

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

<p>Yes:</p> <ol style="list-style-type: none"> 1. Relate the core intuitions of Economics to economic and social phenomena, in order to produce sound economic analysis. 2. Collect and analyze empirical data to distinguish trends and test economic theories. 3. Analyze consumer behavior. 4. Analyze market structure and firm behavior. 5. Analyze micro and macro policy, using foundational economic concepts. 	<p>Published on the Pepperdine website</p>	<p>2015-2016 Direct Data</p> <ol style="list-style-type: none"> 1. Final Exams 2. Presentations assessed by a rubric 3. Multiple Choice Test <p>Indirect Data</p> <ol style="list-style-type: none"> 1. Case Studies 2. Senior Surveys <p>Authentic Assessment</p> <ol style="list-style-type: none"> 1. None 	<p>2015-2016</p> <ul style="list-style-type: none"> • Paul Jones - Principal Assessor • Ron Batchelder: Edited senior knowledge survey questions. Administered senior knowledge survey. Developed five core intuitions of economics and three foundations of policy. • Gary Galles: Consulted on senior knowledge survey questions. Administered senior knowledge survey and case 	<p>2015-2016</p> <ol style="list-style-type: none"> 1. Establish the coordinating role of prices in the economy to improve student learning on this subject 2. Assign more oral presentations to improve student ability 	<p>Academic Year 2007 - 2008</p> <p>Next review 2018-2019</p>
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			<p>studies.</p> <p>Developed five core intuitions of economics and three foundations of policy.</p> <ul style="list-style-type: none">• Paul Jones: Economics assessment coordinator: Coordinated oral communication assessment in upper division coursework. Administered senior knowledge survey and case studies. Wrote assessment report.• Robert Sexton: Assessed oral communication in upper division coursework. Developed five core intuitions of economics and		
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			<p>three foundations of policy.</p> <ul style="list-style-type: none"> • Andrew Yuengert: Wrote first draft of senior knowledge survey questions and case studies. Developed five core intuitions of economics and three foundations of policy. 		
<p>2012</p> <ol style="list-style-type: none"> 1. A set of analytical tools to help understand and evaluate an almost unlimited range of issues, including some of the most serious ones confronting society (poverty, discrimination, health, unemployment, economic growth, inflation, the effects of taxes and government deficits, etc.). 2. The Economics major is interdisciplinary--the economics of law, behavioral economics, economic history, health economics, public finance and public choice (essentially, the economics of government), international economics, etc 3. Economics also teaches analytical and problem-solving skills, as well as the creative skills to help determine how to frame questions, what tools and principles to apply to particular problems, what data and information are pertinent to those problems, and how to understand or explain surprising or unexpected results. 		<ul style="list-style-type: none"> • Senior Surveys • Essays and assignments • Alumni Surveys 	<ul style="list-style-type: none"> • Robert Sexton • Gary Galles • Ronald Batchelder • Andrew Yuengert 	None	

<p>4. We stress that moral and value issues are an essential part of evaluating policies and decisions—you cannot decide what is good or bad apart from what you value. Therefore, we deal extensively with ethical issues, and tradeoffs among them, in our applied courses.</p>					
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POLITICAL SCIENCE

