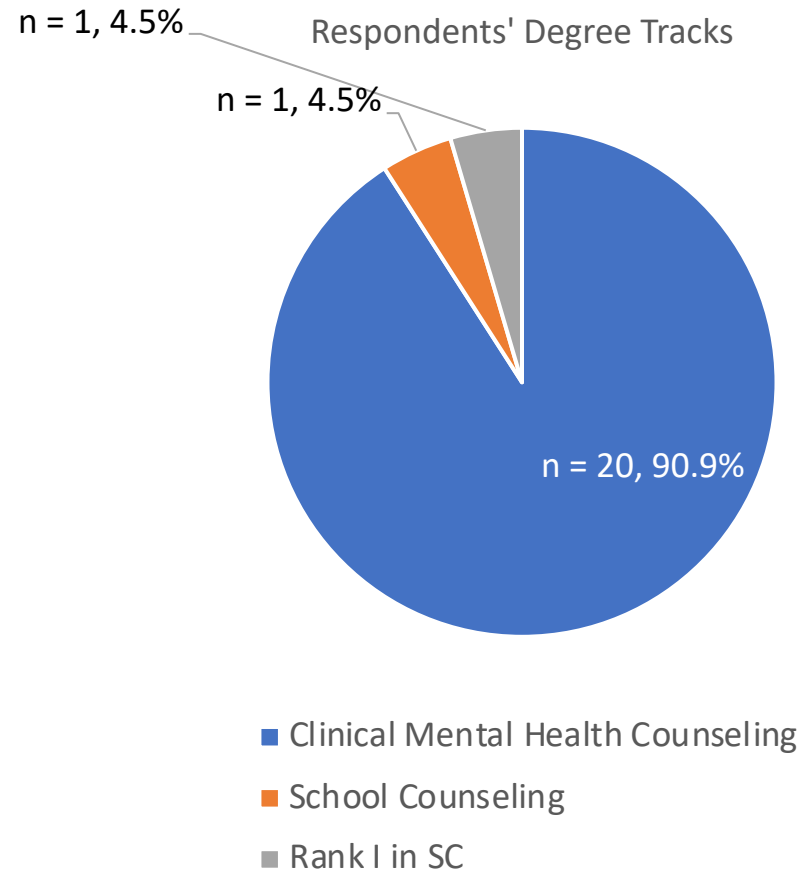
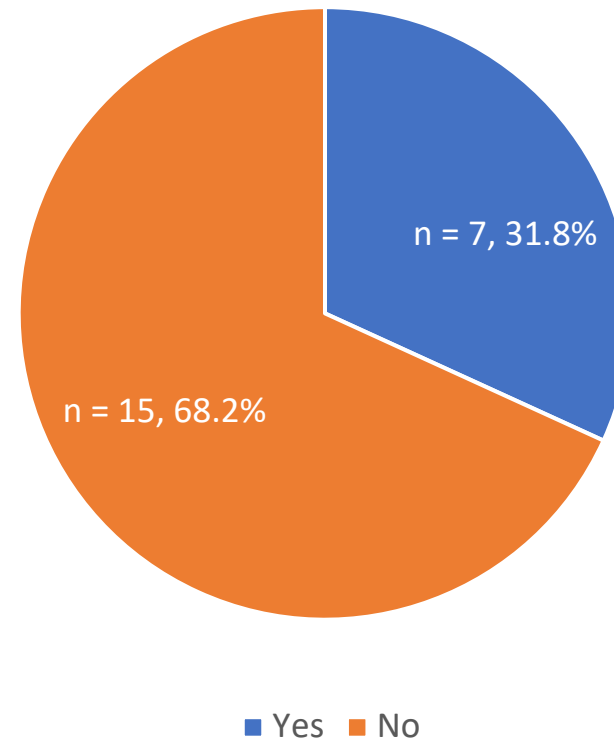


