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APPENDIX A1

Table 2-1 Intellectual Contributions
Date Range: September 1, 2014 - August 31, 2019

Part A: Five-Year Summary of Intellectual Contributions

	Portfolio of Intellectual Contributions			Total	Types of Intellectual Contributions									Total	Percentages of Faculty Producing ICs	
	Basic or Discovery Scholarship	Applied or Integration/Application Scholarship	Teaching and Learning Scholarship		Peer-Reviewed Journals	Editorial-Reviewed Journals and Articles	Peer-Reviewed Academic/Professional Meeting Proceedings	Peer-Reviewed Academic/Professional Meeting Presentations	Competitive Research Awards Received	Textbooks	Case Studies	Professional Practice Standards, or Public Policy	Other IC Type Selected by the School		Percent of Participating Faculty Producing ICs	Percent of total Full Time Equivalent (FTE) faculty producing ICs
Accounting	17.5	21.33	10	48.83	13.33	1	0	18.17	1	0	0	0	15.33	48.83	100.0%	100.0%
Business Admin.	115.5	64.67	30	210.17	57.67	4	1	44.83	18	0	3	0	81.67	210.17	100.0%	100.0%
Grand Total	133	86	40	259	71	5	1	63	19	0	3	0	97	259	100.0%	100.0%

Part B: Alignment with Mission, Expected Outcomes, and Strategy

Provide a qualitative description of how the portfolio of intellectual contributions is aligned with the mission, expected outcomes, and strategy of the school.

During the past five years, Seaver Business faculty made multiple contributions to discipline-based, applied, and pedagogical research. Specifically, faculty published over 70 peer- or editorially-reviewed journal articles and made more than 60 peer-reviewed presentations at academic conferences. Faculty also obtained a number of competitive grants from internal and external funding sources.

The portfolio aligns with the school’s mission. Multiple scholarly contributions directly support the Division and University missions, specifically our goal to advance service leadership and nonprofit management. For example, faculty have published in *Nonprofit Management and Leadership* and made multiple presentations at ARNOVA, the leading nonprofit scholarly conference.

The pedagogical scholarship in our portfolio reflects the high emphasis we place on teaching. As shown in Table 2-2, a number of our faculty publications have appeared in peer-reviewed teaching journals (e.g., *Journal of Marketing Education*, *Marketing Education Review*, *Journal of Education for Business*). Likewise, our faculty have presented at disciplinary teaching conferences. This is encouraged by the school. In addition, faculty have published several teaching cases over the past five years.

Part C: Quality of Five-Year Portfolio of Intellectual Contributions

Provide evidence demonstrating the quality of the above five-year portfolio of intellectual contributions. Schools are encouraged to include qualitative descriptions and quantitative metrics and to summarize information in tabular format whenever possible.

Of the peer- and editorially-reviewed publications presented in our portfolio of intellectual contributions over the past five years (Tables 2-1 and 2-2 in Appendix A), over 30% were published in journals ranked as A* or A according the 2018 Australian Business Deans’ Council rating list. During the past five years, Seaver Business faculty have published in leading journals such as *Management Science*, *Production and Operations Management*, *Business Ethics Quarterly*, and *Personality and Individual Differences*. Seaver Business faculty have also presented at conferences for the leading scholarly organizations such as the Academy of Management, American Accounting Association, Strategic Management Society, and the Production and Operations Management Society.

We analyzed our portfolio of peer-reviewed publications using both SCImago and the 2018 journal quality list compiled by the Australian Business Deans’ Council (ABDC). The results are as follows:

SCImago (Most recent Quartile for each journal)

	Q1	Q2	Q3	Q4	Not in Database	Total
# of publications	20	16	2	8	30	76
%	26.3%	21.1%	2.6%	10.5%	39.5%	100%

2018 Australian Business Dean’s Council (ABDC) Journal Quality List

	A*	A	B	C	Not in List	Total
# of publications	5	18	4	13	36	76
%	6.6%	23.7%	5.3%	17.1%	47.4%	100%

SCImago and ABDC represent different coverage strategies. Neither ranking source covers law reviews. SCImago includes journals indexed in the Scopus database. Therefore, newer journals (such as Emerald’s International Journal of Crowd Science) and smaller, specialized journals (such as the *Canadian Journal of Nonprofit and Social Economy Research*) are not included. Lower-quality or low-circulation journals also appear in the Not in Database category. The ABDC list focuses on core business disciplines. Journals in an allied fields, such as psychology, are not fully indexed. Coverage is also less thorough for pedagogical or case journals.

Over the past five years we have largely focused on encouraging research-inactive faculty to re-engage with the research process. We have been quite successful in this initiative. As we move forward, there will be a greater emphasis on publication quality. In accordance with Strategic Priority 5, we are actively working to increase the percentage of scholarship published in high-quality outlets while reducing lower quality contributions.

Many of our faculty are at the beginning of their scholarly careers. We expect that the volume and quality of their scholarship will expand significantly over time.

Part D: Impact of Intellectual Contributions

Provide evidence demonstrating that the school's intellectual contributions have had an impact on the theory, practice, and/or teaching of business and management. The school is encouraged to include qualitative descriptions and quantitative metrics and to summarize the information in tabular format whenever possible to demonstrate impact. Evidence of impact may stem from intellectual contributions produced beyond the five-year AACSB accreditation review period.

Seaver Faculty have demonstrated impact by publishing in high-quality outlets such as *Management Science*, *Econometrica*, *Production and Operations Management*, *Journal of Applied Psychology*, *Personnel Psychology*, *Personality and Individual Differences*, *Journal of Business Ethics*, *Nonprofit Management and Leadership*, and *Business Ethics Quarterly*.

Seaver Faculty have made an impact in their disciplines through discipline-based, applied, and pedagogical scholarship. For example,

- Since 2015, Regan Schaffer (Management) has received \$750,000 in grant funding from the Wood-Claeyssens foundation to support the Nonprofit Leadership Institute which she coordinates.
- Connie James's (Management) 2018 *Under Armour: Repositioning for the Global Stage*, published in *The CASE Journal*, was one of three finalists for Emerald's 2019 Best Case Award.
- Sarah Fischbach (Marketing) served as president (2018-19) of the Marketing Educators' Association
- John Park (Decision Science) received the Best Paper Award from the Production and Operations Management Society's Humanitarian Operations and Crisis Management Division.
- Fang Tian's (Decision Science) research on manufacturers' recycling policies is currently in press at *Management Science*.
- Ben Postlethwaite's (Postlethwaite & Shaffer, 2012) meta-analysis was highlighted in *Organizational Research Methods* (Aguinis et al., 2019) as an example of best practice in reporting measurement error corrections.
- Dongkuk Lim (Accounting) is on the editorial board at *Sustainability*.

Example Google Scholar Citations as Evidence of Impact

- Ben Postlethwaite's (Management) - 840 citations (since 2014)
- Levon Goukasian (Finance) - 242 citations (lifetime)
- Paul Jones (Economics) - 193 citations (since 2014)
- Dean Baim (Economics/Finance) 219 citations (lifetime)
- Ashley Muchow (Decision Science) – 251 citations (since 2014)

Again, many of our faculty are at the beginning of their scholarly careers. We expect that the impact of their scholarship will expand significantly over time.

Note: Please add a footnote to this table summarizing the school's policies guiding faculty in the production of intellectual contributions. The data must also be supported by analysis of impact/accomplishments and depth of participation by faculty across disciplines. The data presented in Table 2-1 should be supported by faculty vitae that provide sufficient detail to link individual citations to the information provided here. Interdisciplinary outcomes may be presented in a separate category but the disciplines involved should be identified.

NOTE

Seaver Faculty are encouraged to publish their research in quality, peer-reviewed journals. Tenured and tenure-track faculty are guided by the Rank, Tenure, and Promotion guidelines which stipulate that research constitutes 25% of RTP evaluation. Further, there is consensus that faculty are expected to produce quality research to earn tenure and promotion, much more so than when Pepperdine was exclusively a teaching institution. Seaver Business provides additional guidance on faculty intellectual contributions in our Faculty Qualification Guidelines.

APPENDIX A2

**Seaver Business Table 2-2:
Five-Year Summary of Peer and Editorial-Reviewed Journals and Number of Publications in Each
Date Range: September 1, 2014 - August 31, 2019**

Peer and Editorial-Reviewed Journals	Number of Publications
Accounting	
Accounting and Finance Research	1
Graziadio Business Review	1.5
International Journal of Business, Accounting and Finance	1
International Journal of Sport Finance	0.33
Journal of Business and Accounting	1
Journal of Finance and Accountancy	1
Praxis	1
Sustainability	1.5
The Business Review, Cambridge	1
The Journal of American Academy of Business, Cambridge	3
The Journal of Business and Educational Leadership	1
The Oil, Gas & Energy Quarterly	1
Total Accounting	14.33
Business Administration	
Advances in Hospitality and Leisure	1
American Journal of Business Education	1
Annals of the New York Academy of Sciences	1
Applied Economics Letters	1
Business & Professional Ethics Journal	1
Business Ethics Quarterly	1
Business Horizons	1
California Bankruptcy Journal	3
Canadian Journal of Nonprofit and Social Economy Research	1
Competitiveness Review	1
Contemporary Issues in Education Research	1
Creighton Law Review	1
Economics Letters	1
Employment Relations Today	1
Graziadio Business Review	3.5
International Journal of Behavioral Nutrition and Physical Activity	1
International Journal of Contemporary Hospitality Management	1
International Journal of Crowd Science	1
International Journal of Finance & Economics	1
International Journal of Human Resource Management	1

International Journal of Sport Finance	0.67
Journal for Advancement of Marketing Education	1
Journal of Behavioral Finance	1
Journal of Business & Entrepreneurship	1
Journal of Business Ethics	1
Journal of College Teaching and Learning	1
Journal of Comparative Economics	1
Journal of Economic Dynamics and Control	1
Journal of Education for Business	2
Journal of Equipment Lease Financing	1
Journal of Food Product Marketing	1
Journal of Instructional Pedagogy	1
Journal of Macroeconomics	1
Journal of Marketing Education	1
Journal of Social Sciences Research	1
Journal of Tourism Futures	1
Macroeconomic Dynamics	1
Management Science	1
Marketing Education Review	1
Nonprofit Management and Leadership	1
Nursing Outlook	1
Organizational Behavior and Human Decision Processes	1
Personality and Individual Differences	1
Personnel Review	1
Production and Operations Management	3
Socio-Economic Review	1
Sports, Business, and Management: An International Journal	1
Studies in Nonlinear Dynamics and Econometrics	2
Sustainability	0.5
The CASE Journal	1
The Economic Journal	1
The Financial Review	1
Tourism Management	1
Tulane Law Review	1
Total Business Administration	61.67
Grand Total	76.0

APPENDIX A5

AACSB TABLE 15-2: DEPLOYMENT OF FACULTY BY QUALIFICATION STATUS IN SUPPORT OF DEGREE PROGRAMS FOR THE MOST RECENTLY COMPLETED NORMAL ACADEMIC YEAR USING STUDENT CREDIT HOURS¹

Academic Program: BS (Seaver)

Academic Program: 5-Year MBA

School: Seaver

Date Range: September 1, 2018 - August 31, 2019

	Percent of teaching by degree program (measured by student credit hours)					
	Scholarly Academic (SA) %	Practice Academic (PA) %	Scholarly Practitioner (SP) %	Instructional Practitioner (IP) %	Other (O) %	Total %
BS (Seaver)^a	72.18%	5.91%	0%	21.05%	0.87%	100%
5-Year MBA^b	66.76%	11.57%	.59%	16.11%	4.98%	100%

^a Includes Bachelor of Science Degrees in Accounting, Business Administration, International Business, and Finance (Contract Major)

^b Based on Student Credit Hours for 5-Year MBA Dual Degree students taught by PGBS. PGBS students enrolled in other programs are excluded.

APPENDIX B

Seaver Business Administration Division Faculty Sufficiency Guidelines

AACSB Standard

AACSB Standard 5 requires that a "school maintains and deploys a faculty sufficient to ensure quality outcomes across the range of degree programs it offers and to achieve other components of its mission. Students in all programs, disciplines, locations, and delivery modes have the opportunity to receive instruction from appropriately qualified faculty.

In assessing faculty sufficiency, AACSB makes a distinction between Participating faculty and Supporting faculty. A Participating faculty member engages in the activities of the school beyond direct teaching responsibilities. Faculty members who are not Participating are considered Supporting faculty. The standard expects at least 60% of faculty in all disciplines, and 75% of the division's faculty members overall are Participating.

Seaver Business Participating Definition

Through their engagement in non-teaching activities Participating faculty include members who enhance a Seaver Business student's educational experience, allows the Division to achieve its mission, and improves the operation of the Division and College.

All full-time faculty, regardless of their assignment (tenured, tenure-track, visiting, executive-in-residence), are to be actively engaged in teaching, scholarly activity, and service. Full-time faculty are assumed to be participating by the very nature of the expected duties of the College and the Division. The Participating status is not permanent and can be withdrawn if a full-time faculty member is not engaged in activities beyond classroom teaching in an academic year. The academic year would not include any period for which a faculty was not actively teaching due to sabbatical or other leaves of absence. Full-time faculty members whose primary teaching responsibilities are in another Division within Seaver College would be considered Participating if they engage in the enumerated activities within their division or in college-wide and university-wide service.

Part-time/adjunct faculty members will be assumed to be Supporting but can be classified as Participating if they meet the Participating standards.

A faculty member will be classified as Participating when the faculty member has undertaken at least four of the following list of activities over the observation academic year (no more than two credits can come from a single category):

Activities that contribute to the functioning of the institution:

- Serve on a University, College, or Division committee.
- Serve as a peer reviewer for a rank-tenure-promotion or fixed-term faculty review.

- Serve on College-wide task force.
- Contribute in the faculty or administrative hiring process.
- Participate in a faculty-mentoring program either as a mentor or mentee.
- Participate in assurance of learning activities.
- Member of a Pepperdine Board of Regents, Seaver Board of Visitors, Seaver Business Partners.
- Serve in an administrative role of Divisional Dean, Accreditation Coordinator, or Assessment of Learning Coordinator
- Attend faculty governance meetings.
- Attend all-Seaver meetings.

Activities that contribute to the growth of the student and the division's mission

- Participate in academic or career advising.
- Participate in student recruiting efforts.
- Conduct research with students, or supervise student research.
- Involved in co-curricular educational and service experiences.
- Serve as a faculty leader in a study abroad trip.
- Serve as a spiritual mentor.
- Serve as a student organization faculty advisor.
- Serve as a faculty advisor for a student organization.
- Serve as a convocation leader.

Activities that provide personal and professional development or support the college

- Attend Dean's lecture series, or other notable presentations.
- Attend or present at the Seaver Business Research Council meeting
- Participation in workshops such as SEED.
- Participate in workshops by the Center for Teaching Excellence.
- Attend campus presentations on special topics such as health or management topics.

This list is not meant to be exhaustive

APPENDIX C

Seaver Business Administration Division Faculty Qualification Guidelines

Definitions

Faculty are classified into either SA, SP, PA, IP, or “Other” based upon the following definitions.

Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. SA status is initially earned by attaining a terminal degree in which the faculty member teaches. A terminal degree may be a PhD, JD, DBA, EdD, or other degree considered to be the highest degree for the discipline which the faculty member teaches. SA status is granted to a faculty members who earned his or her terminal degree within the last five years prior to the review dates.

SA currency is, sustained by either:

- attaining four category SA points in the Faculty Qualification Worksheet (FQW), with at least two points being derived from a peer-reviewed journal article within the five year observation period.

OR

- having three peer-reviewed journal articles accepted within the five-year observation period.

In either case, only one *Graziadio Business Review* article can count to meet the peer-reviewed article requirement.

Scholarly Practitioners (SP) becomes initially qualified through significant practical work experience and sustains currency and relevance through continued scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching. SP status is sustained by attaining four SP points in the FQW, with the following stipulations and exceptions:

- A faculty member must have at least two peer-reviewed journal articles within the review period.
- A faculty member must have a masters-level degree or higher in the field in which s/he teaches (or a related field). In limited cases SP status may be appropriate for individuals without master's degrees if the depth, duration, and sophistication, and complexity of their professional experience at the time of hiring outweighs their lack of master's degrees.
- Only one *Graziadio Business Review* article can count to meet the peer-reviewed article requirement.

Practice Academics (PA) becomes initially qualified by earning a terminal degree in a field related to the discipline in which the faculty member is teaching. The PA faculty member sustains currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member. PA status is sustained by earning four PA points in the FQW.

Instructional Practitioners (IP) earn initial qualification by significant work experience. An IP qualified faculty sustains his or her currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience. Normally, IP status is granted to newly hired faculty members who join the faculty with significant and substantive professional experience. IP qualified faculty maintain currency by attaining four IP points in the FQW, with the following stipulations and exceptions:

- A faculty member with a masters-level, or higher, degree, and a full-time work position in the area in which she or he teaches is considered IP for five years (no other requirements must be met). In limited cases IP status may be appropriate for individuals without master's degrees if the depth, duration, and sophistication, and complexity of their professional experience at the time of hiring outweighs their lack of master's degrees.

Process Details

Each academic year, the Divisional Dean and Accreditation Coordinator assign each faculty member to one of the four AACSB qualification categories – Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP). Any faculty member not meeting the requirements for one of the classifications is designated as “Other.” Classifications are currently made using a point-based system, with points being awarded for scholarly and professional contributions. The period is from September 1 one year to August 31 of the next year. To count towards one’s status during a year, the intellectual contribution must be published, or accepted (in-press) on or before August 31. Annually, faculty are informed of their qualification status and are notified if their status is at risk of changing within the next two years. Faculty salary stipends are contingent upon maintenance of qualification.

Note

Early in the next accreditation cycle (2019-2024), we will be revising our qualification standards to place an increased emphasis on, and reward for, publication quality. This is in support of Strategic Priority 5 (Faculty Scholarship).

Faculty Qualification Worksheet

Category	Activities	#	SA	SP	PA	IP
Education	Completed terminal degree within past 5 years OR achieved ABD within past 3 years		0.00	0.00	0.00	0.00
Category A	Peer Reviewed article		0.00	0.00	0.00	0.00
	SUBTOTAL (Must be ≥2 for SA and SP)		0.00	0.00	0.00	0.00
Presentation or Proceedings	National or international academic conference		0.00	0.00	0.00	0.00
	Local or regional academic conferences		0.00	0.00	0.00	0.00
	invited presentation at another university or symposium		0.00	0.00	0.00	0.00
	publications in proceedings		0.00	0.00	0.00	0.00
	SUBTOTAL		0.00	0.00	0.00	0.00
Book	New book (textbook, related to area of teaching)		0.00	0.00	0.00	0.00
	New book (non-textbook, related to area of teaching)		0.00	0.00	0.00	0.00
Contributions	Revision of a book		0.00	0.00	0.00	0.00
	Peer Reviewed books and book chapters		0.00	0.00	0.00	0.00
	Monograph (refereed/non-refereed)		0.00	0.00	0.00	0.00
	SUBTOTAL		0.00	0.00	0.00	0.00
Compilation	Published compilation of readings, cases, articles		0.00	0.00	0.00	0.00
Manual/guide	New manuals, guides, or textbook supplements		0.00	0.00	0.00	0.00
Chapter in a book	New book chapter (textbook)		0.00	0.00	0.00	0.00
	New book chapter (non-textbook)		0.00	0.00	0.00	0.00
	New reading published in a book of readings		0.00	0.00	0.00	0.00
	SUBTOTAL		0.00	0.00	0.00	0.00
	Peer Reviewed Cases with instructional materials		0.00	0.00	0.00	0.00
	Published in a refereed outlet		0.00	0.00	0.00	0.00
Case	Published in a non-refereed outlet		0.00	0.00	0.00	0.00
	SUBTOTAL		0.00	0.00	0.00	0.00

WEIGHTS			
SA	SP	PA	IP
4			
1	1	1	1
1	1	1	
1	1	1	1
0.5	0.5	0.5	0.5
1	1	1	1
1	1	1	1
0.5	0.5	0.5	0.5
1	1	1	1
1	1	1	1
1	1	1	1
1	1	1	1
0.5	0.5	0.5	0.5

Other publicly available contributions	External grant received (≥\$75,000)	0.00	0.00	0.00	0.00	1	1	1	
	Associate editor or chief editor of a PRJ	0.00	0.00	0.00	0.00	1	1		
	Editor of a special PRJ issue	0.00	0.00	0.00	0.00	1	1		
	Member of a PRJ's editorial review board	0.00	0.00	0.00	0.00	1	1		
	Panelist at an academic conference	0.00	0.00	0.00	0.00	1	1	1	
	Book review	0.00	0.00	0.00	0.00	1	1	1	1
	Non-peer reviewed intellectual contribution for which the faculty member has provided substantive report for quality	0.00	0.00	0.00	0.00	1	1	1	1
	Media quote on topic related to research	0.00	0.00	0.00	0.00	0.5	0.5	0.5	0.5
	Involved on a board of directors (≥72 hours per year)	0.00	0.00	0.00	0.00			1	1
	Patent awarded in discipline related area	0.00	0.00	0.00	0.00	1	1	1	1
	SUBTOTAL	0.00	0.00	0.00	0.00				
Professional service	Editor of a conference Proceedings	0.00	0.00	0.00	0.00	0.5	0.5		
	Discussant at a conference	0.00	0.00	0.00	0.00	0.5	0.5		
	presenter at continuing education workshop	0.00	0.00	0.00	0.00			0.5	0.5
	Ad hoc reviewer for a journal	0.00	0.00	0.00	0.00	0.5	0.5	0.5	0.5
	SUBTOTAL	0.00	0.00	0.00	0.00				
University service	Administrative role*	0.00	0.00	0.00	0.00	1	1	2	2
	Howard White Teaching Award	0.00	0.00	0.00	0.00	1	1	1	1
	Subtotal	0.00	0.00	0.00	0.00				

Consulting	100+ days per year (for part-time only)*	0.00	0.00	0.00	0.00
	50-99 days per year (max. for full-time faculty)*	0.00	0.00	0.00	0.00
	25-49 days per year*	0.00	0.00	0.00	0.00
	1-24 days per year*	0.00	0.00	0.00	0.00
	SUBTOTAL	0.00	0.00	0.00	0.00
Work	Full-time practitioner job	0.00	0.00	0.00	0.00
	Active business ownership relevant to area of teaching (cannot be combined with other "work" items)*	0.00	0.00	0.00	0.00
	Part-time practitioner service*	0.00	0.00	0.00	0.00
	SUBTOTAL	0.00	0.00	0.00	0.00
Developmental activities	Maintain one's professional certification*	0.00	0.00	0.00	0.00
	Continuing education (> 10 hours per 5 year)s	0.00	0.00	0.00	0.00
	Achieve professional licensure or certification*	0.00	0.00	0.00	0.00
	Attend conference: teaching, research, profession*	0.00	0.00	0.00	0.00
	Other professional development activities*	0.00	0.00	0.00	0.00
		SUBTOTAL	0.00	0.00	0.00
	*IP Work-Related Subtotal	0.00	0.00	0.00	0.00
Maintenance Requirement	TOTAL (must equal 4 or greater)	0.00	0.00	0.00	0.00

			4
	0.75	1	1
	0.5	0.75	0.75
	0.25	0.5	0.5
		4	4
		4	4
		2.5	2.5
1	1	1	1
		1	1
2	2	2	2
0.5	0.5	0.5	0.5
		0.5	0.5

APPENDIX D

Seaver College Business Administration Division
Core Functions & Key Staff


Business Division	Seaver College	Function	Responsible Unit	Details	Key Staff
Joint	Joint	Academic Advising	OneStop	Each Seaver Business student has a division faculty member assigned to them, but they also have an academic advisor assigned at OneStop that provides additional support in setting schedules and making changes in a student's program.	Andrea Harris Senior Director, Student Administrative Services
	Primary	Academic Support	Student Success Center	Provide academic assistance through tutoring, learning skill workshops, and personalized academic coaching	Marissa Davis Director of Student Success
Primary		Accreditation (AACSB)			Ben Postlethwaite Accreditation Coordinator Associate Professor of Organizational Behavior and Management Dean Baim Divisional Dean Business Administration Division Alice Labban Assurance of Learning Coordinator Assistant Professor of Marketing

Business Division	Seaver College	Function	Responsible Unit	Details	Key Staff
	Primary	Accreditation (WASC)	Office of Institutional Effectiveness (OIE)	Housed in the provost's office, OIE, coordinates assessment activities for all units in the university. They house assessment data for the regional assessment.	Lisa Bortman Associate Provost for Assessment and Institutional Effectiveness
	Primary	Admissions	Seaver College Enrollment Management	Seaver College Admissions handles all aspects of recruiting and admissions for first-year and transfer students. The division does not play a role in the initial selection, however, Seaver Business manages the secondary admission to full major status.	Kristy Collins Associate Provost for University Financial Assistance and Dean of Enrollment Management (Seaver College)
	Primary	Advancement	Pepperdine	Advancement activities focus on major fund raising programs.	Sara Jackson Chancellor Keith Hinkle Senior Vice President for Advancement
Secondary	Primary	Alumni Affairs		Alumni affairs maintains contact with alumni who can be identified. Also conducts alumni events such as Waves Weekend (homecoming) and regional events. Seaver Business maintains contact to enhance our students' experience through internships, guest speaker appearances, and sitting on the Seaver Business Partners group.	Matt Ebling Executive Director of Alumni Relations Seaver College, George Pepperdine College
	Primary	Budget & Finance	Seaver College Dean Pepperdine University Provost	Maintains records of income and spending for college and university units.	Nicole Marrs Budget Director Seaver College Jody Semerau Associate Provost of Finance

Business Division	Seaver College	Function	Responsible Unit	Details	Key Staff
Secondary	Primary	Career Services	Seaver College	The Seaver College Career Center offers career advising and placement services for undergraduate business majors.	Maria Pontrelli Interim Director Career Services Christine Gist Industry Specialist
			Seaver Business	Seaver Business conducts the annual Career Planning Bootcamp. It also houses an executive in residence that supervises internships and provides career planning advice.	Amy Johnson Executive-In-Residence
			PGBS Career Center	The PGBS Career Center offers career advising and placement services for 5-Year MBA students.	Ken Murphy Director of Career Services
	Primary	Corporate and Foundation Relations	Pepperdine	Provides aid to faculty and campus entities seeking grants and external funding	Sheila King Executive Director
	Primary	Counseling Center	Student Affairs	Provides students with emotional and academic support	Nivia Fitzpatrick Director
		Dean	Seaver Dean	Leader of Seaver College.	Michael Feltner Dean of Seaver College Kendra Kilpatrick Senior Associate Dean David Holmes Associate Dean of Curriculum Kindy De Long Interim Associate Dean Student and Faculty Development

Business Division	Seaver College	Function	Responsible Unit	Details	Key Staff
Secondary	Primary	Financial Aid	Pepperdine	Assess student financial need and award financial aid. Administer specific financial aid programs	Jennifer Wilson Senior Associate Director
		Pepperdine Graduate Business School	Pepperdine Graziadio Business School (PGBS)		Deryck van Rensburg Dean
	Primary	Human Resources (HR)		<ul style="list-style-type: none"> • Posts staff job openings, receives applications. • The interviewing and selection is conducted by the division. • HR conducts onboarding (and offboarding) process • HR provides visa support for international faculty. 	Lauren Consentino Vice President Campus Operations & Human Resources
Secondary	Primary	Information Technology		<p>Support and service information technology for stakeholders.</p> <p>Division faculty and students are aided by a division tech liaison.</p>	Jonathan See Chief Information Officer Gerard Flynn Senior Director IT Administration and Client Services Bronson Sommerville Seaver Business Tech Liaison
	Primary	International Student Services	Office of International Student Services	Provides international students with guidance on visa and related issues	Judy Lee Associate Director International Student Services

Business Division	Seaver College	Function	Responsible Unit	Details	Key Staff
	Primary	International Programs		Administers permanent international programs in Buenos Aires, Florence, Heidelberg, Lausanne, London, and Shanghai, and mobile experiences.	Beth Laux Dean of International Programs
	Primary	Library Services	University Libraries	Maintains library collections, secures data bases, and provides instruction and support to students, faculty, and classes.	Marc Vinyard Business Librarian Mark Roosa Dean
	Primary	Office of Student Accessibility		Provide support and accommodations for students with learning challenges.	Sandra Harrison Director
		Provost		Chief Academic Officer for the University	Rick Marrs Provost
		Research Support	Research and Sponsored Research	Oversees the research priorities at Pepperdine. Provides support for special projects. Supervises the endowed chairs, professorships and fellowship programs.	Lee Katts Vice Provost for Research and Strategic Initiatives Katy Carr Assistant Provost for Research
	Primary	Student Affairs		Umbrella organization that covers housing, counselling, health centers, among others.	Connie Horton Vice President Student Affairs
		Teaching Support	Center for Teaching Excellence	Offers programs to enhance teaching effectiveness including workshops, newsletters, and funding to pedagogical conferences.	Chris Heard Director

 <p>PEPPERDINE SEAVER COLLEGE</p>	<p>Business Administration Division Strategic Priorities & Action Plan (2019 – 2024)</p>
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Revised 8/2019

The Business Administration Division

With more than 800 students, the Seaver College Business Administration Division, also referred to as Seaver Business, is the largest academic division of Seaver College, Pepperdine’s residential, undergraduate liberal arts college. We offer Bachelor of Science degrees in Accounting, Business Administration, and International Business as well as a contract major in Finance. Our faculty consists of more than 20 full-time teacher-scholars who are deeply committed to undergraduate business education.

Overview of the Strategic Planning Process

We began our current strategic planning efforts in 2015. Previously, the Business Administration Division did not have an independent strategic plan. Rather, Seaver Business operated under the strategic plans for Seaver College and Pepperdine University. However, consistent with the recommendations of our accreditors (AACSB), we saw great value in developing our own strategic plan. The value of having our own plan was amplified when it became evident that Seaver Business would become an independently accredited unit, completely separate from Pepperdine Graziadio Business School (which primarily provides graduate-level business education in a number of locations via different modalities).

We started the strategic planning process by engaging our faculty in an in-depth discussion about our Division’s mission. This resulted in a new mission statement for the Division. We proceeded to identify a group of core principles that guide our continuing efforts to translate our mission into practice. These principles served as a foundation for developing specific strategic priorities. During the planning process, we considered input from multiple stakeholders including division faculty and staff and select alumni, business professionals, and students. We also carefully considered the mission, vision, and strategic goals of Seaver College and Pepperdine University. Specific operational teams will be formed to execute each strategic priority and monitor progress towards our goals.

The Board of Regents recently named James Gash as Pepperdine’s new president and he began his service in this new role on August 1, 2019. The new executive team, the University, and each of Pepperdine’s five colleges will engage in a renewed strategic planning process starting in late 2019. This process will continue through 2021. The Business Administration Division will review its strategic priorities in light of any new Pepperdine and Seaver College strategic

initiatives after these are announced. We will also actively participate in the University and College strategic planning process.

Pepperdine Mission Statement

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.

Pepperdine Vision Statement

Pepperdine University will be a preeminent, global, Christian university, known for the integration of faith and learning, whose graduates lead purposeful lives as servant-minded leaders throughout the world.

Pepperdine Motto

Freely ye received, freely give. (Matthew 10:8)

University Strategic Resources

- Pepperdine 2020: Boundless Horizons (University Strategic Plan)
- Seaver 2020 - In Pursuit of Excellence (Seaver College Strategic Plan)

Seaver Business: Our Mission, Guiding Principles, and Strategic Priorities

Business Administration Division Mission Statement (Adopted 2015)

We educate, mentor, and encourage our students to:

- develop into inquisitive, articulate, and creative professionals.
- exemplify strong moral character.
- make a positive difference in the world.
- become the people that God created them to be.

Seaver Business: Our Guiding Principles

A core group of foundational principles guide our continuing efforts to translate our mission into practice:

- ***Support for the University's Christian Mission***
Pepperdine's Christian mission is a core part of identity. All of our priorities are considered in light of the Christian mission.
- ***Educational Excellence***
We are committed to excellence in all aspects of our curriculum.
- ***Support for the Liberal Arts***
We value the liberal arts and provide business education within the context of a rigorous, liberal arts institution.
- ***Faculty Recruitment, Retention, and Support***
We recruit, retain, and support highly qualified and diverse faculty who are committed to the mission of the University and the Division.
- ***Support for Faculty and Student Diversity and Inclusion***
We strongly value diversity and strive to recruit and retain students and faculty from diverse backgrounds. We strive to create an inclusive learning and work environment.

These principles have remained central when identifying, developing, and implementing our strategic priorities.

Our Strategic Priorities

1. **Nonprofit Management** – Expand upon our current strengths in nonprofit management by using our faculty’s knowledge and business expertise to better serve local, national, and international nonprofit organizations, enhance our course offerings in nonprofit management, and increase our division’s scholarly reputation in the nonprofit arena.
2. **Entrepreneurship** – Develop division-led curricular and co-curricular resources to encourage student innovation and entrepreneurship at Seaver College.
3. **Curriculum Review** – In consultation with students, alumni, employers, and other stakeholders, thoroughly review and revise our curriculum to ensure Seaver business graduates are equipped with the skills necessary for success in the rapidly changing global workplace.
4. **Alumni Engagement** – Strengthen our relationships with business division alumni through improved tracking, meaningful communication, and enhanced opportunities for engagement with the division, current students, and fellow alumni.
5. **Faculty Scholarship** – Improve the quality and impact of faculty scholarship.

Note

Priorities are numbered for ease of referencing. However, numbering is not intended to suggest that one priority is more important than any other.

Priority 1 – Nonprofit Management

Expand upon our current strengths in nonprofit management by using our faculty's knowledge and business expertise to better serve local, national, and international nonprofit organizations, enhance our course offerings in nonprofit management, and increase our Division's scholarly reputation in the nonprofit management arena.

