

School Counselor Employer Survey

Midwestern State University – West College of Education

The West College of Education (WCOE) annually requests a database from the Texas Education Agency (TEA) that identifies where our completers are employed. Using this database, the following survey was administered to employers for the academic years of 2019-2020 and 2020-2021. The fifteen survey questions are aligned to the TExES 252 School Counselor Exam competencies and the Texas Education Code Standards for School Counselor Certification. The purpose of the survey is to determine employers' satisfaction with the preparation of WCOE completers.

Rating Scale:

SD = Strongly Disagree D = Disagree A = Agree SA = Strongly Agree

The School Counseling program at MSU effectively prepared the School Counselor to...	AY 2019-2020					AY 2020-2021				
	n	SD	D	A	SA	n	SD	D	A	SA
1. understand roles and responsibilities of a comprehensive school counseling program that emphasizes college and career readiness and post-secondary options for all students. (TEC §239.15.b.1.4; COMP 005)	20	1 5%	1 5%	4 20%	14 70%	14	0 0%	2 14%	5 36%	7 50%
2. understand legal and ethical standards, practices and issues, and demonstrate the importance of commitment to and implementation of ethical principles. (TEC §239.15.b.1.9; COMP 009)	20	1 5%	0 0%	4 20%	15 75%	14	0 0%	0 0%	4 29%	10 71%
3. understand the roles and responsibilities of a comprehensive school counseling program that is responsive to all students. (TEC §239.15.b.1.13; COMP 006)	20	1 5%	0 0%	5 25%	14 70%	14	0 0%	2 14%	5 36%	7 50%
4. counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs. (TEC §239.15.c.2.3; COMP 004)	20	1 5%	0 0%	6 30%	13 65%	14	0 0%	2 14%	4 29%	8 57%
5. coordinate resources, referrals, and follow-up procedures for students within the school and community. (TEC §239.15.c.2.5; COMP 004)	20	1 5%	0 0%	4 20%	15 75%	14	0 0%	3 21%	3 21%	8 57%
6. use counseling-related research techniques and evidence-based practices to address student needs. (TEC §239.15.c.2.9; COMP 010)	20	1 5%	0 0%	4 20%	15 75%	14	0 0%	2 14%	3 21%	9 64%
7. facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information. (TEC §239.15.c.2.11; COMP 001)	20	1 5%	0 0%	7 35%	12 60%	14	0 0%	3 21%	3 21%	8 57%
8. collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas. (TEC §239.15.d.3.1; COMP 008)	20	1 5%	0 0%	5 25%	14 70%	14	0 0%	3 21%	2 14%	9 64%
9. create a program mission, goal, and services in alignment with the school mission and campus improvement plan. (TEC §239.15.d.3.7; COMP 007)	20	1 5%	0 0%	6 30%	13 65%	14	1 7%	2 14%	4 29%	7 50%

The School Counseling program at MSU effectively prepared the School Counselor to...	AY 2019-2020					AY 2020-2021				
	n	SD	D	A	SA	n	SD	D	A	SA
10. advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles. (TEC §239.15.e.4.2; COMP 002)	20	1 5%	0 0%	5 25%	14 70%	14	0 0%	1 7%	5 36%	8 57%
11. ensure equitable access to programs and services for all students. (TEC §239.15.e.4.6; COMP 005)	20	1 5%	0 0%	5 25%	14 70%	14	0 0%	1 7%	5 36%	8 57%
12. support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members. (TEC §239.15.f.5.3; COMP 008)	20	1 5%	0 0%	5 25%	14 70%	14	0 0%	3 21%	2 14%	9 64%
13. work effectively as a team member to promote positive change for individuals, groups, and the school community. (TEC §239.15.g.6.8; COMP 006)	20	1 5%	0 0%	6 30%	13 65%	14	0 0%	1 7%	4 29%	9 64%
14. strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards. (TEC §239.15.g.6.3; COMP 009)	20	1 5%	0 0%	6 30%	13 65%	14	0 0%	1 7%	4 29%	9 64%
15. engage in continued professional development experiences to learn and apply concepts, skills, and practices related to increasing college and career readiness and promoting post-secondary opportunities and preparation for all learners. (TEC §239.15.g.6.6; COMP 005)	20	1 5%	0 0%	5 25%	14 70%	14	0 0%	1 7%	6 43%	7 50%

Data Analysis

In surveying employers on their satisfaction of West College of Education completers from 2019-2020, as well as 2020-2021, 94% to 97.5% of employers either strongly agreed or agreed on the areas of strength. The MSU School Counseling program identified areas of strength in educating completers to:

- understand legal and ethical standards, practices and issues, and demonstrate the importance of commitment to and implementation of ethical principles,
- advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across all cultures, genders, ethnicities, and learning styles,
- ensure equitable access to programs and services for all students,
- work effectively as a team member to promote positive change for individuals, groups, and the school community,
- strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards, and
- engage in continued professional development experiences to learn and apply concepts, skills, and practices related to increasing college and career readiness and promoting post-secondary opportunities and preparation for all learners.

Thirteen percent of employers either strongly disagreed or disagreed on the areas of growth. The areas of growth identified from this data were educating school counseling completers to:

- coordinate resources, referrals, and follow-up procedures for students within the school and community,
- facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information,

- collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas,
- create a program mission, goal, and services in alignment with the school mission and campus improvement plan, and
- support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members.

In the Practicum in School Counseling course, the program plans to address each of these areas more intentionally and thoroughly with class discussions, discussion board posts, and assignments. The School Counseling program is continuing to monitor this data to determine if the areas of growth are simply outliers within the two data sets or indicative of areas that need to be addressed in a more definitive manner. Thus far the data indicates that the majority of completers are successful in all of the areas surveyed.

For academic year 2019-2020, the survey was sent to 88 employers and 20 responses were received, equating a response rate of 23%. For academic year 2020-2021, the survey was sent to 75 employers and 14 responses were received, for a response rate of 19%. Please note that both current and previous employers of our graduates were included in the distribution.