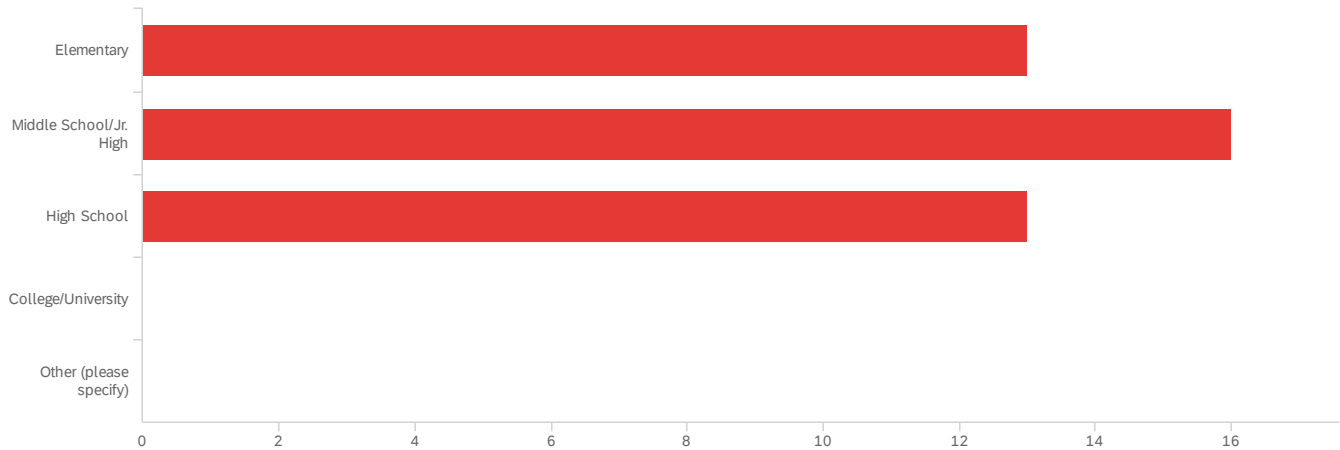


Default Report

USU Professional School Counselor Education Program Employer Survey 2022

November 17, 2022 9:35 AM MST

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



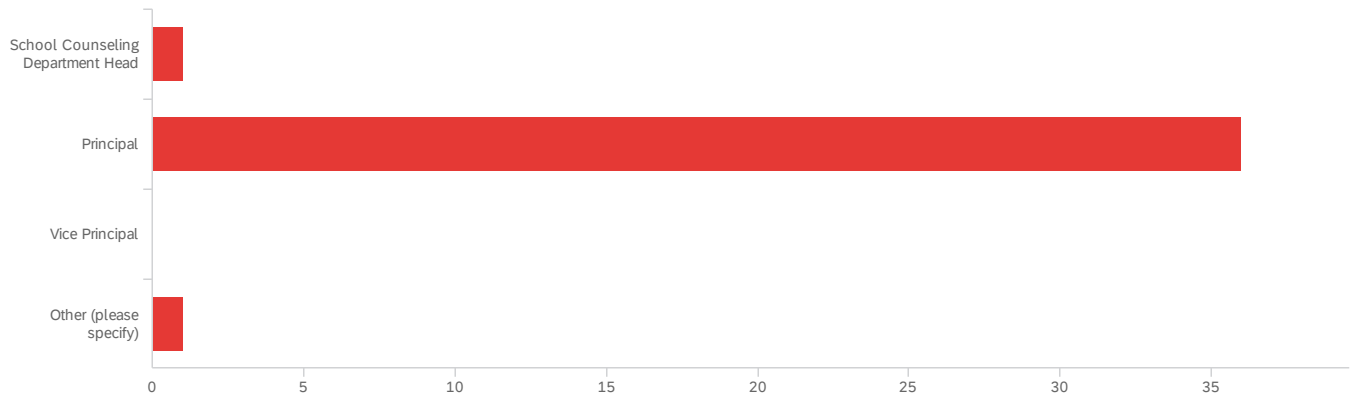
#	Field	Choice Count
1	Elementary	30.95% 13
2	Middle School/Jr. High	38.10% 16
3	High School	30.95% 13
4	College/University	0.00% 0
5	Other (please specify)	0.00% 0
		42

Showing rows 1 - 6 of 6

Other (please specify)

Other (please specify)

2 - What is your position in the school?



