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The University of Oklahoma
Center of Applied Research for Non-Profit
Organizations

Department of Human Relations Alumni Survey

Fall 2006

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Mission

The Department of Human Relations was established in 1970 with the mission to train professionals in the field of human relations. The Department has the following objectives as identified in the University of Oklahoma's General Catalog:

- To expose students to the social and philosophical foundations which form the basis for an interdisciplinary approach to human services education. Emphasis is placed on understanding individual, group, and organizational behaviors.
- To provide students with the knowledge and competence necessary to function effectively as professionals in a wide range of human service careers. Emphasis is placed on developing skills related to understanding multicultural group behaviors.
- To prepare students for effective leadership in conflict situations which require data analysis and coordination of individual and group efforts.
- To encourage students to work for the provision of equal opportunities for minority groups and women, and to seek solutions to other community, state, regional, national, and international problems.
- To add to the body of knowledge called "human relations" and, concurrently, assist in delineating the role of human relations practitioners in economic, technological and social development.

The purpose of the current report is to provide the University of Oklahoma, the Department of Human Relations, and stakeholders with the results of the 2006 alumni survey.

Study Methodology

Graduates of the Master of Human Relations program were invited, via email, to take part in an online survey. Participation in the survey was voluntary. The web-based survey did not record participants names so responses were anonymous. The survey consisted of 39 items and was designed to assess the graduate's perceptions and attitudes relating to the Master of Human Relations program. Respondents were told that their responses would be used to make improvements to the program. A total of 116 responses were received.

A copy of the survey is included as Appendix B, page 44.

Demographic Characteristics of the Respondents

Demographic characteristics of the respondents included the following. The majority of the respondents (48.7%) graduated between the years 2000 and 2005. Additionally, 59.5% reported primarily attending the Norman campus. Of those who responded, 60.3% focused his or her degree on the organizational emphasis; 23.3% on the counseling emphasis.

Of those who identified the counseling focus (N = 27) 33.3% reported having obtained their license. Of the 66% who reported being unlicensed, 14 do not plan to test while 5 are still working towards licensure. Please refer to Appendix A, page 27, for responses to the open-ended question *If not licensed, why?*

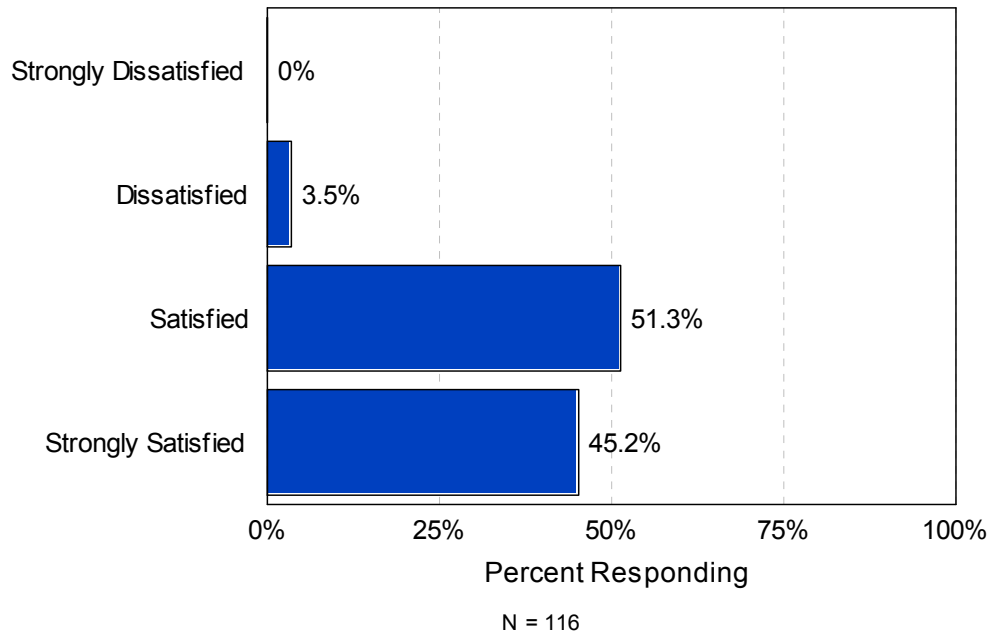
With regards to race/ethnicity, 84.1% indicated Caucasian, 9.7% African American, 3.5% Native American, 1.8% Hispanic American and 0.9% Asian American.

Of the 116 respondents, 74.8% were female.

When responding to employment status, 56% reported being currently employed in an MHR related field. When asked to describe the type of agency, 32.4% reported working for the government, 18.5% working in the private sector, 17.6% for a non-profit, and 7.4% being self employed.

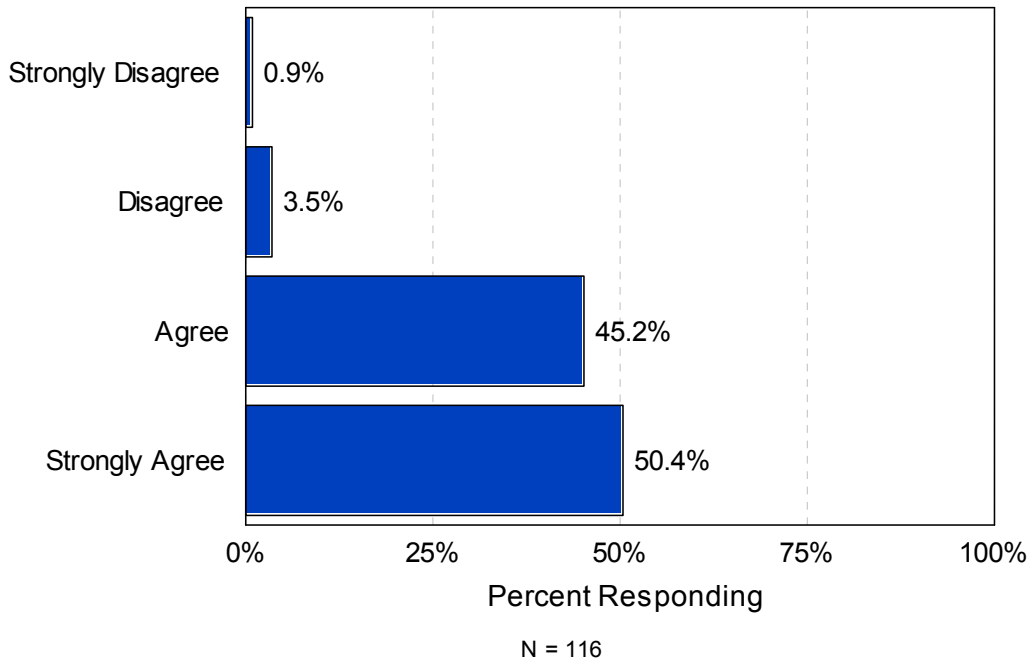
The following pages contain graphical representations of responses to the questionnaire.

Overall, how satisfied are you with your educational experiences within the MHR program?



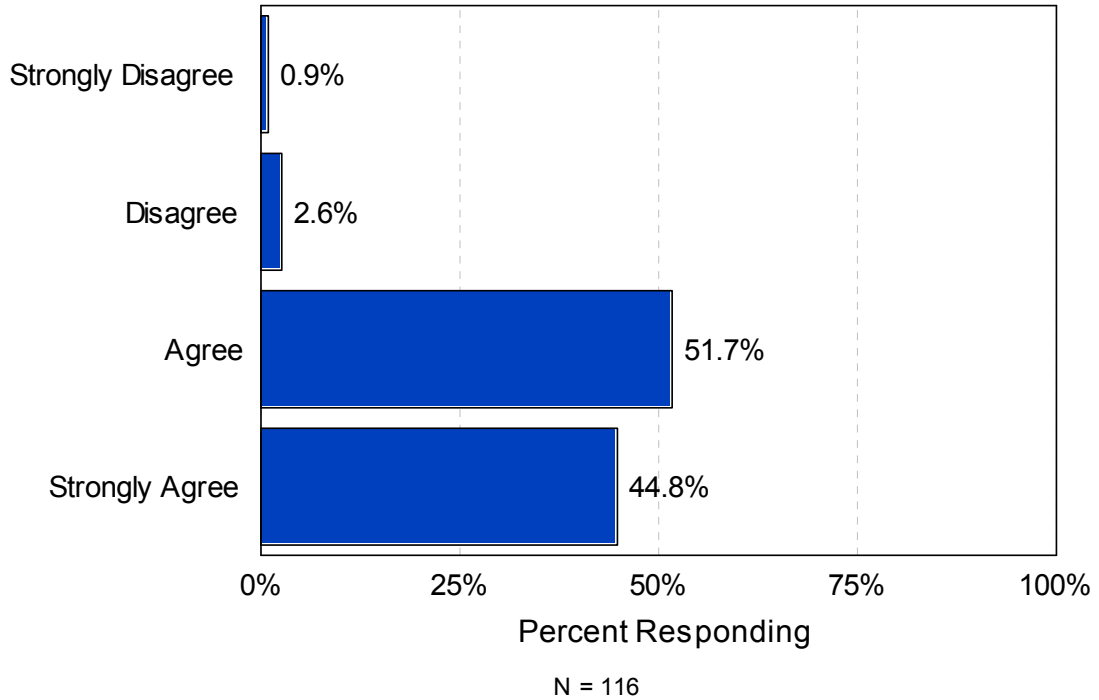
The graph above illustrates the level of satisfaction as perceived by graduates of the MHR program. Of those responding, 96.5% reported being satisfied or strongly satisfied with the program. The remaining 3.5% indicated a level of dissatisfaction. No one reported being strongly dissatisfied with the program.

The MHR program has helped you better understand the value of diversity.



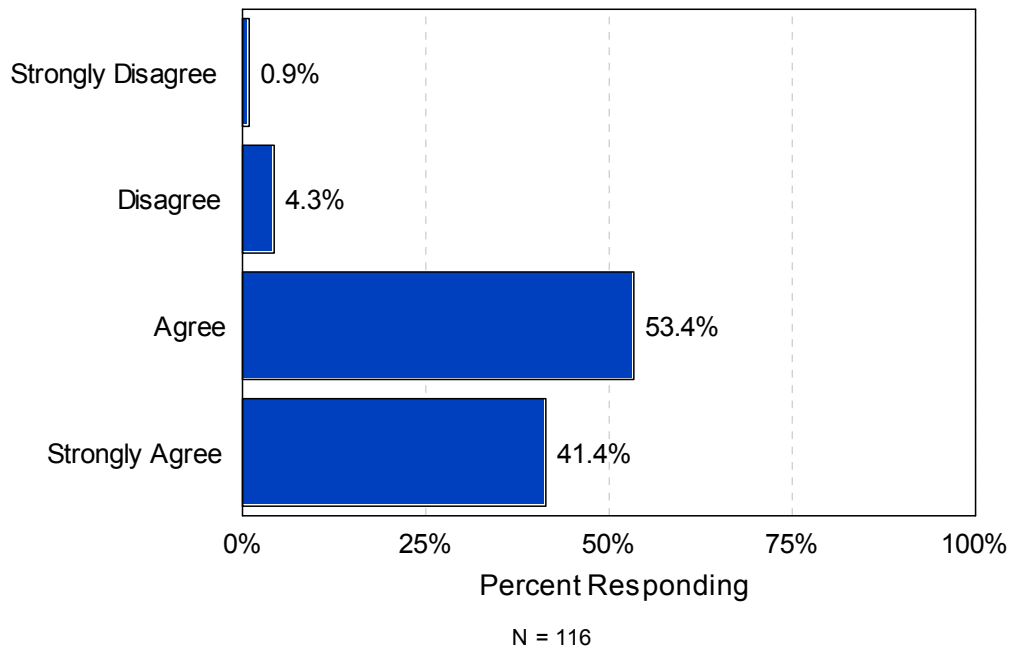
When asked if MHR program has helped its graduates understand the value of diversity, 95.6% agreed or strongly agreed. The remaining 4.4% disagreed or strongly disagreed.

The MHR program has helped you better recognize social justice issues.



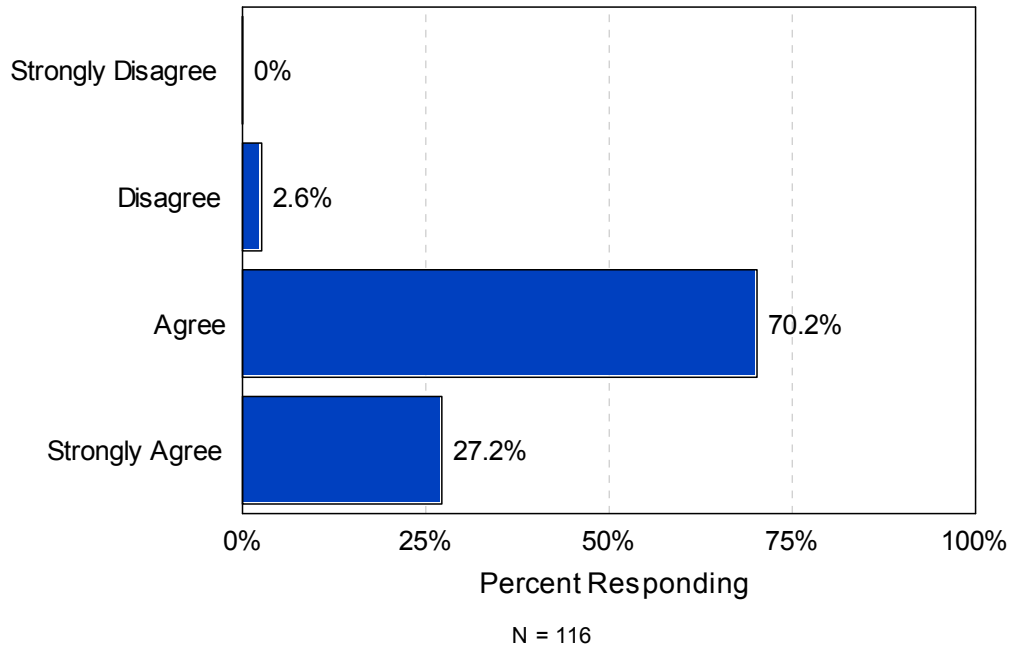
In regards to recognizing social justice issues, 96.5% of those responding agreed or strongly agreed that the MHR program helped improve this ability. The remaining 3.5% disagreed or strongly disagreed.

