



Course Assessment - Part B: Your Results & Analysis

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Please select your course and name from the drop-down menu.

PSY201Z-Zip Krummel- 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

I believe that because of the personal aspects of this Zoom/hybrid course and the many opportunities to work with a variety of others in breakout rooms, a high percentage of students met, or exceeded, the expected outcomes.

A class of nine, only one student did not meet any of the outcomes; that student only attended the first week but never responded to attempts by myself or the PASS Program. The results posted here are for the remaining, attending eight students.

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:

Identify psychological, biological, and other factors that influence behavior and mental processes.

Percentage (%) of students who successfully achieved the outcome (C or above) 100

Outcome #2

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) 100

Outcome #3

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) 100

Analysis

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

The variety of perspectives offered on any topic, the ability to safely discuss topics with peers, and consistent instructor expectations made it easier for students to focus on the topics rather than unexpected changes. Every student who attended was provided with focused attention and validated for their perspective (s), even if not necessarily the "correct" perspective. Positive and personal comments to the students for any and every effort.

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.

Every outcome showed the student perception of increased mastery; all three started in 1-2-3 range, and ended in the 3-4-5 range, with no ending scores below 3.

I find this matches closely with my assessment, as taking and participating in this course is to develop and demonstrate growth; it is now inherent to the course and style of instruction.

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

Very much so; wonderful personal growth demonstrated in the reflection papers, growth in human understanding and interaction through introspection, personal insights, and opportunities to share and learn from others.

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

I really need to push for more Zoom/hybrid and F2F options, as only they can include the personal interactions with peers, on-topic discussions in real-time, and visualize their own growth in action.

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

Institutional effort to push towards more on-campus classes in general; temporarily consider accepting slightly lower class numbers as students are retrained into more non-online course options.

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.

In reducing my time in block presentations and giving them peer-to-peer time after only a few topics, then repeating several times in that class session, students gain insights and "food for thought" earlier; this also keeps students more equal in their progress as they work together more frequently and work on fewer topics/perspectives at a time.

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

These are covered on the first night of class; each week's learning objectives point to the related course objective

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"

They are reviewed in the first class, with explanations of which are major, and which are minor, and how they are assessed - i.e., Communication is through class sharing and discussions, their written work, and their Final paper.