



2013-
2014
ALUMNI
SURVEY
REPORT

3/26/2014

UNIVERSITY OF SAN DIEGO
SCHOOL OF LEADERSHIP AND EDUCATION
SCIENCES – SCHOOL, FAMILY & MENTAL
HEALTH PROFESSIONS

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 School, Family and Mental Health Professions Department within USD-SOLES.

Response Rates

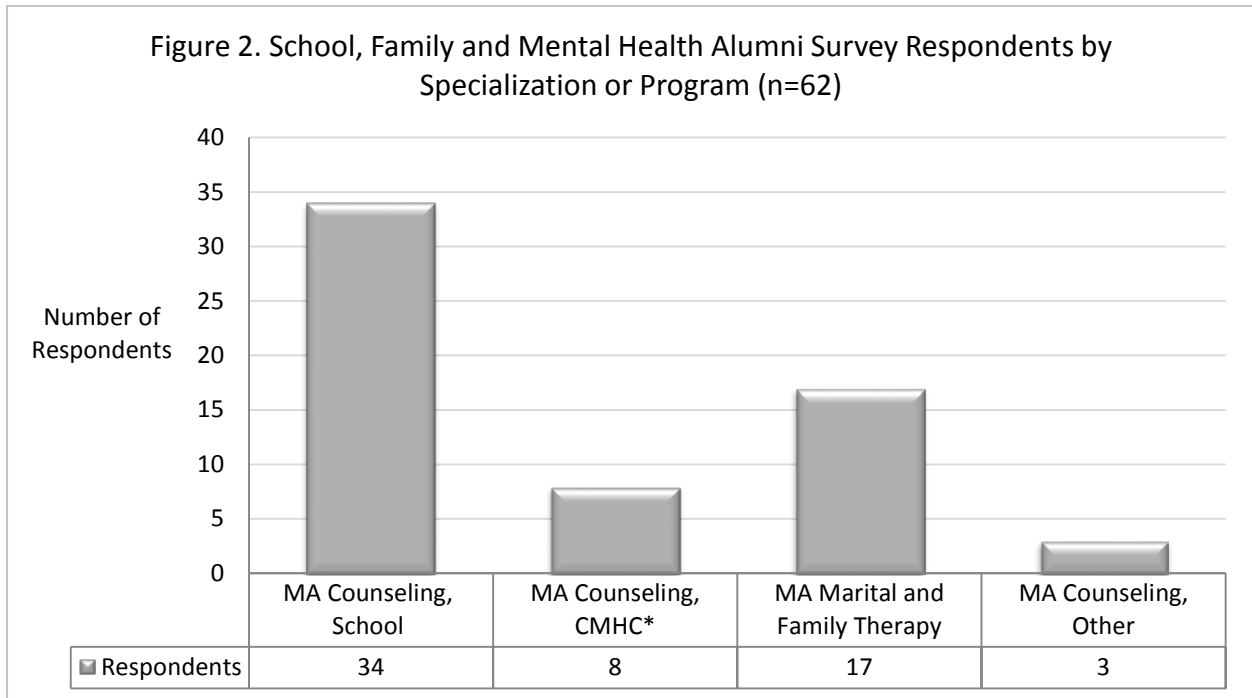
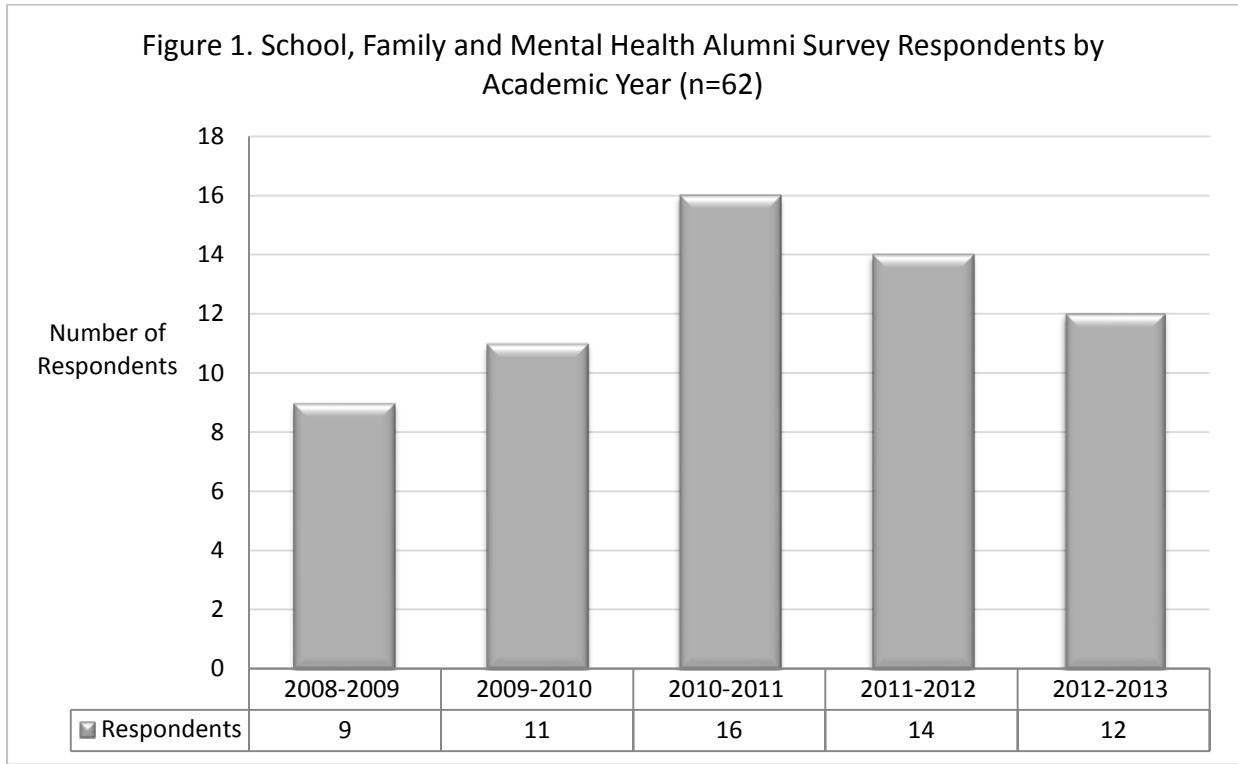
During the fall 2013 semester, the assessment office within the School of Leadership and Education Sciences at the University of San Diego (USD) administered an alumni survey. Sixty-two of the two hundred fifty-four SOLES School, Family and Mental Health Professions (SFMH) alumni responded to the survey, yielding a 24% response rate (see Table 1). Figure 1 shows the number of respondents by program or specialization and Figure 2 shows the number of respondents by year. The number of respondents from the Clinical Mental Health Counseling (CMHC) specialization is low because an alumni survey was administered to this population during the spring and summer of 2013 for accreditation purposes. Please see the 2012-2013 Clinical Mental Health Counseling Alumni Survey for additional information.

Table 1

School, Family and Mental Health Professions Alumni Survey Response Rates

Department	Total Number of Graduates *	Total Number of Respondents	Exit Survey Response Rate
School, Family & Mental Health	254	62	24%

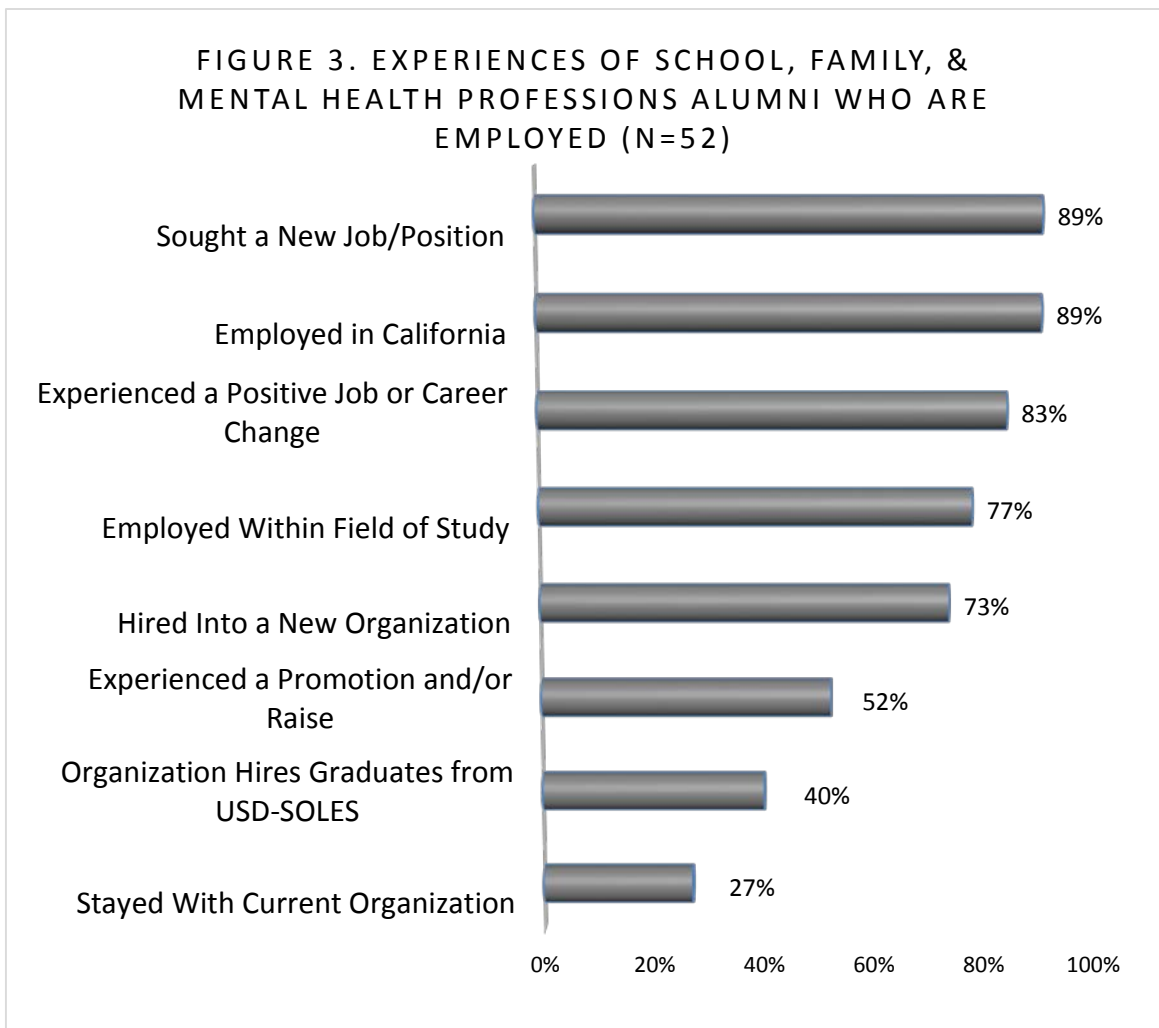
*Refers to the number of alumni for which correct email addresses were obtained.



