



UNIVERSITY OF NEVADA, LAS VEGAS

Program Review Self-Study

Program Reviewed: Educational Psychology

Degrees: Ph.D. Foundations, School Psychology Strands
M.S. in Educational Psychology

Program Chair: LeAnn G Putney

Dean: Kim Metcalf

Date of Report: November 2015

GENERAL INSTRUCTIONS

1. Please provide Faculty CVs as a single electronic file (PDF preferred) or on a CD for the external reviewers.
2. **Please complete the program review self-study using this template.**
3. If this review is covering several degree levels, please be sure to address *each level* in your responses to the questions.
4. Contacts for questions:
 - a. Chair of the Faculty Senate Program Review Committee: Bill Robinson, bill.robinson@unlv.edu, 702-895-3769.
 - b. Chair of the Graduate College Program Review Committee: Donovan Conley, Donovan.conley@unlv.edu, 702-895-5137
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I. Program Description

A. College/Department/Program

1. College or School: Education
2. Unit: Educational Psychology and Higher Education Web address: <http://education.unlv.edu/ephe/>
3. Program(s) being reviewed: Educational Psychology Ph.D., Foundations and School Psychology Strands, Master of Science in Educational Psychology
 - a. Degrees and their abbreviations: Ph.D. and M.S.

B. Primary individual completing this worksheet

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C. Other faculty involved in writing this report: CarolAnne Kardash (EPY) and Scott Loe (School Psychology) were lead authors on the Ph.D. programs and Alice Corkill was lead author on the M.S., with input from EPHE faculty on both.

D. Please insert the most recent catalog description(s) of the program(s):

Ph.D. in Educational Psychology: The Educational Psychology Ph.D. is designed to provide advanced studies in educational psychology with three primary strands: 1) Educational psychology with specialty area emphases in educational assessment, program evaluation, research, and learning in school domains, 2) School Counselor Education, and 3) School Psychology. This program will provide opportunities for students to become independent scholars who are able to make significant contributions to knowledge in specialized areas of educational psychology where both regional and national need for trained professionals has been identified.

The three strands in the program focus on the outcomes and processes that promote more effective learning in school based and related applications. Students in all strands will take core courses in: 1) research methods and statistics, 2) learning and cognition, and 3) advanced studies in a domain of school curriculum, school counselor education, or school psychology. All students will be actively involved in research and research-related activities throughout their program of study. The program will prepare students for a variety of professional careers related to teaching, research, and professional practice in both academic and nonacademic settings. For example, students will be prepared to fill faculty, research, or assessment positions at academic institutions, such as universities, community colleges, and K-12 school districts.

Representative occupations include educational psychologist, program evaluator, director of school counseling, school counselor educator, educational assessment coordinator, school psychologist, and employee training specialist. Graduates from the school psychology specialization strand can find employment in universities, public and private schools, and as mental health service providers in agencies and private practice.

1. Is the description correct? If not, what needs to be changed? No

The program description in the catalog for the EPY Ph.D. does not reflect the current structure and will be changing. The program now has two strands instead of three: Foundations and School Psychology. We originally had a School Counselor Education strand with students who still needed to finish their program when the School Counseling program and faculty were moved to the Department of Educational and Clinical Studies in the reorganization of the College of Education. We maintained that strand so that the students could complete their degree. Now we will be able to go through the process of eliminating the School Counselor Education strand. At the same time, we are working on the addition of another strand on Applied Linguistics, and we just added a Post-Baccalaureate strand in which students can enter with a bachelor's degree and earn their master's degree along the way. This strand has different admissions criteria.

M.S. in Educational Psychology: The Master of Science in Educational Psychology is appropriate for students seeking the core knowledge, research tools, and educational experiences necessary to succeed in various educational settings. The program is appropriate for elementary, secondary, and special education teachers who wish to enhance classroom skills; students interested in pursuing advanced studies in educational psychology; students interested in obtaining a specialist degree in school psychology; as well as students who plan to apply their skills in government or business settings. Students' individualized programs are tailored with attention to their area of specialization.

1. Is the description correct? If not, what needs to be changed?

The description is correct.

II. Centrality to Mission

A. Department/Program Mission

What is the program's mission statement (or the department's if the program does not have one)?

The Department of Educational Psychology & Higher Education provides instruction in, and the delivery of innovative research, to inform the educational process from early childhood through higher education. Our mission is accomplished through:

- Preparing graduates for leadership positions in diverse settings and roles, including faculty in colleges and universities, measurement and evaluation specialists in public and private settings, and school psychology practitioners at the local, state, national, and international levels.
- Providing foundational support for programs across the university including core content in the psychology of learning, motivation, cognition, problem solving, instruction, human development, psychological and educational measurement, statistics, evaluation, and research methodology.
- Investigating educational policy and informing practice in higher education.

B. Department/Program Mission Alignment

Briefly describe how this program is aligned to the mission of the University as described in the most recent mission statement, UNLV Mission <http://unlv.edu/about/mission-statement>, and how it supports achievement of the institution's mission: The UNLV Mission statement emphasizes;

- High expectations for student learning and success;
- Discovery through research, scholarship, and creative activity;
- Nurturing equity, diversity, and inclusiveness that promotes respect, support, and empowerment;
- Social, environmental, and economic sustainability;
- Strong, reciprocal, and interdependent relationships between UNLV and the region around us;
- An entrepreneurial, innovative, and unconventional spirit.

The Ph.D. and M.S. programs in Educational Psychology promote the high standards and expectations for students that are stated in the UNLV mission. Our faculty is committed to maintaining a high level of scholarship through their research and participation on editorial boards, and by engaging in national and international conference participation that promotes a commitment to adding to the knowledge base, locally, nationally, and internationally. They carry this commitment on to the graduate students as well, providing opportunities for graduate students to participate in scholarly activities such as presenting at professional conferences and co-authoring publications. Our program promotes innovative learning that provides hands-on research opportunities while connecting research to practice in K-20 educational and entrepreneurial settings. In addition, our School Psychology graduate students provide internship and clinical practice hours with students in the Clark County School District, and students in our School Psychology Ed.S. earn an Educational Psychology Master's Degree as part of their specialist degree.

C. Core Themes

Briefly describe how this program supports UNLV's Core Themes:

Core Theme 1 - Promote Student Learning and Success: The program supports this theme in both strands by providing specialized knowledge in cognition, development, and research methods (both quantitative and qualitative). Coursework is structured in such a way as to provide students the opportunity to develop increasingly sophisticated methodological and analytic skills that enable them to complete classwork successfully. Courses are sequenced purposefully. Students are given a range of activities and supports, such as benchmark completion, to help them build skills to write a successful dissertation. Results of previous program assessments have revealed high student satisfaction with core courses.

In addition, the School Psychology Strand provides didactic course sequences leading to clinical and scholarly expertise in the field of school psychology. Beyond the coursework the strand provides practicum and internship sequences that are consistent with school psychologist licensure through Nevada Department of Education, and psychologist's licensure through the Nevada Board of Psychological examiners.

The M.S. in Educational Psychology supports student learning and success by providing students with a foundational background in cognitive processes, development, and research methods that enables them to successfully complete culminating experiences.

Core Theme 2 - Advance and Support Research, Scholarship, and Creative Activity: Both strands of the EPY PHD program support this theme through frequent student engagement in research projects that hold implications for learning at UNLV. Some of our faculty members are engaged in national and international research project collaborations. Meaningful research participation also occurs through students co-authoring publications or paper presentations at national and international conferences (including but not limited to American Educational Research Association, American Psychological Association, and National Association of School Psychologists, among others).

M.S. students enroll in required coursework that prepares them to serve as knowledgeable contributors to research studies. Many students participate in faculty-led research projects as evidenced by student authorship on conference presentations and manuscripts. Master of Science students who elect a thesis as their culminating experience develop and conduct a research study under the supervision of their advisor.

Core Theme 3 - Foster Inclusion and Community Engagement: Both strands of the EPY PHD program support this theme through research projects with Clark County School District (CCSD), including those focused on English Language Learning. Several students have conducted program evaluations for various community projects and agencies to fulfill requirements for their program evaluation and qualitative research classes.

The School Psychology strand also provides direct psychological services through an active partnership with Clark County Schools (CCSD) as graduate students participate in practicum and internship placements. In addition to the local school placements, the graduate students participate in projects and clinical work at various sites such as the Center for Autism Spectrum Disorders, The Practice, and the Gayle Zeiter Literacy Center.

Master of Science students regularly interact with the broader educational community. Many teachers in the Clark County School District enroll in this program and use what they learn through their coursework in their teaching and other work for the district. The program also enrolls students from the private sector who use the knowledge and skills gained through coursework to move into more advanced positions in human resources, most specifically training and development.

D. Excellence

List and briefly describe five highlights or areas of excellence of the EPY and School Psychology Ph.D. program:

1. A recent publication ranked our faculty in the top 10 among all programs in the discipline in scholarly productivity and second among all programs in the number of faculty serving as editors or editorial board members on top-ranked educational psychology journals. The Specialization strand in School Psychology meets the "guidelines for defining doctoral degree in psychology as implemented by the Association of State and Provincial Psychology Boards (ASPPB/National Register Designation Project)".
2. During the review period, Foundations faculty held (and continue to hold) editorial board appointments for the top five journals in the field. One former faculty member was an editor for the top theoretical journal in our field, and two current faculty members have served as Associate Editors (at different times) for the top empirical journal in Educational Psychology. An existing School Psychology faculty is currently serving on the editorial board of a top empirical journal in school psychology, and as editor of NASP Research Review Online, and is serving on the research committee for NASP.
3. Several faculty members have impressive numbers of Web of Science citations. One of our relatively new hires is a principal investigator on an NSF STEM grant in conjunction with engineering faculty. During the review period, several

of our faculty were viewed as leading researchers in the areas of argumentation, text comprehension, epistemological beliefs, conceptual change, and applied linguistics. Faculty members with diverse research interests provide multiple opportunities for student-supported and student-driven research, leading to conference presentations and publications.

4. Our Ph.D. program has placed graduates at several research-oriented academic institutions (Temple, University of Minnesota, University of Arizona, Victoria University at Wellington, University of Cincinnati, University of Central Florida, Brigham Young University). Graduates of the School Psychology strand have found placement in a number of applied settings throughout the United States (Utah, Maryland, District of Columbia, as well as locally including Clark County Schools), and have assumed administrative positions in districts outside of Nevada (Hawaii).
5. The program's strong methodological qualitative and quantitative course offerings prepare students for a variety of jobs, and a solid core establishes critical theoretical perspectives in human cognition and development. Based on the 2014 EPY Academic Assessment report, 55% of the Foundations students strongly agreed that their EPY courses had been excellent, although they noted variability of rigor among courses. Results of the alumni survey from the same report supported the strength of the program, especially in learning theory and research methods/statistics.

List and briefly describe five highlights or areas of excellence of the EPY M.S. program:

1. The M.S. program provides theoretical grounding and a research basis for advanced/doctoral study. In addition, M.S. students are allowed and encouraged to enroll in doctoral-level courses which enables them to more easily matriculate to Ph.D. programs.
2. The M.S. program is extraordinarily flexible. Once students complete the 16 credit-hour core, they may construct a set of electives that allow them to pursue very specific educational or professional goals. In addition, students can acquire a specialty within the degree program (e.g., program evaluation) that broadens employment options upon degree completion.
3. M.S. students are encouraged to and elect to participate in faculty-led research projects as evidenced by student authorship on conference presentations and manuscripts.
4. The M.S. program is offered in two formats: traditional or online. The M.S. program is the only fully online program in the College of Education.
5. M.S. comprehensive exam process has been modified to ensure high standards of accountability and student engagement in the overall responsibilities of graduate-level work.

III. External Demand for Program

A. Stakeholders

1. **Who are the main local and regional stakeholders of your educational programs, i.e., employers and entities benefiting from these programs, hiring the graduates, or admitting them to graduate and/or professional programs?**

One of the key local stakeholders is Clark County School District (CCSD). The district hires our foundations graduates as program evaluators, and our school psychology graduates as school psychologists. Local community and four-year colleges have hired our doctoral students from both strands as instructors and learning specialists. Many of our doctoral students find employment outside of the local or regional area. However, those who are from the Las Vegas area or who decide to stay here after graduation are hired by non-profit and for profit businesses in their educational departments, by the local community college, or by various public and private colleges or universities in the local area.

UNLV and CCSD directly benefit from some of our research projects (e.g., first-year experience seminars, Zoom School Initiative, as well as numerous dissertation studies that have been conducted with teachers and students from these institutions). Our program can and has produced graduates capable of obtaining faculty positions and higher-level positions in institutions of higher learning, and in research and evaluation organizations, including central administration in school districts.

The qualitative research, introductory and advanced statistics, and program evaluation courses in our program serve graduate students in our department and the other departments in the College of Education, as well as those in other

units across campus (Hotel College, Psychology, Nursing, Accounting, Business, etc.).

The main stakeholders for EPY M.S. program graduates include: 1) doctoral programs, both at UNLV and other institutions; 2) the Clark County School District; and 3) the private sector, and non-profits most specifically human resources training and development for casinos and other local businesses (e.g., Zappos, Foundations, etc.).

2. What are specific stakeholder needs for graduates?

CCSD needs program evaluators, and recent legislative initiatives add to the need for qualified program evaluators statewide. Another stakeholder need is for self-directed researchers possessing strong theoretical, methodological, and analytic skills that generalize across educational content and contexts. Stakeholders may expect graduates to be able to apply more basic knowledge to diverse settings. In addition, we are seeing a general need for graduates with grant funding skills, and the ability to analyze data to inform decision-making. Our graduates with a specialization in applied linguistics can fill faculty positions in international universities, as well as contribute to the research knowledge base related to English Language Acquisition for K-12 students.

In terms of the School Psychology Strand, CCSD has a chronic shortage of school psychologists, reflective of shortages nationally. Indeed, the Bureau of Labor Statistics in their Occupational Outlook Handbook noted that employment of psychologists is projected to grow 12 percent from 2012-2022. Job prospects should be best for those who have a doctoral degree in an applied specialty and those with a specialist or doctoral degree in school psychology. Nationwide school psychology training programs are experiencing faculty shortages, which our graduates are qualified to fill.

Stakeholder needs for the EPY M.S. degree include: educational assessment coordinators; research associates; program evaluators; community college faculty; human resource educational specialists; research analysts for school districts, human service agencies, hospitals, and businesses; and learning specialists.

B. Needs for Graduates and Future Plans

1. What are the anticipated needs for program graduates over the next 3-5 years? Please cite sources of information.

A recent national survey of CEOs conducted for the Association of American Colleges and Universities (<https://www.aacu.org/publications-research/periodicals/it-takes-more-major-employer-priorities-college-learning-and>) asked what employers are seeking when they are attempting to recruit college graduates; in other words, how can colleges and universities best prepare their graduates for long-term career success? Among their top endorsed educational practices noted as being potentially helpful in preparing college students for workplace success were: practices that require students to conduct research and use evidence-based analysis; gain in-depth knowledge in the major and analytic, problem-solving, and communication skills; and apply their learning in real-world settings (p. 1). In addition, The American Psychological Association has documented the need for researchers in quantitative, qualitative, and mixed-methods psychology research methods as a growing market, as well as a growing need for applied linguists internationally. We anticipate a continuing demand at universities as existing faculty in educational psychology retire as well as address on-going needs for program evaluators and evaluators on grants. Current faculty who are constantly being asked to serve in these capacities can attest to the continuing demand.

