Assessment Date: Spring 2013

Faculty Name(s): Sarah Cooper

1. Course Name and Number:
Psy-105

2. All Course SLOs from the Course Outline of Record:
2. Distinguish between the research methods used to study change over time.
3. Understand how variables like socioeconomic status, culture, poverty, and ethnicity affect a child's development.

3. Specific Course SLO(s) assessed as part of this project:
2. Distinguish between the research methods used to study change over time.

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.).)
To assess this SLO, students are 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):

3. One of the ways a researcher can look at change over time is to conduct a cross-sequential study. Please describe what a cross-sequential 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 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 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.):
In this assessment, we looked at how many of the students could obtain a passing score on all three of the questions asked. Overall, we found that 70% of students could pass all three questions.

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 those in our department (even if not full-time) 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.):
We decided that since no full-time faculty member teaches this course, we will need to provide more support if needed to the part-time faculty who does teach it and make sure that it is being taught actively in class.

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