

# Student Outcomes Attainment for BS Psychology AY 2016 - 2017

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**Abstract** – This research aims to assess the Student Outcomes (SO) with specific Performance Indicators (PI) for the Psychology graduates for AY 2016-2017. These SOs were formulated as part of the Outcome Based Education (OBE) and are identified as learnings and abilities that the students should be able to exhibit upon the time of graduation. This endeavor mainly used quantitative method, specifically descriptive research which utilized student's final grades as the primary numerical data. The weighted mean of each Performance Indicator was also averaged to get the total attainment for each student outcome. Results showed that the graduates in the academic year 2016 - 2017, got the highest attainment for the Student Outcome D or the graduate's ability to tally, encode, compute, interpret and analyze numerical data using their knowledge of statistics of 87%. The weighted mean of the student's final grades on the professional subjects under all performance indicators under SO D is 87%. Lowest ranking Student Outcome is the ability to develop and sustain arguments about established principles in Psychology and other related fields with an overall computed mean of 84%. The target attainment of 75% has been met on all student outcomes and all the performance indicators. **Keywords** – Psychology, Student outcomes, Performance indicators

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## INTRODUCTION

Over the years, many tests and techniques have been developed to measure the impact of college on students. Which to use depends on the institution's educational goals and the content of each student's educational experience.

Therefore, all institutions are expected to have quality assurance mechanisms in place as a way of assuring stakeholders about the high standards of their programs and their achievement through outcomes.

Learning throughout life is the key in the globalized world of the 21st century to help individuals “adapt to the evolving requirements of the labor market” and better master “the changing time-frames and rhythms of individual existence.” UNESCO’s 1996 Delors Report asserts that lifelong learning “must constitute a continuous process of forming whole beings – their knowledge, attitudes, and the critical faculty and ability to act. It should enable people to develop awareness of themselves and their environment and encourage them to play social roles and work in the community.” The Washington Accord, Bologna Process and ABET (Accreditation Board for Engineering and Technology) also support this notion under the Outcomes-Based Education approach. In the Philippines, the Commission on Higher Education (CHED) is committed to developing competency-based standards that comply with existing international standards when applicable through outcomes-based education to achieve quality and enable an effective integration of the intellectual discipline, ethos, and values associated with liberal.

Competencies that students acquire in tertiary education are crucial to their future success and satisfaction in life, to the country’s productivity to compete in the global economic arena, and in sustaining healthy and civic-minded citizens who are actively engaged in their communities. It has now become not only the individual responsibility of the teachers but also the accountability of higher education institutions to ensure that college graduates are equipped with the relevant knowledge, skills, and disposition needed to demonstrate self-efficacy and civic responsibility.

In the Philippines, outcomes-based education seems to be a new approach in its entire educational system. At present, there are a couple of private tertiary institutions in the Philippines that have already adopted the outcomes-based education approach.

These include Centro Escolar University, Lyceum of the Philippines University-Batangas and Technological Institute of the Philippines. With its increasing

popularity among local and international accrediting agencies, technical organizations and regulatory commissions, OBE is now becoming a university-wide practice and is seen to be adopted by more private and public higher educational institutions (HEIs) in the Philippines in the future.

Outcome-based education (OBE) provides a framework for focusing and organizing the curriculum around predetermined and clearly defined student learning outcomes. It has been viewed as a significant paradigm shift in educational philosophy and practice which underscores a learning-based model focusing on what students know and can do as a result of a learning experience or acquiring a degree as opposed to a teacher-centered model that emphasizes what is presented [1].

As part of the outcome-based education of the university, the Psychology Department formulated student outcomes of the program, such as; acquiring theoretical knowledge and developing relevant skills expected of Psychology graduates in an employment context – industrial, educational and clinical settings, attaining assertive critical thinking and became mental health practitioners who contribute to the professional development in the local, national and global work environment, participated and apply psychological theories and methods in the conduct of relevant research in the different areas in Psychology, have successfully demonstrated an understanding of the ethical and legal dimensions of psychological theories and methods by undertaking further training and develop existing skills and acquired higher level competencies either through formal graduate education or in an employment context.

As applied in the university, each student outcome is expected to be exhibited by the graduates upon graduation. To assess the said student outcomes, it is divided into specific performance indicators that can be observed and measured in the professional subjects taken by the students, which is based on the curriculum mapping facilitated by the Department Chairs and the faculties with the approval of the Dean.

