

Fall 2019

Fall 2019		PSY 257D.01D (2687)								
		N	Mean	1	2	3	4	5	N/A	
Overall rating	The course has clearly defined student learning objectives.	16	4.44				9	7		
	The course had clear expectations for assignments and other work.	16	4.63				6	10		
	Overall the course was:	16	4.19			2	9	5		
	Overall, instructor 1 was:	15	4.60			1	4	10	1	
	Overall, instructor 2 was:	15	4.33			2	6	7	1	
	Overall, instructor 3 was:	0							16	
Course dynamics	The course had a welcoming and inclusive classroom environment.	16	4.44			1	7	8		
	Please characterize the difficulty of the subject matter:	16	2.63		7	8	1			
	How much did you learn from this course?	16	3.50		3	4	7	2		
Trinity College learning objectives	This course helped me gain factual knowledge.	16	4.19			2	9	5		
	This course helped me understand fundamental concepts and principles.	16	4.31			1	9	6		
	This course helped me learn to apply knowledge, concepts, principles, or theories to a specific situation.	15	3.93		1	3	7	4	1	
	This course helped me learn to analyze ideas, arguments, and points of view.	16	4.06		2		9	5		
	This course helped me learn to synthesize and integrate knowledge.	15	4.00		3	1	4	7	1	
	This course helped me learn to conduct inquiry through methods of the field.	15	3.67	1	2	2	6	4	1	
	This course helped me learn to evaluate the merits of ideas and competing claims.	16	4.06		2		9	5		
	This course helped me to effectively communicate ideas orally.	16	4.31		2		5	9		
	This course helped me to effectively communicate ideas in writing.	15	3.73		2	4	5	4	1	

Choose course:

- ☒ PSY 257D.01D (2687)
☐ PSY 257D.02D (2688)
☐ PSY 257D.03D (2689)

Subject and catalog	PSY 257D.01D (2687)
Course title	INTRO COGNITIVE NEUROSCI
Combined enrollment (all crosslists)	26
N submissions	16
Return rate (as %)	61.538461538
Instructor 1	Castrellon, Jaime Jorge F.
Instructor 2	
Instructor 3	Egner, Tobias

The purpose of this report is to provide a quick summary of question means and response frequencies for an individual course. You may select one course at a time in the upper-right menu.

To release these data to students (i.e., opt-into the Trinity SACES system), complete this form: http://bit.ly/SACES_change

Click here to open the list of response codes for each question. <https://assessment.trinity.duke.edu/course-evaluation-codes-trinity-college>

To print to PDF, find the option to *Download*. Select *PDF*, then the options *Landscape* and *This Dashboard*, then download.

To access a comprehensive Users' Guide, click here: <https://assessment.trinity.duke.edu/tableau-user-guide>

			PSY 257D.01D (2687)								
			N	Mean	1	2	3	5	8	9	10
Student engagement in course	How many hours per week on average did you spend on this course (outside of class meetings)?	16	1.81	7	7	1	1				
	About what percent of the class meetings (including discussions, labs, etc) did you attend in person?	16	9.63					1	4	11	

Fall 2019

		PSY 257D.01D (2687)		Trinity College	Engineering
		N	Mean		
Overall rating	The course has clearly defined student learning objectives.	16	4.44	4 24	4.07
	The course had clear expectations for assignments and other work.	16	4.63	4 22	4.02
	Overall the course was:	16	4.19	4 04	3.44
	Overall, instructor 1 was:	15	4.60	4 28	3.23
	Overall, instructor 2 was:	15	4.33	4 21	
	Overall, instructor 3 was:	0		2 50	
Trinity College learning objectives	This course helped me gain factual knowledge.	16	4.19	4 33	4.35
	This course helped me understand fundamental concepts and principles.	16	4.31	4 38	4.32
	This course helped me learn to apply knowledge, concepts, principles, or theories to a specific situation.	15	3.93	4 30	4.07
	This course helped me learn to analyze ideas, arguments, and points of view.	16	4.06	4 03	3.26
	This course helped me learn to synthesize and integrate knowledge.	15	4.00	4 21	3.88
	This course helped me learn to conduct inquiry through methods of the field.	15	3.67	4 03	3.51
	This course helped me learn to evaluate the merits of ideas and competing claims.	16	4.06	3 98	3.35
	This course helped me to effectively communicate ideas orally.	16	4.31	3 78	3.03
	This course helped me to effectively communicate ideas in writing.	15	3.73	4 00	3.02
Course dynamics	The course had a welcoming and inclusive classroom environment.	16	4.44	4 36	3.74
	Please characterize the difficulty of the subject matter.	16	2.63	3 33	3.83
	How much did you learn from this course?	16	3.50	4 01	4.02
Student engagement in course	How many hours per week on average did you spend on this course (outside of class meetings)?	16	1.81	4 34	6.66
	About what percent of the class meetings (including discussions, labs, etc) did you attend in person?	16	9.63	9 21	7.16

