

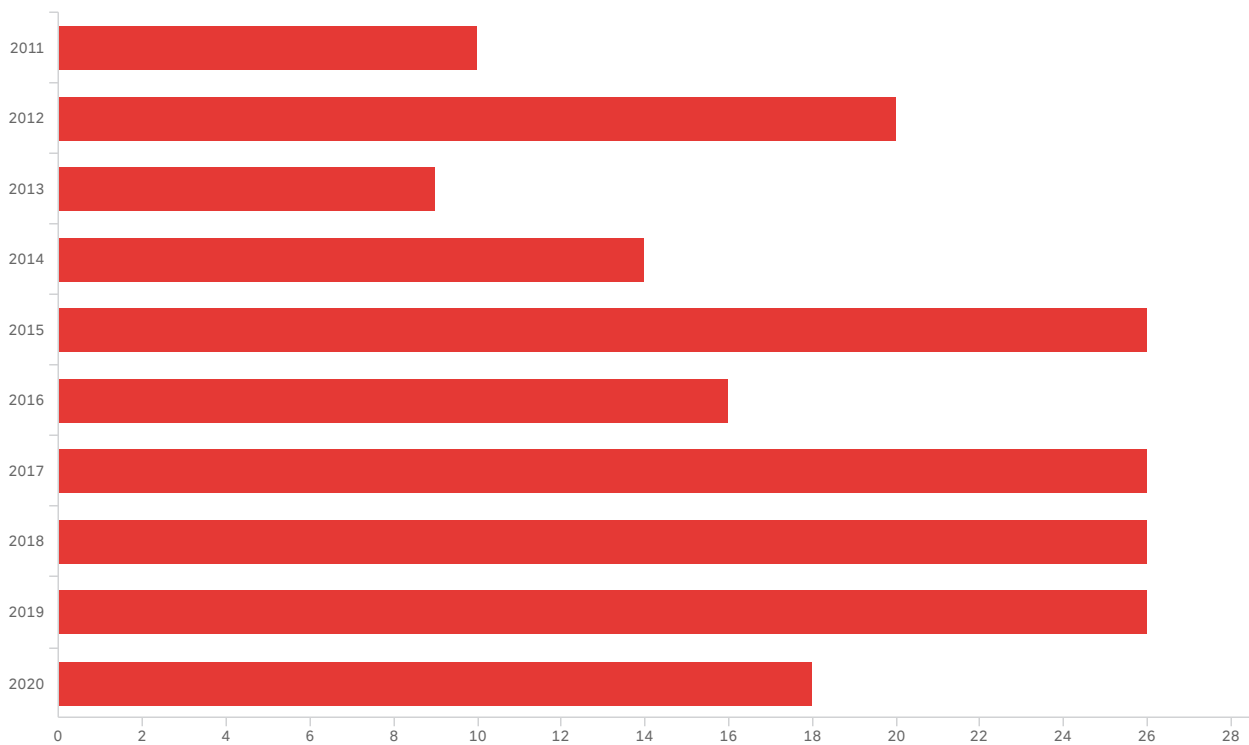
# Default Report

USU Professional School Counselor Education Program Graduate Survey 2021

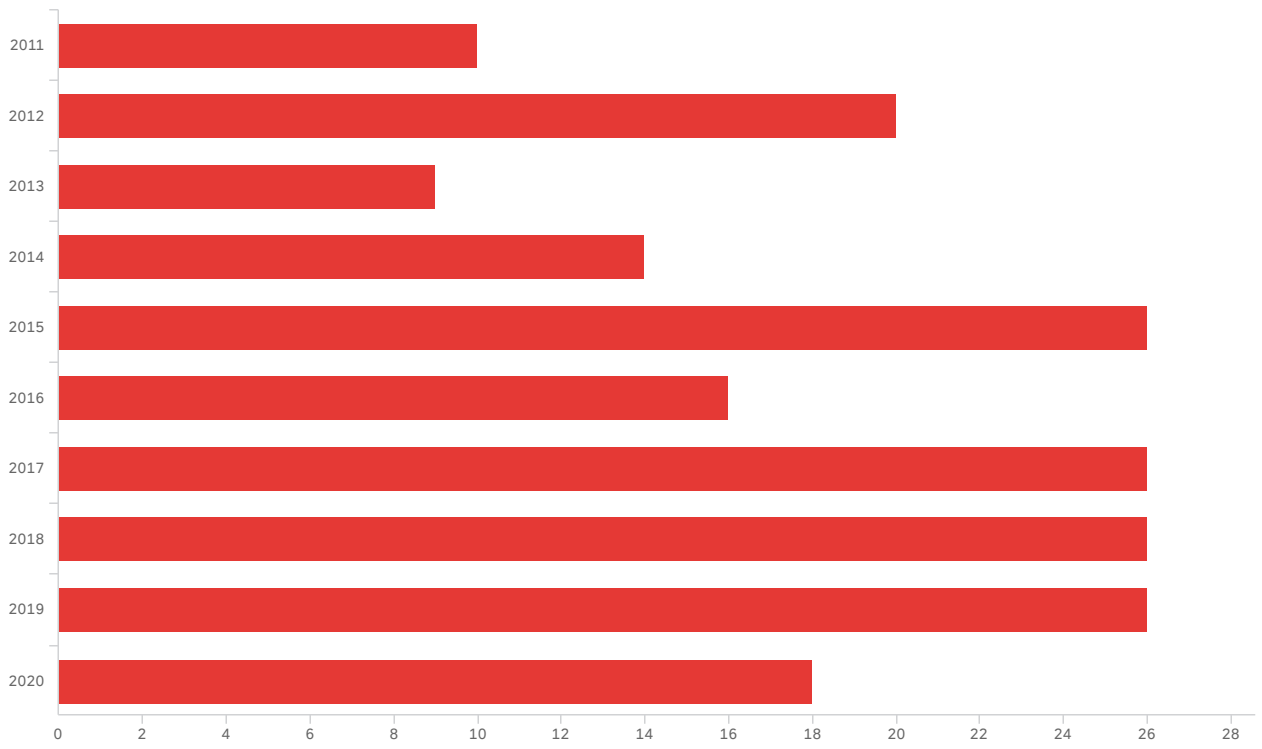
December 10, 2021 3:15 PM MST

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

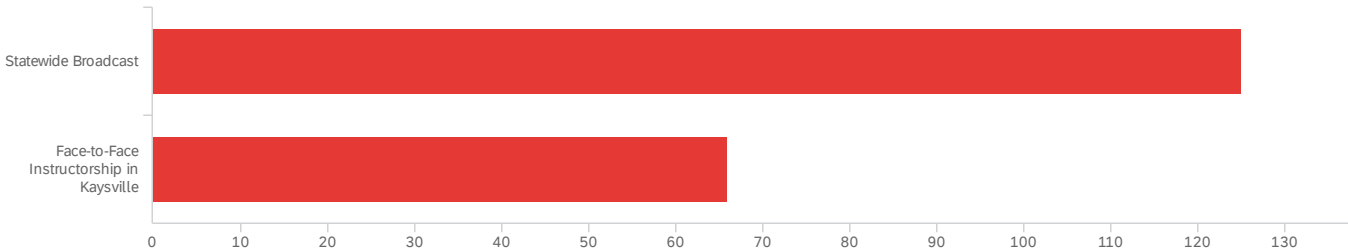
Education Program?



#	Field	Choice Count
1	2011	5.24% 10
2	2012	10.47% 20
3	2013	4.71% 9
4	2014	7.33% 14
5	2015	13.61% 26
6	2016	8.38% 16
7	2017	13.61% 26
8	2018	13.61% 26
9	2019	13.61% 26
10	2020	9.42% 18



## 2 - Which format did you use for the majority of your courses?

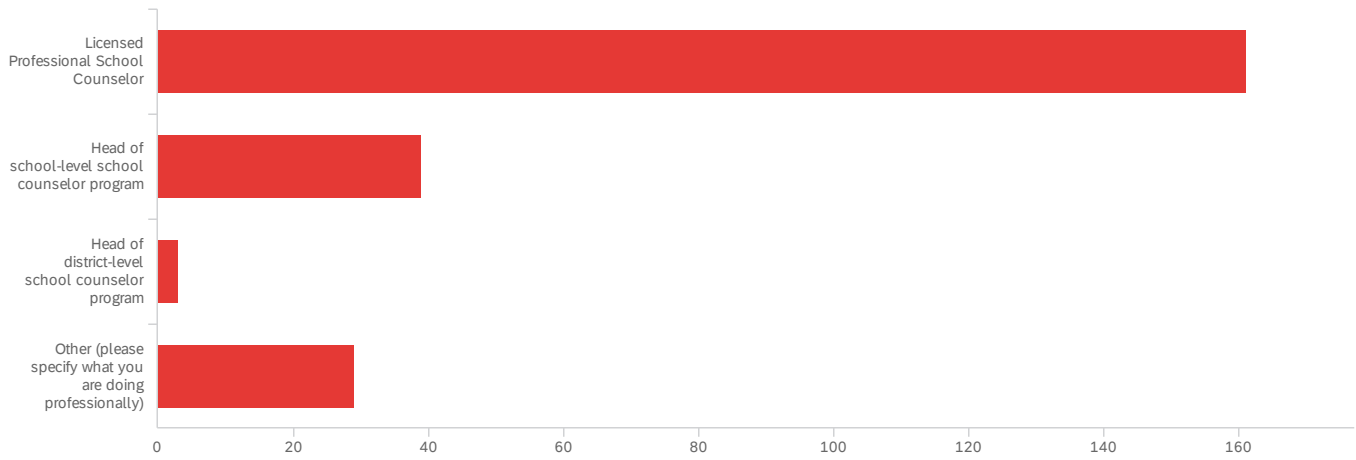


#	Field	Choice Count
1	Statewide Broadcast	65.45% 125
2	Face-to-Face Instructorship in Kaysville	34.55% 66

191

Showing rows 1 - 3 of 3

### 3 - What is/are your current primary employment position(s)? (Check all that apply)



#	Field	Choice Count
1	Licensed Professional School Counselor	69.40% 161
2	Head of school-level school counselor program	16.81% 39
3	Head of district-level school counselor program	1.29% 3
4	Other (please specify what you are doing professionally)	12.50% 29

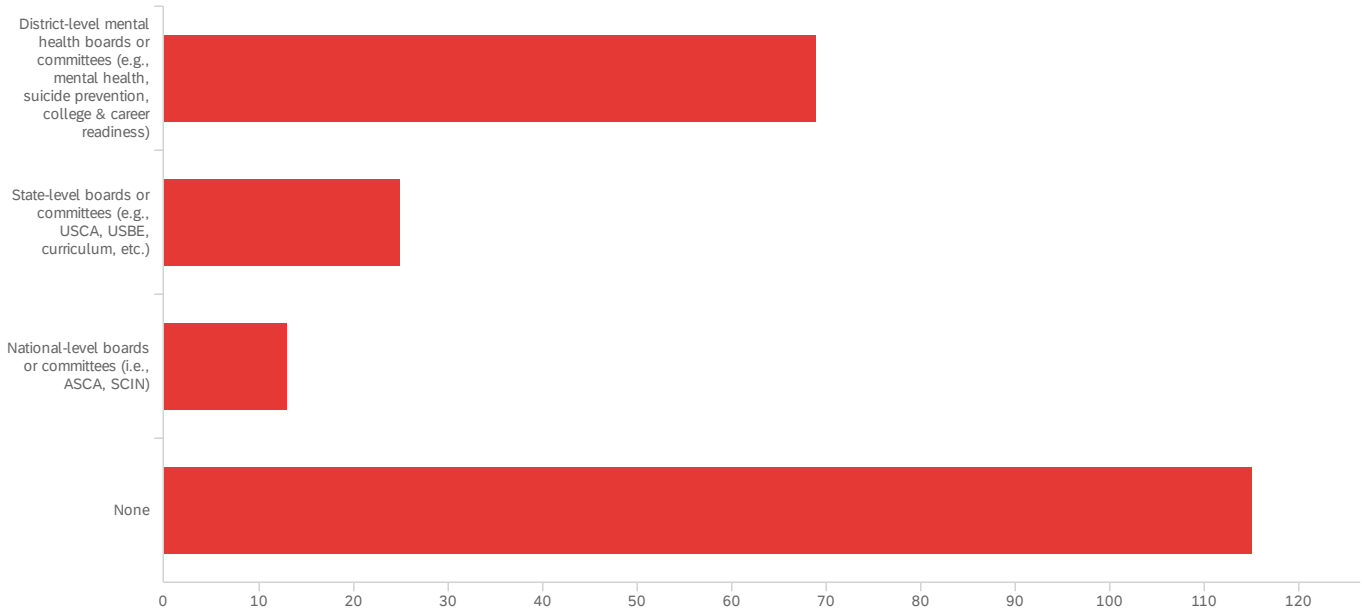
232

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3\_5\_TEXT - Other (please specify what you are doing professionally)

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Q18 - Do you participate in any leadership roles at a district, state, or national level? (i.e. advisory boards, USCA, or ASCA)



#	Field	Choice Count
5	District-level mental health boards or committees (e.g., mental health, suicide prevention, college & career readiness)	31.08% 69
6	State-level boards or committees (e.g., USCA, USBE, curriculum, etc.)	11.26% 25
7	National-level boards or committees (i.e., ASCA, SCIN)	5.86% 13
10	None	51.80% 115

