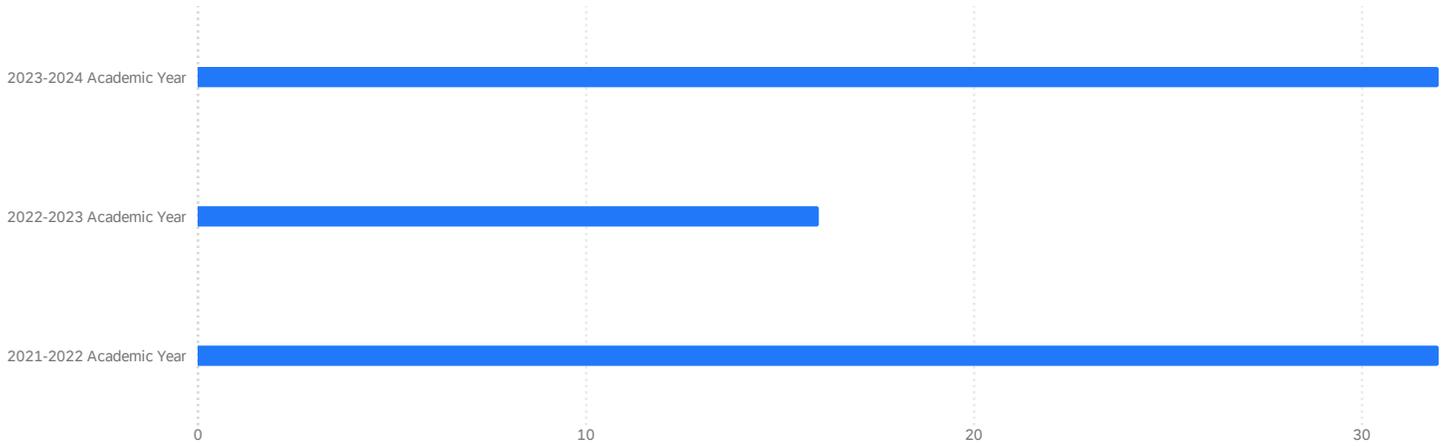


In which year did you graduate from the USU MEd in School Counseling Program? 80 ⓘ



In which year did you graduate from the USU MEd in School Counseling Program? 80 ⓘ

1 - In which year did you graduate from the USU MEd in School Counseling Program?

Percentage

Count

In which year did you graduate from the USU MEd in School Counseling Program?	Percentage	Count
2023-2024 Academic Year	40%	32
2022-2023 Academic Year	20%	16
2021-2022 Academic Year	40%	32

In which year did you graduate from the USU MEd in School Counseling Program? 80 ⓘ

In which year did you graduate from the USU MEd in School Counseling Progra...

Average

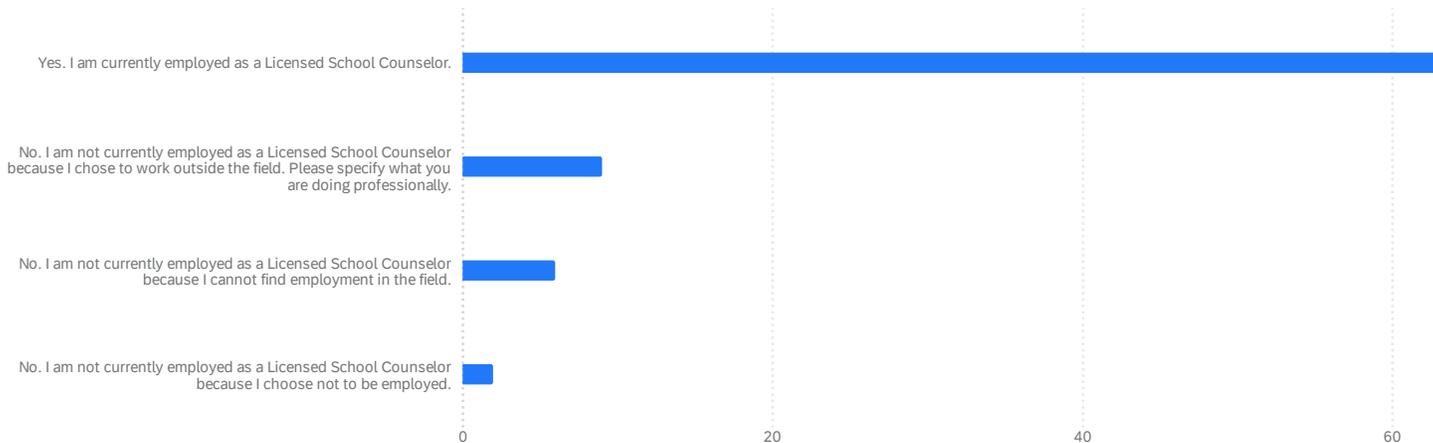
Minimum

Maximum

Count

In which year did you graduate from the USU MEd in School Counseling Progra...	Average	Minimum	Maximum	Count
2023-2024 Academic Year	12.00	12.00	12.00	32
2022-2023 Academic Year	11.00	11.00	11.00	16
2021-2022 Academic Year	1.00	1.00	1.00	32

Are you currently employed as a Licensed School Counselor? 80 ⓘ



Are you currently employed as a Licensed School Counselor? 80 ⓘ

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

Percentage

Count

Yes, I am currently employed as a Licensed School Counselor.

79%

63

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. ⓘ

Are you currently employed as a Licensed School Counselor?

Average

Minimum

Maximum

Count

Yes, I am currently employed as a Licensed School Counselor.

School Counselor

1.00

1.00

1.00

63

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.

3.00

3.00

3.00

9

No, I am not currently employed as a Licensed School Counselor because I cannot find employment in the field.

2.00

2.00

2.00

6

No, I am not currently employed as a Licensed School Counselor because I choose not to be employed.

4.00

4.00

4.00

2

Are you currently employed as a Licensed School Counselor?: No. I am not currently employed as a Licensed School Counselor because I ch... 80 ⓘ

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

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

I am still employed as a teacher.

Academic Advisor

College Advising

I am going to continue being a teacher for the time being.











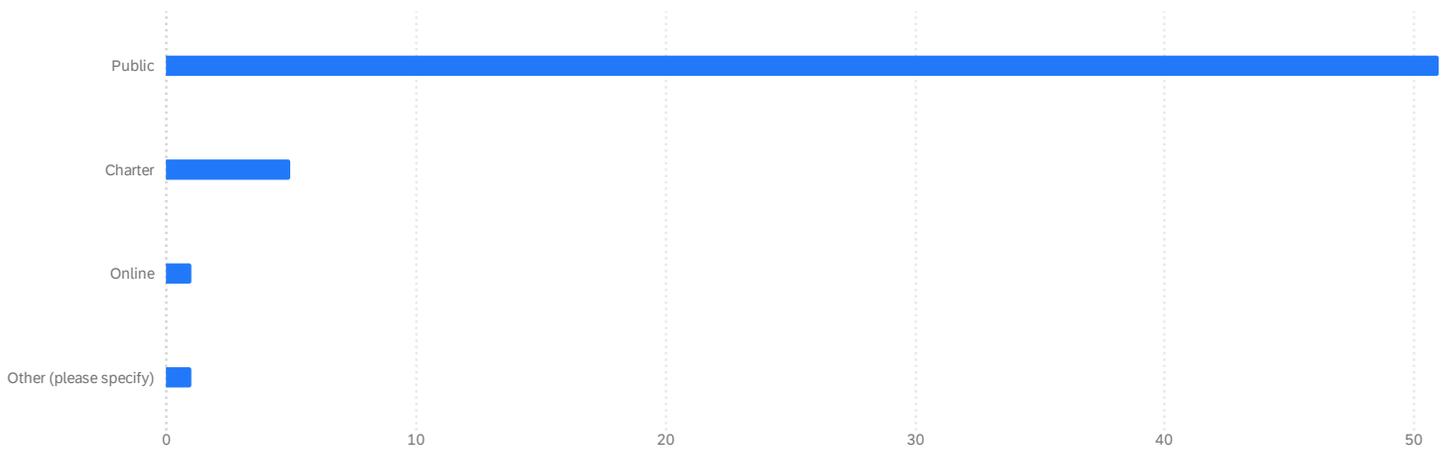






Other (please specify)

Which best describes the school(s) where you are employed? (Check all that apply) 56 ⓘ



Which best describes the school(s) where you are employed? (Check all that apply) 56 ⓘ

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

Percentage

Count

	Percentage	Count
Public	91%	51
Charter	9%	5
Online	2%	1
Other (please specify)	2%	1







Are you working in a rural or urban setting (rural < 50,000)? 56 ⓘ

6 - Are you working in a rural or urban setting (rural < 50,000)?	Percentage	Count
Rural	29%	16
Urban	71%	40

Are you working in a rural or urban setting (rural < 50,000)? 56 ⓘ

Are you working in a rural or urban setting (rural < 50,000)?	Average	Minimum	Maximum	Count
Rural	1.00	1.00	1.00	16
Urban	2.00	2.00	2.00	40

What school district do you work in? Please include district name and city/state. 80 ⓘ

What school district do you work in? Please include district name and city/...

