Georgian Court University

School Psychology Program

**School Psychology Alumnae Survey**

CAEP Standard A.4.2: Satisfaction of Completers

**Q15 - PART II: Please rate the extent to which you agree or disagree with the following statements as they apply to your experience in the Georgian Court University School Psychology Program:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Strongly Agree |  | Agree |  | Neutral |  | Disagree |  | Strongly Disagree |  | Mean | Std Deviation |
| 1 | If I had it to do over, I would still choose school psychology as my profession. | 50.00% | 8 | 43.75% | 7 | 6.25% | 1 | 0.00% | 0 | 0.00% | 0 | 1.56 | 0.61 |
| 2 | My training prepared me for my present occupation. | 37.50% | 6 | 62.50% | 10 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.63 | 0.48 |
| 3 | I am satisfied with the quality of instruction that I received. | 50.00% | 8 | 43.75% | 7 | 6.25% | 1 | 0.00% | 0 | 0.00% | 0 | 1.56 | 0.61 |
| 4 | I would recommend the program to a friend, colleague or family member who might be interested. | 43.75% | 7 | 56.25% | 9 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.56 | 0.50 |
| 5 | The faculty was responsive to my needs. | 56.25% | 9 | 31.25% | 5 | 6.25% | 1 | 0.00% | 0 | 6.25% | 1 | 1.69 | 1.04 |

**NASP Standard 2 - Data-Based Decision-Making and Accountability (CAEP Standards A.1.1a; A.1.1e)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Exceptionally Prepared |  | Preparedness: Above Average |  | Somewhat Prepared |  | Not Very Well Prepared |  | Poorly Prepared |  | No Opportunity to Learn |  | Mean | Std Deviation |
| 1 | Have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems and in measuring progress and accomplishments. | 29.41% | 5 | 64.71% | 11 | 5.88% | 1 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.76 | 0.55 |
| 2 | How to effectively develop and implement academic and behavioral interventions that are based on data gathered from the team problem-solving (decision-making) and assessment process(es) and linked to goals and outcomes. | 17.65% | 3 | 52.94% | 9 | 29.41% | 5 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 2.12 | 0.68 |
| 3 | Am aware the importance of data-based decision making in all aspects of professional practice. | 41.18% | 7 | 58.82% | 10 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.59 | 0.49 |
| 4 | How to conduct intellectual assessments that lead to practical recommendations/interventions. | 70.59% | 12 | 29.41% | 5 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.29 | 0.46 |
| 5 | How to conduct social/emotional/behavioral assessments that lead to practical recommendations/Interventions. | 47.06% | 8 | 52.94% | 9 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.53 | 0.50 |

**NASP Standard 3 - Consultation and Collaboration (CAEP Standard A.1.1d)**

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| # | Question | Exceptionally Prepared |  | Preparedness: Above Average |  | Somewhat Prepared |  | Not Very Well Prepared |  | Poorly Prepared |  | No Opportunity to Learn |  | Mean | Std Deviation |
| 1 | Know of behavioral, mental health, collaborative and/or other consultation models and methods and their applications to particular situations. | 35.29% | 6 | 52.94% | 9 | 11.76% | 2 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.76 | 0.64 |
| 2 | How to communicate and collaborate effectively with teaching staff. | 58.82% | 10 | 29.41% | 5 | 11.76% | 2 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.53 | 0.70 |
| 3 | How to communicate and collaborate effectively with families. | 52.94% | 9 | 29.41% | 5 | 17.65% | 3 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.65 | 0.76 |
| 4 | How to communicate and collaborate effectively with students. | 58.82% | 10 | 35.29% | 6 | 5.88% | 1 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.47 | 0.61 |
| 5 | How to share findings and impressions of psychological information with parents and school staff in a clear and understandable manner. | 41.18% | 7 | 58.82% | 10 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.59 | 0.49 |

