

# Report of Results of the BGSP Student Survey – 2020 February, 2021

Stephen Soldz  
Director of Institutional Research

**Note:** Previous 2012 survey results in brackets []. *Italics* indicate major changes (generally > 10 percentage points.)

## Overall Assessment of BGSP

- The overall assessment of education at BGSP was positive, with 85% [85%] of respondents giving their education at BGSP an Outstanding (38%) or Good (48%) rating.
- In comparing the quality of BGSP with their expectations, 56% [40%] rated this quality as being better than expectations and 20% [27%] as being lower.
- An overwhelming majority of respondents, 95%, [99%] reported that their BGSP education had fostered self-understanding and emotional growth and 92% [91%] felt that their personal analysis was an invaluable part of their training.
- Only 27% [38%] of respondents expressed a preference that the program be more demanding, with 73% disagreeing.

## Assessment of BGSP Contributions to Knowledge, Skills, and Personal Development

A series of questions examined students' opinions of the contribution of BGSP to various areas of knowledge, skill development, and personal development. The following were among the highlights of responses to these questions.

- Students felt that BGSP especially had contributed to their development in the areas of Self-understanding (84%) [85%], Mastery of Psychoanalytic Concepts (79%) [82%], Emotional Growth (84%) [88%], their Ability to Sit and Listen to Patients (87%) [87%], and their Understanding of their Patients 89% [86%].
- The fewest students reported that BGSP contributed to their development in the areas of Using the Library (45%) [37%], Understanding and Conducting Research (48%) [37%], and Writing Clearly and Effectively (47%) [37%].

## Ratings of BGSP Resources, Services, Faculty and Administration

- **Library** (Note: Questions about physical library resources were asked about the period prior to the pandemic lockdown): Students rated the Librarian Assistance (96% Excellent or Good) [90%] and the Journals and Databases Resources

available from the library (80%) [85%] particularly highly. There were somewhat lower ratings for Books available from the library 68%) [59%]. 79% [76%] rated the Hours of Library Access Excellent or Good.

- **Student Assistance:** There seems to be some dissatisfaction with the quality of personal help available at BGSP. However, the quality of Academic Advisement (57% *Excellent or Good*) was over 20 percentage points higher than the comparable [36%] from 2012. 54% [48%] said the to Help with Personal Issues was Excellent or Good.[However, as noted above, 84% [85%] reported that their BGSP experience contributed to their self-understanding, while 84% [88%] also said it contributed to their personal growth.] In terms of more specific assistance, 58% (49%) gave a positive rating to Help with Obtaining Fieldwork Sites and a *substantially increased* 62% [34%] to Help in Obtaining Therapy Center Patients. A new item enquired of students in the Mental Health Counseling Program about student satisfaction with Help Obtaining an Appropriate Practicum and Internship ; 46% reported that this help was Excellent or Good.
- **Faculty:** Students reported being satisfied with the Quality of Faculty (78%) [85%]. They were similarly satisfied with Availability of Faculty (74%) [65%] and Quality of Supervision (81%) [68%].
- **Communication with Administration:** In 2012 there was a sense of dissatisfaction with the quality of Communication with the Administration; this year the survey indicated a *considerable increase* with 73% [54%] rating it Excellent or Good. Similarly, in 2012 there was dissatisfaction with Communication Between the Academic Administration and Students [48%] *whereas this time* 70% were satisfied with this communication. Students were also satisfied with the quality of this communication with Financial Aid (80%) [84%] and the Registrar (84%) [85%].
- **Student Association:** There were *substantial increases* in respondent satisfaction with the Helpfulness of the Student Association as 73% [47%] were satisfied with its Helpfulness and 80% [56%] with its Accessibility.
- **Career Preparation:** A new set of items asked about student satisfaction with assistance that they received for future careers. Clinical doctoral students were asked about Help Preparing for Building and Maintaining a Private Practice, with 48% of respondents reporting that this help was Good or Excellent. Doctoral students were asked their views of the Preparation for Teaching Others What I'm Learning at BGSP, 52% reporting such preparation as Good or Excellent. All students were asked about Preparation for Other Aspects of a Professional Career, with 54% reporting that this preparation was Good or Excellent.
- **Physical Facilities:** A new question asked about satisfaction with BGSP's Physical Facilities. 71% reported that these facilities were Good or Excellent.
- **Diversity, Equity, and Inclusion.** In 2020 a new set of three questions asked about student's experience of difficulties at BGSP due to their or others' marginalized identity. These questions were developed in consultation with the Racial Justice Committee.

