EFFECTIVENESS OF DIGITAL RECRUITMENT FOR SCHOOL PSYCHOLOGY
GRADUATE PROGRAMS

A thesis presented to the faculty of the Graduate School of Western Carolina University in
partial fulfilment of the requirements for the degree of Specialist in School Psychology.

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ABSTRACT

EFFECTIVENESS OF DIGITAL RECRUITMENT FOR SCHOOL PSYCHOLOGY

GRADUATE PROGRAMS

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Fueled by many different factors, there exists a shortage of school psychologists in nearly every region of the United States. The National Association of School Psychologists (NASP) has adopted multiple strategies to address professional shortages including increased recruitment among high school and undergraduate students. One recruitment strategy endorsed by NASP is the use of informational PowerPoint presentations to increase the knowledge and interest in the field of school psychology among college students. The present study was conducted to examine if knowledge of and interest in school psychology can be effectively targeted via informational presentations delivered digitally, and to identify aspects of the field which may be most attractive to undergraduate students. Participants were recruited from one university in North Carolina and split into a control and experimental groups. All participants completed a school psychology knowledge questionnaire and reported their level of interest in school psychology before viewing either a presentation on flowers or an adapted form of the NASP approved recruitment PowerPoint. After viewing their respective presentations, participants repeated the knowledge questionnaire and reported their level of interest in school psychology. Finally, participants rated how certain aspects of the field of school psychology influenced their level of interest. Results indicated that the digitally delivered recruitment PowerPoint presentation significantly increase undergraduate knowledge about the field of school psychology but did not significantly influence interest. Results also revealed aspects of the field which undergraduates consistently found attractive, and aspects which had negative impact on interest. Implications of the results and their impact on future research are discussed.

INTRODUCTION

The field of school psychology is facing years of professional shortages (Castillo, Curtis & Tan, 2014). These shortages have been caused by a variety of factors including high levels of retirement, difficulties with retention of practitioners, low exposure to the field amongst students, and only modest increases in training programs nationwide (Bocanegra, Gubi & Fan, 2015; Curtis et. al, 2004; Rossen & von der Embse, 2014; Walcott & Hyson, 2018;). These shortages have shifted the demographics of the field and placed increasing stress on the remaining professionals in the field (Schilling & Randolph, 2017; Walcott & Hyson, 2018;). In response, the National Association of School Psychologists (NASP) has outlined strategies for recruiting secondary / high school students and undergraduates into the field as well as professionals from other fields to respecialize in school psychology (National Association of School Psychologists, n.d.).

Most strategies targeted toward recruiting undergraduates involve increasing knowledge and exposure to the field (National Association of School Psychology, n.d.). Indeed, this strategy is supported by research, which has shown that a low level of knowledge about school psychology among undergraduates exists and that increasing levels of general knowledge of the field are linked to increased interest in pursuing school psychology as a career (Bocanegra, Gubi, & Fan, 2015; Crislip, 2011). Given the increased need for recruitment and emphasis on increasing knowledge of the field, the purpose of this study was to investigate how effective NASP-endorsed strategies are when delivered digitally and to identify which types of information are most impactful on increasing interest to maximize the effectiveness of these strategies.

CHAPTER ONE: REVIEW OF LITERATURE

Shortages in Practitioners

Recruitment in school psychology is about more than just sustaining the profession and making people aware of the field. Currently, the United States is experiencing a nationwide shortage of school psychologists (American Association for Employment in Education, 2016). These shortages are influenced by multiple factors including a high level of professionals aging out or retiring, difficulties retaining professionals in the field, and a low level of growth in school psychology training programs (NASP, 2017).

Retirement

The persistence of shortages has been linked to high levels of retirement. Researchers in 2004 predicted a coming wave of retirement that would lead to increased shortages among school psychologists (Curtis et. al, 2004). We now see this prediction realized with shortages reported in almost every region of the country (American Association for Employment in Education, 2016). In 2014, Castillo, Curtis and Tan calculated that more than 20% of practitioners would reach retirement age in 2015 and professional shortages would last through the year 2025 (Castillo, Curtis & Tan, 2014).