First, choose course:

- ☒ PSY 257D 01D (2687)
☐ PSY 257D 02D (2688)
☐ PSY 257D 03D (2689)

To compare means for the subject and division:

Choose division:
Engineering

Choose subject:
None

Subject and catalog	PSY 257D 01D (2687)
Course title	INTRO COGNITIVE NEUROSCI
Combined enrollment (all crosslists)	26
N submissions	16
Return rate (as %)	61 538461538
Instructor 1	Castrellon, Jaime Jorge F.
Instructor 2	
Instructor 3	Egner, Tobias

The report allows you to compare results from a single course against those of the College overall, the appropriate academic division, and the subject of the course. To release these data to students (i.e., opt-into the Trinity SACES system), complete this form: http://bit.ly/SACES_change

To view the response codes for each question: <https://assessment.trinity.duke.edu/course-evaluation-codes-trinity-college>

To print to PDF, find the option to *Download*. Select *PDF*, then the options *andscape* and *This Dashboard*, then download.

To access a comprehensive Users' Guide: <https://assessment.trinity.duke.edu/tableau-user-guide>

Fall 2019

		PSY 257D.02D (2688)								
		N	Mean	1	2	3	4	5	N/A	
Overall rating	The course has clearly defined student learning objectives.	17	4.24			1	11	5		
	The course had clear expectations for assignments and other work.	17	4.29			1	10	6		
	Overall the course was:	16	3.88		1	4	7	4	1	
	Overall, instructor 1 was:	16	4.50			2	4	10	1	
	Overall, instructor 2 was:	14	4.21		1	3	2	8	3	
	Overall, instructor 3 was:	0							17	
Course dynamics	The course had a welcoming and inclusive classroom environment.	17	4.53				8	9		
	Please characterize the difficulty of the subject matter:	17	2.24	3	7	7				
	How much did you learn from this course?	17	3.41		3	7	4	3		
Trinity College learning objectives	This course helped me gain factual knowledge.	16	4.13		1	1	9	5	1	
	This course helped me understand fundamental concepts and principles.	16	4.00		2	1	8	5	1	
	This course helped me learn to apply knowledge, concepts, principles, or theories to a specific situatio..	16	3.94		2	2	7	5	1	
	This course helped me learn to analyze ideas, arguments, and points of view.	16	4.13			2	10	4	1	
	This course helped me learn to synthesize and integrate knowledge.	16	4.19			2	9	5	1	
	This course helped me learn to conduct inquiry through methods of the field.	14	4.00		1	2	7	4	3	
	This course helped me learn to evaluate the merits of ideas and competing claims.	15	4.20			2	8	5	2	
	This course helped me to effectively communicate ideas orally.	16	4.44			1	7	8	1	
	This course helped me to effectively communicate ideas in writing.	12	2.92	2	3	3	2	2	5	

Choose course:

- ☐ PSY 257D.01D (2687)
☒ PSY 257D.02D (2688)
☐ PSY 257D.03D (2689)

Subject and catalog	PSY 257D.02D (2688)
Course title	INTRO COGNITIVE NEUROSCI
Combined enrollment (all crosslists)	25
N submissions	17
Return rate (as %)	68
Instructor 1	Castrellon, Jaime Jorge F.
Instructor 2	
Instructor 3	Egner, Tobias

The purpose of this report is to provide a quick summary of question means and response frequencies for an individual course. You may select one course at a time in the upper-right menu.

To release these data to students (i.e., opt-into the Trinity SACES system), complete this form: http://bit.ly/SACES_change

Click here to open the list of response codes for each question. <https://assessment.trinity.duke.edu/course-evaluation-codes-trinity-college>

To print to PDF, find the option to *Download*. Select *PDF*, then the options *Landscape* and *This Dashboard*, then download.

