

# Philosophy Program Five-Year Review

*Fall 2015–Spring 2020*

Prepared by:

**Dr. Garrett Pendergraft**, Associate Professor of Philosophy  
**Dr. Tomas Bogardus**, Associate Professor of Philosophy

# Table of Contents

## Meaning of the Degree

### Background and context

#### Internal context

#### External context

### Learning outcomes and curricular maps

#### Philosophy Program Learning Outcomes (PLOs)

#### Map of PLOs to Institutional Learning Outcomes (ILOs)

#### How the Philosophy degree supports the institutional mission and ILOs

##### How the degree supports the institutional mission

##### How the Philosophy PLOs support the ILOs

#### Ensuring that graduates meet the WSCUC Core Competencies

##### Map of PLOs to Core Competencies

##### Map of courses to Core Competencies

#### Curriculum map (courses to PLOs)

#### A coherent, aligned sequence of learning opportunities

#### Breadth and depth of learning

### The curriculum

#### Curriculum changes over the last five years

#### Curriculum comparison (for the 2019–2020 academic year)

## Quality of the degree

### Practices that enrich our students' learning experiences

### Integration of co-curricular experiences into curricular plan

### How indirect data has informed the assessment of our program

## Integrity of the degree

### Comprehensiveness of assessment methods

### Robustness of assessment methods

### Performance expectations

### Meeting the standards

### Appropriateness of expectations

### Communication of student learning data

### Program profile

#### Matriculation, enrollment, and graduation data

[Matriculation data](#)

[Enrollment data](#)

[Graduation data](#)

[Profile of students in the program](#)

[Evidence of how well students are meeting program learning outcomes](#)

[PLO 1](#)

[PLO 2](#)

[PLO 3](#)

[PLO 4](#)

[PLO 5](#)

[Closing the loop](#)

[Graduate school placement of Pepperdine Philosophy students:](#)

[Published articles written by students while at Pepperdine](#)

[Professional accomplishments](#)

[Integrated analysis](#)

[Faculty and staff](#)

[Qualifications and achievements of faculty in relation to program goals](#)

[Record of scholarship](#)

[Participation in development opportunities](#)

[Number of, and support for, program faculty](#)

[Sustainability](#)

[Demand for the program and allocation of resources](#)

[Facilities](#)

[Financial Resources](#)

[Core competencies and General Education](#)

[Oral Communication \(2015–2016\)](#)

[Written Communication](#)

[Information Literacy \(2016–2018\)](#)

[Critical Thinking \(2017–2018\)](#)

[Quantitative Reasoning](#)

## Meaning of the Degree

*How the Philosophy Program ensures a holistic experience through coherence and alignment.*

### Background and context

#### Internal context

The Philosophy Program is part of the Religion and Philosophy Division of Seaver College. We offer a Bachelor of Arts in Philosophy, a Bachelor of Arts in Computer Science/Philosophy, and a Minor in Philosophy. The Program currently has three full-time faculty members: Mason Marshall (who began working at Pepperdine in Fall 2008), Garrett Pendergraft (who began in Fall 2010), and Tomás Bogardus (who began in Spring 2013). In Fall 2013, there were 36 Philosophy majors and 14 Philosophy minors, for a total of 50 students enrolled in the Philosophy program. Six years later, as of August 2019, there are 63 Philosophy majors, 23 Philosophy minors, and 9 Computer Science & Philosophy majors, for a total of 95 students enrolled or co-enrolled in the Philosophy program.

#### External context

The Philosophy major at Pepperdine is designed to offer students a broad education in historical and contemporary philosophical explorations of various dimensions of human experience—including the nature of knowledge and reality, the theoretical foundations of morality and ethics, and the distinction between cogent and fallacious reasoning. Philosophy examines the fundamental assumptions and problems implicit in human experience, critically assesses the assumptions, and seeks to articulate and defend different ways of addressing the problems. Philosophy is undoubtedly an important and historically significant part of liberal arts education. Most colleges and universities have departments of philosophy, and many require philosophy courses as part of their general education curriculum. Given the nature of the discipline, philosophy is relevant to a number of fields of study outside of the humanities, including political science, law, religion, and the arts, as well as the various areas of ethical concern in a number of other disciplines (including business, technology, and medicine).

### Learning outcomes and curricular maps

#### Philosophy Program Learning Outcomes (PLOs)

A student who graduates with a major in Philosophy should be able to:

1. Clearly communicate both orally and in writing.
2. Think critically.
3. Exhibit knowledge of the history of philosophy.
4. Exhibit knowledge of ethical theory and of how it applies to various situations.
5. Produce a paper informed by relevant philosophical research.

Map of PLOs to Institutional Learning Outcomes (ILOs)

Institutional Learning Outcomes	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
<p>1. <i>Purpose / Knowledge &amp; Scholarship:</i> Promote a vibrant intellectual life that cherishes the liberal arts and graduate/professional education and which exhibits intellectual rigor and practical relevance.</p>	✓	✓	✓	✓	✓
<p>2. <i>Purpose / Faith &amp; Heritage:</i> Focus on the students and their whole development, educating the heart, soul, and mind, consistent with the University's mission and values.</p>		✓		✓	
<p>3. <i>Purpose / Community &amp; Global Understanding:</i> Integrate principles that embrace human diversity in responding to pressing real-world problems.</p>			✓	✓	
<p>4. <i>Service / Knowledge &amp; Scholarship:</i> Celebrate all forms of scholarship (Boyer 1990) including discovery, teaching, integration, and application.</p>					✓
<p>5. <i>Service / Faith &amp; Heritage:</i> Honor God and our heritage by welcoming and serving people from diverse religious, ethnic, and socioeconomic communities.</p>				✓	
<p>6. <i>Service / Community &amp; Global Understanding:</i> Recruit and retain diverse faculty, staff, and student body and reflect the communities served by the university and out of which the university emerges.</p>					
<p>7. <i>Leadership / Knowledge &amp; Scholarship:</i> Provide curricula and co-curricula that are rigorous and relevant to the evolving needs of students.</p>	✓	✓	✓	✓	✓
<p>8. <i>Leadership / Faith &amp; Heritage:</i> Promote strong and meaningful ties with our religious heritage and maintain fidelity to the Christian mission.</p>	✓		✓		

<p>9. <i>Leadership / Community &amp; Global Understanding:</i> Facilitate dialogue, action, and opportunities for local and global leadership.</p>					
---	--	--	--	--	--

## How the Philosophy degree supports the institutional mission and ILOs

### How the degree supports the institutional mission

The Philosophy degree (and the study of philosophy in general) not only embodies, but is vital to the Christian mission and values of Pepperdine University. The official mission statement of the University reads as follows: “Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.” First, students of philosophy are uniquely equipped to refine their sense of purpose and meaning, especially insofar as philosophical training is pivotal for developing a systematic Christian worldview. Second, numerous areas of philosophical inquiry engage questions about how to be of service to other people, while philosophical reasoning in general enables us to see the world from other people’s perspectives and helps us to grow more compassionate and broad-minded. Third, studying philosophy does a great deal to enhance a person’s capacity for leadership—particularly insofar as philosophy teaches us to think critically about the world and thus make wiser and more rational decisions.

### How the Philosophy PLOs support the ILOs

- All five of our PLOs align with ILO 1:
  - Part of a vibrant intellectual life that exhibits practical relevance is the ability to effectively communicate the results of one’s intellectual labors. Thus, achievement of PLO 1 supports achievement of ILO 1.
  - Critical thinking is part of intellectual rigor, and it is necessary for a vibrant intellectual life. Thus, achievement of PLO 2 enables our students to achieve ILO 1. The Philosophy program is distinct from other programs because it is the only program with an entire course (PHIL 290, Logic) devoted to critical thinking. It is also the only program in which critical thinking is explicitly discussed in every course.
  - The history of philosophy is, in part, the history of influential ideas. A vibrant intellectual life will build on historically influential ideas in ways that are relevant to the current situation. Thus, achievement of PLO 3 supports achievement of ILO 1.
  - A vibrant intellectual life is one that exercises intellectual rigor within moral constraints, and a knowledge of ethical theory and its application is crucial for

understanding the proper moral constraints. Thus, achievement of PLO 4 supports achievement of ILO 1.

- A vibrant intellectual life cannot operate in a vacuum, but must seek out new sources of knowledge and be able to synthesize those sources with each other and with existing knowledge. Philosophical research enables these skills, and thus achievement of PLO 5 supports achievement of ILO 1.
- PLO 2 and PLO 4 align with ILO 2:
  - Critical thinking involves and develops intellectual rigor, but it also involves the intellectual virtues, such as intellectual courage, open-mindedness, and intellectual perseverance. Insofar as these virtues are part of a student's whole development, achievement of PLO 2 enables achievement of ILO 2.
  - Developing knowledge of ethical principles and an ability to apply those principles is an essential part of a student's whole development. Thus, achievement of PLO 4 enables achievement of ILO 2.
- PLO 3 and PLO 4 align with ILO 3:
  - Studying the history of philosophy allows students to encounter ideas that arose in contexts that differ sharply from our current context, and examining how those ideas were employed to solve historical problems can shed insight on contemporary problems. Thus, achievement of PLO 3 supports achievement of ILO 3.
  - Many of the contemporary real-world problems are moral problems, or at least include a moral dimension. Because achievement of PLO 4 provides students with mastery of moral theory and an ability to put that theory into practice, PLO 4 aligns with ILO 3.
- PLO 5 aligns with ILO 4: Although our students primarily engage in the scholarship of discovery, in pursuit of this PLO we will often also engage them in scholarship of application and scholarship of teaching. Thus, achievement of PLO 5 supports achievement of ILO 4.
- PLO 4 aligns with ILO 5: An important dimension of morality is feeling and showing proper concern for others, so one result of learning about ethical theory and how to apply it is an enhanced ability to engage with other individuals and communities. Thus, achievement of PLO 4 supports achievement of ILO 5.
- All five of our PLOs align with ILO 7: We strive to imbue all of our instruction with rigor and relevance. In addition, both rigor and relevance (but especially rigor) are essential to successful achievement of all five of our PLOs. Thus, achievement of all five of our PLOs support achievement of ILO 7.

- PLO 3 aligns with ILO 8: Studying the history of philosophy allows our students to trace the influence of ideas within and throughout a tradition. Although the tradition relevant to PLO 3 represents a philosophical heritage rather than a religious heritage, there is often significant overlap between the two traditions; also, the experience gained in studying the development of the philosophical tradition provides insight into the development of our religious heritage.
- PLO 1 and PLO 2 align with ILO 9: Facilitate dialogue, action, and opportunities for local and global leadership.
  - Clear written and oral communication are an essential part of successful dialogue; thus, achievement of PLO 1 enables ILO 9.
  - Critical thinking is also an essential part of successful dialogue, and it is also crucial for effective leadership. Thus, achievement of PLO 2 enables ILO 9.

