

Program Review

May 5, 2015



PEPPERDINE

Graziadio School of
Business and Management

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Strategic Planning: Mission, Goals, and Process

Distinctiveness and alignment

In 1937, George Pepperdine founded Pepperdine College “to help young men and women to prepare themselves for a life of usefulness in this competitive world and help them build a foundation of Christian character.” Since then, Pepperdine University has evolved to enroll 7,417 students across five schools and colleges throughout the greater Los Angeles area.

Founded in 1969, the School of Business and Management first offered MBA and bachelor’s programs for working professionals, later adding a full-time MBA program and a variety of MS programs. George L. Graziadio endowed the school in 1996. In fall 2014, the Graziadio School enrolled 1,758 students across ten graduate programs, one undergraduate program, and four joint degree programs that are aligned to serve the distinct populations of fully-employed, full-time, and executive students.

Ultimately, the Graziadio School is about transforming lives that will transform business and the world. One of the school’s alumnus, when reflecting on his experience in the Graziadio School noted that the distinctiveness of the Graziadio degree was that, “It has given me the confidence to look through a different lens, speak up more, put forth recommendations to leadership, and really helped me become who I am.” In terms of meaning, quality, and integrity, this statement represents the unique articulation of what is distinctive about a business degree in any of the programs offered by the Graziadio School. It is envisioned that every student, regardless of degree, will be able to succinctly express this unique transformation of their lives for service, purpose, and leadership which embodies the University as well as the school. The Graziadio School, aligned with the University mission, intends for students to be more complete people because of their experience in the school. Graduates will be responsible, highly-equipped business people and more thoughtful, engaged, and compassionate leaders of character because of their experience at the Graziadio School, thus making a significant positive impact on their organizations, their families, their communities, and the world.

The first part of this 5 Year Program Review Portfolio explains the alignment of the Graziadio School Mission and Vision with the University Mission and Vision, including its distinctive theology as part of a Christian University. It also explains alignment in terms of assessment and process so that it is clear from a strategic planning perspective what is taught in the classroom, as measured by student learning outcomes (SLOs), aligns with Program Learning Outcomes (PLOs) which are aligned with the School and University Vision and Mission. Furthermore, this report will demonstrate through individual program reviews how faculty, engaged in strategic planning through Program Committees, assist in decision-making and the allocation of resources using assessment data and the assessment process for guidance. These reports demonstrate in their “Closing the Loop” sections, how each individual program uses assessment data to guide curriculum change, increase completion, reduce student attrition, and deepen learning aligned with the institutional mission. The AACSB Continuous Improvement Review further demonstrate how this process impacts communities through innovation, impact, and engagement. The 2014 report is available through the Center for Teaching and Learning Excellence or the Academic Affairs Department at the Graziadio School.

University Mission

Pepperdine is a Christian university committed to the highest standards of academic excellence and Christian values, where students are strengthened for lives of purpose, service, and leadership.

Graziadio School Vision and Mission

Vision

To achieve global distinction for advancing knowledge and developing leaders that create value for business and society.

Mission

To develop values-centered leaders and advance responsible business practice through education that is entrepreneurial in spirit, ethical in focus and global in orientation.

As a professional school growing out of the tradition of a Christian University, we seek to impact positively both society at large, and the organizations and communities in which our students and graduates are members. Therefore, we affirm a higher purpose for business practice than the exclusive pursuit of shareholder wealth. We believe that successful management seeks collective good along with individual profit and is anchored in core values such as integrity, stewardship, courage, and compassion.



Mission Related Definitions

- **Values-centered leadership.** Values-centered leaders strive for excellence in all they do through an unrelenting commitment to integrity, stewardship, courage, and compassion.
- **Responsible business practice.** Responsible business practice affirms a higher purpose for business practice than the exclusive pursuit of shareholder wealth. Successful management seeks collective good along with individual profit through economic, ethical, social, and environmental responsibility.
- **Practical and applied.** Embedding opportunities to apply knowledge acquired in formal learning experiences to real-time business situations.
- **Ethical in focus.** Promoting professional behavior and business practice in accordance with the rules and standards of right conduct and practice in business.

- **Global in orientation.** Gaining greater knowledge of international business complexities through better understanding of the relationship and interdependence of nations and people around the world.
- **Entrepreneurial in spirit.** Preparing students to organize, operate, and assume the risk for a business venture and/or to exhibit leadership in innovation in an organizational setting.
- **Collaborative, experiential learning environment.** Learning through cooperative, team based pedagogical methods that emphasize hands-on learning in an immediate and relevant setting.

Implications of the Mission

The mission and reputation for quality attracts students from diverse cultural, educational, and professional backgrounds. Although they come to Graziadio with a broad range of educational goals, they are united by a desire for quality education, personal growth, and professional development.

Alignment and Strategic Planning

In 2007-08 the school undertook a process to evaluate its current position, set priorities, and develop a strategic plan. The first step in this process was to develop a list of opportunities and threats, strengths and weaknesses. In 2008, the Graziadio School engaged in a collaborative priority-setting process. The following steps were taken.

- A task force including faculty, staff, and administration was formed to guide the process. Input from students, alumni, and others in the business community was gathered through various mechanisms other than membership on the task force.
- The task force developed a list of strengths and weaknesses, opportunities and challenges. To complete this list, information from the external scan completed at the university level was supplemented with an analysis of the school's competitors, trends in business education, and trends in business that will affect business schools. SWOT analyses completed by the school in the past year in support of the University's strategic planning process and by student groups working on various projects were reviewed and updated. Progress on current strategic priorities was documented as part of the University strategic planning process.
- Gap analysis was conducted to determine the gap between the reality identified in the assessment of the school's current state and the School's vision/mission and strategic opportunities/threats/strengths/weaknesses identified in the SWOT analysis.
- A strategy to achieve the school's vision was developed. Elements of the strategy were clarified, including products, markets, geographic areas, etc., in which the school will be active; internal development; partnerships, etc., which will aid in achieving the School's vision; image, customer service, price, etc., which will differentiate the school in the marketplace; speed and sequence of moves to attain this strategy; and economic factors which will allow the school to be successful. Strategic goals for the next three-to-five years were identified and possible resources and/or structural limitations were evaluated.

As a result of this process, *Distinctive Leadership 2015* was developed and implemented. The five goals of the plan are listed below and the complete document including definitions and measurements of success is available through the Graziadio Dean's Office.

1. **Enrich Learning:** Enrich students with innovative and personal learning experiences and services.
 - a. Align curriculum more effectively in every program with the school's mission.

- b. Create Center for Teaching and Learning Excellence
- 2. **Enhance Thought Leadership:** Enhance capacity for thought leadership that shapes business practice.
 - a. Hire and develop high profile faculty
 - b. Create Institute for Values-Centered Leadership and Responsible Business Practice
 - c. Create Center for Applied Research
- 3. **Cultivate Community:** Cultivate an engaged and vibrant learning community.
 - a. Mobilize alumni
 - b. Create learning communities
- 4. **Build Partnerships:** Build dedicated corporate and community partnerships.
 - a. Develop Graziadio 100 Corporate Engagement Program
 - b. Develop strategic partnerships with top tier universities domestically and globally to create academic and business opportunities.
 - c. Develop strategic partnership with non-profits/NGOs to drive a focused business development initiative locally and/or globally.
- 5. **Advance Reputation:** To achieve global distinction for advancing knowledge and developing leaders that create value for business and society.
 - a. Develop highly effective marketing strategy to promote the school and its accomplishments to key stakeholder groups.
 - b. Pursue leadership opportunities in key academic, program, and professional organizations.

Progress on the strategic plan is continually monitored by the Executive Committee. Reports are made periodically to the Faculty Council and Department Chairs. In addition, the Dean updates faculty and staff through the Dean's Update (video emailed weekly), and discussions at Faculty Meetings and Faculty Conferences.

As noted above, the top priority was "Enriched Learning" and alignment as well as the assessment process. The strategic planning process created the Center for Teaching and Learning Excellence which coordinated and led the University Assessment process through Advancement of Student Learning Council (ASLC). In addition, the Graziadio School Strategic Planning process aligned with the University Strategic Planning Process by first aligning the mission, vision, and goals for assessment. Student Learning Outcomes at the class level are aligned with Program Learning Outcomes at the program level. Program Learning Outcomes are aligned with Vision and Mission as well as the Institutional Educational Outcomes). This institutional alignment map can be viewed on the [CTLE website](#). The process for alignment started with the Strategic Plan in 2008, the Department Chairs, and Executive Leadership. The Director of the CTLE then led faculty participation in the alignment process at Faculty Development Days, Full-Time Faculty meetings and Faculty Retreats in 2009-2010.

Process: Meaning, Quality, and Integrity

Student learning and assessment are a major component of strategic planning and operations at the Graziadio School as well as achieving AACSB accreditation. Consequently, the process of assessment has a long history and is constantly evolving to improve quality learning. During the 2004-05 academic year when the process began, one member of each program committee was asked to coordinate the learning assurances data collection for that program. Under this leadership, program committees developed

goals and objectives. To facilitate this process a faculty member was appointed Director of Accreditation and Learning Assurance in 2006 and a faculty Learning Assurance Committee was organized in January 2007. Members of the Learning Assurance Committee worked closely with the program committees to fine-tune goals and objectives, develop rubrics to measure each objective, identify where and how each goal would be measured, gather and analyze data, and refine the assessment process.

In 2007-2008, a new cycle of the Strategic Planning process began and part of this was the priority setting and institutional alignment process described above. As the school approached its Maintenance of Accreditation for AACSB in the spring 2010, the faculty focused on the steps necessary to successfully complete this evaluation. In order to more completely embed learning assurances and student outcomes as a critical component of the Graziadio School culture and driver of decision-making at business school in 2010 the Center for Teaching and Learning Excellence (CTLE) was established. The Center for Teaching and Learning excellence provides guidance and support for the assessment cycle, the institutional education objectives, and student learning outcomes. The Director of the CTLE also serves as the school representative on the Advancement of Student Learning Council at the University Level. In line with these responsibilities, the CTLE guides and facilitates the process of reaffirmation and accreditation enabling data driven decision-making for the Graziadio School working with the Associate Director of Accreditation and Assessment at the Graziadio School. Given the importance of faculty engagement and inclusion, the CTLE Director is faculty member at the Graziadio School, helping to ensure that this function remains faculty driven as opposed to compliance and administratively driven in-line with shared governance principals. A standardized methodology for ongoing data collection and analytical methodology was overseen by the CTLE. In addition, in 2015, the Learning Assurances Committee was replaced by the Strategic Management Council which is composed of the faculty who Chair each Program Committee aligned with the university structure. The Program Committees annually examine data measuring student learning using direct measures developed along with the Program Level Goals and Objectives which align with Student Learning Outcomes in all of the syllabi.

To summarize the process, every Program Committee oversees the measurement of the Learning Goals and Objectives across the program. Data is collected for one or two goals each year and discussed in the respective committees. An annual report is submitted explaining the results and any follow-up activities required to “close the loop” or further explore the dynamics. Larger changes are then advanced through the curriculum change process. Programs are at different stages of data collection and implementation of this process for quality improvement.

Learning goals and objectives for each program are closely aligned with the school’s mission. Therefore, some goals are common across multiple programs. However, since each program is designed for individuals at different points in their careers, some goals are unique to each program. Goals and objectives as well as a curriculum matrix mapping the assessment across each program are published on the [CTLE webpage](#) and the [Office of Institutional Effectiveness website](#).

During the 2014 AACSB visit as well as the 2010 visit, assessment at the Graziadio School was recognized as a strength. The following was noted by the AACSB team in their Peer Review Team (PRT) Report:

Programs consistently use what is learned through assessment to implement changes and “close the loop.” This process is used to trigger questions for further investigation rather than a

compliance checklist. Therefore, the issues of meaning (how a standard is set and the interpretation of results), quality (measures of improvement and end results), and integrity (consistency in process and outcomes) are important.

Meaning

The distinctive attributes of each program are mentioned in the program reviews as part of this portfolio. Every program has been asked to reflect upon and demonstrate alignment with the University's mission of strengthening students for a life of purpose, leadership, and service. It is envisioned that every graduate will be able to explain that the difference in their degree and how this exemplifies the School and University Mission.

Quality

At the point of graduation, the distinctive attributes that characterize any Graziadio program graduate are measured using the Program Learning Outcomes and Objectives developed and aligned with the school and university mission. Every program review articulates these PLOs and their alignment.

These learning outcomes are used as indicators of the graduate's preparedness as valued-centered leaders who may positively impact business and society for a greater good. Each is measured using defined metrics intended to capture the quality of the education in achieving the defined goals.

