

Final PSYC 4700 - Tests and Measurements

Reporting Period < 2016-2017 >

Course Description

Examines the theory and practice of psychological assessment as it relates to ability, interests, achievement and traits. Topics include the principles that underlie the development, use and interpretation of psychological assessment tools. Historical and current assessment techniques will be presented.

Program Outcomes/Goals

POG1 Knowledge Base in Psychology

The psychology major will produce graduates who have a strong knowledge base in psychology and a firm foundation in scientific inquiry, critical thinking and research.

Student Learning Outcomes

SLO1 Concepts of Reliability and Validity

Students will demonstrate an understanding of reliability and validity in test development.

Supported Initiatives

2 Standards 4 General Education 0 Institutional Priorities 13 Strategic Initiatives

Action Plans for Improvement

Action Plans for Improvement Description

This is the first time I've taught the class. I taught it with 3 major exams, homework and a major project. The major project was worth what an exam was worth. But, I've decided that there are too many chapters per exam, particularly later in the class. So, I'm going to reorganize the class and add a 4th major exam and split off some of the more difficult materials into smaller segments.

Due Date

Status
Planned

Measures

M1 Exam Questions on Reliability and Validity

Students will answer exam questions related to the concepts of reliability and validity in test development.

Methodology

Source of Evidence: Source Of Evidence for Academic Direct

Target

Seventy percent of students will demonstrate an understanding of the concepts of reliability and validity in test development by scoring 70% or better on exam questions related to reliability and validity in test development.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
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70%

In PSYC 4700, a traditional, face-to-face class taught at the main campus of Dalton State College in Dalton, Georgia, during Fall, 2016, 72.7% of the students (N=16/22) scored 70% or better on 20 exam questions that focused on the concepts of reliability and validity in test development. Conversely, 27.3% (N=6/22) of students did not score 70% or better on 20 exam questions. A total of 440 questions were asked related to this target. Of those, students missed 106 of the questions and answered 334 questions correctly.

This is the first time I have taught this class so there are no improvements possible.

Met

Analysis of Finding and Evaluation Results

This was a class that I had not taught before. A total of 22 students enrolled. One abandoned the class before taking any exams but the rest of the students all passed the class with grades of C or better, save 1 student who received a hardship W at the end of the semester. Student performance was high in the class on the early exams, but declined on the final exam. The homework and major projects were done at a high level. The students had previously learned about issues of reliability and validity in the prerequisite class (PSYC 3120) and so they performed rather well on these questions. They had more difficulty in application questions than they did in definitional questions but there was not a particular pattern that arose when I examined the individual questions related to this learning outcome. The questions used to assess this learning outcome can be found in the document, "Hoff PSYC 4700 Exam Questions for Learning Outcome 1 Reliability and Validity." (Hoff, Fall 2016).

SLO2 Principles of Test Construction and Test Administration

Students will demonstrate an understanding of the principles of test construction and test administration.

Supported Initiatives

2 Standards 4 General Education 0 Institutional Priorities 13 Strategic Initiatives

Measures

M1 Exam Questions on the Principles of Test Construction and Test Administration

Students will answer exam questions related to the principles of test construction and test administration.

Methodology

Source of Evidence: Source Of Evidence for Academic Direct

Target

Seventy percent of students will demonstrate an understanding of the principles of test construction and test administration by scoring 70% or better on exam questions related to principles of test construction.

Improve Intentionally

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
70%	In PSYC 4700, a traditional class, face-to-face class taught at the main campus of Dalton State College in Dalton, Georgia, during Fall 2016, 81.8% of the students (N=18/22) scored 70% or better on 20 exam questions that focused on the principles of test construction and test administration. Conversely, 18.9% of students (N=4/22) did not score 70% or better on the 20 exam questions. A total of 440 questions were asked related to this target. Of those, students missed 84 of the questions and answered 356 questions correctly.	:		Met

Analysis of Finding and Evaluation Results

This was a class that I had not taught before. A total of 22 students enrolled. One abandoned the class before taking any exams but the rest of the students all passed the class with grades of C or better, save 1 student who received a hardship W at the end of the semester. Student performance was high in the class on the early exams, but declined on the final exam. The homework and major projects were done at a high level. The 2 parts of this learning objective (test construction and test administration) occurred over 2 different exams. It is interesting to note that students missed twice as many questions on the test construction (exam #1) section as they did on test administration (exam #2). Also, the class average on the second exam was higher than on the first, suggesting that students increased their studying on the second exam vs. the first. There was not a particular area of difficulty that I found; the questions that were missed tended to be scattered around the topical area. The questions used to assess this learning outcome can be found in the document, "Hoff PSYC 4700 Exam Questions for Learning Outcome 2 Test Construction and Test Administration." (Hoff, Fall 2016).

SLO3 Tests of General Intelligence

Students will demonstrate an understanding of tests of general intelligence

Supported Initiatives

2 Standards 1 General Education 0 Institutional Priorities 14 Strategic Initiatives

Measures

M1 Exam Questions on Tests of General Intelligence

Students will answer exam questions related to tests of general intelligence.

