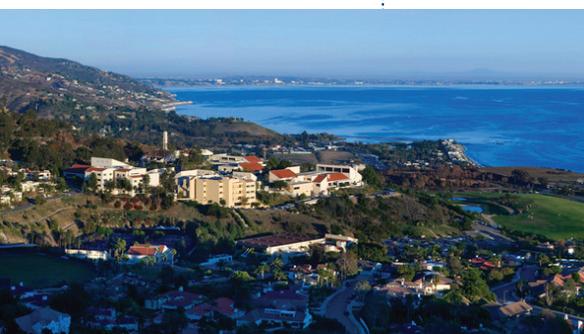


CAPACITY and PREPARATORY REVIEW

Pepperdine University

Submitted to the
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FOREWORD

Pepperdine University is an institution of higher learning committed to rigorous and effective educational programs. Because this is so, the many units of the University—including faculty, staff, administration, governing board—have engaged in serious, extended, and intensive reflection on the ways we can become a more effective institution. This self-study is the product of inclusive, wide-ranging, and thoughtful institutional reflection. Data collection methods have included document reviews, surveys (local and national), inventories, and discussions with the various constituencies. While the WASC Steering Committee (WSC) and Office of Institutional Effectiveness (OIE) have taken responsibility for synthesizing the data and writing this Capacity and Preparatory Review (CPR), they have consulted with the University’s constituencies throughout the process by employing wikis for review and comment. This report reflects these comments and suggestions.

Prior to presenting the CPR reflective essays and supporting documentation, we think it is important to offer a context to understand the shifts in emphasis we elected to take since the approval of the Institutional Proposal approved by the WASC Proposal Review Committee, which offered a number of valid criticisms and recommendations for the CPR. Furthermore, we concluded that the Institutional Proposal did not adequately attend to important issues raised in the 2001 WASC Commission Action Letter. After collaborating with Barbara Wright, our liaison to WASC, we elected to focus on issues raised in past and recent WASC reviews. Hence, this report examines the evidence to note areas of progress as well as areas in need of further development.

The reflective essays focus on particular Criteria for Review (CFR) within each standard that are particularly relevant to Pepperdine’s commitment to offering students a learning experience that is congruent with our institutional values of *purpose, service, and leadership* and its core commitments of *knowledge and scholarship, faith and heritage, and community and global understanding*. The essays cover the following topics: (a) mission and institutional educational goals/purpose; (b) program review; (c) high-impact educational activities; (d) faculty engagement; (e) evidence-based decision-making; and (f) demographics, diversity, and effectiveness indicators. Our CPR reflective essays are connected to each of the CFRs, as indicated in each essay title. There is also an evidence matrix that links the essays to each corresponding CFR and thus the relevant supporting evidence for each thematic area.

Although the process of self-review has been challenging, we have embraced the opportunity to reflect on how effectively we have actualized George Pepperdine’s vision of a *University committed to the highest standards of academic excellence and Christian values*. We have engaged in the process with the intent of becoming a better institution and providing an environment that will facilitate deep learning. The essays on the pages that follow highlight a few key areas in which we demonstrate our effort to be an effective University through linking assessment and research with our mission and strategic planning.

Reflective Essay 1: Mission and Institutional Educational Objectives (CFRs 1.1, 1.2, 3.3, 3.4, 3.9)

Introduction

Pepperdine University’s mission statement identifies the institution as a “Christian University” committed to the “highest standards of academic excellence.” In 2001, the WASC Commission Action Letter identified a tension between the University’s spiritual and educational goals and encouraged the University to integrate values into decision-making and program development. This tension may arise in part from the University community’s tendency to use the word “mission” in reference to the faith-based nature and the Christian commitment of the institution. However, the larger goal of the University is to understand academic excellence and Christian commitment not as two opposing forces, but rather as two dimensions of a common reality. This essay explores some background in the history of faith-based universities (specifically those affiliated with Churches of Christ) and responds to the comments in the 2001 WASC Commission Action Letter and the 2000 WASC Team Reaffirmation Accreditation Report. It also explores the degree to which the University is moving as a multifaceted institution in a unified direction by asking the following research questions:

Question 1: Is there increased coherence across the University in strengthening the connections between the University’s faith mission and academic programs?

Question 2: What are the indicators that this coherence has improved?

Question 3: What is the plan and timeline for further improving the coherence of the University’s religious mission and academic programs?

History and Background

Christian higher education is frequently understood in terms of the institution’s relationship to a sponsoring religious denomination, institutional governance, and the tendency towards seculariza-

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tion. The work of James Burtchaell (1998) has been highly influential in this regard. Burtchaell asks the question “What constitutes that critical turn away from religious affiliation?” to which he responds, “It is tempting to identify it with the moment when the sponsoring church was removed from college governance” (p. 826). The pattern Burtchaell generally finds is one of the progressive secularization of American colleges where “The identity would slide from Methodist to evangelical, to Christian, to religious, to wholesome, to ‘the goals of the college’ which by then were stated in intangible terms” (p. 830). This is the path by which many of the premier universities in the U.S. moved away from their religious connections, and for many faith-based schools these progressive steps serve as “warning signs.” For Pepperdine, however, the idea of “sponsoring church” and “college governance” operates quite differently. Pepperdine is affiliated with Churches of Christ, a group of autonomous churches that are committed to restoring Christianity which they see as “nondenominational” (Hughes, 2001, pp. 5-6). Churches of Christ belong to a rationalist tradition that values education and biblical scholarship. Members of Churches of Christ have been active in establishing colleges that have become “centers of higher learning, prompting thought, reflection, and self criticism on the part of their students” (Hughes, 2001, p. 139). Churches of Christ are a congregational, rather than a hierarchical, religious body. They have no structure or hierarchy beyond the local congregation; thus, each congregation is a separate self-governing entity that selects its own leaders who are not responsible to any higher human authority within Churches of Christ. Similarly, colleges and universities affiliated with Churches of Christ are established under each institution’s own board of directors. The autonomy of each congregation, and of each educational institution affiliated with Churches of Christ, is a principal tenet of Churches of Christ. Pepperdine’s legal relationship with Churches of Christ is evidenced by various documents beginning with its articles of incorporation and bylaws. For example, a majority of Pepperdine’s Board of Regents and its Executive Committee must be members of Churches of Christ. The chair of the Board of Regents and the president of the University must be members of Churches of Christ. The bylaws also provide for a standing committee of the board, known as the Religious Standards Committee, which is explicitly charged with ensuring a continuing and meaningful relationship with Churches of Christ.

A second way of understanding Pepperdine as a Christian university comes from the work of Robert Benne (2001), who developed a useful paradigm for describing church-related colleges. Ranging from overt Christian commitment to quasi-secular, Benne identifies the following categories: Orthodox, Critical Mass, Intentionally Pluralist, and Accidentally Pluralist (p. 49). The criteria for placement in one of these four categories include: public relevance of Christian vision, public rhetoric, membership requirements, religion/theology department, religion/theology required courses, chapel, ethos, support by church, and governance. As displayed in Table 1.1, in six of the nine criteria, Pepperdine hovers (sometimes dichotomously) between Critical-Mass and Intentionally Pluralist. Regarding the other three criteria, Pepperdine ranges from the overtly Orthodox to Accidentally Pluralist. With regard to Pepperdine University, it should be said here that “Orthodox” is in some sense a misleading term since the Churches of Christ is a non-creedal movement, having neither a written creed nor a uniform theology. Furthermore, the University’s Christian community includes people who identify with many other Christian traditions. The multiple ways in which Benne’s categories apply to Pepperdine help to explain the kinds of tensions that inhere in being a “Christian University” committed to “academic excellence.” As we have become more aware of the perceived tensions, the University has instituted multiple initiatives to increase coherence in the two aspects of our mission. More information about this unique

approach can be found in the Statement on Religious Affiliation.

The 2000 WASC Team Reaffirmation Accreditation Report expressed concern about both the tension between the University's spiritual and educational goals and the apparent differences among the schools in their understandings of the institution's Christian mission as follows:

To this date, however, while there is strong consensus that Pepperdine University is and will remain a Christian university, there is surprisingly little agreement as to how this is to be accomplished. In many respects, the decentralized structure has not served the institution well in terms of promoting a widely held, deeply understood sense of Christian mission. It appears that it has been largely left to the undergraduate college and the professional schools to determine individually what it means to be Christian. Thus, while some students come to Pepperdine because it is Christian, other students (particularly in the professional schools) have little idea that this is a value of the institution. *It is almost as if students are experiencing two distinct universities—or perhaps five?* This inconsistency in implementation of its stated Christian mission, especially relative to the graduate and off-Malibu offerings, was found during the last WASC visit (1992 WASC Reaffirmation Committee Report, p. 9). (2000 WASC Team Report, p.15)

Without question the Christian mission of the University is expressed differently at the graduate and undergraduate levels—in terms both of the academic curriculum and student life. Rather than being a detriment, these differences have promoted a continuing, vibrant discussion about what it means to be a Christian university in the context of different programs and varying populations of students. Discussions about such matters have been held at faculty conferences and in meetings of the Board of Regents. In 2008, the senior administration commissioned an external consultant to conduct a “branding” study. While identifying and promoting a “brand” is not always associated with educational outcomes, this study proved useful in its identification of mission confusion among our constituencies. Branding, as we use the term, refers to the core values of an institution and the way those values are communicated. From this perspective, Pepperdine's institutional “brand”—a “Christian University” committed to “academic excellence”—can be employed to shape institutional identity. Clear communication of the institutional “brand” promotes “public relevance of Christian vision,” and engages our constituencies in “a public rhetoric” that draws constituents with similar values. For Pepperdine, this can mean faculty (who shape the learning environment) and students whose learning outcomes reflect the mission commitment. Over 75 staff, faculty, students, and alumni were formally interviewed for the study and over 100 hours of observation, participant observation, and informal polling were conducted on the Malibu and West Los Angeles campuses. This body of evidence represents a concerted effort towards understanding institutional identity and the intricate link it has to learning outcomes. The consulting team used an iterative data collection and analysis process guided by the primary research question, “Where are the potential weaknesses in institutional identity?” They yielded similar results to the questions asked by the 2000 Visiting Team. While there is still work to be done to implement responsive strategies, the Branding Report has contributed to the Pepperdine's growing understanding of how mission coherence has an impact on our educational goals.

While the primary purpose of this essay is to identify the ways in which Pepperdine has taken steps towards greater coherence in the two aspects of its mission, it is important here to add the caveat

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that some of the tension is both deeply embedded in our institution and desirable. Since Churches of Christ are part of a tradition in which individual congregations are autonomous and decentralized, tensions and differences have been part of the tradition's history. While this may contribute to an outside impression that a "deeply understood" sense of how Christianity contributes to the University is lacking, the University benefits from the decentralized structure of Churches of Christ. Among these benefits are "an emphasis on an individual's ability to come to the truth, an emphasis on the study of Scripture and the importance of education, a commitment to require only what the Bible requires, and a faith in the potential of human reason" (Marrs, 2001, p. 3). The task for Pepperdine is to acknowledge our heritage, pursue the benefits, welcome the challenges, and be clear about our educational goals and the ways in which we know whether or not we are delivering on our educational commitments. This is especially true for the ways in which the Christian mission is manifested among the different schools. Religious and spiritual development is markedly different from young adults to midlife adults, and our educational design should reflect and articulate this fact (Levenson, Aldwin & D'Mello, 2005).

