

## UNDERGRADUATE PSYCHOLOGY COMPREHENSIVE EXAM RESULTS

The results from the undergraduate comprehensive exam in psychology, for both on campus day and off campus (AEOP) evening, for the last three years are below. The reliability (KR-20) for this exam (55 items) where N=52 is .76. This is considered to be an acceptable reliability for this type of assessment tool. A T-test comparing Day (N=33) and Evening (N=19) programs for the last two years where item total is 55 was performed. Levenes's Test for equality of variances indicated no significant differences between the variances of the two groups. The T-test indicated the two group means were not significantly different. The results indicate that the overall performance on the comprehensive exam, which assesses student program learning outcomes, by both the day and evening students are essentially the same.

### PSY 490 Comprehensive Exam Data Report AEOP – 2007, 2008, 2009

	Student N size	Item Total	Mean	Standard Deviation	Life Span	Scientific Method	Applied Psychology	Counseling Theory	Social/Cross Cultural Psychology	Integrative	Marianist Educational Values
WE09	6	55	33.83	9.49	8/13	8/12	7/11	4/7	4/6	1/1	2/5
FE08	7	55	30.86	5.33	8/13	8/12	5/11	4/7	3/6	0/1	2/5
SE08	6	55	30.83	5.61	9/13	7/12	4/11	5/7	4/6	0/1	2/5
WE08	10	50	26.6	4.61	8/13	7/12	4/11	4/6	4/6	1/1	N/A
FE07	15	50	24.93	5.37	8/13	7/12	2/11	4/6	4/6	0/1	N/A
SE07	12	50	27.75	5/61	8/13	7/12	4/11	5/7	4/6	0/1	N/A

### PSY 490 Comprehensive Exam Data Report Spring Day – 2007, 2008, 2009

	Student N size	Item Total	Mean	Standard Deviation	Life Span	Scientific Method	Applied Psychology	Counseling Theory	Social/Cross Cultural Psychology	Integrative	Marianist Educational Values
2009	16	55	35.5	4.72	8/13	8/12	7/11	3/7	4/6	1/1	4/5
2008	17	55	30.59	6.36	8/13	8/12	5/11	4/7	3/6	0/1	3/5
2007	19	50	28	5.87	7/13	8/12	5/11	4/7	4/6	1/1	N/A

Mean performance on the comprehensive exam (items = 55) has increased in the Day program by approximately 5 points between 2008 and 2009. A T-test was performed comparing these two means. Levenes's Test for equality of variances indicated no significant differences between the variances of the two groups. The T-test indicated a statistically significant improvement (.028) in mean score from 30.59 (2008) to 35.5 (2009).

Mean performance on the comprehensive exam (items = 55) has increased in the evening program by 3 points between 2008 and 2009. A T-test was performed comparing these two means. Levenes's Test for equality of variances indicated no significant differences between the variances of the two groups. The T-test indicated there was no statistically significant difference in mean performance between 2008 and 2009.

Overall mean performance on the comprehensive exam (items = 55), combining both day and evening (AEOP) programs, has increased by 4.2455 points between 2008 and 2009. A T-test was performed comparing these two means. Levenes's Test for equality of variances indicated no significant differences between the variances of the two groups. The T-test indicated a statistically significant improvement (.021) in mean score from 30.8 (2008) to 35.0455 (2009).

Scale analysis has resulted in examining and re-structuring course format, content and delivery in the capstone course Psy 490. This is ongoing. Scale analysis has resulted in an item analysis relative to item difficulty and item reliability. Specific concerns were in the areas of Applied Psychology and Marianist Educational Values. This has resulted in an examination of specific course content and instructor delivery regarding these areas. Improvement has occurred in Applied Psychology for both the day and evening programs. Apparent Improvement has occurred for the Day program in Marianist Educational Values while this area remains flat for the Evening program. Intervention in the Evening program is to notify all evening instructors to focus and assess Marianist Educational Values as part of their student course learning outcomes. This will occur for the next term.

In general, it is believed that a series of interventions (some of them noted above) has resulted in an increase in overall performance on the comprehensive exam.