Through the process described, we use direct measures to evaluate three levels of achievement (Does not Meet Expectation, Meets Expectation, and Exceeds Expectation). These achievement levels were set through extensive development and testing of the rubrics by faculty and also through benchmarking. Importantly, these achievements are measured as "Introduced," "Developed" and "Mastered" at different places in the curriculum. Achievement gaps are addressed by the Program Committees through changes in classes, changes in academic support provided to students, and changes in curriculum. In addition, student success is explored with disaggregated data and in longitudinally in order to more specifically and better put into place mechanisms to address any identified problems. Program Chairs are responsible for all aspects of assessment in the program and are part of the Strategic Management Council established in 2015.

Integrity

The learning assurance standards and processes are shared on the OIE website, the Center for Teaching and Learning (CTLE) website among various faculty and staff in the school. In addition, the learning assurances committee shared best practices and things that were not working during their meetings. In addition, information about learning assurance and related goals and processes are discussed by the faculty and staff at Program Committee meetings at specific times of the year to ensure calibration and curriculum review. Finally, this information is used by the Curriculum Committee and UAC as part of the curriculum change process at the school and university levels. Information is also disseminated among the broader faculty and across the school by various means, including the CTLE Newsletter, the annual faculty conference, and at Faculty Development meetings.

Theological Alignment

The Graziadio School of Business and Management at Pepperdine University fully supports the University's Christian mission of spiritual transformation in the most biblical sense of that term. The

biblical text never promotes spiritual formation for its own sake, but always for serving the needs of others and building relationships. The Graziadio school aligns and demonstrates the Christian mission of Pepperdine University through the theology of grace (access and availability), the theology of redemption or “re-creation” (providing a fresh start or second chance), and the sacredness of choice (empowering people to make wise choices involving risk and sacrifice). Importantly, the mission of the Graziadio School articulated through its strong connections to broad and diverse communities exemplifies the theological connection between the sacred and secular.

Two highly influential and widely known educators, Ernest L. Boyer and Parker Palmer, model the kind of education the Graziadio School offers. Boyer and Palmer both parallel the work of the Graziadio School in that a Christian vision of reality informs and undergirds all of their scholarship and teaching, yet their world-view is revealed through faith in action rather than simply proclamation. By proceeding in this way, both these educators have been able to exert an enormous influence on people worldwide, whether their readers are Christian or not. This vision of spiritual transformation is grounded in a Christian understanding which is expressed in their engagement and service to the broader community. Yet this is not action only, both Boyer and Palmer specifically articulate the connection between the sacred and the secular. Likewise, the Graziadio School affirms this connection between the sacred and the secular and in keeping with this holistic vision of faith and learning embraced in Pepperdine. For this reason, the Graziadio School encourages students to view work as sacred, regardless of where or when work is carried out. In addition, the school teaches students from a vast array of religious traditions drawing from a Christian vision of spiritual transformation as it offers an educational experience that encourages service to others, is inclusive, and engages the broader community. Most importantly, this Christian understanding of the confluence of the sacred and the secular undergirds scholarship and teaching at the Graziadio School through several important Christian theological frameworks as mentioned above: The theology of grace, the theology of redemption and the connection between creativity, business innovation, and choice.

The Graziadio School and the Theology of Grace

Fundamental to the theological foundation of Pepperdine University and its mission of transforming lives for purpose, service, and leadership is grace freely given and received. This is why the motto of the University is “Freely ye receive, freely ye give.” The Graziadio School embraces the interpretation of grace through the lens of access and availability. Our mission as a school is deeply embedded in the community and providing access to high quality business education wherever students are located. This is why our programs and facilities are located in the broader Los Angeles, Orange County, and Northern California communities as well as in Malibu and West Lake. In addition, this was an important factor in launching the online MBA. Furthermore, by understanding that business is part of the creative process and that re-creation occurs at different inflection points in a transformed life, the school connects to redemption theology.

The Graziadio School and Redemption Theology

Graziadio School students are those at an inflection point in their lives where they realize they need to make significant changes, primarily in their career. Importantly, the students realize that career change involves personal transformation driven by education. Redemption theology, the “re-creation” through sacrifice and grace is a fundamental principle throughout the Bible. Jesus, through sacrifice, extends grace enabling all things to be made new (Revelations 25:21). The Graziadio School primarily serves

adults seeking transformative change in their lives. They have a past and are seeking to create a new future for themselves and their families. By educating students at this inflection point, the Graziadio School intentionally aligns with this theology. However, the Graziadio School seeks to encourage and enable transformation rather than “conversion.” The school models Boyer and Palmer who don’t specifically appeal to their specific Christian convictions but model them as faith in action through their teaching and scholarship. Therefore, their Christian convictions both inform and undergird their thought in virtually all their published writings as well as their teaching enabling them to influence transformation broadly and across boundaries. Boyer and Palmer are explicitly Christian but not dogmatic, nor do they proselytize. Similarly, the Graziadio School articulates its redemption theology as faith in action through its programs, their delivery, and the strong connection to capacity building in the local community by building strong businesses and strong linkages across the horizontals and verticals of education. Redemption theology coupled with the theology of grace is also evident in the innovation embodied in the Graziadio School’s initiatives and programs as we constantly seek to serve more deeply and more broadly.

Creativity, Business Innovation, and the Sacredness of Choice

Generosity, or being generative, is part of the creative process. We see this all the way back in Genesis and throughout the Bible. Genesis is a liberating story as we see both the creation itself and the choices made by people within the context of the created world. Coupled with this creativity is choice. Choice also plays a critical role from Genesis and throughout the Bible. Furthermore, creation and re-creation (another term for redemption seen throughout the Bible) is a critical element of business innovation as highlighted by Schumpeter in his famous theory of “creative destruction” as an essential element of innovation. Elemental to this process of “creative destruction” is decision-making and choice.

Choice is fundamental to innovation just as choice is a spiritual act connected to creativity. Both are generative – and the embedded choices are fundamental to connecting with God and each other. Furthermore, the generative nature creates a self-propagating function which creates a wealth of grace. Being generative is fundamental to the transformative mission of Pepperdine University and even more importantly, it is fundamental to the motto which reflects this theology “Freely ye receive, Freely ye give.” These are important harmonics in our theological understanding – the theology that plays out in what we do, how we live, how we teach and do research. It is actually through generosity – God’s grace - that God gives us expanding opportunities for His re-creation of everything. It is part of how he makes all things new. However, we must choose to be a part of this generative process. Choice is essential to all spiritual activity and the choice of creating, of starting again is fundamental to business practice, particularly business innovation. This choice to re-start, to be creative to take on risk is the inflection point the Graziadio School seeks to transform lives for purpose, service and leadership. It is this opportunity for the second chance and a new beginning that is fundamentally embraced at the Graziadio School of Business as a unique expression of Pepperdine University’s vision and mission connecting the sacred and the secular.

This confluence of the sacred and the secular uniquely intertwined both theologically and in the mission of the Graziadio School of Business is the basis for the school’s alignment with the Christian mission of Pepperdine University. It is through this combination of the sacred and the secular, as well as through these specifically articulated theologies, that the Graziadio School lives out the mission of Pepperdine University in the broader community.

Program Reviews

BS in Management

The Bachelor of Science in Management program (BSM) at the Graziadio School of Business and Management provides experiential learning, an applied-learner focus, and small collaborative classes. The Program offers the degree through Flex (hybrid e-learning) and Face-to-Face classes at the West Los Angeles, Encino, and Irvine campuses. Total enrollment in the BSM program for the previous five years (Fall 2010 to fall 2014) is 1,504. The enrolled student population in 2014 consisted of male (51.07%) and female (48.93%) students. White, non-Hispanic students comprise the minority of the male (21.3%) and female (20.06%) population. Hispanic and African-American students comprised 15.45 % of the female population and 14% of the male population. The fastest growing percentage of the population consisted of Hispanic students. The BSM Program is the most diverse program in the Graziadio School portfolio and perhaps at Pepperdine University in terms of racial/ethnic diversity as well as socio-economic diversity.

Meaning, Quality, and Integrity

Meaning

The distinctive attributes of the BSM program are its small collaborative classes, the learning community itself, the experiential/applied focus, and its emphasis on ethics and values beyond just creating shareholder wealth. In this regard, the BSM program is closely aligned with the University's mission of strengthening students for a life of purpose, leadership, and service. These values are the cornerstone of every class but are particularly embodied in Business Ethics (482), Critical Thinking and Managerial Problem Solving (480) and Legal Environment of Business (470) which enable students to truly understand why capitalism without morality inevitably fails. Throughout the program the business skills are developed along with the quality of character required to truly succeed in business. It is envisioned that every graduate will be able to explain that the difference in their degree is the personal transformation it embodies, particularly in terms of the character they demonstrate as business leaders and the skills they bring to the marketplace.

Quality

At the point of graduation, the distinctive attributes that characterize a BSM graduate are measured using the Program Learning Outcomes and Objectives developed and aligned with the school and university mission. The BSM Program has four (4) goals and 9 measurable objectives. These goals are listed below. For each goal there is a specific standardized rubric for measurement. For all objectives and traits, evaluations were on a 3-point scale: Does Not Meet Expectations (1), Meets Expectations (2), and Exceeds Expectations (3). Based on benchmarking and the establishment of thresholds using longitudinal data, we expect that 75% of students or above will score satisfactory or above in the evaluation of each rubric.

The quality of the education in the BSM program is measured in terms of the following learning outcomes. These learning outcomes are used as indicators of the graduate's preparedness as valued-centered leaders who may positively impact business and society for a greater good. Each is measured using defined metrics intended to capture the quality of the education in achieving the defined goals:

- Goal 1 Communication: Students will be effective communicators in business settings.

- Students will be able to organize and deliver cogent oral presentations
- Students will be able to organize and deliver cogent written presentations.
- Goal 2 Teams: Students will be able to meaningfully contribute in a team environment.
 - Students will skillfully evaluate performance effectiveness of team members.
 - Teams will effectively complete the goals of a project.
- Goal 3 Ethics: Students will have the ability to recognize ethical issues and to incorporate ethical considerations when recommending courses of action.
 - Students can identify ethical standards for an ethical problem.
 - Students can select solutions when presented with an ethical problem.
- Goal 4 Global Orientation: Our graduates will have a global orientation.
 - Our students will be able to define and present key elements of another culture (other than the US) and their role in business decision making.
 - Our students will be able to evaluate the economic conditions and forces affecting the introduction of a product or service in a foreign country.
 - Our students will be able to evaluate the political risks involving international business in a foreign country.

Through the process described we measure three levels of achievement (Does not Meet Expectation, Meets Expectation, and Exceeds Expectation). These achievement levels were set through extensive development and testing of the rubrics by faculty and also through benchmarking. Importantly, these achievements are measured as “Introduced,” “Developed” and “Mastered” at different places in the curriculum. Achievement gaps are addressed by the BSM Committee either through changes in classes, changes in academic support provided to students, and changes in curriculum and sometimes student success is explored with disaggregated data and in longitudinally in order to more specifically and better put into place mechanisms to address any identified problems. In the initial stages of learning assurances roll-out faculty members were assigned to train and assist other faculty members in collecting data to ensure inter-rater reliability. Ongoing measurement enables the assessment of achievement gaps among the students. The BSM Committee is dedicated to taking steps toward strengthening the assessment process. This includes regular reviews of learning assurance goals and outcomes during committee meetings on an annual basis. It also includes the replacement of the assigned learning assurance committee member with the installation of the BSM Program Chair as responsible for all aspects of assessment in the program and as part of the Strategic Management Council established in 2015.

Integrity

The learning assurance standards and processes are shared on the OIE website, the Center for Teaching and Learning (CTLE) website and among school faculty and staff. In addition, the learning assurances committee shared best practices and challenges during their meetings. In addition, information about learning assurance and related goals and processes are discussed by the faculty and staff at the BSM Program Committee meetings at specific times of the year to ensure calibration and curriculum review. For example, the learning assurance information, goals, and processes were used in the Strategic Audit conducted by the BSM Committee with an external consultant Eduvantis in 2014 and it was also used in evaluation of student success and the MBA Pathways initiatives in 2012 and 2013. In addition, there is an annual review of the results of these goals and a five-year comprehensive review examining the results of the evaluation of all four goals. Finally, this information is used by the Curriculum Committee

and UAC as part of the curriculum change process at the school and university levels. Finally, information is also disseminated among the broader faculty and across the school by various means, including the CTLE Newsletter, the annual faculty conference, and at Faculty Development meetings.

The BSM program is aligned with the University’s Institutional Educational Outcomes.