**NASP Standard 4.1- Interventions and Instructional Supports to Develop Academic Skills (CAEP Standard A.1.1c)**

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| # | Question | Exceptionally Prepared |  | Preparedness: Above Average |  | Somewhat Prepared |  | Not Very Well Prepared |  | Poorly Prepared |  | No Opportunity to Learn |  | Mean | Std Deviation |
| 1 | Know of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. | 17.65% | 3 | 58.82% | 10 | 23.53% | 4 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 2.06 | 0.64 |
| 2 | Am able, in collaboration and consultation with others, to develop appropriate curricular or intervention strategies that are evidenced-based and intended to promote learning in students with diverse strengths and needs. | 11.76% | 2 | 58.82% | 10 | 29.41% | 5 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 2.18 | 0.62 |
| 3 | Am able to adhere to standardized procedures for administering standardized assessments of intelligence. | 76.47% | 13 | 23.53% | 4 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.24 | 0.42 |
| 4 | Am able to apply knowledge of effective academic accommodations/modifications. | 23.53% | 4 | 41.18% | 7 | 29.41% | 5 | 5.88% | 1 | 0.00% | 0 | 0.00% | 0 | 2.18 | 0.86 |

**NASP Standard 4.2 Interventions and Mental Health Services to Develop Social & Life Skills (CAEP Standard A.1.1c)**

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| # | Question | Exceptionally Prepared |  | Preparedness: Above Average |  | Somewhat Prepared |  | Not Very Well Prepared |  | Poorly Prepared |  | No Opportunity to Learn |  | Mean | Std Deviation |
| 1 | Know of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to development of behavioral, effective, adaptive and social skills. | 23.53% | 4 | 70.59% | 12 | 5.88% | 1 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.82 | 0.51 |
| 2 | Am able to implement effective individual and group counseling techniques. | 17.65% | 3 | 52.94% | 9 | 29.41% | 5 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 2.12 | 0.68 |
| 3 | Am able to understand the impact of culture and other environmental influences on student development and learning. | 70.59% | 12 | 29.41% | 5 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.29 | 0.46 |
| 4 | Am able to understand the importance of school climate on academic performance. | 64.71% | 11 | 35.29% | 6 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.35 | 0.48 |
| 5 | Am able to implement effective behavior management strategies in collaboration with teachers. | 35.29% | 6 | 47.06% | 8 | 17.65% | 3 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.82 | 0.71 |

**NASP Standard 5.1: School-wide Practices to Promote Learning (CAEP Standard A.1.1c)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Exceptionally Prepared |  | Preparedness: Above Average |  | Somewhat Prepared |  | Not Very Well Prepared |  | Poorly Prepared |  | No Opportunity to Learn |  | Mean | Std Deviation |
| 1 | Am able to understand the school district’s organizational structure and the roles and functions of school personnel. | 17.65% | 3 | 64.71% | 11 | 17.65% | 3 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 2.00 | 0.59 |
| 2 | Am able to understand the relationship among general education, special education, and other school-based support services. | 47.06% | 8 | 35.29% | 6 | 17.65% | 3 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.71 | 0.75 |
| 3 | Am aware of school-based and community services for students with diverse needs. | 23.53% | 4 | 35.29% | 6 | 41.18% | 7 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 2.18 | 0.78 |
| 4 | Am able to work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments. | 17.65% | 3 | 76.47% | 13 | 5.88% | 1 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.88 | 0.47 |

