

Report on the 2005 Alumni Survey
Minnesota School of Professional Psychology
at Argosy University Twin Cities
Doctoral Program in Clinical Psychology (PsyD)

A comprehensive survey of graduates of the MSPP Doctoral Program in clinical psychology was conducted over the spring and summer of 2005. This survey was designed to gather data on employment outcomes and to provide feedback about the program. Kenneth Solberg, Ph.D. Clinical Psychology Program Chair, is the primary author of the survey and this report. Graduate Assistants Christine Mason, Michael Thomas, and Nicole Gozola made substantial contributions to aspects of the design, distribution, data entry and data analysis of this project. Thanks for all of their hard work. Assistance in the design, production and distribution of this survey was also provided by Andy Sykes in Career Services. Finally, thanks to the alumni who took the time to fill out a lengthy and demanding survey. Your efforts will help us to continue to improve the quality of our program. Questions about this report should be addressed to Dr. Kenneth Solberg at ksolberg@argosyu.edu.

Contents

Procedure and Return Rate --	2
Characteristics of Respondents --	2
Employment Outcomes --	2
Licensure Outcomes --	4
Income Data --	5
Student Loans --	6
Employment Settings --	7
Professional Activities --	8
Populations Served --	10
Professional Affiliations --	11
Advice to Current Students --	11
Program Evaluation --	12
Faculty Recognition --	14
Program Recommendations --	15

Procedure and Return Rate

The Minnesota School of Professional Psychology was founded in 1987, and granted its first doctoral degrees in 1991. From 1991 through late 2004, the program granted 500 doctoral degrees. All 500 alumni were contacted by mail to complete the survey. Alumni received both the survey itself and an information sheet, along with a cover letter. Separate envelopes were provided in which to return the survey and the information sheet in order to maintain anonymity.

Eventually 300 information sheets and 293 usable surveys were returned, representing 60% of all alumni. The post office returned 88 envelopes as undeliverable. Of the remaining 112 surveys mailed, it is likely that some proportion did not reach their intended recipients. Consequently, it is reasonable to conclude that at least 80% of the alumni who actually received the survey in the mail returned it. This is a very high response rate and suggests that the data reported here are accurate and representative of our alumni.

Of the 300 information sheets returned, 222 were from Minnesota. The remaining 78 returns were scattered across 29 different states. This reflects the fact that the majority of our students are from the upper Midwest, and remain to practice locally. However, it is also likely that Minnesota residents are somewhat overrepresented in the survey because we obtained updated addresses for graduates who were currently licensed as psychologists in Minnesota. We were much less likely to have a current address for graduates who moved to other states.

Characteristics of Respondents

Alumni from each graduating year were well represented in the returns. Table 1 shows the number of responses from each year of graduation. Since there were few graduates in 1991 and 1992, in subsequent analyses the 8 returns from these first years of graduates were combined with the 16 returns from 1993. Questions about demographic information were kept to a minimum to ensure anonymity. Consistent with the gender ratio in the program, 76% of the respondents were female (N = 220) and 24% were male (N = 70). Of the alumni responding, 5.1% indicated that they considered themselves a member of a racial/ethnic/cultural minority, and 5.8% indicated they considered themselves a member of the GLBT community.

Employment Outcomes

Table 2 shows the results of a query about current employment situation. Almost 80% of the alumni reported that they were working full time as a psychologist. Another 16% reported working part time as a psychologist, while 1% were currently looking for work as a psychologist. This means that 96% of our alumni reported being employed as psychologists, and only a handful are currently seeking work. This is a very significant finding, and it strongly suggests that the overwhelming majority of graduates of the MSPP clinical program find employment in the field in which they were trained.

Table 1. Number of returns for each year PsyD received from MSPP.

Year	Frequency	Percent
1991	2	.7
1992	6	2.0
1993	15	5.1
1994	14	4.8
1995	12	4.1
1996	19	6.5
1997	27	9.2
1998	26	8.8
1999	29	9.9
2000	30	10.2
2001	24	8.2
2002	27	9.2
2003	31	10.5
2004	29	9.9
Total	291	99.0
Missing	3	1.0
Total	294	100.0

Table 2. Current employment situation.

