

GENERAL EDUCATION

PROGRAM REVIEW

INTRODUCTION

Seaver College is a Christian liberal arts college that places the total development of the student at the heart of its educational strategy, emphasizing breadth and depth of knowledge through the development and integration of core intellectual skills and applied learning. The General Education program is the foundation of the liberal arts program and is central to the undergraduate education and the mission of Seaver College at Pepperdine University.

General Education at Pepperdine University is intended to:

1. Construct a broad foundation of knowledge to support inquiry into the relationships among subject areas and facilitate success in a specialized course of study,
2. Develop the student's ability to read, observe, and listen with comprehension,
3. Enhance the student's skills in communicating effectively,
4. Expand the student's capacity for critical thinking, problem solving, and information literacy,
5. Assist the student in understanding and respecting diversity in people, beliefs, and societies, and
6. Develop the student's understanding of the Christian faith, basic philosophical and ethical implications of Christianity, and integrate the understanding of faith with learning and real-world situations.

The aggregate experience of the Seaver graduate is designed to cultivate a well-rounded education that represents a complex and modern, global worldview; therefore, many subjects are studied that are not included in the traditional categories of the liberal arts. The college is completely committed to the spirit and intent of the traditional baccalaureate: the sharpening of the mind, the ennobling of the heart, the broadening of the vision, and the cultivation of the arts of speaking and writing which result in civilized and fruitful discourse. It is likewise devoted to the relentless search for truth in an atmosphere of freedom of inquiry: to think, to question, to doubt, to believe, and to affirm. Therefore, the General Education (GE) program acts to fulfill the Mission of Pepperdine University:

Pepperdine University 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.

GENERAL EDUCATION FRAMEWORK

The GE curriculum at Pepperdine is best characterized as a *distribution model* (or "fluid model") with "*integrative*" features. Students work on their general education courses while simultaneously completing courses for their degree major (not viewing them as separate forms of education). The distribution/integrated model at Seaver College is designed with the intent and expectation that, as Ken Waltzer states, "encounter(s) with such courses and experiences will breed among students

transdisciplinary intellectual values and perspectives, critical thinking abilities, broad knowledge and learning, and a range of capacities useful to leading [purposeful] lives and achieving enhanced success in additional specialized study.”¹ More specifically, the Seaver College student is exposed to core competencies (critical thinking, oral communication, written communication, quantitative reasoning, and information literacy) within the general education curriculum as they learn more in their majors, applying these skills in coursework that relates to their long-term interests or careers.

Central to the GE program are 14 learning outcomes that are designed to provide foundational knowledge and promote the development of intellectual skills. These learning outcomes are outlined in the following table. The GE program exists to provide learning in the following areas:

GENERAL EDUCATION LEARNING OUTCOMES (PLOs)	
<i>Critical Thinking</i>	Students analyze issues, ideas, behaviors, and events to develop opinions, solutions, or conclusions.
<i>Quantitative Reasoning</i>	Students reason and solve quantitative problems and explain mathematical concepts and data.
<i>Scientific Reasoning</i>	Students use the scientific method to investigate the natural or physical world.
<i>Oral Communication</i>	Students communicate effectively in oral form as demonstrated by their ability to structure, deliver and implement critical thinking skills.
<i>Written Communication</i>	Students communicate effectively in written form.
<i>Human Response to Art</i>	Students explain the historical, cultural, or technical significance of the art form.
<i>Human Response to Literature</i>	Students will demonstrate close reading skills, will analyze texts through oral and written assignments, and will develop a deeper understanding of literature in relation to its historical and cultural contexts.
<i>Christianity & Culture</i>	Students analyze the religious aspects of culture and use Christian scripture and tradition to assess ethical and religious issues.
<i>American Experience</i>	Students identify and explain significant political and historical developments that have shaped America’s democracy and its diverse society and apply that knowledge to develop a personal vision about its meaning.
<i>Foreign Language</i>	Students listen, speak, read, and write within the appropriate cultural context of a chosen language (list all languages).
<i>Human Institutions & Behavior</i>	Students describe the major concepts of economics, psychology, or sociology to explain institutional and human behavior.
<i>Western Culture</i>	Students express broad cultural perspectives informed by the history, literature, philosophy, or artistic achievements of western civilizations.
<i>Nonwestern Culture</i>	Students express broad cultural perspectives informed by their study of the history, literature, philosophy, or artistic achievements of civilizations outside Western civilizations.
<i>Research & Inquiry</i>	Students apply the processes of inquiry and analysis appropriate to the discipline of their academic major.

¹ Waltzer K. (2000) Presentation: “Liberal General Education at Michigan State University – Integrative Studies” at the Council of Colleges of Arts and Sciences conference. Conference topic, *General Education Models: Pros & Cons of General Education Strategies*. Toronto, Canada, Nov. 9, 2000.

Student learning for each GE learning outcome is assessed by a series of content-specific student learning outcomes.