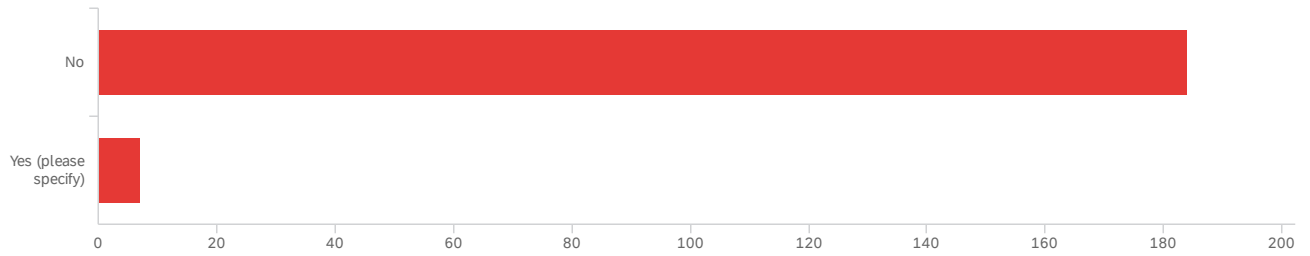
222

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Q18\_2\_TEXT - Yes (please specify)

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



#	Field	Choice Count
1	No	96.34% 184
2	Yes (please specify)	3.66% 7

191

Showing rows 1 - 3 of 3

Yes (please specify)

Yes (please specify)

Doctoral Dissertation

Counseling Canvas Courses

journal articles

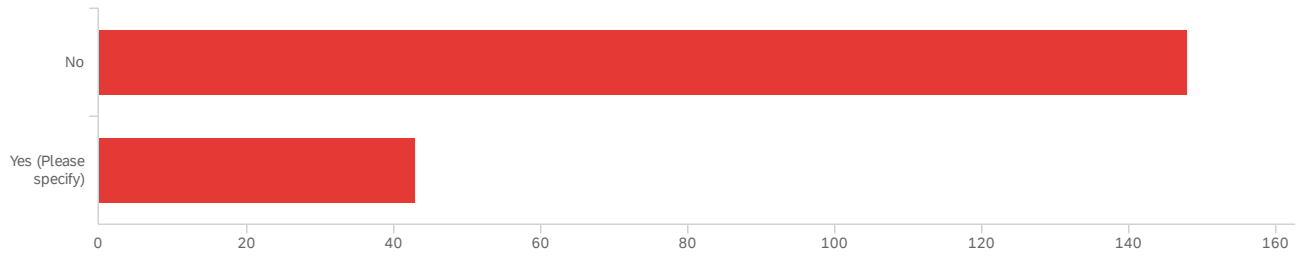
Social Skills curricula for SB unit (students with emotional disturbance)

Articles and one book on online teaching

Mental health pamphlets for teens and parents for my student population

## Q20 - Have you received any of the following certifications, awards or recognitions?

(Check all that apply)



#	Field	Choice Count
2	No	77.49% 148
3	Yes (Please specify)	22.51% 43

191

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Other (please specify)

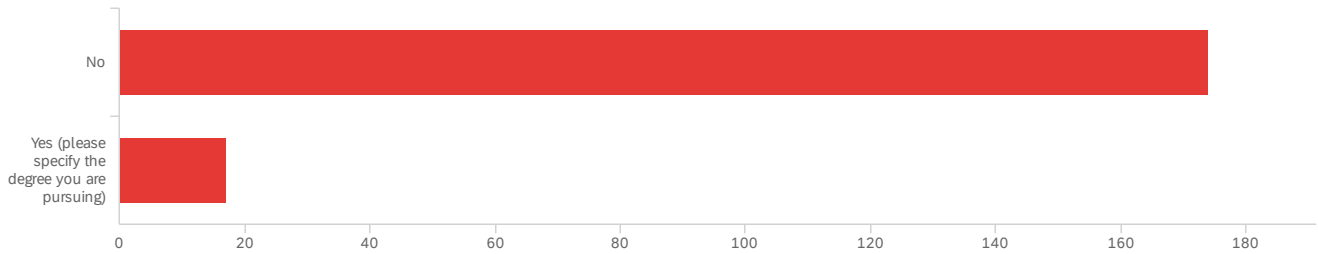
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Q25 - Do you engage in local school and community endeavors with families, guardians, and caregivers? (e.g. cultural, educational)



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

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



#	Field	Choice Count
4	No	91.10% 174
6	Yes (please specify the degree you are pursuing)	8.90% 17

191

Showing rows 1 - 3 of 3

Yes (please specify the degree you are pursuing)

Yes (please specify the degree you are pursuing)

School Psychology (applying 12-2021)

I went a different route career wise

Administrative Program

Administrative Program

PhD

I've already completed my admin degree.

Marriage and Family Therapy

Administrative

PsyD School Psychology

I want to

Administrative Certificate

Yes (please specify the degree you are pursuing)

Already completed my Cert of Advanced Grad Study in Ed leadership

teacher educator license

Masters in Educational Leadership/Administration License

PhD I/O Psychology

Administrative endorsement

PhD Counseling Psychology

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

(Check all that apply)

Q26\_10\_TEXT - Other

Other

College classes

NACADA annual conference and UAA annual conference

USCA

Academic advising conferences (NACADA, UAA)

USCA webinars

USU conferences, Higher Education conferences, CRLA, UWHEN

USCA

Title IX trainings

Utah ACTE, National ACTE conferences

USCA

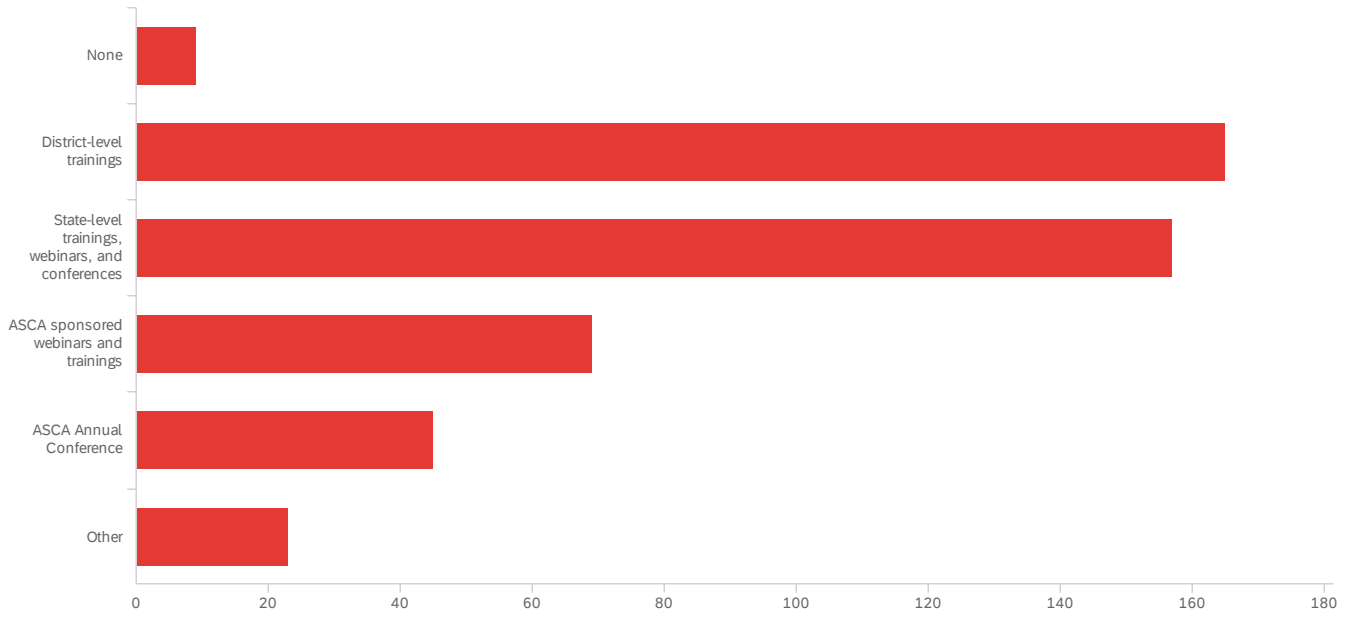
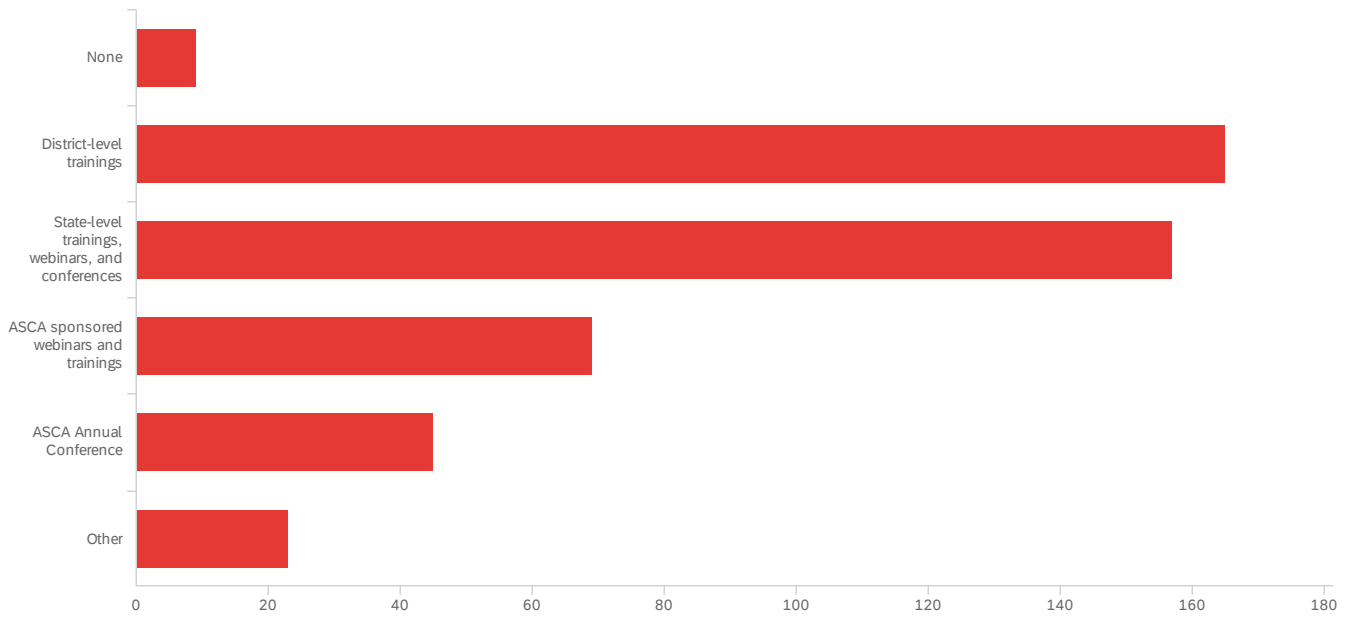
University Level Trainings

Various PD for psychologists

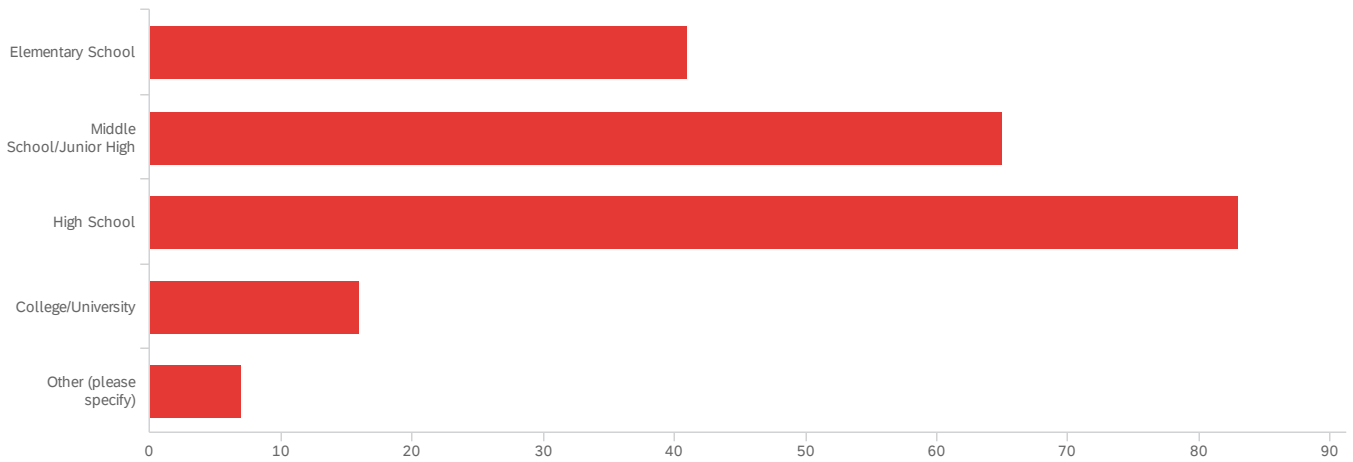
UTABA, Entre Leadership, Etc.