	Frequency	Percent	Cumulative Percent
Employed full time as a psychologist	234	79.9	79.9
Employed part-time as a psychologist	47	16.0	95.9
Actively seeking employment as a psychologist	3	1.0	96.9
Employed or seeking employment in another occupation	5	1.7	98.6
Not working because of a medical condition or disability	1	.3	99.0
Voluntarily not working and not currently seeking employment	3	1.0	100.0
Total	293	100.0	

Alumni graduating in the 1990's reported holding an average of 2.5 different jobs since graduation. This number was lower, of course, for more recent graduates.

Alumni were also asked how long it took them to find their first position after obtaining their PsyD. Results from this question are reported in Table 3. Almost two thirds of the graduates reported finding a position within a month of graduation, and 84% indicated they had found a position within 6 months of graduation. Although there was considerable variation from year to year in the amount of time spent looking for a position, there did not appear to be any consistent trends over the past 15 years in reported difficulty of finding suitable employment.

Table 3. Amount of time to find first position as a psychologist after graduation.

	Frequency	Percent	Cumulative Percent
A month or less	188	65.5	65.5
2 - 5 months	54	18.8	84.3
6 - 12 months	26	9.1	93.4
A year or more	13	4.5	97.9
Have never worked as a psychologist	4	1.4	99.3
Other response	2	.7	100.0
Total	287	100.0	

Licensure Outcomes

Of those alumni who graduated more than 3 years ago, over 90% reported they were licensed. Relatively few graduates within the past year (2004) were licensed yet. Of the 65 alumni who said they were not licensed, 48 graduated within the past three years.

Table 4. Crosstabulation of licensure status and number EPPP attempts.

		Are you currently licensed to practice psychology?			
		Yes		No	
		Count	Percent	Count	Percent
Number of times taken EPPP	0	0	.0%	45	69.2%
	1	182	80.5%	14	21.5%
	2	30	13.3%	1	1.5%
	3	6	2.7%	1	1.5%
	4	4	1.8%	4	6.2%
	5	4	1.7%	0	.0%
Total		226	100.0%	65	100.0%

Table 4 shows licensure status in relationship to the number of times the respondent reported taking the EPPP. Of the 226 alumni who reported that they were licensed, 182 or 80% passed the EPPP the first time they took it. This is a high pass rate, which compares favorably with national statistics on EPPP pass rates. Of those who did not pass on the first attempt, most passed on the second try, for a cumulative pass rate of 94% after two attempts. There are a small but consistent number of alumni who experience difficulty with the EPPP. Options for MSPP to provide assistance for students struggling to pass this exam should be explored.

Although not part of the alumni survey, recent data from Association of State and Provincial Boards of Psychology showed a mean EPPP score of 148 for MSPP students (N = 250). This score is very close to the mean EPPP score for all professional schools, and slightly higher than the average score for Argosy campuses.

Only 7% (N = 16) of the alumni indicated they had experienced difficulty obtaining licensure. The majority of these (N = 9) listed difficulties in mapping graduate coursework into specific board requirements. Four respondents reported difficulties in meeting the requirement for one year of post degree supervised experience. No one indicated that they were not eventually able to obtain licensure because of issues with their doctoral degree from MSPP.

Income Data

Alumni were asked to share both their current annual income from their work as a psychologist and their income in the first year since graduation. Results for all respondents for income just out of graduate school are shown in Figure 1. These data are broken down by year of graduation and are presented in the form of a box plot. The solid line within each box is the median income for that year. The upper and lower bounds of the box represent the 75th and 25th percentiles. The wings extending from each box represent the middle 95% of all incomes, with individual outliers also identified. It is evident that there has been relatively little change in starting income over the past 14 years. For all respondents, average annual income for the first year after receiving their degree was \$40,000. It should be noted that this year typically involves a post doc or other employment setting where the graduate is accruing hours for licensure requirements.

