



TRINITY

EVANGELICAL DIVINITY SCHOOL

TRINITY INTERNATIONAL UNIVERSITY

Alumni Survey

Program Data Point 8:

Fall 2018

Introduction:

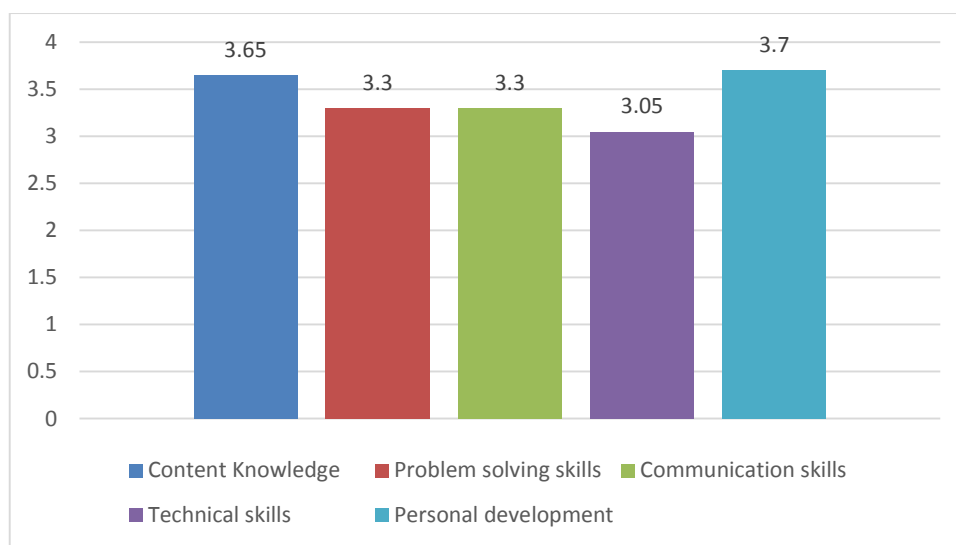
As part of our ongoing process of assessment and evaluation, the Counseling Department at TEDS regularly surveys various stakeholder groups to obtain feedback on the quality and comprehensiveness of our counselor education program. The surveys were piloted in 2015 and are scheduled to be repeated triennially.

This survey was sent to 41 individuals who graduated from the MA in MHC program in the years 2015-2018. We received 21 responses to the survey request. The results are summarized below and reflect levels of alumni satisfaction in multiple areas of their educational experience.

Section I: Knowledge, Skills, and Personal Growth

Q1 Evaluate how well your graduate education contributed to your professional development in the following areas:

1 – Poor; 2 – Fair; 3 – Good; 4 – Excellent



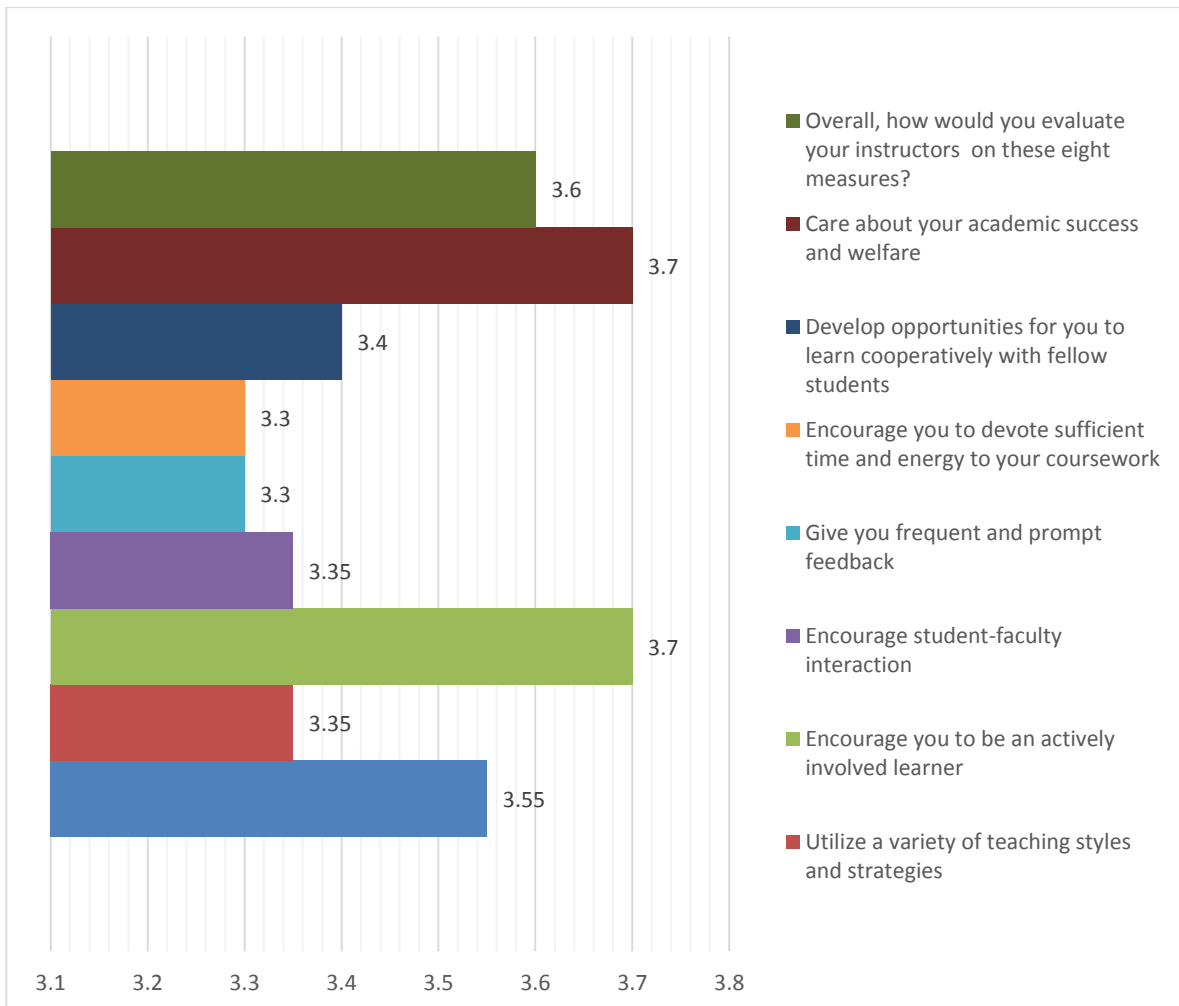
	Excellent	Good	Fair	Poor	Total	Average
Content Knowledge	13	7	0	0	20	3.65
Problem solving skills	7	12	1	0	20	3.3
Communication skills	9	8	3	0	20	3.3
Technical skills	7	7	6	0	20	3.05
Personal development	15	4	1	0	20	3.7

I applied what I learned to my personal development.
I rated "Technical skills" as "Fair" because I felt (and others I have discussed this topic with have agreed) that I did not have a good idea of how to put a counseling session together. It took time over my practicum and internship to learn his.
I loved being a part of the MHC program- in all respects, it was a great experience.
This program prepared me exceptionally well to enter into my profession. The top-notch faculty teaches from a place of passion and commitment for their trade.
Personal connections with profs were most helpful. Any way to escalate this would help even more professionally and personally.
Outstanding prep for licensure.
Adequate prep for diagnosis and treatment planning. Goal writing prep was limited as well.
In Addictions and Career Counseling, more focus on making the jump from theory to application would be helpful.

Section II: Faculty Contribution

Q2 Evaluate how well faculty members in your graduate program do each of the following-

1 – Poor; 2 – Fair; 3 – Good; 4 – Excellent



	Excellent	Good	Fair	Poor	Total	Average
Set high expectations for you to learn	12	7	1	0	20	3.55
Utilize a variety of teaching styles and strategies	8	11	1	0	20	3.35
Encourage you to be an actively involved learner	15	4	1	0	20	3.7
Encourage student-faculty interaction	11	5	4	0	20	3.35
Give you frequent and prompt feedback	7	12	1	0	20	3.3
Encourage you to devote sufficient time and energy to your coursework	7	12	1	0	20	3.3
Develop opportunities for you to learn cooperatively with fellow students	10	8	2	0	20	3.4
Care about your academic success and welfare	16	2	2	0	20	3.7
Overall, how would you evaluate your instructors on these eight measures?	12	8	0	0	20	3.6

I absolutely loved the Trinity Faculty. So grateful for them and that I had the opportunity to learn from them.

I generally had an excellent experience with the full time faculty.

What I came away with at the end of my learning was that it was my responsibility alone to develop academically. I never felt that the faculty really cared. Only once did a faculty member invite me to come and discuss something with him, and that was near the end of my program. By that time, I was already jaded, so I did not feel it was genuine. (Don't misunderstand, I believe it was genuine, I just did not feel it was.) I would have liked to feel more invited to meet and interact with faculty, which I had an expectation of before I came to Trinity.