Your studies in Human Relations have helped you better resolve conflicts.



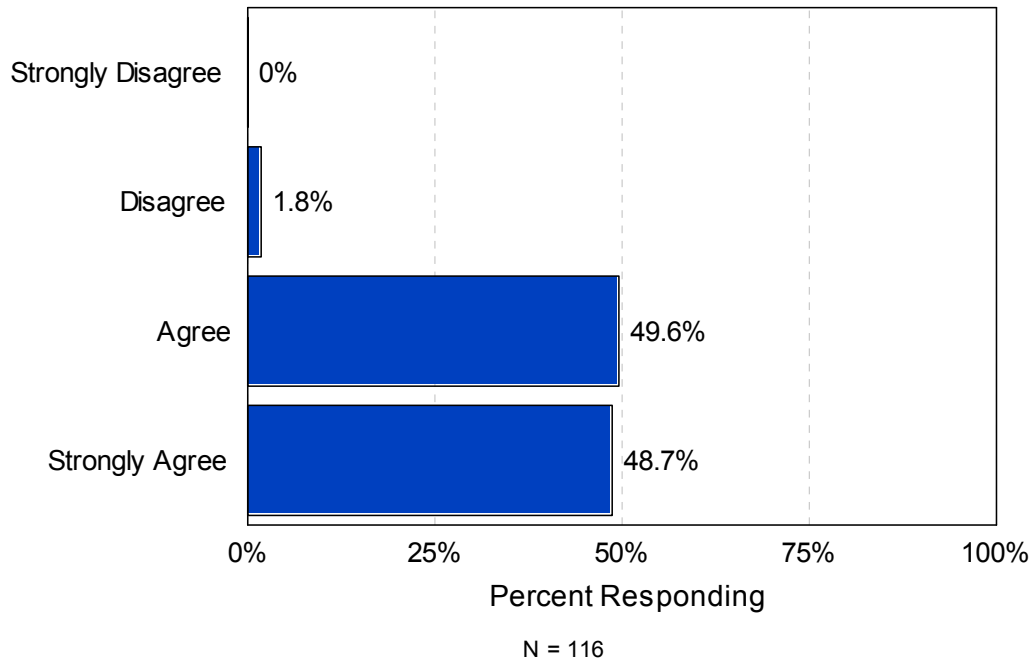
As the graph above shows, 94.8% of the respondents agreed or strongly agreed that the MHR program helped with conflict resolution skills. The remaining 5.2% disagreed or strongly disagreed.

The MHR faculty are responsive to student learning needs.



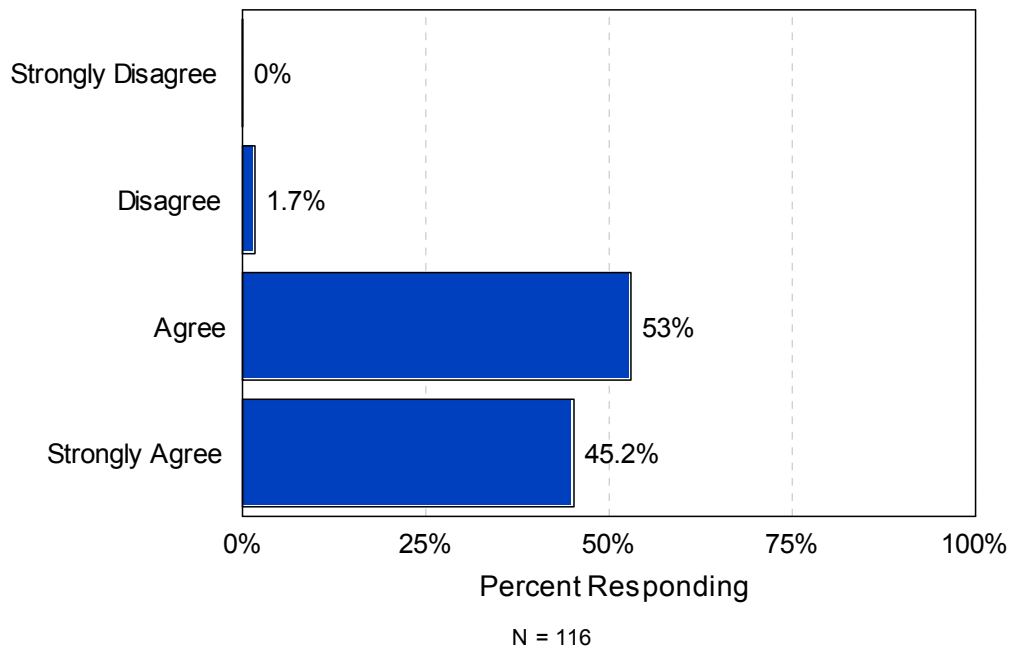
When asked if the faculty in the MHR program are responsive to learning needs of the students, 97.4% of those responding agreed or strongly agreed. The remaining 2.6% disagreed. No one selected the strongly disagree response.

The MHR faculty demonstrated respect for student ideas.



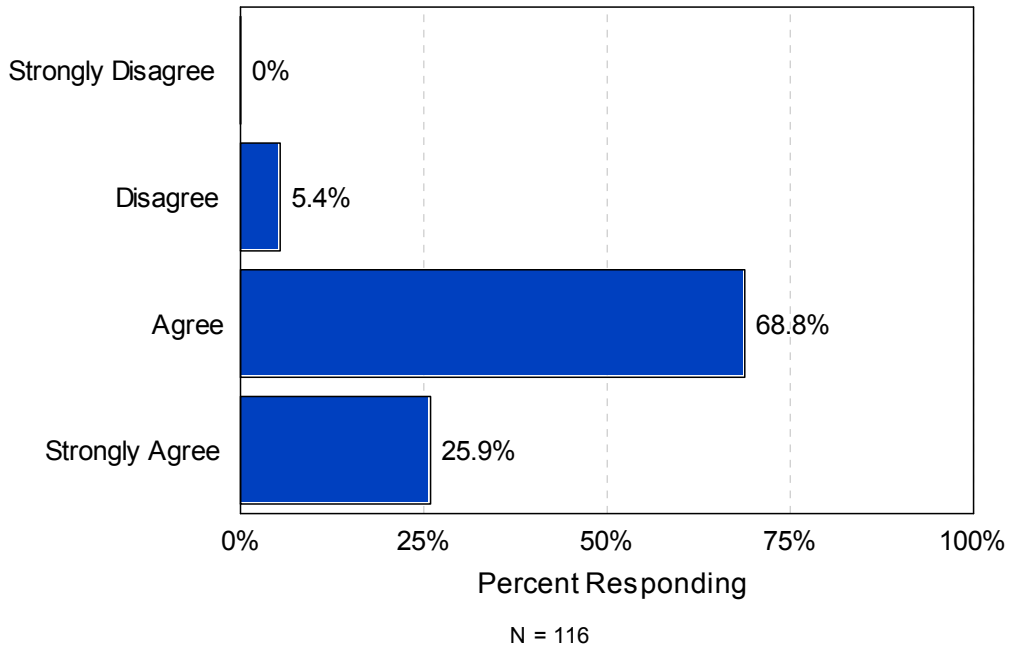
As the graph above illustrates, 98.3% of the respondents agreed or strongly agreed that the MHR faculty demonstrated respect for student ideas. The remaining 1.8% disagreed. None of the respondents strongly disagreed to this item.

The MHR degree has helped me better understand personal/interpersonal issues.



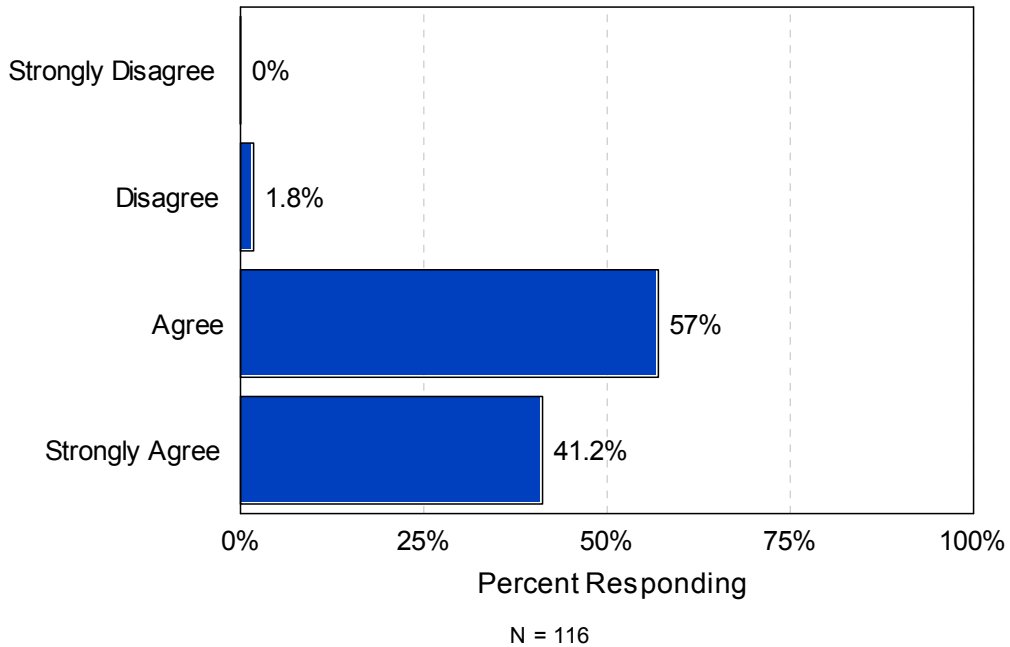
When asked if the MHR degree helped the graduates better understand personal and interpersonal issues, 98.2% of the respondents agreed or strongly agreed.

The MHR faculty are generally available to help students outside the class.



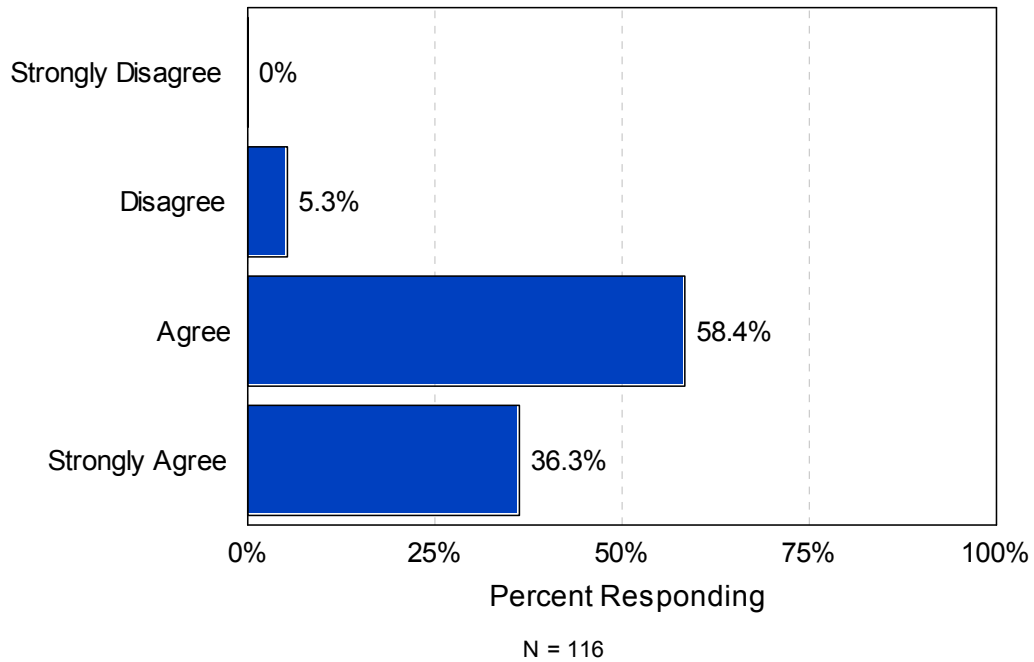
As the graph above shows 94.7% of the respondents agreed that MHR faculty were available to help students outside the class. The remaining 5.4% disagreed with this item.

The interdisciplinary focus in HR helped me see social issues from many different perspectives.



