



2017-  
2018  
ALUMNI  
SURVEY  
REPORT

6/5/2018

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

Report Prepared by USD-SOLES Accreditation & Assessment Office

## Executive Summary

### Alumni Survey Overview

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

### Response Rates

During the spring 2018 semester, the Accreditation and Assessment Office within the School of Leadership and Education Sciences at the University of San Diego administered an alumni survey. Three hundred and eighteen alumni were sent the survey and one hundred and five responded, yielding a 33% response rate. Table 1 shows responses rates based on the number of respondents within each program of study. Figure 1 shows the distribution of respondents by graduation year and Figure 2 shows the distribution of survey respondents within each program of study.

Table 1

*Distribution of Leadership Studies Alumni Survey Respondents (2012-2018)*

Program	Number of Graduates	Number of Respondents	Alumni Survey Response Rate
PhD Leadership Studies	68	37	54%
MA Nonprofit Leadership & Management	99	16	16%
MA Leadership Studies	75	24	32%
MA Higher Education Leadership	76	28	37%
<b>Leadership Studies Overall</b>	<b>318</b>	<b>105</b>	<b>33%</b>

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

Figure 1. The Distribution of Leadership Studies Alumni Survey Respondents by Academic Year (n=107)

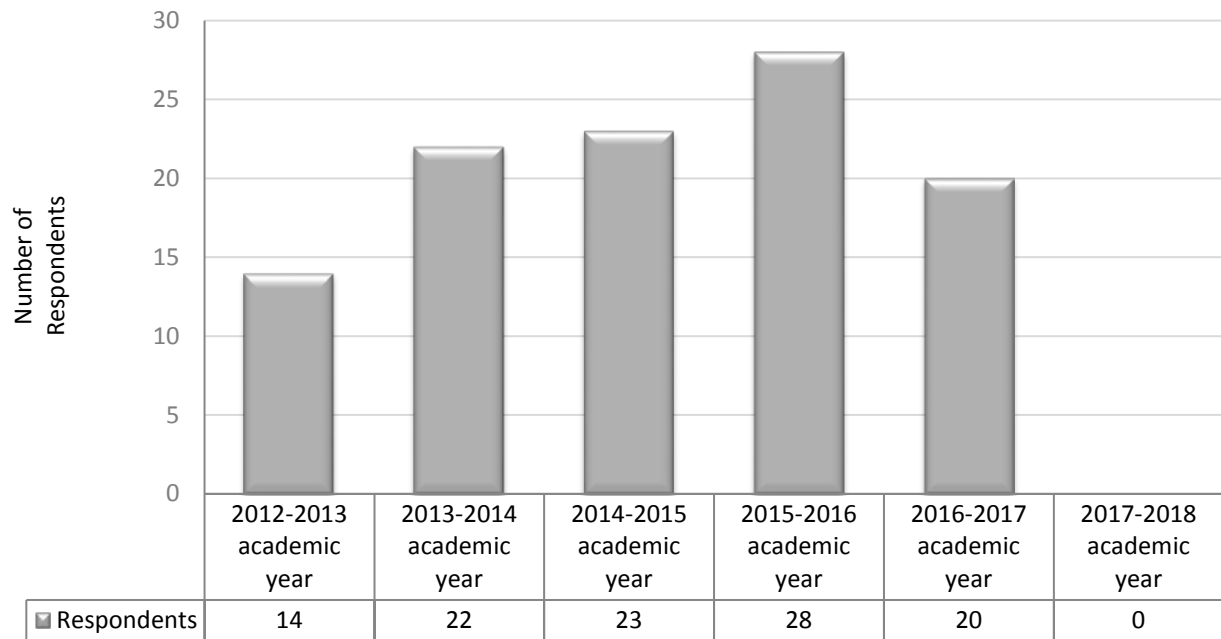
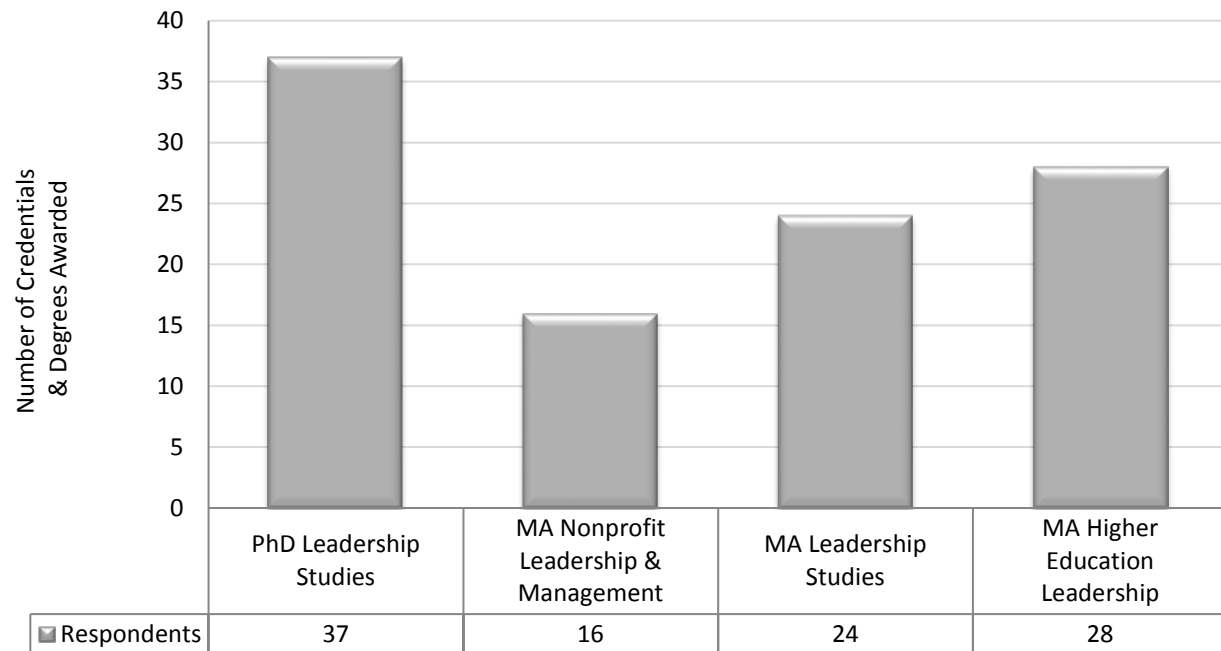


Figure 2. Leadership Studies Alumni Survey Respondents by Program (n=107)



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

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

FIGURE 3. CURRENTLY EMPLOYED WITHIN FIELD OF STUDY  
LEADERSHIP STUDIES DEPARTMENT BY PROGRAM

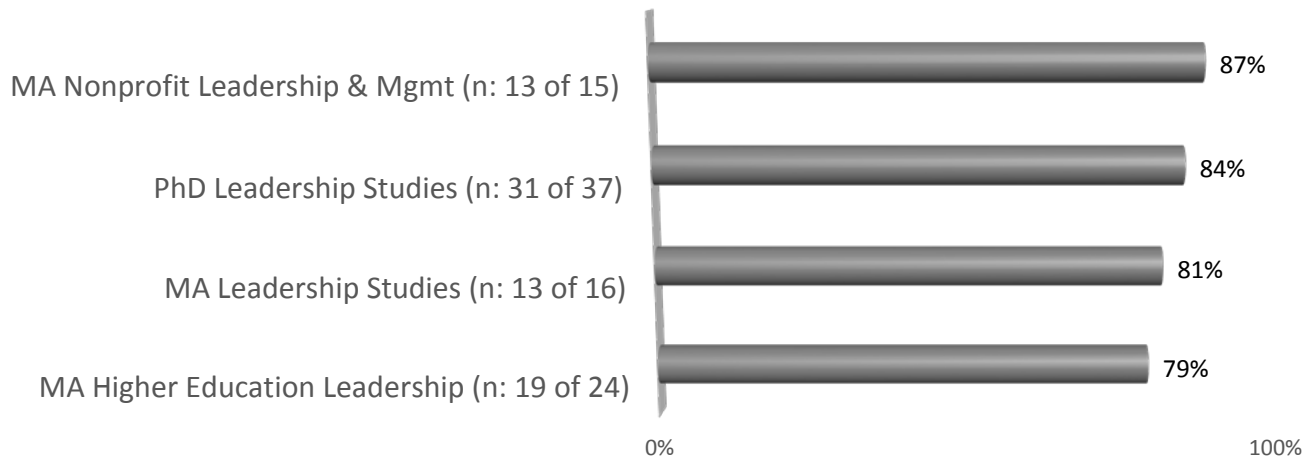
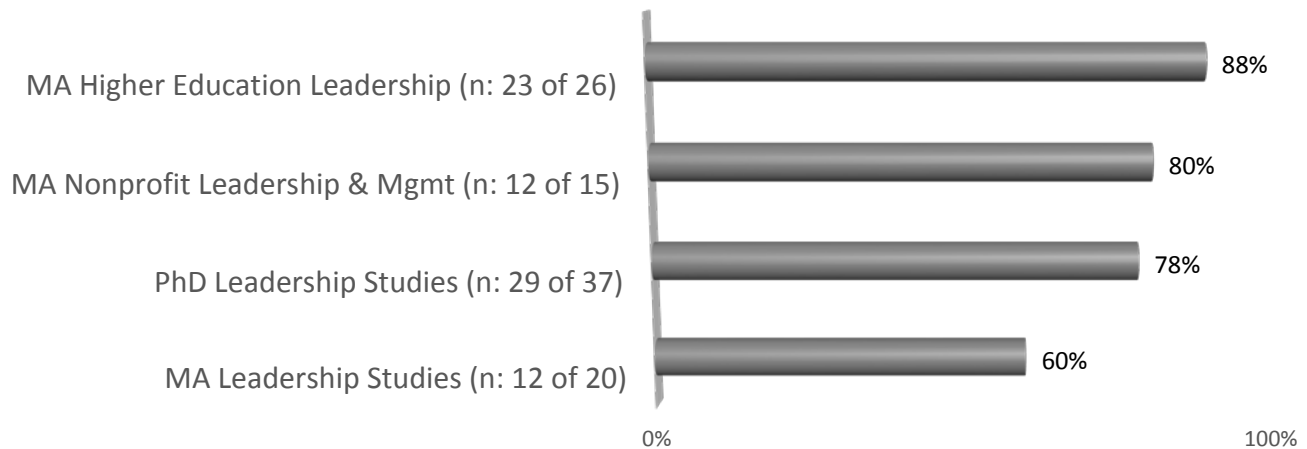


FIGURE 4. EXPERIENCED POSITIVE JOB/CAREER CHANGE  
LEADERSHIP STUDIES DEPARTMENT BY PROGRAM



## Alumni Regions of Employment – Leadership Studies Department

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

Figure 5

Leadership Studies Department Alumni Regions of Employment		
Region	Count	Percentage
California	58	72%
China	2	2%
Colorado	2	2%
Florida	2	2%
Georgia	2	2%
Washington	2	2%
Arizona	1	1%
Illinois	1	1%
Maryland	1	1%
Massachusetts	1	1%
Mexico	1	1%
New Jersey	1	1%
New Zealand	1	1%
North Carolina	1	1%
Ohio	1	1%
Oregon	1	1%
Saudi Arabia	1	1%
Uganda	1	1%
Virginia	1	1%