Retention

In addition to high levels of retirements, many professionals have reported a desire to leave their current positions or the field entirely. It has been estimated that 5% of school psychologists leave the field each year (Lund & Reschly, 1998); however, a study conducted by Schilling & Randolph in 2017 and a follow-up study with a wider sample in 2018 by Schilling, Randolph & Boan-Lenzo found that over 63% of early career school psychologists reported considering or intending to leave the field. This desire to leave the field has been linked to

multiple factors including school psychologists feeling that they are inadequately supported by administrators and required to serve an oversized number of students (Boccio, Weisz, & Lefkowits, 2016; Gibson et. al, 2009; Schiling & Randolph, 2017). The NASP recommended ratio of school psychologists to students is 1 to 1,000; however, a study conducted in 2015 found that less than 40% of respondents were currently experiencing that ratio, with the average school psychologists serving at a ratio of over 1 to 1,300 (NASP, 2010; Walcott, Hyson, & Loe, 2017). The practitioner to student imbalance may be a red flag indicating a need to increase the training capacity of universities as new practitioners may act as a relief valve to those already in the field.

Shortages in Training Programs

The nationwide training of school psychologists may also be contributing to the shortage of practicing professionals. In 1981, there were 222 training programs within the United States (Brown & Minke, 1986). Research conducted by Gadke, Gray, and Rossen found there were 247 NASP-approved training institutions as of 2016, signifying a growth of only 11% over the course of forty years. Furthermore, they found that the requirements to complete these programs had increased from 63 to 69 credit hours since 1982. These programs were found to be producing nearly 2,600 graduates a year, which some argue is not enough to address the national shortage.

Undergraduate Knowledge of School Psychology. One roadblock to increasing the number of students in training programs is the general lack of knowledge of school psychology among undergraduates. In 2001, Gilman and Handwerk found that knowledge of school psychology as an applied field of study in psychology with a sample of undergraduate students did not grow significantly through their junior year in comparison to significant growth in knowledge of clinical psychology. Additionally, they found that students perceived school psychologists working in a much narrower area of practice in comparison to clinical

psychologists and that a career in clinical psychology would lead to more interactions with families and children. Research has continued to find that undergraduates and other community members including parents, teachers and school counselors continue to be generally underinformed or misinformed about the field (Bocanegra, Gubi, Fan, & Hansmann, 2015; Davis, et al.2004). Furthermore, 90% of respondents in a more recent research study examining beliefs about school psychology in the Southeastern United States reported a belief that school psychologists did not conduct counseling interventions (Stinnett, Bui, & Capaccioli, 2013). It has also been found that this low level of general knowledge about school psychology typically does not differ based on gender nor racial-ethnic background (Bocanegra, Gubi, Fan, & Hansmann, 2015; Crislip, 2011).

Practitioner Demographics

The waves of retirement, difficulties retaining practitioners in the field, relative lack of training opportunities, and lack of knowledge of school psychology as a viable career option have had noticeable impact on the demographics of the field. The field was once described as "greying" since the average age of practitioners was ever increasing; however, increasing retirements have more recently decreased the average age from 47 in 2010 to 42 in 2015 (Walcott, & Hyson, 2018). School psychologists are predominantly Caucasian but there has been an increase in the development of a diverse workforce with over 10% now coming from minority backgrounds (Walcott, & Hyson, 2018). The field has also become increasingly female, with the percentage of female practitioners rising from 65% in 1991 to 83% as of 2015 (Graden & Curtis,1991; Walcott, & Hyson, 2018). Contributing to this shift towards a female-dominated field is that most male practitioners tend to be older and constitute a higher percentage of practitioners reaching retirement age (Castillo, Curtis, & Gelley, 2013). The aging of individuals

in the field and the continued tendency towards homogeneity in practitioner demographics increases the need for effective and targeted recruitment strategies to help create a more representative workforce.

Recruitment Strategies

Multiple recruitment strategies have been suggested in hopes of solving the shortage crisis. Most strategies focus on increasing student exposure to and knowledge of school psychology as a profession. NASP has dedicated webpages discussing the topic of recruiting undergraduate students and suggests increasing student exposure to the field via coursework, increasing the presence of information about school psychology in undergraduate textbooks, and by offering informational presentations (Recruiting Undergraduate Students, n.d.). NASP has also begun to develop targeted recruitment strategies meant to attract high school and undergraduate students from diverse backgrounds known as the 'Exposure Project' (Barrett, Heidelburg & Malone, 2019). Other researchers have suggested that a course specifically covering the topic of career options for psychology majors (e.g., Careers in Psychology), which could include the topic of school psychology, should be added to the undergraduate curriculum for psychology majors (Green, McCord & Westbrooks, 2005). These suggestions and strategies are inspired by research findings that school psychology is vastly underrepresented in introductory psychology textbooks and relatively few universities offer undergraduate introductory courses in school psychology (Lucas et al. 2005).