### Ensuring that graduates meet the WSCUC Core Competencies

Our PLOs align with four of the Core Competencies: Critical Thinking, Information Literacy, Oral Communication, and Written Communication (as indicated in the following table):

#### Map of PLOs to Core Competencies

Alignment of PLOs with Core Competencies					
PLOs	Critical Thinking	Information Literacy	Oral Communication	Written Communication	Quantitative Skills
PLO 1			X	X	
PLO 2	X				
PLO 3					
PLO 4					
PLO 5		X			

In addition, we design our courses in order to introduce, develop, or produce mastery of Critical Thinking, Information Literacy, Oral Communication, and Written Communication (as indicated in the following table):

#### Map of courses to Core Competencies

Course Number	Course Title	CT	IL	OC	WC

PHIL 200	Intro. to Philosophy	I	I	I	I
PHIL 290	Logic	M		I	I
PHIL 300	Ancient Philosophy	D	D	D	D
PHIL 310	Modern Philosophy	D	D	D	D
PHIL 311	Foundations of Political Theory	D		D	D
PHIL 315	Environmental Philosophy	D		D	D
PHIL 320	Ethics	D	D	D	D
PHIL 410*	Business Ethics	D		D	D
PHIL 416	19th- & 20th-Cent. Political Thought	D		D	D
PHIL 420	Epistemology	D	D	D	D
PHIL 423	American Philosophy	D	D	D	D
PHIL 430	Metaphysics	D	D	D	D
PHIL 450	Aesthetics	D	D	D	D
PHIL 500	Major Figures in Philosophy	D	D	D	D
PHIL 527	Philosophy of Religion	D	D	D	D
PHIL 532†	Christian History and Theology II: Reformation and Modern	D		D	D
PHIL 480	Major Philosophical Problems Seminar	M	M	M	M

\* Cross-listed as BA 410

† = Cross-listed as REL 532

### Curriculum map (courses to PLOs)

Course Number	Course Title	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
PHIL 200	Introduction to Philosophy	I	I	I	I	I
PHIL 290	Logic	I	M			
PHIL 300	Ancient Philosophy	D	D	M	D	D
PHIL 310	Modern Philosophy	D	D	M		D

<b>PHIL 311</b>	Foundations of Political Theory	D	D		D	
<b>PHIL 315</b>	Environmental Philosophy	D	D		D	
<b>PHIL 320</b>	Ethics	D	D	D	M	D
<b>PHIL 410</b>	Business Ethics	D	D		D	
<b>PHIL 420</b>	Epistemology	D	D			D
<b>PHIL 430</b>	Metaphysics	D	D			D
<b>PHIL 450</b>	Aesthetics	D	D			D
<b>PHIL 400</b>	Major Figures in Philosophy	D	D	D		D
<b>PHIL 416</b>	19th & 20th Century Political Thought	D	D		D	
<b>PHIL 423</b>	American Philosophy	D	D	D		D
<b>PHIL 527</b>	Philosophy of Religion	D	D			D
<b>PHIL 532</b>	Christian History & Theology II: Reformation & Modern	D	D			
<b>PHIL 480</b>	Major Philosophical Problems Seminar	M	M	D	D	M
I = Introduced D = Developed M = Mastered						

### **A coherent, aligned sequence of learning opportunities**

The coherence and alignment of learning opportunities in the Philosophy Program are represented in the curriculum matrix above. For each PLO, there is at least one course that introduces the PLO, there are multiple courses in which students can develop the PLO, and there is at least one course devoted to bringing students to a mastery level for that PLO. Moreover, the course sequence is designed so that PLOs are always introduced (and usually developed) before the course in which they are intended to be mastered. And we design our culminating capstone seminar (PHIL 480)—the course in which our students write their senior thesis—so that three out of the five PLOs can be mastered while completing the seminar.

### **Breadth and depth of learning**

The Philosophy degree offers sufficient breadth and depth of learning. As demonstrated above, the degree offers breadth by introducing every learning outcome and giving students to practice each learning outcome in at least two core courses; and it offers depth by giving students an opportunity to master each learning outcome in at least one core course.

## The curriculum

### Curriculum changes over the last five years

Some of the most recent curriculum changes took place prior to the time period covered in this five-year review, but we felt that they were significant enough to mention nonetheless:

- Beginning in the 2013–2014 catalog year, the Philosophy faculty added three courses to the Program in order to help fill curriculum gaps:
  - Aesthetics
  - Epistemology
  - Metaphysics
- In order to minimize the budgetary impact on the Program as a result of adding these three courses, two courses were removed from the curriculum:
  - Traditional Chinese Thought and Society
  - Existentialism
- Beginning in the 2015–2016 catalog year, several courses were renumbered from the 500 level to the 400 level to better reflect their place in the sequence of courses within the major.
- Beginning in the 2015–2016 catalog year, Environmental Philosophy was added to the Program curriculum.

### Curriculum comparison (for the 2019-2020 academic year)

	Course Number			
Course Type	Pepperdine	Calvin College	Pomona College	USD
Introduction to Philosophy	200	153	001	110, 111, 118
Introduction to Logic	290	171	060	101
Symbolic Logic	290	273		102, 400
Advanced Logic				
Ancient Philosophy	300	251, 312	040, 047, 187C	270, 470
Medieval Philosophy		251, 322		271, 471
Renaissance Philosophy				467

Modern Philosophy	310	252, 331, 336	042, 186H, 186K	272, 472
Continental Philosophy		340	043	274, 474
Anglo-American Philosophy		341		273, 473
Social & Political Philosophy	311	202, 334	033, 039, 185S	116, 321, 462
Environmental Philosophy	315			338, 344
Ethical Theory & Ethical Issues	320	205, 365	002, 031, 032, 035, 185P, 185Q	116, 321, 330, 334, 336, 341, 345, 346, 360
Major Figures	400	396		
Business Ethics	410		PPE160	332
Biomedical Ethics		212	038	331, 346
Legal Ethics		202	034	333
Mass Media Ethics				337
Death & Dying				334, 335
Ethics of War & Peace				340
Engineering Ethics				342
Contemporary Political Thought	416	207		
Process Philosophy				475
Epistemology	420	371	081, 185L	411
American Philosophy	423			276
Asian Philosophy		225	JPNT172	175, 476
African Philosophy		226		
Metaphysics	430	283	120, 185A, 185L	410
Philosophy of Language		378		414

Practical Rationality			128	
Philosophical Anthropology		375		111
Aesthetics	450	208	070, 071, 185T	480
Major Philosophical Problems	480	395		494
Senior Thesis	480		191	
Philosophy of Mind	480	318	080, 185L	413
Philosophy of Love	480			490
Literature Review			190	
Philosophy of Religion	527	204, 333		115, 412
Philosophy of Social Science		201		483
Philosophy of Natural Science		203	007, 103, 104, 106	415
Philosophy of Gender or Race		211	039, 046	343, 420
Philosophy of Law		202	034	460, 461
Philosophy & Technology			007	114, 345
Philosophy of Education				341, 481
Philosophy of History				485
Philosophy & Literature			004	112
Philosophy Through Science Fiction			006	
Christian History & Theology	532	322, 333		

Based on the comparison table above, our curriculum seems to compare favorably to the curricula of three peer institutions (Calvin College, Pomona College, and USD). If there were any courses offered by Pepperdine but not by any of these three peer institutions, then that would suggest that such courses might be superfluous. Each of the courses we offer, however, has at least one counterpart among the curricula considered in this comparison. On the other hand, there are several courses that are offered by all three of these peer institutions but not offered by Pepperdine (e.g., Philosophy of Science, Philosophy of Law, and Biomedical Ethics). This suggests that there are a few curriculum gaps that might need to be addressed in future curriculum revisions. It should be noted, however, that with only three faculty members, there are already numerous courses that can only be offered once every few years. Adding more courses to the curriculum would exacerbate this problem.

## Quality of the degree

*A description of the processes used to ensure the quality of the degree*

### **Practices that enrich our students' learning experiences**

The Philosophy faculty engage in numerous practices that enrich our students' learning experiences, including (but not limited to) the following:

- *Undergraduate research.* Our efforts to facilitate undergraduate research have been quite fruitful over the past five years, as evidenced by several published philosophy articles written by students while at Pepperdine. (See below, in the section titled "Evidence of student achievement," for a complete list.) In addition to these published efforts, the Philosophy faculty have completed various collaborative research projects with students. Some of these projects have been informal, but most have been funded by the Summer Undergraduate Research Program, the Academic Year Undergraduate Research Initiative, or the Cross-Disciplinary/Interdisciplinary Undergraduate Research Program.
- *Writing-intensive courses.* Although only one Philosophy course is officially listed as writing-intensive, rigorous analytical writing is one of the essential practices of philosophy as a discipline. Thus, almost every course offered by the Program requires students to engage in rigorous analytical writing.
- *Capstone (senior thesis) course.* The Major Philosophical Problems course is our capstone course (and also our writing-intensive course). In this course, our students integrate and apply what they have learned over the course of their philosophical studies by writing a substantive senior thesis.

### **Integration of co-curricular experiences into curricular plan**

Because Seaver College faculty serve as advisors for the majors within which they teach, every Philosophy faculty member engages in extensive advising with Philosophy (and Computer Science

& Philosophy) students regarding academic schedules and career plans (including graduate school plans). The success of our students in getting into graduate programs (see below for details) is partial evidence of our commitment to advising.

We also offer supplemental instruction in the form of visiting speakers. The following is a list of visiting philosophers who have given talks at Pepperdine over the past three academic years:

- Chad Marxen, graduate student at Brown University, Fall 2016.
- Wes Siscoe, graduate student at the University of Arizona, Fall 2016.
- Dr. Blake Roeber, Assistant Professor at Notre Dame, Spring 2017. (Roeber also gave a talk in Elkins on religious disagreement, for Convocation credit.)
- Anna Brinkerhoff, graduate student at Brown University, Spring 2017.
- Dr. Dan Korman, Professor of Philosophy at UC Santa Barbara, November 2017.
- Dr. Ryan Mullins, Teaching Fellow at the University of St. Andrews, January 2018.
- Dr. Matt Duncan, Assistant Professor at Rhode Island College, March 2018.
- Michael Burton, graduate student in Philosophy at Yale University, March 2018.
- Dr. Michael Robinson, Assistant Professor of Philosophy at Chapman University, September 2018.
- Dr. Thomas Ward, Assistant Professor of Philosophy at Baylor University, November 2018.
- Dr. Michael Brent, Assistant Professor of Philosophy at the University of Denver, November 2018.
- Dr. Carissa Phillips-Garrett, Assistant Professor of Philosophy at Loyola Marymount University, January 2019.
- Dr. Michaela McSweeney, Assistant Professor of Philosophy at Boston University, March 2019.
- Dr. Justin Clardy, Postdoctoral Researcher, Stanford University, September 2019.
- Dr. Timothy Pickavance, Associate Professor of Philosophy at Biola University, January 2020.
- Dr. Joshua Rasmussen, Associate Professor of Philosophy at Azusa Pacific University, February 2020.
- Dr. Janice Chik, Assistant Professor of Philosophy at Ave Maria University and Research Fellow at the University of Pennsylvania, March 2020.

The Philosophy faculty regularly participate in the spiritual mentoring program offered by the convocation office, as well as the Club Convo Program (in which we discuss issues in philosophy of religion and philosophical theology).

And finally, the Pepperdine Philosophy Club (which is open to both majors and non-majors) serves as a forum for discussion of issues that students are interested in, and also for peer evaluation and assistance on papers and other writing assignments. This is a student-led group that meets on a regular basis in-person and also has an active Facebook group consisting of contributions from both current and former members of the Club.

### **How indirect data has informed the assessment of our program**

In 2013, we began administering an annual survey of graduating Philosophy majors. The three members of the Philosophy faculty take turns teaching our capstone course, and the plan is for the faculty member who is currently teaching that course to be the one who distributes and collects the surveys.

The survey consists of 11 questions, the first of which asks about perception of learning:

1. Of all that you've learned through your years in the Pepperdine Philosophy program, please estimate the percent you've learned...
  - a. \_\_\_\_% ...from readings assigned for class
  - b. \_\_\_\_% ...from lecture/discussion in the classroom
  - c. \_\_\_\_% ...in conversations with philosophy professors outside of class
  - d. \_\_\_\_% ...in conversations with other students outside of class
  - e. \_\_\_\_% ...at meetings of the philosophy club
  - f. \_\_\_\_% (other—please specify:) \_\_\_\_\_

The next nine questions ask the student to respond on a five-point scale from 5 (“a very great deal”) to 1 (“very little”):

2. Please rate how much you've learned, through your years in the Pepperdine Philosophy program, about arguments and views in the fields of ancient philosophy and modern philosophy.
3. Please rate how much you've learned, through your years in the Pepperdine Philosophy program, about ethical theory and how it applies to various situations.
4. Please rate how much you've learned, through your years in the Pepperdine Philosophy program, not just about the history of philosophy or ethical theory but about philosophy in general.