A formal market analysis has not been undertaken. However, historically our program graduates have taken university positions in education, developmental and educational psychology, or learning science programs. We have seen others find opportunity to fill positions in testing agencies such as ETS & ACT, and program evaluator positions in educational, human services, non-profit, and business institutions. Graduates from the School Psychology strand tend to take administrative/instructional leadership positions in large school districts such as CCSD and community colleges.

A growing need for a change in focus is on learning sciences, an interdisciplinary field that incorporates various disciplines such as cognitive science, educational psychology, computer science, anthropology, sociology, applied linguistics, information sciences, neurosciences, education, design studies, instructional design, and other fields focus that we are beginning to address in our program area. Research suggests the growing importance of interdisciplinary awareness as part of program outcomes. Our connections with school psychology and higher education provide ample opportunities to create interdisciplinary coursework. The ability to integrate an awareness of educational equity concerns into the design and interpretation of program evaluation studies is paramount in the 21st century educational marketplace.

In terms of the EPY M.S. program, the Clark County School District (CCSD) is in dire need of large numbers of highly-qualified, licensed teachers and instructional leaders, and our program assists K-12 educators in expanding their instructional expertise. The CCSD also needs research associates and administrators who have been trained to implement research-based instruction tied to standards. (Source: Clark County School District Web Site). Another demand for our M.S. graduates is our own department doctoral programs, and in other departments as well. Because we encourage interdisciplinary coursework and collaboration with other department programs (i.e., Higher Education and School Psychology), our graduates are increasingly in demand. (Source: EPHE Faculty.)

2. What changes to the program will those require?

Students will need access to more quantitative, qualitative, and mixed-methods research courses and techniques, including those that focus on analyzing large-scale databases. This will necessitate additional tenure-track faculty positions in upper-level statistics, large-scale data bases, and measurement, as well as advanced qualitative and mixed methods research approaches. Expanding the mixed-methods course curriculum and requiring a mixed-methods core class may be considered valuable as well. At this time we have only one faculty member who currently teaches one mixed-methods course.

The program will need to focus more on policy (cf., educational standards implementation, social context of schools) in order to add to our work with local stakeholders. This may include development of a class that focuses on the policy relevance of educational psychology research in 21st century educational contexts, as well as integrating equity-mindedness into existing course content, with an additional need to focus on applied linguistics.

Another shift in focus is that our cognition courses should be tied more closely to the learning sciences in the foundations strand. This is in line with current faculty interests and should be a focus for additional faculty hires as well. In the past, the school psychology strand has focused more on neuropsychology. In the future, we propose to expand the specializations that can be offered within the program, dependent upon replacement of faculty members who have recently departed the program.

The School Psychology faculty will re-examine the focus of their program once the new faculty members are on board with us after a nationwide search for one tenure-track position and one Faculty-in-Residence position.

Students in the EPY M.S. program may need access to more quantitatively oriented courses as well as more courses that focus on program evaluation. A Certificate in Program Evaluation and Assessment is moving through the approval process, and should be available in Fall 2016. Additional tenure-track faculty lines in quantitative methods and program evaluation are warranted.

C. Success of Graduates

1. What steps does the department take to facilitate the success of graduates (e.g., internships, career fairs, employment talks, etc.)?

The EPY 701 ProSeminar class guides EPY master's and doctoral students in preparing for their graduate careers. This proseminar is designed to introduce graduate students in the Educational Psychology & Higher Education department to the professions related to educational and school psychology, learning and technology, and higher education, to current research activities in the department, and to skills essential for success as a graduate student. In this initial course, students construct their vitas, search for sample job positions, examine their discipline in relation to others, look into the benefits of joining academic/professional organizations, and undertake CITI Quality Assurance Training (certification for human subjects research) so that they are prepared to participate in research-related activities.

Throughout each semester, faculty members offer research brown bag talks and seminars, including a job market seminar that takes students through the process and helps students generate materials such as teaching and research statements. The EPY Ph.D. and M.S. programs also have provided a forum where academic job talks as well as conference papers can be vetted and critiqued before being presented in professional venues. Faculty encourage graduate students to participate in the UNLV Graduate Student Research Forum, and our students have been successful at taking home awards for their research at this forum. Many of those students use this forum as preparation for further presentation at national conferences. Faculty members inform current students of successes and accomplishments of former students. The move toward the three-study dissertation is a benefit for students pursuing academic careers by promoting publications; the introduction of additional advanced statistics and qualitative courses benefit those who seek to develop these skills.

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2. **Discuss the placements of recent graduates:** Most of our Foundations graduates found their way into university settings for tenure track positions, including institutions with highly ranked educational psychology programs. Other graduates have joined research or testing businesses, some at universities in director's positions, and others have taken positions at K-12 school districts in central administration.

Educational Psychology Ph.D. Foundations Strand Graduates

Suzanne Broughton-Jones	Utah State University
Brett Campbell	Brigham Young University
Jan Conway-Klaassen	University of Minnesota
Ordene Edwards	Lamar University, Beaumont, TX
Florian Feucht	University of Toledo
Antonio Gutierrez	Georgia Southern University
Nancy Hamilton	University of Arkansas
John Haugh	Wright State University, OH
Bobby Hoffman	University of Central Florida
Natalie Hudson	National University of Singapore
Ana Christina Iddings	University of Arizona, AZ
Marcus Johnson	University of Cincinnati
Doug Lombardi	Temple University
Chizu Matsubara-Jaret	Dixie State University, Utah
Matt McCrudden	University of Wellington, New Zealand
Karen Reid	New Mexico State University, Alamogordo, New Mexico.
Alex Rosborough	Brigham Young University, Utah
Anne Sharpe	University of Utah
Tiffany Tyler	Nevada Partners, Inc (CEO)
Brittnie Watkins	NV Supreme Court, Law Clerk for Justice Michael Douglas
Ilaria Peltier Nardotto	Private school administrator, Lake Lugano, Switzerland
Anne Poliquin	Director of Academic Services and Institutional Support, Touro University
Carey Roybal Benson	Principle, St. Elizabeth Ann Seton Catholic School
Hanem Shehab	placement unknown .
Brandon Shigematsu	Researcher, Certified TOEFL iBT and TOEFL Primary Rater at ETS, IL
Loretta Asay	CCSD project coordinator
Barbara Badgett	Assessment Designer, Imagine Learning
Lindsay Couzens	UNLV, Coordinator of Academic Assessment
Alexandra Dema	IICSN, ELL Professional Development Coordinator
Larry Letourneau	UNLV – Director for Research & Training

School Psychology Ph.D. Strand Graduates

William Marks	Licensed Psychologist, Honolulu Hawaii
Renee Kadlubek	Nevada School Psychology Policy Institute
Leslie Forbush	School Psychologist, Clark County Schools
Rhiannon Rager	Licensed Psychologist, Las Vegas NV
Jill Cohen	School Psychologist, Baltimore City Schools, Baltimore, MD
Michelle Nathan	School Psychologist, Clark County Schools
Lara Conrad	Licensed Psychologist, Behavioral & Educational Solutions, Silver Springs, MD
Kristin Bjork	Education Development Center, Boston, MA

Educational Psychology M.S. Graduates - As can be seen, many of the students from the M.S. degree funnel into other EPY programs, such as the Ed.S. in School Psychology, and the various Ph.D. programs. Many of our M.S. students are CCSD classroom teachers; others find employment in business and non-profit settings. We were able to track many of the M.S. former students, but we had another 37 students who have moved on, and we were not able to locate them.

Newland, Erin	EPY Ed.S.	Gilbert, Amanda	EPY Ed.S.
Brown, Sara	EPY Ed.S.	Gonzalez, Jennifer	EPY Ed.S.
Carcoura, Lara	EPY Ed.S.	Melson, Rae	EPY Ed.S.

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Olinger, Cynthia	EPY Ed.S.	Terra Price Loffredo	EPY Ed.S.
Thompson, Diane	EPY Ed.S.	Melissa Arellano	EPY Ed.S.
Wilson, Amanda (Sifford)	EPY Ed.S.	Gahlya Auel	EPY Ed.S.
Echeverria, Elizabeth	EPY Ed.S.	Nicole Carter	EPY Ed.S.
Hale, Kendra	EPY Ed.S.	Meleny Chamberlain	EPY Ed.S.
Pichirallo, April	EPY Ed.S.	Amy Colgin	EPY Ed.S.
Williams, Alison	EPY Ed.S.	Juan Simon	EPY Ed.S.
Twyford, Jennifer (Speer)	EPY Ed.S.	Bei Asanga	EPY Ed.S.
Larson, Wesley	EPY Ed.S.	Brendon Ross	EPY Ed.S.
Farrally Autumn	EPY Ed.S.	Leanne Hemmer	EPY Ed.S.
Andrews, Thomas	EPY Ed.S.	Rachael Jacobi	EPY Ed.S.
Burton, Erin Rigg	EPY Ed.S.	Kate MacLeod	EPY Ed.S.
Garlick, Kim	EPY Ed.S.	Neal Dorenbosch	EPY Ed.S.
Tug, Jacqueline	EPY Ed.S.	Sara Williams	EPY Ed.S.
Uecker, Katherine	EPY Ed.S.	Kris Sedgwick	EPY Ed.S.
Gakura, Daniel	EPY Ed.S.	Joyce Chen	EPY Ed.S.
Inouye, Jodi	EPY Ed.S.	Robert Marroquin	EPY Ed.S.
Lawrence, Audrey	EPY Ph.D Program	Johnson, Marcus	EPY Ph.D Program
Sas, Maggie	EPY Ph.D Program	Conrad, Lara	EPY Ph.D Program
Aqui, Yvette	EPY Ph.D Program	Ayim(Steel), Tawnya	EPY Ph.D Program
Campbell, Brett	EPY Ph.D Program	Paul Stolberg	EPY Ph.D Program
Badgett, Barbara	EPY Ph.D Program	Antonio Gutierrez	EPY Ph.D Program
Poliquin, Anne	EPY Ph.D Program	Surwill, Vivian	EPY Ph.D Program
Nash, Mala	EPY Ph.D Program	Bjork, Kristen	EPY Ph.D Program
Golanics, Jennifer	EPY Ph.D Program	Hughes, Leslie	EPY Ph.D Program
Peng, Yun	EPY Ph.D Program	Russler, Kristen	EPY Ph.D Program
Rager, Rhiannon	EPY Ph.D Program	Jillian Cohen	EPY Ph.D Program
Rule, Deanna	EPY Ph.D Program	Raelynn Lee	EPY Ph.D Program
Couzens, Lindsay	EPY Ph.D Program	Ivan Ivanov	EPY Ph.D Program
Morris, Matthew	EPY Ph.D Program	Allison Gorelick	EPY Ph.D Program
Nathan, Michelle	EPY Ph.D Program	Christie Gardner (Higgins)	EPY Ph.D Program
Cordova, Jackie	EPY Ph.D Program	Megan Cogliano	EPY Ph.D Program
Edwards, Ordene	EPY Ph.D Program	Royer, Sheree	L&T Ph.D Program
Hamilton, Nancy	EPY Ph.D Program	Tarryn McGhie	T&L Ph.D. Program
Bolton-Cotrone, Finley	Ph.D. Hotel Admin Colorado State University		
Sinicki, Susan	Office of Public Relations - Pittsburg Public Schools		
Hedden, Stacy	CCSD Educator		
Walter, Hope	CCSD Educator		
Dunbar, Miriam	UNLV TRIO Program		
Judy Kay Frome	CCSD Fourth Grade Teacher		
Cynthia Garcia	Vitas Innovative Hospice (Social Worker)		
Lisa Hale	CCSD Educator		
Kayana Sanders	UNLV OCED Multicultural Program		
Samantha Koehler	CCSD Educator		
Brironni Alex	Zappos		
Dennis Kemp	Applied Engineering Management Corp		
Laura Zemp	Utah St Univ		
Jessica Leneave	Charter School Assistant Principal		
Othoniel Hernandez	CCSD School Psychologist		
Alba, Kelley	Teacher		

3. **If the department or program does not have placement information on graduates, what is the plan to implement gathering that information? N/A**

Program Review Self-Study
Academic Year 2015-16

4. Do placements match stakeholder needs as identified above in A of this section?

Yes, as seen from the listing, our Ph.D. graduates find gainful employment in a variety of settings, including international placements as well as local, state, regional, and national academic and/or applied professional settings.

Highly-qualified EPY M.S. graduates regularly elect to matriculate to the EPY Ed.S. program in School Psychology to become licensed. Others enter our EPY Ph.D. programs. EPY M.S. graduates also continue to work in the Clark County School District (or other districts outside our area) as teachers, instructional designers, evaluators, and learning specialists. It is not uncommon for an EPY M.S. graduate to work for the school district for a few years post degree and to then return to pursue a Ph.D.

5. If not, please explain. N/A

6. Additional Comments

IV. Program Resources

A. Faculty Time – The information in the tables listed under number 1 below represent the entire EPHE department faculty and GA resources, as the information could not be disaggregated by program. The table labeled *faculty teaching assignments for EPHE* illustrates how faculty members are assigned in the program areas since we have faculty in Higher Education (programs not being reviewed), Educational Psychology (M.S. and Ph.D. being reviewed at this time), and School Psychology (Ph.D. Strand being reviewed). Our program faculty members also teach “service courses” for cohorts of students from other departments both in the college of education and across campus. Of course, we have students from across campus in the M.S. and Ph.D. courses as well, but the service courses are designed for particular cohorts of students in other departments. We have 3 full time tenure track Higher Education faculty and 1 visiting assistant professor in that program area who may serve on doctoral committees, but for the most part do not teach courses directly related to the Educational Psychology M.S. or Ph.D. In addition, 1 visiting assistant faculty and 1 tenure track faculty teach courses in both the EPY and Higher Education programs. In terms of the numbers below, we have 13 faculty members (11 tenure track and 2 visiting assistant professors) for Educational Psychology and 2 (1 tenure track and 1 visiting assistant professor) for School Psychology, along with PTI faculty for School Psychology.

B.