Although NASP has outlined specific suggestions for recruiting students from diverse backgrounds within its Exposure Project, there is also still a need to investigate how the impact of recruitment strategies might differ based on participants' background characteristics (Proctor et al., 2014). For example, minority recruitment may be more effective if informational

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presentations include a focus on highlighting the impact school psychologists may have on their own community (Blake, Graves, Newell, & Jimerson, 2016).

Despite NASP's push for increased recruitment, a survey completed with 500 NASP student members found that 92% reported NASP and APA recruitment efforts had little to no effect on their decision to become a school psychologist (Graves, & Wright, 2007). In this same study, Graves and Wright suggest informational presentations may be a particularly helpful avenue for recruiting undergraduate students into the field as it would increase student exposure to the field. No matter the method, all endorsed recruitment strategies are aimed at increasing interest in school psychology.

Increasing Undergraduate Interest in School Psychology

The underlying factor all recruitment strategies focus on influencing is interest in pursuing a career in school psychology. Multiple studies have linked increased knowledge of the field to an increased interest in pursuing a career in school psychology (Bocanegra et al, 2015; Crislip, 2011). The Crislip study conducted in 2011 found that undergraduate students who demonstrated more knowledge about school psychology via a true/false questionnaire were more likely to report choosing school psychology as a future profession. This would suggest the focus of NASP on simply exposing individuals to the field is not misplaced. In addition, researchers have identified specific aspects of the field that may be highlighted to garner the most interest among undergraduates.

Factors influencing interest in School Psychology

Although the overall goal of recruitment strategies is to increase general knowledge of the field, some research suggests highlighting specific aspects of the field may be more effective at garnering interest. These aspects include a high level of employment stability, a work schedule

with summers and holidays off, a predictable salary schedule, and an emphasis on working with children (Graves & Wright, 2007). Additionally, recruitment efforts should attempt to combat incorrect beliefs individuals have about the field. Common misconceptions about the field include the following: employment opportunities do not exist outside the public education system, the field is not a part of mainstream psychology, degrees in education are required, practitioners are not trained in empirical and evidence-based interventions , and finally, that practitioners do not engage in direct intervention with children with adjustment problems and disabilities (Stinnett & Capoccioli, 2014).

Problem Statement

The current study was conducted to expand the research regarding factors which influence undergraduate interest in pursuing graduate training in school psychology. Emerging evidence indicates a low level of interest in school psychology among psychology undergraduates intending to pursue a graduate degree (Stinnett & Solomon, 2014). Findings suggest that undergraduates with higher general knowledge of the field are more likely to report intentions to pursue graduate education in school psychology (Bocanegra, et al., 2015; Crislip, 2011). This study will add to the literature by examining the effectiveness of recruitment strategies suggested by the National Association of School Psychologist and analyzing what aspects of the field appear to have the highest impact on interest among undergraduate students. Additionally, this study may help identify whether online presentations are an effective strategy for recruiting undergraduates. Findings suggest that a growing number of undergraduates are initially exposed to the field via online resources (Bocanegra, Rossen & Grapin, 2017). The purpose of this study is to investigate the following research questions:

Research Question: Will viewing an online School Psychology informational presentation increase undergraduate interest in pursuing a graduate degree in School Psychology?

Research Question: What aspects of the field are most impactful on undergraduate interest in pursuing a graduate degree in School Psychology?

Based on previous research, it was hypothesized that viewing the School Psychology Career Overview presentation would increase undergraduates' general interest in the field by increasing their level of knowledge about the field. Second, it was hypothesized that the following pieces of information would be particularly contributory to increasing the interest of undergraduates: (1) employment outlook for school psychologists is strong, (2) there are employment opportunities outside of the school system for school psychologists, (3) school psychologists are trained to utilize research based interventions, and (4) that school psychologists can make a difference in children's lives.

CHAPTER TWO: METHODS

Participants

For this research project, participants were recruited from undergraduate Psychology courses from one university in North Carolina. Western Carolina University allows undergraduates in courses to participate in research conducted on campus or online. This group was selected because it was predicted to be made up primarily of students who were either already majoring in psychology or undergraduates who already had a certain level of interest in psychology; at least enough to enroll in a psychology course. Demographic data collected included participants age, gender, race / ethnicity, year of matriculation, vocational goals, and income goals. The gender and race / ethnicity questions allowed for participants to type in their answer, whereas, the vocational and income goals were multiple choice.

