

Attached is a summary of the results of the M.A. in Counseling survey done during the summer of 2002. Surveys were mailed to 94 alumni. Forty-four (44) were returned. Class years from 1997 to 2001 were surveyed.

Summary - Alumni Survey
 Graduate Studies in Counseling
 August 26, 2002

Based on your experiences in courses, with professors/instructors, and staff, please rate the quality of our program in the following areas.

1. Overall, I felt the academic standards of my program were high.

Rating	Number	Percent
0 - Strongly disagree	0	0
1	2	4.5
2	6	13.6
3	13	29.5
4	19	43.2
5 - Strongly agree	4	9.1

2. Overall I felt the quality of the faculty teaching of my courses was excellent.

Rating	Number	Percent
0 - Strongly disagree	0	0
1	5	11.4
2	4	9.1
3	11	25.0
4	16	36.4
5 - Strongly agree	8	18.2

3. I feel I acquired an in-depth understanding of counseling theories.

Rating	Number	Percent
0 - Strongly disagree	0	0
1	1	2.3
2	5	11.4
3	10	22.7
4	18	40.9
5 - Strongly agree	10	22.7

4. My training gave me a good understanding of approaches to counseling.

Rating	Number	Percent
0 - Strongly disagree	0	0
1	0	0
2	5	11.4
3	13	29.5
4	18	40.9
5 - Strongly agree	8	18.2

5. I am confident in my ability to use research related to counseling.

Rating	Number	Percent
0 - Strongly disagree	1	2.3
1	4	9.1
2	6	13.6
3	14	31.8
4	13	29.5
5 - Strongly agree	6	13.6

6. My program enhanced my oral skills in working with clients and other mental health professionals.

Rating	Number	Percent
0 - Strongly disagree	1	2.3
1	2	4.6
2	3	6.8
3	14	31.8
4	18	40.9
5 - Strongly agree	6	13.6

7. My program enhanced my academic and clinical writing skills.

Rating	Number	Percent
0 - Strongly disagree	0	0
1	5	11.4
2	5	11.4
3	17	38.6
4	13	29.5
5 - Strongly agree	4	9.1

8. The academic advising I received during my program was excellent.

Rating	Number	Percent
0 - Strongly disagree	4	9.1
1	6	13.6
2	6	13.6
3	13	29.5
4	6	13.6
5 - Strongly agree	9	20.5

9. The quality of the clinical supervision I received during practicum and internship was excellent.

Rating	Number	Percent
0 - Strongly disagree	0	0
1	2	4.5
2	2	4.5
3	12	27.3
4	15	34.1
5 - Strongly agree	13	29.5

10. My courses and internship helped me in my understanding of counseling.

Rating	Number	Percent
0 - Strongly disagree	0	0
1	3	6.8
2	4	9.1
3	12	27.3
4	15	34.1
5 - Strongly agree	10	22.7

11. I was well prepared by my program for my career in counseling.

Rating	Number	Percent
0 - Strongly disagree	1	2.3
1	3	6.8
2	5	11.4
3	15	34.1
4	15	34.1
5 - Strongly agree	4	9.1

12. I was well prepared in my ability to make ethical decisions.

Rating	Number	Percent
0 - Strongly disagree	0	0
1	0	0
2	1	2.3
3	7	15.9
4	21	47.7
5 - Strongly agree	15	34.1

13. The overall climate/environment/tone of the department was excellent.

Rating	Number	Percent
0 - Strongly disagree	3	6.8
1	2	4.5
2	5	11.4
3	17	38.6
4	11	25.0
5 - Strongly agree	5	11.4

14. My program effectively helped me in my understanding of multicultural issues.

Rating	Number	Percent
0 - Strongly disagree	0	0
1	2	4.5
2	5	11.4
3	11	25.0
4	18	40.9
5 - Strongly agree	7	15.9

15. The program was effective in helping me understand myself better

Rating	Number	Percent
0 - Strongly disagree	1	2.3
1	1	2.3
2	3	6.8
3	12	27.3
4	18	40.9
5 - Strongly agree	8	18.2

16. (a) I was well prepared for the licensure exam.

Rating	Number	Percent
0 - Strongly disagree	0	0
1	3	6.8
2	8	18.2
3	12	27.3
4	7	15.9
5 - Strongly agree	9	20.5

(b) Passed first time?