Faculty Teaching Assignments for EPHE

	Full-time Part-time Visiting	School Psy Ed.S. Ph.D.	HE M.Ed. Ph.D.	EPY M.S.	EPY Ph.D.	EPY L&T Dual Degree	Service Courses
Putney	Chair			X	X		
McCafferty	FT				X		
Bendixen	FT	X		X		X	
Bernacki	FT				X	X	
Corkill	FT			X	X	X	
Garcia	Visiting		X				
Garza	Visiting			X	X	X	
Kardash	FT			X	X		
Lee	Visiting	X					
Loe	FT	X			X		
Lough	FT		X				
Marchand	FT				X	X	

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Nathanson	FT	X		X			X
Nehls	FT		X		X		
Nussbaum	FT				X	X	X
Relles	FT		X		X	X	
Rosser	FT		X				
Schraw	On Leave						
Scott	Visiting				X		X
Watson	FT		X				
Dockweiler	PTI	X		X			X
Couzens	PTI			X			X
Asay	PTI			X			X

1. Faculty and GA Resources

		<i>Spring 2013, Fall 2013, Spring 2014, Fall 2014, Spring 2015</i>				
Number of EPHE Instructors		Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
	Full-time Faculty	17	19	19	18	19
	GA	6	5	5	2	4
	PTI	8	3	6	2	8
	FIRS & Visiting		1	3	1	1
	<i>all others</i>				1	
Number of Classes Taught		Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
	Full-time Faculty	56	87	63	59	65
	GA	8	6	5	2	5
	PTI	9	4	7	2	9
	FIRS & Visiting		1	5	4	4
	<i>all others</i>				1	
Student Credit Hours Taught		Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
	Full-time Faculty	1,213	1,871	1,325	1,499	1,507
	GA	398	468	356	114	366
	PTI	561	159	555	93	489
	FIRS & Visiting		18	360	369	300
	<i>all others</i>				6	

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Percent of Classes Taught	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Full-time Faculty	76.7%	88.8%	78.8%	86.8%	78.3%
GA	11.0%	6.1%	6.3%	2.9%	6.0%
PTI	12.3%	4.1%	8.8%	2.9%	10.8%
FIRS & Visiting	0.0%	1.0%	6.3%	5.9%	4.8%
<i>all others</i>	0.0%	0.0%	0.0%	1.5%	0.0%

Percent of SCH Taught	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015
Full-time Faculty	55.8%	74.4%	51.0%	72.0%	56.6%
GA	18.3%	18.6%	13.7%	5.5%	13.7%
PTI	25.8%	6.3%	21.4%	4.5%	18.4%
FIRS & Visiting	0.0%	0.7%	13.9%	17.7%	11.3%
<i>all others</i>	0.0%	0.0%	0.0%	0.3%	0.0%

Data: Faculty Workload databases

Notes:

- * Figures include state-supported undergraduate and graduate enrollments and class sections
- * Figures exclude faculty on sabbatical or other leave (e.g. medical)
- * Figures include enrollments from both formal (organized) and informal (individualized) class sections
- * Cross- or dual-listed courses (multiple listed sections that combine to one taught class section) are counted once within a given category
- * Instructor categories are defined as follows:
 - "Full-time Faculty": regular, permanent faculty (PERM)
 - "GA": instructors identified by departments as graduate assistants (GA)
 - "PTI": instructors identified by departments as teaching on a letter of appointment; excludes professional staff and administrators (LOA)
 - "FIRS & Visiting": temporary or visiting faculty, and faculty-in-residence (TEMP)
 - *all others*: professional staff, administrators, and any other instructor not identified in the above categories (ADMLOA, ADM, OTHER)

2. For other non-major courses – e.g., upper division for the college or university, estimate your unit’s resources allocated to this:

- Doctoral Graduate Assistants (5) teach the undergraduate upper division courses, EPY 303 and EPY 451.

General Education

1. If your program or unit offers General Education courses, please estimate what proportion of your unit’s resources are allocated to this area:

- Our department assigns 4 GAs to teach in the First and Second Year Experience for the college of education.

2. Does the combined load from A and B affect your unit’s ability to offer courses for its major? No
If so, please describe:

C. Budget

1. Please fill in the table with three years of financial expenditures to be used to respond to questions 2 and 3 below.

Budget category	FY 12-13	FY 13-14	FY 14-15
-----------------	----------	----------	----------

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State Operating (2101)	\$ 21,766	\$ 26,731	\$ 21,933
Student Fees	\$ 0	\$ 0	\$ 0
Indirect Cost Recovery	\$ 0	\$ 691	\$ 5,348
Self-supporting	\$ 51,394	\$ 69,039	\$ 56,168
Total Allocations	\$ 73,160	\$ 96,461	\$ 83,449
Number of Graduate Assistantships (including GAs on grants)	20 (dept total) 8 (M.S./Ph.D.)	20 (dept total) 8 (M.S./Ph.D.)	20 (dept total) 8 (M.S./Ph.D.)

2. Are these resources sufficient to meet the degree program's instructional and scholarship needs?

The GAs in the department totals 20, with 8 of those belonging to the EPY M.S. and EPY Ph.D. programs (the other belonging to the School Psychology Ed.S., Higher Education M.Ed and Ph.D. programs, and the Dual Degree programs. The amounts are adequate to take care of Ph.D. students who need scholarships, but this will become an issue in the coming year as the Graduate College is suggesting that we increase the amount we need to give each student (we currently pay the minimum amount to accommodate more students), and as we increase our efforts on recruitment.

3. If not, approximately what line items and amounts would be needed?

The total amount of allocated dollars is sparse for our departmental needs. It would be helpful to have an increase in state operating dollars, but as we are a graduate-only department, we are limited in the ways in which we can bring in more funding related to tuition and student credit hours.

D. Other Funding and Resources

1. Is funding from other sources sufficient to assist the program in achieving its outcomes?

Other sources to be considered include: differential tuition, grants and contracts, endowment income, and one-time gifts for student scholarships, other one-time gifts. No, other sources have not been tapped to full potential.

2. If not, which funding streams could most reasonably be increased to help the program attain its outcomes?

Our faculty is beginning to explore other sources, especially in terms of grants and contracts. We anticipate earning more indirect cost recovery through garnering more grants, however that is not under our control. We do have faculty members who recently have submitted grants so we are hopeful that they will come through. We are looking into ways of increasing our online offering of the M.S. program, as well as seeking programs that would increase differential tuition.

3. Has any new donor revenue been generated since the last program review? No.

4. Has the unit engaged in fundraising activities to support the program over the last 5 years? No.

5. What has been the result of these fundraising activities? N/A

6. Review the space data for your department and comment on its amount and quality. These data will need to be accessed by an individual with Archibus® access.

We currently have enough office space for faculty use; however, we are searching for four new faculty and we will need to find offices for them. We have one quantitative faculty lab on the second floor and one qualitative lab classroom on the second floor, with a third small research lab on the third floor. Our main office is adequate at this point, however, with the anticipated increase in recruitment, we will need to add office staff, possibly an additional Administrative Assistant.

7. Is the quality and quantity of available consumable materials and supplies (e.g., office supplies or lab supplies) adequate and if not, explain why not:

We generally have been able to provide texts and office supplies for faculty in the past, although we are finding it more difficult because our numbers have increased in terms of visiting professors and part time instructors, which adds to the needed supplies.

8. Is the quality and quantity of available technology resources, such as computers adequate and if not, explain why not:

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For the most part, faculty computers are replaced on a revolving basis and thus far has been adequate. However, the computer replacements are based on student count, so if we do not acquire a program with higher student count, we will begin to fall behind in computer replacements. The computers that we have available for graduate assistants are old but still functioning, but it would be an advantage to replace those computers as well.

9. Is the quality and quantity of available equipment (other than computing) adequate and if not, explain why not:

We are in need of a new copier, even though we have tried to rely increasingly on technology to replace paper, but it is not always feasible to do so.

10. Is the quality and quantity of available library and information resources adequate and if not, explain why not:

Yes, we are able to access the high quality journal resources needed for our research and work with students.

11. Staffing

a. Are available department staff resources sufficient to attain the program's outcomes?

As we work on recruitment and adding more students in the programs, we may become overloaded for the current staff.

If not, what additional staff resources are needed and how would they be funded?

We may add an administrative assistant line if the recruitment is successful.

12. Additional Comments

V. Size of Program

1. Below is headcount, course enrollment, and degrees conferred data from Institutional Analysis and Planning (IAP).

Academic Level Key	
Undergraduate (UGRD):	Graduate (GRAD):
10 – Freshman	GR - Graduate
20 – Sophomore	PHD – Ph.D.
30 – Junior	
40 – Senior	
50 – Post Bacc Undergrad	

Headcount

Educational Psychology PHD

	Fall 2010 Prelim	Spring 2011 Prelim	Fall 2011 Prelim	Spring 2012 Prelim	Fall 2012 Prelim	Spring 2013 Prelim	Fall 2013 Prelim	Spring 2014 Prelim	Fall 2014 Prelim	Spring 2015 Prelim
	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount
GR	1									
PHD	44	42	49	43	39	34	39	38	36	38

Headcount

Educational Psychology M.S.

	Fall 2010 Prelim	Spring 2011 Prelim	Fall 2011 Prelim	Spring 2012 Prelim	Fall 2012 Prelim	Spring 2013 Prelim	Fall 2013 Prelim	Spring 2014 Prelim	Fall 2014 Prelim	Spring 2015 Prelim
	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount	Headcount
GR	12	7	13	11	14	15	15	10	14	11
PHD	1	2								

Degrees conferred

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Department Educ Psychology and Higher Ed
Academic Career GRAD
Academic Plan Description Educational Psychology PHD
Degree PHD
Degree Description Doctor of Philosophy

Academic Year - July to June	Degree Count
2006-07	1
2007-08	1
2008-09	4
2009-10	6
2010-11	2
2011-12	12
2012-13	4
2013-14	5
2014-15	3

Department Educ Psychology and Higher Ed
Academic Career GRAD
Academic Plan Description Educational Psychology EDS
Degree M.S.
Degree Description Master of Science

Academic Year - July to June	Degree Count
2003-04	6
2004-05	13
2005-06	15
2006-07	16
2007-08	14
2008-09	18
2009-10	12
2010-11	12
2011-12	14
2012-13	12
2013-14	11
2014-15	12

Course Enrollment

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Enrollment Count											
Subject	Course Number Level	Fall 2010 Prelim	Spring 2011 Prelim	Fall 2011 Prelim	Spring 2012 Prelim	Fall 2012 Prelim	Spring 2013 Prelim	Fall 2013 Prelim	Spring 2014 Prelim	Fall 2014 Prelim	Spring 2015 Prelim
EPP	700-Level	79	92	67	80	63	83	76	65	36	40
EPY	100-Level	9	8								
	300-Level	190	221	158	147	142	150	172	178	188	186
	400-Level	305	271	292	153	130	64	46	41	33	27
	700-Level	497	518	465	499	406	420	385	487	351	512

Degrees conferred

2. **Discuss the headcounts from the last five years, i.e., are the trends in line with projections in your unit’s strategic plan?** The trends are in line, given that our unit was reorganized 5 years ago, in Fall 2010, with the addition of the Higher Education area. The course enrollments vary mostly on the undergraduate courses (100-400) because they are offered for the Teacher Education students, and the 400 level course on classroom assessment was eliminated as a requirement in the elementary education program. In spring of 2012 the Higher Education program was required to finish out a cohort of students whose program was eliminated from the university so that is why the count dropped in Fall 2012 at the 700 level. The fluctuation between Fall and Spring in the 700 level courses relate to the teacher education alternative route to licensure students who take our Research Methods course in the Spring. Enrollment numbers are making a comeback, which is in line with the university enrollment numbers.

3. **If not, why not?**

4. **Does your program’s enrollment trend differ from national trends?**

Our trends do not appear to differ from national trends

5. **If yes, please discuss the reasons:**

5. **Additional Comments**

Last year the university offered retirement packages, and we lost 4 key faculty members across the three program areas, along with the untimely death of a key School Psychology professor. This was especially difficult since the EPY retiree had been teaching key high-level statistics courses, and the School Psychology professor chaired many of our School Psychology doctoral committees. The temporary addition of visiting assistant professors made it so that we could continue to offer core courses, however, that is not a permanent solution. We are on target to hire one tenure track assistant professor in each area, and one clinical line for School Psychology for a total of four hires. In addition we have begun to build our programs back in terms of recruitment of graduate students, and our methods courses are gaining students from outside our department as well.

VI. Retention, Progression, Completion

A. Major Course Offerings

1. **Are enough courses offered to meet enrollment demands?**

For the most part we have been able to offer enough courses. We had issues when the faculty member who taught high level statistics went on sabbatical for a year as we had to postpone those courses. That faculty member retired, and we have been able to hire a visiting assistant professor who is proficient in the statistical methods being taught in those courses. We need to be able to retain him as a tenure track professor, however, since the visiting track is a year-by-year hire. We have a faculty member on medical leave, and we have had to hire part-time instructors to cover the statistics courses he normally teaches. Fortunately, a few graduates of our program have taken positions locally so we have been able to hire them to fill in the required courses. The same has happened in our School Psychology program since we are down to one full time faculty member with one visiting assistant professor in the program. We need three full time faculty members to sustain the program, so we hope that our job searches will be successful this time around.

2. How many major courses have been added or eliminated in the last 5 years?

___6_ Added ___1_ Eliminated

3. Why were the actions taken?

New courses in motivation, self-regulated learning, mixed methods, and higher-level statistics were developed and are being offered. In addition, several courses that have been dormant for many years have been resurrected including a course focusing on learning and cognition and a course relating applied learning principles in educational media. The course that was eliminated was not viewed by students or faculty as providing what was needed in terms of advanced research methods and thus was removed from the core, and replaced by one quantitative advanced course and one qualitative advanced course. We felt that the additional methods courses would give our students a better advantage in the job arena once they graduated.

4. After reviewing the program, what additional actions should be taken to improved retention, progression, and completion?

For the EPY doctoral programs, the most concerning issue we have is in terms of completion, as many of our doctoral students take longer than 4 years to complete. For the most part this is due to the nature of the population of doctoral students since many of them work full time outside the university. Having students only enroll part-time slows their progress, yet we need to recognize that is the reality of many of our students. Being able to offer more scholarships, and GAships at a greater stipend would be of benefit to some of our students who may be able to afford to attend only on our stipend.

We are also encouraging students in EPY to enroll in our Higher Education doctoral course that is designed to help them complete their proposals. This has worked well for the Higher Education students to move them beyond the coursework and into their final research efforts on their dissertation. We are encouraging the EPY students to add the course as an elective in their program of study.

The MS students for the most part are working through the program in a timely manner. However, we do have a few students who delay for one reason or another, and this complicates their ability to finish with their comprehensive exams or thesis work. As such we just instituted an elective course to help those who select the comprehensive exam option to facilitate their movement through those exams. We just received feedback from the first group of students who opted for this course and found it to be highly productive.

5. Are there any courses that students routinely have difficulty getting enrolled in, that slow progression and/or graduation? If so, please identify them:

We did have some issues in the past when our faculty member who taught advanced statistics courses went on sabbatical. As can be imagined, it is difficult to find part time instructors who specialize in multiple regression and linear modeling techniques. Upon her retirement this past year we were lucky enough to find a visiting assistant professor who can teach those courses. We still have to bring in PTIs to cover all of the courses needed, but those are mostly the service courses as that enrollment is increasing. We are beginning to offer additional sections of these methods courses as the need arises.

For the School Psychology PhD, we had to find PTIs to cover 2 courses as we have only one tenure track associate professor and one visiting assistant professor in that area.