DJJS

College sponsored trainings



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



#	Field	Choice Count
1	Elementary School	19.34% 41
2	Middle School/Junior High	30.66% 65
3	High School	39.15% 83
4	College/University	7.55% 16
5	Other (please specify)	3.30% 7
		212

Showing rows 1 - 6 of 6

#### 4\_5\_TEXT - Other (please specify)

Other (please specify)

Homemaker

N/A

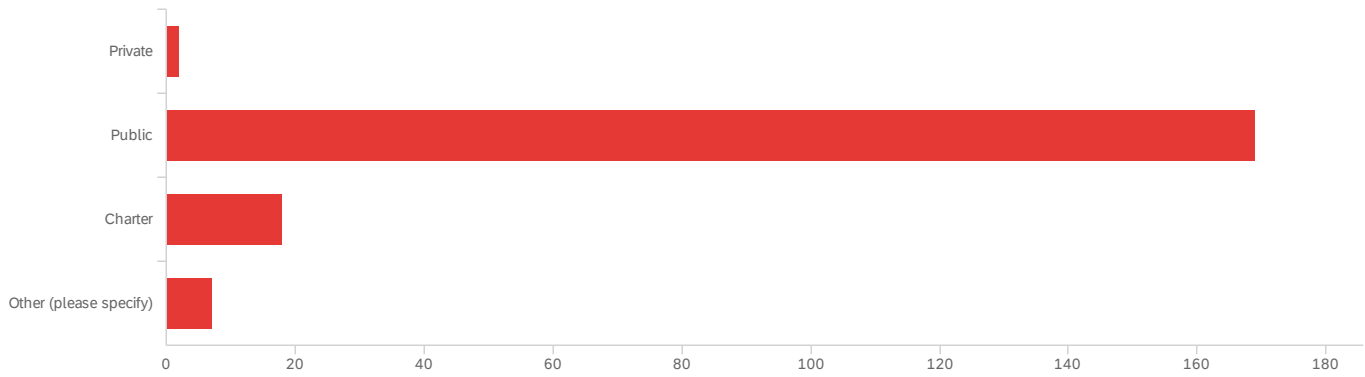
Contracted ART facilitator through Juvenile Court

Youth In Custody

Private Company

non-school environment

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



#	Field	Choice Count
1	Private	1.02% 2
2	Public	86.22% 169
3	Charter	9.18% 18
4	Other (please specify)	3.57% 7

196

Showing rows 1 - 5 of 5

### Other (please specify)

Other (please specify)

home

N/A

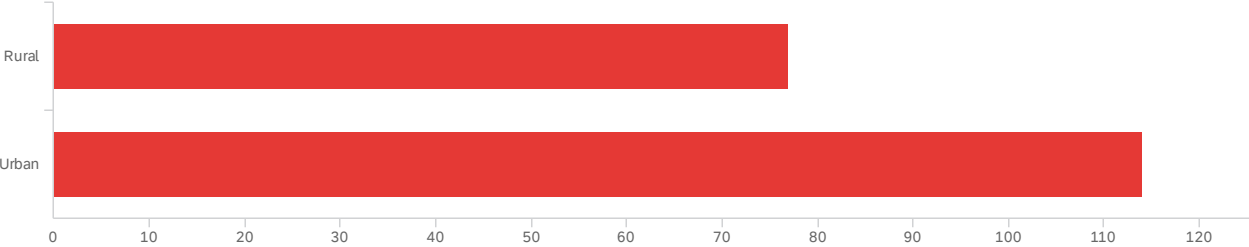
State funded technical college

I work with families and collaborate with all ages of educators but am not employed by them

DJJS Facility

na

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



#	Field	Choice Count
1	Rural	40.31% 77
2	Urban	59.69% 114

191

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.

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

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

350

350

I don't know, since I'm not in the counseling office.

450

750

317

350

570

300

340

150

250

360

375

325

400

NA

300

285

420



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

0

550

108

350

92

not sure

350

325

200

650

350

350

350

1:320

310

315

???

350

300

350

1000

330

327

340

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

300

N/A

352

500

900

420

400

350

280

350

Not applicable. I'm at a university and not currently advising students.

500

380

370

500

297

350

NA

550

360

340

325

350

372

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

300

400

500

350

374

350

800

325

300

375

250

300

1000

375

335

1:1500 (Career Specialist - not Counselor)

363

250

240

250

350

1:320

308

330

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

650

300

350

335

350

380

350

325

700

350

450

250

N/A

1874.5

181 (Alternative Ed)

250

200

350

400

800

230

300

575:1

350

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

350

500

335

350

X

200

400

150

1:350

105

375

360

120

312

400

1:1400

300:1

350

336

360

1:450

375

300

350

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

350

340

110

335

400

360

450

370

360

300

1 to 800

N/A

350

400

1/350

360

350

380

385

75-100

350

350

700

375

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

390

n/a

700

600

175

360

300

130

360

380

820

1/650

800

375

550

400

700

325

360

350

1:676 and 1:460 I'm at two schools.

200

200

300

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

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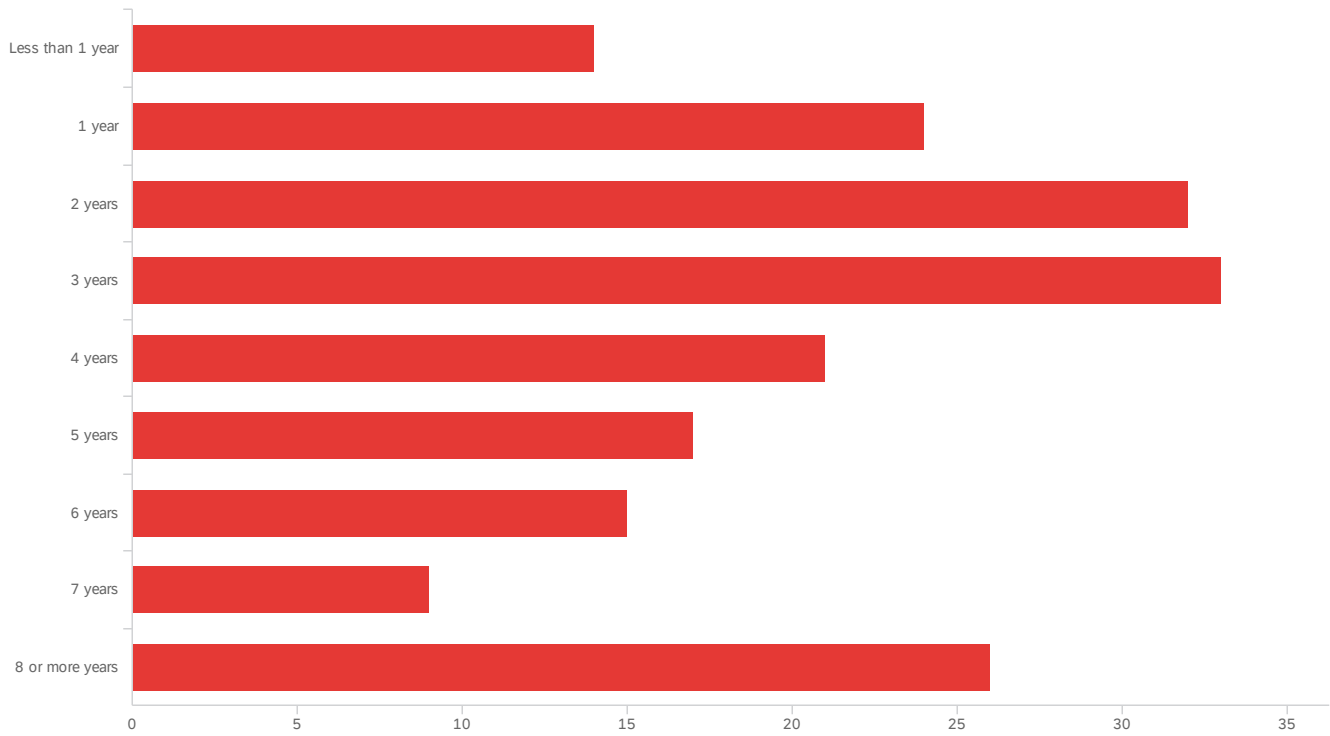
1:250

na

500



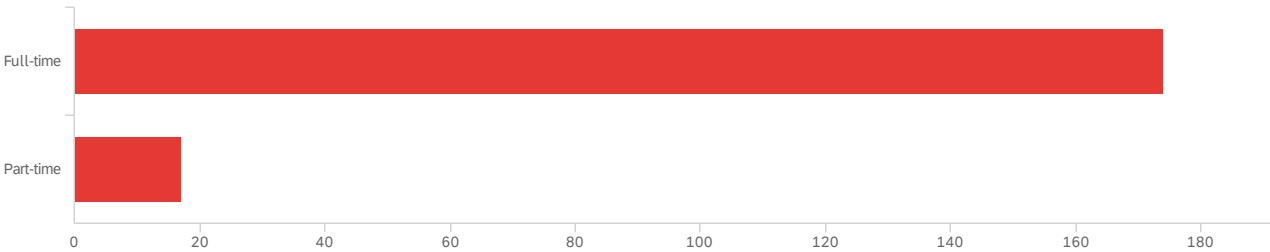
## 8 - How long have you been working in your current position?



#	Field	Choice Count
9	7 years	4.71% 9
7	6 years	7.85% 15
6	5 years	8.90% 17
5	4 years	10.99% 21
4	3 years	17.28% 33
3	2 years	16.75% 32
2	1 year	12.57% 24
10	8 or more years	13.61% 26
1	Less than 1 year	7.33% 14
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### 9 - Are you currently working full-time or part-time in this position?

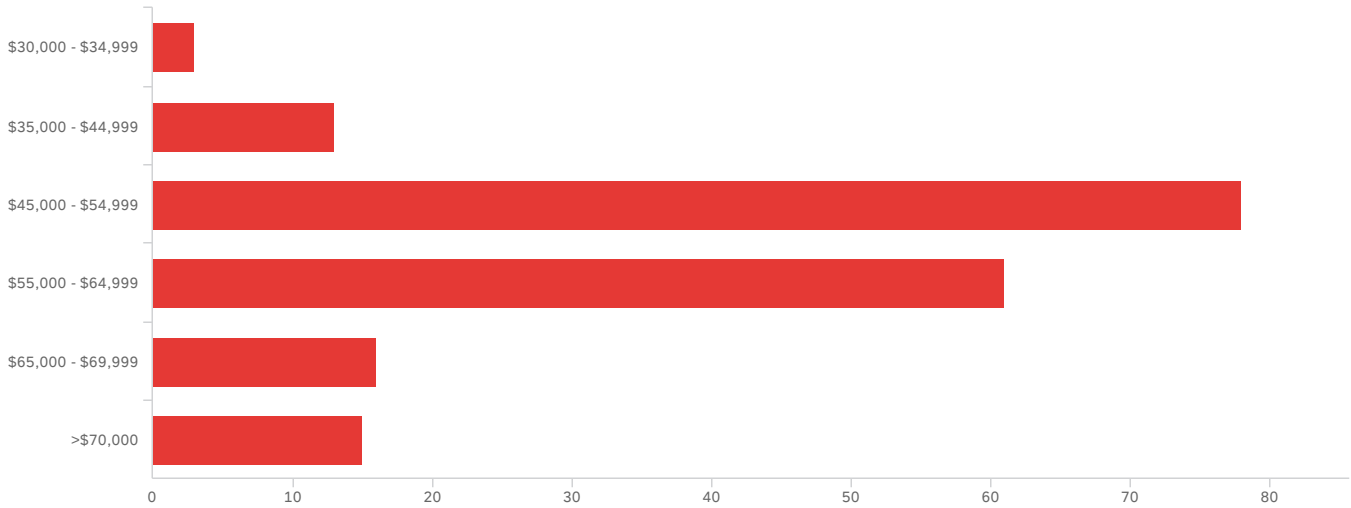


#	Field	Choice Count
1	Full-time	91.10% 174
2	Part-time	8.90% 17

191

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.)



