

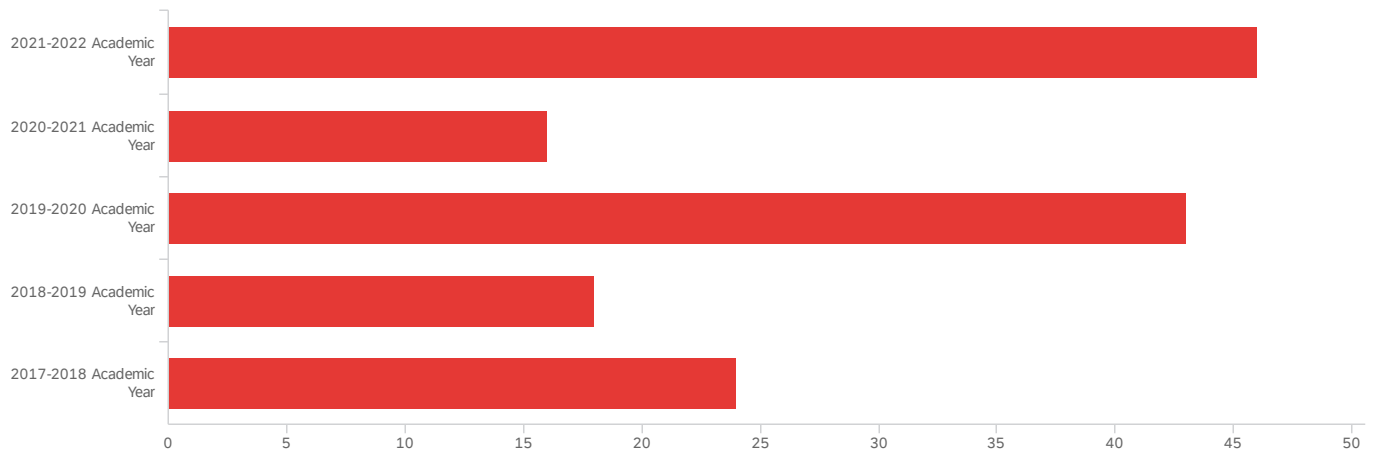
Full Report

USU Professional School Counselor Education Program Graduate Survey 2022

November 17, 2022 9:28 AM MST

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

Education Program?

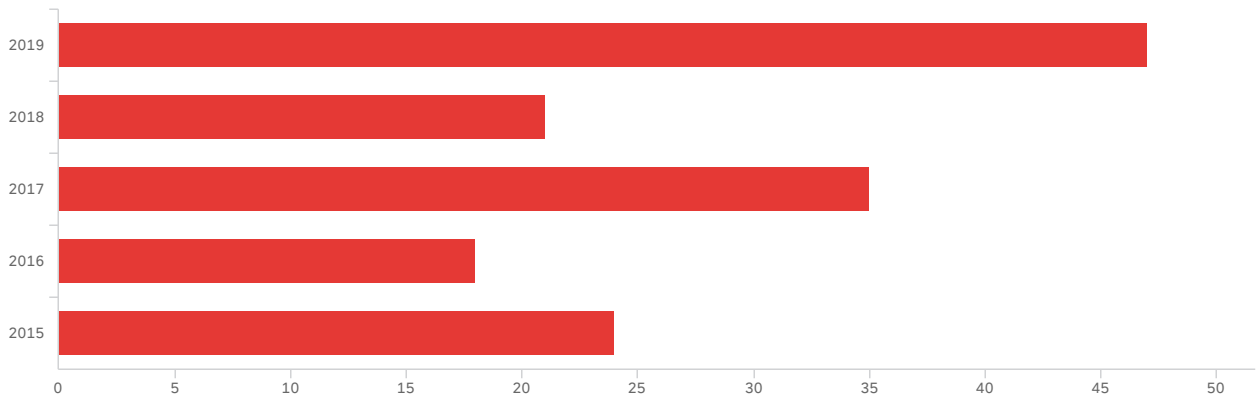


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In which year did you graduate from the USU Professional School Counselor Education Program?	1.00	5.00	2.71	1.43	2.05	147

#	Field	Choice Count
1	2021-2022 Academic Year	31.29% 46
2	2020-2021 Academic Year	10.88% 16
3	2019-2020 Academic Year	29.25% 43
4	2018-2019 Academic Year	12.24% 18
5	2017-2018 Academic Year	16.33% 24
		147

Showing rows 1 - 6 of 6

Q29 - What year did you begin the School Counselor Education program?

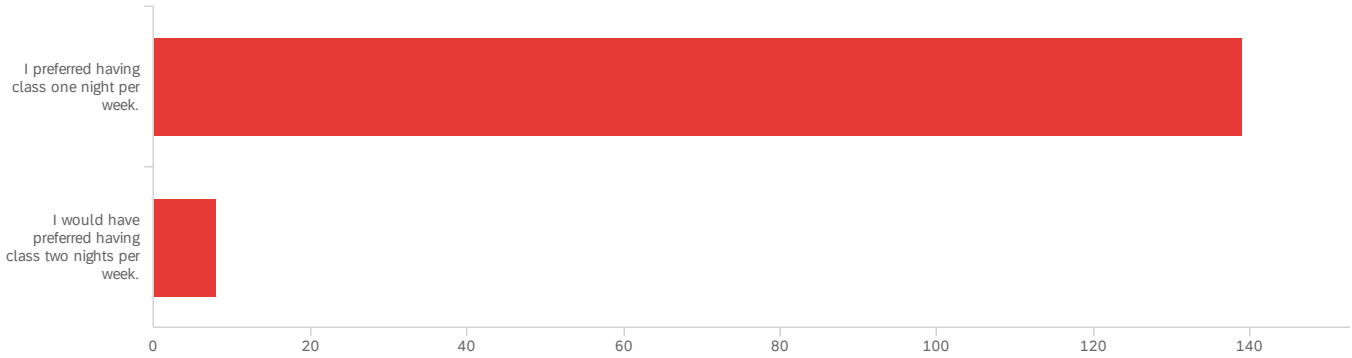


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What year did you begin the School Counselor Education program?	1.00	5.00	2.66	1.45	2.11	145

#	Field	Choice Count
1	2019	32.41% 47
2	2018	14.48% 21
3	2017	24.14% 35
4	2016	12.41% 18
5	2015	16.55% 24
		145

Showing rows 1 - 6 of 6

Q35 - Did you prefer having one night of class during the program? Or would you have preferred to have two nights of class during the program?



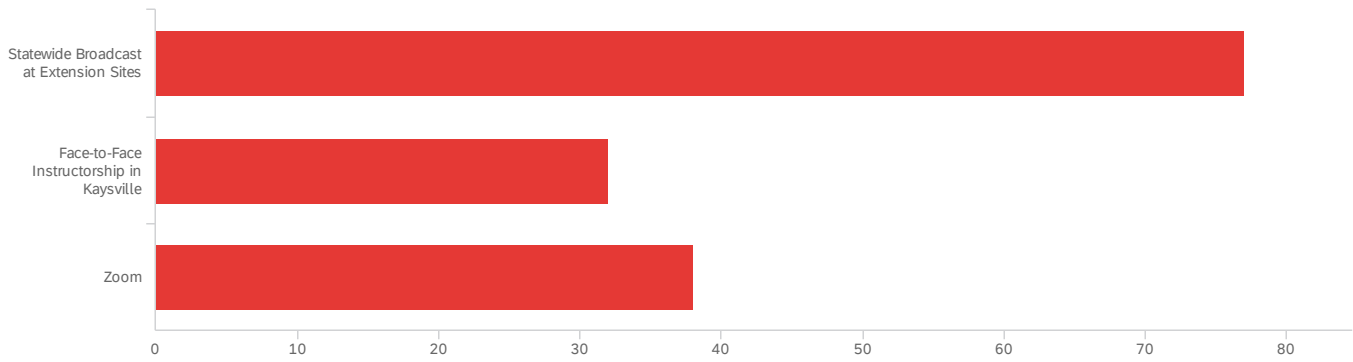
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you prefer having one night of class during the program? Or would you have preferred to have two nights of class during the program?	1.00	2.00	1.05	0.23	0.05	147

#	Field	Choice Count
1	I preferred having class one night per week.	94.56% 139
2	I would have preferred having class two nights per week.	5.44% 8

147

Showing rows 1 - 3 of 3

2 - In which format were the majority of your courses delivered?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In which format were the majority of your courses delivered?	1.00	3.00	1.73	0.84	0.71	147

#	Field	Choice Count
1	Statewide Broadcast at Extension Sites	52.38% 77
2	Face-to-Face Instructorship in Kaysville	21.77% 32
3	Zoom	25.85% 38
		147

Showing rows 1 - 4 of 4

Q34 - What extension site did you attend the majority of the time?

What extension site did you attend the majority of the time?

Logan

Salt Lake

Salt lake

Logan

Orem

Logan

Logan

Logan

Kaysville

Salt Lake

Logan

Logan

Kaysville

SUU-Cedar City

Kaysville

Orem, Utah

Logan

Tooele

Ephraim

Kaysville

Tooele

Kaysville

What extension site did you attend the majority of the time?

Salt Lake

Salt Lake

USU

Salt Lake

Salt Lake City

Salt Lake

Salt Lake

Taylorsville

Orem

Logan

Kaysville

Orem

Logan

Salt Lake

Salt Lake

Kaysville

Escalante

Orem

SUU

Orem

Kaysville

Kaysville

Logan

Cedar City

What extension site did you attend the majority of the time?

Orem

Logan

Orem

Kaysville

Salt Lake

Orem

Ephraim

Blanding

St. George

Logan

St. George

Orem

USU-Orem

Tooele

Delta, Utah

Orem

Salt Lake

Kaysville

Orem

split 50/50 between Orem and Salt Lake sites

Orem

Brigham city

Orem

St. George

What extension site did you attend the majority of the time?

Logan

Saint George

Kaysville

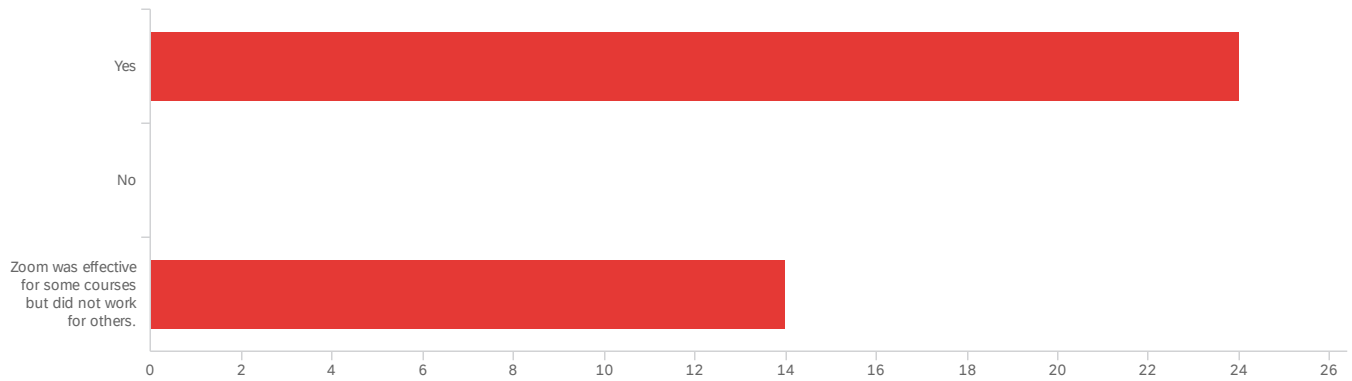
Kaysville

Salt Lake City

SUU

Manila High School Satellite campus and SLC

Q30 - Did you find Zoom to be an effective mode for your course delivery?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you find Zoom to be an effective mode for your course delivery?	1.00	3.00	1.74	0.96	0.93	38

#	Field	Choice Count
1	Yes	63.16% 24
2	No	0.00% 0
3	Zoom was effective for some courses but did not work for others.	36.84% 14
		38

Showing rows 1 - 4 of 4

Q31 - Which courses did not work well for the Zoom format?

Which courses did not work well for the Zoom format?

Ones that were lecture heavy and could have benefitted from more interaction (but that was likely teaching method as well)

Ones with more group discussion/activities

Group and Individual counseling classes

Ones which were lecture heavy- and that would have just been because the specific teachers didn't take advantage of interaction/activities over Zoom

Any that required face to face counseling practice. E.g., group work, MI, etc.

