

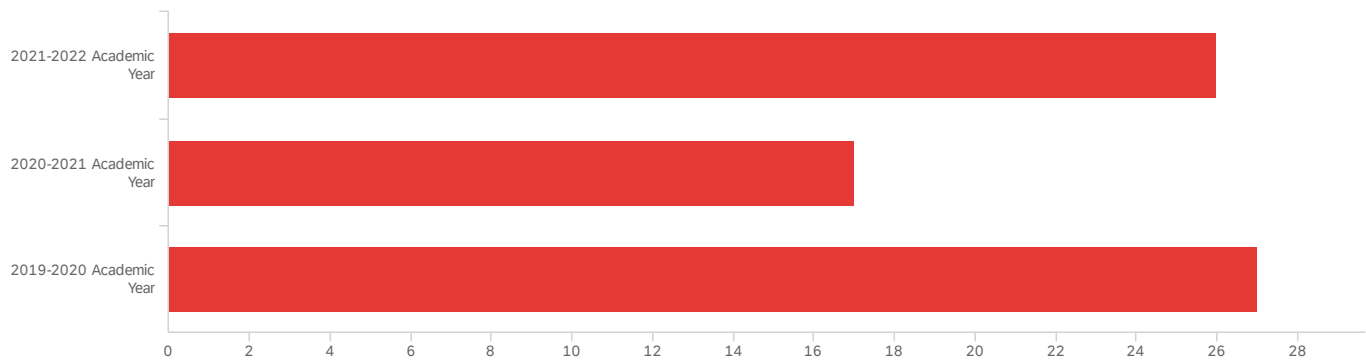
Full Report

2023 USU MEd in School Counseling Graduate Survey

August 24, 2023 8:17 AM MDT

1 - In which year did you graduate from the USU Professional School Counselor

Education Program?

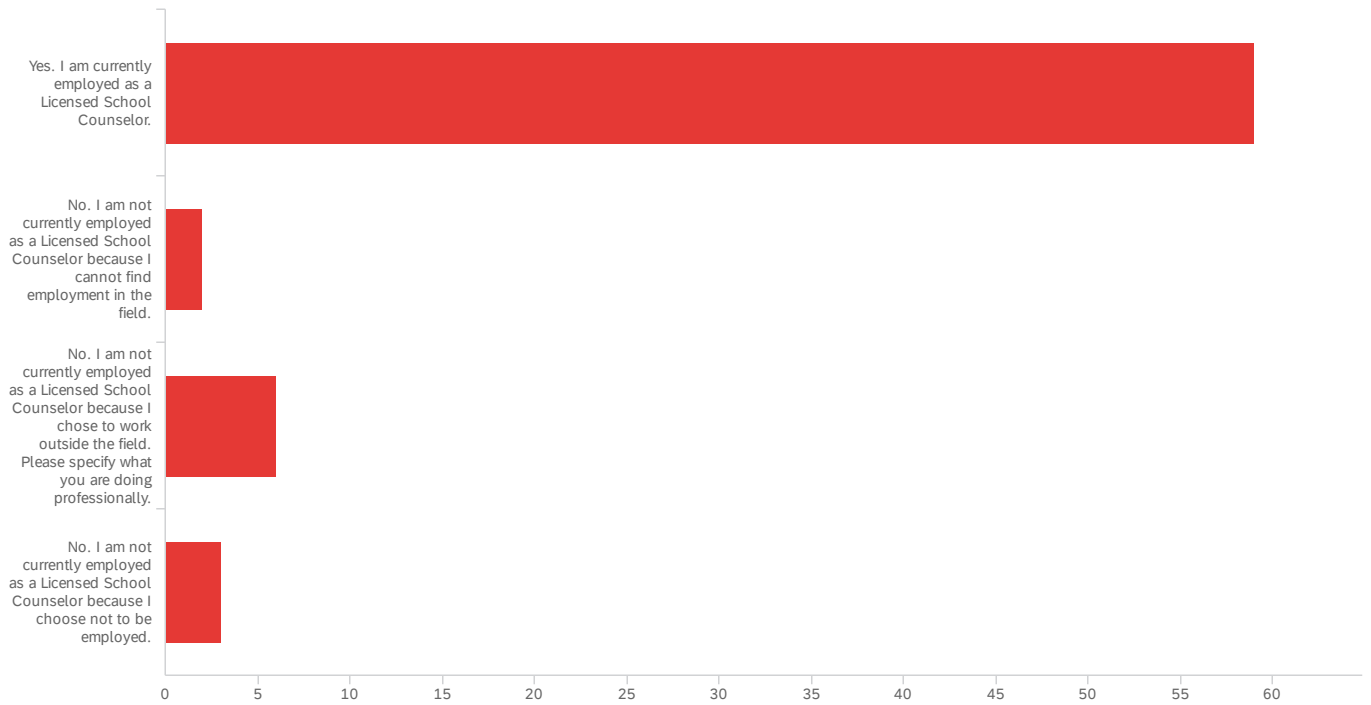


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In which year did you graduate from the USU Professional School Counselor Education Program?	1.00	3.00	2.01	0.87	0.76	70

#	Field	Choice Count
1	2021-2022 Academic Year	37.14% 26
2	2020-2021 Academic Year	24.29% 17
3	2019-2020 Academic Year	38.57% 27
		70

Showing rows 1 - 4 of 4

Q33 - Are you currently employed as a Licensed School Counselor?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you currently employed as a Licensed School Counselor? - Selected Choice	1.00	4.00	1.33	0.81	0.65	70

#	Field	Choice Count
1	Yes. I am currently employed as a Licensed School Counselor.	84.29% 59
2	No. I am not currently employed as a Licensed School Counselor because I cannot find employment in the field.	2.86% 2
3	No. I am not currently employed as a Licensed School Counselor because I chose to work outside the field. Please specify what you are doing professionally.	8.57% 6
4	No. I am not currently employed as a Licensed School Counselor because I choose not to be employed.	4.29% 3
		70

Showing rows 1 - 5 of 5

Q33_3_TEXT - No. I am not currently employed as a Licensed School Counselor because I ch...

No. I am not currently employed as a Licensed School Counselor because I ch...

No. I am not currently employed as a Licensed School Counselor because I ch...

School Social Work but switching to School Counselor next year

Academic Advisor

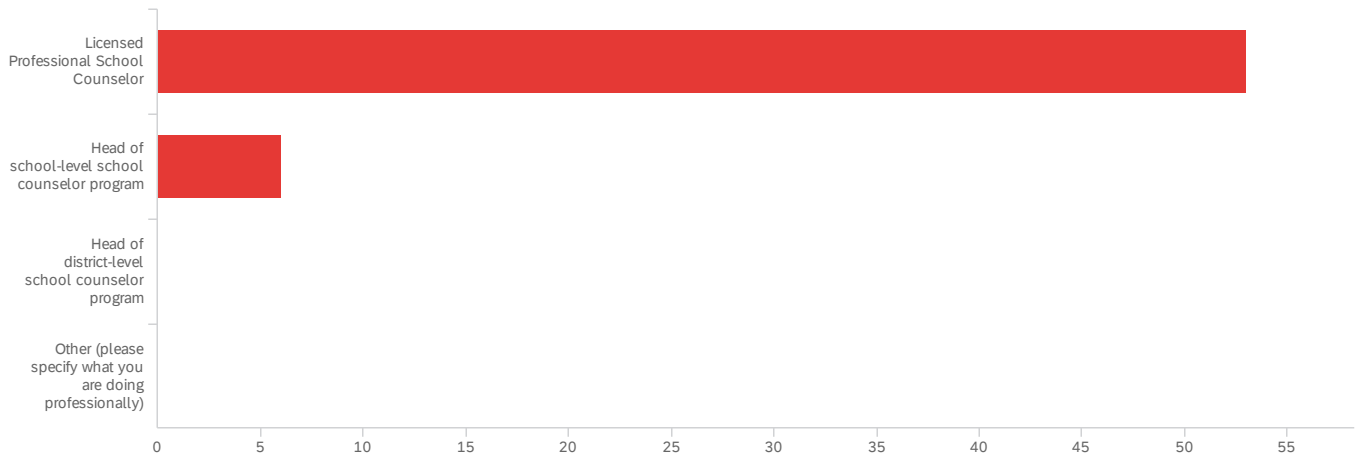
Teaching

CTE Pathway Coordinator

College Career Coach

University Career Services

3 - If you are a Licensed School Counselor, what is your title?



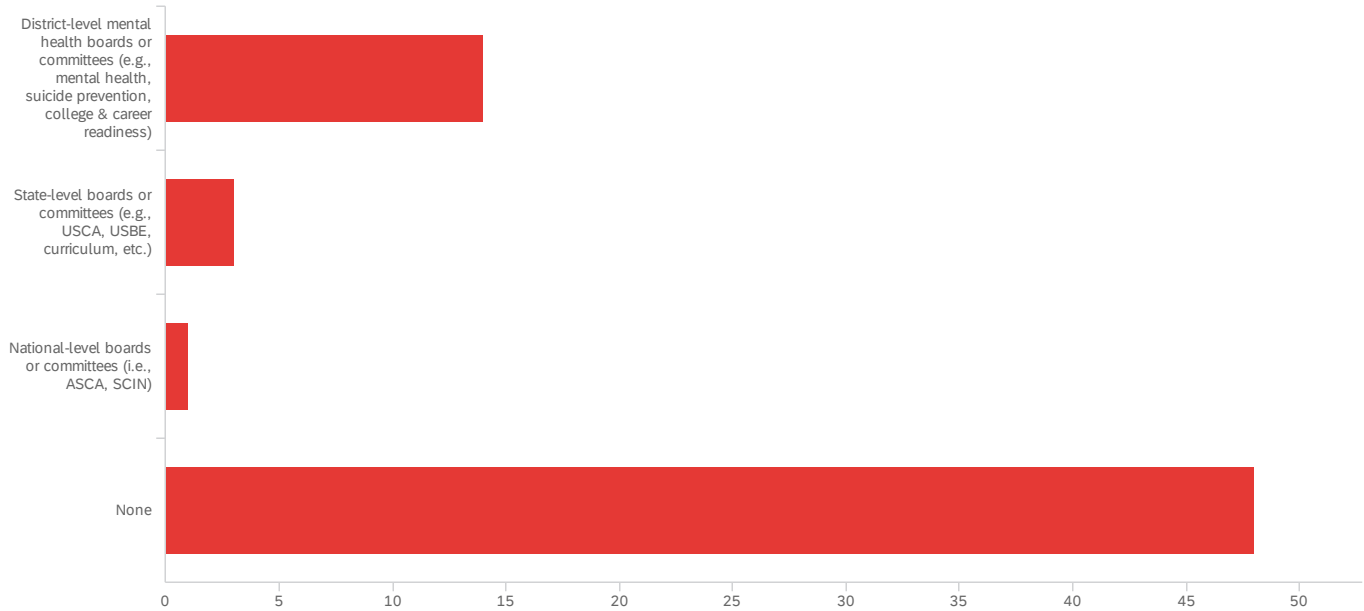
#	Field	Choice Count
1	Licensed Professional School Counselor	89.83% 53
2	Head of school-level school counselor program	10.17% 6
3	Head of district-level school counselor program	0.00% 0
4	Other (please specify what you are doing professionally)	0.00% 0
		59

