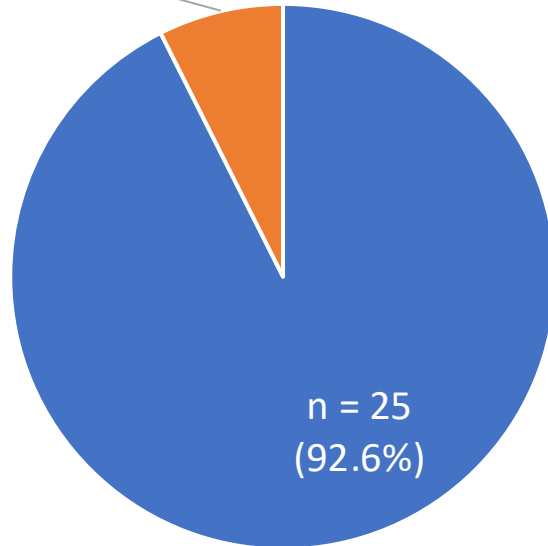


Spring 2026 Annual COU Current Student Survey Results

Respondent Info., N = 27

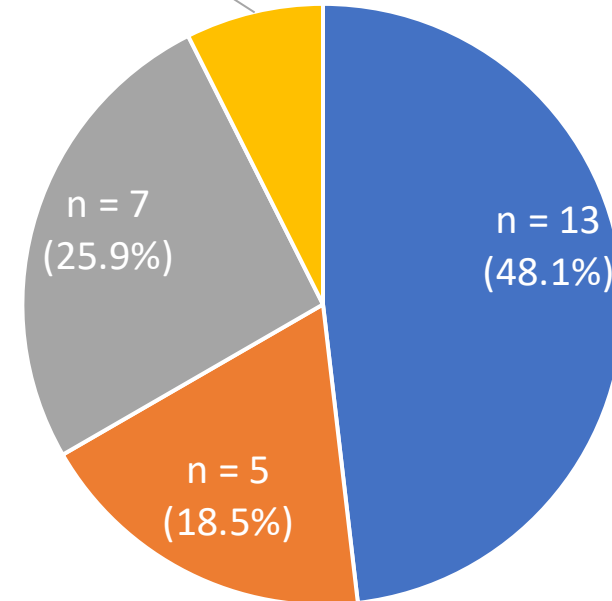
Respondents' Degree Tracks
n = 2 (7.4%)



■ Clinical Mental Health Counseling
■ School Counseling

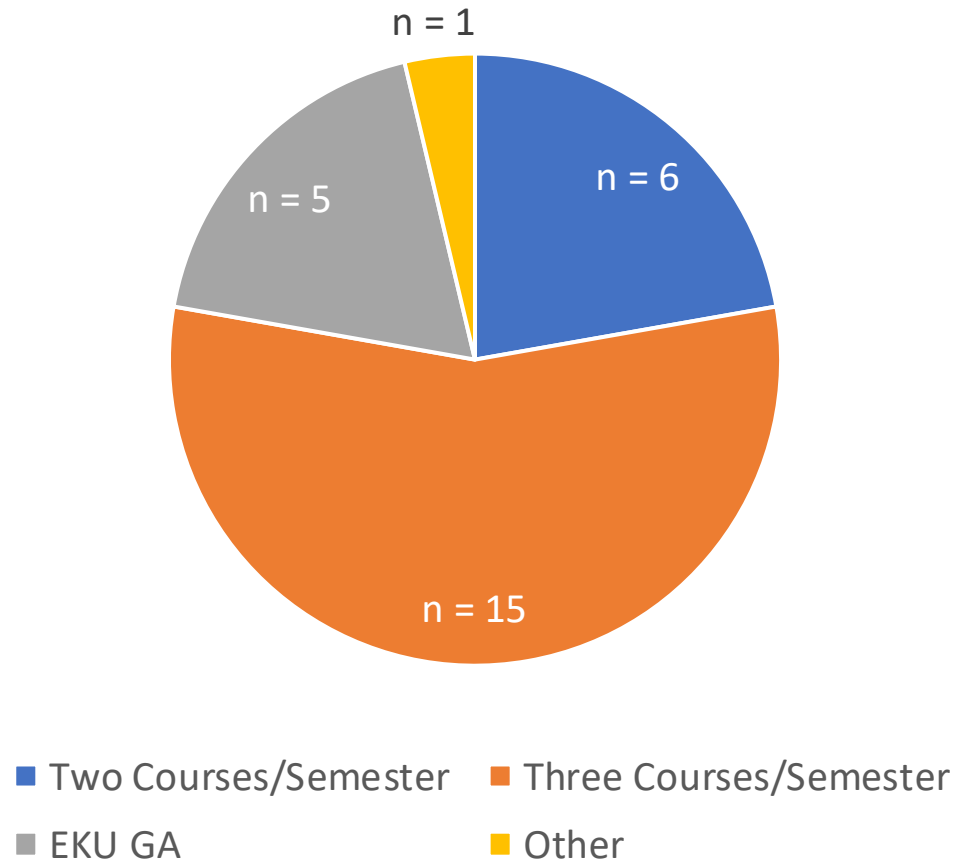
In what year of the program are you?