5. Please rate how much your years in the Pepperdine Philosophy program have improved your critical-thinking skills.
6. Please rate how much your years in the Pepperdine Philosophy program have improved your ability to communicate clearly in your writing.
7. Please rate how much your years in the Pepperdine Philosophy program have improved your ability to communicate clearly when you're speaking.
8. Please rate how much your years in the Pepperdine Philosophy program have improved your ability to write a paper informed by philosophical research that is relevant to your topic.
9. Please rate how much you've enjoyed your years in the Pepperdine Philosophy program.
10. Please rate how likely you would be to recommend majoring in philosophy at Pepperdine if a first-year student were to ask you which major to choose.

The last question asks for general recommendations about the program:

11. What do you recommend changing about Pepperdine's Philosophy program? What do you recommend keeping the same?

These questions were shaped in accordance with the Philosophy program's PLOs. Six of the questions correspond exactly to specific PLOs: question 2 corresponds to PLO 3, question 3 corresponds to PLO 4, question 5 corresponds to PLO 2, questions 6 and 7 correspond to PLO 1, and question 8 corresponds to PLO 5.

After each year of surveys, the Philosophy faculty analyze the results and use those results to inform our judgments about what changes, if any, need to be made to the Philosophy program. The results are often encouraging. For example, in 2015, the average of the responses to question 9, "Please rate how much you've enjoyed your years in the Pepperdine Philosophy program," was 4.9. And the average of the responses to question 10, "Please rate how likely you would be to recommend majoring in philosophy at Pepperdine if a first-year student were to ask you which major to choose," was 4.81.

In addition to the indirect evidence provided by this survey, we also keep track of indirect evidence consisting of job or graduate school placement after graduation. (We also post a summary of these efforts on our "[Alumni Spotlight](#)" page.) We design our PLOs to produce transferable skills that will serve our students well in graduate school (for philosophy, theology, law, business, and medicine) and in various career paths. The extent to which our students are performing well in graduate school and other career paths provides indirect evidence that we are achieving our PLOs.

## **Integrity of the degree**

*An explanation of the depth, breadth, and rigor of the degree, including a description of assessment practices and findings.*

### **Comprehensiveness of assessment methods**

Our assessment plan involves assessment of one PLO per year, using both direct and indirect evidence.

- We assess PLO 1 (“Clearly communicate both orally and in writing”) primarily in our senior capstone seminar (PHIL 480), which is a course designed to produce mastery of PLO 1. Direct evidence includes a research paper and presentation from the seminar; indirect evidence includes peer evaluations of drafts and paper presentations.
- We assess PLO 2 (“Think critically”) primarily in our Logic course (PHIL 290), which is a course designed to produce mastery of PLO 2. Direct evidence includes tests and quizzes from that course. Indirect evidence includes a survey of students in which we ask them to assess the extent to which the course has enhanced their ability to think critically.
- We assess PLO 3 (“Exhibit knowledge of the history of philosophy”) in either our Ancient Philosophy course (PHIL 300) or our Modern Philosophy course (PHIL 310), both of which are designed to produce mastery of PLO 3. Direct evidence includes research papers and/or exams from the course; indirect evidence includes the results of a student survey.
- We assess PLO 4 (“Exhibit basic knowledge of ethical theory and of how it applies to various situations”) primarily in our Ethics course (PHIL 320), which is a course designed to produce mastery of PLO 4. Direct evidence includes research papers and/or exams from the course; indirect evidence includes the results of a student survey.
- We assess PLO 5 (“Produce a paper informed by relevant philosophical research”) in our senior capstone seminar (PHIL 480), which is a course designed to produce mastery of PLO 5. Direct evidence includes the senior thesis produced in that course; indirect evidence includes a reflective essay written after the thesis is complete.

### **Robustness of assessment methods**

Our assessment plan is robust for at least two reasons. First, as noted above, we are assessing each of our PLOs in a course designed to produce mastery of that PLO. Second, we use VALUE rubrics in our assessment. These rubrics are far from perfect, but they seem to be sufficiently valid and reliable to enable the gathering of the robust assessment data that we need.

### **Performance expectations**

In general, our expectation of graduating students (and thus of our graduates) is that the majority of students assessed will perform at a high Milestone or a Capstone level. For example, on rubric that

uses a four-point scale, we expect that a majority of artifacts assessed will score at a Milestone 3 or Capstone level. We recognize, however, that the Capstone level is designed to represent graduate-level work, which means that most students will meet expectations by performing at a Milestone level rather than a Capstone level. As we will indicate below, on the whole our students are meeting these expectations.

### **Meeting the standards**

Although as a group our students are satisfying our expectations for them, there are often a few students who don't meet expectations. We attempt to serve these students by providing extra instructional attention. If there appear to be multiple students who are failing to meet expectations in similar ways, then we see that as a reason to look for ways in which we can restructure or supplement our coursework so as to minimize the cases in which students don't meet our standards.

### **Appropriateness of expectations**

To our knowledge, the American Philosophical Association has not provided or even attempted to provide a set of national standards or benchmarks for Philosophy programs. Thus, we have followed common practice by setting expectations according to a majority (or more) of students meeting Milestone- or Capstone-level performance standards. The fact that this is common practice suggests that our expectations are appropriate. Moreover, we see our use of VALUE rubrics as providing a de facto national standard. As indicated below, our students regularly meet or surpass our expectations, but the extent to which they surpass our expectations is not extreme. This serves as further evidence of the appropriateness of our expectations.

### **Communication of student learning data**

Our primary method of communicating student learning data is by submitting assessment reports to our Program Chair, our Divisional Dean, and our Office of Institutional Effectiveness. We don't typically communicate with external stakeholders regarding our student learning data, although (as mentioned above) we do have some public-facing information about graduate school placement and job placement after graduation.

### **Program profile**

#### **Matriculation, enrollment, and graduation data**

##### Matriculation data

Here are our matriculation numbers for the time period under review (including Philosophy majors, Computer Science & Philosophy majors, and Philosophy minors), summarized and then disaggregated:

- 2015–2016 academic year: 7 majors, 2 minors

<b>Fall 2015 PHIL major</b>			
	Male	Female	Ethnicity
White	3	1	4
Black			
Hispanic			
American Indian or Alaska Native	2		2
Asian			
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>5</b>	<b>1</b>	

<b>Spring 2016 PHIL major</b>			
	Male	Female	Ethnicity
White	1		1
Black			
Hispanic			
American Indian or Alaska Native			
Asian			
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>1</b>		

<b>Fall 2015 PHIL minor</b>			
	Male	Female	Ethnicity
White	1		1
Black			
Hispanic			
American Indian or Alaska Native			
Asian	1		1
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>2</b>		

Spring 2016 PHIL minor			
NONE			
<b>Gender Totals</b>			

- 2016–2017 academic year: 19 majors, 4 minors

Fall 2016 PHIL major			
	Male	Female	Ethnicity
White	7	4	11
Black	1		1
Hispanic			
American Indian or Alaska Native			
Asian	1	1	2
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>9</b>	<b>5</b>	

Spring 2017 PHIL major			
	Male	Female	Ethnicity
White	2		2
Black			
Hispanic			
American Indian or Alaska Native		1	1
Asian			
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>2</b>	<b>1</b>	

<b>Fall 2016 COSC/PHIL major</b>			
	Male	Female	<b>Ethnicity</b>
White			
Black			
Hispanic			
American Indian or Alaska Native			
Asian		1	1
Pacific Islander/Hawaiian			
Unknown			
Gender Totals		<b>1</b>	

<b>Spring 2017 COSC/PHIL major</b>			
	Male	Female	<b>Ethnicity</b>
White			
Black			
Hispanic			
American Indian or Alaska Native		1	1
Asian			
Pacific Islander/Hawaiian			
Unknown			
Gender Totals		<b>1</b>	

<b>Fall 2016 PHIL minor</b>			
	Male	Female	<b>Ethnicity</b>
White		2	2
Black			
Hispanic			
American Indian or Alaska Native			
Asian	1		1
Pacific Islander/Hawaiian			
Unknown			
Gender Totals	<b>1</b>	<b>2</b>	

<b>Spring 2017 PHIL minor</b>			
	Male	Female	<b>Ethnicity</b>
White			
Black			
Hispanic			
American Indian or Alaska Native			
Asian			
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>		<b>1</b>	

- 2017–2018 academic year: 12 majors, 5 minors

<b>Fall 2017 PHIL major</b>			
	Male	Female	<b>Ethnicity</b>
White	5	3	<b>8</b>
Black		1	<b>1</b>
Hispanic	1		<b>1</b>
American Indian or Alaska Native			
Asian			
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>6</b>	<b>4</b>	

<b>Spring 2018 PHIL major</b>			
NONE			
<b>Gender Totals</b>			

<b>Fall 2017 COSC/PHIL major</b>			
	Male	Female	Ethnicity
White	1		1
Black			
Hispanic			
American Indian or Alaska Native			
Asian		1	1
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>1</b>	<b>1</b>	

<b>Spring 2018 COSC/PHIL major</b>			
NONE			
<b>Gender Totals</b>			

<b>Fall 2017 PHIL minor</b>			
	Male	Female	Ethnicity
White	3		3
Black			
Hispanic			
American Indian or Alaska Native			
Asian		2	2
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>3</b>	<b>2</b>	

Spring 2018 PHIL minor			
NONE			
<b>Gender Totals</b>			

- 2018–2019 academic year: 15 majors, 5 minors

Fall 2018 PHIL major			
	Male	Female	Ethnicity
White	5	2	7
Black			
Hispanic	1	1	2
American Indian or Alaska Native			
Asian	1	2	3
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>7</b>	<b>5</b>	

Spring 2019 PHIL major			
	Male	Female	Ethnicity
White	1		1
Black			
Hispanic			
American Indian or Alaska Native			
Asian			
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>1</b>		

<b>Fall 2018 COSC/PHIL major</b>			
	Male	Female	<b>Ethnicity</b>
White			
Black	1		
Hispanic			
American Indian or Alaska Native			
Asian		1	1
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>1</b>	<b>1</b>	

<b>Spring 2019 COSC/PHIL major</b>			
NONE			
<b>Gender Totals</b>			

<b>Fall 2018 PHIL minor</b>			
	Male	Female	<b>Ethnicity</b>
White		2	2
Black		1	1
Hispanic			
American Indian or Alaska Native			
Asian		1	1
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>		<b>4</b>	

<b>Spring 2019 PHIL minor</b>			
	Male	Female	<b>Ethnicity</b>
White			
Black			
Hispanic			
American Indian or Alaska Native			
Asian		1	1
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>		1	

- 2019–2020 academic year (fall only): 11 majors, 1 minor

<b>Fall 2019 PHIL major</b>			
	Male	Female	<b>Ethnicity</b>
White	2	2	4
Black	1		1
Hispanic		1	1
American Indian or Alaska Native			
Asian	1	1	2
Pacific Islander/Hawaiian			
Unknown	1		1
<b>Gender Totals</b>	5	4	

<b>Fall 2019 COSC/PHIL major</b>			
	Male	Female	<b>Ethnicity</b>
White	2		2
Black			
Hispanic			
American Indian or Alaska Native			
Asian			
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	2		

<b>Fall 2019 PHIL minor</b>			
	Male	Female	<b>Ethnicity</b>
White		1	<b>1</b>
Black			
Hispanic			
American Indian or Alaska Native			
Asian			
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>		<b>1</b>	

If we assume a 70% graduation rate, then 5 of the 2015–2016 majors and 2 of the 2015–2016 minors would have graduated in the spring of 2019. Thus, these numbers would predict a current total of 59 majors and 15 minors. As noted above, however, as of August 2019 there are 72 majors and 23 minors. This suggests not only a strong retention rate, but also that we have been able to attract majors and minors in addition to those who matriculate into the major during their first semester.