Showing rows 1 - 5 of 5

3_4_TEXT - Other (please specify what you are doing professionally)

Other (please specify what you are doing professionally)

Q18 - Do you participate in any of the following leadership roles at a district, state, or national level? (Check all that apply)

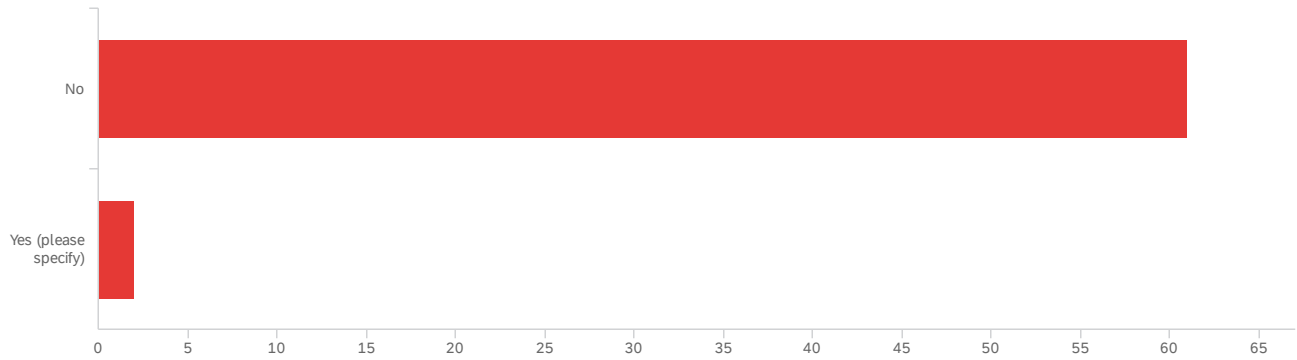


#	Field	Choice Count
5	District-level mental health boards or committees (e.g., mental health, suicide prevention, college & career readiness)	21.21% 14
6	State-level boards or committees (e.g., USCA, USBE, curriculum, etc.)	4.55% 3
7	National-level boards or committees (i.e., ASCA, SCIN)	1.52% 1
10	None	72.73% 48

66

Showing rows 1 - 5 of 5

Q22 - Have you authored any textbooks, curriculum materials, chapters, journal articles, etc.?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you authored any textbooks, curriculum materials, chapters, journal articles, etc.? - Selected Choice	1.00	2.00	1.03	0.18	0.03	63

#	Field	Choice Count
1	No	96.83% 61
2	Yes (please specify)	3.17% 2

Showing rows 1 - 3 of 3

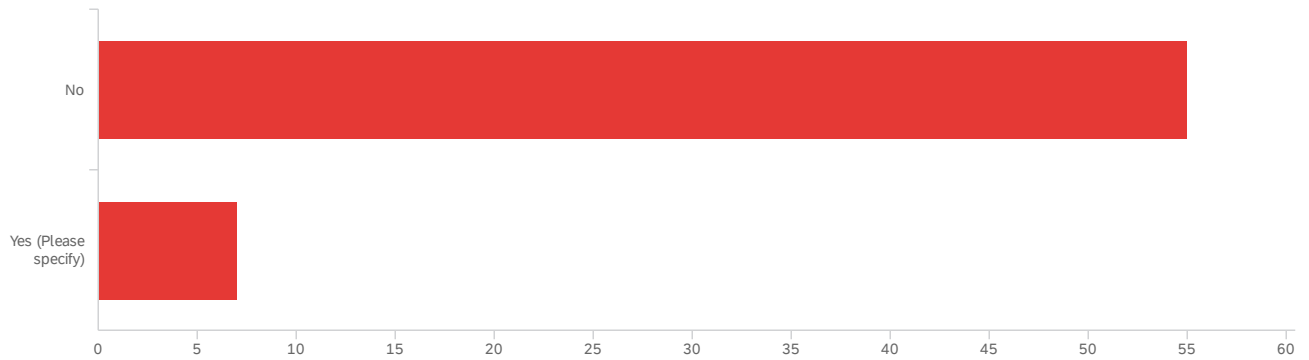
Q22_2_TEXT - Yes (please specify)

Yes (please specify)

Book chapter co-author

I teach Career Planning and Exploration classes, and wrote my own curriculum

Q20 - Have you received any awards, certifications, or recognitions?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you received any awards, certifications, or recognitions? - Selected Choice	2.00	3.00	2.11	0.32	0.10	62

#	Field	Choice Count
2	No	88.71% 55
3	Yes (Please specify)	11.29% 7

Showing rows 1 - 3 of 3

Q20_3_TEXT - Yes (Please specify)

Yes (Please specify)

Masters Student Researcher of the Year for the College of Education and Human Services

Crystal Apple Award

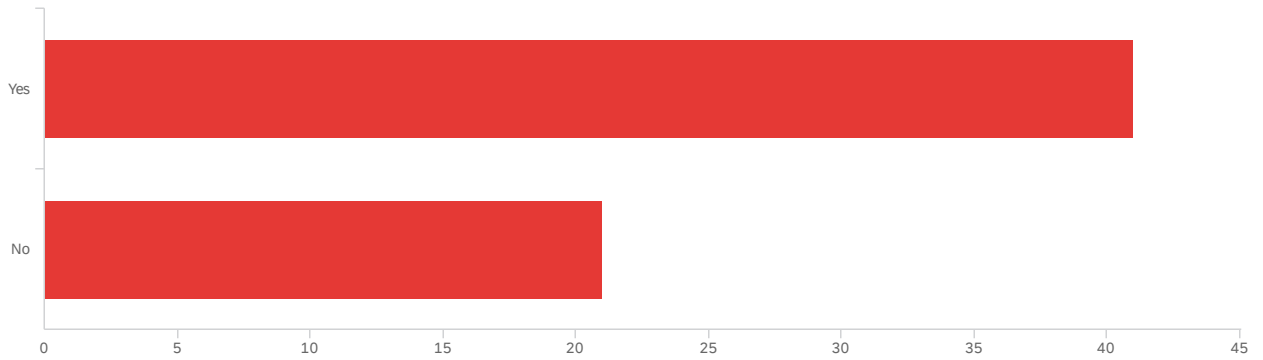
School District Employee of the Month

Educator of the year in my school

Teacher of the Year 2020-2021, Hats Off Award 2021,

Strong Interest Inventory, MBTI, and Design Your Life

Q25 - Do you engage in local school and community endeavors with families, guardians, and caregivers? (e.g. cultural, educational)



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you engage in local school and community endeavors with families, guardians, and caregivers? (e.g. cultural, educational)	1.00	2.00	1.34	0.47	0.22	62

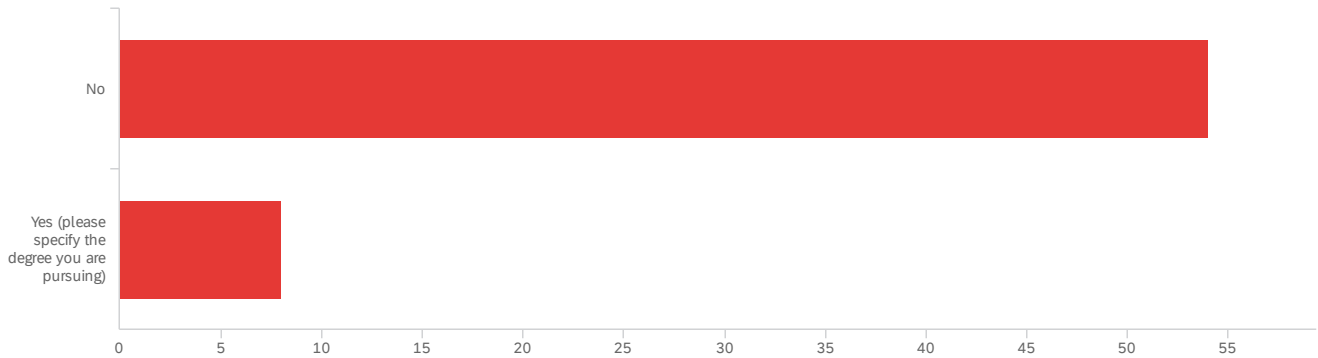
#	Field	Choice Count
1	Yes	66.13% 41
2	No	33.87% 21

62

Showing rows 1 - 3 of 3

Q19 - Are you currently pursuing additional formal education? (e.g., administrative

program, PhD degree) NOTE: This does not include professional development courses



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you currently pursuing additional formal education? (e.g., administrative program, PhD degree) NOTE: This does not include professional development courses - Selected Choice	4.00	6.00	4.26	0.67	0.45	62

#	Field	Choice Count
4	No	87.10% 54
6	Yes (please specify the degree you are pursuing)	12.90% 8
		62

Showing rows 1 - 3 of 3

Q19_6_TEXT - Yes (please specify the degree you are pursuing)

