Course Assessment- Part B: Your Results & Analysis

COMPLETE #695

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- Part B- Spring 2025

*** 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.**

1. Use an understanding of neurophysiology principles to associate the effects of psychopharmacology on human development and pathological behavior.
This outcome was assessed by a 20 question quiz, 3 forum discussions and a reflection paper from the Pharmacology unit. 14/14 students earned a C or better on the quiz; 14/14 students earned a B or better on the forums and 13/14 students demonstrated their competency to meet this outcome at a B level or better on the reflection paper. One student did not complete the reflection paper.

2. Evaluate and understand the role of brain functioning in the development, diagnosis, and treatment of brain-based disorders.
This outcome was assessed by a 30 question quiz, 3 forum discussions and a reflection paper from the Brain Based Disorders unit. 14/14 students earned a C or better on the quiz; 13/14 students earned a C or better on the forums and 12/14 students demonstrated their competency to meet this outcome at a B level or better on the reflection paper. Two student did not complete the reflection paper and one student did not complete the forums.

3. Apply an understanding of brain functioning to the conduct of one's own life.
This outcome was assessed by a 11 forum discussions and the reflection papers from the entire course. 14/14 students earned a C or better on the forums and 14/14 students demonstrated their competency to meet this outcome at a B level or better on the reflection paper. Two student did not complete the reflection paper and one student did not complete the forum.

*** Outcome #1**

3. Use an understanding of neurophysiology principles to associate the effects of psychopharmacology on human development and pathological behavior.

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

93

*** Outcome #2**

Evaluate and understand the role of brain functioning in the development, diagnosis, and treatment of brain-based disorders.

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

93

* Outcome #3

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

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

100

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

Students could re-take the quizzes until they demonstrated their competency. There was much engagement in the forums as students were required to respond to each other. I responded to each student every week with extra information and resources. The resources to support student achievement were provided in multiple formats - readings from an OER text, TedTalks, podcasts, YouTube videos from expert neuroscientists, as well as multiple websites.
Frankly, the students who take this class are incredibly motivated to learn about all of these topics, and the 3rd outcome listed above ensures that everything they learn about is relevant to themselves and the people in their lives.
The students who didn't demonstrate competency did not complete the assignments.

* 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.

My assessment results align with student perceptions of their growth. The majority of students noted that they were at a none or beginning level of understanding, and by the end of the course, the majority noted that they felt proficient, with a few stating they were developing or proficient.

* 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.)?

Students really liked the way that this course was designed and appreciated the engaging resources and assessment methods. The SCE asked for suggestions for changes and improvements in either, and all stated that they had no suggestions for changes. I think I just need to keep the materials up-to-date, which can be difficult in this quickly changing field.

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.

I updated the resources and materials to support student learning, as suggested from my last assessment. Doing so provided the students with the most up-to-date information, supporting their achievement of the outcomes.

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

The outcomes are listed in the syllabus, and explicitly explained in each lesson. Students are provided guidance in which outcomes are addressed by the course materials, quizzes and forums. They are reminded of the outcomes for each reflection assignment and are required to address them.

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: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") ILO #5: Community and Environmental Responsibility. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"

ILO #1: Students receive feedback on content development in their forums, and their syntax/mechanics on their papers. They earn extra points for doing extra research in their papers (content development)
ILO#2: Neuroscience is all about critical thinking and problem-solving. We address how hypotheses drive research and how treatments can drive hypotheses. They are required to apply what they learn to real world problems.
ILO#4 & #5 - I added information and a couple forums to address community responsibility, especially the ethics of how research is conducted and funded, and the ethics of conducting research on the elderly and children/adolescents, related to treatment, and what this means to inclusiveness.
ILO#3 - I added a few discussions on assumptions made from data and when designing research methods. Students also earn extra credit related to application/analysis for doing extra research and applying/analyzing what they found.