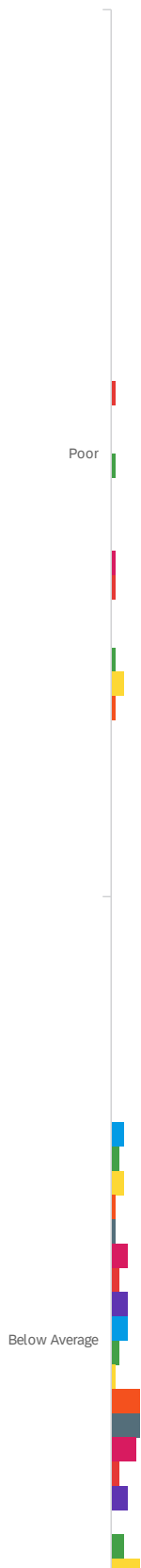
#	Field	Choice Count
2	\$30,000 - \$34,999	1.61% 3
3	\$35,000 - \$44,999	6.99% 13
4	\$45,000 - \$54,999	41.94% 78
5	\$55,000 - \$64,999	32.80% 61
6	\$65,000 - \$69,999	8.60% 16
7	>\$70,000	8.06% 15

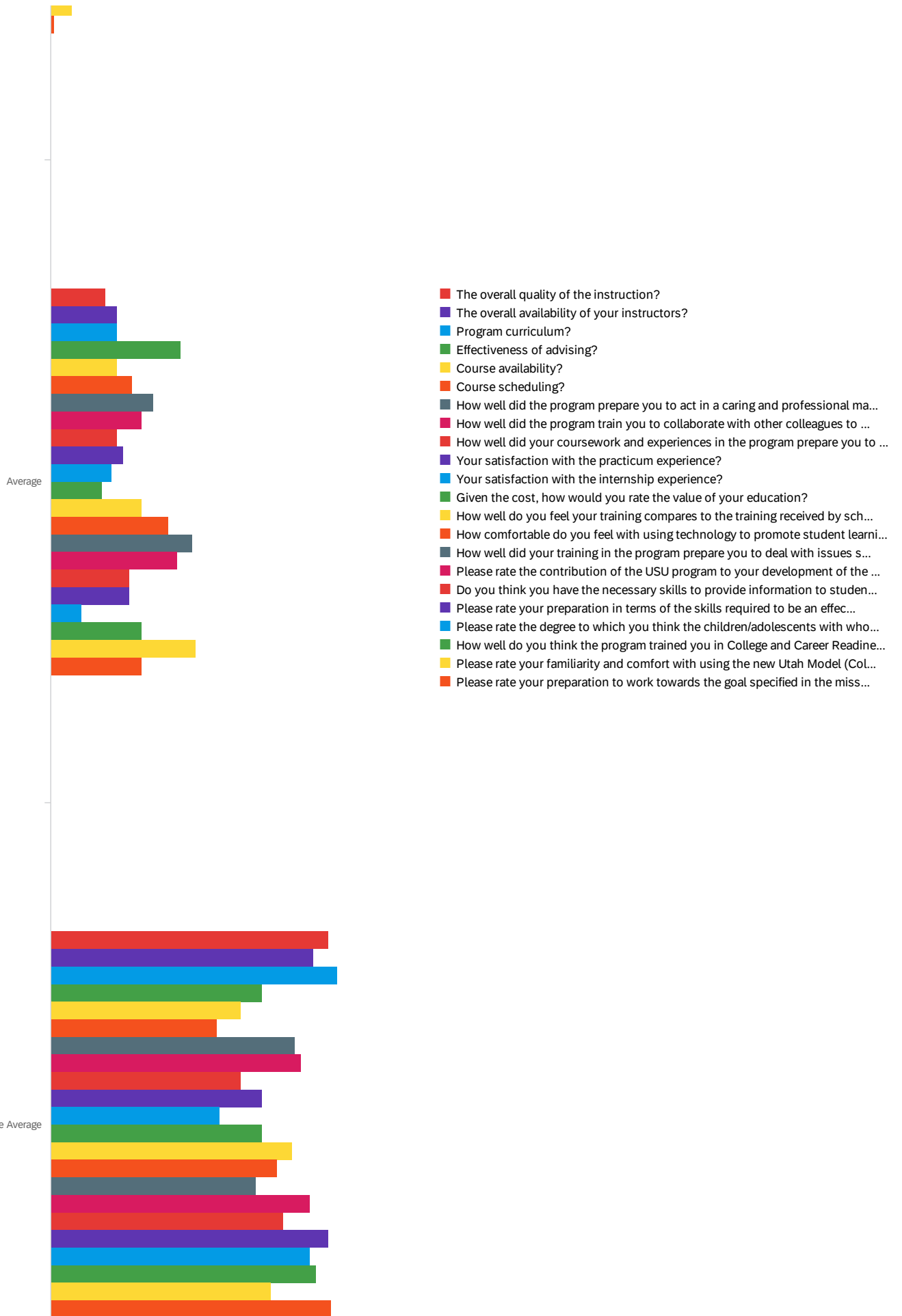
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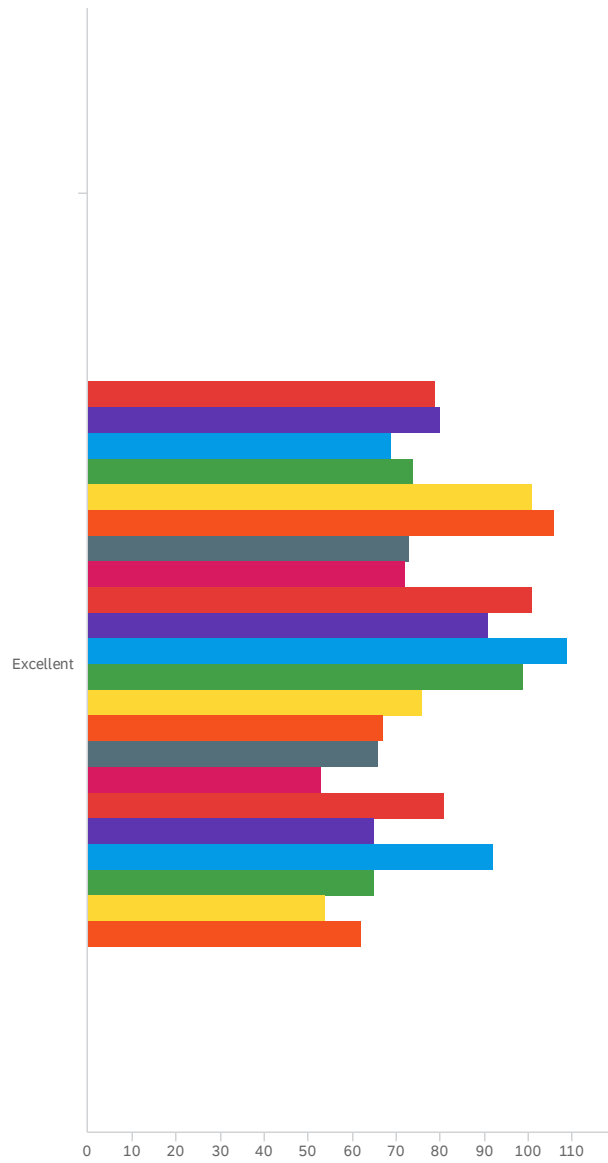
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11 - With regards to the USU Professional School Counselor Education Program, how

would you rate the following:







#	Field	Poor	Below Average	Average	Above Average	Excellent	Total
1	The overall quality of the instruction?	0.00% 0	0.00% 0	9.52% 18	48.68% 92	41.80% 79	189
2	The overall availability of your instructors?	0.00% 0	0.00% 0	11.64% 22	46.03% 87	42.33% 80	189
3	Program curriculum?	0.00% 0	1.59% 3	11.64% 22	50.26% 95	36.51% 69	189
4	Effectiveness of advising?	0.00% 0	1.06% 2	22.75% 43	37.04% 70	39.15% 74	189
5	Course availability?	0.00% 0	1.59% 3	11.64% 22	33.33% 63	53.44% 101	189
6	Course scheduling?	0.00% 0	0.53% 1	14.29% 27	29.10% 55	56.08% 106	189
7	How well did the program prepare you to act in a caring and professional manner with your students?	0.00% 0	0.53% 1	17.99% 34	42.86% 81	38.62% 73	189
8	How well did the program train you to collaborate with other colleagues to support professional learning?	0.00% 0	2.12% 4	15.87% 30	43.92% 83	38.10% 72	189
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?	0.53% 1	1.06% 2	11.64% 22	33.33% 63	53.44% 101	189
10	Your satisfaction with the practicum experience?	0.00% 0	2.12% 4	12.70% 24	37.04% 70	48.15% 91	189
11	Your satisfaction with the internship experience?	0.00% 0	2.12% 4	10.58% 20	29.63% 56	57.67% 109	189

#	Field	Poor	Below Average	Average	Above Average	Excellent	Total
12	Given the cost, how would you rate the value of your education?	0.53% 1	1.06% 2	8.99% 17	37.04% 70	52.38% 99	189
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	0.53% 1	16.04% 30	42.78% 80	40.64% 76	187
14	How comfortable do you feel with using technology to promote student learning and support the school comprehensive guidance system?	0.00% 0	3.72% 7	20.74% 39	39.89% 75	35.64% 67	188
15	How well did your training in the program prepare you to deal with issues surrounding diversity/multiculturalism in your school(s)?	0.00% 0	3.72% 7	25.00% 47	36.17% 68	35.11% 66	188
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?	0.53% 1	3.19% 6	22.34% 42	45.74% 86	28.19% 53	188
17	Do you think you have the necessary skills to provide information to students, parents, educators and other stakeholders?	0.53% 1	1.07% 2	13.90% 26	41.18% 77	43.32% 81	187
18	Please rate your preparation in terms of the skills required to be an effective school counselor?	0.00% 0	2.14% 4	13.90% 26	49.20% 92	34.76% 65	187
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	5.32% 10	45.74% 86	48.94% 92	188
20	How well do you think the program trained you in College and Career Readiness?	0.53% 1	1.60% 3	16.04% 30	47.06% 88	34.76% 65	187
21	Please rate your familiarity and comfort with using the new Utah Model (College and Career Readiness Counseling Program Model, released spring 2017)	1.62% 3	3.78% 7	25.95% 48	39.46% 73	29.19% 54	185
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."	0.53% 1	0.53% 1	16.04% 30	49.73% 93	33.16% 62	187

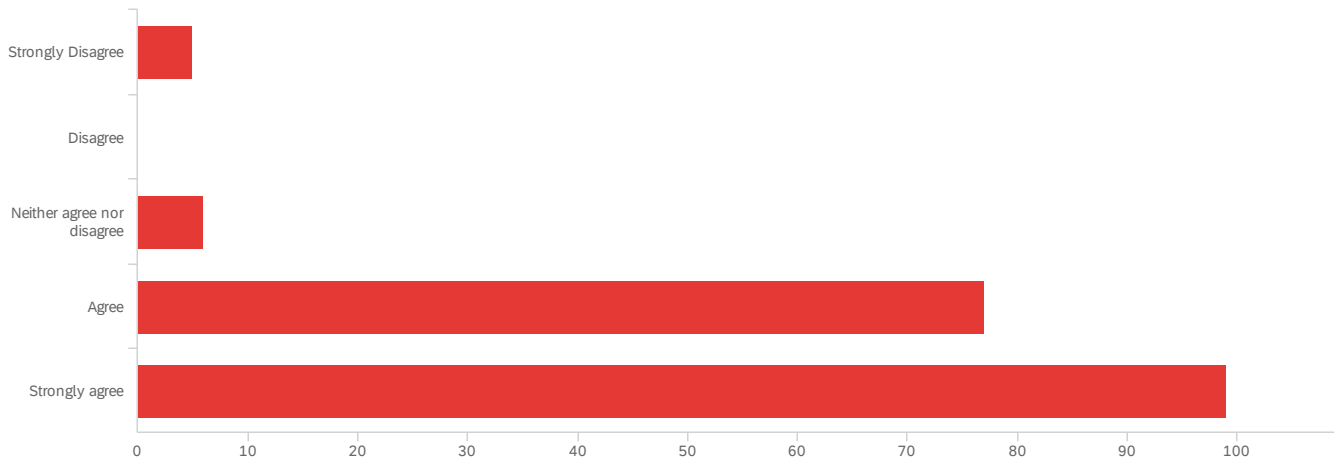
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#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The overall quality of the instruction?	3.00	5.00	4.32	0.64	0.41	189
2	The overall availability of your instructors?	3.00	5.00	4.31	0.67	0.45	189
3	Program curriculum?	2.00	5.00	4.22	0.71	0.50	189
4	Effectiveness of advising?	2.00	5.00	4.14	0.80	0.64	189
5	Course availability?	2.00	5.00	4.39	0.75	0.57	189
6	Course scheduling?	2.00	5.00	4.41	0.75	0.56	189
7	How well did the program prepare you to act in a caring and professional manner with your students?	2.00	5.00	4.20	0.74	0.55	189
8	How well did the program train you to collaborate with other colleagues to support professional learning?	2.00	5.00	4.18	0.77	0.59	189
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?	1.00	5.00	4.38	0.77	0.60	189
10	Your satisfaction with the practicum experience?	2.00	5.00	4.31	0.77	0.60	189

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
11	Your satisfaction with the internship experience?	2.00	5.00	4.43	0.76	0.58	189
12	Given the cost, how would you rate the value of your education?	1.00	5.00	4.40	0.74	0.55	189
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	4.24	0.73	0.53	187
14	How comfortable do you feel with using technology to promote student learning and support the school comprehensive guidance system?	2.00	5.00	4.07	0.84	0.71	188
15	How well did your training in the program prepare you to deal with issues surrounding diversity/multiculturalism in your school(s)?	2.00	5.00	4.03	0.87	0.75	188
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?	1.00	5.00	3.98	0.82	0.68	188
17	Do you think you have the necessary skills to provide information to students, parents, educators and other stakeholders?	1.00	5.00	4.26	0.77	0.60	187
18	Please rate your preparation in terms of the skills required to be an effective school counselor?	2.00	5.00	4.17	0.74	0.54	187
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	4.44	0.59	0.35	188
20	How well do you think the program trained you in College and Career Readiness?	1.00	5.00	4.14	0.78	0.60	187
21	Please rate your familiarity and comfort with using the new Utah Model (College and Career Readiness Counseling Program Model, released spring 2017)	1.00	5.00	3.91	0.92	0.84	185
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."	1.00	5.00	4.14	0.74	0.54	187



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



#	Field	Choice Count
1	Strongly Disagree	2.67% 5
2	Disagree	0.00% 0
3	Neither agree nor disagree	3.21% 6
4	Agree	41.18% 77
5	Strongly agree	52.94% 99
		187

Showing rows 1 - 6 of 6

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

What are the strengths of the program?

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

personalization and connection with colleagues

The broadcast program is critical to reach the rural parts of the state, so that we have trained school counselors in all of our buildings.