Yes (please specify the degree you are pursuing)

PhD in Counselor Supervision and Education

ESL Endorsement with SUU

Art Integration Endorsement

Investigating the CMHC certificate

I completed my administrative endorsement

Yes (please specify the degree you are pursuing)

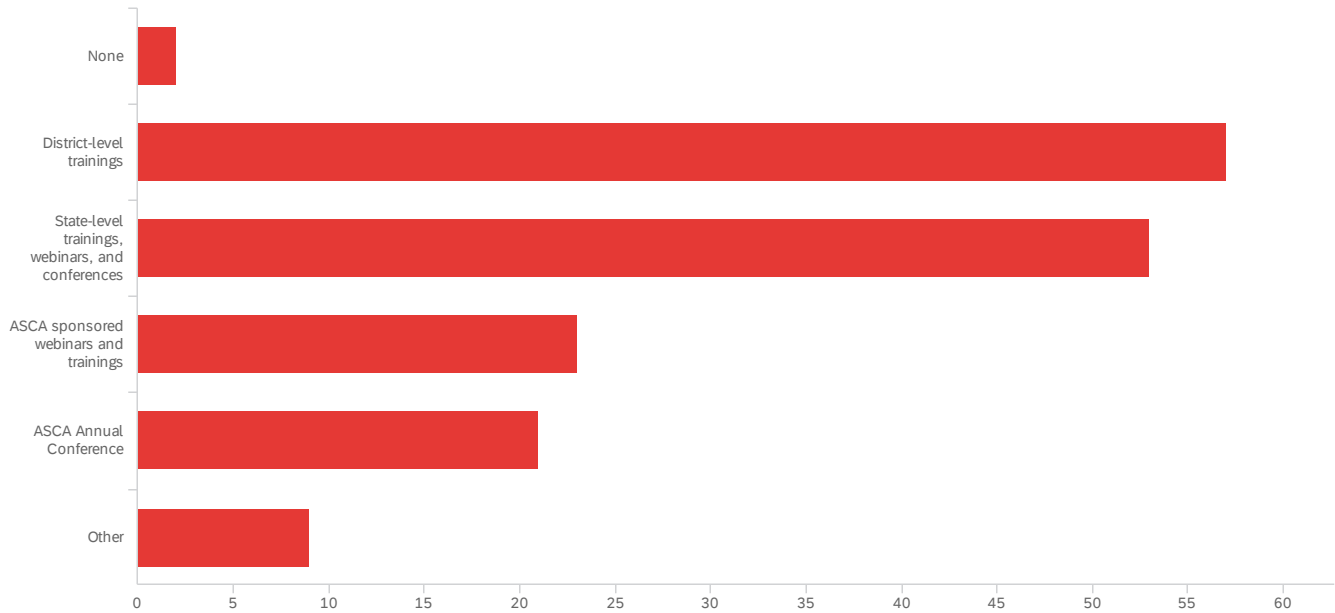
Positive Psychology Certificate

CMHC Certificate

Clinical Mental Health Counseling Certificate Program

Q26 - Do you participate in any of the following Professional Development opportunities?

(Check all that apply)



#	Field	Choice Count
1	None	1.21% 2
2	District-level trainings	34.55% 57
4	State-level trainings, webinars, and conferences	32.12% 53
6	ASCA sponsored webinars and trainings	13.94% 23
8	ASCA Annual Conference	12.73% 21
10	Other	5.45% 9

165

Showing rows 1 - 7 of 7

Q26_10_TEXT - Other

Other

Evidence-Based School Counseling Conference

Wasatch counselor fair

NACAD, NASPA - Higher Ed based

Other

USCA Conferences

webinars

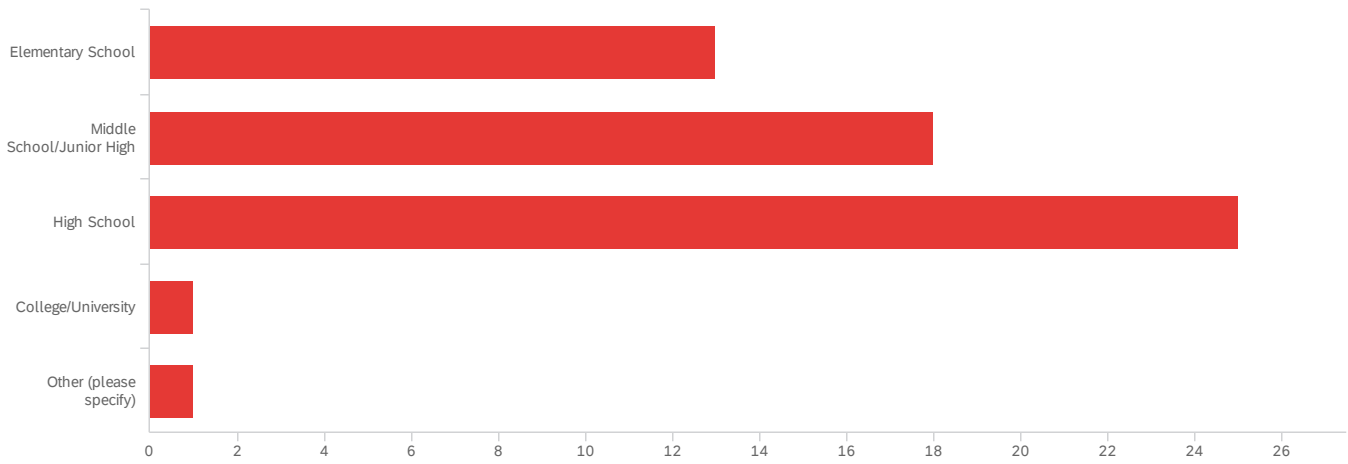
DBT Skills for School Counselors; Promising Youth Conference; Functional Behavioral Assessment for Absenteeism & Truancy

NACE and MPACE

NACE, MPACE, UACE, UCDA

WhyTry, Every Day strong, Utah State Suicide Prevention Coalition

4 - In which setting(s) are you currently employed? (Check all that apply)



#	Field	Choice Count
1	Elementary School	22.41% 13
2	Middle School/Junior High	31.03% 18
3	High School	43.10% 25
4	College/University	1.72% 1
5	Other (please specify)	1.72% 1
		58

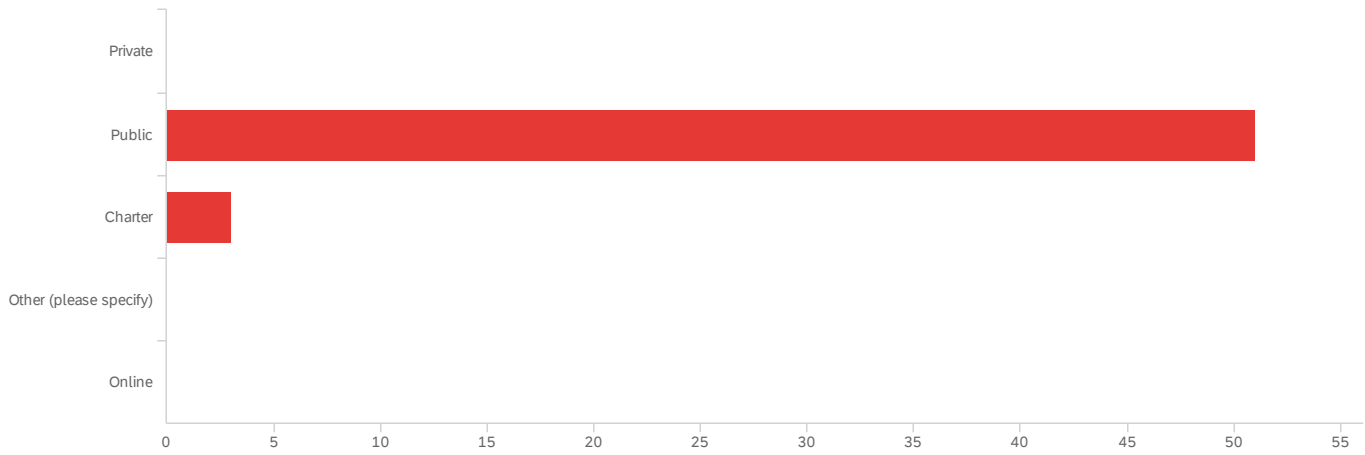
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4_5_TEXT - Other (please specify)

Other (please specify)

Alternative High School

5 - Which best describes the school(s) where you are employed? (Check all that apply)



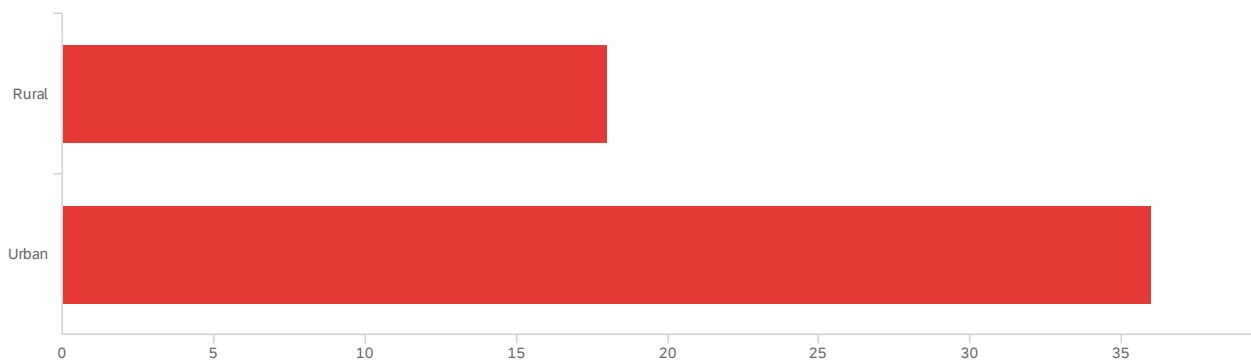
#	Field	Choice Count
1	Private	0.00% 0
2	Public	94.44% 51
3	Charter	5.56% 3
4	Other (please specify)	0.00% 0
5	Online	0.00% 0
		54

Showing rows 1 - 6 of 6

5_4_TEXT - Other (please specify)

Other (please specify)

6 - Are you working in a rural or urban setting (rural < 50,000)?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you working in a rural or urban setting (rural < 50,000)?	1.00	2.00	1.67	0.47	0.22	54

#	Field	Choice Count
1	Rural	33.33% 18
2	Urban	66.67% 36

54

Showing rows 1 - 3 of 3

7 - (Please fill in the blank) What is the estimated counselor to student ratio at your school? One counselor to _____ students.