*An alumni survey was administered during the spring and summer of 2013 to capture data required for accreditation purposes. Please see the 2012-2013 CMHC Alumni Survey for additional information.

Alumni Changes in Employment – School, Family and Mental Health Professions Department

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



Alumni Changes in Employment – by Specialization or Program within the School, Family and Mental Health Professions Department

FIGURE 3A. EXPERIENCES OF SCHOOL COUNSELING EMPLOYED ALUMNI (N=30)

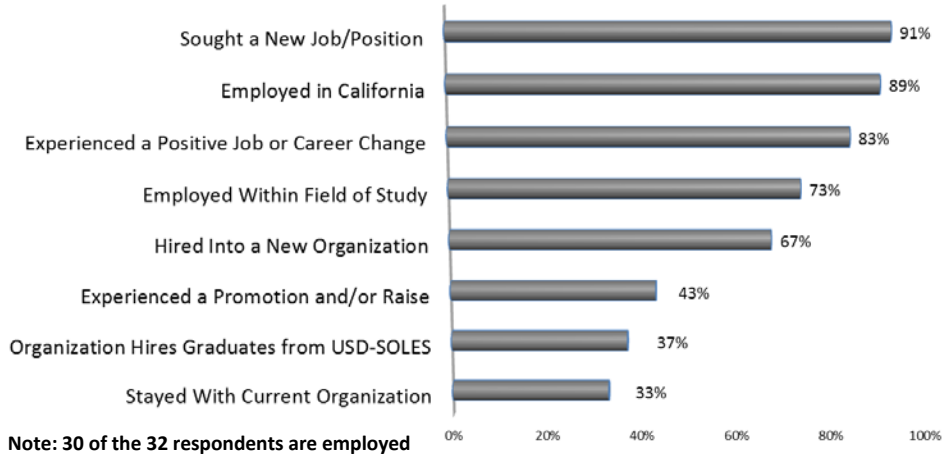


FIGURE 3B. EXPERIENCES OF CLINICAL MENTAL HEALTH COUNSELING EMPLOYED ALUMNI (N=8)

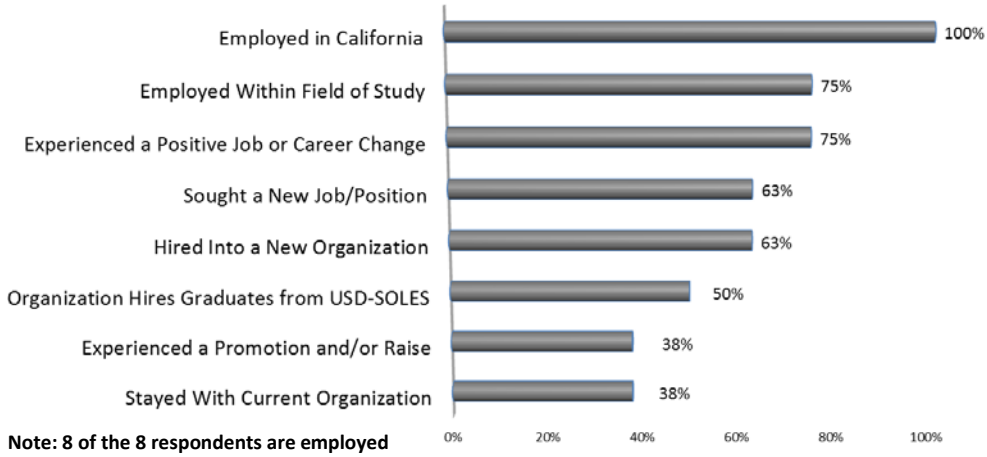
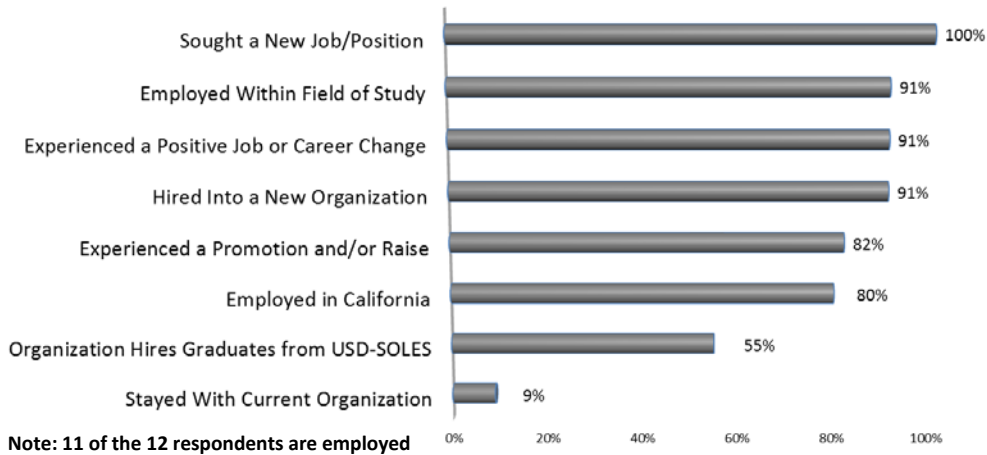


FIGURE 3C. EXPERIENCES OF MARITAL AND FAMILY THERAPY EMPLOYED ALUMNI (N=11)



Alumni Regions of Employment - School, Family and Mental Health Professions Department

Eighty-nine percent of employed alumni from the School, Family and Mental Health Professions Department are currently working in California, with the remaining alumni working in various states, as well as internationally (see Figure 4). A full list of job titles for School, Family and Mental Health Professions Alumni can be found in Table 2. Alumni reported working at a variety of school districts, colleges, universities, treatment centers, counseling centers, and other organizations (see Table 3).

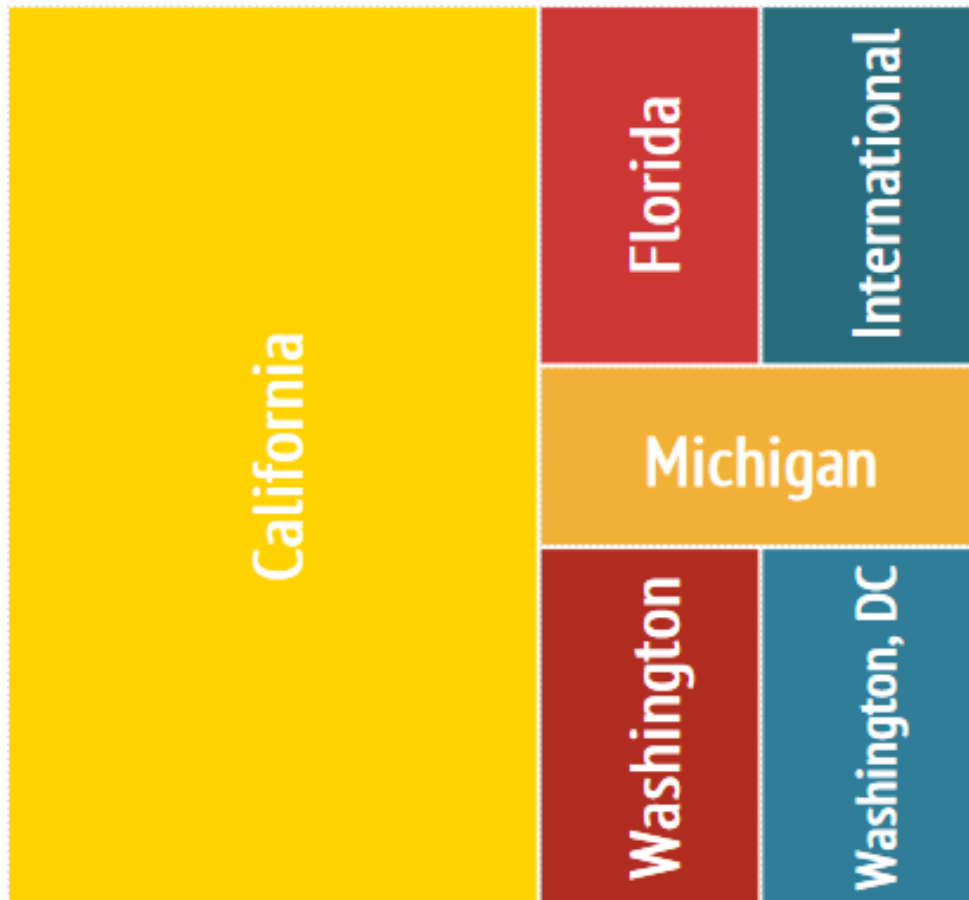


Figure 4. School, Family and Mental Health Professions Department Alumni Regions of Employment

Table 2

Sample of Alumni Job Titles - School, Family and Mental Health Professions Department

Alumni Job Titles	Alumni Job Titles (continued)
Academic Advisor	IMF and Nonprofit Program Manager
Adjunct Counselor	Independent Educational Consultant
Admissions Counselor	Investigator
Assistant Counselor	Licensed Marriage & Family Therapist
Assistant Director	Marital and Family Therapy Intern
Associate Campus Director	Program Coordinator
Behavioral Therapist	Psychosocial Rehabilitation Specialist
Clinical Counselor	Residential Therapist (Drug and Alcohol Treatment)
Clinical Social Worker I	School Counselor
Critical Intervention Specialist	SDSU Upward Bound Counselor
Elementary School Counselor	Social Services Worker V
Employment Training Instructor	Transitional Age Youth Clinician
High School Counselor	Undergraduate Advisor

