2018 – 2019
Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

For more information visit our **website**
or **contact us** for more help.

This year OAPA has refined the annual assessment reporting process to make it simple, clear, and of high quality at the same time.

IMPORTANT REMINDER:
Please use the "Guidelines" and "Examples for Answering Open-Ended Questions" to answer each question in the template as you complete the report. Please provide and attach the following information:
1. PLO Assessed **(Q1.1, Q2.1)**
2. Definition of the PLO(s) **(Q2.1.1)**
3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations **(Q2.3)**
4. Direct Measures **(Q3.3.2)**
5. Data Table(s) **(Q4.1)**
6. Curriculum Map **(Q21.1)**
7. Most Updated Assessment Plan **(Q20.2)**

Please provide only relevant information and limit all of your attachments to 30 pages.

Please save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.

DEADLINE TO SUBMIT: JULY 1, 2019.

Please begin by selecting your program name in the drop down.
If the program name is not listed, please enter it below:

BA Philosophy

OR enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

Question 1: All the Program Learning Outcomes Assessed

Q1.1.
Which of the following Program Learning Outcomes (PLOs) including Sac State Baccalaureate Learning Goals (BLGs)or emboldened Graduate Learning Goals (GLGs) **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, Competency, and Perspectives**
☐ 13. Ethical Reasoning
☐ 14. Foundations and Skills for Lifelong Learning
☐ 15. **Global Learning and Perspectives**
☐ 16. Integrative and Applied Learning
☐ 17. Overall Competencies for GE Knowledge
☑ 18. **Overall Disciplinary Knowledge**
☐ 19. **Professionalism**
☐ 20. **Research**
☑ 21A. Other, specify any assessed PLOs not included above:

a. | Core competencies according to the Department's Program Values Rubric for Philosophy |

b. | |

c. | |

☐ 21B. **Check here if your program has not collected any data for any PLOs**. Please go directly to Q6 (skip Q1.3.a. to Q5.3.1.)

Q1.3.a.
Are your PLOs closely aligned with the mission and/or the strategic plan of the university?

⦿ 1. Yes
◯ 2. No
◯ 3. Don't know

[Undo]

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Section 2: Report One Learning Outcome in Detail

Question 2: Detailed Information for the Selected PLO

Q2.1.
Select **OR** type in **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** |

If your PLO is **not listed, please enter it here**:

| |

Q2.1.1.
Please provide the definition for this PLO (**See Appendix 15 Sample Answer to Q2.1.1**).

The PLO of "Inquiry and Analysis" is part of our "Inquiry, Analysis, and Synthesis" PLO on our Philosophy Program Value Rubric. This PLO continues to be essential to each of our department's three major concentrations (general major, logic & philosophy of science, ethics politics & law). We continue to use Proficient, Competent, and Novice using the standards below (see the attached Program Value Rubric for Philosophy as the attachment to Q2.3, 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…" (https://www.csus.edu/programassessment/Docs/BaccalaureateLearningGoalsforthe21stCentury.pdf)

Q2.2.

Has the program developed or adopted **_explicit program standards of performance/expectations_** for this PLO? (e.g. "We expect 80% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")

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

Undo

Q2.2.a.

Please provide the standards of performance/expectations for this PLO:

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

Q2.3.

Please **provide and/or attach the rubric(s)** that you used to evaluate your assignment**(
See Appendix 15 Sample Answer to Q2.3):**

Please see the attached rubric with the following comments 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 unsupportable conclusion from inquiry findings;*
- *presents limitations and implications, which are irrelevant or unsupported.*

📎 appendix A (2019), philosophy program value rubric.pdf 160.65 KB	📎 Click here to attach a file

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

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**)

  Undo

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**)

  Undo

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 37 of each of these (10 from Fall 2018, 27 from Spring 2019) on the three PLOs.

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

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**)

  Undo

Q3.3.1.
Which of the following direct measures (key assignments, projects, portfolios, course work, student tests, etc.) 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 **attach the assignment instructions that the students received to complete the assignment (**
See Appendix 1 Sample Answer to Q3.3.2):

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 (see Appendix C), analyze it to provide a summary of the central argument and develop a critique of that argument. This tests students' ability to read 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.

📎 **appendix B (2019), philosophical analysis instructions.pdf**
169.84 KB

📎 **appendix C (2019), philosophical analysis timed prompt on friendly ai.pdf**
256.04 KB

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.**)

Undo

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

Undo

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
Undo

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
Undo

Q3.5.
Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

7

Q3.5.1.
Please enter the number (#) of faculty members who participated in the **evaluation** of the assessment data for the selected PLO?

two (2): department chair, assessment committe...

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
Undo

Q3.6.
How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

We read the philosophical analyses, both timed and untimed, of each of the 37 students from PHIL 189 in Fall 2018-Spring 2019. These graduating seniors of our program come from all three concentrations and are a representative sample.

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.

Q3.6.2a.

Please enter the number (#) of students *__from ONLY your program__* that were assessed for this program learning outcome (not all students in the class).

37

Q3.6.3a.
Please enter the number (#) of samples of student work *__from ONLY your program__* that were evaluated for this program learning outcome.

37 x 2 assessments (one timed, one un-timed)

Q3.6.4.
Was the sample size of student work for this program assessment adequate for assessing this program learning outcome?

◉ 1. Yes
○ 2. No
○ 3. Don't know

Undo

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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**)

Undo

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.

📎 **appendix D (2018), philosophy 189 exit survey academic year 2018-19 questions.pdf 383.21 KB**

📎 **Click here to attach a file**

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 18-Spring 19.

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 18-Spring 19.

Q3.7.4.
If surveys were used, please enter the response rate:

32 students out of 37 = 86.5%

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**)

Undo

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**)

Undo

Q3.8.3.
If other measures were used, please specify:

| 📎 Click here to attach a file | 📎 Click here to attach a file |

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our <u>Feedback Packet Example</u>.) Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document:

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 using our two assessments (philosophical analysis, both timed and untimed), and we were interested to see how these PLOs could be measured using the VALUE rubric in terms of students performing at a Proficient, Competent, Novice, or Inadequate level.

| 📎 appendix E (2018), philosophy average assessment numbers 18-19.pdf
43.58 KB | 📎 Click here to attach a file |

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 **(See Appendix 15 Sample Answers to Q4.1-Q4.3)**?

We can see using the above table that students meet our first identified program standard of performance (at least 80% will score at Competent or higher in each Program Learning Outcome) in Disciplinary Knowledge (95%), Inquiry, Analysis, Synthesis (90%), and Critical & Creative Thinking (89%).

However, students just meet our second identified program standard of performance (at least 60% will score at Proficient in each Program Learning Outcome) in Disciplinary Knowledge (60%), and do not meet it in Inquiry, Analysis, Synthesis (44%), or Critical & Creative Thinking (41%).

Students meet some of our program standards for each of these skills, thus they "Partially Met Program Standards."

Two areas need improvement: (1) Inquiry, Analysis, Synthesis (increasing the "Proficient" percentage by 16%), and (2) Critical & Creative Thinking (increasing the "Proficient" percentage by 19%).

In order to help more students in our program move from being Novice to being Proficient (rather than merely being Competent)in the skills of Inquiry, Analysis, and Synthesis, and the skills of Critical & Creative Thinking, we will

(1) continue to (re-) design some of our in-class and online activities and assignments (for example, the philosophical analysis) for achieving proficiency in these PLOs,and

(2) continue to 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, and 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, and

(3) continue to experiment with new Problem Detection Test in PHIL 189 to complement the timed philosophical analysis with short answers reflecting each PLO.

📎 Click here to attach a file   📎 Click here to attach a file

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

[Undo]

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

[Undo]

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

[Undo]

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**)

  Undo

Q5.1.1.
Please describe ***what changes*** you plan to make in your program as a result of your assessment of this PLO.

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, describe your plan:

- ◉ 2. No
- ○ 3. Don't know

  Undo

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas? Undo 1-12 Undo 12-23	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improved specific courses	○	○	◉	○	○
2. Modified curriculum	○	○	◉	○	○
3. Improved advising and mentoring	○	○	◉	○	○
4. Revised learning outcomes/goals	○	○	◉	○	○

5. Revised rubrics and/or expectations	⦿	○	○	○	○
6. Developed/updated assessment plan	○	⦿	○	○	○
7. Annual assessment reports	○	⦿	○	○	○
8. Program review	⦿	○	○	○	○
9. Prospective student and family information	○	⦿	○	○	○
10. Alumni communication	○	○	○	⦿	○
11. WSCUC accreditation (regional accreditation)	○	○	○	○	⦿
12. Program accreditation	○	○	○	○	⦿
13. External accountability reporting requirement	○	○	○	○	⦿
14. Trustee/Governing Board deliberations	○	○	○	○	⦿
15. Strategic planning	⦿	○	○	○	○
16. Institutional benchmarking	○	○	○	○	⦿
17. Academic policy development or modifications	○	⦿	○	○	○
18. Institutional improvement	○	○	○	○	⦿
19. Resource allocation and budgeting	○	○	○	○	⦿
20. New faculty hiring	○	⦿	○	○	○
21. Professional development for faculty and staff	○	⦿	○	○	○
22. Recruitment of new students	○	○	○	○	⦿
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 a new faculty during the 2018-2019 AY (starting in the Fall of 2019), 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, 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 (2018-2019) 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.