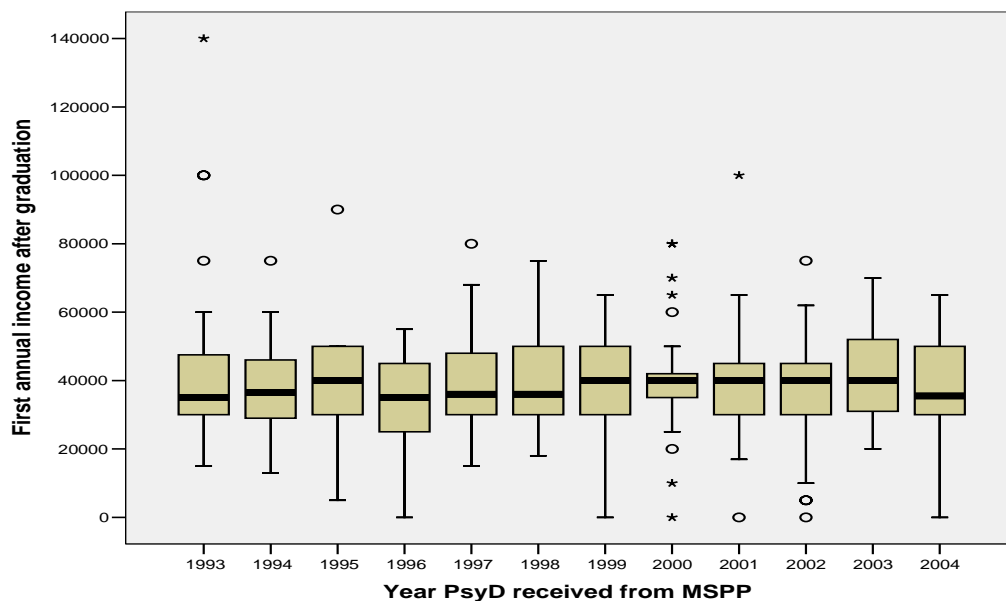


Figure 1. Box plot showing annual income the first year after earning the PsyD for each year of graduation. Data are for all respondents.

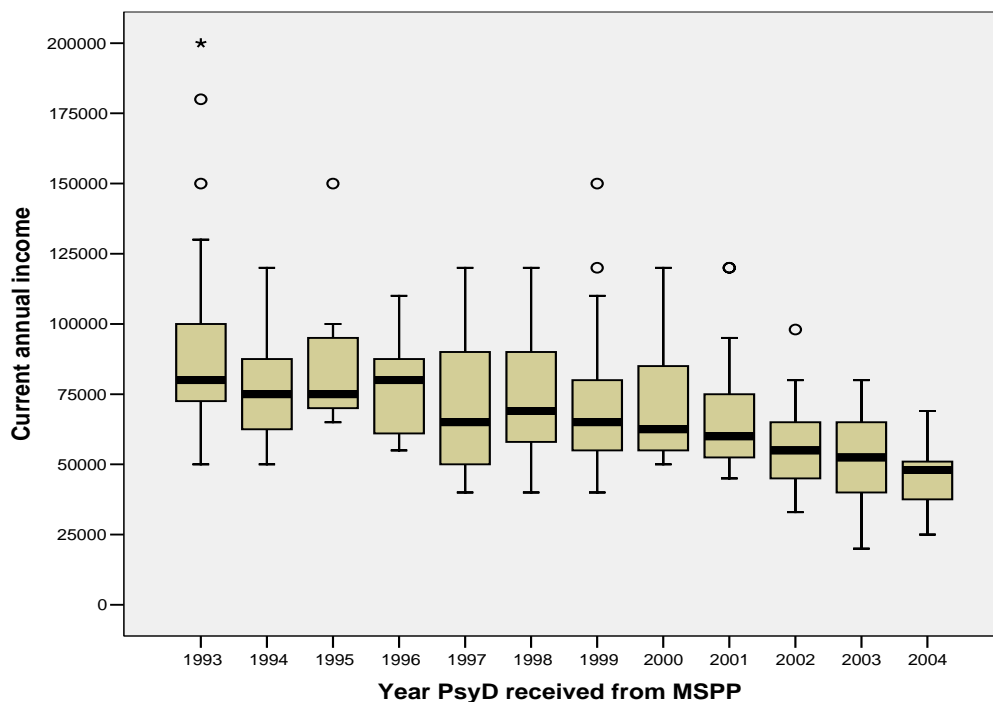


Figure 2. Box plot showing current annual income for each year of graduation. Data are for alumni who reported they were currently working full time as psychologists.

Figure 2 shows reported current annual income as a function of year of graduation. These data are only for alumni who indicated they were currently working full time as psychologists. It is evident that once licensed, alumni report rising incomes over increased years of practice. Overall, the average annual income for those working full time as a psychologist (N = 229) was almost \$70,000. Those alumni working part time (N = 45) reported an average annual income of approximately \$47,500. Only 4% of respondents indicated that they earn significant income outside of their work as psychologists.

