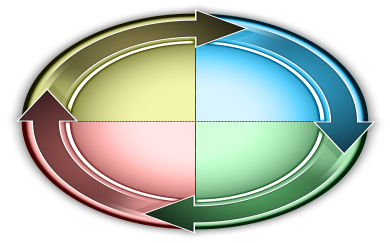
**Great Falls College MSU**



**Learning Outcomes Assessment Form**

**For Faculty Use Only**

**Instructor Name: Course: Psyx 100-01, 02, 04 Term: Fall 2014**

***At the completion of the course it is important that instructors reflect back on the projected course objectives to determine if they were met by the majority of the students, aligned with the program/degree/division outcome and aligned with the type of learning hoped for. Did the developed assessments tools provide verification that the course objective was met? Was there anticipated change in the student due to the accomplishment of meeting the set course objectives?***

***Reviewing and gathering outcomes assessment data is not enough, it must come full circle. Utilizing outcome results to increase the quality of student learning gives outcomes a process not an end product.***

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| **Course Objectives** | **Aligned with the program, degree, or division outcomes** | **Aligned with type of learning objective striving for: *Introduce, Reinforce, Emphasize*** | **Course Assessment Tool utilized to provide verification that objective was met** | **Evidence of Change that occurred due to fulfillment of the course objective** | **Recommendations to continue or modify Student Learning Pathway** |
| **Define scientific psychology and what psychologists do.** | Analyze how institutions and traditions develop, evolve, and shape the lives of individuals, social and cultural groups, societies, and nations. | **Introductory** | Quizzes,  Course Activities  Oral report | **Students completed chapter quizzes that included concepts related to scientific psychology and what psychologists do.**  **Average grade: 74%**  **Median grade: 75.71%**  **Benchmark: 80%**  **Students completed group and individual activities requiring them to define psychology and discuss what psychologists do.**  **Average grade: 91.76%**  **Median grade: 90%**  **Benchmark: 80%**  **Students presented oral reports to the class on a news article or video and explained how it relates to psychology by identifying key concepts.**  **Average grade: 93.77%**  **Median grade: 100%**  **Benchmark: 80%** | **Quizzes continue to be an appropriate way to assess whether students understand textbook material and content from class discussions. Recommend they continue being used. Average grade decreased by 2 points from spring semester. Explore ways to improve quiz grades by revising formative assessments used in class to address relevant content.**  **Group activities allow students to apply concepts learned in the textbook and in the class lectures. Continue to use to assess learning. Made changes to the handouts making them more relevant to material covered in class. In order to earn credit students must be in class, thus average grade reflects students who earn 0 points due to absences.**  **Oral report requires students to identify and apply psychological concepts to current events. Continue to use. Overall students do an excellent job in finding relevant articles and demonstrate how psychology applies in the real world.** |
| **Identify the major fields of study and theoretical perspectives within psychology and know their similarities and differences.** | Analyze how institutions and traditions develop, evolve, and shape the lives of individuals, social and cultural groups, societies, and nations; | **Introductory & Reinforce** | Quizzes,  Course Activities | **Students completed chapter quizzes which included questions examining the major theoretical perspectives.**  **Average grade: 74%**  **Median grade: 75.71%**  **Benchmark: 80%**  **Students completed group and individual activities requiring them to describe the different theoretical perspectives and identify similarities and differences. Average grade: 91.76%**  **Median grade: 90%**  **Benchmark: 80%** | **Quizzes appear to be an appropriate way to assess whether students understand textbook material and content from class discussions. Recommend they**  **continue being used. .**  **Group activities allow students to apply concepts learned in the textbook and in the class lectures. Continue to use to assess learning. Made changes to the handouts making them more relevant to material covered in class. In order to earn credit students must be in class, thus average grade reflects students who earn 0 points due to absences.** |
| **Define the scientific method and its application to psychology** | Use factual and interpretive data to support hypotheses based upon appropriate inquiry methodology | **Introductory** | Quizzes,  Course Activities  Research project | **Students completed chapter quizzes which included questions related to the scientific method and its application to psychology**  **Average grade: 74%**  **Median grade: 75.71%**  **Benchmark: 80%**  **Students completed an independent research project on their chosen topic and had to use sources that applied the scientific method. .**  **Average grade: 84.4%**  **Median grade: 90.00%**  **Benchmark: 80%**  **Students completed group activities and chapter handouts requiring them to apply the scientific method.**  **Average grade: 91.76%**  **Median grade: 90%**  **Benchmark: 80%** | **Quizzes appear to be an appropriate way to assess whether students understand textbook material and content from class discussions. Recommend they**  **continue being used.**  **.**  **Research project requires students to conduct research on a topic related to psychology, giving them the opportunity to utilize scientific research and understand its relevance and application.**  **Group activities in class allow students to participate in experiments and understand the relevance of the findings to psychology. Continue to use to assess learning.** |
