Winthrop University School Psychology Program Employer/Supervisor Survey:
Summary and Interpretation
August 2019
2015-2018 Graduates (N=-32)
Number of Respondents-14 (43.75%)

In August, 2019, a survey was conducted of all Winthrop University School Psychology Program alumni who graduated from May 2015 through May 2018. As part of that survey, alumni were asked to forward to their director, supervisor, lead psychologist, school administrator, or colleague who knew their work the best a link to a Qualtrics survey. The program then sent a request to complete the survey via email directly to administrators and lead psychologists who were known to have hired or supervised recent graduates of our program. A total of 14 responses were received (the employers/supervisors of 43.75% of alumni). All respondents reported working in public school settings, with 5 being directors of special services, 3 lead psychologists, 2 school psychologists, and 3 other school personnel. Respondents had hired, supervised, or worked with a range of 1 program graduate to 10 over the past five years.

Respondents were asked to evaluate Winthrop program graduates in comparison with typical, entry-level professionals with comparable experience. Specifically, they were asked to rate our recent alumni on a scale from 1 ("Strongly agree") to 5 ("Strongly disagree") on their preparation to perform 10 key competencies included in the National Association of School Psychologists (NASP) *Standards for Graduate Preparation of School Psychologists* (2010) and corresponding *Domains of Professional Practice*.

Every competency received a mean rating more positive than a "2." ("Satisfied"). The *most positively* rated items were:
   - Conduct psychological and educational assessment and use data to design and/or evaluate services and programs (mean=1.15)
   - Facilitate practices and strategies to create and maintain effective and supportive learning environments for children and others (1.31)
   - Plan, implement, and/or evaluate services that support cognitive and academic skills (1.38)

The only two items rated less than 1.5 were:
   - Consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs (1.62)
   - Design, implement, and/or evaluate services that respond to culture and context, and facilitate family and school interactions (1.69)

Employers, supervisors, and colleagues made a fair number of comments about the preparation of Winthrop graduates. Their comments occasionally focused on Winthrop *interns* as well.
For the most part, comments were very positive. For example, quite a few positive comments were made about the comprehensive nature of the Winthrop program, and the knowledge and competencies of its graduates. One respondent summed it up by saying, *"In my experience Winthrop graduates are very well prepared to start their career as a school psychologist. Their knowledge level and work ethics are strong."* Another commented that, *"Winthrop graduates have proven to be more independent than other programs and require less supervision/training."* Yet another stated, *"The extensive supervision that Winthrop faculty provide to trainees and interns during field placements contributes significantly to the quality of the program's training."*

Some respondents made suggestions for improvement. One suggested spending more time on legal issues, particularly on section 504 of the Rehabilitation Act, which has become an increasingly common issue in schools and colleges. Another suggested greater awareness of school culture and establishing positive relationships with colleagues. This is perhaps the basis for the recommendation to provide more training on how to consult and collaborate with staff. Another respondent provided a lengthy statement that acknowledged the strong collaboration between Winthrop and districts that serve as placements, but recommended some ways to strengthen further that relationship, such as having more communication and interactions, an advisory panel, yearly school forums, or similar means. These recommendations are worth considering in light of the importance of relationships with field sites to the quality of preparation.

Employers and supervisors were asked three questions designed to obtain an overall evaluation of the preparation provided by the Winthrop School Psychology Program. In response to the question, *Based on your experience, would your tendency be to hire, supervise, and/or work with other Winthrop School Psychology Program graduates or recommend them to colleagues?* 76.92% of respondents said they would "definitely recommend" and the remaining 23.08% said they would "recommend" the program. In response to the question, *Did Winthrop appear to provide the preparation needed for graduates to provide quality services that positively impact children and other clients?* 76.92% said "definitely" and the remaining 23.08% said "probably." Finally, in response to the question, *Would you recommend the Winthrop School Psychology Program to a well-motivated person who wanted to become a school psychologist?* 84.62% said "definitely," and the remaining 15.38% said "probably." It was heartening that not a single employer, supervisor, or colleague of a recent alumnus indicated that they would *not* likely hire a Winthrop school psychology program graduate or recommend the Winthrop program to a well-motivated person who wanted to become a school psychologist.

Winthrop University School Psychology Program Employer/Supervisor Survey Results

August 2019
2015-2018 Cohorts (N=-32)
Number of Respondents-14 (43.75%)

Q1 - Please indicate the setting where you work

Answer	%	Count
Public School District	100.00%	14
Charter School	0.00%	0
Private School	0.00%	0
Mental Health Agency	0.00%	0
Other (Specify in text box):	0.00%	0
Total	100%	14

Q2 - What is your current position?

