

**Psychology SLOs
Spring 2013**

Math/Psychology 108: Statistics (M&W)

SLO #1 (1)*: Interpret and discuss statistics found in everyday research findings.

Assessment instrument (2): In-class essay - Please read the following paragraph (a copy in PR documents). Interpret and discuss the statistics presented.

Measurement (3): non-graded for class; three point scale (two points - any two statistical problems and one point - accurate hypothesis discussion)

Analysis (3): passing score of two; 70% class passing rate

Results (4): The assessment measure was administered to 49 students in a MathPsychology108 (Statistics) class in the Spring 2013. The range was 1 - 3 with a mean of 2.21. The median was 2.00 as was the mode (N=27). There was

a

negative skew. Passing scores were achieved by 47 students (88%).

Interpretation (5): Results suggest that overall students had a good understanding of the statistical problems. There was a bit more difficulty in determining the selection of the correct hypothesis (null vs alternative). The current approach will continue so on-coming data can be compared.

* Numbers in parentheses indicates where item appears on the “Closing the Loop” form (Nichol’s Model).

Department/Program SLOs

4. Accurately interpret and communicate findings of psychological research.

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Interpretation (5): Results suggest that overall students had a good understanding of the statistical problems. There was a bit more difficulty in determining the selection of the correct hypothesis (null vs alternative). The current approach will continue so on-coming data can be compared.

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Department/Programs SLOs

2. Critique studies in psychology on ethical issues, reflecting the current values of the field.

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Measurement (3): non-graded for class; three point scale (two points - any two statistical problems and one point - accurate hypothesis discussion)

Analysis (3): passing score of two; 70% class passing rate

Results (4): The assessment measure was administered to 49 students in a MathPsychology108 (Statistics) class in the Spring 2013. The range was 1 - 3 with a mean of 2.21. The median was 2.00 as was the mode (N=27). There was a negative skew. Passing scores were achieved by 47 students (88%).

Interpretation (5): Results suggest that overall students had a good understanding of the statistical problems. Additionally, most students able able to identify an ethical problem as one of their 2 problems (87%). There was a bit more difficulty in determining the selection of the correct hypothesis (null vs alternative). The current approach will continue so on-coming data can be compared.

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Math/Psychology 108: Statistics (T&Th)

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Assessment instrument (2): In-class essay - Please read the following paragraph (a copy in PR documents). Interpret and discuss the statistics presented.

Measurement (3): non-graded for class; three point scale (two points - any two statistical problems and one point - accurate hypothesis discussion)

Analysis (3): passing score of two; 70% class passing rate

Results (4): The assessment measure was administered to 46 students in a MathPsychology108 (Statistics) class in the Spring 2013. The range was 0 - 3 with a mean of 1.89. The median was 2.00 and the mode was 1.00 (N=17). Passing scores were achieved by 28 students (61%).

Interpretation (5): Results suggest that overall students had a fair understanding of the statistical problems. There was a bit more difficulty in determining the selection of the correct hypothesis (null vs alternative). These results were lower than those achieved in the other section of the Math/Psychology 108 taught by this instructor. The timing may have played a factor as a number of students in this section had been participating in an activity in the quad just before class and appeared to have difficulty focusing on the task. The current approach will continue so on-coming data can be compared.

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Department/Program SLOs

4. Accurately interpret and communicate findings of psychological research.

Math/Psychology 108: Statistics

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Measurement (3): non-graded for class; three point scale (two points - any two statistical problems and one point - accurate hypothesis discussion)

Analysis (3): passing score of two; 70% class passing rate

Results (4): The assessment measure was administered to 46 students in a MathPsychology108 (Statistics) class in the Spring 2013. The range was 0 - 3 with a mean of 1.89. The median was 2.00 and the mode was 1.00 (N=17). Passing scores were achieved by 28 students (61%).

Interpretation (5): Results suggest that overall students had a fair understanding of the statistical problems. There was a bit more difficulty in determining the selection of the correct hypothesis (null vs alternative). These results were lower than those achieved in the other section of the Math/Psychology 108 taught by this instructor. The timing may have played a factor as a number of students in this section had been participating in an activity in the quad just before class and appeared to have difficulty focusing on the task. The current approach will continue so on-coming data can be compared.

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Analysis (3): passing score of two; 70% class passing rate

Results (4): The assessment measure was administered to 46 students in a MathPsychology108 (Statistics) class in the Spring 2013. The range was 0 - 3 with a mean of 1.89. The median was 2.00 and the mode was 1.00 (N=17). Passing scores were achieved by 28 students (61%).

Interpretation (5): Results suggest that overall students had a fair understanding of the statistical problems. Most students did not identify either of the ethical issues as 1 of their 2 choices of statistical problems. There was a bit more difficulty in determining the selection of the correct hypothesis (null vs alternative). These results were lower than those achieved in the other section of the Math/Psychology 108 taught by this instructor. The timing may have played a factor as a number of students in this section had been participating in an activity in the quad just before class and appeared to have difficulty focusing on the task. The current approach will continue so on-coming data can be compared.

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