5-Year BSM Program Review

This 5-year report takes a longitudinal perspective and provides analysis of the trends, closing the loop, and overall findings for 2011, 2012, 2013 and 2014. Data collection was standardized in Qualtrics only in 2012 so summary findings are presented. The complete annual reports for the BSM Program are available through the CTLE and OIE.

Evaluation Methods and Assessment Implementation

The Learning Assurance Process

The Learning Assurance process for 2011, 2012, and 2013 was facilitated by many dedicated faculty members who serve on the BSM Program Committee and who teach in the Program. Table 1 depicts the instructors and their courses contributing to the Learning Assurance results for the period covered by this report

TABLE 1: LEARNING ASSURANCE PROCESS

Year	Course Instructors	Course	Goal and Objectives
2011	Ray Valadez	ECNM 478	Goal 4, Obj. 1, 2 & 3
	Regina Korossy	ECNM 478	Goal 4, Obj. 1, 2 & 3
	Clay McQuiddy	GSBM 484	Goal 3, Obj. 1 & 2
	John Tobin	GSBM 484	Goal 3, Obj. 1 & 2
2012	Charla Griffy-Brown	ISTM 476	Goal 1, Obj. 1 & 2
	Kevin Groves	OTMT481	Goal 2, Obj. 1 & 2
	Julie Chesley	OTMT481	Goal 2, Obj. 1 & 2
2013	Sean Jasso	ECNM478	Goal 4, Obj. 1, 2 & 3

	Ray Valadez	ECNM 478	Goal 4, Obj. 1, 2 & 3
2014	Jim DiLellio	DESC 471	Goal 2, Obj. 1 & 2
	Kevin Groves	OTMT481	Goal 2, Obj. 1 & 2
	Charla Griffy-Brown	ISTM 476	Goal 1, Obj. 1 & 2
	Ray Valadez	ECNM 478	Goal 4, Obj. 1, 2 & 3

Direct Evidence

2011

Goal 4 measures learning in global orientation, aligned with the school and university IEOs, and is defined by three objectives and a total of eight traits. The goal specifies that graduates will have a global orientation and the objectives and traits more specifically describe the expected learning. Objective 1 states that students will identify key elements of another culture and the role they play in that culture’s business environment. Furthermore, traits include that students will identify key elements of culture, compare, and apply what they have learned. Objective 2 states that students will evaluate economic conditions affecting a new product or service in a foreign country. Traits for this objective are that students will identify economic conditions, analyze facts, and predict impacts. Objective 3 states that students will evaluate political risks for international business in a foreign country. Traits for this objective are that students will identify risk factors and model impacts. Table 2 depicts measurement of students’ ability to be effective team players (Goal 1).

FIGURE 1

Average Score for Goal 4.1 “Our students will be able to define and present key elements of another culture (other than the US) and their role in business decision making.”

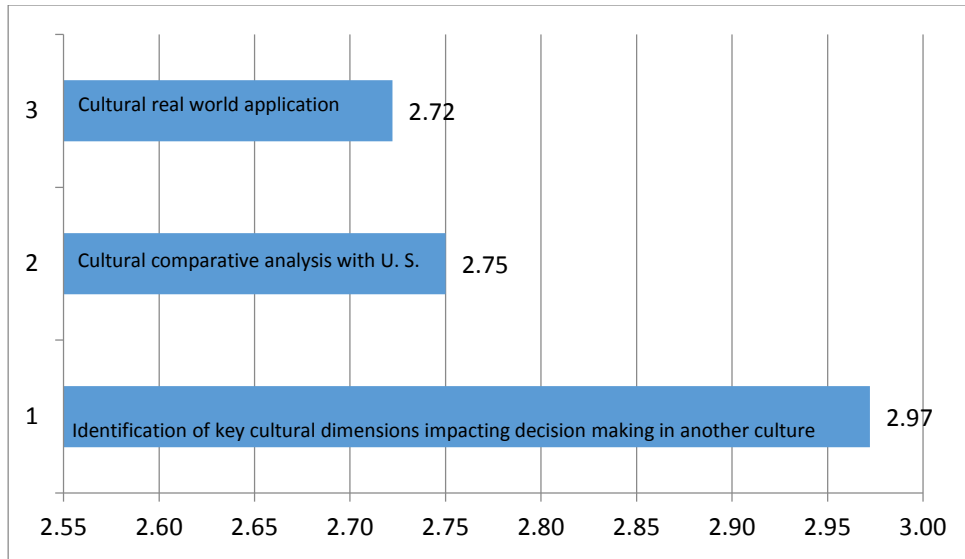


FIGURE 2

Average Score for Goal 4.2 “Our students will be able to evaluate the economic conditions and forces affecting the introduction of a product or service in a foreign country.”

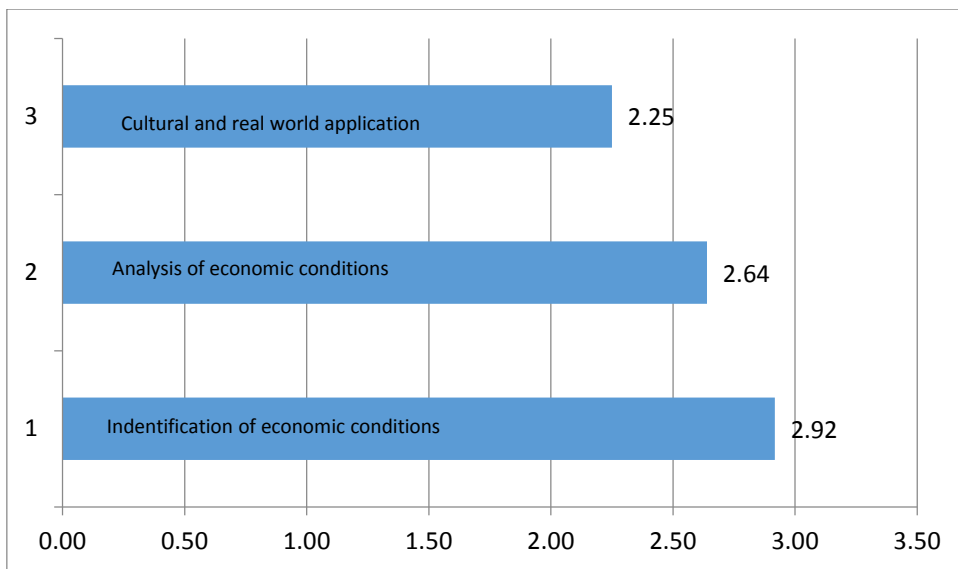
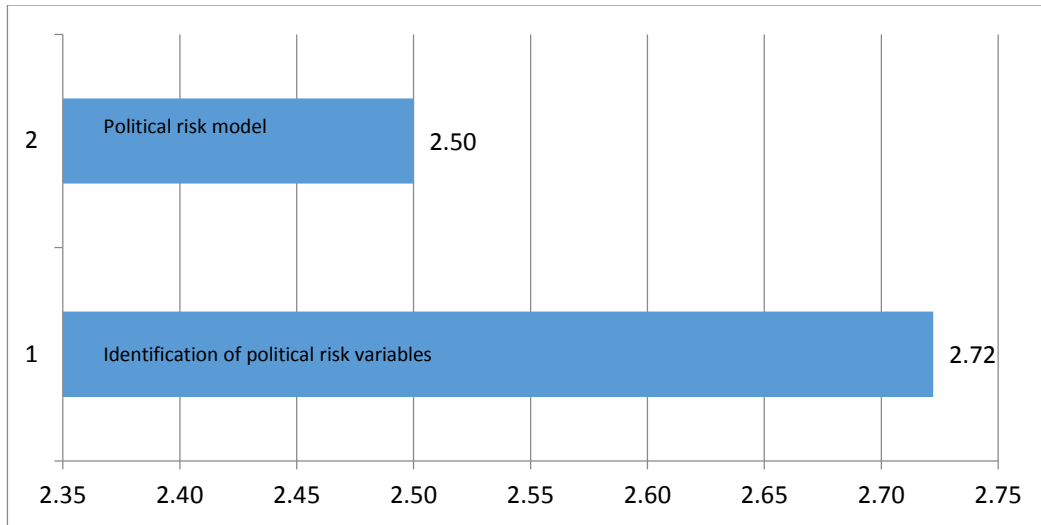


FIGURE 3

Average Scores for Goal 4.3 “Our students will be able to evaluate the political risks involving international business in a foreign country”



Closing the Loop

The following curriculum issues were raised and addressed after reviewing the 2011 data for Goal 4:

- Given the current turbulent economic, financial, and political crises it was suggested that measuring legal risk in addition to political risk should be addressed in the curriculum. These elements were noticeably absent when looking at the data.
- Similarly, it would be good to measure the student's ability to identify and model financial risk. Again, when examining the data, the ability to examine political risks was present and more than 70% of the students scored satisfactorily in this area. However, financial risk was noticeably absent.
- The committee agreed to discuss among disciplines where to measure these new traits and how to connect these two program level objectives to the student learning outcomes already in the classes. It was initially thought that the financial risk should be measured in the Finance class and the legal risks in the Law class. However, given the curriculum map, these ideas might be developed in these classes but perhaps measured with the other objectives in the International Business class.
- In addition if these types of risk analysis aren't currently present it was suggested they should be added in the assignments of the International Business classes.
- An integrated approach ensuring that the development and mastery of learning was coordinated was discussed by the faculty representing the disciplines involved in the BSM Committee.

2012

For 2012, Goals 1 and 2 were measured. Goal 1 measures effective communication in a business setting and Goal 2 measures effective teamwork capabilities. These goals are aligned with the school and university IEOs. Goal 1 is defined by two objectives and a total of thirteen traits. The goal specifies that graduates will be effective communicators in a business setting and the objectives and traits more specifically describe the expected learning. Objective 1 states that students will be able to organize and deliver cogent oral presentations and Objective 2 states that students will be able to organize and deliver cogent written presentations. Goal 2 is defined by two objectives. The first is assessing the

performance effectiveness of team members and the second is effectively completing the goals of the project.

The rubrics used for measurement are on a 3 point scale with 3 being an “Exceeds Expectations” and 2 being “Meets Expectations.” The results are shown in the figures below.

