Assessment of Student Learning in the Philosophy Major Academic Year 2015-2016 Formal Report (Due July 1, 2016)

* * * This version does <u>not</u> include student names and is intended for public use.

(1) The Centrality of Teaching to Student Learning

The single mosWLPSRUWDQWIDFWRULPSDFWLQJWKHTMOLWRIDVWMHQMTHGMDWLRQDO experience is the quality of the teaching she receives. The dynamic interaction between faculty and students forms the crucible of student learning. Appropriately, teaching is the top value at Millikin University. In all of its official documents, Millikin University explicitly affirms the special significance and special importance of teaching. For example, while faculty members seeking tenure must demonstrate at least *competent* scholarship and at least *competent* service, they must demonstrate at least excellent teaching. Philosophy faculty members wholeheartedly affirm this prioritization of teaching and what it implies about the mission and values of the institution. Indeed, philosophy faculty members aspire to provide the kind of teaching that *exceeds* what is expected at Millikin University. *Policies and Procedures* and the various division unit SODQVDOOLGHQMMIRaordinaryDVWMLJHVWUDWLQIRUWHDFKQQHEHOLHYHWM evidence demonstrates that the Philosophy Department provides extraordinary teaching to Millikin students.

Extraordinary Teaching

The Philosophy Department at Millikin University is unrivaled in terms of objective measures of teaching quality. Each member of the Philosophy Department has received the highest university-wide award for teaching excellence ± the Teaching Excellence Award. This award is given to faculty members who have made a distinctive difference in classroom teaching, campus leadership, pioneering teaching methodology, creative course development, and instructional support. In addition, each member of the Philosophy Department has received the Alpha Lambda Delta Teacher of the Year Award. Given by the freshmen-sophomore honor society, this award is given to faculty members based on their ability to teach, knowledge of the subject matter, ability to present material in a clear and understandable fashion, ability to motivate students to self-discovery in learning, and for the care and concern shown to students in and out of the classroom. Finally, each member of the Philosophy Department has received the James Millikin Scholar Educator of the Year Award. Chosen by seniors in the honors program, the award recognizes the faculty member who has made the greatest impact upon them as honors scholars, who demonstrated outstanding teaching skills,

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place without philosophical activity. Again, the practical relevance of philosophical activity could not be clearer.

 $Philosophy\ services\ MiOOLNLQ8QLMUVLW \cite{M}FRUHJRDOVDQG \cite{M}OMV&ORVHHDPLQDWLRQRIWKH$

University Goal 1: Millikin students will prepare for professional success.

University Goal 2: Millikin students will actively engage in the responsibilities of citizenship in their communities.

University Goal 3: Millikin students will discover and develop a personal life of meaning and value.

The accompanying table shows how Philosophy Department goals relate to University-wide goals:

Philosophy Department Learning Goal	Corresponding Millikin University Learning Goal Number(s)
1. Students will be able to express in	1, 2, 3
oral and written form their	
understanding of major concepts and	
intellectual traditions within the field of	
philosophy.	
Students will demonstrate their	1, 2, 3
ability to utilize the principles of critical	
thinking and formal logic in order to	
produce a sound and valid argument,	
or to evaluate the soundness and	
validity of the arguments of others.	
3. Students will demonstrate their	1, 2, 3
ability to complete research on a	
philosophy-related topic, analyze	
objectively the results of their research,	
and present arguments to support their	
point of view in a variety of venues,	
including an individually directed senior	
capstone thesis in philosophy.	

,QVRVRORQJDVZHUHMHFWDQKLGHER&G&GHUVWDQGLQJRISUDFWLFHSKLORVRSKLFDO study reveals itself to be inherently practical. The skill sets it develops and the issues it engages facilitate professional success, democratic citizenship, and the development of a personal life of value and meaning. It seems to us that the daily *practice* of delivering on the promise of education should be the goal of every department and program at Millikin University. This, we do.