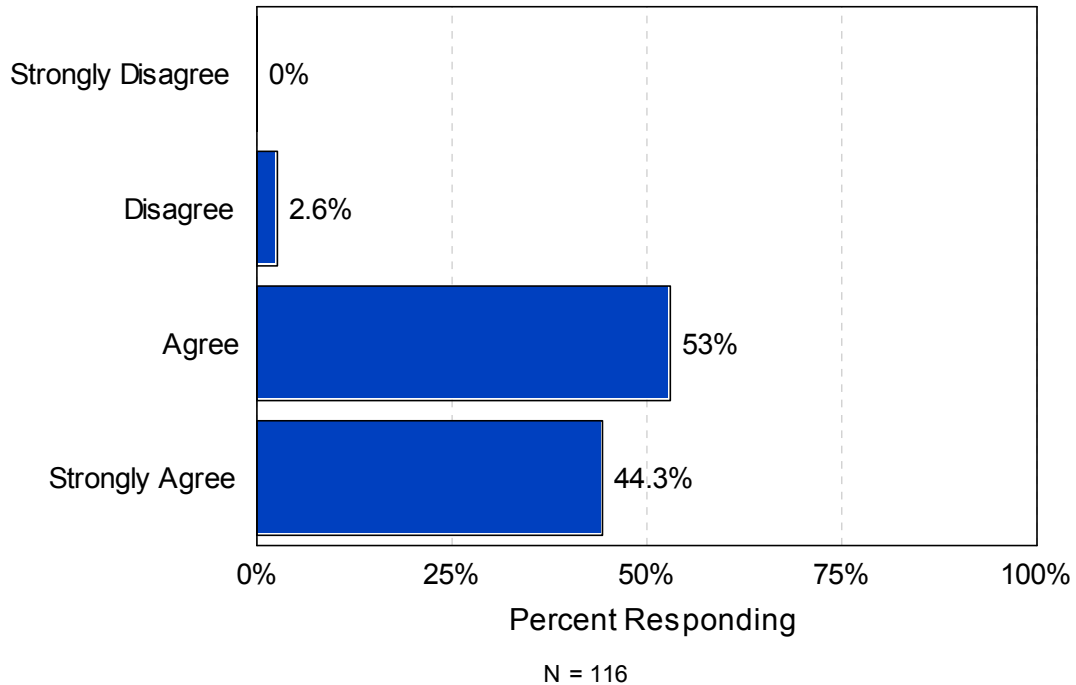
When asked if the program's interdisciplinary focus helped the graduates to see social issues from different perspectives, 98.2% agreed or strongly agreed. The remaining 1.8% disagreed. None of the respondents strongly disagreed with this item.

The MHR faculty had fair expectations of student progress.



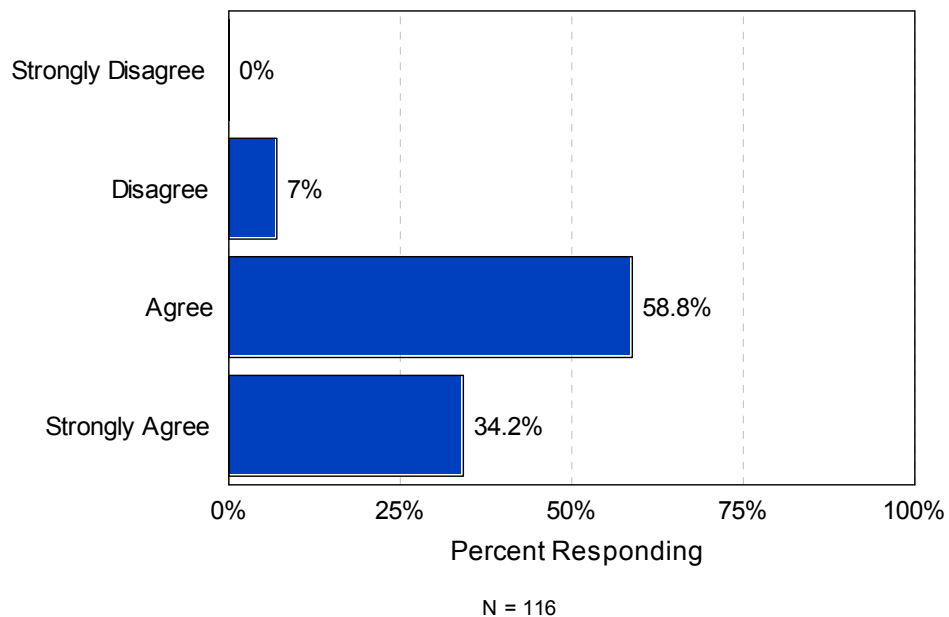
As the graph above illustrates, 94.7% of the respondents agreed or strongly agreed that MHR faculty had fair expectations of student progress. The remaining 5.3% disagreed with this item.

Overall, I am satisfied with the instruction
I have received in the MHR program.



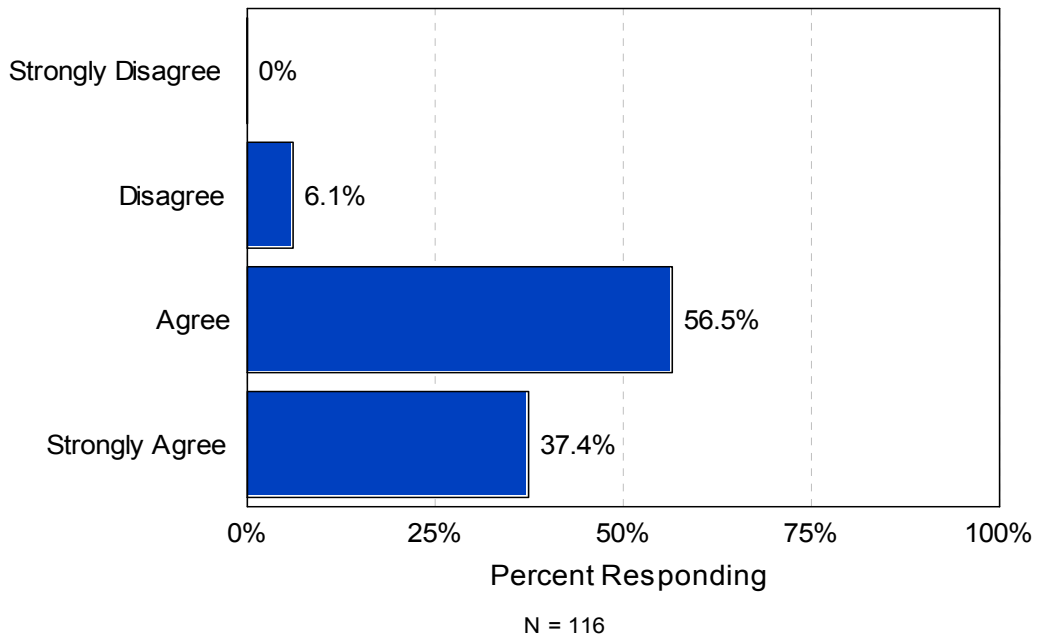
When asked about their overall satisfaction with the instruction received during the MHR program, 97.3% agreed or strongly agreed. The remaining 2.6% disagreed with this item. None of the respondents selected the strongly disagree option.

The MHR program increased my ability to promote positive social change.



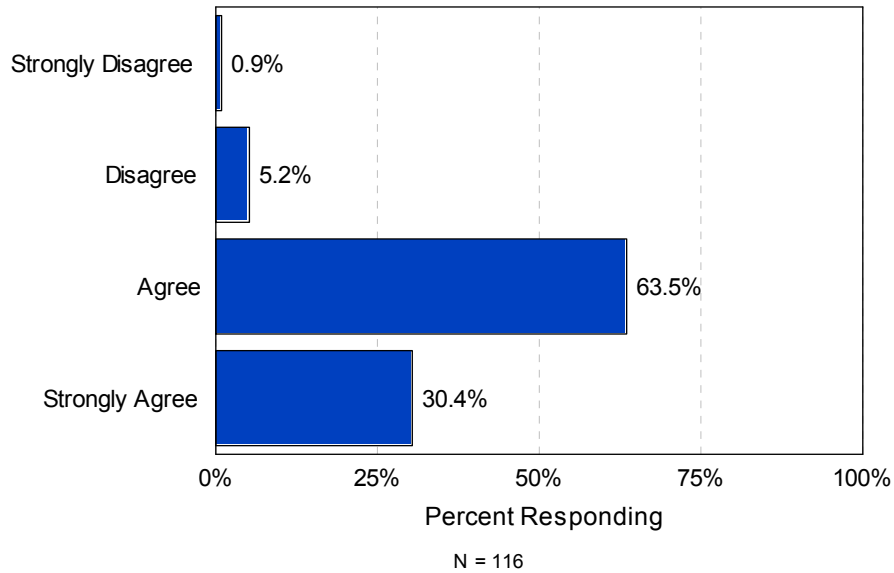
The graph above shows that 93% of those responding agreed or strongly agreed that the MHR program increased his or her ability to promote positive social change. Specific examples of how MHR alumni have worked for social justice can be found in appendix A of this report.

The MHR program has helped me improve my presentation skills (orally and in written form).



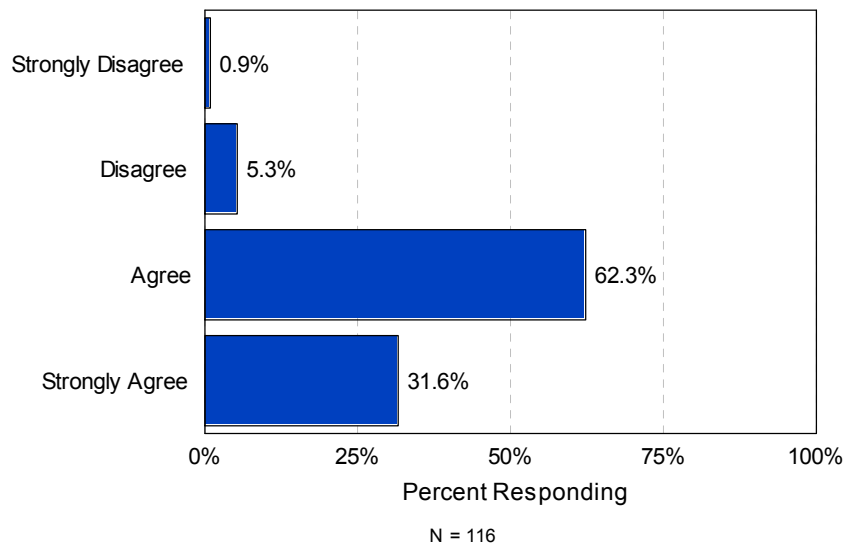
Of those responding, 93.9% agreed or strongly agreed that the MHR program helped improve both oral and written presentation skills. The remaining 6.1% disagreed with this item.

Course objectives were met in each MHR class that I took.

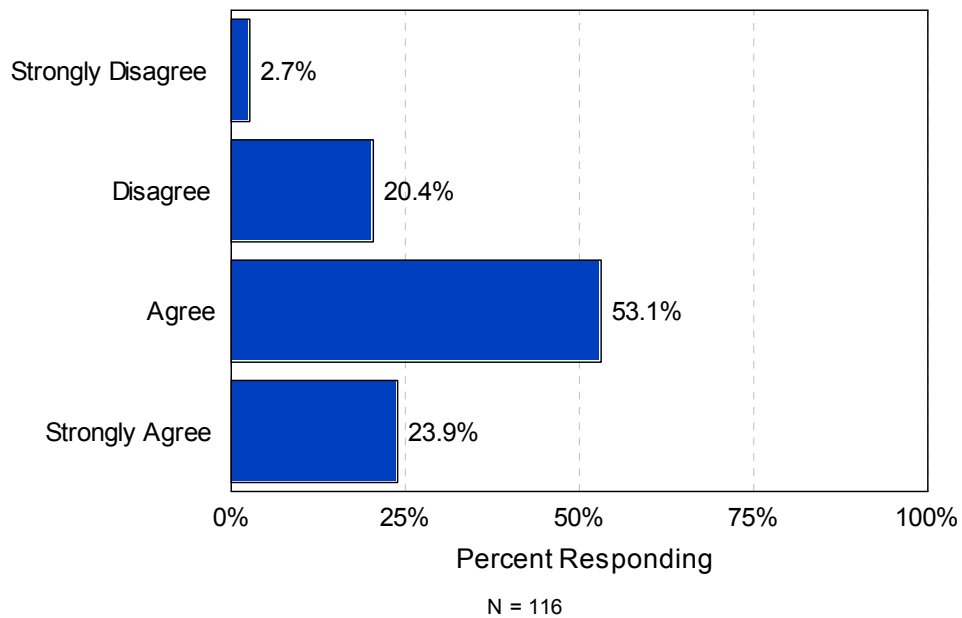


As the two graphs on this page illustrate, 93.9% of those responding agreed or strongly agreed that course objectives were met in each MHR class. Additionally, 93.9% agreed or strongly agreed that tests and projects in the courses reflected progress towards these objectives.

The tests/projects in the MHR courses reflected our progress toward the objectives.

