General Education Annual Course Assessment Form

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

Results reported for AY: 2016-17
# of sections: 43
# of instructors: 15

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

Department Chair: Janet Stemwedel
College: Humanities and 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?

   GELO 4: Students will be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S.

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

   This goal lies at the heart of the course because its instructors are committed to creating, through philosophical dialogue, constructive engagements among different groups and different perspectives in the classroom. Various assignments enable students to recognize and appreciate the importance of such interactions. Among other assignments, students wrote analyses of cases concerning minority-owned businesses, the Conflict Minerals Rule, diversity in the workplace, and possible racial profiling on the Nextdoor app in order to explore the factors that can promote or retard constructive interactions among diverse groups in different contexts. Although student performance varied, based on students’ effort and on their writing and analytic skills, across all sections instructors report that the vast majority of students satisfied this learning objective.

   Prof. Sanchez is typical of our approach to this SLO. He writes: In 7 of our discussions for the semester (there are 15), students are exposed to case studies that ask them to reflect on cultural differences—manifested in practices, customs, beliefs, and approaches to business and professional life. Students are then asked to defend a position opposite their own regarding the issue in the case study, thus placing them squarely in unfamiliar cultural (and racial, ethnic) territory. While at first students are resistant to defend a cultural practice they find obviously unethical, as the semester progresses and they become more emphatic to cultural, racial, and ethnic difference, this resistance dissipates.”

   Prof. Lisa Bernasconi added: “My classes watched a Cesar Chavez documentary, "The Fight in the Fields" and there was a question on the final exam about the cooperation between Filipino-American and Mexican-American farm worker groups. About 85% of the students were able to answer correctly.”
Prof. Giddings took the following approach: “For this assessment the assignment was a Research Paper: To investigate through scholarly, peer reviewed sources, the most diverse or least diverse U.S. companies, and why. Diversity should include cultural, racial, and various ethnic groups; I included gender and age as part of the criteria. Students were to argue whether diversity helped or not, the interactions within company systems.”

(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 needed.

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.

The instructor of record provides feedback and grades all writing assignments. The instructor of record, welcomes, if not requires, first drafts of all writing assignments and provides feedback on drafts. If sections are exceptionally oversized they are graded by the instructor of record with the assistance of an Instructional Student Assistant. The Instructional Student Assistant 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 the philosophy at issue. Whenever an Instructional Student Assistant (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. The instructor of record then, if so requested by a student, must reread, provide additional feedback, and regrade the written assignment, if a grade revision is warranted.