

SURVEY RESULTS

EDC Needs Assessment: Thinking About EDC Course Offerings "Outside the Box"

Data was collected on Friday November 19, 2004 between 3:30 and 8:30pm during the fall semester's Mandatory Student Advising Night in the Department of Counselor Education. A total of 150 respondents completed the two page survey.¹

1. I am satisfied with the current days & times of EDC course offerings: No: 55% Yes: 40% No Response: 5%
2. The present scheduling of EDC classes are convenient for me: No: 53% Yes: 41% No Response: 6%
3. I would be interested in attending alternative class times: No: 10% Yes: 80% No Response: 10%
4. For each scheduling block, rank each item according to the times you would be most likely to attend EDC classes

Morning Classes	
7:00-9:50 _{am}	16%
8:00-10:50 _{am}	18%
9:00-11:50 _{am}	33%

Afternoon Classes	
1:00-3:50 _{pm}	33%
3:00-5:50 _{pm}	8%
4:00-6:50 _{pm}	25%

Evening Classes	
5:00-7:50 _{pm}	45%
6:00-8:50 _{pm}	28%
7:00-9:50 _{pm}	15%

5. I would be willing to attend weekend classes? No: 36% Yes: 56% No Response: 8%
 - 5a. If YES, rank order weekend preference: Saturday: 46% Sunday: 20% No Response: 34%
 - 5b. I would prefer the following time-block for weekend classes: Morning: 30% Afternoon: 13% Evening: 6%
All Day: 10% No Response: 41%

6. Please consider the following methods of instruction. Based on your experiences & knowledge, identify which methods of instruction you would most like to see utilized for both CORE and your SPECIALIZATION(s):

CORE COURSES	Lecture	Televised (DL)	Service Learning	Web CT	Practice/Experiential
170: Intro to Counseling	66.6%	4.6%	11.3%	5.3%	49.3%
171: Power, Priv & Self-Identity	52.8%	8.3%	19.6%	-0-	19.3%
210: Multicultural/Ethnic	65.3%	8.6%	19.3%	7.3%	12. %
212: Gender & Sexuality	68.6%	16%	10.6%	10. %	29.3%
214: Human Development	63.3%	18%	12. %	13.3%	26. %
216: Counseling Theory	66.6%	4.6%	11.3%	5.3%	49.3%
280: Mini-Practicum (dyad/triad)	41.3%	3.3%	10. %	3.3%	52.6%
218: Appraisal	58.6%	19.3%	6. %	10. %	24.6%
219: Group Process	61.3%	-0-	9.3%	8.6%	56. %
250: Research	47.3%	10. %	16. %	11.3%	29.3%
260: Career Counseling	38. %	10.6%	9.3%	6. %	33.3%
282: Group Practicum	27.3%	1.3%	12. %	4.6%	54. %
475: Practicum in Counseling	41.3%	.6%	17.3%	4.6%	55.3%
480: Field Study	-0-	2.6%	20. %	4.6%	56.6%
290: Drals/Culminating Exp.	-0-	-0-	6.6%	2. %	48.6%
CAREER SPECIALIZATION	Lecture	Televised (DL)	Service Learning	Web CT	Practice/Experiential
262: Career Counseling Process	23.3%	4.7%	6. %	5.3%	10. %
264: Career Systems Development	22. %	2. %	2.7%	2.7%	8. %
266: Career Program Development	21.3%	2. %	3.3%	3.3%	8.7%
268: Career & Job Search	17.3%	2.7%	4. %	2.7%	12.7%

¹ This Survey Was Developed, Administered, and Analyzed by Dr. S. Wycoff and the Following EDC Graduate Research Students Enrolled In EDC 250 During Fall 2004
 Clark, S., Lopez, M., Kahn, S., Gray, E., Faust, G., Jacobson, M., Filiatreau, L., Bauer, G., Lerma, V., Hayes, J., Woodward, J., Grotmeyer, S., Paterson, M., Farias, A., Garibay, A., Hatton, A., Swan, K., Wolschon, S., Sandbloom, H., Barandas, M., Brown, D., Brown, T.R., Johnson, S., Jones, K., Njamfa, M., Nelson, A., Howard, L., Norman, M., O'Connor, M., Contreras, M., Perez, L., Chong, D., Cochran, K., Domek, A., Eberhard, K., Harrington, J., Kim, E., Nance, T., Sharma, R., Valdi, A., Agbunag, R., Garrity, S., Lara, M., Malik, J., Meyers, J., Santos, R., Scroggin, K., Sherman, L., Smith, A., Sparrow, D., Truong, V., Vo, M., When, L., Rogers, C., Sellers, S., Willis, R., Munoz, N., Wright, A., Guthrie, A., & Calamia-Holder, L. (2004). *EDC Needs assessment: Thinking about EDC course offerings "outside the box."* Sacramento, CA: California State University Sacramento Department of Counselor Education.