I don't remember names, but I was near the beginning of the program

Group Counseling

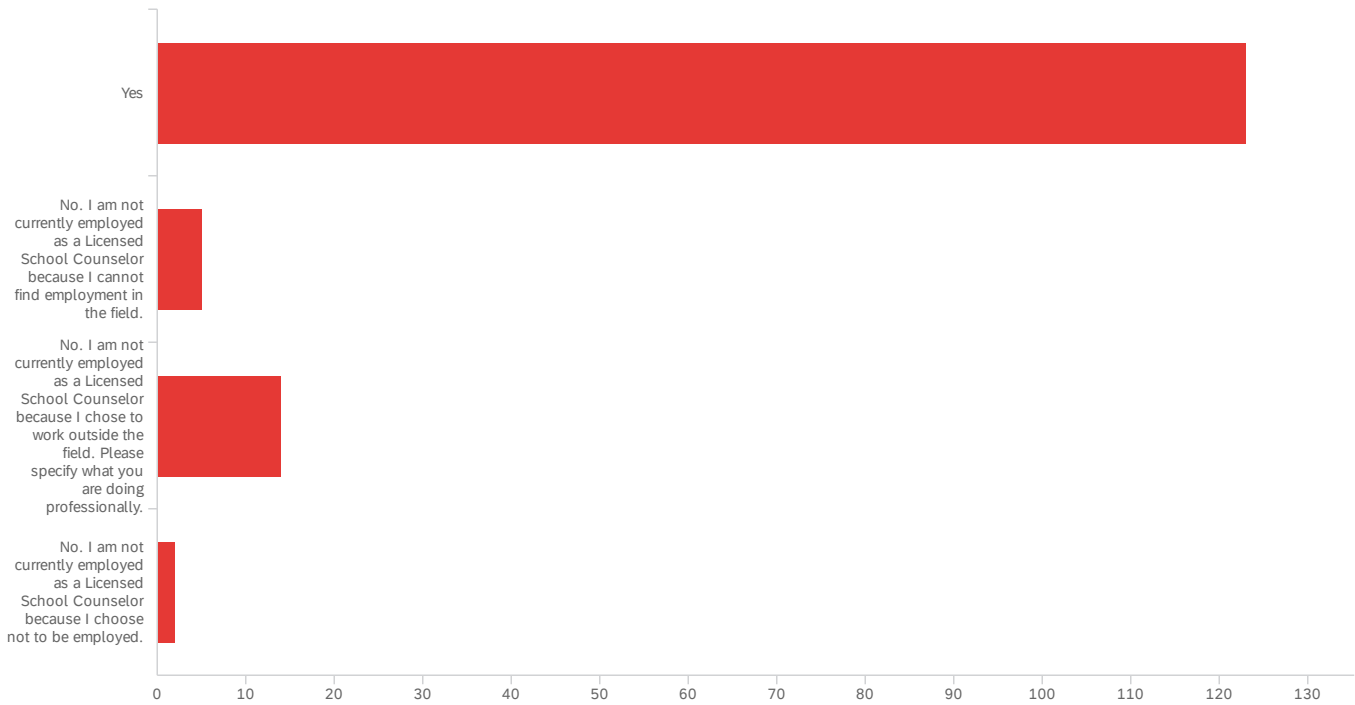
Group counseling, individual counseling, the practicum course

collaborative classroom instruction, group course

Group counseling and individual counseling

PSY 6350 and 6420

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



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you currently employed as a Licensed School Counselor? - Selected Choice	1.00	4.00	1.27	0.69	0.48	144

#	Field	Choice	Count
1	Yes	85.42%	123
2	No, I am not currently employed as a Licensed School Counselor because I cannot find employment in the field.	3.47%	5
3	No, I am not currently employed as a Licensed School Counselor because I chose to work outside the field. Please specify what you are doing professionally.	9.72%	14
4	No, I am not currently employed as a Licensed School Counselor because I choose not to be employed.	1.39%	2

144

Showing rows 1 - 5 of 5

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

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

Educator

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

Sought PHD in psychology- now psychologist

Academic Advisor at USU

I have chosen to stay in the classroom and teach until a job closer to home opens

Academic Advisor

Career Specialist

Teaching

School Social Work

I was a Licensed School Counselor until this year - I'm now a counselor at a college

Accounting and sales

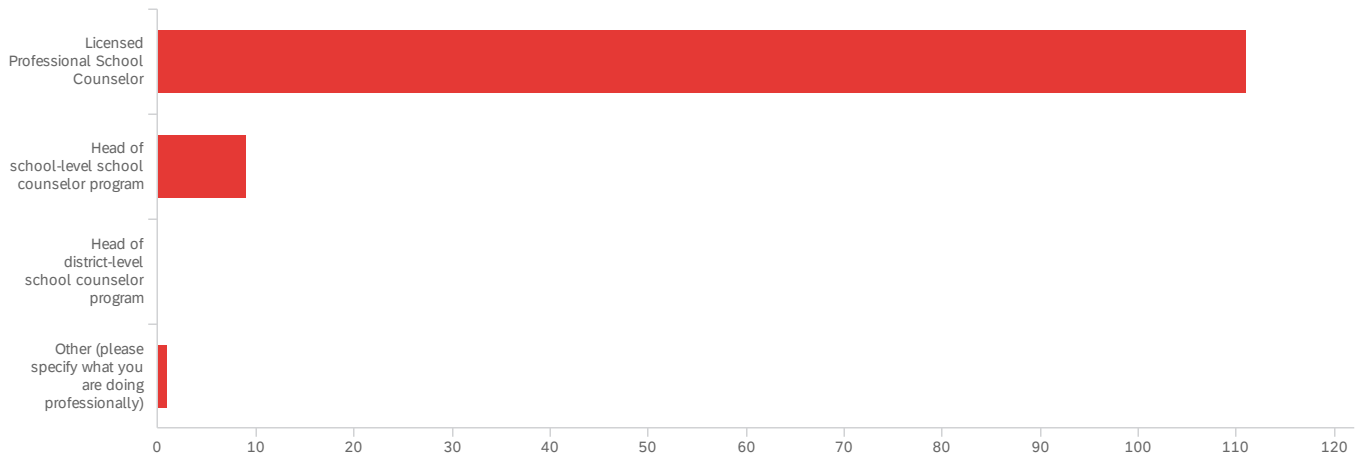
I am at the District Level as a CTE Pathway Coordinator.

Academic Advisor

Career and Employment Counselor- WSU

Academic Advisor

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



#	Field	Choice Count
1	Licensed Professional School Counselor	91.74% 111
2	Head of school-level school counselor program	7.44% 9
3	Head of district-level school counselor program	0.00% 0
4	Other (please specify what you are doing professionally)	0.83% 1

121

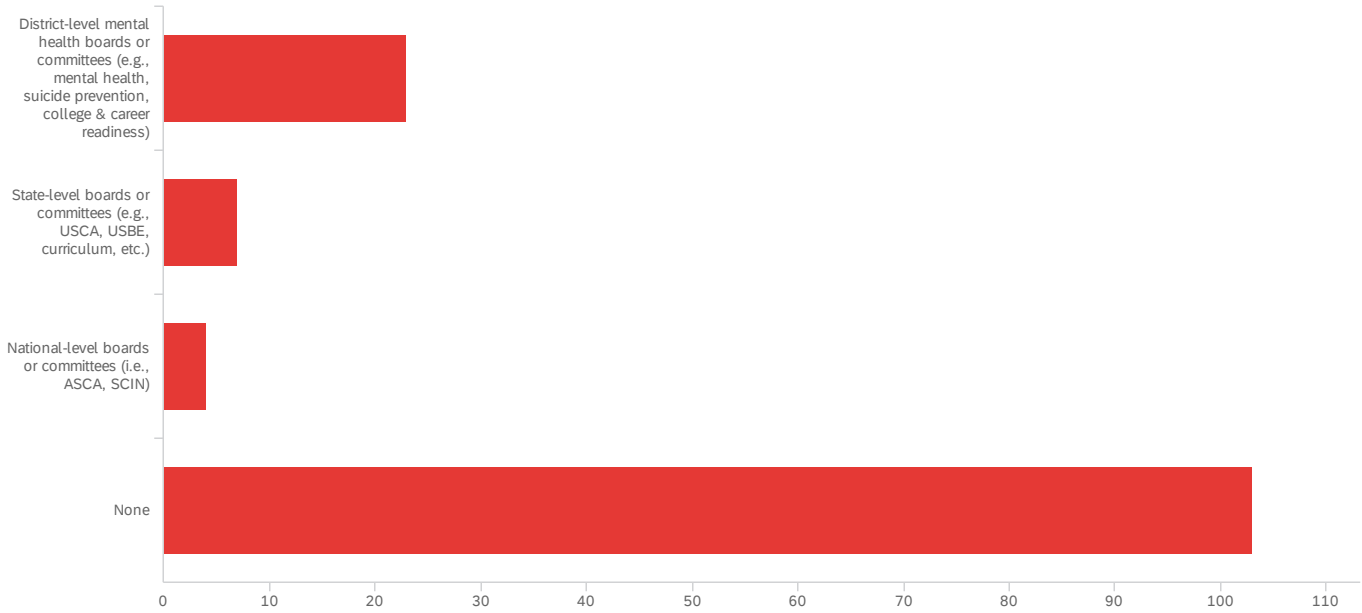
Showing rows 1 - 5 of 5

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

Other (please specify what you are doing professionally)

School Counselor

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

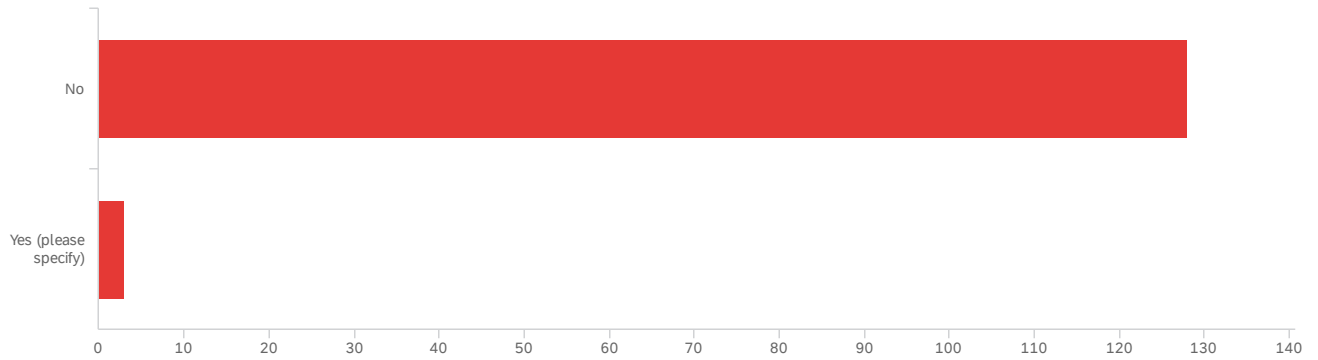


#	Field	Choice Count
5	District-level mental health boards or committees (e.g., mental health, suicide prevention, college & career readiness)	16.79% 23
6	State-level boards or committees (e.g., USCA, USBE, curriculum, etc.)	5.11% 7
7	National-level boards or committees (i.e., ASCA, SCIN)	2.92% 4
10	None	75.18% 103

137

Showing rows 1 - 5 of 5

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



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you authored any textbooks, curriculum materials, chapters, journal articles, etc.? - Selected Choice	1.00	2.00	1.02	0.15	0.02	131

#	Field	Choice Count
1	No	97.71% 128
2	Yes (please specify)	2.29% 3
		131

Showing rows 1 - 3 of 3

Q22_2_TEXT - Yes (please specify)

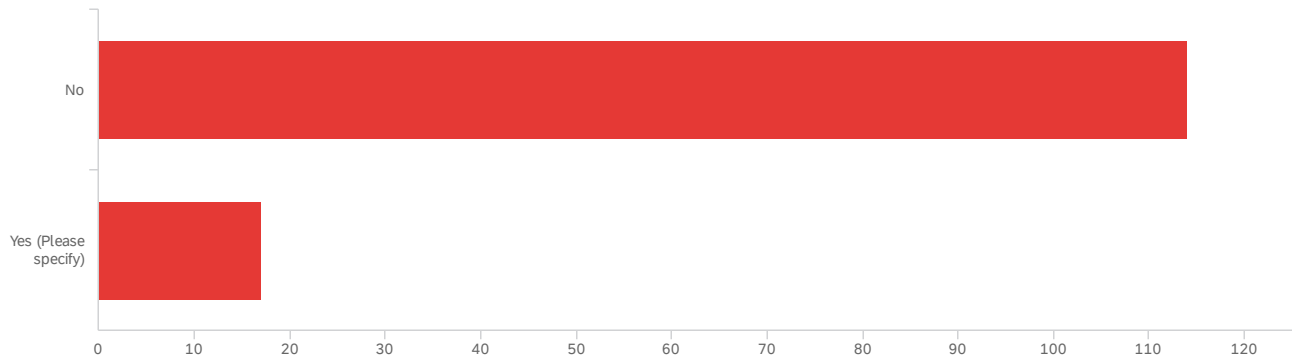
Yes (please specify)