FIGURE 4

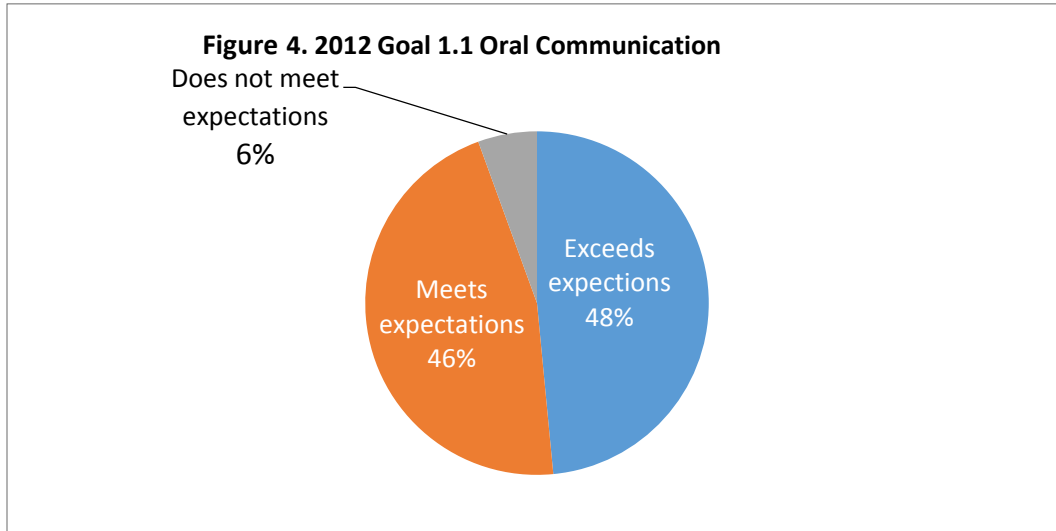


FIGURE 5

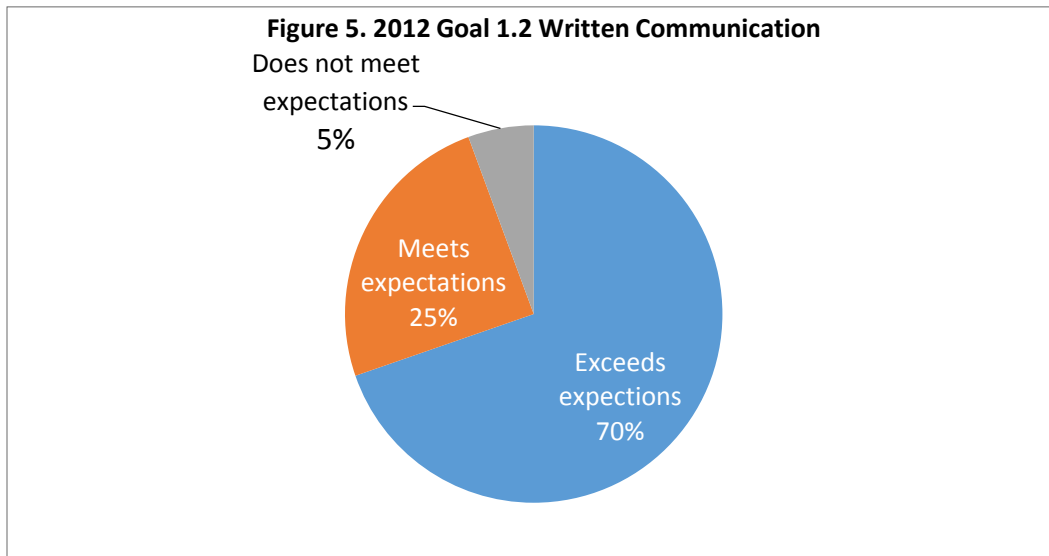


FIGURE 6

Figure 6. 2012 Goal 2.1.1 Performance of Team Members

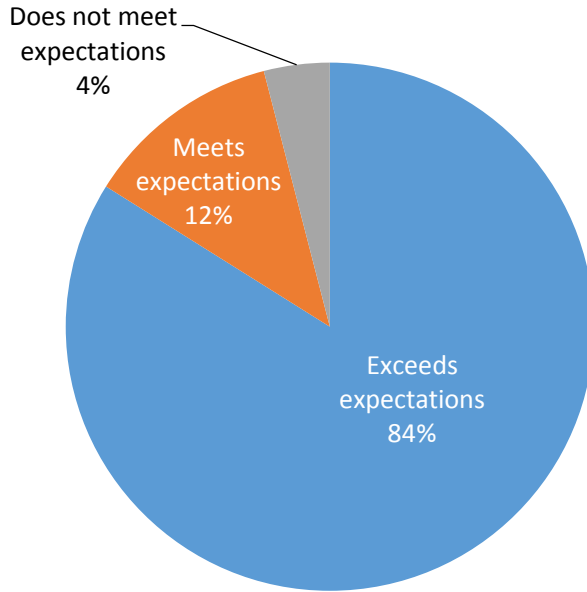
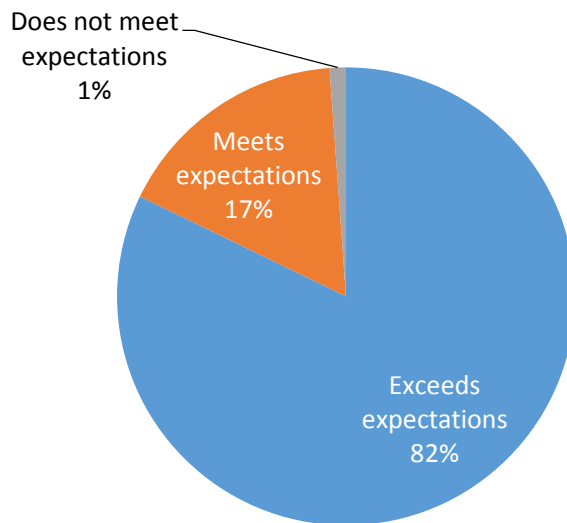


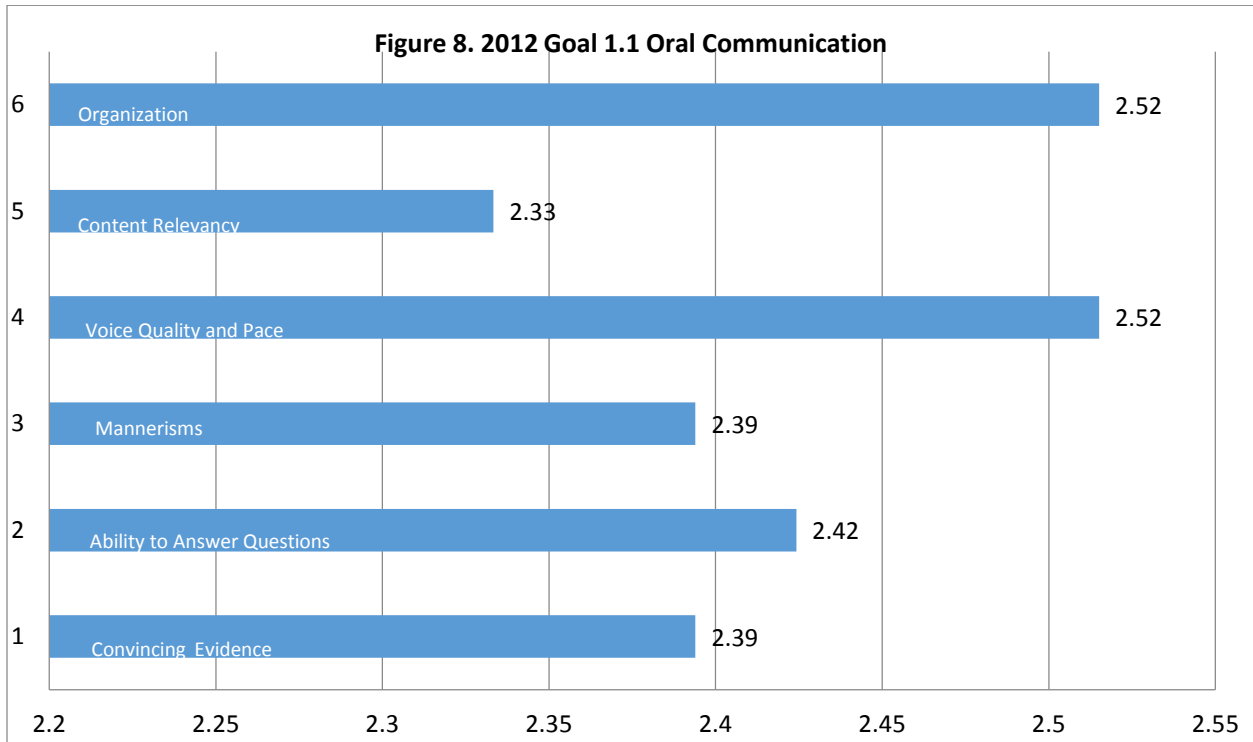
FIGURE 7

Figure 7. Goal 2.1.2 Teams Effectively Complete Goals of Project



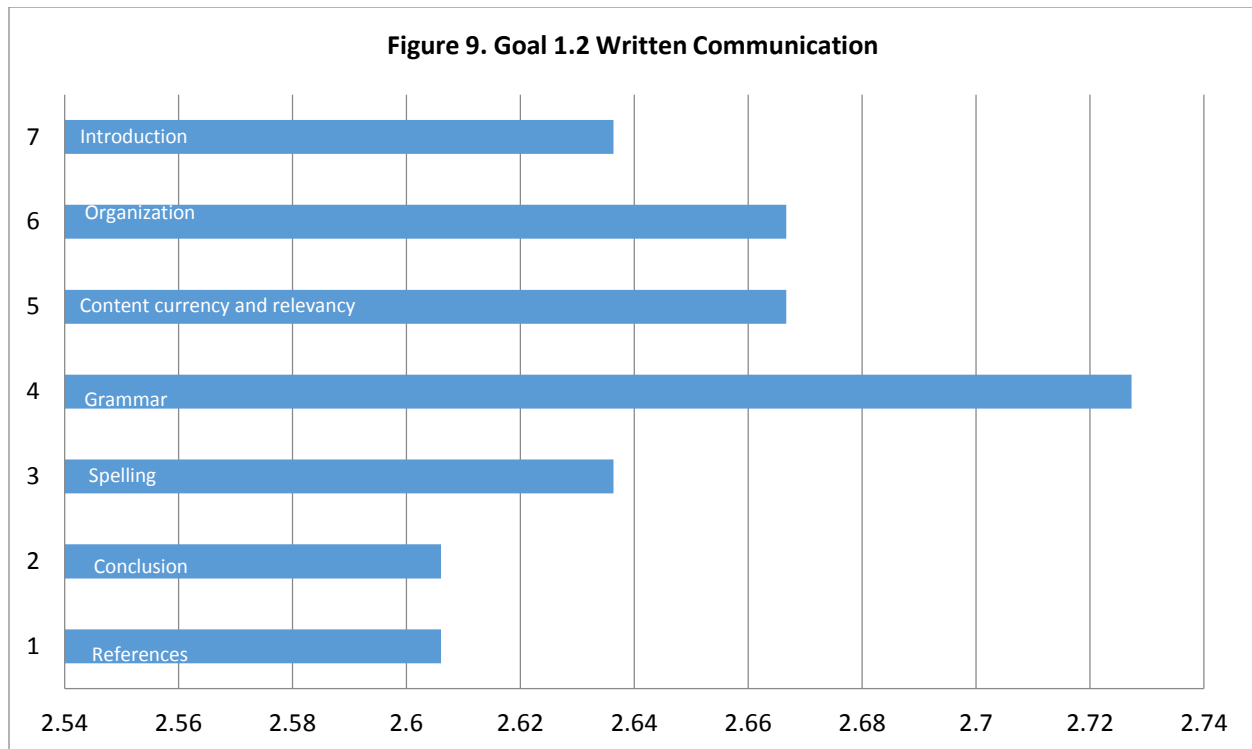
These results indicate that overall, according to longitudinal and benchmarking baselines established in 2008, the 75% thresholds were met in terms of meeting expectations. However, what is of most interest are the traits which provide a deeper analysis of where the weaknesses exist in terms of learning and where skills need to be further developed. The following figures show the learning outcomes by traits.

FIGURE 8



These results indicate that while the majority of students met expectations in Goal 1.1 (Oral Communication), students did particularly well in terms organization and voice quality. However, there could be improvement in content, which is the lowest average score. In addition, there is room for improving in the mannerisms, convincing evidence, and ability to answer. This indicates a need for more attention to be paid in these areas throughout the curriculum.

FIGURE 9



These results indicate that while the majority of students met expectations in Goal 1.2 (Written Communication), students did particularly well in terms of grammar. However, there could be improvement in the conclusions and referencing, which have the lowest average score. In addition, there is room for improvement in spelling and in the introduction or executive summary sections of written communications. This indicates a need to for more attention to be paid in these areas throughout the curriculum.

In Goal 2, the average for both objectives was extremely high (2.79 and 2.8) for both the quality of each team member’s performance and the effective completion of team project goals. In both cases, 84% and 82% exceeded expectations on this goal. It is recommended that this rubric be revisited and perhaps built-out to measure what areas of teamwork might need to be further addressed in the curriculum. In addition, looking at the data, the assessment of team members’ performance had the largest number of students who did not meet expectations. This measurement involved student peer evaluation, which is felt to be particularly significant in terms of engaging students in the assessment process. Based on this, specifically looking at ways to measure and enhance student’s ability to work together deserves more attention. In this regard, specific questions to consider would be:

- Why aren’t these students performing well in teams?
- What elements of their performance are not meeting expectations?

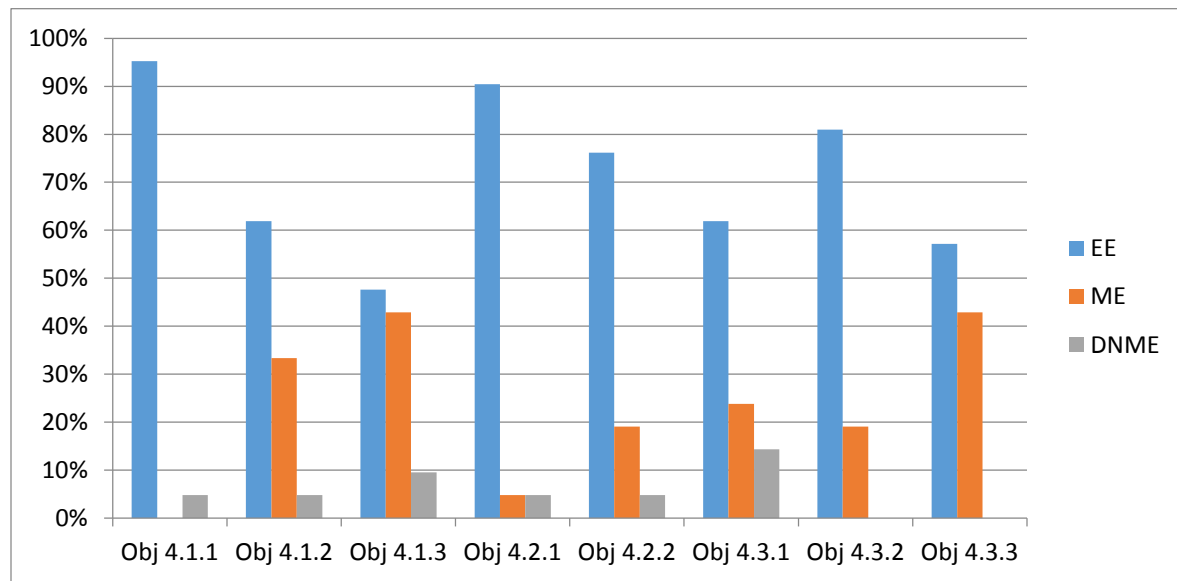
Students engaged in the assessment process will help develop the metrics and delve deeper into these questions.