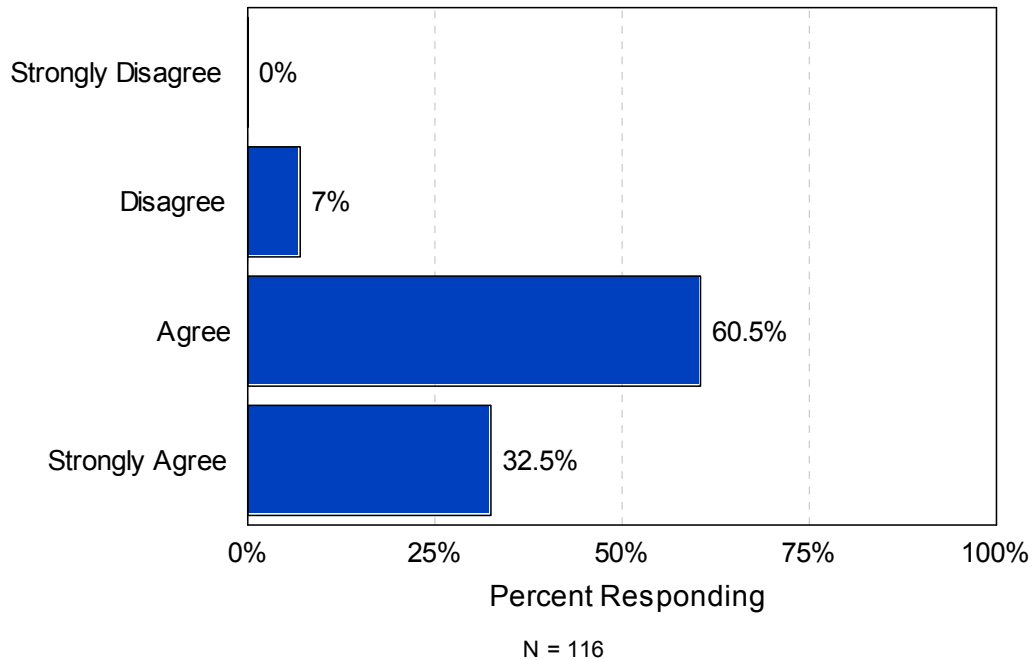


The MHR program increased my ability to conduct research.



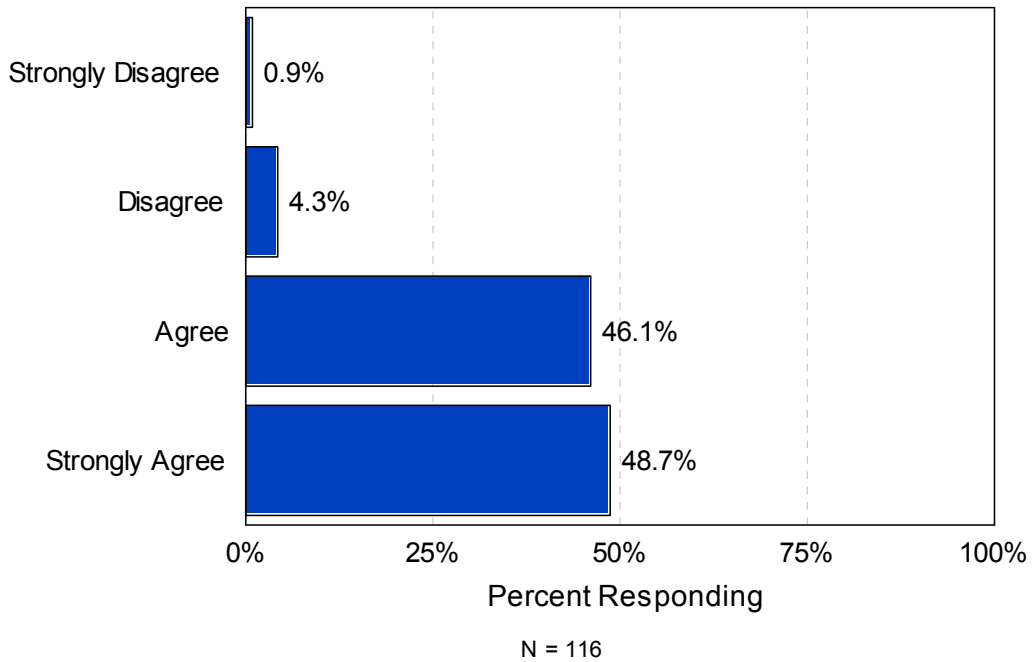
When asked in the MHR program increased graduates ability to conduct research, 77% of respondents agreed or strongly agreed. The remaining 23.1 % disagreed or strongly disagreed to this item.

I can make a positive change in my environment based upon what I learned in the MHR program.



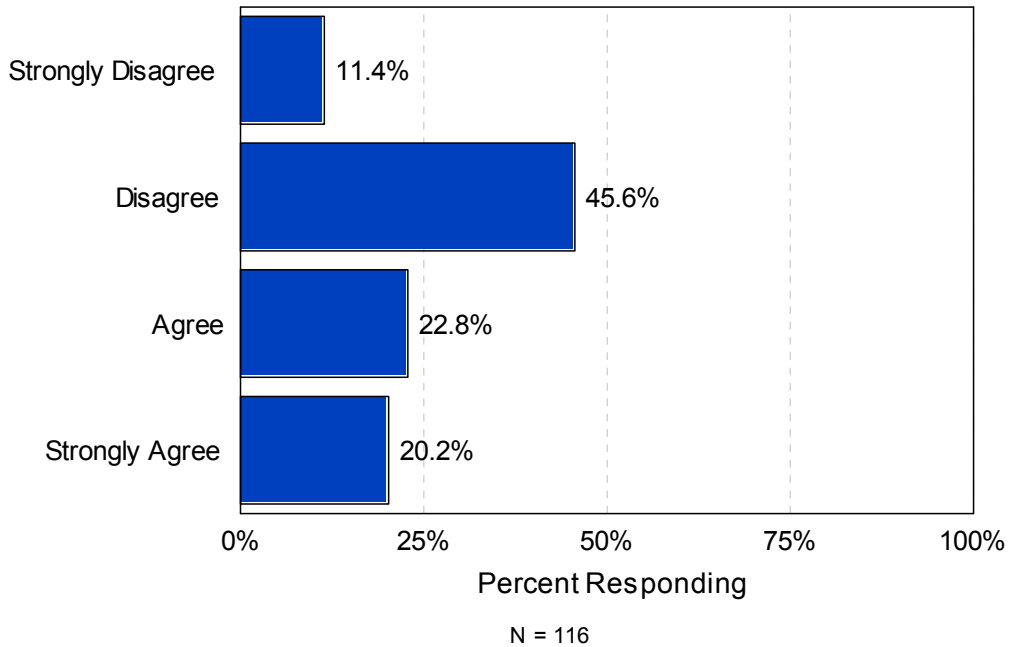
Of those responding, 93% agreed or strongly agreed that the MHR program taught the skills necessary to make a positive change in the alumni's respective environments. The remaining 7% disagreed with this statement.

I would recommend the MHR program to other potential students.



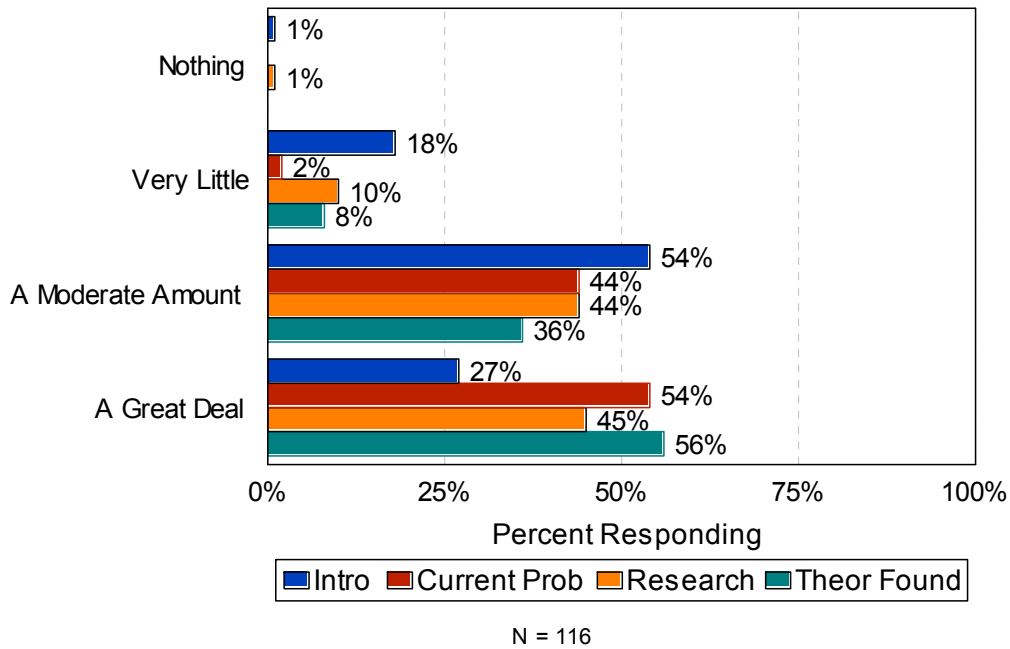
The graph above illustrates that 94.8% of those responding agree or strongly agree that they would recommend the MHR program to potential students. The remaining 5.2% disagreed or strongly disagreed with this item.

If not for the MHR program, I would not have had the opportunity to pursue a Master's degree.



As this graph illustrates, 57% of the respondents felt they would have been able to obtain master's degrees if the MHR program did not exist. The remaining 43% indicated that without the MHR program, they would not have had the opportunity to do so.

How much did you learn from each HR core course?



Respondents were asked to indicate the amount they feel they learned in each of the 4 core MHR courses.

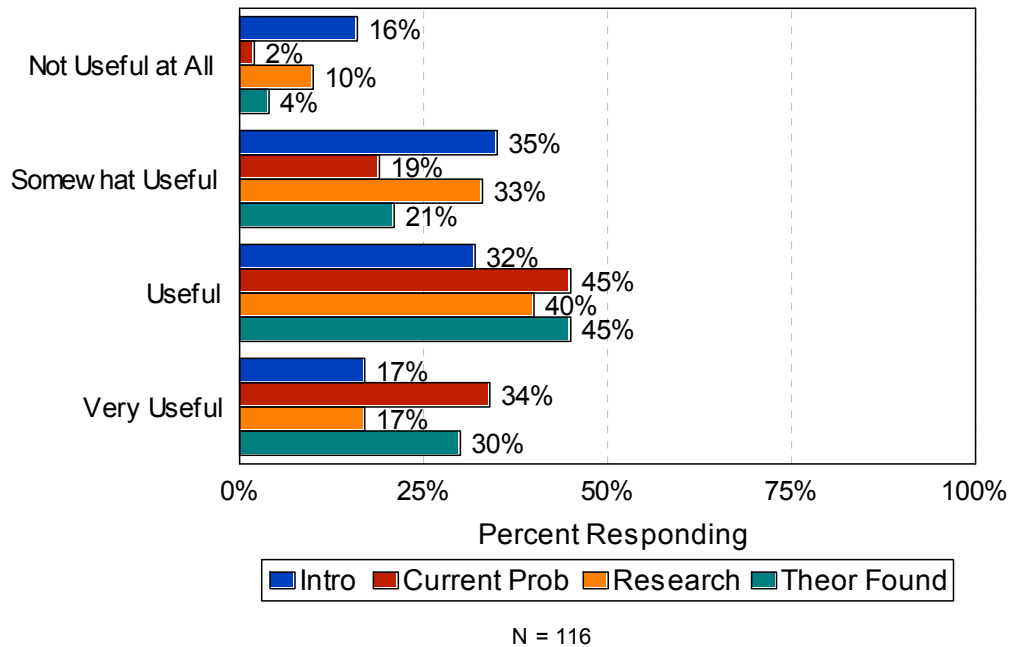
In regards to Introduction to Graduate Studies in Human Relations (HR 5093), 54% reported learning a moderate amount, 27% reported learning a great deal, 18% reported learning very little, and 1% reported learning nothing.

For Current Problems in Human Relations (HR 5013), 54% indicated learning a great deal, and 44% a moderate amount. The remaining 2% indicated learning very little in this course.

Of those who responded, 45% reported learning a great deal in Research (HR 5023), 44% reported learning a moderate amount, 10% reported learning very little, and 1% reported learning nothing.

Finally, in regards to Theoretical Foundations (HR 5003), 56% indicated learning a great deal, 36% indicated a moderate amount, and the remaining 8% indicated learning very little.

How has what you learned from each HR core course helped you in your life or carrer?



Similar to the previous illustration, this graph shows responses to the item “How has what you learned from each HR core course helped you in your life or career?”