Key AACSB Themes

- Engagement
- Impact
- Innovation

Strategic Rationale

- *Key Facts*
 - The Business Administration Division has a long, rich tradition of community engaged learning through its innovative capstone course, Service Leadership.
 - One faculty member currently coordinates most/all nonprofit initiatives and has secured significant grant funding to support nonprofit initiatives.
 - A number of business faculty are actively engaged with nonprofits through volunteering, board service, and consulting.
 - A significant number of number of faculty are already conducting nonprofit research and targeting top-tier nonprofit journals.
- *Competitive Arenas*
 - Nonprofit Management education and research is rare within business schools, yet business professors and students have much to offer to the nonprofit field.
 - Despite our small size, we can effectively compete in this arena by utilizing a multi-disciplinary approach rooted in core business knowledge.
- *Differentiation*
 - This priority has the potential to differentiate our program from other undergraduate business programs that focus primarily or exclusively on for-profit ventures.
- *Economic Logic*
 - The University and College have demonstrated willingness to provide financial support for strategic initiatives that are strongly aligned with Pepperdine's core values and strategic plan.
 - Investing in this priority offers the potential for new and continued grant funding.

Alignment with the Business Administration Division Mission Statement

- This priority strongly aligns with our goal to mentor, educate, and encourage our students to make a positive difference in the world.
 - Faculty who engage in nonprofit service and research model these desirable behaviors for our students. As George Pepperdine stated in his 1937 Dedicatory

Address, our students “are more likely to be influenced by what you [faculty] do than what you say.”

Alignment with the Pepperdine and Seaver College Strategic Plan

This priority aligns with multiple goals with the University and Seaver College Strategic plans.

- **Pepperdine 2020: Boundless Horizons**
 - Pepperdine Mission Statement, Vision Statement, and Motto
 - This priority clearly supports the Service and Leadership components of the Pepperdine Mission Statement.
 - This priority clearly supports the Servant Leadership component of the vision statement and motto.
 - Goal 1: Advance Student Learning and Superior Scholarship
 - This priority clearly aligns with the goal of recruiting and supporting “scholar teachers who are capable of going beyond disciplinary boundaries in order to increase the understanding of a complex world and who employ effective pedagogies that result in measurable achievement.”
 - Goal 4: Increase institutional diversity consistent with our mission
 - This priority explicitly supports the University’s wish to “model service and leadership within local communities, congregations, and underserved populations.”

- **Seaver 2020 – In Pursuit of Excellence**
 - Goal 1 - Advance Student Learning and Superior Scholarship
 - This priority clearly aligns with Subgoal 2 (High-impact learning practices) and Subgoal 3 (Best pedagogical practices, including reflection and synergy between action and reflection).

Goals, Success Indicators, and Timeline

Goal	Success Indicator(s)/Metrics	Timeline
Fill the new tenure-track faculty line in Nonprofit Management	<ul style="list-style-type: none"> ● Tenure-track faculty hire 	Initial Goal (2018-2019) Revised Goal (2019-2020)
Increase the number of faculty involved in nonprofit research	<ul style="list-style-type: none"> ● Evaluation of faculty research in progress ● Faculty participation in the Nonprofit Leadership Collaborative's Research and Advisory Group 	Assess Annually
Increase the number of faculty who are serving nonprofits through board appointments, consulting, or collaborative research	<ul style="list-style-type: none"> ● Amount, scope, and quality of faculty research, board service, and consulting engagements 	Assess Annually
Support faculty in securing grant funding	<ul style="list-style-type: none"> ● # of applications submitted ● Grant funding received 	Assess Annually
Increase the number of faculty publications in highly regarded nonprofit journals (<i>Nonprofit and Voluntary Sector Quarterly</i> , <i>Voluntas</i> , <i>Nonprofit Management and Leadership</i>)	<ul style="list-style-type: none"> ● #/quality/impact of publications in top nonprofit journals 	By 2023 Assess annually
Publications in other nonprofit and community engaged scholarship journals	<ul style="list-style-type: none"> ● #/quality/impact of journal publications 	Assess Annually
Connect students and alumni to nonprofit board opportunities	<ul style="list-style-type: none"> ● # of students and alumni serving on nonprofit boards 	Assess Annually
Develop useful resources for nonprofit managers and boards	<ul style="list-style-type: none"> ● # of tools developed ● # of events hosted ● Usage metrics 	Assess Annually
Enhance the reputation of the Division as a source for innovative and impactful nonprofit scholarship	<ul style="list-style-type: none"> ● Faculty involvement in the Nonprofit Leadership Institute ● Faculty involvement in national scholarly organizations such as ARNOVA and local practitioner organizations 	Annually

Resources Required

We will use a combination of funding from internal (College/Seaver Dean, University/Provost, and Division) and external resources (external grant-making organizations, gifts) to support this priority. Many of these initiatives do not require monetary commitments beyond existing divisional operating funds and existing grant funding. The new tenure-track faculty position requires the most financial resources. Dean Feltner approved this faculty line in 2018 and we are currently interviewing candidates for the position. Once hired, the new faculty member will actively contribute to achieving success in these nonprofit initiatives.

Stakeholders & Strategic Partners

- Internal
 - Pepperdine Volunteer Center
 - Community-based Engaged Faculty Group (all five Pepperdine schools)
 - Corporate and Foundation Relations
 - Research and Sponsored Programs
 - Provost's Office (Community Based Research Program)
 - Seaver Dean's Office
- External
 - California Lutheran University, Center for Nonprofit Leadership
 - Wood-Claeysens Foundation
 - Key nonprofit partners
 - Alumni working in the nonprofit sector

Potential Challenges

- Some individuals have misconceptions about the nonprofit sector
- Reliance on one external funder (at present)

Links to Other Strategic Priorities

- Priority 2 – Entrepreneurship
- Priority 3 – Curriculum Review
- Priority 4 – Alumni Engagement
- Priority 5 – Faculty Scholarship

Priority 2 – Entrepreneurship

Develop curricular and extra-curricular resources at Seaver College to encourage student innovation and entrepreneurship within the for-profit and non-profit sectors.

Key AACSB Theme

- Innovation

Strategic Rationale

- *Key Facts*
 - An increasing number of current and prospective students (and their parents) have expressed strong interest in entrepreneurial offerings.
 - Example: In 2019, more than 70% of incoming first-year students expressed interest in the proposed Minor in Entrepreneurship
 - A number of alumni have expressed the desire for Seaver to offer entrepreneurial opportunities and have indicated willingness to fund such initiatives.
 - Creativity, innovation, and design thinking are increasingly valued within the workplace.
 - At present, we are likely losing some students with strong entrepreneurial interests to other institutions with established entrepreneurship programs.
- *Arenas*
 - We have elected to develop an Entrepreneurship minor rather than a major. This is feasible given our current faculty size and capabilities.
- *Economic Logic*
 - Investing in an entrepreneurship minor should lead to increased enrollment in courses offered within the Business Division. Although additional tuition revenue does not directly flow to the Division, increased enrollments lead to increased resource allocation under the College's budget system.

Alignment with the Business Administration Division Mission Statement

This priority supports our efforts to educate, mentor, and encourage our students to

- develop into inquisitive, articulate, and creative professionals
- make a positive difference in the world

Alignment with the Pepperdine and Seaver College Strategic Plans

This priority aligns with multiple goals with the University and Seaver College Strategic plans.

- **Boundless Horizons: Pepperdine 2020**
 - *Goal 1: Advance student learning and superior scholarship.*
 - “Continue to support an entrepreneurial spirit. Our founder and our benefactors have been entrepreneurs in inclination and in practice. Given the world's hunger for sustainable solutions, Pepperdine must inspire others to lead through discovering new ways of understanding and serving society and the world.”
 - Goal 5: Develop resources that support the aspiration to be a premier, global Christian university.
 - “Ensure that each school's enrollment is maintained at sustainable levels, thereby assuring both the academic quality of students and the tuition revenues necessary to the fiscal well-being of the schools and the University.”

- **Seaver 2020 – In Pursuit of Excellence**
 - *Goal 1: Advance student learning and superior scholarship.*
 - “Offer a curriculum that fully engages key high-impact practices most beneficial to high achieving Seaver students. These practices will include, but not be limited to, intentional sequencing of courses with the major, capstone courses for each major, undergraduate research opportunities for all majors, internships, community-based learning experiences, and global learning opportunities through international study abroad experiences. “
 - *Goal 5: Develop resources that support the aspiration to be a premier, global Christian university.*
 - “Target new revenue to further the academic- and mission-related initiatives of Seaver College”

Goals, Success Indicators, and Timeline

Goal	Success Indicator(s)/Metrics	Timeline
Create and submit a proposal for a dual-track [Traditional & Social/Non-profit] Entrepreneurship minor housed within the Business Division	<ul style="list-style-type: none"> ● Proposal creation ● Proposal submission ● Proposal approval by Seaver Academic Council & University Academic Council 	Spring 2019 – Fall 2019
Add a new FT Entrepreneurship faculty line	<ul style="list-style-type: none"> ● Faculty hire 	AY 2019-20 or AY 2020-21 <ul style="list-style-type: none"> ● Faculty line conditionally approved contingent on program approval and funding
Create promotional materials and events to attract students to enroll	<ul style="list-style-type: none"> ● Materials created ● # of events hosted 	Spring/Summer 2020
Launch Entrepreneurship Minor	<ul style="list-style-type: none"> ● Program launch ● # of enrolled students 	Launch Fall 2020 Assess enrollment each semester
Create and Fund Pitch Competition	<ul style="list-style-type: none"> ● Amount of funding secured for prizes ● # of students/teams participating ● # of alumni/local entrepreneurs engaged as mentors or judges ● Event attendance 	Launch by 2022
Develop additional minor tracks in partnership with other Divisions (e.g., Natural Science, Fine Arts)	<ul style="list-style-type: none"> ● Program launch ● # of enrolled students 	2023 and following
Create a summer entrepreneurship program for high-school students	<ul style="list-style-type: none"> ● Amount of funding secured ● # of students participating ● Participant feedback 	Launch by 2023

Resources Required

This priority will initially be funded through external gifts obtained with the assistance of the Dean Feltner and University Advancement. Further, the Dean’s office has provided operational support in creating the Entrepreneurship minor. Dean Feltner has provisionally approved a full-time faculty line in Entrepreneurship, contingent upon approval of the minor and securing funding from external sources. Further entrepreneurship initiatives such as the pitch contest and summer program will require substantial external support. However, we are optimistic that this is possible given initial the interest of alumni and other supporters in funding such programs.

Stakeholders & Strategic Partners

- Internal
 - Current Seaver College students
 - Business Administration Faculty
 - Seaver Dean's Office
- External
 - Prospective Seaver College students
 - Employers
 - Alumni
 - Local entrepreneurial community (e.g., entrepreneurs, investors)

Potential Challenges

- Funding for long-term initiatives (e.g., pitch contest, educational outreach programs)
- Physical space limitations
- Hiring qualified faculty and/or staff to teach/advise students and conduct outreach activities

Links to Other Strategic Priorities

- Priority 1 – Nonprofit Management
- Priority 3 – Curriculum Review
- Priority 4 – Alumni Engagement

Priority 3 – Curriculum Review

In consultation with students, alumni, employers, and other stakeholders, thoroughly review and revise our curriculum to ensure Seaver Business graduates are equipped with the skills necessary for success in the rapidly changing global workplace.

Key AACSB Themes

- Innovation
- Engagement

Strategic Rationale

- *Key Facts*
 - The Business Division curriculum has remained largely unchanged for nearly 25 years.
 - The modern workplace requires skills that are not sufficiently covered in the current curriculum (e.g., Data Analytics, Entrepreneurship).
 - Major curriculum review has been delayed over the last five years due to faculty departures (e.g., retirements, relocations). We now have a critical mass of permanent faculty who are eager to engage in the curriculum review process.
 - The Division's improvements in Assurance of Learning has produced data that will allow us to make evidence-based decisions during the curriculum review and revision process.
 - In Spring 2019, Seaver College began a comprehensive, multi-year review of its General Education curriculum.
- *Economic Logic*
 - Having an up-to-date curriculum that meets the needs of today's graduates and their employers will help ensure that demand for a Pepperdine business education remains stable.

Alignment with the Business Administration Division Mission Statement

This priority supports our efforts to educate, mentor, and encourage our students to

- develop into inquisitive, articulate, and creative professionals

Alignment with the Pepperdine and Seaver College Strategic Plans

This priority aligns with multiple goals within the University and Seaver College Strategic plans.

- **Boundless Horizons: Pepperdine 2020**
 - *Goal 1: Advance student learning and superior scholarship.*
 - “We are committed to delivering an exceptional educational experience, for there can be no great university where there is no great learning. This goal includes the transmission of the wisdom of the past, as well as the discovery of new knowledge in our day, and the application of that

wisdom and knowledge to a world in need. In short, Pepperdine will produce graduates able to meet the challenges of the 21st century.”

- *Goal 5: Develop resources that support the aspiration to be a premier, global Christian university.*
 - “Ensure that each school's enrollment is maintained at sustainable levels, thereby assuring both the academic quality of students and the tuition revenues necessary to the fiscal well-being of the schools and the University.”

- **Seaver 2020 – In Pursuit of Excellence**
 - *Goal 1: Advance student learning and superior scholarship.*
 - “Offer a curriculum that is uniquely relevant to the undergraduate experience while simultaneously preparing students for graduate school and the professional world. All curricular changes will seek to retain the best of the current curriculum while introducing innovative changes that enhance and enrich the learning experience.”
 - “Offer a curriculum that fully engages key high-impact practices most beneficial to high achieving Seaver students. These practices will include, but not be limited to, intentional sequencing of courses with the major, capstone courses for each major, undergraduate research opportunities for all majors, internships, community-based learning experiences, and global learning opportunities through international study abroad experiences. “

Goals, Success Indicators, and Timeline

Goal	Success Indicator(s)/Metrics	Timeline
Form a curriculum review team within the Division with representation from all major business disciplines.	<ul style="list-style-type: none"> ● Successful team formation 	Fall 2019
Identify and collect data needed to make curriculum decisions. Sources may include <ul style="list-style-type: none"> ● Peer and aspirant schools ● Alumni ● Employers ● AoL results ● Current students 	<ul style="list-style-type: none"> ● Collection of data from a wide sampling of stakeholders. 	Spring/Summer 2020
Evaluate existing program structure, course sequences, and dual degree programs such as the 5-Year MBA.	<ul style="list-style-type: none"> ● Faculty agreement on major program-level changes 	AY 20-21
Identify gaps in the current curriculum, and categorize courses into Keep, Modify, Eliminate, Add.	<ul style="list-style-type: none"> ● Faculty agreement on major course-level changes 	
Submit proposed changes for College and University approval.	<ul style="list-style-type: none"> ● Successful approval of proposed curriculum changes 	Fall 2021
Identify needed human or technological resources required following the curriculum update.	<ul style="list-style-type: none"> ● Support from the administration for requested resources 	2022
Staged implementation of the new updated curriculum	<ul style="list-style-type: none"> ● Program enrollments ● AoL results ● Alumni feedback ● Employer feedback 	2023 – 2024

Resources Required

The resources required for curriculum review consist mostly of faculty time. During the next five years, we will be dedicating regular time during monthly faculty meetings to the curriculum review process. It is possible that new courses may require new faculty and technology, or redeployment of existing resources. These situations will be addressed with stakeholders in a collaborative manner.

Stakeholders & Strategic Partners

- Internal
 - Current students
 - Business Division Faculty
 - Office of Institutional Effectiveness
 - Other Seaver College Academic Divisions
 - Seaver College and University Academic Council
 - Seaver Dean's Office
- External
 - Future students
 - Alumni
 - Employers

Potential Challenges

- Obtaining faculty buy-in
- Budget implications for curricular changes
- May require additional technology resources for implementation
- May require additional human resources for program delivery

Links to Other Strategic Priorities

- Priority 1 – Nonprofit Management
- Priority 2 – Entrepreneurship
- Priority 4 – Alumni Engagement

Priority 4 – Alumni Engagement

Strengthen our relationships with Business Division alumni through improved tracking, meaningful communication, and enhanced opportunities for engagement with Business Division faculty, current students, and fellow alumni.

Key AACSB Themes

- Engagement
- Impact

Strategic Rationale

- *Key Facts*
 - Alumni are an extremely underutilized resource for the division beyond their ability to donate funds.
 - Historically, the Business Division’s efforts to track or communicate with alumni have ranged from poor to nonexistent.
 - At present, nearly all University communication with alumni occurs via official publications, the Seaver College Alumni Relations office, or Pepperdine Advancement rather than through the Business Division itself.
 - Most faculty maintain contact with a number of graduates; however, these connections can be lost when a faculty member retires or leaves the University.
- *Differentiation*
 - The Seaver Business experience is student-focused and differentiated by close, personalized interaction between faculty and students. We can further differentiate Seaver Business by strengthening with our alumni.
- *Economic Logic*
 - Increased alumni engagement will enhance our reputation, aid our curriculum review process, and increase internship and employment opportunities for current students. Over time, this should increase the market value of the Pepperdine business degree. Although not our primary motivation, increased alumni engagement is also likely to enhance long-term fundraising effectiveness.

Alignment with the Business Administration Division Mission Statement

This priority is consistent with our mission. We seek to encourage our students even after they graduate. Likewise, investing in this priority allows us to better deliver on our mission commitment to current students through increased alumni involvement in the life of the Division.

Alignment with the Pepperdine and Seaver College Strategic Plans

This priority aligns with multiple goals within the University and Seaver College Strategic plans.

- **Boundless Horizons: Pepperdine 2020**
 - *Goal 3: Build meaningful community and enduring alumni loyalty.*
 - “Increase alumni ownership of the Pepperdine vision through involvement in service, connecting graduates with alumni chapters and increasing opportunities for alumni to meet, mentor, and serve current students and fellow alumni.”
 - “Offer excellent career development opportunities that will increase alumni connections to and appreciation for [their] Alma Mater.”

- **Seaver 2020 – In Pursuit of Excellence**
 - *Goal 3: Build meaningful community and enduring alumni loyalty.*
 - “Provide a vision and path for graduating students to move seamlessly from the student community to the alumni community.”
 - “Provide a rationale and path for Seaver alumni to connect with their alma mater in meaningful ways and create opportunities for alumni to engage faculty and staff.”
 - “Develop a cohesive and coherent plan for “Waves promoting Waves” among Seaver College alumni. Coordinate closely with the Career Center in this endeavor.”

Goals, Success Indicators, and Timeline

Goal	Success Indicator(s)/Metrics	Timeline
Begin to construct an improved contact database of division alumni in conjunction with Alumni Relations.	<ul style="list-style-type: none"> ● Successful team formation 	Summer 2019 (Continuous)
Construct and distribute an alumni survey measuring their career progress after graduation, satisfaction with our program, and assessment of skills needed in their workplaces.	<ul style="list-style-type: none"> ● # of surveys distributed ● Response rate 	<ul style="list-style-type: none"> ● Survey created and approved (Summer 2019) ● Survey distribution started (Summer 2019) ● Data Analysis (Fall 2019)
Create and distribute a Division Newsletter to alumni <ul style="list-style-type: none"> ● Send each semester 	<ul style="list-style-type: none"> ● Number of subscriptions 	2020
Increase membership, diversity, and participation in the Seaver Business Partners/Business Advisory Council group	<ul style="list-style-type: none"> ● # of advisory board members ● Diversity of members ● # of SBP events held ● Attendance at SBP events 	Begin 2020 Assess Annually
Develop social/networking events for Division alumni. <ul style="list-style-type: none"> ● During key University events (Waves Weekend, Graduation) ● Other events 	<ul style="list-style-type: none"> ● Attendance at events ● Feedback on events 	Start 2020 Start Annually
Increase alumni involvement in the Division.	<ul style="list-style-type: none"> ● Alumni mentoring of current students ● Guest speakers ● Alumni involvement in research ● Participation in the Career Planning Bootcamp ● Internship placement with alumni firms ● Job placement with alumni firms 	In Progress Increase During 2020 Assess Annually

Resources Required

Initially, this priority will be funded internally through reallocation of discretionary Division funds. As our efforts in alumni engagement increase, we may seek additional funding through other University sources or private gifts.

Stakeholders & Strategic Partners

- Internal
 - Business Division Faculty
 - Current students
 - Seaver Dean's Office
 - Seaver Alumni Office
 - Seaver Office of Advancement
- External
 - Alumni (Primary Stakeholder)

Potential Challenges

- Competing priorities for various University stakeholder offices
- Obtaining current contact information for alumni
- Reestablishing contact with alumni who are not in our database
- Technological and human resources required to track and engage alumni

Links to Other Strategic Priorities

- Priority 1 – Nonprofit Management
- Priority 2 – Entrepreneurship
- Priority 3 – Curriculum Revision

Priority 5 – Faculty Scholarship

Improve the quality and impact of faculty scholarship.

Key AACSB Theme

- Impact
- Innovation

Strategic Rationale

- *Key Facts*
 - For many years, Pepperdine was primarily a teaching institution. Pepperdine now aspires to a premier, Global Christian University. Along with this aspiration comes the expectation that faculty will engage in meaningful, impactful research.
 - Research quality and impact are important factors in maintaining AACSB accreditation, which our Division and University highly values.
 - Improving our research quality and impact will improve our ability to attract and retain highly-qualified faculty.
 - Improving our research quality and increases the reputation of the Division and contributes to the University’s scholarly reputation.
- *Economic Logic*
 - Increased research quality and impact will increase the reputation of Seaver Business leading to enhanced opportunities for placing students in competitive graduate schools and jobs. Increased research quality and impact will strengthen our ability to recruit and retain high-quality faculty.

Alignment with the Business Administration Division Mission Statement

This priority supports our mission to educate, mentor, and encourage our students. We believe strength in research and strength in teaching are mutually beneficial.

Alignment with the Pepperdine and Seaver College Strategic Plans

This priority aligns with multiple goals within the University and Seaver College Strategic plans.

- **Boundless Horizons: Pepperdine 2020**
 - *Goal 1: Advance student learning and superior scholarship.*
 - “Attract and support educators devoted to student learning, who are recognized leaders in their disciplines and accomplished scholars committed to their own research and that of their students. We will recruit and support scholar teachers who are capable of going beyond disciplinary boundaries in order to increase the understanding of a complex world and who employ effective pedagogies that result in measurable achievement.”

- *Goal 5: Develop resources that support the aspiration to be a premier, global Christian university.*
 - “Hire, retain, and mentor talented employees who share a love for Pepperdine, its students, and its mission.
- **Seaver 2020 – In Pursuit of Excellence**
 - *Goal 1: Advance student learning and superior scholarship.*
 - “Producing superior scholarship will flourish as Seaver College continues to hire faculty and staff who are themselves lifelong learners actively engaged in meaningful research and scholarly productivity.”

Goals, Success Indicators, and Timeline

Goal	Success Indicator(s)/Metrics	Timeline
Form a division team to assess journal and research quality	<ul style="list-style-type: none"> ● Team formed and functional 	Team established in 2018 Membership expanded 2019
Increase faculty awareness of research quality and impact issues	<ul style="list-style-type: none"> ● Educational events (e.g., faculty meetings) ● Resources created ● # of research consultations conducted 	Begin (already in progress) Continue and assess annually
Add a discussion of research quality to the annual faculty review process	<ul style="list-style-type: none"> ● # of reviews conducted ● Faculty reaction to reviews 	Begin 2020, continue annually
Increase faculty usage of Google Scholar and Scopus to track research	<ul style="list-style-type: none"> ● Adoption and usage statistics 	Begin 2020, continue annually
Increase the quality of research produced within the Division	<ul style="list-style-type: none"> ● Increase # and % of publications in top journals ● Reduce # and % of publications in low-quality outlets 	Assess annually with significant improvement by 2024
Increase the impact of research produced with the Division	<ul style="list-style-type: none"> ● # of citations to faculty research ● Invitations for presentations and consulting ● Engagement in scholarly associations ● Media Mentions 	Assess annually with significant improvement by 2024

Resources Required

Initially, the resources required for improving research quality and impact consist mostly of faculty time in combination with operational support from other University units such as Pepperdine Libraries, Corporate and Foundation Relations, and the Provost's Office of Research. Pepperdine also offers a number of research support opportunities and internal grants that are not fully utilized by Division faculty. If research productivity in the Division increases substantially, additional funds may be needed to support travel and enhanced access to research data.

Stakeholders & Strategic Partners

- Internal
 - Current Seaver Business Faculty
 - Nonprofit Research Collaborative Research and Advisory Group
 - Seaver Dean's Office
 - Pepperdine Libraries
 - Provost's Office
 - Corporate and Foundation Relations
 - Office of Research Support
 - Students
- External
 - External funding organizations
 - Alumni (who benefit from extra visibility and enhanced reputation)
 - Accreditation bodies
 - Larger scholarly community

Potential Challenges

- Faculty buy-in amongst select senior faculty
- Funding (e.g., technology/databases, travel)
- Faculty time

Links to Other Strategic Priorities

- Priority 1 – Nonprofit Management

APPENDIX F

Seaver Business Administration Division FT Faculty Staffing Changes Since 2014 CIR				
Faculty Departures Since 2014 CIR				
Depart Year	Faculty Member	Discipline	Departure Reason	Position Type
2014	Yates	Management	Retired	Tenured
2015	Seshan	Management	Retired	Tenured
2015	Myer	Marketing	Resigned/relocated	Tenure Track
2015	Smith	Management	Resigned/relocated	Tenured
2016	Mullen	Management	Retired	Visiting/Clinical
2016	Summers	Decision Science	Deceased	Tenured
2016	Miller	Finance	Resigned/relocated	Tenured
2016	Elliot	Business Law	Retired	Visiting/Clinical
2016	Sadhigian	Marketing	Retired	Visiting/Clinical
2016	Whitney	Business Law	Retired	Tenured
2019	Fischbach	Marketing	Internal transfer to Seaver COM Division TT	Visiting/Clinical
Faculty Arrivals Since 2014 CIR				
Start Year	Faculty Member	Discipline	Degree/Institution	Position Type
2014	Tian	Decision Science	PhD, USC (Marshall)	Tenure Track
2015	Lim	Accounting	PhD, UT Dallas	Tenure Track
2015	Labban	Marketing	PhD, McGill (Desautels)	Tenure Track
2017	Park	Decision Science	PhD, Syracuse (Whitman)	Tenure Track
2017	Rolf	Management	PhD, Nebraska	Tenure Track
2017	Lee	Business Law	JD, PhD, Penn (Wharton)	Tenure Track
2017	Link	Business Law	JD, Pepperdine	Visiting/Clinical
2017	Carruth	Management	PhD, Ohio State	Visiting/Clinical*
2016	Bauer	Marketing	MBA, Columbia	Visiting/Clinical
2018	Fischbach	Marketing	PhD, New Mexico State	Visiting/Clinical
2018	Ong	Accounting	PhD, West Virginia	Tenure Track
2019	Novell	Marketing	PhD, Florida	Visiting/Clinical
2019	Han	Management	PhD, Virginia (Darden)	Visiting/Clinical*
Open Positions				
Discipline	Specialization	Status	Rank	Position Type
Management	Nonprofit Mgmt. & Service Leadership	Posted/Recruiting	Assistant	Tenure Track
Management	Org. Behavior	Posted/Recruiting*	Assistant	Tenure Track
Management	Entrepreneurship	Pending Funding*	Assistant	Tenure Track
*Position is currently filled with a Visiting/Clinical professor				

APPENDIX G

Seaver Business Administration Division AACSB Workshops and Conferences Attended

Since Seaver Business became an independently accredited unit in 2017, we have sought to actively engage in the accreditation process. As part of our efforts, our faculty and staff have attended multiple AACSB events.

Date	Topic	Location	Seaver Business Faculty/Staff Attending
6/2017	Business Accreditation Seminar	Tampa	Ben Postlethwaite
6/2017	Impact Forum	Tampa	Ben Postlethwaite
6/2017	CIR Seminar	Tampa	Ben Postlethwaite
9/2017	Annual Accreditation Conference	Pittsburgh	Dean Baim
9/2017	CIR Seminar	Pittsburgh	Dean Baim
1/2018	Assurance of Learning I Seminar	Tampa	Dean Baim
2/2019	Dean's Conference	Vancouver	Dean Baim
6/2019	CIR Seminar	Tampa	Grace Hall*
5/2019	Redesigning the Undergraduate Curriculum	Providence	Dean Baim Alice Labban Ben Postlethwaite
6/2019	Assurance of Learning II Seminar	Tampa	Alice Labban
9/2019	Global Accreditation Conference	San Antonio	Dean Baim Ben Postlethwaite

* Grace Hall represents the Seaver College Dean's Office

Business Division Alumni Survey (2019)

Survey Flow

Block: Instructions (1 Question)

Standard: Employment Questions (10 Questions)

Standard: 1st job after graduation (9 Questions)

Standard: Evaluation of Work and Undergraduate Business Program at Pepperdine (7 Questions)

Standard: Evaluation of Pepperdine Experience (6 Questions)

Standard: Undergraduate Business Program (6 Questions)

Standard: Demographics (5 Questions)

Standard: Future Contact (2 Questions)

EndSurvey: Advanced

Page Break

Start of Block: Instructions

Q1 Welcome,

Thank you for participating in Seaver College's **Undergraduate Business Program** Alumni Survey. Your answers and those of your fellow alumni, will help us assess what we have done well over the last years and will help us identify areas of improvement. These insights will be valuable as we begin a review of our curriculum and apply for an extension of our accreditation by [AACSB](#) (Association to Advance Collegiate Schools of Business), the premier accreditation agency of business programs in the world.

The survey is entirely voluntary, and you may answer as few or as many questions as you wish. Your answers will be treated in a strictly confidential manner. Any findings based on this survey will be aggregated and reported in a manner that does not identify individuals. We greatly appreciate your participation in this very important process.

If you encounter any issues while completing the survey, please contact alice.labban@pepperdine.edu

End of Block: Instructions

Start of Block: Employment Questions

Q2 Please indicate your undergraduate major.

- Accounting (1)
 - Business Administration (2)
 - International Business (3)
 - Contract Major (Please specify. e.g. Finance; Computer Science/Business): (4)

 - Double major (Please specify): (5)

 - 5-year BS/MBA (Graziadio) (6)
-

Q49 Did you complete a minor during your undergraduate study?

- Yes, Accounting Minor (1)
 - Yes, Marketing Minor (2)
 - Yes, Nonprofit Management Minor (3)
 - Yes, Other - Please Specify (4)
 - No (5)
-



Q3 In what year did you complete your undergraduate degree from Pepperdine? (Please enter the four-digit year, e.g. 2007).

Q4 What is your current primary activity?

- Employment (full-time) (1)
 - Employment (part-time) (2)
 - Employment (more than one job) (3)
 - Graduate/Professional school (4)
 - Self-employed (5)
 - Military service (6)
 - Not employed, but seeking employment (7)
 - Not employed by choice (homemaker, volunteer, traveling, etc.) (8)
 - Not employed due to disability (9)
 - Retired (10)
 - Other (Please specify): (11)
-

Display This Question:

If What is your current primary activity? = Employment (full-time)

Or What is your current primary activity? = Employment (part-time)

Or What is your current primary activity? = Employment (more than one job)

Q5 Please list your current primary employer [Current Position].

Display This Question:

If Please list your current primary employer [Current Position]. Text Response Is Displayed

Q6 Select from the drop down menu your employer's primary industry [Current Position]?

▼ (32) ... Other (30)

Display This Question:

If Select from the drop down menu your employer's primary industry [Current Position]? = Other

Q7 Please specify your employer's primary industry [Current Position].

Display This Question:

If Please list your current primary employer [Current Position]. Text Response Is Displayed

Q8 What is your Current Position?

Q9 How well did your Pepperdine education prepare you for your primary activity?

- Not at all (1)
 - Poorly (2)
 - Reasonably well (3)
 - Extremely well (4)
-

Q10 After graduating from Pepperdine, how long did it take to secure your first job/employment?

- 0-3 months (1)
- 4-6 months (2)
- 7-9 months (3)
- 10-12 months (4)
- More than 1 year (5)
- Already had first job prior to graduating from Pepperdine (6)
- Have sought employment but still do not have a job (7)
- Did not seek a job directly following graduation (8)
- N/A (9)

End of Block: Employment Questions

Start of Block: 1st job after graduation

Q11 The following questions relate to the first job you had directly after graduation.

Q12 Who was your first employer [First Job]?

Q13 Select from the drop down menu your first employer's primary industry [First Job]?

▼ Accounting (913) ... Other (942)

Display This Question:

If Select from the drop down menu your first employer's primary industry [First Job]? = Other

Q14 Please specify your first employer's primary industry [First Job].

Q15 What was your starting job title/ position [First Job]?

Q16 Since graduating from Pepperdine, have you had employment in your major field of study?

No (1)

Yes (2)

N/A (3)

Q17 Did you attend, or are you currently attending, graduate or professional school?

No (1)

Yes, In Progress (2)

Yes, Completed (3)

Display This Question:

If Did you attend, or are you currently attending, graduate or professional school? = Yes, In Progress

Or Did you attend, or are you currently attending, graduate or professional school? = Yes, Completed

Q18 What type of degree or certificate did/will you receive from the program? Check all that apply.

- Master of Business Administration (MBA) (1)
- Master of Accounting/ Accountancy (MAcc) (2)
- Specialist Master's degree in Business (e.g. Finance, Marketing, Management) (3)
- Masters of Arts (e.g. MA) (4)
- Masters in Fine Arts (MFA) (5)
- Master of Science (MS) (6)
- Master's degree in Engineering (7)
- Professional Masters (e.g. Med, MPA, MSW, MAT, MPH, MFA) (8)
- Other Master's Degree (9)
- Law Degree (e.g. JD, LLB) (10)
- Medical Degree (e.g. MD, DO, DDS, DVM) (11)
- Doctorate (e.g. PhD, ScD, EdD, PsyD) (12)
- Other Degree (13)

Display This Question:

*If Did you attend, or are you currently attending, graduate or professional school? = Yes, In Progress
Or Did you attend, or are you currently attending, graduate or professional school? = Yes, Completed*

Q19 Please fill in the below box with all the graduate or professional degree/s you were or will be awarded. Please see example below.

