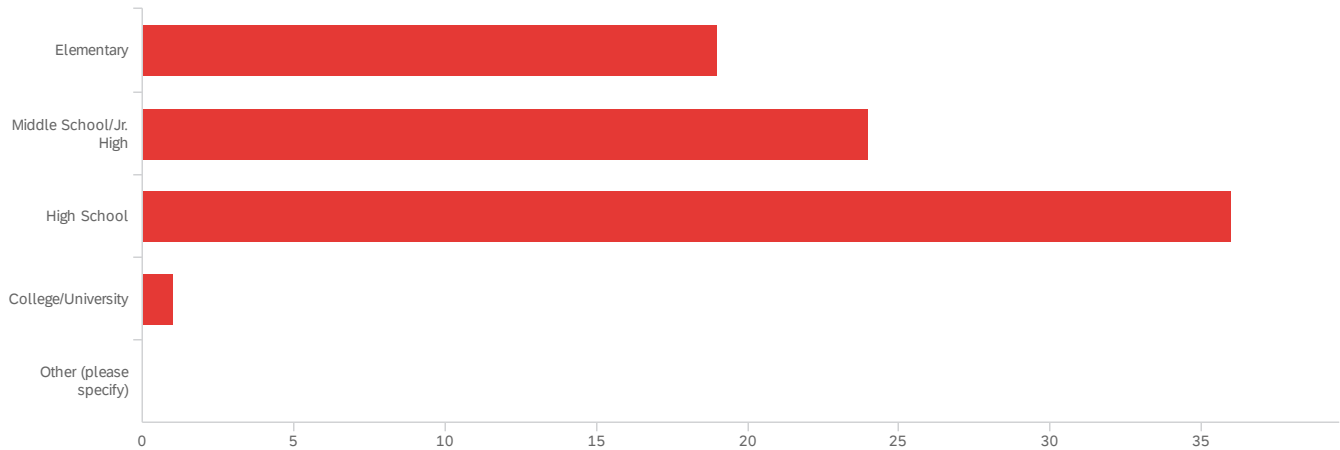


Default Report

USU Professional School Counselor Education Program Employer Survey 2021

December 10, 2021 3:26 PM MST

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



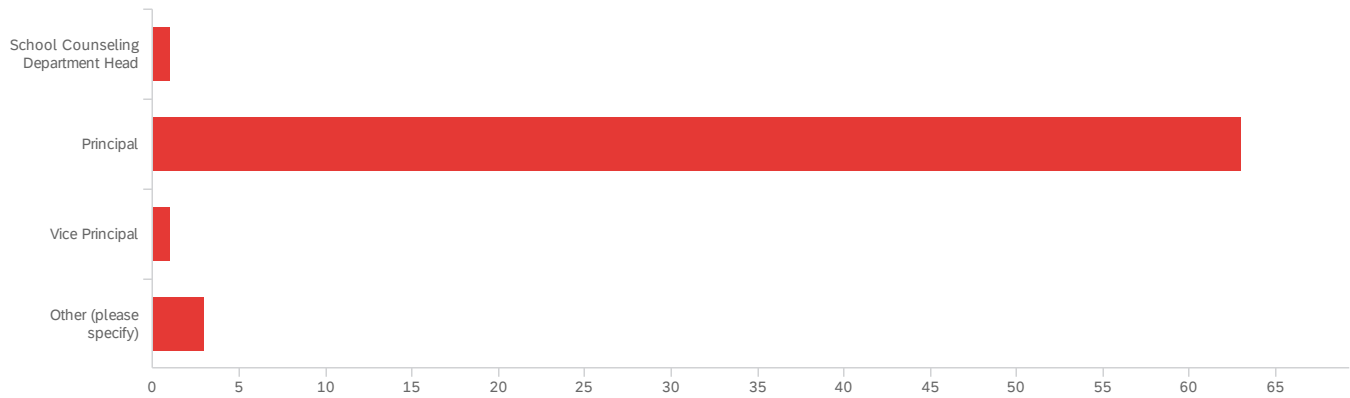
#	Field	Choice Count
1	Elementary	23.75% 19
2	Middle School/Jr. High	30.00% 24
3	High School	45.00% 36
4	College/University	1.25% 1
5	Other (please specify)	0.00% 0
		80

Showing rows 1 - 6 of 6

Other (please specify)

Other (please specify)

2 - What is your position in the school?



