

## Summary – Alumni Survey

### Graduate Studies in Counseling

The following results were aggregated from an Alumni Survey sent to graduates from 2002-2006.  
N=68

#### Demographics

What year did you graduate from the program?

2002	10
2003	16
2004	16
2005	17
2006	9

N= 68

What is your racial/ethnic background?

Race/Ethnicity	Number	Percent
African American	2	0.03%
American Indian	0	0
Asian/Pacific Islander	0	0
Caucasian	68	92%
Hispanic	4	0.05%
Native American	0	0
Other	0	0

What is your gender?

	Number	Percent
Female	65	88%
Male	9	12%

Post-Graduation: What is you licensure/certification?

License	Number	Percent
PC	18	24%
PCC	5	7%
PCC-S	2	3%
PSC	34	46%
LICDC	3	4%
School Counselor	1	1.4%
MAE w/School	2	3%
None/No Answer	9	12%

I passed the licensure exam:

Times	Number	Percent
The first time	21	64%
The second time	7	21%

The third time	0	0
Did not attempt	5	15%

Since receiving your degree, have you received a doctorate?

	Number
Yes	0
No	5
Planning on pursuing	15
Considering pursuing	10

### Employment

For most of your advanced degree work, were you:

	Number	Percent
Full-time	9	47%
Part-time	10	53%

Are you currently employed?

	Number	Percent
Full-time	6	35%
Part-time	9	53%
Not employed	2	11%

With what type of organization are you employed?

	Number	Percent
Full-time	9	47%
Part-time	10	53%

Where is your current employment?

Organization	Number	Percent
Counseling Agency	6	8%
Hospital/Clinic	5	7%
Private Practice	4	7%
Non-Counseling Related	6	8%
School – K -12	3	4%
School – Elementary	10	13%
School – Secondary	11	15%
School – High	11	15%
Other: College Counselor Non-profit Non-counseling soc. service agency	18	23%

Teacher		
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### Scholarly Excellence

Faculty in my program held high expectations of my performance

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	0	0
3= Neutral	2	5%
4 = Agree	19	44%
5 = Strongly Agree	22	51%

My professors encouraged me to participate in professional organizations

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	1	2%
3= Neutral	1	2%
4 = Agree	17	40%
5 = Strongly Agree	23	56%

### Environment for Learning

I had the opportunity to develop one or more mentoring relationships with faculty

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	2	4%
3= Neutral	7	16%
4 = Agree	17	40%
5 = Strongly Agree	17	40%

I had the opportunity to engage in collaborative work with faculty in my program

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	12	30%
3= Neutral	7	18%
4 = Agree	13	31%
5 = Strongly Agree	7	18%
Did not respond	1	3%

N=40

Graduate students in my program were treated with respect.

	Number	Percent
1 =Strongly	0	0

Disagree		
2 = Disagree	3	7%
3= Neutral	1	3%
4 = Agree	18	44%
5 = Strongly Agree	17	41%
Did not respond	2	5%

My program fostered a sense of intellectual community

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	2	4%
3= Neutral	3	7%
4 = Agree	27	60%
5 = Strongly Agree	12	27%
Did not respond	1	2%

My program supported my research and professional goals

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	1	2%
3= Neutral	5	13%
4 = Agree	20	50%
5 = Strongly Agree	13	33%
Did not respond	1	2%

My program prepared me in my area of specialization

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	2	5%
3= Neutral	8	19%
4 = Agree	22	52%
5 = Strongly Agree	9	21%
Did not respond	1	3%

The amount of coursework required was appropriate to my degree

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	0	0
3= Neutral	5	12%
4 = Agree	22	44%
5 = Strongly Agree	13	51%

Did not respond	2	3%
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The courses were relevant for my intended profession

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	1	2%
3= Neutral	5	12%
4 = Agree	18	40%
5 = Strongly Agree	19	42%
Did not answer	2	4%

The courses were challenging and demanding

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	0	0
3= Neutral	5	11%
4 = Agree	20	47%
5 = Strongly Agree	16	37%
Did not answer	2	5%

The courses addressed current developments in my field

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	1	2%
3= Neutral	3	7%
4 = Agree	23	56%
5 = Strongly Agree	14	35%
Did not answer	0	0

