



**2013-  
2014  
ALUMNI  
SURVEY  
REPORT**

2/20/2014

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

Report Prepared by USD-SOLES Assessment Office

## Executive Summary

### Alumni Survey Overview

The School of Leadership and Education Sciences (SOLES) - Office of 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 fall 2013 semester, the assessment office within the School of Leadership and Education Sciences at the University of San Diego (USD) administered an alumni survey. One hundred nine of the two hundred forty-nine SOLES Leadership Studies alumni responded to the survey, yielding a 44% response rate (see Table 1). Figure 1 shows the number of respondents by program and Figure 2 shows the number of respondents by year.

Table 1

*Leadership Studies Alumni Survey Response Rates*

Department	Total Number of Graduates *	Total Number of Respondents	Exit Survey Response Rate
Leadership Studies	249	109	44%

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

Figure 1. Leadership Studies Alumni Survey Respondents by Program (n=109)

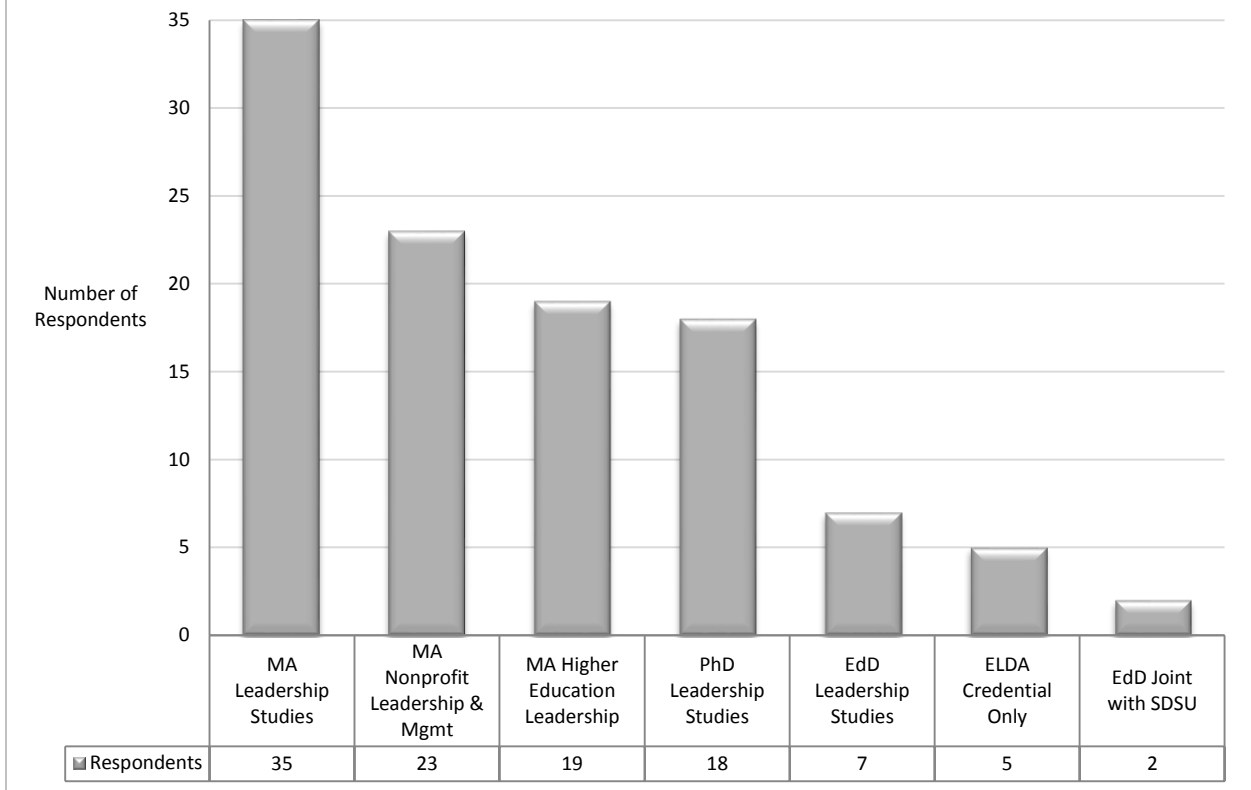
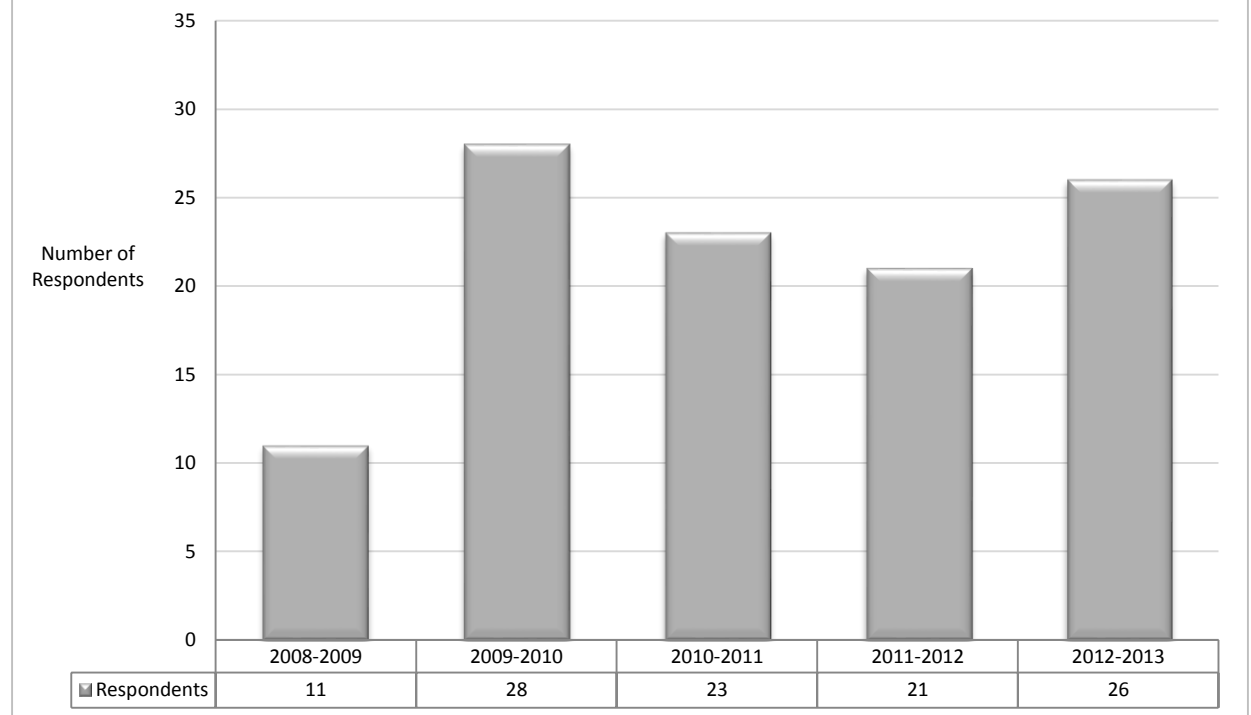
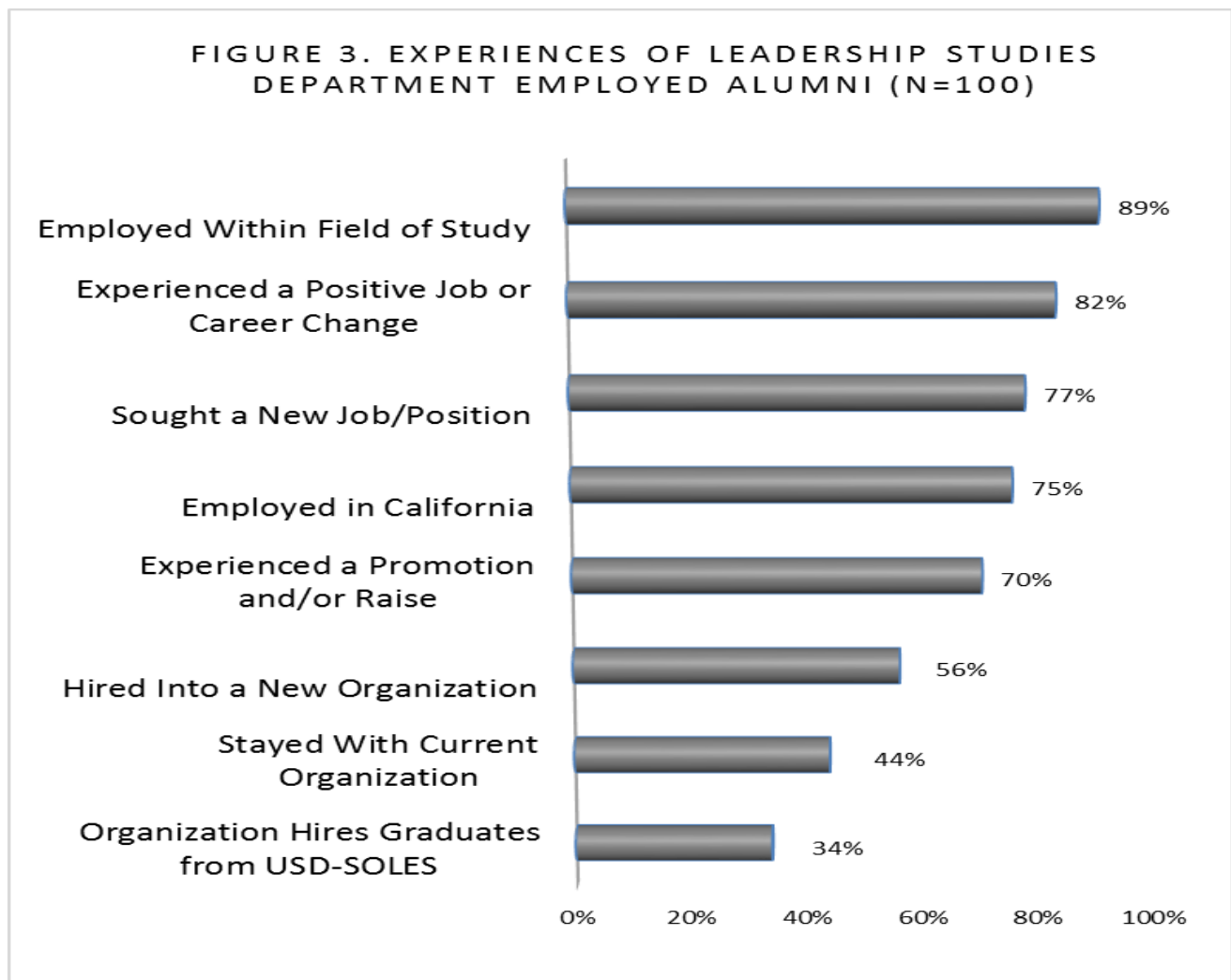


Figure 2. Leadership Studies Alumni Survey Respondents by Academic Year of Graduation (n=109)

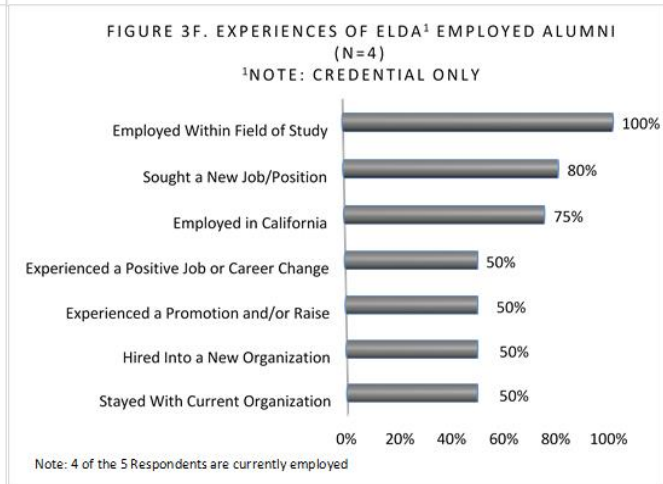
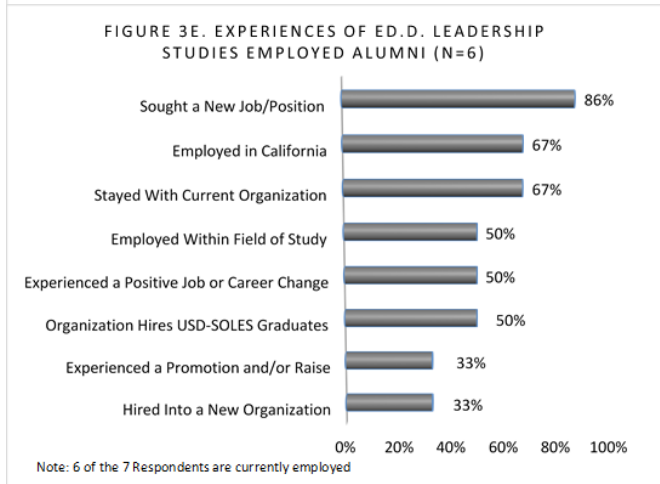
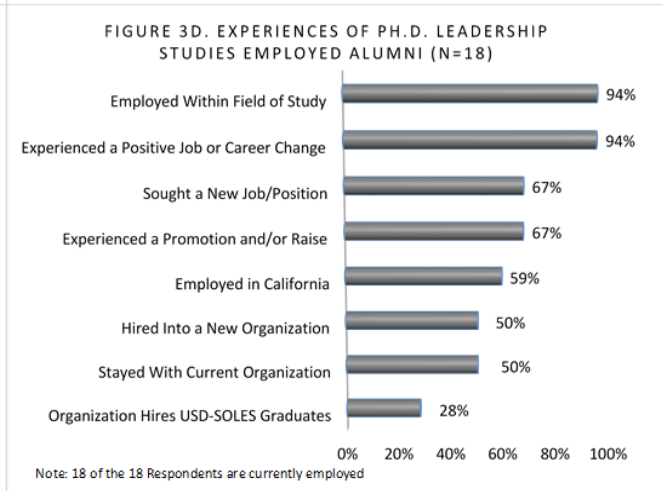
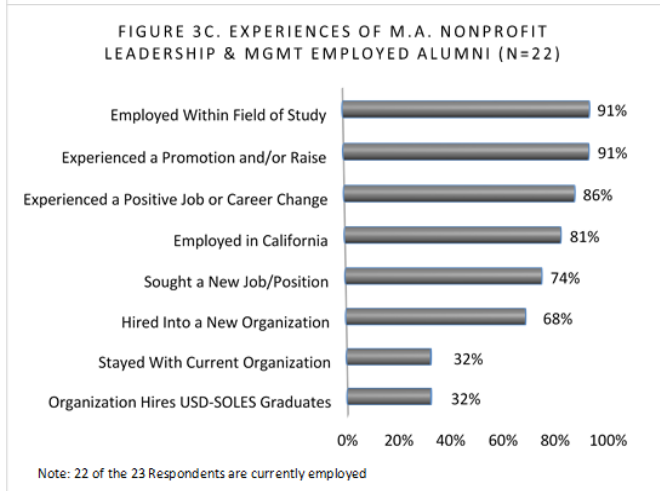
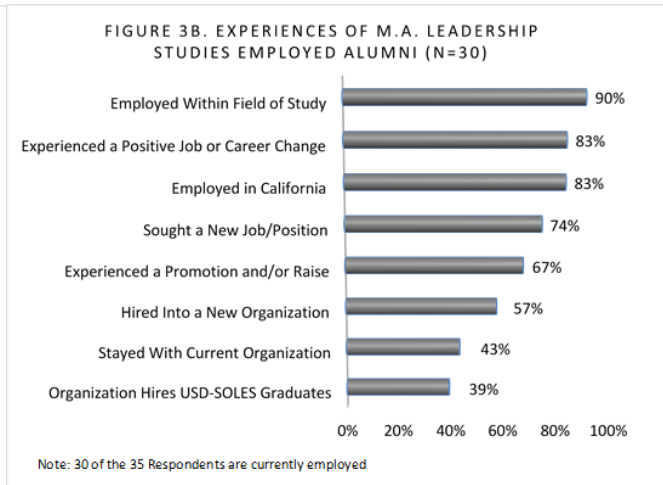
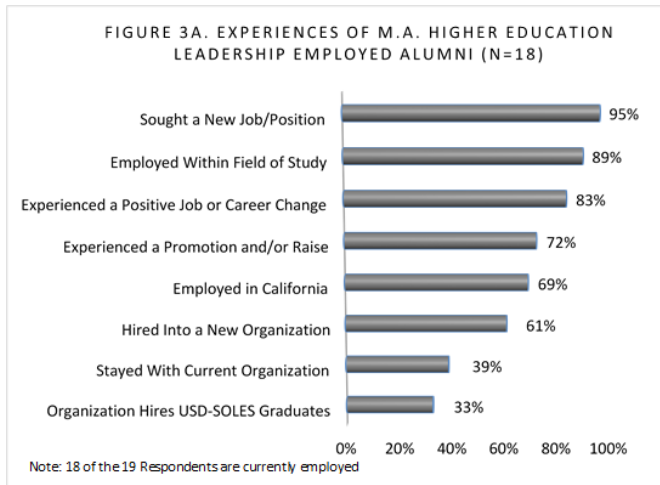