(Please fill in the blank) What is the estimated counselor to student ratio...

400

750

350

1:700

450

.5 to 425 students (I only work part time)

900

150

300

74

1:205

380

290

300+ / counselor

350

1:586

350

1/350

300

250

(Please fill in the blank) What is the estimated counselor to student ratio...

1/300

339

350

325

200

280

375

1200

400+

350

1 to 430

375

350

270 currently; 340 normally

1:350

1:370

280

330

587

380

257

500

350

750

(Please fill in the blank) What is the estimated counselor to student ratio...

383

261

500

300

1100

350:1

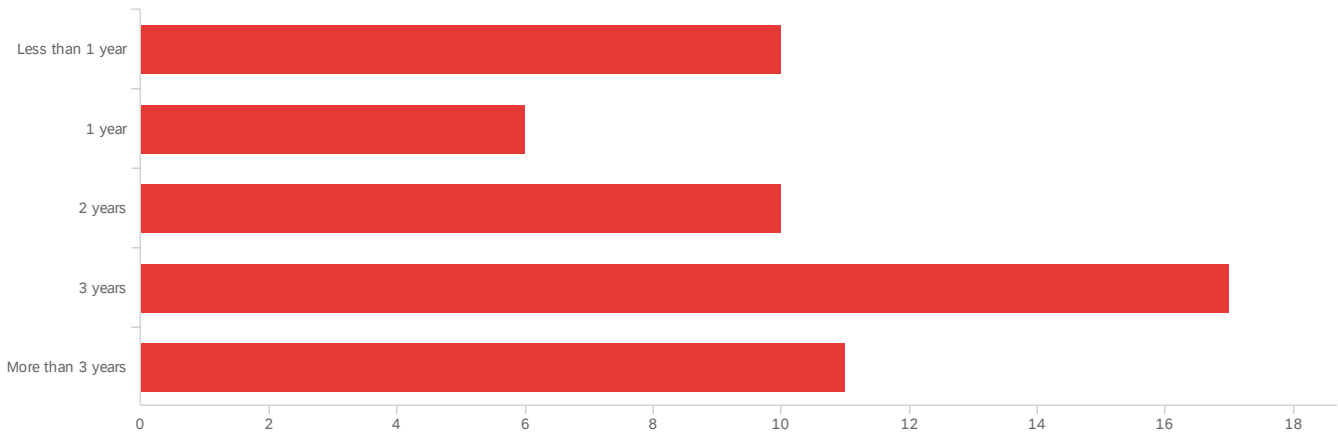
350

1:350

80

350

8 - How long have you been working in your current position?

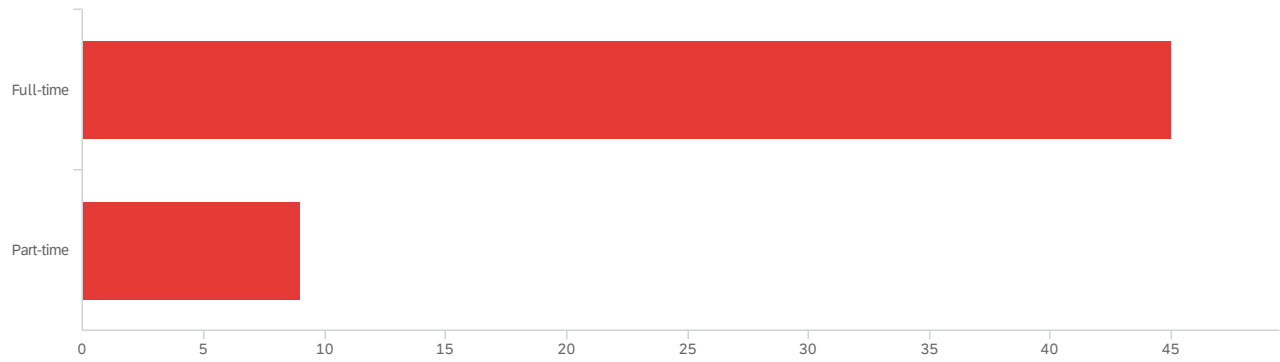


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How long have you been working in your current position?	1.00	5.00	3.24	1.39	1.92	54

#	Field	Choice Count
1	Less than 1 year	18.52% 10
2	1 year	11.11% 6
3	2 years	18.52% 10
4	3 years	31.48% 17
5	More than 3 years	20.37% 11
		54

Showing rows 1 - 6 of 6

9 - Are you currently working full-time or part-time in this position?



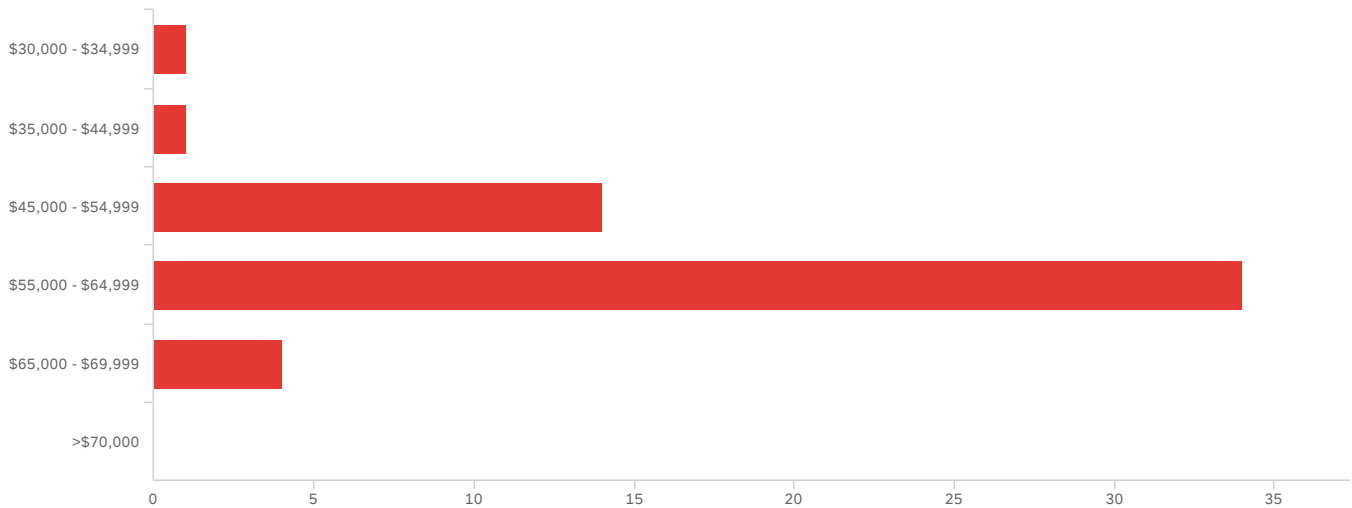
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you currently working full-time or part-time in this position?	1.00	2.00	1.17	0.37	0.14	54

#	Field	Choice Count
1	Full-time	83.33% 45
2	Part-time	16.67% 9

54

Showing rows 1 - 3 of 3

10 - What is your current annual salary based on a full-time salary? If you are working part-time, what would be your salary for full-time work. (This question is optional, however, your response would be greatly appreciated. Your response will be completely anonymous.)



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your current annual salary based on a full-time salary? If you are working part-time, what would be your salary for full-time work. (This question is optional, however, your response would be greatly appreciated. Your response will be completely anonymous.)	2.00	6.00	4.72	0.70	0.50	54

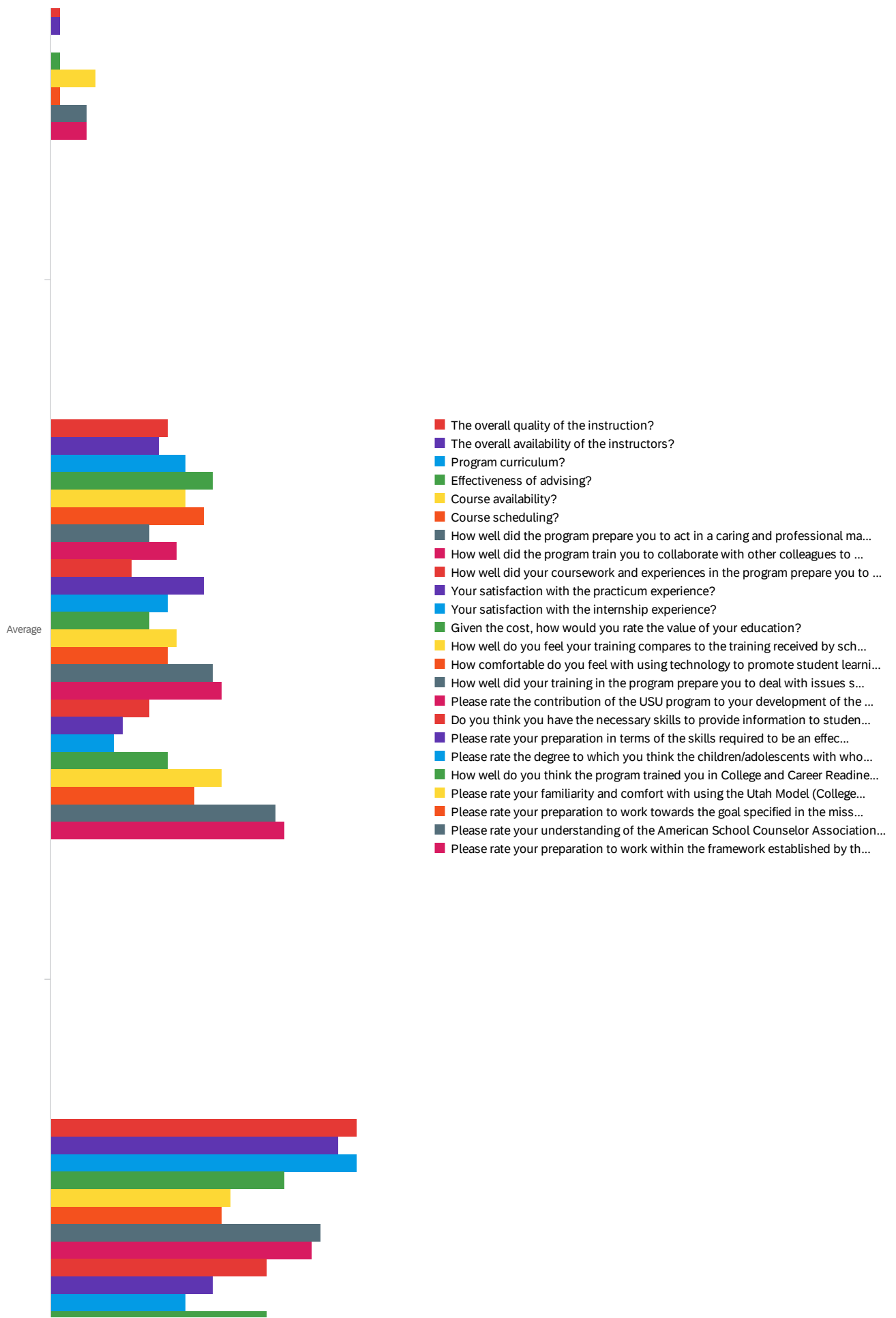
#	Field	Choice Count
2	\$30,000 - \$34,999	1.85% 1
3	\$35,000 - \$44,999	1.85% 1
4	\$45,000 - \$54,999	25.93% 14
5	\$55,000 - \$64,999	62.96% 34
6	\$65,000 - \$69,999	7.41% 4
7	>\$70,000	0.00% 0