To access a comprehensive Users' Guide, click here: <https://assessment.trinity.duke.edu/tableau-user-guide>

		PSY 257D.02D (2688)							
		N	Mean	1	2	4	9	10	N/A
Student engagement in course	How many hours per week on average did you spend on this course (outside of class meetings)?	16	1.50	10	5	1			1
	About what percent of the class meetings (including discussions, labs, etc) did you attend in person?	16	9.81				3	13	1

Fall 2019

		PSY 257D.01D (2687)		Trinity College	Engineering
		N	Mean		
Overall rating	The course has clearly defined student learning objectives.	16	4.44	4 24	4.07
	The course had clear expectations for assignments and other work.	16	4.63	4 22	4.02
	Overall the course was:	16	4.19	4 04	3.44
	Overall, instructor 1 was:	15	4.60	4 28	3.23
	Overall, instructor 2 was:	15	4.33	4 21	
	Overall, instructor 3 was:	0		2 50	
Trinity College learning objectives	This course helped me gain factual knowledge.	16	4.19	4 33	4.35
	This course helped me understand fundamental concepts and principles.	16	4.31	4 38	4.32
	This course helped me learn to apply knowledge, concepts, principles, or theories to a specific situation.	15	3.93	4 30	4.07
	This course helped me learn to analyze ideas, arguments, and points of view.	16	4.06	4 03	3.26
	This course helped me learn to synthesize and integrate knowledge.	15	4.00	4 21	3.88
	This course helped me learn to conduct inquiry through methods of the field.	15	3.67	4 03	3.51
	This course helped me learn to evaluate the merits of ideas and competing claims.	16	4.06	3 98	3.35
	This course helped me to effectively communicate ideas orally.	16	4.31	3 78	3.03
	This course helped me to effectively communicate ideas in writing.	15	3.73	4 00	3.02
Course dynamics	The course had a welcoming and inclusive classroom environment.	16	4.44	4 36	3.74
	Please characterize the difficulty of the subject matter.	16	2.63	3 33	3.83
	How much did you learn from this course?	16	3.50	4 01	4.02
Student engagement in course	How many hours per week on average did you spend on this course (outside of class meetings)?	16	1.81	4 34	6.66
	About what percent of the class meetings (including discussions, labs, etc) did you attend in person?	16	9.63	9 21	7.16

First, choose course:

- ☒ PSY 257D 01D (2687)
☐ PSY 257D 02D (2688)
☐ PSY 257D 03D (2689)

To compare means for the subject and division:

Choose division:
Engineering

Choose subject:
None

Subject and catalog	PSY 257D 01D (2687)
Course title	INTRO COGNITIVE NEUROSCI
Combined enrollment (all crosslists)	26
N submissions	16
Return rate (as %)	61 538461538
Instructor 1	Castrellon, Jaime Jorge F.
Instructor 2	
Instructor 3	Egner, Tobias

The report allows you to compare results from a single course against those of the College overall, the appropriate academic division, and the subject of the course. To release these data to students (i.e., opt-into the Trinity SACES system), complete this form: http://bit.ly/SACES_change

To view the response codes for each question: <https://assessment.trinity.duke.edu/course-evaluation-codes-trinity-college>

To print to PDF, find the option to *Download*. Select *PDF*, then the options *andscape* and *This Dashboard*, then download.

To access a comprehensive Users' Guide: <https://assessment.trinity.duke.edu/tableau-user-guide>