I acquired a strong knowledge base in my area of specialization

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	1	2%
3= Neutral	5	12%
4 = Agree	24	57%
5 = Strongly Agree	12	29%
Did not answer	0	0

### **Faculty Concern for Students**

Faculty in my program served as positive role models

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	1	2%
3= Neutral	3	7%
4 = Agree	16	40%
5 = Strongly Agree	20	49%
Did not answer	1	2%

Faculty in my program were supportive of my academic interests

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	0	0
3= Neutral	1	2%
4 = Agree	20	49%
5 = Strongly Agree	20	49%
Did not answer	0	0

I am pleased that I chose to do my graduate work at Heidelberg

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	1	2%
3= Neutral	3	7%
4 = Agree	11	27%
5 = Strongly Agree	27	64%
Did not answer	0	0

### Professional Qualities and Scholarly Dispositions

In general, my graduate program and experiences at Heidelberg served to foster...

...a lifelong love of learning

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	1	2%
3= Neutral	6	15%
4 = Agree	18	44%
5 = Strongly Agree	16	39%
Did not answer	0	0

...commitment to students

	Number	Percent
1 =Strongly	0	0

Disagree		
2 = Disagree	1	2%
3= Neutral	5	12%
4 = Agree	16	38%
5 = Strongly Agree	20	48%
Did not answer	0	0

N=42

...reflective thinking

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	0	0
3= Neutral	3	7%
4 = Agree	16	37%
5 = Strongly Agree	24	56%
Did not answer	0	0

...creativity

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	1	2%
3= Neutral	8	19%
4 = Agree	15	38%
5 = Strongly Agree	17	41%
Did not answer	0	0

...ethical and professional conduct

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	0	0
3= Neutral	0	0
4 = Agree	15	36%
5 = Strongly Agree	27	64%
Did not answer	0	0

N=42

...professional responsibility

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	0	0

3= Neutral	0	0
4 = Agree	15	36%
5 = Strongly Agree	27	64%
Did not answer	0	0

N=42

...flexibility

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	2	5%
3= Neutral	3	7%
4 = Agree	18	43%
5 = Strongly Agree	19	45%
Did not answer	0	0

N=42

...initiative / resourcefulness

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	2	5%
3= Neutral	1	2%
4 = Agree	17	40%
5 = Strongly Agree	22	53%
Did not answer	0	0

N=42

...passion for my profession

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	0	0
3= Neutral	2	5%
4 = Agree	17	39%
5 = Strongly Agree	24	56%
Did not answer	0	0

...respect for diversity

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	0	0
3= Neutral	1	2%
4 = Agree	17	40%



5 = Strongly Agree	24	58%
Did not answer	0	0

N=42

...desire to work collaboratively

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	0	0
3= Neutral	3	7%
4 = Agree	20	49%
5 = Strongly Agree	18	44%
Did not answer	0	0

...a commitment to continuous professional development

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	1	2%
3= Neutral	1	2%
4 = Agree	16	37%
5 = Strongly Agree	26	59%
Did not answer	0	0

N=44

...self-directed learning

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	0	0
3= Neutral	4	9%
4 = Agree	14	32%
5 = Strongly Agree	26	59%
Did not answer	0	0

N=44

...respect for multiple perspectives

	Number	Percent
1 =Strongly Disagree	0	0
2 = Disagree	1	2%
3= Neutral	2	5%
4 = Agree	15	36%
5 = Strongly Agree	24	57%
Did not answer	0	0

N=42

### Intellectual Environment

Intellectual quality of the faculty

	Number	Percent
1 = Poor	0	0
2 = Fair	0	0
3 = Good	2	5%
4 = Very Good	20	48%
5 = Excellent	19	45%
Did not answer	1	2%

N=42

Quality of the courses in my program

	Number	Percent
1 = Poor	0	0
2 = Fair	0	0
3 = Good	2	5%
4 = Very Good	20	48%
5 = Excellent	19	45%
Did not answer	1	2%

N=42

Academic standards in my program

	Number	Percent
1 = Poor	0	0
2 = Fair	0	0
3 = Good	6	15%
4 = Very Good	23	56%
5 = Excellent	11	27%
Did not answer	1	2%

Overall program quality

	Number	Percent
1 = Poor	0	0
2 = Fair	1	2%
3 = Good	4	10%
4 = Very Good	20	49%
5 = Excellent	15	37%
Did not answer	1	2%

## Perceptions of Preparation

How well your program enhanced your ability to...

