


Default Report

USU Professional School Counselor Education Program Graduate Survey 2019

August 6, 2020 3:39 PM MDT

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

Education Program?


Data source misconfigured for this visualization.

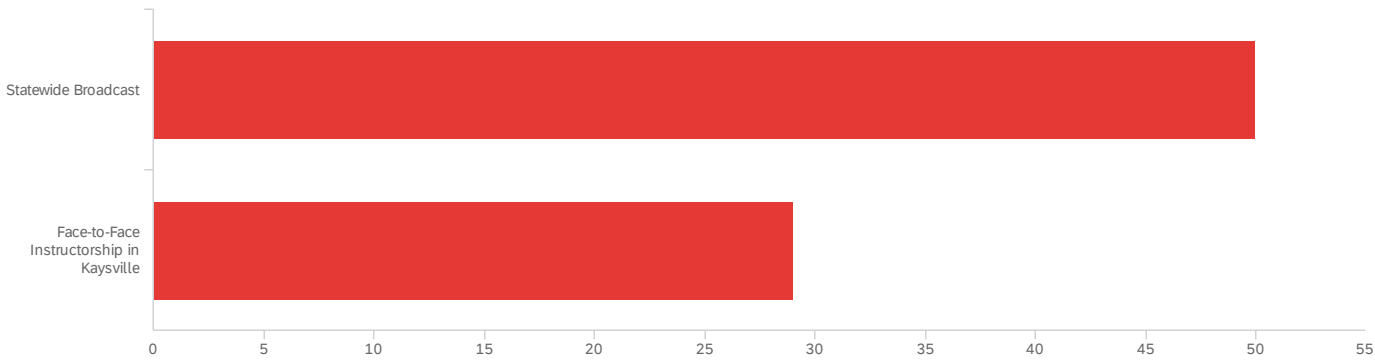
#	Field	Choice Count
1	2011	0.00% 0
2	2012	0.00% 0
3	2013	0.00% 0
4	2014	0.00% 0
5	2015	0.00% 0
6	2016	0.00% 0
7	2017	0.00% 0
8	2018	0.00% 0

0

Showing rows 1 - 9 of 9

Showing sample data...

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

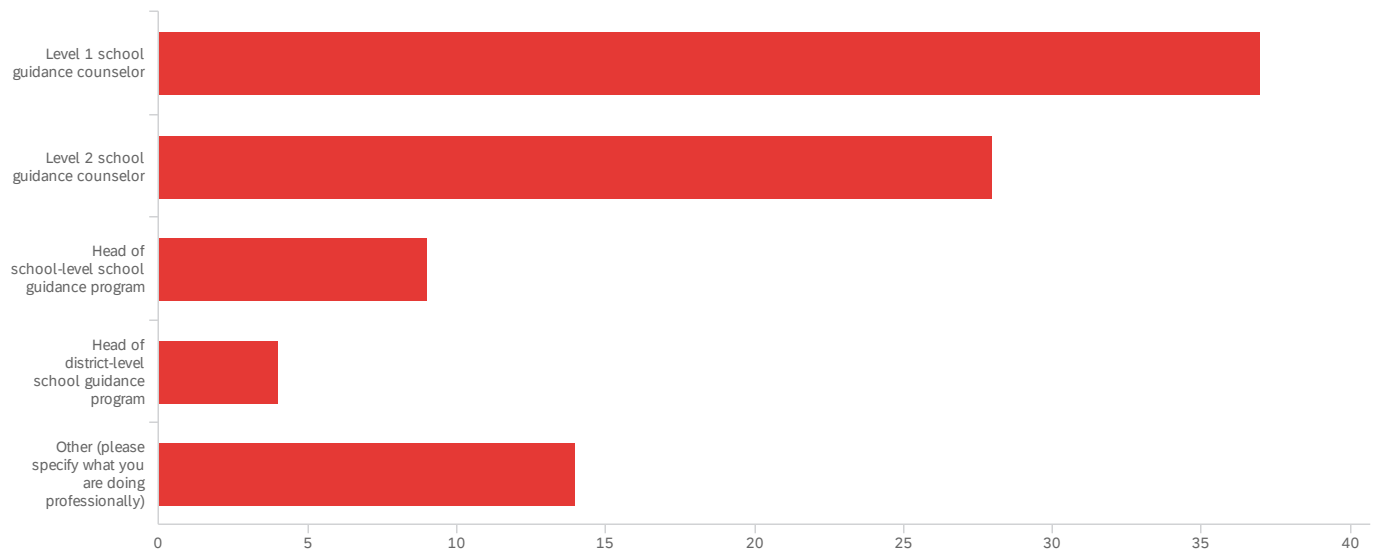


#	Field	Choice Count
1	Statewide Broadcast	63.29% 50
2	Face-to-Face Instructorship in Kaysville	36.71% 29

79

Showing rows 1 - 3 of 3

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



#	Field	Choice Count
1	Level 1 school guidance counselor	40.22% 37
2	Level 2 school guidance counselor	30.43% 28
3	Head of school-level school guidance program	9.78% 9
4	Head of district-level school guidance program	4.35% 4
5	Other (please specify what you are doing professionally)	15.22% 14
		92

Showing rows 1 - 6 of 6

3_5_TEXT - Other (please specify what you are doing professionally)

Other (please specify what you are doing professionally)

real estate agent

doctoral graduate student

University academic advisor

University Career Coach

University Academic Counselor

USU Instructor

Other (please specify what you are doing professionally) ▲

USBE

Teacher

Post secondary - college advisor

Only Counselor at Charter school

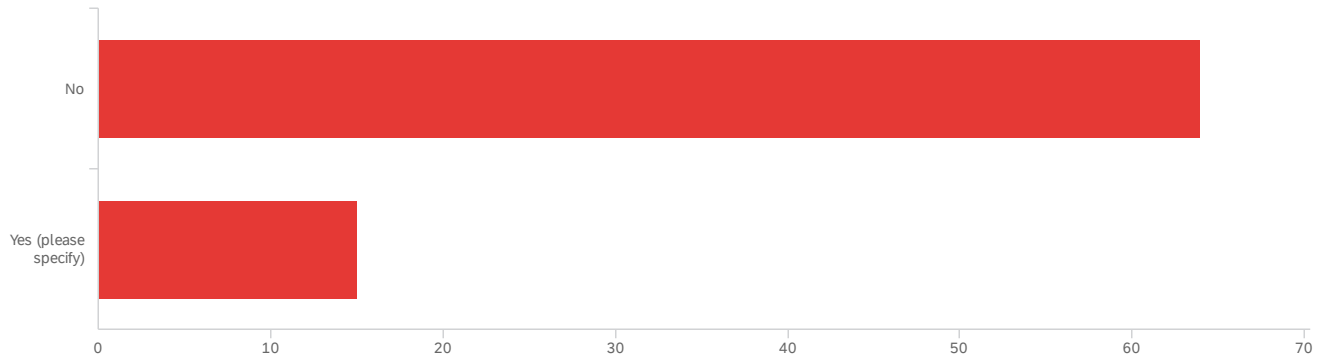
Middle school CTE teacher

Learning Specialist at USU running USU 1730 program

Director of Special Education

Academic Advisor Senior

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



#	Field	Choice Count
1	No	81.01% 64
2	Yes (please specify)	18.99% 15

79

Showing rows 1 - 3 of 3

Q18_2_TEXT - Yes (please specify)

Yes (please specify)

GSCA High School Rep

LGBTQ District Advisory

Usca

PBIS Committee, District Crisis Committee

UACTE Guidance Division Board

USCA High School VP Elect (as of 7/1/19)

APA, ASCA

Utah ACTE president Elect, USCA inter relations rep,

ASCA, USCA, DSCA

Yes (please specify)