n = 2 (7.4%)



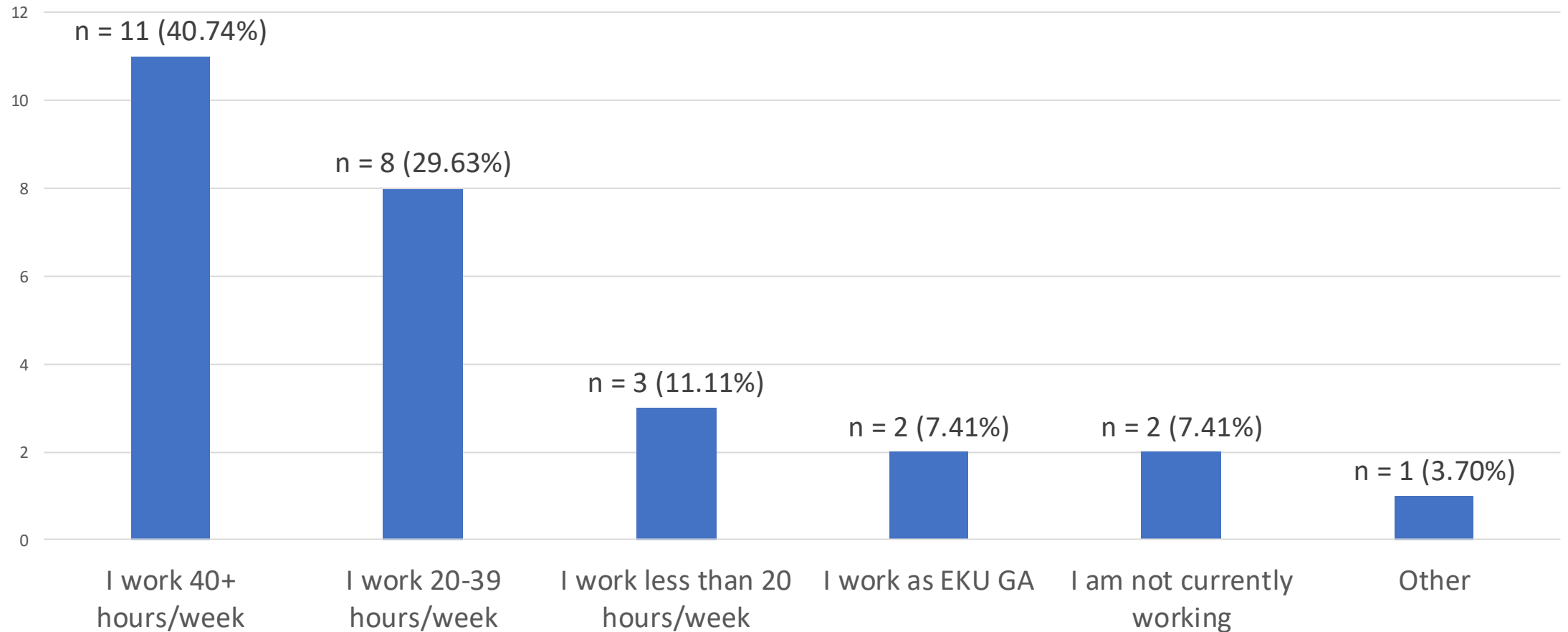
■ First ■ Second ■ Third ■ No Response/Unclear

