Institutional Learning Outcome Report:
Diversity

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EFFECTIVENESS

Key Findings

- Students were scored on a four point rubric. Average student scores for each dimension in each case-study project fell into the milestone area (between 2.0 or 3.0), which is the range expected of most Pepperdine undergraduates. It was expected that graduate students with more life experiences would be most likely to attain the "capstone" level (4.0) in the study, but that expectation was not borne out by the graduate students.

- Although the undergraduate student averages fell into the expected areas, a large percentage of Pepperdine students scored in the benchmark category (1 out of 4), which brought the average scores down. The benchmark (1.0) category demonstrates a very basic understanding of the concepts. The percentage of students who scored at such low levels should be examined by the University so that it may make appropriate curriculum changes.

- Pepperdine and Westmont College participated in the case-study component of this study. Average scores from Pepperdine and Westmont were essentially the same, helping to legitimize the tools and scoring used in the project.

- Pepperdine students scored highest in the dimensions related to understanding and applying principles of cultural diversity and empathy. The lowest scores came in the areas related to social responsibility and faith.

- Graduate and undergraduate students recorded very similar scores in all dimensions.

- Focus group findings revealed that students perceived themselves to be knowledgeable about diversity—although those perceptions were not strongly supported by the case study results. They believed this knowledge had been strengthened from close interactions (living, traveling and studying) with students who were different than themselves. These interactions occurred in curricular and co-curricular experiences.

- In their written responses to the case studies, students scored very low on measurements of how their faith shapes their perspectives of diversity. However, in focus group settings, students were able to articulate ways their faith has played a role in their perceptions of diversity.

- Students in the focus groups also reported that their chances to learn about religions other than Christianity had been limited because the majority of Pepperdine's faculty and staff are of the same faith.

INTRODUCTION

Diversity—defined for this report as attracting, serving, understanding, and appreciating diverse racial and ethnic groups—is important to higher education and is a core value at faith-based institutions. Pepperdine University strives to cultivate a deep understanding of diversity, as evidenced by elements of its Strategic Plan and Institutional Learning Outcomes (ILOs). For the past several years, the Office of Institutional Effectiveness (OIE) has been conducting research on various aspects of diversity at Pepperdine, and research briefs discussing structural and psychological diversity were circulated in 2013 and 2014. In 2014, the OIE launched a diversity case-study project in order to measure students' intellectual understanding of diversity, global awareness, and social justice. This report describes the outcomes of this *Diversity Case-Study Project*.

The *Diversity Case-Study Project* was conducted as a part of OIE's responsibility to assess whether students are attaining the desired achievement levels related to Pepperdine's nine ILOs (see Figure 1 and Appendix A), which articulate expectations of certain types of knowledge, skills, and mindsets that Pepperdine students should obtain by the time they complete their academic degrees. ILOs are derived from the University's mission, values (purpose, service, leadership), and core commitments and are specifically focused on outcomes related to knowledge and scholarship, faith and heritage, and community and global understanding. All graduate and undergraduate programs have aligned their program learning outcomes (PLOs) to the nine ILOs.

Figure 1. *Pepperdine's institutional learning outcomes.*

	Knowledge & Scholarship	Faith & Knowledge	Community & Global Understanding
PURPOSE	1. Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.	2. Appreciate the complex relationship between faith, learning, and practice.	3. Understand and value diversity
SERVICE	4. Apply knowledge to real-world challenges.	5. Incorporate faith into learning.	6. Demonstrate commitment to service and civic engagement.
LEADERSHIP	7. Think critically and creatively, communicate clearly, and act with integrity.	8. Demonstrate value centered leadership.	9. Demonstrate global awareness.

Using data collected in 2015 and 2016 through direct learning assignments, surveys, and census data, the *Diversity Case-Study Project* examines students' knowledge related to diversity, social responsibility, and global understanding, which are addressed in ILOs 3, 4, 6, and 9.

METHOD

In 2014, the OIE hired consultants from the GSEP and Seaver faculty to develop data collection assignments and a rubric to assess the results. The rubric was developed from multiple Association of American Colleges and Universities (AAC&U) value rubrics, with various dimensions selected to create a custom rubric for this study. The rubric was validated in a pilot study over the summer of 2014.

Five case studies were initially developed for students to read and then respond to through guided prompts in a written essay. The five case studies were piloted over the summer of 2014, and it was determined that only three of the five case studies would be used in the main project.

(1) Child Tobacco (Young, 2014). This case discusses children of farmworkers being exposed to nicotine and pesticides while working in the tobacco fields to help support their families.
(2) Kidnapped Nigerian Girls (Berman, 2014). This case examines the 300 Nigerian school girls who were kidnapped by the Boko Haram, explaining the facts of the case and discussing the reasons for an international outcry.
(3) Who Gets to Graduate? (Tough, 2014). This case chronicles the experiences of a female minority student at the University of Texas, Austin, during her first year and discusses the overall needs of minority students who often enter higher education less prepared than majority students while still being expected to reach the same standards in order to be successful.

Written assignments were scored on a rubric measuring aspects of cultural self-awareness, cultural diversity, empathy and perspective-taking, social responsibility and civic engagement, understanding systems, and faith (see Appendix B). In addition to the case-study assignment, participants were also asked to complete a brief demographic survey, and three focus groups were conducted (within the general undergraduate population) to help interpret and draw meaning from the data. Participants were compensated for their time.