Table 2

*Sample of Alumni Job Titles – Leadership Studies Department*

Academic Coordinator	Education Research Consultant
Assistant Director of Graduate Admission	Executive Director
Assistant Director of Multicultural Programming	Full Time Business Instructor for Statistics and Analytical Business
Assistant Principal	Graduate Admissions and Outreach Assistant
Assistant Professor	Leadership Development Director
Assistant Vice President	Lecturer
Associate Director	Licensed Financial Assistant and Co-Founder of a Community Arts Engagement Project
Associate Vice President	Managing Director
Center Director	Principal
Chief Executive Officer	Program Associate
Chief of Staff	Program Manager
College Programs Coordinator	Research Scientist
Community Director	School Superintendent
Consultant	Vice President for Student Success
Dean of Academics	Visiting Professor
Development Coordinator	Youth Minister
Director	

Table 3

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*Sample of Alumni Employment Organizations – Leadership Studies Department*

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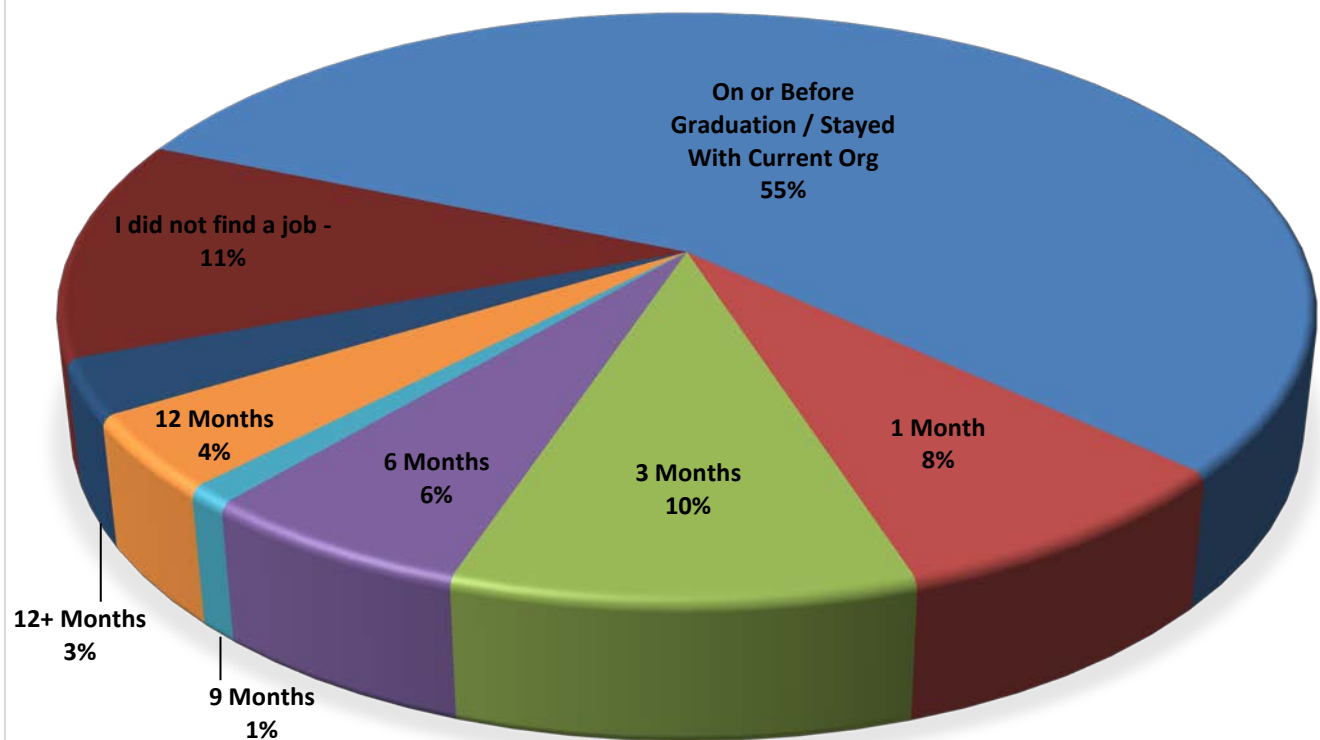
A Better Way	Pacific Discovery
AidChild Leadership Institute	Princeton University
American Council on Exercise	San Diego Community College District
Arizona State University	San Diego State University
Best Buddies International	San Diego Unified School District
Cajon Valley Union School District	SAY San Diego
Center on Policy Initiatives	STEM Next Opportunity Fund
Chapman University	United Cerebral Palsy
Children's Paradise	United States Air Force Academy
City University of Seattle	United States Marine Corps
Coleman University	Universidad del Claustro de Sor Juana, Mexico City
Community Interface Services	University of California, Irvine
Del Mar Union School District	University of California, San Diego
Denver Scholarship Foundation	University of California, Santa Cruz
DePaul University	University of Florida
Fort Hays State University/ SIAS International University	University of Maryland
Francis Parker School	University of North Carolina - Chapel Hill
Harvey Mudd College	University of San Diego
High Tech High	University of Washington
James Madison University	Wilkes University
National University	Pacific Discovery
Nativity Prep Academy	Princeton University
Occidental College	San Diego Community College District

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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*, 55% of alumni indicated they had obtained employment on or before graduation. The remaining alumni found employment within 1 month of graduation (8%), 3 months of graduation (10%), 6 months of graduation (6%), 9 months of graduation (1%), 12 months of graduation (4%), 12 or more months after graduation (3%), or did not find a job (11%). Figure 6 shows the graduation to job attainment distribution for the entire Leadership Studies department and Figures 6A through 6D show the graduation to job attainment distribution for each program within the Leadership Studies department.

FIGURE 6. LEADERSHIP STUDIES GRADUATES' TIME TO JOB ATTAINMENT (N=89)





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

FIGURE 6A. PHD LEADERSHIP STUDIES GRADUATES' TIME TO JOB ATTAINMENT (N=32)

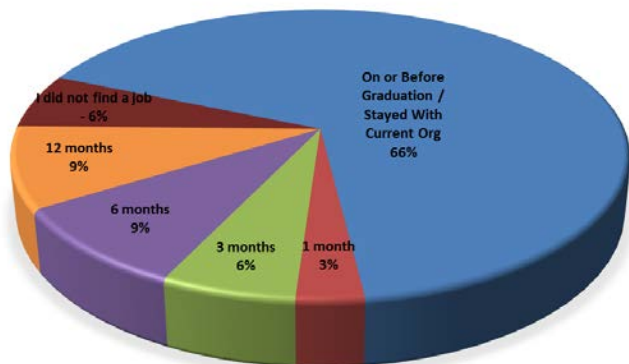


FIGURE 6B. MA NONPROFIT LEADERSHIP & MANAGEMENT GRADUATES' TIME TO JOB ATTAINMENT (N=12)

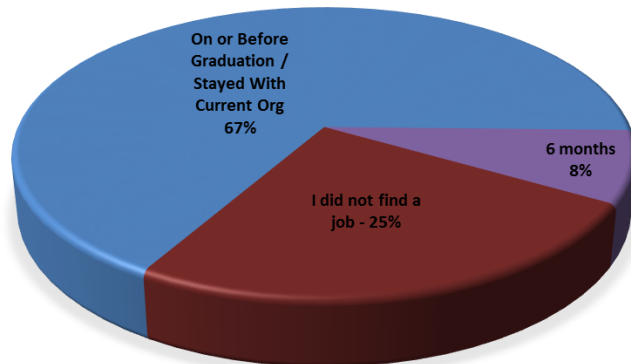


FIGURE 6C. MA LEADERSHIP STUDIES GRADUATES' TIME TO JOB ATTAINMENT (N=20)

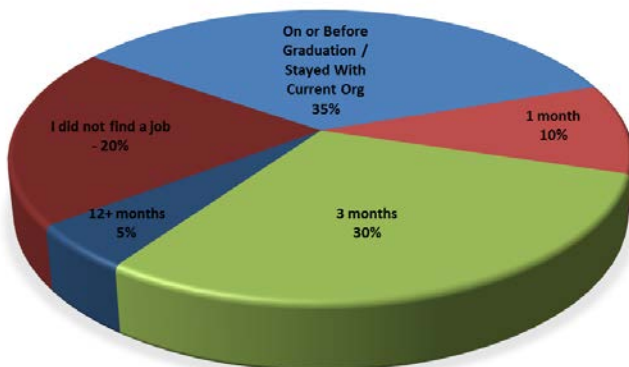
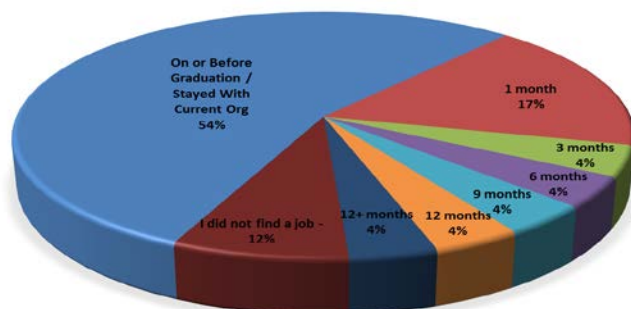


FIGURE 6D. MA HIGHER EDUCATION GRADUATES' TIME TO JOB ATTAINMENT (N=24)

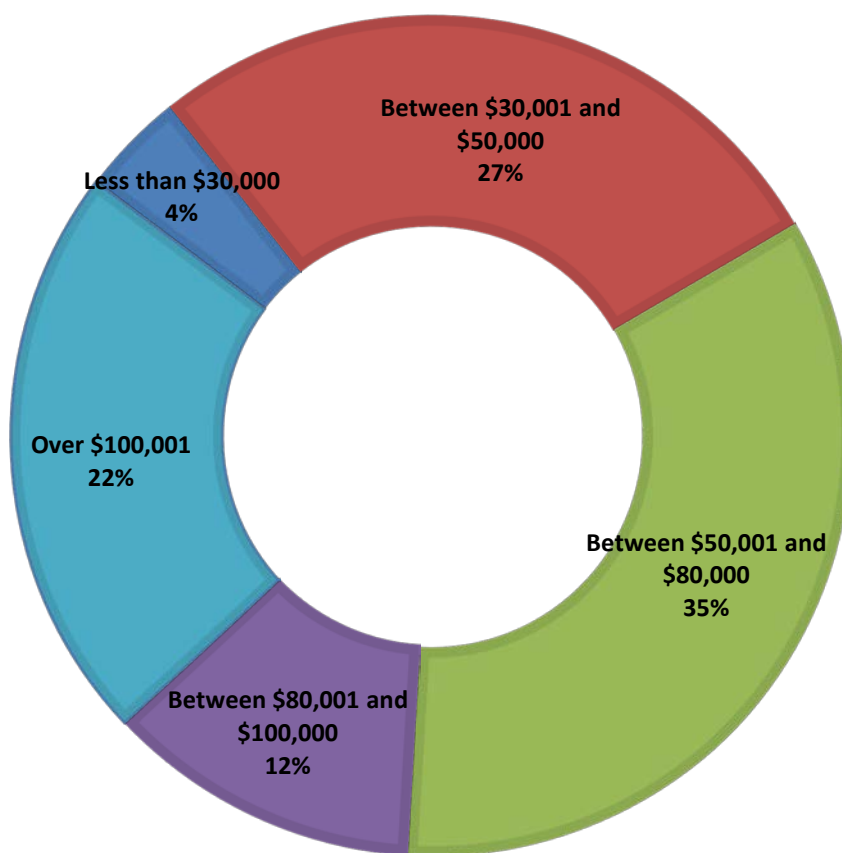


## Alumni Salary Ranges – Leadership Studies Department

When Leadership Studies alumni were asked to indicate their *current salary range*, 27% of alumni selected between \$30,001 and \$50,000. The remaining alumni reported the following salary ranges: less than \$30,000 (4%), between \$50,001 and \$80,000 (35%), between \$80,001 and \$100,000 (12%), or over \$100,001 (22%). Figure 7 shows the alumni salary ranges for the entire Leadership Studies department and Figures 7A through 7D show the alumni salary ranges for each program within the Leadership Studies department.

