

Table 1
Importance of characteristics/domains for doctoral, internship, and postdoctoral programs

Characteristic/Domain	N	Mean	Median	Mode	SD
A. Was housed in an institution appropriate for psychology training.					
Doctoral	452	4.54	5.00	5.00	1.186
Internship	428	4.42	5.00	5.00	1.160
Postdoctoral	424	4.04	4.00	5.00	1.207
B1. Had a clearly specified philosophy of training appropriate to the science and practice of psychology.					
Doctoral	452	4.39	5.00	5.00	1.211
Internship	427	4.23	5.00	5.00	1.156
Postdoctoral	422	3.98	4.00	5.00	1.197
B2. Had clearly stated training goals and objectives.					
Doctoral	452	4.29	5.00	5.00	1.145
Internship	424	4.24	5.00	5.00	1.146
Postdoctoral	420	4.00	4.00	5.00	1.116
B3. Required competence in the breadth of scientific psychology, its history and its research methods.					
Doctoral	453	4.34	5.00	5.00	1.172
Internship	428	3.76	4.00	4.00	1.119
Postdoctoral	425	3.64	4.00	5.00	1.159
B4. Required competence in the scientific, methodological and theoretical foundations of practice in the program's substantive area(s), psychological assessment/measurement, intervention strategies, cultural and individual diversity, and attitudes essential for life-long learning.					
Doctoral	450	4.46	5.00	5.00	1.184
Internship	425	4.24	5.00	5.00	1.164
Postdoctoral	419	4.03	4.00	5.00	1.187
C. Had adequate faculty/staff, students/interns/postdocs, and other resources to meet its goals.					
Doctoral	450	4.46	5.00	5.00	1.146
Internship	427	4.37	5.00	5.00	1.164
Postdoctoral	422	4.21	5.00	5.00	1.171
D. Recruited and retained faculty/staff and students/interns/postdocs of diverse backgrounds, and provided instruction in the role of diversity in psychology.					
Doctoral	450	4.06	4.00	5.00	1.127
Internship	425	4.01	4.00	5.00	1.105
Postdoctoral	422	3.80	4.00	4.00	1.101
E. Ensured mutual respect and courtesy between faculty/staff and students/interns/postdocs.					
Doctoral	450	4.29	5.00	5.00	1.124
Internship	424	4.29	5.00	5.00	1.123
Postdoctoral	420	4.21	5.00	5.00	1.159

Source: Committee on Accreditation 2004 Survey about the Guidelines and Principles for Graduate Training in Professional Psychology, Research Office, APA. June 2004.

Note. Means are calculated on a coding scheme where 1 = "extremely unimportant" and 5 = "extremely important".

Table 1
Importance of characteristics/domains for doctoral, internship, and postdoctoral programs (continued)

Characteristic/Domain	N	Mean	Median	Mode	SD
F. Demonstrated a commitment to excellence through self-study to assure that its goals and objectives were met.					
Doctoral	451	4.18	5.00	5.00	1.129
Internship	427	4.14	5.00	5.00	1.107
Postdoctoral	422	3.92	4.00	5.00	1.131
G. Accurately represented itself to the public.					
Doctoral	450	4.46	5.00	5.00	1.140
Internship	423	4.45	5.00	5.00	1.123
Postdoctoral	418	4.38	5.00	5.00	1.153
H. Abided by accreditation policies.					
Doctoral	451	4.41	5.00	5.00	1.160
Internship	425	4.40	5.00	5.00	1.147
Postdoctoral	422	4.18	5.00	5.00	1.213

Source: Committee on Accreditation 2004 Survey about the Guidelines and Principles for Graduate Training in Professional Psychology, Research Office, APA. June 2004.

Note. Means are calculated on a coding scheme where 1 = "extremely unimportant" and 5 = "extremely important".

Table 2
Importance of characteristics/domains for doctoral programs

Characteristic/Domain	N	Mean	Median	Mode	SD
A. Was housed in an institution appropriate for psychology training.	452	4.54	5.00	5.00	1.186
B1. Had a clearly specified philosophy of training appropriate to the science and practice of psychology.	452	4.39	5.00	5.00	1.211
B2. Had clearly stated training goals and objectives.	452	4.29	5.00	5.00	1.145
B3. Required competence in the breadth of scientific psychology, its history and its research methods.	453	4.34	5.00	5.00	1.172
B4. Required competence in the scientific, methodological and theoretical foundations of practice in the program's substantive area(s), psychological assessment/measurement, intervention strategies, cultural and individual diversity, and attitudes essential for life-long learning.	450	4.46	5.00	5.00	1.184
C. Had adequate faculty/staff, students/interns/postdocs, and other resources to meet its goals.	450	4.46	5.00	5.00	1.146
D. Recruited and retained faculty/staff and students/interns/postdocs of diverse backgrounds, and provided instruction in the role of diversity in psychology.	450	4.06	4.00	5.00	1.127
E. Ensured mutual respect and courtesy between faculty/staff and students/interns/postdocs.	450	4.29	5.00	5.00	1.124
F. Demonstrated a commitment to excellence through self-study to assure that its goals and objectives were met.	451	4.18	5.00	5.00	1.129
G. Accurately represented itself to the public.	450	4.46	5.00	5.00	1.140
H. Abided by accreditation policies.	451	4.41	5.00	5.00	1.160