	Institution (1)	Degree (2)	Major (3)	Year Awarded (to be Awarded) (4)
Degree 1 (1)				
Degree 2 (2)				
Degree 3 (3)				
Degree 4 (4)				

End of Block: 1st job after graduation

Start of Block: Evaluation of Work and Undergraduate Business Program at Pepperdine

Q20 The work I do:

	Strongly Agree (1)	Agree (2)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (5)
is meaningful (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is satisfying (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is interesting (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
makes a positive impact in the world (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21 My undergraduate business professors:

	Strongly Agree (1)	Agree (2)	Neither Agree nor Disagree (3)	Disagree (4)	Strongly Disagree (5)
were knowledgeable in their fields (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
were passionate about their fields (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
were approachable (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
motivated me to learn (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
demonstrated concern for my personal well-being (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
treated students with dignity/respect (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
encouraged me to pursue my goals (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
were positive role models (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
were excellent teachers (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22 To what extent did the **Undergraduate Business Program** at Pepperdine prepare you for your career?

- Extremely well (1)
 - Reasonably well (2)
 - Poorly (3)
 - Not at all (4)
 - N/A (5)
-

Q23 To what extent did the **Undergraduate Business Program** at Pepperdine prepare you for graduate or professional school?

- Extremely well (1)
 - Reasonably well (2)
 - Poorly (3)
 - Not at all (4)
 - N/A (5)
-

Page Break

Q24 Based on your personal experience, please rate the academic rigor of the **Undergraduate Business Program** at Pepperdine.

- Very easy (1)
 - Easy (2)
 - Neither easy nor difficult (3)
 - Difficult (4)
 - Very difficult (5)
-

Q25 If you have any comments regarding your responses to the question above, please enter them below (Otherwise, please leave blank).

Q26 Overall, how satisfied are you with your **Undergraduate Business Program** at Pepperdine?

- Very satisfied (1)
- Generally satisfied (2)
- Neutral (3)
- Generally Dissatisfied (4)
- Very Dissatisfied (5)

Start of Block: Evaluation of Pepperdine Experience

Q27 Would you recommend Pepperdine to others?

- Definitely yes (1)
 - Probably yes (2)
 - Maybe (3)
 - Probably no (4)
 - Definitely no (5)
-

Q28 Would you recommend Pepperdine to someone considering an undergraduate business program?

- Definitely yes (1)
 - Probably yes (2)
 - Maybe (3)
 - Probably no (4)
 - Definitely no (5)
-

Q29 Please briefly comment on why you would, or would not, recommend Pepperdine's undergraduate business program to others.

Q30 While you were an undergraduate, did you...

	Yes (1)	No (2)
Work with a faculty member on his/ her research? (1)	<input type="radio"/>	<input type="radio"/>
Study at another college in the U.S.? (2)	<input type="radio"/>	<input type="radio"/>
Have an internship? (3)	<input type="radio"/>	<input type="radio"/>
Belong to a social fraternity/ sorority? (4)	<input type="radio"/>	<input type="radio"/>
Belong to a business fraternity/ sorority? (5)	<input type="radio"/>	<input type="radio"/>
Participate in intercollegiate (NCAA) athletics? (6)	<input type="radio"/>	<input type="radio"/>
Participate in club sports? (7)	<input type="radio"/>	<input type="radio"/>
Participate in community service? (8)	<input type="radio"/>	<input type="radio"/>
Work for pay full-time? (9)	<input type="radio"/>	<input type="radio"/>
Work for pay part-time? (10)	<input type="radio"/>	<input type="radio"/>
Hold a leadership role on- or off- campus (e.g. student organization, community group, club, or team)? (11)	<input type="radio"/>	<input type="radio"/>
Other, Specify: (12)	<input type="radio"/>	<input type="radio"/>

Q31 While you were an undergraduate, did you participate in an International/ Washington D.C. Program?

Yes (1)

No (2)

Display This Question:

If While you were an undergraduate, did you participate in an International/ Washington D.C. Program? = Yes

Q32 If yes, please specify all that apply.

Buenos Aires (1)

Florence (2)

Heidelberg (3)

Lausanne (4)

London (5)

Shanghai (6)

Washington D.C. (7)

Other, Specify: (8) _____

End of Block: Evaluation of Pepperdine Experience

Start of Block: Undergraduate Business Program

Q33 The **Undergraduate Business Program** at Pepperdine has a set of learning objectives for our current students to achieve at graduation. Below, please rate how important you think each of the following skills/ knowledge is in the current marketplace:

	Extremely Important (1)	Very Important (2)	Moderately Important (3)	Slightly Important (4)	Not At All Important (5)
Written communication skills (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral communication skills (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking skills (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork skills (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical reasoning skills (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quantitative skills (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research skills (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Global awareness (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity awareness (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of core business knowledge (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Entrepreneurship skills (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q34 Are there any skills/ knowledge that you believe are critical for today's business graduates that are not listed above. If so, please list them below.

Q35 How well do you think the **Undergraduate Business Program** at Pepperdine prepared you to:

	Very Well (1)	More than Adequately (2)	Adequately (3)	Less than Adequately (4)	Very Poorly (5)
Write clearly and effectively (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate well orally (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work as a member of a team (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage a team (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquire new skills and knowledge on your own (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be an effective leader (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use quantitative tools (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Think analytically and logically (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relate well to people of different races, nations, religions, and backgrounds (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop global awareness (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Read or speak a foreign language (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Think critically (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gain in-depth knowledge of the business field (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make ethical decisions (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q36 How well did the **Undergraduate Business Program**:

	Very Well (1)	More than Adequately (2)	Adequately (3)	Less than Adequately (4)	Very Poorly (5)
Integrate Pepperdine's mission of purpose, service, and leadership (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support Pepperdine's Christian mission (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate faith and learning (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Welcome international students (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q37 Which aspects of the **Undergraduate Business Program** were most beneficial to you (e.g. specific courses, faculty, programs)?

Q38 Which aspects of the **Undergraduate Business Program** could be improved (specific courses, faculty, programs)? We welcome any suggestion on how to improve those aspects of our program.

End of Block: Undergraduate Business Program

Start of Block: Demographics

Q39 [Following Questions are Optional]

Q40 What is your gender?

- Female (1)
 - Male (2)
 - Non-binary (3)
-

Q41 Please specify your ethnicity/race.

- African American (1)
 - American Indian or Alaskan Native (2)
 - Asian (3)
 - Hispanic or Latino (4)
 - Native Hawaiian or Pacific Islander (5)
 - White/Caucasion (6)
 - More than one ethnicity (7)
 - Other, specify: (8) _____
-

Q42 Please indicate the State/ Province (if applicable) where you are currently residing.

Q43 Please indicate the Country where you are currently residing.

End of Block: Demographics

Start of Block: Future Contact

Q48 Thank you again for your participation in this very important process. If you have any additional comments, please provide them below.

Page Break

Q44 The Business Administration Division would like to keep in-touch with you to send news, updates, and events related to the program as well as to hear your feedback about the program. If you wish to be contacted by the division, please click on the following link to provide us with your contact information. Any contact information you provide will not be connected to your responses in this survey.

https://docs.google.com/forms/d/e/1FAIpQLSfF19z6nkxX6IA9cCltB_FGNd6yX39up1CJ_hhEHQivYUi7Qw/viewform

End of Block: Future Contact

APPENDIX I

Curriculum Maps

ACCOUNTING MAJOR																	
PLO #	AC224	AC310	AC311	AC312	AC313	AC314	AC422	AC425	BA210	BA212	BA216	BA321	BA355	BA358	BA366	BA497	BA498
PLO1.A	○	●	●	●	●	●	●	●	○	○	●	●	●	●	●	●	●
PLO1.B	○	●	●	●	●	●	●	●	○	●	●	●	●			●	●
PLO1.C	○	●	●	●	●	●	●	●									
PLO2		○	○	●	●	●			○		○	○	●		●	●	●
PLO3	○	●	●	●		●	●	●									
PLO4.A	○	●		●	●	●		●		○			●	○	●	●	●
PLO4.B	○	●	●	●		●		●					●	○		●	●
PLO5	○	●	●	●	○	●		●		○			●		●	●	●
PLO6				●					○				○		●	●	●

○ = Introduced ● = Developed ● = Mastered ■ = Measured ■ = Not Yet Measured

INTERNATIONAL BUSINESS MAJOR

PLO #	AC224	AC225	BA210	BA212	BA216	BA321	BA355	BA358	BA366	BA447	BA451	BA452	BA457	BA474	BA497	BA498
PLO1.A	●	●	○	○	●	●	●	●	●	○	●	●	●	●	●	
PLO1.B	○	○	○	●	●	●	●				●	●		●	●	●
PLO2		○	○		●	○	●		●	●	●	●		●	●	●
PLO3	○	○	○	○		○	○	○					●	●	●	●
PLO4.A	○	○		○			●	○	●	●			●	●	●	●
PLO4.B	○						●	○		●			●		●	●
PLO5	○			○			●		●	●				●	●	●
PLO6.A			○				○		●						●	●
PLO6.B							●		○	●			●	●		

○ = Introduced ● = Developed ● = Mastered [Light Blue Box] = Measured [Light Red Box] = Not Yet Measured

BUSINESS ADMINISTRATION MAJOR

PLO #	AC224	AC225	BA210	BA212	BA216	BA321	BA352	BA355	BA358	BA366	BA445	BA451	BA452	BA497	BA498
PLO1.A	Measured	Measured	Introduced	Introduced	Developed	Measured	Measured	Measured	Measured	Developed	Measured	Measured	Measured	Measured	Developed
PLO1.B	Introduced	Introduced	Introduced	Developed	Measured	Developed	Introduced	Developed			Introduced	Measured	Measured	Measured	Developed
PLO2		Introduced	Introduced		Developed	Introduced	Introduced	Developed		Developed		Developed	Developed	Measured	Developed
PLO3	Introduced	Introduced	Introduced	Introduced		Introduced	Measured	Introduced	Introduced	Introduced	Developed			Developed	Developed
PLO4.A	Introduced	Introduced		Introduced			Developed	Developed	Introduced	Developed				Measured	Measured
PLO4.B	Introduced							Developed	Introduced					Developed	Measured
PLO5	Introduced			Introduced			Introduced	Developed		Developed				Developed	Measured
PLO6			Introduced				Developed	Introduced		Measured				Measured	Developed

 = Introduced
  = Developed
  = Mastered
  = Measured

APPENDIX J

SAMPLE FACULTY FEEDBACK FORMAT – BUSINESS LAW

PLO #1(a) - Demonstrate fundamental knowledge in core functional areas of business

1. *List main changes you have done last year based on assessment from AY17/18.*
 - Emphasize certain topics (negligence, partnership/business organization) in greater detail
 - New textbook edition that broke up business organization topics into additional chapters for great detail
 - Reorder materials for classroom presentation during semester
 - Review and reflect on assessment questions
 - Additional practice questions for students

2. *List main changes based on other factors.*
 - Woolsey fire resulted in small, predictable dip in Fall 2019
 - Will be implementing additional assignments or projects based on discussions at conferences such as “Pedagogy of the Good Life” (Yale/Pepperdine Summer 2019) or regular readings of pedagogical journals (e.g. *Journal of Legal Studies Education*) to emphasize “real life” and current uses of law in students' lives

3. *List the main changes you plan to implement this year based on assessment from AY18/19.*
 - Continued review and reflection on assessment questions (revisiting with other professor who teaches “legal and regulatory environment” course)
 - Standardize format and questions across the different professors’ sections
 - Increase time on certain topics such as contract damages
 - Additional practice questions for students
 - Continue to reflect on the best way to incentivize questions (retain as part of final or some other methodology, especially with shift to non-cumulative final exam)

4. *For each measure used to assess the PLO, please specify your performance expectations (set a benchmark and a target).*
 - For the multiple choice assessment:
 - Benchmark: 7/10 questions correct
 - Target: 75% of students

PLO #3 - Evaluate the ethical implications of business practices

1. List main changes you have done last year based on assessment from AY17/18.
 - Remained a broad, discussion-based topic
2. List main changes based on other factors.
 - May be implementing additional discussion topics, or even assignments or projects, based on discussions at conferences such as “Pedagogy of the Good Life” (Yale/Pepperdine Summer 2019) or regular readings of pedagogical journals (e.g. *Journal of Legal Studies Education*) to emphasize “real life” and current uses of law in students' lives
3. List the main changes you plan to implement this year based on assessment from AY18/19.
 - Ethics remains a broad-based, classroom discussion topic that is not explicitly tested on the 10-question end-of-semester assessment.
 - Will reflect on options to capture qualitative data reflecting ethical discussions. One idea is to utilize the student evaluations promulgated at the end of every term
4. For each measure used to assess the PLO, please specify your performance expectations (set a benchmark and a target).
 - N/A with respect to 10-question assessment (see above)

PLO #4(a) - Produce effective written business reports

1. List main changes you have done last year based on assessment from AY17/18.
 - Not part of end-of-semester assessment; rather, continue to refine examinations which emphasize application and analysis over rote memorization (along with issue identification). Exams and rubrics for assignments, together with professor emphasis in class, continue to emphasize this requirement. Successful examinations require exposition of clear thinking and application of concepts to hypothetical situations, as students would in a law school or legal department environment.
2. List main changes based on other factors.
3. List the main changes you plan to implement this year based on assessment from AY18/19.
 - Will reflect on additional writing assignments. Continue to retain difficult, application-based exams, and writing assignments on various topics.

4. For each measure used to assess the PLO, please specify your performance expectations (set a benchmark and a target).
 - N/A with respect to 10-question assessment; exams remain largest part of student grade

PLO #4(b) - Deliver effective oral business presentations

1. List main changes you have done last year based on assessment from AY17/18.
 - Not part of end-of-semester assessment; rather, require students to read cases (as in a law school or legal department environment), which are the primary source of development of legal rules in our course, and discuss them in class utilizing a variation of the Socratic method. Including additional cases or setting aside additional time to discuss cases.
2. List main changes based on other factors.
3. List the main changes you plan to implement this year based on assessment from AY18/19.
 - Continue as above; further encourage discussion of student-driven (or student-created) hypotheticals in class
4. For each measure used to assess the PLO, please specify your performance expectations (set a benchmark and a target).
 - N/A with respect to 10-question assessment

2019 Business Annual Assessment Report

Annual Report on Program Assessment - Seaver 2019

Business

Program Outcomes

Please select your PLOs below under "Additional Standards/Outcomes."

Instructions: Click "Select Standards/Outcomes;" under SET select "CA: Pepperdine University Set;" under the second SET dropdown select your school and year; click SEARCH. Scroll through the PLOs and select your program's PLOs. Click SAVE.

Additional Standards/Outcomes

Identifier	Description
CA-PEP-SVR-16.BSBUSADMIN	Business Administration
CA-PEP-SVR-16.BSBUSADMIN-1a	Demonstrate fundamental knowledge in core functional areas of business
CA-PEP-SVR-16.BSBUSADMIN-1b	Apply business research skills
CA-PEP-SVR-16.BSBUSADMIN-2a	Create evidence-based solutions to business problems or opportunities
CA-PEP-SVR-16.BSBUSADMIN-3a	Evaluate the ethical implications of business practices
CA-PEP-SVR-16.BSBUSADMIN-4a	Produce effective written business reports
CA-PEP-SVR-16.BSBUSADMIN-4b	Deliver effective oral business presentations
CA-PEP-SVR-16.BSBUSADMIN-5a	Demonstrate effective and collaborative interpersonal skills in a team setting
CA-PEP-SVR-16.BSBUSADMIN-6a	Understand the dynamics, benefits, and challenges of diversity and inclusion within teams or organizations.
CA-PEP-SVR-18.BSACCOUNT-1a	Demonstrate fundamental knowledge in core functional areas of business
CA-PEP-SVR-18.BSACCOUNT-1b	Apply business research skills
CA-PEP-SVR-18.BSACCOUNT-1c	Demonstrate competency in key accounting areas
CA-PEP-SVR-18.BSACCOUNT-2a	Create evidence-based solutions to business problems or opportunities
CA-PEP-SVR-18.BSACCOUNT-3a	Determine appropriate response to a business situation in light of professional standards
CA-PEP-SVR-18.BSACCOUNT-4a	Produce effective written business reports

CA-PEP-SVR-18.BSACCOUNT-4b	Deliver effective oral business presentations
CA-PEP-SVR-18.BSACCOUNT-5a	Demonstrate effective and collaborative interpersonal skills in a team setting
CA-PEP-SVR-18.BSACCOUNT-6a	Understand the dynamics, benefits, and challenges of diversity and inclusion within teams or organizations.
CA-PEP-SVR-18.BSINTLBUS-1a	Demonstrate fundamental knowledge in core functional areas of business
CA-PEP-SVR-18.BSINTLBUS-1b	Apply business research skills
CA-PEP-SVR-18.BSINTLBUS-2a	Create evidence-based solutions to business problems or opportunities
CA-PEP-SVR-18.BSINTLBUS-3a	Evaluate the ethical implications of business practices
CA-PEP-SVR-18.BSINTLBUS-4a	Produce effective written business reports
CA-PEP-SVR-18.BSINTLBUS-4b	Deliver effective oral business presentations
CA-PEP-SVR-18.BSINTLBUS-5a	Demonstrate effective and collaborative interpersonal skills in a team setting
CA-PEP-SVR-18.BSINTLBUS-6a	Understand the dynamics, benefits, and challenges of diversity and inclusion within teams or organizations
CA-PEP-SVR-18.BSINTLBUS-6b	Identify global dynamics which affect businesses

Curriculum Map

Instructions: To create your curriculum map click "Create Curriculum Map." Title your map, select your Standards and Outcomes, select your Courses. You can use the search bar to find your courses. Click SAVE. Select whether the PLO is I, D, or M for each course.

I - Introduced
D - Developed
M – Mastered

Accounting Curriculum Map							
Course Number	Course Title	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
AC224	Financial Accounting	I,D,M		I	I	I	
BA210	Introduction to Microeconomics	I	I	I			I
BA212	Business Computing Applications	I	I	I	I		
BA216	Statistical Analysis for Business Decisions	I,D,M	I				
AC310	Intermediate Accounting I	D	I	D	D	D	
AC311	Intermediate Accounting II	D	I	D	D	D	
AC312	Advanced Accounting	D,M	D	D	D	D	D
AC313	Cost Analysis	I,D	I,D		I,D	I	
AC314	Advanced Cost Analysis and Systems	I,D,M	D	D	I,D	D	
AC422	Income Tax Accounting	D,M	I	D			
AC425	Auditing	I,D,M	I,D	M	D	D	
BA321	Financial Management	I,D,M	I	I			
BA355	Principles of Marketing	I,D,M	I,D	I	I,D	I,D	I
BA358	Legal and Regulatory Environment of Business	I,D,M		I	I		
BA366	Organizational Behavior	I,D,M	I,D	I	I,D	I,D	I,D,M
BA497	Business Policy, Strategy, and Ethics	M	M	D	M	D	D
BA498	Service Leadership Project	M	D	D	M	M	D
I = Introduced D = Developed M = Mastered							

Business Administration Curriculum Map							
Course Number	Course Title	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
AC224	Financial Accounting	I,D,M		I	I	I	
AC225	Managerial Accounting	I,D,M	I	I	I		
BA210	Introduction to Microeconomics	I	I	I			I
BA212	Business Computing Applications	I	I	I	I		
BA216	Statistical Analysis for Business Decisions	I,D,M	I				
BA321	Financial Management	I,D,M	I	I			
BA352	Management Theory and Practice	I,D,M	I	I,D,M	I,D	I	I,D
BA366	Organizational Behavior	I,D,M	I,D	I	I,D	I,D	I,D,M
BA355	Principles of Marketing	I,D,M	I,D	I	I,D	I,D	I
BA358	Legal and Regulatory Environment of Business	I,D,M		I	I		
BA445	Managerial Economics	M		D			
BA451	Operations Management	M	D				
BA452	Quantitative Analysis	M	D				
BA497	Business Policy, Strategy, and Ethics	M	M	D	M	D	D
BA498	Service Leadership Project	M	D	D	M	M	D
I = Introduced D = Developed M = Mastered							

International Business Curriculum Map							
Course Number	Course Title	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
AC224	Financial Accounting	I,D,M		I	I	I	
AC225	Managerial Accounting	I,D,M	I	I	I		
BA210	Introduction to Microeconomics	I	I	I			I
BA212	Business Computing Applications	I	I	I	I		
BA216	Statistical Analysis for Business Decisions	I,D,M	I				
BA321	Financial Management	I,D,M	I	I			
BA355	Principles of Marketing	I,D,M	I,D	I	I,D	I,D	I
BA358	Legal and Regulatory Environment of Business	I,D,M		I	I		
BA366	Organizational Behavior	I,D,M	I,D	I	I,D	I,D	I,D,M
BA447	International Finance	I	M		M	M	M
BA451	Operations Management	M	D				
BA452	Quantitative Analysis	M	D				
BA457	The Legal Environment of International Business	D		D	D		M
BA474	International Marketing	D	D	D,M	D	D	M
BA497	Business Policy, Strategy, and Ethics	M	M	D	M	D	D
BA498	Service Leadership Project	M	D	D	M	M	D
I = Introduced D = Developed M = Mastered							

5 Year Assessment Plan

Assessment Map

Instructions: To create your Assessment Map hover over an I, D, or M until you see a dash box. Click the box, select the Assessment Measure you will use to measure the PLO in that course. Under "Criterion" please add the semester and year you will assess that PLO and any other necessary notes and information. If you are assessing the PLO with more than one method, click "Add new assessment measure and criterion" to add your second method. Click SAVE.

Accounting Assessment Plan				
Academic Year	PLO	Direct Evidence*	Indirect Evidence**	Authentic Evidence**
2018-2019	PLO1a- Core Knowledge and Skills: Demonstrate fundamental knowledge in core functional areas of business	Exam Questions in the following courses: AC224, AC225, BA321, BA355, BA358, BA445, BA451, BA452, BA497		
	PLO1b- Core Knowledge and Skills: Apply business research skills	Case analysis with a rubric - BA216 and B497		
	PLO1c- Core Knowledge and Skills: Demonstrate competency in key accounting areas	Exam Questions in the following courses: AC312, AC314, AC422, AC425,		
	PLO2a- Critical Thinking: Create evidence-based solutions to business problems or opportunities	Case analysis with a rubric - B497		
	PLO3a- Ethics: Determine appropriate response to a business situation in light of professional standards	Exam Questions - AC425		
	PLO4a- Communication: Produce effective written business reports	Case analysis with a rubric - B497		
	PLO4b- Communication: Deliver effective oral business presentations	Presentation with a rubric - BA498	Student rate their own performance on a rubric - BA498	External Clients rate students' presentation on a rubric - BA498
	PLO5a- Teamwork: Demonstrate effective and collaborative interpersonal skills in a team setting	Peer teamwork evaluation with a rubric -BA498	Student Survey - BA498	
	PLO6a - Diversity: Understand the dynamics, benefits, and challenges of diversity and inclusion within teams or organizations	Exam Questions and Case analysis exam question with rubric - BA366		
2019-2020	PLO1a- Core Knowledge and Skills: Demonstrate fundamental knowledge in core functional areas of business	Exam Questions in the following courses: AC224, AC225, BA321, BA355, BA358, BA445, BA451, BA452, BA497		
	PLO1b- Core Knowledge and Skills: Apply business research skills	Case analysis with a rubric - BA216 and B497		
	PLO1c- Core Knowledge and Skills: Demonstrate competency in key accounting areas	Exam Questions in the following courses: AC312, AC314, AC422, AC425,		
	PLO2a- Critical Thinking: Create evidence-based solutions to business problems or opportunities	Case analysis with a rubric - B497		
	PLO4a- Communication: Produce effective written business reports	Case analysis with a rubric - B497		
2020-2021	PLO3a- Ethics: Evaluate the ethical implications of business practices	Case Analysis with rubric - BA352	Reflective essay and Course evaluation construct in BA352	
	PLO4b- Communication: Deliver effective oral business presentations	Presentation with a rubric - BA498	Student rate their own performance on a rubric - BA498	External Clients rate students' presentation on a rubric - BA498
	PLO5a- Teamwork: Demonstrate effective and collaborative interpersonal skills in a team setting	Peer teamwork evaluation with a rubric -BA498	Student Survey - BA498	
	PLO6a - Diversity: Understand the dynamics, benefits, and challenges of diversity and inclusion within teams or organizations	Exam Questions and Case analysis exam question with rubric - BA366		
2021-2022	PLO1a- Core Knowledge and Skills: Demonstrate fundamental knowledge in core functional areas of business	Exam Questions in the following courses: AC224, AC225, BA321, BA355, BA358, BA445, BA451, BA452, BA497		
	PLO1b- Core Knowledge and Skills: Apply business research skills	Case analysis with a rubric - BA216 and B497		
	PLO1c- Core Knowledge and Skills: Demonstrate competency in key accounting areas	Exam Questions in the following courses: AC312, AC314, AC422, AC425,		
2022-2023	PLO1b- Core Knowledge and Skills: Apply business research skills	Case analysis with a rubric - BA216 and B497		
	PLO2a- Critical Thinking: Create evidence-based solutions to business problems or opportunities	Case analysis with a rubric - B497		
	PLO4a- Communication: Produce effective written business reports	Case analysis with a rubric - B497		

Business Administration Assessment Plan				
Academic Year	PLO	Direct Evidence*	Indirect Evidence*^	Authentic Evidence*°
2018-2019	PLO1a- Core Knowledge and Skills: Demonstrate fundamental knowledge in core functional areas of business	Exam Questions in the following courses: AC224, AC225, BA321, BA355, BA358, BA445, BA451, BA452, BA497		
	PLO1b- Core Knowledge and Skills: Apply business research skills	Case analysis with a rubric - BA216 and B497		
	PLO2a- Critical Thinking: Create evidence-based solutions to business problems or opportunities	Case analysis with a rubric - B497		
	PLO3a- Ethics: Evaluate the ethical implications of business practices	Case Analysis with rubric - BA352	Reflective essay and Course evaluation construct in BA352	
	PLO4a- Communication: Produce effective written business reports	Case analysis with a rubric - B497		
	PLO4b- Communication: Deliver effective oral business presentations	Presentation with a rubric - BA498	Student rate their own performance on a rubric - BA498	External Clients rate students' presentation on a rubric - BA498
	PLO5a- Teamwork: Demonstrate effective and collaborative interpersonal skills in a team setting	Peer teamwork evaluation with a rubric -BA498	Student Survey - BA498	
2019-2020	PLO6a - Diversity: Understand the dynamics, benefits, and challenges of diversity and inclusion within teams or organizations	Exam Questions and Case analysis exam question with rubric - BA366		
	PLO1a- Core Knowledge and Skills: Demonstrate fundamental knowledge in core functional areas of business	Exam Questions in the following courses: AC224, AC225, BA321, BA355, BA358, BA445, BA451, BA452, BA497		
	PLO1b- Core Knowledge and Skills: Apply business research skills	Case analysis with a rubric - BA216 and B497		
	PLO2a- Critical Thinking: Create evidence-based solutions to business problems or opportunities	Case analysis with a rubric - B497		
2020-2021	PLO4a- Communication: Produce effective written business reports	Case analysis with a rubric - B497		
	PLO3a- Ethics: Evaluate the ethical implications of business practices	Case Analysis with rubric - BA352	Reflective essay and Course evaluation construct in BA352	
	PLO4b- Communication: Deliver effective oral business presentations	Presentation with a rubric - BA498	Student rate their own performance on a rubric - BA498	External Clients rate students' presentation on a rubric - BA498
	PLO5a- Teamwork: Demonstrate effective and collaborative interpersonal skills in a team setting	Peer teamwork evaluation with a rubric -BA498	Student Survey - BA498	
2021-2022	PLO6a - Diversity: Understand the dynamics, benefits, and challenges of diversity and inclusion within teams or organizations	Exam Questions and Case analysis exam question with rubric - BA366		
	PLO1a- Core Knowledge and Skills: Demonstrate fundamental knowledge in core functional areas of business	Exam Questions in the following courses: AC224, AC225, BA321, BA355, BA358, BA445, BA451, BA452, BA497		
2022-2023	PLO1b- Core Knowledge and Skills: Apply business research skills	Case analysis with a rubric - BA216 and B497		
	PLO2a- Critical Thinking: Create evidence-based solutions to business problems or opportunities	Case analysis with a rubric - B497		
	PLO4a- Communication: Produce effective written business reports	Case analysis with a rubric - B497		

International Business Assessment Plan				
Academic Year	PLO	Direct Evidence*	Indirect Evidence**	Authentic Evidence**
2018-2019	PLO1a- Core Knowledge and Skills: Demonstrate fundamental knowledge in core functional areas of business	Exam Questions in the following courses: AC224, AC225, BA321, BA355, BA358, BA445, BA451, BA452, BA497		
	PLO1b- Core Knowledge and Skills: Apply business research skills	Case analysis with a rubric - BA216 and B497		
	PLO2a- Critical Thinking: Create evidence-based solutions to business problems or opportunities	Case analysis with a rubric - B497		
	PLO3a- Ethics: Evaluate the ethical implications of business practices	Exam Question with rubric - BA474		
	PLO4a- Communication: Produce effective written business reports	Case analysis with a rubric - B497		
	PLO4b- Communication: Deliver effective oral business presentations	Presentation with a rubric - BA498	Student rate their own performance on a rubric - BA498	External Clients rate students' presentation on a rubric - BA498
	PLO5a- Teamwork: Demonstrate effective and collaborative interpersonal skills in a team setting	Peer teamwork evaluation with a rubric -BA498	Student Survey - BA498	
	PLO6a - Global Perspective: Understand the dynamics, benefits, and challenges of diversity and inclusion within teams or organizations	Exam Questions and Case analysis exam question with rubric - BA366		
2019-2020	PLO1a- Core Knowledge and Skills: Demonstrate fundamental knowledge in core functional areas of business	Exam Questions in the following courses: AC224, AC225, BA321, BA355, BA358, BA445, BA451, BA452, BA497		
	PLO1b- Core Knowledge and Skills: Apply business research skills	Case analysis with a rubric - BA216 and B497		
	PLO2a- Critical Thinking: Create evidence-based solutions to business problems or opportunities	Case analysis with a rubric - B497		
	PLO4a- Communication: Produce effective written business reports	Case analysis with a rubric - B497		
	PLO3a- Ethics: Evaluate the ethical implications of business practices	Exam Question with rubric - BA474		
	PLO4b- Communication: Deliver effective oral business presentations	Presentation with a rubric - BA498	Student rate their own performance on a rubric - BA498	External Clients rate students' presentation on a rubric - BA498
	PLO5a- Teamwork: Demonstrate effective and collaborative interpersonal skills in a team setting	Peer teamwork evaluation with a rubric -BA498	Student Survey - BA498	
	PLO6a - Diversity: Understand the dynamics, benefits, and challenges of diversity and inclusion within teams or organizations	Exam Questions and Case analysis exam question with rubric - BA366		
2020-2021	PLO6b - Global Perspective: Understand global dynamics which affect businesses	Exam Questions with rubric - BA474 and BA457		
	PLO1a- Core Knowledge and Skills: Demonstrate fundamental knowledge in core functional areas of business	Exam Questions in the following courses: AC224, AC225, BA321, BA355, BA358, BA445, BA451, BA452, BA497		
	PLO1b- Core Knowledge and Skills: Apply business research skills	Case analysis with a rubric - BA216 and B497		
	PLO2a- Critical Thinking: Create evidence-based solutions to business problems or opportunities	Case analysis with a rubric - B497		
	PLO4a- Communication: Produce effective written business reports	Case analysis with a rubric - B497		
2021-2022	PLO1b- Core Knowledge and Skills: Apply business research skills	Case analysis with a rubric - BA216 and B497		
	PLO1a- Core Knowledge and Skills: Demonstrate fundamental knowledge in core functional areas of business	Exam Questions in the following courses: AC224, AC225, BA321, BA355, BA358, BA445, BA451, BA452, BA497		
2022-2023	PLO1b- Core Knowledge and Skills: Apply business research skills	Case analysis with a rubric - BA216 and B497		
	PLO2a- Critical Thinking: Create evidence-based solutions to business problems or opportunities	Case analysis with a rubric - B497		
	PLO4a- Communication: Produce effective written business reports	Case analysis with a rubric - B497		

Assessors

This form is for reporting on your annual assessment activities. If you have any questions please email Lisa Bortman at lisa.bortman@pepperdine.edu .

Name of Program

Business Administration

Name of Principal Assessor

Alice Labban

Assessment Team

List by name the faculty members and students who worked on the assessment of the major and indicate the roles performed by each.

It would be helpful to explain how you used students in the assessment process in meaningful ways.

All faculty members tenured, tenure-track, and visiting participated in the assessment process. All faculty members were involved in the formulation of the new Program Learning Outcomes (PLOs) and the curriculum map for all three majors. In addition, all faculty were involved in assessing the program learning outcomes for their corresponding classes. A group of 3 faculty members assessed three PLOs for a class different than the one they usually teach.

A group of 4 from a business support board, made from alumni and other supporters of the business administration division program, showed continuous support this year in the assessment process.

Surveys has been sent to students enrolled in different classes and in the two capstone courses to evaluate various learning outcomes.

An exit survey was sent to graduating students in the Spring of 2019 asking them to evaluate the program's learning goals, the program overall, and the knowledge/ skills acquired during the program.

As part of one Capstone course, several non-profit organizations from the LA County were asked to evaluate students' oral communication.

We equally used this year data from surveys conducted by the career center (one survey was directed to students; another survey was directed to supervisors).

Outcome Assessed & Sample

Please state the Program Learning Outcome(s) assessed

The PLO's assessed for all three majors were:

PLO1: Core Knowledge and Skills

- a. Demonstrate fundamental knowledge in core functional areas of business
- b. Apply business research skills

PLO2: Critical Thinking

- a. Create evidence-based solutions to business problems or opportunities

PLO4: Communication

- a. Produce effective written business reports
- b. Deliver effective oral business presentations

PLO5: Teamwork

- a. Demonstrate effective and collaborative interpersonal skills in a team setting

PLO6: Diversity

- a. Understand the dynamics, benefits, and challenges of diversity and inclusion within teams or organizations.

PLOs assessed in common for the Business Major and International Business Major:

PLO3: Ethics

- a. Evaluate the ethical implications of business practices

In addition we assessed for the Accounting Major:

PLO1: Core Knowledge and Skills

- c. Demonstrate competency in key accounting areas

PLO3: Ethics

- a. Determine appropriate response to a business situation in light of professional standards

In addition we assessed for the International Business Major:

PLO6: Global Perspective

- b. Identify global dynamics which affect businesses

Sample

Demographics

e.g. freshmen-seniors, males-females, students in a particular course

Students assessed came from various courses as well as various levels (both males and females have been sampled as well as students from various ethnicities).