Respondent Course Load Preference, N = 27



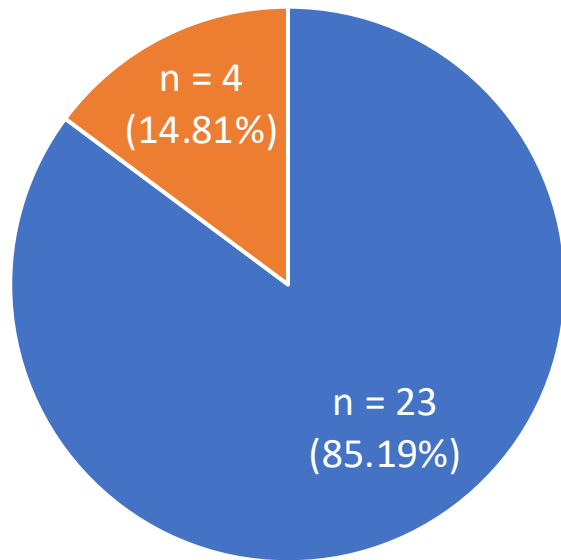
- **2 Courses per Semester:** n = 6 (22.22%)
- **3 Courses per Semester:** n = 15 (55.56%)
- **EKU GA [required to take 3]:** n = 5 (18.52%)
- **Other (i.e., 4 courses per semester):** n = 1 (3.70%)

Respondents' Employment Status, N = 27



Additional Respondent Info., N = 27

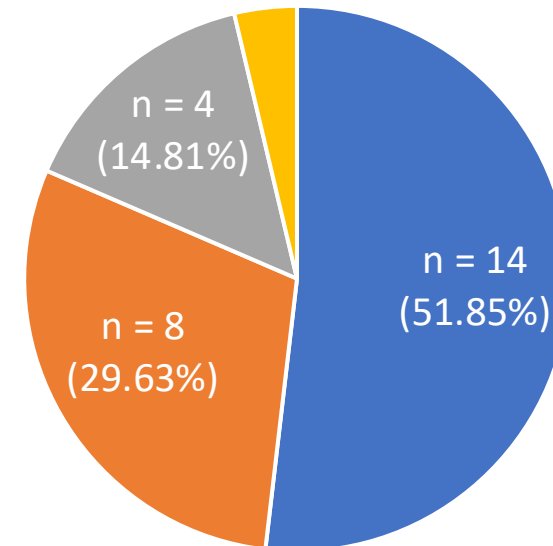
Do you use financial assistance, student loans, etc. to help pay for your education?



■ Yes ■ No

How long is your commute to ECU's campus?

n = 1 (3.70%)



■ Less than 30 mins. ■ 30-60 mins.
■ 61-90 mins. ■ Other

Respondents' Preferences for Instructional Delivery Modality, N = 16

(Rank from 1 to 6 with 1 being *Most Preferable* and 6 being *Least Preferable*)

Instructional Delivery Modality	Range	Mean	SD	Median	Mode
100% Online Synchronous Instruction (i.e., Class sessions meet via Zoom)	1 – 5	2.50	1.55	2	1
Web-Blended Instruction with More Online Instruction	2 – 4	3.06	0.85	3	4
50/50 In-Person & Online Instruction (i.e., Web blended)	1 – 6	3.19	1.42	3	3
100% Online Asynchronous Instruction (i.e., Class sessions are not held)	1 – 6	3.44	1.86	3	4, 6
Web-Blended Instruction with More In-Person Instruction	1 – 5	4.00	1.55	5	5
100% In-Person Instruction	1 – 6	4.81	2.04	6	6

