	0.0%	0	0.0%	14	28.6%	13	26.5%	22	44.9%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
College of Agricultural, Family and Consumer Sciences										
Undergraduate										
Course Design, Learning Outcomes & Instruction										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	0	0.0%	9	20.9%	14	32.6%	20	46.5%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	0	0.0%	9	20.9%	14	32.6%	20	46.5%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	9	20.9%	12	27.9%	22	51.2%
20.The instructor provided timely, constructive, and useful feedback.	1	2.3%	1	2.3%	9	20.9%	12	27.9%	20	46.5%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	0	0.0%	10	23.3%	13	30.2%	20	46.5%
Student-Focused Teaching & Learning Environment										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	0	0.0%	10	23.3%	13	30.2%	20	46.5%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	1	2.3%	10	23.3%	11	25.6%	21	48.8%
24.I received constructive feedback that improved my learning.	1	2.3%	0	0.0%	10	23.3%	11	25.6%	21	48.8%
25.Instructional strategies supported different learning styles.	2	4.7%	1	2.3%	8	18.6%	13	30.2%	19	44.2%
Academic Program Effectiveness										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	0	0.0%	6	14.0%	15	34.9%	22	51.2%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	0	0.0%	6	14.0%	14	32.6%	23	53.5%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	1	2.3%	7	16.3%	9	20.9%	26	60.5%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	0	0.0%	8	18.6%	11	25.6%	24	55.8%
30.Program requirements were clear and consistently communicated.	0	0.0%	2	4.7%	7	16.3%	11	25.6%	23	53.5%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	7	16.3%	13	30.2%	23	53.5%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	1	2.3%	7	16.3%	10	23.3%	25	58.1%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Teaching, Research, Service & Creative Scholarship										
33.My program emphasized the importance of research and/or scholarly activity.	0	0.0%	0	0.0%	8	18.6%	12	27.9%	23	53.5%
34.Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	0	0.0%	7	16.3%	11	25.6%	25	58.1%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	0	0.0%	6	14.0%	13	30.2%	24	55.8%
36.I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	0	0.0%	6	14.0%	12	27.9%	25	58.1%
Institutional & General Education Learning Outcomes										
37.My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	7	16.3%	13	30.2%	23	53.5%
38.I can communicate effectively with diverse audiences.	0	0.0%	1	2.3%	8	18.6%	12	27.9%	22	51.2%
39.I gained appreciation for cultural and global perspectives.	0	0.0%	0	0.0%	7	16.3%	15	34.9%	21	48.8%
40.I can apply quantitative reasoning to solve problems.	0	0.0%	2	4.7%	7	16.3%	13	30.2%	21	48.8%
41.I understand ethical and responsible behavior.	0	0.0%	0	0.0%	6	14.0%	13	30.2%	24	55.8%
42.I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	6	14.0%	15	34.9%	22	51.2%
Diversity, Equity, Inclusion & Belonging										
43.The campus environment respects and values diversity.	0	0.0%	0	0.0%	9	20.9%	10	23.3%	24	55.8%
44.Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	0	0.0%	10	23.3%	12	27.9%	21	48.8%
45.I felt a sense of belonging and inclusion at Southern University.	0	0.0%	1	2.3%	9	20.9%	11	25.6%	22	51.2%
Global Leadership, Career Preparation & Workforce Readiness										
46.My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	1	2.3%	6	14.0%	14	32.6%	22	51.2%
47.I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	7	16.3%	12	27.9%	24	55.8%
48.The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	1	2.3%	8	18.6%	13	30.2%	21	48.8%
49.I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	1	2.3%	6	14.0%	13	30.2%	23	53.5%
50.I feel prepared to transition successfully into a career or advanced study.	0	0.0%	1	2.3%	10	23.3%	10	23.3%	22	51.2%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Post-Graduation Plans & Career Readiness										
51.My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	5	11.6%	16	37.2%	22	51.2%
52.I feel confident competing in my chosen career field.	0	0.0%	1	2.3%	6	14.0%	14	32.6%	22	51.2%
53.Career services helped connect me to opportunities.	1	2.3%	1	2.3%	10	23.3%	11	25.6%	20	46.5%
Academic & Student Support Services										
56.Academic advising helped me make informed decisions.	1	2.3%	3	7.0%	10	23.3%	9	20.9%	20	46.5%
57.Library and learning resources supported my academic success.	0	0.0%	1	2.3%	9	20.9%	14	32.6%	19	44.2%
58.Tutoring or academic support services improved my performance.	1	2.3%	0	0.0%	15	34.9%	12	27.9%	15	34.9%
59.Career services prepared me for employment or graduate school.	4	9.3%	0	0.0%	14	32.6%	8	18.6%	17	39.5%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	2	4.7%	3	7.0%	10	23.3%	10	23.3%	18	41.9%
Instructional Modalities, Technology & Access										
61.Courses offered in different instructional modalities supported my learning needs.	0	0.0%	1	2.3%	6	14.0%	20	46.5%	16	37.2%
62.Technology used in my courses enhanced my overall learning experience.	0	0.0%	1	2.3%	9	20.9%	16	37.2%	17	39.5%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	1	2.3%	9	20.9%	15	34.9%	18	41.9%
Campus Facilities & Learning Environment										
64.Classroom and lab spaces were conducive to learning.	0	0.0%	2	4.7%	8	18.6%	15	34.9%	18	41.9%
65.Campus buildings and grounds were well-maintained.	1	2.3%	3	7.0%	10	23.3%	14	32.6%	15	34.9%
66.Campus Wi-Fi and technology resources were reliable.	2	4.7%	6	14.0%	11	25.6%	12	27.9%	12	27.9%
67.Safety and security measures made me feel comfortable on campus.	0	0.0%	1	2.3%	13	30.2%	15	34.9%	14	32.6%
68.Recreational and wellness facilities supported student engagement.	0	0.0%	0	0.0%	8	18.6%	14	32.6%	21	48.8%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Overall Satisfaction & Institutional Climate										
70.I am satisfied with the overall quality of my education.	0	0.0%	0	0.0%	9	20.9%	15	34.9%	19	44.2%
71.Faculty and staff treated me with respect and professionalism.	0	0.0%	1	2.3%	11	25.6%	13	30.2%	18	41.9%
72.The university provided an inclusive and supportive environment.	1	2.3%	0	0.0%	9	20.9%	13	30.2%	20	46.5%
73.Campus communication kept me informed of important deadlines and events.	0	0.0%	1	2.3%	15	34.9%	9	20.9%	18	41.9%
74.I would recommend this university to others.	0	0.0%	0	0.0%	12	27.9%	12	27.9%	19	44.2%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
College of Agricultural, Family and Consumer Sciences										
Graduate										
Course Design, Learning Outcomes & Instruction										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	0	0.0%	1	16.7%	0	0.0%	5	83.3%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	0	0.0%	1	16.7%	0	0.0%	5	83.3%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	1	16.7%	0	0.0%	5	83.3%
20.The instructor provided timely, constructive, and useful feedback.	0	0.0%	1	16.7%	0	0.0%	0	0.0%	5	83.3%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
Student-Focused Teaching & Learning Environment										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	1	16.7%	0	0.0%	0	0.0%	5	83.3%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	1	16.7%	0	0.0%	0	0.0%	5	83.3%
24.I received constructive feedback that improved my learning.	0	0.0%	1	16.7%	0	0.0%	0	0.0%	5	83.3%
25.Instructional strategies supported different learning styles.	0	0.0%	1	16.7%	0	0.0%	0	0.0%	5	83.3%
Academic Program Effectiveness										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
30.Program requirements were clear and consistently communicated.	1	16.7%	0	0.0%	0	0.0%	0	0.0%	5	83.3%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Teaching, Research, Service & Creative Scholarship										
33.My program emphasized the importance of research and/or scholarly activity.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
34.Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	0	0.0%	1	16.7%	0	0.0%	5	83.3%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
36.I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
Institutional & General Education Learning Outcomes										
37.My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
38.I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
39.I gained appreciation for cultural and global perspectives.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
40.I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
41.I understand ethical and responsible behavior.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
42.I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
Diversity, Equity, Inclusion & Belonging										
43.The campus environment respects and values diversity.	0	0.0%	0	0.0%	0	0.0%	2	33.3%	4	66.7%
44.Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	0	0.0%	1	16.7%	0	0.0%	5	83.3%
45.I felt a sense of belonging and inclusion at Southern University.	0	0.0%	0	0.0%	2	33.3%	1	16.7%	3	50.0%
Global Leadership, Career Preparation & Workforce Readiness										
46.My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
47.I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
48.The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
49.I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
50.I feel prepared to transition successfully into a career or advanced study.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Post-Graduation Plans & Career Readiness										
51.My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	0	0.0%	1	16.7%	5	83.3%
52.I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	1	16.7%	0	0.0%	5	83.3%
53.Career services helped connect me to opportunities.	0	0.0%	0	0.0%	1	16.7%	0	0.0%	5	83.3%
Academic & Student Support Services										
56.Academic advising helped me make informed decisions.	1	16.7%	0	0.0%	0	0.0%	0	0.0%	5	83.3%
57.Library and learning resources supported my academic success.	1	16.7%	0	0.0%	1	16.7%	1	16.7%	3	50.0%
58.Tutoring or academic support services improved my performance.	1	16.7%	0	0.0%	1	16.7%	0	0.0%	4	66.7%
59.Career services prepared me for employment or graduate school.	1	16.7%	0	0.0%	1	16.7%	1	16.7%	3	50.0%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	1	16.7%	0	0.0%	1	16.7%	0	0.0%	4	66.7%
Instructional Modalities, Technology & Access										
61.Courses offered in different instructional modalities supported my learning needs.	0	0.0%	0	0.0%	1	16.7%	1	16.7%	4	66.7%
62.Technology used in my courses enhanced my overall learning experience.	0	0.0%	0	0.0%	1	16.7%	1	16.7%	4	66.7%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	0	0.0%	1	16.7%	1	16.7%	4	66.7%
Campus Facilities & Learning Environment										
64.Classroom and lab spaces were conducive to learning.	0	0.0%	0	0.0%	2	33.3%	0	0.0%	4	66.7%
65.Campus buildings and grounds were well-maintained.	1	16.7%	0	0.0%	2	33.3%	0	0.0%	3	50.0%
66.Campus Wi-Fi and technology resources were reliable.	1	16.7%	0	0.0%	1	16.7%	0	0.0%	4	66.7%
67.Safety and security measures made me feel comfortable on campus.	1	16.7%	0	0.0%	1	16.7%	0	0.0%	4	66.7%
68.Recreational and wellness facilities supported student engagement.	1	16.7%	0	0.0%	1	16.7%	0	0.0%	4	66.7%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Overall Satisfaction & Institutional Climate										
70.I am satisfied with the overall quality of my education.	0	0.0%	0	0.0%	1	16.7%	1	16.7%	4	66.7%
71.Faculty and staff treated me with respect and professionalism.	0	0.0%	0	0.0%	2	33.3%	1	16.7%	3	50.0%
72.The university provided an inclusive and supportive environment.	0	0.0%	0	0.0%	2	33.3%	1	16.7%	3	50.0%
73.Campus communication kept me informed of important deadlines and events.	1	16.7%	0	0.0%	0	0.0%	0	0.0%	5	83.3%
74.I would recommend this university to others.	0	0.0%	0	0.0%	2	33.3%	1	16.7%	3	50.0%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
College of Business										
College										
Course Design, Learning Outcomes & Instruction										
17.The instructor clearly explained course objectives and expected outcomes.	1	1.7%	0	0.0%	13	21.7%	25	41.7%	21	35.0%
18.Assignments and assessments reflected the stated learning outcomes.	1	1.7%	0	0.0%	12	20.0%	27	45.0%	20	33.3%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	17	28.3%	25	41.7%	18	30.0%
20.The instructor provided timely, constructive, and useful feedback.	1	1.7%	0	0.0%	17	28.3%	23	38.3%	19	31.7%
21.The course supported my development as an independent, self-directed learner.	1	1.7%	1	1.7%	12	20.0%	26	43.3%	20	33.3%
Student-Focused Teaching & Learning Environment										
22.My courses provided a supportive, student-centered learning environment.	1	1.7%	0	0.0%	12	20.0%	26	43.3%	21	35.0%
23.Faculty demonstrated a commitment to my academic success.	1	1.7%	0	0.0%	14	23.3%	24	40.0%	21	35.0%
24.I received constructive feedback that improved my learning.	1	1.7%	2	3.3%	13	21.7%	26	43.3%	18	30.0%
25.Instructional strategies supported different learning styles.	2	3.3%	4	6.7%	10	16.7%	27	45.0%	17	28.3%
Academic Program Effectiveness										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	1	1.7%	10	16.7%	28	46.7%	21	35.0%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	1	1.7%	8	13.3%	31	51.7%	20	33.3%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	2	3.3%	10	16.7%	27	45.0%	21	35.0%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	2	3.3%	10	16.7%	28	46.7%	20	33.3%
30.Program requirements were clear and consistently communicated.	0	0.0%	4	6.7%	9	15.0%	29	48.3%	18	30.0%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	1	1.7%	8	13.3%	29	48.3%	22	36.7%
32.My academic program prepared me for my next step (career or graduate study).	3	5.0%	2	3.3%	8	13.3%	25	41.7%	22	36.7%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Teaching, Research, Service & Creative Scholarship										
33.My program emphasized the importance of research and/or scholarly activity.	0	0.0%	1	1.7%	14	23.3%	25	41.7%	20	33.3%
34.Faculty integrated research, scholarship, or creative work into coursework.	3	5.0%	0	0.0%	12	20.0%	25	41.7%	20	33.3%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	1	1.7%	1	1.7%	10	16.7%	26	43.3%	22	36.7%
36.I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	2	3.3%	11	18.3%	26	43.3%	21	35.0%
Institutional & General Education Learning Outcomes										
37.My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	11	18.3%	29	48.3%	20	33.3%
38.I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	8	13.3%	30	50.0%	22	36.7%
39.I gained appreciation for cultural and global perspectives.	1	1.7%	0	0.0%	12	20.0%	27	45.0%	20	33.3%
40.I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	12	20.0%	29	48.3%	19	31.7%
41.I understand ethical and responsible behavior.	0	0.0%	0	0.0%	8	13.3%	26	43.3%	26	43.3%
42.I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	9	15.0%	27	45.0%	24	40.0%
Diversity, Equity, Inclusion & Belonging										
43.The campus environment respects and values diversity.	0	0.0%	2	3.3%	13	21.7%	26	43.3%	19	31.7%
44.Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	1	1.7%	1	1.7%	13	21.7%	27	45.0%	18	30.0%
45.I felt a sense of belonging and inclusion at Southern University.	2	3.3%	1	1.7%	13	21.7%	26	43.3%	18	30.0%
Global Leadership, Career Preparation & Workforce Readiness										
46.My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	2	3.3%	13	21.7%	25	41.7%	20	33.3%
47.I had opportunities to apply learning to real-world or professional contexts.	1	1.7%	1	1.7%	9	15.0%	30	50.0%	19	31.7%
48.The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	13	21.7%	26	43.3%	21	35.0%
49.I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	2	3.3%	10	16.7%	26	43.3%	22	36.7%
50.I feel prepared to transition successfully into a career or advanced study.	1	1.7%	1	1.7%	13	21.7%	23	38.3%	22	36.7%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Post-Graduation Plans & Career Readiness										
51.My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	14	23.3%	24	40.0%	22	36.7%
52.I feel confident competing in my chosen career field.	1	1.7%	1	1.7%	10	16.7%	27	45.0%	21	35.0%
53.Career services helped connect me to opportunities.	4	6.7%	2	3.3%	16	26.7%	21	35.0%	17	28.3%
Academic & Student Support Services										
56.Academic advising helped me make informed decisions.	3	5.0%	3	5.0%	11	18.3%	26	43.3%	17	28.3%
57.Library and learning resources supported my academic success.	1	1.7%	0	0.0%	15	25.0%	28	46.7%	16	26.7%
58.Tutoring or academic support services improved my performance.	2	3.3%	1	1.7%	25	41.7%	17	28.3%	15	25.0%
59.Career services prepared me for employment or graduate school.	4	6.7%	1	1.7%	22	36.7%	19	31.7%	14	23.3%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	1	1.7%	5	8.3%	14	23.3%	23	38.3%	17	28.3%
Instructional Modalities, Technology & Access										
61.Courses offered in different instructional modalities supported my learning needs.	2	3.3%	1	1.7%	13	21.7%	25	41.7%	19	31.7%
62.Technology used in my courses enhanced my overall learning experience.	1	1.7%	2	3.3%	10	16.7%	28	46.7%	19	31.7%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	1	1.7%	1	1.7%	11	18.3%	30	50.0%	17	28.3%
Campus Facilities & Learning Environment										
64.Classroom and lab spaces were conducive to learning.	0	0.0%	2	3.3%	19	31.7%	23	38.3%	16	26.7%
65.Campus buildings and grounds were well-maintained.	1	1.7%	5	8.3%	21	35.0%	19	31.7%	14	23.3%
66.Campus Wi-Fi and technology resources were reliable.	2	3.3%	7	11.7%	21	35.0%	18	30.0%	12	20.0%
67.Safety and security measures made me feel comfortable on campus.	1	1.7%	9	15.0%	18	30.0%	19	31.7%	13	21.7%
68.Recreational and wellness facilities supported student engagement.	1	1.7%	2	3.3%	20	33.3%	22	36.7%	15	25.0%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Overall Satisfaction & Institutional Climate										
70.I am satisfied with the overall quality of my education.	0	0.0%	0	0.0%	14	23.3%	27	45.0%	19	31.7%
71.Faculty and staff treated me with respect and professionalism.	3	5.0%	0	0.0%	14	23.3%	28	46.7%	15	25.0%
72.The university provided an inclusive and supportive environment.	1	1.7%	2	3.3%	16	26.7%	25	41.7%	16	26.7%
73.Campus communication kept me informed of important deadlines and events.	1	1.7%	2	3.3%	16	26.7%	26	43.3%	15	25.0%
74.I would recommend this university to others.	2	3.3%	2	3.3%	11	18.3%	28	46.7%	17	28.3%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
College of Business										
Undergraduate										
Course Design, Learning Outcomes & Instruction										
17.The instructor clearly explained course objectives and expected outcomes.	1	2.1%	0	0.0%	11	23.4%	19	40.4%	16	34.0%
18.Assignments and assessments reflected the stated learning outcomes.	1	2.1%	0	0.0%	10	21.3%	20	42.6%	16	34.0%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	15	31.9%	18	38.3%	14	29.8%
20.The instructor provided timely, constructive, and useful feedback.	1	2.1%	0	0.0%	15	31.9%	17	36.2%	14	29.8%
21.The course supported my development as an independent, self-directed learner.	1	2.1%	1	2.1%	9	19.1%	19	40.4%	17	36.2%
Student-Focused Teaching & Learning Environment										
22.My courses provided a supportive, student-centered learning environment.	1	2.1%	0	0.0%	11	23.4%	19	40.4%	16	34.0%
23.Faculty demonstrated a commitment to my academic success.	1	2.1%	0	0.0%	12	25.5%	18	38.3%	16	34.0%
24.I received constructive feedback that improved my learning.	1	2.1%	1	2.1%	11	23.4%	19	40.4%	15	31.9%
25.Instructional strategies supported different learning styles.	2	4.3%	3	6.4%	9	19.1%	19	40.4%	14	29.8%
Academic Program Effectiveness										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	1	2.1%	9	19.1%	21	44.7%	16	34.0%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	1	2.1%	7	14.9%	23	48.9%	16	34.0%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	2	4.3%	9	19.1%	20	42.6%	16	34.0%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	2	4.3%	8	17.0%	22	46.8%	15	31.9%
30.Program requirements were clear and consistently communicated.	0	0.0%	3	6.4%	8	17.0%	21	44.7%	15	31.9%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	1	2.1%	7	14.9%	23	48.9%	16	34.0%
32.My academic program prepared me for my next step (career or graduate study).	2	4.3%	2	4.3%	7	14.9%	20	42.6%	16	34.0%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Teaching, Research, Service & Creative Scholarship										
33. My program emphasized the importance of research and/or scholarly activity.	0	0.0%	1	2.1%	11	23.4%	20	42.6%	15	31.9%
34. Faculty integrated research, scholarship, or creative work into coursework.	3	6.4%	0	0.0%	10	21.3%	18	38.3%	16	34.0%
35. I had opportunities to participate in research, creative projects, or community-engagement activities.	1	2.1%	1	2.1%	9	19.1%	18	38.3%	18	38.3%
36. I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	2	4.3%	8	17.0%	21	44.7%	16	34.0%
Institutional & General Education Learning Outcomes										
37. My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	9	19.1%	23	48.9%	15	31.9%
38. I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	6	12.8%	24	51.1%	17	36.2%
39. I gained appreciation for cultural and global perspectives.	1	2.1%	0	0.0%	9	19.1%	23	48.9%	14	29.8%
40. I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	9	19.1%	24	51.1%	14	29.8%
41. I understand ethical and responsible behavior.	0	0.0%	0	0.0%	6	12.8%	22	46.8%	19	40.4%
42. I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	7	14.9%	22	46.8%	18	38.3%
Diversity, Equity, Inclusion & Belonging										
43. The campus environment respects and values diversity.	0	0.0%	1	2.1%	11	23.4%	21	44.7%	14	29.8%
44. Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	1	2.1%	1	2.1%	11	23.4%	21	44.7%	13	27.7%
45. I felt a sense of belonging and inclusion at Southern University.	2	4.3%	1	2.1%	10	21.3%	20	42.6%	14	29.8%
Global Leadership, Career Preparation & Workforce Readiness										
46. My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	2	4.3%	11	23.4%	20	42.6%	14	29.8%
47. I had opportunities to apply learning to real-world or professional contexts.	1	2.1%	1	2.1%	8	17.0%	24	51.1%	13	27.7%
48. The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	11	23.4%	21	44.7%	15	31.9%
49. I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	1	2.1%	9	19.1%	21	44.7%	16	34.0%
50. I feel prepared to transition successfully into a career or advanced study.	1	2.1%	0	0.0%	12	25.5%	19	40.4%	15	31.9%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Post-Graduation Plans & Career Readiness										
51.My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	11	23.4%	19	40.4%	17	36.2%
52.I feel confident competing in my chosen career field.	1	2.1%	0	0.0%	9	19.1%	21	44.7%	16	34.0%
53.Career services helped connect me to opportunities.	3	6.4%	2	4.3%	14	29.8%	15	31.9%	13	27.7%
Academic & Student Support Services										
56.Academic advising helped me make informed decisions.	2	4.3%	3	6.4%	10	21.3%	19	40.4%	13	27.7%
57.Library and learning resources supported my academic success.	0	0.0%	0	0.0%	11	23.4%	23	48.9%	13	27.7%
58.Tutoring or academic support services improved my performance.	1	2.1%	0	0.0%	21	44.7%	13	27.7%	12	25.5%
59.Career services prepared me for employment or graduate school.	3	6.4%	1	2.1%	17	36.2%	15	31.9%	11	23.4%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	0	0.0%	5	10.6%	12	25.5%	17	36.2%	13	27.7%
Instructional Modalities, Technology & Access										
61.Courses offered in different instructional modalities supported my learning needs.	2	4.3%	0	0.0%	12	25.5%	19	40.4%	14	29.8%
62.Technology used in my courses enhanced my overall learning experience.	1	2.1%	1	2.1%	8	17.0%	21	44.7%	16	34.0%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	1	2.1%	0	0.0%	10	21.3%	23	48.9%	13	27.7%
Campus Facilities & Learning Environment										
64.Classroom and lab spaces were conducive to learning.	0	0.0%	2	4.3%	13	27.7%	19	40.4%	13	27.7%
65.Campus buildings and grounds were well-maintained.	1	2.1%	4	8.5%	16	34.0%	15	31.9%	11	23.4%
66.Campus Wi-Fi and technology resources were reliable.	2	4.3%	7	14.9%	14	29.8%	14	29.8%	10	21.3%
67.Safety and security measures made me feel comfortable on campus.	1	2.1%	9	19.1%	12	25.5%	15	31.9%	10	21.3%
68.Recreational and wellness facilities supported student engagement.	1	2.1%	2	4.3%	14	29.8%	18	38.3%	12	25.5%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Overall Satisfaction & Institutional Climate										
70.I am satisfied with the overall quality of my education.	0	0.0%	0	0.0%	12	25.5%	22	46.8%	13	27.7%
71.Faculty and staff treated me with respect and professionalism.	3	6.4%	0	0.0%	12	25.5%	22	46.8%	10	21.3%
72.The university provided an inclusive and supportive environment.	1	2.1%	2	4.3%	14	29.8%	19	40.4%	11	23.4%
73.Campus communication kept me informed of important deadlines and events.	1	2.1%	1	2.1%	14	29.8%	19	40.4%	12	25.5%
74.I would recommend this university to others.	2	4.3%	2	4.3%	9	19.1%	22	46.8%	12	25.5%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
College of Business										
Graduate										
Course Design, Learning Outcomes & Instruction										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	0	0.0%	2	15.4%	6	46.2%	5	38.5%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	0	0.0%	2	15.4%	7	53.8%	4	30.8%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	2	15.4%	7	53.8%	4	30.8%
20.The instructor provided timely, constructive, and useful feedback.	0	0.0%	0	0.0%	2	15.4%	6	46.2%	5	38.5%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	0	0.0%	3	23.1%	7	53.8%	3	23.1%
Student-Focused Teaching & Learning Environment										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	0	0.0%	1	7.7%	7	53.8%	5	38.5%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	0	0.0%	2	15.4%	6	46.2%	5	38.5%
24.I received constructive feedback that improved my learning.	0	0.0%	1	7.7%	2	15.4%	7	53.8%	3	23.1%
25.Instructional strategies supported different learning styles.	0	0.0%	1	7.7%	1	7.7%	8	61.5%	3	23.1%
Academic Program Effectiveness										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	0	0.0%	1	7.7%	7	53.8%	5	38.5%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	0	0.0%	1	7.7%	8	61.5%	4	30.8%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	0	0.0%	1	7.7%	7	53.8%	5	38.5%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	0	0.0%	2	15.4%	6	46.2%	5	38.5%
30.Program requirements were clear and consistently communicated.	0	0.0%	1	7.7%	1	7.7%	8	61.5%	3	23.1%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	1	7.7%	6	46.2%	6	46.2%
32.My academic program prepared me for my next step (career or graduate study).	1	7.7%	0	0.0%	1	7.7%	5	38.5%	6	46.2%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Teaching, Research, Service & Creative Scholarship										
33.My program emphasized the importance of research and/or scholarly activity.	0	0.0%	0	0.0%	3	23.1%	5	38.5%	5	38.5%
34.Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	0	0.0%	2	15.4%	7	53.8%	4	30.8%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	0	0.0%	1	7.7%	8	61.5%	4	30.8%
36.I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	0	0.0%	3	23.1%	5	38.5%	5	38.5%
Institutional & General Education Learning Outcomes										
37.My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	2	15.4%	6	46.2%	5	38.5%
38.I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	2	15.4%	6	46.2%	5	38.5%
39.I gained appreciation for cultural and global perspectives.	0	0.0%	0	0.0%	3	23.1%	4	30.8%	6	46.2%
40.I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	3	23.1%	5	38.5%	5	38.5%
41.I understand ethical and responsible behavior.	0	0.0%	0	0.0%	2	15.4%	4	30.8%	7	53.8%
42.I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	2	15.4%	5	38.5%	6	46.2%
Diversity, Equity, Inclusion & Belonging										
43.The campus environment respects and values diversity.	0	0.0%	1	7.7%	2	15.4%	5	38.5%	5	38.5%
44.Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	0	0.0%	2	15.4%	6	46.2%	5	38.5%
45.I felt a sense of belonging and inclusion at Southern University.	0	0.0%	0	0.0%	3	23.1%	6	46.2%	4	30.8%
Global Leadership, Career Preparation & Workforce Readiness										
46.My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	0	0.0%	2	15.4%	5	38.5%	6	46.2%
47.I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	1	7.7%	6	46.2%	6	46.2%
48.The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	2	15.4%	5	38.5%	6	46.2%
49.I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	1	7.7%	1	7.7%	5	38.5%	6	46.2%
50.I feel prepared to transition successfully into a career or advanced study.	0	0.0%	1	7.7%	1	7.7%	4	30.8%	7	53.8%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Post-Graduation Plans & Career Readiness										
51.My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	3	23.1%	5	38.5%	5	38.5%
52.I feel confident competing in my chosen career field.	0	0.0%	1	7.7%	1	7.7%	6	46.2%	5	38.5%
53.Career services helped connect me to opportunities.	1	7.7%	0	0.0%	2	15.4%	6	46.2%	4	30.8%
Academic & Student Support Services										
56.Academic advising helped me make informed decisions.	1	7.7%	0	0.0%	1	7.7%	7	53.8%	4	30.8%
57.Library and learning resources supported my academic success.	1	7.7%	0	0.0%	4	30.8%	5	38.5%	3	23.1%
58.Tutoring or academic support services improved my performance.	1	7.7%	1	7.7%	4	30.8%	4	30.8%	3	23.1%
59.Career services prepared me for employment or graduate school.	1	7.7%	0	0.0%	5	38.5%	4	30.8%	3	23.1%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	1	7.7%	0	0.0%	2	15.4%	6	46.2%	4	30.8%
Instructional Modalities, Technology & Access										
61.Courses offered in different instructional modalities supported my learning needs.	0	0.0%	1	7.7%	1	7.7%	6	46.2%	5	38.5%
62.Technology used in my courses enhanced my overall learning experience.	0	0.0%	1	7.7%	2	15.4%	7	53.8%	3	23.1%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	1	7.7%	1	7.7%	7	53.8%	4	30.8%
Campus Facilities & Learning Environment										
64.Classroom and lab spaces were conducive to learning.	0	0.0%	0	0.0%	6	46.2%	4	30.8%	3	23.1%
65.Campus buildings and grounds were well-maintained.	0	0.0%	1	7.7%	5	38.5%	4	30.8%	3	23.1%
66.Campus Wi-Fi and technology resources were reliable.	0	0.0%	0	0.0%	7	53.8%	4	30.8%	2	15.4%
67.Safety and security measures made me feel comfortable on campus.	0	0.0%	0	0.0%	6	46.2%	4	30.8%	3	23.1%
68.Recreational and wellness facilities supported student engagement.	0	0.0%	0	0.0%	6	46.2%	4	30.8%	3	23.1%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Overall Satisfaction & Institutional Climate										
70.I am satisfied with the overall quality of my education.	0	0.0%	0	0.0%	2	15.4%	5	38.5%	6	46.2%
71.Faculty and staff treated me with respect and professionalism.	0	0.0%	0	0.0%	2	15.4%	6	46.2%	5	38.5%
72.The university provided an inclusive and supportive environment.	0	0.0%	0	0.0%	2	15.4%	6	46.2%	5	38.5%
73.Campus communication kept me informed of important deadlines and events.	0	0.0%	1	7.7%	2	15.4%	7	53.8%	3	23.1%
74.I would recommend this university to others.	0	0.0%	0	0.0%	2	15.4%	6	46.2%	5	38.5%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Nelson Mandela College of Government and Social Sciences										
College										
Course Design, Learning Outcomes & Instruction										
17.The instructor clearly explained course objectives and expected outcomes.	2	2.2%	4	4.3%	13	14.0%	29	31.2%	45	48.4%
18.Assignments and assessments reflected the stated learning outcomes.	1	1.1%	4	4.3%	16	17.2%	28	30.1%	44	47.3%
19.Course content contributed meaningfully to my academic development and real-world applications.	1	1.1%	1	1.1%	15	16.1%	30	32.3%	46	49.5%
20.The instructor provided timely, constructive, and useful feedback.	1	1.1%	2	2.2%	25	26.9%	23	24.7%	42	45.2%
21.The course supported my development as an independent, self-directed learner.	1	1.1%	2	2.2%	14	15.1%	32	34.4%	44	47.3%
Student-Focused Teaching & Learning Environment										
22.My courses provided a supportive, student-centered learning environment.	2	2.2%	1	1.1%	19	20.4%	30	32.3%	41	44.1%
23.Faculty demonstrated a commitment to my academic success.	4	4.3%	3	3.2%	13	14.0%	31	33.3%	42	45.2%
24.I received constructive feedback that improved my learning.	3	3.2%	1	1.1%	20	21.5%	30	32.3%	39	41.9%
25.Instructional strategies supported different learning styles.	3	3.2%	5	5.4%	19	20.4%	25	26.9%	41	44.1%
Academic Program Effectiveness										
26.My academic program improved my ability to think critically and solve problems.	1	1.1%	1	1.1%	14	15.1%	33	35.5%	44	47.3%
27.My coursework strengthened my written and oral communication skills.	2	2.2%	0	0.0%	13	14.0%	36	38.7%	42	45.2%
28.Faculty in my program demonstrated expertise in their field.	1	1.1%	1	1.1%	17	18.3%	27	29.0%	47	50.5%
29.I was encouraged to apply knowledge to real-world or professional situations.	1	1.1%	0	0.0%	11	11.8%	34	36.6%	47	50.5%
30.Program requirements were clear and consistently communicated.	3	3.2%	8	8.6%	17	18.3%	22	23.7%	43	46.2%
31.I was able to apply what I learned to other courses, work, or personal contexts.	1	1.1%	1	1.1%	15	16.1%	28	30.1%	48	51.6%
32.My academic program prepared me for my next step (career or graduate study).	2	2.2%	2	2.2%	18	19.4%	26	28.0%	45	48.4%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Teaching, Research, Service & Creative Scholarship										
33.My program emphasized the importance of research and/or scholarly activity.	1	1.1%	1	1.1%	16	17.2%	25	26.9%	50	53.8%
34.Faculty integrated research, scholarship, or creative work into coursework.	1	1.1%	6	6.5%	13	14.0%	29	31.2%	44	47.3%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	1	1.1%	4	4.3%	16	17.2%	25	26.9%	47	50.5%
36.I gained experience applying knowledge through research, creative projects, or service.	1	1.1%	2	2.2%	18	19.4%	25	26.9%	47	50.5%
Institutional & General Education Learning Outcomes										
37.My education enhanced my ability to analyze, evaluate, and synthesize information.	1	1.1%	2	2.2%	11	11.8%	34	36.6%	45	48.4%
38.I can communicate effectively with diverse audiences.	1	1.1%	2	2.2%	11	11.8%	29	31.2%	50	53.8%
39.I gained appreciation for cultural and global perspectives.	1	1.1%	2	2.2%	13	14.0%	30	32.3%	47	50.5%
40.I can apply quantitative reasoning to solve problems.	1	1.1%	2	2.2%	12	12.9%	28	30.1%	50	53.8%
41.I understand ethical and responsible behavior.	1	1.1%	2	2.2%	11	11.8%	24	25.8%	55	59.1%
42.I can effectively use technology for learning and problem-solving.	1	1.1%	1	1.1%	13	14.0%	25	26.9%	53	57.0%
Diversity, Equity, Inclusion & Belonging										
43.The campus environment respects and values diversity.	1	1.1%	2	2.2%	17	18.3%	26	28.0%	47	50.5%
44.Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	2	2.2%	2	2.2%	15	16.1%	31	33.3%	43	46.2%
45.I felt a sense of belonging and inclusion at Southern University.	3	3.2%	4	4.3%	15	16.1%	23	24.7%	48	51.6%
Global Leadership, Career Preparation & Workforce Readiness										
46.My program prepared me with the knowledge and skills needed for my chosen career field.	1	1.1%	3	3.2%	13	14.0%	26	28.0%	50	53.8%
47.I had opportunities to apply learning to real-world or professional contexts.	1	1.1%	3	3.2%	14	15.1%	25	26.9%	50	53.8%
48.The program strengthened my problem-solving, decision-making, and communication abilities.	1	1.1%	1	1.1%	16	17.2%	26	28.0%	49	52.7%
49.I gained experience using tools, technologies, or methods relevant to my field.	1	1.1%	1	1.1%	17	18.3%	25	26.9%	49	52.7%
50.I feel prepared to transition successfully into a career or advanced study.	1	1.1%	1	1.1%	15	16.1%	24	25.8%	52	55.9%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Post-Graduation Plans & Career Readiness										
51.My academic program prepared me with the knowledge and skills required for my career goals.	1	1.1%	0	0.0%	17	18.3%	28	30.1%	47	50.5%
52.I feel confident competing in my chosen career field.	1	1.1%	0	0.0%	16	17.2%	24	25.8%	52	55.9%
53.Career services helped connect me to opportunities.	3	3.2%	6	6.5%	23	24.7%	21	22.6%	40	43.0%
Academic & Student Support Services										
56.Academic advising helped me make informed decisions.	9	9.7%	8	8.6%	19	20.4%	20	21.5%	37	39.8%
57.Library and learning resources supported my academic success.	3	3.2%	2	2.2%	27	29.0%	27	29.0%	34	36.6%
58.Tutoring or academic support services improved my performance.	6	6.5%	7	7.5%	30	32.3%	21	22.6%	29	31.2%
59.Career services prepared me for employment or graduate school.	10	10.8%	11	11.8%	29	31.2%	15	16.1%	28	30.1%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	7	7.5%	7	7.5%	26	28.0%	21	22.6%	32	34.4%
Instructional Modalities, Technology & Access										
61.Courses offered in different instructional modalities supported my learning needs.	1	1.1%	2	2.2%	21	22.6%	30	32.3%	39	41.9%
62.Technology used in my courses enhanced my overall learning experience.	1	1.1%	2	2.2%	20	21.5%	29	31.2%	41	44.1%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	1	1.1%	5	5.4%	20	21.5%	27	29.0%	40	43.0%