The GE curriculum advances the mission, objectives, and institutional educational objectives (IEO) of Pepperdine University. In this context, the major objectives of Pepperdine University are formed by two components: core commitments and institutional values. The core commitments of the university are *knowledge and scholarship, faith and heritage, and community and global understanding*. Each commitment is implemented and evaluated through the lens of the institutional values of purpose, service, and leadership. The Institutional Educational Objectives and their relationship to the GE program learning outcomes are shown in the following tables:

Institutional Educational Objectives

	Knowledge & Scholarship	Faith & Heritage	Community & Global Understanding
PURPOSE	IEO#1 Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.	IEO#2 Appreciate the complex relationship between faith, learning, and practice.	IEO#3 Develop and enact a compelling personal and professional vision that values diversity.
SERVICE	IEO#4 Apply knowledge to real-world challenges.	IEO#5 Respond to the call to serve others.	IEO#6 Demonstrate commitment to service and civic engagement.
LEADERSHIP	IEO#7 Think critically and creatively, communicate clearly, and act with integrity.	IEO#8 Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.	IEO#9 Use global and local leadership opportunities in pursuit of justice.

GE Learning Outcomes	IEO#1	IEO#2	IEO#3	IEO#4	IEO#5	IEO#6	IEO#7	IEO#8	IEO#9
Critical Thinking	✓	✓		✓			✓	✓	
Quantitative Reasoning				✓			✓		
Scientific Reasoning	✓			✓			✓		
Oral Communication	✓	✓		✓			✓	✓	
Written Communication							✓		
Human Response to Art	✓	✓			✓			✓	
Human Response to Literature	✓	✓			✓			✓	
Christianity & Culture		✓		✓	✓	✓		✓	✓
American Experience			✓	✓					
Foreign Language			✓	✓			✓		
Human Inst. & Behavior		✓	✓	✓			✓	✓	
Western Heritage	✓	✓	✓				✓		
Nonwestern Heritage			✓						
Research & Inquiry	✓								

The IEOs are representative of the comprehensive Mission of Pepperdine University; therefore the specific alignment of these IEOs to the curriculum of the GE program illustrates the integrality of the GE curriculum in advancing the Mission of the University.

HISTORY OF GE AT SEAVER COLLEGE

In order to understand how Seaver College arrived at the current structure of the GE program, a brief discussion of the history of the GE curriculum is essential. Upon its founding date in 1937, Pepperdine University was established as a Christian institution that provided breadth across the disciplines as well as depth in a focused area of study. These two areas of study, distribution and concentration, were not considered separate endeavors; courses in and outside the students' major field of study were simultaneously completed and all interrelated parts of the larger framework of the Pepperdine mission. The organizational principles of the 1937 Pepperdine, concentration, distribution, and integration, remain in place today.

Primary periods of curriculum change germane to General Education:

1972: The Pepperdine-Malibu campus (renamed Seaver College in 1975) opened as a liberal arts school; the centrifugal force of the undergraduate campus was interdisciplinary academic programs that would serve to unify knowledge rather than fragment it. A basic general studies program was initiated, where general education courses comprised 50% of the proposed curriculum, and did not include mathematics or foreign languages. Students' chosen course of study included six upper-division classes (24 units), with a fairly wide latitude in the choice of courses.

1985: The focus of curriculum change was on intentional stipulation of core and distributed courses in the GE framework. While the total number of units did not change substantially from the earlier curriculum, the recommended configuration of courses in 1985 was significantly different from the previous structure. Fundamental changes included an increased emphasis on English, foreign language, and mathematics. Comprehensively and more specifically, the re-design of the GE curriculum concluded as follows:

Core requirements

- Three-course lecture/discussion sequence in Western heritage
- Two-course sequence in English composition/literature
- Two-course sequence in religion

Freshman Colloquium emphasizing oral and written skills

Distribution requirements

- Laboratory science (Natural Sciences) course
- Psychology, sociology, or anthropology course
- Two-course sequence in American history, economics, or political science
- Mathematics or computer science course
- Upper-division seminar in any discipline outside student's major
- Four units of physical education
- Competency in one foreign language

Great Books sequence

- Students permitted to take a four-semester sequence of ‘great books’ courses in lieu of freshman seminar, English composition, one American heritage requirement, and the upper-division religion.

1992: A review deemed the 1985 GE curriculum a significant improvement from pre-1985 curriculum. The focus of discussion on curriculum changes surrounded the distribution requirements of the General Education program. Primary ideas included a) reducing the unit value of all but two courses from four to three units, b) separating Fine Arts from Western heritage sequence to become free-standing courses, and c) addition of another science course. Conflicting views on necessary changes prevented formative curricular changes.

