PEPPERDINE UNIVERSITY

EDUCATIONAL EFFECTIVENESS REVIEW

Pepperdine University

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Full Name	Acronym/Short-Form
Academic Resource Conference	ARC
Advancement of Student Learning Council	ASLC
American Association of Colleges & Universities	AAC&U
American Bar Association	ABA
American Council on the Teaching of Foreign Languages	ACTFL
American Dietetic Association	ADA
American Psychological Association	APA
Association to Advance Collegiate Schools of Business	AACSB
Bachelor of Science	BS
Bachelor of Science in Management	BSM
Capacity and Preparatory Review	CPR
Common Data Set	CDS
Council for Christian Colleges and Universities	CCCU
Council for the Advancement of Standards	CAS
Council of Graduate Schools	CGS
Criteria for Review	CFRs
Development Orientation	DO
Doctor of Education	EdD
Doctor of Psychology	PsyD
Doctor of Education in Organizational Leadership	EDOL
Educational Effectiveness Indicators	EEIs
Educational Effectiveness Review	EER
General Education	GE
Grade Point Average	GPA
Graduate School of Education and Psychology	GSEP
Graziadio School of Business and Management	Graziadio
High Impact Practices	HIP
Higher Education Research Institute	HERI
Housing and Residence Life	HRL
Human Resources	HR
Information Technology	IT
Institutional Educational Objectives	IEOs
Institutional Research	IR
Institutional Review Board	IRB
Integrated Postsecondary Educational Data System	IPEDS
Intercultural Development Inventory	IDI
International Programs	IP
Juris Doctor	JD
Learning Environment	LE
Master of Science in Organization Development	MSOD
Master's in Psychology	MAP
Master's in Clinical Psychology	MACLP
Memorandum of Understanding	MOU
National Center for Education Statistics	NCES
National Center for Higher Education Management Systems	NCHEMS
National Science Foundation	NSF

PEPPERDINE UNIVERSITY

Office of Institutional Effectiveness	OIE
OnLine Analytical Processing program	OLAP
Perceived Orientation	PO
Performance Indicators	PIs
Presidential and Key Executive program	PKE
Program Learning Outcomes	PLOs
Program Review Guidebook	Guidebook
Quality Improvement Plan	QIP
Rank, Tenure, and Promotion	RTP
Registered Dietitian	RD
Research Experience for Undergraduates	REU
School of Public Policy	SPP
Seaver Academic Council	SAC
Seaver Advancement of Learning Team	SALT
Seaver Student Success Alliance	SSSA
Social and Entrepreneurship Change	SEC
Strengths, Weaknesses, Opportunities, and Threats	SWOT
Student Learning Outcomes	SLOs
Summer Undergraduate Research in Biology program	SURB
University Faculty Council	UFC
University Tenure Committee	UTC
University Academic Council	UAC
University Diversity Council	UDC
University Planning Committee	UPC
Visiting Team Report	VTR
Western Association of Schools and Colleges	WASC

INTRODUCTION

In recent years Pepperdine University has worked on many levels to strengthen the academic culture through evidence-based decisions, which we discuss in this Educational Effectiveness Review (EER). In this report we offer the results of assessment efforts for academic and cocurricular programs; discuss the review process and its influence on program quality, planning, and budgeting; and evaluate the institution's educational goals and climate. Preparations for the EER have reminded us that critically examining all facets of student learning and recognizing the value of assessment data can fundamentally strengthen academic decision-making. Although there is much work left to do, we believe we have made significant strides toward fully integrating an outcomes-based approach to assess student learning.

Three essays make up our report for the EER. In the first, "Student Learning and Assessment," we offer illustrations to demonstrate our maturation into a culture that values evidence and uses it to plan curricular and other changes to enhance the student learning experience. "Faculty Engagement" is the topic of the second essay, which discusses steps taken in the past two years to improve faculty participation in institutional planning and governance and move us toward the collaborative, consensus-oriented institution we aspire to be. In the third essay, "Evidence-Based Decision-Making," we report our progress in using data effectively to increase diversity, to improve communication about decision-making, and to revise budgeting processes to ensure that resource allocations are linked to the schools' and the University's strategic plans. These essays and the accompanying appendices seek to demonstrate Pepperdine's dedication to the Western Association of Schools and Colleges' (WASC) "Core Commitment to Educational Effectiveness."

…Critically examining all facets of student learning and recognizing the value of assessment data can fundamentally strengthen academic decision-making.

A. From Institutional Proposal to EER

Navigating the reaffirmation process has been a challenging yet rewarding experience. Although we had been working to improve our approach to learning assessment, it became clear during the initiation of WASC reaccreditation in 2008 that the pace and scale of the transformation needed to be intensified. By restructuring the process, recruiting leaders with a new perspective, encouraging reflection and input from many quarters—and through the hard work contributed from all segments of the institution—we successfully completed the Capacity and Preparatory Review (CPR) in September 2010.

That success did not hide the fact that more hard work was required to become an evidence-based institution. Our self-study provided us with ideas for closing the gap between aspiration and actualization and helped us develop a plan to move forward, which we presented to the CPR site-visit team. The plan, "Structures [Approach] for Completing the Educational Effectiveness Review at Pepperdine University," was described by the CPR visiting team as "a critical University statement regarding the intentions of the institution to mature the assessment process and to make it a systematic part of university life" (Visiting Team Report [VTR], p. 34). The plan called for five working groups, two entirely new and three of which already existed. The five groups working groups are:

1. Advancement of Student Learning Council (ASLC), tasked with addressing student learning and assessment at all levels within the institution (new standing committee);
2. High-Impact Practices (HIP) Committee, developed to assess high-impact practices across campus (new ad hoc committee);
3. University Faculty Council (UFC), which addresses issues related to faculty engagement and governance (standing committee);
4. University Planning Committee (UPC), which is responsible for developing a systematic approach to planning and decision-making (standing committee); and
5. University Diversity Council (UDC), which addresses campus climate and diversity issues (standing committee).

These five working groups provide much of the evidence and content found in the EER report.

B. Structuring the EER Report

In the past 15 months, as our academic culture developed to require more assessment practices, we began to consider how to measure whether Pepperdine is meeting its core commitments to Knowledge and Scholarship, Faith and Heritage, and Community and Global Understanding (Institutional Educational Objectives). As a result, we found ourselves concentrating more on the interrelatedness of content and realized we would not be able to compartmentalize the information in the same way as it was presented in the six essays created for the CPR. The WASC Commission Letter was particularly valuable in helping us frame the EER, and we elected to integrate the content and reduce the number of essays to three.

Table 1 presents how the two reports align, directs the reader to the essays that address the CPR visiting team's four recommendations, and identifies where the WASC Commission recommendations are discussed. Elements of CPR Essay 6 appear in EER Essays 1 and 3, with effectiveness indicators being discussed in Essay 1 and demographics and climate issues in Essay 3.

Table 1. Alignment of Reports

CPR Essays	EER Essays

Essay 1: Mission and Institutional Educational Objectives
 	
Essay 2: Program Review
 	
Essay 3: High-Impact Practices (HIP)
 	
Essay 6: Demographics, Climate, and Effectiveness Indicators
	Essay 1: Student Learning and Assessment
	
	• CPR Visiting Team Recommendation
	• WASC Commission concerns
	  ○ Articulation/publication of SLOs/PIs
	  ○ Program level assessment
	  ○ HIP assessment
	  ○ Program review

Essay 4: Faculty Engagement	**Essay 2**: Faculty Engagement • CPR Visiting Team Recommendation 2 • WASC Commission concern ○ Faculty participation

Essay 5: Evidence-Based Decision-Making
 	
Essay 6: Demographics, Climate, and Effectiveness Indicators
	Essay 3: Evidence-Based Decision-Making
	
	• CPR Visiting Team Recommendation 3
	• CPR Visiting Team Recommendation 4
	• WASC Commission concern
	  ○ OIE
	  ○ Evidence-based decision-making
	  ○ Diversity and climate

Appendix A is a summary and roadmap of how we responded to recommendations from the Visiting Team and the Commission. Each of the EER essays begins with an overview of the recommendations that emerged from our own CPR self-study and our actions in response to those recommendations. We then discuss the actions in depth and provide evidence and analysis of related findings.

ESSAY 1: STUDENT LEARNING AND ASSESSMENT

A. Introduction

As an institution committed both to academic excellence and Christian values, Pepperdine University must demonstrate not only that students learn, but also that their learning is informed by the University's mission. Given our growing understanding of the interdependence of the University's mission and the assessment of student learning, we believe a discussion of the institutional mission and its related educational objectives cannot be separated from a discussion of program review and educational effectiveness because these latter elements provide the vehicle by which we determine if our institution is meeting its core commitments to our students.

As we turn our focus toward applying our knowledge to our institutional practices, we have instituted a combination of initiatives, including (a) developing a more coherent and detailed assessment system; (b) establishing new and restructuring existing University academic committees to provide faculty oversight of the mission-fit of our academic programs; (c) intentionally aligning school- and program-level learning objectives with those of the institution; and (d) identifying and implementing ways to assess our mission-informed outcomes. In this essay we discuss these initiatives in detail.

Although our review focuses primarily on academic programs, we recognize the vital contribution of cocurricular experiences and thus have elected to bring those experiences that coincide with the ten High-Impact Practices (HIP) suggested by the American Association of Colleges & Universities (AAC&U) into this broad discussion of student learning. As we have developed assessment procedures for HIP and examined data across undergraduate and graduate/professional programs, we have come to believe that the demarcation between curricular and cocurricular programs is largely artificial and that these learning opportunities most often complement one another, providing vibrant educational experiences for our students.

Because of our growing understanding of all the elements discussed above, we have integrated the content from three CPR essays and elements of a fourth into this essay, as indicated in Table 1. In addition, at the time of the CPR, we elected to discuss all elements of diversity—including demographics, climate, and effectiveness indicators—in a single essay. However, for the EER, we elected to separate the discussion of demographics and climate from educational effectiveness. Pepperdine's Institutional Educational Objectives (IEOs) take into account both the Learning Environment (LE) and the Student Learning Outcomes (SLO), and so educational effectiveness will be addressed in this essay while demographics and climate will be discussed in the third essay, which focuses more on decisions made to support the Learning Environment provided to our students. This distinction, we believe, makes for a more coherent discussion of these important issues.

As we examine the actions taken since the CPR report, it has helped us to look back at the recommendations made based on our self-study in CPR Essays 1, 2, 3, and parts of 6. By reviewing those recommendations, we can more easily chart the actions that have been taken and the progress that is being made, which we have summarized below. Following that summary, we review the recommendations of the CPR visiting team and the WASC Commission that are relevant to the area of student learning and assessment; and, finally, we discuss our actions and provide evidence and analysis of related findings.

B. Overview of CPR Self-Study Recommendations and Actions

1. CPR Essay 1 Recommendations

• 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 (CPR Essay 1, p. 9).
Action: Seaver College, the School of Public Policy (SPP), and Student Affairs now link the learning outcomes for their programs directly to the University's IEOs, while the Graziadio School of Business and Management (Graziadio) and the Graduate School of Education and Psychology (GSEP) map first to the school-level learning outcomes, which are in turn mapped to the University's IEOs (Graziadio-IEO alignment matrix and GSEP-IEO alignment matrix, respectively). The school-level learning outcomes provide a bridge that addresses the developmental differences of students served at these schools, takes into account the programs' fundamental professional and ethical responsibilities, and aligns the outcomes to the institution's core commitments. The School of Law continues to work to align its program learning outcomes with those of the University. Overall, more evidence has been gathered in the area of Knowledge and Scholarship, while our efforts to assess Faith and Heritage, and Community and Global Learning have varied across the University.

• 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 evolve by Fall 2011 (CPR Essay 1, p. 9).
Action: The process of thoughtfully mapping the learning outcomes of the programs and schools to the IEOs has provided opportunity for engagement between faculty and administration at each of the schools. The University Academic Council (UAC) now includes alignment to the IEO and the University's mission in its guidelines for developing new programs, and the Advancement of Student Learning Council (ASLC) also considers those elements during internal five-year program reviews. We are clearly making progress toward this goal and plan to continue assessing our success in this area.

• Conduct a thorough evaluation of the alignment between program and course learning outcomes by Spring 2011(CPR Essay 1, p. 9).
Action: One hundred percent of programs now have a curriculum matrix that maps the courses to program learning outcomes, whereas few programs included this matrix at the time of the CPR. The UAC now requires all new programs and requests for modifications to address the mapping of program and course learning outcomes. The Seaver Academic Council (SAC) was the first school-level body to adopt this requirement, and the other schools have followed suit. An evaluation of how specific course learning outcomes align to program learning outcomes is developing across the schools.

• 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 (CPR Essay 1, p. 9).
Action: We are making steady progress toward the goal of assuring that faculty consistently make clear the connection between course learning outcomes and departmental and institutional outcomes. However, we acknowledge that more progress needs to be made in this area, and we continue to strengthen our efforts to achieve more consistency across programs and schools.

2. CPR Essay 2 Recommendations

• Introduce the use of external reviewers with additional support for the 2010-2011 cycle of five-year program reviews (CPR Essay 2, p. 14).
Action: Commencing with the 2010-2011 reviews, all programs have been required to include an external review. The external reviewer's findings are included in the final draft of the program review report and considered in the program's quality improvement plan.

• 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 (CPR Essay 2, p. 14).
Action: As planned, the revised Program Review Guidebook, written by OIE in consultation with the ASLC, was instituted with the 2010-2011 program reviews. We are now entering our second set of program reviews under the revised guidelines.

• Beginning in 2010-2011, 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 (CPR Essay 2, p. 14).
Action: The assessment system now includes a Memorandum of Understanding that is negotiated between program faculty and the dean that delineates the actions and expectations for making program improvements. Moreover, each program is required to make an annual progress report to the dean, and deans are asked to report progress to the University Planning Committee. MOUs from Seaver and GSEP were presented to the UPC on February 15, 2012.

•Evaluate the progress by comparing program reviews completed under the new system with those completed prior to the 2011-2012 academic year (CPR Essay 2, p. 14).
Action: OIE completed a comparison of program reviews that demonstrated improved quality and consistency in the rigor of the self-study and use of evidence for recommending program enhancements. More details about this comparative analysis are presented later in the essay.

• Engage program leaders (faculty and staff) in assessment dialogue to ensure adequate support and to promote outcomes-based assessment (CPR Essay 2, p. 14).
Action: With the strong encouragement of the CPR visiting team, the ASLC was constituted to facilitate outcomes-based assessment practices among faculty, staff, and school administrators. These practices are designed to sustain a culture of systematic learning assessment in all quarters of the University. Later in this essay we consider specific cases that speak to the council's ability to impact the climate regarding assessment and the understanding of assessment best practices.

3. CPR Essay 3 Recommendations

• 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 (CPR Essay 3, p. 18).
Action: More intentional efforts are being made to examine the characteristics of students and their participation in high-impact activities. Assessment practices now consistently call for data to be disaggregated into subpopulations, including gender and ethnicity. We are currently focused on assessing the learning of students participating in HIP. These data disaggregated for student characteristics should provide us with the information we need to ensure our under-resourced populations have access to HIP, as well as the benefits received in the learning environment.

• 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 (CPR Essay 3, p. 18).

Action: Several funding decisions have been rendered in an effort to increase educational opportunity in the light of evidence. For example, the University Planning Committee (UPC) approved funding at SPP to increase diversity by providing resources to recruit additional students from Southeast Asia. Seaver College has increased its funding to enhance student diversity for the third year in a row through its Posse Foundation initiative. In the FY13 budget cycle, the UPC granted funding to GSEP's new center, Aliento, in order to enhance the training of psychology majors who wish to serve Latino/Latina populations. The new budget process approved in May requires future funding decisions to be based upon metrics found in the Strategic Plan, as well as those reported in the five-year reviews. These metrics include demographic data disaggregated by race/ethnicity and gender. Funding decisions in next year's budget cycle will take into account disaggregated data concerning participants in HIP.

4. CPR Essay 6 Recommendations (Effectiveness Indicators)

• Beginning in 2010, the Office of Institutional Effectiveness (OIE) will develop and institute a structure to collect student characteristic data systematically and routinely conduct analysis disaggregated by these characteristics (CPR Essay 6, p. 35).

Action: The institution has generously supported the OIE, which has focused over the past two years on providing departments with high-quality data specifically produced to measure student learning. OIE has always generated student success data, but now all data reports are disaggregated for gender and ethnicity, as well as for other factors relevant to our institution, e.g., Church of Christ versus other religious affiliations (Fact Book). Moreover, OIE, in consultation with Information Technology (IT) Business Intelligence, has invested in an online analytic processing (OLAP) program that allows data to be drawn from the PeopleSoft data management system to generate interactive reports for student success indicators (OIE State of Assessment Report). The resources offered by OIE to the larger educational community will be discussed in more detail in Essay 3.

• The Office of Institutional Effectiveness (OIE) will develop a system that is operational by Spring 2011 to centralize data, including effectiveness indicators, collected at all five schools (CPR Essay 6, p. 35).

Action: Although OIE has always maintained a website to communicate information and supply resources to support faculty and administrators, some materials are considered too sensitive to post for the broader institutional community even when faculty, staff, and administrators would benefit from access to that material. To address this challenge, OIE has established course pages on Sakai (Pepperdine's web-based collaborative learning environment) for schools and departments that can serve as the repository for such documents (OIE State of Assessment Report).

C. Overview of CPR Visiting Team and WASC Commission Recommendations

In the remainder of Essay 1, we address the recommendations of the CPR visiting team and the WASC Commission that are relevant to student learning and assessment. Specifically, the CPR visiting team recommended the following:

Recommendation 1: For the benefit of students but also in the interests of timely preparation for the EER, the University should establish the Advancement of Student Learning Council as soon as possible, and charge the University Academic Council with acting on the results of learning outcomes assessment.

Much, however, needs to be done: clearly articulate and publicize student learning outcomes; create performance indicators and standards of achievement for each degree; establish faculty collective responsibility for assessment processes; assess faculty ownership of these processes; demonstrate attainment of expectations for student learning, including use of collective standards in evaluating student course work; demonstrate whether graduates achieve the desired levels of performance; use the results for program improvement; and benchmark with comparable institutions, where possible. In short, create a system for measuring and evaluating student learning outcomes and performance.

The WASC Commission also made recommendations in the area of student learning and assessment, including:

• *Articulation and publication of student learning outcomes, performance indicators, and standards of achievement for each degree. (CFRs [Criteria for Review] 1.2, 2.2, 2.3)*
• *Fully implemented program-level assessment of student learning outcomes to include graduate, as well as undergraduate programs and cocurricular units. Such assessment should employ direct methods, and findings should be used for feedback and improvement at program and institutional levels, with benchmarking of levels of student learning to comparable institutions when feasible. (CFRs 1.2, 2.2, 2.3, 2.6, 2.7, 4.4, 4.6, 4.7)*
• *Implementation of assessment procedures for high-impact practices (HIPs) and use of findings to inform academic budget decisions. (CFRs 2.2, 2.3, 4.2, 4.4, 4.7); and*
• *Evidence of successful implementation of the new program review process, incorporation of student learning into it, and program improvements resulting from it. (CFRs 2.7, 4.4)*

D. Assessment System

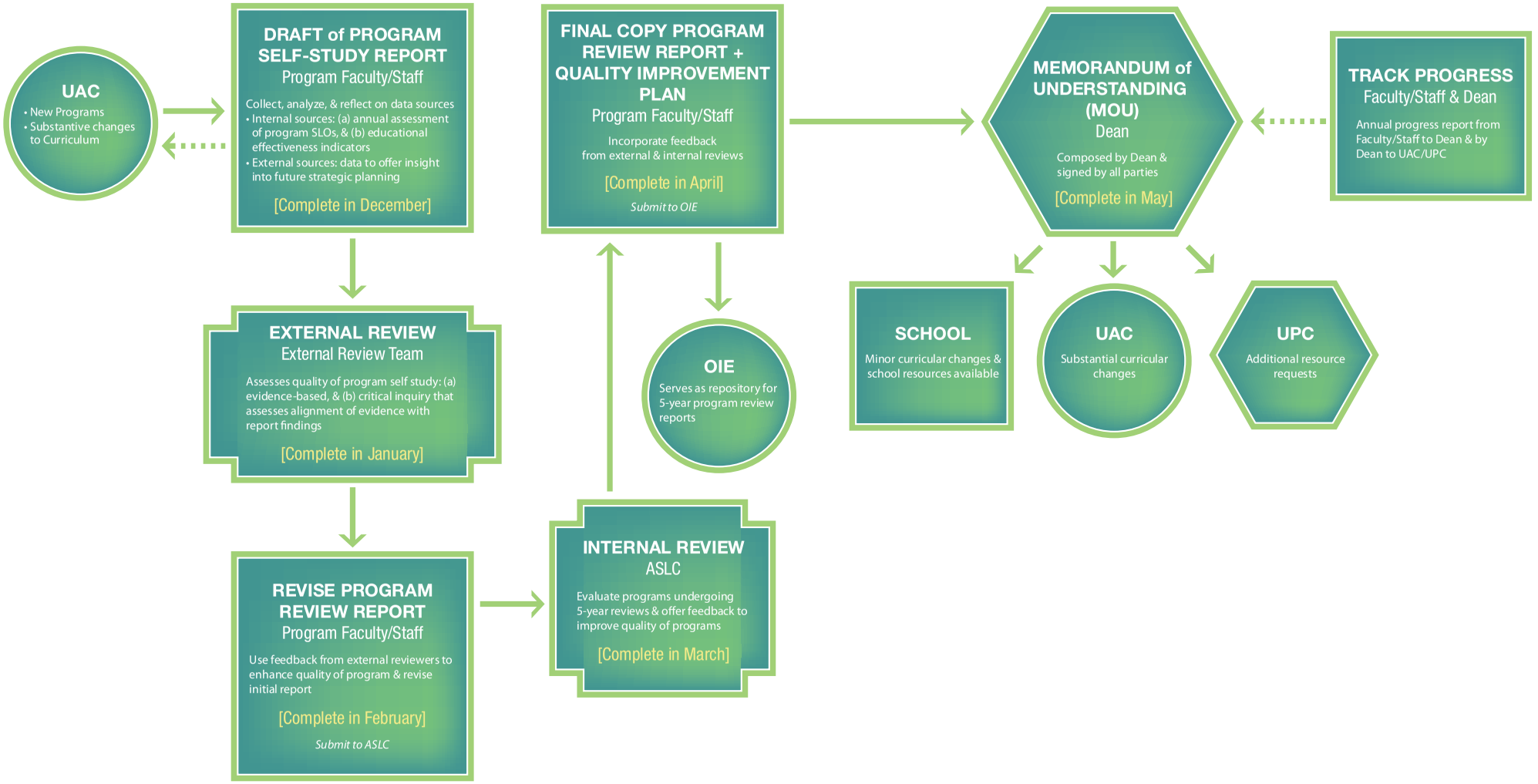
Before engaging in a discussion of the issues, it is important to acknowledge the further development of Pepperdine's assessment system. The act of structuring and refining the assessment system has facilitated our understanding of how all the different components intersect and work together, and we believe the current assessment structure provides an improved delineation of the roles and responsibilities of each participant in the process. It also establishes and articulates specific processes in the system that help to ensure student learning and requisite products that provide evidence of that learning. These interconnections are illustrated in a diagram of the assessment system (Figure 1). The system involves the University Academic Council (UAC), Advancement of Student Learning Council (ASLC), and University Planning Committee (UPC). The Office of Institutional Effectiveness (OIE) supports the University assessment efforts and facilitates evidence-based decisions.

1. University Academic Council

The UAC is the major institutional body that oversees "academic policies, programs, procedures, and standards" for the University. Any new course or proposal for a new academic program is reviewed by the UAC to ensure the academic experience is mission-informed and maintains the quality and standards of the University. Since the CPR site visit, the UAC has spent considerable time reflecting on its institutional purpose and has emerged from this process with a formal charter that delineates its purpose, responsibilities, composition, and procedures for conducting business. One significant change in UAC procedures is that voting upon submitted proposals is now limited to committee members who hold faculty status. This change strengthens faculty control regarding the development of University academic programs and improves faculty influence at Pepperdine University.