COMMUNITY SPECIALIZATION	Lecture	Televised (DL)	Service Learning	Web CT	Practice/Experiential
201: Community Couns. Theory/Process	12.7%	1.3%	2. %	1.3%	6. %
203: Advanced Multicultural	8.7%	2. %	2. %	2.7%	6. %
204: Advanced Chemical Dependency	9.3%	2. %	4.7%	3.3%	6. %
231: Diagnosis & Treatment	13.3%	2.7%	2. %	2.7%	8. 96%
233: Substance Abuse & Family	13.3%	1.3%	6. %	1.3%	12.7%
SCHOOL SPECIALIZATION	Lecture	Televised (DL)	Service Learning	Web CT	Practice/Experiential
234: Seminar-MFC Counseling	24. %	2. %	4. %	2. %	14. %
270: Organization & Administration	25. %	7. %	7. %	5. %	13. %
272: Children & Youth	25. %	2. %	7. %	1. %	18. %
274: Implementation of Guidance	26. %	5. %	6. %	2. %	13. %
276: Consultation & Supervision	25. %	3. %	7. %	2. %	13. %
MFCC SPECIALIZATION	Lecture	Televised (DL)	Service Learning	Web CT	Practice/Experiential
230: Law & Ethics	36.7%	6.0%	5.3%	4.0%	9.3%
231: Diagnosis & Treatment	34.7%	2.0%	6.0%	2.0%	22.2%
232: Family Violence	33.3%	2. %	8. %	3.3%	12.6%
233: Substance Abuse & Family	32.7%	2. %	7.3%	2.7%	15.3%
234: Seminar-MFC Counseling	33.3%	1.3%	6.6%	2.6%	19.3%
235: Adv. Seminar MFC Counseling	33.3%	2. %	6. %	1.3%	18.7%
272: Children & Youth	32.7%	0.7%	10. %	2. %	20.7%
476: Practicum in MFC	24.7%	-0-	6.7%	1.3%	24.7%

7. STUDENT COMMENTS

"Lecture & experience are important to me. Web CT to do tests and supplement teaching by lecture is fine."

"Web CT is very convenient."

"More TV/ Web CT classes would be much better."

"Would not want to see televised & Web CT replace interaction/role modeling by instructors. Also, we would miss out on social interaction which I see as very crucial to the discipline. Service learning should not replace learning from instructors."

"Right now most of my classes are only offered in the evening. I would like the option to take these classes in the daytime."

"I do not prefer evening classes at all due to fog and distance for my commute."

"I really enjoy classes that are experiential and connected with real life experiences."

"Alternative advising nights would be helpful."

"For Advising Night, do NOT overlap times for each specialization – this way we can actually be at the places we're required to be 😊"

"It would be very beneficial for many if an advising night for the MFCC and School specialization meetings were not overlapping!"

"I wish we had more than one section for each class."

"I would like to see more sections offered & more summer and winter intercession classes."

"More diverse options during winter session."

"I would like to know about summer course offerings well in advance in order to plan my schedule accordingly."

"I think it would be helpful to try to avoid offering classes at the same time on the same days that are upper level or any offered one semester per year."

"Organization is needed."

"Provide as much of a timeline as possible."

"I think pre-reqs should just be integrated into the program. It is not fair to expect people to pay such high fees & not even be guaranteed to be in the program."

"Conditional classification: please admit students after interview. People are relocating to Sacramento to only later find out they are being rejected after attending a semester."

"There are inconsistencies with the department- students believe that they are admitted into the program if pre-requisites are completed however this is not the case."

"More structure and congruence with admission information would help students understand what classes they will need to take."

"New students need to be better informed of what they need to do to graduate. A step by step guide of all paperwork, classes etc. Would be nice."

"I think the admittance policy needs to be fixed because people need to be interviewed and accepted before classes are taken because with the current policy people move and spend time and money then get denied entrance and that is not acceptable."

"Since our classes are so large & difficult to get – the program should be called impacted until classes thin-out."

"Classes are getting too big, it is too hard to have an effective counseling class with 30+ people, smaller sections are much better."

"The University needs to find a way to offer more classes. It is totally unacceptable that students are not getting the classes they need at the GRADUATE level. If more classes are televised, and group work is eliminated, I think it is an acceptable tradeoff."

"I like to have both a daytime and evening class offering for every section – if there is only one time or only one semester it is being offered, it can be hard to make any class schedule work."

"I am glad this survey is being taken. When I started the program I was told classes were held in the evening & many students work full-time. Lately, evening classes have been difficult to get."

"More sections & afternoon classes. Some classes are too large for optimum interaction."