FIGURE 7. LEADERSHIP STUDIES ALUMNI SALARY RANGES (N=91)

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



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

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

FIGURE 7A. PHD LEADERSHIP STUDIES ALUMNI SALARY RANGES (N=36)

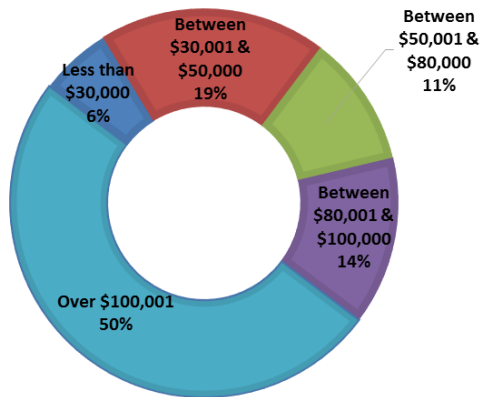


FIGURE 7B. MA NONPROFIT LEADERSHIP & MANAGEMENT ALUMNI SALARY RANGES (N=14)

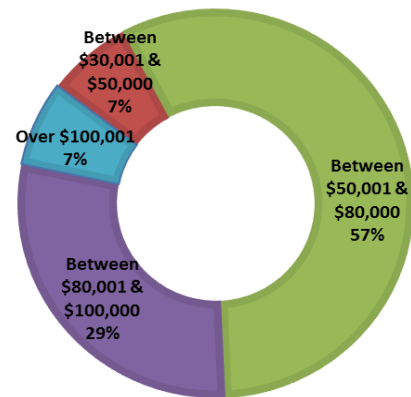


FIGURE 7C. MA LEADERSHIP STUDIES ALUMNI SALARY RANGES (N=16)

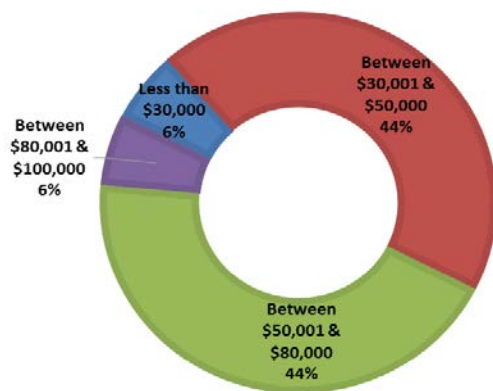
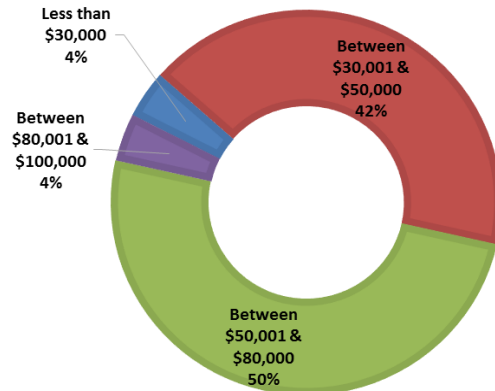


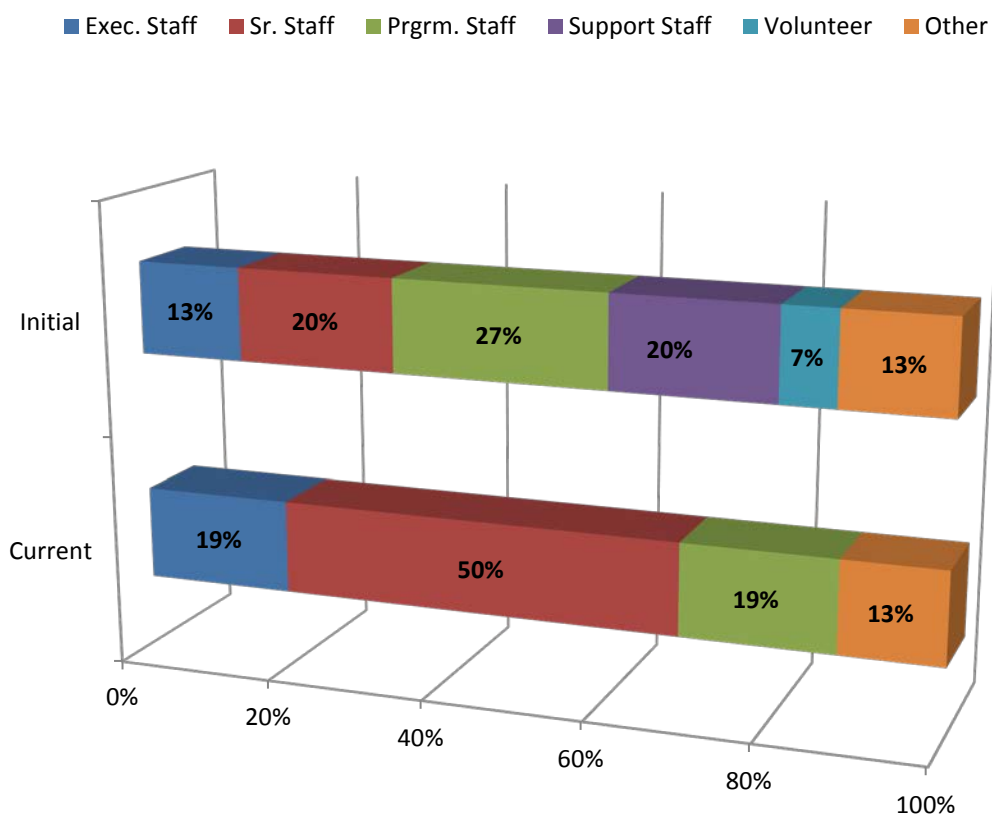
FIGURE 7D. MA HIGHER EDUCATION ALUMNI SALARY RANGES (N=24)



### ***Initial and Current Employment – MA Nonprofit Leadership & Management***

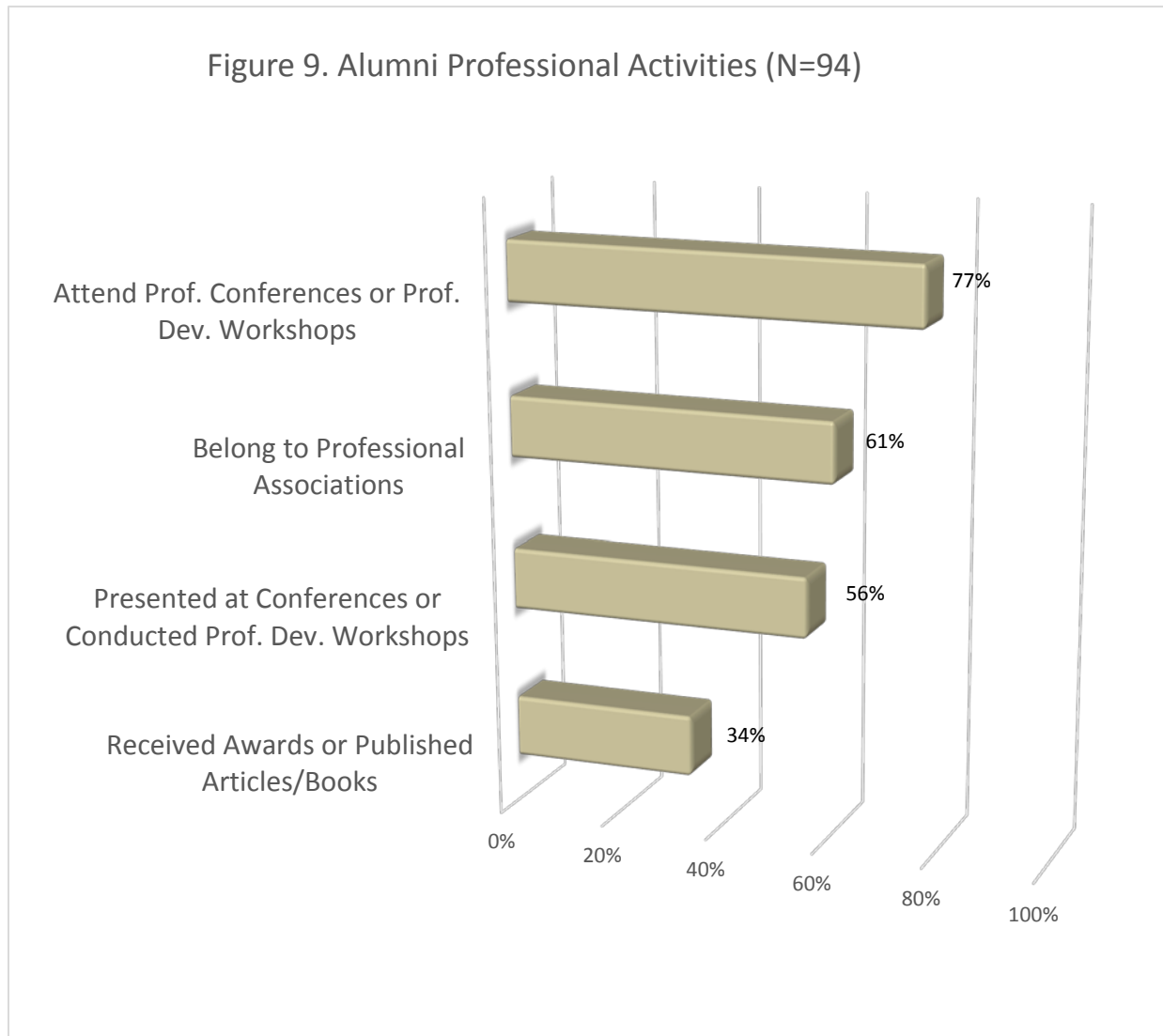
Employed alumni from the MA Nonprofit Leadership & Management Program were asked which job titles best matched their employment position in the nonprofit sector before starting the program, as well as currently (after graduation). Increases were seen in the proportion of respondents employed in Executive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

**FIGURE 8. MA NONPROFIT LEADERSHIP & MANAGEMENT INITIAL AND CURRENT JOB LEVELS (N=16)**



## Alumni Professional Activities – Leadership Studies Department

Figure 9 shows the various professional activities alumni have engaged in since graduation. When alumni were asked about their engagement in professional conferences, 77% of alumni reported attending professional conferences or professional development workshops, with 56% having presented at professional conferences or conducting professional development workshops. Thirty four percent of alumni reported receiving awards or publishing articles or books since graduation. Sixty-one percent of respondents reported belonging to one or more professional associations (see Table 4).