### *Alumni Changes in Employment – Leadership Studies Department*

Leadership Studies alumni were asked about their employment search and employment status. Seventy-seven percent of alumni reported seeking a new job/position as a result of having their degree. Ninety-two percent of alumni are currently employed. Figure 3 shows the types of changes employed alumni experienced after graduation. Eighty-two percent of employed alumni reported experiencing a positive job or career change as a result of having their degree. Eighty-nine percent of the alumni were employed within their field of study. Seventy percent experienced a promotion and/or raise within their current organization or a new organization. Fifty-six were hired into a new organization, while forty-four percent stayed within their current organizations. Thirty-four percent reported that their organization has hired graduates from USD-SOLES. Figures 3A through 3F show by program the types of changes employed alumni experienced after graduation.



## *Alumni Changes in Employment – by Program within the Leadership Studies Department*



## Alumni Regions of Employment - Leadership Studies Department

Seventy-five 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 4). A full list of job titles for Leadership Studies Alumni can be found in Table 2. Alumni reported working at a variety of universities, schools, and school districts (see Table 3).

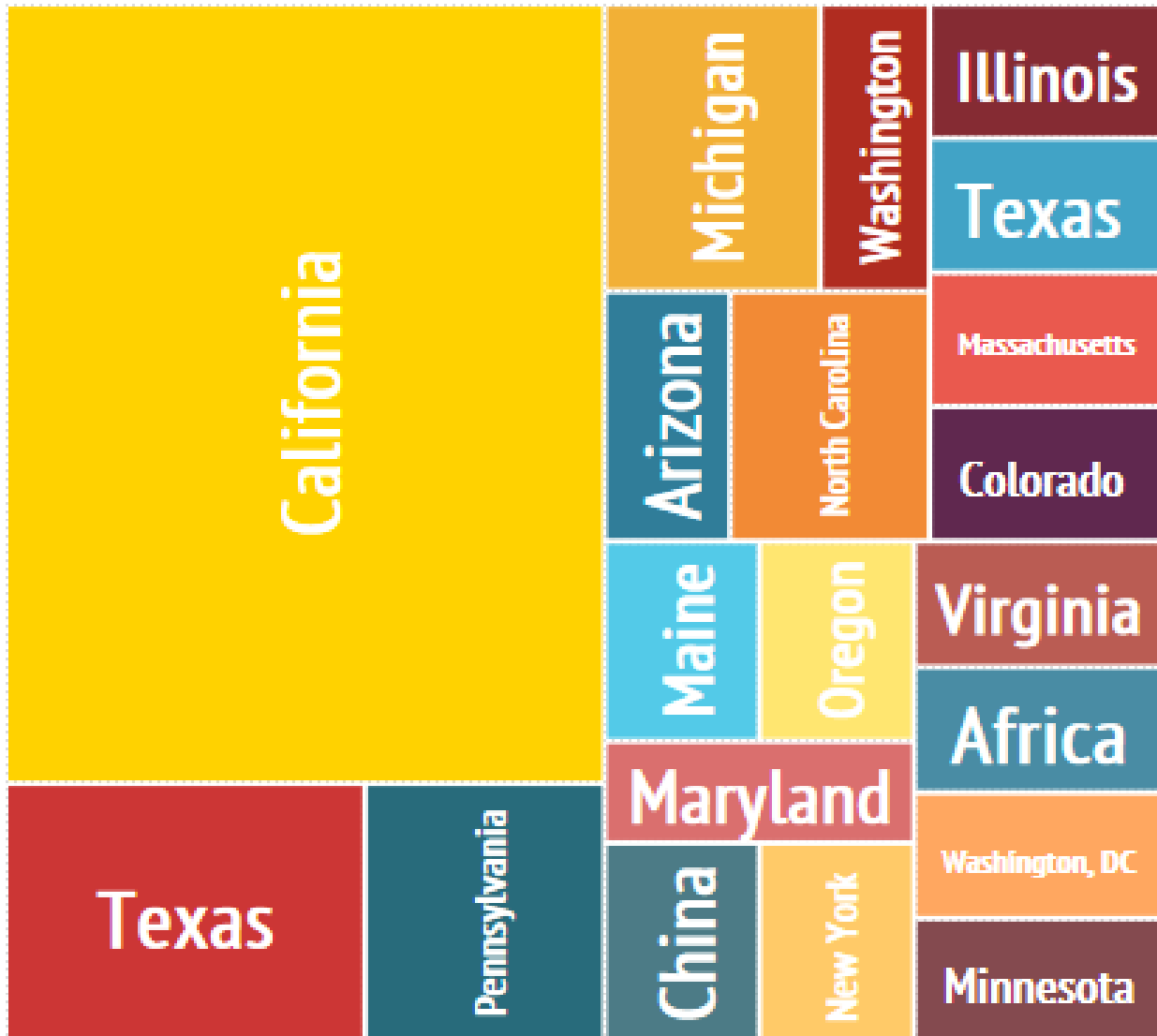


Figure 4. Leadership Studies Department Alumni Regions of Employment

Table 2

*Sample of Alumni Job Titles - Leadership Studies Department*

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Academic Counselor	Leader Development Specialist
Administrative Director	Liaison to Doctoral and Graduate Students
Assistant Director	Library Coordinator & Librarian
Assistant Principal	Listening and Spoken Language Specialist
Bilingual Resource Specialist	Marketing Director
Civic Engagement Initiative Manager	Postdoctoral Fellow in Higher Education
Clinical Care Manager	Postdoctoral Research Associate
Community Relations Manager	Professional Academic Advisor
Contractor Helicopter Simulator Instructor	Professor (adjunct, assistant, associate)
Coordinator, Fraternity and Sorority Life	Program Coordinator
Coordinator, Leadership Development	Program Director
Dean of Enrollment Services	Project Director
Dean of Learning and Technology Resources	Regional Program Director
Dean of Students and Director of Residential Life	Regional Vice President
Director of Communications and Operations	School Development Manager
Director of Development & Community Engagement	Secondary School Teacher
Director of International Ministries	Sr. Manager, Customer Advocacy
Director of Marketing and Visitor Experience	Student Services
Director, Marine Corps Train the Trainer School	Talent Acquisition Advisor
Education Specialist	Undergraduate Advisor
Head of Middle School	Vice Principal
International Program Leader	Volunteer Engagement Manager
International Recruitment Associate	Worker's Compensation Insurance Adjuster

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Table 3

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*Sample of Alumni Employment Organizations - Leadership Studies Department*

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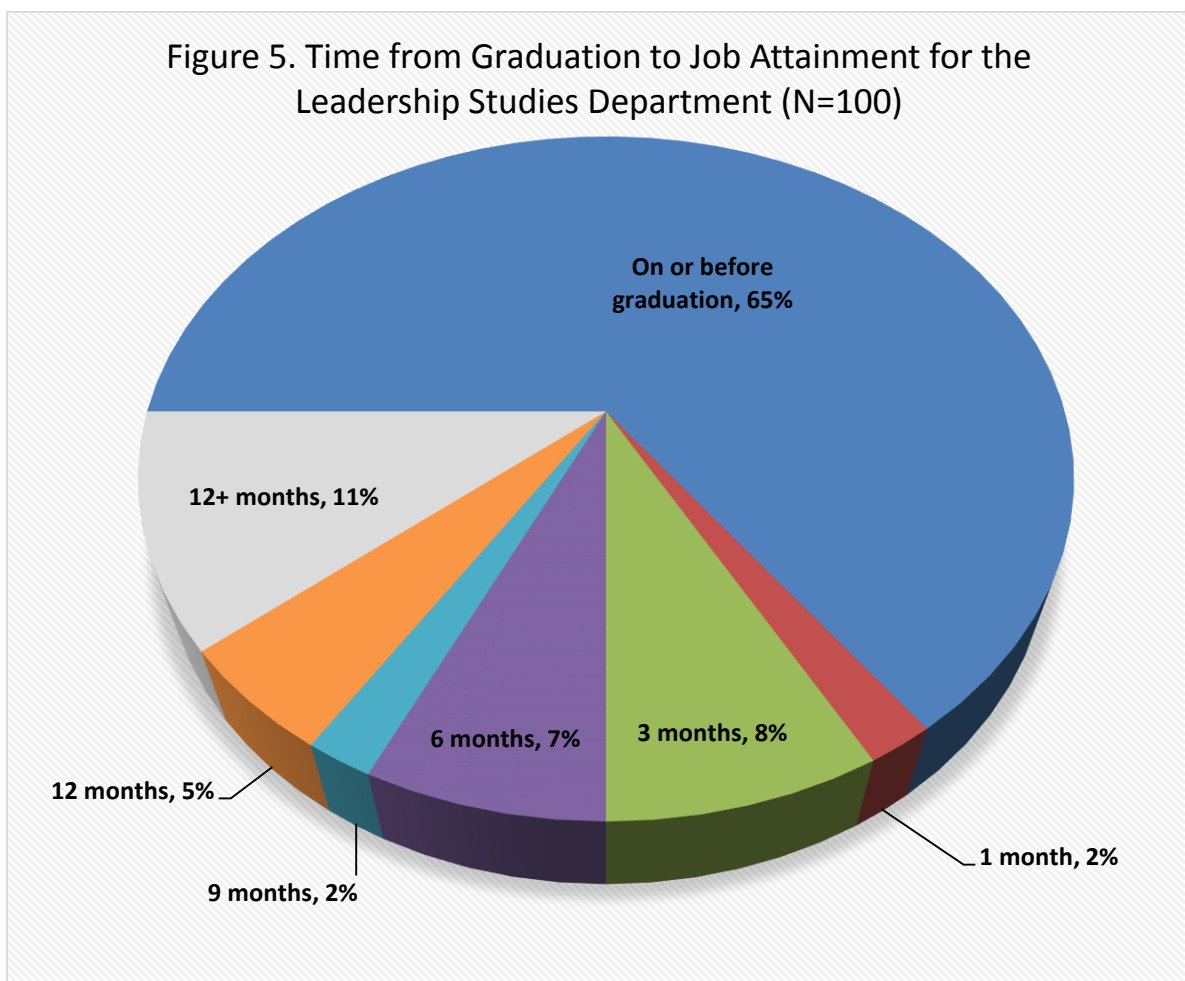
Berkshire Hathaway Homestate Companies	Solana Beach School District
California Charter Schools Association	Stephen W. Hawking Math/Science Charter Sch.
Carnegie Mellon university	Texas Christian University
Catholic Relief Services	The Diocese of San Francisco
Christopher Newport University	Thinking Beyond Borders
Duquesne University	United Way of San Diego County
Francis Parker School	University of California Berkeley
Grossmont-Cuyamaca Com. College District	University of California Riverside
Kids Korps USA	University of California San Diego
Larry English LEAD Foundation	University of Maine
Mingei International Museum	University of Pennsylvania
Northern Illinois University	University of San Diego
Northeast Texas Community College	University of Southern California
Petaluma Health Center	University of Washington
Point Loma Nazarene University	US Marine Corps
San Diego State University	

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## Time from Graduation to Job Attainment – Leadership Studies Department

When Leadership Studies alumni were asked *how long it took to obtain a job upon graduation*, 39% of alumni indicated they had obtained employment on or before graduation. The remaining alumni found employment within 1 month of graduation (4%), 3 months of graduation (14%), 6 months of graduation (12%), 9 months of graduation (4%), 12 months of graduation (9%), or took 12 or more months after graduation (19%). Figure 5 shows the graduation to job attainment distribution for the entire Leadership Studies department and Figures 5A through 5F 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*

Figure 5a. Time from Graduation to Job Attainment, M.A. Higher Education Leadership Alumni (N=18)

