

**SCHOOL PSYCHOLOGY PROGRAM**  
**SCHOOL PSYCHOLOGY ENTRANCE SURVEY– FALL 2015**

This entrance survey provides program faculty with (a) demographic information necessary for program accreditation purposes, and (b) an opportunity to better understand your previous experiences and perceived confidence and competence related to knowledge and skills related to the practice of school psychology.

**Methodology**

The survey was administered using Qualtrics, an online survey tool. An email invitation was distributed to students who matriculated into the fall 2015-2016 school psychology program (N=13).

**Key Findings**

- ✓ With regard to fall 2015 matriculation, the pools consisted of 37 applicants to the master's/sixth-year program, and 40 applicants to the doctoral program.
  - From these pools, a total of 13 students (2 males, 11 females) matriculated into either the doctoral (5 students) or master's/6<sup>th</sup> year (8 students) programs.
  - The mean total Graduate Record Examination score of the doctoral applicants who matriculated was 316 (verbal = 160; quantitative = 156). The mean total Graduate Record Examination score of the master's/sixth-year applicants who matriculated was 306 (verbal = 155; quantitative = 151).
- ✓ Students entering the 2015-2015 cohort reported being most competent (recorded feeling “Extremely” or “Moderately” competent at a combined rate of 46.15% or above) in the following domain areas:
  - **Goal 1: 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.
  - **Goal 1: Objective 7 - Family-School Collaboration Services:** Knowledge and skills related to family-school collaboration.
  - **Goal 2: 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.
  - **Goal 2: 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.
  - **Goal 2: 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.
- ✓ Students entering the 2015-2015 cohort reported being most incompetent (recorded feeling “Slightly” or “Not at all Competent” at a combined rate of 46.15% or above) in the following two domain areas:

- **Goal 1: 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.
  - **Goal 1: Objective 8 – Supervision:** Knowledge and skills related to the provision of clinical supervision.
- ✓ Students entering the 2015-2016 Ph.D. program reported being at least “Slightly” competent in all areas within Goal 3 which reflects the core domains of scientific psychology.

### PART I: STUDENT DEMOGRAPHICS

- For the first section of this survey, you will need the following materials:
- Overall undergraduate GPA from transcript
- GRE scores from score report provided by ETS
- If you have a graduate degree, your overall graduate GPA from your final transcript

#### Matriculated Students by Sex

| Sex     | Count          |
|---------|----------------|
| Females | 11<br>(84.62%) |
| Males   | 2<br>(15.38%)  |

#### Matriculated Students by Program

|        | Master/ 6 <sup>th</sup> Year | PhD      | Sum       |
|--------|------------------------------|----------|-----------|
| Female | 7                            | 4        | <b>11</b> |
| Male   | 1                            | 1        | <b>2</b>  |
| Sum    | <b>8</b>                     | <b>5</b> | <b>13</b> |

### GRE Score Calculations

|        | Master/ 6 <sup>th</sup> Year | Ph.D.         | Combined Average |
|--------|------------------------------|---------------|------------------|
| Verbal | 155.25                       | 160 .00       | <b>157.08</b>    |
| Math   | 150.63                       | 155.80        | <b>152.62</b>    |
| Sum    | <b>305.88</b>                | <b>315.80</b> | <b>309.69</b>    |

### Average Undergraduate and Undergrad + Graduate GPA Scores by Program

Note: 4 students (2 Master/6<sup>th</sup> Year and 2 Ph.D.) matriculated into the program with prior graduate work experience.

|                          | Master/ 6 <sup>th</sup> Year | Ph.D. | Average      |
|--------------------------|------------------------------|-------|--------------|
| Undergrad GPA            | 3.50                         | 3.49  | <b>3.495</b> |
| Undergrad + Graduate GPA | 3.51                         | 3.60  | <b>3.555</b> |

## Performance Areas

### 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:

| Objective   | Extremely     | Moderately    | Somewhat      | Slightly      | Not at all   | Not Applicable |
|---|---------------|---------------|---------------|---------------|--------------|----------------|
| <b>Objective 1: Assessment and Data-based Decision Making:</b><br>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                 | 2<br>(15.38%) | 3<br>(23.08%) | 2<br>(15.38%) | 5<br>(38.46%) | 1<br>(7.69%) | 0<br>(0.00%)   |
| <b>Objective 2: Consultation and Collaboration:</b> 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<br>(7.69%)  | 4<br>(30.77%) | 4<br>(30.77%) | 3<br>(23.08%) | 1<br>(7.69%) | 0<br>(0.00%)   |
| <b>Objective 3: Interventions and Instructional Support to Develop Academic Skills:</b><br>Knowledge and skills related to developing, implementing, and evaluating direct and indirect services that support students cognitive and academic skills                    | 2<br>(15.38%) | 3<br>(23.08%) | 4<br>(30.77%) | 4<br>(30.77%) | 0<br>(0.00%) | 0<br>(0.00%)   |
| <b>Objective 4: Interventions and Mental Health Services to Develop Social and Life Skills:</b><br>Knowledge and skills related to developing, implementing, and evaluating direct and indirect services that promote students  | 3<br>(23.08%) | 3<br>(23.08%) | 3<br>(23.08%) | 4<br>(30.77%) | 0<br>(0.00%) | 0<br>(0.00%)   |