Note: Respondents could select multiple professional activities

Table 4

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*Sample of Leadership Studies Alumni Membership with Professional Associations*


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Academy of Management	California Society for Respiratory Care
American Association of Community Colleges	International Council of Hotel and Restaurant Educators
American Educational Research Association	International Leadership Association
American Gap Association	Live Well San Diego Leadership Team South Bay
American Society of Mechanical Engineers	National Association of Graduate Admission Professionals
Association for Learning Environments	National Association of Law Student Affairs Professionals
Association for Research on Nonprofit Organizations and Voluntary Action	National Association of Student Personnel Administrators
Association for the Study of Higher Education	National Science Teachers Association
Association of American Colleges and Universities	San Diego Cue
Association of California Community College Administrators	San Diego Grantmakers
Association of Fundraising Professionals	Student Affairs Administrations in Higher Education
Association of Leadership Education	Thrive Lemon Grove
Association of Supervision and Curriculum Development	United Nations Associations Of USA
Athena San Diego	USD Alumni Association
California Community College Association of Occupational Educators	

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### ***Suggested Skills, Areas, or Topics for Leadership Studies Programs***

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

Figure 10. Distribution of Responses Regarding Suggested Skills, Area or Topics for Inclusion in Leadership Studies Programs (N=67)

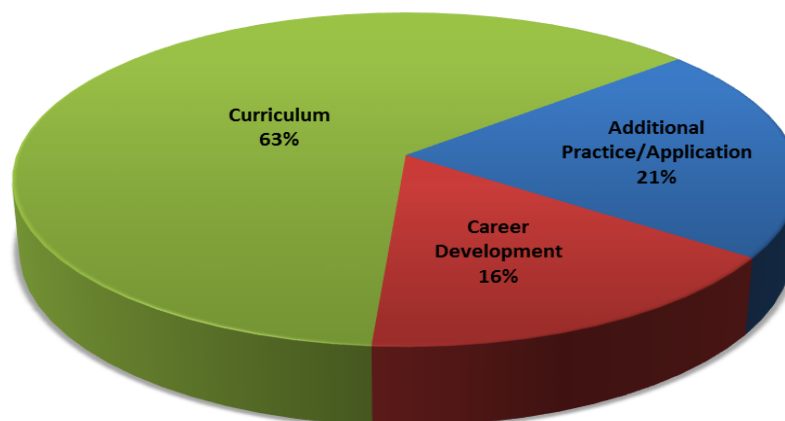


Table 5	
Distribution of Responses Regarding Suggested Skills, Areas, or Topics for Inclusion in Leadership Studies Programs (N=67)	
Percent of Responses	Themes Identified Within Responses Regarding Suggested Skills, Areas, or Topics for Programs
63%	<div>Curriculum Suggestions</div> <ul style="list-style-type: none"><li>• Intersection Between Leadership and Social Justice</li><li>• More Cultural Influences on Leadership</li><li>• A Variety of Specific Topics</li></ul>
21%	<div>Additional Practice/Application</div> <ul style="list-style-type: none"><li>• Research/Writing Scholarly Papers</li><li>• Using Statistical Software/Writing Analyses</li><li>• A Variety of Specific Topics</li></ul>
16%	<div>Career Development</div> <ul style="list-style-type: none"><li>• Leveraging the Degree for a New Job/Raise</li><li>• How to Apply to Academic Jobs</li><li>• Publishing Research</li></ul>

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

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

Figure 11. Distribution of Responses Regarding Courses and/or Experiences in the Leadership Studies Programs That Were Most Beneficial (N=76)

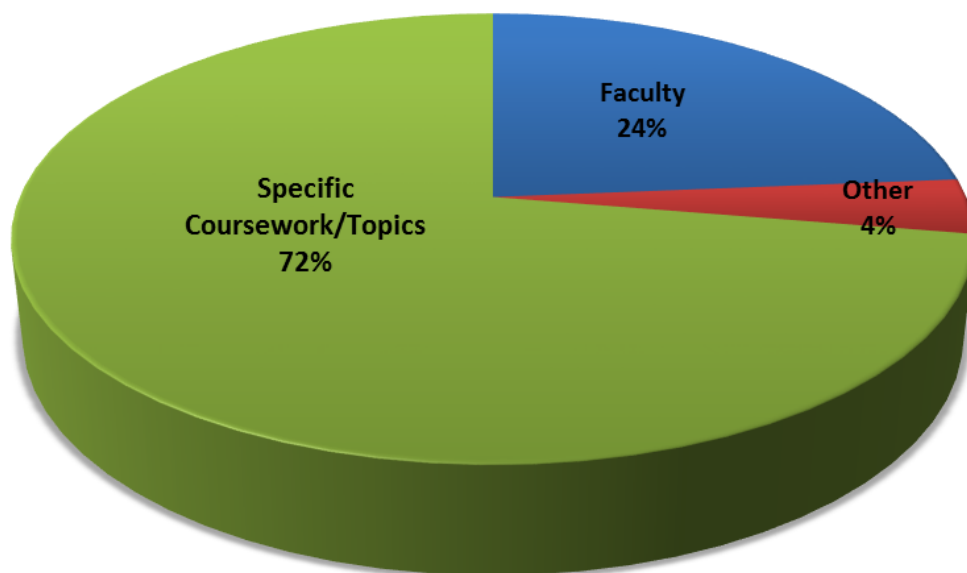


Table 6. *Distribution of Responses Regarding Courses and/or Experiences in the Leadership Studies Programs That Were Most Beneficial (N=76)*

Percent of Responses	Themes Identified Within Responses Regarding Courses and/or Experiences in the Program That Were Most Beneficial
72%	<div>Specific Coursework / Topics</div> <ul style="list-style-type: none"><li>• Courses within Specialization</li><li>• LEAD 550/600</li><li>• Action Research</li></ul>
24%	<div>Faculty</div> <ul style="list-style-type: none"><li>• Support in Learning and Development</li></ul>
4%	<div>Other</div> <ul style="list-style-type: none"><li>• Graduate Assistantship Positions</li><li>• Independent Studies</li></ul>



## ***Ways Alumni's Leadership Studies Programs Enhanced Their Effectiveness in the Workplace***

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

Figure 12. Distribution of Responses Regarding Ways Alumni's Leadership Studies Programs of Study Enhanced Their Effectiveness at Work (N=78)

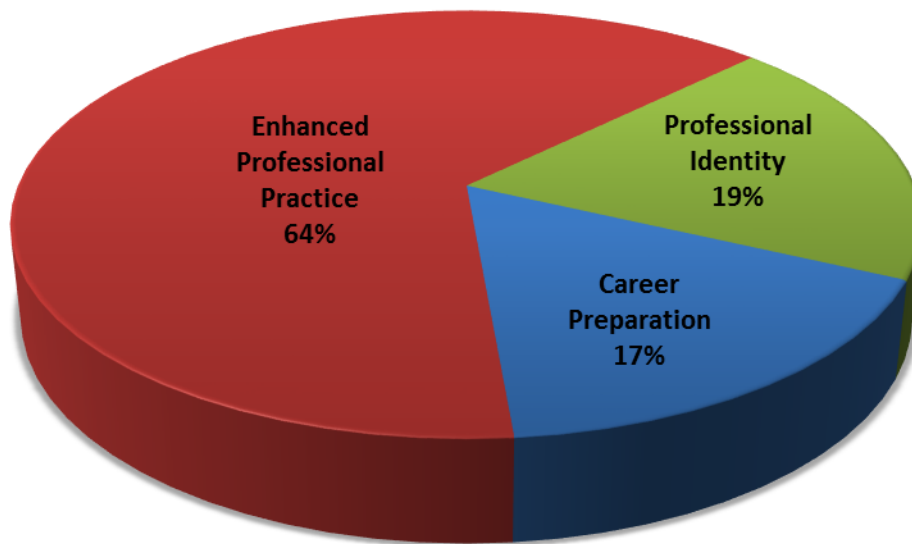


Table 7	
Distribution of Responses Regarding Ways Alumni's Leadership Studies Program of Study Enhanced Their Effectiveness in the Workplace (N=78)	
Percent of Responses	Themes Identified Within Responses Regarding Ways Alumni's Program of Study Enhanced Their Effectiveness in the Workplace
64%	Enhanced Professional Practice <ul style="list-style-type: none"><li>• Ability to Apply Learning At Work</li><li>• Increased Awareness and Clarity About Roles</li></ul>
19%	Professional Identity <ul style="list-style-type: none"><li>• Increased Confidence and Understanding of Group Dynamics at Work</li><li>• Personal Reflection</li></ul>
17%	Career Preparation <ul style="list-style-type: none"><li>• Foundational Information/Practical Knowledge for Application</li><li>• Conducting Strong Research</li></ul>

## ***Ways Alumni's MA Nonprofit Leadership & Management Applied Projects Enhanced Their Management Abilities***

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

**Figure 13. Distribution of Responses Regarding Ways Alumni's Nonprofit Applied Projects Enhanced Their Management Abilities (N=6)**