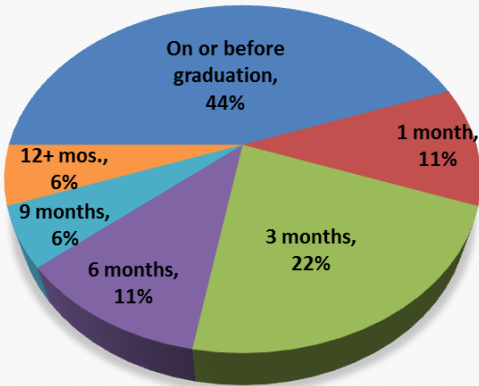


Figure 5b. Time from Graduation to Job Attainment, M.A. Leadership Studies Alumni (N=30)

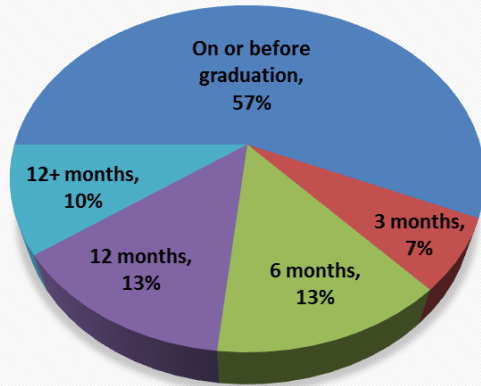


Figure 5c. Time from Graduation to Job Attainment, M.A. Nonprofit Leadership & Mgmt Alumni (N=22)

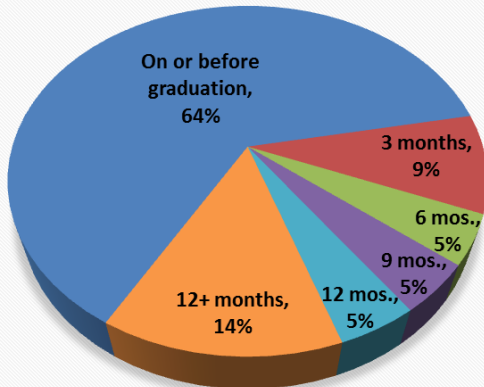


Figure 5d. Time from Graduation to Job Attainment, Ph.D. Leadership Studies Alumni (N=18)

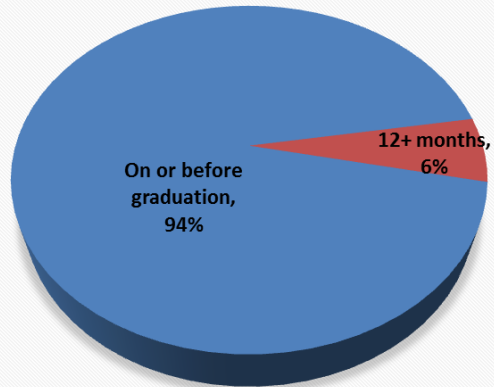


Figure 5e. Time from Graduation to Job Attainment, Ed.D. Leadership Studies Alumni (N=6)

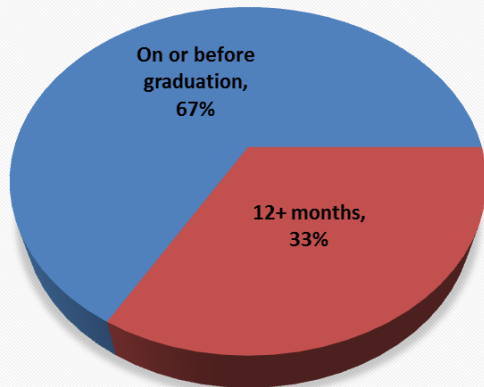
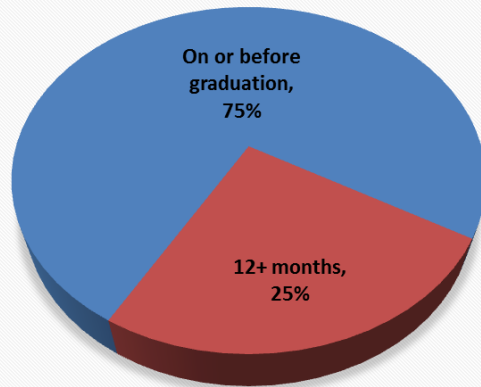
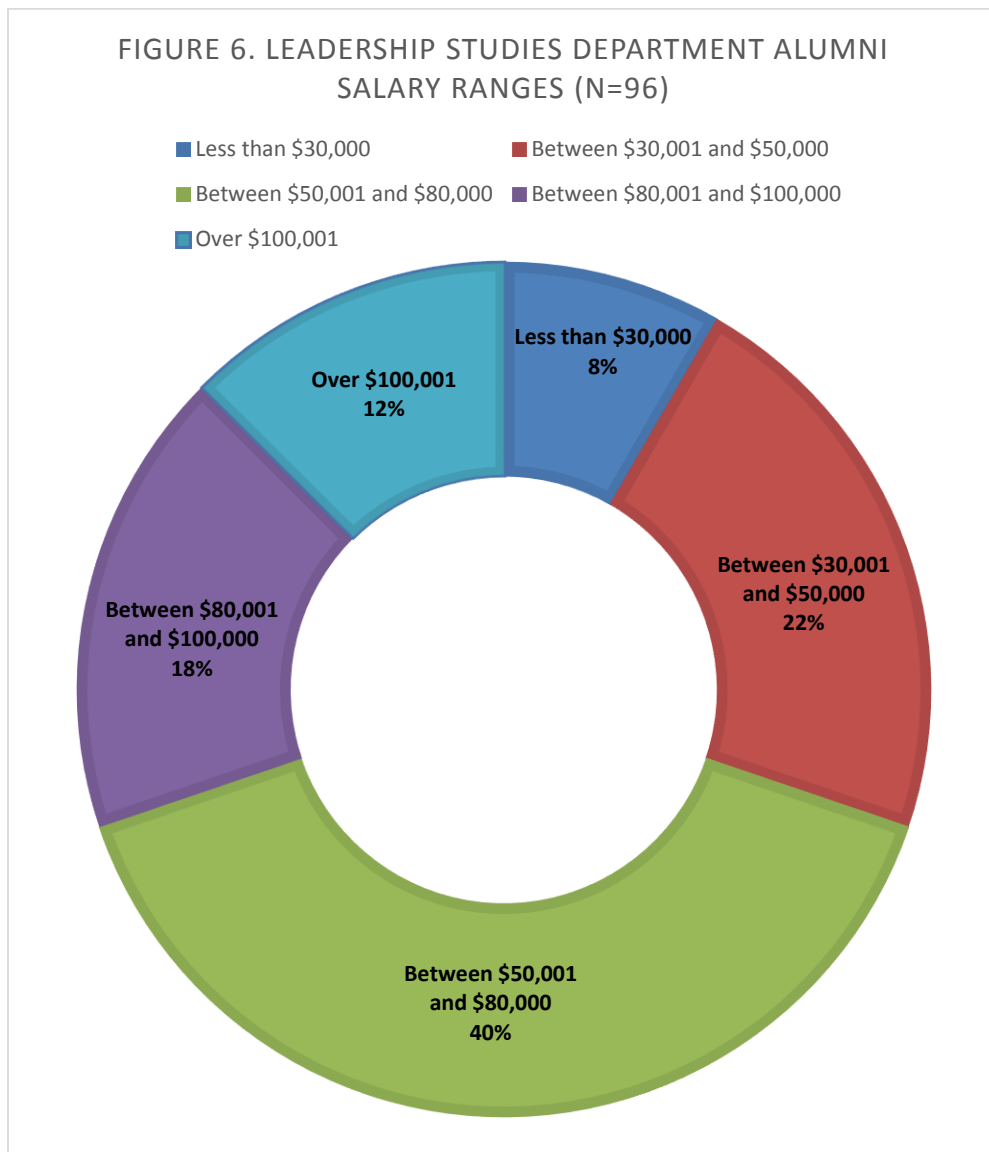


Figure 5f. Time from Graduation to Job Attainment, ELDA Credential Only Alumni (N=4)



## Alumni Salary Ranges – Leadership Studies Department

When Leadership Studies alumni were asked to indicate their *current salary range*, 47% of alumni selected between \$30,001 and \$50,000. The remaining alumni reported the following salary ranges: less than \$30,000 (13%), between \$50,001 and \$80,000 (38%), between \$80,001 and \$100,000 (0%), or over \$100,001 (2%). Figure 6 shows the alumni salary ranges for the entire Leadership Studies department and Figures 6A through 6F show the alumni salary ranges for each program within the Leadership Studies department.



*Alumni Salary Ranges – by Program within the Leadership Studies Department*

FIGURE 6A. ALUMNI SALARY RANGES FOR M.A. HIGHER EDUCATION LEADERSHIP ALUMNI (N=18)

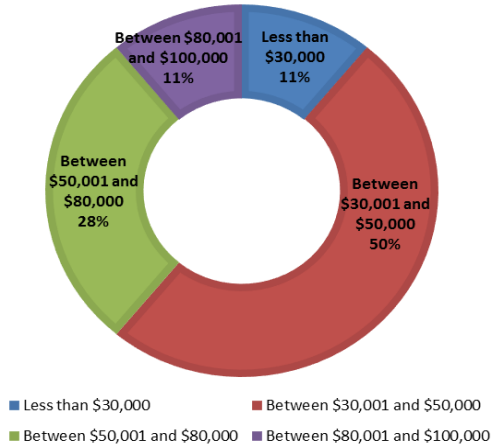


FIGURE 6B. ALUMNI SALARY RANGES FOR M.A. LEADERSHIP STUDIES ALUMNI (N=28)

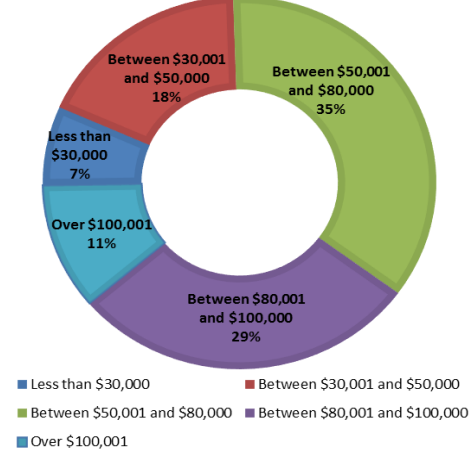


FIGURE 6C. ALUMNI SALARY RANGES FOR M.A. NONPROFIT LEADERSHIP & MGMT ALUMNI (N=22)

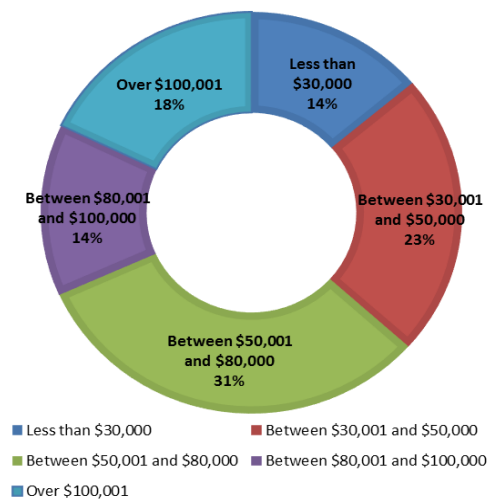


FIGURE 6D. ALUMNI SALARY RANGES FOR PH.D. LEADERSHIP & MGMT ALUMNI (N=17)

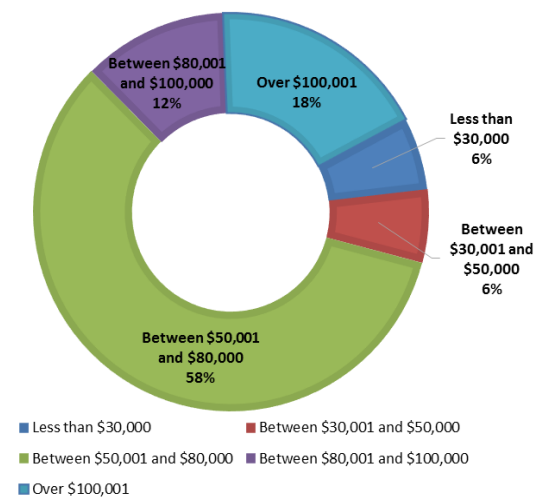


FIGURE 6E. ALUMNI SALARY RANGES FOR ED.D. LEADERSHIP & MGMT ALUMNI (N=6)

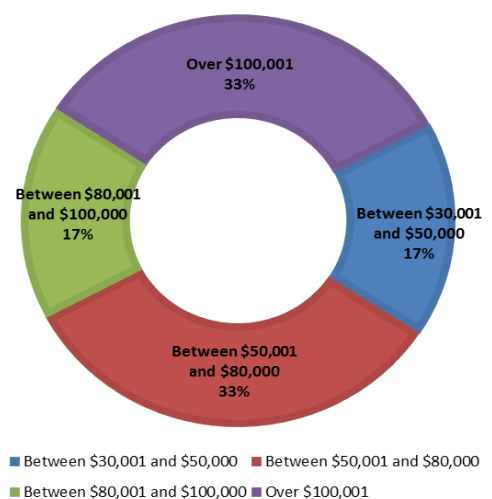
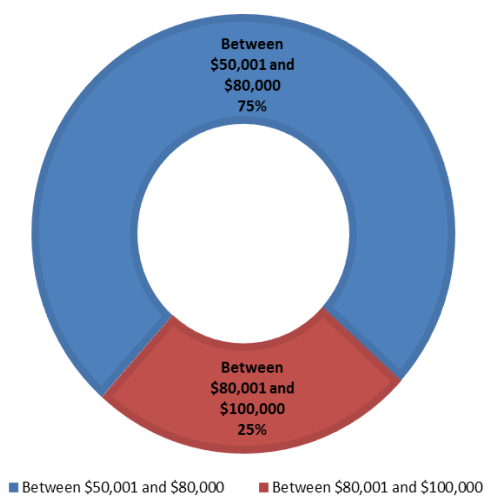


FIGURE 6F. ALUMNI SALARY RANGES FOR ELDA CREDENTIAL ONLY ALUMNI (N=4)



## ***Alumni Professional Activities – Leadership Studies Department***

Figure 7 shows the various professional activities alumni have engaged in since graduation. When alumni were asked about their engagement in professional conferences, 68% of alumni reported attending professional conferences, with 36% having presented at professional conferences. Eighteen percent of alumni reported publishing articles or books since graduation (see Table 4). Sixty-two percent of respondents reported belonging to one or more professional associations (see Table 5).

