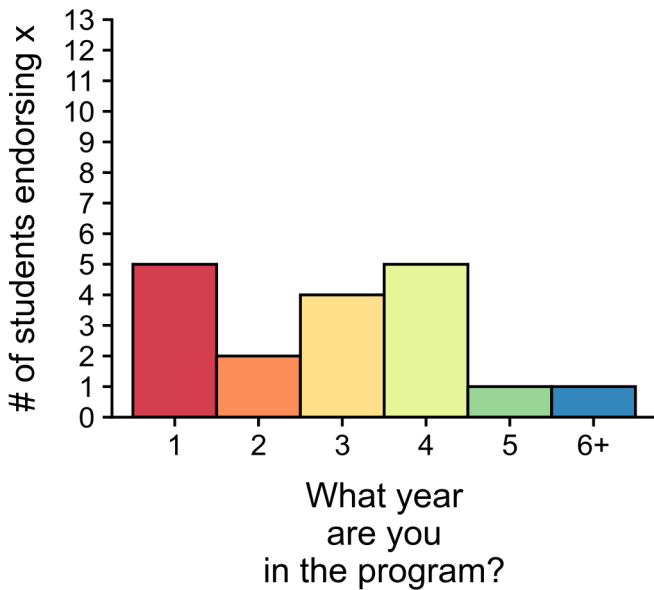


**Experimental Training Committee
Graduate Program Assessment
Spring, 2025**

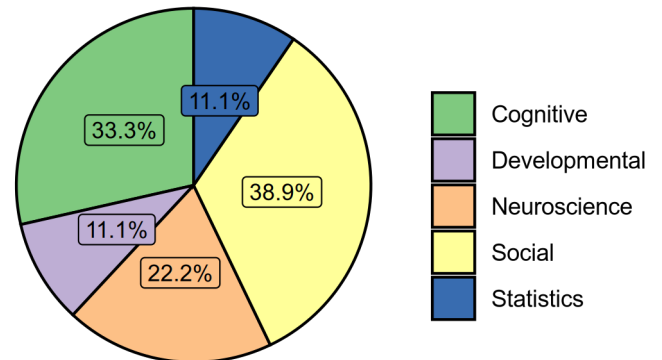
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Respondent Characteristics

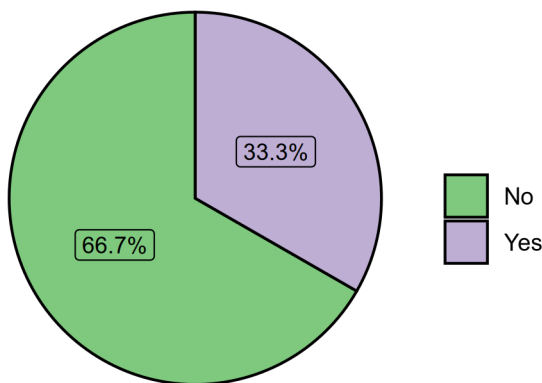


What is/are your concentration(s) in the program?

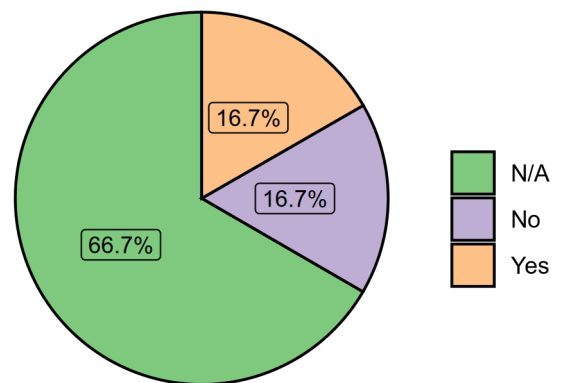


This ETC assessment comes from the achievements and milestones of 18 ETC graduate student respondents. Respondents were distributed across program years, with the largest cohorts in years 1 and 4 (5 students each) and year 3 (4 students). Students' research concentrations were fairly balanced, with Social being most popular (38.9%), followed by Cognitive (33.3%) and Neuroscience (22.2%). Note that concentration percentages can add to > 100% because students were allowed to select more than one option.

Did you enter the program with a master's degree?



Was your previous MA/MS counted in place of completing a MA/MS here?