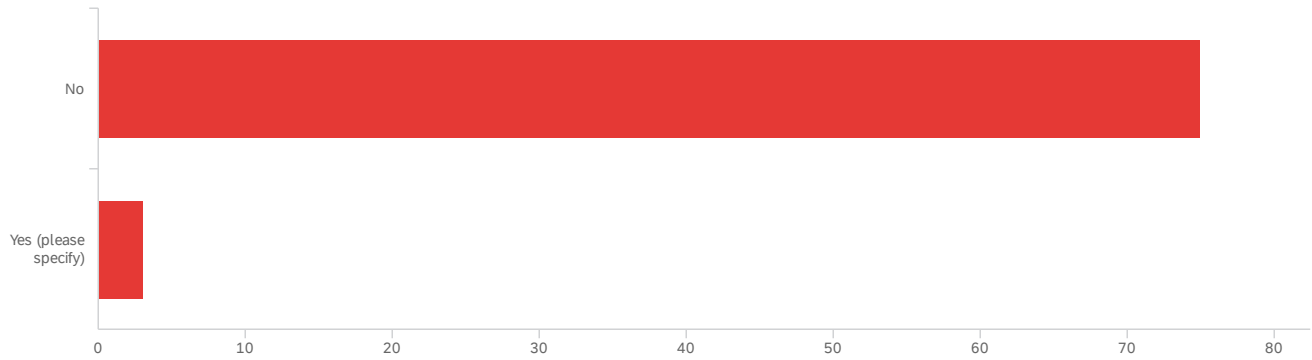
High School Administrator

UACTE Guidance Board

USCA & ASCA

State

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



#	Field	Choice Count
1	No	96.15% 75
2	Yes (please specify)	3.85% 3

78

Showing rows 1 - 3 of 3

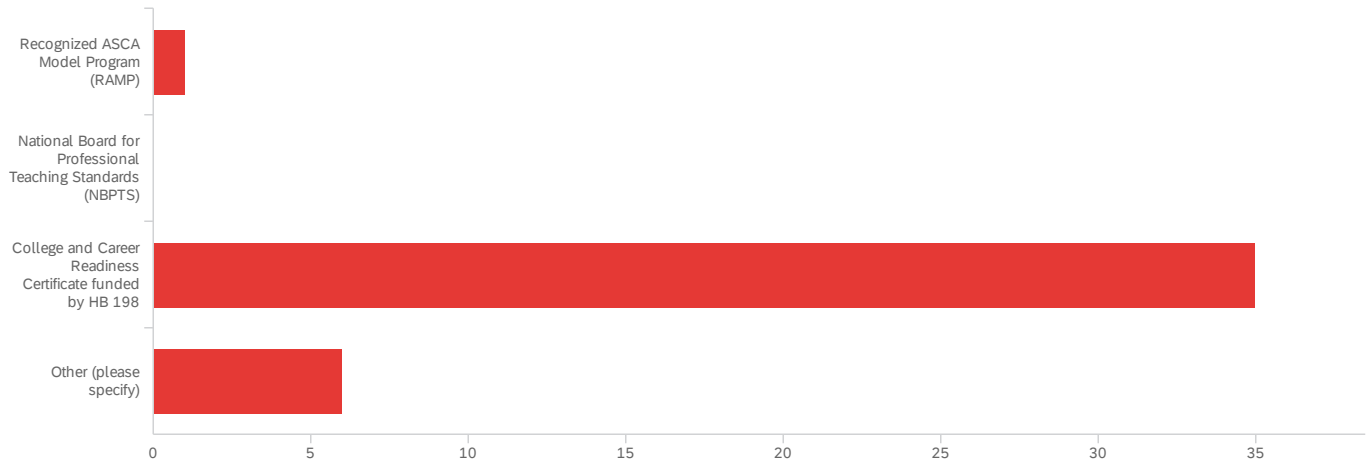
Yes (please specify)

Yes (please specify)

Submitted waiting to hear if accepted

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

(Check all that apply)



#	Field	Choice Count
1	Recognized ASCA Model Program (RAMP)	2.38% 1
2	National Board for Professional Teaching Standards (NBPTS)	0.00% 0
3	College and Career Readiness Certificate funded by HB 198	83.33% 35
4	Other (please specify)	14.29% 6

42

Showing rows 1 - 5 of 5

Other (please specify)

Other (please specify)

ESL Endorsement

Completed the CCR certificate but have not yet been awarded it.

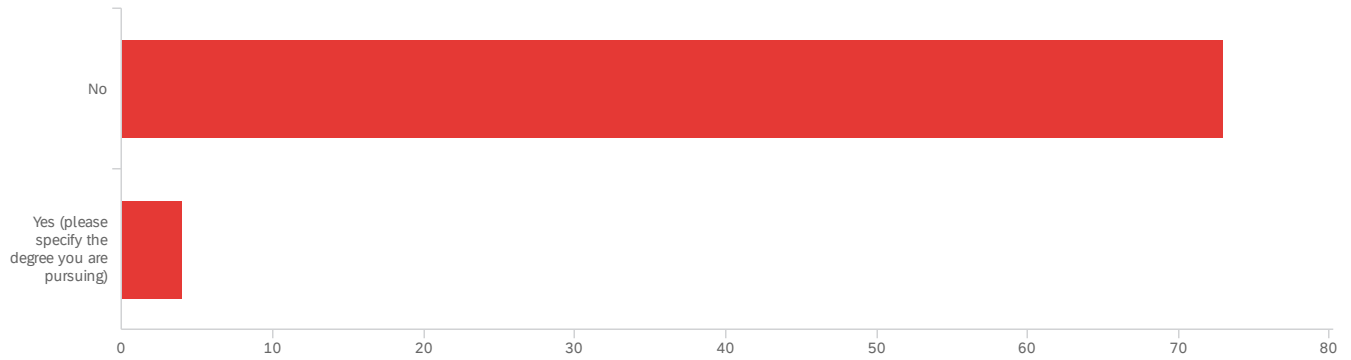
Honorary member of National Society of Collegiate Scholars

AI AN Certification

Mental Health First Aid Trainer Certificate

Admin Endorsement

Q19 - Are you currently pursuing additional formal education? (e.g., administrative program, PhD, degree) NOTE: This does not include professional development courses



#	Field	Choice Count
4	No	94.81% 73
6	Yes (please specify the degree you are pursuing)	5.19% 4

77

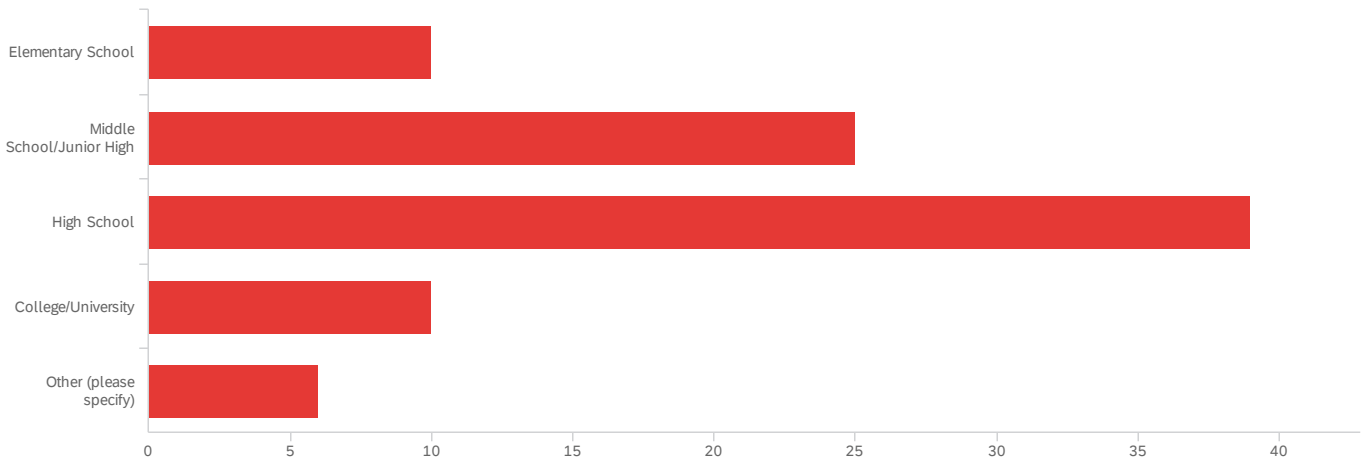
Showing rows 1 - 3 of 3

Yes (please specify the degree you are pursuing)