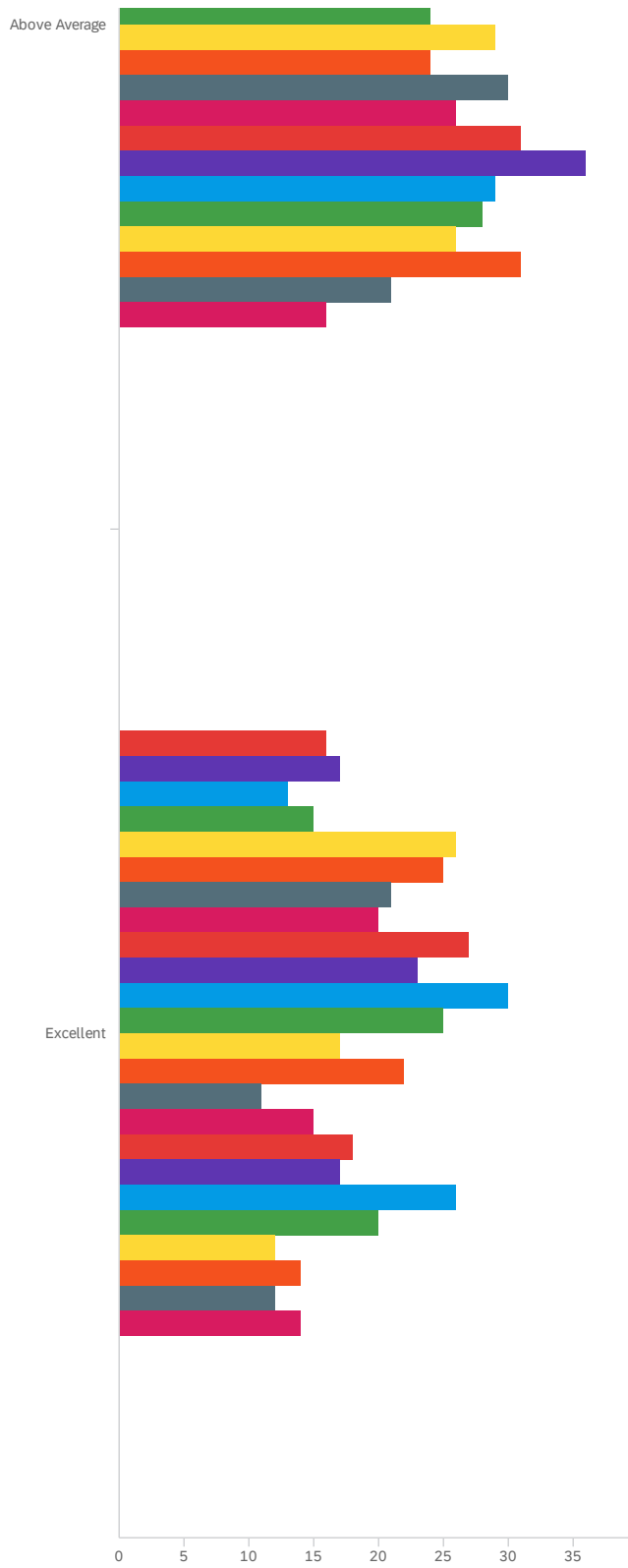
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11 - With regards to the USU Professional School Counselor Education Program, how

would you rate the following:







#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The overall quality of the instruction?	3.00	5.00	4.05	0.68	0.46	63
2	The overall availability of the instructors?	2.00	5.00	4.05	0.73	0.53	62

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
3	Program curriculum?	2.00	5.00	3.94	0.71	0.50	63
4	Effectiveness of advising?	2.00	5.00	3.85	0.84	0.70	62
5	Course availability?	2.00	5.00	4.11	0.87	0.77	63
6	Course scheduling?	2.00	5.00	4.06	0.89	0.79	63
7	How well did the program prepare you to act in a caring and professional manner with your students?	2.00	5.00	4.13	0.75	0.56	63
8	How well did the program train you to collaborate with other colleagues to support professional learning?	3.00	5.00	4.10	0.73	0.53	63
9	How well did your coursework and experiences in the program prepare you to respond to the questions posed in the Praxis II Professional School Counselor Exam?	2.00	5.00	4.23	0.81	0.66	62
10	Your satisfaction with the practicum experience?	2.00	5.00	3.97	0.95	0.90	62
11	Your satisfaction with the internship experience?	1.00	5.00	4.13	1.01	1.02	62
12	Given the cost, how would you rate the value of your education?	2.00	5.00	4.16	0.83	0.68	62
13	How well do you feel your training compares to the training received by school counselors you have worked with who graduated from other school counselor education programs?	2.00	5.00	3.98	0.79	0.63	62
14	How comfortable do you feel with using technology to promote student learning and support the school comprehensive guidance system?	2.00	5.00	4.05	0.87	0.76	62
15	How well did your training in the program prepare you to deal with issues surrounding diversity/multiculturalism in your role/school(s)?	1.00	5.00	3.77	0.83	0.69	62
16	Please rate the contribution of the USU program to your development of the skills necessary to evaluate and make changes based on empirical evidence?	2.00	5.00	3.87	0.81	0.66	62
17	Do you think you have the necessary skills to provide information to students, parents, educators and other stakeholders?	2.00	5.00	4.08	0.73	0.53	61
18	Please rate your preparation in terms of the skills required to be an effective school counselor?	2.00	5.00	4.11	0.67	0.45	62
	Please rate the degree to which you think the children/adolescents						

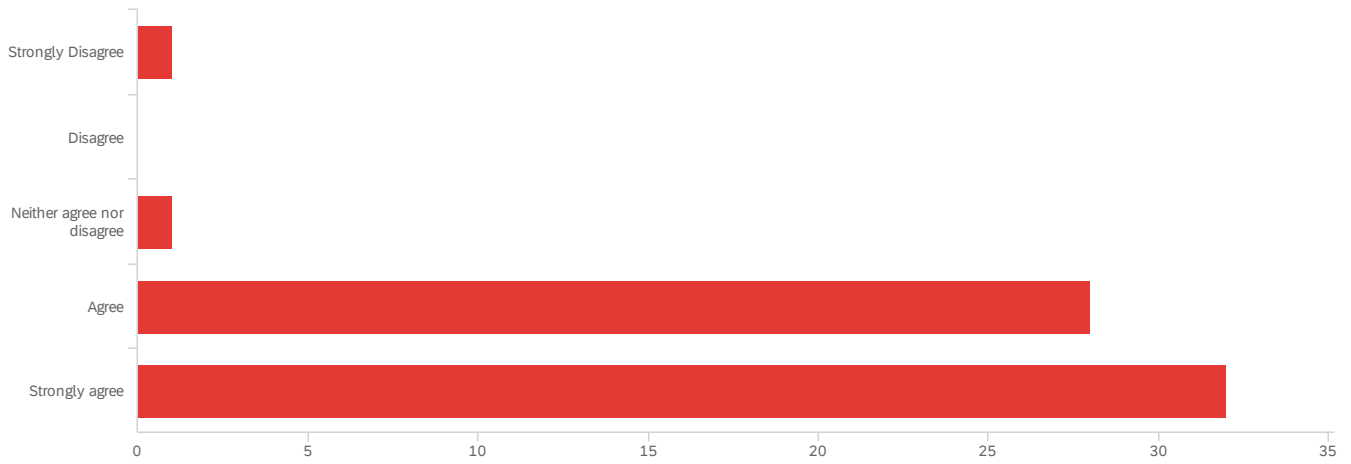
19	Please rate the degree to which you think the children/adolescents with whom you work see you as caring about them.	3.00	5.00	4.31	0.66	0.44	62
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
20	How well do you think the program trained you in College and Career Readiness?	2.00	5.00	4.08	0.77	0.59	62
21	Please rate your familiarity and comfort with using the Utah Model (College and Career Readiness Counseling Program Model, Third Edition).	2.00	5.00	3.73	0.86	0.75	62
22	Please rate your preparation to work towards the goal specified in the mission statement of the Utah Comprehensive Counseling and Guidance Model, "Every student in Utah will graduate from high school with the skills, knowledge and dispositions essential for success."	2.00	5.00	3.94	0.74	0.54	62
23	Please rate your understanding of the American School Counselor Association (ASCA) National Model.	2.00	5.00	3.66	0.86	0.74	62
24	Please rate your preparation to work within the framework established by the American School Counselor Association (ASCA) National Model (Define, Manage, Deliver, Assess).	2.00	5.00	3.67	0.91	0.82	60

