



10/14/2015

**2015
ALUMNI
SURVEY
REPORT**

LEADERSHIP STUDIES DEPARTMENT
SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES
UNIVERSITY OF SAN DIEGO

Report Prepared by USD-SOLES Accreditation & Assessment Office

Executive Summary

Alumni Survey Overview

The School of Leadership and Education Sciences (SOLES) - Office of Accreditation and Assessment administers the Alumni Survey to University of San Diego (USD) alumni with graduation dates ranging from six months to five years of the survey administration period. The Alumni Survey affords alumni the opportunity to share their post-graduation outcomes and to provide valuable feedback utilized for program review. General survey items address employment, alumni involvement, and application of knowledge and skills. USD-SOLES alumni are also provided with open-ended questions regarding their effectiveness in the workplace, the quality of faculty advising and mentoring, benefits of the program, and recommendations for improvement. This report is specific to alumni of the Leadership Studies Department within USD-SOLES.

Response Rates

During the spring 2015 semester, the Accreditation and Assessment Office within the School of Leadership and Education Sciences at the University of San Diego administered an alumni survey. Three hundred and ninety one alumni were sent the survey and eighty two responded, yielding a 21% response rate. Table 1 shows responses rates based on the number of respondents within each program of study. Figure 1 shows the distribution of respondents by graduation year and Figure 2 shows the distribution of survey respondents within each program of study.

Table 1

Distribution of Leadership Studies Alumni Survey Respondents (2009-2014)

Program	Number of Graduates	Number of Respondents	Alumni Survey Response Rate
Preliminary Administrative Services Credential	75	8	11%
PhD Leadership Studies	69	19	28%
MA Nonprofit Leadership & Management	136	27	20%
MA Leadership Studies	60	11	18%
MA Higher Education Leadership	51	17	33%
Leadership Studies Overall	391	82	21%

*Refers to the number of alumni for which correct email addresses were obtained.

Figure 1. The Distribution of Leadership Studies Alumni Survey Respondents by Academic Year (n=82)

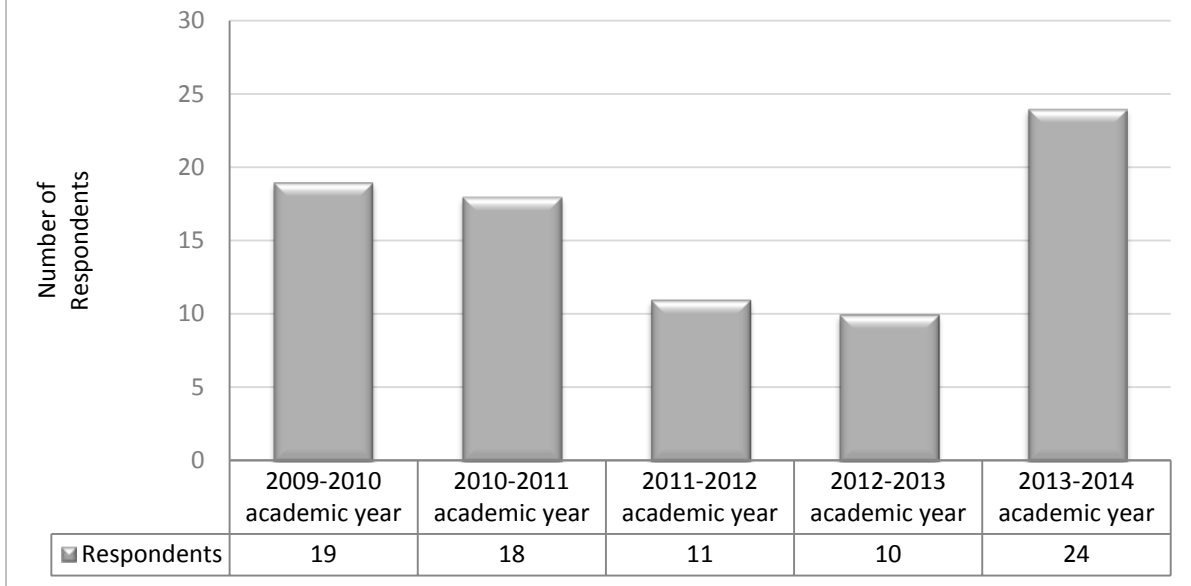
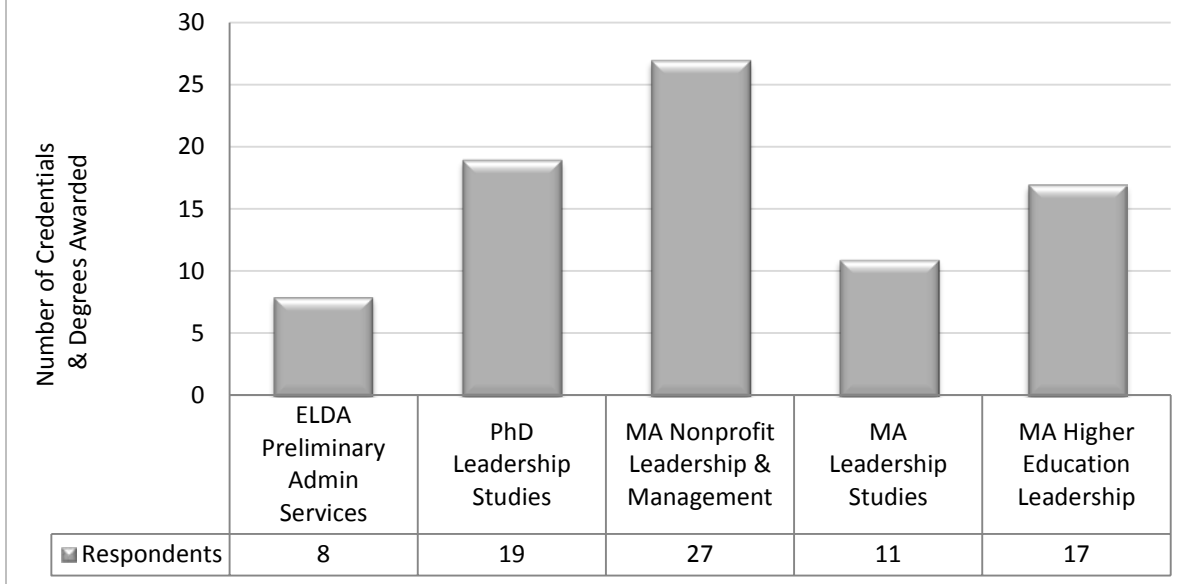
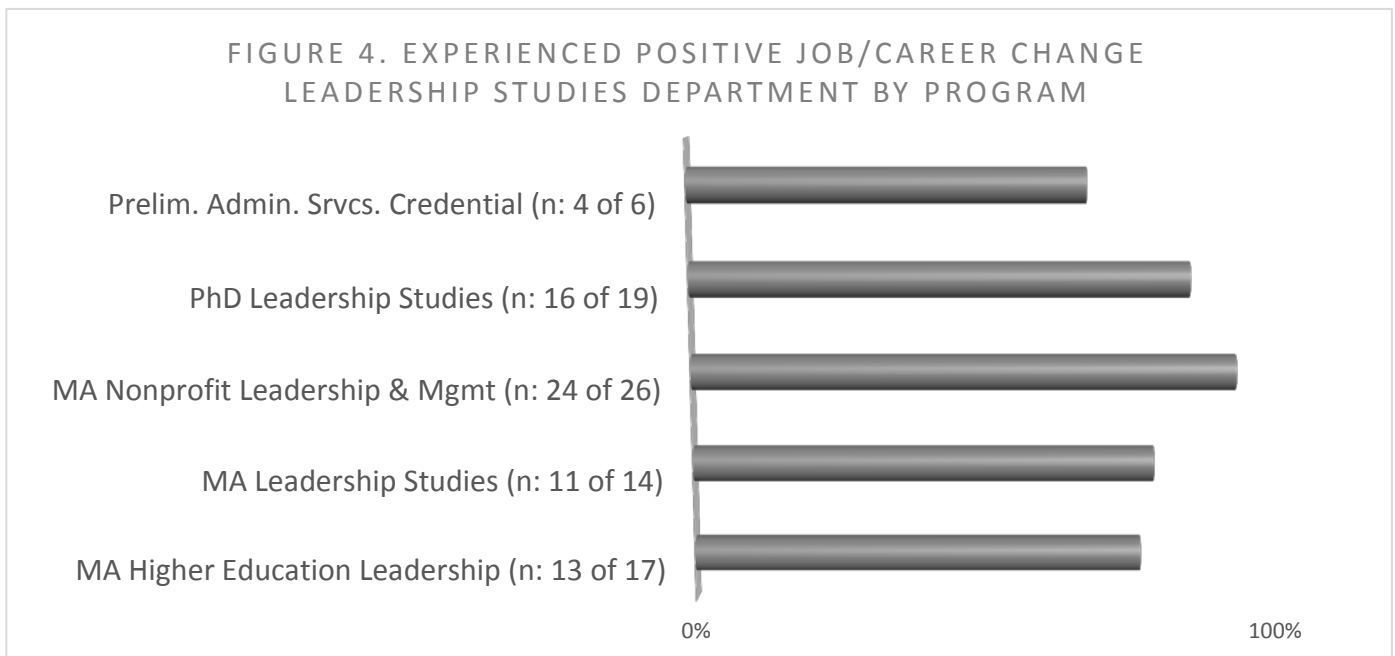
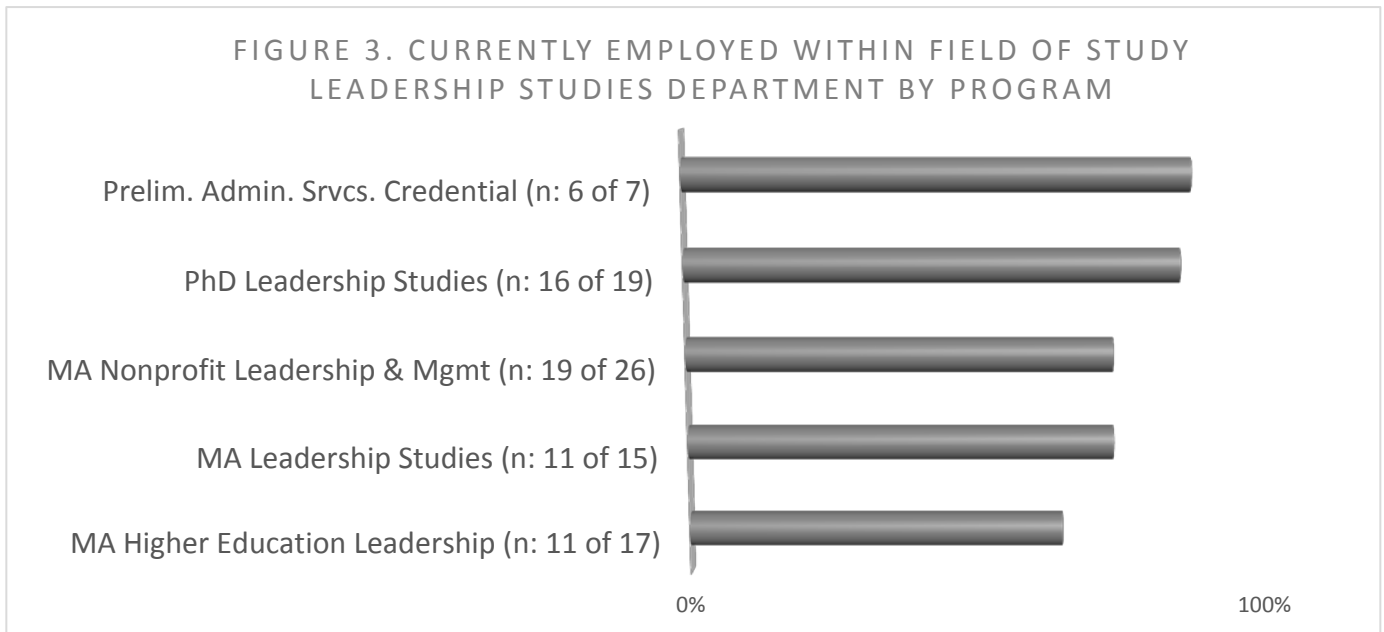


Figure 2. Leadership Studies Alumni Survey Respondents by Program (n=82)



Alumni Changes in Employment – Leadership Studies Department

Leadership Studies alumni were asked about their employment search and employment status. Ninety-one percent of alumni are currently employed. Figure 3 and Figure 4 show the types of changes alumni experienced after graduation.



Alumni Regions of Employment – Learning and Teaching Department

Eighty percent of employed alumni from the Leadership Studies Department are currently working in California, with the remaining alumni working in various states and countries (see Figure 5). A sample list of job titles for Leadership Studies Alumni can be found in Table 2. Alumni reported working at a variety of employers (see Table 3).