Given our emphasis on skill set development, it is no accident that philosophical study is excellenWSUHSDUDWLRQIRUODZVFKRROFFRUGLQJORM'HSDUWPHQWKDVGHMORSHGDSUHODZWUDFNIRUWKRVHRIRMPDMRUVZKRDUHLQWHUHVWHGLQODZVFKRRO,WLVHMUHPHO\ important to emphasize that gaining admission to law school is not a function of gaining substantive content knowledge as an undergraduate. This is vividly illustrated by pointing out the fact that the undergraduate major with the *highest acceptance rate* to

While some of our majors go on to pursue graduate study in philosophy and aspire eventually to teach, most of our majors go on to pursue other careers and educational objectives. Accordingly, the successful student graduating from the philosophy major might be preparing for a career as a natural scientist, a behavioral scientist, an attorney, a theologian, a physician, an educator, or a writer, or might go into some field more generally related to the humanities or the liberal arts. Whatever the case, he or she will be well prepared as a result of the habits of mind acquired in the process of completing the Philosophy Major.

There are no guidelines provided by the American Philosophical Association for undergraduate study.

- o ICS, International Cultures and Structures
- o QR, Quantitative Reasoning

College of Arts and Sciences

In addition to the many contributions we make to the delivery of the University Studies SURJUDPZHDOVRPDNHNHFRQWULEWLRQVWRWKHGHOLMURI WKHKLVWRULFDOVWIGLHV UHTKUHPHQWRI WKH&ROOHJHRI SWVDQG6FLHQFHVSOFRMVHVLQRMKLVWRURI SKLORVRSKVHTMQFHDVZHOODVVHOHFWRWKHUFRMVHVFRQWULEWHWRWKHGMISILMURI important College requirement.

The Honors Program

The Philosophy Department is among the strongest supporters of the Honors Program. We deliver <u>all</u> of the required sections of IN183, Honors University Seminar each fall semester to all incoming first-year honors students. In addition, we regularly deliver sections of IN203, Honors Seminar in Humanities, to second semester first-year and second year honors students. Finally, we regularly supervise students in the completion of their James Millikin Scholar Research Projects. Our involvement with and commitment to the Honors Program and our honors students are unsurpassed on campus. 'UĐUWVRFNIDSSRLQWPHQWLQVSULQJDV'LUHFWRURIWKHRQRUV3URJUDP further solidifies our commitment to the Honors Program.

MBA and Undergraduate Business Programs

Dr. Roark delivers a designated section of PH215, Business Ethics for the Tabor School of Business each fall semester. This is a crucial contribution as the State of Illinois now requires that all individuals wishing to sit for the CPA exam must have business ethics on their undergraduate transcript. In addition to delivering ethics courses for the undergraduate business program, Dr. Roark also delivers business ethics for the MBA program each spring semester ± MBA510, Personal Values and Business Ethics.

Pre-Law

At Millikin University, our pre-law program is not a program of academic study. Students do not major or minor in pre-law. This is because law schools do not favor that approach. Instead, law schools want undergraduates to major and minor in \text{\text{WUDGLWLRQDO\text{\text{\text{QCHUJUDG\text{\text{\text{\text{\text{\text{QCHUJUDG\text{\

While it is true that students interested in attending law school can choose any undergraduate major, it is also true that all undergraduate majors are not equal in terms of their ability to prepare students for the rigors of law school. It is essential to

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understand that the preparation needed for law school must focus on the development RIHVVHQWLDOFULWLFDOWKLQNLQJVNLOOVWKDWHQDEOHWKHVW&HQWWRWKLQNOLNHDODZIN not the memorization of facts and information. Given the central importance of critical thinking skills for the study of law, any student interested in attending law school and entering the legal profession would do well to complete a philosophy major at Millikin University. There is no better major for students interested in preparing for law school than philosophy. This is true for many reasons. Here we note five.

First, the academic credentials and backgrounds of the faculty members in our department give us the expertise necessary to prepare students for law school. Philosophy faculty teach in ways that are specifically designed to develop the critical reading, writing, and reasoning skills essential to the study and practice of law. In addition, we teach the kind of courses that prHSDUHVW&HQWVWR*WKLQNOLNHDODZHU′ Courses such as Introduction to Logic, Ethical Theory and Moral Issues, Political Philosophy, Philosophy of Law, Appellate Legal Reasoning ± Moot Court, and others are precisely the kind of courses that prepare students for the rigors of law school. In addition, the Philosophy Department is the only department with a full-time faculty member who has been to law school, earned a law degree, and passed a state bar exam. When we give students advice about law school, we speak from *experience*.

