Assessment Results 2012-2013
Psychology — Cathy Andress

Twenty item pre- and post-tests were administered to PSY 100-001, PSY 100-002 and PSY 100-003 on the second day and second-to-last-day, respectively, of classes in Spring 2013. Tests were scored based on number of items correct, and average test scores were calculated for each class. The results are shown below.

A small but unimpressive increase was seen in average scores across the three classes, though overall the scores are lower than I would have liked. I suspected something was amiss as the pre-test scores were being calculated, as they seemed a little high. One factor that may have bumped those scores up a bit could be prior exposure to psychology, students having taken the course in high school or again in college. While that may be so and may account for the only small increases in pre- and post- scores, it doesn’t account for the low overall post-test scores.

While the poor post-test scores could reflect a true and accurate measure of student learning of the major perspectives in psychology, I think a more likely explanation is the assessment measure itself. In retrospect, the use of a T-F format, the wording of some of the questions, and, in a couple instances, the content of the questions themselves conspired to make this assessment tool a doomed measure of student learning.

A re-evaluation of the questions and format of test will be done and a hopefully more valid tool will be created to assess student understanding of the major approaches in psychology.