Enrollment data

Here are our enrollment numbers for the time period under review (including Philosophy majors, Computer Science & Philosophy majors, and Philosophy minors), summarized and then disaggregated:

- Fall 2015: 35 majors (37% female, 29% non-white), 25 minors (44% female, 44% non-white)

<b>Fall 2015 PHIL major</b>			
	Male	Female	<b>Ethnicity</b>
White	16	9	<b>25</b>
Black	1	1	<b>2</b>
Hispanic	1	1	<b>2</b>
American Indian or Alaska Native	3	1	<b>4</b>
Asian			
Pacific Islander/Hawaiian			
Unknown	1	1	<b>2</b>
<b>Gender Totals</b>	<b>22</b>	<b>13</b>	

<b>Fall 2015 COSC/PHIL major</b>			
	Male	Female	<b>Ethnicity</b>
White			
Black			
Hispanic			
American Indian or Alaska Native			
Asian			
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>0</b>	<b>0</b>	

<b>Fall 2015 PHIL minor</b>			
	Male	Female	<b>Ethnicity</b>
White	4	10	<b>14</b>
Black	2		<b>2</b>
Hispanic	1		<b>1</b>
American Indian or Alaska Native		1	<b>1</b>
Asian	7		<b>7</b>
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>14</b>	<b>11</b>	

- Spring 2016: 45 majors (47% female, 31% non-white), 27 minors (37% female, 44% non-white)

<b>Spring 2016 PHIL major</b>			
	Male	Female	<b>Ethnicity</b>
White	16	15	<b>31</b>
Black	2	1	<b>3</b>
Hispanic	2	2	<b>4</b>
American Indian or Alaska Native	3	1	<b>4</b>
Asian		1	<b>1</b>
Pacific Islander/Hawaiian			

Unknown	1	1	2
<b>Gender Totals</b>	<b>24</b>	<b>21</b>	

<b>Spring 2016 COSC/PHIL major</b>			
	Male	Female	<b>Ethnicity</b>
White			
Black			
Hispanic			
American Indian or Alaska Native			
Asian			
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>0</b>	<b>0</b>	

<b>Spring 2016 PHIL minor</b>			
	Male	Female	<b>Ethnicity</b>
White	6	9	<b>15</b>
Black	2		<b>2</b>
Hispanic	2	1	<b>3</b>
American Indian or Alaska Native			
Asian	7		<b>7</b>
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>17</b>	<b>10</b>	

- Fall 2016: 64 majors (41% female, 31% non-white), 26 minors (46% female, 42% non-white)

<b>Fall 2016 PHIL major</b>			
	Male	Female	<b>Ethnicity</b>
White	27	17	<b>44</b>
Black	2	1	<b>3</b>
Hispanic	2	2	<b>4</b>
American Indian or Alaska Native	3	1	<b>4</b>
Asian	2	2	<b>4</b>

Pacific Islander/Hawaiian			
Unknown	1	2	3
<b>Gender Totals</b>	<b>37</b>	<b>25</b>	

<b>Fall 2016 COSC/PHIL major</b>			
	Male	Female	Ethnicity
White			
Black	1		1
Hispanic			
American Indian or Alaska Native			
Asian		1	1
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>1</b>	<b>1</b>	

<b>Fall 2016 PHIL minor</b>			
	Male	Female	Ethnicity
White	4	11	15
Black			
Hispanic	3	1	4
American Indian or Alaska Native			
Asian	7		7
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>14</b>	<b>12</b>	

- Spring 2017: 68 majors (40% female, 34% non-white), 28 minors (46% female, 46% non-white)

<b>Spring 2017 PHIL major</b>			
	Male	Female	Ethnicity
White	28	17	45
Black	2	1	3

Hispanic	2	2	4
American Indian or Alaska Native	4	2	6
Asian	3	2	5
Pacific Islander/Hawaiian			
Unknown	1	1	2
<b>Gender Totals</b>	<b>40</b>	<b>25</b>	

<b>Spring 2017 COSC/PHIL major</b>			
	Male	Female	<b>Ethnicity</b>
White			
Black	1		1
Hispanic			
American Indian or Alaska Native			
Asian		2	2
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>1</b>	<b>2</b>	

<b>Spring 2017 PHIL minor</b>			
	Male	Female	<b>Ethnicity</b>
White	5	10	15
Black			
Hispanic	3	2	5
American Indian or Alaska Native			
Asian	7		7
Pacific Islander/Hawaiian			
Unknown		1	1
<b>Gender Totals</b>	<b>15</b>	<b>13</b>	

- Fall 2017: 63 majors (43% female, 33% non-white), 21 minors (48% female, 38% non-white)

<b>Fall 2017 PHIL major</b>			
	Male	Female	<b>Ethnicity</b>
White	24	17	41

Black	3	2	<b>5</b>
Hispanic	2	1	<b>3</b>
American Indian or Alaska Native	3	1	<b>4</b>
Asian	2	3	<b>5</b>
Pacific Islander/Hawaiian			
Unknown	1		<b>1</b>
<b>Gender Totals</b>	<b>35</b>	<b>24</b>	

<b>Fall 2017 COSC/PHIL major</b>			
	Male	Female	<b>Ethnicity</b>
White	1		<b>1</b>
Black			
Hispanic			
American Indian or Alaska Native			
Asian		3	<b>3</b>
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>1</b>	<b>3</b>	

<b>Fall 2017 PHIL minor</b>			
	Male	Female	<b>Ethnicity</b>
White	7	6	<b>13</b>
Black			
Hispanic	1	1	<b>2</b>
American Indian or Alaska Native			
Asian	3	2	<b>5</b>
Pacific Islander/Hawaiian			
Unknown		1	<b>1</b>
<b>Gender Totals</b>	<b>11</b>	<b>10</b>	

- Spring 2018: 62 majors (45% female, 34% non-white), 24 minors (33% female, 38% non-white)

<b>Spring 2018 PHIL major</b>			
	Male	Female	<b>Ethnicity</b>
White	23	17	<b>40</b>
Black	2	2	<b>4</b>
Hispanic	2	1	<b>3</b>
American Indian or Alaska Native	3	2	<b>5</b>
Asian	2	5	<b>7</b>
Pacific Islander/Hawaiian			
Unknown	1		<b>1</b>
<b>Gender Totals</b>	<b>33</b>	<b>27</b>	

<b>Spring 2018 COSC/PHIL major</b>			
	Male	Female	<b>Ethnicity</b>
White	1		<b>1</b>
Black			
Hispanic			
American Indian or Alaska Native			
Asian		1	<b>1</b>
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>1</b>	<b>1</b>	

<b>Spring 2018 PHIL minor</b>			
	Male	Female	<b>Ethnicity</b>
White	9	6	<b>15</b>
Black			
Hispanic	2		<b>2</b>
American Indian or Alaska Native			
Asian	5	1	<b>6</b>
Pacific Islander/Hawaiian			
Unknown		1	<b>1</b>
<b>Gender Totals</b>	<b>16</b>	<b>8</b>	

- Fall 2018: 61 majors (36% female, 38% non-white), 17 minors (59% female, 29% non-white)

<b>Fall 2018 PHIL major</b>			
	Male	Female	<b>Ethnicity</b>
White	24	10	<b>34</b>
Black	1	1	<b>2</b>
Hispanic	2	2	<b>4</b>
American Indian or Alaska Native	2	2	<b>4</b>
Asian	4	6	<b>10</b>
Pacific Islander/Hawaiian			
Unknown	1		<b>1</b>
<b>Gender Totals</b>	<b>34</b>	<b>21</b>	

<b>Fall 2018 COSC/PHIL major</b>			
	Male	Female	<b>Ethnicity</b>
White	4		<b>4</b>
Black	1		<b>1</b>
Hispanic			
American Indian or Alaska Native			
Asian		1	<b>1</b>
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>5</b>	<b>1</b>	

<b>Fall 2018 PHIL minor</b>			
	Male	Female	<b>Ethnicity</b>
White	5	7	<b>12</b>
Black		1	<b>1</b>
Hispanic	1		<b>1</b>
American Indian or Alaska Native			
Asian	1	1	<b>2</b>
Pacific Islander/Hawaiian			
Unknown		1	<b>1</b>
<b>Gender Totals</b>	<b>7</b>	<b>10</b>	

- Spring 2019: 68 majors (37% female, 38% non-white), 18 minors (61% female, 22% non-white)

<b>Spring 2019 PHIL major</b>			
	Male	Female	<b>Ethnicity</b>
White	27	11	<b>38</b>
Black	2	1	<b>3</b>
Hispanic	2	2	<b>4</b>
American Indian or Alaska Native	1	2	<b>3</b>
Asian	5	8	<b>13</b>
Pacific Islander/Hawaiian			
Unknown	1		<b>1</b>
<b>Gender Totals</b>	<b>38</b>	<b>24</b>	

<b>Spring 2019 COSC/PHIL major</b>			
	Male	Female	<b>Ethnicity</b>
White	4		<b>4</b>
Black	1		<b>1</b>
Hispanic			
American Indian or Alaska Native			
Asian		1	<b>1</b>
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>5</b>	<b>1</b>	

<b>Spring 2019 PHIL minor</b>			
	Male	Female	<b>Ethnicity</b>
White	6	7	<b>13</b>
Black			
Hispanic	1		<b>1</b>
American Indian or Alaska Native			
Asian		3	<b>2</b>
Pacific Islander/Hawaiian			
Unknown		1	<b>1</b>

<b>Gender Totals</b>	<b>7</b>	<b>11</b>	
----------------------	----------	-----------	--

- Fall 2019: 69 majors (36% female, 38% non-white), 23 minors (52% female, 30% non-white)

<b>Fall 2019 PHIL major</b>			
	Male	Female	Ethnicity
White	25	12	<b>37</b>
Black	2		<b>2</b>
Hispanic	2	2	<b>4</b>
American Indian or Alaska Native		2	<b>2</b>
Asian	5	8	<b>13</b>
Pacific Islander/Hawaiian			
Unknown	3		<b>3</b>
<b>Gender Totals</b>	<b>37</b>	<b>24</b>	

<b>Fall 2019 COSC/PHIL major</b>			
	Male	Female	Ethnicity
White	6		<b>6</b>
Black	1		<b>1</b>
Hispanic			
American Indian or Alaska Native			
Asian		1	<b>1</b>
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>7</b>	<b>1</b>	

<b>Fall 2019 PHIL minor</b>			
	Male	Female	Ethnicity
White	8	8	<b>16</b>
Black		1	<b>1</b>
Hispanic	1		<b>1</b>
American Indian or Alaska Native			

Native			
Asian	2	3	5
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>11</b>	<b>12</b>	

Graduation data

Here are our graduation numbers for the time period under review (including Philosophy majors, Computer Science & Philosophy majors, and Philosophy minors), summarized and then disaggregated:

- 2015–2016 academic year: 8 majors, 5 minors

Fall 2015 PHIL major			
	Male	Female	Ethnicity
White	1		1
Black			
Hispanic			
American Indian or Alaska Native			
Asian	1		1
Pacific Islander/Hawaiian			
Unknown	1		1
<b>Gender Totals</b>	<b>3</b>	<b>0</b>	

Fall 2015 COSC/PHIL major			
NONE			
<b>Gender Totals</b>			

<b>Fall 2015 PHIL minor</b>			
	Male	Female	Ethnicity
White			
Black			
Hispanic			
American Indian or Alaska Native		1	1
Asian			
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>0</b>	<b>1</b>	

<b>Spring/Summer 2016 PHIL major</b>			
	Male	Female	Ethnicity
White		4	4
Black	1		1
Hispanic			
American Indian or Alaska Native			
Asian			
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>1</b>	<b>4</b>	

<b>Spring / Summer 2016 COSC/PHIL major</b>			
NONE			
<b>Gender Totals</b>			

<b>Spring/Summer 2016 PHIL minor</b>			
	Male	Female	Ethnicity
White	1	1	2
Black	2		2
Hispanic			
American Indian or Alaska Native			
Asian			
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>3</b>	<b>1</b>	

- 2016–2017 academic year: 14 majors, 12 minors

<b>Fall 2016 PHIL major</b>			
	Male	Female	Ethnicity
White			
Black			
Hispanic			
American Indian or Alaska Native			
Asian			
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>0</b>	<b>0</b>	

