

2016-2017 IMC Program Review

Program Review Guidebook for Academic Departments 2016-2017

Integrated Marketing Communication

Overview

PROGRAM REVIEW: INTRODUCTION

A program review is a systematic process for evaluating and improving academic programs. It is conducted through self-evaluation and peer evaluation by external reviewers, with an emphasis on assessing the quality and degree of student learning within the program. The comprehensive analysis which the review provides and the resulting Memorandum of Understanding are used to stimulate curriculum and programmatic changes and to inform planning and budgeting processes at various levels. The program review cycle occurs every five years.

Program review is a required element in WASC Senior College and University Commission (WSCUC) accreditation and has been a part of Pepperdine's assessment cycle since 2003. While data provides the foundation for effective program review, assessment of student learning, and other quality improvement strategies, the data must be turned into evidence and communicated in useful formats. The program review does this.

When implemented effectively and followed up deliberately, program review is a powerful means for engaging faculty, staff, and administrators in evaluating and improving programs to enhance student learning. The review process is an opportunity to refine a program to meet the changing needs of student learning, retention, curriculum in various disciplines, and student support services. It is also a purposeful opportunity to link decision-making, planning, and budgeting with evidence.

This guidebook provides a framework and resources to help with the review.

GUIDING PRINCIPLES

The process is intended to be meaningful, foremost, for the department and its enhancement of student learning. As a result, the process is flexible in order to serve the needs of both small and large programs as well as academic, co-curricular, and student support programs. The review should be a collaborative process involving faculty, staff, administrators, and students in order to align more effectively the college or department with institutional goals and objectives.

Two guiding principles are embedded in this Guidebook and are consistent with WASC Senior College and University Commission (WSCUC) standards:

*** Ongoing Evaluation of What Students Learn:**

Evidence-based program review includes: a review of program learning outcomes; evaluation of the methods employed to assess achievement of the outcomes; and analysis and reflection on learning results, retention/graduation rates, core competencies, and other outcomes data over a multi-year period.

*** Quality Assurance, Planning, and Budgeting Decisions Based on Evidence:**

The results of the program review are to be used for follow-up planning and budgeting at various decision-making levels.

PREPARATION FOR PROGRAM REVIEW

The program chair is responsible for the planning of the review. An internal committee or working group should be developed to allocate responsibilities for writing the program review including data collection, writing, and use of resources. It is recommended that a meeting occur between the committee and the Office of Institutional Effectiveness (OIE) to review data needs.

PROGRAM ALIGNMENT WITH THE UNIVERSITY, MISSION, AND INSTITUTIONAL OUTCOMES

Program reviews focus on the meaning, quality, and integrity of a program as it relates to student learning and the mission of Pepperdine:

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.

Each department carries out the University mission and institutional learning outcomes (ILOs). The ILOs are formed by two components:

- * Core commitments: knowledge and scholarship, faith and heritage, and community and global understanding
- * Institutional values: purpose, service, and leadership

Each basic commitment is seen through the lens of three essential institutional values drawn from the University mission statement: purpose, service, and leadership. These basic commitments should link to measurable objectives as stated in the student learning outcomes (SLOs).

OVERVIEW OF PROGRAM REVIEW COMPONENTS

Program review at Pepperdine University is conducted on a five-year review cycle that involves three main components and six steps (see diagram below):

SELF STUDY:

- An in-depth, internal analysis written by program faculty/staff
- Department faculty or program staff (for co-curricular and student support services) conduct a departmental self-study within guidelines provided in the Guidebook. This portion of the review identifies program strengths and limitations, and suggests solutions to identified problems.

EXTERNAL & INTERNAL REVIEWS:

- An external review conducted by an outside expert in the field or discipline. The Guidebook describes how to secure qualified, objective external reviewers, including those with understanding and experience in addressing student learning outcomes assessment. Once the self-study is completed, the external review is organized.
- An internal review by the Advancement of Student Learning Council (ASLC)

CLOSING THE LOOP:

- A Quality Improvement Plan (QIP) developed by the department
- A Memorandum of Understanding (MOU) developed by the dean

Closing the Loop is used to describe the act of making decisions based on evidence. The most important product of a program review is the advancement of student learning. Therefore, the program review cycle ends by identifying evidence-based changes in the

QIP, and then the MOU explains how the plan will be supported and carried out over the next five years.

