

Arcadia University's Graduate Program in Counseling Biennial Student Survey for the 2024-25 Academic Year

Description of Assessment

Every other year, the Graduate Program in Counseling (GPC) surveys current students to evaluate its effectiveness in meeting its programmatic mission and objectives, along with students' satisfaction with various components of the program. This survey was developed by the GPC's core faculty and reviewed by the Master of Psychology and Counseling Accreditation Council (MPCAC) during the program's most recent reaccreditation cycle.

Summary of Findings

In total, 11 students completed this 2025 survey. All respondents are completing their Master of Arts in Counseling (with 1 respondent completing a dual degree). Respondents reported completing the following concentrations: Dual Child & Family and Trauma (3), Trauma (3), Child & Family (1), Autism (2) and Mental Health Counseling (2). Overall, the students reported completing an average of approximately 4.5 semesters of coursework in the GPC. Results indicate that respondents are highly satisfied with their overall experience of the GPC and most specific components of the program; however, they reported room for growth in multiple areas, including peer mentoring and distinguished alum program. Overall, respondents reported that the GPC provides strong training in the essential qualifications of counseling, as well as in the curricular areas of evidence-based practice, multicultural practice, career development, self-care, and social justice and advocacy. Respondents also reported receiving strong training in a majority of key counseling skills and concepts, with several exceptions, including delivery of manualized treatments, and progress monitoring. Two students reported being members of at least one professional organization. Students reported a wide range of topics that they would like to see included in our curriculum, ranging from sports psychology to counseling neurodivergent clients. Respondents also rated a majority of our program policies and procedures positively with the exception of opportunities to get involved in committees and activities across the University. In terms of class times, most respondents prefer afternoon and evening times (rather than morning and night times). Most students would also like to see a majority of classes remain in person with just a few more options for online courses. A majority of students reported being content with Boyer Hall (the building that houses the GPC), yet one respondent recommended the space allow for semi-circle seating for more peer engagement. Students reported many positive aspects of the program that are largely aligned with our program's mission/objectives and emphasis student-centered instruction and mentoring. Respondents also offered suggestions for changing the program, such as support groups for self-care and emphasizing class participation among quieter class members. Overall, all respondents reported that the GPC's mission and objectives are well suited to address the needs of the field and most would at least be very likely to recommend the GPC to others interested in pursuing counseling.

Planning & Modifications

Based on the results of this evaluation:

1. Feedback about specific courses will be shared with the instructors.
2. When the core faculty reconvene in Fall 2025, we will discuss ways to strengthen the peer mentor program.

3. Program administrators will continue to send emails/announcements regarding opportunities to get involved in committees and activities across the University.
4. It is difficult to assess the Distinguished Alum program through this survey as no respondents would have completed the program at the time of this survey. The assignment is due by April and this survey was conducted in January. In the future, this survey will be sent in mid-April.
5. The core faculty have already planned to provide additional information about the GPC to adjunct faculty to help them better understand and integrate into our community and support students in their education and training.

Detailed Results

How satisfied are you with the following components of the Counseling program?

- 90% of students reported being very and extremely satisfied with their *overall experience*
- 100% of students reported being very and extremely satisfied with their *counseling courses*
- 80% of students reported being very and extremely satisfied with the *self-awareness labs*
- 90% of students reported being very and extremely satisfied with the *knowledge labs*
- 90% of students reported being very and extremely satisfied with *program advising*
- 80% of students reported being very and extremely satisfied with *faculty mentoring*
- 38% of students reported being very and extremely satisfied with *peer mentoring*
- 57% of students reported being very and extremely satisfied with the *distinguished alum mentoring program*
- 71% of students reported being very and extremely satisfied with *new student orientation*
- 86% of students reported being very and extremely satisfied with the *professional development fund*
- 86% of students reported being very and extremely satisfied with the *practicum and internship workshops*
- 56% of students reported being very and extremely satisfied with the *Counseling Community Canvas page*
- 57% of students reported being very and extremely satisfied with the program's *research opportunities*

Training in Integrated Curricula

- 89% of students rated their training in *evidence-based practice* as excellent or good.
- 100% of students rated their training in *multicultural practice* as excellent or good.
- 100% of students rated their training in *self-care* as excellent or good.
- 78% of students rated their training in *career development* as excellent or good.
- 78% of students rated their training in *social justice & advocacy* as excellent or good.

Training in Target Skills & Concepts

- 89% of students rated their training in *Adherence to professional, ethical, and legal standards of counseling* as excellent or good.
- 100% of students rated their training in *Understanding state requirements for licensure* as excellent or good.
- 90% of students rated their training in *Applying interviewing skills to gather client information* as excellent or good.