Campus Facilities & Learning Environment										
64.Classroom and lab spaces were conducive to learning.	5	5.4%	3	3.2%	28	30.1%	23	24.7%	34	36.6%
65.Campus buildings and grounds were well-maintained.	9	9.7%	10	10.8%	28	30.1%	18	19.4%	28	30.1%
66.Campus Wi-Fi and technology resources were reliable.	15	16.1%	11	11.8%	26	28.0%	17	18.3%	24	25.8%
67.Safety and security measures made me feel comfortable on campus.	6	6.5%	12	12.9%	21	22.6%	27	29.0%	27	29.0%
68.Recreational and wellness facilities supported student engagement.	5	5.4%	5	5.4%	20	21.5%	30	32.3%	33	35.5%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Overall Satisfaction & Institutional Climate										
70.I am satisfied with the overall quality of my education.	1	1.1%	2	2.2%	15	16.1%	33	35.5%	42	45.2%
71.Faculty and staff treated me with respect and professionalism.	4	4.3%	7	7.5%	19	20.4%	26	28.0%	37	39.8%
72.The university provided an inclusive and supportive environment.	2	2.2%	6	6.5%	19	20.4%	26	28.0%	40	43.0%
73.Campus communication kept me informed of important deadlines and events.	4	4.3%	9	9.7%	24	25.8%	19	20.4%	37	39.8%
74.I would recommend this university to others.	5	5.4%	6	6.5%	21	22.6%	21	22.6%	40	43.0%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Nelson Mandela College of Government and Social Sciences										
Undergraduate										
Course Design, Learning Outcomes & Instruction										
17.The instructor clearly explained course objectives and expected outcomes.	2	2.6%	4	5.2%	10	13.0%	25	32.5%	36	46.8%
18.Assignments and assessments reflected the stated learning outcomes.	1	1.3%	4	5.2%	13	16.9%	24	31.2%	35	45.5%
19.Course content contributed meaningfully to my academic development and real-world applications.	1	1.3%	1	1.3%	13	16.9%	26	33.8%	36	46.8%
20.The instructor provided timely, constructive, and useful feedback.	1	1.3%	2	2.6%	21	27.3%	20	26.0%	33	42.9%
21.The course supported my development as an independent, self-directed learner.	1	1.3%	2	2.6%	12	15.6%	27	35.1%	35	45.5%
Student-Focused Teaching & Learning Environment										
22.My courses provided a supportive, student-centered learning environment.	2	2.6%	1	1.3%	16	20.8%	25	32.5%	33	42.9%
23.Faculty demonstrated a commitment to my academic success.	4	5.2%	2	2.6%	12	15.6%	25	32.5%	34	44.2%
24.I received constructive feedback that improved my learning.	3	3.9%	1	1.3%	19	24.7%	23	29.9%	31	40.3%
25.Instructional strategies supported different learning styles.	3	3.9%	3	3.9%	17	22.1%	21	27.3%	33	42.9%
Academic Program Effectiveness										
26.My academic program improved my ability to think critically and solve problems.	1	1.3%	0	0.0%	11	14.3%	30	39.0%	35	45.5%
27.My coursework strengthened my written and oral communication skills.	2	2.6%	0	0.0%	10	13.0%	33	42.9%	32	41.6%
28.Faculty in my program demonstrated expertise in their field.	1	1.3%	1	1.3%	14	18.2%	24	31.2%	37	48.1%
29.I was encouraged to apply knowledge to real-world or professional situations.	1	1.3%	0	0.0%	9	11.7%	29	37.7%	38	49.4%
30.Program requirements were clear and consistently communicated.	2	2.6%	6	7.8%	14	18.2%	20	26.0%	35	45.5%
31.I was able to apply what I learned to other courses, work, or personal contexts.	1	1.3%	1	1.3%	12	15.6%	24	31.2%	39	50.6%
32.My academic program prepared me for my next step (career or graduate study).	1	1.3%	2	2.6%	14	18.2%	23	29.9%	37	48.1%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Teaching, Research, Service & Creative Scholarship										
33.My program emphasized the importance of research and/or scholarly activity.	1	1.3%	1	1.3%	14	18.2%	23	29.9%	38	49.4%
34.Faculty integrated research, scholarship, or creative work into coursework.	1	1.3%	6	7.8%	11	14.3%	25	32.5%	34	44.2%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	1	1.3%	4	5.2%	12	15.6%	23	29.9%	37	48.1%
36.I gained experience applying knowledge through research, creative projects, or service.	1	1.3%	2	2.6%	14	18.2%	23	29.9%	37	48.1%
Institutional & General Education Learning Outcomes										
37.My education enhanced my ability to analyze, evaluate, and synthesize information.	1	1.3%	2	2.6%	9	11.7%	29	37.7%	36	46.8%
38.I can communicate effectively with diverse audiences.	1	1.3%	2	2.6%	9	11.7%	25	32.5%	40	51.9%
39.I gained appreciation for cultural and global perspectives.	1	1.3%	2	2.6%	11	14.3%	25	32.5%	38	49.4%
40.I can apply quantitative reasoning to solve problems.	1	1.3%	2	2.6%	10	13.0%	24	31.2%	40	51.9%
41.I understand ethical and responsible behavior.	1	1.3%	2	2.6%	9	11.7%	21	27.3%	44	57.1%
42.I can effectively use technology for learning and problem-solving.	1	1.3%	1	1.3%	11	14.3%	21	27.3%	43	55.8%
Diversity, Equity, Inclusion & Belonging										
43.The campus environment respects and values diversity.	1	1.3%	1	1.3%	16	20.8%	21	27.3%	38	49.4%
44.Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	2	2.6%	2	2.6%	13	16.9%	26	33.8%	34	44.2%
45.I felt a sense of belonging and inclusion at Southern University.	1	1.3%	4	5.2%	15	19.5%	18	23.4%	39	50.6%
Global Leadership, Career Preparation & Workforce Readiness										
46.My program prepared me with the knowledge and skills needed for my chosen career field.	1	1.3%	2	2.6%	11	14.3%	22	28.6%	41	53.2%
47.I had opportunities to apply learning to real-world or professional contexts.	1	1.3%	2	2.6%	11	14.3%	22	28.6%	41	53.2%
48.The program strengthened my problem-solving, decision-making, and communication abilities.	1	1.3%	0	0.0%	14	18.2%	22	28.6%	40	51.9%
49.I gained experience using tools, technologies, or methods relevant to my field.	1	1.3%	0	0.0%	14	18.2%	22	28.6%	40	51.9%
50.I feel prepared to transition successfully into a career or advanced study.	1	1.3%	0	0.0%	12	15.6%	21	27.3%	43	55.8%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Post-Graduation Plans & Career Readiness										
51.My academic program prepared me with the knowledge and skills required for my career goals.	1	1.3%	0	0.0%	14	18.2%	24	31.2%	38	49.4%
52.I feel confident competing in my chosen career field.	1	1.3%	0	0.0%	13	16.9%	20	26.0%	43	55.8%
53.Career services helped connect me to opportunities.	3	3.9%	6	7.8%	17	22.1%	19	24.7%	32	41.6%
Academic & Student Support Services										
56.Academic advising helped me make informed decisions.	7	9.1%	7	9.1%	17	22.1%	17	22.1%	29	37.7%
57.Library and learning resources supported my academic success.	3	3.9%	2	2.6%	23	29.9%	21	27.3%	28	36.4%
58.Tutoring or academic support services improved my performance.	5	6.5%	6	7.8%	25	32.5%	18	23.4%	23	29.9%
59.Career services prepared me for employment or graduate school.	8	10.4%	10	13.0%	23	29.9%	14	18.2%	22	28.6%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	6	7.8%	7	9.1%	22	28.6%	17	22.1%	25	32.5%
Instructional Modalities, Technology & Access										
61.Courses offered in different instructional modalities supported my learning needs.	1	1.3%	2	2.6%	19	24.7%	25	32.5%	30	39.0%
62.Technology used in my courses enhanced my overall learning experience.	1	1.3%	1	1.3%	19	24.7%	24	31.2%	32	41.6%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	1	1.3%	4	5.2%	19	24.7%	22	28.6%	31	40.3%
Campus Facilities & Learning Environment										
64.Classroom and lab spaces were conducive to learning.	4	5.2%	2	2.6%	24	31.2%	21	27.3%	26	33.8%
65.Campus buildings and grounds were well-maintained.	8	10.4%	8	10.4%	24	31.2%	17	22.1%	20	26.0%
66.Campus Wi-Fi and technology resources were reliable.	14	18.2%	9	11.7%	22	28.6%	15	19.5%	17	22.1%
67.Safety and security measures made me feel comfortable on campus.	5	6.5%	11	14.3%	17	22.1%	25	32.5%	19	24.7%
68.Recreational and wellness facilities supported student engagement.	4	5.2%	4	5.2%	16	20.8%	28	36.4%	25	32.5%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Overall Satisfaction & Institutional Climate										
70.I am satisfied with the overall quality of my education.	1	1.3%	2	2.6%	12	15.6%	30	39.0%	32	41.6%
71.Faculty and staff treated me with respect and professionalism.	4	5.2%	4	5.2%	18	23.4%	23	29.9%	28	36.4%
72.The university provided an inclusive and supportive environment.	2	2.6%	4	5.2%	18	23.4%	23	29.9%	30	39.0%
73.Campus communication kept me informed of important deadlines and events.	3	3.9%	8	10.4%	22	28.6%	16	20.8%	28	36.4%
74.I would recommend this university to others.	5	6.5%	5	6.5%	17	22.1%	20	26.0%	30	39.0%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Nelson Mandela College of Government and Social Sciences										
Graduate										
Course Design, Learning Outcomes & Instruction										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	0	0.0%	3	18.8%	4	25.0%	9	56.3%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	0	0.0%	3	18.8%	4	25.0%	9	56.3%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	2	12.5%	4	25.0%	10	62.5%
20.The instructor provided timely, constructive, and useful feedback.	0	0.0%	0	0.0%	4	25.0%	3	18.8%	9	56.3%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	0	0.0%	2	12.5%	5	31.3%	9	56.3%
Student-Focused Teaching & Learning Environment										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	0	0.0%	3	18.8%	5	31.3%	8	50.0%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	1	6.3%	1	6.3%	6	37.5%	8	50.0%
24.I received constructive feedback that improved my learning.	0	0.0%	0	0.0%	1	6.3%	7	43.8%	8	50.0%
25.Instructional strategies supported different learning styles.	0	0.0%	2	12.5%	2	12.5%	4	25.0%	8	50.0%
Academic Program Effectiveness										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	1	6.3%	3	18.8%	3	18.8%	9	56.3%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	0	0.0%	3	18.8%	3	18.8%	10	62.5%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	0	0.0%	3	18.8%	3	18.8%	10	62.5%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	0	0.0%	2	12.5%	5	31.3%	9	56.3%
30.Program requirements were clear and consistently communicated.	1	6.3%	2	12.5%	3	18.8%	2	12.5%	8	50.0%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	3	18.8%	4	25.0%	9	56.3%
32.My academic program prepared me for my next step (career or graduate study).	1	6.3%	0	0.0%	4	25.0%	3	18.8%	8	50.0%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Teaching, Research, Service & Creative Scholarship										
33.My program emphasized the importance of research and/or scholarly activity.	0	0.0%	0	0.0%	2	12.5%	2	12.5%	12	75.0%
34.Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	0	0.0%	2	12.5%	4	25.0%	10	62.5%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	0	0.0%	4	25.0%	2	12.5%	10	62.5%
36.I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	0	0.0%	4	25.0%	2	12.5%	10	62.5%
Institutional & General Education Learning Outcomes										
37.My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	2	12.5%	5	31.3%	9	56.3%
38.I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	2	12.5%	4	25.0%	10	62.5%
39.I gained appreciation for cultural and global perspectives.	0	0.0%	0	0.0%	2	12.5%	5	31.3%	9	56.3%
40.I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	2	12.5%	4	25.0%	10	62.5%
41.I understand ethical and responsible behavior.	0	0.0%	0	0.0%	2	12.5%	3	18.8%	11	68.8%
42.I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	2	12.5%	4	25.0%	10	62.5%
Diversity, Equity, Inclusion & Belonging										
43.The campus environment respects and values diversity.	0	0.0%	1	6.3%	1	6.3%	5	31.3%	9	56.3%
44.Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	0	0.0%	2	12.5%	5	31.3%	9	56.3%
45.I felt a sense of belonging and inclusion at Southern University.	2	12.5%	0	0.0%	0	0.0%	5	31.3%	9	56.3%
Global Leadership, Career Preparation & Workforce Readiness										
46.My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	1	6.3%	2	12.5%	4	25.0%	9	56.3%
47.I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	1	6.3%	3	18.8%	3	18.8%	9	56.3%
48.The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	1	6.3%	2	12.5%	4	25.0%	9	56.3%
49.I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	1	6.3%	3	18.8%	3	18.8%	9	56.3%
50.I feel prepared to transition successfully into a career or advanced study.	0	0.0%	1	6.3%	3	18.8%	3	18.8%	9	56.3%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Post-Graduation Plans & Career Readiness										
51.My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	3	18.8%	4	25.0%	9	56.3%
52.I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	3	18.8%	4	25.0%	9	56.3%
53.Career services helped connect me to opportunities.	0	0.0%	0	0.0%	6	37.5%	2	12.5%	8	50.0%
Academic & Student Support Services										
56.Academic advising helped me make informed decisions.	2	12.5%	1	6.3%	2	12.5%	3	18.8%	8	50.0%
57.Library and learning resources supported my academic success.	0	0.0%	0	0.0%	4	25.0%	6	37.5%	6	37.5%
58.Tutoring or academic support services improved my performance.	1	6.3%	1	6.3%	5	31.3%	3	18.8%	6	37.5%
59.Career services prepared me for employment or graduate school.	2	12.5%	1	6.3%	6	37.5%	1	6.3%	6	37.5%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	1	6.3%	0	0.0%	4	25.0%	4	25.0%	7	43.8%
Instructional Modalities, Technology & Access										
61.Courses offered in different instructional modalities supported my learning needs.	0	0.0%	0	0.0%	2	12.5%	5	31.3%	9	56.3%
62.Technology used in my courses enhanced my overall learning experience.	0	0.0%	1	6.3%	1	6.3%	5	31.3%	9	56.3%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	1	6.3%	1	6.3%	5	31.3%	9	56.3%
Campus Facilities & Learning Environment										
64.Classroom and lab spaces were conducive to learning.	1	6.3%	1	6.3%	4	25.0%	2	12.5%	8	50.0%
65.Campus buildings and grounds were well-maintained.	1	6.3%	2	12.5%	4	25.0%	1	6.3%	8	50.0%
66.Campus Wi-Fi and technology resources were reliable.	1	6.3%	2	12.5%	4	25.0%	2	12.5%	7	43.8%
67.Safety and security measures made me feel comfortable on campus.	1	6.3%	1	6.3%	4	25.0%	2	12.5%	8	50.0%
68.Recreational and wellness facilities supported student engagement.	1	6.3%	1	6.3%	4	25.0%	2	12.5%	8	50.0%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Overall Satisfaction & Institutional Climate										
70.I am satisfied with the overall quality of my education.	0	0.0%	0	0.0%	3	18.8%	3	18.8%	10	62.5%
71.Faculty and staff treated me with respect and professionalism.	0	0.0%	3	18.8%	1	6.3%	3	18.8%	9	56.3%
72.The university provided an inclusive and supportive environment.	0	0.0%	2	12.5%	1	6.3%	3	18.8%	10	62.5%
73.Campus communication kept me informed of important deadlines and events.	1	6.3%	1	6.3%	2	12.5%	3	18.8%	9	56.3%
74.I would recommend this university to others.	0	0.0%	1	6.3%	4	25.0%	1	6.3%	10	62.5%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
College of Humanities and Interdisciplinary Studies										
Colege										
Course Design, Learning Outcomes & Instruction										
17.The instructor clearly explained course objectives and expected outcomes.	1	2.0%	3	6.0%	8	16.0%	14	28.0%	24	48.0%
18.Assignments and assessments reflected the stated learning outcomes.	2	4.0%	2	4.0%	7	14.0%	15	30.0%	24	48.0%
19.Course content contributed meaningfully to my academic development and real-world applications.	3	6.0%	0	0.0%	10	20.0%	12	24.0%	25	50.0%
20.The instructor provided timely, constructive, and useful feedback.	2	4.0%	2	4.0%	10	20.0%	16	32.0%	20	40.0%
21.The course supported my development as an independent, self-directed learner.	2	4.0%	2	4.0%	8	16.0%	14	28.0%	24	48.0%
Student-Focused Teaching & Learning Environment										
22.My courses provided a supportive, student-centered learning environment.	2	4.0%	3	6.0%	7	14.0%	14	28.0%	24	48.0%
23.Faculty demonstrated a commitment to my academic success.	2	4.0%	1	2.0%	11	22.0%	15	30.0%	21	42.0%
24.I received constructive feedback that improved my learning.	1	2.0%	2	4.0%	7	14.0%	16	32.0%	24	48.0%
25.Instructional strategies supported different learning styles.	3	6.0%	1	2.0%	9	18.0%	15	30.0%	22	44.0%
Academic Program Effectiveness										
26.My academic program improved my ability to think critically and solve problems.	2	4.0%	1	2.0%	7	14.0%	12	24.0%	28	56.0%
27.My coursework strengthened my written and oral communication skills.	1	2.0%	3	6.0%	6	12.0%	12	24.0%	28	56.0%
28.Faculty in my program demonstrated expertise in their field.	2	4.0%	2	4.0%	7	14.0%	14	28.0%	25	50.0%
29.I was encouraged to apply knowledge to real-world or professional situations.	1	2.0%	2	4.0%	8	16.0%	11	22.0%	28	56.0%
30.Program requirements were clear and consistently communicated.	1	2.0%	4	8.0%	8	16.0%	12	24.0%	25	50.0%
31.I was able to apply what I learned to other courses, work, or personal contexts.	3	6.0%	1	2.0%	7	14.0%	13	26.0%	26	52.0%
32.My academic program prepared me for my next step (career or graduate study).	4	8.0%	1	2.0%	5	10.0%	13	26.0%	27	54.0%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Teaching, Research, Service & Creative Scholarship										
33.My program emphasized the importance of research and/or scholarly activity.	3	6.0%	1	2.0%	6	12.0%	14	28.0%	26	52.0%
34.Faculty integrated research, scholarship, or creative work into coursework.	1	2.0%	1	2.0%	9	18.0%	14	28.0%	25	50.0%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	2	4.0%	0	0.0%	8	16.0%	14	28.0%	26	52.0%
36.I gained experience applying knowledge through research, creative projects, or service.	1	2.0%	0	0.0%	9	18.0%	13	26.0%	27	54.0%
Institutional & General Education Learning Outcomes										
37.My education enhanced my ability to analyze, evaluate, and synthesize information.	1	2.0%	1	2.0%	8	16.0%	12	24.0%	28	56.0%
38.I can communicate effectively with diverse audiences.	0	0.0%	1	2.0%	8	16.0%	12	24.0%	29	58.0%
39.I gained appreciation for cultural and global perspectives.	1	2.0%	0	0.0%	9	18.0%	11	22.0%	29	58.0%
40.I can apply quantitative reasoning to solve problems.	1	2.0%	0	0.0%	9	18.0%	13	26.0%	27	54.0%
41.I understand ethical and responsible behavior.	0	0.0%	0	0.0%	7	14.0%	12	24.0%	31	62.0%
42.I can effectively use technology for learning and problem-solving.	2	4.0%	0	0.0%	6	12.0%	14	28.0%	28	56.0%
Diversity, Equity, Inclusion & Belonging										
43.The campus environment respects and values diversity.	0	0.0%	2	4.0%	12	24.0%	10	20.0%	26	52.0%
44.Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	2	4.0%	0	0.0%	9	18.0%	14	28.0%	25	50.0%
45.I felt a sense of belonging and inclusion at Southern University.	3	6.0%	0	0.0%	7	14.0%	11	22.0%	29	58.0%
Global Leadership, Career Preparation & Workforce Readiness										
46.My program prepared me with the knowledge and skills needed for my chosen career field.	3	6.0%	1	2.0%	7	14.0%	13	26.0%	26	52.0%
47.I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	3	6.0%	7	14.0%	13	26.0%	27	54.0%
48.The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	3	6.0%	7	14.0%	13	26.0%	27	54.0%
49.I gained experience using tools, technologies, or methods relevant to my field.	1	2.0%	2	4.0%	7	14.0%	13	26.0%	27	54.0%
50.I feel prepared to transition successfully into a career or advanced study.	3	6.0%	2	4.0%	7	14.0%	14	28.0%	24	48.0%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Post-Graduation Plans & Career Readiness										
51.My academic program prepared me with the knowledge and skills required for my career goals.	1	2.0%	3	6.0%	6	12.0%	15	30.0%	25	50.0%
52.I feel confident competing in my chosen career field.	0	0.0%	3	6.0%	7	14.0%	13	26.0%	27	54.0%
53.Career services helped connect me to opportunities.	1	2.0%	3	6.0%	9	18.0%	13	26.0%	24	48.0%
Academic & Student Support Services										
56.Academic advising helped me make informed decisions.	3	6.0%	3	6.0%	10	20.0%	13	26.0%	21	42.0%
57.Library and learning resources supported my academic success.	2	4.0%	2	4.0%	11	22.0%	11	22.0%	24	48.0%
58.Tutoring or academic support services improved my performance.	4	8.0%	2	4.0%	15	30.0%	9	18.0%	20	40.0%
59.Career services prepared me for employment or graduate school.	5	10.0%	3	6.0%	11	22.0%	12	24.0%	19	38.0%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	2	4.0%	3	6.0%	11	22.0%	10	20.0%	24	48.0%
Instructional Modalities, Technology & Access										
61.Courses offered in different instructional modalities supported my learning needs.	2	4.0%	2	4.0%	11	22.0%	11	22.0%	24	48.0%
62.Technology used in my courses enhanced my overall learning experience.	2	4.0%	2	4.0%	9	18.0%	14	28.0%	23	46.0%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	3	6.0%	3	6.0%	7	14.0%	14	28.0%	23	46.0%
Campus Facilities & Learning Environment										
64.Classroom and lab spaces were conducive to learning.	2	4.0%	2	4.0%	15	30.0%	10	20.0%	21	42.0%
65.Campus buildings and grounds were well-maintained.	3	6.0%	3	6.0%	16	32.0%	11	22.0%	17	34.0%
66.Campus Wi-Fi and technology resources were reliable.	6	12.0%	4	8.0%	13	26.0%	8	16.0%	19	38.0%
67.Safety and security measures made me feel comfortable on campus.	3	6.0%	6	12.0%	10	20.0%	11	22.0%	20	40.0%
68.Recreational and wellness facilities supported student engagement.	2	4.0%	0	0.0%	13	26.0%	13	26.0%	22	44.0%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Overall Satisfaction & Institutional Climate										
70.I am satisfied with the overall quality of my education.	2	4.0%	2	4.0%	8	16.0%	13	26.0%	25	50.0%
71.Faculty and staff treated me with respect and professionalism.	1	2.0%	5	10.0%	9	18.0%	13	26.0%	22	44.0%
72.The university provided an inclusive and supportive environment.	3	6.0%	1	2.0%	10	20.0%	12	24.0%	24	48.0%
73.Campus communication kept me informed of important deadlines and events.	3	6.0%	1	2.0%	12	24.0%	13	26.0%	21	42.0%
74.I would recommend this university to others.	3	6.0%	2	4.0%	9	18.0%	12	24.0%	24	48.0%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
College of Humanities and Interdisciplinary Studies										
Undergraduate										
Course Design, Learning Outcomes & Instruction										
17.The instructor clearly explained course objectives and expected outcomes.	1	2.1%	3	6.4%	8	17.0%	13	27.7%	22	46.8%
18.Assignments and assessments reflected the stated learning outcomes.	2	4.3%	2	4.3%	7	14.9%	14	29.8%	22	46.8%
19.Course content contributed meaningfully to my academic development and real-world applications.	3	6.4%	0	0.0%	10	21.3%	11	23.4%	23	48.9%
20.The instructor provided timely, constructive, and useful feedback.	2	4.3%	2	4.3%	10	21.3%	15	31.9%	18	38.3%
21.The course supported my development as an independent, self-directed learner.	2	4.3%	2	4.3%	8	17.0%	13	27.7%	22	46.8%
Student-Focused Teaching & Learning Environment										
22.My courses provided a supportive, student-centered learning environment.	2	4.3%	3	6.4%	7	14.9%	13	27.7%	22	46.8%
23.Faculty demonstrated a commitment to my academic success.	2	4.3%	1	2.1%	11	23.4%	14	29.8%	19	40.4%
24.I received constructive feedback that improved my learning.	1	2.1%	2	4.3%	7	14.9%	15	31.9%	22	46.8%
25.Instructional strategies supported different learning styles.	3	6.4%	1	2.1%	9	19.1%	14	29.8%	20	42.6%
Academic Program Effectiveness										
26.My academic program improved my ability to think critically and solve problems.	2	4.3%	1	2.1%	7	14.9%	11	23.4%	26	55.3%
27.My coursework strengthened my written and oral communication skills.	1	2.1%	3	6.4%	6	12.8%	11	23.4%	26	55.3%
28.Faculty in my program demonstrated expertise in their field.	2	4.3%	2	4.3%	7	14.9%	13	27.7%	23	48.9%
29.I was encouraged to apply knowledge to real-world or professional situations.	1	2.1%	2	4.3%	8	17.0%	10	21.3%	26	55.3%
30.Program requirements were clear and consistently communicated.	1	2.1%	4	8.5%	8	17.0%	11	23.4%	23	48.9%
31.I was able to apply what I learned to other courses, work, or personal contexts.	3	6.4%	1	2.1%	7	14.9%	12	25.5%	24	51.1%
32.My academic program prepared me for my next step (career or graduate study).	4	8.5%	1	2.1%	5	10.6%	12	25.5%	25	53.2%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Teaching, Research, Service & Creative Scholarship										
33.My program emphasized the importance of research and/or scholarly activity.	3	6.4%	1	2.1%	6	12.8%	13	27.7%	24	51.1%
34.Faculty integrated research, scholarship, or creative work into coursework.	1	2.1%	1	2.1%	9	19.1%	13	27.7%	23	48.9%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	2	4.3%	0	0.0%	8	17.0%	13	27.7%	24	51.1%
36.I gained experience applying knowledge through research, creative projects, or service.	1	2.1%	0	0.0%	9	19.1%	12	25.5%	25	53.2%
Institutional & General Education Learning Outcomes										
37.My education enhanced my ability to analyze, evaluate, and synthesize information.	1	2.1%	1	2.1%	8	17.0%	11	23.4%	26	55.3%
38.I can communicate effectively with diverse audiences.	0	0.0%	1	2.1%	8	17.0%	11	23.4%	27	57.4%
39.I gained appreciation for cultural and global perspectives.	1	2.1%	0	0.0%	9	19.1%	10	21.3%	27	57.4%
40.I can apply quantitative reasoning to solve problems.	1	2.1%	0	0.0%	9	19.1%	12	25.5%	25	53.2%
41.I understand ethical and responsible behavior.	0	0.0%	0	0.0%	7	14.9%	11	23.4%	29	61.7%
42.I can effectively use technology for learning and problem-solving.	2	4.3%	0	0.0%	6	12.8%	13	27.7%	26	55.3%
Diversity, Equity, Inclusion & Belonging										
43.The campus environment respects and values diversity.	0	0.0%	2	4.3%	12	25.5%	9	19.1%	24	51.1%
44.Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	2	4.3%	0	0.0%	9	19.1%	13	27.7%	23	48.9%
45.I felt a sense of belonging and inclusion at Southern University.	3	6.4%	0	0.0%	7	14.9%	10	21.3%	27	57.4%
Global Leadership, Career Preparation & Workforce Readiness										
46.My program prepared me with the knowledge and skills needed for my chosen career field.	3	6.4%	1	2.1%	7	14.9%	12	25.5%	24	51.1%
47.I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	3	6.4%	7	14.9%	12	25.5%	25	53.2%
48.The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	3	6.4%	7	14.9%	12	25.5%	25	53.2%
49.I gained experience using tools, technologies, or methods relevant to my field.	1	2.1%	2	4.3%	7	14.9%	12	25.5%	25	53.2%
50.I feel prepared to transition successfully into a career or advanced study.	3	6.4%	2	4.3%	7	14.9%	13	27.7%	22	46.8%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Post-Graduation Plans & Career Readiness										
51.My academic program prepared me with the knowledge and skills required for my career goals.	1	2.1%	3	6.4%	6	12.8%	14	29.8%	23	48.9%
52.I feel confident competing in my chosen career field.	0	0.0%	3	6.4%	7	14.9%	12	25.5%	25	53.2%
53.Career services helped connect me to opportunities.	1	2.1%	3	6.4%	9	19.1%	12	25.5%	22	46.8%
Academic & Student Support Services										
56.Academic advising helped me make informed decisions.	3	6.4%	3	6.4%	10	21.3%	12	25.5%	19	40.4%
57.Library and learning resources supported my academic success.	2	4.3%	2	4.3%	10	21.3%	11	23.4%	22	46.8%
58.Tutoring or academic support services improved my performance.	4	8.5%	2	4.3%	15	31.9%	8	17.0%	18	38.3%
59.Career services prepared me for employment or graduate school.	5	10.6%	3	6.4%	11	23.4%	11	23.4%	17	36.2%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	2	4.3%	3	6.4%	11	23.4%	9	19.1%	22	46.8%
Instructional Modalities, Technology & Access										
61.Courses offered in different instructional modalities supported my learning needs.	2	4.3%	2	4.3%	11	23.4%	10	21.3%	22	46.8%
62.Technology used in my courses enhanced my overall learning experience.	2	4.3%	2	4.3%	9	19.1%	13	27.7%	21	44.7%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	3	6.4%	3	6.4%	7	14.9%	13	27.7%	21	44.7%
Campus Facilities & Learning Environment										
64.Classroom and lab spaces were conducive to learning.	2	4.3%	2	4.3%	14	29.8%	10	21.3%	19	40.4%
65.Campus buildings and grounds were well-maintained.	3	6.4%	3	6.4%	15	31.9%	11	23.4%	15	31.9%
66.Campus Wi-Fi and technology resources were reliable.	6	12.8%	4	8.5%	13	27.7%	7	14.9%	17	36.2%
67.Safety and security measures made me feel comfortable on campus.	3	6.4%	6	12.8%	10	21.3%	10	21.3%	18	38.3%
68.Recreational and wellness facilities supported student engagement.	2	4.3%	0	0.0%	13	27.7%	12	25.5%	20	42.6%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Overall Satisfaction & Institutional Climate										
70.I am satisfied with the overall quality of my education.	2	4.3%	2	4.3%	8	17.0%	12	25.5%	23	48.9%
71.Faculty and staff treated me with respect and professionalism.	1	2.1%	5	10.6%	9	19.1%	12	25.5%	20	42.6%
72.The university provided an inclusive and supportive environment.	3	6.4%	1	2.1%	10	21.3%	11	23.4%	22	46.8%
73.Campus communication kept me informed of important deadlines and events.	3	6.4%	1	2.1%	12	25.5%	12	25.5%	19	40.4%
74.I would recommend this university to others.	3	6.4%	2	4.3%	9	19.1%	11	23.4%	22	46.8%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
College of Humanities and Interdisciplinary Studies										
Graduate										
Course Design, Learning Outcomes & Instruction										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
20.The instructor provided timely, constructive, and useful feedback.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
Student-Focused Teaching & Learning Environment										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
24.I received constructive feedback that improved my learning.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
25.Instructional strategies supported different learning styles.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
Academic Program Effectiveness										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
30.Program requirements were clear and consistently communicated.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Teaching, Research, Service & Creative Scholarship										
33. My program emphasized the importance of research and/or scholarly activity.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
34. Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
35. I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
36. I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
Institutional & General Education Learning Outcomes										
37. My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
38. I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
39. I gained appreciation for cultural and global perspectives.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
40. I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
41. I understand ethical and responsible behavior.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
42. I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
Diversity, Equity, Inclusion & Belonging										
43. The campus environment respects and values diversity.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
44. Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
45. I felt a sense of belonging and inclusion at Southern University.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
Global Leadership, Career Preparation & Workforce Readiness										
46. My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
47. I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
48. The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
49. I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
50. I feel prepared to transition successfully into a career or advanced study.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Post-Graduation Plans & Career Readiness										
51.My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
52.I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
53.Career services helped connect me to opportunities.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
Academic & Student Support Services										
56.Academic advising helped me make informed decisions.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
57.Library and learning resources supported my academic success.	0	0.0%	0	0.0%	1	33.3%	0	0.0%	2	66.7%
58.Tutoring or academic support services improved my performance.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
59.Career services prepared me for employment or graduate school.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
Instructional Modalities, Technology & Access										
61.Courses offered in different instructional modalities supported my learning needs.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
62.Technology used in my courses enhanced my overall learning experience.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
Campus Facilities & Learning Environment										
64.Classroom and lab spaces were conducive to learning.	0	0.0%	0	0.0%	1	33.3%	0	0.0%	2	66.7%
65.Campus buildings and grounds were well-maintained.	0	0.0%	0	0.0%	1	33.3%	0	0.0%	2	66.7%
66.Campus Wi-Fi and technology resources were reliable.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
67.Safety and security measures made me feel comfortable on campus.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
68.Recreational and wellness facilities supported student engagement.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Overall Satisfaction & Institutional Climate										
70.I am satisfied with the overall quality of my education.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
71.Faculty and staff treated me with respect and professionalism.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
72.The university provided an inclusive and supportive environment.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
73.Campus communication kept me informed of important deadlines and events.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%
74.I would recommend this university to others.	0	0.0%	0	0.0%	0	0.0%	1	33.3%	2	66.7%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
College of Nursing and Allied Health										
College										
Course Design, Learning Outcomes & Instruction										
17.The instructor clearly explained course objectives and expected outcomes.	1	1.2%	0	0.0%	13	15.3%	25	29.4%	46	54.1%
18.Assignments and assessments reflected the stated learning outcomes.	1	1.2%	0	0.0%	12	14.1%	27	31.8%	45	52.9%
19.Course content contributed meaningfully to my academic development and real-world applications.	1	1.2%	1	1.2%	11	12.9%	27	31.8%	45	52.9%
20.The instructor provided timely, constructive, and useful feedback.	1	1.2%	1	1.2%	16	18.8%	24	28.2%	43	50.6%
21.The course supported my development as an independent, self-directed learner.	1	1.2%	0	0.0%	11	12.9%	26	30.6%	47	55.3%
Student-Focused Teaching & Learning Environment										
22.My courses provided a supportive, student-centered learning environment.	1	1.2%	1	1.2%	12	14.1%	25	29.4%	46	54.1%
23.Faculty demonstrated a commitment to my academic success.	1	1.2%	1	1.2%	15	17.6%	23	27.1%	45	52.9%
24.I received constructive feedback that improved my learning.	1	1.2%	1	1.2%	11	12.9%	27	31.8%	45	52.9%
25.Instructional strategies supported different learning styles.	2	2.4%	0	0.0%	14	16.5%	26	30.6%	43	50.6%
Academic Program Effectiveness										
26.My academic program improved my ability to think critically and solve problems.	1	1.2%	0	0.0%	12	14.1%	24	28.2%	48	56.5%
27.My coursework strengthened my written and oral communication skills.	1	1.2%	0	0.0%	14	16.5%	25	29.4%	45	52.9%
28.Faculty in my program demonstrated expertise in their field.	1	1.2%	0	0.0%	13	15.3%	25	29.4%	46	54.1%
29.I was encouraged to apply knowledge to real-world or professional situations.	1	1.2%	0	0.0%	12	14.1%	25	29.4%	47	55.3%
30.Program requirements were clear and consistently communicated.	1	1.2%	1	1.2%	14	16.5%	23	27.1%	46	54.1%
31.I was able to apply what I learned to other courses, work, or personal contexts.	1	1.2%	0	0.0%	11	12.9%	26	30.6%	47	55.3%
32.My academic program prepared me for my next step (career or graduate study).	1	1.2%	0	0.0%	12	14.1%	26	30.6%	46	54.1%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Teaching, Research, Service & Creative Scholarship										
33.My program emphasized the importance of research and/or scholarly activity.	1	1.2%	0	0.0%	12	14.1%	28	32.9%	44	51.8%
34.Faculty integrated research, scholarship, or creative work into coursework.	1	1.2%	0	0.0%	11	12.9%	27	31.8%	46	54.1%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	1	1.2%	0	0.0%	11	12.9%	27	31.8%	46	54.1%
36.I gained experience applying knowledge through research, creative projects, or service.	1	1.2%	0	0.0%	11	12.9%	27	31.8%	46	54.1%
Institutional & General Education Learning Outcomes										
37.My education enhanced my ability to analyze, evaluate, and synthesize information.	1	1.2%	0	0.0%	12	14.1%	27	31.8%	45	52.9%
38.I can communicate effectively with diverse audiences.	1	1.2%	1	1.2%	12	14.1%	28	32.9%	43	50.6%
39.I gained appreciation for cultural and global perspectives.	1	1.2%	1	1.2%	12	14.1%	27	31.8%	44	51.8%
40.I can apply quantitative reasoning to solve problems.	1	1.2%	0	0.0%	13	15.3%	28	32.9%	43	50.6%
41.I understand ethical and responsible behavior.	1	1.2%	0	0.0%	12	14.1%	23	27.1%	49	57.6%
42.I can effectively use technology for learning and problem-solving.	1	1.2%	0	0.0%	12	14.1%	27	31.8%	45	52.9%
Diversity, Equity, Inclusion & Belonging										
