2010 Alumni Survey Results
Department of Counseling and College Student Personnel

Response Rate

This was the first on-line survey the Department had created. The Department requested email addresses from Alumni Relations of alumni who graduated after 1995. We received a list of 542 alumni names, but only 265 had email addresses. The Department chair noticed that at least 40 of her advisees who had graduated were not on the list and that two listed had never received degrees. Hence the accuracy of the list was in question. The list was then distributed to faculty who added missing names and email addresses. Hence, 588 alumni names were listed, 307 with email addresses. On July 30 messages were sent to alumni requesting them to complete an on-line survey. A link was provided. Reminder messages were sent on August 18 and again on September 18. Of the 307 messages sent, 39 messages were returned because the message was undeliverable. It is assumed that 268 alumni received the survey. Of those, 140 completed the survey. Consequently, 52% of those who received the link to the survey completed it.

Demographics of Respondents

Of the 140 who completed the survey the following specializations were represented:
26 or 18.6% community/mental health
26 of 18.6% school
86 or 61.4% college counseling/college student personnel

Almost 78% of the respondents were women, 95% are employed (86% fulltime and 83.6% in the profession). Eighty-two percent have been employed in the profession from 1-10 years.

Racial demographics of respondents:
Asian 1.4%
Black/African American 7.1%
Hispanic/Latino 1.4%
Multiracial 1.4%
White 86.4%

Age:
20-30 30%
31-40 55.7%
41-50 7.9%

Twenty-four percent indicated an interest in a doctorate in counselor education.

Obviously demographics of respondents indicate a predominance of White women, under 40 years of age, working fulltime in the profession. The predominance of graduates from college counseling/college student personnel must also be recognized.

Quality of Preparation and Gap Mean of Importance
Alumni were asked to rate 1(well below average) to 5 (well above average) preparation quality and the standards importance.

Professional Identity

Standard	**Combined Percentage of Preparation Quality Well Above Average and Above Average**	**Gap: Mean Preparation minus Mean Importance**
History and philosophy of the profession	**83.5**	**0.457**
Professional roles, functions and relationships	**77.2**	**-0.243**
Importance of professional counseling organizations	**80**	**0.250**
Professional credentialing	**71.2**	**-0.101**
Advocacy to addresses barriers to counseling	**79.3**	**-0.343**
Professional ethics, standards, and legal considerations	**90**	**-0.250**
Professional application of technology	**34.3**	**-0.864**

Quality of Preparation and Gap Mean of Importance
Social and Cultural Diversity

Standard	**Combined Percentage of Preparation Quality Well Above Average and Above Average**	**Gap: Mean Preparation minus Mean Importance**
Culturally diverse perspectives and cultural trends in the profession	**89.2**	**-0.27**
Diverse attitudes and beliefs through experiential learning activities	**87.8**	**-0.265**
Intervention strategies for working with diverse populations	**70.70**	**-0.65**
Social justice and advocacy	**70**	**-0.422**
Theories of multicultural counseling	**80.71**	**-0.111**

Quality of Preparation and Gap Mean of Importance
Human Growth and Development

Standard	**Combined Percentage of Preparation Quality Well Above Average and Above Average**	**Gap: Mean Preparation minus Mean Importance**
Human behavior both normal and abnormal	**70.29**	**-0.368**
Theories of individual development across the lifespan	**76.09**	**-0.225**
Theories of family development across the lifespan	**56.62**	**-0.397**
Theories of learning & personality development	**76.09**	**-0.362**

Quality of Preparation and Gap Mean of Importance
Career Development

Standard	**Combined Percentage of Preparation Quality Well Above Average and Above Average**	**Gap: Mean Preparation minus Mean Importance**
Career development theory and decision making models	**67.63**	**-0.252**
Relationships between work, family, life roles, and diversity	**70.50**	**-0.482**
Career and educational planning, placement, follow-up, and evaluation	**56.12**	**-0.424**
Assessment instruments and techniques for career planning	**68.35**	**-0.108**
Career counseling across diverse populations	**48.20**	**-0.547**

Quality of Preparation and Gap Mean of Importance
Helping Relationships

Standard	**Combined Percentage of Preparation Quality Well Above Average and Above Average**	**Gap: Mean Preparation minus Mean Importance**
Counselor and consultant characteristics and behaviors that influence the helping process	**89.93**	**-0.122**
Essential interviewing, helping, or counseling skills	**95.68**	**-0.123**
The importance of self-awareness in helping relationships	**97.84**	**-0.044**
Counseling theory and theory based interventions	**87.77**	**-0.033**

