

Table 1: School Counseling Graduate Outcome Survey Descriptive Statistics Results – Fall 2016

Statistics	N:	Mean:	Median:	SD:	Min:	Max:	Range:
Q7.1 How well are you prepared in the following standards? Knowledge of the core areas including history and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices	24	4.33	4	0.687	3	5	2
Q7.2. How well are you prepared in the following standards? Knowledge of ways to develop a professional identity, professional development, and organizational representation; current legal mandates impacting school counselors and pupils; ethical standards of the school counseling profession.	25	4.16	4	0.967	1	5	4
Q7.3. How well are you prepared in the following standards? Knowledge of the concepts, strategies, and practices for enabling pupils to experience academic success; implement strategies and activities for producing high-quality work and preparing pupils for a full range of options and opportunities after high school.	25	4.00	4	0.980	1	5	4
Q9.1. How important are the following standards to completing your work responsibilities? Knowledge of the core areas including history and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices	24	3.42	3	1.037	1	5	4
Q9.2. How important are the following standards to completing your work responsibilities? Knowledge of ways to develop a professional identity, professional development, and organizational representation; current legal mandates impacting school counselors and pupils; ethical standards of the school counseling profession.	24	4.04	4	0.841	2	5	3
Q9.3. How important are the following standards to completing your work responsibilities? Knowledge of the concepts, strategies, and practices for enabling pupils to experience academic success; implement strategies and activities for producing high-quality work and preparing pupils for a full range of options and opportunities after high school.	25	4.40	4	0.566	3	5	2
Q11.1 How well are you prepared in the following standards? Knowledge of the components of career development programs and to develop, implement and evaluate such programs in schools.	23	3.17	3	0.962	2	5	3
Q11.2. How well are you prepared in the following standards? Knowledge of the theories, concepts, processes, skills and practices required for successful personal and social development; Ability to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals.	24	4.21	4	0.706	2	5	3
Q11.3 How well are you prepared in the following standards? Knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.	24	3.88	4	1.013	2	5	3
Q13.1. How important are the following standards to completing your work responsibilities? Knowledge of the components of career development programs and to develop, implement and evaluate such programs in schools.	22	3.45	3.5	1.305	1	5	4

Statistics	N:	Mean:	Median:	SD:	Min:	Max:	Range:
Q13.2. How important are the following standards to completing your work responsibilities? Knowledge of the theories, concepts, processes, skills and practices required for successful personal and social development; Ability to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals.	23	4.39	5	0.766	3	5	2
Q13.3. How important are the following standards to completing your work responsibilities? Knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.	23	4.48	5	0.773	2	5	3
Q15.1. How well are you prepared in the following standards? Skills and attitudes essential for advocating for the learning and academic success of all pupils; identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to implement strategies to eliminate those barriers and effectively support positive learning for all pupils.	24	3.96	4	0.934	2	5	3
Q15.2. How well are you prepared in the following standards? Knowledge of appropriate classroom management strategies for assisting teachers with classroom organization; understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.	24	3.58	4	1.077	1	5	4
Q15.3. How well are you prepared in the following standards? Knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling; demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises; design and implement programs of wellness promotion, prevention, treatment and intervention services; and evaluate counseling outcomes, including the impact of individual and small group counseling on student learning and achievement.	24	4.13	4	0.927	2	5	3
Q17.1 How important are the following standards to completing your work responsibilities? Skills and attitudes essential for advocating for the learning and academic success of all pupils; identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to implement strategies to eliminate those barriers and effectively support positive learning for all pupils.	22	4.32	4	0.631	3	5	2
Q17.2. How important are the following standards to completing your work responsibilities? Knowledge of appropriate classroom management strategies for assisting teachers with classroom organization; understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.	22	3.82	4	0.983	2	5	3
Q17.3. How important are the following standards to completing your work responsibilities? Knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling; demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises; design and implement programs of wellness promotion, prevention, treatment and intervention services; and evaluate counseling outcomes, including the impact of individual and small group counseling on student learning and achievement.	22	4.41	5	0.887	1	5	4