Q5.3. To what extent did you apply **previous assessment feedback** from the Office of Academic Program Assessment in the following areas? Undo 1-9	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	○	○	○	○	⦿
2. Standards of Performance	○	○	○	○	⦿
3. Measures	○	○	○	○	⦿
4. Rubrics	○	○	○	○	⦿
5. Alignment	○	○	○	○	⦿
6. Data Collection	○	○	○	○	⦿
7. Data Analysis and Presentation	⦿	○	○	○	○

8. Use of Assessment Data	○	○	○	○	◉
9. Other, please specify:	○	○	○	○	○

Q5.3.1.
Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

We used the feedback received on our AY 17-18 report to change the presentation of the data in our Results, Discussion, and Conclusion document (Appendix E).

(Remember: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.
If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

We received a successful program review and the academic senate approved it spring 2019. (For context, last year's annual report included the self-study for program review and the external report after the on-site visit for program review.)

🔗 appendix F (2019), Philosophy Program Review Report 11_28_18.pdf 194.3 KB	🔗 Click here to attach a file

Q6.1.
Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

The first recommendation of the program review is this:

"The Department should incorporate a methods-based, seminar style course into its curriculum to smooth students' transition from the lower-level General Education courses through which they are typically introduced to philosophy and the more demanding upper-level courses required of Department majors."

The commentary on this recommendation includes this gem about assessment:

"From an assessment point of view, the course could be a source of artifacts that could be used in tandem with student work from PHL189 as the basis for a longitudinal student assessment."

We recognize that the Timed Philosophical Analysis mentioned in Appendix E of this annual assessment report could easily be included in such a methods-based course, and we are currently envisioning this methods-based course being labeled PHIL 89 (to parallel the PHIL 189 exit course).

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, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☑ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. **Research**
- ☐ 21. Other, specify any PLOs not included above:

a.
b.
c.

Q8.
Please explain how this year's assessment activities help you address recommendations from your department's last program review?

We have overhauled our assessment activities in the years since our last department program review many years ago. We are gratified that the final report for this year's program review (see appendix F) agreed with the external reviewer who argued that the philosophy department responded successfully to the last program review's assessment recommendations.

In particular, the review reports the following in response to 2010 recommendation #9 (Appendix F, page 5):

• 2010 Recommendation # 9: It is imperative that the Philosophy Department work with the university assessment coordinator to develop and implement a workable student learning outcomes assessment plan that satisfies both University and WASC requirements, which include:
1) Identification of a measurable set of student learning outcomes;
2) Methods (including direct measures) for assessing those outcomes;
3) Demonstrated mechanism for using the assessment results in programmatic planning.

"The Department in consultation with the Director of Academic Assessment indicated that the most significant developments the Philosophy Department has made is to put into place practical assessment practices. The Department utilizes the direct and indirect measures for discipline-specific Program Learning Outcomes (PLO's) and university Baccalaureate Learning Outcomes (BLO's). Every year, each faculty will have their class visited and peer- reviewed by other faculty members and the Department periodically reflects on how to revise its curriculum and pedagogy to enable students to meet both PLO's and BLO's. The decision on hiring new faculty is also based on their ability to advance PLO's and BLO's. In the conversation with the College Dean and the Associate Dean, they considered the Department has gone from lagging behind to a leader in the area of implementing assessment into teaching and learning practice. We encourage the Philosophy Department to continue its successful assessment practices."

Q9. Please attach any additional files here:

📎 Click here to attach a file   📎 Click here to attach a file

📎 Click here to attach a file   📎 Click here to attach a file

Q9.1.
If you have attached **any** files to this form, please list **every** attached file here:

appendix A (2019), philosophy program value rubric
appendix B (2019), philosophical analysis instructions
appendix C (2019), philosophical analysis timed prompt on friendly ai
appendix D (2019), philosophy 189 exit survey academic year 2018-2019 questions
appendix E (2019), philosophy average assessment numbers 18-19
appendix F (2019), Philosophy Program Review Report 11_28_18

Section 4: Background Information about the Program

Program Information (**Required**)

Program:

(If you typed in your program name at the beginning, please skip to **Q11**)

Q10.
Program/Concentration Name: [skip if program name is already selected or appears above]

BA Philosophy

Q11.
Report Author(s):

Russell DiSilvestro

Q11.1.
Department Chair/Program Director:

Russell DiSilvestro

Q11.2.
Assessment Coordinator:

Randy Mayes

Q12.
Department/Division/Program of Academic Unit (select):

Philosophy

Q13.
College:

College of Arts & Letters

Q14.
What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):

110, using most recent department fact book (= ...

Q15.
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:

Undo

Q16. Number of **undergraduate degree programs** the academic unit has?

3

Q16.1. List all the names:

Philosophy BA, General Major
Philosophy BA, Ethics, Politics, and Law
Philosophy BA, Logic and Philosophy of Science

Q16.2. How many concentrations appear on the diploma for this undergraduate program?

3

Q17. Number of **master's degree programs** the academic unit has?

0

Q17.1. List all the names:

Q17.2. How many concentrations appear on the diploma for this master's program?

0

Q18. Number of **credential programs** the academic unit has?

0

Q18.1. List all the names:

Q19. Number of **doctorate degree programs** the academic unit has?

0

Q19.1. List all the names:

When was your **Assessment Plan**...	1. Before 2012-13	2. 2013-14	3. 2014-15	4. 2015-16	5. 2016-17	6. 2017-18	7. No Plan	8. Don't know
Q20. Developed?	◉	○	○	○	○	○	○	○
Q20.1. Last updated?	○	◉	○	○	○	○	○	○

Undo

Q20.2. (Required)
Please **obtain** and **attach** your latest **assessment plan**:

philosophy assessment plan.pdf
437.46 KB

Q21.
Has your program developed a **curriculum map? Please note: A curriculum map is not a roadmap. A roadmap is a graphical representation of the courses students must take to graduate. A curriculum map is the matrix that represents in which course a certain program learning outcome (PLO), student learning outcome (SLO), or course learning outcome (CLO) was introduced, developed, and/or mastered.**

○ 1. Yes
◉ 2. No
○ 3. Don't know

Undo

Q21.1.
Please **obtain** and **attach** your latest **curriculum map**:

📎 Click here to attach a file

Q22.
Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?

○ 1. Yes
◉ 2. No
○ 3. Don't know

Undo

Q23.
Does your program have a capstone class?
◉ 1. Yes, specify:

PHIL 189

○ 2. No
○ 3. Don't know

Undo

Q23.1.
Does your program have a capstone project(s)?
○ 1. Yes
◉ 2. No
○ 3. Don't know

Undo

Q24.
BEFORE YOU SUBMIT: Please **check** that you have included all of the following key evidences:
☑ 1. PLO Assessed **(Q1.1, Q2.1)**
☑ 2. Definition of the PLO(s) **(Q2.1.1)**
☑ 3. Rubrics and Explicit Program (not class) Standards of Performance/Expectations **(Q2.3)**
☑ 4. Direct Measures **(Q3.3.2)**
☑ 5. Data Table(s) **(Q4.1)**
☐ 6. Curriculum Map **(Q21.1)**
☑ 7. The Most Updated Assessment Plan **(Q20.2)**

Please do **NOT** include student names and other confidential information. This is going to be a **PUBLIC** document.

Save When Completed!
(**Remember**: Save your progress. There is NO "submit" button. After July 1, 2019, the saved report will be considered the final submission.)

DEADLINE: July 1, 2019.