1997: The committee report on “Opportunities for Liberal Learning in the Twenty-first Century” by The Blue Ribbon Commission on Liberal Learning in the Twenty-first Century explored a detailed history of the inception and progression of liberal education at Pepperdine. The committee, and subsequently the report, explored the qualities, skills, and knowledge that would be required for productive lives in the twenty-first century. The research and overall committee work was an important effort to ensure that the GE curriculum offered at Pepperdine would challenge and prepare the students for their postgraduate endeavors; general education would not simply be a sampling of courses, but in addition to providing an introductory level of knowledge and skills, upper-division courses in the GE curriculum would be mandatory in order to develop and master certain areas of knowledge and skills. In the report, they note:

A new concept of general education is emerging. No longer does general education equate with breadth and involve a sampling of courses from the broad array of academic disciplines. Simple exposure to different fields of study is inadequate. General education should instead:

- *provide students with a generous orientation to the intellectual expectations, curricular rationale, and learning resources of the institution;*
- *enable students to acquire specific skills of thought and expression, such as critical thinking, writing, speaking and listening, that should be learned “across the curriculum” in several different courses;*
- *permit students to learn about another culture and the diversity that exists within our own culture in terms of gender, race, ethnic background, class, age, and religion;*
- *help students integrate ideas from across disciplines to illuminate interdisciplinary themes, issues, or social problems;*
- *encourage students to study subjects not part of their majors at advanced levels;*
- *provide students with an opportunity near the end of their course of study to integrate their learning experiences in a senior seminar or project; and*
- *ensure that students experience a coherent course of study, one that is more than the sum of its parts.²*

Significantly, the current Seaver College general education curriculum reflects much of the new paradigm. Freshmen Seminars provide a measure of orientation to the resources of the college; the non-Western requirement provides insight to other cultures; Western heritage employs an interdisciplinary approach; most majors require some kind of minor or concentration outside the

² Ibid., iii-iv.

specialized field of study; and many majors require a senior project. But in other ways, the current curriculum is lacking, especially in “across the curriculum” activities, capstone learning experiences, coherent courses of study, opportunities to pursue detailed studies beyond the major, and interdisciplinary illumination of themes or social problems.

Fundamental to any successful general education program, of course, is a clear articulation of learning objectives. At Seaver College, we feel, those objectives are not always apparent. Students, faculty, and staff should engage in a great conversation about the goals of general education and the learning experiences required to meet those goals.

To begin that conversation, we propose as general education outcomes student acquisition of certain skills that are learned within particular contexts, explicated by certain individual perspectives, and deduced from the interconnectedness of the learning process.³

We define the components of the proposed general education program as follows:

Skills

Effective Thinking. Seaver students should think effectively in a variety of reasoning processes, including critical, creative, and scientific. One who thinks critically can logically interpret the ideas of others through analysis and evaluation. A creative thinker takes risks, draws on inner resources to advance original ideas, and recognizes connections between seemingly unrelated ideas. One who thinks scientifically engages systematically in observation, presumption, experimentation, and analysis. Students should be able to combine the critical, creative, and scientific thinking methods to solve problems in vastly different fields and endeavors.

Effective Communication. Seaver graduates should be able to receive and convey known facts and interpretations without difficulty. Effective communicators read, listen, and view actively. They transmit clearly the result of their own thinking in written, spoken, and visual presentations.

Information Literacy. Students who graduate from Seaver should be able to identify, access, manipulate, use, and present information from a variety of sources and media.

Life Management, Career, and Interpersonal. Because the complicated problems of society and workplace require creative solutions, Seaver students in the Twenty-first Century must have the ability to work as part of a team, to conduct independent research, to execute project-oriented tasks, to engage in life-long learning, and to complete assignments accurately when requested. Moreover, graduates must possess a sense of self-worth, the ability to make informed decisions, the desire to act as agents of change, and the willingness to challenge as well as passively accept the status quo.

³ In the preparation of these specific outcomes, we have been influenced by the experiences of Northeastern University in Boston, Massachusetts, and Saint Francis College in Loretto, Pennsylvania, and the recommendations of Robert Sandin. See “Contexts, Perspectives, Connections: Grounding General Education Outcomes in Professional and Liberal Arts Majors” (a paper presented to the AAC&U Annual Meeting, Washington, D.C., January, 1996), “Report from the General Education Task Force” (a report presented to the faculty of Saint Francis College, Loretto, Pennsylvania, April 20, 1993), and Sandin, chpt. 4.

Global Contexts

The Natural World. The men and women who graduate from Seaver College should be comfortable with scientific vocabulary, method, and reasoning in their cultural role as stewards of the natural world. They should be able to apply the skills of effective thinking, effective communication, and information literacy to the natural world. They should appreciate and understand science as a cultural imperative, given its relationship to health, safety, and environments, whether natural or man-made. Students should also understand the limits of scientific knowledge and the proper use of scientific experts.⁴

The Social and Cultural World. Seaver students prepared for the next millennium will understand that human beings live in a heterogeneous world remarkable for its interdependence and diversity. To contribute to this world, graduates must base their decisions about other individuals and groups on historical, philosophical, economic, linguistic, and political realities. Graduates will know that members of one culture behave and speak differently from another. Moreover, they will be able to place their academic, professional, and personal experiences within international and multi-cultural contexts.⁵

Individual Perspectives

Spiritual. Without an understanding of the Christian faith as revealed in Scripture, students will leave Seaver with an incomplete education. In a world where competing ideologies are commonplace, students must systematically grasp the basic philosophical and ethical implications of Christianity and understand the relevance of those ideas to the life-situation of man. Moreover, they must be able to discriminate between the Christian faith and non-Christian philosophies and religions. Students should understand that an individual's concepts of virtue, truth, character, and of a "life worth living" are determined by their faith in God, His revelation in Israel, and in Jesus Christ. Students should also appreciate the historical contributions of the Churches of Christ, especially that tradition's strong commitment to biblical Christianity and to rational religious thought.