43.The campus environment respects and values diversity.	2	2.4%	1	1.2%	16	18.8%	24	28.2%	42	49.4%
44.Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	2	2.4%	2	2.4%	14	16.5%	22	25.9%	45	52.9%
45.I felt a sense of belonging and inclusion at Southern University.	3	3.5%	1	1.2%	15	17.6%	23	27.1%	43	50.6%
Global Leadership, Career Preparation & Workforce Readiness										
46.My program prepared me with the knowledge and skills needed for my chosen career field.	1	1.2%	0	0.0%	11	12.9%	22	25.9%	51	60.0%
47.I had opportunities to apply learning to real-world or professional contexts.	1	1.2%	0	0.0%	11	12.9%	22	25.9%	51	60.0%
48.The program strengthened my problem-solving, decision-making, and communication abilities.	1	1.2%	0	0.0%	10	11.8%	24	28.2%	50	58.8%
49.I gained experience using tools, technologies, or methods relevant to my field.	1	1.2%	0	0.0%	12	14.1%	22	25.9%	50	58.8%
50.I feel prepared to transition successfully into a career or advanced study.	1	1.2%	0	0.0%	11	12.9%	24	28.2%	49	57.6%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Post-Graduation Plans & Career Readiness										
51.My academic program prepared me with the knowledge and skills required for my career goals.	1	1.2%	0	0.0%	12	14.1%	24	28.2%	48	56.5%
52.I feel confident competing in my chosen career field.	1	1.2%	1	1.2%	12	14.1%	21	24.7%	50	58.8%
53.Career services helped connect me to opportunities.	1	1.2%	4	4.7%	18	21.2%	20	23.5%	42	49.4%
Academic & Student Support Services										
56.Academic advising helped me make informed decisions.	2	2.4%	1	1.2%	24	28.2%	21	24.7%	37	43.5%
57.Library and learning resources supported my academic success.	1	1.2%	4	4.7%	20	23.5%	22	25.9%	38	44.7%
58.Tutoring or academic support services improved my performance.	3	3.5%	2	2.4%	28	32.9%	21	24.7%	31	36.5%
59.Career services prepared me for employment or graduate school.	3	3.5%	4	4.7%	28	32.9%	17	20.0%	33	38.8%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	2	2.4%	6	7.1%	20	23.5%	22	25.9%	35	41.2%
Instructional Modalities, Technology & Access										
61.Courses offered in different instructional modalities supported my learning needs.	1	1.2%	0	0.0%	18	21.2%	24	28.2%	42	49.4%
62.Technology used in my courses enhanced my overall learning experience.	1	1.2%	1	1.2%	16	18.8%	25	29.4%	42	49.4%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	3	3.5%	1	1.2%	15	17.6%	26	30.6%	40	47.1%
Campus Facilities & Learning Environment										
64.Classroom and lab spaces were conducive to learning.	3	3.5%	2	2.4%	15	17.6%	29	34.1%	36	42.4%
65.Campus buildings and grounds were well-maintained.	3	3.5%	5	5.9%	18	21.2%	26	30.6%	33	38.8%
66.Campus Wi-Fi and technology resources were reliable.	6	7.1%	9	10.6%	17	20.0%	21	24.7%	32	37.6%
67.Safety and security measures made me feel comfortable on campus.	3	3.5%	5	5.9%	17	20.0%	26	30.6%	34	40.0%
68.Recreational and wellness facilities supported student engagement.	3	3.5%	2	2.4%	21	24.7%	22	25.9%	37	43.5%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Overall Satisfaction & Institutional Climate										
70.I am satisfied with the overall quality of my education.	1	1.2%	0	0.0%	15	17.6%	27	31.8%	42	49.4%
71.Faculty and staff treated me with respect and professionalism.	1	1.2%	0	0.0%	15	17.6%	30	35.3%	39	45.9%
72.The university provided an inclusive and supportive environment.	2	2.4%	1	1.2%	17	20.0%	25	29.4%	40	47.1%
73.Campus communication kept me informed of important deadlines and events.	2	2.4%	0	0.0%	17	20.0%	29	34.1%	37	43.5%
74.I would recommend this university to others.	1	1.2%	2	2.4%	19	22.4%	24	28.2%	39	45.9%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
College of Nursing and Allied Health										
Undergraduate										
Course Design, Learning Outcomes & Instruction										
17.The instructor clearly explained course objectives and expected outcomes.	1	1.7%	0	0.0%	13	22.0%	20	33.9%	25	42.4%
18.Assignments and assessments reflected the stated learning outcomes.	1	1.7%	0	0.0%	12	20.3%	21	35.6%	25	42.4%
19.Course content contributed meaningfully to my academic development and real-world applications.	1	1.7%	1	1.7%	11	18.6%	21	35.6%	25	42.4%
20.The instructor provided timely, constructive, and useful feedback.	1	1.7%	1	1.7%	15	25.4%	18	30.5%	24	40.7%
21.The course supported my development as an independent, self-directed learner.	1	1.7%	0	0.0%	11	18.6%	21	35.6%	26	44.1%
Student-Focused Teaching & Learning Environment										
22.My courses provided a supportive, student-centered learning environment.	1	1.7%	1	1.7%	11	18.6%	21	35.6%	25	42.4%
23.Faculty demonstrated a commitment to my academic success.	1	1.7%	1	1.7%	14	23.7%	18	30.5%	25	42.4%
24.I received constructive feedback that improved my learning.	1	1.7%	1	1.7%	11	18.6%	21	35.6%	25	42.4%
25.Instructional strategies supported different learning styles.	2	3.4%	0	0.0%	14	23.7%	20	33.9%	23	39.0%
Academic Program Effectiveness										
26.My academic program improved my ability to think critically and solve problems.	1	1.7%	0	0.0%	11	18.6%	19	32.2%	28	47.5%
27.My coursework strengthened my written and oral communication skills.	1	1.7%	0	0.0%	13	22.0%	20	33.9%	25	42.4%
28.Faculty in my program demonstrated expertise in their field.	1	1.7%	0	0.0%	12	20.3%	21	35.6%	25	42.4%
29.I was encouraged to apply knowledge to real-world or professional situations.	1	1.7%	0	0.0%	11	18.6%	21	35.6%	26	44.1%
30.Program requirements were clear and consistently communicated.	1	1.7%	1	1.7%	13	22.0%	19	32.2%	25	42.4%
31.I was able to apply what I learned to other courses, work, or personal contexts.	1	1.7%	0	0.0%	10	16.9%	23	39.0%	25	42.4%
32.My academic program prepared me for my next step (career or graduate study).	1	1.7%	0	0.0%	11	18.6%	22	37.3%	25	42.4%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Teaching, Research, Service & Creative Scholarship										
33.My program emphasized the importance of research and/or scholarly activity.	1	1.7%	0	0.0%	12	20.3%	23	39.0%	23	39.0%
34.Faculty integrated research, scholarship, or creative work into coursework.	1	1.7%	0	0.0%	11	18.6%	22	37.3%	25	42.4%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	1	1.7%	0	0.0%	11	18.6%	21	35.6%	26	44.1%
36.I gained experience applying knowledge through research, creative projects, or service.	1	1.7%	0	0.0%	11	18.6%	22	37.3%	25	42.4%
Institutional & General Education Learning Outcomes										
37.My education enhanced my ability to analyze, evaluate, and synthesize information.	1	1.7%	0	0.0%	11	18.6%	22	37.3%	25	42.4%
38.I can communicate effectively with diverse audiences.	1	1.7%	0	0.0%	11	18.6%	23	39.0%	24	40.7%
39.I gained appreciation for cultural and global perspectives.	1	1.7%	1	1.7%	11	18.6%	22	37.3%	24	40.7%
40.I can apply quantitative reasoning to solve problems.	1	1.7%	0	0.0%	12	20.3%	23	39.0%	23	39.0%
41.I understand ethical and responsible behavior.	1	1.7%	0	0.0%	11	18.6%	19	32.2%	28	47.5%
42.I can effectively use technology for learning and problem-solving.	1	1.7%	0	0.0%	11	18.6%	21	35.6%	26	44.1%
Diversity, Equity, Inclusion & Belonging										
43.The campus environment respects and values diversity.	1	1.7%	1	1.7%	13	22.0%	21	35.6%	23	39.0%
44.Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	1	1.7%	2	3.4%	12	20.3%	19	32.2%	25	42.4%
45.I felt a sense of belonging and inclusion at Southern University.	2	3.4%	1	1.7%	13	22.0%	18	30.5%	25	42.4%
Global Leadership, Career Preparation & Workforce Readiness										
46.My program prepared me with the knowledge and skills needed for my chosen career field.	1	1.7%	0	0.0%	11	18.6%	17	28.8%	30	50.8%
47.I had opportunities to apply learning to real-world or professional contexts.	1	1.7%	0	0.0%	11	18.6%	17	28.8%	30	50.8%
48.The program strengthened my problem-solving, decision-making, and communication abilities.	1	1.7%	0	0.0%	10	16.9%	18	30.5%	30	50.8%
49.I gained experience using tools, technologies, or methods relevant to my field.	1	1.7%	0	0.0%	12	20.3%	17	28.8%	29	49.2%
50.I feel prepared to transition successfully into a career or advanced study.	1	1.7%	0	0.0%	11	18.6%	19	32.2%	28	47.5%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Post-Graduation Plans & Career Readiness										
51.My academic program prepared me with the knowledge and skills required for my career goals.	1	1.7%	0	0.0%	12	20.3%	19	32.2%	27	45.8%
52.I feel confident competing in my chosen career field.	1	1.7%	1	1.7%	12	20.3%	16	27.1%	29	49.2%
53.Career services helped connect me to opportunities.	1	1.7%	3	5.1%	16	27.1%	16	27.1%	23	39.0%
Academic & Student Support Services										
56.Academic advising helped me make informed decisions.	2	3.4%	1	1.7%	19	32.2%	18	30.5%	19	32.2%
57.Library and learning resources supported my academic success.	1	1.7%	3	5.1%	16	27.1%	18	30.5%	21	35.6%
58.Tutoring or academic support services improved my performance.	3	5.1%	1	1.7%	19	32.2%	18	30.5%	18	30.5%
59.Career services prepared me for employment or graduate school.	3	5.1%	3	5.1%	21	35.6%	14	23.7%	18	30.5%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	2	3.4%	6	10.2%	15	25.4%	17	28.8%	19	32.2%
Instructional Modalities, Technology & Access										
61.Courses offered in different instructional modalities supported my learning needs.	1	1.7%	0	0.0%	18	30.5%	19	32.2%	21	35.6%
62.Technology used in my courses enhanced my overall learning experience.	1	1.7%	1	1.7%	15	25.4%	20	33.9%	22	37.3%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	3	5.1%	1	1.7%	15	25.4%	19	32.2%	21	35.6%
Campus Facilities & Learning Environment										
64.Classroom and lab spaces were conducive to learning.	2	3.4%	2	3.4%	13	22.0%	22	37.3%	20	33.9%
65.Campus buildings and grounds were well-maintained.	2	3.4%	5	8.5%	17	28.8%	19	32.2%	16	27.1%
66.Campus Wi-Fi and technology resources were reliable.	5	8.5%	8	13.6%	16	27.1%	14	23.7%	16	27.1%
67.Safety and security measures made me feel comfortable on campus.	2	3.4%	4	6.8%	16	27.1%	20	33.9%	17	28.8%
68.Recreational and wellness facilities supported student engagement.	2	3.4%	2	3.4%	16	27.1%	18	30.5%	21	35.6%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Overall Satisfaction & Institutional Climate										
70.I am satisfied with the overall quality of my education.	1	1.7%	0	0.0%	15	25.4%	21	35.6%	22	37.3%
71.Faculty and staff treated me with respect and professionalism.	1	1.7%	0	0.0%	15	25.4%	23	39.0%	20	33.9%
72.The university provided an inclusive and supportive environment.	2	3.4%	0	0.0%	16	27.1%	19	32.2%	22	37.3%
73.Campus communication kept me informed of important deadlines and events.	2	3.4%	0	0.0%	16	27.1%	21	35.6%	20	33.9%
74.I would recommend this university to others.	1	1.7%	1	1.7%	17	28.8%	19	32.2%	21	35.6%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
College of Nursing and Allied Health										
Graduate										
Course Design, Learning Outcomes & Instruction										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	0	0.0%	0	0.0%	5	19.2%	21	80.8%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	0	0.0%	0	0.0%	6	23.1%	20	76.9%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	0	0.0%	6	23.1%	20	76.9%
20.The instructor provided timely, constructive, and useful feedback.	0	0.0%	0	0.0%	1	3.8%	6	23.1%	19	73.1%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	0	0.0%	0	0.0%	5	19.2%	21	80.8%
Student-Focused Teaching & Learning Environment										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	0	0.0%	1	3.8%	4	15.4%	21	80.8%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	0	0.0%	1	3.8%	5	19.2%	20	76.9%
24.I received constructive feedback that improved my learning.	0	0.0%	0	0.0%	0	0.0%	6	23.1%	20	76.9%
25.Instructional strategies supported different learning styles.	0	0.0%	0	0.0%	0	0.0%	6	23.1%	20	76.9%
Academic Program Effectiveness										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	0	0.0%	1	3.8%	5	19.2%	20	76.9%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	0	0.0%	1	3.8%	5	19.2%	20	76.9%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	0	0.0%	1	3.8%	4	15.4%	21	80.8%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	0	0.0%	1	3.8%	4	15.4%	21	80.8%
30.Program requirements were clear and consistently communicated.	0	0.0%	0	0.0%	1	3.8%	4	15.4%	21	80.8%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	1	3.8%	3	11.5%	22	84.6%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	0	0.0%	1	3.8%	4	15.4%	21	80.8%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Teaching, Research, Service & Creative Scholarship										
33.My program emphasized the importance of research and/or scholarly activity.	0	0.0%	0	0.0%	0	0.0%	5	19.2%	21	80.8%
34.Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	0	0.0%	0	0.0%	5	19.2%	21	80.8%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	0	0.0%	0	0.0%	6	23.1%	20	76.9%
36.I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	0	0.0%	0	0.0%	5	19.2%	21	80.8%
Institutional & General Education Learning Outcomes										
37.My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	1	3.8%	5	19.2%	20	76.9%
38.I can communicate effectively with diverse audiences.	0	0.0%	1	3.8%	1	3.8%	5	19.2%	19	73.1%
39.I gained appreciation for cultural and global perspectives.	0	0.0%	0	0.0%	1	3.8%	5	19.2%	20	76.9%
40.I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	1	3.8%	5	19.2%	20	76.9%
41.I understand ethical and responsible behavior.	0	0.0%	0	0.0%	1	3.8%	4	15.4%	21	80.8%
42.I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	1	3.8%	6	23.1%	19	73.1%
Diversity, Equity, Inclusion & Belonging										
43.The campus environment respects and values diversity.	1	3.8%	0	0.0%	3	11.5%	3	11.5%	19	73.1%
44.Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	1	3.8%	0	0.0%	2	7.7%	3	11.5%	20	76.9%
45.I felt a sense of belonging and inclusion at Southern University.	1	3.8%	0	0.0%	2	7.7%	5	19.2%	18	69.2%
Global Leadership, Career Preparation & Workforce Readiness										
46.My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	0	0.0%	0	0.0%	5	19.2%	21	80.8%
47.I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	0	0.0%	5	19.2%	21	80.8%
48.The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	0	0.0%	6	23.1%	20	76.9%
49.I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	0	0.0%	0	0.0%	5	19.2%	21	80.8%
50.I feel prepared to transition successfully into a career or advanced study.	0	0.0%	0	0.0%	0	0.0%	5	19.2%	21	80.8%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Post-Graduation Plans & Career Readiness										
51.My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	0	0.0%	5	19.2%	21	80.8%
52.I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	0	0.0%	5	19.2%	21	80.8%
53.Career services helped connect me to opportunities.	0	0.0%	1	3.8%	2	7.7%	4	15.4%	19	73.1%
Academic & Student Support Services										
56.Academic advising helped me make informed decisions.	0	0.0%	0	0.0%	5	19.2%	3	11.5%	18	69.2%
57.Library and learning resources supported my academic success.	0	0.0%	1	3.8%	4	15.4%	4	15.4%	17	65.4%
58.Tutoring or academic support services improved my performance.	0	0.0%	1	3.8%	9	34.6%	3	11.5%	13	50.0%
59.Career services prepared me for employment or graduate school.	0	0.0%	1	3.8%	7	26.9%	3	11.5%	15	57.7%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	0	0.0%	0	0.0%	5	19.2%	5	19.2%	16	61.5%
Instructional Modalities, Technology & Access										
61.Courses offered in different instructional modalities supported my learning needs.	0	0.0%	0	0.0%	0	0.0%	5	19.2%	21	80.8%
62.Technology used in my courses enhanced my overall learning experience.	0	0.0%	0	0.0%	1	3.8%	5	19.2%	20	76.9%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	0	0.0%	0	0.0%	7	26.9%	19	73.1%
Campus Facilities & Learning Environment										
64.Classroom and lab spaces were conducive to learning.	1	3.8%	0	0.0%	2	7.7%	7	26.9%	16	61.5%
65.Campus buildings and grounds were well-maintained.	1	3.8%	0	0.0%	1	3.8%	7	26.9%	17	65.4%
66.Campus Wi-Fi and technology resources were reliable.	1	3.8%	1	3.8%	1	3.8%	7	26.9%	16	61.5%
67.Safety and security measures made me feel comfortable on campus.	1	3.8%	1	3.8%	1	3.8%	6	23.1%	17	65.4%
68.Recreational and wellness facilities supported student engagement.	1	3.8%	0	0.0%	5	19.2%	4	15.4%	16	61.5%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Overall Satisfaction & Institutional Climate										
70.I am satisfied with the overall quality of my education.	0	0.0%	0	0.0%	0	0.0%	6	23.1%	20	76.9%
71.Faculty and staff treated me with respect and professionalism.	0	0.0%	0	0.0%	0	0.0%	7	26.9%	19	73.1%
72.The university provided an inclusive and supportive environment.	0	0.0%	1	3.8%	1	3.8%	6	23.1%	18	69.2%
73.Campus communication kept me informed of important deadlines and events.	0	0.0%	0	0.0%	1	3.8%	8	30.8%	17	65.4%
74.I would recommend this university to others.	0	0.0%	1	3.8%	2	7.7%	5	19.2%	18	69.2%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
College of Sciences and Engineering										
College										
Course Design, Learning Outcomes & Instruction										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	1	1.9%	11	21.2%	23	44.2%	17	32.7%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	1	1.9%	12	23.1%	23	44.2%	16	30.8%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	3	5.8%	12	23.1%	21	40.4%	16	30.8%
20.The instructor provided timely, constructive, and useful feedback.	0	0.0%	2	3.8%	13	25.0%	21	40.4%	16	30.8%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	1	1.9%	13	25.0%	23	44.2%	15	28.8%
Student-Focused Teaching & Learning Environment										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	2	3.8%	12	23.1%	23	44.2%	15	28.8%
23.Faculty demonstrated a commitment to my academic success.	2	3.8%	1	1.9%	13	25.0%	19	36.5%	17	32.7%
24.I received constructive feedback that improved my learning.	0	0.0%	4	7.7%	12	23.1%	20	38.5%	16	30.8%
25.Instructional strategies supported different learning styles.	0	0.0%	2	3.8%	14	26.9%	19	36.5%	17	32.7%
Academic Program Effectiveness										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	2	3.8%	12	23.1%	21	40.4%	17	32.7%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	1	1.9%	11	21.2%	24	46.2%	16	30.8%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	1	1.9%	13	25.0%	21	40.4%	17	32.7%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	1	1.9%	14	26.9%	19	36.5%	18	34.6%
30.Program requirements were clear and consistently communicated.	2	3.8%	2	3.8%	12	23.1%	18	34.6%	18	34.6%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	2	3.8%	12	23.1%	21	40.4%	17	32.7%
32.My academic program prepared me for my next step (career or graduate study).	1	1.9%	2	3.8%	12	23.1%	19	36.5%	18	34.6%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Teaching, Research, Service & Creative Scholarship										
33.My program emphasized the importance of research and/or scholarly activity.	0	0.0%	1	1.9%	10	19.2%	22	42.3%	19	36.5%
34.Faculty integrated research, scholarship, or creative work into coursework.	1	1.9%	1	1.9%	12	23.1%	20	38.5%	18	34.6%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	2	3.8%	11	21.2%	22	42.3%	17	32.7%
36.I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	1	1.9%	11	21.2%	23	44.2%	17	32.7%
Institutional & General Education Learning Outcomes										
37.My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	1	1.9%	11	21.2%	23	44.2%	17	32.7%
38.I can communicate effectively with diverse audiences.	0	0.0%	1	1.9%	12	23.1%	22	42.3%	17	32.7%
39.I gained appreciation for cultural and global perspectives.	0	0.0%	2	3.8%	12	23.1%	21	40.4%	17	32.7%
40.I can apply quantitative reasoning to solve problems.	0	0.0%	1	1.9%	14	26.9%	21	40.4%	16	30.8%
41.I understand ethical and responsible behavior.	0	0.0%	1	1.9%	13	25.0%	21	40.4%	17	32.7%
42.I can effectively use technology for learning and problem-solving.	0	0.0%	1	1.9%	13	25.0%	20	38.5%	18	34.6%
Diversity, Equity, Inclusion & Belonging										
43.The campus environment respects and values diversity.	0	0.0%	1	1.9%	13	25.0%	20	38.5%	18	34.6%
44.Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	2	3.8%	13	25.0%	20	38.5%	17	32.7%
45.I felt a sense of belonging and inclusion at Southern University.	0	0.0%	1	1.9%	13	25.0%	20	38.5%	18	34.6%
Global Leadership, Career Preparation & Workforce Readiness										
46.My program prepared me with the knowledge and skills needed for my chosen career field.	2	3.8%	0	0.0%	13	25.0%	21	40.4%	16	30.8%
47.I had opportunities to apply learning to real-world or professional contexts.	1	1.9%	0	0.0%	12	23.1%	23	44.2%	16	30.8%
48.The program strengthened my problem-solving, decision-making, and communication abilities.	1	1.9%	1	1.9%	11	21.2%	25	48.1%	14	26.9%
49.I gained experience using tools, technologies, or methods relevant to my field.	1	1.9%	1	1.9%	12	23.1%	22	42.3%	16	30.8%
50.I feel prepared to transition successfully into a career or advanced study.	2	3.8%	0	0.0%	11	21.2%	26	50.0%	13	25.0%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Post-Graduation Plans & Career Readiness										
51.My academic program prepared me with the knowledge and skills required for my career goals.	1	1.9%	1	1.9%	13	25.0%	21	40.4%	16	30.8%
52.I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	15	28.8%	23	44.2%	14	26.9%
53.Career services helped connect me to opportunities.	1	1.9%	0	0.0%	14	26.9%	23	44.2%	14	26.9%
Academic & Student Support Services										
56.Academic advising helped me make informed decisions.	1	1.9%	2	3.8%	11	21.2%	22	42.3%	16	30.8%
57.Library and learning resources supported my academic success.	1	1.9%	0	0.0%	13	25.0%	21	40.4%	17	32.7%
58.Tutoring or academic support services improved my performance.	1	1.9%	0	0.0%	15	28.8%	19	36.5%	17	32.7%
59.Career services prepared me for employment or graduate school.	1	1.9%	0	0.0%	16	30.8%	20	38.5%	15	28.8%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	2	3.8%	0	0.0%	14	26.9%	19	36.5%	17	32.7%
Instructional Modalities, Technology & Access										
61.Courses offered in different instructional modalities supported my learning needs.	1	1.9%	1	1.9%	13	25.0%	21	40.4%	16	30.8%
62.Technology used in my courses enhanced my overall learning experience.	1	1.9%	0	0.0%	15	28.8%	18	34.6%	18	34.6%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	1	1.9%	0	0.0%	13	25.0%	20	38.5%	18	34.6%
Campus Facilities & Learning Environment										
64.Classroom and lab spaces were conducive to learning.	1	1.9%	2	3.8%	12	23.1%	18	34.6%	19	36.5%
65.Campus buildings and grounds were well-maintained.	1	1.9%	3	5.8%	15	28.8%	16	30.8%	17	32.7%
66.Campus Wi-Fi and technology resources were reliable.	3	5.8%	4	7.7%	12	23.1%	18	34.6%	15	28.8%
67.Safety and security measures made me feel comfortable on campus.	1	1.9%	2	3.8%	14	26.9%	17	32.7%	18	34.6%
68.Recreational and wellness facilities supported student engagement.	1	1.9%	0	0.0%	13	25.0%	20	38.5%	18	34.6%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Overall Satisfaction & Institutional Climate										
70.I am satisfied with the overall quality of my education.	1	1.9%	1	1.9%	11	21.2%	23	44.2%	16	30.8%
71.Faculty and staff treated me with respect and professionalism.	1	1.9%	2	3.8%	11	21.2%	22	42.3%	16	30.8%
72.The university provided an inclusive and supportive environment.	0	0.0%	2	3.8%	10	19.2%	20	38.5%	20	38.5%
73.Campus communication kept me informed of important deadlines and events.	1	1.9%	1	1.9%	14	26.9%	21	40.4%	15	28.8%
74.I would recommend this university to others.	1	1.9%	2	3.8%	12	23.1%	20	38.5%	17	32.7%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
College of Sciences and Engineering										
Undergraduate										
Course Design, Learning Outcomes & Instruction										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	1	2.2%	9	19.6%	21	45.7%	15	32.6%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	1	2.2%	10	21.7%	21	45.7%	14	30.4%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	3	6.5%	10	21.7%	19	41.3%	14	30.4%
20.The instructor provided timely, constructive, and useful feedback.	0	0.0%	2	4.3%	11	23.9%	19	41.3%	14	30.4%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	1	2.2%	11	23.9%	21	45.7%	13	28.3%
Student-Focused Teaching & Learning Environment										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	2	4.3%	10	21.7%	21	45.7%	13	28.3%
23.Faculty demonstrated a commitment to my academic success.	2	4.3%	1	2.2%	11	23.9%	17	37.0%	15	32.6%
24.I received constructive feedback that improved my learning.	0	0.0%	4	8.7%	10	21.7%	18	39.1%	14	30.4%
25.Instructional strategies supported different learning styles.	0	0.0%	2	4.3%	12	26.1%	17	37.0%	15	32.6%
Academic Program Effectiveness										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	2	4.3%	10	21.7%	19	41.3%	15	32.6%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	1	2.2%	9	19.6%	22	47.8%	14	30.4%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	1	2.2%	11	23.9%	19	41.3%	15	32.6%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	1	2.2%	12	26.1%	17	37.0%	16	34.8%
30.Program requirements were clear and consistently communicated.	1	2.2%	2	4.3%	11	23.9%	16	34.8%	16	34.8%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	2	4.3%	10	21.7%	19	41.3%	15	32.6%
32.My academic program prepared me for my next step (career or graduate study).	1	2.2%	2	4.3%	10	21.7%	17	37.0%	16	34.8%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Teaching, Research, Service & Creative Scholarship										
33.My program emphasized the importance of research and/or scholarly activity.	0	0.0%	1	2.2%	9	19.6%	21	45.7%	15	32.6%
34.Faculty integrated research, scholarship, or creative work into coursework.	1	2.2%	1	2.2%	11	23.9%	17	37.0%	16	34.8%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	2	4.3%	10	21.7%	18	39.1%	16	34.8%
36.I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	1	2.2%	10	21.7%	19	41.3%	16	34.8%
Institutional & General Education Learning Outcomes										
37.My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	1	2.2%	10	21.7%	21	45.7%	14	30.4%
38.I can communicate effectively with diverse audiences.	0	0.0%	1	2.2%	11	23.9%	20	43.5%	14	30.4%
39.I gained appreciation for cultural and global perspectives.	0	0.0%	2	4.3%	11	23.9%	19	41.3%	14	30.4%
40.I can apply quantitative reasoning to solve problems.	0	0.0%	1	2.2%	12	26.1%	19	41.3%	14	30.4%
41.I understand ethical and responsible behavior.	0	0.0%	1	2.2%	11	23.9%	19	41.3%	15	32.6%
42.I can effectively use technology for learning and problem-solving.	0	0.0%	1	2.2%	12	26.1%	18	39.1%	15	32.6%
Diversity, Equity, Inclusion & Belonging										
43.The campus environment respects and values diversity.	0	0.0%	1	2.2%	12	26.1%	17	37.0%	16	34.8%
44.Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	2	4.3%	12	26.1%	16	34.8%	16	34.8%
45.I felt a sense of belonging and inclusion at Southern University.	0	0.0%	1	2.2%	11	23.9%	17	37.0%	17	37.0%
Global Leadership, Career Preparation & Workforce Readiness										
46.My program prepared me with the knowledge and skills needed for my chosen career field.	2	4.3%	0	0.0%	11	23.9%	19	41.3%	14	30.4%
47.I had opportunities to apply learning to real-world or professional contexts.	1	2.2%	0	0.0%	11	23.9%	20	43.5%	14	30.4%
48.The program strengthened my problem-solving, decision-making, and communication abilities.	1	2.2%	1	2.2%	10	21.7%	22	47.8%	12	26.1%
49.I gained experience using tools, technologies, or methods relevant to my field.	1	2.2%	1	2.2%	11	23.9%	19	41.3%	14	30.4%
50.I feel prepared to transition successfully into a career or advanced study.	2	4.3%	0	0.0%	10	21.7%	23	50.0%	11	23.9%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Post-Graduation Plans & Career Readiness										
51.My academic program prepared me with the knowledge and skills required for my career goals.	1	2.2%	1	2.2%	12	26.1%	19	41.3%	13	28.3%
52.I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	14	30.4%	21	45.7%	11	23.9%
53.Career services helped connect me to opportunities.	1	2.2%	0	0.0%	13	28.3%	21	45.7%	11	23.9%
Academic & Student Support Services										
56.Academic advising helped me make informed decisions.	1	2.2%	2	4.3%	10	21.7%	19	41.3%	14	30.4%
57.Library and learning resources supported my academic success.	1	2.2%	0	0.0%	12	26.1%	18	39.1%	15	32.6%
58.Tutoring or academic support services improved my performance.	1	2.2%	0	0.0%	14	30.4%	16	34.8%	15	32.6%
59.Career services prepared me for employment or graduate school.	1	2.2%	0	0.0%	14	30.4%	18	39.1%	13	28.3%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	2	4.3%	0	0.0%	12	26.1%	17	37.0%	15	32.6%
Instructional Modalities, Technology & Access										
61.Courses offered in different instructional modalities supported my learning needs.	1	2.2%	0	0.0%	12	26.1%	19	41.3%	14	30.4%
62.Technology used in my courses enhanced my overall learning experience.	1	2.2%	0	0.0%	13	28.3%	16	34.8%	16	34.8%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	1	2.2%	0	0.0%	11	23.9%	18	39.1%	16	34.8%
Campus Facilities & Learning Environment										
64.Classroom and lab spaces were conducive to learning.	1	2.2%	2	4.3%	11	23.9%	16	34.8%	16	34.8%
65.Campus buildings and grounds were well-maintained.	1	2.2%	3	6.5%	14	30.4%	14	30.4%	14	30.4%
66.Campus Wi-Fi and technology resources were reliable.	3	6.5%	3	6.5%	11	23.9%	16	34.8%	13	28.3%
67.Safety and security measures made me feel comfortable on campus.	1	2.2%	2	4.3%	12	26.1%	15	32.6%	16	34.8%
68.Recreational and wellness facilities supported student engagement.	1	2.2%	0	0.0%	11	23.9%	18	39.1%	16	34.8%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Overall Satisfaction & Institutional Climate										
70.I am satisfied with the overall quality of my education.	1	2.2%	1	2.2%	10	21.7%	20	43.5%	14	30.4%
71.Faculty and staff treated me with respect and professionalism.	1	2.2%	2	4.3%	10	21.7%	21	45.7%	12	26.1%
72.The university provided an inclusive and supportive environment.	0	0.0%	2	4.3%	9	19.6%	19	41.3%	16	34.8%
73.Campus communication kept me informed of important deadlines and events.	1	2.2%	1	2.2%	13	28.3%	19	41.3%	12	26.1%
74.I would recommend this university to others.	1	2.2%	2	4.3%	10	21.7%	18	39.1%	15	32.6%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
College of Sciences and Engineering										
Graduate										
Course Design, Learning Outcomes & Instruction										
17.The instructor clearly explained course objectives and expected outcomes.	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%
18.Assignments and assessments reflected the stated learning outcomes.	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%
19.Course content contributed meaningfully to my academic development and real-world applications.	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%
20.The instructor provided timely, constructive, and useful feedback.	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%
21.The course supported my development as an independent, self-directed learner.	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%
Student-Focused Teaching & Learning Environment										
22.My courses provided a supportive, student-centered learning environment.	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%
23.Faculty demonstrated a commitment to my academic success.	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%
24.I received constructive feedback that improved my learning.	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%
25.Instructional strategies supported different learning styles.	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%
Academic Program Effectiveness										
26.My academic program improved my ability to think critically and solve problems.	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%
27.My coursework strengthened my written and oral communication skills.	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%
28.Faculty in my program demonstrated expertise in their field.	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%
29.I was encouraged to apply knowledge to real-world or professional situations.	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%
30.Program requirements were clear and consistently communicated.	1	16.7%	0	0.0%	1	16.7%	2	33.3%	2	33.3%
31.I was able to apply what I learned to other courses, work, or personal contexts.	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%
32.My academic program prepared me for my next step (career or graduate study).	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Teaching, Research, Service & Creative Scholarship										
33.My program emphasized the importance of research and/or scholarly activity.	0	0.0%	0	0.0%	1	16.7%	1	16.7%	4	66.7%
34.Faculty integrated research, scholarship, or creative work into coursework.	0	0.0%	0	0.0%	1	16.7%	3	50.0%	2	33.3%
35.I had opportunities to participate in research, creative projects, or community-engagement activities.	0	0.0%	0	0.0%	1	16.7%	4	66.7%	1	16.7%
36.I gained experience applying knowledge through research, creative projects, or service.	0	0.0%	0	0.0%	1	16.7%	4	66.7%	1	16.7%
Institutional & General Education Learning Outcomes										
37.My education enhanced my ability to analyze, evaluate, and synthesize information.	0	0.0%	0	0.0%	1	16.7%	2	33.3%	3	50.0%
38.I can communicate effectively with diverse audiences.	0	0.0%	0	0.0%	1	16.7%	2	33.3%	3	50.0%
39.I gained appreciation for cultural and global perspectives.	0	0.0%	0	0.0%	1	16.7%	2	33.3%	3	50.0%
40.I can apply quantitative reasoning to solve problems.	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%
41.I understand ethical and responsible behavior.	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%
42.I can effectively use technology for learning and problem-solving.	0	0.0%	0	0.0%	1	16.7%	2	33.3%	3	50.0%
Diversity, Equity, Inclusion & Belonging										
43.The campus environment respects and values diversity.	0	0.0%	0	0.0%	1	16.7%	3	50.0%	2	33.3%
44.Interactions with faculty, staff, and peers helped me appreciate diverse perspectives.	0	0.0%	0	0.0%	1	16.7%	4	66.7%	1	16.7%
45.I felt a sense of belonging and inclusion at Southern University.	0	0.0%	0	0.0%	2	33.3%	3	50.0%	1	16.7%
Global Leadership, Career Preparation & Workforce Readiness										
46.My program prepared me with the knowledge and skills needed for my chosen career field.	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%
47.I had opportunities to apply learning to real-world or professional contexts.	0	0.0%	0	0.0%	1	16.7%	3	50.0%	2	33.3%
48.The program strengthened my problem-solving, decision-making, and communication abilities.	0	0.0%	0	0.0%	1	16.7%	3	50.0%	2	33.3%
49.I gained experience using tools, technologies, or methods relevant to my field.	0	0.0%	0	0.0%	1	16.7%	3	50.0%	2	33.3%
50.I feel prepared to transition successfully into a career or advanced study.	0	0.0%	0	0.0%	1	16.7%	3	50.0%	2	33.3%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Post-Graduation Plans & Career Readiness										
51.My academic program prepared me with the knowledge and skills required for my career goals.	0	0.0%	0	0.0%	1	16.7%	2	33.3%	3	50.0%
52.I feel confident competing in my chosen career field.	0	0.0%	0	0.0%	1	16.7%	2	33.3%	3	50.0%
53.Career services helped connect me to opportunities.	0	0.0%	0	0.0%	1	16.7%	2	33.3%	3	50.0%
Academic & Student Support Services										
56.Academic advising helped me make informed decisions.	0	0.0%	0	0.0%	1	16.7%	3	50.0%	2	33.3%
57.Library and learning resources supported my academic success.	0	0.0%	0	0.0%	1	16.7%	3	50.0%	2	33.3%
58.Tutoring or academic support services improved my performance.	0	0.0%	0	0.0%	1	16.7%	3	50.0%	2	33.3%
59.Career services prepared me for employment or graduate school.	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%
60.Technology assistance (Wi-Fi, Help Desk, LMS) met my academic needs.	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%
Instructional Modalities, Technology & Access										
61.Courses offered in different instructional modalities supported my learning needs.	0	0.0%	1	16.7%	1	16.7%	2	33.3%	2	33.3%
62.Technology used in my courses enhanced my overall learning experience.	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%
63.The institution provided adequate academic and technical support for online or technology-enhanced learning.	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%
Campus Facilities & Learning Environment										
64.Classroom and lab spaces were conducive to learning.	0	0.0%	0	0.0%	1	16.7%	2	33.3%	3	50.0%
65.Campus buildings and grounds were well-maintained.	0	0.0%	0	0.0%	1	16.7%	2	33.3%	3	50.0%
66.Campus Wi-Fi and technology resources were reliable.	0	0.0%	1	16.7%	1	16.7%	2	33.3%	2	33.3%
67.Safety and security measures made me feel comfortable on campus.	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%
68.Recreational and wellness facilities supported student engagement.	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%