Proposals for substantial modifications to existing programs must be submitted to the UAC for review and approval. The requests for substantial change may emerge from evidence uncovered either in the annual program review or at the time of the five-year program review. Two criteria carry particular weight in the UAC's review of requests: (a) evidence to support how the request will improve student learning; and (b) evidence of how the request supports the institution's mission. Explicit instructions are provided to all schools and divisions on how to submit requests to add new courses or make changes in existing courses (Course Addition Form or Course Change Form). The forms have been revised since the CPR site visit specifically to require learning outcomes, curriculum matrices, assessment plans, and course syllabi to address course learning outcomes and reflect the assessment plan for those outcomes.

Figure 1. Assessment System and Program Review Process



The UAC has communicated this revised process to all the University's schools through academic councils or equivalent bodies, resulting in improved, evidence-based proposals brought to academic councils. In fact, the UAC refuses to place a program's request on the meeting agenda if the required elements are not included with the submission. This more rigorous oversight by the UAC has led the relevant bodies in all five schools to vet their program requests more thoroughly to ensure that they meet the University standards. Although the more critical reviews were initially met with resistance, the higher expectations have now been accepted as part of the University's culture.

2. Advancement of Student Learning Council

The seven-member ASLC is new to the University and includes faculty representation from all five schools and representation from Student Affairs. The assistant provost from OIE is an ex officio member, and student representation will be sought beginning in the 2013-2014 academic year. The council is chaired by a faculty member, and all members except the assistant provost have voting rights. Although the establishment of the ASLC was introduced to the CPR visiting team at the time of their visit, its first report recommendation was as follows: "For the benefit of students but also in the interests of timely preparation for the EER, the University should establish the Advancement of Student Learning Council as soon as possible, and charge the University Academic Council with acting on the results of learning outcomes assessment" (VTR Recommendation 1, p. 35). The ASLC works in concert with the UAC and serves two major purposes: (a) to inculcate and sustain a culture of systematic learning assessment by providing training and consultation in effective and meaningful assessment practices to faculty and cocurricular professionals; and (b) to serve as internal reviewers of programs undergoing five-year reviews (Program Review Guidebook, Appendix H, p. 25). Evidence that speaks to the council's efforts is discussed throughout the remainder of this essay.

3. University Planning Committee

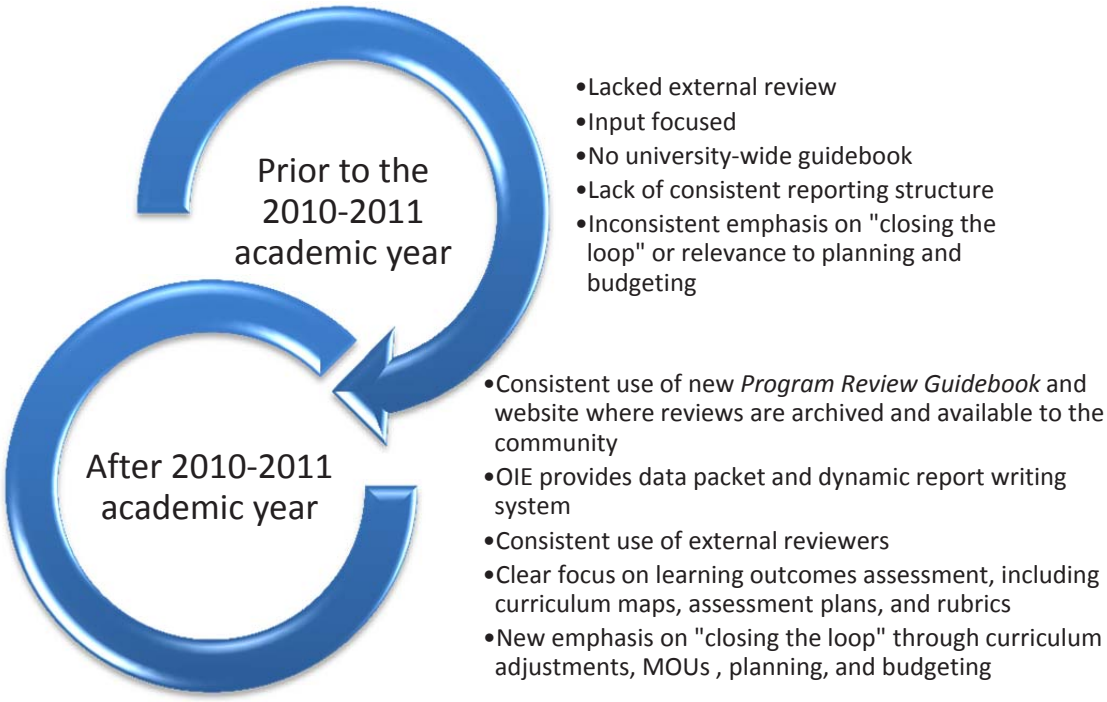
The UPC is now a critically important deliberative body in the assessment system. In referring to the UPC, the CPR visiting team observed, "discussions focused on using the reviews for strategic planning or, more commonly, for acquisition of program resources. While these are critical elements in 'closing the loop,' no mention was made, even when the team asked, of reviewing learning results to inform academic decisions or using the planning and budgeting process explicitly to target improvements in student learning" (VTR, p. 10). These and similar observations made by the team prompted the UPC to examine critically how it supports the academic efforts of the University. The UPC is the primary institutional body that brings together members of the academic and administrative realms at Pepperdine; these two spheres have operated somewhat independently of one another historically, which was noted by the CPR visiting team. Since the CPR, and under the leadership of the vice provost, a charter has been written and executed that defines the intersection of the academic and administrative functions of the UPC. The details of that process are discussed in Essay 3.

E. Program Review

Although program review existed in the 1990s, the process became more comprehensive and more focused on student learning following the recommendations of the 2000 visiting team. In the years leading up to the 2010 CPR, efforts were begun to make the system more consistent, rigorous, and focused on learning outcomes. At the time of the CPR, we asked two questions:

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

Figure 2.



1. Progress Analysis

The CPR report highlighted the structural changes that had been made then and noted that the passing of time would show the impact of these changes. What follows is a detailed analysis of our progress since the CPR. Figure 2 provides a comparison of the processes prior to 2010-11 and the changes thereafter.

For the CPR we used the WASC program review rubric and rated ourselves as "emerging," which was corroborated by the visiting team (VTR, p. 11). This portion of the essay includes evidence of how all five goals of the WASC program review rubric were met and a summary of how we acted upon the visiting team's recommendations.

At the time of the CPR, the University-wide Program Review Guidebook was new and included "documenting learning results" and "closing the loop" as two new and critical components. The visiting team noted, "It remains to be seen if all schools use it and whether they integrate the new requirements into their reviews, especially the inclusion of learning results" (VTR, pp. 9-10). Furthermore, the team accurately noted that there was "evidence of Pepperdine having made the shift from teaching to learning, from resources and other inputs to student learning outcomes" (VTR, p. 10). Since the CPR, the Guidebook has been employed by the programs scheduled for five-year reviews. As SLOs are now assessed on an annual basis in each major or program, five-year program reviews will now be able to incorporate four years of assessment data.

OIE offers a dynamic reporting system that provides enrollment, graduation, and retention data. This system was introduced to Seaver College in 2011. GSEP and Graziadio have enrollment and completion system, and SPP will soon add the reporting system. The School of Law will have access to these data sets in the fall of 2012. The program allows departments to choose variables from PeopleSoft database, including gender, race, GPA, enrollment term, years to graduation, and retention rates. Each school was able to develop the report system to meet its individual needs. Until the schools learn to use the report writing system more independently, OIE has been running annual reports and posting them to the Seaver assessment sites for each division and major (student success data/ retention).

The OIE also provides to each of Seaver's eight divisions disaggregated data generated by the UCLA Higher Education Research Institute (HERI). The indirect student success data from HERI support the divisions' assessment of student learning. The plan is that the faculty of each division and major will examine the data annually and at the end of five years will have a comprehensive set of data to use for its review. In the future, OIE will gather indirect data to better assess Pepperdine's graduate programs.

The assessment process has become not only more comprehensive but also more transparent. Learning outcomes and achievements processes have been made clear on websites and in syllabi, and the new program review process demonstrates the use of results to improve student learning. This process was driven by the ASLC.

2. 2010-2011 Program Reviews
The following programs were scheduled for and participated in the 2010-2011 review process:

- Graziadio (with AACSB [Association to Advance Collegiate Schools of Business])
- GSEP Psychology (PsyD program with APA [American Psychological Association])
- Seaver Academic: Business (with AACSB)
- Seaver Academic: Natural Science (Nutrition with ADA [American Dietetic Association])
- Seaver Enrollment Management
- Seaver Student Affairs: Judicial Affairs
- Seaver Student Affairs: Housing and Residential Life

These reports are made available to the Pepperdine community via the program review link on the OIE website. Every review includes learning outcomes, a curriculum matrix, and an assessment plan. In addition, learning outcome evidence is used to evaluate the program.

a) Graduate Programs. Both the GSEP Doctor of Psychology program and Graziadio have specialized accreditations with their discipline. For the Doctor of Psychology and all of Graziadio, the program reviews are adaptations of reports derived from their concurrent accreditations. Feedback from their discipline-specific agencies (the American Psychological Association [APA] and the Association to Advance Collegiate Schools of Business [AACSB]) serves as their external review. While some of the program review exercises were redundant for these two schools, nonetheless, the exercises served an important role in establishing a coherent University-wide program review system and ensuring full participation in the evolving process of connecting learning results with budgeting and planning.

b) Seaver Academic Programs. The Business Division of Seaver College conducted a five-year review of its three programs, which also aligned with the AACSB accreditation process. All seven academic programs in the Natural Science Division engaged in an extensive five-year review following the recommendations outlined in the new Guidebook. An external reviewer from another university then visited each program; and each visit closed with a meeting that included the faculty in that discipline, the division chair, the associate dean for assessment, and the reviewer. This was a productive way of getting immediate feedback about important issues. The reviewer then submitted a written report to which the faculty responded as part of the review process.

In Seaver's six other academic divisions, the faculty who teach in each of the other majors conducted annual reviews. Each of these included Program Learning Outcomes and Student Learning Outcomes on the syllabus for each course, a curriculum map, an assessment plan, and the assessment of at least one Program Learning Outcome using direct evidence. This review process was facilitated by the members of the Seaver Advancement of Learning Team (SALT), which is composed of one representative from each of the eight academic divisions, the two associate deans, the assistant provost for institutional effectiveness, and two student representatives. Members of this team reviewed each of the 32 annual reports and provided a written response.

The faculty who wrote the reports then responded in writing to these reviews. All of these reports and reviews are archived in the Appendix.

c) Cocurricular Programs. Cocurricular program reviews (in Enrollment Management, Judicial Affairs, and Housing and Residence Life) were also completed with the required elements and an external review. This was the first-ever program review for the Seaver Enrollment Management Office (Office of Admission and Financial Aid). The learning outcomes and levels of involvement map were effective at generating meaningful conversation among the staff and with the external reviewer. Judicial Affairs and Housing and Residence Life have participated in program review for many years, which was previously guided by the Council for the Advancement of Standards (CAS). Student Affairs has upgraded its process by adopting the new University standards. Each department in Student Affairs moved away from using CAS standards and developed its own learning outcomes, subsequently using those to generate curriculum/involvement maps and assessment plans. These elements are included in the program reviews, and the external reports were particularly useful in guiding the programs to find ways to use rubrics in assessments. As the work in Student Affairs falls outside of the academic realm, more ingenuity is required to develop curriculum maps and rubrics.

d) Memorandum of Understanding. A new and essential component of the program review process, as indicated in Figure 1, is the Memorandum of Understanding (MOU). This document—an agreement among members of the department, associate deans/chairs, and deans—addresses the changes that will occur based on the program review. The action items are derived from another component in the program review process, the Quality Improvement Plan (QIP). For Seaver, the format of the MOU was derived from action items on the QIP and sorted by items that will be directly pursued, as well as those that were designated as unfeasible. In general, the agreed-upon action items tended to be resource-neutral. Graziadio's action items were considered resource-neutral and focused primarily on the learning outcomes assessment system. The GSEP Psychology MOU focused on the development of the assessment infrastructure and identified necessary resources. The MOUs from the 2010-2011 academic program reviews represent a dedicated step to binding the assessment of learning outcomes to core processes in resource allocation and priority setting. The long-term influence of the MOUs in the program review process remains to be seen. We expect this element to give program review participants a deeper sense of purpose as the process leads to positive change.

Comparing the 2010-2011 program reviews to previous reviews demonstrates the substantial benefits provided by the new structure. Most significantly, the consistency among programs has grown. Previously, although some programs were moving toward learning outcomes and a few were using external reviewers, no University standard existed, resulting in an unevenness that made the reviews difficult to use for planning purposes. The quality and consistency of the 2010-2011 program reviews are the result of an organized system, upgraded standards, and the dedication of the faculty and staff to improving student learning.

e) Current and Upcoming Program Reviews. In 2011-2012 at Seaver College, ten programs in the Communication Division and four in Fine Arts completed five-year reviews, and the other 24 majors produced annual reports. In August 2011, 56 Seaver faculty members attended a workshop designed for Program Review Coordinators. On February 10, 2012, 54 faculty members attended a Seaver reception that celebrated our accomplishments in creating a culture of assessment. The assistant provost of OIE shared a message at that reception, "A Positive Look at the State of Assessment at Seaver."

In addition to these Seaver academic program reviews, three areas of Student Affairs (Student Activities, Student-led Ministries, and Convocation), and the GSEP Education Division are also undertaking review. The 2011-2012 programs undergoing review are following the Guidebook and are on track to create another successful review process.

Program review and learning outcomes evidence have become key components of the Pepperdine educational planning process at all levels of decision-making. Such use of program review evidence to inform budgeting and planning decisions by the deans and UPC (through the MOU process) represents a new stage in the budget process. At Seaver, involvement in the assessment process is now a stated requirement in all faculty contracts, including those of adjunct faculty, and is considered in rank, tenure, and promotion (RTP) decisions. GSEP also considers a faculty member's assessment practices in RTP decisions.

f) Evaluation of Program Review Progress. The WASC program review rubric lists five criteria for evaluating the integration of student learning assessment into program reviews, including: (a) required elements of self-study, (b) process of review, (c) budgeting and planning, (d) annual feedback on assessment efforts, and (e) the student experience. Based on this rubric, we have determined that our process is best described as "developed." The following is an overview of where the program review process stands with regard to these criteria.

1. Required elements of the self-study. Professors and Student Affairs staffers now must include student learning outcomes, assessments for each outcome, and a plan detailing when assessment takes place. Learning outcomes are visible on departmental websites at all five schools. Incorporating the assessment of student learning into the program review process is much more uniform across the entire University. Because of these steps, we believe Pepperdine belongs in the "developed" category for this criterion.

2. Process of review. The program review process now requires external reviews. In the 2010-2011 set of reviews, participants found the external review process to be one of the most engaging aspects of the experience. Each review included thorough feedback based on evidence of student learning and the assessment process. This feedback has been used to shape future plans. These steps demonstrate that the state of our process for program review has moved from "emerging" to "highly developed."

3. Budgeting and planning. A formal process now exists to integrate the results found in program review with budgeting and planning through the MOU mechanism. All 2010-2011 reviews include an MOU. If resources are requested and approved, funding is handled at the school level through existing budgets. If the school budget is unable to accommodate the funding request, then the request is presented to the UPC. Whether or not funding is requested, deans and heads of units provide executive summaries of program reviews in the UPC to be sure the process of review is complete. The advancements in linking budgeting and planning place Pepperdine somewhere between the "developed" and "highly developed" category on the rubric.

4. Annual feedback on assessment efforts. The ASLC reviewed each of the 2010-2011 program reviews and submitted feedback. The addition of this layer of review validated the efforts of participating faculty and Student Affairs professionals, highlighted areas on which to work in subsequent years, and moved Pepperdine into the "developed" category.

5. The student experience. The external reviewers examined samples of student work, and students were invited to discuss their experiences in the programs. Furthermore, internal reviewers had access to student work through appendices to program reviews. Although these efforts are "developed" according to the rubric, in the future we plan to involve students even more in the assessment process.

We believe our progress in meeting the criteria for the program review process provides evidence that addresses the WASC Commission's concern regarding the implementation of program review (CFRs 2.7, 4.4; WASC Commission Letter, p. 3). In the next section, we demonstrate how we use findings from program reviews to improve student learning.

F. Assessing Student Learning

The ASLC has provided leadership for moving the institution toward a learning model based on outcomes. In order to track the progress of its efforts, council representatives write biannual "state of assessment" reports that are discussed at council meetings. The baseline report was written after the CPR site visit, followed by reports in June 2011 and January 2012. The next State of Assessment report is due in August 2012.

At the time of the CPR, the baseline status of learning assessment, including the adoption of program learning outcomes and the development of curriculum maps and assessment plans, varied across the University (ASLC Baseline State of Assessment Reports). The use of evidence to inform curricular or programmatic changes that enhanced student learning was in the developmental stages, with some programs just starting to use data for planning and decision-making purposes. Efforts to educate the community in regard to collecting and using data to assess student learning greatly advanced after the CPR. Like all change, these ideas were met with varied levels of acceptance. Most sectors of the University understood on a theoretical level the importance of assessing student learning. Practices such as mapping learning outcomes, developing assessment methodologies, and using tools such as rubrics occurred in an uneven manner. To their credit, Student Affairs and Graziadio were early adopters of an outcomes-based approach to assessment and to using evidence to inform planning and decision-making. Seaver and GSEP have progressed more quickly than the School of Law and SPP in developing both systemic and systematic assessment processes and making programmatic changes based on evidence.

The ASLC has provided leadership for moving the institution toward a learning model based on outcomes.

1. Progress Analysis Overview

The ASLC, with the support of OIE, began to offer special programs and resources to support faculty and Student Affairs assessment initiatives. These efforts included funding for conferences, guest speakers, and a specialized internal grant, the "Innovation in Student Learning Outcomes Assessment Mini-Grant." The mini-grant's purpose was to assist faculty with developing new learning outcomes assessment practices at the program level. Two of the three mini-grant recipients for the 2010-2011 academic year presented at the 2012 WASC Academic Resource Conference in Costa Mesa, California. The second cycle of the mini-grant process was recently completed, with Seaver faculty receiving four of the five awards and one award going to a Graziadio faculty member.

Two years after submission of the CPR report, there is evidence of marked growth (January 2012 ASLC State of Assessment Reports). As of January 2012, 100% of the programs at Seaver, Graziadio, GSEP, SPP, and Student Affairs have published their learning outcomes on their programs' websites, and the School of Law has published outcomes for its Juris Doctor (JD) program. Progress has also been made toward the publication of the program-specific educational effectiveness indicators and associated levels of achievement. Seaver, Graziadio, GSEP, SPP, and Student Affairs programs have published their indicators as has the School of Law for the JD program. WASC Data Exhibit 7.1 includes links to the program learning outcomes and standards, and WASC Data Exhibit 8.1 provides a trend graph for three years of data for one performance indicator of programs with concurrent accreditations. These actions address the WASC Commission's concern regarding the "articulation and publication of student learning outcomes, performance indicators, and standards of achievement for each degree" program (WASC Commission Letter, p. 2).

Student Affairs, Graziadio, and Seaver have significantly improved their assessment practices, developing benchmarks for measuring the quality of programs and using evidence for decision-making. GSEP is well along in its assessment practices, as it uses data from annual assessment reports and five-year review self-studies to inform curricular decisions.

Although SPP and the School of Law had much work to do as they began the process, both schools are making progress in developing their assessment practices. For example, SPP has refined its program learning outcomes and developed rubrics with which to assess its capstone projects. It is important to note that the progress of the School of Law is largely attributed to the associate dean of library and information services, who also serves on the ASLC. He has networked with other law schools to gain better insight into how law schools are addressing assessment. Armed with this information, he has educated his own staff in academic assessment practices; they, in turn, mentor the School of Law faculty. School of Law students and graduates have a high bar-passage rate, so assessment has focused on improving learning and support for students who are academically at risk.

Although some unevenness in assessment practices remains, enthusiasm for the use of assessment to improve student learning is growing. In fact, faculty now expect to engage in the assessment of student learning. Based on findings from annual reviews and 2010-2011 five-year program reviews, numerous examples of evidence-based decision-making and closing the loop exist across the institution. We offer the following illustrations as evidence of our progress.

a) Student Affairs. Several examples from Student Affairs demonstrate actions taken as the result of assessment plans. The Career Center was moved to a more prominent home in the Tyler Campus Center based on input from its last program review, which included assessment data from student focus groups, employer feedback, and surveys that indicated the Career Center was too difficult to find. A report of that examination is included in the annual report. The Counseling Center eliminated fees for services based on a comprehensive assessment plan that included feedback from the Student Government Association, HERI survey data, and benchmarking with other institutions.

Housing and Residence Life (HRL) was experiencing problems with diminished occupancy and low student satisfaction and so developed an assessment plan that included a student survey and a marketing demand study as a follow-up to program review findings and comments by the external reviewer. The analysis revealed that the cost of on-campus housing discouraged upper division students from choosing to live on campus. To keep more students on campus, HRL introduced innovative and cost-saving residential options; these options have generated positive feedback and have markedly increased on-campus housing reservations (HRL Program Review).

b) Seaver College. Progress at Seaver has largely been guided by the Seaver Advancement of Learning Team (SALT), which began in October 2010. SALT is comprised of representatives from each academic division who promote, lead, and document the state of assessment (similar to the ASLC at the University level). Much progress at Seaver can be attributed to this team; and as a result, there are numerous examples of how faculty rely on data from five-year program reviews and annual reviews to inform curricular changes. For example, the Natural Sciences Division biology faculty found the way courses were sequenced contributed to attrition in the major between the first and second years since students seldom took a biology course until the second or third semester. By allowing students to enroll in both entry-level biology courses during the first year, students have opportunity to move quickly into courses directly relevant to their major, as well as begin to establish relationships with biology faculty members. As a result of the 2012 assessment, changes were made to improve the effectiveness of the senior seminar in biology as a capstone course. The nutritional science major, based on the external reviewer's comments, is changing one of its upper-division courses so that it more strongly emphasizes the communication skills necessary to interview and advise clients and present professional education lectures. Also added to the course is an outreach component that requires the student to perform duties in an authentic situation. The sports medicine major has also undergone modifications based on the program self-study and external review findings. For example, one of the physics course requirements was removed so that students had the flexibility to enroll in an elective course that better met their postgraduate goals, for example biochemistry for students interested in applying to medical school.

Progress at Seaver has largely been guided by the Seaver Advancement of Learning Team (SALT), which is comprised of representatives who promote, lead, and document the state of assessment.

Moreover, the review findings indicated a need to restructure the research methods and statistics curriculum so there is a stronger discipline-specific emphasis. As a result of their program assessment, the mathematics faculty is currently strengthening the content of the programming course so students learn software and computing language that meet the standard of practice in professional positions in their field. The business administration majors have also made curricular modifications based on their program review findings. For example, the results from the analytic rubric used to assess student oral presentations from the Business Administration Division's capstone class found that the student's ability to deliver clear, well-organized, persuasive oral presentations did not meet the expected level of performance for this particular learning outcome. To improve student learning in this area, the faculty elected to introduce speaking assignments systematically in lower-division courses.

As a result of the five-year program reviews for 2012 in Fine Arts, the studio art faculty will provide opportunities for the majors to work more closely with each other and to engage with the broader community; this will be accomplished through a senior seminar which incorporates theory, professional practice, an awareness of contemporary art, and the development of a body of work. As the art history major grows, faculty will work toward including courses in curatorial/museum studies, African, pre-Columbian, and Latin American art. Student learning in the theatre major will be enhanced by revising two courses in the history of the theatre to meet the general education requirement by being designated as Writing Intensive/Research Methods/Presentation Skills; this will give the students great flexibility in scheduling their courses. Attention will be given to revising the composition curriculum in the music major.

A number of curricular changes are also proposed in the five-year program reviews for 2012 in communication. For example, external reviewers recommended that all students in the capstone course in intercultural communication be required to write a thesis rather than have the choice of a thesis or a project. The interpersonal communication faculty recognized the need to develop a capstone course, and the media production major recognized the need for an advanced post-production course for journalism and media production majors. Since the assessment of students' writing in the public relations major indicated that students would benefit from more writing assignments related to professional work, the faculty decided that the capstone experience will be a public relations campaign rather than a scholarly research paper.