Historical. History links the past and present and points the way to the future. It offers both explanations and predictions. The historical perspective enables students to see that, over time, the natural world and the social/cultural world have been connected. Students can also unify their accomplishments through personal histories that connect past experiences with present and future achievements.⁶

Aesthetic. Education is incomplete unless it nurtures an aesthetic sensibility that awakens receptivity to the beauty around us. A mathematical proof might be elegant, a bridge's outline striking, a film moving, a concerto exquisite, an idea beautiful, or an essay finely crafted and harmoniously presented. Exposure to the major accomplishments of world cultures, both past and present, should incite a continuing appreciation of, and appetite for, those artistic elements that enrich the entire human experience.

⁴ Morris H. Shamos, "The Myth of Scientific Literacy," *Liberal Education* 82 (Summer, 1996), 49.

⁵ For the international requirements on the curriculum, see American Council on Education, *Educating Americans for a World in Flux: Ten Ground Rules for Internationalizing Higher Education* (Washington, D.C.: American Council on Education, 1995).

⁶ Lynne Cheney in *50 Hours* proposes a six-semester core course to address this context. See pp. 19-25.

Personal. Intellectual understanding does not always imply engagement. To become one's own person, the student must apply and internalize concepts, approaches, and knowledges from a personal perspective. Rendering an ethical judgment transforms a person; acting out of a sense of social responsibility reflects commitment; service to another enhances learning.

Interconnectedness

Connections. "The student who can begin early in life to see things as connected...has begun the life of learning," said Mark van Doren. Technological, economic, and demographic changes have guaranteed that the world of the future will be highly interconnected. A coherent education will help prepare students for this unique environment. Students must have structured opportunities to apply skills learned in one context to solve problems presented in another. An inter-connected curriculum impresses upon students that learning does not end at the classroom door or the college gate, but rather continues throughout life.⁷

The extensive committee work and report of the GE curriculum in 1997 would ultimately serve as a gateway for intensive and open discussion about the current and future directions of the GE curriculum. The full report, "Opportunities for Liberal Learning in the Twenty-First Century," by the Blue Ribbon Commission on Liberal Learning in the Twenty-First Century, is available at <http://seaver.pepperdine.edu/dean/links/blueribbonreport.pdf>.

During the academic years spanning 1997-2002, the GE curriculum was a series of broad and intensive learning experiences crossing disciplinary lines. The requirements for the GE program included 17 to 20 courses and two units of physical education, totaling 65 to 77 units; with the aim that students would complete as many of the GE requirements as possible within the first two years of college.

2003-2004: Following a three-year period of review by appointed and elected faculty committees, the GE curriculum was modified extensively. The following changes were made:

- The two-course English Composition and Literature requirement was separated into two distinct GE requirements: English Composition and Literature.
- The English Composition requirement continued to include English Composition I (ENG 101), but the previously required English Composition II course (ENG 102) was deleted. The emphasis on written communication in the GE program was maintained by the introduction of two zero-unit requirements: the Junior Writing Portfolio (JWP) and a Writing Intensive (WI) course in each academic major.
 - The JWP demonstrates students' writing competency across the curriculum by submitting four papers from the completed coursework.
 - The WI requirement was implemented by adding a writing intensive educational component to a specific course in each academic major. Students fulfilling the WI requirement will have demonstrated discipline-specific writing skills necessary for continued study in the major, for careers, and for communication of discipline-specific knowledge to general audiences.
- The Literature requirement was fulfilled by a four-unit upper-division course designed to train students to understand and appreciate literary expression.

⁷ For the connection between values education and "across the curriculum" approaches, see Bruce Jennings, et al., "Values on Campus," *Liberal Education* 82 (Winter 1996): 26-31.

