### General Education Annual Course Assessment Form

<table>
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<tr>
<th>Course Number/Title</th>
<th>GE Area</th>
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<td>GLSt 143</td>
<td>SJSU Studies V</td>
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Results reported for AY 2016-2017

# of sections 1

# of instructors 1

Course Coordinator: Kate Davis

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Department Chair: Lynne Trulio

College: Social Sciences

This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college.

### Part 1
To be completed by the course coordinator:

1. What GELO(s) were assessed for the course during the AY?
   **GELO 1:** Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S.

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

Twenty-nine students were evaluated for this GELO. Two essays were used for this assessment and students were required to synthesize 3 ideas/concepts from the readings that to apply, analyze, and enriched their understanding of the topic. The variety of readings required a comparative perspective.

   1. **Reflection 7: Reproductive Technologies.** Students were assigned the following readings for this comparative reflection assignment.

   2. **Reflection 10: Technology and Social Justice.** Students were assigned the following readings for this comparative reflection assignment.
      - Jesse Daniels. “Rethinking Cyberfeminism(s): Race, Gender, and Embodiment.” *Women’s Studies Quarterly* 37(1-2), Spring/Summer 2009: 101-124.

In addition to writing the reflections, a class session was set aside for discussion of the subjects of the articles. The instructor found discussion provided a “real-time” context for students and helped improve their understanding of the readings and of different attitudes from outside the U.S.
Students did quite well assignments for this GELO. Using the average of the two assignments, 52% of the students received As, 28% received Bs, 7% earned Cs, and no students received a D or 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.)

By the time the students got to Reflection 7 and 10, they were doing well with writing reflections and comparing across cultures. They struggled more with essay 10 than 7, primarily because the readings were theoretical and on topics with which they didn’t have much experience. Many of them focused on the Chen article because it was more familiar territory for them.

This section was taught as a hybrid course, which is something the instructor would change. The material presented in this course is unfamiliar to most of the students since they come from a variety of majors. It is important to provide background and context where lecture and discussion can be balanced in a setting in which students can ask questions and share knowledge more readily than in an online discussion. The next time the course is taught, we expect to teach it fully in person.

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 (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

There was only one section offered and its content provided student learning and assessment in alignment with SJSU V GELOs.

(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 GELOs for writing.

The section taught had 29 students, which did not exceed the 40 student enrollment for Area V courses.