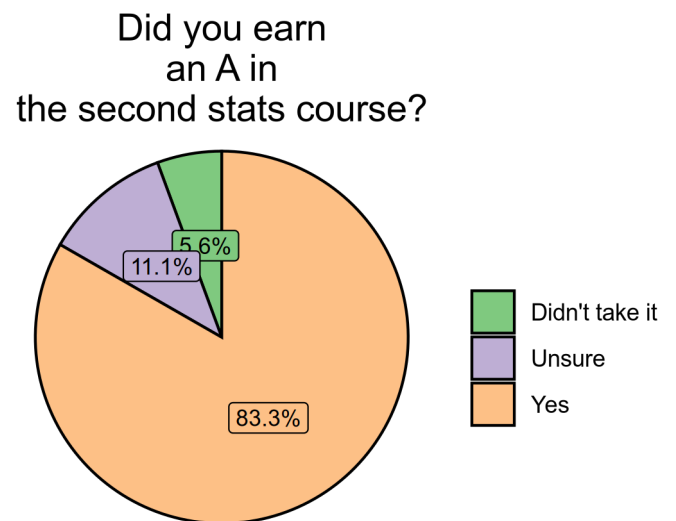
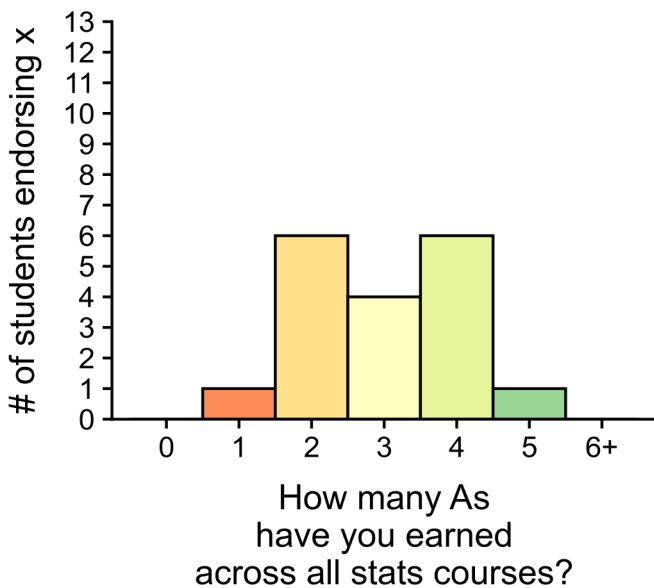
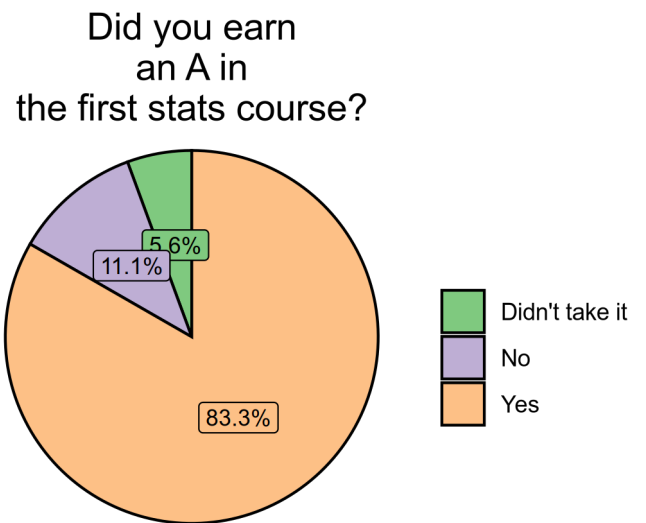
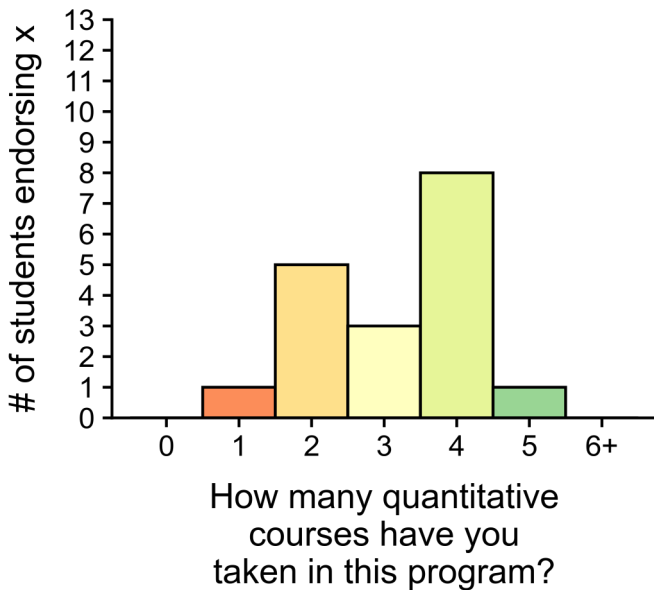


Two-thirds of students (66.7%) entered the program without a prior master's degree; among those who did have prior MA/MS degrees, only 16.7% had them approved to count toward their ETC master's milestone.

Goal 1

Conceptualize research questions, understand and apply appropriate quantitative methods for data analysis, and draw appropriate inferences in turn.