...carry out your professional responsibilities

	Number	Percent
1 = Poor	0	0
2 = Fair	0	0
3 = Good	11	25%
4 = Very Good	15	34%
5 = Excellent	17	39%
Did not answer	1	2%

N=44

...assume a leadership role

	Number	Percent
1 = Poor	1	2%
2 = Fair	0	0
3 = Good	9	21%
4 = Very Good	12	28%
5 = Excellent	21	49%
Did not answer	0	0

...pursue your professional career interests

	Number	Percent
1 = Poor	0	0
2 = Fair	0	0
3 = Good	5	11%
4 = Very Good	16	38%
5 = Excellent	22	51%
Did not answer	0	0

...design and manage professional projects

	Number	Percent
1 = Poor	0	0
2 = Fair	1	2%
3 = Good	7	17%
4 = Very Good	22	52%
5 = Excellent	11	26%
Did not answer	1	2%

...use appropriate technologies in your work

	Number	Percent
1 = Poor	1	2%
2 = Fair	2	5%
3 = Good	7	17%
4 = Very Good	24	59%
5 = Excellent	7	17%
Did not answer	0	0

...apply critical thinking skills

	Number	Percent
1 = Poor	0	0
2 = Fair	1	3%
3 = Good	4	12%
4 = Very Good	20	59%
5 = Excellent	9	26%
Did not answer	0	0

N=34

...employ problem solving skills

	Number	Percent
1 = Poor	0	0
2 = Fair	1	2%
3 = Good	4	9%
4 = Very Good	17	40%
5 = Excellent	20	49%
Did not answer	0	0

N=42

...use interpersonal skills

	Number	Percent
1 = Poor	0	0
2 = Fair	0	0
3 = Good	6	14%
4 = Very Good	15	37%
5 = Excellent	20	49%
Did not answer	0	0

...communicate in writing

	Number	Percent
1 = Poor	0	0
2 = Fair	1	2%

3= Good	4	9%
4 = Very Good	12	29%
5 = Excellent	25	60%
Did not answer	0	0

N=42

...communicate orally

	Number	Percent
1 = Poor	0	0
2 = Fair	2	5%
3= Good	4	9%
4 = Very Good	14	33%
5 = Excellent	22	53%
Did not answer	0	0

N=42

...conduct research

	Number	Percent
1 = Poor	1	2%
2 = Fair	5	12%
3= Good	7	18%
4 = Very Good	13	33%
5 = Excellent	13	33%
Did not answer	1	2%

N=40

...pursue your own research agenda

	Number	Percent
1 = Poor	1	2%
2 = Fair	8	20%
3= Good	8	20%
4 = Very Good	16	40%
5 = Excellent	6	16%
Did not answer	1	2%

N=40

...read the literature in your field

	Number	Percent
1 = Poor	0	0
2 = Fair	2	5%
3= Good	4	9%
4 = Very Good	16	38%
5 = Excellent	20	48%
Did not answer	0	0

N=42

...communicate your ideas at conferences or professional meetings

	Number	Percent
1 = Poor	2	5%
2 = Fair	2	5%
3= Good	11	25%
4 = Very Good	19	44%
5 = Excellent	8	19%
Did not answer	1	2%

...organize your time

	Number	Percent
1 = Poor	0	0
2 = Fair	2	5%
3= Good	5	12%
4 = Very Good	19	46%
5 = Excellent	15	37%
Did not answer	0	0

...critically evaluate the literature in your field

	Number	Percent
1 = Poor	1	2%
2 = Fair	2	5%
3= Good	12	28%
4 = Very Good	18	42%
5 = Excellent	10	23%
Did not answer	0	0

### In Retrospect

Knowing what you know now, if you had to do it over again, would you...

...pursue graduate studies at this college?

Yes	37	90%
No	4	10

...pursue graduate training in this field?

