

UNLV

University of Nevada, Las Vegas

Office of the Vice Provost for
Academic Programs

Program Review Self-Study

Program(s) Under Review: Psychology

Degree(s): B.A.

Program Chair or Director: Christopher Kearney

Dean: Jennifer Keene

Date of Report: May 2022

GENERAL INSTRUCTIONS

- Please complete the program review self-study using this template.
- If this review is covering several degree levels, be sure to address each level in the responses to the questions.
- This is a formal document that will be read by Vice Provost for Academic Programs, the Nevada System of Higher Education (NSHE), and the Board of Regents, and will become a public document when submitted to NSHE. Please use professional language throughout the document.
- Writing style:
 - Write the self-study in third person (i.e., do not use “I, we or our”).
 - When referring to the program or faculty, use “the faculty” or “the program’s faculty”.
 - Use plain language when explaining parts of the program, i.e. don’t use discipline specific jargon or slang that will not be easy for others outside the program to understand.
 - Define abbreviations before using.
- Answer every question; do not refer to different sections as an answer. Information can be restated or summarized for subsequent sections.
- Please do not alter the format of this document.
- Ensure that the document has been edited (check for grammar, punctuation, notes to self, etc.) **prior to submission**.
- Send completed self-study electronically to: programreview@unlv.edu
- Questions can be addressed to the Academic Programs Analyst in the Office of the Vice Provost for Academic Programs or to programreview@unlv.edu

The Vice Provost for Academic Programs is committed to engaging programs in a clear and useful program review process. To facilitate continuous improvement, we welcome feedback from programs and departments, external or internal reviewers and any other constituents of the process.

I. Program Description

a. College/Program

- **College or School:** College of Liberal Arts
- **Unit:** Psychology
- **Web address:** <https://www.unlv.edu/psychology>
- **Program(s) being reviewed:** Bachelor of Arts in Psychology
- **Degrees and their abbreviations:** Psychology B.A.

b. Primary Individual Completing This Worksheet

- **Name:** David Copeland
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- **Date of self-study:** May 2022

c. Other Faculty Involved in Writing This Report

- Names and e-mails: Christopher Kearney (chris.kearney@unlv.edu)

d. Catalog Description

- i. Insert the most recent catalog description(s) of the programs(s)

Psychology Major- Bachelor of Arts (BA)

Please see the UNLV College of Liberal Arts, Psychology Department web page at unlv.edu/psychology for information about department programs, faculty and facilities. Degree worksheets and 4/5 year plan for the major are available at <https://www.unlv.edu/degree/ba-psychology>.

Please see advising information at the UNLV Wilson Advising Center at www.liberalarts.unlv.edu/WAC/.

Accreditation

Institution - Northwest Commission on Colleges and Universities www.nwccu.org

Learning Outcomes

1. Students will demonstrate broad knowledge of the major theories and findings from the various sub-disciplines of psychological science.
2. Students will be able to conduct and interpret the types of statistical analyses used in psychological research.
3. Students will demonstrate an understanding of the methods of psychological research by proposing research studies and critiquing methods that are used in psychological research studies
4. Students will present their knowledge of psychological theory, statistical analyses, and research methods through clear written (APA-style research paper) and verbal (oral presentation) communication.
5. Students will demonstrate in-depth knowledge of the research theories and findings in the foundation areas of study in psychological science (e.g., Physiological, Perception, Cognition, Development, Abnormal, and Social).

University Graduation Requirements

Please see [Graduation Policies](#) for complete information.

Psychology Degree Requirements - Total: 120 Credits

General Education Requirements - Subtotal: 38-45 Credits

First-Year Seminar - Credits: 3

English Composition - Credits: 6

- [ENG 101 - Composition I](#)
 - [ENG 102 - Composition II](#)
- Second-Year Seminar - Credits: 3
-

Constitutions - Credits: 4

Mathematics - Credits: 3

Distribution Requirement - Credits: 19-20

Please see [Distribution Requirements](#) for more information.

- **Humanities and Fine Arts: 9 credits**
 - [PHIL 101 - Introduction to Philosophy](#)
 - 3 additional humanities credits outside of philosophy
 - One course in fine arts- 3 credits
- **Social Science:**
 - Automatically satisfied by Major requirements
- **Life and Physical Sciences and Analytical Thinking: 9-10 credits**
 - Two courses from Life and Physical Science
 - One of which must include either:
 - [BIOL 100 - General Biology for Non-Majors](#)
 - [BIOL 189 - Fundamentals of Life Science](#)
 - [BIOL 190A Introduction to Cell and Molecular Biology](#)
 - [BIOL 190L Introduction to Cell and Molecular Biology Laboratory](#)
 - Analytical Thinking
 - [PHIL 102 - Critical Thinking and Reasoning](#)

Multicultural and International - (0-6 due to double dip)

Multicultural, one 3 credit course required
International, one 3 credit course required

These courses may overlap with general education and major requirements. A single course may not meet the multicultural and international requirements simultaneously. For the list of approved multicultural and international courses, go to: <http://facultysenate.unlv.edu/students>.

Major Requirements - BA in Psychology - Subtotal: 54 Credits

(see note 1 below)

Social Science - Credits: 9

- [SOC 101 - Principles of Sociology](#)
- [ANTH 101 - Introduction to Cultural Anthropology](#)

and 3 additional social science credits from a different field.

Fine Arts - Credits: 3

Foreign Culture/Foreign Language - Credits: 6

Psychology Major Requirements - Credits: 36

(see note 2 below)

- [PSY 101 - General Psychology](#)
- [PSY 200 - Introduction to the Psychology Major](#)
- [PSY 210 - Introduction to Statistical Methods](#)
- [PSY 240 - Research Methods](#)
- [PSY 490 - Capstone in Psychology](#)

Five of the six core courses

- [PSY 303 - Foundations of Neuroscience](#)
- [PSY 305 - Foundations of Perception](#)
- [PSY 316 - Foundations of Cognitive Psychology](#)
- [PSY 330 - Foundations of Developmental Psychology: Infant and Child](#)
- or
- [PSY 334 - Foundations of Developmental Psychology: Adolescence and Adulthood](#)
- [PSY 341 - Foundations of Abnormal Psychology](#)
- [PSY 360 - Foundations of Social Psychology](#)

Psychology Electives - Credits: 9 (must be upper division: 300-400)

General Electives - Total Credits: 21-28

Total Credits: 120

Notes

1. No more than 11 of the 36 required credits in the required psychology courses may be lower division (100-200). **All psychology course work must be completed with a grade of C- or higher.**
2. The technology requirement will be satisfied through the completion of required courses, [PSY 210](#) and [PSY 240](#).

ii. Is the description for the program(s) correct? If not, what needs to be changed? Have changes been initiated in Curriculog?

Yes, the catalog description for the program is correct.

e. Relationship to Other Programs

- i. What relationship does this program have to other programs, e.g. articulation, transfers, collaborations, partnerships, in the NSHE system? All undergraduate programs have transfer agreements.**

The Psychology BA program has no relationships with other NSHE programs (besides being good NSHE citizens and working with Psychology programs at UNR, CSN, and NSC on issues such as common course numbering).

- ii. What relationship does this program have to other programs at UNLV, e.g. collaborations, partnerships, affiliated faculty, general education requirements?**

The Psychology BA program has a number of connections to other UNLV programs. Psychology offers one of the most popular general education courses – PSY 101 General Psychology. One psychology course – PSY 469 Psychology and the Legal System – is cross-listed with the Criminal Justice program. Psychology accepts a number of different statistics courses from other UNLV programs – CRJ 302, ECON 261, KIN 200, STAT 152, STAT 391, or STAT 491 – as equivalent to the PSY 210 Introduction to Statistical Methods course. In addition, the Neuroscience minor includes a menu of course options offered by psychology and other UNLV programs (biology, kinesiology).

The Psychology BA program has faculty members who are affiliated with other programs, such as the interdisciplinary Neuroscience Ph.D. program (Snyder, R. Hines, D. Hines, Hyman) as well as the Gender and Sexuality Studies program of the Department of Interdisciplinary, Gender, and Ethnic Studies (Liboro). In addition, psychology faculty have taught courses for the Honors College (HON 201 Honors General Psychology) and College of Liberal Arts (COLA 100 First Year Seminar). Psychology faculty also collaborate with representatives from other programs in a variety of areas, including the College of Liberal Arts Student Success Council and the Honors College's Honors Council. Finally, the Psychology BA program also has connections to faculty members in administrative roles (UNLV President, UNLV Executive Vice President & Provost, UNLV Vice Provost of Undergraduate Education).

II. Mission Alignment, Excellence, and Productivity

i. What is the program's mission statement?

If the program does not have a mission statement, please use the department or college mission statement.

The mission of the Department of Psychology B.A. degree program is to educate undergraduate students in fundamental psychological concepts and to develop communication, critical thinking, and research skills to prepare them for employment in psychology-related areas and/or the pursuit of advanced degrees in psychology.

The mission of the Department of Psychology Ph.D. degree programs is to train graduate students as psychological scientists who possess a broad foundation of psychological knowledge, critical thinking and evaluation skills, an ability to conduct independent research that meets international standards of excellence, and—where relevant—skills necessary to address psychological concerns.

The mission of the Department of Psychology faculty is to generate and disseminate psychological knowledge through original scholarly research and teaching, enhance multiculturalism and diversity, and serve the community by bringing faculty and student expertise to bear on important local and regional issues.

ii. Briefly describe how this program is aligned to and supports achievement of the university's [Mission](#) and [Top Tier 2.0 Strategic Plan](#).

The Psychology BA program aligns to the UNLV Top Tier 2.0 mission by fitting all 3 focal points of the mission:

- (1) World-class educational experience – the Psychology program offers a curriculum that fits the American Psychological Association's Guidelines (2.0) for the Psychology Major, offers students opportunities to get involved with high impact experiences such as

research and field experiences (e.g., internships). The program also regularly surveys graduating seniors to see how program faculty can improve the program to meet their needs. The program does what it can (within the constraints of a very high faculty to student ratio) to offer a variety of courses, offer them at different times, and in different formats (e.g., in-person, hybrid, or online).