Thank you and have a great summer!

ver. 03.**11**.19

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)	***Discipline Specific Knowledge, Including Philosophical Methodology***	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; • 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 • 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; • 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,

		plausibly, sympathetically, and effectively, including its assumptions, implications; state forceful objections to the position; • 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.	assumptions, and implications, though suffering from logical problems • the ability to identify an objection to it; • ability to communicate philosophically, though with errors or omissions.	or is implausible given its assumptions and implications; • 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.
	Inquiry, Analysis & Synthesis	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	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,	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

		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.	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.	irrelevant evidence; • states ambiguous, illogical, or unsupportable conclusion from inquiry findings; • presents limitations and implications, which are irrelevant or unsupported.
	Critical and Creative Thinking	Recognizes and reflects on the value of creativity to philosophical method; • 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	Successfully adapts an appropriate exemplar to assigned specifications; • 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.	Successfully reproduces an appropriate philosophical hypothetical or exemplar of an argument or analysis; • 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.

		another; • 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.		
Logic & Philo-sophy of Science (in addition to Core)	***Program Specific Knowledge***	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; • 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	Demonstrates good comprehension of central issues in the philosophy of science and those arising within the study of language, mind, and space and time; • 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;	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; • 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;

		thorough understanding of the core concepts of probability and decision under uncertainty and is able to frame and solve problems of varying complexity.	• 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.	• 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.
Ethics, Politics & Law (in addition to Core)	***Program Specific Knowledge Including Ethical Reasoning, Problem Solving, Action***	Demonstrated comprehension of major ethical and meta-ethics theories and traditions in historical and contemporary works; • 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	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; • 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	Student only names the major ethical and meta-ethical theories, but confuses the differences between them; • 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.	

Bellon, Essay Analysis Assignment, CSUS, 2012 || Modified from *How to Analyze a Philosophical Essay*, G. Randolph Mayes. Available at https://sites.google.com/site/grandolphmayes/how-to-write-a-philosophical-analysis.

Analyzing a Philosophical Essay

Here is how to write an analysis of a philosophical essay for this class. First, read the assigned article several times. When you think you understand it, select an aspect of the article that you find particularly interesting, troubling, exciting, confusing, or problematic. By an aspect of the article, does not mean a particular section of it; it means a claim or set of claims to which the author is committed, either by explicitly arguing for them, or implicitly presupposing them.

Writing Style

Your analysis should be concise and thorough. Absolutely do not engage in:

- Unnecessary editorializing
- Pointless repetition
- Personal attacks on the author or questioning of the author's psychological motives
- Complaining about the author's writing style or choice of words

In short, always strive to express yourself in the simplest, clearest, and most precise terms possible.

All direct quotations must, of course, be identified as such with a citation. However, in general, an essay of this type should make minimal use of direct quotations. As a rule, one should only quote an author if the precise way in which he or she has chosen to express something figures essentially into your analysis. Never simply substitute a quotation for your own summary of what the author is saying.

Format

Your analysis must contain the following three sections, in this order:

- Introduction
- Summary
- Critique

Be sure to identify each section. In other words, at the top of the introduction write the word "Introduction," etc.

A Conclusion section may be added, but this is optional. The critical part of your analysis should demonstrate an awareness of other relevant readings assigned in the course. You should be careful when you are reproducing criticisms that are made by other authors we have read. Be sure to attribute those criticisms to their sources and to reference them with proper citations. You should be careful to include or consider important criticisms made by other authors when they are clearly relevant to your own concerns.

Follow these specific instructions for each section, to the letter.

Introduction

This section must accomplish the following tasks in the following order, preferably by devoting a single short paragraph to each task.

   1. Identify the article, and describe in one or two sentences what problem(s) it addresses and what view(s) it defends.

   2. State precisely which aspect(s) of the article your analysis will address and precisely what you intend to accomplish. This must not be a vague statement like "I will evaluate the author's views..." or "I will show where I agree and where I disagree....". Rather, it must be a very specific and concise statement of the case you intend to make, and the basic considerations you intend to employ in making it. (You will probably find it impossible to write this section before your analysis has gone through the rough draft phase.)

Summary

The rules for constructing a summary are as follows:

   1. For the most part, you should summarize only those aspects of the article that are relevant to your critique. If you summarize more than that, it should only be because anything less will not provide the reader an adequate understanding of the author's basic concerns. Do not produce an unnecessarily lengthy or detailed summary. As a general rule of thumb, the summary and critique will usually be roughly equal in length.

   2. The summary must present the author's views in the best possible light. It must be a thorough, fair, and completely accurate representation of the author's views. Misrepresentation of the author's views, especially selective misrepresentation (i.e., misrepresentation for the purpose of easy refutation) is EVIL and will be heavily penalized.

   3. The summary must contain absolutely no critical comments. (This restriction does not prevent you from expressing some uncertainty about what the author is saying, however.)

   4. The summary should be organized logically, not chronologically. Each paragraph in the summary will ordinarily present argument(s) the author makes in support of a particular position. This means that, depending on the organization of the article itself, a single paragraph from the summary may contain statements that are made in very different places in the article. The summary itself should be organized in a way that makes the author's views make sense. Under no conditions are you to simply relate what the author says the way that s/he says them. A summary that goes something like: "The author begins by discussing.....Then s/he goes on to say......then, etc.," while not evil, is VERY BAD.

Critique

   1. Your critique should be organized in a way that reflects the structure of your summary. This is easy to do since you have selected for summary only those aspects of the article about which you have something to say. Be sure your critique obeys the rules laid out in the Writing Style section above.

Here are three **different** approaches to doing a critique (select only one method to write your analysis).

     a. Define your project in terms of arguments and views that **you find problematic.** In your critique show how the author's conclusion does not follow, either because

          (i) the author's reasons are false, or

          (ii) the author's reasoning is mistaken, or

          (iii) the author has failed to make other important considerations that tend to undermine the conclusion.

     b. Define your project in terms of arguments and views that **you basically agree with**. In your critique, consider ways in which the author's views might reasonably be criticized. Then attempt to strengthen the author's position by showing how these criticisms can actually be met. If you use this technique, be sure you don't consider criticisms that the author actually does respond to in the context of the article (unless, of course, you think that the author has failed to answer the objections effectively).

     c. Define your project in terms of arguments and views that **you find interesting, but which you are currently disinclined to either fully accept of fully reject**. Carefully articulate the strongest considerations in favor of the view and the strongest considerations against the views. Then carefully explain why you remain undecided and indicate precisely what sort of information or arguments would be required for you to be able to make up your mind.

Conclusion (Optional)

   1. If your analysis is sufficiently complicated, it may help the reader to briefly recapitulate the steps you have taken in reaching your conclusions. The conclusion should be very short and it should contain no new information or claims. This restriction prevents you from making closing comments which are not sufficiently articulated in the body of the paper.

Think

WHY WE NEED FRIENDLY AI

Luke Muehlhauser and Nick Bostrom
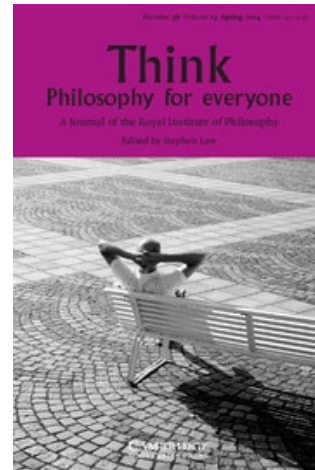
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FRIENDLY AI . Think, 13, pp 41-47 doi:10.1017/S1477175613000316

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WHY WE NEED FRIENDLY AI
Luke Muehlhauser and Nick Bostrom

Humans will not always be the most intelligent agents on Earth, the ones steering the future. What will happen to us when we no longer play that role, and how can we prepare for this transition?

The human level of intelligence is an evolutionary accident – a small basecamp on a vast mountain side, far below the highest ridges of intelligence allowed by physics. If we were visited by extraterrestrials, these beings would almost certainly be *very much* more intelligent and technologically advanced than we are, and thus our future would depend entirely on the content of *their* goals and desires.

But aliens are unlikely to make contact anytime soon. In the near term, it seems more likely we will *create* our intellectual successors. Computers far outperform humans in many narrow niches (e.g. arithmetic and chess), and there is reason to believe that similar large improvements over human performance are possible for general reasoning and technological development.

Though some doubt that machines can possess certain mental properties like consciousness, the absence of such mental properties would not prevent machines from becoming vastly more able than humans to efficiently steer the future in pursuit of their goals. As Alan Turing wrote, '…it seems probable that once the machine thinking method has started, it would not take long to outstrip our feeble powers… At some stage therefore we should have to expect the machines to take control…'

There is, of course, a risk in passing control of the future to machines, for they may not share our values. This risk is increased by two factors that may cause the transition from

human control to machine control to be quite sudden and rapid: the possibilities of *computing overhang* and *recursive self-improvement*.

What is computing overhang? Suppose that computing power continues to double according to Moore's law, but figuring out the algorithms for human-like general intelligence proves to be fiendishly difficult. When the software for general intelligence is finally realized, there could exist a 'computing overhang': tremendous amounts of cheap computing power available to run human-level artificial intelligences (AIs). AIs could be copied across the hardware base, causing the AI population to quickly surpass the human population. These digital minds might run thousands or millions of times faster than human minds. AIs might have further advantages, such as superior communication speed, transparency and self-editability, goal coordination, and improved rationality.

