

# Course Assessment– Part B: Your Results & Analysis

#126

Your Email \*

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PSY 231 Human Sexuality – Tess Fegel – Spring 2016

## Results

1a. Report the outcome achievement data gathered via the assignments, test, etc. you identified for each outcomes (question 3) of your Part A. \*

Via students written reports on Psycho–sexual issues in the media approximately 75% of students demonstrated an increased awareness of these issues. 70% of the students received an A on these reports. 90% of the students personal journal reports indicated an increased self awareness of themselves and our culture. Their group presentations demonstrated an increased skill level in regards to data interpretation and an understanding of the core themes. 75% received a grade of B and above.

1b. Report the percentage of students who mastered each outcome that you identified in (question 3) of your Part A.

Use an understanding of historical, biological, social, psychological, and cultural contexts of diverse sexual practices in order to be accepting of others' consensual behaviors:

Outcome #1 \*

Student's performed at an 80% level of a B grade or better on their written reports identifying cultural and diversity issues. 90% of student's revealed personal growth and understanding for themselves and other via journal entries and classroom discussions.

% of students who successfully achieved the outcome: \*

90%

Outcome #2 \*

Be open to and accepting of diversity in others' gender identity, gender role expression, sexual orientation and variations, in order to promote community well-being:

Students provided research on gender issues and diversity via written and oral assignments. They demonstrated increased knowledge of the integration of materials via verbal and written reviews of research data and outcome measure. Reports based on community guest speakers revealed the students increased awareness of sexual diversity issues in our own community.

% of students who successfully achieved the outcome: \*

85%

Outcome #3 \*

Establish, maintain, and enhance intimate relationships through the utilization of research based principles:

Required weekly research reviews–group discussions and written assignments the students reported an increased understanding of intimate relationships and cultural norms in our society.

% of students who successfully achieved the outcome: \*

90%

Reflect on your assessment results and provide analysis, considering what contributes to student success and/or lack of success. Include feedback from student course evaluations as appropriate. \*

Student Success: Weekly research sessions and analysis of outcome data followed by written research assignments of theorist's and their data. Student's reported their interest in personal presentation of data in the classroom. Their discussion groups revealed that their fellow student's assisted one another in developing and understanding their research. One on One oral evaluations of journal entries improved their abilities to communicate more effectively in the classroom. Their group report forum revealed that student's library research time gave them the opportunity to create group think tanks and clarification of their research topics in a more global manner.

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

NA

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

Would love to have a small budget for field trips and guest speakers.

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

My assessment methods were valid and comprehensive. Student feedback revealed how much they felt they had learned and how much research data that increased their awareness and has created a life-long learning scenario regarding human sexuality issues.

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

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