2017 Exit Survey and Interview Summary

CMHC – Online Campus
Fall 2014 Cohort
Introduction

Survey Design

• The program collected qualitative and quantitative data using Survey Monkey to distribute and collect the CMHC exit survey answers. Individual exit interviews were held through a teleconference service, BlueJeans, to collect the exit interview answers.
• A 1-hour Blue Jeans meeting with each student after completion of their exit symposium.
• The CMHC Department Manager conducted the exit interviews.
• The initial prompt was “This is an informal conversation in which your honest feedback and candid answers are appreciated. We look to draw from your experience(s) to only improve the program for future students.”
Demographics of students

7 self-identified female, 3 male
2 self-identified as lesbian, gay, bisexual, transgender, or queer
3 self-identified as the first person or first generation in the family to attend college

Self-identified race/ethnicity:
- 5 Black/African American
- 2 White
- 1 Latino/Mexican American/Puerto Rican/Cuban/Central American/South American
- 1 Black/African American and Native American/Alaska Native
- 1 Other

Self-identified age ranges:
- 2, 18-25 years old
- 7, 26-35 years old
- 1, 46-55 years old

No international students and no students required access accommodations
Theme: A Sense of Community within the CMHC-Online Campus

The Exit Interview and Exit Survey results in a strong feeling of a sense of community.

- Program Contributions:
  - Residencies, especially the first
  - Group projects vital
  - Live discussions

- Faculty contributed to creating the climate within the program by:
  - Being very attentive, very involved, and quick to respond and offer encouragement
  - Encourage students to reach out to each other first, rely on peers
  - Showing compassion and passion about the program. It is transparent and encourages students to do/ be the same

- Student Quotes
  - “...it seemed to be inherent in the counselor training model; as it’s about connecting, training, being supportive, etc.”
  - Faculty connected every term, checking in, supporting development as a counselor. At residency, faculty modeled what it means to be a counselor.
  - Great mentorship
Theme: A Sense of Community within the CMHC-Online Campus

The Graduate Survey and the exit interview data collected support the theme:

- Quality of Faculty Advising: My faculty advisor electronically posted office hours and availability.
- My faculty advisor returned calls, texts, and emails promptly.
- My faculty advisor was knowledgeable of program policies, curricular requirements, and provided referrals to other resources when needed.
- My faculty advisor was helpful and responsive and was interested in my well-being and in my concerns.
- Overall, I am satisfied with the assistance provided by my faculty advisor.

Answers:

- All Strongly Agree and Agree
- No comments.
The Exit Interview and Exit Survey shows core faculty perform well.

Exit Interview data:

- The participants were asked to ‘grade’ the faculty performance. All core faculty were given A’s or A+’s.
- There were rough patches with the program developing, as it was the first time the program ran and the first cohort experienced unknowns. The faculty seemed to handle those hurdles as best they could, and faculty tried to eliminate the extra stress and pressure that may have brought to students.
- Certain issues appeared only with adjunct faculty. They were addressed relatively quickly (ex. timeliness in grading, not understanding the culture of the program).

Student specific examples:

- Dr. Stretch, it’s noticed how you fight for the program.
- Valuable that the student can go to anyone with outside-of-school issues, especially personal things going on in life so people knew the whole picture; not just all about school only.
Theme: Strong Core Faculty Performance

The Graduate Survey and the exit interview data collected support the theme:

- Quality of Faculty Advising: My faculty advisor electronically posted office hours and availability.
- My university supervisor provided feedback and guidance that helped me become a more effective counselor.
- Overall, I believe the Director of Applied Professional Practice (DAPP) was knowledgeable, supportive, and appropriately assisted with fieldwork placement and process.
- Overall, I believe the knowledge, skills, and dispositions of the core faculty positively contributed to my professional growth as a future counselor.
- Overall, I believe the Department Chair was knowledgeable, supportive, and provided appropriate assistance toward to my professional growth as a future counselor.

Answers:

- All Strongly Agree and Agree
- No comments.
Theme: CMHC-Online Recommended

Student Recommendations:
- No student regretted completing the program.
- Students would enroll in the program again because:
  - This program allows the students to be a counselor, which is what they want to do!
  - Program and education gained is invaluable.
  - Education was unique; there’s an advantage completing this program. Students experiences this and has gotten that feedback at internship.
  - Personal and professional networks have grown

Student Reservations:
- It’s hard!
- Financial commitments
- Time commitment - it’s a 3 year program

Student comment: “Working full time while enrolled in internship is one of the most challenging things I have ever had to do.”
The Graduate Survey and the exit interview data collected support the theme

- Quality of Programmatic Functioning: Overall, I am satisfied with the cohort model.
- Overall, I experienced an inclusive and respectful learning environment in the CMHC (Online Campus)
- Overall, I am satisfied with the level of involvement the program offered through resources such the newsletter, advising forum, and student groups.
- Overall, I am satisfied with the residency experiences.
- Overall, I was informed about University policy and opportunities (i.e. graduation paperwork and deadlines, financial aid, graduate assistantships)
- Overall, I am satisfied with my experience at The Chicago School CMHC (Online Campus) as a Master's student. (All Strongly Agree)
Theme: Preparedness

Current and continuing Professional Development:
- Involvement with local branch of ACA
- CE/ CEU opportunities
- Professional Networks
- Journal Subscriptions
- Still determining how

Develop(ing) Professional Counselor Identity:
- Program helped shape identity through different role plays and final project, fieldwork experience, etc.
- The close, connectedness of the faculty because they modeled it so well.
- Constant reflection within the program.

Workforce Preparedness:
- Strong skill set. Internship was key in building the confidence to act on those skills.
- Therapeutic alliance and group therapy, very strong.
- Overall, very confident.
Theme: Preparedness

The Graduate Survey and the exit interview data collected support the theme:

- Overall, I believe I am graduating from The Chicago School CMHC (Online Campus) well trained in Clinical Mental Health Counseling.
- Overall, I am satisfied that my practicum and internship experiences prepared me for working as a counselor.
- Overall, I feel confident that I will get a job with my degree within the next three months.
Summary

Clinical Mental Health Counseling, Online Program Overview:

- Core faculty are very well received, create a strong online culture, and promote peer supported learning.
- Residencies are a huge component of skill building, team building, and personal growth.
- Diversity is lacking within core faculty but experienced in practicum and internship.
- Overall program was very well received, and students enjoyed their experiences.