General Education Annual Course Assessment Form

Course Number/Title **WOMS 101 The Study of Women**  

GE Area __Area S____________________  

Results reported for AY __Fall 2015__  

# of sections: 2  

# of instructors __1__  

Course Coordinator: ___Tanya Bakhru (Susana Gallardo-instructor)______  

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Department Chair: ___Carlos Garcia_____  

College: _____Social Sciences__________________________  

**Instructions:** Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be **electronically submitted**, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

**Part 1**

To be completed by the course coordinator:

(1) What GELOs were assessed for the course during the AY?

**GELO 3:** Students will be able to describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age).

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

A total of 68 students in two sections were assessed.

The primary means of assessment was a take-home essay midterm in which students were required to write an essay synthesizing and analyzing historical movements among U.S. women. Drawing on readings, lecture, and discussion, students responded to one prompt which required them to explain feminist movements to a fellow student who flippantly dismisses the topic with a popular stereotype. Students were required to substantively name and analyze specific moments and movements that led to greater equality and social justice in the U.S. A second essay prompt required them to further elaborate on the intersection of race and gender in the work of one course reading by Kimberly Crenshaw, and address the difficulties inherent in defining “equality” in terms of a single characteristic such as gender.

Assessment showed substantial success with almost 28% of the classes (19 students) attaining an excellent understanding with a grade of “A”, 44% (30 students) showing a good understanding with a grade of “B”, 22% of students (15) with an average understanding of “C”, and 7% (5 students) showing minimal or no understanding (3 grades of “D” and 2 “F”).
(3) What modifications to the course, or its assessment activities or schedule, are planned for the
upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

No modifications are planned.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives,
Content, Support, and Assessment? If they are not, what actions are planned?

Yes, all sections are aligned.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z),
please indicate how oral presentations will be evaluated with larger sections (Area A1), or how
practice and revisions in writing will be addressed with larger sections, particularly how students
are receiving thorough feedback on the writing which accounts for the minimum word count in this
GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and
Z), documentation that the students are meeting the GE SLOs for writing.

Students meet the 3000-word writing requirement by writing two formal midterm essays of 1000
words each and a final research paper of 2000 words. In all cases, students receive substantive
comments on a clear rubric sheet addressing the quality and form of writing.