

Annual Assessment Report  
The Study of the Mind / Neuroscience Program  
June 1<sup>st</sup>, 2021

The Program

The interdisciplinary Study of the Mind / Neuroscience program is completing its fifth year. The program incorporates required courses from the natural sciences, the social sciences, and the humanities. 2020-2021 was the first year we offered the Study of the Mind major and the neuroscience minor. In 2017, we had three graduates; in 2018, five graduates; in 2019, nine graduates; in 2020, six graduates; and in 2021, eight graduates. We revised our learning goals in 2019-2020 to make them more assessable. In 2020, we revised our assessment plan and in 2020-2021 carried out assessment of the Study of the mind major focusing on learning goals 1 and 2 (See Appendix 1). Our assessment data showed that we are succeeding in meeting learning goals 1 and 2 in our program. In our conversations wrapping up 2021, we decided to focus on learning goals 3 and 4 for 2021-2022 assessment. One major change this year involved using a senior capstone rubric to assess seniors that enabled direct assessment of learning goals in the program.

The Capstone Course

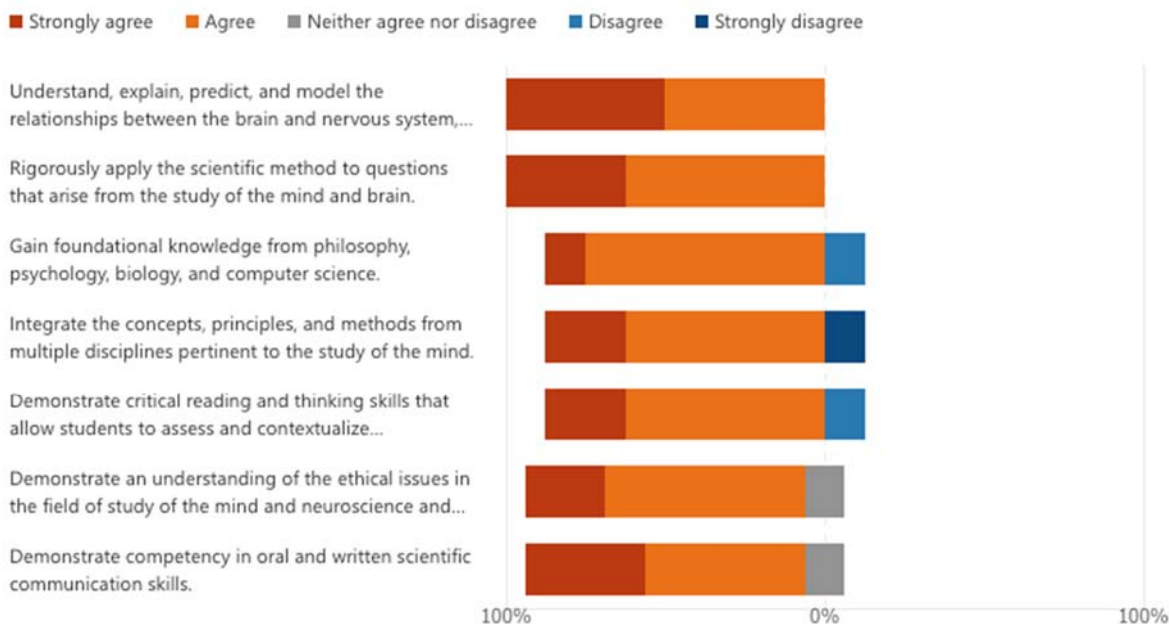
The Capstone course was taught this year focusing on the interdisciplinary nature of the major. The course was revised to encourage students to do independent weekly research on interdisciplinary topics of their choosing. Every other week an idea was proposed by the instructor— multiple realization, mental representation, consciousness, self and society, free will, neuroethics— and students were asked to present a 10 minute presentation the next week, then revise in light of discussion to turn in a 3-5 page paper. The discussions between students enabled us to connect knowledge across disciplines and enabled the instructor to directly assess whether students were achieving the learning goals. The major changes with respect to assessment involved using a rubric that was tied to learning goals and revising the senior survey to reflect the assessment of learning goals for the Study of the mind. Given that the major is an interdisciplinary major, the assessment of the success of the major depends upon determining if students are integrating concepts, principles, and frameworks throughout and at the culmination of the major. Successful interdisciplinary work depends upon having disciplinary knowledge prior to integration.