| **Differentiate between observational, correlational, and experimental research design and articulate the advantages and limitations of each.** | Use factual and interpretive data to support hypotheses based upon appropriate inquiry methodology | **Reinforce & Emphasize** | Quizzes,  Course Activity  Research project | **Students completed chapter quizzes which included questions that address research design.**  **Average grade: 74%**  **Median grade: 75.71%**  **Benchmark: 80%**  **Students completed an independent research project on their chosen topic utilizing research studies reflecting different designs.**  **Average grade: 84.4%**  **Median grade: 90.00%**  **Benchmark: 80%**  **Students completed group activity requiring them to apply research designs to a variety of research questions.**  **Average grade: 91.76%**  **Median grade: 90%**  **Benchmark: 80%** | **Quizzes appear to be an appropriate way to assess whether students understand textbook material and content from class discussions. Recommend they continue being used.**  **.**  **Research project requires students to conduct research on a topic related to psychology, which includes utilizing research studies conducted using a variety of research designs.**  **In class group activity allows students to explore how they might apply different research designs to real life research questions. Will continue to use activity as it helps highlight the challenges with applying different research designs.** |
| **Describe how the brain and biological factors influence our thoughts, feelings, and behaviors** | Analyze human behavior, ideas, and social institutions for historical and cultural meaning and significance.  Gather information, analyze data, and draw conclusions from multiple hypotheses to understand human behavior. | **Introductory**  **& Reinforce** | Quizzes,  Course Activities  Group Project | **Students completed chapter quizzes which included questions the role of the brain and biological factors in influencing behavior.**  **Average grade: 74%**  **Median grade: 75.71%**  **Benchmark: 80%**  **Students completed course activities that addressed the role of the brain and biological processes in human behavior.**  **Average grade: 91.76%**  **Median grade: 90%**  **Benchmark: 80%**  **Students completed a group project on mental disorders that included identifying biological factors contributing to the disorder.**  **Average grade: 94.49**  **Median grade: 100.00**  **Benchmark: 80%** | **Quizzes appear to be an appropriate way to assess whether students understand key concepts about the brain and biological process.**  **Recommend they**  **continue being used.**  **Continue to use in class activities that address the role of the brain and biology in influencing thoughts, feelings and behaviors.**  **Continue to use group project as it allows students to explore the role of brain and biological functions in the development of mental disorders.** |
| **Describe how psychology is applied in real world situations.** | Analyze human behavior, ideas, and social institutions for historical and cultural meaning and significance.  Gather information, analyze data, and draw conclusions from multiple hypotheses to understand human behavior; | **Reinforce &**  **Emphasize** | Quizzes,  Course Activities  Group Project  Research project  Oral Report  Behavior Modification  Project | **Students completed chapter quizzes which include questions that apply psychological concepts to real world situations.**  **Average grade: 74%**  **Median grade: 75.71%**  **Benchmark: 80%**  **Students completed an independent research project on their chosen psychological concept in which they address how the information is useful in real world situations.**  **Average grade: 84.4%**  **Median grade: 90.00%**  **Benchmark: 80%**  **Students completed a group project on mental disorders to gain an understanding of how disorders are diagnosed and treated in a real world situation.**  **Average grade: 94.49**  **Median grade: 100.00**  **Benchmark: 80%**  **Students presented oral report to the class on a news article or video on a topic of interest which they are asked to relate to psychology.**  **Average grade: 93.77%**  **Median grade: 100%**  **Benchmark: 80%**  **Students completed a behavior modification project applying the concepts of learning theory to modify one of their behaviors. .**  **Average grade: 94.95%**  **Median grade: 100 %**  **Benchmark: 80%** | **Quizzes appear to be an appropriate way to assess whether students understand real world application of psychological concepts. Recommend they continue being used. Explore ways to improve quiz grades, possibly through use of formative assessments in class which focus on real world application of key concepts.**  **Research project requires students to conduct research on a topic related to psychology and asks them to identify how the information is useful. Continue to use this assessment.**  **Group project allows students to identify how mental disorders are diagnosed and treated in the mental health field.**  **Oral report provides an opportunity for student to identify psychological concepts at work in current events. Continue to use.**  **Behavior modification project requires students to apply learning principles to changing a problem behavior allowing them to apply one type of treatment approach. Continue to use.** |
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*Additional Course Challenges with Recommendations for future course utilizing student feedback:*

*Revised Summer 2010*