

**SCHOOL COUNSELING ENTRANCE SURVEY**  
**FALL 2014**

**Context**

This survey is part of the set of surveys administered at key transitions points during their first year in the School Counseling program. This survey was administered to the university supervisors of the 12 members of the 2014 – 2015 School Counseling first-year cohort.

**Survey Content**

- Information about the incoming students' demographics and educational background.
- Participants' self-reported proficiency levels in several professional competency domains.
- Participants' future career plans.

**Methodology**

The survey was administered using Qualtrics, an online survey tool. An email invitation was distributed to the clinic teachers of all of the students participating in internships. The data was collected during the first week of October, 2014. A total of 9 surveys were completed (response rate = 9/12 = 75%). All references to individuals/placement sites have been omitted to maintain anonymity.

The data are used for two types of reports.

- **Individual-level report.** This report was distributed to the individual student, the clinic teacher, the seminar leader, and the faculty advisor.
- **Program-level report.** This report, which contains aggregate data, was delivered to the academic program.
  - Disaggregated results are not reported across campuses, due to no or too few students enrolled in this focus area at the campus.

**Key Findings**

- The majority of the incoming cohort was comprised of Caucasian females.
- With the exception of one sociology major, all participants reported psychology as their undergraduate major.
- Four out of nine students (44.44%) reported being able to speak a language other than English, with four reporting moderate proficiency in Spanish and two students reporting limited proficiency in French.
- All participants indicated that their ideal school counseling career would be for either the primary or secondary educational level, with three (33.33%) indicating that they wished to work at a high schools.

## Demographic Information

Gender	Count
Male	1 (11.11%)
Female	8 (88.89%)

Race/Ethnicity	Count
American Indian or Alaska Native	0 (0.00%)
Asian	1 (11.11%)
Black or African American	0 (0.00%)
Hispanic or Latino	1 (11.11%)
Native Hawaiian or Other Pacific Islander	0 (0.00%)
White	7 (77.78%)
Multiracial	0 (0.00%)

### Can you speak any language other than English?

Response	Count
Yes	4 (44.44%)
No	5 (55.56%)

### Indicate your oral proficiency in each of these languages (1 = None at all, 5 = Extremely)

Language	1	2	3	4	5
English	0 (0%)	0 (0%)	0 (0%)	0 (0%)	9 (100%)
Spanish	2 (22.22%)	2 (22.22%)	4 (44.44%)	1 (11.11%)	0 (0%)
French	5 (71.43%)	1 (14.29%)	1 (14.29%)	0 (0%)	0 (0%)
German	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Korean	7 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Chinese	7 (87.5%)	0 (0%)	1 (12.5%)	0 (0%)	0 (0%)
Polish	7 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Haitian Creole	7 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other	5 (62.5%)	3 (37.5%)	0 (0%)	0 (0%)	0 (0%)

**Parents' Highest Level of Education Completed**

Level Of Education	Mother	Father
Did not attend school	0 (0.00%)	0 (0.00%)
Some elementary school	0 (0.00%)	0 (0.00%)
Completed elementary school	0 (0.00%)	0 (0.00%)
Completed middle school	0 (0.00%)	0 (0.00%)
Completed high school	2 (22.22%)	2 (22.22%)
Completed community/junior college	0 (0.00%)	0 (0.00%)
Completed undergraduate school	4 (44.44%)	5 (55.56%)
Completed graduate school	3 (33.33%)	2 (22.22%)
Unsure	0 (0.00%)	0 (0.00%)

**What type of high school did you attend?**

Type	Mother
Charter/Magnet	0 (0.00%)
Private (religious or parochial)	0 (0.00%)
Private (not religious)	0 (0.00%)
International	0 (0.00%)
Homeschool	0 (0.00%)
Public	11 (100.00%)

**How would you describe the location of your high school?**

Location	Count
Rural	3 (33.33%)
Suburban	5 (55.56%)
Urban	1 (11.11%)

**How would you describe the racial/ethnic composition of your high school?**

Composition	Count
Primarily non-white students	0 (0.00%)
A mixture of both white and non-white students	4 (44.44%)
Primarily white students	5 (55.56%)

**Year of High School Graduation**

Year	Count
2010	2 (22.22%)
2009	4 (44.44%)
2008	2 (22.22%)
2007	1 (11.11%)

**Undergraduate Major**

Undergraduate Major	Count
Psychology	8 (88.89%)
Sociology	1 (11.11%)
Final Undergraduate GPA	M = 3.65

**Do you have a master's degree?**

Option	Count
Yes	0 (0%)
No	9 (100%)

**Please indicate your year of entrance into this program**

Year	Count
2014 – 2-15	9 (100%)

**Classroom Management Scale**

This section asks you to rate your current comfort with skills or knowledge about school counseling standards.