Graduating Students Exit Survey: Spring 2026

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	Count	%	Count	%	Count	%	Count	%	Count	%
Overall Satisfaction & Institutional Climate										
70.I am satisfied with the overall quality of my education.	0	0.0%	0	0.0%	1	16.7%	3	50.0%	2	33.3%
71.Faculty and staff treated me with respect and professionalism.	0	0.0%	0	0.0%	1	16.7%	1	16.7%	4	66.7%
72.The university provided an inclusive and supportive environment.	0	0.0%	0	0.0%	1	16.7%	1	16.7%	4	66.7%
73.Campus communication kept me informed of important deadlines and events.	0	0.0%	0	0.0%	1	16.7%	2	33.3%	3	50.0%
74.I would recommend this university to others.	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%

Graduating Students Exit Survey: Spring 2026

List of Employers

Employer	Location
ABC Therapeutics, LLC.	Louisiana - Baton Rouge
Academy Sports and outdoors	Louisiana - Baton Rouge
Acme Oyster House	Louisiana - Baton Rouge
Advantage Charter Academy	Louisiana - Baton Rouge
Ag Management & Business Consulting	Texas
Airport	Georgia
Albertsons	Louisiana - Baton Rouge
Alcorn State University	Mississippi
Alexandrea McDaniel	Louisiana - Baton Rouge
All Kare Alternatives, Inc	Louisiana - Baton Rouge
Allegion's Home Health	Louisiana - Baton Rouge
Allen parish school board	Oberlin
Alliant Insurance Services	Louisiana
Amanda Chapoton, LPC	Louisiana - Baton Rouge
Amazon	Louisiana - Baton Rouge
AMEC	Louisiana - Baton Rouge
American Safety	Louisiana - Baton Rouge
Ann Scoggin	Texas - Beaumont
Apollo Behavior Health Hospital	Louisiana - Baton Rouge
Apparition Logistics	California
Appletree Storage	Louisiana - Baton Rouge
Aptim	Louisiana - Baton Rouge
Aramark	Louisiana - Baton Rouge
Arkansas Crime Lab	Arkansas
Army	Louisiana - Baton Rouge
Ascension DePaul Community Health Centers	New Orleans
Asm Global	California - Los Angeles
Asmr - Accenture Federal Systems, Inc	Remote
Assessor Office	Louisiana - Baton Rouge
At&T	Louisiana - New Orleans
Auburn University	Alabama
Autozone	Louisiana - New Orleans
B1bank	Louisiana - New Orleans
Baby's First Years	New Orleans
Baker City Court	Louisiana - Baker
Baker commodities	Louisiana - Baker
Ballard brands	Louisiana - Mandeville
Bank Of America	North Carolina
Baseball	Louisiana - Baton Rouge
Baton Rouge Children Advocacy	Louisiana - Baton Rouge
Baton Rouge City Court	Louisiana - Baton Rouge
Baton Rouge Community College	Louisiana - Baton Rouge
Baton Rouge Country Club	Louisiana - Baton Rouge
Baton Rouge General	Louisiana - Baton Rouge