#	Field	Choice Count
1	School Counseling Department Head	2.63% 1
2	Principal	94.74% 36
3	Vice Principal	0.00% 0
4	Other (please specify)	2.63% 1

38

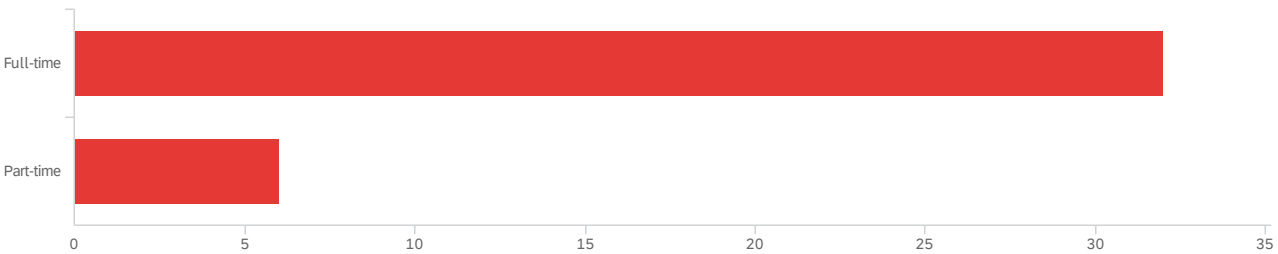
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Other (please specify)

Other (please specify)