Yes	40	95%
No	2	5%
No response	2	7%

N=44

...pursue graduate studies in a different field?

Yes	14	95%
No	25	59%
No	3	7%

**Verbatim Comments from Short Answers – Alumni Survey 2002-2006****WHAT ARE YOUR MOST IMPORTANT CONTRIBUTIONS OR ACHIEVEMENTS SINCE COMPLETING YOUR DEGREE?**

- Being able to direct students to a successful solution(s) to their problem.*
- Building a "guidance" program at my school involving multiple topics (i.e., bullying, self-esteem, etc.)*
- Working with students, helping them face many challenges.*
- I worked as a staff therapist for a foster care agency upon graduation. I was with them for 3 years and learned that I could see adopted children who qualified for adoption subsidy in Michigan and bill the state directly. I resigned from foster care and now have a private practice. I have 21 adopted children on my caseload and the state pays me \$127 per session!*
- I am working in a field that I love – the most important contribution is to see a client gain insight, self-esteem and self acceptance. The staff that I work with are experienced professionals who respect their clients and their peers. It was great to get my PC license and currently being under supervision is stimulating – I continue to learn daily!*
- Due to a new marriage and a 10 month old child, I have been locked into a small area. As a result, I have had very little success in finding a school counseling job. I find most districts hiring internal employees, many who have gone to Heidelberg.*
- I am still hoping for success in this regard in the next couple years.*
- Being able to work with grieving children and support them on their grief journey.*
- I have been hired and tenured by a very high performing school district to teach English and Career Development. I feel that my experience and education have helped me educate my students, as well as intervening in problem situations by helping form the school's Intervention Assistance Team.*
- Helping students & staff in the school setting.*
- Working with other school counselors to prepare programs to benefit our students (ex. Career day for 8<sup>th</sup> graders). Working with other staff members to prepare programs to benefit our students (Vanguard field trip, Red Flags program, Depression program)*
- Helps me be a better teacher relate to students in crisis.*
- Working as a school counselor..*
- Collaborating with teachers to present proactive, prevention-based guidance curriculum lessons.*
- Earning the 2003 Heidelberg School Counseling Award*
- After enjoying the teaching profession for 9 years, becoming a school counselor in my district and being very successful at it.*
- I've received recognition for the manner in which I handled a serious crisis at one of my schools. It involved a double murder and a suicide. Several parents request I work with their children over summers. Of course, that is outside of my licensure and I am not able to do this. I have mentored a student from a school I am no longer at. I've implemented several programs.*
- Securing a great job & having the opportunity to make a lot of changes in the school's counseling program!*
- Opportunity to teach @ the College.*
- I feel I look at things differently in my teaching assignment. I have not pursued a counseling job yet but will when the middle school job opens in my district.*

*One of the most important achievements since completing my degree is being accepted into a PhD program in counselor education.*

*Becoming licensed*

*Volunteering for red cross as counselor – LPC*

*Volunteering for rape crisis hotline as LPC*

*Obtaining a job in my field of study. Also, being nominated for two awards.*

*I have given presentations over the state of Ohio on community collaborations & parent engagement & how we (our school district) meet the nonacademic barriers of students & families.*

*Presentation at the Montana Afterschool Conf*

*Future presentations – The Ohio School Board Assoc & The Ohio Counselors Conference.*

*Participating in the process for students achievement in their General Education Diploma (GED)*

*I haven't officially used my school counseling licensure since I graduated. I'm not ready to not be a teacher yet! I did help to work with some individual students after the death of another student in our building.*

*Helping the student body deal with the death of a student on her way to school.*

*Applying what I've learned to support kids at school. I feel I've made a difference for several children and families by identifying the underlying problems and making good referrals and/or providing appropriate support at school.*

*Going to a school w/little Guidance direction/policy/competency plan & creating more structure – expectations. Currently the important goals in life focus on my family & interpersonal relationships so I do not think I have contributed much in the counseling field just yet.*

*Little accomplishments w/specific students have been important to me.*

*I was selected for a position at a prestigious college preparatory high school.*

*My degree has provided me a higher salary at my current position; no advancement – haven't tried to though.*