<p>Yes:</p> <ul style="list-style-type: none"> ● Demonstrate knowledge and analytical proficiency across the political science subfields. ● Use writing skills to communicate theoretical perspectives, findings, and interpretations of political issues. ● Apply theoretical perspectives and research methods to generate positions about contemporary political issues and/or explanations of political phenomena. ● Utilize critical thinking skills to assess political ideas and events. ● Identify opportunities for civic engagement and participation in political processes. ● Integrate political knowledge with faith, ethnic, race, and/or gender identities. 	<p>Published on the Pepperdine website</p>	<p>2015-2016</p> <p>Direct Data</p> <ol style="list-style-type: none"> 1. Writing assignments gauged by a rubric <p>Indirect Data</p> <ol style="list-style-type: none"> 1. Faculty questionnaire <p>Authentic Assessment</p> <ol style="list-style-type: none"> 1. Papers authored, co-authored, presented, and co-presented by students 	<p>2015-2016</p> <ul style="list-style-type: none"> ● Candice Ortbal: Read all artifacts, compiled data, analyzed data, and wrote report ● Brian Newman: Submitted artifacts, analyzed data, completed interrater reliability check for artifacts, and completed indirect evidence survey ● Chris Soper: Completed indirect evidence survey ● Dan Caldwell: Completed indirect evidence survey ● Joel Fetzer: Completed indirect evidence survey ● Robert Williams: Coordinated data for table of authentic evidence for writing and completed indirect evidence survey ● Jason Blakely: Completed indirect evidence survey 	<p>2015-2016</p> <ol style="list-style-type: none"> 1. Improve teaching by focusing even more on helping students grow in two ways: formulating hypotheses and writing conclusions 	<p>Academic Year 2012 - 2013</p> <p>Next review 2018-2019</p>
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<p>2012</p> <ol style="list-style-type: none"> 1. Compare political institutions, governmental and non-governmental actors, and political cultures in the United States and other states, distinguishing basic differences and similarities among them. 2. Analyze and apply theories of politics and society to contemporary politics. 3. Evaluate the dynamics of international relations and how politics, economics, and culture shape relations between states. 4. Utilize research methods appropriate to the political science subfields and write arguments and/or test hypotheses grounded in the extant literature and justified using textual and/or empirical evidence. 5. Integrate political knowledge and personal experiences with faith commitments, civic responsibilities, and ethnic and gender identities. 		<p>Political Science assessed their PLO covering research methods and writing using a detailed rubric for evaluating student work. This rubric assessed four aspects of student writing:</p> <ul style="list-style-type: none"> • Justification – use of sound empirical evidence to support findings • Literature – grounding in the relevant extant literature • Methods – use of appropriate methods • Writing Style – well written and free from typos and other errors in syntax <p>Example: A team of internal reviewers assessed each of the four subparts of the PLO #3 on a 1- 25 point scale. Students whose work fell “below expectations” received anywhere from 0 to 18 points. Students who produce “satisfactory” work received anywhere from 19 to 22 points. Students who produced “exemplary” work received anywhere from 23 to 25 points. More information on the rubric and findings is available in the Annual Report.</p>	<p>Nathaniel Klemp served as the assessment coordinator (revising SLOs, creating and evaluating rubrics, and writing the report).</p> <p>8 of 8 full time faculty members in political science also contributed to the report (revising SLOs, implementing rubrics, and offering information on the uses of diversity)</p>	<p>The Political Science Program has begun implementing the following changes in pedagogy:</p> <ul style="list-style-type: none"> • Training in Methodology and Research Design – offering more instruction in methods • Frontloading the Honors Program – assigning more work in the first semester of the honors program • Problems with the IRB Process – encouraging students to submit applications earlier on • More Extensive Writing Instruction – adding more writing instruction • Clarify Expectations – giving students clearer expectations for the program 	
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PSYCHOLOGY						
<p>Yes:</p> <ul style="list-style-type: none"> ● Critique the quality of published psychological literature and empirical research. ● Design and conduct an empirical study to answer a research question. ● Describe and explain the major contributions of the core subdisciplines of psychology. ● Integrate personal faith, sense of vocation, scientific knowledge, and APA Ethical Principles. ● Recognize and articulate the importance of diversity (including cultural, ethnic, racial, gender, sexual, age, and religious) as it applies to each subdiscipline. 	Published on the Pepperdine website	<p>2015-2016 Direct Data</p> <ol style="list-style-type: none"> 1. Written reports that the students designed and conducted to answer research questions <p>Indirect Data</p> <ol style="list-style-type: none"> 1. None <p>Authentic Assessment</p> <ol style="list-style-type: none"> 1. Independent Research Project that the students will be presenting at a national psychology conference 	<p>2015-2016</p> <ol style="list-style-type: none"> 1. Khanh Bui, professor of psychology. Role: principal assessor. Coordinated assessment activities for the 2015-2016 academic year. Attended three LiveText training sessions. Hired an assessment assistant through the Seaver Faculty-Student Mentorship Program. Met with Atlas Yu to plan method of uploading videos of oral presentations and student papers to LiveText. Recruited four assessment raters. Trained assessment raters on how to use rating rubrics. Write annual assessment report for the 	<p>2015-2016</p> <ol style="list-style-type: none"> 1. Hired Nataria Joseph to fill gaps in our curriculum for Health Psychology and Adult Developmental Psychology 2. Proposal for a Capstone Course 3. Proposal for an Internship Class 4. Plan to rephrase PLO #4 5. Collection of comparison data regarding laboratory resources at peer and aspirational schools and the laboratory facilities needed by our faculty and students 	<p>Academic Year 2012 - 2013</p> <p>Next review 2018-2019</p>	