1 = Inadequate Competence, 2 = Minimal Competence, 3 = Developing Professional Competence, 4 = Adequate Initial Professional Competence, 5 = Professional Competence.

Item	1	2	3	4	5	Mean
1. Knows history, philosophy, and trends in school counseling and educational systems.	0 (0%)	6 (66.67%)	2 (22.22%)	1 (11.11%)	0 (0%)	2.44
2. Understands ethical and legal considerations specifically related to the practice of school counseling.	1 (11.11%)	6 (66.67%)	2 (22.22%)	0 (0%)	0 (0%)	2.11

3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.	1 (11.11%)	3 (33.33%)	5 (55.56%)	0 (0%)	0 (0%)	2.44
4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.	0 (0%)	5 (55.56%)	4 (44.44%)	0 (0%)	0 (0%)	2.44
5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.	2 (22.22%)	4 (44.44%)	3 (33.33%)	0 (0%)	0 (0%)	2.11
6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	0 (0%)	6 (66.67%)	3 (33.33%)	0 (0%)	0 (0%)	2.33

### Common Core Standards

**The Common Core State Standards (CCSS) is the framework to prepare students for college and the workforce as they define the knowledge and skills in their K-12 education careers. For each of the listed standards, indicate whether it is a focus in CCSS:**

Item	Yes	No	I don't know
1. Present increasingly complex information through speaking	0 (0%)	1 (11.11%)	8 (88.89%)
2. Read seminal works of American literature	1 (11.11%)	1 (11.11%)	7 (77.78%)
3. Conduct short research on focused projects	3 (33.33%)	0 (0%)	6 (66.67%)
4. Read writings of Shakespeare	1 (11.11%)	1 (11.11%)	7 (77.78%)
5. Present increasingly complex information using media	2 (22.22%)	0 (0%)	7 (77.78%)

According to the CCSS, please indicate the grade level focus for each of the listed statements.

Item	K	1 – 5	6 – 8	9 – 12	All grades	Not a focus Area
1. Numbers and operations	1 (16.67%)	0 (0%)	0 (0%)	0 (0%)	5 (83.33%)	0 (0%)
2. Probability and number sense	0 (0%)	0 (0%)	1 (16.67%)	3 (50%)	1 (16.67%)	1 (16.67%)
3. Functions	0 (0%)	1 (16.67%)	0 (0%)	4 (66.67%)	1 (16.67%)	0 (0%)
4. Geometry	0 (0%)	0 (0%)	0 (0%)	4 (66.67%)	1 (16.67%)	1 (16.67%)
5. Mathematical modeling	0 (0%)	2 (33.33%)	0 (0%)	3 (50%)	1 (16.67%)	0 (0%)
6. Statistics to analyze empirical situations	0 (0%)	1 (16.67%)	0 (0%)	5 (83.33%)	0 (0%)	0 (0%)
7. Number core (learning how numbers correspond to quantities and how to put numbers together/take them apart)	0 (0%)	6 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
8. Foundation in whole numbers	1 (16.67%)	5 (83.33%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
9. Multiplication	0 (0%)	4 (66.67%)	0 (0%)	0 (0%)	2 (33.33%)	0 (0%)
10. Decimals	0 (0%)	1 (16.67%)	2 (33.33%)	0 (0%)	3 (50%)	0 (0%)
11. Conceptual understanding of math concepts	0 (0%)	0 (0%)	3 (50%)	1 (16.67%)	2 (33.33%)	0 (0%)
12. Use quantities and their relationships in economic situations	0 (0%)	0 (0%)	1 (16.67%)	3 (50%)	0 (0%)	2 (33.33%)
13. Text complexity	0 (0%)	1 (16.67%)	0 (0%)	4 (66.67%)	1 (16.67%)	0 (0%)
14. Reading text in literature	0 (0%)	0 (0%)	2 (33.33%)	2 (33.33%)	2 (33.33%)	0 (0%)
15. Reading writings of Shakespeare	0 (0%)	0 (0%)	0 (0%)	5 (83.33%)	0 (0%)	1 (16.67%)
16. Present increasingly complex information using media	0 (0%)	0 (0%)	0 (0%)	2 (33.33%)	3 (50%)	1 (16.67%)
17. Reading text for information	1 (16.67%)	2 (33.33%)	0 (0%)	0 (0%)	3 (50%)	0 (0%)

## Future Plans

**Upon graduation, in how many years do you plan to seek a school / counseling position?**

Option	Count
<1	8 (88.89%)
1	0 (0%)
2	0 (0%)
3	0 (0%)
4	0 (0%)
5 or more	1 (11.11%)

**In the ideal situation, what level will this position be?**

Option	Count
Elementary	1 (11.11%)
Middle School	1 (11.11%)
High school	3 (33.33%)
Secondary (middle/high school)	4 (44.44%)
District level	0 (0%)
College/university	0 (0%)
Non-school situation	0 (0%)