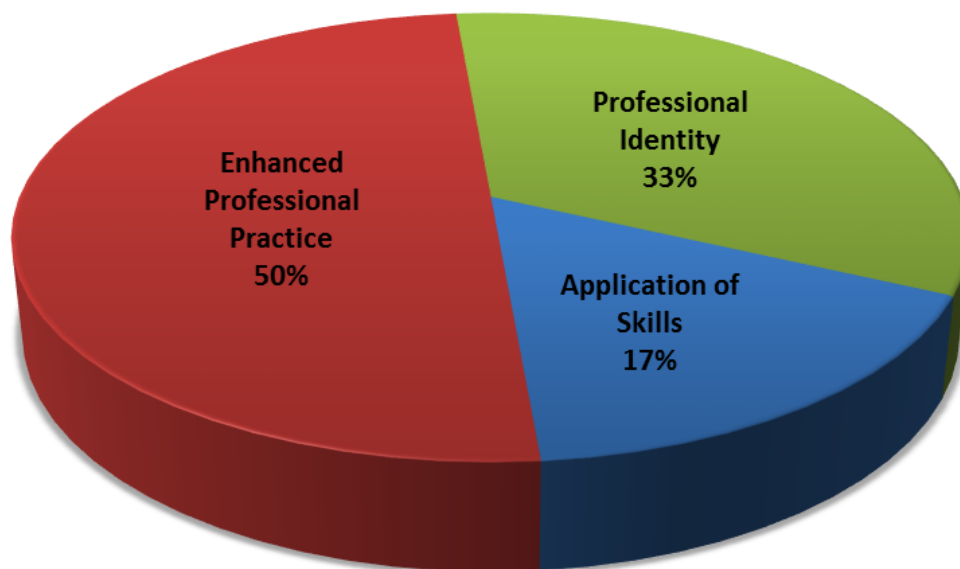
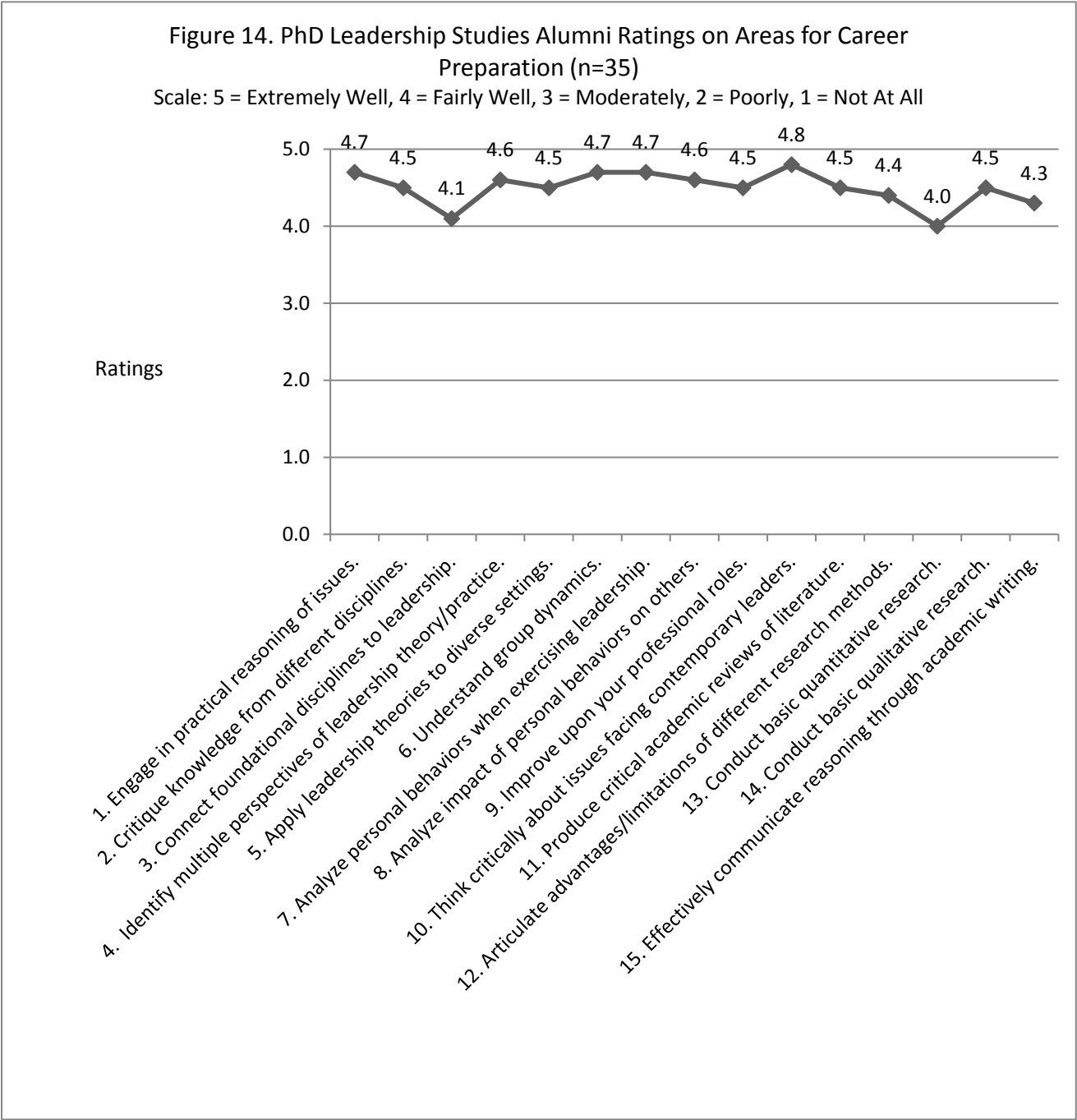


Table 8	
<i>Distribution of Responses Regarding Ways Alumni's Nonprofit Applied Projects Enhanced Their Management Abilities (N=6)</i>	
Percent of Responses	Themes Identified Within Responses Regarding Ways Alumni's Applied Projects Enhanced Their Management Abilities
50%	Enhanced Professional Practice <ul style="list-style-type: none"> <li>• Large Projects (New Programs and Organizational Policy Development)</li> <li>• Communication Skills</li> </ul>
33%	Professional Identity <ul style="list-style-type: none"> <li>• Confidence/Self-Efficacy</li> <li>• Reflection</li> </ul>
17%	Application of Skill <ul style="list-style-type: none"> <li>• Portfolio of Consulting Projects from Program</li> </ul>

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

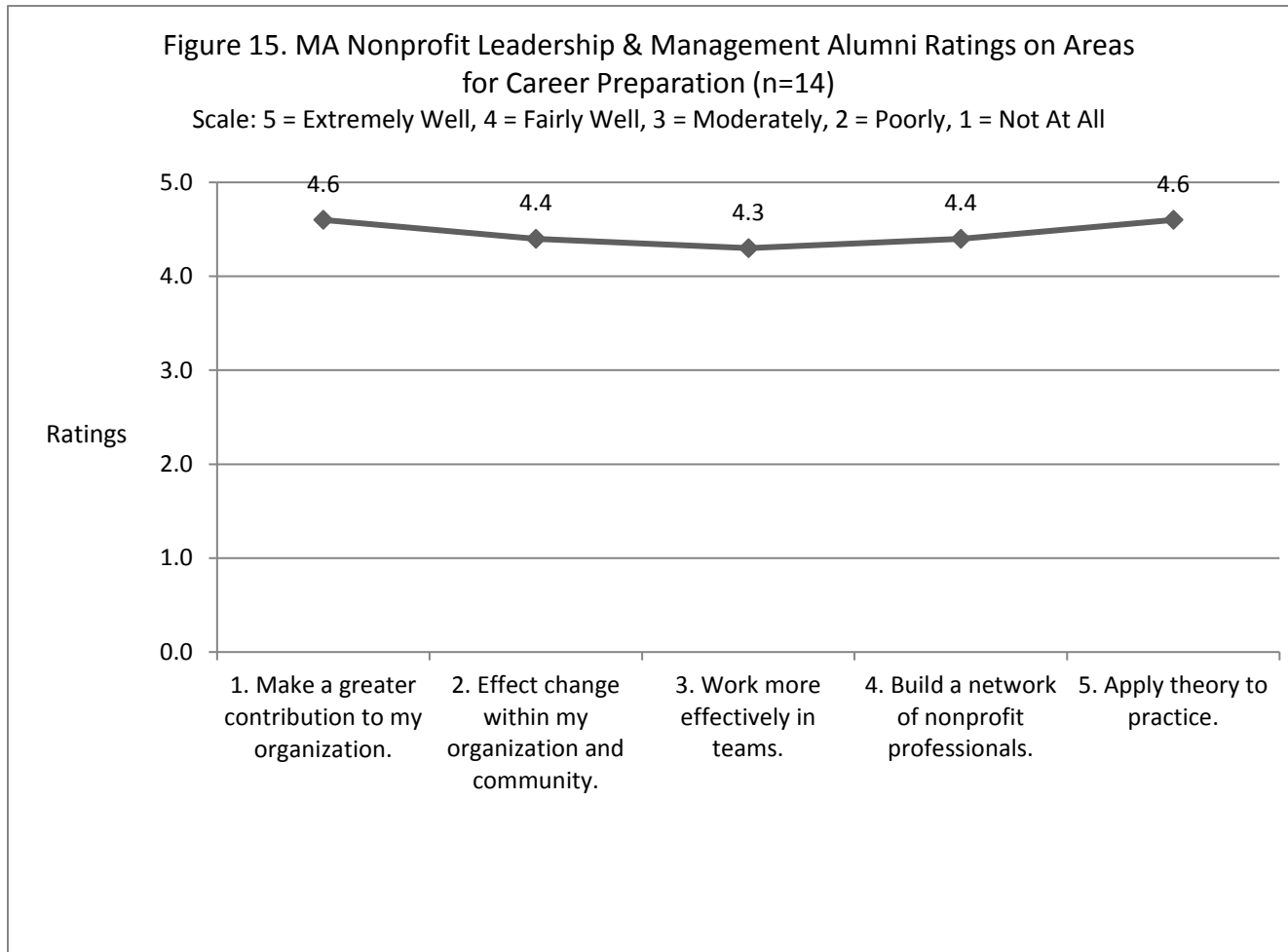
***PhD Leadership Studies***

The PhD in Leadership Studies program used a five-point rating scale where *Extremely Well* is 5, *Fairly Well* is 4, *Moderately* is 3, *Poorly* is 2 and *Not At All* is 1. The goal is to have response ratings in the four to five range for each item. All fifteen items regarding career preparation had mean ratings in the desired four to five range (see Figure 14).



