General Education Annual Course Assessment Form

Course Number/Title: Philosophy 186: Professional and Business Ethics

Results reported for AY 2013-2014

- # of sections:
  - Fall, 2013: 16
  - Spring, 2014: 14

- # of instructors:
  - Fall, 2013: 9
  - Spring 2014: 9

Course Coordinator: Rita Manning

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Department Chair: Peter Hadreas

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, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(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?

All instructors discussed the issue of discrimination and harassment in the business context. A series of federal Civil Rights Acts in 1964, 1967, 1994, and 2008 made it illegal to discriminate on the basis of “religious, gender, ethnic, racial, class, sexual orientation, disability, and age”. The 2008 Genetics Information Nondiscrimination Act protected genetic information. The 2012 Supreme Court decision to strike down the Defense of Marriage Act protected “marriage status”. As a whole, these laws acknowledged that some socially constructed identities were the basis for discrimination and thus these identities came to be reified in the law. The instructors used a variety of case studies on discrimination and harassment from the texts they were using and from current events. One instructor used the 2013 SJSU Hate Crime as a case study. The students both wrote about these cases and were tested on exams about their understanding of this SLO.

The assessments revealed that over 90% of students came to understand that identities are not fixed and natural but a product of cultural and social influences and that the law on discrimination and harassment is premised upon the importance of addressing inequality in the workplace.

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

Yes - Peter Hadreas, Department Chair

(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 SLOs 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."