#	Field	Choice Count
1	School Counseling Department Head	1.47% 1
2	Principal	92.65% 63
3	Vice Principal	1.47% 1
4	Other (please specify)	4.41% 3

68

Showing rows 1 - 5 of 5

Other (please specify)

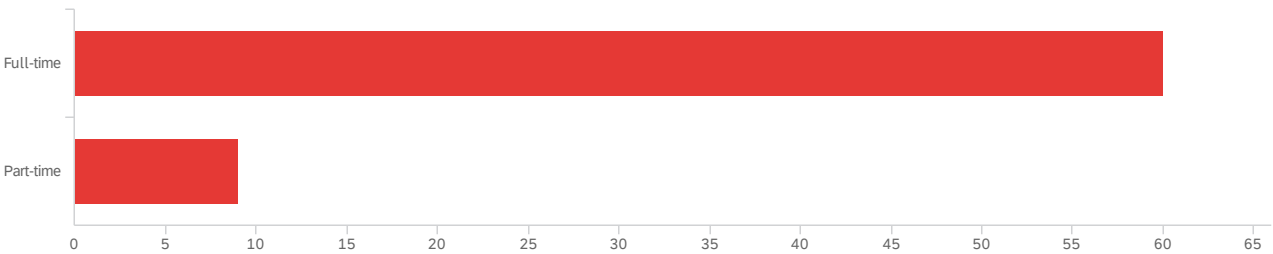
Other (please specify)