Quality of Preparation and Gap Mean of Importance
Group Work

Standard	**Combined Percentage of Preparation Quality Well Above Average and Above Average**	**Gap: Mean Preparation minus Mean Importance**
Principles of group dynamics, developmental stages, and therapeutic factors	**79.56**	**-0.095**
Group leadership styles, approaches, and characteristics	**76.65**	**-0.219**
Theories of group counseling	**79.56**	**0.153**
Approaches for various types of group work such as task, psycho-educational, and therapy groups	**71.53**	**-0.007**

Quality of Preparation and Gap Mean of Importance
Assessment

Standard	**Combined Percentage of Preparation Quality Well Above Average and Above Average**	**Gap: Mean Preparation minus Mean Importance**
Basic concepts of standardized and non-standardized testing and other assessment techniques	**72.66**	**-0.065**
Statistical concepts (e.g.central tendency, variability, distribution, correlation)	**74.82**	**0.317**
The relevance of reliability and validity in the selection and use of assessments.	**79.14**	**0.202**
The role of culture (e.g. age, gender, language, disability) in the assessment of individuals, groups, and specific populations'	**74.82**	**-0.1**
Strategies for selecting, administering, and interpreting assessment and other evaluation instruments	**70.50**	**-0.087**

Quality of Preparation and Gap Mean of Importance
Research and Program Evaluation

Standard	**Combined Percentage of Preparation Quality Well Above Average and Above Average**	**Gap: Mean Preparation minus Mean Importance**
The importance of conducting research in the helping professions	**76.26**	**0.05**
Research methods (i.e. qualitative, quantitative, and outcome based)	**79.14**	**0.216**
Use of technology and statistical methods in conducting research and program evaluation	**55.07**	**-0.283**

Principles and applications of needs assessment and program evaluation, and the use of findings to modify programs	**67.39**	**-0.267**
The use of research and assessment to improve counseling effectiveness	**71.01**	**-0.109**

Quality of Preparation and Gap Mean of Importance
Clinical Instruction

Standard	**Combined Percentage of Preparation Quality Well Above Average and Above Average**	**Gap: Mean Preparation minus Mean Importance**
Individual supervision by program faculty (practicum only)	**87.68**	**-0.243**
Peer group supervision by program faculty (practicum & field)	**91.30**	**-0.162**
Integration of theory into practice	**86.23**	**-0.25**
Attention to ethical behaviors and ethical decision-making	**93.48**	**-0.224**
Opportunities to train and receive supervision while working with diverse populations	**74.45**	**-0.446**

Quality of Preparation and Gap Mean of Importance
Community/Mental Health Track

Standard	**Combined Percentage of Preparation Quality Well Above Average and Above Average**	**Gap: Mean Preparation minus Mean Importance**
History and philosophy (including social, cultural, and political trends).	**65.38**	**-0.115**
Professional identity (i.e. roles, preparation standards, credentialing, licensure).	**76.92**	**-0.462**

Public and agency policy (i.e. laws/legislation, reimbursement, right to practice).	**57.69**	**-0.846**
Ethical and legal considerations.	**88.46**	**-0.538**
The role of diversity, mental status, and equity.	**84.62**	**-0.369**
Counseling roles in a variety of practice settings.	**80.77**	**-0.385**
Strategies for community needs assessment to design, implement, and evaluate community counseling interventions	**53.85**	**-0.546**
General principles of community intervention, consultation, education and outreach.	**69.23**	**-0.398**
Working effectively with the characteristics of individuals and communities served by community counseling services.	**88.46**	**-0.307**
Program development and service delivery (models, methods, and principles).	**69.23**	**-0.423**
Knowledge and principles of diagnosis and the use of diagnostic tools.	**88.46**	**-0.192**
Effective strategies for client advocacy	**57.69**	**-0.846**
Application of appropriate counseling strategies and case management	**73.08**	**-0.539**

Quality of Preparation and Gap Mean of Importance
School Counseling

Standard	**Combined Percentage of Preparation Quality Well Above Average and Above Average**	**Gap: Mean Preparation minus Mean Importance**
The roles, functions, and professional identity of the school counselor.	**88.46**	**-0.307**