In total, one-hundred and eighty-seven students participated. The average participant was 18 years old (M =18.47, SD =1) and in their first year of matriculation (M = 1.28, SD = 0.67). One-hundred and twenty-six self-identified as 'female' making up 67% of the sample, fifty-nine identified as 'male' making up 32% of the sample, and two identified as 'other' making up 1% of the sample. The self-reported race/ethnicity of participants were as follows: 140 (75%) white / Caucasian, 21 (11%) black / African American, 11 (6%) Latin / Hispanic , 11 (6%) mixed, 2 (1%) Native American, and 2 (1%) Asian.

Participants were able to select from one of the following five options when reporting their vocational goals: therapist / counseling, work in a mental health agency, business, continue my education by going to graduate school, or other. Eighty-eight participants responded with the 'other' option making up 47% of the sample. Sixty-two participants indicated they intended to continue to graduate school making up 33% of the sample. Twenty-four selected the 'business'

option making up 13% of the sample. Eleven indicated therapy or counseling making up 6% of the sample and two indicated they wanted to work in a mental health agency making up 1% of the sample.

Participant were also able to indicate their income goals. Forty-one indicated their yearly income goal was between $30,000 and $50,000 making up 22% of the sample. Sixty indicated their yearly income goal was between $50,000 and $70,000 a year making up 33% of the sample. Thirty-eight indicated their yearly income goal was between $70,000 and $90,000 a year making up 20% of the sample. Forty-eight indicated their yearly income goal was $90,000 or more a year making up 25% of the sample.

Procedures

Participants completed each step of this study digitally via Qualtrics. The first step of participation was the completion of a pre-presentation survey which was adapted from The Undergraduate Knowledge about the Field of School Psychology Survey (Crisplin, 2011). The survey's pre-presentation section was adapted to include an assessment of demographics, interest in graduate coursework, general level of knowledge regarding school psychology, and interest in school psychology. Using tools included with the Qualtrics software, participants were split into control and experimental groups. After completing the pre-presentation survey, the control group viewed an 8-slide presentation about the physical characteristics of flowers while the experimental group viewed an 8-slide presentation which was a modified version of NASP's Careers in School Psychology PowerPoint. The NASP presentation was modified to be both shorter and more targeted, presenting information predicted to be most effective at increasing undergraduate interest in the field. Both PowerPoint presentations were accompanied by voice-over of narration reading the text. After viewing their respective presentations, the control and

experimental groups completed identical post-presentation surveys which reassessed interest in school psychology, knowledge of school psychology, and assessed the impact that individual pieces of information presented had on increasing interest.

Measures

The pre-presentation survey was an adapted form of the "Undergraduate Psychology Information Inventory" initially designed by Gilman and Handwerk in 2001 (Appendix A). To help hone content validity, Gilman and Handwerk had five university professors, four psychology practitioners, and nine doctoral students in their internship year review the survey and submit suggested alterations. The adapted version used during this study obtained measures of participants demographics, current educational level, future educational goals, initial level of knowledge about school psychology, and initial level of interest in pursuing a degree in school psychology.

The post-presentation survey titled 'Post-Presentation Interest Survey' was developed specifically for this study (see Appendix B). This survey was used to measure participants level of interest in applying for admission into a school psychology program after watching the adapted Careers in SP PowerPoint via a single Likert Scale question which states "On a scale of 1 to 10, please rate your level of interest in applying for admission into a School Psychology graduate program". Additionally, the influence of particular pieces of information on interest in applying for admission into a school psychologist program was assessed via nine questions. The nine questions were formatted as follows: a statement from the presentation is shown and participants are asked to rate if that specific piece of information made them less interested, somewhat less interested, did not influence their interest, made them somewhat more interested, or more interested.