Graduating Students Exit Survey: Spring 2026

List of Employers

Baton Rouge General Hospital	Louisiana - Baton Rouge
Baton Rouge Police Department	Louisiana - Baton Rouge
Baton Rouge Recreational Park Commission	Louisiana - Baton Rouge
bcbsla	Louisiana - Baton Rouge
Behavioral Intervention Group	Louisiana - Baton Rouge
Belaire Magnet High School	Louisiana - Baton Rouge
Belk	Louisiana - Denham Springs
Bennys	Louisiana - Baton Rouge
BIG Lots	Louisiana - Baton Rouge
Big Buddy	Louisiana - Baton Rouge
Biynah Digital	Texas
Blue Cross Blue Shield	Louisiana - Baton Rouge
Blue Cross Blue Shield Of Louisiana	Louisiana - Baton Rouge
Boeing	Virginia - Arlington
Boil & Roux	Louisiana - Baton Rouge
Borgess Hospital	Michigan
BR Proud	Louisiana - Baton Rouge
Brandy Polito	Louisiana - Baton Rouge
Braun Research	New Jersey
BRBH	Louisiana - Baton Rouge
Brctc	Louisiana - Baton Rouge
BREC	Louisiana - Baton Rouge
BRG	Louisiana - Baton Rouge
BROC	Louisiana - Baton Rouge
Building Blocks	Louisiana - Hammond
Building Futures	Louisiana - Monroe
BurgerIM Baton Rouge, Louisiana State University	Louisiana - Baton Rouge
Burns and McDonnell	Louisiana - Baton Rouge
Butterfly Effects	New Orleans
Butterfly Effects Llc	Louisiana - Baton Rouge
Cadence of Acadiana	Louisiana - Baton Rouge
Cafe	Louisiana - Baton Rouge
California SLPA	California
Campus Crossings On Brightside	Louisiana - Baton Rouge
Capital Oaks	Louisiana - Baton Rouge
Capitol City Produce	Louisiana - Baton Rouge
CARD	Louisiana - Baton Rouge
Care One Health LLC	Louisiana - Baton Rouge
Carpenter Health Network	Louisiana - Baton Rouge
Catholic Charities	Louisiana - Baton Rouge
Center for Autism and Related Disorders	Texas - Austin
Centerville High School	Louisiana - Baton Rouge
Central High School	Louisiana - Baton Rouge
Charter Schools USA	Florida - Lauderdale
Chevron	Louisiana - Baton Rouge

Graduating Students Exit Survey: Spring 2026

List of Employers

Chick Fil A	Louisiana
CIA	Washington DC
Circle K Inc.	Louisiana - Baton Rouge
City Gear	Baker
City Of Alexandria	Louisiana - Alexandria
City of Atlanta	Georgia
City Of Baton Rouge	Louisiana - Baton Rouge
City Of New Iberia Police Department	Louisiana - New Iberia
City of New Orleans	New Orleans
City of South Fulton	Louisiana
City Parish Government	Louisiana - Baton Rouge
City Year	Louisiana - Baton Rouge
Clarity Hospice	Louisiana - Baton Rouge
Coca Cola Bottling Company	Louisiana - Baton Rouge
Cockerham & Associates	Illinois - Chicago
CoCa Cola	Louisiana - Baton Rouge
Collegiate Academies	New Orleans
Compelling Therapy Services	Texas
Costco Wholesale	Louisiana - Baton Rouge
Creative Steps	Louisiana - Baton Rouge
Credit Union	Louisiana - Baton Rouge
Crowdstrike	Texas - Austin
Crumbi Cookie	Louisiana - Baton Rouge
Csal Elementary	Louisiana - Baton Rouge
CVS	Louisiana - Baton Rouge
DAH URGENT	Louisiana - Baton Rouge
Dallas College	Texas
Darla at We Care Homes Inc	Louisiana - Baton Rouge
DCFS	Louisiana - Baton Rouge
DCI Inc	Minnesota - St Cloud
Deaflead	Missouri - Columbia
Dekalb County Schools	Georgia - Dekalb County
Delgado University & East Jefferson Hospital	New Orleans
Delta Bank	Louisiana - Baton Rouge
Department Of Children & Family Services	Louisiana - Baton Rouge
Department Of Corrections	Louisiana - Vacherie
Department of Natural Resources	Wisconsin
Department of Public Safety	Louisiana - Baton Rouge
Department of Revenue	Louisiana - Baton Rouge
DePaul	Illinois - Chicago
Dimensions developments (Marriott hotel)	Louisiana - Natchitoches
District Attorney Office	Louisiana - Baton Rouge
Dixon Correctional Institution	Jackson
Door Dash	Louisiana - Baton Rouge
Dow Chemical	Michigan

Graduating Students Exit Survey: Spring 2026

List of Employers

Dufour Law Firm	Louisiana - Baton Rouge
DXC Technology	New Orleans
East Baton Rouge Parish School System	Louisiana - Baton Rouge
East Baton Rouge School System	Louisiana - Baton Rouge
East Baton Rouge Sheriff	Louisiana - Baton Rouge
East Baton Rouge Sheriff's Office	Louisiana - Baton Rouge
East Jefferson General Hospital	Louisiana - Metairie
Eastern Louisiana Mental Health Hospital	Louisiana - Jackson
Eastern Louisiana Mental Health System	Louisiana - Jackson
Ebr school district	Louisiana - Baton Rouge
EBR School System	Louisiana - Baton Rouge
EBRSO	Louisiana - Baton Rouge
Eckered Connects	Louisiana - Lafayette
Elevate Services Inc.	California - Los Angeles
Elliott Security	Louisiana - Harvey
Emory University Hospital	Atlanta
EmployBR	Louisiana - Baton Rouge
EMT student in New Jersey	New Jersey - Trenton
Entergy	Louisiana - Baton Rouge
Enterprise	Louisiana - Baton Rouge
Environmental Consultants	California - San Diego
ESS	Louisiana - Baton Rouge
European Wax center	Louisiana
Exceptional Client	Shreveport
Exxonmobil	Texas
Faircloth Melton Sobel & Bash LLC	Louisiana - Baton Rouge
Fairfax County Public Schools	Virginia
Family Wellness and Healthcare of Louisiana	Denham Springs
Fedex Ground	Louisiana - Baton Rouge
First Student	Louisiana - Baton Rouge
Five Guys	Louisiana - Baton Rouge
Florida Schools	Florida
FMOLHS- Our Lady of the Angels	Bogalusa
Forest Manor	Louisiana - Covington
Franciscan Missionaries of Our Lady Health System	Louisiana - Baton Rouge
Francois Bend	Louisiana - Gonzales
Freedom Life Services	Louisiana - Baton Rouge
Freight harbor	Louisiana - Baton Rouge
Fresenius	Louisiana - Baton Rouge
Frock Candy (boutique)	Louisiana - Baton Rouge
Fugro Engineering Consultant & USG	Maryland
Full Time Nanny	Louisiana - Baton Rouge
G E O prep	Louisiana - Baton Rouge
Gap	Louisiana - Baton Rouge
GEC	Louisiana - Baton Rouge

Graduating Students Exit Survey: Spring 2026

List of Employers

Geek Squad	Louisiana - Baton Rouge
Generation alpha	Texas
Geo Prep Mid-City	Louisiana - Baton Rouge
Gibson Investigation Agency, LLC	South Carolina - Columbia
Glenn Brown Iii	Louisiana - Baton Rouge
Gold Standard Services	Georgia
Grace therapy center	Louisiana -Prairieville
Gracefully Purposed Counseling and Consulting, LLC	Louisiana - Baton Rouge
Guardian Angels Independent Living Services	Louisiana - Baton Rouge
Gulf Coast Social Services	Louisiana - Baton Rouge
Gulf South Hospital Medicine	Louisiana - covington
Hall Davis	Louisiana - Baton Rouge
Hamilton Telecommunications	Louisiana - Baton Rouge
Hancock Whitney	Louisiana - Zachary
Hawkeye-Innovations	Georgia
HCA Healthcare	Texas
Healthcare Highways	Texas
Heaven’S Blessings	Louisiana - Natchitoches
Helix Community Schools	Louisiana - Baton Rouge
Helouin’s	Louisiana - Baton Rouge
Hensel Phelps	Colorado
Hershey Company	Pennsylvania - Hershey
High school Teacher	North Carolina
HISD	Texas
HNTB	Michigan
Hollister	Louisiana - Baton Rouge
Home Depot	Louisiana - Unknown
Honeywell	Missouri
Hooters	Louisiana - Baton Rouge
Hospital	Louisiana - New Orleans
HR Solutions	Louisiana - Baton Rouge
Hubbell	Louisiana - Unknown
Hyatt Corporation	Louisiana - Baton Rouge
Hyatt Place Baton Rouge I-10	Louisiana - Baton Rouge
Hyundai	Louisiana - Baton Rouge
I5 Tech Solutions	Texas
Iberville Public School Board	Louisiana - Plaquemine LA
ICare	Louisiana - Baton Rouge
Idk	Louisiana - Baton Rouge
Ihg resorts	District of Columbia
Ilera Holistic Healthcare	Louisiana - Baton Rouge
Innovative Emergency Management	North Carolina
Inspire Charter Academy	Louisiana - Baton Rouge
Intralox	Louisiana - Harahan
Invest in Louisiana	Louisiana - Baton Rouge

Graduating Students Exit Survey: Spring 2026

List of Employers

Iris Domestic Violence Shelter	Louisiana - Baton Rouge
Jefferson Rise Charter School	Louisiana - Unknown
Jefferson Terrace Academy	Louisiana - Baton Rouge
Judd	Louisiana - Baton Rouge
Kelli Stewart, L.E.A.D. Center For Youth	Georgia
Kelly Connect	Louisiana - Baton Rouge
Kelly Education	Louisiana - Baton Rouge
Kenilworth Science And Technology Charter School	Louisiana - Baton Rouge
Kids orchestra	Louisiana - Baton Rouge
Kipp Schools	Georgia
LA Dept of Justice	Louisiana - Baton Rouge
Lackland Air Force Base	Texas
Lane Memorial Hospital	Louisiana - Baton Rouge
Lane Regional	Louisiana - Baton Rouge
Lane Regional Medical Center	Louisiana - Baton Rouge
Lanr Rehab Center	Louisiana - Unknown
L'Auberge Casino	Louisiana - Baton Rouge
Law office of Venese Morgan	Law office of Venese Morgan
LCMC Health	Louisiana - Unknown
Legette Construction, Inc.	Louisiana - Westwego
LHC	Louisiana - Baton Rouge
LifeGift	Texas - Houston
Living Learning Center, Subr	Louisiana - Baton Rouge
LLC Cloud	Louisiana - Baton Rouge
Lockheed Martin	Florida
Lockheed Martin Or Chevron	Texas
Los Angeles Unified School District	California
Louisiana Citizens Property Insurance Corporation	Louisiana - New Orleans
Louisiana Commission on Law Enforcement	Louisiana - Baton Rouge
Louisiana Correctional Institute For Women	Louisiana - Baton Rouge
Louisiana Department of Justice	Louisiana - Baton Rouge
Louisiana House Of Representatives	Louisiana - Baton Rouge
Louisiana Key Academy	Louisiana - Baton Rouge
Louisiana lottery corporation	Louisiana - Baton Rouge
Louisiana Office Of Public Health	Louisiana - Baton Rouge
Louisiana State University	Louisiana - Baton Rouge
Louisiana State University LSU	Louisiana - Baton Rouge
Love Kayun	Louisiana - Baton Rouge
LPCA	Louisiana - Baton Rouge
M & M Vinyl And More	Louisiana - Baton Rouge
Marriott	Louisiana - Baton Rouge
Maxsoft Inc	Texas
MD Anderson Cancer Center	Texas
Mercy Autism Center	Louisiana - Baton Rouge
Mercy Center	Louisiana - Baton Rouge

Graduating Students Exit Survey: Spring 2026

List of Employers

Methodist South	Tennessee - Memphis
Metromorphosis	Louisiana - Baton Rouge
Metropolitan Human Services District	Louisiana - New Orleans
Michigan Department Of Transportation	Michigan
Michigan State University	Michigan
Mike Hooks Llc	Louisiana - Unknown
Miracle Health Agency	Ohio
Moreau Physical Therapy	Louisiana - Baton Rouge
Mosaic Chemical Company	Uncle Sam
Mtx Group	Texas
Murphys USA	Louisiana - Baton Rouge
na	DC
Naosem Or Target	Maryland
National Heritage Academies	Michigan - Grand Rapids
National Renewable Energy Laboratory	Colorado
Neighbors Federal Credit Union	Louisiana - Baton Rouge
News Station	Louisiana - Shreveport
NHA	Louisiana - Baton Rouge
Norfolk Naval Shipyard	Virginia - Portsmouth
Norfolk Ship Yard In Va	Portsmouth, Va
North Oaks Medical Center	Louisiana - Hammond
Northrop Grumman	California
Northwestern mutual	Louisiana - Baton Rouge
Not sure at the moment	not sure.
Nucor Steel Louisiana	Louisiana - St. James
Nursing	Louisiana - Baton Rouge
NYAP	Louisiana - Baton Rouge
Oceans Behavioral Hospital	Louisiana - Baton Rouge
Ochsner	New Orleans
Ochsner Clinic Foundation	Louisiana - Baton Rouge
Ochsner Health	Louisiana - Baton Rouge
Ochsner Health Center	Louisiana - Slidell
Ochsner Medical Center	Louisiana - Baton Rouge
Ochsner St. Mary	Louisiana - Morgan City
Office Of Communications	Louisiana - Baton Rouge
Office Of Community Development	Louisiana - Baton Rouge
Office of Juvenile Justice	Louisiana - Baton Rouge
Old navy	Louisiana - Baton Rouge
LOL	Louisiana - Baton Rouge
Opelousas General Health System	Louisiana - Opelousas
Opelousas Park and Recreation	Louisiana - Opelousas
Oracle Corporation	Louisiana - Baton Rouge
Origin Hubs	North Carolina
Oschner	Louisiana - Baton Rouge
Our Lady of the Hospital	Louisiana - Baton Rouge

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List of Employers

Our Lady of the Lake	Louisiana - Baton Rouge
Our Lady of the Lake Children's	Louisiana - Baton Rouge
Our Lady of the Lake Hearing and Balance Center	Louisiana - Baton Rouge
Our Lady of the Lake Hospital	Louisiana - Baton Rouge
Our Lady of the Lake Regional Medical Center	Louisiana - Baton Rouge
Overton Brooks Va Medical Center	Louisiana - Shreveport
Pacific Maritime Association	California
Paisley Family Medical Center	Louisiana - New Orleans
Park Forest Elementary	Louisiana - Baton Rouge
Parkland Health	Texas - Dallas
Pasha Group	California - San Rafael
PAT GREEN AND ASSOCIATES	Natchez, MS
Patient Compensation Fund	Louisiana - Baton Rouge
Pelican State Credit Union	Louisiana - Baton Rouge
Petsmart	Louisiana - Baton Rouge
Petwell Clinic	Louisiana - Baton Rouge
Piedmont hospital	Georgia - Atlanta
Pierre Care Services	Louisiana - Baton Rouge
Plaquemine High School	Louisiana - Plaquemine LA
Plucker'S Wing Bar	Louisiana - Baton Rouge
	Louisiana - Pointe Coupee Parish
Pointe coupe	
Police Department	California
Pond co.	New Orleans
Possible Missions	Texas - Houston
Procter and Gamble	Louisiana - Pineville
Proctor and Gamble	Ohio
Progressive PHP	Zachary, LA
Progressive Php Of Seaside	Louisiana - Unknown
Queen Baton Rouge	Louisiana - Baton Rouge
Racetrac	Amite
Raising Canes	Louisiana - Baton Rouge
Rapides Parish	Louisiana - Alexandria
Raytheon Technologies	Virginia
Recovery innovations LLC	Louisiana - Baton Rouge
Red Stick Pediatrics	Louisiana - Baton Rouge
Redmont Distillery	Alabama
Retired Navy Veteran	Louisiana - Baton Rouge
Retirement Home	Louisiana - Baton Rouge
Rouses Supermarket	Louisiana - Baton Rouge
Ryan Greene	California
Sam's Club	Louisiana - Baton Rouge
School Slp	Texas
School System	Louisiana - Baton Rouge

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List of Employers

Scion Group Leasing	Louisiana - Baton Rouge
Sentier Llc	Texas
Sevita	Louisiana - Baton Rouge
Shell	Louisiana - Baton Rouge
Sherwin Williams	Louisiana - Baton Rouge
Signify Health	Louisiana - Baton Rouge
Sira	Texas
Snipes	Louisiana - Alexandria
Social Security Administration	Louisiana - Baton Rouge
Soma	Louisiana - Baton Rouge
Southeastern Louisiana University	louisiana - hammond
Southern	Louisiana - Baton Rouge
Southern University	Louisiana - Baton Rouge
Southern University A&M And College	Louisiana - Baton Rouge
Southern University Ag Center	Louisiana - Baton Rouge
Southern University and A&M College	Louisiana - Baton Rouge
Southern University Barbershop	Louisiana - Baton Rouge
Southern University baton Rouge	Louisiana - Baton Rouge
Southern University Law Center	Louisiana - Baton Rouge
Speak Speech	Texas
Specialty Clinic	Louisiana - Baton Rouge
Spectrum	Texas - dallas
St Landry Parish Sheriff Department	Louisiana
St. Clare Manor	Louisiana - Baton Rouge
St. Helena Parish School District	Louisiana - Unknown
St. Helena School Board	Louisiana - Greensburg
St. Landry Parish School Board	Louisiana - Opelousas
St. Martin Parish Sheriff's Office	Louisiana - Saint Martinville
St. Tammany Parish Hospital	Louisiana - Covington
Starbucks	Louisiana - Baton Rouge
Start Corp, Ilc	Louisiana - Baton Rouge
State Farm	Louisiana - Baton Rouge
State Library of Louisiana	Louisiana - Baton Rouge
State Of Louisiana	Louisiana - Baton Rouge
State of Louisiana - DCFS	Louisiana - Baton Rouge
State of Louisiana - Governor's Office of Financial Institutions	Louisiana - Baton Rouge
State of Louisiana- Louisiana Workforce Commission	Louisiana - Baton Rouge
State of Louisiana Youth Challenge Program	Carville
State Of Missouri Children's Division	Missouri - St. Louis
Stepping Stones	Louisiana - New Orleans
Stepping Stones Group	Louisiana - New Orleans
Sullivan'S Steakhouse	Louisiana - Baton Rouge
Summit Elementary	Missouri - Summit
Sun Behavioral	Houston, TX
Taco Bell	Louisiana - Baton Rouge

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List of Employers

Target	Louisiana - Baton Rouge
Target optical	Louisiana - Baton Rouge
Teachers For Ascension (Taa)	Louisiana - Unknown
Techlogyx Inc	Delaware
Tecsup, LLC	Texas
Ted Soileau, CPA, LLC	Louisiana - Baton Rouge
Teem Hospitality Group LLC	Louisiana - Baton Rouge
TEI	Washington DC
Terrebonne Parish District Attorney Office	Houma, LA
Texaco	Louisiana - Baton Rouge
Texas Children's Hospital	Texas - Houston
Texas DPS	Texas - Austin
The Baton Rouge Clinic	Louisiana - Baton Rouge
The Baton Rouge General	Louisiana - Baton Rouge
The Boeing Company	South Carolina
The Center For Children & Families	Louisiana - Crowley
The Center for Children and Families	Crowley
The Chimes	Louisiana - Baton Rouge
The emerge center	Louisiana - Baton Rouge
The Grove Recovery Center	Louisiana - Sorrento
The Home Depot	Louisiana - Baton Rouge
The Women'S Hospital Of Texas	Texas
Thrive Academy	Louisiana - Baton Rouge
T-Mobile USA	Louisiana - Baton Rouge
Top Golf	Louisiana - Baton Rouge
Tower Loan	Louisiana - Baton Rouge
Towneplace Suites Marriott BTR/Port Allen	Louisiana
Tractor Supply Co.	Louisiana - Baton Rouge
Trader Joes	Louisiana - Baton Rouge
Tryittech Llv	Texas
Turner Construction	Louisiana - Baton Rouge
TWG	Louisiana - Baton Rouge
Tyler and Possa, APLC	Louisiana - Baton Rouge
Tyler Perry Studios	Atlanta
U.S. Forest Service	DC
U.S. Postal Service	Florida
Uber	Lafayette
UK	Louisiana - Baton Rouge
UME Preparatory Academy	Texas
Undecided	Louisiana - Unknown
United HealthCare	Louisiana - Baton Rouge
United States Department of Agriculture Natural Resource Conservation Service	Louisiana
United States Marine Corps	Virginia
United States Marine Corps - Retired	North Carolina
United Way of Southeast Louisiana	Louisiana - Unknown

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List of Employers

University Medical Center	Louisiana - New Orleans
University View Academy	Louisiana - Baton Rouge
UPS	Louisiana - Baton Rouge
Urban Forestry Program at SU	Louisiana - Baton Rouge
US government	Louisiana - Unknown
USDA Forest Services	Louisiana - Baton Rouge
Usda National Finance Center	Louisiana - New Orleans
USDA Natural Resources Conservation Service	Louisiana - Baton Rouge
Veterans administration	Louisiana - Baton Rouge
Villa Feliciana Medical Complex	Louisiana - Jackson
Village Medical	Texas
Volunteers of America	Louisiana - Unknown
Waffle House	Louisiana
Walgreens	Louisiana - Baton Rouge
Walmart	Louisiana - Baton Rouge
Walmart And Work Study	Louisiana - Baton Rouge
Walmart Supercenter	Louisiana - Baton Rouge
Walters Thomas Cullens	Louisiana - Baton Rouge
WBRZ	Louisiana - Baton Rouge
Wellbridge Healthcare	Texas
Wells Fargo	North Carolina
West Baton Rouge Parish School Board	Louisiana - Baton Rouge
West Baton Rouge Parish Schools	Louisiana - Addis
West Baton Rouge Schools	Louisiana - Baton Rouge
West Jefferson Medical Center	Louisiana - New Orleans
Weyerhaeuser	Louisiana - Holden
Whitewater Express	Louisiana - Baton Rouge
Who ever gives me a job	Louisiana - Baton Rouge
Woman's Hospital	Louisiana - Baton Rouge
Womans Hospital	Louisiana - Baton Rouge
Woman's Hospital	Louisiana - Baton Rouge
Youth Villages	Louisiana - Baton Rouge
Zen Jus	Louisiana - Zachary

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53. What improvements would you recommend for campus facilities or the learning environment?

A lot of stuff is just outdated that's all.

Access to better resources across the board to enhance student performance.

Accommodate students in Higgins Hall when it comes to heat and air adjustments.

Fire Rashall Hall. He is not a great advisor at all. He does not accommodate the well-being of the students. He will stir your academic scheduling in the wrong direction. Do better as an institution on completing backgrounds check and understanding the candidate has experience within the position.

answer the phone

Appropriate air and heat so people can focus.

As a strictly online student, I can not speak on the campus facilities. However, the staff and support for the

As an online student at Southern University and A&M College, one improvement I would recommend is

enhancing the virtual learning environment and technology support. Since online students rely heavily on platforms like Moodle or Canvas, it's important that these systems are easy to use, organized, and reliable.

Sometimes online courses can feel confusing, so having consistent course layouts, clear instructions, and better communication from instructors would really improve the experience. I also feel that teachers should respond back more quickly, especially since online students depend on email and messages to stay on track. Delayed responses can make it harder to complete assignments or understand expectations.

Another improvement would be creating more opportunities for connection and access to campus experiences.

As online students, I feel we should have full access to games and campus events just like in-person students, even if that means offering virtual options or special access. It can sometimes feel like we are missing out on important parts of the college experience. Offering more virtual events, live sessions, or ways to stay involved would help online students feel more included and connected to the university.

Be more kind and willing to help students

Be more proactive with students really get to know your students. I feel some teachers lack that within our

Be more student oriented

Being more accomadable to students with extenuating circumstances

being responsible with resources

better buildings and cleaner environment

Bette communication

Better attitudes

Better care when it comes to handling reports from student in Title IX.

better classroom conditions in certain buildings, I've seen a room filled with ants and rats, ac always out, some buildings either need to get tore down or renovated.

Better classrooms

Better communication better on picking up the phone as well

Better communication between advisors and students

Better communication for online students

Better communication from registrar's office.

better dorm accommodations

Better organization

Better organization and better Wi-Fi

better parking

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Better parking particularly for students of the nursing school as well as engineering. Students are forced to park on grass and sometimes in staff space due to lack of parking or students apart of other degree programs parking there as well as southern lab students. As well as an updated lab within the nursing building and a conductive Better simulation center (SUSON). Include study rooms for students. Better maintenance of restrooms.

better technology

better Wi-Fi___33

Better Wi-Fi - had to use hotspot the whole time being here, better housing, maintenance people actually fixing the problem to your housing , mold,

Better Wi-Fi, updated buildings, and working a/c in all buildings.

better understanding betten students and admin, also proper communication.

Bigger desk

Build fresher housing for students to accolade high enrollment.

Campus is expanding and improving

Campus is not safe

Campus Need to stop ignoring students and do the job that pay them instead sending students around campus with the wrong information. Southern Staff is very GHETTO.

classroom layouts that support different manners of engagement

Cleaner restrooms.

cleanliness

Communication between students and faculty needs to be better.

consistency

continue doing what's being done

Do maintenance on the buildings and resources for students.

don't have any concerns.

Ensuring that our HVAC systems are updated.

Also the "F" outside on the signage of Higgins Hall has been missing for 3 years. Although it's cosmetic, we need to get that fixed.

Everything is already good

Everything was Great!

Faster replies and work

First and foremost, understanding the generation gap between technology and hand written information, there needs to be a bridge between obtaining important notifications better and sooner than last minute or missing out from not hearing word of mouth. Teachers needs to be supplied with better tools for a smoother learning environment, without teachers having to come out of pocket or for materials essential to the class learning. The school needs to use the negotiation skills they used to get the \$6 million provision for building a road.....and

Fix elevators, leaks, clean up mold, fix ac unites, holes in walls etc

Fix the power and create better living situation for students.

For online students to be able to have access just like the in-class students.

For starters can yawl maintain the landscape better? All those people mowing the campus but all the grass is uneven, edges overgrown, scalped the grass, it makes no sense. Update the classrooms. Air didn't work a lot of Fund the AG department with animals

Funding should be increased. Certain individuals in offices should not be there.

Great

Have other classrooms available when buildings aren't available

Have teachers that care faculty too

Graduating Students Exit Survey: Spring 2026

Higgins Hall

Hire faculty that value connections with their students.

hirirng people who actually give a crap about the students

Housing

I am an online student. I did not utilize any of the on campus facilities.

I am extremely satisfied with higgins and their professors through both undergrad and my graduate experience.

I am not graduating this semester

I am not graduating.

I believe the connection of wifi and technology could be better. I had to use my personal hotspot for the last two years of my studies. The wifi never had a strong enough connection to complete coursework on campus.

I don't have any recommendations

I don't think there are any...everything you need is there.

I don't know

I had to pay for my own technologies and softwares, e.g., SPSS that was included in my fees but never given. The buildings were extremely frigid. The staff personnel were unprofessional, not communicative and indifferent.

I have no complains. We can always use more and newer equipment to help us continue to grow.

I have no complaints, I had a great 4 years at Southern University.

I have none at this time.

I just recommend that more buildings on campus get an update. I'm referring to the buildings that have been there a long time with no remodeling. Also, bigger desks would help kids in the future for more space to work

I just think the campus facilities should have more opportunities for biology students at the career fair

I recommend more food options and shaded areas for the students to hang out

I recommend that the school does a better job at helping students achieve their goals. When students come here they don't know everything that their is when it comes down to college. The facility and staff forgets that

I recommend: more food options in the union, extended cafeteria hours, efficient printers (always broke), upgraded dormitories (tear Boley down), mandatory campus learning training for staff (they never know

I think a 24 hour printing center would be huge for students, also, the Mass Communications department needs to incorporate the media room into their classes/curriculum more. SU NEEDS a parking garage for commuting

I think an update can be done in terms of residence halls and technology regarding them.

I think campus could be cleaner, more welcoming; WiFi was terrible and unreliable all semester. Bookstore was awful and never had anything I needed all semester. Better and more welcoming attitudes from faculty.

I think Southern could improve the learning environment by updating more classrooms and academic buildings.

Better technology, stronger Wi-Fi, and more modern study spaces would make it easier for students to stay

I think the improvements that are being place now are good enough already.

I would have liked the courses to be held on another day other than Monday

I would improve some of the buildings they have and introduce students to better technology. This can help students better understand their fields of study and get real world hands on knowledge when obtaining an

I would improve the parking situation especially for commuters, I would recommend a commuters lounge somewhere they can go between class to unwinds or study.