EXECUTIVE DIRECTOR

testing coordinator

Executive Director

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

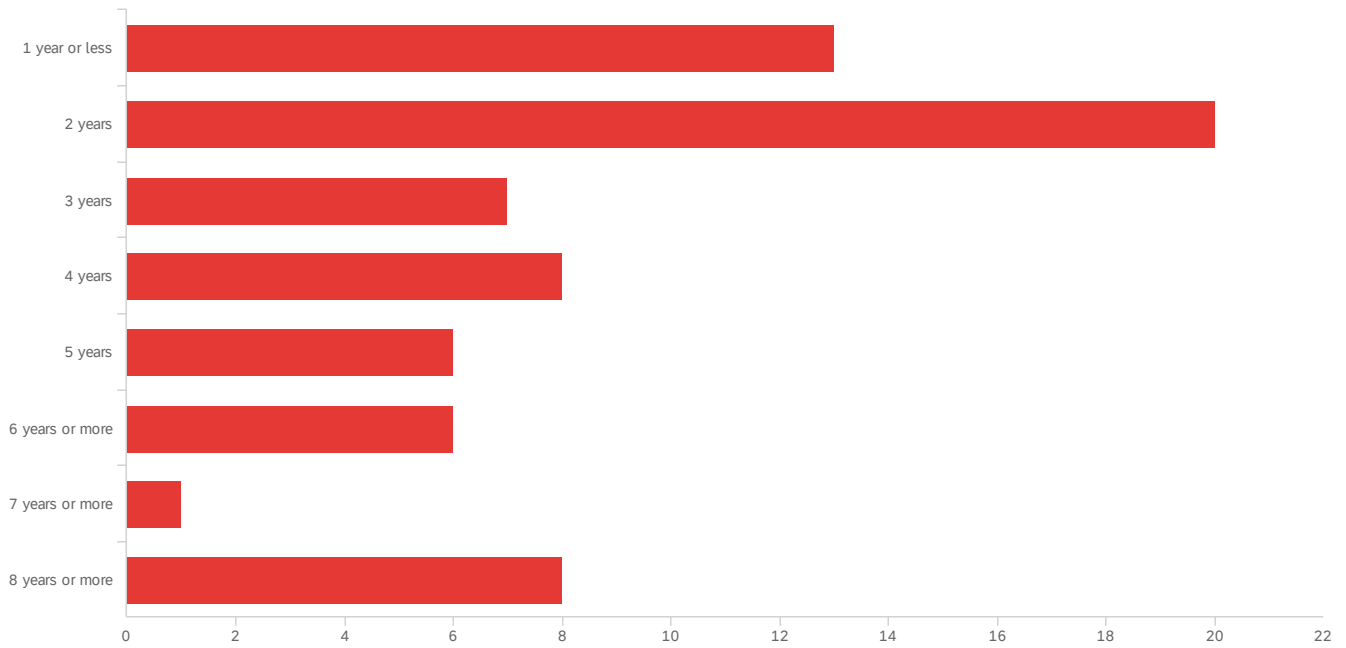


#	Field	Choice Count
1	Full-time	86.96% 60
2	Part-time	13.04% 9

69

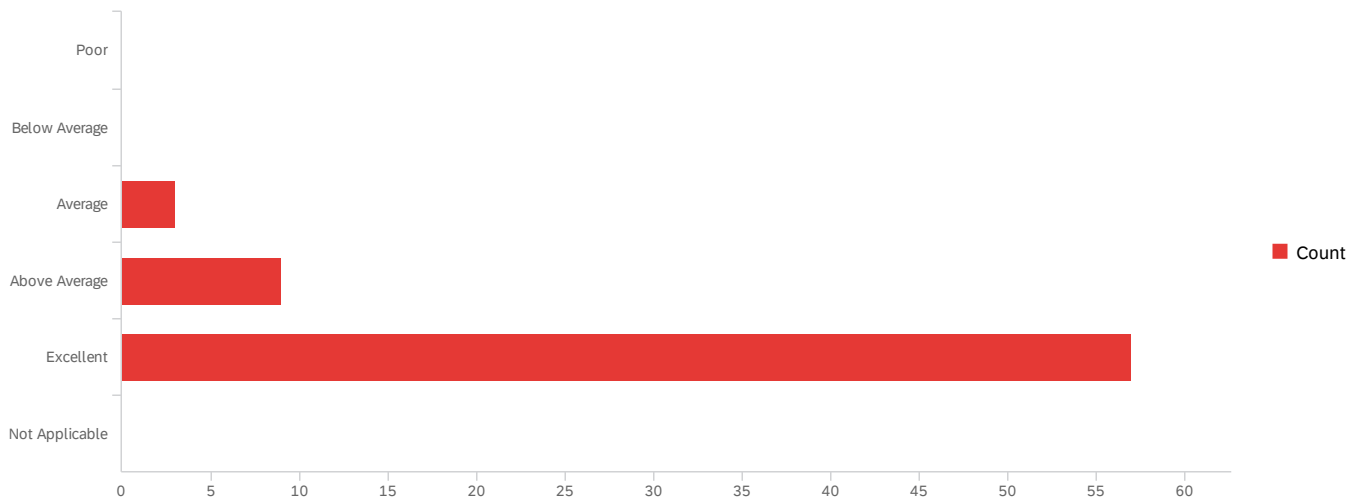
Showing rows 1 - 3 of 3

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



#	Field	Choice Count
1	1 year or less	18.84% 13
2	2 years	28.99% 20
3	3 years	10.14% 7
4	4 years	11.59% 8
5	5 years	8.70% 6
6	6 years or more	8.70% 6
7	7 years or more	1.45% 1
8	8 years or more	11.59% 8