<b>Fall 2016 COSC/PHIL major</b>			
None			

<b>Gender Totals</b>			

<b>Fall 2016 PHIL minor</b>			
	Male	Female	Ethnicity
White			
Black			
Hispanic			
American Indian or Alaska Native			
Asian			
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>0</b>	<b>0</b>	

<b>Spring/Summer 2017 PHIL major</b>			
	Male	Female	Ethnicity
White	6	4	10
Black			
Hispanic		1	1
American Indian or Alaska Native		1	1
Asian	1		1
Pacific Islander/Hawaiian			
Unknown		1	1
<b>Gender Totals</b>	<b>7</b>	<b>7</b>	

<b>Spring/Summer 2017 COSC/PHIL major</b>			
None			

<b>Gender Totals</b>			
----------------------	--	--	--

<b>Spring/Summer 2017 PHIL minor</b>			
	Male	Female	Ethnicity
White	2	4	6
Black			
Hispanic	1		1
American Indian or Alaska Native			
Asian	5		5
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>8</b>	<b>4</b>	

- 2017–2018 academic year: 23 majors, 4 minors

<b>Fall 2017 PHIL major</b>			
	Male	Female	Ethnicity
White	1		1
Black			
Hispanic			
American Indian or Alaska Native	1		1
Asian		1	1
Pacific Islander/Hawaiian			
Unknown	1		1
<b>Gender Totals</b>	<b>3</b>	<b>1</b>	

<b>Fall 2017 COSC/PHIL major</b>			
NONE			

<b>Gender Totals</b>			

<b>Fall 2017 PHIL minor</b>			
NONE			
<b>Gender Totals</b>			

<b>Spring/Summer 2018 PHIL major</b>			
	Male	Female	Ethnicity
White	7	8	<b>15</b>
Black	1	1	<b>2</b>
Hispanic	1		<b>1</b>
American Indian or Alaska Native	1		<b>1</b>
Asian			
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>10</b>	<b>9</b>	

<b>Spring/Summer 2018 COSC/PHIL major</b>			
NONE			

<b>Gender Totals</b>			
----------------------	--	--	--

<b>Spring/Summer 2018 PHIL minor</b>			
	Male	Female	Ethnicity
White	1	2	3
Black			
Hispanic			
American Indian or Alaska Native			
Asian	1		1
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>2</b>	<b>2</b>	

- 2018–2019 academic year: 12 majors, 4 minors

<b>Fall 2018 PHIL major</b>			
	Male	Female	Ethnicity
White	1		1
Black			
Hispanic			
American Indian or Alaska Native	1		1
Asian			
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>2</b>	<b>0</b>	

<b>Fall 2018 COSC/PHIL major</b>			
None			

<b>Gender Totals</b>			

<b>Fall 2018 PHIL minor</b>			
None			
<b>Gender Totals</b>			

<b>Spring/Summer 2019 PHIL major</b>			
	Male	Female	<b>Ethnicity</b>
White	5	1	<b>6</b>
Black	1		<b>1</b>
Hispanic		1	<b>1</b>
American Indian or Alaska Native	1		<b>1</b>
Asian	1		<b>1</b>
Pacific Islander/Hawaiian			
Unknown			
<b>Gender Totals</b>	<b>8</b>	<b>2</b>	

<b>Spring/Summer 2019 COSC/PHIL major</b>			
NONE			

<b>Gender Totals</b>			
----------------------	--	--	--

<b>Spring/Summer 2019 PHIL minor</b>			
	Male	Female	<b>Ethnicity</b>
White	1	2	<b>3</b>
Black			
Hispanic			
American Indian or Alaska Native			
Asian			
Pacific Islander/Hawaiian			
Unknown		1	<b>1</b>
<b>Gender Totals</b>	<b>1</b>	<b>3</b>	

These graduation numbers are in line with our matriculation and enrollment numbers, and they suggest strong retention.

### **Profile of students in the program**

We work hard to cultivate a program that is welcoming not just to white males, but also to women and ethnic minorities—groups that have unfortunately been underrepresented in the history of our discipline. There are various important reasons for cultivating a program that is welcoming in this way, and one of these reasons is that encountering a wide variety of perspectives is an essential component of the search for truth that constitutes philosophical inquiry. As noted above (in the “Enrollment numbers” section), the numbers of women and ethnic minorities in the program indicates that we have had some success in our attempts to cultivate a welcoming environment. Our hope is that we can make even more progress in this area in future years.

### **Evidence of how well students are meeting program learning outcomes**

#### PLO 1

During the 2017–2018 academic year, we assessed our PLO 1 (“Clearly communicate both orally and in writing”). Because PHIL 480 (formerly PHIL 580) is our capstone course, we design it with the goal of bringing our students up to a mastery level in PLO 1. Thus, we assessed PLO 1 using the Spring 2018 iteration of that course. The rubric we used was a combination of the Oral Communication VALUE rubric and Written Communication VALUE rubric: Oral Communication dimensions 1, 4, 5 (Organization; Supporting Material; Central Message) and Written Communication dimensions 2–4 (Content Development; Genre and Disciplinary Conventions; Sources and Evidence). The results were as follows.

*Spring 2018 PHIL 480 PLO 1 direct evidence report* (note that there were fewer presentations than papers, and thus fewer results for oral communication):

- 10 out of 14 students (71%) scored at a Milestone 3 or Capstone level on the Oral Communication "Organization" category of the rubric.
- 11 out of 14 students (79%) scored at a Milestone 3 or Capstone level on the Oral Communication "Supporting material" category of the rubric.
- 10 out of 14 students (71%) scored at a Milestone 3 or Capstone level on the Oral Communication "Central message" category of the rubric.
- 10 out of 20 students (50%) scored at a Milestone 3 or Capstone level on the Written Communication "Content development" category of the rubric.
- 12 out of 20 students (60%) scored at a Milestone 3 or Capstone level on the Written Communication "Genre and disciplinary conventions" category of the rubric.
- 11 out of 20 students (55%) scored at a Milestone 3 or Capstone level on the Written Communication "Sources and evidence" category of the rubric.

*Analysis of direct evidence:* Our expectation is that the majority of our graduating seniors (i.e., roughly those students who are enrolled in our capstone course in any given spring semester) would be at a Milestone 3 or Capstone level on all categories of the rubric we used for evaluation. This is indeed what we found: the percentages of students at a Milestone 3 or Capstone level ranged from 50% (on the "Content development" category) to 79% (on the "Supporting material" category). Although our students did reach our standards of performance, we noted that most of them did so by reaching a Milestone 3 level, as opposed to a Capstone level. This is not surprising, given the demands of the Capstone level requirement, but we would still like to see more students reaching the Capstone level.

## PLO 2

During the 2017–2018 academic year, we assessed our PLO 2 ("Think critically"). The Philosophy Program's situation with respect to critical thinking is a little bit unusual, since we design a lower-division course (PHIL 290) with the goal of bringing students up to a mastery level PLO 2. Thus, we thought it would be beneficial if we used two courses for our assessment of PLO 2: the lower-division PHIL 290 and also the upper-division PHIL 300. We gathered **direct evidence** from the Fall 2017 section of both courses and assessed artifacts using the VALUE Critical Thinking rubric. The results were as follows.

*Fall 2017 PHIL 290 PLO 2 direct evidence report:*

- 16 out of 21 students (76%) scored at a Milestone 3 or Capstone level on the "Explanation of Issues" category of the rubric.

- 18 out of 21 students (86%) scored at a Milestone 3 or Capstone level on “Evidence” (with 11 (52%) scoring at a Capstone level).
- 15 out of 21 students (71%) scored at a Milestone 3 or Capstone level on “Influence of context and assumptions.”
- 15 out of 21 students (71%) scored at a Milestone 3 or Capstone level on “Student's position.”
- 15 out of 21 students (71%) scored at a Milestone 3 or Capstone level on “Conclusions and related outcomes.”

*Fall 2017 PHIL 300 PLO 2 direct evidence report:*

- 9 out of 24 students (38%) scored at a Milestone 3 or Capstone level on the “Explanation of Issues” category of the rubric.
- 9 out of 24 students (38%) scored at a Milestone 3 or Capstone level on “Evidence.”
- 13 out of 24 students (54%) scored at a Milestone 3 or Capstone level on “Influence of context and assumptions.”
- 12 out of 24 students (50%) scored at a Milestone 3 or Capstone level on “Student's position.”
- 13 out of 24 students (54%) scored at a Milestone 3 or Capstone level on “Conclusions and related outcomes.”

In addition, we gathered **indirect evidence** from four sections of PHIL 290 (Fall 2016, Spring 2017, Fall 2017, and Spring 2018) by asking students in those section about their perceived mastery of our PLO 2. Students were asked to respond on a five-point scale (5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree) to the following prompt: “The overall class experience has enhanced my ability to think clearly, logically, independently, and critically.” The results were as follows.

- Fall 2016 PHIL 290 (n = 30): 4.70 average
- Spring 2017 PHIL 290 (n = 17): 4.76
- Fall 2017 PHIL 290 (n = 20): 4.60
- Spring 2018 PHIL 290 (n = 22): 4.86

We also conducted a separate survey of our Fall 2017 PHIL 290 students that included two questions. First, we asked students to indicate (on the same five-point scale) their level of agreement with the following statement: “This course has improved my overall critical thinking abilities.” Second, we asked them to indicate their level of agreement with “This course has improved my ability to apply critical thinking skills to controversial, emotionally charged issues.” The results were as follows.

- “This course has improved my overall critical thinking abilities” (n = 20): 4.70
- “This course has improved my ability to apply critical thinking skills to controversial, emotionally charged issues” (n = 20): 4.45

We also gathered some **authentic evidence** of student achievement of PLO 2. We have worked with the Student Success Center to facilitate tutoring for some of our courses, and one result has been that our former PHIL 290 students have been serving as tutors for current PHIL 290 students. (For example, in both Spring 2018 and Spring 2019 one of our Fall 2016 PHIL 290 students worked as a tutor for PHIL 290.) Although we haven't received any official assessments of performance from the Student Success Center, I have heard positive informal reports from students who have taken advantage of these tutoring services. Thus, the fact that former students are able to tutor current students provides some small measure of authentic evidence supporting our success in achieving our PLO 2.

*Analysis of direct evidence:* Our expectation is that the majority of our students who complete PHIL 290 (which is the course designed to produce PLO 2 mastery) would be at a Milestone 3 or Capstone level on all categories of the rubric we used for evaluation. This is indeed what we found: the percentages of students at a Milestone 3 or Capstone level ranged from 71% (on the “Influence of context and assumptions” category) to 86% (on the “Evidence” category). We would also like to see our students maintain this standard of performance throughout their college career. Thus, we also used the Critical Thinking rubric to measure direct evidence from PHIL 300, an upper-division course that our students typically take in the fall semester of their senior year. Although these students achieved this standard of performance on three out of the five rubric categories, only 9 out of 24 (38%) reached this standard in the “Explanation of issues” category and only 9 out of 24 (38%) reached this standard in the “Evidence” category.

These findings suggest that maintaining the level of mastery achieved in PHIL 290 throughout their college career is a growth area for our students. This suggestion is a cautious one, however, for at least two reasons: First, the suggestion assumes that these two groups of students (the Fall 2017 PHIL 290 students and the Fall 2017 PHIL 300 students) are representative of the typical students who take those courses. Second, although we encourage students to take PHIL 290 in their first year, not all students do this. In fact, some students take PHIL 300 before taking PHIL 290. Nevertheless, even with these caveats in mind, it does seem safe to conclude that maintaining mastery in PLO 2 is a growth area for our students.

*Analysis of indirect evidence:* Our expectation was that student perceptions of their own mastery of critical thinking would mirror the findings from our direct evidence. And this is indeed what we

found, with students taking a high view of the improvement of their critical thinking skills after taking PHIL 290. These results were encouraging, and support the claim that PHIL 290 is achieving its goals, including the goal of producing mastery of PLO 2.