Action Plan for Improvement

In our conversations in the assessment meeting, we discussed our assessment of learning goals 1 and 2 in the last year. We increased our use of direct assessment and indirect assessment of learning goals 1 and 2 focusing on using an assessment rubric in senior seminar. We discussed how we could further assess the interdisciplinary nature of the program throughout the required courses. We will assess learning goals 3 and 4 next year following the student assessment plan written in 2020. We will also have a meeting in the fall to discuss rethinking our curriculum mapping because our faculty have been changing and courses may need to be remapped into learning goals.

### 3. The Hendrix College Neuroscience/Study of the Mind curriculum has prepared me to:

[More Details](#)



#### Appendix 1

#### **STUDY OF THE MIND / NEUROSCIENCE LEARNING GOALS**

Upon completion of the requirements for the major in The Study of the Mind and the Minor in Neuroscience, students will:

1. Understand, explain, predict, and model the relationships between the brain and nervous system, cognition, behavior, and the environment.
2. Rigorously apply the scientific method to questions that arise from the study of the mind and brain.
3. Gain foundational knowledge from philosophy, psychology, biology, and computer science.
4. Integrate the concepts, principles, and methods from multiple disciplines pertinent to the study of the mind.
5. Demonstrate critical reading and thinking skills that allow students to assess and contextualize interdisciplinary literature in the study of the mind and neuroscience.
6. Demonstrate an understanding of the ethical issues in the field of study of the mind and neuroscience and the approaches researchers use to confront them.
7. Demonstrate competency in oral and written scientific communication skills.

#### Appendix 2

#### **THE STUDY OF THE MIND / NEUROSCIENCE PROGRAM ASSESSMENT PLAN**

## The Study of the Mind Assessment Plan

Upon completion of the requirements for the major in The Study of the Mind and the Minor in Neuroscience, students will:

1. Understand, explain, predict, and model the relationships between the brain and nervous system, cognition, behavior, and the environment.
2. Rigorously apply the scientific method to questions that arise from the study of the mind and brain.
3. Gain foundational knowledge from philosophy, psychology, biology, and computer science.
4. Integrate the concepts, principles, and methods from multiple disciplines pertinent to the study of the mind.
5. Demonstrate critical reading and thinking skills that allow students to assess and contextualize interdisciplinary literature in the study of the mind and neuroscience.
6. Demonstrate an understanding of the ethical issues in the field of study of the mind and neuroscience and the approaches researchers use to confront them.
7. Demonstrate competency in oral and written scientific communication skills.

### **CURRICULUM MAPPING (See Also Appendix A)**

#### **NEUROSCIENCE MAJOR**

Course	LG1	LG2	LG3	LG4	LG5	LG6	LG7
BIOL 150		I	I				I
CSCI 150	I		I				
PSYC 220	I	D	I (from biology and psychology, but not the others; although those disciplines are <i>introduced</i> , they are not substantial parts of the course)				
Statistics		D		I			

PHIL 350	D	I theoretical	D	I	M	I	M
PHIL 390	D	I theoretical	D	M	M	I	M
BIOL 325	M	D	D	D (mainly biology, chemistry, and physics)	D	I	D
NEUR 497				M		M	
4 electives	D	D	D	D	D	D	D

### **NEUROSCIENCE MINOR**

Course	LG1	LG2	LG3	LG4	LG5	LG6	LG7
BIOL 150		I	I				I
PSYC 220	I	D	I (from biology and psychology, but not the others; although those disciplines are <i>introduced</i> , they are not substantial parts of the course)				
BIOL 325	M	D	D	D	D	I	D
PHIL 390	D	I theoretical	D	M	M	I	M

2 electives	D	D	D	D	D	D	D
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### **LEARNING GOAL 1**

**Understand, explain, predict, and model the relationships between the brain and nervous system, cognition, behavior, and the environment.**

Direct Assessment— Rubric for assessment of major assignment— midterm, final, or course paper— that focuses on foundations from the following courses: PSYC 220 Brain and Behavior, CSCI 150 Foundations of Computer Science, PHIL 350 Philosophy of Mind, PHIL 390 Philosophy of Science, and BIOL 325 Neurobiology. Classroom teachers for each of these courses will identify 2 key questions that reflect the most important concepts that students should retain from the core courses. Each of these key questions should appear in an existing assessment instrument, such as a midterm, comprehensive final exam, or course paper. For each key question data will be collected on: 1) The text of the question; 2) The scoring rubric for the question; 3) The mean student score for the question.  
and Capstone Thesis Rubric RLG1.