- Yes (please specify the degree you are pursuing)

- Administrative License, SpEd License
- Counseling Psychology PhD
- PhD education
- PhD, School Psychology

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



#	Field	Choice Count
1	Elementary School	11.11% 10
2	Middle School/Junior High	27.78% 25
3	High School	43.33% 39
4	College/University	11.11% 10
5	Other (please specify)	6.67% 6
		90

Showing rows 1 - 6 of 6

4_5_TEXT - Other (please specify)

Other (please specify)

District Level

Early College School

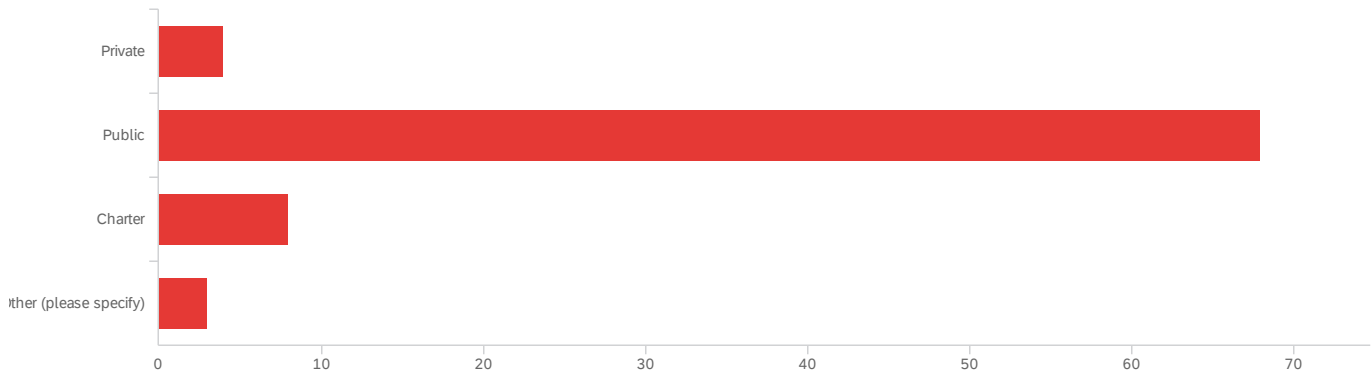
District

Private practice and biofeedback lab

real estate

State

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



#	Field	Choice Count
1	Private	4.82% 4
2	Public	81.93% 68
3	Charter	9.64% 8
4	Other (please specify)	3.61% 3

83

Showing rows 1 - 5 of 5

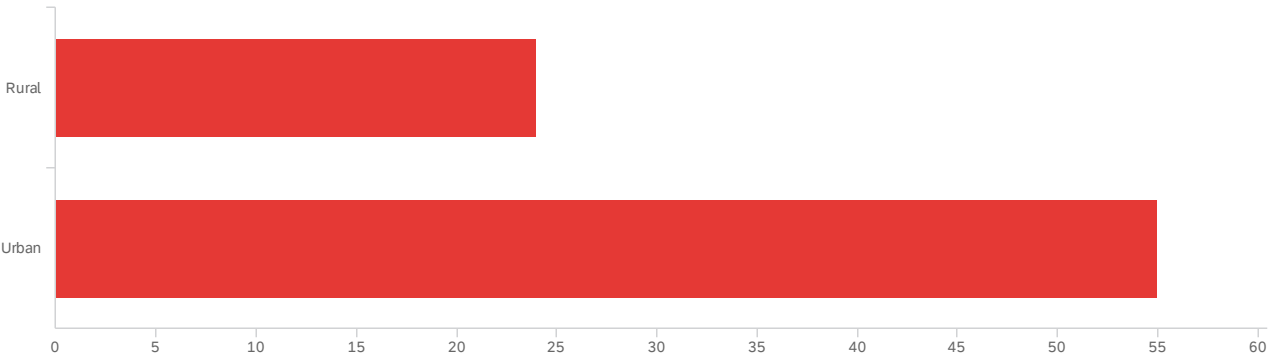
Other (please specify)

Other (please specify)

Land Grant State University

N/A

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



#	Field	Choice Count
1	Rural	30.38% 24
2	Urban	69.62% 55

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

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

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

275

300

370

Not at a school.

317

345

1:400

430

600

425

315

900

NA

500

230

330

350

350

360

1500

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

350

270

350

400

173

380

380

375

370

300

340

350-375

300

390

450

345

750

350

250

380

370

348

500

100

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

1/180

300

400 (advisor to student)

400

360

1/1000+

350

450

350

250

300

467

385

385

1000

< 200 students per counselor.