6. If last question was answered yes, what steps can be taken to reduce “bottle-necks” in these courses. Please indicate *both* financially-based and non-financially-based solutions.

We are now beginning a search for a tenure track assistant professor with skills in the advanced statistics and large scale data bases to fill the need in that area now being covered by a visiting assistant professor. We have searches for the School Psychology area as well for one tenure track, and one faculty in residence line. The addition of these two lines will help get us back on track in that area.

7. Can any changes in sequencing of courses be made to facilitate graduations?

We have been discussing our course sequencing and have produced a master schedule and sequencing chart for better advising purposes. One suggestion has been to add courses to the summer schedule, but this has been difficult to accomplish with the methods courses as the summer is just too intense for students to be able to grasp the advanced methods.

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B. Graduation Rates

Program graduation numbers and rates are summarized below.

**New Masters Students Graduating in Less than Six Years
(Educational Psychology M.S.)**

Fall 2005 - Fall 2011 Cohorts

Cohort Term	Number	Graduated in...							
		2 Years	%	3 Years	%	4 Years	%	5 Years	%
Fall 2005	5	1	20.0%	3	60.0%	3	60.0%	3	60.0%
Fall 2006	3	0	0.0%	0	0.0%	0	0.0%	1	33.3%
Fall 2007	4	0	0.0%	2	50.0%	2	50.0%	4	100.0%
Fall 2008	4	1	25.0%	3	75.0%	3	75.0%	3	75.0%
Fall 2009	6	1	16.7%	1	16.7%	2	33.3%	3	50.0%
Fall 2010	5	1	20.0%	1	20.0%	1	20.0%	2	40.0%
Fall 2011	6	2	33.3%	3	50.0%	4	66.7%	16/27	59.3%
Fall 2012	4	0	0.0%	0	0.0%	15/33	45.5%		
Fall 2013	1	0	0.0%	13/37	35.1%				
<i>Combined Cohort</i>		6/38	15.8%						

New Doctoral Students Graduating within Eight Years (Educational Psychology)

Fall 2001 - Fall 2010 Cohorts

Cohort Term	Number	Graduated in...											
		3 Years	%	4 Years	%	5 Years	%	6 Years	%	7 Years	%	8 Years	%
Fall 2004	10	0	0.0%	0	0.0%	1	10.0%	4	40.0%	5	50.0%	5	50.0%
Fall 2005	11	0	0.0%	0	0.0%	1	9.1%	2	18.2%	3	27.3%	5	45.5%
Fall 2006	12	0	0.0%	0	0.0%	2	16.7%	3	25.0%	4	33.3%	5	41.7%
Fall 2007	8	0	0.0%	1	12.5%	1	12.5%	2	25.0%	2	25.0%	3	37.5%
Fall 2008	6	0	0.0%	0	0.0%	2	33.3%	2	33.3%	2	33.3%	18/41	43.9%
Fall 2009	6	0	0.0%	0	0.0%	0	0.0%	2	33.3%	16/47	34.0%		
Fall 2010	7	0	0.0%	0	0.0%	1	14.3%	15/53	28.3%				
Fall 2011	14	0	0.0%	1	7.1%	8/60	13.3%						
Fall 2012	5	0	0.0%	2/74	2.7%								
<i>Combined Cohort</i>		0/79	0.0%										

*Doctoral graduation rates include only doctoral degree conferrals.

Notes: Acad_Plans in EDPEDS, HEDXXXXMED, EDPPHD,EDPSYM.S.

Source: MyUNLV Analytics Enrollment - Official Preliminary Census

Office of Decision Support, 25-AUG-2015

Using the data in the tables above, please answer these questions:

- 1. Are trends in 6-year cohort graduation close to the University's goals (UNLV's undergrad goal is 50%)? N/A**
- 2. If not, what is being done to reach the goal?**
- 3. Discuss how and why the graduation rate is changing.**

We do not have an undergraduate program. However, we are examining the graduation rate for our doctoral students to see how we can move them through the program in 4-5 years. Many of our students work full time in the community, which makes it more likely that they will finish in 6-8 years.

Additional Comments

VII. Relationship to Other Programs

1. What relationship does your program have to other programs (such as transfers, collaborations, partnerships) in the NSHE system? Program faculty and students have been involved in some collaborative research with the UNR Dept. of Computer Science ("Losing the Lake" project).

2. What the relationship does this program have to other programs at UNLV (e.g., collaborations, partnerships, affiliated faculty, General Education requirements, etc.)? Our program provides elective courses in learning and cognition, and required courses in statistics for graduate students from several disciplines across campus. Program faculty members also serve in the Learning and Technology Ph.D. program, a joint program with the Teaching & Learning Department. Some of our faculty members are involved in collaborative research with the UNLV Department of Philosophy and others with Civil Engineering. Many of our program faculty members serve as Graduate College Representatives and methodologists on doctoral committees in departments across campus (Nursing, Hotel, and Urban Affairs), while faculty from Geoscience, Nursing, and Chemistry (among others) have served on doctoral committees in our program.

Some of our graduate assistants teach undergraduate First and Second Year Experience courses, which provides the GAs a valuable opportunity to collaborate with graduate assistants from different disciplines.. In addition we provide several sections of undergraduate EPY 303 Introduction to Educational Psychology, and EPY 451 Foundations of Educational Assessment.

Courses included in the EPY M.S. core are consistently subscribed by students from the two other departments in the College of Education: Educational and Clinical Studies and Teaching and Learning. In addition, programs from other colleges include EPY M.S. core courses as an integral part of their degree programs. Courses in human learning and development, research methods, and statistics are highly subscribed by students from several disciplines across campus including, but not limited to: Kinesiology and Nutritional Sciences, Physical Therapy, Accounting, Hotel Administration, Law, Anthropology, Psychology, Sociology, Family Nurse Practitioner, Nursing Education, Nurse Educator, Criminal Justice, and the School of Environmental and Public Affairs.

3. Additional Comments -

VIII. Impact

1. What impact has this program had or will have in the following areas:

University - The M.S. and Ph.D. programs provide service courses in research methods and statistics. Our expertise in this area can provide feedback on institutional review or through secondary data analyses. Many programs

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outsource teaching of content available through EPY especially in the area of research methods and statistics. In addition our faculty serve on doctoral committees in other departments across campus as methodologists. Many UNLV employees continue their education in our department, gaining professional skills through educational psychology and other programs. Many of our graduate students participate in the annual Graduate Professional Student Association research forum.

- a. Community - Many of our graduates go on to work in Clark County School District (CCSD) in various positions at the district administrative level, and our school psychology students serve the district as school psychologists.

Our program has had an impact on interventions and evaluations conducted in education at all levels and in non-profit organizations across the community via partnerships that draw upon expertise of faculty and students in program. Our students have the ability to problem solve and analyze community-wide data in order to provide recommendations for educational change or policy.

Opportunities exist for students to participate in action research and reciprocity based programs (“Write to College” and “Digging in the Dirt” are two college access programs that can accommodate student participation). In the past we conducted action research with CCSD teachers and administrators, serving as many as 110 educators in conducting research in their classrooms and schools. EPY M.S. graduates are well-positioned for doctoral work. Many have participated in research and have presented posters at professional meetings. EPY M.S. students have the opportunity to participate and/or volunteer in the Ethnographic and Qualitative Research Conference research conference held annually in Las Vegas.

- b. Field - Several of our graduates hold positions in well-respected higher-education institutions nationally and internationally, and have contributed to the field via scholarship as faculty members.

Our faculty members have provided strong service to professional organizations, including holding a range of leadership positions as well as editorial board positions.

Several of our faculty members have been involved in grant evaluation processes at the federal level, both as reviewers and evaluators.

In the future, we will continue using our expertise to assess educational problems, particularly for the State of Nevada Department of Education initiatives that involve the local school district schools, and to provide viable solutions.

EPY M.S. graduates are well-positioned for doctoral work. Many have participated in research and have presented posters at professional meetings. EPY M.S. students have the opportunity to participate and/or volunteer in the Ethnographic and Qualitative Research Conference research conference held annually in Las Vegas.

2. **What are the benefits to the institution of offering this program?**

During the early part of this review period, the EPY Foundations program garnered national attention as a top-25 program, as well as for the number of its faculty serving as editors, associate editors, and editorial board members for the top five journals in the field. UNLV and the COE previous leadership did not take advantage of this recognition as much as they could have in terms of publicity for the institution, and we lost several faculty members since that time without having replacement lines. However, current COE leadership is interested in assisting us in moving back to ranked stature as part of the COE Top Tier Initiative.

Our program offers foundation courses in research methods and statistics that are used by departments and programs across campus. Many of our courses serve a dual function of providing content and increasing knowledge for students in our programs while also becoming service courses for other programs.

Educational psychology is a dominant field in terms of government funding, and more particularly in STEM areas. The field therefore has significant influence on the research community. Some of our faculty members have been actively seeking collaborative grants and research projects in the STEM area. More so than other fields, investment in interdisciplinary connections is needed to improve equity-minded research.

The EPY M.S. is supported by a nationally recognized faculty who also maintain strong ties to the local education community (e.g., Clark County School District). The foundational courses offered in learning, development, and research methods as well as introductory through advanced-level statistics courses support not only students in the EPY M.S., but students in a variety of other disciplines across campus (see Section VII; Item 2). In addition, the EPY M.S. serves as a pipeline to the educational psychology and learning and technology doctoral programs.

3. Are there examples of the integration of teaching, research, & service that you would like to highlight (e.g., faculty mentoring leading to student presentations at conferences, service learning classes, community service activities involving students, or other student activities and/or achievements that you think are noteworthy)?

Research on learning conducted as theses and dissertations can often be implemented in UNLV courses, and when methods positively affect learning, student outcomes improve. This is an indirect service to university mission (Core Theme 1)

Students who enroll in seminar courses tend to go on to conduct formal and informal independent studies with faculty; these projects often result in national and international conference presentations and professional organization involvement.

College access has been an important initiative at UNLV and various projects have been implemented to promote success of first year students. Two examples are “Write to College” and “Digging in the Dirt” which promote student participation and collaboration. Currently, several graduate students are gaining research experience through these community service activities. In addition, many of our students have conducted research at CCSD schools and charter schools in the local area.

Another aspect of our M.S. program to highlight is the online format we recently initiated. It is one of nine online degrees offered at UNLV (according to the Online Education Website) and the only online degree program in the College of Education.

4. Additional Comments

IX. Productivity

1. Please provide an indication of faculty productivity appropriate for your unit:

- Participation and success in seeking funding for research, fewer overall number of grants from last year, but the grant attempts were for much higher dollar totals and more prestigious grants such as IES, NIH, and NSF:
 - 10 attempts for grants (7 external, 3 internal) with \$26,532,887.00 attempted and \$718,358.00 total funded
 - Externally funded: 2 grants for \$599,973.00
 - Internally funded: 3 grants for \$118,385.00
- Quantity and quality of peer-reviewed faculty publications –
 - Many of our faculty publish in high-ranking Educational Psychology Journals:
 - Journal of Educational Psychology, Contemporary Educational Psychology, Journal of Experimental Education, Metacognition & Learning, Int’l Journal of Educational Psychology, Educational Psychologist, American Educational Research Journal, Educational Psychology Review, Review of Educational Research, and International Journal of Educational Research;
 - School Psychology Journal such as School Psychology Quarterly and Psychology in the Schools;
 - Journals in related fields such as: Action in Teacher Education, Journal of Learning Analytics, Journal of Educational Data Mining, Journal of Learning & Instruction, Journal of Creative Behavior, Gifted Child Quarterly, Elementary School Journal, and Journal of Teacher Education.
 - Numbers of publications was about the same as the prior year, although quality of journals was improved over a total of 52 published plus 9 accepted and 18 submitted:

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- 26 articles in refereed journals, with 5 accepted for publication, 17 more submitted, and 7 works in progress reported.
- 13 chapters in books, 4 chapters accepted, 1 submitted and 1 in progress
- 5 book reviews
- 8 other such as Introductions, abstracts, or research reports
- Faculty leadership in state, national, and international professional organizations increased this year, especially on Editorial Board Memberships covering 42 journals, with 460 reviews of manuscripts and 253 reviews of conference proposals):
 - Editorships = 3 Associate Editors and 1 guest co-editor
 - Journal Board Memberships:
 - 12 faculty Board Members on journals for 42 instances of membership,
 - 13 faculty served as Ad-hoc reviewers on journals for 46 instances of reviews
 - Manuscripts Reviewed for Journals – 456 total
 - 339 as Board members
 - 121 as Ad-hoc reviewers
 - Conference Proposals Reviewed = 253
 - Conference Presentations = 78 Total
 - 31 papers
 - 24 workshops
 - 19 posters
 - 2 panels
 - 1 chair
 - 1 discussant
 - Professional Organization Officers - 5

2. Additional Comments

X. Quality

A. Admission and graduation requirements

1. Please insert program admission requirements from the current UNLV catalog:

Admission will be limited to the most qualified applicants based on a combination of the following:

- An undergraduate grade point average of 3.00 or above.
- If graduate course work has been completed, a graduate grade point average of 3.00 or above.
- Preference given to scores that relate to the 50th percentile or better on the verbal and quantitative sections of the Graduate Record Examination (GRE).
- A score of 600 or above on the Test of English as a Foreign Language (TOEFL) is also required for students who do not speak English as their language.
- Three letters of reference from university faculty or other individuals qualified to judge the applicant's academic potential.
- The applicant's statement of professional interests and goals.
- A scholarly or professional writing sample.
- Graduate College application is available online. Applications for admission will be considered once a year. The deadline for the receipt of applications is February.

All domestic and international applicants must review and follow the [Graduate College Admission and Registration Requirements](#).

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Foundations Track

Students must have a master's equivalent degree to be considered for admission.

School Counselor Track

Students must have a master's degree in a school counseling program accredited by the council for Accreditation of Counseling and Related Educational Programs (CACREP) or must have completed the substantial equivalent of such program. Students with degrees in other counseling specialties will be considered for admission with the understanding that additional course work will be required as part of their doctoral programs.

School Psychology Track

Students must have a bachelor's degree. Many students admitted for this strand have completed their Ed.S. from a NASP-approved program, or its equivalent, as evidence of the knowledge base of a professional school psychologist. Students without this foundation are considered for admission with understanding that their programs of study will include content from our Ed.S. program.

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

Admission criteria for the EPY M.S. degree:

Admission will be limited to the most qualified applicants based on a combination of the following:

- An undergraduate grade-point average of 3.00 or above.
- If graduate coursework has been completed, a graduate, grade-point average of 3.00 or above.
- Preference may be given to students with scores above the 50th percentile on the verbal and quantitative sections of the [Graduate Record Examination \(GRE\)](#).
- A score of 600 or above on the [Test of English as a Foreign Language \(TOEFL\)](#) is also required for students who do not speak English as their first language.
- Three letters of reference from university faculty or other individuals qualified to judge the applicant's academic potential.
- The applicant's statement of professional interests and goals.

The admission process begins with applications submitted to the [Graduate College](#).

Specific instructions are included in the application materials. Admission applications are reviewed in the spring semester. Applications must be received by March 15.