Growing out of Seaver's annual assessments in 2012, a number of changes were proposed in the study of languages other than English. In assessing the learning outcome which states that students who complete the major in Hispanic studies will be able to understand conversation and to converse at a basic level, all of the students in a course in speaking and listening made four video segments during the semester. The professors and students analyzed each student's four segments. This led to the question of whether or not students maintained the skills they acquired in the course; and this led to the further realization that part of each required course should focus on listening and speaking skills and that a video segment for each student should be added to his or her video portfolio for three or four years. This portfolio could be assessed to encourage sustained growth in those skills. Each student in an upper-level German class was asked to write an essay in which he or she described the specific characteristics of a major period in German-speaking history; and the student evaluated a chosen work of art, a philosophical idea, or historical event which reflected those characteristics; the essays were assessed using a rubric. Based upon the assessment, it was proposed that students have more practice and guidance in citing sources according to academic standards and conventions. In keeping with the American Council on the Teaching of Foreign Languages (ACTFL) guidelines for writing proficiency, the French faculty decided to place the research emphasis in the stylistics course rather than in a course which emphasizes communication.

Two examples of finding the need to enhance academic rigor occurred in the assessment of the economics major and the sociology major. In an ongoing effort to improve the quantitative skills of the majors, economics majors will be encouraged to take the more rigorous calculus course offered to math majors rather than the calculus class offered for business. The economics faculty is also considering adding a required course in matrix algebra and probability and perhaps developing a Bachelor of Science (B)S in economics for students who are planning to do graduate work in economics, which would require more mathematics courses and an advanced course in econometrics. Additional courses in macroeconomics are also being considered in the attempt to enhance student learning. In considering the sociology major, in order to improve students' ability to write about their research findings and their implications, the professor of Sociology 310 will add a class activity to give students the opportunity to practice this skill and to receive peer or professor feedback on wording, organization, and "real world" (versus statistical) significance.

A Seaver associate dean, who also serves as the director of general education (GE), and a subcommittee of faculty led the GE self-study. Prior to engaging in the self-study, Dr. Amy Driscoll, an authority in learning outcome assessment, led a two-day retreat in August 2011 to ensure that the undergraduate programs align with current practices for GE. Faculty spent the fall of 2011 creating and refining the learning outcomes, developing the curriculum map, and formulating an assessment plan. The assessment plan was implemented in Spring 2012, the rubrics finalized, and the data collected. The 14 new GE Learning outcomes/domains that are being assessed are noted in Table 2. The 15th "area" being assessed in the GE program is the First-Year Seminar course.

Table 2.

GENERAL EDUCATION LEARNING OUTCOMES	
Critical Thinking	Students analyze issues, ideas, behaviors, and events to develop opinions, solutions, or conclusions.
Quantitative Reasoning	Students reason and solve quantitative problems and explain mathematical concepts and data.
Scientific Reasoning	Students use the scientific method to investigate the natural or physical world.
Oral Communication	Students communicate effectively in oral form.
Written Communication	Students communicate effectively in written form.
Human Response to Art	Students explain the historical, cultural, or technical significance of the art form.
Human Response to Literature	Students critically appraise and appreciate literature and make connections to their moral, ethical, and spiritual values.
Christianity and Culture	Students apply biblical lessons and principles to make ethical decisions.
American Experience	Students identify and explain significant political and historical developments that have shaped America's democracy and its diverse society and apply that knowledge to develop a personal vision about its meaning.
Foreign Language	Students listen, speak, read, and write within the appropriate cultural context of a chosen language.
Human Institutions and Behavio	Students describe the major concepts of economics, psychology, or sociology to explain institutional and human behavior.
Western Culture	Students express broad cultural perspectives informed by the history, literature, philosophy, or artistic achievements of Western civilizations.
Nonwestern Culture	Students express broad cultural perspectives informed by the history, literature, philosophy, or artistic achievements of Non-Western civilizations.
Research and Inquiry	Students apply the processes of inquiry and analysis appropriate to the discipline of their academic major.

A group of faculty developed and assessed each learning outcome. Reports on each major area as well as a summary report of findings and action items are available on the GE Assessment website. Example action items from some of the learning outcome areas include:

• Critical thinking: Students met the criterion level of achievement (70% or higher) for two of the five critical thinking SLOs. To improve the three areas of critical thinking that did not meet the criterion level, the report suggests that faculty structure assignments explicitly to enhance student performance in describing problems, examining assumptions, and considering opposing viewpoints.
• Christianity and culture: Students achieved above the criterion level of achievement (at 74%) on all four learning outcomes and were found to have a good grasp of ethical and religious dimensions of society and Christian principles. Weaknesses included the simplistic citation of scripture and failing to account for historical or literary complexity. More attention should be devoted to implementing better ways of faculty modeling the use of Christian scripture and tradition in analyzing contemporary issues, hence, additional resources and training will be offered faculty to address these practices.
• Written communication: Students met the criterion level of achievement (70% or higher) for three of four learning outcomes. Students did not meet the criterion for providing substantial supporting evidence and insightful analysis of the subject. Writing intensive courses should work to enhance this area by giving students the opportunity practice writing in their chosen field of study based on research, appropriate documentation, and analysis of information.

c) Graduate and Professional Schools.

Graziadio School of Business and Management. The faculty of Graziadio have used annual and five-year assessment evidence in a number of ways to institute curricular changes. For example, the assessment of the ethics-based learning outcome demonstrated to faculty in the Presidents and Key Executives MBA program (PKE) that their students were not meeting expectations in this area. The faculty introduced curricular changes to address this shortcoming and subsequent analysis of data confirmed notable improvement. For example, the faculty examined the ethics components of the PKE program and made curricular adjustments based on these measurements starting in 2007. The PKE program has five goals and 14 measurable objectives for these five goals. For each goal and objective there is a specific standardized rubric for measurement with a score of 1 indicating an unsatisfactory level of mastery, a score of 2 indicating a satisfactory level, and a score of 3 indicating a higher level. On each rubric, at least 70% of students are expected to score satisfactory or above in the evaluation. There is an annual review by the program committee of the results of the evaluation. For each goal at least 20% of all students are sampled for the direct evidence.

Based on the evidence collected and analyzed, the major finding from the first two years of evaluation (2007 and 2008) was that students were not adequately analyzing their organization's culture regarding ethical conduct. The 70% scoring satisfactory or better was barely met in 2007 and only 45% were satisfactory or better in 2008. The students were not discussing ethical conduct with adequate depth and use of concepts from the PKE ethics session. Faculty discussed these findings and committed to placing greater emphasis on both the ethics session and on discussing ethical conduct in the modules of the program. The year 2009 included some improvement as 75% were satisfactory, but the results in 2010 found only 50% satisfactory. Clearly the students were not being appropriately guided in analyzing ethical conduct. Faculty also discussed the fact that the delivery of the ethics session was not controlled by the program committee and is now focusing on bringing in different facilitators for the ethics session.

Another illustration is from the Bachelor of Science in Management (BSM) program. The BSM program has four goals and nine measurable objectives for these four goals. For each goal and objective there is a specific standardized rubric for measurement. Like the PKE, it is expected that 70% of students or above will score satisfactory or above in the evaluation. Every year one to two goals are evaluated so that all goals are evaluated at least once, typically twice over a four-year cycle.

There is an annual review of the results of these goals and a five-year comprehensive review examining the results of the evaluation of all four goals. For each goal at least 20% of all students are sampled for the direct evidence.

In 2011 Goal 4 (learning in global orientation) was measured (BSM Goal 4 rubric). The goal specifies that graduates will have a global orientation and the objectives and traits more specifically describe the expected learning. Objective 1 states that students will identify key elements of another culture and the role they play in that culture's business environment. Furthermore, traits include students' capacity to identify key elements of culture and to apply what they have learned. Objective 2 states that students will evaluate economic conditions affecting a new product or service in a foreign country. Traits for this objective include the students' ability to identify economic conditions, analyze facts, and predict impacts. Objective 3 states that students will evaluate political risks for international business in a foreign country. Traits for this objective are that students will identify risk factors and model impacts.

When this goal was measured in 2008, the results across objectives were extremely high. The rubrics used for measurement are on a three-point scale with 3 being a perfect score and 2 being satisfactory. All seven traits averaged above 2.5, with the first trait averaging a perfect score of 3.0. It was discovered through discussing the data with faculty that there was an inherent skew that needed to be corrected through the standardized data collection process and curricular standardization. The 2011 measures showed that the skew had been corrected, but exposed some additional issues that needed to be addressed in the curriculum after reviewing the 2011 data for Goal 4:

- Given the current turbulent economic, financial, and political crises, the faculty realized there was a need to measure students' understanding of legal and political risk in Goal 4 (learning in global orientation). These elements were noticeably absent when looking at the data.
- The faculty decided to measure the students' ability to identify and model financial risk. The data revealed that more than 70% of the students were able to examine political risks satisfactorily. However, the ability to identify financial risk was noticeably absent.

The BSM Committee agreed that faculty should discuss in their respective disciplines where to measure these new traits and how to connect these two program-level objectives to the student learning outcomes already in the classes. These changes will require an integrated approach among faculty in deciding where to measure these risks and develop a standard rubric for taking the measurements. This new objective will be developed in 2012 and measured in 2013 when Goal 4 is scheduled to be measured again.

Graduate School of Education and Psychology. The use of evidence to effect curricular change at GSEP is emerging, with consistent improvements being made in the quality and use of evidence from the annual program review process. Four examples illustrate this process. The MA in Social and Entrepreneurship Change (SEC) is a new program that completed its first annual program review during the 2010-2011 academic year. Two SLOs were examined: (a) explain how social entrepreneurs creatively solve social problems; and (b) assess leadership with the intent to serve others. All students were rated "Good" or "Excellent" on responses measured according to a rubric that assessed the quality of their content, analysis, reflection, and use of scholarly citations to support ideas—demonstrating that they had good ideas and appeared to understand key issues relevant to their field. But more variation was noted in the students' ability to reflect on and analyze their ideas and offer support for their thoughts from scholarly literature, resulting in ratings of "Needs Improvement" through "Excellent" (SEC Annual Review). Given this information, faculty in the program have begun to address these academic needs in each course, being more deliberate about requiring reliance on scholarly sources, providing instruction on supporting ideas with scholarly references, and including additional learning activities that give students the opportunity to reflect and critically analyze issues introduced in courses.

A second example comes from the EdD in Organizational Leadership (EDOL) program. Because students are required to gain an international perspective on policy development, they spend time in an international location. This program uses data from the Intercultural Development Inventory (IDI) to assess its global and intercultural understanding learning outcomes (EDOL IDI Ongoing Review SLOA3). The IDI generates three scores: (a) Perceived Orientation (PO) or the ability to understand and adapt to cultural differences, (b) Development Orientation (DO) or the primary orientation toward cultural differences, and (c) Orientation Gap or the difference between PO and DO (Hammer, Bennett, & Wiseman, 2003). Scores on PO and DO fall into one of five stages: Denial, Polarization, Minimization, Acceptance, and Adaption; Denial and Polarization are considered a "monocultural" mindset, while students who fall at the Acceptance or Adaptation stages are described as having an "Intercultural/Global Mindset." An informal review of data collected with the 2009 cohort indicated that the students were not experiencing a shift of at least one category upward when comparing pre- and post-trip IDI scores. Upon reflection, the EDOL faculty decided to alter the trips so that less time is spent in cities and more time spent outside urban regions of the nation visited; and more reflective discussions were added to the trip curriculum. With the 2010 entering cohort, a baseline IDI was administered and a formal assessment of whether these curricular modifications influenced IDI scores is currently underway. Post-trip data will be collected on the 2010 cohort this summer and examined for whether the curricular changes influenced the cultural understanding of the students.

The Psychology Division provides a third example. Their approach to assessing student learning is somewhat unique in that faculty from the four programs of the division worked together to develop a common rubric for assessing the knowledge, skills, and attitudes relevant to the SLOs in specific learning domains. These programs include the Master's in Psychology (MAP); Master's in Clinical Psychology with an emphasis in Marriage and Family Therapy, Daytime and Evening formats (MACLP); and Doctor of Psychology (PsyD). In the 2011-2012 academic year, the SLOs related to General Counseling Competencies were assessed (2011-12 Psychology Annual Review). Student work samples from courses responsible for addressing the counseling competencies domain were assessed with a rubric to identify the strengths of the program and areas in need of improvement. Moreover, reviewers' qualitative comments were assessed for themes to corroborate or elaborate on the rubric findings. For the MACLP (daytime and evening) and PsyD programs, additional evidence included the evaluation of practicum instructors and the authentic evidence collected from clinical supervisors using rubrics designed by the programs. The majority of students were assessed as "Developed" (satisfactorily meeting SLOs with no significant areas for improvement) or "Emerging" (moderately achieving SLOs with few areas for improvement). In the process of assessing student work samples, concern was raised as to how effectively course assignments, examination, and other related activities are aligned to the SLOs in this learning domain. Specifically, given that the SLOs in the General Counseling area emphasize the application of counseling competencies, more course emphasis on practice and demonstration needs to be reflected in how students are asked to exhibit their competencies in this learning domain. Curricular changes will be considered by the faculty in Fall 2012.

A final example is the use of evidence to support decisions that influence the learning environment. GSEP's Student Services has used the results from the Noel-Levitz Adult Student Priorities Survey and implemented several changes to serve students better. For example, Student Services units now regularly develop and disseminate informational materials, offer regular updates on services, provide writing support, and use Skype to address financial aid matters.

School of Public Policy. Evidence-based curricular decisions also are being made at SPP. From data acquired through course feedback, the dean's focus group, and an alumni survey, the faculty discovered that current and former students believe they would have been better prepared to begin a summer internship program if they had completed a course titled Political, Organizational and Strategic Aspects of Public Policy Analysis earlier in their program. Hence, the course was moved to the spring semester of the first year of the program.

After the adjustment to the course sequence, a survey showed students had benefitted from earlier exposure to the course content. SPP faculty continue to study this case and are currently considering whether to move this course to the fall semester of the first year because it complements the work done in other core courses. To assess the benefit of moving the course again, SPP faculty and staff will assess data showing student proficiency on the capstone review, internship evaluations, and indirect evidence from student and alumni surveys and course evaluations.

G. Assessing High-Impact Practices

We have also made progress in the assessment of high-impact practices (HIP Committee Reports). Practices consistent with the AAC&U definition of HIP were identified at each Pepperdine school and evaluated for program participation, learning outcomes, and assessment strategies (HIP supporting materials). To complete the EER we established the High-Impact Practices committee, which evaluated these practices throughout the University. One outcome of the HIP committee's work was the establishment of an improved methodology for tracking participation in HIP courses, simply by annotating the courses within our PeopleSoft system. HIP designated courses include first-year seminars, international programs offerings, internships, independent research courses, capstones, and independent study. We continue to work to strengthen the use of direct evidence to assess for student learning in the institution's many high-impact experiences. To address the WASC Commission's concern of our assessment of HIP (CFRs 2.2, 2.3, 4.2, 4.4, 4.7; WASC Commission Letter, p. 2), we offer these illustrations as evidence of the use of assessment findings to inform decision-making for high-impact practices.

1. Seaver College

Exemplary practices include programs that allow undergraduates to be involved in research. Two specific examples are the Summer Undergraduate Research in Biology program (SURB) and the new Keck First-Year Seminars developed to allow incoming students to participate in research in their first semester (Undergraduate Research Report). SURB assesses student learning through a set of internally constructed measures, including an interview and a survey administered before and after the research experience, and through the "Student Assessment of Learning Gains," a measure administered national to all National Science Foundation (NSF)-funded Research Experience for Undergraduates (REU) programs. Both surveys demonstrate that students feel more skilled in their ability to plan and conduct research, collaborate with others, and communicate their research after participating in SURB. But the assessment also reveals that students were struggling to balance the demands of SURB activities with their laboratory work. With these findings in mind, efforts were made to schedule the additional SURB activities more thoughtfully and ensure that the planned activities genuinely enhanced students' learning as scientists.

Through a program funded by the W. M. Keck Foundation, Seaver offered the Keck First-Year Seminars, a group of courses representing a variety of academic disciplines that gave students an opportunity to conduct original research and to write a mini-grant proposal during their first semester in college. In the first year of the program (2011), nine seminars enrolled 142 students (21% of the first-year class), and 17 upper-level students were recruited to serve as peer mentors. When comparing the data of the whole group of students, there was statistically significant growth in students' abilities to plan, analyze, and communicate research overall. In eight out of nine sections, there was statistically significant growth in students' abilities to design an original research study. In six out of nine sections, there was statistically significant growth in students' abilities to locate current research studies relevant to any research topic.

International Programs (IP) is another prominent HIP component of the Seaver College undergraduate experience. A recent agreement between IP and the Natural Science Division illustrates how the University is using assessment to close the loop. Students most often participate in IP during their sophomore year, but only a limited number of Natural Science majors have been able to participate because required laboratory courses were not offered internationally.

However, as the result of a recommendation from the Natural Science Division program reviews, plans are being made to offer two key courses in the Natural Science major in IP locations. Each year organic chemistry and physics will be offered in either the Buenos Aires or London programs. The number of Natural Science students enrolled in the Buenos Aires program for the fall of 2012 increased significantly as a result of this agreement.

2. Graduate and Professional Schools

The assessment of HIP in the graduate/professional schools demonstrates progress and also areas needing improvement (HIP Committee Reports). For example, in the advanced litigation writing course offered by the School of Law, assignments were measured in five areas, and a rubric was used to assess the data. Results indicate that students experienced particular challenges in using legal sources properly to support their argument; as a result, more attention was devoted to this skill area in the course.

Similarly, in the MA in Learning Technologies program at GSEP, analysis of rubric data for the action research portfolio revealed that students could identify theory but were less effective in integrating it in their work. The evidence indicated that they needed more instruction on searching for relevant research literature and writing stronger research questions. Hence, the faculty added pedagogical strategies to enhance student learning.

At SPP, after findings from an assessment of reflective learning in summer internships were analyzed, more opportunities were offered in the curriculum to allow students to engage in reflective experiences. This resulted in students' receiving an increased amount of time to debrief with faculty and a greater emphasis being placed on the importance of critical reflection in essays.

H. Educational Effectiveness Indicators

Assessment of learning outcomes offers a rich source of direct evidence of student learning. The analysis of student learning also can be supported by examining other forms of educational effectiveness indicators (EEIs), including data related to retention, persistence, and enrollment. Also helpful are measures such as the UCLA HERI assessment tools that allow students to offer their perception of their education. Retention data and national surveys provide us opportunities to benchmark with external peer groups (Annual Assessments). OIE disaggregates all data for various subpopulations and student characteristics, and our student success data can be found on the OIE website or on the website of the program or major.

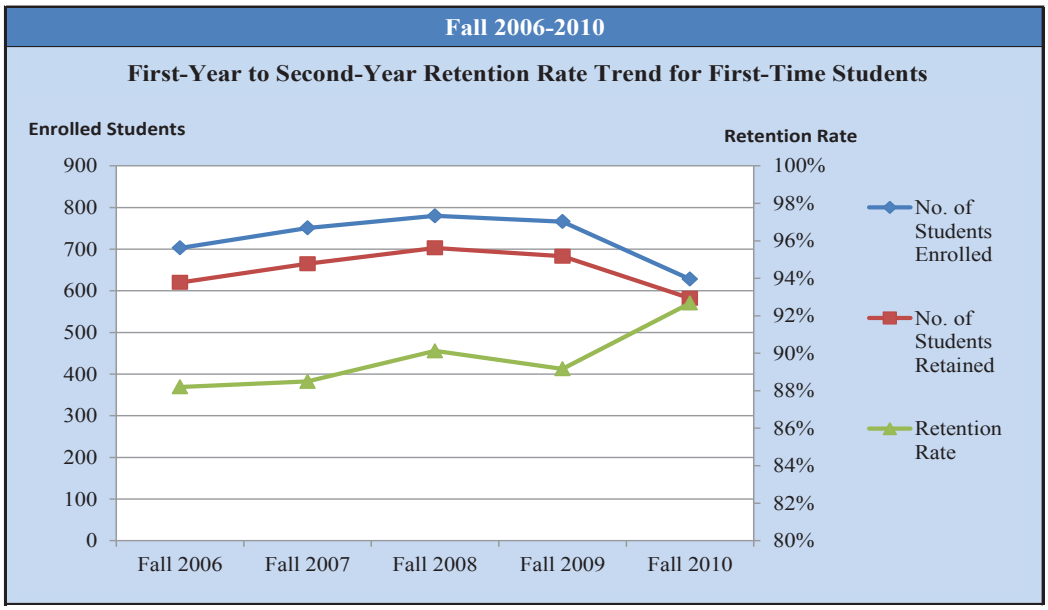
Pepperdine's overall retention and graduate rates are above national averages. We have put systems in place that permit careful examination of retention and graduation rates. OIE's institutional researchers and the assistant provost analyze and examine student success data and then share it with specific groups, including the University Planning Committee, Deans Council, and the Seaver Student Success Alliance. The assistant provost has experience with student success research and has presented at the WASC ARC conferences and served as a consultant at the WASC Student Success Conferences in 2010 and 2011.

The OIE has historically prepared Pepperdine's undergraduate data. Recently, with the University's new interactive report writing-technology (IT report on the OLAP cube), OIE and Information Technology (IT) have developed report-writing mechanisms for the graduate schools.

1.Undergraduate Student Success Data

a) First-year Retention Rates. Figure 3 illustrates Pepperdine's overall first-year to second-year retention rate trend for the 2006-2010 cohorts of first-time students. As demonstrated in Figure 3, the retention rate of undergraduate students has risen consistently since 2006, with a significant increase this past year from a percentage in the high 80s to the low 90s. Note that the intentional decrease in enrollment coincides with the increase in first-year retention. The retention of our minority populations is also high (Appendix B: Exhibit B). Male students are not retained at the same rate as women; this appears to be a common trend currently in the United States. Retention rates for our minority populations are between 88% and 100%, except for our Hawaiian/Pacific Islander population (82%). Six-year graduation rates for undergraduate students range from 80% to 81% (Appendix B: Exhibit D-1). Males graduate at a lower rate, ranging from 74% to 81%. Females are consistently higher, ranging from 82% to 86%. Nonresident Aliens have consistently graduated at a lower rate than the total population.

Figure 3. Undergraduate First-Year to Second-Year Retention Rates
Entering Cohorts Fall 2006, 2007, 2008, 2009, and 2010



b) Seaver Student Success Alliance. In 2010, Pepperdine sent a group of faculty and administrators to the WASC Student Success workshop in Alameda, California. The group returned in 2011 to continue their work at the WASC Student Success workshop in Long Beach, California. As a result of this meeting, we developed our current Seaver Student Success Alliance (SSSA) committee. Members include representatives from the Seaver dean's office, faculty members, Academic Advising, Admission, and Student Affairs. The purpose of SSSA is to look at undergraduate student success trends, seek information about inconsistencies, share initiatives across departments, and propose new initiatives (SSSA Charter, SSSA Minutes). This group spent most of the 2011-2012 academic year examining student success data and developing a baseline for student performance, as well as identifying trends in student achievement. In collaboration with OIE, the group examined retention rates for first-time, first-year Seaver students entering in the 2010-2011 academic year (2011-2012 SSSA Annual Report). The findings indicate that Seaver retained 93% of its first-year students (Figure 3), which is the highest retention rate to date. Two factors that may have contributed to the higher retention rates include: (a) improved student quality and fit, and (b) initiation of more aggressive advisement strategies. In fact, the success of Seaver's Student Administrative Services advisement strategies was the cover story in the April 2012 issue of The Successful Registrar (Hope, 2012).