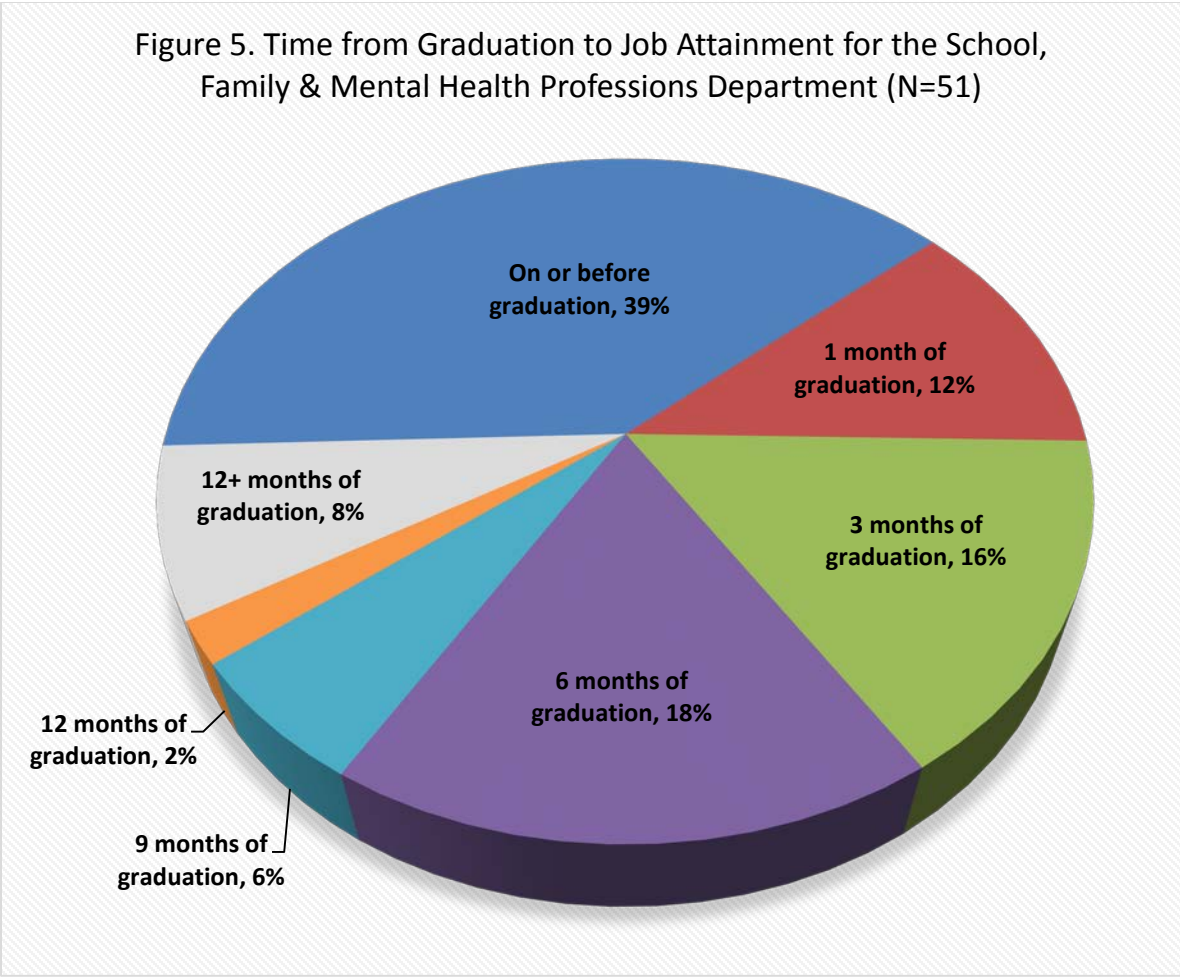
Table 3

Sample of Alumni Employment Organizations - School, Family and Mental Health Professions

Alumni Employment Organizations	Alumni Employment Organizations (continued)
Alpine Special Treatment Center Inc.	Postpartum Health Alliance
Cabrillo Assessment Center	Public Consulting Group
Cajon Valley Union School District	San Antonio Union Elementary School District
Community Research Foundation: Douglas Young BPSR Center	San Diego City College
Concordia University, Irvine	San Ramon Valley Unified School District
County of Riverside, Adult Protective Services/IHSS	Santa Cruz City Schools
Creating Behavioral Educational Momentum	SDSU Upward Bound Program
D&D Psych Inc.	Southern California American Indian Resource Center, Inc.
Dependency Legal Group of San Diego	St. Peter School
Embry-Riddle Aeronautical University	Ten16 Residential Network in Midland, MI
The Grauer School	Tumwater School District
High School District	University of California San Diego
Home Start, Inc.	UCSD Department of Family Medicine
Hong Kong International School	University of San Diego
Jefferson Union High School District	Upward Bound
Jennifer Warkentin, LMFT	Xcite Steps
Korean United Methodist Church of San Diego	Zeiders Enterprises
Palm Springs Unified School District	

Time from Graduation to Job Attainment – School, Family and Mental Health Professions Department

When School, Family and Mental Health Professions 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 (12%), 3 months of graduation (16%), 6 months of graduation (18%), 9 months of graduation (6%), 12 months of graduation (2%), or took more than 12 months after graduation (8%). Figure 5 shows the graduation to job attainment distribution for the entire School, Family and Mental Health Professions department and Figures 5A through 5C show the graduation to job attainment distribution for each specialization or program within the School, Family and Mental Health Professions department.



Time from Graduation to Job Attainment for each Specialization or Program within the School, Family and Mental Health Professions Department

Figure 5A. Time from Graduation to Job Attainment for School Counseling Alumni (N=30)

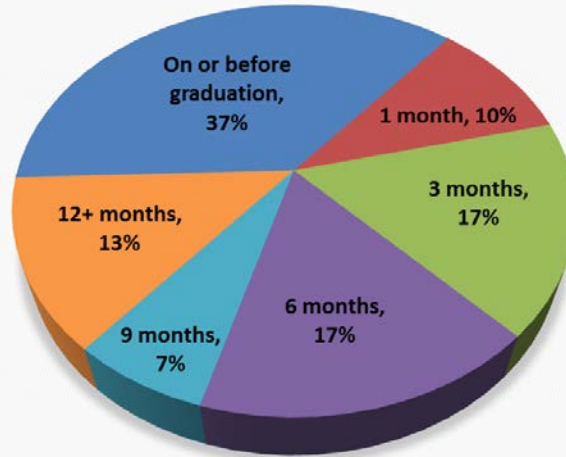


Figure 5B. Time from Graduation to Job Attainment for Clinical Mental Health Counseling Alumni (N=8)

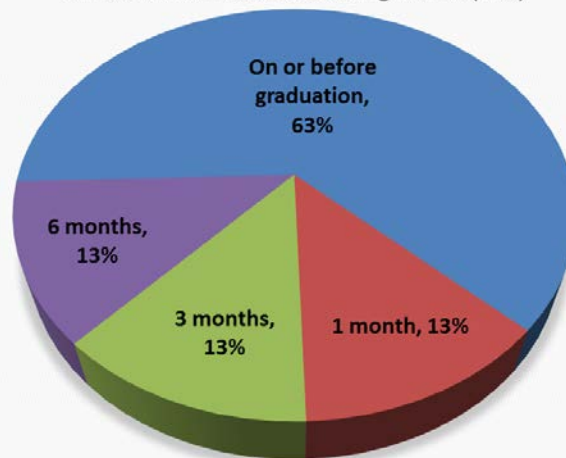
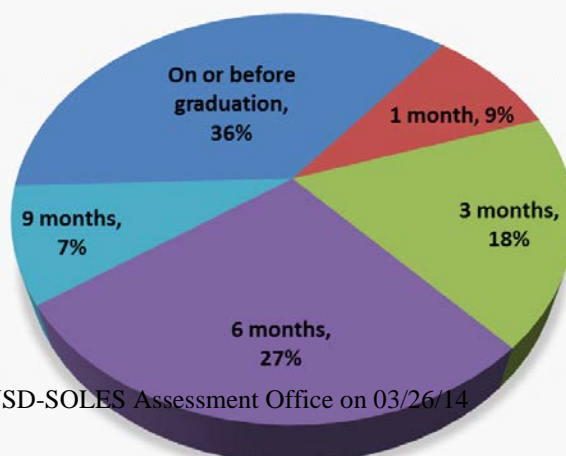
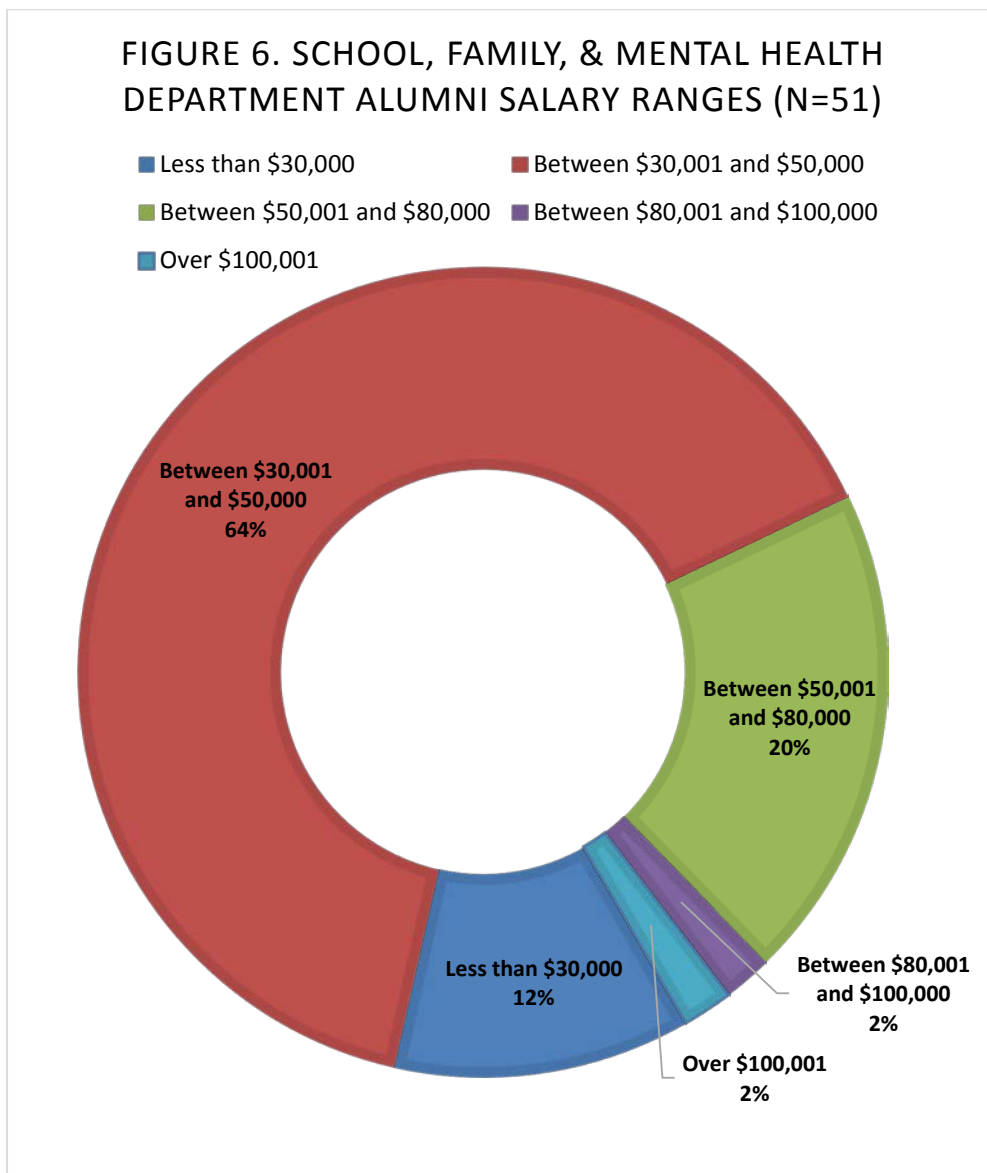