			<p>psychology program for 2016.</p> <ol style="list-style-type: none">2. Steve Rouse, professor of psychology and Divisional Dean, Social Science Division. Role: provided assessment guidance. Ensured that psychology program adheres to assessment requirements.3. Nataria Joseph, assistant professor of psychology. Role: provider of assessment artifacts. Provided video-recordings of student oral presentations for GE assessment of oral communication skills. Provided student papers for assessment of Program Learning Outcome #2 (design and conduct an empirical study to answer a research question).4. McReynolds "Mac" Sommers, junior, economics major. Role: assessment assistant. Uploaded video-recordings of oral presentations and student papers onto LiveText.		
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			<p>5. Beck Blair, senior, psychology major. Role: rater of oral presentations and student papers.</p> <p>6. Lauren Kawano, graduating senior, psychology major. Role: rater of oral presentations and student papers.</p> <p>7. Nancy Zelaya, graduating senior, psychology major. Role: rater of oral presentations and student papers.</p> <p>8. Sarah Zhang, graduating senior, psychology major. Role: rater of oral presentations and student papers.</p>		
<p>2012</p> <ol style="list-style-type: none"> 1. Critique the quality of published psychological literature and empirical research. 2. Design and conduct an empirical study to answer a research question. 3. Describe and explain the major contributions of the core subdisciplines of psychology. 4. Integrate personal faith, sense of vocation, scientific knowledge, and APA Ethical Principles. 		<p>Psychology assessed their PLO #1 by using both direct and indirect forms of evidence:</p> <ul style="list-style-type: none"> • Direct Evidence – seniors answered 10 objective questions. Five of the objective questions pertained to interpreting a graph of the results of an experiment. The remaining five questions pertained to interpreting statistical results presented in text format. 	<p>Khanh Bui served as the assessment coordinator (writing assessment questions, analyzing data, and writing the assessment report).</p> <p>5 of the 8 full time faculty members in Psychology were involved in the assessment process (administering surveys, collecting surveys, and revising SLOs and PLOs).</p>	<p>The Psychology Program has begun implementing the following changes in assessment plan: Considering revisions to the Program Learning Outcomes, Curriculum Map, and Assessment Plan based on the findings from the assessment report.</p>	<p>2010</p>