The following courses were used to evaluate the various PLOs:

1) For PLO1a - Core Knowledge students were assessed in AC224 (Financial Accounting), AC225 (Managerial Accounting), BA355 (Principles of Marketing), BA321 (Financial Management), BA445 (Managerial Economics), BA358 (Legal & Regulatory Environment in Business), BA451 (Operation Management), BA452 (Quantitative Analysis), and BA497 (Business Policy, Strategy, and Ethics).

Students in these courses were mostly freshmen/sophomores for the 2 level classes, mostly juniors/ seniors for the 3 level classes, and mostly seniors for the 4 level classes.

2) For PLO1b - Business Research Skills - General and PLO2 - Critical Thinking and PLO4.a Written Communication, students were assessed in BA497 (Business Policy, Strategy, and Ethics).

Students in this class were all seniors. 58 were female and 57 male. 27 were international students and 88 from USA.

3) For PLO1b- Business Research Skills - Quantitative, students were assessed in BA216 (Business Statistics).

1 was first-year student, 41 were sophomore, 39 were juniors, 15 were seniors.

3) For PLO3 - Ethics, Students with a business administration major were assessed in BA352(Management Theory & Practice). Students with an international business major were assessed in BA474(International Marketing). Students with an accounting major were assessed in AC425 (Auditing).

For BA352, 9 were sophomores, 14 juniors, and 31 seniors.

BA474, 6 were juniors and 37 were seniors.

AC 425 were all seniors.

4) For PLO4b - Oral Communication and PLO5 - Teamwork, students were assessed in BA498 (Service Leadership Project).

2 students were junior and 168 were seniors. 79 female and 91 male. 40 international students and 130 from USA.

5) For PLO6a - Diversity, students were assessed in BA366 (Organizational Behavior). Two of the questions assessed in BA366 were also assessed in BA497 (Business Policy, Strategy, and Ethics).

For BA366, 5 were sophomores, 59 were juniors, and 73 were seniors. As for BA497 they were all seniors.

6) For PLO1.c. for those with an Accounting major, students were assessed in AC425 (Auditing).

All students were seniors for AC425.

7) For PLO6b - Global Dynamics for those with an International Business major, students were assessed in BA474 (International Marketing).

For BA474, 2 were sophomores, 12 were juniors, and 77 were seniors.

Sample Size

Number of students or the percentage of the whole population

The number of students per PLO is:

PLO1a- Core Knowledge: Dependant on functional area (see detailed description under assessment methodology). Ranges from 18 (AC225) to 286 (BA355).

PLO1b- Research Skills: 115 students for general research skills and 96 students for quantitative research skills.

PLO2 - Critical Thinking: 115 students

PLO4a - Written Communication: 115 students

PLO4b - Oral Communication: 134 students

PLO5 - Teamwork: 134 students

PLO1c - Accounting Knowledge (for accounting majors): 15 students (AC314), 17 students (AC425) and 16 students (AC422)

PLO3 - Ethics (for business administration): 54 students

PLO3 - Ethics (for international business majors): 43 students.

PLO3 - Ethics (for accounting majors): 17 students

PLO6 - Diversity (for business administration and accounting majors): 137 students (BA366) and 84 students (BA497)

PLO6 - Global Perspective (for international business majors): 91 students.

As a frame of reference, as of Spring 2019, we have 78 students declared as accounting majors, 579 declared as business administration majors, and 133 declared as international business majors. The graduating class of 2019 had 16 students in accounting, 119 in business administration, and 20 in international business.

Context of the assessment

Time frame (course, semester, year, etc.)

We have assessed all PLOs between Fall 2018 and Spring 2019 semesters. Please check demographics section above for the courses in which each PLO was assessed.

Rationale for sample selection

How/why did you choose this sample?

As we have developed the new set of PLOs in the last academic year (2017/2018) and established a new system to measure the PLOs, it was best fit to try to assess as many students as possible to increase the reliability of our results. Thus, we have tried to sample all the students taking a class with a Mastery level in one of the PLOs during the academic year 2018/2019. However, some students in some of the classes did not submit the assessed assignments and thus were not included in the analysis.

Assessment Methodology

Direct Evidence

Student Learning Data

Types of direct evidence collected:

- Essay scored on a rubric
- Project scored on a rubric
- Presentation scored on a rubric
- Test/exam scored on a rubric
- Other

Present Assessment Findings

Include data results. This could be in the form of tables and graphs

Please check "Findings and Analysis" tab to see [data results](#).

Indirect Evidence

When analyzing your data please describe how you used indirect data to help explain your findings. This could be from student surveys, focus groups, interviews or other forms of indirect data. Indirect data can be from students and/or faculty.

Types of indirect evidence collected:

- Survey
- Reflective Essay

Indirect data to support your annual assessment

Student or faculty focus group or survey explaining your direct learning results

Please check "Findings and Analysis" tab to see [data results](#).

Indirect data for program evaluation

If applicable: Program wide satisfaction survey or national survey data (provided by OIE) e.g. UCLA national data, program specific survey

Please check "Findings and Analysis" tab to see [data results](#).

Authentic Evidence

If applicable please discuss authentic forms of data collection that helped to inform your assessment of student learning. These could include internships, service learning, labs, or field experience. Assessment by outside reviewers from practical interactions such as clinical instructors, internship supervisors, etc. or the use of external sources of information such as advisory boards could be used; these sources provide excellent data. This could also include other authentic demonstrations of knowledge when outside experts evaluate the students' skill -- for example, when students in performing arts develop a new musical piece or perform in a play.

Please check "Findings and Analysis" tab to see [data results](#).

Findings and Analysis

Summarize and analyze the findings of your PLO assessment. Be sure to discuss how your students met the expectations you established for them. Your expectations are your "standards of performance" This could also be referred to as a benchmark for achievement. Also explain your students' strengths and growth areas for this PLO.

Please check attached file.

Evidence

[YR19 Annual Assessment Report.docx](#) 

Closing the Loop

How have you or how do you plan to use your assessment results to improve teaching, learning, and/or curriculum?

Action plan

We have performed several changes during the Academic Year of 2018/2019. Please check "Last Year's assessment activities" for details.

Moving forward, there are several action items to be performed.

By August 2019: Create a formal assessment plan to clarify the PLOs being measured, the responsibilities of each player, the deliverables needed, the timeline, etc. The assessor coordinator will be attending a special AACSB seminar during June 2019 to learn best practices in formulating assessment plans. The aim from this is to clarify each player's responsibilities

and how individual work fits in the bigger picture. By doing so, we should have a smoother and timely assessment process. Furthermore, we would have more coherence in the assessment methodology across all PLOs.

By August 2019: A new version of the Exit survey questionnaire will be performed. Some of the current questions will be reworded. This year, we realized some questions were confusing and led to inconsistent answers to the same prompt. Our aim from refining the questionnaire is to get more accurate and actionable answers from students.

By August 2019: Discuss with the Career Center on the possibility of having an internship follow-up survey for both students and supervisors that is specific to the business division. The aim is to still have access to the questions currently administered by the career center but to adapt the survey to better match our PLOs. For example, we are interested in evaluating how well the business program prepared students for their internship. While we have the feedback of employers, we do not have access to the opinion of students on how they felt prepared before going into the internship.

End of August 2019: Faculty members and staff will meet for a full-day retreat. During that retreat, the assessment plan will be shared for feedback, summary of the assessment of the academic year 2018/2019 will be shared, and the preliminary plans for the academic year 2019/2020 will be devised.

During the academic year 2019/2020:

- In-class emphasis on applied exercises and decision-making problems will remain. All classes that have participated in assessment last year are already incorporating more of this aspect in their classes and will keep doing so in the upcoming year.
- In-class emphasis on concepts that we need to reinforce based on our assessment results.
- Revisions of the exam questions administered to measure our PLO1a and PLO1c - Core knowledge.
- A specific amount of time will be carved in our business division meetings to discuss assessment initiative.
- Map out gaps in our current curriculum.
- Collect more assessment data in order to make up for the current small sample size in certain areas. For example, due to the nature of the accounting and international business programs, sample size assessed is small. Thus, this provides inaccurate assessment especially when we try to compare scores of these students with those with a business administration major.
- Work on our Program Review: through this exercise, we aim to redesign our current curriculum with changes to be performed starting the academic year 2020/2021. The aim is also to create consistency across different classes in terms of methodology. For example, one consideration would be to use the same rubric in all classes that aim to introduce, develop, and/or master a certain skill beyond the class in which assessment is taking place.

By May 2019:

- Perform a focus group with a set of students. We hope from doing this activity that we will gain more insights on our assessment plan and program in general. Students in the focus group will be from several levels (juniors, seniors, etc.).
- Conduct the exit survey. For both the focus group and exit survey, we will be using rewards (e.g. gift cards) to motivate students to participate. We realized this year that the time we

sent the exit survey was not ideal so we will be adjusting for that in the next academic year.

- Submit our Program Review

In order to accomplish this, we will be needing the following resources:

1) Human resources: Both faculty, staff, and students in the business division will be involved in the assessment plan. Access to clients for projects and assessment purposes will also be secured during the academic year 2019/2020.

2) Financial resources: The business division has set a budget geared towards our assessment initiative. The budget will go to paying incentives for students to participate in our surveys/ focus group and budget for the retreat.

Starting with the academic year 2020/2021, we expect that the needed resources will increase as we plan to start implementing our curriculum changes.

Student Involvement

Please explain how you involved students in the assessment process.

Students were involved in two main ways in the assessment process:

1) Assessing their own performance on the different PLOs.

- In capstone class BA497, 119 students were asked to evaluate their business knowledge after taking the course (PLO1a), their research skills (PLO1b), their critical thinking skills (PLO2a), and their written communication skills (PLO4a). In addition, while the class emphasized the former aspect of student learning, students' answers also reflected several of the other PLOs.
- In capstone class BA498, 36 students were asked to evaluate their oral communication skills (PLO4b) and 134 students were asked to evaluate their teamwork skills (PLO5a).
- In BA474, a first survey was administered to 41 students to gauge student's learning and a second survey administered to 50 students tried to gauge the engagement in the in-class activities.
- In BA445, 58 students answered an online email prompt asking them how well prepared they were for the exam.
- In BA352, 36 students wrote a reflective essay related to ethics and around 51 students filled the only course evaluation for a prompt related to ethics.
- Internship survey, data from academic year 2018/2019 had only 5 students fill in the internship survey. In this survey students evaluate their learning as it relates to several of the PLOs after participating in the internship course.
- Exit survey: 26 students that graduated in Spring 2019 filled an online survey, to evaluate their learning on all of the PLOs related to our program.

2) Assessing the Business Division PLOs and the program as a whole:

Exit survey: 26 students that graduated in Spring 2019 filled an online survey, to provide their opinions of the current PLOs of the business division, and to evaluate several aspects of the business program.

Last Year's Assessment Activities

If you have updates on the changes you made from last year's assessment activities please include a brief update here. Please be sure to include:

Which outcome or outcomes did you assess last year?

All outcomes were assessed last year.

Have you made curricular or pedagogical changes based on last year's results?

Include specific examples

Below are the recommendations we provided last year coupled with the changes that were made based on the assessment process:

1st) We will be going over our PLOs again based on the feedback provided by the advisory board. They have suggested adding Diversity as a PLO for International Business (it is not currently). They have also suggested adding the following: Adaptability, Leadership, Technology, and Service/Philanthropy. While we believe all the suggested PLOs are important, we would like to have students master the current PLOs before adding more. We will be creating, however, a plan assessing which PLO should be implemented and by when.

Based on the feedback of the advisory board, we have added Diversity as a main PLO for International Business. We decide not to add any other PLO at the moment as we develop our assessment plan and as we are making sure students master the current PLOs before adding more. We have met with the advisory board in the Fall of 2018, and they agreed with our current plan.

2nd) For some PLOs (e.g. ethics) while the class emphasized a particular concept, it was not formally measured and assessed. We plan to have a more formal collection and assessment of those PLOs in the Fall of 2018.

We went over our curriculum and figured out the best places to measure some of the PLOs. For International Business majors, we realized that International Marketing is the best fit class to measure this PLO. Also, based on last years' assessment reviewers, we realized that for global dynamics there were no courses that introduced/ developed the outcome. We reviewed back the curriculum and found that in Principles of Marketing students are introduced to and are developing their global dynamics understanding. Nonetheless, and based on this year's assessment we need to incorporate more global dynamic knowledge in our curriculum.

3nd) In the upcoming year, we want to make sure to have a good representative sample of the Accounting and International Business Majors as there are relatively a smaller number of

registered students compared to Business Administration majors. & 4th) We plan to perform more detailed assessment based on students' demographics and majors.

We have been compiling data from several courses and taking all samples of students to make sure we have a representative sample. It will take us few iterations before we have a big sample size since some programs are smaller than others (for example, there are 78 accounting majors overall and 16 accounting majors graduated this year). Differently from last year, we have run our analysis by major. We also conducted some analysis by class level and gender. In the majority of cases, there was no clear differences in results. When differences or patterns were seen, they were noted in the report.

5th) Devise a plan on how to move forward to improve our assessment process.

This year, emails were sent for every key player, detailing the assessment that will be performed by them, the deliverables, and the timeline. A more detailed assessment plan needs to be developed. This is our plan for the academic year 2019/2020.

6th) Map the classes were we need to implement some changes.

We have come up with a list of classes were some changes to better enhance the program would be ideal. We have also come up with a set of potential courses that we would want to incorporate. In the academic year 2019/2020, we will have a program review and we hope through the review that we will be able to redesign the business curriculum to better achieve our learning outcomes.

7th) Assess the best way to involve students in the assessment process.

Based on research and feedback, surveys and focus groups seemed to be the best fit. We have incorporated several surveys in several classes including the capstone classes. We also included an exit survey for graduating students. In addition, we incorporated in our analysis findings from surveys administered by the career center assessing students that registered for an internship.

8th) Incorporate more in-class applied exercises and decision-making problems.

All classes that participated in assessment last year included more applied exercises and decision-making problems in their classes. Results of this year's assessment shows improvement in student's learning.

9th) Fine-tune exam questions related to PLO1a. Assess whether there is a better way to assess this PLO to be able to capture Long-term versus Short-term knowledge.

Several exam questions were fine-tuned this past year (see detailed assessment findings for information). In addition, we still plan to refine the exam questions this upcoming academic year as well (in some cases, to make the level harder). Last year we were wondering if we should move to an exit exam rather than incorporate exam questions within several classes. Based on our analysis, we decided to go with the current assessment process for more iterations until we refine our process. Moving forward, we do not plan to stop the current process but double it with an exit exam to see student's progress throughout the program.

In addition, based on last year's assessment report review we incorporated the following changes:

- 1) We mapped classes that introduces and develop our global dynamic PLO.
- 2) We added an assessment plan for PLO3 - Ethics for the International Business Major.

- 3) As mentioned before, the senior exit exam is still on stand-by.
- 4) We tried to have a good representative sample for seniors in all PLOs.
- 5) We added the benchmark we use to assess the different PLOs.
- 6) We assessed for inter-rater reliability when appropriate.
- 7) We added detailed implementation, timeline, outcomes expected, and resources needed in "Closing the Loop" section.
- 8) We involved more students in the assessment process.
- 9) We specified the PLOs related to all of our indirect and authentic assessment.

Previous Year's Assessment Report

Attach last year's assessment report

[2018_Business_Annual_Assessment_Report.pdf](#)

Core Competency and General Education

Please reflect and provide updates on your program's assessment of the previous year's core competencies: Critical Thinking and Information Literacy. Results were provided for your program as well as for all of Seaver College. Please include how you plan to "close the loop" on this criteria.

Please find the 2018 Critical Thinking and 2018 Information Literacy reports on the OIE website: <https://www.pepperdine.edu/oie/assessment/assessment-assessment-reports.htm>

Core Competency Assessed

Select the year's core competency from the dropdown menu.

2017-2018: Critical Thinking

Reflection/Analysis:

Analysis of last year's core competency data

Critical Thinking core competency

Last year the business division participated in the Critical Thinking core competency assessment. 65 students were assessed. Overall performance was good but improvement was needed. In particular, students seem to have an issue with adapting to the context, evaluating the assumptions, and coming up with a final recommendation. This issue was also prominent in our annual assessment of 2017/2018. As a result of both our annual assessment and core competency assessment, the following changes were incorporated as part of our capstone class:

- Implemented 2 additional in-class exercise that required students to conduct research utilizing

high quality sources prior to completing individual assignments

- Added more points when assessing the quality of strategy in solving a critical issue facing a firm
- Adjusted individual assignment to emphasize the importance of developing written strategies that have the potential for a firm to develop a sustainable competitive advantage
- Implemented a class debate to facilitate greater problem solving skills development
- Added greater scope to the required competitive map aspects of the assignment to improve research ability of students

Furthermore, a number of classes that were part our annual assessment of 2017/2018, put more emphasis on problem solving and critical thinking exercises as part of their course by adding more application exercises.

Results this year seem promising. Several courses from accounting to marketing noted that this year, compared to last year, students' scores on problem solving increased. In addition, in the capstone class, critical thinking scores went up. In the core competency assessment, student scores were 2.23/5 and 2.08/5 in what we termed this year as using facts to back up strategic recommendations and originality of strategic recommendations respectively. This year students scored 3.86/5 and 4.49/5 respectively on both aspects. However, one key thing to note is that this year we adjusted our rubric so these comparative scores are not based on the same rubric, thus we need to be very careful in interpreting the results. We would need an additional year of assessment with the new rubric before drawing any conclusions.

Information Literacy core competency

Last year the business division participated in the Critical Thinking core competency assessment. 65 students were assessed. Overall performance was good but improvement was needed. As a result of both our annual assessment and core competency assessment, the following changes were incorporated as part of our capstone class:

- Implemented 2 additional in-class exercise that required students to conduct research utilizing high quality sources prior to completing individual assignments.
- Added greater scope to the required competitive map aspects of the assignment to improve research ability of students.
- Developed simplified Chicago Turabian citation and works cited format.
- Required more Bloomberg and non-Bloomberg OB data on competitive map.
- Created a list of credible sources/ databases for students to use in their analysis.

Results this year seem promising. In the core competency assessment, student scores were 3/5 and 2.5/5 in using information effectively to accomplish a specific purpose and in accessing and using information ethically and legally respectively. In the capstone class this year, students scored 4.22/5 for citing appropriately, 4.23/5 for the number of works cited, 3.33/5 for the quality of works cited, and 3.86/5 for the use of facts to back up strategic recommendations. As mentioned for critical thinking, the rubric we used in our annual assessment is different than that used in core competency assessment. Thus, we need to be very careful in interpreting the results.

Data

Please attach last year's core competency data

[assessment_critical_thinking_report_2018.pdf](#)

[information_literacy_2016_2018.pdf](#)

2019 Business Administration Division Assessment Report

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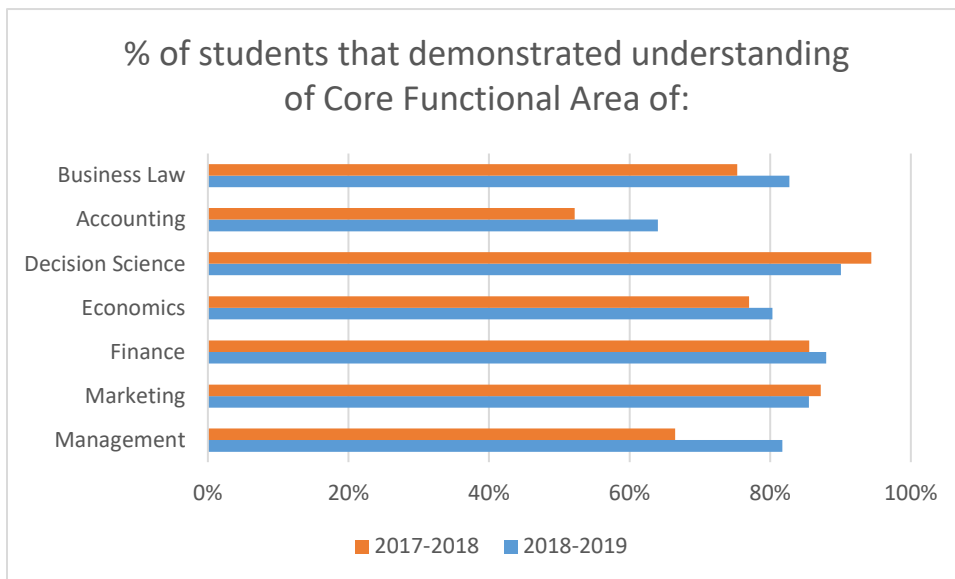
PLO1a - Core Knowledge: Demonstrate fundamental knowledge in core functional areas of business

Detailed Report per Core Functional Area of Business

Overall

Methodology: Multiple-choice questions that pertain to a core functional area of business were administered during Fall 2018 and/ or Spring 2019. The Core Areas were Accounting, Marketing, Finance, Economics, Business Law, Decision Science, and Management. Data was pulled from 8 classes (AC224, AC225, BA355, BA321, BA445, BA358, BA451, BA452, and BA497). Some of the questions were administered as part of a midterm and/or final exam. Others were administered as a pop-quiz with or without an incentive.

Results: Our benchmark for the core knowledge areas was that at least 75% of students show competency. We were able to meet our benchmark this year for all knowledge area except for Accounting. Students seem to be still struggling in Accounting concepts. One should note that the nature of Accounting could be driving the lower results. Nonetheless, students demonstrated excellent understanding of Decision Science as well as a very good understanding of Marketing and Finance. Students seem to have good understanding of Management, Economics, and Business Law concepts. For the exception of Decision Science and Marketing, students have demonstrated improvements from the year before especially for Management (82% this year versus 66% last year), Accounting (64% this year versus 52% last year) and Business Law (83% this year versus 75% last year).



Discussion:

In general, three key takeaways were derived:

- 1) Students have difficulty applying concepts learned in previous course to current course. This builds on last year's finding that short-term knowledge (concepts covered closer to the exam date) seems to be retained better than Long-term knowledge (concepts covered earlier on during the semester).
- 2) While performance improved, students still have difficulty applying concepts learned in class to new settings and in decision-making.

Based on these results, our plan is to:

- 1) Keep emphasizing across different classes different problems set in different contexts and more exercises that relate to applying a concept or framework learned in class to make a decision.
- 2) Make sure that as we are trying to emphasize weak concepts for students, we keep giving enough attention to those they were strong at. During this assessment, we saw great improvement in various disciplines for problematic concepts in year 2017-2018. However, at the same time, for some concepts that students seemed to master in the year 2017-2018, performance had dropped this year.
- 3) We will keep the current format of asking questions within a set of courses as we still need to fine-tune the questions asked and find the best format to ask questions. For concepts that students seem to be very comfortable with, one of the objectives is to raise the difficulty level of the questions related to the concept to challenge our students.
- 4) Create a plan to achieve more consistency across different disciplines in terms of Methodology used to collect and analyze data.

Finally, for greater detail on findings and implications, detailed information per Core Function is provided below.

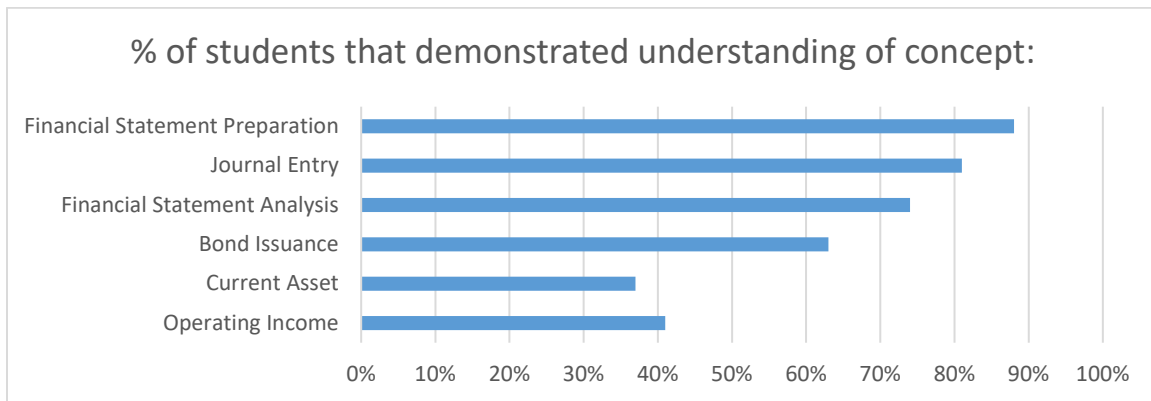
Accounting

Financial Accounting

Methodology: Multiple-choice and open response questions were administered to two sections of Financial Accounting (AC224) as part of a final exam.

Sample Size: 27 students (8 accounting majors; 3 international business majors; 15 business administration majors; and 1 major outside of the business division) were sampled. There was 8 first year students, 13 sophomores, and 6 juniors.

Results: Students demonstrated very good understanding of journal entry theory with 81% selecting the correct answer (up from 30% in the prior year). Students demonstrated good understanding of financial statement analysis with 74% of students selecting the correct answer (down from 86% last year). Students also demonstrated average understanding of the bond issuance concept with 63% of students selecting the correct answer (up from 51% last year). Understanding of the operating income and current assets calculations was below expectations with only 47% and 37%, respectively, of students selecting the correct answers (up from 11% and 24%, respectively, in the prior year).



Further, we wanted to see whether there was any differences in scoring among our three different majors (Accounting, Business Administration, and International Business) as well as among the different class levels (first year, sophomores and juniors). While in some instances, accounting majors seem to over-perform compared to others. The most notable difference seems to be among first year students compared to sophomores and juniors. First year students are underperforming on almost all main topics. While better in some instances, sophomores seem to be also underperforming when compared to juniors.

Major/ Class Level	% of students that demonstrated understanding of concept					
	Operating Income	Current Asset	Bond Issuance	Financial Statement Analysis	Journal Entry	Financial Statement Preparation
Accounting	50%	38%	75%	75%	88%	87%
Business Administration	40%	40%	53%	73%	73%	88%
International Business	33%	33%	67%	67%	92%	92%
First Year	38%	13%	63%	75%	63%	83%
Sophomore	38%	46%	62%	69%	85%	93%
Junior	50%	50%	67%	83%	100%	85%
Average	41%	37%	63%	74%	81%	88%

Changes from Prior Year: The operating income and current assets calculation questions were changed from multiple-choice format to open response. The last distractor on two of the remaining three multiple choice questions were altered to better match the formatting of the other four selections. The journal entry question was altered from last year in the last distractor (students were given sections for A to E) was changed from “Two of the above” to “A debit to sales for \$16,000” (all other choices began with either “A debit to” or “A credit to”). The final distractor on the bond issuance question was also changed from “None of the above” to “The issuance price is not affected by the market interest rate”, as all other selections began with “The issuance price”.

Discussion:

Last year we found that the large majority of the students wrote the A/R, sales journal entry correctly, even though they missed the multiple-choice question on the exam. Thus, the format of the question may have been a problem and was changed slightly as discussed above and we now see that 81% of the students understand this concept.

An error in Chapter 10 of the Financial Accounting textbook that directly relates to the Bond Issuance concept was found and this year the error was pointed out during class time. Now 63% answered the question correctly.

Students continued to perform below expectations on the two financial statement calculation questions. This is primarily due to three items. First, students are confusing the terms “operating income” and “net income”. Second, students are having difficulty distinguishing between operating and non-operating expenses. Lastly, students are unsure as to the treatment of the “allowance for bad debt account”. This last item may be partly because this account was referred to as “allowance for doubtful accounts” in class. During the final exam, students were also required to prepare both the income statement and the balance sheet from the same list of accounts used for these two assessments

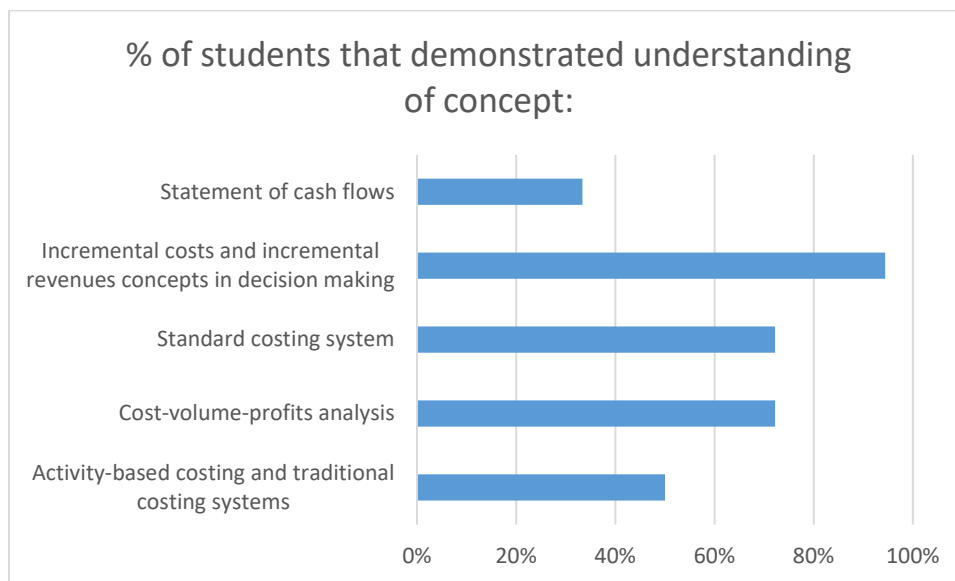
questions and the average score was 88%, with all students demonstrating, good, very good or excellent understanding of these concepts.

Managerial Accounting

Methodology: Multiple-choice questions were administered in AC225 as part of their graded exam.

Sample Size: 18 students (4 international business major; 14 business administration major).

Results: Students showed excellent mastering of utilizing incremental costs and incremental revenues concepts in decision-making (94% of students got a correct answer). Students showed very good ability to conduct cost-volume-profits analysis (72% of students got a correct answer) and standard costing system (72% of students got a correct answer). Students demonstrated below average ability to comprehend the difference between activity-based costing and traditional costing systems (50% of students got a correct answer), and to understand the basic structure of statement of cash flows (33% of students got a correct answer).



Discussion:

Compared to the 2018's assessment result, our students have improved developing their critical thinking skills. In 2018, only 53% of students were able to utilize incremental costs and incremental revenues concepts in decision making. In 2019, 94% of our students were able to do so, requiring critical thinking skills. This positive change can be considered as a supportive evidence of our program improvement. However, given the 2019 assessment result it seems that we need to focus on improving core knowledge and

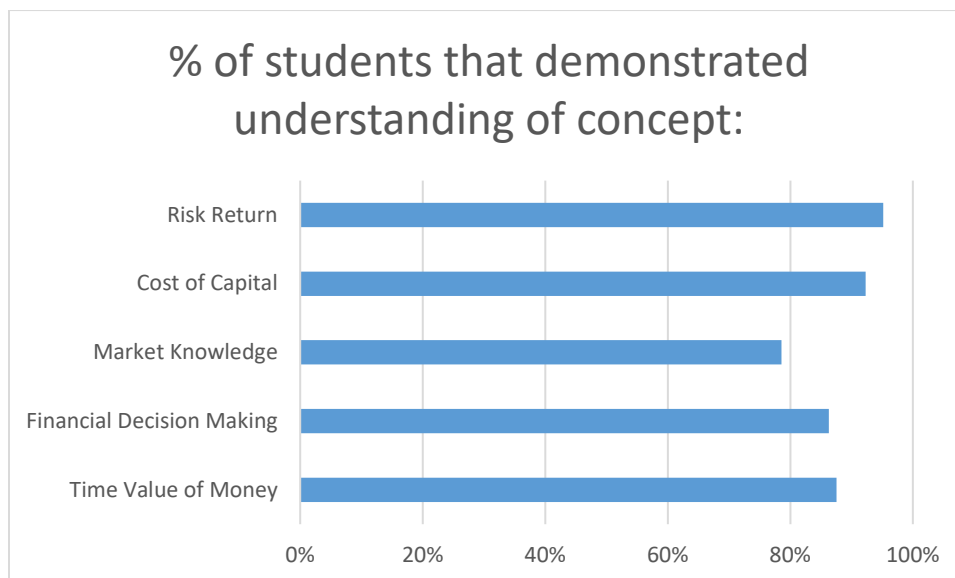
skills for activity-based costing and traditional costing systems and statement of cash flows given that only 50% and 33% of students correctly answered the questions related to those two concepts. These numbers dropped from 74% each in the year 2018.

Finance

Methodology: Multiple-choice questions were administered to 4 sections of BA321 as part of their graded exam.

Sample Size: 91 students (7 accounting major; 16 international business major; and 68 business administration major).

Results: Overall, the performance in the five key finance categories was satisfactory. The students demonstrated satisfactory knowledge in understanding the Time Value of Money (TVM), Risk and Return (RR), Cost of Capital (CC), and Financial Decision Making (DM). Market knowledge is the one with the lowest % of students with correct answers (79%) but it is still above expected threshold overall. In the next year, we need to improve in the area of Market Knowledge. In addition, we need to improve on the concept of Bonds in terms of both the Time Value of Money and Market Knowledge.



If we look at the results by major, we could note that Accounting majors seem to underperform on three categories: Financial Decision Making, Market Knowledge, and Risk Return.

Major	% of students that demonstrated understanding of concept				
	Time Value of Money	Financial Decision Making	Market Knowledge	Cost of Capital	Risk Return
Accounting	100%	64%	57%	100%	83%
Business Administration	85%	89%	82%	96%	96%
International Business	92%	84%	72%	75%	95%
<i>Average</i>	88%	86%	79%	92%	95%

Changes from Prior Year: We modified the wording of Question # 4 (Return Risk) from 2018, by making the distinction between choices (a) and (b) more clear, but keeping the rest of the question unchanged. All other questions were unchanged.

Discussion: The students demonstrate good knowledge of such concepts as Time Value of Money, Risk and Return, Financial Decision making, and Cost of Capital. They exceeded expectations in these 4 areas.

