

## Winthrop University School Psychology 2021 Program Completer Survey

**2019-2021 Graduates (N=36)**

**Number of Respondents-22 (61.1%)**

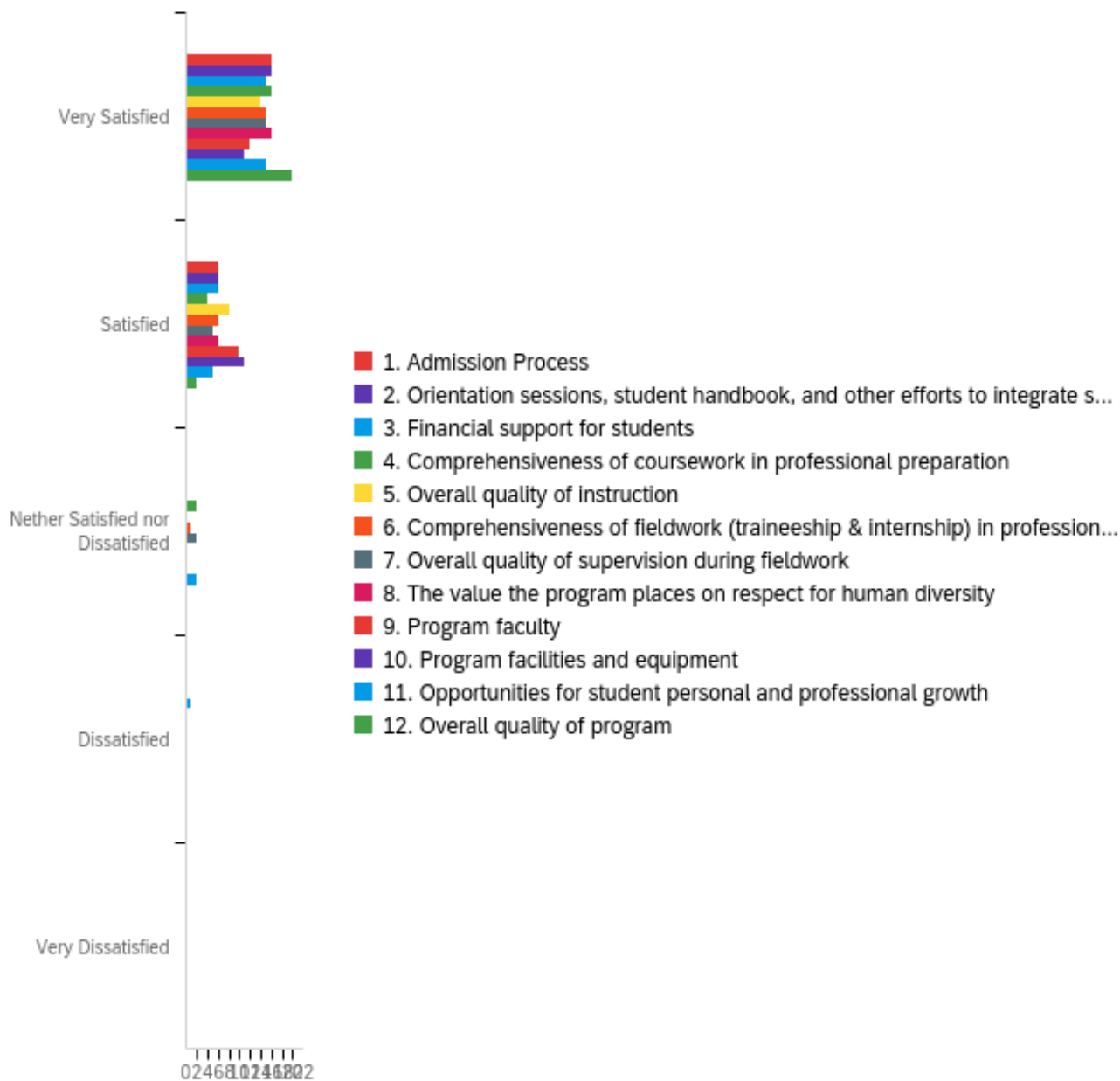
Alumni records for graduates indicated that 100% were employed as school psychologists in public schools subsequent to graduation. Alumni were first asked to rate on a scale from 1 ("Very satisfied") to 5 ("Very Dissatisfied") their satisfaction with various aspects of the program. Every aspect of the program received a mean rating more positive than a "2." ("Satisfied"). The most positively rated items were: The admissions process (mean of 1.27)- Orientation sessions, student handbook, and other efforts to integrate students into the program (mean of 1.27) – Comprehensiveness of coursework in professional preparation (mean of 1.36) -Comprehensiveness of fieldwork (traineeship and internship) in professional preparation (mean of 1.36) – Overall quality of instruction (mean of 1.36) -The value the program places on respect for human diversity (mean of 1.27) and - Overall quality of the program (mean of 1.09)