The rubric was scored on a four-point scale, with 1 = *benchmark*, 2 and 3 = *milestones*, and 4 = *capstone*. Scores in the benchmark area primarily demonstrated a very basic understanding of concepts and indicated students did not look beyond their own limited perspective. To achieve a ranking in the milestone or capstone categories, students were required to demonstrate that they understood concepts from more than one perspective by providing examples from their personal history, activities, or from incidents they had witnessed. To score in the 3 or 4 ranges, respondents had to provide progressively complex analysis and insight regarding their opinions and perspectives.

In the summer of 2015, Pepperdine invited other local faith-based institutions to also participate in this project. After meeting with several interested schools, the OIE determined that Westmont College (in regards to mission) provided the best match with Pepperdine (see Table 1). Westmont was provided with the rubric and case studies, and it conducted its own analyses with its students. Westmont used slightly different methods to recruit participants and decided to use a different case study and modified rubric.

Table 1
Comparison of school demographics, Fall 2015

	Pepperdine	Westmont
Undergraduate enrollment	3,533	1,304
Graduate enrollment	4,099	None
Religious Affiliation	Church of Christ	Interdenominational Christian
Location	Malibu, CA	Santa Barbara, CA

Source.

Participants

Pepperdine University recruited participants through an email flyer sent to the general student population in all five schools. In addition, Seaver College's Volunteer Center and Intercultural Affairs Office asked their student leaders to participate. The email flyer requested that undergraduate participants be current or rising seniors; all graduate students were invited to participate. Students were offered a stipend after they completed the assignment and survey.

Evaluators

A group of faculty and staff members were trained to score the students' work according to the rubric. The OIE provided training for the evaluators by having them score a sample assignment. Evaluators would then meet with an OIE staff member to discuss scoring rationales. Scoring was reviewed, and scores outside of the average were discussed for the norming purposes.

The evaluators used the Diversity and Social Responsibility rubric (see Appendix B) to measure the student essay responses across five dimensions. Each dimension was scored by two or three separate evaluators; thus, each student's essay could have up to 15 scores (i.e., 15 assessments) used for data analysis. The OIE wanted to have three evaluators for each dimension for every student participant; however, recruiting and training a sufficient number of evaluators for each dimension of each case study was not feasible. Therefore, some student responses were randomly chosen to receive three evaluators per dimension while others received two evaluators per dimension.

Analysis

In 2016, the University adopted an assessment management system, LiveText, which was used to record scores of the students' essay responses. That system provided more detailed distributions of the evaluators' scores across the various dimensions for the responses received in 2016 (as seen in Figure 5); however, similar distribution data for the 2015 responses are not available. Although LiveText was not available for 2015 data analysis, overall scores were consistent over two years and across the two institutions.

RESULTS

Table 2 displays the demographics of the 73 Pepperdine students who participated in the case-study project at Pepperdine in 2015 and 2016. Most participants were either seniors or graduate students.

Table 2
Participant demographics for the Diversity Case-Study Project

	2015 (*N* = 39)	2016 (*N* = 34)		2015 (*N* = 39)	2016 (*N* = 34)
Gender			Ethnicity		
Male	13	15	Nonresident alien	0	3
Female	26	19	Black or African American	7	4
Class level			Race/ethnicity unknown	1	3
First-year	0	1	Native Hawaiian or Other Pacific Islander	1	0
Sophomore	0	2	Asian	4	7
Junior	4	3	Hispanic or Latino	7	8
Senior	31	16	White	14	9
Graduate	4	12	Two or more races	5	0

Average Scores by Academic Level

Figure 2 provides a breakdown of average rubric scores by student status (undergraduate versus graduate). The largest disparity between undergraduate and graduate students was observed in the understanding systems and faith dimensions. Prior to the study, it had been expected that graduate students would be more likely than undergraduates to score at the capstone level, but that expectation was not seen in the results.

Figure 2. *Average rubric scores by academic level.*
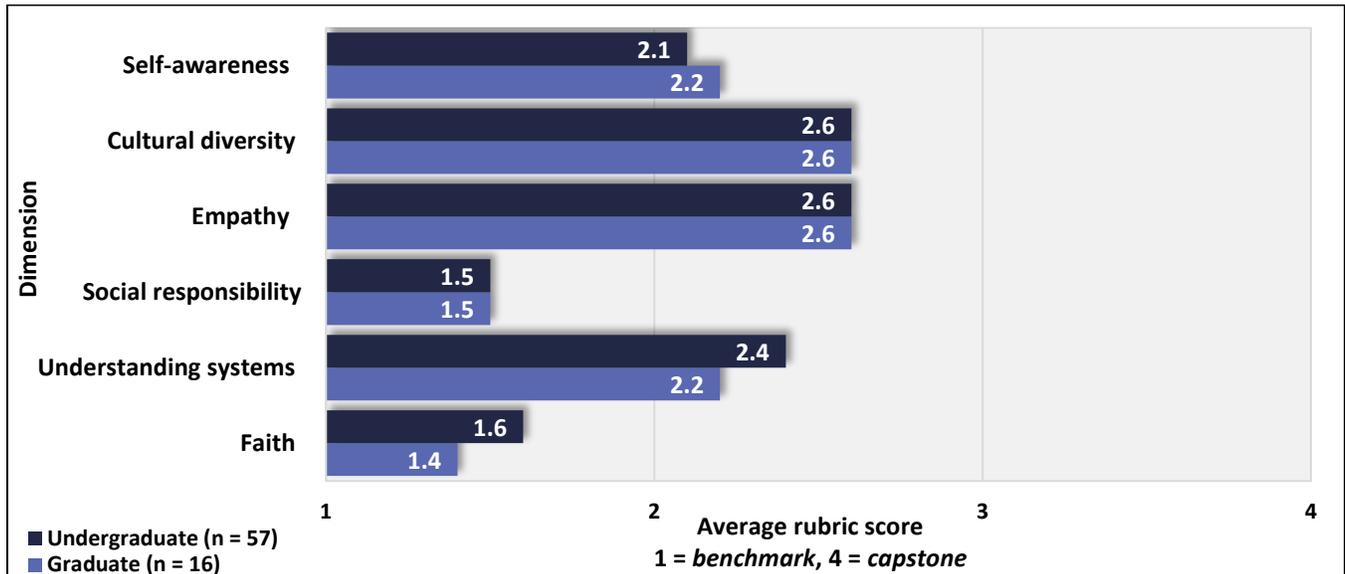
Average Scores by Case Study