2013

For 2013, Goal 4 was measured again. The results are indicated below.

FIGURE 10

Results of Data for Goal 4.



These measurements indicate that more than 70% of the students for all traits met or exceeded expectations. These results indicate that the integrated curricular approach identified in 2011 is resulting in better student learning outcomes. However, these longitudinal results and the issue of student success raised larger questions around overall student success in this program as measured after graduation.

Closing the Loop

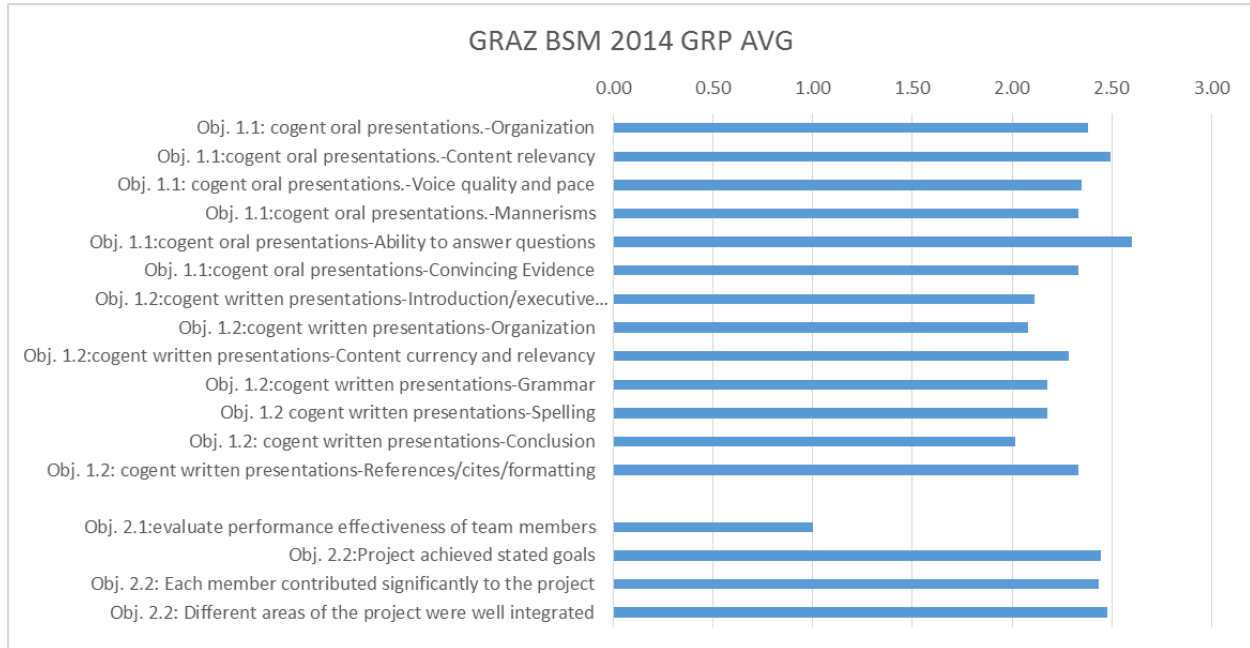
Based on these discussions the BSM Committee began a study using completion and GPA to analyze student success not only in the BSM Program but also in graduate school by tracking and statistically analyzing success for those students in Graziadio’s MBAJ (joint BSM-MBA Program). This careful statistical analysis was the basis for the MBA Pathways Program enabling students to chart a path to graduate school. The MBA Pathways Program has been very successful in terms of enrollments and completion.

2014

Goals 1, 2, and 4 were all measured during 2014. Good progress in the ongoing collection, analysis, and calibration of learning outcomes was made. The measurements of Goal 4 were included in the ongoing longitudinal measurement and showed very little change from the previous year. However, the measurement of Goal 1 and 2 sparked some changes within the curriculum in specific classes as well as a new ongoing discussion regarding writing skills amidst the proliferation of mobile devices and truncated written communication. Figure 11 below shows the averages for the data collected for Goal 1 and 2.

FIGURE 11

Goal 1 and 2 results for 2014



The student are more effective in oral presentations and with reduced capability in the written portion of communication. These results came from the latest annual review process and require additional investigation. Further analysis is being developed to better understand the causes and to determine what adjustments need to be made in order to determine the best possible learning outcomes.

Closing the Loop

Decisions/Recommendations

The BSM Program Committee has identified issues that it feels warrants attention for the purpose of enhancing the Learning Assurance process. Each of these was itemized above along with the outcomes of each year and subsequently addressed. However, an overall look at assessment drove two compelling larger scale studies by the BSM Committee. The first was an analysis of factors that influence student success that resulted in the MBA Pathways Initiative. The second was a strategic audit which was completed with the external help of Eduvantis in 2014-2014. The Strategic Audit has resulted in recommendations that are still in process. The MBA Pathways Initiative is described below.

The MBA Pathways Initiative: Understanding and Promoting Student Success from Community College, to Bachelor Completion through Graduate School

The current push for increased graduation rates is an admirable standard but falls short of opening a conversation around what it takes to ensure quality higher education and career success. The current national "college completion agenda," seems straightforward. After all, graduation is pretty easy to measure -- students either graduate or they don't. Furthermore, once you've measured it, you can use that number to hold people accountable. However, ideally after graduation students either get jobs or continue their education so they can advance their careers. Without a critical analysis of the graduation

numbers and especially the means used to increase them, we could wind up as a nation having reached the graduation goals but with fewer well-educated people than we need -- and with more uneven distribution of higher education and career attainment than we can accept. Spurred by asking deeper questions in our assessment process, the BSM Committee started asking "What factors predict student success?" In order to address this question a complete analytical study was set-up using a team of faculty across disciplines and members of the university business analytics team to explore factors that predict student success. It required stepping back and completely envisioning what we began to call "learning pathways" and ultimately the study required that the BSM Program view itself in the broader landscape of higher education, not only as this program connects students to graduate school and careers but also how it connects to community colleges and even K-12. Ultimately, the larger issues related to driving prosperity in underserved communities and building successful businesses one student at a time.

This study, driven by questions arising from assessment and learning assurances data, focused on the creation of learning pathways leading to careers for graduates of business programs. Pepperdine University's Graziadio School of Business has a Bachelor's completion program (BSM) that connects with local community colleges creating a pathway to undergraduate completion for transfer students with business experience who are currently employed full-time. In addition, this program allows graduates, who achieve specific criteria, to matriculate into graduate school and complete their MBA. This learning pathway which connects the community college, bachelor's completion, and graduate school directly to career options is designed to move the conversation beyond merely college completion to employment. However, it is unclear whether the proper "gateways" between the programs have been established for admissions to the programs, particularly between the undergraduate and graduate level. In this regard, there are risks of both false negatives (good students who are likely to succeed but aren't admitted) and false positives (students who make it through the "gateway" but do not succeed). The primary standard for admission to the MBA program is GPA. After analyzing success and failure in the MBA program, faculty reflected on the fact that in admissions we were asking "What should be the minimum GPA requirement for admission?" While this is important and a high standard should be kept, it was felt that a better question might be "What factors predict success in the MBA Program?" Therefore, this study was set-up to explore whether GPA was a predictor of success in the MBA program. In particular, this study looked at cumulative GPA as well as GPA from "qualitative" versus "quantitative" classes as possible predictors of success. Work experience was also explored. Ultimately this study suggests that quantitative GPA is a predictor of success for MBA students. It also suggests that work experience and cumulative GPA are not sufficiently reliable predictors. Other evidence indicates that faculty recommendations, particularly with respect to professionalism, accountability, and maturity might be indicators of success. The next steps in this study are to examine these factors and connect them to learning analytics at the classroom level. The goal was the creation of a high-quality, high standard educational pathway reaching from community college through to graduate school, that ensures that students not only graduate but are well equipped to succeed in the competitive marketplace of the 21st century.

Summary of Results:

- **Historical time series data shows that final GPA for FEMBA grads that were not MBAJ, now typically exceeds GPA for MBAJ grads**

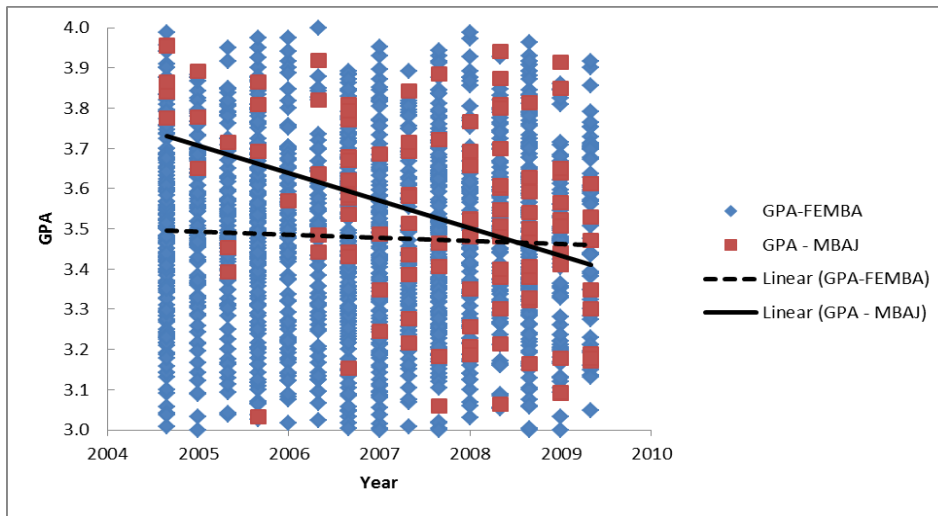
- Pre-2008: Mean MBAJ GPA > Mean FEMBA GPA
- Post-2008: Mean MBAJ GPA < Mean FEMBA GPA
- **Further analysis of MBAJ students, including completed, active and discontinued students, suggest that BSM GPA explains about 25% of variation in MBA GPA s**
 - Greater sensitivity of MBAJ GPA to Quant-based BSM coursework GPA.
 - Little additional variation explained by breaking out GPA into Quant and Qual GPAs
- **BSM GPA (or quan/qual breakout of GPAs) is not sufficient in determining success (i.e. graduation) from the MBAJ program. Additional data should be examined to better predict success.**
 - Years of work history
 - Faculty recommendation dummy variable (0=recommend, 1=strongly recommend)

Methodology and Analysis

The following graph (Figure 12) shows the trend in all graduates of our Fully-Employed MBA (FEMBA) Program and our Joint MBA-BSM (MBAJ) Program. The trend line shows that while GPA for FEMBA demonstrates a relatively stable linear fit, there is a downward sloping fit for MBAJ students over time. Our question was, "Why?" We were also interested in understanding what factors determined not only graduation but better performance. In order to answer these questions we needed to see if there was any correlation or relationship at all between BSM GPA and FEMBA/MBAJ GPA. If the two are unrelated, then there must be other factors involved.

FIGURE 12

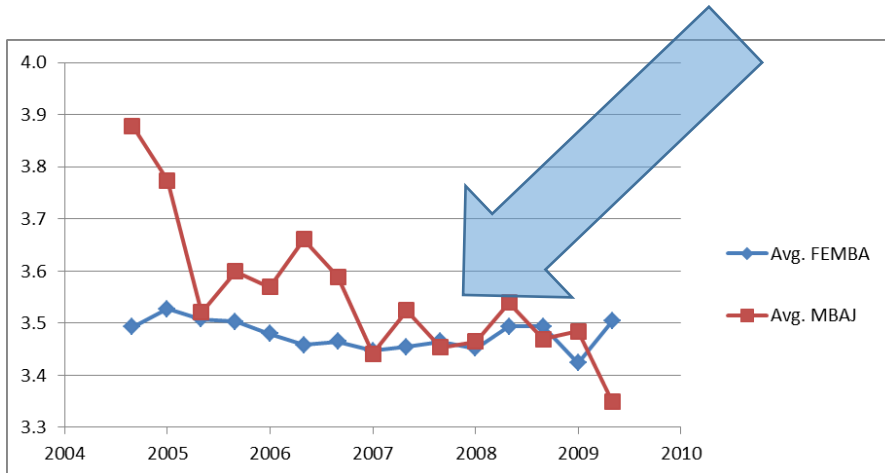
Trend in all Graduates of FEMBA & MBAJ



Therefore, we conducted an analysis of average GPA trends in graduates of FEMBA and MBAJ show in in Figure 13.