Figure 5C. Time from Graduation to Job Attainment for Marital and Family Therapy Alumni (N=11)

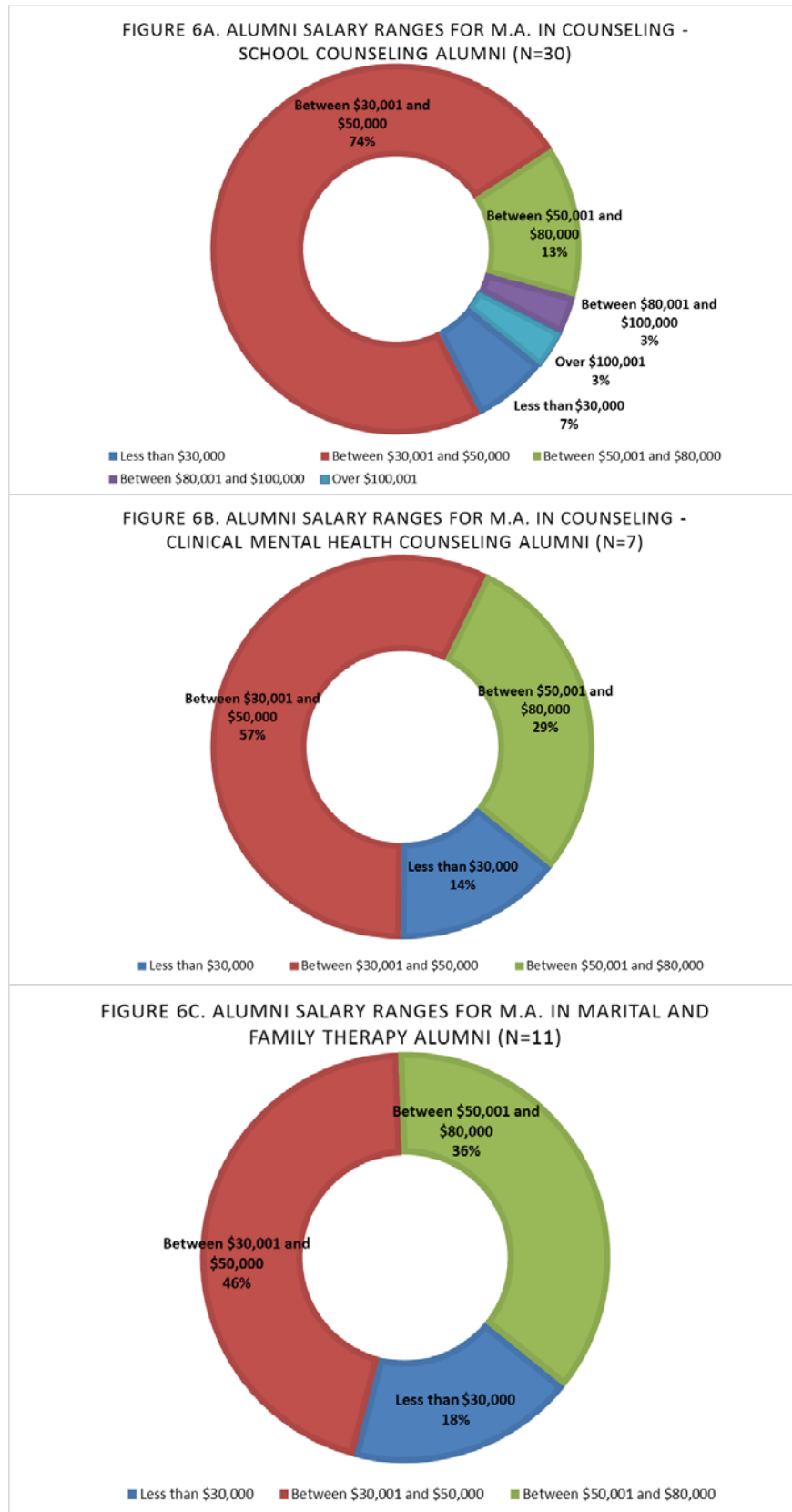


Alumni Salary Ranges – School, Family and Mental Health Professions Department

When School, Family and Mental Health Professions alumni were asked to indicate their *current salary range*, 64% of alumni selected between \$30,001 and \$50,000. The remaining alumni reported the following salary ranges: less than \$30,000 (12%), between \$50,001 and \$80,000 (20%), between \$80,001 and \$100,000 (2%), or over \$100,001 (2%). Figure 6 shows the alumni salary ranges for the entire School, Family and Mental Health Professions department and Figures 6A through 6C show the alumni salary ranges for each specialization or program within the School, Family and Mental Health Professions department.



Alumni Salary Ranges – by Specialization or Program within the School, Family and Mental Health Professions Department



Alumni Professional Activities – School, Family and Mental Health Professions Department

Figure 7 shows the various professional activities alumni have engaged in since graduation. When alumni were asked about their engagement in professional conferences, 60% of alumni reported attending professional conferences, with 15% having presented at professional conferences. Seven percent of alumni reported publishing articles or books since graduation. Seventy-one percent of respondents reported belonging to one or more professional associations (see Table 4).