- (2) Groundbreaking research – the Psychology faculty is very active and productive in research – the faculty actively include undergraduates in projects where they can help out in various roles.
- (3) Physical and mental health care – the Psychology program contributes to mental health care in a number of ways: program faculty are in leadership roles in a campus mental health clinic that provides services to the community (The PRACTICE), faculty conduct research that involves mental health (e.g., clinical psychology), and students regularly get involved with mental health care organizations in the community (e.g., volunteering, internships).

In addition, the Psychology BA program addresses most of the core areas of the UNLV Top Tier 2.0 mission:

- Student Achievement – the Psychology program has clear learning outcomes and makes sure that course syllabi have learning outcomes as well. Students are encouraged to develop skills such as critical thinking, get involved with opportunities such as research, internships, and student organizations such as Psychology Club, Psi Chi, and the Outreach Undergraduate Mentoring Program.
- Research – the Psychology faculty are very active in research (see metrics in a later section) and the faculty recruit psychology undergraduates to participate in research projects (see metrics in a later section).
- Health – the Psychology program has a number of students who are interested in pursuing careers related to mental health. This includes professions such as psychologist (various types), therapist, counselor, psychiatrist, or social worker.
- Community – the Psychology program interacts with the community in a number of different ways. Some examples include service learning courses, the PRACTICE (a UNLV mental health clinic that serves the community), faculty talks in the community (schools, community centers), and psychology students who volunteer and intern with community organizations.
- Social Justice, Equity, and Inclusion – as noted elsewhere in this report (see below in the program “five highlights” section), the Psychology program has a strong commitment to diversity, equity, and inclusion issues. This includes a major department committee (IDEAS – Inclusion, Diversity, Equity, Access, and Solutions), undergraduate organization (OUMP – Outreach Undergraduate Mentoring Program), and an emphasis on these topics when it comes to hiring new faculty.

In addition, it should be noted that the Psychology BA program follows the UNLV Undergraduate Education guidelines by including a milestone experience course and a culminating experience. The milestone course is PSY 240 (Research Methods) because this is a

course that students take in the sophomore or junior year, and this course emphasizes the critical thinking and communication aspects of the University Undergraduate Learning Outcomes (UULOs). The culminating experience is satisfied through PSY 490 (Capstone in Psychology) – this course includes an emphasis on critical thinking and communication, a psychology research paper, and students take it in their final year.

- iii. Provide at least three examples of the integration of teaching, research and service at the program level (e.g. faculty mentoring which lead to student presentations at conferences, service learning classes, community service activities involving students, or other noteworthy student activities and achievements).**

The Psychology BA program integrates teaching, research, and service in a number of ways.

- (1) Students who participate in psychology research labs regularly present their work at various conferences both on campus (e.g., Psi Chi research events, Office of Undergraduate Research events, McNair Scholars) and off campus at professional conferences (e.g., Western Psychological Association, Rocky Mountain Psychological Association, American Psychological Association, Association for Psychological Science).
- (2) Psychology faculty members have developed service learning courses. One example is that students have been able to apply learning and behavioral principles to the training of service animals with a local organization, Silver State Service Dogs (PSY 420 Psychology of Learning). Another example of service learning is that psychology students have applied concepts learned in a child development course (PSY 330 Developmental Psychology: Infant and Child) to assist a Las Vegas organization – Sweet Beginnings Midwifery Care – with educating expecting parents.

A number of other psychological courses involve service and experiential learning. The list below describes some examples:

- a. PSY 200 – students complete engagement activities (e.g., attend a Psi Chi event, join a psychology organization, apply for an internship)
- b. PSY 303 – students can complete a project to attend the Marjorie Barrick Museum, explore art works, and discuss how the nervous system processes the information
- c. PSY 330 – students can complete a project involving observations of children through volunteering at a child care center
- d. PSY 341 – instructors invite a practicing therapist to answer students’ questions about psychological disorders and treatment
- e. PSY 350 – students investigate a potential future job and interview someone at the organization
- f. PSY 442 – student interview an older adult to learn about a different life perspective

- g. PSY 496/498 – various research labs involve students writing APA Style papers, conference presentations, and work with community agencies.
- (3) Psychology faculty have been active speakers in the community, particularly with schools and educational events in the Las Vegas area. Some examples include faculty serving as science fair judges, presenting at the Las Vegas Science and Technology Festival, and giving talks at local schools (e.g., Advanced Placement Psychology courses) or for senior groups (e.g., Sun City Anthem).

iv. List and briefly describe five highlights or areas of excellence of the program.

Below are five highlights of the Psychology BA program:

(1) Strong research activity and opportunities for students to work with faculty. Students can earn credit by working with faculty through research (PSY 498 Advanced Independent Research), independent study (PSY 496 Advanced Independent Study), field experiences (PSY 497 Supervised Field Experience), or as a teaching assistant (PSY 439 Field Experience in the Teaching of Psychology). Students can browse through the different research options, they learn how to apply to participate in research labs (PSY 200), and they are able to interact with faculty and graduate student representatives from research labs (Psychology Club / Psi Chi events).

(2) The Psychology BA program strives to use best practices and recommendations from the field of psychology. The program incorporates the American Psychological Association's Guidelines (2.0) for the Psychology Major which emphasizes 5 goals: (a) Knowledge base in psychology, (b) Scientific inquiry and critical thinking, (c) Ethical and social responsibility in a diverse world, (d) communication, and (e) Professional development. Most of the courses introduce students to psychological theories and concepts, and faculty emphasize the scientific approach to psychology as well as encouraging students to think critically about ideas. As noted in a previous point, issues related to diversity are emphasized in the program, as well as communication – students focus on written and oral communication in course such as Research Methods (PSY 240) and Capstone in Psychology (PSY 490). Finally, the program encourages professional development through the Introduction to the Psychology Major course (PSY 200), the Capstone in Psychology (PSY 490), access to the Applied Liberal Arts Internship course (COLA 402), as well as in workshops hosted by student organizations like Psychology Club, UNLV Psi Chi, and the Outreach Undergraduate Mentoring Program (OUMP). In addition, program faculty are currently developing a new careers course that will slot in between the Intro to the Major (PSY 200) and Capstone (PSY 490) courses.

(3) The Psychology BA program has a strong commitment to issues regarding diversity, equity, and inclusion. This is not only part of the mission statement, but the program has an active Inclusion, Diversity, Equity, Access, and Solutions (IDEAS) Committee that meets regularly to emphasize and promote these principles. The program has a popular program where undergraduates from diverse backgrounds are matched up with a Psychology Ph.D. student mentor – the Outreach Undergraduate Mentoring Program (OUMP). Faculty actively research

topics related to diversity and multi-cultural issues, and the program offers courses such as African-American Psychology (PSY 264), Multicultural Psychology (PSY 431), and Culture and Personality (PSY 433).

(4) In addition to the wide variety of course electives on psychology topics that are available to students, the Psychology BA program offers a variety of courses on neuroscience topics (a growing and increasingly popular field that is connected to psychology). The Psychology BA program currently offers courses (along with some options from departments like BIOL and KIN) that are included in a Neuroscience minor.

(5) The Psychology BA program was one of the first programs at UNLV to offer a fully online path to complete the degree. When designing the master courses, program faculty were encouraged to work in teams to bring different perspectives and experiences to the development of online courses.

v. Provide an indication of faculty productivity appropriate for your unit (lists of publications and other creative activities, grant proposals submitted and funded, installations designed, etc.) organized by category.

The data in the table below conveys the number of research publications (journal articles, book chapters, and books) by psychology faculty during that calendar year (data summarized from faculty annual evaluation reports). The number of publications is a common way to convey research productivity by psychology faculty.

Year	# of Research Publications
2014	58
2015	89
2016	60
2017	46
2018	51
2019	68
2020	84
2021	90

As can be seen in the table, the psychology faculty have been very productive when it comes to research. Breaking it down by an average of 23 tenure-track / tenured faculty members (this includes faculty in administrative roles such as UNLV President or UNLV Executive Vice President & Provost), this approximates to 2.97 publications per year per faculty member.

In addition to the publication counts presented above, the table below includes grant activity in recent years using Office of Sponsored Program data shared by the College of Liberal Arts. The

data presented here shows that the psychology faculty are active as PIs or co-PIs when it comes to submitting and earning research grants.

Year	# of Grant Proposals	# of Grants Awarded	Funding Awarded
2016*	8	5	\$1,042,822
2017	25	7	\$643,541
2018	22	5	\$587,555
2019	27	6	\$932,149
2020	17	7	\$837,460

*This row only includes the second half of 2016

vi. Provide an indication of student productivity appropriate for your unit (lists of publications and other creative activities, grant proposals submitted and funded, installations designed, etc.) organized by category.

For students, research productivity was examined by considering a number of different metrics. The reason for this is that, unlike faculty who work on research projects that can take multiple years before they turn into publications, students tend to be involved in research for a small amount of time (e.g., 1-3 years).

Except for the final row, the data listed in the table below is based on responses to the Psychology Senior Exit Survey. Please note that the response rate is low in the initial years because, at that time, the survey was emailed out to Psychology seniors. In the more recent years, the survey has been administered in the new Psychology Capstone course (PSY 490). The final row (Honors Thesis) is based on data obtained from the UNLV Honors College.

	2013	2014	2015	2016	2017	2018	2019	2020	2021
N	49	71	62	50	73	104	173	215	365
# who worked in a Psychology Research Lab	20	34	30	21	32	16	48	80	122
# who authored or co-authored a Research Poster	10	22	10	8	12	8	34	38	41
# who co-authored a Research Article or Chapter	3	4	2	3	3	3	5	12	28

# who completed a senior Honors Thesis	1	1	1	3	7	7	4	2	5
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These numbers show that Psychology undergraduates are very active in research – across this time period, an average of 35% of psychology seniors were involved in psychology research labs, 16% reported being an author on a research poster, and 5% reported being an author on a research article or chapter. It is important to note that most psychological research requires a lot of time (planning a project, IRB approval, collecting data across months, scoring and analyzing data), so it is a very big accomplishment for an undergraduate to be an author on a research project, whether it is a poster presentation or a paper. It should also be noted that, despite campus facilities being closed during the Covid pandemic, faculty kept students involved in research.

