

NECHE INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

UNDERGRADUATE PROGRAMS

(PSYCHOLOGY - 2019-20)

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	<p>Goal 3: Apply ethical standards to evaluate psychological science and practice.</p> <p>Also the final rubric (Appendix A) was used for our formal assessment efforts, which again were conducted in a 2-step process: we independently rated each assignment, then met to discuss our ratings and</p>	<p>Capstone exercises/assignment s/projects which helped students "Apply ethical standards to evaluate psychological science and practice" were used.</p>	<p>Overall, 46% of the assignments (6/13) submitted for evaluation required all students to engage ethics in the manner operationalized by the department for Goal 3. We found that 23% of the assignments (3/13) submitted for evaluation required critical thinking about personal responsibility in important ways, but not in ways circumscribed by the department's operational definition of Goal 3. Lastly, 31% of the assignments (4/13) submitted might engage some students in ethical thinking as operationalized. Multiple capstone courses fall into each of the three groups defined</p>	<p>Annually by the Psychology and Philosophy Department. Presentation and discussion scheduled for 12/14.</p>	<p>1. Recommend that capstone instructors include at least one assignment that requires all students to engage with the application of ethical standards. This is consistent with course description language for each capstone (i.e., "They also apply and/or integrate knowledge about the scientific method, ethics, and diversity".) 2.</p>	<p>An external review was done in 2018-2019. I'm not sure if that is what you are referring to.</p>

	resolve discrepancies.		above. Thus in the aggregate, ethics plays a robust role in the kind of thinking that is done for assignments in capstone courses. Looking at the assignments did not show us, however, that every student who took two capstones during AY 19-20 engaged in the application of ethical thinking to evaluate psychological science and practice.		The scope of the rubric developed excluded assignments that addressed social responsibility in a diverse world. It is recommended that the department evaluate artifacts that address “social responsibility in a diverse world” during the next cycle for Goal 3. 3. Recommend examining other parts of the curriculum that introduce ethical thinking, such as Psychology Research 1 & 2.	
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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>