Extraordinary Options (copyright) SEL lesson plan material

Pamphlets on various topics for middle school students and parents

UNIVERSITY 2900- Career Planning & Exploration

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



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you received any awards, certifications, or recognitions? - Selected Choice	2.00	3.00	2.13	0.34	0.11	131

#	Field	Choice Count
2	No	87.02% 114
3	Yes (Please specify)	12.98% 17
		131

Showing rows 1 - 3 of 3

Q20_3_TEXT - Yes (Please specify)

Yes (Please specify)

Teacher of the Year, Utah Counseling Team Runner Up

Team of the Year at my school: 2020-21 School Year

District Positive Behavior Intervention Specialist of the Month

RAMP Certification and USCA Counseling Team of the Year

Utah Counselor Team of year runner-up 2021-22

Educator of the year for my school

Health Hero, Employee of quarter

Yes (Please specify)

USCA Rookie of the Year 2020-2021

UACTE School Counselor of the Year

APA Fellowship

New Advisor of the Year

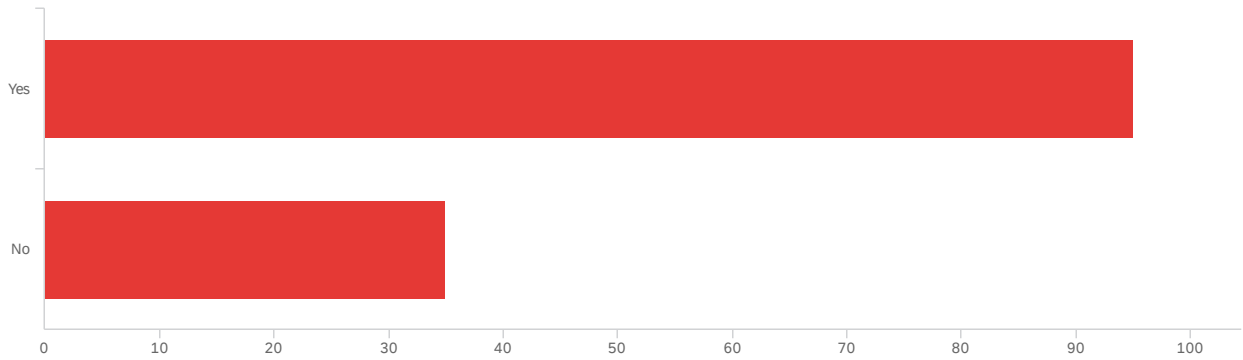
District recognition

CCA certification, ASCA Conf travel award

Strong Interest Inventory, MBTI

College and Career Readiness Certification

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



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you engage in local school and community endeavors with families, guardians, and caregivers? (e.g. cultural, educational)	1.00	2.00	1.27	0.44	0.20	130

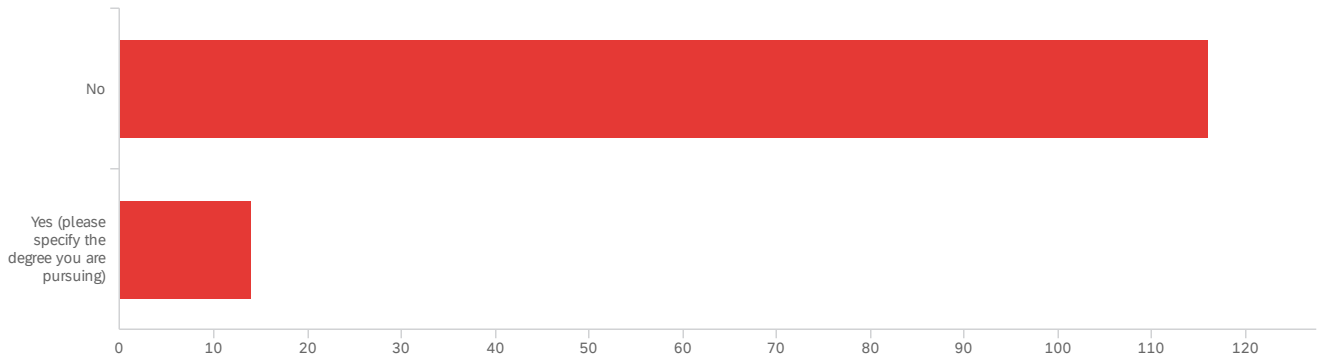
#	Field	Choice Count
1	Yes	73.08% 95
2	No	26.92% 35

130

Showing rows 1 - 3 of 3

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

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



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you currently pursuing additional formal education? (e.g., administrative program, PhD degree) NOTE: This does not include professional development courses - Selected Choice	4.00	6.00	4.22	0.62	0.38	130

#	Field	Choice Count
4	No	89.23% 116
6	Yes (please specify the degree you are pursuing)	10.77% 14
		130

Showing rows 1 - 3 of 3

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

Yes (please specify the degree you are pursuing)

Performance Leadership Doctorate

Completed admin; clinical mental health counselor

I have been taking courses on and off for mental health counseling

(1) English as a Second Language and (2) Educational Technology Endorsements

Administration

counselor supervision PHD

Yes (please specify the degree you are pursuing)

Can't get accepted anywhere- rejected 8 times

Clinical Mental Health Counselor Certification

Clinical Mental Health

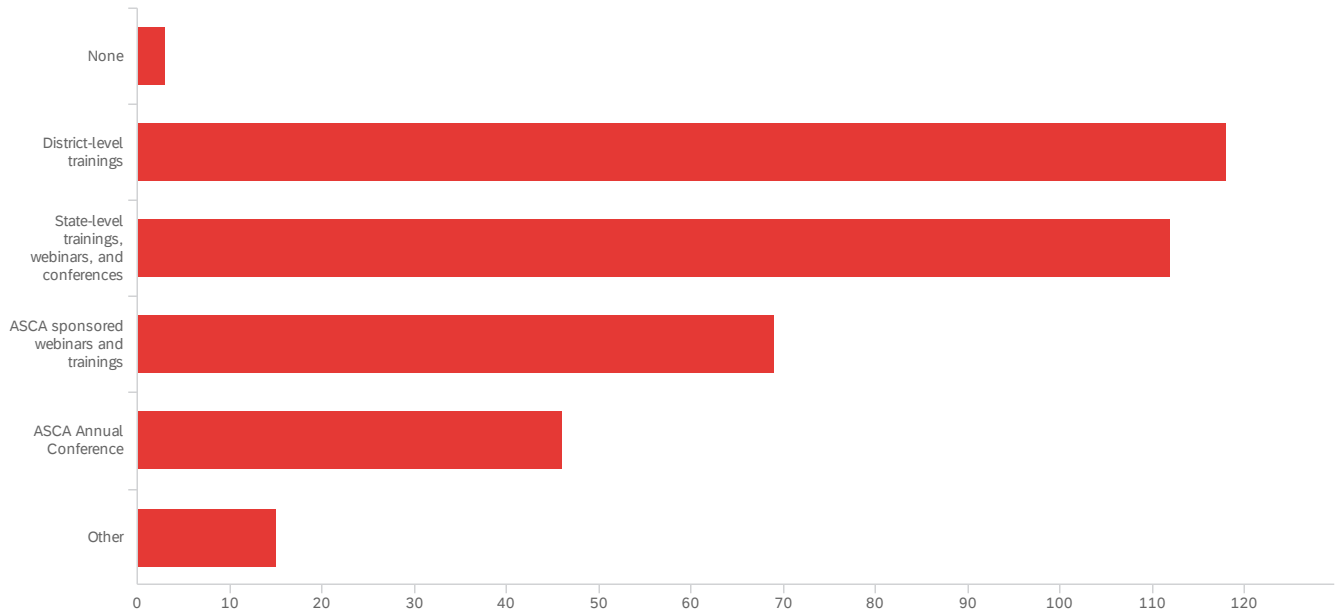
Administrative License

Masters of Divinity

Master's in Instructional Technology

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

(Check all that apply)



#	Field	Choice Count
1	None	0.83% 3
2	District-level trainings	32.51% 118
4	State-level trainings, webinars, and conferences	30.85% 112
6	ASCA sponsored webinars and trainings	19.01% 69
8	ASCA Annual Conference	12.67% 46
10	Other	4.13% 15

363

Showing rows 1 - 7 of 7

Q26_10_TEXT - Other

Other

USCA Annual Conference

NACADA

College Offerings

Other

College Counselor Conferences

UCET

Academic advising conferences

Provo Canyon CE Zooms

USCA, Promising Youth

WBL

USACA, USHE, MajorClarity, Etc.

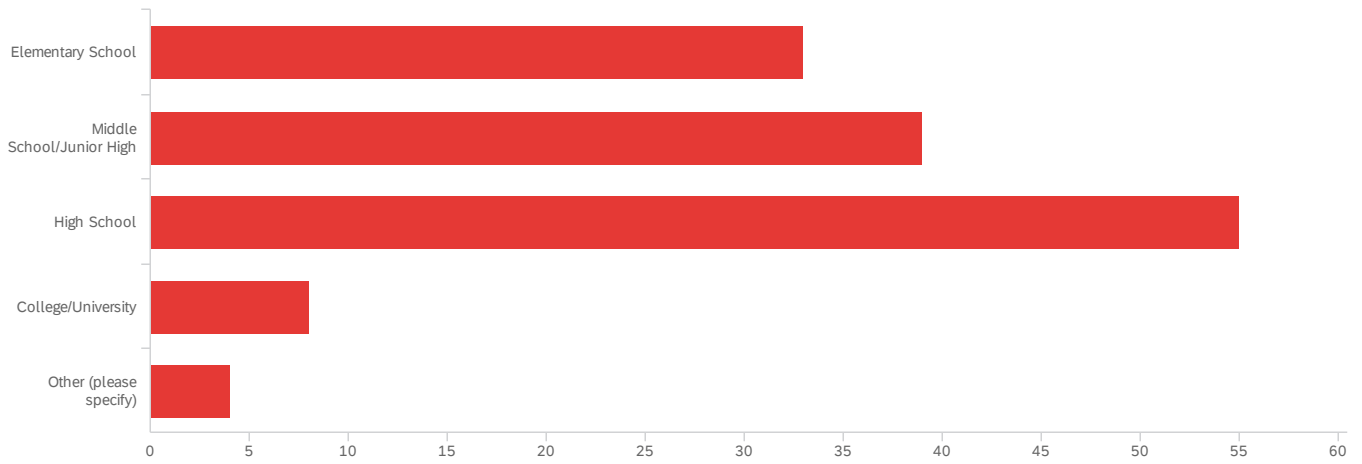
Ed tech endorsement

ESL Endorsement courses

Usca

Play therapy trainings

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



#	Field	Choice Count
1	Elementary School	23.74% 33
2	Middle School/Junior High	28.06% 39
3	High School	39.57% 55
4	College/University	5.76% 8
5	Other (please specify)	2.88% 4
		139

Showing rows 1 - 6 of 6

4_5_TEXT - Other (please specify)

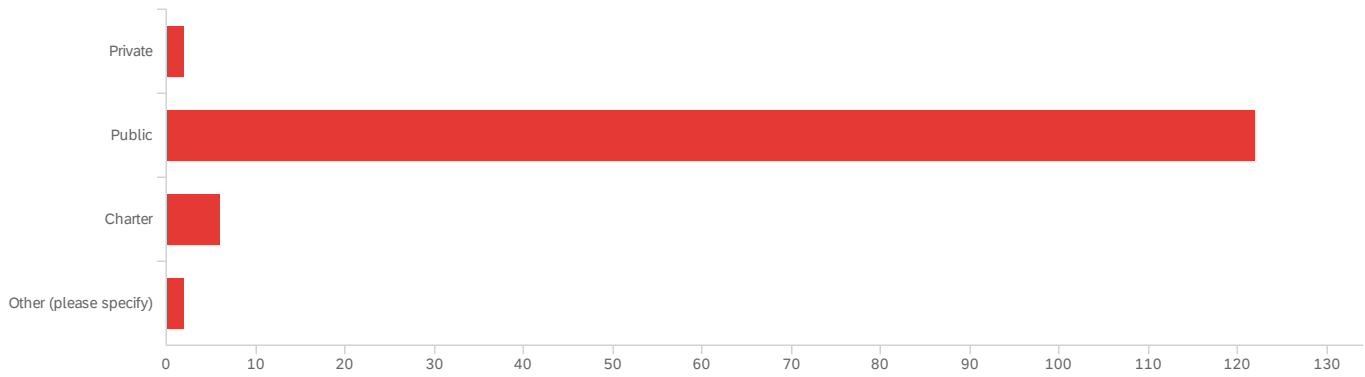
Other (please specify)

Accounting

School District

Alternative High School (Adult Education)

