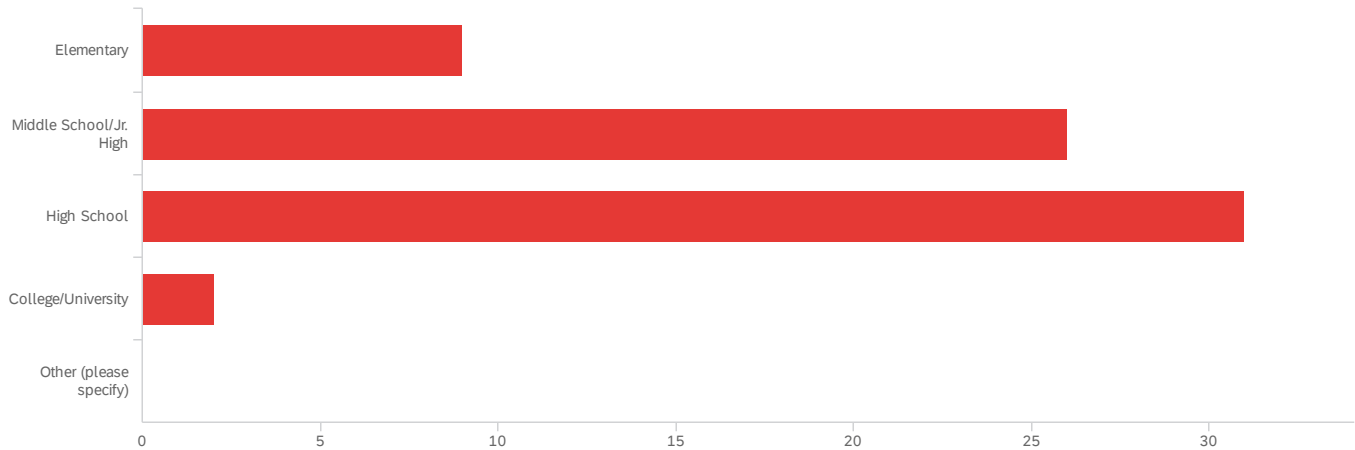


Default Report

USU Professional School Counselor Education Program Employer Survey 2019

December 15, 2020 1:45 PM MST

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



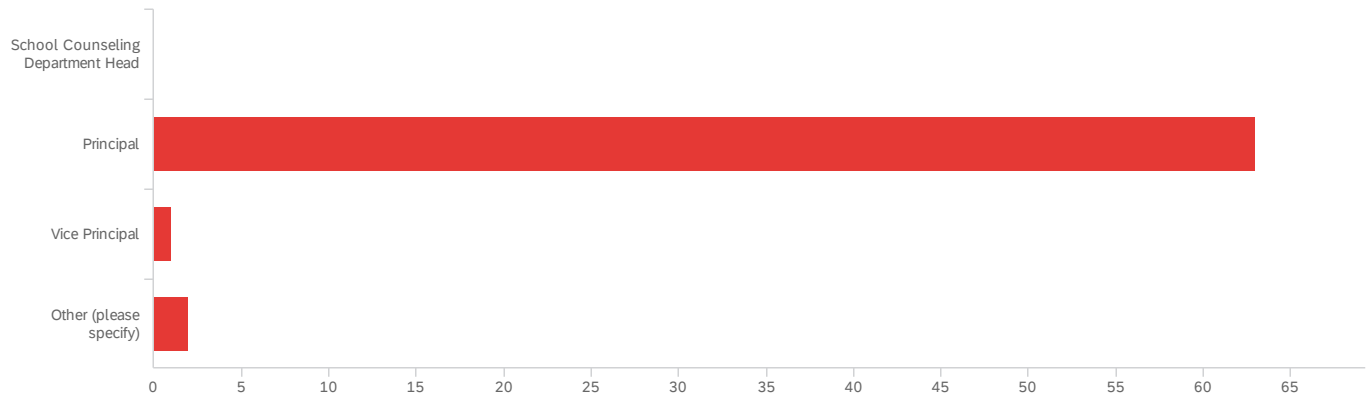
#	Field	Choice Count
1	Elementary	13.24% 9
2	Middle School/Jr. High	38.24% 26
3	High School	45.59% 31
4	College/University	2.94% 2
5	Other (please specify)	0.00% 0
		68