Indirect Assessment— The student perspective provided in the Neuroscience Senior Survey question 5.1.

### **LEARNING GOAL 2**

**Rigorously apply the scientific method to questions that arise from the study of the mind and brain.**

Direct Assessment— Capstone Thesis Rubric R4 and R5 and Capstone Thesis Rubric RLG2

Indirect Assessment— The student perspective provided in the Neuroscience Senior Survey question 5.2.

Future assessment goals may include using a faculty-developed rubric for Statistics, Brain and Behavior, or Philosophy of Science to assess the use of the scientific method and specific techniques in select courses.

### **LEARNING GOAL 3**

**Gain foundational knowledge from philosophy, psychology, biology, and computer science**

Direct Assessment— Capstone Thesis Rubric R3 and Capstone Thesis Rubric RLG3 and rubric for assessment of major assignment— midterm, final, or course paper— that focuses on foundations from the following courses: PSYC 220 Brain and Behavior, CSCI 150 Foundations of Computer Science, PHIL 350 Philosophy of Mind, PHIL 390 Philosophy of Science, and BIOL 325

Neurobiology. Classroom teachers for each of these courses will identify 2 key questions that the foundational knowledge gained from the core courses.

Indirect Assessment— The student perspective provided in the Neuroscience Senior Survey question 5.3.

#### **LEARNING GOAL 4**

**Integrate the concepts, principles, and methods from multiple disciplines pertinent to the study of the mind.**

Direct Assessment— Capstone Thesis Rubric R9 and RLG4 and Rubric from Interdisciplinary Senior Seminar paper

Indirect Assessment— The student perspective provided in the Neuroscience Senior Survey question 5.4.

Future assessment goals may include using faculty-developed rubrics for interdisciplinary components of core courses.

#### **LEARNING GOAL 5**

**Demonstrate critical reading and thinking skills that allow students to assess and contextualize interdisciplinary literature in the study of the mind and neuroscience.**

Direct Assessment— Capstone Thesis Rubric R1, R3, R6 and RLG5

Indirect Assessment— The student perspective provided in the Neuroscience Senior Survey question 5.5.

Future assessment goals may include rubrics for methods components or rubrics for literature reviews in core courses.

#### **LEARNING GOAL 6**

**Demonstrate an understanding of the ethical issues in the field of study of the mind and neuroscience and the approaches researchers use to confront them.**

Direct Assessment— Certificates of completion of either the human subjects or animal subjects training course offered by the NIH Office of Extramural and Intramural Research, respectively. These will be conducted as part of the capstone course.

- Human subjects course: <https://phrp.nihtraining.com/index.php>
  - o Topics: codes and regulations, respect for persons, beneficence and justice
- Animal subjects course: [https://oacutrainig.od.nih.gov/public\\_menu.aspx](https://oacutrainig.od.nih.gov/public_menu.aspx)
  - o Topics: animal care and use policies, occupational health and safety, animal health and well-being, animal care and use procedures

Indirect Assessment— The student perspective provided in the Neuroscience Senior Survey question 5.6.

### **LEARNING GOAL 7**

**Demonstrate competency in oral and written scientific communication skills.**

Direct Assessment— Capstone Thesis Rubric R2, R7, and R8 and RLG7 and Rubric from science communication Senior Seminar paper

Indirect Assessment— The student perspective provided in the Neuroscience Senior Survey question 5.7.

Future assessments may include rubrics for oral presentations and course papers in core courses.