Spring 2025 Annual COU Current Student Survey Results

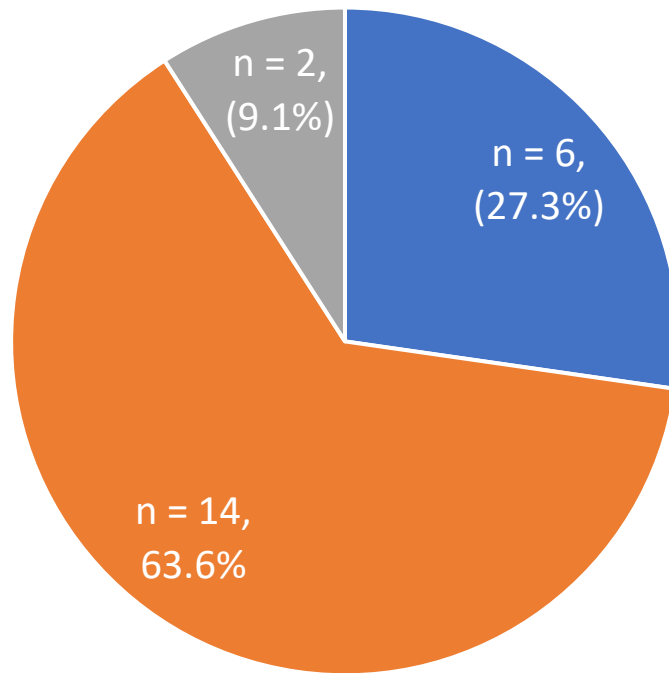
Respondent Info., N = 22



Respondents Enrolled in Practicum or Internship



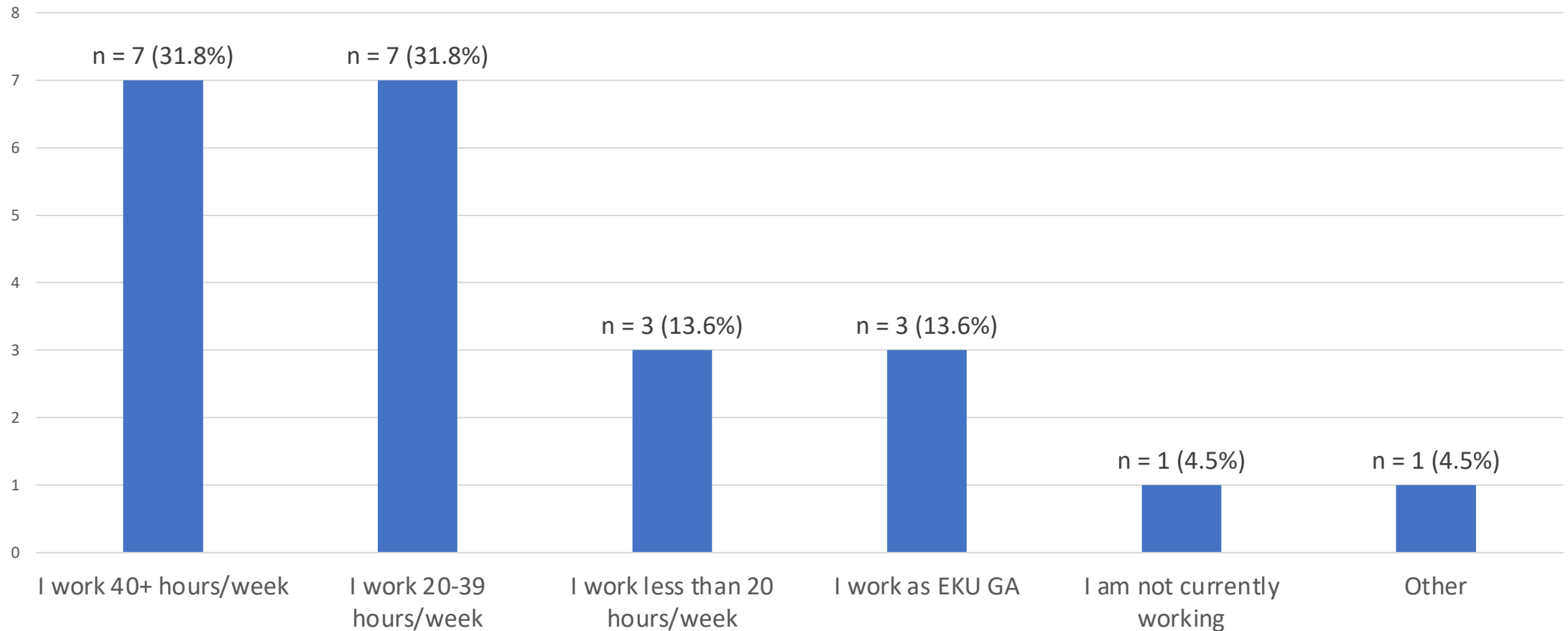
Respondent Course Load Preference, N = 22