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	0.00% 0
2	Principal	95.45% 63
3	Vice Principal	1.52% 1
4	Other (please specify)	3.03% 2

66

Showing rows 1 - 5 of 5

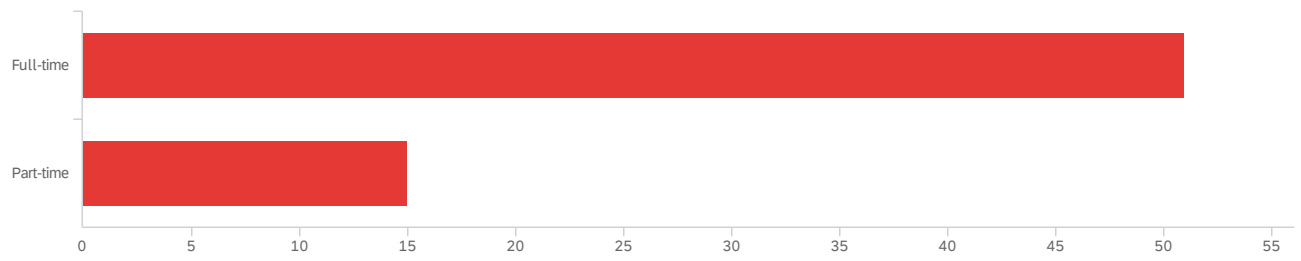
Other (please specify)

Other (please specify)