Scholars and Witnesses: Initiatives in Faith and Learning

When WASC last visited, a small initiative that began in 1999 was in its infancy at Pepperdine: the establishment of the Center for Faith and Learning. By 2002 the Center for Faith and Learning had acquired a \$2 million grant (later increased to \$2.5 million) from the Lilly Endowment to advance the idea of vocation as a calling where individual talents meet the world's greatest need. This initiative was called, "The Pepperdine Voyage: Nurturing Lives of Purpose, Service, and Leadership." Pepperdine was one of a select number of universities receiving a grant from the Lilly Endowment. The Pepperdine Voyage project sought to change the ways members of the Pepperdine community think about career and calling. There were five components to the project: curricular, cocurricular, faculty development, ministry, and professional schools. The project had a large impact on the University through various documented methods. One major consequence was bringing the Christian mission into clearer focus at the graduate and professional schools. While the Lilly grant ended in 2009, the program's value proved to be so great that the University continued funding many of the core Lilly initiatives. One example, regarding student development, is the implementation of vocation readings in all first-year seminars, followed by spiritual-discernment retreat opportunities, and vocation-related academic programs. Another example, from faculty development, is the orientation held for new faculty at one of Pepperdine University's international campuses. This 10-day retreat provides new faculty, both undergraduate and graduate, the opportunity to understand better Pepperdine's mission and to explore the integration of faith and learning. Currently, over 126 faculty members have participated in this seminar and have acquired a greater understanding of the mission and purpose of Pepperdine. Other Lilly-inspired initiatives include faculty conferences, lectures, and reading groups that further develop and explore the idea of integrating faith into the learning environment.

In addition to efforts to clarify the relationship between faith and learning, the University has sought further clarity about the University's commitment to hiring and promoting faculty who clearly understand and embrace the mission. To this end, the Office of the Provost developed a *Hiring Guide* to assist faculty search committees in recruiting faculty who share the University's mission. As faculty go through the tenure and promotion process, "mission fit" is one of five criteria for advancement—the others being teaching excellence, scholarship, service to the profession, and service to the University.

The Office of the Provost notifies all tenure and promotion applicants of the importance of addressing these values on the faculty data form that is part of their promotion/tenure application.

Note well: The University Regents have asked for special care in replying to item 14 on the faculty data form. In particular, they expect the applicant to address the following specific factors when responding to item 14:

- (1) A clear expression of support for the mission of Pepperdine University
- (2) A clear expression of support for the Christian values of the University
- (3) A statement concerning one's involvement in a local community of faith
- (4) A statement of how one relates or integrates faith and learning into one's teaching

Such intentionality about conjoining the two dimensions of Pepperdine's mission reflects the University's serious efforts to address the criticisms present in the 2001 WASC reaffirmation. The spirit in which Pepperdine has made the move towards greater coherence is best described in Provost Darryl Tippens's address, "Scholars and Witnesses: Defining the Pepperdine Difference," delivered at the 2006 Faculty Conference. The address contains a vision for the increased coherence of the Christian mission:

We cannot write enough policies or bylaws to protect the spiritual legacy that has been entrusted to us. Though a formal connection to a sponsoring church is important, a strong ballast against drift, written rules alone will not guarantee the future. We will best sustain our heritage if the members of our community are shaped by a singular compelling "vision." Robert Benne describes three ways we ensure our future: "three components of the Christian tradition...must be publicly relevant: *its vision, its ethos, and the Christians who bear that vision and ethos*" (my emphasis).

Provost Tippens goes on to call for greater attention to a clearly articulated vision akin to Holmes's (1975) idea of a Christian college where "faith liberates rather than enslaves the mind" and where "academic freedom ...is a necessity, not a luxury" (pp. 63, 67). Tippens' address resonates with the words of George Pepperdine, who stated in his Founder's Day Address in 1937:

Therefore, as my contribution to the well being and happiness of this generation and those that follow, I am endowing this institution to help young men and women to prepare themselves for a life of usefulness in this competitive world and to help them build a foundation of Christian character and faith which will survive the storms of life...I hope every student who attends this college will embrace the philosophy of life which acknowledges our responsibility to God and to our fellowmen.

Over the last nine years since WASC last visited, these initiatives represent significant movement towards a more coherent vision. In a 2009 survey of faculty attitudes, 86% of the respondents indicated that they agreed or strongly agreed with the statement: "Pepperdine's academic mission is enhanced by its spiritual mission or faith heritage." Even so, these initiatives have not made their way into every corner of the University and into the mind of every University constituent. Increasing mission cohesion and clarity among the five distinct schools presents an ongoing challenge.



George Pepperdine

Building a Framework of Evidence

In an effort to assure that Pepperdine University's Mission is articulated in a practical way that can measure its educational outcomes, the University community has developed a document that defines its Institutional Educational Objectives (IEOs). While the document is new, these outcomes have appeared in other forms in the University's mission statement and the University Strategic Plan. The IEOs are derived from our core commitments (*knowledge and scholarship, faith and heritage, and community and global understanding*) and our institutional values (*purpose, service, and leadership*). Each core commitment is seen through the lens of three essential institutional values drawn from the University mission statement: purpose, service, and leadership. Expressed differently, our core commitments are filtered through the values of purpose, service, and leadership, which, in turn, produce the learning environment and yield measurable objectives in the Student Learning Outcomes (SLOs).

Institutional Educational Objectives



The process by which Pepperdine's WASC Steering Committee drafted the IEOs, included consulting with the existing University Strategic Plan and surveying students on their learning experiences, for which 90% of the respondents indicated that goals for student learning were present. Drafts of the IEOs were placed on a wiki for faculty comment. Consecutive drafts emerged from consultation with the University Planning Committee (UPC) and the Student Affairs Cabinet. Greater clarity in University-wide goals will allow for more specificity in measurement, as indicated by the evidence matrix to the IEOs.

Developed separately from the IEOs are school-specific educational objectives. Although some of the school objectives were developed prior to the IEOs, the IEOs resided implicitly in mission statements and strategic plans and are now stated in a more concrete mode. In order to evaluate the degree to which school objectives were aligned with the IEOs, an alignment rubric (Table 1.2) was developed and sent to select constituents including faculty, staff, students, and alumni. Each respondent was asked to assign an impressionistic alignment rating based on only two documents: the IEOs and a school-specific set of educational goals. Alumni and students considered the matter in terms of their respective schools, but faculty and staff were asked to rate a school other than their own. Thirty people served as raters. The school educational objectives are evolving documents and are revised with input from faculty, staff, administrators, and students. As the educational objectives evolve, alignment with the IEOs should be considered. As in many rating exercises, respondents had a difficult time assigning one rating, but the general consensus as well as some of the nuances about strengths and weaknesses is reported here. While there are limitations to this exercise, we found it to be a useful impressionistic inquiry drawn from a purposeful sample of respondents. Several of the schools are already evaluating and revising their educational objectives in light of what we have discovered.

- *Graduate School of Education and Psychology (GSEP)*. The respondents rating this professional school found the alignment of the two sets of objectives to be emerging. Respondents consistently found the strongest points of alignment to be community and global understanding and knowledge and scholar-

ship. However, the constituents also noted some of the weaker points of alignment were related to faith and heritage. The alumni and student respondents found it difficult to separate their experience from the exercise and commented that conversations around faith and learning are rare.

- *School of Law*. The respondents rating this professional school found the alignment of the two sets of objectives to be developed. Several noted that the strongest points of alignment were in regards to the emphasis on Christian values and practice as well as the commitment to knowledge and scholarship. However, all respondents noted that there was not a strong connection to global understanding and diversity. One respondent noted, “the weakest part of the School of Law goals is that there is no mention of diversity.”
- *School of Public Policy (SPP)*. The respondents rating this professional school found the alignment of the two sets of objectives to be emerging. Several respondents noted that the strongest points of alignment were in regards to leadership and service. Some constituents noted that outside of a reference to “moral reasoning” there was no connection to faith and heritage as a part of the educational goals.
- *Seaver College*. The respondents rating the liberal arts school found the alignment of the two sets of objectives to be developed. Several noted that there were strong points of alignment in each of the categories, with one respondent highlighting that “virtually all of the bullet points in Seaver’s learning outcomes can be found somewhere in the matrix of University SLOs.” However, there were also areas for growth. Many responded that there is room for greater emphasis on application of knowledge and faith. One Seaver objective was described as “Western-centric” which was considered to be at odds with a commitment to diversity.
- *The Graziadio School of Business and Management*. While the Graziadio School has developed program-level educational goals and learning assurances in accordance with their AACSB accreditation, there are currently no school-level educational goals. They are being developed during the Summer of 2010.

The results from the alignment ratings indicate impressions about strengths as well as opportunities for growth derived from the stated objectives. The next step in our process is to evaluate the alignment of program and course student learning outcomes with the IEOs by Fall 2011. In addition, the evidence matrix for the IEOs will have all of the corresponding data by Spring 2011 as well. The core commitments and values have been articulated for many years, but the work in assessing them in a formal way with legitimate research design is in the emerging stages.

Conclusion and Recommendations

In an effort to achieve a clearer understanding of the relationship between the two aspects of our mission—a commitment to the University’s Christian heritage and to educational excellence, it is important to move beyond the Burtchaell’s focus on declension and Benne’s somewhat condensed typology. Jacobsen and Jacobsen (2004) highlight the moral vision of faith and scholarship of Ernest Boyer who thought that “Christian scholarship at its best should identify as much as possible with the constructive work of the academy and then be a leavening influence within that realm, directing energies of the academy wherever possible in pathways that would more fully address the hopes, dreams, and deepest needs of humankind” (p. 53). The criticisms of the 2000 WASC Team Reaffirmation Accreditation Report with regard to mission have helped us to recognize both the means by which we have

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-Jacobsen and Jacobsen

been fulfilling our mission but have inadequately communicated them and the measures necessary to articulate mission coherence better in measurable ways. This reflective essay indicates our progress in this respect, as well as the work we still have to do. Our next steps will be to:

- ❖ Continue the development of school-wide learning outcomes using the evidence matrix for the IEOs, to support further the collection of evidence linked to the IEOs by Fall 2010.
- ❖ Collect additional responses about the degree of alignment between the IEOs and the five schools and encourage the schools to consider the responses as their school-specific educational objectives evolves by Fall 2011.
- ❖ Conduct a thorough evaluation of the alignment between program and course learning outcomes by Spring 2011.
- ❖ Use assessments and evaluations of alignment to develop concrete ways of fostering further alignment from the IEOs to the course objectives level by Fall 2012.

Reflective Essay 2: Program Review

(CFRs 1.7, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.10, 2.11, 2.12, 2.13, 4.4, 4.8)

Introduction

This essay explores the history of program review and the various ways it has been used among the five schools at Pepperdine. We reflect upon the fact that the size and nature of each school (in addition to concurrent accreditation processes within specific programs) has produced a variety of approaches to program review. As a result, our focus is not only directed toward the ways the process has been used in the past but the manner in which it can be strengthened to support student learning. We are working to enhance the function and utility of program review by streamlining the process, by providing more support for faculty and staff who lead program review efforts, and by tying the process more concretely to policy development and resource allocation. This section of our self-study is about enhancing the structure of program review to emphasize that the evaluation of student learning should inform improvements on the design of learning opportunities (Bresciani, 2006). Two primary questions guided this portion of the study:

Question 1: In what ways can the University program review infrastructure be improved so the learning needs of students are better met at the University, college/school and program levels?

Question 2: What is the plan and timeline for making the necessary infrastructure improvements and how will we know that we have met our goals?

History and Overview

Pepperdine University has employed a formal program review process for over 10 years. The practice has evolved during that time in response to the changing structure of the University, and in response to our improved understanding of assessing program effectiveness. In the 2001 WASC Commission Action Letter, the Commission urged the University to make advances toward identifying performance indicators, with some caution about relying on national rankings, and to demonstrate that the analysis of indicators is linked to planning and resource allocation processes. This recommendation was based upon the report developed by the 2000 Visiting Team, which found that program review was taking place, but that the information generated and analysis were not sufficiently used at the University administrative level. The development of the IEOs includes SLOs which will serve as many of our performance indicators. Although the SLO evidence matrix is a work in progress, our indicators will rely on evidence that emerges from program reviews.