■ 2 Courses ■ 3 Courses ■ ECU GA Required to Take 3

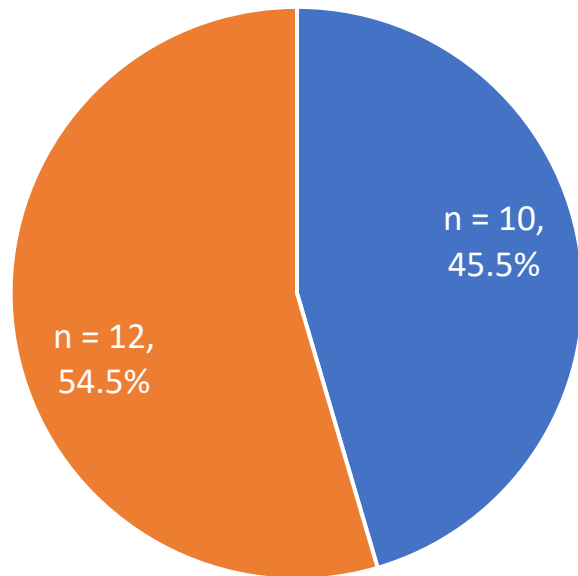
- **Two Courses/Semester: 6 (27.3%)**
- **Three Courses/Semester: 14 (63.6%)**
- **ECU GA [required to take 3]: 2 (9.1%)**

Respondents' Employment Status, N = 22



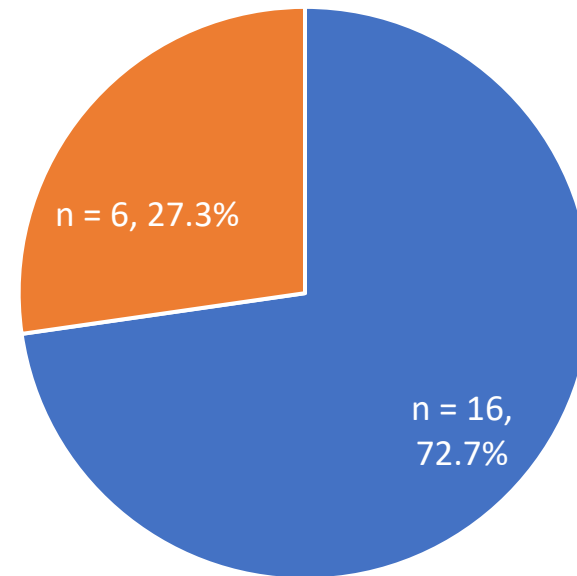
Additional Respondent Info., N = 22

Do you have one or more dependents under the age of 18 living in you household?