Figure 5. Leadership Studies Department Alumni Regions of Employment

Table 2

Sample of Alumni Job Titles – Leadership Studies Department

Adjunct Professor	Executive Director
Administrative Director	Grant Writing Consultant
Assistant Director, Fraternity and Sorority Life	Head of Middle School
Assistant Director, Programming	High School Administrator
Assistant Principal	International Program Leader
Associate Director	Leader Development Specialist
Associate Professor	Library Director
Career Services Advisor	Marketing Director
CEO	Non-Credit Matriculation Assistant
Common Core Cluster Support Teacher	Organization Design, Training, and Development Specialist
Consultant	Postdoctoral Fellow in Higher Education
Coordinator for Fraternity and Sorority Advising and Leadership Development	Principal
Coordinator for Student Programs & Advising	Program Director
Coordinator of Greek Leadership Development and Housefellow	Program Officer for Education and Grants Administrator
Dean	Project Director
Dean of Students and Resident Director	Regional Director - Central Africa
Dean of Learning & Technology Resources	Resident Director
Development Manager	Sr. Manager, Customer Advocacy
Director of Community Outreach	Staff Development Specialist, Leadership and Transitions
Director of Finance	Teacher
Director of Student Activities	Vice President of Operations
Director of Health Information	Volunteer Engagement Manager

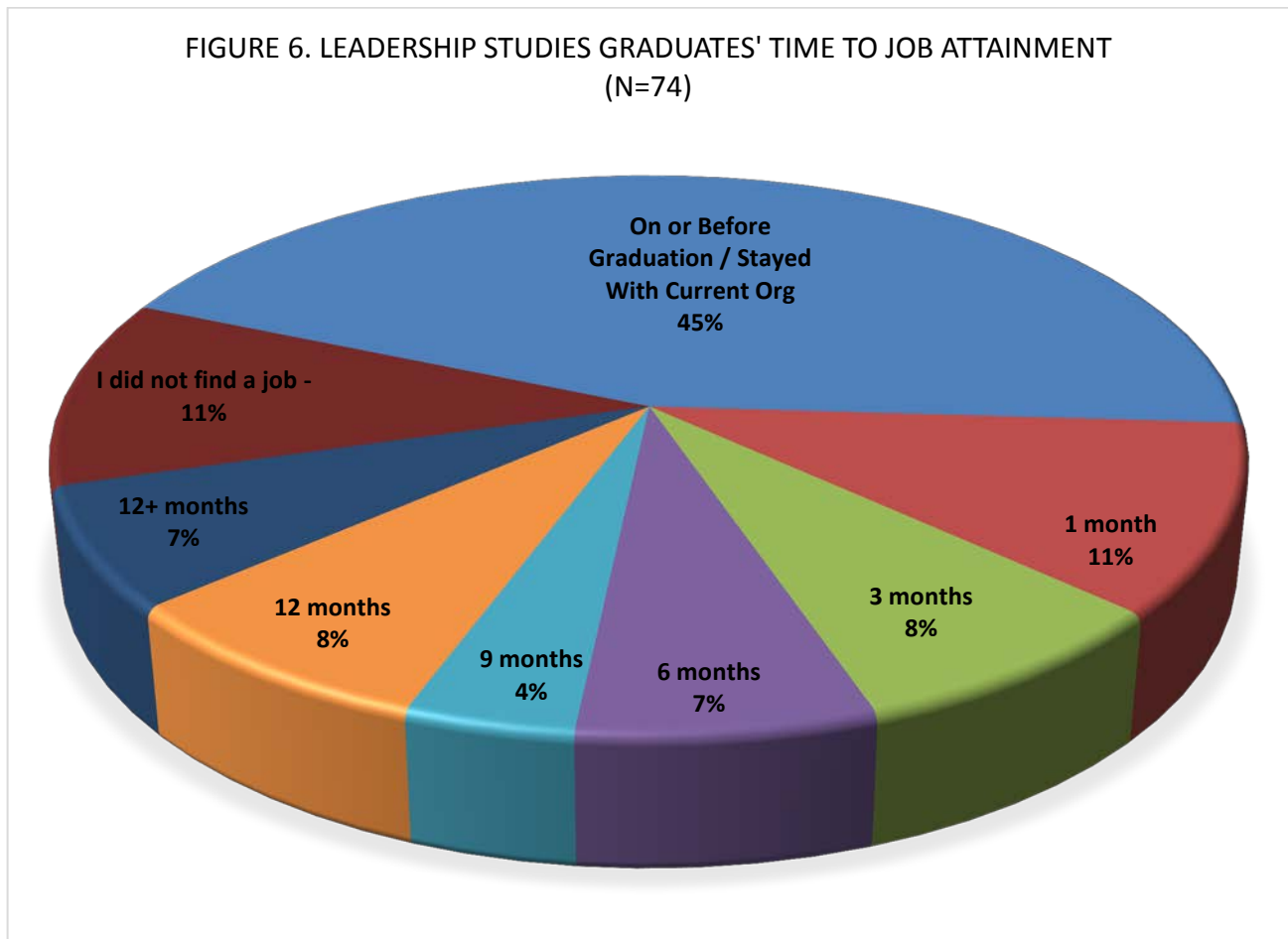
Table 3

Sample of Alumni Employment Organizations – Leadership Studies Department

Archdiocese of San Francisco	Point Loma Nazarene University
ArtPower at UC San Diego	Rady Children's Hospital - San Diego
Carnegie Mellon University	San Diego Center for Children
Catholic Relief Services	San Diego Community College District
City University of Seattle	San Diego LGBT Community Center
CSU San Marcos	San Diego Mesa College
Cubic	San Diego Unified School District
Cuyamaca College	San Diego State University
DDN Storage	Specialized Education Services Inc
Dreams for Change	Society of Hispanic Professional Engineers Foundation
Duquesne University	St. Madeleine Sophie's Center
Endicott College	The San Diego Foundation
FlightLead	The Saudi Stock Exchange
Fontana Unified School District	Thinking Beyond Borders
Francis Parker School	U.S. Air Force Academy
Gemological Institute of America	UC Berkeley
International Community Foundation	United Taxi Workers of San Diego
Just in Time for Foster Youth	United Way of San Diego County
Local Initiatives Support Corporation	University of Maine
Marillac Center Inc	University of San Diego
National University	University of Southern California
North Attleboro Middle School	Vistage International
Palomar College	Writing for Good

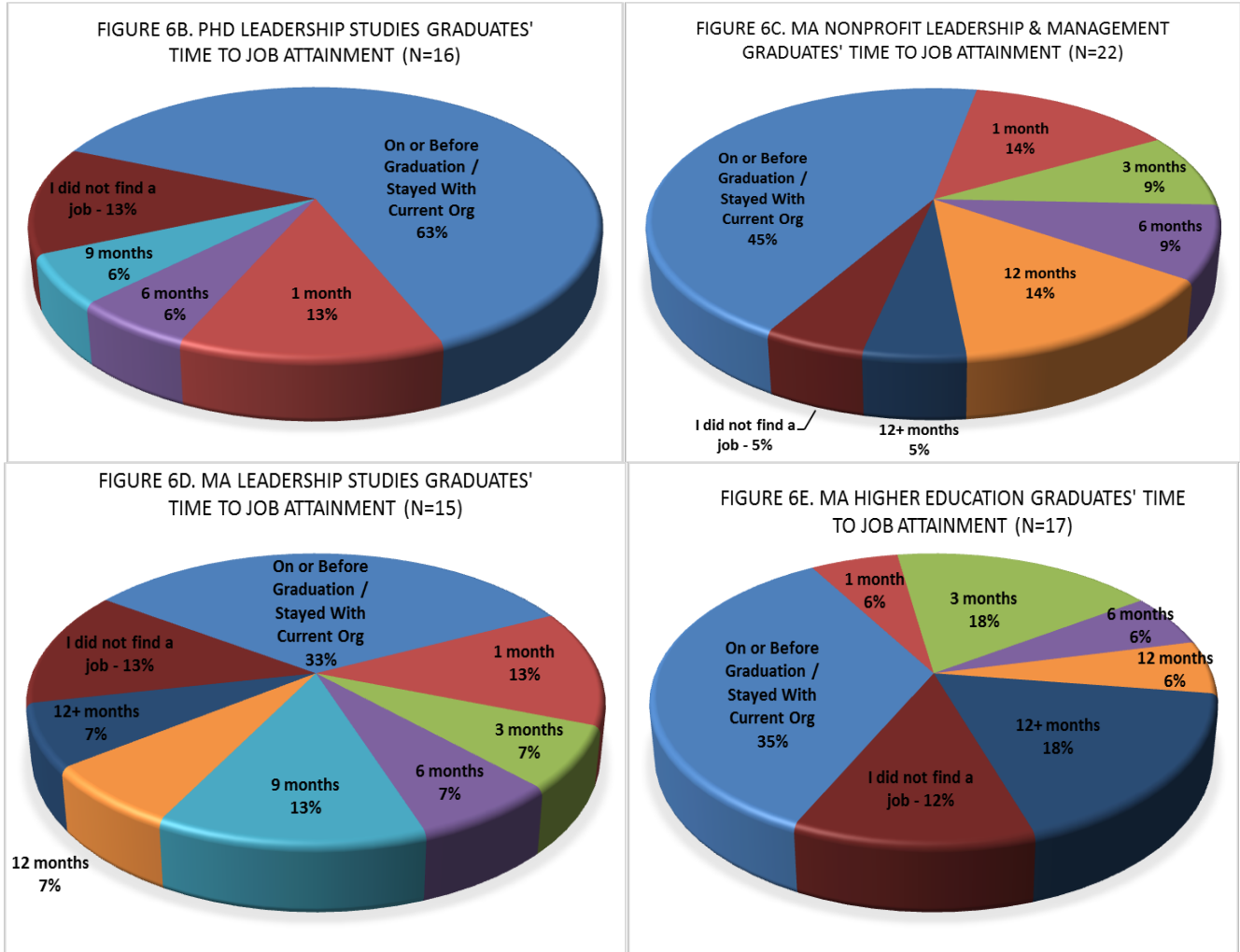
Time from Graduation to Job Attainment – Leadership Studies Department

When Learning and Teaching alumni were asked *how long it took to obtain a job upon graduation*, 45% of alumni indicated they had obtained employment on or before graduation. The remaining alumni found employment within 1 month of graduation (11%), 3 months of graduation (8%), 6 months of graduation (7%), 9 months of graduation (4%), 12 months of graduation (8%), 12 or more months after graduation (7%), or did not find a job (11%). Figure 6 shows the graduation to job attainment distribution for the entire Leadership Studies department and Figures 6A through 6E show the graduation to job attainment distribution for each program within the Leadership Studies department.



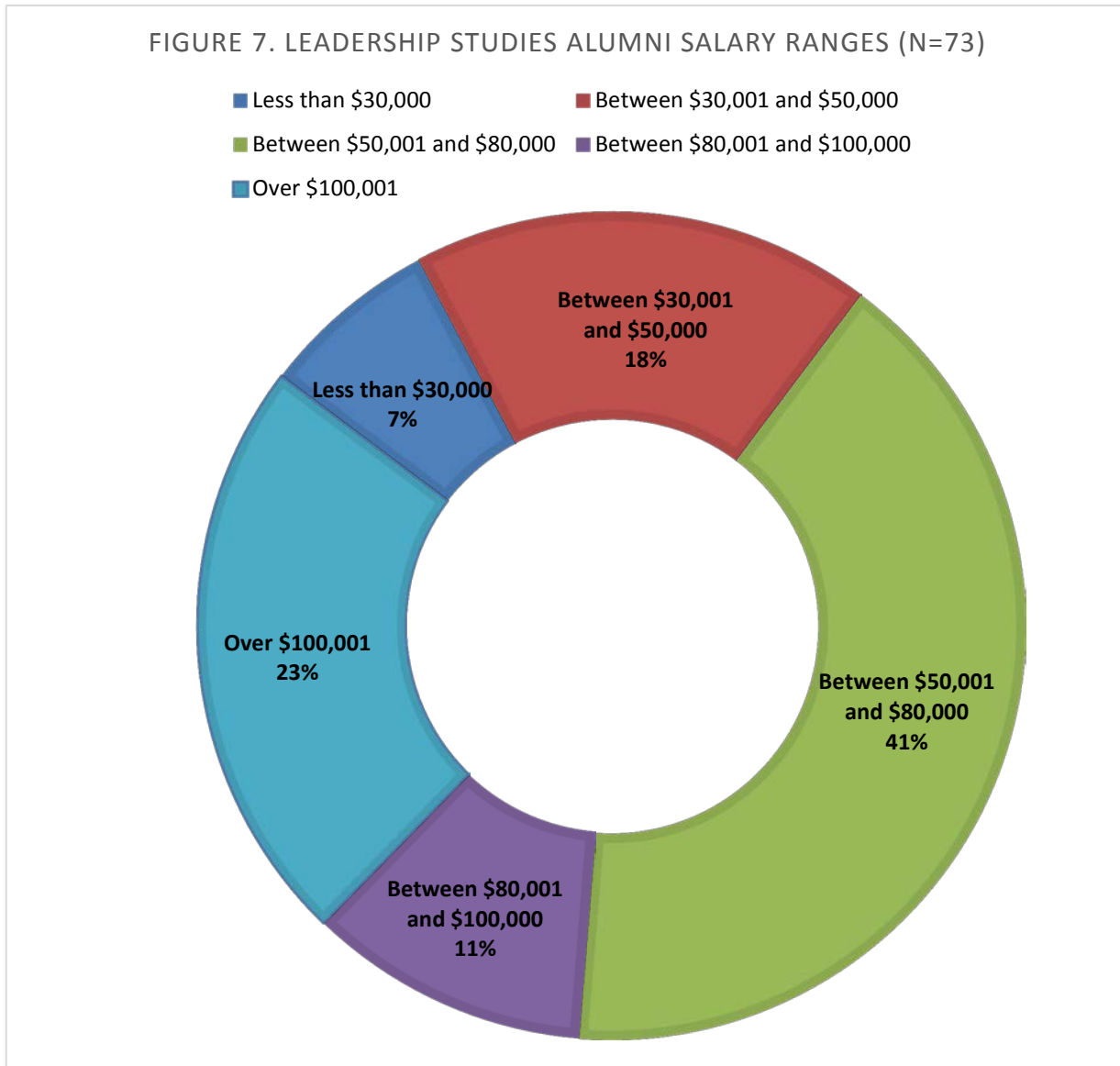
Time from Graduation to Job Attainment for each Program within the Leadership Studies Department

Note: Figure 6A regarding Preliminary Administrative Services Credential Graduates' Time to Job Attainment is not shown due to the small sample size (n < 10)



Alumni Salary Ranges – Leadership Studies Department

When Leadership Studies alumni were asked to indicate their *current salary range*, 18% of alumni selected between \$30,001 and \$50,000. The remaining alumni reported the following salary ranges: less than \$30,000 (7%), between \$50,001 and \$80,000 (41%), between \$80,001 and \$100,000 (11%), or over \$100,001 (23%). Figure 7 shows the alumni salary ranges for the entire Leadership Studies department and Figures 7A through 7E show the alumni salary ranges for each program within the Leadership Studies department.



