

University of Maryland
School Psychology Program
Selected Student Outcome Data and Program Costs¹

Time-to-Degree

The current Ph.D. program is designed with the goal that students will earn their Ph.D. upon completion of their internship year, which would typically be the student's 5th year in the program. This marks a change from earlier years in which it was most common that students would begin a dissertation proposal during, or after, the internship year. The data in Table 1 are for degree-cohort, not cohort of entry. Thus, Table 1 largely provides a picture of time-to-degree for students who entered the program years before the current structure and requirement that students complete a dissertation proposal prior to beginning internship. Note that of the current five 2008/09 interns, three have approved dissertation proposals, have collected their data, and are on target to earn their Ph.D. within five years. The remaining two interns are actively working on a dissertation proposal, expect to have an approved proposal by the end of their internships, and are using archival data that have all been collected. Accordingly, these remaining two students are on target to complete their Ph.D. degrees in six years or less.

Table 1
Time to Completion for Academic Years 2001/02 – 2007/08

Year Of Graduation	No. of Grads.	<u>Time to Degree</u>		< 5 Years		5 Years		6 Years		7 Years		> 7 Years	
		Mean (Yrs.)	Median (Yrs.)	N	%	N	%	N	%	N	%	N	%
2001/02	6	6.7	6.5	2	66.7			1	16.7	1	16.7	2	66.7
Pre-masters	1	---	---							1	100		
Post-masters	5	6.6	6.0	2	40.0			1	20.0			2	40.0
2002/03	3	10.7	10									3	100
Pre-masters	1	---	---									1	100
Post-masters	2	9.5	9.5									2	100
2003/04	3	7.0	7.8									1	100
Pre-masters	1	---	---										
Post-masters	2	6.5	6.5					2	100				
2004/05	3	7.0	7.0					1	33.3	1	33.3	1	33.3
Pre-masters	1	---	---										
Post-masters	2	7.0	7.0										
2005/06	1	---	---									1	33.3
Pre-masters	1	---	---										
Post-masters	0												
2006/07	5	7.2	5.0	1	20.0	2	40.0					2	40.0
Pre-masters	4	8.0	7.5			2	50.0					2	50.0
Post-masters	1	---	---	1	100								
2007/08	4	7.2	7.5			1	25.0			1	25.0	2	50.0
Pre-masters	3	6.7	7.0			1	33.3			1	33.3	1	33.3
Post-masters	1	---	---									1	100

Note. “Pre-masters” and “post/masters” refers to whether the student had previously earned a master’s degree in psychology at the time of enrollment in our program.

¹ The information here is provided to allow for informed decision-making by prospective doctoral students. This information also conforms to reporting requirements of APA’s Commission on Accreditation.

Internships

Consistent with our program's training goals, our program requires all students who have not had previous school psychology experience to complete their pre-doctoral internship in a school, or in a consortium in which at least 50% of the internship is school-based. Given the very small number of APA-accredited internships that meet these criteria and the fact that the APA-approved internships that do qualify are heavily concentrated in distant geographic parts of the country, few of our students complete APA-approved internships. However, all of the school-based internships that our students complete conform to the *Internship Guidelines* promoted by the Council of Directors of School Psychology Programs (CDSPP). Note that of the 26 students applying for internships in the past seven years, 100% obtained an appropriate internship and 96% obtained a paid internship.

Table 2
Internships for Academic Years 2001/02 – 2007/08

Academic Year	No. Seeking Internships	Percent of Students Who Obtained:					An Internship That Meets CDSPP Guidelines
		An Internship	A Paid Internship	A Half-Time Internship ^a	An APPIC-Member Internship	An APA-Approved Internship	
2001/02	7	100	100	14			100
2002/03	3	100	100				100
2003/04	2	100	100		50	50	100
2004/05	4	100	100				100
2005/06	2	100	100				100
2006/07	3	100	100				100
2007/08	5	100	80				100

Note. ^a The half-time internship extended over two years, but is listed only for its initial year (2001/02).

Student Attrition

During the past seven academic years (2001/02 – 2007/08), 10 students left the program without earning the Ph.D., representing a 19.6% attrition rate when those who left without a degree are compared to the numbers of students in their respective entering cohorts. None of these 10 individuals were dismissed from the program and none were struggling academically. The single most common reason for students leaving was a change in career goals away from school psychology (50% of those leaving), followed closely by the need to relocate geographically to join a spouse/partner (30%). One student (10% of those leaving) failed to complete the program within timelines proscribed by the Graduate School, and one student (10%) left the program because of family illness. Table 3 shows the status of all students admitted in the previous seven years.

Table 3
Enrollments and Attrition for Academic Years 2001/02 – 2007/08

Year of Enrollment	Number Enrolled	Earned Ph.D.		Still Enrolled		Left Program	
		N	%	N	%	N	%
2001	3	1	33.3	1	33.3	1	33.3
2002	5	1	20.0	2	40.0	2	40.0
2003	6	2	66.7	2	66.7	2	33.3
2004	6	--		5	83.3	1	16.7
2005	6	1	33.3	4	66.7	1	16.7
2006	7	--		6	85.7	1	14.3
2007	7	--		7	100	--	

Licensure of Graduates

Doctoral graduates of our program are typically very successful in obtaining licensure as a psychologist, when they choose to seek such status. However, most of our graduates do not seek licensure, primarily because they do not need this credential for their work. A survey of graduates from the last 10 years (19 respondents) regarding licensure status as a psychologist indicated that **5 graduates (26.3%) sought and obtained licensure. All 5 (100%) passed the national licensure exam (EPPP) on the first attempt.** Collectively, these particular graduates obtained licensure in Maryland, North Carolina, and New York, but historically graduates have sought and obtain licensure in numerous other states. Of the remaining 14 respondents, **exactly half reported that they were currently considering licensure**, including doing so in California, Maryland, New Jersey, New York, and Ontario, Canada.

Tuition and Fees (2009/10 Year) For Full-Time Graduate Students

Credit Hours	9	10	11	12
*TUITION RESIDENT	3996.00	4440.00	4884.00	5328.00
*TUITION NON-RESIDENT	8622.00	9580.00	10538.00	11496.00
Technology Fee	57.50	57.50	57.50	57.50
Athletics	64.40	64.40	64.40	64.40
Shuttle Bus	67.90	67.90	67.90	67.90
Stamp Union Fee	135.90	135.90	135.90	135.90
Auxiliary Facilities	25.65	25.65	25.65	25.65
Recreation Building	169.30	169.30	169.30	169.30
Performing Arts	33.50	33.50	33.50	33.50
Student Activity	14.10	14.10	14.10	14.10
*TOTAL FEES	568.25	568.25	568.25	568.25
TOTAL RESIDENT	4564.25	5008.25	5452.25	5896.25
TOTAL NON-RESIDENT	9190.25	10148.25	11106.25	12064.25

Typical Financial Support

Half-time (20 hours/week) graduate assistantships and CAPS Research Fellowships include: (a) a stipend of about \$14,500 per Fall/Spring academic year; (b) up to 10 credits of tuition remission for each Fall and Spring semester; and (c) the option to participate in full staff health benefits with premiums covered partially by the University. Quarter-time (10 hours/week) assistantships provide a stipend and tuition remission at half of the above amounts, but also qualifies the student to participate in health benefits. A few assistantships are 12-months, pay a proportionally higher stipend, and provide tuition remission for the summer.