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	4.35% 3	13.04% 9	82.61% 57	0.00% 0	69
2	Acts in a professional and ethical manner	0.00% 0	0.00% 0	4.35% 3	14.49% 10	81.16% 56	0.00% 0	69
3	Effectively assists in successful transitions for students	0.00% 0	0.00% 0	5.80% 4	21.74% 15	72.46% 50	0.00% 0	69
4	Uses effective communication skills, including tact, diplomacy, and cooperation with other professionals, students, parents, teachers and other stakeholders	0.00% 0	1.45% 1	5.80% 4	27.54% 19	65.22% 45	0.00% 0	69
5	Effectively seeks and responds to feedback to improve performance	0.00% 0	0.00% 0	8.70% 6	24.64% 17	66.67% 46	0.00% 0	69
6	Demonstrates awareness of multi-cultural issues and their potential impact on the school environment	0.00% 0	1.45% 1	7.25% 5	24.64% 17	66.67% 46	0.00% 0	69
7	Understands successful approaches to assessment and evaluation	0.00% 0	1.45% 1	13.04% 9	34.78% 24	49.28% 34	1.45% 1	69
8	Effectively seeks out new information and engages in professional development activities	0.00% 0	4.35% 3	4.35% 3	26.09% 18	65.22% 45	0.00% 0	69
9	Engages in activities to remedy bias, prejudice, oppression, and discrimination	0.00% 0	1.45% 1	11.59% 8	30.43% 21	56.52% 39	0.00% 0	69
10	Applies leadership strategies designed to enhance the learning environment for all students	1.45% 1	1.45% 1	7.25% 5	30.43% 21	59.42% 41	0.00% 0	69
11	Effectively uses essential interviewing and counseling skills	0.00% 0	1.47% 1	5.88% 4	23.53% 16	69.12% 47	0.00% 0	68
12	Use of group counseling skills and interventions	0.00% 0	1.47% 1	8.82% 6	30.88% 21	51.47% 35	7.35% 5	68

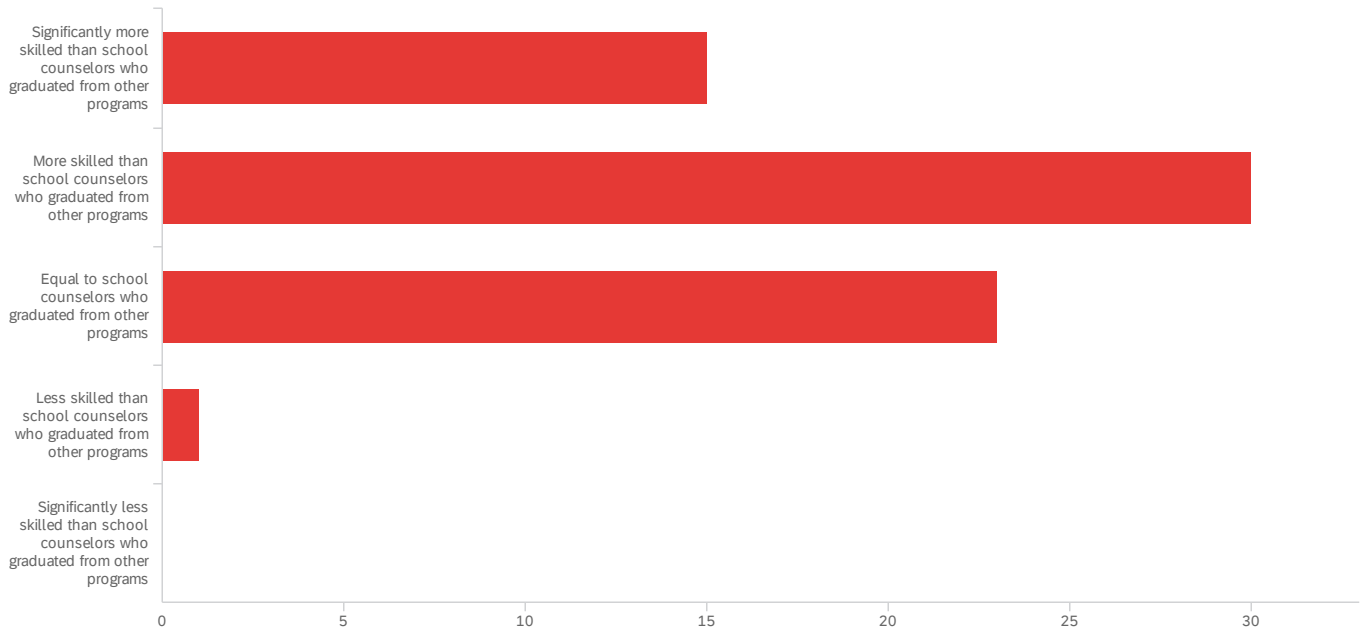
#	Field	Poor	Below Average	Average	Above Average	Excellent	Not Applicable	Total
13	Understands procedures for data gathering, analysis, and presentation in program research and evaluation	0.00% 0	0.00% 0	11.59% 8	37.68% 26	50.72% 35	0.00% 0	69
14	Understands and successfully implements the new Utah College and Career Readiness Counseling Program Model, released spring 2017 (or your state program)?	0.00% 0	1.45% 1	7.25% 5	26.09% 18	62.32% 43	2.90% 2	69
15	Functions as an effective change agent in school improvement	0.00% 0	2.90% 2	11.59% 8	23.19% 16	62.32% 43	0.00% 0	69
16	Demonstrates the ability to collaborate with students, professionals, and other stakeholders	1.47% 1	0.00% 0	2.94% 2	26.47% 18	69.12% 47	0.00% 0	68
17	Recognizes the need for accommodating individual differences and effectively designs appropriate modifications or strategies	0.00% 0	0.00% 0	7.25% 5	24.64% 17	68.12% 47	0.00% 0	69
18	Uses technology to promote student learning and support the school comprehensive guidance system	0.00% 0	0.00% 0	11.59% 8	40.58% 28	47.83% 33	0.00% 0	69
19	Demonstrates knowledge of career development models and applies the knowledge to the PCCR process	0.00% 0	1.45% 1	10.14% 7	31.88% 22	52.17% 36	4.35% 3	69
20	Ability to plan and present guidance curriculum to students, school personnel and parents	1.45% 1	0.00% 0	7.25% 5	28.99% 20	62.32% 43	0.00% 0	69
21	Demonstrates knowledge of prevention and crisis intervention strategies	0.00% 0	0.00% 0	13.04% 9	24.64% 17	62.32% 43	0.00% 0	69
22	Overall performance as a school counselor while under your supervision	0.00% 0	1.45% 1	7.25% 5	24.64% 17	66.67% 46	0.00% 0	69
23	Demonstrates capacity to collaborate with colleagues to support ongoing professional learning	1.47% 1	1.47% 1	5.88% 4	30.88% 21	60.29% 41	0.00% 0	68
24	Engages in local school and community cultural endeavors and events, including with families, guardians, caregivers in diverse communities	1.45% 1	1.45% 1	8.70% 6	30.43% 21	56.52% 39	1.45% 1	69

