

## **Summary of Survey Results- 2006**

### **Program Graduates, Site Supervisors, Employer Surveys**

Specific questions and responses on found below:

[Program Graduates](#)

[Site Supervisors](#)

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[Resulting Changes](#)

#### **Program Graduates**

Twenty program graduates responded. The age range was large, 25-66 years, only one was male, 10% were African American, and all had completed their degree within a four year period. Among graduates there was a range of years since graduation, 1-6 years, and 45% were employed in their first year as a school counselor. Thirty-five percent held a teaching certificate, 85% were certified school counselors, one was a National Certified Counselor, 55% were in elementary school settings, and none was a Licensed Professional Counselor.

The 20 graduates rated their program highly. Nearly all statements were rated “Agree” to “Strongly Agree” by respondents, 90%-95% were within this range. Most statements were rated “Moderately Agree” to “Strongly Agree”, 70% were within this range. The statement, “The School Counseling Program at Valdosta State University helped me to develop the knowledge, skills, and dispositions to prepare a school to transition plan for each student” had the highest “Moderately Disagree” (4) and the fewest “Moderately Agree” and “Strongly Agree” (55%). These responses brought changes in the importance placed on this set of knowledge, skills, and experiences.

In response to the item, “The School Counseling Program at Valdosta State University helped me to develop the knowledge, skills, and dispositions to apply the content knowledge in each of the CACREP eight core areas”, seven of the eight areas were rated “Agree” to “Strongly Agree” by 95% of the respondents. The CACREP area of Assessment and Evaluation was rated “Agree” to “Strongly Agree” by 90% of the respondents.

#### **Site Supervisors**

Although 13 site supervisors returned their forms, not all responded to every item. They had been employed as school counselors from six to 23 years at all school levels. The site supervisor’s rated each item highly with most satisfaction ratings in the “High Degree” to “Very High Degree”. Over 80 percent of those responding agreed at a “High Degree” or “Very High Degree” that the school counseling program at Valdosta State University is a quality program and provides students with the skills, experiential and educational experiences needed to be successful school counselors. The only statements where more than one respondent indicated a “Low Degree” of satisfaction were for the statements, “provide classroom guidance that promote academic success, social/emotional development, and career preparedness for all students” and “coordinate a school to career transition plan for each student.” Site supervisors suggested more training in classroom management and analyzing standardized test scores in order to determine student strengths and weaknesses.

#### **Employers**

Five employers of Valdosta State University school counseling graduates responded to the survey. They had employed graduates from the School Counseling Program from one to six years at all grade levels. School enrollments were 420 to 750 with four of the five settings being rural. Again, satisfaction ratings were mostly in the “High Degree” to “Very High Degree”. Due to the low number of respondents caution should be taken in interpreting the results of the employer’s survey.

## **Program Changes Resulting from the Survey**

Overall the findings from all surveys indicate that the School Counseling Program is producing school counselors who can perform effectively as school counselors. Program modifications that resulted as from analysis of the survey data include:

1. A modification will be made in the requirements for PSYC 7030: Measurement and Evaluation that requires students to analyze and interpret results from standardized tests used in the state of Georgia.
2. Students will be required to spend 30 hours working with and observing a special education teacher during SCHC 7010: Comprehensive School Counseling and modifications will be made in the course to address knowledge of students with disabilities including IEP and SST.
3. One of the case studies required in SCHC 7830: Consultation and Advocacy in School Counseling will address issues related to student disabilities.
4. The field experience hours for SCHC 7450: Group Counseling will be increased from 30 to 50.
5. In fall 2007 we will take the steps necessary to make a classroom management course a competency requirement for the program.

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## *Program Graduates Survey Results - 2006*

**The School Counseling Program at Valdosta State University helped me to develop the knowledge, skills, and dispositions to:**

increase students' social/emotional development and career preparedness

	Response
Strongly Disagree	1
Agree	3
Moderately Agree	4
Strongly Agree	12
Total	20

enhance students' academic success

	Response
Moderately Disagree	1
Agree	3
Moderately Agree	6
Strongly Agree	10
Total	20

advocate for school policies, programs, and services that are equitable and responsive to cultural differences among students

	Response
Moderately Disagree	2
Agree	2
Moderately Agree	5
Strongly Agree	11
Total	20

**The School Counseling Program at Valdosta State University helped me to develop the knowledge, skills, and dispositions to**

advocate for rigorous academic preparation of all students to close the achievement gap among demographic groups

	Response
Moderately Disagree	1
Agree	3
Moderately Agree	9
Strongly Agree	7
Total	20

coordinate a school to transition plan for each student

	Response
Moderately Disagree	4
Agree	5
Moderately Agree	4
Strongly Agree	7
Total	20

provide leadership in the development, implementation, evaluation and revision of a comprehensive school counseling plan that contributes to school renewal by promoting increased academic success, career preparedness, and social/emotional development for all students.