Alumni Salary Ranges – by Program within the Leadership Studies Department

■ Less than \$30,000 ■ Between \$30,001 and \$50,000 ■ Between \$50,001 and \$80,000 ■ Between \$80,001 and \$100,000 ■ Over \$100,001

FIGURE 7A. PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL ALUMNI SALARY RANGES (N=6)

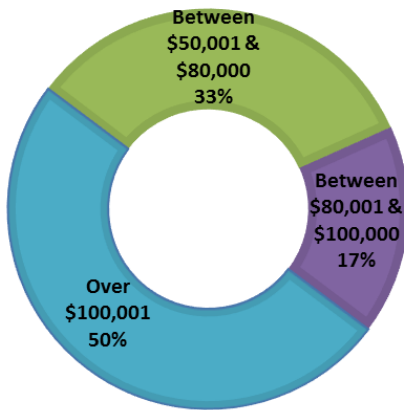


FIGURE 7B. PHD LEADERSHIP STUDIES ALUMNI SALARY RANGES (N=17)

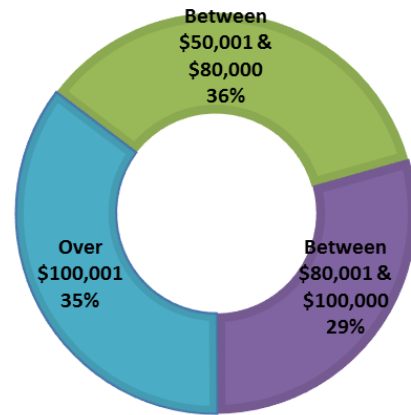


FIGURE 7C. MA NONPROFIT LEADERSHIP & MANAGEMENT ALUMNI SALARY RANGES (N=24)

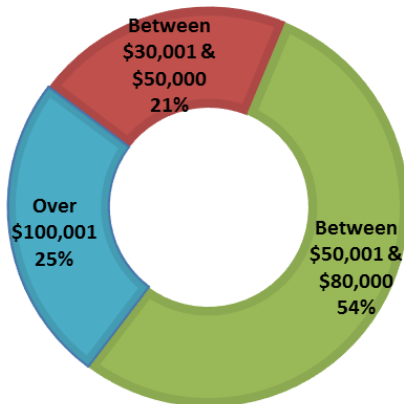


FIGURE 7D. MA LEADERSHIP STUDIES ALUMNI SALARY RANGES (N=12)

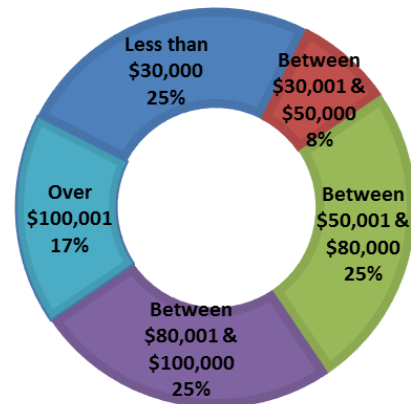
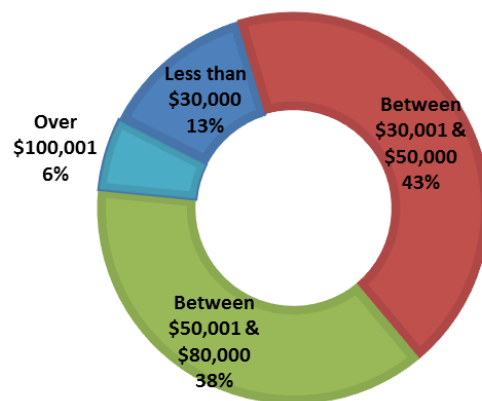
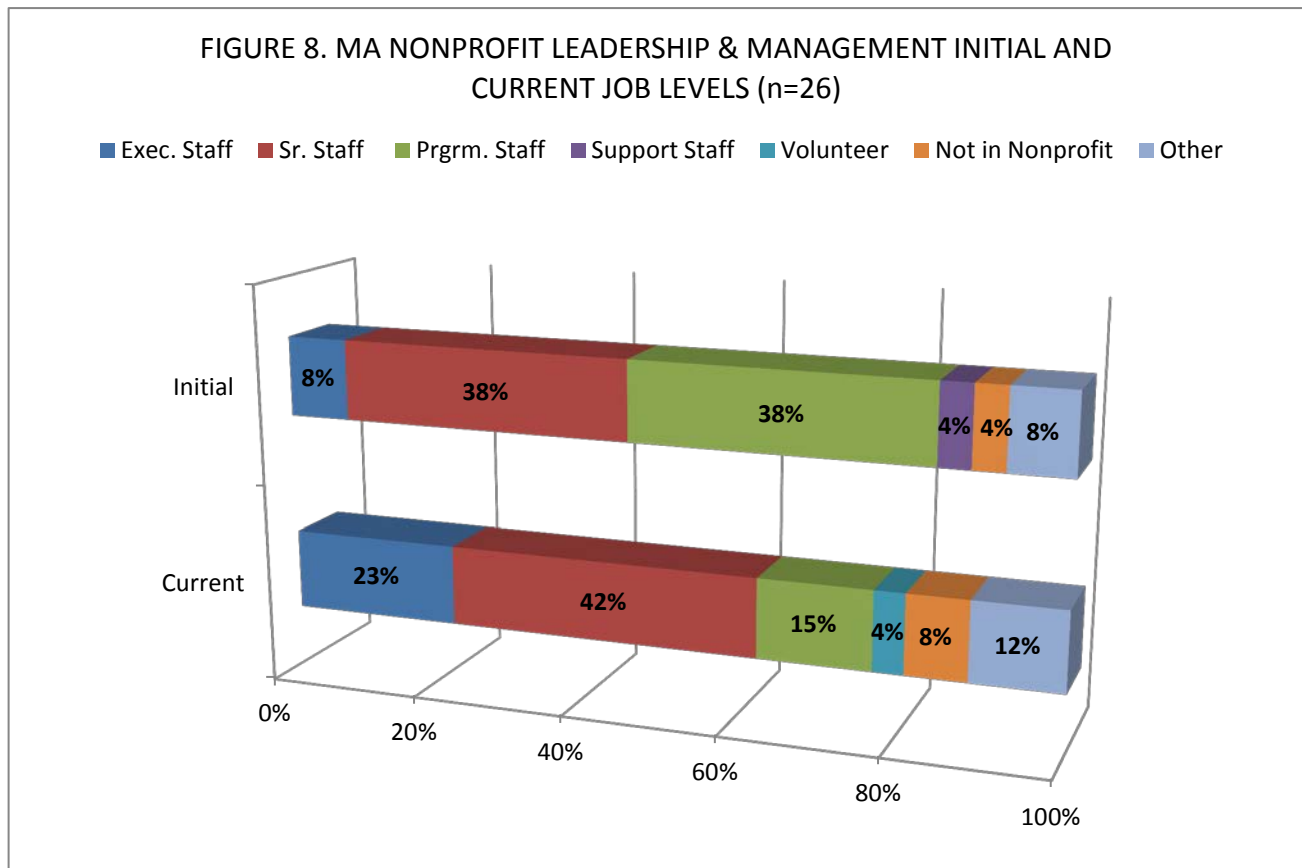


FIGURE 7E. MA HIGHER EDUCATION ALUMNI SALARY RANGES (N=16)



Initial and Current Employment – MA Nonprofit Leadership & Management

Employed alumni from the MA Nonprofit Leadership & Management Program were asked which job titles best matched their employment position in the nonprofit sector before starting the program, as well as currently (after graduation). Increases were seen in the proportion of respondents employed in Executive Staff and Senior Staff roles (see Figure 8). Responses labeled as “Other” included titles as Organizer, Analyst, Consultant, Peace Corps, and Dean.



Alumni Professional Activities – Leadership Studies Department

Figure 9 shows the various professional activities alumni have engaged in since graduation. When alumni were asked about their engagement in professional conferences, 80% of alumni reported attending professional conferences or professional development workshops, with 54% having presented at professional conferences or conducting professional development workshops. Fourteen percent of alumni reported receiving awards or publishing articles or books since graduation. Sixty-three percent of alumni reported belonging to one or more professional associations (see Table 4).

