

# Default Report

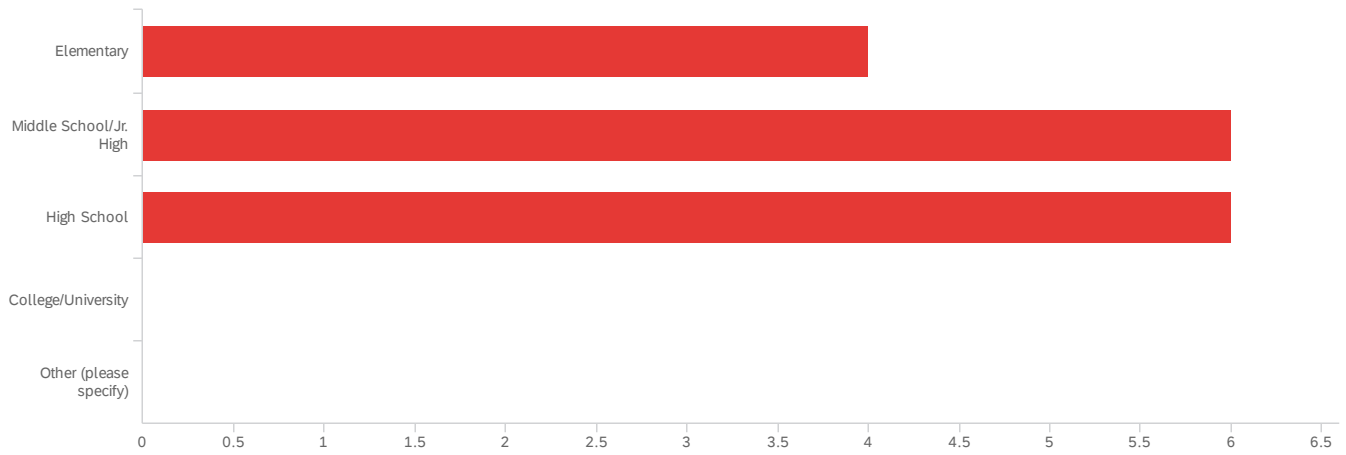
*2023 USU MEd in School Counseling Employer Survey*

August 24, 2023 8:03 AM MDT

Q13 - Do you employ a school counselor who graduated from Utah State University's

MEd in School Counseling program between 2019-2022?

# 1 - What grade level is your school or institution? (Check all that apply)



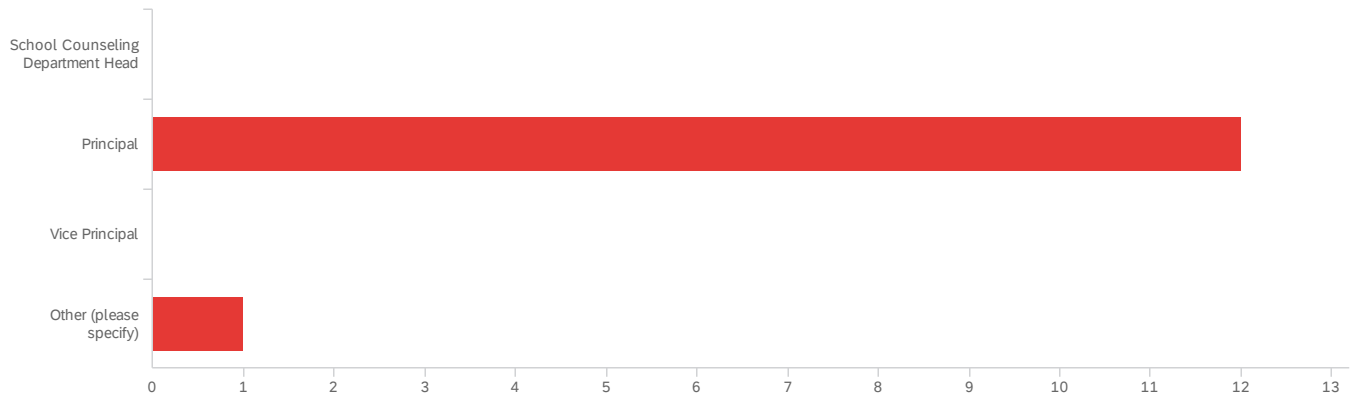
#	Field	Choice Count
1	Elementary	25.00% 4
2	Middle School/Jr. High	37.50% 6
3	High School	37.50% 6
4	College/University	0.00% 0
5	Other (please specify)	0.00% 0
		16