Second, the best preparation for law school demands that students take challenging courses taught by outstanding and demanding teachers. As emphasized above, the Philosophy Department at Millikin University is unrivaled in terms of objective measures of teaching quality. Whether we look at honors and awards for teaching or student evaluations of the teaching we provide, there simply is no stronger teaching department at Millikin University than the Philosophy Department.

Third, the philosophy curriculum has been intentionally designed to meet the needs of students interested in law. Our philosophy program emphasizes analytical reading and critical reasoning skills. These skills are <u>precisely</u> the skills required for success in the study and the practice of law. In addition, our assignments require students to engage in analysis and critical evaluation of ideas; in particular, our written assignments typically require students to present a thesis and defend it with argument. This is the IRUPWKDWPKKOHJDOUHDVRQLQJWDNHV)LQDOOZHKDMDVSHFLILFSDDZWUDFNZLWKLQ the major that is tailored even more specifically to meet the needs of our pre-law students. The track emphasizes courses in critical thinking and logic, ethical and political philosophy, and jurisprudence and law.

Fourth, we have intentionally kept the requirements for the major to a minimum. Only 30 credits are required to complete the philosophy major. This allows students to acquire curricular breadth in their undergraduate curriculum. The value of pursuing a

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The success of our students \pm as judged by external evaluators, including legal practitioners and law school students \pm is clear evidence of the high quality of our program.

It is worth noting that the success enjoyed by our moot court students extends well beyond Model Illinois Government and Millikin. For a school our size, our placement record into nationally ranked law schools is impressive. Over the past ten years, a number of students who have participated in our moot court program have been accepted into nationally ranked WRS´ law schools. Importantly, all of these students earned substantial scholarship support to attend these high quality institutions. These schools, their national rank, and the students who attended include: 5

Phi Sigma Tau

The Department has completed its process of securing a formal philosophy club on campus. Dr. Hartsock has taken leadership of this initiative and has led us to a Phi Sigma Tau membership on campus. We hope that a formal club and honors society will provide our majors and other students with an interest in philosophy to bond and reinforce our philosophy community. We hope this will be another avenue by which to reinforce our growth.

Recent Review of and Revisions to Curriculum

In 2008, the Philosophy Department expanded to two faculty members to three faculty members. Then, in 2010, we replaced a long-tenured Professor (Dr. Jacobs) with a new Assistant Professor (Dr. Hartsock). The changes provided the occasion to engage in a series of long-overdue revisions to our curriculum. Our revisions ensure that our curriculum is aligned with the teaching interests and abilities of the philosophy faculty. Significant changes were made over the course of two rounds of changes.

'MLQJWKHILUVWUR&GRIFKDQJHVZHFUHDWHGDQHWKLFVPLQRUZLWKLQRM program. As part of this new program, we offer three additional courses under the EURDGFDWHJRURI DSSOLHGHWKLFV7KHVHFRMVHVLQFO&H3% MLQHVV(WKLFV PH217, Bioethics; and PH219, Environmental Ethics. We have intentionally designed WZRRIWKHVHDSSOLHGHWKLFVFRMVHVWRFRQQHFWWRRMWKMcademic units. PH215, Business Ethics, connects to Tabor; PH217, Bioethics, connects to the pre-med, medical technology, and nursing programs. The ethics minor also coheres with and reinforces the recently revised University Studies program, which emphasizes three skill sets over the course of the sequential elements: reflection, writing, and *ethical reasoning*. Every course that we offer in the area of value theory generally, including the applied ethics courses, engage students in all three of these skills. The learning goals of the ethics minor program are as follows:

- 1. Students will use ethical reasoning to analyze and reflect on issues that impact their personal lives as well as their local, national, and/or global communities; and
- 2. Students will be able to express in written form their understanding of major ethical concepts and theories and demonstrate competency in the application of those concepts and theories to specific topics (business, medicine, environment, politics, etc.).

We believe it to be self-evident that ethical reasoning and reflection on ethical issues and topics are indispensible for the kind of intellectual and personal growth our students need if they are to find professional success, participate meaningfully in

democratic citizenship in a global environment, and create and discover a personal life of meaning and value. Hence, the ethics minor coheres well with the stated goals of

Proposal # 1: Changing PH213, Critical Thinking: Logic title and numbering to PH113, Introduction to Logic

The name change aligns the course with best practices in philosophy curricula.