### Appendix 3

## **The Study of the Mind Capstone Rubric 2020-2021**

Student Name:

Faculty Evaluator Name:

Category	Basic	Competent	Exemplary	Score
R1: Thesis Statement & Title	<ul style="list-style-type: none"><li>•Topic is not identifiable, statement is vague, does not take a position, is too broad, or is not debatable.</li><li>•Title does not identify or agree with the thesis statement.</li></ul>	<ul style="list-style-type: none"><li>•Thesis statement is clearly identifiable, but may be too broad or does not take a position on the topic.</li></ul>	<ul style="list-style-type: none"><li>•Thesis statement is clearly identifiable, debatable, specific, and takes a clear position on the topic. The title identifies the thesis statement.</li></ul>	/5
R2: Abstract	<ul style="list-style-type: none"><li>•No abstract present or does not provide insight into thesis, argument or methodology</li><li>•Significantly exceeds word limit.</li></ul>	<ul style="list-style-type: none"><li>•Abstract present yet and provides basic overview of the topic.</li><li>•Abstract missing one of the following: thesis (purpose), argument (context), or methodology (content).</li></ul>	<ul style="list-style-type: none"><li>•Concisely answers the “what?” “why?” “how?” and “to what end?”</li><li>•Describes context, purpose, and content.</li><li>•Engages the reader.</li><li>•&lt;250 words.</li></ul>	/10
R3: Introduction & Background	<ul style="list-style-type: none"><li>•The research question is not clearly articulated.</li><li>•Does not connect to the “big picture.”</li><li>•Too technical for lay reader to follow.</li><li>•Does not define critical terms.</li><li>•Is incompletely and/or inaccurately referenced.</li></ul>	<ul style="list-style-type: none"><li>•The research question is identified, but not supported by context or significance.</li><li>•Ambiguous or brief understanding of the “big picture” demonstrated.</li><li>•Most fundamental concepts and critical terms are described.</li><li>•Mostly accurate and complete referencing.</li></ul>	<ul style="list-style-type: none"><li>•States the research question, and its context and significance.</li><li>•Demonstrates complete, clear and accurate understanding of the “big picture.”</li><li>•Includes well-organized description of basic knowledge necessary to follow content and arguments within the thesis.</li></ul>	/10



			<ul style="list-style-type: none"><li>•Critical terms and abbreviations are defined. Completely and accurately referenced.</li></ul>	
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R4: Analysis	<ul style="list-style-type: none"> <li>•No synthesis or analysis of information presented.</li> <li>•Supporting information is noticeably one-sided.</li> <li>•Evidence is not presented to support major claims/arguments.</li> </ul>	<ul style="list-style-type: none"> <li>•Some synthesis and analysis of information from multiple sources and perspectives is evident.</li> <li>•Evidence is presented to support major claims/arguments, but is not critically assessed.</li> </ul>	<ul style="list-style-type: none"> <li>•Creatively synthesizes and compares/contrasts relevant information from multiple primary sources.</li> <li>•Critically and accurately assesses information presented.</li> <li>•Evidence/data from primary literature is used to support major claims/arguments.</li> </ul>	/10
R5: Argument & Reasoning	<ul style="list-style-type: none"> <li>•Arguments are not supported by evidence/data.</li> <li>•Argument does not support the thesis statement and/or conclusions presented.</li> <li>•Argument contains false information.</li> <li>•The conclusion of the argument does not agree with the goal of the argument.</li> </ul>	<ul style="list-style-type: none"> <li>•Most arguments are sensible and support the thesis statement, but do not completely convince the reader due to lack of evidence to support claims.</li> </ul>	<ul style="list-style-type: none"> <li>•Major arguments presented are supported by evidence/data.</li> <li>•All arguments are accurate and support the thesis statement.</li> <li>•The conclusion of the argument is relevant to the goal of the argument.</li> </ul>	/10
R6: Summary & Conclusions	<ul style="list-style-type: none"> <li>•Conclusions are unoriginal and/or are not supported by the arguments and evidence presented in the paper.</li> <li>•Limitations, significance, and feasibility of position presented not addressed.</li> </ul>	<ul style="list-style-type: none"> <li>•Conclusions are not novel, yet provide additional insight on the topic based on a reasoned assessment of the information presented.</li> <li>•Feasibility of individual contribution and future directions not fully addressed.</li> </ul>	<ul style="list-style-type: none"> <li>•Creates and defends a new position based on a reasoned assessment of the information presented.</li> <li>•Presents significance and limitations of conclusions.</li> <li>•Presents future directions that are salient, plausible and insightful.</li> </ul>	/10
R7: Writing Clarity & Organization	<ul style="list-style-type: none"> <li>•Paper contains excessively long sentences or paragraphs, undefined obscure terms or concepts, confusing sentences, erratic paragraphs, and/or no headings/subheadings.</li> </ul>	<ul style="list-style-type: none"> <li>•Most key concepts and terms are clearly defined.</li> <li>•Organization is somewhat choppy, but not erratic.</li> <li>•Most sections differentiated by headings/subheadings</li> </ul>	<ul style="list-style-type: none"> <li>•Carefully edited and proof-read.</li> <li>•Sentence and paragraph structure clear and well-organized.</li> <li>•Informative subheadings that aid</li> </ul>	/10