Statistics	N:	Mean:	Median:	SD:	Min:	Max:	Range:
Q19.1. How well are you prepared in the following standards? Knowledge of group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.	24	3.92	4	0.812	2	5	3
Q19.2. How well are you prepared in the following standards? Skills of effective collaboration to meet developmental needs along a continuum of preschool through adult pupils; competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program; ability to build effective working teams of school staff, parents and community members for increasing student academic achievement and learning success.	24	3.88	4	0.971	2	5	3
Q19.3. How well are you prepared in the following standards? Ability to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan.	23	4.09	4	0.928	2	5	3
Q21.1. How important are the following standards to completing your work responsibilities? Knowledge of group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.	22	4.14	4	0.967	2	5	3
Q21.2. How important are the following standards to completing your work responsibilities? Skills of effective collaboration to meet developmental needs along a continuum of preschool through adult pupils; competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program; ability to build effective working teams of school staff, parents and community members for increasing student academic achievement and learning success.	22	4.41	4.5	0.651	3	5	2
Q21.3. How important are the following standards to completing your work responsibilities? Ability to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan.	22	3.95	4	1.021	1	5	4
Q23.1 How well are you prepared in the following standards? Knowledge and skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement; knowledge in preventing problems that pose barriers to learning and achievement; knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement	23	3.78	4	0.976	2	5	3
Q23.2. How well are you prepared in the following standards? Knowledge about basic principles of research design, action research, and program evaluation (e.g., traditional experimental design, qualitative, single-subject designs); ability to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes; Understand and utilize computer technology and attendant technological applications for conducting program evaluation.	23	3.61	4	0.872	1	5	4

Statistics	N:	Mean:	Median:	SD:	Min:	Max:	Range:
Q25.1 How important are the following standards to completing your work responsibilities? Knowledge and skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement; knowledge in preventing problems that pose barriers to learning and achievement; knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement	21	4.24	4	0.683	3	5	2
Q25.2. How important are the following standards to completing your work responsibilities? Knowledgeable about basic principles of research design, action research, and program evaluation (e.g., traditional experimental design, qualitative, single-subject designs); ability to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes; Understand and utilize computer technology and attendant technological applications for conducting program evaluation.	21	3.52	4	0.906	1	5	4
Q27. Overall, when you compare your knowledge and skills against your peers, do you feel that you had better training than your peers?	23	4.30	5	1.195	1	5	4
Total:	25	4.00	4	0.165	1	5	4

Table 2: School Counseling Graduate Outcome Survey Results – Response Frequency Distribution – Fall 2016

Q7.1 – 7.3 How well are you prepared in the following standards?	Fall 2016 N = 25; RR = 49%
Q7.1 Knowledge of the core areas including history and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices	<p><i>Extremely Well</i> — 11 (44.00%)</p> <p><i>Very Well</i> — 10 (40.00%)</p> <p><i>Moderately Well</i> — 3 (12.00%)</p> <p><i>Slightly Well</i> — 0 (0.00%)</p> <p><i>Not Well at All</i> — 0 (0.00%)</p> <p><i>Do Not Wish to Answer</i> — 1 (4.00%)</p>
Q7.2. Knowledge of ways to develop a professional identity, professional development, and organizational representation; current legal mandates impacting school counselors and pupils; ethical standards of the school counseling profession.	<p><i>Extremely Well</i> — 11 (44.00%)</p> <p><i>Very Well</i> — 9 (36.00%)</p> <p><i>Moderately Well</i> — 4 (16.00%)</p>