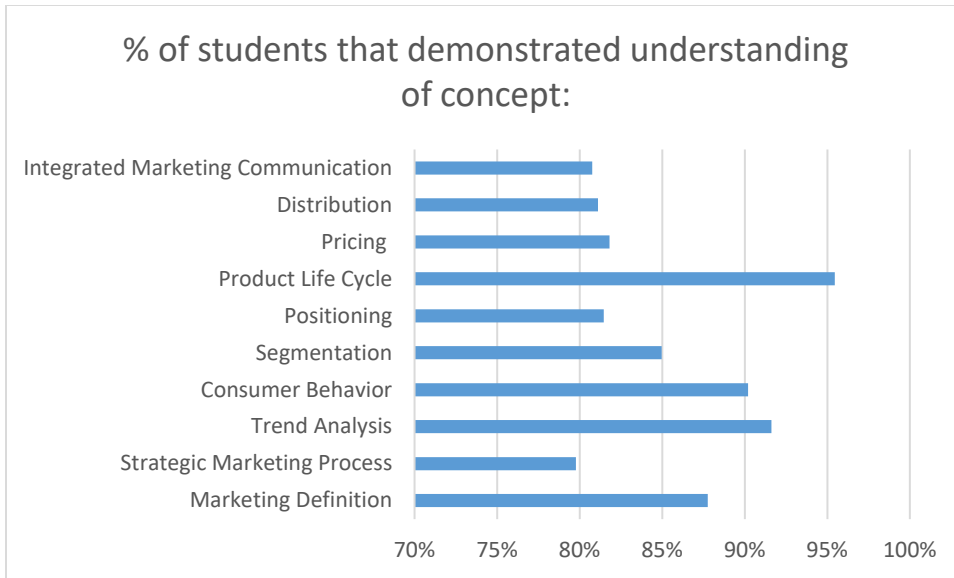
In the area of general knowledge of Markets, the students' knowledge of general markets and various financial products (such as stocks and bonds) meets the expectations, but their performance is borderline and improvement is needed. Furthermore, more data needs to be pulled to understand why Accounting majors seem to struggle on three categories: Financial Decision Making, Market Knowledge, and Risk Return.

Marketing

Methodology: Multiple-choice questions were administered to 12 sections of BA355 as part of their graded exam.

Sample Size: 286 students of which 187 are in the business division (13 accounting major; 29 international business major; and 145 business administration major).

Results: Students showed excellent understanding of concepts that relate to Trend analysis, and product life cycle (92%, 90%, and 95% of students respectively answered correctly). Students equally showed very good understanding of concepts that relate to marketing definition in general and segmentation (88%, and 85% of students respectively answered correctly). Students also showed good understanding of concepts that relate to the strategic marketing process, positioning a product, pricing, distribution and integrated marketing communication (80%, 81%, 82%, 81%, and 81% of students respectively got the question correctly).



Zooming on the 187 business students, there is no clear differentiation pattern across the different majors (see tables below). One would note, that Accounting majors seem to struggle the most with defining the concept of marketing as well as segmentation and positioning (77%, 69%, and 77% respectively versus average of 92%, 85%, and 82%). On the other hand, they master the pricing concept much better than the other two majors do (100% versus 87% for business administration majors and 83% for International Business majors). The same analysis was done for level in the program (e.g. first year, sophomore) and for gender. No differences were found.

Major	% of students that demonstrated understanding of concept					
	Marketing Definition	Strategic Marketing Process	Trend Analysis	Consumer Behavior	Segmentation	Positioning
Accounting	77%	83%	92%	100%	69%	77%
Business Administration	94%	80%	92%	90%	86%	82%
International Business	90%	79%	90%	79%	90%	83%
<i>Average</i>	92%	80%	91%	89%	85%	82%

Major	% of students that demonstrated understanding of concept			
	Product Life Cycle	Pricing	Distribution	Integrated Marketing Communication
Accounting	100%	100%	92%	85%
Business Administration	95%	87%	79%	81%
International Business	97%	83%	79%	86%
<i>Average</i>	96%	87%	80%	82%

Changes from Prior Year: After evaluating the results of last year we first realized that for “Market Segmentation” concept, 100% of students got the concept correct. Therefore, we decided to change the question and make it a little bit more difficult. We still tested the same concept but we changed the framing of our question. Second, for the “Integrated Marketing Communication” concept, we realized that the multiple-choice answers needed better framing and could have been confusing for students and thus we reframed that question this year. Third, we agreed to make better use of examples to explain important concepts. Thus, we enhanced the amount of examples students had to find for each concept as well as emphasized applying the concept for different companies. Finally, last year we collected data from only two sections of Principles of Marketing taught by the same instructor. This year, we collected data from 12 sections taught by four different instructors.

Discussion:

1) By having students spend more time generating their own examples, students were highly engaged in the class discussions and seemed to understand the concepts better than in past semesters. For several concepts we saw improvements from last year’s result. For example, for Distribution concept the table below demonstrates improvement in student’s scores for one of the instructors from Spring 2018 until Spring 2019.

	Spring 2018	Fall 2018	Spring 2019
Distribution	72%	77%	83%

2) For three of the sections in the assessment year 2019, we compared student’s average grade on the core marketing questions to the average grade of the class overall. If students were over performing on the core marketing questions, we took it as a proxy that we need to make those questions more challenging in the future. Indeed, 65% of students over performed on the core questions. While the average for the core questions was around 88%, the average class grade was around 85%.

3) As far as next steps for 2019/2020, we are planning to make questions related to environmental scanning and product life cycle more difficult, as the average on all three was above 90% for two straight years. In addition, the score on the question related to

integrated marketing communications, while it increased from last year, is still low. More emphasis on this concept will be placed in the upcoming year.

4) Better integration will be done across all sections of BA355.

Managerial Economics

Methodology: Student's second midterm exam and final exam in 2 sections of BA445 were assessed. Each question on each exam is graded on a 4-point scale. In addition, indirect assessment was undertaken by asking students, through e-mail, how well prepared they were for the exam.

Sample Size: 58 students (all business administration major).

Results: Question 1 and 7 concern the Managerial Economic Theory behind the Management Decision of how to get the best deal for yourself when bargaining. Question 2 concerns the decision of how best to set prices when facing competition. Questions 3 and 8 concern the decision of whether to produce sooner, even at greater costs. Question 4 concerns the decision of whether to sell your technology to rivals, or buy technology from rivals. Question 5 concerns whether you can guarantee cooperation with a rival by threatening to punish non-cooperation. Question 6 concerns whether to offer workers an overtime bonus for extra effort. Question 9 concerns how to monitor taxpayers that do not want to pay taxes, and workers that do not want to work. Question 10 concerned how to screen job applicants to see which are most qualified for and interested in employment. Student scores on questions 3 and 8 (Rush Production) were significantly higher than average, and were an improvement over scores on similar questions last year. We also notice significant improvement from the midterm to the final for some students. Thus, we sought indirect evidence by asking students about how well prepared they were for the exam. The email responses we received simply stated that students that improved from the midterm to the final simply studied more for the final. They used the practice questions the instructor provided to help them understand the mathematical form of the question being asked. Those students had lower midterm scores because they struggled interpreting the word problems that the instructor present into a mathematical problem they can solve. Specifically, they struggled with applying a concept they learned in a homework exercise to a new context on an exam.

Midterm Exam Results

Ques 1	Ques 2	Ques 3	Ques 4	Ques 5	Average
Bargaining	Price Competition	Rush Production	Selling Technology	Grim Strategy	
75%	75%	75%	75%	75%	75%

Final Exam Results

Ques 6	Ques 7	Ques 8	Ques 9	Ques 10	Average
Nonlinear Pricing	Bargaining	Rush Production	Monitoring	Signaling Information	
90%	90%	90%	90%	90%	90%

Discussion:

Both the direct evidence of exam results and the indirect evidence of student's opinion of their own understanding suggest successful students must overcome weaknesses on their ability to apply a concept they learned in a previous class, or in an earlier part of the same class, to a new context. That evidence corresponds to observations shared by many colleagues teaching quantitative subjects that the students' struggle applying the mathematical techniques they learned in prerequisite math courses to the setting of a quantitative business application. In the upcoming year, reinforcement of concepts will be done through:

- assigning students graded homework problem set in varied contexts
- offering hundreds of non-graded problems in varied contexts, and discussing some of those in class

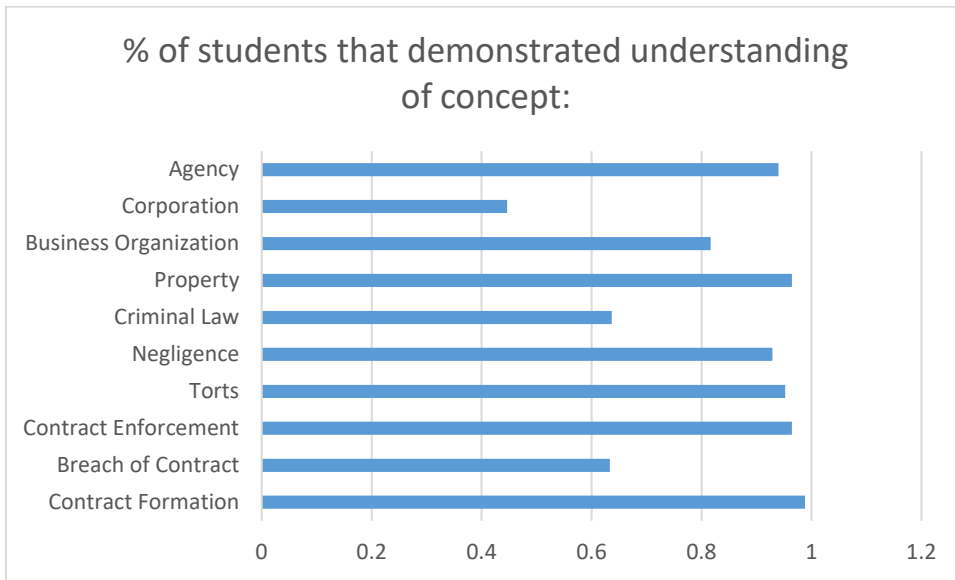
It is also essential to remember each semester to be clear to students to expect and prepare for changes in context for exam questions.

Business Law

Methodology: Ten multiple-choice questions were administered to 8 total sections of BA358. For all eight sections, the questions were administered as a timed, graded quiz via Courses, made available in the last week of instruction; students were further incentivized because the “end of course assessment” score was not eligible to be “dropped” (the instructor otherwise dropped the two lowest quiz or assignment grades before calculating each student’s final grade). Students were informed it was cumulative (the final exam was not cumulative) but otherwise not provided any additional preparation (and as noted, there was a time constraint to simulate exam-taking conditions, of approx. 10 minutes).

Sample Size: 82 students in Spring 2019, and 71 in Fall 2018 (totaling 169 students). 143 of the students were part of the business division (20 accounting majors; 92 business majors; 31 international business majors).

Results: Students' performance on the concept of Corporation (Management) was problematic (45%). Students' performance on the concept of Breach of Contract (Damages) and Criminal Law was low (63% and 64% respectively). Otherwise, students seem to have a very good to excellent understanding of the other concepts that relate to: contract formation, contract enforcement civil tort liability, negligence, property, business organization, and agency.



Out of the 143 business administration division students, students from each of the 3 majors seem to have the same difficulty in the same concepts discussed overall.

Major	% of students that demonstrated understanding of concept:				
	Contract Formation	Breach of Contract	Contract Enforcement	Torts	Negligence
Accounting	100%	85%	95%	95%	85%
Business Administration	99%	60%	96%	96%	95%
International Business	97%	61%	100%	94%	97%
Grand Total	99%	63%	96%	95%	93%

	% of students that demonstrated understanding of concept:				
Major	Criminal Law	Property	Business Organization	Corporation	Agency
Accounting	70%	95%	90%	40%	100%
Business Administration	65%	95%	85%	47%	93%
International Business	57%	100%	77%	53%	93%
Grand Total	64%	96%	82%	45%	94%

Discussion:

Some minor re-wording of a couple of questions was done at the start of the academic year, in line with last year's discussion. The assessment was a good, broad-based inventory of material across multiple sections, and the outcomes reflect overall successful student learning on topics covered at different times throughout the course. Despite time in the classroom and emphasis, there is room for student improvement particularly on questions related to corporate management, breach of contract (damages), criminal law, and business organizations.

Questions relating to these concepts might benefit from re-wording. Specifically, on review it appears that the question on Corporation (Management) may read as a compound question, and should be simplified in structure (especially compared to the other questions). The wording of the breach of contract (damages) question may also have to be revisited, as the instructors may utilize some different terminology in an admittedly complex area of law. These data are still very useful and indicate where additional time should be spent in the classroom, which will be implemented in the next term. The instructors will need to standardize the quiz across their sections after further discussion. These questions are also "vocabulary heavy" compared to the others, and the performance on most of the other (more conceptual) questions is very strong. Potentially, the questions themselves could be split. Other discussion may include "splitting" the assessment as well, as the instructor has shifted from a cumulative final exam to a non-cumulative final exam.

Fine-tuning the quiz/assessment remains a priority for the coming academic year. Last year's report did indicate that "we will be offering additional in-class hypotheticals on these topics with the goal of aiding retention, or perhaps through case study and ensuring these concepts are explicitly tested during the semester." Indeed, additional time and focus on certain issues was done, and some additional exam focus was tried, and as a result scores increased for the topics of business organizations, agency, and negligence. For example, the instructor issued an additional "practice exam" on business structures, and spent more class time explicitly on negligence. Despite some additional exam practice, the scores for breach of contract (damages) question remained about the same,

suggesting still further time is merited on that topic (as well as addressing the aforementioned vocabulary issues).

The instructor did expect to see generally lower scores in the Fall 2018 semester given the disruption of the Woolsey Fire and Borderline tragedy. This indeed was the case. Based in part on these questions however, the instructor was able to further fine-tune the course, and student scores on every question either remained stable or increased (in some cases, including the lower categories of corporate management, contract damages, and criminal law: significantly so).

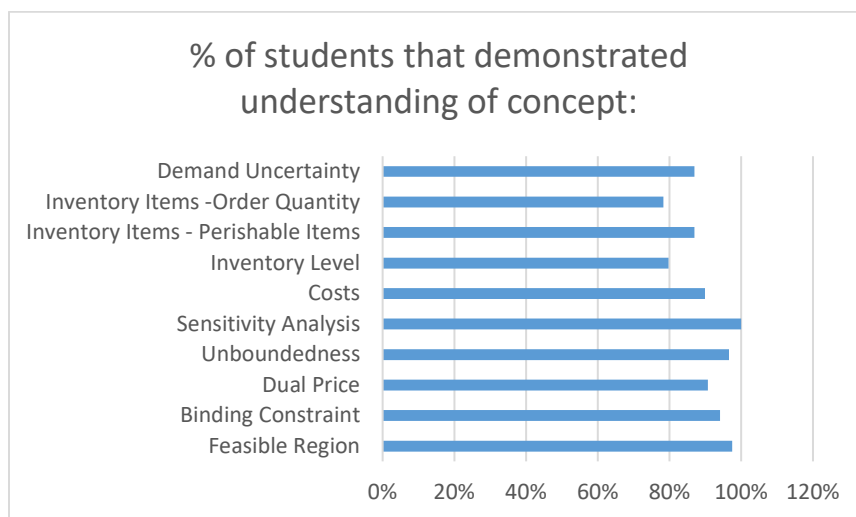
Decision Science

Methodology: Multiple-choice questions were administered to 5 sections of BA452 (Quantitative Analysis) and 3 sections BA451 (Operation Management).

Sample Size: 115 students in BA452 (2 accounting major; 3 international business major; 107 business administration major) and 69 students in BA451 (2 accounting major; 11 international business major; 56 business administration major).

Results: For operations management concepts, all sections seemed to correctly answer 81% or more of the questions. 78% of students correctly answered the question related to the level of inventory that indicates when the firm needs to order the optimal quantity, the lowest score among the five questions asked.

For quantitative analysis, all sections seemed to correctly answer 88% or more of the questions. 91% of students correctly answered the question related to the change in the objective function that results from a one-unit increase in the right hand side of a constraint (Dual price), the lowest score among the five questions asked.



No clear pattern of differences was found across majors.

Major	% of students that demonstrated understanding of concept:				
	Feasible Region	Binding Constraint	Dual Price	Unboundedness	Sensitivity Analysis
Accounting	100%	100%	100%	100%	100%
Business administration	97%	93%	91%	98%	100%
International Business	100%	100%	67%	33%	100%
<i>Grand Total</i>	<i>97%</i>	<i>94%</i>	<i>90%</i>	<i>97%</i>	<i>100%</i>

Major	% of students that demonstrated understanding of concept:				
	Costs	Inventory Level	Inventory Items - Perishable Items	Inventory Items -Order Quantity	Demand Uncertainty
Accounting	50%	50%	100%	100%	100%
Business administration	89%	82%	84%	80%	86%
International Business	100%	73%	100%	64%	91%
<i>Grand Total</i>	<i>90%</i>	<i>80%</i>	<i>87%</i>	<i>78%</i>	<i>87%</i>

Discussion:

1) Overall, based on student's performance on the five multiple choice questions in Operations Management, students demonstrated a good understanding in Operations Management as the average of classes exceed 80%. On an individual level, out of 69 only one student got less than 60% and all other students got 60% or more, which is an encouraging sign. When focusing on each question, two questions related to Inventory and Order Quantity (“Inventory Items-Order Quantity” and “Inventory Level”) had the lowest percentages among all questions. These two are questions on the same topic. More emphasis will be placed over these concepts next year.

2) Overall, based on student's performance on the five multiple choice questions in Quantitative Analysis, students demonstrated a very good understanding in Quantitative Analysis as all sections had high percentages (ranging from 88% to 100%). On an individual level, there were no students that got less than 60% which is an encouraging sign. When focusing on each question, the question related to Dual Pricing had the lowest percentage among all questions (91%). More emphasis will be placed over this concept next year.

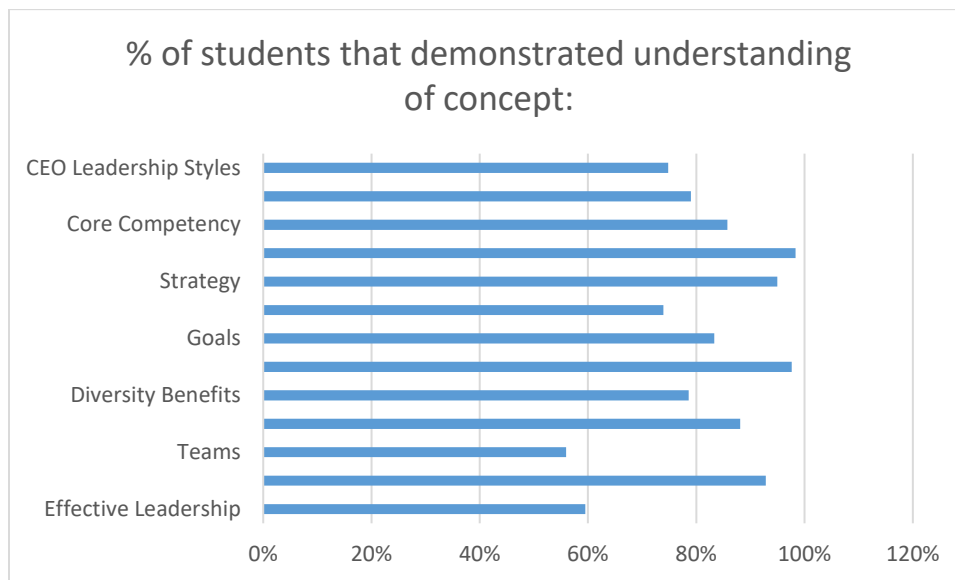
Management

Methodology: Multiple-choice questions around three main management topics (strategic management, service leadership, and organizational behavior) were administered to 6 sections of BA497.

Sample Size: For the Strategic Management questions, 119 students answered these questions across both Fall 2018 and Spring 2019 semesters (14 accounting majors; 88 business majors; 17 international business majors).

For the Service Leadership & Organizational Behavior questions, 84 students answered these questions in Spring 2019 (7 accounting majors; 62 business majors; 15 international business majors).

Results: Overall 84% of students correctly answered questions related to Strategic Management, 76% of students correctly answered questions related to service leadership, and 81% of students answered questions related to Organizational Behavior. The graph below portrays detailed information for each of the major topics in management. Effective Leadership Style and Leadership skills are concepts related to Service Leadership. Relationship Conflict in Teams, Job Satisfaction, Diversity Benefits, Diversity, and Goals are concepts related to Organizational Behavior. The rest are concepts related to Strategic Management.



When we compare across different majors, results show that overall for Strategic Management concepts, while International Business majors performed better than others, all majors scored above 80% on these concepts (International business 89% versus Accounting 81% versus Business Administration 84%). For Organizational Behavior concepts, Accounting majors seem to be struggling more than others in these concepts

(Accounting 74% versus International business 83% versus Business Administration 81%). For Service leadership concepts, International Business students seem to be struggling more than others in these concepts (International business 67% versus Accounting 79% versus Business Administration 78%).

Major	Service Leadership		Organizational Behavior				
	Effective Leadership	Leadership Skills	Teams	Job Satisfaction	Diversity Benefits	Diversity	Goals
Accounting	71%	86%	57%	71%	86%	100%	57%
Business Administration	63%	94%	52%	90%	79%	97%	87%
International Business	40%	93%	73%	87%	73%	100%	80%
<i>Average</i>	<i>60%</i>	<i>93%</i>	<i>56%</i>	<i>88%</i>	<i>79%</i>	<i>98%</i>	<i>83%</i>

Major	Strategic Management					
	Sustainable Competitive Advantage	Strategy	Acquisition	Core Competency	Industry Analysis	CEO Leadership Styles
Accounting	57%	93%	100%	79%	71%	86%
Business Administration	76%	97%	98%	85%	78%	70%
International Business	76%	88%	100%	94%	88%	88%
<i>Average</i>	<i>74%</i>	<i>95%</i>	<i>98%</i>	<i>86%</i>	<i>79%</i>	<i>75%</i>

Changes from Prior Year: Within the classroom, the following changes took place:

- Placed greater emphasis on key concepts to remember during in-class discussions, especially regarding core competencies, competitive advantage, and industry analysis
- Included additional real-life examples into each class discussion and related to key concepts
- Adjusted internal analysis tool (VRIO) to more clearly identify core competencies

We also revised some of the assessment questions based on last year's results. Some questions were written in a clearer manner while others were changed from a True and False format to a Multiple Choice format to more accurately assess student understanding of the concepts. In addition, some of the revisions included zooming in on a specific aspect of a certain concept as well as application type of questions to see whether students had a deep understanding of the concepts.

Discussion:

Based on the results of the assessment questions regarding the Management curriculum, there is potential for improvement in understanding how to determine whether a firm possesses a sustainable competitive advantage, whether a firm operates in an attractive industry, identifying effective leadership styles, and understanding how teams can be most effective within an organization. It is noteworthy to see that for the majority of those concepts, students demonstrated great improvement from the year prior. For sustainable competitive advantage, 74% got the concept correctly this year compared to only 43% in the previous year. For Attractive Industry 79% got the concept correctly this year compared to 67% in the previous year. For understanding how teams can be most effective within an organization, 56% got the concept of conflicts in teams and 79% got the concept of diversity in teams correctly this year compared to only 36% and 45% respectively in the previous year. Leadership styles seems to be the most problematic concept as students actually performed poorer this year, compared to last year, on leadership style in general (60% versus 74%) and CEO leadership style (75% versus 83%).

PLO1b- Core Skills: Apply business research skills – Quantitative analysis

Methodology: Students enrolled in four sections of BA216 – Business Statistics conducted a regression analysis. The following general description was provided to students: “Linear regression is one of the most used statistical methods used in business. Simple linear regression examines the relationship between one quantitative response variable and one quantitative explanatory variable. This assignment sends you out to collect and analyze data from two such variables of interest to you. Make all interpretations in the context of the experiment. Submit your solution in a Word or pdf file and include the R code that you used. Clearly label each answer. Show all work.” Students’ assignments are rated on a 4-point scale ranging from excellent (4) to poor (1).

Sample Size: 96 students completed the assignment (16 were accounting majors; 60 were business majors; 20 were international business majors).

Findings: Students were evaluated on their ability to collect a random sample, apply and interpret a model, check the model, and communicate the results of their analysis. Students seem to be performing a good job on almost all aspects evaluated. The benchmark was to have an average of 3 “Good” on each aspect. We reached that objective for all aspects except interpretation of the model. Students struggle the most with the interpretation of a model followed by applying the model. Furthermore, International business majors seem to be underperforming compared to the other majors on almost every measure evaluated.

In the last assessment year, no assessment was performed related to quantitative analysis. Thus, for the upcoming year we will keep the assessment format, to be able to gather more information and make appropriate changes.

Average Scores per major:

Major	Collect a random Sample	Apply the model	Interpret the model	Check the Model	Communicate the results
Accounting	3.42	3.56	3.04	3.48	3.67
Business Administration	3.63	3.37	2.85	3.57	3.60
International Business	3.39	2.84	2.53	3.42	3.35
<i>Grand Total</i>	<i>3.48</i>	<i>3.26</i>	<i>2.81</i>	<i>3.49</i>	<i>3.54</i>

PLO1b- Core Skills: Apply business research skills - General

PLO2- Critical Thinking: Create evidence-based solutions to business problems or opportunities

PLO4a- Communication: Produce effective written business reports

Methodology: Students enrolled in 4 sections of BA497 (Business Policy, Strategy, and Ethics) were assessed. Each student had to formulate an individual research paper to build strategies for a firm. Each student performed an Internal and External Analysis for the firm in question. Furthermore, each student formulated strategic recommendations that should add value to the firm. As well, students wrote a brief statement of support (why they recommend the strategies) and how they plan to implement the strategies chosen. For 30% of students, a second assessor graded the assignments to check for inter-rater reliability. Finally, at the end of the semester as part of our indirect assessment initiatives, students were asked three open-ended questions: 1) “Think back to the first day of the semester. Did you learn what you hoped to from this course? If yes, please describe. If not, what do you think prevented you from learning what you hoped for?”; 2) “What have you learned from being in BA 497 this semester that has helped equip you in your desired career moving forward?”; 3) “What did you learn from being in BA 497 this semester that has helped equip you to live a life of purpose, service, and leadership moving forward?”

Sample Size: For direct assessment, 115 students were assessed (12 with an accounting major, 14 with an international business major, and 88 with a business administration major). For the indirect assessment, 119 senior students were assessed (14 with an accounting major, 17 with an international business major, and 88 with a business administration major). Our graduating class by major in the Spring of 2019 was 16 accounting majors, 119 business majors and 20 international business majors. Therefore, our sample size represents 87.5% of graduating accounting majors, 74% of graduating business majors and 85% of international business majors.

Changes from last year:

- More hands on work in class, including research tools, Word formatting and Excel calculations.
- Developed simplified Chicago Turabian citation and works cited format.
- Developed a blue print and standardized format for Five Forces independent assignment.
- Hired two international students as TAs, one native Chinese speaker to assist students from non-English speaking countries. This was aided by support from the division office to accommodate over enrollments.
- Required more Bloomberg and non-Bloomberg OB data on competitive map.
- Added more points for tying strategies to mission statement and goals.
- Research & Problem Solving:

- Implemented 2 additional in-class exercise that required students to conduct research utilizing high quality sources prior to completing individual assignments
- Added more points when assessing the quality of strategy in solving a critical issue facing a firm
- Adjusted individual assignment to emphasize the importance of developing written strategies that have the potential for a firm to develop a sustainable competitive advantage
- Implemented a class debate to facilitate greater problem solving skills development
- Added greater scope to the required competitive map aspects of the assignment to improve research ability of students
- Writing:
 - Added an in-class lesson and discussion of professional writing with several examples made available to students
 - Provided specific feedback for each student's writing quality
 - Slightly reduced the amount of writing required in the Individual Case Assignment to facilitate more time for improving the quality of writing

Findings:

We expected as a benchmark, for the various measured PLOs, that at least 75% of the students would score higher than 3 (Good) and at least 50% of the students would score higher than 4 (Very Good). Overall, female students and USA students seemed to perform better than male students and international students respectively. No major differences across majors noted. In addition, 3 assessors went over 35% of the students assignments to test for inter-rater reliability. We noted 60% agreement between main assessors and the 3 additional assessors. There is no clear direction for the differences in scoring, for some areas of the rubric, the main assessors were stricter in grading while for others the additional assessors were stricter. We plan in the next year to have a formal meeting across all assessors to make sure everyone understands the rubric similarly.

Detailed implications for each of the PLOs are as follows:

For PLO1b- Core Skills: Apply business research skills - General

Discussion: More than 75% of students scored at least “good” on the different components of research skills. We further note that students seem quite comfortable in citing articles appropriately throughout the text as well as on relying on a good number of resources. However, when it comes to the quality of the resources used, we can see that two out of the four sections struggled on that component. 36% and 47% of students in each class respectively scored “average” on this component. This was interesting to note as students were provided this year with a list of 12 credible sources/ databases to use for their report. Similarly, to last year, while several citations came from renowned sources, students also used blogs, tweets, as well as other less reliable sources to build their arguments. In addition, several students failed to use the variety of credible sources/

databases provided to them. Finally, while female students scored higher than male students on both appropriate citation and number of quality cited, they scored marginally below on the quality of sources used. International students scored lower than USA students did on all three dimensions.

Moving forward: Based on last year's assessment, we created a list of credible sources/databases for students to use in their analysis and yet not all students seem to benefit from this. For the upcoming year we will be re-emphasizing the importance of using this resource. Furthermore, we will be emphasizing the type of sources that should be questioned before usage as they conduct their research. We will be conducting one more year of assessment, but one consideration is to provide the list of resources created for usage in other classes that students will be taking before they take the capstone course.

For PLO2- Critical Thinking: Create evidence-based solutions to business problems or opportunities

Discussion: All sections except for one met our benchmark. In general, we see that students seem comfortable in coming up with original recommendations. However, students are having difficulty basing their recommendations on facts collected from their research work. We faced the same issue last year where students seem to think that the analysis and strategic recommendations part are separate. It is important to note, however, that students improved in performance from last year so we seem to be moving in the right direction. Similarly, to research skills, female seem to outperform men and USA students seem to outperform International students.

Moving forward: While more hands on problem solving exercises were incorporated in several classes as well as in the capstone classes and while students' performance from the year before greatly improved, we see that there is still room for improvement. This upcoming year we will keep our focus on adding problem exercises throughout the various stages of the curriculum.

For PLO4a- Communication: Produce effective written business reports

Discussion: Grammar seemed to be the most problematic issue students are facing. This might be due to the nature of the assignment where students have to conduct an extensive research and write a long report in few weeks. This was an issue faced equally last year. Nonetheless, students' scores improved from last year, in particular in terms of formatting and flow of idea. However, more work is still needed as for flow of ideas, we can see that some students are still struggling. Similarly, to research skills and critical thinking, female seem to outperform men and USA students seem to outperform International students.

Moving forward: Last year we added activities within the capstone class to help students improve their writing skills. We plan to keep implementing these activities. We saw improvements this year in students' scores which suggests that these activities are effective. Data from the upcoming year will verify whether these activities are really driving the increase in score. Finally, one needs to note that the workload for the assignment is intensive and thus grammatical mistakes could be due to lack of time to be able to complete the work and check it afterwards.

Indirect Assessment Results

Out of the 119 students that were assessed, 118 of them mentioned that they learned greatly from this course and for some even more than what they were expecting. Only one of the students mentioned that he/she expected to learn more than what he/she ended up learning. This student noted that a lot of time was spent on the semester project which hindered learning. The 118 students that thought they learned greatly from the course, mentioned the course improving their research skills, their teamwork and time management skills, their analytical, creative, and critical thinking skills, and their writing skills. Several of the students mentioned that the class was great in bridging together everything they learned in previous class and apply it in real-world context. A great emphasis was placed on how this class linked all the various concepts learned before from accounting, finance, marketing etc. Also, students mentioned how this class enhanced their oral presentation skills as well and helped them understand the importance of professionalism in a business context. In addition, the majority of students mentioned how this class enhanced their leadership skills and reinforced their values and ethics. Students mentioned that they learned how to motivate, inspire, and give constructive criticism.