GLOSSARY OF TERMS

Please find the link below for the 'GLOSSARY OF TERMS':
<https://drive.google.com/open?id=0B6ufJTOgPx32TmZjU19JZ3FTM00>

INTRODUCTION

Reviews begin with an introduction that provides a context for the review. In contrast to the rest of the self-study report, this portion is primarily descriptive and should include:

1. INTERNAL CONTEXT

This begins with an overview of the program describing (as appropriate).

- a. where the program is situated (school/division),**
- b. degrees granted, concentrations available, programs offered**
- c. where is the program located (campus location)**
- d. Provide a brief history of the program**
- e. Describe the changes made to the program since the last review.**

The Integrated Marketing Communication (IMC) Major is primarily located in the Communication Division of Seaver College, with some courses taught in the Business Division. The program offers a Bachelor of Arts degree that draws on courses in communication, economics, advertising, public relations, business and mass communication. Due to difficulty of content, popularity of the degree, and limited numbers of faculty, students must earn a 3.2 GPA and a minimum of 24 graded semester units before they may declare IMC as a major. The program is located in the Center for Communication and Business on Pepperdine's Malibu, CA campus. The program was established in 2007 as a partnership between the Communication and Business Divisions. While the program has always been taught across divisions and curriculum has often been guided by a group of professors in both divisions, all advising is done by one professor in the Communication Division. Due to the national accrediting regulations and expectations of the AACSB, the courses taught in business are assessed a bit differently than those in the Communication Division and getting collaboration on assessment across divisions has proven very difficult, so assessment data for this major is limited. Since the last review, the curriculum has been revised to better address the learning outcomes.

Lower Division Changes:

- COM 200: Introduction to Communication Theory was eliminated and COM 205: Storytelling Through Media was added in its place.
- MSCO 220: Introduction to Integrated Marketing was designed to introduce public relations and advertising simulatenously. In response to 2013 assessment data, the faculty determined that the combined approach was not offering students enough development in each area and decided to eliminate MSCO 220 in favor of requiring that students take ADV 275: Introduction to Advertising and PR 255: Principles of Public Relations.

Upper Division Changes:

- INTS 497: Senior Seminar in International Management was eliminated in favor of a more specific capstone course, COM 490: Senior Seminar in Intergrated Marketing Communication
- Rather than maintaining a separate requirement that student must choose a business or media law class, those courses have been integrated into the list of upper division courses from which a student may choose. Now, rather than taking a law class and choosing one other course from a predetermined list, students choose two courses from the list. This means that they can take a law class and a different class, as they would have in previous years, or they can choose another business, advertising, public relations, or communication course that better addresses their individual goals.

2. THE EXTERNAL CONTEXT

This should explain how the program responds to the needs of the area in which it serves: this can include the community, region, field, or discipline.

The program meets the needs of students and community through course content requiring student engagement with professionals on campaigns as well as requiring internships in the field. In class campaigns are typically evaluated by both the professor and community partners, as well as industry professionals. The co-curricular opportunities afforded to students through participation in Pepperdine Graphic Media (print, broadcast, and digital platforms) as well as The Waves Effect (student run public relations agency) provide students with hands-on experiences that rely not only on their marketing skills, but also their communication and leadership skills. These activities provide students an opportunity to regularly have their work evaluated by both the campus and external communities.

OUTCOMES

INSTITUTIONAL LEARNING OUTCOMES

Identifier	Description
CA-PEP-ILO-16.L-1-KS	Think critically and creatively, communicate clearly, and act with integrity.
CA-PEP-ILO-16.L-2-FH	Demonstrate value centered leadership.
CA-PEP-ILO-16.L-3-CGU	Demonstrate global awareness.
CA-PEP-ILO-16.P-1-KS	Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.
CA-PEP-ILO-16.P-2-FH	Appreciate the complex relationship between faith, learning, and practice.
CA-PEP-ILO-16.P-3-CGU	Understand and value diversity.
CA-PEP-ILO-16.S-1-KS	Apply knowledge to real-world challenges.

CA-PEP-ILO-16.S-2-FH	Incorporate faith into service to others.
CA-PEP-ILO-16.S-3-CGU	Demonstrate commitment to service and civic engagement.

MISSION

3. MISSION, PURPOSES, GOALS, AND OUTCOMES

A key component in providing the context for the review is a description of the program's mission, purpose, goals, and outcomes.