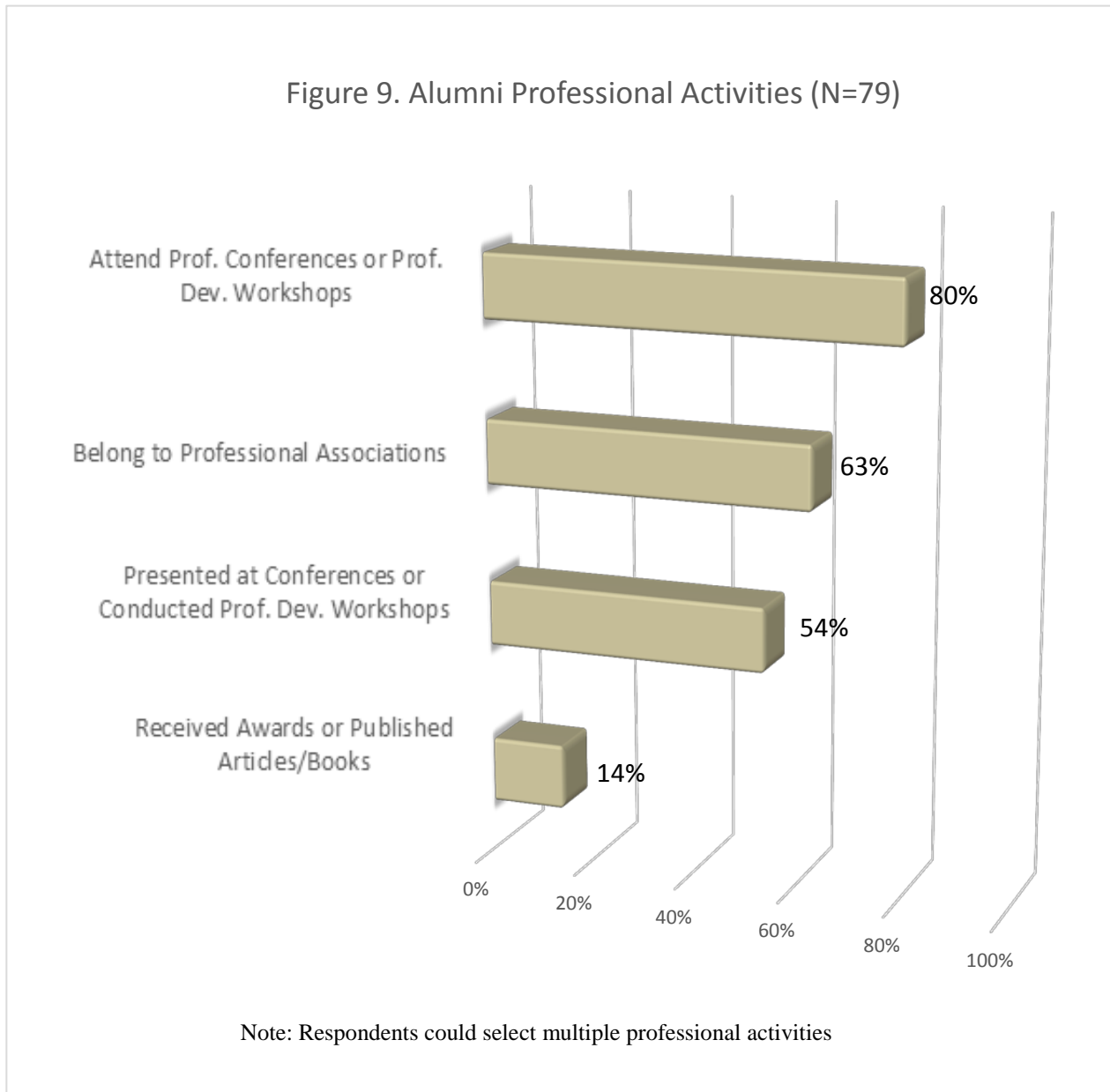


Table 4

Sample of Leadership Studies Alumni Membership with Professional Associations

American Association of Colleges for Teacher Education	LEAD San Diego
American College Personnel Association	Leaders2020
American Educational Research Association	Massachusetts Secondary School Administrators Association
American Health Information Association	Mexican American Business & Professional Association
Association for Student Conduct Administrators	Michigan Society of Association of Executives
Association of California Community College Administrators	NASPA - Student Affairs Administrators in Higher Education
Association of California School Administrators	National Academic Advising Association
Association of Fraternity and Sorority Advisors	National Association of Independent Schools
Association of Fraternity/Sorority Life Advisors	National Career Development Association
Association of Fundraising Professionals	National Catholic Educational Association
Association of Presenting Arts Professionals	National Coalition for Dialogue and Deliberation
California College Personnel Association	National Communication Association
California Community College Association of Occupational Education	Online Learning Consortium
California Health Information Association	Pennsylvania Communication Association
California Teachers Association	San Diego Education Association
California Worker's Compensation Self Insurance Group	San Diego Health Information Association
Eastern Communication Association	San Diego Military Advisory Council
Emerging Practitioners in Philanthropy	Small Business Association of Michigan Leadership Council
Fieldstone Emerging Leaders Alumni	Society for the Study of Emerging Adulthood
International Leadership Association	Western Arts Alliance
Junior League of San Diego	Young Nonprofit Professionals Network
Latina Giving Circle	

Suggested Skills, Areas, or Topics for Leadership Studies Programs

When alumni were asked about suggested skills, areas, or topics for inclusion in Leadership Studies programs, alumni commented about curriculum, additional practice or application, career development, and curriculum as shown in Figure 10 and Table 5. A sample of respondents’ comments by program can be found in Appendix A.

Figure 10. Distribution of Responses Regarding Suggested Skills, Area or Topics for Inclusion in Leadership Studies Programs (N=30)

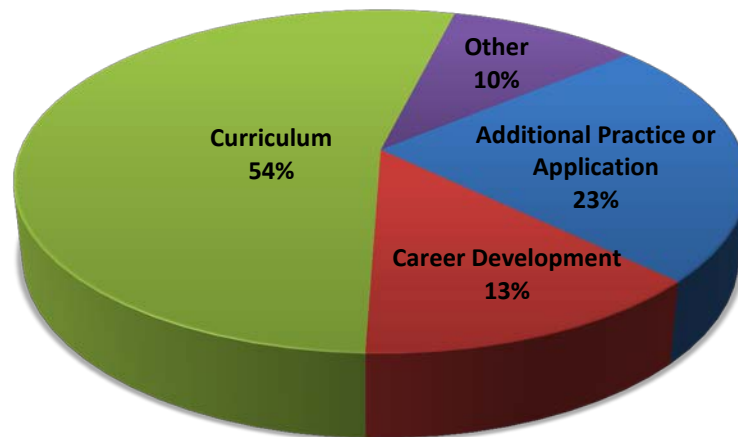
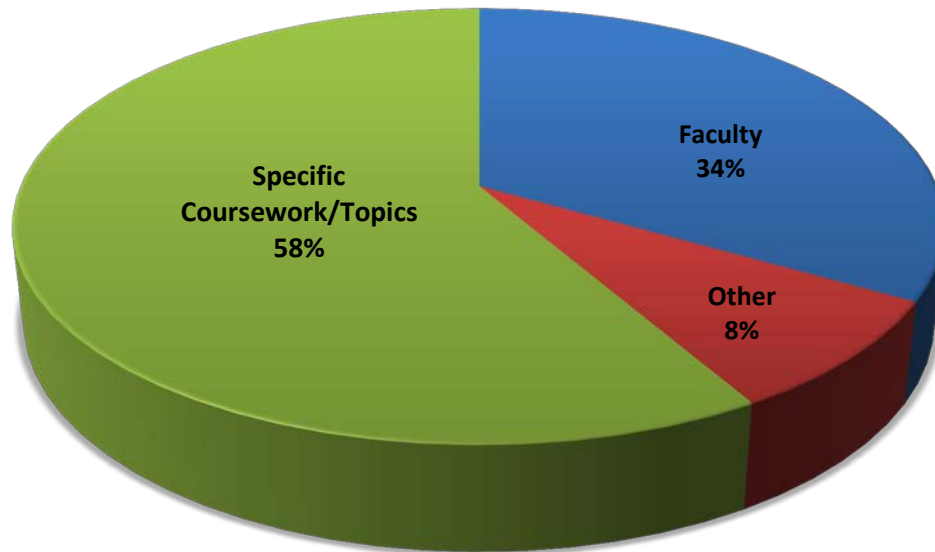


Table 5	
<i>Distribution of Responses Regarding Suggested Skills, Areas, or Topics for Inclusion in Leadership Studies Programs (N=30)</i>	
Percent of Responses	Themes Identified Within Responses Regarding Suggested Skills, Areas, or Topics for Programs
54%	Curriculum Suggestions <ul style="list-style-type: none"> • Leadership Theory • More Cultural Awareness • A Variety of Specific Topics
23%	Additional Practice/Application <ul style="list-style-type: none"> • Management • Consulting • A Variety of specific Topics
13%	Career Development <ul style="list-style-type: none"> • Overview of Potential Careers • Networking • Research During Program
10%	Other <ul style="list-style-type: none"> • Mentor Program

Courses and/or Experiences in the Program that Were Most Beneficial

Leadership Studies alumni were asked to identify one course and/or experience that benefited them the most and why. Alumni shared positive feedback regarding specific coursework and topics, faculty, teaching assistantships, and study abroad experiences (see Figure 11 and Table 6). A sample of respondents’ comments by program can be found in Appendix B.

Figure 11. Distribution of Responses Regarding Courses and/or Experiences in the Leadership Studies Programs That Were Most Beneficial (N=36)



Percent of Responses	Themes Identified Within Responses Regarding Courses and/or Experiences in the Program That Were Most Beneficial
58%	Specific Coursework / Topics <ul style="list-style-type: none"> • Courses within Specialization • Action Research • Leadership Conference
33%	Faculty <ul style="list-style-type: none"> • Support in Learning and Development
8%	Other <ul style="list-style-type: none"> • Global Study Abroad • Teaching Assistantship • Relationship with Cohort and Dissertation Chair

Ways Alumni’s Leadership Studies Programs Enhanced Their Effectiveness in the Workplace

When asked *what ways did your program of study enhance your effectiveness in the work place*, alumni cited enhanced professional practice, professional identity, and career preparation (see Figure 12 and Table 7). When alumni were asked: *how often do you apply the knowledge and skills that you gained in the program to your professional work*, 90% of the alumni indicated daily or weekly usage. A sample of respondents’ comments by program can be found in the Appendix C.

Figure 12. Distribution of Responses Regarding Ways Alumni's Leadership Studies Programs of Study Enhanced Their Effectiveness at Work (N=45)

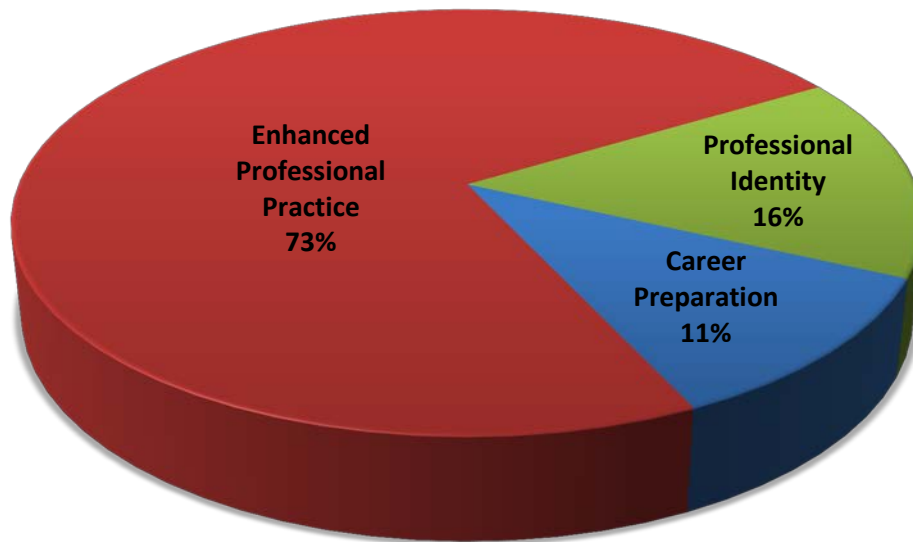


Table 7	
<i>Distribution of Responses Regarding Ways Alumni’s Leadership Studies Program of Study Enhanced Their Effectiveness in the Workplace (N=45)</i>	
Percent of Responses	Themes Identified Within Responses Regarding Ways Alumni’s Program of Study Enhanced Their Effectiveness in the Workplace
73%	Enhanced Professional Practice <ul style="list-style-type: none"> • Ability to Apply Learning At Work • Conceptualize and Think Systemically/Critically
16%	Professional Identity <ul style="list-style-type: none"> • Confidence/Self-efficacy • Personal Reflection
11%	Career Preparation <ul style="list-style-type: none"> • Project Development • Graduate Assistantship

Ways Alumni’s MA Nonprofit Leadership & Management Applied Projects Enhanced Their Management Abilities

When asked *what ways were your leadership and/or management abilities enhanced by participating in the applied projects*, alumni cited enhanced professional practice, application of skills, professional identity, and career preparation (see Figure 13 and Table 8). A sample of respondents’ comments by program can be found in the Appendix D.

Figure 13. Distribution of Responses Regarding Ways Alumni's Nonprofit Applied Projects Enhanced Their Management Abilities (N=13)

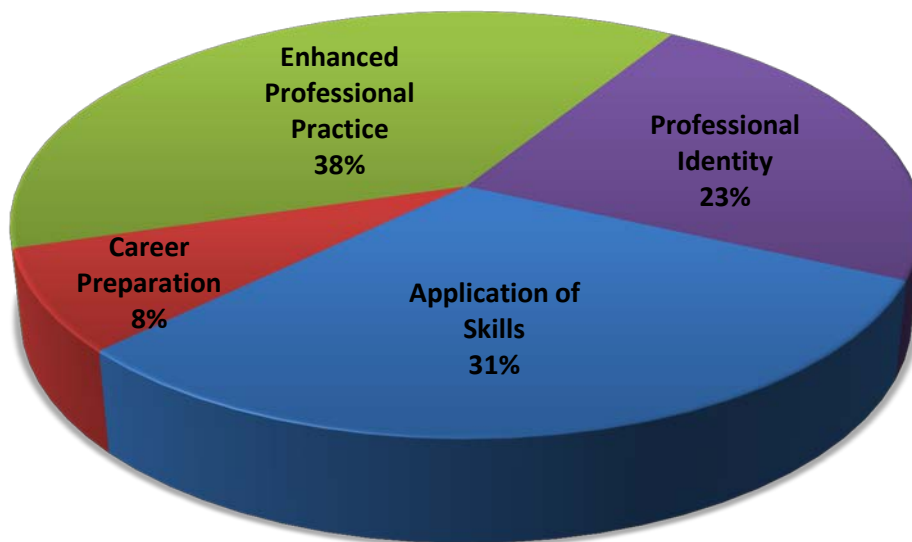
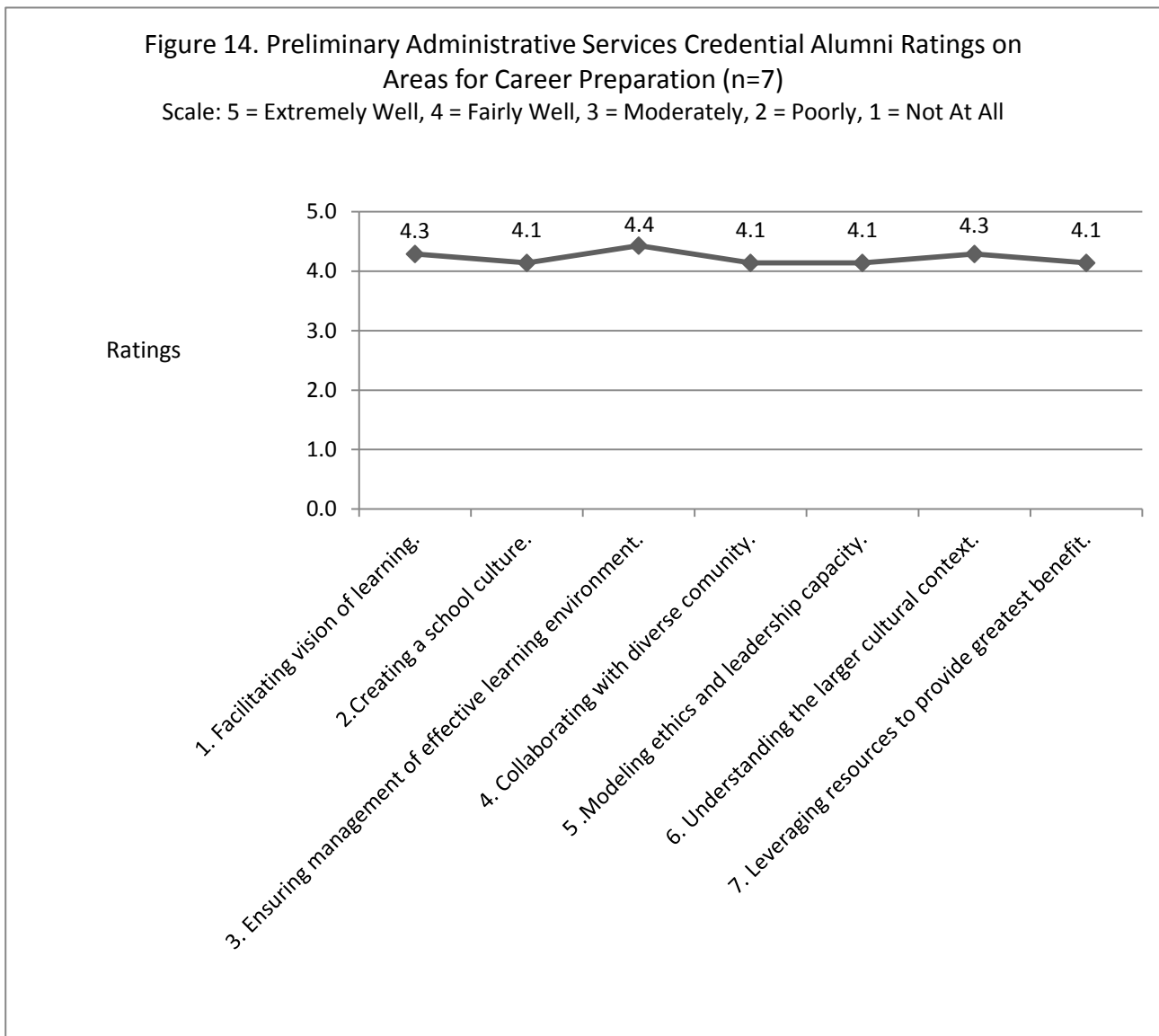