One significant area that created a "jaded" view was the handling of my candidacy. I learned via email that I was not selected the first time, but was given a reason why. When I contacted by adviser about it, he did not know why, and he referred me to another faculty member. That member did not know why, and referred me back to my adviser. My adviser inquired and told me the reason. What he told me was based on speculation, but nobody ever bothered to find out. I took not being approved for candidacy pretty hard, and was greatly disappointed when I found out it was based on speculation. This lead my to a lack of confidence in this a specific faculty member, which was compounded by a poor academic practicum experience (basically, I felt the academic portion of practicum was a waste of time; I do not recall it helping me at all.) This lead to a overall feeling that internship was not that important to faculty, only a "check-in-the-box". (Though I know it was important, I was reacting due to my candidacy and practicum experience.)

Yes, I checked all as being "excellent" because that was always my experience at TEDS. I always felt that the pros in the MHC really cared about students doing their best.

Collaborative work was simply shared leadership and presentations. In the field this is done alone. Collaborative problem solving and creative solution development for clinical problems was rarely addressed until interntionship. Critical thinking opportunities were rarely offered.

From start to finish, each of the professors demonstrated care in the students' professional and personal well-being regardless of whether that student was necessarily in one of their classes that semester. I knew I did not have to hesitate to reach out to any of them. I have rarely felt so genuinely cared for anywhere else, and it allowed me to blossom in my skills and confidence.

Section III: Academic Advising Provided by the Program

Q3 How would you evaluate each of the following academic advising services during your time in the program?

1 – Poor; 2 – Fair; 3 – Good; 4 – Excellent



	Excellent	Good	Fair	Poor	Average
Access to program advisor	6	10	1	0	3.29
Responsiveness of advisor	5	9	3	0	3.12
Accurate information about degree requirements and course sequencing	6	10	2	1	3.11
Knowledge of university policies and procedures	6	9	2	1	3.11
Academic advising services overall	5	10	2	0	3.18

There were a few situations where I found that I had to talk to the right professor in order to get accurate information.

Kind of continuing on from Question 4, I feel the advising came up a little short. Mostly because I did not feel a deep interest from my adviser, and therefore assumed that he would advise as needed, but not more than he had to. (Of course, this is surrounded by some of my own issues, so I take some responsibility for this as well.) As a result, I did not seek him out to discuss general progress, areas of difficulty, and how I could grow; I felt this was all my responsibility... and I would have really like to have those conversations.

My personal advisor was not as knowledgeable about University policy or helping me with course sequencing. But I did not have any trouble getting my questions answered because I could always email Dr. Russo with my questions, and she got back to me promptly.

Section IV-VI: Academic Support Services

Q4 How would you evaluate each of the following library services during your time in the program?

	Excellent	Good	Fair	Poor	Average
Hours of operation	8	11	0	0	3.42
Guidance in finding appropriate resources	7	11	1	0	3.32
Access to databases and collections	10	9	0	0	3.53
Library services overall	9	9	1	0	3.42

MHC book collection seemed to be a little dated.

Always appreciated the staff and resources available at The Roling Library.

Could open up the library earlier in the morning for us early starters.

The resources I utilized for my papers were often very old. The library offered few books on the subjects about which I was writing, and those books were often outdated. I recall at least two books that were written in the 1980s on major schools of therapy.

Q5 How would you evaluate each of the following technology services during your time in the program?

	Excellent	Good	Fair	Poor	Average
Access to course materials through the internet	8	10	1	0	3.37
The help desk was available when needed	4	9	1	1	3.07
Internet connection was consistent and available on campus when needed	7	8	4	0	3.16
On-campus computer facilities were available when needed	6	8	1	0	3.33

There is no help desk after hours availability. Sometime the internet would go down in the apartments after hours or during a weekend, and there was nobody to call. Also, I thought the the internet was slow and seemed to go down more times than necessary. When I first moved in, we had a LAN line available for internet use. (We also had wireless.) The LAN was much faster. During the course of my time here, the LAN was disconnected, although the hardware is still there. I contacted the help desk, but IT seemed unwilling to turn the LAN back on. This

is a big disappointment; LAN is faster, more dependable, and more secure.

Some frustrating glitches with Moodle but I guess it was OK overall.