Student Loans

Overall, 79% of the respondents reported that they incurred significant student loans in the course of obtaining their doctoral degree. As shown in Table 5, this percentage increased from the first years of the program until 1998-99. Since that time, between 80 and 90 percent of alumni reported incurring significant debt. As noted later in this report, minimizing student debt was one of the most frequent items of advice alumni gave to current students.

Twelve percent (N = 35) of the alumni reported that they participated in the national Bureau of Health Professions loan forgiveness program.

Table 5. Alumni who reported incurring significant student loans over the years of graduation from the program.

Year PsyD Received		Did you incur significant student loans?	
		Yes	No
1993	Count	11	12
	Percent	47.8%	52.2%
1994	Count	8	6
	Percent	57.1%	42.9%
1995	Count	9	3
	Percent	75.0%	25.0%
1996	Count	10	9
	Percent	52.6%	47.4%
1997	Count	20	7
	Percent	74.1%	25.9%
1998	Count	22	4
	Percent	84.6%	15.4%
1999	Count	26	3
	Percent	89.7%	10.3%
2000	Count	28	2
	Percent	93.3%	6.7%
2001	Count	22	2
	Percent	91.7%	8.3%
2002	Count	23	3
	Percent	88.5%	11.5%
2003	Count	26	4
	Percent	86.7%	13.3%
2004	Count	22	6
	Percent	78.6%	21.4%
Total	Count	227	61
	Percent	78.8%	21.2%

Employment settings

Table 6 shows the number of hours worked in a typical week in various employment settings. Hours worked were broken down into categories of 0 hours (did not report working in that setting), 1-15 hours and 16-30 hours (part time), or 31 or more hours (full time). A given individual may have reported working in more than one setting. The rows labeled percent (%) indicate the percentage of respondents who reported working in that setting for the specified number of hours a week.

Over 45 percent of the alumni reported engaging in private practice, 18% full time and 27% part time. The most common full time place of employment was in community mental health centers (21%). About 15% reported working part or full time in a hospital setting. All other employment settings were marked by fewer than 10% of the respondents.

Table 6. Hours per week spent working in various employment settings.

Work Setting	Hours Per Week:	None	1 - 15	16-30	31 or more
Private Practice	Count	155	33	44	50
	%	55.0%	11.7%	15.6%	17.7%
Community Mental Health Center	Count	206	8	9	59
	%	73.0%	2.8%	3.2%	20.9%
Medical Hospital	Count	239	17	9	17
	%	84.8%	6.0%	3.2%	6.0%
Psychiatric Hospital/RTC	Count	260	9	2	11
	%	92.2%	3.2%	.7%	3.9%
Government Agency	Count	258	3	3	18
	%	91.5%	1.1%	1.1%	6.4%
K-12 School	Count	270	6	1	5
	%	95.7%	2.1%	.4%	1.8%
Group Home/Small Residential Facility	Count	271	4	3	4
	%	96.1%	1.4%	1.1%	1.4%
University Counseling Center	Count	268	4	2	8
	%	95.0%	1.4%	.7%	2.8%
University Teaching	Count	258	14	6	4
	%	91.5%	5.0%	2.1%	1.4%
Correctional Facility	Count	264	6	2	10
	%	93.6%	2.1%	.7%	3.5%
Business (I/O)	Count	268	4	1	9
	%	95.0%	1.4%	.4%	3.2%
Other Setting	Count	269	4	2	7
	%	95.4%	1.4%	.7%	2.5%

Analyses were also conducted to determine whether employment settings changed as a function of number of years since graduation. Statistically significant patterns were observed for work in a community health center which decreased as a function of years since graduation, and private practice which increased as a function of years since graduation. These data suggest that a common career path for alumni involves obtaining a position in a community mental health center upon graduation, and then over time shifting to private practice. None of the other employment settings showed consistent increase or decrease as a function of years since graduation.

Professional Activities

Alumni were also asked to report the number of hours per week spent working at various professional activities, as shown in Table 7. Almost 90% of the respondents reported spending at least some time providing individual therapy, with 25% spending more than 20 hours per week in this activity. In addition, a substantial number of alumni reported spending at least some time providing couples and group therapy. Conducting assessments and writing assessment reports was the next most common activity, reported by 72% of the alumni. The remaining activities were relatively low in frequency, either not engaged in or engaged in for less than 10 hours a week. Over two thirds of the respondents reported doing consultation, and almost half reported they provided supervision. Although 85% of the alumni reported that they spent time on paperwork, fortunately less than 4% work over 10 hours a week on this activity.

