

**SCHOOL PSYCHOLOGY
ENTRANCE SURVEY
FALL 2014**

Context

This survey is part of the set of surveys administered at key transition points in the school psychology program. This survey was administered to all incoming first year students in the school psychology program. In total, 7 individuals participated in this entrance survey.

Survey Content

- Background information
- Educational information
- Current levels of competences


Methodology

This survey was administered using Qualtrics, an online survey tool. An email invitation was distributed to all incoming students in the school psychology program during the Fall 2014 semester. The data are used on a program-level to determine background information and current knowledge of incoming students. All references to individuals have been omitted to maintain anonymity.




Key Findings

- Three of the incoming students are male; Four of the incoming students are female
- Four students are entering this program with masters degrees
- There is a range in how incoming students feel about their overall comfort with school psychology competencies; many students feel slightly comfortable but some students do rate themselves as feeling moderately comfortable with some of the competencies

1. Gender

Answer		Response	%
Female		4	57.14%
Male		3	42.86%
Total		7	100.00%

2. Race/Ethnicity

Answer		Response	%
Asian		1	14.29%
Black / African American		0	0.00%
Latino / Hispanic		0	0.00%
Native American / American Indian		0	0.00%
Native Hawaiian / Pacific Islander		0	0.00%
White / Caucasian		5	71.43%
Other		0	0.00%
Multiracial (please specify)		1	14.29%
Total		7	100.00%

Other	Multiracial (please specify)
	White/Native American

3. Program Admission

Year of Entrance	GRE-Verbal	GRE-Quantitative
2014	166	148
2014	169	159
2012	530	660
2014	600	590
2014	151	153
2014	160	155
2014	150	160

4. Undergraduate Work

Institution	Major	GPA (on a 4.0 scale)
Providence College	Psychology	3.75
Clark University	Psychology	4.16
Utah State University	Psychology	3.78
Saint Joseph's University	Elementary/Special Education	3.97
University of Connecticut	Psychology	3.56
Mills College	Music	3.75
University of Connecticut	Psychology	2.766

5. Previous Graduate Work (if applicable)

Institution	Degree earned	Major/Concentration	Year earned	Do you have a previous graduate degree in psychology?	GPA (on a 4.0 scale)
Southern Connecticut State University	M.S and 6th Year Professional Diploma	School Psychology	2007	Yes	4.0
University of Maryland Baltimore County	Master of Arts	Psychology--Applied Behavior Analysis	2012	Yes	3.93
University of Connecticut	Masters of Arts	Educational Psychology: School Psychology	2012	Yes	4.0
St. Mary's College	Education Specialist Credential	Special Education	May, 2014	No	4.0

6. GOAL 1: To prepare competent school psychologists who can deliver effective, evidence-based services to students, educators, and families; these services include (1) assessment and data-based decision-making; (2) consultation and collaboration; (3) interventions, mental health services, and instructional support to develop

academic, social, and life skills; (4) school-wide practices to promote learning; (5) preventive and responsive services; and (6) family-school collaboration. Rate the degree to which you demonstrate competence in the following areas:

Question	Not at all	Slightly	Somewhat	Moderately	Extremely	Not Applicable	Total Responses	Mean
Objective 1: Assessment and Data-based Decision Making Knowledge and skills related to assessment, use of data in assessment and evaluation to develop effective services and programs, and measurement of response to services and programs	1 (16.67%)	1 (16.67%)	2 (33.33%)	1 (16.67%)	1 (16.67%)	0 (0.00%)	6	3.00
Objective 2: Consultation and Collaboration Knowledge and skills related to methods of consultation, collaboration, and communication applicable to students, educators, families, communities, and systems that are used to promote effective service delivery	1 (16.67%)	2 (33.33%)	1 (16.67%)	1 (16.67%)	1 (16.67%)	0 (0.00%)	6	2.83
Objective 3: Interventions and Instructional Support to Develop Academic Skills Knowledge and skills related to developing, implementing, and evaluating direct and indirect services that support students' cognitive and academic skills	2 (33.33%)	2 (33.33%)	0 (0.00%)	2 (33.33%)	0 (0.00%)	0 (0.00%)	6	2.33