Following the recommendations of the 2000 Visiting Team and the commission, the five-year program review process became more rigorous and comprehensive. In response to the concern about the use of the review process at the University level, each program presented its review findings to the University Planning Committee (UPC) in order to ensure that the information was being properly considered. In order to support faculty members who are leading a review, programs are provided a \$5,000 budget. These funds are typically used to fund faculty retreats, sponsor the development of assessment tools for specific programs, and fund stipends or course-load reductions for faculty leading program reviews and writing reports. In the majority of academic program reviews to date, these funds have not been used to facilitate external reviews. However, in the cocurricular programs associated with Student Affairs, that division has internally allocated \$3,000 for each program review and all the funds have been directed towards bringing in external reviewers. The Student Affairs program review process, by relying on external peers with subject matter expertise, has yielded important evidence leading to program improvements. All of the professional schools have completed a program review, but they vary in form and content because their respective approaches have been shaped by the requirements of specialized accrediting associations.

In both academic and cocurricular programs, important changes involving structure, policy, and resource allocation have been made as a result of program review. One can find noteworthy examples of improvements that have been made in all the schools as well as in cocurricular programs. In response to the 2001 WASC Commission's findings and the 2006 GSEP program reviews, resources were allocated to expand the support that doctoral students receive as they write their dissertations. In a slightly different context, the Graziadio School maintains a rubric of learning assurances used in program review as well as AACSB accreditation process. At Seaver College, the 2010 philosophy program review provides evidence of how change, implemented in the light of data, can lead to the growth and quality of a department. From 2007 to 2010, the number of philosophy majors has grown fourfold. As a part of a larger effort to reduce the faculty-to-student ratio at Seaver College, one additional position has been guaranteed to this department, and the position has been filled for the fall term. At the School of Law, a strategic planning process was incorporated as a program review. Efforts to reduce the number of students and increase the number of faculty followed. The importance of lateral hiring (that is, employing well-established senior faculty) was determined to be of great importance in this study. In 2009, the school implemented a new approach to the Faculty Appointments Committee, whereby it was divided into a new-to-teaching hires subcommittee and a lateral hire subcommittee, which encouraged better planning and greater success in securing prominent lateral hires.

In 2004 the Counseling and Health Centers conducted their program reviews, resulting in several changes. Based on student feedback, benchmarking, and advice from external reviewers, the Counseling Center eliminated the fee for counseling. The Health Center's external reviewers recommended that the ACHA-National College Health Assessment be administered biannually and that it be used as the basis for health promotion/education. This practice was implemented in 2007 and 2009, and the data have driven programming in dealing with such problems as alcohol abuse, sexual assault, and smoking. Based on the program review, the staffing model was changed, and the office received funding to hire a half-time medical doctor and to increase salaries to match regional standards. In 2007 the Career Center program review resulted in a space analysis that led to moving the Career Center to a

more accessible and visible space in the Tyler Campus Center, which also provided the opportunity to move the Counseling Center out of its inadequate facilities. In 2008 the Volunteer Center program review resulted in a strategic initiative proposal for Fiscal Year 2011 that was funded to include two additional staff members (an appointment of a faculty director to promote service-learning and non-profit research with students) and an anticipated name change of the Pepperdine Volunteer Center to Center for Community Engagement (effective 2011). Intercultural Affairs conducted a program review in 2008. Following the advice of the external reviewers, the self-study strongly recommended greater institutional support. In 2010 additional funding was given to the office, and a new assistant director was hired.

Conglomerate Evidence

While these examples show how some program reviews have been used to close the loop and influence resource allocation and planning, this practice has not been entirely systematic. Although the program review process is in place and functioning, the means of employing these reviews to affect policy decisions has been inconsistent. The weakness of not having a more uniform and institutionalized process is that some evidence may be overlooked and some decisions made may not be documented in a way that demonstrates our full commitment to data-driven decision-making.

The WASC program review rubric offers five criteria for evaluating the integration of student learning assessment into program reviews including: elements of self-study, process of review, planning and budgeting, annual feedback on assessment efforts, and the student experience. Based on this rubric, we have determined that overall our process is “emerging” and we are working to become “developed.” The following is an overview of where the program review process is in accordance with these criteria:

1. *Required elements of the self-study.* “Emerging” is the best descriptor for this criterion in that generally professors and staff members are asked (not required) to provide a program’s student learning outcomes. The challenge has been to develop SLOs for every program and for every course in that program, and then to assess student learning on an annual basis (Allen, 2004). Incorporating the assessment of student learning into the program review process is uneven across the University’s five schools. At GSEP, for example, assessing course and program SLOs is done fairly consistently. At Seaver, however, while all programs have engaged in rigorous program review, until this year the focus has not been on student learning outcomes. This year, Seaver initiated an annual review process whereby over the period between five-year reviews, all student learning in all courses in a program will have been assessed at least once. The challenge is developing a culture of evidence and training faculty in ways to assess student learning. In order to move to the developed category, we need to ensure greater consistency in the approach and rigor across all program reviews.

2. *Process of review.* The state of our process for program review lies somewhere between emerging and developed. Reviewers address both indirect and direct evidence of student learning wherever it is available and offer suggestions for improvement. Currently, the cocurricular programs and schools with concurrent accreditations consistently use external reviewers. Outside of those areas, the use of external reviewers is inconsistent. Internal reviewers generally consist of program staff and faculty.

3. *Budgeting and planning.* This is one area of program review where we are developed and approaching highly developed. The University has integrated and continues to integrate program reviews into the planning processes. When the University Planning Committee and the University Budget Commit-

tee meet, the deans of each school formally present their budget requests, although considerable consultation occurs before these meetings. Typically, each school's dean has met with division chairpersons or program leaders to consider their budget requests. Frequently, but not always, these requests have emerged during the program review process. Additionally, programs have presented the findings of their five-year reports to the University Planning Committee for the purpose of knowledge sharing. Most of the departmental budget decisions are made at the school level with the dean's full involvement. A systematic integration of program reviews into budgeting and planning in the future will create a more highly developed process.

4. *Annual feedback on assessment efforts.* Feedback is occasionally provided from deans in response to the findings of individual program reviews; but, in general, we are in the initial and emerging stages because there have been no formal expectations that our deans document their responses to feedback coming from this process.

5. *The student experience.* Student Affairs programs use focus groups for 100% of their program reviews and 80% of the academic programs examine samples of student work. Using student input and student work as direct evidence is a good indicator of the way the student experience is accounted for in program reviews. In this way, our program review process could be considered developed.

In a recent survey of faculty regarding student learning experiences, respondents were asked how effective Pepperdine is at systematically measuring and maintaining current data on student learning and achievement and at making this data accessible for strategic decision-making by the varied Pepperdine constituencies. Of the respondents, 55% rated this item as "neutral, disagree, strongly disagree, or do not know." This is an important indicator about the perception of the work that has to be done to develop a culture of evidence concerning student learning. Furthermore, when asked if Pepperdine has an effective system for communicating and making public the evidence about meeting the University's educational objectives, the fact that 41% rated this item as neutral, disagree, strongly disagree, or do not know indicates the need for communicating our learning objectives.

Strengthening Program Review

While Pepperdine University has for some time had a program review process in place, the following measures have recently been taken or are being taken to assure our effectiveness in assessing student learning:

1. We now have developed a systematic protocol for University program review that accounts for student learning.
2. We have adequate leadership for overseeing the program review process.
3. We have adequate financial resources to sustain a comprehensive program review process, including faculty and staff development.
4. In 2010 we will begin requiring external program reviewers in all program reviews.

The four items listed reflect the efforts of the WASC Steering Committee, the Office of Institutional Effectiveness (OIE), the deans, faculty at all five schools, and the administration to create a plan to enhance the program review process. At the core of this plan is a re-positioning of the OIE not only to provide raw data, but to play a more advisory and consultative role to those conducting program reviews. This includes maintaining University and school-wide data that are matched directly to the IEOs and disaggregating these data for the program under review. Under the new system, OIE will

initiate the program review process by delivering a newly developed, University-wide *Program Review Guidebook* as well as a relevant data packet to initiate the self-study process. The *Program Review Guidebook*, while based upon the 2009 *WASC Resource Guide*, has been adapted to apply to both academic and cocurricular programs at Pepperdine—with an emphasis on assessing student learning in both domains.

The *Guidebook* indicates that programs will receive information about the process and their data packet in the Summer, in order to conduct the self-study in the fall, bring in external reviewers in the winter, and submit the final compiled report in the spring. The final report will go to OIE for archiving and for review to see how the new process impacts the outcome. The report will also go to the appropriate dean who will be initially responsible for using the evidence to make policy or resource decisions. The dean will prepare an executive summary which will include a list of recommended management actions based upon the program review. The dean's executive summary will then be presented to the University Planning Committee. This summary will also be archived with the program review. The OIE Web site includes a repository for these reviews to be seen by other faculty, staff, and administrators. Comparing program reviews completed under older systems and those completed under this new model will be a primary indicator as to whether or not the Guidebook, external reviews, and concrete ties to resource allocation and planning have moved Pepperdine into the “developed” category.

Under the umbrella of the Office of the Provost resides a new structure of leadership supporting the assessment and planning process, with program review at the heart of the assessment system. A vice provost for academic administration has been appointed to oversee learning assurance and its necessary connection to institutional planning as well as the OIE. An assistant provost for assessment and institutional effectiveness has been appointed to oversee the OIE. These two positions are designed to facilitate the University-wide assessment process and make a concrete link between resource allocation and planning. These administrative changes support the faculty and staff leading the reviews that are designed to measure student learning outcomes. The degree to which the administrative changes support the process of assessing student learning will be a measure of success.

Bresciani (2006) suggests two reasons for resistance to assessment on many campuses: the value and importance of assessment are not understood, and assessment activities are not supported with appropriate resources. Suskie (2009) adds another reason: fear and resistance to change. A central component of this portion of our self-study is to evaluate the appropriation of resources and to bring greater focus to the functionality of a consistent assessment system. Assessment experts and scholars agree that essential components of assessment are committed campus leaders and empowered faculty (Driscoll & Wood, 2007; Suskie 2009). We recognize that following the enhancement of our assessment infrastructure will be program leaders taking ownership of assessment. This has already happened in the areas highlighted in this essay, but is not consistent across all programs. The emphasis on infrastructure should not overshadow our recognition that there is much work to be done to build up assessment leaders with the understanding that this process is not an end in itself, but rather “exists to provide educators, researchers, and practitioners with information to satisfy their own natural curiosity about the results of their work” (Bresciani, 2006, p. 15). We are taking into account our own history, culture, and values to create a better culture of outcomes-based assessment.

Conclusion and Recommendations

As this reflective essay suggests, we are making significant advances in strengthening the program review process in order to assure student learning. In addition to the measures that have been taken, the following goals are in place:

- ❖ Introduce the use of external reviewers with additional support for the 2010-2011 cycle of five-year program reviews.
- ❖ Mobilize the new program review process in the 2010-2011 academic year using the Program Review Guidebook to assure systematic and coherent reviews that address student learning.
- ❖ Beginning in 2010-2011, to track the management actions submitted by deans in order to evaluate the degree to which the loop is closed by using evidence from program reviews.
- ❖ Evaluate the progress by comparing program reviews completed under the new system with those completed prior to the 2011-2012 academic year.
- ❖ Engage program leaders (faculty and staff) in assessment dialogue to ensure adequate support and to promote outcomes-based assessment.