Table 7. Hours per week spent engaged in various professional activities.

Activity	Hours per Week:	None	1 -- 10	11 -- 20	21 or more
Individual Therapy	Count	32	85	95	72
	%	11.3%	29.9%	33.5%	25.4%
Couples Therapy	Count	153	128	3	0
	%	53.9%	45.1%	1.1%	.0%
Group Therapy	Count	185	92	5	2
	%	65.1%	32.4%	1.8%	.7%
Assessment	Count	80	143	35	26
	%	28.2%	50.4%	12.3%	9.2%
Consultation	Count	90	187	3	4
	%	31.7%	65.8%	1.1%	1.4%
Supervision	Count	155	126	3	0
	%	54.6%	44.4%	1.1%	.0%
Court Related	Count	232	50	0	2
	%	81.7%	17.6%	.0%	.7%
Administration	Count	126	140	11	7
	%	44.4%	49.3%	3.9%	2.5%
Paperwork	Count	42	232	8	2
	%	14.8%	81.7%	2.8%	.7%
Teaching	Count	254	30	0	0
	%	89.4%	10.6%	.0%	.0%
Research	Count	236	46	1	1
	%	83.1%	16.2%	.4%	.4%
Other Activities	Count	251	29	4	0
	%	88.4%	10.2%	1.4%	.0%

Populations Served

A series of items on the survey asked alumni to estimate the percent of time spent working with individuals of various ages, from various racial/ethnic groups, and of different sexual orientations. These results are shown in the form of box plots in Figures 3, 4, and 5.

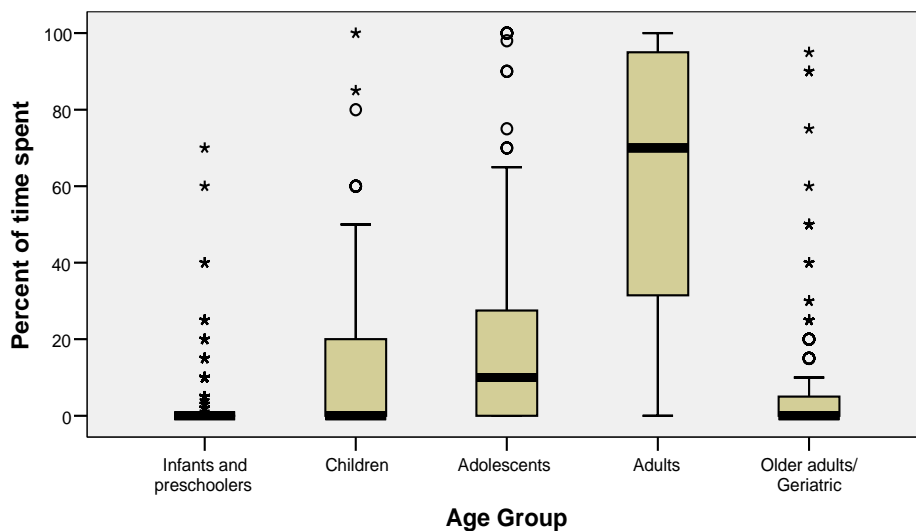


Figure 3. Percent of time spent working with various ages groups.