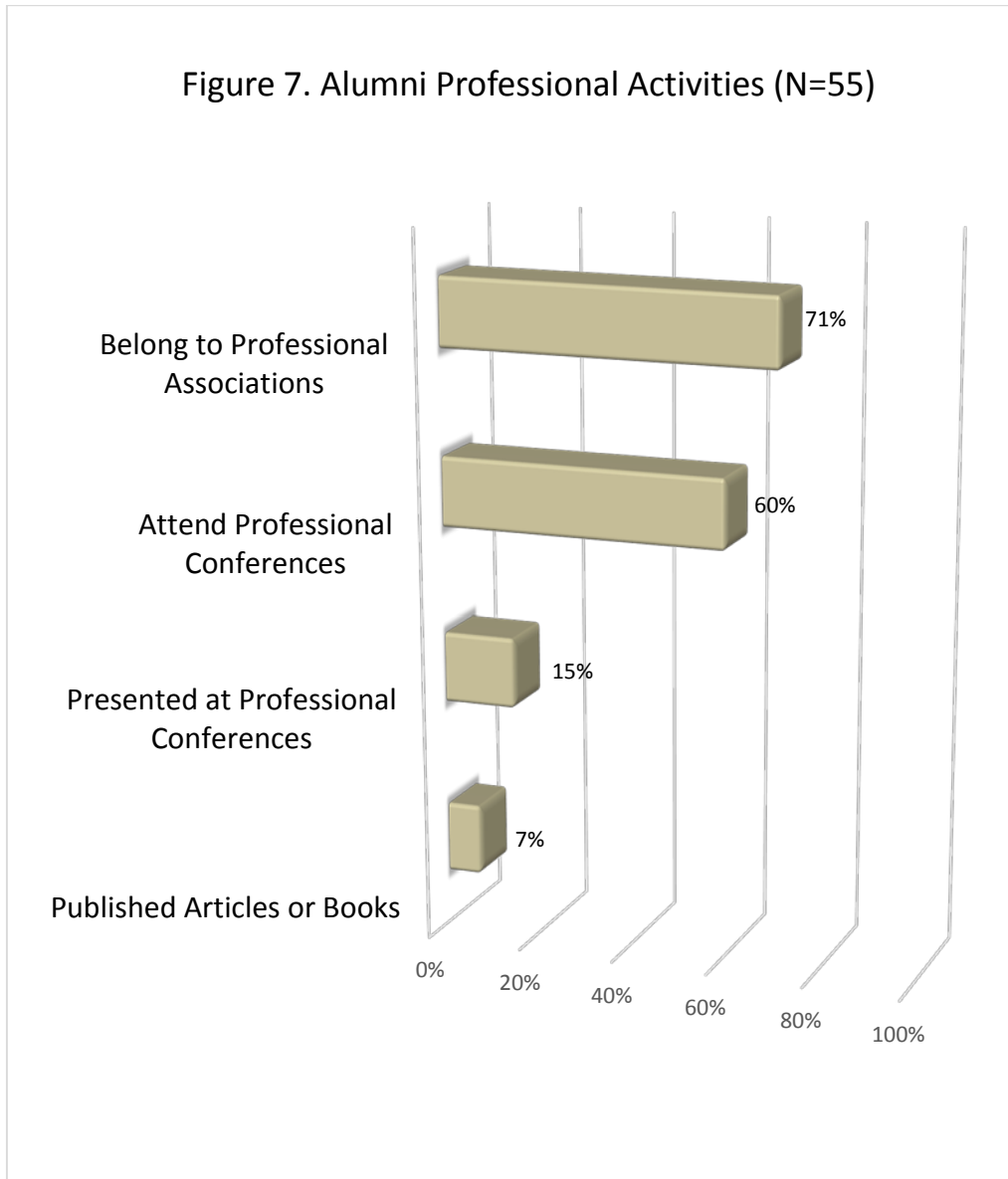


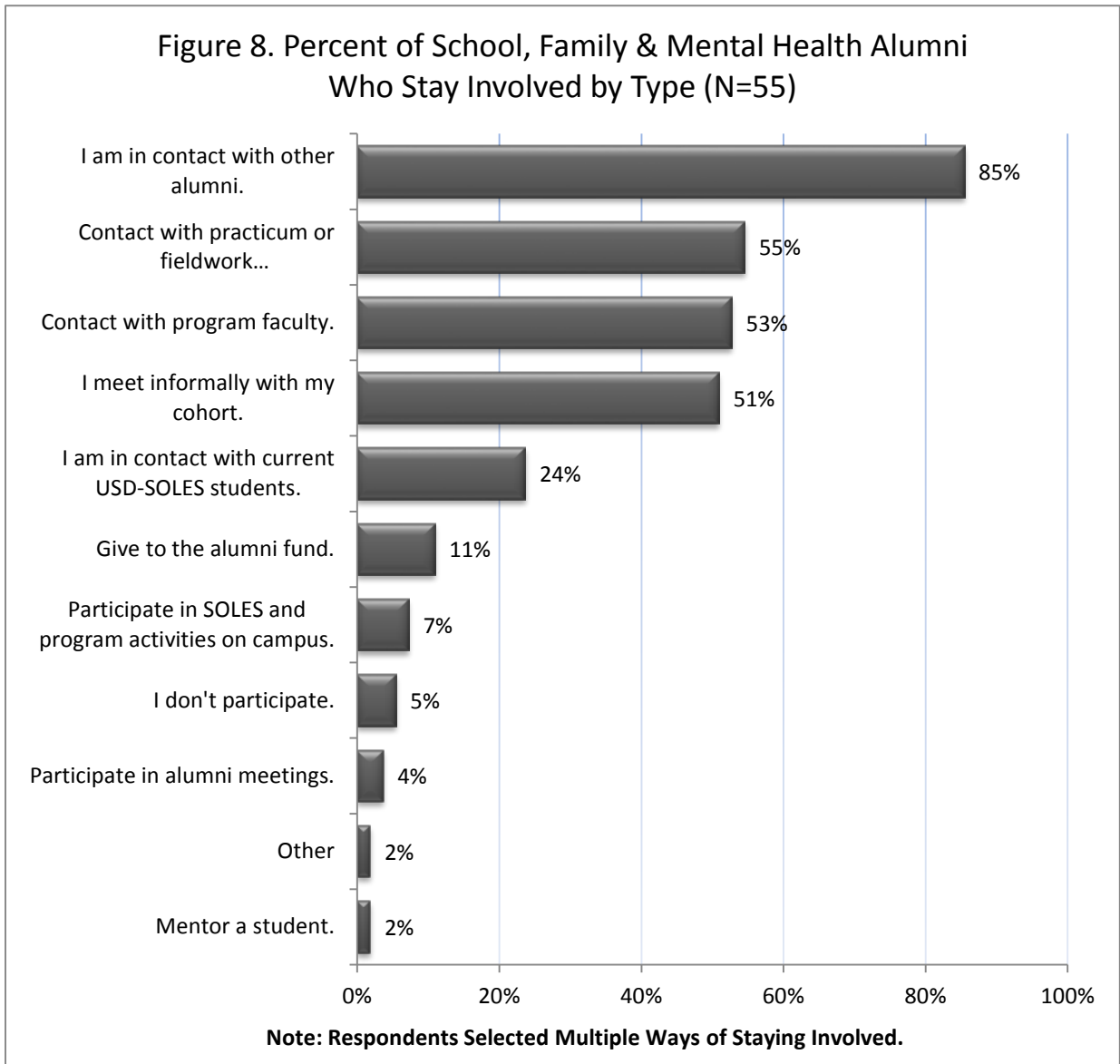
Table 4

Sample of School, Family and Mental Health Professions Alumni Membership with Professional Associations

Alumni Membership with Professional Associations	Alumni Membership with Professional Associations (continued)
ACMHA: The College for Behavioral Health Leadership	East Asia Regional Council of Schools
American Association for Marriage and Family Therapy	Higher Education Consultants Association
American Association of Hispanics in Higher Education	Independent Educational Consultants Association
American Counseling Association	National Academic Advising Association
American Educational Research Association	National Association for College Admission Counseling
American Family Therapy Academy	National Association of Student Financial Aid Administrators
American Psychological Association	National Board for Certified Counselors
American School Counselor Association	National Conflict Resolution Center
Association for Institutional Research	National Council on Family Relations
Association for the Study of Higher Education	Overseas Association for College Admission Counseling
California Association for Marriage and Family Therapy	Play therapy Association
California Association of Student Financial Aid Administrators	Washington School Counselor Association
Collaborative Family Healthcare Association	Western Association for College Admission Counseling

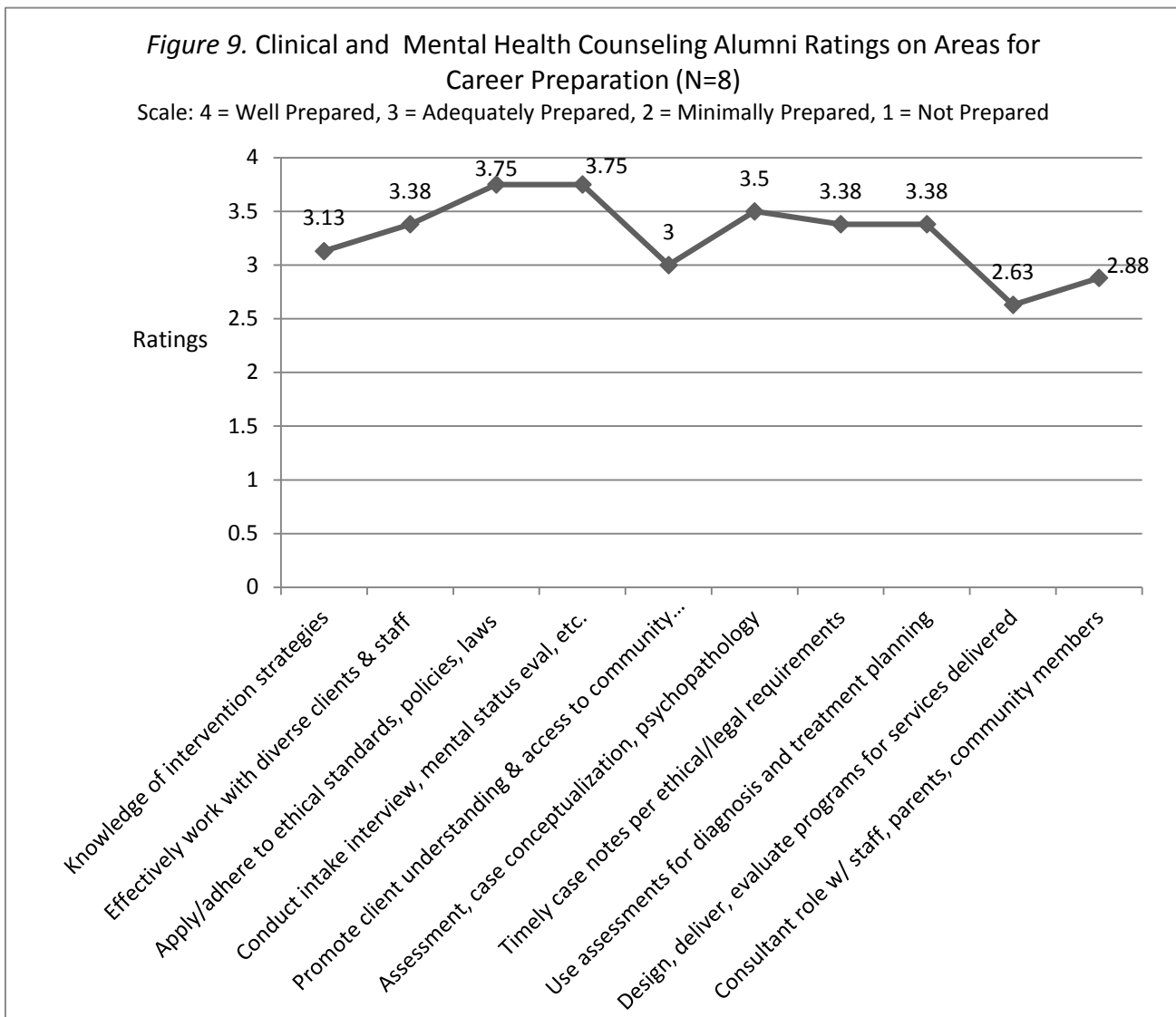
School, Family and Mental Health Professions Alumni Involvement with USD-SOLES

When School, Family and Mental Health Professions 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, practicum or fieldwork supervisors, and faculty, meeting with their cohort members, donating to the alumni fund, etc. Figure 8 shows the various ways the School, Family and Mental Health Professions alumni stay involved with USD-SOLES.



Career Preparation and Enhanced Skills by Specialization or Program within the School, Family and Mental Health Professions Department

School, Family and Mental Health Professions alumni were asked to rate how well their specialization or program prepared them for their professional careers and/or enhanced their abilities. The Clinical Mental Health Counseling specialization used a four-point rating scale where *Well Prepared* is 4, *Adequately Prepared* is 3, *Minimally Prepared* is 2 and *Not Prepared* is 1. The goal is to have response ratings in the three to four range for each item. Eight out of ten items regarding the Clinical Mental Health Counseling specialization had mean ratings in the desired three to four range (see Figure 9). Using a scale of 0 to 10, where zero is *Very Dissatisfied* and 10 is *Very Satisfied*, the Clinical Mental Health Counseling alumni's mean rating of their overall level of satisfaction with the knowledge and ability gained in their specialization was 8.5.



The School Counseling specialization and Marital and Family Therapy 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. Twelve out of thirteen items regarding the School Counseling specialization had mean ratings in the desired four to five range (see Figure 10). All eighteen items regarding the Marital and Family Therapy program had mean ratings in the desired four to five range (see Figures 11 and 12).

Figure 10. School Counseling Alumni Ratings on Enhanced Skills (N=34)
 Scale: 5 = Extremely Well, 4 = Fairly Well, 3 = Moderately, 2 = Poorly, 1 = Not At All

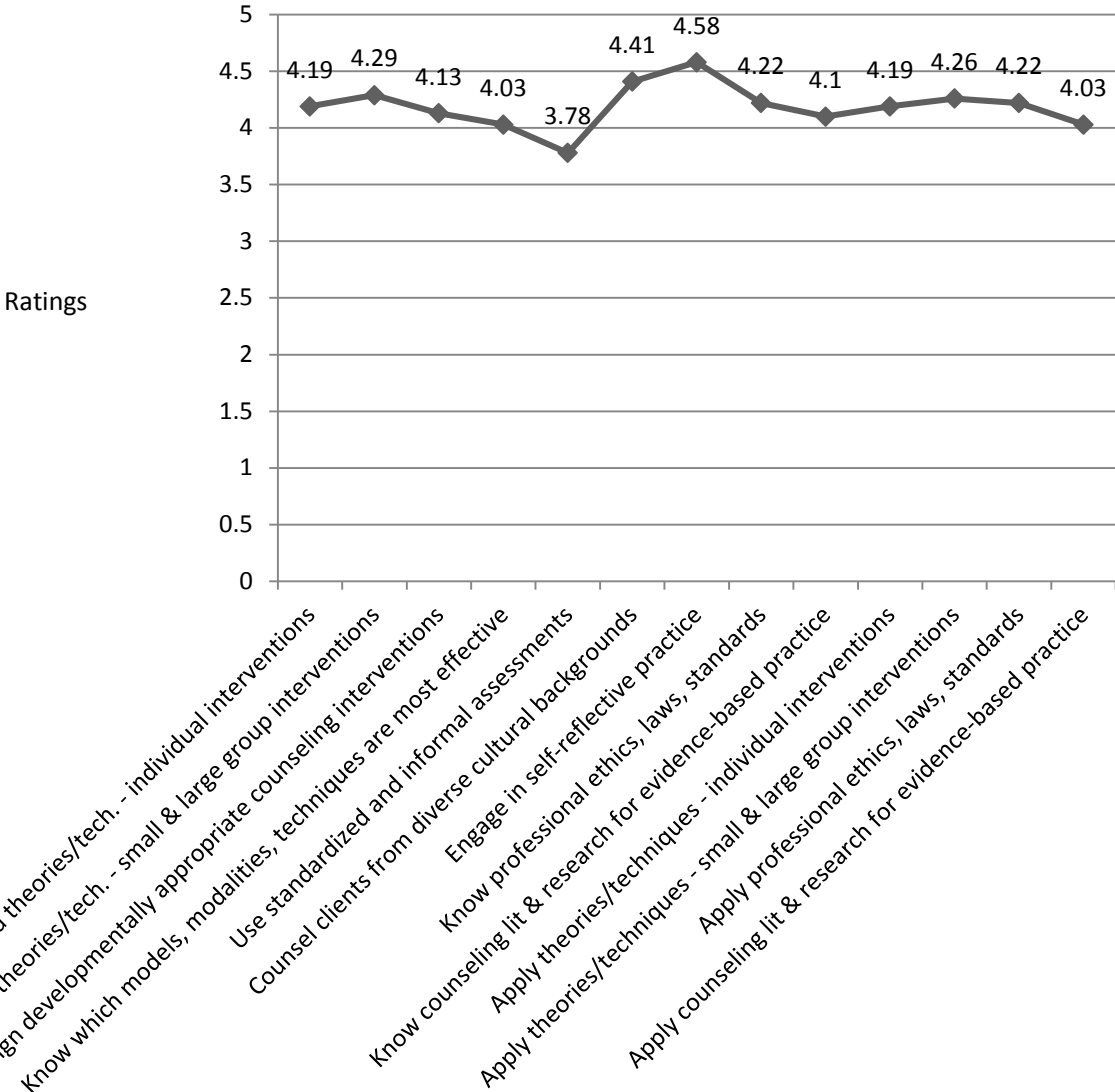


Figure 11. Marital and Family Therapy Alumni Ratings on Areas for Career Preparation (N=17)