- a. Mission - This should be a general explanation of why the program exists, what it hopes to achieve in the future, and the program's essential nature, its values, and its work.
- b. Goals are general statements of what the program wants to achieve.
- c. Outcomes are the specific results that should be observed if the goals are being met.

The program's purpose, goals, and outcomes should relate to and align with the mission and goals of the college and of the University.

Mission: The Seaver College integrated marketing communication program offers students practical preparation in an interdisciplinary field. The program prepares students to step into a variety of fields and positions in the areas of either marketing management or communication management.

Goals: This interdisciplinary major is designed to give practical preparation in the field of modern integrated marketing communication. The field requires a thorough grounding in the fundamentals of business; principles of mass communication, an introduction to modern corporate image, branding, advertising, public reputation communication, and public relations practices; and insight into the behavior of stakeholder audiences and consumers. Successful completion of the program will allow graduates the flexibility to step into responsible positions in the areas of marketing management or communication management. .

Program Learning Outcomes:

1. Understand the role of research and strategic communication in the marketing of the products and services of businesses and organizations, including the identification of target markets, message creation and the use of public relations, advertising, events, sponsorship and other tools.
2. Demonstrate an ability to develop a strategic marketing plan
3. Create appropriately targeted media materials in a variety of formats.
4. Appraise proper ethical responses to problems in the corporate communication world.

Evidence

Please attach evidence.

CURRICULUM MAP

I - Introduced
 D - Developed
 M - Mastered

Evidence

Please attach evidence.

Course/Number	SLO #1	SLO #2	SLO #3	SLO #4
BA 220	I			
COM 205			I	I
COM 240	I			
PR 255	I	I		
ADV 275	I	I		
ADV 375	D	D		
BA 355		D	D	
BA 470	D			
BA 471		D		D
COM 595	D		D	D
MSCO 371			D	
BA 352/366	D		D	
BA 410/COM 400				D, M
BA 358/COM 570				D
COM 490	M	M	M	

ANALYSIS OF EVIDENCE: Meaning

Analysis of Direct Student Learning: Meaning Quality and Integrity

The university is required to define and ensure a distinctive and coherent educational experience for each of its degree programs. The findings from the program assessment and analysis process should explain how effectively courses, curricula, the co-curriculum, and other experiences are structured, sequenced, and delivered so that students achieve learning outcomes at the expected levels of performance in core competencies in their majors or fields of specialization, in general education, and in areas distinctive to the institution. It means ensuring alignment among all these elements, and maintaining an assessment infrastructure that enables the institution to diagnose problems and make improvements when needed. Direct student learning, an examination of how well students are meeting the program learning outcomes, should come from the past four years of annual assessments.

(2013 WSCUC Accreditation Handbook.)

Meaning of the Degree: Describe how the program ensures a holistic experience by answering the following questions about the coherence and alignment within the program:

4. What are the learning outcomes and how does the degree support the institutional mission and institutional learning outcomes? How does the degree embody the distinct values, basic commitment, and traditions of the institution?

Program Learning Outcomes:

1. Understand the role of research and strategic communication in the marketing of the products and services of businesses and organizations, including the identification of target markets, message creation and the use of public relations, advertising, events, sponsorship and other tools.
2. Demonstrate an ability to develop a strategic marketing plan
3. Create appropriately targeted media materials in a variety of formats.
4. Appraise proper ethical responses to problems in the corporate communication world.

Alignment of PLOs with ILOs:

Institutional Learning Outcome	PLO #1	PLO #2	PLO #3	PLO#4
ILO #1 Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.	X	X	X	X

ILO #2 Appreciate the complex relationship between faith, learning, and practice.	X			X
ILO #3 Develop and enact a compelling personal and professional vision that values diversity.		X	X	X
ILO #4 Apply knowledge to real-world challenges.	X	X	X	X
ILO #5 Respond to the call to serve others.				X
ILO #6 Demonstrate commitment to service and civic engagement.	X			X
ILO #7 Think critically and creatively, communicate clearly, and act with integrity.		X	X	X
ILO #8 Practice responsible conduct and allow decisions and directions to be informed by a value centered life.				X
ILO #9 Use global and local leadership opportunities in pursuit of justice.				X

5. Is there a coherent, aligned sequence of learning opportunities? Does the degree offer sufficient breadth and depth of learning for this particular major or program? Please explain.