#	Field	Poor	Below Average	Average	Above Average	Excellent	Total
1	The overall quality of the instruction?	0.00% 0	0.00% 0	20.63% 13	53.97% 34	25.40% 16	63
2	The overall availability of the instructors?	0.00% 0	1.61% 1	19.35% 12	51.61% 32	27.42% 17	62
3	Program curriculum?	0.00% 0	1.59% 1	23.81% 15	53.97% 34	20.63% 13	63
4	Effectiveness of advising?	0.00% 0	4.84% 3	29.03% 18	41.94% 26	24.19% 15	62
5	Course availability?	0.00% 0	3.17% 2	23.81% 15	31.75% 20	41.27% 26	63
6	Course scheduling?	0.00% 0	3.17% 2	26.98% 17	30.16% 19	39.68% 25	63
7	How well did the program prepare you to act in a caring and professional manner with your students?	0.00% 0	1.59% 1	17.46% 11	47.62% 30	33.33% 21	63
8	How well did the program train you to collaborate with other colleagues to support professional learning?	0.00% 0	0.00% 0	22.22% 14	46.03% 29	31.75% 20	63
9	How well did your coursework and experiences in the program prepare you to respond to the questions posed in the Praxis II Professional School Counselor Exam?	0.00% 0	3.23% 2	14.52% 9	38.71% 24	43.55% 27	62
10	Your satisfaction with the practicum experience?	0.00% 0	6.45% 4	27.42% 17	29.03% 18	37.10% 23	62
11	Your satisfaction with the internship experience?	1.61% 1	4.84% 3	20.97% 13	24.19% 15	48.39% 30	62
12	Given the cost, how would you rate the value of your education?	0.00% 0	3.23% 2	17.74% 11	38.71% 24	40.32% 25	62

#	Field	Poor	Below Average	Average	Above Average	Excellent	Total
13	How well do you feel your training compares to the training received by school counselors you have worked with who graduated from other school counselor education programs?	0.00% 0	3.23% 2	22.58% 14	46.77% 29	27.42% 17	62
14	How comfortable do you feel with using technology to promote student learning and support the school comprehensive guidance system?	0.00% 0	4.84% 3	20.97% 13	38.71% 24	35.48% 22	62
15	How well did your training in the program prepare you to deal with issues surrounding diversity/multiculturalism in your role/school(s)?	1.61% 1	3.23% 2	29.03% 18	48.39% 30	17.74% 11	62
16	Please rate the contribution of the USU program to your development of the skills necessary to evaluate and make changes based on empirical evidence?	0.00% 0	3.23% 2	30.65% 19	41.94% 26	24.19% 15	62
17	Do you think you have the necessary skills to provide information to students, parents, educators and other stakeholders?	0.00% 0	1.64% 1	18.03% 11	50.82% 31	29.51% 18	61
18	Please rate your preparation in terms of the skills required to be an effective school counselor?	0.00% 0	1.61% 1	12.90% 8	58.06% 36	27.42% 17	62
19	Please rate the degree to which you think the children/adolescents with whom you work see you as caring about them.	0.00% 0	0.00% 0	11.29% 7	46.77% 29	41.94% 26	62
20	How well do you think the program trained you in College and Career Readiness?	0.00% 0	1.61% 1	20.97% 13	45.16% 28	32.26% 20	62
21	Please rate your familiarity and comfort with using the Utah Model (College and Career Readiness Counseling Program Model, Third Edition).	0.00% 0	8.06% 5	30.65% 19	41.94% 26	19.35% 12	62
22	Please rate your preparation to work towards the goal specified in the mission statement of the Utah Comprehensive Counseling and Guidance Model, "Every student in Utah will graduate from high school with the skills, knowledge and dispositions essential for success."	0.00% 0	1.61% 1	25.81% 16	50.00% 31	22.58% 14	62
23	Please rate your understanding of the American School Counselor Association (ASCA) National Model.	0.00% 0	6.45% 4	40.32% 25	33.87% 21	19.35% 12	62
24	Please rate your preparation to work within the framework established by the American School Counselor Association (ASCA) National Model (Define, Manage, Deliver, Assess).	0.00% 0	6.67% 4	43.33% 26	26.67% 16	23.33% 14	60

Showing rows 1 - 24 of 24

Q23 - Indicate how much you agree with the following statement:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	"Overall, I am satisfied with my professional accomplishments."	1.00	5.00	4.45	0.69	0.47	62

#	Field	Choice Count
1	Strongly Disagree	1.61% 1
2	Disagree	0.00% 0
3	Neither agree nor disagree	1.61% 1
4	Agree	45.16% 28
5	Strongly agree	51.61% 32
		62

Showing rows 1 - 6 of 6

12 - What are the strengths of the USU School Counselor training program?

What are the strengths of the USU School Counselor training program?

Practicum & Internship experience, mentor program during Practicum; time to talk with other fellow counselors; listening skills class

Lots of heart and a good range of subjects

Excellent Professors! I felt like the program director really cared about our education and our preparation for the profession. The school and program handled the changes and challenges that COVID brought.

The teachers

Content

Flexible broadcast program. Experienced instructors that are easy to work with.

a large cohort group has many benefits

The availability of the program to people throughout the state.

Very prepared for evidence box

The offer great classes, mentoring and advising

It's flexible to parents and people who need to continue working full-time. Price is fair. Professors are current professionals who can share real cases and experiences.

The flexibility of a live broadcast was the biggest strength.

Amazing teachers, flexible learning environment (I was able to do in-person or zoom options), flexibility in finding internship/practicum placements, approval for time working in a space outside of K-12 that worked on skills within the school counseling curriculum

In person w/ schedule that caters to work professionals

The ability to work full time while going to school was amazing. My favorite professors were ones who were currently school counselors, which helped a lot. It's very accessible and affordable compared to other programs.

Flexible, relevant, data-driven

Accessibility of the grad program offerings, tie in to the Utah Model, involvement of instructors and TA's who are in the school counseling field

Excellent instructors.

Well managed , timely , works great for employed students

The flexibility Camille created within the program was outstanding. She was understanding and practiced what she preached. She worked with us like we are able to work with our students.

What are the strengths of the USU School Counselor training program?

The cohorts, cost, and flexibility.

Openness, flexibility, rigor of course work

The evening classes allowed for flexibility with work and family. I also like that it was only one day a week. Most of the instructors who were practicing school counselors brought a really good perspective and helped train me for the profession.

Schedule flexibility (distance sites, night classes); ASCA model training

Collaboration - Our cohort has developed close connections and we still communicate with one another to this day. I love the practical applications. The opportunities to create lessons, curriculum maps, and career weeks as well as opportunities to practice group and individual counseling really helped me feel effective in my job.

Having a practicum and an internship is great to provide more opportunities to work with students.

Ethics and Laws are taught to us, where I have noticed others do not have that knowledge. We also have more understanding of program evaluation and comp guidance expectations and how to implement MTSS for students and school-wide.

CCR, Diversity

I was really impressed with Camille Odell as the programs coordinator. She was by far the main reason I stuck with it.

The good instructors were really knowledgeable and accessible.

Support in passing the state of Utah's program review.

LOVED the class with Amy Kliner and the group counseling class

The professors were always very helpful and passionate about school counseling. They were available and responded to questions quickly. Their feedback was pertinent to what we were learning and they gave great suggestions as to how we could improve.

Mental health and trauma based focus

Advisement, Teachers, Courses

Cohorts go through the classes together, meaning classes were always available. There was never a concern about not being able to get the needed classes.

The flexibility, affordability, and great preparation for the Praxis

The night classes to allow working people to participate was fantastic. Also very much appreciated the teachers who were willing to be real with us and recognize and understand when workloads needed adjusting. Tori Gillette in particular was an amazing professor.

The instructors had real-world experience in the subjects they taught.

The broadcast option to allow different regions to participate.

Every class was applicable to the career and job responsibilities.

What are the strengths of the USU School Counselor training program?

Excellent instructors who are readily available and willing to assist in the best way possible.

Easily identified the program outline. Diversity of experience from instructors.

Available to everyone in the state some years, but I liked that I got to be in person. They give first hand experiences on what to expect as a school counselor. The scheduling makes it so you can continue working during school.

I felt very prepared to enter in the work field as a school counselor. I appreciate the mentors and instructors

The teachers really do care about their profession, and that bleeds into their curriculum.

I loved the program director

13 - How could the program improve?

How could the program improve?

More opportunities to mentor/connect with other counselors. Including information on Restorative Practice Circles/how to implement that in schools!!

More engagement - which I know can be hard on online/virtual classes. Clarity - less talk. A couple teachers had a lot of fluff.

I needed more diversity, specifically culturally with minorities. I was unprepared for the differing value of education across cultures and how to help. I was not prepared to know how an effective school counseling program should run and look. I just feel the program lacked real world experience, or just not enough.

I was in the cohort that traveled to Kaysville each week for classes. I would have preferred a local broadcast, or the option of attending the class virtually.

Be kind, and work emphatically with these professionals who are going back to school to make the world a better place.

If it could go faster. :)

It has been too long since I have been in the program and it is my understanding that it has gone through many changes already in the last 2 years. I wouldn't know what to suggest improving on at this point.

start earlier in the day, practicum was not as relevant to people already in schools- more generously accept experience in schools.

As with most education, it seems rushed. There are many times where I really enjoyed something and wanted to spend more time on a subject but didn't have time to due to the pacing of the class.

More classes on mental health counseling

Some teachers selected were really hard.

I love it.

I would have loved more panels and guests, specifically working in the field of school counseling so we can ask questions and get answers from those in the field. We had quite a few professors who were currently working in the field and they were great. But some of them did not, and they were also great, but having school counselors also speak on the subject matter too would be helpful.