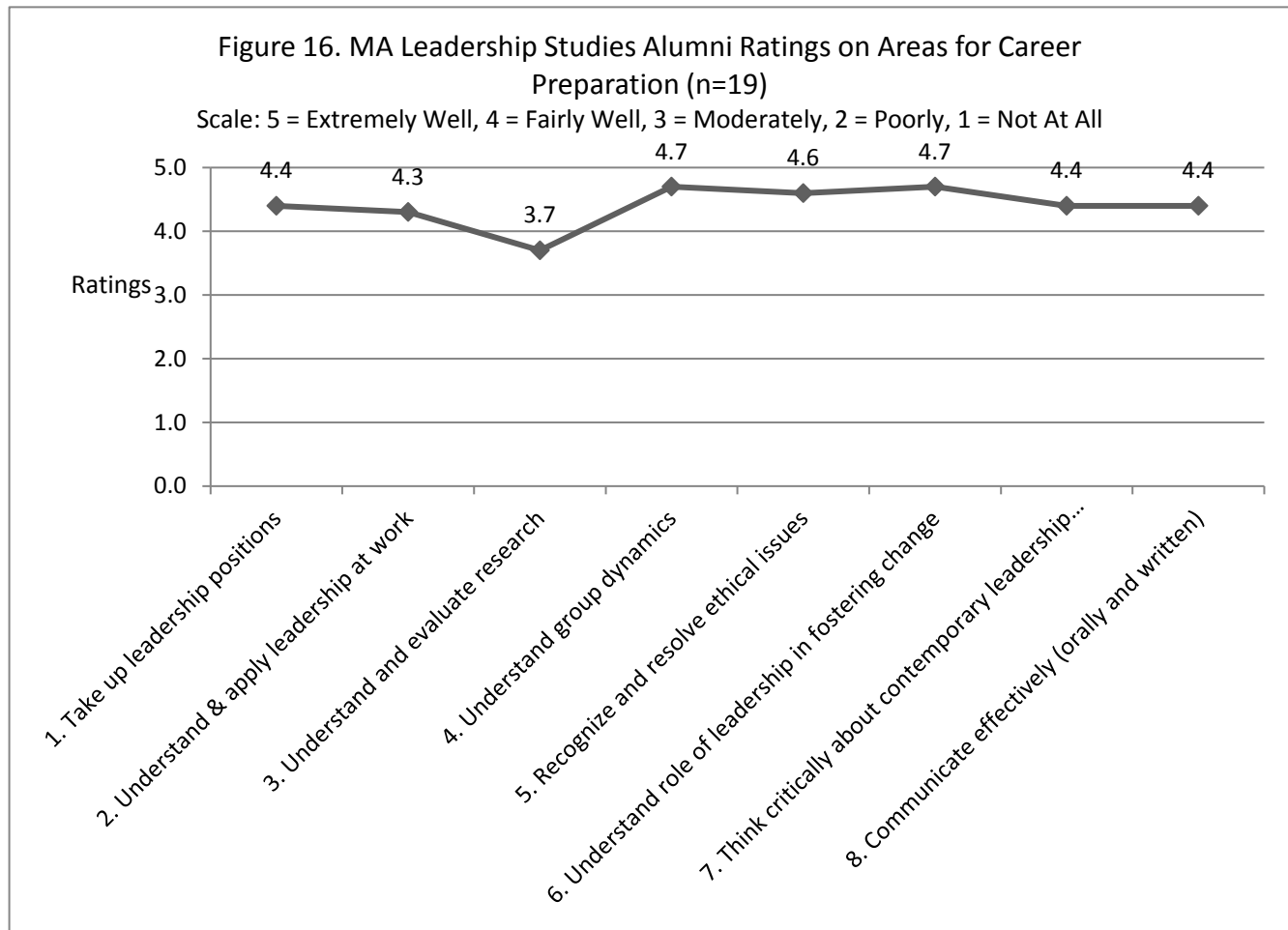
## MA Nonprofit Leadership & Management

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



## MA Leadership Studies

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

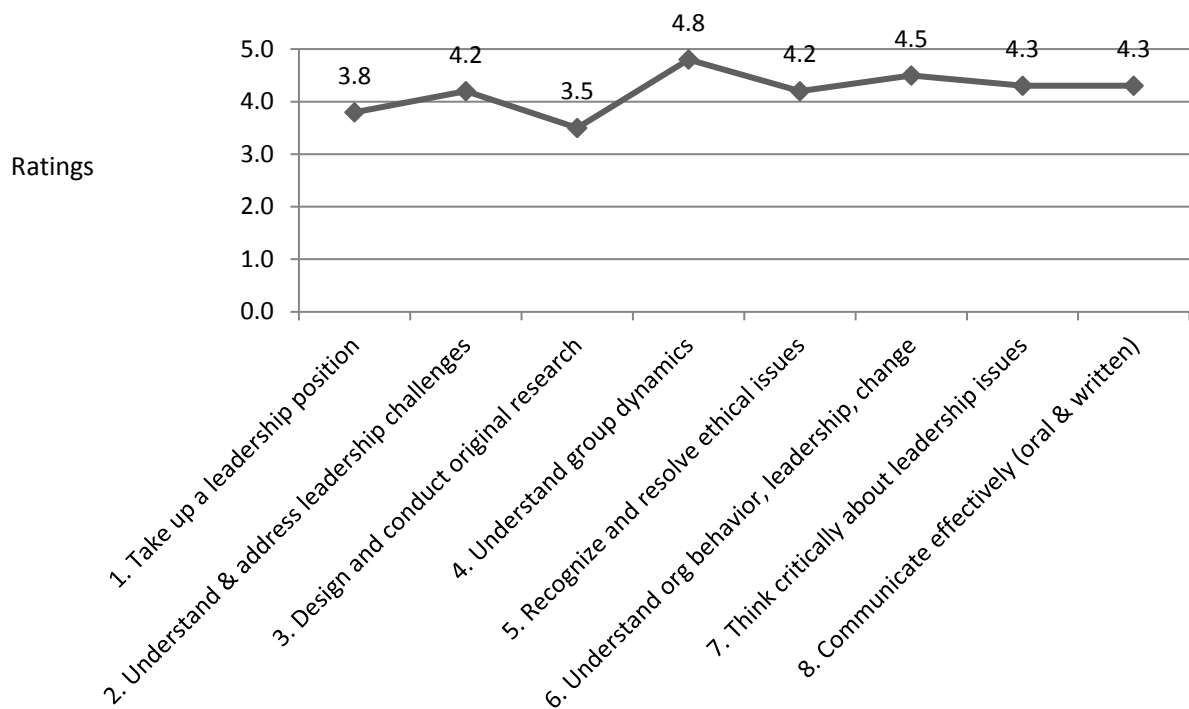


## MA Higher Education Leadership

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

Figure 17. MA Higher Education Leadership Alumni Ratings on Areas for Career Preparation (n=26)

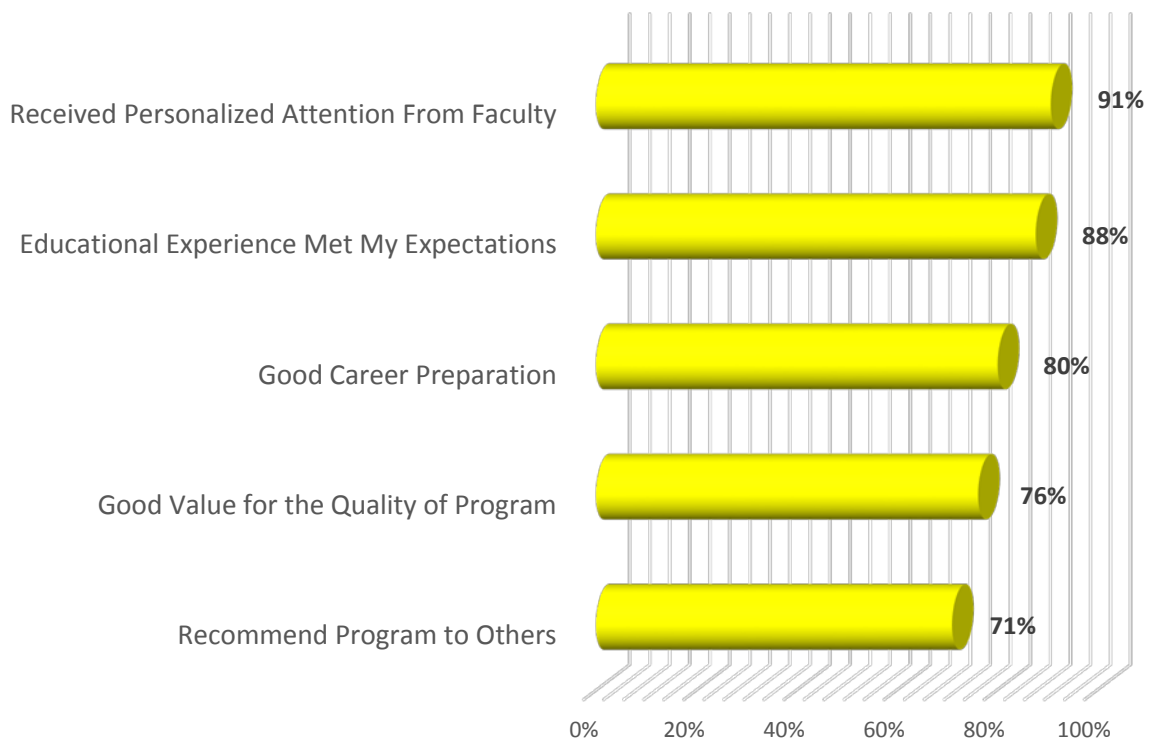
Scale: 5 = Extremely Well, 4 = Fairly Well, 3 = Moderately, 2 = Poorly, 1 = Not At All



### ***Overall Leadership Studies Program Satisfaction***

When Leadership Studies alumni were asked about their *level of agreement regarding their overall satisfaction with their program*, 91% reported having received personalized attention from faculty, 88% felt their educational experience fulfilled their expectations, 80% felt it provided good career preparation, 76% felt that the value of the program compared favorably with the quality of the experience, and 71% would recommend their program to prospective students. Figure 18 shows the overall satisfaction ratings for the entire Leadership Studies department and Figures 18A through 18D show the overall satisfaction ratings for each program within the Leadership Studies department.

Figure 18. Leadership Studies Alumni Overall Program Satisfaction (N=98)



## Overall Program Satisfaction - by Program within the Leadership Studies Department

Figure 18A. PhD Leadership Studies Alumni  
Overall Program Satisfaction (N=37)

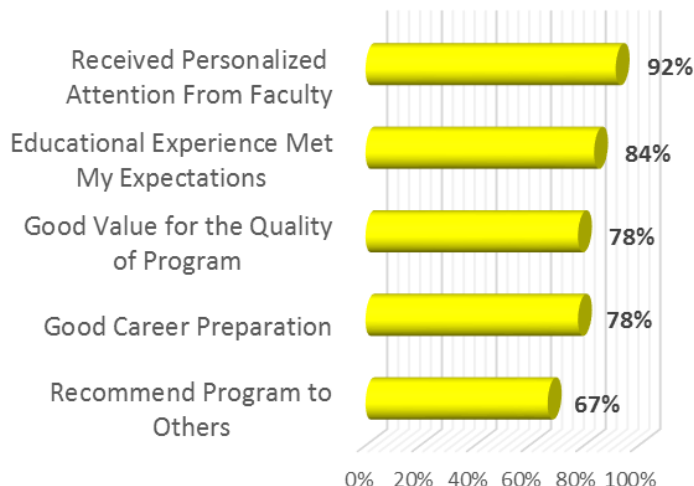


Figure 18B. MA Nonprofit Leadership & Management Alumni Overall Program Satisfaction (N=15)

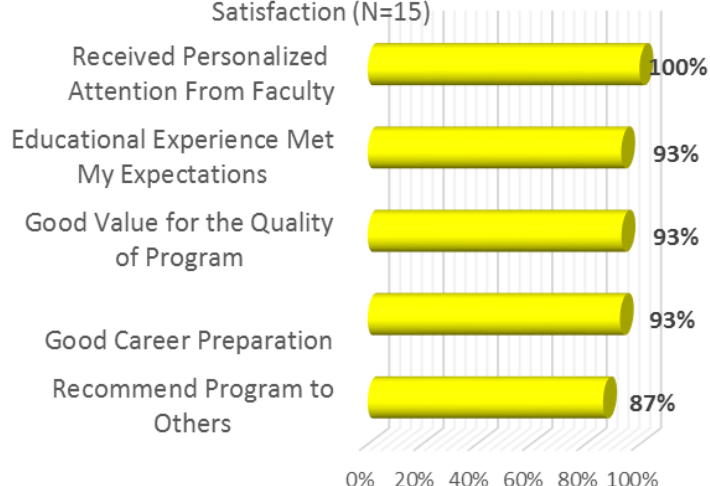


Figure 18C. MA Leadership Studies Alumni  
Overall Program Satisfaction (N=20)