	<p><i>Slightly Well</i> — 0 (0.00%)</p> <p><i>Not Well at All</i> — 1 (4.00%)</p> <p><i>Do Not Wish to Answer</i> — 0 (0.00%)</p>
<p>Q7.3. Knowledge of the concepts, strategies, and practices for enabling pupils to experience academic success; implement strategies and activities for producing high-quality work and preparing pupils for a full range of options and opportunities after high school.</p>	<p><i>Extremely Well</i> — 8 (32.00%)</p> <p><i>Very Well</i> — 12 (48.00%)</p> <p><i>Moderately Well</i> — 3 (12.00%)</p> <p><i>Slightly Well</i> — 1 (4.00%)</p> <p><i>Not Well at All</i> — 1 (4.00%)</p> <p><i>Do Not Wish to Answer</i> — 0 (0.00%)</p>
<p>Q9.1 – 9.3 How important are the following standards to completing your work responsibilities?</p>	<p><i>N = 25</i></p>
<p>Q9.1. Knowledge of the core areas including history and trends in school counseling; state and national standards; models of comprehensive and developmental school counseling and guidance programs; and the theoretical bases for counseling practices</p>	<p><i>Extremely Important</i> — 4 (16.00%)</p> <p><i>Very Important</i> — 7 (28.00%)</p> <p><i>Moderately Important</i> — 9 (36.00%)</p> <p><i>Slightly Important</i> — 3 (12.00%)</p> <p><i>Not at All Important</i> — 1 (4.00%)</p> <p><i>Do Not Wish to Answer</i> — 1 (4.00%)</p>
<p>Q9.2. Knowledge of ways to develop a professional identity, professional development, and organizational representation; current legal mandates impacting school counselors and pupils; ethical standards of the school counseling profession.</p>	<p><i>Extremely Important</i> — 8 (32.00%)</p> <p><i>Very Important</i> — 10 (40.00%)</p> <p><i>Moderately Important</i> — 5 (20.00%)</p> <p><i>Slightly Important</i> — 1 (4.00%)</p> <p><i>Not at All Important</i> — 0 (0.00%)</p> <p><i>Do Not Wish to Answer</i> — 1 (4.00%)</p>
<p>Q9.3. Knowledge of the concepts, strategies, and practices for enabling pupils to experience academic success; implement strategies and activities for producing high-quality work and preparing pupils for a full range of options and opportunities after high school.</p>	<p><i>Extremely Important</i> — 11 (44.00%)</p> <p><i>Very Important</i> — 13</p>

	<p>(52.00%) Moderately Important — 1 (4.00%) Slightly Important — 0 (0.00%) Not at All Important — 0 (0.00%) Do Not Wish to Answer — 0 (0.00%)</p>
Q 11.1 – 11.3 How well are you prepared in the following standards?	N = 24
Q11.1 Knowledge of the components of career development programs and to develop, implement and evaluate such programs in schools.	<p>Extremely Well — 2 (8.33%) Very Well — 7 (29.17%) Moderately Well — 7 (29.17%) Slightly Well — 7 (29.17%) Not Well at All — 0 (0.00%) Do Not Wish to Answer — 1 (4.17%)</p>
Q11.2. Knowledge of the theories, concepts, processes, skills and practices required for successful personal and social development; Ability to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals.	<p>Extremely Well — 8 (33.33%) Very Well — 14 (58.33%) Moderately Well — 1 (4.17%) Slightly Well — 1 (4.17%) Not Well at All — 0 (0.00%) Do Not Wish to Answer — 0 (0.00%)</p>
Q11.3 Knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.	<p>Extremely Well — 8 (33.33%) Very Well — 8 (33.33%) Moderately Well — 5 (20.83%) Slightly Well — 3 (12.50%) Not Well at All — 0 (0.00%) Do Not Wish to Answer — 0 (0.00%)</p>