University Program Director

University Advisor

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

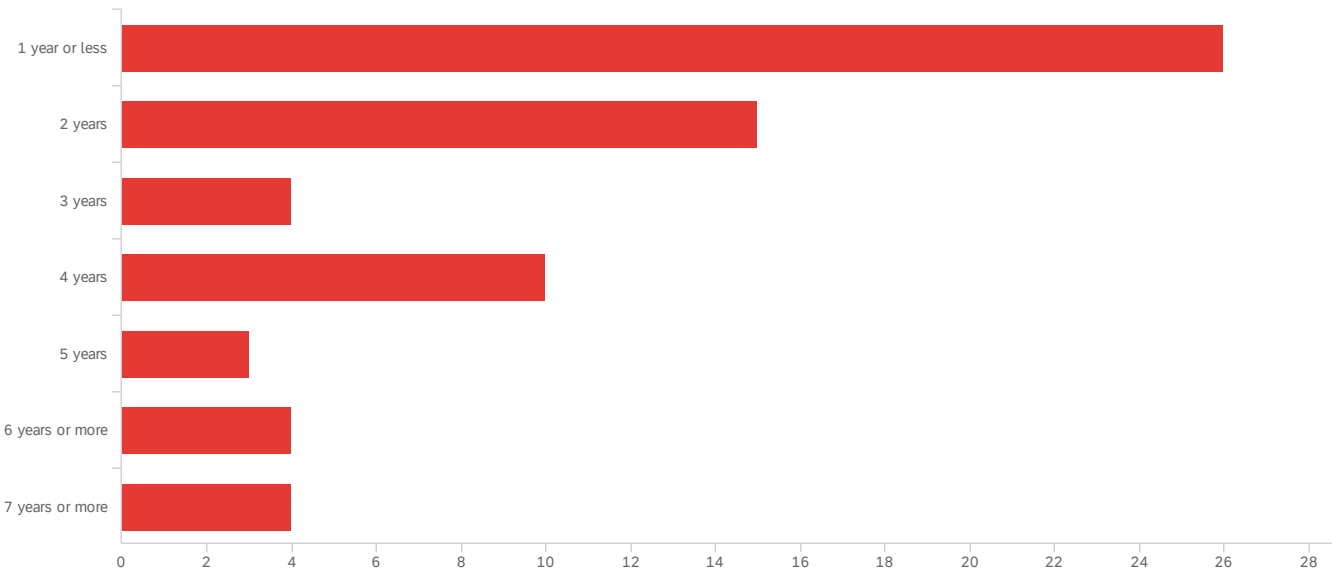


#	Field	Choice Count
1	Full-time	77.27% 51
2	Part-time	22.73% 15

66

Showing rows 1 - 3 of 3

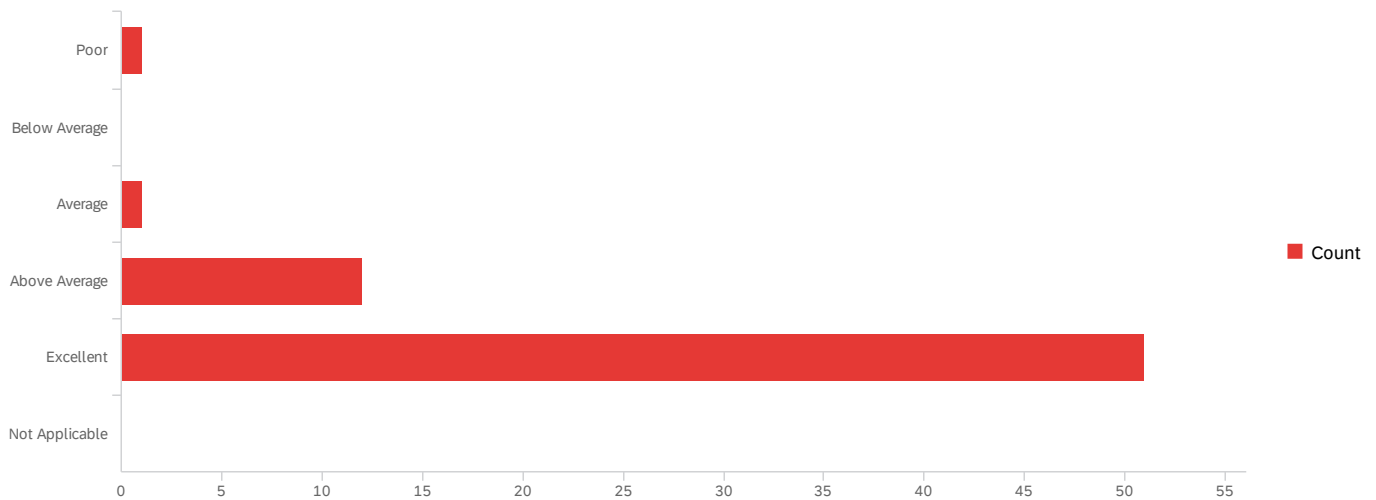
4 - The USU graduate has been employed at your school for:



#	Field	Choice Count
1	1 year or less	39.39% 26
2	2 years	22.73% 15
3	3 years	6.06% 4
4	4 years	15.15% 10
5	5 years	4.55% 3
6	6 years or more	6.06% 4
7	7 years or more	6.06% 4
		66