- 78% of students rated their training in *Understanding and integrating various theories of counseling* as excellent or good.
- 78% of students rated their training in *Developing and writing case conceptualizations for clients* as excellent or good.
- 67% of students rated their training in *Assessing client concerns and identifying goals for counseling* as excellent or good.
- 56% of students rated their training in *Identifying the research-supported treatment options for specific client concerns or goals* as excellent or good.
- 67% of students rated their training in *Designing and writing treatment plans for clients* as excellent or good.
- 56% of students rated their training in *Using assessment tools to gather clinical information* as excellent or good.
- 78% of students rated their training in *Utilizing clinical information to form diagnostic impressions* as excellent or good.
- 78% of students rated their training in *Understanding and using various relational counseling skills* as excellent or good.
- 78% of students rated their training in *Providing psychoeducational information to clients* as excellent or good.
- 22% of students rated their training in *Delivering manualized or protocol-based treatments* as excellent or good.
- 100% of students rated their training in *Identifying the cultural assumptions of different treatment modalities and potential clashes with client characteristics* as excellent or good.
- 78% of students rated their training in *Tailoring counseling approaches to meet clients' unique interests, values, needs, etc.* as excellent or good.
- 44% of students rated their training in *Creating assessment plans to track clients' progress throughout counseling* as excellent or good.
- 78% of students rated their training in *Using counseling skills with individuals* as excellent or good.
- 67% of students rated their training in *Using counseling skills with groups* as excellent or good.

Professional Involvement

- Two students (22%) reported being a member of at least one professional organization, including: Psi Chi, PCA, ACA.

What course or concentration topics would you be interested in (not offered in our curriculum)?

- Sports Psychology
- Counseling Neurodivergent Clients

Program Policies, Procedures, & Communications

- *Opportunity to ask questions about the program curriculum, policies, and procedures*: 88% of students rated the GPC as good to excellent.
- *Degree of respect between fellow students*: 88% of students rated the GPC as good to excellent.
- *Degree of respect between students and faculty*: 100% of students rated the GPC as good to excellent.

- *Level of guidance and support offered by course instructors:* 100% of students rated the GPC as good to excellent.
- *Quality of manuals and communication about program expectations:* 100% of students rated the GPC as good to excellent.
- *Opportunity to provide feedback to faculty:* 100% of students rated the GPC as good to excellent.
- *Encouragement and guidance to participate in professional activities:* 88% of students rated the GPC as good to excellent.
- *Helpfulness of formal and informal feedback about academic and clinical progress:* 88% of students rated the GPC as good to excellent.
- *Opportunity to socialize with fellow students:* 75% of students rated the GPC as good to excellent.
- *Communication about local events and employment opportunities:* 75% of students rated the GPC as good to excellent.
- *Opportunities to get involved in committees and activities across the University:* 43% of students rated the GPC as good to excellent.
- *Understanding and preparing for challenges after graduation:* 75% of students rated the GPC as good to excellent.

Program Mission & Objectives

- 100% of students reported that the program's mission statement and objectives fit with the needs of the counseling field very much or extremely well.

Please share any suggestions for other major objectives for the program to consider.

- Continue to implement hands on practice for students to prepare them for clinical work
- I am very disappointed in how the internship program is not designed to accommodate individuals who work full time. The required class is only offered from 9 am until 12 pm, which makes it immensely difficult to be able to work and complete the class (I work from 830 am until 4pm). It is very frustrating and I wish I had considered the internship requirements before I enrolled at Arcadia.

Please share any feedback you have on the various ways that we collect feedback from you (e.g., mentoring meetings, surveys, etc.).

- Nothing to add

Which of the following class times do you prefer? Check all that apply.

- *Morning (9:20 am-12:00 pm):* 2 of 17 (12%) students prefer this time
- *Afternoon (1:30-4:10 pm):* 5 of 17 (29%) students prefer this time
- *Evening (4:30-7:10 pm):* 8 of 17 (47%) students prefer this time
- *Night (7:20-10:00 pm):* 2 of 17 (12%) students prefer this time

Would you like to see more online or hybrid courses in our program?

- *No, Keep courses primarily in person:* 5 of 8 (63%) students
- *Yes, A few more online courses:* 2 of 8 (25%) students
- *Yes, Many more online courses:* 1 of 8 (12%) students

How satisfied are you with the Counseling program's physical space (i.e., classrooms, training rooms, open areas, etc.)?

- 100% of students reported being moderately to very satisfied
- Students also offered the following open-ended suggestions:
 - o Have space to sit in a semi-circle so that we can engage with other students better.

How likely would you recommend Arcadia's Counseling program to others?

- 89% of students reported very to extremely

In your experience so far, what are the three best aspects of the Counseling program?

- The support from professors and peers, the multi-cultural and trauma informed lens of counseling, being challenged to deepen our own self-awareness and personal growth.
- The experience The practice The support from faculty
- 1. The professors are very helpful with their students 2. I engage with other students. 3. The knowledge I am learning is very useful.
- The faculty, the course material, and how invested you are in our success.
- The professors are so nice/lovely, love all the students, and we learn very interesting things!

If you could change anything about the Counseling program, what would you change?

- Support groups to assist with self-care and guidance in navigating graduate school.
- I know that some students are shy and keep to themselves, but figuring out ways to get everyone involved in class discussion would be helpful. There are some classmates who I never hear from which can make me feel like I'm sharing too much. I'm not sure how they are outside of class, but with what I've observed in class, if they were to be my counselor, I wouldn't feel safe to express myself. Perhaps adding more guidance during class to call on people for their input would be helpful for these familiar faces to get out of their comfort zones.
- Nothing comes to mind - but I would definitely keep classes primarily in-person. It allows students to connect way better, pay more attention, etc. overall.