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



#	Field	Choice Count
1	Private	1.52% 2
2	Public	92.42% 122
3	Charter	4.55% 6
4	Other (please specify)	1.52% 2

132

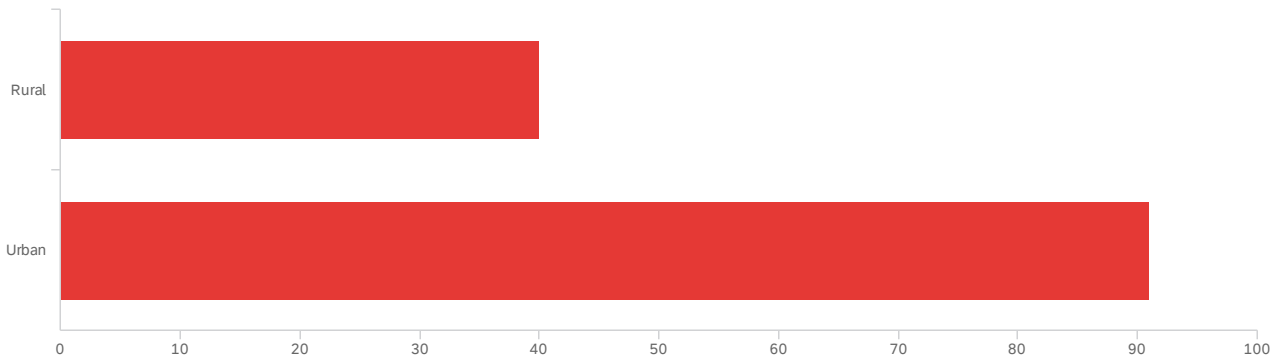
Showing rows 1 - 5 of 5

5_4_TEXT - Other (please specify)

Other (please specify)

Not applicable

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



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you working in a rural or urban setting (rural < 50,000)?	1.00	2.00	1.69	0.46	0.21	131

#	Field	Choice Count
1	Rural	30.53% 40
2	Urban	69.47% 91

131

Showing rows 1 - 3 of 3

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

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

900

800

175

900

1:300

350

365

350

250

1 to 500

1:750

300

all. Roughly 450

360

350

1-550

400

300:1

330

375:1

N/A

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

400

1:450

350

280

340

700

350

360

274

356

370

1 to 335

385

380

375

60

300

400

260

350

800

620

270

270

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

350

350

350

250

350

700

502

300:1

350

350

330

330

100

500

73

360

500

358

Previous school 330 students - now at the college its 700

300

300

375

360

400

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

300

350-400

350

1:1000

335

Unknown. I will be starting this position next school year.

Not applicable

520

340

321

360

700 :(

370

500

350

When I was a counselor it was about 300 students to 1 counselor.

333

300

325

350

380

300

500

400

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

500

630

400

375

330

350

350

350

310

400

575 and I am part time

730

650

350

800

350

100

350

350

1200

360

500

350

350

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

400

320

350/1

250

350

350

370

3428

1:375

340

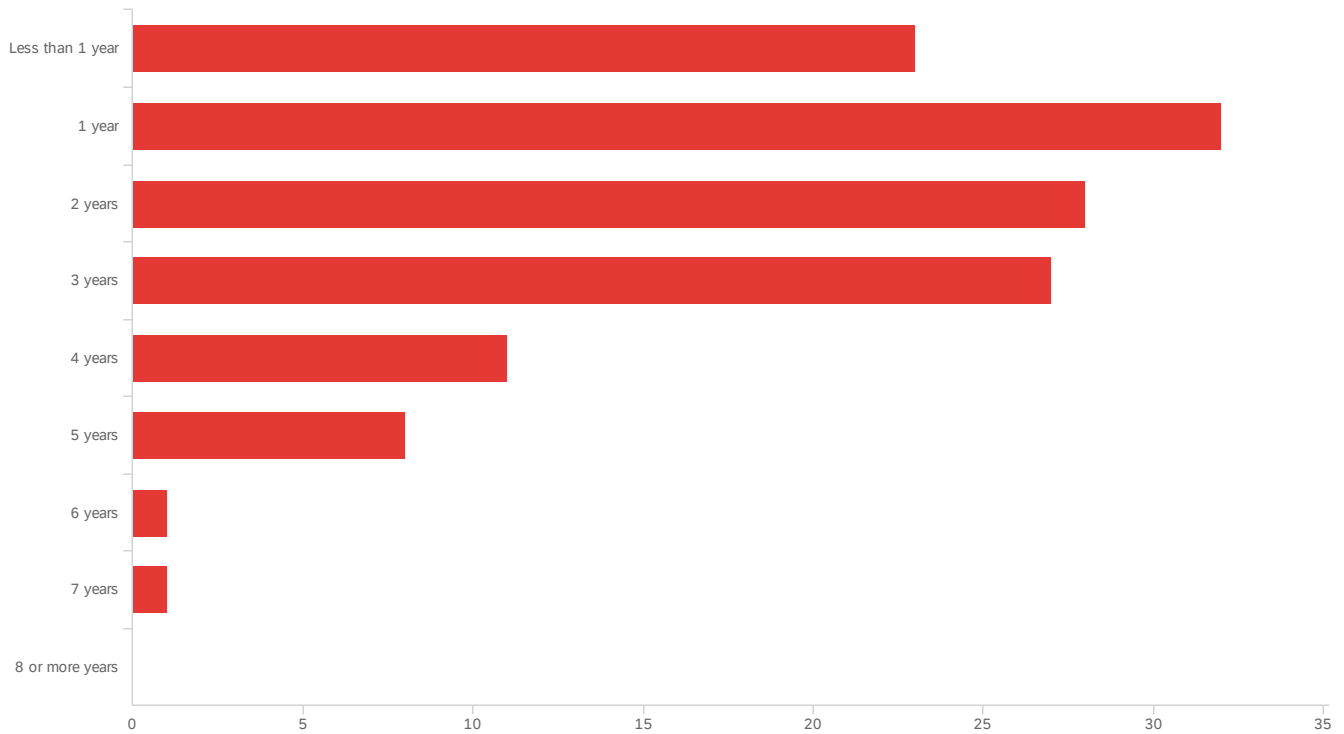
1-320

1400

250

NA

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



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How long have you been working in your current position?	1.00	9.00	3.04	1.56	2.43	131

#	Field	Choice Count
1	Less than 1 year	17.56% 23
2	1 year	24.43% 32
3	2 years	21.37% 28
4	3 years	20.61% 27
5	4 years	8.40% 11
6	5 years	6.11% 8
7	6 years	0.76% 1
9	7 years	0.76% 1
10	8 or more years	0.00% 0

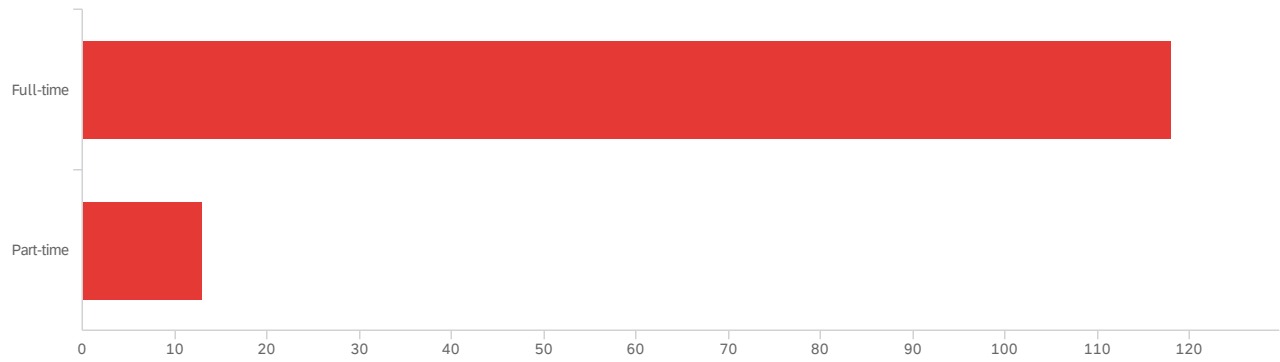
Field

Choice Count

131

Showing rows 1 - 10 of 10

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



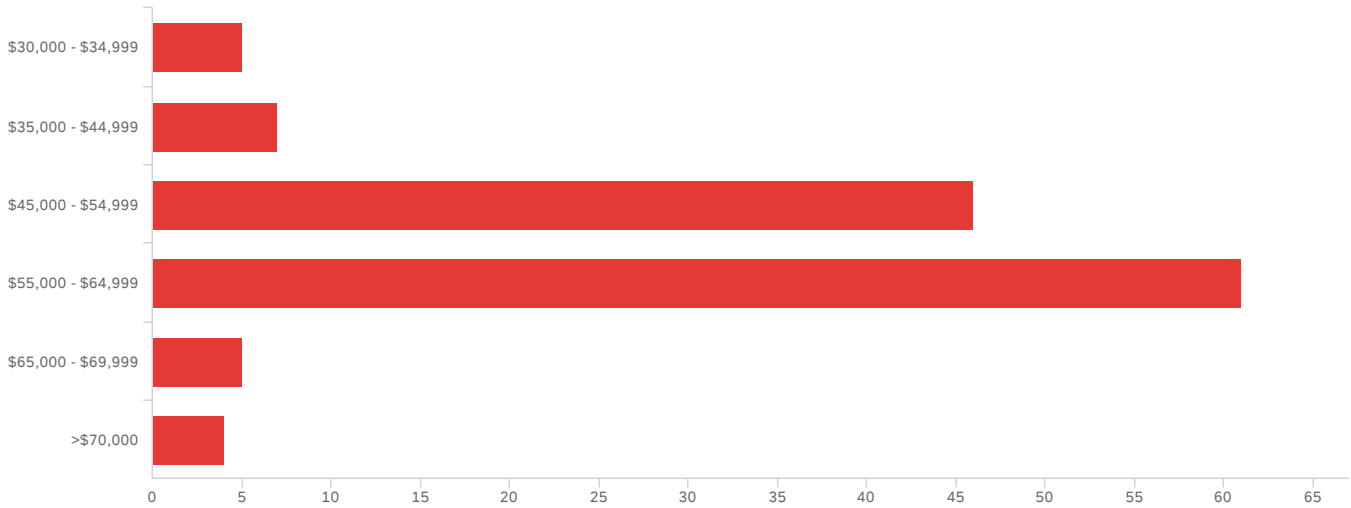
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you currently working full-time or part-time in this position?	1.00	2.00	1.10	0.30	0.09	131

#	Field	Choice Count
1	Full-time	90.08% 118
2	Part-time	9.92% 13

131

Showing rows 1 - 3 of 3

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



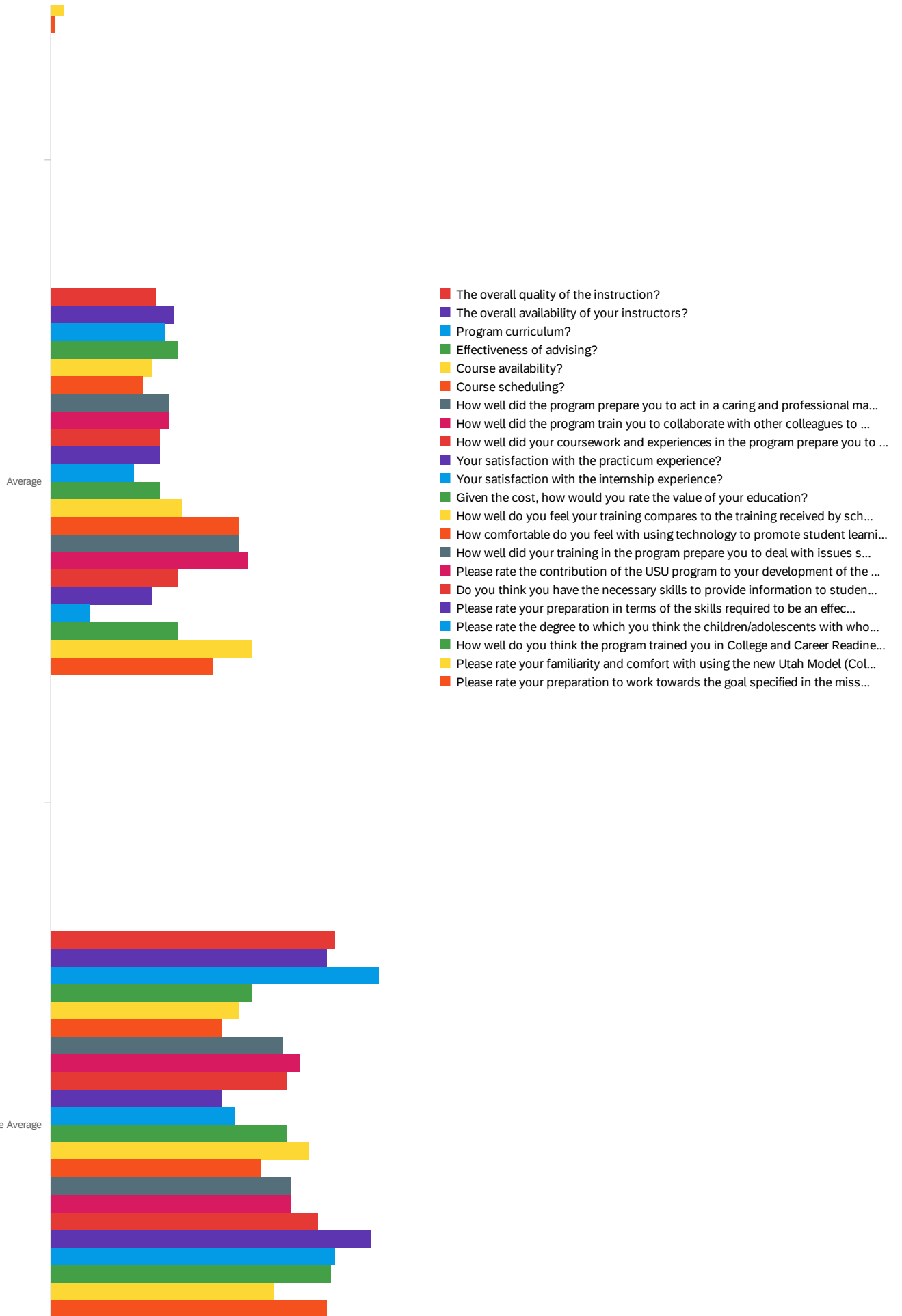
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your current annual salary based on a full-time salary? If you are working part-time, what would be your salary for full-time work. (This question is optional, however, your response would be greatly appreciated. Your response will be completely anonymous.)	2.00	7.00	4.52	0.93	0.86	128