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Other (please specify)

Other (please specify)

## 2 - What is your position in the school?



#	Field	Choice Count
1	School Counseling Department Head	0.00% 0
2	Principal	92.31% 12
3	Vice Principal	0.00% 0
4	Other (please specify)	7.69% 1

13

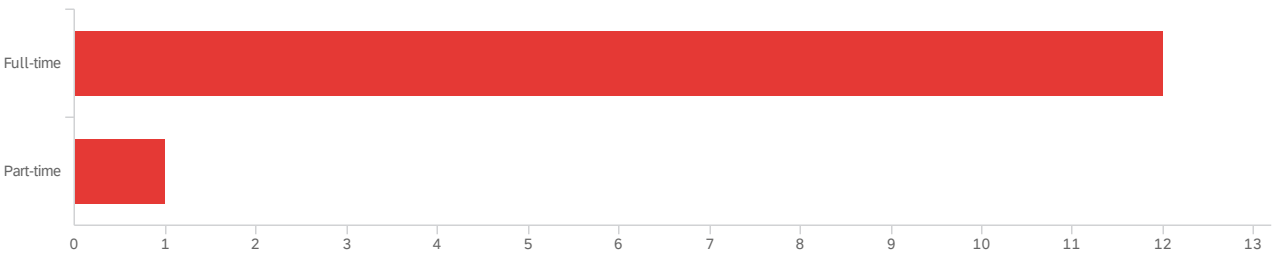
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Other (please specify)

Other (please specify)

Executive Director

3 - The USU graduate is employed at your school (select one):

