

2015-2016 Annual Assessment Report Template

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Report:

Question 1: Program Learning Outcomes

Q1.1.

Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) **did you assess?** [Check all that apply]

- 1. Critical Thinking
- 2. Information Literacy
- 3. Written Communication
- 4. Oral Communication
- 5. Quantitative Literacy
- 6. Inquiry and Analysis
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. Intercultural Knowledge and Competency
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. Global Learning
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge
- 18. Overall Competencies in the Major/Discipline
- 19. Other, specify any assessed PLOs not included above:

- a.
- b.
- c.

Q1.2.

Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs are **explicitly** linked to the Sac State BLGs:

Please review the attached Program Value Rubric for Philosophy, which includes as among the core disciplinary skills in Philosophy (1) Inquiry and Analysis, (2) Critical and Creative thinking, and (3) Discipline Specific Knowledge, including Philosophical Methodology. Each of these is modified from the AACU individual rubric for each.

Each of these is explicitly linked to the Sacramento State Baccalaureate Learning Goals for the 21st Century: "Inquiry and Practical Skills...including inquiry and analysis, critical, philosophical and creative thinking..." (<http://www.csus.edu/acaf/academic%20resources/policies%20and%20procedures/baccalaureate%20learning%20goals.pdf>)

Q1.2.1.

Do you have rubrics for your PLOs?

- 1. Yes, for all PLOs
- 2. Yes, but for some PLOs
- 3. No rubrics for PLOs

4. N/A

5. Other, specify:

Q1.3.

Are your PLOs closely aligned with the mission of the university?

1. Yes

2. No

3. Don't know

Q1.4.

Is your program externally accredited (other than through WASC Senior College and University Commission (WSCUC))?

1. Yes

2. No (skip to **Q1.5**)

3. Don't know (skip to **Q1.5**)

Q1.4.1.

If the answer to Q1.4 is **yes**, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

1. Yes

2. No

3. Don't know

Q1.5.

Did your program use the *Degree Qualification Profile* (DQP) to develop your PLO(s)?

1. Yes

2. No, but I know what the DQP is

3. No, I don't know what the DQP is

4. Don't know

Q1.6.

Did you use action verbs to make each PLO measurable?

1. Yes

2. No

3. Don't know

(**Remember:** Save your progress)

Question 2: Standard of Performance for the Selected PLO

Q2.1.

Select **ONE(1)** PLO here as an example to illustrate how you conducted assessment (be sure you *checked the correct box* for this PLO in Q1.1):

Inquiry and Analysis

Q2.1.1.

Please provide more background information about the **specific PLO** you've chosen in Q2.1.

For this PLO, so essential to each of our department's three concentrations (general major, logic & philosophy of science, ethics politics & law), we continue to use Proficient, Competent, and Novice using the standards below (see Q2.3).

Q2.2.

Has the program developed or adopted **explicit** standards of performance for this PLO?

1. Yes

2. No

- 3. Don't know
- 4. N/A

Q2.3.

Please **provide the rubric(s)** and **standards of performance** that you have developed for this PLO here or in the appendix.

See attached rubric with the following for Inquiry, Analysis & Synthesis:

PROFICIENT: Identifies creative, focused, manageable topics which allows for in--depth analysis and potential for synthesizing material;

- formulates articulate, defensible theses; synthesizes detailed information from relevant sources representing various philosophical approaches;
- skillfully develops all elements of a methodology or theoretical framework;
- synthesizes evidence to reveal insightful patterns, differences, or similarities related to a thesis;
- conclusion is a logical extrapolation from the inquiry findings; insightfully discusses relevant, supported limitations and implications.

COMPETENT: Identifies a topic that while manageable, is too narrowly focused and leaves out relevant aspects of the topic which impedes the full extent potential for analysis and synthesis;

- presents information from relevant sources representing limited points of view/ approaches;
- critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused;
- organizes evidence, but organization is not effective in revealing important patterns, differences, or similarities;
- states a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings;
- presents relevant and supported limitations and implications.

NOVICE: Identifies a topic that is far too general, wide--ranging, unmanageable, or impractical;

- presents information from irrelevant sources representing limited points of view or approaches;
- inquiry and analysis demonstrate misunderstanding of methodology, theoretical framework;
- includes unorganized or irrelevant evidence;
- states ambiguous, illogical, or unsupported conclusion from inquiry findings;
- presents limitations and implications, which are irrelevant or unsupported.