Next, alumni were asked to rate their degree of agreement (using the same scale as described above) with whether the Winthrop School Psychology Program prepared them in ten areas derived from the National Association of School Psychologists (NASP) Graduate Preparation Standards and Domains of Professional Practice. Every domain received a mean rating more positive than a "2" ("Satisfied"). The most positively rated items were: - Conduct psychological and educational assessments and use data to design and/or evaluate services (mean of 1.18) - Consult, collaborate, and communicate with others...(1.50) - Provide services consistent with ethical, legal, and professional standards (1.36) – Plan, implement, and/or evaluate services that support cognitive and academic skills (mean of 1.50) – Facilitate practices and strategies to create and maintain effective and supportive learning environments for children and others (mean of 1.50).

Quite a few comments supporting the level of preparedness and strengths of the program as well as great suggestions for change are made on the survey. Because they are so numerous, it would be most beneficial to see the actual comments in the survey itself below.

Probably the best single indicator of alumni satisfaction with the program was in response to the question, "Would you recommend the program to a well-motivated, capable person wishing to pursue training in school psychology?" Of the 21 respondents who answered the question, 95.24% said they would "strongly recommend" and the remaining 1 person (4.76%) said they would "recommend" the program. These results are consistent with those on program exit surveys and on anecdotal evidence obtained over many years.

I. - Program Quality Please rate your satisfaction with of each of the following aspects of the Winthrop School Psychology Program by selecting one rating from the provided scale:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1. Admission Process	1.00	2.00	1.27	0.45	0.20	22
2	2. Orientation sessions, student handbook, and other efforts to integrate students into the program	1.00	2.00	1.27	0.45	0.20	22
3	3. Financial support for students	1.00	4.00	1.41	0.72	0.51	22

4	4. Comprehensiveness of coursework in professional preparation	1.00	3.00	1.36	0.64	0.41	22
5	5. Overall quality of instruction	1.00	2.00	1.36	0.48	0.23	22
6	6. Comprehensiveness of fieldwork (traineeship & internship) in professional preparation	1.00	3.00	1.36	0.57	0.32	22
7	7. Overall quality of supervision during fieldwork	1.00	3.00	1.41	0.65	0.42	22
8	8. The value the program places on respect for human diversity	1.00	2.00	1.27	0.45	0.20	22
9	9. Program faculty	1.00	2.00	1.45	0.50	0.25	22
10	10. Program facilities and equipment	1.00	2.00	1.50	0.50	0.25	22
11	11. Opportunities for student personal and professional growth	1.00	3.00	1.41	0.65	0.42	22
12	12. Overall quality of program	1.00	2.00	1.09	0.29	0.08	22

#	Question	Very Satisfied	Satisfied	Nether Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied	Total					
1	1. Admission Process	72.73%	16	27.27%	6	0.00%	0	0.00%	0	0.00%	0	22
2	2. Orientation sessions, student handbook, and other efforts to integrate students into the program	72.73%	16	27.27%	6	0.00%	0	0.00%	0	0.00%	0	22
3	3. Financial support for students	68.18%	15	27.27%	6	0.00%	0	4.55%	1	0.00%	0	22
4	4. Comprehensiveness of coursework in professional preparation	72.73%	16	18.18%	4	9.09%	2	0.00%	0	0.00%	0	22
5	5. Overall quality of instruction	63.64%	14	36.36%	8	0.00%	0	0.00%	0	0.00%	0	22
6	6. Comprehensiveness of fieldwork (traineeship & internship) in	68.18%	15	27.27%	6	4.55%	1	0.00%	0	0.00%	0	22