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CHAPTER THREE: RESULTS

Knowledge About School Psychology

An independent samples *t*-test was conducted to compare the mean score on the school psychology knowledge survey in the experimental and control groups both before and after they had viewed their respective presentations. The experimental and control groups mean scores before viewing either presentation were $M = 7.46$, $(SD = 1.54)$, and $M = 7.56$, $(SD = 1.49)$, respectively. Neither group scored significantly higher than the other on the school psychology knowledge section before viewing any presentation (t (185) = -.458, p =.65). After viewing their respective presentations, the experimental group's mean knowledge scores had increased to $M = 9.11$ $(SD = 1.51)$, and the control group's scores decreased to $M = 7.53$ $(SD = 1.65)$. The experimental group scored significantly higher on the school psychology knowledge survey after viewing the informational presentation in relation to their pre-presentation knowledge scores ($t(185) = 6.83$, $p <.01$). Participants in the experimental group improved most considerably in knowledge related to where school psychologists work and the requirements necessary for practice.

A one-way Ancova was conducted to determine if viewing the informational PowerPoint presentation regarding school psychology was effective at increasing participants knowledge of school psychology while controlling for the demographic variables of age, gender, matriculation year, race / ethnicity, and score on the baseline knowledge survey. Levine's test and normality checks were carried out and the assumptions for this analysis were met. There was a significant difference in post-presentation knowledge scores [$F(1,186) = 64.80$, $p<.001$] between control and experimental group when controlling for these other variables. Comparing the estimated marginal means showed that those who viewed the experimental presentation had a mean

knowledge score of 9.12, significantly higher on the post presentation knowledge survey as

compared to those who viewed the control presentation whose mean knowledge score was 7.51.

However, participants' pre-presentation knowledge scores on the knowledge survey served as a

significant predictor of post-presentation level of knowledge, [F (1,180) = 62.95, $p < .001$].

Interest in Pursuing Graduate Training in School Psychology

An independent samples t-test was conducted to compare the mean level of interest in

school psychology in the experimental and control groups. The experimental and control groups

mean self-rated interest in school psychology before viewing their respective presentations were

$M = 3.53$ ($SD = 2.48$) and $M = 3.49$ ($SD = 2.58$) respectively. After viewing their respective

presentations, the experimental group's mean interest scores had slightly increased to $M = 3.83$

($SD = 2.41$), and the control group had slightly decreased to $M = 3.38$ ($SD = 2.32$). The

difference between the two groups interest levels was not significantly different before viewing

any presentation, ($t(185) = 0.10, p = .92$), nor after viewing their respective presentations,

($t(185) = 1.31, p = .19$).

A one-way Ancova was conducted to determine if viewing the informational PowerPoint

regarding school psychology was effective at increasing participants interest in school

psychology while controlling for the demographic variables of age, gender, matriculation year,

race / ethnicity, and self-rated interest before viewing either presentation. Levine's test and

normality checks were carried out and the assumptions for this analysis were met. There was a

significant difference in post-presentation self-rated interest [F(1,180) = 4.14, $p = .043$] between

control and experimental group when controlling for the other variables. Comparing the

estimated marginal means showed that those who viewed the experimental presentation had a

slightly higher self-rated level of interest (M = 3.81) compared to those who viewed the control

presentation (M = 3.40). However, participants' pre-presentation interest scores served as a significant predictor of -post-presentation level of interest, [F(1,180) = 334.56, *p* < .001].

Information Influencing Interest

The final section of the survey involved participants reviewing key information about the field of school psychology and rating how each presented fact impacted their post-presentation level of interest on a Likert scale ranging from *Less Interested* to *More Interested*. The eight piece of information were as follows: (L1) school psychologists conduct assessments, counseling and other mental health and academic services; (L2) school psychologists can find employment in many different settings including areas outside of the school system including clinics & hospitals or private practice; (L3) school psychologists work with children individually and in groups; (L4) A school psychologists average salary ranges from $60,000 up to $75,000; (L5) school psychologists schedule includes having the summers and federal holidays off; (L6) school psychologists are trained to utilized research supported, empirically based practices; (L7) school psychologists are in high national demand; and (L8) school psychologists can become nationally certified and can work in nearly any state.

A comparison of mean scores among provided responses indicated that there were differences in how certain pieces of information presented influenced participants' level of interest in school psychology (see Table 1.). The presented facts which most increased interest among participants were L5 (*M* = 3.72*)*, L8(*M* = 3.68*)*, L4(*M* = 3.63*)*, L7(*M* = 3.62*)*, and L2(*M* = 3.48*)*. In relation to each of these presented facts, over 50% of respondents indicated this information either made them *somewhat more interested* or *more interested* in school psychology. Most notably, 63% of participants responded that information presented in L5 influenced their interest favorably. The presented facts which had the most negative impact on

post-presentation interest were L6 (*M* = 3.13*)*, L1(*M* = 3.17*)*, and L3(*M* = 3.19*)*. At-least 10% of respondents indicated that this information either made them *somewhat less interested* or *less interested* in school psychology. Most notably, 14% of participants indicated that the information presented in L6 influenced their interest negatively.