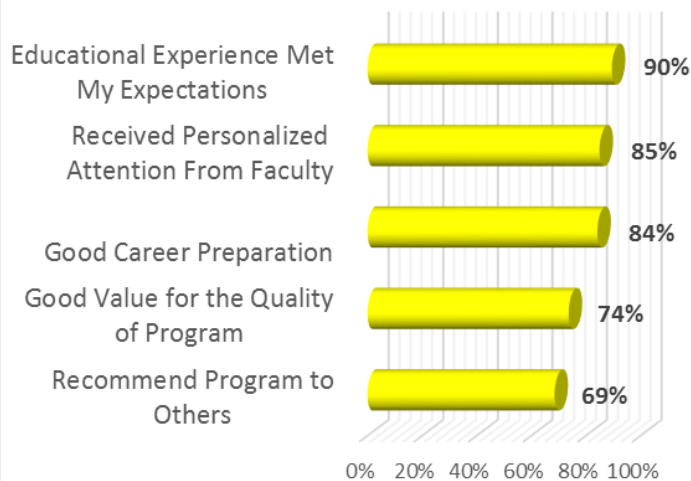
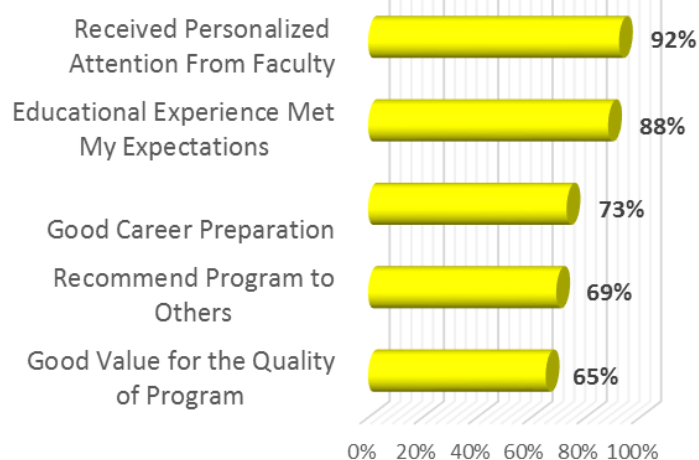


Figure 18D. MA Higher Education Alumni Overall Program Satisfaction (N=26)





## *Alumni Testimonials: Leadership Studies Programs*

### ***MA Higher Education Leadership***

I got my MA in HEL, and I loved that I could make the program what I wanted/needed it to be. I took an interest in coaching early on and had lots of support from my advisor to fit the Coaching Certificate into my program. This program and the courses I took have made a profound impact on my life and shifted how I view myself, others, and the world. I grew spiritually and found a peace I didn't have access to before. I highly recommend this program for those seeking to gain a deeper perspective into this "life" thing and for those who are open to learning a new way of living.

2017 Alumna

### ***MA Leadership Studies***

A life changing experience, you go through a train of emotional exploration, questions all ideas that made you the person you are today and then choosing your own way of leading yourself.

Deema Albasseet, Class of 2015

### ***MA Leadership Studies***

I had a great experience with the program. It was a great and fruitful investment for me. It has been 3 years since I graduated and I am still applying my learnings on a daily basis.

2015 Alumna

### ***PhD Leadership Studies***

I loved my doctoral program in leadership studies. It was filled with learning, growth, full-body engagement, beautiful friendships that both challenged and supported me. There were many moments of uncertainty and anguish born of peeling back the layers of self to see one's full complexity. And, these, too, were beautiful and monumental to my learning and practice. The faculty are excellent; incredibly knowledgeable in their areas of study, incredibly humble in their offering of expertise and wisdom, and incredibly invested in the growth (on all levels) of their students. SOLES "grew" me as a citizen, as an academic, as a human.

Valerie Livesay, Class of 2013

## *Alumni Testimonials: Leadership Studies Programs*

### ***MA Nonprofit Leadership and Management***

The MA in Nonprofit and Leadership program was truly transformative and life-changing for me. Yes, I learned about the nonprofit sector, management styles, effective leadership, etc. That goes without saying. What makes this program so important is that it taught me about myself. It connected me to my authentic self. It pushed me further than I ever thought I could go. I led teams to success on projects for nonprofits that to this day I still hear from the Executive Director how grateful she is and that her organization is still using our work. I led a team on a statewide child advocacy and lobbying campaign to have a bill pass unanimously in the California Assembly and Senate, and then signed into law by Governor Brown. It gave me confidence to take a leap and launch a consulting practice that today is thriving. This program opened up a whole new world for me and I highly recommend it.

2014 Alumnus

### ***PhD Leadership Studies***

My experience at USD was life changing. I not only transformed as a person, but made lifelong friendships with the faculty and cohort mates. The diversity of the Ph.D. program gave me the opportunity to interact and learn perspectives different from my own. My classmates were teachers, administrators, entrepreneurs, military officers, religious leaders, and independent contractors. This is quite a different experience from what my work colleagues had that received their doctorates from other institutions. The USD experience is quite unique.

2014 Alumna

### ***MA Higher Education Leadership***

I loved the MA in Higher Education program here at USD. I learned so much about myself as a professional going into this career field. The faculty are amazing compassionate people that take the time to listen to all of our visions and they take the time to provide feedback and guidance that helps to solidify the confidence needed navigating the inner workings of growing in this profession. The research component of the program was challenging but rewarding given that you get to be a part of the research experience which becomes a good as a tool to utilize as a practitioner in the field. The connection you make through the research with your participants makes you realize that you are making a difference not just for the population you are working with but even within yourself. I loved my cohort and how we connected and the fact that the program encourages you understand the significance of maintaining a good work/life balance through self-care practices. When I look back at all the decisions I've made, coming to this program in SOLES was one of the best decisions that I have ever made for my personal and professional experience.

2017 Alumnus

## Appendices - List of Tables

<i>PhD Leadership Studies Program</i>	
Table	Content
A-1	<i>Suggested Skills, Areas, or Topics for Inclusion</i>
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B-3	<i>Course and/or Experience That Benefitted the Most</i>
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<i>MA Higher Education Leadership Program</i>	
Table	Content
A-4	<i>Suggested Skills, Areas, or Topics for Inclusion</i>
B-4	<i>Course and/or Experience That Benefitted the Most</i>
C-4	<i>Ways Program Enhanced Effectiveness in the Workplace</i>
D-4	<i>Testimonials</i>

## Appendix A

Table A-1

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

### Comments

More on cultural influences on leadership.

I would have liked to have had more exposure to multiple disciplines and their influences upon/lens through which they conceive of the concept, theory and exercise of leadership. Also, the quant class is required, however, because I did not have to apply the skills outside of the one class, I quickly learned them and lost them. Perhaps this is part of a doc program in which the students are able to choose the methods they wish to engage in their research. But, I would love to have more working fluency with this methodology. It should be noted that I took Quant through the school of nursing, so perhaps the SOLES offering "sticks" better.

Perhaps incorporate more case students in the leadership theory classes, more structured opportunities to self-reflect outside of the group relations class.

Perhaps the program could incorporate a bit more business-related coursework, which could include case studies, speakers, etc.

How to apply for academic jobs. Fortunately I received mentoring from peers within the program and mentoring from my dissertation committee and my supervisor (when I was a GA), but it's something that is not necessarily "standard practice."

I would have appreciated more courses specific to higher education leadership and diversity and inclusion in leadership.

More rigorous statistics courses, social innovation, impact evaluation

Additional courses in applied leadership for higher ed administration would have been helpful

Improved leadership survey course. Create ways for students to apply their leadership knowledge outside of the classroom (i.e, Improved formalized internship opportunities), to find learning laboratories and ways to capture experience for later discussion, reflection, and future employment

I was very, very happy with the program overall. One small suggestion: I would have liked to publish during the program above and beyond the dissertation. Maybe publishing can be connected to one or more classes as a real-life experience.

I don't think there was enough attention/support given for the academic peer review writing process. One of my only regrets comes in completing the PhD without a single publication. Now, I feel under prepared and at a disadvantage in trying to submit an acceptable piece for publication.

The quant classes taught us the math, not how to use SPSS or write up results.

There needs to be more support for PhD students' post-classroom requirements. It would have been great

to be assigned to a cohort of other students working through their dissertations and even a PhD Coach to help keep students focused, on track, and moving forward through the dissertation process up to the dissertation defense.

#### Organizational Consulting

The policy class was outstanding. I wish I had a bit more of that. Now that I'm a few years out of that class, I find myself much more aware of how issues ripen and become possible policies as well as what prevents that from happening. A more specific class on Higher Education policy addressing some current and emerging challenges would definitely be of interest.

The only opportunity I had to take any course focused on Higher Education was my requirement course. I would have liked for there to be more 600 level courses specifically focused on Higher Education offered instead of only being able to retake classes that I already took in my MA program.

The program needs a rigorous study of the philosophy of leadership, theoretical basis of leadership---there is a tendency to focus on leadership practice without equipping students with the knowledge basis of leadership. The most glaring absence: Leadership Education. I even suggest a concentration on Leadership Education. The program will be unique and more attractive.

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Table A-2

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

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Comments

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How to manage employees, how to be a good supervisor, conflict resolution, negotiation skills.

Since the applied project model at its core is preparing one to be a consultant, I think it would be interesting and helpful to offer an elective class that is all about how to be a consultant, how to launch your practice, explore the business and legal aspects, etc.

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Table A-3

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

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Comments

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More of an overview or survey of different leadership theories would have been nice. I have a strong understanding of adaptive, collective, and a few others, but would have like a broader coverage.

More business/applied case studies & Women in Leadership.

We should have had courses that went into details of each leadership theory. A course on Adaptive leadership a course on transformative leadership. A class on servant leadership. Those classes would've been extremely beneficial.

More diversity in the course offerings would be nice.

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Table A-4

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

Comments

I would've like a bit heavy emphasis on social justice in terms of the coursework taught and or courses offered. I know many people come in with varying degrees of knowledge around these issues. Still yet, this is a graduate degree, and I found the things we covered were very surface level in regards to privilege and oppression. I also think there can be more focus on internationalism particularly since we have many students from many backgrounds. The program was fairly ethnocentric and can be expanded to include thinking from around the world.

I do not feel as prepared or knowledgeable in writing scholarly papers as I would have liked

Salary negotiation.

I think more mandatory courses with emphasis on diversity and social justice in Higher Ed/society. I know many people who didn't engage in these topics deeply and are working with diverse students.

I think that the coaching program should be highlighted more as a complimentary piece to any of the programs that we offer here. I would have been more inclined to participate in that program as well had I known within a decent time frame about that program.

How to market your degree. How to use it to gain a new job or a raise where you currently work. How to apply the skills you are learning to your daily life, work and personal relationships. How to pay for your degree- your current job, a new job, loan forgiveness programs, and income based repayment. Start paying interest while in school. A thorough evaluation of the loans you are taking on for the program and how to pay them in the future. Evaluating the current pay in the field of education and identifying what jobs you want to pursue to be able to pay back loans.

I wish Action research was spread out over two semesters to provide support/timeline. I think the program needs to be more inclusive of students that work full-time in Higher Ed already (removing internship requirement or being able to waive based on experience).

I would have liked to see more courses directly related to higher education administration and policy. The degree felt too heavy on the leadership courses, which is great, but I would have liked more of a balance between the two pieces of the degree requirements.