Showing rows 1 - 8 of 8

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



#	Field	Poor	Below Average	Average	Above Average	Excellent	Not Applicable	Total
1	Advocates for all students	1.54% 1	0.00% 0	1.54% 1	18.46% 12	78.46% 51	0.00% 0	65
2	Acts in a professional and ethical manner	0.00% 0	1.54% 1	4.62% 3	12.31% 8	81.54% 53	0.00% 0	65
3	Effectively assists in successful transitions for students	0.00% 0	1.54% 1	6.15% 4	21.54% 14	70.77% 46	0.00% 0	65
4	Uses effective communication skills, including tact, diplomacy, and cooperation with other professionals, students, parents, teachers and other stakeholders	0.00% 0	3.08% 2	4.62% 3	21.54% 14	70.77% 46	0.00% 0	65
5	Effectively seeks and responds to feedback to improve performance	0.00% 0	1.54% 1	10.77% 7	23.08% 15	64.62% 42	0.00% 0	65
6	Demonstrates awareness of multi-cultural issues and their potential impact on the school environment	1.54% 1	0.00% 0	7.69% 5	33.85% 22	56.92% 37	0.00% 0	65
7	Understands successful approaches to assessment and evaluation	0.00% 0	3.08% 2	12.31% 8	35.38% 23	47.69% 31	1.54% 1	65
8	Effectively seeks out new information and engages in professional development activities	0.00% 0	1.54% 1	9.23% 6	30.77% 20	58.46% 38	0.00% 0	65
9	Engages in activities to remedy bias, prejudices, oppression, and discrimination	1.54% 1	0.00% 0	10.77% 7	40.00% 26	47.69% 31	0.00% 0	65
10	Applies leadership strategies designed to enhance the learning environment for all students	0.00% 0	1.54% 1	10.77% 7	36.92% 24	50.77% 33	0.00% 0	65
11	Effectively uses essential interviewing and counseling skills	1.54% 1	0.00% 0	7.69% 5	33.85% 22	56.92% 37	0.00% 0	65
12	Use of group counseling skills and interventions	1.54% 1	1.54% 1	15.38% 10	27.69% 18	52.31% 34	1.54% 1	65

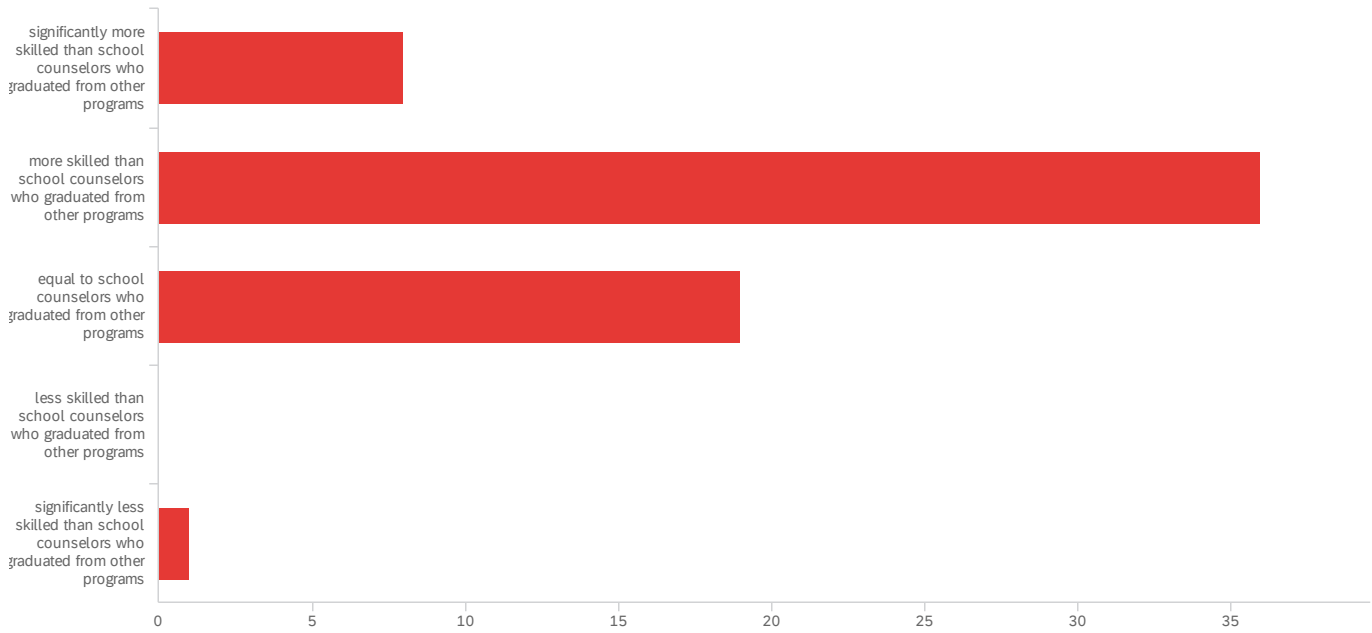
#	Field	Poor	Below Average	Average	Above Average	Excellent	Not Applicable	Total
13	Understands procedures for data gathering, analysis, and presentation in program research and evaluation	0.00% 0	6.35% 4	12.70% 8	39.68% 25	41.27% 26	0.00% 0	63
14	Understands and successfully implements the new Utah College and Career Readiness Counseling Program Model, released spring 2017 (or your state program)?	0.00% 0	1.54% 1	15.38% 10	26.15% 17	53.85% 35	3.08% 2	65
15	Functions as an effective change agent in school improvement	1.54% 1	0.00% 0	12.31% 8	29.23% 19	56.92% 37	0.00% 0	65
16	Demonstrates the ability to collaborate with students, professionals, and other stakeholders	1.54% 1	0.00% 0	1.54% 1	32.31% 21	64.62% 42	0.00% 0	65
17	Recognizes the need for accommodating individual differences and effectively designs appropriate modifications or strategies	1.54% 1	0.00% 0	6.15% 4	33.85% 22	58.46% 38	0.00% 0	65
18	Uses technology to promote student learning and support the school comprehensive guidance system	1.54% 1	3.08% 2	7.69% 5	43.08% 28	44.62% 29	0.00% 0	65
19	Demonstrates knowledge of career development models and applies the knowledge to the PCCR process	0.00% 0	1.54% 1	12.31% 8	33.85% 22	46.15% 30	6.15% 4	65
20	Ability to plan and present guidance curriculum to students, school personnel and parents	1.54% 1	0.00% 0	13.85% 9	27.69% 18	55.38% 36	1.54% 1	65
21	Demonstrates knowledge of prevention and crisis intervention strategies	0.00% 0	1.54% 1	12.31% 8	27.69% 18	56.92% 37	1.54% 1	65
22	Overall performance as a school counselor while under your supervision	0.00% 0	0.00% 0	6.35% 4	26.98% 17	66.67% 42	0.00% 0	63