Access to the internet went down on several occasions throughout campus, and the technology services employees were of little help during those times.

But nobody wants to use the computer room because it's freezing in there! Printing was also frequently an issue. Granted, many of the classes do not require much printing.

Q6 How would you evaluate each of the following career services during your time in the program?

	Excellent	Good	Fair	Poor	Average
Scope and quality of career assistance and counseling	1	2	6	1	2.3
Scope and quality of non-academic career information	0	4	4	1	2.33
Resume preparation	1	0	3	4	1.75
Interview preparation and skills	0	0	4	4	1.5
Access to employment opportunities such as career fairs, interviews, job listings, etc.	0	2	6	3	1.91
Career and employment related services overall	0	3	6	2	2.09

I did not know how a counseling resume looked or what it needed to include, how to write it, etc. This led to some humbling experiences where I received no call backs at locations where I had been highly recommended. I talked to a peer, saw her resume, and revamped mine completely. I have been received call backs each time since.

Knowing or at least seeing some examples of how to right a counseling-based resume is greatly needed by grads. Counseling resumes are very different than what is taught in normal undergrad or highschool career classes. I was ill-prepared for this.

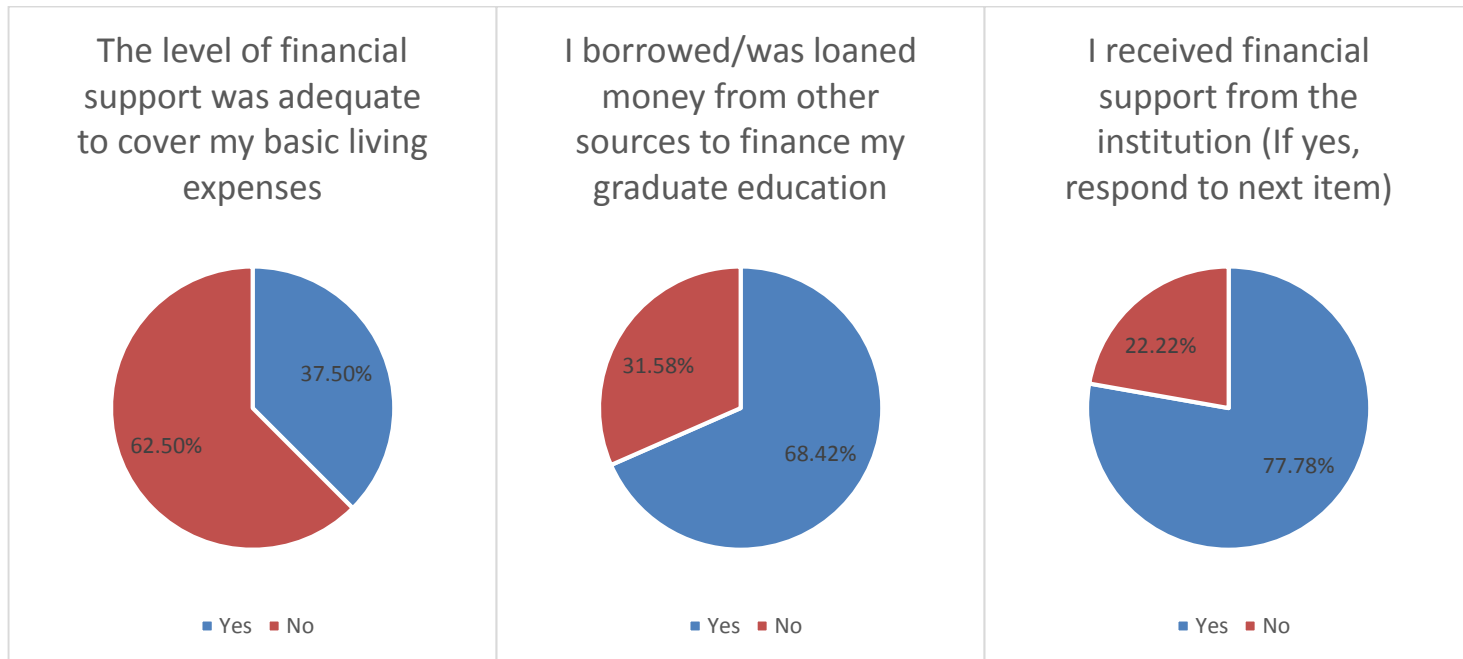
Assumed they could not really help me since I am from out-of-state.