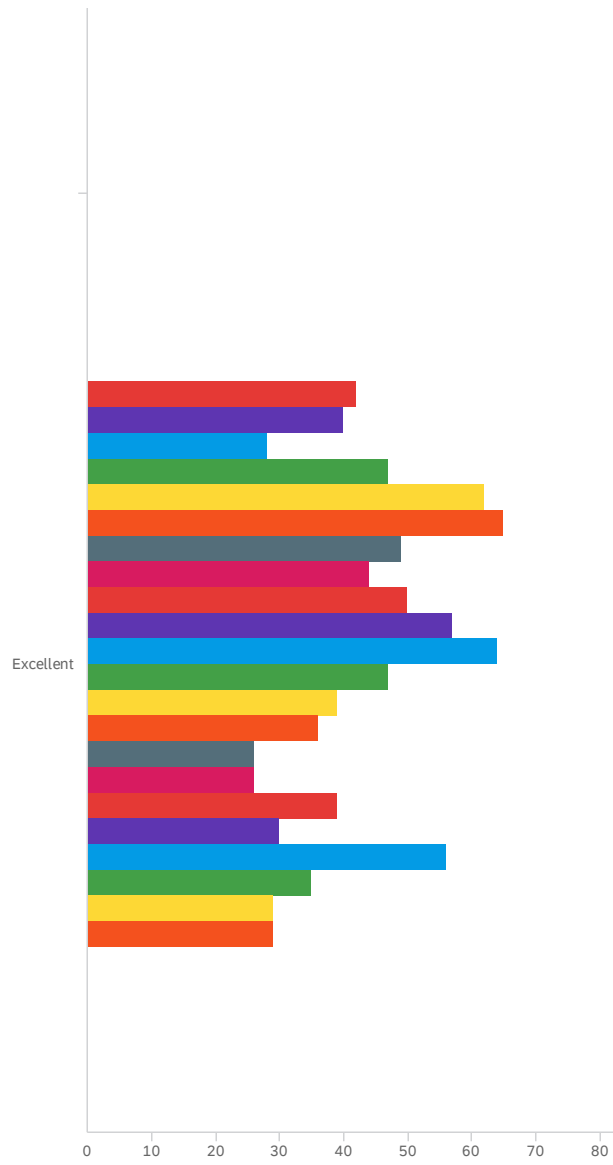
#	Field	Choice Count
2	\$30,000 - \$34,999	3.91% 5
3	\$35,000 - \$44,999	5.47% 7
4	\$45,000 - \$54,999	35.94% 46
5	\$55,000 - \$64,999	47.66% 61
6	\$65,000 - \$69,999	3.91% 5
7	>\$70,000	3.13% 4

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

would you rate the following:







#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The overall quality of the instruction?	3.00	5.00	4.14	0.70	0.48	131
2	The overall availability of your instructors?	3.00	5.00	4.09	0.71	0.51	131
3	Program curriculum?	2.00	5.00	3.98	0.69	0.47	131
4	Effectiveness of advising?	2.00	5.00	4.02	0.91	0.83	130
5	Course availability?	1.00	5.00	4.24	0.85	0.72	131
6	Course scheduling?	1.00	5.00	4.24	0.91	0.82	131
7	How well did the program prepare you to act in a caring and professional manner with your students?	2.00	5.00	4.14	0.79	0.62	131

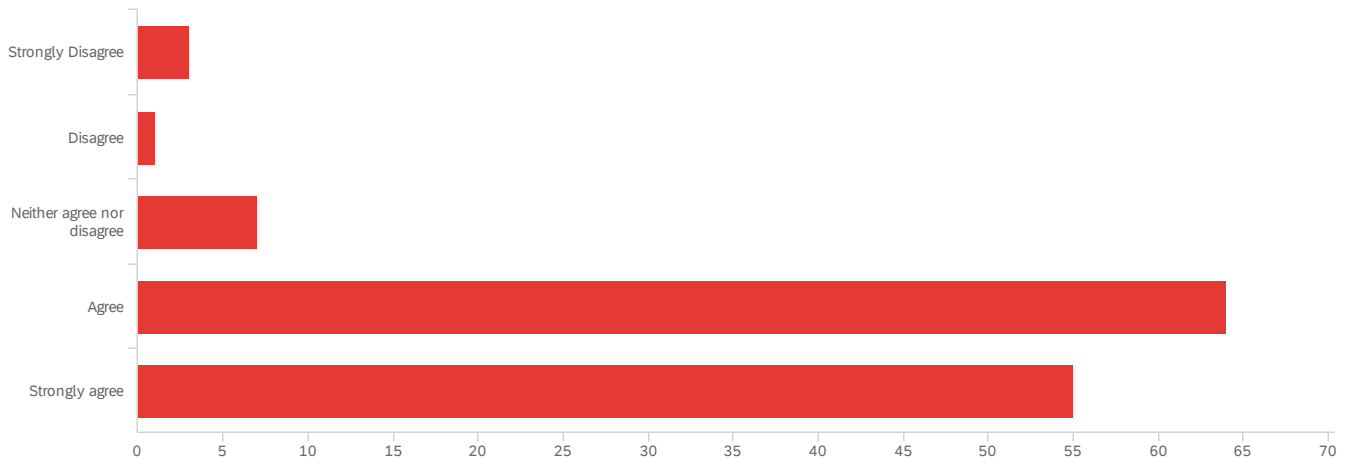
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
8	How well did the program train you to collaborate with other colleagues to support professional learning?	2.00	5.00	4.08	0.79	0.63	131
9	How well did your coursework and experiences in the program prepare you to respond to the questions posed in the Praxis II Professional School Counselor Exam?	2.00	5.00	4.16	0.78	0.61	131
10	Your satisfaction with the practicum experience?	2.00	5.00	4.09	0.96	0.92	131
11	Your satisfaction with the internship experience?	1.00	5.00	4.24	0.91	0.84	131
12	Given the cost, how would you rate the value of your education?	2.00	5.00	4.09	0.83	0.69	131
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	4.04	0.77	0.59	130
14	How comfortable do you feel with using technology to promote student learning and support the school comprehensive guidance system?	2.00	5.00	3.89	0.84	0.71	131
15	How well did your training in the program prepare you to deal with issues surrounding diversity/multiculturalism in your school(s)?	1.00	5.00	3.76	0.85	0.72	131
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	3.78	0.81	0.66	130
17	Do you think you have the necessary skills to provide information to students, parents, educators and other stakeholders?	2.00	5.00	4.05	0.76	0.58	131
18	Please rate your preparation in terms of the skills required to be an effective school counselor?	1.00	5.00	3.97	0.77	0.59	131
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	4.36	0.61	0.37	130
20	How well do you think the program trained you in College and Career Readiness?	2.00	5.00	4.02	0.74	0.55	130
21	Please rate your familiarity and comfort with using the new Utah Model (College and Career Readiness Counseling Program Model, released spring 2017)	2.00	5.00	3.82	0.80	0.64	129
22	Please rate your preparation to work towards the goal specified in the mission statement of the Utah Comprehensive Counseling and Guidance Model, "Every student in Utah will graduate from high school with the skills, knowledge and dispositions essential for success."	2.00	5.00	3.92	0.73	0.53	130

success.												
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count					
#	Field	Poor	Below Average	Average	Above Average	Excellent	Total					
1	The overall quality of the instruction?	0.00% 0	0.00% 0	18.32% 24	49.62% 65	32.06% 42	131					
2	The overall availability of your instructors?	0.00% 0	0.00% 0	21.37% 28	48.09% 63	30.53% 40	131					
3	Program curriculum?	0.00% 0	1.53% 2	19.85% 26	57.25% 75	21.37% 28	131					
4	Effectiveness of advising?	0.00% 0	6.15% 8	22.31% 29	35.38% 46	36.15% 47	130					
5	Course availability?	0.76% 1	1.53% 2	17.56% 23	32.82% 43	47.33% 62	131					
6	Course scheduling?	0.76% 1	3.82% 5	16.03% 21	29.77% 39	49.62% 65	131					
7	How well did the program prepare you to act in a caring and professional manner with your students?	0.00% 0	1.53% 2	20.61% 27	40.46% 53	37.40% 49	131					
8	How well did the program train you to collaborate with other colleagues to support professional learning?	0.00% 0	2.29% 3	20.61% 27	43.51% 57	33.59% 44	131					
9	How well did your coursework and experiences in the program prepare you to respond to the questions posed in the Praxis II Professional School Counselor Exam?	0.00% 0	1.53% 2	19.08% 25	41.22% 54	38.17% 50	131					
10	Your satisfaction with the practicum experience?	0.00% 0	7.63% 10	19.08% 25	29.77% 39	43.51% 57	131					
11	Your satisfaction with the internship experience?	1.53% 2	3.05% 4	14.50% 19	32.06% 42	48.85% 64	131					
12	Given the cost, how would you rate the value of your education?	0.00% 0	3.82% 5	19.08% 25	41.22% 54	35.88% 47	131					
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	1.54% 2	23.08% 30	45.38% 59	30.00% 39	130					
14	How comfortable do you feel with using technology to promote student learning and support the school comprehensive guidance system?	0.00% 0	3.05% 4	32.82% 43	36.64% 48	27.48% 36	131					
15	How well did your training in the program prepare you to deal with issues surrounding diversity/multiculturalism in your school(s)?	0.76% 1	4.58% 6	32.82% 43	41.98% 55	19.85% 26	131					
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?	0.77% 1	2.31% 3	34.62% 45	42.31% 55	20.00% 26	130					
17	Do you think you have the necessary skills to provide information to students, parents, educators and other stakeholders?	0.00% 0	1.53% 2	22.14% 29	46.56% 61	29.77% 39	131					

#	Field	Poor	Below Average	Average	Above Average	Excellent	Total
18	Please rate your preparation in terms of the skills required to be an effective school counselor?	0.76% 1	3.05% 4	17.56% 23	55.73% 73	22.90% 30	131
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	6.92% 9	50.00% 65	43.08% 56	130
20	How well do you think the program trained you in College and Career Readiness?	0.00% 0	1.54% 2	22.31% 29	49.23% 64	26.92% 35	130
21	Please rate your familiarity and comfort with using the new Utah Model (College and Career Readiness Counseling Program Model, released spring 2017)	0.00% 0	2.33% 3	35.66% 46	39.53% 51	22.48% 29	129
22	Please rate your preparation to work towards the goal specified in the mission statement of the Utah Comprehensive Counseling and Guidance Model, "Every student in Utah will graduate from high school with the skills, knowledge and dispositions essential for success."	0.00% 0	0.77% 1	28.46% 37	48.46% 63	22.31% 29	130

Showing rows 1 - 22 of 22

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



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	"Overall, I am satisfied with my professional accomplishments."	1.00	5.00	4.28	0.80	0.63	130

#	Field	Choice Count
1	Strongly Disagree	2.31% 3
2	Disagree	0.77% 1
3	Neither agree nor disagree	5.38% 7
4	Agree	49.23% 64
5	Strongly agree	42.31% 55
		130

Showing rows 1 - 6 of 6

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

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

The program did a good job at teaching the ASCA Model, ethical responsibility, etc.

Warmth and up-to-date training

Statewide accessibility. Practicum & Internship. Some professors are very well-qualified & effective. Good focus on USCA & ASCA . Multicultural & Ethics training.