Reflective Essay 3: High-Impact Practices

(CFRs 2.2a, 2.2b, 2.5, 2.8, 2.9)

Introduction

At Pepperdine University the student is the heart of the educational enterprise. The engagement of students both inside and outside the classroom is essential to meeting our core commitments of *knowledge and scholarship, faith and heritage, and community and global understanding*. Faculty engage in curricular and instructional innovation; contribute to the scholarship of pedagogy; and create learning experiences that link scholarship, teaching, student learning, and service (see Faculty Data Form). Student development staff also support this process through cocurricular programs. In this essay, using the 10 high-impact practices (HIP) delineated by the Association of American Colleges and Universities (AACU; Kuh, 2008), we examine the following questions:

Question 1: What is the current status of HIP at Pepperdine, i.e., what do we offer and who has access to these experiences?

Question 2: What resources, structures, and processes are required to improve the activities that currently exist or that foster the introduction of new learning experiences?

Question 3: What is the plan and timeline for increasing the quality of existing HIP and the quantity of new experiences offered to students?

Current Status of HIP at Pepperdine

In order to assess Pepperdine's status in the area of HIP, an inventory was conducted at each school, and the WASC Steering Committee (WSC) engaged in discussions with their respective faculties and consulted with staff who oversee cocurricular opportunities. Since

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HIP specifically target methods that enhance undergraduate preparedness for meeting employment and personal demands in life, much of this essay will focus on the students at Seaver College.

Table 3.1 provides an overview of HIP offered students at Seaver. High-impact practices have existed at Seaver for more than 20 years, and 10 practices recommended by the AACU are offered. In fact, six of the 10 practices are required of all students; hence, 100% of our students engage in a number of these experiences through general education requirements; courses required for the major; or through cocurricular experiences offered by divisions, programs, and programs that fall under the umbrella of Student Affairs. Furthermore, to support course work, research, and capstone experiences, the University Libraries offer an information literacy program. Approximately 85% of Seaver students participate in the training as part of the First-Year Seminar series. Kuh, in a 2008 report for the AACU, indicates institutions should ensure that students participate in at least two HIP. We are offering our Seaver students many more.

In Spring 2009 over 1,000 Seaver first-year and senior students participated in the National Survey of Student Engagement (NSSE; see OIE NSSE Research Brief). The NSSE has five benchmarks of effective educational practices. Although these benchmarks do not align perfectly with the AACU HIP, the data for the three benchmarks that focus on similar practices—Active and Collaborative Learning (ACL), Enriching Educational Experiences (EEE), and Student-Faculty Interaction (S-FI)—were considered. In comparing Pepperdine to other “Far West” private institutions, institutions classified as Doctoral Research Universities by the Carnegie Foundation, the entire sample population of the 2009 NSSE survey, and high-performing peer groups (benchmark scores placing these schools in either top 50% or 10% of NSSE schools in 2009), Pepperdine experienced similar levels as its Far West counterparts and high-performing NSSE peers, and exhibited more involvement than other doctoral research universities and institutions that participated in NSSE 2009 in ACL practices. For EEE practices, Pepperdine appears to lead over most institutions, with similar results between Pepperdine and the top 10% of NSSE schools in 2009. Pepperdine was outpaced by its Far West peers in the area of S-FI, but we have made gains in this area. For example, research funding available through the associate provost of research has supported the research efforts of students and their faculty mentors, producing opportunities for conference presentations and publications.

We know that all students benefit from a college experience rich with HIP, and the research indicates students who are commonly underserved, such as students of color, typically benefit more from participation than their White counterparts (Kuh, 2008). In fact, what has been shown is that engagement in HIP has a compensatory effect for students of color as well as students who enter college with lower achievement levels. To gain a deeper understanding of who among our Seaver students accessed experiences that are not required of all students, we selected three out of the numerous cocurricular opportunities offered to Seaver students: (a) Communication Division activities, which include the forensics program (speech and debate), a radio station, a television station, and the weekly newspaper, the *Graphic*, an online newspaper, and magazine; (b) International Programs; and (c) opportunities offered through Volunteer Services. Specifically, we considered data on students of color, first-generation college students, and/or transfer students, student characteristics for which Kuh provided participation data.

The Communication Division cocurricular programs have done excellent work in collecting and tracking data disaggregated by gender and ethnicity, but does not disaggregate based on first-generation college student and transfer student status. Faculty of the Communication Division advise students who participate in cocurricular activities. In 2009-2010, 300 students participated in activities, with 39% of these students majoring in a subject other than Communication, 44% were male and 56% were female, and 24% were students of color. The distribution of males to females approximates the distribution for the University at large, and the percentage of students of color who participate in programs is without question a respectable percentage since the total percentage of students of color is about 30% of the Seaver student body. International Programs (IP) reported that about 60% of Seaver students participate in study abroad at some point in their undergraduate experience. When looking at the data for the 2009-2010 academic year, more than 650 students studied abroad, and of these students, 36% were male and 64% were female, 31% were students of color, and 6% were transfer students. The percentage of students of color who participate in IP is comparable to the total percentage of students of color at Seaver. Pepperdine instituted a scholarship program in the 2009-2010 academic year to increase the number of first-generation college students who participate in this opportunity. This year, 11 first-generation college students were awarded scholarships, and nine of these students elected to go overseas. The Volunteer Center does not currently maintain student data disaggregated by student characteristics, but plans to commence collecting these data with the 2010-2011 academic year. We do know that 63% of Seaver students participated in a service-learning/community-based learning experience in the 2008-2009 academic year (e.g., Jump Start; Project Serve; Step Forward Day; and projects in the areas of education and literacy, hunger and homelessness, health and wellness, and environmental sustainability). To more effectively track who participates in elective cocurricular opportunities, we must make it a practice to intentionally and systematically collect student characteristic data, such as those considered by Kuh in his research (i.e., race/ethnicity, first generation college student status, and transfer status).

Also included on Table 3.1 are the HIP for the bachelor's program offered by the Graziadio School. This program is different from the Seaver program as it targets fully employed or experienced professionals who need only to complete upper division business course work for their degree. These are students who bring their "internship" or "community-based" experience with them as they apply what they learn in course work to their workplace. Although these students are not "first-year freshmen," they do undergo a mandatory first-semester communication and personal development workshop from which cohesive learning teams are the expected outcome. The program relies heavily on collaborative assignments and projects, so the workshop prepares students for this learning model. Given that effective communication skills and the ability to engage in successful collaborative relationships are key skills for success in the business world, it is no surprise that these practices are highly emphasized in the program.

Graduate and professional education is characterized by several high-impact opportunities. We have four graduate/professional schools—the Graduate School of Education and Psychology (GSEP), the Graziadio School of Business and Management, the School of Law, and the School of Public Policy (SPP). Seaver College offers seven master's programs. Table 3.2 provides an overview of the practices required of our graduate/professional programs by school, particularly in the areas of research, intern-

ships, and capstones. This table reveals that all graduate students participate in a minimum of one high-impact practice and 52% of these programs require that students participate in two or more opportunities, with the five GSEP doctoral granting programs requiring three or more experiences.

Diversity and global learning is a thread that runs through a number of courses offered by the graduate/professional school programs. Some programs require an international experience, such as GSEP's Organizational Change doctoral program and four programs at Graziadio (Executive MBA, MBA for Presidents/Key Executives, International MBA, Fully Employed MBA, and MS in Global Business). Graziadio also offers an elective study abroad experience to students enrolled in its full-time student MBA program; the School of Law's Global Programs provides students with an opportunity to study internationally, including participation in the Global Justice Program. In addition to international opportunities, graduate/professional school programs also provide a number of local service learning/community-based experiences. For example, students of the School of Law and GSEP work with the Union Rescue Mission providing legal and psychological services, respectively.

Required Resources, Structures, and Processes

To identify resources, structures, and processes required either to improve upon existing HIP or to introduce new practices, the WSC members conducted discussions with colleagues from their respective schools.

Seaver faculty members are relatively satisfied with the quantity and quality of high-impact experiences available to students. They are understandably proud of the excellent opportunities offered to 100% of students for most types of HIP. Despite the current success, faculty continue to identify new opportunities for introducing high-impact experiences in the general education curriculum. For example, one idea currently under examination is whether appointing a director for the general education curriculum might facilitate a deliberate effort to add more HIP to the curriculum, and if such an appointment is deemed essential, whether the fiscal resources are available to support such an appointment.

The graduate and professional schools provide many of the same academic, research, and applied experiences offered by other institutions; but there are obvious challenges in the current economic environment. For example, limited fiscal resources that constrain access to particular educational opportunities or the ability to provide an ideal learning experience were raised by the School of Public Policy (SPP) and School of Law faculty. An issue raised by SPP is the influence high tuition has on the experiences in which students elect to participate. For example, SPP students are required to complete a summer internship program. Although a number of worthy nonprofit organizations could benefit from working with one of the interns, these organizations are typically unable to offer compensation. Increasing financial support for student learning experiences such as these would be a worthy goal. Another illustration is offered by the School of Law. Given the importance of developing effective legal research and writing skills that are required to succeed in the JD program and the legal profession, the School of Law is examining their need to create smaller sections in the first-year Legal Research and Writing course. Course sections of 25-30 or fewer students (versus 55 or more) are preferable, which is comparable to the standards at peer and aspirational institutions.

Conclusion and Recommendations

This reflective essay has shown that Seaver College is exemplary in engaging students through high-impact practices, and that by the nature of graduate education, the graduate and professional schools at Pepperdine do likewise. Even so, we could benefit from identifying who among students of color, first-generation college students, and transfer students at Seaver access HIP and propose strategies for increasing participation; and at all the schools we might better understand the relationship between HIP and fiscal resources. For the future, Pepperdine should pursue the following:

- ❖ Given what is known about the benefits of high-impact practices for underserved students, establish the systematic collection of student characteristics data for elective high-impact experiences before the commencement of the 2010-2011 academic year, and use the findings to develop and execute strategies for increasing participation.
- ❖ Examine resource allocation in relation to access to educational opportunities and the quality of the learning experience offered graduate/professional students and propose a plan of action by the end of the 2010-2011 academic year. This assessment might lead to greater resource allocations to some high-impact initiatives, less to others, depending on the populations they serve and the measured effectiveness of each.

Reflective Essay 4: Faculty Engagement

(CFRs 1.4, 1.6, 1.8, 3.3, 3.4, 3.11, 4.1, 4.7)

Introduction

The faculty of Pepperdine is called to nurture “the students and their whole development, educating the heart, soul, and body” (from Institutional Educational Objectives). As faculty, we enter this covenant with our students, and with this promise comes a host of responsibilities that requires faculty to engage at a number of levels within the University. In the 2001 WASC Commission Action Letter, Pepperdine was encouraged to improve the influence of faculty on “the development and review of academic programs and policies” as well as to “seek better ways to involve faculty in the evaluation and assessment process of student performance, learning goals, and educational technology.” Therefore, in this essay, we not only examine our progress to engage faculty in academic affairs more fully, but also consider issues related to faculty life that influence faculty engagement. The following questions guided our self-study:

Question 1: In what ways are faculty involved in academic decision-making and the assessment of student learning?

Question 2: What is the plan and timeline for further involvement of faculty in the assessment and academic decision-making process?

Academic Decision-making and Assessment of Student Learning

Just as students are the heart and soul of Pepperdine, the faculty are at the heart of academic life, sharing academic expertise, serving as mentors to students, developing and actualizing curricula, and striving to ensure that students are, in fact, learning from their educational experiences. There are important ways in which faculty involvement in decision-making has expanded over the last 10 years, as well as ways we can improve.