Not applicable

1:575

756

550

385

NA

N/A

1 to 375

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

400

370

260

300

600

415

1:360

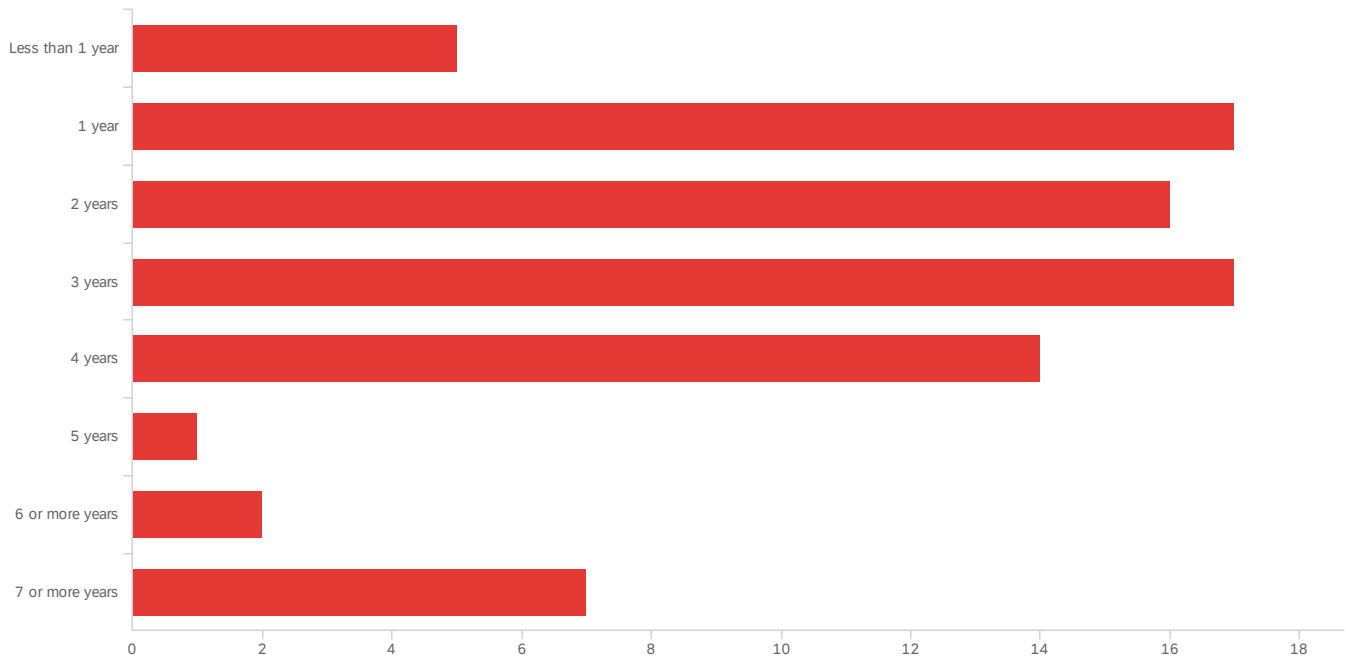
500

1125. 1 counselor two elementary schools

600

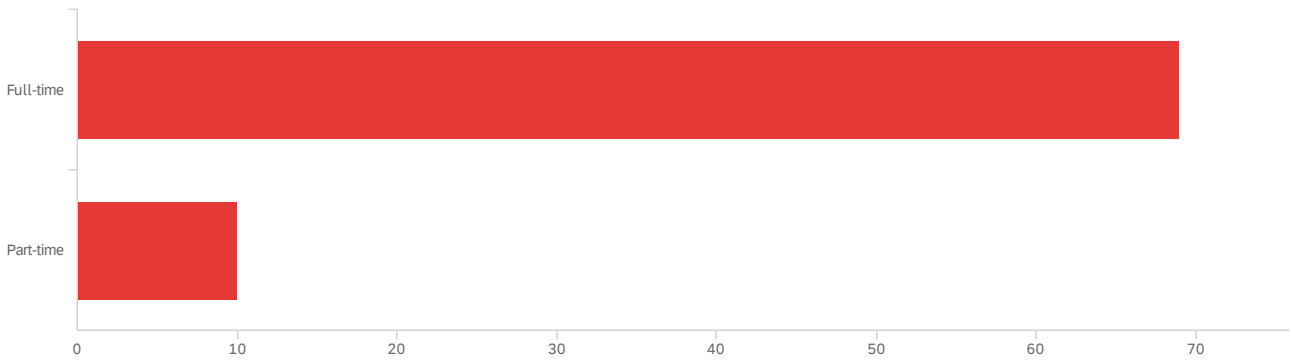
1 - 230

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



#	Field	Choice Count
6	5 years	1.27% 1
5	4 years	17.72% 14
4	3 years	21.52% 17
3	2 years	20.25% 16
2	1 year	21.52% 17
9	7 or more years	8.86% 7
7	6 or more years	2.53% 2
1	Less than 1 year	6.33% 5

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

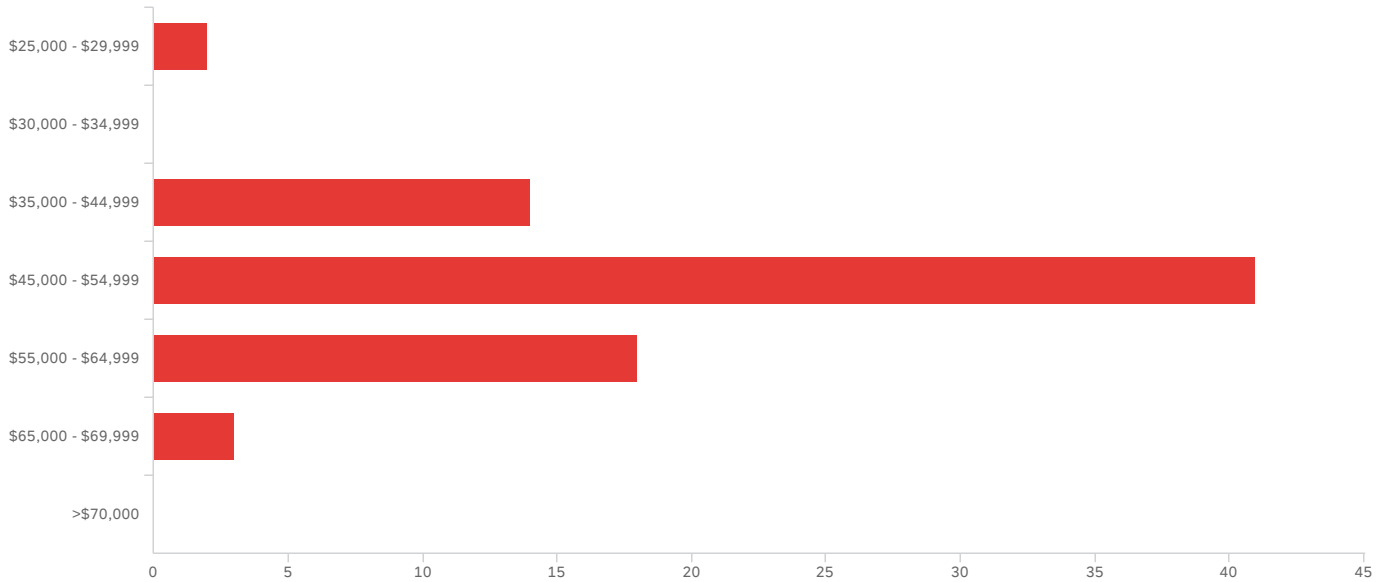


#	Field	Choice Count
1	Full-time	87.34% 69
2	Part-time	12.66% 10

79

Showing rows 1 - 3 of 3

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

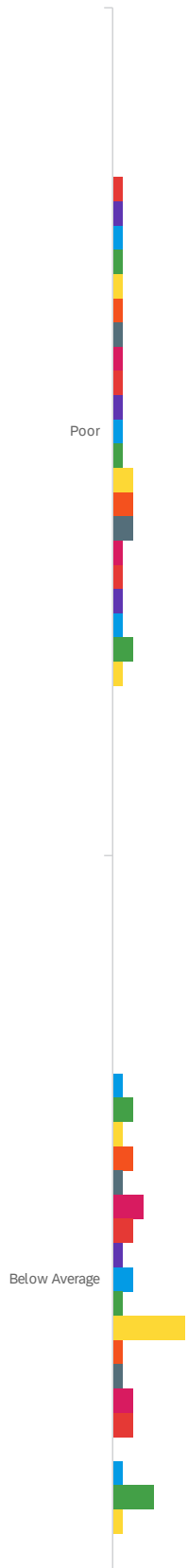


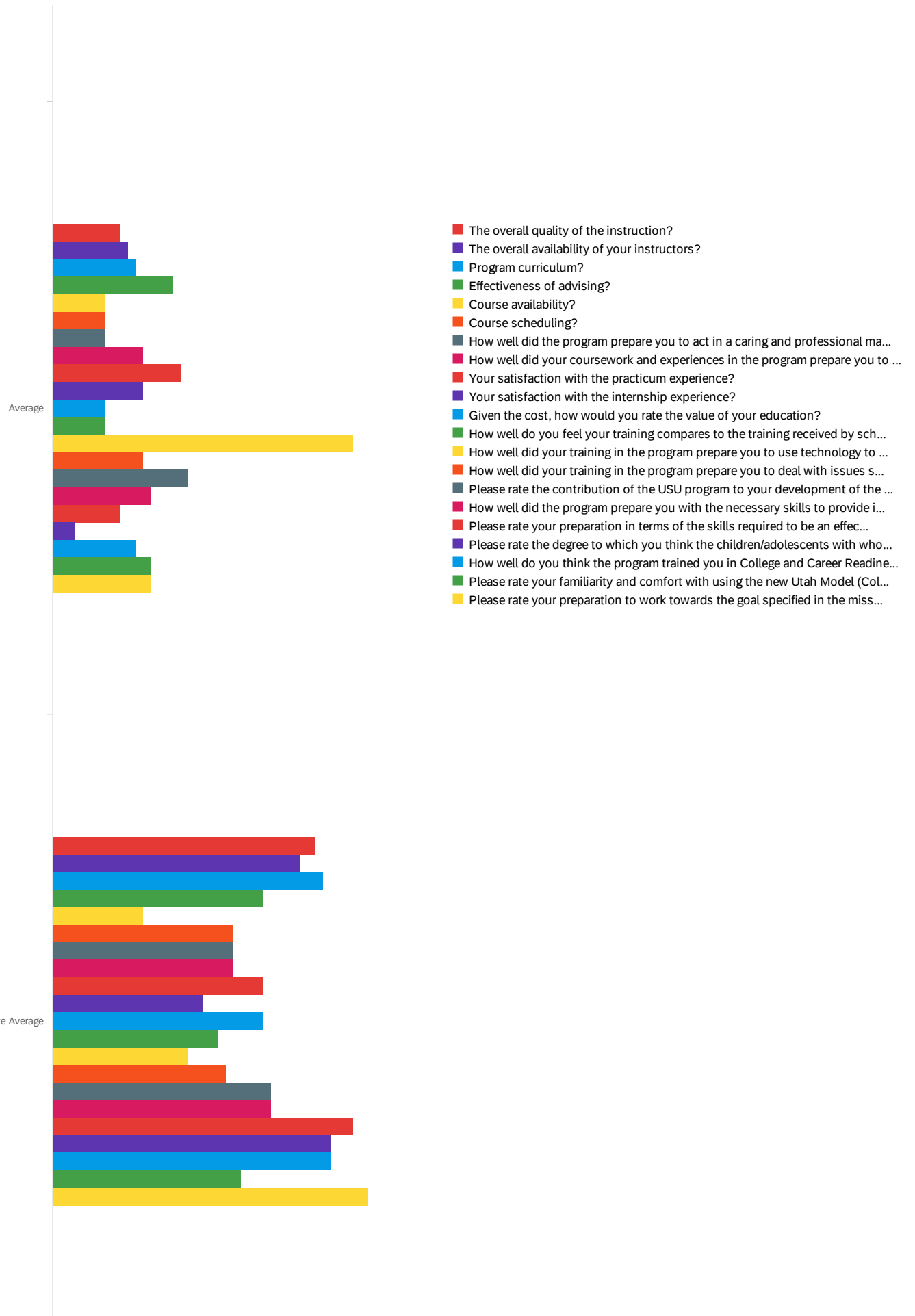
#	Field	Choice Count
1	\$25,000 - \$29,999	2.56% 2
2	\$30,000 - \$34,999	0.00% 0
3	\$35,000 - \$44,999	17.95% 14
4	\$45,000 - \$54,999	52.56% 41
5	\$55,000 - \$64,999	23.08% 18
6	\$65,000 - \$69,999	3.85% 3
7	>\$70,000	0.00% 0
		78