Table 1: *Information Influencing Interest.*

QUESTION	L1	L2	L3	L4	L5	L6	L7	L8
MEAN	3.17	3.48	3.19	3.63	3.72	3.13	3.62	3.68
# L. I.	15	9	11	9	8	12	10	9
# S.L.	10	9	14	8	7	15	3	2
# D.I.	100	70	102	60	53	110	69	65
# S.M.	52	81	48	77	81	37	71	75
# M.	10	18	12	33	38	13	34	36

Notes. L.I.: Less Interested; S.L.: Somewhat less interested; D.I. Did Not Influence my interest; S.M. Somewhat more interested; M.: More interested.

CHAPTER FOUR: DISCUSSION

The examination and improvement of recruitment techniques used to boost interest in school psychology among undergraduates is of vital importance as the field faces continuing professional shortages. More effective and targeted recruitment strategies may help increase the number of professionals available to fill the nationwide void. The purpose of this study was to examine if a digitally delivered school psychology informational PowerPoint presentation would increase student knowledge of and interest in pursuing graduate education in the field of school psychology; as well as, examine what information about the field is most attractive to undergraduate students.

Results indicated that viewing the informational PowerPoint presentation did significantly increase student knowledge. This result supports previous research into effective practices intended to increase student knowledge (Bocanegra, Gubi, Callan, and Clayson, 2019). Although knowledge was increased, viewing the school psychology informational PowerPoint presentation did not significantly increase interest in pursuing graduate education in school psychology. These results do not support the hypothesis that increasing knowledge about the field of school psychology would be accompanied by an increase in interest in the field.

The increase of knowledge without an accompanying increase in interest may be due to limited amount of exposure participants have to the field of school psychology offered via an informational PowerPoint presentation. Previous research suggests increased interest in school psychology is associated with increased knowledge and increased exposure to the field of school psychology (Bocanegra, et al., 2015). Research conducted by Bocanegra, Gubi, Callan, and Clayson in 2019 found that viewing a short video about school psychology did significantly increase undergraduate freshmen students' knowledge and interest in pursuing graduate

education in school psychology in the short term, but did not have a significant impact four years later. The design of the video used in this 2019 study was intended to target self-efficacy while also increasing general knowledge and exposure to the field of school psychology. The differing results between the current study and the 2019 study may suggest that undergraduates' feelings of self-efficacy in pursuing a degree as it related to graduate education in school psychology may be a key link between knowledge and interest in pursuing a career in school psychology.

Finally, there were clear trends in what information presented peaked participants interest in the field of school psychology. Participants rated projected salary, work schedule, national demand and licensure, and diversity of work settings as contributing most positively to their overall interest in the field. This is in line with previous research which found graduate students enrolled in school psychology programs often reported work schedules, income potential, and job stability as important factors leading to their pursuing a graduate degree in the field (Graves and Wright, 2007).

Limitations

Although the results of this study may be considered valid, there were limitations which may influence their generalization. Only a relatively small sample of participants were recruited overall and with them being recruited from a single university in rural North Carolina, they may not be representative of the student body nationwide. Also, the presentation utilized for the experimental group was purely informational in nature and did not include more personalized information such testimonials from practitioners, nor was it designed to be visually appealing. This barebones design was utilized to focus on how specific aspects of the field influenced interest in pursuing a graduate degree in the field and thus, may not be reflective of the effectiveness of more creative or personalized recruitment tools.

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Conclusions and Future Directions

The results of this study continue to support the use of digitally delivered recruitment strategies. Knowledge of the field was increased among participants and that is still a valid target for recruitment strategies as multiple research studies have found increased knowledge often accompanies increased interest (Bocanegra, et al., 2015; and Bocanegra, et al., 2019; Crislip, 2011). Although interest was not significantly influenced, participants did identify aspects of the field that positively influenced their interest which can help inform future recruitment efforts. Training programs and national / state organizations seeking to recruit from the undergraduate student body may want to emphasize the aspects of the field rated as more attractive by that population. This would include work schedule, diversity of work settings, potential salary, and the availability of national licensure.