	professional preparation											
7	7. Overall quality of supervision during fieldwork	68.18%	1 5	22.73%	5	9.09%	2	0.00%	0	0.00%	0	22
8	8. The value the program places on respect for human diversity	72.73%	1 6	27.27%	6	0.00%	0	0.00%	0	0.00%	0	22
9	9. Program faculty	54.55%	1 2	45.45%	1 0	0.00%	0	0.00%	0	0.00%	0	22
10	10. Program facilities and equipment	50.00%	1 1	50.00%	1 1	0.00%	0	0.00%	0	0.00%	0	22
11	11. Opportunities for student personal and professional growth	68.18%	1 5	22.73%	5	9.09%	2	0.00%	0	0.00%	0	22
12	12. Overall quality of program	90.91%	2 0	9.09%	2	0.00%	0	0.00%	0	0.00%	0	22

**QID4 - Please comment on any of the above aspects of the program that you believe were particularly positive or negative. Please type your response in the box below:**

Please comment on any of the above aspects of the program that you believe were particularly positive or negative. Please type your response in the box below:

I think something that was not touched on a lot was the ability to interpret atypical or unique evaluation reports; ones that don't fit in a box/quite match up with SC's understanding of a disability. I think more practice like that is necessary since the majority of the cases that I see are like are unique.

The School Psychology Program Faculty was very welcoming and supportive throughout my graduate studies. They went above and beyond to ensure I was thriving not only academically but also personally. Dr. Alderman and Dr. Reeves were particular sources of strength and support for me during challenging times, as they made time to speak to me on a personal level. While the overall quality of the program is top notch and my professional skillset is highly regarded as a consequence, what I will forever cherish is the kindness and warmth of the Faculty.

Dr. Alderman's reading resources/class- I use these ALL the time in practice and refer to the fundamentals of reading frequently when helping my SPED teachers write goals.

Great program from admission to graduation. Professors are very knowledgeable and supportive of every student.

Overall, I really enjoyed my time at Winthrop! I believe that the program has prepared me for my professional endeavors as a school psychologist, especially when it comes to unexpected challenges.

I had a very positive experience at Winthrop. The professors were knowledgeable and available to answer questions. They also tended to be understanding of individual circumstances and tried to be reasonably accommodating so that everyone could be successful in their classes and traineeships/internships. I thought the coursework and internship requirements were comprehensive and, since graduating, I have felt confident in my role as a school psychologist. In fact, I feel that I am capable of a lot more than my district expects or asks from me.

Overall, the program faculty were highly educated and personable. There was one female professor who was very difficult to work with but she is no longer working there. The biggest negative that I have of the program is the degree to which it prepared us for the fact that most people in the schools doubt everything we do and say. I was very ill prepared for how combative most teachers and parents are towards our testing and test results. I think a class fully dedicated to navigating confrontation and disagreement in the workplace would have been really helpful. It would have provided a positive and safe space to practice meetings and conversations where the professor provides a realistic portrayal of teachers and parents \*BEFORE\* we go into the schools at all. Having the graduate students play the role of parents was "too easy" and we didn't really know what we were doing or trying to prepare for.