I didn't use these services primarily because I did not know they existed.

For resume preparation, I sent mine to be reviewed by a professor, not the career services center.

Section VII: Funding

Q7 Please evaluate funding related assistance that you received during your time in the program from the institution.



	Yes	No
I received financial support from the institution (If yes, respond to next item)	77.78%	22.22%
The level of financial support was adequate to cover my basic living expenses	37.50%	62.50%
I borrowed/was loaned money from other sources to finance my graduate education	68.42%	31.58%

To attend full time i would have needed to take out a loan but i completed the program on a part time basis to avoid loans by working a part time job.

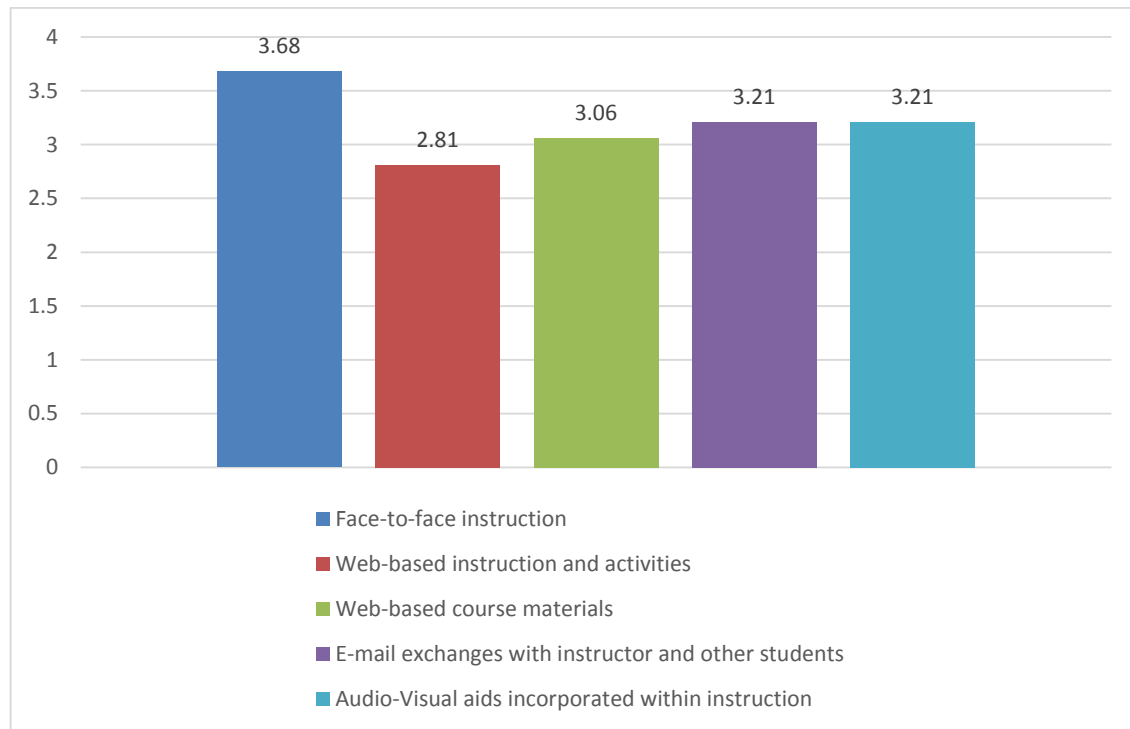
I worked 20-40 hrs/week and spread my classes out longer, and was able to pay my way through grad school. -My best financial decision ever. Financial aid from the school was minimum.

I had been awarded grants through the university but due to number of credit hours was not able to apply these grants. Pro rating the grants based on credit hours for part time students would have been appreciated.

Section VIII: Instructional Methods

Q8 Please evaluate each mode of instructional delivery that is used in your program.

1 – Poor; 2 – Fair; 3 – Good; 4 – Excellent



	Excellent	Good	Fair	Poor	Average
Face-to-face instruction	13	6	0	0	3.68
Web-based instruction and activities	1	11	4	0	2.81
Web-based course materials	3	12	2	0	3.06
E-mail exchanges with instructor and other students	6	11	2	0	3.21
Audio-Visual aids incorporated within instruction	7	10	1	1	3.21

I understand the necessity for hybrid classes , but I prefer face-to-face instruction and discussion over web-based instruction.