Showing rows 1 - 22 of 22

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Advocates for all students	1.00	5.00	4.72	0.64	0.42	65
2	Acts in a professional and ethical manner	2.00	5.00	4.74	0.61	0.38	65
3	Effectively assists in successful transitions for students	2.00	5.00	4.62	0.67	0.45	65
4	Uses effective communication skills, including tact, diplomacy, and cooperation with other professionals, students, parents, teachers and other stakeholders	2.00	5.00	4.60	0.72	0.52	65
5	Effectively seeks and responds to feedback to improve performance	2.00	5.00	4.51	0.75	0.56	65
6	Demonstrates awareness of multi-cultural issues and their potential impact on the school environment	1.00	5.00	4.45	0.77	0.59	65
7	Understands successful approaches to assessment and evaluation	2.00	6.00	4.32	0.82	0.68	65
8	Effectively seeks out new information and engages in professional development activities	2.00	5.00	4.46	0.72	0.53	65
9	Engages in activities to remedy bias, prejudices, oppression, and discrimination	1.00	5.00	4.32	0.79	0.62	65
10	Applies leadership strategies designed to enhance the learning environment for all students	2.00	5.00	4.37	0.74	0.54	65
11	Effectively uses essential interviewing and counseling skills	1.00	5.00	4.45	0.77	0.59	65

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
12	Use of group counseling skills and interventions	1.00	6.00	4.32	0.91	0.83	65
13	Understands procedures for data gathering, analysis, and presentation in program research and evaluation	2.00	5.00	4.16	0.88	0.77	63
14	Understands and successfully implements the new Utah College and Career Readiness Counseling Program Model, released spring 2017 (or your state program)?	2.00	6.00	4.42	0.84	0.70	65
15	Functions as an effective change agent in school improvement	1.00	5.00	4.40	0.82	0.67	65
16	Demonstrates the ability to collaborate with students, professionals, and other stakeholders	1.00	5.00	4.58	0.68	0.46	65
17	Recognizes the need for accommodating individual differences and effectively designs appropriate modifications or strategies	1.00	5.00	4.48	0.75	0.56	65
18	Uses technology to promote student learning and support the school comprehensive guidance system	1.00	5.00	4.26	0.85	0.72	65
19	Demonstrates knowledge of career development models and applies the knowledge to the PCCR process	2.00	6.00	4.43	0.84	0.71	65
20	Ability to plan and present guidance curriculum to students, school personnel and parents	1.00	6.00	4.40	0.86	0.73	65
21	Demonstrates knowledge of prevention and crisis intervention strategies	2.00	6.00	4.45	0.79	0.62	65
22	Overall performance as a school counselor while under your supervision	3.00	5.00	4.60	0.61	0.37	63