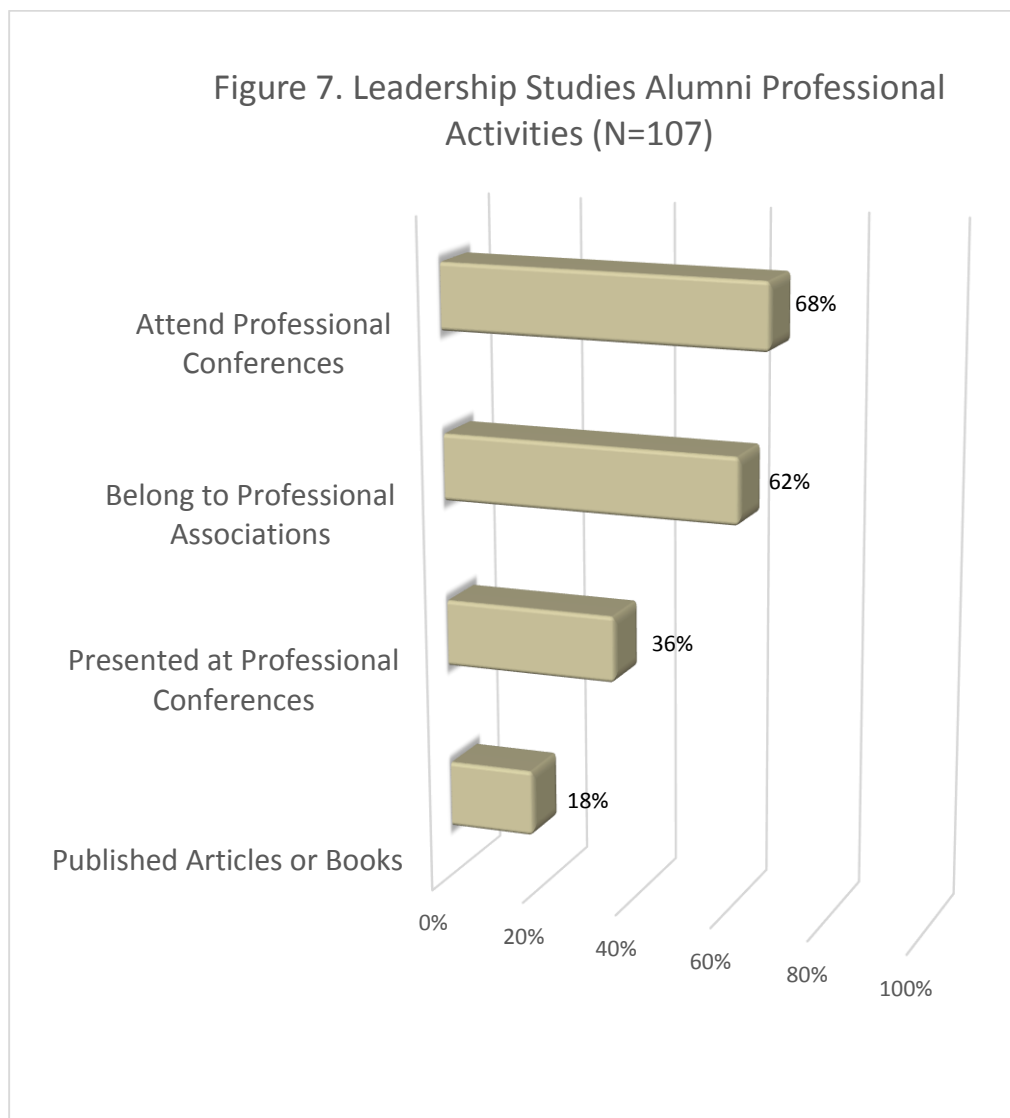


Table 4

*Sample of Leadership Studies Alumni Published Articles or Books*

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Articles or Books

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Datta, P. B. and Gailey, R. (2012), Empowering Women Through Social Entrepreneurship: Case Study of a Women's Cooperative in India. *Entrepreneurship Theory and Practice*, 36: 569–587.

Guarcello, M.A. (2013). Leadership and gender. In Wibbeke, E.S., & / McArthur, S. (Authors). *Global Business Leadership 2nd Edition*. London: Routledge.

Haber-Curran, P. (2013). Gender influences in leadership. In W. Wagner, & D. Ostick (Eds.). *Exploring leadership facilitation and activity guide: For college students who want to make a difference*. San Francisco, CA: Jossey-Bass.

Molina, S. C. (2013). The Value of Meaning-Making and Cultural Knowledge for Teachers Working in Culturally and Linguistically Diverse Contexts. *Journal of Teaching and Teacher Education*, Vol. 1(1), pp. 1-16.

Tillapaugh, D. (2013). Creative conflict. In W. Wagner & D. Ostick (Eds.), *Exploring Leadership (3rd ed.) Facilitator's Guide*. San Francisco, CA: Jossey-Bass.

Vásquez Urias, M., Johnson, R., & Wood, J.L. (2013). The effect of non-cognitive predictors on academic integration measures: A multinomial analysis of STEM students of color in the community college. In R.T. Palmer, & J.L. Wood (Eds.) *Community colleges and STEM: Examining underrepresented racial and ethnic minorities*. New York: NY: Routledge.

Word, J., & Carpenter, H. (2013) The New Public Service? Applying Public Service Motivation Model to Nonprofit Employees. *Public Personnel Management*. 42(3), 315-336

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Table 5

*Sample of Leadership Studies Alumni Membership with Professional Associations*

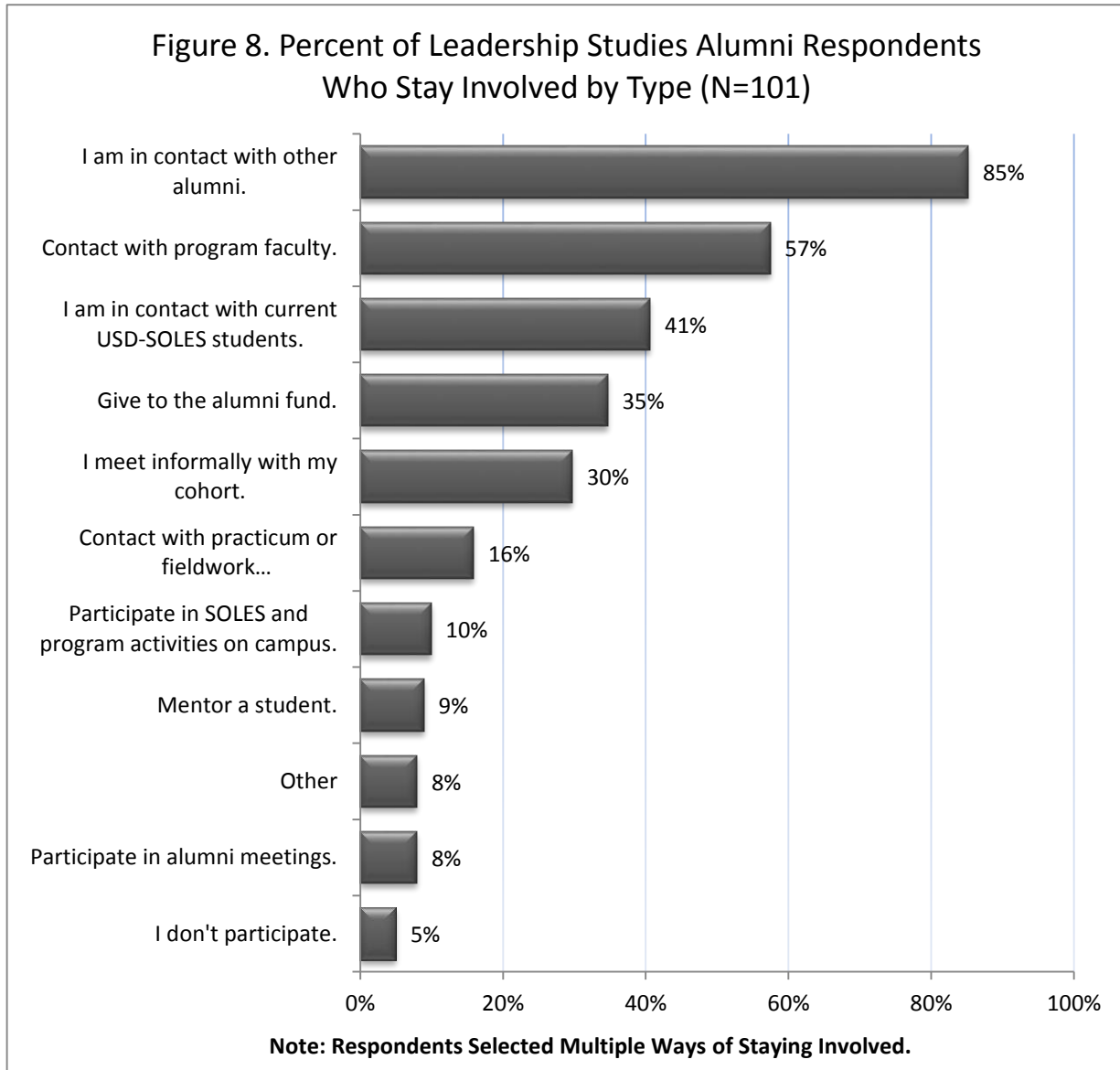

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Accord Network	Higher Education Consultants Association
Administrators Association of San Diego	Independent Sector
American Accounting Association	International Federation of Library Associations and Institutions
American Association of School Librarians	International Leadership Association
American College Personnel Association	International Society for Third-Sector Research
American Educational Research Association	Junior League of San Diego
American Finance Association	National Academic Advising Association
American Health Information Mgmt. Association	National Association for Campus Activities
American Institute of CPAs	National Association for College Admission Counseling
American Library Association	National Association of Independent Schools
American Medical Student Association	National Association of Student Financial Aid Administrators
American Society for Quality	National Association of Student Personnel Administrators
American Society for Training & Development	National Athletic Women's Administrator Association
Association for Christians in Student Development	National Hispana Leadership Institute
Association for Research on Nonprofit Organizations and Voluntary Action	National Laboratory Association
Association for Student Conduct Administrators	National Speakers Association
Association for the Study of Higher Education	National Teacher's Association
Association of California Community College Administrators	National Youth Employment Coalition
Association of Fraternity and Sorority Advisors	Overseas Association for College Admission Counseling
Association of Fundraising Professionals	San Diego Education Association
California Association of Student Financial Aid Administrators	San Diego Health Information Association
California Healthcare Interpreting Association	San Diego Military Advisory Council
Center for Exceptional Children	San Diego Organizational Development Network
Chamber of Commerce	Society for Human Resource Management
Christian Business Faculty Association	Volunteer Administrators Network
Council on Occupational Education	Western Association for College Admission Counseling
Equinox Center Leaders2020	Young Nonprofit Professionals Network

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## Leadership Studies Alumni Involvement with USD-SOLES

When Leadership Studies alumni were asked *how they have stayed involved with USD-SOLES*, students reported a variety of activities, such as staying in contact with alumni, current students and faculty, meeting with their cohort members, mentoring students, donating to the alumni fund, etc. Figure 8 shows the various ways the Leadership Studies alumni stay involved with USD-SOLES.





***Quality of Faculty Advising and Mentoring in Leadership Studies Department***

When Leadership Studies alumni were asked to *describe the quality of faculty advising and mentoring they received*, respondents cited positive experiences with faculty in terms of support, accessibility, knowledgeable, mentoring, and advising (see Table 6). A full list of respondents’ comments by program can be found in Appendix A.

Table 6	
<i>Distribution of Responses Regarding the Quality of Faculty Advising and Mentoring (N=63)</i>	
Percent of Responses	Themes Identified Within Responses Regarding Faculty Advising and Mentoring
81%	<p>Excellent</p> <ul style="list-style-type: none"> <li>• Mentoring and Advising by Faculty</li> <li>• Faculty Support, Encouragement, and Caring</li> <li>• Availability and Accessibility of Faculty</li> <li>• Helpful and Knowledgeable Faculty</li> <li>• Attentive Faculty, Invested in Students</li> <li>• Good Relationships with Faculty</li> </ul>
11%	<p>Satisfactory</p> <ul style="list-style-type: none"> <li>• Generally Good Mentoring and Advising by Faculty</li> <li>• Useful Mentoring</li> <li>• Received Mentoring/Advising Late into the Program</li> </ul>
8%	<p>Unsatisfactory</p> <ul style="list-style-type: none"> <li>• Unavailability of Faculty</li> <li>• Poor Instruction by Some Faculty Members</li> <li>• Lack of Advising or Mentoring</li> </ul>

***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 planning and employment assistance, as seen in Table 7. In addition, alumni were asked to identify one course and/or experience in the program that benefitted them the most. A full list of respondents’ comments by program can be found in Appendix B and Appendix C.

Table 7	
<i>Distribution of Responses Regarding Suggested Skills, Areas, or Topics for Inclusion in Leadership Studies Programs (N=50)</i>	
Percent of Responses	Themes Identified Within Responses Regarding Suggested Skills, Areas, or Topics for Programs
62%	Curriculum Suggestions <ul style="list-style-type: none"> <li>• A Variety of Specific Topics</li> <li>• More Cultural Exposure</li> </ul>
16%	Additional Practice / Application <ul style="list-style-type: none"> <li>• More Use of Technology</li> <li>• More Hands on Practice (Internships, Assistantships)</li> <li>• More Real Life Exposure</li> <li>• More Research Opportunities</li> </ul>
14%	Career Planning & Development <ul style="list-style-type: none"> <li>• More Employment Assistance</li> </ul>
8%	Other <ul style="list-style-type: none"> <li>• Integration of Programs</li> <li>• More Sharing of Experiences by Peers</li> <li>• Taking Courses in Other Programs</li> </ul>

### *Enjoyable Aspects and Suggestions Regarding Leadership Studies Programs*

Leadership Studies alumni were asked to share enjoyable aspects of the program and to offer suggestions for program improvement. Alumni shared positive feedback regarding the overall program experience, individual aspects of Leadership Studies programs, faculty, and the environment of the program, school, and university (see Table 8). Some topics of suggestions were: employment assistance, financial aid, more support for working professionals, professional mentoring, more practical application courses, and crossover with MBA courses at the business school. A full list of respondents' comments by program can be found in Appendix D and Appendix E.