The major is interdisciplinary. In addition to courses in the Communication Division, students also take courses in the Business Administration Division. The benefits of this arrangement include the fact that students receive instruction in basic accounting and in areas of management. The downside is that national accreditation standards followed by the Business Division are different from those required by Pepperdine, so a complete class-by-class assessment of the major is difficult to coordinate. The curriculum is built so that students begin with instruction in advertising and public relations. They proceed through a variety of classes, all of which are strong on their own and aim to align with IMC outcomes. However, since all of these classes are actually designed to serve their own major's scaffolding, none directly address the connections between ideas in the context of integrated marketing. The integration is provided at the end of the four years when students take a capstone class on marketing communication in which a final project is required. We recognize that this is a weakness and have recently received approval to hire a dedicated faculty member in Integrated Marketing in the Communication Division to address the gaps identified in this report and create continuity in the major.

6. How current is the program curriculum? How has the curriculum changed (if at all) over the last five years including the reasons for the change (e.g., the result of a learning outcome assessment) and evidence used as a basis for change?

The curriculum was revised based on the previous program review. Changes and reasoning are outlined in the introduction to this report. The current curriculum has been in place for three years.

7. Please present a curriculum comparison with at least three peer institutions and with national disciplinary or professional standards if available.

This chart compares our curriculum to programs at Pepperdine's peer institutions. While our program is unique in its communication focus, and we believe that is a strength. One business course that we appear to be lacking is in the area of consumer behavior.

	Integrated Marketing Communication (IMC) – Major Area	Tracks/Emphases	Honors Program
Pepperdine University	Communication	<ul style="list-style-type: none"> • Marketing Management • Communication Management 	No
Peer Institutions			

Baylor University	Business/Marketing	<ul style="list-style-type: none"> • Branding and Promotion • Marketing and Retail Mgmt. • Sales and Sales Mgmt. • Non-Profit and Development • Professional Selling • Sports Sponsorship and Sales 	No
Calvin College	Business	Marketing Concentration – Two courses req.	Yes - Thesis
Loyola Marymount University	Business/Marketing	Marketing Concentration – 22 courses available in a number of areas, but no ADV,PR, or MSCO in program	No
Macalester College	No		
Occidental College	No		
Santa Clara University	B-School/Marketing	Marketing Major – 3 concentrations available <ul style="list-style-type: none"> • Business & Technology Marketing • Consumer & Channel Marketing • Individually Designed Marketing No ADV, PR or Graphics in Program	Graduate Program
Southern Methodist University	Business/Marketing	Marketing Major –	Graduate Program

		12 Mktg. courses available in a number of areas, but no ADV,PR, or Graphics in Program	
St. Olaf College	No		
University of San Diego	Business/Marketing	Marketing Major – 6 tracks available <ul style="list-style-type: none"> • Analytics • Sales • Product Management • Advertising and Digital Marketing • Real Estate • Supply Chain Management 	Graduate Programs Supply Chain Management
Valparaiso University	Business/Marketing	Marketing Major – 11 courses available, but no ADV,PR, or Graphics in Program	Graduate Program
Wheaton University	No	A few courses in marketing as a part of Business management major, but no ADV,PR, or Graphics in Program	No

PEDAGOGY

8. Please present measures of teaching effectiveness (e.g., course evaluations, peer evaluations of teaching or implementing, scholarship on issues of teaching and learning, formative discussions of pedagogy among faculty, survey measures, participation rates, and student satisfaction surveys).

Course evaluations are provided to professors at the end of each semester to improve their teaching. Course evaluations are confidential and are kept by the division office for reviews with faculty, but not shared for this report. Similarly, peer evaluations are made for professors seeking tenure and promotion at the university. Those evaluations are confidential and are held by the Seaver Dean's office. A student exit survey conducted in 2017 is attached.

Evidence

IMC_exit_survey_2017.pdf

ANALYSIS OF EVIDENCE: Quality

Quality of the Degree: In meaning of the degree student learning outcomes and curriculum matrixes were used to define the degree. Now please describe the processes used to ensure the quality of the program.

9. Describe the high impact practices which enrich the learning experiences (How are they integrated in the curriculum? Are they assessed?)

- a. Service learning
- b. Research opportunities
- c. Internships
- d. Other high-impact practices

Service Learning: IMC students regularly engage in service learning through their public relations and advertising classes in which they take on real clients from the community and help to develop campaigns and strategies those clients can implement to improve thier endeavors.

