Course Assessment– Part B: Your Results & Analysis   #444

Your Email *

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact the Curriculum and Assessment Administrative Assistant, 541–506–6037 or ggilliland@cgcc.edu.

PSY 214 – Introduction to Personality – 1095103 – Zip Krummel – Winter 2020

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. *

1. Analyze the determinants of personality characteristics to better understand their effects on cognitions, emotions, and behavior

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

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

Outcome #1
*

For outcome #1 I used Reflection papers and the Final paper as the assessments. I expected 80%, but found I received 91% on the Reflection papers and 80% on the Final papers. Of that 80% on the Final papers, all received an "A" grade for that paper.

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

88%

Outcome #2 *

For outcome #2 I used Reflection papers and the Final paper as the assessments. I expected 80%, but found I received 91% on the Reflection papers and 80% on the Final papers. Of that 80% on the Final papers, all received an "A" grade for that paper.

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

88%

Outcome #3 *

For outcome #3 I used Reflection papers and the Final paper as the assessments. I expected 80%, but found I received 91% on the Reflection papers and 80% on the Final papers. Of that 80% on the Final papers, all received an "A" grade for that paper.

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

88%

ANALYSIS

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

Student success in this case was individual involvement in each assignment PLUS personal interest and self–discovery as it was heavily based upon self–discovery through personality assessments basaed upon a variety of personality theories.

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

I found it interesting that the majority of students felt they had none, beginning, developing, or proficient at the beginning, and all showed an increase in their knowledge about self and about the topic.

student achievement of the three outcomes.
*

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) *	Yes. I was pleased especially because it is a newly written course and the text was some heavy reading, based on a 300-0level course.
6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? *	I want to develop more activities for students beyond the personality inventories to help them practice and develop an even broader understanding of the varying theories regarding the psychology of personality.
7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?	Just time and research at this point. Most materials I can make.
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. *	N/A
9. Describe how you explain information about course outcomes and their relevance to your students.	Course objectives and module-level objectives are built into the design of the course so that students can better understand the goals of the course. With a stronger understanding of why those goals are a reflection of mastery of course concepts, they can better see the connections between the assignments, learning materials, and activities in the classroom.

10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Core Learning Outcomes:
CLO #1: Communication. The areas that faculty are focusing on are: "Source and Evidence" and "Organization and Presentation"
and
CLO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Student's Position" (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving).
CLO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" - Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions"
CLO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems"

CLO #1 - Open discussions, self-disclosing presentations, shared evaluations of readings and materials.

CLO #2 - Students were self-reflecting over theoretical issues and how they apply to the real-world on a weekly basis.

CLO #4 - Every aspect of personality was viewed through a cultural lens, and the individual cultural experiences of the students were often incorporated into the weekly discussions.

CLO #5 - How does personality influence behaviors, both individually and in groups; contemporary theories vs original theories; how personality awareness fits into contemporary psychology.

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