### PLO 3

During the 2018–2019 academic year, we assessed our PLO 3 (“Exhibit knowledge of the history of philosophy”) using a history of philosophy assignment from our Spring 2019 PHIL 310 (Modern Philosophy). PHIL 310 is one of our two courses designed to develop mastery of our PLO 3. Also, it regularly enjoys enrollments of 20 or more students. For these reasons, we thought it would provide a good sample for assessment of our PLO 3. We gathered 21 artifacts and assessed them using a History of Philosophy rubric that we created. The rubric measures three dimensions (Awareness, Charitableness, and Insight) on a four-point scale.

Our expectation is that the majority of our students who complete PHIL 310 will be at a Milestone 3 or Capstone level on all categories of the rubric we use for evaluation. And this is indeed what we found. On both the “Awareness” and the “Charitableness” dimensions, 67% of the students were at the Milestone 3 level or above; on the “Insight” dimension, 62% of the students were at the Milestone 3 level or above. We were also happy to note that very few students scored at the Benchmark 1 level (0 on the “Awareness” dimension, and 2 each on the “Charitableness” and “Insight” dimensions).

### PLO 4

During the 2017–2018 academic year, we assessed our PLO 4 (“Exhibit knowledge of ethical theory and of how it applies to various situations”). We gathered **direct evidence** by collecting 24 term papers from our PHIL 320 (Ethics) course, which is designed to bring students to mastery of PLO 4. We evaluated these artifacts using the Ethical Reasoning VALUE rubric.

*Spring 2018 PHIL 320 PLO 4 direct evidence report:*

- 15 out of 24 students (63%) scored at a Milestone 3 or Capstone level on the “Ethical self-awareness” category of the rubric.
- 14 out of 24 students (58%) scored at a Milestone 3 or Capstone level on “Understanding different ethical perspectives.”
- 15 out of 24 students (63%) scored at a Milestone 3 or Capstone level on “Ethical issue recognition.”
- 12 out of 24 students (50%) scored at a Milestone 3 or Capstone level on “Application of ethical perspectives” (with 9 (38%) scoring at a Capstone level).

- 16 out of 24 students (67%) scored at a Milestone 3 or Capstone level on “Evaluation of different ethical perspectives.”

*Analysis of direct evidence:* Our expectation is that the majority of our students who have completed PHIL 320 would be at a Milestone 3 or Capstone level on all categories of the rubric we used for evaluation. This is indeed what we found: the percentages of students at a Milestone 3 or Capstone level ranged from 50% (on the “Application of ethical perspectives” category) to 67% (on the “Evaluation of different ethical perspectives” category). In addition, we were encouraged to note that a significant portion of our students reached this standard by performing at the Capstone level: ranging from 12% (on the “Understanding different ethical perspectives” category) to 38% (on the “Application of ethical perspectives” category). Although we were happy with these overall findings, we did note that a handful of the students did perform at the Benchmark level on some of the rubric categories. Given the aims of PHIL 320, we would prefer to have even fewer students perform at the Benchmark level. We see this as a minor growth area for our students.

We also gathered **indirect evidence** from four sections of PHIL 320 (Spring 2014, Spring 2015, Fall 2016, and Spring 2018) by asking students in those sections about their perceived mastery of our PLO 4. Students were asked to respond on a five-point scale (5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree) to the following prompt: “The overall class experience has contributed to the development of my sense of personal values and moral integrity.” The results were as follows.

- Spring 2014 PHIL 320 (n = 7): 4.80 average
- Spring 2015 PHIL 320 (n = 14): 4.75
- Fall 2016 PHIL 320 (n = 22): 4.63
- Spring 2018 PHIL 320 (n = 24): 4.59

*Analysis of indirect evidence:* Our expectation was that student perceptions of their acquisition of basic knowledge of ethical theory would agree with our direct evidence. And this is indeed what we found, with students taking a high view of their acquisition of basic knowledge of ethical theory. We did note, however, that even though the scores were high, they did seem to decrease slightly as class size grew. This suggests that acquisition of knowledge of ethical theory might be better done in smaller groups. We will continue to monitor these numbers in future semesters to see if they confirm this hypothesis.

## PLO 5

During the 2017–2018 academic year, we assessed our PLO 5 (“Produce a paper informed by relevant philosophical research”). We gathered **direct evidence** in the form of 20 term papers from the Spring 2018 section of PHIL 480, our capstone course, which is designed to bring our students to a mastery level our PLO 5. We evaluated these artifacts using the Inquiry and Analysis VALUE rubric.

*Spring 2018 PHIL 480 PLO 5 direct evidence report:*

- 18 out of 20 students (90%) scored at a Milestone 3 level on the “Topic selection” category of the rubric.
- 12 out of 20 (60%) scored at a Milestone 3 or Capstone level on the “Existing knowledge” category of the rubric.
- 10 out of 20 (50%) scored at a Milestone 3 or Capstone level on the “Design process” category of the rubric.
- 11 out of 20 (55%) scored at a Milestone 3 or Capstone level on the “Analysis” category of the rubric.
- 9 out of 20 (45%) scored at a Milestone 3 or Capstone level on the “Conclusions” category of the rubric.
- 9 out of 20 (45%) scored at a Milestone 3 or Capstone level on the “Limitations and implications” category of the rubric.

*Analysis of direct evidence:* Our expectation is that the majority of our graduating seniors (i.e., roughly those students who are enrolled in our capstone course in any given spring semester) would be at a Milestone 3 or Capstone level on all categories of the rubric we used for evaluating PLO 5. This is, for the most part, what we found. However: whereas the number of students performing at the Milestone 3 or Capstone level reached as high as 90% (on the “Topic selection” category), there were two categories for which the number dipped to 45%: “Conclusions” and “Limitations and implications.” This is a growth area for our students, and something that we will consider as we prepare for future iterations of PHIL 480. Moreover, we have reasons to be optimistic about the results of efforts to increase performance in these areas. We noted that part of the reason that the scores for “Topic selection” were so high is that the faculty member teaching the course, Professor Marshall, led students through a process of carefully choosing a topic. This included offering comments on paper proposals, and even encouraging students to go back to the drawing board when a topic seemed problematic. Thus, we feel confident that extra attention devoted to “Conclusions” and “Limitations and implications” will have a significant impact. Also, we were encouraged to note that these results, while not quite what we were expecting, come from the first draft of the students’ senior thesis projects. Presumably the final drafts would have evinced a greater degree of mastery.

We also assessed PLO 5 during the 2018–2019 academic year by gathering **direct evidence** (in the form of 23 term papers) from our Fall 2018 PHIL 527 (Philosophy of Religion) course. We assessed these artifacts using the Written Communication VALUE rubric.

*Analysis of direct evidence from PHIL 527:*

PHIL 527 is not meant to produce mastery of PLO 5; instead, it is designed to develop competency in PLO 5. Still, our hope is that a majority of our students will be at Milestone 3 or higher across all five dimensions of PLO 5. And this is indeed what we found. The median score for all five dimensions, for all students, was Milestone 3. On the “Control of Syntax and Mechanics” dimension, 65% of the students were at the Milestone 3 level or above. On the “Context and Purpose” dimension, 57% of the students were at the Milestone 3 level or above. On both the “Content Development” and “Sources and Evidence” dimensions, 61% of the students were at the Milestone 3 level or above. The median score for every dimension other than “Genre and Disciplinary Conventions” was Milestone 3; for the “Genre and Disciplinary Conventions” dimension, the median score was 2. We were also happy to note that very few students scored at the Benchmark 1 level (only three students received a score of 1 on any dimension, and all three were in the “Genre and Disciplinary Conventions” dimension).

### **Closing the loop**

We noted the following growth areas in light of our assessment results:

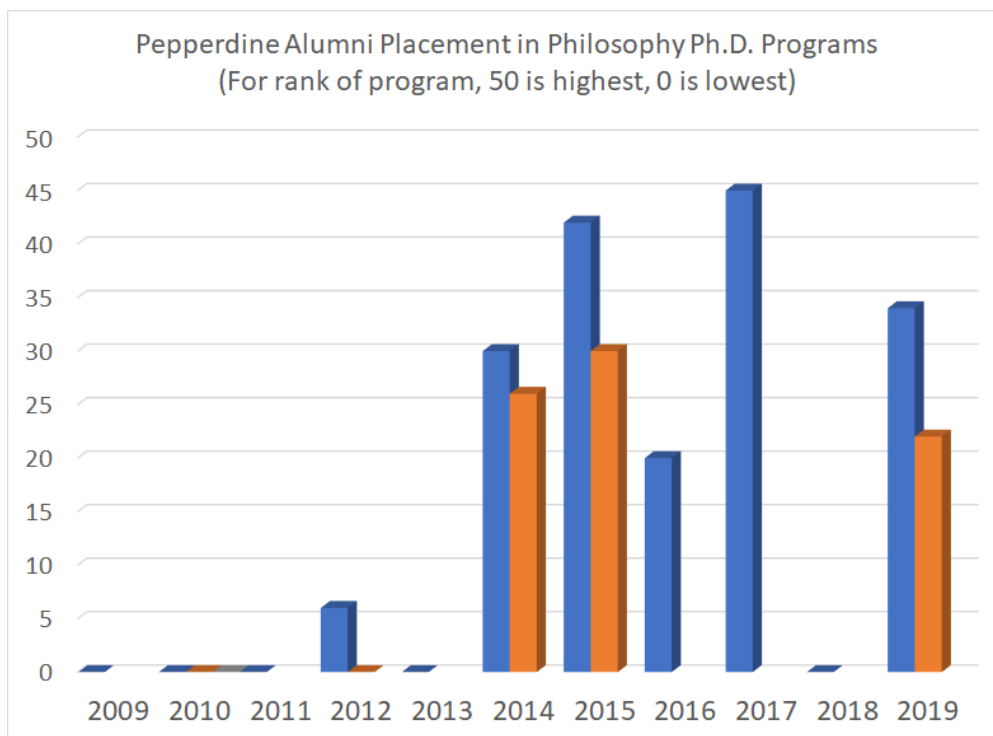
- *PLO 1* (“Clearly communicate both orally and in writing”): Although our students achieved our expected standards of performance for our PLO 1, we still considered ways to improve performance. For example, we incorporated an oral communication component into additional courses in our curriculum.
- *PLO 2* (“Think critically”): We also noted that maintaining mastery in PLO 2 is a growth area for our students. Although our assessment results suggest that most students do achieve mastery of PLO 2 in PHIL 290, those results also suggest that there is a loss of mastery over time. Thus, we added or expanded a review of logic and critical thinking skills in our upper-division courses.
- *PLO 3* (“Exhibit knowledge of the history of philosophy”): We would like to build on our success in producing authentic evidence of our achievement of our PLO 2 (“Think critically”) by working toward producing authentic evidence of our achievement of our PLO 3. Thus, we will pursue the possibility of having former students serve as tutors for the Spring 2020 iteration of PHIL 310.

- *PLO 4* (“Exhibit basic knowledge of ethical theory and of how it applies to various situations”): Since PHIL 320 is the course designed to produce mastery of our PLO 4, we noted that even a small number of students performing at the Benchmark level is less than ideal. We will explore ways to reduce this small number even further, perhaps by making adjustments in our lower division courses (PHIL 200 and PHIL 290) to provide a greater emphasis on moral reasoning in preparation for PHIL 320.
- *PLO 5* (“Produce a paper informed by relevant philosophical research”): As noted in our assessment results for PLO 5, our students fell just shy of our expectations in the “Conclusions” and “Limitations and implications” categories of the rubric. We will introduce some additional focus on these areas into our PHIL 480 course sections (beginning with the Spring 2020 section), and we are confident that this additional focus will have positive results.
- *General comments*: Although we have in the past included a significant amount of indirect evidence and a significant amount of student involvement in our assessment efforts, that was admittedly not as much the case during the 2018–2019 academic year. The primary reason for this was that our assessment coordinator was on sabbatical during the Fall 2018 semester, which limited our program assessment efforts. In light of this shortcoming, we will not only work to get back to previous levels of indirect evidence and student involvement, but we will also formulate a plan for greater continuity during future semesters involving assessment coordinator release time.

