

## 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)

**2020 report: n = 11** (surveyed 19 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)

**2020: 4.72** (9 Excellent; 1 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)

2020: 4.64 (7 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)

2020: 4.55 (6 Well Prepared; 5 More than 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: 4.66 (10 Excellent; 1 Good, 1 Mediocre)

2020: 4.45 (6 Excellent; 4 Good, 1 Fair)

**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)

2020: 4.64 (7 Excellent; 4 Good)

**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)

**2020: 4.45** (5 Excellent; 6 Good)

**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)

**2020: 4.64** (10 Excellent; 1 Mediocre)

**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)

**2020: 5.00** (11 Excellent)

**9. Program Policies and Procedures**

2011 – 2013: 4.27 (11 Excellent; 3 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)

2020: 4.55 (7 Excellent; 3 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)

2020: 4.82 (10 Excellent; 1 Fair)

## Alumni Survey Comments

**2020:** \* repeated comments were integrated into one response

### 1. Type of employment comments:

*Community Based Counselor*

*Corrections - Mental Health Clinician in a Jail*

*Full time therapist*

*Full time - University Counseling Center*

*Hospice of the Piedmont*

*Lead Mental Health clinician at Middle River Regional Jail*

*Outpatient Counselor in a school*

*Private Practice*

*Resident in Counseling*

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

*Internship and Counselor Identity Formation*

*Development of professional identity, diagnosis training, and theories.*

*Skills-based practice with mixed modalities (expressives, play, various theories)*

*Supervision and education*

*For the work that I do, the multicultural training and addiction training is extremely vital*

*Learning more about myself*

*Racial Awareness Training and Marriage and Family Training*

*Ethics and counseling theories*

*Internship/Group supervision experiences, and Multicultural class*

*DSM-5 Training and Face to Face components*

*Ethics and Cultural Humility*

3. **Overall quality of your counselor training experience:**

*Development of my own identity as a counselor; individual attention from professors; cohort model which facilitated understanding group dynamics; supervision for practicum and internship.*

*My experience at EMU is difficult to put to words because of how wonderful it was. I feel like I learned and grew so much both personally and professionally. Once I graduated and went into the working profession, I felt prepared and ready, which I previously thought I would have never felt.*

*High quality training as a therapist with encouragement of self-development. Great professors and community.*

*I believe the MA Clinical Mental Health Counseling program at EMU is literally one of the best programs in the US. The training I received was so inclusive and, in my opinion, far superior to the training of many of my coworkers and other professionals I have worked with.*

*I believe this is the best counseling program I could have attended for myself*

*Face to face training and hands-on experience*

*I feel fulfilled in my work as a counselor.*

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

*Prepared to sit with clients and facilitate therapeutic alliance and context; needed more experience with pharmacology; diagnosing; and note taking.*

*I always put forth extra effort to ensure punctuality, quality of assignments, and staying on top of work related to the program.*

*The clinical experience I participated in during the program for practicum and internship really helped to prepare me for entering the workforce. I think one of the best aspects of the program is teaching student's their rights in the workplace and how to take care of yourself.*

*I work with many social workers so the language is slightly different but the overall knowledge is the same.*

*Not totally sure what professional engagement means?*

*It's true you can only be SO prepared before entering the field on your own.*

*I feel that EMU prepared me very well for my career in counseling.*

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

*Prepared generally. Would have appreciated learning research based best practices for most common mental health concerns.*

*I was as prepared as I could have been at the moment.*

*This profession is one of the perpetual student. A competent counselor is one who is always learning and engaging in new research. The program at EMU taught me this mindset which feels invaluable to working with clients.*

*I felt that once I got in the clinical room/space I knew exactly what to do and where I needed to improve.*

*Through the field experiences and our training I feel the most confident in this area*

*I feel well equipped under the most "normal" circumstances that were provided, and felt prepared to problem solve the less typical scenarios.*

*Housing assistance in my field is huge, so resource help.*

*As a Resident in Counseling, I am continually learning and growing as a counselor. At the same time, I feel that I am able to meet my clients' needs, and I seek supervision when needed.*

**6. Faculty knowledge and willingness:**

*While my individual supervision was sufficient, I didn't always feel challenged or like supervision was more than a checkbox at my practicum and internship placements, but I did feel challenged, supported, and like I was always getting to learn when I met for individual and group supervision with the MAC professors.*