Future research may wish to further investigate different aspects of the hypotheses tested here. The effectiveness of digitally delivered informational presentations as recruitment tools may need to be investigated among more diverse participants. The majority of participants in this study were both Caucasian and female. Currently, NASP is emphasizing the importance of diversifying the field of school psychology and thus it would be valuable to identify if different aspects of the field are impactful on interest depending on the demographic background of the participant. Future research may also wish to focus on whether more visually appealing digital informational presentations are more effective at increase interest in pursuing school psychology as a graduate career.

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APPENDICES

APPENDIX A

Undergraduate Knowledge about the Field of School Psychology (adapted)

Year (Circle One): Freshman / Sophomore / Junior / Senior / 5ᵗʰ Year Senior

Age:_____   Gender:_____   Race / Ethnicity:_____

Major(s):_____

Directions: We would like to know about your current knowledge of the profession of School

Psychology. Please be as honest as possible while completing this inventory. This is NOT a test.

Your answers will not affect your grades in any way, and no one will be told your responses.

1. What is your vocational goal after graduation?

    a. Therapist / Counseling

    b. Work in a mental health agency

    c. Business

    d. Continue my education by going to graduate school

    e. Other _____

2. If you want to continue education at the graduate level, which of the following fields are

    you current planning to pursue?

    a. Clinical Psychology

    b. Counseling Psychology

    c. Organizational / Industrial Psychology

    d. School Psychology

    e. Other: _____

    f. Not planning to continue

3. What is your yearly income / salary expectations when you pursue your vocational goals?

   a. $30,000-40,000

   b. $40,000-50,000

   c. $50,000-60,000

   d. $60,000-70,000

   e. $80,000-90,000

   f. $90,000-$100,000

   g. $100,000 +

On a scale of 1 to 10, please rate your level of interest in applying for admission into a School

Psychology graduate program:

Very Unlikely 1   2   3   4   5   6   7   8   9   10 Very Likely

School Psychology True or False

Directions: To the best of your knowledge, please circle "true" if the statement you read is correct. Please circle "false" if the statement you read is incorrect.

True   False   I am familiar with the role of a School Psychologist.

True   False   School Psychologists perform individual and group counseling services.

True   False   School Psychologists help parents improve their parenting skills.

True   False   School Psychologists work in hospitals.

True   False   School Psychologists work in private practice.

True   False   School Psychologists must hold a doctoral degree in order to practice.

True   False   School Psychologists perform individual assessments on children

True   False   School Psychologists do not evaluate school policies and programs.

True   False   School Psychologists help teachers improve their classroom management skills.

True   False   School Psychologists do crisis support in schools.

True False School Psychologists complete course work in areas such as special education, statistics, child psychology, assessment, and reading.

True False School Psychologists perform research and program evaluations.

Post-Presentation Interest Survey

On a scale of 1 to 10, please rate your level of interest in applying for admission into a School

Psychology graduate program:

Very Unlikely 1   2   3   4   5   6   7   8   9   10 Very Likely

Please rate how each of the following facts about the field of School Psychology influence your

interest the field:

'School psychologists conduct assessments, counseling and other mental health and

academic services'

Less interested	Somewhat less interested	Did not influence my interest	Somewhat more interested	More interested

'School psychologists work with children individually and in groups'

Less interested	Somewhat less interested	Did not influence my interest	Somewhat more interested	More interested

'School psychologists can find employment in many different settings including areas

outside of the school system including clinics & hospitals or private practice.'

Less interested	Somewhat less interested	Did not influence my interest	Somewhat more interested	More interested

'A school psychologists average salary ranges from $60,000 up to $75,000.'

Less interested	Somewhat less interested	Did not influence my interest	Somewhat more interested	More interested

'School psychologists schedule includes having the summers and federal holidays off.'

Less interested	Somewhat less interested	Did not influence my interest	Somewhat more interested	More interested

'School psychologists are trained to utilized research supported, empirically based practices.'

Less interested	Somewhat less interested	Did not influence my interest	Somewhat more interested	More interested

'School psychologists are in high national demand'

Less interested	Somewhat less interested	Did not influence my interest	Somewhat more interested	More interested

'School psychologists can become nationally certified and can work in nearly any state.'

Less interested	Somewhat less interested	Did not influence my interest	Somewhat more interested	More interested