

**Assessing the General Education Behavioral Science Division  
Student Learning Outcomes in PSY 101:  
Spring 2016 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 previously constructed and was administered during the final exams in the two sections of the Spring 2016, Day Undergraduate (DUG) PSY 101, General Psychology course (N = 65). The questions were selected from 4 different chapters in the same "Exploring Psychology" textbook (CH's 1, 4, 11 & 13 currently—10<sup>th</sup> Edition—David G. Myers) and had been revised following several psychometric analyses last during the summer semester of 2014. There was one instructor for the two sections assessed. The instructor for the two sections used a different text from the Exploring Psychology textbook. This was the tenth use of the developed instrument with a textbook being used for the class that was not the one from which the questions were originally drawn. The total sample size was 65 for the on campus, daytime students this semester.

Out of 15 possible correct answers, a mean total score of 10.12 (67.5%) with a standard deviation of 2.26 was obtained from the 65 student respondents. This is a slight decrease from an average score of 10.14 the previous year (Fall 2015 update). The KR20 internal consistency reliability coefficient for the instrument was found to be 0.48 for all day sections combined. This is a slight decrease from .51 the previous year.

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

**Table 1. Grade Frequency Distribution of Total Scores**

<u>Grade</u>	<u>Total Score</u>	<u>Frequency</u>	<u>Percentage</u>
A	14-15	4	6.15
B	12-13	16	24.62
C	11	6	9.23
D	9-10	23	35.38
F	0-8	16	24.62
Total		65	

The raw scores appear to be relatively normally distributed with a slight negative skew (Mean = 10.12, Median = 10.00). On the total score, 75.4% 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, 33 of the 65 total students scored 4 or 5 correct (80-100%), 16 students scored 3 correct (60%) and 16 students scored below 3 (0-59%). The mean score for this SLO assessment was 3.34 with a standard deviation of 1.22.

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

Of the five questions assessing this SLO, 40 of the 65 total students scored 4 or 5 correct (80-100%), 18 students scored 3 correct (60%) and 7 students scored below 3 (0-59%). The mean score for this SLO was 3.66 with a standard deviation of 0.92.

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

Of the five questions assessing this SLO, 19 of the 65 total students scored 4 or 5 correct (80-100%), 33 scored 3 correct (60%) and 13 scored below 3 (0-59%). The mean score for this SLO was 3.12 with a standard deviation of 0.97.

## **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 Spring 2016 semester reveals that students have demonstrated an understanding of the three student learning outcomes. The average total score of 10.12 represents a score of 67.5%. With 9 or above correct responses considered "passing", 75.38% of the students passed the total test. Using a standard of 3 out of 5 questions answered correctly considered "passing" for each SLO, 75.38% passed SLO #1, 89.23% passed SLO #2 and 80.0% passed SLO #3. No changes in the test instrument are recommended for the Fall 2016 administration.