

## Course Outcomes Guide

**Directions:** Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

**Course/Program Title:** PSY 208 Theories of Personality

**Date:** SP 13

**Course/Program Team:** Louise Wine

### Expected Learning Outcomes

At the conclusion of the course, the student will be able to:

1. Discuss and apply to his/her life the basic concepts of the Psychoanalytic, Neoanalytic, Cognitive, Behavioral, Trait, and Humanistic perspectives
2. Formulate his/her own theory of personality, describing the basic personality constructs and dynamics of these constructs as they relate to the philosophical questions of human existence.

### Assessment (How do or will students demonstrate achievement of each outcome?)

Three unit tests addressing the core concepts of the various theories of personality requiring knowledge, comprehension, analysis, & synthesis of the material.

Three critical thinking assignments which require students to apply theories to their personal experiences.

Each student will be expected to explain in a written paper his or her own theory of personality by answering the following questions:

- Are people more rational/logical or do they act more on emotions?
- Is behavior motivated by conscious or unconscious drives?
- What are the basic motives behind human behavior?
- Are human motives self-serving or altruistic?
- Is the behavior of others influenced more by inner drives, basic personality characteristics, or the demands of the situation?
- Is human nature basically healthy and good or primitive and self-serving?

This paper is a synthesis activity which requires the student to develop his/her own integrated theory of personality. It must cite any theorist(s) his/her position might be consistent with regarding each of these issues.

### Validation (What methods have you used or will you use to validate your assessment?)

Test questions are taken from the text's publisher's test bank. These questions have been validated on a large population of students.

The critical thinking assignments & personal theory of personality are assessed on internal validity.

**Results** (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

Initial test results were low with respect to basic comprehension of the various theories, especially considering that most of these students plan to be psychology majors.

During the F10 semester, the overall average score on tests was 78%. Of the 19 students, 5 received A's, 6 received B's, 7 received C's and one received an F. The average score for the Personal Theory paper was 84.4%, with 12 receiving A's, 4 receiving B's, 1 receiving a C, and 2 receiving D's.

During the SP11 semester, the overall average score on tests was again 78%, Of the 27 students, 8 received A's, 13 received B's, and 6 received C's. The average score for the Personal Theory paper was 93.7%, with 23 receiving A's, 2 receiving B's, and 2 receiving C's.

**Follow-up** (How have you used or how will you use the data to improve student learning?)

As a result of the poor comprehension in the past, I have attempted to adjust instruction to emphasis key themes, concepts, etc. in order to reinforce the main ideas in each perspective.

Changes in instruction seem to be improving outcomes on the Personal Theory papers, but so far there has been no noticeable change in test scores. I will continue to work on this.

**Budget Justification** (What resources are necessary to improve student learning?)

Additional video resources would enhance the quality of the class presentations.