And what is recursive self-improvement? We can predict that advanced AIs will have instrumental goals to preserve themselves, acquire resources, and self-improve, because those goals are useful intermediaries to the achievement of almost any set of final goals. Thus, when we build an AI that is as skilled as we are at the task of designing AI systems, we may thereby initiate a rapid, AI-motivated cascade of self-improvement cycles. Now when the AI improves itself, it improves the intelligence that does the improving, quickly leaving the human level of intelligence far behind.

A superintelligent AI might thus quickly become superior to humanity in harvesting resources, manufacturing, scientific discovery, social aptitude, and strategic action, among other abilities. We might not be in a position to negotiate with it or its descendants, just as chimpanzees are not in a position to negotiate with humans.

At the same time, the convergent instrumental goal of acquiring resources poses a threat to humanity, for it means that a superintelligent machine with almost *any* final goal (say, of solving the Riemann hypothesis) would want to take the resources we depend on for its own use. Such

an AI 'does not love you, nor does it hate you, but you are made of atoms it can use for something else'.[1] Moreover, the AI would correctly recognize that humans do not want their resources used for the AI's purposes, and that humans therefore pose a threat to the fulfillment of its goals – a threat to be mitigated however possible.

But because we will create our own successors, we may have the ability to influence their goals and make them friendly to our concerns. The problem of encoding human (or at least *humane*) values into an AI's utility function is a challenging one, but it may be possible. If we can build such a 'Friendly AI,' we may not only avert catastrophe, but also use the powers of machine superintelligence to do enormous good.

Many scientific naturalists accept that machines can be far more intelligent and powerful than humans, and that this could pose a danger for the things we value. Still, they may have objections to the line of thought we have developed so far. Philosopher David Chalmers has responded to many of these objections;[2] we will respond to only a few of them here.

First: why not just keep potentially dangerous AIs safely confined, e.g. without access to the internet? This may sound promising, but there are many complications.[3] In general, such solutions would pit human intelligence against superhuman intelligence, and we shouldn't be confident the former would prevail. Moreover, such methods may only delay AI risk without preventing it. If one AI development team has built a human-level or superintelligent AI and successfully confined it, then other AI development teams are probably not far behind them, and these other teams may not be as cautious. Governments will recognize that human-level AI is a powerful tool, and the race to be the first nation with such a great advantage may incentivize development *speed* over development *safety*. (Confinement measures may, however, be useful as an extra precaution *during the development phase* of safe AI.)

Second: some have suggested that advanced AIs' greater intelligence will cause them to be more moral than we are; in that case, who are we to protest when they do not respect *our* primitive values? That would be downright *immoral!*

Intelligent search for instrumentally optimal plans, however, can be performed in the service of any goal. Intelligence and motivation are in this sense logically orthogonal axes along which possible artificial intellects can vary freely. The imputed connection between intelligence and morality is therefore sheer anthropomorphism. (It is an anthropomorphism that does not even hold true for *humans:* it is easy to find humans who are quite intelligent but immoral, or who are unintelligent but thoroughly decent.)

Economist Robin Hanson suggests that inter-generational conflicts analogous to the ones that could arise between humans and machines are common. Generations old and new compete for resources, and the older generation often wants to control the values of the younger generation. The values of the younger generation end up dominating as the older generation passes away. Must we be so selfish as to insist that the values of *Homo sapiens* dominate the solar system forever?

Along a similar line, the roboticist Hans Moravec once suggested that while we should expect that future robotic corporations will eventually overrun humanity and expropriate our resources, we should think of these robotic descendants as our 'mind children.' Framed in this way, Moravec thought, the prospect might seem more attractive.

It must be said that a scenario in which the children kill and cannibalize their parents is not everyone's idea of a happy family dynamic. But even if we were willing to sacrifice ourselves (and our fellow human beings?) for the sake of some 'greater good,' we would still have to put in hard work to ensure that the result would be something more worthwhile than masses of computer hardware used only to evaluate the Riemann hypothesis (or to calculate the decimals of pi, or to manufacture as many paperclips as possible, or some other arbitrary goal that might be easier to specify than what humans value).

There is, however, one good reason not to insist that superhuman machines be made to share all our current values. Suppose that the ancient Greeks had been the ones to face the transition from human to machine control, and they coded their own values as the machines' final goal. From our perspective, this would have resulted in tragedy, for we tend to believe we have seen moral progress since the Ancient Greeks (e.g. the prohibition of slavery). But presumably we are still far from perfection. We therefore need to allow for continued moral progress.

One proposed solution is to give machines an algorithm for figuring out what our values *would* be if we knew more, were wiser, were more the people we wished to be, and so on. Philosophers have wrestled with this approach to the theory of values for decades, and it may be a productive solution for machine ethics.

Third: others object that we are too far from the transition from human to machine control to work on the problem now. But we must remember that economic incentives favor development speed over development safety. Moreover, our scientific curiosity can sometimes overwhelm other considerations such as safety. To quote J. Robert Oppenheimer, the physicist who headed the Manhattan Project: 'When you see something that is technically sweet, you go ahead and do it and you argue about what to do about it only after you have had your technical success. That is the way it was with the atomic bomb.'[4]

Still, one might ask: What can we do about the problem of AI risk when we know so little about the design of future AIs? For a start, we can do the kind of work currently performed by the two research institutes currently working most directly on this difficult problem: the Machine Intelligence Research Institute in Berkeley and the Future of Humanity Institute at Oxford University. This includes:

1. *Strategic research*. Which types of technological development are risk-increasing or risk-decreasing, and how can we encourage

governments and corporations to shift funding from the former to the latter? What is the expected value of certain kinds of research, or of certain kinds of engagement with governments and the public? What can we do to reduce the risk of an AI arms race? How does AI risk compare to risks from nuclear weapons, biotechnology, near earth objects, etc.? Can economic models predict anything about the impact of AI technologies? Can we develop technological forecasting methods capable of giving advance warning of the invention of AI?

2. *Technical research*. Can we develop safe confinement methods for powerful AIs? How can an agent with a desirable-to-humans utility function maintain its desirable goals during updates to the ontology over which it has preferences? How can we extract a coherent utility function from inconsistent human behavior, and use it to inform an AI's own utility function? Can we develop an advanced AI that will answer questions but not manifest the dangerous capacities of a superintelligent agent?

3. *Raising awareness*. Outreach to researchers, philanthropists, and the public can attract more monetary and human capital with which to attack the problem.

The quest for AI has come a long way. Computer scientists and other researchers must begin to take the implications of AI more seriously.

Luke Muehlhauser is Executive Director of the Machine Intelligence Research Institute. Nick Bostrom is Director of the Future of Humanity Institute at the University of Oxford.
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Notes

[1] E. Yudkowsky, 'AI as a positive and a negative factor in global risk', *Global Catastrophic Risks* (eds) N. Bostrom and M. Cirkovic (New York: Oxford University Press, 2008).

[2] D. Chalmers, 'The Singularity: a reply to commentators', *Journal of Consciousness Studies*, vol. 19, nos. 7−8 (2012), 141−167.

[3] S. Armstrong, A. Sandberg, N. Bostrom, 'Thinking inside the box: Using and controlling Oracle AI', *Minds and Machines*, vol. 22, no. 4 (2012), 299−324.

[4] Robert Jungk, *Brighter than a Thousand Suns: A Personal History of the Atomic Scientists*, trans. Lames Cleugh (New York: Harcourt Harvest, 1958), 296.

189 Exit Survey Ac

QUESTIONS   RESPONSES   32

Senior exit survey for students currently enrolled in Philosophy 189

Our graduating seniors may be our best resource for learning how to improve the Sacramento State Philosophy program. Thank you for taking the time to take this survey. Your thoughtful answers mean a lot to us. This is an anonymous survey. If you have any questions or problems, send an e-mail to Professor Mayes <mayesgr@csus.edu>. Note: The easiest way to navigate through this survey is to use the up and down arrows on your keyboard. Otherwise, you may need to scroll both the survey page and the webpage to get to the end. The [Submit] button is at the very end of the survey.