The strengths are that there is a strong focus on secondary education.

Good curriculum, good teachers, easily accessible to students.

Excellent program director and program management

Preparation for the review process in the state of Utah.

The program and its education provided me with the skills to work with students at any grade level. For that, I am grateful.

Timely responses to questions and concerns and the quality of instructors. (One exception: I can't remember her name but her entire focus was on the USBE formal review process. Program review is important but she required every student to do a complete review of a program.)

Excellent Faculty. My instructors and advisors were always available and cared about my concerns. They were interested in my success.

-Faculty (strong relationships with teachers helped us look forward to class and connect with their experiences and training) -Curriculum (relevance in tying what we learned in class to what we actually see in the field)

Teachers who are in the job and have the experience to teach the material.

This program prepared me very well to jump into the K-12 setting prepared as a school counselor. When I did my practicum and internship the transition into the job was much easier than expected. I now work at the university level and still use skills I learned in this program.

Experiences and advice from current and past school counselors. Teachers are kind and readily available for advice and help.

The professors are very personable and approachable.

Camille Odell is a good person and an asset to the program. Amy Kliner was a good teacher. and there were a few others. I don't have anything bad to say about the program... My grievances are with the after

Face to Face cohorts and staff that are current in the field. The cohort still communicates and supports each other 5 years out of school.

Prepares you to be a school counselor and follow the Utah model. I work with a few counselors in our district that didn't graduate from the USU program and did theirs out-of-state and they are lost all of the time in preparing for the program review.

Location availability, lower cost than others, loved how all the classes were held on Tuesday evenings; this made it doable with a family.

1. Loved the satellite program and being able to connect with people across the state. 2. The program is well organized and it was easy to communicate with teachers. 3. I felt prepared to be a school counselor when I graduated.

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

College and Career Readiness, Utah state model, data, diversity

Evening classes, very organized matriculation, cost.

It really helped prepare me for the job. It had a strong emphasis on learning the counseling program model which has helped me implement successful programs.

Ability to attend from anywhere!

It is an in depth training and gives students what is needed to enter the work force

Reputation

Instructors

The availability of the program was a huge strength. It was great to complete the program in St. George via video conferences. I felt I was well supported throughout the program from the staff at USU.

Being able to go to school and work full time.

I really appreciated the evening course schedule; this made beginning my graduate education way less intimidating and much more doable. Of all things, this is what I appreciate the most - making education accessible to working professionals.

I really appreciate that the instructors are current counselors. This helps in a sense that they can share real experiences in the schools.

Access to the instructors.

The professors are highly qualified and very knowledgeable, they care about every individual and are more than willing to go the extra mile to help their students feel confident and be successful as school counselors. The content in every class is applicable and up to date based on changes in laws, policies and best practices. The head of the department (Camille Odell) is passionate about giving students the best possible experience to prepare them to work in the field of school counseling! It is obvious that the professors and students are carefully selected in order to bring about the best results.

The instructors were very knowledgeable and created a good environment for learning. Questions and discussions were always welcome.

The Broadcast program was so great because I was able to be a mom and still handle the classwork and night classes once a week. Most of the teachers were school counselors so they would be able to relate the information they were teaching to real world scenarios. The USU program also picked up the College and Career Readiness certificate before other programs did so when I graduated I only had to do one more section of the CCR certificate. (I have a colleague that graduate this year from the U of U and they did not do any of the CCR certifications). I truly enjoyed the program offered at USU and believe that all leaders and stakeholders are very invested in educating and producing successful school counselors.

USU training program is very flexible and I was, and still am, impressed with how much they are willing to grow with students and the overall state needs as they teach in the classroom. I think the preparation I had when learning and understanding the Standards required of me as a counselor was very helpful for me as I joined a team to help all students!

The USU School Counselor program is a high-quality academic experience, especially with training future counselors on the Federal and State School Counseling standards & practices, ethics, multicultural awareness, and practical experience in the schools.

Excellent instructors, great scheduling.

Knowledgeable professors and getting experience then feedback from local professionals.

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

Great training on the Utah model, great ethics training, very helpful mental health counseling practice, teachers were amazing

I've found that I have a better understanding of the Utah Model in comparison to counselors who graduated from the University of Phoenix program.

The program is well thought out, accommodating the employed. It builds upon itself, and the advising is outstanding. I have enjoyed seeing the changes and improvements in the past 5 years. The practicum and internships not only prepare the student, but also expand their network in order to solidify a career in this field. I learned and grew so much when I went through this program.

I loved having a cohort to work with.

Comprehensive curriculum, good instructors

USU truly provides a comprehensive education to assist those into our profession. Comparatively, the training I received is the best in regards to how a counselor operates in a school system, professional and ethical boundaries, and skills to truly support students in a variety of ways. Counselors are tasked with a broad amount of responsibilities and USU adequately prepares us to face those responsibilities to support our students.

The professors and curriculum helped prepare me for a career in school counseling.

The diversity class was excellent. I remember and use the information I learned in that class daily. Going through the whole program with the same cohort was a great way to learn and become comfortable with each other as we practiced counseling skills.

The director of the program, the instructors.

The coursework gave me an excellent foundation for my career, which helped me feel well prepared. Professors were knowledgeable and did well engaging us even through the distance learning format.

The program did a great job with diversity and inclusion. The professors and director were amazing!

Accessibility via statewide broadcast program. Applicable coursework that prepared me for everyday counseling.

The mentorship of counselors in the practicum program. The classes that teach psychology interventions and practices. Teaching us how to use resources to support students and parents and having guest speakers come speak to us about these resources.

I loved the format of the training, with two classes each semester. I enjoyed the teachers the most that were also professional school counselors. I felt their contributions were the most needed.

I have worked with other individuals who have trained under other programs, and they did not seem as prepared or knowledgeable as those of us who trained at USU. Thank you so much for our great training!

It's availability to students all over the state.

The variety of information was helpful.

I appreciate the care and concern, the professionalism and awareness of the director, Camille Odell. Amy Kleiner's class in theory was also a phenomenal strength as well as her outstanding delivery. Another invaluable class was Vernetta's (the behavioral class). For my cohort, it was a 7-week class. I strongly feel that this needs to be a regular 15 week class. The Ethics class with Elizabeth was also amazing and helpful to work through scenarios. Sandra Ameal's Career Readiness class was also amazingly detailed in assignments and feedback provided. Tom Wilson's class was also a strength to the program.

The practicum and internship experiences were extremely helpful. The program's professors, leadership and staff were very kind and helpful.

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

I feel that it prepared me very well for the Praxis, has strong tie in and correlation with both the ASCA and the Utah model. I especially liked having classes from school counselors who are still in schools who gave real world examples of working with students.

The fact that the program was distance ed allowed me to continue working in a career while I was working towards my degree. The cost of the program was attractive because it wasn't prohibitive for me to attend.

Career Literacy and College education

Small classrooms, instructor availability, accessibility and personability

Convenience of program, through training, variety of teachers.

kind professors who are willing to work with their students Camille and staff were always available to chat and work through problems Camille and staff helped set up my practicum with a mentor which was so beneficial!

The availability was a really nice factor of this program. It's very accessible for working adults and allowed me to work while going to school so I graduated debt free.

The adjunct faculty who were working in schools were the most informative and gave a real sense of what life in the trenches was like. The instructors who had not been in schools for many years has less of an impact on my learning.

It aligns well with ASCA and USCA standards, it prepares you for the Praxis almost perfectly, Camille is so passionate and makes it a priority to prepare all of us with the vast tools that we will need.

It is offered in the evenings one day a week statewide so it is very inclusive for parents and working students.

loved meeting with my cohort in Kaysville. Lots of support from fellow students. Great teachers. Taught us how to use the data.

Provides a strong foundation that students can build upon once they enter the school counseling field.

Flexibility with work schedules, good preparation for the day to day work of a school counselor.

Preparing for state review!!

Access to other counselors.

I loved the face to face program. I got to know my cohort well from the entire state and I was strongly supported by teachers.

Being prepared to get a job!

The instructors, practicum and internship experiences, cohort collaboration.

The teachers, program director, and advising.

The availability of courses for working individuals makes it very convenient to participate. Also, the instructors were very helpful and knowledgeable.

Camille is very helpful, hands-on, and kind. So is Beverly. I always felt that they were quick to respond and helpful and never felt too busy for us. I loved many of the professors and their teaching styles. I think the cost of the program is fair. I liked the practicum and internship experiences, and the ability to discuss with actual counselors in the valley. I loved my time in the program and feel very grateful for my experience and education. I would recommend the program in a heartbeat.

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

Caring advisors and instructors

The program was very comprehensive. It helped me prepare to be a counselor in all facets of my job.

Lower cost for the program overall and smaller class sizes for in-person. Several professionals from around the state are brought in to teach and train.

I felt like my teachers and advisors knew who I was and were available as needed.

Set schedule with great teachers that prepare you for Praxis test and job as school counselor.

The professors were fantastic!

Mentoring and networking with School Counselors to review Practicum experiences with.

Good coverage of the wide scope of content I need to master. Good preparation for the Praxis. Good management of the practicum internship experiences.

Instructors, education matches the job.

The program prepared me well to provide evidence-based approaches for data projects. It helped with listening skills, group counseling and empathizing with students and their families.

Very thorough classes. Instructors that were kind and really knew what they were talking about.

With the face-to-face program, it was nice to get to know professors. Also, Camille is a huge support to all the students in the program and truly cares that the program delivers and we are able to grow as counselors.

The professors were excellent.

College and Career training Child Development Collaboration with classmates

Schedule pairs nicely with working professional. Quality curriculum and engagement with professors. Cohort model and schedule worked well for supporting success as grad student.

Camille's leadership and example. All of the guest presenters we had in our classes. Teachers are who are working in the field.

Really great at prepping for secondary school counseling and data collection.

I loved the ability to take classes one night per week. I also loved learning from experienced school counselors, especially during practicum.

Comprehensive training program that is specific and relevant to counseling in Utah. Classes taught by working professionals and experts in their field.

The broad training helped with learning about different aspect of school counseling.

Training on assessments, the mock CCR review binder where you have a pretend school that has to go through the evaluations, and practicing/intern experiences. I also loved the broadcast option!

The face-to-face format fostered a great cohort experience.

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

Statewide format is great. Great practicum experience.

Offered a variety of classes covering the range of school counselor responsibilities.

The instructors and their willingness to mentor students during and after their time in the program is phenomenal. I have been able to mentor students who have come after me as a TA and have learned so much under the guidance of the fantastic humans who run this program and teach the courses. The years and years of life experience and school counseling experience is an invaluable resource to a student working towards a school counseling career.

I loved the flexibility of the program. I loved that it was one night a week and was broadcasted in a town near me! I loved my cohort as well!

Cost, instruction, flexibility

Most of the professors.

I thought the face-to-face program was excellent. The professors were the very best and had valuable personal and practical experiences that they shared with students. They were knowledgeable and very effective teachers.

USU School Counseling program has many strengths. One of the biggest strengths is that all of the professors in the program are highly qualified and provides great instructions that prepares students for real world experience. The USU School Counseling program has high expectations for all students, but provides the means to help students achieve such high goals.

I loved how it felt like a community even though we were all across the state. The teachers did an amazing job keeping us connected, and helped me learn the concepts I needed to be an effective school counselor!

Training, prestige, accessibility. I enjoyed it and am proud to be associated with it.

Live broadcast. Professors are experienced and in the are working as counselors at the moment. So they are relevant.

Professors were amazing. The program was well organized. Most aspects of the job were covered.

Connections to students, instructor experience, tailoring the program to Utah needs and following ASCA National Model.

Experience in the schools (internships etc). Qualified professors. Up to date curriculum.

Most instructors were knowledgeable, supportive and available for feedback. There was a wide variety of courses and information that was helpful in preparing me to understand the Utah Model, how to support students, understanding data and how to design a great secondary school counseling program. It was great having instructors currently working in School Counseling to provide hands on experience and information. The schedule was great for a working professional to complete course work. Another advantage is the in-person and digital options for classes. The program is affordable. The program helps with resources like joining USCA, attending conferences, etc.

I loved the program and the instructors.

Very thorough.

The professors were great. They were all very knowledgeable and helpful.

It allows professionals to do coursework in the evening. It evolves based on current needs. I was adequately prepared for state review process and Utah model (at least with what it was at the point I graduated).

The faculty and colleagues. Relationships are key. I always felt heard and like my professors wanted me to succeed. Especially Sandy Ameal.

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

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Use of practicing counselors as instructors is extremely important. They bring such a valuable perspective to the book work. Instructors are knowledgeable and inspiring.

Excellent reputation with the local districts No one has ever doubted the validity of my credentials



## 13 - How could the program improve?

How could the program improve?

How could the program improve?

current issues

As an ARL teacher, it would have been very helpful to cut back on the amount of internship hours that were required of me. But because I wasn't certified yet, I still had to do the full hours amount and that was really hard.

I needed more training on individual and small group counseling. It is a huge part of what I do, and I had only one short, summer class on counseling theories. I also feel that all counselors need specific training on classroom management and quality teaching as all counselors should be in classrooms teaching effectively.