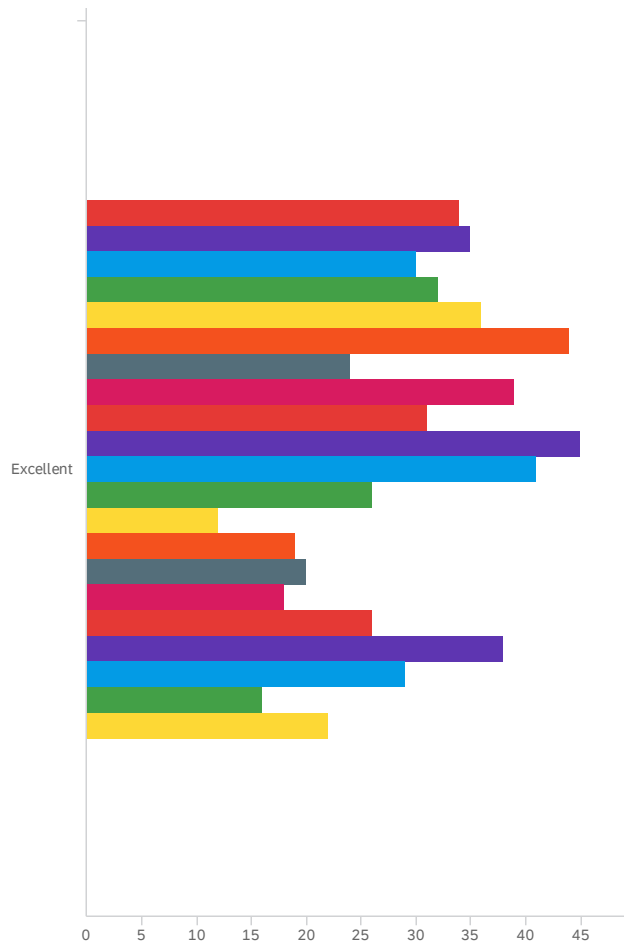
Showing rows 1 - 8 of 8

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

would you rate the following:







#	Field	Poor	Below Average	Average	Above Average	Excellent	Total
1	The overall quality of the instruction?	1.27% 1	0.00% 0	11.39% 9	44.30% 35	43.04% 34	79
2	The overall availability of your instructors?	1.27% 1	0.00% 0	12.66% 10	41.77% 33	44.30% 35	79
3	Program curriculum?	1.27% 1	1.27% 1	13.92% 11	45.57% 36	37.97% 30	79
4	Effectiveness of advising?	1.27% 1	2.53% 2	20.25% 16	35.44% 28	40.51% 32	79
5	Course availability?	1.27% 1	1.27% 1	12.66% 10	27.85% 22	56.96% 45	79
6	Course scheduling?	1.28% 1	2.56% 2	8.97% 7	30.77% 24	56.41% 44	78
7	How well did the program prepare you to act in a caring and professional manner with your students?	1.27% 1	1.27% 1	11.39% 9	48.10% 38	37.97% 30	79
8	How well did your coursework and experiences in the program prepare you to respond to the questions posed in the Praxis II Professional School Counselor Exam?	1.27% 1	3.80% 3	15.19% 12	30.38% 24	49.37% 39	79
9	Your satisfaction with the practicum experience?	1.27% 1	2.53% 2	21.52% 17	35.44% 28	39.24% 31	79
10	Your satisfaction with the internship experience?	1.27% 1	1.27% 1	15.19% 12	25.32% 20	56.96% 45	79

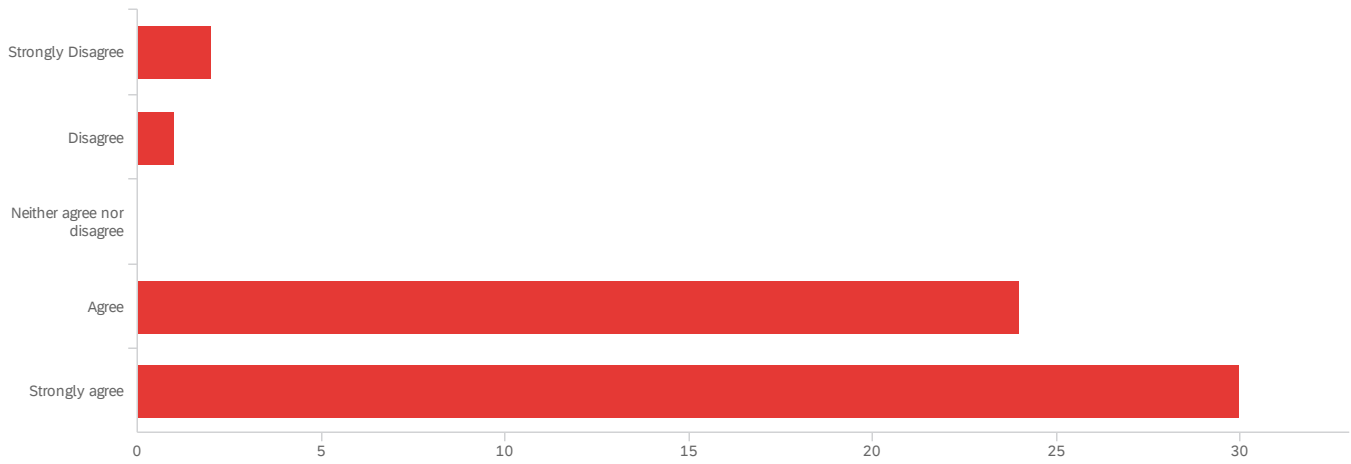
#	Field	Poor	Below Average	Average	Above Average	Excellent	Total
11	Given the cost, how would you rate the value of your education?	1.27% 1	2.53% 2	8.86% 7	35.44% 28	51.90% 41	79
12	How well do you feel your training compares to the training received by school counselors you have worked with who graduated from other school counselor education programs?	1.27% 1	1.27% 1	15.19% 12	39.24% 31	43.04% 34	79
13	How well did your training in the program prepare you to use technology to promote student learning and support the school comprehensive guidance system?	2.53% 2	8.86% 7	50.63% 40	22.78% 18	15.19% 12	79
14	How well did your training in the program prepare you to deal with issues surrounding diversity/multiculturalism in your school(s)?	2.53% 2	1.27% 1	18.99% 15	48.10% 38	29.11% 23	79
15	Please rate the contribution of the USU program to your development of the skills necessary to evaluate and make changes based on empirical evidence?	2.53% 2	2.53% 2	26.58% 21	43.04% 34	25.32% 20	79
16	How well did the program prepare you with the necessary skills to provide information to students, parents, educators and other stakeholders?	1.27% 1	2.53% 2	25.32% 20	43.04% 34	27.85% 22	79
17	Please rate your preparation in terms of the skills required to be an effective school counselor?	1.28% 1	2.56% 2	11.54% 9	51.28% 40	33.33% 26	78
18	Please rate the degree to which you think the children/adolescents with whom you work see you as caring about them.	1.27% 1	0.00% 0	3.80% 3	46.84% 37	48.10% 38	79
19	How well do you think the program trained you in College and Career Readiness?	1.27% 1	1.27% 1	13.92% 11	46.84% 37	36.71% 29	79
20	Please rate your familiarity and comfort with using the new Utah Model (College and Career Readiness Counseling Program Model, released spring 2017)?	3.80% 3	5.06% 4	21.52% 17	43.04% 34	26.58% 21	79
21	Please rate your preparation to work towards the goal specified in the mission statement of the Utah Comprehensive Counseling and Guidance Model, "Every student in Utah will graduate from high school with the skills, knowledge and dispositions essential for success."	1.27% 1	1.27% 1	16.46% 13	53.16% 42	27.85% 22	79