Davis School District: Layton, Utah

Utah

Box Elder Brigham city, Utah

Granite School District Utah

Granite District Salt Lake City UT

Duchense County, Roosevelt Utah

Salt Lake City School District

Washington County

Canyons School District. Sandy, UT

**What school district do you work in? Please include district name and city/...**

Nebo school district Spanish Fork UT

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Davis District, Farmington, UT

---

Cache County School District Hyrum Ut

---

Summit Academy Bluffdale, Utah

---

Jordan School district Herriman, Utah

---

Canyons School District, Sandy, Utah

---

Ogden City School District Ogden Utah

---

Nebo School District, Payson UT

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---

Alpine School District, American Fork, UT

---

Weber school district ogden utah

---

Davis School District, Woods Cross/Utah

---

Summit Academy Draper Utah

---

Alpine School District. Eagle Mountain, Utah

---

Washington County School District, St. George Utah

---

---

Jordan School District, West- Salt Lake County

---

Provo school District, Provo/Utah

---

Jordan school district, West Jordan Utah

---

Davis/Utah

---

Granite School District. Salt Lake City, Utah

---

Salt Lake City School District, Salt Lake City, Utah

What school district do you work in? Please include district name and city/...

Jordan

Nebo School District, Spanish Fork Utah

Canyons School District Sandy, Utah

Logan city school district

Alpine School District, Lindon, Utah

Tooele School District in Tooele, UT

Charter school in Lehi

Garfield County School District, Escalante, Utah

Alpine District

Davis School District Kaysville/Utah

Cache County School District

Alpine School District, Utah

Utah Schools for the Deaf and Blind, Springville, UT

North Star Academy (Bluffdale, Utah)

Davis District, Farmington Utah

Weber County

What school district do you work in? Please include district name and city/...

Alpine district, utah

Provo, Utah

Alpine School district, Saratoga Springs, UT

Weber School District Ogden/Utah

Canyons

Granite Salt Lake City, Utah

Tooele County School District, Tooele, UT

Jordan school district

Alpine School District, Lehi utah

(Please fill in the blank) What is the estimated counselor to student ratio at your school? One counselor to \_\_\_\_\_ students. 80 ⓘ

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

545

350

378

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

400

280

330

340

1 to 400

1:300

280

473

358

170

1 to 725

1 to 250

300

200 to 1

750

655

650

300

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

1100

350

330

282

340

1:350

1:228

320

350

300

450

390

1200

380-400?

550

74

360

300

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

1-350

600 for one part-time counselor ./

55

510

800

380

350

350

360

320

1:250

300

350/1

I am the sole elementary counselor at two schools. Combining students at both schools my ratio is 1 to 1100

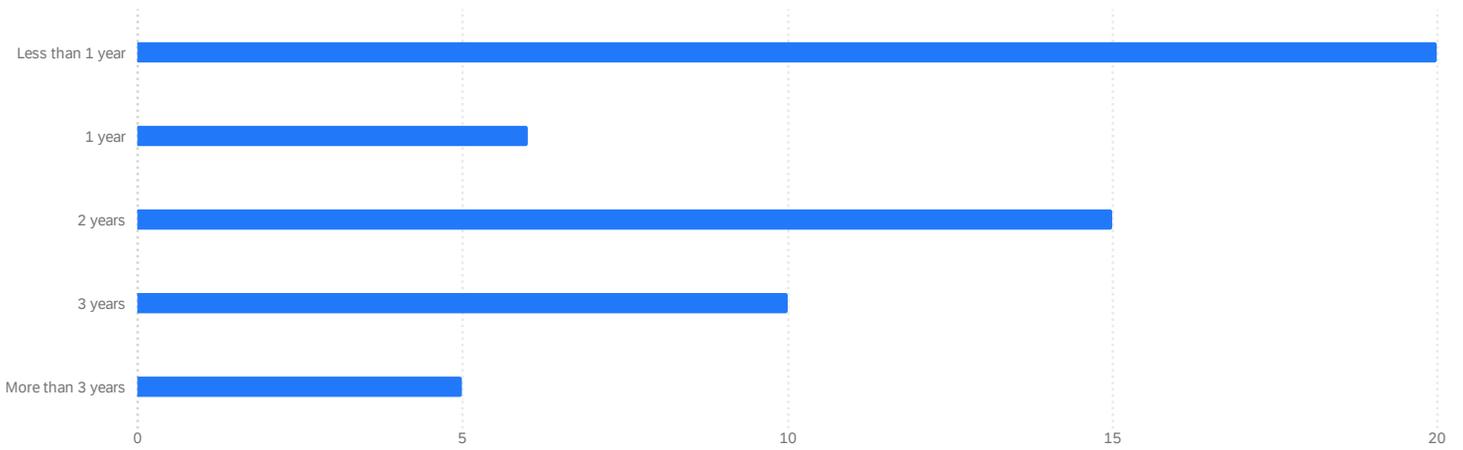
(Please fill in the blank) What is the estimated counselor to student ratio...

518

315

1100

How long have you been working in your current position? 56 ⓘ



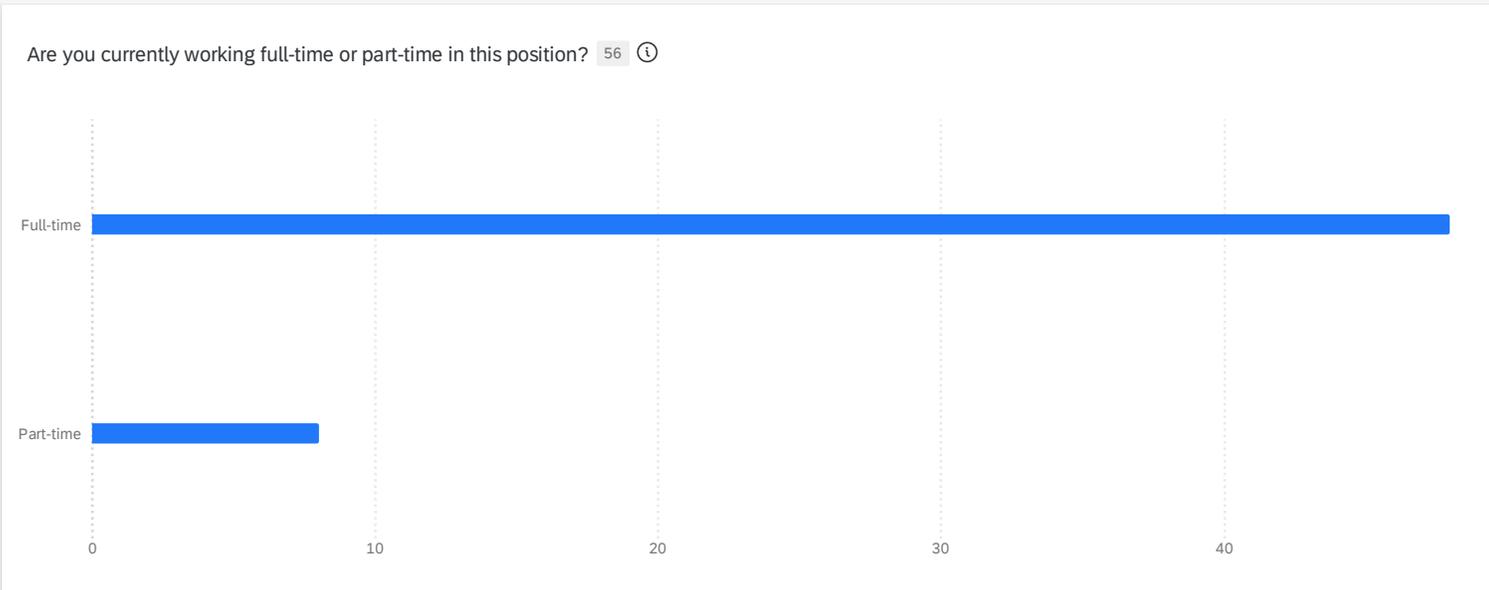
How long have you been working in your current position? 56 ⓘ

8 - How long have you been working in your current position?	Percentage	Count
Less than 1 year	36%	20
1 year	11%	6
2 years	27%	15
3 years	18%	10
More than 3 years	9%	5

How long have you been working in your current position? 56 ⓘ

How long have you been working in your current position?	Average	Minimum	Maximum	Count
Less than 1 year	1.00	1.00	1.00	20
1 year	2.00	2.00	2.00	6
2 years	3.00	3.00	3.00	15
3 years	4.00	4.00	4.00	10

How long have you been working in your current position?	Average	Minimum	Maximum	Count
More than 3 years	5.00	5.00	5.00	5