III. External Demand for the Program

- i. **Who are the main (local and regional) stakeholders of your educational programs? In other words, which employers and entities benefit from these programs, by hiring the graduates or admitting them to graduate and/or professional programs?**

It is important to note that the Psychology BA program has difficulty tracking employment patterns for its graduates because (a) the program graduates a large number of students (see the tables in later sections – there were 391 psychology graduates in 2020-21!), (b) students from a liberal arts major like psychology have a wide variety of career possibilities*, and (c) the program does not have adequate staff resources available to track this information.

However, it is known that a significant percentage of Psychology students report on the Psychology Senior Exit Survey (used by Psychology for assessment) that they continue their education in graduate school. This includes the UNLV Clinical Psychology Ph.D. program, UNLV Psychological and Brain Sciences Ph.D. program, UNLV interdisciplinary Neuroscience Ph.D. program, UNLV Couple and Family Therapy Master’s program, UNLV Clinical Mental Health Master’s program, and UNLV Social Work. Psychology students also pursue graduate/professional degrees in Law School, Medical School, Industrial-Organizational Psychology, School Psychology, Physical Therapy, or Occupational Therapy (to name a handful of popular pathways). There is additional information about stakeholders in the answers below (see the response for III-v below).

*NOTE: To see the variety of career paths available for psychology students, browse the list of careers posted on the UNLV website for the Bachelor of Arts in Psychology (<https://www.unlv.edu/degree/ba-psychology#career>). Also, refer to books that describe what psychology students can do with their degree such as “Success as a Psychology Major” by Copeland and Houska (2021) –this book lists over 70 different career possibilities with a

Bachelor's degree in psychology and another 60+ career possibilities for a psychology student who goes on to earn a graduate degree.

ii. Describe the needs of these stakeholders for graduates of this program.

Because psychology students pursue a variety of different career paths, it is very difficult to describe the needs of stakeholders. However, there are reports that have examined what employers want out of college graduates. For example, reports from Hart Research Associates (2015; 2018) indicate that employers think that college graduates' skills are adequate, but could be significantly improved (especially if they want to advance beyond entry-level positions). These employers emphasize the importance of skills such as communication (oral and written), critical thinking, ethical judgements, and working effectively in teams. Finally, employers indicate that experiences and accomplishments that would fill up a portfolio are more important than what is conveyed on a transcript (i.e., grades).

It should be noted that psychology, as a liberal arts degree, aims to develop students who can think critically, communicate well, work with others, respect people from diverse backgrounds, and apply psychological knowledge to their specific path. The program has increased its emphasis on skill development by including two writing intensive courses (PSY 240 Research Methods and PSY 490 Capstone in Psychology), by assessing the extent to which various skills are emphasized in courses across the curriculum (see the later section on what has been learned from assessment), and by emphasizing to students (as they begin the major in PSY 200 Introduction to the Psychology Major) that skill development is a major goal of the psychology major. Finally, when students begin the major in that course, the importance of skill development and high impact experiences (e.g., research labs, internships, service learning, etc.) is emphasized to students by using the example of a resume or curriculum vitae (CV) – if they only focus on grades while in college, their resume or CV will be very short; but if they also focus on building skills and having experiences, then that resume or CV will expand, making them more competitive and prepared for life after graduation.

iii. What are the anticipated placement needs for program graduates over the next 3-5 years? Please cite your sources (e.g. Occupational Outlook Handbook, Nevada Workforce Research Data System, etc.).

The U.S. Bureau of Labor Statistics Occupational Outlook Handbook website was used to provide data here. According to their "Employment distribution of workers with a psychology degree" chart, the five most common areas were:

- (1) Management occupations
- (2) Community and social service occupations
- (3) Educational instruction and library occupations
- (4) Healthcare practitioners and technical occupations

(5) Office and administrative support occupations

According to the “Top-employing occupations for workers with a psychology degree” table, the top ten occupations are listed below along with percent growth projected:

- (1) Postsecondary teachers – 24%
- (2) Educational, guidance, and career counselors and advisors – 11%
- (3) Human resources specialists – 10%
- (4) Lawyers – 9%
- (5) Registered nurses – 9%
- (6) Elementary school teachers – 7%
- (7) Personal service managers (entertainment, recreation, etc.) – 7%
- (8) Social workers – 6%
- (9) Physicians – 5%
- (10) Psychologists – 2%

In addition, the American Psychological Association (2021) has a degree pathways interactive tool that shows that, based on 2019 data, 43% of those who earn a bachelor’s degree in psychology go on to earn a graduate degree (<https://www.apa.org/workforce/data-tools/degrees-pathways>). And the American Psychological Association’s workforce projection for psychologists (from 2015 to 2030) estimates an 18.3% increase in the demand for psychologists in the state of Nevada (<https://www.apa.org/workforce/data-tools/interactive-state-level>).

iv. What changes to the program, if any, will the anticipated placement needs for the program graduates require?

One change that will occur is to increase the emphasis to psychology students about the variety of paths that are available to them. For example, in the Introduction to the Psychology Major course, a new feature that is being added this summer is to include recorded interviews with professionals and professors from various fields that are in psychology or are closely related to psychology, including psychiatry, clinical psychology, couple and family therapy, mental health counseling, school psychology, applied behavior analysis, social work, and industrial-organizational psychology. In that course, students are also strongly encouraged to start thinking about careers early, as a number of paths in psychology require graduate training (for those paths, students need to start preparing for graduate school by participating in activities such as research). In addition, the program is in the planning stages of a new careers in psychology course that will focus on preparing psychology students to find jobs and internships, properly preparing application materials, and building up experiences and skills that will make them more attractive applicants.

Finally, psychology courses will need to continue emphasizing the development of skills that employers expect. This includes critical thinking, communication, working in groups, and an appreciation for ethics and diversity issues (as noted in answers above).

v. Describe the placements of recent graduates.

At this time, the Psychology BA program does not have much placement data for recent graduates. However, it is important to note that the program has made different attempts to gather data about placements.

One approach was to include a question in the Psychology Senior Exit Survey that asked graduating seniors their employment and/or graduate school plans for the next year. Students provided broad answers such as “employment in a field related to psychology” or “Master’s program in a field unrelated to psychology”, but unfortunately they did not provide specific information about an employer or graduate program.

A second approach also involved the Psychology Senior Exit Survey. Here, program faculty asked graduating seniors to share contact information (e.g., a non-UNLV email, such as a Gmail account) so that the program could reach out in a few years with a short survey about their career and/or graduate school path. Unfortunately, the response rate was extremely low.

Another attempt to track graduates was to use data from Steppingblocks, a database that tracks alumni by scanning internet files and websites (e.g., resumes posted online, LinkedIn profiles, etc.). This was done in 2019 and information was gathered for 2,424 UNLV undergraduate psychology alumni. Of this group, 671 had Master's degrees and 163 had doctoral degrees; average salary was \$61,386; 70.4% were female; the largest single employer was the Clark County School District (other top employers include various casinos, Clark County, and the Air Force); primary job categories include healthcare, management / executive, human resources, and education. The geographical spread across the United States was impressive, with a higher concentration in western states.

Finally, in addition to those attempts, two UNLV faculty members (one from psychology – David Copeland – and one from the College of Liberal Arts – Jenna Heath) are working on a project that uses data from Steppingblocks to summarize UNLV undergraduate psychology alumni employment for a 10 year period. While this will provide a nice summary of alumni placement, one challenge to using this Steppingblocks data is that, because their data is obtained from various websites, it is difficult to determine if specific people are represented more than once in the database lists (making the information less accurate).

vi. If the program does not have placement information on graduates, what is the plan to gather that information?

As noted in previous answers, the Psychology BA program has made a number of efforts to gather placement information on graduates. At this point, the program is open to assistance from the university administration to help with this – the program could use additional staff, easier

access to databases or resources, and ideas for effective strategies for tracking graduates' placements.

- vii. As required by NSHE, discuss how the program assesses whether the graduates are meeting employers' needs.**

The Psychology BA program conducts assessments every year, and the specific topics assessed vary from year to year. Assessments are conducted to measure student learning in various psychology courses, written and oral communication skills, professional development, and the extent to which various courses across the psychology curriculum address specific skills. However, as noted in the previous answers in this section, the Psychology BA program does not have much data on recent graduates' employers.

IV. Program Resources

a. Faculty Time and GA Resources

Please fill in the table below in order to answer the questions below.

Staff Type		Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021
Tenured & Tenure-Track Faculty	Total Number:	17	16	15	15	13	14
	Percent of Courses Taught:	20.42%	21.53%	16.90%	17.75%	14.56%	17.37%
	Student Credit Hours Taught:	86	85	65	84	63	84
Faculty in Residence (FIRs), Lecturers, & Visiting Faculty	Total Number:	6	6	6	7	7	5
	Percent of Courses Taught:	15.49%	17.36%	18.31%	19.53%	20.89%	14.37%
	Student Credit Hours Taught:	53	62	69	74	99	53
Part-time Instructors (PTI)	Total Number:	21	20	22	31	29	24

	Percent of Courses Taught:	35.92%	34.72%	40.85%	41.42%	45.57%	37.72%
	Student Credit Hours Taught:	151	152	174	211	218	190
State-supported Graduate Assistants (GAs) Provided by the Graduate College	Total Number:	18	18	15	18	17	26
	Percent of Courses Taught:	28.17%	26.39%	23.94%	21.30%	18.99%	30.54%
	Student Credit Hours Taught:	117	114	100	108	88	151

b. Budget

i. Fill in the three tables below and use this information to answer the questions below.

