

CURRENT GRADUATING STUDENT SURVEY July, 2013 (2011 cohort)  
N = 13/23 = 57% response\*

All current second year MHC students (N = 23) were sent Survey Monkey link in May 2013. Assessment Coordinator also sent follow-up email to encourage participation.

**\* Response rate is modestly better than last year (2012 = 42%), but still somewhat lacking. How do we improve this? Can/should we link completion to 573 or graduation?**

54% belong to AMHCA; 54% to ACA

Students buy malpractice insurance from those organizations.

Faculty do encourage joining counseling organizations.

62% attended seminars, conferences, trainings in past year. (increase from 50% 2012)

8% (1 student) also belongs to APA

Program Strengths: ( ) average score; concerns, comments

10 & 11. Graduate Office Coordinator is accessible and helpful.

12 & 14. Faculty accessible and open to feedback. (Not true for a lot of adjunct professors. Openness to feedback varies considerably with one person especially having difficulty.)

16. I have access to educational resources. (6.0 ave.)

24 & 25. The program is meeting my goals and I would recommend to others. (5.6, 5.7 ave. Decrease\*)

26 - 28. Course syllabi describe objectives, grading, class process 5.8, 5.8, 5.8 ave. Difficulties with Research and DBT classes.)

31. Workload is challenging. (5.8 ave. Increase\* More rigorous discussion of text in many courses; additional readings could be helpful. Workload is challenging in degree but not substance. Professors should give exams – some do not. Research Design was repetitive of PSY 228 & 229 and not applicable to Counseling.)

33 & 34. Class size is conducive to learning.

35. Quality of field supervision (6.2 ave.)

36. Field placements match well with career goals. (5.9 ave. Increase.)

Adequate: ( ) average score; concerns, comments

8 & 9. Program Coordinator is accessible. (5.9, 5.7 ave. Lack of follow-through on certain concerns of the cohort.)

17. Classrooms conducive to learning. (5.1 ave.)

16. Satisfied with overall program structure. (5.4 ave. Decrease \* More classes offered in seminar format versus lecture format. More courses directly related to specific theories. Community counseling, Professional Identity and psychopharm should have been earlier on.

19 & 20. Courses are coordinated and integrated with goals. (4.8, 5.0 ave. Concerns with some adjunct professors; seemed unaware that this was a Graduate Program. Regular MHC Faculty are a great group of professionals!)

21. Community networking opportunities (4.9 ave. Not every professor prioritizes making community networking a component of class, even when appropriate. Maximizing this element of the program would increase the overall efficacy of the program in this area.

22. Impact on family life is manageable. (4.4 ave. Decrease\* This program has taught me about prioritizing and making sure that I make time for things that matter!)

32. Level of integration of course material across courses is excellent. (4.8 ave. Decrease\*)

37. Field placements match well with coursework. (5.4 ave. Crisis course did not prepare me for crises on internship; need community resources.)

#### Issues for Improvement:

Mostly issues are related to adjuncts who were ineffective or didn't understand graduate level expectations.

#### Students perceive growth in the following knowledge and skills areas:

Substantial improvement perceived in Identity, Helping skills, Assessment by most students.

Students' responses to research knowledge were clearly impacted by problems with adjunct instructor; most found little to no improvement.

Professional Identity (Substantial –75%; Some – 25%; None – 0%)

Helping Relationships (Substantial – 92%; Some – 0%; None – 8%)

Assessment (Substantial – 75%; Some – 17%; None – 8%)

Group Counseling (Substantial – 50%; Some – 42%; None – 8%)

Multicultural Awareness (Substantial – 50%; Some – 50%; None – 0%)

Human Development (Substantial – 58%; Some – 33%; None – 8%)

Career Counseling (Substantial – 50%; Some – 42%; None – 8%)

Research (Substantial – 25%; Some –33%; None – 42%) \*Decrease related to adjunct issues.