Research Opportunities: IMC students engage research at every step of the curriculum. They also have oportunities throug hgrant programs from the Seaver Dean's office to engage in research with faculty. Absent a dedicated IMC faculty member, most student research up to this point has been conducted with faculty in the public relations and advertising programs. With the addition of a dedicated faculty member, we hope to see more undergraduate research beyond the classroom in IMC.

Internships: All Integrated Marketing Communication majors are required to take at least 1 unit of internship, COM 595, before graduating. Students can find their internship on their own, or with the help of division internship coordinator, Professor Debbie Wideroe, or through the Career Center. To count toward the major requirement, the internship must be approved by the student's major advisor who works with them to set learning objectives consistent with their program's learning outcomes. At the end of the internship experience, a daily work journal and reflection paper addressing the stated learning outcomes is submitted to the professor supervising the internship and is evaluated for credit during the semester and a grade in summer--summer grading is a result of students signing up for a general studies internship in the summer because the university offers a scholarship for that experience.

Other high impact practices: A student-run strategic communication firm, The Waves Effect, was launched in Fall 2013 and has been advised by Prof. Denise Ferguson and Prof. Chris Stivers. At least nine undergraduate students (Public Relations Director, Advertising Director, Media Director, two Public Relations Coordinators, two Advertising Directors, two Media Directors, plus 1-3 Project Associates) are involved each semester, and meet weekly to plan, propose, and implement communication and promotion strategies and tactics for Pepperdine departments, programs, and student organizations; much of their work is also done virtually. All students are chosen through a professional application and interviewing process conducted by current Directors and Coordinators and by the Faculty Adviser(s), as well as by the two graduate student Executive Directors, who are responsible for much of the administration of TWEGraduate student Executive Directors have received between 6-12 units tuition waiver. With the ending of the MA in Strategic Communication, if The Waves Effect is continued undergraduates will need to assume more leadership responsibilities.

10. Co-Curricular : How intentional are the co-curricular experiences which are provided and how are they integrated into the curricular plan?

- a. Academic and career advising programs and resources
- b. Tutoring, supplemental instruction, and teaching assistants
- c. Orientation and transition programs
- d. Financial support for obtaining scholarships, fellowships, teaching assistantships, etc.
- e. Support for engagement in the campus community
- f. Support for emotional and psychological variables of success
- g. Spiritual development programs and opportunities
- h. Multicultural opportunities which support diversity
- i. Plays, musicals, art exhibits, and lectures
- j. the Sophomore Experience
- k. Study Abroad

Academic and Career Advising: Each student is assigned an academic advisor from the University (OneStop) who can help with general advising and GE requirements questions. They are also assigned a major advisor in our area who helps with class planning, internships, and career planning. They also have access to Professor Debbie Wideroe, the division's internship coordinator. Students also make use of the Pepperdine Career Center and Career Coaching program.

Financial Support: Some scholarships are available through the division, but they tend to go to student workers and/or those with high need or special circumstances. Students can also earn the faculty/staff scholarships awarded by a Seaver committee. Most often, students earn additional financial support by collaborating with faculty through the following programs: the faculty mentorship program, the Academic Year Undergraduate Research Initiative (AYURI), Summer Undergraduate Research Program (SURP), or the Cross Disciplinary-Interdisciplinary Undergraduate Research program (CDUIR).

IMC students are encouraged to take full advantage of all of the incredible resources Pepperdine makes available for the elements listed in a-k above.

11. Please describe evidence of students' research and publications, awards and recognition, professional accomplishments.

Due to a lack of faculty in this area, careful record of student research and publication has not been maintained. As we hire two new faculty members in the coming year, we will develop a system for better tracking IMC students in these areas.

STUDENT SUCCESS, ALUMNI, AND ASSESSMENT DATA

12. What is the profile of students in the program and how does the profile relate to or enhance the purpose and goals of the program?

Please explain your student success data (enrollment and retention data). Evidence should include student retention and graduation rate trends (disaggregated by different demographic categories such as race, gender, first-generation students, etc.).

OIE provides this data annually and houses the reports on the OIE website and LiveText site.

Student Success Data

Attached is the student success data for your program.