- A Research Methods/Presentation Skills (RM/PS) requirement was added to the GE program. This requirement was implemented by adding a research methods and presentation skill component to an existing course in each academic major. Students fulfilling the RM/PS requirement demonstrate the ability to:
 - Acquire and demonstrate both introductory and advanced methods of research and discovery used in a particular academic discipline.
 - Use research language effectively.
 - Develop extensive methods and procedures for conducting and recording effective research in different formats and settings.
 - Identify, synthesize, and assess research literature.
 - Plan, structure, and write a research paper.
 - Present research findings both formally and dynamically to an academic audience.
- The three-course Western Heritage (Culture) requirement was reduced from 12 units to 9 units to accommodate the introduction of a unique Fine Arts GE requirement.
- A two-unit Fine Arts requirement was introduced to focus on the aesthetics and creative process of a specific art form such as theatre, music, art, or dance.
- Economic Principles (ECON 200) was removed from the American Heritage (Experience) requirement and added as an elective to a newly created Human Institutions and Behavior GE requirement.
- The six- or seven-unit Human Institutions and Behavior GE requirement developed in students an awareness of the ways that human institutions and interpersonal behavior can be studied, understood, and predicted. Courses fulfilling this requirement include the Introduction to Psychology (PSYC 200) and Sociology (SOC 200) courses that previously acted in fulfillment of the Behavioral Science requirement and the Economic Principles course.
- A two-course eight-unit American Experience requirement designed to introduce and develop historical and contemporary issues in history, politics, and government was created from the HIST 200 (The United States of America) and POSC 200 (American Political Process) courses previously acting in fulfillment of the American Heritage requirement. Additionally, the content of the American History course was modified to reflect upper-division course requirements.

2006-2007: The Health and Lifestyles requirement was removed from the GE program.

2007-Present: Aside from minor changes within courses and course offerings, the GE curriculum has not undergone any significant curriculum changes in the past six years.

CURRENT GE PROGRAM

Each candidate for the bachelor's degree must complete a series of broad and rigorous learning experiences crossing disciplinary lines. The requirements for general education are designed so that students have core courses in common; other requirements offer a selection of courses so that students can follow their interests. Many courses are sequenced to allow for a progression in students' learning acquisition. The curriculum highlights particular content areas and skill development, especially critical thinking, researching, writing, and speaking. The requirements for the General Education program include 19 courses, totaling 63–64 units. Additionally students fulfill the Junior Writing Portfolio requirement as well as the Presentation Skills, Research Methods, and Writing Intensive requirements in their major.

GE PLOs, REQUIREMENTS, COURSES & CREDIT HOURS

GE Program Learning Outcome	GE Requirement	Number of Courses	Upper Division Credit Hours	Lower Division Credit Hours
<i>Critical Thinking</i>				
<i>Quantitative Reasoning</i>	Mathematics	1		3
<i>Scientific Reasoning</i>	Laboratory Science	1		4
<i>Oral Communication</i>	Speech and Rhetoric; Presentation Skills Requirement	1		4
<i>Written Communication</i>	English Composition; Junior Writing Portfolio; Writing Intensive Requirement	1		3
<i>Human Response to Art</i>	Fine Arts	1		2
<i>Human Response to Literature</i>	Literature	1	4	
<i>Christianity & Culture</i>	Christianity and Culture	3	3	6
<i>American Experience</i>	American Experience	2	4	4
<i>Foreign Language</i>	Foreign Language	1		4
<i>Human Institutions & Behavior</i>	Human Institutions & Behavior	2		6-7
<i>Western Culture</i>	Western Heritage	3	3	6
<i>Non-Western Culture</i>	Non-Western Cultures	1	4	
<i>Research & Inquiry</i>	Research Methods Requirement	0		

The 2011-2012 Academic Catalog, including a detailed description of the courses that satisfy the curriculum requirements, is available beginning on page 77 of the 2012-2013 Seaver College Academic Catalog (<http://seaver.pepperdine.edu/academics/content/2012seavercatalog.pdf>).

SEAVER COLLEGE GENERAL EDUCATION - EXTERNAL CONTEXT

While completely redesigned in 1997 and largely unchanged in 2006, the GE program at Seaver College reflects many of the best and current practices in general education:

First, the content of the GE curriculum aligns well with **AAC&U LEAP Essential Learning Outcomes** (<http://www.aacu.org/leap/vision.cfm>); these learning outcomes are met by the courses and sequence of courses in the GE curriculum as well as through the student's chosen major.

Second, the GE curriculum aligns well with future direction of the University's accrediting body, Western Association of Schools and Colleges (**WASC**). In the October 2011 report, "[Situating WASC Accreditation in the 21st Century: Redesign for 2012 and Beyond](#)", the WASC Task Forces and Steering Committee recommended that the next stage of WASC accreditation include institutional demonstration that graduates have achieved expected levels of proficiency in each of the areas already established in **CFR 2.2 (written and oral communication, quantitative skills, critical thinking, information literacy and appreciation of diversity)**. The current requirements in the Seaver College GE program (e.g., written and oral communication, quantitative reasoning, critical thinking, and research and inquiry) and the GE curriculums' alignment with the diversity

of the IEOs ensure that the program will allow us to continue to prepare and monitor the success of graduates for the 21st century.⁸

Third, the summative undergraduate degree requirements met by the GE and specific major curriculum aligns with current work being developed in the area of a [Degree Qualifications Profile](#) established by the Lumina Foundation for Education. Such that, regardless of the chosen area of specialized study, graduates of Seaver College have achieved broad/integrative knowledge, incorporating intellectual skills and applied learning, that provides a cumulative context for the students' specialized studies.

Seaver College is fully invested in the process of comprehensive, distinctive, and effective program review, including: 1) student learning outcomes that address fundamental, integrated, and advanced levels of learning, 2) assessment of learning outcomes, and 3) understanding the meaning of assessment results within the context of the distinctive characteristics and Mission of Pepperdine University.