■ Yes ■ No

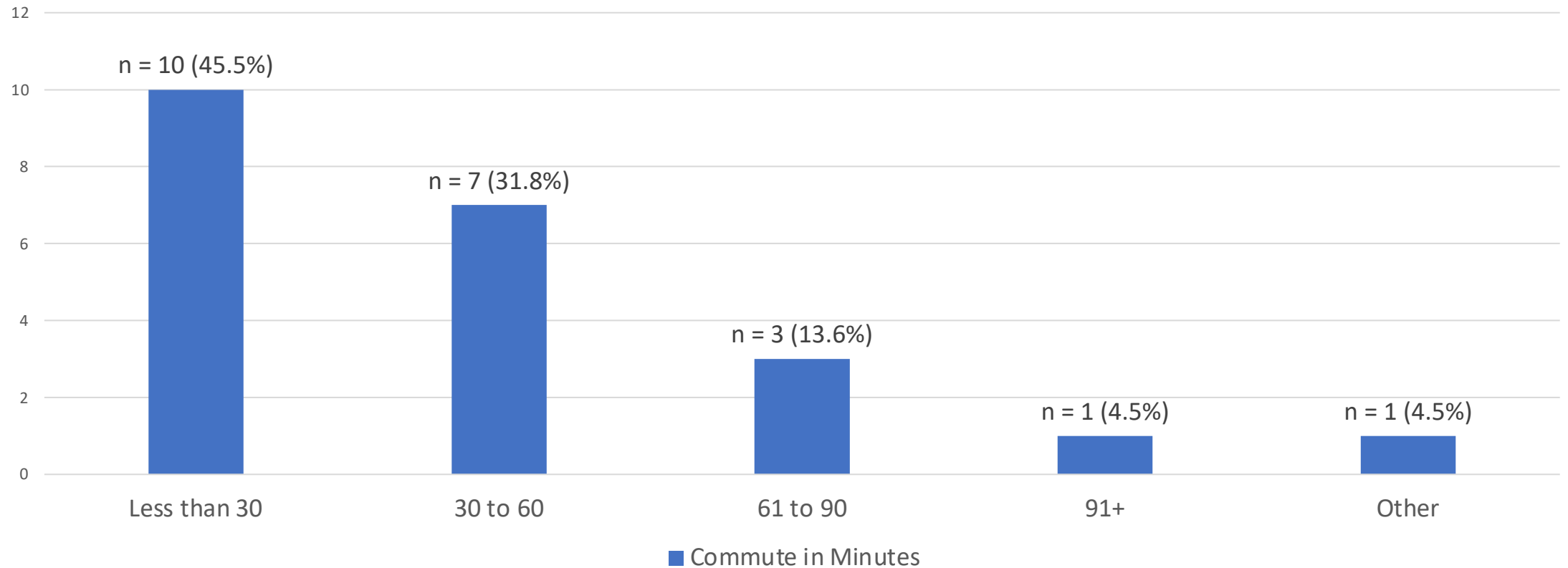
Do you use student loans to help to pay for your education?



■ Yes ■ No

Additional Respondent Info., N = 22

How long is your commute in to ECU campus?



Respondents' Preferences for Instructional Delivery Modality, N = 19

Instructional Delivery Modality	Range	Mean
<i>100% online synchronous instruction (i.e., Class sessions meet via Zoom)</i>	1.00 to 5.00	3.63
<i>Web-blended instruction with more online instruction</i>	1.00 to 5.00	3.32
<i>50/50 in-person & online instruction (i.e., Web blended)</i>	1.00 to 5.00	3.05
<i>100% online asynchronous instruction (i.e., Class sessions are not held)</i>	1.00 to 5.00	3.05
<i>100% in-person instruction</i>	1.00 to 5.00	2.26