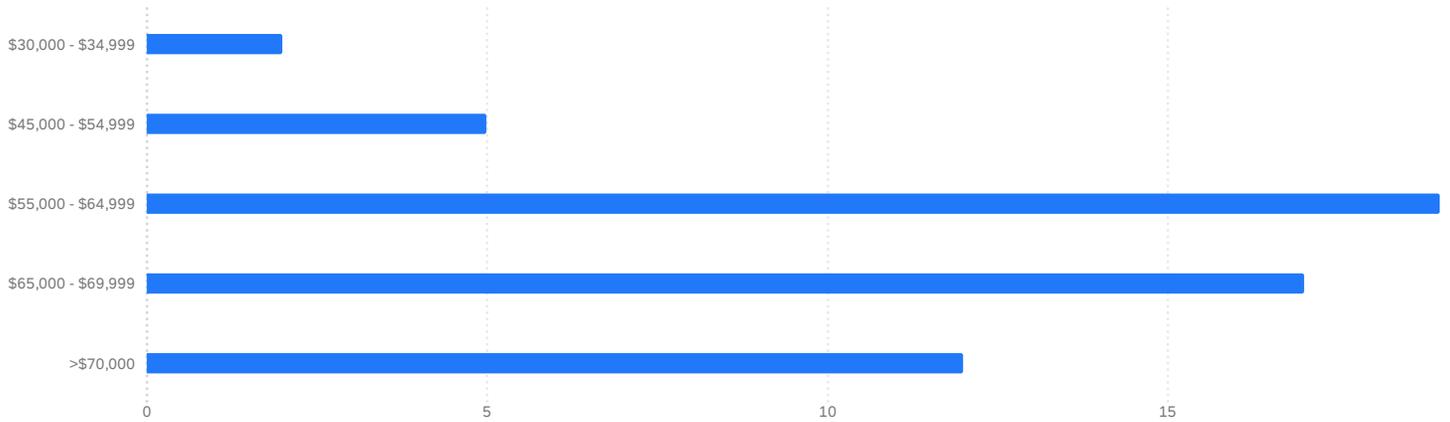
Are you currently working full-time or part-time in this position? 56 ⓘ

9 - Are you currently working full-time or part-time in this position?	Percentage	Count
Full-time	86%	48
Part-time	14%	8

Are you currently working full-time or part-time in this position? 56 ⓘ

Are you currently working full-time or part-time in this position?	Average	Minimum	Maximum	Count
Full-time	1.00	1.00	1.00	48
Part-time	2.00	2.00	2.00	8

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.) 55 ⓘ



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.) 55 ⓘ

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.)

Percentage

Count

\$30,000 - \$34,999

4%

2

\$45,000 - \$54,999

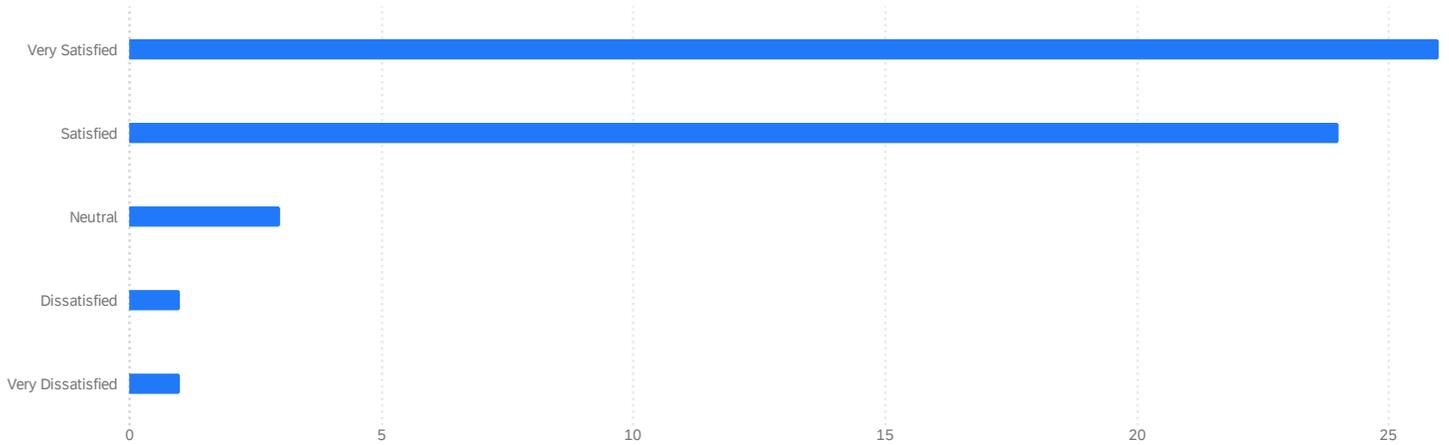
9%

5

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.) 55 ⓘ

What is your current annual salary based on a full-time salary? If you are...	Average	Minimum	Maximum	Count
\$30,000 - \$34,999	2.00	2.00	2.00	2
\$45,000 - \$54,999	4.00	4.00	4.00	5

How satisfied are you in your career as a school counselor? 55 ⓘ



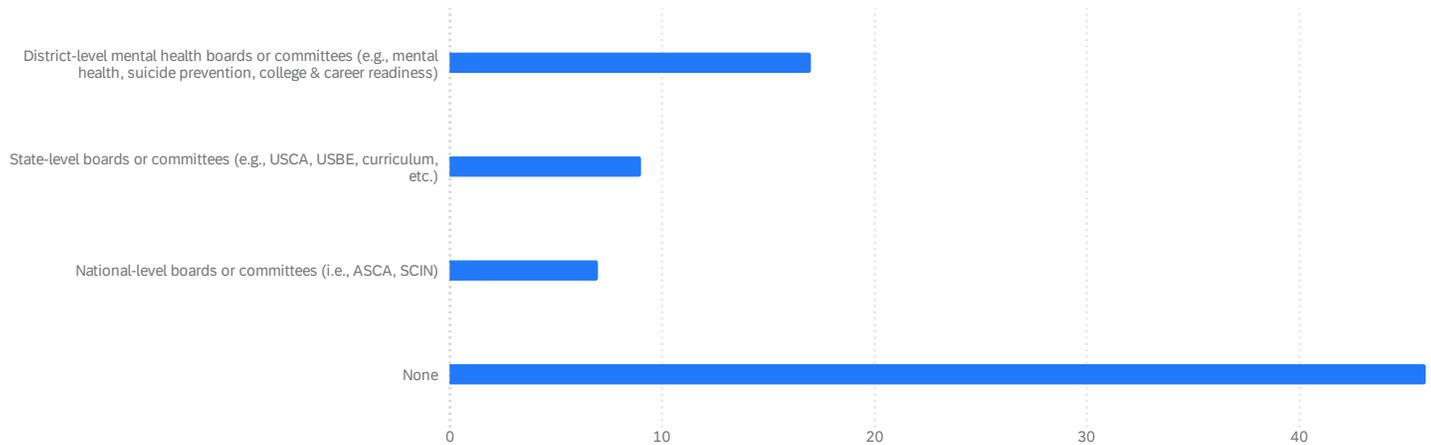
How satisfied are you in your career as a school counselor? 55 ⓘ

16 - How satisfied are you in your career as a school counselor?	Percentage	Count
Very Satisfied	47%	26
Satisfied	44%	24
Neutral	5%	3
Dissatisfied	2%	1
Very Dissatisfied	2%	1

How satisfied are you in your career as a school counselor? 55 ⓘ

How satisfied are you in your career as a school counselor?	Average	Minimum	Maximum	Count
Very Satisfied	1.00	1.00	1.00	26
Satisfied	2.00	2.00	2.00	24
Neutral	4.00	4.00	4.00	3
Dissatisfied	6.00	6.00	6.00	1
Very Dissatisfied	7.00	7.00	7.00	1

Do you participate in any of the following leadership roles at a district, state, or national level? (Check all that apply) 69 ⓘ



Do you participate in any of the following leadership roles at a district, state, or national level? (Check all that apply) 69 ⓘ

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

Percentage

Count

District-level mental health boards or committees (e.g., mental health, suicide prevention, college & career readiness)

25%

17

State-level boards or committees (e.g., USCA, USBE, curriculum, etc.)

13%

9

National-level boards or committees (i.e., ASCA, SCIN)

10%

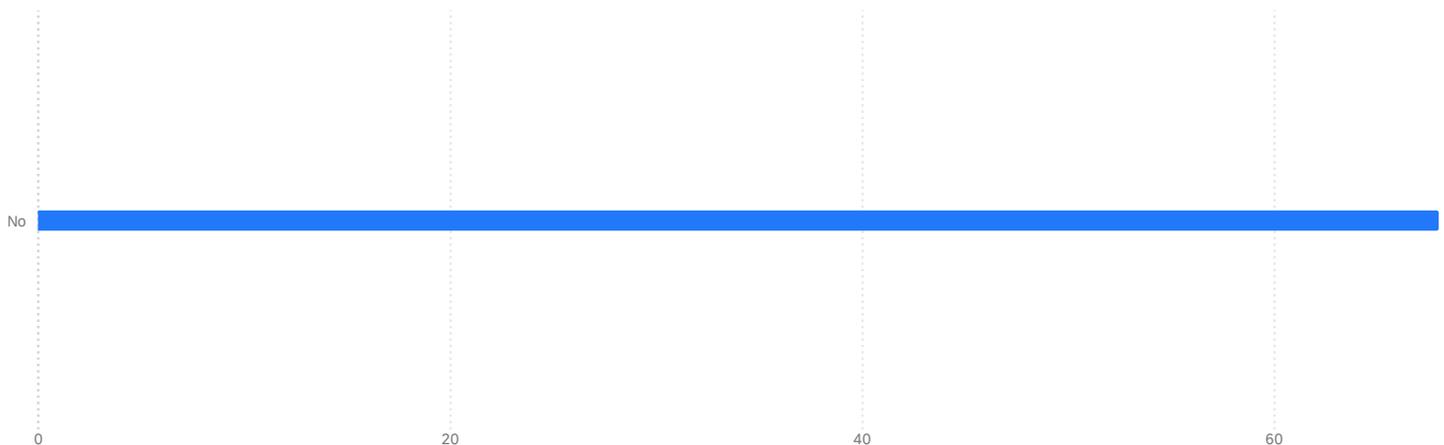
7

None

67%

46

Have you authored any textbooks, curriculum materials, chapters, journal articles, etc.? 68 ⓘ