Assessment metrics: Earning As in stats courses



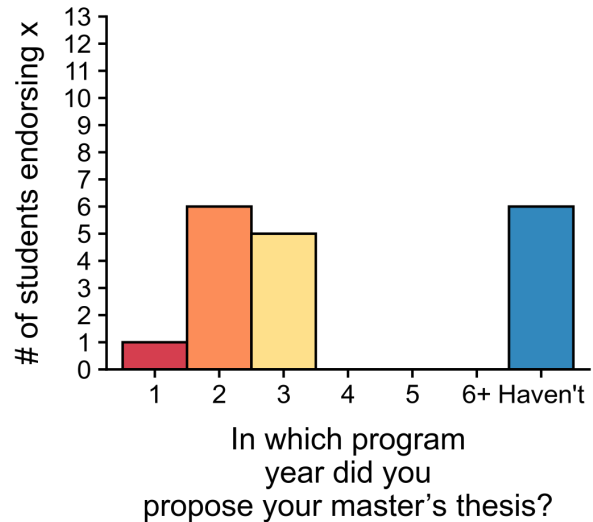
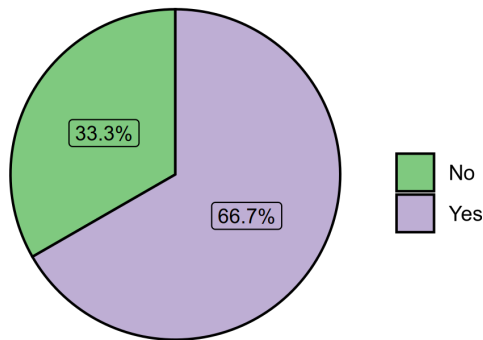
Data suggest that we are meeting our first goal: Students are receiving strong quantitative training, with most having received As in three or more quantitative courses (mode: two and four courses, ~67% of students). The distribution of quantitative skills is bimodal.

Goal 2

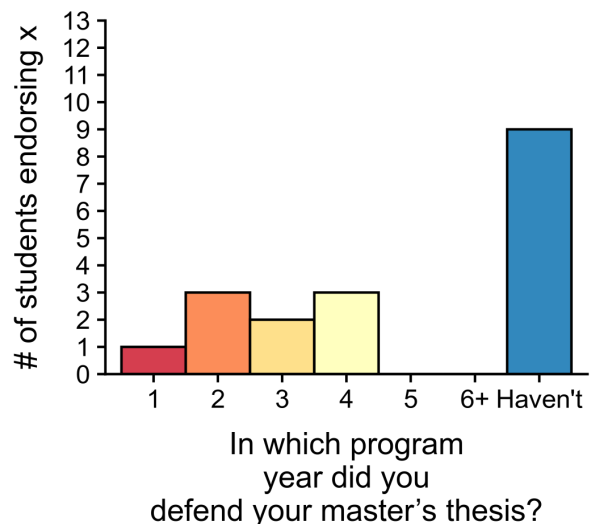
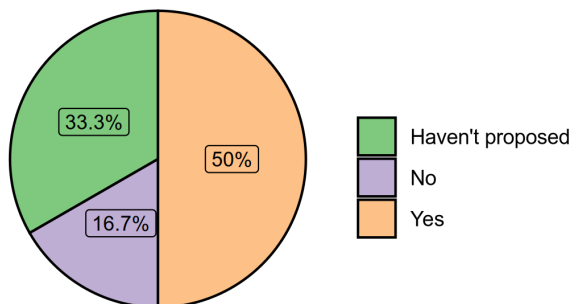
Develop and conduct original research in the student's area of concentration, including the acquisition of concrete skills necessary to pursue independent research.

Assessment metrics: Successful master's thesis defense, continuous student-led research in lab, submission of first-author empirical manuscripts for publication in peer-review journals, publishing first-author empirical papers in peer-review journals, presenting research at conferences

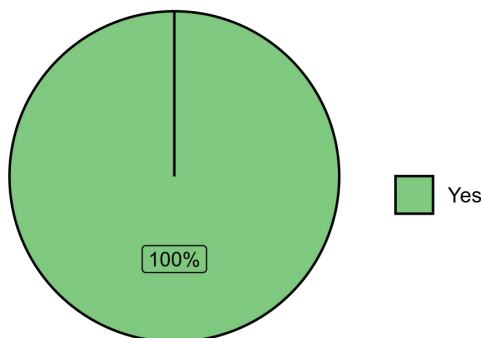
Have you proposed your master's thesis?



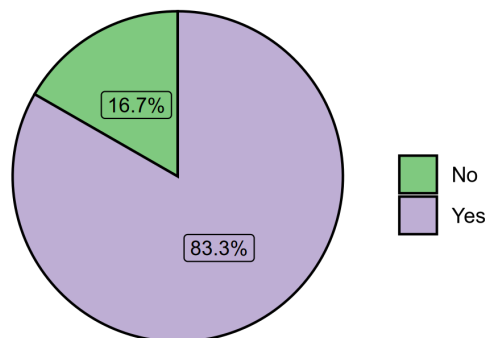
Have you defended your master's thesis?



Are you actively involved in at least one ongoing research project in your lab?

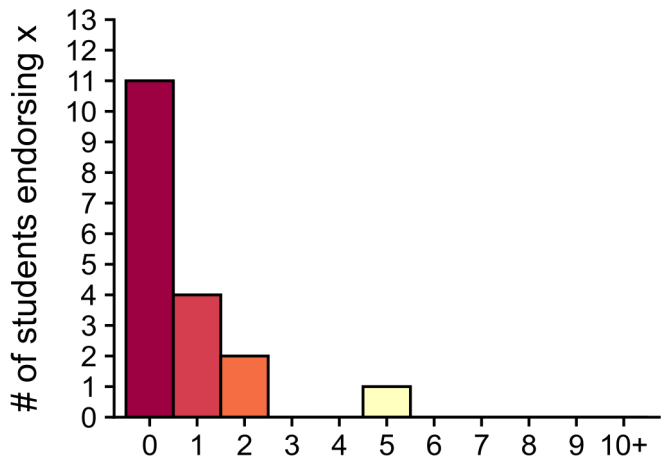


Are you currently leading at least one ongoing research project in your lab?