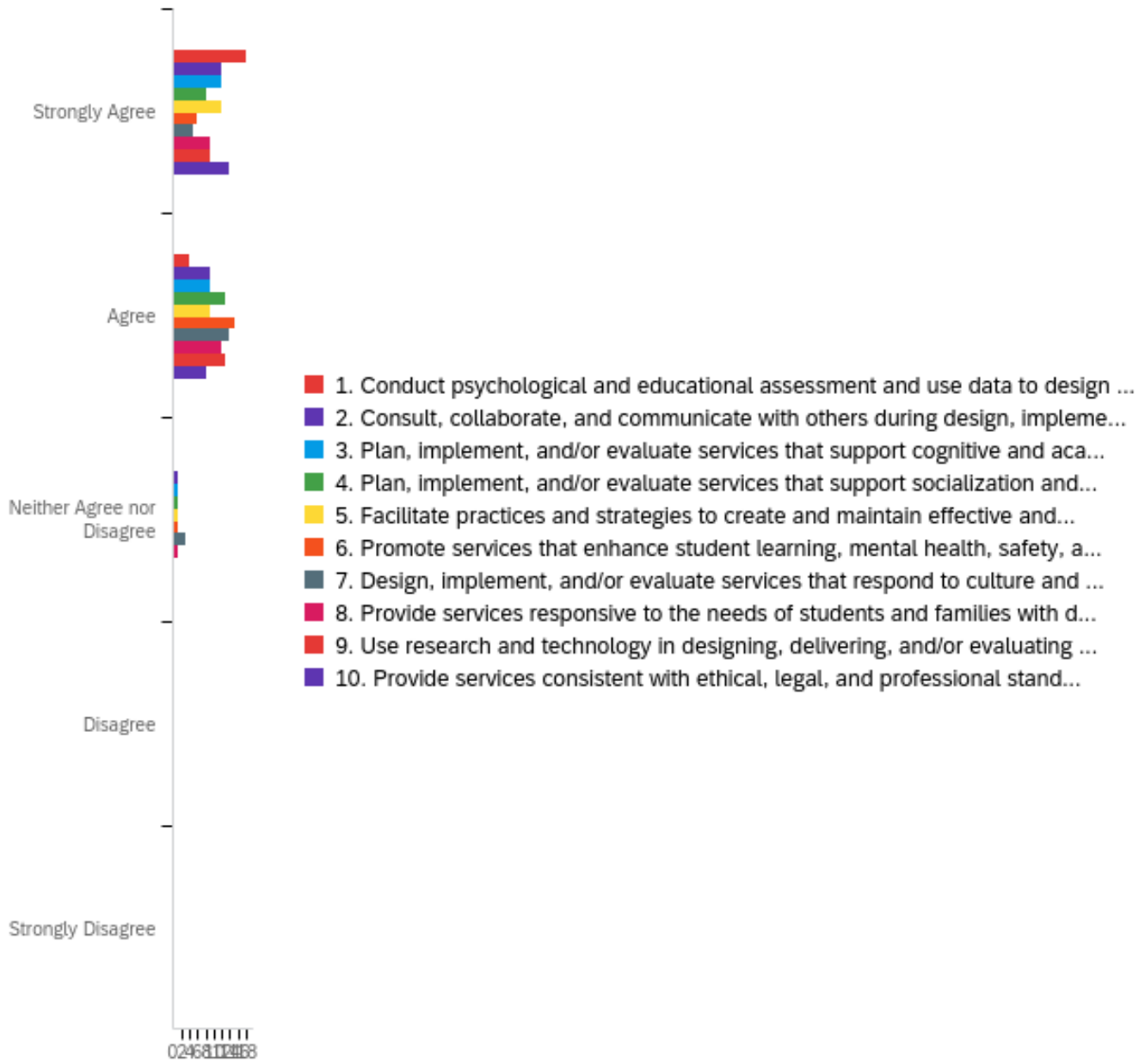
I felt very prepared for my first year as a psychologist.

I felt incredibly prepared going into the field to practice as a school psychologist. There weren't any "surprises" when I entered the field and I use the tools I learned at Winthrop every day in my practice. Attending Winthrop for my graduate study was one of the best decisions I ever made!

Great program. The amount of work I did during internship (only psych in the building for two elementary schools) was not compensated fairly. As a result, I took on more student loan debt.

I really enjoyed having two behavior courses. I feel like that has really benefited me in the field. I wish we had more coursework on crisis and how to respond as that's one area I feel that I'm lacking.