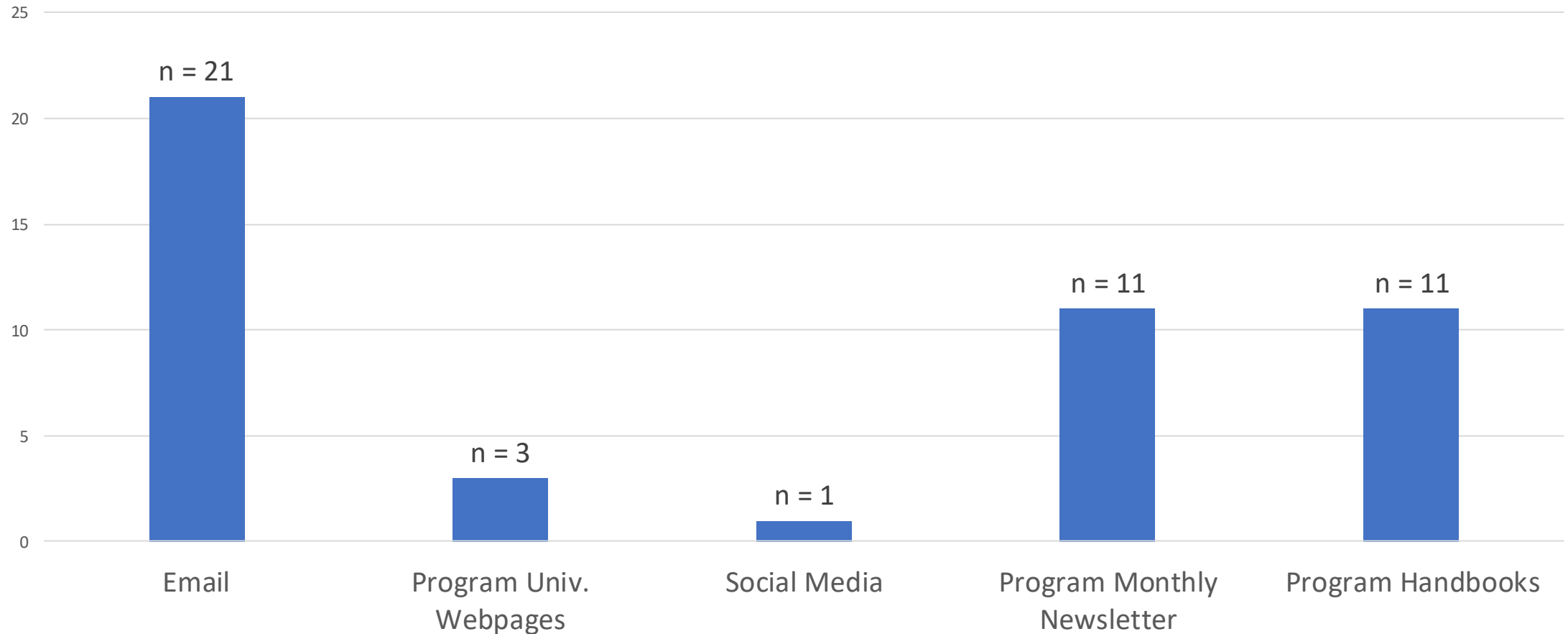
What has helped and/or would help you to establish [better] connections with your peers and the faculty?