Objective 4: Interventions and Mental Health Services to Develop Social and Life Skills Knowledge and skills related to developing, implementing, and evaluating direct and indirect services that promote students' social, emotional, and behavioral health and well-being	0 (0.00%)	4 (66.67%)	0 (0.00%)	1 (16.67%)	1 (16.67%)	0 (0.00%)	6	2.83
Objective 5: School-wide Practices to Promote Learning Knowledge and skills related to school-wide practices to promote learning including preventive and responsive services	2 (33.33%)	1 (16.67%)	2 (33.33%)	1 (16.67%)	0 (0.00%)	0 (0.00%)	6	2.33
Objective 6: Preventive and Responsive Services Knowledge and skills related to multi-tiered systems of support in schools that support prevention and evidence-based strategies for effective crisis response	2 (33.33%)	2 (33.33%)	1 (16.67%)	0 (0.00%)	1 (16.67%)	0 (0.00%)	6	2.33
Objective 7: Family-School Collaboration Services Knowledge and skills related to family-school collaboration	2 (33.33%)	2 (33.33%)	0 (0.00%)	2 (33.33%)	0 (0.00%)	0 (0.00%)	6	2.33

Objective 8: Supervision Knowledge and skills related to the provision of clinical supervision	3 (50.00%)	0 (0.00%)	1 (16.67%)	2 (33.33%)	0 (0.00%)	0 (0.00%)	6	2.33
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7. GOAL 2: To prepare competent school psychologists who have an understanding of (1) diversity in development and learning; (2) research and program evaluation; and (3) legal, ethical, and professional practice as the foundations for their service delivery. Rate the degree to which you demonstrate competence in the following areas:

Question	Not at all	Slightly	Somewhat	Moderately	Extremely	Not Applicable	Total Responses	Mean
Objective 1: Diversity in Development and Learning Knowledge of individual differences, abilities, disabilities, and other diverse characteristics and skills to provide culturally responsive, effective services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, across multiple contexts	0 (0.00%)	1 (16.67%)	1 (16.67%)	2 (33.33%)	2 (33.33%)	0 (0.00%)	6	3.83
Objective 2: Research and Program Evaluation Knowledge and application of measurement, assessment, evaluation and research design, and statistics sufficient for understanding research and interpreting data	0 (0.00%)	3 (50.00%)	1 (16.67%)	1 (16.67%)	1 (16.67%)	0 (0.00%)	6	3.00
Objective 3: Legal, Ethical, and Professional Practice An understanding of, and commitment to ethical and legal principles regarding the practice of professional psychology and professional work characteristics needed for effective practice as a school psychologist	0 (0.00%)	2 (33.33%)	1 (16.67%)	1 (16.67%)	2 (33.33%)	0 (0.00%)	6	3.50

8. GOAL 3: To prepare competent school psychologists who possess substantial knowledge across the breadth of scientific psychology. (Please note: Goal 3 Objectives are only applicable for doctoral students.)

Question	Not at all	Slightly	Somewhat	Moderately	Extremely	Not Applicable	Total Responses	Mean
Objective 1: Biological Aspects of Behavior A foundational understanding of the biological aspects of behavior	0 (0.00%)	2 (33.33%)	2 (33.33%)	2 (33.33%)	0 (0.00%)	0 (0.00%)	6	3.00
Objective 2: Cognitive-affective Aspects of Behavior A foundational understanding of the cognitive aspects of behavior	0 (0.00%)	1 (16.67%)	4 (66.67%)	1 (16.67%)	0 (0.00%)	0 (0.00%)	6	3.00
Objective 3: Affective Aspects of Behavior A foundational understanding of the affective aspects of behavior	1 (16.67%)	1 (16.67%)	3 (50.00%)	1 (16.67%)	0 (0.00%)	0 (0.00%)	6	2.67
Objective 4: Social Aspects of Behavior A foundational understanding of the social aspects of behavior	0 (0.00%)	0 (0.00%)	4 (66.67%)	2 (33.33%)	0 (0.00%)	0 (0.00%)	6	3.33
Objective 5: Human Development A foundational understanding of human development	0 (0.00%)	2 (33.33%)	2 (33.33%)	2 (33.33%)	0 (0.00%)	0 (0.00%)	6	3.00

9. Comments

I wish there was a "competent" or "very competent" option for many of the skills and knowledge areas listed on the survey. As a practicing school psychologist I believe that I am at least competent to very competent in the various domains of practice and am generally confident with regard to my practical skills in the areas of assessment, counseling, consultation, intervention, etc. But even in the areas that I think I have a lot of experience and/or skill, I felt hesitant picking the "extremely competent" option, since in my mind, that term is reserved for true experts. In some cases, I picked that category anyhow, as I felt more than just "moderately competent", although "extremely competent" might be an overstatement....

I was a student in the MA/6th-Year program before applying and being accepted into the PhD program last year. Therefore, this is my first year as a doctoral student. Thank you!