Factors to Determine Instructional Delivery Modality Preferences

- **In-Person Modality:**

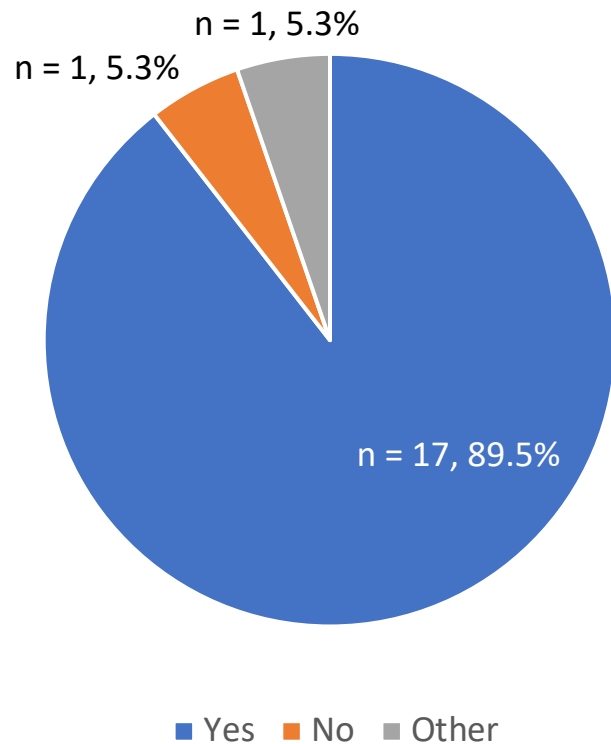
- Peer interaction/community building (n = 7)
- Job constraints (n = 3)
- Commute cost [both financial & time] (n = 3)
- Employment hours & travel time
- Family time
- Job/family balance
- Learn better
- Convenience
- Childcare
- Preference for online learning

- **Online Modality:**

- Convenience (n = 7)
- Job constraints (n = 5)
- Commute cost [both financial & time] (n = 3)
- Ease & comfortability (n = 2)
- Chronic health issue(s)
- Family time
- Childcare or pet care
- Peer interaction

Promotion of Connections to Faculty & Peers

Do you believe the program provides sufficient student-to-student interaction between you and your peers?



- What has helped and/or would help to est. [better] connections with peers & faculty?
 - Program-sponsored meet & greets or socials
 - One-on-one check-ins with faculty
 - Zoom meetings
 - Membership to CSI
 - Group chats among peers
 - More in-person classes/meetings
 - Group projects
 - Encouraging cohort cohesion
 - In-person trainings