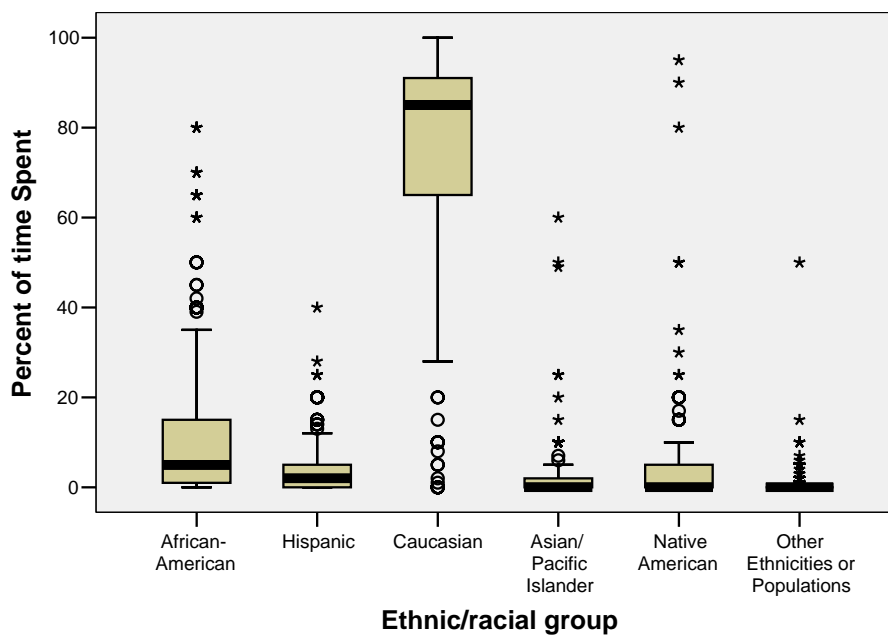


Figure 4. Percent of time spent working with various ethnic/racial groups.

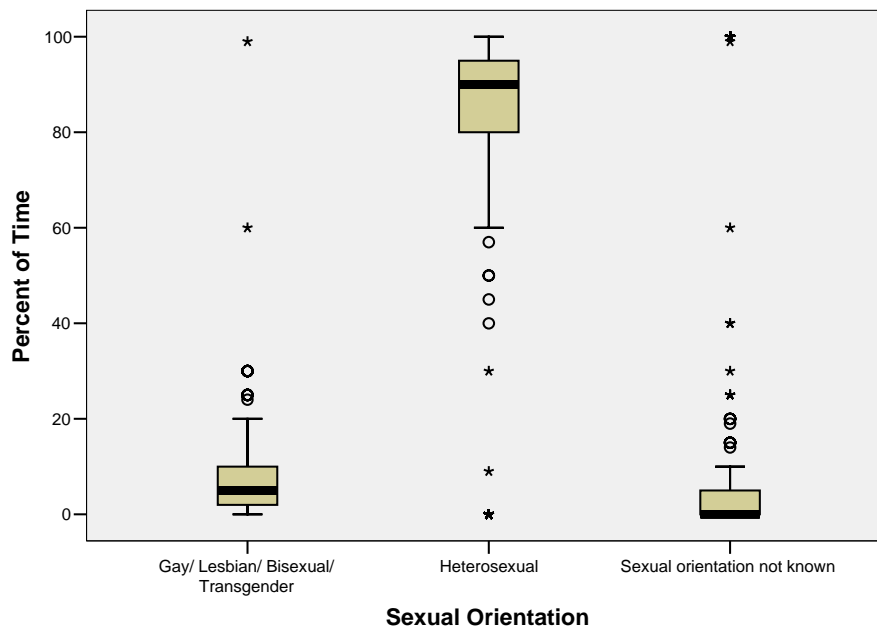


Figure 5. Percent of time spent working with various sexual orientations.

Professional Affiliations

Of those responding to the question, 65% indicated they were members of APA and 50% indicated they were members of their state psychological association. However, over 10% of the respondents did not answer this question. Similarly, 20% of those answering the question said they were members of a professional specialty organization, although again there were a high number of respondents who did not answer the question. Finally, 15% indicated they were listed with the National Register of Health Care Providers.

Advice to Current Students

In an open ended question, alumni were asked, "If you could give one piece of advice to a student entering the MSPP PsyD program this coming fall, what would that advice be?" Over 75% of the respondents (N = 222) responded to this question. Responses were coded and sorted into categories. While most respondents only made a single comment, multiple comments from single individuals falling into several categories were all tallied. Numbers in parentheses refer to the number of alumni who offered advice in the category described.

Get the most out of the Program. Many alumni (42) encouraged entering students to maximize some aspect of their training experience. Many respondents (17) emphasized the importance of careful selection of practicum and internship sites, and several (6) encouraged students to seek APA approved internships. Other respondents encouraged the development of strong clinical skills (3), assessment skills (4), and critical thinking skills (2). Finally, seven respondents encouraged students to relax and allow themselves to enjoy their graduate training.

Finish Specific Tasks. Students were encouraged to complete their CRP before or during internship (14), prepare for and take the EPPP in a timely fashion (5), and to save course materials and keep careful training logs (5).

Prepare for the Profession. The most frequent advice (65) involved some aspect of preparation for the profession of psychologist. Many alumni (17) made statements about understanding the profession for which they are training and making plans to enter that profession while still in training. A common theme was to “be sure this is what you really want to do.” A number of alumni (18) encouraged specialization in graduate school, although others (13) encouraged students to seek breadth in their training.