STUDENTS

The GE program serves the undergraduate students of Seaver College. The student body of Seaver College consists primarily of full-time residential students. Incoming students at Seaver College share the following characteristics:

- † *An outstanding record of academic performance and service activities.*
- † *Strong moral character, responsible and productive behavior, a spirit of servant hood, and commitment to volunteer participation.*
- † *An inquisitive mind and a willingness to learn.*
- † *Creativity and special talents, especially the capacity for leadership⁹.*

Exposure to intellectual, social, and cultural diversity is also essential in the liberating process of education. The student body of Seaver should therefore include persons of differing economic and social status; geographical origins, both foreign and domestic; and racial and cultural heritage.

The Seaver student body should represent a diversity of religious heritages, Christian and non-Christian, while at the same time reflecting the University's Christian character and its relationship with the Churches of Christ.

⁸ WASC (2011). [Working Draft] Situating WASC Accreditation in the 21st Century: Redesign for 2012 and Beyond.

⁹ <http://seaver.pepperdine.edu/about/mission/student.htm>

All students at Seaver College must complete the GE program; the following demographic data characterizes the Seaver College student body.

Gender

Student gender by headcount and as a percentage of the total Seaver College student body is detailed in the following two tables.

	2007	2008	2009	2010	2011
Male	1331	1380	1389	1366	1343
Female	1723	1706	1743	1733	1789
TOTAL	3054	3086	3132	3099	3132

	2007	2008	2009	2010	2011
Male	43.6%	44.7%	44.3%	44.1%	42.9%
Female	56.4%	55.3%	55.7%	55.9%	57.1%

For the past five years, female students have comprised approximately 56% of the Seaver College student body. A class of 966 student submitted deposits to enroll at Seaver College in the fall of 2012; 60.7% of the deposited students are female.

Ethnicity

Student ethnicity by headcount and as a percentage of the total Seaver College student body is detailed in the following two tables.

	2007	2008	2009	2010	2011
International	218	207	204	213	247
Native American	45	47	39	34	26
African American	232	211	204	214	216
Hawaiian/Pacific*	305	270	318	38	28
Hispanic	291	281	332	372	415
Asian*				311	346
Caucasian	1,912	1,970	1,923	1,738	1,626
Two or more race**				62	124
Undeclared	136	210	221	223	218
TOTAL	3139	3196	3241	3205	3246

	2007	2008	2009	2010	2011
International	6.9%	6.5%	6.3%	6.6%	7.6%
Native American	1.4%	1.5%	1.2%	1.1%	0.8%
African American	7.4%	6.6%	6.3%	6.7%	6.7%
Hawaiian/Pacific*	9.7%	8.4%	9.8%	1.2%	0.9%
Hispanic	9.3%	8.8%	10.2%	11.6%	12.8%
Asian*				9.7%	10.7%
Caucasian	60.9%	61.6%	59.3%	54.2%	50.1%
Two or more race**				1.9%	3.8%
Undeclared	4.3%	6.6%	6.8%	7.0%	6.7%
Non-Caucasian Ethnicities	34.8%	31.8%	33.8%	38.8%	43.2%

Note the following in the previous tables:

* Asian is disaggregated from the Asian/Hawaiian & Pacific Islander category since 2010.

**Two or more race is a new ethnicity category required by iPEDS since 2010

Student diversity at Seaver College has increased in the past five years. Caucasian student now comprise approximately 50% of the student body, a decline of 10% since 2007.

The ethnicity of the class entering Seaver College in the fall of 2012 has increased diversity relative to the current student body. Only 42% of the students in the 2012 entering class are Caucasian and over 53% of the incoming students are from non-Caucasian ethnicities.

	Headcount	Percentage
International	114	11.8%
Native American	17	1.8%
African American	78	8.1%
Hawaiian/Pacific*	3	0.3%
Hispanic	152	15.7%
Asian*	153	15.8%
Caucasian	409	42.3%
Two or more race**		
Undeclared	40	4.2%
TOTAL	966	

Religious Affiliation

Student religious affiliation by headcount and as a percentage of the total Seaver College student body is detailed in the following two tables.

	2007	2008	2009	2010	2011
Church of Christ	596	565	559	517	478
Baptist	191	172	183	175	184
Christian Church	279	260	271	309	239
Lutheran	95	85	89	83	80
Presbyterian	209	221	242	224	239
Protestant	140	111	133	132	109
Roman Catholic	497	528	527	504	524
Other Christian	770	870	853	775	790
Jewish	18	20	18	19	18
Other Religions	58	66	55	56	51
Undeclared	209	226	237	344	441
None	77	72	74	67	93
Total	3139	3196	3241	3205	3246