Suggestions for Curriculum & Prof. Development

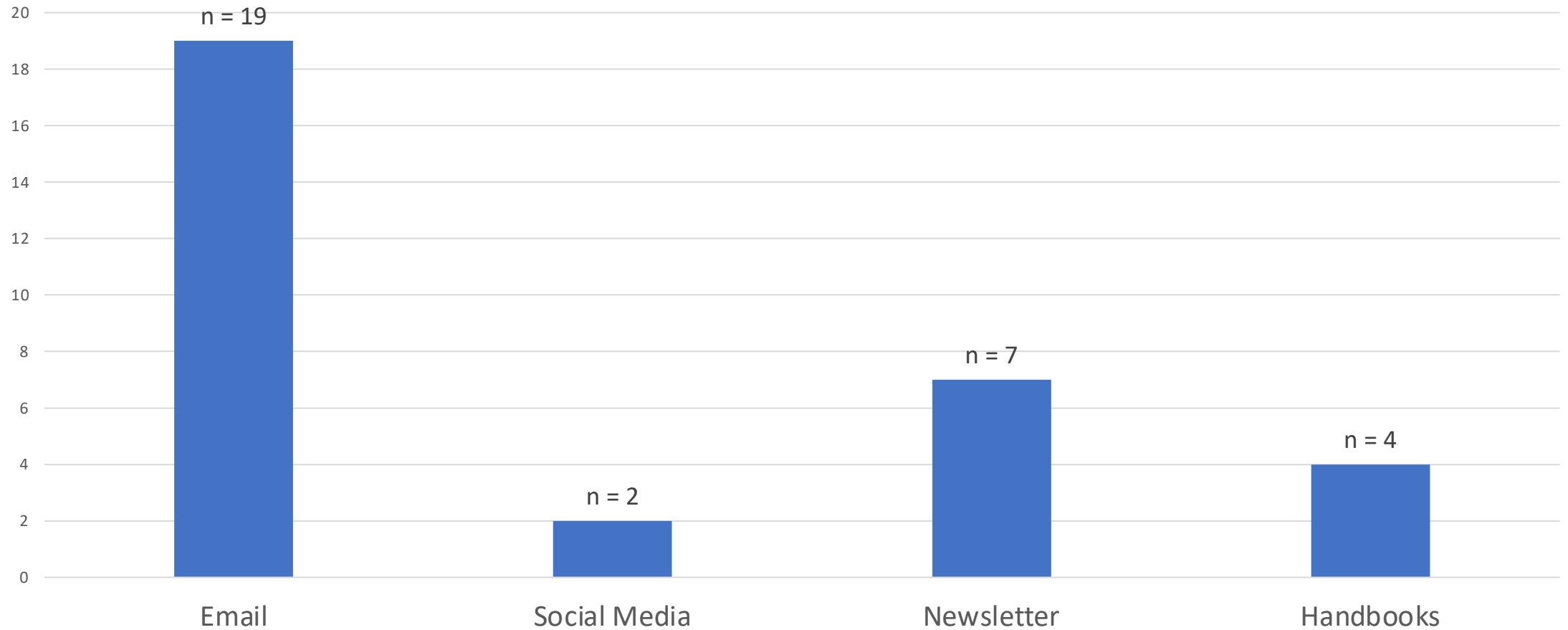
- **Elective Course Suggestions:**

- Online communities & cultural subgroups
- Medical marijuana treatment
- Extensive addictions (e.g., gambling, sex)
- Art therapy
- Trauma & crisis counseling
- Counseling military families & vets
- Adventure or wilderness therapy
- AI/technology in counseling
- Private practice/starting a counseling business
- Therapy in the justice system (i.e., incarceration, probation/parole, juvenile detention)
- Documentation
- Advocacy & social justice

- **Prof. Development Suggestions:**

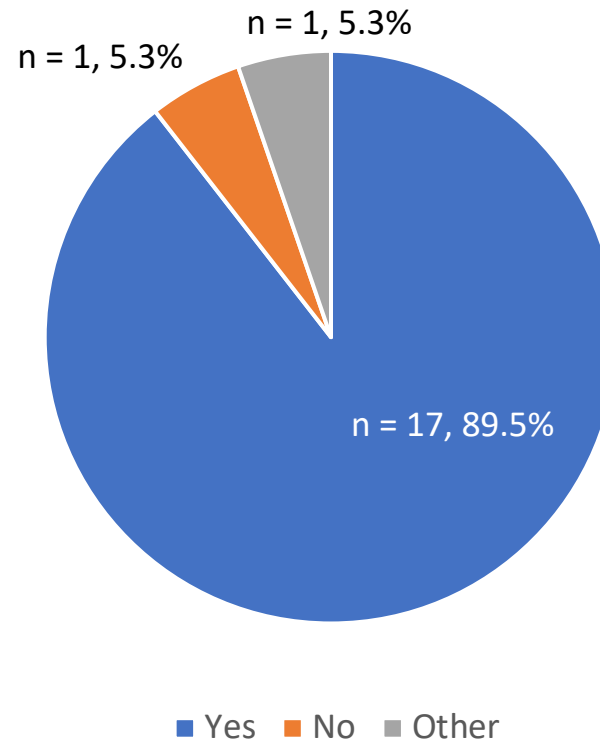
- EMDR
- Forensic interviewing
- Psychoanalysis
- Diagnosis
- Suicidality
- Insurance billing/third-party reimbursement
- Treating the incarcerated pop.
- More advanced theories

Preferences for Program Communication



Identity Support in the Program

Do you believe that your identity/identities (i.e., racial/ethnic, gender, sexual, religious, etc.) has/have been respected and supported in and by the program?