The number change indicates that this course will serve as our basic introductory course for the major with the key responsibility of introducing students to one major content areas in philosophy (logic) and several of the most important key skills in philosophical inquiry (logical reasoning, argument construction, argument evaluations, valid forms of inference, common fallacies in reasoning, etc.).

As explained below, this course will operate in conjunction with our other core requirements to ensure that all philosophy majors receive a solid foundation in philosophy \pm both in terms of skills and content. (See other proposals for additional details.)

This course will continue to fulfill the quantitative reasoning requirement within the University Studies Program for appropriately qualified students.

An added benefit of this proposal is that our logic course will now be numerically aligned with the logic courses that students might complete elsewhere and seek to transfer into Millikin. Most logic courses taken elsewhere will be at the 100 level and these will no longer need to transfer in as equivalent to our (old) 200-level logic course.

There will be no changes to substantive content.

Proposal #2: Elimination of PH110, Basic Philosophical Problems

This ill-named course attempted to serve as a single location for introducing students to the major content areas in philosophy. We have found this approach provides students with too narrow an introduction and results in an underdeveloped introduction to philosophical inquiry. We are reconfiguring the core to address these problems.

Proposal #3: Creation of PH210, Freedom and the Self

This course is, in part, a replacement for the eliminated PH110, Basic Philosophical Problems. However, it is also part of our larger effort to reconfigure the core in a way that provides students with a broader and more in-depth introduction to key content areas in philosophy, while providing them with increased flexibility in terms of upper level content area course selection.

Proposal # 4: Change of PH311, Metaethics title and content to PH311, Ethical Reasoning Ethics Bowl

Metaethics is a specialized area of philosophical investigation. The course was created E\U0RQH\notink\noti

We propose to revise this course and utilize it as the location in our curriculum for delivery of a third Performance Learning opportunity in the form of Intercollegiate Ethics Bowl. Much like Dr. Money has done with Moot Court - building it intentionally into the curriculum through PH366, Appellate Legal Reasoning: Moot Court ± Dr. Hartsock has built another Performance Learning opportunity intentionally into the curriculum with this course. We formalize his efforts with this proposal.

The Philosophy Department rotates or modifies the content of its upper-level seminars on an ongoing basis. The Department also makes some modifications in its normal courses, rotating content in and out. Doing so allows philosophy faculty to keep courses fresh and exciting for the students, and helps to keep faculty interest and enthusiasm high. For example, Dr. Money had taught the PH400 Seminar in Philosophy course on Nietzsche, on personal identity, on the intelligent design-evolution controversy, and as a course on ethical naturalism. The title of the course is the same, but it iVDQHZFRMVHQRQHWKHOHVV7KLVWSHRI LQWHUQDOHROWLRQWDNHVSODFH frequently within the Department.

A number of changes have occurred in the philosophy curriculum in the last several years. The Department regularly meets to review its curriculum and identify ways in which it can be improved. As a result of our careful review and revisions, our program is

PH311, Ethical Reasoning ± Ethics Bowl (Hartsock)

PH312, Minds and Persons (Hartsock, Money)

PH313, Ways of Knowing (Hartsock, Roark)

PH366, Appellate Legal Reasoning ± Moot Court (Money)

PH391, 392, 393, 394, Independent Study in Philosophy (variable)

PH400, Seminar in Philosophy (Hartsock, Money, Roark)

The philosophy major, minors, and tracks will be reconfigured and appear in the Bulletin as follows:

Major in Philosophy

A major consists of a minimum of 30 credits and leads to the B.A. degree. At least 12 credits must be at the 300 level or higher. The requirements of the philosophy major are as follows:

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Two Courses (Required) (6 credits):

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It is important to emphasize that we do not require that our majors complete the Philosophy Major by following a formal and rigid sequential curricular structural plan. While there are required courses within the major, these courses (with one exception)

alike. The discussion driven format of philosophy courses exploits the varying degrees of student intellectual abilities for collective benefit ± often more advanced students expose less advanced students to central issues and ideas in a way that can be easily understood by the less advanced student. Class discussion is not simply vertical (between students and teacher), but quite often horizontal as well (between students). Some of our most effective learning takes the horizontal form.