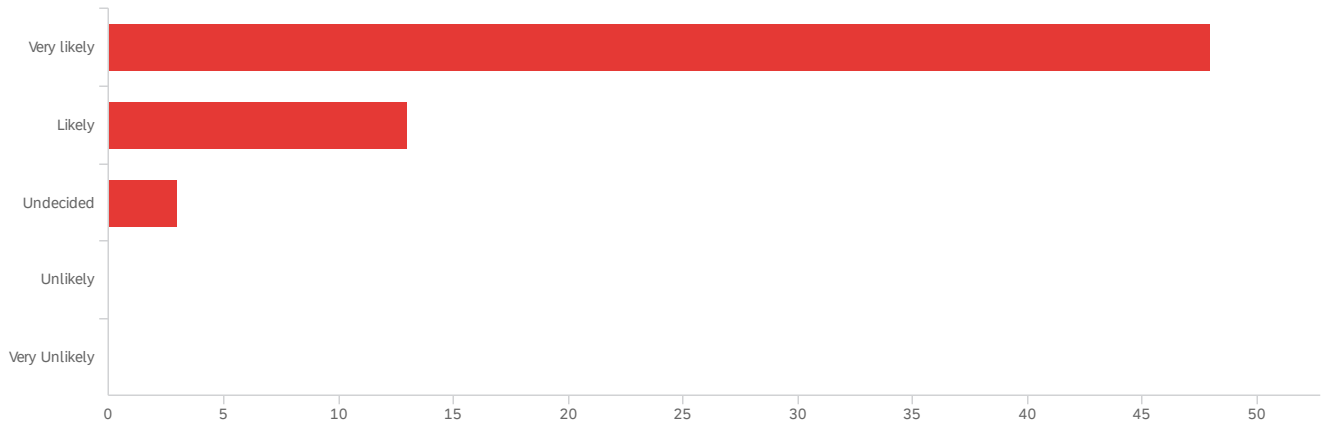
6 - Using the skill areas listed above, compare the USU graduate to school counselors with similar years of experience who graduated from other school counselor preparation programs. The USU graduate is: (Choose from below)



#	Field	Choice Count
1	significantly more skilled than school counselors who graduated from other programs	12.50% 8
2	more skilled than school counselors who graduated from other programs	56.25% 36
3	equal to school counselors who graduated from other programs	29.69% 19
4	less skilled than school counselors who graduated from other programs	0.00% 0
5	significantly less skilled than school counselors who graduated from other programs	1.56% 1
		64

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	75.00% 48
2	Likely	20.31% 13
3	Undecided	4.69% 3
4	Unlikely	0.00% 0
5	Very Unlikely	0.00% 0
		64

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...

Ashley Rigby is very adept at applying a collaborative, problem-solving approach with our students. She readily involves relevant personnel to ensure that all points of support are represented for the student.

Esther has been an amazing addition to our Counseling Dept. Talented, skillful, dedicated.

Content knowledge for academic advisory and wellness practices.

Positive attitude; proactive; caring; empathetic.

Positive attitude; Attentive to student needs; proactive; professional;

Personal and Professional well-roundedness

Hard working. Team player. Prepared with skills to interact with students.

our student was one of the best counselors I have worked with and did amazing job

Comprehensive counseling is a focus and they understand their role in all of it...also know their role in supporting students, families, and teachers

Diverse perspective

Prepared to do real counseling

Michelle understands the importance of separating responsive services with academic counseling. She is very well organized, completes tasks, and handles issues as they arise.

