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Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact Sara Wade, the Instructional Services Administrative Assistant, 541-506-6037 or swade@cgcc.edu.

PSY 213- Introduction to Behavioral Neuroscience- Kristen Kane- Spring 2023

*** Part B: Your Results DIRECTIONS** 1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below.

Outcome 1 was measured by 3 forums, 1 quiz and one reflective journal. 12/12 students earned a "B" or above on these assessments.

Outcome 2 was measured by 11 forums, the reflective journals. 11/12 students earned a "B" or above on these assessments.

Outcome 3 was measured by 9 forums, 3 quizzes and 3 reflective journals. 11/12 students earned a "B" or above on these assessments

* Outcome #1

Identify the brain's neuroanatomy and its functions throughout the nervous system to understand behavior and mental processes.

* % of students who successfully achieved the outcome (C or above)

100

* Outcome #2

Apply an understanding of brain functioning to the conduct of one's own life

* % of students who successfully achieved the outcome (C or above)

92

* Outcome #3

Apply knowledge of neurophysiology to include: attention, learning, perception of others and decision making.

* % of students who successfully achieved the outcome (C or above)

92

*** ANALYSIS 3. What contributed to student success and/or lack of success?**

The course is designed to scaffold students' understanding of the material. First they take a quiz to test their understanding. They can take the quiz as many times as they want, until they demonstrate understanding of the material. Next, they complete 3 forum posts, also responding to peers, allowing them to apply what they have learned and dive more deeply into some of the topics. Lastly, the reflective papers allow them to either dive deeply into one or two aspects of the unit or pull together everything they have learned to create broader contexts. Combined with the resources and materials, students have ample opportunity to interact with each topic and then interact with each other and myself to really get at the meat of the material. Also, they are fascinated by what we study and how the information applies to each of them.

*** 4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.**

The students' responses mirrored the results of my assessments. All students were either at beginning or developing for all three outcomes and by the end of the course, all students scored themselves into proficient, and a few experts.

*** 5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)**

Yes

*** 6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)?**

I am happy with the assessment results and with the feedback about the course from the students. At this time, the only adjustments are to ensure that the resources maintain currency.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?

Time

*** 8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.**

This is the first time that I have assessed the course.

9. Describe how you explain information about course outcomes and their relevance to your students.

The outcomes are discussed in each lesson. Alignment between outcomes, assessments, assignments, resources and materials is explained each week.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and/or Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" - Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

ILO#1 – Students receive feedback related to content development and control of syntax/mechanics for each reflective journal

ILO#2 – We spend a lot of time looking at and discussing evidence based journal articles. We also use what we learn to identify strategies to integrate into our lives to solve problems.

ILO#4 – We spend an entire unit looking at how hormonal differences between men and women affect stress, love and relationships

ILO #3 – we spend a lot of time looking at journal articles and discussing assumptions we might make from the data, and as well how to analyze research data and apply it to ourselves or the general public.