	<ul style="list-style-type: none"> <li>• Few transitions used to aid information flow from one point to another.</li> <li>• Organization exhibits consequences of inadequate active planning for the clarity and organization of the presented material.</li> </ul>	<p>and connected by transitionary statements.</p> <ul style="list-style-type: none"> <li>• Some active organizational planning is evident.</li> </ul>	<p>comprehension and organization.</p> <ul style="list-style-type: none"> <li>• An organizational strategy illustrating evidence of active planning for presenting information clearly and effectively</li> <li>• Effective transitions to aid flow of information from one main point to another.</li> <li>• All key concepts and disciplinary language are clearly defined.</li> </ul>	
R8: Writing Mechanics & Grammar	<ul style="list-style-type: none"> <li>• Paper does not meet specifications of required formatting.</li> <li>• Many grammar and spelling errors.</li> <li>• Paper does not meet the minimum required number of pages (25).</li> <li>• References not cited in correct format.</li> </ul>	<ul style="list-style-type: none"> <li>• Most formatting requirements are met.</li> <li>• Only a few grammar or spelling mistakes observed.</li> <li>• Some references show inconsistencies in referencing style.</li> </ul>	<ul style="list-style-type: none"> <li>• Double spaced, 12 pt font, 1 inch margins, page numbers.</li> <li>• Correct grammar and spelling.</li> <li>• Meets paper length requirements (&gt;15 pp.)</li> <li>• References cited correctly in Chicago style (in-text and bibliography).</li> </ul>	/10
R9: Interdisciplinarity & Accessibility	<ul style="list-style-type: none"> <li>• The argument is based on a single disciplinary perspective. Is only accessible to disciplinary experts.</li> </ul>	<ul style="list-style-type: none"> <li>• A few different disciplinary perspectives are used to support the thesis. Is accessible to most readers.</li> </ul>	<ul style="list-style-type: none"> <li>• The argument includes philosophical, psychological, biological, and computer scientific perspectives and is accessible to all readers</li> </ul>	/5
R10: Originality & Creativity	<ul style="list-style-type: none"> <li>• The topic, thesis, idea, or central argument is not original nor creative and is exactly the same as views discussed in sources.</li> </ul>	<ul style="list-style-type: none"> <li>• A few ideas and arguments are original, but many are similar to views discussed in sources.</li> </ul>	<ul style="list-style-type: none"> <li>• The topic, thesis, idea, or central argument is original and creative, and thus differs significantly from views discussed in sources.</li> </ul>	/5
R11: **1 <sup>st</sup> Reader Discretionary Points -	<ul style="list-style-type: none"> <li>• Student did not advance any skills throughout writing and communication process</li> </ul>	<ul style="list-style-type: none"> <li>• Student showed some advancements in writing and communication during the thesis process</li> </ul>	<ul style="list-style-type: none"> <li>• Student exhibited tremendous growth in writing, professional, and/or communication skills</li> </ul>	/15

Individual Growth/Work with Mentor	•Did not work with mentor and/or did not keep appointments	•Incorporated mentor feedback but rarely engaged with mentor	•Worked closely with mentor, attended regular meetings, incorporated feedback	
			<b>SubTotal</b>	<b>/100</b>
			*Late Penalty (10%/week)	- %
			<b>Total</b>	<b>/100</b>

\* Thesis presentation will not be scheduled unless final paper has been submitted.