Showing rows 1 - 24 of 24

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Advocates for all students	3.00	5.00	4.78	0.51	0.26	69
2	Acts in a professional and ethical manner	3.00	5.00	4.77	0.51	0.27	69
3	Effectively assists in successful transitions for students	3.00	5.00	4.67	0.58	0.34	69
4	Uses effective communication skills, including tact, diplomacy, and cooperation with other professionals, students, parents, teachers and other stakeholders	2.00	5.00	4.57	0.67	0.45	69
5	Effectively seeks and responds to feedback to improve performance	3.00	5.00	4.58	0.65	0.42	69

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
6	Demonstrates awareness of multi-cultural issues and their potential impact on the school environment	2.00	5.00	4.57	0.69	0.48	69
7	Understands successful approaches to assessment and evaluation	2.00	6.00	4.36	0.78	0.61	69
8	Effectively seeks out new information and engages in professional development activities	2.00	5.00	4.52	0.77	0.60	69
9	Engages in activities to remedy bias, prejudice, oppression, and discrimination	2.00	5.00	4.42	0.75	0.56	69
10	Applies leadership strategies designed to enhance the learning environment for all students	1.00	5.00	4.45	0.81	0.65	69
11	Effectively uses essential interviewing and counseling skills	2.00	5.00	4.60	0.67	0.45	68
12	Use of group counseling skills and interventions	2.00	6.00	4.54	0.81	0.66	68
13	Understands procedures for data gathering, analysis, and presentation in program research and evaluation	3.00	5.00	4.39	0.69	0.47	69
14	Understands and successfully implements the new Utah College and Career Readiness Counseling Program Model, released spring 2017 (or your state program)?	2.00	6.00	4.58	0.73	0.53	69
15	Functions as an effective change agent in school improvement	2.00	5.00	4.45	0.81	0.65	69
16	Demonstrates the ability to collaborate with students, professionals, and other stakeholders	1.00	5.00	4.62	0.69	0.47	68
17	Recognizes the need for accommodating individual differences and effectively designs appropriate modifications or strategies	3.00	5.00	4.61	0.62	0.38	69
18	Uses technology to promote student learning and support the school comprehensive guidance system	3.00	5.00	4.36	0.68	0.46	69
19	Demonstrates knowledge of career development models and applies the knowledge to the PCCR process	2.00	6.00	4.48	0.79	0.63	69
20	Ability to plan and present guidance curriculum to students, school personnel and parents	1.00	5.00	4.51	0.75	0.57	69
21	Demonstrates knowledge of prevention and crisis intervention strategies	3.00	5.00	4.49	0.71	0.51	69
22	Overall performance as a school counselor while under your supervision	2.00	5.00	4.57	0.69	0.48	69
23	Demonstrates capacity to collaborate with colleagues to support ongoing professional learning	1.00	5.00	4.47	0.79	0.63	68
24	Engages in local school and community cultural endeavors and events, including with families, guardians, caregivers in diverse communities	1.00	6.00	4.43	0.84	0.71	69