I often wished the Higher Ed Leadership program took a broader focus on the field of higher education (i.e. beyond Student Affairs)

## Appendix B

Table B-1

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

### Comments

I believe Adult Development offered an essential foundation to the program. This course offered multiple theorists' developmental paths. This complimented our group relations work by enabling analysis of individuals within groups and group-as-a whole.

My GA experience benefitted me the most. It exposed me to tons of research, actively taught me how to conduct research and provided me with experiences related directly to my career path.

Organizational Theory, given the various dynamics that are continuously at play and which need to be understood and addressed.

Field study dissertation helped me to start an NGO in the country in which I did my research

I had the opportunity to travel to the Basque region of Spain, where I, along with 14 other enthusiastic graduate students, attended an intensive five-day seminar held at the Mondragon Cooperative Corporation. My experience in Mondragon caused my focus and mental models to change significantly from the operations mindset to one more focused and centered on people. Since my return from Mondragon, I have reflected deeply on the values of MCC (e.g., co-operation, participation, social responsibility, and innovation) and its commitment to solidarity and participatory management. I have found myself inspired by Mondragon's ten core principles and their foundations (e.g., open admission, democratic organization, sovereignty of work over capital, subordinate character of capital, participatory management, payment solidarity, inter-cooperation, social transformation, universal nature, education).

Adult development; LEAD600; and the research methods courses.

LEAD 600 (course and serving as TA)--conducting systems analysis through four quadrant lens

Mixed methods - influenced my research approach



Table B-2

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

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Comments

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Practice my communication skills, especially when things weren't going well in the team

When I left the program, I left with an amazing portfolio of 10+ consulting projects for a broad range of nonprofits. I still stay in touch with many of the Executive Directors for whom I did those projects. Some of the applied projects presented challenging situations, often from a group relations aspect, so having those experiences without question helps me navigate situations today when similar challenges arise.

More prepared to tackle large projects particularly new programs and organizational policy development.

Leadership studies quite effective and encouraged reflection

I'm a much stronger and confident leader now. I have a set of theoretical frameworks that inform my daily practical leadership.

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Table B-3

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

Comments

I enjoyed the international experience. I went to Oxford, England. We visited multiple schools and completed classes on education systems from different parts of the world. My experience was challenging, emotional but in the end eye opening. It was fantastic to have various points of view in the class along with both MA and Doc students.

Lead 550. It was confusing yet challenging. What I took from the course wasn't clear until the end of my time at USD. I was able to see how I actively participated in maintaining the status quo of something I was against, how I engaged in behavior that contradicted my leadership goals and intentions, and I learned how to use my voice. My ability to be self-reflective and open to criticism has increased drastically. I was an expert at everything I did until I came into the program and this program was a reminder that no matter how successful you are you don't know everything. There are always new perspectives and experiences that should be integrated into what we already know in order to be the kind of leaders needed.

Love & Leadership. In this course I learned effective leadership MUST contain love. It is in the space of love that true transformation and leadership flourish.

There were two courses which really benefitted me in the program. One was Research Methods. I honed my research, writing, critical thinking, and presentation skills in this class. The second class was Leadership and Spirituality. In that class, I wrote my Spiritual Autobiography, took my first spiritual retreat, and practiced meditation at a level much deeper than I ever had before. I believe that class permanently shifted my awareness of myself and the world. I find the impact of being in that class affects me still each day; it had a profound and lasting impact.

Table B-4

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

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Comments

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Without a doubt, 550/600 was the most valuable course. The experience of case-in-point equipped me to respond creatively and effectively to organizational challenges, group dynamic issues, and interpersonal conflict within the workplace. It's made me a strategic and effective agent of change.

LEAD 550! It was the most transformational course. I learned so much from that course that I couldn't have learned in any other setting. I also really enjoyed the ethics class.

The courses that were done internationally I found to be the most beneficial. They prepared me to think globally about educational development. The 550 and 551 classes were essential to my awareness of group dynamics and leadership development.

I loved Law and Politics of Educational Policy Development. I don't use much of the knowledge in my current role but it ignited a passion for that subject and I hope to be involved in local government in the future. It was such a real and honest look into the dynamics of politics as well, as frustrating as they can be, I appreciated that honesty.

The combination of the concepts/experiences of Higher Ed Policy and 559--I know that's not one, but it was meaningful to me and the integration of Higher Ed Leadership.

SASC Cohort GA position - absolutely crucial to my ability to do my job. Although the in-classroom experience enhanced my capabilities, I would have never gotten a job without my GA positions. (I know this for certain because in interviews, rarely did classwork, theories, or research come up - it was all focused on my job experience)

Making Meaning and Women in Higher Education Leadership Summit

My action research project benefitted me the most because through that experience, I learned how to effectively analyze data and create relevant systems as a result of the data and how to navigate campus politics. The experience of participating in an action research project with insight and support [of faculty] was even more valuable than learning how to actually do research.

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## Appendix C

Table C-1

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

### Comments

Provided a wider spectrum of understanding

It influenced my teaching philosophy, the way I approach learning and teaching, understanding the dynamics involved in groups, understanding how to take the material and theory being studied and apply it to self and organization in the moment. I am more aware of systems and issues of role and authority in my own organization and within the classroom. Not only am I aware, I have the tools and skills to intervene in a timely and effective manner...and to hold steady while doing so.

More acute awareness of group relations within systems, greater clarity on the concept of taking up a role.

Understanding different types of leadership styles; being able to work with different people in different levels of the organization -- staff, faculty, admin, students, etc.

This program enhanced my ability to work in groups and to understand the power dynamics in groups better.

It helped me use critical thinking skills. Additionally, I am confident doing research and teaching in the Leadership field.

Ability to consider issues from multiple perspectives; to think analytically, synthetically, generatively, and substantively.

Critical thinking, big picture perspective, high-quality scholarship

I am able to think big picture and work on systemic growth of my programs and organization. I am willing to speak to group dynamics thanks to numerous opportunities to practice the analysis of group dynamics in courses like 550/600. I am much more conscious of my own development and how that affects my actions due to Adult Development, which was a life changing class that was the deepest, most meaningful course I ever took.

Increased ability to: manage conflict, manage change (personal/professional/organizational), manage confrontation, understand diverse perspectives, and understand my own perspective.

Table C-2

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

Comments

More tools that I can use at work, such as logic models and strategic planning.

The applied project model of the NPLM program gave me confidence to launch my own grant consulting practice.

Better leader. More competent in fundamentals of nonprofit management.

I understand the overall nonprofit space in a way that never had before. I'm so much more well-rounded and able to see how my work fits into the bigger picture.

Table C-3

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

Comments

It completely changed the way I approached an individual and group setting. This simple learning outcome has created unique opportunities to explore the true meaning of each person as an individual and within a group.

Being present, a good communicator, understanding the dynamics of the group. Understanding how to introduce change successfully. How to address different mindsets.

This program has enhanced my ability to set clear boundaries at work, define my role and others more clearly, and communicate any issues or concerns. I've also learned to ask more questions and make less assumptions.

I have a greater comfort in seeing the larger system and the group dynamics that are present. I have been better able to read myself in leading my school and respond appropriately to the needs of the organization.

Graduating from the program has opened a lot of doors personally and professionally for me. It has given me a strong leadership identity/voice. As someone who is early and young in my career, it has given me the opportunity to move effectively from one function to another and has given me the tools to be able to manage both up and down in a large corporate setting.

Table C-4

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

Comments

I appreciate now, the importance of self-awareness placed on students throughout this program. I would not be effective in my current role had I not had the opportunity and guidance to take a deep dive into my own thoughts and biases.

I gained more confidence in myself as a team member, and had a better understanding of the group dynamics in the workplace.

In countless ways - my work with students, my pedagogical lens, my ability to mobilize a group.

My experience in SOLES and at USD has enhanced my effectiveness in my workplace by providing me with the tools and resources to observe, effectively engage with, and impact those I work with and the overall workspace environment. I am reminded on a consistent basis the leadership lessons that I learned at SOLES and continually strive to apply them to my work and my

Multicultural Competence. How to balance being a supervisor, leader, and mentor.  
Understanding Group Dynamics. Understanding Diversity, Power, and Privilege.

It taught me how to give myself self-care, while also being supportive of the students and staff that I work with by advocating for my needs and theirs.

It allows me to identify the working relations between colleagues within my organization. I am also able to breakdown complex challenges as it relates to our daily tasks and offer adjustments that should be made.

Group dynamics, diverse leadership perspectives, observations of personal subconscious thoughts, beliefs and actions, personal healing, growth and development.

I feel that my exposure to historical context of Higher Ed, dynamics of diversity initiatives, and organizational change gives me confidence in understanding my current institution.

The program enhanced my effectiveness in the workplace because it gave me more awareness of myself and my actions and reactions in situations. Additionally, it gave me a greater understanding of organizational structures and how they operate which has improved the way with which I operate within my current organization.

Awareness of organizational dynamics.

Thinking Politically, seeing the systems at play

In general, being required to take so many courses focused on general leadership theory (not just Higher Ed), really supported my learning and understanding of how this applies to the broader professional world.

I work with under-represented students/marginalized identities in higher education

Improved self-awareness and communication.

## Appendix D

Table D-1

*Sample of Alumni Testimonials About the PhD in Leadership Program*

Comments

The Ph.D. program in Leadership Studies at the University of San Diego offers its students a faculty that is outstanding and compassionate, a curriculum that is thoughtful and practical, and a commitment to leadership development and comprehension that is much needed in our current world.

My experience in the PhD in Leadership program at USD was deeply transformative. It has helped me look at the world and myself in new and innovative ways. I believe this program made me a better colleague, thinker, and person.

Table D-2

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

Comments

The MA in Nonprofit and Leadership program was truly transformative and life-changing for me. Yes, I learned about the nonprofit sector, management styles, effective leadership, etc. That goes without saying. What makes this program so important is that it taught me about myself. It connected me to my authentic self. It pushed me further than I ever thought I could go. I led teams to success on projects for nonprofits that to this day I still hear from the Executive Director how grateful she is and that her organization is still using our work. I led a team on a statewide child advocacy and lobbying campaign to have a bill pass unanimously in the California Assembly and Senate, and then signed into law by Governor Brown. It gave me confidence to take a leap and launch a consulting practice that today is thriving. This program opened up a whole new world for me and I highly recommend it.

Table D-3

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

Comments

A life changing experience, you go through a train of emotional exploration, questions all ideas that made you the person you are today and then choosing your own way of leading yourself.

I had a great experience with the program. It was a great and fruitful investment for me. It has been 3 years since I graduated and I am still applying my learnings on a daily basis.

Table D-4

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

Comments

My greatest takeaway from my degree program at SOLES has been a greater understanding of myself and more confidence in myself both personally and at work. I am operating differently within my organization which has allowed me to exercise leadership in brand new ways even when faced with difficult or challenging situations.

Being involved in the Student Affairs SOLES Collaborative (SASC) cohort was a tremendous experience for my personal, professional, and educational development. It is invaluable to learn a theory in the classroom one night, and bring it to work to see it in practice the next day. The small SASC cohort provided me with a tight-knit support group, while having the flexibility to create our own course schedule allowed me the depth of learning about and from a wide range of leadership, counseling and education topics and professionals.

My graduate experience challenged cognitively, intra-personally and I thrived in our reflective program.