This program could improve by not having any psychometrics classes in the program. This class does absolutely nothing but waste time & money for students. Counselors NEVER use the tests learned about in those classes with students. School Psychologists do. Also, a major weakness of the program is that there is absolutely zero education on elementary counseling. Elementary counseling could be an entire program on it's own since it is SO different from secondary counseling. When I was hired in elementary, I had NO idea that I was to TEACH every single day in the classroom. My job has been very difficult because I was not prepared at USU for that.

I always think more real world examples and cases are awesome.

More counseling modeling

Less bias from a few professors.

I think, finding the right school and finding the right fit would be helpful. I had a really hard time finding a school that would take me. My practicum was ok, but my internship was not. It was the wrong school and the wrong fit. So, maybe being assigned a school or schools would be beneficial to others like myself.

Working with challenging behaviors. Potentially more on ABA therapy.

There was a lot of repetition from one course to the next. More flexibility with course pre-requisites and program requirements. For example, the program could count previous education and experience, especially from those who are already licensed as educators with the state of Utah. Sometimes it seems as if higher education is about more classes and more money than what is practical and needed in the profession. The class on testing was way more advanced than what is needed by a school counselor in their day to day work.

I would love to see more supervised hands on experiences like practicum and internship. Also, more speakers and panels from individuals currently working in the field of school counseling.

-During our internship or practicum, it would be great to have one of the criteria to focus on the review, either best lessons learned from the school, or how they organize their evidence box, etc. Reviews bring a lot of pressure and it would be nice to have at least one school's perspective under our belt before we go through it personally. Going through an evidence box or even semi-preparing for a review would be so valuable. -

There were few teachers who were not school counselors and I feel their material was not as applicable. From what I understand those teachers are no longer in the program, but I do not know the new teachers.

No suggestions.

I think the program could improve by using more real life scenarios. I think there was one class where we went over "what would you do in this situation?" And that was very helpful.

How could the program improve?

More real world experience seeing the day to day. More realistic about career prospects in school counseling. More experience working with other counselors to reach goals... Divide and conquer approach to school counseling.

More trauma informed practices and mental health education. There are not enough mental health resources in the school and it ends up falling on the counselor.

Nothing

In my experience, counselors get called in often as behavioral supports. Fortunately, my husband has a lot of training in behavioral interventions, and I have been able to learn a lot from him and others. It would have been really helpful to have received more training for PBIS, or something similar.

I cannot think of any improvements at this time.

Teaching actual, usable interventions for use with kids with mental or emotional health challenges

My first counseling job was in a high school. It would have been helpful to have had a class that taught about Utah state graduation requirements, how to read a high school transcript (detailed analysis) and classes that fill graduation requirements. It also would have been great to have learned about credit remediation (summer school, online classes through each district, etc.) I also felt my technology skills were under par at my first job (and still probably are). A required class on google suite applications would have been helpful :). Some students in the program were already working professionals who had kept up on their computer skills. Some of us were returning to academia after a long hiatus where we didn't use or keep up on technology. I honestly think all of the things I listed could be incorporated into one class--even just one of the block classes taken in the summer. I feel like the program was really great with teaching good concepts and theory. I wish there would have been a bit more practical, hands-on information.

Teach the actual day to day things school counselors do.

One of the summer classes where effective interviewing should be done in a longer semester to get the full engagement of interviewing

Stronger training in MTSS and Tier 2 interventions. Stronger training in PBIS.

Have more information on classroom management and techniques.

I did not feel I had a good experience with psychological testing. The class was not taught well and put unnecessary stress on me to succeed without clear instructions. This has hurt me when it comes to evaluating students for mental health issues.

Scheduling practicum hours was difficult to navigate around work hours. More flexibility with completing those hours would be great.

Maybe do the course about the state review after the students have done the practicum. That course was really difficult for me because I had no idea what I was doing when it came to putting together evidence for a review. Just an idea.

Allow students with educational/work experience get credit for that experience and skip or test out of some classes.

My only frustration was in one class where the professor gave no options to miss even one class without docking the grade. This was extremely frustrating because I needed to be at my sons wedding and I felt like I was being "punished" for something I had not control over. I realize that being "perfect" isn't a healthy mindset normally, but in this one area of my life there was a good reason for my desire to get as close to a 4.0 as possible. She was a great professor, but I feel like we should be allowed to make up work or have a way to do extra credit if we need to miss class due to extenuating circumstances. Every other professor was very understanding and I was able to turn in assignments ahead of time. This is a very small concern...but it was frustrating at the time.

More guidance for elementary level counseling.

N/A - I have been out of school now for 5 years so I don't really remember any negatives.

How could the program improve?

Nothing comes to mind. I enjoyed my experience of the cohort I had on site, collaborating with them was great and very much like how I am working now at the school I am in. I liked that things were broadcasted and if I was in a place where a professor would come in person I loved that variety so much!!

The USU Masters of Education in School Counseling is supposed to be a practical degree with hands-on experience. When I was in the program, the first Practicum class took place during the 2nd year, Spring Semester. That's fall, spring, summer, fall--4 semesters of classes BEFORE you get any practical experience. Very inefficient and actually harmful to many students' educations, because the materials they learned for 4 semesters were not being applied until the end of their degree. The internship experience is also way more complicated because of this. It creates a situation where people are looking for full-time jobs in the middle of the school year, which is just impractical and can be financially detrimental to people who need to get a job right after graduating. Taking the internship during a 3rd year with no additional courses also makes the internship experience much less valuable if you are not taking courses during that time to apply it in practice at your internship. The program should model itself closer to what the University of Utah's School Counseling program does, which is: Program starts in May, starting with summer courses Practicum takes place Spring semester of the 1st year of the program Internship takes place Fall&Spring during the 2nd year of the program 2nd year ends in May, which means students can be working in full-time counseling positions after only 2 years of a Masters degree. If USU wants to stretch out their courses for this program to make it less rigorous for certain students, then they can offer that option to the students. UofU does the same thing. But you NEED to have an option to do this program faster and more efficiently for the students who can and want to. Also, some of the classes (they were new during my cohort 2017-2019) were completely repeats of previous classes and totally a waste of time and effort and money. You could get rid of 2 or 3 of them, or consolidate them, and make the program higher quality.

Finding internships was good, but could be improved.

As I have been working, something I wish we would have talked more about is how to professionally care for myself. Especially after dealing with traumatic events like suicide or even helping students with their own hardships ( like abuse and manipulations). We touched on it a little bit, but I wish there would have been more.

I would like to understand better what an individual school counseling appointment should look like in one session and over time. How long do I visit with a student? Do I just listen and let them talk? Or do we need to always have goals and objectives?

Help them realize the Utah Model changes over time. Collaboration and sharing is helpful and vital to our profession. It would be helpful if ASCA had more real-life resources--maybe advocate for that.

I have enjoyed seeing improvements here - especially teacher development courses with active learning. That was evident in the teaching demonstrations of the applicants!

Accessibility with teachers & clear instructions. Grading was not always fair. I did the work and got the same grades as others who never read and spent class time on Facebook or even listening to books on tape, online shopping etc.

Broadcast classes could be more engaging, state requirements/information regarding high school graduation for students should be covered

We need even more education on equity and addressing biases of those going into the profession. They have a class on equity and diversity but I believe we could expand it and really engage those who could take a more passive participant approach to being a part of this important work in fighting for equitable and social justice practice.

Better instruction on teaching lessons and classroom management - The only reason I had those skills was because I was previously a teacher, but what we learned in the program on this was minimal, and as counselors, we teach in classrooms a lot.

A class on how to use excel or google sheets

Nothing! I loved It!

I have nothing to suggest. My experience was top notch.

How could the program improve?

Busy work. By far, the most inefficient part of the program. Many classes had a large quantity of assignments that bogged down the learning process and hindered the development of implementing practical application of school counseling knowledge. The classes that had a handful of meaningful and practical (cannot stress these words enough) projects or assignments were the classes I received the most benefit from. Assignments should be vetted for content before being allowed, and should focus on practical application of knowledge rather than using as fill space to give out points.

Online options

Better prepare students for what counseling is really like instead of what the theory of it is. More depth on reality would be better.

Shorten the program so students are able to apply in February/March for jobs that open or begin in the fall. I would eliminate the second Career Readiness class, just keep Sandra Ameal's. I would also figure out a way to better teach the Utah Model. I love the instructor, don't get me wrong. It's just that I earned an 'A' in that class and still don't know the model as well as I should. I felt that so much emphasis was spent on teaching us how to create documents that we would use as evidence rather than really learning the model. I would also retool the Data class with Megan Stone. She is also a great person and I'm sure outstanding as a counselor. As a student, it was hard to read the slides along with her.

The program was helpful, however, there was too much overlap with curriculum. It would be best to condense the program into 2 years and combine a few courses. Another improvement would be to return the group counseling course to a full semester instead of a half semester summer course. This was an important applied class that was difficult to grasp in the shortened time frame. The data course or the classroom teaching course could be shortened to a 7-week course in its place.

From when I was in the program, I wanted more hands on experience to develop my counseling skills. It is a professional program, but most of my classes were 100% academic based. Many of the things I was learning didn't make sense until I was actually in a school setting. So I think there would be a great benefit of requiring students to do the practicum the spring of Year 1, and the internship Year 2 WHILE taking the classes. It would make the learning much more meaningful. Then it also would truly be a 2 year program and you are ready for licensure and job opportunities. I think the program is almost TOO catered to teachers who are becoming counselors. It would be nice if there was a full time program option for those who want to expedite the learning and finish quicker.

Smaller class sizes, more option to class availability.

Provide more support or preparation for student mental health services- ie counseling skills and techniques

more practical experiences

More elementary preparation, I feel that was a huge hole when I attended USU. BUT I have heard from current students that has evolved which makes me really happy that they will get more focused schooling on this type of school counseling.

I wish we had more scheduling options with class schedules.

I do wish sometimes I could have gone faster in the program and taken more classes each semester to finish faster, but I recognize that not everyone has the option to do that.

Employ others who are currently working as school counselors to teach these classes.

More classes on counseling students

more classes in counseling

I was not prepared with all of the Mental Health in this area of work I am in. I went into school counseling for the academic side and wish I had a lot more experience with the mental health side since that is what we work with quite a bit.

More structure in helping students find practicum and internship placement.

How could the program improve?

I would have loved to learn more about classroom management! This was a totally foreign area for me and I had a pretty big learning curve!

More hands on training outside of practicum and internship.

The rising costs of college are challenging for many. I am not familiar with different scholarships available for upcoming school counselors. This could be something to look into.

I'm not sure

Spend more time on the CCA Strands and Standards.

See below.

The only improvement I can think of is more real-life in-field experiences. I think connecting more actual policies and procedures that school counselors use, sharing actual scenarios and ideas on how to handle things would be helpful. I know that this is hard to do, but it would be helpful.

More help with careers

Most of the program was focused on high school. I think it would be helpful to focus on all levels.

More flexibility in scheduling allowing students to take classes faster and graduate faster. Possibly opening up the opportunity to take the in-person and the online program classes to do both years in just one year plus the practicum and internship.

We only had one class on college / scholarship. I feel that so much of what I do is focused on this and gathering data to prove it. I would spend more time on this concept.

Timing of program. Graduate in time to get a job when school starts in the fall.

More overview of what the different districts in state offer for pay and benefits. More "how to run groups." Offer a PHD in Counseling Supervision.

Provide more targeted learning for those interested in elementary counseling. Very little support for those of us going into that field. More balanced instruction on the most valuable content: too much emphasis on the state model and not enough on applied counseling skills i.e. individual and small group counseling sessions

More multicultural/diversity issues talked about and how to deal with them in Utah.

I think the mentoring could be lengthened out. I didn't really feel that we got enough time with our mentors during the practicum. I would have been nice to have some of that support possibly transfer into our internship as well.

The program was great.

How to handle traumatic situations, the process, reentry back into school, abuse, cutting, etc.

Sounds more time behavior plans and identifying and referring for mental health issues

Provide a heavier emphasis on effective counseling methods for addressing mental health and addictive behaviors (e.g. vaping, video-gaming, cellphone/ technology addiction). Provide resources or suggestions for how to collaborate with school psychologists, social workers, etc.

More emphasis on elementary counseling and responsive services that come with that.

How could the program improve?

I would appreciate more/additional practical counseling skills to help complement and compete with social workers entering the field.

A stronger focus on elementary counseling would be useful for counselors planning on working with younger children. Emotional education and regulation would be useful for the younger levels.

Increased efforts on how to help advocate for student needs and collaborate with and refer to outside supports. Also, ensuring familiarity with school classes to support underperforming students so they have options for success once they are out of school.

Teach more about what it's actually like to be a counselor - not what we're "supposed" to be able to do as a counselor. Focus way more on mental health and crisis response. Teach us how to re-license and all of that logistical stuff.

Review curriculum so there is less repetitiveness between courses. The program would be improved by actually taking feedback about teachers who don't do a good job teaching.

More instructors with school counseling experience.

The only improvement I have ever wanted to see from the USU program is more school counselors on staff as instructors. I understand the benefits of having clinical psychologists, school psychologists, and clinical counselors as resources, but ultimately the humans I learned the most from and the ones who had the most practical, hands-on advice, the most important things I needed to learn and have implemented on a daily basis in my work as a school counselor are the school counselors ... Sandy, Kathy, Tom, etc. Amy is one of my favorite humans on earth and Chris was phenomenal as well but as far as what I actually do with students, the instructors who were school counselors are the ones who gave me the tools and the confidence to do what I do every single day. Some of the instructors who were not school counselors taught things that are more applicable in a clinical setting and do not make sense within the context of the hierarchal structure of a school. Other than that, the USU program is fantastic.

