

**Assessing the General Education Behavioral Science Division
Student Learning Outcomes in PSY 101:
Fall 2015 Update
submitted by
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Three credits of Chaminade University's General Education Requirements for all Baccalaureate Degrees include a Behavioral Science Course. General Psychology (PSY 101) is an optional course fulfilling this requirement. Consistent with the need for assessing student learning outcomes (SLO) at the program level, the student learning outcomes for the General Education Requirements also need to be assessed. As there is, at this time, no agreed upon approach for assessing the overall student learning outcomes for the General Education Requirements, it is necessary to perform this assessment of student learning outcomes within the specific course, in this case, the General Psychology course. The Chaminade University Catalog states that for the Behavioral Science Requirement the student will demonstrate:

1. The ability to apply the scientific method to the study of human behavior in various environmental contexts.
2. An understanding of human behavior relative to various environmental contexts.
3. An understanding of human behavior relative to adapting to various changing environmental contexts.

Day Program Results

A series of 15 multiple choice questions (five per student learning outcome) was constructed previously and was administered during the final exams in the five sections of the Fall 2015, Day Undergraduate (DUG) PSY 101, General Psychology course (N = 118). The questions were selected from 4 different chapters in the same "Exploring Psychology" textbook (CH's 1, 4, 11 & 13 currently—9th Edition—David G. Myers) and had been revised following psychometric analyses several times since development. There was one instructor for two of the five sections assessed (i.e., four instructors total for the five sections). The total sample size was 118 for the on campus, daytime students this semester.

Out of 15 possible correct answers, a mean total score of 10.136 (67.6%) with a standard deviation of 2.53 was obtained from the 118 student respondents. This is a slight increase from an average score of 10.108 the previous semester (see Spring 2015 update). The KR20 internal consistency reliability coefficient for the instrument was found to be 0.57 for all day sections combined. This is a slight increase from .51 the previous semester.

A frequency distribution table was constructed to show the distribution of the total scores. It can be seen in Table 1 below.

Table 1. Frequency Distribution of Total Scores

<u>Total Score</u>	<u>Frequency</u>	<u>Percentage</u>	<u>Cum. Percentage</u>
3	1	.8	.8
5	4	3.4	4.2
6	5	4.2	8.5
7	8	6.8	15.3
8	13	11.0	26.3
9	13	11.0	37.3
10	22	18.6	55.9
11	15	12.7	68.6
12	14	11.9	80.5
13	13	11.0	91.5
14	6	5.1	96.6
15	4	3.4	100.0
Total	118		

The raw scores appear to be relatively normally distributed with a slight negative skew (Mean = 10.13, Median = 10.00, Mode = 10.00). On the total score, 73.7% scored 9 or above which represents a raw score of 60% or minimal passing.

SLO #1 The ability to apply the scientific method to the study of human behavior in various environmental contexts

Of the five questions assessing this SLO, 21.2% of the 118 students (25) answered 100% (5/5) correct; 28.0% (33) answered 80% (4/5) correct; 29.7% (35) answered 60% (3/5) correct; 15.3% (18) answered 40% (2/5) correct; 5.1% (6) answered 20% (1/5) correct; and, 0.8% (1) answered 0% correct. The mean score for this SLO assessment was 3.42 with a standard deviation of 1.18.

SLO #2 An understanding of human behavior relative to various environmental contexts

Of the five questions assessing this SLO, 18.6% of the 118 students (22) answered 100% (5/5) correct; 29.7% (35) answered 80% (4/5) correct; 32.2% (38) answered 60% (3/5) correct; 16.1% (19) answered 40% (2/5) correct; 2.5% (3) answered 20% (1/5) correct; and, 0.8% (1) answered 0% correct (0/5). The mean score for this SLO was 3.43 with a standard deviation of 1.09.

SLO #3 An understanding of human behavior relative to adapting to various changing environmental contexts

Of the five questions assessing this SLO, 18.6% of the 118 students (22) answered 100% (5/5) correct; 28.8% (34) answered 80% (4/5) correct; 25.4% (30) answered 60% (3/5) correct; 18.6% (22) answered 40% (2/5) correct; 5.9% (7) answered 20% (1/5) correct; and, 2.5% (3) answered 0% correct (0/5). The mean score for this SLO was 3.28 with a standard deviation of 1.27.

