

# Course Assessment– Part B: Your Results & Analysis

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PSY 214 – Intro to Personality – Tess Fegel – Summer 2016

## 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. \*

Student journals reflected the students abilities to think critically about theoretical research in relationship to human behavior. This information also revealed an increase in the students ability to relate and understand their own personalities, fellow students and societal norms.

### Outcome #1 \*

Analyze the determinants of personality characteristics to better understand their effects on cognitions, emotions, and behavior: Students who successfully achieved a grade of C or above: 80%. Their skills in analyzing data of personality characteristics in regard to cognition and emotions in relationships to behaviors showed an increase via their course assignments.

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

82%

### Outcome #2 \*

Think critically about and apply theoretical and research based explanations for human behavior in order to successfully negotiate the challenges of daily living:

Via journals and oral assignments students increase their understanding of how to negotiate the challenges of living. Via group reports students demonstrate an increase in research based theories and applications.

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

85%

### Outcome #3 \*

Apply the major personality domains and theories to better understand one's own behavior and the behavior of others:

Based on individual and group reports students demonstrated a better understanding of personality issues regarding cultures, individuals and stereotypical behaviors. Based on their own personality profile oral presentations in class, students revealed an increased awareness of their own personality issues and the behavior of others.

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

85%

## ANALYSIS

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

Successes: High levels of motivation were demonstrated in their research groups. Participating in weekly data collection and research evaluations students reported enjoying their groups and benefiting from moral support from their group member. They also reported research time in the library gave them the opportunity to learn from one another while collecting research for their projects.

4. Helping students to realistically self-assess and reflect on their understanding

Via their personal journals student provided self-evaluation data and outcomes..They also presented an oral report on their own personality

and progress encourages students to take responsibility for their own learning. Consider comparing 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. \*

profiles. They reported enjoying the process and reporting the link between academic material and their own personalities.

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

Student's went above and beyond my expectations. Taking primary roles in leading research groups and providing oral presentations in class gave them the opportunity to increase their critical thinking skills.

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

Continue to offer research training and a full orientation of their libraries web sites.

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

No budget implications Continue to offer speakers program to student. Continue research groups and presentations.

8. Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments? \*

Assessment methods were accurate indicators of student learning. 85% of the students received a grade of Band above. Their end of term levels of academic achievement and the balance of a sense of increased understanding of personality issues for themselves and other cultures was tremendous.

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

I invited several speakers to the class. This provided real-world experience and an understanding of local and global issues regarding personality issues and behavior profiles. Students provide reflective papers and research studies on personality profiles of high risk behavioral patterns on a global and local level.

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