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Until 2001 the faculty at each of the schools was represented on the University Faculty Committee, which was a body that could be called upon by senior administration to offer comment and consultation. Historically, Pepperdine University has incorporated faculty in decision-making in what is best described as a consultative model: major institutional planning decisions regarding policy and practices are made by senior administration although faculty are notified and offered an opportunity to provide comment and counsel. This model has been characterized by some faculty members as unfair, which may have contributed to WASC's observation that faculty lacked sufficient influence on academic matters. In 2000 members of the University Faculty Committee pressed for a greater faculty voice across the five schools to influence issues regarding faculty life. This resulted in the creation of the Pepperdine University Faculty Council (UFC). The charter was adopted by the faculty of the five schools on March 26, 2001 (for a more detailed historical overview, see *Formation of the Pepperdine University Faculty Council*). The council's primary purpose is to establish a formal relationship between and among the faculties of the five schools and with the University senior administration on issues of University-wide concern.

The UFC has been in existence for nine years. This body is the major venue for faculty and senior administration to grapple with issues that influence the lives of faculty from across the University. For example, issues considered by the UFC include writing of a new ethics statement, creating the new faculty rank of "university professor," developing policy for retiring faculty to be designated as Faculty Emeriti, exploring faculty and staff child care needs, approving a required "notice and comment" period of review before new University policies affecting faculty work can be implemented, deliberating on retiree medical insurance issues, and examining the University's retirement investment policies.

Other opportunities for faculty to influence the direction and operation of the University include the University Planning Committee (UPC) and the University Management Committee (UMC). The UPC provides a mechanism for receiving input from University stakeholders to facilitate decision-making on issues related to the University budget and strategic planning process (see UPC charter); the UMC is concerned with the policies, procedures, and matters related to managing the University (see UMC charter). Faculty are appointed to both the UPC and UMC. For the UPC, deans nominate a pool of faculty, the UFC selects finalists, and the president and provost select the three faculty representatives; for the UMC, the executive vice president and chief administrative officer, in consultation with the deans, select two faculty representatives.

During the Fall 2009 semester, the WASC Steering Committee (WSC) surveyed the faculty on their role in academic oversight and assuring student learning. Seventy-six percent of the respondents indicated they had sufficient authority over academic decisions regarding programs and policies that influence student learning, and over 90% of respondents indicated that faculty direct the development and examination of student learning and academic standards in their programs. Furthermore, the WSC consulted faculty governance documents at all five schools to determine the roles faculty played. Table 4.1 provides an overview by school of faculty committees that are tasked with the responsibility of overseeing matters related to academic affairs, including program policies and practices, curricular issues, learning assurance, and faculty life. The evidence indicates that faculty

provide leadership and drive academic affairs in their respective schools. Furthermore, each school has a faculty representative with voting rights on the University Academic Council, which is the chief policy-making body for academic procedures, policies, and curricula in the schools. There also exists opportunities for faculty to engage on issues of student learning in other venues, for example, the Seaver Center for Teaching Excellence and the GSEP Faculty Scholars.

Although 51% of faculty believe they have an opportunity to reflect on University level strategic planning initiatives, a substantial 49% of faculty reported they disagreed, were neutral, or did not know (DNDK). Although only 23% of the School of Law faculty responded DNDK, 48%, 42%, and 54% of faculty at GSEP, Graziadio, and Seaver, respectively, reported DNDK (SPP was not included in analysis by school due to the limited number of respondents). In discussions between WSC faculty representatives and their respective faculties, many faculty members indicated that they were unaware of the existence of a University Strategic Plan or only had cursory knowledge of its content. There are other University-wide initiatives, however, that have sought faculty input. For example, Information Technology (IT) regularly invites faculty to complete surveys, participate in interviews, or join focus groups to assess need and evaluate the quality of services offered by IT (see Information Technology).

Besides faculty engagement in academic and University strategic planning, the Fall 2009 survey addressed other important areas of faculty life and faculty engagement. For example, as a university dedicated to academic excellence and Christian values, we were interested in whether faculty viewed any tension between these two commitments. Over 80% of the faculty who responded felt Pepperdine's spiritual mission enhanced its academic mission and did not intrude on academic freedom. In fact, over 80% of faculty members believe that Pepperdine affirms their freedom to share their convictions and responsible conclusions with students, colleagues, and in their teaching and scholarly endeavors. Faculty members, then, generally perceive that they experience autonomy in their academic life and that they influence academic matters.

While most faculty members feel that they experience autonomy and exercise authority, the number who disagree or are unsure is high. Across the schools, 24% of faculty indicated they disagree with, are neutral to, or don't know (DNDK) whether they have authority over academic decisions, and 19% question their academic autonomy (Standard 1.4 Academic Freedom). Further consideration of the data indicates some variation across schools. All the schools were consistent in a 24% response of DNDK on the question of academic authority. On the question of academic autonomy, however, just over 30% of GSEP faculty respondents indicated DNDK to items that relate to academic freedom, which is at least twice the percentage observed in the other schools (SPP was not included due to the small number of respondents). Given the exploratory nature of the survey, there are limits to interpretation. But because faculty academic autonomy and the authority to make decisions on academic matters are central to the academic enterprise, we see a need to understand better the factors that shape faculty perceptions about these key faculty life issues. In fact, the Seaver Faculty Association Executive Committee has already constituted a task force to commence an assessment of the state of governance for their school.

The 2009 survey also asked the faculty a series of questions about fiscal resources used to support faculty development to improve teaching, enhance student learning, participate in program review,

and integrate faith and learning. Just over 75% of the faculty who responded believed resources were adequate to support faculty development for teaching, learning assessment, and program review. Just under 65% of faculty believes opportunities for professional development were financially supported regardless of appointment status. The schools with a higher percentage of DNDK responses in the matter of financial support were GSEP (38%) and Seaver (24%) when asked about professional development opportunities. The School of Law (38%) and Seaver (31%) faculty were concerned with available support to sustain program review in their schools. Only 54% of faculty believed that adequate training and mentoring existed for the integration of Christian faith and learning, particularly in working with a diverse study body; the percentage of faculty who responded DNDK was consistently high for all schools. We do not want to overlook the substantial percentage of faculty who believe resources for professional development and sustaining engagement in program review are adequate, but as an institution that values the interplay of faculty life with engagement, we believe it is important to continue examining how we can improve in fiscal resources for faculty development in the current economic climate.

Conclusion and Recommendations

As this reflective essay has indicated, the Pepperdine University faculty regard their role in academic decisions as instrumental to the University, but they are less confident about their role in University strategic planning. Some of the limitations have come from institutional governance procedures that have been in place, some may arise simply by failures in communication. In an effort to understand better both the role that faculty play and the attitudes that faculty have about themselves and Pepperdine University, we suggest the following actions.

- ❖ The faculty governance body of each school should conduct interviews or focus groups to discover the contextual issues related to why some faculty members believe they lack authority for decisions on academic matters and experience a lack of autonomy in academic life by the end of the 2010-2011 academic year. The University Faculty Council should partner with the faculty governance body of each school to address the matter and prepare a plan for action by the end of Spring 2012.
- ❖ Under the direction of the University Faculty Council, conduct a self-evaluation of its purpose, function, and efficacy before the end of 2010-2011 academic year.
- ❖ To represent better the sentiments of faculty in University decision-making, the faculty governance body of each school, in collaboration with the University Faculty Council, should identify strategies for encouraging fuller participation by faculty in University-administered surveys and other data collection efforts before the end of the Fall 2010 semester.
- ❖ The University Faculty Council and the Deans Council should develop and institute a system of communication for issues of University-wide importance (e.g., the University strategic plan) by the end of the 2010-2011 academic year.
- ❖ By the end of the 2010-2011 academic year, the faculty and deans of each school should examine strategies for increasing University support for professional development, particularly with regard to the integration of Christian faith and learning and working with a diverse student body.
- ❖ The Office of Institutional Effectiveness in consultation with the deans of each of the five schools, or the person delegated by the dean to oversee program review, should reassess the sustainability of the program review process at the completion of the next five-year cycle, after instituting the revised program review protocol and associated fiscal support.

Reflective Essay 5: Evidence-based Decision-making

(CFRs 1.3, 3.5, 3.6, 3.7, 3.8, 3.10, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6)

Introduction

The WASC reaffirmation of accreditation process affords Pepperdine an additional opportunity to evaluate further the effectiveness of its assessment, planning, decision-making, and budgeting processes at the University level. In the 2001 WASC Commission Action Letter, Pepperdine was encouraged to “demonstrate that assessment data and analysis is used for effective planning and decision-making” and to develop an institutional strategic plan that “would serve to inform and guide school-level decisions and resource allocation in the context of mission and strategic priorities. In this essay, we reflect on our progress on these fronts by reviewing the activities of a long-established committee, the University Planning Committee (UPC).

In this essay we discuss the mechanisms as they pertain to the UPC’s consideration of assessment, planning, and budgeting decisions. The research questions we examine are as follows.

Question 1: What are the processes by which decisions are made and what types of evidence are considered in regards to University-level assessment, planning, and budgeting decisions?

Question 2: What is the plan and timeline for increasing the effectiveness of its governance processes and the use of evidence for University-level assessment, planning, and budgeting decisions?

Decisions Based on Evidence

The University Planning Committee is the body responsible for coordinating university-level assessment, planning, program review, and resource allocation processes. Its membership includes the president, the vice presidents, the provost, the vice provost, each of the deans of the five schools, three faculty representatives, and other executives who manage key areas such as athletics or libraries. The activities of the UPC have been to facilitate four key university processes: (a) the annual process for considering tuition and housing rates; (b) the annual budgeting process; (c) reviewing the findings of academic and co-curricular program reviews; and (d) articulating and monitoring strategic initiatives at the university level. To ensure consistency with university-level priorities, the UPC also reviews other major initiatives, such as the strategic plans developed by the schools or the founding of new institutes and/or research centers. As a result, the UPC is the most appropriate center to study how we use evidence in the decision-making process. The Assessment System highlights the UPC as a body where processed data from the Office of Institutional Effectiveness (OIE) and from each of the five schools are evaluated and discussed.

The annual UPC calendar of events includes five main activities. Additionally, meetings may include other topics of interest relating to assessment, planning, or strategic initiatives. It is through these activities that evidence resulting from assessment activities, largely coordinated through OIE, is considered. These four primary activities include the following:

1. *Review of school annual reports and president’s annual priorities.* Each year the academic deans provide an overview of their expectations for the new school year, including opportunities, challenges, and priorities. The president also shares a similar report, which frequently includes a list of priorities for the upcoming year.

2. *Review of key performance indicators.* Key data indicators, including enrollment statistics and projections, are reviewed each year. Where possible, comparisons to similar institutions are considered when the data are available. The OIE serves as the unit responsible for producing these indicators. Examples in this area include studies on enrollment capacity, yield forecasting models, and the impact of the Christian mission on national rankings.

3. *Review and guide the University budget.* The UPC reviews fiscal matters and guides the development of the University's annual budget. The data gathered during this process informs strategic discussions and decision-making. The committee is kept apprised of the status of the University budget and other critical financial reports such as the annual financial audit. In addition, the UPC develops key recommendations for building the University's annual budget and reviews the budget before it is submitted to the Board of Regents for approval.

4. *Consideration of tuition, room, and board rates.* Each year, each dean prepares an analysis of different scenarios for tuition increases at their school. This information is critical as the institution prepares the ensuing year's budget.

5. *Discussion and reflection on the summary results from academic and cocurricular program reviews.* Each year, areas undergoing a five-year program review make a presentation to the UPC regarding their findings. According to the new Program Review Guidebook, the dean over the area or program under review will be the primary presenter of findings and will be asked to include a list of management actions resulting from the review.

