General Education Annual Course Assessment Form

Course Number/Title:  Bus/Phil 186: Business and Professional Ethics  GE Area:  S

Results reported for  AY 2015-16  # of sections  39  # of instructors:  14

Course Coordinator:  William H. Shaw  E-mail:  bill.shaw@sjsu.edu

Department Chair:  Janet Stemwedel  College:  Humanities & the Arts

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?

SLO 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?

The course examines inequality and social justice through modules on theories of justice, poverty in the U.S., the challenges of capitalism, working conditions and unionization, and racial, sexual, and gender discrimination in the workplace (including comparable worth and sexual harassment). Students write on case studies and answer exam questions on these themes, with attention to actions that have or that could be taken to increase equality and social justice. One specific question (drawn from chapter 11 of the textbook) that students across all sections address, either by exam or in a written exercise, concerns the efforts that corporations have made to promote diversity in the workplace and the challenges that those efforts face.

Based on data gathered across multiple sections (through sample writing assignments and exam analysis), almost every student who completes the course with a passing grade demonstrates at least an elementary understanding of the nature of inequality and social injustice in the U.S. and social actions that can or have led to improvements. Moving from C students through B students to A students, one finds a more thorough and sophisticated understanding of the various dimensions of these issues. Because the course approaches SLO 3 from so many different angles, it does not lend itself easily to pre- and post-testing. However, across all sections of the course, we find consistent improvement in the quality of written and oral discussion of inequality and social justice as the semester goes along.

(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.)
We plan no modifications to the course with respect to SLO 3. The course will continue to place a heavy emphasis on these themes.

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 – Janet Stemwedel

(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.

Some sections are above the GE limit. This, however, does not pose a problem for getting sufficient feedback on writing meeting the minimum word count. The instructor of record provides feedback and grades all writing assignments and welcomes, if not requires, first drafts of all writing assignments and provides feedback on drafts. If sections are exceptionally oversized, and even in some instances where the instructor’s load is heavy, they are graded by the instructor of record with the assistance of an Instructional Student Assistant (ISA). The ISA must be approved both by the Instructional Assistant Coordinator and the Philosophy Department Chair for their excellence in both composition and their expertise in the field of philosophy at issue. Whenever an ISA aids in the grading of a large course, s/he provides feedback along with grading. In all cases, when the help of an ISA is employed, the instructor of record must explicitly notify the students of the class that some writing assignments have been graded and feedback has been provided by an ISA. If a student is unhappy with an ISA grade the instructor of record will reread the paper, provide additional feedback, and regrade the assignment (if that is warranted.) Generally speaking, any instructor who is teaching more than 100 GE students in a semester receives ISA help.