The key experiences in the philosophy curriculum, along with encounters with challenging texts (as mentioned above), include intensive engagement with philosophy professors, engagement with fellow students, reflection and digestion of ideas, and SUHVHQWDWLRQRIWKHVW&HQWVMRZQLGHDVLQZULWWHQIRUP7KHRMUDOOOHDUQLQJ experience in the Philosophy Major, then, is one of intellectual engagement (with a great deal of one-on-one engagement outside of class as well), in which students are challenged to think critically about core beliefs and assumptions, and are expected to be able to present critical and creative ideas regarding those core beliefs and assumptions in oral and, especially, written form.

7KH'HSDUWPHQWLVFRPPLWWHGWRI DFLOLWDWLQJVW&HQWVMQGHUVWDQGLQJRI SKLORVRSKLFD issues and problems in their historical context, and our core is intentionally structured so as to include both historical and contemporary readings. Doing this gives philosophy faculty a chance to expose philosophy students to many of the seminal works in philosophy. &ORMUMHZRI WKHSKLORVRSKPDMRUDQGLWVØULRXWUDFNVLVSURMGHG above, in section (3).

(5) Performance Learning In Philosophy

There are three key performance learning opportunities delivered by the Philosophy Department and its faculty: Ethics Bowl, Moot Court, and Seminar in Philosophy. Each is described briefly below.

PH311: Ethical Reasoning ± Ethics Bowl

The philosophy program provides philosophy majors as well as Millikin students more generally with the opportunity to engage in high intensity and high quality performance learning in the form of ethics bowl. Students wishing to participate must enroll in PH360, Ethical Reasoning ± Ethics Bowl. This course is an experiential and collaborative learning experience in which students are taught the essential elements of ethical reasoning by Dr. Hartsock and eventually perform their learning before third party stakeholders (e.g., professionals from a variety of applied fields, academics, government and non-profit organizational leaders, etc.). Dr. Hartsock teaches the course every fall semester.

The point is that this degree of familiarity with our students and the depth of our assessment of their learning are substantial and pervasive. This is the <u>NORM</u> in our Department. One of the great benefits of being a small department is the fact that this ensures that we will get the opportunity to interact with many of our students repeatedly over time. This puts us in an excellent position to make judgments about the growth of their learning while at Millikin and positions us to engage in excellent advising and mentoring. Thus, it should be abundantly clear that we assess student learning continuously and rigorously. Reinvention of the wheel is entirely unnecessary. We will not speculate on why such reinvention has and is occurring.

In addition to the pervasive assessment of student learning that we engage in through formal class assignments, there is the opportunity for assessment that comes from the close mentoring relationship that are formed between philosophy faculty and philosophy majors. Philosophy faculty members interact with philosophy majors a great deal, meeting with them to discuss class materials, life issues, and the like in both formal and informal venues. 7KHVHDGMVLQJPRPHQWVDUHDOVRPRPHQWVRIDVVHVVPHQMV addition, philosophy faculty members DVVHVVHDFKVW&HQW¶FKDUDÆWHDpment during his or her four years as a philosophy major at Millikin.

Despite these obvious points, we have been asked to engage in even further assessment of student learning. We have complied with this request. Given the peculiar nature of our dLVFLSOLQHDQGWKHQDWMHRIUHFUMWPHQWWRRMPDMRUWKHQDWMDOSRLQWIRUIRUPDOGDWDFROOHFWLRQDQGDQDOVLVLV36HPLQDULQ3KLORVRSKYKLVFRMVH

(8) Analysis of Assessment Results

Five students wrote and defended their thesis during the 2015-2016 academic year.

Assessment of student learning in the Philosophy Major focuses on the following:

The written thesis produced by each graduating philosophy major.

The oral defense of the thesis provided by each graduating philosophy major.

Analysis of assessment results for each key learning outcome goal, with effectiveness measures established on a green-light, yellow-light, red-light scale, occurs for each academic year. We see no reason to reinvent the wheel. We correlate letter grades ZLWKWKLVFRORUDIGKWVFKHPD\$UDGHRI\$RU\$ FRUUHODWHVWRYUHG\$UDGHRI\$RU\$FRUUHODWHVWRYUHG\$

A. Written Thesis

Regarding the written product, the supervising faculty member generates a brief evaluative summary for each thesis supervised during the aca2(e)-3year (included below). This summary will indicate the name of the student, the title of the senior thesis (if titled), the grade earned by the student on the senior thesis, and an indication of the basis for the grade assigned. Electronic copies of all theses will be obtained and stored by the Chair of the Philosophy Department.