- “I wish there were more events and opportunities for connections outside of course. In-person events would be enjoyable, or online options as well.”
- “My classes host maybe a program game night or something for grad students.”
- “Web blended and in person.”
- “If we had more classes or events held in person.”
- “Not much.”
- “Having in person classes.”
- “Even though we are mostly online, it would be nice to have an in-person gathering once a semester to meet others in the program.”
- “Having more time to have discussions with classmates and professors.”
- “I like doing group discussions and I feel that helps connections with peers.”
- “Group assignments and small group discussions have been very helpful in establishing relationships with my peers. I have really enjoyed working alongside many of these individuals. As far as faculty, I believe that many of the discussions we have in class have helped me establish connections with these individuals.”
- “Meeting live through zoom, also my cohorts set up groupMe's for every class for easy class communication and I feel everyone in the program is personable and typically message in the chats.”
- “Email helped. A connection by phone would help.”
- “More small group discussions in class.”
- “I have pretty good connections with my peers due to us establishing connection outside of courses. We regularly communicate with each other regarding assignments and also check in on each other to ensure there isn't any adverse stress or burnout occurring. I feel like more in-person meetings or efforts to have department social events would help me feel closer to the faculty. I currently feel distant from faculty.”
- “GroupMe activity to discuss assignments or questions over material.”
- “I think the zoom classes do help establish connections, as it helps us put a face to the name of our peers and faculty.”

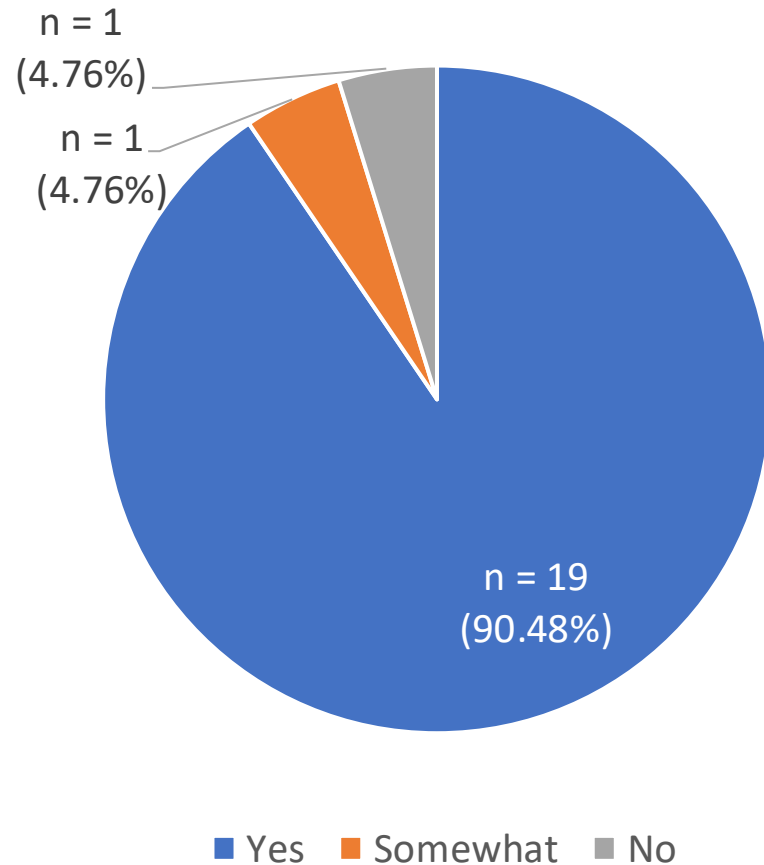
What suggestion(s) do you have for program-facilitated or -sponsored professional trainings, workshops, etc.?

- “I would love more openness about the internship and practicum process and more information given to those not yet applying to start. I would also love more career presentations and connections to real people in the field.”
- “More updates on different things going on for the major.”
- “Ways to create connections with practices, more ways to study for the NCE.”
- “We need more trainings about how to implement evidence based practices into real life scenarios, such as CAMS trainings.”
- “Opportunities to train in more specific techniques/theories.”
- “I would love to see more trauma informed workshops.”
- “Theory practice groups based on student's theoretical orientation. For instance, I have a particular interest in Gestalt therapy and would enjoy practicing skills with other students and faculty interested in the same. Volunteer opportunities as a group, again once a semester, to serve in communities or groups we are interested in working with. There are so many opportunities to serve within the types of groups we would like to serve.”
- “Play Therapy workshops as the class was cancelled due to low enrollment, so I never had the chance to take it. Art Therapy workshops would be awesome too if possible but I think any modalities are beneficial to our program.”
- “There should be required trainings and workshops that are connected to the courses in order to encourage students going. Dr. Jeon had us attend the Noel Studio for a consultation last semester, and that actually encouraged me to apply to be a GA there. Integrating workshops and trainings into the courses would be a fantastic opportunity for us to grow and learn.”