These five areas provide the primary sets of data that are considered in university-level assessment, budgeting, and planning processes. The proceedings and materials distributed in the UPC from the last five years highlight these activities in more detail.

The UPC governance strategy is collaborative and consensus-oriented, as the UPC is a recommending body. For example, recommendations are made to the Board of Regents, the president, the Steering Committee, deans, and other relevant bodies regarding tuition increases, new policies, etc. This collaborative approach has evolved over time as an extension of our faith-based heritage, where we are called individually and collectively to support a mission that is far greater than the sum of its individual parts. The UPC approach to collaboration among its members is consensus oriented, as opposed to a pure representational model—a model characterized by heated discussions regarding the allocation of resources and sharp disagreements over institutional priorities. We aspire to make decisions based on evidence emerging from a conversation.

While our aspiration is to attain consensus in decision-making, decision-making authority is retained at the higher administrative levels (such as school deans or executives responsible for major administrative units) in order to ensure both timeliness and accountability for decisions. These decision makers are expected to seek consensus to the degree possible before making a decision. The term “collaborative governance” is consistent with the institution's normative approach, and the distinctive ecumenical culture arising from our faith-based mission is an important ingredient in our attempt to practice a true, collaborative approach to governance.

The institution's faith-based mission binds participants together and helps guarantee an approach that is not merely advisory or consultative. Four aspects help to link our mission closely with our governance approach. First, through a communal understanding and sharing of our faith-based mission, a level of

trust and mutual respect provides a firm basis for collaboration. Second, it is vital that the discussions of the UPC be tied closely to decision-making outcomes. By directly linking outcomes to collaboration, the processes can be said to have increased credibility. Third, members are selected and expected to base their participation in the UPC on their individual experience and expertise and not just upon the needs or desires of the various areas they represent. Finally, by insisting on the rigor of evidence in discussions at the UPC level, participants have an impact on decision-making. Together, these four ingredients provide us with a distinctive approach to governance that tends towards inclusiveness and results in better decision-making. This is the intent of our governance approach.

Strategic Planning

In 2006 Pepperdine began a comprehensive strategic planning process that was designed to facilitate the development of a university-level strategic plan. This was a new endeavor for Pepperdine in that planning processes prior to 2006 had largely been the purview of the individual schools and major administrative units, with coordination and collaboration occurring through the UPC. There had been no university-level strategic plan. The impetus for engaging in this process was to provide a framework for aligning the plans of the schools and administrative units more strongly with the mission and vision of the University, consistent with feedback from WASC ten years ago.

During this process, the UPC engaged in a number of strategic planning activities. Specifically, the committee assessed Pepperdine's performance, resources and capacity, and reviewed external trends impacting the institution and explored the University's aspirations. This work was accomplished over a 10-month period, through collaboration with faculty, regents, and other constituencies throughout the University community, engaged in this exercise. To inform the process, the following data collection methods were employed.

- A SWOT analysis was conducted to gain a better understanding of the University's strengths, weaknesses, opportunities, and threats. This exercise prompted reflection on how the University's strengths could be leveraged to take greater advantage of our opportunities as well as diminish our weaknesses and external challenges. Each major area as well as other constituents such as the Executive Committee of the Board of Regents participated in this activity.
- An external scan was conducted of eight sectors of the University's external operating environment. The purpose of the external scan was to identify trends that could significantly change the way the University educates students or conducts business in the next 10 years. A team of faculty and staff analyzed each sector; a total of 58 participated in this research. The UPC, leaders of the faculty and administrative areas, and other community members were invited to the presentations and the open forum discussions that followed.
- Each school and major area of the University developed a current-state assessment report. Each report provided the following information: an update on the status of the area's strategic plan or goals, goals that were at risk of not being achieved, the most important strategic issues for the next seven years and the issues that will require additional support by the central administration. The leader of each area presented an overview of their report to the UPC for discussion.
- A vision gap analysis was completed, reflecting the challenges facing the institution as it related to achieving its aspirations.

- Feedback was solicited to ensure the draft of the strategic plan benefited from faculty and staff input. Information sessions were offered on the Malibu, West Los Angeles, and Irvine campuses.

A revised draft of the University Strategic Plan, reflecting community feedback, was ready for consideration in Fall 2008. However, the financial crisis of 2008-2009 and its lingering effects required reconsideration and, in some cases, an adjustment to our priorities. Though the economic crisis did not change the University's strategic direction, the lingering effects of the recession have impacted the goals and initiatives in the University strategic plan. Yet, despite cost-saving and reallocation efforts, planning and budgeting decisions on issues that directly impact student learning, such as improving the program review process and the infrastructure for maintaining the process, have kept their place in the UPC's planning and budget decision-making. In fact, one positive outcome of facing a challenging economic climate is the University's stronger reliance on an evidence-based model for making decisions. As we recover from the 2008-2009 economic downturn, the UPC will again look more broadly at revising our University Strategic Plan to reflect current priorities, given the opportunity to make new investments of the funds accrued through reallocation. Although a strategic plan must always be wedded to the mission, vision, and educational goals of the institution, it must also be regularly revisited and reviewed for its responsiveness to shifts both internal and external to the University. We believe the lessons learned in these last two years prepare us for reconsidering some of our initial priorities that are more mindful of the new economic realities faced by institutions of higher education.

Faculty Perceptions About University Decision-Making

To reflect more directly upon the question of the effectiveness of our process, we draw from the faculty survey about student learning experiences. When faculty were asked if they felt program review data were considered in planning and budgeting by the University, 63% of faculty disagreed, were neutral, or did not know (DNDK). Moreover, the majority (55%) of faculty responded DNDK when asked about the availability of data for strategic decision-making. Regarding strategic planning, 64% of the faculty reported that the University had a clearly articulated strategic plan, and 52% believed faculty members were afforded the opportunity to reflect on the plan. What is unknown is whether faculty members are basing their opinion on their school-level strategic plan, or if the faculty members believe this to be true for the University Strategic Plan. Finally, 56% of faculty reported DNDK when asked if data were used to revise the University's strategic position to ensure educational effectiveness. The data suggest that there is a gap between the administration's intent to leverage a collaborative, consensus-oriented governance approach based upon evidence and the impact of some decisions on our faculty. The reaffirmation process is an opportunity to assess and close this gap.

The results of the survey conducted with faculty also illustrate how little faculty members appear to know about the UPC decision-making process and the outcomes flowing from this process. The lack of communication between the UPC and University constituencies can contribute to misinformation, misunderstanding, and distrust. The UPC should begin engaging the members of the University community more consistently regarding its activities. Something as simple as distributing information about the assessment system, and regularly using the new *Program Review Guidebook*, should help to educate the University community about how the work of the UPC is directly connected to the work of faculty and other constituencies.

Although the University approaches decision-making through consensus in the UPC, it is understandable that faculty members may be left with the impression that they have limited or little influence on the direction the University is taking because the work of the UPC is not widely publicized. In reality, the deans of the schools sit on the UPC and are central to its work—and the deans coordinate the decision-making process with the faculty of their schools—faculty members have considerable impact on University decisions. Three faculty members also sit on the UPC. Clearly, a challenge exists to develop a means of communicating more openly about how Pepperdine’s governance model works and serves as an extension of the University’s ecumenical faith-based mission. Such an effort will strengthen the process’s credibility, which, in turn, will enhance the effectiveness of decision-making across the University.

Conclusion and Recommendations

By considering the University Planning Committee, its role in strategic planning and budgeting, and its dependence upon a culture of evidence-based decision-making, this essay has sought to describe the means by which Pepperdine University administratively has an effective means to assure that its educational goals are realized. The greatest problem is not the ineffectiveness of the administrative model and its operation but a record of inadequate communication to the larger Pepperdine community about the appropriateness and effectiveness of collaborative governance. The tasks for the future are clear. By the time of the Educational Effectiveness Review in 2012, the following initiatives shall be completed to strengthen the work of the UPC and the interdependence of the functions of assessment, planning, decision-making, and resource allocation.

- ❖ *Clearly articulate our collaborative governance approach.* Through the Office of the Provost, a task force shall be formed and charged with the goal of producing a statement of collaborative governance for the institution. This process shall closely follow the model used several years ago to produce a University ethics statement.
- ❖ *Increase the lines of communication within the University community by clearly communicating UPC deliberations and outcomes.* This can occur through concrete methods of distributing UPC proceedings and decisions that impact the campus. Although this is primarily a public relations recommendation for the UPC, it will enhance transparency.
- ❖ *Assess and remove obstacles that undermine a collaborative, consensus-oriented approach to shared governance.* The governance task force shall examine collaborative processes to ensure that they are transparent, better understood, and that outcomes are closely connected to collaborative processes.
- ❖ *Revamping the role of program review in the budgeting process.* The University’s previous efforts to link the findings of academic program review with planning and budgeting processes have been more informal than formal, without clear linkage between the assessment and resource allocation decisions. Additionally, more informal, less data-dependent methods for making resource allocation decisions exist that challenge our ability to move more efficiently toward creating a culture that relies on evidence. Hence, we need to link assessment findings more closely with budget allocation decisions. In so doing, we more effectively track the degree to which we close the loop on program review and budgeting processes.

Communicating more openly about how Pepperdine’s governance model works will strengthen the process’s credibility, which, in turn, will enhance the effectiveness of decision-making across the University.

Reflective Essay 6: Demographics, Climate, and Effectiveness Indicators

(CFRs 1.2, 1.5, 2.14, 3.1, 3.2, 3.3)

Introduction

In the sixth essay we reflect on elements of the Institutional Data Portfolio that we believe are important to deepening our understanding of our students' learning experience. We specifically examined the demographic composition and experiences of Pepperdine's students, faculty, and staff as well as the performance of our students on degree completion and other effectiveness indicators.

The following four questions guided our self-study:

Question 1: How does Pepperdine compare to peer and aspirational institutions on profiles of students, faculty, and staff?

Question 2: How do students, faculty, and staff experience Pepperdine's campus climate?

Question 3: How do Pepperdine students compare to students in peer and aspirational institutions on degree completion and other effectiveness indicators?

Question 4: What are Pepperdine's goals in regards to diversity, campus climate, and effective indicators, and what is the plan and timeline for meeting these goals?

Profiles of Students, Faculty, and Staff

Pepperdine University is an institution committed to creating a learning environment that embraces human diversity. Valuing diversity is a key component of our institution's educational objectives (CFR 1.2, IEO). As an institution steeped in a rich Christian heritage, we are called to the pursuit of justice, hospitality, and the treatment of others with respect and compassion.

President Benton's Vision Statement, *Envisioning a Bold Future*, which builds upon his 2000 Inaugural Address, challenges the Pepperdine community to "insure full engagement of the issues, and to become a clear reflection of the communities we serve" (Our Future, para. 7). Now that we are 10 years out from the time of the initial challenge, we used the CPR as one aspect of a larger effort to examine how well the institution is meeting his call to action.

Students. From Fall 2005 to Fall 2009, the average percentage of male and female students has remained consistent for the University at large, with 44% male and 56% female (Data Exhibit 2.2, Headcount by Gender); when the data are disaggregated by undergraduate versus graduate student status, similar percentages emerge. This finding is consistent with the 2010 American Council on Education report on gender equity in which they report males have made up 43% of enrollment in higher education consistently since 2000.

In order to ascertain how the University compares to peer and aspirational institutions by gender, we selected five other private, religiously affiliated universities. When Pepperdine's Fall 2009 total enrollment of males and females is compared to our peer institutions, our percentages are comparable (see Table 1). This same trend was true for one of our aspirational institutions, Baylor University. Despite the real challenges of achieving gender equity, ideally we would like to move as close to an equivalent percentage of males and females in our institution at large.