The data for philosophy students completing their thesis during the 2014-2015 academic year is provided below. All students not only produced a thesis research paper, but each also presented and defended their thesis orally during the campus wide &HOHEUDWLRQRI6FKRQISIVK

Evaluative Summaries of Senior Theses

Student #1

Title:

Grade: A (Green Light) (Dr. Hartsock)

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changes will be made. If no reasons whatsoever are given for why we should change pedagogy and/or curriculum, and if all evidence points to the success of our students in terms of learning and achievement (Does anyone have evidence to the contrary? If so, then present it to us.), then the loop is closed by continuing with our tried and true approach to student learning that we implement. Our assessment efforts to date have revealed no issues or concerns that would justify instituting changes in our pedagogy/curriculum.

Addendum: Performance Learning in Philosophy

Contextual Remarks

Millikin University has identified the use of a particular pedagogical method as a

First, our overview demonstrates how the philosophy program delivers performance learning opportunities to our students. The responsibility for providing our students with opportunities to engage in discipline-appropriate performance learning experiences is the responsibility of each program, not necessarily the responsibility of each individual faculty member or each course. To be very clear, it is not necessary for each faculty member or each course to provide opportunities for our students to engage in performance learning experiences. Instead, it is only necessary for the philosophy program considered as a whole to provide our students with such opportunities. Hence, the proper level for the identification and assessment of performance learning is <u>programmatic</u>. As we will show, the philosophy program delivers multiple high quality performance learning opportunities to our students.

Second, our overview demonstrates how the philosophy program delivers performance learning <u>opportunities</u> for our students. We demonstrate that within the philosophy curriculum, each philosophy major is afforded multiple opportunities to engage in performance learning experiences. Indeed, we show that our program not only affords our majors opportunities to engage in performance learning, but guarantees that each major actually engage in at least one high quality performance-learning based experience ± namely, the construction of her philosophy thesis as part of our capstone course, PH400 Seminar in Philosophy, and the oral presentation and public defense of her thesis during our campus-wide Celebration of Scholarship day held near the conclusion of each spring semester. This is not simply an opportunity for performance learning, but a requirement for completion of the philosophy major.

Beyond the guaranteed engagement in performance learning secured by PH400, each philosophy major is also afforded several additional opportunities to engage in high quality performance learning experiences. We highlight two such opportunities in this overview document. First, the opportunity presented by PH376, Appellate Legal Reasoning ± Moot Court. Second, the opportunity presented by PH370, Ethical Reasoning ± Ethics Bowl. The combination of these three courses (PH400, PH376, and PH370) is sufficient to ensure that our students have opportunities to engage in a diverse range of high-quality performance learning experiences.

Third, our overview demonstrates how the philosophy program delivers performance learning opportunities to our students

Performance Learning Example # 1: Seminar in Philosophy

One way that the philosophy program delivers performance learning opportunities to our students is our requirement that all philosophy majors complete our capstone course: PH400, Seminar in Philosophy. This course, taken toward the end of the VW&HQWVFDUHHULVGHVLJQHGWRDOORZSKLORVRSKIDFØWWRPHQWRUVW&HQWVQRWVLPSO\ in the study of philosophy, but LQWKHGRLQJRISKLORVRSKJQWKLVFRØVHVW&HQWVGR WKHGLVFLSOLQH'U0RQH\U5RDUNDQG'UÐUWVRFNWHDFKWKHFRØVHRQDURWDWLQJ basis each fall semester.

The faculty member in charge identifies an important philosophical topic or philosopher. This topic or philosopher serves as the focus of course readings, class discussions, DVVRUWHGSUHVHQWDWLRQVDQGHMQWBOOVWBHQWVNVKHVHV6WBHQWVDUHIUHHWRLGHQWI their thesis topic, subject to approval of the supervising faculty member. Students work to construct a clear and creative thesis. This work frequently involves experimenting with various formulations of their central ideas over the course of the semester. Once their topic and central ideas are identified, students work to locate sources to use in their research. As the semester unfolds, students work to fashion more developed arguments and ideas, building their thesis over time. Students present their arguments and ideas to the other students in the course and the supervising faculty member and receive critical feedback. Students continue to work on their theses over the course of the entire semester. In fact, it is not uncommon for students to continue working on their theses into the following spring semester. In the end, students generate a substantial written essay (typically 20-25 pages), their philosophy capstone thesis. This work is submitted to the supervising faculty member for a grade. In addition to producing a written thesis, each student also makes a formal oral presentation of her thesis to philosophy majors, faculty members, and interested members of the campus community during our university-ZLGH&HOHEUDWLRQRI6FKRODUVKLS7KHHQWLUH experience is intentionally designed to have students do the work of philosophy: thinking, writing, and presenting philosophical arguments in written form and presenting philosophical ideas orally in a public venue. In short, the goal is for our students not simply to study philosophy, but to do philosophy.