2. What additions, corrections, or other changes have been made to admissions requirements since the catalog was issued?

The only correction that needs to be made is the removal of the Counselor Education track for the EPY Ph.D. program. As noted earlier, that track is no longer relevant to our program as Counselor Education has been moved to another department.

3. How many full-time advisors are available at the college level? Students are assigned to a faculty advisor at the time of admission, and then they may change that appointment at the time of assembling their dissertation committee members.

B. Outcomes and Assessment

1. Student Learning Outcomes and Program Assessment Plans and Reports by program concentration are listed at <http://provost.unlv.edu/Assessment/plans.html>. Insert the most recent assessment report directly below.

Assessment Report:

**Student learning Outcomes for PHD in Educational Psychology- Foundations Strand for
Fall 2014-Summer 2015**

A draft of our assessment plan was submitted to the Office of Assessment in March 2015. At that time, although the faculty had seen the plan on February 17, 2015, they had not yet had time to fully vet it before the deadline date set by your office. That assessment plan was voted on and approved subsequently by the Foundations faculty on September 23, 2015.

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As a result of faculty conversations regarding the assessment plan, **the following changes were made (or will be, pending Graduate College approval, if relevant) to the assessment plan:**

- 1) Changes were made to the procedures for the doctoral preliminary examination (Review /Benchmark II). These changes appear in Appendices A and B. These changes were submitted on October 7, 2015 to the Graduate College for their approval. Upon approval, the new description with its accompanying decision tree will be added to the EPHE Student Handbook. In addition, our assessment plan will be modified to reflect these changes.
- 2) Slight modifications to the Curriculum Map were made based on one faculty's suggestions. (See Appendix C).
- 3) Foundations faculty will meet during the latter part of the Fall 2015 semester to clarify our policy and potentially make modifications regarding Review/Benchmark I- the scholarly product requirement.

Our learning outcomes are:

1. Learning Theory: Students will explain, analyze and critique key theories related to learning, cognition, and development;
2. Literature Critique: Students will develop well-written reviews of the literature that include critical analysis and evaluations of the reviewed studies.
3. Research Design & Methods- Quantitative: Students will (a) describe, select and use advanced statistical research methods (including computer technology for the analysis of data); (b) describe the role of the scientific method; and (c) identify the threats to inference posed by various research designs and methodology.
4. Research Design & Methods- Qualitative & Mixed: Students will describe (a) qualitative approaches to exploring phenomena related to educational and other social contexts; (b) the theoretical and practical considerations of collecting and interpreting observation and interview data for presentation in a qualitative manuscript, and (c) criteria for establishing trustworthiness of qualitative studies.
5. Human Measurement: Students will develop plans for test construction, item and test specification, item writing and selection, test preparation and administration, test and item analysis, item and test revision to enhance reliability and validity, and various methods for validating tests, such as factor analysis, item response theory, and current issues in measurement;
6. Professional Research Skills: Students will serve as independent scholars who (a) can design, (b) implement, (c) and prepare reports of quantitative and qualitative research studies and (d) make significant contributions to the discipline of educational psychology;
7. Professional Identity and Community: Students will (a) develop a professional identity consistent with the specialization strand, (b) actively contribute to the profession, and (c) adhere to standards of ethical and professional functioning.
8. Specialization Strand Theory and Application: Students will (a) describe and analyze key theories related to the selected specialization, and (b) implement evidence-based intervention strategies and/or design and modify learning environments to promote more effective learning.

Learning Outcomes Assessed for Year One (Fall 2014-Spring 2015)

3. Research Design & Methods- Quantitative: Students will (a) describe, select and use advanced statistical research methods (including computer technology for the analysis of data); (b) describe the role of the scientific method; and (c) identify the threats to inference posed by various research designs and methodology.

Three required courses (EPY 722, EPY 732, and EPY 733) contribute to this outcome. EPY 722 and EPY 732 and EPY 733 are offered only in the spring semester, and will be assessed during Spring 2016. The content/elements and methods for assessing them (described in our assessment plan) were developed during Spring 2015 by Dr. Alice Corkill (EPY 722) and Dr. Eunsook Hong (EPY 732 and EPY 733). Dr. Hong retired at the end of the Spring 2015 semester. Dr. Tiberio Garza, who is teaching Dr. Hong's courses during Fall 2015 (EPY 733) and Spring 2016 (EPY 732), has been briefed on our assessment plan by Dr. Corkill and me, and will provide information to us regarding achievement of the learning outcomes based largely on the plan developed by Dr. Hong.

Another contributor to this outcome is the number of elective courses in research methods, measurement, and/or statistics taken by students. Five students (24%) took one course as an elective, and one student (5%) took two elective courses. This is an encouraging finding, given that these courses are over and above the 15 credit hours required for our research core. We hope to increase the percentage number of students who elect to take these additional courses in the coming years.

5. Human Measurement: Students will develop plans for test construction, item and test specification, item writing and selection, test preparation and administration, test and item analysis, item and test revision to enhance reliability and validity, and various methods for validating tests, such as factor analysis, item response theory, and current issues in measurement;

EPY 723, taught by Dr. Alice Corkill, makes the largest contribution to this outcome. Dr. Corkill's report regarding the seven Ph.D. Foundation's students' achievement of the learning outcomes assessed is presented in Appendix D. The learning outcomes were assessed through performance on test items and homework assignments. The Ph.D. students demonstrated borderline performance

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(less than 80%) across most of the eight outcomes. However, student performance on Outcomes 3, 5, 6, & 8 indicates that they were able to transfer their knowledge to practical situations. Despite their borderline performance on most of the outcomes, responses on the self-report survey indicated student satisfaction with their level of mastery of course content.

Dr. Corkill indicates that the outcomes for this course will be modified based on the findings of this analysis. In particular, greater specificity will be sought in order to make it easier to more explicitly identify student strengths and weaknesses.

6. Professional Research Skills: Students will serve as independent scholars who (a) can design, (b) implement, (c) and prepare reports of quantitative and qualitative research studies and (d) make significant contributions to the discipline of educational psychology;

The scholarly product requirement is the major contributor to this outcome. Ninety percent of our students reached the target of completing the requirement within 36 hours of doctoral coursework. Only two of the 8 students (25%) who have not yet completed the requirement have completed 36 or more hours of coursework. With one exception, students accomplished this benchmark by submitting papers for conference presentations, rather than submissions to journals. Sixteen students provided the requested information regarding where their paper had been presented. For these 16, 13 of the papers were presented at national conferences (81%), two at regional conferences, and one at a local conference. The fact that 12 of the 16 papers (75%) were presented at AERA, arguably the premier conference in education, speaks well for our students. This is the first year we asked that students submit reviewer comments along with their annual student surveys. Most of the students were not able to provide them this year, partly because the papers they submitted to meet the scholarly product requirement were presented more than a year ago. Now that students are fully aware that they need to submit reviewer comments to us, we will be able to make more formal and objective judgments regarding the quality of the work they submit in the future. This information will help to inform us of steps we as a faculty should undertake to enhance the quality of our students' research designs and conference paper/journal submissions.

Five students (19%) submitted one manuscript for possible publication between Spring 2015 and Fall 2015, and one student submitted three papers. All submissions were to low to mid-tier level journals. With the possible exception of *Creativity Research Journal*, none of the submissions were to educational psychology journals. Of these submissions, one student had two papers accepted, and another had one paper accepted for publication, yielding an overall acceptance rate of 37.5%. Based on these data, we will encourage more students to develop their conference papers into manuscripts and submit them to mid-tier journals in educational psychology.

7. Professional Identity and Community: Students will (a) develop a professional identity consistent with the specialization strand, (b) actively contribute to the profession, and (c) adhere to standards of ethical and professional functioning.

As indicated in our plan, data relevant to this outcome were collected by formally instituting an annual student survey. The survey was sent to current Foundation masters and doctoral students in July 2015, and all 26 doctoral students (after several reminders) returned the survey by mid-September.

On October 1, 2015, Foundations faculty as a group spent approximately two hours discussing the progress of each student. The discussion was based on information obtained from the annual student survey (see Appendix E) as well as on faculty observations of students and their performances in class and on research projects. Within a week of the review, students were sent a letter informing them of the faculty's assessment of their progress. (See Appendix F for a template of the letters.)

Similar to Learning Outcome 6, major indicators of this outcome include the number of conferences attended by students, as well as the number of papers submitted for publication or conference presentations. With respect to conference attendance, 15 students (58%) attended at least one conference, and six of them attended two. Eight of the conferences were national conferences. Given that the majority of our students work full-time, the conference attendance rate can be considered adequate. During the past year, and independent of those papers used to fulfill the scholarly product requirement, eight students (31%) presented papers at five different conferences. Three of the eight papers (38%) were presented at AERA.

Another contributor to this outcome is the number of research projects in which students are currently involved. Twenty-four of the twenty-six students (92%) indicated that they are currently involved in research projects. Seven students (27%) indicated involvement in one project, two (8%) indicated involvement in two projects, and three (11%) indicated involvement in the projects. These numbers are quite good, especially given that so many of our students work full-time.

When asked to self-report and self-reflect on activities that they felt contributed to the development of their professional identity, students mentioned the following: (1) attendance at professional conferences (40%); (2) participating in campus wide activities (30%); (3) participating in departmental-sponsored activities (17%); (4) participating in research projects (29%); (5) providing job-related services based on completed coursework (16%); (6) providing service activities to UNLV based on completed coursework (16%); and providing other service-related activities for the community based on completed coursework (52%).

It's clear from these data that the majority of our students are involved in one of more activities, and a number of them have been able to directly apply what they have learned from their coursework to their jobs. As one student wrote, his "degree experience and courses completed were vital in obtaining and being successful in my current position of employment."

Those who attended professional conferences, who mentioned participation in research projects and who noted that their coursework helped in their jobs were especially able to clearly articulate how the activities developed their sense of professional identity. Only two students failed to mention any activities that contributed to developing a sense of professional identity. Both of them indicated that their full-time jobs interfered with participation in any of the activities.

Appendix A

Educational Psychology Foundations, School Psychology and Learning & Technology Ph.D. - Preliminary Examination

Each student must take a preliminary examination (Review II) in the last semester of coursework outlined in his/her program of study. In general, the preliminary examination provides students with the opportunity to develop broad-based, integrated, and critical analyses of selected topics and the opportunity to reflect on the core elements of the program. The student and his/her graduate advisory committee will determine the content of the examination. In general, the format will focus on in-depth reading and writing in an area or areas that will support future dissertation research. When the committee and student have agreed as to the depth, breadth, content, and format of the examination, dates will be set for the commencement and completion (e.g., 2 weeks) of the exam. In general, students will answer three questions: (a) one situating the students' research within the context and constructs of educational psychology (and educational technology when applicable), (b) one consisting of a literature review in the student's area of expertise, and (c) one asking the student to design a research study on a question emerging from the literature review.

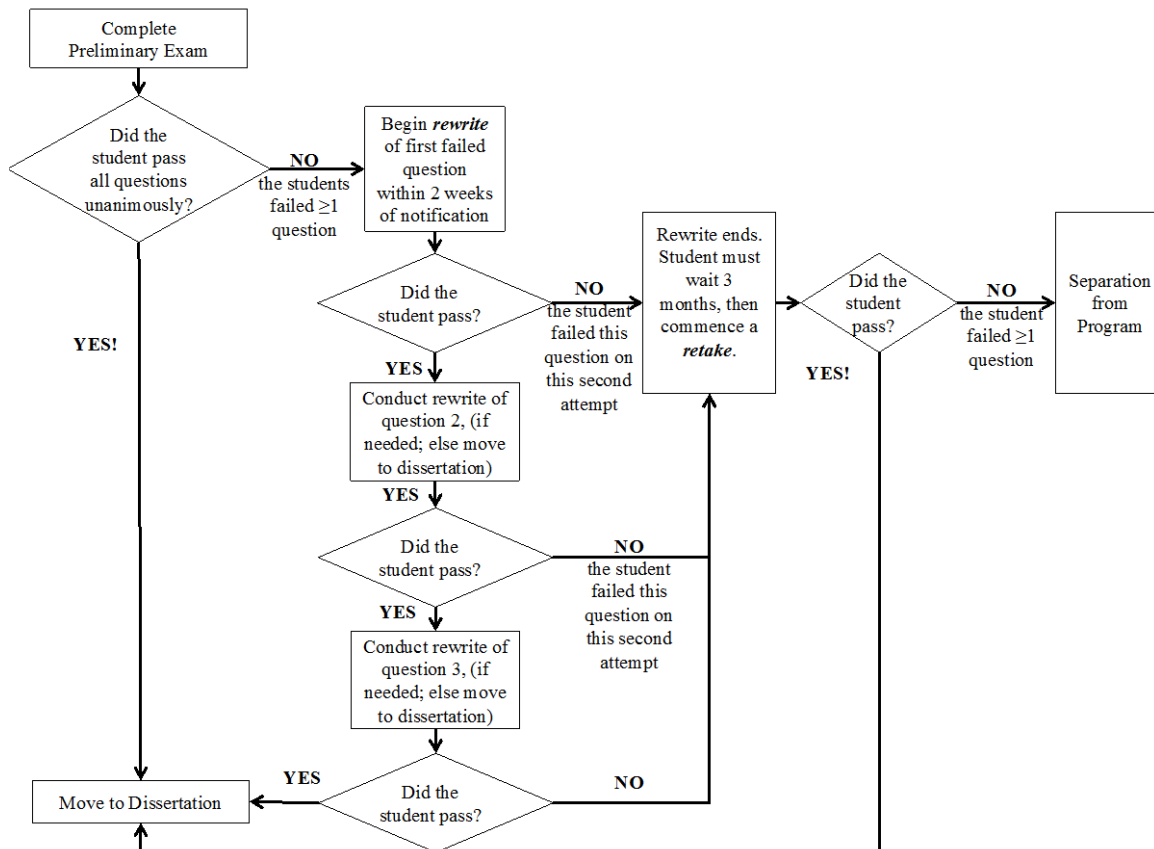
Examinations will be evaluated as to the presentation and organization of the ideas, the quality of the writing, and the extent to which the examination meets the parameters agreed to by all members of the graduate advisory committee members and student. Examinations will be read within 15 working days of their submission and evaluated as pass or fail. The graduate advisory committee must unanimously pass the student on each question on the exam (and on any rewritten questions or the retake of the exam).

In the case of failing one or more of the three questions on the preliminary examination, the student will be given an opportunity to immediately rewrite the questions that were failed. The rewrite must commence within two weeks following notification to the student that he/she failed one or more questions. All questions failed will be sent to the student at the same time, and two weeks will be allotted to re-write each failed question. If one question is failed, the student has two weeks to rewrite immediately after having received the failing grade. If all three questions are failed, the student has 6 weeks to rewrite (2 weeks per question). In the case that one or more questions were failed, the student has the option to choose the order in which the questions will be attempted. The student will submit his/her response to the first question to his committee at the end of two weeks, and the committee will be given two weeks to grade that response. If the committee fails the student, then no further questions will be attempted, and the student will wait three months prior to the retake (see next paragraph). If the student passes the first question, the second question is attempted and then submitted to the committee who again has two weeks to grade the response. If the second question is passed, the student proceeds to the final question. If it is failed, the third question is not attempted, and the student must wait three months for the retake examination. In the event that the committee does not unanimously pass the student on any portion of the rewritten exam, one retake of the preliminary examination will be allowed. As per Graduate College guidelines, 1) a student must wait at least three months before sitting for the examination again, and 2) failure to pass the retake will result in removal from the program. The retake questions will be the original preliminary examination questions, and the student will have two weeks to complete the retake exam.

