Assessment Date: Spring 2013

Faculty Name(s): Sarah Cooper

1. Course Name and Number:
Psy-115

2. All Course SLOs from the Course Outline of Record:
1. Summarize the major disorder classifications put forth in the DSM.
2. Explain the case study method of research, including its strengths and weaknesses.
3. Recognize how one's understanding of abnormal behavior can be influenced by cultural and societal factors.

3. Specific Course SLO(s) assessed as part of this project:
2. Explain the case study method of research, including its strengths and weaknesses.

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: Please explain the case study method of research, its value in studying abnormal behavior, and its strengths and weaknesses.

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.):
It was found that 88% of students earned passing score on this assessment.
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.):

We believe that since the case study is such an essential part of studying abnormal behavior and that is reviewed so often over the semester that repeated exposure helps to explain the high number of students successfully completing this SLO.

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