Nearly all of the numerous characteristics of performance learning identif7 TmwD 6>Tm[9)6(nce)-4(learning)

who are experts in the field (not just the supervising faculty member), philosophy majors and minors, and other interested members of the academic community.

The capstone philosophy thesis is assessed by the supervising faculty member in consultation with all other departmental faculty. In addition to an assessment of the VW&HQWMZULWWHQWKHVLVHDFKVW&HQWPDNHVDIRUPDOSUHVHQWDWLRQRIKHUWKHVLVGML our spring Celebration of Scholarship. This oral presentation and thesis defense is part of our community tradition regarding the delivery of PH400. We assess the quality of WKHRUDOSUHVHQWDWLRQVEHPSORPHQWRIWKHUEULFIRUDVVHVVPHQWRIRUDO communication.7KHVHDVVHVVPHQWVRIVW&HQWVZRUJbbth written thesis and oral presentation ± are collected yearly and included in our departmental report on student learning. In short, we already have a well-established structure for the assessment of student performance learning in philosophy as that learning takes place in PH400, Seminar in Philosophy. That structure is described further above, in the body of our main report.

Example of Performance Learning # 2: PH311 Ethical Reasoning Ethics Bowl

The philosophy program provides philosophy majors as well as Millikin students more generally with the opportunity to engage in high intensity and high quality performance learning in the form of ethics bowl. Students wishing to participate must enroll in PH370, Ethical Reasoning ± Ethics Bowl. This course is an experiential and collaborative learning experience in which students are taught the essential elements of ethical

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Additional points are awarded based on the quality of the team's response to the opposing team's presentation and the quality of the team's responses to judges' questions.

Our students performed exceptionally well during our inaugural competition (Fall 2014). Millikin was one of 4 teams in our region to qualify for the national competition. One of our teams finished 4th at the regional competition, and the other team finished in the top 50%. Our students again performed well at the 2015 regional competition, though no team advanced to the nationals.

Other artifacts include a journal documenting the construction and revision of each student's arguments and analysis for each of the fifteen assigned cases and a final, reflective argument paper. This final paper (approximately 3,000) words requires that the students reflect on their performance in a particular match and offer an idealized presentation, where in they analyze the case laying bare the various ethical issues, make an ethical judgment concerning the ethical question asked during the competition, defend that judgment with moral reasons, and anticipate and reply to possible objections.

Example of Performance Learning # 3: PH366: Appellate Legal Reasoning Moot Court

develop legal arguments. It is a *process*. In addition, it is a process that they do not undertake alone. Dr. Money works in collaboration with students as they engage in analysis, reflection, and critical-logical-legal reasoning. He *mentors* and *models* even as he is a *partner* in *exploration* RIWKHFDVHV6W&HQWVERV** the *discipline* DQ3 *do the skills*DVWHDVV**H *responsibility* for *creatively* constructing appropriate legal arguments. Students not only present their arguments before *third party stakeholders* (a panel of judges consisting of legal professionals in the area, pre-law advisers, law school students, etc.), but students must respond to questions and probing from those judges. Without question, participation in moot court possesses all the key features of a paradigmatic performance learning experience.

7KPRVWLPSRUWDWDUWLIDFWVSURGKHGEVW&HWVDUHWKLURUDODUJKHWVGHOLYR at competition. These arguments are assessed and evaluated by judges at the competition (external-stakeholders) utilizing a formal rubric. The rubric identifies five main categories for evaluation: knowledge of the case, organization and reasoning, courtroom manner, forensic skills, and responding to questions. Students advance in the competition (and win individual awards) based on their performance as evaluated by the judges (external stakeholders) during the individual argument rounds. In a very real sense, then, successful performance at competition is a validation of student learning. Over the past twelve years, Millikin students have performed <u>exceptionally</u> well. The team and individual awards speak for themselves: