

**NECHE INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
UNDERGRADUATE PROGRAMS
(PSYCHOLOGY -2018-19)**

DEGREE GRANTING PROGRAM NAME	(1) List ONLY the program learning objective(s) assessed during the current reporting period	(2) For each learning objective listed in column (1), other than GPA, what data/evidence was used to determine that graduates have achieved the stated objectives? (e.g., capstone assignment, portfolio review, licensure examination)	(3) What were the results/outcomes/findings/conclusion(s) of the assessment? Explain results/findings/conclusions for each program learning objective listed in column (1)	(4) Who interprets the evidence? Describe the process (e.g. annually by the curriculum committee).	(5) What changes/improvements have been made as a result of using the data/evidence (3)? Link discussion in this column with a learning objective (1) and the results of assessing that objective (3)	(6) Date of most recent program review
Psychology	Goal 1: Describe key concepts, principles, and overarching themes in psychology.	Area Concentration Achievement Test (ACAT).	ACAT exam was administered a second time, as there were problems across course sections in the AY 17-18 administration. The ACAT was administered in several upper level courses in 17-18, and the test was administered by the course professor in each section. Questions on the ACAT form asked students whether or not they had taken certain courses, for example, Experimental Psychology. Students filling out the form asked if they had taken this course at FSU...for courses have different names at different institutions. Some professors would fall one way on the question, and some	Annually by the members of the department's Assessment Committee.	At present, none.	Spring 2019.

			<p>professors would fall the other way on the question. Knowing that this questions would have to have a definitive interpretation for the students in the AY18-19 administration, the department decided to have one interpretation for each of the questions posed on the ACAT form. In this way, we received better (more consistent) information.</p> <p>Too, there was a problem with keeping the ID number consistent between the ACAT exam and the student survey we administered at the same sitting. Students mistakenly used the number they found on their test form as their ID number on the survey we had put together and administered. The survey that we put together and administered had the aim of finding out which course in each of the domains of psychology the student had taken. In this way we could match up the score on the test with the courses the student took (all the while maintaining confidentiality). Unfortunately, in the AY 17-18 administration, numbers got mixed up, and the faculty members looking at the surveys</p>			
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			<p>could not match them up with scores on the exams. This problem was repaired in the AY 18-19 administration, as there was only one person who administered exams across sections...and this one person made sure to tell students repeatedly the ID number that they were supposed to use. Mistakes fell off.</p> <p>As for scores: In the national norm for the ACAT, 4.1% fall in the 96-100 range, 6.3% fall into the 89-96 range, 11.7 % fall into the 77-89 range, and 16.1% fall into the 60-77 range. The 18-19 administration at FSU found 12.3 % in the 60-77 range, 5.5 % in the 77-89 range, 4.1% in the 89-96 range, and 1.4% in the 96-100 range. The percentages in the AY17-18 administration were 8.5% in the 60-77 range, 1.4 in the 77-89 range, 2.8 in the 89-96 range, and 0 in the highest range. So there was improvement shown in the last administration.</p>			
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Insert URL of the program web page where Program Learning Objectives for this program are published (NECHE requires this as part of being transparent to stakeholders): <https://www.framingham.edu/academics/colleges/social-and-behavioral-sciences/psychology-and-philosophy/index>