Appendix B

Preliminary Exam Decision Tree

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Appendix C

Educational Psychology and Higher Education (EPHE)
Ph.D. in Educational Psychology (Includes both Foundations and School Psychology Strands)
Revised Three Year Assessment Plan (adopted September 23, 2015)

Opening Comments

An Information Session about the required Three Year Assessment Plan was held on Friday, 30 January, 2015. Information relative to the creation of a three year assessment plan as well as requirements for that plan were relayed to attendees. The Ph.D. in Educational Psychology Program Coordinator, CarolAnne Kardash, attended that meeting.

A meeting of the Foundations faculty was held on February 9, 2015, to update faculty on the information program coordinators had received from the Office of Assessment during the January 30 information session. EPY felt that the timeline provided to departments for learning about, developing, vetting, and approving a three year assessment plan was insufficient. However, to comply with the request to submit the assessment plan, the faculty met again on February 17, 2015 to discuss further how to assess the Ph.D. program. At that point, the faculty reached consensus and agreed to build upon the first year plan for the M.S. in EPY developed by Dr. Alice Corkill. Given that the M.S. and Ph.D. in Foundations have some research and measurement courses in common, it made sense for both degree programs to concentrate on research design and measurement learning outcomes for the first year of the plan. Following the second meeting and based on verbal input from the faculty, the plan described here was developed by CarolAnne Kardash, with written course-level input provided by Alice Corkill, Eunsook Hong, and Michael Nussbaum. The Year 1 Assessment Plan, as well as plans for Year 2 and Year 3, provided here is more elaborate than the draft reviewed by the faculty. The entire Educational Psychology faculty did not formally vet or approve this plan. It is, therefore, considered a draft and may be subject to significant modification.

Several of the required research design and measurement courses for the Ph.D. in Educational Psychology serve as “service” courses for graduate students in the College of Education as well as other colleges on campus. In addition, EPY 767 and EPY 777 are often taken by students outside EPHE. Disaggregation of the EPY Ph.D. students from non-EPY graduate students who take the courses may result in small numbers for data analysis despite the larger numbers of students enrolled in the courses. Moreover, within the

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Ph.D. in Ed Psych, students from the Foundations strand will be reported separately from those in the School Psychology specialization and those in the JD/Ph.D. dual-degree program in Educational Psychology and Law. As a consequence, data analysis may not occur annually. Moreover, the program coordinators for these latter two strands will submit reports separately (if appropriate and as relevant) to the Office of Assessment to address learning outcomes specific to those specializations.

Learning Outcomes

1. Learning Theory: Students will explain, analyze and critique key theories related to learning, cognition, and development;
2. Literature Critique: Students will develop well-written reviews of the literature that include critical analysis and evaluations of the reviewed studies.
3. Research Design & Methods- Quantitative: Students will (a) describe, select and use advanced statistical research methods (including computer technology for the analysis of data); (b) describe the role of the scientific method; and (c) identify the threats to inference posed by various research designs and methodology.
4. Research Design & Methods- Qualitative & Mixed: Students will describe (a) qualitative approaches to exploring phenomena related to educational and other social contexts; (b) the theoretical and practical considerations of collecting and interpreting observation and interview data for presentation in a qualitative manuscript, and (c) criteria for establishing trustworthiness of qualitative studies.
5. Human Measurement: Students will develop plans for test construction, item and test specification, item writing and selection, test preparation and administration, test and item analysis, item and test revision to enhance reliability and validity, and various methods for validating tests, such as factor analysis, item response theory, and current issues in measurement;
6. Professional Research Skills: Students will serve as independent scholars who (a) can design, (b) implement, (c) and prepare reports of quantitative and qualitative research studies and (d) make significant contributions to the discipline of educational psychology;
7. Professional Identity and Community: Students will (a) develop a professional identity consistent with the specialization strand , (b) actively contribute to the profession, and (c) adhere to standards of ethical and professional functioning.
8. Specialization Strand Theory and Application : Students will (a) describe and analyze key theories related to the selected specialization, and (b) implement evidence-based intervention strategies and/or design and modify learning environments to promote more effective learning.

Relation of Learning Outcomes to Office of Academic Assessment Graduate Level Requirements

Our eight student learning outcomes can be subsumed under the following three broad categories of outcomes, which correspond roughly to the three graduate level requirements proposed by the Office of Assessment (indicated in parentheses below) :

1. Theory and Literature Critique: Learning Outcomes 1, 2, & 8 (development of extensive knowledge in the field under study)
2. Research Design and Data Analysis: Learning Outcomes 3, 4, & 5
3. Professional Identity and Engagement: Learning Outcomes 6 & 7 (student engagement in research, scholarship, creative expression, and/or high level professional practice)

The third requirement- “activities requiring originality, critical analysis and expertise”- is addressed by all three categories.

Curriculum Map

The curriculum map indicates which required courses contribute to each learning outcome. Elective courses may contribute to some or all learning outcomes. The scholarly product requirement, research participation, preliminary (comprehensive) examination, and dissertation contribute to all learning outcomes.

Ph.D. Requirements	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6	Learning Outcome 7	Learning Outcome 8
EPY 701							3-B	
EPY 718				3-B		1-B		
EPY 719				3-B		1-M		
EPY 722			3-B			1-B		
EPY 723			1-B		3-B	1-B		
EPY 732			3-B			1-M		

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EPY 733			3-B			1-M		
EPY 757	3-B	1-B						
EPY 767	3-B	3-B						
EPY 777	3-B	3-B	2-B	2-B	1-B	2-B	1-B	
Specialization courses		2-M	2MC	3MB		2C& 2D		3-M
Annual Reviews of Students							2-B-E	
Scholarly Product Requirement	2-M	2-M	2-M	2-M	1-M	3-M	3-M	
Research Participation			2-M-E	2-M-E	1-M-E	3 M-E-	3 M-E	2 M-E
Preliminary Examination	1 & 3-E ^A	2 & 3-E ^B	2-E	2-E	1-E	1-E		3-E
Dissertation	1 & 3-E	2 & 3-E	3-E	3-E	1-E	3-E	2-E	3-E

A Ideally, theoretical grounding is a major piece of the research process

BA novel contribution is made by the dissertation (based on critiquing the literature)

C Uper-level quantitative courses

D Mixed-methods courses

KEY:

1= minor emphasis

2= moderate emphasis

3= major emphasis

B= outcome introduced in beginning of development, such as introductory course

M = outcome covered in middle stages of development

E= outcome fully developed at the end of a career, such as in a capstone course

YEAR 1

Assess Learning Outcomes 3 & 5 and Begin Systematic Collection of Data Contributing to Outcomes 6 & 7

As noted earlier, Learning Outcomes 3 and 5 were selected to coordinate with the planned first year assessment of learning outcomes for the master's program since students in the Ph.D. program may be enrolled in EPY 722 and EPY 723 (depending on their background). EPY 732 and EPY 733 constitute the remaining core courses for Learning Outcome 3.

Assessment of Learning Outcome 3

Three required core courses (EPY 722, EPY 732, and EPY 733) that contribute heavily to this outcome will be assessed during Year 1. (The specialty/elective courses that students select if they do a specialization in research design and methods will be assessed during Year 3.) The content for each of the three required courses has been further defined as indicated in the accompanying charts produced by Drs. Corkill (EPY 722) and Hong (EPY 732 & EPY 733) and the methods for assessing each element are indicated. Any part-time faculty who may teach these courses will be required to participate in any assessments identified for these courses. The course instructors will assemble and analyze the data and provide information to the Ph.D. program coordinator for these learning outcomes.

EPY 722

Element from EPY 722	Test Items	Homework Assignments
Learn the steps of hypothesis testing and understand the rationale for the sequence.	X	X
Learn how to create, format, and interpret all variables in a statistical statement of experimental results.	X	X
Learn how to select, conduct, and interpret appropriate follow-up procedures for a significant experimental result.	X	X
Learn to use computer technology for the analysis of data.		X

EPY 732: Multiple Regression and Path Analysis

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Learning outcomes and Assessment

Learning outcomes	Homework Assignment	Test items
Demonstrate understanding of statistical concepts on multiple regression and analysis of variance	✓	✓
Select correct statistical procedures for various research situations	✓	✓
Analyze data utilizing appropriate statistical computer procedures for each statistical concept area	✓	✓
Interpret the results of data analysis using standard reporting approaches	✓	✓

EPY 733: Multivariate Statistics

Learning outcomes and Assessment

Learning outcomes	Homework Assignment	Test items	Project
Develop a conceptual base of multivariate statistics for the design of empirical studies in education and social sciences	✓	✓	✓
Employ statistical procedures correctly in the analysis of educational problems	✓	✓	✓
Utilize computer programs for the analysis of empirical data	✓	✓	✓
Interpret computer printouts correctly and write up results in relation to specific research contexts	✓	✓	✓
Report research findings in an accurate and effective manner and according to standard guidelines in the field	✓	✓	✓

In addition, achievement of this outcome may be assessed in part by comments concerning the method and analyses sections provided by external reviewers of papers submitted for publication or and papers submitted for conference presentation, as well as by committee members' comments on the research design question of the preliminary examination, and the dissertation proposal. Students' advisors will be responsible for collecting the appropriate documentation, summarizing committee members' comments, and submitting those data to the Ph.D. program coordinator.

Beginning in Year 1, we will also determine how many elective courses in research methodology, measurement or statistics are taken by Ph.D. Foundations students. This is an area of concern since, although such skills increase the marketability of Ed Psych Ph.D.s, few of our students enroll in these courses beyond those required.

Assessment of Learning Outcome 5

Learning Outcome 5: Human Measurement: Students will develop plans for test construction, item and test specification, item writing and selection, test preparation and administration, test and item analysis, item and test revision to enhance reliability and validity, and various methods for validating tests such as factor analysis, item response theory, and current issues in measurement.

EPY 723, Theory and Practice of Human Measurement I, makes the single largest contribution to the human measurement components of Learning Outcome 5. This contribution will be assessed through student responses to test items and homework assignments. The human measurement content has been further defined by Dr. Corkill (as indicated in the accompanying chart), and how the element will be assessed has been specified. Dr. Corkill will assemble and analyze the data for this learning outcome and submit it to the Ph.D. program coordinator.

Element from EPY 723/Assessment	Test Items	Homework Assignments
Plans for test construction	X	
Item and test specification	X	
Item writing and selection	X	X
Test preparation and administration	X	

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Test and item analysis	X	X
Item and test revision to enhance reliability and validity	X	X
Various methods for validating tests such as factor analysis, item response theory, and current issues in measurement	X	

Begin Collection of Data for Assessment of Learning Outcome 6

Learning Outcome 6: Professional Research Skills: Students will serve as independent scholars who (a) can design, (b) implement, (c) and prepare reports of quantitative and qualitative research studies and (d) make significant contributions to the discipline of educational psychology.

The scholarly publication requirement (see below) is the first major contributor to Learning Outcome 6. During Year 1, we will begin systematic collection of data related to the number of students completing the requirement by the time they have completed 36 credit hours. Quality of the product will be assessed based on the comments of the external reviewers who accepted or rejected the product for publication or presentation at the annual conference of a national (or international) organization.

Scholarly Product Requirement

Students in the Ph.D. in Educational Psychology degree programs must satisfy a scholarly product requirement (Review 1). The requirement is to be completed by the time the student has completed 36 credits and can be met in one of two ways:

1. Students may submit an empirical study for publication in a professional journal or presentation at an annual conference of a national organization.
2. Students may submit a literature review for publication in an approved professional journal or presentation at an annual conference of a national organization.

Begin Collection of Data for Assessment of Learning Outcome 7

Professional Identity and Community: Students will (a) develop a professional identity consistent with the specialization strand, (b) actively contribute to the profession, and (c) adhere to standards of ethical and professional functioning.

Similar to assessment of Learning Outcome 6, we will gather information related to the number of professional conferences attended by our Ph.D. students, as well as the number of papers they submitted for publication or conference presentations. These data will be obtained from papers submitted for publication or conference presentations by students (along with letters of acceptance/rejection), as well as from their responses to an annual review document (in preparation). Students will submit this documentation to their advisor and to the Ph.D. Program Coordinator.

In addition, all students in the Foundations strand will complete an annual review in which they will respond to items related to actions they have taken over the past academic year to meet Learning Outcome 7. An annual review document (in preparation) will be emailed to second-year and later students at the beginning of August. In accordance with program policy, students will have until the end of the second week of the fall semester to return a completed review form. Students who fail to return the survey by the end of the second week of the semester will be warned that if their survey is not returned in five days they will be placed on probation. Removal of probationary status for noncompliance with the student annual review requirement will be successful student annual review in the next cycle.

As a part of this review, students will be asked to self-reflect and self-report on their level of professional identity and community. Examples of student activities that demonstrate development of professional identity and community include, but are not limited to, participating in departmental sponsored student activities, attending professional conferences, providing paid or volunteer services based on completed coursework to their place of employment or other organization (e.g., a public or private school), participating in campus-wide activities/events related to their specialty or elective courses (e.g., attending workshops or lectures or participating in events like the Festival of Communities). A wide variety of activities or events could easily qualify as a way in which students are meeting this learning outcome. It is incumbent upon the student to make the case for why the cited activity or event does so. Ethical and professional functioning will be determined by absence of any charges of ethical violations (e.g., cheating, plagiarism).

YEAR 2

Add Assessment of Learning Outcomes 1, 2, and 4

Assessment of Learning Outcome 1

Learning Outcome 1: Learning Theory: Students will explain, analyze and critique key theories related to learning, cognition, and development.

Three required courses, EPY 757, EPY 767, and EPY 777 make the greatest contribution to Learning Outcome 1. Faculty who teach these courses will determine no later than the beginning of Fall semester 2015 the specific elements from their courses which contribute to Learning Outcome 1. They will also be asked to identify how these elements will be assessed. Once identified, course instructors will assemble and analyze the data for EPY Ph.D. students for this learning outcome and submit it to the Ph.D. program coordinator.

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In addition to course specific elements that address Learning Outcome 1, Learning Outcome 1 will also be assessed through relevant preliminary exam scores, the dissertation proposal, and the dissertation over a three-year period from all committee members as well as (with additional qualitative comments from committee members on whether the student has since shown any growth in proposal preparation or dissertation writing). The preliminary exam (see below) question that requires students to situate their research interests/question within the context and constructs of educational psychology is particularly relevant to Learning Outcome 1. Students' advisors will be responsible for collecting the appropriate documentation, summarizing committee members' comments, and submitting those data to the Ph.D. program coordinator.