Fall 2019

		PSY 257D.03D (2689)						
		N	Mean	2	3	4	5	N/A
Overall rating	The course has clearly defined student learning objectives.	15	4.47			8	7	
	The course had clear expectations for assignments and other work.	15	4.53		1	5	9	
	Overall the course was:	15	4.07		3	8	4	
	Overall, instructor 1 was:	15	4.67		1	3	11	
	Overall, instructor 2 was:	14	4.29	1	1	5	7	1
	Overall, instructor 3 was:	0						15
Course dynamics	The course had a welcoming and inclusive classroom environment.	15	4.53			7	8	
	Please characterize the difficulty of the subject matter:	15	2.47	9	5	1		
	How much did you learn from this course?	15	3.60	1	8	2	4	
Trinity College learning objectives	This course helped me gain factual knowledge.	15	4.47			8	7	
	This course helped me understand fundamental concepts and principles.	15	4.40			9	6	
	This course helped me learn to apply knowledge, concepts, principles, or theories to a specific situatio..	14	4.50			7	7	1
	This course helped me learn to analyze ideas, arguments, and points of view.	15	4.33	1	1	5	8	
	This course helped me learn to synthesize and integrate knowledge.	15	4.33		3	4	8	
	This course helped me learn to conduct inquiry through methods of the field.	14	4.50		1	5	8	1
	This course helped me learn to evaluate the merits of ideas and competing claims.	14	4.57			6	8	1
	This course helped me to effectively communicate ideas orally.	14	4.50		1	5	8	1
	This course helped me to effectively communicate ideas in writing.	10	3.70	2	2	3	3	5

		PSY 257D.03D (2689)						
		N	Mean	1	2	3	9	10
Student engagement in course	How many hours per week on average did you spend on this course (outside of class meetings)?	15	1.87	5	7	3		
	About what percent of the class meetings (including discussions, labs, etc) did you attend in person?	15	9.73				4	11

Choose course:

- ☐ PSY 257D.01D (2687)
☐ PSY 257D.02D (2688)
☒ PSY 257D.03D (2689)

Subject and catalog	PSY 257D.03D (2689)
Course title	INTRO COGNITIVE NEUROSCI
Combined enrollment (all crosslists)	23
N submissions	15
Return rate (as %)	65.217391304
Instructor 1	Castrellon, Jaime Jorge F.
Instructor 2	
Instructor 3	Egner, Tobias

The purpose of this report is to provide a quick summary of question means and response frequencies for an individual course. You may select one course at a time in the upper-right menu.

To release these data to students (i.e., opt-into the Trinity SACES system), complete this form: http://bit.ly/SACES_change

Click here to open the list of response codes for each question. <https://assessment.trinity.duke.edu/course-evaluation-codes-trinity-college>

To print to PDF, find the option to *Download*. Select *PDF*, then the options *Landscape* and *This Dashboard*, then download.

To access a comprehensive Users' Guide, click here: <https://assessment.trinity.duke.edu/tableau-user-guide>

Fall 2019

		PSY 257D.01D (2687)		Trinity College	Engineering
		N	Mean		
Overall rating	The course has clearly defined student learning objectives.	16	4.44	4 24	4.07
	The course had clear expectations for assignments and other work.	16	4.63	4 22	4.02
	Overall the course was:	16	4.19	4 04	3.44
	Overall, instructor 1 was:	15	4.60	4 28	3.23
	Overall, instructor 2 was:	15	4.33	4 21	
	Overall, instructor 3 was:	0		2 50	
Trinity College learning objectives	This course helped me gain factual knowledge.	16	4.19	4 33	4.35
	This course helped me understand fundamental concepts and principles.	16	4.31	4 38	4.32
	This course helped me learn to apply knowledge, concepts, principles, or theories to a specific situation.	15	3.93	4 30	4.07
	This course helped me learn to analyze ideas, arguments, and points of view.	16	4.06	4 03	3.26
	This course helped me learn to synthesize and integrate knowledge.	15	4.00	4 21	3.88
	This course helped me learn to conduct inquiry through methods of the field.	15	3.67	4 03	3.51
	This course helped me learn to evaluate the merits of ideas and competing claims.	16	4.06	3 98	3.35
	This course helped me to effectively communicate ideas orally.	16	4.31	3 78	3.03
	This course helped me to effectively communicate ideas in writing.	15	3.73	4 00	3.02
Course dynamics	The course had a welcoming and inclusive classroom environment.	16	4.44	4 36	3.74
	Please characterize the difficulty of the subject matter.	16	2.63	3 33	3.83
	How much did you learn from this course?	16	3.50	4 01	4.02
Student engagement in course	How many hours per week on average did you spend on this course (outside of class meetings)?	16	1.81	4 34	6.66
	About what percent of the class meetings (including discussions, labs, etc) did you attend in person?	16	9.63	9 21	7.16

First, choose course:

- ☒ PSY 257D 01D (2687)
☐ PSY 257D 02D (2688)
☐ PSY 257D 03D (2689)

To compare means for the subject and division:

Choose division:
Engineering

Choose subject:
None

Subject and catalog	PSY 257D 01D (2687)
Course title	INTRO COGNITIVE NEUROSCI
Combined enrollment (all crosslists)	26
N submissions	16
Return rate (as %)	61 538461538
Instructor 1	Castrellon, Jaime Jorge F.
Instructor 2	
Instructor 3	Egner, Tobias

The report allows you to compare results from a single course against those of the College overall, the appropriate academic division, and the subject of the course. To release these data to students (i.e., opt-into the Trinity SACES system), complete this form: http://bit.ly/SACES_change

To view the response codes for each question: <https://assessment.trinity.duke.edu/course-evaluation-codes-trinity-college>

To print to PDF, find the option to *Download*. Select *PDF*, then the options *andscape* and *This Dashboard*, then download.

To access a comprehensive Users' Guide: <https://assessment.trinity.duke.edu/tableau-user-guide>

What would you like to say about this course to a student who is considering taking it in the future?

Discussion prepares you for exams, because the TAs are great with reviewing material and clarifying confusing concepts. In addition, it also helps with practicing how to read difficult and dense scientific papers and being able to present complex information in a comprehensible format.

Discussion was meant for reading over research articles and understanding them

Got to learn a lot about methods

I really enjoyed the discussion section and I think both TAs were well prepared and knowledgeable. They were welcoming and answered all of the questions thoroughly and thoughtfully.

I really enjoyed the discussion section and I think both TAs were well prepared and knowledgeable. They were welcoming and answered all of the questions thoroughly and thoughtfully.

I really enjoyed the discussion sections. They really helped with presentation skills and analyzing complex scientific articles. The information discussed in this section aligned very well with the lecture material, which enhanced my understanding of the topics.

Just focus on your presentations, but grading is not harsh

Meet with your presentation group ahead of time and make the presentations engaging and fun!

Pay attention to people doing their presentations.

Read

Take this course! TAs are super helpful and want students to succeed.

The discussion for neuro 212 is actually not a painful discussion section, and is helpful for you to do well in the course. You need to read two papers a week and write two questions on sakai, but that's it! Attendance is mandatory, but there are test questions that come from the papers so going to class really does matter. There are group presentations on the papers but they are actually fun and the class is not intimidating to speak in front of, everyone was really welcoming. The pre-exam jeopardy was helpful in preparing for the tests and I liked how we had the option of coming and reviewing our exams after getting the grade back

The TAs were always extremely helpful and did a great job 1) clearly answering questions and 2) ensuring that the entire class understood before moving on.

This material in this class is often easy to grasp, but try not to lose focus during the lecture style classes because there is a significant amount of information you need to know for the tests/

Would you like to provide any other comments about this course?

:)

Could use more engagement with the TAs outside of the presentation. It was difficult to start a discussion with a large section/with relatively little time spent with the material and other students.

Great job TAs! Incredibly approachable, I even took one to lunch and we had awesome conversation about dopamine. Also, the exam review jeopardy game was fun.

I don't feel like the discussion section of the course was particularly constructive to the course as a whole. I don't feel like I got much out of it. The presentations were basically just exact re-iterations of the readings we already did. Perhaps we could actually discuss them more or just discuss lecture material.

I liked the structure of this course, the study guides for the tests were very helpful. It would be helpful if it was made clear what we need to know about the papers, in the same fashion as the lectures (via specific study guides).

I would have liked newer papers to be discussed rather than papers from the 1990's as relevant material. Otherwise, this was a decent way to learn the material from the papers.

Jaime and [TA] both facilitated an inclusive and energetic atmosphere to engage students in discussion and scientific literature. They both had a passion and great depth of knowledge on the subject matter!

Jaime and [TA] were extremely knowledgeable and personable. It was clear that they were always very prepared for class and were good teachers as well.

Like the lecture the material was excellent and very engaging!

More discussion about our questions could make these sections more interesting!

The TAs for the discussion section were incredible. They answered all emails in a timely matter, were very approachable, and did an excellent job clarifying confusing topics.

PSY 257 Introduction to Cognitive Neuroscience

The TAs should present on the papers instead of students. It's not clear what info from the papers we have to know when our only source is student presentations.

The TAs were fantastic and helped me understand a lot of tricky concepts.

The TAs were very informative which was helpful when we were confused by anything in discussion or class