

EXIT SURVEY RESULTS

SPRING 2015

During the spring semester of the 2014-2015 school year, all students (n=3) who graduated from the Neag School of Education were issued an exit survey. This report presents the aggregated results of these evaluations across individuals. Highlighted findings include:

Part IV: School Psychology Component (n=3)

- ✓ School psychology graduates reported particular self-competency in the following areas (With 2 out of 3 students stating they were extremely competent):
 - **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
 - **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
- ✓ School psychology graduates reported the least comfort in the following area:
 - Supervision Knowledge and skills related to the provision of clinical supervision

School Psychology

RATING INSTRUCTIONS

Please rate how your perceived competency level on the program objectives. While you read the statements, please consider whether or not you believe the statement accurately describes you, and to what extent.

Please note: Your ratings should reflect your entire professional preparation throughout your time in the program.

The items are based on the 2010 NASP standards for graduate education of school psychologists (see: http://www.nasponline.org/standards/2010standards/1_Graduate_Preparation.pdf for additional details) and the APA Guidelines and Principles for Accreditation of Programs in Professional Psychology (see <http://www.apa.org/ed/accreditation/about/policies/guidingprinciples.pdf>).

Rating Key	
1 Not at all	4 Moderately
2 Slightly	5 Extremely
3 Somewhat	NA Not Applicable

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 databased decision making; (2) consultation and collaboration; (3) interventions, mental health services, and instructional support to develop academic, social, and life skills; (4) schoolwide 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:

	1	2	3	4	5	NA	Number of Responses
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	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (33.33%)	2 (66.67%)	0 (0.00%)	n = 3
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	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (33.33%)	2 (66.67%)	0 (0.00%)	n = 3
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	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (100.00%)	0 (0.00%)	0 (0.00%)	n = 3

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%)	0 (0.00%)	0 (0.00%)	2 (66.67%)	1 (33.33%)	0 (0.00%)	n = 3
Objective 5: School-wide Practices to Promote Learning Knowledge and skills related to school-wide practices to promote learning including preventive and responsive services	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (100.00%)	0 (0.00%)	0 (0.00%)	n = 3
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	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (100.00%)	0 (0.00%)	0 (0.00%)	n = 3
Objective 7: Family-School Collaboration Services Knowledge and skills related to family-school collaboration	0 (0.00%)	0 (0.00%)	0 (0.00%)	3 (100.00%)	0 (0.00%)	0 (0.00%)	n = 3
Objective 8: Supervision Knowledge and skills related to the provision of clinical supervision	0 (0.00%)	0 (0.00%)	1 (33.33%)	1 (33.33%)	0 (0.00%)	1 (33.33%)	n = 3

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.

	1	2	3	4	5	NA	Number of Responses
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%)	0 (0.00%)	0 (0.00%)	3 (100.00%)	0 (0.00%)	0 (0.00%)	n = 3
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%)	0 (0.00%)	0 (0.00%)	3 (100.00%)	0 (0.00%)	0 (0.00%)	n = 3

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%)	0 (0.00%)	0 (0.00%)	2 (66.67%)	1 (33.33%)	0 (0.00%)	n = 3
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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.)

	Pre-internship Competence	Adequate Competence	Developing Competence	Minimal Competence	Inadequate Competence	Not Observed	Number of Responses
Objective 1: <u>Biological Aspects of Behavior:</u> A foundational understanding of the biological aspects of behavior	0 (0.00%)	0 (0.00%)	0 (0.00%)	1 (33.33%)	1 (33.33%)	1 (33.33%)	n = 3
Objective 2: <u>Cognitive-affective Aspects of Behavior:</u> A foundational understanding of the cognitive aspects of behavior	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (66.67%)	0 (0.00%)	1 (33.33%)	n = 3
Objective 3: <u>Affective Aspects of Behavior:</u> A foundational understanding of the affective aspects of behavior	0 (0.00%)	0 (0.00%)	1 (33.33%)	1 (33.33%)	0 (0.00%)	1 (33.33%)	n = 3
Objective 4: <u>Social Aspects of Behavior:</u> A foundational understanding of the social aspects of behavior	0 (0.00%)	0 (0.00%)	0 (0.00%)	2 (66.67%)	0 (0.00%)	1 (33.33%)	n = 3

Objective 5:HumanDevelopment: A
foundational
understanding of
human
development0
(0.00%)0
(0.00%)0
(0.00%)2
(66.67%)0
(0.00%)1
(33.33%)

n = 3