\*\*1<sup>st</sup> Reader discretionary points are only to be scored by the primary thesis adviser, in consultation with the 2<sup>nd</sup> reader

Comments to Author:

Briefly identify the strengths of the thesis:

Briefly identify the weaknesses of the thesis:

RLGs: The below assessment serves the purpose of assessing the Study of the Mind / Neuroscience program learning goals and should not be factored into the capstone thesis grade. Please identify the extent to which you feel this thesis indicates that the student as achieved each of the following Study of the Mind / Neuroscience Learning Goals.

1 = Has not achieved and 5 = Achieved to a high degree, ND = I cannot determine from the information presented in the thesis.

Learning Goal	1	2	3	4	5	ND
<b>RLG1: Understand, explain, predict, and model the relationships between the brain and nervous system, cognition, behavior, and the environment.</b>						
<b>RLG2: Rigorously apply the scientific method to questions that arise from the study of the mind and brain.</b>						
<b>RLG3: Gain foundational knowledge from philosophy, psychology, biology, and computer science</b>						
<b>RLG4: Integrate the concepts, principles, and methods from multiple disciplines pertinent to the study of the mind.</b>						
<b>RLG5: Demonstrate critical reading and thinking skills that allow students to assess and contextualize interdisciplinary literature in the study of the mind and neuroscience.</b>						
<b>RLG6: Demonstrate an understanding of the ethical issues in the field of study of the mind and neuroscience and the approaches researchers use to confront them.</b>						
<b>RLG7: Demonstrate competency in oral and written scientific communication skills.</b>						

#### Appendix 4

##### Catalog Description for the Study of the Mind / Neuroscience Major and Minor

##### The Study of the Mind Major

12 courses distributed as follows:

BIOL 150 *Cell Biology*

CSCI 150 *Foundations of Computer Science*

PSYC 220 *Brain and Behavior*

PSYC 290 *Statistics*

or

MATH 215 *Statistical Analysis*

or

BUSI 250 *Principles of Statistics*

or

SOCI 210 *Social Statistics*  
PHIL 350 *Philosophy of Science (W2)*  
PHIL 390 *Philosophy of Mind (W2)*  
BIOL 325 *Neurobiology*  
NEUR 497 *Neuroscience Senior Capstone*

Four electives from the following list, no more than two of which can be from the same discipline as identified by its four-letter code and at least two of which at the 300 and above level:

BIOL/PSYC 300 *Comparative Animal Behavior*  
BIOL 250 *Genetics*  
BIOL 310 *Developmental Biology*  
BIOL 320 *Animal Physiology*  
BIOL 355 *Advanced Cell Biology*  
BIOL 430 *Immunology*  
BIOL 470 *Advanced Genetics*  
CHEM 110 *General Chemistry I*  
CSCI 151 *Data Structures and Object-Oriented Development*  
CSCI 235 *Intelligent Robotics*  
CSCI 270 *Computational Humanities*  
CSCI 285 *Scientific Computing*  
CSCI 335 *Artificial Intelligence*  
PHIL 245 *Introduction to Logic*  
PHIL 235 *Philosophy of Cognitive Science*  
PHIL 280 *Free Will, Agents, and Intentions*  
PHIL 420 *Neurophilosophy (W2)*  
PSYC 295 *Research Methods (w/Lab)*  
PSYC 310 *Social Neuroscience*  
PSYC 320 *Cognitive Psychology*  
PSYC 335 *Sensation and Perception*  
PSYC 355 *Evolutionary Psychology*  
PSYC 360 *Behavioral Neuroscience*  
RELI 358 *Embodied Minds, Language, And Religion*

### **The Neuroscience Minor**

Minor in Neuroscience

Students may not declare a Neuroscience minor if they have declared a major in the Study of the Mind.