Table 8	
<i>Distribution of Responses Regarding Enjoyable Aspects of Leadership Studies Programs (N=34)</i>	
Percent of Responses	Themes Identified Within Responses Regarding Enjoyable Aspects of USD-SOLES and Programs
38%	Overall Program Experience
29%	Individual Aspects of USD-SOLES Programs <ul style="list-style-type: none"> <li>• Small Classroom Size</li> <li>• Supervision (Student Teaching)</li> </ul>
21%	Faculty <ul style="list-style-type: none"> <li>• Overall Great</li> <li>• Supportive</li> <li>• Mentoring and Advising</li> </ul>
12%	Environment of USD-SOLES and Programs <ul style="list-style-type: none"> <li>• Great Cohort Community</li> <li>• High Expectations</li> </ul>

***Ways Alumni’s Leadership Program of Study 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, career preparation, knowledge, professional identity, skills, and relationships (see Table 9). When alumni were asked: *how often do you apply the knowledge and skills that you gained in the program to your professional work*, 85% of the alumni indicated daily or weekly usage. A full list of respondents’ comments by program can be found in the Appendix F.

Table 9	
<i>Distribution of Responses Regarding Ways Alumni’s Leadership Program of Study Enhanced Their Effectiveness in the Workplace (N=95)</i>	
Percent of Responses	Themes Identified Within Responses Regarding Ways Alumni’s Program of Study Enhanced Their Effectiveness in the Workplace
26%	<p>Enhanced Professional Practice</p> <ul style="list-style-type: none"> <li>• Overall work performance</li> <li>• Ability to exercise leadership</li> <li>• Ability to apply learning at work</li> <li>• Increased cultural competency</li> </ul>
23%	<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Content Specific to Program Areas</li> <li>• New Perspectives / Paradigms / Reflective Lens</li> </ul>
16%	<p>Relationships</p> <ul style="list-style-type: none"> <li>• Group Dynamics and Awareness of Others</li> <li>• Interpersonal Skills</li> <li>• Networking</li> </ul>
13%	<p>Professional Identity</p> <ul style="list-style-type: none"> <li>• Awareness of Self</li> <li>• Confidence / Self-efficacy</li> <li>• Ethical Behaviors</li> <li>• Standards of Quality</li> <li>• Scholar-Practitioner</li> </ul>
12%	<p>Career Preparation</p> <ul style="list-style-type: none"> <li>• Specific to Program Areas (Leadership, Higher Education, etc.)</li> <li>• Opportunities – New Jobs, Expanded Responsibilities, Consulting, etc.</li> <li>• Experience – Practicum, Internships, Assistantships</li> </ul>
11%	<p>Skills</p> <ul style="list-style-type: none"> <li>• Specific to Program Areas (Leadership, Organizations, Research, Teaching, etc.)</li> <li>• Writing and Communication Skills</li> </ul>

### Overall Leadership Studies Program Satisfaction

When Leadership Studies alumni were asked about their *level of agreement regarding their overall satisfaction with their program*, 89% felt their educational experience fulfilled their expectations, 88% felt their program provided good career preparation and would recommend their program to prospective students, and 87% felt that the investment in the program compared favorably with the quality of the experience. Figure 9 shows the overall satisfaction ratings for the entire Leadership Studies department and Figures 9A through 9F show the overall satisfaction ratings for each program within the Leadership Studies department.

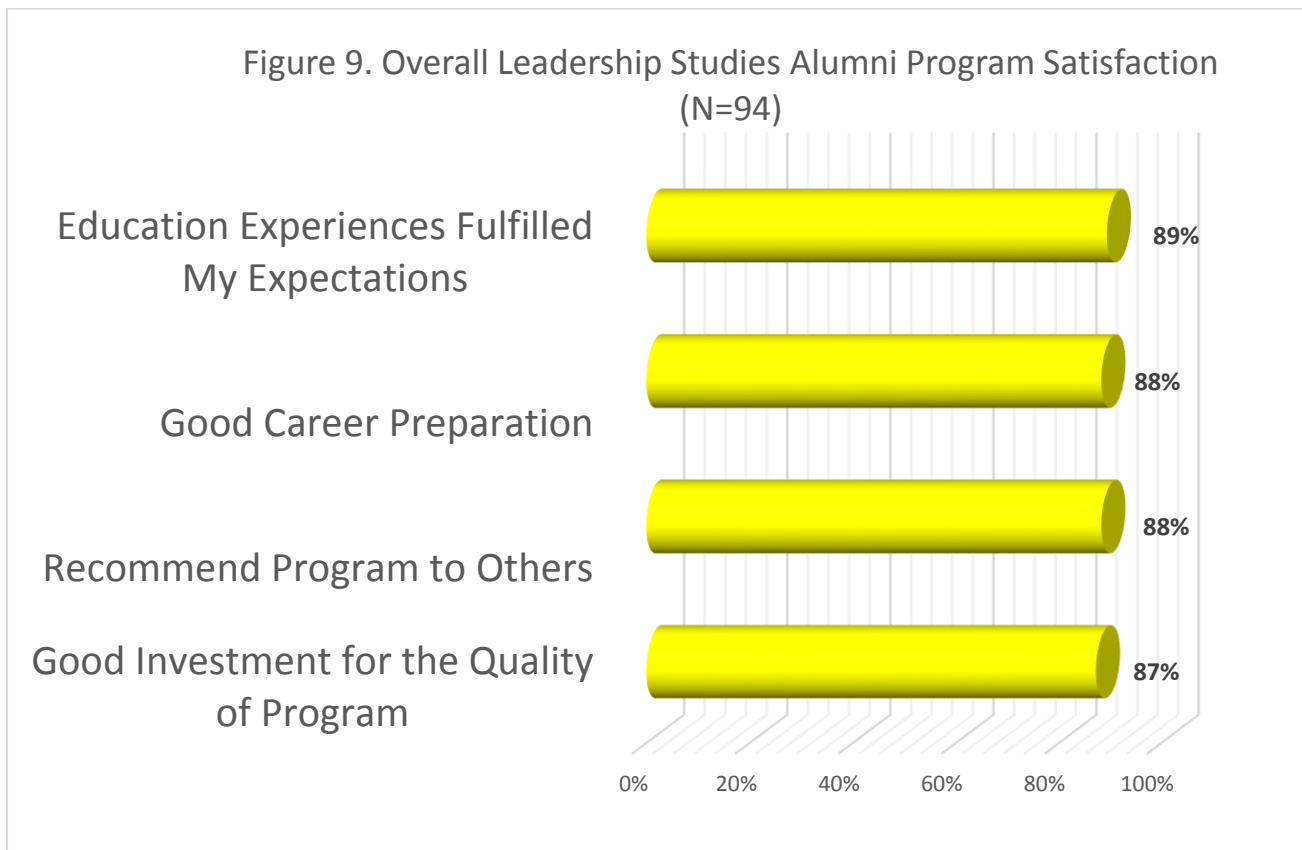


Figure 9A. Overall Program Satisfaction of M.A. Higher Education Leadership Alumni (N=15)

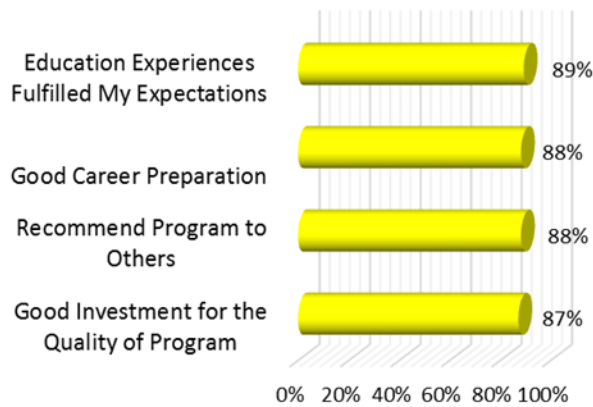


Figure 9B. Overall Program Satisfaction of M.A. Leadership Studies Alumni (N=31)

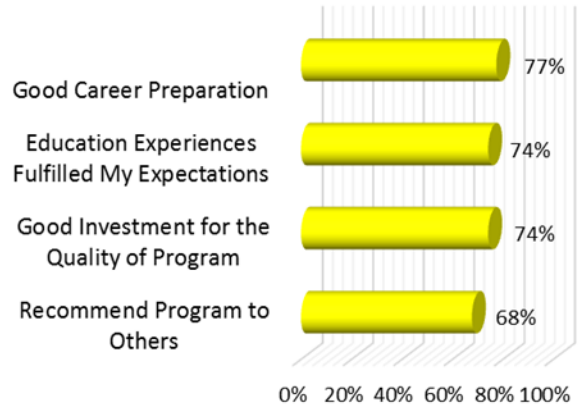


Figure 9C. Overall Program Satisfaction of M.A. Nonprofit Leadership & Mgmt Alumni (N=20)

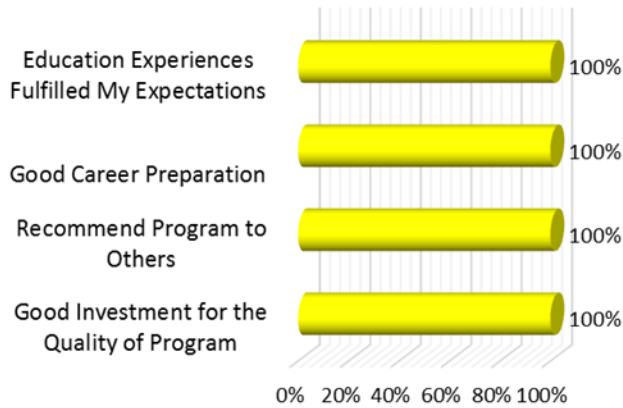


Figure 9D. Overall Program Satisfaction of Ph.D. Leadership Studies Alumni (N=17)

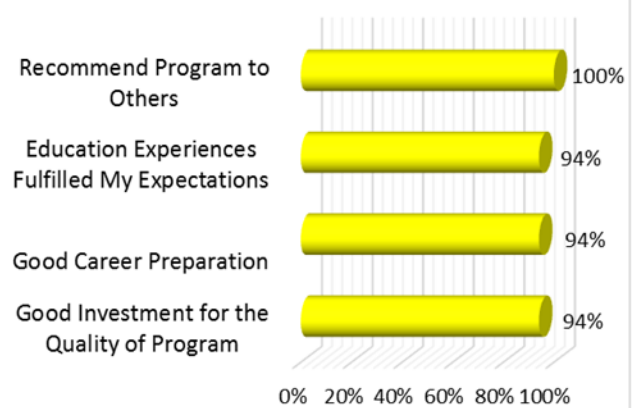


Figure 9E. Overall Program Satisfaction of Ed.D. Leadership Studies Alumni (N=6)

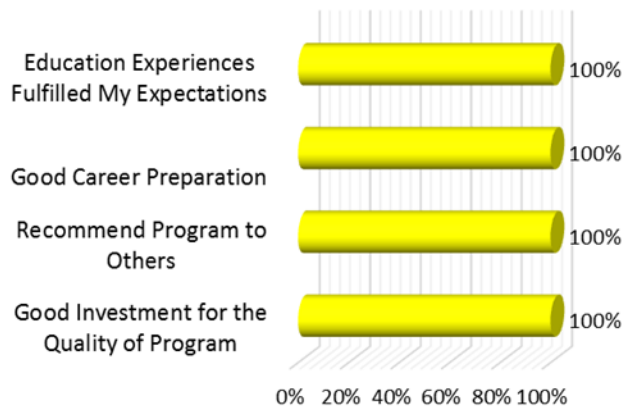
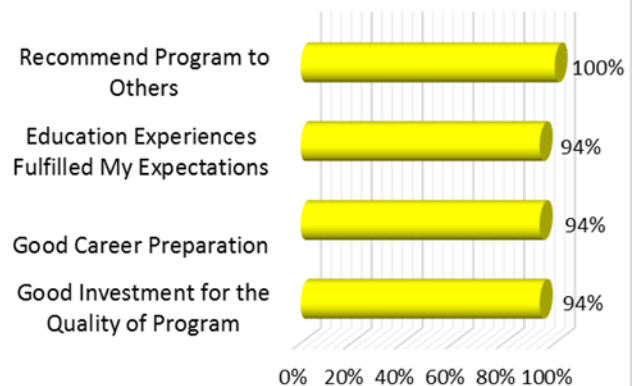


Figure 9F. Overall Program Satisfaction of ELDA<sup>1</sup> Alumni (N=4)

<sup>1</sup>Note: Credential Only



Appendices - List of Tables

<i>M.A. Higher Education Leadership Program</i>	
Table	Content
A-1	<i>Quality of Faculty Advising and Mentoring</i>
B-1	<i>Suggested Skills, Areas, or Topics for Inclusion</i>
C-1	<i>Course and/or Experience That Benefitted the Most</i>
D-1	<i>Enjoyable Aspects of Program</i>
E-1	<i>Suggestions for Improvement</i>
F-1	<i>Ways Program Enhanced Effectiveness in the Workplace</i>

<i>M.A. Leadership Studies Program</i>	
Table	Content
A-2	<i>Quality of Faculty Advising and Mentoring</i>
B-2	<i>Suggested Skills, Areas, or Topics for Inclusion</i>
C-2	<i>Course and/or Experience That Benefitted the Most</i>
D-2	<i>Enjoyable Aspects of Program</i>
E-2	<i>Suggestions for Improvement</i>
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Table	Content
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E-3	<i>Suggestions for Improvement</i>
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<i>Ph.D. Leadership Studies Program</i>	
Table	Content
A-4	<i>Quality of Faculty Advising and Mentoring</i>
B-4	<i>Suggested Skills, Areas, or Topics for Inclusion</i>
C-4	<i>Course and/or Experience That Benefitted the Most</i>
D-4	<i>Enjoyable Aspects of Program</i>
E-4	<i>Suggestions for Improvement</i>
F-4	<i>Ways Program Enhanced Effectiveness in the Workplace</i>

<i>Ed.D. Leadership Studies Program</i>	
Table	Content
A-5	<i>Quality of Faculty Advising and Mentoring</i>
B-5	<i>Suggested Skills, Areas, or Topics for Inclusion</i>
C-5	<i>Course and/or Experience That Benefitted the Most</i>
D-5	<i>Enjoyable Aspects of Program</i>
E-5	<i>Suggestions for Improvement</i>
F-5	<i>Ways Program Enhanced Effectiveness in the Workplace</i>

<i>ELDA Preliminary Administrative Services Credential (ONLY)</i>	
Table	Content
A-6	<i>Quality of Faculty Advising and Mentoring</i>
B-6	<i>Suggested Skills, Areas, or Topics for Inclusion</i>
C-6	<i>Course and/or Experience That Benefitted the Most</i>
D-6	<i>Enjoyable Aspects of Program</i>
E-6	<i>Suggestions for Improvement</i>
F-6	<i>Ways Program Enhanced Effectiveness in the Workplace</i>



## Appendix A

Table A-1

*Sample of Graduates' Comments Regarding the Quality of Faculty Advising and Mentoring Received from the M.A. Higher Education Leadership Program*

Comments

The faculty was simply incredible. [Certain professors] are mentors whom taught me how to teach, lead, and live. I benefitted professionally, personally, and academically from their guidance and care.

