Assessment Date: Fall 2012

Faculty Name(s): Sarah Cooper

1. Course Name and Number:
Psy-108

2. All Course SLOs from the Course Outline of Record:
1. Students will distinguish between the major theories of development (psychoanalytic, cognitive, and behavioral).
2. Distinguishing between the longitudinal and cross-sectional methods of study.
3. Apply developmental principles to real-world developmental issues, such as poverty or education.

3. Specific Course SLO(s) assessed as part of this project:
2. Distinguishing between the longitudinal and cross-sectional methods of study.

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 questions:

1. One of the ways a researcher can look at change over time is to conduct a longitudinal study. Please describe what a longitudinal study is and its advantages and disadvantages.
Description:
Advantage(s):
Disadvantage(s):

2. One of the ways a researcher can look at change over time is to conduct a cross-sectional study. Please describe what a cross-sectional study is and its advantages and disadvantages.
Description:
Advantage(s):
Disadvantage(s):

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
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 questions and #3 above for the SLO it is assessing.

6. **Results and analysis of the data.** *(Explain below and if applicable copy/paste any related documents, i.e. spreadsheets with data at the end of this document.):*
Results were tabulated for the percentage of students who had passing scores on both responses, showing that they could distinguish between the two research methods. It was found that 68% of students could pass both questions and had met this student learning outcome.

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.

8. **Next steps** (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):
The plan at this point is to try an informal assessment (practice quiz) on the material stated above, followed by class discussion, right after the material is initially taught.

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

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