Enrollment_Data_Integrated_Marketing_Communication_Fall2011_15.xlsx

In its early years, the major tended to attract 50-60 students per year. In recent years, the number of declared IMC students is closer to 100. That does not include the students who intend to major in IMC, but remain undeclared or declared as other majors because they have not yet reached the minimum units or GPA. The IMC major is disproportionately female. In any given year, approximately half of the students racially identify as white/non-hispanic. Over the time of this report anywhere from 5-15% of majors identified as members of the Churches of Christ.

Student and Alumni Data

13. Please present your student and alumni survey data examining student attitudes, satisfaction levels and dispositions. OIE will provide the data in tables and graphs in their Educational Effectiveness Report. Programs are responsible for explaining the survey results. Survey data includes: UCLA/CIRP satisfaction survey data, alumni data.

Student and alumni survey data

Attached is the student and alumni survey data for your program.

Data_Report___COM_Alumni__2016__FINAL_08_22_16.pdf

Assessment Data

14. Other relevant data. e.g. General education data, special reports.

Assessment Data

Attached is the assessment data for your program.

COM_180_LiveText_Report___Speech_and_Rhetoric.pdf

A sample of speeches from Com 180 - Public Speaking and Rhetorical Analysis (N = 220) was collected, and the assessment evaluated students in the categories of organization, language, delivery, use of supporting materials, and central message. Overall, students performed better in the categories pertaining to content (i.e, organization, supporting material and central message). More than 40% of the sample received either capstone or milestone 3 evaluations. The evaluations related to language and delivery were weaker, and larger percentages were seen at milestone 2 for these categories. A majority of students are demonstrating milestone 3 level work overall.

ANALYSIS OF EVIDENCE: Integrity

In meaning of the degree (section four) student learning outcomes and curriculum matrixes were used to define the degree. Now please describe the processes used to ensure the rigor of the program.

15. Are the graduates achieving the student learning outcomes at the expected level? How was the threshold determined? How do you know your expectations are appropriate? Do you use comparisons based on national standards or benchmarking? How have your assessment findings supported this? Is there assurance that students consistently meet the standards of performance that the major has established? What happens to students that don't meet the standards?

Without dedicated faculty in the IMC program, we have yet to establish a regular assessment process. This is something we intend to do in the coming year as we hire two new faculty members to support this program.

16. Please present an integrated analysis of the data collected from the assessment of direct learning and indirect learning (survey data, focus group, alumni data, and authentic evidence). Please report on the findings from the last comprehensive program review. In summary please explain how the program has achieved a holistic evaluation of the students' educational experience.

The attached reports provide indirect evidence that students believe the major is meeting the PLOs. They also demonstrate a general satisfaction with th program, especially business, advertising, and communication courses. Students are frustrated by the lack of information they recieve at times, certain classes that are too large, and some public relations courses. The division is currently working to adress student concerns and improve the program by hiring more faculty members so that we can offer more classes with smaller sizes and do more direct assessment of student learning.

Evidence

Please attach evidence.

2014_Integrated_Marketing_Communication_Annual_Report.pdf

IMC_exit_survey_2017.pdf

WASC 5 CORE COMPETENCIES

17. How does the program ensure that graduates meet the WASC FIVE CORE COMPETENCIES? Present your findings of measurements you have done of the core competencies.

IMC students' core competencies have not been assessed independently from other majors up to this point. While the communication program reviews demonstrate that students in the shared

division courses (COM 200, 300, and 400) are meeting or exceeding expectations in the five WASC core competencies, we have not separated out data for IMC students specifically.

SUSTAINABILITY: RESOURCES

18. With the rapid changes in the higher education environment, the University needs to demonstrate how financial viability and planning of their long-term stability are ensured.

In order to demonstrate this each program should address

- a. questions about the level of student demand for the program and**
- b. the degree to which resources are allocated appropriately so they are sufficient to maintain program quality.**
- c. What is happening within the profession, local community, or society that identifies an anticipated need for this program in the future? (If appropriate include market research.)**

Student demand for this program continues to increase every year. Up to this point, there have not been enough faculty allocated to this program. One faculty member advises all IMC and potential IMC majors. In 2017-18 we have been approved to hire two IMC professors, one Assistant and one Associate. However, we have struggled to find someone who has both the desired academic and professional experience. Professionals in this field see a growing need for the integration of tactics and strategies across public relations, advertising, and marketing. Some professionals no longer see a difference between the three, while others see clear distinctions. This demonstrates that will continue to be important for our students to have a clear understanding of the way that these fields productively converge and diverge in order to serve the needs of particular situations and stakeholders.