	Response
Strongly Disagree	1
Agree	3
Moderately Agree	3
Strongly Agree	13
Total	20

use student outcome data to facilitate student academic success.

	Response
Moderately Disagree	2
Agree	4
Moderately Agree	5
Strongly Agree	9
Total	20

**The School Counseling Program at Valdosta State University helped me to develop the knowledge, skills, and dispositions to:**

provide individual and group counseling that promote academic success, social/emotional development, and career preparedness for all students.

	Response
Strongly Disagree	1
Agree	2
Moderately Agree	6
Strongly Agree	11
Total	20

provide classroom guidance that promote academic success, social/emotional development, and career preparedness for all students.

	Response
Strongly Disagree	1
Moderately Disagree	1
Agree	1
Moderately Agree	3
Strongly Agree	14
Total	20

assess student needs and make appropriate referrals to school and/or community resources.

	Response
Strongly Disagree	1
Moderately Disagree	1
Agree	3
Moderately Agree	3
Strongly Agree	12
Total	20

**The School Counseling Program at Valdosta State University helped me to develop the knowledge, skills, and dispositions to apply the content knowledge in each of the CACREP eight core areas**

**Professional Identity and Orientation**

	Response
Strongly Disagree	1
Agree	4
Moderately Agree	7
Strongly Agree	8
Total	20

**Social and Cultural Diversity**

	Response
Moderately Disagree	1
Agree	2
Moderately Agree	8
Strongly Agree	9
Total	20

**Human Growth and Development**

	Response
Moderately Disagree	1
Agree	2
Moderately Agree	8
Strongly Agree	9
Total	20

**Career Development**

	Response
Strongly Disagree	1
Agree	1
Moderately Agree	8
Strongly Agree	10
Total	20

**The School Counseling Program at Valdosta State University helped me to develop the knowledge, skills, and dispositions to apply the content knowledge in each of the CACREP eight core areas**

**Helping Relationships**

	Response
Moderately Disagree	1
Agree	3
Moderately Agree	5
Strongly Agree	11
Total	20

**Group Work**

	Response
Moderately Disagree	1
Agree	1
Moderately Agree	5
Strongly Agree	13
Total	20

**Assessment and Evaluation**

	Response
Moderately Disagree	2
Agree	2
Moderately Agree	7
Strongly Agree	9
Total	20

**Research and Program Evaluation**

	Response
Moderately Disagree	1
Agree	3
Moderately Agree	9
Strongly Agree	7
Total	20

**The School Counseling Program at Valdosta State University helped me to develop the knowledge, skills, and dispositions to:**

collaborate with other professionals in the development of staff training, family support, and appropriate community initiatives that address student needs.

	Response
Moderately Disagree	1
Agree	3
Moderately Agree	5
Strongly Agree	11
Total	20

Implement organizational tasks when required by my job responsibilities.

	Response
Moderately Disagree	1
Agree	3
Moderately Agree	4
Strongly Agree	12
Total	20

Communicate information, ideas, and contrasting points of view in an effective and professional manner

	Response
Strongly Disagree	1
Moderately Disagree	1
Moderately Agree	8
Strongly Agree	10
Total	20

Assume a leadership role in my profession

	Response
Strongly Disagree	1
Agree	1
Moderately Agree	7
Strongly Agree	11
Total	20

**The School Counseling Program at Valdosta State University helped me to develop the knowledge, skills, and dispositions to:**

Share my knowledge and expertise with others in my profession and community

	Response
Strongly Disagree	1
Moderately Disagree	1
Moderately Agree	9
Strongly Agree	9
Total	20

Create and maintain a safe environment for students

	Response
Strongly Disagree	1
Agree	2
Moderately Agree	7
Strongly Agree	10
Total	20

Foster and maintain professional relationships

	Response
Strongly Disagree	1
Agree	2
Moderately Agree	5
Strongly Agree	12
Total	20

Solve problems encountered in my professional practice

	Response
Strongly Disagree	1
Moderately Disagree	1
Agree	2
Moderately Agree	3
Strongly Agree	13
Total	20