Director

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

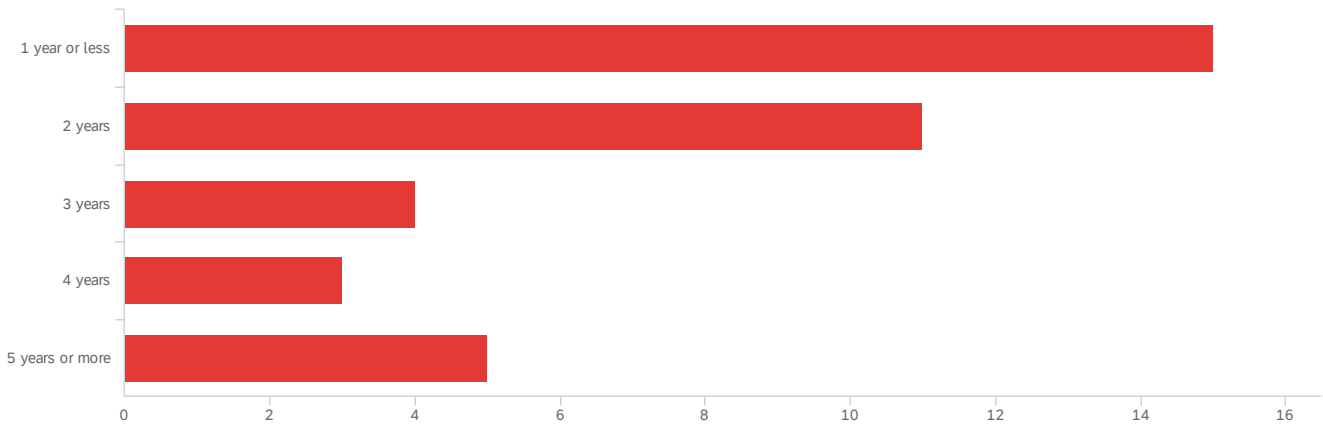


#	Field	Choice Count
1	Full-time	84.21% 32
2	Part-time	15.79% 6

38

Showing rows 1 - 3 of 3

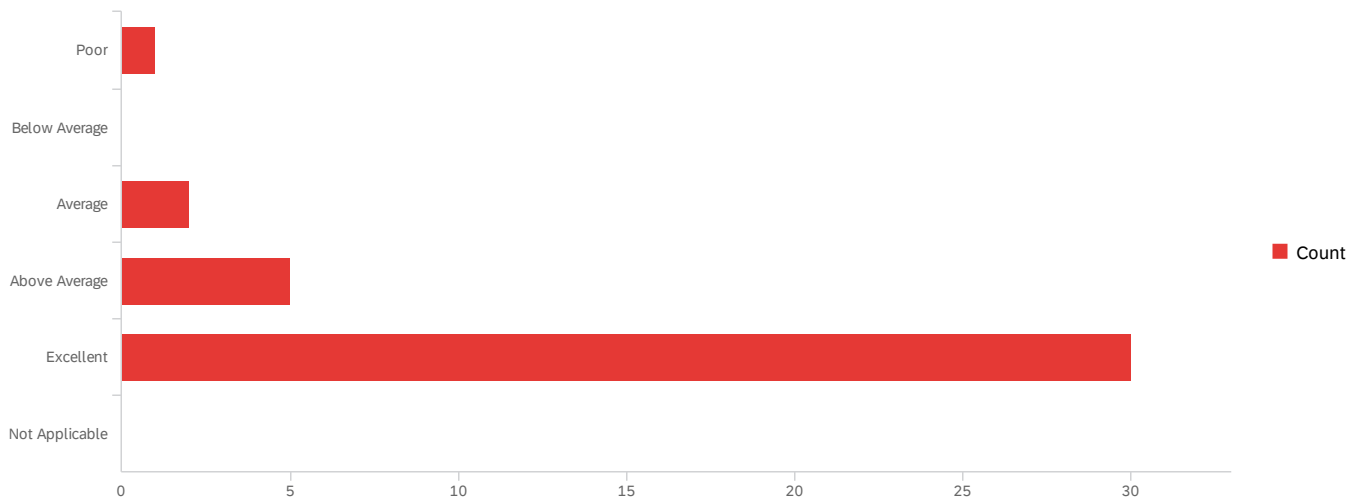
4 - The USU graduate has been employed at your school for:



#	Field	Choice Count
1	1 year or less	39.47% 15
2	2 years	28.95% 11
3	3 years	10.53% 4
4	4 years	7.89% 3
5	5 years or more	13.16% 5
		38

Showing rows 1 - 6 of 6

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



#	Field	Poor	Below Average	Average	Above Average	Excellent	Not Applicable	Total
1	Advocates for all students	2.63% 1	0.00% 0	5.26% 2	13.16% 5	78.95% 30	0.00% 0	38
2	Acts in a professional and ethical manner	2.70% 1	0.00% 0	2.70% 1	18.92% 7	75.68% 28	0.00% 0	37
3	Effectively assists in successful transitions for students	0.00% 0	2.63% 1	5.26% 2	21.05% 8	68.42% 26	2.63% 1	38
4	Uses effective communication skills, including tact, diplomacy, and cooperation with other professionals, students, parents, teachers and other stakeholders	0.00% 0	2.70% 1	13.51% 5	27.03% 10	56.76% 21	0.00% 0	37
5	Effectively seeks and responds to feedback to improve performance	0.00% 0	2.63% 1	13.16% 5	23.68% 9	60.53% 23	0.00% 0	38
6	Demonstrates awareness of multi-cultural issues and their potential impact on the school environment	0.00% 0	0.00% 0	15.79% 6	21.05% 8	63.16% 24	0.00% 0	38
7	Understands successful approaches to assessment and evaluation	0.00% 0	0.00% 0	15.79% 6	34.21% 13	47.37% 18	2.63% 1	38
8	Effectively seeks out new information and engages in professional development activities	0.00% 0	2.63% 1	15.79% 6	21.05% 8	60.53% 23	0.00% 0	38
9	Engages in activities to remedy bias, prejudice, oppression, and discrimination	0.00% 0	2.63% 1	18.42% 7	23.68% 9	55.26% 21	0.00% 0	38
10	Applies leadership strategies designed to enhance the learning environment for all students	2.63% 1	0.00% 0	18.42% 7	26.32% 10	50.00% 19	2.63% 1	38
11	Effectively uses essential interviewing and counseling skills	2.63% 1	0.00% 0	10.53% 4	28.95% 11	55.26% 21	2.63% 1	38
12	Use of group counseling skills and interventions	2.63% 1	0.00% 0	18.42% 7	28.95% 11	47.37% 18	2.63% 1	38