Preliminary Examination –Will be updated with Appendix A and decision tree pending Graduate College Approval

Each student must take a preliminary examination (Review II) in the last semester of coursework outlined in his/her program of study. In general, the preliminary examination provides students with the opportunity to develop broad-based, integrated, and critical analyses of selected topics and the opportunity to reflect on the core elements of the program. The student and his/her program committee will determine the content of the examination. In general, the format will focus on in-depth reading and writing in an area or areas that will support future dissertation research. When the committee and student have agreed as to the depth, breadth, content, and format of the examination, dates will be set for the commencement and completion (e.g., 2 weeks) of the exam. In general, students will answer three questions: (a) one situating the students' research within the context and constructs of educational psychology (b) one consisting of a literature review in the student's area of expertise, and (c) one asking the student to design a research study on a question emerging from the literature review.

Examinations will be evaluated as to the presentation and organization of the ideas, the quality of the writing, and the extent to which the examination meets the parameters agreed to by the committee members and student. Examinations will be read within 15 working days of their submission and evaluated as pass or fail.

Students may be asked to rewrite all or parts of the examination that the committee deems appropriate. As per Graduate College guidelines, 1) a student must wait at least three months before sitting for the examination again, 2) students may retake the exam once, 3) failure to pass the retake will result in removal from the program.

Assessment of Learning Outcome 2

Learning Outcome 2: Literature Critique: Students will develop well-written reviews of the literature that include critical analysis and evaluations of the reviewed studies.

Learning Outcome 2 will be addressed relatively early in the program by the literature review portion of research papers/proposals required in EPY 767 and EPY 777. Midway through the program it can be assessed by the scholarly product requirement as well as by literature reviews required in any papers for elective/ specialization courses. Much later in the program, it will be assessed by performance on the first two questions on the preliminary examination, as well as by Chapter 2 of the dissertation. The following chart, developed by Dr. Nussbaum, provides a general overview of key elements and how they will be addressed for Learning Outcome 2:

EPY 767, 777, and 768 (and EPY 757 as well as specific specialization courses, if appropriate)

Learning objectives	Literature Reviews Written for Courses (subscores and comments)	Literature Reviews Written for Preliminary Exam and Dissertation (committee scores and comments)
Literature review is:		
Extensive,	x	x

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Includes and explains some key learning and/or developmental concepts,	x	x
Includes critical analysis and evaluation of the reviewed studies,	x	x
Organized (not redundant),	x	x
Organized around one or more arguments (and where applicable, used as a basis for a study rationale and hypotheses).	x	x

Assessment of Learning Outcome 4

Learning Outcome 4: Research Design & Methods- Qualitative & Mixed: Students will describe (a) qualitative approaches to exploring phenomena related to educational and other social contexts; (b) the theoretical and practical considerations of collecting and interpreting observation and interview data for presentation in a qualitative manuscript, and (c) criteria for establishing trustworthiness/goodness of qualitative studies.

EPY 718 and EPY 719 make the greatest contribution to Learning Outcome 4. Faculty who teach these courses will determine no later than the beginning of Fall semester 2015 the specific elements from their courses which contribute to Learning Outcome 1. They will also be asked to identify how these elements will be assessed. If necessary, the Ph.D. program coordinator will facilitate these conversations. Part-time faculty who teach these courses will be required to participate in any assessments identified for these courses. Once identified, course instructors will assemble and analyze the data for EPY Ph.D. students for this learning outcome and submit it to the Ph.D. program coordinator.

In addition, achievement of this outcome may be assessed in part by comments concerning the method and analyses sections provided by external reviewers of papers submitted for publication or and papers submitted for conference presentation, as well as committee members' comments on the research design question of the preliminary examination, and the dissertation proposal. Students' advisors will be responsible for collecting the appropriate documentation, summarizing committee members' comments, and submitting those data to the Ph.D. Coordinator.

Assessment of Learning Outcomes 3 and 5, and collection of data for Outcomes 6 and 7 will continue as described for Year 1.

YEAR 3

Add Assessment of Learning Outcomes 6, 7 & 8

Assessment of Learning Outcomes 6 & 7

Learning Outcome 6: Professional Research Skills: Students will serve as independent scholars who (a) can design, (b) implement, (c) and prepare reports of quantitative and qualitative research studies and (d) make significant contributions to the discipline of educational psychology;

Learning Outcome 7: Professional Identity and Community: Students will (a) develop a professional identity consistent with the specialization strand, (b) actively contribute to the profession, and (c) adhere to standards of ethical and professional functioning..

Year 3 will be focused on summary evaluation of the data collected relevant to Learning Outcomes 6 and 7 in the preceding two years and Year 3. The means for assessing these outcomes has been described above in the plan for Year 1. Students' advisors will be responsible for collecting the appropriate documentation, summarizing committee members' comments, and submitting those data to the Ph.D. program coordinator.

Assessment of Learning Outcome 8

Specialization Strand Theory and Application: Students will (a) describe and analyze key theories related to the selected specialization, and (b) implement evidence-based intervention strategies and/or design and modify learning environments to promote more effective learning.

Learning Outcome 8 will be assessed primarily through students' performances on the relevant preliminary exam questions, dissertation proposal, and the dissertation (with additional qualitative comments from committee members on whether the student has since shown any growth in proposal preparation or dissertation writing). Committee members' scores and comments will be collected over a three-year period and summarized. Students' advisors will be responsible for collecting the appropriate documentation, summarizing committee members' comments, and submitting those data to the Ph.D. program coordinator.

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In addition, all students in the Ph.D. program will complete an annual review in which they will respond to items related to the specialty (elective) courses they have completed during the previous academic year. As described earlier, an annual review document (in preparation) will be emailed to second-year and later students at the beginning of August. In accordance with program policy, students will have until the end of the second week of the fall semester to return a completed review form. Students who fail to return the survey by the end of the second week of the semester will be warned that if their survey is not returned in five days they will be placed on probation. Removal of probationary status for noncompliance with the student annual review requirement will be successful student annual review in the next cycle.

As a part of this review, students will be asked to list the electives that they have taken in the past academic year and, in one or two paragraphs, describe the current state of their specialization keeping in mind the specialty (elective) courses they have taken. In addition, students will be asked to describe how the specialty (elective) courses are helping them to meet their academic and/or professional goals. Furthermore, students will be asked to identify the learning outcomes to which their specialty (elective) courses contribute.

Appendix D

Learning Outcome 3: Human Measurement: Students will develop plans for test construction, item and test specification, item writing and selection, test preparation and administration, test and item analysis, item and test revision to enhance reliability and validity, and various methods for validating tests such as factor analysis, item response theory, and current issues in measurement.

EPY 723, Theory and Practice of Human Measurement I, makes the single largest contribution to the human measurement components of Learning Outcome 3. This contribution will be assessed through student responses to test items and homework assignments. The human measurement content has been further defined as indicated in the accompanying chart and how the element will be assessed has been specified. Students enrolled in the M.S. program will be required to self-reflect on the elements listed in the chart provided below and respond to a survey related to levels of mastery of course content. The course instructor will assemble and analyze the data and provide information that will be integrated with other assessment data for this learning outcome.

Outcome	Element from EPY 723/Assessment	Test Items		Homework Assignments
		% Correct ¹	Number of points possible	
1	Plans for test construction	80.95	3	Not applicable
2	Item and test specification	75.51	7	Not applicable
3	Item writing and selection	71.43	1	84.03
4	Test preparation and administration	79.37	18	Not applicable
5	Test and item analysis	66.28	43	91.89
6	Item and test revision to enhance reliability and validity	76.19	27	95.71
7	Various methods for validating tests such as factor analysis, item response theory, and current issues in measurement	74.15	21	Not applicable
8	Interpreting test results (norms) and standard setting.	70.94	29	85.14

Seven Foundations Ph.D. students took this course during the spring semester 2015. Of these seven students: three earned grades of A and four earned grades of B. The final grades, however, were affected by inclusion of an extra credit assignment. Five of the seven Ph.D. students' final grades were dramatically affected by having participated in the extra credit assignment. The grade distribution without the extra credit participation were one grade of B+, three grades of B, one grade of C+, and two grades of C.

Course assessments may be interpreted to mean that the Ph.D. students demonstrated borderline performance across most outcomes (mastery is defined as earning an 80% or above in the course content areas). The contribution level of test items to each outcome varies, sometimes dramatically; therefore the percentage values listed in the table may be based on a small number of assessment elements and, due to the small sample, poor performance by one or two students on a test or assignment can dramatically affect resulting averaged values. For example, outcome 3 is assessed by one test item and a lengthy homework assignment. The 71.43% reported under "test items" for this outcome merely indicates that of the seven Ph.D. students, five of them answered the one test item

¹ The values in this column represent the percentage correct for the test items addressing the outcome content for all seven Ph.D. students based on the number of points possible as listed in the column to the left.

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correctly and two of them answered it incorrectly (in other words, the 71.43% could be easily misinterpreted). The seven students, however, performed admirably on the homework assignment that covered this content. Even so, student performance on the exams is somewhat perplexing because students have access to all course materials when sitting for exams.

With respect to Outcomes 3, 5, 6, and 8 student performance on the applied homework assignment indicates that the students were able to transfer their knowledge to practical situations. With respect to Outcome 7, the low test item average is puzzling. A more thorough review of the items that contribute to this outcome provides little assistance.

This course is required not only for EPY Foundations Ph.D. students, but also for EPY M.S. students. Based on the analysis of M.S. student performance in the course, two outcomes for which performance needed to be improved were identified: Outcome 2 and Outcome 6. Changes to the content and how it is being assessed are under consideration. In particular, the addition of a homework assignment related to item and test specification (Outcome 2) is under development.

Despite the obvious borderline performance issues, student survey responses indicate that the seven Ph.D. students felt satisfied with their level of mastery of course content.

The outcomes for this course will be modified based on the findings of this analysis. In particular, greater specificity will be sought in order to make it easier to more explicitly identify student strengths and weaknesses.

Appendix E

STUDENT ANNUAL REVIEW SURVEY – FALL, 2015

This required survey is intended to summarize your accomplishments and progress toward degree completion in the past year (Fall 2014, Spring 2015, Summer, 2015). Please complete the survey and e-mail it back to the doctoral coordinator for the Ph.D. in Educational Psychology (CarolAnne.Kardash@unlv.edu) **no later than 5 pm, Friday, September 4, 2015. Failure to complete the survey by this date may result in you being put on probation.** Please email the program coordinator (CarolAnne.Kardash@unlv.edu) if you have any questions.

Q1 Name:

Q2 Email--Rebelmail address only:

Q3 Advisor:

Q4: Area of specialization (e.g., Foundations, School Psychology, Educational Psychology & Law):

Q5 When were you admitted to the program:

Q6 Cumulative GPA:

Q7 Number of credits completed as of end of Summer 2015:

Q8 Have you completed your scholarly product (publication) requirement? ____ Yes ____ No

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If “yes,” please list the title, date completed, and the conference or journal to which it was submitted. Unless you have previously done this and the EPHE office has it on record, please email the program co-coordinator (CarolAnne.Kardash@unlv.edu) both your paper and the comments provided by the external reviewers who accepted (or rejected) your paper. (You may attach your paper and reviewer comments to this survey.) (If you cannot find the document, or have difficulty with the upload, please contact the program co-coordinator at CarolAnne.Kardash@unlv.edu)

Q9 Please use the table below to list the courses you completed in Fall 2014, Spring 2015, and Summer 2015. Indicate the name and number of the course as well as the grade earned, and whether the course was required or elective. In addition, please describe how the course is helping or will help you meet your academic and/or professional goals. (Add rows as necessary.)

Semester	Course title & #	Grade	Required or Elective	How this course addresses my academic and/or professional goals

Q10 Courses planned for the 2015-2016 academic year (including Summer 2016) Add rows as necessary:

Q11 Papers submitted for publication in the past year -- title, journal, and date of submission (Fall 2014, Spring 2015, & Summer, 2015). Add rows as necessary.

Title	Author order	Journal	Date of submission

Q12 Papers accepted with revision, in press, or published in the last year (Fall 2014, Spring 2015, & Summer 2015). Add rows as necessary.

Title	Author order	Journal	Date of submission

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Q13 Conference proposals submitted in the last year (Fall 2014, Spring 2015, & Summer 2015). Add rows as necessary.

Title	Author order	Conference	Date of Conference

Q14 Conference papers presented in the last year (Fall 2014, Spring 2015, & Summer 2015). Add rows as necessary.

Title	Author order	Conference	Date of Conference

Q15 Conferences (and dates) you attended in the last year (Fall 2014, Spring 2015, & Summer 2015). Add rows as necessary.

Conference	Date of Conference

Q16 Research/Projects accomplished in the last year with a description of your specific role in the project or study. If applicable, please list the supervising faculty. (Fall 2014, Spring 2015, & Summer 2015)

Project title	My role	Supervising faculty

Q17 Which program milestones have you completed in the last year (e.g., written comprehensive/preliminary exams, scholarly product requirement, thesis/dissertation proposal)? Please also list the semester in which these milestones were completed.

Q18 Which program milestones do you anticipate completing in the 2015-2016 academic year?

Q19 In one or two paragraphs, please describe and self-report on your level of professional identity and community. Examples of activities that demonstrate development of professional identity and community include, but are not limited to, participating in departmental sponsored student activities, attending professional conferences, providing paid or volunteer services based on completed coursework to your place of employment or other organization (e.g., a public or private school), participating in campus-wide activities/events related to your specialty or elective courses (e.g., attending workshops or lectures or participating in events like the Festival of Communities). It is incumbent upon you to make the case for how the activity or events you listed have contributed to the development of your professional identity.

Q20 **Please upload electronic copies of all papers that you have submitted for conference presentation or publication, along with the reviewer comments, and e-mail them with this survey to you CarolAnne.Kardash@unlv.edu.** Please also print a copy of your open-ended responses for your records, and email it to your advisor.

Appendix F
EPHE Annual Review

Name _____

Dear XXX:

The EPHE Foundations faculty met on Oct. 1, 2015, to review your progress in the program.

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___ We have determined that you are making satisfactory progress. Please continue to consult with your advisor regarding next steps.

___ We have determined that you are mostly making satisfactory progress, but you should have completed the scholarly product requirement before you earned 36 credits.

___ We understand that you are working on it and look forward to reviewing it soon, but no later than the next annual review.

___ The project must be conducted under the supervision of the faculty member and you typically must be the first author. Please consult with your advisor or other program faculty member to begin planning a project, and provide the program directors with a progress report (via E-Mail) by December 1st, 2015.

___ Although you indicated that you have completed the scholarly product requirement, you have not submitted a copy of the product, letter of acceptance/rejection and/or reviewer comments. Please e-mail the missing information to both Marty Koch and the program coordinator no later than December 1st, 2015.

___ Although you indicated that you have completed the scholarly product requirement, the proper form (with required faculty signatures) cannot be found in your file. The form is enclosed with this letter. Please complete this form and submit to both Marty Koch and the program coordinators (along with a copy of the scholarly product) no later than December 1st, 2015.