**The School Counseling Program at Valdosta State University helped me to develop the knowledge, skills, and dispositions to:**

Use technology in professional practice

	Response
Strongly Disagree	1
Agree	4
Moderately Agree	7
Strongly Agree	8
Total	20

Address issues of exceptionality and cultural diversity

	Response
Strongly Disagree	1
Agree	2
Moderately Agree	6
Strongly Agree	11
Total	20

Reflect on my own capabilities and dispositions and how these affect my effectiveness as a professional school counselor

	Response
Strongly Disagree	1
Agree	2
Moderately Agree	6
Strongly Agree	11
Total	20

Use a variety of formal and informal assessments to evaluate my performance and the performance of others

	Response
Strongly Disagree	1
Moderately Disagree	1
Agree	2
Moderately Agree	8
Strongly Agree	8
Total	20

**Overall Program Evaluation:** Please indicate your degree of agreement with the following statements

The school counseling program at VSU provided the educational and experiential experiences I needed for certification/licensure.

	Response
Strongly Disagree	1
Agree	1
Moderately Agree	5
Strongly Agree	12
Total	19
No Response	1
Total	20

The school counseling program at VSU provided the skills I needed for employment and/or further employment.

	Response
Strongly Disagree	1
Moderately Disagree	1
Moderately Agree	7
Strongly Agree	11
Total	20

My overall degree of satisfaction with the knowledge and skills I gained in the School Counseling Program at VSU is:

	Response
Strongly Disagree	1
Moderately Disagree	1
Moderately Agree	7
Strongly Agree	11
Total	20

My field experiences prepared me for employment as a school counselor.

	Response
Strongly Disagree	1
Moderately Agree	5
Strongly Agree	14
Total	20

**Overall Faculty Evaluation:** Please indicate your degree of agreement with the following statements

During the program, I developed a positive working relationship with one or more counseling faculty members.

	Response
Strongly Disagree	1
Agree	1
Moderately Agree	2
Strongly Agree	16
Total	20

With the assistance of the counseling faculty, I progressed both academically and professionally.

	Response
Strongly Disagree	1
Agree	1
Moderately Agree	3
Strongly Agree	15
Total	20

With the assistance of the counseling faculty, I increased my ability to understand and use research in counseling.

	Response
Strongly Disagree	1
Agree	1
Moderately Agree	7
Strongly Agree	11
Total	20

I developed positive relationships with other students in the counseling program.

	Response
Strongly Disagree	1
Moderately Agree	2
Strongly Agree	17
Total	20

**Overall Faculty Evaluation:** Please indicate your degree of agreement with the following statements

One or more faculty members took a genuine interest in my professional growth.

	Response
Strongly Disagree	1
Moderately Disagree	1
Moderately Agree	3
Strongly Agree	15
Total	20

While in the program, I had the opportunity to apply what I learned in the classroom to actual practice.

	Response
Strongly Disagree	1
Agree	1
Moderately Agree	2
Strongly Agree	16
Total	20

I think I was enrolled in a quality counseling program.

	Response
Strongly Disagree	1
Agree	1
Moderately Agree	3
Strongly Agree	14
Total	19
No Response	1
Total	20

The counseling professors are competent as instructors and internship supervisors.

	Response
Strongly Disagree	1
Agree	1
Moderately Agree	5
Strongly Agree	12
Total	19
No Response	1
Total	20

**Overall Faculty Evaluation:** Please indicate your degree of agreement with the following statements

My advisor was helpful in directing my plan of study.

	Response
Strongly Disagree	1
Moderately Disagree	1
Agree	1
Moderately Agree	2
Strongly Agree	14
Total	19
No Response	1
Total	20

My advisor was available during scheduled office hours.