At its December and April meetings, the SSSA also compared the graduation rates of Seaver students to rates from both peer and aspirational schools. A full report of these findings is available in the 2011-2012 SSSA Annual Report. The following trends were observed:

• Six-year Seaver College graduation rates range from 79.9% to 81.5% for the previous six years. This graduation rate is slightly below the six-year graduation rate at designated peer institutions (82.3%) and all peer institutions (84%). The Seaver graduation rate is well below that of our aspirational peers (87.3%) (SSSA Annual Report).
• The graduation rate of male students (73% in 2010) is lower than the 84% rate for female students. Next year the SSSA plans to investigate further the causal factors associated with the lower male graduation rate.
• Four-year Seaver College graduation rates are approximately 10% lower than the six-year graduation rates (ranging 69% to 74.1% in the prior seven years). The SSSA suspects that the large number of Seaver graduates who complete all coursework in the summer term following their participation in the commencement exercises is the source for the large discrepancy between the four- and six-year graduations rates. The SSSA plans to investigate this issue in the 2012-2013 academic year.

The SSSA committee also examined undergraduate students who were placed on academic probation in Spring 2012. Their findings revealed that "64% of the students on probation were male and 45% of these male students were either African American or Nonresident Alien students. Eighteen percent of all students on probation were pre-business majors." The OIE will supervise interviews and focus groups next fall to understand better the undergraduate experience of these groups.

2. Graduate Students

a) Master's Degrees. Pepperdine offers 33 master's degrees, with the majority offered at GSEP and Graziadio. The data for graduation rates across all master's programs in the University indicate that three years post-admission more than 80% of students have completed their degrees, with this percentage increasing each successive year (Appendix B: Exhibit F). The average graduation rate for incoming cohorts 2005-2008 is 83% (Appendix B: Exhibit G). When disaggregated by ethnicity, there are varying degrees of success across ethnic groups (Appendix B: Exhibit G). Many of the ethnic groups exceed the 80% or greater average graduation rate found for all graduate students; of concern is the consistent pattern of graduation rates below 80% found among African American, American Indian/Alaska Native, and Hawaiian/Pacific Islander students.

Although national data for benchmarking purposes are limited for students seeking a master's degree, an analysis conducted by the National Center for Education Statistics (NCES) offers some insights into how Pepperdine graduate students compare (Nevill & Chen, 2007). In the NCES study, the following completion rates were noted: (a) 70% of students completed their master's degree in three years or less; (b) the completion rate for males was 72% and 68% for females; and (c) the completion rates at the three-year point for White, Black, and Asian American students equaled or exceeded the overall completion rate of 70%; Hispanic students' completion rate was lower (51%). Compared to these data from a national sample, our graduate students perform in comparable ways; particularly successful are the Nonresident Alien students (Appendix B: Exhibit G).

Although the overall graduation rates offer useful insight into our master's degree-granting programs, we engaged in additional analysis with the same cohorts by broad fields as delineated by the Council of Graduate Schools (CGS) to gain more specific understanding of student success while also protecting the identity of students enrolled in small graduate programs (CGS; Bell, 2011).

Specifically, we categorized master's programs into one of the following CGS-defined broad fields: (a) Arts and Humanities, (b) Business, (c) Education, (d) Social and Behavioral Sciences, and (e) Other (Appendix B: Exhibit H). When the broad fields are compared to NCES data at the three-year point, NCES reports a three-year graduation rate of 53% for Arts and Humanities, our overall average is 63%. For Business, NCES reports a three-year graduation rate of 67% while our overall graduation rate for cohorts 2005 to 2008 is 83%. For Education, the NCES three-year graduation rate is 68% and our graduation rate is 94%; in Social and Behavioral Sciences, the NCES three-year graduate rate is 86% and our graduation rate is 78%. For Other programs, the NCES three-year graduation rate is 70%, while our graduation rate is 76% (Appendix B: Exhibit H).

The three-year graduation rate for Social and Behavioral Sciences has prompted the psychology faculty and associate dean to seek better understanding of the current graduation rates, given that students are doing well when taking into account GPA (averaging around 3.80). The suspicion is that these rates may be related to students who begin the master's program, gain entry into a doctoral program in the interim, and elect to leave the master's program prior to completing the degree. Because of these data and external forces from the licensing board, substantial efforts began more than a year ago to redesign the psychology master's programs that compose the broad field of Social and Behavioral Sciences. The newly redesigned clinical psychology program will be introduced in the Fall 2012 semester, and attention will then be shifted to the redesign of the general psychology program.

We also examined graduation rates disaggregated by gender and ethnicity, benchmarking against the graduation rate for all Pepperdine students. The average three-year graduation rate for Pepperdine master's degree students from 2005 to 2008 was 83% (male 81% and female 84%). Note that we considered each student characteristic independently due to the small number of students in some of the groups. We observed the following trends:

Arts and Humanities: The overall graduation rate was 63% (male 48%, female 73%, and "unknown" 50%). Both male and females graduate at lower rates than all Pepperdine master's degree students. It is important to note that Pepperdine has few students (76 between 2005 and 2008) enrolled in programs in this field (Appendix B: Exhibit H).

Business: Students who identify as Nonresident Aliens exceed all other groups in their graduation rate. Business students from 2005 to 2008 average three-year graduation rate is 83% (N= 1,555), Nonresident Alien is 87% (N= 210) (Appendix B: Exhibit H).

Education: Graduation rates in Education are the strongest in the institution, the overall average is 94% (male 93% and female 94%). African American students' graduation rate was 85% and Hispanic students' 93% (Appendix B: Exhibit H).

Social and Behavioral Sciences: Male students graduate at lower rates when compared to female students and other ethnic groups on average. When examining gender and ethnicity, African American female students graduate at lower rates than male students and Asian female students graduate lower rates than male students (Appendix B: Exhibit H).

Other Programs: African American and American Indian/Alaska Native students exhibited a consistent pattern of lower graduation rates than their peers. The graduation rates appear low, but it is difficult to draw conclusions because the numbers of students in each category totaled fewer than 20 between 2005 and 2008 (Appendix B: Exhibit H).

b) Doctoral Degrees. The University also offers three doctoral degrees. The JD is offered at the School of Law, and the EdD and the PsyD are offered at GSEP.

JD. In reviewing the data of JD students disaggregated by ethnicity, of concern are the substantially lower rates of completion among African American and, to a lesser degree, Hispanic students, when compared to the overall rate of degree completion within the institution (Appendix B: Exhibit I). The School of Law conducted a study to examine the low retention rates of African American students, which led the school to take specific actions. These actions included bringing in a consultant and implementing various programs, including hiring a full-time director to oversee the Academic Success Program. This program includes first-year orientation, skills workshops, supplemental courses for students dealing with academic challenges, one-on-one tutoring, and the bar exam preparation workshop. The school created a new position—director of Student Life and Student Outreach—to help serve at-risk students, and developed a follow-up assessment plan to examine the effects of these interventions (Law School Diversity Report).

EdD. The EdD programs appear in general to experience lower graduation rates than other Pepperdine graduate programs, with no remarkable trends when disaggregated by gender and ethnicity (Appendix B: Exhibit J). In examining the statistics related to time required to complete post-coursework, we find that the time students spend in the dissertation phase of the program typically accounts for the delay in obtaining their degrees. GSEP has instituted a number of initiatives to address this issue. The initiatives include enhancing efforts by Writing Support and the Graduate and Professional Schools Institutional Review Board (IRB) to provide instruction to doctoral students; training faculty on best practices for mentoring dissertation students; creating working groups based on shared research interests; and developing instructional materials that describe how to succeed in the dissertation process. The programs plan to track the average number of months from the time each student passes the proposal hearing to determine if the interventions are improving completion rates.

PsyD. The graduation rates for the PsyD program (Appendix B: Exhibit K) compare favorably with national averages. The APA publishes annual reports on time-to-degree-completion for psychology doctoral program disaggregated by program type and degree. For a national sample of students who graduated in 2009-2010, the mean and median time to completion among clinical PsyD students was 5.55 years and 5.25 years, respectively; the mean and median time to completion for Pepperdine clinical PsyD students was 5.37 years and 5.00 years, respectively (American Psychological Association, 2010). Although students of color appear to require more time to complete their degree, they most often complete their degree. To serve students of color more effectively, we have instituted a number of practices for "making diversity work" (Milem, Change, & Antonio, 2005). For example, we have created "cultural spaces" such as the Africana Students of Psychology and Education Association, Asian American Student Psychological Association, Christian Association for Psychological Studies, Latino Student Psychological Association, Multicultural Research and Training Lab, Pepperdine Iranian Psychological Student Association, Social Justice Collaborative, and Women Leading Change. Moreover, more than 40% of the full-time faculty members are faculty of color whose research is committed to the exploration of multicultural issues, and almost 60% of the faculty are women; therefore, students have access to a diverse faculty to serve as mentors.

3. Discipline-Specific Indicators

We also consider discipline-specific indicators (see WASC Data Exhibit 7.1), including the assessment of culminating academic experiences such as field experiences or practica, major research projects or dissertations, comprehensive examinations, capstone courses and projects, and e-Portfolios. These data are typically based on rubric ratings for which minimum standards are required to successfully complete the experience; the results are reported in the annual and five-year program review reports.

Some programs have national examinations which enable benchmark comparisons. For example, the American Bar Association (ABA) Section of Legal Education and Admissions to the Bar, requires at least 70% of the law school graduates to sit for the bar exam and 75% to pass the bar examination each year—for Pepperdine first-time takers of the California Bar Examination in July 2011, 86.2% were successful compared to 76% of first-time takers from California American Bar Association Approved Schools at large. Among the 30 graduates who took the bar examination in other states, a pass rate of 100% was achieved.

Another example is the use of the California Board of Behavioral Sciences marriage and family therapy examinations by the MA in Clinical Psychology programs. First-time applicants for the examinations must equal or exceed the state average of all applicants taking the examinations to meet program expectations. In the last five administrations of the examinations, Pepperdine graduates have consistently exceeded the state average.

Among the undergraduate programs, the nutrition program uses a number of external indicators of educational effectiveness, including pass rates on the registration examination to become a Registered Dietitian (RD): 100% of Pepperdine graduates have passed the examination, and 88.2% of students have received placements in dietetic internships required prior to sitting for the RD examination. There is a 100% placement rate in graduate and professional programs related to nutritional science, and employer feedback five-years post-graduation is consistently positive.

I. Conclusion

To address the WASC Commission's concern about fully implementing program-level assessment of student learning outcomes (WASC Commission Letter, p. 2), we have offered numerous examples in this essay that testify to our maturation into a culture that not only values evidence, but also uses that evidence to plan curricular and other changes that enhance student learning. Although we acknowledge that some areas of the University still have room to improve, we believe our program review process has been very successful. All programs have outcomes and are performing annual assessments.

We are committed to developing more sophisticated assessment methodologies and to forging new mechanisms to provide benchmarks. As a result of the University's investment of resources, we have progressed in our ability to provide disaggregated student success data readily. Areas requiring further development include disaggregated analyses of program learning outcomes. Data collection that includes student identifiers, as well as technology to organize the data, will also be developed.

We are currently rolling out Digication, an ePortfolio system, to facilitate the assessment of student learning outcomes at the course and program levels. The GSEP Master of Arts in Social Entrepreneurship and Change is piloting the system and the Graziadio Master of Science in Organization Development is testing the system. Furthermore, we have created a full-time position in IT to support the implementation.

We are also working toward the inclusion of more students in the assessment process. We now have student representation on some key committees; for example, two students now serve on the Seaver Advancement of Student Learning Team, and six students are on the PsyD Steering Committee. Beginning in the 2013-2014 academic year, the ASLC will include student representation.

We now have access to a number of resources offered by OIE for examining EEIs. The online analytic processing (OLAP) cube is particularly helpful in supporting programs in their assessment work. Student Affairs is in conversation with OIE to launch the system for their departments. Moreover, Student Affairs is in the process of developing a student identification card scanning system tied to PeopleSoft, which will facilitate the ability to identify student characteristics for analyses of student participation in cocurricular activities. The system will be piloted in Fall 2012.

We have made substantial strides in our assessment practices; but more important, we now consistently use the evidence to enhance the learning experiences of our students. The journey continues, and the opportunity to reflect on our progress to date has been instructive as it helped us identify areas requiring our focused attention. To summarize, our next steps include continuing the examination of the program review process; achieving uniformity in the use of direct evidence over indirect evidence in assessing programs; continuing to identify and institute strategies for engaging in disaggregated analyses; creating competencies based on internal and external benchmarking; and continuing to identify ways to serve more effectively undergraduate and graduate students from diverse backgrounds.

ESSAY 2: FACULTY ENGAGEMENT

A. Introduction

Pepperdine believes that "a vibrant and engaged faculty is essential to institutional renewal, planning, and the implementation of challenging new processes such as assessment" as the WASC Commission observed when it challenged the University to enhance its efforts to engage faculty more fully in the life of the University (WASC Commission Letter, p. 3). Partially in response to that counsel, Pepperdine has taken several concrete steps toward shared governance and creating a more collaborative environment.

Pepperdine has taken several concrete steps toward shared governance and creating a more collaborative environment.

As demonstrated in Essay 1, the University has developed a growing understanding of and appreciation for the value of assessment. In a similar fashion, Pepperdine continues to consider issues related to faculty engagement, including the reciprocal relationship of faculty and administration. This essay examines the steps that have been taken and are being planned to meet the second recommendation of the CPR visiting team: "The University should create the structures for collaboration and consensus and for assessing collaboration and consensus in University governance" (VTR Recommendation 2, p. 36).

As we began to delve more deeply into the issues related to faculty engagement, we came to understand that our reporting at the time of the CPR did not adequately acknowledge the complexity of this "sensitive issue" (WASC Commission, 2010). Although we present evidence of movement toward greater collaboration, we also acknowledge that the structural and cultural changes necessary to produce the desired results will require more time and effort on the part of all parties involved. In this essay we report our progress and share the discoveries we have made concerning institutional governance.

As in Essay 1, we first look back at recommendations offered in response to our self-study in CPR Essays 4. Reviewing these recommendations allows us demonstrate the progress we have made toward fulfilling those goals. Then we examine the recommendations of the CPR visiting team and the WASC Commission. We conclude Essay 2 by summarizing actions taken to respond to faculty concerns.

B. Overview of CPR Self-Study Recommendations and Actions

In the paragraphs which follow we present the recommendations proposed in Essay 4 of the CPR, and we report the actions which have subsequently been taken by the University Faculty Council (UFC) (UFC Report).

1. CPR Essay 4 Recommendations

• 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 (CPR Essay 4, p. 21).

Action: In February 2011, the 12 UFC faculty members who are elected representatives of the five schools convened a two-day retreat and generated a report based on their proceedings. Both the retreat and the report were unusual undertakings for the UFC, which noted, "This is largely uncharted water for this group and, in fact, required some discussion and suspension of part of our charter to enable the group to wrestle with the more specific issues at each school." The committee also noted that the retreat "was a substantial variation from its normal five meetings per year schedule" that gave the members time and space to hear "differences, similarities, opportunities and challenges for the first time" (UFC Report, p. 2). The findings from the retreat are presented later in this essay.

• 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 (CPR Essay 4, p. 21).

Action: The UFC has closely considered its purpose and function, beginning before the February 2011 retreat. Discussions continue on the suitability of the committee's current practices and procedures, whether modifications are warranted, and what direction any changes would take.

• 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 (CPR Essay 4, p. 21).

Action: To represent the sentiments of the faculty more adequately, OIE, in consultation with the UFC, initiated a survey based on the "Survey of Governance and Institutional Decision-Making" developed by Tierney and Minor (2003) from the Center for Higher Education Policy Analysis at the University of Southern California. This survey allowed Pepperdine to benchmark its results with other U.S. and international institutions of higher education. This survey was administered in the early Spring 2012 semester; results will provide a baseline assessment of faculty governance perceptions. The intent is to readminister the survey periodically to track shifts in faculty perceptions of governance over time. The findings will also guide the UFC agenda for the next academic year. At this time, no formal discussions of how to improve response rates to University data collection efforts have occurred.

• 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 (CPR Essay 4, p. 21).

Action: To keep faculty informed in a timely manner on issues of University-wide importance, the following procedures have been adopted or are in process: (a) agendas and minutes of all University committees are posted on the school intranet; and (b) a UFC liaison is assigned to each University committee to keep the UFC abreast of key issues, which can, in turn, be reported back to the constituency each member represents.

• 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 (CPR Essay 4, p. 21).

Action: The Center for Faith and Learning, founded in 1999, offers support to faculty on how Christian perspectives can inform academic programs and classroom teaching. One of the Center's hallmark initiatives is the New Faculty Retreat that commenced for faculty hired into tenure-track positions after 2002. A similar retreat is currently being developed for mid-career tenured faculty, as are faith and learning workshops for adjunct and visiting faculty and retreats designed to meet the specific needs of particular schools and programs. The Center also offers mini-grants to encourage faculty to develop creative pedagogies and course materials that integrate faith and learning into their programs. Moreover, the University Diversity Council (UDC), the school-level diversity councils, and Student Affairs continue to engage in discourse on both recruiting a diverse student body and better serving students from diverse walks of life. For example, the Building Bridges Committee was specifically established as a resource to the University to identify the ongoing needs of LGBT students.

• 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 (CPR Essay 4, p. 21).
Action: The University is about to complete the second year of the new program review guidelines. Substantial improvements have been made to the process and outcomes, as noted in Essay 1. The effectiveness and the sustainability of the program review process will be reviewed after all programs have gone through the process at least once.

In addition to the work of the UFC, key University committees responsible for academic decision-making, with the support of the Provost's office, have instituted several initiatives that more clearly define the authority of faculty who serve on these committees. For example, the UAC, the major institutional body making decisions for academic programs, policies, procedures, and standards, has been restructured so that only faculty have voting rights on academic issues that come before the council (UAC Charter). The new Advancement of Student Learning Council (ASLC), which is the body with the responsibility of ensuring the assessment of learning through training and consultation to academic and cocurricular programs, is composed of faculty and chaired by a faculty member (ASLC Charter). Although the University Planning Committee (UPC) has always included faculty representation, the University Faculty Council (UFC) now has a role in selecting faculty members to the committee. Furthermore, a new charter clearly articulates the purpose of UPC (UPC Charter).

C. Overview of CPR Visiting Team and WASC Commission Recommendations

Both the CPR visiting team and WASC Commission pointed out our need to reconsider the role and function of faculty engagement at our institution. We summarize their comments below and discuss the steps taken to respond to their suggestions. Specifically, the CPR visiting team made the following recommendation:

Recommendation 2: The University should create the structures for collaboration and consensus and for assessing collaboration and consensus in the University governance. By doing so, EER preparation will be enhanced.

The WASC Commission commented, "While the University has made efforts to increase faculty participation in academic policy development, resource allocation, and assessment, 'much remains to be done by both the University leadership and the faculty in general.'" Further, the commission urged: "…the University to continue its efforts to engage faculty more fully in the full range of University-wide initiatives, to proceed with work on a revised faculty charter, and to create a risk-free climate that encourages open communication."

In responding to the CPR and WASC suggestions, the UFC has been instrumental in helping us think through ways to improve faculty-administrative dialogue. In the next section, we share the outcome of the UFC retreat and the actions or recommendations that emerged from the meeting.

D. UFC on Faculty Engagement

In the February 2011 UFC retreat, participants considered issues that fell into four broad topics or themes: faculty, community values, influencers, and organization. The participants agreed that it is vital to consider how perceptions—whether true or false—shape the thinking of the institution's various constituencies and thereby shape the University as a whole. The discussion that follows is an account of the perceptions of UFC members that emerged from the retreat (UFC Report).

One challenge faced by the institution concerns how we define the "roles, rights, and responsibilities" of faculty (UFC Report, p. 1), especially because there is considerable variability in how the term "faculty" is defined across the schools. In our current institutional structure, no single agreed-upon definition exists for "University faculty." Therefore, before we can authentically engage faculty, we first must define the term; only then can a conversation ensue on the governance role and responsibilities of faculty. UFC members also raised concerns about whether the current processes and structures allow sufficient room for faculty to influence University decisions and whether the numbers of faculty who serve on institutional committees provide broad representation of their respective constituencies.

The UFC retreatants also considered the difficulty of creating a community with a common set of values. Although the mission guides the institution, the University also embraces each school's unique execution of the mission so that each can best reflect the learning needs of the students it serves. Such differences in execution may lead the faculty of one school to view the others critically. Moreover, the uniqueness of each school also makes it difficult to identify issues that are relevant to all faculties. For a governance model based on collaboration and consensus to succeed, structures must exist that allow for the open and frank discussions of difficult issues. Without ample opportunity for such discussions, the faculty concluded that they will lack substantial influence on institutional decisions.

Like any institution, the University is influenced by a number of constituencies. A special characteristic of Pepperdine University is its affiliation with the Churches of Christ, the faith heritage of the University and its founder, George Pepperdine. A strength of the University is the religious diversity found among the faculty, but this diversity also presents challenges. One such challenge arises because some faculty are anxious that faculty and administrators who are members of the Churches of Christ might unduly influence institutional decisions and the allocation of resources. Deliberately delineating how decisions are made by University committees and more broadly disseminating that information might alleviate such perceptions.

Finally, the UFC discussed the perceived hierarchical management style of the institution, both at the school and the University levels. A hierarchical model presents benefits and challenges. The benefit is that it has the ability to be timely and responsive to a volatile economy, to changing government regulations, and to trends in student enrollments. Yet such a model can diminish the sense of shared governance so prized by faculty. Due to the heterogeneity of needs, variability in size, and the diversity of students served in the five schools, the UFC members also expressed concern that not all schools have equal voice in setting institutional priorities. Despite the challenges, however, the retreat participants concluded that a hierarchical model has the ability to be more inclusive and conducive to consensus building and cooperation.

Based on these impressions, the UFC made the following recommendations:

• That the UFC develop a definition of who qualifies as a faculty member, as well as the concomitant policies regarding faculty rights, privileges, and responsibilities. The committee has begun work on this proposal.
• That the provost and UFC establish an ad hoc committee to develop an institutional statement that articulates a vision for shared governance. That committee has been formed and is drafting language to be reviewed in the fall.
• That the UFC consider asking the deans to include faculty earlier in the process of setting budgetary priorities for academic programs. Since program reviews may have budgetary implications, and since faculty oversee these reviews, faculty will have opportunity to voice preferences and concerns about budget through the program review format.

E. Faculty Perceptions of Governance

The report that resulted from the UFC retreat, while helpful in setting the terms for a discussion of institutional governance, offers a glimpse into the views of only a select subset of faculty. In order to get a broader view, the OIE, in collaboration with the UFC, administered a survey to faculty across the University to measure their perceptions of institutional governance. The results of that survey are presented and discussed here, and we compare Pepperdine faculty perceptions to other U.S. and international faculty.

Early in the Spring 2012 semester, the OIE administered the survey to faculty and reported the findings in a document titled, "Faculty Perceptions on Shared Governance at Pepperdine University" (OIE Brief: Faculty Perceptions). The survey is based on one used in a national survey of 2,000 faculty and provosts from 763 institutions across the United States, and the data from the original survey provided national norms for benchmarking purposes (Tierney & Minor, 2003). The survey was administered to all faculty members, including tenured, tenure-track/pre-tenure, nontenure-track, and adjunct faculty members; 191 (27%) responded. Graziadio and Seaver faculty had the highest percentage of respondents, at 44% and 33%, respectively. More tenured (56%) than pre- or nontenure-track (44%) faculty responded; most respondents were male (64%), and the distribution by years of service mirrored the demographic of the faculty as a whole.

The OIE reported the following key findings (OIE Brief: Faculty Perceptions, pp. 1-2):

1. The faculty respondents reported being involved in school-level committees more frequently than in University-level committees.
2. Tenured faculty were twice as likely to be involved in governance committees than non-tenured faculty were.
3. Shared governance was perceived by most respondents as "very important" and "important" across schools and tenure status.
4. Faculty perceive themselves to have substantial level of influence on curriculum, followed by evaluation of the quality of academic programs, general standards of promotion and tenure, and standards for evaluating teaching. However, these percentages were lower when compared to national norms from 2003 national data.
5. Pepperdine faculty reported they feel they have little influence over decisions regarding budget and strategic initiatives. This perception is similar to those reported in similar surveys of faculty in universities nationally and internationally, although Pepperdine faculty reported lower levels of influence.
6. Faculty respondents reported that they believe the major obstacles to shared governance include a lack of transparency in administrative decision-making, a sense that administration does not value faculty's ability to contribute to governance, and a lack of trust between the faculty and administration.