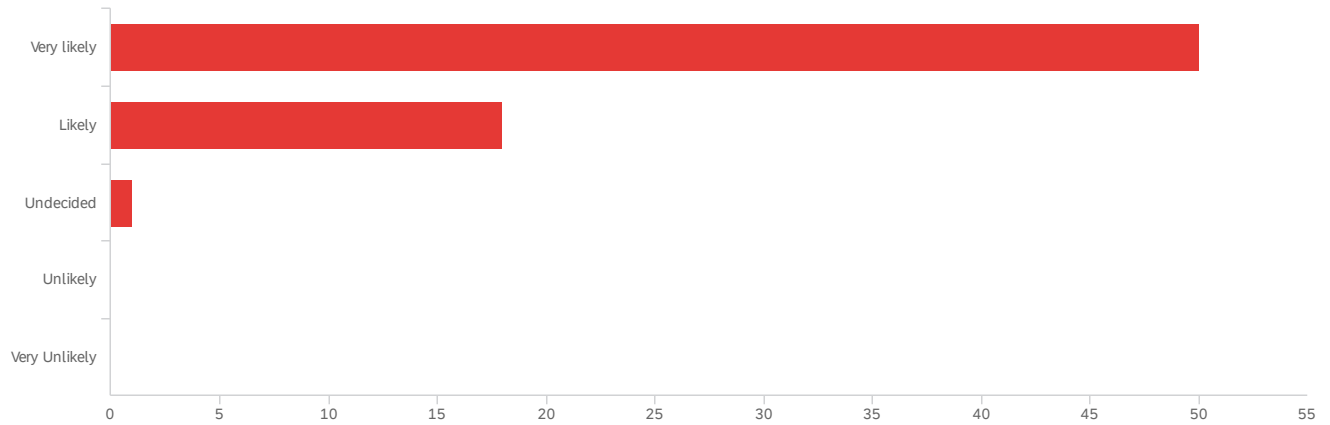
6 - Using the skill areas listed above, compare the USU graduate to school counselors with similar years of experience who graduated from other school counselor preparation programs. The USU graduate is: (Choose from below)



#	Field	Choice Count
1	Significantly more skilled than school counselors who graduated from other programs	21.74% 15
2	More skilled than school counselors who graduated from other programs	43.48% 30
3	Equal to school counselors who graduated from other programs	33.33% 23
4	Less skilled than school counselors who graduated from other programs	1.45% 1
5	Significantly less skilled than school counselors who graduated from other programs	0.00% 0
		69

Showing rows 1 - 6 of 6

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	72.46% 50
2	Likely	26.09% 18
3	Undecided	1.45% 1
4	Unlikely	0.00% 0
5	Very Unlikely	0.00% 0
		69

Showing rows 1 - 6 of 6

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...

Data-driven decision makers. Holistic approach to prevention and treatment.

Data gathering and use of data to inform practice. Crisis management and intervention strategies.

Kayse Amevor is hard-working and solutions driven. She is informed by her life experience as a parent. I'm not sure what her university requirements or training has contributed, but she is awesome.

open mindedness, listens well, knows how to guide students with kindness

*

Outstanding candidates, professional and willing to help!