Table 8	
<i>Distribution of Responses Regarding Ways Alumni’s Nonprofit Applied Projects Enhanced Their Management Abilities (N=13)</i>	
Percent of Responses	Themes Identified Within Responses Regarding Ways Alumni’s Applied Projects Enhanced Their Management Abilities
38%	Enhanced Professional Practice <ul style="list-style-type: none"> • Conceptualize and Think Systemically/Critically • Consulting and Advocacy
31%	Application of Skills <ul style="list-style-type: none"> • Operationalization of Theory • Practice in Adaptability
23%	Professional Identity <ul style="list-style-type: none"> • Confidence/Reflection
8%	Career Preparation <ul style="list-style-type: none"> • Planning for New Role

Career Preparation and Enhanced Skills by Program within the Leadership Studies Department

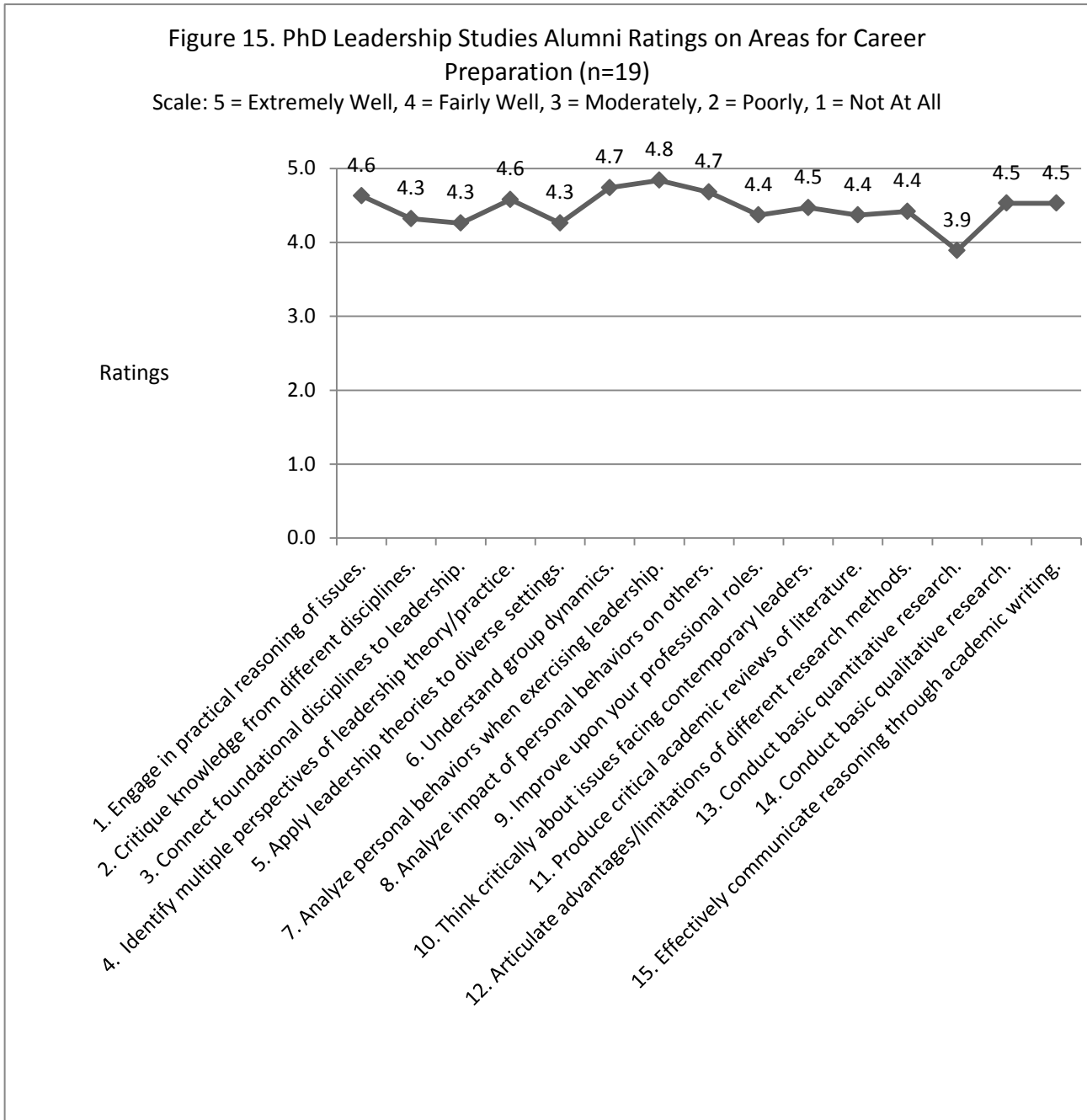
Preliminary Administrative Services Credential

Leadership Studies alumni were asked to rate how well their specialization or program prepared them for their professional careers and enhanced their abilities. The Preliminary Administrative Services Credential program used a five-point rating scale where *Extremely Well* is 5, *Fairly Well* is 4, *Moderately* is 3, *Poorly* is 2 and *Not At All* is 1. The goal is to have response ratings in the four to five range for each item. All seven items regarding career preparation had mean ratings in the desired four to five range (see Figure 14).



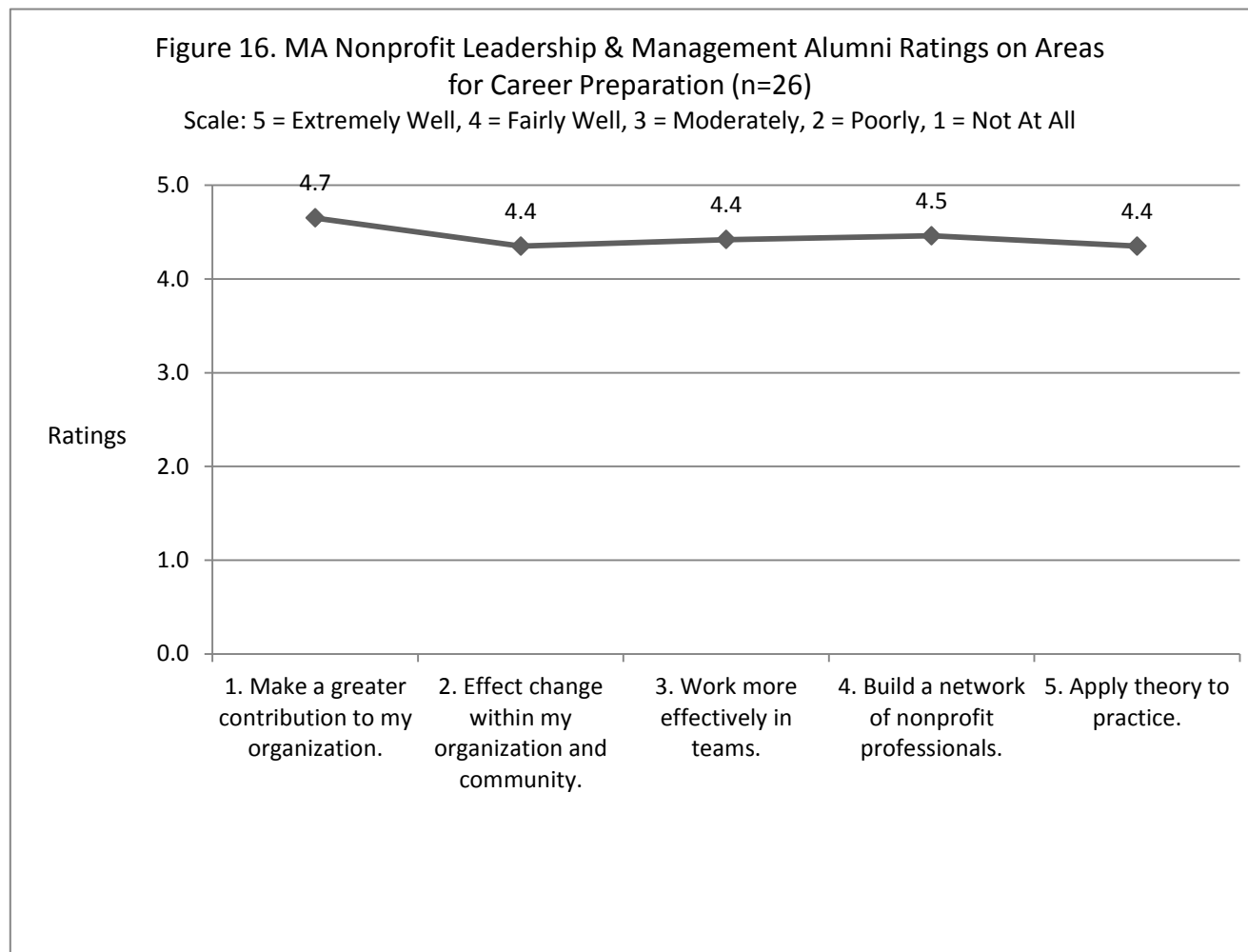
PhD Leadership Studies

The PhD in Leadership Studies program used a five-point rating scale where *Extremely Well* is 5, *Fairly Well* is 4, *Moderately* is 3, *Poorly* is 2 and *Not At All* is 1. The goal is to have response ratings in the four to five range for each item. Fourteen of the fifteen items regarding career preparation had mean ratings in the desired four to five range (see Figure 15).