Q13.1 – 13.3 How important are the following standards to completing your work responsibilities?	N =24
<p>Q13.1. Knowledge of the components of career development programs and to develop, implement and evaluate such programs in schools.</p>	<p><i>Extremely Important</i> — 6 (25.00%) <i>Very Important</i> — 5 (20.83%) <i>Moderately Important</i> — 7 (29.17%) <i>Slightly Important</i> — 1 (4.17%) <i>Not at All Important</i> — 3 (12.50%) <i>Do Not Wish to Answer</i> — 2 (8.33%)</p>
<p>Q13.2. Knowledge of the theories, concepts, processes, skills and practices required for successful personal and social development; Ability to plan, organize and implement programs that enable pupils to acquire knowledge, attitudes and skills that help them understand and respect themselves and others, make decisions, set goals and take necessary action to achieve goals.</p>	<p><i>Extremely Important</i> — 13 (54.17%) <i>Very Important</i> — 6 (25.00%) <i>Moderately Important</i> — 4 (16.67%) <i>Slightly Important</i> — 0 (0.00%) <i>Not at All Important</i> — 0 (0.00%) <i>Do Not Wish to Answer</i> — 1 (4.17%)</p>
<p>Q13.3. Knowledge, skills and attitudes of effective leadership by acting as agents of change in planning, organizing, implementing, managing and evaluating the outcomes of school counseling and guidance programs that increase student learning and achievement.</p>	<p><i>Extremely Important</i> — 14 (58.33%) <i>Very Important</i> — 7 (29.14%) <i>Moderately Important</i> — 1 (4.17%) <i>Slightly Important</i> — 1 (4.17%) <i>Not at All Important</i> — 0 (0.00%) <i>Do Not Wish to Answer</i> — 1 (4.17%)</p>
Q15.1 – 15.3 How well are you prepared in the following standards?	N = 24
<p>Q15.1. Skills and attitudes essential for advocating for the learning and academic success of all pupils; identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to implement strategies to eliminate those barriers and effectively support positive learning for all pupils.</p>	<p><i>Extremely Well</i> — 8 (30.77%) <i>Very Well</i> — 9 (34.62%) <i>Moderately Well</i> — 5 (20.83%) <i>Slightly Well</i> — 2 (8.33%)</p>

	<p><i>Not Well at All</i> — 0 (0.00%)</p> <p><i>Do Not Wish to Answer</i> — 0 (0.00%)</p>
<p>Q15.2. Knowledge of appropriate classroom management strategies for assisting teachers with classroom organization; understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.</p>	<p><i>Extremely Well</i> — 4 (16.67%)</p> <p><i>Very Well</i> — 11 (45.83%)</p> <p><i>Moderately Well</i> — 6 (25.00%)</p> <p><i>Slightly Well</i> — 1 (4.17%)</p> <p><i>Not Well at All</i> — 2 (8.33%)</p> <p><i>Do Not Wish to Answer</i> — 0 (0.00%)</p>
<p>Q15.3. Knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling; demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises; design and implement programs of wellness promotion, prevention, treatment and intervention services; and evaluate counseling outcomes, including the impact of individual and small group counseling on student learning and achievement.</p>	<p><i>Extremely Well</i> — 10 (41.67%)</p> <p><i>Very Well</i> — 9 (37.50%)</p> <p><i>Moderately Well</i> — 3 (12.50%)</p> <p><i>Slightly Well</i> — 2 (8.33%)</p> <p><i>Not Well at All</i> — 0 (0.00%)</p> <p><i>Do Not Wish to Answer</i> — 0 (0.00%)</p>
<p>Q17.1 – 17.3 How important are the following standards to completing your work responsibilities?</p>	<p><i>N = 24</i></p>
<p>Q17.1 Skills and attitudes essential for advocating for the learning and academic success of all pupils; identify institutional, systemic, interpersonal and intrapersonal barriers to learning, and are able to implement strategies to eliminate those barriers and effectively support positive learning for all pupils.</p>	<p><i>Extremely Important</i> — 9 (37.50%)</p> <p><i>Very Important</i> — 11 (45.83%)</p> <p><i>Moderately Important</i> — 2 (8.33%)</p> <p><i>Slightly Important</i> — 0 (0.00%)</p> <p><i>Not at All Important</i> — 0 (0.00%)</p> <p><i>Do Not Wish to Answer</i> — 2 (8.33%)</p>
<p>Q17.2. Knowledge of appropriate classroom management strategies for assisting teachers with classroom organization; understand curriculum design, lesson plan development, and instructional strategies for teaching counseling and guidance related material.</p>	<p><i>Extremely Important</i> — 7 (29.17%)</p> <p><i>Very Important</i> — 6 (25.00%)</p> <p><i>Moderately Important</i> — 7</p>