7. Data from similar surveys nationally and internationally show:
    a. Faculty in U.S. higher education institutions have less primary influence on governance decisions than do faculty in other countries.
    b. Faculty members typically say there is little collegiality in decision-making processes and communication between administrators and faculty.
    c. Similar to faculty sentiment expressed at Pepperdine, the majority of faculty members across the U.S. and other countries said the administrative process in their institutions was cumbersome and a top-down management style was employed.
    d. Faculty perceive that they are more influential in shaping key academic policies at the departmental and school levels than they are at the institutional level.

It is encouraging to discover that Pepperdine shares similarities with institutions across the U.S. and the world. However, as at other institutions, Pepperdine faculty feel less influential in budgeting decisions and setting strategic priorities than they do in making program and school decisions (Cummings & Finkelstein, 2009). Relations between faculty and administration are reported as strained at many national and international institutions. Similar feelings emerge in the Pepperdine survey.

While faculty at Pepperdine report perceiving themselves to have substantial levels of influence on curriculum, they report only moderate levels of influence in the areas of evaluation of academic programs, teaching standards, and standards of promotion and tenure. They also report having low levels of influence in University-wide strategic matters and fiscal decision-making. Although the findings did follow national and international trends, Pepperdine scored lower on most areas of level of influence than the Tierney and Minor study performed in 2002 (OIE Brief: Faculty Perceptions, p. 6).

Although prior studies of faculty governance did not specifically address the causes of the tension between faculty and administration, OIE sought qualitative data to offer some context for Pepperdine faculty. Three themes emerged: a perceived lack of transparency, lack of trust, and a belief that faculty perspectives are not appreciated. Variations of these themes also emerged from the proceedings of the UFC retreat. The OIE report offers the following four recommendations, based on the American Association of University Professors principles for shared governance (OIE Brief: Faculty Perceptions, p. 7):

1. More clearly define areas of separate and shared governance to help manage expectations and promote trust between administrators and faculty. This can be accomplished through creation and/or revision of the charters for the schools and University-level committees.
2. Formalize the structure for separate and shared governance to facilitate effective communication; help define responsibilities and improve trust between administrators and faculty.
3. Create new mechanisms for communicating committees' agendas and decisions, including electronic messages that allow distribution of minutes and which may allow comments and suggestions from constituents.
4. Encourage additional formal and informal discussions through "town hall" meetings and similar venues for exchanging ideas.

F. Conclusion

Since the CPR visit the institution has taken a number of steps to improve faculty participation in institutional planning and governance and to improve the communication, transparency, and collaboration between the faculty and the administration. These measures include the following:

• The provost and the chair of the UFC formed a committee to develop a statement on shared governance.

• University committees have adopted charters that specify committee membership, voting rights, authority, and scope of duties. The goal has been to define the distinctive purpose of each University committee and to clarify the faculty role in particular cases. The authority of faculty on certain committees has been sharpened and increased. For example, only those holding faculty status can now be voting members of the University Academic Council (UAC); and the University Tenure Committee (UTC) is now chaired by a faculty member, rather than by the provost.

• To facilitate greater communication among faculty, staff, and administration, a number of practices have been initiated, reaffirmed, and/or more fully advertised to the community. The president holds a monthly gathering (the President's Briefing) to which all members of the University community are invited. It is video-streamed for those unable to attend in person. The president concludes the meeting with engaging attendees in a time of open discussion of any topics of interest to the community. The president writes periodic letters to the faculty and staff about important matters and invites comments and questions and conducts periodic town hall meetings with faculty and staff. In the spring of 2012, the president hosted a series of informal breakfast discussions with small groups of faculty.

• The provost now meets annually with the tenure-track faculty of Seaver College, in addition to continuing a longstanding practice of meeting with the tenure-track faculty of the GSEP and Graziadio in order to answer questions about tenure processes. In addition, the provost now invites the chair of the UFC to meet annually with the UPC to discuss relevant topics of interest or concern.

• Faculty and staff have a variety of other opportunities to voice their views: through their department/division chairs, deans, faculty committees, and faculty associations (e.g., the Seaver Faculty Association and the UFC). For those wanting anonymity, faculty and staff may rely on any of the following: (a) the HR (human resources) e-mail inbox; (b) the HR suggestion/concern boxes; (c) the anonymous University tip line; (d) the Counseling Center, Health Center, Equal Opportunity Office, and Title IX Coordinators; and (e) the Audit Committee. These options for anonymous communication are advertised on the University website.

• The selection process for faculty members serving on the UPC now includes a faculty role, with members of the Faculty Council approving a list of nominees.

• Transparency of the deliberations of University committees has been improved through the creation of a University website, where all full-time employees can access and review the agendas and minutes of the institution's major University committees including the UPC, UMC, UAC, and UDC. In some cases, these websites contain an interactive feature by which members of the community may provide comments or pose questions to the committees. Annual notices will go to faculty identifying faculty representatives serving on University committees and their contact information, beginning in the Fall 2012 semester. These notices will also include reminders of how to access the website to read the agendas and minutes of committees.

• Over the past year, the provost and dean of Seaver College participated in monthly discussions with Seaver College faculty representatives to find ways to improve and enhance tenure processes. Thirteen recommendations from that committee have been addressed and successfully resolved at Seaver (Seaver Ad Hoc Working Group Recommendations). Although the discussions were initiated at Seaver, some recommendations concerning tenure have University-wide relevance and have been adopted or are being considered for adoption by the UTC.

• Faculty members maintain primary oversight of program review, curriculum, and student learning. In a 2012 Pepperdine survey on faculty engagement, faculty members felt they had "substantial" influence on curriculum decisions (average rating 4.19 where 1 is minimal influence and 5 is substantial influence, N = 146). Faculty members thought they were least engaged in the setting of priorities for University budget (average rating 1.55). However, the University budget process has been revised, which will be discussed in Essay 3, and faculty will have more input through the setting of priorities via program reviews. Faculty service on committees concerned with student learning outcomes, high-impact practices, and other evidences of learning will, in the future, increase faculty responsibility and ownership of student learning.

• Ultimate decisions about major University policies come from the president and the Steering Committee, usually after review by the UPC. The Steering Committee and the president approve budget proposals once presented in UPC. Historically, the Steering Committee was composed of the president, the provost, and the University vice presidents. In Spring 2012, the president expanded the Steering Committee to include the vice provost for research and strategic initiatives and the deans of the five schools—all of whom are tenured faculty members—thus, increasing the academic voice in institutional deliberations.

The actions taken since our CPR visit move Pepperdine University closer toward becoming the collaborative, consensus-oriented institution we aspire to be. The engagement of the UFC on issues of governance, the willingness of the provost to work with the UFC on a vision for shared governance, the clarification of the faculty's role on University committees, and the initiation of a more robust system of communication that keeps faculty and staff better informed—all illustrate a shared commitment to narrowing the divide between faculty and administration.

ESSAY 3: EVIDENCE-BASED DECISION-MAKING

A. Introduction

The motivation to ensure that the institution's decisions are based on sound data and that the climate of the institution encourages diversity derives from the very character of the University as expressed in the mission statement, the Strategic Plan, the policy on academic freedom, the Affirmation Statement, and the Code of Ethics. The Affirmation Statement suggests why making decisions based on truth and accurate data is so important: "... truth, having nothing to fear from investigation, should be pursued relentlessly...." The Code of Ethics similarly conveys why it is important for us to be an open and genuinely hospitable community. The code states that members of the Pepperdine community "value people." We are committed to "principles of equality and fairness" and are "governed by an ethos of care and respect." In this essay we summarize the University's progress in increasing institutional diversity and integrating evidence prudently and effectively in decision-making.

The actions described in this final essay specifically address the WASC Commission's observation that "[i]n multiple areas such as assessment, strategic planning, financial management, and diversity, the University is likely to benefit from a sharper focus on specific goals, and critical analysis of data to inform strategies and support achievement of those goals" (WASC Commission Letter, p. 3). As in Essays 1 and 2, we first review recommendations made in our self-study, particularly those made in CPR Essays 5 and 6. Next, we examine the feedback and recommendations made by the CPR visiting team and the WASC Commission. We then discuss the steps we have taken to address those recommendations. Finally, we end with some reflections on the status of our overall effectiveness as an institution of higher learning.

"Truth, having nothing to fear from investigation, should be pursued relentlessly..." -Affirmation Statement

B. Pepperdine University: Overview of CPR Self-Study Recommendations and Actions

1. CPR Essay 5 Recommendation

• Revamp the role of program review in the budgeting process (CPR Essay 5, p. 26).

Action: As discussed in Essay 1, program reviews are now formally and integrally connected to planning and budgeting. Requests for new resources must explicitly relate to the Strategic Plan of the University or to the plans of the schools or other units of the University. The Office of Institutional Effectiveness (OIE) monitors progress toward the goals found in those plans and provides the relevant data to the key decision-making bodies, such as the UPC, the Steering Committee, and the president. As illustrated in Figure 1, the assessment system, the relationship of program review to the allocation of resources at the school level and the UPC, is now formally articulated. The deans and heads of units write Memorandums of Understanding (MOU) to indicate their acceptance of the five-year review recommendations and present those together with executive summaries of the five-year plans to the UPC in order to inform the senior leadership of trends and needs.

2. CPR Essay 6 Recommendations (Demographics and Climate)

• Programs within each school need to examine the challenges associated with increasing the number of students of color, and identify strategies and develop a plan of action for addressing these challenges (CPR Essay 6, pp. 34-35).

Action: A steady increase can be seen in the percentage of students of color entering the University overall and at each school. (See enrollment statistics from fall 2008 through fall 2011—Student Ethnic Group by School). Seaver has recorded the most notable increase; in 2008, 25% of the entering class were students of color; that figure rose to 36% in 2011. Three of the graduate/professional schools—Graziadio, GSEP, and SPP— fairly consistently report that about 30% of their enrollments are students of color.

The percentage of students of color enrolling each year at the School of Law has varied more widely, ranging from 14% to 21% from 2008 through 2011, but it should be noted that the percentage has increased each year. These percentages are comparable to those at other JD-granting programs, according to statistics collected by the ABA (2012).

The University's commitment to bringing diverse students to Seaver College occurs through several programs, including the Posse Foundation program which illustrates the University's considerable financial commitment to diversity, the commitment to mentoring at-risk students, and also the use of data to seek improvement in the program. After two years in the Posse program, we have drawn on the feedback from two Posse mentors, admission staff, Posse students, and our institution's liaison to identify weaknesses in the program. In view of the analysis we have proposed several changes which are now being discussed with the Foundation. In 2010, Seaver began a relationship with Ventura County Community College and Pierce College to increase transfer rates of students from diverse backgrounds. Furthermore in 2011, a relationship began with the Guardian Scholars Program for the purpose of enrolling students from the foster care system.

Specific initiatives to increase enrollment of students of color at the graduate/professional schools also are under way. The School of Law has retained a consultant who offered advice on recruiting and retaining students from underrepresented groups (UDC Report Appendix M); Graziadio established a diversity council that will include student representation (UDC Report Appendix L); GSEP is offering academic courses and opportunities that serve diverse communities, which in turn draw a diverse student body (UDC Report Appendix E); and SPP and GSEP are identifying and offering scholarships to attract and support diverse students (UDC Report Appendix J and UDC Report Appendix E, respectively). In addition, GSEP and Seaver both maintain active diversity councils (UDC Report Appendix E and UDC Report Appendix K, respectively).

• Give greater attention to hiring, mentoring, and retaining persons of color and women on the faculty (CPR Essay 6, p. 35).

Action: The University has made marginal progress on hiring faculty of color, an increase of 2% from 2008 to 2011(HR Report: Full-Time Instructional Faculty Race/Ethnicity by Gender). Women compose about 40% of the faculty, a percentage that has remained fairly stable. Considerable variability remains among the schools on the percentage of women and persons of color on faculty. GSEP is the only school in which a majority of faculty is female (about 60%); in addition about one-quarter of its faculty are persons of color. The faculty at the remaining schools range roughly from 20% to 40% women and less than 15% faculty of color. The one notable exception is the School of Law, which now stands at 18%, having increased its percentage of faculty of color 6% since 2008. Seaver has developed a mentor program for all new faculty which includes an intensive two-day orientation. New faculty are assigned senior mentors and engage in a year-long mentor program. Diversity is a key area that is addressed during the mentoring process.

• 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, give more attention to mentoring and advancement of female staff and staff of color (CPR Essay 6, p. 35).
Action: The percentages of women and persons of color in staff positions have remained relatively stable from 2008 through 2011 (54% and 32%, respectively; HR Report: Staff by Gender and Ethnicity). Examining the percentages for 2011 reveals that women in each school exceed the percentage of men, with the exception of University administration in which more men occupy positions than women (HR Report: Staff by Gender, Ethnicity, and School). In the same year, considerable variability existed across schools in regard to persons of color in staff positions, ranging from 17% at Seaver to more than 40% at Graziadio and GSEP (OIE website, Factbook).

C. Overview of the CPR Visiting Team and WASC Commission Recommendations

In the remainder of Essay 3, we address the recommendations of the CPR visiting team and the WASC Commission on the topics of the University strategic planning, evidence-based decision-making, and diversity. Specifically, the CPR visiting team made these recommendations.

Recommendation 3: The University should create the means by which it can measure the success of the implementation of the Strategic Plan and access University-wide understanding of it. Preparation for the EER depends on it.

Recommendation 4: The University should continue its good work in diversity, support it spiritually and financially, and recognize openly the importance of campus climate and the quality of the educational experience to all students. These are strong entry points to preparation of the EER.

The WASC Commission made the following comments regarding what the EER team would look for in their visit:

• *Further development of the role of the Office of Institutional Effectiveness (CFR 4.5);*
• *Evidence throughout the University of systematic data collection, sharing data, analysis, and use for decision-making (CFRs 4.3, 4.4, 4.6);and*
• *Progress on plans for increasing diversity among students, faculty, and staff, supported by data (CFRs 1.5, 3.2).*

D. Strategic Planning

In June of 2011, the University adopted a new Strategic Plan, *Pepperdine 2020: Boundless Horizons*, a document that freshly articulates the ways the institution intends to fulfill its purpose in the next eight years. This plan was the result of more than five years of reflection and planning by faculty, staff, and administrators. *Pepperdine 2020* is the product of external scans of market trends, assessments of institutional resources, and extensive deliberations by faculty, staff, and administrators. Drafts of the plan were shared with the entire campus community through town hall meetings on multiple campuses and through a wiki website open to every member of the University community. Whether in face-to-face meetings or through electronic media, faculty, staff, students, members of boards, alumni, and the governing board of the University participated in shaping the document. With direction by the UPC and in concert with OIE, five working groups were constituted to develop metrics for each of the five goals:

Pepperdine 2020: Boundless Horizons… **freshly articulates the ways the institution intends to fulfill its purpose in the next eight years.**

1. Advance student learning and superior scholarship;
2. Strengthen our commitment to the faith mission of the University;
3. Build meaningful community and enduring alumni loyalty;
4. Increase institutional diversity consistent with our mission;
5. Develop resources that support the aspiration to be a premier, global Christian university.

It is also important to note that the five schools, along with the libraries, Student Services, and other units, have written or are writing their own strategic plans (School Strategic Plans and Departmental Strategic Plans). These plans, which rely heavily on faculty participation, align with the University plan and contain metrics mirroring those used in the University plan. OIE provides metrics collected at the institutional level that may facilitate data collection for specific schools and departments.

To address the CPR visiting team's recommendation to "create the means by which it can measure the success of the implementation of a Strategic Plan and assess University-wide understanding of it" (VTR, p. 36), the remainder of the discussion focuses on the relationship of the institution's mission, vision, and core commitments to the goals of the Strategic Plan, the metrics for each institutional strategic goal, and the analysis of the evidence for each goal.

The institution has made substantial progress in assisting the five working groups assigned the task of assembling the metrics for the Strategic Plan. Each working group consists of faculty, administrators, staff and, in some instances, students. With the assistance of the OIE, each group developed metrics for the Strategic Plan's goals and subgoals. This summer the first set of data will be compiled and presented to the administration and regents (Goal 1 sample metric). The chairs of each working group will be asked to present annually on the progress being made on their metrics. After the first set of data reports have been established, the working groups will reconvene to reestablish internal benchmarks. The vice provost for research and strategic initiatives will oversee the implementation of the University Strategic Plan.

Academic performance is broadly conceived at Pepperdine University. Scholarship untethered to the goal of strengthening lives for purpose, service, and leadership is inadequate. Hence, Goals 1, 2, and 3 of the Strategic Plan speak directly to the University's core commitments to learning, faith, and community. For these goals, the metrics include statistical information that can be queried in the PeopleSoft data management system, UCLA HERI Freshman and College Senior Surveys, the HERI Faculty Survey, Noel-Levitz, data that exist in the Fact Book and Common Data Set, retention and graduation rates, alumni surveys, and campus climate surveys, as well as statistics kept by key departments such as Human Resources, Student Affairs, and Student Affairs (Goal 1, Goal 2, and Goal 3). Evidence concerning Goal 4 ("Increase Institutional Diversity Consistent with Our Mission") is discussed separately in the last section of this essay. Goal 5 advances all of the University's core commitments by supporting the institution's human, fiscal, and physical resources. Since the CPR visit, the University has initiated a major $450 million campaign and is on its way to achieving the goal (current amount raised: $290 million). The funding objectives of the campaign are specifically linked to the five goals of the Strategic Plan (Campaign Case Statement).

E. Strategic Plan and Evidence-Based Decision-Making

The University continues to make strides in the way it connects the Strategic Plan to decisions based upon evidence. Both at the school and University levels, decisions are rendered according to evidence derived from a variety of sources: surveys, evaluations, external scans, benchmark data, etc., largely provided by OIE. Much of the data are collected and analyzed at the department, division, school, and unit levels. Data summaries and recommended actions are reported in annual and five-year reviews.

1. University Planning Committee
The UPC, which coordinates University-level planning and resource allocation processes, has primary responsibility for ensuring that major institutional decisions are based upon relevant data and are consistent with the Strategic Plan. Its membership includes the president, the vice presidents, the provost, the vice provost, the deans of the five schools, the dean of libraries, three faculty representatives, and other executives who manage key areas such as athletics. The UPC facilitates three key University processes: (a) articulating and monitoring strategic initiatives at the University level; (b) reviewing the findings of academic and cocurricular program reviews; and (c) overseeing the annual budgeting process, including reviewing and recommending tuition and housing rates. To ensure consistency with University priorities, the UPC also reviews other major initiatives such as the schools' and units' strategic plans and proposals for new institutes or major new initiatives.

The processes followed by the UPC illustrate how decisions are achieved through the consideration of evidence. All proposals must be justified in light of the school, unit, and/or University strategic plans and mission; and justification for budget allocations must include data monitored by the OIE. The UPC also reviews initiatives from the nonacademic units—including student affairs; athletics; campus planning, construction, facilities; and disabilities services. In these cases, as with the academic programs, proposals must relate to mission and, specifically, the goals of the Strategic Plan.

In addition to significant changes in student housing based upon extensive data collection—discussed elsewhere in this report—an example of institutional change flowing from evidence comes from a comprehensive review of the University's many spiritual life initiatives. First, the student affairs office interviewed representatives from 22 institutions in order to benchmark Pepperdine's practices against the programs at similar institutions. The Student Life Committee of the Board of Regents conducted a focus group with undergraduate and graduate students. All departments with a spiritual life component conducted a self-study. A two-day Spiritual Life Forum was conducted, highlighted by presentations on current research and practices. Finally, through the assistance of the Council for Christian Colleges and Universities (CCCU), a team of experts conducted a review of Pepperdine's programs and presented a formal report to the dean and the senior administration. From this wealth of information, a number of changes have been made and will be made in the 2012-2013 academic year, including greater integration and coordination among the many cocurricular spiritual life programs, better services to meet student needs and concerns, less duplication of services, and increased accountability. Pending funding, other major changes affecting curriculum, cocurriculum, faculty and staff development, and research in spiritual formation may be proposed ("Promoting Spiritual Life at Pepperdine: A Report by the Student Life Committee of the Board of Regents" and "Heart, Soul, Strength, and Mind: A University-wide Partnership for Spiritual Formation").

2. Program Reviews and Data Collection
Program reviews provide the primary vehicle by which academic decisions are made. Academic program reviews, chaired and conducted by faculty, are completed on a five-year cycle. Recommendations are then reviewed by the dean who responds with a MOU. The dean may agree or disagree with a proposal's recommendation for an increase in resources. If the dean agrees, he or she first seeks to cover the proposed increase in costs through the school's existing resources, through reserves or reallocation. If the dean approves the increased funding but lacks the necessary resources, a request for funding is presented to the UPC for consideration in the annual budget process. The request must be accompanied by a rationale based upon the school and University strategic plans. The UPC may deny or recommend approval to the president and the Steering Committee.

In addition to the actions taken based upon program reviews, other significant institutional decisions are based upon the systematic collection of data. The recent (and, indeed, ongoing) "rightsizing" of two schools—GSEP and Graziadio—are cases in point. The University leadership together with the deans of these schools, recognizing major economic and environmental forces affecting enrollments, commissioned two extensive studies of the conditions affecting these schools (Noel-Levitz GSEP, Noel-Levitz Graziadio). Additionally, faculty and staff were involved in considering numerous proposals designed to ensure the long-term health of the schools. At Graziadio, for example, a task force of faculty and staff was formed to review a wide range of data (Graziadio Market Demand Study). The task force examined historical enrollment data for specific programs, enrollment data from peer institutions, a consultant's market research study, and feedback from corporate representatives. Ultimately, the task force recommended and the school adopted a realignment of expense budgets to match lowered enrollment and revenue targets. Also, the task force recommended new programs based on research indicating market need.

Similarly, the School of Law formed three groups in 2011 to examine data concerning law curricula at peer and aspirational schools: the clinical task force, the legal research and writing task force, and the curricular reform task force. The curricular reform task force found that current best practices include courses that "broadly embrace the practical, problem-based training provided by medical, business and engineering schools." Based on these data, the law faculty approved a significant reform of first-year classes and upper-division electives.

A variety of improvements have been made in the main library (Payson), including the establishment of the new Academic Center for Excellence. This highly creative innovation resulted from a survey of student opinion concerning library services, from recommendations made by a new student library advisory committee, and from insights gleaned from peer and aspirational institutions' libraries (Status of Libraries Report).

The OIE website and Assessment Sakai website, both widely embraced by the community, allow for sound data-rich decisions. The OIE has worked with many committees on campus to provide relevant data to aid analyses and decision-making. The data analyses have allowed decision-makers to "drill down," understand subpopulations, and perform sophisticated analyses of diverse population. The OIE also publishes occasional Research Briefs that provide contextualized interpretations of various survey results (OIE reports). The OIE also provides qualitative data collection through focus groups that serves various constituents within the University. To summarize, a broad range of data—both quantitative and qualitative—inform University decisions.

3. University Budget Process

The University's annual budget process begins in November with the review of data from program reviews and strategic planning metrics by the deans and directors of major units. Based on the data, deans and directors propose new programs and initiatives, or they may request various modifications to budgets. Each academic dean and the dean of libraries then meet individually with the provost, while nonacademic budget directors meet with another senior administrator to review budget requests. In February, the deans and vice presidents present their funding requests to the full UPC.

Subsequently, the deans and directors meet with a subcommittee of UPC, which includes the vice provost, provost, a representative from the Office of Financial Planning, and the president. These discussions result in near-final budget proposals that are then submitted to the president. In March the president provides his recommendations to the full UPC. After hearing recommendations from the UPC, the president submits the budget to the Board of Regents for final approval.

F. OIE and Educational Effectiveness Indicators

At the time of the CPR, the OIE was a relatively new presence on campus. The office was building upon a long history of institutional research (IR) that had supported standard reporting requirements for Integrated Postsecondary Educational Data System (IPEDS), Common Data Set (CDS), multiple accreditation agencies, and specific data requests. Under the old model, collection and reporting had generally been a transactional process, but with the advent of the assessment and accountability movements, equipping faculty and administrators with the evidence of student learning became the new mission of the OIE.

