



Course Assessment - Part B: Your Results & Analysis

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PSY201Z-Introduction to Psychology I- Kristen Kane-Part B-Winter 2026

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 Achievement Data

The outcomes chosen for assessment are all core themes that are discussed and studied every single week. Students are assessed in weekly forums, quizzes, the final research paper and reflection papers.

#2 Apply key theories and concepts in psychology. – students were required to apply key theories and concepts in psychology in each of the 55 forums, 7 reflection papers, 8 quizzes and the final research paper. Of the 22 students 91% met the target of “C” or above.

#3 Evaluate claims about psychological phenomena and human behavior through the use of empirical evidence and knowledge of the scientific method. - students were required to evaluate claims about psychological phenomena and human behavior through the use of empirical evidence and knowledge of the scientific method each week in each of the 11 forums, 7 reflection papers, 8 quizzes and the final research paper. Of the 22 students 91% met the target of “C” or above.

#4 Demonstrate knowledge about the ways psychological science and practices are contextualized by ethical standards and sociocultural factors. – students were assessed on this outcome each week in each of the 11 forums, 7 reflection papers, 8 quizzes and the final research paper. Of the 22 students 91% met the target of “C” or above.

2. Report the percentage of students who successfully achieved the outcome at a C or above. (Outcome #1, #2, #3 can be copied/pasted from question 1 of Part A)

Outcome #1:

#2 Apply key theories and concepts in psychology

Percentage (%) of students who successfully achieved the outcome (C or above) 91

Outcome #2

#3 Evaluate claims about psychological phenomena and human behavior through the use of empirical evidence and knowledge of the scientific method.

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

91

Outcome #3

#4 Demonstrate knowledge about the ways psychological science and practices are contextualized by ethical standards and sociocultural factors.

Percentage (%) of students who successfully achieved the outcome (C or above) 91

Analysis

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

Primarily what contributed to student success was their engagement in the forums and reflection papers. Students receive substantive feedback from me in each, and their growth and understanding can be seen as the course progresses. By the end of the course, most students could make connections and see the relationships between the various concepts and theories from each unit. The other factor that contributed to those students who earned an A in the course, was the quality of their final paper and completing the assignments that lead up to it. Students who were engaged in the 5 week process were able to write an organized, thoughtful, evidence-based paper, with a most of them scoring “accomplished” for APA style. There were a number of outliers who scored at the mastery level regarding APA.

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.

Student self-assessment mirrored my results.

For Outcome #2 Apply key theories and concepts in psychology, at the start of the term 88% of students scored themselves at developing or below. By the end of the term 93% of student scored themselves into the Proficient and Mastery categories.

For Outcome #3 Evaluate claims about psychological phenomena and human behavior through the use of empirical evidence and knowledge of the scientific method 95% of students started off the course at developing or below, with 35% of students scoring themselves into the “None” category. By the end of the term, 67% moved to proficient/mastery levels. This particular outcome is challenging for students, and I can understand why 33% still feel like they are in the developing stage – using peer-reviewed journal articles is difficult, but all students used this type of evidence-based research to support their theses in their final papers, demonstrating a level of proficiency. I think a few who scored themselves at below proficient perhaps still feel challenged by the use of peer-reviewed scientific journal articles, but I also think that most of us feel that friction when trying to understand the method and results and how to draw conclusions from these.

At the beginning of term 94% scored themselves at developing or below for Outcome #4 Demonstrate knowledge about the ways psychological science and practices are contextualized by ethical standards and sociocultural factors. By the end of term 60% scored themselves into proficient/mastery with 40% of students scoring themselves into the developing category. This can be another challenging outcome, however all students wrote a reflection paper on ethical issues in psychological research, with a number of students focusing on ethical issues as they pertain to sociocultural factors for their final papers. My scoring shows that more students scored into proficient or better, but I can see how students may still feel that they are developing an understanding of the complexity of ethical issues and sociocultural factors and how they impact psychological science and practices. These are challenging topics.

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 very pleased with the student achievement in this course. It surpassed my expectations. Those students who didn't earn a "C" or above missed a substantial amount of work or stopped participating. At this point, I plan to continue to update the course to ensure the resources are current and relevant. I also think that Zip and I should continue to support students in APA style by offering the tutoring around final paper time. I have seen some real growth in students ability to apply APA style formatting since we offered that extra support.

In feedback from students, one student felt that my expectations for paper depth and length did not provide enough information for them to meet their goal for that assignment. I will review information pertaining to that aspect of the assignment to ensure that the directions and expectations are clear.

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

None, just my own 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.

The outcomes for this course have been completely changed since last time I assessed PSY 201 (at that time it was PSY 201A). However I had mentioned one adjustment that I wanted to make that pertains to this assessment. "One course adjustment that I do plan to make that should help those students who earned a C on the final paper (Outcome #3) is provide more instruction and resources to help with APA style formatting. Although there are many resources, and an opportunity to practice creating a reference page and in-text citations, those students who don't take advantage of those opportunities tend to struggle."

I created an entire book in Moodle specific to the final research paper. One place where students can find all of the information: potential topics, a description, expectations, grading rubric, APA style quiz, information about how to set up a student paper, title page, Reference page and how to do in-text citations. Included are a few checklists from the APA style website. Students must view this book before they can submit their paper in Moodle, ensuring that if they don't use the information, at least they knew it was there. As well, Zip and I now offer APA style 4 days over two weeks close to final paper due dates. 4 sessions are offered online and 4 sessions are offered f-2-f in the library. Both adjustments have had a substantial impact on the quality of student papers, especially in terms of following APA style.

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

The outcomes are listed in the syllabus and throughout the course. Each lesson lists the outcomes, as well as how the readings and course material support specific outcomes. The lessons also include how each forum and paper support students in achieving and demonstrating each outcome. Everything in the course is aligned to the outcomes.

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: Intercultural Knowledge and Competence. 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 - "Assumptions"

ILO #1: Communication. The areas that faculty are focusing on are: "Content Development"and/or Control of Syntax and Mechanics"

I have added an optional assignment that allows students to turn in a draft of their paper to the tutor or NetTutor for extra credit prior to turning in their final paper. Students receive substantial feedback related to content development & control of syntax and mechanics from the tutors.

ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving).

I am requiring students to use at least 3 peer-reviewed journal articles for their final paper, and weigh the evidence portion of the rubric towards more scholarly articles. Student must cite evidence in their papers. Multiple forums require students to find and summarize evidence from peer-reviewed journal articles.

ILO #4: Intercultural Knowledge and Competence. The area that faculty is focusing on is: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others")

I have increased the number of forums that look at theories and concepts through an intercultural lens.

ILO #5: Community and Environmental Responsibility. I have required that students complete at least one reflection paper that demonstrates their proficiency pertaining to about the ways psychological science and practices are contextualized by ethical standards and sociocultural factors.

ILO#3 - Quantitative Literacy - "Assumptions" The deep dive into Andrew Wakefield's MMRI/Autism research provides more opportunities for students to begin to think about "Assumptions" when reading research journal articles.