Some courses felt like we went over the exact same curriculum. It felt like a waste of time when we could have had a different class focused on 504/schedule building classes, classes focusing on bridging the gap between graduation and college, facilitating conflict resolution between teachers, students, and/or admin, or had a shorter program so we could get into schools quicker.

Keep In-Person classes.

I would love more classes on suicide prevention and mental health. This is an ever increasing issue in schools.

Give more techniques in addressing mental health with individual students

More hands on application throughout, less theory. For example I learned the history and the concepts of what a 504 plan is multiple times throughout different classes, but still had no idea how to write one until I was trained on the job. More direct interventions and skills with mental health counseling.

How could the program improve?

More clinical mental health training. Specifically, working with kids one on one and understanding different diagnosis of the DSM5 as to know when to refer to professional psychiatric help.

My data teacher was terrible and I needed to learn the asca model on my own. Lowest scores in data questions on praxis . One teacher , one class . Otherwise the entire program was excellent !!!!

Offering more hand on experiences outside of the practicum and internship.

I've heard that the program has struggled a bit since Camille retired, but I can't say why since I'm not involved with the program anymore. Maybe leadership could use some guidance.

Allow for a full-time option where it can be completed in 2 years.

The curriculum could use some attention. I didn't like that we were being taught the same thing in multiple classes. I'm also watching a couple current practicum students struggle with the stress of new assignments (that my cohort didn't need to do) that require permission from parents. I don't think this is a good direction for the program. Working with parents can be difficult enough, the added stress of collecting permission forms for recordings seems to outweigh the benefit I'm seeing. My cohort got the same practice with skills through recordings with adults that didn't require permission. I learned the most from these assignments and was able to translate my skills to a different age group.

More counseling type training like how to respond to suicidal students, anxiety, motivation, hardships, etc. The little bit of training we got was really good, but super quick since it was over a summer semester.

There was overlap on some of the career courses. Other than that, I felt there was a good variety of classes taught by a varied and diverse set of instructors.

Just more experiential opportunities. Maybe an additional practicum to try out elementary and secondary.

NA

Weed out the poor professors & not repeating curriculum (especially when both classes were in an online format rather than professor instruction).

I think the busy work needs to be cut down. It's already a part time and night program for a reason, some of the busy work that they have us doing seemed excessive and unhelpful. I think more time needed to be spend shadowing in schools and learning from currently acting counselors.

There were one or two instructors who were not as good as the others in terms of their knowledge of the material and their ability to help students learn.

Instructors who model and put into their own practice equity, not just teach it.

Reduce the number of classes required. There were a couple of classes that were just repeat information, or completely unnecessary (psychometrics)

More training for Elementary level. More behavior specific training. I would love to come back and get a behavior certificate for Functional Behavior Assessments and Behavior Improvement Plans. I know that behavior is not the role of a counselor but that is what we are doing in the elementary world and we are not prepared for it.

I felt like a lot of classes were a bit repetitive and many of the assignments just seemed like busy work. I didn't feel like we talked enough about day to day activities of counselors (managing a crisis when you are by yourself; dealing with upset parents; advocating for the student while still respecting parental rights; etc) and only talked about big picture things (data project; yearly review; etc).

Put classes that talk about actually working with students near the practicum/internship. By the time I started doing counseling as an intern, I had forgotten a lot of things already that were introduced early in the program.

How could the program improve?

Either end the program a semester earlier by reducing some classes that are redundant or start over the summer so students graduate in the spring (rather than December), ready to apply when schools are hiring, and available to start in the fall when they are needed.

Giving away more scholarships or making it more affordable to attend.

My practicum was incredible because I was able to work with a counselor who really cared and had a lot of plans for her students. My internship was with a team who was incredibly burned out, didn't really want to implement anything for their students, and didn't have the capacity to support an intern very well. If there was a way to make sure that only counselors who are willing and ready for an intern (meaning their own counseling programs are meeting all expectations, they are doing well as counselors and able to support their students to the best of their ability, and feel like they can handle guiding an intern in the right direction) I'm sure that would have made my internship experience much more positive.

I'm concerned that so many additional requirements are being added needlessly-I used to refer anyone interested in counseling to USU but that has sadly changed. This program was once designed for working professionals- I no longer believe it meets that need.

Develop a better focus on crisis intervention and leading groups instead of having multiple courses on data. It would be beneficial to implement more training with Solution Focused Brief Therapy.

NA

Giving the option to go full time and get through the program quicker if that's what you want. Preparing people more for elementary roles.

There are several classes that I was excited for, but that we ended up discussing the exact same things from previous classes, where I felt I needed more instruction. It became more about politics and less about instruction.

More training on how to help with students in crisis

14 - Are there any skills you need as a school counselor that were not addressed by the program?

Are there any skills you need as a school counselor that were not addressed...

Yes. How to write a Functional Behavior Assessment and/or BIP. I'm doing so much more of this than I thought. More behavior training would be great.

Grant-writing/fundraising

I needed more diversity, specifically culturally with minorities. I was unprepared for the differing value of education across cultures and how to help.

As an elementary counselor, I am mostly working with student behaviors and building social and emotional skills. The program mainly focused on secondary counseling.

Training to assist with the development of IEP's and 504's for students struggling with emotional, mental, or behavioral wellness.

For secondary, scheduling. Actual coursework needed to graduate in Utah.

No

De-escalation technics for any potentially high stress situation. On the phone with a student or family member, fights verbal or physical between student and student or teacher and student.

workplace politics

My greatest struggle is figuring out how to schedule my time appropriately to meet all needs.

With the changes in what a school counselor does we need more mental health counseling training. on who to call in different situations etc.

no

I can't think of any.

The actual USBE high school graduation requirements and all the steps that students need to take to make sure they are meeting them.

Schedule building, reading/collaborating on IEPs, interpersonal communication with faculty (or at least knowing that working with teachers would be hard and they wouldn't like us)

Working with students who self harm, have eating disorders, substance use, severe anxiety / depression I mostly use tools I have gathered in my own life experiences and studies.

Helping students with grief after the passing of a loved one or classmate. Knowledge of Crisis Response Plans in terms of a student dying by suicide or accident.

No

Are there any skills you need as a school counselor that were not addressed...

I think learning the systems of my school district was a struggle.

No.

N/A

More classroom presentation practice.

Provo Canyon Behavior has a really good suicide response training that I wish I could have heard before I started working. Ethical considerations were not enough to feel prepared.

Crisis intervention. What roles are expected of counselors in a school-wide/community crisis. What is the language of how to respond? What needs to be done? The district has trained me on these things, but it would have been nice to have covered the topic in my educational endeavors.

Classroom management is one thing that I feel would be more beneficial for those that go through the program. I came in as an educator so I had my own management strategies.

I would say there are many things learned with experience. For example, power of attorney, residence disclosure, etc. There are many things you just learn as you do them, but often times there are still many things that are definite "firsts" and it just is a continuing trend as many new things (like cell phone apps) appear. I would have liked more help with what to do when you feel like you have exhausted all your resources, students are involved in drugs at an overwhelming rate and we can't seem to get ahead of it or find more resources to help. I also think it would be very helpful to have more training on human trafficking. We are fighting this and are worried about our students.

From previous school district: Toxic counseling departments & bullying; how to deal with corruption and teacher unions that don't do their job; state board not holding schools accountable for meeting a comprehensive counseling model's standards; unbalanced/unfair criteria for getting rid of a provisional counselor (with great scores in all areas, extensive background, well-liked, professional, equitable, caring) vs. a tenured, discriminatory, bully counselor with friends in high places.

I think, if possible, it would be beneficial to have more face time with students in schools.

I have learned so much from working as a school counselor that I didn't learn in the program, but I feel like most of it is district- or school-specific. So overall, I feel like the USU program gave me the framework I needed to be successful.

Handling crisis and students in crisis. It was taught, but maybe those skills could have been developed a bit more. Also, support for counselors that are singleton counselors in smaller schools.

Technology help

De-escalation training, how to talk to a student that is defiant and shut down, non-responsive. Crisis response training for school suicide support.

I would have liked Vernetta's class to be 15 weeks rather than 7. She has so much experience and the topics she covered are so relevant for school counselors.

n/a

How to balance workload in a secondary school between scheduling and counseling duties/what is expected there. It seemed like pulling teeth to get any actual counseling work done because of how much scheduling/behind the scenes work was expected instead.

No, I felt very well prepared.

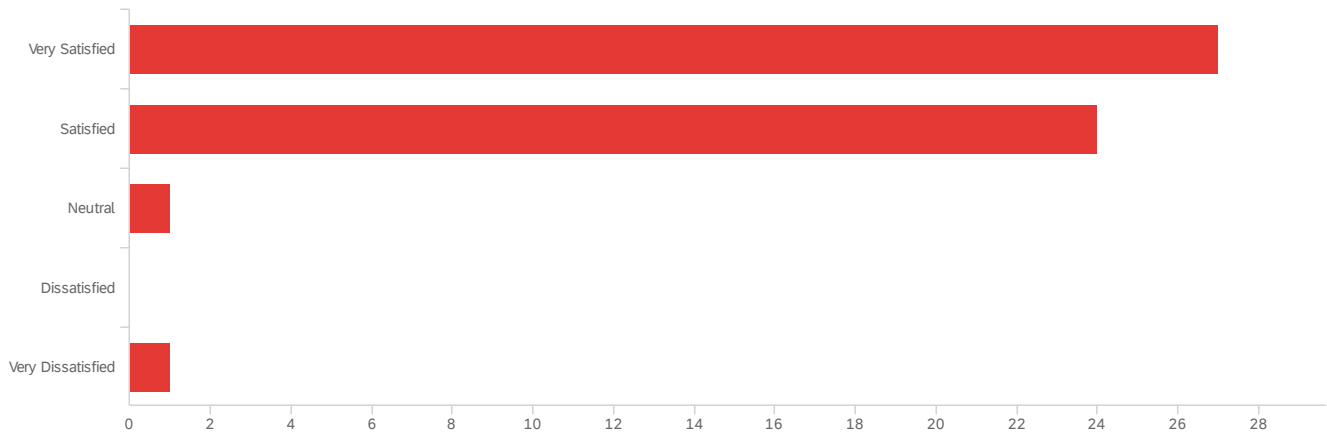
Are there any skills you need as a school counselor that were not addressed...