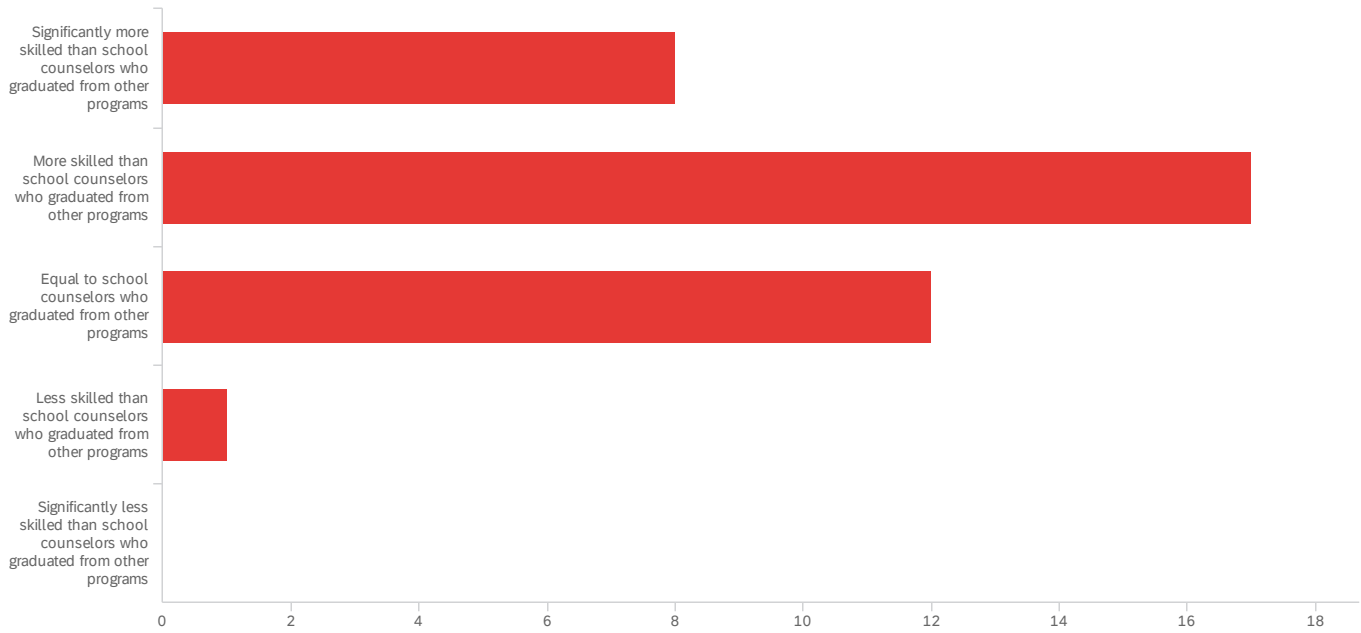
#	Field	Poor	Below Average	Average	Above Average	Excellent	Not Applicable	Total
13	Understands procedures for data gathering, analysis, and presentation in program research and evaluation	0.00% 0	0.00% 0	18.42% 7	23.68% 9	57.89% 22	0.00% 0	38
14	Understands and successfully implements the new Utah College and Career Readiness Counseling Program Model, released spring 2017 (or your state program)?	0.00% 0	0.00% 0	7.89% 3	21.05% 8	63.16% 24	7.89% 3	38
15	Functions as an effective change agent in school improvement	2.63% 1	0.00% 0	15.79% 6	23.68% 9	57.89% 22	0.00% 0	38
16	Demonstrates the ability to collaborate with students, professionals, and other stakeholders	0.00% 0	2.63% 1	15.79% 6	18.42% 7	63.16% 24	0.00% 0	38
17	Recognizes the need for accommodating individual differences and effectively designs appropriate modifications or strategies	2.63% 1	0.00% 0	5.26% 2	28.95% 11	63.16% 24	0.00% 0	38
18	Uses technology to promote student learning and support the school comprehensive guidance system	0.00% 0	0.00% 0	15.79% 6	31.58% 12	52.63% 20	0.00% 0	38
19	Demonstrates knowledge of career development models and applies the knowledge to the PCCR process	0.00% 0	2.70% 1	5.41% 2	24.32% 9	59.46% 22	8.11% 3	37
20	Ability to plan and present guidance curriculum to students, school personnel and parents	2.70% 1	0.00% 0	13.51% 5	27.03% 10	48.65% 18	8.11% 3	37
21	Demonstrates knowledge of prevention and crisis intervention strategies	2.63% 1	0.00% 0	10.53% 4	28.95% 11	57.89% 22	0.00% 0	38
22	Overall performance as a school counselor while under your supervision	2.63% 1	0.00% 0	10.53% 4	26.32% 10	60.53% 23	0.00% 0	38
23	Demonstrates capacity to collaborate with colleagues to support ongoing professional learning	2.63% 1	0.00% 0	13.16% 5	23.68% 9	60.53% 23	0.00% 0	38
24	Engages in local school and community cultural endeavors and events, including with families, guardians, caregivers in diverse communities	2.63% 1	0.00% 0	18.42% 7	28.95% 11	50.00% 19	0.00% 0	38