One question asked Have You Ever Noticed That Someone at BGP was Disrespected or Had Limited Access to Resources Because of Their Racial, Ethnic, Sexual, or Other Marginalized Identity? 14% answer Yes and 86% No. A second question asked To Whom Would You Turn If You Wanted to Talk About Such Disrespect? (This question allowed multiple responses. Given here are the percent endorsing a positive response for each category.) The Person Who Offended Me, If a Faculty Member or Administrator: 67%; The Person Who Offended Me, If a Student: 67%; Someone Else on the Faculty or Administration: 43%; The Student Association: 20%; Another Student: 31%; My Analyst: 80%. A third question asked How Open Do You Feel Each of the Following Groups is to Understanding Questions of Identity and Inclusion? (Given here are the percent of respondents answering Very Much or Quite a Bit for each category.) Administration: 78%; Faculty: 76%; Student Body: 69%.

## **Amount of Work**

Two questions asked about the amount of reading and writing in classes.

- 5% [6%] of students felt that the Amount of Reading was too little, while 25% [19%] felt that it was too much.
- A new question asked about the Quality of the Readings; 72% reported that the quality was high or very high while 3% reported that the reading quality was low or very low.
- 10% [14%] of students felt that the Amount of Writing was too little, while 16% [10%] felt that it was too much. No respondents reported that the Amount of Writing was Overwhelming.

## **Importance of Licensure**

One question asked about the importance of licensure for students. This question was analyzed only for those students in the four clinical programs (Masters in Psychoanalysis, Masters in Counseling, Certificate, Clinical Psya.D.)

- Of the 58 respondents in these programs, 45% [3% of 61] are currently licensed.
- Of those currently not licensed, 77% [53%] rated the importance of obtaining a license in a mental health field “Very important” while 16% [22%] gave a rating of “A fair amount,” 3% [8%] “A little,” and 3% [17%] “Not at all.” Thus 93% reported that obtaining a license was A fair amount or Very important.

## **Employment Status of Students**

A series of question asked about the employment status of students.

- 42% [45%] are employed full-time, 25% [20%] part-time, 14% [10%] have more than one position, and 19% [25%] are not currently employed.
- 61% [48%] of respondents are currently employed in the mental health field. (Note: There was a problem with the formatting of the item asking about current employment in a mental health field so this number may not be precisely accurate. Therefore, the apparent increase is not discussed below.)
- 48% [32%] are currently seeing patients in private practice.

## **Trends, 2012 to 2020**

In the report of results above we have used italics to highlight changes in endorsement rate greater than an arbitrary threshold of 10 percentage points or greater from the last 2012 survey.

The overall assessment of their BGSP education was relatively stable over the eight years. However, in all cases where reported satisfaction changed greater than our threshold, change was in the direction of improved satisfaction.

For example, while those rating their BGSP education Outstanding or Good remained level at 85%, in 2020 56% of respondents reported that the quality of their BGSP education exceeded their expectations, compared with 40% in 2012.

In respondent's evaluation of BGSP Resources, Service, Faculty, and Administration, several items exhibited considerable increases. In 2020, 57% reported that Academic Advisement was Good or Excellent, up from 36% in 2012. There was an even greater increase in satisfaction with Help in Obtaining Therapy Center Patients (62% Good or Excellent, up from 34% in 2012). There was also an increase from 68% in 2012 to 81% in 2020 in ratings of the Quality of Supervision.

Respondent ratings of the Communications with the Administration increased from 54% in 2012 to 73% in 2020 and ratings of Communication with the Academic Administration rose from 48% in 2012 to 70% in 2020.

The Student Association was also evaluated much more positively than in the previous survey administration. In 2020, 73% expressed satisfaction (Good or Excellent) with the Association's Helpfulness. Similarly, satisfaction with the Association's Accessibility increased from 56% in 2012 to 80% in 2020.

There has been a major increase (from 3% to 43%) of the percentage of respondents who possessed a license in a mental health profession. This increase presumably reflects the greater length of time since the establishment of the license-eligible Mental Health Counseling program, allowing more time for graduates to become licensed. There was also an increase from 53% to 77% in the percentage of respondents in our clinical programs who rated the Importance of Obtaining a Mental Health license as Very Important and a decrease from 17% to 3% who reported that this was Not at All important.

As for employment, a greater percentage of students are currently engaged in private practice (48%, up from 32% in 2012).