Crisis intervention. It was all hypothetical. Unfortunately, there was not much crisis intervention practice and mentorship throughout the program. This could be, in part, due to the broadcast nature of the program. It is difficult for an instructor to provide direct feedback to 60+ students through a screen. The mentorship within the practicum experience was more theoretical and answering questions rather than applied teaching.

NA

Classroom lessons for elementary. What to expect at each level day to day.

16 - How satisfied are you in your career as a school counselor?

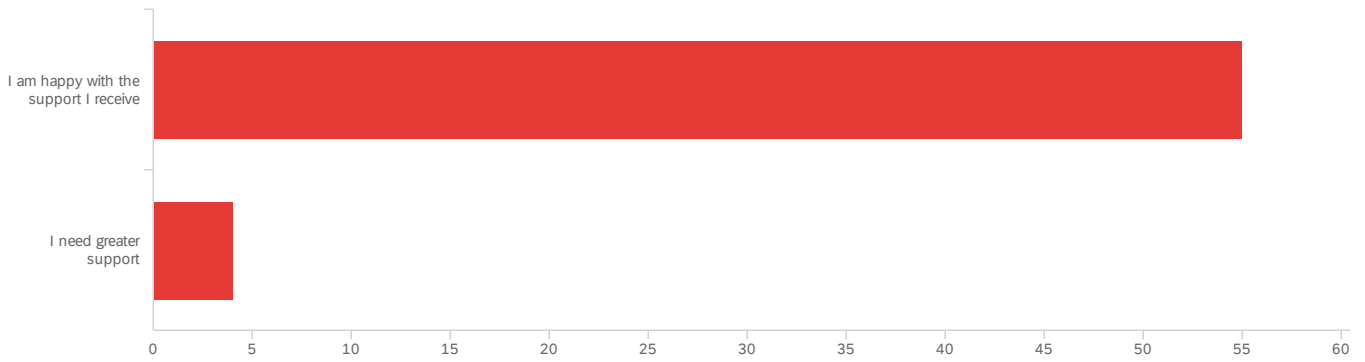


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied are you in your career as a school counselor?	1.00	7.00	1.62	0.96	0.91	53

#	Field	Choice Count
1	Very Satisfied	50.94% 27
2	Satisfied	45.28% 24
4	Neutral	1.89% 1
6	Dissatisfied	0.00% 0
7	Very Dissatisfied	1.89% 1
		53

Showing rows 1 - 6 of 6

Q27 - Do you feel you have support from the program now that you have graduated?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you feel you have support from the program now that you have graduated?	1.00	2.00	1.07	0.25	0.06	59

#	Field	Choice Count
1	I am happy with the support I receive	93.22% 55
2	I need greater support	6.78% 4

59

Showing rows 1 - 3 of 3

Q28 - What ways could the program support you now that you have graduated?

What ways could the program support you now that you have graduated?

Yearly virtual get togethers with breakout rooms? Opportunities to mentor other incoming counselors?

Reunion activities

Improved communication to effective PD to help me continue to grow.

Help with relicenser

Send out a quarterly update to changes or new practices in school counseling.

I missed out on my 2020 graduation ceremony. It would be nice to be invited to a celebration of some sort where USU could recognize its 2020 graduates! Maybe a nice dinner in Logan!

coordinate cohort communication after graduation- social media group

Just send out information on updates and/or trainings.

what steps do we need to do now?

having a school district rep who checks on us during our first year, to help us navigate benefits, lane changes, steps of salary. I had multiple issues with this as I transitioned as an intern to a licensed F/T worker.

Additional PD's emailed out, any jobs that may be available

Newsletters, emails, job postings, opportunities to collaborate

I would like to know about opportunities to take classes to further develop my skills and training. If there was a collaboration with other departments or summer workshops or something like that I would enjoy that.

Somehow helping us stay connected as a cohort - I am a solo counselor at my school and would love to be able to connect with my classmates from the program.

I have enough support from my district.

Unknown

N/A

I don't feel like there is support from the program still but I don't need support from it either because I can find it elsewhere.

Advocacy on the state and national level for the benefits of social emotional learning and the counseling program.

Advocate for a school counselor in every elementary school. Find ways to help people understand how important it is to have good elementary counselors. I had always planned on being in secondary, but was blessed to be placed in elementary.

What ways could the program support you now that you have graduated?

NA

Help resolve the issues above; EEOC required

The program (Kelli Palma, specifically) continues to keep us updated on job opportunities near us which I think is nice.

N/A

continuing education classes that cost a recording fee so we can move lanes in our district.

I don't really think I need support now that I'm graduated

Sending out more information regarding job postings

I would love additional elementary ideas, whether that's group or classroom curriculum, ideas for individuals, etc. Perhaps sharing the websites where students shared all of the ideas they came up with?

Not make it so difficult to "pay it forward" and host practicum/internship students. The new changes are ridiculous, way too much extra effort. When I went through, I learned all I needed without it being over-the-top stressful for students and facilitators.

Offer quarterly trainings to receive CEU credits. The USU social work program has implemented an excellent training option through ZOOM.

n/a

I would love more options to find other work. I feel stuck in the only district I have only known

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

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

We talked a lot about theory and connecting that to schools; practical skills, working with kids with different behaviors; building our own emotional resilience as educators.

Have someone observe the "teaching" of Tom Wiltbank if he's still a professor.

No other comments right now.

None at this time.

What do we do to become a level 3 counselor

Thanks!

I know it's important to understanding different testing that is done with students, but we aren't qualified to give those tests. I feel like a shorter class that went over how to read results of psychological tests would have had a greater impact than the full course going over tests that we can't administer.

The sequencing might have shifted a bit from when I was in the program but I think if students were doing practicum and internship hours earlier in the program the learning in the classes would be able to become more applicable and hands on potentially.

I've said everything I think I should have said.

N/A

Make improvements but not to the point where students don't want to be part of the program. I want to be able to continue to say that USU has a great, affordable program that trains school counselors professionally rather than academically. Right now I'm not so sure I can say that...It seems like barriers are being put up for students to be successful in the program. School counselors don't get paid the big bucks, stress and higher costs will continue to steer students away from k-12 education...there are already enough difficulties employing good k-12 professionals, a training program shouldn't be one of them.

I would say that it has been very beneficial, as I have seen other interns from different programs struggle with understanding all of our duties. I believe I have had very good training to help me get going, and good mentors in my district to help me establish confidence to do the work needed for our students.

Get your Title 9 sexual harassment department figured out. I hear there's professor(s) (anthropology professor) that still work there who've had multiple sexual harassment claims filed against them, got away with it (department buried/deleted the reports), and his victim was traumatized by the hearing board and still in an underpaid new position that has nothing to do with what her dreams are and what she studied at USU.

I think that requiring classroom experience when considering applicants would be helpful to the success of the program. It is really hard to create a collaborative community in a school with someone who hasn't been in the trench of the classroom. I'm sure this would make your candidate pool a lot smaller but I believe you would produce more effective counselors having this requirement in place.

No, the program is great, thank you!

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

Continue being flexible! That flexibility and really working with what each individual cohort needs was incredibly helpful for my cohort.

Realize that it is unrealistic to attempt to teach everything that may ever happen before graduation. Teach the fundamentals, and make it possible for graduates to find employment as soon as possible. You learn the most that way, and dragging out internships longer than a semester creates an equity barrier. Counseling for free for one semester is hard enough, many aren't able to swing it for two.

Listen to feedback of students when they are in the program. If a majority of a cohort has a concern, listen and address it.

My internship was very difficult and I would have appreciated assistance to relocate. My mentor, though a very kind and caring counselor, was unsupportive when I reached out for help.

Q36 - What school district do you work in? Please include district name and city/state.

What school district do you work in? Please include district name and city/...

Box Elder School District, Brigham City UT

Alpine School District

Duchesne County, Utah

Alpine School District

The Center for Creativity Innovation and Discovery

Alpine School District, AF Utah

Nebo

Salt Lake City School District Utah

Jordan School District, West Jordan, UT

Garfield County, Escalante, Utah

San Juan Blanding, Utah

Tooele County School District, Stansbury Park, Utah

Canyons School District, SLC, UT

Alpine School District in Lehi Utah.

Charter School in Mariott-Slaterville, UT

Iron County School District, Cedar City/Utah

Canyons School District, Sandy, UT

Alpine School District - Utah

Nebo, Spanish Fork, Utah

Academy for Math Engineering & Science; Charter, SLC Utah

Logan City School District, Logan Utah

North Summit School District Coalville, Utah

What school district do you work in? Please include district name and city/...

Granite school district , Salt Lake City Utah

Jordan School District- Herriman, Utah

Weber School District, Ogden, Utah

Washington County School District; St. George UT

Granite School District, Salt Lake, Utah

Alpine School District (Lindon and Pleasant Grove, UT)

Nebo, Spanish Fork Utah

Alpine School District American Fork UT

Weber School District, West Haven, Weber County, Utah

Nebo School District, UT

Granite School District, Utah

Jordan School District; Riverton, UT

Jordan School District in West Jordan, Utah

Jordan

Washington County School District, St. George Utah

Cache County School District - Smithfield, Utah

Box Elder

Nebo; Spanish Fork/UT

Granite District. Salt Lake City, UT

South Sanpete, Manti, UT

Clark County School District Las Vegas, Nevada

Alpine School District, American Fork, UT

Box Elder School District - Brigham City, Utah

Canyons School District, Sandy UT.

What school district do you work in? Please include district name and city/...

Weber district. Ogden UT

Nebo School District Payson, UT

Davis, Utah

Alpine School District, American Fork, Utah

Granite District - SLC, UT

Washington County School District, St. George UT

Ogden City School District Ogden Utah

nebo, spanish fork, ut

End of Report