	Response
Strongly Disagree	1
Agree	1
Moderately Agree	3
Strongly Agree	14
Total	19
No Response	1
Total	20

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## *Site Supervisors/Employer Survey Results*

**Asked of Site Supervisors: To what degree do practicum/internships students demonstrate the knowledge, skills, and dispositions to:**

**Asked of Employers: To what degree does this VSU graduate demonstrate this skill:**

increase students' social/emotional development and career preparedness

	Site Supervisor Response	Employer Response
Satisfactory	4	2
High Degree	4	2
Very High Degree	3	1
Total	11	5

enhance students' academic success

	Site Supervisor Response	Employer Response
Low Degree		1
Satisfactory	4	1
High Degree	5	2
Very High Degree	2	1
Total	11	5

advocate for school policies, programs, and services that are equitable and responsive to cultural differences among students

	Site Supervisor Response	Employer Response
Low Degree	1	
Satisfactory	1	1
High Degree	4	3
Very High Degree	2	1
Total	8	5
Not Observed	3	
No Response	2	
Total	5	
Total	13	

**Asked of Site Supervisors: To what degree do practicum/internships students demonstrate the knowledge, skills, and dispositions to:**

**Asked of Employers: To what degree does this VSU graduate demonstrate this skill:**

advocate for rigorous academic preparation of all students to close the achievement gap among demographic groups

	Site Supervisor Response	Employer Response
Low Degree		1
Satisfactory		1
High Degree	3	1
Very High Degree	3	2
Total	1	5
Not Observed	7	
No Response	4	
Total	2	
Total	13	

coordinate a school to career transition plan for each student

	Site Supervisor Response	Employer Response
Very Low Degree		1
Low Degree	2	
Satisfactory	2	1
High Degree	2	1
Very High Degree	2	2
Total	8	5
Not Observed	3	
No Response	2	
Total	5	
Total	13	

**Asked of Site Supervisors: To what degree do practicum/internships students demonstrate the knowledge, skills, and dispositions to:**

**Asked of Employers: To what degree does this VSU graduate demonstrate this skill**

provide leadership in the development, implementation, evaluation and revision of a comprehensive school counseling plan that contributes to school renewal by promoting increased academic success, career preparedness, and social/emotional development for all students

	Site Supervisor Response	Employer Response
Low Degree	1	
Satisfactory	3	1
High Degree	4	3
Very High Degree	3	1
Total	11	5
No Response	2	
Total	13	

use student outcome data to facilitate student academic success

	Site Supervisor Response	Employer Response
Very Low Degree		1
Low Degree	1	
Satisfactory	4	3
High Degree	2	
Very High Degree	3	1
Total	10	5
Not Observed	1	
No Response	2	
Total	3	
Total	13	

provide individual and group counseling that promote academic success, social/emotional development, and career preparedness for all students

	Site Supervisor Response	Employer Response
Low Degree	1	
Satisfactory	2	2
High Degree	5	1
Very High Degree	3	2
Total	11	5
No Response	2	
Total	13	

**Asked of Site Supervisors: To what degree do practicum/internships students demonstrate the knowledge, skills, and dispositions to:**

**Asked of Employers: To what degree does this VSU graduate demonstrate this skill**

provide classroom guidance that promote academic success, social/emotional development, and career preparedness for all students

	Site Supervisor Response	Employer Response
Low Degree	2	1
High Degree	5	2
Very High Degree	3	2
Total	10	5
Not Observed	1	
No Response	2	
Total	3	
Total	13	

assess student needs and make appropriate referrals to school and/or community resources

	Site Supervisor Response	Employer Response
Low Degree	1	
Satisfactory	1	
High Degree	6	2
Very High Degree	3	3
Total	11	5
No Response	2	
Total	13	

collaborate with other professionals in the development of staff training, family support, and appropriate community initiatives that address student needs

	Site Supervisor Response	Employer Response
Low Degree	1	
Satisfactory	3	
High Degree	4	2
Very High Degree	2	3
Total	10	5
Not Observed	1	
No Response	2	
Total	3	
Total	13	

**Asked only of Site Supervisors: To what degree are the practicum/internships students able to apply the content knowledge in each of the CACREP eight core areas:**

**Professional Identity and Orientation**

	Site Supervisor Response
Satisfactory	3
High Degree	6
Very High Degree	4
Total	13

**Social and Cultural Diversity**

	Site Supervisor Response
Low Degree	1
Satisfactory	3
High Degree	5
Very High Degree	4
Total	13

**Human Growth and Development**

	Site Supervisor Response
Satisfactory	3
High Degree	5
Very High Degree	5
Total	13

**Career Development**

	Site Supervisor Response
Satisfactory	3
High Degree	6
Very High Degree	3
Total	12
Not Observed	1
Total	13

**To what degree are the practicum/internships students able to apply the content knowledge in each of the CACREP eight core areas:**

**Helping Relationships**

	Site Supervisor Response
Satisfactory	4
High Degree	4
Very High Degree	5
Total	13

**Group Work**

	Site Supervisor Response
Low Degree	1
Satisfactory	2
High Degree	6
Very High Degree	4
Total	13