Have you authored any textbooks, curriculum materials, chapters, journal articles, etc.? 68 ⓘ

Q19 - Have you authored any textbooks, curriculum materials, chapters, journal articles, etc.? - Selected Choice

Percentage

Count

No

100%

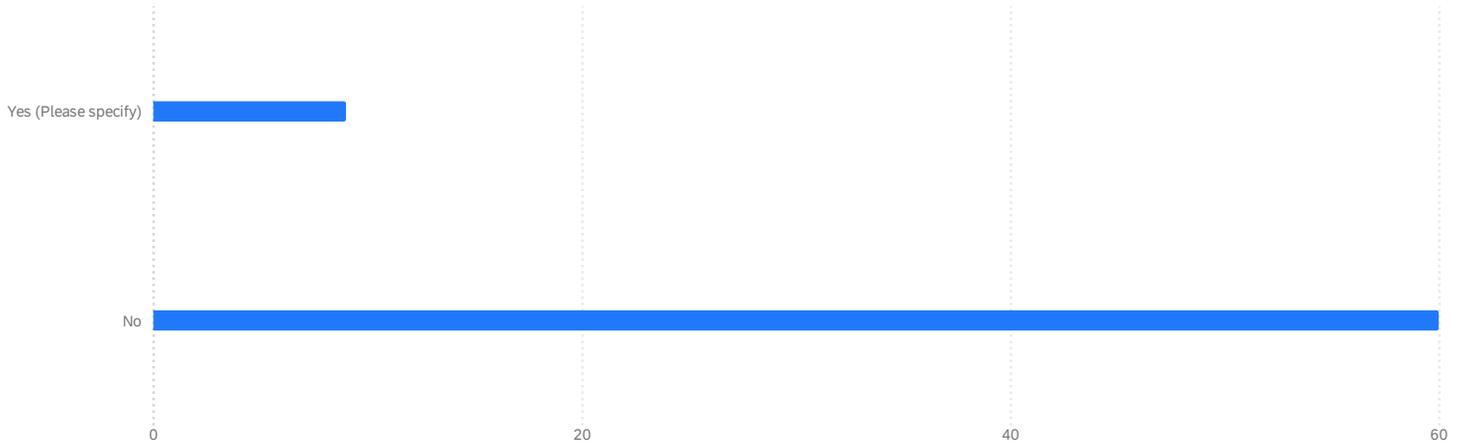
68







Have you received any awards, certifications, or recognitions? 69 ⓘ



Have you received any awards, certifications, or recognitions? 69 ⓘ

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

Selected Choice	Percentage	Count
Yes (Please specify)	13%	9
No	87%	60

Have you received any awards, certifications, or recognitions? 69 ⓘ

Have you received any awards, certifications, or recognitions?

Have you received any awards, certifications, or recognitions?	Average	Minimum	Maximum	Count
Yes (Please specify)	3.00	3.00	3.00	9
No	2.00	2.00	2.00	60

Have you received any awards, certifications, or recognitions?: Yes (Please specify) 80 ⓘ

Yes (Please specify)

Best of Davis Award 2023

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Yes (Please specify)

5 ASCA Specialist Certification, Mental Health First Aid, QPR

Strong Interest Inventory Certification, Social Service Worker License

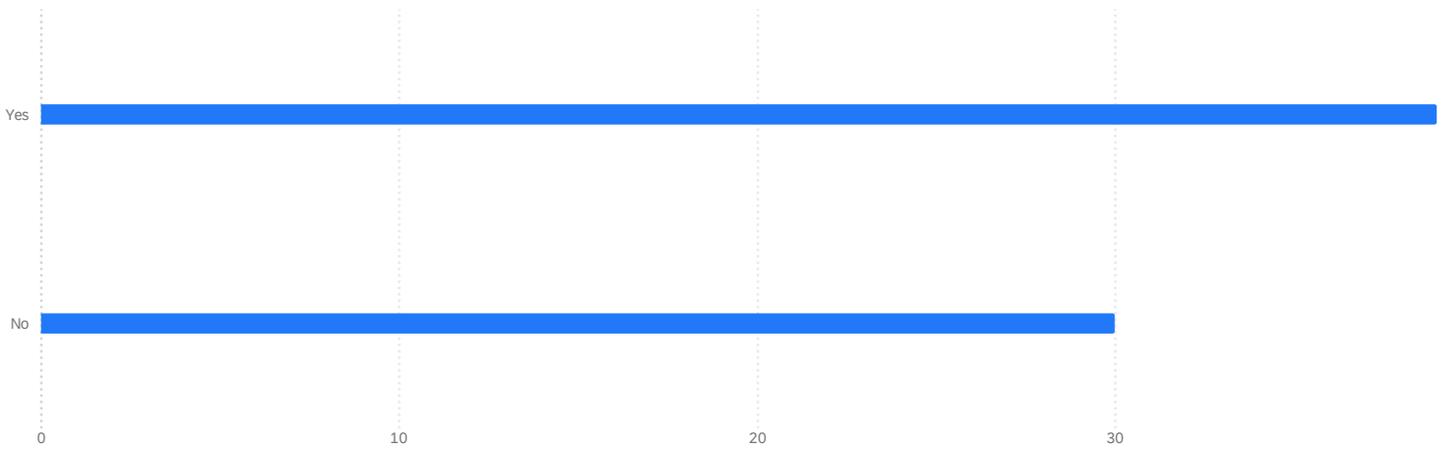
Teacher of the Year/ Hats Off Award

RULER certification

Yes (Please specify)

District Red Shoe Award

Do you engage in local school and community endeavors with families, guardians, and caregivers? (e.g. cultural, educational) 69 ⓘ



Do you engage in local school and community endeavors with families, guardians, and caregivers? (e.g. cultural, educational) 69 ⓘ

Q21 - Do you engage in local school and community endeavors with families, guardians, and caregivers? (e.g. cultural, educational)

Percentage

Count

	Percentage	Count
Yes	57%	39
No	43%	30

Do you engage in local school and community endeavors with families, guardians, and caregivers? (e.g. cultural, educational) 69 ⓘ

Do you engage in local school and community endeavors with families, guardi...

Average

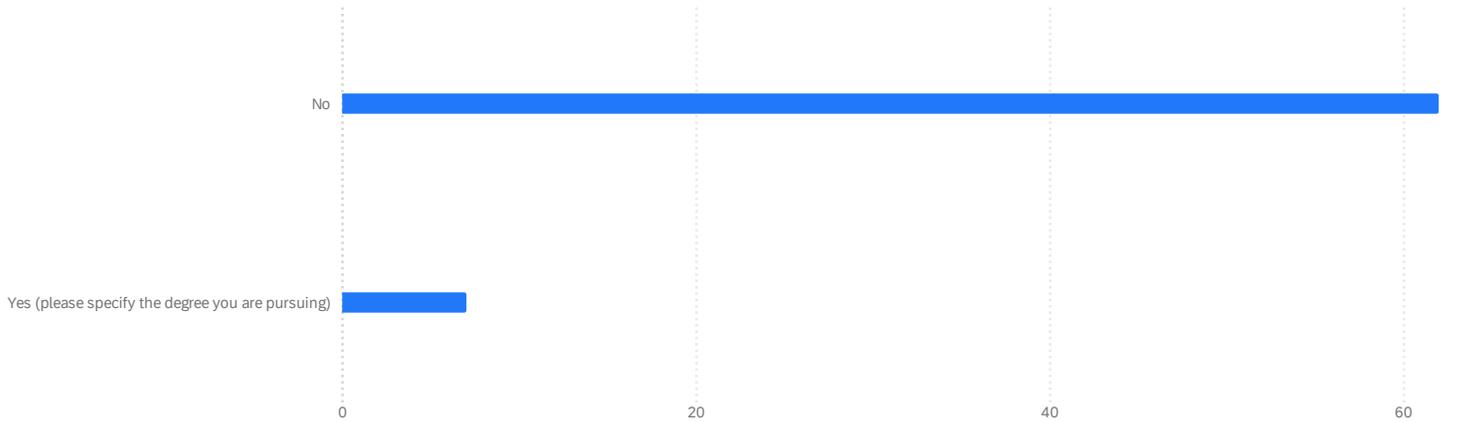
Minimum

Maximum

Count

	Average	Minimum	Maximum	Count
Yes	1.00	1.00	1.00	39
No	2.00	2.00	2.00	30

Are you currently pursuing additional formal education? (e.g., administrative program, PhD degree) NOTE: This does not include professional development courses 69 ⓘ



Are you currently pursuing additional formal education? (e.g., administrative program, PhD degree) NOTE: This does not include professional development courses 69 ⓘ

Q22 - Are you currently pursuing additional formal education? (e.g., administrative program, PhD degree) NOTE: This does not include professional development courses - Selected Choice

Percentage

Count

	Percentage	Count
No	90%	62
Yes (please specify the degree you are pursuing)	10%	7

Are you currently pursuing additional formal education? (e.g., administrative program, PhD degree) NOTE: This does not include professional development courses 69 ⓘ

Are you currently pursuing additional formal education? (e.g., administrati...