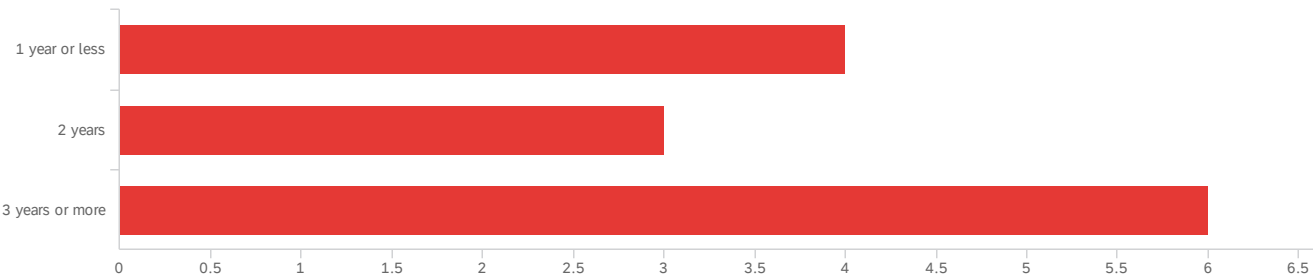


#	Field	Choice Count
1	Full-time	92.31% 12
2	Part-time	7.69% 1

13

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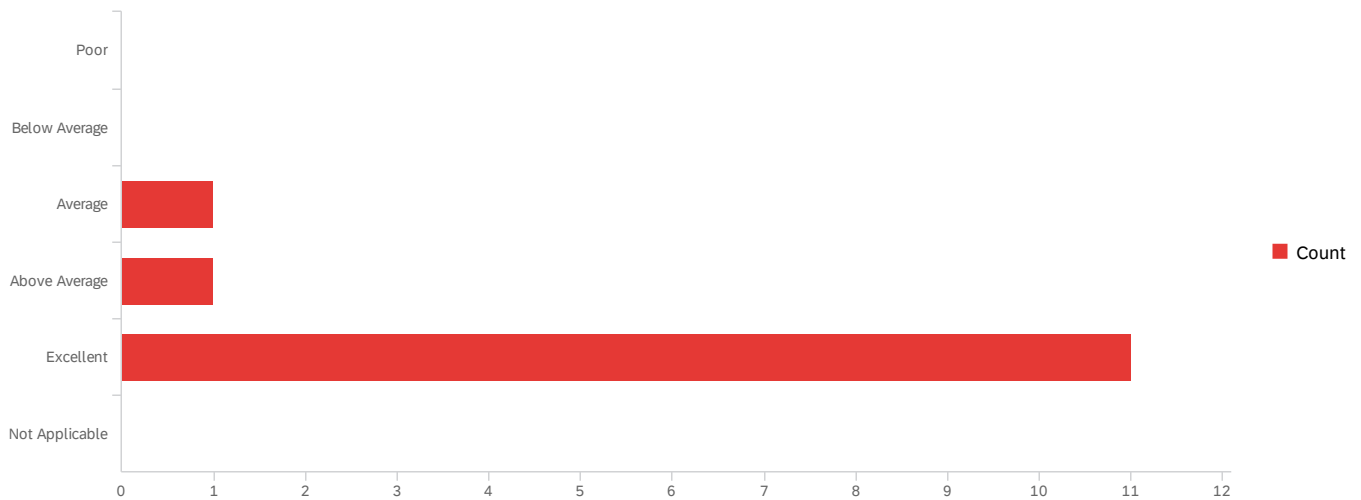
### 4 - The USU graduate has been employed at your school for:



#	Field	Choice Count
1	1 year or less	30.77% 4
2	2 years	23.08% 3
3	3 years or more	46.15% 6
		13

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## 5 - How would you rate the USU graduate's performance in the following skill areas:



#	Field	Poor	Below Average	Average	Above Average	Excellent	Not Applicable	Total
1	Advocates for all students	0.00% 0	0.00% 0	7.69% 1	7.69% 1	84.62% 11	0.00% 0	13
2	Acts in a professional and ethical manner	0.00% 0	0.00% 0	7.69% 1	30.77% 4	61.54% 8	0.00% 0	13
3	Effectively assists in successful transitions for students	0.00% 0	0.00% 0	7.69% 1	46.15% 6	46.15% 6	0.00% 0	13
4	Uses effective communication skills, including tact, diplomacy, and cooperation with other professionals, students, parents, teachers and other stakeholders	0.00% 0	0.00% 0	0.00% 0	66.67% 8	33.33% 4	0.00% 0	12
5	Effectively seeks and responds to feedback to improve performance	0.00% 0	0.00% 0	0.00% 0	75.00% 9	16.67% 2	8.33% 1	12
6	Demonstrates awareness of multi-cultural issues and their potential impact on the school environment	0.00% 0	0.00% 0	0.00% 0	41.67% 5	58.33% 7	0.00% 0	12
7	Understands successful approaches to assessment and evaluation	0.00% 0	0.00% 0	8.33% 1	66.67% 8	25.00% 3	0.00% 0	12
8	Effectively seeks out new information and engages in professional development activities	0.00% 0	0.00% 0	16.67% 2	41.67% 5	41.67% 5	0.00% 0	12
9	Engages in activities to remedy bias, prejudice, oppression, and discrimination	0.00% 0	0.00% 0	8.33% 1	41.67% 5	50.00% 6	0.00% 0	12
10	Applies leadership strategies designed to enhance the learning environment for all students	0.00% 0	0.00% 0	16.67% 2	50.00% 6	33.33% 4	0.00% 0	12
11	Effectively uses essential interviewing and counseling skills	0.00% 0	0.00% 0	0.00% 0	41.67% 5	58.33% 7	0.00% 0	12
12	Use of group counseling skills and interventions	0.00% 0	0.00% 0	8.33% 1	33.33% 4	50.00% 6	8.33% 1	12