Figure 3 summarizes average rubric scores by case study. Average scores for dimensions were similar for the three case studies, except for the cultural diversity, empathy, and faith dimensions, in which the scores from the Kidnapped Nigerian Girls case (for empathy and faith) and Child Tobacco (for cultural diversity) differed.

Figure 3. *Average rubric scores by case study.*
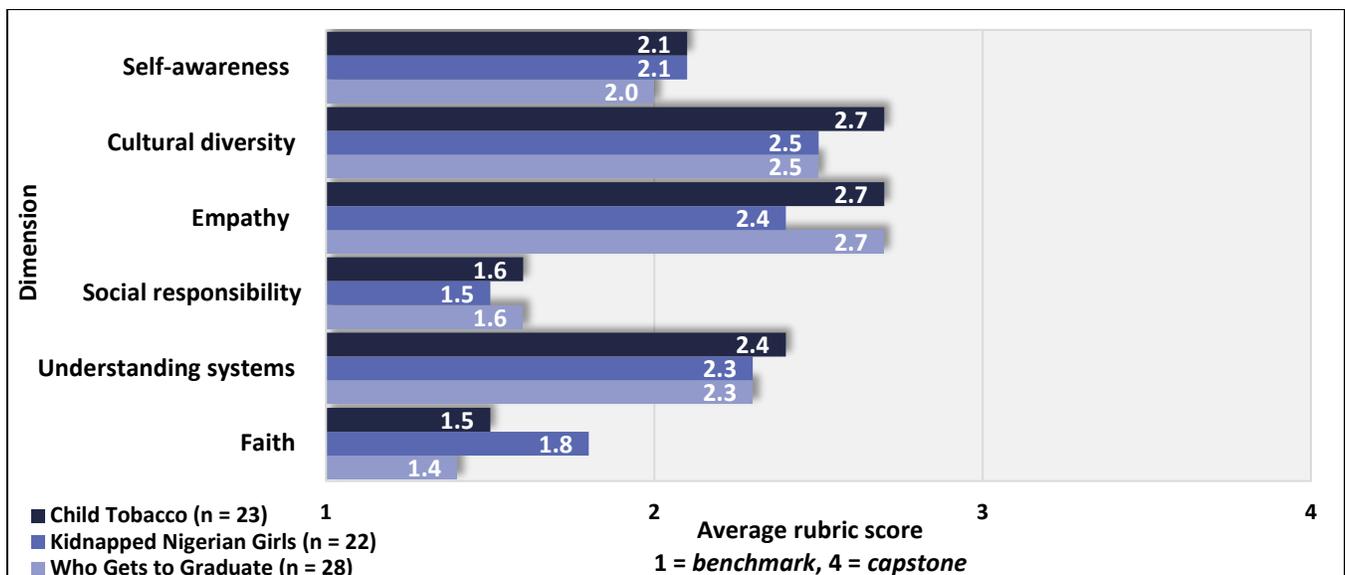
Average Scores by Dimensions, 2015 and 2016

Figure 4 summarizes the average rubric scores for each dimension by participation year. In both 2015 and 2016, participants scored the highest on the cultural diversity dimension and the lowest on the faith and social responsibility dimensions. The average scores for cultural self-awareness, cultural diversity, empathy, and understanding systems fell in the category 2 milestone. Social responsibility and faith averages fell only in the benchmark category, the lowest. Although the averages were lower than expected, some student scores were in the 3 and 4 category in all dimensions, which were in the expected distribution.