Not giving homework just to give homework, make it all applicable. I also think that it should be faster, do 3 courses a semester during the school year (2 in person and 1 online) and 4 during the summer (2 in person, 2 online).

Less focus on testing, greater time spent on classroom instruction experience

My recommendation would be for the program to include more training on elementary school counseling. However, I do believe USU's program has started to implement elementary school counseling into their curriculum.

I would love more training on mental health and college.

Sounds like it changed since I graduated with the option of more SEL rather than grant learning.

A section (or more classes) for elementary counselors. Like, where to find curriculum for teaching and groups and what kinds of groups they should run.

More mental health training. More training for other at risk groups

Groups, add a clinical component (optional).

The program focuses on secondary positions and lacks information for elementary counseling. It would be helpful if there was information on classroom instruction & management. As a secondary counselor I was in the classroom monthly with career exploration and now as an elementary counselor I'm in classrooms 2x a month with counselor instruction. There was an instructor who spent class time talking about herself, pausing class to answer their cell phone and provided little instruction. (I put information on instructor reviews at the time.) I didn't feel like the department was approachable to ask questions - feedback was typically negative or personal attacks rather than solution focused.

Focus some courses for all levels of education (not just secondary). I work with elementary students and I wish I would have had some classroom management and how to counsel at the elementary level.

More focus on elementary. If I didn't choose to do an internship at the elementary level I would have been completely unprepared.

How could the program improve?

Helping to place paid internships

More training on academic and behavior interventions. More mental health training.

I wish I had been given more help on dealing with student crisis situations.

More information on classroom management and teaching. Im at the elementary level and was a bit overwhelmed when I first realized that I needed to teach 40% of my time.

Nothing that I can think of.

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

What skills do you need as a school counselor that were not addressed by th...

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

college and career, but I think that has improved since I was in the program

See above.

Yes, teaching & curriculum on the elementary level. The whole program was focused on secondary.

Learning to get along with hard to get along people in the workplace would be great to be trained in.

Challenging parent interactions/diffusing conflict

No

No, I think what I learned has helped me.

More hands on training in dealing with challenging and disruptive behaviors.

More emphasis on short term interventions to improve student success and social/emotional issues. More training on a counselor's role working in a multi-tiered system of support model.

I would have appreciated more practical information about how to work effectively with school administration.

Knowing how to gather data effectively in our schools (PowerSchool, Skyward, etc.) would be super helpful. Running various reports on whatever info I need (like who has taken an AP class, etc.) is not easy. It would be great for someone to put together a manual on how you could gather this type of information since it isn't "standard" or "uniform" info across the district. We aren't even aware of all the possibilities until someone else mentions they did something and then you learn from there.

A training in Skyward would have been great, but I understand that not every district uses the same student system.

I have worked at a university since graduating from the program, so I am not sure.

Helping parents and dealing with angry parents Suggest De-Escalate book by Douglass Noll

More information and training for 504 accommodations. Explore the real experiences that counselors experience day by day.

At the end of the day most principals don't care about the where the degree is from or training received. Also other counselors only want to work with people they know. Those are really the most important parts. Counselors want to work in their comfortable zone and so it becomes a loop. Hire the people that fit. The friend gets the job or the person that knows the principal. The education really means nothing and the experience... I was always on the outside looking in.

Maybe a little more on crisis response and trauma informed practices



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

More behavioral intervention skills.

Not that I can think of.

How to effectively address suicidal ideation and anxiety, both of which are rampant in the schools

In addition to the above, I would say to include a class or part of a class that deals with elementary school counseling.

I would have liked more information on providing groups in school. We had groups in class, but I realized that wasn't a good way to model a school based group after.

How to use a school information system. How to check graduation progress.

MTSS and appropriate interventions/tracking/data evaluation.

I do not feel well enough prepared to help high school students apply for college/tech school, scholarships, complete career pathways, and set-up for internships. This is simply because all of my experience has come from K-9 grades. I have worked at an alternative high school, but it is not the same as a public high school.

I felt not prepared for the state review of our evidence box.

N/A - I decided to pursue a doctorate in school psychology after I graduated from the program.

The horrors of schedule changes.

More diversity and inclusivity education, more on credit requirements and scheduling software

How to take better care of ourselves as counselors.

I would love to have had some training regarding how to handle a serious crisis in the school. During my internship we had a stabbing at the high school where I worked and I had no idea how to handle the situation I was in. The crisis happened right before school started and there were hundreds of students wandering the halls when an emergency lockdown was announced. I was left in the office with 30 students as emergency vehicles and news stations arrived. There were no other counselors nearby. I feel like I handled it appropriately, but it was extremely stressful! I would like to have had some training on things like: How to help students remain calm in a crisis situation What kind of supplies should we have in our office/school in case of an emergency lock-down that lasts for hours How to respond to the media How to respond to questions from parents/staff about details How much information to share with students during and after the incident The potential after-effects of trauma on student behavior & learning The importance of ALWAYS carrying your cell phone in order to communicate with school/district leaders. How to address your own emotional well-being after a crisis There were SO many things our counseling team learned the hard way.

Interacting with parents and families, crisis planning, classroom management skills.

The areas that I felt I would have liked more training in was grief counseling, anxiety counseling, and LGBTQ counseling. I assume that since I left the program has changed with the times so they may already have these topics covered.

One thing that comes to mind was the skill of knowing my place in understanding the process of 504's and IEPs who and what were folder holders? Did I need to make sure I made an appearance, what was best practice? I know policy and procedures change often but learning how to help parents differentiate. That was something I definitely learned on site and when situations came up. So I'm grateful I have a great Admin I work with on to figure that all out.

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

I believe this program has many strengths, but it needs to try to be more competitive and add actually useful classes like Substance Abuse Counseling, Multicultural Counseling, Counseling Theories and Skills, Child Psychopathology, Child & Adolescent Behavior Therapy, etc. This program had literally ONE counseling theories class. And it was a summer class with only 7 weeks to get the hang of counseling. If you're going to call yourself a counseling program, maybe actually train your students in how to counsel?? I still don't feel as confident as I thought I should have in counseling skills after spending 30K and 3 years of my life on this degree. (And I was counseling students in public schools for 3 years during this program, so I have more experience than most of my peers.)

Unknown

How to manage after a crisis like suicide and trauma brought on with just helping others through their traumatic experiences.

I had enough background knowledge in helping people with depression and anxiety--we see that all the time!

The one area I still feel lacking in is the program evaluation piece. Gathering data and making informed decisions is a place that I want more guidance. We did have a course on that, but I did not feel that I had learned enough. I have heard that Sarah Schwartz teaches courses that would help, so I'm hoping to audit one soon.

I was not prepared for elementary counseling. I had to figure it out as I went. The program focuses on secondary, but elementary positions are opening up everywhere, and our programs look very different from secondary.

Potentially a run down of student information systems.

no

It would have been nice to learn a bit more about how elementary counselors do their work; it was very focused on secondary.

How to use excel or google sheets

More collaboration strategies may have been helpful or me, particularly in advocating for the profession and working with teachers or administration who are reluctant to embrace social and emotional learning and supports.

I would like more education on dealing with specific issues (absenteeism, peer issues, etc). I know this is offered through professional development and with experience but being a relatively new counselor, I still am working on this.

No

I think true application of handling the emotional stress of our job was not emphasized enough. Dealing with angry teachers and parents is something that I did not realize was going to be a daily part of my job. I could have used better preparation in self-confidence and diffusion of tense and stressful situations. Another thing that could have been emphasized is how to build programs from the ground up. This has been a barrier for me not truly knowing how to try new things. Seeing what others have done and talking about how to do them would have really helped me.

No

I think more information on suicide and self-harm would be beneficial.

Conflict resolution with co-workers, Classroom management,

Handling mental health of students.

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

Things that I would appreciate are specific skills, evidence-based practices on helping students with anxiety and depression as well as behaviors in general. Additionally, I would love to find a resource for again, evidence-based practices for classroom presentations we make. I don't mind presenting information to students, in particular high school students, but I don't really find it effective for me to search for information on the internet and hope that it's effective. I'm sure there must be sources, but I don't seem to be able to find them.

Applied crisis intervention. Although crisis intervention is briefly touched on with the practicum curriculum and the Solution Focused Brief Therapy approach, new school counselors are still not prepared for when a student comes to the office with a severe issue.

The first time in my internship when I had a student who was actively at risk for suicide sitting across the desk from me, I had NO idea what to do. I would have appreciated more scaffolding and opportunities to practice in low stakes situations how to do crisis counseling. Not just the theory of what we need to do as mandated reporters but a plan that I could have, practice, and then implement. Also, I wish I would have received more mental health counseling skills. The only skill / intervention that I felt I was trained in is Solutions Focused Brief Therapy because we actually got to practice that one. We talked a lot about motivational interviewing but I actually don't know how to do it. What are actual interventions to use with anxious or depressed students? I've had to teach myself that outside of the program.

I would have appreciated more interviewing skills training in the program.

More teaching and class room management.

Counseling skills and techniques- needed more in-depth

elementary, most the training when I was in the program was based around secondary. They did try and get stuff in but it truly is two different worlds and there were pieces missing.

I feel that mental health needs could be talked about a lot more. Counselors have many roles, but after being in the field for a while I realize how much time we spend helping students with mental health concerns. I wish I could have had more courses on how to prepare me to counsel students with these kinds of concerns.

Interpersonal skills that are needed cannot really be taught in a class, they need to be practiced in real-time with real students, making mistakes as you go and learning how to better address a situation when it comes up again.

Student Information Systems, working with students who struggle with attendance, understanding resources and how to best use them, resources to help parents,

So much of our job is graduation and tracking graduation and state graduation requirements. I feel like that isn't touched on at all in school. I still wish I felt more prepared in supporting students mental health.

The program does a great job of providing students with the necessary skills.

Navigating multicultural issues

Classroom management!

Not really, but then again a lot of the necessary skills are gained through work/on the job experience, and gaining confidence through that experience.

Not really.

N/A

Maybe a little more background about how a school works and what programs and supports are offered. I had to figure it out on the fly during my practicum, internship and even into my first year. It's a complex beast, and having a little background knowledge at the start of the program would have helped a lot.

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

More information about collaboration, the counselor's role in different meetings, how to reach diverse students/appropriate ways to implement a multicultural approach within your school, and more information about how to create interventions/what to do in certain responsive scenarios. I also wish that more schools in Cache Valley ran groups because I never got to see that during my practicum or internship, and I am now in charge of running groups at my school.

NA

I think more evidence-based mental health counseling methods (i.e., BRISC) could have been implemented.

There are skills such as scheduling, working on master schedule questions, etc. that are utilized by many counselors, but are not necessarily part of the ideal counselor position. Many counselors are assigned to be 504 coordinators for their grade or alphabet level, but there isn't much discussion on 504's in the program. Having said that counselors ideally would not be over 504's in any school. Essentially I feel like there are responsibilities that have been passed on to school counselors that shouldn't necessarily be handled by them, but are, and not much training is provided for those.

I work with so many transgender and non-binary students. I wish that I would have been given more training on how to best support them. I have sought out additional professional development, but it would have been nice to get it in school.

Still not super comfortable with crisis intervention.

More skills on how to help students with anxiety/depression/suicidal ideation

Computer Skills, documentation, IEPs and 504s -- how to write/ laws.

How to coordinate community outreach, interaction with other agencies. Not enough direction on individual and small group counseling, for example, where to find curriculum and content for these sessions.

No.

Skills that I would need is learning the school systems (probably impossible due to the differences in districts) of running data reports, schedule changes, etc.

Not that I can think of.

As far as what we should know on day one of our first job, I think the program did very well in preparing us!

No.

No

See above

Student emancipation from their parents. Working with our McKinney Vento representative effectively. How to manage being head counselor

Really, there's not a whole lot in the program directly related to elementary counseling. Just a couple lectures on teaching lessons. There should be more information about classroom management with young children, teaching young children, responsive services for this age group.

Using student information systems

More focus on mental health counseling

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

No

When I worked for the elementary schools I did not feel prepared. The amount of behavior management - behavior plans, working with kids in crisis, etc. was surprising.

Stronger Self-Care Skills and roles when collaborating with various teams.

How to adequately respond to the amount of mental health and crisis situations that are currently in schools.

More real, practical classes such as practicum. A lot of the classes curriculum contain common sense subject matter. It would have been more valuable to really focus in on what school counselors do. Also, with the rise of elementary school counselors, a more focus on their role.

Mental health issues.

Not that I can think of

Stuff that you can't really deal with until your in the field but how to find DCFS' phone number, what to say when you call a parent about their child cutting, how to deal with angry parents, ect. So maybe more role playing in the program would help that!

Classroom instruction and management

The program cannot adequately prepare you for the emotional attachment counselors often feel when working with students. That was the biggest surprise to me, when I began working in the field. A lot of things are easy to handle when presented in textbook form, but not so easy when dealing with real children, their situations at home, their parental issues, and other things you cannot learn from a book.

I felt prepared but was still nervous about starting as a School Counselor. While there is always new things to learn as a School Counselor, I realized quickly that the USU program had prepared me for way more than I realized. I have always been highly-impressed with the preparation I received.

How to navigate life after high school.

Nothing comes to mind.

