

LEARNING OUTCOMES AND ASSESSMENTS MATRIX

Instructions.

Student learning outcomes. List your learning outcomes; one outcome per row.

Active/collaborative learning activity. List activities (either in class or out) that are related to the learning outcome; if none, record NA. [Active = manipulating something physically or mentally]. The emphasis here is on collaborative activities, which are inherently active. There need not be an assessment of the activity.

Student Learning Outcomes: Students will be able to...	Active & Collaborative Learning Activity	Assessment Measures: Direct	Assessment Measures: Indirect (Opinion)	Performance Criteria (if any)	Results: Data	Reflection and Actions to be Taken
Recognize and explain the scientific method and use it to evaluate psychological research	Students discussed and evaluated the case of “Clever Hans” and applied the scientific method to test whether Hans was indeed a clever horse.	Summative: Exam 1	N/A	80% summative mastery	85% summative mastery of this learning outcome	Conduct formative assessments in written format as opposed to oral to increase participation. Continue with current outcome and assessments
Learn about the structure and functioning of the nervous system	“Brain Myth Buster” interactive assessment to clarify myths about the brain	Summative: Exam 1	100% of students in attendance participated (bonus points given for participation)	80% should master this learning outcome	83% summative mastery of this learning outcome	Continue with current outcome and assessments
Discuss sensation and perception	Jelly-Belly Taste vs. Smell activity	a) Formative b) Summative: Exam 2	95% of class participation. Spontaneous reports that students greatly enjoyed the activity.	a) N/A b) 80% summative mastery	a) 100% of students “understood” the difference between sensation and perception	Include more formative assessments to assess how best to improve mastery of this outcome

					b) 81% summative mastery of this learning outcome	
Understand the models of learning and behavior	Collaborative demonstration of classical conditioning	a) Formative b) Summative: Exam 2	N/A	a) N/A b) 80% summative mastery	a) 71% of students “understood” components of classical conditioning. 35% of students “kind of” understood b) 85% summative mastery of this learning outcome	Continue with current outcome and assessments
Learn and apply the models of memory	“Dr. G’s Memory Improvement Seminar” students practiced memory improvement techniques	Summative: Exam 2	N/A	80% summative mastery	83% summative mastery of this learning outcome	Continue with current outcome and assessments
Discuss biological and environmental influences on personality and consciousness	Conducted in-class personality assessment. Think-pair-share about individual differences.	Summative: Exam 3	Significant increase in class participation using this method. Estimated about 3X the number of students participated.	80% summative mastery	86% summative mastery of this learning outcome	Include think-pair-share activities more frequently in class. Continue with current outcome and assessments

Learn about the causes, diagnosis, and treatment of mental disorders	Think-pair-share “Is it me, or my roommate?”: Criteria and treatment of mental illness	a) Formative b) Summative: Exam 3	93% of class involvement in activity.	a) N/A b)80% summative mastery	a) 96% of class “understood” differences in criteria of mental illness b) 92% summative mastery of this learning outcome	
Understand biological and cultural influences of emotion and motivation	“It takes a big man to cry...”:Cultural influence on emotion expression and experience	Summative: Exam 4	33% class involvement in oral discussion on culturally acceptable emotions.	80% summative mastery	75% summative mastery of this learning outcome	Include more formative assessments to assess how best to improve mastery of this outcome
Explore the influences of human social interaction	Think-pair-share about influencing others	Summative: Exam 4	100% class involvement in activity	80% summative mastery	79% summative mastery of this learning outcome	Include more formative assessments to assess how best to improve mastery of this outcome

Assessment measures – general information. State what you are assessing, how you assessed it (be concrete), and who did the assessment. If you use rubrics, attach a copy.

Assessment measures:
Direct. List the assessments that provide performance information regarding the learning outcome. Label each assessment as a, b, c, and so on.

Assessment measures:
Indirect. Record assessments of student opinion related to the activity and/or learning outcome; if none, record NA.

Performance criteria. If you have performance criteria (e.g., 80% of the class will achieve satisfactory status or better on the assessment), state them here.

Results: Data. Present a concise summary of the data from the assessments (direct and indirect). The term data is used loosely to refer to the information gathered from your assessments.

Reflection and Actions to be taken. Present your comments or conclusions about the data as they relate to the learning outcome. State how you plan to address the discrepancy between the results and the outcomes, if any, or state any changes you plan to make. It is ok to say, “Continue with current outcome and assessments,” but not for every outcome.