Figure 4. *Average rubric scores by dimension, 2015 and 2016.*
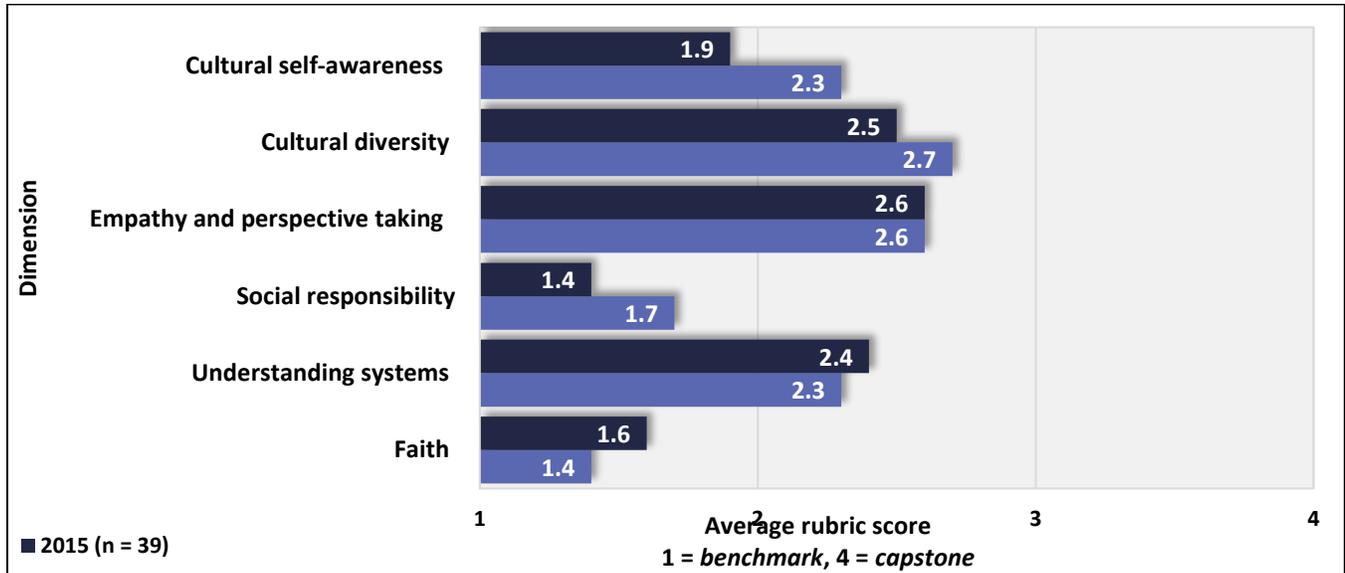
Cultural self-awareness. The average score for cultural self-awareness was 1.9 in 2015 and 2.3 in 2016. In 2016, 32% of the student participants scored in the lowest level while 15% scored at the highest level.

Cultural diversity. In understanding cultural diversity, participants did slightly better. In 2016, the highest scores for participants were recorded in the cultural diversity dimension, with only 15% scoring a 1 and most scores registering between 2 and 3, which placed them in the milestone level. Based on the criteria in the rubric (see Table 3), those results demonstrated that students are aware of and understand cultural differences based on their own cultural rules. Cultural diversity also saw the highest percentage of students scoring at the 4—capstone—level, with 26% demonstrating that they had integrated these concepts and sophisticated insights into their actions. This student response demonstrates a capstone level of understanding in this dimension:

> *I feel like many of these problems are fueled by misunderstanding and political posturing. … Is it possible that what we as Americans view as sincerely offering our help and technology, is viewed by the Nigerian government as outsiders trying to gain control over their government and sticking their nose where it doesn't belong? I can't say for sure that this is the Nigerian sentiment, but I know that a few other countries would perhaps view U.S. interference in that manner. The Nigerian govt seems to be reacting with pride and fear, and they need to be approached with the kind of understanding that is not arrogant. [Kidnapped Nigerian Girls]*

Table 3
Rubric used to measure self-awareness and cultural diversity

Dimension	Benchmark (1 point)	Milestone (2 points)	Milestone (3 points)	Capstone (4 points)
Cultural self-awareness	Identifies some connections between an individual's personal decision-making and certain cultural issues.	Analyzes ways that human actions influence decision-making in certain cultural context issues in the natural and human world.	Evaluates issues in the natural and human world based on one's own cultural rules and biases.	Effectively evaluates and analyzes significant issues in the natural and human world based on integrating and articulating insights into one's own cultural rules and other's biases.
Cultural diversity	Demonstrates a limited understanding and acceptance of cultural differences to address problems.	Uses a partial understanding and acceptance of cultural differences to address significant global problems.	Uses an adequate understanding of cultural differences and multiple worldviews to interact with, ask questions of, and address significant local and global problems with culturally different others.	Adapts and applies a complex understanding of cultural differences and multiple worldviews to initiate and develop meaningful interactions, ask complex questions, and address significant local and global problems with culturally different others.

Empathy and Perspective Taking. The average score recorded in the empathy and perspective taking dimension was 2.6 in both 2015 and 2016. Based on the criteria in the rubric (see Table 4), those results correspond to the milestone area. This dimension required students to demonstrate that they understand other perspectives in these case studies, which were rich in diversity and ethical dilemmas. The case that looked at the kidnapped girls in Nigeria resulted in much lower scores; although students demonstrated empathy for the kidnapped girls, they showed little or no empathy for the Boko Haram.

The following are examples of responses that were scored at a capstone level 4 for this dimension:

> *If Sharia Law is to define the lives and society of a large Islamic contingent, then, naturally, the integration of a foreign educational system that is, for many, inextricably associated with Christianity will by necessity be seen as an affront to the Islamic way of life. Hence the reaction from (probably very devout) Muslims: Boko Haram. [Kidnapped Nigerian Girls]*

> *I personally would rather children not need to pick Tobacco to make enough money for food, or even out of pure obedience to parents; however it is entirely possible that this undesirable work benefits her more than the known alternative of unemployment. This problem exists, in a way, because it does not match up with the ideals we have developed in our affluence. [Child Tobacco]*

Table 4
Rubric used to measure empathy and perspective taking

Dimension	Benchmark (1 point)	Milestone (2 points)	Milestone (3 points)	Capstone (4 points)
Empathy and perspective taking	Views all perspectives in intercultural experiences through one's own perspective.	Identifies components of other perspectives in intercultural experiences but responds in all situations with own perspective.	Recognizes more than one perspective in intercultural experiences.	Utilizes diverse perspectives to interpret intercultural experiences in a manner that recognizes the feelings of another cultural group.

