

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of last program review for this degree program
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RELIGION

<p>Yes:</p> <ul style="list-style-type: none"> ● Interpret biblical texts critically and competently, explaining the meaning of a given text within applicable contexts. ● Investigate major and distinctive teachings of the Christian faith, recognizing core beliefs and practices and how these compare with other religions, philosophies, or competing worldviews. ● Survey major historical developments in Christianity, especially – but not solely – in the West, discerning internal and external factors that have shaped it in various cultures. ● Apply current methods for incorporating the teachings of a faith – especially the Christian faith – into the lives of individuals in a faith community, beginning with oneself. ● Communicate coherently in professionally competent written form 	<p>Published on the Pepperdine website</p>	<p>2015-2016 Direct Data</p> <ol style="list-style-type: none"> 1. Developed a rubric for assessing learning in Scripture <p>Indirect Data</p> <ol style="list-style-type: none"> 1. None <p>Authentic Assessment</p> <ol style="list-style-type: none"> 1. None 	<p>2015-2016</p> <p>Dr. Garrett Pendergraft – gathered and assessed Gen Ed oral communication samples from a combination of REL 301 classes and PHIL 527 classes</p> <p>Drs. Tim Willis and Randy Chesnutt – gathered and assessed samples from Scripture courses</p>	<p>2015-2016</p> <ol style="list-style-type: none"> 1. Plan to incorporate students into assessment as evaluators 2. Introduction of a capstone course in the coming year 	<p>Academic Year 2014 - 2015</p> <p>Next review 2019 - 2020</p>
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<p>(following a standard style guide) and in effective oral form on matters of religion, illuminating historical, theological, and pastoral implications for contemporary societies.</p>					
<p>2012</p> <ol style="list-style-type: none"> 1. Interpret biblical texts critically and competently, explaining the meaning of a given text within applicable contexts. 2. Investigate major and distinctive teachings of the Christian faith, recognizing core beliefs and practices and how these compare with other religions, philosophies, or competing worldviews. 3. Survey major historical developments in Christianity, especially – but not solely – in the West, discerning internal and external factors that have shaped it in various cultures. 4. Apply current methods for incorporating the teachings of a faith – especially the Christian faith – into the lives of individuals in a faith community, beginning with oneself. 5. Communicate coherently in professionally competent written form (following a standard style guide) and in effective oral form on matters of religion, illuminating historical, theological, and pastoral implications for contemporary societies. 		<p>In the third semester of a four-semester portfolio review of six Religion majors, tracking progress in critical thinking skills.</p> <p>Alumni survey conducted 2009-2010, seeking feedback from graduates of previous 5 years.</p> <p>Example: The assessment of REL 302 primarily addresses PLO #4 (use of critical approaches), but it also gives attention to PLO #2 (interpret biblical texts critically), and PLO #6 (writing competence). At the recommendation of Dr. DeLong, the internal reviewers adopted a rubric developed by Washington State University to evaluate the critical and integrative thinking skills reflected in students' work (see WSU attachment). The three faculty members read and evaluated the papers of the six</p>	<p>Three faculty review one writing sample from each Religion course taken, applying a rubric on critical thinking adapted from a Washington State University program</p> <p>Reviewed and interpreted by one faculty member and the division chair, who made several recommendations for improvements.</p>	<p>Plan to use results to propose direct ways to teach and assess critical thinking skills on an ongoing basis in all courses.</p> <p>Most recommendations have been implemented (adopting a common style guide for papers, revisions to REL 502, multiple drafts of papers). The one outstanding item is being met in the current portfolio project.</p>	<p>2010</p>