Source: Committee on Accreditation 2004 Survey about the Guidelines and Principles for Graduate Training in Professional Psychology, Research Office, APA. June 2004.

Note. Means are calculated on a coding scheme where 1 = "extremely unimportant" and 5 = "extremely important".

Table 3
Importance of characteristics/domains for internship programs

Characteristic/Domain	N	Mean	Median	Mode	SD
A. Was housed in an institution appropriate for psychology training.	428	4.42	5.00	5.00	1.160
B1. Had a clearly specified philosophy of training appropriate to the science and practice of psychology.	427	4.23	5.00	5.00	1.156
B2. Had clearly stated training goals and objectives.	424	4.24	5.00	5.00	1.146
B3. Required competence in the breadth of scientific psychology, its history and its research methods.	428	3.76	4.00	4.00	1.119
B4. Required competence in the scientific, methodological and theoretical foundations of practice in the program's substantive area(s), psychological assessment/measurement, intervention strategies, cultural and individual diversity, and attitudes essential for life-long learning.	425	4.24	5.00	5.00	1.164
C. Had adequate faculty/staff, students/interns/postdocs, and other resources to meet its goals.	427	4.37	5.00	5.00	1.164
D. Recruited and retained faculty/staff and students/interns/postdocs of diverse backgrounds, and provided instruction in the role of diversity in psychology.	425	4.01	4.00	5.00	1.105
E. Ensured mutual respect and courtesy between faculty/staff and students/interns/postdocs.	424	4.29	5.00	5.00	1.123
F. Demonstrated a commitment to excellence through self-study to assure that its goals and objectives were met.	427	4.14	5.00	5.00	1.107
G. Accurately represented itself to the public.	423	4.45	5.00	5.00	1.123
H. Abided by accreditation policies.	425	4.40	5.00	5.00	1.147

Source: Committee on Accreditation 2004 Survey about the Guidelines and Principles for Graduate Training in Professional Psychology, Research Office, APA. June 2004.

Note. Means are calculated on a coding scheme where 1 = "extremely unimportant" and 5 = "extremely important".

Table 4
Importance of characteristics/domains for postdoctoral programs

Characteristic/Domain	N	Mean	Median	Mode	SD
A. Was housed in an institution appropriate for psychology training.	424	4.04	4.00	5.00	1.207
B1. Had a clearly specified philosophy of training appropriate to the science and practice of psychology.	422	3.98	4.00	5.00	1.197
B2. Had clearly stated training goals and objectives.	420	4.00	4.00	5.00	1.116
B3. Required competence in the breadth of scientific psychology, its history and its research methods.	425	3.64	4.00	5.00	1.159
B4. Required competence in the scientific, methodological and theoretical foundations of practice in the program's substantive area(s), psychological assessment/measurement, intervention strategies, cultural and individual diversity, and attitudes essential for life-long learning.	419	4.03	4.00	5.00	1.187
C. Had adequate faculty/staff, students/interns/postdocs, and other resources to meet its goals.	422	4.21	5.00	5.00	1.171
D. Recruited and retained faculty/staff and students/interns/postdocs of diverse backgrounds, and provided instruction in the role of diversity in psychology.	422	3.80	4.00	4.00	1.101
E. Ensured mutual respect and courtesy between faculty/staff and students/interns/postdocs.	420	4.21	5.00	5.00	1.159
F. Demonstrated a commitment to excellence through self-study to assure that its goals and objectives were met.	422	3.92	4.00	5.00	1.131
G. Accurately represented itself to the public.	418	4.38	5.00	5.00	1.153
H. Abided by accreditation policies.	422	4.18	5.00	5.00	1.213

Source: Committee on Accreditation 2004 Survey about the Guidelines and Principles for Graduate Training in Professional Psychology, Research Office, APA. June 2004.

Note. Means are calculated on a coding scheme where 1 = "extremely unimportant" and 5 = "extremely important".