*I cannot describe the amount of respect and gratitude that I hold for the faculty and staff in the MAC program. While I was there, we had some changes in faculty, which was very difficult for many of us in my cohort, but the faculty who progressed to a different stage in their life made sure that their "replacements" were people who meet the high standards of the program.*

*The professors went above and beyond to make our educational experience worthwhile*

*It may be helpful to increase individual supervision with faculty. I think there were times I would have appreciated that; however, it did not hinder my learning.*

*Regarding Individual Supervision, my evaluation reflects both my Practicum and my Internship Supervisors whom were both excellent. My experience at EMU in each category was excellent.*

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

*Cohort model; supervision for practicum and internship.*

*Potlucks!*

*Experiential practice with various theories and interventions, including play therapy and expressive arts*

*Supervision was excellent.*

*Literally all of it! I also EXTREMELY appreciated the competency aspect of the program rather than it being focused in standard academics. I honestly can't think of anything that I wouldn't want to be kept in the program.*

*Class and content are mostly great, but I would recommend keeping everything about the way PIFE was taught. To this day, my experiences in that class and the topics focused on come up at least 2-3 times weekly.*

*Racial Awareness trainings*

*Definitely keeping multicultural year long class. I think that was the most helpful class personally and professionally as a counselor.*

*Group experiences, as much experiential training as possible!*

*I appreciate the second year students working with the first year students and learning to lead groups, etc. Group work is very prevalent in the jail.*

*Multicultural competency, Mindfulness, Ethics, Addictions, Marriage & Family, Person-centered practices*

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

*More pharmacology; diagnosis; research into one semester.*

*More education and information on documentation and insurance.*

*More practice identifying diagnoses and appropriate correlating interventions*

*More technique and theory.*

*As I mentioned above, I can't really think of anything that I would want to change about the program.*

*A better way to deliver theories is suggested. Maybe make it a year long course?*

*Add an intensive in-home elective course*

*Theories and techniques seemed to be challenging for our cohort*

*More practice with diagnosing/psychopathology knowledge*

*Increasing the individual supervision and assistance with residency at the beginning of the last semester.*

*I think it would be valuable to include more content on sexual development, sexuality, and sexual violence in order to meet clients' holistic needs. I find that this is content which was not a focal point while I was a student, but it is a valuable topic for counselors to understand. I think a specific course on Sex and Sexuality was added as I was ending my education, which is great for future students. It could even be valuable to have guest speakers talk about a myriad of themes since this topic is so expansive.*

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

Note taking; best practices for common mental diagnosis

As my 2020 cohort used to say, "Trust the process (and the professors)!"

Some of my most valuable skills are the ones I gained from practical application, role plays, and simulated client conceptualizations in papers and assignments. Our professor's abilities to take things from text and show us what it looks like in practice have served me really well in residency so far.

None

*The only thing that I can really think of is to potentially increase the internship/practicum site list if possible. I am sure that COVID impacted a lot of sites over the last year and I am fortunate that I did not have to navigate that, but I do remember thinking that the internship list was a little limited in the experience that it provided. It felt like there were only a couple of options: a lot of in-home, a lot of school based work, and a few agencies.*

Gatekeeping

*The jobs and positions you may find yourself in don't always look like what we studied in our courses.*

*Definitely discussing residency more throughout the final year. The expectations of what kind of jobs a resident gets and supervision for residency.*

*Perhaps adding more professional networking/communication development towards the end of students training*

*Discuss psychotropic medications more and how to find/connect with community resources.*

*Now that I have been working for one year, I reflect on my education at EMU and I feel immensely grateful for the education that I received. The expertise of the faculty and the warm, inclusive environment which they create makes it a safe place to learn and grow as an individual and as a counselor-in-training. I especially appreciate EMU's focus on person-centered counseling practices and the priority to deeply respect our clients. I appreciate how EMU instills a high level of professionalism for counselors-in-training to uphold the ethics of our work in this field with great integrity.*

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

**2020: 100% answered Yes to this question**

**Comments Regarding the above question:**

*Grateful for the experiential education I had at EMU as well as the person centered focus and attention throughout the program.*

*Although my answer is bias, I believe EMU is THE absolute best counselor training program. It went above and beyond what I had expected to receive as an education.*

*The most valuable part of the MAC program is the professors, hands down, seconded by the sense of community that gets built within the program.*

*A way to keep the cohort close or just feeling comfortable in general (with each other) is needed most. Maybe more bonding or encouraging people to not work with the same group?*

*The cliques that formed made the social aspect difficult at times.*

*Enjoyed my time in this program! Hope everyone is doing well!*