**NASP Standard 5.2: Preventive and Responsive Services (CAEP Standard A.1.1c)**

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| # | Question | Exceptionally Prepared |  | Preparedness: Above Average |  | Somewhat Prepared |  | Not Very Well Prepared |  | Poorly Prepared |  | No Opportunity to Learn |  | Mean | Std Deviation |
| 1 | Am able to be an active contributor as a member of the school’s Intervention and Referral Services team. | 11.76% | 2 | 47.06% | 8 | 35.29% | 6 | 5.88% | 1 | 0.00% | 0 | 0.00% | 0 | 2.35 | 0.76 |
| 2 | Am able to understand the school’s crisis plan and am able to implement it when needed. | 17.65% | 3 | 58.82% | 10 | 23.53% | 4 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 2.06 | 0.64 |
| 3 | Am able to provide effective crisis intervention strategies (i.e., suicide, child abuse, etc.). | 23.53% | 4 | 58.82% | 10 | 17.65% | 3 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.94 | 0.64 |
| 4 | Am able to utilize community agencies/resources to facilitate referrals for effective interventions. | 11.76% | 2 | 64.71% | 11 | 17.65% | 3 | 5.88% | 1 | 0.00% | 0 | 0.00% | 0 | 2.18 | 0.71 |
| 5 | Am able to do a needs assessments to inform prevention/intervention programs for at risk students. | 17.65% | 3 | 64.71% | 11 | 11.76% | 2 | 0.00% | 0 | 0.00% | 0 | 5.88% | 1 | 2.18 | 1.10 |

**NASP Standard 6 - Family-School Collaboration Services (CAEP Standard A.1.1d)**

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| # | Question | Exceptionally Prepared |  | Preparedness: Above Average |  | Somewhat Prepared |  | Not Very Well Prepared |  | Poorly Prepared |  | No Opportunity to Learn |  | Mean | Std Deviation |
| 1 | Am able to participate in school organizations or activities (PTO, Career Day, Open House, etc.) | 23.53% | 4 | 64.71% | 11 | 5.88% | 1 | 5.88% | 1 | 0.00% | 0 | 0.00% | 0 | 1.94 | 0.73 |
| 2 | Am able to participate on committees that develop school policies/procedures related to coordinating home-school contact/communication. | 17.65% | 3 | 64.71% | 11 | 11.76% | 2 | 0.00% | 0 | 0.00% | 0 | 5.88% | 1 | 2.18 | 1.10 |
| 3 | Am able to participate in parent-teacher conferences. | 35.29% | 6 | 58.82% | 10 | 0.00% | 0 | 5.88% | 1 | 0.00% | 0 | 0.00% | 0 | 1.76 | 0.73 |
| 4 | Am able to develop/implement parent education workshops. | 31.25% | 5 | 43.75% | 7 | 12.50% | 2 | 6.25% | 1 | 0.00% | 0 | 6.25% | 1 | 2.19 | 1.29 |
| 5 | Am able to understand families as systems and the influence on such of culture, SES, and related environmental factors. | 58.82% | 10 | 41.18% | 7 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.41 | 0.49 |

**NASP Standard 7 - Diversity in development and Learning (CAEP Cross-Cutting Theme in Diversity)**

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| # | Question | Exceptionally Prepared |  | Preparedness: Above Average |  | Somewhat Prepared |  | Not Very Well Prepared |  | Poorly Prepared |  | No Opportunity to Learn |  | Mean | Std Deviation |
| 1 | Am able to be sensitive to, and aware of, members of other ethnic/diverse groups’ cultures, values, and traditions. | 70.59% | 12 | 29.41% | 5 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.29 | 0.46 |
| 2 | Am able to consider disproportionality re: racial and ethnic differences in the administration of discipline and special education services to students of color and of diverse back grounds. | 70.59% | 12 | 23.53% | 4 | 5.88% | 1 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.35 | 0.59 |
| 3 | Am able to advocate for equitable pre-referral interventions for students from diverse backgrounds as defined by race, ethnicity, ability, sexual orientation, etc. | 52.94% | 9 | 35.29% | 6 | 11.76% | 2 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.59 | 0.69 |
| 4 | Am able to use culturally competent assessment skills with ESL/Bilingual students. | 29.41% | 5 | 52.94% | 9 | 17.65% | 3 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.88 | 0.68 |
| 5 | Am able to work with lesbian/gay/bisexual/transgender/questioning youth and to advocate for best practices for them. | 41.18% | 7 | 29.41% | 5 | 23.53% | 4 | 5.88% | 1 | 0.00% | 0 | 0.00% | 0 | 1.94 | 0.94 |
| 6 | Am aware of, and am able to participate in, the implementation of the Harassment, Intimidation, and Bullying Law. | 29.41% | 5 | 47.06% | 8 | 5.88% | 1 | 17.65% | 3 | 0.00% | 0 | 0.00% | 0 | 2.12 | 1.02 |