	<p>(29.17%) Slightly Important — 2 (8.33%) Not at All Important — 0 (0.00%) Do Not Wish to Answer — 2 (8.33%)</p>
<p>Q17.3. Knowledge of the theories of counseling, the stages of the counseling relationship, and the elements of effective counseling, particularly as they pertain to the three domains of school counseling; demonstrate skills in helping pupils cope with personal and interpersonal problems as well as skills in crisis intervention in response to personal, school, and community crises; design and implement programs of wellness promotion, prevention, treatment and intervention services; and evaluate counseling outcomes, including the impact of individual and small group counseling on student learning and achievement.</p>	<p>Extremely Important — 12 (50.00%) Very Important — 9 (37.50%) Moderately Important — 0 (0.00%) Slightly Important — 0 (0.00%) Not at All Important — 1 (4.17%) Do Not Wish to Answer — 2 (8.33%)</p>
<p>Q19.1 – 19.3 How well are you prepared in the following standards?</p>	<p>N = 24</p>
<p>Q19.1. Knowledge of group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.</p>	<p>Extremely Well — 6 (25.00%) Very Well — 11 (45.83%) Moderately Well — 6 (25.00%) Slightly Well — 1 (4.17%) Not Well at All — 0 (0.00%) Do Not Wish to Answer — 0 (0.00%)</p>
<p>Q19.2. Skills of effective collaboration to meet developmental needs along a continuum of preschool through adult pupils; competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program; ability to build effective working teams of school staff, parents and community members for increasing student academic achievement and learning success.</p>	<p>Extremely Well — 8 (33.33%) Very Well — 7 (29.17%) Moderately Well — 7 (29.17%) Slightly Well — 2 (8.33%) Not Well at All — 0 (0.00%) Do Not Wish to Answer — 0 (0.00%)</p>
<p>Q19.3. Ability to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan.</p>	<p>Extremely Well — 10 (41.67%)</p>

	<p><i>Very Well</i> — 6 (25.00%)</p> <p><i>Moderately Well</i> — 6 (25.00%)</p> <p><i>Slightly Well</i> — 1 (4.17%)</p> <p><i>Not Well at All</i> — 0 (0.00%)</p> <p><i>Do Not Wish to Answer</i> — 1 (4.17%)</p>
Q 21.1 – 21.3 How important are the following standards to completing your work responsibilities?	N =24
Q21.1. Knowledge of group dynamics and possess skill in group work, including counseling, psycho-educational, task, and peer helping groups; and facilitation of teams to enable pupils to overcome barriers and impediments to learning.	<p><i>Extremely Important</i> — 10 (41.67%)</p> <p><i>Very Important</i> — 7 (29.17%)</p> <p><i>Moderately Important</i> — 3 (12.50%)</p> <p><i>Slightly Important</i> — 2 (8.33%)</p> <p><i>Not at All Important</i> — 0 (0.00%)</p> <p><i>Do Not Wish to Answer</i> — 2 (8.33%)</p>
Q21.2. Skills of effective collaboration to meet developmental needs along a continuum of preschool through adult pupils; competence in coordinating the services of community members, agency personnel and parents within a comprehensive school counseling and guidance program; ability to build effective working teams of school staff, parents and community members for increasing student academic achievement and learning success.	<p><i>Extremely Important</i> — 11 (45.83%)</p> <p><i>Very Important</i> — 9 (37.50%)</p> <p><i>Moderately Important</i> — 2 (8.33%)</p> <p><i>Slightly Important</i> — 0 (0.00%)</p> <p><i>Not at All Important</i> — 0 (0.00%)</p> <p><i>Do Not Wish to Answer</i> — 2 (8.33%)</p>
Q21.3. Ability to plan, develop, implement and evaluate systemic and comprehensive counseling and guidance programs that are part of an overall school plan.	<p><i>Extremely Important</i> — 8 (33.33%)</p> <p><i>Very Important</i> — 7 (29.17%)</p> <p><i>Moderately Important</i> — 6 (25.00%)</p> <p><i>Slightly Important</i> — 0 (0.00%)</p> <p><i>Not at All Important</i> — 1 (4.17%)</p> <p><i>Do Not Wish to Answer</i> — 2</p>