To make the transition from institutional research to institutional effectiveness truly complete, two key features had to be realized: capacity (i.e., sufficient resources to carry out the work of assessment) and presence (i.e., availability and awareness of how the OIE can support faculty and administrative discernment). Over the past three years, these objectives have largely been realized. Today the OIE is staffed by talented professionals, and their widespread engagement with and acceptance by the community are evident. They continue to work to achieve the mission "to be a semi-independent research group designed to advance the mission and values of Pepperdine University by facilitating evidence-based decisions and a culture of assessment" (OIE State of Assessment).

After the CPR visit, the team made positive comments about the new role of OIE, which has encouraged the OIE to continue to develop and make significant contributions. Specifically, the visiting team wrote: "The amount and types of data generated by the Office of Institutional Effectiveness need to be expanded rapidly" (VTR, p. 32). Almost a year after the CPR, OIE published an Annual Report for 2010-2011 and in 2012 produced the OIE State of Assessment. It is important to note that the role of the OIE is to catalyze assessment and applied research through supporting faculty, staff, and administrators by collecting and disseminating the kinds of data that will facilitate better decision-making (as opposed to making decisions and policies).

To make institutional and educational research both available and relevant to decision-makers, the OIE has developed a series of interactive reports that deliver current data on admission, retention, and graduation rates. These user-friendly graphs are on the OIE website and available to relevant constituencies. The data can be accessed directly through self-service. No user has to rely on a gatekeeper to provide access or generate individualized reports. The OIE has conducted a series of meetings with faculty in schools and departments, giving tutorials on how to use the interactive reports and teaching faculty how to analyze the results. The OIE also helps faculty and staff use survey data effectively for other purposes, including developing metrics for strategic plans

The OIE supports the program review process with data, offers consultation about the process, maintains the Program Review Guidebook, provides continuous training for faculty and staff, stores and aggregates assessment data, and assists faculty in the development of assessment tools and methodologies. Perhaps one of the most important roles for the OIE is the service it provides to the ASLC by responding to data requests, offering vision and direction for University assessment, and supporting programs like the mini-grant awards.

Acknowledging the considerable task presented to the University following the Institutional Proposal, the OIE has been diligent in helping the University develop and institutionalize a broad culture of evidence. Given the satisfactory level of funding, the seasoned leadership, and the OIE's prominent placement within the University organization, we believe the OIE will remain foundational to the University's culture of evidenced-based decision-making.

G. Diversity: Learning, Changing, Growing

In this final section, we summarize our several initiatives to create a diverse and welcoming community through improved hiring policies and practices; efforts to mentor staff and faculty; and improvements in the curriculum and cocurriculum. Our goal has been to follow the counsel of the CPR visiting team, "to continue its good work in diversity, support it spiritually and financially, and recognize openly the importance of campus climate and the quality of the educational experience to all students" (VTR Recommendation 4, p. 37). The WASC Commission letter also affirms the importance of demonstrating "progress on plans for increasing diversity among students, faculty, and staff, supported by data" (WASC Commission Letter, p. 3).

We have learned a great deal about where we are succeeding and where we can improve in these areas. A major goal of the University Strategic Plan (Goal 4) is to increase institutional diversity consistent with our mission—relying on metrics that define the demographic characteristics of students, faculty, and staff; the HERI College Senior Survey; and disaggregated analyses of data housed by OIE. These metrics are either in place or will be in the fall of 2012 (Goal 4).

1. Data Collection and Analysis

The OIE and Human Resources now collect, track, and report data disaggregated by race/ethnicity and gender. Furthermore, the UDC reviews and assesses diversity data gathered by OIE, HR, and the schools. In addition, the UDC proposes recommendations for mentoring and retaining women and faculty/staff members of color; develops mechanisms for the use of data collection methods that allow a thorough understanding of the campus climate; and makes recommendations to the UPC. The OIE provides disaggregated data on student characteristics to the UDC on a regular basis (UDC Progress Report and School Diversity Reports).

The OIE ensures that relevant metrics concerning gender, ethnicity, and race are a part of the University and the schools' strategic plans and are analyzed on an annual basis. Data come from internal institutional surveys and national surveys. The information is shared with various University constituents through the OIE website. With disaggregated data in hand, deans and other unit leaders are equipped to track progress in recruitment and retention of faculty and staff and to make changes in policy accordingly.

2. Hiring Policies and Practices

A number of initiatives to increase the hiring of women and persons of color for faculty positions have been instituted. For example, Seaver has revised its faculty hiring practices requiring that a pool of candidates includes at least one woman and one person from an underrepresented group, providing access to databases that list graduate students and recent doctorate recipients from underrepresented groups, and using opportunity hire lines provided by the administration to increase diversity among faculty (UDC Report Appendix I). Because of new funds made available for "opportunity hires," Seaver has hired 15 new faculty members since 2010, 33% of them from underrepresented groups.

GSEP and Seaver also have developed position descriptions that attract faculty from diverse backgrounds; GSEP has been particularly successful with this strategy, having hired nine faculty members of color since 2006 (UDC Report Appendix E). The provost's office produced a revised guidebook on faculty searches with a special section devoted to ways to attract diverse candidates (Guidebook to Faculty Searches). Each of the five schools has instituted various measures to identify diverse faculty candidates: (a) taking care to advertise in publications that serve minorities and women; (b) revising the language in job postings to be more specific and intentional about the institution's commitment to diversity (e.g., see GSEP's language on diversity for job postings, which is now being employed by other schools at Pepperdine);

(c) sponsoring discussions of best practices ("campus climate dialogues") with division chairs of Graziadio, led by members of GSEP (similar conversations with faculty at other schools are planned). Summaries of these and other initiatives to attract women and ethnically or racially diverse employees may be found in the UDC Progress Report.

3. Diversity through Curriculum and Cocurriculum
Many faculty members have made competency in identifying and understanding diversity as a student learning outcome. Course syllabi reflect this commitment (Appendix: UDC Progress Report). The cocurriculum of the University is also replete with programming designed to promote intercultural awareness and an appreciation for human diversity (see Intercultural Affairs website, Seaver Distinguished Lecture Series, the addition of Alpha Kappa Alpha in the Student Activities Program Review, and GSEP Diversity Council Speaker Series website).

Because recent evaluations have revealed concerns about the well-being of LGBT students, the dean of student affairs initiated two years of discussions with a working group of faculty, staff, and LGBT students called Building Bridges. The work of Building Bridges has led to campus-wide dialogues, evening forums, chapel/convocation programs, stronger harassment prevention policies, clarification of language in the student handbook, and new opportunities for support to LGBT students. These changes have been implemented or will be in the fall (Student Affairs Diversity Report: Building Bridges recommendations). With the support of OIE, the institution will continue to track the levels of support and inclusiveness felt by women, minority groups, and international students.

A number of cocurricular efforts have been instituted to increase cultural awareness. The establishment of the Diane and Guilford Glazer Institute for Jewish Studies in 2008 has greatly enriched campus diversity, not only by inspiring conversations about Judaism and Christianity, but also creating interest in Islam (Glazer Institute Annual Report). The Office of Intercultural Affairs offers programming, events, and initiatives while advising 17 different groups (including the Black Student Association, Asian Student Association, Judaic Cultural Awareness Club, and Latino Student Association) (Intercultural Affairs Office). The campus calendar is filled with cultural heritage programming addressing themes such as women in leadership, interreligious dialogue, peace mediation, politics and religion, and traditional cultural heritage celebrations. These initiatives are being assessed through surveys and focus groups. In addition, in Spring 2011, Seaver hosted the first annual multicultural graduation event called, "Loqui: A Celebration of Diversity and Inclusive Excellence." For two years it has been well attended and noted as one of the best events at Seaver by the participants.

4. Mentoring Support and Professional Development
The Human Resources Office has instituted programs to increase opportunities for staff members to develop leadership skills and rise within the University. To gain further insight into advancement opportunities for staff, the data for staff in executive/administrative/managerial positions were examined. The percentages of men and women in these positions have remained stable from 2007 through 2011, with more men in these positions than women (HR Report: Gender and Ethnicity for Executive/Administrative/ Managerial Staff). The percentage of people of color in this group remained at about 15% during this time period, with women of color outnumbering men of color.

Human Resources has initiated several programs to address the diversity needs of the institution (Staff Diversity Initiatives). These strategies include training HR staff on best practices for recruiting a more diverse applicant pool for staff positions, engaging in more targeted advertising for staff positions, facilitating more opportunities for employees to engage in discourse about their current work experience and professional aspirations within the University, and the initiation of the Helen M. Young Fellows leadership development program, an initiative designed specifically to mentor women with leadership potential.

H. Conclusion

Decision-making at Pepperdine involves a complex cycle that includes faculty input, program review, data evaluation, and University-wide communication and feedback. While efforts to improve will continue, we believe the measures instituted thus far will encourage greater openness, shared purpose, and authentic community.

Like most institutions of higher learning in recent years, Pepperdine faces multiple stresses; yet despite the challenges, it continues to move forward steadily to make good on its commitments: to increase the frequency and quality of communications between administration and faculty; to enlarge faculty roles on leading committees; to clarify governance policies and practices; to clarify budget processes and linking them to the Strategic Plan; to make the institution a more hospitable place for diverse people; and to reaffirm our commitment to treat one another with charity, respect, and good will.

INTEGRATIVE ESSAY: REFLECTIONS AND THE FUTURE

It has been most gratifying to have the opportunity to share our journey, the wisdom that we gained along the way, and our growth as an institution that genuinely values the assessment of student and institutional learning. To bring the elements of our essays to a close, we review our progress using the WASC educational effectiveness rubric that examines the integration of capacity and effectiveness in relation to student and institutional learning. The following is an overview of where we place ourselves in regard to the specific educational effectiveness framework criteria.

1. **Learning**

A. *Student learning outcomes*. SLOs are not only well established, but also published, communicated, and in use. At the University level and in all five schools and every department, including Student Services, SLOs have become an integral part of the culture at Pepperdine. In addition to being widely available on departmental websites, SLOs are used to justify changes to the curriculum at school and University levels. As a result, "highly developed" is the most descriptive category for this criterion.

B. *Expectations*. Although much progress has been made, some unevenness remains in terms of application. Most—but not all—programs communicate expectations about achievement levels related to learning outcomes. For example, the School of Law is still working to build achievement levels into its assessment system. Given that most of our programs have met these criteria, "developed" is an accurate description.

C. *Assessment*. "Developed" best characterizes the University progress at this stage as assessment plans exist for every program (academic and cocurricular) and assessment occurs on regular schedules using multiple methods. The program review rotation and the archives are available on the OIE website, which demonstrates the consistency of the scheduled assessment and the openness of the results. Some programs are still considered "emerging" but the majority range from "developed" to "highly developed."

D. *Level of achievement*. Given that some unevenness characterizes the communication of expectations, the level of achievement category has variability but is generally "developed." While Pepperdine has high entrance standards, a highly personable educational environment, and strong persistence and high graduation rates, these are not measures of achievement levels. In terms of alignment where expectations are communicated and achievement is assessed, we know nearly all students achieve at or above levels set by institution. Most faculty and other campus educators discuss assessment findings periodically.

2. **Teaching/Learning Environment**

A. *Educational experience aligned with outcomes*. "Developed" best characterizes our progress in this area because the educational experience is generally aligned with learning outcomes and expectations for student achievement. Alignment is becoming intentional, systematic, supported by tools (e.g. curriculum maps) and processes. Tools are being put in place to create a more robust alignment, including the development of the ePortfolio.

B. *Curricular and cocurricular processes*. These processes have recently emerged as "developed" and working towards "highly developed" as they are regularly informed by good learning practices. Faculty and staff regularly attend conferences and workshops to stay current and also to share their experience with improvements that emerge from scholarly reflection on outcomes and assessment findings. Both curricular and cocurricular processes fully participate and engage at this level.

C. *Professional development*. With this particular criterion, we are somewhat dichotomous. There are very clear examples of supporting faculty and staff to develop expertise in assessing student learning. Extensive funding has been made available for professional development in this area. The two years of the mini-grant for innovation in assessment also represent a reward structure that has led to conference presentations, papers, and innovations in curriculum. However, in terms of an explicit, positive role in the reward structure, we are not quite as clear. The mini-grant represents recognition and reward, but it is not necessarily embedded in performance evaluations used in determining faculty rank and tenure in all schools. As a result, we are "highly developed" with significant support for developing expertise and "emerging" in terms of the rewards structure.

3. **Organizational Learning**

A. *Indicators of educational effectiveness*. Given the progressively enhanced role of the OIE and its support for all schools and programs, multiple indicators of educational effectiveness are in place, with data collected regularly, disseminated, and collectively analyzed. Currently some comparative data and some indicators are used to inform planning, budgeting, other decision-making as shown in Essay 3. "Developed" is the best description of our status in this category.

B. *Formal program review*. The program review system is consistent across the entire University and represents an area where we have made some of the greatest progress in the last two years. The assessment system for program review is "highly developed" but the application by programs varies and is thus primarily "developed." The review system is systematic, consistent, employed at the program curricular level, and connected to budgeting and planning at the school and University levels (a detailed account of this process appears in Essay 1).

C. *Collection and analysis of performance data*. Similar to program review, collection and analysis of data are "highly developed." The systems for disaggregating and disseminating important information have been enhanced and refined by OIE and made available via the Internet. This has made possible consistent use by decision-making bodies for program improvement. However, the analysis and use of data by programs also has variability and is thus generally "developed."

D. *Culture of inquiry and evidence*. Tracking cultural change can be like observing the movement of a large ship; it is hard to tell when the vessel is actually turning, and the change comes slowly. Through the diligent efforts of an engaged faculty we have been able to produce the steady, sure, and positive movement presented throughout this report. In general, the faculty and administration of the University demonstrate a broad understanding of and sincere support for a culture of inquiry, though it will take time for it to become as deep as it is wide. "Developed" is the best descriptor for our status in this category.

E. *Communication and transparency.* Because data, findings, and analyses from assessment of student learning are available electronically to all of the community, "developed" best describes our communication and transparency. Garnering greater interest in a culture of assessment will be central to our becoming more "highly developed."

The overarching theme of our educational effectiveness narrative has been steady, significant progress. After our institutional proposal chapter, we engaged in a significant "mid-course correction;" and by the time of the CPR we had developed a deeper recognition of what needed to happen to engage and adopt the learning paradigm fully. Two years' time is not enough to complete every task, but the time allotted us has been sufficient to make great progress. Even in the months following the submission of this report, progress will occur and the visiting team will find positive examples of activities not documented here.

Although we are understandably proud of what we have accomplished through our collective efforts, we also understand that the journey does not end with this report. Our story continues. We are an institution committed to strengthening students "for lives of purpose, service, and leadership." We boldly affirm that the student "is the heart of the educational enterprise." Because the success of our students has always rested at the very heart of our mission, we remain fully dedicated to assessing student learning; collecting and applying data in innovative ways; changing to meet our students' needs; and working together to create a welcoming community that encourages intellectual, moral, and spiritual growth.

We are an institution committed to strengthening students "for lives of purpose, service, and leadership" [and] ...boldly affirm that the student "is the heart of the educational enterprise." ...The success of our students has always rested at the very heart of our mission.

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PEPPERDINE UNIVERSITY

APPENDIX of TABLES

Appendix A: WASC Recommendation and Pepperdine Response Directory

Appendix B: Retention and Graduation Portfolio

Appendix A: WASC Recommendation and Pepperdine Response Directory

THEME	Document Location	Standards/CFRs	WASC Recommendations	Pepperdine Response Location
STUDENT LEARNING	**Visiting Team Report pp. 34-35**		**Recommendation 1: For the benefit of students but also in the interests of timely preparation for the EER, the University should establish the Advancement of Student Learning Council as soon as possible, and charge the University Academic Council with acting on the results of learning outcomes assessment.**	EER Essay 1; (specifically addresses recommendation, p. 9); ASLC Charter; UAC revised Charter; State of Assessment Reports.
Articulation, Publication, and Assessment of Student Learning Outcomes	**Commission Letter p. 2; Visiting Team Report pp. 8, 12, 29**	1.2, 2.2, 2.3, 2.4, 2.6, 2.7, 2.10, 4.3, 4.4, 4.6, 4.7	Articulation and publication of student learning outcomes, performance indicators, and standards of achievement for each degree. Implement program-level assessment using direct methods and benchmarking. Compliance with Standard 2. Shift from teaching to learning and inputs to learning outcomes.	EER Essay 1 overall; EER Essay 3; Table 7.1; OIE website; ASLC Charter.
Program Review	**Commission Letter p. 3, Visiting Team Report pp. 8, 9, 10, 38.**	1.2, 2.7, 2.10, 2.11, 4.4	Evidence of successful implementation of the new program review process, consistent inclusion of external reviews, incorporation of student learning into it, and program improvements resulting from it. Outcomes need to be aligned with mission of the institution. Demonstrate faculty collective responsibility for and ownership of assessment process.	EER Essay 1 overall; See Program Review Guidebook; 2010-2011 & 2011-2012 Program Reviews; Program alignment maps; GE Assessment; Table 7.1.
Closing the Loop	**Commission Letter p. 2; Visiting Team Report pp. 10, 12.**	2.2, 2.3, 2.4, 2.6, 2.7, 2.10, 4.2, 4.3, 4.4, 4.6, 4.7	More systematic process for integrating program review findings into budgeting, planning, and closing the loop. Define levels of achievement and use assessment results to improve learning processes. Implementation of assessment procedures for high-impact practices (HIPs) and use of findings to inform academic budget decisions.	Essay 1 & 3 overall; Program Review & MOU process; School-specific assessment plans.
Student Involvement	**Visiting Team Report pp. 8, 11, 32**	2.5, 2.7, 4.4, 4.8	Student participation in assessment of their learning would be a strong complement to the other assessment initiatives underway. The student voice in the community should be valued and expanded; opportunities for student participation should be used as a means of leadership building.	EER Essay 1 overall; Student participation in ASLC, SALT, and focus groups on Washington DC program, Glazer Institute, and spirituality; early development of the ePortfolio; student inclusion in the program review process.
FACULTY ENGAGEMENT	**Visiting Team Report pp. 35-36**		**Recommendation 2: The University should create the structures for collaboration and consensus and for assessing collaboration and consensus in University governance. By doing so, EER preparation will be enhanced.**	EER Essays 1 & 2.
Governance	**Commission Letter pp. 2, 3; Visiting Team Report pp. 6, 11, 16**	1.7, 2.3, 2.4, 2.6, 2.7, 3.2, 3.4, 3.8, 3.11, 4.1, 4.2, 4.4, 4.7	Create structures that promote collaboration in university governance and support faculty engagement; engage faculty more fully in the full range of University-wide initiatives, to proceed with work on revised faculty charter, and to create a risk-free climate that encourages open communication.	EER Essay 2 overall; Survey on Faculty Perceptions on Governance; President's Briefing; UFC updates; UPC, ASLC, and UAC Charters; Essay 3; Faculty Orientation and Retreats, Professional Development.
Climate	**Visiting Team Report pp. 18, 19, 29, 30**	1.3, 1.4, 1.8, 3.3, 3.11	The team strongly encourages the University to explore methods of improving the overall culture to create a climate of open communication and active participation among members of the entire campus community. Clarity of Academic Freedom and Tenure Standards.	EER Essay 2 overall; Survey on Faculty Perceptions on Governance; President's Briefing; UFC & UDC; Academic Freedom site; Faculty Handbook.
STRATEGIC PLAN	**Visiting Team Report p. 36**		**Recommendation 3: The University should create the means by which it can measure the success of the implementation of a strategic plan and assess University-wide understanding of it. Preparation for the EER depends on it.**	EER Essay 3 overall; Revised Strategic Plan.
Alignment	**Visiting Team Report pp. 7, 20, 22-23, 31**	1.1, 3.4, 2.4, 4.1-4.3	Align schools with the university-wide plan. Develop standard reports that allow for school comparison. Align strategic plans with personnel, fiscal, and technology.	EER Essay 3 overall; Revised Strategic Plan; Deans submitted their plans for each school, see Appendix; UPC charter; new Program Review process.

University-wide Engagement	**Commission Letter p. 2, Visiting Team Report pp. 17-18, 20**	3.8, 3.11, 4.1, 4.2	Implement and measure the success of the strategic plan. Strategic planning at the institutional level appears to be mostly administration driven. Take note of CFR 4.1 which requires that multiple constituencies, including faculty, should be periodically involved in institutional reflection and planning processes to define strategic position, its priorities, core function and resources, as well as future direction. Develop and implement a strategy to more fully engage faculty in University-wide initiatives and strategic planning.	EER Essay 2 & 3 overall; presentations to the faculty of each school and approval by the Board of Regents; all university-wide committees, revised charters, wikis, and processes for faculty involvement.
Prioritization	**Visiting Team Report pp. 20-21, 31**	4.1, 4.2	Prioritize initiatives and focus on mission-critical strategic objectives.	EER Essay 3; Deans submitted Strategic Plan for each school.

DIVERSITY	**Visiting Team Report pp. 36-37**		**Recommendation 4: The University should continue its good work in diversity, support it spiritually and financially, and recognize openly the importance of campus climate and the quality of the educational experience to all students. These are strong entry points to preparation of the EER.**	EER Essay 3; particularly section "Diversity: Learning, Changing, Growing."
Prioritization	**Visiting Team Report p. 22, 24**	1.5, 3.2	Clearly state priority in strategic plan and create mechanisms to fund initiatives, including support for the UDC.	EER Essay 3; Revised Strategic Plan includes Diversity Measures and resources; POSSE Foundation; UDC.
Composition	**Commission Letter p. 3; Visiting Team Report pp. 13, 15, 24, 30**	1.2, 1.5, 1.8, 2.4, 2.6, 3.2, 3.4, 4.3, 4.4, 4.6, 4.7, 4.8	Progress on plans for increasing diversity among students, faculty, and staff, supported by data. Develop future leaders. Ensure equal participation rates in HIPs and develop a coherent system for evaluating, tracking, and disseminating the impact of HIPs.	EER Essay 3; Retention Portfolio; SSSR Report; Revised Strategic Plan includes Diversity Measures and resources; Essay 1; increased student diversity and more developed systems to track this; HIPs are going to be under the purview of school assessment systems.
Climate	**Commission Letter p. 2, Visiting Team Report pp. 24-27, 37**	1.5, 1.8	Continue to support diversity efforts, recognizing the importance of campus climate for the quality of all students' educational experiences. Provide an environment that all perceive as safe for open discourse, committed to the success of all students faculty, and staff, vigilant about promoting a positive campus climate, and consistent in addressing especially concerns expressed by women and others who are in the minority among those who hold leadership positions at the University.	EER Essay 3, particularly section "Diversity: Learning, Changing, Growing"; Building Bridges Committee; new LGBT student group began at the Law School in Spring 2012; a campus dialogue regarding LGBT perspectives and guest speaker series occurred at Seaver in Spring 2012; increased Intercultural Affairs programming (new IA Director); UDC; Climate Folder in Appendix.

