UCONN
NEAG SCHOOL OF EDUCATION

SCHOOL PSYCHOLOGY PROGRAM
SCHOOL PSYCHOLOGY ENTRANCE SURVEY– FALL 2016

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 2016-2017 school psychology program (N=11).

Key Findings

- ✓ In fall 2016, a total of 11 students (2 males, 9 females) matriculated into either the doctoral (3 students) or master's/6th year (8 students) programs.
- ✓ The mean total Graduate Record Examination score of the doctoral applicants who matriculated was 321 (verbal = 163; quantitative = 159). The mean total Graduate Record Examination score of the master's/sixth-year applicants who matriculated was 312 (verbal = 158; quantitative = 154).

- ✓ Students entering the 2016-2017 cohort reported being most competent (Highest average ratings within goal area) in the following domain areas:
  - o **Goal 1: 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
  - o **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.
  - o **Goal 3: Objective 4 - Social Aspects of Behavior:** A foundational understanding of the social aspects of behavior
- ✓ Students entering the 2016-2017 cohort reported being most uncomfortable (Lowest average ratings within goal area) in the following domain areas:
  - o **Goal 1: Objective 8 – Supervision:** Knowledge and skills related to the provision of clinical supervision
  - o **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
  - o **Goal 3: Objective 1 - Biological Aspects of Behavior:** A foundational understanding of the biological aspects of behavior

PART I: STUDENT DEMOGRAPHICS

The first section of this survey asked for the following information:

➢ Overall undergraduate GPA from transcript
➢ If applicable, overall GPA from graduate school work
➢ GRE scores from score report provided by ETS

Matriculated Students by Sex

Sex	Count
Females	9 (81.81%)
Males	2 (18.18%)

Matriculated Students by Program

	Master/ 6th Year	PhD	Sum
Female	7	2	9
Male	1	1	2
Sum	8	3	11

GRE Score Calculations

	Master/ 6th Year	Ph.D.	Combined Average
Verbal	157.75	162.66	160.21
Quantitative	154.12	158.66	156.40
Sum	311.87	321.33	316.60

Average Undergraduate and Undergrad + Graduate GPA Scores by Program

Note: 3 students (1 Master/6th Year and 2 Ph.D.) matriculated into the program with prior graduate work experience.

	Master/ 6th Year	Ph.D.	Average
Undergrad GPA	3.61	3.85	**3.73**
Undergrad + Graduate GPA	3.64	3.88	**3.76**

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 (5)	Moderately (4)	Somewhat (3)	Slightly (2)	Not at all (1)	Average
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%)	2 (18.18%)	3 (27.27%)	4 (36.36%)	2 (18.18%)	2.45
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 (9.09%)	3 (27.27%)	3 (27.27%)	3 (27.27%)	1 (9.09%)	3.00

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%)	2 (18.18%)	1 (9.09%)	4 (36.36%)	4 (36.36%)	2.09
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	1 (9.09%)	3 (27.27%)	3 (27.27%)	2 (18.18%)	2 (18.18%)	2.91
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%)	3 (27.27%)	3 (27.27%)	0 (0.00%)	5 (45.45%)	2.36
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%)	2 (18.18%)	4 (36.36%)	2 (18.18%)	3 (27.27%)	2.45
Objective 7: Family-School Collaboration Services: Knowledge and skills related to family-school collaboration	0 (0.00%)	0 (0.00%)	5 (45.45%)	4 (36.36%)	2 (18.18%)	2.27
Objective 8: Supervision: Knowledge and skills related to the provision of clinical supervision	0 (0.00%)	1 (9.09%)	1 (9.09%)	5 (45.45%)	4 (36.36%)	1.91

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 (5)	Moderately (4)	Somewhat (3)	Slightly (2)	Not at all (1)	Average
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	2 (18.18%)	7 (63.64%)	1 (9.09%)	0 (0.00%)	1 (9.09%)	3.82
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	2 (18.18%)	4 (36.36%)	0 (0.00%)	4 (36.36%)	1 (9.09%)	3.18
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	1 (9.09%)	6 (54.55%)	1 (9.09%)	3 (27.27%)	0 (0.00%)	3.45

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 (5)	Moderately (4)	Somewhat (3)	Slightly (2)	Not at all (1)	Average
Objective 1: Biological Aspects of Behavior: A foundational understanding of the biological aspects of behavior	1 (10.00%)	5 (50.00%)	2 (20.00%)	2 (20.00%)	0 (0.00%)	3.50
Objective 2: Cognitive-affective Aspects of Behavior: A foundational understanding of the cognitive aspects of behavior	2 (20.00%)	5 (50.00%)	3 (30.00%)	0 (0.00%)	0 (0.00%)	3.90
Objective 3: Affective Aspects of Behavior: A foundational understanding of the affective aspects of behavior	0 (0.00%)	4 (40.00%)	3 (30.00%)	1 (10.00%)	0 (0.00%)	3.90
Objective 4: Social Aspects of Behavior: A foundational understanding of the social aspects of behavior	4 (40.00%)	2 (20.00%)	4 (40.00%)	0 (0.00%)	0 (0.00%)	4.00
Objective 5: Human Development: A foundational understanding of human development	1 (10.00%)	7 (70.00%)	2 (20.00%)	0 (0.00%)	0 (0.00%)	3.90

Final Comments

Comments
Students did not record any comments.