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Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the PLO , the standard of performance, and the rubric that was used to measure the PLO:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. In SOME course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. In ALL course syllabi/assignments in the program that address the PLO
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. In the student handbook/advising handbook
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. In the university catalogue
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	5. On the academic unit website or in newsletters
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	6. In the assessment or program review reports, plans, resources, or activities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. In new course proposal forms in the department/college/university
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	8. In the department/college/university's strategic plans and other planning documents
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	9. In the department/college/university's budget plans and other resource allocation documents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Other, specify: <input type="text"/>

Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

Q3.1.

Was assessment data/evidence **collected** for the selected PLO?

- 1. Yes
- 2. No (skip to **Q6**)
- 3. Don't know (skip to **Q6**)
- 4. N/A (skip to **Q6**)

Q3.1.1.

How many assessment tools/methods/measures **in total** did you use to assess this PLO?

2

Q3.2.

Was the data **scored/evaluated** for this PLO?

- 1. Yes
- 2. No (skip to **Q6**)
- 3. Don't know (skip to **Q6**)
- 4. N/A (skip to **Q6**)

Q3.2.1.

Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected:

Philosophy 189 is a 1-unit senior seminar taken during the last semester before graduation. Part of this seminar requires taking two assessment tools: (1) a written and revised philosophical analysis, (2) a timed philosophical analysis taken as an exit exam. We collected and scored 29 of each of these (12 from Fall 2015, 17 from Spring 2016) on the three PLOs.

(Remember: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.

Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- 1. Yes
- 2. No (skip to **Q3.7**)
- 3. Don't know (skip to **Q3.7**)

Q3.3.1.

Which of the following direct measures were used? [**Check all that apply**]

- 1. Capstone project (e.g. theses, senior theses), courses, or experiences
- 2. Key assignments from required classes in the program
- 3. Key assignments from elective classes
- 4. Classroom based performance assessment such as simulations, comprehensive exams, or critiques
- 5. External performance assessments such as internships or other community-based projects
- 6. E-Portfolios
- 7. Other Portfolios
- 8. Other, specify:

Q3.3.2.

Please **explain** and **attach** the direct measure you used to collect data:

We used two direct measures, both implemented in PHIL 189: Senior Seminar, a capstone course taken in the final semester.

1. *Philosophical Analysis* (see Appendix B) serves as a core assignment in several PHIL major courses, including all of the upper division core courses in the major. In PHIL 189 it is administered as a timed exam. Students have two hours to read and review a published paper they have not previously seen, analyze it to provide a summary of the central argument and develop a critique of that argument. This tests students' ability to professional papers, write effectively, analyze and reconstruct a logical argument, then criticize the argument. As a timed exam, the intent is also to assess the degree to which students have mastered these skills.
2. *Senior Essay* is submitted during the semester students take PHIL 189. As a participant in PHIL 189, this essay is a required submission. The senior essay is either an originally written essay or a substantially revised previously submitted essay. Students work with one of the FT faculty to revise the essay. These are typically sustained arguments, on a topic of student interest, with considerable explication, though they need not present original developments.

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Q3.4.

What tool was used to evaluate the data?

- 1. No rubric is used to interpret the evidence (skip to **Q3.4.4.**)
- 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)
- 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)
- 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)
- 5. The VALUE rubric(s) (skip to **Q3.4.2.**)
- 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)
- 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.

If you used other means, which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)
- 4. Other, specify: (skip to **Q3.4.4.**)

Q3.4.2.

Was the **rubric** aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.4.3.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.4.4.

Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.5.

How many faculty members participated in planning the assessment data **collection** of the selected PLO?

7

Q3.5.1.

How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

2

Q3.5.2.

If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

- 1. Yes
- 2. No
- 3. Don't know
- 4. N/A

Q3.6.

How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

We read the philosophical analyses, both timed and un-timed, of each of the 29 students from PHIL 189 in Fall 2015-Spring 2016. These graduating seniors of our program come from all three concentrations, and as a representative as we could possibly ask for.

Q3.6.1.

How did you **decide** how many samples of student work to review?

The department chair and the chair of the assessment committee each decided to review all of them, individually, after deciding with each other that this would be our process.

Q3.6.2.

How many students were in the class or program?

29

Q3.6.3.

How many samples of student work did you evaluate?

29x2 (timed and untimed)

Q3.6.4.

Was the sample size of student work for the direct measure adequate?

- 1. Yes
- 2. No

3. Don't know

(Remember: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.

Were indirect measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q3.8**)
- 3. Don't Know (skip to **Q3.8**)

Q3.7.1.