Average

Minimum

Maximum

Count

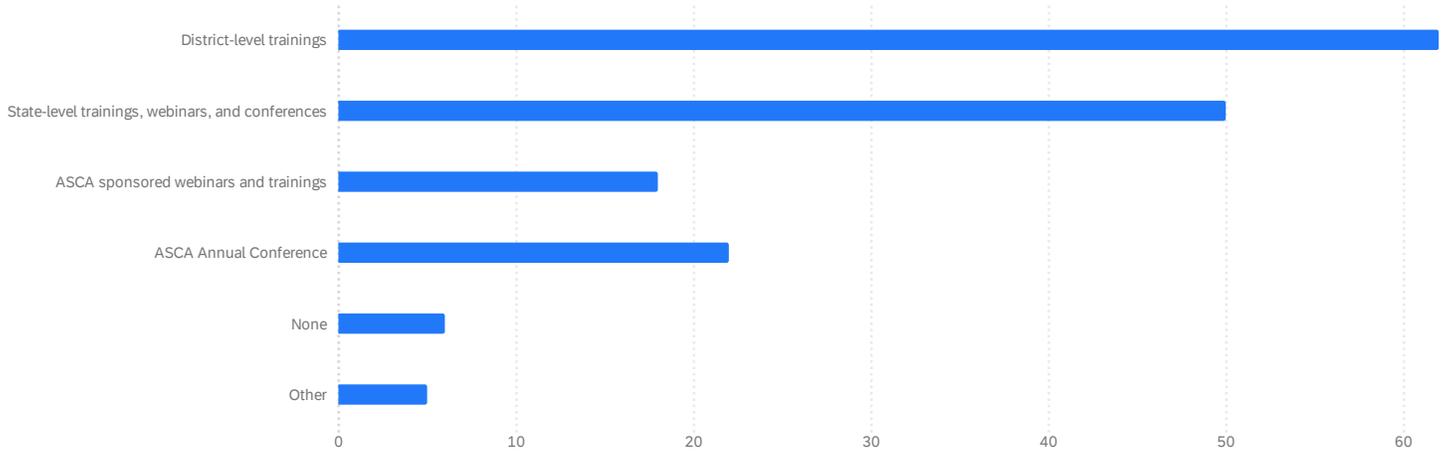
	Average	Minimum	Maximum	Count
No	4.00	4.00	4.00	62







Do you participate in any of the following Professional Development opportunities? (Check all that apply) 69 ⓘ



Do you participate in any of the following Professional Development opportunities? (Check all that apply) 69 ⓘ

Q23 - Do you participate in any of the following Professional Development opportunities? (Check all that apply) - Selected Choice

Percentage

Count

District-level trainings

Do you participate in any of the following Professional Development opportunities? (Check all that apply): Other 80 ⓘ

State-level trainings, webinars, and conferences

ASCA sponsored webinars and trainings

ASCA Annual Conference

None

Other

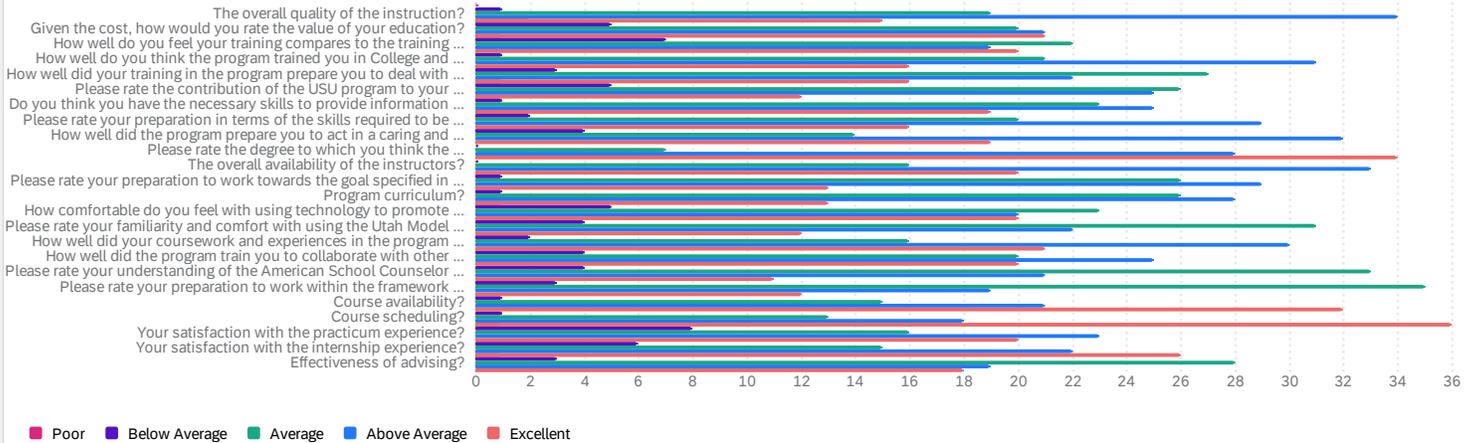




Other

UVU mental health training.

With regard to the USU MEd in School Counseling Program, how would you rate the following: 69 ⓘ



With regard to the USU MEd in School Counseling Program, how would you rate the following: 69 ⓘ

With regard to the USU MEd in School Counseling Program, how would you rate...	Poor	Below Average	Average	Above Average	Excellent
The overall quality of the instruction?	0	1	19	34	15
Given the cost, how would you rate the value of your education?	2	5	20	21	21
How well do you feel your training compares to the training received by sch...	1	7	22	19	20
How well do you think the program trained you in College and Career Readine...	0	1	21	31	16
How well did your training in the program prepare you to deal with issues s...	0	3	27	22	16
Please rate the contribution of the USU program to your development of the...	1	5	26	25	12
Do you think you have the necessary skills to provide information to studen...	1	1	23	25	19
Please rate your preparation in terms of the skills required to be an effec...	2	2	20	29	16
How well did the program prepare you to act in a caring and professional ma...	0	4	14	32	19
Please rate the degree to which you think the children/adolescents with who...	0	0	7	28	34
The overall availability of the instructors?	0	0	16	33	20

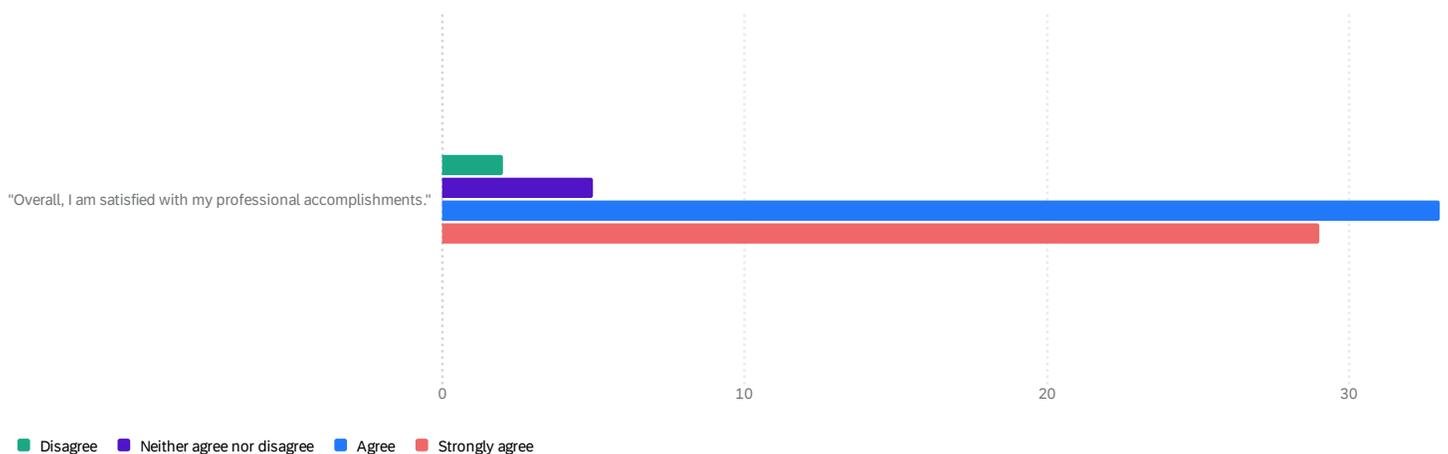
With regard to the USU MEd in School Counseling Program, how would you rate...	Poor	Below Average	Average	Above Average	Excellent
Please rate your preparation to work towards the goal specified in the miss...	0	1	26	29	13
Program curriculum?	0	1	26	28	13
How comfortable do you feel with using technology to promote student learni...	1	5	23	20	20
Please rate your familiarity and comfort with using the Utah Model (College...	0	4	31	22	12
How well did your coursework and experiences in the program prepare you to...	0	2	16	30	21
How well did the program train you to collaborate with other colleagues to...	0	4	20	25	20
Please rate your understanding of the American School Counselor Association...	0	4	33	21	11
Please rate your preparation to work within the framework established by th...	0	3	35	19	12
Course availability?	0	1	15	21	32
Course scheduling?	0	1	13	18	36
Your satisfaction with the practicum experience?	1	8	16	23	20
Your satisfaction with the internship experience?	0	6	15	22	26
Effectiveness of advising?	1	3	28	19	18