Revenues	Fiscal Year (FY) 17-18	FY 18-19	FY 19-20	FY 20-21
State Operating Account	\$ 3,712,444.00	\$ 3,914,315.00	\$ 4,111,699.00	\$ 4,104,367.00
Student Fees	\$...	\$...	\$...	\$...
Other	\$...	\$...	\$...	\$...
Total Revenue	\$ 3,712,444.00	\$ 3,914,315.00	\$ 4,111,699.00	\$ 4,104,367.00

Expenses	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Salaries (faculty, staff, GAs, work-study student, etc.)	\$ 3,671,420.00	\$ 3,711,320.00	\$ 3,569,380.00	\$ 3,919,553.00
Operating Expenses (operational and instructional supplies, equipment maintenance, software licensing, online electronic subscriptions, etc.)	\$ 41,024.00	\$ 45,432.00	\$ 39,661.00	\$ 32,469.00
Student Activities (recruitment, career services, general activities, etc.)	\$...	\$...	\$...	\$...
Other	\$...	\$...	\$...	\$...
Total Expenditures	\$ 3,712,444.00	\$ 3,756,752.00	\$ 3,609,041.00	\$ 3,952,022.00

Graduate Assistantships	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Number of Graduate Assistantships provided by the Graduate College	50	50	50	50
Number of Graduate Assistantships funded by grants	0	9	11	5
Total number of Graduate Assistantships	50	59	61	55

Are these resources sufficient to meet the degree programs instructional and scholarship needs? If not, approximately how much additional funding is needed for what specific activities? What funding sources could be reasonably increased to help the program attain its goals?

The program has needs for instruction and scholarship that intersect. Specifically, there is a large need to increase the physical space for psychology research labs. As the number of psychology students grows, there is an increasing number of students who want to get involved with psychological research (especially as an experience that will prepare them for graduate school). The university is going to have to find additional physical research space, including specialized neuroscience space, to accommodate the psychology program’s high-achieving students (and, especially if the program develops a neuroscience undergraduate major within the Psychology Department).

Additional concerns with funding are noted in the answers to the specific questions below. One important issue that needs to be emphasized is that the psychology student to faculty ratio is extremely high and that less than half of psychology courses are taught by full-time faculty (see details in other answers below). More psychology faculty are needed.

c. Program Funding

- i. Is funding from other sources sufficient to assist the program in achieving its outcomes? (Other sources include: differential tuition, grants and contracts, endowment income, and one-time gifts for student scholarships.)**

The amount of money that the program is able to give out in scholarships, such as for the finishing grants, is inadequate given the number of students in psychology. The responsibility for donor revenue has shifted from departments to the college level in recent years, but it remains

inadequate for the size of the Psychology BA program. Funding streams from alumni, private donors, businesses, and other local entities that are specifically targeted to psychology are needed.

One problem is that when funding is obtained, it is often shifted to graduate or research work and not to undergraduates per se. Such funding would help with retention, progression, and completion efforts, especially with respect to better tracking of students, providing resources to finalize their graduation, and developing online courses. New donor revenue for the undergraduate program has largely been from Rebels Give in the past 3 years. The psychology program does not have the resources, faculty, and staff that would be adequate to conduct independent fundraising activities.

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

Potential funding streams (with assistance from the university) might include in-house grant opportunities for program development, seed funding from undergraduate entities on campus for alumni tracking and other initiatives, enhanced scholarships and fellowships specific to psychology students, and capital funding to build research and specialized psychology facilities.

iii. What, if any, new donor revenue has been generated since the last program review?

Not including state or federally funded grants, \$2,076,930 new donor revenue was generated. BUT, most of that money did not go to the Psychology BA program. Over \$1.5 million of that total was for the PRACTICE, a UNLV mental health clinic (the PRACTICE is run by both UNLV Psychology faculty and Education faculty). The UNLV PRACTICE received a \$1 million gift endowing the director in 2017, along with multiple five-figure gifts underwriting costs of seeing patients and supporting unrestricted needs at the clinic. Recently, the PRACTICE opened a satellite clinic dedicated solely to supporting youth patients and the entire operation was donor funded. The College of Liberal Arts has annual requests of donors to fund between 2 and 4 post-doctoral students in the clinic every year as well as an additional licensed supervisor.

In addition, other sums were targeted for research, continuing education, and the graduate programs / graduate assistantships. For example, the department has at least one privately funded graduate assistant each year and up to three in recent years.

After subtracting those funds, it was estimated that approximately \$100,000 (maybe a little less) from the past 10 years was targeted for the Psychology BA program.

NOTE: These figures and estimates were provided by the College of Liberal Arts.

- iv. Discuss the unit's engagement in fundraising activities during the last five years to garner support for the program. Alternatively, explain the constraints that have prevents such actions.**

As noted in a previous answer, the responsibility for donor revenue has shifted from departments to the college – this means that fundraising occurs through the College of Liberal Arts and is not conducted by the Psychology program.

d. Program Resources

- i. Is the quality and quantity of available consumable materials and supplies (e.g. office supplies or laboratory supplies) adequate? If not, please explain why.**

The quality and quantity of consumable materials is adequate.

- ii. Is the quality and quantity of available technological resources (e.g. computers, large format displays, software) adequate? If not, please explain why.**

At this moment, the quality and quantity of available technological resources is adequate.

- iii. Is the quality and quantity of other types of necessary equipment adequate? If not, please explain why.**

The quality and quantity of other equipment is adequate.

- iv. Is the quality and quantity of available library and information resources adequate? If not, please explain why.**

At this time, the quality and quantity of library resources is adequate. The program faculty stay in contact with library staff about needs in this area.

- v. **Are available program staff resources sufficient to attain the programs outcomes? If not, please explain why and state what additional staff resources are needed and how they would be funded.**

As noted in other answers in this report, the Psychology BA program includes nearly two thousand students and graduates hundreds of them every year. Because of these large numbers, one reason why additional staff is needed is to help track students after they graduate. The psychology program is in the midst of hiring a new front office staff worker (AAII), but as the undergraduate program continues to grow, even this will become insufficient as these staff members also help with doctoral programs connected to psychology.

In addition, while the Psychology BA program has the Wilson Advising Center as a resource to help guide students (this center does an excellent job), students also need specialized advice about psychology careers and psychology graduate programs. Faculty who currently teach psychology courses that cover career topics (PSY 200, PSY 490) are occasionally overwhelmed by the number of students who request meetings in order to discuss career and graduate school topics and additional staff could be used to help with this problem. Also, as noted in an earlier section, more staff would be helpful for the program to attempt to track employment and graduate school paths for psychology graduates after they graduate.

e. General Education

- i. **If your program or unit offers General Education course, estimate what portion of the unit’s teaching resources are allocated to those courses.**

The Psychology BA program offers PSY 101 General Psychology as a General Education course. It is estimated that 28% of the program’s teaching resources are allocated to those courses.

This estimate is based on the fact that the following percentage of credits taught each semester (data based on the past 3 years) were for PSY 101:

Semester	PSY 101 Credits Taught	Total Psychology BA Credits Taught	% PSY 101
Spring 2019	120	410	29.27%
Fall 2019	117	416	28.13%
Spring 2020	111	411	27.01%
Fall 2020	156	480	32.50%
Spring 2021	123	471	26.11%
Fall 2021	132	481	27.44%
OVERALL:	759	2669	28.44%

In addition to that, psychology faculty regularly teach sections of COLA 100 First Year Seminar.

ii. Are there any factors that affect the unit's ability to offer courses for its major students? If so, please explain why.

One major impediment to the Psychology program's ability to offer courses is a very high faculty to student ratio. Because of that, there is often a focus on creating course schedules that cover general education courses (PSY 101 General Psychology) and required courses for the psychology major and minor (e.g., Research Methods, Statistics, Foundation courses, Capstone in Psychology). This comes at the expense of offering courses in areas that are popular with students, such as increasing the number of course sections offered in Neuroscience, Forensic Psychology, and Healthcare Provider Skills (relevant to pre-med students and others going into healthcare / mental healthcare).

V. Size, Retention, Progression and Completion

a. Size of the Program

i. Headcount, course enrollment and degree conferred data provided by the Office of Decision Support. Use the tables to answer questions below.

NOTE: Program review data does not include transfer students or part-time students in the retention rate calculations or in the 6-year degree completion rate calculations.

Headcounts of student majors and enrollments in courses do include all student enrollments (both transfer and part-time student enrollments are included). Counts of degrees conferred for a program would also include any student earning the degree (both transfer and part-time students earning degrees are included in the degree counts).

The program may track graduation rates differently from the official data provided by the Office of Decision Support and that can be described in the document in the data section. Please be sure to explain how and why these data differ from the official data. Do not delete the Decision Support information.

Headcount declared majors in Psychology BA

Headcount declared majors in Psychology BA

Plan code 'PSYBA'

Department of Psychology

Term	Freshmen	Soph.	Junior	Senior	Post-Bacc	Total
Fall 2010	263	200	247	490	0	1200
Spring 2011	195	233	274	477	0	1179
Fall 2011	262	229	292	449	15	1226
Spring 2012	178	226	314	483	12	1201
Fall 2012	264	215	330	484	17	1293
Spring 2013	167	213	365	482	22	1227
Fall 2013	283	251	323	515	23	1372
Spring 2014	184	228	355	521	31	1288
Fall 2014	301	239	356	522	34	1418
Spring 2015	209	232	346	537	31	1324
Fall 2015	278	248	375	469	34	1370
Spring 2016	179	230	386	485	24	1280
Fall 2016	266	243	374	509	21	1392
Spring 2017	197	229	370	547	20	1343
Fall 2017	315	273	403	522	20	1513
Spring 2018	218	265	389	531	19	1403
Fall 2018	295	274	387	522	17	1478

**Headcount declared majors in Psychology BA
Plan code 'PSYBA'
Department of Psychology**

Term	Freshmen	Soph.	Junior	Senior	Post-Bacc	Total
Spring 2019	196	262	408	537	24	1403
Fall 2019	335	318	444	547	19	1644
Spring 2020	245	298	424	543	22	1510
Fall 2020	355	352	453	566	21	1726
Spring 2021	233	336	450	585	17	1604
Fall 2021	372	340	503	632	34	1847