Program Strengths

- *The curriculum is very robust and a wide variety of classes are offered thanks to CACREP standards.*
- *Accessibility.*
- *Great instructors!*
- *The professors having a genuine passion for the profession and care for what's best for their students.*
- *The strong student to professor relationships, the encouragement, and the way that the program has been structured!*
- *The wide variety of backgrounds of the instructors.*
- *The faculty are all extremely supportive and helpful for each student.*
- *Adequate peer interaction, support from faculty.*
- *I really feel like it's a safe and open minded conversation in various topics that would normally be awkward or may not feel like you can speak your mind in.*
- *Excellent professors and support staff.*
- *CACREP.*
- *I feel like most of my professors genuinely care about seeing me succeed, they care about making sure you understand the material and don't get too caught up in things like busy work.*
- *CACREP accredited. Mostly positive instructor interactions.*
- *The faculty is excellent. I have nothing but positive things to say about my professors. I feel like I am learning practical lessons from experienced instructors.*
- *Work load is heavy but fair and encourages experiential learning as opposed to regurgitative. Syllabi are clear and act as a helpful resource. Faculty encourage elaborative discussion with each other on topics we're especially curious about. Staff provide adequate resources to engage with the practicum process. Provides many free training opportunities.*

Program Areas for Growth & Improvement

- *I am nonbinary, I have my pronouns listed every class period over Zoom next to my name, and I actively talk about my identity when relevant for class during sessions. I have NEVER had a single professor EVER call me by the correct pronouns.*
- *Improve faculty.*
- *Take the program more seriously. Add more coursework, more practical exercises and more class options. I am here to learn as much as possible and I want to leave this university as a competent professional. I think adding some psychopharmacology would be great, as required coursework. Our world is increasingly dependent on pharmaceuticals and counselors should at least have a base understanding of the drugs that people are taking. Last, I am not sure how easily this could be integrated, but offering certifications would make the students more competitive in the field.*
- *Continue to be mindful of how hard parents and working professionals are trying to balance everything (classes, work, family, etc.) and be open to flexibility as long as the student is performing and committed. So far, this has been the case. Please keep it up! If we are in the program, that means we are very passionate about it as well, we just have a lot of life happening at once.*
- *I would have liked to have been offered more in-person classes.*
- *Being more informative about deadline and dates regarding practicum and internship. And just more information about it in general.*
- *Perhaps certain expectations for assignments could be in sync across classes to avoid confusion.*
- *Offer doctoral program.*
- *Practicum placements: I want a facilitated placement that has been vetted. We could choose top, 2nd, and 3rd choices from list offered and be placed there.*
- *I feel like there are a couple of professors that could be reevaluated for student benefit.*
- *Some instructors do not seem to recognize that their classes are not students' sole obligation. I do not feel like all instructors are understanding when it comes to having responsibilities (and unexpected events). I also have felt that some instructors' assignments are not beneficial and feel like "busy work." Lastly, CONSISTENCY and CLARITY. It's incredibly frustrating to receive conflicting information. The program itself has been positive. I think having additional electives would be nice.*
- *I'd like to see more training in documentation that we will see in the field. Maybe something like a course helping a counselor learn more about being a private practitioner.*
- *It may be beneficial for students (for when one class has multiple sections) to have one section that's 100% online and one that's a hybrid. Overall, I would appreciate more classes that have at least one in-person class or assignment that necessitates in-person interaction.*

Additional Program Feedback

- *Starting right at 5pm is very difficult when you're working full time and also have to do either practicum or internship. Pushing back to 5:30 would be fantastic.*
- *The professors should provide more timely feedback. Several of my papers had no feedback at all and the ones that did, took weeks, and were on par with what my child receives in grade school i.e. "great job!" I want to know what I got right and what I need to improve upon. Other than that, the program is great and has potential to become a prestigious program in the future. There is always much that can be added to make the course more serious and graduate level. Right now, it feels more like undergrad. .*
- *The same courses taught on different days each semester. Exp: Cou 813 taught on Tuesdays one week and Wednesdays on the next. This way students always have the opportunity to attend a needed class if a certain of the week doesn't work.*
- *Instructors need to hold themselves to the standards expected for students to meet. A graduate program should be intense and able to push students to their full potential, so having faculty support those efforts feels important.*
- *If I have one piece of constructive criticism, it is that the workload can be heavy at times. I understand that this is graduate-level work, but I enjoy the reflective work we do and tend to dislike other assignments that feel like "busy work."*