With regard to the USU MEd in School Counseling Program, how would you rate the following: 69 ⓘ

With regard to the USU MEd in School Counseling Program, how would you rate...	Average	Minimum	Maximum	Count
The overall quality of the instruction?	3.91	2.00	5.00	69
Given the cost, how would you rate the value of your education?	3.78	1.00	5.00	69
How well do you feel your training compares to the training received by sch...	3.72	1.00	5.00	69
How well do you think the program trained you in College and Career Readine...	3.90	2.00	5.00	69
How well did your training in the program prepare you to deal with issues s...	3.75	2.00	5.00	68
Please rate the contribution of the USU program to your development of the...	3.61	1.00	5.00	69
Do you think you have the necessary skills to provide information to studen...	3.87	1.00	5.00	69

With regard to the USU MEd in School Counseling Program, how would you rate...	Average	Minimum	Maximum	Count
Please rate your preparation in terms of the skills required to be an effec...	3.80	1.00	5.00	69
How well did the program prepare you to act in a caring and professional ma...	3.96	2.00	5.00	69
Please rate the degree to which you think the children/adolescents with who...	4.39	3.00	5.00	69
The overall availability of the instructors?	4.06	3.00	5.00	69
Please rate your preparation to work towards the goal specified in the miss...	3.78	2.00	5.00	69
Program curriculum?	3.78	2.00	5.00	68
How comfortable do you feel with using technology to promote student learni...	3.77	1.00	5.00	69
Please rate your familiarity and comfort with using the Utah Model (College...	3.61	2.00	5.00	69
How well did your coursework and experiences in the program prepare you to...	4.01	2.00	5.00	69
How well did the program train you to collaborate with other colleagues to...	3.88	2.00	5.00	69
Please rate your understanding of the American School Counselor Association...	3.57	2.00	5.00	69
Please rate your preparation to work within the framework established by th...	3.58	2.00	5.00	69
Course availability?	4.22	2.00	5.00	69
Course scheduling?	4.31	2.00	5.00	68
Your satisfaction with the practicum experience?	3.78	1.00	5.00	68
Your satisfaction with the internship experience?	3.99	2.00	5.00	69
Effectiveness of advising?	3.72	1.00	5.00	69

Indicate how much you agree with the following statement: 69 ⓘ



Indicate how much you agree with the following statement: 69 ⓘ

Indicate how much you agree with the following statement:	Disagree	Neither agree nor disagree	Agree	Strongly agree
"Overall, I am satisfied with my professional accomplishments."	2	5	33	29

Indicate how much you agree with the following statement: 69 ⓘ

Indicate how much you agree with the following statement:	Average	Minimum	Maximum	Count
"Overall, I am satisfied with my professional accomplishments."	4.29	2.00	5.00	69

What are the strengths of the USU MED in School Counseling program? 80 ⓘ

**What are the strengths of the USU MED in School Counseling program?**

Great communication. Well organized. I love the practicum experience.

Most of the professors have great hearts and care deeply.

Collaborative learning

The way the cohort works together and helps each other

I had some wonderful professors. I really liked the broadcast model. T

Professors that care, schedule that works for full-time workers, multiple campuses, great curriculum.

Flexibility in schedule, supportive teachers

The use of working school counselors as instructors. Their knowledge of how academic knowledge applies to the real world setting was invaluable.

The ability to attend classes through broadcast and at night is incredibly helpful.

Great instructors, teaching relevant content.

It's available across the state

We had so many wonderful teachers. I loved all but two throughout the program and with it being the start of Covid, I felt like they did an amazing job at supporting us through the hard time. I will always be so grateful to Kathy Bitner, her TA, and Camille for their support in the semester I was struggling with pandemic life. I felt very loved and cared about throughout the program. I loved a lot of what we learned in the program.

**What are the strengths of the USU MEd in School Counseling program?**

They had great instructors with real expertise. The content all related to the job requirements of a counselor.

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Professors

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When I was in the program, the flexibility was fantastic. I think I can speak for many of us in this cohort when I say that we so appreciated how well the professors and program director (Camille) listened, acted, and adjusted to make sure we were able to get a quality education without feeling incredibly bombarded and overwhelmed about it. I also appreciated the opportunity to participate in the program from what felt like anywhere in Utah.

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Ability to complete the program in a little over 2 years. Accessibility of professors.

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Hybrid (some online and some in person) schedule

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When I was there the program was fabulous

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Most of the classes were taught really well.

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I think that the classes are structured in a way that makes me understand what I need to do as a school counselor.

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The flexibility of the program

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The ability of the staff to cooperate together was impressive and appreciated.

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The curriculum covered as much as it possibly could to prepare us for school counseling. I have a lot of questions that are district and school specific, but not many that are USU program related.

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The mental health informed classes.

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The most valuable part of the counseling program, in my opinion, was the many opportunities to meet with professional school counselors to go over cases and discuss how to handle situations. This took place during both practicum and internship courses.

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Knowledgeable teachers with real world experience

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They have a variety of teachers pulled from counseling programs

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The USU counseling program has excellent instructors. I learned to collaborate and built solid friendships. The program was comprehensive and covered most subject areas.

**What are the strengths of the USU MEd in School Counseling program?**

Flexible program for full time working adults

The emphasis on the importance of data collection and analysis was helpful. It was most helpful having professors who are currently school counselors as they can give real insight into the profession.

Ease of access.

Great professors, Great professors, felt that I was prepared to be a school counselor

One night a week is nice for working professionals. Instructors are awesome and the program is overall informative.

I appreciated the part time program it allowed me to work and go to school. I also liked working with school counselors within the district I work in now.

Accessibility

It was fun!

Accessible and caring faculty. I liked being able to meet with a small group at a local campus and participate in live classes together.

Flexibility for working the professional

Great professors

Great program. Grateful for it.

one knows what to expect ahead of time for each semester, very organized, great support for the students at each level

The remote learning was great. The advising and help offered were excellent

I'm not sure anymore. The program has changed too much and I can't recommend it anymore.

**What are the strengths of the USU MEd in School Counseling program?**

Caring program. I felt supported during COVID and the director was able to adapt the program to pandemic restrictions and I graduated 'on time'.

The program is built to with working professionals in mind. Those that are working full time can do this program. There was also a strong focus in building relationships and collaborating with stakeholders. This is an essential piece of work we do as a school counselor.

Excellent professors

It had utah counselors as teacher

Staff, preparation, courses

SmLL program, available instructors

**How could the program improve?** 80 ⓘ

**How could the program improve?**

More classes geared towards elementary school counselors.

Show us the bare minimum of what a student information system is, even if you have to use a screenshot and black out information. Show us how we can translate PowerPoint presentations into different languages for ESL students. Prepare us for what we see on a daily basis, not high-minded, rhetoric and ideals. Go way more into depth on crisis management and suicide preparedness. Get rid of the current director, Jessie Koltz, and never hire an instructor or a director who threatens students under their care. Hire a far more experienced, older, and more patient director who never belittles students when they ask questions. Hire in general more people who can accept feedback in a professional and curious manner instead of an immature, fault-finding, blaming manner. Especially in the field of psychology, any position of authority should be open to other perspectives.

Less micromanaging and busy work. More confidence in the students.

The advisor needs to listen to the students and make adjustments. Also the people teaching the classes should be experts in what they teach. The professor teaching the class about how to teach has never been a teacher! Some of us had been teachers before and what she was teaching was ways off base at times.

Some of the classes were a bit weaker than others but I think many professors have left so it is hard to say. The practicum had some assignments that were difficult to impossible that required videoing students which I didn't care for.

**How could the program improve?**

It is really hard to compare Rural counseling to urban. The program is very heavily based on urban schools. In Rural we wear so many hats and the policies are still very far behind what was taught in the program.

nothing comes to mind

Different districts/schools throughout Utah have different roles for school counselors. Instead of a test on psychological testing we don't have the ability to conduct, it would have been beneficial to learn about writing IEPs and 504s. Potentially looking into making a master schedule.