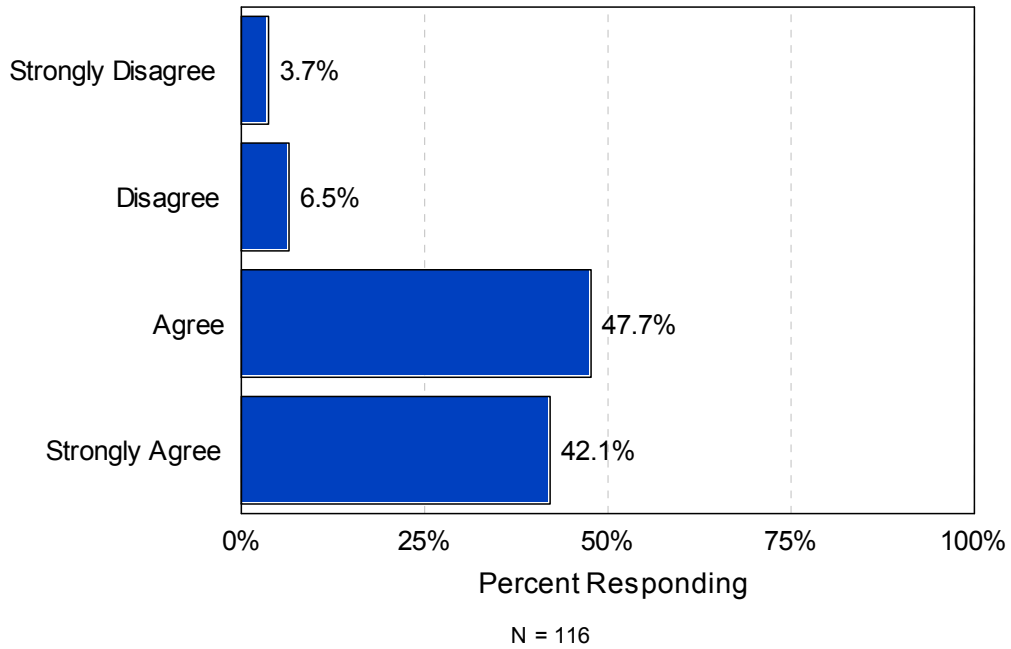
For Introduction to Graduate Studies in Human Relations, 35% reported the course as somewhat useful, 32% reported useful, 17% reported very useful, and 16% reported the course was not useful at all.

In regards to Current Problems in Human Relations, 45% indicated the course being useful, 34% indicated very useful, 19% somewhat useful, and 2% indicated not useful at all.

Research was rated as 40% useful, 33% somewhat useful, 17% very useful, and 10% not useful at all.

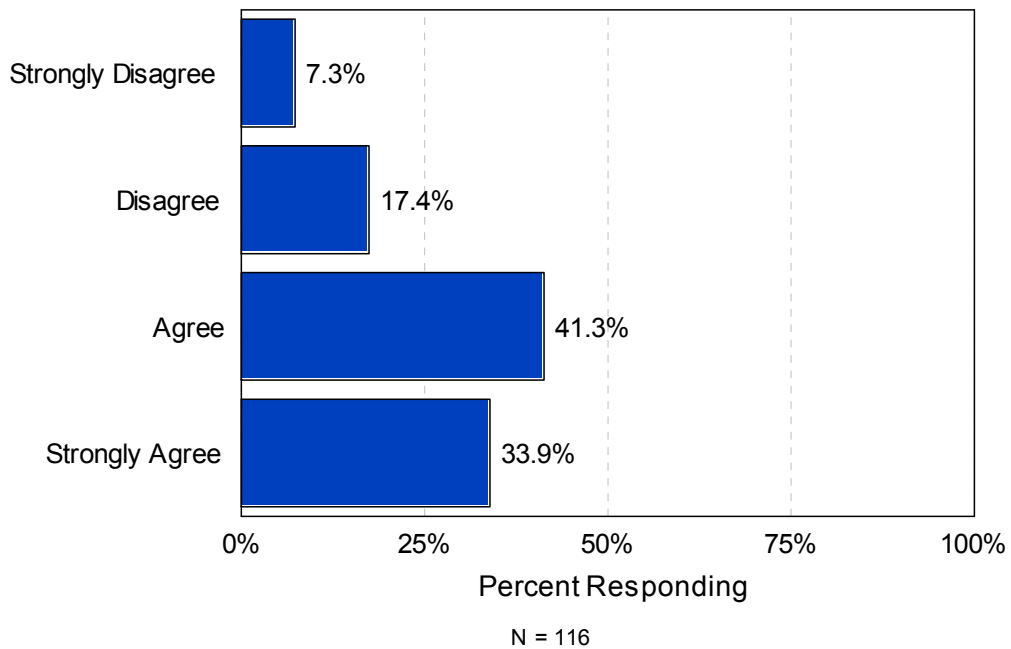
For Theoretical Foundation, 45% of respondents indicated the course being useful, 30% very useful, 21% indicated somewhat useful, and 4% indicted not useful at all.

The MHR degree has helped me in my current job.



When asked if the MHR program has helped the graduates in their current jobs, 89.8% agreed or strongly agreed. The remaining 10.2% either disagreed or strongly disagreed with this statement.

The MHR degree has helped me advance my career.



In regards to advancing in their careers, 75.2% of those responding agreed or strongly agreed that the MHR degree has helped them do so. 17.4% disagreed with this item. The remaining 7.3% strongly disagreed.

Appendix A

Responses to Open-Ended Questions

Responses in this section appear exactly as written by respondent.

If not licensed, why?

1. The program was not geared towards obtaining a licenses
2. licensure not available 1979
3. Reapplying for OU Advanced Programs
4. way to many courses to now get you LPC. I leaned toward both Organizational and Counseling. I wanted my LPC but to much education is required to get it now.
5. PHD. Saybrook program
6. OU

If you are an international student, what country are you from?

1. N/A
2. no
3. Venezuela
4. na
5. Vietnam
6. N/A
7. NA

Race/Ethnicity other, please specify

1. Saphardic Jewish Heritage
2. hispanic

Which best describes the agency of your work?

1. Education
2. University of Oklahoma College of Business
3. Education
4. State
5. Education
6. Education
7. N/A
8. Educational
9. Academic
10. Higher Education
11. Recruitment
12. public university
13. education
14. Public School District
15. Public School
16. Educational Institution
17. institution of marriage (i.e. motherhood)
18. student
19. University federally funded program
20. Education
21. OU
22. University of Oklahoma
23. Higher Education
24. State Agency-Univ of Oklahoma
25. Higher Ed
26. Postsecondary Education

Please describe any efforts you have contributed towards social justice issues since obtaining your MHR?

1. Provide support for mothers with PPD, established a non-profit organization to assist families in the area of education and seeking Christ, developed relationships with politicians to help disseminate information to people living in NE OKC
2. I am a strong advocate for cultural issues and trying to ensure we provide services for students and parents in their native language. Overall, my degree has helped me, but I can't think of a lot of specifics as I was always the type of person that would try to provide equal opportunity, cultural discovery, self growth, etc.
3. I consistently provide and express fundamental human relations values and ideas in working the area of Child Support Enforcement. On many levels I believe I function as a form of social compass advocating for the fair and respectful treatment of Custodial and Non-Custodial parents and their Children. I consistently express the idea that relationship is often as or more beneficial to a child than is monetary support. I also try to point out that if you diminish or disrespect a parent, you also have diminished or disrespected the child. I have advocated for fairness even to my own professional detriment and remain very committed to the values of respect for individual human dignity in all its diverse forms.
4. Following my degree, I did consulting which gave me the opportunity to teach others the importance of understanding diverse viewpoints. I later became a chief executive officer which provided DAILY opportunity to teach, discuss, and rationally argue to subordinates, my board of directors, governmental officials, and the public.
5. I have taken a special needs adult on as a friend when most people just laugh at him. Now that they see me going out of my way to help him the laughing has ceased.
6. advocate for persons w/ disabilities
7. I have worked with the Greensboro public library and community college to help immigrants learn English.
8. I work in the field of corrections training managers. Our efforts are to advance understanding of fair and equitable treatment of offenders as well as the need for re-entry education.
9. I don't think my final project was geared to social justice issues but I did develop a self-esteem workshop for 5th and 6th graders. I implemented it at an elementary school in OKC. I was amazed at the reception from the children! I believe this is an area in childhood education that is wide open and needs to be a part of the standard curriculum. Thanks to my HR education, I was able to reach 200+ children and see significant impact on their daily routines.
10. Co-founder of a consultant business to assist organizations with diversity, harassment and conflict resolution issues.
11. Continue to work on behalf of oppressed groups, including minorities and girls and women in certain kinds of religion. Have worked with prisoners and at-risk teens, including first offenders and their parents. Personally, I advocate on behalf of feminist, race and GLBTQ issues, and contact legislators on a variety of social issues.
12. I am a constant voice for public education through my job. I work to ensure our teachers in the classroom receive the tools necessary to provide a quality education and that children have the opportunity to this education.
13. YWCA Intercultural Service Center: Tulsa, 1999-2001 Center Director Responsible for planning, implementing, and coordinating programs focused on providing direct, professional services to immigrants and refugees in Northeastern Oklahoma. Services include immigration counseling, English as a Second Language education, refugee resettlement, information & referral, and other outreach programs. Managed two facilities and supervised a diverse ethnic staff of twenty-three professionals and Ameri-Corps VISTA volunteers. Assisted with the implementation of the GEAR-UP mentoring program with Tulsa Public Schools. Developed and managed a budget approaching \$500,000 a year. Increased revenues almost 100% in two years from United Way, government grants, program service fees and community contributions. Collaborated with government, business, non-profit, educational and religious entities, conducted diversity trainings, and participated in community forums.
14. I write letters to my congressmen and senators. Each of my letters represent about 200 constituents. As a national delegate to Air Force Assn convention in Washington (3 years) I discussed social & military issues affecting our servicemen and their families.
15. Established an Employee Assistance Program at a large Corporation.
16. I have been a mentor for hispanic children that are struggling in a Tulsa public school.

17. I work for Lakeside Home a residential group home for delinquent adolescents with the Tulsa County Juvenile Bureau. Being affiliated with the Juvenile Court has allowed me the opportunity to advocate for adolescents and their families to ensure they are treated equal & fair.
18. I pursued training and worked as a Sexual Assault Nurse Examiner (SANE) about 4 years. This required going to court at times.
19. Worked with high-risk youth and families for eight years providing substance treatment and prevention services. Directed youth day-school /day treatment program.served as director of mentoring program for high risk youth, served as instructor trainer for the central oklahoma chapter of the American Red Cross in HIV/AIDS prevention. Served as job training specialist for the City of Oklahoma city.
20. I actively keep abreast of social justice issues via various media.
21. None I can recall at the moment.
22. Working to improve services to adults with severe mental illness, working to improve services for adults recovering from drug and alcohol dependence, working toward balanced sentencing guidelines, including drug and mental health courts and improved options for people formerly convicted of felonies.
23. Pioneering a program for African-American high school girls in low-income communities.
24. Founding member, Oklahoma Afterschool Network (to make quality afterschool programming more accessible to low-income children) Promoted a shift in Camp Fire's programming to serve more low-income and disadvantaged children and families. Founding member, East Tulsa Prevention Coalition Served as a speaker for the Victim Impact Panels Ensured that local Camp Fire Council maintain strong affiliation with national organization that promotes inclusiveness regardless of sexual orientation.
25. I am now an ordained minister where I worked heavily in social justice. I now work at OU as faculty and my work in SJ is more implicit than explicit--working on gender balance in teaching, classroom etiquette, racial, religious and ethnic consciousness with my students and in our program, etc.
26. Advocating for change in the workplace. I try to model to do or not to do whatever I'm telling clients to do or not to do.
27. Have served on boards of the Urban League, Oklahomans Opposed to Corporal Punishment, Oklahoma Committee to Prevent Child Abuse, Okla. Assn. for Infant Mental Health, United Nations Association of Greater Oklahoma City; have participated in many education, child abuse prevention, child advocacy, peace, racial justice and other activities and projects.
28. My MHR degree would have been a roadblock if I didn't have it, but it has been wasted on my current job. It has not helped in anyway towards a promotion.
29. Just the work I do everyday with kids and families from low-income backgrounds.
30. community corrections programs
31. One of my projects is working with Iraqis, Syrians, and Turks on water-related issues.
32. N/A
33. It is the everyday issues that make the most impact - being a voice from management that ensures a fair and equitable work environment.
34. The Clients that I see are enrolled in medicaid, are on a fixed income, and of various ethnic and religious backgrounds. I try to help them with the stressors that they face in their limited economic background, and encourage them to rely on their strengths as individuals.
35. I was able to conduct in-service training on gender discrimination and disability issues in a culture (technical training) which is prone to stereotypes; I was an advocate throughout my career for the disadvantaged.
36. I have worked in criminal justice, HIV AIDS program, and currently involved in working with homeless substance abuse reintegrate in to the community.
37. As a teacher educator, I have been able to distribute articles, bring issues to people's attention and encourage participation in conferences. I am able to encourage teachers to use methodology and activities that they might not have been exposed to without my interest in the human relations area.
38. I work with Child Welfare cases providing individual and family counseling to assist with either keeping a family together or bringing them back together.
39. n/a
40. It has helped me advocate effectively for myself within my organization and with my clients in linking them with needed resources.
41. I participated in a project with the National Child Traumatic Stress Network, SAMHSA and the Casey Breakthrough Collaborative Series in working with children who have been traumatized. Oklahoma has several sites that are working with Trauma-Focused Cognitive Behavior Therapy (TFCBT) . We are working to spread this mode of treatment to children and caretakers in our state.