Scores by Gender

	Grammatically Correct	Formatted Correctly	Flow of ideas	Appropriate Citations
Female	3.79	4.57	4.21	4.46
Male	3.37	4.39	3.84	3.98
Total	3.58	4.48	4.03	4.22

	Number of works cited	Quality of works cited	Use of facts to back up strategic recommendations	Original - Strategic Recommendations are not current strategies of the firm
Female	4.31	3.26	4.04	4.60
Male	4.14	3.40	3.68	4.39
Total	4.23	3.33	3.86	4.49

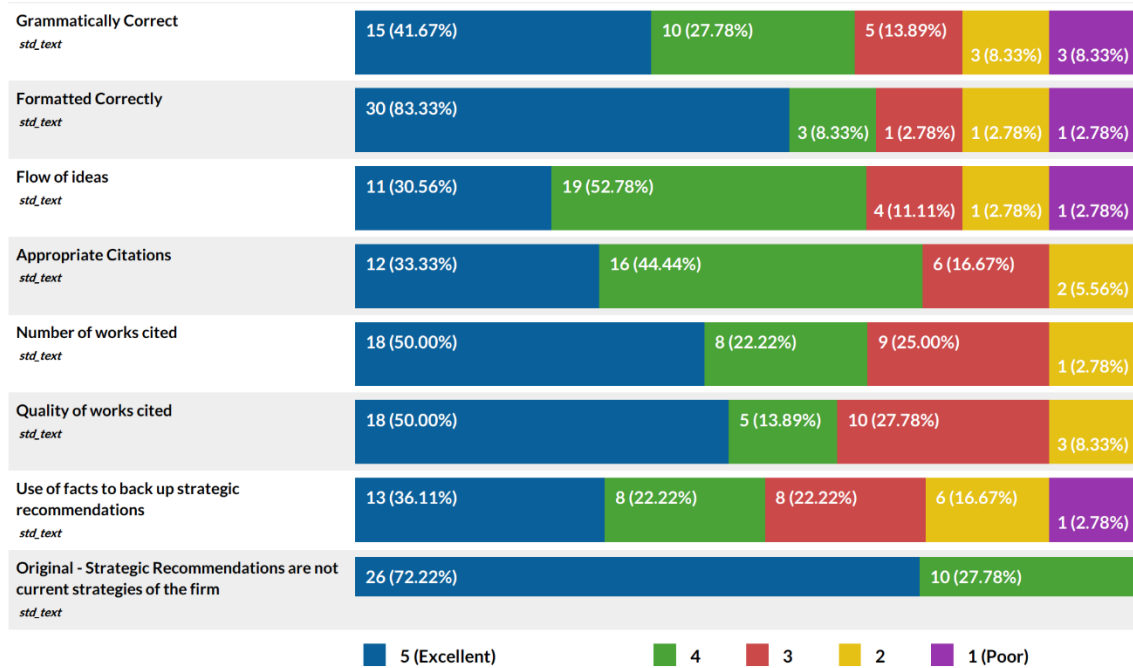
Scores International Students vs USA

			Grammatically Correct	Formatted Correctly	Flow of ideas	Appropriate Citations
International	Mean	3.37	3.37	4.37	3.85	4.04
	N	27	27	27	27	27
United States (USA)	Mean	3.65	3.65	4.51	4.08	4.28
	N	88	88	88	88	86
Total	Mean	3.58	3.58	4.48	4.03	4.22
	N	115	115	115	115	113

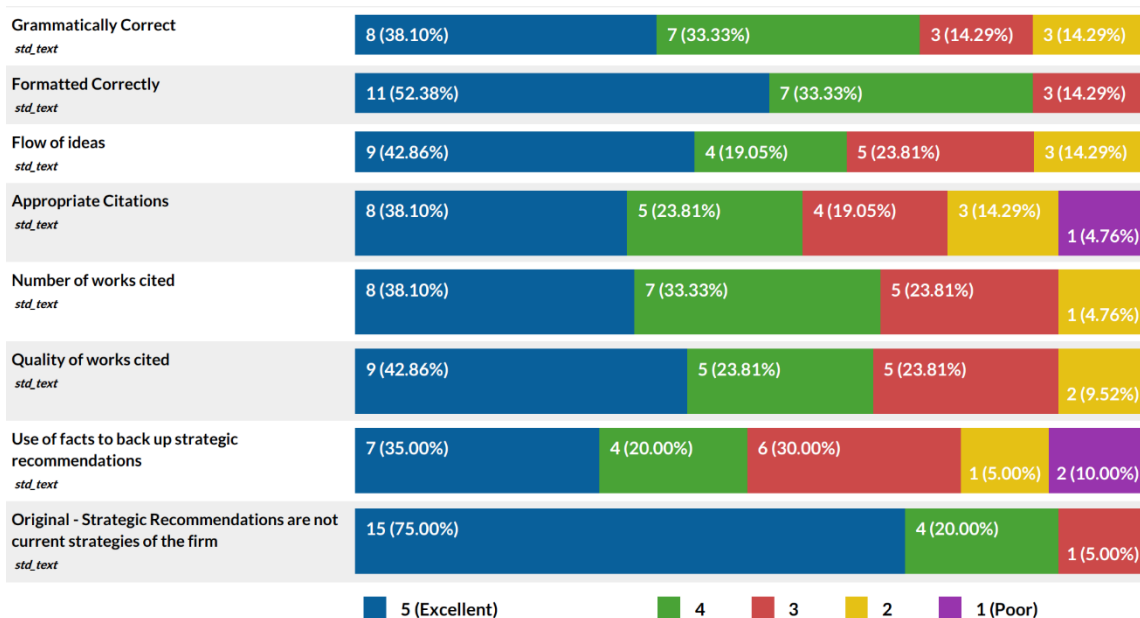
		Number of works cited	Quality of works cited	Use of facts to back up strategic recommendations	Original - Strategic Recommendations are not current strategies of the firm
International	Mean	4.11	3.00	3.77	4.31
	N	27	27	26	26
United States (USA)	Mean	4.26	3.43	3.89	4.55
	N	88	88	88	88
Total	Mean	4.23	3.33	3.86	4.49
	N	115	115	114	114

Detailed Results for each section

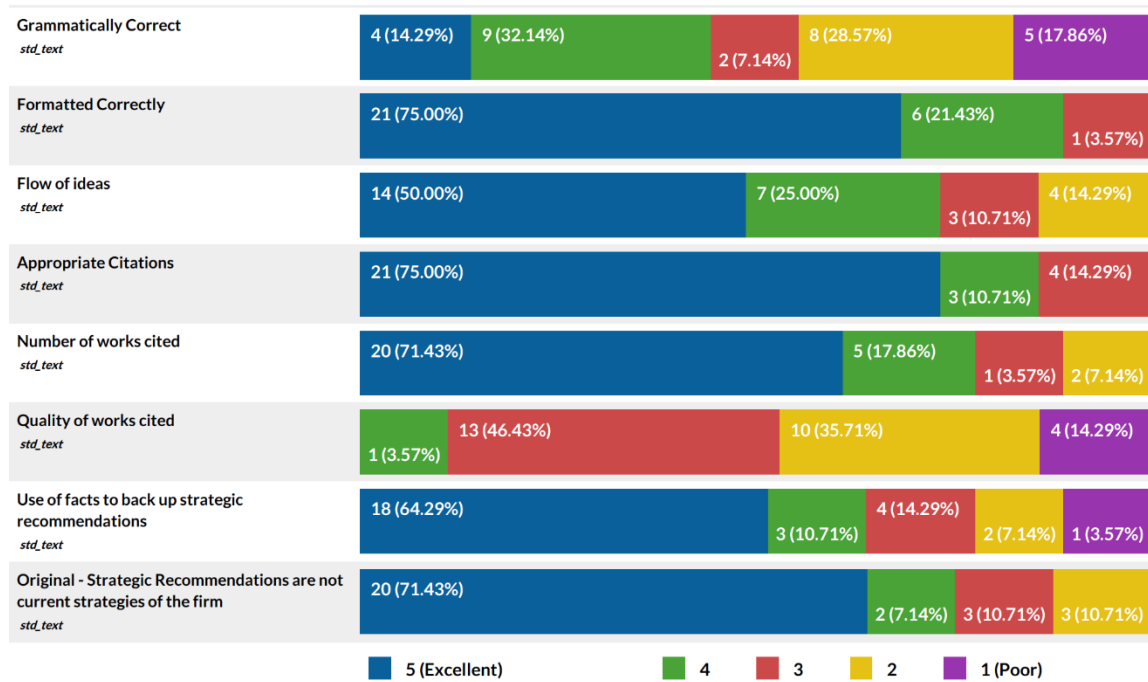
Section 1



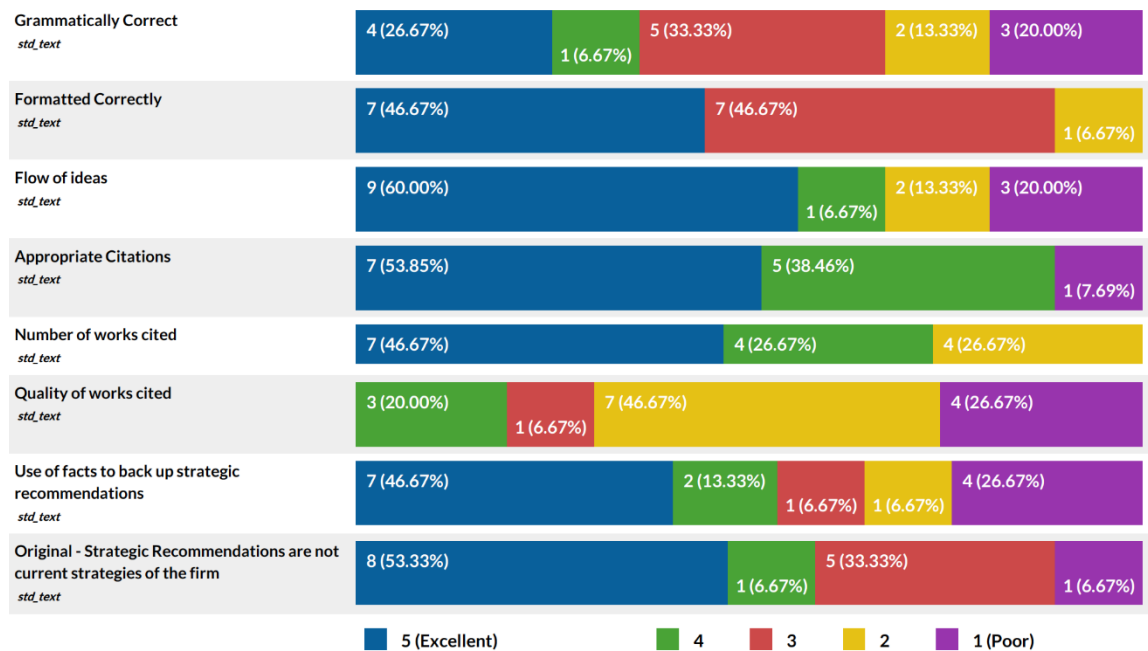
Section 2



Section 3



Section 4



PLO1c - Core Knowledge and Skills: Demonstrate competency in key accounting areas

Methodology: Students enrolled in AC314 (Adv Cost Analysis and Systems), AC422 (Income Tax Accounting), and AC425 (Auditing) were assessed.

Overall Reflection: Students seem to have a good grasp of key accounting areas. A key finding that was noted is that more practice and engaging exercises might be needed. More exercises emphasizing usage of data to back decisions is needed as well.

AC314 (Adv Cost Analysis and Systems)

Sample Size: 3 junior and 12 senior accounting students were assessed.

Reflection: Short answer questions were administered as part of a final exam and individual class project. Students were assessed based on:

- their understanding of business enterprises and business processes.
- their understanding of elements of relational database systems.
- their ability to explain how to design a data model and implement it in a relational database.
- demonstrating a conceptual understanding of the flow of accounting information through the various accounting cycles.
- preparing a flowchart and data flow diagrams.
- identifying strengths and weaknesses in an internal control environment and recommend internal controls that will address identified weaknesses.
- creating relevant accounting and business information from quantitative and qualitative data.
- working in teams to prepare reports designing a data model and implementing it in a relational database.
- analyzing and discussing real-world case studies focusing on business decisions that utilize accounting information.
- using Microsoft Access proficiently.

Students demonstrated competency in most aspects evaluated (between 80-94%) except for creating relevant accounting and business information from quantitative and qualitative data (67%) and to a lesser extent student's ability to use Microsoft Access proficiently (74%).

AC422 (Income Tax Accounting)

Sample Size: 1 sophomore, 1 junior and 14 senior accounting students were assessed.

Reflection: Pepperdine's Income Tax Accounting course introduces students to federal income tax law, practice and research. During the semester, students learn important tax concepts, principles and calculations. A student should be quite competent at individual tax return preparation by the conclusion to the semester. Students' achievement in regards to income tax accounting was measured three separate instruments, two authentic methods and one summative question.

First, students were required to pass four online examinations administered by the Internal Revenue Service through its Volunteer Income Tax Assistance (VITA) program. These exams are qualifiers to work at VITA sites assisting low income tax payers with tax return preparation. Each student is given two opportunities to pass each exam. All students passed all four examinations. Second, students were required to complete six sample tax returns for the 2018 tax year. Each student was given two weeks to complete each tax return with unlimited attempts. All students except two received a grade of 100% on these six returns. One student received a grade of 94% and another earned 80%. Finally, the class was given a summative question on the final exam in which each student was required to indicate the proper tax treatment of 22 separate items. Scores on the summative question ranged from 100% to 50% with an average 71%. Last year, students' achievement was measured by only summative questions on the final exam resulting in a range from 90% to 60% and an average of 73%. The authentic assessment this year verifies that although some students have difficulty determining proper tax treatment when faced with a list of items during an exam, all the students were able to perform at an acceptable level in a more realistic setting. Assessment was equally done by class level (Junior vs Senior vs Sophomore), no differences in performance was noted.

AC425 (Auditing)

Sample Size: 17 accounting senior students were assessed.

Reflection: Pepperdine's Auditing class develops student's conceptual and procedural understanding of audit theory and practice. It also aids students to practice with commonly used audit techniques, including computer assisted auditing technique software tools, and working on case studies

Activities used to assess student's auditing knowledge are as follows: A) Class quizzes on each chapter with multiple-choice (explain why other choices are wrong) and short-answer questions. B) Extensive homework assignments on each chapter focusing on application of the audit theory/techniques on financial accounting information, AICPA professional standards (including ethics: independence, due care, responsibilities) from

reading material to enhance student understanding of financial accounting foundation. Homework also includes: data analytics homework assignments using audit software (IDEA) for revenue, inventory, expense analytics, confirmation.com assignment, which reflects the software tools used in the industry.

Students demonstrated great understanding of auditing knowledge through class quizzes assessment (Average of 92%). However, while still demonstrating very good knowledge, in the more applied exercises (homework), students overall performed lower than they did in the quizzes (Average of 85%). This demonstrates the need for more practice exercises.

PLO3 - Ethics

PLO3 - Ethics (AC): Determine appropriate response to a business situation in light of professional standards

Methodology: Students enrolled in AC425 (Auditing) were assessed. Activities used to assess students' auditing knowledge are as follows: A) culminating individual writing assignment in business memo format requires students to include concepts and knowledge from course and other accounting and business classes to support the audit process and provide possible value-adding insights to a client; B) daily in-class participation activities comprising of chapter discussion questions, select example problems from CPA review materials, and coverage of case studies on risk assessment, internal control evaluation, audit procedures for various transaction cycles (bank confirmations, revenue recognition, inventory price testing, substantive analytical procedures). Students are expected to show greater understanding of the importance of ethics and professional responsibility. They are expected to analyze auditing situations based on professional standards and recommend appropriate courses of action. They are also expected to understand the importance of ethics in professional, civic and personal life and the critical importance of ethics and professional reputation in auditing.

Sample Size: 17 accounting senior students were assessed. Our graduating class in the Spring of 2019 was 16 and overall we have 78 Accounting Majors as of Spring 2019. Therefore, our sample size represents 20% of the overall majors but also represents well the number of graduating students.

Reflections:

The average in both assessment activities was 95% showcasing that students had an excellent grasp of the professional standards. Only two students got 80% of the concepts correctly whereas all others were above 85%. This is a great improvement from the results of last year. Last year, 45% of students demonstrated excellent command of "ethics".

Future plans:

- 1) Keep emphasis of "ethical issues" throughout the course.
- 2) Use more active learning exercises throughout the course.
- 3) Until Spring 2019, auditing classes has been taught by adjuncts. However, as of next year a tenure track professor will be taking charge. This change will be greatly helpful in the future as it provides consistency in terms of knowledge shared with students. In addition, we can ensure the highest quality and better practices in assessing student's learning.

Methodology

As part of a course in international marketing, students were assigned a case to read for class on “McDonald’s and Obesity”. The case highlights issues which McDonald’s has faced globally given that their products contribute disproportionately to obesity. As an in-course exercise, students were divided into groups and given 45 minutes to prepare a presentation answering four questions: (1) Is it ethical for McDonald’s to be selling products which contribute disproportionately to obesity? Provide your rationale. (2) Do you believe that running advertising aimed at kids is ethical for McDonald’s? Provide your rationale. (3) What should McDonald’s do to address the issue of their products contributing disproportionately to obesity? (4) How could McDonald’s addressing the obesity issue be in sync with what Michael Porter is suggesting in the video shown in class?

A rubric was designed to assess (1) understanding of ethical issues in business (referencing questions 1 and 2 above), (2) taking the understanding to a higher level by grasping the interplay between ethical and business issues (referencing question 4 above), and (3) identifying ways of addressing ethical issues in business (question 3 above).

Sample Size

A total of 43 students (11 International Business majors; 8 Business Administration majors, 1 accounting majors) in two sections of BA474 (International Marketing) participated in the case exercise. Majority of students were seniors (37 students).

Assessment Results

The professor assessed each group’s answers using the rubric. The rubric used a 4-point scale (4-Accomplished, 3-Competent, 2-Developing, 1-Does not meet minimum objectives). Our benchmark was students having an average higher than 3 (Competent) on all aspects of the rubric. The average score was 3.19 on “understanding of ethical issues in business”, 2.65 on “taking the understanding to a higher level by grasping the interplay between ethical and business issues”, and 3.00 on “identifying ways of addressing ethical issues in business”. No major differences were noted across major, class level, or gender. International Business majors seem to slightly over perform compared to other majors on “understanding of ethical issues in business” and on “taking the understanding to a higher level by grasping the interplay between ethical and business issues” (3.23 and 2.73 respectively). However, they seem to slightly under perform compared to other majors on “identifying ways of addressing ethical issues in business” (2.9).

Assessment Learnings

After looking at the results of the exercise, there needs to be a better job of teaching students how to approach an ethical issue in the business arena. Specifically, we need to stress the importance of making sure one takes a committed stance with a well-thought out rationale for one’s position, and then implement measures to address the position. We

intend to add a slide to the lectures which discusses these points. As far as the question of the interplay between ethical and business issues, the teaching vehicle (i.e., a Michael Porter video) is effective but the way the question is asked in the exercise may not have been optimal. Thus we will be repeating the same assessment in the 2019/2020 term with a different question structure. As last year, we did not have any assessment for ethics for International Business majors, it is good to keep the overall format of assessment for another year.

PLO3 (BA) - Ethics: Evaluate the ethical implications of business practices

Methodology: Data was collected using three methods in different sections of BA352 (Management Theory and Practice):

1. In the Fall of 2018, students had a case study exam regarding ethical dilemma. The case was related to Elon Musk and Tesla. Students' answers were graded on a rubric ranging from 1 till 4. The expected benchmark was that at least 75% of the students will score 3 or higher.
2. In the Spring of 2019, students were asked to write a reflection essay but this time on a subject that is more personal. The subject related to both the Woolsley Fire in LA and the Borderline shooting in Thousand Oaks. Students were given a score ranging from 1 to 4. The expected benchmark was that at least 75% of the students will score 3 or higher.
3. Data was collected from students' course evaluation for the Fall and Spring. The measure used was students' answers to the following prompt: "the overall class experience has contributed to the development of my sense of personal values and moral integrity". Students rated the class experience from 1 to 5. As a benchmark, we compared this data to the average score of all courses in the Business Division for that prompt.

For both method 1 and 2, students were asked to reference concepts learned in class, in particular towards managing ethics and social responsibility.

Method 2 and 3 were used as an *indirect evidence* of student's ability to evaluate the ethical implications of business practices.

Sample Size:

- In the Fall of 2018 there were 18 students of whom 4 were Business Administration majors.
- In the Spring of 2019 there were 36 students of whom 17 were Business Administration majors.
- Around 95% of BA352 students completed the course evaluations in the Fall of 2018 and Spring of 2019.

Results: 1) More than 75% of students showed competency (scored more than 3) in identifying a dilemma, describing the dilemma in detail, and understanding all pertinent facts. Students seem to be struggling in terms of gathering necessary data to make the decision and in coming up with final recommendations based on their analysis (77.78% of students showed developing ability to gather data and 27.78% of students showed developing ability to make decisions based on analysis). Female students seem to score higher than male students on all aspects analyzed except for coming up with final

recommendations based on analysis. Seniors out-performed juniors on all aspects analyzed. Lastly, American students scored higher than international students on all aspects analyzed except for understanding pertinent facts and coming up with final recommendations based on analysis.

2) Students scored on average around 3.16/4 on their ethical reflection. 75% of students scored 3/4 or higher meeting our benchmark. Students were thus deemed Competent on this subject. The results were similar for students with a business or non-business major. While no clear difference exist based on class level, seniors, on average, seems to score a bit higher than others (seniors average score is 3.37 compared to 3 for sophomores and 3.04 for Juniors).

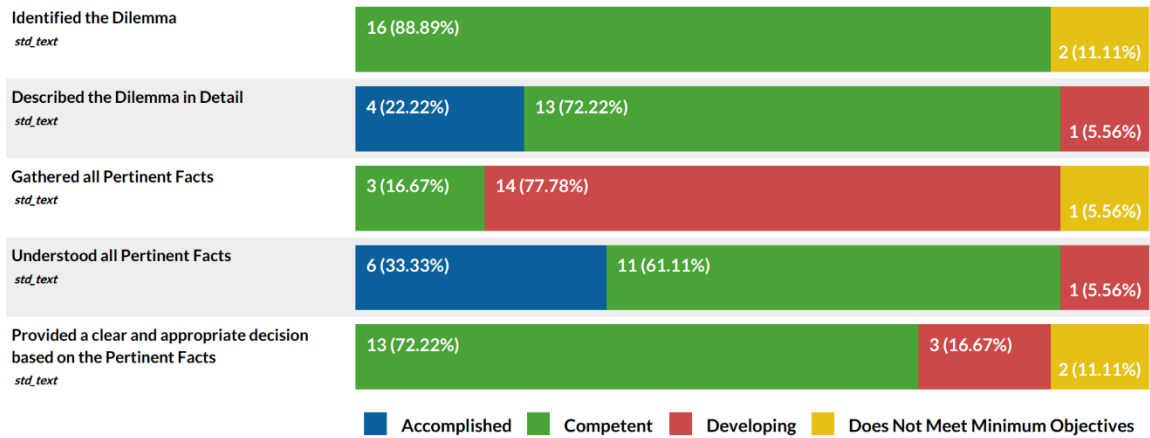
3) In the Fall of 2018, there was one section of BA352. Students gave the class a rate of 4.71/5 compared to the average of the business division which was 4.12/5 during that semester. In the Spring of 2019, there were two sections of BA352. Students gave the class a rate of 4.71/5 and 4.24/5 respectively compared to the average of the business division which was 4.07/5 during that semester.

Discussion: While last year we only conducted indirect evidence related to ethics, this year we were to expand our analysis and include both a case study and reflection essay analysis. Scores seem to be quite positive. The results show that students performed much better when the case was more personal than general (i.e. Borderline shooting versus Tesla). This shows that the choice of case is critical.

Course evaluations on the following prompt: "the overall class experience has contributed to the development of my sense of personal values and moral integrity" is quite positive as well. Across all semesters students rated this class higher than the average score of classes in the business division. It is also noteworthy to note that there was some improvement in the course itself compared to last year. Last year course evaluations were 4.56 and 4.11 for two different sections. This year two sections gave a 4.71 and one section gave a 4.24.

Finally, as the course "International Marketing" has some business majors as well, we looked at the data from those students. There were only 8 business administration majors in that class. The average score was 3.23 over 4 on "understanding of ethical issues in business", 2.72 on "taking the understanding to a higher level by grasping the interplay between ethical and business issues", and 2.90 on "identifying ways of addressing ethical issues in business". While these scores reinforces that students are competent, we see that we would need to place more emphasis across classes on relating ethical issues to business situations and on the recommendation aspect of student's analysis.

Fall 2018 – BA352



Scores by Gender

		RS1 - Identified the Dilemma	RS2 - Described the Dilemma in Detail	RS3 - Gathered all Pertinent Facts	RS4 - Understood all Pertinent Facts	RS5 - Provided a clear and appropriate decision based on the Pertinent Facts
Female	Mean	3.00	3.43	2.29	3.43	2.43
	N	7	7	7	7	7
Male	Mean	2.64	3.00	2.00	3.18	2.73
	N	11	11	11	11	11
Total	Mean	2.78	3.17	2.11	3.28	2.61
	N	18	18	18	18	18

Scores by Class Level

RS1 - Identified the Dilemma		RS2 - Described the Dilemma in Detail	RS3 - Gathered all Pertinent Facts	RS4 - Understood all Pertinent Facts	RS5 - Provided a clear and appropriate decision based on the Pertinent Facts	
Junior 30	Mean	2.00	3.00	2.00	3.00	2.50
	N	2	2	2	2	2
Senior 40	Mean	2.88	3.19	2.13	3.31	2.63
	N	16	16	16	16	16
Total	Mean	2.78	3.17	2.11	3.28	2.61
	N	18	18	18	18	18

Scores for International and American Students

RS1 - Identified the Dilemma		RS2 - Described the Dilemma in Detail	RS3 - Gathered all Pertinent Facts	RS4 - Understood all Pertinent Facts	RS5 - Provided a clear and appropriate decision based on the Pertinent Facts	
International	Mean	2.33	3.00	1.67	3.33	3.00
	N	3	3	3	3	3
USA	Mean	2.87	3.20	2.20	3.27	2.53
	N	15	15	15	15	15
Total	Mean	2.78	3.17	2.11	3.28	2.61
	N	18	18	18	18	18

PLO4b- Communication: Deliver effective oral business presentations

Methodology: Students in four sections in BA498 (Service Leadership) are required to present individually and with their teams numerous times throughout the semester. They are given written and oral critiques from their peers in class and the professor each time they present. The culmination is a team presentation (often including extensive Q&A) to the staff and board of their nonprofit partner. The presentations are hosted either on campus or at the nonprofit organization's location and the audience can vary in size from two to 40 people.

The faculty identified four areas to evaluate students at the end of the semester based upon the rhetorical skills we have taught and reinforced throughout the semester. The four areas are:

- Organization of the content
- Clarity of the content presented
- Ability to persuasively present the content
- Self-confidence of the speaker

Direct assessment: Faculty evaluates *individual students* using a 5-point scale ranging from Poor to Excellent.

Authentic Evaluation: The nonprofit partner evaluates the *team* using the same scale.

Indirect assessment: Students evaluate themselves using the same scale as part of a post-assessment at the end of the semester.

Sample size: 134 students were assessed (132 senior and 2 junior students; 22 with an accounting major, 16 with an international business major, 86 with a business administration major, rest of students are non-business majors). Our graduating class by major in the Spring of 2019 was 16 accounting majors, 119 business majors and 20 international business majors.

We stated the following in our May 2018 report:

We had not realized until we started to analyze the data that the indirect assessment by the students is anonymous. We will fix this for the coming semester. In terms of oral communication skills two themes emerged:

- We have several students for whom English is their second language. For some of these students it is difficult for them to present persuasively especially if asked questions from the audience. This often is directly tied to their self-confidence as speakers.
- There is often a direct correlation between teamwork and oral communication skills. If the team is not cohesive as a group this is often reflected in the oral presentation. The teams that don't work closely together to ensure that each person is informed, engaged and knowledgeable about the flow and content of the

presentation often perform lower in terms of organization, clarity and their ability to convey a persuasive argument.

After reviewing these initial findings we believe they each are areas that can be addressed by more intentional team building and cohesion, focus on inclusion and the need to ensure that each team member is fully supported and engaged. This may include requiring even more presentations so that the team develops greater synergy but also gives individuals more practice with their public speaking.

Changes from last year:

All three faculty took direct action to address the concerns most directly by increasing the number of team and individual presentations. Examples include team presentations, or facilitations, of book chapters or journal articles that included engaging the class in discussion. Another example is having individuals complete a TED style video presentation. Other team presentations include mock presentation of their final report they plan to give to their clients as well as the final presentation to the client and their staff and board. In all cases, students received feedback from their professor, classmates and ultimately their external nonprofit client.

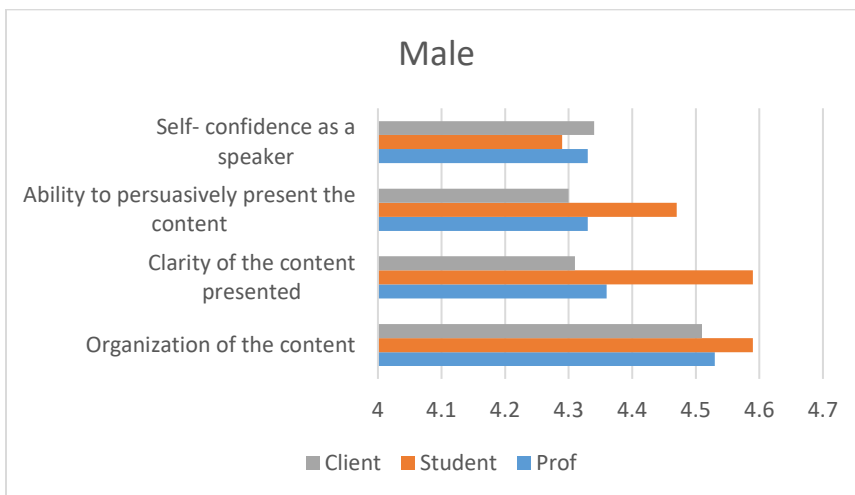
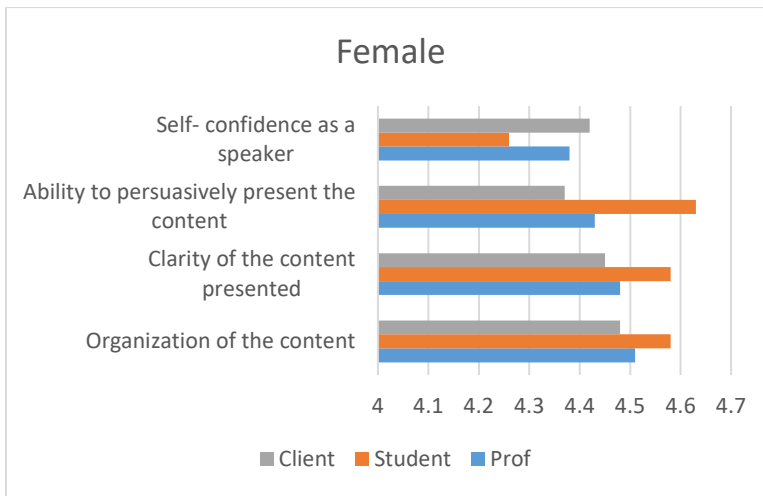
In addition, we collected individual self-assessments of oral communication which allows us to have a more robust assessment of our students.

2019 Reflection:

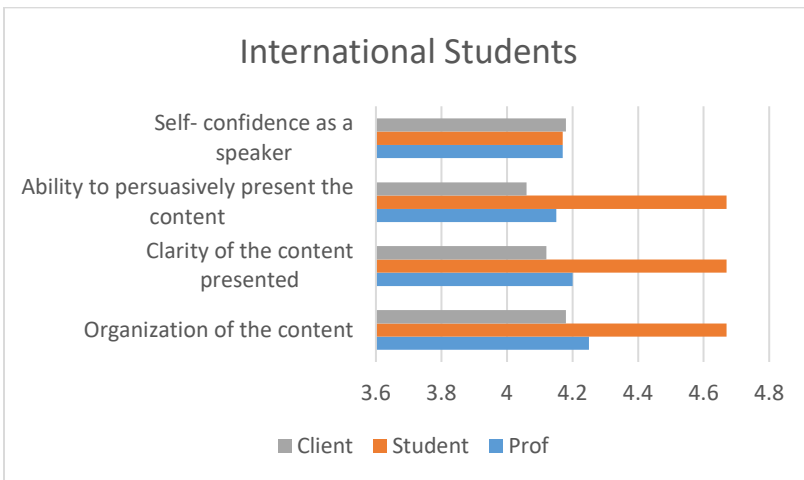
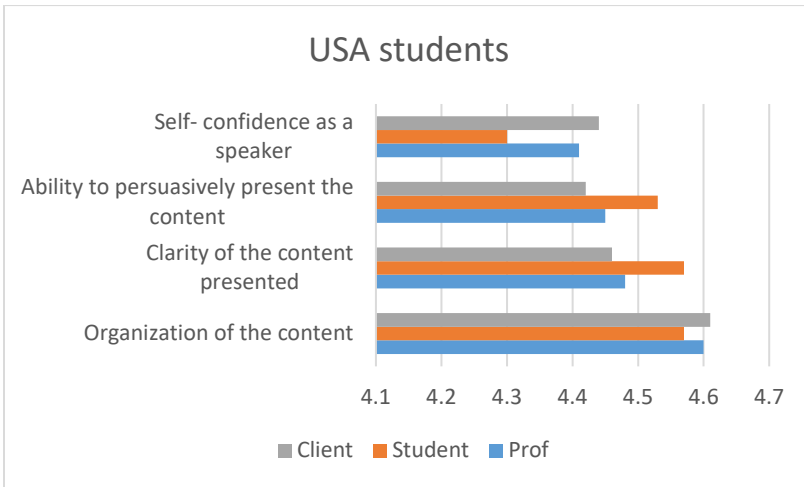
We expected that at least 75% of the students score a 4 (Very Good) or higher on all aspects evaluated. Indeed, students met the benchmark: the majority of students scored very good or higher on all aspects. Furthermore, based on the findings, it seems that all students over-rated their performance (they thought they did much better than both their professors and the clients did). However, they all under-rated their performance on one aspect: self-confidence as a speaker.

Based on this year's assessment, we aim to maintain the in-class changes done this year, as we saw good improvement from last year's results. However, as in both teamwork and oral communication aspects students seem to over-rate their performance, we will be assessing in the upcoming year different ways we can incorporate within the in-class activities, more exercises to increase self-awareness. As self-confidence or perceived self-confidence as a speaker is still an issue, we also will reinforce this aspect in our in-class exercises.

