

Alumni Survey results

2011-2013 report: n = 22

2014 report: n = 11

2015 report: n = 9 (surveyed 14 graduates)

2016 report: n = 12 (surveyed 16 graduates)

2017 report: n = 13 (surveyed 16 graduates)

2018 report: n = 12 (surveyed 16 graduates)

2019 report: n = 12 (surveyed 16 graduates)

1. Overall quality of Counselor Experience/Counselor Training Experience

2011 – 2013: 4.41 (13 reporting Excellent; 5 Good; 4 Fair)

2014: 4.55 (7 Excellent; 3 Good; 1 Fair)

2015: 4.78 (7 Excellent; 2 Good)

2016: 4.83 (10 Excellent; 2 Good)

2017: 4.38 (8 Excellent; 4 Good; 1 Poor)

2018: 4.83 (10 Excellent; 2 Good)

2019: 4.00 (5 Excellent; 5 Good, 1 Fair)

2. How Prepared to Meet the Standards of Professional Engagement

2011 – 2013: 3.95 (7 Well Prepared; 9 More than Adequately prepared; 4 Adequately prepared; 4 Adequately prepared; 2 Somewhat prepared)

2014: 4.45 (6 Very Prepared; 4 Prepared; 1 Adequately prepared)

2015: 4.11 (3 Well Prepared; 4 More than Adequately Prepared; 2 Adequately prepared)

2016: 4.50 (6 Well Prepared; 6 More than Adequately)

2017: 4.23 (6 Well Prepared; 4 More than Adequately; 3 Adequately prepared)

2018: 4.66 (8 Well Prepared; 4 More than Adequately)

2019: 4.66 (8 Well Prepared; 4 More than Adequately)

3. How Prepared to Meet the Needs of Clients

2011 – 2013: 4.09 (8 Well Prepared; 9 More than Adequately; 4 Adequately; 1 Somewhat Prepared)

2014: 4.55 (7 Very Prepared; 4 Prepared; 1 Adequately Prepared)

2015: 4.33 (3 Well Prepared; 6 More than Adequately Prepared)

2016: 4.17 (3 Well Prepared; 8 More than Adequately Prepared; 1 Adequately Prepared)

2017: 4.00 (5 Well Prepared; 3 More than Adequately Prepared; 5 Adequately Prepared)

2018: 4.66 (8 Well Prepared; 4 More than Adequately Prepared)

2019: 4.00 (2 Well Prepared; 8 More than Adequately Prepared, 2 Adequately Prepared)

4. Individual Supervision

2011 – 2013: 4.41 (11 Excellent; 9 Good; 2 Fair)

2014: 4.55 (6 Excellent; 5 Good)

2015: 4.89 (8 Excellent; 1 Good)

2016: 4.42 (7 Excellent; 4 Good; 1 Mediocre)

2017: 4.62 (9 Excellent; 3 Good; 1 Fair)

2018: 4.83 (10 Excellent; 2 Good)

2019: 4.75 (10 Excellent; 1 Good, 1 Mediocre)

5. Group Supervision

2011 – 2013: 4.55 (14 Excellent; 6 Good; 2 Fair)

2014: 4.60 (7 Excellent; 4 Good)

2015: 4.78 (7 Excellent; 2 Good)

2016: 4.67 (8 Excellent; 4 Good)

2017: 4.46 (9 Excellent; 3 Good; 1 Poor)

2018: 4.66 (9 Excellent; 2 Good; 1 Fair)

2019: 4.16 (4 Excellent; 6 Good; 2 Fair)

6. Class Assignments and projects – this category was divided on the 2014 survey for some reason

2011 – 2013: 4.23 (8 Excellent; 12 Good; 1 Fair; 1 Mediocre)

2014: 4.10 (5 Excellent; 3 Good; 2 Fair; 1 Satisfactory)

Feedback on assignments 2014: 4.00 (5 Excellent; 3 Good; 2 Fair; 1 Poor)

2015: 4.44 (4 Excellent; 5 Good)

2016: 4.33 (4 Excellent; 8 Good)

2017: 4.23 (5 Excellent; 6 Good; 2 Fair)

2018: 4.75 (9 Excellent; 3 Good)

2019: 3.75 (1 Excellent; 8 Good, 2 Fair, 1 Mediocre)

7. Ethical Behavior of Faculty and Staff

2011 – 2013: 4.64 (16 Excellent; 4 Good; 2 Fair)

2014: 4.70 (8 Excellent; 3 Good)

2015: 4.63 (6 Excellent; 1 Good; 1 Fair; 1 No Response)

2016: 4.83 (10 Excellent; 2 Good)

2017: 4.23 (6 Excellent; 5 Good; 1 Fair; 1 Mediocre)

2018: 4.83 (10 Excellent; 2 Good)

2019: 4.25 (8 Excellent; 2 Good, 1 Fair)

8. Knowledge and Skills of Professors

2011 – 2013: 4.59 (15 Excellent; 5 Good; 2 Fair)

2014: 4.70 (8 Excellent; 3 Good)