**NASP Standard 8.1 - Research and Program Evaluation (CAEP Standard A.1.1b)**

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| # | Question | Exceptionally Prepared |  | Preparedness: Above Average |  | Somewhat Prepared |  | Not Very Well Prepared |  | Poorly Prepared |  | No Opportunity to Learn |  | Mean | Std Deviation |
| 1 | Am able to select and implement evidence-based assessment and intervention strategies. | 23.53% | 4 | 70.59% | 12 | 5.88% | 1 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.82 | 0.51 |
| 2 | Am able to collect and analyze data to evaluate the effectiveness of interventions. | 29.41% | 5 | 64.71% | 11 | 5.88% | 1 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.76 | 0.55 |
| 3 | Am able to apply major research findings to daily practice. | 41.18% | 7 | 41.18% | 7 | 17.65% | 3 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.76 | 0.73 |
| 4 | Am able to monitor and evaluate the effectiveness of interventions at the district, school, targeted group, or individual level. | 29.41% | 5 | 52.94% | 9 | 17.65% | 3 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.88 | 0.68 |

**NASP Standard 8.2 - Legal, Ethical, and Professional Practice (CAEP Standard A.1.1f)**

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| # | Question | Exceptionally Prepared |  | Preparedness: Above Average |  | Somewhat Prepared |  | Not Very Well Prepared |  | Poorly Prepared |  | No Opportunity to Learn |  | Mean | Std Deviation |
| 1 | Am able to understand and adhere to professional, ethical, and legal standards in school psychology and education. | 47.06% | 8 | 47.06% | 8 | 5.88% | 1 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.59 | 0.60 |
| 2 | Am aware of the guidelines of IDEIA and implement them on behalf of all children. | 47.06% | 8 | 41.18% | 7 | 11.76% | 2 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.65 | 0.68 |
| 3 | Am able to demonstrate reliable, responsible, and dependable behaviors. | 64.71% | 11 | 35.29% | 6 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.35 | 0.48 |
| 4 | Am able to interact with others in a professional manner. | 64.71% | 11 | 35.29% | 6 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.35 | 0.48 |
| 5 | Am able to present information in writing and orally in a clear and professional manner. | 58.82% | 10 | 41.18% | 7 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.41 | 0.49 |
| 6 | Am able to commit to continued professional work characteristics, self- improvement, and supervisory feedback. | 64.71% | 11 | 35.29% | 6 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.35 | 0.48 |

**Professional Work Characteristics (CAEP Standard A.1.1f) For each of the following characteristics, circle the number which most accurately reflects your own ability to adhere to them, based upon the knowledge and experiences you received in the Georgian Court program.**