ROLE OF OFFICE OF INSTITUTIONAL EFFECTIVENESS	**Commission Letter p. 3**	4.5	**Further develop the role of the Office of Institutional Effectiveness.**	EER Essay 1 & 3 overall; OIE website and reports.
Data	**Visiting Team Report pp. 32-33**	1.2, 2.10, 4.5	Expand amount and types of data generated by the Office of Institutional Effectiveness. Provide student success indicators disaggregated by demographic groups.	OIE State of Assessment Report and OIE website; EER Essay 1; Retention Portfolio; Retention Portfolio: Exhibit C-2; OLAP cubes; SSSR Report.
Reporting	**Visiting Team Report pp. 28-29, 31-32**	2.6, 2.7, 4.3-4.7	Standardize data and formats annually. Update “Quick Facts” to include the graduation rate and percent of students receiving financial aid. Seek balanced information and assessments appropriate to a learning organization model.	OIE has a set of annual reports on website (CDS, IPEDS, and program reviews); "Quick Facts" on OIE website

Appendix B: EER Retention and Graduation Portfolio

Exhibit A

***Undergraduate**, First-Year to Second-Year Retention Rates*
Entering Cohorts Fall 2006, 2007, 2008, 2009 and 2010

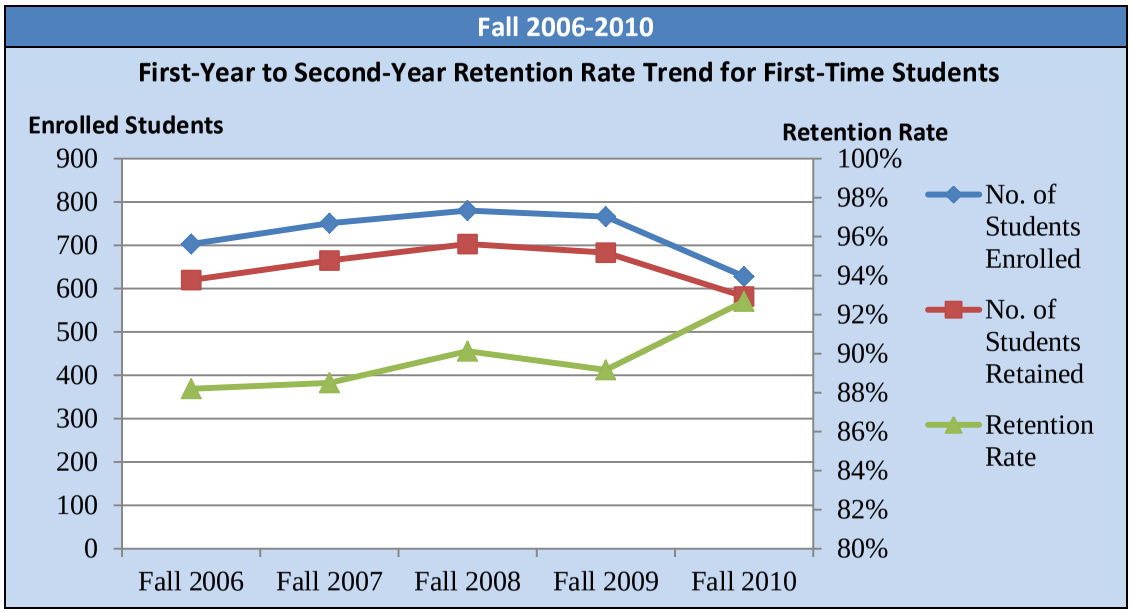

Exhibit B

***Undergraduate**, First-Year to Second-Year Retention Rates by Gender and Ethnicity*
Fall 2009 First-Time, First Year Cohort

IPEDS Ethnicity	Total		White, Non-Hispanic		African American		Hispanic		Asian		American Indian/Alaska Native		Hawaiian/ Pacific Islander		Non-Resident Alien		Unknown	
Cohort	**R%**	**(N)**	**R%**	**(N)**	**R%**	**(N)**	**R%**	**(N)**	**R%**	**(N)**	**R%**	**(N)**	**R%**	**(N)**	**R%**	**(N)**	**R%**	**(N)**
Fall 2009	89%	(766)	88%	(399)	88%	(49)	90%	(105)	92%	(96)	100%	(6)	82%	(11)	89%	(44)	89%	(56)
Female	90%	(442)	89%	(231)	93%	(28)	91%	(69)	92%	(52)	100%	(5)	86%	(7)	95%	(19)	87%	(31)
Male	88%	(324)	88%	(168)	81%	(21)	89%	(36)	91%	(44)	100%	(1)	75%	(4)	84%	(25)	92%	(25)

Note: R% = Retention Rate, (N) = Base Count

Exhibit C

Undergraduate *Retention Rate Over Three Years, GPA Comparison, Non-Retained vs. Retained*
Fall 2008 First-Time, First-Year Cohort

Retention Period	Head Count	Retention Rate	Retained		Non-Retained		Cum GPA Diff Non-Retained vs. Retained
			N	Cum GPA	N	Cum GPA	
First to Second Year	780	90%	703	3.15	77	2.55	-0.60
Second to Third Year	780	86%	672	3.23	108	2.67	-0.56
Third to Fourth Year	780	85%	661	3.25	119	2.71	-0.54

Exhibit C (continued)

Undergraduate *First-Year to Second-Year Retention, Ethnicity, Gender and GPA*
Fall 2008 First-Time, First-Year Cohort

Cohort Type	IPEDS Ethnicity	Head Count	Retention Rate	Retained		Non-Retained		Cum GPA Diff Non-Retained vs. Retained
				N	Cum GPA	N	Cum GPA	
Total	White, Non-Hispanic	501	91%	456	3.23	45	2.58	-0.65
	African American	52	87%	45	2.79	7	2.53	-0.26
	Hispanic	78	90%	70	3.01	8	2.34	-0.67
	Asian	45	96%	43	3.12	2	2.43	-0.69
	American Indian/Alaska Native	11	91%	10	2.73	1	3.84	1.11
	Hawaiian/Pacific Islander	13	100%	13	3.32	-	-	-
	Non-Resident Alien	46	76%	35	2.87	11	2.48	-0.40
	Unknown	34	91%	31	3.18	3	2.52	-0.66
	Total	780	90%	703	3.15	77	2.55	-0.60
Male	White, Non-Hispanic	227	90%	204	3.15	23	2.35	-0.80
	African American	22	86%	19	2.59	3	2.22	-0.37
	Hispanic	41	85%	35	2.79	6	1.98	-0.80
	Asian	18	89%	16	3.02	2	2.43	-0.59
	American Indian/Alaska Native	7	100%	7	2.81	-	-	-
	Hawaiian/Pacific Islander	5	100%	5	3.37	-	-	-
	Non-Resident Alien	22	68%	15	2.89	7	2.23	-0.66
	Unknown	14	86%	12	3.18	2	2.26	-0.92
	Total	356	88%	313	3.05	43	2.27	-0.78
Female	White, Non-Hispanic	274	92%	252	3.30	22	2.82	-0.48
	African American	30	87%	26	2.93	4	2.84	-0.09
	Hispanic	37	95%	35	3.24	2	3.41	0.18
	Asian	27	100%	27	3.17	-	-	-
	American Indian/Alaska Native	4	75%	3	2.53	1	3.84	1.30
	Hawaiian/Pacific Islander	8	100%	8	3.28	-	-	-
	Non-Resident Alien	24	95%	20	2.86	4	2.91	0.05
	Unknown	20	83%	19	3.18	1	3.05	-0.13
	Total	424	92%	390	3.23	34	2.91	-0.32

Exhibit C (continued)

Undergraduate *Second-Year to Third-Year Retention, Ethnicity, Gender and GPA*
Fall 2008 First-Time, First-Year Cohort

Cohort Type	IPEDS Ethnicity	Head Count	Retention Rate	Retained		Non-Retained		Cum GPA Diff Non-Retained vs. Retained
				N	Cum GPA	N	Cum GPA	
Total	White, Non-Hispanic	501	87%	437	3.31	64	2.69	-0.62
	African American	52	85%	44	2.89	8	2.44	-0.45
	Hispanic	78	87%	68	3.08	10	2.52	-0.56
	Asian	45	91%	41	3.17	4	2.93	-0.24
	American Indian/Alaska Native	11	91%	10	2.91	1	3.84	0.93
	Hawaiian/Pacific Islander	13	100%	13	3.34	-	-	-
	Non-Resident Alien	46	70%	32	2.93	14	2.51	-0.42
	Unknown	34	79%	27	3.25	7	2.85	-0.40
	Total	780	86%	672	3.23	108	2.67	-0.56
Male	White, Non-Hispanic	227	85%	194	3.25	33	2.51	-0.74
	African American	22	86%	19	2.69	3	2.22	-0.47
	Hispanic	41	83%	34	2.89	7	2.12	-0.76
	Asian	18	83%	15	3.13	3	2.76	-0.37
	American Indian/Alaska Native	7	100%	7	2.99	-	-	-
	Hawaiian/Pacific Islander	5	100%	5	3.37	-	-	-
	Non-Resident Alien	22	64%	14	2.90	8	2.37	-0.54
	Unknown	14	71%	10	3.21	4	2.82	-0.39
	Total	356	84%	298	3.14	58	2.46	-0.68
Female	White, Non-Hispanic	274	89%	243	3.37	31	2.88	-0.49
	African American	30	83%	25	3.04	5	2.61	-0.43
	Hispanic	37	92%	34	3.27	3	3.45	0.18
	Asian	27	96%	26	3.20	1	3.43	0.23
	American Indian/Alaska Native	4	75%	3	2.72	1	3.84	1.12
	Hawaiian/Pacific Islander	8	100%	8	3.32	-	-	-
	Non-Resident Alien	24	75%	18	2.95	6	2.70	-0.24
	Unknown	20	85%	17	3.27	3	2.89	-0.38
	Total	424	88%	374	3.29	50	2.90	-0.39

Exhibit C (continued)

Undergraduate *Third Year to Fourth Year Retention, Ethnicity, Gender and GPA*
Fall 2008 First-Time, First-Year Cohort

Cohort Type	IPEDS Ethnicity	Head Count	Retention Rate	Retained		Non-Retained		Cum GPA Diff Non-Retained vs Retained
				N	Cum GPA	N	Cum GPA	
Total	White, Non-Hispanic	501	87%	437	3.31	64	2.69	-0.62
	African American	52	85%	44	2.89	8	2.44	-0.45
	Hispanic	78	87%	68	3.08	10	2.52	-0.56
	Asian	45	91%	41	3.17	4	2.93	-0.24
	American Indian/Alaska Native	11	91%	10	2.91	1	3.84	0.93
	Hawaiian/Pacific Islander	13	100%	13	3.34	-	-	-
	Non-Resident Alien	46	70%	32	2.93	14	2.51	-0.42
	Unknown	34	79%	27	3.25	7	2.85	-0.40
	Total	780	86%	672	3.23	108	2.67	-0.56
Male	White, Non-Hispanic	227	85%	194	3.25	33	2.51	-0.74
	African American	22	86%	19	2.69	3	2.22	-0.47
	Hispanic	41	83%	34	2.89	7	2.12	-0.76
	Asian	18	83%	15	3.13	3	2.76	-0.37
	American Indian/Alaska Native	7	100%	7	2.99	-	-	-
	Hawaiian/Pacific Islander	5	100%	5	3.37	-	-	-
	Non-Resident Alien	22	64%	14	2.90	8	2.37	-0.54
	Unknown	14	71%	10	3.21	4	2.82	-0.39
	Total	356	84%	298	3.14	58	2.46	-0.68
Female	White, Non-Hispanic	274	89%	243	3.37	31	2.88	-0.49
	African American	30	83%	25	3.04	5	2.61	-0.43
	Hispanic	37	92%	34	3.27	3	3.45	0.18
	Asian	27	96%	26	3.20	1	3.43	0.23
	American Indian/Alaska Native	4	75%	3	2.72	1	3.84	1.12
	Hawaiian/Pacific Islander	8	100%	8	3.32	-	-	-
	Non-Resident Alien	24	75%	18	2.95	6	2.70	-0.24
	Unknown	20	85%	17	3.27	3	2.89	-0.38
	Total	424	88%	374	3.29	50	2.90	-0.39

Exhibit D-1

***Undergraduate**, Six-Year Graduation Rates by Gender and Ethnicity*
First-Time, First-Year Cohorts Fall 2002, 2003, 2004, and 2005

IPEDS Ethnicity	Total		White Non-Hispanic		African American		Hispanic		Asian		American Indian/Alaska Native		Hawaiian/ Pacific Islander		Non-Resident Alien		Two or more race		Unknown	
Cohorts	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**
Fall 2002	81%	(800)	81%	(486)	83%	(53)	84%	(93)	83%	(84)	76%	(17)	93%	(15)	68%	(22)	75%	(4)	81%	(26)
Female	84%	(474)	84%	(266)	78%	(41)	90%	(59)	84%	(58)	70%	(10)	91%	(11)	77%	(13)	100%	(1)	87%	(15)
Male	77%	(325)	76%	(220)	100%	(12)	74%	(34)	81%	(26)	86%	(7)	100%	(4)	56%	(9)	67%	(3)	80%	(10)
Unknown	0%	(1)																	0%	(1)
Fall 2003	81%	(616)	81%	(354)	83%	(59)	82%	(55)	88%	(57)	60%	(20)	92%	(13)	75%	(28)	100%	(7)	83%	(23)
Female	82%	(377)	83%	(217)	78%	(41)	79%	(29)	85%	(34)	63%	(16)	88%	(8)	82%	(17)	100%	(3)	92%	(12)
Male	81%	(239)	78%	(137)	94%	(18)	85%	(26)	91%	(23)	50%	(4)	100%	(5)	64%	(11)	100%	(4)	73%	(11)
Fall 2004	80%	(723)	79%	(418)	82%	(60)	83%	(65)	83%	(77)	78%	(9)	93%	(15)	70%	(44)	100%	(3)	81%	(32)
Female	84%	(435)	84%	(244)	78%	(36)	92%	(39)	80%	(54)	83%	(6)	100%	(8)	86%	(29)	100%	(3)	88%	(16)
Male	74%	(288)	72%	(174)	88%	(24)	69%	(26)	91%	(23)	67%	(3)	86%	(7)	40%	(15)			75%	(16)
Fall 2005	81%	(758)	82%	(482)	88%	(52)	77%	(66)	83%	(54)	92%	(12)	65%	(17)	67%	(33)	100%	(3)	85%	(39)
Female	86%	(459)	86%	(287)	90%	(40)	85%	(39)	85%	(34)	86%	(7)	60%	(10)	81%	(16)	100%	(1)	92%	(25)
Male	74%	(299)	75%	(195)	83%	(12)	67%	(27)	80%	(20)	100%	(5)	71%	(7)	53%	(17)	100%	(2)	71%	(14)
Total	81%	(2,897)	81%	(1,740)	84%	(224)	82%	(279)	84%	(272)	74%	(58)	85%	(60)	70%	(127)	94%	(17)	83%	(120)
Female	84%	(1,745)	85%	(1,014)	81%	(158)	87%	(166)	83%	(180)	72%	(39)	84%	(37)	83%	(75)	100%	(8)	90%	(68)
Male	76%	(1,151)	75%	(726)	91%	(66)	73%	(113)	86%	(92)	79%	(19)	87%	(23)	52%	(52)	89%	(9)	75%	(51)
Unknown	0%	(1)																	0%	(1)

Note: G% = Graduation Rate, (N) = Base Count

Highlighted are graduation rates below 70%

Exhibit D-2

***Undergraduate**, Six-Year Graduation Rates by Gender and Ethnicity*
First-Time, First-Year Cohorts Fall 2002, 2003, 2004, and 2005
International Programs Participants

IPEDS Ethnicity	Total Enrolled		White Non-Hispanic		African American		Hispanic		Asian		American Indian/Alaska Native		Hawaiian/ Pacific Islander		Non-Resident Alien		Two or more race		Unknown	
Cohorts	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**
Fall 2002	98%	(340)	98%	(223)	95%	(21)	98%	(44)	100%	(27)	100%	(7)	100%	(10)	100%	(1)	100%	(2)	100%	(5)
Female	98%	(226)	97%	(141)	94%	(17)	100%	(30)	100%	(20)	100%	(4)	100%	(9)			100%	(2)	100%	(3)
Male	98%	(114)	99%	(82)	100%	(4)	93%	(14)	100%	(7)	100%	(3)	100%	(1)	100%	(1)			100%	(2)
Fall 2003	98%	(281)	98%	(177)	96%	(24)	96%	(25)	96%	(24)	100%	(4)	100%	(7)	100%	(6)	100%	(4)	90%	(10)
Female	97%	(179)	98%	(115)	94%	(18)	91%	(11)	94%	(17)	100%	(4)	100%	(4)	100%	(4)	100%	(2)	75%	(4)
Male	99%	(102)	98%	(62)	100%	(6)	100%	(14)	100%	(7)			100%	(3)	100%	(2)	100%	(2)	100%	(6)
Fall 2004	94%	(327)	95%	(210)	95%	(20)	97%	(32)	96%	(27)	100%	(4)	100%	(7)	88%	(8)	100%	(1)	78%	(18)
Female	94%	(226)	94%	(143)	92%	(13)	100%	(24)	95%	(21)	100%	(3)	100%	(3)	88%	(8)	100%	(1)	90%	(10)
Male	94%	(101)	97%	(67)	100%	(7)	88%	(8)	100%	(6)	100%	(1)	100%	(4)					63%	(8)
Fall 2005	95%	(357)	96%	(257)	100%	(18)	93%	(27)	94%	(18)	86%	(7)	89%	(9)	100%	(4)	100%	(2)	93%	(15)
Female	95%	(238)	95%	(168)	100%	(15)	94%	(16)	93%	(15)	80%	(5)	100%	(4)	100%	(2)	100%	(2)	91%	(11)
Male	96%	(119)	97%	(89)	100%	(3)	91%	(11)	100%	(3)	100%	(2)	80%	(5)	100%	(2)			100%	(4)
Total	96%	(1,305)	97%	(867)	96%	(83)	96%	(128)	97%	(96)	95%	(22)	97%	(33)	95%	(19)	100%	(9)	88%	(48)
Female	96%	(869)	96%	(567)	95%	(63)	98%	(81)	96%	(73)	94%	(16)	100%	(20)	93%	(14)	100%	(7)	89%	(28)
Male	97%	(436)	98%	(300)	100%	(20)	94%	(47)	100%	(23)	100%	(6)	92%	(13)	100%	(5)	100%	(2)	85%	(20)

Note: G% = Graduation Rate, (N) = Base Count

Exhibit E

***Undergraduate**, First-Year Retention Six-Year Graduation Rate Comparison*
Fall 2009 and Fall 2004 Freshman Cohorts

National Center for Education Statistics Data Feed Back Report 2010	Seaver College	Comparison Group Mean
Comparison Group		**(N=8)**
Full-time first-year retention rate (Fall 2009 to Fall 2010)	89	92
6-Year Graduation Rate: 2004 Cohort		
Graduation rate **(N=8)**	80	84
American Indian or Alaska Native **(N=7)**	78	59
Asian/Native Hawaiian/Pacific Islander **(N=8)**	85	84
Black or African American **(N=8)**	81	80
Hispanic/Latino **(N=8)**	82	82
White **(N=8)**	79	85
Two or more races **(N=1)**	N/A	*
Race/ethnicity unknown **(N=6)**	100	69
Nonresident alien **(N=8)**	67	82

* Not enough values in comparison group to calculate median or mean.

Comparison Group: (A=Aspirational, P=Peer)
Baylor University (A), Calvin College (P), Carleton College (A), Occidental College (P), Pomona College (P), University of Notre Dame (A), University of San Diego (P), and Wake Forest University (A).

Exhibit E (continued)

***Undergraduate**, First-Year Retention Six-Year Graduation Rate Comparison*
Fall 2009 and Fall 2004 First-Year Cohorts
Detailed Data

National Center for Education Statistics Data Feed Back Report 2010	Seaver College	Baylor University (A)	Carleton College (A)	University of Notre Dame (A)	Wake Forest University (A)	Calvin College (P)	Occidental College (P)	Pomona College (P)	University of San Diego (P)
Full-time first-year retention rate (Fall 2009 to Fall 2010)	89	82	98	98	94	87	94	97	88
6-Year Graduation Rate - 2004 Cohort:									
Graduation rate **(N=8)**	80	71	93	96	89	77	85	94	73
American Indian or Alaska Native **(N=7)**	78	63	100	100	20	0	50		60
Asian/Native Hawaiian/Pacific Islander **(N=8)**	85	69	98	92	89	68	84	94	76
Black or African American **(N=8)**	81	57	89	85	87	81	88	95	53
Hispanic/Latino **(N=8)**	82	66	82	95	91	79	88	90	66
White **(N=8)**	79	75	94	97	89	77	86	95	74
Two or more races **(N=1)**	N/A							95	
Race/ethnicity unknown **(N=6)**	100	49			0	95	70	96	74
Nonresident alien **(N=8)**	67	70	96	97	80	68	83	100	75

Note: A=Aspirational, P=Peer

Exhibit F

Master's Programs *Average Graduation Rates*
Entering Cohorts Fall 2005, 2006, 2007, 2008, and 2009

Entering Students		1-Year	2-Year	3-Year	4-Year	5-Year	6-Year
Fall 2005	899	21.1 %	66.4 %	82.1 %	86.9 %	87.7 %	88.3 %
Fall 2006	860	17.8 %	64.8 %	83.7 %	88.1 %	89.2 %	
Fall 2007	831	15.3 %	61.9 %	80.5 %	84.5 %		
Fall 2008	887	17.1 %	69.2 %	83.8 %			
Fall 2009	887	15.0 %	69.2 %				
Average Graduation Rate		17.3 %	66.3 %	82.5 %	86.5 %	88.5 %	88.3 %

Exhibit G

***Master's Program**, Average Three-Year Graduation Rates by Gender and Ethnicity*
Entering Cohorts Fall 2005, 2006, 2007, and 2008

IPEDS Ethnicity	Total		White Non-Hispanic		African American		Hispanic		Asian		American Indian/Alaska Native		Hawaiian/ Pacific Islander		Non-Resident Alien		Two or more race		Unknown	
Cohorts	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**
Fall 2005	82%	(899)	81%	(371)	81%	(43)	82%	(84)	88%	(111)	75%	(4)			85%	(65)	100%	(1)	80%	(220)
Female	84%	(560)	84%	(224)	82%	(28)	80%	(60)	93%	(80)	50%	(2)			78%	(27)	100%	(1)	84%	(138)
Male	78%	(339)	77%	(147)	80%	(15)	88%	(24)	77%	(31)	100%	(2)			89%	(38)			73%	(82)
Fall 2006	84%	(860)	84%	(319)	71%	(51)	88%	(88)	85%	(98)	33%	(3)	100%	(1)	91%	(65)			83%	(235)
Female	85%	(550)	86%	(194)	68%	(41)	91%	(58)	84%	(58)	33%	(3)	100%	(1)	85%	(41)			86%	(154)
Male	82%	(310)	82%	(125)	80%	(10)	80%	(30)	85%	(40)					100%	(24)			75%	(81)
Fall 2007	81%	(831)	83%	(306)	78%	(45)	82%	(72)	76%	(100)	70%	(10)	33%	(3)	82%	(72)	67%	(3)	80%	(220)
Female	81%	(502)	84%	(178)	80%	(35)	85%	(48)	75%	(60)	86%	(7)	50%	(2)	84%	(25)	67%	(3)	81%	(144)
Male	79%	(328)	83%	(127)	70%	(10)	75%	(24)	78%	(40)	33%	(3)	0%	(1)	81%	(47)			78%	(76)
Unknown	0%	(1)	0%	(1)																
Fall 2008	84%	(887)	85%	(342)	69%	(59)	83%	(76)	83%	(105)	80%	(5)			93%	(73)	100%	(2)	84%	(225)
Female	84%	(503)	84%	(177)	66%	(38)	81%	(48)	85%	(67)	75%	(4)			92%	(39)	100%	(2)	88%	(128)
Male	83%	(379)	85%	(162)	76%	(21)	86%	(28)	79%	(38)	100%	(1)			94%	(34)			80%	(95)
Unknown	80%	(5)	100%	(3)															50%	(2)
Total	83%	(3,477)	83%	(1,338)	74%	(198)	84%	(320)	83%	(414)	68%	(22)	50%	(4)	88%	(275)	83%	(6)	82%	(900)
Female	84%	(2,115)	84%	(773)	73%	(142)	85%	(214)	85%	(265)	69%	(16)	67%	(3)	86%	(132)	83%	(6)	85%	(564)
Male	81%	(1,356)	82%	(561)	77%	(56)	82%	(106)	80%	(149)	67%	(6)	0%	(1)	90%	(143)			77%	(334)
Unknown	67%	(6)	75%	(4)															50%	(2)

Note: G% = Graduation Rate, (N) = Base Count

Highlighted are graduation rates below NCES averages (70%)

Exhibit H

***Master's Program**, Average Three-Year Graduation Rates by Gender and Ethnicity by Broad Fields*
Entering Cohorts Fall 2005, 2006, 2007, and 2008