The best! I also was influenced and mentored by several world class faculty [members].

On a scale of 1-10 with ten being the highest, I would rate the faculty advising and mentoring as a 9. [Certain professors] in particular, have been great faculty members that I still keep in touch with, and I am always appreciative of their support and guidance.

Because of the student affairs cohort, I had a great relationship with [one professor] and other higher ed advisors. Some were stronger than others, but if I asked for help I received it.

Sufficient.

Very strong from [specific professor].

It could have been better if faculty had more time for advising/mentoring. It always seemed like faculty were so busy and it was difficult to get a meeting with them.

I feel that mentoring was something I missed during my experience; which I can take partial responsibility for because I think I was resistant to building a mentoring relationship with faculty during my first year.

I feel that the faculty and staff support was an influential piece of my success at USD. I value the relationships built at USD and continue to stay connected to them.

Compared to students who were in the cohort, my experience with faculty advising and mentoring was extremely lacking. I only began getting these when I started my action research project. Once that began, I did benefit from the advising and mentoring I received, and am still very grateful for that. However, I wish it had started sooner.

Within my first term overall I did not feel supported as an African American woman of low socioeconomic status from an urban environment outside of San Diego. However, by the end of the program I developed meaningful relationships with both faculty and staff in student affairs and SOLES which largely contributed to my success.

Very effective instructors and faculty during my time at USD. Knowledgeable, professional and an overall pleasant experience.

Table A-2

*Sample of Graduates' Comments Regarding the Quality of Faculty Advising and Mentoring Received from the M.A. Leadership Studies Program*

Comments

Top notch, like mentorship.

I really enjoyed the faculty at SOLES. There were many that went above and beyond to help me both during my time in the program and after I finished my degree. I do wish there is a bit more structure to when, how, and why we met with our faculty advisor. With more structure could have created more opportunities for specific advancement.

Top notch. Everyone was intelligent and helpful.

I always felt I could discuss my courses with faculty advising and mentoring and many resources were readily available to me.

Excellent.

My faculty advisor was on maternity leave for a portion of my studies. She was competent, but her absence left me in limbo. [Certain professor] did a terrible job of providing assistance and support. There were several stresses that I faced as a student who was also working full time, and I was not impressed by the manner in which [he/she] handled my issues/needs. I was given an inexperienced supervisor for my internship, and when conflict ensued, [he/she] was more concerned about the supervisor than she was about my experience as the student. [Certain professor] however, was the one saving grace of the department for me. Still, I primarily have negative emotions and thoughts surrounding my experiences as a graduate student in the Leadership Studies Department.

Some of the faculty [members] were great, I have kept in contact with [one]. Some of the teachers however seemed more concerned with themselves. Possibly personal motives?

My mentor was excellent! I really enjoyed the faculty and the time they took with each student and each cohort.

The majority of faculty in my program was fantastic, committed to the work, and passionate about their role with students. There was one professor who really seemed to miss the mark and I remember feeling cheated in my investment in a mandatory class that was average at best.

Outstanding.

Loved my advisor – [he] is also someone who connected learning to the real work experience.

Since I was working full time and going to school in the evenings, I did not use the advising services. I had scheduled mentoring meetings, which were useful. My on-site experience was invaluable.

Table A-2 (continued)

*Sample of Graduates' Comments Regarding the Quality of Faculty Advising and Mentoring Received from the M.A. Leadership Studies Program*

Comments

I appreciated all of the relationships I formed with faculty throughout my time in the program. It is a diverse group with a wide range of interest and expertise - something that I feel enhanced and broadened my understanding of leadership theory and application.

I felt the faculty was always available, knowledgeable, experienced, compassionate, and educators of integrity. I welcomed challenges they presented and appreciated the praises when deserved, as I knew it was because I completed a task or project well. The three year program was a benefit to us in the masters and administrative credential program because it offered us concentrated time to build closer bonds with the faculty in the ELDA Program. In addition to the faculty, I give praise to the specific selection to the principals we shadowed and the advisors who mentored us.

This is a difficult question to answer. While I have received life changing mentoring from one professor in particular there are those who did not seem to want to take an interest (i.e. did not return emails, phone calls, etc.) For the most part, the SOLES professors are nice individuals with their own unique strengths but those professors who have some profound teaching weaknesses did not seem to want to tend to them. I'm assuming that the professors have been made aware of undesirable teaching strategies through course evaluations but based on having taken the same professor again I am left with the impression that were not willing to adjust.

I received little to no faculty advising while in the program. When I asked for help, I often got passed back and forth and then received different answers or no answers. Obviously, I wasn't impressed by that. I did, however, have a great experience with my ELDA mentor. She had loads of experience and encouraged me along the way. I know her being quite seasoned in the field was a huge benefit to me. There was nothing she hadn't seen or heard, so my questions always came with great ideas to consider for solving the problem.

In a nutshell there were three faculty members who made a true difference in my life.

Mentoring - NOTHING. Advising - 2 meetings at the end of the last semester.

Absolutely outstanding experience with faculty advising.

Excellent. My instructors and mentors were readily available to me when I had questions or concerns.

Fantastic. [My advisor] was a great mentor and coach. He showed empathy, but also challenged me as well. Every other faculty member was supportive in my experience.

Table A-3

*Sample of Graduates' Comments Regarding the Quality of Faculty Advising and Mentoring Received from the M.A. Nonprofit Leadership and Management Program*

Comments

The director of the program made herself readily available to students. Faculty also made themselves available and were very hands-on in the learning process. I never felt alone in navigating the program.

Though I loved my advisers, I quickly learned that they are people too and have their prejudices against specific ideas and/or nonprofit organizations, for reasons that did not relate to the advice they sometimes gave me. Regardless, the availability of so many professors in the nonprofit field allowed me to gather advice from various perspectives, which was extremely helpful and helped me find the path that would best work for me. In all, I would not be the professional that I am now without ALL of their mentoring and advice.

The informal meetings with faculty were an invaluable piece of my success.

I received wonderful input from [a professor], who is unfortunately no longer there.

Good quality, we're all humans.

The NPLM faculty members were always accessible and supportive. They represented an impressive combination of academic achievement and professional experience, and were an essential part of my experience in the program.

I had quite good relationships with the faculty. There are always some ups and downs, but these are good and wise people on the whole. I am so very thankful for the expert, intelligent, practically skilled faculty that USD has assembled. In terms of advising, the program was easy to navigate mostly on my own and I was always able to get answers from my advisor when I had questions about courses.

Fantastic! Our faculty were always available for coffee, phone, email and mentoring meetings. As long as I was proactive in reaching out to them and came prepared to the meetings, I always felt supported and guided.

Outstanding faculty!

Faculty was available and very invested in the students' learning and growth.

6 on a scale of 1-10 but I didn't need or expect a lot. Most of the support came from peers which met my needs.

It was awesome...one of the best parts of the program. I felt that all of my professors were very accessible and my advisor continues to be a mentor today.

Love the faculty! Everyone was incredibly accessible throughout the program and continues to act as mentors, sounding boards, and resources as a graduate.

Table A-4

*Sample of Graduates' Comments Regarding the Quality of Faculty Advising and Mentoring Received from the Ph.D. Leadership Studies Program*

Comments

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Excellent!

I couldn't say enough about my faculty advisor and mentor.

High quality advising and mentoring by my faculty members.

The faculty I was able to connect with were professional, caring and models of academic rigor. I worked closely with [one professor], who served as my advisor and chair of my committee. [She] cares deeply for students, is available and responsive, works hard and expects the same, and consistently inspired me to better work and personal insight. [Another professor] was instrumental in my understanding of my role in groups, and how that group relations framework is at work across the spectrum of personal and professional life. She also was a significant part of my coming to terms with the role of spirituality in leadership. Finally, [another professor] was important in helping me see the value of cross-disciplinary approaches to leadership. His classes and my interactions with him required my best academic efforts, and he modeled availability and the power of listening well and asking good questions.

I feel as though I had an incredible group of faculty who supported me throughout the program. I found the faculty to be approachable, helpful, and encouraging, especially in the latter stages of my dissertation work.

Excellent- [My advisor] was very available, supportive, and challenging (in a good way).

I found many of the faculty to be amazing.

My dissertation chair is the BEST! [Other professors] also greatly contributed to my education, although both gentlemen were more influential during my Master's program.

Top of the line!

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Table A-5

*Sample of Graduates' Comments Regarding the Quality of Faculty Advising and Mentoring Received from the Ed.D. Leadership Studies Program*

Comments

The specific 3-4 faculty members that I worked with closely toward the end of my program were extremely supportive and knowledgeable. A few of them were able to mentor me.

Amazing, want it to continue.

supported in topic I wanted to pursue

I received outstanding advising and mentoring while in the program. I also learned from other students who worked in different fields.

Table A-6

*Sample of Graduates' Comments Regarding the Quality of Faculty Advising and Mentoring Received from the ELDA Preliminary Administrative Services Credential (ONLY)*

Comments

Excellent and we still touch base regularly.

The faculty advising and mentoring were definitely spot-on and I appreciated the advice from the experts in the field.

Most of the professors/instructors were well-informed regarding current educational trends and served well as mentors and professionals.

## Appendix B

Table B-1

*Sample of Graduates' Comments Regarding Suggested Skills, Areas, or Topics for Inclusion in the M.A. Higher Education Leadership Program*

### Comments

I think it would be great if the Nonprofit program would better integrate with the Leadership and Higher Education programs. There is far more overlap and potential for collaboration than what I experienced.

I know that the Higher Education Leadership program already had courses I wish I had taken or included once I graduated. These include Higher Education Policy and Multicultural Counseling.

For student affairs, I really would have liked an assessment theory course as well as an introduction to counseling course. In my work with students I often need to pull from a counseling perspective. I wish I had more technical skills around assessment.

Maybe a course on the economics and/or finances of education.

College student counseling, crisis management, mental health in higher education

More direct information about Student Affairs would be helpful.

Put more emphasis on higher education theories; this was extremely lacking outside of a singular course (Making Meaning).

I feel strongly that there should be more emphasis on counseling for Higher Education students in SOLES. I think it should probably be a required course or experience. In addition, there should have been more assistantships available in offices working with academics/student services since most of the jobs outside of residential life will call for experience in that area.

Table B-2

*Sample of Graduates' Comments Regarding Suggested Skills, Areas, or Topics for Inclusion in the M.A. Leadership Studies Program*

Comments

The program needs to help students understand what they can do with their degree and how to take concept to action. I had to figure all of that out on my own and at first, even though it was a fabulous experience, it felt like I wasn't sure what I had paid for.

Perhaps a course on dialogue building, although that theme was talked about in many classes. Maybe also a class on how to start an organization successfully. Perhaps this is offered but I did not take it.

Collaborative Problem Solving approach to student discipline - or Emotional Intelligence.

Workplace organizational charts and how to make the most of the position you are currently in. Also, how to get promoted based off of what you are already doing.

I wasn't able to take the fundraising class and therefore am now taking it through an extended education course at the local state college. It would have been nice to have more flexibility. More practical skills, less theory.

As far as leadership/administrative responsibilities on a school campus, I would have liked to have more background on how to budget, or resources to go to for annual budgets, etc.

Yes - deeper dive in financial management, computer literacy which addresses the reality of a work environment, more standing up and presenting, more use of technology in the coursework.

I think it would have been helpful to have some dedicated time for sharing experiences from the on-site experiences of those in the cohort. It would have allowed me a chance to compare and consider areas I might have questioned in my own experience. When you shadow someone, the experiences can be hit-and-miss due to the natural occurrence of events. It would have given all of us more insight from the wealth of knowledge our mentor principals possess.

Creative writing.

I think the program does a great job looking at things from a theoretical aspect, but the reality is we need practice with the day-to-day and what that actually looks like. Again, expanding the length/intensity of the internship would aid this greatly.

Career advising, how to look for jobs domestically and internationally. This is an entirely missing piece which prevents many students from succeeding and getting placed in an organization [around] graduation.

Ideally, I would have liked to see more theory.

Internship, real experience, real guidance, follow through, anything after graduation.

Perhaps a bit more on coaching direct reports.

More practical classes. One around Public Policy would be great. Another one around Organizational Development.



Table B-3

*Sample of Graduates' Comments Regarding Suggested Skills, Areas, or Topics for Inclusion in the M.A. Nonprofit Leadership and Management Program*

Comments

I think marketing and public relations was a little light. Also, I would recommend additional courses in the varied disciplines of fundraising.

Neutral facilitation: How do you lead a group in conflict? I feel that I learned pieces of this through trial and error, both during the applied projects and in my work, but this is tough stuff. Also, I wish I took more classes. Classes I still want to take: the legislation class where they write a bill, the grant making class, and Carol Fish's class about capital fundraising.

NP 101: In Action= actually starting your own NP during year 1 for those who were interested.

The program could have been more thoughtful and thorough with the international component in each course. This was sometimes done well and sometimes quite token. I suspect that some faculty are into it and others are not but that SOLES has mandated at least one internationally focused reading in each course syllabus. I read the same article for three different classes and it was hardly discussed in any of them. It was de-motivating to read it and get excited about discussing it the first two times only to have the faculty blow past it or simply ask me and one or two other classmates what our thoughts were without any international education value added or content to discuss.

Public sector connections to NP sector - a huge missing piece to the program in my opinion. Would like to see more connections to the greater talent of faculty at the University. There were some classes such as org development, legal issues and a few others that I feel we could have benefitted from full time faculty supporting or conducting the instruction so that the NP program wasn't so insular to the university. Would also have liked to have more interaction with other SOLES students on courses curriculum to choose from as part of the NP studies.

There was a good variety of courses offered; however, there was not enough time to take all of them. I regret not taking a marketing course. I think combining some of the courses like marketing with the MBA program would be beneficial.

I think there needs to be a stronger emphasis on financial management. I truly believe this can be a downfall for both an organization and its senior staff as it is important that someone with an MA in management be able to understand and thoughtfully ask questions about all financial matters.

Table B-4

*Sample of Graduates' Comments Regarding Suggested Skills, Areas, or Topics for Inclusion in the Ph.D. Leadership Studies Program*

Comments

I think all PhD grads should be required to have specific instruction in teaching adults. We didn't get that (most other PhD grads don't either, but it seems so silly shortsighted to me...we all teach at some point).

Advanced statistics, courses that actually use SPSS. Teacher training courses for people who want to become professors.

Leadership theories in detail. Requiring more emphasis on international development in classes. More international trips to developing countries (like I understand they are doing now to Ghana).

I think that the Higher Education specialization needs to be strengthened substantially. Many of the individuals who come to a Ph.D. program and who have a Master's in Higher Education or Student Affairs from a CAS-based program will often have taken coursework that is designated in the Higher Ed specialization (i.e., LEAD 656, LEAD 569, LEAD 571, LEAD 577). The program would be much stronger if there were doctoral-level specialty courses that would be "advanced" courses on some of these topics or more nuanced seminars. I do think that it would also be tremendously smart for an elective to be offered on Issues in College Teaching. As a program, you have an increasing number of students thinking about faculty positions, and many don't have the opportunity to teach...by having a course that specifically deals with pedagogies, you'd help prepare them in their roles more effectively.

More on leadership theory, models, and frameworks. More research opportunities for doctoral students.

I would have appreciated a general leadership course that looked at different leadership theories and how leadership has evolved over time. A great book that I uncovered after the program was Leadership by Peter Northouse.

More/enhanced research preparation. I use methodological skills every day in my line of work, and it would have been nice to have more training in methodology.

Table B-5

*Sample of Graduates' Comments Regarding Suggested Skills, Areas, or Topics for Inclusion in the Ed.D. Leadership Studies Program*

Comments

Seminars for the following would be beneficial: career and job opportunities beyond the obvious (degree-specified), how to reinvent yourself if the opportunities for which you get the degree do not happen, how to write and publish articles/books from idea to the "store shelf", how to network and "sell" yourself.

Career Development.

I recommended then that the program should include a government leadership tract, and believe it is needed now more than ever.

Table B-6

*Sample of Graduates' Comments Regarding Suggested Skills, Areas, or Topics for Inclusion in the ELDA Preliminary Administrative Services Credential (ONLY) Program*

Comments

Budget--how to create one/work with a school budget.

They should cover interview strategies above and beyond the panel at the end of the program. They should give some very constructive and real-world advice and simulations as to the political and business landscape of Vice Principal and Principal interviews - how to respond to stakeholders appropriately.

Integrating a special education component to the program would be very beneficial. Administrators are expected to take part in IEP meetings, discipline students on IEP's etc. I am in special education and have the background, but most administration students are not in the special education field. Including an experience as a CAPSL would be an idea to implement into the program.

Provide guidance on how to best motivate and supervise teachers as they move through a pedagogical shift in their practice as a result of newly-adopted state standards.

## Appendix C

Table C-1

*Sample of Graduates' Comments Regarding One Course and/or Experience in the M.A. Higher Education Leadership Program That Benefitted Them the Most*

### Comments

LEAD550/600, which I took and served as a Teaching Assistant for during the program. This course provided me with an entirely new framework to see and understand the world, social dynamics, and my place in groups. I continue to engage in the learning that this course inspired on a daily basis.

I wish I could share more than one course, but I really enjoyed LEAD 551 - Human Relations for Leaders. I was able to apply and make sense of everything I learned in EDUC 550. The whole understanding of group relations came together for me when I was taking this weekend course.

Introduction to Leadership Theory and Practice (and serving as a TA for the course). As well as ethics and race/gender/culture. Deep self-reflection and a good framework for the work I do professionally.

Taking Organizational Change and Theory and then being the teaching assistant the following semester. It's hard to explain in one paragraph. This class helped me to believe in myself. In more ways than one, it was everything a college course should be. Most importantly, it held me accountable for my personal developmental work.

Assistantship position - real world experience prepared me for my current field.

Being a member of the Student Affairs cohort within the Higher Education Leadership program was integral in my overall success and persistence. Because I was enrolled in this small cohort, I had easy access to faculty and staff including the Department Chair at the time which allowed me to offer feedback, express concerns and build relationships.

My abroad experience in Qatar; Higher Education and Student Affairs in Qatar. This experience introduced me to a new culture a new very little about and made me aware of how different student experiences can be in different countries.

The Making Meaning course is what resonates most with my current work efforts. This was the only course I took that formally including student theories in higher education, and how those theories apply to working with undergraduates. I am grateful I took this course during my first year, and hope that the course is offered more regularly/possibly required for the higher education program so students can apply those theories in other courses.

I think the practicum and law course really prepared me for my position as an administrator.

Table C-2

*Sample of Graduates' Comments Regarding One Course and/or Experience in the M.A. Leadership Studies Program That Benefitted Them the Most*

Comments

It's hard to pick just one, I think that 550 was very important as I started the program to really help frame my understanding and create a language set that I continue to use for the rest of my time. However, my course on strategic planning in the nonprofit department was incredibly important and useful especially now as I continue my work in the nonprofit sector. But it was also my class in Mondragon, Spain that helped open my perspective to collaboration. It really is hard to pick just one.

Organizational Theory and Change The class gave me great insights into group dynamics and organizational systems. Being able to apply the theories in an organizational setting was invaluable.

The global study courses are amazing and offer brilliant opportunities for students to connect with people of other cultures. I believe this interconnection and thoughtful understanding is the key to a peaceful world.

One of the first courses I took was a writing course for graduate students. It was a great resource throughout the program. I use a lot of the learning today in the work place. I also enjoyed the practical classes, nonprofit finance, nonprofit governance. Classes where real skills were learned.

Financial management for nonprofits - it showed me how much I needed to learn in order to competently fill the shoes of an executive director. Unfortunately the program stops short of providing that competency.

LEAD 550/600. This is a course that, if you take is seriously, can have a profound impact on the way one views themselves/the world. This course opened my eyes to many toxic/destructive tendencies that I was unaware of. I now work extremely hard on tending to my personal development. As a result, I am a much happier individual with a higher level of work quality.

Ethics course and reading the book "collective Wisdom".

Three-way tie: LEAD 550/600, Organizational Change, and Ethics.

I think the coursework, overall, was very well integrated. For that reason, I don't have just one course that benefitted the most.

Organizational Behavior was a great class that expanded my knowledge base and comfort level, Human Leadership Conference was also a course that got me out of my comfort zone so that I could learn more about what was going on around me, and my internship was a great way to practice all that I had learned.

All of it, but the group dynamics conference was extremely helpful for my work.

Table C-3

*Sample of Graduates' Comments Ways Their Leadership and/or Management Abilities Were Enhanced by Participating in the Applied Projects within the M.A. Nonprofit Leadership and Management Program*

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Comments

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Working in group settings, and working for other organizations helped me to learn how to vary my leadership and management based on the circumstances. This was tremendously helpful to me as I have worked within the same organization for seven years. I believe the group work, and consulting work, prepared me for the role I am in today.

Real-life learning with group dynamics and conflicting agendas. This happens every day in my work today, and without the projects, I would likely be prolonging the storming period instead of helping the group move forward.

I had to learn how to work with so many teams of people on complex, real life projects. It was a perfect learning-lab marriage of leadership and interpersonal learning with application of practical knowledge we were learning. All of this was overseen by an expert faculty member or two. There was positive learning and negative learning, which is sometimes even more powerful, if painful. It was a growing experience, working directly with organizations and bringing value to their work. It really amped up the stakes and deepened the impact of the projects for me.

I was able to see all types of leadership styles in action and was able to learn how to manage difficult situations outside of my own organization. I also learned how to better manage and depend on people to get work done.

Experience navigating group dynamics.

The applied projects gave me practice and confidence to initiate similar needed projects within my own organization. It also gave me a better understanding of the role of the consultant, board, senior staff and staff.

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Note: Nonprofit Leadership and Management Program alumni are asked a question regarding their experience with applied projects instead of a course or experience that benefited them most.

Table C-4

*Sample of Graduates' Comments Regarding One Course and/or Experience in the Ph.D. Leadership Studies Program That Benefitted Them the Most*

Comments

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LEAD603 Ethics and Leadership

The Group Relations course and conferences. Connected to this are the ways in which the faculty modeled and inspired self and group awareness. I utilize this purpose-based approach on a daily basis, and it has been instrumental in reshaping our departmental culture, as well as responding to several intense and demanding incidents with student groups.

Working in the Caster Family Center for Nonprofit and Philanthropic Research because I was able to learn how to do effective research.

The class trip to Mondragon.

I couldn't name just one course as I think that I draw upon many of the courses that I took each day as a faculty member - whether they were my research-related courses or programmatic content courses that I now integrate into my own courses. However, I do think that the experience of having a graduate assistantship as an instructor in the leadership studies minor was transformative to how I approach teaching and gaining the efficacy to be a confident, intentional, and developmental instructor with my students. That's been the biggest benefit of my time at USD.

Global study experiences

LEAD604 Policy

LEAD605 Adult Development

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Table C-5

*Sample of Graduates' Comments Regarding One Course and/or Experience in the Ed.D. Leadership Studies Program That Benefitted Them the Most*

Comments

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Love and Leadership course.

Advanced qualitative course, worked closely and creatively with dissertation chair.

The experiential seminars were very worthwhile, as were the classes in qualitative and quantitative research. The way the curriculum was set up supported the completion of the required dissertation.

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Table C-6

*Sample of Graduates' Comments Regarding One Course and/or Experience in the ELDA Preliminary Administrative Services Credential (ONLY) That Benefitted Them the Most*

Comments

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Internship was where I did a lot of learning because it put the ideas and bookwork to reality.

Education Law class was my favorite.

The coaching course has been most beneficial. I use the strategies often when mentoring new or struggling teachers.

Law for Administrators was a worthwhile course. It provided an overview of the law and its application to the field of education.

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## Appendix D

Table D-1

*Sample of Graduates' Comments Regarding Enjoyable Aspects of the M.A. Higher Education Leadership Program*

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Comments

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I use tools and skills from the program daily in my work. I am so grateful for the ways in which it inspired growth, reflection, and learning. At the risk of sounding cliché, it changed my life.

Love the international requirement.

I really enjoyed how involved my graduate assistant supervisor was in my education. She would attend school presentations and asked about my coursework at work. I additionally loved the community built in SOLES and among my peers. I also particularly enjoyed the ability and requirement to travel abroad. Traveling to Qatar with our program allowed me to try something I never would have thought to do before graduate school. I also enjoyed how personal each class was. I very rarely felt as though a professor didn't know me or my work.

Really enjoyed the encouraging and collaborative environment at SOLES. The campus mission and values was clearly articulated and constantly demonstrated. Academic and extracurricular activities were abundant, and the financial support was available.

I enjoyed the graduate assistantship program, smaller class sizes, dedicated faculty, action research opportunities and global leadership component/requirement. I feel very well rounded and know I am an expert in my field.

I liked the cohort model I was a participant in but I worry about students who were not in a cohort and the amount of support they received, particularly in the higher education program as it related to job searching, etc.

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Table D-2

*Sample of Graduates' Comments Regarding Enjoyable Aspects of the M.A. Leadership Studies Program*

Comments

I can say with confidence that I would not be the person I am today, or have the confidence in organizational settings, without my experience at SOLES. I had a great internship experience, but perhaps a professional mentorship program that gives real life application to some of these courses would be helpful. I believe the nonprofit program does an excellent job with that. And it is difficult because many people work full time while in the program. The SOLES program is wonderful, I am so grateful I went through the program and for the skills that I continue to use today.

I enjoyed the flexibility and ability to take a variety of classes.

All of my professors were amazing, available, and eager to dialogue. The course content was interesting in every class. The Global Studies opportunities were trips with specific goals lending toward higher purpose.

Great environment and fellow colleagues. Enjoyed my time there. This is a university that has potential to be an A player. Increase hard skills and performance expectations, imbed all learning in real life situations, help students get a feel for moving into executive level thinking, responding and behaving.

The USD SOLES program was the program I chose because I wanted to learn and experience everything I could to become an effective educational leader who could promote success to all learners. I learned to develop and to articulate my vision of learning that "evokes collective wisdom" always collaborating with the awareness of the school culture. I learned how to manage and organize to ensure safety, the importance of ongoing professional development, and the value of personal code of ethics to model and implement justice, fairness, and most of all integrity in all aspects of the educational environment.

I believe the international requirement is important.

Outstanding. Loved the program. Could not do my job without the skills I learned.

Table D-3

*Sample of Graduates' Comments Regarding Enjoyable Aspects of the M.A. Nonprofit Leadership and Management Program*

Comments

I absolutely loved my experience. Now that the program is over, I still crave new learning opportunities and I feel that the alumni programs could be more intentional about engaging graduates in workshops, seminars, and discussion groups related to relevant topics.

Though I hated some of the reflective, emerging aspects, it really helped me better understand my internal politics and others. I think what made it hard was that there was often a quick break in the reflective and connection to real life work.

Loved the faculty & support staff.

I enjoyed just about everything. The faculty, the cohort model, the financial assistance, the program design, the way that classes were offered, class times. I enjoyed the blend of leadership and management focus. I enjoyed the early birds I went to. It was all good.

I loved the international requirement! One of the highlights of this program was traveling to Guatemala with a few of my own cohort members and members from the cohort a year ahead of us. We learned so much about NGOs, and how the culture/history of a country effects the framework of NGOs. This trip/course shaped the way I think about program development and the community it serves.

I love SOLES - and had a great experience in the nonprofit program. I would highly recommend it to those seeking to advance in their careers working in the nonprofit sector. The international courses - Guatemala study abroad and Binational courses were among my favorites. I learned so much that helped to advance my skills and shape my views of nonprofit work - and I came into the program with a good amount of experience. The most valuable aspect of the program are the friends, colleagues and the large network that was developed as a result of attending the program. I run into USD NP grads all the time in my professional work and we share a common experience, language and connection that I highly value.

Table D-4

*Sample of Graduates' Comments Regarding Enjoyable Aspects of the Ph.D. in Leadership Studies Program*

Comments

Faculty were top notch. Loved learning and working with [certain faculty members]. They made my experience wonderful.