#	Field	Poor	Below Average	Average	Above Average	Excellent	Not Applicable	Total
13	Understands procedures for data gathering, analysis, and presentation in program research and evaluation	0.00% 0	0.00% 0	25.00% 3	33.33% 4	41.67% 5	0.00% 0	12
14	Understands and successfully implements the new Utah College and Career Readiness Counseling Program Model, released spring 2017 (or your state program)?	0.00% 0	0.00% 0	8.33% 1	41.67% 5	50.00% 6	0.00% 0	12
15	Functions as an effective change agent in school improvement	0.00% 0	0.00% 0	8.33% 1	25.00% 3	66.67% 8	0.00% 0	12
16	Demonstrates the ability to collaborate with students, professionals, and other stakeholders	0.00% 0	0.00% 0	0.00% 0	33.33% 4	66.67% 8	0.00% 0	12
17	Recognizes the need for accommodating individual differences and effectively designs appropriate modifications or strategies	0.00% 0	0.00% 0	0.00% 0	41.67% 5	58.33% 7	0.00% 0	12
18	Uses technology to promote student learning and support the school comprehensive guidance system	0.00% 0	0.00% 0	16.67% 2	58.33% 7	25.00% 3	0.00% 0	12
19	Demonstrates knowledge of career development models and applies the knowledge to the PCCR process	0.00% 0	0.00% 0	16.67% 2	25.00% 3	41.67% 5	16.67% 2	12
20	Ability to plan and present guidance curriculum to students, school personnel and parents	0.00% 0	0.00% 0	0.00% 0	58.33% 7	33.33% 4	8.33% 1	12
21	Demonstrates knowledge of prevention and crisis intervention strategies	0.00% 0	0.00% 0	0.00% 0	66.67% 8	33.33% 4	0.00% 0	12
22	Overall performance as a school counselor while under your supervision	0.00% 0	0.00% 0	0.00% 0	41.67% 5	58.33% 7	0.00% 0	12
23	Demonstrates capacity to collaborate with colleagues to support ongoing professional learning	0.00% 0	0.00% 0	0.00% 0	50.00% 6	50.00% 6	0.00% 0	12
24	Engages in local school and community cultural endeavors and events, including with families, guardians, caregivers in diverse communities	0.00% 0	0.00% 0	8.33% 1	58.33% 7	33.33% 4	0.00% 0	12

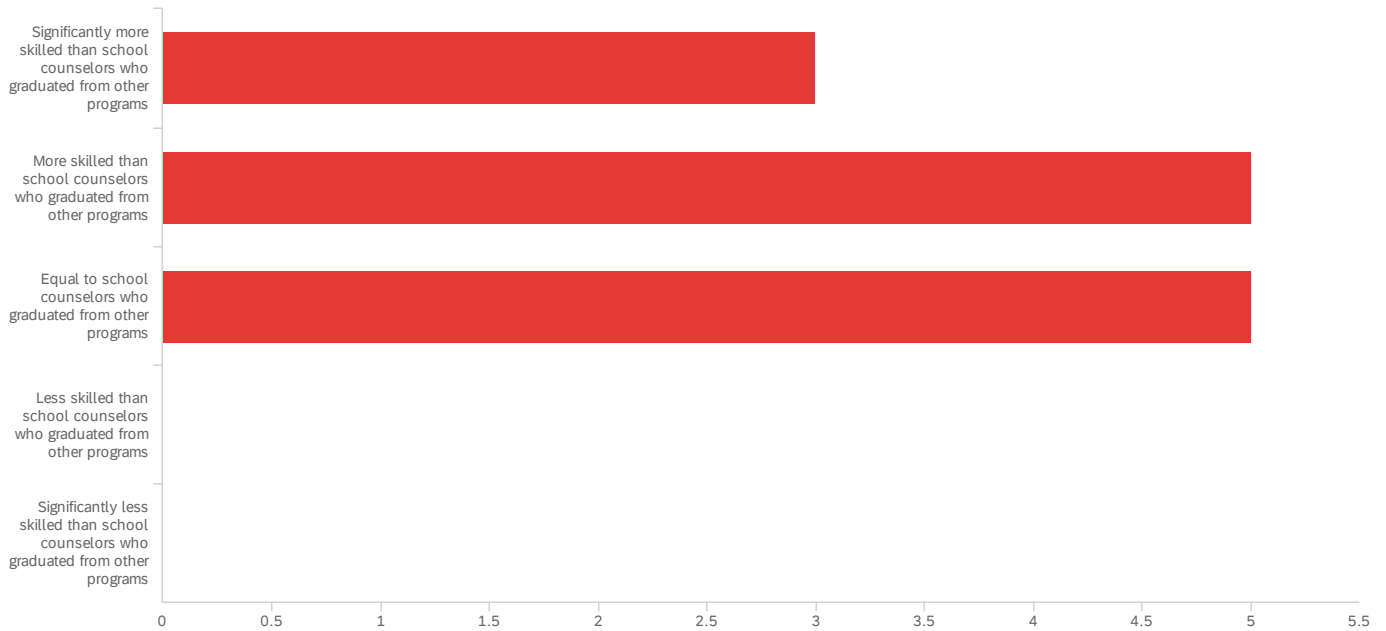
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#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Advocates for all students	3.00	5.00	4.77	0.58	0.33	13
2	Acts in a professional and ethical manner	3.00	5.00	4.54	0.63	0.40	13
3	Effectively assists in successful transitions for students	3.00	5.00	4.38	0.62	0.39	13
4	Uses effective communication skills, including tact, diplomacy, and cooperation with other professionals, students, parents, teachers and other stakeholders	4.00	5.00	4.33	0.47	0.22	12