I would like to see an increase in smart technology used on campus.

I would love to have a Wi-Fi cafe

I would post more and spread more information about opportunities for students. For example, internships and jobs that students can apply for while in and after school.

I would recommend continued improvements to campus facilities such as updated classrooms, improved study spaces, better technology access, and more modern student housing and dining options. I also think strengthening communication between students and administrative offices would help create a more supportive
I would recommend improved communication.

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technology, expanding quiet study spaces, and ensuring that engineering labs and equipment stay modern and well-maintained. More reliable Wi-Fi, better climate control in classrooms, and consistent access to clean, organized workspaces would also make a noticeable difference. Creating more collaborative areas for group projects and improving lighting, seating, and overall comfort in study areas would help students stay focused and I would recommend investing in better resources for online learning, such as improved Wi-Fi connectivity and access to digital libraries, would significantly benefit students, especially those who prefer or require remote I would recommend more scholarship opportunities for graduate students and faculty members (i.e. registrar's, financial aid, cashiers, and human resource department) being accessible over the phone instead of having to drive to campus, for an issue or question that can be solved over the phone. I have and have known people to I would recommend more updated simulation labs, additional study spaces for students, and smaller class sizes or more clinical support to improve hands-on learning and the overall learning environment.

I would recommend staff actually respond back to emails/calls from students. I felt very lost on who to contact about what because everyone is non-responsive.

I would recommend that academic advisors be more involved. I think that after students freshman and sophomore year academic advisors tend to not be as involved as they were. The check ins stop and students are left doing things on their own. Which soon causes problems down the line due to them not getting the proper

I would recommend that more hybrid-style classes be offered to athletes who are in season. It's extremely hard to maintain rigorous coursework with nontraditional students who aren't in class every day due to competition.

I would recommend that someone answers phone calls, so people wouldn't have to travel for an hour or more to take care of something that takes only a few minutes. I had a hold on my account and had to drive from Opelousas for it to be removed because no one could tell me that the billing office had moved to the Registrar's

I would recommend thoroughly training bookstore employees. I've come to campus to visit the bookstore twice and both experiences were stressful. I feel like it would've been no confusion had they just been trained

I would recommend updating the library's digital and physical resources to better support modern research needs. Additionally, improving the reliability of campus-wide Wi-Fi in high-traffic study areas would greatly

I would say there needs to be improvement on buildings and doing things in a timely manner

I would suggest improving communication between faculty and students, especially regarding expectations, deadlines, and available resources. Increasing access to academic support services, such as tutoring and writing assistance, would also be beneficial. Additionally, offering more flexibility for working students, such as hybrid options or extended deadlines when appropriate, could help students better manage their responsibilities while I would suggest that online students have the same opportunities as the students on campus. At a certain point, we were paying for IDs that we weren't allowed to obtain.

I would suggest that the university take student concerns more seriously.

I would try to get more organizations and activities around campus

I would update the faculties on campus

Improve administration.

Improvement of WIFI in the nursing building

Fixing elevators in nursing building

Adding soap to bathrooms in nursing building

Improvements I would recommend is better Wifi for the campus facilities and for the buildings to only be cleaned regularly in the inside but also kept up on the outside as well. Some of the staff is actually the problem!

Improvements on parking spaces for students.

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Improvements on safety measures, there has been too many gun violence near this school over the past few years and too many threats. Improvements on faculty attitudes, higher administrators voice how it is a safe place for students to voice their needs and concerns. This has been proven wrong, when some administrators have not been very nice when students have several questions about their success here at southern university. Improvements on graduation steps, I have dealt with numerous of problems to make sure my application was processed correctly. With doing things correctly on my end faculties still caused errors that were clearly their Improvements that I would recommend are better/easier WiFi, less patrolling the checkpoints and more patrolling the buildings and the campus, and more accommodating faculty members (especially financial aid and Improvements that need to be made for campus facilities and learning environment is better wifi throughout the whole campus. Career services should reach out to every student and see what their plans are after college and to see if they can help. Better opportunities/ help for out-of- state students when it comes to finding jobs in their Improving campus facilities and the overall learning environment starts with creating spaces that truly support how students study and collaborate today. One key improvement would be upgrading study areas with more quiet spaces, extended hours, and reliable Wi-Fi so students can work without distractions. Classrooms could also benefit from updated technology and more interactive tools to better support modern teaching styles.

Additionally, maintaining clean, comfortable, and well-lit facilities across campus would make a big difference in students' day-to-day experience. Expanding access to spaces for group work, creative projects, and student organizations would also help build a stronger sense of community.

Lastly, improving access to resources like tutoring centers, computer labs, and mental health support services—and making sure students are aware of them—would strengthen both the academic environment and Increased focus on the fine arts and mass communications facilities.

Investing in the cleanliness of the buildings and classrooms.

its freezing in blanks! so a warmer environment so its not hard to focus.

its like they got that handle already.

just answer emails/calls more

Just more organization, getting information out to the students earlier would help a ton

keep the vending machines in the the nursing building filled and in working condition

Keep up with the residential life

Laptops for rent for online students or iPad

larger classrooms, updated buildings, expanded parking

listen to your students when it comes to terrible professors

Mainly fixing the student wifi to run effectively across campus and having the buildings at a stable temperature.

Maintain lab facilities for in-person hands-on learning

Make a better environment where students can have actions done again teachers who have gone to far and have tried to reach out multiple times only to be silenced. It makes students not want to reach out or participate anymore. I've been thru it, I've watched other students go thru it. Get it together.

Make Southern University more welcoming, coming from the facility and staff

Making sure the power and water don't go off every semester

Making the campus cleaner , firing rude and mean staff and staff that aren't listening to their students and the staff that all students arent doing well in their class. Also having departments answering their phones and not

More dorms and faster WiFi

More dorms!!!

More funding for the science courses so we can have a more diverse program offering different concentrations. more hands on help

More housing for students.

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More in person technical training.

more interaction

More opportunities for international students to participate in

more parking

MORE PARKING

FRIENDLY STAFF

INCLUSION AS A WHOLE NOT JUST TO LEGACIES!!

More parking for students. Better food selections.

More parking lots for off-campus students.

More patient staff, more teachers, fixed environment like classrooms, restrooms, and builds.

more renovations

More resources for LGBTQ+ students.

More spots on campus with tables to sit, eat, and study

More student parking & better communication as a University itself

More student workers, younger staff, communication, manners.

More updated resources, more supplies, and materials for the fashion department

More working bathrooms in the science building. Better parking system.

More working labs and more experience towards people with disabilities to be able to branch out and experience things more on campus on their own without feeling excluded.

newer and more updated environments.

nicer staff

No comment

no drastic changes need to be made

No improvement needed.

No improvements to be made

none

None at this time.

Not sure. Online student

nothing

Nothing at this time.

Nothing everything is good

nothing I enjoyed every minute of it.

Nothing. SU is currently making changes and adding buildings to the campus.

One improvement I would definitely recommend at Southern University and A&M College is fixing and upgrading student housing. Since a lot of students live on campus, housing plays a big role in our overall experience. I feel like the dorms could be better maintained, and things like maintenance requests should be handled faster.

Having a clean, comfortable space really makes a difference, especially when you're already dealing with classes and stress.

Another big thing is parking. Finding a parking spot can be so stressful, especially during peak times. I think adding a student parking garage would help a lot. It would make things more organized and save students time

One improvement I would recommend for campus facilities or the learning environment is to make sure the

One key improvement would be more consistent maintenance across campus facilities, especially in older buildings that require greater attention. It is important that all departments have access to fully functional technology, including reliable Wi-Fi, updated computers, and working classroom equipment. Basic facility issues, such as damaged ceiling tiles and inconsistent heating or cooling, should also be addressed to create a more conducive learning environment. Additionally, improvements to campus access and security would help ensure

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one on ones with student

Online student

Online student with no in person classes.

Parking lots

Promoting a safer campus. There is an enormous, constant amount of student speeding around and on campus which is extremely dangerous to students and faculty walking on campus.

Rebuilding

Register

Registrars office will do whatever they can to cut corners and not do their job. They don't care about students.

Regulated temperatures in the classrooms and the campus needs more security, there is no reason for the campus to have that much open access to the public

Renovating buildings and adding more resources for the students

Renovations on some buildings

Renovate classes and SUAREC building

Renovating Higgins

renovations to buildings, regularly cleaning/disinfecting to classes, no tables/desks in room 117 in Higgins AND no outlets??? We need more working outlets. Also Higgins had a pest problem, so I'm sure there's other pest resources

Security

Some improvements that could most definitely make the campus better includes increasing the amount of parking available for students, as limited parking can cause stress and make it harder to get to class on time. Another important improvement would be strengthening the administration by ensuring there are more teachers, faculty, and staff who are actively engaged and genuinely care about students' success and well-being. Having supportive staff can create a more positive learning environment, encourage student involvement, and improve overall morale. Additionally, focusing on maintaining a clean and welcoming environment would help relationship is not nurtured as it once was, and many professors treat their students as expendable: not learning their name or even taking the time to get to know them.

instead of not being so friendly.

Southern needs more hands on teaching because everyone doesn't learn the same.

Southern University is always striving for success by improving technology and making student life top tier. With all the upcoming accommodations and new infrastructure that is taking place, all future graduates of Southern Stewart Hall has been consistently neglected for two years. The floors aren't swept and trash cans are hard to find. Door knobs fall off leaving us locked in rooms. New tools such as the newsroom and podcast studio were added but remained restricted to students. The fees are as much as our tuition but we're constantly told what we don't have money for. There is no access to Adobe or other software that would aid students in their work. We had to buy \$400 cameras and \$200 software programs to complete coursework. We paid for books with our Stronger WiFi and better support.

Stronger Wi-Fi hotspot connections for students that like study outside.

students should have more say about fees and say so about how we

Sustainable campus upgrades — energy-efficient lighting, water refill stations, improved recycling and taking into consideration of students voicing their concerns; treating students with respect desired;

The buildings were either too cold or too hot

The cashier office and bookstore.

The improvements I would recommend is nothing really because I like the improvements that are happening

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The improvements that I would recommend for the campus facilities or just the learning environment would be to, first off having meetings with each other on how to make education within itself a much easier successful part of the student's experience as they all continues to go through their educational journey. Secondly, I believe an important improvement area for the Southern University facilities staff should look at is engaging more tutoring services for the student's that would need the extra help to be more successful with their assignments. Thirdly, i suggests that, the Southern University Facilities members should engage with themselves on how they can all come together, and evaluate ways on how to help students focus more on being successful and staying discipline with their assignments. Finally, they Should all have more beta clubs and fest activities for the student The restrooms should be maintained hourly up until 9pm. Wiping down the desks and chairs. Sweeping the floors in classrooms. Cellular service in classrooms for safety communications. Maintaining the A/C and Heating The school needs continuous external and internal upgrades to keep up with the innovation of the world and other beautiful HBCU college campuses.

Unclear advising schedule, graduation requirements, and financial aid set me back graduating several semesters. Lack of clarity between department, office of graduate studies, internal faculty, administration.

Up to date

up to date areas

Update them and ensure campus police are actively doing their jobs.

Updated classroom materials and study areas.

Updating/rebuilding the older class buildings. Open access to study rooms in the apartments (100's, 200's, Totty, ect) buildings. Sometimes it is hard to study in your room, as roommates and noise can be an issue. Having the study rooms open and only used for studying would be very beneficial, as well as building newer apartments or updating plumbing and a/c units in the apartments. There were many nights when the a/c was not working properly, and it created a difficult study environment with no other alternative place to go to. The library is too far to walk to in the dark from the back of campus for those who don't drive, and the library at night is

Upgrade Classroom Technology

Ensure all classrooms have reliable Wi-Fi, smart boards, updated computers, and functioning projectors.

Modernize Buildings

Renovate older classrooms, restrooms, residence halls, and common areas to create a more comfortable

Upgrade classrooms, labs, and research facilities to meet modern academic and STEM standards.

Upgrades to Higgins Hall

We need environment in the financial aid and cashiers office

WIFI, Library hours - 24hrs

With the new construction being done, have more options.

working wifi, renovations, cleaner environment

Yes

59. What aspects of your academic experience were most valuable?

A lot

A majority of the teachers truly cared to help

Advisors welcoming me with an open mind and heart. Always available to talk about academic achievement.

All

all 4 years

All graduate faculty, school administrators, and staff were responsive to my questions and supported my

All of it

All of them I have gained much knowledge within the social work department at SU.

All of them were most valuable.

All of them.

Aspects of my academic experience that was most valuable is being independent and resilience. Having meaningful relationships with professors and classmates. People I had class with were helpful and it was easy to ask for help if I missed something I could text them and see what happened, etc.

attending class

Becoming knowledgeable about my career

Being a 4x Dean's List student and representing academic excellence.

Being able to complete my program exclusively online, was a beneficial factor in my degree completion.

being able to create study groups with my fellow peers

Being able to go and talk to professors, advisors, and other people to get around campus and figure out what is needed to be able to be successful in my classes. Also having canvas on my phone so that I can easily turn in assignments on time because I was able to get reminders the day before.

Being able to learn things and still come out with a great gpa despite my first year of college not being as great

Being taught and surrounded by people who looks like me and learning at a HBCU university is important to me.

building connections and real relationships with professors.

having Dr. Minnis as a mentor and someone to speak life into you.

having professors that are very knowledgeable and can answer every question you have and who are willing to connect you with other professionals for job opportunities.

Building relationships with my professors.

Campus life

Career readiness and family environment

Clinic

clinical experience

Clinical experience and bonds.

clinicals

Communicating with instructors

Community and networking

Community aspect: collaborating with students inside and outside the classroom, and helping others with the connecting with like minded people

Connecting with Ms. P again

connecting with professionals outside of campus

Connections

Connections with peers and staff

course structure and student involvement

Creating relationships with professors.

Department faculty ensuring our success.

developing soft skills and networking with peers

Education and work study.

Embracing and learning from my culture

Endurance

everything

Everything of my academic experience was valuable I learned so much throughout all the classes I've taken from core classes to elective classes I enjoyed them all some more than others but for the most part it was all everything was

Everything.

Excellent advisor.

Experience that was most valuable to was being picked to be in NSLS program because it showed me that the hard that I'm doing is not going unnoticed.

Faculty

Finishing

flexibility

friends

gaining life experience in and out of class

Getting hands-on experience

getting my degree

Good professors.

Graduating.

Great Professors

Group projects

Group projects learning to work well with others

Hands-on research and problem-solving

Having instructors that showed professionalism throughout the program made my experience most enjoyable

Having professors that care

Having some good teachers

having that relationship with my professor.

Having to teach myself the information on my own because some professors refused to

Homecoming

how they operate in real world things

Hybrid classes

I am not graduating.

I appreciate those professors who went out there way to make sure not only that the information is being

I at least gained a degree.

I enjoyed networking with my peers and being able to attend events of student associations. This helped me deal with my shyness and meet new associates with common interests.

I feel extremely prepared in the career that I want to pursue!

I feel like learning my major was the most valuable part to me and connecting with my classmates.

I have fun learning, but learning requires professors who care and want to teach. I have enjoyed my professors tremendously. Rest in Power Dr. Kirk. We have to get forward thinkers and those who know that a grade is just a grade, but a student who can retain and apply the information is important. My experience has been what I anticipated. I have established friendships and relationships with students who I would not even have a colleagues. Southern Pride is still WE ARE SOUTHERN. We need to lean in to who we are. I enjoyed my Human Resources classes the most, Dr. Jackson's approached to learning it application and even role playing and

I think leaving my initial program I felt more wanted to the program that I transitioned to. I felt more open to talk to my peers and my professors when I was struggling.

I think the academic experience was kind of hard given you have the help but they send you to others so they I value being able to learn alongside other students of color.

I would say networking, meeting new people, and growing a relationship with the classmates and professors of the Political Science Department.

I would say projects that actually made me have to step out my comfort zone. Actually researching and learning about things instead of just listening to a lecture.

I would say the hands-on experiences, as well as networking with students and professors.

In my marketing classes I was able to not only learn the material needed for the class but through projects I'm able to have a portfolio showing how I've done real-world based assignments/projects.

In person technical training.

Increase research funding and support faculty-led projects across STEM, agriculture, and urban forestry

INTERNSHIP

Internships, conferences, scholarships, and relationships with my professors

It was amazing

it will be walking across the stage

Just the interaction with all the professors within the Public Administration department alone made my

Just the psychology department: they were the only thing that kept me at Southern. they are very helpful, genuine, with no ulterior motives and strive to give their all to students.

Lauri Patterson

Learning

Learning about criminal cases was the most valuable experience I have had. When I took the class criminal law, that class taught me a lot when it comes to my rights.

Learning about real world experiences

Learning about the importance of my role in becoming a change agent & leader.

Learning in depth about Public Administration of my Call to action. Gaining personal relationships with political figures as well. Partnering with government officials.

Learning new connects and doing research

learning new things

Learning to be persistent in what really matters to you and to never give up because it may seem difficult in the lecture

Listening to the advice of the teachers.

Major aspects that I enjoyed were learning theories, concepts, and practical skills related to my field, which helped build a strong academic foundation.

Making advances towards me career and meeting staff who actually care about my career success.

making all As

Making new connections and finding my overall passion.

Making relationships with my professors.

many

Me learning the different aspects of supply chain management and what the job will consist of.

Meeting memorable professors who gave me lifelong lessons that I will take into my career journey.

meeting my professors, who became family to me, meeting some friends, hanging out on campus from time to time, and getting some help with my school work assignments.

Meeting New friends that were supportive and very nice to help us all get through the semester.

Meeting new people

Meeting new people and alumni.

Meeting the new friends that I have now
 Mentorship's, hands on experience
 Most valuable were the study groups with my peers
 My aspects for my academic experience was me keep making deans list
 My core courses from the Mass Communication Curriculum.
 My department has brought me a long way with support and encouragement and amazing advisement.
 My first year when i built the relationships I have now with my professors
 my in person classes when i actually got to bond with the instructor
 My internship experiences
 My learning experiences
 My mentor like relationship with Dr. Simmons, Dr. Clindenbeard. And Dr. Taylor Scott.
 My most valuable academic experiences were clinical practice, simulation labs, and learning how to think critically and apply knowledge to real patient care.
 My most valuable aspect of my academic experience was becoming more independent and being proactive toward what it was that I wanted here on campus.
 My most valuable experience was the relationships I made on my journey
 My nursing courses were very valuable
 My professors
 My professors showed that they truly cared about my mental health and passing my classes so that I could
 My professors.
 My relationships with my professors.
 My research projects and organizations were most valuable.
 My residency experience
 My senior year
 Networking
 Networking.
 No comment
 none
 not applicable
 Not graduating this semester
 One of the most valuable parts of my academic experience has been learning how to actually apply what I'm learning to real life. It's not just about memorizing information for a test anymore it's about understanding people, behavior, and situations on a deeper level. Especially as a psychology major, I've started to look at things differently, like why people act the way they do or how experiences shape someone's mindset. It's made learning feel more meaningful instead of just something I have to get through.

Another big thing for me has been learning how to manage my time and stay disciplined as an online student. I'll be honest, it's not always easy staying motivated when you're not in a classroom, but it has definitely helped me grow. I've had to hold myself accountable, stay organized, and push myself to get things done even when I don't feel like it. That's something I know will help me in my career and everyday life.

Overall, this experience has helped me grow not just as a student, but as a person. I feel more confident, more aware, and more prepared for what's next. It's taught me that learning isn't just about school—it's about passing my courses
 Peer to peer connections
 Practicum
 Practicums

Presenting the work I had to research with my teammates to the class. I personally feel like this help my understanding how the reel world ls after college.

Psych and Fine arts department had good faculty. I will miss them. Good people

Psychology courses with Dr.Rackley and Dr. Durriseu

Relations made

Relationship with major professor

Research

Research and the Southern University Gospel Choir!

research experience

Research exposure

Research opportunities and support from professors

Simultaneously living and learning from the black experience.

Some aspects of my academic experience I was most valuable with was meeting new people.

Some experiences that I was introduced to were valuable, it helped me gain knowledge in my field of study.

Staying in touch with my advisor via email, in person, and via public service.

Strengthening relationships with my colleagues and superiors.

Strong Professor-Student relationships, effective communication and understanding

student and teacher collaboration

Student organizations

teacher

teachers that care about your success

Teamwork

The aspect I valued most was the open campus that allowed access to a variety of needed facilities and programs that would aid in the students career fields. I also heavily appreciated the sheer dedication in some of

The aspects of my academic experience that was most valuable was being the 1st generation in my family to attend college and leading the example to the future generation.

The aspects of my academic experience that were most valuable is being able to work with professors while receiving hands-on experience and having knowledgeable and supportive professors.

The aspects of my academic experiences that was most valuable was being able to connect with the few professors who took the time to get to know me personally.

The aspects that were most valuable were being able to be in student organizations and be myself within a community of students and peers. Academically, another experience was being able to maintain a relationship with my classmates and advisors as well as maintain a steady GPA that has opened doors for me as collegiate

The bonds I made here.

The chance to work with teachers who are very knowledgeable in the field of Computer Science..

the classes

The classes I took help me value every lesson in the classroom and in life

The clinical rotations were extremely valuable. It allowed me to start layering my knowledge depth and exposed me to different areas of medicine that I have not experienced before.

the community and my peers

The community, the family, the way it was so personable.

The connection I made and the skills I've gained.

The connection that I had with a few of my teachers. Like Denna Davis, Tanganika Johnson, and Nikkia Graham, I could tell that they all really cared about the success of their students.

The connections I made that help me get hands on experience in my field.

The connections that I made with teachers and staffing my department.

The continuous support from the social work department outside of the classroom.

The course material

The DNP Program

The Executive Masters in Public Administration program showed value in all of its aspects from our advisors to our professors. Its an experience I will cherish and never forget.

The Faculty in the chemistry department

The fashion dept. The whole pinkie hal, changing my major was the best thing I could've done in college.

The flexibility for a full-time working student to attend classes remotely

The flexibility with online classes and events on campus

The friends and associates I gained through my graduate studies is my most valued experience. We have shared our challenges, supported each other academically and made life long connections that will travel with us beyond Southern University. I look forward to what the world has to offer and I'm grateful and humble to have

The guidance and care and concern of Professors Sami Kennedy-Benson and Jung-Im Seo.

The hands-on experience I got while collecting data and also doing my proposal defense, as well as my

The HBCU community events fostered around self care and improvement

The instructors who actually cared made the difference. It's the people who are actually in power over the students or the ones obtain some general authority, that effect the way their college career is carried are the

The knowledge obtained during this program.

The last two years enrolled

The most valuable aspect was the expertise of the faculty within the Psychology department. Their ability to integrate real-world professional scenarios into the curriculum helped me understand how to apply theoretical

The most valuable aspects of my academic experience as a Business Management major were the courses that focused on applying skills like leadership, teamwork, and problem-solving to real world instances. I learned how to actually think through situations instead of just trying to memorize all of the information I was taught. My knowledge was applied in order for me to understand. I also learned a lot from working with different types of
The most valuable aspects of my academic experience have been the development of critical thinking, research skills, and real-world application of theory. Through my coursework in criminal justice, I learned how to analyze complex social issues, particularly those related to law enforcement, ethics, and the justice system.

My research assignments strengthened my ability to evaluate scholarly sources, apply theoretical frameworks, and present findings in a clear, structured manner using APA formatting. Additionally, engaging in discussions and projects helped me build confidence in communicating ideas and collaborating with others.

Beyond academics, balancing graduate studies with my professional role in adult education has been especially impactful. It allowed me to immediately apply what I learned in the classroom to real-life teaching situations, enhancing both my instructional skills and my understanding of diverse student needs. Overall, my academic experience has prepared me to think critically, lead effectively, and make meaningful contributions in both
The most valuable aspects of my academic experience have been the opportunities to apply classroom knowledge to real-world situations. Courses like entrepreneurship have been especially impactful because they required me to think beyond theory and actually develop a business idea, analyze a market, and create a structured plan. Working on the new venture business plan helped me understand how concepts like identifying
The most valuable aspects of my academic experience is having the proper tools and resources needed to help me succeed in my department. Also being surrounded by the right staff, advisors, and counselors that can actually help me in any way they can. I have only came across maybe 4 people in the entire college of business that actually wanted to help me, that didn't have attitudes and spoke in a disrespectful way, or didn't make me feel uncomfortable to not want to ask for help. Other aspects include the right technology needed with my

The most valuable aspects of my academic experience were encountering certain professors who were serious about their craft. I've had the opportunity to be instructed by some of the most intelligent professors on earth and have been introduced to some of the best literature written by Black Americans.

The most valuable aspects of my academic experience were the development of critical thinking and analytical skills, along with the ability to apply what I learned to real-world situations. Courses that required research, writing, and discussion helped me grow the most, especially those that challenged me to think beyond surface-level information. I also found value in balancing multiple responsibilities, which strengthened my discipline,

The most valuable aspects of my academic experience were the development of critical thinking skills, time management, and the ability to apply theoretical concepts to real-world situations. Engaging in discussions, completing research-based assignments, and collaborating with others helped me better understand course

The most valuable aspects of my academic experience were the hands-on assignments and real-life connections to my field. Courses that focused on child development, family relationships, and classroom practices helped me better understand how to support children and families. These experiences allowed me to connect what I

The most valuable aspects of my academic experience were the hands-on learning opportunities, especially through my service learning course. Volunteering in the Registrar's Office allowed me to gain real-world experience in an administrative setting, improve my organization and attention to detail, and better understand how student services operate. This experience directly prepared me for my current role in Financial Aid and

The most valuable aspects of my academic experience were the hands-on production opportunities and the chance to collaborate with others on creative projects. These experiences allowed me to build practical skills and better understand how different areas of the field operate. Additionally, overcoming challenges throughout my academic journey helped me develop resilience and adaptability, which I believe will benefit me in my future

The most valuable aspects of my academic experience were the opportunities that pushed me to grow both intellectually and personally. Challenging coursework helped me develop critical thinking and problem-solving skills, especially when I had to apply what I learned to real-world situations rather than just memorize information. Hands-on experiences, such as clinicals, labs, or practical assignments, were especially meaningful

The most valuable aspects of my academic experience were the opportunities to build real problem-solving skills, strengthen my technical foundation, and learn how to think like an engineer. Courses that emphasized applied learning—working through derivations, interpreting results, and connecting theory to real systems—helped me develop confidence in my ability to analyze and model complex problems. I also valued the instructors who explained concepts clearly, encouraged questions, and created an environment where it was safe to learn from mistakes. These experiences helped me grow not just academically, but professionally, by

The most valuable aspects of my

academic experience included the diverse range of courses offered, which allowed me to explore various fields of interest, and the supportive faculty who were always willing to provide guidance and assistance.

The most valuable aspects were professor giving real scenarios of how these learnings can be applied in our outside jobs and personal lives. I appreciated the projects were we have to be HR practitioners and solve

The most valuable includes getting better at time management.

The most valuable part of my academic experience at Southern University and A&M College has definitely been my field placements. Actually being in a real behavioral health setting and getting hands-on experience made everything I learned in class start to make sense. It helped me see what social work really looks like in real life, not just in theory. I also feel like my social work classes were really valuable because they made me think deeper and reflect more. It wasn't just about doing assignments, it was about understanding people, different life situations, and how to actually help others.

Another thing that meant a lot was the support from my professors and classmates. Having people around me who understood the workload and were encouraging made a big difference, especially during stressful times.

The most valuable part of my academic experience at Southern was the opportunity to apply what I learned in real situations. Courses that focused on data analysis, teamwork, and problem-solving helped me build practical skills I can use in my career. I also gained a lot from collaborating with classmates and learning how to

The most valuable part of my academic experience was the ability to connect learned theories to real-world application, and personal growth. My courses helped me build a strong foundation in accounting, business, and critical thinking, while group projects and presentations strengthened my communication and teamwork skills. I also valued the relationships I built with professors, advisors, and classmates, because they challenged me to grow and stay motivated. Overall, my academic experience helped me become more disciplined, confident, and

The most valuable that I will take with me is the motivation to keep going. I was pushed past my limits but no

The opportunities at my clinical rotation sites

The peers, faculty, and staff I have met over the years for sure

The people I met along the way

The people I met.

The people who were there for me

The personal interactions when they arose with my dean, advisor and instructors gave me insight into current educational tools and techniques

The professional development for me personally was the most impactful for me.

The professor providing feedback on why I said and how I can improve and apply it to real life situations.

The professors

The relationships and the people. Southern is a family that I'm proud to be apart of forever.

The relationships I build with my professors and peers.

the relationships I built throughout the years with both my peers and also faculty that served as mentors to me were the most valuable. also the interpersonal skills and soft skills were the most valuable.

The relationships made with faculty and administration.

The respect and guidance that was provided to me from my professors and academic advisor.

The social work department as a whole

The Staff and Teachers who didn't mind helping and guiding me in the right direction and putting in a good word

The steps to effective research to support my final educational journey.

Consistent support and meetings with my committee members.