Table 1

PEER INSTITUTIONS	Pepperdine University	Loyola Marymount University	San Diego University	Santa Clara University¹
Females	56%	57%	57%	51%
Males	44%	43%	43%	49%
ASPIRATIONAL INSTITUTIONS	Pepperdine University	Baylor University	University of Notre Dame	
Females	56%	57%	Undergraduate 47%	Post-Baccalaureate 38%
Males	44%	43%	53%	62%

¹ Percentages only available for undergraduates.

In reviewing the enrollment statistics on race/ethnicity, one of the challenges we encountered was that some students elected not to declare their race/ethnicity; therefore, they were coded under the category of “Other.” This issue was particularly problematic among graduate/professional students where on the average approximately 20% declared “Other”; hence, it affected our ability to obtain accurate racial/ethnic breakdowns of our students. But with the data we do have, we found the University at large has on the average just under 30% students of color and roughly 50% White, non-Hispanic (Table 6.1), which is a 7% increase from the 1999 percentage of 23% students of color and a 4% decrease from 54% of White, non-Hispanic students reported at the time of the 2000 WASC site visit.

To examine whether the percentages for the University at large were also reflected in each of the schools, we reviewed the numbers of students who enrolled from Fall 2005 to Fall 2009 (Table 6.2). The Graziadio School of Business and Management has been the most successful at enrolling students of color, and, in fact, enrolls close to 40% students of color into their graduate programs and in excess of 40% into their undergraduate program. The Graduate School of Education and Psychology (GSEP) averages 30% students of color. Seaver College usually averages around 30%, but was particularly successful in its 2009 enrollment of 34% students of color. The School of Public Policy (SPP) averages roughly 25% students of color. The School of Law has the most challenges in this area, with an average of 16% enrollment of students of color in the last five years. We would like for all five schools to show similar success in enrolling students of color so the entire University community can be enriched by the diverse experiences of its members and our students better reflect the communities we serve.

When we compare the Fall 2009 racial/ethnic composition of Pepperdine to our peer and aspirational institutions, we are comparable to or exceed them in enrolling a diverse student population (see Table 2). Our percentage of White, non-Hispanic students is 6-21% lower than other institutions, while the percentage of students of color are comparable, although we have 4-11% fewer Hispanic students than our peer institutions.

Table 2

	Pepperdine University	Loyola Marymount University (P)	San Diego University (P)	Baylor University (A)
White, Non-Hispanic	49%	56%	60%	70%
Black, Non-Hispanic	7%	8%	3%	8%
American Indian/Alaska Native	0.8%	1%	1%	0.7%
Asian/Pacific Islander	11%	13%	11%	8%
Hispanic	10%	19%	14%	11%
Other¹	22%	3%	12%	2%

Note. P = peer, A = aspirational; percentages may range from 99-101% due to rounding.

¹ Other includes international, undeclared, and anyone who did not identify as White, non-Hispanic; Black, non-Hispanic; American Indian/Alaska Native; Asian/Pacific Islander; or Hispanic.

Finally, as a Christian institution, we are interested in the religious preferences of our students. Based on Fact Book religious preference data from Fall 2005 to Fall 2009, overall, students who affiliate with Churches of Christ, which is the heritage of Pepperdine, is the third most selected religious preference (Undeclared and Catholic, first and second preferences, respectively). In comparison, Loyola Marymount reports 60% of their students share in the Catholic heritage of the institution; Baylor University, a Baptist institution, is composed 37% of students who identify as Baptist. Of the students who identified as Churches of Christ affiliated, approximately 88% were Seaver College students. The percentages of students identifying as Undeclared was higher than a specific religious affiliation in GSEP, Graziadio, the School of Law, and SPP. Moreover, more than 20 religious preferences were indicated by students, which include mostly other Christian faiths and to a lesser degree non-Christian faiths such as Buddhist, Hindu, Islamic, Jewish, and Sikh. We view the religious diversity of our students as an asset that provides students an opportunity to grow in their understanding of others and the world they will inhabit.

Faculty. We have a highly qualified faculty, which can easily be ascertained by a review of their curricula vitae (CFR 3.2, Curriculum Vitae). Furthermore, a review of University hiring (CFR 3.3, Faculty Hiring) and tenure (CFR 2.8, University Tenure/Promotion) policies/practices further confirms the academic quality expected of faculty. In the past five years, the number of faculty who retired or departed was comparable to the number of newly hired (Data Exhibit 4.4). To gain a better understanding of who is leaving the University, it would be helpful to look deeper into those who depart for reasons other than retirement.

From Fall 2005 to Fall 2009, there has been no change in the percentage of men and women among full-time faculty members; the average percentages over this five-year time frame remain 64% males and 36% females (Data Exhibit 4.1). Among part-time faculty, the gender percentages are more eq-

uitable, although the number of males is somewhat higher than females. These faculty statistics are the converse of what we observe among our students where on the average 56% are female and 44% are male. When we look at the full-time instructional faculty by school, GSEP is the only school that has more females than males, with an average percentage of 53% and 47%, respectively (Fact Book, Faculty Headcount by Gender/Ethnicity). The other four schools have an average percentage of males that is 60% or greater. Given the changing demographic by gender among our students, our learning environment could be enhanced by better reflecting the student population.

In regards to race/ethnicity, our full-time faculty have consistently remained overwhelmingly White, non-Hispanic (an average of 85%) from Fall 2005 to Fall 2009 (Data Exhibit 4.1). Among faculty of color, faculty who identify as Asian, Black, or Hispanic remained stable from 2005 to 2009 (roughly 4-5% for each group). In fact, this same percentage was true for Asian and Black faculty in 1999 (2000 Pepperdine University WASC Report, Table 5.3), although the percentage of Hispanic faculty has improved from 2% in 1999 to 5% in the last five years. When race/ ethnicity is examined by school, GSEP is the only school in which faculty of color compose, on the average, 20% of its faculty, which exceeds the percentage of the University as a whole and the other schools (Fact Book, Faculty Headcount by Gender/Ethnicity).

When we compare our faculty’s Fall 2009 (for full-time and part-time combined) percentages by gender and race/ethnicity to our peer and aspirational institutions, we find that our gender distribution is relatively similar to Santa Clara University and Baylor (see Table 3). But we are lower on the percentage of faculty of color when compared to both peer institutions.

Table 3

	Pepperdine University	Santa Clara University (P)	University of San Diego (P)	Baylor University (A)
Male	59%	59%	51%	63%
Female	41%	41%	49%	37%
Faculty of Color	12%	20%	17%	10%

Note. P = peer, A = aspirational.

Since we are invested in enrolling more students of color, we must also commit to improving our percentage of faculty of color to serve as role models and mentors, and so students can see people of color in “roles of authority” (Milem, Chang & Antonio, 2005, p. 24). This is an area of substantial challenge that has not changed in the last 5 years, and actually for at least the last 10 years. The discussion of faculty recruitment strategies and hiring practices to increase the number of faculty of color is already occurring in the schools. The efforts made thus far have ultimately left us short of our goal.

Finally, the religious preferences among faculty are not as diverse as was observed among students. About 30% of the faculty is affiliated with Churches of Christ, and less than 5% of faculty identify themselves as non-Christian. The remaining majority of faculty are affiliated with other Christian traditions besides Churches of Christ (Fact Book, Faculty Religious Preference). The predominance of

Christian identity reflects the University's intention to recruit faculty who support the Christian mission of the University. Having a critical mass of faculty from the Church of Christ tradition strengthens the relationship between the University and its religious heritage.

Staff. As of Fall 2009, Pepperdine has a staff of over 1,000 employees, which is a growth of over 100 staff members from the time of our last WASC site visit. Our staff members are of high quality, as corroborated by a review of the qualifications of nonacademic personnel (CFR 3.1, Qualifications of Personnel). It is pertinent to note that the hiring policies available on the Human Resources Web site clearly indicate that the University "seeks employees who are sympathetic with the goals of a Christian education" (CFR 3.3, Staff Hiring).

From Fall 2005 to Fall 2009, on the average, 47% were male and 53% were female among full-time and part-time employees (Data Exhibit 4.3). Our percentages were comparable to University of San Diego (44% male, 56% female), but tend to be more equally distributed than Santa Clara University (40% male, 60% female) and Baylor University (37% male, 63% female).

The racial/ethnic composition of staff is predominantly White, non-Hispanic with an average percentage of 66% from 2005 to 2009, with about 30%, on average, staff of color. Among our peer and aspirational institutions, Santa Clara University is the only institution that provided racial/ethnic data, reporting 41% staff of color. Although racial/ethnic diversity among staff is greater than among faculty, we are not as racially/ethnically diverse as our peer institutions. In looking at staff statistics from 1999, the current percentage of staff of color has improved only 2% (from 28% to 30%). But it is important to note that the percentage of White, non-Hispanic employees has decreased from 72% in 1999 to about 66% 10 years later. The modest gain in the number of staff of color over a 10-year period of time reinforces the need to proactively initiate recruitment strategies and hiring practices that will increase the diversity among staff.

Campus Climate

Members of the University community fully realize that achieving demographic diversity, while a necessary step, does not ensure an appreciation of cultural differences. Pedagogically, we have been intentional in our effort to strengthen the relationship of diversity with our educational practice. For example, diversity-oriented learning objectives exist in the general education curriculum and the curricula for undergraduate majors and graduate/ professional programs (CFR 1.5, Diversity SLOs). Outside the classroom, cocurricular activities and events create space for engaging in diversity (CFR 1.5, Cocurricular Activities).

Research indicates that both majority and minority students derive educational benefits when the learning context allows all its citizens to feel they are valued members of the community (Milem et al., 2005). Increasing campus diversity, while it enriches student learning, also has the potential of inviting conflict within the campus community (Hurtado, Carter & Kardia, 1998). Creating and maintaining a healthy, diverse learning community requires assessing campus climate and proactively addressing conflicts that emerge. Hence, during the 2009-2010 academic year, the Office of Equal Opportunity, the University Diversity Council, and the Office of Institutional Effectiveness, developed a survey to assess

Research indicates that both majority and minority students derive educational benefits when the learning context allows all its citizens to feel they are valued members of the community.

the current climate at Pepperdine, with a focus on diversity. The survey was administered to students, faculty, and staff. The following summary highlights the key findings for each constituency. It is important to note that these findings are preliminary in nature due to limited participation and the study's macro approach to institutional climate.

Students (see OIE Campus Climate Brief Part I for details on the climate indicators). Overall, students report general satisfaction with campus climate, although among the five schools, the students of GSEP and Graziadio appear to have higher average satisfaction ratings than Seaver students. This difference may be explained, in part, by the amount of time Seaver students are immersed in the climate. Seaver students attend classes full-time and typically live on campus for at least the first two years. In contrast, most of the students at GSEP and Graziadio commute to campus and have opportunity to engage in a more diverse set of experiences away from the University, which may influence their satisfaction.

When the data were disaggregated by gender, race/ethnicity, and religious affiliation, some noteworthy findings emerged. When males and females were compared by school, only Graziadio students exhibited a significant difference, with females reporting lower satisfaction than males. When the students were disaggregated by race, Black students generally reported lower satisfaction (note that White was used as the baseline for comparison for the four other race/ethnicity groups since it is the majority group). But similar to female students, only Black students at Graziadio reported significantly lower climate satisfaction. Areas in which both female and Black students at Graziadio reported lower satisfaction include overall climate, how the Pepperdine community treats others, experience with professors, and freedom of expression. Finally, in comparing Christian and non-Christian students, only Christian students at Seaver and the School of Law report statistically higher satisfaction than non-Christian students.

Among the five schools, climate satisfaction is strongest in the categories of overall climate, experiences with professors, and experiences related to gender, disabilities, and age.