What semester and year do you expect to graduate? *

1. Fall 2018

2. Spring 2019

Is Sacramento State the first college or university you attended? *

1. Yes, I started here as a freshman.

2. No, I transferred after attending community college.

3. No, I transferred after attending a different 4-year college or university.

What is your concentration? *

◯ General Major

◯ Logic and Philosophy of Science

◯ Ethics, Politics and Law

Are you in the honors concentration? If not, why not? *

Long answer text

At about what point did you decide to major in philosophy? *

1. Before attending college.

2. My freshman year.

3. My sophomore year.

4. My junior year.

5. My senior year.

Which of the following was the most significant factor in your decision to major in philosophy? *

1. The subject is interesting to me.

2. It is a low unit major.

3. I believed it to be a good major for the line of work I am interested in.

4. I believed it to be a good major for graduate or professional school.

5. I needed to graduate, and philosophy provided one of the quickest ways to do so.

6. It complemented another major or field of interest.

7. I had an inspiring teacher.

Which of following was the least significant factor in your decision to major in philosophy? *

1. The subject is interesting to me.

2. It is a low unit major.

3. I believed it to be a good major for the line of work I am interested in.

4. I believed it to be a good major for graduate or professional school.

5. I needed to graduate, and philosophy provided one of the quickest ways to do so.

6. It complemented another major or field of interest.

7. I had an inspiring teacher.

If you are a double major, what is your other major?

Short answer text

If you have a minor, what is it?

Short answer text

If you were actively pursuing a different major before you changed it to Philosophy, what was it?

Short answer text

How soon after you decided to major in philosophy did you officially declare or change your major to Philosophy? *

1. Immediately

2. Within a semester

3. Within a year

4. Waited more than a year

What is your cumulative GPA?

(Rounded off to nearest tenth (e.g, 3.7, 2.5, etc.)

Short answer text

What is your current GPA in Philosophy?

Rounded off to nearest tenth (e.g., 3.7, 2.5, etc.)

Short answer text

Which of the following best describes your level of commitment to your university education? *

1. Generally committed to doing my best.

2. Generally committed to doing well, though not necessarily my best.

3. Committed to graduating, but doing well in classes is not a high priority.

4. Not particularly committed to school, just glad to be getting done with it.

How many hours a week would you spend studying or completing assignments for an average lower-division philosophy course? *

1. Less than 1 hour.

2. Between 1 and 5 hours.

3. Between 5 and 10 hours.

4. Between 10 and 15 hours.

5. Between 15 and 20 hours.

6. More than 20 hours.

As a result of studying philosophy my critical thinking skills have improved a great deal. *

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

As a result of studying philosophy my general writing skills have improved a great deal. *

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

As a result of studying Philosophy my analytical writing skills have improved a great deal. *

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

As a result of studying philosophy I have a much improved ability to produce a systematic, detailed and thorough argument for a particular position. *

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

As a result of studying philosophy I am now more able to produce criticisms of my own views. *

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

As a result of studying philosophy I now have a much better understanding of *
the historical origin and development of many philosophical problems,
concepts and foundational principles.

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

As a result of studying philosophy I now have a much better understanding of *
the way philosophical problems have been formulated and addressed from
distinct social and cultural perspectives.

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

As a result of studying within my major concentration I now have a much   *
better understanding of the issues, concepts and foundational principles
relevant to that discipline.

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

The lower-division philosophy courses adequately prepared me for the upper- *
division courses.

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

If you did not fully agree with the previous statement, how could the lower-division course offerings be improved?

Long answer text

The course requirements for the Philosophy program (major and *
concentrations) are clear and well-organized.

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

If you did not fully agree with the previous statement, how could the program be made clearer or better organized?

Long answer text

The course offerings in my concentration were adequate. *

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

If you did not fully agree with the previous statement, how could the course offerings in your concentration be improved?

Long answer text

Members of the Philosophy Department faculty were effective teachers. *

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

If you did not fully agree with the previous statement, please explain why. Please be specific.

Long answer text

Members of the Philosophy Department faculty provided clear syllabi and class schedules and generally conducted class in accord with them. *

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

If you did not fully agree with the previous statement, please explain why. Please be specific.

Long answer text

Members of the Philosophy Department faculty provided good feedback and returned assignments in a timely manner. *

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

If you did not fully agree with the previous statement, please explain why. Please be specific.

Long answer text

Members of the Philosophy Department faculty graded papers fairly. *

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

If you did not fully agree with the previous statement, please explain why. Please be specific.

Long answer text

None of my philosophy courses were a complete waste of time. *

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

If you did not fully agree with the previous statement, please explain why. Please be specific.

Long answer text

None of my philosophy courses were taught at a disappointingly low level. *

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

If you did not fully agree with the previous statement, please explain why. Please be specific.

Long answer text

None of my philosophy courses were easy A's. *

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

If you did not fully agree with the previous statement, please explain why. Please be specific.

Long answer text

Members of the Philosophy Department faculty kept their office hours and were helpful and respectful whenever I visited. *

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

If you did not fully agree with the previous statement, please explain why. Please be specific.

Long answer text

Are there any applications of teaching technology that have been particularly effective or useful for you? Please explain how or how not. *

Long answer text

Are there any teaching technologies that should generally be avoided? If so, why? *

Long answer text

I was never humiliated, abused or treated disrespectfully by a member of the Philosophy Department faculty. *

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

If you did not fully agree with the previous statement, please explain why. Please be specific.

Long answer text

Members of the Philosophy Department faculty were responsive to my e-mails. *

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

If you did not fully agree with the previous statement, please explain why. Please be specific.

Long answer text

Are there any members of the Philosophy Department faculty whom the rest of the faculty should particularly try to emulate? Who and in what respect?

Long answer text

What course did you benefit most from and why? *

Long answer text

What course did you benefit least from and why? *

Long answer text

How many times total did you meet with your Philosophy adviser? *

1. Once, to get my graduation petition signed.

2. 2 times

3. 3 times

4. 4 times

5. 5 times

6. more than 5 times

My faculty adviser was helpful and my meetings with him or her were useful. *

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

If you you did not fully agree with the previous statement, please say why. Please be specific.

Long answer text

How important is it for a student to seek advisement from Philosophy faculty members? *

	1	2	3	4	5	6	7	8	9	10	
not important	○	○	○	○	○	○	○	○	○	○	very important

If you do not think advisement from faculty members is important, please say why.

Long answer text

Regular advisement meetings with Philosophy Department faculty should be mandatory. *

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

Can you think of any way in which Philosophy advisement can be improved?

Long answer text

How important was the Philosophy Club to your experience studying philosophy at Sacramento State? *

	1	2	3	4	5	6	7	8	9	10	
not important	○	○	○	○	○	○	○	○	○	○	very important

How important were talks given by visiting professors to your experience studying philosophy at Sacramento State? *

	1	2	3	4	5	6	7	8	9	10	
not important	○	○	○	○	○	○	○	○	○	○	very important

The talks given by visiting professors that I attended were typically very interesting. *

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

The Philosophy Department is good at getting out information about philosophy-related events. *

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

Is there anything that you think the Philosophy program does particularly well? If so, what?

Long answer text

What aspect of the Philosophy program do you think is most in need of improvement? *

Long answer text

Did your faculty adviser for your Philosophy 189 Senior Essay provide helpful *
advice in a timely manner? Please explain if your answer is no.

Long answer text

Majoring in Philosophy has turned out to be a good choice for me. *

Select your level of agreement with this statement.

	1	2	3	4	5	6	7	8	9	10	
strongly disagree	○	○	○	○	○	○	○	○	○	○	strongly agree

If you do not agree that majoring in Philosophy was a good choice for you, is
there anything (not already mentioned above) that the Department could have
done to improve your educational experience here?

Long answer text

Is there anything that you were not asked in this survey that you would like to
have been asked? Please indicate the question, as well as your answer to it.

Long answer text

Would you please give us an e-mail where we could reach you in a year's time?
We would like to ask you to respond to a (much shorter) survey after you have
had time to reflect on your experiences here.

Short answer text

That's it! Just hit the submit button below. If you have any parting words or advice, feel free to write them below.

Long answer text

Summary for the Results, Discussion, and Conclusions

Program Learning Outcome	Proficient	Competent	Novice	Total (N=37)
Disciplinary Knowledge	60%	35%	5%	(100%, N=37)
Inquiry, Analysis, Synthesis	44%	46%	10%	(100%, N=37)
Critical & Creative Thinking	41%	48%	11%	(100%, N=37)

We can see using the above table that students meet our first identified program standard of performance (at least 80% will score at Competent or higher in each Program Learning Outcome) in Disciplinary Knowledge (95%), Inquiry, Analysis, Synthesis (90%), and Critical & Creative Thinking (89%).

However, students just meet our second identified program standard of performance (at least 60% will score at Proficient in each Program Learning Outcome) in Disciplinary Knowledge (60%), and do not meet it in Inquiry, Analysis, Synthesis (44%), or Critical & Creative Thinking (41%).

Students meet some of our program standards for each of these skills, thus they "Partially Met Program Standards."

Two areas need improvement: (1) Inquiry, Analysis, Synthesis (increasing the "Proficient" percentage by 16%), and (2) Critical & Creative Thinking (increasing the "Proficient" percentage by 19%).

In order to help more students in our program move from being Novice to being Proficient (rather than merely being Competent) in the skills of Inquiry, Analysis, and Synthesis, and the skills of Critical & Creative Thinking, we will

(1) continue to (re-) design some of our in-class and online activities and assignments (for example, the philosophical analysis) for achieving proficiency in these PLOs, and

(2) continue to 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, and 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, and

(3) continue to experiment with new Problem Detection Test in PHIL 189 to complement the timed philosophical analysis with short answers reflecting each PLO.

Academic Program Review

Department of Philosophy

Review Team

Dr. Jian-zhong "Joe" Zhou, Review Team Chair, Library
Dr. Bradley Nystrom, Department of Humanities and Religious Studies

May 2018

Individuals Interviewed

Donald Taylor, Assistant Vice President, Academic Affairs
Sheree Meyer, Dean of College of Arts and Letters
Christina Bellon, Associate Dean of College of Arts and Letters
Chevelle Newsome, Dean of Undergraduate Studies (interim)
Amy Liu, Director of Academic Program Assessment
Russell DiSilvestro, Chair of Philosophy Department
Amy Trimmer, Administrative Support Cordinator
Philosophy Department tenured faculty
Philosophy Department junior faculty
Philosophy Department lecturers
Philosophy Department current students
Philosophy Department alumni (via Zoom)

Documents Consulted

Department of Philosophy Self Study: Focused Inquiry, September 2017.
External Consultant Report: Department of Philosophy, by Michael Cholbi, April 2018.
Academic Program Review Report: Philosophy, by Thomas Krabacher (Geography), April 2010.
Fact Book: Philosophy Fall 2012 – Spring 2017. CSU, Sacramento.
http://www.csus.edu/oir/datacenter/departmentfactbooks/philosophy17.pdf
Philosophy Alumni Survey, 2014.
Philosophy Department Annual Assessment Report, 2015-2016.

Background of the Focused Inquiry

In the Self-Study Report dated September 2017, the Philosophy Department conducted a detailed data analysis from 2012 to 2017, aiming the focused inquiry at the Department's effectiveness in graduation rate and time to degree, which was one of the CSU-Sacramento University's top priority.

The Philosophy Department currently has 110 majors (Philosophy Fact Book 2017), and the number is relatively consistent in the last five year in between 101-128. According to the External Consultant, the Philosophy major norm is around 0.5% of the university total for a comprehensive university. For CSU—Sacramento campus, the Philosophy majors should be 135-150 based on the university students total of 27,000-30,000.

The philosophy major first-time freshman students came in with lower high school GPA than that of college mean or the university mean, and 65.1% need remediation compared to 57.4% at college and 55.5% at the university level. The philosophy major transfer students had slightly lower transfer GPA than the college mean and the university mean, but the gap is much smaller compared to freshmen with the high school GPA. In 2016, the Philosophy Department retention rate and graduation rate are relatively low compared with the college total. But the numbers fluctuate in the last five years and in 2014, the Philosophy Department had a higher graduation rate than the college or the university rates. Overall, the number of graduates each year in Philosophy Department is relatively small and it is more likely to have fluctuation than that in large departments.

The Philosophy Department faculty had a growth in part-time faculty since the last program review. There are six tenured professors, four assistant professors, and 17 lecturers as of 2017, compared to seven, three, and five respectively back in 2010.

Responses to Prior Program Review Report in 2010

In the previous program review conducted in 2010, there were 11 recommendations and 10 of them have been addressed at least partially. Here are the recommendations and updates:

- **2010 Recommendation # 1: The Department should institute a stronger mentoring system for junior faculty, particularly in the areas of RTP expectations and course evaluations.**

  The recommendation was largely based on a tenure denial before the 2010 program review. It is now fully addressed. During the separate meeting with junior faculty, all indicated that mentoring efforts are adequate, and they know the expectations of RTP. The Department Chair shared two interventions to address tenure denial situation: (1) A formal meeting in the week before semester begins to share the best practice in teaching. All faculty are invited to bring forward problems or challenges they have faced in their teaching, successful measures to address past challenges, sample assignments and rubrics; (2) Monthly mentoring meeting for new hires in the first year with the Department Chair and the most recently tenured faculty.

- **2010 Recommendation # 2: To the extent possible, the Department should look for ways of meaningfully including lecturers in program and Department activities.**

The Department made conscious efforts to include lectures in its symposia and department meetings. Lecturers speak freely and vote on some departmental policies, such as online student evaluations. Lecturers recommended using text books under the CSU systemwide Affordable Learning Solution's guidelines was adopted. Lecturers indicated satisfaction with their inclusion.

- **2010 Recommendation # 3: The Philosophy Department should review advising practices with the goal of bringing majors (and minors) into the advising process earlier in their academic program.**

Faculty partially addressed by noting that online advising has facilitated advising earlier in students' academic careers. However, students and alumni suggested that they prefer more proactive advising. See new recommendation #5. Faculty advising information is readily available from the department Website https://www.csus.edu/phil/guidance/academic-advising.html.

- **2010 Recommendation # 4: The Philosophy Department should address the tension between major and service course goals (esp. in G.E.) for those course offerings that fulfill both functions.**

The introduction of lower division history of philosophy courses resolved this issue.

- **2010 Recommendation # 5: The Philosophy Department should give serious consideration to developing upper-division counterparts to PHIL 25 and PHIL 27, primarily intended for majors, to ensure that major preparation in these areas is of rigor.**

The new courses PHIL 26, a lower division history of philosophy course, PHIL 127, an upper division history of ancient philosophy course, and PHIL 128, an upper division history of modern philosophy course provide the preparation and rigor previously lacking in the program.

- **2010 Recommendation # 6. The Philosophy Department should seek to clarify and strengthen links between activities undertaken by the Center for Practical and Professional Ethics and its curriculum for the Philosophy major and minor. The Department should specifically seek out way by which the Center's activities may be used to enrich the major curriculum.**

The introduction of a student essay contest and the use of students as panelists/moderators at the Center events have partially enriched and strengthened curriculum. However, the funding of the Center remains an issue and this will be discussed in the new recommendation to the College of Arts and Letters.

- **2010 Recommendation # 7: The Philosophy Department should explore the possibility of establishing an internship program for undergraduate majors, possibly in connection with Center for Practical and Professional Ethics.**

The Department has been partially successful. While still not having a formal mechanism to assist students in finding internships, job placement for philosophy majors are successful according to students and alumni. The External Consultant also has reservations about the formal internship program since Philosophy has a wide job market and philosophy students are not limited only to careers in those fields for which formal internship opportunities exist.

- **2010 Recommendation # 8: The Philosophy Department not pursue the possibility of establishing a M.A. degree program in Philosophy at this time.**

Neither faculty nor administration exhibit interest in the M.A. program at this time.

- **2010 Recommendation # 9: It is imperative that the Philosophy Department work with the university assessment coordinator to develop and implement a workable student learning outcomes assessment plan that satisfies both University and WASC requirements, which include:**
    1) **Identification of a measurable set of student learning outcomes;**
    2) **Methods (including direct measures) for assessing those outcomes;**
    3) **Demonstrated mechanism for using the assessment results in programmatic planning.**

The Department in consultation with the Director of Academic Assessment indicated that the most significant developments the Philosophy Department has made is to put into place practical assessment practices. The Department utilizes the direct and indirect measures for discipline-specific Program Learning Outcomes (PLO's) and university Baccalaureate Learning Outcomes (BLO's). Every year, each faculty will have their class visited and peer-reviewed by other faculty members and the Department periodically reflects on how to revise its curriculum and pedagogy to enable students to meet both PLO's and BLO's. The decision on hiring new faculty is also based on their ability to advance PLO's and BLO's. In the conversation with the College Dean and the Associate Dean, they considered the Department has gone from lagging behind to a leader in the area of implementing assessment into teaching and learning practice. We encourage the Philosophy Department to continue its successful assessment practices.

- **2010 Recommendation # 10: The department should seek permission to hire a full-time faculty member in the area of applied ethics as soon as circumstances permit.**

This hiring recommendation has been addressed. Multiple faculty with interests in applied ethics have been hired since 2010.

- **2010 Recommendation # 11: The Department and the Dean of the College should work together to find a way by which support for the Center for Practical and Applied Ethics can be made available in the form of additional assigned time.**

This is the only recommendation that is largely unaddressed. The desired support for assigned time has not materialized. The funding for the Center remains an issue. This will be discussed in the new recommendation to the College and the University.