6 courses distributed as follows:

BIOL 150 *Cell Biology (w/Lab)*  
PSYC 220 *Brain and Behavior*  
BIOL 325 *Neurobiology*  
PHIL 390 *Philosophy of Mind (W2)*

Two electives from the following list from two different disciplines as identified by its four-letter code:

BIOL/PSYC 300 *Comparative Animal Behavior*

BIOL 320 *Animal Physiology*

PHIL 235 *Philosophy of Cognitive Science*

PHIL 350 *Philosophy of Science (W2)*

PHIL 420 *Neurophilosophy (W2)*

PSYC 310 *Social Neuroscience*

PSYC 335 *Sensation and Perception*

PSYC 360 *Behavioral Neuroscience*

#### Learning goals for Major and Minor

1. Understand, explain, predict, and model the relationships between the brain and nervous system, cognition, behavior, and the environment.
2. Rigorously apply the scientific method to questions that arise from the study of the mind and brain.
3. Gain foundational knowledge from philosophy, psychology, biology, and computer science.
4. Integrate the concepts, principles, and methods from multiple disciplines pertinent to the study of the mind.
5. Demonstrate critical reading and thinking skills that allow students to assess and contextualize interdisciplinary literature in the study of the mind and neuroscience.
6. Demonstrate an understanding of the ethical issues in the field of study of the mind and neuroscience and the approaches researchers use to confront them.
7. Demonstrate competency in oral and written scientific communication skills.

ID	Start time	Completion time	Email
1	4/30/21 13:40:00	4/30/21 13:40:07	anonymous
2	5/3/21 8:36:19	5/3/21 8:50:42	anonymous
3	5/3/21 9:19:20	5/3/21 10:07:25	anonymous
4	5/4/21 18:46:15	5/4/21 18:57:15	anonymous
5	5/4/21 22:30:29	5/4/21 22:46:15	anonymous
6	5/5/21 9:26:58	5/5/21 9:33:12	anonymous
7	5/8/21 11:21:39	5/8/21 12:21:17	anonymous
8	5/10/21 8:02:13	5/10/21 8:11:53	anonymous
9	5/12/21 10:52:35	5/12/21 10:55:23	anonymous



Name	The Neuroscience/Study	The Neuroscience/Study	The courses I needed for
	Strongly agree	Strongly agree	Agree
	Strongly agree	Agree	Agree
	Disagree	Agree	Disagree
	Strongly agree	Agree	Neither agree nor disagree
	Strongly agree	Strongly agree	Strongly agree
	Strongly agree	Neither agree nor disagree	Strongly agree
	Agree	Agree	Disagree
	Agree	Agree	Neither agree nor disagree

The Neuroscience/Study The Neuroscience/Study My experience in this m If you are planning to go			
Agree	Agree	Strongly disagree	NA
Strongly agree	Strongly agree	Strongly agree	Strongly agree
Neither agree nor disagree	Agree	Disagree	Agree
Agree	Strongly agree	NA	NA
Strongly agree	Strongly agree	Strongly agree	Strongly agree
Agree	Agree	Neither agree nor disagree	Agree
Agree	Agree	Neither agree nor disagree	NA
Strongly agree	Agree	Neither agree nor disagree	NA

My advisor in Neuroscience My advisor assisted in preparing the manuscript There were sufficient resources available How would you rate the			
Agree	NA	Neither agree nor disagree	7
Strongly agree	Strongly agree	Neither agree nor disagree	8
NA	NA	Strongly disagree	5
Agree	Agree	Agree	8
Strongly agree	Strongly agree	Strongly agree	8
Agree	Agree	Disagree	8
Agree	Agree	Agree	7
Agree	Agree	Agree	10

Understand, explain, pre Rigorously apply the sci Gain foundational know Integrate the concepts, I			
Agree	Agree	Agree	Agree
Strongly agree	Strongly agree	Agree	Strongly agree
Agree	Agree	Disagree	Strongly disagree
Agree	Agree	Strongly agree	Strongly agree
Strongly agree	Agree	Agree	Agree
Strongly agree	Strongly agree	Agree	Agree
Strongly agree	Strongly agree	Agree	Agree
Agree	Agree	Agree	Agree

Demonstrate critical rea	Demonstrate an underst	Demonstrate competen	Why did you choose to r
Agree	Agree	Neither agree nor disagr	It seemed more interesti
Strongly agree	Strongly agree	Strongly agree	I was very interested in t
Disagree	Agree	Agree	I chose to major in Neuro
Strongly agree	Strongly agree	Strongly agree	I wanted to stay close to
Agree	Agree	Agree	i liked the classes that we
Agree	Agree	Agree	I had taken a neuroscien
Agree	Neither agree nor disagr	Strongly agree	To appease my parents v
Agree	Agree	Agree	Love the brain

