

**Argosy University**  
**2008-2009 Survey Report**  
**Executive Summary**

In 2008, Argosy University Department of Counseling conducted several surveys including a survey conducted on currently enrolled students, Alumni and Employers of graduates from the counseling program.

The survey of current students focused on their satisfaction with the counseling curriculum, quality of instruction and support services. The Alumni Survey focused on their overall satisfaction with the program and whether they believed that the program prepared them for the professional field. The Employer Survey focused on employers' evaluation of the graduate performance.

### **Current Student Survey**

Lower ratings appeared in the following areas: feedback from instructor's on assignments, and how helpful the adviser was in providing professional services. From 67.57% to 85.97 % of the students reported that they were undecided about the quality of supervision received during their clinical training. Less than half (29.73%) agree or strongly agree that they received quality individual supervision from their site during practicum, with 32.43% agree or strongly agree that they received quality group supervision during class, and 13.51% agree or strongly agree that they received quality supervision from their site during internship. Based on an analysis of the comments made concerning the strengths and weaknesses of the program the following recurrent themes emerged: instructors are very knowledgeable and informed, poor communication, feedback from instructors are needed on assignments, the weekend format is viewed as positive, frustrations with navigating Moodle and problems experienced with the Registrar's Office.

### **Survey Details and Findings:**

- When evaluating overall satisfaction with the frequency of course offerings, over half of the students surveyed agree or strongly agree (85.52%).
- Over half of the student body (61.03%) agree or strongly agree that the amount of work expected in courses is reasonable.
- Over half (81.3%) of the students surveyed agree or strongly agree that the course material enhance their professional growth and development.
- Over half (88.29%) either agree or strongly agree that courses meet their expectations.
- When asked if the program adequately prepare them for a counseling position, 81.08 % of the students agree or strongly agree.
- When evaluating overall quality of instruction, an overwhelming (96.40%) strongly agree or agree that instructors are knowledgeable about the subject

matter. Ninety percent either agree or strongly agree that instructors demonstrate skill in teaching. When asked if instructor's easily tie coursed material to their own experience in the field, 94.6% of the students surveyed agree or disagree. An overwhelming (93.69%) agree or strongly agree that the instructor's use of exercises during the course related well to the course material covered. When asked about the excellence of full –time and part-time instructors, 77.48% agree or strongly agree.

- Over half (85.59%) of the students agree or disagree that instructors are responsive to their needs.
- When asked if instructors are fair in the evaluation of students, 81.08% agree or strongly agree.
- When evaluating instructor's comments and suggestions as sufficient, 56.76% agree or strongly agree.
- When asked if full time instructors discuss professional membership and conferences, 88.24% agree or strongly agree, 79.28% agree or strongly agree that part-time instructors discuss professional membership and attending conferences.
- When evaluating the area of advising, 66.67% agree or strongly agree that their advisor is knowledgeable, 62.16% rate their advisor as accessible and 50.45% rate their advisor as helpful in providing professional services.
- When evaluating whether students received an adequate orientation to the Community Counseling Program, 63.97% agree or strongly agree.
- Over half (86.49%) are pleased with the education received from Argosy University and 76.58% agree or strongly agree that the material learned in class will prepare them for practice in the field.
- Students (59.46%) agree or strongly agree that Moodle is a meaningful experience, while 73.87% agree or disagree as beneficial.
- Over half (84.69%) agree or strongly agree that the weekend classes as meeting their expectations.
- When evaluating if working in the field while attending school is necessary in order to gain knowledge of how concepts can be apply in the field, 63.97% agree or strongly agree.
- When asked about their experience with clinical training, 67.57% agree or strongly agree that information regarding practicum and internship requirements was available, 29.73% agree or strongly agree that they received quality individual supervision practicum with 68.74% undecided, 32.43% agree or strongly agree that they received quality supervision during class, with 67.57% undecided. Students (27.93%) agree or strongly agree that they received quality supervision from their site during practicum with 69.37% undecided. Students (13.51%) agree or strongly with the quality of supervision during internship, with 85.97% undecided.
- Students (81.98%) reported “no” when asked whether they expect to learn less in a 7.5 week long course compared to a 15 week long course. Over half (70.27%)

said “no” to the question whether they expect the instructor of the course to reduce the work expected in a 7.5 week long course.

