Part 1

To be completed by the course coordinator:

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

SLO 1: Students will be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality.

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

This SLO was covered in all classes through a focus on workplace discrimination, with a focus on gender, racial, ethnic, sexual orientation and disability discrimination. Discrimination is based on identity, and equality/inequality in workplace discrimination are illustrated through the way members of identity groups are advantaged or disadvantaged in virtue of the membership in these groups. All instructors covered this core topic using these groups: race, ethnicity, sexual orientation and disability. Other instructors added age discrimination, and one focused on the Bhopal case which focused on nationality and economic class discrimination. This topic was included in the reading, discussions, paper topics and both objective and essay questions on exams. The assessments were done through discussion (both in class and on Canvas), papers and exams. These assignments focused on the following questions: what is discrimination? How is identity a factor in discrimination? How can we understand discrimination in terms of a failure to morally recognize the harm of discrimination? How can we use moral perspectives to respond to discrimination?

The instructors were in general pleased with the assessments they did in their classes. The discussions were described by one instructor as a way to help students “develop a sensitivity to moral issues…[and]a familiarity with fundamental concepts.” Written assignments (essay questions and papers) were viewed by most instructors as a very effective way to assess competence in this SLO. Many instructors found pairing discussion with written assignments as another successful way to build the competence described in this SLO.
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, Prof. Janet Stemwedel, Department of Philosophy

(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 and 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 (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.