Showing rows 1 - 21 of 21

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
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#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The overall quality of the instruction?	1.00	5.00	4.28	0.76	0.58	79
2	The overall availability of your instructors?	1.00	5.00	4.28	0.78	0.61	79
3	Program curriculum?	1.00	5.00	4.18	0.81	0.65	79
4	Effectiveness of advising?	1.00	5.00	4.12	0.90	0.81	76
5	Course availability?	1.00	5.00	4.38	0.85	0.72	79
6	Course scheduling?	1.00	5.00	4.38	0.85	0.72	78
7	How well did the program prepare you to act in a caring and professional manner with your students?	1.00	5.00	4.20	0.79	0.62	79
8	How well did your coursework and experiences in the program prepare you to respond to the questions posed in the Praxis II Professional School Counselor Exam?	1.00	5.00	4.23	0.93	0.86	79
9	Your satisfaction with the practicum experience?	1.00	5.00	4.05	0.96	0.93	57
10	Your satisfaction with the internship experience?	1.00	5.00	4.32	0.90	0.81	57
11	Given the cost, how would you rate the value of your education?	1.00	5.00	4.34	0.84	0.71	79
12	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?	1.00	5.00	4.22	0.84	0.70	79
13	How well did your training in the program prepare you to use technology to promote student learning and support the school comprehensive guidance system?	1.00	5.00	3.37	0.98	0.97	57
14	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	4.00	0.87	0.76	79
15	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	3.86	0.91	0.83	79
16	How well did the program prepare you with the necessary skills to provide information to students, parents, educators and other stakeholders?	1.00	5.00	3.95	0.91	0.82	57
17	Please rate your preparation in terms of the skills required to be an effective school counselor?	1.00	5.00	4.11	0.86	0.74	56
18	Please rate the degree to which you think the children/adolescents with whom you work see you as caring about them.	1.00	5.00	4.41	0.68	0.47	79
19	How well do you think the program trained you in College and Career Readiness?	1.00	5.00	4.16	0.80	0.64	79
20	Please rate your familiarity and comfort with using the new Utah Model (College and Career Readiness Counseling Program Model, released spring 2017)?	1.00	5.00	3.84	1.00	1.00	79
21	Please rate your preparation to work towards the goal specified in the mission statement of the Utah Comprehensive Counseling and Guidance Model, "Every student in Utah will graduate from high school with the skills, knowledge and dispositions essential for success."	1.00	5.00	4.05	0.78	0.61	79

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



#	Field	Choice Count
1	Strongly Disagree	3.51% 2
2	Disagree	1.75% 1
3	Neither agree nor disagree	0.00% 0
4	Agree	42.11% 24
5	Strongly agree	52.63% 30
		57

Showing rows 1 - 6 of 6

12 - What are the strengths of the program?

What are the strengths of the program?

What are the strengths of the program?

After hours for working students. Reputation.

I really like how well Camille communicated with us. I felt like I always knew what was going on, what was expected and that helped everything run very smoothly. I also appreciate how approachable she was. I knew if I had a question, I could ask her or her assistant and I would be helped. I feel like USU does a great job at staying at the fore-front of what is going on in the counseling world and in our state. I feel like there was great efforts in planning our classes and practicum experiences to help us be as prepared as possible. Most everyone in my group found an internship and job in my district following graduation. I am very thankful I got accepted into the counseling program at USU.

Excellent instructors with a wealth of experience. Strong peer cohort experience which fostered connections and still continues to allow us to share resources. Classes offered at a convenient time for working professionals. Content was current and relevant.

Distance learning, great professors and curriculum

Many engaging instructors with a wealth of knowledge.

Counseling the individual student.

Being able to attend from a satellite location was the greatest strength of the program. Most of the instructors were amazing!

Great professors overall, advisor, and program director! Very responsive to feedback/concerns.

The state wide broadcast that can provide the program anywhere, the diverse set of students instructors with real life experience

The genuine care and concern that Camille Odell show the students in the program. The classes are taught by practicing professionals. I feel the courses are designed very carefully and thoroughly.

USU has so many strengths. We are prepared for College and Career Readiness as the focus of the Utah Model. We are trained heavily in the use of tiered interventions for a multi-level system of support for all students. We are also competent in the assessment of mental health issues, with necessary training to do crisis intervention, referrals, and follow up support of social/emotional issues.

Great Leadership from Camille and most teachers were great

part time to allow for full time work accreditation

What are the strengths of the program?

Affordability, preparation for the 6 year review, the entire program except the groups class. That was a waste of time. I loved the location of the broadcast instructional site. I loved Camille Odell.

Advising and professors. Small group feel.

Good preparation for College/Career advising.

The distance ed program allows people to get a masters degree while still maintaining full time employment. The courses were rigorous and worthwhile. I have a degree I am proud of and is highly recognized.

Working within our cohort and getting to know them. Relationships, really. The ties I made in my cohort have been strengthened within the field of work because I get to see half my cohort every month.

Practicum class and facilitators were very helpful. Jenna Glover and Sandra Ameal were OUTSTANDING professors.

Diverse faculty was a strength. LGBTQ instructors, women, men, and not all Mormons.

Majority of the time, there were wonderful caring professors who deeply cared about the topic they were teaching. It was nice to actually have professors who were currently school counselors because they were able to relate experiences easier and I feel they were able to help me get a sense of what I was getting into. Loved how the practicum experience was set up with interacting with school counselors and we were able to get one-on-one feedback.

The face to face teaching, diversity of teachers, students, and curriculum. The connections made through advising and practicum and internship work.

Excellent Program Leadership--Camille Odell was a true professional. Teachers who have diverse experience rather than just theory.

Accessibility across the State.

The program is very intentional and has been developed to support working professionals. Even in the broadcast setting, we were able to connect and develop a great collaborative group.

Excellent program. I have worked with counselors from other programs, and they have not been as prepared as I have been. USU has an outstanding program.

Professors are fun and knowledgeable. They are easily accessible. The cohort was great and provided me with the ability to network professionally, even today. I loved how job openings across the state were constantly emailed out during our practicums and internships, and are still sent out today.

The focus on secondary education for high school.

What are the strengths of the program?

Nearly everything

The instructors who were currently in the field were the best resource for me... College Professors were less effective in their portrayal of what a counselor would actually be doing

Great instruction, from many, experienced professionals. Accommodating course times.

Great teachers. Great classes.

The classes and instructors were great. I was well-prepared for the Praxis and enjoyed what I learned in classes.

The emphasis they put on giving us the best training possible, and the high standards they set for us in and outside of classes. The program director is also very diligent in keeping us informed of requirements and effectively guided us throughout the program. It was very evident how greatly she and the other faculty members cared for us as individuals and wanted us to succeed. The program director (Camille Odell) has also been an excellent resource after graduation, as she always keeps us informed of job opportunities and further training and continuing education opportunities. I am so grateful to be a part of this program.