College and Career Readiness

The variety of classes and skills learned, the opportunity to do a practicum and be mentored by current school counselors and then go onto an internship, and hands-on and applicable assignments.

Great teachers, awesome program director

Teaching about acceptance and diversity

Excellent professors and the curriculum was perfect for what school Counselors need to be successful.

Taught a lot geared toward secondary, which I was totally prepared for when doing my practicum and internship. It will make moving to a secondary school from elementary next year much easier.

I liked that I was able to work a full-time job while participating in the school counseling program.

Great focus on small groups and secondary counseling programs skills.

They really were on top of helping us be prepared to be in the schools.

1. Courses offered in a variety of areas to train us in all aspects of school counseling. 2. Flexibility to participate in the program from afar, especially for those of us living in more rural settings. 3. Ability to do the program in the evenings, which allows students to work during the day. 4. Kind and caring faculty and staff.

The faculty are very supportive

Great instructors

Good camaraderie among the different locations. Even more so when we were all at the same location.

flexibility for diverse schedules

Excellent Faculty, Mentors, and Leadership. Awesome hands-on applied experience.

The depth and breadth of learning.

In-person instruction is a huge benefit of the USU program,

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

mostly good instructors lots of statewide sites

I appreciated the experience of those who taught our classes. It was nice to hear about real events that had taken place in their careers. I have found that being a school counselor is not often like it is when you look over your recommended distribution of time.

director was very involved, they want us to be successful

Caring teachers and advisors. It is cost-effective and I am very prepared as a school counselor.

The program has fantastic resources through educated professionals throughout the state as teachers and mentors to the students of the program. I appreciated the opportunity to learn from instructors that would eventually be peers in my field.

Everything stated above. Additionally, the availability of the program and being able to attend classes while having a fulltime job. High quality instruction .

Excellent instructors with experience in the field and curriculum that applies and is necessary for the profession.

A lot of heart, care, and thoroughness.

When the professors have traction in their own district and can help students get hired on.

We learned ways that we could help different populations (rural, urban, minorities, LGBTQ, people with disabilities, gifted, etc.) and we learned from people who worked as school counselors, not just teachers who had little field experience.

Great teachers, small class feel, people who cared, communication, scope and sequences, teaching the curriculum to help me part of a successful counseling program in my district and school

It's very accessible and has high quality.

An instructor was a strength for sure, she will be greatly missed. Most of the classes were effective. I feel that while counselors aren't exclusively focused on mental health, dealing with mental health issues is becoming more and more prevalent. I would suggest one instructor's class be 15 weeks rather than a 7 week summer class. She is definitely skilled and her material is so important. An instructor is also a major highlight of the program as well as an instructor (ethics class).

The instructors and advisors were amazing and incredibly supportive. I loved the structure of our Practicum class and found it very helpful in preparing me for my future employment.

1 night a week

Really teaches you everything you need to know, especially in regards to the Utah model

Flexible, instructors that are also school counselors

Great communication.

Ease of taking courses from an extended site, faculty members were engaged, a broad variety of topics were touched upon.

Definitely the classes on groups, listening skills, leadership, and opportunity to create a website. Mentoring opportunity during the practicum experience made a huge difference

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

I think that the program as a whole is a great program. I felt more prepared than others in the field for sure. I think the program model class was the most helpful to me. But I think having examples and why those are examples would be good.

The cohort format was the best part of the program. I learned the most from my peers and a few of the professors who also work in the field. The practicum format was great too, though I wish there were a way for us to learn from multiple professionals in the field, instead of just one being our advisor (there are pros and cons either way).

The first and last semesters of the program were by far the biggest strength to the program. Psychometrics provided a fundamental understanding to different psychological methods of understanding individuals. I also loved the section about a mock program review. Those classes were pertinent to what I do as a counselor on a daily basis.

Worked well with my schedule, particularly when Zoom was an option during COVID. Overall excellent professors. Classes were applicable and interesting.

Access. The access to face to face interactions with teachers if you desired to go to the site, the communication an instructor had with all of us was amazing and clear and comforting.

Most of the professors I worked with were professional and helpful in preparing me for my current position.

An instructor was a strength. Well connected and pushed for good legislation to promote the field.

I like how I was able to get a great education and it was only part time! I think that the program prepares you well for the Utah Model and I also like how we went over the ASCA model too.

The ability to complete a degree through the Extension sites.

The live broadcast is the biggest strength. I think it is also fairly priced for what you're getting.

The program was easily accessible, even with a new baby!

The program prepared me to talk to students and understand some warning signs related to mental health.

Fabulous professors. Loved the broadcast program and accessibility while working and raising a family.

Great academic program Great mentors during practicum

Loved that class was held in the evenings once a week. I was able to continue working full-time through most of the program. Professors were great.

the availability of staff, ease to enroll, friendliness of instructors.

Advising, instructors

The State Program Review was a easy because of the preparation that we had. This includes making and doing data projects.

Ease of registration, communication, schedule of night classes, help with getting licensed.

Instructor availability, location availability, time.

The flexibility to work while attending school made it very accessible. I loved that almost all of the professors were school counselors and could provide specific insights on how to apply the material to the workforce.

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

Support from my district site.

Well organized. An advisor was an amazing advisor.

Excellent teachers with real life experience. Great exposure to and instruction on the Utah counseling model. Great college and career readiness prep. Loved getting to know other students, being part of a cohort. I still feel a connection to my classmates, even though it was a broadcast.

The program helped me to understand data collection and usage for tracking my program and setting goals. It helped me understand and be prepared for the review process. It helped me to understand best practices in how to respond to students' social emotional needs.

I loved having face to face instruction once a week--same night for two full years--liked having a cohort of 36-40 students that I really got to know in person. I loved all of the instructors--really enjoyed the school part. I have enjoyed being an elementary school counselor. I thought I would be a high school counselor, but there were tons of elementary openings the year I started, and I wanted to get in with the school district where we live, (and my children attend school), so we could be on the same schedule. I feel elementary is somewhat challenging starting out, as you are on your own at the school--but after three years, I am feeling much more confident and competent.

Caring advisors and teachers with a focus toward student success. Access to professionals working in school counseling. Really appreciated the leadership of an instructor.

Collaboration with peers and working counseling professionals, emails regarding job opportunities, access to classrooms all over the state.

College and Career Readiness

Camille was very open and communicative. The program/school had a great reputation and great training. One of the Component 1 in college and career readiness being built into the program was nice.

An instructor was awesome and were helpful and caring towards us

The Instructors/professors. Were over all really good. They know their fields.

Nightly courses, on the job training built into the program with the practicum and internship.

Excellent instructors!

Delivery format - one night plus online. Program advising.

The USU School Counselor training program has a wide variety of knowledgeable and effective instructors teaching course content. In addition, the program allows easy access to students in both face to face and broadcast settings.

The networking was great. It was nice having professors in the field of study.

I loved all the teachers and felt they did a wonderful job delivering the content.

Everyone cares a lot

I am consistently told that graduates from USU are the most prepared counselors for the work field. I felt very confident walking right in to my internship to begin working with students.

Using the most up-to-date information and curriculum to train relevant school counselors.

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

Teachers who have great experience and insights in their fields.

Some of the instructors are excellent

Most of the professors (with a few exceptions) were really good and were able to recognize class needs and respond to them, making sure that we were getting what we really needed to out of the class and not just busy work. I also really appreciated the changes made to accommodate to COVID protocols as they came about.

I appreciate the training in the national and state models of counseling. Many people in my district, at the elementary level, are completely unaware of these models which put me in a leadership position right off the bat.

The flexibility of the program is a huge benefit, and is partially why I was able to graduate when and how I did.

Instructors who are also school counselors. Practicum class. Accessibility for working professionals.

13 - How could the program improve?

How could the program improve?

More guidance for elementary school counseling. I feel like we have a great opportunity to create comprehensive programs at this level because we don't have to do master schedules, class changes, PCCRs, etc. (things that take up the majority of a secondary counselor's time). I know that there is now a guide from the state, but it basically reiterates what has already been said. It would be wonderful to have school counselors from each level show how they create comprehensive guidance programs at their schools.

Make teaching more experiential and practice-driven instead of just book/lecture

More flexibility for those wishing to finish program sooner if they want to. It shouldn't take 3 years to get a Master's degree. Some classes were completely redundant & useless. Some professors were incompetent (an instructor for example). It felt like the program was made to milk money out of students by keeping it extending as long as possible. Most Master of Education programs do not expect that many credits.

Mental Health Training

There was a lot more that I didn't know I would be doing as a counselor. Maybe come classes on how to work as a team, communication skills with a team, or reviewing how testing works. We are not supposed to do testing in the school but our administration make us be in charge of ACT and AP.

More classes on counseling students

It's great

Combine the degree with Associate Clinical Mental Health counselor. Many elementary counselors are seeking this license. Some only need two extra classes for the licensure.

Greater focus on elementary counseling and working with disadvantaged youth (ex. Title I schools). Both are completely different from secondary and from non-Title to Title. I have found that non-Title school's severe behaviors are a Title's everyday ones. Knowing behavior modification better, as well as trauma-informed care is a must in these schools. Teaching training is also needed.

Spend more time on skills than on the history of school counseling.

Preparing Elementary counselors of the roles they will play (in terms of classroom management skills while giving guidance lessons.)

The only problem I had was during a zoom class of 90 students, it wasn't very easy to always get a comment across

1. More preparation in helping students with mental health issues. In the middle school setting where I have previously worked the past 4 years, approximately 60% of my time was spent in crisis management/mental health support. The need is great, especially post-Covid. 2. A little more training on dealing with ethical issues, including how to support LGBTQ students.

I'm not really sure. My training helped me out a lot while I lived in Utah, but we recently moved to Texas and I can't find a school counseling job because Texas has different school counseling requirements. I don't necessarily think that this is something that the program can address though.

Nothing comes to mind

I felt like there were favorites in the program. Also one male teacher seemed biased towards males and didn't award an A to any female. I worked so hard only to have a 99% on a test crossed off since he found a ticky tacky mistake. Some of the teachers seemed biased and hired their favorites.

More practical experience with incorporating various counseling methods into our practice.

How could the program improve?

More training on behavior and working with SPED.

Some instructors are not the best. The data teacher I didn't learn anything from.

It's hard to say. I know my time in the program was not truly reflective of how it was meant to be delivered. I will say Zoom is not the way to go.

improve the class about Data

At this time, I do not feel there could be improvement. From the time I spent in the program, I felt supported and prepared for the field.

Get rid of crappy teachers; don't make both CCR classes online—two aren't needed, just 1 effective one.

I feel one area I lacked when entering the profession was being able to address the high volume of emotional wellness needs. Also, tasks and skills essential to the high school level such as credit evaluations, recovery, graduation plans, etc.

Less hours required for the practicum and differentiate it a little more from the internship.

Shorten the length of the program to 2 years.

More training on how to begin a comprehensive guidance program, and more training on data collecting and use.

The timing is off. I would have loved to have graduated in Spring within 2 years of starting the program to be eligible for a full time job 2 years in. I graduated in 2.5 years, but still had to wait until the next school year to get a full time job so from start to finish it was a 3 year program. I wish it could be condensed into 2.

Not sure.

Have faculty who are effective teachers - one of the faculty simply read the PowerPoint presentation. Either shorten the program or don't begin in the fall so that when students graduate, they're able to start the next fall without months of a gap. The way the program is, students graduate in December and most positions won't start until August, creating a potential span of 9 months of not being employed.

I thought it was great

More related to elementary school counseling. As a counselor in an urban, low income area, I have had to work with some serious behaviors as well. It would have been nice to have a course focused more on behaviors at the young grade levels.

More applied hands on practicing experiences, not as much theory.

I'd love some more curriculum based on elementary counseling

The cost is extensive, especially for people going into a field which doesn't pay a lot. If they could reduce the cost, this would help.

More collaboration with the Adele Young Technology center - we got to tour there, but never really used the resources again. Mentoring opportunities, especially because the ratio of student to instructor was so high. I don't feel like I gained much of a personal relationship with my instructors because of that and the distance.

How could the program improve?

I always joke that I didn't learn that in "counseling" school. I think the program model class had the potential to be the best preparation. But I think having examples and why those are examples would be good would explain what a counseling program should look like. Also a data class that looked at school counseling CTE survey data and helping with breaking down that data, instead of whatever other data would be great. Looking at grades, looking at referrals, real school counseling data you will be looking at would be so great. I don't know how to break down data still even though that was one of the classes I took. I think really breaking down the curriculum book and looking at data, then talking about ethics and actual situations you will be in (which we did do) is the best preparation.

Some of the instructors were not great and there were courses that provided very little benefit. I think the program would benefit by having two tracks - one for individuals who have bachelors degrees in education or psychology, and one for people who are completely new to the field. There was so much of the program that the majority of us already knew from our background, and not enough specific to school counseling and what our job would entail.