Source: PeopleSoft Table PS_LV_CNR_STDNT_CR
PS_LV_CNR_STDNT_CP
Office of Decision Support, December 2021

Department of Psychology enrollments by course subject

Enrollments in PSY lecture courses by course level

Psychology

	Term	Level - 100	Level - 200	Level - 300	Level - 400	Total
	Fall 2010	1146	400	0	2248	3794
	Spring 2011	1233	364	0	2291	3888
	Fall 2011	1283	460	0	2240	3983
	Spring 2012	1046	351	0	2194	3591
	Fall 2012	1184	543	996	697	3420
	Spring 2013	970	476	1053	1205	3704
	Fall 2013	1365	517	1123	1024	4029
	Spring 2014	926	532	1075	1372	3905
	Fall 2014	1220	559	1203	1123	4105
	Spring 2015	999	554	1134	1199	3886
	Fall 2015	1463	630	1598	578	4269
	Spring 2016	1025	535	1643	629	3832
	Fall 2016	1175	643	1446	692	3956
	Spring 2017	814	608	1692	717	3831
	Fall 2017	1126	849	1692	747	4414
	Spring 2018	1022	675	1890	641	4228
	Fall 2018	1181	814	1912	663	4570
	Spring 2019	965	748	2119	660	4492

**Enrollments in PSY lecture courses by course level
Psychology**

	Term	Level - 100	Level - 200	Level - 300	Level - 400	Total
	Fall 2019	1360	718	2023	733	4834
	Spring 2020	1104	730	1984	851	4669
	Fall 2020	1697	770	2005	817	5289
	Spring 2021	875	797	1918	832	4422
	Fall 2021	1488	755	2051	828	5122

Source: PeopleSoft Table PS_LV_CNR_ENRL
Office of Decision Support, December 2021

VII.

**Enrollments in HON
lecture courses by
course level
Psychology**

Term Level - 200

Fall 2010	26
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Source: PeopleSoft Table
PS_LV_CNR_ENRL
Office of Decision Support, December
2021

Degrees Conferred by Academic Year

Degrees conferred by
Academic Year (July to June)
Psychology BA (Plan code 'PSYBA')
Bachelor of Arts
Department of Psychology

Academic Year	Degree Count
1970-71	2
1973-74	1
1975-76	1
1976-77	1
1977-78	1
1980-81	2
1981-82	1
1982-83	1
1986-87	2
1989-90	1
1990-91	31
1991-92	59
1992-93	70
1993-94	71
1994-95	117
1995-96	95
1996-97	104
1997-98	134
1998-99	136
1999-00	150
2000-01	120
2001-02	140
2002-03	131
2003-04	171
2004-05	209
2005-06	217
2006-07	243
2007-08	266

**Degrees conferred by
Academic Year (July to June)
Psychology BA (Plan code 'PSYBA')
Bachelor of Arts
Department of Psychology**

Academic Year	Degree Count
2008-09	275
2009-10	260
2010-11	315
2011-12	282
2012-13	291
2013-14	278
2014-15	326
2015-16	301
2016-17	325
2017-18	327
2018-19	338
2019-20	368
2020-21	391
2021-22	51

Source: PeopleSoft Table PS_LV_CNR_DEGREES
Office of Decision Support, December 2021

Graduation rates for Fall Cohorts

**First-time, Full-time College Students
declaring Psychology BA (Plan code 'PSYBA')
and graduating within 6 years
Department of Psychology**

Cohort Term	Cohort Size	Degree in Plan	Degree % Plan	Degree in Dept	Degree % Dept	Degree any Dept	Degree % any
Fall 2010	145	44	30.3	44	30.3	65	44.8
Fall 2011	143	44	30.8	44	30.8	66	46.2
Fall 2012	135	37	27.4	37	27.4	57	42.2
Fall 2013	176	61	34.7	61	34.7	88	50.0
Fall 2014	186	51	27.4	51	27.4	78	41.9
Fall 2015	159	50	31.4	50	31.4	75	47.2

Source: PeopleSoft Table PS_LV_CNR_DEGREES
PS_LV_CNR_CP
PS_LV_CNR_CR
Office of Decision Support, December 2021

Retention rates for Fall Cohorts

**First-time, Full-time College
Students entering Fall term
declaring Psychology BA (Plan
code 'PSYBA')
and retaining to second academic
year fall term**

Department of Psychology

Cohort Term	Cohort Size	Retention (%)
Fall 2010	145	70.3
Fall 2011	143	79.7

**First-time, Full-time College
Students entering Fall term
declaring Psychology BA (Plan
code 'PSYBA')
and retaining to second academic
year fall term**

Department of Psychology

Cohort Term	Cohort Size	Retention (%)
Fall 2012	135	80.0
Fall 2013	176	74.4
Fall 2014	186	69.9
Fall 2015	159	74.2
Fall 2016	176	71.6
Fall 2017	210	76.2
Fall 2018	191	77.5
Fall 2019	240	80.8
Fall 2020	253	78.7

Source: PeopleSoft Tables PS_LV_CNR_ENRL
PS_LV_CNR_STDNT_CP
PS_LV_CNR_STDNT_CR
PS_LV_CNR_COHORTS

Office of Decision Support, December 2021

i. Discuss the headcount figures from the last five years. Are the trends in line with projections in your unit’s strategic plan?

From fall 2017 to fall 2021, the psychology major headcount has increased from 1513 to 1847 students – this is a 22% increase. While there was an expectation that headcounts would increase slowly over time, this increase was slightly larger than anticipated.

ii. Does your programs enrollment trend differ from national trends? If so, please explain why.

The trends for the UNLV Psychology BA program is consistent with national trends. Using data available from the American Psychological Association (2021), the national trend from recent years reveals a slow (and somewhat steady) increase in the number of bachelor’s degrees awarded in psychology. The table below shows the national trend:

Year	Psychology Bachelor's Degrees Awarded
2006	93,804
...	...
2011	107,148
...	...
2016	125,123
2017	124,497
2018	124,366
2019	123,980
2020	127,330

b. Major Course Offerings

i. Does the program offer enough course to meet enrollment demands? If so, please explain why.

Yes and no. By using a large number of Part Time Instructors (PTIs) and Graduate Assistant instructors (GAs), the program is able to cover the required courses and many electives. However, as shown in the table below (data from fall 2021), most psychology course sections are not small – the exceptions are sections of PSY 101 which are almost exclusively taught by GAs, (these are kept relatively small because they are taught by novice instructors) and specialty topics at the 400 level, which also includes the Capstone in Psychology (PSY 490) sections which are kept relatively small due to the emphasis on oral and written communication assignments.

	Small (<20)	Medium (20-30)	Large (>30)
PSY 100 Level	24%	76%	0%
PSY 200 Level	0%	55%	45%
PSY 300 Level	2%	19%	79%
PSY 400 Level	37%	31%	31%
All Levels	15%	42%	43%

In addition, there is student demand for more courses that cannot be offered to limitations in the size of the psychology faculty. For example, student feedback (and maxed out enrollments) have

conveyed that students would like more opportunities to take courses that focus on forensic psychology topics, neuroscience topics, and careers in psychology.

It is very important to note that the Psychology BA program is clearly understaffed. To demonstrate this point, consider the following table that shows the percentage increase in (a) number of psychology majors, (b) psychology graduates, and (c) the number of full-time psychology faculty. While there has been an increase in psychology faculty, it has not kept up with the increases in the number of psychology majors and graduates.

	2010	2021	% Increase	
Headcount PSY Majors	1200	1847	54%	0.539167
Psych Graduates	260	391	50%	0.503846
Psych Full-time Faculty	21	29	38%	0.380952

One more way to look at this issue is to look at the student (number of undergraduate majors) to full-time faculty ratios for psychology compared to other majors in the college. The data presented in the table below was provided by the College of Liberal Arts for fall 2021. As can be seen in this table, the student to faculty ratio for psychology is much larger than for all other liberal arts majors (it is not even close).

Program	Majors	Faculty	Majors / Faculty Ratio
Psychology	1881	29	65 to 1
Political Science	426	17	25 to 1
Interdisciplinary, Gender, and Ethnic Studies	198	11	18 to 1
Sociology	187	12	16 to 1
Anthropology	192	14	14 to 1
English	331	37	9 to 1
Philosophy	105	12	9 to 1
History	142	23	6 to 1
World Languages and Cultures	66	16	4 to 1
College of Liberal Arts Total	3528	171	21 to 1

ii. How many major courses have been added or eliminated in the last five years?

 2 Added 0 Eliminated

The following courses were added in the past five years: PSY 439 Field Experience in the Teaching of Psychology and PSY 446 Human Neuropsychology.

Expanding this to the past ten years, the added list also includes: PSY 342 Forensic Psychology, PSY 361 Healthcare Provider Skills, PSY 423 Language Development, PSY 424 Neurobiology of Learning and Memory, PSY 425 Cognitive Neuroscience, PSY 428 Cellular and Molecular Approaches to Behavior, PSY 431 Multicultural Psychology, and PSY 490 Capstone in Psychology. In addition, the Psychology program also added a Neuroscience minor in the last ten years.

In the last five years, zero courses were eliminated. Including the last ten years, the following courses were eliminated: PSY 263 Chicano/Latino Psychology, PSY 414 Principles of Animal Behavior, PSY 418 Applied Cognition, PSY 437 Humanistic Psychology, PSY 464 Group Processes and Personal Growth, and PSY 465 Small Group Behavior.

iii. Why were these actions taken?

The course additions were made for a variety of reasons. One course was created as part of the General Education reform at UNLV to include capstone experiences (PSY 490 Capstone in Psychology) – however, it should be noted that the program had to make this a 1 credit course (instead of 3 credits) because of not having enough faculty to teach this course. Some courses were added based on new faculty expertise and to expand options in the Neuroscience minor (PSY 424 Neurobiology of Learning and Memory, PSY 425 Cognitive Neuroscience, PSY 428 Cellular and Molecular Approaches to Behavior, PSY 446 Human Neuropsychology). Some were created based on student interest and faculty expertise (PSY 342 Forensic Psychology, PSY 361 Healthcare Provider Skills, and PSY 423 Language Development). One was created to expand upon the program’s commitment to diversity issues (PSY 431 Multicultural Psychology). Finally, one was added as a way to allow students to get experience with teaching and learning skills and so that faculty members could get help with course materials (PSY 439 Field Experience in the Teaching of Psychology).