FIGURE 13

Trend in average Graduates of FEMBA & MBAJ

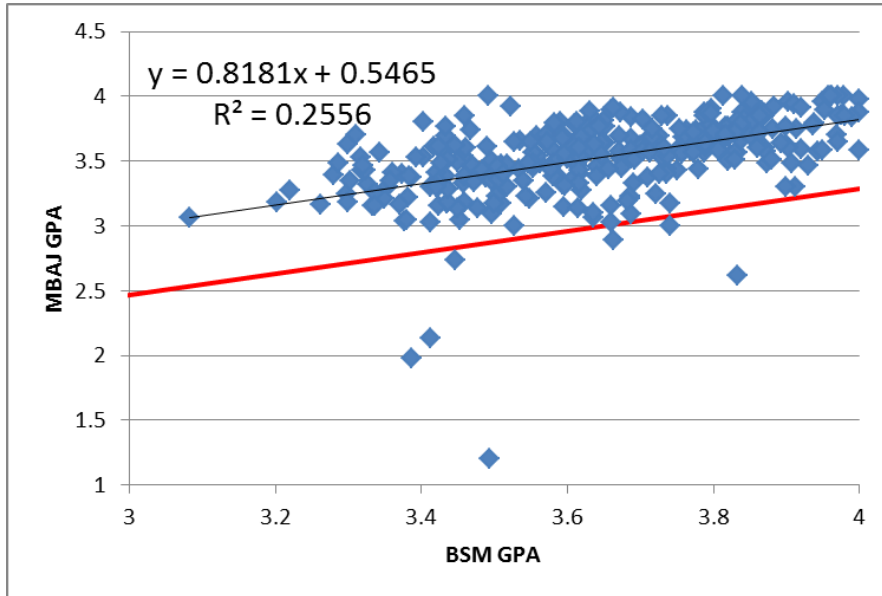


In this analysis we also saw a decline. Given that the admissions for the MBA Program was largely predicated on average GPA performance, we looked more closely to see if the two had a relationship. Were we using the right predictor for admissions? The admissions committee was thinking that perhaps the key was to increase the GPA requirement for admissions to MBAJ in order to ensure a stronger performance. However, we needed to understand whether there was any relationship between the two metrics before figuring out if this predictor could be optimized.

Therefore, an analysis was performed to understand if a relationship existed between these two factors given that there is a strong assumption they do relate. Figure 14 shows the results of this analysis.

FIGURE 14

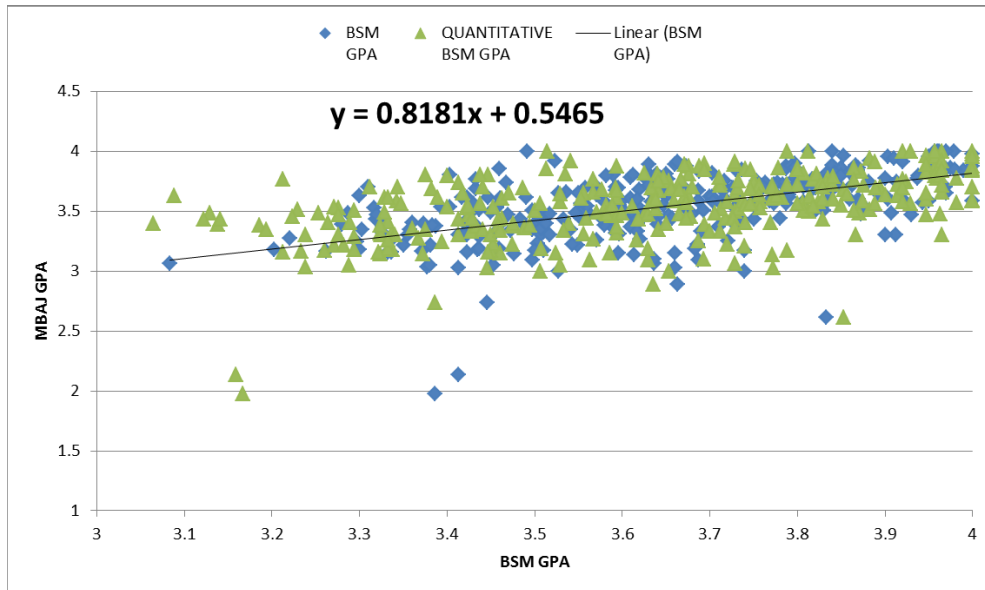
Student GPA for completed, active, or inactive in MBAJ



The results were surprising. Minimum BSM GPA was moderately correlated with MBSJ GPA, so changing it would not reliably ensure successful MBSJ students. What if we broke the GPA down into “qualitative” classes and “quantitative classes” to better determine what elements of our GPA (if any) might be a predictor. Figure 15 shows the results of this analysis.

FIGURE 15

Removing the outliers and focusing on Quant GPA



Notes: Removing 1 outlier with 1.2 MBA GPA, and focusing on Quant GPA > 3.2, N=310, N (MBAJ GPA < 3.0) =5, or < 2% of sample

We discovered that if we require a BSM Quant GPA >3.2, we would remove 2 unsuccessful MBAJ candidates, but also remove 8 successful ones through the admissions process. Clearly we needed a much clearer, more precise understanding of the predictive factors because using GPA would effectively remove students who scored below this minimum but were successful in the program. The Committee decided we needed a very systematic analytical approach to better understand GPA as a success factors.

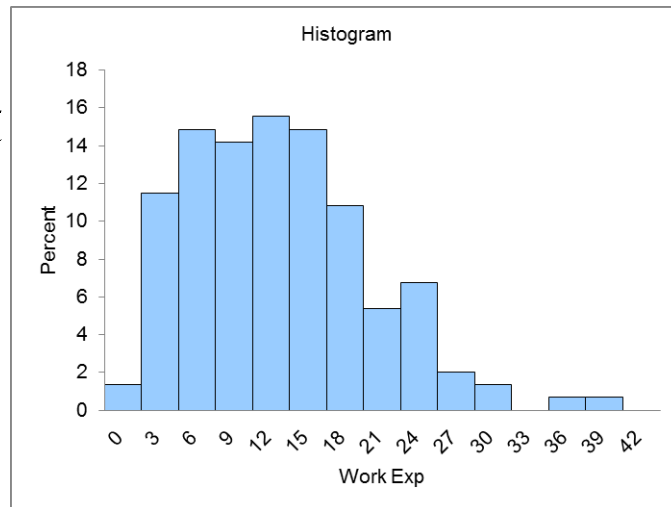
It was felt that perhaps we should look at admissions factors such as work experience. The hypothesis was that more work experience would be a predictor for success. Again, the results were surprising as seen in Figure 16.

FIGURE 16

Investigation of the Correlation between work experience and success in MBAJ

	t	MBAJ GPA	BSM GPA	QUALITATIVE BSM GPA	QUANTITATIVE BSM GPA	Work Exp
t	1.00					
MBAJ GPA	0.04	1.00				
BSM GPA	0.04	0.43	1.00			
QUALITATIVE BSM GPA	(0.00)	0.25	0.76	1.00		
QUANTITATIVE BSM GPA	0.05	0.45	0.92	0.43	1.00	
Work Exp	(0.01)	0.04	0.22	0.17	0.20	1.00

	<i>Work Exp</i>
count	148
mean	13.78
sample variance	53.50
sample standard deviation	7.31
minimum	2
maximum	40
range	38
1st quartile	7.75
median	13.00
3rd quartile	18.25
interquartile range	10.50
mode	7.00



Notes: If work history > 0, N = 148

What we learned in this analysis was that there was no correlation between work experience and MBAJ GPA. To probe deeper into these factors, having identified what was not predictive, supporting analysis was performed using historical data.

In order to do this supporting analysis we followed the following methodology. First, we took 2004 – 2009 graduates of the FEMBA and MBAJ programs and examined the data for trends in final GPA. We included MBAJ program students who completed, or were currently active or have discontinued from 2000-2012. For this analysis we used the following assumptions, constraints, and sample size:

- GPA always ≥ 3.0 , as required for graduation
- Sample sizes: $N_{FEMBA} = 1680$, $N_{MBAJ} = 112$
- Sample size = 311
 - $N \rightarrow 310$ when removing 1 outlier w/ 1.2 MBA GPA
 - Sub-sample contains work history (N=148)

In addition to examining descriptive statistics of all the students who have ever been in the program, the classes were broken down into qualitative and quantitative classes.

Using these categories, a predictive model was developed to determine the sensitivity to quantitative and qualitative GPA, also identifying thresholds for specific classes (Figure 11).

FIGURE 17

Sensitivity Analysis and Predictive Model

		X2 (quant GPA)										
		3.00	3.10	3.20	3.30	3.40	3.50	3.60	3.70	3.80	3.90	4.00
X3 (qual GPA)	3.00	3.02	3.07	3.12	3.18	3.23	3.28	3.33	3.38	3.43	3.49	3.54
	3.10	3.05	3.10	3.15	3.20	3.26	3.31	3.36	3.41	3.46	3.51	3.56
	3.20	3.08	3.13	3.18	3.23	3.28	3.33	3.39	3.44	3.49	3.54	3.59
	3.30	3.10	3.16	3.21	3.26	3.31	3.36	3.41	3.47	3.52	3.57	3.62
	3.40	3.13	3.18	3.24	3.29	3.34	3.39	3.44	3.49	3.54	3.60	3.65
	3.50	3.16	3.21	3.26	3.31	3.37	3.42	3.47	3.52	3.57	3.62	3.67
	3.60	3.19	3.24	3.29	3.34	3.39	3.44	3.50	3.55	3.60	3.65	3.70
	3.70	3.22	3.27	3.32	3.37	3.42	3.47	3.52	3.58	3.63	3.68	3.73
	3.80	3.24	3.29	3.35	3.40	3.45	3.50	3.55	3.60	3.65	3.71	3.76
	3.90	3.27	3.32	3.37	3.42	3.48	3.53	3.58	3.63	3.68	3.73	3.78
	4.00	3.30	3.35	3.40	3.45	3.50	3.56	3.61	3.66	3.71	3.76	3.81

Note: $Y = a + b_2 * x_2 + b_3 * x_3$

What we observed in this analysis was that the MBAJ GPA, when explored more granularly using this model, was more dependent on Quantitative GPA than Qualitative GPA. The results showed that $P_{\text{quant}} = 10^{-11}$ vs. $P_{\text{qual}} = 10^{-3}$. Furthermore, the results of the historical analysis using the sub-sample containing work history showed that the median work experience was 13 years and that in the history of the MBAJ program there were only 4 unsuccessful students (who did not graduate). Interestingly, no MBAJs with less than 12 years of work experience were unsuccessful in MBAJ. Even though this sample of unsuccessful students is surprisingly small, it is worth noticing this demographic which might provide insight into student success.

Overall, this in-depth study, which started based on questions triggered through the assessment process was instrumental in developing the MBA pathways program which used the model and results of this analysis to create a pathway for BSM students whose GPA did not qualify them for MBAJ, but could be successful (according to this analysis) with additional quantitative classes. This pathway allowed them to proceed but using the matrix developed in the model established what classes would need to be taken (or waived) in their advancement in the MBA program. There was still a minimum of a 3.0 GPA for advancement, but the performance in BSM and the model above were used to determine classes required to advance and complete the program. Continued analysis of these results will be a part of the learning assessment portfolio, particularly the predictors and analysis of student success.

Furthermore, this concept of Pathways led to the analysis of pathways and success factors not only from community college to BSM and onto graduate schools and career development, but also connecting the entire process to K-12. In this regard, the BSM Committee together with the Associate Dean of Programs connected with the City of Long Beach and developed the Long Beach Power of Partnership initiative.