Take out 90% of the diversity classes within the program. It seemed as though each semester we had yet another class about diversity and inclusion of the LGBTQ . I want to be clear that I am a student advocate. No matter who comes through my door, they will be treated with dignity and respect. What I am saying is that the program could improve by being more well rounded. If one psychometrics class is sufficient for the program then perhaps only one diversity class could be sufficient as well.

I would have liked more information on addressing anxiety and school avoidance. It also felt as though there was repeat information in classes, specifically with diversity issues (addressed in almost every class, similar info each time-nothing new) and data (during the second semester of the program the two classes were very similar and the information overlapped quite a bit)

I would have loved to have classes regarding running groups and specific collaboration skills with team members/staff. I didn't realize HOW much party planning would happen when you are part of bringing people together as a staff as well as with students to make the experience amazing!

I have heard that under new management, the expectations of meeting twice a week will be implemented. That would be taxing to a full time working parent's schedule. I'm glad I finished the program under an instructor!

I think you have to realize students are focused to quit work to do internship. I also think 1 week of for family spring break (with districts in state) should be allowed. BURN OUT!

Maybe help with finding placement for practicum/internship or giving steps or template on how to reach out to schools to get something set up. I also had to move out of state during my internship and there wasn't a lot of support in helping me find something out of state. I also wish there would have been some focus on elementary school counseling because that is what I'm going to do and there are some differences between elementary counseling and the secondary level.

Condense the program into 2 years and combine courses that repeated each other. There were 4 courses that had 75% the same curriculum. It would be better if more curriculum were focused on applied crisis intervention practice instead of repeat data and/or caring for student lessons.

I felt somewhat unprepared to provide the level of individual counseling that the students require.

Application of diversity training and implementation of improvement based on change is lacking.

I would have liked to learn a little more about how the school system works.

More relevant coursework. Save the Utah model and psychometrics for later in the program. Explain the hierarchy of schools and what all the school lingo is and not just expect us to know it. I was not a teacher before I was a counselor so it was hard to grasp certain concepts because I didn't have a foundational knowledge of the public school system. For example, how special ed and school psychologists overlap with school counselors and what the different roles are.

You just can't get too much experience. Practicum and internship was the best thing. Maybe requiring interns to have a specific part of the alphabet with a real caseload. My experience was wonderful with a full caseload. I feel bad for interns that come to Provo High that don't get that experience and are often stuck with other tasks that need to be done.

N/A

How could the program improve?

elementary training

Instructors - equity in their instruction to populations that are a minority relating to this field and who was in the cohort.

I would have been nice to have the option to complete the program in two years (attend night classes while completing an internship during the day during year two). I feel like I lost a year of potential salary and paid extra tuition costs. It seems like many program students are working during the day regardless.

Teach how to review transcripts and use a school information system.

I did not feel that the statistics class was helpful or necessary to train me to be a school counselor.

My biggest gap I felt like I had was mental health, we work with it on a weekly and sometimes daily basis and I didn't feel prepared for that.

More flexibility with schedules regarding practicum and internship hours for working parents. Improvement in instructors.

Maybe more support in learning actual counseling skills. I loved and have used what we were taught, but I would have liked more.

It was great! There are grey areas on what to report to parents and what records should be kept. It would be nice, if it were possible, to have a better understanding of those ethics and legalities.

na

More practical experience and more of a focus on learning to use google programs.

The class on simulating a state review was a complete waste of time and the instructor was less than helpful, and even rude at times, with her teaching practices.

social and emotional preparedness to help students

I would prefer more on mental health training and classroom management (for SEL, character ed, registration, ect) rather than grant writing.

Some of our teachers seemed fatigued after working all day then coming to teach us. A few seemed to be wishing they were home instead

There needs to be a path specific for elementary counselors, state legislation has changed and many of us are in Elementary's but the program does not prepare us for that. Often with the ratios and current challenges students are facing there is very little time for data projects or career college and career planning. We spend much of our time dealing with behavior interventions, assisting students with anxiety which prevents attendance. As well as social interactions and struggles.

More training on IEP and 504

Crisis management

Responding to common issues by grade level.

The USU School Counselor training program could improve by teaching students more information regarding suicide risk assessments, assessing self-harm, and other mental health skills.

I think the program could have had a class geared towards the praxis.

How could the program improve?

There was some overlap in classes where the same things were taught.

Classes twice a day

We need to have more fluidity with the mental health/social emotional aspects.

There needs to be a break between semesters. Two years without the ability to relax or go on a vacation or spend time with my family without school getting in the way was a major source of burnout. Even something as small as a week or two would help immensely.

Some of the instructors could use improvement

The job of a school counselor covers such a wide range of things, so in some ways I felt like we were only able to barely cover the surface of things we would need to know how to do in the field. Perhaps more in depth classes focused on specific age groups and how to best work with them?

Some of the instructors, while likely excellent counselors, were sub par graduate program instructors. They left a very bad taste in my mouth and clouded my impressions of the whole program. I think an instructor was her name. Her grading was so unrealistic and unfair. The whole class was ~~up~~arms over her poor instruction. Unfortunately, that's one of my strongest impressions of the whole program.

Decrease overlap in course curriculum. For example, the two CCR courses had a lot of similar content if I remember correctly.

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

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

More preparation for the day-to-day aspects of the job. i.e. - classroom management, creating engaging lessons/groups, de-escalating students, understanding laws and state board rules that apply to education. An introduction to special education and student accommodations would have also been helpful.

data projects later on

More counseling skills. The counseling class was 7 weeks & barely covered anything. There was no repetition throughout program so students could actually get comfortable with the types of skills addressed in that class.

Sometimes I feel like as school counselors people assume we know how to teach students hard skills like organization, time management, etc. It would be nice to have some knowledge skills to teach students to help them be better academically. Other than that, the program was comprehensive.

How scheduling in schools is handled

I would have like to learn about IEPs

Trauma-informed care, classroom management, classroom teaching

leadership skills, how to run a Hope Squad, grief counseling

classroom management Elementary counseling

I thought they were well covered

No, most were addressed, just need a little further training in the areas listed above.

More elementary counseling skills may have been useful.

Nope

Not getting hired and why?

how to use Utah school programs (e.g., PowerSchool) and various technology tools, scheduling for secondary school students, interview skills at the end of program (in practicum)

Not that I can think of.

Behavior

group lesson training and ideas for resources

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

I don't feel like I was prepared to deal with students who were highly dysregulated and violent. We discussed behavioral interventions but that didn't really address what you are supposed to do to help a student who is screaming, crying, cursing, and throwing objects.

no

While I am not an elementary school counselor, I do feel there could have been more content in the class about working as an individual counselor (in an elementary school) and collaborating with other school personnel to be successful.

More practice with short-term therapy such as BRISC or SFBT.

see above

More practice in creating and implementing a data project.

The program needs to focus more on mental health and how to handle students that are in dire need of therapy and professional help, but only have a school counselor.

school politics, how to work with poor leadership

How to use SIS Aspire. There is no help manual.

Understanding the overall education employment process.

More specific methods and scenario practice for helping students cope with mental health, specifically anxiety and depression.

Not that I am aware of

More comfort in breaking down data as a leader. I am on the leadership team, I am over several programs, and it would have been nice to have a better understanding of myself as a leader.

Suicide interventions / crisis counseling. Mental health interventions.

NA

How to handle to extreme cases (i.e. students who attach to you and begin "stalking" you, or students who leave home and ave no relationship with their parents due to anxiety caused by their parents yet have issues that should be shared with a parent/guardian).

Helping students with trauma. I know we don't do long term but sometimes they tell us things we were trained to deal with. Rape, child abuse, mental emotional abuse, incest.

Maybe an option or a class specifically geared toward elementary counselors - use of behavior charts, de escalation strategies, resources used in elementary.

Data break down and how to read data. Everything is about data and we were taught, but it did not apply. Using counseling data would be the most helpful.

In the field I needed so many more skills in how to help students struggling with mental health. While it's not supposed to be the main part of our job, it absolutely was and we were not prepared to handle it.

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

Working within the realm of student schedules and PowerSchool was not addressed at all. Assessing transcripts to coincide with state regulations wasn't taught. I felt like a fish out of water when it came to actual counseling regarding administration type work. Of course I work in a high school, so I understand that not everyone would be met with the same frustrations.

More conversations about communicating with parents, and addressing difficult topics.

Learning how to implement the data collected. I know how to collect data but know the BEST ways to implement improvement.

Some things we were taught are different compared to how my school district expects things done. I suppose that it would be hard to tell everyone how things will be done as districts differ in their expectations.

Deescalation Writing Lesson Plans

I think helping with interview skills would have been nice. Maybe some mock interviews would be good. It took me about a year to find something because I had to keep refining my interview skills.

Crisis intervention practice. Most crisis intervention practices in the program prior to the practicum/internship were hypothetical discussions.

See Above

I had to figure out how to complete a data project on my own. I had to teach myself when and how to effectively use our school social worker

MENTAL HEALTH TRAINING. I wish a licensed social worker or other therapist would have come in and helped us to understand basic, practical things we could do with students. The social worker at my school has taught me more about working with my students than any of my coursework was. Basic SEL training so we can then turn and teach our students.

How to have your voice heard when you are surrounded by people stuck in habits based on past traditions.

Practice dealing with angry parents.

Not that I can think of.

More learning about counseling students with anxiety, depression, and low motivation. The state and district have offered a lot of PD for these issues, which has been helpful.

More use of a school information system. Even if it is some generic one so you can get familiar with one before you are thrown into an internship and have no idea how to use such a tool.

I felt like we should have gone over Mental Health more. I felt like our Internship was the only thing that prepared me and even then I didn't feel prepared.

Using data as a school counselor. Mental health training.

In elementary, I do a lot more individual counseling. I would have loved more help with challenges such as - "What would my plan look like to help a student with anxiety? Depression? Trauma?" I understand long-term therapy is not our role, but often we are the only mental health help they will get. I would have loved more knowledge of what that counseling would look like for different concerns. Maybe more practice running groups and guidance on how to get group curriculum. I know we want evidence-based programs, but we often don't have several hundreds of dollars to get a program. What do you do for curriculum when you have \$50 or less to spend on it?

For me, it would have helped to have had access to some kind of optional class on how to use spreadsheets. It would have been enormously helpful for me as well to have a class on how to use all the google applications for calendaring, scheduling, forms, sheets, etc. So a little more help with the technology required to do the job is helpful, though I picked up on that pretty quickly.

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

na

None that I can think of.

More information on disaggregation of data would have been helpful.

Not really, at least not that I can think to improve (i.e. inexperience)

Classroom management

It would've been extremely helpful to have a lot more time and focus on behavior and how to assist or de-escalate situations. Elementary school counseling was addressed very little

No

I know that we had a class period devoted to suicide risk assessments, which was super helpful, but I would love more info on crisis response. Most elementary school counselors are the crisis team lead at their schools.

more crisis training

I could learn more technology, and useful platforms.

Suicide risk assessments, assessing self-harm, and other mental health skills.

The schedule changing. But I do think that had to be learned by immersion since every school does things different.

The program covers a lot of what you need to know as a counselor. Every school is a little unique at what they expect of counselors. So, I think the program delivers a solid base and you must be adaptable to the school you work at.

No

If this program could combine or increase social/emotional learning this would greatly impact counseling. Especially running groups in a school setting and dealing with daily crisis and self harm. It is rampant as is anxiety. I will be looking at returning to school whenever I get the funds to continue my mental health training. We don't have funds to pay for both counselors and social workers so why not put them together?

I would have appreciated more deescalation techniques to use with angry, yelling, and irrational parents.

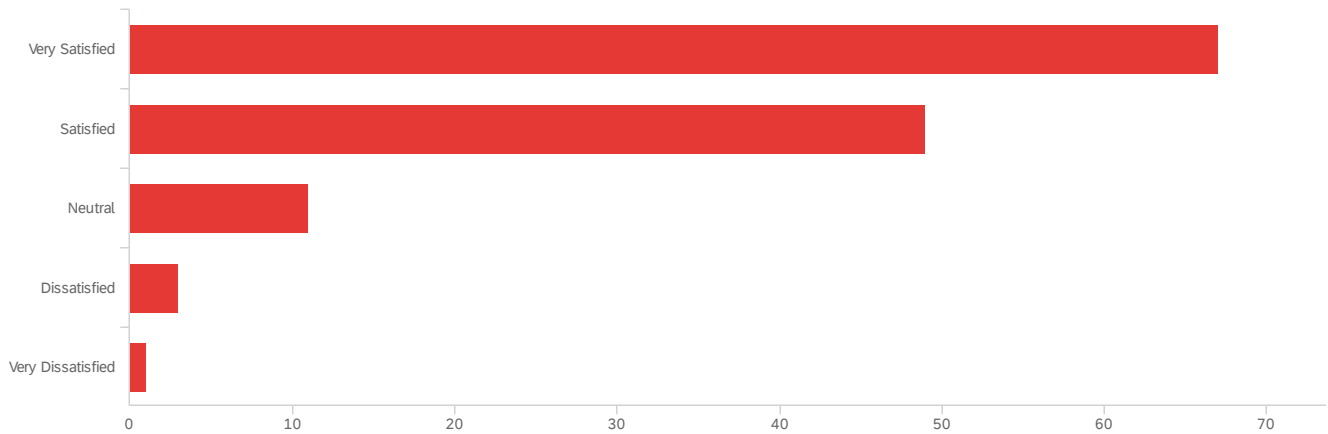
Yes, but they are school specific

Not sure if this would be possible, but learning about some of the different class scheduling systems would be very helpful. I felt completely thrown into the dark and like I was being assigned a completely different job than what I was trained for when I began my internship and was expected to focus most of my time on scheduling.