	(8.33%)
Q 23.1 – 23.3 How well are you prepared in the following standards?	N = 23
Q23.1 Knowledge and skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement; knowledge in preventing problems that pose barriers to learning and achievement; knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement	<p><i>Extremely Well</i> — 6 (26.09%)</p> <p><i>Very Well</i> — 9 (39.13%)</p> <p><i>Moderately Well</i> — 5 (21.74%)</p> <p><i>Slightly Well</i> — 3 (13.04%)</p> <p><i>Not Well at All</i> — 0 (0.00%)</p> <p><i>Do Not Wish to Answer</i> — 0 (0.00%)</p>
Q23.2. Knowledge about basic principles of research design, action research, and program evaluation (e.g., traditional experimental design, qualitative, single-subject designs); ability to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes; Understand and utilize computer technology and attendant technological applications for conducting program evaluation.	<p><i>Extremely Well</i> — 3 (13.04%)</p> <p><i>Very Well</i> — 10 (43.48%)</p> <p><i>Moderately Well</i> — 9 (39.13%)</p> <p><i>Slightly Well</i> — 0 (0.00%)</p> <p><i>Not Well at All</i> — 1 (4.35%)</p> <p><i>Do Not Wish to Answer</i> — 0 (0.00%)</p>
Q25.1 – 25.3 How important are the following standards to completing your work responsibilities?	N =23
Q25.1 Knowledge and skill in the planning, organizing and implementing educational programs designed to promote pupil learning and high academic achievement; knowledge in preventing problems that pose barriers to learning and achievement; knowledge and skills in working with school staffs, parents, and family members to enable them to eliminate barriers to learning and achievement	<p><i>Extremely Important</i> — 8 (34.78%)</p> <p><i>Very Important</i> — 10 (43.48%)</p> <p><i>Moderately Important</i> — 3 (13.04%)</p> <p><i>Slightly Important</i> — 0 (0.00%)</p> <p><i>Not at All Important</i> — 0 (0.00%)</p> <p><i>Do Not Wish to Answer</i> — 2 (8.70%)</p>
Q25.2. Knowledgeable about basic principles of research design, action research, and program evaluation (e.g., traditional experimental design, qualitative, single-subject designs); ability to differentiate high quality from inadequate research, and understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling and guidance and other educational programs in terms of student outcomes; Understand and utilize computer technology and attendant technological applications for conducting program evaluation.	<p><i>Extremely Important</i> — 2 (8.70%)</p> <p><i>Very Important</i> — 10 (43.48%)</p> <p><i>Moderately Important</i> — 7 (30.43%)</p> <p><i>Slightly Important</i> — 1</p>

	<p>(4.35%) Not at All Important — 1 (4.35%) Do Not Wish to Answer — 2 (8.70%)</p>
	<p>N = 23</p>
<p>Q27. Overall, when you compare your knowledge and skills against your peers, do you feel that you had better training than your peers?</p>	<p>Much Better — 15 (65.22%) Somewhat Better — 4 (17.39%) About the Same — 2 (8.70%) Somewhat Worse — 0 (0.00 %) Much Worse — 2 (8.70%)</p>