Know about resources for students/families

Excellent overall preparation.

Advocacy

She is very proactive and hand on in working with the students. She checks on many students daily to ensure they basic needs are being met such as clean appropriate clothing and food. She has set us a school / family resource center. Students are able to select clothing, shoes, coats, hygiene and food as needed.

My USU Counseling Graduate is a kind, caring professional who works well with a dynamic team.

Understands job requirements, programs, has experience from Internship experience to draw on.

Since I don't know which graduate you're referring to, I'm just going to say that they are doing well in all areas.

Informed and dedicated to their profession.

Ability to understand their role in supporting students and being a part of a school team.

Competency and ability to hit the ground running.

Ready to go

Dedication to students.

Professional, great knowledge of the comprehensive guidance program.

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

Jumped right in and got her feet wet with implementation of curriculum and individual and small group counseling sessions.

excellent rapport with tough kids

They come ready to work!

She implemented a wellness room called Camp Calm where students with anxiety, depression, or other mental struggles can go for 10 minutes to do some mindfulness activities.

The emotional well-being of students is a priority.

Comprehensive approach to counseling. I appreciate how she had exposure to all aspects of the responsibilities of a counselor. Outstanding program.

Advocating for students

Extensive knowledge of CCR process.

I do not know enough.

Solid understanding of the role of the counselor. She is a collaborator and gathers people to be on Team Student, rather than pitting teachers against counselors.

Knowledge, preparation to deal with mental health issues

Prepared to work

They come out of your program ready to hit the ground running. They have useful knowledge and have worked with students before. They are confident in their abilities and work well as part of a team.

Great dispositions, flexible, willing to take on any assignment, student-centered.

Knowledge of state counseling program

Compassion, desire to help better our students and staff. Planning and instruction. Use of tools to support students.

They have a good attitude.

This is the first counselor I have worked with from USU. I don't think her performance is due to her program at USU, but that her strengths would be put to better use at a secondary level. My counselor is excellent when counseling students individually.

Kindness

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...

N/A

Have them put on a parent resource night for their schools.

*

None at this time

Help with small group lessons for social skills groups

N/A

Collaboration

As much understanding, learning, and trainings that they can receive about the social emotional learning (SEL) of students and Adverse Childhood Experiences (ACES). Help the counselors how to build coping skills and self regulations in students. Then helping the counselors be aware of community outreach programs for families and students.

It's a hard question to answer because our team is so supportive that they have created safety nets and training to help all of our newer counselors be successful.

Crisis preparation.

Nothing

A taste of elementary and secondary settings.

They come very prepared. I don't have any suggestions.

None.

Greater training and support with CTE areas.

None.

Technical skills (spreadsheets for example)

More information on crisis intervention and the role the school counselor can play in academic achievement. More information on how scheduling affects student performance.

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

Increase the scope of what a counselor can do to help the school's mission, vision, values, and goals.

Nothing that I can see.

N/A

Not sure

It's a solid program.

More robust data analysis (statistics) skills for data project design and analysis.

unsure....

Elementary counselors need to be able to teach in a classroom setting comfortably. They would also benefit from coming into a school with a strong PBIS background.

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...

Thank you for your efforts to prepare school counselors.

Perhaps have a few required progress-monitoring meetings directly with the principal.

*

Thank you very, very much!

N/A

Our counselor is amazing. I appreciate the schooling she has received to work with our students in a Title I setting.

Continue with what you are doing.

We've had a couple of different counselors that came from the USU program and each one was completely qualified and ready for the challenge.

You are doing so well. Keep sending us your best!

No but thank you!

NA

None.

Not that I can think of.

If you are ever interested in having us do a presentation on what it looks like to be a counselor at an online school, we would be happy to put something together. We have been online since 2009 when we opened and have a specific function for counselors that is a little different from a brick and mortar counselor's role.

None

I hired two USU interns last year, and retained them both as full-time employees this year. They're both excellent.

nope.

Practice teaching in a classroom and knowledge of how to build a PBIS program.

End of Report