### **Graduate school placement of Pepperdine Philosophy students:**

Below are two charts with a list of Pepperdine Philosophy students who have gone on to graduate school, including the rank of the program attended and the highest ranking among the programs to which they were admitted. (These rankings are drawn from the Philosophical Gourmet Report—by far the most prominent and trusted ranking of philosophy graduate programs—for the year each student entered the graduate program.)

Year	Name	Program Attended	Rank of Program Attended	Rank of Highest Program Admitted	Highest Program Admitted
2009	Alan Reynolds	University of Oregon	0	0	
2010	Alex Swob	University of Warwick (terminal M.Phil)	NA	NA	
2010	Andrew Forcehimes	Vanderbilt University	0	0	
2010	Blake McAllister	Baylor University	0	0	
2010	Devon Bryson	University of Tennessee, Knoxville	0	0	
2011	Justin Clardy	University of Arkansas, Fayetteville	0	0	
2012	Caroline Mobley	University of Tennessee, Knoxville	0	0	
2012	Peter Zuk	Rice University	44	31	UC Riverside
2013	Ian Irwin	Bowling Green State University	0	0	
2014	Chad Marxen	Brown University	20	13	Arizona
2014	Gerard Rothfus	University of California, Irvine	24	24	
2015	Anna Brinkerhoff	Brown University	20	17	Notre Dame
2015	Landon Hobbs	Stanford University	8	2	Oxford
2016	Chris Dengler	University of Colorado, Boulder	30	30	
2016	Brianna Campbell	Northern Illinois (terminal M.A.)	NA	NA	
2017	Michael Burton	Yale University	5	5	Yale
2017	Ben Keoseyan	Northern Illinois (terminal M.A.)	NA	NA	
2017	Kyle Morgan	Oklahoma State (terminal M.A.)	NA	NA	
2017	Stewart Harrison	UC Davis (terminal M.A.)	NA	NA	
2017	Michael Gong	Boston College (terminal M.A.)	NA	NA	
2018	Jacob Zimbelman	Northern Illinois (terminal M.A.)	NA	NA	
2019	Ben Keoseyan	University of Arizona	16	16	
2019	Paige Massey	University of Colorado, Boulder	22	22	
2019	Will Perin	Northern Illinois (terminal M.A.)	NA	NA	



Published articles written by students while at Pepperdine

Here is a list of philosophy articles published by Pepperdine Philosophy students during the time period under review:

1. William Perrin (2019). "[The Failure of Hope as an Epistemic Standard](#)," *Sound Ideas*
2. Jacob Zimbleman (2018). "[Socrates' Satisfied Pigs](#)," *Global Tides* 12(1)
3. Jake Amble (2018). "[A Century of Identity-Based Resistance: The Evolution of Islamism as a Political Movement](#)," *Global Tides* 12(1)
4. Mallorie Urban and Tomas Bogardus (2017). "[How to Tell Whether Christians and Muslims Worship the Same God](#)," *Faith and Philosophy* 34(2): 176–200
5. Amelia Del Pra (2017). "[A Refuge for Refugees: The Historical Context and Socioeconomic Impact of Palestinian Refugees in Jordan](#)," *Global Tides* 11(1)
6. Callaghan McDonough (2017). "[Incarnate Love and Other Embodied Truths: Dostoevsky's Response to Suffering in The Brothers Karamazov](#)," *Global Tides* 11(1)
7. Stewart Harrison (2017). "[Against Exclusively Motivational Know-How](#)," *Global Tides* 11(1)

### **Professional accomplishments**

As mentioned above, we keep track of the professional accomplishments of our alumni and we post a summary of those accomplishments on our "[Alumni Spotlight](#)" page. As mentioned on that page, our alumni have impressive records. Many have entered careers right after graduation, doing everything from working in advertising and mortgage consulting and the music industry, to teaching in disadvantaged areas, to flying F-16s.

### **Integrated analysis**

The students in our program are meeting expectations, the number of students in the program is consistently high, and the students report high levels of agreement when prompted to reflect on our judgment that they are meeting expectations. Our students are engaging in professional activities while at Pepperdine, such as presenting at conferences and publishing papers in both student and professional journals; many of these professional activities are done in collaboration with Philosophy faculty. Moreover, our students are performing well after graduation: they are getting good jobs and they are getting accepted into highly regarded graduate programs in philosophy, law, business, and medicine. For these reasons and more, it seems that the Philosophy Program at Pepperdine is producing an effective and holistic student learning experience.

### **Faculty and staff**

#### **Qualifications and achievements of faculty in relation to program goals**

We have three full-time faculty members. Each one holds a Ph.D. in Philosophy.

*Faculty specialties:*

- **Dr. Tomas Bogardus:** AOS: Epistemology and Philosophy of Mind. AOC: Ethics, Logic, Philosophy of Religion, Philosophy of Gender
- **Dr. Mason Marshall:** AOS: Ancient Philosophy. AOC: Modern Philosophy, Aesthetics.
- **Dr. Garrett Pendergraft:** AOS: Action Theory and Philosophy of Religion. AOC: Metaphysics, Epistemology, Logic, Business Ethics.

Every course that our faculty members teach is within their AOS or their AOC, which produces a favorable alignment of our specialties with our curriculum.

## Record of scholarship

### Dr. Tomas Bogardus:

- [“Some Internal Problems with Revisionary Gender Concepts,”](#) forthcoming in *Philosophia*
- [“How to Tell Whether Christians and Muslims Worship the Same God,”](#) co-authored with Pepperdine student Mallorie Urban, *Faith and Philosophy* 34(2): 176-200 (2017)
- [“Only All Naturalists Should Worry about Only One Evolutionary Debunking Argument,”](#) *Ethics* 126(3): 636-661 (2016)
- [“Yes, Safety is in Danger,”](#) co-authored with Pepperdine student Chad Marxen, *Philosophia* 42(2): 321-334 (2014)
- [“Knowledge under Threat,”](#) *Philosophy and Phenomenological Research* 88(2): 289-313 (2014)
- [“The Problem of Contingency for Religious Belief,”](#) *Faith and Philosophy* 30(4): 371-392 (2013)
- [“Undefeated Dualism,”](#) *Philosophical Studies* 165(2): 445-466 (2013)
- [“Disagreeing with the \(Religious\) Skeptic,”](#) *International Journal for Philosophy of Religion* 74: 5-17 (2013)
- [“Foley on Self-Trust and Religious Disagreement,”](#) *Logos & Episteme* 4(2): 217-226 (2013)
- [“What Certainty Teaches,”](#) *Philosophical Psychology* 25(2): 227-243 (2012)
- [“A Vindication of the Equal-Weight View,”](#) *Episteme: A Journal of Social Epistemology* 6(3): 324-335 (2009)

- Zhu et al., "[Nerve Growth Factor Exerts Differential Effects on the Growth of Human Pancreatic Cancer Cells](#)," *Clinical Cancer Research* 7: 105-112 (2001)

**Dr. Mason Marshall:**

- *Socratic Protreptic* (book manuscript in progress)
- "Socrates' Defensible Devices in Plato's Meno," *Theory and Research in Education* 17.2 (2019): 165-180.
- "Restored Philosophy," in *Restoration and Philosophy: New Philosophical Engagements with the Stone-Campbell Tradition*, edited by J. Caleb Clanton (University of Tennessee Press, forthcoming)
- "Is Clarity Essential to Good Teaching?" (with Seaver student Aaron M. Clark), *Teaching Philosophy* 33.3 (2010): 271-289
- "The Republic's Ambiguous Democracy" (with Seaver student Shane A. Bilsborough), *History of Philosophy Quarterly* 27.4 (2010): 301-316
- "A Problem for the Political Reading of Plato's Republic," *Newsletters for the Society for Ancient Greek Philosophy* 10.2 (2009): 3-12
- "Democracy in Plato's Republic: How Bad Is It Supposed to Be?" *Southwest Philosophy Review* 25.1 (2009), (revised and expanded) *Newsletters for the Society for Ancient Greek Philosophy* 9.3 (2008): 3-13
- "Revisiting Gender-Inclusive God-Talk: A New, Wesleyan Argument" (with J. Aaron Simmons), *Philosophy and Theology* 20.1-2 (2009): 243-263
- "The Possibility Requirement in Plato's Republic," *Ancient Philosophy* 28.1 (2008): 71-85
- "Freedom through Critique: Thoreau's Service to Others," *Transactions of the Charles S. Peirce Society* 41.2 (2005): 395-427
- "The Role of Reason for Borden Parker Bowne," *Transactions of the Charles S. Peirce Society* 38.4 (2002): 649-671

**Dr. Garrett Pendergraft:**

- "Controversy Over Gender Differences and Free Speech at Google," *SAGE Business Cases* (SAGE Publications, 2019).

- “Freedom of the Will (Doctrine),” in K. P. Minkema and A. C. Neele (eds.), *A Jonathan Edwards Encyclopedia* (Grand Rapids, MI: Eerdmans, 2017).
- Review of Hugh J. McCann (ed.), *Free Will and Classical Theism: The Significance of Freedom in Perfect Being Theology*, Notre Dame Philosophical Reviews (2017).
- [“Against Deliberation Restrictions,”](#) *Religious Studies* 50 (2014): 341-357
- [“No \(New\) Troubles with Ockhamism”](#) (with D. Justin Coates), *Oxford Studies in Philosophy of Religion* 5 (2014): 185-208.
- [“Does the Consequence Argument Beg the Question?”](#) (with John Martin Fischer), *Philosophical Studies* 166 (2013): 575-95
- [“The Explanatory Power of Local Miracle Compatibilism,”](#) *Philosophical Studies* 156 (2011): 249-66
- [“Nelson Pike's Contribution to the Philosophy of Religion,”](#) *Philosophia* 39 (2011):409-31.
- [“In Defense of a Causal Requirement on Explanation,”](#) in Phyllis McKay Illari, Federica Russo, and Jon Williamson (eds.), *Causality in the Sciences* (New York: Oxford University Press, 2011), pp. 470-92.

## Participation in development opportunities

### Dr. Tomas Bogardus:

- October 2019, Public Philosophy Network Annual Conference: Attended sessions about public outreach in Philosophy, and gave a talk about the use of social media to recruit and retain students.
- June 2018, Technology and Learning Office, and Center for Teaching Excellence four-day seminar devoted to flipping the classroom, and backwards design pedagogies.
- May 2018, Center for Teaching Excellence three-day seminar devoted to vocation in the modern university.
- November 2017, Center for Teaching Excellence session devoted to effective methods for improving classroom accessibility.
- October 2017, Center for Teaching Excellence session devoted to effective methods for boosting learning and memory.
- March 2017, Faculty Professional Development Nano Session devoted to the effective use of Powerpoint, organized by the Technology and Learning Office.

- March 2017, Faculty Professional Development Nano Session devoted to Active Learning Strategies, organized by the Technology and Learning Office.
- February 2017, Faculty Professional Development Nano Session devoted to Classroom Management, organized by the Technology and Learning Office.

**Dr. Garrett Pendergraft:**

- 2018–2019 academic year, Pepperdine University SEED Seminar.
- June 2018, Georgetown University Workshop on Teaching Business Ethics.
- June 2018, Technology and Learning Office, and Center for Teaching Excellence four-day seminar devoted to flipping the classroom, and backwards design pedagogies.
- October 2017, Center for Teaching Excellence session devoted to effective methods for boosting learning and memory.
- May 2016, Pepperdine University Working Retreat on Inclusive Curriculum.
- Jan 2016, American Association of Philosophy Teachers Workshop: Teaching and Learning in Philosophy.

All three faculty members consistently read a significant number of recent issues of the journals relevant to their fields of research. And they stay up-to-date on all major books published in their fields of interest, focusing on the major academic presses (e.g. Oxford, Cambridge, Routledge, and MIT Presses).