Commendations

We concur with the External Consultant's nine commendations to the Philosophy Department and we reorganized, consolidated, and added some information.

1. The leadership of the Department, including but not limited to the past and current chairs and the directors for the Center for Practical and Applied Ethics, are universally lauded for their integrity, conscientiousness, and thoroughness.
2. The Department is widely regarded as an exemplary citizen among College and University administrators, playing its part in advancing the university's mission and culture, as well as responding thoughtfully to feedbacks and to institutional initiatives. The Department was especially proactive and intentional in implementing recommendations made in the previous program review in 2010.
3. The Department's curriculum for majors and for General Education contributed to the three WASC competences greatly: critical thinking, written communication, and oral communication. The graduates from the Philosophy Department had job opportunities in a wide variety fields and successful alumni contributed to the critical thinking and written/oral communication skills learned at Sac State.
4. The Department has established a highly collaborative approach to the assessment and assurance of teaching quality among its faculty.
5. The Department's emphasis on applied ethics, implemented in 2005, has given it needed outward-looking direction and purpose.
6. The Department has established a serious and vibrant scholarly atmosphere, with nearly all of its faculty actively pursuing programs of research.
7. The Department has diversified its population of students majoring in Philosophy along measurers of race/ethnicity.
8. Relationships among the Department's tenure-track faculty, lecturers, and students are strong and supportive. The Department is "amazingly cohesive" and "high functioning." Students trust that the faculty will be responsive to their needs and concerns.
9. Through programs such as those facilitated by the Center for Practical and Professional Ethics, the Department makes a demonstrable contribution to the intellectual climate of the University.

Recommendations to the Department

1. **The Department should incorporate a methods-based, seminar style course into its curriculum to smooth students' transition from the lower-level General Education courses through which they are typically introduced to philosophy and the more demanding upper-level courses required of Department majors**.

The External Consultant sees a disconnect that needs to be bridged between lower-division General Education (GE) Philosophy courses and the upper-division courses. Many students are frustrated or some even discouraged after taking the first major course. According to Georgia State University's data, the first major course is strongly predictive of subsequent academic success (Dimeo 2017). During meetings with students and alumni, some reported that the transition from GE to major courses is "daunting" and the rough transition disengaged some potential philosophy majors as the result.

We recommend that the Department implement a methodology course between its lower-division and upper-division curricula intended solely for students new to the major, whether transfers or natives to Sac State. This methods or pro-seminar course would emphasize the deliberate practice of skills essential to successful undergraduate study in philosophy: slow, careful, sympathetic reading of philosophical texts, reconstruction of arguments, the fashioning of relevant and forceful objections to philosophical positions or arguments, and the incorporation of these skills into written philosophical work.

Such a course is also an opportunity to develop discipline-specific information literacy, e.g., how to effectively find, evaluate, organize, and use such resources as Google Scholar or PhilPapers.org, as well as an opportunity to practice oral communication and teamwork, two skills which both the most recent alumni survey and our interactions with students and alumni indicated merit more attention in the Department's teaching. Such a course might also mitigate the problem of students taking courses in sequences that are not optimal for overall academic progress. The Department should assess the course's efficacy and this will be addressed in more detail in the Discussion Section.

This transitional course would have the additional advantage of creating a cohort of student majors. It could also function to stimulate student thinking about post-baccalaureate study or careers. From an assessment point of view, the course could be a source of artifacts that could be used in tandem with student work from PHL189 as the basis for a longitudinal student assessment. Lastly, by integrating students into the major and its expectations more fully and completely, the course may serve to improve the chances of academic retention and success among female students. The Department is still not very successful in students gender diversity.

2. **The Department should identify ways to "localize" its curriculum or pedagogy, highlighting more explicitly the links between its course content (and co-curricular programs) and issues or concerns facing the Sacramento region.**

Most of the sources consulted for this review endorsed the proposition that the Department, despite its applied ethics focus, was not taking maximal advantage of its geographic location as the California state capital. Few of its courses and relatively few of its co-curricular activities invite reflection on problems specific to, or that have an especially strong valence in, the Sacramento region. These efforts could include guest speakers from local governments, businesses, and institutions, as well as conferences or other events with regional foci. Such efforts could strengthen the Department's relationships with the community and with other university departments, as well as attracting students who perceive philosophy as a tool for identifying and resolving challenges facing their own communities. Furthermore, cooperation with local government and business will increase the likelihood of job placement for the current students and recent graduates.

3. **The Department should retain its Logic and Philosophy of Science (LPS) track while considering a rebranding that better integrates LPS into the Department.**

The Philosophy Department Self-study had some discussion regarding the viability of the LPS program. While small, faculty perceive it to be a high-quality program that attracts some of its strongest students. The External Consultant recommended rebranding instead of discontinuance. We recommend to keep the specialization and to rename LPS by adding the word "Technology" (LPST) and integrate the program into the Department's applied ethics identity.

4. **The Department should undertake an initiative to ensure that a prescribed percentage of texts assigned in its courses are by women authors.**

Both the Department Self-Study and the External Consultant expressed concerns about the gender composition of the Philosophy student body. Faculty expressed some surprise that approximately one-third of their recent graduates are female, and the Philosophy's percentage of female lags behind that the Math major, which historically has low percentage of female students. The University's overall female enrollment is over 50%, as do most universities in the United States. Some researchers (Flaherty 2013, Thompson 2016) suggested to increase the proportion of female authors which will attract more female students into the philosophy major. Given the high level of cohesiveness within the Department surrounding teaching, this could improve its gender diversity.

5. **The Department should pursue more aggressive approaches to student advising, including mandatory office hours or the placement of registration holds for students who have not received regular mandated advising.**

During meetings with students and alumni, we discovered that very few students actively have ever sought out opportunities for faculty interaction even though that academic advising and other forms of interaction with faculty are readily available within the Department. Most students/alumni often want to get career guidance from faculty, but students can also make choices regarding 1) the order in which they pursue their coursework, and 2) their overall course load and time to degree. But many students failed to initiate the first step to email or call a faculty. We recommend that the Department consider a more proactive approach to advising by make it mandatory or requiring visiting faculty during office hours for some courses.

6. **The Department could offer co-curricular activity to promote the philosophy major, such as an Ethics Bowl.**

The External Consultant's report emphasized the importance of Intercollegiate Ethics Bowl (http://appe-ethics.org/ethics-bowl/) which is a high impact and high visibility activity that would be a strong fit for the Department's applied ethics identity. It also provides students with a culminating academic experience in which they publicly demonstrate their abilities in oral communication and teamwork, two areas where, based on the alumni survey of 2014, the Department was found to be comparatively less effective. It thus tends to attract motivated, high-achieving students to the major. In addition, it creates a set of very articulate student ambassadors to advocate for ethics education.

These advantages notwithstanding, Ethics Bowl presents considerable logistical and pedagogical challenges. Funding for the requisite student travel must be secured. The External

Consultant suggested that Ethics Bowl thrives when departments integrate it into their curriculum and have an instructor willing to commit to the course for a multi-year span.

7. **The Department should communicate regularly with lecturers about departmental or university developments likely to affect lecturers' work/life. An electronic newsletter each semester is recommended.**

The relationship among full-time faculty are strong and lecturers may benefit from being kept up to date about the Department/University activities that bear on their work/life. We recommend the Chair to provide an overview of recent development relevant to lecturers, such as the cessation of remediation and its impact on GE courses taught more by lecturers.

8. **Department should implement initiatives to foster greater contact among students and between current students and alumni, including peer mentoring.**

Both students and alumni interviewed for this review indicated that they would welcome the Department facilitating more contact among students and between students and alumni, especially for purposes of career guidance/networking and academic support. A peer mentor program is one form that such initiative might take.

Recommendations to the College and the University

1. **The College should further clarify the Philosophy Department's relationship to Center for Practical and Professional Ethics and discuss with the College Dean to explore potential funding for the Center.**

Currently, the Director of the Center has the service commitment for directing the Center but has not been properly compensated by either release time from the University or the reduction of College or Department service requirement. The Center's Web site https://www.csus.edu/cppe/ focused on ethics in business and in the political science arena. At first impression, there is no connection between the Center and the Philosophy Department. The External Consultant asked whether the Center Director has always been a Philosophy Department faculty which it is. We recommend the College of Arts and Letters and the Department work with the College for Continuing Education (CCE) to explore the new funding revenue through CCE's government and corporate ethics training programs. The College and the Department should provide commensurate reduction on Center Director's other service obligations before the new funding or release time is available.