Results – Gender

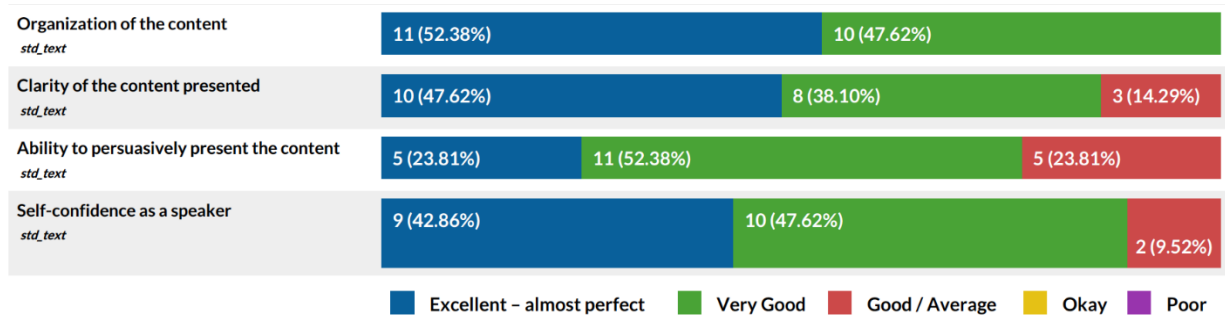


Results – International vs USA students

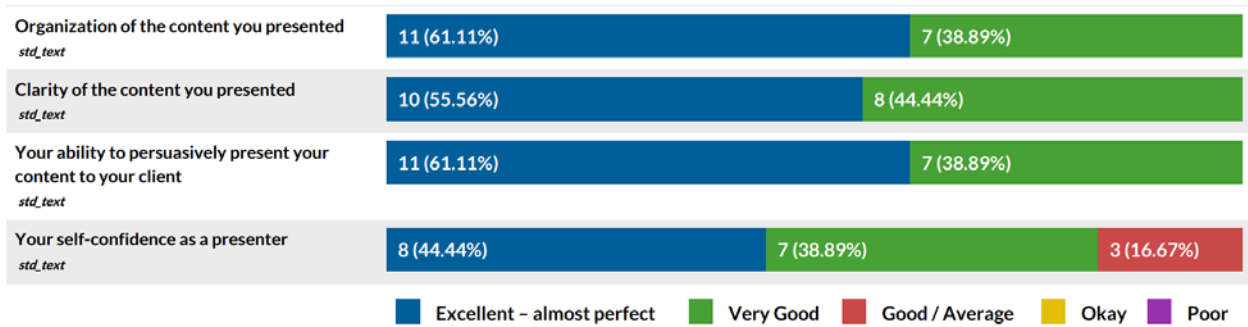


Section 1

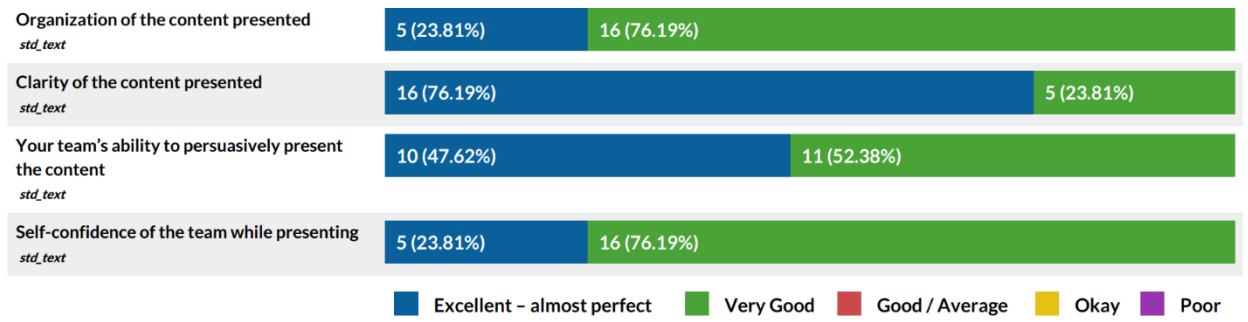
Faculty Evaluation



Student Self-Evaluation

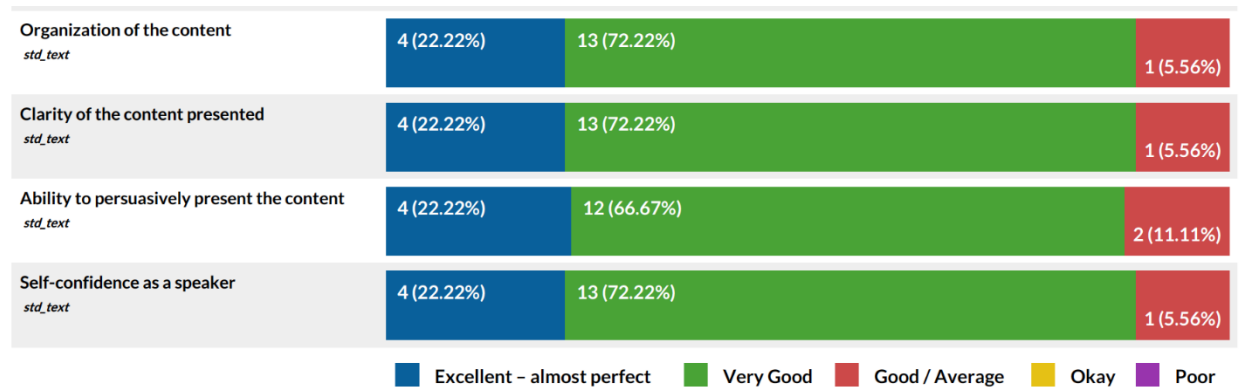


Non-Profit (Client) Evaluation

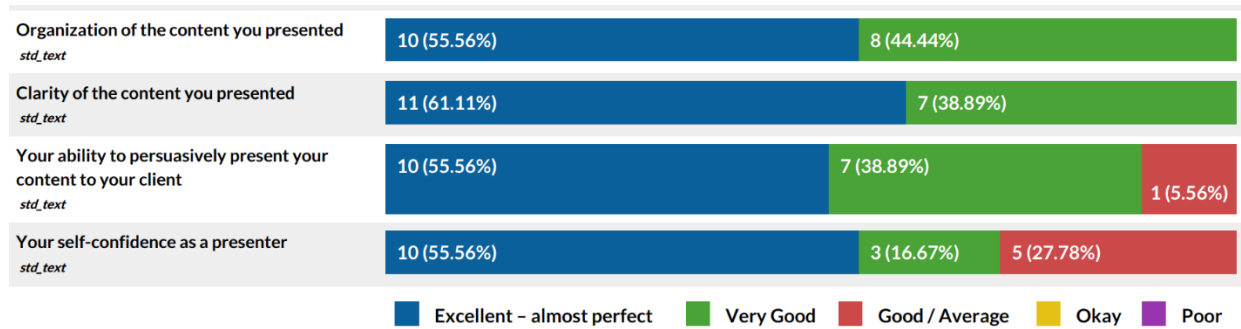


Section 2

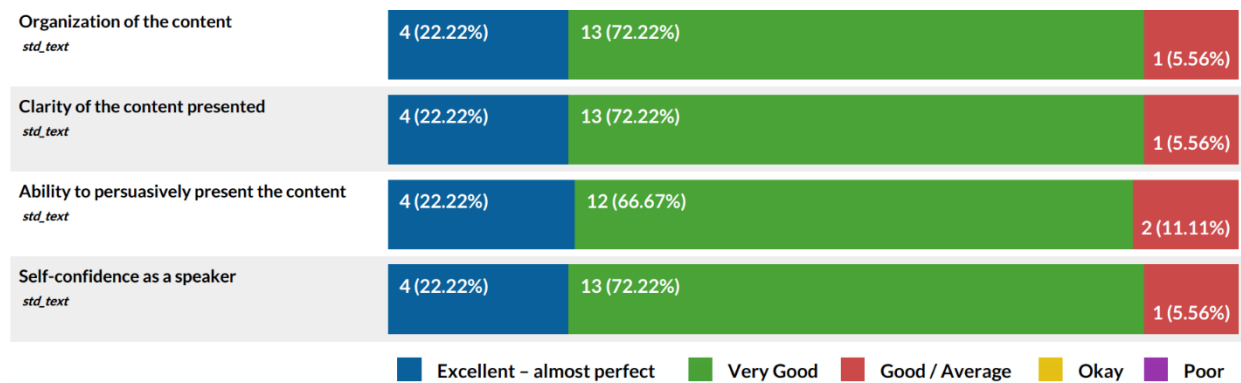
Faculty Evaluation



Student Self-Evaluation

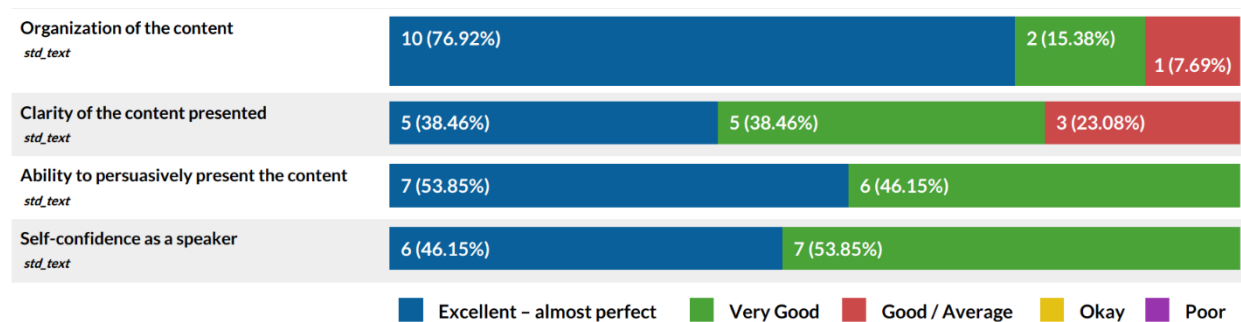


Non-Profit (Client) Evaluation

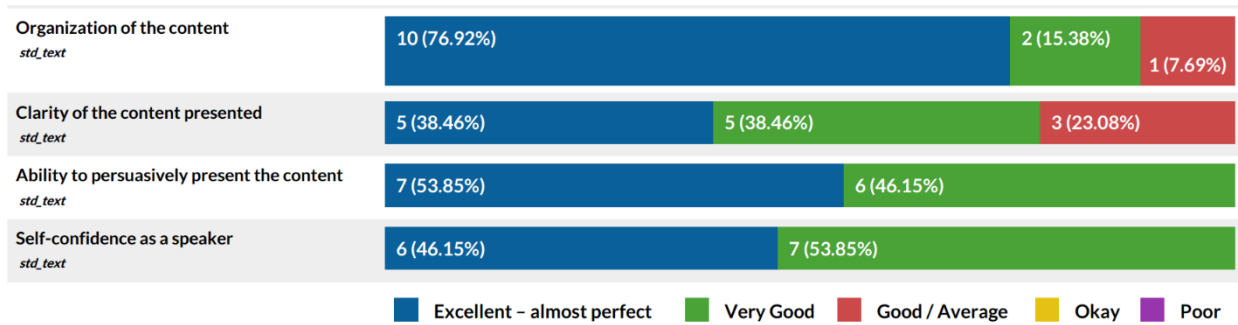


Section 3

Faculty Evaluation

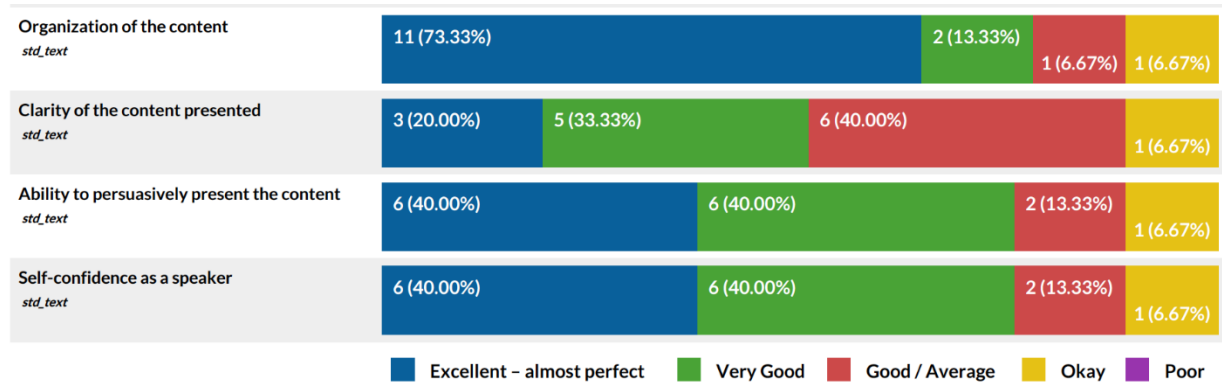


Non-Profit (Client) Evaluation

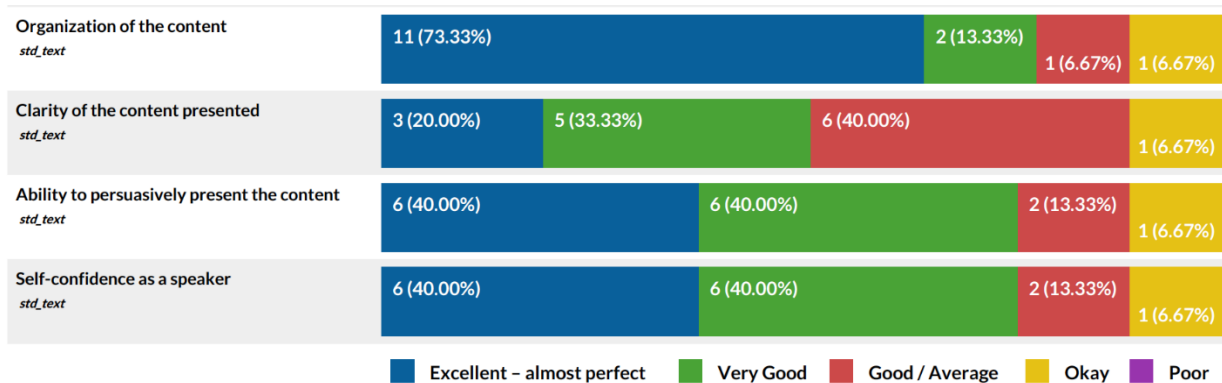


Section 4

Faculty Evaluation



Non-Profit (Client) Evaluation



PLO5 - Teamwork: Demonstrate effective and collaborative interpersonal skills in a team setting

Methodology: Students in one section of BA498 (Service Leadership) were asked to assess themselves as well as their team members in terms of teamwork. We define teamwork as the process through which someone solicits inputs from each person within his or her team; supports and encourages those on his or her team; seeks to bring out the best in others and is attuned to the needs and attitudes of those on his or her team.

Our definition of teamwork is comprised of attributes drawn from several texts (listed below) we cover in class. Students are placed in teams by the second week of the semester and must work together for the duration of the semester. They conduct a self-assessment and receive peer-assessments as part of their midterm and again for their final. The midterm is completed online and students receive their peer feedback and are able to compare it to their self-assessment. The students complete online the form of the assessment as part of their final exam and the feedback is mailed to students at the end of the semester.

Direct assessment: Each team member evaluates each *individual member* using a 5 point scale ranging from Poor to Excellent.

Indirect assessment: Students evaluate themselves using the same scale.

Sample size: 134 students were assessed (132 senior and 2 junior students; 22 with an accounting major, 16 with an international business major, 86 with a business administration major, rest of students are non-business majors). Our graduating class by major in the Spring of 2019 was 16 accounting majors, 119 business majors and 20 international business majors.

We stated the following in the May 2018 report:

Regardless, we find the midterm assessment beneficial in providing students an objective assessment of their teamwork skills from students who have worked closely with them for approximately eight weeks. The students are also required to write a reflection paper discussing the feedback and identifying areas for growth. The final exam provides an opportunity for the students to receive feedback once again but now after 14 weeks of working with their team and completing a substantial project for their nonprofit client. The assessments are often higher at the end of the semester as the team has been able to work through their differences and identify areas for individual and team improvements.

We wish to continue to use this assessment tool to measure teamwork but will require the final exam to be completed in the future so that we can have an additional data set. In addition, we need to add this assessment as a requirement for all sections of BA498.

Changes from last year:

All sections of the course completed a mid-term and final exam assessment of teamwork. Two of the faculty used the assessment as part of student's midterm grade and then had each team review the feedback as well as how they plan to address the feedback directly with their teammates in a class discussion and breakout. At the end of the semester, as a part of their final exam, each student completed another self and team review which was shared with the individual students so they could chart their growth.

2019 Reflection: We expected that by the final team evaluation, at least 75% of the students score a 4 (Very Good) or higher on all aspects evaluated. We met our benchmark for two of the sections: More than 75% of students were rated 4 (Very Good) or higher by their team members. For the other two sections, around 72% of students reached a score of 4 or higher. Furthermore, and except for one section, all teams evaluation increased from mid-semester towards the end of the semester. This suggests that the various team-building activities in class are actually helping students evolve their teamwork skills. This is also reflected in students' self-evaluation in terms of team performance. For all sections, self-evaluation increased from mid-semester versus the end of the semester. Furthermore, we found that both females and males as well as students from the USA over-evaluated their team performance versus international students whose self-assessment reflected that of their team evaluation.

Based on this year's assessment, we aim to maintain the in-class changes done this year, as we saw good improvement from last year's results. However, as in both teamwork and oral communication aspects students seem to over-rate their performance, we will be assessing in the upcoming year different ways we can incorporate within the in-class activities, more exercises to increase self-awareness.

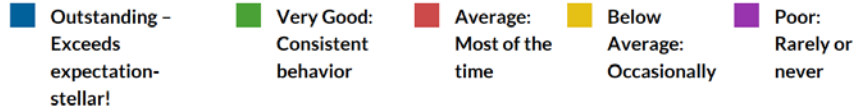
Scores by Gender & by International vs USA

<i>Demographic</i>	<i>N</i>	<i>Self-Evaluation</i>	<i>Team Evaluation</i>
<i>Female</i>	60	4.37	4.33
<i>Male</i>	74	4.32	4.18
<i>International</i>	34	3.91	3.91
<i>United States (USA)</i>	100	4.49	4.36
<i>Total</i>	134	4.34	4.25

Section 1

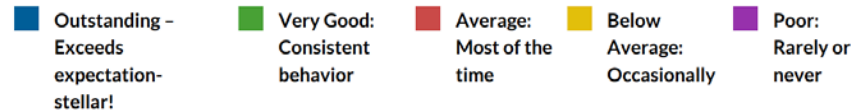
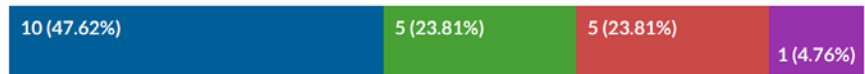
Teamwork – Team Assessment (Midterm)

Teamwork: Solicits input from each person on our team; supports/ encourages those on our team; seeks to bring out the best in others. Is attuned to others' needs/ attitudes on team.
std_text



Teamwork – Team Assessment (Final)

Teamwork: Solicits input from each person on our team; supports/ encourages those on our team; seeks to bring out the best in others. Is attuned to others' needs/ attitudes on team.
std_text



Teamwork – Individual Self-Assessment (Midterm)

Teamwork: Solicits input from each person on our team; supports/ encourages those on our team; seeks to bring out the best in others. Is attuned to others' needs/ attitudes on team.
std_text



Teamwork – Individual Self-Assessment (Final)

Teamwork: Solicits input from each person on our team; supports/ encourages those on our team; seeks to bring out the best in others. Is attuned to others' needs/ attitudes on team.
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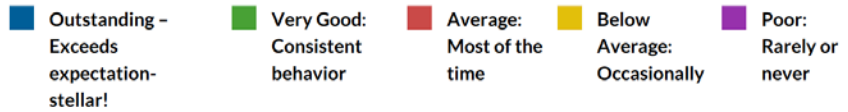


Section 2

Teamwork – Team Assessment (Midterm)

Teamwork: Solicits input from each person on our team; supports/ encourages those on our team; seeks to bring out the best in others. Is attuned to others' needs/ attitudes on team.

std_text



Teamwork – Team Assessment (Final)

Teamwork: Solicits input from each person on our team; supports/ encourages those on our team; seeks to bring out the best in others. Is attuned to others' needs/ attitudes on team.

std_text



Teamwork – Individual Self-Assessment (Midterm)

Teamwork: Solicits input from each person on our team; supports/ encourages those on our team; seeks to bring out the best in others. Is attuned to others' needs/ attitudes on team.

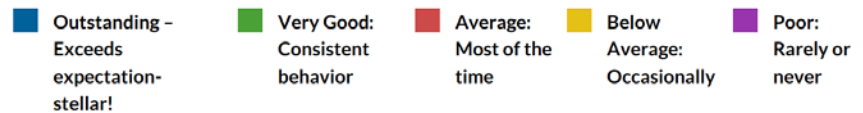
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Teamwork – Individual Self-Assessment (Final)

Teamwork: Solicits input from each person on our team; supports/ encourages those on our team; seeks to bring out the best in others. Is attuned to others' needs/ attitudes on team.

std_text

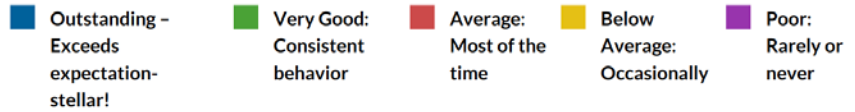


Section 3

Teamwork – Team Assessment (Midterm)

Teamwork: Solicits input from each person on our team; supports/ encourages those on our team; seeks to bring out the best in others. Is attuned to others' needs/ attitudes on team.

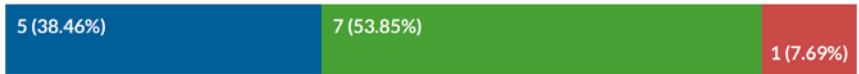
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Teamwork – Team Assessment (Final)

Teamwork: Solicits input from each person on our team; supports/ encourages those on our team; seeks to bring out the best in others. Is attuned to others' needs/ attitudes on team.

std_text



Teamwork – Individual Self-Assessment (Midterm)

Teamwork: Solicits input from each person on our team; supports/ encourages those on our team; seeks to bring out the best in others. Is attuned to others' needs/ attitudes on team.

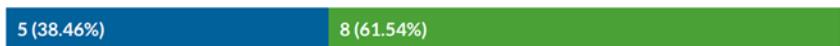
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Teamwork – Individual Self-Assessment (Final)

Teamwork: Solicits input from each person on our team; supports/ encourages those on our team; seeks to bring out the best in others. Is attuned to others' needs/ attitudes on team.

std_text



Section 4

Teamwork – Team Assessment (Midterm)

Teamwork: Solicits input from each person on our team; supports/ encourages those on our team; seeks to bring out the best in others. Is attuned to others' needs/ attitudes on team.

std_text



■ Outstanding – Exceeds expectation-stellar!

■ Very Good: Consistent behavior

■ Average: Most of the time

■ Below Average: Occasionally

■ Poor: Rarely or never

Teamwork – Team Assessment (Final)

Teamwork: Solicits input from each person on our team; supports/ encourages those on our team; seeks to bring out the best in others. Is attuned to others' needs/ attitudes on team.

std_text



■ Outstanding – Exceeds expectation-stellar!

■ Very Good: Consistent behavior

■ Average: Most of the time

■ Below Average: Occasionally

■ Poor: Rarely or never

Teamwork – Individual Self-Assessment (Midterm)

Teamwork: Solicits input from each person on our team; supports/ encourages those on our team; seeks to bring out the best in others. Is attuned to others' needs/ attitudes on team.

std_text



■ Outstanding – Exceeds expectation-stellar!

■ Very Good: Consistent behavior

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Teamwork – Individual Self-Assessment (Final)

Teamwork: Solicits input from each person on our team; supports/ encourages those on our team; seeks to bring out the best in others. Is attuned to others' needs/ attitudes on team.

std_text



■ Outstanding – Exceeds expectation-stellar!

■ Very Good: Consistent behavior

■ Average: Most of the time

■ Below Average: Occasionally

■ Poor: Rarely or never

PLO6a (BA&AC&IB) - Diversity: Understand the dynamics, benefits, and challenges of diversity and inclusion within teams or organizations.

Sample

Diversity was assessed in three sections from Prof. Postlethwaite (366.01 F18, 366.02 F18, and 366.01 SP19) and four sections from Prof. Carruth (366.02 SP19, 366.03 SP19, 366.04 SP19, and 366.05 SP19) and multiple sections of BA 497. In total, 221 students were part of the assessment (137 from Organizational behavior class (OB; BA366) and 84 from Policy class (BA 497)).

BA 366 Student Breakdown (N = 137)

- Business Administration (N = 52)
- International Business (N = 15)
- Accounting (N = 15)
 - 2 student were double majors in accounting and business administration. These are included in both the BA and AC totals above.
- Non-Business Students (N = 56)
 - Includes International Studies (Management), Integrated Marketing Communications, I/O Psych Minors, and Strauss Students

Assessment Tool Details

The PLO was assessed using midterm exam data from BA 366 and final exam data from BA 497.

Diversity-related Questions from OB Midterm (Postlethwaite Sections)

Source	Type	Diversity Topic	Sub Topic
Midterm Q3	MC	Deep-level Diversity	Personality
Midterm Q12	MC	Surface-level Diversity	Faultlines/Challenges
Midterm Q14	MC	Deep-level Diversity	Personality
Midterm Q18	MC	Surface-level Diversity	Discrimination
Midterm Q21	MC	Deep-level Diversity	Ability
Midterm Q22	MC	Deep-level Diversity	Personality/Situations
Midterm E1	SA	Diversity	Benefits of Diversity
Midterm E2	SA	Surface-level Diversity	Managing Diversity/Challenges
Midterm E3	SA	Diversity (Overall)	Justifications for Diversity <ul style="list-style-type: none"> • Moral/Ethical • Legal • Business
Midterm Case	Case	Diversity (Overall)	Identify a diversity-related management problem and propose an evidence-based solution.

MC = Multiple Choice, SA = Short Answer

- For Multiple Choice, students may omit 2 out of 24 exam questions. Therefore, not all students attempted each multiple choice question.
- For Short Answer, students answer 1 of 3 diversity-related questions in a question block.
- For the Case Analysis, students read and analyzed a Harvard Business School case study, *Managing Diversity at Spencer Owens*, prior to the midterm exam. During the exam, students used the case to identify a diversity-related key management problem, supported their diagnosis with evidence from the case and course concepts, and proposed an evidence-based solution.

Diversity-related Questions from OB Midterm (Carruth Sections)

Source	Type	Diversity Topic	Sub Topic
Midterm Q6	MC	Diversity	Concept
Midterm Q7	MC	Diversity	Benefits of Diversity
Midterm Q8	MC	Diversity	Benefits of Diversity/Managing Diversity
Midterm Q9	MC	Surface-level Diversity	Concept
Midterm Q10	MC	Diversity	Managing Diversity/Challenges
Midterm Q11	MC	Surface-level Diversity	Managing Diversity/Challenges
Midterm Q12	MC	Diversity	Stereotypes
Midterm Q13	MC	Surface-level Diversity	Inequality
Midterm Q14	MC	Surface-level Diversity	Inequality
Midterm Q16	MC	Deep-level Diversity	Personality
Midterm Q17	MC	Deep-level Diversity	Personality
Midterm Q21	MC	Deep-level Diversity	Personality
Midterm Q22	MC	Deep-level Diversity	Personality
Midterm Q23	MC	Deep-level Diversity	Personality
Midterm Q24	MC	Deep-level Diversity	Personality
Midterm Q25	MC	Deep-level Diversity	Personality
Midterm Q26	MC	Deep-level Diversity	Personality
Midterm Q80	MC	Surface-level Diversity	Faultlines

MC = Multiple Choice

OB Diversity-related Questions Administered during BA 497 Final Examination

Source	Type	Diversity Topic	Sub Topic
OB3	MC	Diversity in Teams	Benefits and challenges of diverse teams
OB4	MC	Diversity	Types of Diversity

Rubric Criteria

Multiple Choice

Category	% of All MC Diversity Questions Correct	Interpretation
Below Expectations	<75%	Below average understanding of diversity concepts
Meets Expectations	76% - 89%	Adequate comprehension of diversity concepts
Exceeds Expectations	>90%	Strong understanding of diversity concepts

Case Analysis

Category	Points Earned (Out of 16 Possible)	Interpretation
Below Expectations	<13	Student demonstrates some difficulty in identifying a diversity-related management problem, utilizing case evidence, applying diversity concepts, and formulating an evidence-based solution
Meets Expectations	13-14.5	Student is able to identify a diversity-related management problem, utilize case evidence, apply diversity concepts, and formulate an evidence-based solution
Exceeds Expectations	>15	Student is able to identify a diversity-related management problem, utilize case evidence, apply multiple diversity concepts, and formulate a strong evidence-based solution

BA 497 Multiple Choice

- % of students correctly answering diversity-related multiple choice questions at or near the end of their degree program

Results

Multiple Choice (OB Midterm)

Topic	N	Average % Questions Correct Per Student	% Below	% Meet	% Exceed
Surface-Level/General (All)	137	84.47%			
BA	52	85.34%			
IB	15	80.67%			
AC	15				
Deep-Level (All)	137	92.01%			
BA	52	93.79%			
IB	15	93.34%			
AC	15	88.53%			
Overall	137	88.60%	11%	45%	44%
BA	52	89.78%	4%	52%	44%
IB	15	89.97%	20%	33%	47%
AC	15	84.41%	20%	47%	33%

Short Answer

	N	Average Points (Max =5)
All Students	58	4.76
BA	52	4.94
IB	15	4.50
AC	15	4.75

- Low Score = 3.5
- High Score = 5

Case Analysis

	N	Average Points Per Student (Max = 16)	% Below	% Meet	% Exceed
All Students	58	14.82	3%	29%	67%
BA	18	14.78	11%	22%	67%
IB	9	14.72	0%	44%	56%
AC	4	14.88	0%	25%	75%

BA 497 Multiple Choice

Research shows that diverse groups or teams demonstrate ...

- A. Increased cohesion
- B. Increased creativity**
- C. Increased groupthink
- D. All of the above
- E. None of the above

Number of Students Participating: 84

Number of Students Answering Correctly: 66

Percentage of Students Answering Correctly: 78.6%

Diversity relates to differences in which of the following characteristics?

- A. Race
- B. Gender
- C. Personality
- D. Ability
- E. All of the above**

Number of Students Participating: 84

Number of Students Answering Correctly: 82

Percentage of Students Answering Correctly: 97.6%

Comparison of 2019 and 2018 Assessment

Note: 2019 Developments are listed in bold type.

- The results suggest that the majority of students understand the fundamental concepts related to both surface- and deep-level diversity. [2018]
 - **The results of the 2019 assessment show that this finding is unchanged. The majority of students taking Organizational Behavior understand the fundamental concepts of diversity, including both surface- and deep-level diversity.**
 - **Compared to Business Administration majors, International Business and Accounting majors had a higher percentage of students who scored Below Expectation. This may be an artifact of the relatively small sample size for both majors.**

- Students in both BA 366 and BA 497 scored lower on multiple-choice questions written to assess whether students understand when diversity-related challenges may occur in teams (BA 366 Q12, 72% Correct) as well as identify the specific benefits, challenges, and features of diverse teams (BA 497 Q11, 45% Correct). [2018]
 - **Some improvement was noted in this area during 2019. The overall % of students correctly answering BA 366 questions about faultlines/diversity challenges in teams remained relatively unchanged at 71% (Total N = 137). However, in 2019, 78.6% of BA 497 (Total N = 84) students correctly answered the question regarding features of diverse teams (compared to 45% in 2018).**

- **When faced with a complex diversity case, the great majority of students (Total N = 58) were able to adequately identify a diversity related management problem, support their diagnosis with case evidence and diversity concepts, and formulate an evidence-based solution. The case analysis provided richer measurement of comprehension and application than multiple choice questions. [2019]**

Actions

- In subsequent semesters, we will attempt to assess the diversity PLO across multiple instructors (e.g., Postlethwaite & Carruth). [2018]
 - **Completed. The 2019 assessment includes data from Professors Postlethwaite and Carruth.**

- We should also attempt to assess PLO 6 in BA 352, Management Theory & Practice as well as BA 366 courses offered overseas. [2018]
 - **Not completed. However, this will be completed during the next assessment cycle.**

- In future semesters, short-answer diversity questions will be grouped into a single question block. This will require all students to answer at least one short-answer question related to diversity. [2018]
 - **Completed in A& 2018/19 for Postlethwaite.**

- Currently, all students complete a diversity-related case analysis as part of the midterm [Managing Diversity at Spencer Owens & Co.]. Students are required to diagnose a diversity-related organizational problem, use diversity concepts and evidence to support their diagnosis, and propose an evidence-based solution. In future semesters, we will develop a rubric to assess proficiency for PLO 6 using this case analysis. [2018]
 - **We developed a basic rubric to evaluate the case analysis in Professor Postlethwaite's sections. Prior to the next assessment cycle, we will develop a more detailed rubric to separately assess multiple aspects of the case analysis (problem identification, use of evidence, use of diversity-related course concepts, and ability to formulate an evidence-based solution). We will also evaluate the cases across multiple instructors.**

- The lowest scores observed were for the multiple choice question assessing diversity-related faultlines which can develop in groups and teams. This suggests that in BA 366 we may need to devote additional attention to highlighting the circumstances under which faultiness (a challenge resulting from diversity) develop. This is underscored by the low score for Q11 administered in BA 497. Since teamwork, is a key feature of many upper-level business courses, we may need to better prepare students for the challenges diverse teams face. [2018]
 - **We will dedicate additional attention to faultlines and diversity-related challenges in teams during upcoming sections of BA 366. The improvements in team-related scores in BA 497 is encouraging and suggests prior course improvements may have had a positive impact on student comprehension of this important concept.**

PLO6b (IB) - Global Perspective: Identify global dynamics which affect businesses

Methodology: Students enrolled in four sections of BA474 (International Marketing) were assessed. For BA474, open-ended question in midterm exam testing student understanding of global marketing environment and an open-ended question in final exam testing student understanding of adapting global marketing programs were assessed. Exam questions from all classes were rated on the same rubric that gauges students' understanding of the global concepts and students' ability to apply understanding of the global concepts. The scale ranged from 1 (Failing) to 4 (Very Good to Excellent). The expected benchmark was that at least 75% of the students will score 3 or higher. Indirect assessment was conducted in the form of two student surveys. The first survey administered in the fall of 2018 tried to gauge student's learning and the second survey administered in the spring of 2019 tried to gauge the engagement in the in-class activities.

Sample Size: 2 sophomore, 12 junior and 77 senior students were assessed in BA474 (21 international business major, 1 accounting major, and 13 with a business administration major). Our graduating class for international business was 20.

Reflection:

Cultural Sensitivity Assessment

To improve learning in the cultural sensitivity area, we agreed to take a more selected and focused approach to the subject.

More detailed slides were added to address cultural sensitivity in the international marketing context. They encompass a clearer presentation than in the past, addressing key issues for the global dynamics PLO.

Average scores in the cultural sensitivity assessment show the following progression (see table). It is difficult, though, to make conclusions on the assessment from these scores, since starting in fall 2018, grading the rubric became more stringent. With the more focused teaching approach, student answers had to come from at least two areas, i.e., knowledge, adaptation, relationships with locals, or hiring locals, to receive a "4" on the second part of the rubric. Previously, they could have earned a "4" by providing an answer from just one area. Nonetheless, more than 75% of students showed competency in this area thus meeting our benchmark.