Methodology

Source of Evidence: Source Of Evidence for Academic Direct

Target

Seventy percent of the students will demonstrate an understanding of tests of general intelligence by scoring 70% or better on exam questions related to an understanding of tests of general intelligence.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
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70%

In PSYC 4700, a traditional, face-to-face class taught at the main campus of Dalton State College in Dalton, Georgia, during Fall 2016, 86.4% of the students (N=19/22) scored 70% or better on 20 exam questions that focused on an understanding of tests of general intelligence. Conversely, 13.6% of students (N=3/22) did not earn 70% or better on the 20 exam questions. A total of 440 questions were asked related to this target. Of those, students missed 104 of the questions and answered 336 questions correctly.

Met

Analysis of Finding and Evaluation Results

This was a class that I had not taught before. A total of 22 students enrolled. One abandoned the class before taking any exams but the rest of the students all passed the class with grades of C or better, save 1 student who received a hardship W at the end of the semester. Student performance was high in the class on the early exams, but declined on the final exam. The homework and major projects were done at a high level. This learning outcome was assessed on the second major exam of the class. The students generally performed well on this learning outcome although there was a higher level of problems in 2 of the questions that were more detailed and from the textbook. Combining this with a comment I heard before class starts concerning whether a student needs to buy a textbook for a different faculty member's class (the answer was, "no-all exam materials comes from the class) and I will emphasize the textbook earlier in the class and be sure that there are some detailed questions on the first exam that are from the book and not discussed in class. This semester I did not do that-the first exam involved a review of statistical concepts and I covered it all. I won't do that again. Perhaps the students will learn early in the class the importance of studying materials from the book. The questions used to assess this learning outcome can be found in the document, "Hoff PSYC 4700 Exam Questions for Learning Outcome 3 Tests of General Intelligence." (Hoff, Fall 2016).

SLO4

Comprehensive Psychological Evaluation

Students will demonstrate an ability to perform a comprehensive psychological evaluation on a theoretical client.

Supported Initiatives

2 Standards 5 General Education 0 Institutional Priorities 15 Strategic Initiatives

Measures

M1 Psychological Evaluation Project

Students will write a comprehensive psychological evaluation paper on a theoretical client.

Methodology

Source of Evidence: Project

Target

Seventy percent of the students will demonstrate an ability to develop a theoretical client biography, choose appropriate online evaluation instruments, perform the evaluation and write a psychological report on their theoretical client by scoring 70% or better on their project related to these issues.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
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70%

In PSYC 4700, a traditional, face-to face class taught at the main campus of Dalton State College in Dalton, Georgia, during Fall 2016, 90.9% of the students (N=20/22) scored 70% or better on a major project involving developing a biography of a theoretical client, choosing appropriate online psychological evaluation instruments, performing the psychological evaluation and writing a psychological report following APA format. There were 22 students in the class and 1 did not turn in any materials nor take any exams and a second took all of the exams but received a hardship W before this assignment was due. All the remaining students met this learning objective.

Met


Analysis of Finding and Evaluation Results

This was a class that I had not taught before. A total of 22 students enrolled. One abandoned the class before taking any exams but the rest of the students all passed the class with grades of C or better, save 1 student who received a hardship W at the end of the semester. Student performance was high in the class on the early exams, but declined on the final exam. The homework and major projects were done at a high level. This learning outcome was assessed by evaluating the major project that students turned in. The first part of the project involved developing a 2-3 page biography of a theoretical person (not based on anybody they knew) and turning that in at 5 weeks into the course. Then, using that biography, students were to answer questions on 2 online psychological instruments examining overall traits and mental health, from the perspective of the theoretical examinee. Then, using the results of those assessments choosing at least 2 additional online psychological evaluation instruments and answering those questions. Students were then to write a comprehensive psychological report on their theoretical client using the outcome data from the 4 or 5 online psychological instruments following APA style. Students were provided with detailed instructions for the project and were grading using a rubric. Students did very well on this project and they responded to it well. There were good comments about the project on my student evaluations. In fact, one student made me, "...the president of the liberal arts department!" The instructions and grading rubric for this learning outcome can be found in the document, "Hoff PSYC 4700 Psychological Report Instructions and Grading Rubric." (Hoff, Fall 2016).

Related Projects

There are no related projects to this project.

Project Collaborators

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Project Attachments

[HoffPSYC4700ExamQuestionsforLearningOutcome1ReliabilityandValidity.rtf](#)

[HoffPSYC4700ExamQuestionsforLearningOutcome2TestConstructionandTestAdministration.rtf](#)

[HoffPSYC4700ExamQuestionsforLearningOutcome3TestsofGeneralIntelligence.rtf](#)

[HoffPSYC4700PsychologicalReportInstructionsandGradingRubric.docx](#)

[Psych4700SyllabusFall2016.docx](#)

[PSYC4700AcademicEffectAssessmentReportFall2016.pdf](#)

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