42. DEVELOPING MENTAL HEALTH AND BEHAVIORAL HEALTH PROGRAMS FOR UNDERSERVED POPULATIONS
43. Mainly just talking with my children about certain issues.
44. I've written grants for minority and at-risk students. I've also been keynote speaker for various youth conferences.
45. daily effort in my job.
46. Making certain policies, procedures, hiring, etc. in my organization support diversity.
47. Serving on board of directors for an agency serving adults with mental illness
48. As a result of the MHR program at the University of Oklahoma in Tulsa, it is with my pleasure to say that there have been many instances within my life that have evolved as a result of being exposed to a more realistic side of life. There are far too many to mention within this piece, however, continuing on with my education to Saybrook Graduate School and Research Center located in San Francisco California is one more way the MHR program further facilitated this human relations and growth process. Often times one becomes very comfortable in one's environment and all others seem to exist. Meanwhile, social problems such as homelessness, mental illness, and starvation are only brought to mind if and when they merit the media's attention. A sad situation no doubt. To make a long story short, per requirements of the PhD. program at Saybrook, students must attend a two week conference (on site) in California, meeting with professors, going to meetings, lectures, etc. As an additional part of my trip, I make sure to arrive two days early and one day late so I will have enough time to walk the streets of San Francisco and talk to the schizophrenic lady who sits out on the corner talking to herself. As I do this I think, "does she really think she is God's sister?" as she tells me she knows God. Perhaps yes she does know God in her own way. Who am I to say that she does not. Perhaps I am the one who is delusional. Ha. Yes, I have Tulsa's University of Oklahoma MHR program to thank for giving me this most wonderful sense of freedom from the medical model as a foundation to use as a guide for some (but not all) of the mentally ill. Science is a wonderful tool to use for means of measurement, but mind and body are the same, (hence measurement becomes problematic).
49. I spoke at the 2004 Annual Conference for the National Organization of Victim's Assistance.
50. I am one of only a couple of people in the world who is researching and developing programs that teach adults how to prevent child sexual abuse. I served as Chair of an Expert consulting team and chief developer for a child sexual abuse prevention program for implementation in the Roman Catholic Church in the US. The program is now implemented in 87 dioceses around the country representing 75% of the adult Catholic population. We teach adults how to recognize other adults who are a potential risk of harm to kids and how to intervene to protect children and create safe environments. Ours is the only program of its kind and we are now developing other versions for use in other environments.
51. Led me to ministry and to be outgoing in sharing to those that question some of our social issues nation-wide and globally.
52. I directed a federal program for law enforcement that integrated local law enforcement, federal and tribal agencies. I combined the credentials and knowledge I gained in the MHR program with an M.Ed. and a Ph.D. to be qualified for the positions I am in today. I had a much easier time as a graduate student on main campus after earning an MHR
53. Have been involved in many initiatives throughout career to implement services for families with special needs members.
54. government agencies still do more to cover up than to actually do what they are contracted to do
55. After college I worked for the Tulsa Human Rights Commission as a compliance officer, then director of community relations, wrote State Plan for Mental Health and Deafness, wrote and helped pass disability provisions of the Oklahoma Civil Rights Act as well as other disability-related state legislation, started two HIV/AIDS social service programs in Florida, coordinated cultural diversity programs for state agency, helped form Cimarron Alliance (gay rights political action committee), overall 25 years of social justice work with several different minority populations
56. I have been working for ten years now with court involved youth, with a disproportionately high number of minority youth for this catchment area.
57. I have had a chance to use the skills I learned in the Grant Writing class to write to Foundations for grants for Meals on Wheels. The funding helps provide meals to clients who are unable to afford the minimum cost of 75 cents per meal.
58. Designing scholarship programs to assist minority students. Creating opportunities for minority staff to be hired.
59. *I am precinct chair for my neighborhood *I completed a year of service with AmericCorpVISTA *past Secretary, Common Cause Oklahoma *past Secretary, Oklahomans for Campaign Finance Reform *member, Democracy for America Cleveland County *Secretary and founding member, COHRA, Central Oklahoma Human Rights Alliance

60. Board of directors of local human rights organization; adult literacy tutor; teen suicide prevention facilitator; consultant on workplace issues
61. Truthfully, very little in my current role since I focus on contracts and billing for H&F - however, in my personal views and interactions - as well as how I vote - I do carry forward a concern for social justice issues.
62. Just working in the field that I am in, working with foster children and their families.
63. Daily I endeavor to help people understand that we are what we make of ourselves. We do not have to fit into the mold of what Government or any other institution tells us "we are". We make our own social justice by behaving as independent thinkers and doing the right thing no matter what others say or think. With all people being treated the same (equally) by government and institutions, we are free to be as much as we want to make of ourselves. Daily I remind people that the past can have no influence over our future unless we allow it to.
64. volunteer and board service in agencies that promote children's welfare
65. Provide support system to the native american students in higher education to encourage their academic pursuits.
66. Advocate for change in the disability rights movement on many levels

Please describe your thoughts on the strengths of the MHR program.

1. availability of classes, the discussions in the classroom and ease of admissions to the program
2. Diversity of staff and classes.
3. I felt the MHR program provided an environment that was student friendly, and encouraged interaction between students and faculty.
4. Some of the strengths of the Human Relations Master Degree program are the group projects and activities, the writing assignments, and the oral presentation requirements.
5. The greatest strengths of the Human Relations Department is that it both educates students as to the cultural diversity of life and helps challenge the previous assumptions.
6. Excellent program, especially through the advanced programs.
7. I enjoyed Dr. Katie Barwick-Snell's intro class. She brought in many guest speakers who shared a variety of areas in which HR people were needed. She also had the class participate in a variety of exercises which showed a small part of the diverse ideas and backgrounds from which we all came. From what I heard from other students who had different professors for intro they didn't get nearly the exposure to different fields like our class did.
8. The program gave me a very broad understanding of organizational development which really helped me pursue changes within my current working environment.
9. It is the (approximately) "perfect" program for more "mature" adults and / or adults who cannot participate in more traditional Grad Programs.
10. I enjoyed the flexibility of the program and the ability to take classes in other departments.
11. The availability of weekend classes - no online classes were available when I was in the program - however, I love the classroom environment for learning. Also the ability to tie my internship to my work.
12. I truly enjoyed the flexible schedule! The intensity was challenging but "do-able."
13. To educate people on issues that as humans we should all be concerned with. Mainly, the MHR program helped me to see that we have more in common than we have that is different.
14. It's main strength was that it was a weekend class. There needs to be more degrees available through weekend classes.
15. The interdisciplinary nature of the program. The breadth of topics available for study. Certain faculty members (like Barbara Hillyer) were personally very influential. And weekend course offerings really helped.
16. It is a great program and good for anyone looking to further their knowledge and career, no matter their age.
17. I love the fact that each subject is studied on its own so that you can concentrate and focus on one area/subject at a time. I feel that this enables students to achieve more.
18. Flexible, Interdisciplinary, Diversity/Cultural Awareness, Good mix of students (Age, Race, Gender, etc.)
19. Many of the classes were excellent venues for open discussions and expanding knowledge. But some were very constricted, mainly due to the instructor's narrow views and comments that propelled students to simply stay quiet to get thru the classes. I was impressed with the excellent organization of the whole program, from start to finish.
20. I loved the program and have about 60 hours of MHR course work. The program teaches people to communicate verbally and in writing. The program values each student and contributes to the self esteem of each student. With my MHR degree, I feel empowered to talk to anyone about anything.
21. My principal thoughts are about how I benefited personally and how I grew as a person as I completed my studies.
22. The program is a very well-rounded program. It offers various perspectives with each class. Each class brings something different to the table. I think Intro to Graduate Studies was the class I got the least from and that is only because I took it out of sequence and it was the last class I took rather than the first.
23. The program encourages an open and genuine discussion of ideas, different points of view and experiences among the participants, which in general have very diverse backgrounds. This experience permits a better understanding of the diversity issues that this society confronts. Preparing papers for the different courses were very useful to improve one's writing skills and ability to do research of various topics.

24. Some of the professors were very informative & taught basic skills useful in everyday counseling. The opportunity to learn about human diversity was incredibly strong in nearly all the courses offered.
25. Since completion 27 years ago, I am sure much has changed in the program. At that time it was MA in Human Relations with a specialization in professional psychology. The education was an emotional meat grinder. I decided never again to pursue formal education. There were individual professors as well as a hostile student environment throughout the 2 years. The thrust of the training was based purely in humanism and hedonism with a cynical attitude toward patients. After graduation I provided training experiences in therapeutic relationships for many students over the years from undergraduate to PhD Psychologist and Psychiatric residents. So I was prepared for this as well as clinical excellence in individual and group psychotherapy as well as professional consultation.
26. Very useful program in preparing for real world experiences. Offers offsite classes in diverse locations.
27. I appreciated the program's flexibility, convenience, reasonable costs, shorter completion time. I also appreciated having instructors who had all earned doctoral degrees (and were understanding of the needs of working students), and the program's interdisciplinary nature.
28. The program was OK but the staff does not really assist the graduate student with finding employment after graduation.
29. Increase student awareness of diversity issues and conflict resolution.
30. Flexibility in the courses, flexibility in program being able to focus on counseling or HR.
31. Emphasis on diversity Organizational development emphasis Promoting teamwork among students
32. I have been out of this program so long that I have no idea about the current strength of the program.
33. Taught by good and sensitive people. Fairly wide range of possibilities for tailoring program to individual interests. George Henderson is a gem.
34. Diverse. It can meet the educational/professional needs of many.
35. The strengths lie in the variety of the courses offered and the quality of the instructors.
36. Dr. Henderson is one of the best teachers I've experienced. The strength of the MHR program is emphasizing people skills & relationships. I had just completed an MBA where relationship were not emphasized. I'm not sure what degree I have, but I feel like the MBA is one half of the degree & the MHR is the other half. I am grateful to have both experiences.
37. I don't know much about it currently. I was in the first class and know from other grads that the program has changed a great deal since the beginning - and of course, am POSITIVE that it was better then than now.
38. I learned a lot of practical things during the internship hours. I was able to volunteer for a few agencies. I continued my work with one agency. I enjoyed the involvement. I would have required more basic theory to feel more comfortable with the certification process for a LPC. I have no general complaints--what I learned I was able to apply.
39. The strengths are the multi-cultural and social justice focus.
40. Instructors and course materials
41. Even though I did not take the counseling route, I did enjoy the one class on counseling that I did take. I think that was a strength that helps me to understand where people may be coming from on their perspective. I believe counseling to be tied with organizational development and that at least one more counseling class should be taken by those going the organizational route.
42. Faculty were always very helpful and encouraged and allowed open discussion on topics. The focus of areas offered within MHR really allow students to study the field they are interested in.
43. As a first level manager, I learned how to resolve conflicts and manage personnel much better than any of the management classes I had taken previously. The insight into human behavior was a big help. I especially appreciated the class schedule - weekends - as I was working at the time.
44. Easily obtainable degree; The "change-agent" ideal is instilled very well; Dr. Henderson
45. I really appreciate the diversity that was taught in my counseling classes. I think that has prepared me in the counseling field than my peers who recieved their degrees at other colleges. I think that I am more flexible in my thoughts when I am working with someone of a different race, and understand the difference of their behaviors than of my racial background.
46. The diverse selection of classes.

47. although I graduated nearly 30 years ago, I have known many who have studied in the program since then and have found the program has been strengthened throughout the years. I am very proud to say I am a graduate of the program.
48. the diversity of participants and the life experiences and wisdom of the professor.
49. The multi-disciplinary approach is wonderful!!!!
50. The ability to develop your own program if counseling is not your area of concentration.
51. There are some areas I found to be extremely good. The classes on ethics, diverse populations, counseling skills, etc.
52. The flexibility of the program is a big plus. The group work took me out of my comfort zone and expanded my horizons.
53. Structuring and timing of classes for individuals who work full-time.
54. Majority of the instructors/professors maintained a high level of interest which I have experienced is difficult for most educational programs (On-going workshops/educational is required for my position).
55. The MHR program encourages self reflection. I had learned so much about myself in the 2 years that I was involved with the program. I can definitely attribute a great part of who I am today to the MHR program at OU.
56. The main strength for me was that I did not have to take a GRE. Admission was based on my last 60 hours of UG work. I also liked the fact that I could choose an area of concentration for my electives once my core courses were completed. Obviously I chose higher ed administration and have made that my career.
57. The faculty is very supportive. OU is like no other college with regard to faculty support to students.
58. Like the weekend programs
59. It is hard to contribute anything when you can not get HR specific positions in the workplace. In my opinion, the HR department needs to offer a class to students to help them realize the potential jobs they can get after completion of the program. Most everyone in the work world considers HR as Human Resources not Human Relations. It is up to the department heads and professors to write and publish various articles about the Human Relations needs of companies or how Human Relations can help a company with various problems. I enjoyed taking the course, however, I am disappointed that it now takes too long to get an LPC (who in the world screwed that up?) or it is extremely hard to find an HR job because company officials don't know what Human Relations is or means. There is a dire need to market this area heavily nationwide. There needs to be a Doctorate program in HR. No one around here has one. Maybe that would lend some credit to the program. We all are trying to find work in this field and hope to get paid at least in the 30's if possible. -Craig Hitchcock
60. I believe it is a flexible program that can be tailored (through electives) to meet the goals of the individual.
61. Instructors
62. The amount and quality of information I learned in the program was outstanding. I especially commend Dr. Waterbury, Dr. Davidson, Dr. Henderson, and Dr. Mata. I also appreciated the diverse student enrollment and the classes offered for working adults.
63. Training and Presentation emphasis....most jobs are going to require you to get in front of an audience (which is uncomfortable for most). The repeated exposure to presenting made my transition into a primarily customer facing position much easier. I felt well prepared.
64. The MHR program's strengths were mainly within the area of theoretical foundations, personality theory, catering to the working adult. I found the staff was extremely helpful.
65. Classes were interesting, but not challenging.
66. The accessibility of the professors was crucial for me, as was a late bloomer, so to speak, and did not seek out my degree until later in life. So, having folks around my age or older helped me through this process!!
67. The broad perspective of the program was very valuable. Studying a variety of ideas and concepts opened the door to new thinking and new ideas.
68. Interaction with other students Exposure to new ideas and models Weekend Format Some instructors who used interactive approaches to provide hands on learning.
69. Many of the professors share their life experiences and allow us to learn from each others. Also our own strengths as leaders and able to follow those that are in leadership. Being creative in lessons and projects we did in class or turn-in (homework).
70. Flexibility, good instructors, hands on, problem solving experiences rather than lectures.

