

Evidence of Learning in a General Education Class

Evidence of Learning: PSY 3250					
Program Learning Goals	Measurable Learning Outcome	Method of Measurement	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Students will...	Students will...	Direct and Indirect Measures*			
Goal 1: Knowledge. Students will understand psychology as a scientific discipline. Essential to this, students will understand a core set of statistical and methodological knowledge regarding how psychologists critically evaluate, creatively test, and scientifically defend psychological claims. They will also understand a core set of content knowledge addressing the biological, cognitive/behavioral, social/personality, and developmental aspects of behavior.	1a: Students will be able to define, explain, and describe the important concepts related to learning and conditioning (e.g., reinforcement, punishment, unconditioned response, conditioned response).	Measure 1: Between 70 and 90 MC questions on 4 class exams. Measure 2: Between 4 and 8 essays on 4 class exams. Measure 3: Behavior-Modification project Measure 4: Graded in-class discussion.			
	1b: Student will be able to describe and differentiate between different types of conditioning and learning (e.g., classical conditioning, operant conditioning).	Measure 1: Between 10 and 20 MC questions on 4 class exams. Measure 2: Between 2 and 4 essays on 4 class exams. Measure 3: Behavior-Modification project Measure 4: Graded in-class discussion.			
	1c: Students will be able to explain learning and behavioral change in terms of different learning theories (e.g., Rescorla-Wagner).	Measure 1: Between 30 and 50 MC questions on 4 class exams. Measure 2: Between 3 and 6 essays on 4 class exams. Measure 3: Behavior-Modification project Measure 4: Graded in-class discussion.			
	1d: Students will be able to describe and explain the techniques used to modify behavior (e.g., shaping, schedules of reinforcement).	Measure 1: Between 40 and 60 MC questions on 4 class exams. Measure 2: Between 3 and 6 essays on 4 class exams.			

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		Measure 3: Behavior-Modification project Measure 4: Graded in-class discussion.			
Goal 2: Application. Students will be able to critically apply psychological principles and research to explain social issues, inform public policy, solve problems, understand themselves, and achieve career goals.	2a: Students will be able to explain their behavior and others in terms of conditioning and learning concepts (e.g., schedules of reinforcement, punishment,).	Measure 1: Between 15 and 30 MC questions on 4 class exams. Measure 2: Between 2 and 4 essays on 4 class exams. Measure 3: Behavior-Modification project Measure 4: Graded in-class discussion.			
	2b: Students will be able to identify and describe how the different types of conditioning, methods or techniques can be applied to their own or others' behavior (e.g., classical or operant conditioning).	Measure 1: Between 1 and 5 MC questions on 4 class exams. Measure 2: Between 1 and 2 essays on 4 class exams. Measure 3: Behavior-Modification project Measure 4: Graded in-class discussion.			
	2c: Students will be able to explain behavior and behavior in term of different theories of conditioning (e.g., Rescorla-Wagner, Hull), and critique, analyze, and evaluate different theories on the basis of how well they explain data.	Measure 1: Between 8 and 16 MC questions on 4 class exams. Measure 2: Between 3 and 7 essays on 4 class exams. Measure 3: Behavior-Modification project Measure 4: Graded in-class discussion.			
	2d: Students will be able to apply the techniques of learning and conditioning (e.g., chaining, shaping) to	Measure 1: Between 15 and 30 MC questions on 4 class exams. Measure 2: Between 2 and 5 essays on 4			

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	evaluate behavior and modify problematic behaviors	class exams. Measure 3: Behavior-Modification project Measure 4: Graded in-class discussion.			

Goal 3: Values Students will share key values adopted by psychologists, which include (but are not limited to) skepticism and intellectual curiosity, tolerance of ambiguity, respect for human diversity, appreciation of their civic, social, and global responsibilities, and humility regarding the limits of their psychological knowledge and skills. Students will also grasp the spirit of the APA Code of Ethics, follow its guidelines, and recognize the necessity of ethical behavior in all aspects	3a: Students will identify the values and beliefs necessary to be “scientists of behavior” (e.g., skepticism, curiosity, ambiguity) and begin to adopt the	Measure 1: Between 3 and 6 MC questions on 4 class exams. Measure 2: Between 0 and 1 essay on 4 class exams. Measure 3: Behavior-Modification project Measure 4: Graded in-class discussion.			
	3b: Students will begin to recognize and adopt values consistent with assumptions of scientific psychology (e.g., <i>determinism materialism monism</i>)	Measure 1: Between 2 and 8 MC questions on 4 class exams. Measure 2: Between 0 and 1 essay on 4 class exams. Measure 3: Behavior-Modification project Measure 4: Graded in-class discussion.			
	3c: Students will identify the ethical obligations of practicing and research psychologists and recognize the limits of their psychological knowledge.	Measure 1: Behavior-Modification project Measure 2: Graded in-class discussion.			

of the science and practice of psychology.					
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Goal 4: Communication Students will exhibit skills to professionally communicate their understanding of terms, concepts, research, and theories of the discipline to others via written and oral formats. Students will also have interpersonal and collaborative skills necessary to effectively work in groups with others who hold diverse opinions, beliefs, and attitudes.	4a: Students will define, explain, and discuss the meaning of key psychological terms and concepts associated with conditioning and learning.	Measure 1: Between 6 and 11 essays on 4 class exams. Measure 2: Behavior-Modification project Measure 3: Graded in-class discussion.			
	4b: Student will be able to write and discuss the different types of conditioning (i.e., instrumental and classical) and learning (e.g., associative).	Measure 1: Between 0 and 1 essay on 4 class exams. Measure 2: Behavior-Modification project Measure 3: Graded in-class discussion.			
	4c: Students will be able to recall, identify, and describe the different theories (e.g., Rescorla-Wagner, Tolman, Hull) of conditioning.	Measure 1: Between 6 and 10 essays on 4 class exams. Measure 2: Behavior-Modification project Measure 3: Graded in-class discussion.			
	4d: Students will be able to describe and provide examples of different techniques for behavioral conditioning.	Measure 1: Between 6 and 9 essays on 4 class exams. Measure 2: Behavior-Modification project Measure 3: Graded in-class discussion.			