Great teachers and Camille is a fabulous advisor. You know she cares about the program and that she wants to have the best professors, curriculum and training for the students in the program.

I really appreciate how Camille and other program leaders would come to the evening classes to set expectations about coursework, the Praxis, practicum, and internship. If I could emphasize anything for leaders of a graduate program, it is to set clear expectations (multiple times!) for students and adhere to those expectations—and this program excelled at that. I always knew what courses were coming next, in what order, why I was taking them, and what to expect next. Graduate training is an expensive, anxiety-provoking, and life-altering endeavor, so incoming students need lots of guidance and support. The support given to me was extremely beneficial and helped me complete the program while feeling proud about it.

The director and her amazing team of teachers, mentors, and professional relationships.

I loved the practicum and internship experiences

Knowing the college and career readiness program.

The face to face program is good. I hear the broadcast classes are not so good.

Very data driven

Excellent instructors who care about their students.

13 - How could the program improve?

How could the program improve?

How could the program improve?

More applicable knowledge, needs to go beyond theory.

I feel like the program is the best in the state. I just think it's important to teach what is relevant to counselors and make sure counselors finish the program with ideas and "tools" ready to go at their first jobs.

The program is very good and keeps evolving to become better.

The UCCGM class, when I took it, was poorly taught. The instructor seemed to just dump information without helping us understand what she was talking about. I don't think the Group Counseling class helped prepare me for a school setting.

Some sort of use of a school information system. I know they are all different, but one of the things that I was unprepared for was using a school information system.

After graduating, I haven't worked in school counseling so it's hard to say.

NA

Instruction in counting credits, creating graduation plans.

School counselors need to have more training and support specific to crisis management, suicidal ideation, self injurious behavior, scope of treatment programs for mental health and establishing appropriate re-entry plans for students who have tier three level interventions, hospitalization, extended day treatment programs etc. Mental Health issues are on the rise. We need to maintain the reputation that we truly are the mental health expert in the building and that school social workers, school psychologists, administrators etc. have other specific roles for sub populations of students. School counselors should still be the first resource for all students in every school. Then school counselors should collaborate and refer for extra assistance.

I think it has with the retirement of one teacher? I think she retired anyway

Allow more practice using counseling skills.

none

More training/education on Mental Health and Counseling

Make sure the courses are valuable to a school counselor, and avoid busy work assignments.

Talk about more real life scenarios and more of how to give coping skills to students and what is actually going on in the schools.

How could the program improve?

Eliminate the human development class. It was redundant information we all received in undergraduate work.

Mental health in the schools is an issue that has started receiving increasing awareness. Much of this responsibility is falling on school counselors. I feel this is an area where better training could be provided. As well as better support for counselors to refer out to mental health specialists (such as clinical social workers, or trained counselors/therapists).

Combine data classes. The last one taught in our last summer was extremely tedious and confusing. Either spread out the parts about data in other courses as applicable or combine the courses about data together. More ethnically/racially diverse faculty. Camille's schpiels were almost always condescending and not helpful. We'd ask questions and she would say, "Email me about that later." The point was that it was a question all of us wanted an answer to. If she didn't know the answer, it would be more helpful for her to say, "I'll look into that and send you all that information when I know the answer." Also, when I did email her, it would take her weeks to respond, if she did at all. I would have to email her 2 or 3 times before getting a response. Once I suggested that she send us her slides before she came to present to us and she responded in a way that made it seem that was a thought that had never crossed her mind. Weird, right? Sharing information? She'd also take our dinner break, so instead of sitting for 2.5 hours and then being able to get up, we would have to sit for 2.5 hours, then sit and listen to her, then sit for 2.5 hours again for the next class. I sincerely hope she's figured out a better way to disseminate information than when I was in the program. We all dreaded when we'd get an email letting us know to "bring our dinner" because we knew that meant no break between classes and we'd have to listen to Camille drone on and not actually answer any questions.

Maybe providing more opportunities to hear from current school counselors... Overall I feel like the program was great!

No suggestions, it was wonderful.

Teach the most current methods of the Review process. Invite other instructors or teams into that course to make it applicable to many different areas of Utah and many different school settings. Help advise or set up internships or practicums in various areas, I feel that was the sole responsibility of the individual student. There should be rotations set up to experience many different scenarios.

I think the program has improved a lot - adapting to the new model, new instructors, and more classes that support the needs of the students. I'd say keep up with the changing needs of the schools and students -which you are doing well!

Nothing that I can think of.

More emphasis on how to respond to students with suicidal ideation, anxiety, depression, and family issues. When and how to involve DCFS.

How could the program improve?

There was literally zero focus on Elementary counseling. My education at Utah State did absolutely nothing to prepare me for the job as an elementary counselor that I was hired for. I have had to learn my responsibilities in that job from other elementary counselors. I went into my job totally unprepared. There needs to be a class that focuses solely on elementary counseling & how to create counselor lessons for elementary. Also, Jr High emphasis needs to happen with regard to best handle the difficult issues that students face. Not just an explanation of what those things are, but ways to actually assist students in their struggles.

More information on reading transcripts and credits. Even though it's a registrar job, it's important for me to advise course selection based on what the students need.

....

I really wish the whole program could be completed in less than the 2.5 years. I wish we could have met 2 nights a week, and taken 3 or 4 courses per semester, to finish the entire program in much less time. Many students were feeling burned out around year 1.5-2, and I think a lot of students would have preferred to take more classes to finish faster. Or... in the summer, what if the program allowed more classes lasting a majority of the day for an entire week? Like, an intensive, week-long class, many hours a day, but able to get through many more classes in the summer? the majority of students should be on summer break anyway....

It would be very practical to have more instruction on classroom management.

Offering an accelerated program is my one suggestion. I still have student loan debt and feel like I will forever because of the excessively lengthy program. As an undergrad student I regularly took 18 credit hours and maintained a 3.9 GPA. I was unable to work full time during the program and only allowing us to take 6 credit hours and dragging the classes out for 3 years wrecked my finances. Four years later I am still digging out of the mess caused by the wasteful length of the coursework. The unpaid internship was the cherry on top of my depleted resources. I love my job and don't have any complaints about my wage. I just wish it would have been more economical to do the program. All that being said, I will probably be really bitter if an accelerated program is offered in the future....

nothing I can think of.

More counseling classes/practice counseling. Make that a longer class

While I genuinely do appreciate how flexible and accommodating this program is to full-time working professionals, more flexibility on practicum hours could help. I enjoyed being able to do a few hours in December before practicum requirements technically started, and feel that more flexibility there could help.

Can't think of one other than preparing counselors with more information about what to do when they interact with students who are struggling with addictive behavior.

How could the program improve?

The program did little to help with actual mental health counseling. I work in an elementary school; bullying, divorce, cutting, anxiety, depression, anger management... The list goes on. I am having to find my own information to help with this because your graduate program is geared toward secondary education not elementary.

The percentage of diverse school counselors is low (as it is for teachers). Do better to get more diverse counselors licensed! Also the diversity class needs to be taken more serious.

More information on college and career awareness.

14 - What skills do you need as a school counselor that were not addressed by the program?

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

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Managing data--I feel overwhelmed with the amount of information I should be able to keep track of but struggle to do so. I probably could have benefited from better instruction on how to run groups and been given ideas from counselors that had already tried their group plans in stead of getting ideas from other students who hadn't run groups yet.

Depression, anxiety, suicidal behaviors are so prevalent in youth of every age. More time could be devoted to learning how to recognize and address these issues.

Data mining within our specific district software programs

Behavior plans and interventions. Program development for elementary settings. MTSS grant requirements because it is funding so much of elementary counseling.

Introducing students to using a school information system. Even if it is not the one that they will be using.

Maybe more crisis training? Knowing what to do in certain issues.

Human Resources: using fundamentals of industrial psychology to learn more about working in teams, team building, shared goals, shared responsibilities, and becoming an integral part of the entire school system. Too many school counseling centers function separate from their administrators, SpEd Department, School Psych, School Social Workers, and especially teachers. I think collaboration should be an overall theme of every course, and it is talked about in most courses.