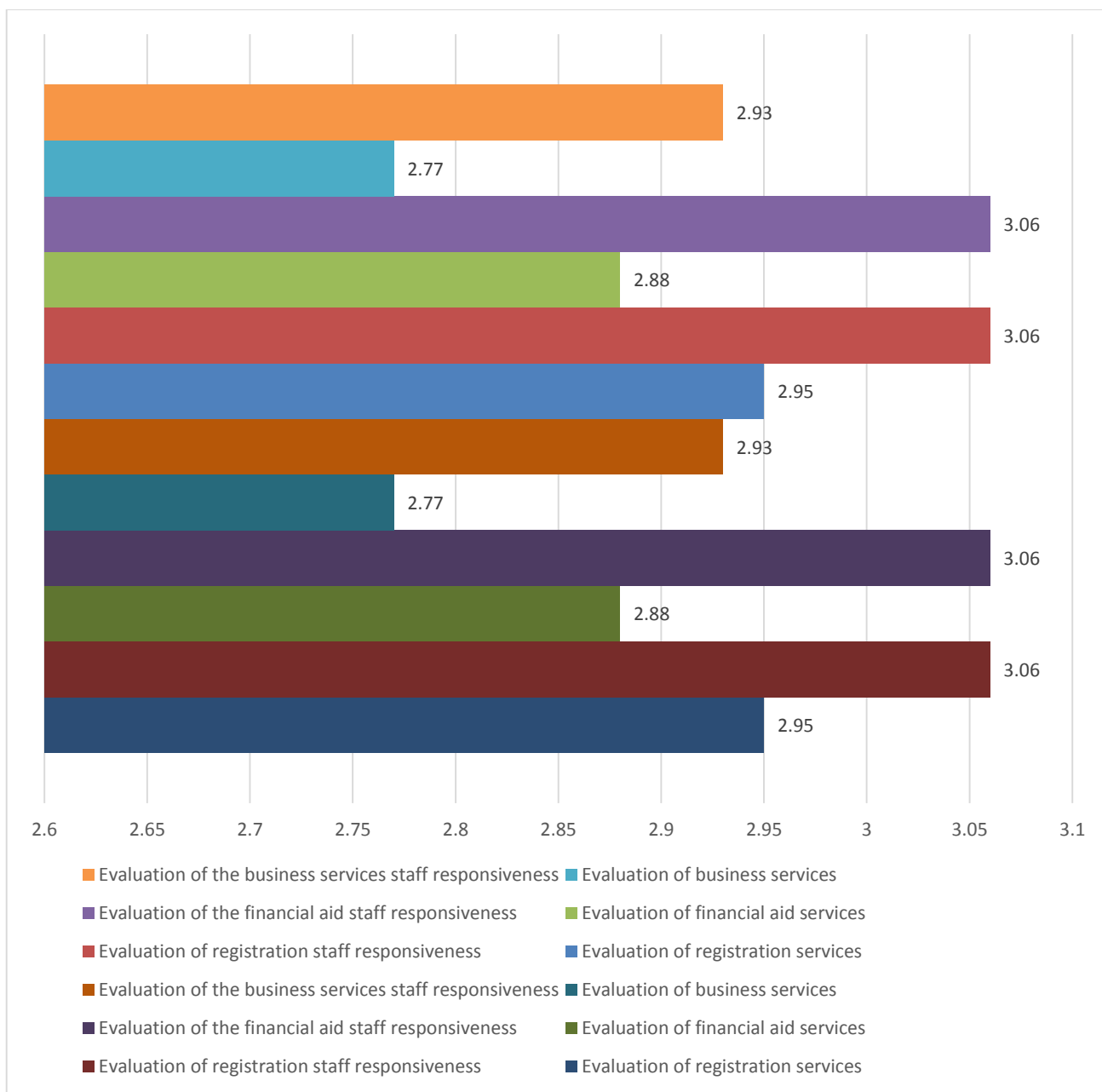
Moodle was a bit "shaky" at times.

Highly prefer in person instruction despite the growing trend for online access

Section IX: Other Offices - Registration, Financial Aid, Business Services, etc.

Q9 Based on your last 3 years, how would you evaluate the following services?