<p><b>WHAT ARE THE STRONGEST ASPECTS OF YOUR GRADUATE EDUCATION AT HEIDELBERG COLLEGE?</b></p>
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*Techniques class really allowed me to become comfortable. Dr. Sass gave great critiques to make me a better counselor and I believe he cared about each student, not just the ones who kissed up! The counseling lab was very helpful to practice on real people instead of reading out of a book.*

*Networking & ethics.*

*I was very pleased with my instructors, I can't think of one I didn't care for. The program ran smoothly – classes were offered year round, the selection was good, the courses were interesting. Classes had a great deal of student participation. Everyone was kind and respectful and treated students as if they were genuinely interested in our success.*

*When I struggled with statistics Dr. Moon was very supportive and encouraging – he helped me to trust what I knew and work from there to grasp the concepts he was teaching.*

*Covered all aspects of counseling (ethics, diversity, theory, etc.)*

*Flexible program to help fit in a teacher's schedule*

*Great faculty*

*Individualized attention*

*Strong ethics*

*Very high academic standards*



*I enjoyed that most of the faculty were very supportive and approachable. That lead students to feel comfortable dialoguing with professors. By discussing issues with my professors I not only learned more about those issues, but also how to speak about them professionally.*

*How to write papers using APA style*

*Ethics & professionalism*

*Evening classes made it easier to fit in my working schedule*

*Small classes*

*Helpful people*

*We learned a lot about ethics and laws relating to the counseling field*

*I know I could always contact one of my professors if I needed help*

*Exceptional faculty and a passion for the counseling profession.*

*Collaboration among peers, professors, and community resources*

*Being able to earn my practicum & internship hours while continuing to teach.*

*I graduated with a very good understanding of the various aspects of school counseling.*

*The high expectations!*

*Relationships with fellow students & faculty expand learning opportunities.*

*High standards, you could not slack and make it through the courses. Students are expected to work hard.*

*One of the strongest aspects of the program was the support of our professors and instructors!*

*Faculty knowledge & commitment to the profession & students*

*Class size*

*Opportunities for group projects, group demonstrations & presentations and small group learning – demonstrating techniques, etc.*

*Smaller classes to allow interpersonal relationships*

*Strong quality of practical professors*

*Networking with others in the field, always having professors to call for questions or guidance even as alumni. Also the counseling lab was so helpful.*

*The professors were wonderful and hard! Felt like it was survival of the fittest at the end.*

*The ratio of professor to student*

*I appreciated the small class sizes and the individualized attention I was able to receive from the faculty. I felt like faculty members were approachable and got to know me to better help meet my needs. I feel very prepared to begin/continue my career in a school as a counselor.*

*The group counseling course & the grief course I took were the most beneficial. I use some of the ideas from these courses in my classroom & I am sure I will continue to use them when I decide to switch to the school counseling position.*

*Introspection on my own values, thoughts, behaviors, etc.*

*In my chosen field (school counseling) I found that I learned the most by listening to faculty discuss “real life” situations that they encountered in the field.*

*Small classes, quality professors, intense coursework.*

*Good knowledge base across the board.*

### **IN WHAT WAY(S) COULD THE PROGRAM BE IMPROVED?**

*Involve more courses that pertain to a school setting. Most of my experiences were never covered or talked about. The top courses you offered that pertained to “educational counseling” were (1) techniques; (2) career; (3) practicum; (4) internship.*

*Work with the full-time working adult. A little more practical experience.*

*Dr. Cruikshanks was the best. I learned the most from him and Dr. Lipford-Sanders. As an adult who came into the program with life experience, professional experience and a strong dedication to advancing myself academically and professionally – I found the staff/profs of the program to be demeaning, patronizing and difficult to work with. When I took my clinical courses at University of Toledo the faculty/professors were challenging, approachable, stimulating and encouraging. \*Wise up – treat adult students like adults.*

*Help with finding jobs in counseling—a website or something*

*Focus on writing for publication – perhaps an elective for those of us interested in pursuing a Ph.D.*

*Thank you for the opportunity.*

*Equal respect for school and clinical counseling students*

*Organization would help. When I was trying to schedule for classes or get materials, it always seemed that each department had no idea what the others were doing.*