Day Program Conclusions

The analysis of the data for assessing the General Education Behavioral Science Division SLO's in PSY 101, General Psychology classes in the Fall 2015 semester reveals that students have demonstrated an understanding of the three student learning outcomes. The average total score of 10.136 represents an overall passing score of 67.6%. Using a standard of 3 out of 5 questions answered correctly considered "passing" for each SLO, 78.8% passed SLO #1, 80.5% passed SLO #2 and 72.9% passed SLO #3. An item analysis revealed that none of the items had a total score correct percentage of less than 40% (item difficulty, percentage correct ranged from 44 to 93) and no items had a negative point bi-serial correlation (item discrimination).

PACE Results

In order to continue to assess the General Education student learning outcomes for the PACE (Professional And Continuing Education), the same series of 15 multiple choice questions (five per student learning outcome) which had been utilized for the Day Undergraduate Program was administered during the final exam in one section of the Fall PACE semester (N = 8). Only one accelerated (10 week), in-class section was selected because the other sections were online. The questions were again drawn from 4 different chapters in the same "Exploring Psychology" textbook (CH's 1, 4, 11 & 13). This was not the textbook used for the class by the participating instructor.

Out of 15 possible correct answers, a mean total score of 12.125 (80.8%) with a standard deviation of 1.95 was obtained from the 8 student respondents. The KR20 reliability coefficient for the instrument was reported as 0.58 which was higher than last semester.

A frequency distribution table was constructed to show the distribution of total scores. It can be seen in Table 2 below.

Table 2. Frequency Distribution of Total Score

<u>Total Score</u>	<u>Frequency</u>	<u>Percentage</u>	<u>Cum. Percentage</u>
10	3	37.5	37.5
12	1	12.5	50.0
13	2	25.0	75.0
14	1	12.5	87.5
15	1	12.5	100.0
Total	8		

The raw score distribution appears normally distributed with a slight positive skew with 100% scoring a 9 or above (passing).

SLO #1 The ability to apply the scientific method to the study of human behavior in various environmental contexts

Of the five questions assessing this SLO, 37.5% of the 8 students (3) answered 100% (5/5) correct; and, 62.5% (5) answered 80% (4/5) correct. The mean score for this SLO assessment was 4.375 with a standard deviation of 0.517.

SLO #2 An understanding of human behavior relative to various environmental contexts

Of the five questions assessing this SLO, 12.5% of the 8 students (1) answered 100% (5/5) correct; 37.5% (3) answered 80% (4/5) correct; 37.5% (3) answered 60% correct (3/5); and, 12.5% (1) answered 40% (2/5) correct. The mean score for this SLO was 3.50 with a standard deviation of .926.

SLO #3 An understanding of human behavior relative to adapting to various changing environmental contexts

Of the five questions assessing this SLO, 50.0% of the 8 students (4) answered 100% (5/5) correct; 25.0% (2) answered 80% (4/5) correct; and, 25.0% (2) answered 60% (3/5) correct. The mean score for this SLO was 4.25 with a standard deviation of .886.

PACE Conclusions

The analysis of the data for assessing the General Education Behavioral Science Division SLO's in PSY 101, General Psychology one PACE class in the Fall 2015

semester, indicates that students have demonstrated an understanding of the three student learning outcomes. The average total score of 12.125 represents a passing score of 80.8%. With a minimum passing rate of 60% (3/5 correct) for each SLO, all three of the SLO's were passed (100% passed SLO #1 and #3 and 87.5% passed SLO #2).

Day Results compared to PACE Results

A statistical comparison of the results obtained from the Day students compared to the accelerated (PACE) students was deemed inappropriate given the low number of PACE students sampled (N = 8 compared to N = 118 for the DUG students). The slightly higher scores of the PACE students may be attributable to a smaller class size or numerous other differences between the two groups of students.