**Assessment and Evaluation**

	Site Supervisor Response
Satisfactory	7
High Degree	2
Very High Degree	3
Total	12
Not Observed	1
Total	13

**Research and Program Evaluation**

	Site Supervisor Response
Satisfactory	5
High Degree	1
Very High Degree	4
Total	10
Not Observed	2
No Response	1
Total	13

**Overall Program Evaluation:**

**Asked only of Site Supervisors: Please indicate your degree of agreement with the following statements**

The school counseling program at VSU provides the educational and experiential experiences students need to be successful school counselors

	Site Supervisor Response
Satisfactory	2
High Degree	6
Very High Degree	5
Total	13

The school counseling program at VSU provides students with the skills needed to be successful school counselors

	Site Supervisor Response
Satisfactory	2
High Degree	8
Very High Degree	3
Total	13

My overall degree of satisfaction with the knowledge and skills demonstrated by school counseling students from VSU is

	Site Supervisor Response
Satisfactory	1
High Degree	8
Very High Degree	4
Total	13

The counseling program at VSU is a quality counseling program.

	Site Supervisor Response
Satisfactory	2
High Degree	6
Very High Degree	5
Total	13

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## Qualitative Comments

### *Program Graduates*

What changes would you suggest that we make in the program (courses, skills taught, field experience, etc.)?

Course or lecture - working with difficult parents. More education on NCLB, Title 1, etc.

Experience and knowledge regarding SpEd services (IEP and SST) and processes. Also state standardized testing needs to be added to the Tests and Measurements class. We have to interpret state test scores for students and teachers, so knowing about these tests would be helpful.

I learned a lot about individual counseling skills from a class I took at UNC-Greensboro called Helping Relationships taught by a man named William Purkey. I still use what I learned in that class. Maybe VSU can model a class after that class.

It may be beneficial for future school counselors with no school or educational experience to have time for more observation in the actual field so they have a grasp of the educational setting/expectations today in the school setting before their actual internship. We've had new counselors in our system recently with no educational experience and they really were coming in with idealistic ideas and expectations (not from VSU though).

More preparation is needed in the following areas: how to utilize community resources to further a CDSCP, a social work class b/c counselors are acting as social workers at some schools, aligning a CDSCP w/GPS standards, ways to pre/post measure impact in grades K-2, grant writing b/c some counselors have no budget at their disposal, and more study of students with disabilities and ELL students and those programs at the state level.

Now that the trend is moving towards data driven accountability I feel that more classes on this topic would be beneficial. I came through the program when the focus was not as much on data and effectiveness, so this may already be in the curriculum. Overall, the program was great and I enjoyed my time there.

One of the big pushes for NACAC is for all counseling programs to offer a full course on college guidance, but if not for everyone, an elective for those intending on high school counseling. The program was wonderful at VSU. All of the professors cared about the education that the students received. Dr. Cunningham and Dr. Rowland are great assets to the school counseling program.

Overall, going through the school counseling program at VSU was a wonderful experience. My instructors and field experience supervisors taught me much of what I use as a school counselor today. Dr. Cunningham and Dr. Rowland both taught and modeled what it means to be a professional school counselor. I was very pleased with my experience and look forward to pursuing an Ed. S. in School Counseling with them in the future.

The school counseling program at VSU was designed to cover all basis of guidance and counseling. The program helped to prepare me for the reality of working in the school system and how things operate at each level K-12.

### *Site Supervisors*

I have been extremely impressed with all of the girls I have had working with me. Each of them have shown to be very smart, organized, and eager to work. They have great initiative and get things done on their own. I have really been impressed with the capabilities and quality of students I have worked with.

Many students are young, immature, and have no experience in a school setting. They are going from a 4 year degree immediately into the Masters degree program and are not prepared emotionally/educationally for the level of experience they need to be successful in an internship w/out a lot of hand-holding from the supervisor. So much of what a school counselor does is not exciting or covered by CACREP.

More training in how to analyze standardized test data in order to determine student's strengths and weaknesses.

Students who do not have a teaching degree background do not understand the importance of involving or including the teacher in the counseling program. Also, students who do not have a teaching background generally need classroom mgmt skills. The college would do well to teach more discipline/mgmt skills so that VSU students would feel more comfortable in classroom guidance lessons.

Successful outcomes are not observable b/c of the time constraints. Initial idea implementation very satisfactory.

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