**Number of, and support for, program faculty**

- *Distribution of faculty across ranks (or staff years at institution):* All three Philosophy faculty are Associate Professors with tenure.
- *Diversity of faculty/staff:* Our faculty members have a suitable diversity of educational backgrounds, research areas, and philosophical views to expose our students to a wide variety of perspectives.
- *Number of full-time faculty (ratio of full-time faculty to part-time faculty):* There are currently three full-time faculty and no part-time faculty.
- *Student-faculty ratio:* There are approximately 21 majors for every faculty member. As indicated below, this ratio is much higher than the ratio at our peer and aspirational schools.

- *Faculty workload:* Our faculty members have a 3/3 teaching load, with the opportunity to apply for a one-course release each year.
- *Faculty review and evaluation processes:* Faculty members are periodically evaluated formally by other faculty, Pepperdine's Rank-Tenure-Promotion Committee, the Division Chair, the Dean, the Provost, the Board of Regents, and the President. Every faculty member goes through a pre-tenure review process after three years of teaching. Then, each faculty member goes through the tenure review process after six years of teaching. After that, faculty members are evaluated every five years. All faculty receive a less formal annual review from the Divisional Dean.
- *Mentoring processes:* New faculty are assigned to a senior faculty mentor as part of the new faculty orientation process.
- *Professional development opportunities and resources (including travel and research funds):* All faculty have an approximately \$1,500 travel budget each year. Faculty may also apply for funding through Seaver Fellowships, Dean's Research Grants, the Summer Undergraduate Research Program, the Academic Year Undergraduate Research Initiative, and through Technology and Learning Grants. And, after tenure, faculty may apply for a course reduction to support an active research agenda (thereby moving from a 3/3 load to a 3/2 load).
- *Time for research and program development:* Although the program faculty do typically have sufficient time for research and program development, the overall administrative burden has increased over time, resulting in less time for teaching and research.

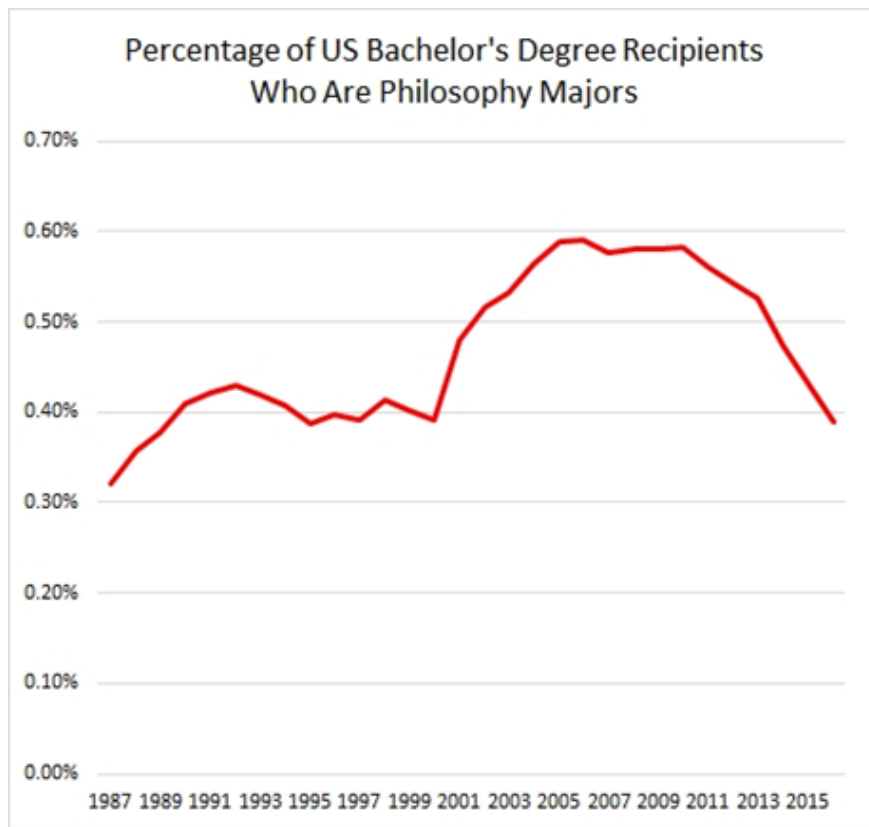
## Sustainability

### **Demand for the program and allocation of resources**

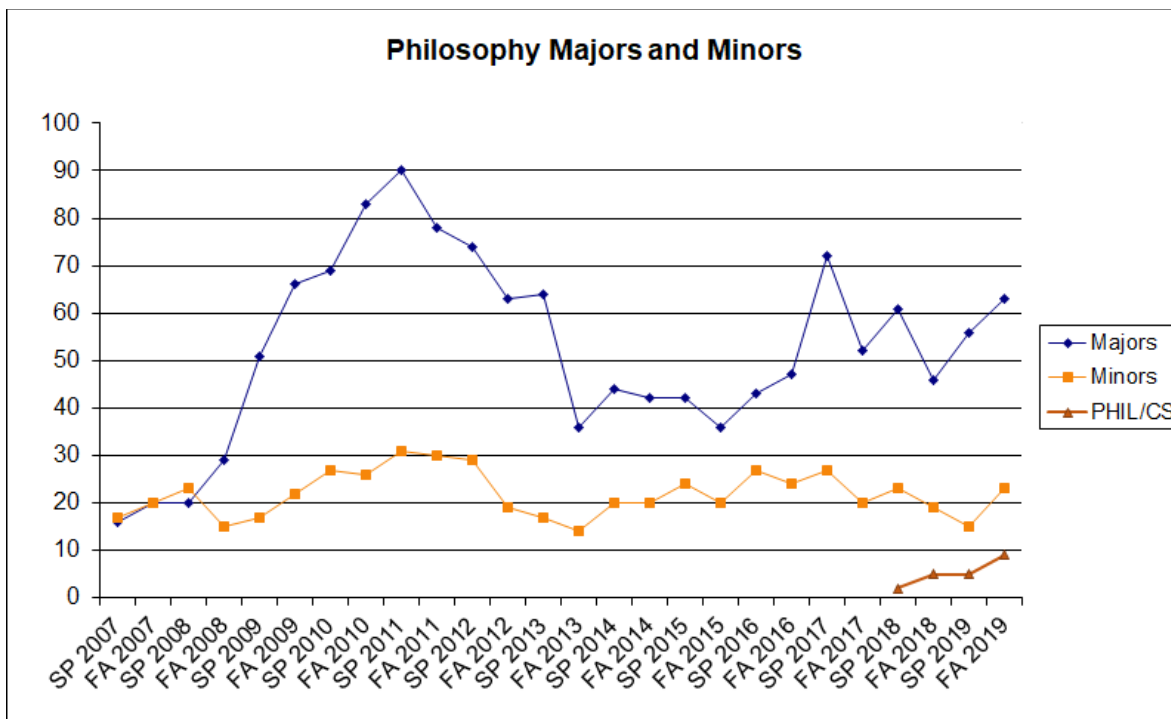
According to the American Philosophical Association, "Bachelor's degree completions in philosophy more than doubled from 1987 to 2009, and the percentage of bachelor's degrees issued in philosophy as a percentage of all bachelor's degrees awarded, though small, rose slowly but steadily throughout that same time period." [Data are available here.](#)

According to those data compiled by the APA, in 2009 philosophy degrees were 0.498% of all bachelor degrees conferred that year. (This comports with [data from the Institute for Education Sciences](#), which puts the percentage of Philosophy degrees *and* Religious Studies degrees at 0.706%.)

However, since the 2008 Financial Crisis, there has been a concomitant enrollment crisis in the humanities: each year, fewer students are majoring in the humanities, and there is no sign of a rebound. Nationally, philosophy is no exception, as you can see from this [graph \(source\)](#):



Through the efforts of our entire Philosophy Program here at Pepperdine, we have bucked this trend. Below is a graph of our major, minor, and Philosophy/Computer Science joint major numbers. Though we were not immune to the precipitous drop in majors that one saw nationally after the 2008 Financial Crisis (allowing for a lag as pre-crisis majors graduated), our numbers have rebounded, and the trajectory is good:



According to those most recent data mentioned above, the national average for the percentage of college graduates who majored in Philosophy in 2016 was 0.39%. In the table below, you'll see that Pepperdine's percentage of philosophy majors at Seaver College (1.74%) is more than quadruple (4.46 times larger than) that national average, despite our relatively high ratio of philosophy majors to philosophy faculty (21 majors for every 1 faculty member), as well as our limited presence on the GE curriculum (no philosophy courses are required of all students, and only one philosophy course counts toward a GE requirement). This compares well to a sample of our peer and aspirational institutions, as the table below shows:

Institution	Majors	Minors	Total Undergrads	% of Phil. Majors	Philosophy Faculty*	Majors to Faculty Ratio	Number of Philosophy GE Requirements or Electives
Pepperdine University	63	23	3,627	1.74%	3	21.00	0 required, 1 elective
Notre Dame	118	88	8,530	1.38%	39	3.03	1 required, 1 elective
Fordham University	110	101	9,645	1.14%	28	3.92	2 required, 6 elective
Calvin College	42	12	3,625	1.16%	10	4.20	1 required, 3 elective
St. Norbert	10	25	2,100	0.48%	7	1.43	1 required, 7 elective

College							
Loyola Marymount	46	62	6,700	0.60%	21	2.20	1 required, 3 elective

\* *Tenured or tenure-track*

### Facilities

The way lights are mapped to switches in classrooms forces the faculty member to choose between a room that's too dark and slides that are hard to see. Other than that, the facilities are adequate for our purposes.

### Financial Resources

Since budgetary decisions take place at the Divisional level and not the Program level, the Divisional Dean is in a better position to discuss the operating budget (and budgetary trends) than are the program director or the individual faculty members.

## Core competencies and General Education

### Oral Communication (2015–2016)

During the time period under review, 13 students from BA/PHIL 410 (Business Ethics) were assessed on Oral Communication. (Although the artifacts came from a Philosophy course, most of the students assessed were not Philosophy students.) These students saw significantly lower performances than the Seaver average, with a score range of 2.4–2.7, compared to the Seaver score range of 3.1–3.2. There was little difference between the performances of male and female students on most dimensions except “Supporting Material.” For “Supporting Material,” female students outperformed their male counterparts significantly with almost a 1.2-point difference.

Since Oral Communication is part of our PLO 1, the assessment data mentioned above is also relevant to this particular core competency.

### Written Communication

Since Written Communication is part of our PLO 1, the assessment data mentioned above is relevant to the Written Communication core competency.

### Information Literacy (2016–2018)

Information Literacy assessments for the Philosophy Program came from the Spring 2017 section of PHIL 480. The findings were as follows:

PHIL 480 submitted student Reflective Essays and Research Papers. All 5 dimensions of the rubric were used for assessment. The students enrolled in PHIL 480 scored higher on all 5 dimensions when compared to Seaver students and Librarian Evaluation.

The male students enrolled in PHIL 480 scored slightly higher on “Determine the extent of information needed” and “Evaluate information and its sources critically” and scored equally on “Access and use information ethically and legally”, while they scored lower on “Access the needed information” and “Use information effectively to accomplish a specific purpose” when compared to female students.

### **Critical Thinking (2017–2018)**

During the time period under review, Critical Thinking was assessed in the following Religion & Philosophy courses (PHIL 290, REL 302, REL 312, REL 330, REL 340, REL 451, REL 491, REL 513, REL 520, REL 524, REL 547). The 35 students assessed from the Religion & Philosophy division were spread across 11 courses. The bulk of the students (21) were in one course, PHIL 290. Of the 35 students, 15 were seniors, 11 were juniors, and 9 were sophomores. Sophomores had higher average scores in all dimensions except for “Student’s position”. Juniors and sophomores had higher average scores in all dimensions in comparison to seniors. As a division, the average scores aligned closely with the University averages.

### **Quantitative Reasoning**

We were not able to obtain assessment data on this core competency during the period under review.