*What do you use to review communication and/or information from our program?
(Check all that apply)*



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? N = 21



- **Somewhat (n = 1)**

- No clarification/explanation provided

- **No (n = 1)**

- *"The program is very clearly aligned with leftist ideologies. I got tired of listening to talk about so-called "White privilege" and how horrible it has been for everyone."*

Program Strengths

- *"The affordability and flexibility the program provides."*
- *"Allows time for me to communicate with my peers in discussion session breakout rooms."*
- *"Professors are great thus far."*
- *"The types of classes in the program."*
- *"Solid foundation in CACREP standards."*
- *"It has classes that address diverse topics. Afternoon classes were convenient for those with jobs."*
- *"Communication and clarity of the pathway we can expect as we journey through the program. I have appreciated all my interactions with faculty. I feel seen and appreciated as an individual and how they encourage our participation with in the class. I appreciate the size of the classes."*
- *"Focused on students and our success."*
- *"The program seems to do very well with picking students to be in the program that have strong therapeutic skills, and generally want to help others which often translates into us working well together as a class."*
- *"Openness and availability of professors. The class materials are directly useful to the practice of the profession."*
- *"Online courses."*
- *"I think it is clear the faculty care about our learning, and I appreciate that. I also greatly appreciate the electives offered."*
- *"All professors are easy to access with great response times via emails and accessible office hours. The program also does a great job at allowing students to work at their own pace."*
- *"Involvement with the professors."*
- *"The standards of this course are appropriate and lead to a deeper understanding of counseling. The professors are also a great strength to this program. They are the reason I feel I have been able to excel in the program."*
- *"The program houses numerous individuals that are passionate not only about mental health counseling but also the students. These individuals do whatever they can to ensure the student is learning as much as they can during the semester."*
- *"Supportive."*

Program Areas for Growth & Improvement

- *"I think I feel really disconnected from the program unfortunately and I feel as though information is not easily accessible. What information is open seems to conflict amongst the sources and I can not get a straight answer from someone."*
- *"Create more opportunity for us to meet up together on campus for maybe game nights or other bonding opportunities on the weekend with many sessions for people to sign up for."*
- *"More in person."*
- *"Have better communication with the students. Also have more in person classes and or learning outlets."*
- *"Stop with the very clearly biased agenda. Lets focus on remaining fact-based and grounded in reality."*
- *"Have more in-person classes to facilitate peer relationship building, do not allow professors to use AI to create class assignments/grade assignments."*
- *"When classes open for registration. I did not receive communication when the classes opened. My advisor didn't know when the fall registration would be open. I found out from another classmate. More opportunities for community."*
- *"Added electives would be nice as there weren't as many options some semesters and I was lucky to be able to take school counseling courses as electives but I happen to work in a school with children and intend to continue working with children but some clinical students wouldn't benefit due to intending to work with adults only."*
- *"Improve Canvas access."*
- *"More consistency in workload across different professors/classes."*

Program Areas for Growth & Improvement (Cont.)