This too I think is updated. Preparation for school reviews trained me in older methods that have since changed.

none

Verbiage to address the social and emotional needs of students in crisis.

At the time I was in the program there was not allot of instruction on how to use current technology

n/a

How to advocate for ourselves, and stand up for our education when others put hand force non-guidance activities on us

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

Maybe some enhanced technology opportunities.

More exposure to how to do self-care especially after you deal with hard things like abuse or suicide. That way when things happen, there is something to fall back on.

In my first evaluations as an instructor, a student recommended that I take a public speaking class because I seemed very nervous. As a school counselor, being able to present our work to stakeholders is very important. Adding this to the curriculum would be beneficial I think

More emphasis on using data would be nice.

Better skills in mental health counseling, specifically with anxiety and suicidal ideation.

Reading credits and transcripts.

The constant interruptions that a counselor gets... I can begin the day with a list of things to accomplish and at the end of the day I have sometimes accomplished none of them... there always seems to be teachers or students that need something that is very pressing so the items on my to do list need to be set aside.....

I feel like I needed more training on 504s and IEPs. Maybe we could have had mock 504 and IEP meeting to really understand them.

Classroom management and teaching.

Credit. Learning the ins and outs of academic credit would have been helpful.

Maybe how things work when working in a school....I know alot if people are already teachers but some of us haven't been and just how the dynamics of the day to day life goes.....

I can't speak to this as I pursued school psychology instead of school counseling upon graduation, but more exposure to threat assessments and suicide risk assessments/procedures could be helpful as I have known school counselors in other settings who are required to do these.

More information on vaping, self harm/eating disorders, and practice working with teens who admit they are pregnant.

Listed above

15 - What do our present students need to know to help them succeed upon graduation?

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How to deal with crises, how to counsel students who struggle with anxiety, depression, suicide and lack of motivation, how to keep accurate records, how to gather and use relevant data, how to know about their options in the workplace, how to succeed in school and how to know how to resolve conflicts with others, how to do a review, and how to do self-care.

Be flexible, try new things, never give up or write a student or family off. Be the example of seeing student and family strengths instead of focusing on weaknesses. Be someone that is easy to work with. Take care of your own mental, physical and emotional health.

Many of our students are high risk students who need to be introduced to, and walked through the process of the next steps after they are accepted to a university.

Mental health counseling and behavioral interventions.

Get into a school as soon as possible and ask to be taught about their school information system.

Students come first! Being proactive is important. You can't just sit around and wait for students to come to you. You can help create a sense of belonging for students and should do what you can to reach out.

They need to know that they should trust their mentors, ask questions, refer to notes regularly and support fellow USU classmates so that all graduates can support each other and help each other become successful. They need to maintain the attitude that they are still learning and have much to learn in their first few years as a school counselor. District personnel should support that learning and growth as well.

That counseling is a lot of work! I think some think it's easier than it is

apply the skills learned in the program to your practicum and internship experiences

The actual experience of being a school counselor is much different than what we learn in the program and obviously there are so many aspects of the job that are hard to anticipate until you are in the situation.

Technology resources to assist in streamlining their job.

Be prepared to handle whatever walks in your door. Everyday and every student and every situation is different.

How to advocate for ourselves, and stand up for our education when others put hand force non-guidance activities on us

What do our present students need to know to help them succeed upon
graduat...

Networking is very important. Get to know other counselors, admin, district
personnel while in the program.

Be willing to ask questions, step outside your comfort zone, take initiative
on things, smile, make connections with everyone, and be open to
feedback. The school counseling profession is wonderful and you get to
make a difference each day if you choose! But it will push you in ways that
you wouldn't expect. Be flexible and open. :)

Be open to the possibilities of diverse employment opportunities. There are
not just public schools. There are also private and boarding schools as well.

To be patient with the job search. Things turn up in unexpected places. Don't
spend so much time worrying about that in the classes.

Remember what they have been taught and do not be afraid to implement
new ideas.

See above.

Take advantage of the learning.

Be flexible.... be ready to be a team player... be ready to have some people
not think the same way you do...

You must be willing to move for jobs, to improve job satisfaction. Most
schools only have a few counselors, and the jobs seem few in smaller towns.

Network, network, network.

It's a great job and you can really make a difference in the lives of students.

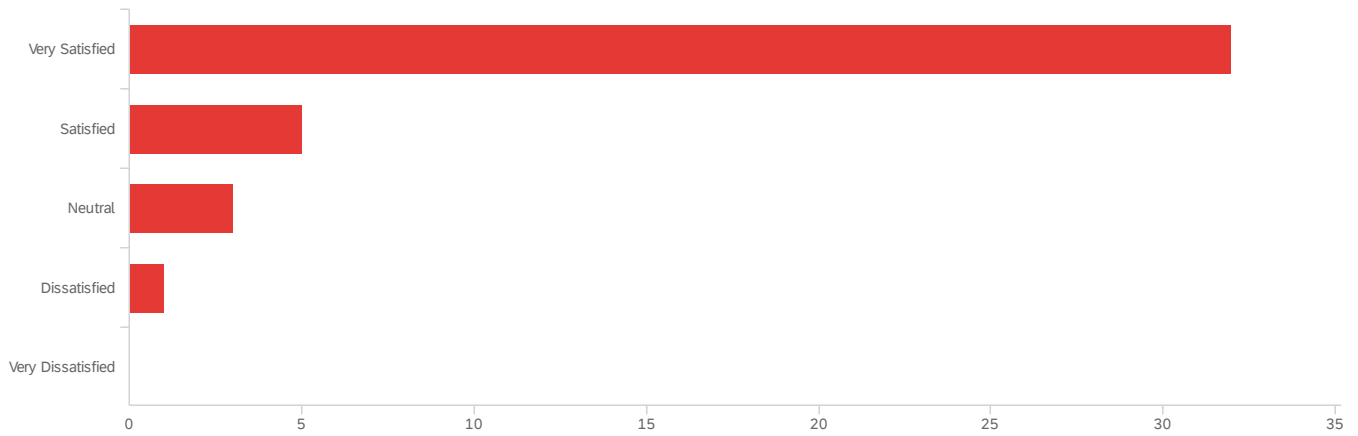
Have a way to organize all of the resources you get from class....like have a
SPED folder, college and career readiness, counseling, diversity, etc....if you
think you will go back and get those documents later you will forget where
they were.

It's hard for me to answer this as I am still in graduate training in school
psychology, but I would answer: how to be a team player within a school
system, either as part of a counseling department or mental health team
within a school.

That there are lots of job options, even if they don't want to go to a 2 year or
4 year college.

They need to have a support for their problems. They won't be college and
career ready with out having a stable well being.

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



#	Field	Choice Count
1	Very Satisfied	78.05% 32
2	Satisfied	12.20% 5
4	Neutral	7.32% 3
6	Dissatisfied	2.44% 1
7	Very Dissatisfied	0.00% 0
		41

Showing rows 1 - 6 of 6

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

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

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

Keep up the great work!

USBE collaboration is critical, networking within various school districts is so important, and always representing the USU school counselor program in a professional manner is important for maintaining political and social legitimacy of the school counseling profession throughout Utah and the United States as a whole.

None

n/a

Work more closely with state leadership and legislatures to educate them about what we are being taught and that mental health, and group discussions are well with in our scope of practice. We are more than class change assassins and test administrators extraordinaire

I cannot think of anything.

Keep up the fantastic work!!

Keep up the high quality training!

Use of teachers who are working in schools provides valuable and real-world experience. This is a strength of the program and something that has been very useful to me.

Use as many current counselors as possible when teaching the courses. They are actually in the schools where the rubber meets the road so to speak...

Once again, I just wish I could have at least been given the option to finish the program at a much faster pace. Perhaps several of the courses can be 100% online courses that are offered every semester, and if we decide that we want to work through those faster, then we could potentially graduate earlier, and get working in the schools faster. I really enjoy my job, and I wish I could have started sooner, is all. :)

Nope.

Continue to set clear expectations for students and continue to be flexible on hour requirements to accommodate working students.

Nothing I can think of.

End of Report