Answer	%	Count
Director of Special Services or Similar Position	38.46%	5
Lead or Supervising School Psychologist	23.08%	3
Other School Psychologist or Psychologist	15.38%	2
School Administrator/Principal	0.00%	0
Other (Specify in text box):	23.08%	3
Total	100%	13

Other (Specify in text box): - Text

School Counselor

Special Education teacher

Speech Language Pathologist

Q3 - Approximately, how many entry-level Winthrop School Psychology Program graduates you have hired, supervised, or worked with over the past five years?

10-1

4- 3

3- 3

2- 0

1- 7

In comparison with typical *entry-level* professionals with comparable experience, to what extent do you agree that Winthrop School Psychology Program graduates are prepared to perform each of the following? Please select one rating from the scale below for each item.

	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1. Conduct psychological and educational assessment and use data to design and/or evaluate services and programs.	1.00	2.00	1.15	0.36	0.13	13

Answer	%	Count
Strongly agree	84.62%	11
Agree	15.38%	2
Somewhat agree	0.00%	0
Disagree	0.00%	0
Somewhat disagree	0.00%	0
Total	100%	13

	Minimum	Maximum	Mean	Std Deviation	Variance	Count
2. Consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.	1.00	4.00	1.62	0.84	0.70	13

Answer	%	Count
Strongly agree	53.85%	7
Agree	38.46%	5
Somewhat agree	0.00%	0
Disagree	7.69%	1
Somewhat disagree	0.00%	0
Total	100%	13

	Minimum	Maximum	Mean	Std Deviation	Variance	Count
3. Plan, implement, and/or evaluate services that support cognitive and academic skills.	1.00	3.00	1.38	0.62	0.39	13

Answer	%	Count
Strongly agree	69.23%	9
Agree	23.08%	3
Neither agree nor disagree	7.69%	1
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	13

	Minimum	Maximum	Mean	Std Deviation	Variance	Count
4. Plan, implement, and/or evaluate services that support socialization and mental health (e.g., behavioral interventions, counseling).	1.00	2.00	1.46	0.50	0.25	13

Answer	%	Count
Strongly agree	53.85%	7
Agree	46.15%	6
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	13

	Minimum	Maximum	Mean	Std Deviation	Variance	Count
5. Facilitate practices and strategies to create and maintain effective and supportive learning environments for children and others.	1.00	2.00	1.31	0.46	0.21	13

Answer	%	Count
Strongly agree	69.23%	9
Agree	30.77%	4
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	13

	Minimum	Maximum	Mean	Std Deviation	Variance	Count
6. Promote services that enhance student learning, mental health, safety, and physical well-being.	1.00	2.00	1.54	0.50	0.25	13

Answer	%	Count
Strongly agree	46.15%	6
Agree	53.85%	7
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	13

	Minimum	Maximum	Mean	Std Deviation	Variance	Count
7. Design, implement, and/or evaluate services that respond to culture and context, and facilitate family and school interactions.	1.00	3.00	1.69	0.72	0.52	13

Answer	%	Count
Strongly agree	46.15%	6
Agree	38.46%	5
Neither agree nor disagree	15.38%	2
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	13

	Minimum	Maximum	Mean	Std Deviation	Variance	Count
8. Provide services responsive to the needs of students and families with diverse backgrounds in a manner that shows respect for human diversity and advocates for social justice.	1.00	2.00	1.54	0.50	0.25	13

Answer	%	Count
Strongly agree	46.15%	6
Agree	53.85%	7
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	13

	Minimum	Maximum	Mean	Std Deviation	Variance	Count
9. Use research and technology in designing, delivering, and/or evaluating programs and services.	1.00	2.00	1.54	0.50	0.25	13

Answer	%	Count
Strongly agree	46.15%	6
Agree	53.85%	7
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	13

	Minimum	Maximum	Mean	Std Deviation	Variance	Count
10. Provide services consistent with ethical, legal, and professional standards.	1.00	2.00	1.31	0.46	0.21	13

Answer	%	Count
Strongly agree	69.23%	9
Agree	30.77%	4
Neither agree nor disagree	0.00%	0
Disagree	0.00%	0
Strongly disagree	0.00%	0
Total	100%	13

Q18 - Based on your experience, would your tendency be to hire, supervise, and/or work with other Winthrop School Psychology Program graduates or recommend them to colleagues?
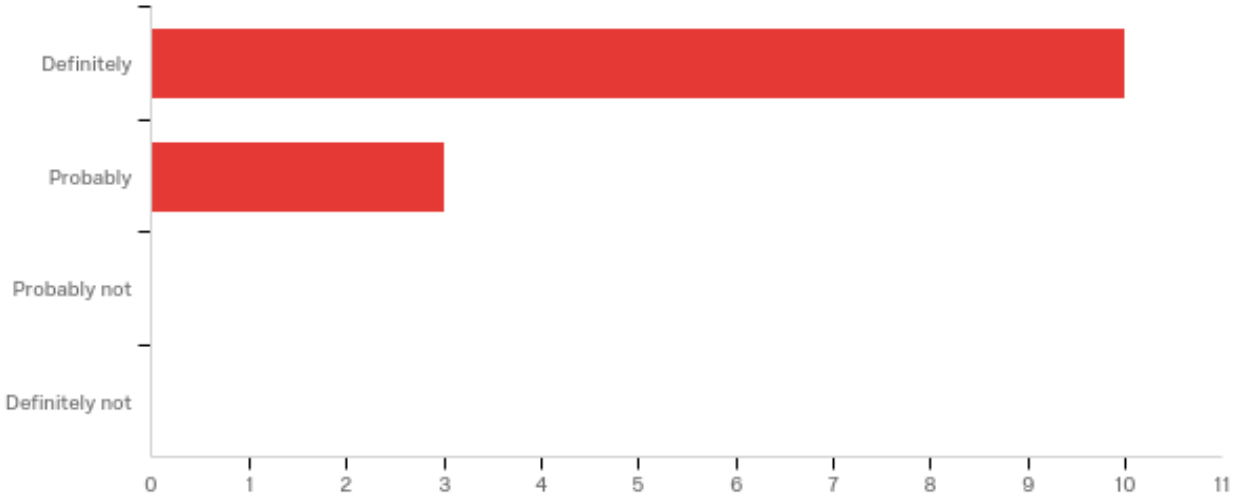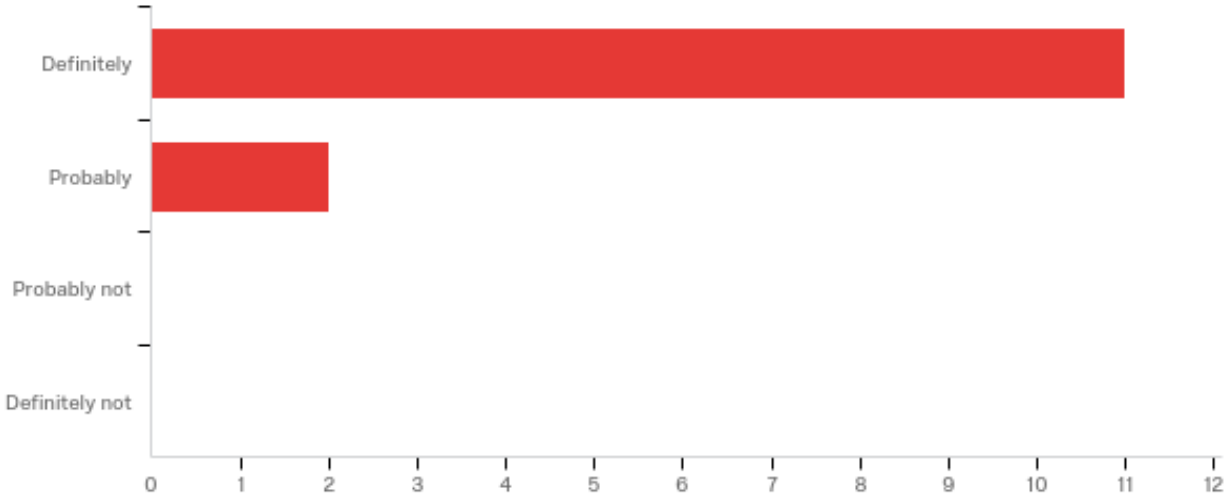

Answer	%	Count
Definitely	76.92%	10
Probably	23.08%	3
Probably not	0.00%	0
Definitely not	0.00%	0
Total	100%	13

Q19 - Did Winthrop appear to provide the preparation needed for graduates to provide quality services that positively impact children and other clients?
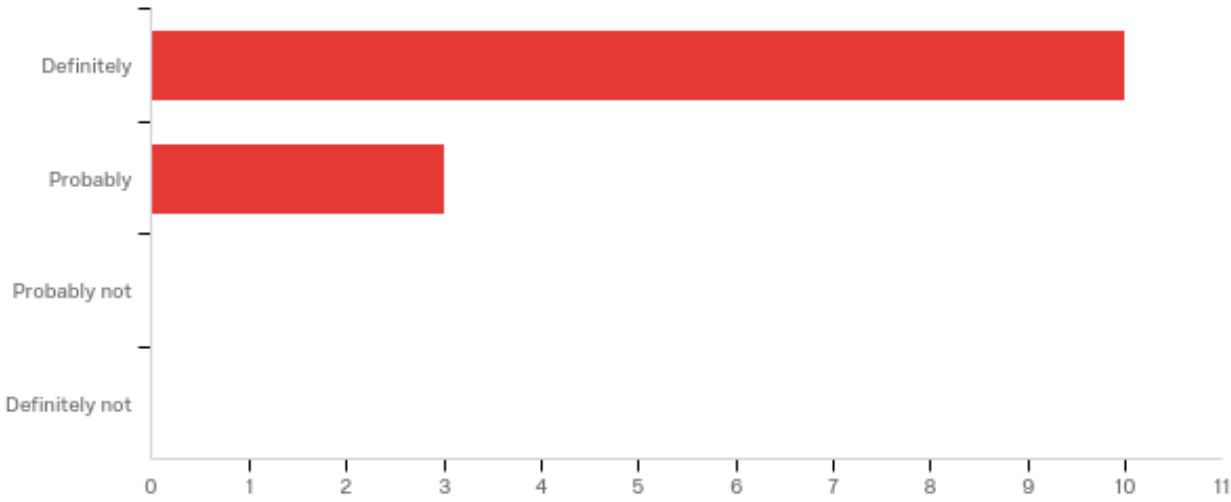
Answer	%	Count
Definitely	76.92%	10
Probably	23.08%	3
Probably not	0.00%	0
Definitely not	0.00%	0
Total	100%	13

Q20 - Would you recommend the Winthrop School Psychology Program to a well-motivated person who wanted to become a school psychologist?

Answer	%	Count
Definitely	84.62%	11
Probably	15.38%	2
Probably not	0.00%	0
Definitely not	0.00%	0
Total	100%	13

Q22 - What strengths, if any, do you perceive in the Winthrop School Psychology Program and its preparation of entry-level professionals?

Very well structured program that exposes students to all NASP domains

Comprehensive internship requirements to ensure a breadth of experience prior to graduation.

The Winthrop program consistently prepares school psychologists who have entry-level competencies in all of the 10 domains of school psychology practice. The uniform quality of their training and the high degree of professionalism Winthrop graduates exhibit is the primary strength of the program. Winthrop graduates possess a strong identity as school psychologists and enter the profession intent upon life-long learning as such. The extensive supervision that Winthrop faculty provide to trainees and interns during field placements contributes significantly to the quality of the program's training.

Entry-level professionals are very well prepared, and very "well-rounded". I put 0 hires earlier in survey, but only due to last 5 years. We have hired several entry-level SPs over the years--and all have been great hires.

Knowledge of the Laws and communication of processes to the staff.

They are trained in a variety of skills

In my experience Winthrop graduates are very well prepared to start their career as a school psychologist. Their knowledge level and work ethics are strong.

Knowledge of assessments, interpretation of results, report writing skills. Also strong in FBA/BIPs.

The program instills professional conduct and knowledge of the field in its graduates.

Very competent and knowledgeable.

The psychologist I worked with was very knowledgeable. She was great with paperwork and great with advice on interventions in the classroom.

-Exhibited extensive knowledge of current research and real-life scenarios related to psychology and other fields. -Recognized the importance of collaboration with school staff on various student cases. -Effectively adhered to local, state, and federal guidelines when determining eligibility within the public school setting.

Q23 - What suggestions, if any, do you have for ways in which Winthrop might better prepare its students for entry-level positions as psychologists/school psychologists?

I think you do a great job now, but one improvement would be to spend more time on legal issues and eligibility under 504 (which is becoming much more prevalent)

More awareness of school culture and how to establish positive working relationships with colleagues. The past three interns that were placed with me have all had poor interpersonal skills which interfered with their ability to consult with and build rapport with teachers.

The collaboration between Winthrop and the districts that serve as field placements has always been strong. Support and feedback are reciprocal between Winthrop faculty and field supervisors in regard to individual Winthrop candidates. However, the collaboration between the Winthrop program and school districts could be strengthened through regular communications and interactions that involve discussions regarding district needs, challenges, and initiatives. Interactions through an advisory panel, yearly school psychology forum or other similar structures could address system's issues and institutional needs that could be mutually beneficial to Winthrop and local districts.

N/A

Get them the experience in many situations and at all levels.

More training on how to consult and collaborate with staff; less focus on requirements and more focus on how to assist current supports/services in order to better help our teachers

Helping teachers develop classroom interventions and running a strong RTI process.

No suggestions.

N/A

None

Q24 - General comments/suggestions:

While I have had some positive experiences with interns several years ago, the past few placements have required a substantial amount of time and effort to train. With a heavy caseload and my own professional relationships to maintain, it is frustrating to have this added responsibility. If there was some form of compensation through university credits or a stipend it would make the experience more worthwhile.

This is a great partnership between our school district and your program. I mean this sincerely.

Winthrop graduates have proven to be more independent than other programs and require less supervision/training. I would like to see more in state recruiting/acceptance so we can fill vacancies easier in SC.

N/A