2015: 4.67 (7 Excellent; 1 Good; 1 Fair)

2016: 4.92 (11 Excellent; 1 Good)

2017: 4.69 (9 Excellent; 4 Good)

2018: 4.91 (11 Excellent; 1 Good)

2019: 4.42 (6 Excellent; 5 Good, 1 Fair)

9. Program Policies and Procedures

2011 – 2013: 4.27 (11 Excellent; Good; 3 Fair; 1 Mediocre)

2014: 4.55 (7 Excellent; 3 Good; 1 Fair)

2015: 4.67 (6 Excellent; 3 Good)

2016: 4.42 (5 Excellent; 7 Good)

2017: 4.00 (6 Excellent; 4 Good; 1 Fair; 1 Mediocre; 1 Poor)

2018: 4.58 (7 Excellent; 5 Good)

2019: 4.16 (3 Excellent; 8 Good, 1 Fair)

10. Willingness of Faculty and Advisors to Work with Students on Personal and Professional Development

2011 – 2013: 4.68 (17 Excellent; 3 Good; 2 Fair)

2014: 4.55 (7 Excellent; 3 Good; 1 Fair)

2015: 4.56 (6 Excellent; 2 Good; 1 Fair)

2016: 4.67 (9 Excellent; 2 Good; 1 Fair)

2017: 4.69 (11 Excellent; 1 Good; 1 Mediocre)

2018: 4.83 (10 Excellent; 2 Good)

2019: 4.75 (10 Excellent; 1 Good, 1 Mediocre)

Alumni Survey Comments

2019: * repeated comments were integrated into one response

1. **Type of employment comments:**

IIH/TDT

Trauma Counselor

Crisis Counselor/Prescreener

Clinical Mental Health Counseling

Full-Time/Hospital

Outpatient Counselor

Group private practice

Counseling Center

Valley Community Services Board

Resident in Counseling in private practice group

Full time Family Consultant & Outpatient Counselor

2. **One or two most significant components of your training:**

The experiential aspect of the training; the intentionality of professors

The willingness of the professors to engage with students one-on-one not only continually inspired me and gave me vision for my career, but also helped me learn a tremendous amount. Along with that, the fact that the faculty teaches from a variety of counseling orientations (while still teaching in accordance to a CACREP accredited program) was very impactful.

The practicum and internship experiences were significant points of growth for me because it pushed me miles out of my comfort zone, but all along the way there was ALWAYS a MAC staff available to offer guidance, support, empathy, and some normalization! EMU MAC's staff have crafted this amazing little way of pushing students to be their best but it doesn't feel like a push, they help you find the push within yourself.

Internship, encouragement to diversify experience.

Reflective Self Awareness

Assessment, Psychopathology, Theories/Techniques

Being open and willing to ask professors questions, even outside of class was very helpful in my own growth. The skills that were practiced during classes, like writing diagnosis out completely is helpful to my work now.

Application of skills

role play/practice opportunities

Hands on lab time, theories

1)The supportive, nurturing and accepting environment that allowed for personal growth and reflection. 2) Experiential classes that encouraged role play to become comfortable with theories and concepts.

DSM diagnosing & Techniques

3. Overall quality of your counselor training experience:

I can confidently say that I enjoyed my overall experience. Though every class was not my favorite and there may have been smaller things I would have changed, this program really prepared me for my current job as well as inspired and shaped me as a counselor. The quality of relationships within the cohort and with the faculty were irreplaceable.

This program is singlehandedly the most important thing I've ever done. This program facilitated inner work, which led to my personal healing, which has led to me feeling that I am in a place to help others heal.

One of the best experiences and decisions of my life.

I enjoyed my professors and the support they were willing to give. They were very flexible and provided a safe environment. The only negative aspect was the way one student was singled out and it was apparent.

This program is incredible and transformative

Overall positive. But my I feel like it was most helpful in conjunction with my life/work experience.

I feel that my training was comprehensive and prepared me for clinical practice with a thorough understanding of practical application and theoretical approaches, however I would have benefited from additional cursory training in psychopharmacology or roles of community resources.

My experience was life changing and relating with residents from other programs has shown me how useful the program really was in preparing me for this work.

By how prepared I feel being a counselor

4. How prepared were you to meet the standards of professional engagement:

I believe EMU prepared me well for the field.

Having gone through practicum and internship, I was not surprised or unprepared for what I encountered professionally. I also was hired at the same place I did my internship.

Over prepared!!

I feel I was quite well prepared in this way.

I felt adequately prepared and now work successfully in my position

I would had like to get more specialized training in the last year of Masters program

I was shy at first, but I felt that the more that I learned about myself and gained confidence, I became a better counselor.

I felt like I knew how to be a professional!

I have found other professionals in the field that I work with or meet with in supervision groups to be pleasantly surprised at the way I have been trained to work. They often find me to be very personable and able to be truly present in the moment which inspires productive sessions as clients feel heard and understood.

5. How prepared were you to meet the needs of clients:

EMU prepared me well, but I'm still a novice so I do not always feel prepared for new types of clients. Luckily, EMU introduced me to resources that help me feel more prepared to meet with new types of clients.