Creating Pathways to success: Connecting K-12 to Community College the BSM and MBA

Five years ago, Long Beach City College spearheaded a unique pathway for local students to progress successfully from the Long Beach Unified School District to higher education. The importance of the Long Beach College Promise to these residents is profound, and offers a compelling model for school

districts and community colleges nationwide. At the Graziadio School of Business and Management, we have extended a similar promise of support to working adults who seek to return to school and earn their degrees without compromising their career and family obligations. Our school was founded on serving the unique needs of working professionals, and they remain an essential part of our mission. Together, Long Beach City College and Pepperdine University developed a pathway for students who wished to advance their career while developing their business skills. The BSM Committee and the Associate Dean developed an initiative to become a powerful partner in supporting the third step of the Long Beach College Promise Pathway: College Success. Leveraging student success data transfer agreements were developed and since the Long Beach College Promise had a similar model for student success in K-12, this program effectively provided a seamless pathway from K-12 on through graduate school.

Partnership Highlights

- A Long Beach City College credit pathway and the MBA Pathways Program
- A dedicated Graziadio School liaison for Long Beach City College students
- Scholarships and Financial Aid resources
- Additional opportunities for lifelong learning
- A focus on values-centered leadership and community

This initiative leveraged the previous work on student success as well as the analysis and foundation developed by the city of Long Beach to create pathways for prosperity even in an under-served community. It is the vision of the BSM Program to scale this model throughout other communities in order to bridge the much needed educational gap in many communities. The goal, developed from the ongoing student success analysis is to position students, in an affordable pathway for business and career success in their local communities. This initiative began in January 2013, initiated through the assessment process and the larger questions regarding student success that were a critical element of this process.

Completion and Attrition Data

Student Success Data

Student success may be measured in terms of completion and attrition.

Graduation

As the Figures 18 and 19 depict below and on the following pages, the graduation rate among BSM students has ranged from a 6 year low of 65.5% (Summer 2009) to 81.9% (Fall 2008).

FIGURE 18

3 Year Graduation Rates for BSM Program Fall 2008 – Spring 2012

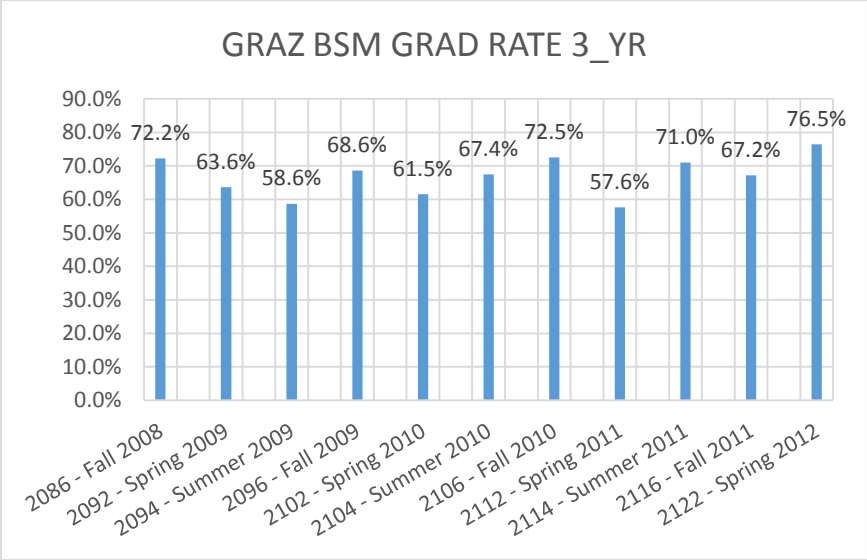
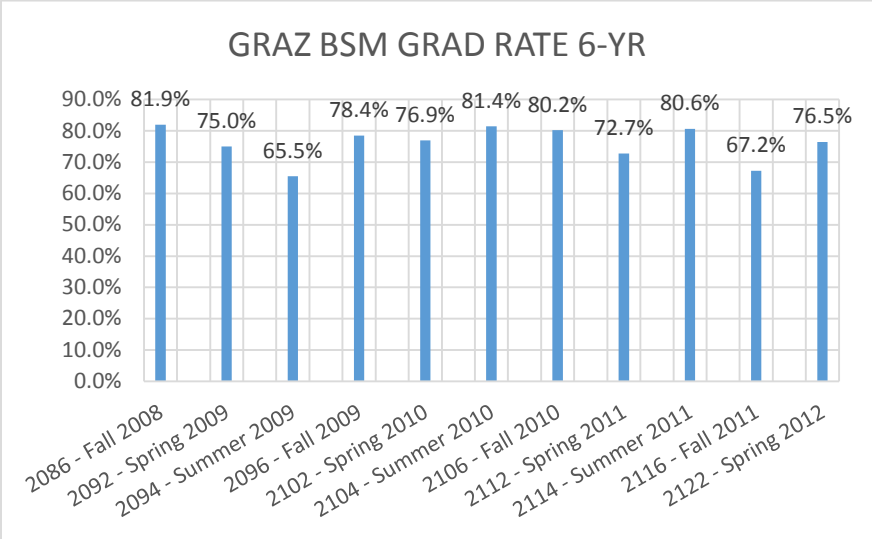
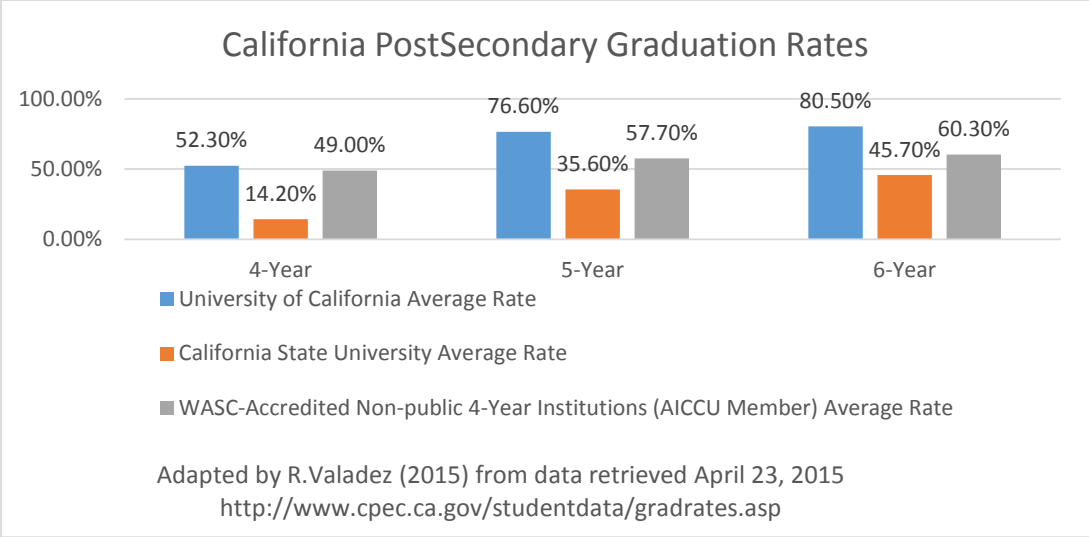


FIGURE 19
6 Year Graduation Rates for BSM Program Fall 2008 – Spring 2012



We benchmarked this completion rate with the national averages. This comparison (Figure 20 below) showed that the completion rates were measured at 4, 5, and 6 year intervals. Given the non-cohort nature of our program, the only comparable data we could reliably use was 3 year and 6 year data.

FIGURE 20
California and National Graduation Rates



This comparison shows that the BSM Program has a completion rate significantly above the California average and the California State University average. It is also highly comparable or above the University California Average. However, given that George L. Graziadio’s motto was, “If better is possible, then good is not enough” the Committee used these results to spear-head a strategic audit, bringing in a third party, Eduvantis. This complete report is available through the Center for Teaching and Learning Excellence as well the BSM Committee. This audit resulted in some significant recommendations that are currently in process. The primary recommendation for the quality improvement plan was to increase completion rates and reduce attrition rates. Part of the strategic audit analysis resulted in finding that the primary reason for attrition was work-related moves that forced students to leave the area. Therefore, one of the recommendations from this analysis, directly resulting from the assessment process described here is the development of online BSM classes to enhance completion and reduce attrition for students that move, given the increasingly mobile nature of the BSM student body following the 2008 recession.

Enrollment

ENROLL TERM	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Total
	STUDENT COUNT	STUDENT COUNT	STUDENT COUNT	STUDENT COUNT	STUDENT COUNT	STUDENT COUNT
GUGRD Graziadio Undergraduate BS						
BSMGMT BS in Management	100.00%	100.00%	100.00%	100.00%	100.00%	1504
Male	60.71%	58.16%	60.07%	55.59%	51.07%	865
White, Non-Hispanic	27.38%	29.38%	33.66%	26.44%	21.03%	420
Black or African American	4.76%	3.56%	3.96%	3.05%	2.15%	54
Hispanic/Latino Male	11.90%	9.20%	9.90%	10.17%	10.73%	156
Asian	8.33%	7.12%	7.92%	9.49%	7.73%	122
Unknown	7.44%	7.42%	3.96%	5.76%	7.30%	96
Hawaiian/Othr Pacific Islander	0.30%	0.30%	0.33%	0.00%	0.00%	3

Non-Resident Alien	0.30%	0.89%	0.33%	0.68%	2.15%	12
Two or more races	0.30%	0.30%	0.00%	0.00%	0.00%	2
Female	39.29%	41.84%	39.93%	44.41%	48.93%	639
White, Non-Hispanic	12.80%	13.35%	13.53%	17.63%	20.60%	229
Black or African American	4.17%	5.34%	5.28%	4.75%	4.72%	73
Hispanic/Latino Female	9.23%	10.39%	8.91%	8.47%	10.73%	143
Asian	5.95%	7.12%	7.59%	8.47%	6.44%	107
American Indian/Alaska Native	0.60%	0.30%	0.00%	0.34%	0.43%	5
Unknown	5.95%	4.45%	4.29%	3.73%	6.01%	73
Non-Resident Alien	0.00%	0.00%	0.00%	0.34%	0.00%	1
Two or more races	0.60%	0.89%	0.33%	0.68%	0.00%	8

Quality Improvement Plan

While the process for Learning Assurances at the Graziadio School is highly collaborative, those who have spent the most time on the Full-Time Program annual learning assurances review process are the BSM Program Committee. Staff members who oversee the BSM Program have also been involved with this process during the discussions of these outcomes at committee meetings. The Learning Assurances Committee has also been involved in these efforts through overseeing the process. The BSM Program Committee recognizes challenges in the process and is dedicated to taking steps toward strengthening the assessment process. In addition, the assessment data, including enrollment and attrition data as well as student learning outcomes were a critical component of the Strategic Audit and planning process in 2014 as part of this Program Review. This included an analysis of competitive environment, marketplace, factors effecting enrollment and completion of the degree as well as the target student population. It used competitive (benchmarking) data, assessment data, as well as attrition and completion data. In addition, a third party, Eduvantis, was engaged in the fall 2014. The short-term and long-term recommendations for quality improvement were the following:

Short-term recommendations (completed)

- Increased investment in marketing and recruiting (underway Fall 2014)
 - Online marketing and recruiting increased yield
 - Increased focus and staff plus accountability
- Scholarships (underway Fall 2014 and increased Spring 2014)

Medium- Long Term Recommendations (underway)

- Streamline admissions process (accepted by UAC March 2015) with emphasis on quantitative classes (in place for Fall 2015)
- Online BSM (lowering attrition and increasing those who remain enrolled; longer term would increase completion and enrollment by expanding the availability of the program)

Our current BSM program, unlike most current bachelor’s completion programs, targets an older more mobile population which is a critical differentiating factor. The online program’s target group would be identical to the BSM Program and would be working adults that are 25+ years of age and looking for greater convenience and scheduling flexibility to maintain their jobs and continue with their career paths which now include increasing mobility. This modality shift is recommended as the primary quality improvement action item remaining. While attrition for the BSM Program is relatively low, it is largely due to working adults moving or taking longer to complete because of scheduling conflicts at work. The online courses would help reduce attrition and help ensure a more timely completion. Finally, the online option would deepen the BSM Program’s already strong connection to Pepperdine’s mission by providing greater access and availability to students throughout our communities and will continue to enhance diversity across our student body. Our current BSM program, unlike most current bachelor’s completion programs, targets an older more mobile population which is a critical differentiating factor. The online program’s target group (similar to the current BSM target group) will be working adults that are 25+ years of age and looking for greater convenience and scheduling flexibility to maintain their jobs and continue with their career paths which now include increasing mobility. Furthermore, while attrition for the BSM Program is low, it is largely due to working adults moving or taking longer to complete because of scheduling conflicts at work. The online courses would help reduce attrition and help ensure a more timely completion. Finally, the online option would deepen the BSM Program’s already strong connection to Pepperdine’s mission by providing greater access and availability to students throughout our communities and will continue to enhance diversity across our student body. The Graziadio Leadership team, Curriculum committee, and Full-Time faculty have already accepted this proposal. It is currently advancing to UAC and a substantive change proposal is being submitted to WASC.