Network. A distinct but related theme centered around the recommendation to develop contacts and networks (33). This included a general suggestion to network (8) as well as specific suggestions to develop contacts with fellow students (8), faculty (8), and practicum sites (2). Seven alumni specifically recommended finding a mentor.

Minimize Debt. A significant number of alumni (46) advised current students to attend to student loans and financial issues. Many alumni (33) expressed very specific concerns about the difficulty of paying off student loans, and encouraged students to keep loans to a minimum. Others (9) stated that salaries in the field were low (“Don’t do it for the money”), and several (4) indicated that the cost of the degree wasn’t worth it in terms of future income.

Develop as a Person. A large number of alumni (47) advised students to adopt specific attitudes and characteristics. These included taking initiative for their education (9), maintaining an open and flexible attitude (9), perseverance (5), hard work (9), and general personal growth and development (5). Six alumni suggested participation in personal therapy, and four encouraged students to maintain balance in their lives.

Program Evaluation

Alumni were asked to rate the adequacy of their doctoral training as preparation for functioning as a professional psychologist in 21 specific competency areas using the following scale: 1 -- No Preparation, 2 -- Poor/Inadequate Preparation, 3 -- Acceptable Preparation, 4 -- Above Average Preparation, 5 -- Excellent/Superior Preparation. Mean responses to these items are provided in Table 8. The items are listed in descending order of rated adequacy of preparation.

Overall, mean ratings of training adequacy ranged from “acceptable” to “above average/superior”. These data strongly suggest that alumni felt well prepared to function as clinical psychologists after completing doctoral training at MSPP. However, relative differences in these rankings serve as indicators of relative strengths and weaknesses of the training program. It is encouraging that the highest rating was in the ability to function ethically and professionally. High ratings were also assigned to training in assessment and diagnosis. Preparation to conduct individual therapy was rated in the middle range, although alumni felt less prepared to conduct couples and group therapy. Alumni reported being relatively well prepared to think critically about clinical issues and to develop a good working relationship with clients. Ratings of preparation to work with ethnically diverse clients was in the middle range, although respondents felt less well prepared to work with clients of diverse religious backgrounds and sexual orientations.

As might be expected alumni reported being somewhat less well prepared to manage difficult transference and counter transference issues in therapy.

Table 8. Rated level of graduate preparation in 27 specific competency areas. The higher the score the stronger the preparation.

	N	Mean	Std. Dev.
Function according to APA and other ethical/ professional standards	290	4.37	.74
Provide a DSM-IV multi-axial differential diagnosis	290	4.33	.68
Integrate assessment data into a comprehensive written report	290	4.32	.72
Select, administer, and interpret psychological tests	291	4.32	.71
Utilize consultation and/or supervision when appropriate	291	4.24	.75
Function according to applicable legal and regulatory standards	290	4.15	.74
Engage in critical thinking and problem solving about clinical issues	291	4.14	.77
Conduct a clinical interview	290	4.08	.79
Establish therapeutic relationships with a broad range of clients	288	3.95	.80
Access and apply clinical literature to professional practice	289	3.88	.84
Conduct individual psychotherapy	290	3.84	.87
Work effectively with a multidisciplinary staff	283	3.80	.93
Conduct a Mental Status Examination	288	3.67	.91
Evaluate the effectiveness of clinical interventions and their outcomes	290	3.66	.88
Work with culturally diverse populations	290	3.58	.85
Implement empirically-supported treatments	287	3.53	.79
Manage transference issues	284	3.51	.84
Modify clinical interventions based on client response	286	3.50	.91
Formulate a comprehensive treatment plan	285	3.48	.91
Manage counter transference issues	283	3.48	.85
Conduct group therapy	275	3.41	.92
Work with clients of different sexual orientations	279	3.37	.88
Work with clients from different religious backgrounds	270	3.26	.87
Perform a risk assessment	270	3.20	.88
Function as a consultant	253	3.15	.94
Conduct family/ couples therapy	269	3.14	.86
Function as a clinical supervisor	269	3.03	.90

Preparation in consultation and supervision were rated at or near the bottom in level of preparation. Additional training in supervision was also noted relatively frequently as a written suggestion in the open ended question asking for recommendations to improve the program. It is important to note that a required course in Consultation and Supervision was added to the curriculum in the fall of 2002 (it had previously been an

elective). Consequently, current graduates of the program have more training in this area than those who filled out the survey.

The survey also included several overall program evaluation items rated on a five point agree—disagree scale. Mean scores for these items are shown in Table 9.