Social Responsibility. In 2015 students scored an average of 1.4, and in 2016 they scored an average of 1.7 in this dimension, which was designed to measure how well students could reflectively look at their own insights and actions. Few student essays demonstrated a complex understanding of social responsibility or leadership in this area, with average scores falling in the benchmark or lower milestone range (see Table 5). In 2016, 58% of the scores remained in level 1, which the rubric describes as "has experimented with some civic activities but shows little internalized understanding of its aims or effects and little commitment to future action." Although the high incidence of low scores may reflect a problem with the construction of the tool, the fact remains that 5% of students were able to achieve the capstone level.

Here are examples of responses that received a capstone score:

> *I would reach out to different organizations and interest groups who have invested in the issue or would potentially get involved, and see what they recommend. With a qualified team, I would target the tobacco companies first to change labor conditions as soon as possible. Hopefully, politicians and other experienced people would push legislation through to affect child labor laws and provide a more conducive work environment and job opportunities for impoverished or disadvantaged of the lower working classes to address the deeper roots of the problem. [Child Tobacco}*

> *I would start a blog and utilize social media to spread the word. I don't think that it's possible for one person alone to take on the Nigerian government and the terrorist groups but one person can help bring some certain resources to the Nigerian people to help them stand up and fight against the terrorist group. With the use of social media to help raise funds, gather resources (food, supplies) to help empower the Nigerian people so that they don't feel that they are powerless against the terrorists. [Kidnapped Nigerian Girls]*

Table 5
Rubric used to measure social responsibility

Dimension	Benchmark (1 point)	Milestone (2 points)	Milestone (3 points)	Capstone (4 points)
Social responsibility, civic engagement	Has experimented with some civic activities but shows little internalized understanding of its aims or effects and little commitment to future action.	Has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Demonstrates independent experience and team membership in civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and shows initiative through team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.

Understanding systems. This dimension required students to have a historical and cultural understanding of human organizations—such as political systems, governments, and higher education—and to be able to apply this understanding to create solutions. The average scores in this dimension were 2.4 in 2015 and 2.3 in 2016. Based on the criteria in the rubric (see Table 6), those results correspond to the milestone area.

A student earned a capstone ranking for this essay response that demonstrated an understanding of race, history, and economics when discussing a minority student's performance at a large urban university:

> *The surface issues are manifold—poverty, race, gender, politics—but forms of the same protean underbelly: privilege. To an extent, poverty certainly prevents access to college, adequate college*

counseling, financial aid, wealth management, etc. Poor communities beget poor schools, with limited resources to hire adequate career/financial counselors. Poor students may enter college with less knowledge because they are poor, but in Vanessa's case, she was able to enter college. Race may also be a factor in this case if the picture in the article is accurate, because black communities are often poor communities, due to hundreds of years of slavery, Jim Crow, blatant racism, and the more modern microaggressions. Black schools, at least from my experience in Birmingham, Alabama, receive less funding, have higher dropout rates, fewer resources, fewer teachers with fewer PhDs/MAs, fewer programs, in large part because of the connection between property taxes and school funding in the state. Black communities (often synonymous with poor communities) beget black schools (poor schools). Gender plays a similar role in this case; while no longer as flagrantly, society punishes women with lower wages, fewer opportunities for leadership/advancement, less control over their bodies, victim shaming, and less confidence in their ability to be scientists, presidents, and Nobel laureates. But the undercurrent all of these issues is privilege, or the lack thereof. [Who Gets to Graduate?]

Another example of a capstone response was recorded in response to the article regarding child laborers in the tobacco fields:

Before I came to Pepperdine, my perspective was much more simplistic. I would have likely read the article and said, "Well of course. Big business is bad, and kids are supposed to be in public school, like I am. They deserve better, therefore we should outlaw that sort of thing." I have developed significantly. I can see the pain and suffering experienced by the children in the field, but I feel that it would be naïve and hypocritical to tell the parents, the legislators, the managers, that they were doing something wrong and that the need to change. The questions that must first be asked of each actor are these: Why did you make this decision? Could you be doing something better? If so, how can I help you do something better? [Child Tobacco]

Table 6
Rubric used to measure understanding systems

Dimension	Benchmark (1 point)	Milestone (2 points)	Milestone (3 points)	Capstone (4 points)
Understanding systems	Limited understanding of historical and cultural human organizations makes the development of solutions difficult.	Understands historical and cultural human organizations.	Utilizes knowledge of historical and cultural human organizations to develop simple solutions to global problems in the human and natural worlds.	Utilizes deep knowledge of historical and cultural human organizations to solve complex global problems in the human and natural worlds.

Faith. The rubric for the faith dimension—the only one not taken from the AAC&U value rubrics—was developed by Pepperdine University faculty and can be seen in Table 7. Students recorded lower scores in this area than in any other, with 64% of responses in 2016 determined to be in the benchmark range. In 2015, the average score was 1.6, and that average dropped to 1.4 in 2016. According to the evaluators, few students adequately explained in their essays how their faith played into their opinions and decisions regarding the case studies.

These quotes taken from the focus group provide examples of how students explained the relationship between their faith and their opinions on diversity and social justice:

[Faith] has helped me definitely be a lot more tolerant and very accepting of other faiths, but it's also helped me stay grounded in what I believe. So being a Christian and loving others and being accepting

of others. I'm very open to other ideas and I'd love to know more about other religions, and I respect them a lot. But it also helps me know, this is what I believe and what I stand for. It keeps me grounded.

I think that there are for many people and for many cases, it's easy to treat your faith as, "if this is true, this is the way things should be," and almost closing yourself off to appreciating or understanding other backgrounds. Because if you believe that Christianity is the only true religion, you can be tolerant of say Muslims, or you can be tolerant of Hindus, and you can appreciate their faith but it's a little bit different. I think that it's important to understand that when you're dealing with other cultures and other faiths, know that we're called to love but also be aware that we're not without bias.

