### Program Information:

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<th>Program Assessed</th>
<th>Experimental Psychology Ph.D. Program</th>
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<tr>
<td>Department</td>
<td>Psychology</td>
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<tr>
<td>College</td>
<td>Liberal Arts</td>
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<td>Department Chair</td>
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<td>Date Submitted</td>
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Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- What are the student learning outcomes? Please provide a numbered list.
  1. Students will demonstrate in-depth knowledge of theories and empirical research in a particular domain of psychological science.
  2. Students will have knowledge of research methods and data analysis and apply this knowledge by designing research studies and analyzing and interpreting data.
  3. Students will present their knowledge to relevant parties through clear written and verbal communication.
  4. Students will advance psychological science through scholarly publication.
  5. Students will demonstrate teaching skills and pedagogical expertise.
  6. Students will demonstrate the skills and knowledge necessary to enter applied and academic research positions.

- Which learning outcomes were assessed?
  Outcomes 1-6

- How were they assessed? (Programs must use at least one direct assessment of student learning.)
  For the assessment, we used data from the currently active graduate students’ annual evaluations submitted during November 2016 and from previous years.
1. The percentage of students completing their qualifying activity within program deadlines (recommended deadline is Spring of year 3; probation deadline is by end of year 6 in the program) was used to assess outcome 1.
   - 83% (5 out of 6) of eligible, active students completed their qualifying activity before the probation deadline. The other student proposed the qualifying activity during FA2016, so the student could complete it within the timeframe if defended during SP2017.

2. Completion of the thesis and dissertation was used to assess outcomes 2, 3, and 4. For students entering the program FA2013 or earlier, the recommended deadline to defend the thesis is Fall of year 3 and the probation deadline is the end of year 5. For students who graduated during the 2015-2016 academic year, the recommended deadline to defend the dissertation is Spring of year 5 and the probation deadline is by end of year 7.
   - 92% (12 out of 13) eligible, active students completed their master’s thesis well before the probation deadline (during year 3 or 4 in the program). The other student is in the 4th year of the program and still has time to meet the deadline. 50% (1 out of 2) of students who received their Ph.D. during 2015-2016 completed their dissertation before the probation deadline.

3. Student publications were used to assess outcomes 2, 3, 4, and 6. Students should publish at least two papers in a professional journal before graduation.
   - Of the 2 students who received their Ph.D. during the 2015-2016 academic year, there was an average publication rate of 4 (range = 2-6). 100% of Ph.D. graduates met the minimum publication rate.

4. Student teaching evaluations were used to assess outcomes 3 and 5. Most students teach at least one class in psychology before graduation. The expectation is that student instructors should receive teaching evaluation scores above the mid-point of the scale used.
   - The average of graduate student teaching evaluations was 4.53, SD = 0.37 (range = 3.10-4.96) for the 1-5 pt scale used starting in Spring 2015 and was 3.65, SD = 0.36 (range = 2.94-4) for teaching evaluations received prior to Spring 2015. 100% of students’ teaching evaluations were above the mid-point of the scale used.

5. Student professional presentations were used to assess outcomes 2, 3, and 6. Students should present at least three papers at professional conferences before graduation.
   - Of the 2 students who received their Ph.D. during the 2015-2016 academic year, there was an average presentation rate of 12 (range = 11-13). 100% of Ph.D. graduates met and well exceeded the minimum presentation rate.

- What was learned from the assessment results?
1. Students will demonstrate in-depth knowledge of theories and empirical research in a particular domain of psychological science.
   • *Results are generally positive in terms of meeting this outcome. For the students who completed the qualifying activity, the defense committee (three graduate faculty) judged it to be acceptable. These data demonstrate these students have appropriate theoretical and empirical knowledge in their area of psychological science. For the student who has not yet completed the qualifying activity, it is still to be determined.*

2. Students will have knowledge of research methods and data analysis and apply this knowledge by designing research studies and analyzing and interpreting data.

3. Students will present their knowledge to relevant parties through clear written and verbal communication.

4. Students will advance psychological science through scholarly publication.
   • *Results are generally favorable in terms of meeting outcomes 2-4. The two recent Ph.D. students’ publication rate met or exceeded our expectations, and their presentation rate well exceeded our expectations, demonstrating their appropriate use and scientific communication of research methods, data analyses, and interpretations of data (outcome 2), ability to present their knowledge in written and verbal format (outcome 3), and advance science through scholarly publications (outcome 4). Also, most of our students are meeting program deadlines, suggesting they can appropriately apply and convey their knowledge via their written documents and oral defenses. It seems the majority of our students are meeting learning outcomes 2-4.*

5. Students will demonstrate teaching skills and pedagogical expertise.
   • *Results in meeting this learning outcome are excellent. Our graduate students’ mean teaching evaluation scores are ~1-1.5 points above the mid-point of the scale. These data demonstrate our students have effective teaching skills and appropriate pedagogical expertise.*

6. Students will demonstrate the skills and knowledge necessary to enter applied and academic research positions.
   • *As indicated for outcomes 2-4, results are generally favorable in terms of meeting this outcome. Our students are publishing and presenting at rates meeting or exceeding our expectations, demonstrating they have the skills necessary to pursue careers in applied or academic research positions.*

• How did the program respond to what was learned?

*The Experimental Ph.D. Program faculty met on 9/27/17 to discuss several agenda items, one of which was the timeframe for students to complete the qualifying activity. It seems that past and current students have difficulty meeting*
a 6-month timeframe between the proposal and defense to complete their qualifying activity. Due to running out of time at the meeting, we put the conversation on hold until the next meeting on 10/4/17. All agenda for the October meeting, however, got postponed due to the faculty needing to meet for a more pressing discussion.

Despite the postponement of the discussion, we will meet early in the Spring 2018 semester to discuss extending the timeframe to complete the qualifying activity from 6 months to 1 year. One reason for extending the timeframe is to allow students an opportunity to get feedback from their mentor and incorporate it into the draft. For most students, this is the first major review paper (or papers) they have ever written and the faculty recognize the need to mentor students’ writing in this regard. If this change is made, we will also need to alter our recommended deadlines for the dissertation proposal and defense, which follow the qualifying activity. It is my hope that with both student and faculty input, we will come to a consensus to ensure timely progression through the program while also assuring our graduate students are obtaining the necessary skills for a Ph.D. and being competitive in academic or non-academic job markets.