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
5	Effectively seeks and responds to feedback to improve performance	4.00	6.00	4.33	0.62	0.39	12
6	Demonstrates awareness of multi-cultural issues and their potential impact on the school environment	4.00	5.00	4.58	0.49	0.24	12
7	Understands successful approaches to assessment and evaluation	3.00	5.00	4.17	0.55	0.31	12
8	Effectively seeks out new information and engages in professional development activities	3.00	5.00	4.25	0.72	0.52	12
9	Engages in activities to remedy bias, prejudice, oppression, and discrimination	3.00	5.00	4.42	0.64	0.41	12
10	Applies leadership strategies designed to enhance the learning environment for all students	3.00	5.00	4.17	0.69	0.47	12
11	Effectively uses essential interviewing and counseling skills	4.00	5.00	4.58	0.49	0.24	12
12	Use of group counseling skills and interventions	3.00	6.00	4.58	0.76	0.58	12
13	Understands procedures for data gathering, analysis, and presentation in program research and evaluation	3.00	5.00	4.17	0.80	0.64	12
14	Understands and successfully implements the new Utah College and Career Readiness Counseling Program Model, released spring 2017 (or your state program)?	3.00	5.00	4.42	0.64	0.41	12
15	Functions as an effective change agent in school improvement	3.00	5.00	4.58	0.64	0.41	12
16	Demonstrates the ability to collaborate with students, professionals, and other stakeholders	4.00	5.00	4.67	0.47	0.22	12
17	Recognizes the need for accommodating individual differences and effectively designs appropriate modifications or strategies	4.00	5.00	4.58	0.49	0.24	12
18	Uses technology to promote student learning and support the school comprehensive guidance system	3.00	5.00	4.08	0.64	0.41	12
19	Demonstrates knowledge of career development models and applies the knowledge to the PCCR process	3.00	6.00	4.58	0.95	0.91	12
20	Ability to plan and present guidance curriculum to students, school personnel and parents	4.00	6.00	4.50	0.65	0.42	12
21	Demonstrates knowledge of prevention and crisis intervention strategies	4.00	5.00	4.33	0.47	0.22	12
22	Overall performance as a school counselor while under your supervision	4.00	5.00	4.58	0.49	0.24	12
23	Demonstrates capacity to collaborate with colleagues to support ongoing professional learning	4.00	5.00	4.50	0.50	0.25	12
24	Engages in local school and community cultural endeavors and events, including with families, guardians, caregivers in diverse communities	3.00	5.00	4.25	0.60	0.35	12