19. FACILITIES

Please describe the adequacy of

- a. Classroom space**
- b. Laboratories**
- c. Office space**
- d. Programming venues**
- e. Student study spaces**

Classroom space is adequate. The program is housed in the Center for Communication and Business where there are two computer labs, newsrooms for print, broadcast, and digital media, classrooms with capacities ranging from 18-100 (our largest class in this major is approximately 50 people). Additionally, all professors teaching in the program have offices in the CCB, so they are accessible to students for regular meetings. Students are able to use the CCB as well as other venues on campus for event programming. Students study in the cafe area of the CCB on both the second and third floors, where there are open tables as well as some public computers. They may also study in any of the three libraries on campus, the law library, graduate school library, or the newly renovated Payson library.

FACULTY AND STAFF

20. What are the qualifications and achievements of the faculty/staff in the program in relation to the program purpose and goals? How do faculty/staff members' backgrounds,

expertise, research, and other professional work contribute to the quality of the program?

Evidence in this category should include (this could be collected through faculty CVs) :

- a. Proportion of faculty with terminal degrees**
- b. List of faculty/staff specialties within discipline (and how those specialties align with the program curriculum)**
- c. Record of scholarship for each faculty member, professional presentations for staff members**
- d. Faculty/staff participation in development opportunities related to teaching, learning, and/or assessment**
- e. External funding awarded to faculty/staff**

There are no dedicated IMC faculty at this time. However, students benefit from highly qualified faculty in affiliated programs as well as contingent faculty who are actively working in the field. CVs of primary faculty teaching in this area are attached. A list of the required courses in the major and primary faculty associated with those courses in the past five years is in the attached spreadsheet. Faculty specialize in advertising, marketing, public relations, journalism, and media production. Faculty specific specialties, external funding, and professional development vary by area, but can be found on the attached CVs.

21. FACULTY/STAFF

Are there sufficient numbers of faculty/staff to maintain program quality? Do program faculty/staff have the support they need to do their work?

- a. Distribution of faculty across ranks (or staff years at institution)**
- b. Diversity of faculty/staff**
- c. Number of full-time faculty (ratio of full-time faculty to part-time faculty)**
- d. Student-faculty ratio**
- e. Faculty workload**
- f. Faculty review and evaluation processes**
- g. Mentoring processes**
- h. Professional development opportunities and resources (including travel and research funds)**
- i. Sufficient time for research, program development**

There are not currently sufficient numbers of faculty to maintain program. We currently do not have any IMC faculty. Faculty from affiliated programs (Communication, Public Relations, Advertising, and Business) are helpful and qualified in their areas, but also have a large number of their own majors to advise. Without dedicated faculty for this program, it is difficult to respond to the specific questions listed here except in general terms.

Faculty teaching in the program range from part time faculty with anywhere from one to more than 20 years at the institution. Similarly, all ranks (Assistant, Associate, Full) of full time faculty teach in the program and they too have been at the institution from 1-20+ years. Faculty primarily identify as White (non-Hispanic), Asian, or African American. There is a nearly 50/50 split between male and female faculty in the program. Student to faculty ratio varies greatly by courses. Tenured and tenure track faculty teach a 2:3 load, visiting faculty teach 4:4, and adjunct faculty teach 1-2 classes per semester as needed. In the past five years, tenured and tenure track faculty are reviewed every 5-6 years (depending on rank) in the Seaver College rank, tenure, and promotion process. Those faculty have also had the option of an annual review with their Divisional Dean. Beginning on 2017 all full time faculty have an annual review with the

Divisional Dean. Also beginning in 2017, all full time contingent faculty are reviewed by the Fixed Term Faculty Committee every five years. Adjunct faculty are reviewed on an as needed basis.

Students are mentored in a variety of ways in the IMC program. They receive mentoring from the major advisor, Don Shores, with regard to class planning, internships, and other major and career advice. They are mentored by industry professionals as they develop campaigns in PR, ADV, and IMC classes. For example, the advertising class regularly has professionals visit and get to know the students and advise on their campaigns before returning at the end of the semester to see and provide feedback on the final product. Students also receive internship mentoring from our internship coordinator, Debbie Wideroe, who helps them not only secure and maintain their internship, but works to help them think about networking, professionalism, and more. Finally, they receive spiritual mentoring through the convocation program where they can attend events, join small group Bible studies, and/or sign up for one-on-one spiritual mentoring with a faculty or staff member.