	2007	2008	2009	2010	2011
Church of Christ	19.0%	17.7%	17.2%	16.1%	14.7%
Baptist	6.1%	5.4%	5.6%	5.5%	5.7%
Christian Church	8.9%	8.1%	8.4%	9.6%	7.4%
Lutheran	3.0%	2.7%	2.7%	2.6%	2.5%
Presbyterian	6.7%	6.9%	7.5%	7.0%	7.4%
Protestant	4.5%	3.5%	4.1%	4.1%	3.4%
Roman Catholic	15.8%	16.5%	16.3%	15.7%	16.1%
Other Christian	24.5%	27.2%	26.3%	24.2%	24.3%
Jewish	0.6%	0.6%	0.6%	0.6%	0.6%
Other Religions	1.8%	2.1%	1.7%	1.7%	1.6%
Undeclared	6.7%	7.1%	7.3%	10.7%	13.6%
None	2.5%	2.3%	2.3%	2.1%	2.9%

Over 97% of Seaver College students claim a faith/religious affiliation and over 80% of Seaver students are Christian. The percentage of Church of Christ students at Seaver College has declined by 4.3% over the past 5 years. For the class entering Seaver College in 2012, 117 of the 966 students (12.1%) identify their religious affiliation as Church of Christ.

The following information characterizes the academic profile of the Seaver College student body at the time of admission.

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Freshman GPA	3.65	3.69	3.65	3.64	3.65	3.57
Freshman SAT Reading	608	610	603	608	600	605
Freshman SAT Math	620	621	622	622	621	629
Freshman SAT Total (Reading + Math)	1228	1231	1225	1230	1221	1234
Freshman ACT Comp	27	29	29	29	29	29
Transfer GPA	3.35	3.48	3.46	3.56	3.49	3.57

The academic profile for students to Seaver College is largely unchanged for the past six years.

ASSESSMENT PROCESS

In the 2011-2012 academic year, Seaver College assessed the 14 areas of the General Education (GE) program and the First Year Seminar (FYS) program. The assessment process is described in this section.

Assessment Personnel

The assessment process for the GE and FYS programs was coordinated by Dr. Michael Feltner, Associate Dean of Seaver College and Director of the GE Program. Dr. Feltner was supported in his efforts by Dr. Connie Fulmer, Associate Dean for Teaching and Assessment and Dr. Cooker Perkins, Associate Professor of Sports Medicine.

In August, 2011, Dr. Feltner, Dr. Fulmer and Dr. Perkins consulted with Dr. Amy Driscoll to organize and plan the GE assessment process. Dr. Driscoll retired as Director of Teaching, Learning, and Assessment at California State University, Monterey Bay, and is currently an Associate Senior scholar with the Carnegie Foundation for the Advancement of Teaching. Dr. Driscoll is widely published in the area of assessment and leads numerous workshops and seminars on assessment-related practices for WASC. With the support of Dr. Driscoll, draft versions of the 14 [GE Learning Outcomes](#) reported previously in this document were created and a plan to guide the year-long assessment process was developed. Additionally, a draft version of an assessment template to facilitate the assessment process was reviewed and modified.

In late August and early September, Dr. Feltner recruited faculty volunteers to serve as assessment leaders for each GE area. The faculty leaders are identified in the following table:

GENERAL EDUCATION ASSESSMENT LEADERS	
<i>Critical Thinking</i>	Dr. Caleb Clanton, Assistant Professor of Philosophy
<i>Quantitative Reasoning</i>	Dr. Brian Fisher, Assistant Professor of Mathematics
<i>Scientific Reasoning</i>	Dr. Rodney Honeycutt, University Professor of Biology Dr. Cooker Perkins, Associate Professor of Sports Medicine
<i>Oral Communication</i>	Dr. John Jones, Professor of Communication Dr. Greg Daum, Visiting Instructor of Communication
<i>Written Communication</i>	Dr. Heather Thomson-Bunn, Assistant Professor of English Dr. Theresa Flynn, Visiting Assistant Professor of Composition
<i>Human Response to Art</i>	Dr. Lincoln Hanks, Associate Professor of Music
<i>Human Response to Literature</i>	Dr. Maire Mullins, Professor of English
<i>Christianity & Culture</i>	Dr. Randy Chesnutt, Professor of Religion
<i>American Experience</i>	Dr. Darlene Rivas, Professor of History and Latin American Studies Dr. Stewart Davenport, Associate Professor of History Dr. Megan Francis, Assistant Professor of Political Science
<i>Foreign Language</i>	Dr. April Marshall, Associate Professor of Hispanic Studies
<i>Human Institutions & Behavior</i>	Dr. Michael Folkerts, Associate Professor of Psychology
<i>Western Culture</i>	Dr. Cyndia Clegg, Distinguished Professor of English
<i>Nonwestern Culture</i>	Dr. Tom Reilly, Associate Professor of Chinese History
<i>Research & Inquiry</i>	Dr. Cooker Perkins, Associate Professor of Sports Medicine
<i>First-Year Seminar Program</i>	Dr. Connie Fulmer, Professor of English

The leader of each assessment group was empowered to select additional faculty, student or staff volunteers to assist with the assessment process. These individuals are recognized in the assessment reports for each GE area.