Table 9. Program satisfaction items, rated on a 1 (strongly agree) to 4 (strongly disagree) point scale.

	N	Mean	St. Dev.
I was satisfied with the education that I received at MSPP	291	1.62	.706
The MSPP faculty provided effective academic advising	291	1.90	.752
Faculty members demonstrated a genuine interest in mentoring students	291	1.83	.755
MSPP was helpful in my transition from graduate school to professional life	287	2.47	.848
I knew where and how to look for potential jobs after graduation	288	2.33	.864

Overall satisfaction with the program was very high. A comparison of mean satisfaction ratings for the different years of graduation did not show any trends in satisfaction level over the years the program has been in existence. Mean satisfaction scores only ranged from 1.8 to 1.4 across years of graduation, and these differences were not statistically significant. It is also worth noting that only 22 alumni (2.7% of the respondents) disagreed or strongly disagreed with the statement that they were “satisfied with the education they received at MSPP”.

Alumni also tended to agree that faculty provided effective advising and mentoring. There was less satisfaction with help seeking employment once they finished their degree. A request for a career services department was also a frequent written suggestion for program improvement. These concerns have been addressed by the addition of a career services coordinator to the AUTC staff in 2004.

Faculty Recognition

Alumni were asked to list up to three faculty who “had a significant positive impact on your development as a professional psychologist.” Over 700 nominations were received, an average of 2.4 per respondent. Faculty who received frequent nominations are listed below. Within each category, faculty are listed alphabetically. The frequency of nominations was highly correlated with the length of service at the school.

The following faculty were nominated by over 25 percent of the respondents:

Wil Hass, Skye Payne, Ken Solberg

The following faculty were nominated by 11 to 20 percent of the respondents:

Madaline Barnes, Lyn Cowan, Vern Devine, Nicholas Griffith, Tom McKenna, Paul Olson, Jack O'Regan

The following faculty were nominated by 5 to 10 percent of the respondents:

Danielle Jordan, Nancy Rains, Jack Schaffer, Phyllis Solon, Jacquelyn Wiersma

An additional 45 faculty received one or more nominations.

Program Recommendations

In an open ended question, alumni were asked to: “Make a recommendation to improve the quality of the doctoral training program at MSPP. We are especially interested in suggestions which would enhance the marketability of recent graduates”. Almost 70% (N = 200) of the alumni responded to this question. Responses were coded and tallied using the procedure described previously for the open ended question on advice to current students.

Curriculum Recommendations. The largest category of recommendations (68) dealt with suggestions for courses or other training in specific areas. The most frequent curriculum recommendation was for coursework in consultation and supervision (18). Note that a course in this area was recently added as a program requirement. In addition, recommendations were made for courses in business (especially for private practice) (13), children (5), forensic and legal issues (6), and empirically supported treatments (6). There were an additional 17 recommendations in this category. Although these suggestions varied widely, a common underlying theme was preparation for some aspect of the real world of clinical practice.

Improve Training. Another large group of recommendations (59) involved general suggestions for improving various aspects of the training program. These included improved training in therapy (17), assessment (8), practicum (4), and internship (6). Recommendations were also made for improving students’ writing skills (5) and interviewing skills (5).

Facilitate the school to work transition. Alumni provided 38 recommendations on the theme of helping graduates enter the job market as a psychologist. These included providing information on options in the field (12), information on starting a private practice (6), information on typical salaries (5), information on the post doc process (3), training on how to market oneself (5), and providing job placement services (7). The addition of a Career Services office in 2004 has provided support for alumni in this area.

Improve Program Quality. There were 27 recommendations to enhance the quality of the program, specifically referring to admitting fewer students (17) and becoming more selective in the admissions process (10).

Alumni offered a variety of additional recommendations. While extremely useful, the unique content of these suggestions made it virtually impossible to sort the response into categories for this report.

Many of the written comments focused on the over arching theme of preparation for the world of practice as a professional psychologist. This was implicit in much the advice offered to current students, encouraging them to focus less on the day to day requirements of the program and focus more on acquiring the skills, knowledge and contacts they will need to work successfully as a psychologist. Similarly, alumni encouraged the program to provide more tools and training specifically aimed at preparing students to function as psychologists upon graduation. One way to implement these recommendations is to enhance communication and relationships between the school and its alumni. We hope to do this through providing alumni services, and encouraging alumni to serve as mentors and supervisors for our current students.