Satisfaction with climate is weakest in the areas of respect for religious difference and mutual respect within the community, with these factors highly correlated with each other. While each school is unique in its demographic composition and learning environment, student responses to the survey indicate that we have much to learn about how students experience the climate at Pepperdine. It is vital that we better understand why students report lower climate satisfaction, particularly with regard to issues of gender, race/ethnicity, faith, and how members of the Pepperdine community treat each other. We also need to understand why some schools appear to experience more challenges in these areas than others.

Faculty (see OIE Campus Climate Brief Part III for details on the climate indicators). Overall, faculty from the five schools reported general satisfaction with campus climate. When male and female faculty members are compared on climate satisfaction, males consistently report significantly higher satisfaction for the climate factors. The only area that did not yield a significant difference concerned faith issues; the largest differences were found on tenure standards and gender issues. When disaggregated by race/ethnicity, Black faculty members were found to be significantly more dissatisfied on seven of the 10 climate factors and Asian faculty on six of the 10 factors, when compared to their White colleagues

(note that White faculty were used as the baseline for comparison for the four other race/ethnic groups since it is the majority group). The three areas for which Black and Asian faculty members express common dissatisfaction are related to tenure standards, academic freedom, and climate on race issues. Although not statistically significant, Hispanic faculty members were consistently more satisfied on all climate factors than other groups.

Given the distinctive characteristics of each school and the programs housed within each school, future studies should attend more closely at the more micro level. It is critical that we understand the nuances of why certain subgroups within the institution consistently feel less satisfied on climate indicators, particularly in areas such as tenure standards and academic freedom. When these are better understood, efforts may be taken to improve the quality of the faculty experience. Given that faculty are immersed in the lives of our students, their satisfaction is crucial to enhancing students' experiences of the campus climate.

Staff (see OIE Campus Climate Brief Part II for details on the climate indicators). Overall, staff members reported general satisfaction with campus climate. Climate satisfaction was significantly higher for both Asian and Hispanic employees when compared to White employees (note that White was used as the baseline for comparison for the other groups since it was the majority group), while Black employees and employees in the category of "Other" (multiracial, Middle Eastern, Native American) consistently reported lower satisfaction across climate factors. Although males consistently reported more satisfaction than females, the differences were not statistically significant. When Christian and non-Christian staff members were compared, Christian employees reported significantly more satisfaction with the overall climate than non-Christian employees.

We need to understand why female staff members, despite their majority status on campus, view the climate less favorably than males. We also need to come to a better understanding of why certain staff of color report less satisfaction with campus climate. Understanding these issues are important for creating a healthy work environment for staff, and because of the high involvement of staff members with students, it contributes to a healthier student climate.

Gender, Race/Ethnicity, and Effectiveness Indicators

Overall, based on the retention and graduation rates of first-time freshmen (Data Exhibit 3.2), our students are doing well when compared to our peer and aspirational institutions. Table 4 presents how we compare to these institutions based on first-time freshmen enrolled for Fall 2003.

Using data for Fall 2008 to Fall 2009, we compared Seaver students who elect to return after their first year of college to those students who leave Pepperdine by gender and race/ethnicity, using GPA as the outcome (Fact Book, Pepperdine GPA by Gender and Ethnicity). Students who elect to leave the University consistently exhibit a lower GPA than students who return the next fall, with the exception of Native American students. Overall, more males appear to leave the program than females, regardless of race/ethnicity. The percentages of males who leave the program are 2% higher for White males than White females (10% vs. 8%); for students of color, 5% more males leave the program than females (12% vs. 7%). But on a positive note, roughly 90% of the White students and students of color returned to school after their first year.

Table 4

	1st-Year Retention	6-Year Graduation
Pepperdine University	89%	80%
Santa Clara University (P)¹	93%	--
University of San Diego (P)	74%	75%
Baylor University (A)	82%	70%

Note. P = peer, A = aspirational. 1 The 1st year retention rate is an average and not based on data for the 2003 cohort. No 6-year graduation rate was provided.

Finally, we reviewed the percentage of Pepperdine degrees granted by gender (Data Exhibit 3.1, Degree by Gender) and race/ethnicity (Data Exhibit 3.1 by Ethnicity) for the 2004-2005 to 2008-2009 academic years. Among students conferred a bachelor's degree, the percentage of males granted degrees has steadily decreased 1% each year. Conversely, the percentage of females increased 3% from 2006 to 2007 and continues to increase 1% thereafter. Percentages of male and female students granted graduate/professional degrees remained relatively stable over time; women do outnumber males in the number of degrees conferred, but this is not unexpected, given that on average, the University has a greater percentage of female students. When the degrees granted are considered relative to race/ethnicity, it appears the percentage of student of color conferred Bachelor's degrees steadily climbs over time while the percentage of graduate/professional degrees remains stable.

In summary, we intentionally organized the discussion of demographics, campus climate, and effective indicators in the order presented in an attempt to show the interconnectedness of these three elements. The beneficial relationship of compositional diversity and campus climate to learning is well documented in the literature (Hurtado, Dey, Gurin & Gurin, 2003; Milem, 2003; Milem & Hakuta, 2000; Milem et al., 2005), yet our current method of data collection/ management precludes engaging in this level of analysis. This observation is an unexpected benefit of going through the self-study process. Furthermore, we learned that accessing data was no easy task due to the decentralized way in which data are housed. Through the self-study, we became keenly aware of the need to create a more centralized infrastructure for the design, collection, management, analysis, and dissemination of institutional data at all levels. Although we have begun the process of creating such an infrastructure and have made considerable progress, we also acknowledge the need for further improvement.

Conclusion and Recommendations

We may conclude that in terms of recruiting a more diverse student, faculty, and staff population, while Pepperdine may be doing a job comparable to its peer and aspirational institutions, the institution is not doing enough to fulfill its own institutional vision. Furthermore, given our (admittedly limited) findings on the ways in which our students, faculty, and staff experience the campus climate, it becomes clear that the University has not been intentional enough in creating a positive climate in which all the members of the community thrive. The following measures need to be taken to move forward in this area:

- ❖ Programs within each school of Pepperdine University need to examine the challenges associated with increasing the number of students of color, and identify strategies and develop a plan of

With faith and spirituality as important elements of the educational experience, we find that “the struggle to understand faith in light of scholarship and scholarship in light of faith is ultimately both unavoidable and potentially deeply rewarding” (Jacobsen & Jacobsen, 2004)

action for addressing these challenges, particularly in programs with limited diversity. The plan of action should be fully operational no later than the 2011-12 academic year.

- ❖ University faculty hiring policies need to give greater attention to increasing the number of women and persons of color on faculty, beginning with hires for the 2011-2012 academic year and continuing with future hires, particularly in schools with limited diversity. Along with hiring, more attention to faculty retention, particularly to methods for mentoring and retaining female faculty and faculty of color, appears warranted.
- ❖ University staff hiring policies need to give priority to increasing the number of persons of color for staff positions, particularly for positions that require direct contact with students. In addition to hiring, more attention to staff advancement, particularly methods for mentoring female staff and staff of color for advancement, appears warranted.
- ❖ Each school should develop and engage in methods of data collection that will allow for a deeper understanding of campus climate within each of its programs and among its constituencies. The findings from this study should be used to direct institutional practices.
- ❖ Beginning in 2010, the Office of Institutional Effectiveness will develop and institute a structure to systematically collect student characteristic data and routinely conduct analysis disaggregated by these characteristics.
- ❖ The Office of Institutional Effectiveness will develop a system that is operational by Spring 2011 to centralize data, including effectiveness indicators, collected at all five schools.

SYNOPSIS

There is something profoundly beneficial about the process of assessment and the pursuit of better educational quality. The essays and appendices of the Capacity and Preparatory Review Report represent the collaborative work of many individuals and groups across the University. Throughout the process we have observed that the discovery of evidence inspires change. While Pepperdine has many strong attributes, we recognize the value of stating our intentions, objectives, and goals clearly, measuring the degree to which we are achieving our goals, and making adjustments based on the evidence. As we have come to understand better our state of affairs, we look forward to dialogue with the current Visiting Team on how to improve the climate and culture for assessment. Although a strong foundation has been established, we recognize we must continue to encourage a sustained focus on evidence-based decisions.

Our ultimate goal is to be a more effective learning community. The history and essence of Pepperdine’s educational focus is distinctly Christian. With faith and spirituality as important elements of the educational experience, we find that “the struggle to understand faith in light of scholarship and scholarship in light of faith is ultimately both unavoidable and potentially deeply rewarding” (Jacobsen & Jacobsen, 2004, p. 151). In order to pursue the conclusions and recommendations made in this report, we have committed our resources and our full attention to accomplish these goals. As we move to the Educational Effectiveness Review, we will return to these recommendations with a status update. We look forward to continuing a process that will hone our understanding of the learning environment and corresponding learning outcomes.

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APPENDIX of TABLES

Table 1.1 Pepperdine on the Typology of Church-Related Colleges

Table 1.2 Alignment Rubric

Table 3.1 Undergraduate High Impact Practices

Table 3.2 Graduate High Impact Experiences

Table 4.1 School, Divisional, and Program Committees by School

Table 6.1 Enrollment Percentages by Race/Ethnicity

Table 6.2 Race/Ethnicity Percentages of Enrolled White,
Non-Hispanic Students and Students of Color



Table 1.1 PEPPERDINE UNIVERSITY ON BENNE'S (2001) TYPOLOGY

MAJOR DIVIDE	CHRISTIAN VISION AS THE ORGANIZING PARADIGM		VS	SECULAR SOURCES AS THE ORGANIZING PARADIGM	
TYPES OF CHURCH RELATED COLLEGES	ORTHODOX	CRITICAL-MASS	INTENTIONALLY PLURALIST	ACCIDENTALLY PLURALIST	
PUBLIC RELEVANCE OF CHRISTIAN VISION	Pervasive from a shared point of view	Privileged voice in an ongoing conversation	Assured voice in an ongoing conversation	Random or absent in an ongoing conversation	
PUBLIC RHETORIC	Unabashed invitation for fellow believers to an intentionally Christian Enterprise	Straightforward presentation as a Christian school but inclusive of others	Presentation of a liberal arts school with a Christian heritage	Presentation as a secular school with little or no allusion to Christian heritage	
MEMBERSHIP REQUIREMENTS	Near 100%, with orthodox tests	Critical mass in all facets	Intentional representation	Haphazard sprinkling	
RELIGION/THEOLOGY DEPARTMENT	Large, with theology privileged	Large, with theology as flagship	Small, mixed department, some theology, but mostly religious	Small, exclusively religious studies	
RELIGION/THEOLOGY REQUIRED COURSES	All courses affected by shared religious perspective	Two or three, with dialogical effort in many other courses	One course in general education	Choice in distribution or an elective	
CHAPEL	Required in large church at a protected time daily (Seaver only)	Voluntary at high quality services in large nave at protected time daily	Voluntary at unprotected times, with low attendance	For few, on special occasions	
ETHOS	Overt piety of sponsoring tradition	Dominant atmosphere of sponsoring tradition-rituals and habits	Open minority from sponsoring tradition finding private niche	Reclusive and unorganized minority from sponsoring tradition	
SUPPORT BY CHURCH	Indispensable financial support and majority of students from sponsoring tradition	Important direct and crucial financial support; at least 50% of students	Important focused, indirect support; small minority of students	Token indirect support; student numbers no longer recorded	
GOVERNANCE	Owned and governed by church or its official representatives	Majority of board from tradition, some official representatives	Minority of board from tradition by unofficial agreement	Token membership from tradition	
					(College or university is autonomously owned and governed)



Boxes shaded in these colors indicate Pepperdine's placement on this typology.