		students independent of one another; then, the scores assigned by each faculty member were averaged together and a composite score derived			
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PHILOSOPHY						
<p>Yes:</p> <ol style="list-style-type: none"> Clearly communicate both orally and in writing. Think critically. Exhibit knowledge of the history of philosophy. Exhibit knowledge of ethical theory and of how it applies to various situations. Produce a paper informed by relevant philosophical research. 	<p>Published on the Pepperdine website</p>	<p>2015-2016</p> <p>Direct Data</p> <ol style="list-style-type: none"> Senior Thesis Essays Final exams <p>Indirect Data</p> <ol style="list-style-type: none"> Alumni Survey <p>Authentic Assessment</p> <ol style="list-style-type: none"> Undergraduate Research 	<p>2015-2016</p> <ul style="list-style-type: none"> Dr. Mason Marshall – faculty; Principal Assessor, wrote report Dr. Tomás Bogardus - faculty; helped write report Dr. Garrett Pendergraft - faculty; helped write report <p>* Responsibility for teaching the capstone course rotates among the faculty members listed above. The person teaching the capstone in a given semester is responsible for distributing and collecting the yearly</p>	<p>2015-2016</p> <ol style="list-style-type: none"> Several courses were renumbered from the 500 level to the 400 level to better reflect their place in the sequence of courses within the major The previous review also identified curriculum gaps, and as a result the Philosophy faculty added three courses to the Program's curriculum As a result of adding these three courses, two courses were removed from the curriculum 	<p>Academic Year</p> <p>2015 - 2016</p> <p>Next review</p> <p>2019 - 2020</p>	

			surveys of philosophy majors set to graduate.		
<p>2012</p> <ol style="list-style-type: none"> 1. Clearly communicate both orally and in writing 2. Think critically 3. Exhibit knowledge of the history of philosophy 4. Exhibit knowledge of ethical theory and of how it applies to various situations 5. Produce a paper informed by relevant philosophical research 		<ul style="list-style-type: none"> ● In the capstone course, PHIL 580: Major Philosophical Problems Seminar, which all philosophy majors are required to take, students are to achieve mastery with respect to PLOs 1, 2, and 5. ● In PHIL 290: Logic, students are to achieve mastery with respect to PLO 2. ● In the history-of-philosophy sequence, which comprises PHIL 300: Ancient Philosophy and PHIL 310: Modern Philosophy, students are to achieve mastery with respect to PLO 3. ● In the PHIL 320: Ethics, students are to achieve mastery with respect to PLO 4. <p>Example:</p> <p>The student portfolios compiled for our assessment of PHIL 200 comprised the following: all the</p>	<ul style="list-style-type: none"> ● Dr. Mason Marshall serves as assessment coordinator. For example, he organizes assessment meetings and writes the reports. ● All three members of the fulltime faculty (Dr. Caleb Clanton, Dr. Garrett Pendergraft, and Dr. Mason Marshall) participate in the assessment process. For example, they provide data, collaborate in evaluating data, and work toward achieving the goals formed as a result of the assessment process. ● The adjunct member of the philosophy faculty, Prof. Lucas Mather, has provided data on the occasions when data were needed. ● Dr. Nathaniel Klemp, a professor in political science who has a joint appointment in 	<p>PROBLEM-1: the number of majors vastly outstripped the number of faculty members</p> <p>RESPONSE-1: hired an additional member of the full-time faculty, Dr. Garrett Pendergraft</p> <p>PROBLEM-2: substantial disparities between Pepperdine's philosophy curriculum and the philosophy curricula at Pepperdine's peer schools and aspirational schools</p> <p>RESPONSE-2: philosophy faculty have crafted a revised curriculum and submitted a formal proposal to instate it</p> <p>PROBLEM-3: found weaknesses in philosophy students' communication skills</p> <p>RESPONSE-3a: philosophy faculty developed, shaped accordingly, implemented, and made available to students various sets of grading criteria for use in philosophy courses</p> <p>RESPONSE-3b: incorporated oral presentations into PHIL 320: Ethics</p>	2010

		<p>exams, which were entirely or mostly essay format and the professor's written comments on each student's class participation. Having surveyed the portfolios that we had assembled, the internal reviewers reached conclusions about the extent to which all of the SLOs had been successfully introduced. Conclusions are outlined further in the Annual Report.</p>	<p>philosophy, kindly provides input on occasion when it is requested.</p> <ul style="list-style-type: none"> • Dr. Thomas Reilly, a professor in Asian Studies who teaches the ASIA 340: Traditional Chinese Thought and Society, which is crosslisted as PHIL 340, kindly provided input on this course at Dr. Marshall's request. 	<p>PROBLEM-4: discovered weaknesses in philosophy students' research skills at the introductory level 2010 (PHIL 200) and at other higher levels</p> <p>RESPONSE-4a: shaped accordingly the grading criteria that were developed for philosophy courses and that were made available to students in these courses (cf. RESPONSE-3a above)</p> <p>RESPONSE-4b: made adjustments in PHIL 200 so that students get more practice in identifying [1] when an objection poses a substantial threat to an argument and [2] which members of a set of objections that can be raised are the most formidable</p>	
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