|  |              |               |               |               |               |              |
|--|--------------|---------------|---------------|---------------|---------------|--------------|
| social, emotional, and behavioral health and well-being  |              |               |               |               |               |              |
| <b>Objective 5: School-wide Practices to Promote Learning:</b> Knowledge and skills related to school-wide practices to promote learning including preventive and responsive services                                  | 0<br>(0.00%) | 5<br>(38.46%) | 4<br>(30.77%) | 4<br>(30.77%) | 0<br>(0.00%)  | 0<br>(0.00%) |
| <b>Objective 6: Preventive and Responsive Services:</b> Knowledge and skills related to multi-tiered systems of support in schools that support prevention and evidence-based strategies for effective crisis response | 0<br>(0.00%) | 4<br>(30.77%) | 5<br>(38.46%) | 3<br>(23.08%) | 1<br>(7.69%)  | 0<br>(0.00%) |
| <b>Objective 7: Family-School Collaboration Services:</b> Knowledge and skills related to family-school collaboration  | 0<br>(0.00%) | 6<br>(46.15%) | 4<br>(30.77%) | 3<br>(23.08%) | 0<br>(0.00%)  | 0<br>(0.00%) |
| <b>Objective 8: Supervision:</b> Knowledge and skills related to the provision of clinical supervision   | 0<br>(0.00%) | 3<br>(23.08%) | 1<br>(7.69%)  | 5<br>(38.46%) | 4<br>(30.77%) | 0<br>(0.00%) |

**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:

| Objective   | Extremely     | Moderately    | Somewhat      | Slightly     | Not at all   | Not Applicable |
|---|---------------|---------------|---------------|--------------|--------------|----------------|
| <b>Objective 1: Diversity in Development and Learning:</b><br>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 | 4<br>(30.77%) | 8<br>(61.54%) | 1<br>(7.69%)  | 0<br>(0.00%) | 0<br>(0.00%) | 0<br>(0.00%)   |
| <b>Objective 2: Research and Program Evaluation:</b> Knowledge and application of measurement, assessment, evaluation and research design, and statistics sufficient for understanding research and interpreting data   | 1<br>(7.69%)  | 9<br>(69.23%) | 3<br>(23.08%) | 0<br>(0.00%) | 0<br>(0.00%) | 0<br>(0.00%)   |
| <b>Objective 3: Legal, Ethical, and Professional Practice:</b> 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   | 2<br>(15.38%) | 7<br>(53.85%) | 4<br>(30.77%) | 0<br>(0.00%) | 0<br>(0.00%) | 0<br>(0.00%)   |

**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 (N=5).)

| Objective  | Extremely     | Moderately    | Somewhat      | Slightly      | Not at all   | Not Applicable |
|--|---------------|---------------|---------------|---------------|--------------|----------------|
| <b>Objective 1: Biological Aspects of Behavior:</b> A foundational understanding of the biological aspects of behavior         | 0<br>(0.00%)  | 3<br>(60.00%) | 1<br>(20.00%) | 1<br>(20.00%) | 0<br>(0.00%) | 0<br>(0.00%)   |
| <b>Objective 2: Cognitive-affective Aspects of Behavior:</b> A foundational understanding of the cognitive aspects of behavior | 0<br>(0.00%)  | 3<br>(60.00%) | 2<br>(40.00%) | 0<br>(0.00%)  | 0<br>(0.00%) | 0<br>(0.00%)   |
| <b>Objective 3: Affective Aspects of Behavior:</b> A foundational understanding of the affective aspects of behavior           | 1<br>(20.00%) | 2<br>(40.00%) | 1<br>(20.00%) | 1<br>(20.00%) | 0<br>(0.00%) | 0<br>(0.00%)   |
| <b>Objective 4: Social Aspects of Behavior:</b> A foundational understanding of the social aspects of behavior                 | 0<br>(0.00%)  | 3<br>(60.00%) | 2<br>(40.00%) | 0<br>(0.00%)  | 0<br>(0.00%) | 0<br>(0.00%)   |
| <b>Objective 5: Human Development:</b> A foundational understanding of human development                                       | 0<br>(0.00%)  | 3<br>(60.00%) | 2<br>(40.00%) | 0<br>(0.00%)  | 0<br>(0.00%) | 0<br>(0.00%)   |

### Final Comments

#### Comments

Students did not record any comments.