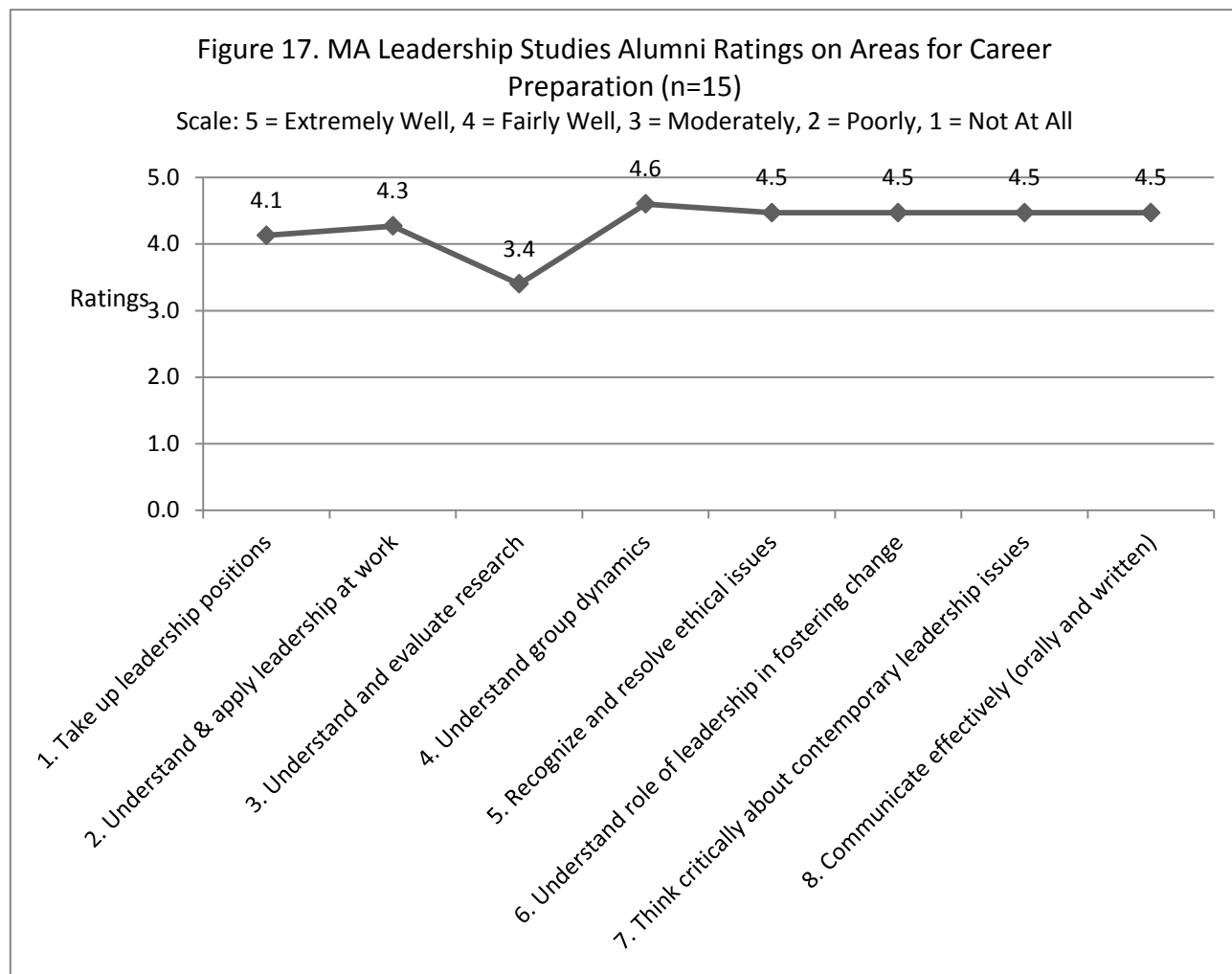
MA Nonprofit Leadership & Management

The MA in Nonprofit Leadership & Management program used a five-point rating scale where *Extremely Well* is 5, *Fairly Well* is 4, *Moderately* is 3, *Poorly* is 2 and *Not At All* is 1. The goal is to have response ratings in the four to five range for each item. All five items regarding career preparation had mean ratings in the desired four to five range (see Figure 16).



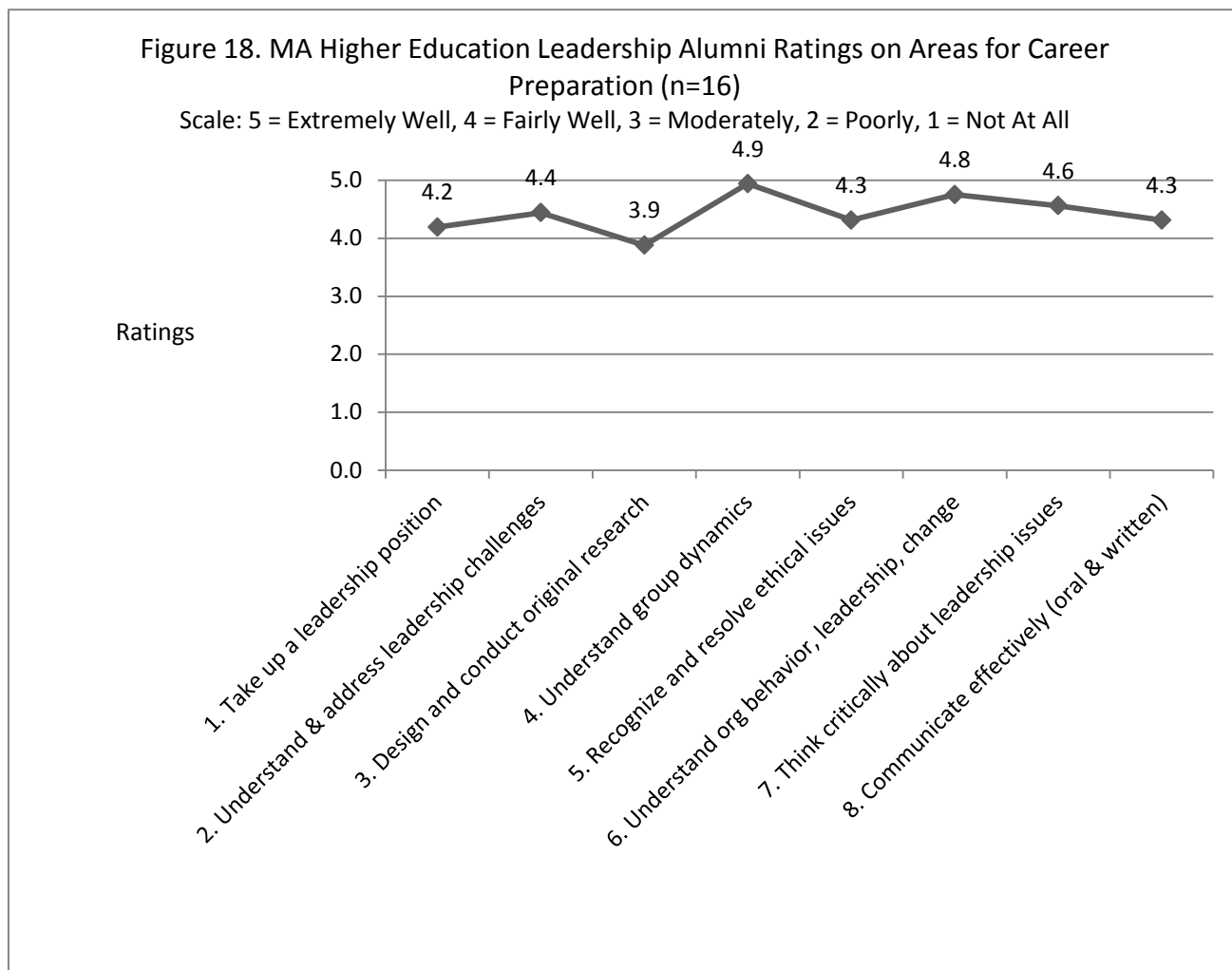
MA Leadership Studies

The MA in Leadership Studies program used a five-point rating scale where *Extremely Well* is 5, *Fairly Well* is 4, *Moderately* is 3, *Poorly* is 2 and *Not At All* is 1. The goal is to have response ratings in the four to five range for each item. Seven of the eight items regarding career preparation had mean ratings in the desired four to five range (see Figure 17).



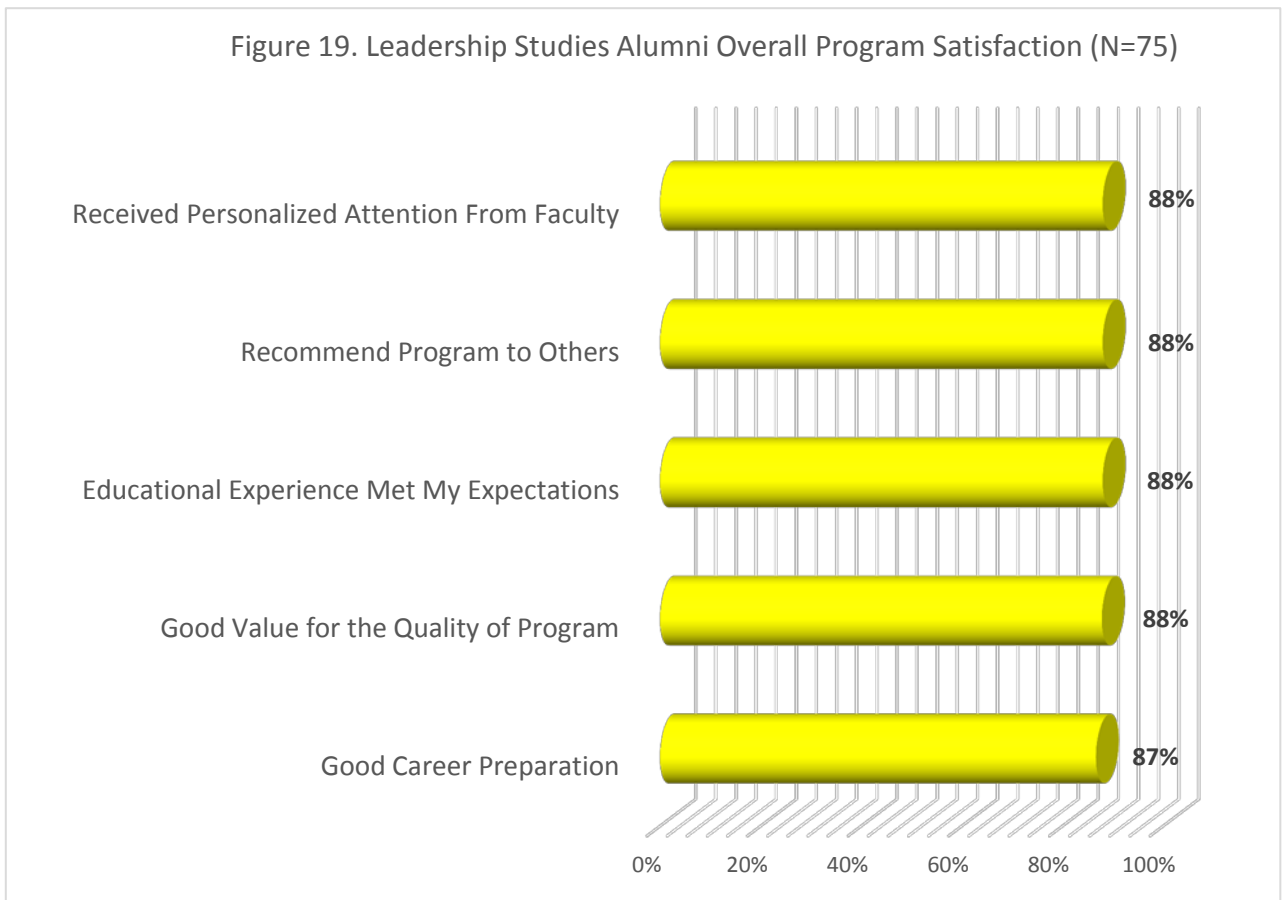
MA Higher Education Leadership

The MA in Higher Education Leadership program used a five-point rating scale where *Extremely Well* is 5, *Fairly Well* is 4, *Moderately* is 3, *Poorly* is 2 and *Not At All* is 1. The goal is to have response ratings in the four to five range for each item. Seven of the eight items regarding career preparation had mean ratings in the desired four to five range (see Figure 18).