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| # | Question | Exceptionally Prepared |  | Preparedness: Above Average |  | Somewhat Prepared |  | Not Very Well Prepared |  | Poorly Prepared |  | No Opportunity to Learn |  | Mean | Std Deviation |
| 1 | Demonstrate respect for human diversity – respect racial, cultural, socioeconomic, religious, gender-related, sexual-orientation and other human differences; demonstrate the sensitivity and skills needed to work with diverse populations. | 70.59% | 12 | 29.41% | 5 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.29 | 0.46 |
| 2 | Demonstrate effective oral communication skills – speak orally in an organized and clear manner. | 52.94% | 9 | 41.18% | 7 | 5.88% | 1 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.53 | 0.61 |
| 3 | Demonstrate effective written communication skills – write in an organized and clear manner. | 64.71% | 11 | 35.29% | 6 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.35 | 0.48 |
| 4 | Demonstrate professional identity and ethical responsibility-identify with the profession of school psychology; conduct myself in an ethically responsible manner. | 76.47% | 13 | 23.53% | 4 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.24 | 0.42 |
| 5 | Demonstrate attending/listening skills – attend to important communications and listen effectively. | 52.94% | 9 | 47.06% | 8 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.47 | 0.50 |
| 6 | Demonstrate adaptability and flexibility – adapt effectively to the demands of a situation; am sufficiently flexible in dealing with change. | 64.71% | 11 | 35.29% | 6 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.35 | 0.48 |
|  | Demonstrate initiative and dependability – initiate activities when appropriate; can be counted on to follow through on a task once a commitment to it has been made; reliably complete assignments in a timely manner. | 58.82% | 10 | 41.18% | 7 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.41 | 0.49 |
|  | Demonstrate time management and organization – organize work and manage time effectively. | 58.82% | 10 | 41.18% | 7 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.41 | 0.49 |
|  | Demonstrate effective interpersonal relations – relate effectively with colleagues, faculty, supervisor, and clients. | 58.82% | 10 | 41.18% | 7 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.41 | 0.49 |
|  | Responsive to supervision/feedback – am open to supervision/ feedback and respond to such appropriately. | 47.06% | 8 | 52.94% | 9 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.53 | 0.50 |
|  | Demonstrate skills in data-based case conceptualization – able to use data/information to conceptualize cases and generate hypotheses and possible solutions; use evidence to evaluate outcomes. | 41.18% | 7 | 47.06% | 8 | 11.76% | 2 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.71 | 0.67 |
|  | Demonstrate systems orientation – understand that schools, families and organizations are systems; recognize and effectively utilize rules, policies and other characteristics of the system. | 41.18% | 7 | 41.18% | 7 | 17.65% | 3 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.76 | 0.73 |
|  | Demonstrate problem solving/critical thinking – think critically; effectively analyze problem situations and conceptualize alternative approaches and solutions. | 52.94% | 9 | 41.18% | 7 | 5.88% | 1 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.53 | 0.61 |

**Q28 - Based upon your experiences in the field so far, how much of a positive impact do you think you have had on the following groups, based upon the following scale: Significant ImpactSome ImpactVariable ImpactLittle ImpactNo Impact**

**(CAEP Standard A.4.2)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # | Question | Significant Impact |  | Some Impact |  | Variable Impact |  | Little Impact |  | No Impact |  | Mean | Std Deviation |
| 1 | Children | 76.47% | 13 | 23.53% | 4 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.24 | 0.42 |
| 2 | Parents/families | 41.18% | 7 | 58.82% | 10 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 1.59 | 0.49 |
| 3 | Faculty members | 52.94% | 9 | 41.18% | 7 | 5.88% | 1 | 0.00% | 0 | 0.00% | 0 | 1.53 | 0.61 |
| 4 | School system | 5.88% | 1 | 70.59% | 12 | 11.76% | 2 | 11.76% | 2 | 0.00% | 0 | 2.29 | 0.75 |

**Q29 - Please feel free to add any additional comments**

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| --- |
| * More focus on progress monitoring of IEP goals, legal issues relating to IEPs, and running and data tracking progress in counseling would have been helpful. |
| * I feel Georgian Court did a great job preparing me for a career in School Psychology. I wish I had a little more experience with academic interventions and learned more about specific reading interventions. My first experience was unique and I was functioning as both the school psych and school counselor so I had to run I&RS and I found that I had to do a lot of my own research on various academic interventions. Also, I wish I had a little more experience with IEP writing, I feel that it was something I learned almost completely on the job. I felt super prepared when it came to conducting assessments, report writing, behavior management, consultation, and counseling. Overall, I loved the program and would definitely recommend to others. |
| * In general I think GCU prepared me exceptionally well for my field. I received great feedback from my supervisor, requesting names of classmates who are available for hire since their GCU hires are so competent. I am very appreciative! |