1 – Poor; 2 – Fair; 3 – Good; 4 – Excellent



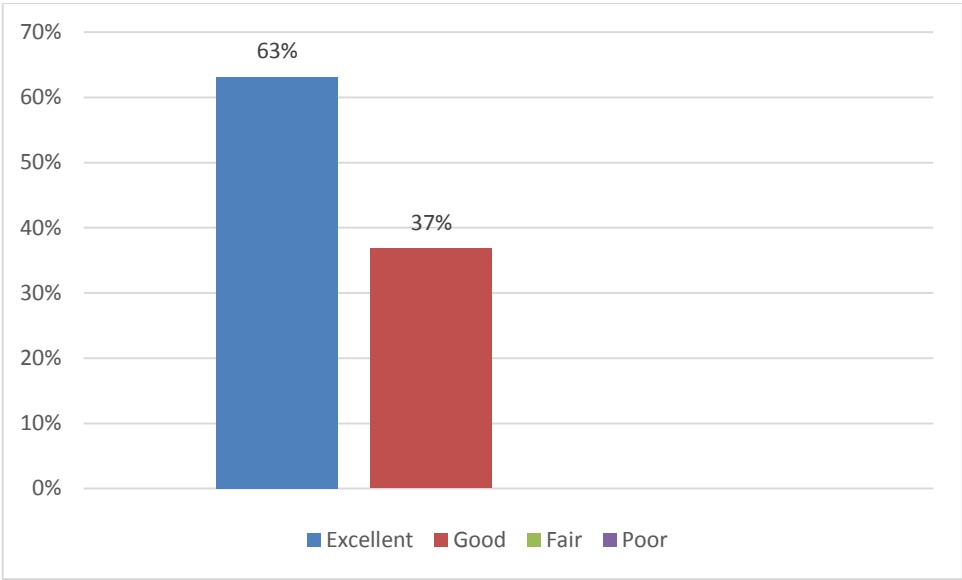
	Excellent	Good	Fair	Poor	Average
Evaluation of registration services	3	12	4	0	2.95
Evaluation of registration staff responsiveness	6	8	3	1	3.06
Evaluation of financial aid services	4	7	6	0	2.88
Evaluation of the financial aid staff responsiveness	6	5	5	0	3.06
Evaluation of business services	3	5	4	1	2.77
Evaluation of the business services staff responsiveness	5	4	4	1	2.93

Registration system seems to not be able to tell the difference between audit and credit courses. When I audited a class, the system would automatically charge for credit until it was manually adjusted.

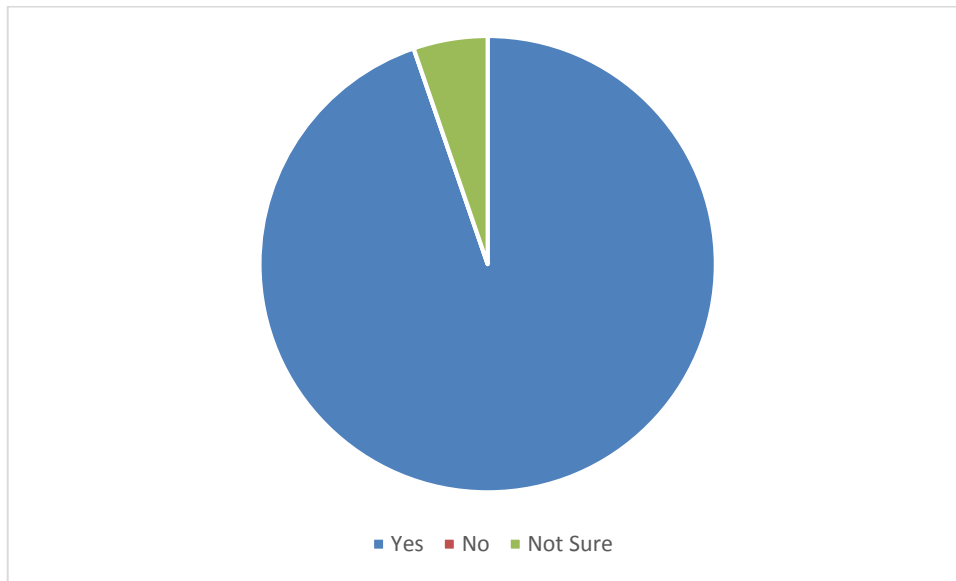
I always had positive experiences dealing with the business dept. Caring and fast responses to my questions.

Trinity Central was a constant frustration. I could never trust them to do what they said they were going to do. And they would make mistakes frequently so that I learned to always double check their work.