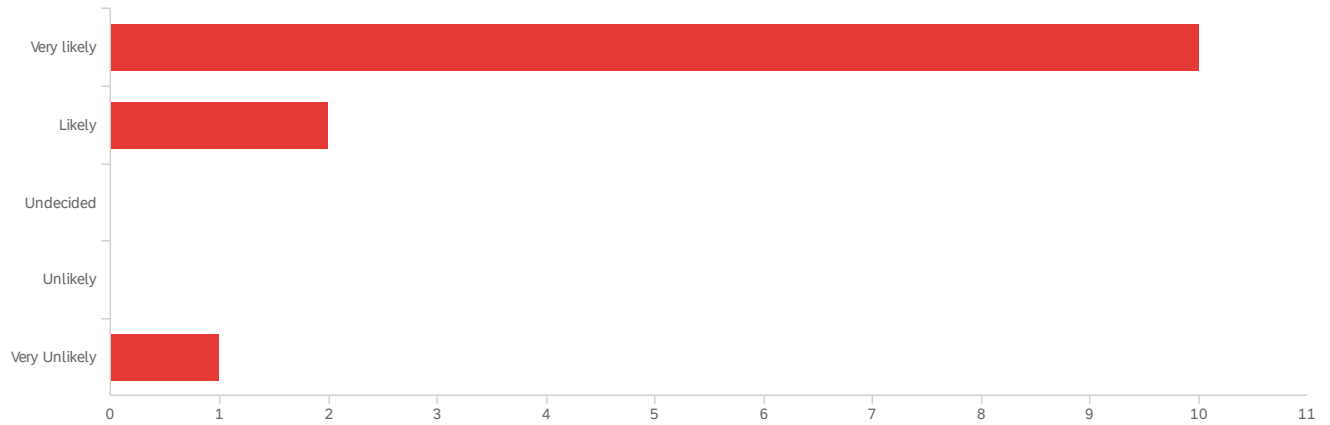
6 - Using the skill areas listed above, compare the USU graduate to school counselors with similar years of experience who graduated from other school counselor preparation programs. The USU graduate is: (Choose from below)



#	Field	Choice Count
1	Significantly more skilled than school counselors who graduated from other programs	23.08% 3
2	More skilled than school counselors who graduated from other programs	38.46% 5
3	Equal to school counselors who graduated from other programs	38.46% 5
4	Less skilled than school counselors who graduated from other programs	0.00% 0
5	Significantly less skilled than school counselors who graduated from other programs	0.00% 0
		13

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7 - Given your experiences with our graduates, what is the likelihood that your institution would hire more Utah State University School Counselor Education program graduates?



#	Field	Choice Count
1	Very likely	76.92% 10
2	Likely	15.38% 2
3	Undecided	0.00% 0
4	Unlikely	0.00% 0
5	Very Unlikely	7.69% 1
		<b>13</b>

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## 8 - Given your experiences with Utah State University School Counselor Education

program graduates, what are the major strengths of our graduate(s)?

8 - Given your experiences with Utah State University School Counselor Educatio...

Given your experiences with Utah State University School Counselor Educatio...

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The counseling internship experiences are way better than when I went through a long time ago. The schools know what experiences they want them to have before they hire them.

Geographically close

They are both prepared to excel in their positons.

Adam was given a robust knowledge to apply to his skill set in his current counseling role. He has become a greater sum of an educator because he developed the communicating and support skills necessary for our current 21st century prolific palette of problems.

Confidence, knowledge, student advocacy

They work very hard to create an atmosphere of caring.

Good working knowledge of PCCR's, and ability to provide crisis counseling.

## 9 - What would strengthen the preparation of Utah State University's School Counselor

### Education program graduates?

What would strengthen the preparation of Utah State University's School Cou...

What would strengthen the preparation of Utah State University's School Cou...

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Ours have been great, the concerns I would have with some candidates coming out of the program are more about the candidates and less about their preparation.

Not sure

I think the program is great!

More applicable on-the-job activities.

More training with behavior intervention plans

More emphasis on diplomacy and group work

Opportunities to be in actual classroom settings where the counselor's in training are able to lead classes or groups in learning activities.

10 - In closing, is there any other information that might be useful to us as we work towards maintaining a high-quality program?

10 - In closing, is there any other information that might be useful to us as we...

In closing, is there any other information that might be useful to us as we...

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Nope

Thank you for everything!

Keep sending us great candidates!

**End of Report**