Scale: 5 = Extremely Well, 4 = Fairly Well, 3 = Moderately, 2 = Poorly, 1 = Not At All

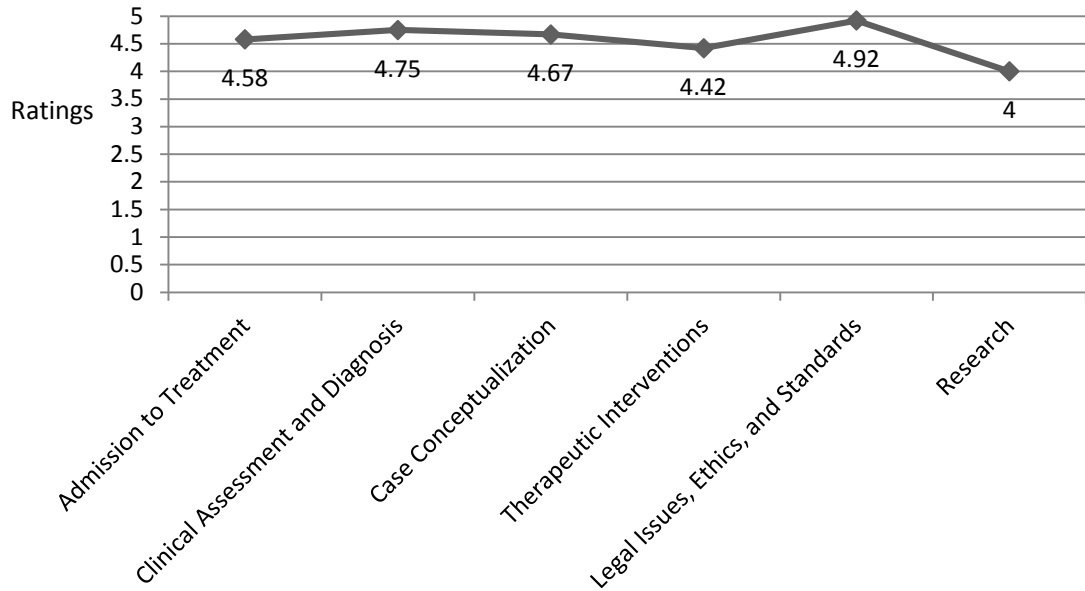
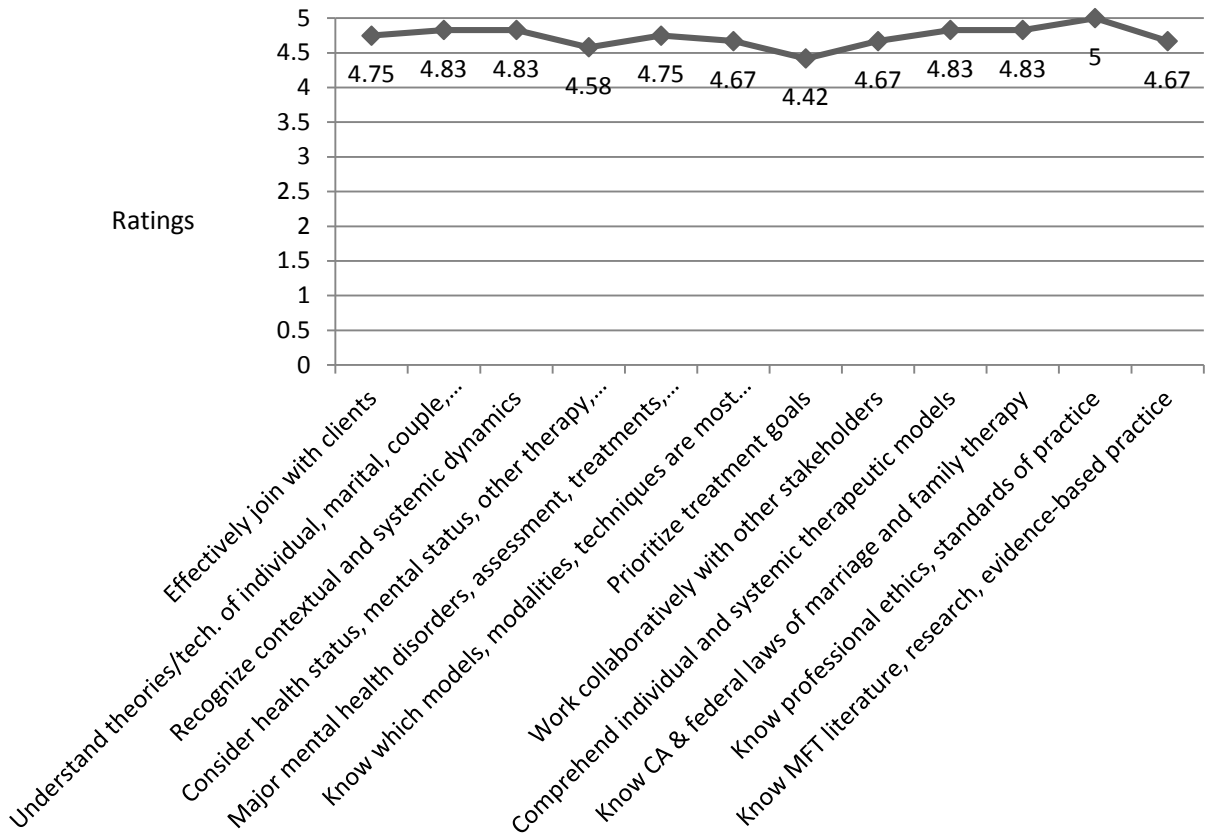


Figure 12. Marital & Family Therapy Alumni Ratings on Enhanced Skills (N=17)

Scale: 5 = Extremely Well, 4 = Fairly Well, 3 = Moderately, 2 = Poorly, 1 = Not At All



Quality of Faculty Advising and Mentoring in School, Family and Mental Health Professions Department

When School, Family and Mental Health Professions 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, helpful, 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=29)</i>	
Percent of Responses	Themes Identified Within Responses Regarding Faculty Advising and Mentoring
83%	<p>Excellent</p> <ul style="list-style-type: none"> • Mentoring and Advising by Faculty • Faculty Support, Encouragement, and Caring • Availability and Accessibility of Faculty • Helpful and Knowledgeable Faculty • Attentive Faculty, Invested in Students • Good Relationships with Faculty • Excellent Classroom Instruction
14%	<p>Satisfactory</p> <ul style="list-style-type: none"> • Generally Good Mentoring and Advising by Faculty • Not Enough Advisors for the Number of Students • Good Although Some Advisors Were Too Busy
3%	<p>Unsatisfactory</p> <ul style="list-style-type: none"> • Interdepartmental Conflicts Negatively Affected Quality

Suggested Skills, Areas, or Topics for School, Family and Mental Health Professions Programs

When alumni were asked about suggested skills, areas, or topics for inclusion in School, Family and Mental Health Professions 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 School, Family and Mental Health Professions Specializations and Programs (N=21)</i>	
Percent of Responses	Themes Identified Within Responses Regarding Suggested Skills, Areas, or Topics for Programs
57%	Curriculum Suggestions <ul style="list-style-type: none"> • A Variety of Specific Topics • More Cultural Exposure
19%	Career Planning & Development <ul style="list-style-type: none"> • More Employment Assistance
14%	Other <ul style="list-style-type: none"> • Personal Development • Integration of Programs • Financial Aid Assistance
10%	Additional Practice / Application <ul style="list-style-type: none"> • More evidence Based Theory Application

Enjoyable Aspects and Suggestions Regarding School, Family and Mental Health Professions Programs

School, Family and Mental Health Professions 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 School, Family and Mental Health Professions programs, faculty, and the environment of the program, school, and university (see Table 8). Some topics of suggestions were: shortening the length of the program, adding a track to prepare for licensure, offering more evening classes, and bringing back the college/career track and related courses. 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 School, Family and Mental Health Professions Specializations and Programs (N=34)</i>	
Percent of Responses	Themes Identified Within Responses Regarding Enjoyable Aspects of USD-SOLES and Programs
43%	Overall Program Experience
43%	Individual Aspects of USD-SOLES Programs <ul style="list-style-type: none"> • Flexibility of Program • Courses within Specialization • Supervision and Direct Instruction • Study Abroad Courses • Faculty and Class Size
14%	Environment of USD-SOLES and Programs <ul style="list-style-type: none"> • Great Cohort Community That Supports Personally and Professionally