Evidence

Please attach evidence.

DLSVitae17.doc

Business_Division_Faculty_CVs.pdf

IMCO_Instructors___Spring_2013_Fall_2017.xlsx

FINANCIAL RESOURCES

22. Financial Resources:

Please describe your operational budget (revenues and expenditures) and trends over a 3-5 year period.

The operational budget is housed in the Communication Division and administered by the Divisional Dean. This budget is shared among all Communication Division programs and is reevaluated each year to make sure that it meets the needs of those programs. The Division helps cover the cost of contingent faculty, supplies, technology, support, scholarships, professional development, and more.

Evidence

Please attach evidence.

EXTERNAL REVIEW

In summary please explain how, through the findings in the annual assessments, the program has achieved a holistic evaluation of the educational experience that is supported through benchmarking. (Has the program been reviewed by external stakeholders, such as practitioners in the field, or compared with other similar institutions, or national standards?)

I. GUIDELINES FOR ORGANIZING THE EXTERNAL REVIEW

The external review typically occurs after a program or department completes its self-study report, but the selection and invitation of external reviewers can occur during the self-study process to ensure the availability of the best reviewers. However, programs with concurrent accreditation (e.g., AACSB, APA, ABA) can use the visiting team for that discipline-specific accreditation as the external review. The report from the site visitors should be included in the final report. For an illustration of potential areas for the reviewers to consider, see Attachment below.

II. CHOOSING REVIEWERS

The size and composition of the review team can vary, depending on the size of the program under review. Usually, the team involves one or two people. At the time a department or program is notified that it will be conducting a program review, appropriate individuals should submit a list of names of possible reviewers. These reviewers should be external to the school/University. External reviewers should be distinguished scholars/teachers/practitioners in the field and be familiar with campuses that are similar to Pepperdine University and the program undergoing review. It is also helpful for external reviewers to have had experience with program administration and with program assessment. At least one of the reviewers should be experienced with student learning outcomes assessment in order to review and analyze the program's assessment processes and results. The Dean of each School will have the final approval of the external reviewer.

III. MATERIALS FOR THE EXTERNAL REVIEW TEAM

At least 30 days prior to the scheduled department visit, the information from the program self-study and appropriate additional materials are sent to each member of the external review team. An identical information package should be provided to appropriate members of the administrators overseeing the program. The reviewers should compile a report that includes observations, strengths, weaknesses, and recommendations based on evidence. The attached External Review Report expectations outlines the guidelines for the external reviewers' site visit and report. Reviewers and Divisional Deans should also sign a consultant agreement. External Reviewers should also be given a schedule for their visit and a confirmation letter, and programs will submit a budget proposal for the site visit to the Office of Institutional Effectiveness.

IV. CATEGORIES FOR EVALUATION

- Curriculum
- Faculty
- Resources
- Viability

V. EXTERNAL REVIEW TEAM VISIT AND REPORT

The review team visit typically lasts for two days, during which time the review committee members meet with department faculty, academic advisors, students, and select administrators. The review team typically takes part in an exit interview just prior to concluding its departmental visit.

The team is expected to submit its written evaluation to the campus program review committee no later than 4 weeks after the visit. The written evaluation should include a review of strengths and challenges, resource allocation, and program viability as well as suggestions for policy and resources. Upon submission of the report, off-campus reviewers receive a previously agreed upon stipend and travel expense reimbursement (to be determined by the department under review).

As soon as the program receives the report from the external review team, it is distributed to the appropriate individuals. The department is typically asked to review the report (within a brief time period) for factual inaccuracies and misperceptions. To maximize the effectiveness of program review, the findings and resulting decisions should be shared with all of the stakeholder groups. Such sharing of findings generates buy-in to the program's and/or institution's goals. To facilitate and track the implementation of improvement plans, each year the relevant faculty members should review the progress of programs reviewed in previous years. If the department/program was not successful in implementing all aspects of the plan, they may follow up with their appropriate administrative unit regarding resource allocation or other barriers involved in preventing successful implementation.

External Reviewer Report Expectations

Please find the link below for the "External Review Summary Sheet".
<https://www.surveymonkey.com/r/Z835R7F>

External Reviewer Report Expectations

Please attach the completed form.

FORMS

QUALITY IMPROVEMENT PLAN