The course eliminations were based on an effort to clean up the Psychology course catalog listing, so that courses that were no longer being offered would no longer be listed. At the time of elimination, these courses had not been offered for over five years (e.g., faculty who taught them were no longer part of the program). This was part of the Psychology BA program’s participation in a Curriculum Coherence project (Pritchard, Bowles-Terry, Couzens, Drake, Rodriguez, Copeland, Kim, Tillery, & Drake, 2020) that was conducted in collaboration with the Association of American Colleges and Universities (AAC&U).

iv. What additional actions should be taken to improve retention, progression and graduation of students in the program?

The faculty of the Psychology BA program has recognized that there is no single solution that will improve retention, progression, and graduation rates. The program has a plan to improve these numbers through a series of actions that have already been implemented or will be implemented in the coming years.

- Advise/tutor students with respect to coursework (especially D grade or lower), research work, career
- Assign students to faculty contact persons (faculty share helpful information, students can ask questions)
- Conduct senior survey and survey of PSY 200 students (to learn more about their perspectives)
- Contact students after first examination regarding grade status (program faculty are strongly encouraged to reach out to students early in the semester, with an emphasis to identify and help students who can improve)
- Contact students with low grades or who may be at risk for leaving school (chair and faculty)
- Develop additional courses of interest to students
- Encourage students to re-enroll for courses
- Engage in early alert/student success portal reporting
- Engage students with in-class newsletters / digital newsletters
- Link students to academic and mental health resources on campus/community resources
- Monitor DFW (low grades – D or F, or withdrawals from courses) rates, assess class attendance, and examine junior graduation rates
- Offer in-semester modular courses
- Offer undergraduate student awards to motivate and recognize students
- Recruit for Psi Chi, Psychology Club, and the Outreach Undergraduate Mentoring Program
- Report mid-semester grades
- Host a research lab open house
- Visit PSY 101 and relevant COLA 100 classes
- Post recommendations, FAQs, and research lab listing on the program website
- With the College: career panels; fundraising/scholarship fund for tuition. A specific example of funding is the Rebels Give Completion Grant where the program has the opportunity to provide a small financial award to a small number of students who are approaching graduation (as a way to nudge them across the finish line)

- v. Are there courses that represent barriers for progression and/or graduation, because students routinely have difficulty enrolling in, and/or completing those courses? If so, please explain why.**

As part of the Psychology program's participation in the Curriculum Coherence project (see earlier responses), the psychology curriculum was examined to identify possible barriers or bottle-necks. Because the curriculum was designed to give students flexibility (complete 5 out of 6 options from the 300-level foundation courses) and provide them options (complete 9 credits of upper level psychology courses), there are not many courses that fit this profile. Below are some possible culprits and a response to each situation:

Required courses PSY 210 Statistics and PSY 240 – These courses are prerequisites for a number of upper level psychology courses, but the potential for them to be barriers or bottlenecks is reduced because they are prerequisites for 400 level psychology courses, not 300 level psychology courses; this means that students can take 300 level psychology courses while completing these required courses.

Required course PSY 200 Introduction to the Psychology major – This course is required and is a prerequisite for PSY 240 Research Methods. The potential for this to be a barrier is reduced because enrollment numbers are maximized by offering course sections of 50+ students (a negative is that this increases the workload on instructors who teach this course) and multiple sections of this course are offered every semester (fall, spring, and summer).

Required course PSY 490 Capstone in Psychology – This course is required and is limited to college seniors. Because psychology students need this course to graduate, but can only take it as they are approaching graduation, it is difficult to offer enough class sections for the large number of psychology majors. Adding to this difficulty is the fact that this course is writing intensive and includes oral presentations, so enrollment numbers are kept low. Efforts to prevent this from being a barrier include raising enrollment numbers from the desired number of 15 students up to 20 students (a negative is that this increases the workload on instructors who teach this course). Another effort that is being made is that the program is currently planning and developing an alternative capstone course that will allow students to complete the capstone requirement by working in psychology research labs (this will reduce the number of students in the current version of the capstone course).

- vi. If there are course that represent barriers for progression and/or graduation, please describe financially-based and non-financially-based solutions to reduce “bottle-necks” in these courses.**

As noted in the previous answer, non-financially-based efforts to reduce these barriers and bottlenecks have been implemented, albeit at a cost to instructors (increasing enrollments increases faculty teaching workload and can contribute to burnout). A financially-based solution

would be to increase the number of faculty in the Psychology program so that more instructors would be available to teach these courses.

vii. Can any changes in sequencing of courses be made to facilitate student retention, progression and graduation?

As noted in answers to questions above, the psychology curriculum has been examined as part of the Curriculum Coherence project (Pritchard et al., 2020) in recent years. The program faculty do not think that changing the sequence of courses will affect retention, progression, and graduation rates. A significant change to the psychology curriculum sequencing was made approximately 10 years ago when the faculty observed that there was a lack of psychology courses at the 300 level; most (nearly all) upper level psychology courses were all at the 400 level. To address this, the program identified a set of 6 foundation courses in psychology (Neuroscience, Perception, Cognitive, Development, Abnormal, and Social) and moved these courses from the 400 level to the 300 level.

viii. Please discuss whether the unit has any plans to provide any or more online courses within the next 2-3 years. If the unit does not have such plans please explain why.

The Psychology BA program faculty has put in a lot of effort over the past five years to develop more online courses with the goal to offer a path to complete the entire major online from start to finish (this has now been implemented). Psychology was selected as one of the first programs to offer the major completely online as part of the MGM Resorts College Opportunity Program. Now that the initial goal (of having a clear path to graduation available online) has been reached, the program is now in the process of increasing the number of psychology elective courses that are available online. Nearly all of the psychology courses, including the neuroscience ones, have an online footprint. The program will also need to continuously review and update master courses as time passes since they were first developed.

c. Curriculum

i. Is the programs curriculum aligned with current developments in the discipline? If so, please explain how.

One of the top goals of the Psychology BA program is to keep the curriculum up-to-date with the discipline. This goal is addressed in three important ways:

- 1) First, as noted in earlier responses, the Psychology program implements the recommendations of the American Psychological Association Guidelines (2.0) for the Psychology Major. The Psychology BA program (a) includes coverage of psychological theories and concepts; (b) presents psychology as a science, encourages students to think critically about ideas, and welcomes students to get involved with research; (c) encourages students to consider diverse backgrounds and experiences, and to understand the importance of looking at issues and studies from a multicultural perspective; (d) emphasizes important skills such as communication; and (e) is adding more and more of an emphasis on professional development. To tie this to questions that appear later in this report, a recent assessment report examined the coverage of these goals across the psychology curriculum and found them to be well-represented (and also identified areas for improvement).
- 2) Second, the program recognizes areas of psychology that are advancing and receiving more emphasis. One area that fits here is the emergence of neuroscience topics and their integration into almost every sub-discipline of psychology. The psychology curriculum has addressed this by hiring more neuroscience faculty (more are needed), offering more neuroscience courses, and creating a neuroscience minor (the possibility of a neuroscience major is currently being discussed). Another area here is the increased emphasis on issues related to diversity, equity, and inclusion. The psychology curriculum has addressed this by developing new courses (e.g., Multicultural Psychology) and the IDEAS committee regularly reviews and encourages the coverage of these topics in classes across the curriculum.
- 3) Third, the Psychology program monitors trends in psychology curriculum that are promoted and discussed in psychology publications. For example, a research study by Norcross, Hailstorks, Aiken, Pfund, Stamm, and Christidis (2016) gathered data from psychology programs across the country as to which courses and topics are offered in their curriculum. The good news is that the UNLV Psychology BA program offers all of the courses that are listed as the most commonly offered psychology courses across the country.

This includes courses such as General Psychology, Statistics, Research Methods, Neuroscience, Cognitive Psychology, Developmental Psychology, Abnormal Psychology, Social Psychology, Personality, Independent Study, Independent Research, Field Experience in Psychology, and Capstone. In addition to those, the UNLV Psychology BA program goes beyond those by offering a wide variety of electives and by including an Introduction to the Psychology Major course that helps to guide students so that they can be successful psychology students.

ii. If the program curriculum is not aligned with current developments in the discipline, please explain what steps faculty are taking to modernize the curriculum.

While the faculty of the Psychology BA program are satisfied that the curriculum is aligned with the discipline, there are always efforts being made to update and improve the curriculum. For example, some possibilities being explored include (a) developing a careers in psychology course, (b) updating the capstone options to include a research option, (c) developing new courses based on faculty expertise and student interests, including topics such as Latinx psychology or music psychology, and (d) expanding the number of neuroscience courses.

d. Advising

i. How many full-time academic advisors are available at the Colleges Advising Center? Is this number sufficient?

The Wilson Advising Center provides academic advising for all liberal arts students, which includes psychology. Wilson Advising currently has a total of 7 full-time academic advisors, but in order to meet the NSHE initiative for a 350 to 1 advisor-to-student ration, the center would need to hire at least 2 more full-time academic advisors (bringing the total up to 9). After checking with the director of the Wilson Advising Center, they agree that a minimum of 9 full-time academic advisors is needed, especially with 1800+ psychology majors in the college.

ii. Describe any changes to advising practices in the last five years based on the findings of assessment reports.

Over the years, the Psychology BA program faculty has worked to maintain open and clear communication with the Wilson Advising Center staff. While most of the topics listed in this section have always been discussed between advisors and students, these topics have been addressed more than others in recent years:

- The importance of research experiences, especially for those who are planning to attend graduate or professional school
- The importance of internship experiences, especially for career preparation and for those who are focusing on graduate programs in applied areas (e.g., Couple & Family Therapy, Social Work, Mental Health Counseling, Law, etc.).
- The courses that are recommended are individualized and are dependent on student goals (the psychology curriculum allows for students to have flexible options for their upper level psychology electives).

- In addition, minor recommendations are also based on student goals and interests. For example, psychology students interested in therapy might add a minor such as Family Services, students interested in law might add Philosophy, students interested in medicine might add Biology, students interested in physical therapy might add Kinesiology, and students interested in forensic topics might add Criminal Justice.
- The importance of getting involved on campus – especially with psychology student organizations such as Psychology Club, Psi Chi, and the Outreach Undergraduate Mentoring Program. These programs allow students to learn more about psychological topics and career possibilities, and to also connect with faculty and their fellow students.

e. Graduation Rates

- i. Program graduation numbers and rates are summarized below (insert here tables with graduation data). Use the tables to answer the below questions.**
- ii. Are the trends in 6-year cohort graduation close to the University’s goal of 50% graduation rate?**

As can be seen by the Graduation Rates table in section V “Size, Retention, Progression and Completion”, the graduation rates for psychology ranged from 41.9% to 50.0% across those years – these numbers are approaching or reaching the University’s goal of 50% graduation rate. There is a small trend of rates increasing, as the largest graduation rate (and 2 of the 3 years that had rates above 45%) occurred in the last three years that are reported.

iii. If not, what is being done to reach the 50% graduation rate?

In recent years, the Psychology program has been taking a number of steps to improve retention, progression, and graduation rates. Below is a repeat of the answer to an earlier question (V-b-iv).

- Advise/tutor students with respect to coursework (especially D grade or lower), research work, career
- Assign students to faculty contact persons (faculty share helpful information, students can ask questions)
- Conduct senior survey and survey of PSY 200 students (to learn more about their perspectives)
- Contact students after first examination regarding grade status (program faculty are strongly encouraged to reach out to students early in the semester, with an emphasis to identify and help students who can improve)
- Contact students with low grades or who may be at risk for leaving school (chair and faculty)
- Develop additional courses of interest to students

- Encourage students to re-enroll for courses
- Engage in early alert/student success portal reporting
- Engage students with in-class newsletters / digital newsletters
- Link students to academic and mental health resources on campus/community resources
- Monitor DFW (low grades – D or F, or withdrawals from courses) rates, assess class attendance, and examine junior graduation rates
- Offer in-semester modular courses
- Offer undergraduate student awards to motivate and recognize students
- Recruit for Psi Chi, Psychology Club, and the Outreach Undergraduate Mentoring Program
- Report mid-semester grades
- Host a research lab open house
- Visit PSY 101 and relevant COLA 100 classes
- Post recommendations, FAQs, and research lab listing on the program website
- With the College: career panels; fundraising/scholarship fund for tuition. A specific example of funding is the Rebels Give Completion Grant where the program has the opportunity to provide a small financial award to a small number of students who are approaching graduation (as a way to nudge them across the finish line)

X. Quality

a. Admission and Graduation Requirements

- i. List program admission requirements as they appear in the current UNLV academic catalog.**

None – there are no admission requirements for the Psychology BA program listed in the current UNLV Undergraduate Catalog.

- ii. List any updates that need to be made to the undergraduate or graduate academic catalogs. Have these changes been initiated in Curriculog?**

As noted in an earlier answer in this report, the UNLV Undergraduate Catalog information is correct.

b. Outcomes and Assessment

- i. Student Learning Outcomes and Program Assessment Plans and Reports by program concentration are available through the [Office of Academic Assessment](#). Attach the most recent assessment report in the Appendix**

A copy of the most recent assessment report has been added to this end of this report as an Appendix.

- ii. As a result of information gathered in your assessment reports, has the program revised its curriculum (e.g. changing prerequisites, adding or eliminating required or elective courses, or co-curricular experiences for the degree(s)) in the last five years? If so, what changes were made and why?**

Based on assessment reports from the past five years, there have been revisions to the psychology curriculum. The program added PSY439 (Field Experience in the Teaching of Psychology) so that students could earn credit for learning about and applying teaching methods. This was developed because students expressed an interest in this, and psychology instructors wanted more help with their courses (not all psychology instructors are assigned a graduate assistant). In addition, the psychology program is reacting to student feedback about wanting more help with career preparation. Psychology faculty contributed to the development of COLA 402 (Applied Liberal Arts Internship) by sharing community organizations that would be relevant to psychology students, and the psychology faculty is also currently building a new careers in psychology course.

From a co-curricular angle, assessment results also conveyed that students wanted more ways to meet and interact with full-time psychology faculty (students expressed frustration that a large percentage of psychology courses are taught by part-time instructors (PTIs) and graduate student instructors (GAs). This was addressed through co-curricular experiences by organizing “meet the professor” and “research lab matching” events that were hosted by the Psychology Club and Psi Chi student organizations.

iii. Describe how the program has revised course content or pedagogical approaches based on findings in your assessment reports in the last five years?

Based on findings from assessment reports, the program has updated course content. For example, oral presentations were included in the senior capstone course (PSY 490) to address a lack of oral presentations in other psychology courses across the curriculum. In addition, because the assessment findings showed that oral presentations were missing from almost all online courses, the program took steps to include oral presentations in online sections of the psychology capstone course.

In addition, assessment findings showed that careers and professional development issues are not consistently addressed across the curriculum. To help, the program is currently considering an idea to have psychology courses include career and professional development topics in their course syllabi as a way to encourage to instructors to integrate this into their courses.

Finally, assessment findings showed that there needed to be a larger emphasis on helping students explore psychology research labs, as well as assistance with guiding them through the process of applying to a research lab. These issues have been emphasized more in the Introduction to the Psychology Major course (PSY 200) by creating assignments that have students explore the psychology labs and evaluate letters that they might write in order to contact a professor about joining a lab.

iv. Describe how you have used the findings in one assessment report to improve student learning.

Assessment findings were used to improve student learning in two different ways. First, results showed that students had difficulty interpreting experiment outcomes when presented with simple p-values or graphs with error bars. To help with this, one course has emphasized this topic more by including new examples and additional learning exercises (e.g., practice quiz before a test).

Another example is that student paper ratings were not very different for an early milestone course (PSY 240) compared to the senior capstone course (PSY 490), despite using the same scoring rubric for both groups. To help with this issue, the capstone course added more emphasis on the different sections of a research paper to help guide the students through the writing process more slowly. These assessment findings showed that students at this (upper) level still need help to improve their writing about research.

XI. Conclusion and Self-Assessment

a. Faculty Review of Self-Study

- i. **On what data did the program and/or department faculty review this self-study?**

Section I-d:

UNLV Undergraduate Catalog - <https://catalog.unlv.edu/>

Section II-ii:

American Psychological Association (2013). *APA guidelines for the undergraduate psychology major: Version 2.0*. <https://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>

Section II-ii-v:

UNLV Faculty Annual Evaluation Reports (FAARs) for psychology faculty

UNLV Office of Sponsored Program data shared by the College of Liberal Arts

Section II-ii-vi:

UNLV Psychology Senior Exit Survey

Data provided by the UNLV Honors College

Section III-ii:

Hart Research Associates (2015). *Falling short? College learning and career success*. <https://www.aacu.org/leap/public-opinion-research/2015-survey-results>

Hart Research Associates (2018). *Fulfilling the American dream: Liberal education and the future of work*. <https://www.aacu.org/research/fulfilling-the-american-dream-liberal-education-and-the-future-of-work>

Section III-iii:

U.S. Bureau of Labor Statistics Occupational Outlook Handbook website

American Psychological Association (2021) Degree pathways in psychology. [Interactive data tool]. <https://www.apa.org/workforce/data-tools/degrees-pathways>

American Psychological Association (2018) State-level maps for psychologist workforce projections [Interactive data tool]. <https://www.apa.org/workforce/data-tools/interactive-state-level>

Section IV-a:

UNLV Psychology Course Schedules

Section IV-b:

Data provided by the UNLV College of Liberal Arts

Section IV-c-iii:

Donor amounts were provided by the UNLV College of Liberal Arts

Section IV-e-i:

UNLV Psychology Course Schedules

Section V-a:

These tables were included in the report template given to the Psychology BA program

Section V-a-ii:

American Psychological Association (2021). Degrees in psychology [Interactive data tool]. <https://www.apa.org/workforce/data-tools/degrees-psychology>

Section V-b-i:

UNLV Psychology Course Schedules; UNLV College of Liberal Arts

Section V-b-ii:

UNLV Psychology files / Curriculum

Section V-b-iii and Section V-b-v:

UNLV Curriculum Coherence project: Pritchard, Bowles-Terry, Couzens, Drake, Rodriguez, Copeland, Kim, Tillery, & Drake (2020). Implementing curricular change across the university: Challenges and successes. *International Journal of Teaching and Learning in Higher Education*, 33(1).

Section V-c-i:

American Psychological Association (2013). *APA guidelines for the undergraduate psychology major: Version 2.0*. <https://www.apa.org/ed/precollege/about/psymajor-guidelines.pdf>

Norcross, Hailstorks, Aiken, Pfund, Stamm, & Christidis (2016). Undergraduate study in psychology: Curriculum and assessment. *American Psychologist*, 71(2), 89-101.

Section V-d-i:

Data provided by the UNLV Wilson Advising Center

Section X-a-i and Section X-a-ii:

UNLV Undergraduate Catalog - <https://catalog.unlv.edu/>

Section X-b-ii, Section X-b-iii, and Section X-b-iv:

b. Conclusions

i. What are the top three priorities and/or needs for the future development of the program?

The first priority is very important – there is a need to improve the student to faculty ratio and reduce the reliance on part-time instructors (and possibly bring some class sizes down to more reasonable levels). To accomplish this, the psychology program needs more full-time faculty – increasing the number of Faculty-In-Residence faculty would help because they typically teach more courses each semester, but also increasing the tenured-track and tenured faculty is needed to increase the opportunities for students to get involved with research experiences.