- Students were asked to rate the various student services. Students rate the following services as either excellent or good: Library services (books/media/journals), 49.55%, library services and available collections, 50.45%; computer services and resources; students services, 53.16%; billing and financial services, 74.77%; and 49.55% view student services as helpful in providing information.

### **Alumni Survey, 2008 – Community Counseling**

Written surveys were mailed to former students of the community counseling program who graduated from 2005-2008. Ten graduates responded to the survey. The former students were asked to provide global ratings for the extent to which the Community Counseling Program prepared them professionally for their current work. Using a 1-4 scale, with 4 corresponding to “Strongly Agree,” 3 corresponding to “Agree”, 2 “Disagree”, 1 “Strongly Disagree”. Former students were asked to evaluate several features of the program. A second broad item asked students to look back at the Community Counseling Program and rate their perceptions concerning the quality of instruction and advising, supervision in their practicum and internship. A third component was to rate their experiences with students services which included financial aid and billing, computer services, library services and support services.

The results suggest that the graduates agree that the Community Counseling program was effective in preparing them for the field. The higher overall means appeared in the area of the quality of group supervision received during the practicum. The lower overall means appeared in the following areas: full-time and part-time faculty discussing the counseling profession, professional membership, professional meetings and conferences in class, the graduate office helpful in providing information, adequate orientation to the counseling program. Lower means also appeared in the areas of bookstore and supplies.

The following themes were consistently observed over the three cohorts included in the analysis: knowledgeable faculty, flexible program, confusion regarding the registration process and poor communication in the counseling department.

### **Employer Survey, 2008 – Community Counseling**

The counselor’s performance was assessed using 5-point scale, with 5 corresponding to “strongly agree”, 4 “agree”, 3 “unsure”, 2 “disagree”, and 1 “strongly disagree”. 9 were used to indicate “no basis for judgment”. Lower means appeared in the areas of group work, legal issues and multicultural counseling.

Four employers responded to the Program's request to obtain feedback about the degree to which the Community Counseling Program prepared the former students for their current professional counseling position or for their continued graduate study in Counselor Education. All four surveys that were returned pertained to Master's level graduates. In terms of the year that the alums graduated for Argosy, one graduate in 2006, two in 2008, and one unknown. Each employer indicated their position title: Clinical Supervisor, Youth Services Manager, Manager Operations, and Adult Program Manager respectively. The average number of years working as a counselor was 2.5.

The counselor's performance was assessed using 5-point scale, with 5 corresponding to "strongly agree," 4 "agree," 3 "unsure," 2 "disagree," and 1 "strongly disagree." Nine was used to indicate "no basis for judgment." The first item asked about the rapport that the counselor developed with the clients. The mean score was 4.75 with a SD of 0.5. The next item posed the question of how knowledgeable the counselor was in their role. The mean was 4.75, while the SD was 0.5. Another item asked about the demonstration of knowledge of the community/agency system. In terms of that item, the means was 4 and the SD was 0.0816497. Professional behavior was also assessed, with a mean score of 4.75 and a SD of 0.5. Related to the question, "the counselor develops good working relationships with the community," the mean score was 4.33, while the SD was 1.154. The next question had to do with the counselor's capacity to develop good working relationships with other counselors. The means score was 4.5 and the SD was 0.577. The item "the counselor develops good working relationships with supervisors" was posed, with the mean of 4.5, and an SD of 0.577. Several other areas related to the demonstration of skills relating to individual counseling (Mean of 4.75 and SD of 0.5), awareness of legal issues affecting agency counselors (mean 4.25 and SD of 0.957), the demonstration of an understanding of multicultural issues (mean of 4.25 with SD of 1.5), the demonstration of skills in family counseling (mean of 4 with SD of 0.816), the demonstration of skill in group work (mean of 4 with an SD of 1.154), knowledge of diagnostic classifications (mean of 4.25 with an SD of 0.957), skill in the development of the treatment plan (mean of 4 with SD of 0.816), being a positive contributor to the agency (mean of 4.75 with SD of 0.5), skilled at assessment (mean of 4.5 with SD of 1), and overall competence in their work (mean of 4.75 with SD of 0.5). Lower means seemed to be in the areas of group work, legal issues and multicultural counseling.