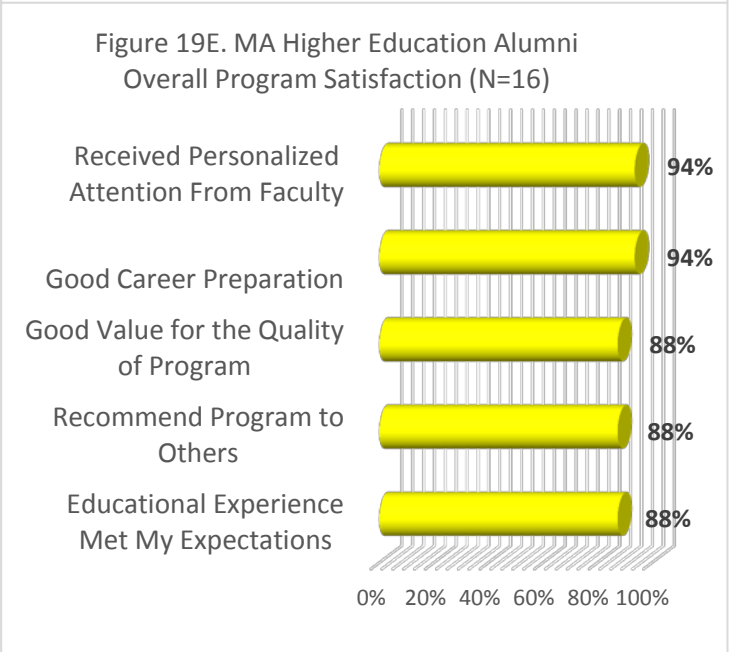
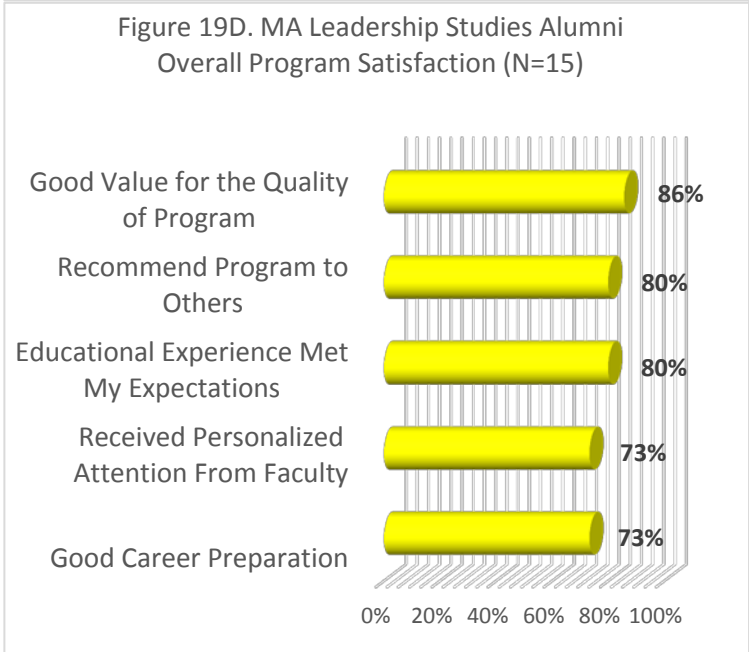
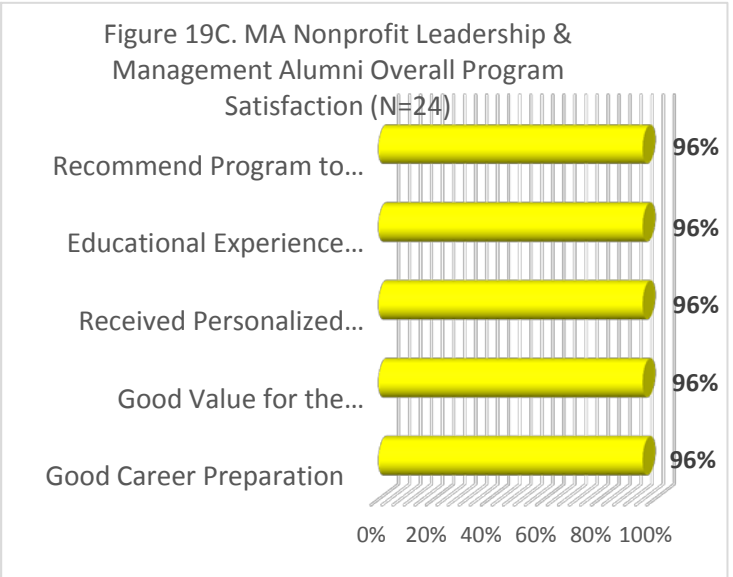
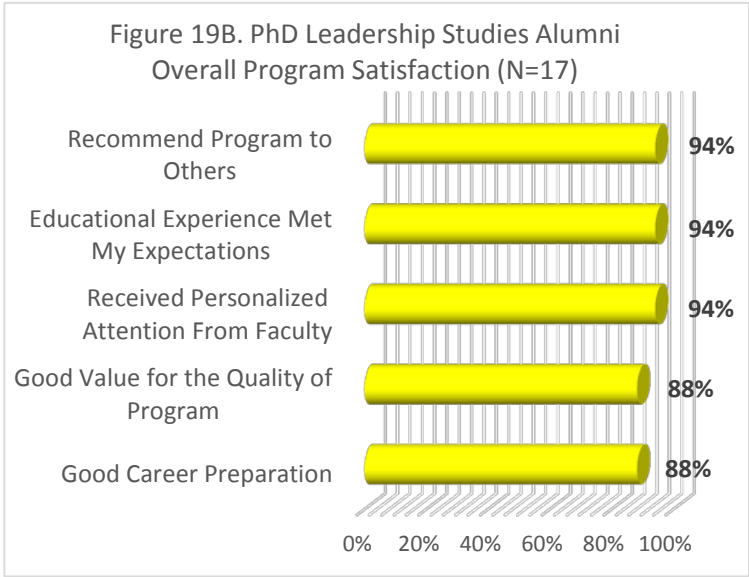
Overall Leadership Studies Program Satisfaction

When Leadership Studies alumni were asked about their *level of agreement regarding their overall satisfaction with their program*, 88% reported having received personalized attention from faculty, 88% would recommend their program to prospective students, 88% felt their educational experience fulfilled their expectations, 88% felt that the value of the program compared favorably with the quality of the experience, and 87% felt it provided good career preparation. Figure 19 shows the overall satisfaction ratings for the entire Leadership Studies department and Figures 19A through 19E show the overall satisfaction ratings for each program within the Leadership Studies department.



Overall Program Satisfaction - by Program within the Leadership Studies Department

Note: Figure 19A regarding Preliminary Administrative Services Credential Alumni Overall Program Satisfaction is not shown due to small sample size (n < 10)



Alumni Testimonials: Leadership Studies Programs

MA Higher Education Leadership

I constantly recommend the program to potential graduates. The in-the-classroom experience coupled with my assistantship on campus in partnership with Student Affairs was immeasurable. I felt connected, cared for, and that people were invested in my education. I would go back to SOLES in a heartbeat for future degrees.

Christina Wellhouser, Class of 2011

MA Higher Education Leadership

I had a fantastic program experience.
Stacey Williams, Class of 2013

MA Higher Education Leadership

I had a wonderful experience in classes taught by [Professor X].
2014 Alumna

MA Leadership Studies

The Leadership Studies program at the University of San Diego is the absolute best choice for learning how to study leadership as the full bodied discipline that it is. The program offers a critical foundation in the theory of leadership, the approach to leadership perspective and frame of mind and the crucial connection of the individual and leadership impact. I would recommend it to any person looking to solidify their journey into the learning of leadership.

Allison McClintick, Class of 2011

Alumni Testimonials: Leadership Studies Programs

PhD Leadership Studies

I cannot adequately express my gratitude to the dedicated faculty, staff and especially my dissertation committee for their absolute commitment to the successful completion of my doctoral degree.

2014 Alumnus

MA Higher Education Leadership

I fell into the MA Higher Education Leadership Studies program and had a paradigm shift; being 'young,' I thought my teachers were the standard in higher education. However, they are the exemplars. I am honored to be the student of [the Professors]; these people changed my life. I am indebted to [Professor X], who asked me one day to take his doctoral policy course and write a thesis with him and [other faculty]. The ideas I explored in my thesis led me to where I am today.

Johan Bodaski, Class of 2010

MA Nonprofit Leadership & Management

The Nonprofit Leadership and Management program at USD was an incredible experience and worth every penny. I am a stronger executive leader and a better person for having participated.

2010 Alumna

MA Nonprofit Leadership & Management

I would highly recommend this program to any of my nonprofit peers. It has taught me to be a more thoughtful, strategic, and effective leader. The attention you receive from the faculty and the network you gain of nonprofit professionals is invaluable.

2012 Alumna

Appendices - List of Tables

<i>Preliminary Administrative Services Credential Program</i>	
Table	Content
A-1	<i>Suggested Skills, Areas, or Topics for Inclusion</i>
B-1	<i>Course and/or Experience That Benefitted the Most</i>
C-1	<i>Ways Program Enhanced Effectiveness in the Workplace</i>

<i>PhD Leadership Studies Program</i>	
Table	Content
A-2	<i>Suggested Skills, Areas, or Topics for Inclusion</i>
B-2	<i>Course and/or Experience That Benefitted the Most</i>
C-2	<i>Ways Program Enhanced Effectiveness in the Workplace</i>
D-1	<i>Testimonials</i>

<i>MA Nonprofit Leadership & Management Program</i>	
Table	Content
A-3	<i>Suggested Skills, Areas, or Topics for Inclusion</i>
B-3	<i>Ways Applied Projects Enhanced Management Abilities</i>
C-3	<i>Ways Program Enhanced Effectiveness in the Workplace</i>
D-2	<i>Testimonials</i>

<i>MA Leadership Studies Program</i>	
Table	Content
A-4	<i>Suggested Skills, Areas, or Topics for Inclusion</i>
B-4	<i>Course and/or Experience That Benefitted the Most</i>
C-4	<i>Ways Program Enhanced Effectiveness in the Workplace</i>
D-3	<i>Testimonials</i>

<i>MA Higher Education Leadership Program</i>	
Table	Content
A-5	<i>Suggested Skills, Areas, or Topics for Inclusion</i>
B-5	<i>Course and/or Experience That Benefitted the Most</i>
C-5	<i>Ways Program Enhanced Effectiveness in the Workplace</i>
D-4	<i>Testimonials</i>

Appendix A

Table A-1

Sample of Alumni Comments Regarding Suggested Skills, Areas, or Topics for Inclusion in the Preliminary Administrative Services Credential Program

Comments

Consistency.

Yes. Teach us how to develop ourselves personally and market ourselves appropriately. There needs to be more emphasis on the politics of how to get a position in administration. It's a nebulous and changing terrain, and teaching your students how to market their "brand" is crucial to getting a position in administration. I'd like students to be better prepared for the challenges of nepotism, bureaucratic challenges in hiring, and other variables that are outside of an applicant's control. How do you refine your image and perception / projection in order to land a position?

Table A-2

Sample of Alumni Comments Regarding Suggested Skills, Areas, or Topics for Inclusion in the PhD in Leadership Studies Program

Comments

Teaching - curriculum development, adult learning, etc.

Research design. Information about different methodologies and the basics of how to conduct research are covered in the program. However, it would be useful to incorporate information about how to implement research strategies and how to conduct analyses in a way that answers the proposed research questions.

The program needs to do a better job with learning about writing articles and book reviews for publication.

Need more on specific leadership theories.

There should be a formalized "buddy system" to match incoming students with a nearing completion student in dissertation phase to help them navigate and plan their path ahead.

Theory. The program will benefit from a leadership theory course so that people have a common base of literature. My student colleagues were unaware and still are, with a basic understanding of leadership theory. I taught myself following the program and had an undergraduate degree that covered leadership and management theory so it was different for me but I see the gaps in my colleagues' understanding of theory.

Table A-2 (continued)

I think that there needs to be a greater focus on preparing graduates to become socialized as faculty members, particularly if that is their interest. The job market, particularly in higher education programs, is extremely selective, and as a result, working in research teams and helping students become published DURING the program is ESSENTIAL. If this doesn't happen, students will struggle and be closed out from tenure-track positions and even some clinical non-tenure track positions. The socialization process of becoming a faculty member was the most difficult aspect of my life post-graduation, and I feel that the faculty at USD could have been more helpful at illuminating that process and helping their students become prepared to balance the rigors of teaching, research, and service obligations.

We need a comprehensive exam. This would encourage us as students to mentally synthesize leadership theory (and become more articulate about leadership theory to those outside of the program), and increase the reputation of our program (sometimes when people from outside hear that we do not have a comprehensive exam, they assume our program isn't rigorous). Our qualitative offering is great, but we need higher-level statistics courses. We could also use more guidance around academic publication -- only those students who work on campus full-time or seek out extra research projects seem to receive the guidance/support to publish. If we want to increase the reputation of our doctoral program, we need students publishing. Also, [Professor X's] class needs more explicit leadership theory offered to doctoral students -- it's one thing to sit in ambiguity and experience what is happening, but another to be able to do that while ALSO skillfully applying academic frameworks to what we're seeing. Learning would happen faster if we could receive more terms/definitions/concepts to memorize up front (or during the process) in there.

Larger variety of leadership theories

Table A-3

Sample of Alumni Comments Regarding Suggested Skills, Areas, or Topics for Inclusion in the Nonprofit Leadership & Management Program

Comments

Volunteer management

Yes - particularly on how to build regional action and cross-sector partnerships. We get the nuts and bolts, but having a class devoted to building a "regional leadership" outlook would benefit San Diego.

I would like to have more fundraising courses and an online marketing/communications course.

Table A-3 (continued)

I took a couple of elective courses through Peace & Justice on Conflict Resolution ... was outstanding and very helpful!

I would have liked more on budget building from the ground up.

CONSULTING - how to start, grow and sustain a consulting practice!

My specialization is in international development, and there was nothing available on that front.

Staff management would be really helpful for those that do not have a lot of experience in this part of running an organization. Also, my experience in nonprofit finance was not helpful. I still do not have a solid grasp on how to handle the complexities of restricted funds when working with our bookkeeper. In every other class I left feeling I got at least the value of what I paid for, if not more. But in the NP finance class I felt like it was time wasted. I wish I could take this class over with an instructor and curriculum that was actually helpful.

The finance class needs an overhaul in order to be more practical and applicable.

I think the program was very complete. I regret that I didn't have a chance to take the Advocacy class, but that was due to my own schedule restrictions, unfortunately.

Better nonprofit finance course. Course with CPM programs.

Table A-4

Sample of Alumni Comments Regarding Suggested Skills, Areas, or Topics for Inclusion in the MA in Leadership Studies Program

Comments

Yes-theory to action. I don't think the program prepares people well enough, looking to go into training or teaching the concepts from a theory to action focus. Conceptually, the material was fantastic-but how to relate that to org life for problem solving and real time development is lacking.