	Number	Percent*
yes	21	72.4
no	8	27.6

*Note, percent is calculated as a percent 29, the number of responses to this question.

17. I feel confident in recommending this program to a potential student considering a career in counseling.

Rating	Number	Percent
0 - Strongly disagree	3	6.8
1	1	2.3
2	4	9.1
3	15	34.1
4	10	22.7
5 - Strongly agree	10	22.7

DEMOGRAPHICS

Thirty-four (77.3%) of the respondents indicated that they were female and 9 (20.5%) indicated that they were male. One individual did not indicate his/her gender.

The following table summarizes the years the respondents started the program. Percent is calculated as a percent of 38, the number of responses to this question.

Year Started	Number	Percent
1991	1	2.6
1992	3	7.9
1993	4	10.5
1994	4	10.5
1995	12	31.6
1996	6	13.6
1997	7	18.4
1998	1	2.6

YEAR GRADUATED FROM PROGRAM

Year Graduated	Number	Percent*
1995	1	2.5
1996	1	2.5
1997	12	30.0
1998	10	25.0
1999	7	17.5
2000	8	20.0
2001	1	2.5

*Percent is calculated as a percent of 40, the number of responses to this question.

AGES OF RESPONDENTS

2	7 8 9 9
3	0 0 0 1 1 1 1 1 2 3 3 3 4 5 6 6 7 8
4	1 3 4 5 7 9
5	0 1 2 3 4 4 4 6 7
6	0

Nine (20.5%) individuals indicated that they were planning to pursue a doctorate and 1 (2.3%) individual indicated that he/she was already pursuing a doctorate.

CURRENT EMPLOYMENT

Occupation	Number	Percent*
not employed	0	0
counseling agency	20	45.5
hospital/clinic	5	11.4
private practice	9	20.5
school counselor	5**	11.4
elementary	3	
secondary	1	

*One person did not answer this question, however percents are calculated as a percent of 44.

**One person did not indicate whether he/she was an elementary counselor or a secondary counselor.

Other responses listed under occupation were:

- Director of homeless shelter
- Special Ed teacher
- Classroom Teacher
- Non-profit
- Government-Court Counselor
- Church
- Not employed as counselor
- Correctional Admin
- Teacher
- Self-employed

LENGTH OF TIME AT CURRENT JOB

Length of Time in Years	Number
1	8
1 1/2	2
2	2
2 1/2	1
3	7
3 1/2	1
4	3
5	3
6	2
7	1
11	1
13	1
19	1

Other responses to the question about length of time at current job were:

- 2 1/2 years at the hospital and 3 years in private practice.
- 7 months
- Almost 1 year
- 20 years off and on

LICENSURE/CERTIFICATION

License Held	Number	Percent*
PC	8	18.2
PCC	19	43.2
School	3	6.8
LSW	3	6.8
CCDCI	3	6.8
LPC - State of Illinois	1	2.3
LSW and CCDCIN	1	2.3
LSW and CCDCI	1	2.3
LSW and CCDCIIG	1	2.3

*Percent is calculated as a percent of 44.

One individual wrote that he/she is "working on PCC" and another wrote that he/she was "working on CCDCI on school guidance counseling".

MEMBERSHIPS

Professional Organization	Number	Percent*
ACA	6	13.6
OSCA	2	4.5
OCA, ACA, OMHA	1	2.3
ACA, APA	1	2.3
AACC	1	2.3
ACA, OCA	1	2.3
NADC	1	2.3
ACA, DCA	1	2.3
ACA, AACC	1	2.3
ACA, OCA, AAMFT	1	2.3
American Correctional Association	1	2.3
OEA, NEA	1	2.3

*Percent is calculated as a percent of 44.

Looking back, what do you see as the greatest strengths of you program?

- Class sizes
- Quality teaching faculty and small class sizes
- Program no good if can't pass test!
- Academic and theoretical concepts, self insights. Small classes
- Small classes, individual attention, challenging classes and professors
- Camaraderie
- Small class size. Dynamic interactions.