- *"There should be more asynchronous courses offered so that students can use those to feel less "pressed for time" during practicum and internship semesters and have a better work-life-school balance. I also recommend more hands-on application integrated into the courses. I don't feel concerned about my own skills due to me coming in with a plethora of clinical experience, but I do feel that it would benefit the program to restructure classes to be more more rigorous, intellectually stimulating, and hands-on."*
- *"I truly enjoy this program and the material. The only reoccurring area that I have noticed is direction within the online classroom during scheduled sessions. I have noticed my peers going on tangents that often are unrelated to material. As a student in the class I value my peers open communication however at times it feels it takes away from the lecture."*
- *"Some time to become more familiarized with canvas I suppose."*
- *"My suggestion would be to have less papers that are 5+ pages, and more collaborative assignments for peers to get to know each other."*
- *"I would love to see a little more support in advising. Such as a few email check-ins during the semester and maybe one zoom meeting per semester."*
- *"Truthfully, I think more training regarding Canvas would be helpful. I understand that it is a newer software that the program is using, but multiple classes of mine had such a confusing layout this semester that it was often hard to navigate. Syllabi were posted in announcements rather than the syllabi tabs, discussion boards were posted in modules instead of discussion board tabs, and many extra assignments that did not apply to the class were left within the Canvas database. The failure to remove these assignments was confusing to many students on proper submission areas, "missed" assignments that weren't due at all, and the inclusion of points for these assignments being considered into our grades. I believe there is much to learn about this software. I feel as if I shouldn't have to search for assignments in coursework software, and I also believe that I should be able to view my grade in an accurate manner at any point in time. The inclusion of these assignments that were not necessarily part of the syllabus or scheduled curriculum meant that I had to manually assess my own grade at times. With all this considered, I believe more faculty training on Canvas would greatly improve the quality of courses at EKU."*
- *"More guidance for setting up practicum."*

Additional Program Feedback

- *"I wish the advising process was more beneficial and I wish I felt more supported by the faculty on a consistent basis."*
- *"I wish the class schedule would go back the way it was. Some of the offered classes that are needed overlap and make it difficult to get the degree done when it was planned."*
- *"Yes, stop with the group projects. We are adults, we know how to work in a group."*
- *"Some professors need to be more mindful about student's preferred pronouns."*
- *"Professors can be more sensitive to the special needs of students."*
- *"I do feel like the communication is somewhat lacking when it comes to helping us understand practicum and internship better. I understand that we have our advisor to look to, but I know a lot of us are experiencing anxiety about it due to so many of us having "planner" or "Type A" brains. I have read through the practicum and internship handbook more than once, and I remain anxious."*
- *"The 100% asynchronous classes make it easy but it is honestly more confusing because the teacher does not meet with you."*
- *"I have an increasing concern with the amount of AI that may or may not be utilized with this program. I recognize that AI software can be a useful tool for many, and I also must recognize the workload that professors must have when managing numerous classes; however, there have been times throughout this semester where I feel that my assignments might have been graded by AI as opposed to the professor. For example, the Grief and Counseling course requires a biweekly Self Care Log to be submitted. These logs often contain personal, intimate information about students' mental health and wellbeing. While I had always had a suspicion that these assignments were graded or perhaps summarized for the professor to grade, I had an assignment just recently where the feedback does not match my assignment at all, indicating that the professor may not have read the assignment. I find this disheartening, especially when considering the possibility of AI utilization, as I try my best to be as honest and personal in these submissions. This specific assignment was highly personal, and I was extremely vulnerable and affected by the course work during the time of writing this submission. I understand mistakes happen, but the feedback I received regarding my Self Care Log does not reflect my submission. Details in my self log journal actually prove the opposite of what the feedback said was in my submission. I am not comfortable with my personal information entering an AI database, and it is uncomfortable knowing that the feedback for that specific assignment was inaccurate to the submission. If a student uses AI, then that is cheating. A mental health professional would never consider utilizing AI with a client, so I wonder why such alleged use of this tool in grading would be accepted within a program designed to train person-centered mental health professionals. Additionally, I would like to address another thing regarding my Crisis and Grief course. It has come to my attention that, unfortunately, the assignments, exam, and papers are all weighted the same as far as the gradebook in Canvas reflects. This statement does not align with the syllabus, which clearly states various percentages for different types of assignments. This means that, for the entirety of the semester, the entire class has been shown a grade that is inaccurate. There is a potential of the professor fixing this error and then students discovering that perhaps they weren't doing as well as they thought they had been. Unfortunately, we have run out of time to fix any potential bad grades that we had not realized held so much weight on our final grade. I find this discouraging and slightly frustrating, as I am dedicated to doing my best in every class. I am concerned for my class and their grades, and while I am bringing this to attention in class before the semester wraps up, I think it really emphasizes the need for more faculty training regarding the Canvas software."*