*Have school counselors come in to describe their duties – the smaller the school, the more administrative duties you may have.*

*Must have an understanding of the Special Education program – may be working with a larger number of students from that population.*

*For school counselors to have training on software used in schools for scheduling, grade cards and student records.*

*I felt there were a lot of repetitions throughout the courses which at times felt like a waste.*

*There were courses where I felt I didn't really learn anything we hadn't covered before.*

*There also needed to be more classes geared specifically to school counseling. We spend a lot of our time doing scheduling, master schedules, grades, gpa's, transcripts, NCAA clearinghouse, etc., and the program never covered any of that. Unfortunately, as school counselors those things listed are a major part of our jobs.*

*I have heard that the school counseling program at Heidelberg no longer allows students the opportunity to continue teaching while pursuing their counseling hours. If this is true, I feel it to be a great disservice to the profession. I feel this is where and how I learned my most essential counseling techniques, collaboration skills, and program implementation knowledge. If the program was organized in this manner, when I was choosing a college to seek my masters, I would have chosen another school.*

*Those entering school counseling without previous teaching experience would benefit from more instruction about teaching methods and preparation for guidance curriculum.*

*Familiarize students with how to quantify results with data. Schools often need data when they are being evaluated for accreditation and it also helps counselors to support the value of their position in the school.*

*Maybe add a class that is geared more towards high school counseling specifically. Include college planning and issues that deal with that age group.*

*Summer courses are super rigorous! I would find it hard to keep up now with a family to care for as well! I spent every moment (well a majority of my time) I was not in class working on projects and assignments!*

*Opportunity to do on-line class or testing – on=line discussions – as my doctoral program offer – some form of distance learning. This may be a way to introduce the concept.*

*I believe in a program such as counseling, most, if not all, classes need to be on campus and interactive; however, topics or portions of topics such as pharmacology, human growth & development, may be able to be offered through web-based strategies.*

*More of the courses offered*

*Continue to get practical people to teach*

*Keep standards high*

*The flexibility of the school guidance internship is difficult when employed full time to accomplish in the time frame allotted.*

*Not constantly changing guidelines of program. I did not have trouble, but others did.*

*Continue to offer classes on campus like Ashland Univ*

*More concentration should be given in helping students get jobs once they graduate*

*A simple list serve w/counseling openings across the state would be helpful*

*More time should be spent practicing techniques in counseling; not just in the techniques class but most counseling classes.*

*More hands on experiences*

*I probably could've come up with something immediately after graduating, but at this point I can only remember the positives! I had an **outstanding** experience! I loved the way the faculty not only taught from theory but also from personal professional experience.*

*Kudos to Drs. Arman, Sanders, Cruikshanks & Mr. Sass!*

The school counseling program needs to focus on the school setting, not the clinical. As a school counselor the time constraints & demands are completely different than those of a clinical counselor.

I see a distinction between school counselors and clinical counselors, and I'm not sure all courses in the Masters program are relevant to both job opportunities.

One area that I believe out to be strongly emphasized is the ASCA National Model for comprehensive school counseling programs. My district does not have a current, up-to-date program in place and we are struggling with this transition. Note: All of our school counselors have 7 or less years of experience.

More preparation for classroom guidance lessons. For non-teachers and applying knowledge to IEPs. Basically bridging non-teaching background to school.

There was **ALOT** of cheating (yes @ Graduate level). Also – Schools have “Guidance” departments as glorified, paper-pushing secretaries. They expect counselors to know scheduling, testing, & administrative tasks. I would have **never** went into counseling if I knew that. More advocacy needs to happen to stop this. Mental Health issues are high & (from my brief time working), **ALOT** of these kids do not get help elsewhere, so that needs to be addressed.

The school counseling program was not specific enough to the different levels (elementary, middle, & high school). I did not feel especially prepared for my 1<sup>st</sup> year in the field.

The flexibility of the school guidance partnership is difficult when employed full time to accomplish in the time frame allotted.

Not constantly changing guidelines of programs. I did not have trouble, but others did.

Continued to offer classes on a case-by-case basis. I did not have trouble, but others did.

Some programs were able to be given in during school year, but others were not. I did not have trouble, but others did.

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