"More classes offered in the evenings would be nice (i.e., could we have a 290 section available in the 6-9 or 7-10 slot?)."

"No, I would just like to see more evening classes."

"Add more night sections! Thanks for giving this survey!"

"Saturday/Sunday classes. This program has taken so long due to inadequate scheduling for working people (the bulk of the program). I am very dissatisfied w/ scheduling. This is too costly and repetitive – you could cut the program down by 15 units."

"I really like the idea of Saturday and or Sunday classes."

"My thoughts are that sometimes I want to quit school. Not because I don't have the passion to want to be a counselor, not because I don't have the determination to complete the program, not because of financial reasons (I have taken loans out), and not because I have found something else I want to do – BUT because the times the classes are offered do not provide employed people like myself, the opportunity to attend most classes. I work the "regular" business hours – Mon-Fri 7:30-4:30. I suppose that is just my problem. I don't have the luxury to quit my job or walk into management and tell them to accommodate my work schedule. I suppose people who have to work for a living should not have any senseless idea of trying to get an education too. I come from a disadvantaged background and nobody thought I would get this far. I don't want to quit. Please help me continue because I know this is what I was meant to do and this is what I want to do. Sincerely --a continuing and hopeful student."

"Please lower the tuition and text book costs."

"282 Group Practicum is scheduled the same time as 234 & 476 and 235 & 475, and it is difficult to fit them all into one schedule."

Professors need to be available for the students if the student wants to set up an appointment.

I think we need more accreditations for MFCC.
More group work in classes.

Reflection papers are great!

Have a set break time in long classes-especially evening classes.

"My biggest complaint was with EDC 214. It was mostly lecture about development with NO connection to counseling people at different life stages. So, we learned about stages of childhood, but there was no insight re: how counseling approaches/techniques should or would be different for children of different ages. I understand this might be in another class, but it would have been nice to at least have a discussion about it."

"More option (time-wise) are needed for Community Practicum."

"The MFCC Program needs a class on couples counseling and also a class on how to set up a private practice as well as one on grant writing."

"MFCC triad & practicum feedback from professors is really helpful and important. I haven't felt that I get much of that."

"Streamline all the field study practices."

"I believe it would be very beneficial for classes to take a multicultural perspective when teaching core courses. I believe many students have already been socialized to thinking and constructing ideas and thoughts from a Western perspective."

"Teach multicultural in a way that would enable future counselors to understand and value others' cultures and value systems. A lot of people say this, but it needs to be implemented."

"Students should have more opportunities to observe quality counselors in action."

"Offer more classes by different professors + more supervision during practice time + more qualified TAs to help with this + more constructive feedback from supervision. Thank you."

"I haven't looked recently, but in the spring of '04 the field study file box, 3-ring-binder & "Bridge" binder were horribly out of date and unorganized!"

"Have regular communication between field study sites and CSUS."

"I think expectations should be higher (i.e., deadlines, student participation, punctuality, etc.). Although we all have unexpected events that affect situations, I think it's important to push us to be the best we can be. Push us beyond our level of comfort."

"Make us learn APA format early in our program!"

"I feel like I'm off a whole semester because I just learned that I have to take 475 before 480 and now have to stay here longer and have to pay even more in tuition! It would be nice to have an outline of all the pre-req's so we don't waste any time here."

"More group discussion would be helpful in seminars."

"Please be more detailed & organized with student level of status in the program. It is frustrating to not know what is going on 90% of the time. I have not been contacted or invited by anyone in/by mail, email, call, one-on-one, etc...being a new member, I would like to feel welcomed into the school and program. The only reason I know about things are from doing a lot of asking around."

"I think there needs to be a more clear idea and accurate information overall given from the Counselor Education Office and its professors. A lot of miscommunication and confusion. Not a good first impression for new students."

"I feel the administration part of this program lacks constant information."

"I would like better communication with the department (counselor ed). My specialization (school) and my peers in order for us to be as prepared as possible and successful in our chosen profession. I think it's important to be informed of:

- 1) dept. changes
- 2) deadlines (petitions, etc.)
- 3) conferences, events, on campus, in community – related to all specializations."

"Perhaps there is a way to develop email chains or create student reps for each specialization who can inform peers and act as liaison with faculty."

"I feel that a mentor program would be helpful. I would also like to see focuses on art or drama therapy & transpersonal psych."

"Maybe a night for the students in the program to connect (social/networking)."

"I would like to see more for a support system for EDC students; both emotionally as well as academically: either peer groups/social and study groups."

"More activities between the Specializations – we are all going to be counselors, after all."

"I would recommend a mentoring program to address the academic needs of the students. One academic advising night is inadequate for the questions that emerge throughout the semester. I think it would be helpful to match up a student (getting ready to graduate) with an incoming student (or group) to help them navigate the paperwork, deadlines, words of "wisdom!"