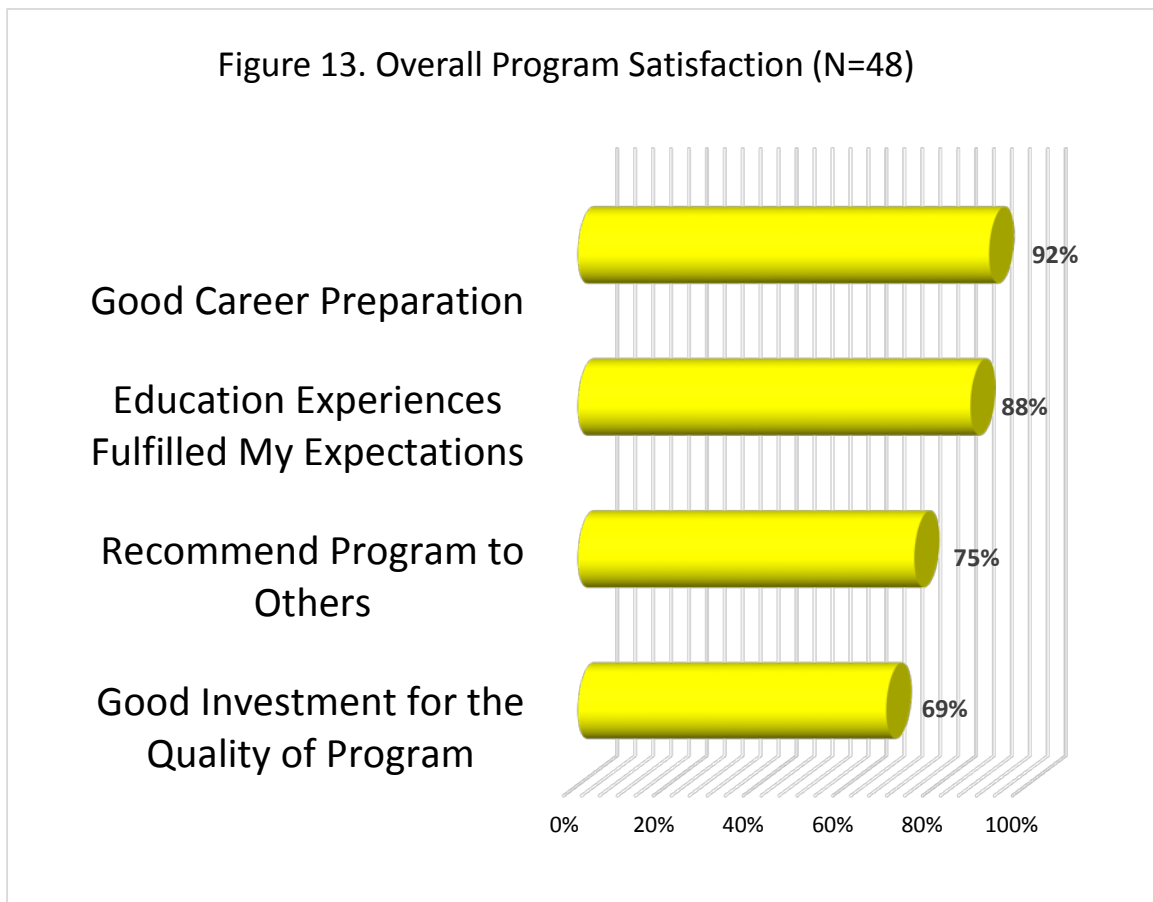
Ways Alumni’s School, Family and Mental Health Professions of Study Enhanced Their Effectiveness in the Workplace

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 and skills (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*, 88% of the alumni indicated daily or weekly usage. A full list of respondents’ comments by program can be found in the Appendix F.

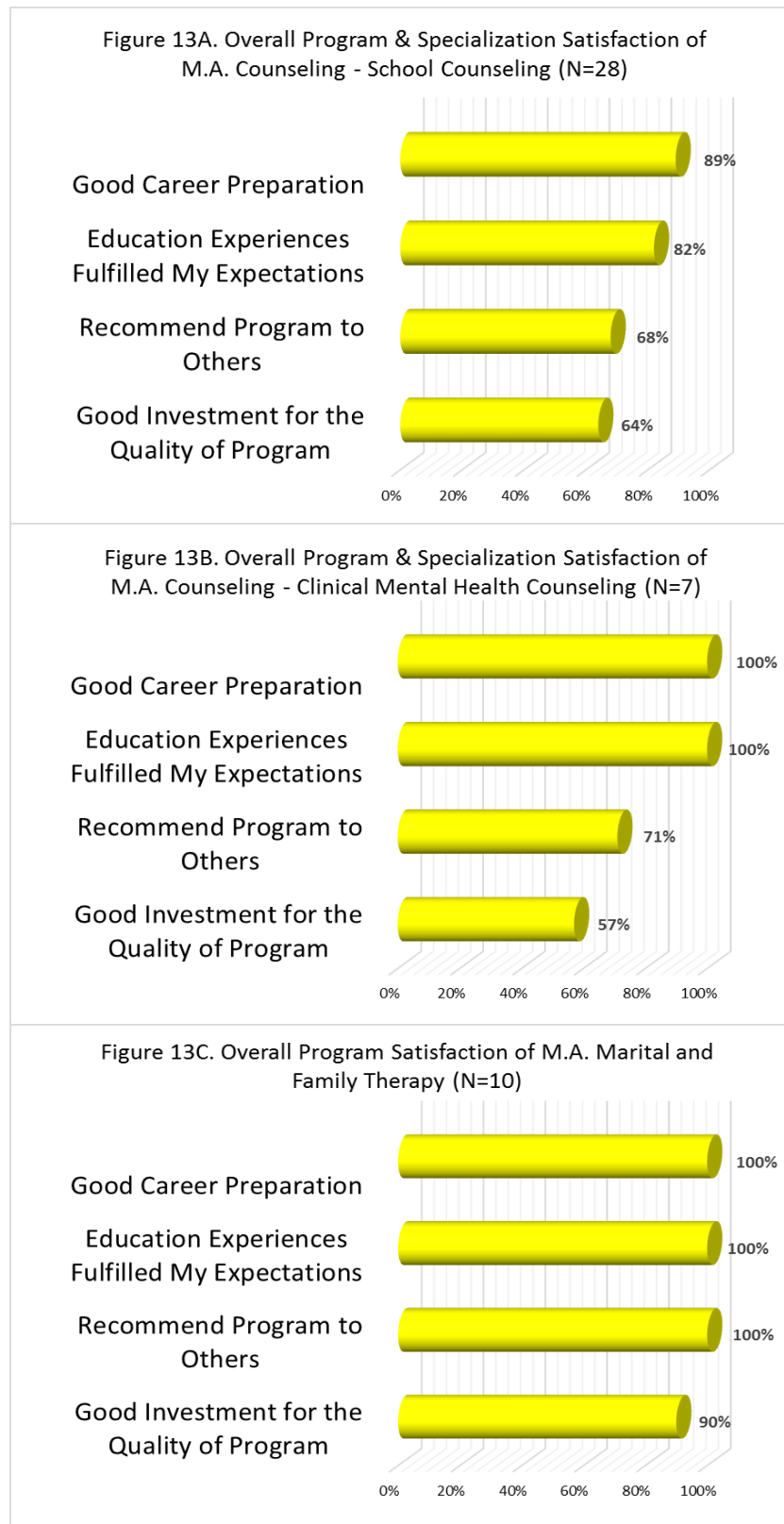
Table 9	
<i>Distribution of Responses Regarding Ways Alumni’s School, Family and Mental Health Professions Specialization or Program of Study Enhanced Their Effectiveness in the Workplace (N=95)</i>	
Percent of Responses	Themes Identified Within Responses Regarding Ways Alumni’s Program of Study Enhanced Their Effectiveness in the Workplace
27%	Enhanced Professional Practice <ul style="list-style-type: none"> • Overall work performance • Ability to apply learning at work • Increased cultural competency
24%	Professional Identity <ul style="list-style-type: none"> • Confidence / Self-efficacy • Ethical Behaviors • Standards of Quality
21%	Career Preparation <ul style="list-style-type: none"> • Education Needed for Career • Professional Opportunities • Experience – Practicum, Internships
21%	Skills <ul style="list-style-type: none"> • Counseling Skills • Writing and Communication Skills
6%	Knowledge <ul style="list-style-type: none"> • Content Specific to Program Areas

Overall School, Family and Mental Health Professions Program Satisfaction

When School, Family and Mental Health Professions 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 13 shows the overall satisfaction ratings for the entire School, Family and Mental Health Professions department and Figures 13A through 13C show the overall satisfaction ratings for each specialization or program within the School, Family and Mental Health Professions department.



Overall Program Satisfaction – by Specialization or Program within the School, Family and Mental Health Professions Department



Appendices - List of Tables

<i>M.A. in Counseling Program – Specialization in School Counseling</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. in Counseling Program – Specialization in Clinical Mental Health Counseling</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>
F-2	<i>Ways Program Enhanced Effectiveness in the Workplace</i>

<i>M.A. in Marital and Family Therapy Program</i>	
Table	Content
A-3	<i>Quality of Faculty Advising and Mentoring</i>
B-3	<i>Suggested Skills, Areas, or Topics for Inclusion</i>
C-3	<i>Course and/or Experience That Benefitted the Most</i>
D-3	<i>Enjoyable Aspects of Program</i>
E-3	<i>Suggestions for Improvement</i>
F-1	<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. in Counseling Program – Specialization in School Counseling.

Comments

Excellent mentor and advisor assigned to me.

The mentoring program and relationship with faculty was strong. It continues today.

The quality of faculty advising and mentoring I received was wonderful. I felt welcomed, encouraged, and supported. They were genuinely concerned with how we were doing as students and individually.

Impressive and experienced faculty who invest time to teach and nurture their students

[Professor] has been an incredible mentor to me. I graduated over a year ago and he will still give me guidance and advice when I contact him. He was always available and helpful when I had a question or concern.

The quality was top of the line! I felt as though I had my own personal team of academic cheerleaders. Each faculty member and site supervisor made me feel as though I was their top priority. Everyone wanted to ensure that I was receiving the best educational experience possible and they also wanted to make sure that I was successful. The advising and mentoring I received was well educated, thoughtful and outstanding.

Excellent, except when professors, specifically, visiting professors were too busy to fulfill their teaching responsibilities and show up to class [late] due to too many extracurriculars and other commitments.

While not my formal mentor I really enjoyed working and taking classes with [professor]. He was realistic, direct and extremely skilled at getting us to think about all perspectives. He was extremely approachable and appreciated when students found their own way to get things done- which is what I liked about him. Now that I work in an extremely fast-paced and high pressure school environment- I often think about [professor] and what he would say about things if I am ever stuck. From him I learned how to get things done without stressing about how to do it.

Table A-2

Sample of Graduates' Comments Regarding the Quality of Faculty Advising and Mentoring Received from the M.A. in Counseling Program – Specialization in Clinical Mental Health Counseling.

Comments

I was very, very satisfied.

Amazing.

My individual supervisors and group supervisors were phenomenal. They were always available to discuss issues concerns and celebrate in our successes as students.

Table A-3

Sample of Graduates' Comments Regarding the Quality of Faculty Advising and Mentoring Received from the M.A. in Marital and Family Therapy Program.

Comments

Very good.

Excellent!

The feedback I received from the faculty was valuable in helping me understand how to be interpersonally effective with my clients. I appreciate the honesty and gentle encouragement from the program supervisors. I also feel that their guidance and feedback helped build my self-confidence.

Great advising, really supportive faculty, patient and approachable, I liked having a variety of practicum teachers to experience different mentoring styles... this was a really unique experience because of the intimate group sizes and opportunities for individual feedback

My faculty advisor was instrumental in my development as a therapist and leader in the community. [Another faculty member] provided me with leadership opportunities that developed my career further.