The support of the faculty in my department and the teaching strategies was very helpful. Professors always were willing to help and make sure we understood what was going on. I also go the opportunity to participate in multiple programs, opportunities to talk to many major companies, and the connections that I was able to make.

The teacher is actually teaching me about how it will be in the real world.

The teachers

This academic experience helped me learn the fundamentals of accounting and how its important for my career.

to pay it forward

Traveling to gain exposure elsewhere.

Whenever I had to come to campus for anything, everyone was always so helpful.

Working alongside my classmates and building connections. The capstone class in particular helped me

Working together with my peer in group projects to help educate others who want to also move forward in their

Working with other students in the same field as me.

working with others

Working with the teachers and children at the daycare really helped me understand my place. It was a special experience and I'll never forget the kindness and lessons these people have given me.

Yes

60. What challenges did you face while completing your degree?

a bad advisor my sophomore and junior year

A big challenge for me was staying consistent during busy semesters. Juggling multiple classes, group assignments, and outside commitments pushed me to improve my discipline and learn how to prioritize. Even A challenge I faced was learning the coursework when it came to the higher level classes. I twas difficult for me to understand but I practiced until I understood.

a lot

A lot of challenges with the administration and the respect level they give the students.

a lot of challenges. struggling to get a class, struggling to get in school, not having any help or guidance

A lot of different kinds

A lot personal rather than academic

Academic advising and housing, I felt like my advisors were not very knowledgeable about needs and requirements which resulted in me taking multiple unnecessary class and switching to another advisor for better guidance. it also resulted in me adding a larger course-load in my final semesters. housing was also a big challenge. with limited housing, I ran into housing issues each year after my freshman year. I am not from baton rouge, therefore I had to constantly make adjustments or was worried about housing placements. I ended up Actually finding classes that matched my major and when they offered them

adjusting to independence

Adjusting to the curriculum

Administration , housing, financial aid, CASHIERS OFFICE

All of mental spirituality physical emotional

As a father, Husband, Entrepreneur, and professional. My classes were given to me in the same manner whether I worked 25 hours of overtime or not. I think understand your students plays a role in enhancing the experience. I'm older so connection with my classmates was their in most cases but often there was none. It was 20 years since I had been in a classroom, I think assisting those who may need a transition period would be great in acclimating and establishing culture. I also believe we need to be more stringent on the student selection. MBAs As a student-athlete, one of the biggest challenges I faced was balancing the demands of academics with the responsibilities of athletics. My schedule often included practices, games, travel, and recovery time, which sometimes conflicted with class schedules, assignments, and exams. A major difficulty was that some professors did not fully understand or accommodate the time commitments required of student-athletes. This made it challenging to stay on track academically, especially during peak competition seasons.

In addition, managing fatigue and maintaining focus after long practices or travel days was another obstacle. I had to develop strong time management skills and discipline to keep up with coursework while meeting athletic As an online student, there is minimum interaction with the professor, and some gave no feedback throughout the semester. I was fortunate enough to have contact with people I knew. For working students scheduling work so that we could work at our own pace rather than having blocks of material locked until certain dates. Some professors never graded work until the end of the semester, meaning opportunities to correct issues were As I think , no adversities came besides complication with the cashiers office.

Assistance on administrative tasks was seldom prompt. Often had to reach out multiple times to get a response.

Bad professors

bad Wi-Fi, bad communication of staff overall

balancing football schedule with academics.

Balancing more that one responsibility at once was one of my biggest challenges.

Being a mother of two daughter and working full-time but I accomplished the goal.

Being a student athlete was a challenge

Being an online student and having to communicate through phone calls and emails was absolutely horrible as most of the departments at Southern University do not answer the phone or their email. An administrative error on their part made me miss an entire semester of classes and graduate late, so thank you southern for being away from class.

Being engaged in certain lectures.

Career decisions & advising

Certain classes do not be available to finish school.

Challenges I faced getting this this degree was stepping out of my comfort zone and having to present and speak in front of people.

Challenges I faced while completing my degree were professors that showed favoritism, which resulted in negative experiences, not being given the correct information from advisors, the registrar's office, or financial aid, which resulted in me having to come out of pocket for thousands of dollars, and different faculty members

Challenges I faces here at Southern University and A&M College while completing my degree is the staff here at southern not knowing the exact answer and then giving me the run around and most times I would just have to wait and figure it out myself. When it comes to the cashiers office they need a better system when it comes to paying fees. I paid a fee and have not seen it in my account history for fees, So now I'm stuck wondering were did the money go and if one of the workers took it. Housings had been a big problem here at southern with mold issues, not being clean, not enough housing for students, not having generators for when the power turns off.

Lastly the amount of fees that's included in our tuition and we don't even have/ use half the stuff on there its Challenges I personally faced while completing my degree is for one my mental health, which affected my grades, attendance, and ability to learn. Also once again the staff and advisors I had were difficult to talk to because of constantly receiving attitudes when simply asking questions and being confused a lot and very poor professionalism. I was confused for almost all 4 years of attending the college of business because not a lot of information that was needed to be shared was given, things are very unorganized, and people are so rude when you do ask questions and want some type of answers. When every one of my peers and other staff members Challenges that I faced while completing my degree is receiving unreliable assistance from my freshman advisor, difficulty in receiving adequate housing, some professors not being clear of when senior assignments were due, and delay in the reporting of my correct final grades.

Challenges with financial aid contacting certain employees at key times.

Class Scheduling

Class scheduling and communication with faculty

Closing of courses need without a reason given. I had a course substitution that needed to be singed by another department and I had trouble with a specific chairman that had to be rectified by the dean .

Communicating with professors about personal life problems

Communication is the biggest thing. A lot of my professors over the years communicated terribly and did not want to listen when I just wanted to be heard at times

Communication with online instructors not associated with the field of Computer Science was a bit challenging Confused foreigners in the Public Policy department who knew nothing about American education policy. It was Course availability due to work overload on teachers

Course time conflict.

Courses without enough valuable technical context.

Dealing with student life and campus housing

Death of family members and financial hardships at times

Deaths in the family

difficult professors not in my department

Difficult teachers giving excessive amounts of work

Discrimination towards international

everyone.

Faculty (Albertha Williams is horrible, registrars, financial aid

Faculty not being helpful

Faculty that didn't want to do their job

Family and out environment problems.

fighting for respect and just being treated like a person and not a \$. Being seen and fighting to help the freshmen as they leave home and just having many others see them as there own. Paying it forward its very important to financial aid

finances for food, transportation and supplies

Financial

Financial aid and getting someone on the telephone was the worst experience every.

Financial aid issues, and issues with professors and administrators.

Financial aid, LGBTQ+ judgement from faculty in other departments.

Financial challenges

Financial troubles.

Financial, anxiety and depression

Finding all the classes I needed to graduate.

Finding that balance with school life, social life, and personal life.

From being a full time student and a full time state employee, I faced the most challenges with juggling the to. It was very imperative that I followed a concise schedule and avoid procrastination at all costs. With a very strong support system, amazing professors, and my determination to succeed, I was able to defeat all challenges and obstacles. I can proudly call myself a two time graduate of THEE SOUTHERN UNIVERISTY!

Funding and employment

Getting my courses transferred

getting on campus

Getting up everyday and doing the work

got overwhelmed at times

Got placed in the wrong classes from organization issues and lack of communication

HARD PROFESSORS

Hard school work

Hard to get in contact with advisors.

Having advisors give me the wrong classes

Having some professors who didn't have the students best interest at heart. For example there's one Professor I had that only gave a mid term and a final. No assignments or homework or any other opportunities to apply what we learned or was taught through lectures. Which would've helped out our grade but performance overall in the class. This professor was worse than just basic. Definition of bare minimum when it came to what we did in both classes I had him for. Even the A+ students can't stand him and if we could we would quickly jump to take someone else. Also another Professor we had came in on day 1 and said we're changing the schedule of the class. And instead of having the hour and 20 minutes for Tuesday and Thursday it was only one class session per week on Wednesdays for two hours. We still were taught in depth and had homework to be able to have a Having teachers to teach certain courses to complete my curriculum.

Having to make sure the faculty was handling my information correctly

having to repeat a class.

Having to re-take classes

Heavy course load + student-athlete schedule.

Heavy workload & time management

I am not graduating.

I didn't face any issues after changing my major. Mostly finances
 I ended up being on academic probation and I had to overcome that obstacle.
 I experienced personal challenges with tuition for my masters degree. I paid for it entirely out-of-pocket and I wish I had guidance or help with scholarships.
 I face personal challenging in my life including home life or financial challenges that delayed me from enrolling in
 I faced a lot of personal challenges that stopped me from attending school and I took a break, and came back to
 I faced being told false information regarding where I was on my expected graduating year, a lot of old professors and facility would give me the run around
 I faced challenges getting accommodations approved for Attention Deficit Disorder and my grades suffered because of it. It wasn't SU's fault, but it was problematic getting another evaluation being so far from my Florida
 I faced challenges with getting purged due to waiting on the upload of my full-tuition scholarship, housing issues as a 4.0 student, curriculum issues not honoring the grandfather clause, and the registrar's and financial aid offices demonstrating less than subpar customer service skills and inaccurate information. Additionally, many departments with the exception of IT services did not answer their phone throughout the school years.
 I faced challenges within offices on campus its hard getting a hold of offices while your an online student because nobody answers the phone and when you finally get someone on the phone they are extremely rude
 I faced just pacing myself and working.
 I feel as if two teachers didn't give me a fair chance in their class Tangika Johnson in Biology and Radian Belu in Engineering I submitted every assignment. The grading and communication were unfair.
 I feel as though for my first half of college, I was unable to find reliable support to determine which direction I wanted to take in my academic career. I dealt with inconsistent advisors who were unable to give me important guidance that ultimately resulted in a shift in my GPA and an overall decrease in motivation. I feel that I
 I felt unwelcome walking around places on campus unless it was my department's building.
 I found it difficult to manage my time whilst also working full time but the calendar on canvas helped to keep me
 I had issues with taking classes that I didn't need to take before I could register on my own.
 I had to change my major due to the inconsistent curriculum changes while I was in the education department. Due to this, it ended up pushing my graduation dates further back.
 I have been purged three times for no clear reason. The registrar's office is an embarrassment and has given me incorrect information on several occasions.
 I have dropped out of school for a semester and came back. I also was in a very bad ATV accident that required me not to return to school and I still managed to complete my degree.
 I met with my advisor multiple times reviewing my graduation application and curriculum completion and I still was told 2 weeks before graduation that I needed to complete two additional courses in the summer time.
 I originally enrolled at SUBR in 2006. It was disheartening to see that some of the same inconsistencies and issues still remain. The individuals who hold positions of power seem to be distracted by everything but their job. From financial aid to registrar and beyond - getting in touch with someone remains a challenge. Emails go unanswered for weeks and in person attempts are met with attitudes and irritation.
 I received trouble simply trying to resolve minor problems from the financial aid office as a whole. Staff will give you the run around, not professional, and have very stank unpleasant attitudes. Which is uncalled for when I started off very rocky I didn't start off with the correct advisor which had my path hard and forced to to figure I struggled finically and mentally while completing by degree.
 I struggled in my chemistry class but I overcame it and passed it
 I think the communication from advisors were off. As I was finishing my degree, I found out from my peers of other things I needed to complete like exit exams and exit papers. If it was not for my peers, I would not have
 I think the most challenging things I faced was stuff with financial aid they never do their job for real it was always trouble moving in because they didn't do their end of the job and I know it's not hard to press a button it made my life stressful worrying if I'm getting a housing key or not because people were being lazy.

I was a caregiver of my grandmother who had cancer and my mother who had brain surgery twice. Endured abuse in a relationship, had a family member attempt suicide in front of me. Got PTSD, depression and anxiety. I went through an failed engagement that took my focus for a little while. I also was laid off and couldn't afford my tuition. That set me back for months. I also had trouble ensuring I was accepted into all the courses I needed I would say trying to get my schedule made for each semester. It would be hard for me to get all my classes made because my advisor would not reach out to me about making it. I would always be the one reaching out to my advisor about getting my schedule done. It should not be like that. Advisors need to start reaching out to I'm facing challenges now with a professor because she has been gone and now she isn't communicating I've had so many advisors, taken the wrong classes I didn't need, and now two weeks before graduation I'm finding out I'm missing one credit from a class I took as a freshman.

If I faced any challenges the faculty was always there to support and help me through it. Therefore, any challenges I did come across were easily fixed and addressed.

In addition to the pressure of academics and athletics, I faced ongoing issues with university administration and student services. I experienced repeated administrative mistakes, delays with important financial matters, and difficulties with housing and communication from certain departments. These situations created a significant amount of stress and made it harder to focus fully on my education.

There were also challenges related to campus living conditions, including concerns about cleanliness and maintenance in student housing. At times, I felt unsupported and dismissed when trying to address issues or ask for help.

Another major challenge was the lack of healthy food options in the cafeteria, which was especially difficult as an athlete. Much of the food was poor quality, overly fried, overcooked, heavily seasoned, and generally unhealthy. Maintaining proper nutrition is extremely important for athletic performance, recovery, focus, and overall well-being, so it was frustrating to consistently struggle to find balanced meals that supported my health and training needs.

Inadequate timing of academic advising

Information is very hard to find, so faculty makes you go on wild goose chases a lot

It was a lot working a job that required 15-20 of hours a week and having kids there was very little time where I would get sleep or I would have to stay late at school to get studying done at school. I also was able to get two internships and I went to school one summer as well. I would have to travel back and forth from Texas to

It was hard to find adequate studying environments on campus, and a few of my teachers were difficult to work with and did not want to adhere to my approved accommodations. Andra G Smith

Juggling a full time job and completing all schoolwork by the deadline was super challenging.

Juggling classes while performing with the marching band during football schedule and parade schedule.

Just dealing with work and school and trying to balance it. Also some problems with payments not going

Keeping focus with everything that goes on outside of school

Keeping up with the workload.

Lack of academic advising and not seeing eye to eye with certain professors earlier in my tenure at SU.

Lack of clear advising/guidance around registration, course selection, research hours, financial aid, etc.

Lack of communication from Dr. C. Wells

Lack of communication from professors & the school itself

Lack of communication with administration offices because of no response to emails and phone calls.

Lack of eagerness towards students graduating.

Lack of funding. Occasional registration barriers.

Lack of help in advising by assigned advisors but thank the Lord for Lauri Patterson.

Laptop stopped working

-Late graduated application

life.

Main challenges to completing my degree were the many obstacles that came with being an undergraduate student. Despite this, I am proud to have overcome the variety of hurdles that showed along the way.

making sure everything was on time

Making sure my assignments was done on time while being a single parent

Making sure my time management was on point

making sure to keep up with my pre reqs

many

many with transportation family deaths and many others

Meeting new people every single day, their attitudes they had with me, teachers giving up on me when I first started my college career here at Southern University and struggling with writing skills and math classes.

Mental health challenges

mental tiredness

Mentally, it was a lot. I missed my family my cat, and the constant moving back and forth. Not having money or a car to go anywhere was a lot but I think it was a good isolation.

Minor setbacks from the "help" we receive.

money problems

Money, long time to disperse money for financial aid, staff barely answers the phone and attitudes were not positive. Parking and unnecessary tickets were given out. Dorms and Apartments could be cleaner. Wi-Fi could

Money/finances, rude staff, homesickness, lack of care for out of state students.

My Caribbean physics 2 teacher put me through mental hell and made me cry

My first ever advisor at Southern University.

My major challenge was moments of doubt, frustration, or burnout, but staying focused on the end goal helped

Needing to work and pay rent due to not getting housing

No comment

none

None, it was light work.

None.

normal nursing school stress

not applicable

Not being properly advised

Not enough financial resources as an international student.

Not graduating this semester

not having housing and being an out of state student , multiple advisor changes in one semester, rude

receptionist in certain buildings, lack of communication and or conversation when I could not get in touch with

Not receiving information about degree plans in a timely manner and run arounds with admin.

Not sure if I had enough credits

nothing

One challenge I faced while completing my degree was coming to class every day.

One challenge I had to face by getting my degree was getting comfortable with my science classes to make the

One of my professors wouldn't grade my assignments on a timely manner.

One of the biggest challenges I faced was balancing a demanding work and home/family schedule with my

One of the biggest challenges I faced was balancing my responsibilities as a full-time student, employee, and caregiver. Managing time effectively was sometimes difficult, especially when assignments overlapped.

However, staying organized and committed helped me overcome these challenges and continue working toward

One of the biggest challenges I faced was balancing school while working full-time and managing my responsibilities as a wife and mother. There were times when it was overwhelming, especially meeting deadlines and completing assignments after long workdays. I was also originally scheduled to graduate in December 2025, but due to unexpected challenges, my timeline was delayed. However, I stayed committed and continued. One of the biggest challenges I faced was balancing school with work and personal responsibilities. Managing multiple roles required a lot of discipline and sometimes made it difficult to fully focus on academics. There were also moments where coursework felt overwhelming, especially when deadlines overlapped. However, these challenges ultimately pushed me to become more organized, resilient, and committed to finishing my degree. One of the biggest challenges I faced while completing my degree at Southern University and A&M College was trying to balance everything. Between classes, assignments, and my field placement hours, it honestly got overwhelming at times. There were weeks when I felt like I had so much to do and not enough time to do it, especially when everything was due at once. Another challenge was just adjusting to how demanding the social work program can be. It's not just regular schoolwork you really have to think deeply, reflect on yourself, and deal with real-life situations. Being in a behavioral health setting showed me things that weren't always easy to process, so I had to learn how to manage my emotions while still staying professional.

Time management was also something I struggled with at first. Keeping up with internship hours and deadlines at the same time wasn't easy, but over time, I got better at organizing my schedule and staying on track. Overall, One of the biggest challenges I faced while completing my degree was balancing academics with personal responsibilities, work, and other commitments. There were times when managing deadlines, exams, and outside pressures felt overwhelming. Like many students, I also had to push through stress, self-doubt, and moments of uncertainty about the future. However, those challenges taught me resilience, time management, and the. One of the biggest challenges I faced while completing my degree was balancing my responsibilities as an adult education instructor and a mother of five boys. Managing my students, coursework, and my children's school schedules and activities required strong time management and consistency.

During this time, I also learned that my youngest son is autistic, which meant adjusting to new routines, including speech and occupational therapy. This added both emotional and logistical challenges, but it strengthened my resilience and adaptability. Despite these obstacles, I remained committed to my goals. These experiences helped me develop perseverance, empathy, and the ability to effectively manage multiple responsibilities. One of the biggest challenges I faced while completing my degree was managing my time effectively. Balancing coursework, studying, clinicals, and personal responsibilities was often overwhelming, especially during high-stress periods like exams or deadlines. There were times when it felt like there weren't enough hours in the day, One of the biggest challenges I faced while completing my degree was staying motivated as an online student. It can be hard sometimes not having that face-to-face interaction with classmates and teachers. There were moments where I felt disconnected or overwhelmed, especially when trying to figure things out on my own. It really took discipline to stay focused and keep up with deadlines without someone constantly reminding me.

Another challenge for me was balancing school with my personal life and responsibilities. There were times when I had a lot going on outside of school, and it made it difficult to stay on track with assignments. I had to learn how to manage my time better and prioritize what needed to get done first. It wasn't always easy, but it definitely helped me grow and become more organized.

Overall, even though there were challenges, they pushed me to become stronger and more independent. I learned how to stay committed, ask for help when needed, and keep going even when things got stressful.

One of the main challenges I faced was transferring into the program as an out-of-state student. I initially expected to complete my degree within two years, but after enrolling, I learned that many of my previously earned credits either did not transfer or were not accepted at the same value. This resulted in having to retake courses with similar content, which extended my time to graduation. Additionally, navigating this process was difficult due to limited guidance, as I did not always receive the level of advising support needed to explore

One of the primary challenges I faced was balancing academic responsibilities with personal commitments. Time management was crucial, and I often felt overwhelmed during peak periods, such as exam weeks or project

One of the primary challenges was navigating career-related resources and finding clear pathways for post-graduation opportunities. It has been difficult to connect with the right support services for internship placement

Online coursework not aligning with classroom learning and testing

Passing classes, understanding the course material, outside forces.

Paying for school and trying to meet deadlines

Poor guidance from administration

Post - Grad opportunities and Departments not answering their phone when we need them.

problems with advisor. or not having classes

procrastination, time management

regrets about being online

regular life things. working full time while also attending school full time. running out of financial aid my last 2 semesters so I had to pay out of pocket.

repeated classes due to mislead advising guidance

rude customer service, fighting for housing, unhelpful staff

Scheduling and Financial aid problems.

Seeking help with my coursework. Some professors do not have the teaching skills to assist students who don't initially understand the concept.

Some assignments from my Mass Communication Classes in 2024-2025 year and this year

Some challenges I faced were professors not answering emails or not given the opportunity to do more assignments to bring up my grade. For example, some courses only had a midterm and final, with no other

Some challenges were having to retake a course , that was challenging holding me back.

Some classes were harder than others

Some financial issues.

Sometimes books are not available at the beginning of the semester. And books not available online.

Southern

Staff outside department have attitude

Staying focused when the computer science building was under construction and all of our classes were online

stress

s

Struggling doing group projects and us having to figure it out as a whole.

Support

Talking to crowds of people

Teachers not being helpful

terrible teachers, not knowing my place while being here, problems with roommates

testing requirements

The biggest challenge I faced while completing my degree was becoming accustomed to being away from home, being that I'm from out of state.

The biggest challenge was working while managing school as an out of state student. Having to maintain good grades and pay bills could be difficult at times.

The biggest challenges for me was honestly balancing real life, work and school as a new adult was the hardest for me. I have an awesome support system at home, but even then things were going on in my personal life, I had to show-up to work and school and give 110% and it was so exhausting. On top of that I've learned how to work through behavioral flaws, like procrastination, and time-management. In addition to that, the purging, The biggest challenges I faced while completing my degree were balancing academic responsibilities with outside commitments, managing a demanding course load, and staying consistent during periods of high stress. As a working student with military obligations, time management was often difficult, especially during semesters with multiple upper-level engineering courses. I also faced challenges when courses moved quickly or assumed prior knowledge that I had to reinforce on my own. Despite these obstacles, the experience helped me develop The Cashier office and bookstore

The challenges I faced while completing my degree were time management. When you are taking 15 hours or more the work can pile up on you very quick.

The challenges I faced had were not that extreme when completing my degree.

The challenges I faced while completing my degree was not only having to switch my major but having to repeat classes and also was mainly on the potential of failing because of workloads.

The challenges I faces while completing my degree was not being able to utilize events and resources because I was a full-time student and part-time worker and I couldn't take off the same week an event was happening.

The distance and not being able to directly come to my professors office.

The main challenge I faced while completing my degree was balancing a full-time job with commuting to and from school. I live about a hour and 45 min from campus Managing my time between work responsibilities, travel, and academic commitments required strong discipline and consistency.

The most challenges that I was faced with while completing my degree was writing all of the long research papers. It taught me a lot of discipline but also groomed me to research and decipher information precisely.

The most challenging things that I faced were speaking with professors from different departments. I would often find myself having to email them numerous times within a month before receiving a reply.

The only challenge I had was research course is too crammed to really do research in 16 weeks. I think that The University not properly notifying students of important dates, financial aid not being knowledgeable of anything, and OSLE being unorganized and having horrible morals.

the whole campus

There weren't any real challenges. I had online support of my professors and fellow classmates when needed. this is a very challenging field so there are many parts that didn't come easy. if I had to choose one though it would be I constantly felt overwhelmed due to all of the work and clinical rotations we had to complete. I have an orange personality (very type B) so I thought I would be fine but I felt I was all over the place and at some Time frame.

Time management

Time management and staying on tasks with work while doing extra curricular activities

Time management was a challenge even though I typically can manage a lot of tasks simultaneously, it was somewhat difficult to find ample time to study in the last semester particularly.

Time management was difficult

Time-constraints

Transportation. No shuttle route for students that live a bit far away

Trying to enroll in courses was always a pain. Why only 75 seats and two sections for a gen ed class? Makes no

Tuition was an issue, but it was taken care of by me and the school offered a grant

Tutoring center not as inclusive for all departments.

Tutoring weren't really helpful and also a lot of deaths in my family.

Unprofessional faculty and becoming an adult.

Unprofessional staff. Policies that shift. Incompetent disability service office

Unprofessionalism from chem professors based on their lack of sympathy, as well as desire to meet with me for improvement of my success in the course. Unfairness due to personal perspectives of myself as a self-advocating student, and woman. I was limited valuable opportunities that my position in my department qualified for due to When I was taking multiple classes at once was a challenge while completing my degree.

Work and school balance

work, school life balance

Working 40 hours a week while maintaining classes

working a full time job while being a full time college student

Working a full-time job as a director with no staff for a long time.

More than one illness set me back with my timeline None.

Workload

Yes

61. What suggestions do you have to improve academic programs or student services?

A more organized approach to academic advising.

Actually use the feedback students give them .

Advisors being trained in the degree works program so students can ensure they arrive registering for the right classes. Also a data analysis course on how to do surveys, IRBS, and code research.

All of them

Answer the phone

Ban Side chat. Cyberbullying and bullying in general are never okay!

Base the program or classes on common State exams/certificates so students can already be prepared if they want to take that route. I think internships should also be mandatory to graduate.

Be more down to earth and try to meet students where they are. Because each student's ultimate goal in college is to graduate, they just need the right guidance and meet the right people.

Be more understanding of peoples situations

be responsible with the resources we have and take head a little to the students and see what can be improved

Better advisors

Better advisors for the freshman and sophomores (under 60 credit hours)

Better communication

better communication and access to faculty

Better communication from the professors.

and i've had advisors make numerous mistakes, crucial ones at that. I wouldn't be in the position I am now, graduating, if i didn't stay on top and check behind my advisors

better communication, and times need to mean something. Students are punished for turning in work late but the school isn't punished when they deliver late.

Better communication, during the Fall 2025 and Spring 2026 semesters the computer science department underwent repairs so the sense of community with fellow students did not exist.

better faculty and support for students

Better financial aid workers

better organizing

Better process with academic advisors and degree program requirements

Better staff for FAFSA and food options

Better support and service when students need help.

Better time management when responding to students.

Better understanding of the of student schedule to prevent enrolling in unnecessary classes.

better Wi-Fi and better communication through student and professor

Build out overall campus infrastructure. Ensure Deans and their counterparts outside of Academic Affairs review constituent performance and concerns.

Clearer communication and accountability of faculty and staff, less kicking the can down the road to be someone else's problem. Set a lot of students back with confusion, lack of clarity, lack of student support till there is a

Communication

Communication between departments

Complete reboot

consistently update/train advisors, update advising platforms to keep them efficient.

Continue effective communication

Counselors need more training and should be easier to get in contact with.

Easier contact then emailing for better response from teachers

Equipping research laboratories with advanced instruments and equipment to facilitate and enhance the capacity for on-campus experimental research and analysis.

Everyone should reflect on themselves as a human, and as someone who has gone through this experience. If each faculty member does this, there should be more advocacy and support towards students who are trying to maneuver through their personal lives and further their education. In addition, each department should follow a structured curriculum rather than altering assignments and/or tests during the middle of terms as it interferes with students applying the knowledge they have gained. Altering curriculums, or methods, causes confusion as everything is already good

Everything is good.

Everything was great

explore different career paths

Faculty and staff actually listening to the students needs.

Faculty involvement with student success

Fairness to all.

First HAVING THE RIGHT STAFF that actually want to work here and pour into their students as much as they can without being unprofessional and rude. When you have people who love their job that is when they will want to create more programs, workshops, and network opportunities for their students and others as well. That is what is needed because if not, the students won't care if the staff doesn't. Most of the students don't care anyway but Friendlier faculty in the most important places. (Registration, cashier's, financial aid) How can you have grumpy Friendlier, nicer, more reliable, and more involved staff in departments such as financial aid. They are extremely Get a young provost. Not some old, grey snarled toothed fat guy

Give proper support to student you can tell need it, not only communication with students popular or involved already. Like those who always sit upstairs in the union

Great

Hands-on work will definitely improve student progress

Have a prompt team of professionals in all offices answering calls and emails in a timely manner.

Have more online courses and programs.

Have more things that involve nutrition students

Have staff who actually care about their students and the future success of black students.

Have staff who have a mission and drive to aid other students and be on them about proper academic

Have teachers that engage with students

having everything organized.

Hire administration that cares (registrars, financial aid, cashier, VA)

Hire competent and experienced personnel

Hire employees that want to do their job and answer the phone and emails

Hire faculty that value connections with and the success of their students.

Hire more academic advisors.

I am not graduating.

I believe that better communication amongst campus programs can be more efficient.

I believe that there needs to be more staff on campus to accommodate the amount of student the school allows in enrollment while also raising the GPA requirement to get in.

I do not have any suggestions at the moment. Both by undergrad and graduate experience at Southern will be

I have no suggestions, the academic programs moving into the right direction

I really would like to see the online students included in more. It feels very isolating and exclusive.