Which of the following indirect measures were used? [**Check all that apply**]

- 1. National student surveys (e.g. NSSE)
- 2. University conducted student surveys (e.g. OIR)
- 3. College/department/program student surveys or focus groups
- 4. Alumni surveys, focus groups, or interviews
- 5. Employer surveys, focus groups, or interviews
- 6. Advisory board surveys, focus groups, or interviews
- 7. Other, specify:

Q3.7.1.1.

Please explain and attach the indirect measure you used to collect data:

We survey our graduating seniors in PHIL 189, on a variety of program-specific issues that they can speak to in their final semester with us. See Appendix D.

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Q3.7.2.

If surveys were used, how was the sample size **decided**?

We took as many students as volunteered, from the pool of PHIL 189 students in Fall 15-Spring 16.

Q3.7.3.

If surveys were used, how did you **select** your sample:

We took as many students as volunteered, from the pool of PHIL 189 students in Fall 15-Spring 16.

Q3.7.4.

If surveys were used, what was the response rate?

12 students out of 29 = 41%

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.

Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q3.8.2**)
- 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.

Which of the following measures was used? [**Check all that apply**]

- 1. National disciplinary exams or state/professional licensure exams
- 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)
- 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)
- 4. Other, specify:

Q3.8.2.

Were other measures used to assess the PLO?

- 1. Yes
- 2. No (skip to **Q4.1**)
- 3. Don't know (skip to **Q4.1**)

Q3.8.3.

If other measures were used, please specify:

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(Remember: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.


Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:


Please see appendix E for our detailed summary of the assessment data, our analysis of that data, and our recommendations going forward.

Appendix E displays our data, analysis, and recommendations for three PLOs:

1. *Disciplinary Knowledge*
2. *Inquiry, Analysis, Synthesis*
3. *Critical & Creative Thinking*

We examined each of these for our two assessments (philosophical analysis, both timed and untimed), and were very interested to see how these PLOs could be measured using the VALUE rubric in terms of students

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Q4.2.

Are students doing well and meeting the program standard? If not, how will the program work to improve student performance of the selected PLO?

Students are doing well and Partially met the program standard for the selected "Inquiry and Analysis" PLO (which we call "Inquiry, Analysis, and Synthesis").

79% of those who took the un-timed philosophical analysis scored Competent or higher on this PLO (the target was 80%).

78% of those who took the timed philosophical analysis scored Competent or higher on this PLO (the target was 80%).

34% of those who took the un-timed philosophical analysis scored Proficient on this PLO (the target was 60%).

45% of those who took the timed philosophical analysis scored Proficient on this PLO (the target was 60%).

It seems that our program still has room to challenge our majors to move from a merely "Competent" performance in their Inquiry, Analysis, and Synthesis to a truly "Proficient" performance in this PLO.

This will be done by using the VALUE rubric when explaining to students what we are looking for in their philosophical analyses, both in 189 (for the timed, and the untimed, assessments) and in the other courses where the philosophical analysis is used as an assessment tool.

For example, instructors can illustrate the difference between a student writing sample that is truly "Proficient" on this PLO, and a student writing sample that is merely "Competent" on this PLO.

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Q4.3.

For the selected PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. Did not meet expectation/standard
- 5. No expectation/standard has been specified
- 6. Don't know

Question 4A: Alignment and Quality

Q4.4.

Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Q4.5.

Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

- 1. Yes
- 2. No
- 3. Don't know

Question 5: Use of Assessment Data (Closing the Loop)

Q5.1.

As a result of the assessment effort and based on prior feedback from OAPA, do you anticipate *making any changes* for your program (e.g. course structure, course content, or modification of PLOs)?

- 1. Yes
- 2. No (skip to **Q5.2**)
- 3. Don't know (skip to **Q5.2**)

Q5.1.1.

Please describe *what changes* you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes.

As appendix E indicates, we plan to develop an initial Timed Philosophical Analysis as a before-snapshot of student skill levels in the main PLOs at entry into the program to help differentiate the value added by study in the discipline.

Then, we can utilize the very same Timed Philosophical Analysis (indexed to particular student) as an after-snapshot of student skill levels in the main PLOs at exit from the program. For example, student A has the before-snapshot and the after-snapshot with the same short passage from Aristotle; student B has the before-snapshot and the after-snapshot with the same short passage from Blackburn; and so on.

This way, we can put the before-snapshot and the after-snapshot side by side, and learn how the exact same student answered the exact same prompt, and (hopefully) see precisely where she has improved.

Q5.1.2.

Do you have a plan to assess the *impact of the changes* that you anticipate making?

- 1. Yes
- 2. No
- 3. Don't know

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]

	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Modifying curriculum	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improving advising and mentoring	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Revising learning outcomes/goals	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Revising rubrics and/or expectations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Developing/updating assessment plan	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Annual assessment reports	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Program review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
9. Prospective student and family information	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Alumni communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
11. WSCUC accreditation (regional accreditation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
12. Program accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
13. External accountability reporting requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
14. Trustee/Governing Board deliberations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
15. Strategic planning	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Institutional benchmarking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
17. Academic policy development or modifications	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Institutional improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
19. Resource allocation and budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

20. New faculty hiring	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Professional development for faculty and staff	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Recruitment of new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

23. Other, specify:

Q5.2.1.

Please provide a detailed example of how you used the assessment data above:

First, we were able to hire two new faculty during the 2015-2016 AY (each is starting in the Fall of 2016), and much of our interview criteria focused specifically on evaluating candidates for their ability to contribute to improving the program in our core PLOs.

Second, as appendix E indicates (see Recommendation #4), our continuing discussions of how to improve our assessment structure yielded a Problem Detection Test in our senior seminar (PHIL 189). This Problem Detection Test complements the timed philosophical analysis, but instead of asking for a longer writing, the test uses a series of short answer questions that the students have never seen before, but which can be answered in a timed setting with a modest amount of reflection and writing. While we did not report on the results of this Problem Detection Test in the current (2015-2016) report, we are hopeful that it can evolve into a sharper tool for assessing our existing PLOs as well as others that we wish to assess in years to come.

(Remember: Save your progress)

Additional Assessment Activities

Q6.

Many academic units have collected assessment data on aspect of their program *that are not related to the PLOs* (i.e. impacts of an advising center, etc.). **If** your program/academic unit has collected data on program *elements*, please briefly report your results here:

N/A

 No file attached  No file attached

Q7.

What PLO(s) do you plan to assess next year? [Check all that apply]

- 1. Critical Thinking
- 2. Information Literacy
- 3. Written Communication
- 4. Oral Communication
- 5. Quantitative Literacy
- 6. Inquiry and Analysis
- 7. Creative Thinking
- 8. Reading
- 9. Team Work
- 10. Problem Solving
- 11. Civic Knowledge and Engagement
- 12. Intercultural Knowledge and Competency
- 13. Ethical Reasoning
- 14. Foundations and Skills for Lifelong Learning
- 15. Global Learning
- 16. Integrative and Applied Learning
- 17. Overall Competencies for GE Knowledge

18. Overall Competencies in the Major/Discipline

19. Other, specify any PLOs not included above:

a.

b.

c.

Q8. Please attach any additional files here:

Q8.1.

Have you attached any files to this form? If yes, please list every attached file here: _____

Appendix A (2016), philosophy program values rubric

Appendix B (2016), philosophical analysis instructions

Appendix C (2016), philosophical analysis timed prompt from Simon Blackburn

Appendix D (2016), philosophy 189 exit survey responses, AY 2015-2016

Appendix E (2016), philosophy average assessment numbers, AY 2015-016 phil

Program Information (Required)

P1.

Program/Concentration Name(s): [by degree]

P1.1.

Program/Concentration Name(s): [by department]

P2.

Report Author(s):

P2.1.

Department Chair/Program Director:

P2.2.

Assessment Coordinator:

P3.

Department/Division/Program of Academic Unit

P4.

College:

P5.

Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

P6.

Program Type:

1. Undergraduate baccalaureate major

2. Credential

- 3. Master's Degree
- 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)
- 5. Other, specify:

P7. Number of **undergraduate degree programs** the academic unit has?

4

P7.1. List all the names:

Phil/General Major
Phil/Ethics Politics and Law
Phil/Logic and Philosophy of Science
Phil/Honors

P7.2. How many concentrations appear on the diploma for this undergraduate program?

4

P8. Number of **master's degree programs** the academic unit has?

0

P8.1. List all the names:

N/A

P8.2. How many concentrations appear on the diploma for this master's program?

N/A

P9. Number of **credential programs** the academic unit has?

0

P9.1. List all the names:

N/A

P10. Number of **doctorate degree programs** the academic unit has?

Don't know

P10.1. List all the names:

N/A

When was your assessment plan ...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
P11.1. last updated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

P11.3.

Please attach your latest **assessment plan**:

 No file attached


P12.

Has your program developed a **curriculum map**?

- 1. Yes
- 2. No
- 3. Don't know

P12.1.

Please attach your latest **curriculum map**:

 No file attached

P13.

Has your program indicated in the curriculum map where assessment **of student learning** occurs?

- 1. Yes
- 2. No
- 3. Don't know

P14.

Does your program have a capstone class?

- 1. Yes, indicate:
- 2. No
- 3. Don't know

P14.1.

Does your program have **any** capstone project?

- 1. Yes
- 2. No
- 3. Don't know

(**Remember: Save your progress**)

Philosophy Program Value Rubric

This rubric is designed for use in establishing a framework for student learning outcomes in each of the four Philosophy Programs: General Major; Concentration in Ethics, Politics, and Law; Concentration in Logic and Philosophy of Science; and the Minor in Philosophy. These identify the core student learning outcomes as well as program specific outcomes.

This value rubric is used on the departmental and university level to facilitate program assessment. By identifying the qualitative features associated with three broad levels of mastery, from novice to proficient, it is used to monitor and measure the degree of student philosophical development as they progress through the program.

It is also used by individual instructors to guide student learning outcomes for each course taught in the Philosophy program, as well as for identifying the qualitative features in student work which will form and inform the basis for student grades on individual assignments and in the course overall.

PROGRAM	LEARNING GOALS	PROFICIENT	COMPETENT	NOVICE
Philosophy Core (Major, Honors, Minor)	<i>Discipline Specific Knowledge, Including Philosophical Methodology</i>	Demonstrates comprehension and understanding of the major historical and contemporary works, figures and trends in the discipline of philosophy, including mastery in reading and analyzing philosophical texts, and ease with communicating (written and oral) philosophically; <ul style="list-style-type: none"> Recognizes precisely the issue in question when confronted with a complex hypothetical; distinguish that issue from other suggestive, or similar-appearing, issues; States a position (possibly a position not one's own) 	Ability to identify major philosophical traditions and approaches in historical and contemporary works, though confusion of their similarities and differences impedes comprehension <ul style="list-style-type: none"> the use and application of philosophical concepts in general; the ability to identify philosophical issues and arguments in most contexts, though less so in complex or multilayered hypotheticals or situations; the ability to formulate a philosophical argument, with 	Ability to identify and comprehend major philosophical traditions and approaches in historical or contemporary works is limited; <ul style="list-style-type: none"> frequent misuse or misapplication of philosophical concepts; tendency to read or analyze philosophical texts at a superficial level; frequent misrecognition of the issue in question or inability to distinguish it from other similar issues; when stating a position it is overly broad as to be unfocused or indefensible,

		<p>plausibly, sympathetically, and effectively, including its assumptions, implications; state forceful objections to the position;</p> <ul style="list-style-type: none"> • Understand and effectively apply the core concepts and methods of philosophy (logical, semantical, ethical), including their underlying assumptions, implications, limitations; • Compose an argument, stating a conclusion that is a logical derivation from the premises and the evidence; • Compose a criticism of an argument showing the intrinsic weaknesses of the argument, as well as any counterarguments. 	<p>assumptions, and implications, though suffering from logical problems</p> <ul style="list-style-type: none"> • the ability to identify an objection to it; • ability to communicate philosophically, though with errors or omissions. 	<p>or is implausible given its assumptions and implications;</p> <ul style="list-style-type: none"> • constructed arguments are incomplete or suffer from fallacious reasoning, poor selection of supporting evidence, or contain irrelevant premises; • objections and critiques are off-point or poorly formulated; • written and oral communication lacks clarity, precision, or generates misunderstanding in others.
	<i>Inquiry, Analysis & Synthesis</i>	<p>Identifies creative, focused, manageable topics which allows for in-depth analysis and potential for synthesizing material;</p> <ul style="list-style-type: none"> • formulates articulate, defensible theses; synthesizes detailed information from relevant sources representing various philosophical approaches; • skillfully develops all elements of a 	<p>Identifies a topic that while manageable, is too narrowly focused and leaves out relevant aspects of the topic which impedes the full extent potential for analysis and synthesis;</p> <ul style="list-style-type: none"> • presents information from relevant sources representing limited points of view/ approaches; • critical elements of the methodology or theoretical framework are missing, 	<p>Identifies a topic that is far too general, wide-ranging, unmanageable, or impractical;</p> <ul style="list-style-type: none"> • presents information from irrelevant sources representing limited points of view or approaches; • inquiry and analysis demonstrate misunderstanding of methodology, theoretical framework; • includes unorganized or

		<p>methodology or theoretical framework;</p> <ul style="list-style-type: none"> • synthesizes evidence to reveal insightful patterns, differences, or similarities related to a thesis; • conclusion is a logical extrapolation from the inquiry findings; insightfully discusses relevant, supported limitations and implications. 	<p>incorrectly developed, or unfocused;</p> <ul style="list-style-type: none"> • organizes evidence, but organization is not effective in revealing important patterns, differences, or similarities; • states a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings; • presents relevant and supported limitations and implications. 	<p>irrelevant evidence;</p> <ul style="list-style-type: none"> • states ambiguous, illogical, or unsupported conclusion from inquiry findings; • presents limitations and implications, which are irrelevant or unsupported.
	<p><i>Critical and Creative Thinking</i></p>	<p>Recognizes and reflects on the value of creativity to philosophical method;</p> <ul style="list-style-type: none"> • evaluates the creative philosophical process using domain-appropriate criteria; • actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment; • not only develops a logical, consistent plan to solve problem, but recognizes implications of each plausible solution and can articulate reasons for choosing one over 	<p>Successfully adapts an appropriate exemplar to assigned specifications;</p> <ul style="list-style-type: none"> • considers new directions or approaches without going beyond the guidelines of the assignment; • considers and rejects less acceptable approaches to solving problem; • includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a narrow way; • experiments with creating a novel or unique idea, question, format; • connects ideas or solutions in novel ways. 	<p>Successfully reproduces an appropriate philosophical hypothetical or exemplar of an argument or analysis;</p> <ul style="list-style-type: none"> • stays strictly within the guidelines of the assignment; • only a single approach is considered and is used to address the philosophical issue or problem; • acknowledges alternate, divergent, or contradictory perspectives or ideas; reformulates a collection of available ideas; • reformulates a collection of available ideas.

		<p>another;</p> <ul style="list-style-type: none"> • fully integrates alternate, divergent, or contradictory perspectives or ideas; • extends a novel or unique idea, question, format, or hypothetical to create new knowledge or knowledge that crosses boundaries; • transforms ideas or solutions into entirely new forms. 		
<p>Logic & Philosophy of Science (in addition to Core)</p>	<p><i>Program Specific Knowledge</i></p>	<p>Demonstrates sophistication of comprehension of central issues in the philosophy of science as well as those arising within the study of language, mind, and space and time;</p> <ul style="list-style-type: none"> • shows detailed grasp of the design and significance of scientific studies and experiments; • demonstrates proficiency with proofs in first order propositional and predicate logic and main non-classical logics; • able to prove significant properties of formal systems and their extensions; • demonstrates reliable and 	<p>Demonstrates good comprehension of central issues in the philosophy of science and those arising within the study of language, mind, and space and time;</p> <ul style="list-style-type: none"> • shows basic grasp of the design and significance of scientific studies and experiments; • demonstrates ability to do simple to medium difficulty proofs in first order propositional and predicate logic and some non-classical logics, but may struggle with complex problems; • shows basic grasp of the properties of formal systems and their extensions, and some facility with proofs; 	<p>Demonstrates preliminary and general comprehension of basic issues in the philosophy of science and those arising within the study of language, mind, and space and time;</p> <ul style="list-style-type: none"> • shows acceptable grasp of the design and significance of scientific studies and experiments; • ability to do proofs may be limited to simple problems in first order propositional and predicate logic and some non-classical logics; • shows an awareness of the basic properties of formal systems and their extensions, but may struggle to perform or understand proofs;

		<p>thorough understanding of the core concepts of probability and decision under uncertainty and is able to frame and solve problems of varying complexity.</p>	<ul style="list-style-type: none"> demonstrates basic understanding of the core concepts of probability and decision under uncertainty and is able to frame and solve simple to medium difficulty problems in each but may struggle with complex problems. 	<ul style="list-style-type: none"> demonstrates basic understanding of the core concepts of probability and decision under uncertainty but may be unable to frame and solve problems above an introductory level.
<p>Ethics, Politics & Law (in addition to Core)</p>	<p><i>Program Specific Knowledge Including Ethical Reasoning, Problem Solving, Action</i></p>	<p>Demonstrated comprehension of major ethical and meta-ethics theories and traditions in historical and contemporary works;</p> <ul style="list-style-type: none"> fluency in comprehension and application of ethical terms and concepts; capable of formulating subtle and detailed defenses of ethical positions (even those not one's own); cogent and insightful analysis of ethical issues (historical and contemporary); demonstrated comprehension of complex ethical and meta-ethical issues, arguments, and counter-arguments; sophisticated and insightful application of ethical reasoning to 	<p>Student can name the major ethical and meta-ethical theories but is only able to present the gist of the named theory, lacking sophistication and detail;</p> <ul style="list-style-type: none"> student can recognize basic and obvious ethical issues but incompletely grasps the complexities, interrelationships among the issues; student can apply ethical perspectives and concepts to an ethical question, independently though the application is inaccurate; student states a position and can state the objections to, assumptions and implications of different ethical perspectives and concepts but does not respond to them, ultimately objections, assumptions, and implications do not affect the 	<p>Student only names the major ethical and meta-ethical theories, but confuses the differences between them;</p> <ul style="list-style-type: none"> student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships; student can apply ethical perspectives and concepts to an ethical question but only with support (using examples, in a class, in a group, or a fixed-choice setting); student states a position but cannot state relevant objections, assumptions or limitations of the different perspectives and concepts.

		problems in public policy, law, politics, and morality.	judgment or determination of the issue.	
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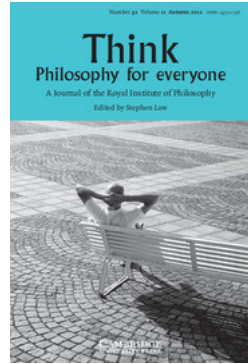
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A VERY SHORT ESSAY ON RELIGION

Simon Blackburn

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A VERY SHORT ESSAY ON RELIGION

Simon Blackburn

Think Autumn 2012 • 33

My impression is that the fire-breathing atheists about whom we hear so much – the celebrated quartet of Richard Dawkins, Christopher Hitchens, Sam Harris, and Dan Dennett – think of religious commitments in terms of mistaken or at least hopelessly improbable and therefore irrational ontology. Believers think that something exists, but the overwhelmingly probable truth is that it does not. I may be wrong that this is what they think, but whether they do so or not, I am sure others do. Yet this interpretation of the issue is itself mistaken, and indeed doubly so. It is mistaken, or perhaps it would be better to say unimaginative or off-key to think of religious frames of mind primarily in terms of belief. And it is similarly misdirected to think that the belief component primarily concerns the existence of anything. I read both these insights into Hume's celebrated works on the philosophy of religion, but their lesson seems never to have been properly absorbed. Even Wittgenstein, I think, although he came close and certainly flirted with more adequate views, failed to take their measure properly, although I will be unable to substantiate that opinion here.

To make both my claims plausible, we can contrast a religious frame of mind with a simple case of mistaken ontology. Bertrand Russell's comparison with the empirically absurd belief that there exists a teapot flying in its own extraterrestrial orbit around the sun is a convenient example. The first obvious point is that nobody would think of belief in such a thing as itself religious. It has none of the hallmarks. It has nothing to do with the conduct of life, with ethics, with the formation of congregations, with ritual, with the sense of anything as sacred, with consolation,

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hope, despair, or the many other emotional and social clothings of religion. It is simply a daft secular belief.

But now suppose some of those clothings arrive. The teapot is important. The texts describing it are sacred. Out of its spout issue instructions for living. There are proper ways to show respect for it, cemented into services and rituals. There are sacred sites, and taboos associated with it, and priests who interpret its sayings, or who alone are authorized to lift its hidden lid. It is anathema to mock it, or them. Many people assert that without the belief in the teapot their lives would be meaningless. And so on and so on. The teapot has now become an object of veneration – a religious object.

Now my two claims can come further into focus. The first is that the religious clothing that arrived was not primarily a matter of belief. It was a matter of practical dispositions or stances towards things. It was partly like having a favourite poem in your head, or a preference for one kind of music or another. It was partly as well a commitment to some practices and some permissions and prohibitions: an immersion in a 'way of life'.

The second is that ontology has actually dropped out of the picture. It simply does not matter any more whether there is such a teapot or not. A mythical teapot can perform the religious function of being a focus for emotions, attitudes, and social practices just as well as an actual teapot – better, in fact, since mythical teapots are not the objects of science. It will be no part of any religious practice to ask whether the teapot is pink or blue, how much it weighs, how wide it is, any more than we ask the same kinds of question about Odysseus or Krishna (Wittgenstein remarked that people who talk of God's all-seeing eye do not talk about his eyebrows). Teapot theologians would, rightly, be horrified at the idea of sending a spaceship to intercept the teapot: it is no part of the way of life that empirical confirmation or disconfirmation of that kind is remotely appropriate.

Hume said that religionists are in a 'somewhat unaccountable' state of mind, somewhere between belief and disbelief. We can now see what he may have meant. The story about the teapot is serious – as serious as birth, death, marriage, or any of the other aspects of living that the texts and rituals and ordained forms regulate and symbolize. It will not do to mock these things. On the other hand it is empirically disengaged, or if we like, empirically frivolous, for nothing empirical is relevant to its function as an intentional object, a focus for all the emotions and practices which the religious service of the teapot entails. Just as a child can be afraid of the Jabberwocky without really having any conception of it ('it seems to fill my head with ideas', said Alice, 'but I do not know what they are'), so the religionist can venerate the teapot without any conception of it beyond a vague and changing kaleidoscope of imaginings.

So what we are really dealing with is not ontology and belief, but anthropology and ways of life. I certainly do not wish to imply that this puts the new atheists out of business. There may be actual beliefs involved in the mix, such as historical beliefs about this and that, and they may be improbable and irrational, like creationist beliefs about the geological timescale. Much more importantly, there may be much to dislike about contemporary ways of life that find Jesus of Nazareth as their focus, or Mohammed or Krishna or Buddha, or L. Ron Hubbard. There may be authoritative Rawlsian principles attempting to show that it is wrong for religionists to bring their faith-based moralities into the public sphere, although I rather doubt it myself. Keeping religion out of the public square is a political problem, not an intellectual one.

But the term 'atheist', so carefully avoided by Hume himself, is no longer appropriate. It implies that there is a definite ontological belief that some people have and others do not, and I have been arguing that this mislocates the issue. The term 'agnostic' is no better, since it has the

same implication of a definite ontological question, only one to which we do not know the answer.

So my recommendation is that we leave any traditional philosophy of religion exactly where Hume left it at the end of the *Dialogues*. I fear that this recommendation may be more gratefully received by many theologians and practitioners, who are themselves suspicious of what is sometimes called 'onto-theology', than by the new atheists. But in the spirit of annoying all parties, I continue. Instead we should pick up Hume's *Natural History of Religion*, or its successors in the works of Kant, Feuerbach, Marx or Durkheim. And if we want to wean people away from their myths, or the particular colouration their myths have taken at particular times and places, then we must do what Nietzsche did at the end of the nineteenth century, which was to recognize moral corruption when we find it, and then to rail, preach, inveigh, fulminate, or thunder against it. Of course, whether we find more of it inside churches, synagogues, mosques and temples, or outside them, may itself be a difficult matter to resolve.

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Program Assessment Report Learning Outcomes Data 2015-2016

Number of Students Whose Submissions Were Reviewed = 29 (12 in Fall 2015, 17 in Spring 2016) .

Expectation: 1. At least 80% will score at Competent or Higher in each PLO; 2. At least 60% will score at Proficient in each PLO.

Instrument/Program Learning Outcome	% Proficient (A)	% Competent (B)	% Novice (C)	% Inadequate (DFWI)	%Competent or Higher
Written/Revised Philosophical Analysis *					
Individual Program Learning Outcomes:					
Disciplinary Knowledge	53%	40%	7%	0%	93%
Inquiry, Analysis, Synthesis	34%	45%	19%	2%	79%
Critical & Creative Thinking	36%	41%	22%	0%	78%
Timed Philosophical Analysis as Exit Exam					
Individual Program Learning Outcomes:					
Disciplinary Knowledge	43%	41%	16%	0%	84%
Inquiry, Analysis, Synthesis	45%	33%	21%	2%	78%
Critical & Creative Thinking	52%	28%	21%	0%	79%
Course Grades					
PHIL 189	86%	10%	0%	3%	97%

Analysis

1. Students effectively met expectations for 80% Competent or Higher in each PLO.
2. Students have room to improve before 60% Proficient in each PLO is reached.
3. Understandably, student % Proficient was greatest in "Disciplinary Knowledge" for the written analysis, and "Critical & Creative Thinking" for the timed analysis.
4. Student performance continues to indicate department's strength in Disciplinary Knowledge, with improvements needed in other PLOs.

Recommendations

1. Develop initial Timed Philosophical Analysis as a before-snapshot of student skill levels in the main PLOs at entry into the program to help differentiate the value added by study in the discipline.
2. Utilize identical Timed Philosophical Analysis (indexed to particular student) as an after-snapshot of student skill levels in the main PLOs at exit from the program.
3. Continue to rely on 189 rather than other core courses for assessment purposes, to ensure consistency of data.
4. Continue to experiment with new Problem Detection Test in PHIL 189 to complement the timed philosophical analysis with short answers reflecting each PLO.

* **2015-2016 is the third academic year** in which the vast majority of our graduating seniors were required to take the Senior Capstone PHIL 189, which was designed to serve as our primary program assessment opportunity. **But 2015-2016 is the fourth academic year** we have used the PA administered as a timed exam for assessment purposes..