- Staying consistent with what is required of students (ex. It was not uncommon for a course syllabus to change during our course, which made it difficult to stay on top of assignments and requirements) - Having requirements that are realistic for students to complete (ex. The student recordings during our internship were difficult to accomplish in that many of our schools and/or counselors would not allow us to record with a student. In addition, the Practicum required leading small group counseling, which many schools didn't conduct at all) - Some of the courses were either repetitive or not useful for a career in school counseling (ex. Principals of Psychological Measurement and Test Theory was a course that most students felt was not useful in that school counselors can't even administer tests and rarely, if ever, need to interpret psychological tests. On top of that, this was the most difficult course in the entire program. Also, classes like Career Development can definitely be combined with other courses)

Many classes felt extremely repetitive with not a lot of extra learning opportunities. I also felt a lot of the assignments and projects felt somewhat juvenile--like we were still in jr high and not in a masters program (example-we read a book as a group and each had a different role that week to explain the chapter. One person drew a picture, one person summarized, etc. It just didn't feel like work I'd like to be doing in a masters level program.)

When I was in the program, it was starting to transition to an online program. I think there is a lot of value in meeting in person and interacting with those in the cohort in person. This is especially important for entering this profession as a school counselor. In person experiences and relationships are key to development. I feel that online only interactions are lacking!!

More practical work/homework/projects. I felt like it was important that I knew the laws coming into my job but learning "how to be a school counselor" didn't come until my internship. I don't feel as though my practicum did me many favors in getting a feel for what counseling really is. I think students need to do more actual practice in handling the weird/hard situations that come with being a counselor.

I feel like the times we learned about diversity focused very strongly on LGBTQ population which is great but I would have like to have learned more about other populations too including students who are multi-language learners and also biracial students. Also, I feel like we did a ton of work in suicide assessments which I felt was redundant at times. I know a lot of people are still nervous in this area heading into the field so maybe it was good but for me, I would have loved a little less redundancy and maybe some additional information on support after the crisis or how to manage other crisis type situations.

Research other programs when it comes to internships and practicum. Nebo school district counselors have shared that they would much rather take uvu interns over usu and they are paid for their time.

Continue Camille's legacy of flexibility and support. Also I would love to see a little more engagement from different counseling directors throughout different districts in the state. I felt a little unprepared jumping into Alpine school district at first because it seemed there were some things that were a little different than I was expecting from my schooling - namely, the process of finding a job in Alpine was confusing and time consuming and not what I expected.

**How could the program improve?**

I don't know how they advertise now, but when I saw a flyer about the program when I became interested, it said it was a good fit for working teachers. That changed halfway through when the director retired. It was so frustrating that the new director did not honor, or even take into consideration what was promoted when I started. The new director was very hard to work with. I no longer recommend this program to colleagues.

More structure and less assumption that I know educational acronyms and less assumptions that I know exactly what a school counselor does. Teach real life counseling situations earlier and in the program.

From my experience I am not sure what else I could have asked for to improve it

I think more leniency would benefit the program. There were times when the program director would go over the districts preferences for certain assignments. It can do better at building and maintaining relationships with the other professionals in Utah.

Remove Jessie Koltz.

A Praxis study course could have been beneficial in feeling more prepared for that test.

I believe there should be more alternative routes for students who may need to change their class from one term to another.

More practical examples of what the job of counseling is like.

The classroom instruction course should be taught by an experienced teacher that can really model best instructional practices, in particular for people that end up elementary counselors because a large part of the job is teaching lessons. More practice with individual and group counseling, like Solution focused brief therapy and motivational interviewing would also help.

Put students in schools from day 1.

One area that many counselors are struggling with is behavior. More and more (due to structural changes within schools and districts), counselors are being asked to take on behavior interventions for students. This is not something that we spent a lot of time studying, but it is hugely needed.

Program should be 60 credits. More information needed in mental health disorders and how to work with those individuals. How to deal with chronic attendance issues and students not graduating and/or chronic credit recovery. More realistic projects that would be seen in the job for example have a student create an Evidence Box, back to school night or SEL or scheduling, presentation of data project, or proposal to administrator presentation a counselor would do, etc. training on how to communicate with administrators and submit proposals. USU should provide training to individuals that supervise interns and practicum students. For example, in California they require all supervisors to be certified to train intern and practicum students <https://www.schoolcounselor-ca.org/scsccertificate>

Less about theoretical concepts and more practical training. For example, instead of learning about the background of all the different psychological theories, we need to learn HOW to implement specific interventions like CBT and SFBT. Also, there needs to be more specific training for elementary, middle, and high school counseling as the types of counseling needs are different at each level.

**How could the program improve?**

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Teach more about what goes into PCCRs.

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Program could do better by focusing on how to avoid burnout and secondary trauma.

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Please do not promise 100% placement if it does not exist. I left my career at the University of Utah to pursue this degree with the promise of SO many school counselor openings in Utah and the promise of 100% placement due to the "shortage of counselors" this is just not true. Maybe nationwide, but not along the Wasatch Front. When you have your own kids that are in school, and you cannot move, it is difficult to have this degree which doesn't help you get a job. It would be amazing if USU would partner with local school districts to increase placement. In addition, it is not USU who is to blame. Davis School District and others use Free Internship labor to fill positions. Or, pay a very small amount to interns temporarily, then don't have a permanent placement for them after they officially graduate. They basically use the internship and practicum program from USU to supply them with endless free labor, year after year, it's horrible. Glad I'm not one of the students who has student loans to pay back.

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There was definitely a lot of busy work/non applicable course work that I think could be taken out. That time should be used to focus on real case studies and situations that counselors might actually be put in.

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Help you prepare for the PRAXIS more. Help place you and find internships instead of doing it all on your own. You pay the university to help you with that, but this program does not help in any way.

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Prep more for SEL stuff

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New program director; larger faculty pool

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I don't know

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There were some issues with clarity and expectations in Dr Koltz's classes. Trying to get answers was a catch 22, often with little success. There was an overabundance of curriculum development courses and not enough on subjects that would be constantly utilized in school counseling, such as motivational interviewing.

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Unknown.

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More training on individual counseling techniques. More technology training.

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More practical mental health training

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Focus on mental health. Too much emphasis on college and career readiness---mental health is what we deal with the most and that was not the programs focus.

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**How could the program improve?**

We never learned about the basic graduation requirements for students in Utah high schools. I think that would be crucial to understand.

We covered a significant time with sexual identity - I needed more training in suicide and self harm ( more common in my practice ) . There was one teacher for the data class that was terrible . USU addressed the issue for following cohort. I had lowest scores on the praxis in that subject area .

For the elementary level it would be helpful to have more behavioral based intervention knowledge. At this level we are regularly referred for behaviors. It would be helpful to have more knowledge of interventions that could help.

Jessie was difficult to work with, had unrealistic expectations for internship. Districts didn't want to work with her and I was told by 2 different districts that they would no longer accept USU students because of the expectations

I cannot speak to the current program as it is completely different and I have only heard negative things. The end of my experience was negative too.

More mental health training specifically in more modalities such as CBT/DBT and group work.

We are asked to make video after video of counseling in action, but we never have it modeled to us. I felt completely lost as we got the end. I wish our practicum semester was 50% watching our instructors, or even videos, of what constitutes a good counseling session.

**Are there any skills you need as a school counselor that were not addressed by the program?** 80 ⓘ

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

Just in general more information geared towards elementary schools. I felt at least 90%, if not more, of the program was focused on secondary .

How to use a student information system, how to translate materials for ESL students, how to run trainings and meetings. How to use applications within a school system report abuse or misbehavior or racism.

Working with long time counselors who were trained differently.

Dealing with admin is a challenge that I would have liked to somehow learned more about.

I deal with parents so often that I think that could be a topic. Though I loved that we read How to win friends and influence people.

Counting credits, 504s, secretary work, how to help minorities other than LGBTQ, what a successful counseling program looks like.

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

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Not necessarily a skill, but I think we need to be realistic that no matter what we are doing in support of students, teachers are going to be upset about you pulling kids from class and working to navigate and have conversations with staff while maintaining confidentiality that what we do is important

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The biggest skills that were not addressed was schedule building, learning about student information systems used by Utah districts, and getting a good grasp of high school credit requirements. This is most of what school counselors do and we got zero instruction on what any of this would look like.

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It was not really explained how to start a group and how to find resources to run a group. Also, I'd have loved to have learned to use more data in the program.

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I would have liked more instruction and skill development in safety planning and counseling skills such as SFBT and motivational interviewing. The topics were introduced to us, but I would have liked more practice in implementation.

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We never discussed what you're supposed to do in outlandish situations. I know that you obviously can't account for them all but I was really at a loss the day that I had a student pull a dead mouse out of their pocket. I also feel like dealing with difficult parents is a skill we could have spent some time on.

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I would've liked to know more interventions for helping students with certain things like attendance

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I would have loved to have more time to learn different interventions we could use with students day to day but I know there is only so much time. I did feel very prepared heading into my role as school counselor.

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Suicide assessments and prevention.

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I don't know if this is possible, but some kind of instruction on the type of student web system each district uses would be really helpful. We use Skyward and during my internship, using skyward felt like 85% of my job, so I felt incredibly unprepared.

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I don't think the program prepares elementary school counselors as well as secondary. The program leaves out things like social skills groups and teaching emotional regulation skills to young students. Luckily, I had many years of teaching experience. Elementary school counselors spend a great deal of time teaching in a classroom. The program did not cover this very well at all.

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Classroom management was only taught in theory. How to teach to every age level. How to schedule.

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no

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I think certain school scenarios would have been nice. Like working through school refusals or how to be organized in our work.

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

No.