I do not know if I can extrapolate the skills of the counselor we hired to all of your graduates but I found him to be one of the best young counselors I have ever worked with. He was very hard working and tech savvy but most importantly, he knew the value of establishing relationships with students, colleagues, and with parents.

engaging with students and anticipates their needs

They see things that need doing and are not afraid to just do them and get them done.

communication skills

The strengths reside with the individual, not the program or school they attend.

Very well prepare to support social emotional awareness

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

This graduate was part of an excellent team that helped her gain tremendous experience while being highly supported.

I do not have experience in this area that would allow me to respond. My experience with our current counselor from USU has been excellent.

They understand school counseling as a whole.

Child centered and always willing to step in to lend a hand. Continues to look for new ideas and curriculum to help students find success. Sad to see her leave our school to go to another one.

Works hard and understands all aspects of the counseling position

Prepared

Well prepared in handling students in crisis. Acts as an advocate for students.

Student Advocacy

Student Advocacy

the counselors we have hired from USU have been excellent additions to our high school and understand the power and influence a counselor has with students and teachers.

Ability to communicate with students and help motivate them.

well prepared with state guidelines and expectations.

I have had other counselors who were terrific..One poor one does not a program condemn.

Compassionate, organized, hard-working.

Continuing their learning by becoming certified in Trauma and student ACES scores.

Strong in the Utah CCR model

Great rapport with students and parents

Your overall student-first culture and mentoring program seems to prepare them really well for the real-world experience of being a school counselor.

I feel that this question applies more to the individual graduate as opposed to the program.

Excellent knowledge of the Utah Model and the ASCA Model Excellent communication skills

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...

More opportunities to work with a diverse population.

Always impressed with USU programs!

Understanding graduation credit requirements, appropriate documentation, intervention for credit deficiency.

Understanding of role in teaching desired behaviors on campus rather than a view of student behavior being the realm of school administration.

Understanding of role in teaching desired behaviors on campus rather than a view of student behavior being the realm of school administration.

Understanding of role in teaching desired behaviors on campus rather than a view of student behavior being the realm of school administration.

Understanding the components and significance of special education evaluations.

More direction on specific data projects—can learning target be a component?

Nothing I can think of

I can't think of anything.

I do not know enough about your program to make recommendations here.

knowledge of current social emotional solutions for students

crisis management

Many of your graduates will work outside of Utah.

None

NA

Communicate with districts for input in what to embedded within the program to help prepare students to step into employment and schools with the needed skills and knowledge.

Understanding more of the day to day. More mental health strength I counseling and connecting to local services.

Doing a fine job. We've hired another graduate from your program already.

???

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

More understanding of current assessment practices, in particular standards-based grading.

Field experiences before graduation is always effective.

The use of technology and providing small group counseling.

More effective technology enable communication (web, social, presentation).

None

Exposure to the different types of educational placements for counselors: district, charter, private, online, blended, etc.

Our graduate of USU is incredibly strong. She has risen through the ranks at our school to become a care and compassionate counselor.

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...

This position is similar to a teacher position in that it requires after hours student evaluation, documentation, and record keeping . Getting too many counseling applicants who just want to clock in and out without work ethic to complete job tasks.

Keep up the good work!

No

none

nope, keep it up

No

None

Thank you for seeking our feedback.

USU Counseling is the best! Go Aggies!!!

More experience is needed in the elementary setting. Most of the field work takes place in the secondary setting.

Not that I can think of

We would love opportunities for interns from USU to work with us at Copper Mountain Middle School!

College to Career readiness. More students graduating from High School and continuing their education or career readiness.

N/A

More recruitment

I've employed several USU grads over the years, along with graduates of other universities. One of the systemic issues I have worked hard to diffuse in my school is an us vs. them mentality from some counselors. For example, our school philosophy is that we are all on the same team looking out for the best interests of each individual student and we (admin, faculty, counselors, staff) all have important roles to play. Occasionally we've interviewed counselor candidates who tend to presume an adversarial role between admin vs. counselors or teachers vs. counselors. I tend not to hire those with that philosophy because I need everyone rowing in the same direction, so to speak.

End of Report