Table 7
Rubric used to measure faith

Dimension	Benchmark (1 point)	Milestone (2 points)	Milestone (3 points)	Capstone (4 points)
Faith	Limited knowledge of one's own faith traditions without taking into consideration other's faith tradition.	Uses partial knowledge of one's own and other's faiths in interfaith, global collaborations.	Uses adequate knowledge of one's own and other's faith in interfaith, global collaborations on culturally complex human and natural problems.	Articulates and applies deep knowledge of one's own and other's faith to facilitate interfaith, global collaboration on culturally complex human and natural problems.

2016 Live Text Dimension Analysis

Figure 5 displays the score distribution (benchmark, milestone, milestone, and capstone) for each rubric dimension for the 2016 student participants. As previously stated, each dimension per student's essay had either two or three evaluators; thus, the corresponding *n* for each dimension varies according to the total number of scored responses (assessments) received per student. Prior to the study, the OIE expected that most undergraduates who were seniors would score in the milestone categories (levels 2 and 3), while a small percentage would score in the benchmark (level 1) and capstone (level 4) categories. Although the average scores for undergraduates did fall in the milestone levels (Table 8), the scores were lower than expected.

Figure 5. *Distribution of undergraduate student essay scores by dimension, 2016.*
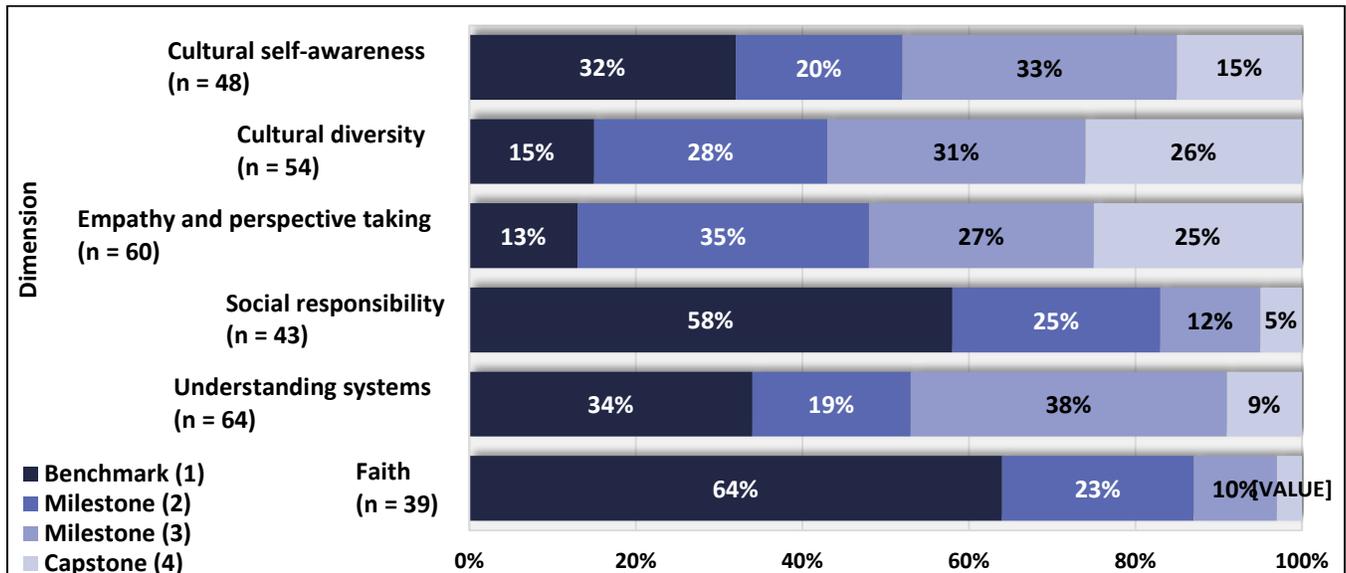
Table 8
Average and variability of assessment results, 2016

	Mean	Mode	Variability (*SD*)	Number of assessments
Cultural self-awareness	2.3	3.0	1.1	48
Cultural diversity	2.7	3.0	1.0	54
Empathy and perspective taking	2.6	2.0	1.0	60
Social responsibility and civic engagement	1.7	1.0	0.9	43
Understanding systems	2.3	3.0	1.0	64
Faith	1.5	1.0	0.8	39

Results from Westmont College showed similar average scores and distribution patterns as those seen at Pepperdine, despite Westmont College utilizing a slightly different methodology. Westmont also had a larger sample size, and a greater number of scored responses (see Appendix C for additional Westmont results).

Additional Focus Group Findings

All students interviewed in the focus groups believed they possess more knowledge about diversity issues than the "average person on the street." When asked where they gained this knowledge, participants spoke about living with others from different backgrounds, traveling and studying abroad, and participating in clubs and organizations with people of different races and cultures. One student said, "being abroad for a year was the most outside cultural experience that I've gotten."

From an academic perspective, students spoke about very specific programs such as first-year seminars and particular courses. One student reported about two particular programs that were valuable in teaching appreciation for diversity:

> Those two would be the Great Books program and the Certificate of Conflict Management program at Straus, where we got to take a cultural conflict class. That was beneficial in terms of encouraging students to examine their own biases and their own assumptions that they make without even realizing that they're making it, because we all do. And I think Great Books was also another great place to do that because it encourages conversation and dialogue between people who have very different viewpoints and ideas about issues. So I think even more so than abroad, those two programs have helped me in that area.