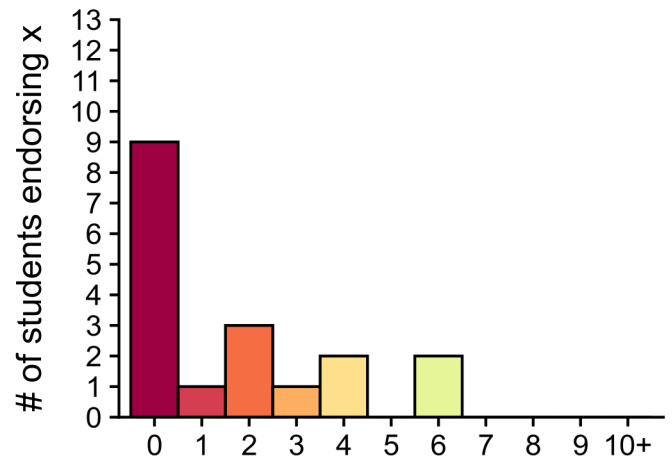


The ETC is meeting Goal #2 as assessed by the MA thesis and research activity metrics: All but three students who have defended their MA thesis did so before the end of their third year. All students are involved in a research project. All but three students are leading at least one ongoing research project.

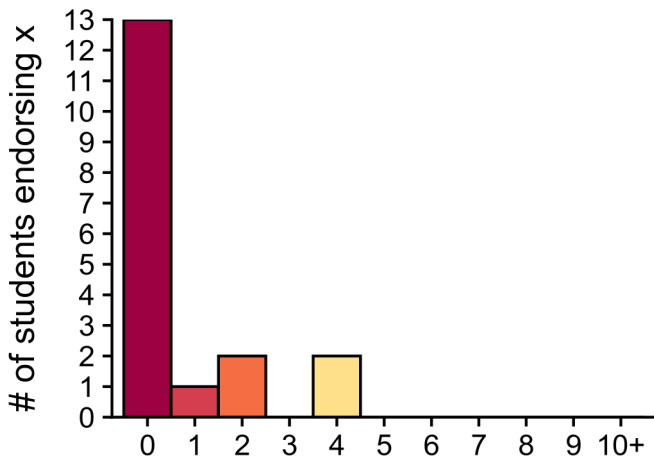
Goal 2, continued



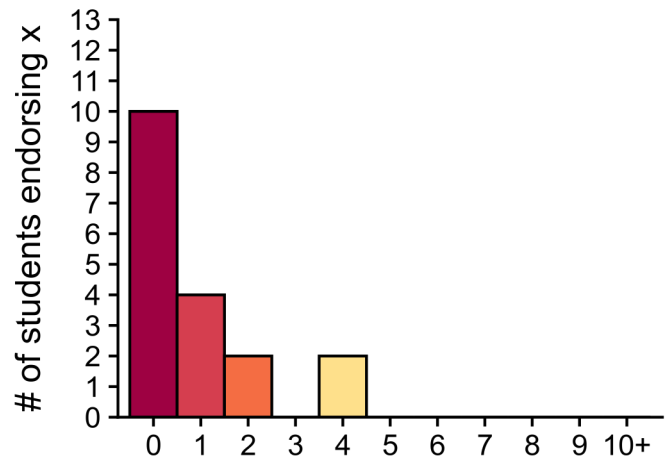
How many first-author papers have you published in peer-reviewed journals while in this program?



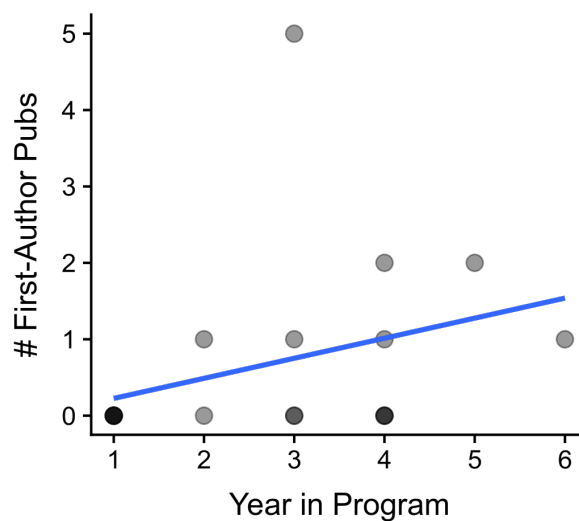
How many coauthored papers have you published in peer-reviewed journals while in this program?



How many first-author papers do you have under review in a peer-reviewed journal?

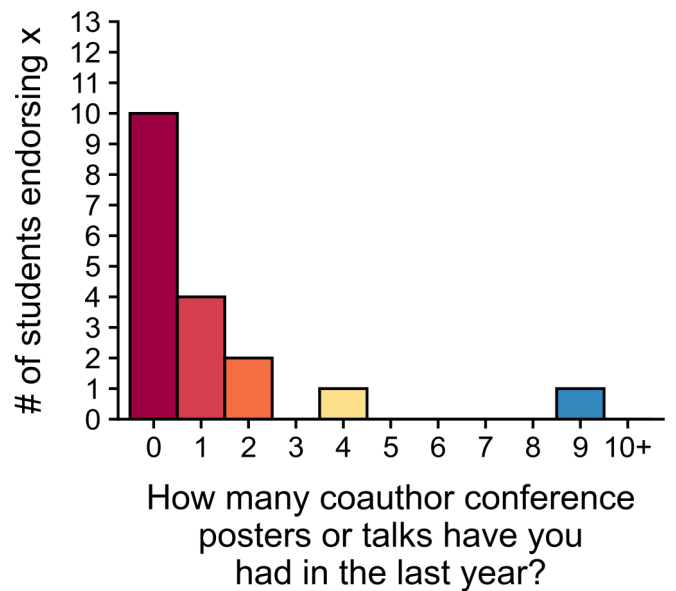
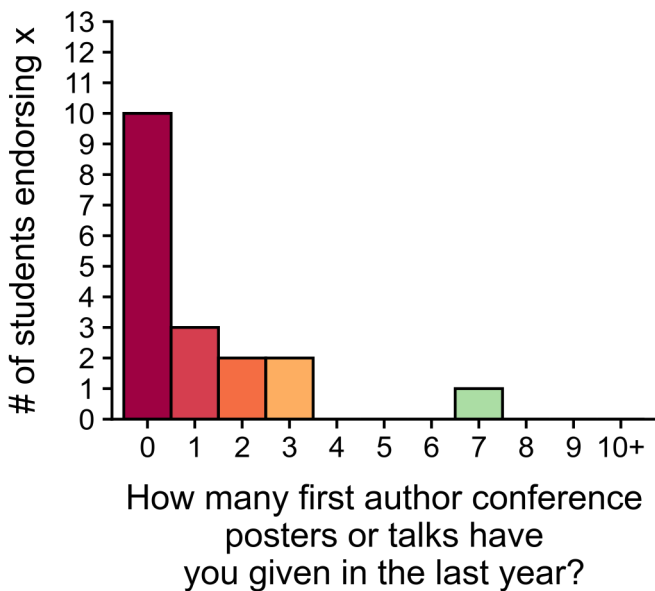
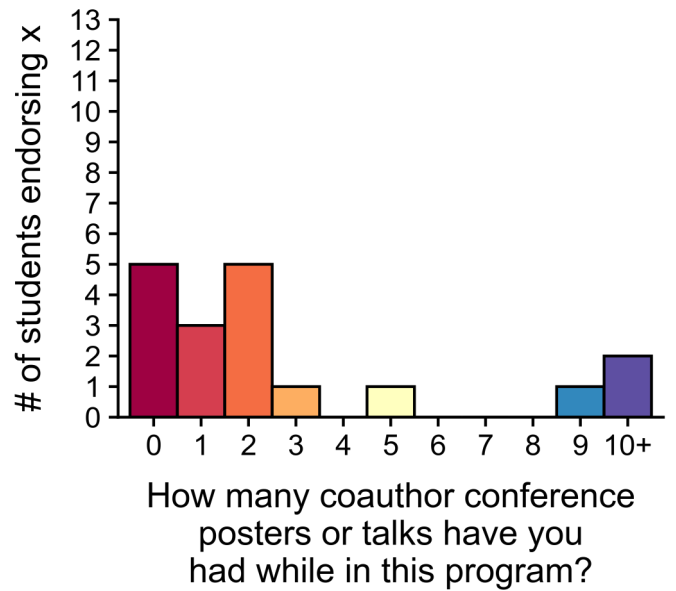
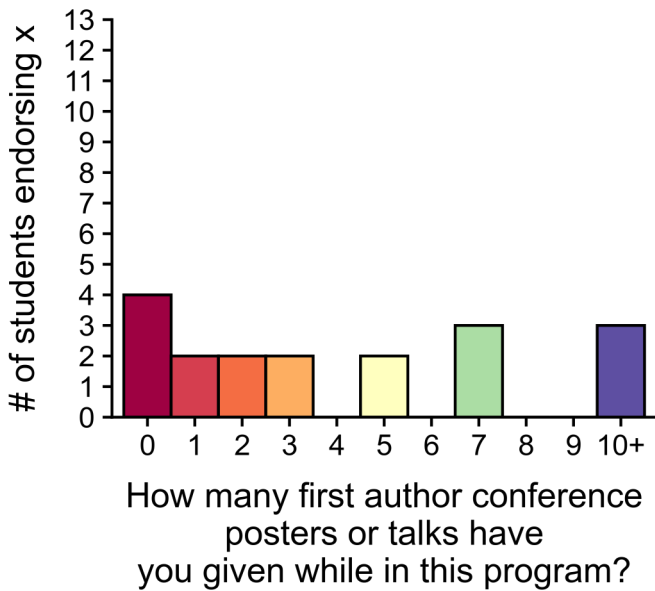


How many of your coauthored papers are currently in peer review?



The ETC is failing at Goal #2 by student publications. Only seven of 18 students report having a first-author publication they have published while in this program, and only five of 18 students have a first-author paper under review. Similarly, only nine of 18 have coauthored a publication in the program. With an average of only just above one first-author publication in their fifth year, our students are not being successfully prepared for the R1 academic job market as it exists for psychology today.

Goal 2, continued

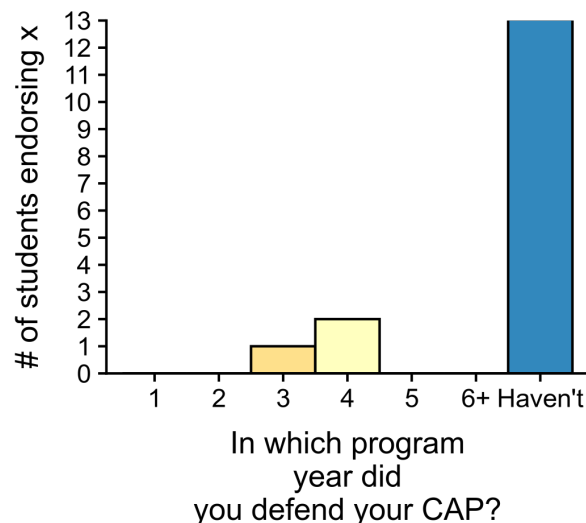
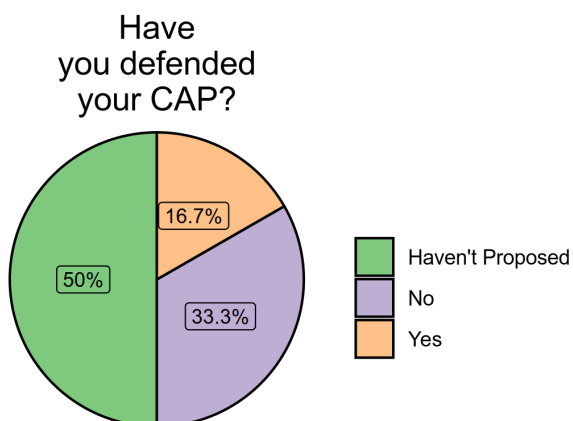
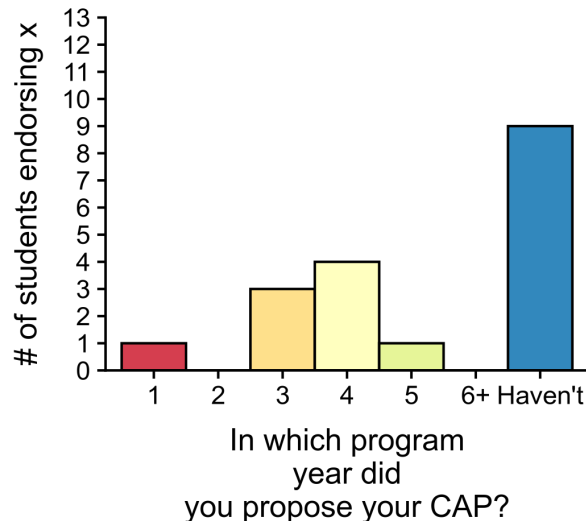
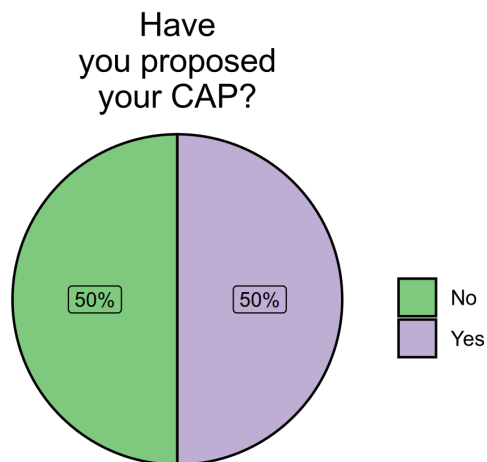
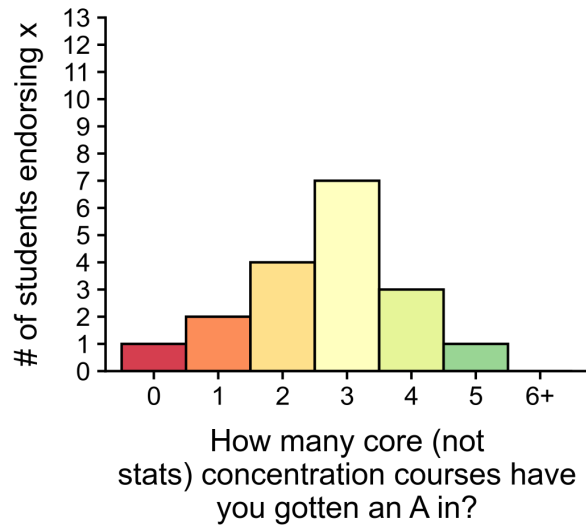
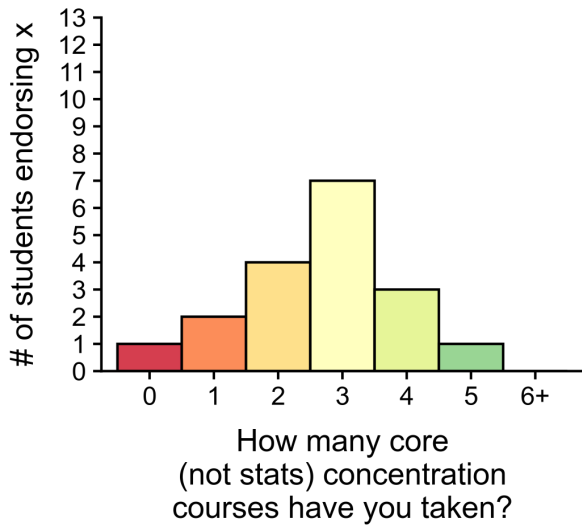


The ETC is meeting Goal #2 by the metric of conference presentations: All but four students have given a first-author conference presentation while in the PhD program, and the median number of first-author conference presentations is three.

Goal 3

Develop and demonstrate mastery of theory and factual knowledge in an area of concentration within Psychological Science, and expertise in a specialized area within this concentration.

Assessment metrics: Complete concentration courses, successful CAP defense



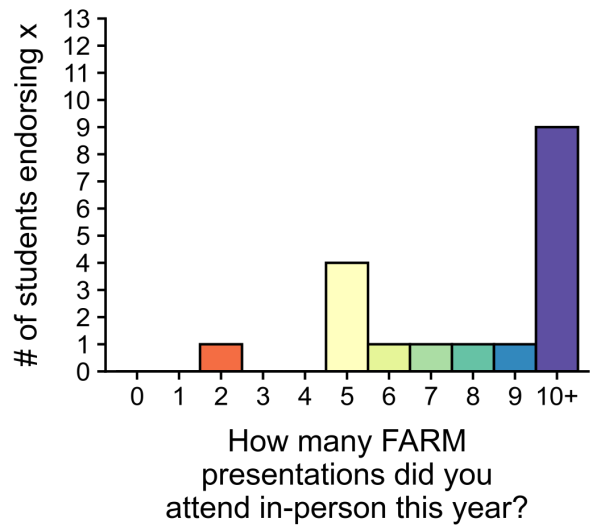
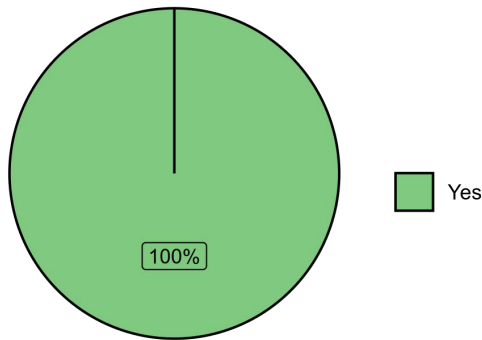
The ETC is meeting Goal #3 as assessed by the core course metric: Every reported grade in a concentration course was an A. However, seven of 18 students had not completed the core coursework required for their degree. This is consistent with reports from students that we do not offer enough graduate coursework in focus areas. Additionally, most students have not completed the concentration area project (CAP): Only three of eighteen respondents had defended their CAP.

Goal 4

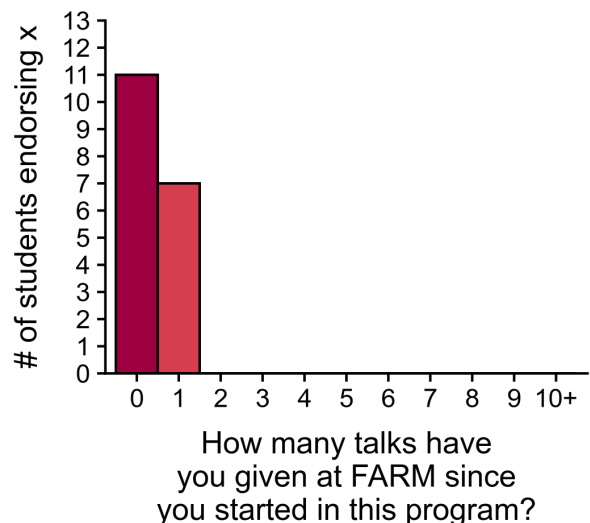
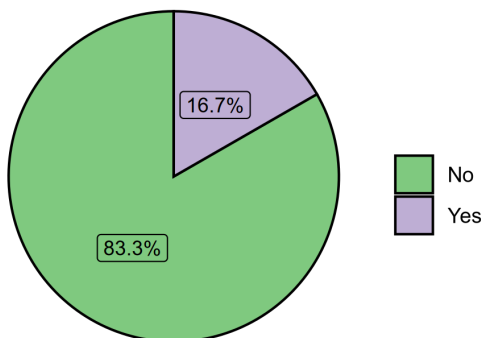
Write and speak to specialist and lay audiences about theory and research in Psychological Science.

Assessment metrics: Successful 1st year talk; participation at FARM and reading groups, presentation of research at FARM (described below) and conferences (described in Goal 2), submission and publication of first-author manuscripts for publication in peer-reviewed journals (described in Goal 2).

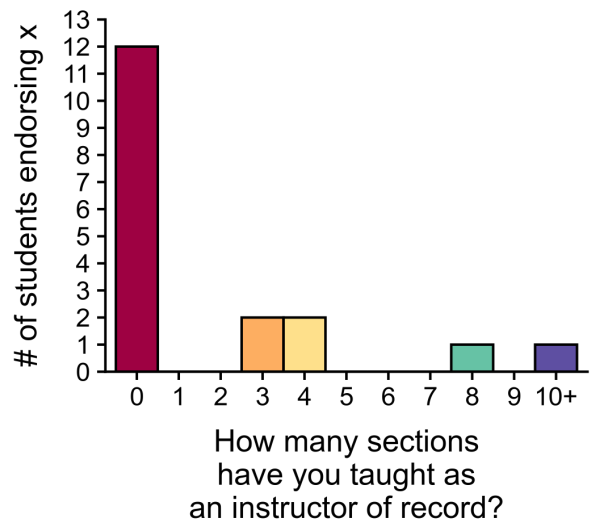
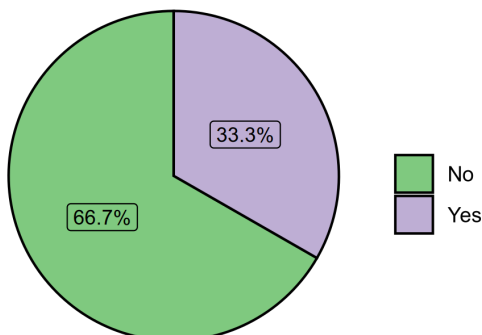
Have you presented your first-year talk?



Did you present research at FARM this year?



Have you taught your own class (i.e., been an instructor of record)?



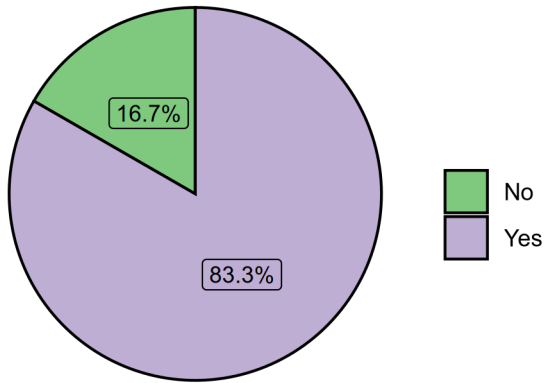
The ETC is meeting Goal #4 in first-year talk presentations, but we are failing to meet Goal #4 with respect to student attendance of FARM and presentation within it. Nine of 18 students did not meet the minimum number of FARM attendances expected. Further, only three of 18 students presented at FARM over the past year, and only seven of 18 students have ever presented at FARM while in the program.

Goal 5

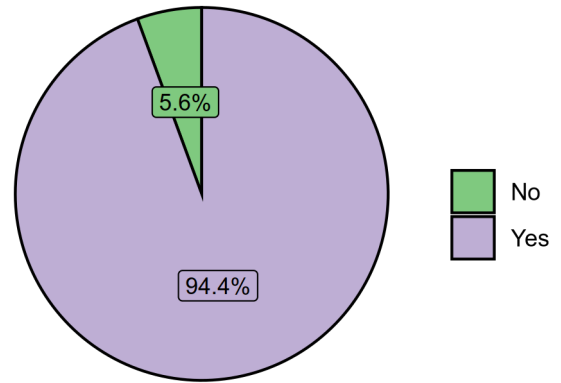
Know and apply ethical and professional standards in research, including treatment of research participants and open and transparent science.

Assessment metrics: Secure IRB approval, complete CITI training, follow best practices for open science

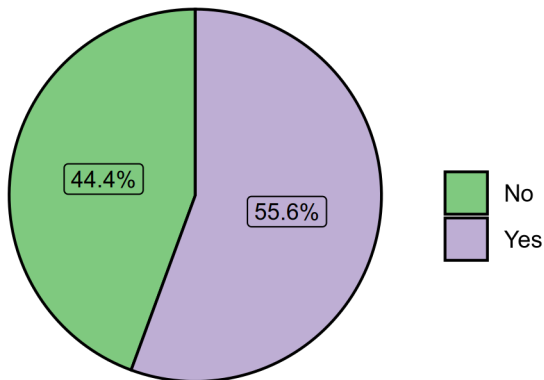
Have you
independently submitted
an IRB proposal?



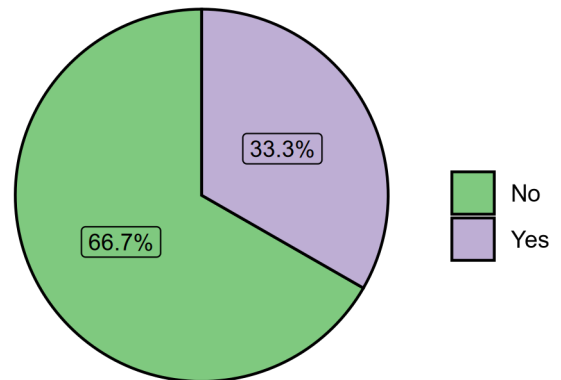
Have
you completed
CITI training?



Have you
preregistered any
of your research?



Do you
regularly
preregister your research?



The ETC is meeting Goal #5 in IRB proposal submission and CITI training, and it is somewhat meeting Goal #5 in preregistration. More emphasis could be made on preregistration.