		<ul style="list-style-type: none">● Indirect Evidence – a sample of 58 students indicated the extent to which they agreed with the following statement: “I am prepared to understand graphical and statistical presentations of data.” <p>Example: The direct assessment of PLO #1 had the seniors answer 10 objective questions. Five of the objective questions pertain to interpreting a graph of the results of an experiment. The remaining five questions pertain to interpreting statistical results presented in text format. In addition to the 58 psychology seniors, the psychology faculty tested 16 beginning psychology students enrolled in Psyc 210: Foundations of Psychology (a required foundation course for psychology majors) on the same ten questions. The psychology faculty wanted to see if the seniors’ performance would be significantly higher than that of beginning psychology</p>			
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		students. Results are available in the Annual Report.			
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SOCIOLOGY						
<p>Yes:</p> <ul style="list-style-type: none"> ● Demonstrate the use of the sociological imagination, "the ability to recognize the relationship between large-scale social forces and the actions of individuals." ● Describe and use the major macro- and micro-level theoretical paradigms in sociology. ● Explain how societies work with regards to social structural and cultural forces. ● Design and conduct an empirical study that answers a sociological question. 	<p>Published on the Pepperdine website</p>	<p>2015-2016 Direct Data</p> <ol style="list-style-type: none"> 1. Oral Presentations assessed using a rubric 2. Papers assessed using a rubric <p>Indirect Data</p> <ol style="list-style-type: none"> 1. Senior Seminar <p>Authentic Assessment</p> <ol style="list-style-type: none"> 1. None 	<p>2015-2016 Faculty members Robin Perrin and Rebecca Kim</p> <p>16 Students (assessed presentations in Soc 426)</p>	<p>2015-2016</p> <ol style="list-style-type: none"> 1. We need to rethink the Rubric we are using for our Writing Assessments. The expectations are unreasonable for undergraduates. 2. We need to more consciously address PLOs 1-3 throughout the sociology curriculum. The sociology faculty will discuss creative ways of doing this. 3. We need to more explicitly teach, and expect, students to cite and reference sources with either APA style (American Psychological Association) or ASA (American Sociological Association). Despite the fact that the Soc 497 explicitly states that students should use ASA or APA styles, many of the students used MLA. 	<p>Academic Year 2012 - 2013</p> <p>Next review 2018-2019</p>	

<p>2012</p> <ol style="list-style-type: none"> 1. Demonstrate the use of the sociological imagination, “the ability to recognize the relationship between large-scale social forces and the actions of individuals.” 2. Describe and use the major macro- and micro-level theoretical paradigms in sociology. 3. Explain how societies work with regards to social structural and cultural forces. 4. Design and conduct an empirical study that answers a sociological question. 		<p>Sociology assessed their PLO by using both direct and indirect forms of evidence:</p> <ul style="list-style-type: none"> ● Direct: Sociological Biographies – Early in the semester, students completed an assignment titled “Sociological Biographies.” The professor developed a rubric to evaluate the assignments, which measured the significance of chosen events, the analysis of those events, organization of the paper, and mechanics. ● Indirect: Senior Exit Survey – The exit survey specifically asked students whether they have developed a sociological imagination. <p>Example: PLO #1 was assessed in SOC 497: Senior Seminar. Students were asked to write a 5- 6 page paper that uses the sociological perspective to discuss three key events in either your own life or the life of a fictional character. Each event should represent a different social institution (e.g.</p>	<p>Elizabeth Essary serves as the assessment coordinator for Sociology (revising PLOs and SLOs, coordinating assessment activities, and writing the assessment report) 3 of 3 fulltime faculty members were involved in the assessment process (revising PLOs and SLOs, updating the curriculum map, and identifying examples of diversity)</p>	<p>The Sociology Program has begun implementing the following changes in pedagogy:</p> <ul style="list-style-type: none"> ● Faculty will devote class time to reviewing the concept of the “sociological imagination” and how it specifically applies to the course topic. ● For next year, the Senior Seminar assignment will be revised to incorporate some free-writing, to give students the opportunity to first brainstorm about the myriad of ways that society shapes individual lives. 	<p>2010</p>
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		<p>family, education, and religion)." The professor then evaluated each of the papers using a rubric that incorporated two relevant measures on a scale of Excellent, Good, Fair, Poor. The distribution and analysis is available in the Annual Report.</p>			
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