It is understood that this problem is probably stated by most campus programs, but readers of this report are encouraged to review some of the metrics that were presented in this report. For example, the Psychology BA program:

- Has a 65 to 1 student to faculty ratio
- Has over 1,800 majors (plus psychology minors and neuroscience minors)
- Has over 5,000 students enrolled in psychology undergraduate classes
- Typically teaches medium to large sized classes

A second priority is to improve curriculum offerings by expanding courses related to topics in forensic psychology, neuroscience, and careers in psychology. It should be noted, though, that this priority is dependent on addressing the first priority. In order to offer these types of courses, the size of the faculty must increase.

A third priority is improve the ability to monitor and track psychology students after they graduate. In order to do so, the Psychology BA program needs additional faculty and staff to help implement a strategy to do this. As noted earlier in this report, tracking psychology graduates is difficult because of limited faculty/staff, the number of psychology students, and the fact that psychology students can pursue a very wide variety of career or graduate school options.

ii. What are the strengths of the program?

The strengths of the Psychology BA program were highlighted earlier in this report where the highlights / areas of excellence were described (Section II-iv). Because the psychology faculty are proud of the program, these highlights are restated here for emphasis:

1. Strong research activity and research opportunities for students
2. Application of best practices and recommendations from national organizations

3. Strong emphasis on diversity, equity, and inclusion
4. A variety of course offerings (including neuroscience topics)
5. A fully online path to graduation

In addition, the program also has retention, progression, and completion rates that are approaching or that meet university goals.

iii. What are the challenges facing the program?

The Psychology BA program (a) does a great job applying the top recommendations for the psychology curriculum, (b) stays up-to-date with the field of psychology, (c) serves a very large number of undergraduates (Psychology majors, Psychology minors, and Neuroscience minors), including a large percentage who reach graduation, (d) emphasizes skill and professional development in the major, and (e) addresses important topics such as issues related to diversity, equity, and inclusion. However, the program faces challenges, such as:

- Large reliance on part-time instructors and graduate student instructors.
- Improving retention, progression, and completion rates even more.
- Improve tracking of students after they graduate.
- The large task of potentially building a neuroscience major.

iv. Provide any additional comments about the program.

The Psychology BA program is at the forefront of curriculum development and service to UNLV students despite a recent doubling of majors, severe fiscal underfunding, and wide structural disparities compared to other departments in the College of Liberal Arts. The program is very good right now, but with better support it could be even better!

APPENDIX – 2021 Psychology BA Program Assessment Report

Annual Academic Assessment Report Cover Sheet

Email to: assessment@unlv.edu

Program Information:

Program Assessed	Psychology BA
Department	Psychology
College	Liberal Arts
Department Chair	Christopher Kearney
Assessment Coordinator	David Copeland
Date Submitted	12/23/2021
NEW: Semesters & Year Assessment Conducted	2021 (Spring-Fall)
Contact Person for This Report	
Name	David Copeland
Phone	702-895-5213
Email	david.copeland@unlv.edu

Please attach a narrative (not to exceed 4 pages, excluding appendices) addressing the following:

- **What are the student learning outcomes? Please provide a numbered list.**
 - (1) Students will demonstrate broad knowledge of the major theories and findings from the various sub-disciplines of psychological science.

- (2) Students will be able to conduct and interpret the types of statistical analyses used in psychological research.*
- (3) Students will demonstrate an understanding of the methods of psychological research by proposing research studies and critiquing methods that are used in psychological research.*
- (4) Students will present their knowledge of psychological theory, statistical analyses, and research methods through clear written (APA-style research paper) and verbal (oral presentation) communication.
- (5) Students will demonstrate in-depth knowledge of the research theories and findings in the foundation areas of study in psychological science (e.g., Physiological, Perception, Cognition, Development, Abnormal, and Social).

- **Which learning outcomes were assessed?**

#2, #3

- **Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.**

- (1) Intellectual breadth and lifelong learning
- (2) Inquiry and critical thinking*
- (3) Communication
- (4) Global / multicultural knowledge and awareness
- (5) Citizenship and ethics

#2

- **How were they assessed? (Programs must use at least one direct assessment of student learning.)**

The psychology learning outcomes and the UULOs were primarily assessed through sections of PSY 210 Statistics and PSY 240 Research Methods. These courses introduce students to topics and skills that are connected to inquiry and critical thinking, as these courses teach students how to work with data, analyze it (using statistics), understand research designs, and be able to critique limitations to research studies and outcomes.

(a) The main results are from a Pre / Post-test for each course (PSY 210 and PSY 240) – the pre-test is taken by students before taking these courses, and the post-test is taken by students at the conclusion of these courses. The pre- and post-test items for each course consisted of 10 objective measures (i.e., correct / incorrect answers) that ask about topics that were covered in these courses.

It is important to note that performance on the pre-test was close to chance performance (multiple-choice questions with 4 options – 25%). Expectations of satisfactory performance on the post-test were to observe scores of with 60% or higher (the expectation is lower than a typical C-level performance because not all professors emphasize each topic equally).

(b) In addition to those measures, items from our psychology senior surveys (administered in PSY 490 Senior Capstone) were used to assess students' perceptions of the Psychology BA program, the activities that they participated in while at UNLV, and their plans for the future (post-graduation). Most of the questions were also used in previous years, but a new set of questions were included this year that focused on steps that students have taken to prepare for their future careers after graduation.

- **What was learned from the assessment results?**

(1) Pre- and Post-Tests

Below are the pre- and post-test results for both PSY 210 Statistics and PSY 240 Research Methods.

PSY 210 Statistics Pre-Test and Post-Test Results

	Pre-Test	Post-Test	Improvement?
Overall	0.302	0.548	moderate
Q1 – Correlation	0.313	0.522	moderate
Q2 – Type I & II Errors	0.469	0.609	yes
Q3 – Critical Value	0.313	0.304	no
Q4 – Type I Error	0.295	0.696	yes
Q5 – Median	0.234	0.652	yes
Q6 – Standard Deviation	0.279	0.652	yes
Q7 – Variance	0.266	0.739	yes
Q8 – Skew	0.078	0.174	no
Q9 – Null & Alt Hypotheses	0.397	0.522	moderate
Q10 – Normal Distribution	0.381	0.609	yes

PSY 240 Research Methods Pre-Test and Post-Test Results

	Pre-Test	Post-Test	Improvement?
Overall	0.332	0.598	moderate
Q1 – Correlation	0.258	0.568	moderate
Q2 – Random Assignment	0.419	0.545	moderate
Q3 – Ratio Scale	0.131	0.409	moderate
Q4 – Between-Subjects	0.567	0.659	yes
Q5 – Operational Definition	0.403	0.568	moderate
Q6 – Floor/Ceiling Effects	0.161	0.727	yes
Q7 – Validity	0.443	0.591	moderate
Q8 – Scientific Method	0.367	0.591	moderate
Q9 – Ordinal Scale	0.066	0.682	yes
Q10 – Within-Subjects	0.508	0.636	yes

Overall, there was improvement from the pre- to the post-test for both courses. However, the improvement did not consistently reach the goal level of 60% accuracy performance – for Statistics six of the items crossed this threshold, but for Research Methods only four items did (although a handful of post-test scores were just below this threshold). For Statistics, students had the most difficulty with critical values and understanding skew (both scores were either at or below chance performance); for Research Methods, only one item had performance that was relatively close to chance performance (ratio scale).

While the overall scores for both courses were approaching the goal level of performance (0.548 for Statistics and 0.598 for Research Methods), there is room for improvement in both courses. However, it should be noted that for both courses, the results may be affected by a somewhat low student response rate.

(2) Senior Exit Survey

In addition to those tests, we also conducted a survey with seniors in our PSY 490 Senior Capstone course. Most of the questions were used in previous years of this survey and those results were consistent (i.e., the scores this year were very similar to previous years). Instead of focusing on those, this report contains summaries of responses for questions that were unique this year.

Students were asked to indicate whether or not they participated in a set of 8 activities during their time at UNLV that were related to career preparation. While we were not sure what specific numbers

would emerge, we expected that these numbers would be around 50% or higher for each activity, as these activities have been promoted more within our program in recent years.

Used Career Services Online Resources	47.12%
Met with a Career Services Coach	38.90%
Attended a Career Fair	31.78%
Completed an Internship or Volunteered	28.22%
Attended a Career Workshop	24.66%
Took the COLA Internship Course	16.44%
Conducted an Informational Interview	14.79%
Used the Alumni Association	8.22%

As can be seen with the above results, each of the activities had rates where less than half of the students participated or used that resource. The most common activities were using resources from Career Services (online resources, coaching, career fair), but these were all fairly low. While we were happy to see students taking the relatively new COLA Internship course, only 16% of our senior psychology students have taken it.

In addition to these findings, an important point is that 23.84% of students reported doing none of these activities. That is, almost a quarter of our students did not take any of these common career preparation steps.

- **How did the program respond to what was learned?**

The findings of this report will be shared with the psychology faculty. Overall these findings show that students in Statistics and Research Methods course are showing at least moderate improvement for most items that were tested, but unfortunately performance did not reach the expected level of 60% for most items (in Statistics, more items reached the threshold but there were some very low scores; for Research Methods, while fewer items reached the threshold, there were no very low scores). These results were be shared with Statistics and Research Methods instructors so that they can examine them (along with their own sections' grades / performance) in order to make improvements about what concepts to emphasize in future semesters.

For the senior survey, there were some positive signs, but there were also some surprising findings. Two important observations stood out – first, participation in any activity never exceeded 50%, and second, nearly a quarter of students reported not having used any of those resources. In our program, we designed our PSY 200 course as a way to introduce students to these career preparation activities and resources, but we will have to discuss whether there is a need to reinforce these ideas by also emphasizing them in other courses across the program. Repetition might be needed, perhaps in our foundational courses and in the senior capstone course. We might also consider other methods of communicating with students such as using more email and social media announcements to encourage them to take part in these activities. Finally, we may have a discussion whether it would be helpful for our program to build another course that focuses on career possibilities and preparation (in the open-ended section of the senior survey, students noted that they would like a career course to be offered that built on what they learned in PSY 200).