Assessment Date:  Fall 2012

Faculty Name(s):  Sarah Cooper

1. Course Name and Number:
Psy-101

2. All Course SLOs from the Course Outline of Record:
1. Recognize the defining characteristics of the major theoretical perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic and socio-cultural).
2. Distinguish between the correlational method and the experimental method.
3. Apply psychological principles to their own lives and the experiences of others, including diverse groups.

3. Specific Course SLO(s) assessed as part of this project:
2. Distinguish between the correlational method and the experimental method.

4. Assessment strategy or tool used in the assessment. (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.).):
Students were asked the following question:  “Distinguish between the correlational method and the experimental method. Please be sure you include a definition of each method, a description of the advantages and disadvantages of each, and that you point out how they are different from one another.”

NOTE: This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.

5. Specific aspects of the assessment tool which link up to specific Course SLOs being assessed (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above.):
See #4 above for the specific question and #3 above for the SLO it is assessing.

6. Results and analysis of the data. (Explain below and if applicably copy/paste any related documents, i.e. spreadsheets with data at the end of this document.):
We found that 78% could pass the assessment question where they were asked to distinguish between the correlational method and the experimental method.

7. Describe any faculty dialogue that occurred as part of the assessment process (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

Sheldon Helms and Sarah Cooper discussed the amount of time we spend teaching the content area of research methods, the importance of students understanding these widespread concepts, and how we might foster further student understanding. Since we both already spend a considerable amount of time on the topics and offer demonstrations in class to help students apply their knowledge, we discussed possible external sources of practice. For example, we will inquire with the publishers to see if they have any further resources like videos that the students could view via the Blackboard platform.

8. Next steps (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

We will check in to see if the publishers have any external activities that would further student learning on these topics.

9. Results of implemented changes, if available at this time:
None yet.

Please save your finished document in the following format:
   yyyysemester-sloa-courseid.doc
   example: 2012fall-sloa-engl101c.doc