**II. - Goals/Objectives** To what extent do you believe that the Winthrop School Psychology program prepared you within the following areas. Please indicate your degree of agreement that the program prepared you to perform each of the following, which are derived from the NASP Practice Model and graduate preparation standards, as well as from program goals, by selecting one rating from provided scale.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	1. Conduct psychological and educational assessment and use data to design and/or evaluate services and programs.	1.00	2.00	1.18	0.39	0.15	22
2	2. Consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.	1.00	3.00	1.50	0.58	0.34	22
3	3. Plan, implement, and/or evaluate services that support cognitive and academic skills.	1.00	3.00	1.50	0.58	0.34	22
4	4. Plan, implement, and/or evaluate services that support socialization and mental health (e.g., behavioral interventions, counseling).	1.00	3.00	1.68	0.55	0.31	22
5	5. Facilitate practices and strategies to create and maintain effective and supportive learning environments for children and others.	1.00	3.00	1.50	0.58	0.34	22
6	6. Promote services that enhance student learning, mental health, safety, and physical well-being.	1.00	3.00	1.77	0.52	0.27	22
7	7. Design, implement, and/or evaluate services that respond to culture and context, and facilitate family and school interactions.	1.00	3.00	1.91	0.60	0.36	22
8	8. Provide services responsive to the needs of students and families with diverse backgrounds in a manner that shows respect for human diversity and advocacy for social justice.	1.00	3.00	1.64	0.57	0.32	22
9	9. Use research and technology in designing, delivering, and/or evaluating programs and services.	1.00	2.00	1.59	0.49	0.24	22
10	10. Provide services consistent with ethical, legal, and professional standards.	1.00	2.00	1.36	0.48	0.23	22

#	Question	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Total
1	1. Conduct psychological and educational assessment and use data to design and/or	81.82% 18	18.18% 4	0.00% 0	0.00% 0	0.00% 0	22

	evaluate services and programs.											
2	2. Consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.	54.55%	12	40.91%	9	4.55%	1	0.00%	0	0.00%	0	22
3	3. Plan, implement, and/or evaluate services that support cognitive and academic skills.	54.55%	12	40.91%	9	4.55%	1	0.00%	0	0.00%	0	22
4	4. Plan, implement, and/or evaluate services that support socialization and mental health (e.g., behavioral interventions, counseling).	36.36%	8	59.09%	13	4.55%	1	0.00%	0	0.00%	0	22
5	5. Facilitate practices and strategies to create and maintain effective and supportive learning environments for children and others.	54.55%	12	40.91%	9	4.55%	1	0.00%	0	0.00%	0	22
6	6. Promote services that enhance student learning, mental health, safety, and physical well-being.	27.27%	6	68.18%	15	4.55%	1	0.00%	0	0.00%	0	22
7	7. Design, implement, and/or evaluate services that respond to culture and context, and facilitate family and school interactions.	22.73%	5	63.64%	14	13.64%	3	0.00%	0	0.00%	0	22
8	8. Provide services responsive to the needs of students and families with diverse backgrounds in a manner that shows respect for human diversity and advocacy for social justice.	40.91%	9	54.55%	12	4.55%	1	0.00%	0	0.00%	0	22
9	9. Use research and technology in designing, delivering, and/or evaluating programs and services.	40.91%	9	59.09%	13	0.00%	0	0.00%	0	0.00%	0	22
10	10. Provide services consistent with ethical,	63.64%	14	36.36%	8	0.00%	0	0.00%	0	0.00%	0	22



legal, and professional  
standards.



**QID5 - Please comment on any of the above areas for which you felt particularly well prepared or not sufficiently prepared. Please type your response in the box below.**

Please comment on any of the above areas for which you felt particularly well prepared or not sufficiently prepared. Please type your response in the box below.

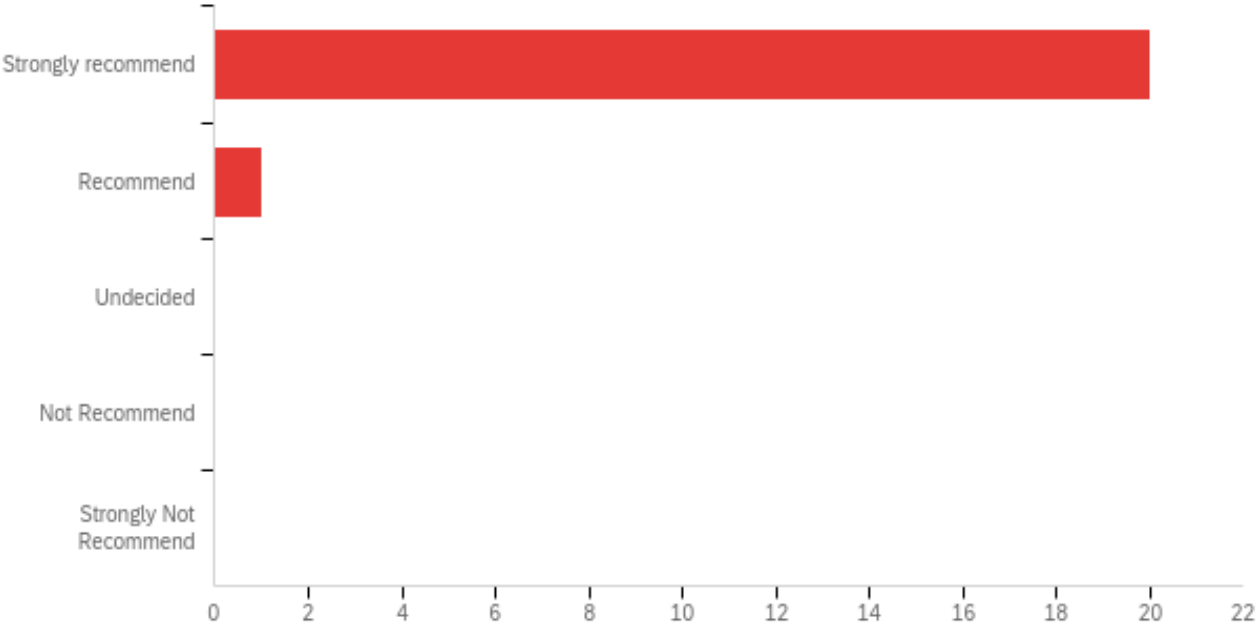
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One suggestion I would add is giving the students more experience with IEPs. Even though we aren't drafting the IEPs ourselves, it's good to know how our assessment results will be utilized to help develop the best goals and interventions needed for the students.

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I would like to have had more training with students with low incidence disabilities.

**III. - Overall 1. Would you recommend the program to a well-motivated, capable person wishing to pursue training in school psychology (select your choice from the drop-down menu).**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Overall 1. Would you recommend the program to a well-motivated, capable person wishing to pursue training in school psychology (select your choice from the drop-down menu).	1.00	2.00	1.05	0.21	0.05	21

#	Answer	%	Count
1	Strongly recommend	95.24%	20
2	Recommend	4.76%	1
3	Undecided	0.00%	0
4	Not Recommend	0.00%	0
5	Strongly Not Recommend	0.00%	0
	Total	100%	21

**QID7 - 2. What were the BEST aspects of the program - those that you would recommend NOT be changed? (Because this is a program evaluation, please do not refer to individuals by name). Please type your response in the box below.**

2. What were the BEST aspects of the program - those that you would recommend NOT be changed? (Because this is a program evaluation, please do not refer to individuals by name). Please type your response in the box below.

The professors at program were fantastic. They were always will to help anyway they could and offer insight. I feel that the program done a good job preparing me for the field.

Immense amount of mentorship provided. Welcoming culture cultivated by staff and students. Excellent instruction regarding addressing behavioral difficulties in schools.

The intensive practicum and internship experience in addition to learning new assessments.

The traineeship and internship experience was a great way to gain real world experience. The Winthrop program excelled at getting us appropriately placed within local school districts.

The program layout is perfect in its transition from theory to practice. I truly felt prepared to do my job upon graduation. I had an opportunity to serve in two different districts between my practicum and internship years, which allowed me to get a more comprehensive sense of the nature of our practice and how the role can change based on districts' expectations. Additionally, the Faculty's encouragement to take on difficult cases instead of shying away from challenges also played a part in my readiness for field work.

Fundamentals of reading coursework/academic intervention information provided Trainee/intern placements secured for students in nearby districts and strong faculty/site supervisors

The traineeship and internship opportunities/systems. Going into districts that have a previous relationship with the program was helpful when completing assignments. The variety of assessments taught.

The amount of support the professors provide! The reading intervention class was very useful as well

Faculty, traineeship and internship.

Traineeship and internship

I was very prepared to work in schools upon graduation especially in the areas or ethical and legal requirements and conduction psychoeducational evaluations.

Best aspects of the program include: small cohort size, one-on-one consultations with the professors, the traineeship/internship contracts, the financial aid setups, and the coursework that is tailored to NASP standards.