While several students mentioned their experiences studying abroad as being helpful in teaching them to value diversity, others criticized their study-abroad programs for not providing enough diversity-rich experiences:

> I want to say the times I have been abroad, but that almost seems false because I think this pertains to a lot of Pepperdine students. Yes, we went abroad, but half of our programs are in Western European countries. Even if we are travelling, most of the time people are staying within hostels which have other Westerners typically within the hostel. I was in India for 3 weeks and that was a very different experience, but I was staying mostly in hostels with other Westerners. I want to say I was really involved and impacted by the culture, but then I look back and I did just stay in places where I was very comfortable throughout the duration of my trip.

The focus groups were composed of the general Seaver student population, and these student volunteers were not necessarily the same students who had participated in the written assessments. The focus groups were created in an attempt to allow students to provide more insight regarding student experiences with diversity at Pepperdine.

CONCLUSION: STUDENTS' UNDERSTANDING OF DIVERSITY

Results from this project revealed that Pepperdine students scored, on average, at the milestone levels (2 and 3) for their written assignments, which is the appropriate level for undergraduate students. The capstone level (4) is usually achieved by participants with considerable knowledge in an area; thus, it was anticipated that more graduate students would achieve that level. However, Pepperdine's graduate student participants also scored on similar levels as did its undergraduate students. To score a 3 or 4, respondents had to provide analysis and insight that demonstrated they understood issues from more than one perspective.

An unexpected result was that a significant number of students scored in the benchmark (1) range of every dimension in the study. The benchmark designation was initially included in the study primarily to identify weaknesses or describe a limited understanding of the issues. These findings may suggest that the Pepperdine GE curriculum does not adequately address issues pertaining to diversity. One focus group participant pointed out that students could easily go through four years of college without taking a class that raised issues pertaining to diversity. Other participants explained that they had learned about diversity primarily through living and interacting with people of diverse backgrounds in the residence halls, but they noted that it would be easy to avoid such interaction. Quality interaction with—rather than merely being in the presence of—people of diverse backgrounds is necessary to help students develop deeper understandings of diversity.

Another unexpected result from the study was the low scores recorded in the dimension of faith. It was the lowest scored dimension (tied with social responsibility) at the aggregate level and when disaggregated by student status. In the faith category, the rubric required participants to address faith as practiced by others and interfaith collaborations in order to be placed in one of the higher categories. However, the results do not necessarily demonstrate that students at Pepperdine view their faith as peripheral when addressing factors such as social interactions and academic learning. The low scores could have been affected by the unique rubric, the case-study prompts, or the fact that neither the project nor the essays had previously been focused on faith.

Although their essay responses received low marks in the faith dimension, students in the focus groups were better able to articulately explain the relationship between their faith and their perspectives and beliefs about diversity and social justice. In the focus groups, students indicated that loving others is a key Christian concept because God had created and loved all human beings in the same manner and Jesus had called his followers to do likewise. Participants also noted that dogmatic religion tends to translate into shallow, biased tolerance if it lacks a deep understanding of diverse religious backgrounds.

Students acknowledged that the University offers academic opportunities such as classes on world religions to help them gain knowledge about other faiths. However, many suggested that they encountered barriers to gaining a deeper understanding of religious diversity because most faculty are of the same faith. Although students agreed that the school's Christian mission should be prioritized in faculty hiring practices, they also reported that the lack of religious diversity on the faculty is a limiting factor in their learning about other faiths.

Based on the results of this study, Pepperdine should consider developing more curricular and co-curricular programs that can help students gain deeper understandings of cultural diversity, self-awareness, empathy, social responsibility, and how faith and establishment systems affect issues of social justice and societal bias.

Pepperdine has made good progress in areas of diversity and climate. Over the past two years, Pepperdine has developed programs to enhance a more inclusive environment, including hiring faculty from under-represented populations and examining the general education curriculum for offerings that educate students about diversity and global awareness. Seaver is working with faculty through the national SEED initiative to educate faculty about diversity and inclusiveness; the School of Law has developed an extensive curriculum on diversity and inclusion, and developed a Student Diversity Council. The Law School has also sponsored a "Diversity Week," which included lectures on topics such as "Engaging in those Difficult Conversations." All five of Pepperdine's schools can all report on diversity-related activities and programming. Although more progress needs to be made, Pepperdine is intentionally working on diversity.

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Schedule and Process for Measuring Pepperdine ILOs

External accrediting bodies expect institutions to assess how well they are achieving their ILOs. At Pepperdine, the Advancement of Student Learning Council (ASLC) sets the assessment schedule for these outcomes, and the Office of Institutional Effectiveness (OIE) conducts the assessment. The following is the current assessment schedule:

2014—2016 | Assessment of Purpose and Service
(3) Understand and value diversity
(4) Apply knowledge to real-world challenges
(6) Demonstrate commitment to service and civic engagement

2016—2018 | Assessment of Leadership
(7) Think critically and creatively, communicate clearly, and act with integrity
(8) Demonstrate value centered leadership
(9) Demonstrate global awareness.

2019—2021 | Assessment of Service
(4) Apply knowledge to real-world challenges
(5) Incorporate faith into the service to others
(6) Demonstrate global awareness

ILO 1 is assessed through each program during the comprehensive program reviews.