I regularly refer potential students to the program. I believe in what SOLES is doing and want more to be a part of it.

I was relieved when I reached the end of my program with a successful dissertation; I was extremely thankful to have the support of my primary dissertation chair. I value the education I received at SOLES, and I am proud to be an alumni of the USD Leadership program. Mostly, my relationships at USD are positive, and, in the end; my second and adopted cohort has a lot to do with the warmth and care I walked away feeling. I will continue to remain an engaged and supportive alumnus; and I thank you, SOLES faculty, for all of your efforts to lead me to a successful graduation and degree.

Table D-5

*Sample of Graduates' Comments Regarding Enjoyable Aspects of the Ed.D. in Leadership Studies Program*

Comments

I enjoyed the fact that the program was not solely linked to education. I liked the courses and the faculty. My experiences as a grad student and now alumnus did not allow me the opportunity to establish the kind of relationships that others had with SOLES. My job and where I lived prevented me from frequenting the campus beyond class time. Because of this, I think I miss out on the many opportunities I seek right now and cannot seem to make happen. I liked that there was diversity in that student work-related backgrounds were not all education-based.

I thoroughly enjoyed USD and the SOLES program. Having researched similar programs at multiple colleges, including Harvard, I chose USD because of the faculty and the curriculum. As a full-time employed student starting when I was on active duty in the Navy, and continuing when I was a corporate director and civil servant, the knowledge, skills and education provided has helped me progress both personally and professionally. The faculty were very flexible in accommodating my extensive work and travel schedule. The entire program was a great experience for me.

Table D-6

*Sample of Graduates' Comments Regarding Enjoyable Aspects of the ELDA Preliminary Administrative Services Credential (ONLY)*

Comments

Most of the instructors were experienced and valued the students' time.

I enjoyed the program immensely. The program was highly enjoyable and a wonderful developmental experience for me.

## Appendix E

Table E-1

*Sample of Graduates' Comments Regarding Suggestions for Improvement in the M.A. Higher Education Leadership Program*

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Comments

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The internship requirement should be reviewed, primarily because several of the students are already working professionals.

Compared to other student affairs/higher education programs, the funding opportunities available to students are limited. Many people I recommend to apply to the program apply elsewhere because they can receive full tuition-remission for having a graduate assistantship. While I make a healthy salary now, most of my extra income is towards student loans. The affordability compared to the field Student Affairs cohort members enter into is not competitive. Additionally (and I know this improved while I was at USD), I wasn't fully educated on assistantship opportunities when I applied and what the process was. Luckily, my assistantship of choice was still open and I applied and received it.

The biggest area for improvement, in my opinion, is the treatment of students who are "outside" of the cohort. The simple term "cohort" immediately creates an insider/outsider element in the program, which is unfair to students who either do not get a graduate assistantship, or students who already work full time and refuse to give up their jobs simply to become a GA. The insider/outsider element was practiced not only by students, but also by faculty and staff at SOLES, which was unfortunate. I think this should be re-evaluated, and SOLES look into ways to get all students in a program to feel like they are equally appreciated in their respective programs.

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Table E-2

*Sample of Graduates' Comments Regarding Suggestions for Improvement in the M.A. Leadership Studies Program*

Comments

I wish I had classes that would have been more helpful to my career. I think those classes need more oversight from the faculty. Not sure what "real world" experience I gained from that and wish it could have been replaced with fundraising, etc. Also, I took the marketing class and wish it was more relevant to nonprofit marketing, it wasn't as practical as it could have been. However, I did appreciate the class as I learned about marketing plans, etc. that I use on a regular basis.

The only avenue that could be improved is more speakers, support, and partnership with the Diocese of San Diego and Catholic educators. I taught in Catholic schools during my graduate classes at USD, and I thought the program was more geared toward public school teachers and administrators. Furthermore, as a Catholic Institution, USD should promote and partner with more Catholic educators/services to provide more for low income/urban Catholic schools, as well as provide more Professional Development/In-Services for Catholic educators, who as we know, answer the calling of ministry when teaching for the Diocese.

Financial aid is horrible and it would be nice if SOLES had a liaison who could help SOLES students pay for their graduate degree. As someone who works 2 jobs and attends school full time I do not have time to investigate all of the benefits (financial opportunities, scholarships, other types of financial aid, etc.) that SOLES/USD may offer. And the response I have heard in the past of, "this is the responsibility of the students," is dismissive and the lack of quality response does not fit the amount of money I have investing in USD. If SOLES is not full time employee friendly then this needs of explicitly stated somewhere.

I recommend SOLES and USD in general to develop a robust and effective career preparation course, which should be a mandatory or integrated part of the graduate program. I was lacking the support provided by the university with regards to preparation for the job hunt after graduation. I would love to see future SOLES and USD graduate students to get a more thorough preparation on basic career tools, such as: - resume writing - cover letter writing - networking tools - basic principles of how to seek jobs.

Table E-3

*Sample of Graduates' Comments Regarding Suggestions for Improvement in the M.A. Nonprofit Leadership and Management Program*

Comments

My only suggestions for improvement are the one above and perhaps a bit more help finding organizations for some of the applied projects. It was at times very difficult to be tasked with finding the organization to work for. Some projects/profs seemed to have organizations lined up. Other projects it was nearly entirely left to us and it was a bit harrowing.

While the experience and knowledge I gained from the degree were awesome, I do wish the degree itself held a little more clout. If the finance class could be improved and if there could be more of a crossover

with MBA courses, I would like to see this program develop into an MNBA Masters in Nonprofit Business Administration or a Nonprofit MBA or something to that effect.

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Table E-4

*Sample of Graduates' Comments Regarding Suggestions for Improvement in the Ph.D. Leadership Studies Program*

Comments

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Please continue to support GA positions for doctoral students.

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Table E-5

*Sample of Graduates' Comments Regarding Suggestions for Improvement in the Ed.D. Leadership Studies Program*

Comments

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I had negative experiences with some instructors who were newly affiliated with USD at the time, and they created situations for me that were not required of other students and these requirements and interactions affected my job at the time. There could also be better connections and communication with local school districts.

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Table E-6

*Sample of Graduates' Comments Regarding Suggestions for Improvement in the ELDA Preliminary Administrative Services Credential (ONLY)*

Comments

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The only substantive criticism I would offer is that all faculty be aligned. There were some obvious social and political fractures that were visible between faculty, and it detracted from the overall educational experience. In-fighting between faculty needs to happen beyond the vision of the students. These issues should be resolved and not ever be transparent

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## Appendix F

Table F-1

*Sample of Graduates' Comments Regarding Ways the M.A. Higher Education Leadership Program Enhanced Their Effectiveness in the Workplace*

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### Comments

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My program gave me incredible awareness and a platform for personal development.

It has given me perspective and a reflective lens which allows for me to be more productive and effective on my daily tasks.

Group Relations/Group Dynamics - Student Development Theories I believe that these are the two major areas that my program enhanced my effectiveness in the workplace. I used these daily with working with faculty, staff, and students.

I understand not only the theories and how to teach them in my job but understand my effectiveness as an agent of change and growth in my own organization and personal life. I refined my awareness of others and self and am forever grateful for that learning experience.

I generally hold myself to a higher standard.

Provided information on Student Development Theory and working with diverse populations.

The program prepared me for a career in student affairs and also gave me heightened awareness to group dynamics, and a multifaceted lens of leadership.

It made me more aware of my strengths as a leader, and also areas of improvement. The idea of projections and how they impacted my everyday work interactions was extremely beneficial to learn and work with.

By completing in a leadership based program I now have a framework which helps me interpret the ongoing challenges I experience in my organization. I also rely on my learnings and experiences as a student in SOLES to contribute to my leadership style. I believe I am better equipped to lead by way of the Higher Education Leadership program in SOLES.

The program really prepared me for a position in school administration.

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Table F-2

*Sample of Graduates' Comments Regarding Ways the M.A. Leadership Studies Program Enhanced Their Effectiveness in the Workplace*

Comments

Prepared me to look at situations, people, and systems in a way that I would not have seen before. There are so many ways that leadership studies can affect our daily lives, when we know how to look for things.

I was well-prepared for school administration and able to "hit the ground running" as a new assistant principal.

I can manage meetings, group settings, student relationships, and coworkers better using my skill set and knowledge of leadership in the workplace.

I learned a lot about leadership styles, working in a group, and gained a lot of knowledge about other nonprofits.

I had more opportunity for various leadership/mentor roles at my school site because of my credentials and graduate degree.

Enhanced my ability to understand organizational systems, team dynamics, and the intricacies of leadership as an art and science. Also highlighted the criticality of clarity around role and responsibility to achieving key results.

I use knowledge of school issues learned from the program in discussions with peers, and I use aspects of the leadership training daily in my work with peers.

I believe that my experience in the Leadership Studies program equipped me with knowledge that I implement in creating and enhancing student programming, as well as the organizational and systemic knowledge required to navigate and effectively contribute to the institution I currently work in.

My leadership effectiveness is a large result of what I learned and experienced at USD. The following are the highlights that led to my leadership foundation: \*Rigorous class work with excellent instructors \*An amazing amount of time to shadow an administrator with USD leadership skills \*A leadership, experienced advisor who was always there to support me \*Classes that included other masters and doctoral students. Collaboration brought more learning experiences \*A carefully selected diverse cohort, educators from public, charter, & private schools from all grade levels

I learned how to be present and sit with anxiety.

Interpersonal skills, better able to communicate with others, more aware of what's going on.

I am using many of the tools and theories I learned in my program. I understand what is going within groups I am a part of.

I use the leadership skills I learned daily. Organizational knowledge and group dynamics are particularly helpful.

Table F-3

*Sample of Graduates' Comments Regarding Ways the M.A. Nonprofit Leadership and Management Program Enhanced Their Effectiveness in the Workplace*

Comments

The learning about leadership changed the way I engage in both small and large groups and equipped me with tools to "read between the lines" of what is going on. I have a much stronger sense of leadership in action and organizational theory that enables me to contribute to discussions related to diagnosing issues. I feel far more confident offering my opinion, and feel that others respect my contributions. This program also prepared me to take on a larger leadership role within my organization as I moved from overseeing a team of two to a team of nine.

Helped me become more understanding and reflective instead of purely just reactive. Honed my research methods and writing. Allowed me to learn about other local nonprofit organizations on a personal level; this helps at my position to understand political relationships and navigate.

I consider myself a Professional in the NP field because of my program of study.

It enhanced my effectiveness in far too many ways to list here. It gave me numerous leadership lenses, perspectives to better understand group behaviors and tendencies and to consider how best to influence or lead groups. It gave me numerous technical skills for organizational leadership, working with boards of directors, raising funds and support, understanding the state political process and how lobbying works, on and on. It also gave me a broad understanding of the nonprofit sector, its history, common management issues and challenges and the varied subsectors.

I became more aware of what I brought to the table (good and bad), and became a better communicator with all levels of staff. My project management skills were extremely enhanced which favored my own work and the mission of the organization.

I don't work in the nonprofit sector, but I feel that the program has made me a better leader. I view the world in a different way because of my education at USD, and I still plan on being involved with the nonprofit sector in the future.

The applied projects made the coursework relevant and it helped me understand the practical side of theory so that I could transfer what I was learning in the classroom to real life scenarios.

It gave me skills to be a more informed and skilled manager while also providing tools to practice leadership effectively. My ability to look at situations from various perspectives is improved ten-fold as are my skills to make interventions that are meaningful.

Table F-4

*Sample of Graduates' Comments Regarding Ways the Ph.D. Leadership Studies Program Enhanced Their Effectiveness in the Workplace*

Comments

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Opened my eyes to new paradigms, gave me more tools in my toolbox.

It provided me with writing and publication skills, teaching and training skills and how to be an effective nonprofit professor.

My time at SOLES was significant personally and professionally. I was hired into my current role because I was in a PhD program, and the expectation was that I would complete it. Throughout my time at USD, my work life informed my class experience, and my class experience informed my workplace. The faculty I had the opportunity to work with helped me come to see and believe in the scholar-practitioner model, and I continue to work from that model. Members of my cohort became friends as well as professional contacts and resources. The group relations framework has become an invaluable and daily resource in my work with students, faculty and staff.

My program of study allowed me the opportunity to chart my own course and really create opportunities that would benefit me in my career as a faculty member.

This program gave me the opportunity to become a consultant.

I taught me to be a better person and a more effective leader.

Group relations theory taught me the art of balancing the dance and the balcony; I use this skill far more than I ever dreamed. I also use the power of the crucible where sometimes allowing things to heat up will move people to action. These techniques have facilitated necessary program changes and assisted me in obtaining funding for program equipment and education tools and resources. Writing has been a huge piece of my job here and directly contributed to me acquiring the job. Subsequently, I've found myself extensively writing for the NTCC Dental Hygiene Program accreditation self-study as well as for grant monies, and endless emails and reports required by the institution.

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Table F-5

*Sample of Graduates' Comments Regarding Ways the Ed.D. Leadership Studies Program Enhanced Their Effectiveness in the Workplace*

Comments

I am prepared to be a leader who can work collaboratively with others to move an organization forward. I am aware of group dynamics and how they play into the culture of an organization, how they affect individual performance, and how they affect the job of the leader. I know what strong leadership is in that it does not bully, ignore, or hold backward organizational members, but listens to, observes, effectively communicates, and knows its members' strengths and areas of needs. I realize the importance of decision making and working toward using new thinking when old thinking/practices have not worked. I have learned that being a leader is more than just being able to run an organization in an operational sense. I learned that networking is key, and it is hard for others to "open doors for you" when they have preconceived notions that have little or no basis that influence their actions toward you. (I could go on and on.)

It has made me so much more self-aware in my own process and how it plays out in the dynamics with other individuals and groups. I am able to identify the strengths in myself and others. I am able to stand up in integrity for what I believe in. It has allowed me to show up in a new way.

Expertise in charter schools.

I learned different ways of exerting leadership in multiple situations. This has served me well not only in the workplace, but also in other civic and social situations.

Table F-6

*Sample of Graduates' Comments Regarding Ways the ELDA Preliminary Administrative Services Credential (ONLY) Enhanced Their Effectiveness in the Workplace*

Comments

Took a leadership position and saw my work through that lens while maintaining the central focus of the students.

My classroom is used as an exemplar for federal, district, and site programs. I continue to act as a site leader through WASC and technology initiatives.

Allowed me to take on additional administrative duties for my school site and district.