Showing rows 1 - 24 of 24

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Advocates for all students	1.00	5.00	4.66	0.80	0.65	38
2	Acts in a professional and ethical manner	1.00	5.00	4.65	0.78	0.61	37
3	Effectively assists in successful transitions for students	2.00	6.00	4.63	0.74	0.55	38
4	Uses effective communication skills, including tact, diplomacy, and cooperation with other professionals, students, parents, teachers and other stakeholders	2.00	5.00	4.38	0.82	0.67	37
5	Effectively seeks and responds to feedback to improve performance	2.00	5.00	4.42	0.82	0.66	38

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
6	Demonstrates awareness of multi-cultural issues and their potential impact on the school environment	3.00	5.00	4.47	0.75	0.57	38
7	Understands successful approaches to assessment and evaluation	3.00	6.00	4.37	0.78	0.60	38
8	Effectively seeks out new information and engages in professional development activities	2.00	5.00	4.39	0.84	0.71	38
9	Engages in activities to remedy bias, prejudice, oppression, and discrimination	2.00	5.00	4.32	0.86	0.74	38
10	Applies leadership strategies designed to enhance the learning environment for all students	1.00	6.00	4.29	0.97	0.94	38
11	Effectively uses essential interviewing and counseling skills	1.00	6.00	4.42	0.91	0.82	38
12	Use of group counseling skills and interventions	1.00	6.00	4.26	0.96	0.93	38
13	Understands procedures for data gathering, analysis, and presentation in program research and evaluation	3.00	5.00	4.39	0.78	0.61	38
14	Understands and successfully implements the new Utah College and Career Readiness Counseling Program Model, released spring 2017 (or your state program)?	3.00	6.00	4.71	0.72	0.52	38
15	Functions as an effective change agent in school improvement	1.00	5.00	4.34	0.93	0.86	38
16	Demonstrates the ability to collaborate with students, professionals, and other stakeholders	2.00	5.00	4.42	0.85	0.72	38
17	Recognizes the need for accommodating individual differences and effectively designs appropriate modifications or strategies	1.00	5.00	4.50	0.82	0.67	38
18	Uses technology to promote student learning and support the school comprehensive guidance system	3.00	5.00	4.37	0.74	0.55	38
19	Demonstrates knowledge of career development models and applies the knowledge to the PCCR process	2.00	6.00	4.65	0.81	0.66	37
20	Ability to plan and present guidance curriculum to students, school personnel and parents	1.00	6.00	4.43	1.00	1.00	37
21	Demonstrates knowledge of prevention and crisis intervention strategies	1.00	5.00	4.39	0.87	0.77	38
22	Overall performance as a school counselor while under your supervision	1.00	5.00	4.42	0.88	0.77	38
23	Demonstrates capacity to collaborate with colleagues to support ongoing professional learning	1.00	5.00	4.39	0.90	0.82	38
24	Engages in local school and community cultural endeavors and events, including with families, guardians, caregivers in diverse communities	1.00	5.00	4.24	0.93	0.86	38

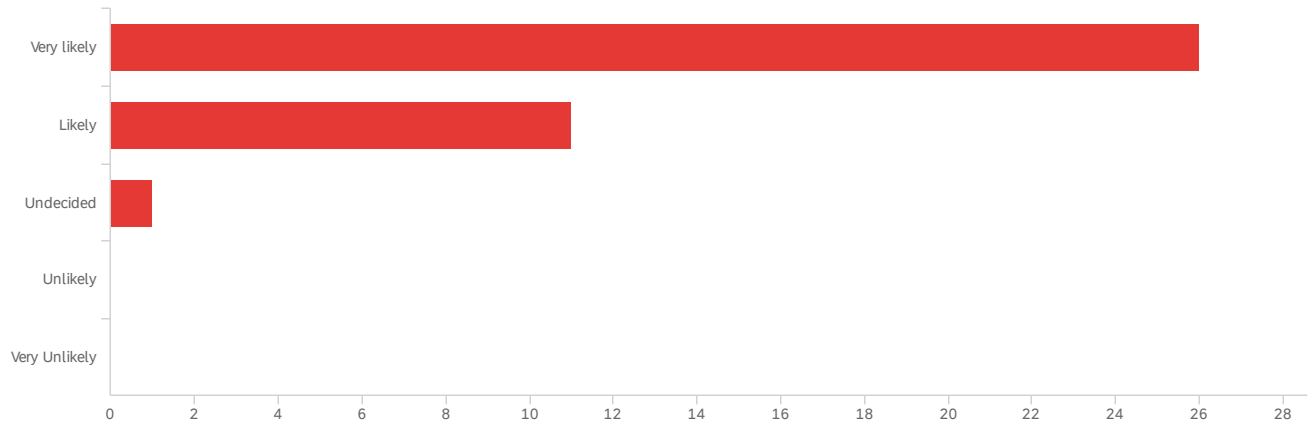
6 - Using the skill areas listed above, compare the USU graduate to school counselors with similar years of experience who graduated from other school counselor preparation programs. The USU graduate is: (Choose from below)