More international scope to be added in programs, i.e. more cultural awareness

Adolescent mental health - particularly anxiety and oppositional behaviors

A mentor program, a staff who was interested in what happens to graduates after they leave SOLES, career guidance as opposed to the career center not helping what-so-ever, assistance getting a job, additional theory knowledge

Table A-5

Sample of Alumni Comments Regarding Suggested Skills, Areas, or Topics for Inclusion in the MA in Higher Education Leadership Program

Comments

Higher Ed: more information/discussion on the significant differences between the various institutions (non-profit, profit, UC, State, Community Colleges) along with the work/skills/attributes needed to fulfill various positions within these institutions.

As a higher education professional, I was immediately confronted with issues of assessment and learning outcomes. I feel I could have been better trained in curriculum development and outcome development as well as assessment practices and processes.

Not really, I have come across this since. Phenomenology is the study of lived experience (Philosopher's Edmund Husserl and Maurice Merleau-Ponty from the Continental tradition are who I have discovered). I study this now and am finding philosophical ground in the continental tradition for many of the ideas I learned from [Professor X's] courses. Phenomenology, hermeneutics, existentialism and rhetoric are giving me "forms" to write about the things I learned from [Professor X]. Also, Merleau-Ponty writes about the body and I think that is helpful when thinking about our bodies and the data they give us during exercise of leadership.

More student development theory- at least two courses for the program. And maybe a required counseling course beyond the optional election of multicultural counseling.

I would have liked a Counseling course and Assessment/Evaluation.

A formal overview of the various positions, opportunities available within higher ed. More public speaking and group facilitation training. More oversight on how GA supervisors are contributing to the learning of the GA's.

Networking to utilize education to pursue a leadership role in H.E.

Appendix B

Table B-1

Sample of Alumni Comments Regarding One Course and/or Experience in the Preliminary Administrative Services Credential Program That Benefitted Them the Most.

Comments

Ethics and/or Law

[Professor X's] course, especially the instructional coaching piece.

I loved [Professor Y's] education law course. Yet, I think that I learned some important things in all of the other courses, too. I also really liked [Professor Z's] Tavistock class. That was a mind bender.

Table B-2

Sample of Alumni Comments Regarding One Course and/or Experience in the PhD in Leadership Studies Program That Benefitted Them the Most.

Comments

2 courses - Adult Development and Leadership Theory and Practice were the most life changing and I use that learning daily.

All of the research courses.

The absolute commitment of my committee to the successful completion of my dissertation.

It is a toss-up between adult development and organizational theory and culture.

The Mixed Methods course taught by [Professors X and Y]. Was highly interesting and a useful framework for understanding how qualitative and quantitative work together.

[Professor X's] course on leadership because the learning was highly experiential but also grounded in concepts based on the articles etc. that were provided in the course.

Having a graduate teaching assistantship by far was the best hands-on preparation as a faculty member. I call on that experience every day as an instructor.

Relationship with my cohort and dissertation chair. Without their love, support and belief in me, I could NOT and would NOT have completed the program.

Table B-3

Sample of Alumni Comments Regarding How Participating in Applied Projects in the MA in Nonprofit Leadership & Management Program Enhanced Their Management Abilities.

Comments

Gave me different perspectives on nonprofits of varying sizes, and taught me how to work with varying types of people.

In every way possible - it just made me a better consultant and practitioner. The applied project experience is one that allows students to grow as leaders and to interact with the real business/nonprofit environment. Applied projects also allowed me to be a more skilled negotiator in my practice. Often at jobs people have asked me "how the bleep did you learn this?" and I always respond "I have an MBA with feelings from USD" because that is how good our Nonprofit Management program is.

I learned how to operationalize the theories.

The projects provided real-world opportunities to practice and hone these skills.

It taught me to be adaptable, to work with many different personality types, and to apply my skills to areas that I may not touch in my real career.

Prepared me for my current role as Director, as well as my role of incoming President for the San Diego Health Information Association.

Leadership studies were the most useful and interesting part of the program. It is where I found, and continue to find, the most for personal and professional growth and development.

I became very familiar with my strengths and confident in my abilities as a leader.

Broader framework for how different organizations do business and make decisions; ability to see a solution developed and sometimes see it put into practice.

In every way. I am now able to better support and guide our grantee organizations and to be more effective in providing suggestions to senior management in our organization.

Applied Projects connected me powerfully with other non-profits, strengthened relationships with other non-profit professionals, provided access points to invaluable publications, research materials, & knowledge base. Advocacy, most especially, has broadened my ability to connect with government officials at various state and local levels for the benefit on my organization.

Get to practice walking the talk

My leadership abilities have improved because I have a bigger world view.

Table B-4

Sample of Alumni Comments Regarding One Course and/or Experience in the MA in Leadership Studies Program That Benefitted Them the Most.

Comments

[Professor X] - He took a genuine interest in my learning and development and was the epitome of the type of qualified, expert educator I wanted to be.

The multi-cultural counseling course in Madrid and the leadership course in Mondragon. Both classes were wonderful experiences that allowed me to embrace other cultures.

Center for Creative Leadership weekend workshop. It was hands on and applicable to my career.

The Leadership Theory and Practice course and Leadership Institute conferences. The pedagogy and approach to understanding not only leadership but myself and others was very powerful and enlightening.

Leadership Conference

Table B-5

Sample of Alumni Comments Regarding One Course and/or Experience in the MA in Higher Education Leadership That Benefitted Them the Most.

Comments

Leadership Conference/Semester Course: Brought into focus group dynamics and my role in a group

Leadership 550 (and subsequent TA experience) because of the in-your-face, lived experiences that have been transferrable to every job, course and interaction I have. A close second is my experience doing global study. This is more a huge perk than requirement. The opportunity to apply my education globally and expand my thinking was tremendous in my individual development and has still provided ongoing connection points beyond graduation.

Organizational Theory and Change, Dialogue, Both courses with [Professor X]

[Professor X]. (Anything she does: leadership course, consulting to groups, summer conference, etc.)

LEAD 550/600 or every course I took with [Professor X] (Org Theory, Dialogue, Holistic Leadership Coaching)

550 and 551 -- gave the best perspective overall on leadership, change and your role in a group/organization.

Table B-5 (continued)

Choosing just one is so difficult! I think my action research project was the most important part of my experience. [Professor X's] support and research expertise were critical to my success. In my action research work, I was able to incorporate materials or learned skills for almost every course.

LEAD 550/551 - tons of self/other discovery.

Org theory, [Professor X]

Foundations of coaching

Appendix C

Table C-1

Sample of Alumni Comments Regarding Ways the Preliminary Administrative Services Credential Program Enhanced Their Effectiveness in the Workplace

Comments

Through USD, I was able to see different types of leadership, including through negative experiences. I was able to see a large range of leadership through each professor and the Dean.

Giving me the confidence to observe instructional practice critically, and help teachers plan for improvement.

I'm definitely a more effective teacher and professor as a result of this program. I'm a better director and leader, as well. I think that the program helped me understand my career trajectory; administration is still in the cards. I'm taking a different route than I had originally intended. I'm also getting more opportunities in higher education than I had originally anticipated.

Table C-2

Sample of Alumni Comments Regarding Ways the PhD in Leadership Studies Program Enhanced Their Effectiveness in the Workplace

Comments

Allowed me to draw on the critical thinking and extensive literature in the field of leadership and apply it to daily real world scenarios.

I am able to look at how systems are working within an organization, and I understand adult development and how that impacts the coaching I am doing with teachers.

Increased personal awareness, increased leadership development, theoretical lenses to apply to practice. Enhanced understanding (e.g., use of BARTS)

The ability to see and interpret organizational dynamics, the ability to use systems thinking especially when teaching, the capacity to use multiple frameworks to both understand problems but also to frame potential solutions. The ability to understand challenges to my authority and to create a response that leads to more learning; to read the room and speak to what is really going on. The wisdom and care of the faculty that mentored me.

It prepared me to be a self-reflective practitioner and to be thoughtful about my own (and others') leadership practice.

Exposure to the various aspects of leadership.

Table C-3

Sample of Alumni Comments Regarding Ways the MA in Nonprofit Leadership & Management Program Enhanced Their Effectiveness in the Workplace

Comments

Managing up and down, "best practice" strategies, understanding hr and legal practices, knowing myself better as a leader to work more effectively with others, strategic planning processes, etc.

In every way possible - it just made me a better consultant and practitioner.

The curriculum provided a solid knowledge base from which to draw from.

The leadership courses made the most impact. Public speaking, strategic planning organizational theory, and finance were also significant.

I think it has taught me to be more strategic in all facets of my work, and in turn more effective in accomplishing my goals and making an impact on my work team.

Too many ways to list.

The program was a bit more general than the specialization I have in my field, but the subject matter was applicable nonetheless.

I have the ability to asses needs, and create strategic direction on issues and programs within my organization.

New ways to understand and solve problems; a strong network of professionals for guidance, support, ideas; a greater ability to look at the big picture thanks to a broader recognition of the environment and org theory.

I am better able to read the dynamics that are taking place in the organization and how to respond strategically.

Project development, presentation materials, research, depth of knowledge

better understanding of work styles, org changes/transitions, incorporating research into projects

I am a better writer, thinker and communicator because of the program.

Table C-4

Sample of Alumni Comments Regarding Ways the MA in Leadership Studies Program Enhanced Their Effectiveness in the Workplace

Comments

As a leadership practitioner, it provided me a foundation and angle in which to base my training. From that foundation, I have been able to expand my concepts and carve out a niche in leadership training that is otherwise untouched in the Midwest region.

Through 550 class we were able to apply theories to the workplace in several activities. One of the most beneficial activities is having consultation session in both small and large groups enabled me to see things in different ways and provided me with skills that assist me to overcome obstacles rather than escaping them.

My individual emphasis in Career Development directly applies to my role as a Career Advisor. Greater awareness of myself, others and group dynamics.

In addition to providing me the space and opportunity to learn content that I apply in my job each day, the Leadership Studies program also equipped me with an understanding of organizational dynamics that helps me to navigate my institution and the organizational "politics" present.

Table C-5

Sample of Alumni Comments Regarding Ways the MA in Higher Education Leadership Program Enhanced Their Effectiveness in the Workplace

Comments

Brought into focus group dynamics

My education in group dynamics and leadership gave me an edge as a unique voice at the table - and also provided me the confidence to use this voice.

Better communicator and understood organizational issues better.

I learned to listen to the music beneath the words, and attend to beneath the surface dynamics in individuals, organizations, and society. I learned to simultaneously be on the dance floor and the balcony: Literally act and reflect at the same time in the here and now, in the midst of chaos. Contemplate theory informed action and action informed theory (praxis). I learned about case in point pedagogy and epistemological connections for learning spontaneously. I learned how to attend to phenomena as they emerge. I learned to be presence, bring presence, and invite others into the practice of presence. Understand purpose, task, boundaries, roles, authority.

My courses and the overall program enhanced my effectiveness in every way. From better understanding the current trends in higher education to learning how to interpret and respond to group dynamics, the program taught me how to fully engage in my workplace.

Table C-5 (continued)

In my reflective practice, theory, ideas and ethos with which I bring to my work.

Group dynamics, Higher Ed basics, opportunity to do Graduate Assistant position.

Organizational Theory and Application.

Reframing situations.

Appendix D

Table D-1

Sample of Alumni Testimonials About the PhD in Leadership Program

Comments

I cannot adequately express my gratitude to the dedicated faculty, staff and especially my dissertation committee for their absolute commitment to the successful completion of my doctoral degree.

Table D-2

Sample of Alumni Testimonials About the MA in Nonprofit Leadership & Management Program

Comments

I would highly recommend this program to any of my nonprofit peers. It has taught me to be a more thoughtful, strategic, and effective leader. The attention you receive from the faculty and the network you gain of nonprofit professionals is invaluable.

The Nonprofit Leadership and Management program at USD was an incredible experience and worth every penny. I am a stronger executive leader and a better person for having participated.

Table D-3

Sample of Alumni Testimonials About the Preliminary Mild to Moderate Credential / MEd Special Education Program

Comments

The Leadership Studies program at the University of San Diego is the absolute best choice for learning how to study leadership as the full bodied discipline that it is. The program offers a critical foundation in the theory of leadership, the approach to leadership perspective and frame of mind and the crucial connection of the individual and leadership impact. I would recommend it to any person looking to solidify their journey into the learning of leadership.

Allison McClintick. Class of 2011

Table D-4

Sample of Alumni Testimonials About the MA in Higher Education Leadership Program

Comments

I constantly recommend the program to potential graduates. The in-the-classroom experience coupled with my assistantship on campus in partnership with Student Affairs was immeasurable. I felt connected, cared for and that people were invested in my education. I would go back to SOLES in a heartbeat for future degrees.

Christina Wellhouser, Class of 2011

I fell into the MA leadership studies program and had a paradigm shift; being 'young' I thought my teachers were the standard in higher education, however, they are the exemplars. I am honored to be the student of [the Professors]: these people changed my life. I am indebted to [Professor X] who asked me one day to take his doctoral policy course and write a thesis with him and [other faculty]. The ideas I explored in my thesis led me to where I am today.

Johan Bodaski, Class of 2010

I had a fantastic program experience.

Stacey Williams, Class of 2013

I had a wonderful experience in classes taught by [Professor X].