Appendix B

Table B-1

Sample of Graduates' Comments Regarding Suggested Skills, Areas, or Topics for Inclusion in the M.A. in Counseling Program – Specialization in School Counseling.

Comments

Probably how to engage parents, how to address politics of getting hired, helping facilitate the importance of interning in area where you would like to be hired.

It would have been awesome if there was more emphasis, during the last semester of the program to prepare us to write resumes, cover letters and mock interviews. I did not feel very prepared or confident in any of these areas. Also to connect us to networks or a little bit of education on how to network. I have become a member of a few different networks and have learned to network on my own but I now see the benefits of networking. In our field networking is essential and I didn't feel like I was prepared enough.

I wish I would have taken the extra credits to become a LPCC. I wish the option would have been offered while I was at USD.

Something we did not spend a lot of time on was the actual job hunt- looking for careers within our field and related ones. Especially those who wanted to stay in CA- getting a school counseling job is near impossible (I was fortunate- both internships I had offered me a job) - so it would have been helpful to have spent some time learning about how else we could use our degree in case we couldn't find jobs as a school counselor. We heard a lot of "it's up to you to petition to save jobs" but not necessarily what to do in case that wouldn't happen.

Table B-2

Sample of Graduates' Comments Regarding Suggested Skills, Areas, or Topics for Inclusion in the M.A. in Counseling Program – Specialization in Clinical Mental Health Counseling.

Comments

Child pathology.

More emphasis on self-care.

More cultural exposure, more intercontinental travel opportunities for clinical mental health counseling students specifically.

Table B-3

Sample of Graduates' Comments Regarding Suggested Skills, Areas, or Topics for Inclusion in the M.A. in Marital and Family Therapy Program.

Comments

The substance use course was weak when I took it- it provided information about what substance-using clients look like but did not discuss treatment much. I would have liked more training in treating clients with addictions and also the dual diagnosis population. I would also like DBT to be added to the theories classes (if it hasn't been already). I learned this theory on my own and use it frequently when treating personality disorders, disordered eating, stress, and even with couples.

I don't feel I was well-prepared for the types of jobs that are available to interns, i.e., working with high-risk/low-functioning populations in non-traditional settings (e.g., group homes, home- and school-based services).

More exposure to evidence based practices and treatment planning; learning how to effectively write case notes

Just because of the field I am in now I would suggest a little more group therapy skills and practice, more evidence based theory application such as DBT, even though this is for individuals, I think realistically we end up doing a lot of individual work (even in practicum it was difficult to get couple/family hours for me at [organization]). Overall though I felt the program was really well-rounded.

More of an understanding on case management, severe mental illness and community resources.

Appendix C

Table C-1

Sample of Graduates' Comments Regarding One Course and/or Experience in the M.A. in Counseling Program – Specialization in School Counseling That Benefitted Them the Most

Comments

Theoretical orientations.

Group dynamics.

Going to Japan!!!! Learned from professors and other students.

The practicum and field work experiences, absolutely. As I stated [above], these classes allowed me to apply what I was learning and relate theory to practice.

The most beneficial experience I had was my field experience/internships. I was able to apply what I learned in the classroom to the counseling I was providing for the students. I received great feedback and support from both supervisor and faculty supervisor.

Our class on multicultural counseling stands out the most for me. It was such an amazing way to look at how to work and counsel people and redefined the meaning of multicultural awareness.

Internship experience because I was able to increase my knowledge and real time practice.

Pre-practicum. That course was the ideal foundation for building and practicing counseling skills.

My fieldwork experience was incredible! I worked in two low income elementary schools and they fully prepared me for my current job. I also loved the international opportunities. I learned so much about other cultures and it has helped me be extra mindful of families from a different cultural context.

My year- long internship experience was definitely the most beneficial component of the program. Nothing can compare to the hands on experience that you receive in this setting. SOLES also did a wonderful job of setting me up with a great site!

What I think I most appreciated was the multi-cultural counseling course that took us to Thailand, Cambodia and Hong Kong. Because it was during this trip that I was able to realize that international counseling was what I wanted to do- and network with the people who were able to help me make that a reality. Tied in with that- I think the fact that USD allowed me to take a semester abroad for my internship was instrumental in helping me get to where I am today.

Table C-2

Sample of Graduates' Comments Regarding One Course and/or Experience in the M.A. in Counseling Program – Specialization in Clinical Mental Health Counseling That Benefitted Them the Most.

Comments

Diagnosing and treatment planning.

Counseling Theories. Provided me with an array of interventions for practice.

Table C-3

Sample of Graduates' Comments Regarding One Course and/or Experience in the M.A. in Marital and Family Therapy Program That Benefitted Them the Most.

Comments

I really appreciate the time I spent in class (including practicum class) with [professor]. I use many of the techniques he taught me for working with couples on a daily basis. He shared some personal experiences about how his sense of professional competence developed over time that have helped me keep realistic expectations for myself. I am very grateful to him for that.

Practicum/practicum course were the most beneficial in a practical way, but I think the class I enjoyed most was Couples/Sex.

Psychopathology because I use it daily.

The theories classes were the most challenging, and I enjoyed being challenged. Sometimes I felt it was "too easy" to get through the [other] classes and I appreciated that these were challenging. However, I would say that practicum classes were the most beneficial because [we] were actually applying what we'd learned and getting valuable feedback. There were a lot of interesting classes though and my Drug and Alcohol Treatment class was helpful for the position I am in now, also group therapy continuing education class is one I couldn't forget, and I do group therapy daily now.

My relationship with faculty and staff, involvement as graduate representative.

Appendix D

Table D-1

Sample of Graduates' Comments Regarding Enjoyable Aspects of the M.A. in Counseling Program – Specialization in School Counseling.

Comments

Loved the flexibility.

Thank you. It was a blessing

I enjoyed the study abroad courses at USD. I wish the program also included a track to be ready for licensure.

The program and facility itself were both a great experience.

I loved the international experience requirement.

Well I think those above questions are interesting- because so much of the program is about what you, the student, actually put into the program. So I found it helpful and effective, but I also made sure I was making the most of the experience and the opportunities. I entered the program after having worked for 4 years so I had less of a school mindset and more of a practical one in terms of time management how prioritizing how I finished assignments and readings. I found the program most helpful in putting language, theory and rationale to what I do and how I already naturally act. This program was more of a way to put my personality, nature and passions into a more academic context.

Table D-2

Sample of Graduates' Comments Regarding Enjoyable Aspects of the M.A. in Counseling Program – Specialization in Clinical Mental Health Counseling.

Comments

None provided.

Table D-3

Sample of Graduates' Comments Regarding Enjoyable Aspects of the M.A. in Marital and Family Therapy Program.

Comments

One of the things I value most about my experience at USD is the friendships I made there. I continue to have regular contact with many members of my cohort and this provides wonderful support both personally and professionally.

Overall, I had a great experience in school, USD is beautiful, the instructors and classes were all helpful, I thought it was a really well-rounded program, we got to know each other because of the small class sizes, and the practicum experience was really incredible.

The faculty was essential in my learning, the small classes and the hands on experience were enriching. I was provided opportunities upon graduation that helped me stay connected to the program. I am a huge advocate of this degree at this university.

Appendix E

Table E-1

Sample of Graduates' Comments Regarding Suggestions for Improvement in the M.A. in Counseling Program – Specialization in School Counseling.

Comments

I would have liked to have had real opportunities for finding employment. As well as authentic discussions on navigating through the application processes and the politics of the school districts.

Table E-2

Sample of Graduates' Comments Regarding Suggestions for Improvement in the M.A. in Counseling Program – Specialization in Clinical Mental Health Counseling.

Comments

Please make this program a 2 year or 2.5 year commitment. By the third year the majority of my cohort and I were burned out and not motivated to continue to attend 3 hour lectures 3x per week.

Table E-3

Sample of Graduates' Comments Regarding Suggestions for Improvement in the M.A. in Marital and Family Therapy Program.

Comments

I wish more classes were offered in the evening. It was incredibly hard to work full-time and earn my degree full-time simultaneously.

Looking back, the only reason I would have reconsidered USD and my program is the high cost of investment I made and then returning to Michigan where MFT license is not recognized, often times therapists are licensed counselors and call themselves family or couples therapists so it has been challenging for me to get fully licensed here. The amount therapists are compensated in comparison to the amount I've invested in my education at USD is staggering and sometimes it seems impossible that I could ever be free of student loans; that can be really disappointing at times but I am still very early in my career and have room to grow. I wish I would have known more about programs or scholarships to help pay for more of my education; I believe several MFT students were part of a scholarship but I don't know how that worked. Lastly, I believe the practicum sites should have, at some point, some kind of compensation in these programs because essentially we are paying thousands of dollars to work near full time hours.

Appendix F

Table F-1

Sample of Graduates' Comments Regarding Ways the M.A. in Counseling Program – Specialization in School Counseling Enhanced Their Effectiveness in the Workplace.

Comments

Exposure [to] report/assessment writing. Achieving a high level of ethical professional identity.

The practicum and fieldwork experiences allowed me to gain real-world experience and to put into practice theories and concepts that I was learning in the classroom. I believe that this has been crucial in enhancing my effectiveness in the work place and has made me more confident as a first-year counselor. The International travel opportunities have allowed me to better relate and truly empathize with my students and have expanded my scope of cultural competency beyond anything I could have imagined. I am forever grateful to have traveled around the World, literally. I travelled to places that I would have never been to had it not been a global study class.

Able to work with students better in one on one sessions concerning personal issues.

Multicultural counseling.

My program fine-tuned my counseling skills and exposed me to a professional workplace. I feel that I am very well prepared to work in the field of education.

Taught me how to fully implement the ASCA national model and effective counseling techniques with children. My internship was absolutely amazing as well.

More classes on Special ED process in schools. More classes based on different student populations.

In all ways possible.

It gave language to what I already did naturally. It allowed me to learn a broad range of counseling techniques and feel confident in my skills and talents.

Table F-2

Sample of Graduates' Comments Regarding Ways the M.A. in Counseling Program – Specialization in Clinical Mental Health Counseling Enhanced Their Effectiveness in the Workplace

Comments

My practicum placement, as well as, the treatment planning and diagnosing class were very informative and appropriately prepared me for work.

Providing me with the proper education.

Table F-3

Sample of Graduates' Comments Regarding Ways the M.A. in Marital and Family Therapy Program Enhanced Their Effectiveness in the Workplace.

Comments

My private practice wouldn't be thriving without my education from USD.

Feel I was well-prepared for most aspects of the work I have done in the mental health field since graduation.

Great instructors, I liked that all of our teachers were working in the field themselves and had practical knowledge and current information, seemed to really care about teaching. Other than one of my classes about psych. testing I really felt I learned a lot about what it means to be an effective therapist and they all seemed passionate about this field.

Provided me with the tools and experience to be an effective leader in the therapy community.