Did the Neuroscience / S If you had it to do again, Please comment on the What did you like most a

Yes	No	Most courses were a mix It allowed me to look at l
Yes and no, I think I thou I think I may have choser I would say that my cour: I liked being able to expl		
For the most part, the Ne	Probably not. I think I wc	The upper level courses (It was really easy to get a
Yes and no. The major ch	I would likely major in eit	I think the workload was Lots of flexibility to pursu
yes but I didn't like some	Yes	Not bad compared to otl i enjoyed the psych class
I felt like Hendrix didn't c	I probably would have m	I don't think any of the c
Yeah	Nah because I don't like	My classes were general Gaining knowledge from
Mostly	No bc it won't be a majo	It was doable The mixture of discipline

What did you like least about the course? What do you think are the strengths? Are there any Neuroscience topics you think should be included? In what ways has the Neuroscience major helped you?			
The workload	It mixes hard science with	No	There are limited job opportunities
It felt like there was less	I think it allows students	I think a course centered	It has taught me to be flexible
So many professors left	It offers a wide variety of	I wish a medical ethics course	There were not very many
There is nothing that stands	Lots of variety and freedom	I'd love to see psychopharmacology	Again, it provided a surface
philosophy of science	variety of fields of classes	no	it hasn't
When we lost multiple neuro	I think a strength is how	I think there should be more	I think the courses prepared
It just wasn't really my thing	I like the course available	not that I can think of	I don't feel like the school
Lab	Idk	Yes but it won't be a major	N/A

What advice would you give? Overall, what can we do to improve? Do you have any final comments?

Prepare for graduate or research? N/A

They should be prepared. I think it would help to have a faculty member dedicated to only that discipline or class.

Make sure you are actually learning. I know it is not the department's fault, but the neuroscience department desperately needs more resources.

Well, the major is too long. I think some more guidance in advising would have been good, but this is a small college.

Choose the older catalog "Study of the Mind" sheet. The capstone was too centered in philosophy, but the classes were good.

Look at all of the courses. Treat it as though it's a new major. I did enjoy the courses I took for my major, and I love all of them.

It's hard and a little odd. Hire more professors. No.

Are they offering it as a research? Bring back old professors. N/A



ur experience as a Neuroscience / Study of the Mind major at Hendrix?

asses earlier on that are coded specifically NEURO (like brain and behavior type class for neuro major  
ly needs more professors to offer courses neuroscience majors want and to fill out research labs.

ncern.

s and teacher were 10/10 so I'm not complaining; just was expecting more of a science-ey class

the professors I've had during my time here.

rs) i think it would also help to have more advertisements for neuroscience research opportunities.

	LG1: Understand, explain, predict, and model the relationships between the brain and nervous system, cognition, behavior, and the environment.	LG2: Rigorously apply the scientific method to questions that arise from the study of the mind and brain.	LG3: Gain foundational knowledge from philosophy, psychology, biology, and computer science.
Sawan Attwal	4	4	5
Kaitlyn Butler	4	3	5
Kayla Kalahiki	4	4	5
Henry Kennedy	3	3	3
Allison Long	5	5	5
Kristen North	5	5	5
Portia Renee	4	3	3
Kennedy Valley	2	2	3
		1	Does not Meet Standards
		2	Developing Achievement
		3	Competent Achievement
		4	Proficient Achievement
		5	Mastery

LG4: Integrate the concepts, principles, and methods from multiple disciplines pertinent to the study of the mind.	LG5: Demonstrate critical reading and thinking skills that allow students to assess and contextualize interdisciplinary literature in the study of the mind and neuroscience.	LG6: Demonstrate an understanding of the ethical issues in the field of study of the mind and neuroscience and the approaches researchers use to confront them.	LG7: Demonstrate competency in oral and written scientific communication skills.
4	4	4	4
5	4	4	4
5	4	4	4
4	3	4	3
5	5	5	5
5	5	5	5
4	4	4	4
3	3	3	2