General Education Annual Course Assessment Form

Course Number/Title _WOMS 102____________________ GE Area _____V_____

Results reported for AY ____17-18______ # of sections _____4_______ # of instructors _____2______

Course Coordinator: _____Tanya Bakhru_________ E-mail: _____Tanya.Bakhru@sjsu.edu______

Department Chair: _____Carlos Garcia_________ College: _____SISS____________

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 to <curriculum@sjsu.edu>, 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 GELO(s) were assessed for the course during the AY?

GELO 2: Students shall be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.

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

Students were asked to complete the following assignment to assess GELO 2:

3 Black Female Stereotypes that Need to Die

Watch the short video “3 Black Female Stereotypes that Need to Die” and answer the following questions: https://www.youtube.com/watch?v=yQO7XoANYb8&feature=youtu.be

What American ideologies about race, gender, and sexuality, are revealed in the examples given in the clip? What is the origin of these ideologies and how do they connect to the ideologies that underpinned European colonization and slavery? What is your reaction to the video?

Excellent: Demonstrates a thorough understanding of context and history of racial and gendered ideologies in the U.S. and clearly articulates the connection to European colonization and slavery.

Good: Demonstrates adequate consideration of context and history of racial and gendered ideologies in the U.S. and clearly articulates the connection to European colonization and slavery.

Average: Demonstrates some awareness of context and history of racial and gendered ideologies in the U.S. and clearly articulates the connection to European colonization and slavery.

Below Average: Demonstrates minimal attention to context and history of racial and gendered ideologies in the U.S. and clearly articulates the connection to European colonization and slavery.
Excellent- 31% of students

Good- 43% of students

Average- 20% of students

Below Average- 4% of students

(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.)

This year we will spend more time coordinating between sections of the course to make sure there is more consistency between sections.

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? Yes

(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.

Not Applicable