APPENDIX B

DIVERSITY AND SOCIAL RESPONSIBILITY RUBRIC

Dimension	Benchmark (1 point)	Milestone (2 points)	Milestone (3 points)	Capstone (4 points)
Cultural self-awareness	Identifies some connections between an individual's personal decision-making and certain cultural issues.	Analyzes ways that human actions influence decision-making in certain cultural context issues in the natural and human world.	Evaluates issues in the natural and human world based on one's own cultural rules and biases.	Effectively evaluates and analyzes significant issues in the natural and human world based on integrating and articulating insights into one's own cultural rules and other's biases.
Cultural diversity	Demonstrates a limited understanding and acceptance of cultural differences to address problems.	Uses a partial understanding and acceptance of cultural differences to address significant global problems.	Uses an adequate understanding of cultural differences and multiple worldviews to interact with, ask questions of, and address significant local and global problems with culturally different others.	Adapts and applies a complex understanding of cultural differences and multiple worldviews to initiate and develop meaningful interactions, ask complex questions, and address significant local and global problems with culturally different others.
Empathy and perspective taking	Views all perspectives in intercultural experiences through one's own perspective.	Identifies components of other perspectives in intercultural experiences but responds in all situations with own perspective.	Recognizes more than one perspective in intercultural experiences.	Utilizes diverse perspectives to interpret intercultural experiences in a manner that recognizes the feelings of another cultural group.
Social responsibility, civic engagement	Has experimented with some civic activities but shows little internalized understanding of its aims or effects and little commitment to future action.	Has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Demonstrates independent experience and team membership in civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and shows initiative through team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.
Understanding systems	Limited understanding of historical and cultural human organizations makes the development of solutions difficult.	Understands historical and cultural human organizations.	Utilizes knowledge of historical and cultural human organizations to develop simple solutions to global problems in the human and natural worlds.	Utilizes deep knowledge of historical and cultural human organizations to solve complex global problems in the human and natural worlds.
Faith	Limited knowledge of one's own faith traditions without taking into consideration other's faith tradition.	Uses partial knowledge of one's own and other's faiths in interfaith, global collaborations.	Uses adequate knowledge of one's own and other's faith in interfaith, global collaborations on culturally complex human and natural problems.	Articulates and applies deep knowledge of one's own and other's faith to facilitate interfaith, global collaboration on culturally complex human and natural problems.

The rubric was developed primarily from multiple Association of American Colleges and Universities (AAC&U) value rubrics, with various dimensions selected to create a custom rubric for this study. The rubric for the faith dimension—the only one not taken from the AAC&U value rubrics—was developed by Pepperdine University faculty. The instrument was validated in a pilot study over the summer of 2014.

Results from Westmont College in 2016 showed similar distribution patterns as those seen at Pepperdine, despite Westmont exhibiting a higher number of participants and assessments in each dimension, and utilizing a slightly different methodology.

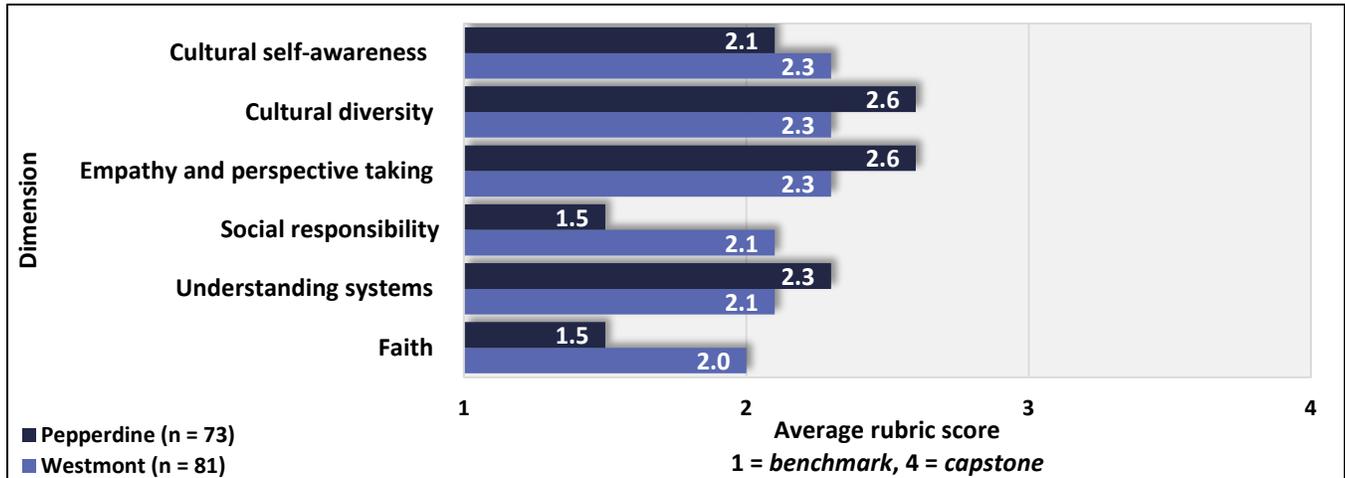Figure C1. *Average rubric scores from Pepperdine University (2015, 2016) and Westmont College (2016).*

Table C1
Average and variability of assessment results, Westmont 2016

	Mean	Mode	Variability (*SD*)	Number of assessments
Cultural self-awareness	2.3	2.0	1.0	164
Cultural diversity	2.3	2.0	0.9	164
Empathy and perspective taking	2.3	3.0	0.9	164
Social responsibility and civic engagement	2.1	2.0	0.9	164
Understanding systems	2.1	1.0	1.0	164
Faith	2.0	2.0	0.8	162

Figure C2. *Distribution of student essay scores by dimension, Westmont College 2016.*