2. **The College should focus on the service need for tenure-track faculty and have a more balanced tenure density. The tenure-track faculty can provide the advising and pay close attention to student success.**

The Department's part-time faculty increased from 5 to 17 in the last 6-7 years, while full time faculty (including FERP) remained at 10. The high reliance on lecturers for instruction has many benefits, but it has certain disadvantages since non-tenure-accruing faculty do not have service or research responsibilities. Both the fulltime faculty and the External Consultant expressed some concerns related to the low tenure density at the Philosophy Department. However, the External Consultant also lauds the tenure-track faculty specializations which have well-rounded coverage of main areas of philosophy. To avoid the duplication of faculty areas of expertise, we

recommend to focus on teaching pedagogy, ethics in high-tech, and student advising etc., essential to the Department's commitment to student success.

3. The College and the Department should explore ways to support faculty scholarship at critical junctures in arcs of research.

The Philosophy Department has many highly engaged researchers as faculty. The External Consultant cited the research that for humanities faculty at teaching institutions, judicially timed interventions have a significant positive impact on research productivity. We recommend the College and the Department collaborate in supporting research by modestly reducing teaching responsibilities for tenure-track faculty at critical junctures in their scholarly activities. One course release time per semester could be allocated on the basis of criteria such as: faculty received "revise and resubmit" manuscript, speaking invitations in a professional conference, a book proposal was received by an academic press, etc. In a campus where pre-tenure course release is not the norm after the first two years, such an intervention would be a worthwhile investment in faculty scholarly productivity by the College and the Department.

Focused Inquiry Discussion

In its Self-study Report, The Philosophy Department undertook a detailed analysis of five years of data related to graduation rate, time to degree, et al. The analysis categorized data in terms of concentration, gender, native vs. transfers, previous major, minor, years to degree, additional major, student course load, grade point average, etc. The Department intended to identify "remediable impediments to earning a degree in Philosophy in a timely manner," which is a top priority for the University. Our finding is in consistent with Self-Study and External Consultant's reports. Students with higher GPAs have shorter times to degree; transfer students with the intention of majoring in philosophy have shorter times to degree than native students who switch to philosophy major. However, we found that students are often taking too few courses (12-13 units) or taking courses in sequences that inhibit their academic progress and the graduation rate. Recommendations 1 & 5 introduce a method-based pro-seminar course for majors and proactive advising could increase graduation rates.

The Self-study Report also stated that the Department's gender ratio is "close to parity with respect to enrolled majors, but only 35% of our graduates are women, this implies that women are overrepresented in students who leave the program." We recommend the Department do more outreach and marketing to female student in recruitment, retention and graduation. One possibility is Recommendation 4, to have 15% to 25% required reading by female authors. We also believe more advising from female faculty may help female students' retention and graduation rate.

The only issue remaining from the previous Program Review Report (2010) is the relationship of Center for Practical and Professional Ethics with the Department, including funding/release time for the Center. We recommendation the College and the University explore support for the Center. The Center is an asset to the College and the Director of the Center has been a volunteer faculty member from the Philosophy Department. The practical and professional ethics training to the business community and government entities has some promising

potentials in the Sacramento area. It needs an innovative approach and partnership with College of Business and College of Continuing Education in order to bring in funding to the Center and provide release time for the Director.

Overall, the Department of Philosophy is in a noticeably healthier state than during the 2010 program review. The Department has grown in size and it has a very proactive strategy toward student learning and academic success. Its faculty take their work seriously and the Department provides a high-quality education for its students. The 2015/16 Annual Assessment Report lauded the students' competence with respect to its learning outcomes as "Inquiry, Analysis, and Synthesis."

The Department is also lauded for the thoroughness and care with which it undertakes assessment with measuring tools for program specific learning outcomes and the university wide bachelorette learning outcomes. The Philosophy Department has a regular, systematic and comprehensive assessment of every faculty's teaching and now it is a leader in the university assessment program. The applied ethics focus suits its position within the University and the location of CSU—Sacramento, as well as reflecting a growing interest within the philosophy discipline in the practical application. Offering several distinct programs, the Department attracts students with a diverse background and interests. The faculty specialties cover all the areas of Philosophy and at the same time, the faculty share a clear understanding of the heart of the philosophical enterprise and what a student with a philosophical education should be expected to know. This shared understanding is most evident in its use of a common rubric and template for analytical essays.

Recommendation to the Faculty Senate

Based on this program review, the Self-Study report, and the External Consultant's report, the Review Team recommends that the degree programs in Philosophy be approved for six years or until the next scheduled program review.

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Philosophy Department Assessment Plan (taken from pp. 12-13 of the *Philosophy Department Updated Report on the Academic Program Review 2010*)

Assessment Plan for Implementation (Revised, Starting Spring 2013)

1.   This Spring semester, the Assessment Committee will assemble three to five faculty who will assess **ten anonymized, randomly selected Philosophical Analyses** submitted by majors from each of the following classes:
    a.   Both the Fall/12 and Spr/13 sections of the **capstone course (189).** These will be assessed against the Program Values Rubric. Ideally, these graduating majors will indicate proficient achievement of the Philosophy Core learning goals.
    b.   **PHIL 180**, which is in the newly created core coursework and is typically taken by majors in their junior and senior years. These will be assessed against the Program Values Rubric for the Philosophy Core learning goals. The expectation is that these students will reveal proficiency in the range from competent to proficient.
    c.   **PHIL 152**, which is an ethics course in the newly created core coursework and is required in the Ethics Politics and Law Concentration. It is typically taken by majors in their junior and senior year. Though students in the major and LPS concentrations may take this course as one of two ethics courses required, it will be used to assess the EPL concentration by narrowing the selection of sample PAs to those submitted by EPL majors. The committee will assess these Analyses using the Program Values Rubric. Ideally, students will indicate achievement of the Concentration Specific learning goals in the range between competent and proficient.
    d.   **PHIL 153**, which is a required course in the Logic and Philosophy of Science concentration. It is typically taken by majors in their junior or senior year. Though students in the major and EPS concentrations may take this course as one of four LPS courses required, it will be used to assess the LPS concentration by narrowing the selection of sample PAs to those submitted by LPS majors. The committee will assess these PAs using the Program Values Rubric. Ideally, students will indicate achievement of the Concentration Specific learning goals in the range between competent and proficient.

2.   This spring semester, the assessment committee will **review a sample of ten senior essays, submitted in 189 during the 2012-13 academic year**. A sample of ten essays will be assessed against the Program Values Rubric for proficiency in the Philosophy Core.

The purpose of assessing the senior essays in addition to the PA from the same students is to allow for the possibility that students may reveal different abilities in a studied and revised essay, which requires a sustained, independent argument, developed on a specific topic through a series of revisions under faculty guidance, than is apparent through a highly structured and timed assignment as the PA in this class. The latter tests

a student's ability to demonstrate philosophical acumen in regard to providing a structured critical analysis of an article, which they must read and comprehend in the scope of the timed exam. Although philosophical acumen and reflection is not typically associated with rapidity, the department still regards the ability to apply the skills learned under a time constraint as a measure of the degree to which they have been acquired and effectively internalized. This should be an indication that the students have been cultivated and have internalized the philosophical core over the length and breadth of their time in the program. The senior essay, it is the department's belief, will reveal the degree to which our majors have acquired the skills of patient deliberation, collaborative editing (with their faculty mentor), and creative inquiry in the development and support an argument on a topic of their choice. This will demonstrate the degree to which the program has been successful in fostering the kind of creative and critical inquiry that sustains a lifelong philosophical orientation.

3.   This spring semester, the Assessment Committee will collect and review the results of the *graduating seniors' exit survey*. This exit survey was finalized and implemented in the Fall/12. Patterns in student responses, especially to key questions, will be examined for feedback on the program to be used to assess whether the program is succeeding from the students point of view. Crucial will be indicators that students perceive the program to be value-adding to their lives. Where problems, limitations or weaknesses in the program are revealed, the Assessment Committee will join with the Curriculum Committee to determine whether and what actions might be taken to improve the program.

4.   This spring will make the first semester for which we will be able to *collect data from the Assessment Survey for a subset of philosophy courses on a three year rotation*. Over the summer, the Assessment Committee will review the results of this assessment instrument to ensure that courses are being taught with the same eye toward quality and reliability. Any patterns found in the results which are indicative of a problem with the reliability of student assessment in courses will be brought to the curriculum committee for consultation and further action.

5.   Early Fall/13 the department will hold a meeting specifically devoted to reviewing the assessment report for AY 2012-13. The department has committed to holding such an annual assessment meeting to ensure everyone in the department is aware of the results of the report from the previous year's program assessment and to determine when and where improvement can be made. All members of the department will be encouraged to participate and contribute, as all are stake-holders in the quality of the program and in assessing our good works.