71. I am an early graduate of the program (approx. 30 years ago), so I am sure it has evolved. In fact my degree is an MA instead of MHR. I felt for several years after I graduated that the degree carried no specific importance to many potential employers and I had to seek other credentials through certification programs in health care to validate my education. I hope that has changed for new graduates, and new opportunities exist. Also, the degree was more meaningful in other parts of the country than it was in the local environment as I traveled a great deal in my career from which I have retired.
72. need more support on how to get jobs afterwards
73. I am a life-long advocate and evangelist for this program. As a student at OU, I also worked for the HR program and was the first male secretary hired in the history of OU. As a major in the department, I was also a graduate assistant. My experiences with the HR program helped shape and focus my career as well as my approach to socio-political-justice issues. I also donate regularly to the Henderson Scholars program. I try to keep up with developments of the program. I can't say enough positive things about my experience with the Human RELations Program.
74. At the time I went through the program, there were relatively few experienced mental health professionals in teaching positions.
75. Many important issues are discussed and debated through classes. Good faculty.
76. The principles of human/social justice have broad application in other fields of study and to all walks of life. The faculty to whom I was exposed have years of relevant life experience that added measurably to my appreciation of the program.
77. It is a great interdisciplinary graduate degree. It was really well suited for my needs out of a graduate program. However, for those actually interested in pursuing a PhD or academia - I believe it has some limitations given the interdisciplinary nature, and, anecdotally, I gathered from some professors it is not considered intellectually serious pursuit.
78. I appreciated the support and focus for completing education requirements for licensure.
79. Concept is good, teach about diversity and the differences between American culture, African Culture, Asian culture, etc. and how we can each appreciate the differences.
80. awareness of social issues self-awareness - strengths & weaknesses and how that impacts career decisions value of diversity
81. Flexible
82. The ideal of becoming a social change agent is an enabling thought that could empower a person to develop new programs or improve current programs which would enable others to help themselves and/or environment.
83. I really enjoyed learning about personality traits and using that knowledge to work well with students and co-workers.
84. It was a very different program back in 1986 and I believe that the program had faculty members at that time who were very strong academically. I believe that faculty with similar qualities need to be recruited again to this program. I am a little disappointed in some of the current faculty credentials.

Please describe how we can improve the MHR program.

1. tell more people about it, have a graduate listserv so that we can know what's going on in the program
2. By showing students how this fits into the BIG picture of life. I really should have pursued an LPC although my goal was not really to counsel just so I would have this to fall back on. As it is, I really only have the MHR without any other type of certification. Perhaps another option would have been school certification similar to Ed Psych. As it is, I didn't really see the BIG picture until years after my degree when I was qualified by experience but not by degree type.
3. I think that the MHR program should have been much more challenging. It was just too easy. I had to work a lot harder to earn my Bachelor's of Business Administration degree. There should have been more tests and research papers required in the classes. Also, there should have been more Human Relations organizational classes available for students.
4. I am not sure what you are doing these days.
5. In my judgment, the Intro to HR course had little value. BUT, that can be attributed to the instructor.
6. I thought the choice of classes for my area of interest, Organizational Development, were limited because only one instructor, Dr. Carnevale, was on staff to teach. I think more instructors for the OD field would be beneficial to the program.
7. The only way I could see improving the program would be by raising the expectations of what the students can achieve. There were times I felt like we were not pushed enough to pursue more difficult topics and studies.
8. More focus on LPC, LMFT, LADC prep.
9. I think the core course could be more challenging.
10. No comment
11. I would like to see it become an on-campus, full-fledged degree program offered during the weekdays. That would give the students time for valuable research for their projects.
12. I felt that the program was great the way it was. Improvements could possibly be to expose MHR students to more current issues with research on resolutions. Especially, having them to put themselves in the place of an oppressed group.
13. About your survey. I know some people are against putting neutral down as one of the choices and forcing the participant to either agree or disagree but being neutral is a legitimate response to a question in a survey.
14. Perhaps, faculty advisers could regularly meet with their advisees (as a group). I felt a burden to my advisor. It would have been nice to have gathered as part of a mutually supportive collegial community. This would have also helped me to 'plug in' better.
15. The internship program did not prove to be effective for me. I have spoken with other students who feel the same way. It feels as if it is a requirement that does not really have a direct impact on the learning environment and rather is more of a time-consuming bother than a help.
16. Less political correctness...solicit students true beliefs/feelings and facilitate more meaningful discussion, create more open, safe environment for discussion between students and instructors,
17. My program was the advanced program overseas, and the counseling options were the only choices. Would have much preferred the organizational track, but had very few opportunities for those classes. Had to take what was offered.
18. More group dynamic sessions.
19. I completed the program in Osan, Korea. I liked the fact that it was intense but it was worth it because I would not have had the opportunity until I retired to attend school.
20. Program would improve if a mandatory course on teamwork was included. I consider that the course on Ethics should be mandatory.

21. Offering more counseling classes specializing in certain areas such as Reactive Attachment Disorder, Anger Management & Sex Offender/Victim counseling. Also, offer more group counseling techniques & props. I went through the program rather quickly..full time 12 hours all but one semester when I carried 18 hours. (I also worked full time 40-50 hours a week while in the MHR program & I am disbaled!) It seemed like there were limited courses & ones (electives) I wanted were not available due to conflicting with mandatory courses.
22. I have had no direct contact with the program since graduation. But I have heard that new areas of interest have been added. So I hesitate to make suggestions after so many years.
23. No Suggestions
24. Add additional elective human relations courses, eliminate restrictions on locations of some course offerings, offer more online courses, allow online payments of tuition and fees.
25. You should make the HR program a HR/Sociology degree. Lots of employers had no clue what HR was.
26. Not sure. It's been 15 years since I was there.
27. Better advising. I never knew the advantages of taking the counseling courses nor did I know what LPC was until I had almost completed the program.
28. I would like to see the program become more rigorous. Perhaps this has happened since I graduated in 1996. Maybe increase the number of credit hours. In my opinion, it is a program that depends on the student acting on their on behalf to stretch the learning.
29. N/A
30. It probably has improved since the 1980's.
31. There is desperate need for library resources. They are completely inadequate.
32. It's been 10 years. I don't know how the program is without Dr. Henderson's personal touch. The MHR needs more emphasis on fiscal responsibility of the students when they are out in the real world.
33. As previously noted, I don't know enough about it to comment
34. I liked the intern opportunity. Keep the classes varied so that they offer both theory and skills needed to implement processes. Be open to our inputs and have some optional choices so that a student can choose those areas of most interest for future use.
35. More serious clinical coursework for those pursuing counseling. I have run into people who view this degree as "less than" other more traditional degrees. This has been very upsetting to me because I take my work and profession seriously and feel that I am a very good therapist. Some of that is due to the MHR program, some of it I learned on the job. Also, it would probably be helpful to seperate practicum consultations for students who have counseling practicums so they can focus on building their clinical skills.
36. I would like more info on how to facilitate a group and different ways to do that.
37. N/A
38. The final project could have been better guided and more beneficial.
39. The degree program could be strengthened - it may be a little too easy. More structure and interface with business for those who are aspiring towards Human Resources Management for companies. This is in keeping with the trend in HRM - HR is considered a "business partner".
40. I think one of the obstacles in my career is not having enough knowledge of local programs to help my clients, and how to access these so that they have a better quality of life. I know that I have studied other states programs, but we did not go into detail of our state, it's limits, and what programs can enhance individuals. Plus, where to connect and find theses programs. Also, an understanding (the best one can) of the DHS system and how to help our clients through this red tape mess.
41. There are WAY too many MHRs out there - so much so that the degree itself doesn't have the weight it should.
42. I don't have enough current intimate knowledge to be able to be of help.
43. It cocern me that the cost of graduate educaiton may limited bright student who are struggling to provide for their families. Usually many of the agency they will go to work social services agency who don't pay adaquately. I concern that the University may be come to pricing.
44. Require GRE

45. I believe the MHR program for counseling would greatly benefit from classes dealing with insurance billing, treatment planning especially Medicaid and classes dealing with forensics to help counselors deal with court cases.
46. More online course availability.
47. no comment
48. None
49. I had great difficulty in finding an employer to host my internship. The HR Program had many counseling internships advertised or posted, but nearly none regarding organizational change/human resources. Perhaps more recruitment for employers looking for interns on the OD side of HR.
50. 1. ADD CONTENT TO INTRODUCTION AND THEORETICAL FOUNDATIONS COURSES THAT WOULD QUALIFY THEM TO BE ACCEPTED FOR LMFT LICENSURE TRACK. IN THE PAST THESE TWO COURSES WERE ACCEPTED BY LMFT BOARD. 2. ADD MORE COURSES AND INSTRUCTOR THAT WOULD MEET THE LMFT REQUIREMENTS FOR LICENSURE
51. I just completed my doctorate at another university. I would recommend more rigorous research classes. Masters level students would benefit from HR related quantitative and qualitative research experiences.
52. more online classes
53. see above
54. Offer some courses specific to human resources management, labor relations, etc. I picked up those electives from OSU, so I could craft more of a "human resources" concentration.
55. I think that the expectations for student work need to be raised. I feel like some of my classmates were allowed to put forth an inadequate amount of effort and still be successful in the program, which causes the degree to lose respect in the community.
56. Please do not succum to social/corporate politics. This weakens the lengths within the chain.
57. My bachelor's degree was more of a challenge than my master's degree. I thought the program was almost a joke & I don't feel like I earned a master's degree even though I graduated w/a 4.0. A majority of the classes were just a review of what I took in undergrad. I expected a graduate program to be a challenge, and it wasn't. I don't know if it's a reflection of the HR program or a reflection of OU (my undergrad was from TU), but either way, I was disappointed.
58. Don't know of any other ways to improve as I have not been back for quite some time!! Sorry.....
59. I don't know how the program has been changed since I left so I am not sure what to recommend.
60. Many intstructors were excellent, some were not. Those who are not, diminish the reputation of the program, e.g. one instructor gave the class the afternoon off to go the OKC Arts Festival. I had 3 instructors who lectured the entire time with no interaction. This is not as effective a delivery mode as using a variety of instructional techniques. Coaching and feedback on teaching skills would help these instructors communicate more effectively.
61. Guidance in helping students to know where they want to place their emphasis in MHR. More classes availability (the popular ones fill up so fast).
62. Beef up the cultural diversity...OLD OLD OLD stuck in the sixties mentalities. Really bad...the world out here is not still marching in the civil rights movement as it was in the 60's. We are also not stil fighting in Viet Nam. Some of the Henderson mentality is excellent but Thomas Sowell and others have no forum at all. Just not sure we have as open a market place of ideas as the current population of life-long learners would like to see and if we are still competing for butts in the seats we may want to expand in our stuck in the sixties views...some of us will never, ever change our ideas but...hey we can still expand our views as a way of checking and monitoring our ideas.
63. I do not believe I am qualified to address this as it has been so long ago since I participared. I would only recommend job fairs before graduation if it is not already being done. Public marketing of the value of a degree in Human Relations could be helpful in both recruitment of students and awareness to employers.
64. better career development services more 'sponsorship' into world of work
65. I've been away for so long I'm not sure I have any relevant advice.

66. At the time I went through the program, courses addressing substance abuse issues were relatively slim, and taught by someone not at all from a mental health background.
67. More concentration on administration aspects/ethics of non-profit organizations
68. HR students have a "reputation" about the Norman campus for not paying attention to policy detail. Personal and professional accountability needs to be emphasized in the program, although I realize the perspectives are only stereotypical generalizations.
69. Please offer more diverse classes. Enough focus on core classes already.
70. My impression on entering the program was that its purpose was unclear and not articulated effectively to students/potential students. It is still my sense that the program (and the department in general) lacks a clear identity. People often think "HR" means "Human Resources." It is my observation that the program does not receive serious academic recognition. It is seen as "easy" and lacks much of the rigor of other departments. Expectations for academic performance are not particularly high.
71. I believe it really depends on what the goals are. If the goal is to continue to serve the folks that are naturally interested in HR - you're doing a great job. If the goal is to beef it up and make it more respectable in the eyes of the academy, I would beef up the research components, perhaps. But, I don't necessarily agree that the latter really should be your goal (because I think those that are dismissive of its intellectual substance as a discipline are wrong).
72. Over all the program was very useful and beneficial.
73. The program does not allow much independent thinking. Unfortunately, most of the professors had their own agenda (political, homosexual, etc) they were trying to push, instead of teaching that we all can work together with respect even if we disagree on these issue. I encountered the most narrowminded instructors in this program than I have ever come across in all my years of college education.
74. increase/strengthen the conflict resolution component increase expectations & overall rigor of degree
75. Make licensure readily available for those who cannot take classes on the Norman Campus.
76. Need to improve and strengthen the research and writing aspects of the program so that the coursework could be applied to other degree programs.
77. Recruit qualified faculty.