I believe a huge scale that is not covered by professors or classes was the training of school computer programs, such as Skyward or PowerSchool. I believe having a class for just those programs and any others similar to. It would have been very helpful.

I don't think so.

Credit guidelines

There was an over focus on DEI and LGBTQ issues. State laws need to be recognized and taught as that is the reality of the laws we work under.

I would really love to understand and address student behavior. I would have benefited from an understanding of school processes (ie who are the team players for a 504, what are the steps when a student has behavior, what Tier 1, Tier 2, and Tier 3 strategies can we use, depending on the specific behavior? Behaviors to address: ODD, noncompliance, task initiation, task completion, friend disagreements, etc)

Much of my skills that needed to be learned were in the job. See previous question answers for recommendations.

Although we talked about the different types of interventions, I don't feel confident implementing different methods when talking with students.

n/a

No

I think there needs to be a better focus on elementary school counseling for all USU students. Although we were able to focus our efforts on High School, Middle or Elementary. Most of the openings in Utah are in elementary and it is a whole different ball game from secondary school where I was trained.

I felt pretty well rounded having already worked in schools for several years but I don't know how I would feel having not had that experience and being in the program.

None.

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

Not sure

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I wish there were optional classes that specifically focused on elementary.

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I needed more counseling skills

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No.

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Technology skills

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Mental health counseling more in depth

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creating 504 plans, graduation requirements

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More suicide , mental health assessment training

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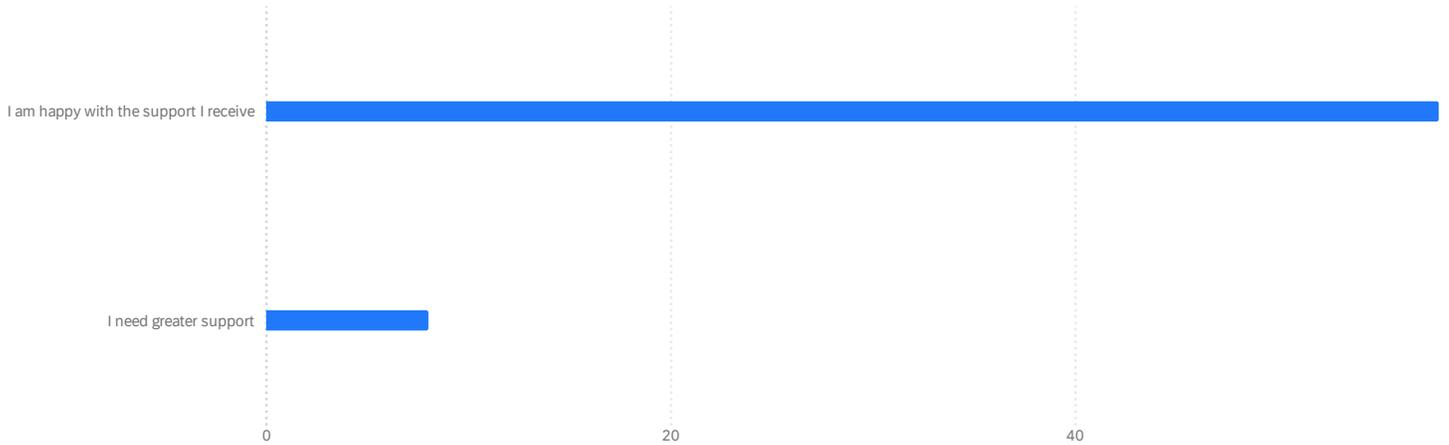
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**Are there any skills you need as a school counselor that were not addressed...**

My first day in the program I was told I was not a mental health professional. 90% of what I do is exactly the same as our school based therapist. It drove me back to school for my CMHC. NOW I feel prepared for the problems in the school. School counseling isn't about college and careers anymore. It is focused on SEL, emotional regulation, behavior intervention. The schools have entire courses on college and career and departments that teach these topics. It really feels as though our position is being absorbed into other places in schools. CCA teachers, school wide SEL curriculum, school based therapist. If school counselors don't have more training that specializes what they do, there won't be a need for them in the schools. At least I have back up with another certification. Many counselors ask constantly "what can I do with my school counseling outside of the school?" The answer is nothing. We need to be able to be more diversified.

How to give responsive services, what to say, how to react and answer a variety of circumstances and challenges

**Do you feel you have support from the program now that you have graduated?** 66 ⓘ



**Do you feel you have support from the program now that you have graduated?** 66 ⓘ

Q29 - Do you feel you have support from the program now that you have graduated?	Percentage	Count
I am happy with the support I receive	88%	58
I need greater support	12%	8

**Do you feel you have support from the program now that you have graduated?** 66 ⓘ

Do you feel you have support from the program now that you have graduated?	Average	Minimum	Maximum	Count
I am happy with the support I receive	1.00	1.00	1.00	58
I need greater support	2.00	2.00	2.00	8

**What ways could the program support you now that you have graduated?** 80 ⓘ

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

I feel enough support.

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

N/A

I would never reach out to the person now in charge of the program. She is not helpful and has been condescending in my past interactions.

Offering professional development classes.

I wish there was more networking between those we graduated with and possibly other alumni. However, I think us going through a good chunk of our program during the pandemic probably halted some relationship building.

I haven't needed support.

I don't need further support.

na

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

Alumni check in's might be a nice thing. Don't know what it looks like but could be useful.

I honestly don't really want to affiliate with this program.

I would love opportunities to be involved in the program.

It would be amazing if the program could offer a joint licensure as a LCMHC, like Rocky Mountain University.

Can't think of anything.

Create a group for graduated alumni to collaborate on resources

n/a

Job placement would be nice like we were promised.

As a current educator I think it would be beneficial to be connected with recent graduates or students in the program looking for internship or practicum hours. They might be useful in our schools.

Be part of the alumni's and help donate, and be involved to give back to USU.

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

Free trainings

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Help with job placement in field

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Cant think of any

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I feel as though I am supported.

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The program hasn't supported me at all. The only outreach I have received is for this survey.

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I am satisfied with the support

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Create a cmhc certificate

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Cohort stayed connected

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In closing, is there any other information that might be useful to us as we work toward maintaining a high-quality program? 80 ⓘ

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

Thanks for providing such an incredible education! I'm in my dream job and loving it so much!

Apologize to the last three cohorts that had to deal with the current director. They didn't even know each other or talk to each other, but as they got into the field, they realized that they all had similar experiences and it wasn't just one cohort or one student. She has a pervasive pattern and all students, past and present, are scared.

The use of working school counselors as instructors for my courses was one of the biggest benefits of the program. I was able to see how the things I was learning in the classroom could be applied to a real-world setting. The flexibility the program provided was also amazing. There were so many of my peers who already working as school counselors, it was great to see the program recognize and value those experiences.

Making sure the school counseling field doesn't become oversaturated with all of the different counseling programs that are popping up throughout the state and online.

Ideally, elementary school counseling would be a separate degree than secondary, although, I don't know how feasible that is. Maybe if there were just different electives to choose based on if you are planning to pursue a career in elementary versus secondary.

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

None

na

I think that there was a radical change in power and we had to constantly fight to be heard. Our program was being treated like it was accredited and we got none of the benefits for it and when we voiced our thoughts we were not being heard.

I would remove Jessie Koltz. She made the program so miserable most of us don't want to become school counselors. She was not able to take feedback, didn't listen to students, and was honestly quite rude to us. I really enjoyed my time when I started but as all the faculty started to quit and she taught every class it become more and more miserable.

If you do start a LCMHC program, reaching out to school counselors that previously went through USU to pursue that additional path, would be great.

Recognize that we live in a conservative state and that is our reality. Also, the program content could easily be managed in two years, not three. I'm not sure what would have to happen to implement that change.

Make sure all professors teaches at graduate level and require graduate level course work. My bachelors degree from BYU was harder to get than my masters at USU. Create specialization certificates for school counselors to pursue after their masters for continual professional development such as an administrative license certificate specific for become a counseling director in a school district, I/O Psychology, Student Affairs, Higher Education Administration, Forensic Psychology, Sports Psychology, Educational Psychology, College Counseling, etc. Counselor and Supervision PHd program. Child Welfare and Attendance Authorization <https://catalog.csudh.edu/academics/counseling/child-welfare-attendance-authorization/>

There was little support in acquiring practicum and internship opportunities.

not at this time

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

Partner with the school districts to stop using internship students for free labor, makes it hard for those of us that are already graduated to get a job. Thank you for taking this feedback. I wouldn't encourage anyone in Utah to pursue this degree because the field/job market is over saturated with counselors. It's a mess.

N/A

Not that I can think of

Prepare more for creating relationships with colleagues and with knowledge of professional development opportunities

Continue doing what you're doing.

Get away from research and CCR. Be more in tune with what students are facing today and better prepare counselors for handling it

Continue with caring professors. I appreciate the high standards and the program was adaptive to my needs ( mother passed , I had COVID , family had COVID etc). Surveys asking information about my mental and emotional health were appreciated

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

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I appreciate my education I received and felt is was a quality program. Thank you for continuing to want to improve.

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Maintain good relationships with local school counselors. You need them and rely on them to help train us, so you have to remain in good standing with them.