I say more students and professors be more engaging

I studied more and put time aside to focus and research more about my studies

I suggest implementing more flexible course offerings, such as evening or weekend classes, to accommodate students with varying schedules. Enhancing mentorship programs that connect students with alumni in their fields of interest would also provide valuable networking opportunities. Lastly, increasing access to mental health resources and workshops on stress management would help support student well-being.

I suggest strengthening the partnership between the academic departments and Career Services. More frequent networking events, specialized job fairs for Social Sciences, and earlier career counseling would help students.

I suggest that all professors be truly evaluated because if someone doesn't really care about their students then they should not have a part in academic programming.

I suggest that the Advisors be of more assistance. My Advisor was changed to someone else about 2 1/2 years ago. The new Advisor was not helpful at all. I've been having to reach out to other instructors, deans, Advisors, etc. to get information or to have things executed on my behalf. She did not advise on the new the degree plan for my degree in which, I could have taken more courses that directly aligned with my career goals. However, it I think financial aid needs to step it up you literally get paid for this and y'all not taking it serious this people money on the line and y'all giving out these little 40 50 dollars fees just to take money and then play in the I think improving communications between student and faculty, not just professors, would make a big I think it's doing well.

I think one of the biggest improvements would be better promotion and awareness of the opportunities that already exist and/or coming up. There's all these great opportunities the COB has, but a lot of students including I think that the university should have multiple days for students to come and sit down and talk about where they are academically. There should be sessions held monthly to make sure students are taking the right classes and are the right route to be able to graduate on time. It's plenty of students who take classes that they don't even need just because advisors don't always know exactly what they need to take. They will put them in any I think they should have more hands on advisors like Ms p

I wish that there were more ways to notify students of various programs on campus. Especially for the fine arts division, I feel as if there could definitely be a certain modernization of what that program has to offer.

I would have programs reach out more to the students.

I would like to improve on the tutoring aspect of the student's service. There are a lot of students who don't go because they don't know where it is or they are ashamed to go because their peers don't need it.

I would recommend that there is a better system to support graduating students who are stepping into the work force with no clue what they should be doing or what's next.

I would suggest creating required classes that actually pour into students' professional development. Southern needs more school spirit and it should be required for every student to be involved in campus.

I would suggest improving communication between faculty and students, especially regarding course expectations, schedule changes, and important deadlines. Offering more flexible class options, such as evening or online courses, would also better support working students. In addition, increasing access to academic advising and tutoring services would help students stay on track and feel more supported throughout their

I would suggest improving communication between faculty and students, especially regarding expectations, deadlines, and available resources. Increasing access to academic support services, such as tutoring and writing assistance, would also be beneficial. Additionally, offering more flexibility for working students, such as hybrid options or extended deadlines when appropriate, could help students better manage their responsibilities while

I would suggest strengthening academic programs and student services by increasing access to tutoring, expanding hands-on learning opportunities, and improving communication between departments and students. More structured support for upper-level engineering courses—such as supplemental instruction, problem-solving workshops, and clearer guidance on degree progress—would help students stay on track. It would also be helpful to integrate more career-readiness resources, including resume support, internship connections, and exposure to industry tools. Overall, improving coordination and providing more proactive

I would suggest to get better ways of putting information out not many people look at their emails so if they have ways to text students to let them know what is going on around campus such as career fair, different opportunities for the summer and just know how to get information based on the students needs.

I would suggest to pay attention to the underdogs we really need the most support. I have no connections so no scholarships or internships even if I would apply.

Improve communication

Improve retention and graduation rates by enhancing advising, tutoring, and early-alert systems

Improve staff for student services

Integrating more real-world projects, industry partnerships, and hands-on learning experiences could further strengthen the practical value of the academic program.

Involve more student input on certain categories

Just better communication.

Just communication.

Less papers and exams, but keep presentations. I felt presentations were more beneficial to learning in my Lets not be too cool to ask for help. I visit LSU Business School twice a year. The class set up is not much different than ours. I believe more interpersonal interaction. Students have a 12 week experience with a professor who may not know their name other than roll. Dr. G and Omonuk were fantastic. Dr. Jackson is a rockstar for the COB. I think the personalities have gone No more Mrs. Albert or Marcelle's, Or Darby's . Innovate with real work opportunities and partnerships with companies in Louisiana or regionally to operate as a pipeline.

Entrepreneurships should be mirror those in the community a project should the application. Run a food truck, clothing line, marketing campaign for a local team. Students are assets not aggravation. When they are not Listen to the student complaints and actually fix them

Listen to the students more and when changing the software, make sure the university is well equipped in using it before introducing (or forcing it) onto the students.

Make classes available all year round to help student successfully pass. Faculties could be more understanding

Make meeting with advisors mandatory

Make sure everyone is on the same page and push graduation application through sooner

make sure the students are understanding and if not help them.

pay for unnecessary classes.

Making sure the students are actively engaged in the lessons and understand the information they're receiving.

Making sure the students get their academics per semester approved by the head of the department

Maybe get student out to the movies and let them pay for ticket, go to restaurants.

Maybe offer some type of professionalism course to help better prepare us for our post-graduation career

More active study rooms or having study organizations that can help students succeed and not just fight their way through but actually learn and understand the material shown.

More efficient and consistent systems when it comes to money/scholarship management. More consistent and reliable communication between departments.

More effort

More elective options and flexible scheduling

More enthusiasm for students and an easier way to transfer credits.

More faculty/staff. Better organization as a whole.

More housing.

More kindheartedness, rather than the get it out the mood mentality, it's not that deep.

More mentorship.

more online classes

More online master's programs and specialties such as law/nursing

More online options

More opportunities for nursing scholarships and better lab and lab equipment

more resources and opportunity from alumni

more resources and scholarships

More resources for queer & trans students.

Especially more scrutiny on professors that seem to be a frequent complaint amongst the students. And making sure the university holds professors accountable. Yes students need to put in our own will power but that doesn't mean a professor just teaches for an hour and half the time just go on rants targeted towards Americans and then not provide any structured homework or furthering learning opportunities. Just some lectures and two more study sessions, better leadership

more supplies available to suson

More supplies for the nursing students in the skills lab

more support

more up to date housing

My experience at Southern has been great. I believe the process was great. I would recommend giving students that's graduating more of a timeline of events such as headshots and graduation activities. Those are a bit my program should do more hands on coding programming!

My suggestion is that the advisor get more engaged with the students

My suggestion to improve academic programs or student services would be to assign every single incoming freshman, who has declared their major, with the correct curriculum. Additionally, training on customer service management for the financial aid office would support students' stressful financial experiences and my suggestions are to hear the students out with their voice opinions concerns or questions that may allow them all to come up with ideas and how they can also improve on their academic skills based off the type of programs that the University would be willing for them to share and be apart of.

Newer books and resources and professors that enjoy their job.

nicer employment

No comment

no suggestions

No suggestions.

No suggestions. I think the program is strong.

none

None at the moment.

None at this time.

None to be honest.

not applicable

Not graduating this semester

Not sure

Nothing

Nothing at this time.

Nothing everything is good

Nothing.

Offer groups for online students like sga or other business groups

Offer more scholarship opportunities for the various departments.

Once students are past 60 hours, they are expected to pick their own classes without needing advisement. I think this is dangerous because I used to navigate as my guideline for what classes to take and it steered me wrong causing me to pay for, study for, and complete classes I didn't need and not take vital classes until later than I was supposed to. There needs to be a more clear and effective advising system for students w/60+ hours trying. One improvement would be more consistent advising and better communication between departments and students. Sometimes important information about deadlines or opportunities doesn't reach everyone. Adding more hands-on learning options, stronger tutoring support, and clearer pathways to internships would help. One major improvement would be making communication with student services more accessible and efficient. Currently, it can be very difficult to get in contact with student services unless you are able to visit in person, which is not always possible for students with busy schedules like athletes or working students.

I suggest implementing more responsive virtual communication options, such as live chat support, quicker email response times, or even a centralized online help system where students can track their requests. Offering extended service hours or virtual appointments would also make a big difference. Improving accessibility would help ensure that all students can receive the support they need in a timely and convenient manner. One of my suggestions is to have imbedded videos that connect the online student to the classroom and professor. At the beginning of the semester would be valuable in emphasizing key issues such as AI uses, etc. Another suggestion is to have a video chat room that classmates could join in if they wish for discussion and helping each other. There were always students struggling at the end of the semester because of work, family or. One suggestion I have to improve academic programs and student services is better communication and faster response times from instructors and staff. As an online student, I depend a lot on emails and messages, so when responses are delayed, it can make things confusing or stressful. Having clearer communication, set response time expectations, or even live chat support would really help students stay on track.

Another suggestion would be to improve the online learning experience by making courses more organized and consistent. Sometimes every class is set up differently, which can be overwhelming. If all courses followed a similar structure with clear instructions, deadlines, and expectations, it would make learning a lot smoother and less stressful.

I also think online students should have more access to campus activities and resources. Even though we're not physically there, we should still feel included. Offering more virtual events, workshops, and access to things like games or student activities would help us feel more connected to the university.

One suggestion I have to improve academic programs or student services is to give Fridays off.

One suggestion I would have to improve academic programs and student services at Southern University and A&M College is to create more structured support for students in their field placements and internships. As a social work major, a lot of our learning happens outside the classroom, so having more regular check-ins, workshops, or guidance from faculty during that process would be really helpful. Another suggestion would be to expand mental health and wellness resources for students. College can be overwhelming at times, especially while balancing classes, internships, and personal responsibilities. Making those services more accessible and. One suggestion I would make is to increase career preparation resources for students, especially in areas like internships, networking, resume support, and interview preparation. It would also be helpful to have more consistent communication about available student services, scholarships, and academic support programs so students are fully aware of the resources they can use. In addition, expanding mental health support and. One suggestion to improve academic programs and student services would be to offer more flexible scheduling options, such as additional evening, weekend, or online classes, to better support students who work full-time. This would help make it easier to balance work, commuting, and academic responsibilities.

online testing

only suggestions I have is "STUDY"

Open up more opportunities for everyone in pinkie t.! and help open our SU niche up. It's what the students

Organization and better communication

Out with the old and in with the new.

Parking is awful, notified last minute.

Placing funding into the correct places

professors and staff should respond to emails more

Promote events and programs more

Provide more support for difficult courses.

Push to get more students involved on campus especially within their majors.

Require professors to be more hands on.

See actually to help the students in a long run not temporary help and when they fail another resource besides

select another day other than Monday to have classes

some professors do not need to still be teaching, and if they are they do not need to be using online course

material, they don't know how to work it. or they talk the whole class about something totally different like were

a different class then test us all on something they never even taught about

Staff be willing to help students succeed

stay in study groups

Students should be able to have their voice heard more. I believe Southern University shows favoritism in a lot of their officer positions whether it's SGA, OSLE, etc.

teachers working canvas properly so students are able to complete things on time from their to do list.

The academic program can be improved by hosting more events dedicated towards graduate students. (i.e.

award ceremonies, meet & greets, and field day type events). Many students and I have complained about us

not receiving awards and/or hosting events for graduate students. A lot of events hosted are mainly for

undergraduate students. Moreover, sending out flyers in the appropriate time frame to allow for graduate

The academic programs are or good. I would say if he professors are going to cancel class it should be an email

sent out to everyone in the class in a timely manner and not having people walk or drive all the way to campus

for their to be no class. I feel like sometimes this school is a popularity contest and they keep the same people in

the spotlight/ positions when it makes it harder for other people to try for those positions. so they need to do

the cashier office and bookstore

The department of Mass comm has much room for improvement. There should be more instructors and the

instructors should have real world experience or at least an up to date knowledge of the industry. Classes are

canceled too often. School is closed for ribbon cuttings on new buildings. It seems no one is taking education

seriously at Southern. The curriculum is also severely behind. There are only 4-5 classes per concentration in

Mass Communication and it makes it nearly impossible for us to compete with students from other programs.

The employee's have to think bigger, give more and go deeper with students. Think equity and not equality,

every student is different and needs different things.

The program could be more organized

The programs were quite sufficient and accommodating.

The staff need to be more helpful and not lazy.

The suggestion that I have to improve academic programs or student services is having supportive staff that

There should be counselors specifically for Graduating students and graduation applications should be reviewed

before the final day to add drop courses.

things change often and we must change with the times to keep up

To be able to create more parking for students

to make sure you actually have teachers for majors

To provide more leadership courses

Try harder to make students aware of resources. The emails and posters are not enough.

Try introducing them early with newcomers.

Trying new things, bringing back innovation and having more admin to support and foster these environments

Tutors who aren't students

Unbiased grading

Update housing and classrooms

We need new workers in certain administration offices. Some people who actually enjoy talking to and interacting with others, so they will not have a horrible attitude.

While the program provides a strong general overview of the field, it does not fully support students pursuing more specialized career paths. In particular, students interested in audio or radio-focused roles have limited access to meaningful, hands-on experience and targeted coursework. Increasing both the availability and depth of training in these areas would significantly improve students' preparedness for industry-specific careers.

wifi is a must. Library could be open 24hrs or other buildings students could have access to have computer
Yall are doing a fabulous job.

Yes

62. Is there anything else you would like to share about your university experience?

As a female athlete, I felt very underserved. I often did not have access to the resources deemed necessary by the NCAA. My team was often dismissed and under-informed by the higher faculty and staff in the athletic department. It was also clear from hiring decisions that the well-being and perpetuity of the team were not an

As a white person coming to an HBCU, I wasn't sure what to expect. But I loved it, and I'd do it all over again 10 times out of 10. I take so much pride in being a Jag, and this school will always have a place in my heart.

As an online graduating student, I felt the bookstore should have been more prepared and anticipating that we need to order regalia in advance for postal delivery. The process of calling everyday or emailing back and forth is incredibly frustrating for a distance learner. I am scheduled to graduate on May 14th and the bookstore has not made our masters regalia available for online purchase. We are cutting it close. I wish the program would create an option that includes the cost in the budget for online students and the program take responsibility for

As of right now, no not really

Being a student with a degree in Rehab, I know now what to expect. In the future as I come back for my masters degree, I will join more organizations and make my name more known.

Campus life is amazing I loved it wish I could go back in time and live it again
couldn't pay me enough money to do this again

DO BETTER!

Dr. Alberta Robertson is the best person to ever step foot behind a desk at Southern University

Everything was great

Everything was great and I'm proud to graduate from The Southern University.

everything was so much fun

Everything went good besides those two teachers above.

first and foremost, I would like to give thanks to God for allowing me the Opportunity to be able to attend college in my life, and to be the first in my Generation to graduate with a bachelors degree in my family Thee Southern My Parents because without them it wouldn't be possible, I thank God and my parents both for motivating me, encouraging me that I can do anything I put my mind to, and reminding me that all things are possible with God who truly trust so in him and have the everlasting fulfillment faith in him. Secondly, my plans are to continue my academic and college career at Southern University where, I would go into the major of Mass Communications and explore other options for me as well. Thirdly, too all of the other graduates of Thee Southern University, I would like to say keep trusting in God, where your help comes from, and lean not unto your own understanding, always keep faith and trust in God and know that, when the obstacles, trials, and tribulations arrives in your life that the grace mercy and all knowing God will always bring you completely out of them. Finally to the 2026-2027 class of Southern University we did, we conquer, and we made it, through all of For student-athletes, no fueling station for student-athletes! ONLY ONE ATHLETIC TRAINER FOR ALL SPORTS! Unacceptable. Training facilities are small and outdated. Locker room shoulders are unusable, moldy + roaches. Go jags!!

great culture and experience overall, just need to improve efficiency and quality of the overall product given to Great experience, community, culture felt right at home and welcomed with open arms.

Grow enrollment strategically to meet the IMAGINE 20K goal of increasing student population by 2030

Increase visibility and branding to strengthen SU's national and global presence

Having a great supportive advisor and other faculty to support you and assist you is very important.

Honestly love my campus and even though I had some difficulties, I wouldn't trade it for the world!

I am a returning student who left Southern in 1970 and returned to the Bluff in 2024 and am now fulfilling my original goal. I believe that there are many like me would benefit from an opportunity to complete their studies.

I am appreciative of the opportunity to have attend this historical university.

I am not graduating.

I deeply appreciate the few professors that invested and poured into me not only as a student but as a person and an emerging educator. The individuals in academic affairs and student services who sat with me in-person and helped me rectify situations regarding financial aid and class scheduling was deeply impactful and they also helped me to find scholarships that I qualified for. I am grateful to Southern University for the faculty and staff I didn't like how the staff in various departments don't treat students with respect. It is so hard to get simple task done, like financial applications and registering for classes is so complicated when it shouldn't be.

I enjoyed my experience at southern university and when I enrolled here my life changed instantly

I enjoyed my experience at Southern, every flaw and positive aspect was all worth me graduating now.

I enjoyed my university experience here with the Southern University and A&M College. This has been such a big dream of mine for years. I put my college education on hold to work and give my kids a good life. Now the kids are grown and I am graduating with my degree. I promised my grandmother before she died that I would finish

I enjoyed the welcoming and support

I enjoyed these 4 years at my hbcu

I feel I was discriminated against and disrespected by the unprofessionalism of Professor Melissa Johnson.

I had a great experience pursuing my master's from the university, thank you

I have enjoyed my experience but we must raise the bar, the standard and expectations of the students and faculty. I'm proud of the university but we have to do a SWOT analysis on ourselves and regulate things. We need an Executive MBA to remain competitive with others school. LSU-A and LSU-E have MBA programs that are accelerated. Some of us simply work in industries that are difficult for the setting provided. The classroom experience is how it was when I was in undergrad 20 years ago. Higher education deferred maintenance is an issue. Underfunding is an issue but what accountability lies on US. Students presenting in activewear, Jeans, and casual clothing is not training them for the working world. Technology has spoiled and soured effective communication. I believe we should have a presentation class for undergrad and a specialty course of

I love my HBCU experience at Southern University and A&M College!

I love su

I love the community!

I love this university but it can be much better. You're only as great as your leader.

I loved it

I loved it and would do it over again

I really appreciate my professors and the opportunities I was fortunate to have at Southern.

I truly enjoyed my experience at Southern University, and would love to continue my education

I TRULY enjoyed my experience here. I always say if you can make it out of Southern, you can make it ANYWHERE. I had more ups than downs, but every down was assisted by at least one employee here who poured into me. I am so thankful to call this place my home and these people family.

I will forever love my hbcu we are just father behind than other hbcu's.

I would like to share that although I have not obtained an internship the lessons that I learned on campus and the people I met along the way are incredibly valuable to me.

I would like to share that southern should start recruiting people from other states like midwest or up north because i'm from Minnesota and came all the way down here im sure others would do the same! Southern

I would love to sit down and speak to admin office but never given a chance, to express my concerns of community.

I would say that I made great friendships, relationships with a lot of people. The people who attend this university is really what makes the school great. I think this university needs to find better teachers who are willing to not just read off a PowerPoint to teach students about topics in the course. This school needs teachers who are motivated and passionate about making sure students are actually learning and not just passing using

I would share that Southern University is an amazing college to attend and graduate from. I came to Southern because family friends that graduated from Southern kept recommending it to me.

I'm going to miss everything

I've spent ALOT of money to complete this degree and the most disappointing part is feeling unprepared and like I've wasted my time and money. At this point, it's too late and I doubt anybody cares or will even do anything about it. I will always love Southern but I wish I had gotten more from the institution. Lord knows I gave all I had it allowed me to connect with people that will help me in my career

It is what you make it, have fun while it lasts

It was a fun experience over all I've met so many people some I'll cherish forever I'm very blessed and appreciative for making it to this point and will forever be grateful and have no regrets for choosing southern

It was a great experience built relationships with my peers and my professors

It was a life changing experience

It was a nightmare seriously

It was good, even though I'm ready to be done with school, I'm going to miss it.

it was great

it was great overall

It was hilarious. One time they dropped all my classes even though I had paid tuition cash with a debit card. Hot

It was pain most of the time.

academically, and/or financially.

It's been amazing and life changing

keep the safety of our students first. a lot of people have died at the cost of our university

Listen to your students of the institution! Our voices matter! Without the students, there would not be a

Love my southern U

loved it!

Loved my experience. SU must integrate offices better. Departments across campus should have seamless single semester was a struggle. They tell you the bare minimum and don't give you any options. The VA representative is also horrible and is just collecting a check, they all are.

My experience although bumpy was eventful.

My experience at Southern University has been both challenging and rewarding. It pushed me to grow personally and professionally, and I am proud of what I have accomplished. This journey means a lot to me, especially being able to graduate with my son there to witness it. I am grateful for the support I received and for the opportunity

My experience at southern university was a roller coaster honestly. I found myself and my voice here. I was taught to always stick up for myself no matter what.

My experience was nowhere near perfect, but one thing I can say is it definitely helped me grow and become more independent. I learned how to manage my time, deal with challenges, and push through even when things were frustrating. I think with a few improvements, the university could create a much stronger and more

My experience was okay only because there was a trauma bond that surpassed all faculty understanding.

My experience with staff and faculty has been extremely disappointing and, at times, emotionally distressing. There were repeated administrative mistakes throughout my time here, including having to wait nearly two years for a refund that should have been handled much sooner.

I also experienced what I felt was disrespectful and unprofessional treatment from members of the housing department. Ms. Hammond, Ms. Green, and Ms. LeBlanc often displayed hostile attitudes toward me, and I frequently felt belittled, bullied, and unfairly threatened in situations that did not warrant that level of treatment.

In addition, the condition of campus housing was unacceptable. The dorms had issues with mold and roaches that did not seem to be addressed with urgency or care. I also consistently encountered problems with financial aid and billing. Communication was often dismissive, hidden or unexpected fees appeared repeatedly, and I was charged housing fees that I strongly believe were unjustified.

My overall experience was good I was able to learn and grow, I also liked the campus activities as well and how they would have different events when it came down to studying for midterms and finals.

My overall university experience has been both challenging and rewarding. It has helped me grow professionally and personally, while giving me the opportunity to think more strategically and make more informed, instead of impulse decisions. This experience has prepared me well for future leadership opportunities and continued My time at Southern had its challenges, but it also helped me grow a lot. I appreciate the support I received from certain professors and the experiences that pushed me to step outside my comfort zone. I'm proud of what I accomplished here and thankful for the people who helped shape my journey.

My university experience has been both challenging and rewarding, shaping me academically and personally. As an adult education instructor and a mother of five, I was able to apply what I learned in real time, which made my education more meaningful and impactful.

This journey has strengthened my resilience, discipline, and passion for helping others succeed. Earning my

My university experience has been transformative, providing not only academic growth but also personal development. The opportunities for involvement in extracurricular

activities, such as clubs and community service, have enriched my time here. I appreciate the sense of community fostered by the university, which has made my journey enjoyable and fulfilling.

My university experience has helped me grow both academically and personally.

My university experience has honestly helped me grow a lot, not just academically but as a person too. Being a social work major at Southern University and A&M College has really opened my eyes to real-world issues and how important it is to support and advocate for others. One of the biggest parts of my experience has been my field placements. Getting to work in a behavioral health setting gave me the chance to actually apply what I've been learning in class. It made everything feel more real, and it helped me build confidence when it comes to talking to clients, staying professional, and handling different situations. I feel like I've learned so much just from being in those environments.

I've also enjoyed being involved on campus and volunteering. It helped me meet new people, get more connected, and step outside of my comfort zone a little. Those experiences made college feel like more than just classes and assignments. Overall, college has definitely challenged me, but in a good way. I've grown, learned My university experience was not always easy, and there were moments where I felt unsupported or had to navigate challenges on my own. However, those experiences forced me to grow, advocate for myself, and stay committed to my goals. While I gained valuable skills and experiences, I do feel that my program did not fully align with or prepare me for the specific career path I plan to pursue. Overall, the journey helped me develop

need better employees when its come to advisors and financial aid.

No

No comment

No further comments.

no my overall university experience was good

no thank you

No that is all .

No there isn't anything else.

No, I just basically enjoyed my time at Southern University.

no, thank you.

None. It was a great experience.

nope

Not all it's glorified to be.

Not applicable.

Not at this moment.

Not graduating this semester

One day I will gather up as much experience I had here and my life and I will and come out with book

Only that I Love my HBCU Southern University and I am proud to be a part of this great institute of higher

overall a great experience

Overall I enjoyed my time here. One of my biggest concerns was how at times academic advisors would be on and off with their positions. At times it felt like I was advising myself when it came to scheduling my classes

Overall I liked my experience had a lot of fun and learned a lot

Overall, college was fun and I am quite surprised that I was able to make it through.

Overall, I am proud to be a Southern University graduate. My time here has significantly contributed to my personal and professional growth, and I am grateful for the supportive faculty who were committed to my

Overall, I believe that my academic experience was fine. I was able to a secure a job post-grad from the career fair. Moreover, I was able to serve on the SUMBASA leadership board, receive a scholarship, and attend multiple, out of state, career fair to network with other graduate students. Some of my professors poured into me and Overall, I had a great experience, and would do it again if given the opportunity.

Overall, it was a good experience that has improved my resilience, motivation and dedication to achieving my overall, it was great

Overall, my time at the university has been deeply meaningful. Beyond the coursework and research, what stood out most was the sense of growth that came from navigating challenges, collaborating with faculty and peers, and learning to manage complex academic and administrative responsibilities. The experience pushed me to become more resilient, more organized, and more confident in my ability to handle long -term projects.

Overall, my university experience has been a journey of growth for me. Being an online student wasn't always easy, and there were times I felt disconnected or had to figure things out on my own, but it really helped me become more independent and disciplined. I've learned how to manage my time, stay focused, and push through challenges even when things got stressful.

I do wish online students were a little more included in campus life, like having better access to games, events, and more consistent communication from instructors. Sometimes it feels like we're on the outside looking in. But at the same time, I'm grateful for the opportunity to continue my education in a way that fits my life.

Overall, this experience has helped me grow not just academically, but personally. It's taught me patience,

Overall, my university experience has been a period of growth, both academically and personally. I've learned not only course material but also how to navigate challenges, stay focused on long-term goals, and push myself beyond my limits. Despite the difficulties, completing this journey has been rewarding, and it has prepared me Overall, my university experience has been meaningful and transformative. I grew academically, professionally, and personally. The challenges I faced—balancing coursework, military responsibilities, and life transitions—helped me develop discipline, resilience, and stronger problem-solving skills. I also appreciated the instructors and mentors who genuinely supported my growth and pushed me to think like an engineer. While the journey wasn't always easy, it prepared me well for the next stage of my career and gave me confidence in Overall, my university experience has helped me grow both academically and professionally. I have gained valuable knowledge that I can apply directly to my career in early childhood education. While there were some challenges along the way, the experience has strengthened my determination and prepared me for future Overall, my university experience helped shape me academically, professionally, and personally. It challenged me to grow, stay committed, and keep pushing forward even when things were not easy. I am thankful for the lessons, opportunities, and connections I gained during my time here. My experience has prepared me for the next phase of my life, and I will always appreciate the role the university played in my development.

Overall grad school was a great experience. I enjoyed my professors and our discussions.
 professors are helpful when you connect with them
 Put child development, Human nutrition & Fashion, on the front lines. SUBR can have a higher graduation rate and even more students enrolled if these majors were talked about more.
 Put more information on the Touch Net 360u app such as events, pay options on campus, etc.
 Renovate elevators and create more conducive outdoor environment.
 School is unorganized, there's a lot of good people who help out with good energy and then there the black , ignorant, unorganized, don't care about you future staff workers as well. They need to fix this .
 Shoutout to Human Jukebox. Without the band I would have never attended Southern University. My years in the band really made my time in school exciting.
 Southern helped shape me into the young man I am today.
 I wouldn't be who I am today without my tenure at The Southern University.
 Southern is very toxic behind the scenes.
 southern need a new staff
 Southern University was the best choice for my academic career and for the opportunities they provide. I thoroughly enjoyed my time here at southern university being around my peers. What I appreciate rhe most is that all the professors I had and all the staff I encountered instilled in me how amazing it is to be at a historically Southern yoy saved my life you took a chance on a boy like me and worked with me through literally everything. Yes, I'm a little afraid for the neck chapter but Southern definitely made ne ready for it all.
 Thank you for this experience however this institution could use some improvements.
 Thank you Southern. Some days were hard, some days were great. Overall, I wouldn't change anything...besides these old buildings. They need work.
 the best 4 years of my life
 The experience helped me grow and improve. I learned to become more independent and improved my time management. I developed skills for my future career.
 The interpersonal and business aspect should not be such a fight at every turn.
 The professors have to respond to their students in a timely manner, and 24-48 hours is not timely. Plus, financial aid and accounting do a better job in assisting the students better and not slow or don't care.
 There is nothing else I would want to share.
 There isn't anything I'd like to share at this time.
 There needs to be more work done on the administrative side on how to address students and vice versa
 This was MY DREAM school so I can so proud to be a FOREVER JAG.

Upcoming MBA students.

we need to see the money the university is receiving

Would not recommend.

Yes, I wish it was easier to establish professional working relationships and get help from staff.

Your administration is horrible, your financial aid is horrible, your bursar office is horrible. If you're going to have an online program I think my best suggestion would be to have dedicated employees to that specific program because the ones that work on campus at southern do not respond to the needs of online students and they do