Please use this space to describe when you have been able to work for social change based upon your learning in the MHR program.

1. In the educational field I am in a perpetual quest for social change. I have pursued studies in poverty training, cultural discovery and equality as well as many other areas. Some have had successful implementation, but others have not due to red tape. I am often considered "on the edge" because I fail to accept status quo.
2. All the time. As I experience it, social change is a moment-to-moment, one-person-at-a-time process that begins with learning to change one's own self. When I accomplish this I feel like I can influence others by my presence, ideas or actions.
3. EVERYDAY!!!
4. I have the responsibility for the advancement of enlightened, servant based, principle-centered leadership in the largest state agency. We hold a staggering responsibility to the people of Oklahoma for their safety and the humane and cutting-edge treatment of offenders.
5. I am continuing to pursue my self-esteem workshop workbook for 5th and 6th graders. I believe this is a critical time in the development of young people. At some point I hope to refine it to a point for publication.
6. Please refer to your earlier question.
7. I have always been a social advocate, but through my studies at OU in the MHR program, I was able to concentrate my focus. I am also able to better communicate with others on a professional level because of knowledge gained.
8. UAW, FORD, VISTEON Family Service & Learning Center Sandusky, Ohio March 2001-December 2002 Center Director Pioneered one of the first family centers envisioned by the United Autoworkers Union and the Ford Motor Company. This concept center blends traditional employee benefits programs with social service, education, and community volunteer non-profit models. As director, I implemented a highly successful program through collaboration with the local UAW, company management, and community organizations. The center serves thousands of employees, retirees, and their families with fun, educational, and volunteer programs. Facilitated the Local Family Council (Board) comprised of UAW and Management members and reported to National Director from O/E Learning, Inc. in Troy, Michigan. Responsible for all public relations, management, budgeting, programming and supervision of staff.
9. I discussed this in a previous question.
10. Working primarily with low income adolescents & their families has enabled me to network them with programs/agencies to better themselves in many areas such as: substance abuse counseling, 12 step programs, parenting classes, domestic violence, food stamps & other agencies to assist with food, healthcare and clothing to name a few. Mainly, the MHR program taught me how to EMPOWER clients & their families.
11. As a sexual assault nurse examiner I was one person who assisted greater understanding of the courts in the effects of sexual assaults. I feel that the SANE nurses as a group have been able to influence greater understanding of perpetrators and victims, which has facilitated interest in and changes to how they are managed legally. There is also greater public awareness.
12. Served as chair of the Northeast Community Coalition 2003-2005. Served as Education Ministry Director and Substance Abuse Support Group Facilitator, Northeast Church of Christ.
13. I had the opportunity (in a non-partisan manner) to help register voters during the 2004 elections.
14. None at the moment.
15. See box 36
16. I work for an agency in which the mission is to eliminate racism and empower women and the courses that I took in the MHR program helped me to be an asset to this company through designing and implementing programs that were consistent with the mission.

17. Although I come from a background where working for social change was part of our faith and family culture, having the MHR degree allowed me to advance in my career in non-profit administration to a position where I could exercise more influence in making change. And, do not underestimate how much participation in quality youth development makes a difference for a child in disadvantaged circumstances. Too many people make the mistake of thinking that scouting and Camp Fire "just" provide fun and recreation. Our programs have an impact on kids and their families that last a lifetime - especially children from families with fewer resources who don't have the extra-curricular opportunities of their middle & higher income peers.
18. My work for social change occurred with a local church and the effect it has individual lives and community impact.
19. I do it every day when I'm working with clients. I encourage them to make changes in their lives. I like to jokingly say that the purpose of counseling is to create more taxpayers.
20. Already listed some activities.
21. I can work for social change when I am aware of what part I play in my world. I am much more aware of areas of prejudice and areas I don't understand as well. My life experiences have added to the mix of who I have become. Those experiences combined with what I learned in MHR have given me a "heart" for those less able to speak for themselves and a determination to work towards attitude changes.
22. Because I am a therapist I work on the micro level to promote social change, with the hope that the work I do will have a ripple effect.
23. every day
24. N/A
25. I think that in the counseling profession and working with at risk youth, and low income individuals, I am always working on social change.
26. In my current work, for Big Brothers Big Sisters. I have been a player in the merger of all 5 BBBS agencies in Oklahoma into a new agency covering the entire state - Big Brothers Big Sisters of Oklahoma. As the program director for one of our two largest service areas, I have impacted change in the policies and procedures we use on a daily basis.
27. I described that in an earlier answer.
28. I learned about grant writing, concept of governance and what is required to win support to governmental and private grant.
29. I have accepted positions on boards and committees and presented on topics pertaining to the MHR program.
30. I have been able to use my MHR regarding my own internal social problems within my unit.
31. I work to help families make their lives better through counseling Child Welfare cases. I help them to develop parenting skills, communication skills and conflict resolutions skills.
32. n/a
33. I have learned to work more effectively with co-workers and leaders of the organization.
34. I take part in policy writing. I am more inclusive in my writings with regard to equity and diversity in schools.
35. my position as a school counselor
36. By having this master's degree, I was able to acquire this position as Executive Director of Human Resources, which gives me an opportunity to affect policies, procedures, hiring practices, etc. in order to support a diverse work environment.
37. In addition to the board of directors involvement mentioned in a previous question, because I work in the field of educational opportunity I have been able to advocate for the importance of making a college education available for persons in the U.S., regardless of socioeconomic background.
38. I have been able to work with the Big Brothers and Big Sisters Program. I have also worked with children and adults in various mental health programs at Integris Hospital in Oklahoma City, Ok.
39. I work on social change daily in my field. Sometimes I have an impact and some times I do not, but I do like the success that I am currently experiencing in the county that I work, as we all are making a difference in the life of a child with much social change.
40. Through my MHR program I got clear about the difference between changing individuals and changing institutions. I have concentrated my efforts on changing institutions to increase diversity and openness.
41. With client organizations and individual employees.

42. At work dealing with the diversity here, I work for Immigrations, so there is a great deal of differences. Enlightening some to the fact that can't judge everyone by their standards, when everyone background is not the same ethnic and culturally.
43. The experiences I gained, the opportunities I was afforded and the people I have met have opened worlds to me that time and space do not permit me to describe. The educational opportunity was one I could not have accessed in any other format. I came from a domestic violence shelter to a Ph.D. words can't tell you all the doors that opened between those two stations in life.
44. Throughout my career.
45. continually hit bureaucratic brick walls in government arena
46. see responses to question 36
47. ?
48. Become a better advocate for those who do not yet have their own voice.
49. I have always worked for social change, so the program served to validate and strengthen that area of my life. I continue to be active in community change efforts.
50. Not very much on the day to day - but I do feel it has helped in my daily life and interactions with others. I do have a concern for social justice, and think of ways to make a difference small ways everyday.
51. counseling field, it's an everyday issue.
52. I work with individuals daily that think because the Government labels them as a single parent, in "poverty" or with a disability, they will always have to depend on government to help them live. I endeavor to help them understand the power in each human being to change themselves, and then their environment. It all begins with the individual - if the heart of an individual does not change, no law or government regulation will effectuate a change. The power is in the individual.
53. worked on increasing housing for youth who aged out of foster care
54. Always working for change for child welfare system to improve
55. I have used the basic principle of empowering others to be responsible for their choices and actions and to use that aspect as they make decisions for their organizations.
56. Every day!

Appendix B

Survey

**UNIVERSITY OF OKLAHOMA -- Department of Human Relations
2004 Alumni Survey**

The purpose of this questionnaire is to assess your perceptions and attitudes related to the Master's in Human Relations Program at OU. Your responses and those of other Alumni will be used to make improvements in the program.

Section I: General Information

In what year did you receive your MHR degree? _____

At which campus did you primarily complete your MHR coursework? Norman Tulsa Advanced Programs

1. What was your primary area of study in the MHR? (check one) Organizational Counseling Other
If Counseling focus, are you licensed? Yes No
If not licensed, why? Still finishing Licensure courses (where _____)
 Finishing supervision:
 Have tested but did not pass.
 Do not plan to test.

2. Race/Ethnicity: African American Hispanic American
 Asian American Native American
 Caucasian Other _____
- If you are an international student, what country are you from? _____
3. What is your age? _____
4. Gender Female Male

5. Are you currently employed in an MHR related field? No Yes
Please describe your position title. → _____

6. Which best describes the agency of your work? Government Private corporation
 Non-profit service agency Self-employed
 Other (describe): _____

7. Overall, how satisfied are you with your educational experiences within the MHR program?
 ① Strongly Dissatisfied ③ Satisfied
 ② Dissatisfied ④ Strongly Satisfied
8. The MHR degree has helped you better understand the value of diversity.
 ① Strongly disagree ③ Agree
 ② Disagree ④ Strongly agree

9. The MHR program has helped you better recognize social justice issues.
 ① Strongly disagree ③ Agree
 ② Disagree ④ Strongly agree
10. Your studies in Human Relations have helped you better resolve conflicts.
 ① Strongly disagree ③ Agree
 ② Disagree ④ Strongly agree

Section II: Perceptions of Human Relations Program:

Please indicate the extent you agree or disagree with each of the following items.

Strongly agree	Agree	Disagree	Strongly Disagree
①	②	③	④

11. The MHR faculty are responsive to student learning needs. ① ② ③ ④
12. The MHR faculty demonstrated respect for student ideas. ① ② ③ ④
13. The MHR degree has helped me better understand personal/interpersonal issues. ① ② ③ ④
14. The MHR faculty are generally available to help students outside the class. ① ② ③ ④
15. The interdisciplinary focus in HR helped me see social issues from many different perspectives. ① ② ③ ④
16. The MHR faculty had fair expectations of student progress. ① ② ③ ④
17. Overall, I am satisfied with the instruction I have received in the MHR program. ① ② ③ ④

Please go to the back of this page ☞

**UNIVERSITY OF OKLAHOMA -- Department of Human Relations
2004 Alumni Survey**

Please indicate the extent you agree or disagree with each of the following items.

Strongly agree
Agree
Disagree
Strongly Disagree

MHR Outcomes:

- | | | | | |
|---|---|---|---|---|
| 18. The MHR program increased my ability to promote positive social change. | ① | ② | ③ | ④ |
| 19. The MHR program has helped me improve my presentation skills (orally and in written form). | ① | ② | ③ | ④ |
| 20. Course objectives were met in each MHR class that I took. | ① | ② | ③ | ④ |
| 21. The tests/projects in the MHR courses reflected our progress toward the objectives. | ① | ② | ③ | ④ |
| 22. The MHR program increased my ability to conduct research. | ① | ② | ③ | ④ |
| 23. I can make a positive change in my environment based upon what I learned in the MHR program. | ① | ② | ③ | ④ |

24. I would recommend the MHR program to other potential students?

- | | |
|---------------------|------------------|
| ① Strongly disagree | ③ Agree |
| ② Disagree | ④ Strongly agree |

25. If not for the MHR program, I would not have had the opportunity to pursue a Master's degree.

- | | |
|---------------------|------------------|
| ① Strongly disagree | ③ Agree |
| ② Disagree | ④ Strongly agree |

Section III – Human Relations Core Courses:

How much did you learn from each HR core course

A great deal
A moderate amount
Very little
Nothing

④	③	②	①						
④	③	②	①						
④	③	②	①						
④	③	②	①						

How has what you learned from each HR core course helped you in your life or career

Very useful
Useful
Somewhat useful
Not useful at all

①	②	③	④						
①	②	③	④						
①	②	③	④						
①	②	③	④						

- | | |
|--|--|
| 26. Introduction to Graduate Studies | |
| 27. Current Problems in Human Relations | |
| 28. Research in Human Relations | |
| 29. Theoretical Foundations of Human Relations | |

30. The MHR degree has helped me in my current job.

- | | |
|---------------------|------------------|
| ① Strongly disagree | ③ Agree |
| ② Disagree | ④ Strongly agree |

31. The MHR degree has helped me advance my career.

- | | |
|---------------------|------------------|
| ① Strongly disagree | ③ Agree |
| ② Disagree | ④ Strongly agree |

Please describe any efforts you have contributed towards social justice issues since obtaining your MHR?

Please go to the back of this page ☞

Section IV – ALUMNI COMMENT SECTION:

Please describe your thoughts on the strengths of the MHR program:

Please describe how we can improve the MHR program:

Please use this space to describe when you have been able to work for social change based upon your learning in the MHR program:

Thank You For Your Help



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