Financial support, finding traineeship/internship placement

It was really helpful that Winthrop contracted with our traineeship/internship sites so that our positions there were guaranteed and we didn't have to compete for them.

The program as a whole is very comprehensive in educating graduate students on what they need to know before going into schools.

Great well rounded training, I would keep all the various areas of training

The traineeship and internship experiences that require practice in a comprehensive school psychology role (counseling, research, and behavior) rather than just providing experiences in assessment

Great faculty.

Keep the two behavior courses!!!

**QID8 - 3. What aspects of the program do you think need to be changed/improved? Provide specific suggestions where possible. (Because this is a program evaluation, please do not refer to individuals by name). Please type your response in the box below.**

3. What aspects of the program do you think need to be changed/improved? Provide specific suggestions where possible. (Because this is a program evaluation, please do not refer to individuals by name). Please type your response in the box below.

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More focus on a variety of assessment tools

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None.

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The university providing support with finding families/children to work with when practicing assessments. As someone who came from out of the state with no connections it was difficult to find families willing to help practice assessments. Additionally, with the assessment courses, having more consistency between raters.

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More review/interpretation of unique psychoeducational reports. There were instances of reviewing reports provided by the professors as well as by cohort members, but they were fairly straightforward.

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It has been several years since my graduation hence my point of view may not be relevant at the present moment.

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N/A

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Finding children for practice assessments for assessment classes. This was difficult especially for those that were not from the area. Trying to find parents that were willing to work with you, within the allotted time (especially during a pandemic) was difficult. Having to spend time traveling to work with children (sometimes several hours) happened often, if connections had not yet been made locally.

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I think it would be helpful to learn more about the legality at the federal and state level of MDRs.

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Teaching of assessments, particularly when assessing Autism.

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Add more content on diversity and racial, cultural, and linguistic considerations for interventions and the evaluation process.

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I was less prepared for dealing with systems levels issues like working with unsupportive teachers and/or administrators.

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I think the Human Development course could use some improvement, which can involve applying how developmental history can be linked to specific disorders. In a lot of our classes, the professors would use real-life case studies to help us apply our knowledge to realistic scenarios. It would be great to incorporate the same exercise to the Human Development course.

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N/A

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If there was a way to not have to take classes during the summer, that would have been great. I started feeling burnt out with classes partway through the Maymester. I know that NASP has accreditation requirements that have seemed to make summer classes necessary in the past, but it seems like some of our classes could have been combined. For example, there were a couple of classes during which instruction only took place during the first half of the semester anyway, and the second half of the semester was spent with us giving presentations that were multiple hours long. Since there apparently wasn't enough content for a full semester of instruction, those classes could be combined to make room in the schedule for the Maymester classes to be moved to fall/spring semesters.

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I think more realistic practice for navigating difficult coworkers and parents before graduate students even enter the school. Also more emphasis/courses on counseling if it is going to be required in traineeship and internship.

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Interpretation of results... what these looking like in the classroom.

The opportunity to gain more general knowledge about education. Information from a teachers perspective about how curricula are delivered in gen Ed and special ed settings. How to evaluate the integrity of tier 1 interventions

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More equitable internships.

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Please add more Crisis training. I think this is an area that's becoming a large need across the country and more time should be spent on it.

**QID9 - 4. Other comments/suggestions. Please type your response in the box below:**

4. Other comments/suggestions. Please type your response in the box below:

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None.

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My overall impressions of Winthrop's School Psychology Program will forever be positive. Most if not all the strong School Psychologist colleagues I have worked with in various districts come from this "incubator", which speaks for itself. We are all highly regarded and respected in our districts thanks to the level of preparation offered through this program and the high-caliber professors imparting knowledge at the forefront.

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I also suggest in enlisting in a few recent alumni to talk with the third years about what their first couple years were like as a full-time school psychologist. They could discuss things to expect in the hiring process, what their typical day-to-day schedule looks like, and any duties that they're responsible for as the school psychologist. It would be especially helpful for third year students that are considering working in states that may have different laws or procedures than the Carolinas.

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N/A

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Possibly require students to shadow a school psychologist before applying or being admitted to the program. I'm not sure if it's possible to require that I think it should be.

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Cheers