Section X: Your Conclusions



	Excellent	Good	Fair	Poor	Average
All things considered, how would you evaluate the quality of instruction in your program?	63%	37%	0	0	3.63

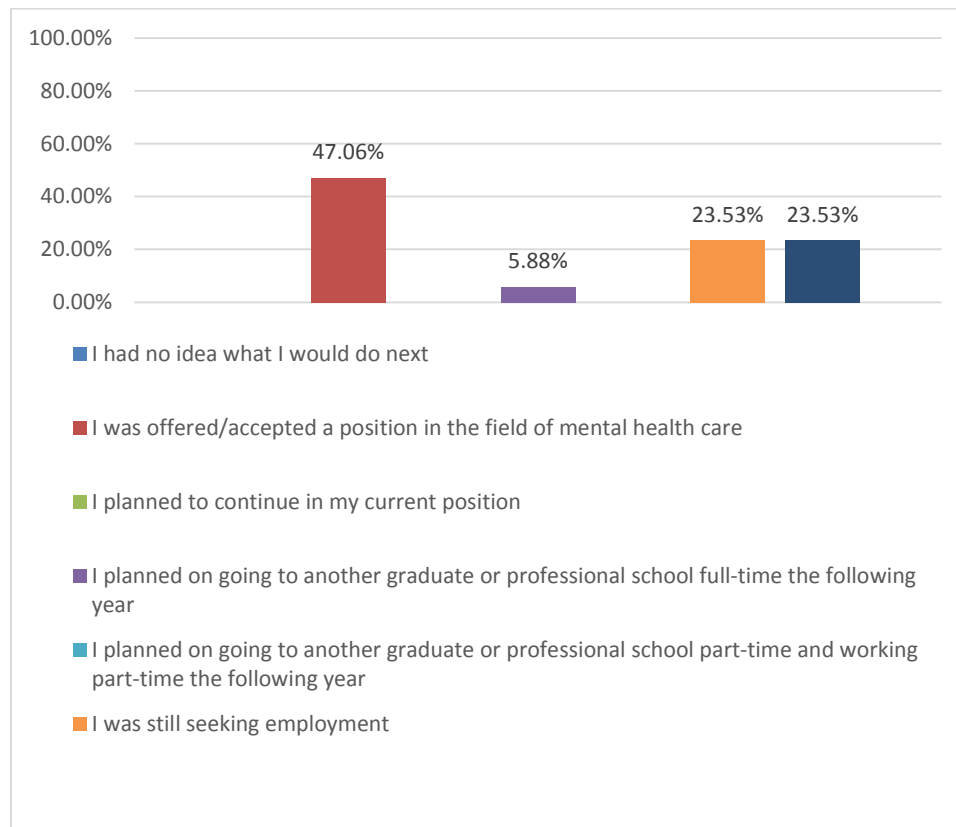


	Yes	No	Not Sure
If you could start over again, would you still choose to enroll in this program?	94.74%	0.00%	5.26%

Absolutely yes!
I consider it a huge privilege to have graduated from the TEDS Counseling program.
It was overall a great experience and program. It had its imperfections but often times they were working toward solving the issues that did come up.
The integration and theology classes were very important. As I develop in my knowledge and skills, I am continually looking for the God-element in counseling and applying that to spiritual development. I find it fascinating how deeply intertwined theology and psychology are. I wish I would have had more time and resources to take more theology classes.
I am very proud to call myself a graduate of this demanding program.
Consider a workshop on applying for licensure. It's complicated and alumni are trying to help each other with much misinformation.
My time in the program was transformational, and I'm thankful to God for the people I met there and how they encouraged me to be everything I was made to be. Whatever concerns I had with the program and its facilitators have already been addressed.
The program was better than it was advertised. Based on visits and marketing, Trinity was not originally my first choice. It came down to finances for me that I finally decided to go here. Based on advertising, I didn't think there would be as much integration of faith as there was. So I was pleasantly surprised when this was weaved throughout every class, rather than being compartmentalized to just the theology classes.
I would highly recommend this program to anyone wanting a comprehensive Christian counseling program that develops academic excellence and promotes personal growth of the professional.

Section XI: Your Future Plans

Q11 Please indicate the best description of your plans immediately following your graduation by marking the ONE most appropriate response



I had no idea what I would do next	0.00%
I was offered/accepted a position in the field of mental health care	47.06%
I planned to continue in my current position	0.00%
I planned on going to another graduate or professional school full-time the following year	5.88%
I planned on going to another graduate or professional school part-time and working part-time the following year	0.00%
I was still seeking employment	23.53%
I was not seeking employment nor was I planning to attend school	23.53%