***Arts & Humanities**: (NCES Average 3-Year Graduation Rate - 53%) Highlighted are graduation rates below NCES average*

IPEDS Ethnicity	Total		White Non-Hispanic		African American		Hispanic		Asian		American Indian/Alaska Native		Hawaiian/ Pacific Islander		Non-Resident Alien		Two or more race		Unknown	
Cohorts	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**
Fall 2005	58%	(19)	40%	(5)					100%	(1)					0%	(1)			67%	(12)
Female	70%	(10)	50%	(2)					100%	(1)									71%	(7)
Male	44%	(9)	33%	(3)											0%	(1)			60%	(5)
Fall 2006	72%	(18)	80%	(5)			50%	(2)											73%	(11)
Female	77%	(13)	80%	(5)			50%	(2)											83%	(6)
Male	60%	(5)																	60%	(5)
Fall 2007	58%	(12)	50%	(2)			50%	(2)											63%	(8)
Female	70%	(10)	50%	(2)			100%	(1)											71%	(7)
Male	0%	(2)					0%	(1)											0%	(1)
Fall 2008	63%	(27)	73%	(15)	100%	(1)			0%	(1)									50%	(10)
Female	75%	(12)	86%	(7)					0%	(1)									75%	(4)
Male	54%	(13)	57%	(7)	100%	(1)													40%	(5)
Unknown	50%	(2)	100%	(1)															0%	(1)
Total	63%	(76)	67%	(27)	100%	(1)	50%	(4)	50%	(2)					0%	(1)			63%	(41)
Female	73%	(45)	75%	(16)			67%	(3)	50%	(2)									75%	(24)
Male	48%	(29)	50%	(10)	100%	(1)	0%	(1)							0%	(1)			50%	(16)
Unknown	50%	(2)	100%	(1)															0%	(1)

Note: G% = Graduation Rate, (N) = Base Count

Exhibit H (continued)

***Master's Program**, Average Three-Year Graduation Rates by Gender and Ethnicity by Broad Fields*
Entering Cohorts Fall 2005, 2006, 2007, and 2008

***Business**: (NCES Average 3-Year Graduation Rate - 67%) Highlighted are graduation rates below NCES average*

IPEDS Ethnicity	Total		White Non-Hispanic		African American		Hispanic		Asian		American Indian/Alaska Native		Hawaiian/ Pacific Islander		Non-Resident Alien		Two or more race		Unknown	
Cohorts	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**
Fall 2005	83%	(356)	82%	(148)	90%	(10)	85%	(26)	85%	(47)	100%	(1)			83%	(48)			82%	(76)
Female	86%	(146)	87%	(52)	100%	(2)	76%	(17)	93%	(27)					69%	(16)			91%	(32)
Male	81%	(210)	80%	(96)	88%	(8)	100%	(9)	75%	(20)	100%	(1)			91%	(32)			75%	(44)
Fall 2006	82%	(373)	82%	(139)	68%	(19)	81%	(32)	83%	(66)	0%	(1)	100%	(1)	90%	(48)			81%	(67)
Female	79%	(160)	81%	(53)	45%	(11)	92%	(12)	82%	(28)	0%	(1)	100%	(1)	81%	(27)			81%	(27)
Male	84%	(213)	83%	(86)	100%	(8)	75%	(20)	84%	(38)					100%	(21)			80%	(40)
Fall 2007	80%	(398)	85%	(150)	67%	(6)	82%	(28)	77%	(60)	33%	(3)	0%	(2)	82%	(57)	50%	(2)	78%	(90)
Female	82%	(169)	85%	(55)	100%	(3)	85%	(13)	78%	(27)	0%	(1)	0%	(1)	82%	(17)	50%	(2)	82%	(50)
Male	79%	(229)	85%	(95)	33%	(3)	80%	(15)	76%	(33)	50%	(2)	0%	(1)	83%	(40)			73%	(40)
Fall 2008	85%	(428)	85%	(171)	83%	(23)	73%	(30)	82%	(65)	50%	(2)			91%	(57)			89%	(80)
Female	87%	(166)	85%	(55)	100%	(11)	67%	(15)	88%	(32)	0%	(1)			89%	(28)			100%	(24)
Male	84%	(262)	85%	(116)	67%	(12)	80%	(15)	76%	(33)	100%	(1)			93%	(29)			84%	(56)
Total	83%	(1,555)	84%	(608)	78%	(58)	80%	(116)	82%	(238)	43%	(7)	33%	(3)	87%	(210)	50%	(2)	82%	(313)
Female	83%	(641)	85%	(215)	78%	(27)	79%	(57)	85%	(114)	0%	(3)	50%	(2)	82%	(88)	50%	(2)	87%	(133)
Male	82%	(914)	83%	(393)	77%	(31)	81%	(59)	78%	(124)	75%	(4)	0%	(1)	90%	(122)			78%	(180)

Note: G% = Graduation Rate, (N) = Base Count

Exhibit H (continued)

***Master's Program**, Average Three-Year Graduation Rates by Gender and Ethnicity by Broad Fields*
Entering Cohorts Fall 2005, 2006, 2007, and 2008

***Education:** (NCES Average 3-Year Graduation Rate - 68%) Highlighted are graduation rates below NCES average*

IPEDS Ethnicity	Total		White Non-Hispanic		African American		Hispanic		Asian		American Indian/Alaska Native		Hawaiian/ Pacific Islander		Non-Resident Alien		Two or more race		Unknown	
Cohorts	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**
Fall 2005	94%	(203)	94%	(77)	92%	(12)	90%	(29)	97%	(37)	100%	(1)			100%	(3)			95%	(44)
Female	94%	(174)	93%	(68)	91%	(11)	86%	(22)	100%	(32)	100%	(1)			100%	(2)			95%	(38)
Male	97%	(29)	100%	(9)	100%	(1)	100%	(7)	80%	(5)					100%	(1)			100%	(6)
Fall 2006	95%	(149)	97%	(58)	82%	(11)	100%	(26)	100%	(13)	100%	(1)			100%	(4)			92%	(36)
Female	98%	(127)	100%	(50)	90%	(10)	100%	(19)	100%	(13)	100%	(1)			100%	(4)			97%	(30)
Male	77%	(22)	75%	(8)	0%	(1)	100%	(7)											67%	(6)
Fall 2007	94%	(135)	96%	(48)	84%	(19)	100%	(14)	94%	(16)	100%	(1)							95%	(37)
Female	93%	(107)	95%	(40)	87%	(15)	100%	(12)	91%	(11)	100%	(1)							93%	(28)
Male	96%	(28)	100%	(8)	75%	(4)	100%	(2)	100%	(5)									100%	(9)
Fall 2008	92%	(144)	94%	(48)	82%	(11)	80%	(15)	92%	(13)	100%	(1)							95%	(56)
Female	90%	(110)	95%	(37)	80%	(10)	73%	(11)	91%	(11)	100%	(1)							93%	(40)
Male	97%	(32)	90%	(10)	100%	(1)	100%	(4)	100%	(2)									100%	(15)
Unknown	100%	(2)	100%	(1)															100%	(1)
Total	94%	(631)	95%	(231)	85%	(53)	93%	(84)	96%	(79)	100%	(4)			100%	(7)			94%	(173)
Female	94%	(518)	95%	(195)	87%	(46)	91%	(64)	97%	(67)	100%	(4)			100%	(6)			94%	(136)
Male	93%	(111)	91%	(35)	71%	(7)	100%	(20)	92%	(12)					100%	(1)			94%	(36)
Unknown	100%	(2)	100%	(1)															100%	(1)

Note: G% = Graduation Rate, (N) = Base Count

Exhibit H (continued)

***Master's Program**, Average Three-Year Graduation Rates by Gender and Ethnicity by Broad Fields*
Entering Cohorts Fall 2005, 2006, 2007, and 2008

***Social and Behavioral Sciences** (NCES Average 3-Year Graduation Rate - 86%) Highlighted are graduation rates below NCES averages*

IPEDS Ethnicity	Total		White Non-Hispanic		African American		Hispanic		Asian		American Indian/Alaska Native		Hawaiian/ Pacific Islander		Non-Resident Alien		Two or more race		Unknown	
Cohorts	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**
Fall 2005	77%	(237)	78%	(106)	76%	(17)	73%	(26)	76%	(17)	0%	(1)			86%	(7)	100%	(1)	77%	(62)
Female	78%	(188)	79%	(89)	77%	(13)	78%	(18)	77%	(13)	0%	(1)			80%	(5)	100%	(1)	77%	(48)
Male	76%	(49)	76%	(17)	75%	(4)	63%	(8)	75%	(4)					100%	(2)			79%	(14)
Fall 2006	80%	(229)	80%	(95)	81%	(16)	88%	(26)	78%	(18)					67%	(3)			77%	(71)
Female	82%	(197)	82%	(73)	81%	(16)	88%	(25)	75%	(16)					67%	(3)			81%	(64)
Male	69%	(32)	73%	(22)			100%	(1)	100%	(2)									43%	(7)
Fall 2007	75%	(227)	78%	(90)	75%	(20)	73%	(26)	63%	(24)	100%	(4)	100%	(1)	63%	(8)	100%	(1)	75%	(53)
Female	76%	(192)	77%	(75)	71%	(17)	76%	(21)	64%	(22)	100%	(4)	100%	(1)	80%	(5)	100%	(1)	76%	(46)
Male	71%	(35)	80%	(15)	100%	(3)	60%	(5)	50%	(2)					33%	(3)			71%	(7)
Fall 2008	81%	(214)	80%	(83)	47%	(19)	92%	(26)	84%	(19)					100%	(10)	100%	(1)	84%	(56)
Female	80%	(175)	77%	(69)	36%	(14)	95%	(20)	82%	(17)					100%	(7)	100%	(1)	87%	(47)
Male	84%	(38)	92%	(13)	80%	(5)	83%	(6)	100%	(2)					100%	(3)			67%	(9)
Unknown	100%	(1)	100%	(1)																
Total	78%	(907)	79%	(374)	69%	(72)	82%	(104)	74%	(78)	80%	(5)	100%	(1)	82%	(28)	100%	(3)	79%	(242)
Female	79%	(752)	79%	(306)	67%	(60)	85%	(84)	74%	(68)	80%	(5)	100%	(1)	85%	(20)	100%	(3)	80%	(205)
Male	75%	(154)	79%	(67)	83%	(12)	70%	(20)	80%	(10)					75%	(8)			68%	(37)
Unknown	100%	(1)	100%	(1)																

Note: G% = Graduation Rate, (N) = Base Count

Exhibit H (continued)

***Master's Program**, Average Three-Year Graduation Rates by Gender and Ethnicity by Broad Fields*
Entering Cohorts Fall 2005, 2006, 2007, and 2008

***Other:** (NCES Average 3-Year Graduation Rate - 70%) Highlighted are graduation rates below NCES averages*

IPEDS Ethnicity	Total		White Non-Hispanic		African American		Hispanic		Asian		American Indian/Alaska Native		Hawaiian/ Pacific Islander		Non-Resident Alien		Two or more race		Unknown	
Cohorts	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**
Fall 2005	68%	(84)	63%	(35)	50%	(4)	67%	(3)	89%	(9)	100%	(1)			100%	(6)			62%	(26)
Female	74%	(42)	69%	(13)	50%	(2)	67%	(3)	86%	(7)					100%	(4)			69%	(13)
Male	62%	(42)	59%	(22)	50%	(2)			100%	(2)	100%	(1)			100%	(2)			54%	(13)
Fall 2006	84%	(91)	86%	(22)	20%	(5)	50%	(2)	100%	(1)	0%	(1)			100%	(10)			88%	(50)
Female	83%	(53)	77%	(13)	25%	(4)			100%	(1)	0%	(1)			100%	(7)			93%	(27)
Male	84%	(38)	100%	(9)	0%	(1)	50%	(2)							100%	(3)			83%	(23)
Fall 2007	76%	(59)	63%	(16)			100%	(2)			50%	(2)			100%	(7)			78%	(32)
Female	79%	(24)	83%	(6)			100%	(1)			100%	(1)			100%	(3)			69%	(13)
Male	76%	(34)	56%	(9)			100%	(1)			0%	(1)			100%	(4)			84%	(19)
Unknown	0%	(1)	0%	(1)																
Fall 2008	77%	(74)	84%	(25)	60%	(5)	100%	(5)	86%	(7)	100%	(2)			100%	(6)	100%	(1)	57%	(23)
Female	75%	(40)	89%	(9)	33%	(3)	100%	(2)	83%	(6)	100%	(2)			100%	(4)	100%	(1)	54%	(13)
Male	79%	(34)	81%	(16)	100%	(2)	100%	(3)	100%	(1)					100%	(2)			60%	(10)
Total	76%	(308)	73%	(98)	43%	(14)	83%	(12)	88%	(17)	67%	(6)			100%	(29)	100%	(1)	75%	(131)
Female	78%	(159)	78%	(41)	33%	(9)	83%	(6)	86%	(14)	75%	(4)			100%	(18)	100%	(1)	76%	(66)
Male	75%	(148)	71%	(56)	60%	(5)	83%	(6)	100%	(3)	50%	(2)			100%	(11)			74%	(65)
Unknown	0%	(1)	0%	(1)																

Note: G% = Graduation Rate, (N) = Base Count

Exhibit I

JD Program *Average Three-Year, Four-Year, and Five-Year Graduation Rates by Gender and Ethnicity*
Entering Cohorts Fall 2003, 2004, 2005, and 2006

Three-Year Graduation Rate:

IPEDS Ethnicity	Total		White Non-Hispanic		African American		Hispanic		Asian		American Indian/Alaska Native		Non-Resident Alien		Two or more race		Unknown	
Cohorts	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**
Fall 2003	83%	(274)	84%	(161)	58%	(12)	50%	(10)	83%	(29)	0%	(1)	100%	(2)			90%	(59)
Female	79%	(151)	83%	(82)	38%	(8)	50%	(6)	84%	(19)	0%	(1)	100%	(1)			85%	(34)
Male	87%	(123)	86%	(79)	100%	(4)	50%	(4)	80%	(10)			100%	(1)			96%	(25)
Fall 2004	81%	(248)	79%	(138)	78%	(9)	75%	(12)	95%	(22)			0%	(1)			85%	(66)
Female	82%	(123)	78%	(72)	100%	(3)	75%	(8)	100%	(14)			0%	(1)			88%	(25)
Male	81%	(125)	80%	(66)	67%	(6)	75%	(4)	88%	(8)							83%	(41)
Fall 2005	81%	(245)	85%	(130)	47%	(17)	69%	(13)	89%	(19)	100%	(1)	80%	(5)			82%	(60)
Female	83%	(138)	91%	(69)	50%	(14)	57%	(7)	90%	(10)	100%	(1)					81%	(37)
Male	79%	(107)	79%	(61)	33%	(3)	83%	(6)	89%	(9)			80%	(5)			83%	(23)
Fall 2006	86%	(215)	91%	(138)	100%	(6)	82%	(11)	91%	(11)	100%	(1)	100%	(1)	100%	(1)	70%	(46)
Female	88%	(98)	92%	(62)	100%	(2)	80%	(5)	88%	(8)					100%	(1)	75%	(20)
Male	85%	(117)	89%	(76)	100%	(4)	83%	(6)	100%	(3)	100%	(1)	100%	(1)			65%	(26)
Total	83%	(982)	85%	(567)	64%	(44)	70%	(46)	89%	(81)	67%	(3)	78%	(9)	100%	(1)	82%	(231)
Female	83%	(510)	86%	(285)	56%	(27)	65%	(26)	90%	(51)	50%	(2)	50%	(2)	100%	(1)	83%	(116)
Male	83%	(472)	84%	(282)	76%	(17)	75%	(20)	87%	(30)	100%	(1)	86%	(7)			82%	(115)

Note: G% = Graduation Rate, (N) = Base Count

Exhibit I (continued)

JD Program *Average Three-Year, Four-Year, and Five-Year Graduation Rates by Gender and Ethnicity*
Entering Cohorts Fall 2003, 2004, 2005, and 2006

Four-Year Graduation Rate:

IPEDS Ethnicity	Total		White Non-Hispanic		African American		Hispanic		Asian		American Indian/Alaska Native		Non-Resident Alien		Two or more race		Unknown	
Cohorts	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**
Fall 2003	87%	(274)	89%	(161)	67%	(12)	50%	(10)	86%	(29)	0%	(1)	100%	(2)			93%	(59)
Female	84%	(151)	87%	(82)	50%	(8)	50%	(6)	89%	(19)	0%	(1)	100%	(1)			91%	(34)
Male	91%	(123)	92%	(79)	100%	(4)	50%	(4)	80%	(10)			100%	(1)			96%	(25)
Fall 2004	85%	(248)	84%	(138)	78%	(9)	92%	(12)	95%	(22)			0%	(1)			86%	(66)
Female	84%	(123)	79%	(72)	100%	(3)	88%	(8)	100%	(14)			0%	(1)			88%	(25)
Male	87%	(125)	89%	(66)	67%	(6)	100%	(4)	88%	(8)							85%	(41)
Fall 2005	85%	(245)	89%	(130)	53%	(17)	69%	(13)	89%	(19)	100%	(1)	80%	(5)			88%	(60)
Female	85%	(138)	93%	(69)	57%	(14)	57%	(7)	90%	(10)	100%	(1)					84%	(37)
Male	86%	(107)	85%	(61)	33%	(3)	83%	(6)	89%	(9)			80%	(5)			96%	(23)
Fall 2006	89%	(215)	93%	(138)	100%	(6)	82%	(11)	91%	(11)	100%	(1)	100%	(1)	100%	(1)	78%	(46)
Female	89%	(98)	92%	(62)	100%	(2)	80%	(5)	88%	(8)					100%	(1)	80%	(20)
Male	90%	(117)	93%	(76)	100%	(4)	83%	(6)	100%	(3)	100%	(1)	100%	(1)			77%	(26)
Total	87%	(982)	89%	(567)	68%	(44)	74%	(46)	90%	(81)	67%	(3)	78%	(9)	100%	(1)	87%	(231)
Female	85%	(510)	87%	(285)	63%	(27)	69%	(26)	92%	(51)	50%	(2)	50%	(2)	100%	(1)	86%	(116)
Male	89%	(472)	90%	(282)	76%	(17)	80%	(20)	87%	(30)	100%	(1)	86%	(7)			88%	(115)

Note: G% = Graduation Rate, (N) = Base Count

Exhibit I (continued)

JD Program *Average Three-Year, Four-Year, and Five-Year Graduation Rates by Gender and Ethnicity*
Entering Cohorts Fall 2003, 2004, 2005, and 2006

Five-Year Graduation Rate:

IPEDS Ethnicity	Total		White Non-Hispanic		African American		Hispanic		Asian		American Indian/Alaska Native		Non-Resident Alien		Two or more race		Unknown	
Cohorts	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**
Fall 2003	87%	(274)	89%	(161)	67%	(12)	50%	(10)	86%	(29)	0%	(1)	100%	(2)			93%	(59)
Female	84%	(151)	87%	(82)	50%	(8)	50%	(6)	89%	(19)	0%	(1)	100%	(1)			91%	(34)
Male	91%	(123)	92%	(79)	100%	(4)	50%	(4)	80%	(10)			100%	(1)			96%	(25)
Fall 2004	86%	(248)	85%	(138)	78%	(9)	92%	(12)	95%	(22)			0%	(1)			86%	(66)
Female	84%	(123)	79%	(72)	100%	(3)	88%	(8)	100%	(14)			0%	(1)			88%	(25)
Male	88%	(125)	91%	(66)	67%	(6)	100%	(4)	88%	(8)							85%	(41)
Fall 2005	86%	(245)	90%	(130)	53%	(17)	69%	(13)	89%	(19)	100%	(1)	80%	(5)			88%	(60)
Female	85%	(138)	93%	(69)	57%	(14)	57%	(7)	90%	(10)	100%	(1)					84%	(37)
Male	87%	(107)	87%	(61)	33%	(3)	83%	(6)	89%	(9)			80%	(5)			96%	(23)
Fall 2006	90%	(215)	93%	(138)	100%	(6)	82%	(11)	91%	(11)	100%	(1)	100%	(1)	100%	(1)	80%	(46)
Female	90%	(98)	92%	(62)	100%	(2)	80%	(5)	88%	(8)					100%	(1)	85%	(20)
Male	91%	(117)	95%	(76)	100%	(4)	83%	(6)	100%	(3)	100%	(1)	100%	(1)			77%	(26)
Total	87%	(982)	89%	(567)	68%	(44)	74%	(46)	90%	(81)	67%	(3)	78%	(9)	100%	(1)	87%	(231)
Female	85%	(510)	87%	(285)	63%	(27)	69%	(26)	92%	(51)	50%	(2)	50%	(2)	100%	(1)	87%	(116)
Male	89%	(472)	91%	(282)	76%	(17)	80%	(20)	87%	(30)	100%	(1)	86%	(7)			88%	(115)

Note: G% = Graduation Rate, (N) = Base Count

Exhibit J

EdD Programs *Average Seven-Year Graduation Rates by Gender and Ethnicity*
Entering Cohorts Fall 2002, 2003, and 2004

IPEDS Ethnicity	Total		White Non-Hispanic		African American		Hispanic		Asian		American Indian/Alaska Native		Non-Resident Alien		Two or more race		Unknown	
Cohorts	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**
Fall 2002	64%	(74)	60%	(35)	69%	(13)	71%	(7)	60%	(5)	0%	(1)	50%	(4)			78%	(9)
Female	69%	(32)	60%	(15)	60%	(5)	100%	(3)	100%	(2)	0%	(1)	0%	(1)			100%	(5)
Male	60%	(42)	60%	(20)	75%	(8)	50%	(4)	33%	(3)			67%	(3)			50%	(4)
Fall 2003	64%	(64)	67%	(30)	75%	(12)	50%	(6)	100%	(2)			20%	(5)			67%	(9)
Female	62%	(34)	56%	(16)	63%	(8)	50%	(4)	100%	(1)							80%	(5)
Male	67%	(30)	79%	(14)	100%	(4)	50%	(2)	100%	(1)			20%	(5)			50%	(4)
Fall 2004	53%	(32)	38%	(13)	0%	(1)	67%	(3)	100%	(4)							55%	(11)
Female	46%	(13)	50%	(6)	0%	(1)	100%	(1)	100%	(1)							25%	(4)
Male	58%	(19)	29%	(7)			50%	(2)	100%	(3)							71%	(7)
Total	62%	(170)	59%	(78)	69%	(26)	63%	(16)	82%	(11)	0%	(1)	33%	(9)			66%	(29)
Female	62%	(79)	57%	(37)	57%	(14)	75%	(8)	100%	(4)	0%	(1)	0%	(1)			71%	(14)
Male	62%	(91)	61%	(41)	83%	(12)	50%	(8)	71%	(7)			38%	(8)			60%	(15)

Note: G% = Graduation Rate, (N) = Base Count

Exhibit K

PsyD Programs *Average Seven-Year Graduation Rates by Gender and Ethnicity*
Entering Cohorts Fall 2002, 2003, and 2004

IPEDS Ethnicity	Total		White Non-Hispanic		African American		Hispanic		Asian		American Indian/Alaska Native		Non-Resident Alien		Two or more race		Unknown	
Cohorts	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**	**G%**	**(N)**
Fall 2002	89%	(27)	93%	(15)	100%	(2)	100%	(2)			0%	(1)					86%	(7)
Female	86%	(22)	92%	(12)			100%	(2)			0%	(1)					86%	(7)
Male	100%	(5)	100%	(3)	100%	(2)												
Fall 2003	88%	(26)	92%	(12)	100%	(1)	60%	(5)	100%	(1)			100%	(1)	100%	(1)	100%	(5)
Female	90%	(20)	100%	(9)			60%	(5)	100%	(1)			100%	(1)	100%	(1)	100%	(3)
Male	83%	(6)	67%	(3)	100%	(1)											100%	(2)
Fall 2004	86%	(28)	93%	(14)	50%	(2)	100%	(1)	80%	(5)	100%	(1)	100%	(1)			75%	(4)
Female	88%	(24)	91%	(11)	50%	(2)	100%	(1)	100%	(4)	100%	(1)	100%	(1)			75%	(4)
Male	75%	(4)	100%	(3)					0%	(1)								
Total	88%	(81)	93%	(41)	80%	(5)	75%	(8)	83%	(6)	50%	(2)	100%	(2)	100%	(1)	88%	(16)
Female	88%	(66)	94%	(32)	50%	(2)	75%	(8)	100%	(5)	50%	(2)	100%	(2)	100%	(1)	86%	(14)
Male	87%	(15)	89%	(9)	100%	(3)			0%	(1)							100%	(2)

Note: G% = Graduation Rate, (N) = Base Count