#	Field	Choice Count
1	Significantly more skilled than school counselors who graduated from other programs	21.05% 8
2	More skilled than school counselors who graduated from other programs	44.74% 17
3	Equal to school counselors who graduated from other programs	31.58% 12
4	Less skilled than school counselors who graduated from other programs	2.63% 1
5	Significantly less skilled than school counselors who graduated from other programs	0.00% 0
		38

Showing rows 1 - 6 of 6

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



#	Field	Choice Count
1	Very likely	68.42% 26
2	Likely	28.95% 11
3	Undecided	2.63% 1
4	Unlikely	0.00% 0
5	Very Unlikely	0.00% 0
		38

Showing rows 1 - 6 of 6

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

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

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

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

They are well-instructed in how to manage the social-emotional needs of secondary students. They are trained to see the needs quickly and can handle the processes that are required to alleviate the issues in a succinct manner.

Knowledge of local communities and how those different cultures impact school climate and culture

She is able to share data with parents effectively.

Each candidate is different. Most know the coursework well. Some have been better than others at communication skills and with working with students.

She is confident, and has the skills to back her confidence. She is great with students and parents. She is responsive to the needs of the students in her alphabet and is knowledgeable and helpful when creating scholarship, graduation, and pathway plans for students.

Your graduate is heavily founded in content mastery. His kindness can be improved if he were to graduate from BYU, but, he is as kind as they come when it's dealing with Aggies. But, seriously, he knows his stuff and he cares about every individual student we have. I can't ask for more.

My counselor was able to follow directions and follow through with commitments.

Understand the counseling model and how it applies to schools.

Great people.

Excellent problem solvers and great with responsive services.

Our counselor fit in naturally to our school. She immediately built great relationships with students, colleagues, and parents. She was a fast learning who had confidence to step into any situation.

Knowledgeable of state and local regulations. Good with students. Above average technology skills.

Good understanding of the "real world" demands on counselors, and willingness to work in that environment.

Professional, student-centered.

The ability to reflect The ability to listen to others extremely caring

Willingness to learn on the fly

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

Education program graduates?

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

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

Monitor the effectiveness of your professors and provide more hands-on instruction for the distance delivery students.

More internship opportunities to get in the schools prior to graduation.

Additional education implementing effective time management practices, maintaining professional relationships and adjusting to team norms, and practical strategies and confidence to meet with and support individual needs of students are all skills that could have been strengthened in this individual counselor.

I think that she was properly prepared for the position.

More practicum with guided instruction. Having on-the-job training is fine and dandy but without structured support, we cannot call it training. I do not believe that a class to converse about your experience is good enough.

Help them be proactive. Help them know the importance of building relationships with students and staff members.

Focus on real-life responsibilities of the job...being on time, absent, etc.

Not sure

N/A.

Continue building their strengths in building relationships.

Focus more time on helping them understand the importance of connected with the school staff. This is a critical skill for counselors.

I can't think of anything to improve.

Maybe use of data? That's not a USU thing, though. All educators could do better at using data to inform their programs.

Nothing that I can think of

More diversity

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

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

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

No- we are very happy with her performance.

Nothing! I think your program has produced some of the most prepared individuals in education that I have met in Utah. I believe in the Aggie way as it is demonstrated in the classroom. They are fair, knowledgeable and represent your University in a very High Standard. I'm severely impressed. Thank you for supporting us here in Garfield County!

Thank you for asking for this feedback. I appreciate your program prioritizing feedback to improve the preparations of your graduates.

We appreciated your willingness to work with our rural district to allow our counselor to complete their internship and practicum while employed at our school.

None at this time.

Thanks for the great work that you do.

Our counselor was very prepared for her intership.

I hired two interns from USU to open our school. Both are amazing.

No

End of Report