___ Our review indicates that you have yet to successfully complete the preliminary exam. This should be done in the last semester of course work. If you have not successfully completed the exam by XXX, we will be forced to put you on academic probation. You will need to work with your dissertation chair to develop appropriate questions.

___ Our review indicates that you have been working on your dissertation proposal for more than a year. For this reason, we have deemed that your progress has not been satisfactory. If you do not successfully defend a dissertation proposal by XXX, we will need to recommend that you be placed on academic probation. The faculty (and specifically your dissertation committee) is here to help you succeed, so please consult with them and your advisor on a regular basis.

___ It is now our policy to place any student who did not complete a student self-report on academic probation. Completing a self-report is a program requirement akin to an employee's annual evaluation. It is an important planning and monitoring document. Because you did not complete the self-report, we are recommending to the Graduate College that you be placed on academic probation for the current academic year. If you complete self-reports for both last year and the current year (due next August, 2016), the academic probation will be lifted.

Yours Truly,
CarolAnne M. Kardash, Program Coordinator, EPY Foundations

Educational Psychology and Higher Education
M.S. in Educational Psychology
Draft Three Year Assessment Plan

Opening Comments

An Information Session about the required Three Year Assessment Plan was held on Friday, 30 January, 2015. Information relative to the creation of a three year assessment plan as well as requirements for that plan were relayed to attendees. The EPY M.S. in Educational Psychology Program Coordinator, Alice Corkill, attended that meeting.

The timeline provided to departments for learning about, developing, vetting, and approving a three year assessment plan was insufficient. As a result, this plan was developed by one faculty member, Alice Corkill. Educational Psychology faculty agreed, in general, at a meeting held on Monday, 09 February 2015, that the format proposed would work based on a rough draft of the Year 1 Assessment Plan. The Year 1 Assessment Plan, as well as plans for Year 2 and Year 3, provided in this document is more elaborate than the draft reviewed by the faculty. The Educational Psychology faculty did not formally vet or approve this plan. It is, therefore, considered a draft and may be subject to significant modification.

All of the required courses for the M.S. in Educational Psychology are considered "service" courses. As a result, students from programs throughout the College of Education and from programs in other colleges (as well as online learners) take

these courses. Disaggregation of the EPY M.S. students from non-EPY M.S. students who take the courses will likely result in small numbers for data analysis despite the larger numbers of students enrolled in the courses. As a consequence, data analysis may not occur annually.

Learning Outcomes

1. Learning Theory: Students will explain and analyze key theories related to learning, cognition, and development.
2. Literature Critique: Students will critically evaluate research studies based on the study (a) methodology, (b) literature support, and (c) significance.
3. Human Measurement: Students will develop plans for test construction, item and test specification, item writing and selection, test preparation and administration, test and item analysis, item and test revision to enhance reliability and validity, and various methods for validating tests such as factor analysis, item response theory, and current issues in measurement.
4. Professional Research Skills: Students will serve as scholars who (a) can critique and evaluate reports of research studies and (b) use skills learned through their educational psychology coursework in their chosen career.
5. Specialty Coursework: Students will explain and analyze key theories related to their selected specialty or elective courses.

2. Describe specific program changes made based on the program's evaluation of its assessment reports:
Faculty members have not yet had opportunity put this plan into effect for the EPY Ph.D. and M.S. assessment reports as the plans were greatly revised under the new university assessment plan.
3. Has the program revised its curriculum such as changing prerequisites, adding or eliminating required or elective courses, or co-curricular experiences for the degree(s) in the last 5 years?
 - a. If yes, what changes were made and why? A student annual review process was instituted in the summer of 2015 for the EPY Ph.D. degree. Students are required to provide specific information about coursework and to summarize their progress toward their professional and academic goals through an annual review survey. Students' annual review documents are reviewed by faculty, and students are informed as to the status of their progress
4. Has the program revised course content or instructional approaches (pedagogy, technology) in the last 5 years?
 - a. If yes, what changes were made and why? As noted earlier, we made substantial changes to our Ph.D. coursework with the addition of a Mixed Methods course, courses on Motivation, Self-Regulation, Sociocultural Perspectives, and Non-Parametric Analysis. Our faculty members follow the comments on their individual course evaluations to make pedagogical changes. In addition, we have begun to offer more courses in an online format to accommodate the needs of students who prefer such courses. We still have a number of students who prefer face-to-face courses. At the M.S. level we have instituted an online version of the program, and we are just beginning to admit students into that program.
5. Describe any other changes made in the last 5 years (for example, advising) based on assessment reports: In terms of advising we have prepared student handbooks for all the programs, and have created master schedules and suggested course of study to assist students in preparing their programs of study. When students are admitted, we make every attempt to appoint an academic advisor who has similar research interests, but at times students change advisors as they begin to develop their programs.
6. Additional Comments

XI. Conclusions, Self-Assessment

A. Faculty Review

1. On what date did the program and/or department faculty review this self-study?

Faculty reviewed the initial report in October and made suggestions and additions to the study. They were given opportunity to review again in November through email and at an informational meeting on November 22nd for final comments.

2. What were the results of the faculty review?

Revisions were made to the document based on the suggestions from faculty.

3. What are the top 3 priorities and/or needs for the future development of the Ph.D. program?

Priority 1: The majority of these targeted the need for hiring additional faculty who could teach upper-level quantitative courses, with a particular focus on analysis of large-scale data bases. Mentioned in conjunction with this priority was the need to promote greater interest and engagement of students in advanced statistics.

Priority 2: A second need targeted recruitment of high ability students and their timely completion. We need to increase students' academic writing skills, and increase expectations of, support for and the culture of student research (benchmarks, travel funds, UNLV-venues for practice & friendly feedback etc). We need to increase efforts to ensure that student engagement in research leads to products. We need to conduct co-curricular seminars to prepare students for academic job searches and reframe our professional development for students to begin early and push them towards lofty goals (senior positions, faculty positions).

Priority 3: Faculty additionally mentioned the need for stronger foci on STEM and the learning sciences, evaluation, applied linguistics and courses that thematically address policy and practice concerns regarding equity. In a relate comment they noted we should increase the internationalization and globalization partnerships of the program.

Top 3 priorities and/or needs for the future development of the M.S. program:

Priority 1: Recruit more capable applicants for the EPY M.S. program. The Online EPY M.S. degree program may assist in recruiting larger numbers of applicants.

Priority 2: Ensure that course sequencing allows students to move through the program in a timely fashion. This will assist with student retention and result in better graduation rates.

Priority 3: Continue to refine the culminating experiences for the degree. Considerable effort has been expended to improve the comprehensive examination option for students. Maintaining and improving this degree completion option is critically important. Faculty should work carefully with EPY M.S. students in order to help them select the best culminating experience for their academic and professional goals. Some students who have selected the comprehensive examination option might have been better served by the thesis option. Both culminating experience options would benefit from greater efforts to assist students in improving their academic writing.

4. What are the strengths of the program?

The numerous strengths of the Ph.D. Program noted by faculty included:

- The number of faculty on editorial boards for the top five journals in the field.
- The Web of Science citations rates for some of the faculty.
- Faculty with a rich history of research experience.
- We just hired a visiting assistant professor who could add greatly to our ability to offer high-level statistics classes were he to be offered a tenure-track position.
- Statistics classes that draw students from across campus (psychology, Hotel College)
- Strong offerings in quantitative, qualitative and mixed methods, including access to intermediate to advanced statistical methods.
- Good methods core and expanding seminar offerings.
- Ample opportunities for student research and support.
- Strong offerings in courses for School Psychologists

The numerous strengths of the EPY M.S. Program noted by faculty included:

- Program flexibility is a major strength. Student may pursue the program in a traditional setting, fully online, or a combination of the two. Once students complete the 16 credit-hour core, they may construct a set of electives

that allow them to pursue very specific educational or professional goals. In addition, students can acquire a specialty within the degree program (e.g., program evaluation) that broadens employment options upon degree completion.

- The M.S. program provides theoretical grounding and research basis for advanced/doctoral study. In addition, M.S. students are allowed and encouraged to enroll in doctoral level courses, which enables them to more easily matriculate to Ph.D. programs.
- The rigor of the culminating experience has increased in the past several semesters. The comprehensive exam is not viewed as the easier of the two culminating experience options. The options (exam or thesis) are much more comparable than they have been in the past.

5. What are the challenges facing the program? Among the challenges of the Ph.D. Programs noted were :

- Retention of both senior and junior faculty, given pay stagnation. The need for more (and more regularly offered) advanced quantitative courses. Lack of tenure-track faculty to teach upper-level statistics and measurement courses contributes to this challenge.
- The move to online courses has seriously hurt recruitment of quality students. The strong push to recruit graduate students has led to the admission of students who really don't have the ability to complete the coursework with deep understanding and skills. The quality of students is related directly to student research productivity (or lack thereof).
- It is difficult to encompass the range of complementary methods in demand by employers. There needs to be greater diversification of the Ed Psych field, learning sciences, etc.
- One faculty member noted that although research foundations are very strong, application of the research to real world problems is not as strong. Program relevance is a pressing issue in an increasingly competitive marketplace. Traditional programs in education are being reconceived to address educational issues of social injustice, and this program has an opportunity to strengthen its relevance by addressing current social problems. The emphasis on social (as opposed to educational) is critical.
- The challenge in the School Psychology program is current lack of faculty. We encountered the untimely death of a faculty member, and then retirement of another key faculty resulting in only one full time associate professor for the program. We encountered a failed search last year because the recommended applicant was not willing to come to UNLV at the salary rate we could offer. We were fortunate to hire a visiting assistant professor, who was able to step in and assist with the Ed.S. and doctoral students. However, this is not a permanent position and we need to be able to fill the two positions that have been designated for our school psychology program this year.
- The EPY M.S. program continues to face challenges with respect to the quality and number of program applicants. The online degree option may assist in generating larger numbers of better-qualified applicants. At the same time, the move to online courses for the two undergraduate courses offered by EPY and the assignment of graduate assistants to teach the courses has hurt recruiting efforts. In the past a good number of well-qualified students were directly recruited for the M.S. program by faculty teaching the undergraduate classes. Given current faculty numbers, however, the department can ill-afford to assign them to teach undergraduate courses. Ph.D. students are not allowed to teach M.S. level courses. If they were, faculty could be encouraged to teach the undergraduate courses which could lead to better on-campus recruitment.

6. What recent additions, corrections, or other changes have been made to the program that reflect changes or developments in the field?

Establishment of a "second track" for admission to the EPY Ph.D. doctoral program. Students who meet the admissions requirements may now apply directly for the Ph.D. upon receipt of their baccalaureate degree. This new track may

potentially capture talented students who might otherwise apply to other institutions that offer a post-baccalaureate option.

We now offer a three-study dissertation option. We have modified the procedures for the preliminary exam to allow for a written rewrite in the event of failure of one or more items on the first attempt. We are also in the process of clarifying the nature and process involved in completion of the scholarly product requirement (our first benchmark). In an initial attempt to increase the quality of students' academic writing, we are employing the same rubric for evaluating papers in the doctoral classes that require reviews of the literature or research proposal assignments. We have made changes to course offerings, including offering new advanced seminars in motivation; self-regulated learning; mixed methods; and higher-level statistics classes (e.g., HLM), to keep current with the field. Courses in applied linguistics have been developed and offered as well.

We have not yet made changes to the School Psychology Program, as we have been given the opportunity to hire another tenure track faculty member and an assistant faculty in residence. It makes sense to begin discussions of revising the program once the faculty lines have been filled.

The EPY M.S. program has made great strides in the past two years in terms of improving the comprehensive exam culminating experience option. Even though progress has been made, considerable work will be required to maintain and to continue to improve this option. More extensive program assessment plans have been developed and put in place. Core EPY M.S. program courses provide data-based evidence that EPY M.S. students are meeting course learning outcomes. Multiple section courses (e.g., EPY 702 and EPY 721) will include pre and post-tests on critical content or common assignments to demonstrate that EPY M.S. students in different sections are meeting the same learning outcomes as part of our updated assessment plan.

The EPY M.S. degree now may be earned online. New courses in motivation, self-regulated learning, mixed methods, and higher-level statistics have been developed and are being offered. In addition, several courses that have been dormant for many years have been resurrected including a course focusing on learning and cognition and a course about applied learning principles in educational media. In addition, a student annual review process was instituted in the summer of 2015. Students are required to provide specific information about coursework and to summarize their progress toward their professional and academic goals through an annual review survey. Faculty members review the students' annual review documents, and students are informed as to the status of their progress.

B. Other comments

1. Is there anything else you would like to discuss about the program?

We want to point out that this review covers a portion of our department – the M.S. and one Ph.D. program, and we were pleased to be able to demonstrate where we have been, what we have accomplished, and how we intend to proceed in the near future. The department also houses a School Psychology Ed.S. program, an M.Ed and a Ph.D. in Higher Education, a Ph.D. in Learning (Sciences) Technology, 2 Dual Degree programs with Law (EPY and HE), and a certificate program in Higher Education, with one to be proposed in Policy and Evaluation.

We propose to make an addition to the PhD in Educational Psychology with a strand in Applied Linguistics. The AL Strand would be very popular with international students, particularly at the doctoral level, and can be a further outlet for the students coming from the TESL program currently housed in another department. Our faculty and graduate students would be able to garner grants in education as well as grants through NSF and other funding institutions in the sciences through the Applied Linguistic focus as Linguistics is one of the preferential subcategories in the funding structure. Another focus in the Foundations strand is on evaluation, and policy, which would allow for better potential of grant activity. We continue to see demand for educational psychologists who can link learning and motivation theory to policy, standards, program design (in literacy and STEM), evaluation and assessment, especially in government, school districts, and consulting firms (research and evaluation). In addition we are noting a demand for evaluators, particularly for work in school districts and on state projects. We are currently working on a proposal for a Program and Policy Evaluation Certificate to augment the PhD program.

The School Psychology program is integral to the local school district (CCSD) with nearly 70% of CCSD school psychologists being graduates of the UNLV program. Nearly all of our graduates begin their careers in CCSD and after

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about five years nearly a third of them have gone on to work in other districts or states. In addition to the PhD program our EdS program is a professional preparation program, and several of our EdS graduates have entered into the Ph.D. program. The need for school psychologists is critical here in southern Nevada as well as across the nation. We are the only school psychology program in the state. Moreover, our Ed.S. program is NASP approved, and we will be working toward additional APA accreditation for the doctoral program contingent on an adequate number of faculty hires to administer the program according to APA standards.

NEXT STEPS:

- A. Create an executive summary of this self-study, using the template provided, that is *no more than 2 pages long*.
- B. Email the self-study and the executive summary to:
- C. Chair of the Faculty Senate Program Review Committee: Bill Robinson, bill.robinson@unlv.edu, 702-895-3769 and/or Chair of the Graduate College Program Review Committee: Donovan Conley, Donovan.conley@unlv.edu, 702-895-5137
- D. Gail Griffin, gail.griffin@unlv.edu, 702-895-0482.

Congratulations on completing the self-study!