It would really be helpful to have a separate track for those who are planning on going into elementary counseling. We need more training on individual and group counseling for this age. We need more training with curriculum development where half of our time is supposed to be on classroom guidance lessons. I knew I wanted to go into elementary counseling and so much of the program was specific to secondary schools and yet there was a vacuum of training for what I would need on the elementary level.

I did not leave the program confident in my skills for counseling students with mental health concerns like anxiety. I also did not feel fully prepared for crisis response.

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

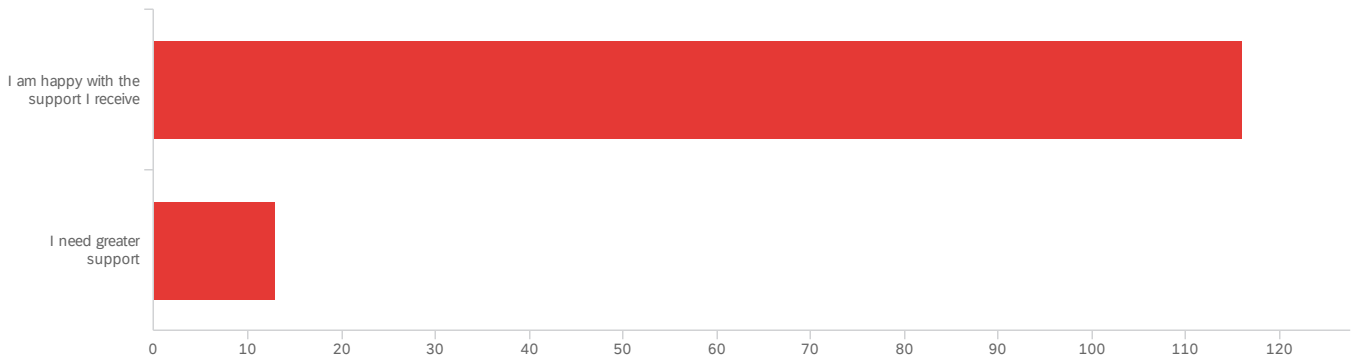


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied are you in your career as a school counselor?	1.00	7.00	1.79	1.17	1.36	131

#	Field	Choice Count
1	Very Satisfied	51.15% 67
2	Satisfied	37.40% 49
4	Neutral	8.40% 11
6	Dissatisfied	2.29% 3
7	Very Dissatisfied	0.76% 1
		131

Showing rows 1 - 6 of 6

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



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you feel you have support from the program now that you have graduated?	1.00	2.00	1.10	0.30	0.09	129

#	Field	Choice Count
1	I am happy with the support I receive	89.92% 116
2	I need greater support	10.08% 13

129

Showing rows 1 - 3 of 3

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

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

I'm a solo counselor at a public charter school. I'm not always aware of news and updates about education in our state.

more events in satellite campuses- not just Logan

Offer professional development

Continue with communication regarding learning opportunities, jobs etc...

I don't need support from my program. I'm good to move on.

Send emails about conferences, PL, new research

Information on Renewing License

N/A

Keep offering opportunities to learn as new resources come available

Not sure?

N/A

Job leads

Help me find a job.

interview skills particularly for school counselors

I never received my actual diploma, but that is more something that I need to take up with the Registrars office.

emails for professional development and employment opportunities

The support currently given has been great.

Provide intervention resources for programs not following the Utah model

I am fine

Continued communication and resources

Give information about grants and access to funding, opportunities to participate in or access relevant research

I like that when job positions open up, I am notified. Maybe send an opt-out option for those who aren't looking.

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

How to begin a comprehensive guidance program for school without one at all.

Give me a little space.

Continuing education credit opportunities

NA

I am unsure at this time.

I don't know if they have a role anymore, really. I get information from the state that I need to stay updated on laws and expectations.

It would have been great to receive more support on how to navigate re-licensure.

Can't think of any

Continue to send learning opportunities & job offering in the area!

I no longer feel that I need support from my graduate program.

Provide information through a newsletter about how to help undocumented students prepare for college.

Resources for collaborative classroom instruction, groups, individual counseling, etc.

Maybe just updates in school counseling as they happen via email or something.

N/A

info on pd opportunities

I don't know at this time.

Advocate for paying school counselors more money.

Provide updates to research and job postings in a newsletter. Highlight upcoming professional events, reading opportunities, etc.

The support through social media has been great!

not sure

I feel like they did. An instructor would regularly send out job updates and training for current and graduated students.

Provide information on professional development opportunities within the state or online.

Work with usbe for greater budgets for counselors

I think educating the public and specifically parents about the skills we are equipped with as well as the education we have received would be helpful. There is a small pocket of discontent directed at SEL in our community. Community advocacy for counselors would be so helpful.

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

Facilitate continued conversation with other graduates, networking.

The program could continue to reach out to its graduates.

None

I would love to continue the collaboration with. My cohort through some sort of communication.

Continue to send out job openings please! It also seems that there's not nearly as much of a shortage as there once was, so perhaps not accepting quite as many students into the program so as to not oversaturate the job market.

I would like to have opportunities to collaborate with others from previous cohorts; a digital PLC or resource share

Nothing, things are great right now.

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...

Be careful when hiring people who are already full-time counselors - that's a lot of work and I think it was too much for some of them.

Honestly I'm worried about the direction I hear the program is going. Education is at a crisis and the program seems to be becoming too demanding and rigorous. I know peers who are looking out of state online options over USU.

Nope. It worked out well!

Continued focus on elementary issues that are not already addressed (I heard the program got a class for elementary now but I don't know what it entails).

No, I think that it is a great program and recommend it to many of the interns that I have worked with.

I can't really think of anything!

Keep up the good work

Help your graduates get jobs. An instructor told us all what a HIGH percentage their program has had for job placement. Well, I beg to differ. I think the data is skewed. Nobody has asked me in the last 5 years if I was working as a counselor or not until now. Why? Data has been wrong.

Better training for counseling individuals who identify as transgender. Also, it would have been nice to receive a little bit more information about resources for those struggling with addictions, such as the peer support program: <https://dsamh.utah.gov/peer-support>. Resources for counseling individuals who struggle with non-suicidal self-injury would have been much appreciated: <http://www.selfinjury.bctr.cornell.edu/resources.html#tab1>

Maintain the in-person only cohort option.

The USU response to the Covid-19 pandemic was incredible. I would not change anything about my graduate school experience.

If the program continues to run as it did when I was a student, I feel it will continue to run well. I had a great experience and feel grateful for the opportunity I had to participate.

NA

Teacher observations from the college itself. There were definitely some times where I felt like two teachers in particular were woefully underprepared or underdelivering.

Being in Salt Lake City, I would have liked to have had access to similar resources as though I was attending the main campus. ie. access to a gym and recreation equipment.

None

high quality instructors

nA

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

Students need more therapeutic help and some are unwilling to meet with outside sources. I have had a few students who refuse to speak with therapists because they do not "know" them. Some parents also refuse to send their students to therapy, but are willing to allow them to meet with a school counselor.

Include more mindfulness strategies, including yoga, progressive muscle relaxation, & creative breathing techniques.

As Dennis Prager says, it is better to have clarity over agreement. Let me be clear. An instructor is a hindrance to the program. As a former student, I was privy to the conversations that faculty and staff aren't privy to unless there is a format like a survey. Students didn't like her. It wasn't personal. She is just a terrible teacher. Even when we tried to let her know of things that she could improve on, she would tell us that she doesn't read any of the surveys but rather has her husband read them and filter it for her. Seeing that she was teaching classes almost put me to the breaking point of the program. I just realized that I would have to endure that waste of time and money in order to graduate the program, so I did it. So you ask about having a high-quality program? get high-quality teachers.

No

Old program director was an instructor --was what the program director should be like. She modeled great communication. She modeled patience. She modeled confidence. She was non-judgmental. She was observant. SHE WAS AN AMAZING listener. There was trust and respect within the program. The very first meeting she taught students how to write an email: Greet the person Be brief (no more than 3 sentences or it should be a phone call) Thank the person for their time Counseling is about being approachable. Good employees should not teach this field. We do not want to produce ~~good~~ counselors. New program is discouraging people from going to USU. I have heard several people say the teachers are literally reading their slides ~~to~~ the students. Boring. Need to inspire not bum out students. Also I have heard the current professor has incredibly petty rules and only a few years experience. Professor very, very unsure about the material and it is presented in a confused way. I worked with 2 practicum students this year that said "Nightmare experience" and I felt bad because mine was wonderful. One more thing, I guess the professor never involves the students - just lectures the whole time, never asks for class participation at all.

Thank you reassessing and thinking about how the program can be better!

Not at this time. Thank you.

Don't jump right into the Utah model. Make the practicum earlier in the program so it's easier to understand how all the coursework actually applies to the profession. Creating our own "formal review evidence box" was useless because I had no idea what the heck I was doing. It wasn't until I was in practicum that that even made sense. Maybe instead of making students create their own documents... give them sample documents and have them organize it into all of the standards and assurances. Explain more clearly the roles of the school counselor specifically when it comes to mental health. SPECIFICALLY how to refer out for ADHD, anxiety & depression, and other disorders. What does sped take care of and what do pediatricians take care of. The use of technology to track our data and who we meet with/notes/etc. Comprehensive mandatory reporter training - when to call DCFS vs JJS and other referrals.

Keep up the great work!

I loved USU! I always recommend to people interested in pursuing school counseling.

Not that I have already stated. Thank you for a great program!

I loved my experience at USU and wouldn't change much. I am so happy with the career opportunity that has been provided by graduating from Utah State University.

I LOVE this program. It has been such a great asset to me.

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

Principals need to be more accountable for how they use and incorporate the school counselor. My biggest challenge was that my administrator did not understand my role, even after attending the updates and essentials trainings. He really didn't care what was said in those trainings. He didn't have any accountability to have to pay attention to what was taught. He saw me as more of a secretary than anything. He didn't support a lot of my ideas, didn't seek my input on things that came up in the school in my realm, and left me out of a lot of things that went on in the school. It has been difficult for me to reconcile what I was taught my role would be and how my administrator and the school secretary saw my role. I pushed through to do my job, but there was not a lot of support or understanding from the entire school as a result of the principal's leadership in not valuing my position and what I should be doing or could be doing. He glossed over all of this in the recent state program review and the reviews left thinking a strength in our school was the collaboration between the counselor and the administrator where that was actually our greatest weakness. After 5 years of loving my job but being constantly frustrated in trying to meet state requirements without sufficient support and understanding, I am burned out and am transferring to a middle school in my district.

Get rid of the class where we simulated a state review, and the teacher who taught it.

Recognize an address the difference between secondary and Elementary's counseling. Classes could be tailored to the intended level to give us more focused attention.

I recently reached out for support from the program/director and felt that I was first dismissed without any consideration and then ignored. I have always felt the USU program is the best in the state and highly recommended to anyone interested in pursuing the career, however after my recent experience I am concerned with the direction of the program.

It's a good program, but more knowledge about behavior intervention plans would have been helpful.

N/A

None

I would love to be a part of a movement to include more mental health training in school counseling. While college and career readiness is important most districts are paying minimum wage employees with a high school diploma to be scholarship and college career advisors. Counselors need more training in mental health if they are taking away that part of our position to ensure the survival of masters level counselors.

Ensure that new teachers receive more monitoring- an instructor was the worst college professor I had ever had (undergrad and graduate). I think most of the problems we as a cohort had could have been avoided if she had more guidance/supervision. Also, (if you haven't already) you should never force students to pretend to be suicidal. I was obligated to pretend to be suicidal only a few months after losing a family member to suicide, and that was a deeply troubling experience for me.

Please continue to listen to the students and be willing to work with them - if there are concerns brought about by many, it's probably an issue worth noting. Since this program is designed for people who are working full time, please be careful not to burn out all the students - I feel like the program did very well at this when I was a part of it, which I'm grateful for!

Screen your instructors better, make sure they know how to teach adults. Provide better training for those going into elementary counseling.

The experiences I had with my practicum supervisor and the practicum class were invaluable. That was one of my favorite classes.

End of Report