The GE Assessment Leaders were supported in their efforts by the Seaver Assessment of Learning Team (SALT). SALT was composed of faculty members trained and skilled in the assessment process and who possessed a strong servant spirit. Assessment leaders were encouraged to seek the wisdom of SALT members throughout the assessment process. SALT members in the 2011-2012 year were:

Seaver Assessment of Learning Team (SALT)

Dr. Carolyn Galantine, Associate Professor of Accounting

Dr. Ken Waters, Professor of Communications

Dr. Brad Griffin, Assistant Professor of Theater

Dr. Cooker Perkins, Associate Professor of Sports Medicine

Dr. Stella Erbes, Assistant Professor of Teacher Education

Dr. Lila Carlsen, Assistant Professor of Hispanic Studies

Dr. Steve Rouse, Professor of Psychology

Dr. Tim Willis, Professor of Religion

Dr. Nathaniel Klemp, Assistant Professor of Political Science

Aaron Schot, student

Paulina Taylor, student

Dr. Lisa Bortman, Assistant Provost, Office of Institutional Effectiveness

Dr. Connie Fulmer, Professor of English

Dr. Michael Feltner, Professor of Sports Medicine

Process Timeline

Each faculty team was granted the autonomy to develop and conduct the assessment process for each area of the GE program. To support and facilitate the efforts of each faculty team, several in-service training workshops were conducted.

On September 13, 2011, the first GE in-service training workshop was held. Topics covered at this meeting included:

- The GE assessment template
- GE Program Learning Outcomes (GE PLOs)
- Development of assessable SLOs
- Alignment of GE PLOs and SLOs with the Pepperdine University [Institutional Educational Objectives](#)
- Curriculum maps

On November 1, 2011 a second in-service training program was conducted for the GE assessment leaders. Topics covered at this meeting included:

- Development of assessment
- Review of assessment plans
- Types of evidence
 - Direct
 - Indirect, including survey plans to attain indirect evidence
- Rubrics

A third and final in-service training program was conducted on March 28, 2012. Topics covered at this meeting included:

- Review of rubrics
- Criteria / Benchmarks for Student Achievement
- Reporting of evidence/data and findings
- Action items
- Completion of the assessment template

Final assessment reports were submitted to Dr. Feltner on May 18, 2012. The assessment reports are published on the [GE assessment web site](#).

Assessment Schedule

All components of the Seaver College GE program were assessed in the 2011-2012 academic year. Following a thorough review of the final assessment reports and possible revision of the assessment process to better align with the proposed new WASC framework for accreditation process a formal schedule for future reviews in each GE area will be published on the [GE assessment web site](#).

Assessment Evidence

Direct evidence in support of the assessment process was collected using processes unique to each area of the GE program. The assessment plans, rubrics and criteria used to obtain and evaluate the direct evidence are detailed in the final assessment reports submitted for each area.

A survey instrument was developed to gather indirect information in support of the GE assessment process. The survey (<http://seaver.pepperdine.edu/dean/links/geseniorsurvey.pdf>) was administered to two groups: Seaver College graduating seniors and Seaver College alumni.

The GE survey was administered via Survey Monkey to Seaver College graduating seniors in over a four-week period in March and April, 2012. Responses to the survey questions were distributed to the GE assessment teams on April 17, 2012. The indirect evidence arising from this survey and specific to each GE area is contained in the final assessment reports submitted for each area.

The same survey questions were also included in the Higher Education Data Survey (HEDS) and administered to select Seaver College alumni in the spring of 2012. The results of from the HEDS survey were received on May 23, 2012 after the submission of the final assessment reports. This data will be reviewed during the summer of 2012 and a supplemental report, if necessary, will be posted to the GE assessment web site.

Findings & Action Items

Detailed findings and action items for each GE area are contained in the final assessment reports submitted for each area. A summary document listing the findings and action items for all GE areas also is available on the [GE assessment web site](#).

Closing the Loop

The loop is getting tighter, but cannot be closed until additional review of all assessment reports is concluded. The following committees and individuals will review all assessment materials during the summer of 2012 and the 2012-2013 academic year.

- Dean of Seaver College, Associate Dean of Seaver College & the Associate Dean for Teaching and Assessment, Seaver College
- Pepperdine University Assessment of Student Learning Committee (ASLC)
- Seaver Faculty Association Academic Affairs Committee

Following its review of the assessment reports and consideration of the feedback provided by the ASLC and the individuals identified above, the Academic Affairs committee will formally recommend action items regarding the GE curriculum to the Seaver College faculty.

Items requiring curricular revision will follow the “normal” curricular submission and review process used at Seaver College and Pepperdine University. Following faculty review and discussion, faculty in each GE area will submit formal proposals to the Seaver College Academic Council (SAC) for all curricular changes. If approved by SAC and the Dean of Seaver College, the proposals will be forwarded to and reviewed by the University Academic Council (UAC). If approved by the UAC and Provost, the proposal will be enacted in the Seaver College curriculum.

Items that do not require curricular revision will be initiated following review and approval by the Associate Dean of Seaver College and the Academic Affairs committee.