Knowledge of the school environment and pre- K-12 curriculum.	**65.38**	**-0.769**
Current issues, policies, laws, and legislation relevant to school counseling.	**57.69**	**-0.846**
The role of diversity and equity issues in school counseling.	**80.77**	**-0.269**
Knowledge and understanding of barriers to student success and development.	**76.92**	**-0.769**
Advocacy for all students and for effective counseling programs.	**88.46**	**-0.193**
Integration of the school counseling program into the total school curriculum	**79.62**	**-0.539**
Promotion of the use of counseling and guidance activities by the total school community.	**61.54**	**-0.538**
Methods of planning, developing, implementing, and evaluating school counseling program.	**76.92**	**-0.193**
Knowledge of prevention and crisis intervention strategies.	**69.23**	**-0.846**
Program development, implementation, and evaluation.	**84.62**	**-0.461**
Counseling and guidance.	**84.62**	**-0.308**

Quality of Preparation and Gap Mean of Importance
College Student Personnel /College Counseling Track

Standard	**Combined Percentage of Preparation Quality Well Above Average and Above Average**	**Gap: Mean Preparation minus Mean Importance**
History and philosophy of student affairs in higher education.	**93.02**	**0.302**

Issues and problems in student affairs in higher education.	**96.51**	**-0.093**
The purpose and function of student affairs in higher education.	**95.35**	**-0.024**
Legal and ethical considerations of student affairs in higher education.	**86.05**	**-0.198**
The role of diversity and equity issues in student affairs counseling.	**89.53**	**-0.233**
Historical and contemporary theories in student affairs.	**87.21**	**0.116**
Characteristics of traditional and nontraditional college students.	**79.07**	**-0.255**
Impact of different kinds of college environments.	**82.56**	**-0.012**
Methods of needs analysis in student affairs.	**67.06**	**-0.4**
Systematic assessment techniques that are applicable to higher education environments.	**63.53**	**-0.435**
Methods of program assessment.	**62.79**	**-0.535**
Knowledge and skills related to program planning and development.	**75.58**	**-0.407**
Knowledge of issues that may affect the development and functioning of college students.	**95.35**	**-0.163**
Application of procedures to ensure academic success.	**69.77**	**-0.488**
Methods for promoting positive interpersonal relationships.	**82.56**	**-0.303**
Skilling in helping students cope with personal and interpersonal problems.	**89.53**	**-0.302**
Skills in crisis intervention in response to personal, educational, and community crisis.'	**67.44**	**-0.651**

Identify specific factors related to personal, social, educational, and career planning and development appropriate for college students.	**88.37**	**-0.279**

General Themes of Comments

Is there anything else you would like us to know about the quality of preparation you received from our programs? Your comments and suggestions are welcome and valued.

- Participants thought that they were well prepared for their perspective fields after they graduated.
- Some participants expressed disconnect between academic knowledge and their work place settings.

Optional Comments in the PROFESSIONAL IDENTITY area

- Participants expressed feeling prepared, especially is the area of professional ethics

Optional Comments in the SOCIAL & CULTURAL DIVERSITY area

- In general participants expressed being well prepared in this area however they believed that the program needs to cover more multicultural issues.
- Though multicultural issues were addressed more needs to be taught regarding appropriate intervention.

Optional Comments in the HUMAN GROWTH & DEVELOPMENT area

- In general participants expressed that the program needs more curriculum addressing theory in human development.

Optional comments in the CAREER DEVELOPMENT area

- No themes appeared

Optional comments in the GROUP WORK area

- The skills learned in the program were applicable and used often in professional settings.
- Participants believed that they were well prepared to use group work as a therapeutic tool.

Optional comments in the ASSESSMENT area

- Participants expressed how often assessments are used in the field and are grateful that the research and assessment classes in the program prepared them for assessment responsibilities.
- Participants expressed the importance of the use assessments in their field.

Optional comments in the RESEARCH & PROGRAM EVALUATION area

- Participants expressed how often assessments are used in the field and are grateful that the research and assessment classes in the program prepared them for assessment responsibilities.
- Participants expressed the importance of the use assessments in their field.

Optional comments in the CLINICAL INSTRUCTION area

- Participants though that the clinical component was a strength of the program.
- Participants thought that the supervision they received was excellent and that it helped their professional development tremendously.

Optional comments in the COMMUNITY/MENTAL HEALTH TRACK area

- No overarching themes

Optional comments in the SCHOOL COUNSELING TRACK area

- Though participants expressed that they were well trained with clinical counseling skills, they felt that they could have been better prepared to work in a school setting. More specifically participants suggested that competencies in curriculum building and classroom management should be included.

Optional comments in the COLLEGE STUDENT PERSONNEL/COLLEGE COUNSELING TRACK area

- Participants believed that they were well prepared for careers in higher education due to the academic and clinical work in the program.
- Some participants expressed that the program should have covered more on program planning, leadership, institutional politics, and budgeting.