USU Professional School Counselor Education Program Graduate Employer Survey 2018

| 1 V | Vhat grade level is your school or institution? (Check all that apply) |
|-------------|--|
| | Elementary (1) Middle School/Jr. High (2) High School (3) College/University (4) Other (please specify) (5) |
| 2 V | Vhat is your position in the school? |
| | School Counseling Department Head (1) Principal (2) Vice Principal (3) Other (please specify) (4) |
| 3 T | he USU graduate is employed at your school (select one): |
| | Full-time (1) Part-time (2) |
| 4 T | he USU graduate has been employed at your school for: |
| o o o | 1 year or less (1) 2 years (2) 3 years (3) 4 years (4) 5 years (5) 6 years or more (6) How would you rate the USU graduate's performance in the following skill areas: |
| J | Poor (1) Below Average Above Excellent Not Average (3) Average (5) Applicable |

| | Poor (1) | Below Average (2) | Average (3) | Above Average (4) | Excellent (5) | Not Applicable (6) |
|---|----------|-------------------------|----------------|-------------------------|------------------|--------------------------|
| Advocates for all students (1) | O | O | O | O | • | O |
| Acts in a professional and ethical manner (2) | • | • | • | • | 0 | 0 |

| Skills in assisting successful transitions for students (3) | O | O | • | • | • | • |
|---|---|----------|---|---|---|---|
| Communication skills - uses tact and diplomacy with other professionals, teachers, parents, and students (4) | O | O | 0 | • | • | 0 |
| Effectively seeks and responds to feedback to improve performance (5) | O | • | O | • | • | • |
| Demonstrates awareness of multi-cultural issues and their potential impact on the school environment (6) | O | • | O | • | • | 0 |
| Understands successful approaches to assessment and evaluation (7) | O | • | O | • | • | • |
| Effectively seeks out new information and engages in | O | O | 0 | • | • | • |

| 6 | | | | | | |
|-------------------|---|---|---|----------|----------|---|
| professional | | | | | | |
| development | | | | | | |
| activities (8) | | | | | | |
| Engages in | | | | | | |
| activities to | | | | | | |
| remedy bias, | | | | | | |
| prejudices, | | | | | | |
| oppression, and | | | | | | |
| discrimination | | | | | | |
| (9) | | | | | | |
| | • | O | O | O | O | O |
| Applies | | | | | | |
| leadership | | | | | | |
| strategies | | | | | | |
| designed to | | | | | | |
| enhance the | • | • | O | • | • | o |
| learning | | | | | | |
| environment for | | | | | | |
| all students | | | | | | |
| (10) | | | | | | |
| | | | | | | |
| Use of essential | | | | | | |
| interviewing | | | | | | |
| and counseling | O | O | O | O | O | O |
| skills (11) | | | | | | |
| | | | | | | |
| Use of group | | | | | | |
| counseling skills | | | | | | |
| and | O | • | O | • | • | O |
| interventions | | | | | | |
| (12) | | | | | | |
| Understands | | | | | | |
| procedures for | | | | | | |
| data gathering, | | | | | | |
| analysis, and | | | | | | |
| presentation in | • | O | O | O | O | O |
| program | | | | | | |
| research and | | | | | | |
| evaluation (13) | | | | | | |
| (13) | | | | | | |

| Understands and successfully implements the Utah School Comprehensive Counseling and Guidance Program (or your state | • | O | O | • | 0 | 0 |
|---|--------|---|---|---|---|---|
| program) (14) Functions as an effective change agent in school improvement | | | | | | |
| (15) Ability to collaborate with students and other professionals (16) | • • | 0 | 0 | 0 | 0 | 0 |
| Recognizes the need for accommodating individual differences and effectively designs appropriate modifications or strategies (17) | O | • | O | • | • | 0 |
| Use of technology to promote student learning and support the school comprehensive guidance system (18) | O | • | 0 | • | • | • |

| Demonstrates knowledge of career development models and applies the knowledge to the PCCR process (19) | • | • | • | • | • | • |
|---|---|---|---|---|---|---|
| Ability to plan and present guidance curriculum to students, school | O | O | O | • | O | 0 |
| personnel and parents (20) Demonstrates knowledge of prevention and crisis intervention strategies (21) | O | 0 | • | 0 | • | 0 |
| Overall performance as a school counselor while under your supervision (22) | • | • | • | • | • | • |

| 6 | Using the skill areas listed above, compare the USU graduate to school counselors with |
|--------------|---|
| sim | nilar years of experience who graduated from other school counselor preparation programs. The |
| USI | U graduate is: (Choose from below) |
| 0 | significantly more skilled than school counselors who graduated from other programs (1) |
| 0 | more skilled than school counselors who graduated from other programs (2) |
| 0 | equal to school counselors who graduated from other programs (3) |
| 0 | less skilled than school counselors who graduated from other programs (4) |
| \mathbf{O} | significantly less skilled than school counselors who graduated from other programs (5) |
| | |

7 Given your experiences with our graduates, what is the likelihood that your institution would hire more Utah State University School Counselor Education program graduates? • Very likely (1)

O Likely (2)

| \mathbf{O} | Undecided (3) |
|--------------|---|
| O | Unlikely (4) |
| O | Very Unlikely (5) |
| 8 gra | Given your experiences with Utah State University School Counselor Education program duates, what are the major strengths of our graduate(s)? |
| 9 pro | What would strengthen the preparation of Utah State University's School Counselor Education gram graduates? |
| 10 ma | In closing, is there any other information that might be useful to us as we work towards intaining a high-quality program? |