- Convenience
- The school counseling practicum I just took was excellent - very realistic a practical - applies to the real world - teacher was fabulous - Tom Kagy.
- Close to home, Joe Saunders' classes, Jo Ann Sanders' class.
- The faculty - Dr. Saunders, Dr. Sanders, Rich French, LPCC especially.
- The talent of the students in the MA/Counseling program.
- Small classes equals more personal attention.
- Guidance and internship/practicum very helpful, realistic view of faculty to "real world" experience of being a counselor.
- Local availability (I'm from Putnam country). Experienced professors who have provided treatment for years.
- Better understanding of children
- The flexibility of the classes offered on an evening.
- Jeanine Studer-wonderful professor-very knowledgeable in counseling. Taught relevant items.
- 1. Maumee Campus - should have entire program there 2. Phil Whitner's classes
- Excellent faculty, great reputation (Heidelberg). Classes were interesting.
- Some professors were excellent.
- Dr. Saunders was an excellent professor. Evening classes and flexibility. Close to home.
- Good advisor and two great professors
- Proximity to my home
- Size of classes, individual attention.
- Having small class size
- (1) That it followed CACREP guidelines. (2) Small classes with excellent interaction with professors.
- Leon Wise
- Small class sizes and interpersonal dealings with professors.
- A few good teachers.
- Small class size
- The Maumee campus and a few professors.
- Flexibility of the professors.
- Dr. Saunders was the best addition to the program. He was added in my second year. He was extremely helpful in learning how to apply the knowledge. The ethical focus of the program was also very strong.

Looking back, what could we have done as a department to improve your learning experience?

- More education on how to manage a caseload of clients
- Offered more assistance with practicum/internship placements
- Teach LPCC test so you can pass it
- Placement in adequate practicum/internship program providers. More clinical experience and clinical writing needed.
- More guidance around pursuing a doctoral degree. More varied classes.
- Become accredited.
- Nothing - it was excellent.
- Improve academic standards at Maumee campus.
- More focus on ethics, theories and techniques - the heart of it all - applying it all to the real world - what I got was very good, but more of it would have been even better.
- Not focus so much on theory. Need more techniques and hands-on skills.
- Better preparation for licensure exam.

- Build department morale. I was there when there was the changing of the guard - new director - I was glad I was leaving.
- Hire Dr. Sanders rather than Dr. Lacy to begin with.
- Increased overall awareness of substance abuse, issues on mental health and overall practice. Need SA counselor to teach SA and family counseling. Desperately!! I'd be willing to offer my services. B. Botton 419-425-5050
- Perhaps more classes on techniques.
- Kept her (*student was referring to Jeannine Studer*) as the chairman of the department. I've heard less than favorable comments from recent and current students in the counseling program.
- Too much politics
- More practical hands-on ways to treat issues, diagnose. Theories are great but not so ideal in the real world. Play therapy courses and more on addictive studio-more clinical opposed to theory.
- More rigorous requirements for classes, have competent professors who can stay awake during class. Work with the student instead of trying to hinder the student.
- Some classes were a joke. They neither challenged me or taught me anything new. The standard for amount classes to that of state was different and caused financial problems because I have my Master's but was still two courses short for state Bds.
- Been more united as a staff and more cautious in selecting professors. Some were superb. Others had no idea how to teach.
- In one course, the faculty had students report each week from different sections of the text. The students made up a mini-quiz, graded it and even recorded in his grade book. It was one of my first courses and felt he should be doing the teaching, not the students. When I raised this with school officials, nothing was done about it.
- A course or some information on how to manage practical problems such as how to interact with insurance companies, the truth about agency work, etc. The ultimate -- a counseling room with observation (*unreadable word*) so my style and technique could be assessed.
- Taught practical info, recognizing manipulative behavior, codependency issues, how to handle mountains of paperwork!
- Better advising
- The quality of instructors varied greatly. Insist on experienced instructors. Dr. Sanders was my instructor her first semester, my last. I am happy and know her involvement with Heidelberg will improve the program.
- More respect to students, improve administration efficiency, more cooperation amongst staff.
- You may want to examine the possibility of teaching one school of counseling theory. Evaluate adjunct professors. Some do very little teaching. More live observation/role playing experience is needed as is focus on practical application of techniques.
- Electronic library, access through the internet, and making better choices about the professors running the department.
- For several years I didn't know I had an advisor. I feel I had very little advisement, which caused a lack of continuity in my program.
- More focus on applying what was learned in the counseling setting prior to practicum and internship. Increased communication between internship site supervisor and school internship prof.
- Faculty was questionable -- Dr. Winters? Also, consider continuing education courses for graduates that have licenses at a reduce cost.