This number reflects that I am a beginner in my career rather than being unprepared in my training. There is a lot to know and a lot to still learn.

There was a learning curve when I became a pre-screener, as I had to learn to be much more directive and attuned to working with people who do not want to work with me, however the training from MAC program helped me adapt to this role while maintaining person centered approach.

In the counseling setting I am currently in, I am working with people of all ages. I only worked with college age students during my time at EMU, so there was a bit of an adjustment period, but I had all the tools I needed.

I felt that I was always using my abilities to the best of my knowledge and when I felt it was out of my competence, I would ask a superior for help.

I felt prepared, but I think you need actual real-life experience before you can be totally prepared

The program showed me how to recognize clients from a human perspective making me more able to help them feel accepted for who they are and not judged or as something to

be fixed. This in itself often provides the space clients need to arrive at their own conclusions and inspire change in their life.

6. Faculty knowledge and willingness:

In regards to the assignments (both in and out of class), we were given both content based assignments and experiential assignments (oriented towards our individual process and journey). I think that the balance could have been more equal between the two (because both are important!), but it seemed that there were many more experiential assignments. One class that comes to mind is the crisis class that my cohort took during the summer (2018).

The support and professionalism of the staff is perfect. I would have enjoyed more experiential activities in the second year!

The examples of professional and ethical behavior have created a memory-touchstone that I revisit when interacting with escalated clients or professional peers.

7. Component of the training experience you recommend we keep:

All the face to face aspects of training; professors that are invested; self care day; potlucks; the justification process in diagnosis; applications

I think one of the things that makes EMU so special is the creative nature of the program - of the assignments, of the faculty, of the energy in the space. For me there was a beautiful and special energy at the EMU program that really inspired me and I hope continues to inspire me.

Experiential activities, training opportunities, research based classes, focus on inner growth, expressives in moderation

Reviewing tapes individual in supervision, thorough review of residency requirements and required documentation.

Internship, also the interviewing process during ICP.

Diversity of staff/professors

I would recommend that you continue to have group supervision.

Supervision

internship groups!

Lab time

The person centered, accepting, non-judgmental atmosphere that allows students to work through and accept their own issues and insecurities. These human difficulties ultimately make them better Counselors even though that is difficult to understand at the time.

Anne Marie's Techniques class style

8. Component of the training experience you recommend we change:

No online classes; digging deeper into the DSM and treatment planning; less reflections and more practical implementation of course concepts

Nothing comes to mind.

Spend more time in class focusing on content (vs. experience) in specific classes such as the crisis class, the supervision class, and multicultural counseling. Also, this is not a change, but perhaps adding another psychopathology course or consider weaving that type of DSM information into other courses would be helpful as students prepare to work in the field.

Expressives in moderation. WAY more focus and explanation about the DSM disorders and ways to work with each. I found there was a hole in my knowledge about psychopathology, I feel as this should be integrated into much more than one class during the first year.

Nothing ;-)

More specialized training- enhance more theoretical focus

I would recommend you change the timing of when the trainings are.

I did not like taking paper notes, it was hard for me to focus and I am much faster at typing than writing

Add more experiential/hands on work.

As far as I can tell every aspect of the program had a purpose so while I understand that there is always room for improvement I can not think of anything I would recommend changing.

Group supervision was difficult when non work related things were the focus of class

9. Recommendations you have for us as we prepare students to work in the field:

More case conceptualization and treatment planning; can't think of much else. Great program.

The MAC program is so special and I miss being a part of this creative, innovative, and passionate learning community. Keep doing what you are doing!

More psychopathology!!! Not just a "here is the criteria for ____" but more of, "this is the criteria for _____, this theorist would approach it this way, and this is theorist would approach it this way..."

Be open minded, you don't know where you may go or who you will work with in the future.

Increased training in intake/assessment process.

More focus on Marketing yourself as a counselor in the last semester of MAC program

I would tell them that they will be ready by time the program is over. If you weren't ready you wouldn't be graduating, professors wouldn't let you.

Have more outside counselors/professionals in the field come and share about their experiences.

I felt like I was not really prepared for completing professional paperwork and documentation

I am slightly biased but I would recommend teaching and encouraging individual Mindfulness and Meditation practices for students as they go through the practice as well as training in how to implement these practices with clients.

More assistance with how to collaborate with other professionals

10. Would you recommend the EMU Master of Arts in Counseling program to prospective students:

2019: 100% answered Yes to this question

Comments Regarding the above question:

Would 100/10 recommend EMU program. It changed my life and I tell all my friends interested in counseling to go to EMU.

Just a specific shout out to Professor Hammond, Professor Cline, Professor Koser, and Professor Horst. These three professors are people who I consider to have mentored me and inspired me! And a shout out to Amanda as well, who made the logistics of graduate school much easier (and always with a smile!).

I am very grateful to have been able to be a MAC student. You all do an amazing job and are making the world a better place.

I miss all of you!!!!

Going to miss Teresa so much!!!

I am very grateful for this program!

There have been many changes and hard to refer others