Due to the rapid changes that the Psychology program has gone through over the years, especially with the regulation of the professional practice of the graduates, the said curriculum needs to be updated regularly. It is for this reason, for curriculum development and enhancement, that this research is about assessing and evaluating student outcomes of the Psychology Program for SY 2016-2017.

## **OBJECTIVES OF THE STUDY**

The study generally aimed to assess and evaluate the

attainment of student outcomes of the BS Psychology program, specifically for the year 2016-2017.

## **MATERIALS AND METHODS**

### **Research Design**

This research endeavor utilized the quantitative design. Quantitative research design emphasizes objective measurements and statistical and numerical analysis of data collected through polls, questionnaires or surveys. Its main focus is on gathering numerical data and generalizing it across groups of people. Specifically, this research will use the descriptive design which is primarily focused on describing the characteristics of a certain population of the phenomenon that is being studied without actually influencing it in any way [2] which focuses only on the measurement of the attainment of performance indicators through the student's grades which then reflects the assessment of student outcomes.

### **Research Respondents**

The researcher used purposive sampling in selecting the participants of this study. Respondents are those who finished the course for the school year 2016 – 2017. In the case of this study, the researcher worked with all the respondents meeting the inclusion criteria: (1) enrolled in LPU-Batangas during SY 2013-2017 and who graduated in 2017 of a Bachelor of Science with a total of thirty-five (35) individuals.

### **Materials and Data**

To assess the level of attainment of student outcomes, the researcher utilized the data from student final grades reported by the faculty for each professional subject in psychology.

### **Data Gathering Procedure**

Prior to this activity, approval was sought from the Dean. The researcher sent a formal letter of intent approved by the Director of the Research and Statistics Center indicating the purpose of the researcher and the objective of the said study.

The researchers then gathered the necessary documents for the data gathering. Information was then encoded for statistical analysis, and results were tabulated for interpretation.

### **Data Analysis**

Student's grades on their professional subject was collected and encoded for analysis. The weighted mean was computed for each performance indicator and was analyzed for interpretation.

## Ethical Consideration

The protection of respondents and the consideration of their rights are the moral obligations of a researcher in all research studies. The ethical standards are as important in quantitative research as in qualitative research. Thus, this study utilized the ethical measures of confidentiality, privacy, and the dissemination of results.

## RESULTS AND DISCUSSION

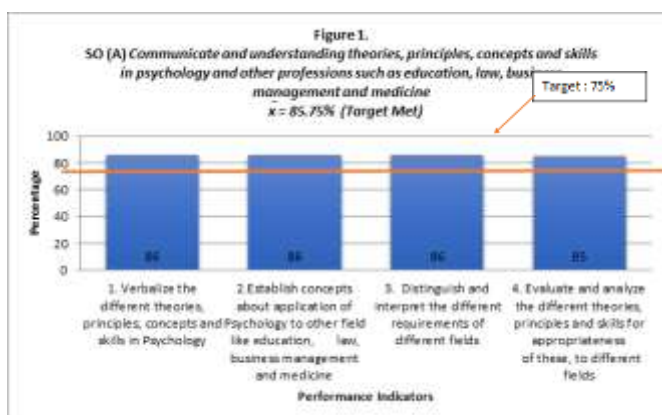
The main objective of this study is to assess the attainment of the student outcomes for the psychology program by measuring performance indicators for each student outcome. Since the assessment of student outcomes attainment just started, the management set an initial target of 75% attainment for each performance indicator.

Each Student Outcome(SO) has its specific performance indicators (PIs). This performance indicator is then measured by computing the weighted mean of the final grades of students on specific professional subjects that is in line with the said performance indicator. The said subjects are already identified through the program's curriculum mapping. Only those subjects labeled "E" which means enhancement of the said PI, are included in the computation.

is higher than the target attainment of 75%. Knowledge and information about the different theories have always been a part of classroom discussion, especially in their professional subjects. Its application and use in the different settings is also thoroughly explained by the faculties and incorporated in their on-the-job training program. The target is also met specifically with the performance indicators.

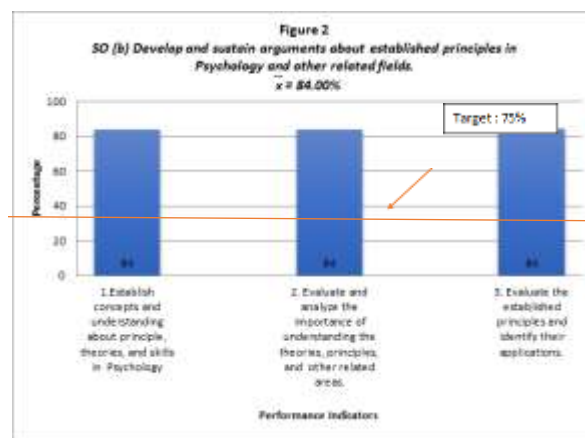
The first performance indicator for SOA is the ability of the graduates to verbalize different theories, principles, concepts and skills in Psychology by the time of graduation, which was attained at 86% (the target of 75% was met) and also highly related as to its application to other fields such as education, law and medicine which was also attained at 86% (target of 75% was met). This indicates that the graduates of the program were able to gain enough knowledge and information regarding the basic foundations of Psychology that allowed them to apply such concepts in the current industries that they are in. These foundations can also be used in clinical interventions, such as in the study of Antoine, et al., [3], in which they found out that interventions such as mindfulness and reappraisal decrease depressive symptoms and distress.

Such a result is also highly correlated to the third performance indicator, which is to distinguish and interpret different requirements in different fields, which was attained by 86% (target of 75% met). The fourth performance indicator, which is to evaluate and analyze the different theories, principles, and skills for appropriateness of these to different fields was attained at 85% (target of 75% met). The students express this in their capabilities in finding and using appropriate techniques depending on the needs of a case or a referral (in case of clinical practices) like providing interventions or psychotherapy since it has been proven to be effective in certain cases of depression [4].



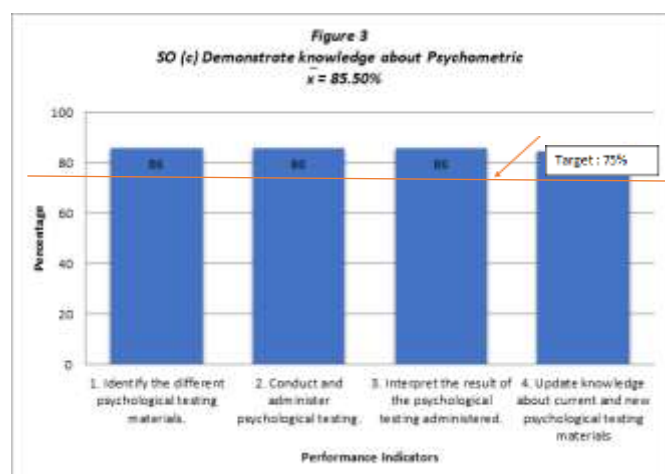
Seen on the Figure 1 is the level of attainment of Student Outcome (A) Communicate and understand the theories, principles, concepts and skills in psychology and other professions such as education, law, business management and medicine. This was measured using the summative data from the performance of students who graduated in the academic year 2016- 2017.

It can be inferred from the figure that the overall attainment for Student Outcomes 1, is at 85.75%, which



For Figure 2, it can be gleaned that the overall attainment for Student Outcome B (SOB) described to be when students can develop arguments about established principles in Psychology and other related fields is 84.00% which is higher than the target performance attainment of 75%.

Graduates of the program are also expected to be able specifically to gain the knowledge and skills regarding the basic concepts, principles, theories and their importance and application to appropriate areas which is the overall idea for the performance indicators for the Student Outcome B all got a computed mean percentage of 84. This indicates that the students who were considered to be the respondents for this study were able to have that skill and knowledge since the attainment was higher than the target of seventy-five



percent.

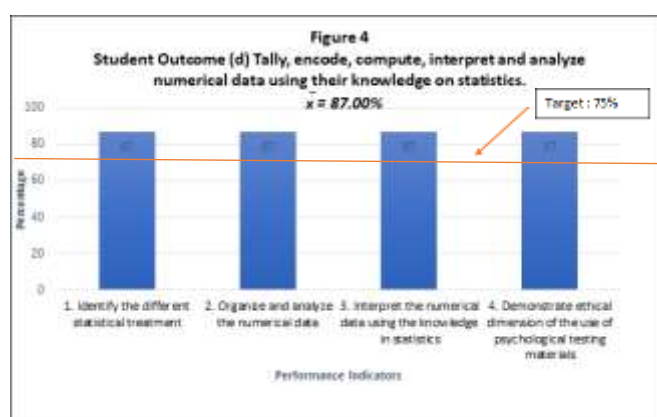
Figure 3 which measures Student Outcomes C which is the ability to demonstrate knowledge on Psychometric got an overall weighted mean of 85.50%.

Performance Indicator number 4, stating that the graduates should have an updated knowledge about current and new psychological testing materials by the time of graduation ranked fourth with a computed mean of 84.00%. As compared to the other performance indicators for this student outcome, this got the lowest attainment due to the reason that during this specific period, the department is still in the process of acquiring new and current testing materials, thus the graduates have lesser exposure to the said stimuli.

However, the other performance indicators such as the ability to identify different psychological testing materials (PI1), the ability to conduct and administer psychological testing (PI2) and be ability to interpret the result of the psychological testing administered all were computed mean of 86.00%. Even if there was a lack of

resources during that time for psychological assessment, the Psychology department in partnership with the Counseling and Testing Center (CATC) worked hand in hand to expose the students as much as possible to the different testing materials available and applicable at their level. Students were exposed not just to the testing materials themselves, but they were also allowed to use the said resources for administration and they were taught how to score and interpret as well.

The said skill is essential for the graduates to gain especially since the practice of psychology has started to be regulated by the PRC (Professional Regulation Commission) with the approval of the Board Licensure Examination for Psychometricians and Psychologists (BLEPP) since 2014 [4].



The ability to tally, encode, compute, interpret and analyze numerical data using their knowledge of statistics which is the Student Outcome D got an overall mean of 87.00%.

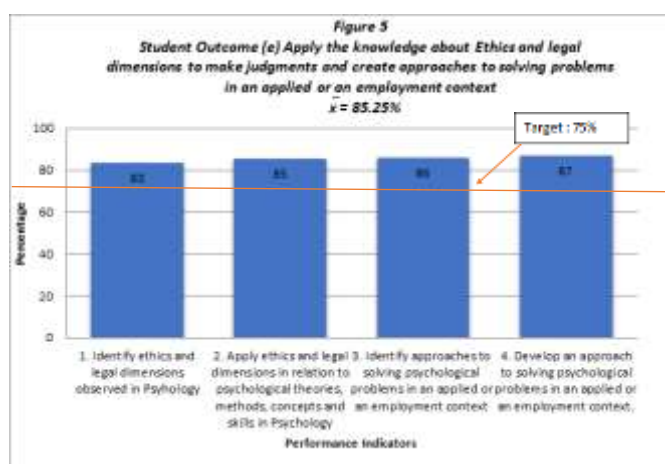
All performance indicators for the student outcome D, such as the ability to identify the different statistical treatments, organize and analyze numerical data, interpret the numerical data using knowledge in statistics and demonstrate ethical dimension in the use of psychological testing materials all got computed means of 87.00%.

These results are positive since most of the enrollees in psychology were not expecting any form of math or computation by the time of enrollment. Most were also experiencing or at least exhibited a form of anxiety towards math or statistics which was defined to be the feeling of worry and apprehension felt by the students every time they are exposed to any content that has statistics or mathematical in nature [6].

Even though most have experienced anxiety, with all the subjects that have any statistics involved, such as their Experimental Psychology and Research subjects,

data indicates that the respondents' performance has been reinforced, as seen in the high percentage of attainment. This may be because the foundation built during the introduction of basic statistics has been reinforced with the other professional subjects, which was proven effective, such as in the study of Yin and Pan [7] regarding knowledge transfer.

For the assessment of student outcomes, E or the ability to apply knowledge about Ethics and legal dimensions to make judgments and create approaches to solving problems in an applied or an employment context, which can be seen on the next page, got a computed mean of 85.25% which is again higher than the target of 75%.



Ranked first among the list of performance indicators is PI4, stating that graduates are expected to be able to develop an approach in solving psychological problems in an applied or an employment context and got a computed weighted mean of 87.00%.

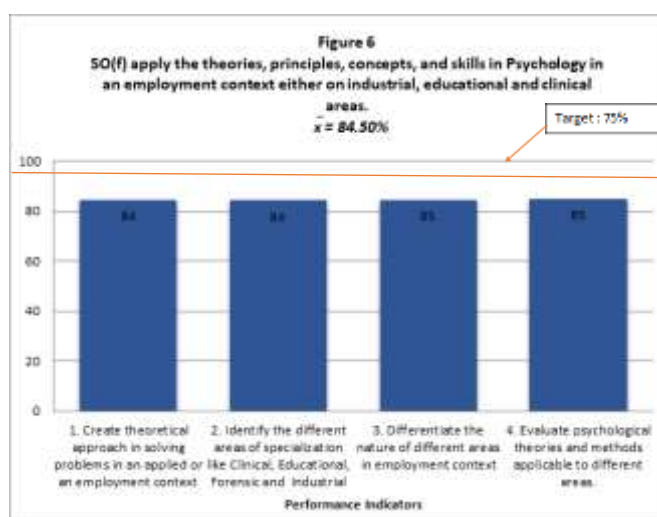
Second is performance indicator 3, stating that upon graduation, students can identify different approaches to solving psychological problems in an applied or an employment context, which has a weighted mean of 86.00%. Third in rank is performance indicator 2, with an overall weighted mean of 85.00%, or the ability to apply ethics and legal dimensions about psychological theories, methods, concepts and skills in Psychology.

Last and lowest in rank is performance indicator 1, which says that psychology graduates should be able to identify ethics and legal dimensions observed in Psychology, having an overall weighted mean of 83.00%.

This can be supported by the fact that the graduates have been exposed to different practicum or internship areas during their third and fourth year, such as the

educational setting, the industrial setting, and the clinical setting.

Their experiences during their on-the-job training are a vital part of the curriculum as it expose the students to different real-life scenarios, including psychology-related tasks leading them to develop their adaptability and problem-solving skills [8] which is also very much related to the next student outcome measured which is the ability to apply theories, principles, concepts and skills in Psychology in an employment context either on industrial, educational and clinical areas or student outcome F, was computed to have an overall weighted mean of 84.50%, again higher than the target attainment of 75%.

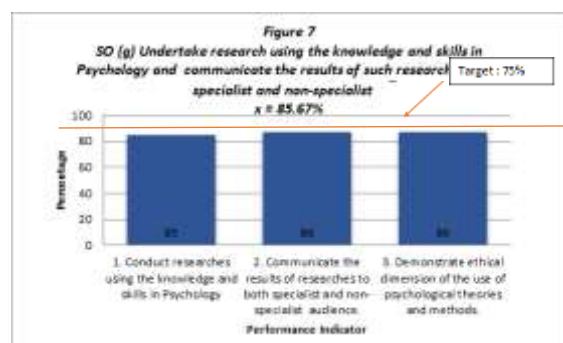


Both performance indicators 1 and 2, aiming that graduates should be able to create theoretical approaches in solving problems in an applied or an employment context and identify the different areas of specialization like clinical, educational, forensic and industrial settings, got a computed mean of 84.00%. Whereas performance indicators 3 and 4 got a computed mean of 85.00%, which specifically states that graduates should be able to differentiate the nature of different areas in the employment context and ability to evaluate psychological theories and methods applicable to different areas. Gose et al. [9] graduates who possess critical thinking skills are more likely to be successful in their career. These skills can be developed through the use of theoretical approaches to problem-solving.

In addition, graduates who can identify different areas of specialization are more likely to succeed in their chosen field. Fouad et al., [10] graduates who have a clear understanding of the different areas of



specialization are more likely to choose a career that is well-suited to their interests and abilities.



The last student outcome stating that graduates are able to apply the theories, principles, concepts, and skills in Psychology in an employment context either in industrial, educational and clinical areas has an overall weighted mean of 85.67%.

Among the listed performance indicators, the lowest in rank is PI1 stating that graduates should be able to conduct research using the knowledge and skills in Psychology which has an overall weighted mean of 85.00%. This is then followed by PI2 and PI3 which aims to equip the graduates with the ability to communicate the results of research to both specialist and non-specialist audience and demonstrate ethical dimension of the use of psychological theories and methods that both got an overall weighted mean of 85.00% respectively.

## CONCLUSION AND RECOMMENDATION

The program was able to meet the target attainment of 75% on all Student Outcomes and performance indicators with the highest ranking SO is the ability to tally, encode, compute, interpret and analyze numerical data using their knowledge on statistics and lowest being the ability to apply the theories, principles, concepts, and skills in Psychology in an employment context.

It is highly recommended that the program emphasized the development or enhancement of its internship program to address the results of this study. A review of the student outcomes is also highly recommended to adapt to the new regulations regarding the practice of psychology at present times.

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