	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Cultural Sensitivity Assessment	3.84	3.67	3.68	3.70

In the fall of 2018, an indirect assessment was implemented in which students were given a survey with the following questions: (1) "This course has helped me recognize the importance of understanding cultural differences in international marketing" and (2) "This course has helped me recognize the importance of adapting to different cultures in international marketing". The scores were 4.6 for the first question and 4.7 on the second question on a 5-point scale, which were consistent with scores on the midterm exam assessment.

An additional indirect assessment occurred in the spring of 2019, in which students were asked how much fun, how enjoyable, and how interesting an exercise on South Sudan was for them. In section BA474.01, the exercise did not include a virtual reality component; in section BA474.02, the exercise did include a virtual reality component. In both classes, scores were above 4.0 (on a 5-pt. scale) on the question of how interesting they found the exercise content. We will wait another year of evaluating the assessment with the more stringent grading approach before recommending further steps for improvement.

Product Adaptation Assessment

We did not have any next steps for the product adaptation assessment. However, starting in the spring of 2019, a more stringent grading approach was implemented to the rubric. Students had to mention an adaptation from three areas (consumer characteristics, legal regulations, and technical issues) to achieve a "4", an adaptation from two areas to achieve a "3", and an adaptation from one area to achieve a "2". Previously, they could have earned a "4" by giving adaptations from two areas (fall 2018) or just one area (fall 2017 and spring 2018).

After reviewing the results, we realized that the way "technical issues" was explained was a bit confusing. In the future, we will divide this area up into "technical" and "usage" areas. We hope that by implementing these changes, student scores/ learning will improve in the 2019/2020 assessments. Nonetheless, more than 75% of students showed competency in this area thus meeting our benchmark.

The average scores in the product adaptation assessment show the following progression:

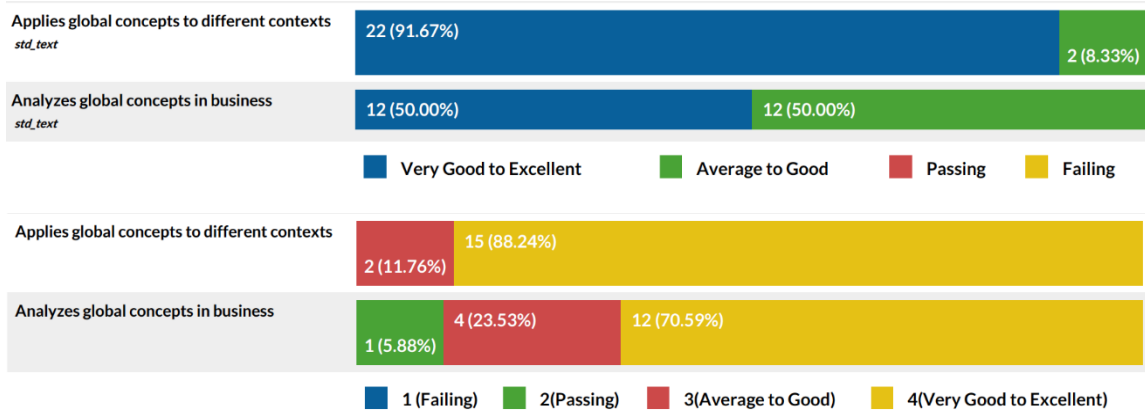
	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Product Adaptation Assessment	3.80	3.69	3.56	3.48

Overall Results

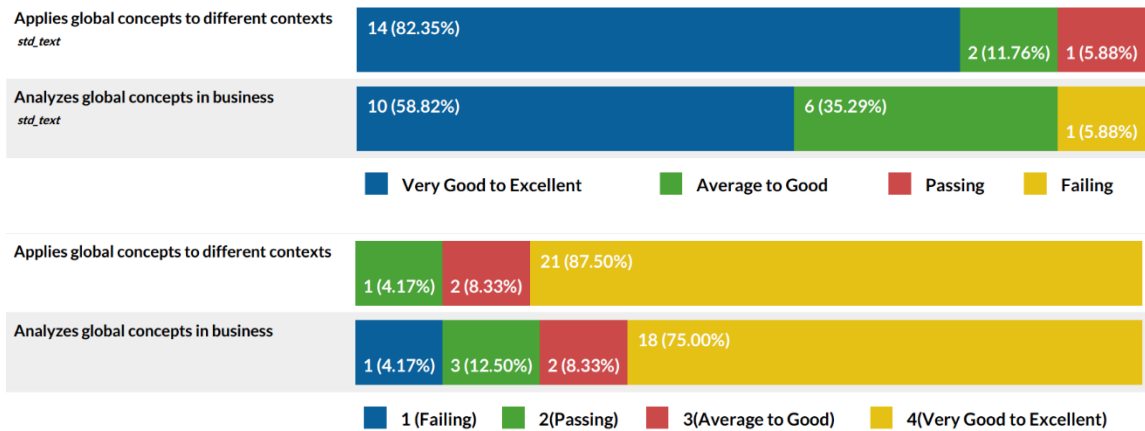
	Applies global concepts to different contexts	Analyzes global concepts in business
Cultural Sensitivity Assessment	3.84	3.63
Product Adaptation Assessment	3.52	3.47

Detailed Results for each class

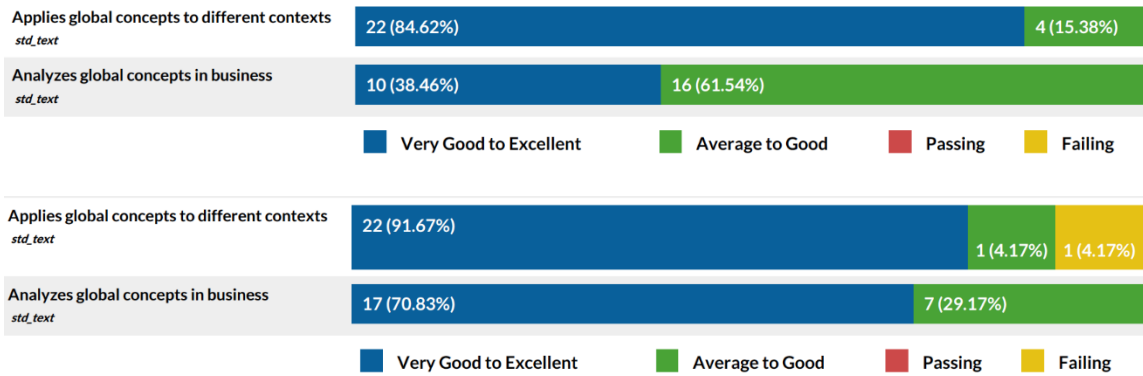
Fall 2018 Classes – Section 1



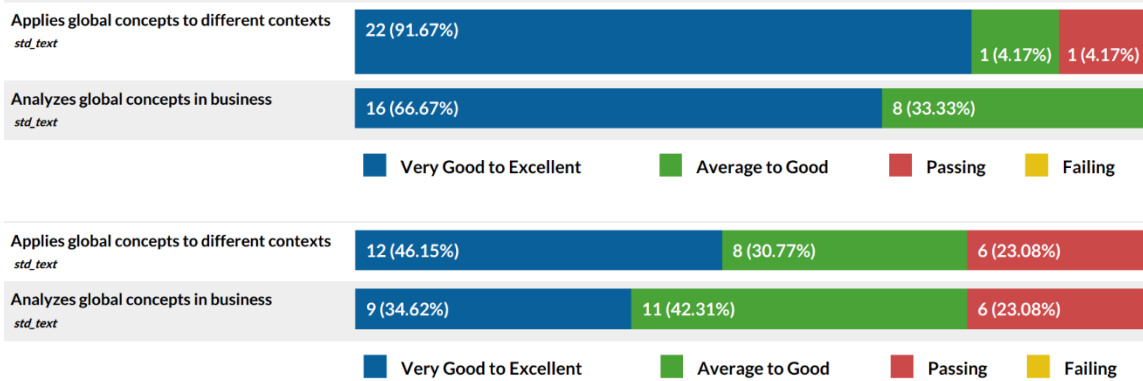
Fall 2018 Classes – Section 2



Spring 2019 Classes – Section 1



Spring 2019 Classes – Section 2



Authentic Assessment (PLO2, 3, 4, 5, 6) -

Business Administration, International Business, and Accounting majors internship survey

Methodology: The career center at Pepperdine constantly gather data from students participating in internship programs throughout various divisions. A survey was conducted online directed towards students who participated in the internship program in Spring 2019. Another survey was conducted online directed towards the direct supervisor of the students at the internship.

Sample size: There were 40 students that participated in the internship program. 8 of them were from the business division (5 female; 3 male). The supervisors' survey was completed for all students. However, only 5 students completed the survey for evaluating the internship program.

Results:

Supervisor Survey

- a) Supervisors found that all 8 students were well prepared for the job. Supervisors found 75% of the students “above entry level” when it comes to their critical thinking skills, teamwork skills, and in terms of the amount of work they engaged in.
- b) For information literacy, written and oral communication, ethics, and leadership skills, supervisors noted that between 50%-60% of the 8 students were “above entry level” on these measures.
- c) As of problem solving and intercultural competency, employers found that the majority of the 8 students were at “entry level” in terms of these measures (63% and 57% of students respectively).
- d) Only for civic engagement (Student promoted the quality of life in a community, through either political or non-political processes) that a supervisor thought one of the students was “below entry level” on this measure. For the rest of the students, review was divided equally between “above entry level” and “entry level” on this measure (40% each).

Student Survey

- a) 80% of students strongly agreed that through the internship their information literacy, written communication, and time management skills were improved.

b) Between 50% and 60% of students strongly agreed that through the internship their critical thinking, teamwork, intercultural, leadership, oral communication, and problem solving skills were improved as well as their vocational direction.

c) Between 50% and 60% of students agreed that through the internship their civic engagement, personal values & ethics were reinforced.

Discussion: While the survey responses seem overall positive. It is too early to draw any conclusion at the moment for a couple of reasons: 1) the sample size is very small to draw any meaningful conclusion. We will wait until we gather more evidence before drawing final conclusions; 2) the survey sent by the career center is a general survey that is common across all majors and divisions in Pepperdine. In the summer of 2019, we will be working with the career center to find ways, if possible, to personalize the survey to the business division.

Indirect Assessment (PLO1, 2, 3, 4, 5, 6) -

Business Administration, International Business, and Accounting majors program exit survey results.

Methodology: A survey was conducted online directed towards students in the business division that graduated in the academic year 2018-2019. The number of students that graduated were:

Accounting: 16 students

Business Administration: 126 students

International Business: 20 students

Respondents: 26 students filled the online survey completely. 57% of them were female and 43% were male. The majority of respondents were Caucasian/ White (59%), followed by Asian/ Pacific Islander (32%), and followed by Hispanic (9%). The breakdown is as follows:

Major	Number of Respondents	% as function of graduated students
Accounting	6	37.5%
Business Administration	19	15%
International Business	4	20%

Results:

1) Students were asked the extent to which the business program met a number of goals. Students answered on a 5-point Likert scale going from Strongly Disagree (1) to Strongly Agree (5). Below is the average score each goal got:

Goal	Average
Through this program, I have gained fundamental knowledge in the different fields of business	4.27
Through this program, I am able to conduct evidence-based research	4.46
Through this program, I am able to collect, use, and analyze data	4.38
Through this program, I am able to create evidence based solutions to the business problems/ opportunities	4.27
Through this program, I can evaluate the ethical implications of business practices	4.15
Through this program, I am able to communicate my ideas in written format in a clear, organized, and compelling way	4.15
Through this program, I am able to communicate my ideas orally in a clear, organized, and compelling way	4.12

Through this program, I developed effective and cooperative interpersonal skills that aided my ability to work in teams	4.23
Through this program, I acquired an appreciation of and respect for individual differences and diversity of experiences and backgrounds	4.19
Through this program, I developed an appreciation of global dynamics	3.85

2) Accounting students in particular were asked the extent to which the accounting program met certain goals. Students answered on a 5-point Likert scale going from Strongly Disagree (1) to Strongly Agree (5). Below is the average score each goal got:

Goal	Average
Through this program, I gained competency in all key accounting areas	3.5
Through this program, I gained competency in auditing	2.88
Through this program, I gained competency in key information systems relevant to my discipline	3.75
Through this program, I gained competency in federal income tax law, practice and research	3.38

3) All students were asked about the quality of education they received in the Business Administration Division. Students answered on a 5-point Likert scale going from Strongly Disagree (1) to Strongly Agree (5). Below is the average score each goal got:

Prompt	Average
When registering, I was satisfied with the range of courses provided each semester in my major	3.44
Required courses were offered regularly and had space available	3.32
In general, I felt that my Business Faculty Advisor was helpful, effective, and had sufficient knowledge to provide me with accurate and useful information	3.22
In general, I felt that the Business Division Staff were helpful, effective, and had sufficient knowledge to provide me with accurate and useful information	4.17
In general, I felt that I had ample opportunities to interact with faculty throughout the program	4.17
In general, I felt that the physical resources (computers, building facilities, etc.) were adequate to support learning	3.79
I am satisfied with the way the program prepared me for graduate school	3.95
I am satisfied with the way the program prepared me for employment	3.52
I am satisfied with the way the accounting program prepared me for the Certified Public Accountant (CPA) exam	3.63
I believe that the Business Division cares about the quality of the undergraduate program	4.16
Overall, I am satisfied with the education I received in the Business Division	4.16

Overall, I would recommend my major in the business division to others	4.04
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4) When students were asked about our Program Learning Outcomes (PLOs) in an open-ended format question, majority of the answers were positive. Students thought the goals were important and that the goals were achieved by the program especially in capstone courses. Students felt that the capstone courses combined all of these goals together. However, one student suggested the specification of “Business Writing” versus “Writing Skills” in general. Some students equally emphasized the need to add a goal related to more hands-on skills emphasizing the ability to apply learning in actual real-world context. Finally, few students noted that the program could benefit from reinforcing the concept of diversity and global dynamics in more classes and even potentially adding classes related to those two topics.

5) When students were asked about the best aspects of the business program that was most beneficial, the common themes were the Capstone Classes, knowledgeable and supportive faculty, and the business division staff.

6) When students were asked which aspects of the business program should be improved, the common themes were adding more networking events and specific job fairs to the program, adding more internship opportunities, offering more classes and electives especially on the topics of global dynamics, and providing concentrations and more minors.

7) Students were also asked to recommend a course that they would like to see added to the program. Several courses were listed for various topics. Two topics that were recurring were Entrepreneurship and Data Analytics.

Discussion

Overall, the students seemed to be pleased with the business division program. In terms of our global dynamics goal, students’ rating was the lowest among all other goals mentioned (3.85). While the average was higher if we zoom in on International Business majors (4), we have some improvements to do. This is clearly reflected by the mentions in the open-ended questions to add more courses related to this aspect.

The accounting major could benefit from some improvements as well. As mentioned in our assessment for Accounting, a tenure track faculty has been appointed to cover auditing and information system courses. Beforehand we had adjuncts covering those classes which led to some inconsistencies. This is also reflected by students’ comments and rating on their knowledge on these topics.

In addition, we will be revising the courses and number of sections currently provided. Having an Entrepreneurship class has been on our plan and the results of the survey shows that there might be a demand for it.

Students seem to have good placements after graduation. 50% of respondents secured a job in their field after graduation. 21% of respondents secured a job that is not directly related to their field. 12% have no plans as of yet. The rest of respondents are planning to attend graduate schools.

Finally, one must note that the sample size is small. Thus, more data needs to be collected before any final conclusion is made. This year the survey was sent one week after graduation. Those that participated entered in a draw to win Amazon gift cards. Next year, we plan to send the survey starting the week of graduation. We are hoping that this might increase response rate. Furthermore, we will be revising some of the questions asked. For example, we realized that the question asking students about their opinions of the business division learning goals was vague. We got several answers and some of them were not directly related to the question.

APPENDIX L

2019 Annual Report Feedback

Department: Business

Thank you for submitting your annual assessment report. Below, is the rubric that was used to score your report. The rubrics were scored by a faculty member of the Seaver Assessment Committee, and a member of the OIE. Boxes highlighted in yellow indicate that the two assessors agreed on the score. Boxes highlighted in blue indicate that each assessor chose a different score. The scores are never more than one point apart, which still signifies inter-rater reliability.

The benchmark established is that programs earn a 3 or higher in all categories. The rubric criteria should provide you with feedback and an understanding of the expectations. Following each rubric dimension are the comments left by your reviewers.

Based on the rubric scores you received please take these **action steps** for this year's assessment

1. Develop a rubric with descriptions of the criteria and valid benchmarks
2. Norm your rubrics for validity and reliability
3. Establish and measure Standards of Performance and Benchmarks
4. Include external stakeholders in the assessment process

2019 Seaver Annual Assessment Report Rubric

	Highly Developed (4 pts)	Developed (3 pts)	Emerging (2 pts)	Initial (1 pt)
Program Learning Outcomes	Outcomes are measurable, clear, specific, and cover all essential areas of the discipline's curriculum, as well as diversity and the core competencies. Outcomes reflect levels of learning that are appropriate for a student at the point of graduation.	Outcomes are measurable, clear, and cover most of the discipline's curriculum. Most, but not all, outcomes are at a level appropriate for a student at the point of graduation.	There is a list of outcomes but the outcomes are not clear, specific, or measurable, and may not start with an active verb or one that denotes higher learning or accurately reflect the discipline's curriculum.	Outcomes are not phrased in such a way that they are measurable or reflect student learning. The levels of learning do not express a level that is appropriate for a student at the point of graduation.
<ul style="list-style-type: none"> Program learning outcomes are well defined. Maybe too many outcomes. Would it be possible to combine some of the outcomes? Outcomes are clear and specific. There are many outcomes that just say "understand" which is a fairly vague and lower-level verb. 				
Alignment / Curriculum Maps	The curriculum (courses) and relevant co-curriculum are explicitly and intentionally aligned with each outcome. Curriculum map indicates increasing levels of proficiency. The curriculum is designed to provide opportunities for students to learn and to develop increasing sophistication with respect to each outcome. There is a clear relationship between the outcomes and the University Mission and ILOs	The curriculum (courses) and relevant co-curriculum are aligned with each outcome. The curriculum is designed to provide opportunities for students to learn and to develop with increasing levels of sophistication. There is some development of each outcome moving from introduction to mastery, but it is not consistent for each outcome. There is a relationship between the outcomes and the University Mission and ILOs	The curriculum (courses) and relevant co-curriculum are not well aligned with each outcome. Students appear to be given reasonable opportunities to develop the outcomes but there does not appear to be increasing levels of sophistication. There is some relationship between the outcomes and the University Mission and ILOs	There is no clear relationship between the curriculum and the outcomes. Could not establish if students are given reasonable opportunities to develop the outcomes in the curriculum. There is no clear relationship between the outcomes and the University Mission and ILOs
<ul style="list-style-type: none"> Curriculum map and 5-year assessment plan is reasonable. Eliminating or combining PLO's, if possible, would simplify the assessment process. e.g. combining written and oral business PLO's. Like I stated, only if this is a reasonable possibility. 				

Assessment Plan	Highly Developed (4 pts)	Developed (3 pts)	Emerging (2 pts)	Initial (1 pt)
	Program has a fully-articulated, sustainable, multi-year assessment plan that describes when and how each outcome will be assessed. It states the specific forms of direct, indirect, and authentic evidence that will be gathered to assess each PLO. Assessment plan has a complete listing of PLOs, assessment dates, and evidence. Standards of performance are clearly stated. The plan is routinely examined and revised, as needed.	The program has a multi-year assessment plan that identifies when each outcome will be assessed. It is a complete list but lacks detail. It outlines the specific forms of direct, indirect, and authentic evidence that will be gathered to assess each PLO. Assessment plan has a complete listing of PLOs, assessment dates, and evidence. Standards of Performance are not stated.	Assessment plan exists but lacks a complete listing of either PLOS, dates, and/or forms of empirical evidence.	There is no formal plan for assessing each outcome. The program may rely on short-term planning, such as only selecting which outcome(s) to assess in the current year.
<ul style="list-style-type: none"> Great plan to collect all types of evidence for each PLO! Could benefit from stating SoPs. 				
Assessment Methodology	Highly Developed (4 pts)	Developed (3 pts)	Emerging (2 pts)	Initial (1 pt)
	Research design is multimodal and allows for valid data collection points to determine if the PLOs are being met. Assessment tools include well developed rubrics, with well-defined criteria for performance for all dimensions. Design provides the ability to determine Standards of Performance. Strong alignment between assessment methodology and PLO.	Research design is multimodal including all elements: 1. Adequate sample size 2. Rationale aligns to the PLO 3. Use of Direct, Indirect and Authentic data. 4. Assessment tools include well developed rubrics, with well-defined criteria for performance for all dimensions. 5. Benchmarking is established but there is no rationale for Standard of Performance.	Research design is missing some elements: 1. Adequate sample size 2. Rationale aligns to the PLO 3. Use of Direct, Indirect and Authentic data. 4. Assessment tools include well developed rubrics, with well-defined criteria for performance for all dimensions. 5. Benchmarking is established but there is no rationale for Standard of Performance.	Research design does not allow for an adequate sample size, or use of Direct, Indirect, and Authentic data. Rubrics are not detailed; lacking description of criteria for performance.
<ul style="list-style-type: none"> Very strong assessment, in rigor and depth. Great methodology! Big sample size, and from a lot of courses. Could benefit from greater explanation of SoPs -- not just what you set them as, but why. It would also be helpful to see at least a couple of rubric examples. 				

Findings and Analysis	Highly Developed (4 pts)	Developed (3 pts)	Emerging (2 pts)	Initial (1 pt)
	Rubric findings were valid and reliable. Report provided a comprehensive account of the findings with analysis and interpretation. A determination was made regarding the degree to which students met the PLO and Standards of Performance. Benchmarking data was used for comparison.	Rubric findings were valid. Report provided a detailed account of findings and an analysis of the findings with interpretation. A determination was made regarding the degree to which students met the PLO in most areas. Standards of Performance were identified. Benchmarking data was not used, or not used consistently.	Rubric findings were not clear. Findings were limited in description; report provides an account of findings but lacks analysis and interpretation. A determination was not made regarding if students met the PLO and Standards of Performance.	Rubric findings are not detailed; lacking description. Evidence is weak and not relevant to the PLO. Lacks analysis of the findings. No Standards of Performance.
<ul style="list-style-type: none"> Great job on summarizing and presenting findings 				
Closing the Loop	Highly Developed (4 pts)	Developed (3 pts)	Emerging (2 pts)	Initial (1 pt)
	Annual assessment report draws conclusions and provides a detailed plan with a list of action items. Proposed changes include justifications and evidence for changes based on the assessment data. The plan has a clear timeline, and required resources.	Annual assessment report draws conclusions. Report discusses action items and considers evidence, expected outcomes, and required resources. Report could benefit from greater detail and description of proposed changes.	Report identifies changes but they are connected to evidence. Report includes action items, but no expected timeline, or required resources. May lack specificity regarding action items.	Report may discuss results of assessment but does not use the evidence for considering changes.
Student Involvement	Highly Developed (4 pts)	Developed (3 pts)	Emerging (2 pts)	Initial (1 pt)
	Students were used in the assessment process. They participated in the planning, development, and interpretation of the results.	Students participated in at least one stage of the assessment process.	Student participation was limited. Students are likely unaware of the assessment process.	No student involvement is evident.

	Highly Developed (4 pts)	Developed (3 pts)	Emerging (2 pts)	Initial (1 pt)
Last Year's Assessment Activities / Results are Used	Assessment results were used for serious reflections and changes. Faculty discussed results and needed changes, secured necessary resources, and implemented changes. Faculty collaborate with others, such as librarians or Student Affairs professionals, as needed. Follow-up studies are conducted to see if changes have improved student learning.	Assessment results were used for some reflection. Faculty discussed results and needed changes, secured necessary resources, and implemented changes. No collaboration with other departments. No plans for follow up studies.	Assessment results were collected and used. It is not clear how or if they were used to improve the program.	Assessment results were not used to improve the program.
<ul style="list-style-type: none"> Great and very clear summary of changes made based on last year's assessment! The only reason I gave you a 3 instead of a 4 was because I don't see any evidence of collaborating with other departments (which is listed in the criteria to meet a 4.) 				

Appendix M – AoL Data Access Map

Details

Department: Accounting	
Class	Faculty
AC224	A. Ong
	C. Galantine
	D. Lim
	M. Misch
AC225	D. Lim
AC312	G. Farrell
AC314	A. Ong
	S. Mousaad (No Longer at Pepperdine; No Access)
AC422	C. Galantine
AC425	A. Ong
	A. Wu (No Longer at Pepperdine; No Access)
Department: Business Law	
Class	Faculty
BA358	J. Lee
	B. Link
BA457	J. Lee
Department: Decision Science	
Class	Faculty
BA216	R. Shearer
	S. Park
	F. Tian
BA451	F. Tian
	J. Park
BA452	R. Shearer
	J. Park
Department: Economics	
Class	Faculty
BA445	J. Burke
Department: Finance	
Class	Faculty
BA321	L. Goukasian
	H. O'Steen
BA447	D. Baim
Department: Management	
Class	Faculty
BA366	P. Carruth
	I. Han
	B. Postlethwaite
	C. Lyu (Shanghai; No Access)
BA497	C. James
	S. Rolf
BA498	R. Schaffer
	W. Arnold
	A. Johnson
Department: Marketing	
Class	Faculty
BA355	S. Baur
	R. Conlin
	A. Labban

Appendix M – AoL Data Access Map

	C. Novell
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Seaver Business Sample Rubrics

PLO1b (Quantitative Analysis)

Regression Assignment

Description:

Linear regression is one of the most used statistical methods used in business. Simple linear regression examines the relationship between one quantitative response variable and one quantitative explanatory variable. This assignment sends you out to collect and analyze data from two such variables of interest to you. Make all interpretations in the context of the experiment. Submit your solution in a Word or pdf file and include the R code that you used. Clearly label each answer. Show all work.

Rubric:

Task		Excellent (4)	Good (3)	Fair (2)	Poor (1)
Collect a random sample	<i>Independent Observations</i>				
	<i>Identically Distributed Observations</i>				
	<i>Extensive thought in data collection</i>				
Apply the model	<i>Correct Model specification</i>				
	<i>No errors in R code</i>				
Interpret the model	<i>Correct Model Interpretation</i>				
Check model assumptions	<i>Correct Model Assumptions</i>				
	<i>Correct interpretation of results</i>				
Communicate the results	<i>Clear result presentation</i>				
	<i>Correct result presentation in the context of the experiment</i>				

PLO1b (Qualitative Research), PLO2 (Critical Thinking), and PLO4a (Writing Skills) Strategic Recommendation Assignment Instructions

Description: Students need to write four different strategic recommendations (one of each of the following): Efficiency, New Market Development, Extension, and New Business Creation. The strategic recommendations can be a maximum of 4 single-spaced pages (plus endnotes).

Each Strategic Recommendation should:

- Be well written and in paragraph form
- Clearly identify the existing or new core competency
- Clearly identify the existing or new market segment
- Add value to the total firm. They involve new core competencies, new markets, new products, new customer groups, new geographic locations, and/or break-through technologies. They may also include divestitures. Be sure to consider current or potential competitors as you evaluate whether a strategic recommendation could actually be successful.
- Make recommendations that add long-term value for stakeholders and long-term financial value for shareholders. Short-term value propositions are not considered “strategic” in this class.
- Do not punt and say that further research is needed or that the firm should formulate a committee to decide how to move forward. Do not end the recommendation with similar phrases, such as “do more R&D.” In other words, be specific in your recommendations.
- For each strategic recommendation, include these key elements (it is recommended to clearly identify each element) of a strategy:
 - Objective
 - What are you trying to achieve...market share, growth, prominent place in consumers’ minds, etc.
 - What are the specific targets you are trying to achieve?
 - Vehicles
 - How will we get there?
 - What business model will be used in order to make money?
 - Arenas
 - Where will we be active?
 - Who are our target markets?
 - Differentiators
 - How will we win in the marketplace over current or potential competitors?
 - What existing and new core competencies do you need to succeed?
 - Staging
 - What will be our speed and sequence of moves?
 - When (timing) will you introduce the product or service and what are the major stages?
 - Economic Logic
 - How will we obtain our returns? What revenue sources will be new or increased? What new expenses will we incur or where might we save costs?
 - Provide details for the firm’s executives regarding expected (estimated) financial returns and rationale for this expectation
 - Research
 - What data supports this strategic recommendation?
 - Include sufficient research to support your strategic recommendation.

Rubric:

BA 497 Assessment Rubric For Reviewers – Spring 2019

PLO	Criterion	5 (Excellent)	4	3	2	1 (Poor)
Writing PLO4.a	Grammatically Correct (<i>total # of errors between the strategies</i>)	0 to 5 errors	6 to 10 errors	11 to 15 errors	16 to 20 errors	20 or more errors
	Formatted Correctly (<i>Grade the whole document using Prof. James & Prof. Rolf's guidelines</i>)	0 to 2 errors	3 to 4 errors	5 to 6 errors	7 to 8 errors	9 or more errors
	Flow of Ideas (<i>Is research integrated appropriately? Does research match the concept?</i>)	No errors across all strategies	Between 1 & 4 errors across all strategies	Between 5 & 8 errors across all strategies	Somewhat incomplete; More than 8 errors across all strategies	Strategies are too short/incomplete
Research PLO1.b	Appropriate Citations (<i>Is each Endnote in Strategic Recommendations formatted correctly? Any error that is repeated is only counted once.</i>)	0 to 2 errors	3 to 4 errors	5 to 6 errors	7 to 8 errors	9 or more errors
	Number of Works Cited (<i>Count the number of sources in the works cited section of the assignment</i>)	50+	40 to 49	30 to 39	20 to 29	<20
	Quality of Works Cited (<i>Count of the number of quality sources that are listed below that is listed in the assignment's works cited section</i>)	10 to 11	8 to 9	6 to 7	4 to 5	<4
Strategic Recommendations PLO2	Use of facts to back up strategic recommendations	All 4 strategies adequately use facts to backup strategic recommendations	3 of 4 strategies adequately use facts to backup strategic recommendations	2 of 4 strategies adequately use facts to backup strategic recommendations	1 of 4 strategies adequately use facts to backup strategic recommendations	Incomplete/Missing
	Original - Strategic Recommendations are not current strategies of the firm	All 4 strategies are original, appropriate strategies	3 of 4 strategies are original, appropriate strategies	2 of 4 strategies are original, appropriate strategies	1 of 4 strategies are original, appropriate strategies	Incomplete/Mission; 0 of 4 strategies are original, appropriate strategies

Quality Works Cited:

- Bloomberg
- Passport/EuroMonitor
- Mergent
- IBIS World
- S&P Advantage
- Mintel
- 10-K
- Statista
- MarketLine
- Business Source Premier
- Thomson One

PLO3 (Ethics)
Business Administration Majors
Ethical Case Analysis

Description: Students were provided a case study exam regarding an ethical dilemma faced by Elon Musk and Tesla.

Rubric:

	Does Not Meet Minimum Objectives (1)	Developing (2)	Competent (3)	Accomplished (4)
Identified the Dilemma				
Described the Dilemma in Detail				
Gathered all Pertinent Facts				
Understood all Pertinent Facts				
Provided a clear and appropriate decision based on the Pertinent Facts				

PLO3 (Ethics)
International Business Majors
Ethical Case Analysis

Description: Students were assigned a case to read for class on “McDonald’s and Obesity”. The case highlights issues which McDonald’s has faced globally given that their products contribute disproportionately to obesity. As an in-course exercise, students were divided into groups and given 45 minutes to prepare a presentation answering four questions: (1) Is it ethical for McDonald’s to be selling products which contribute disproportionately to obesity? Provide your rationale. (2) Do you believe that running advertising aimed at kids is ethical for McDonald’s? Provide your rationale. (3) What should McDonald’s do to address the issue of their products contributing disproportionately to obesity? (4) How could McDonald’s addressing the obesity issue be in sync with what Michael Porter is suggesting in the video shown in class?

Rubric:

	Does Not Meet Minimum Objectives (1)	Developing (2)	Competent (3)	Accomplished (4)
Understanding of ethical issues in business				
Grasping the interplay between ethical and business issues				
Identifying ways of addressing ethical issues in business				

PLO4b (Oral Communication Skills)

Consulting Presentation

Description: As part of a semester-long consulting project to a non-profit in LA-county, students are asked to present in front of the professors and the clients to discuss their findings and recommendations. The Client, the Professor, and the Student presenting evaluate the student's communication skills on the same rubric.

Rubric:

	Excellent – almost perfect	Very Good	Good / Average	Okay	Poor
Organization of the content					
Clarity of the content presented					
Ability to persuasively present the content					
Self-confidence as a speaker					

PLO5 (Teamwork)

Consulting Project

Description: As part of a semester-long consulting project to a non-profit in LA-county, students work in teams to submit and present at the end of the semester a group project. Students are asked to evaluate themselves and their team members on teamwork skills.

Rubric:

Team members ratings

	Outstanding – Exceeds expectation-stellar!	Very Good: Consistent behavior	Average: Most of the time	Below Average: Occasionally	Poor: Rarely or never
Teamwork: Solicits input from each person on our team; supports/ encourages those on our team; seeks to bring out the best in others. Is attuned to others' needs/ attitudes on team.					

Self-assessment of individual students:

	Outstanding – Exceeds expectation-stellar!	Very Good: Consistent behavior	Average: Most of the time	Below Average: Occasionally	Poor: Rarely or never
Please rate Yourself on your OVERALL Quality of contribution (contract, orientation, facilitation, project, and team process) throughout the semester using the following criteria.					

PLO6b (Global Dynamics)

Open-ended exam questions

Description: Open-end question in midterm and final exam testing student understanding of global marketing environment from a cultural perspective and their understanding of adapting global marketing programs. Student should demonstrate proficiency in core functional areas that influence decision making for international businesses.

Rubric:

	Very Good to Excellent (4)	Average to Good (3)	Passing (2)	Failing (1)
Applies global concepts to different contexts				
Analyzes global concepts in business				