No

I don't feel like we covered the mental health piece as in depth as needed

Continued mental Health knowledge for students and parents.

Information on classroom management and instruction. More information for individual & group counseling- working on anxiety, depression, etc. Information on Elementary School Counseling Programs.

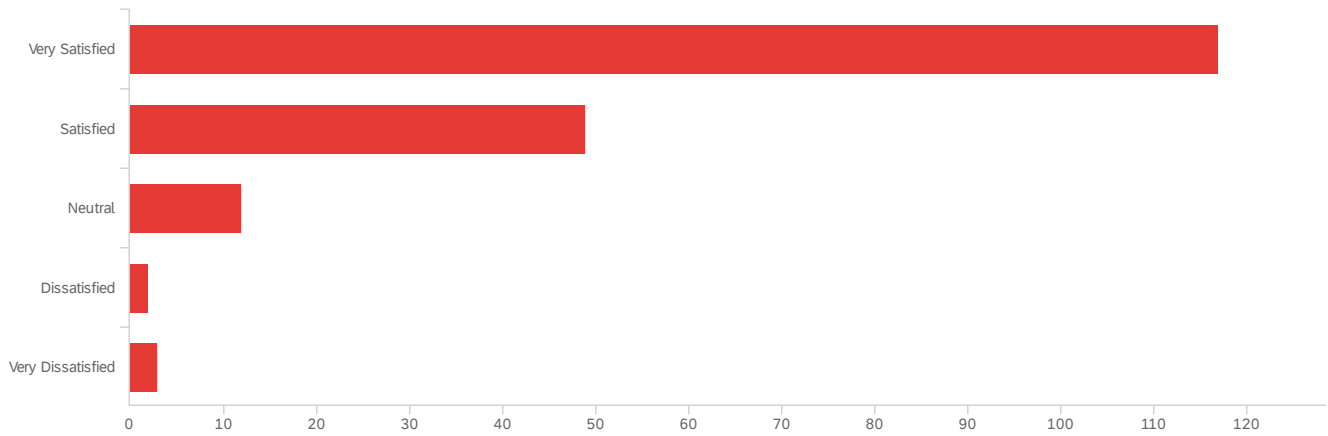
Listed above. Classroom management. How to do lesson plans.

Data collection, management, and interpretation.

Please see above

No

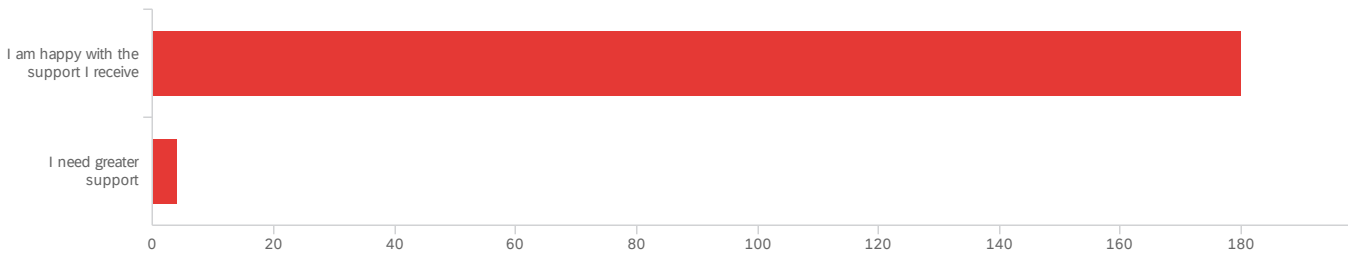
## 16 - How satisfied are you in your career as a school counselor?



#	Field	Choice Count
1	Very Satisfied	63.93% 117
2	Satisfied	26.78% 49
4	Neutral	6.56% 12
6	Dissatisfied	1.09% 2
7	Very Dissatisfied	1.64% 3
		183

Showing rows 1 - 6 of 6

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



## 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?

I've had no additional program support, but some extra support in the areas mentioned above (such as workshops, newsletters, etc.) would be very helpful.

Offer ways to earn credits learning relevant material

Sharing of interesting research

I like the emails that I continue to receive and continuing to work with the state office will be great for us on the ground..

Refresher courses

None

More PD opportunities with counselors from our program as we have developed relationship that were previously built. I feel that discussion would go more in depth due to not having to build trust with strangers.

Professional development opportunities that are non-credit bearing and available to school counselors in rural areas.

I have felt wonderful support.

I'd like any recommendations for great webinars, books, or resources that upcoming school counselors are learning, just as way to keep fresh on updated professional development.

no suggestions

n/a

Perhaps suggested trainings.

I would love if they offered CEU or a refresher course for those wanting to get back into the profession after a break. I feel I have forgotten a lot of the important things but feel it would come back quickly with a refresher course.

I love that I continue to get emails with info & support about job opportunities, etc. from the USU program director.

Resources for elementary school counselors. There are a growing number of elementary school counseling positions in my district each year. It wasn't as prevalent when I was in the program and so all of the curriculum dealt with secondary school counseling.

Can't think of anything.

N/A

It shouldn't have to provide support now.

I feel like there is all of the support I need if there's ever a reason for me to reach out.



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

Updates related to licensing changes

Possibly just reminders about updating my license and those continued job openings in case I ever leave this district!!

N/A

Unknown

I still enjoy receiving emails about new updates and helpful events even after I have graduated. Helps me still feel informed.

Kim Herrera is a God-send----I LOVE what she's done to update and define our job!

I love still connecting with the program coordinator to continue contact with new students.

communicating with us on professional development opportunities.

not that I can think of

None; the program feels too distant.

Not sure

N/A

Maybe some kind of newsletter with updates on the program and what graduates are doing? I don't know. I just felt I needed to add something here.

Keep training other people!

Offer credit from attending conferences

One thing I am interested in finding out about trainings and/or education that could build on my current degree.

I appreciate being included on job postings.

Camille already does an excellent job with sending emails and updates periodically.

Opportunities to join with other counselors for advocacy and lobbying. I want to get involved to make schools safer for marginalized students, and also advocate for myself as a professional. It might be nice to have some ways to get involved.

Profesional development options

Professional Development Opportunities

None,

Nothing—you guys do great!

Not sure

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

N/A

Continue to send job openings (thank you!)

Continued network sponsored by the USU School Counseling

NA

I seek out support for USCA and ASCA now that I am graduated.

They do reach out with job opportunities and campus opportunities.

Offer a PHD in Counseling Supervision.

More job placement opportunities/updates

This isn't needed.

None. When I have had questions as I moved out of state, the director was very responsive to my questions and needs

I now live in Maine so not a lot they can do for me but if I was in Utah I'd be very grateful for the way they always send job opportunities it to us.

None

I would appreciate information on possibly furthering my education, or pursuing additional qualifications

Resources for online mental health education would be useful.

Help me know how to re-license.

I don't need support from the program I graduated from.

I reach out to former professors and to Camille with questions and receive support regularly.

I love the job notices. Information about CE credits or jobs out of state would be nice too.

NA

I feel they support me in whatever I need.

I haven't reached out since I graduated, but I get emails regularly from our director. I feel if I ever needed anything I could reach out to Camille.

Connections to PhD options

Offer additional coursework for the changing profession - such as mental health.

Im not sure. Maybe help those who do not find jobs into positions.

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

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They still do support me.

## 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...

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

I felt like I had a very positive experience! Thank you!

I don't feel like it is easy to help promote the program in Carbon at USU-E. I can't ever find information about when cohorts are starting, etc.

Camille and Beverly did an amazing job at program administration

Not any more than was stated.

None, thank you.

I am so fortunate to have chosen this program. I feel that it prepared me well and gave me the necessary supports to be successful in the profession. Excellent advisors.

I had a wonderful experience in my program and feel I was well prepared when I started my job.

You should take what I say with a grain of salt. I disagree with the being able to reach 100% of the students with a good program that the school counseling program preached .. its not possible. Maybe in a perfect world, but the world is far from perfect.. People (students) fall through the cracks always have always will. A good School Counseling can't fix something as complex as what happens in daily life.. And the honest truth is most people never see past their own biases no matter how old or seasoned or skilled or educated they are, not because they can't because they don't want to. What I think should be preached more in the program is tolerance and living without guile.. We are becoming a divided and intolerant society more so that years past ... Just my two cents

Also, due to this program and Pheonix's I find competition for job openings is very high. It makes it hard to find a position now that I want to get back into things. I worked as a school counselor initially for 3 years after the program. I don't know if it is possible, but I really wish they would scale back the number of new graduates. There not close to enough employment to support them.

My experience with USU's school counseling program was so positive. I continue to recommend the program to colleagues who express interest in becoming a school counselor. Very high praise overall. Thank you!

Teach how to help all students, not just the low socioeconomic and minority students.

I was well prepared to enter the counseling profession and it has helped me pursue administration.

Please continue with evening and hybrid/statewide course offerings, as well as flexibility with practicum hours.

The USU program is incredible! I would highly recommend it to anyone going into the field of school counseling.

Keep up the great work!

You could maybe include a section during one of your courses on Professional Careers you can pursue with this degree, other than just K-12 school licensure and counseling. Academic Advising in Universities, Online School counseling, etc.

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

Unknown

Cannot think of anything.

Your program is excellent!

Since I am not a school counselor, I would love to find out information on how to maintain my certifications in case I ever want to make a transition back to school counseling.

See above comment.

Not that I can think of

No, the program was fantastic.

I appreciate the communication from our director of jobs hiring. I'm happy in my position but I think it's great she gives the information.

Keep up the good work and sending us quality graduates to hire.

Keep up the good work!

Thanks for taking and making the time to be so intentional in developing a living program that adapts to needs and changes.

Utah State University is an excellent institution. My only request is to focus on condensing general/broad curriculum and lengthening applied, hands-on learning throughout the program. There were numerous times where the professors had to fill time for the last hour of class with simple material that was already discussed multiple times throughout the program.

Make the program more professional. More direct application, less busy work. I don't understand the point of having a psychometrics class when counselors don't administer psychological testing for students. If it is required, could we meet the requirements while having that as a 7 week overview class and have Individual Counseling Skills be a full semester class? Time is spent on what is valued. More opportunities to practice skills earlier on, please!

none

Thank you for a wonderful and economical experience!

I appreciated all of my training! I needed to know the secondary side of things in order to prepare my students as they move toward secondary schooling. I like knowing school counseling as a whole and they getting really good at my part in it (elementary).

Truly, the key for me was the instructors. Any instructor who was currently in the schools had automatic trust from me, the others who were teaching from a text, not so much.....

Felt the program was too nebulous/etherial (not sure how to say it really). Felt like we had two classes literally focused exclusively on diversity awareness. Obviously we need to be aware of multicultural issues/diversity/advocating for underserved populations...but I feel like I would have wanted more classes on actually counseling with kids.

Maybe do more to help those in remote sites feel more a part of things. It's easy to feel isolated and disconnected when you don't have many others in the classroom with you, or a live instructor to help keep you engaged.

I really enjoyed the program and feel it did a great job in preparing me for my school counseling career.

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

N/A

No, I genuinely loved my experience in the program. Thank you for all you do!

Keep up the great work!

None. I thoroughly enjoyed the program.

Keep going! I absolutely loved my experience and am so grateful I went through USU to earn my degree. Camille is amazing and keeps everything so organized and her efforts should be applauded.

We were told that practicum and intern students could not apply for jobs. \*This was wrong. I had to quit my job and lose a year's worth of pay to do my practicum and internship when I could have been paid all along. Encourage students to look outside their district for opportunities. I am happy in district, but could have made more money/ been hired at the practicum level had I gone out of district. \* Networking opportunity for all state districts.

Please provide specific training for those interested in elementary school counseling. A lot of what was presented was irrelevant to elementary school counselors and other needs were completely neglected for this field.

The program laid a great foundation on what Utah requires, which I feel is a lot more than the current state I work in. I have been able to take the skills I have learned and use those to boost the program I'm in now.

No.

When I moved out of state and got a counseling job, I had to do extra certification because USU is not CACREP certified.

Overall, I know I had an excellent program, especially when I compare to some colleagues I've worked with.

Nothing I can think of

Just add more elementary school counseling to the program. I feel like everything in school counseling is geared towards secondary and elementary gets left behind. We have to fend for ourselves most of the time and have A LOT of issues/focuses that are never discussed in the program. For ex: The main focus of elementary is to provide SEL as a primary intervention, but I had never even heard of SEL in the program.

No, I feel like it is a great program!

I have moved to Louisiana and have tried to transfer my school counseling license but the State Board of Education in Louisiana will not grant me a license because they said that the curriculum at Utah State University does not align with Louisiana's curriculum. I'm not sure this is something that is common for my education to not be valid outside of Utah, but it has been a bit frustrating. I don't think this reflects the quality of my education for working inside of Utah. I worked as a counselor for three years in Utah before moving, and I felt very prepared to do my job in Utah.

Burn-out is extremely real and hurtful. After 3 years of not feeling adequately prepared I am switching positions.

It would be nice to add a double masters program including a CMHC degree.

Faster program. One year of coursework and one semester of internship and done.

Outstanding program!

Make sure students going into practicum and internship are actually working in a school counseling program not just in various departments in a school. It's hard to give them the experiences they need to be prepared if they aren't specifically working with school counselors.

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

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Camille, I'm gonna miss you! You are amazing!

Develop an PhD program just like it!! I'd sign up right away. ;)

**End of Report**