Fully Employed MBA

The FEMBA program at the Graziadio School of Business and Management at Pepperdine University is centered on developing values-centered leaders and advancing responsible business practices through an educational experience that is characterized as entrepreneurial in spirit, ethical in focus, and global in orientation. This mission provides meaning to the goals and objectives that guide the processes and outcomes that the Graziadio School is committed to. To deliver on this mission, the FEMBA Program at the Graziadio School has chosen four goals in the area of integration, communication, team dynamics, and ethics.

Please see the table below for a historical review of how all four goals have been measured. As is noted, all four goals have been measured in a cyclical pattern with an average focus of about two goals per academic year. The objective is to have at least two different assessment periods within a four-year window. The process is configured to evaluate these goals across different disciplines and across different modalities. For example, we want to ensure we are able to compare if our online/flex/in-person classes vary with respect to our objectives so we ensure we measure across our varied modalities. Although past evidence will be presented for purposes of discussing trends and areas of improvement, the last year results will be the main focus of this report.

Goals & Objectives	Assessment Schedule	Direct Evidence
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Goal 1: Integration/ Multi-Disciplinary Problem Solving Objectives 1, 2 & 3	Summer/Fall 2013 Spring/Summer 2015	Class artifacts evaluated by Standard Rubric
Goal 2: Communication Skills Objectives 1 & 2	Spring 2013 Summer/Fall 2015	Class artifacts evaluated by Standard Rubric
Goal 3: Team Dynamics Objectives 1, 2 & 3	Fall 2011 Spring/Summer/Fall 2012 Fall 2014	Class artifacts evaluated by Standard Rubric
Goal 4: Ethics Objectives 1 & 2	Fall 2011 Spring/Summer/Fall 2012 Fall 2013 Spring 2014	Class artifacts evaluated by Standard Rubric

FEMBA Program Review Process Overview

This program review report focuses on the systematic processes that the FEMBA Program utilizes to improve our academic program. Throughout this process a framework that focuses on the following three elements is used and include: meaning-the attributes that characterize our graduates, quality-the performance outcomes that are measured and plans of action to address any gaps identified, and finally, integrity-how these processes are utilized to support institutional and student expectations. A more specific breakdown is noted below.

Meaning: The FEMBA Program Goals were developed in alignment with the mission and vision of the school and university to ensure that the FEMBA degree is distinctive in the marketplace. The goals and rubrics were developed specifically to measure our success in achieving the goal of transforming lives for service, purpose, and leadership in the business world. Importantly, the FEMBA program focuses on producing value-centered leaders. This distinctive meaning and characteristics drove the goal and objective development process.

Quality: In order to ensure quality we consistently measure these goals, they are discussed in the program committee and used to make curricular changes in order to achieve our mission. The data collection and analytical process is coordinated to ensure quality improvement and rigor.

Integrity: Thresholds for analytical purposes are developed longitudinally and via benchmarks. The process is continually monitored for consistency and as noted in this report changes are made to ensure the measurement process itself is consistent.

Direct Evidence

For each goal and objective, there is a specific standardized rubric for measurement. For each rubric we expect that at least 70% of students will score satisfactory or above in the evaluation. Every year, one to two goals are evaluated so that all goals are evaluated at least once, typically twice, over a four-year cycle. There is an annual review of the results of these goals and a five-year comprehensive review examining the results of the evaluation of all four goals. For each goal, at least 20% of students (in all sections of the appropriate course for selected trimesters) are to be sampled for the direct evidence. In terms of indirect evidence, all syllabi have student-learning outcomes, which currently are being standardized and aligned with program-level goals and objectives. The specific courses that were assessed in 2014 to measure student learning are listed in the measurement calendar of this report.

During the fall of 2014, data was collected for Goal 3 in selected accounting courses (ACCT652). During the spring and fall of 2014, data was collected for Goal 4 in selected 651 behavioral science and ACCT 652 accounting courses. The minimum 20% was met or exceeded for each set of courses in their respective trimesters.

Goal 1 Integration/Multi-Disciplinary Problem Solving

The ability to integrate learning across multiple disciplines to address current business practices is paramount to the successful development of the next generation of business leaders. The FEBMA Program committee identified this goal as an important learning outcome as a cornerstone of a business education. To ensure quality outcomes are measured in support of this goal, three learning objective are measured and discussed below.

Faculty members are asked to evaluate four individual traits: (1) identifies discipline position in strategy, (2) applies integrative thinking and analysis, (3) quantitative skills, and (4) recommendation based on data and logic. Faculty evaluate these individual characteristics on a three-point scale ranging from one (does not meet expectations) to three (exceeds expectations). Table 1 presents a summary of this data by objectives.

TABLE 1. GOAL 1 – INTEGRATION/MULTI-DISCIPLINARY PROBLEM SOLVING – DATA (FACULTY SURVEY); N = 96

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Objective 1 – Students recognize the importance of	1.0%	67.7%	31.3%

multi-disciplinary problem solving.			
Objective 2 – Students engage in multi-disciplinary problem solving.	1.6%	70.3%	28.1%
Objective 3 – Students develop and justify strategic recommendations that indicate the integration of a variety of business functions.	1.0%	63.6%	35.4%

Goal 2 Communication Skills

Whether one is articulating complex business ideas or attempting to influence a colleague or client to support your ideas, the importance of mastering a set of communication skills is demonstrative of a high quality business education. The skills range from quality writing to persuasive rhetoric, the importance placed on the expression of one’s ideas, especially in pursuit of valued centered business practices cannot be underestimated. The FEMBA Program identified two objectives in support of this goal.

The data measures communication skills, as defined by the two objectives in Table 2 and twenty associated characteristics (10 for each objective). Faculty members evaluate 20 characteristics related to presentation and report-writing skills, including presentation elements, presenter characteristics, report content, grammar, and organization. Faculty evaluate these communication characteristics on a three-point scale ranging from one (does not meet expectations) to three (exceeds expectations). Table 2 presents a summary of this data by objectives.

TABLE 2. GOAL 2 – COMMUNICATION SKILLS - DATA (FACULTY SURVEY)

	N	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Objective 1 – Prepare & deliver a persuasive, professional presentation	50	7.6%	46.2%	46.2%
Objective 2 – Prepare a written report analyzing a business problem	58	1.7%	28.4%	69.8%

The ten highest average scores for the 20 characteristics were all for report writing. The top 10 scores ranged from 2.71 to 2.66 (out of 3.0). Both logical development and organization received the top score of 2.71 (90%). The ten lowest average scores all related to presentation skills. The lowest averages were 2.24 (75%) for personal characteristics (professionalism, etc.), 2.28 (76%) for quality of slide content, and 2.3 (77%) for use of media. Note that three faculty members rated each of these characteristics. However, only one faculty member rated both presentation and report writing skills. The two other faculty members who rated presentation skills were different than those who rated report-writing skills.

Goal 3 Team Dynamics

Our society places a premium on diversity. Diversity involves multiple perspectives and the representation and recognition of people of different backgrounds and points of view in the various constituencies of the business community and society at large. Collaborating with diverse stakeholders in a positive environment centered on performance is important in bringing one’s entrepreneurial ideas to market and working in a global context. The FEMBA Program has identified three objectives that support this goal.

Students are asked to evaluate team dynamics and rate the effectiveness team members and leaders.

TABLE 3. GOAL 3 – TEAM DYNAMICS - DATA (STUDENT SURVEY); N = 70

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Students understand team dynamics and are effective team members and leaders.	10%	47%	43%

Goal 4 Ethical Decision-Making

Value centered leadership and ethical business practices are distinctive attributes that we want to characterize our graduates. The FEMBA Program has identified three objectives to support this learning goal.

Faculty members are asked to evaluate students on their ability to: (1) recognize ethical dilemmas in business situations and (2) develop solutions when presented with ethical dilemmas and recognize the consequences of those solutions. Faculty evaluate these individual characteristics on a three-point scale ranging from one (does not meet expectations) to three (exceeds expectations). Table 3 presents a summary of this data by objectives.

TABLE 4. GOAL 4 – ETHICAL DECISION MAKING – DATA (FACULTY SURVEY); N = 47

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Faculty Results	4%	64%	32%
Goal 4: Students incorporate ethical considerations in decision-making.			

Indirect Evidence

Plans are underway to gather various data inputs from which to evaluate indirect evidence of learning outcomes. Examples under consideration include student focus group; faculty focus group; student survey; employer survey; alumni survey; etc.

One of the items that can be analyzed as indirect evidence of performance is the enrollment numbers in the type of students admitted into our FEMBA Program. For example, it is noted in the table below that our total enrollment counts declined during the recent financial recession, overall students enrollment figures declined until 2013 when negative results of our recession was fully felt. For example, our overall student numbers are increasing from a low of 2012. We are seeing a significant more than doubling our Black/African American population, going from 9 to 19 just last year. We see a similar but not as drastic trend in the growth of our Hispanic market during the same period. For example from 20012 we see an upward trend in this specific segment of almost 62% from 2012 levels. Although these two minority populations (Black/African American) they only represent less than 7% of our overall student population.

ENROLL TERM	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Total
	STUDENT COUNT	STUDENT COUNT	STUDENT COUNT	STUDENT COUNT	STUDENT COUNT	STUDENT COUNT
FEMBA Program Total	777	672	574	430	504	2957
Female	306	273	243	194	208	1224
Black/African American	14	17	12	9	18	70
Hispanic/Latino	34	12	14	21	34	115

Another example of our indirect assessment methods is the client feedback surveys that are utilized in our E2B classes. These classes span a variety of subjects where student form topic specific project team to analyze a specific company challenge and deliver to the client a viable report use to make some professional recommendations. Clients than evaluate each team by

giving specific feedback on the performance attributes of what the student learned and in how to interact. Another marker used to evaluate what specific students learn is the extent to which our E2B clients extend a paid internship and job opportunity to a member of our project teams.

Faculty observations also prove to be a valuable data set as they have an opportunity to assess each student’s personal development plan. In conjunction with these efforts, there are peer performance reviews conducted by students for each member of their project team that give them to evaluate their learning groups on a variety of performance metrics.

Finally, faculty often will work one-on-one with an individual student on an independent study project that which usually consists of a student working on a paper on a specific topic. The paper often serves as the foundation of a manuscript that is submitted to a peer review or practitioner journal.

Although the direct evidence demonstrates that we are meeting our performance objectives for each of our identified goals, finding and developing new and improve indirect measures of evidence is a remaining challenge and is an identified area of improvement.

Findings

The overall results are that both Goals 1 and 2 exceed the 70% threshold. Over 98% of students have a multi-disciplinary approach to problem solving, over 92% have solid presentation skills, and over 98% have effective report writing skills. Even the Goal 2 (communication skill) traits with the lowest averages were greater than the 70% threshold. Please see the table below for a summary of the data that has been collected over the most recent past.

Goal #1: Integration/Multi-Disciplinary Problem Solving				
Objectives	Assessment Dates	Results		
		<i>Below Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
#1: Students recognize the importance of multi-disciplinary problem solving.	2013	1.00%	67.70%	31.30%
#2: Students engage in multi-disciplinary problem solving.	2013	1.60%	70.30%	28.10%

#3: Students develop and justify strategic recommendations that indicate the integration of a variety of business functions.	2013	1.00%	63.60%	35.40%
Goal #2: Communication Skills				
Objectives	Assessment Dates	Results		
		<i>Below Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
#1: Prepare & deliver a persuasive, professional presentation	2013	7.60%	46.20%	46.20%
#2: Prepare a written report analyzing a business problem	2013	1.70%	28.40%	69.80%
	2015	<i>Assessing later this year.</i>		
Goal #3: Team Dynamics				
Objectives	Assessment Dates	Results		
		<i>Below Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
#1: Trust and Conflict	2011	2.80%	38.30%	58.90%
	2012	3.40%	47.40%	49.10%
	2014	9.59%	42.65%	47.76%

#2: Commitment and Accountability	2011	1.90%	29.00%	69.20%
	2012	6.90%	30.20%	62.90%
	2014	11.29%	47.71%	41.00%
#3: Results	2011	2.80%	41.10%	56.10%
	2012	3.40%	44.80%	51.70%
	2014	7.62%	51.90%	40.48%
Goal #4: Ethics				
Objectives	Assessment Dates	Results		
		<i>Below Expectations</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>
#1: Recognize Ethical Dilemmas	2012	1.60%	71.00%	27.40%
	2013	0.00%	71.40%	28.60%
#2: Students develop solutions when presented with ethical dilemmas and recognize the consequences of those solutions.	2012	8.20%	75.40%	9.85%
	2013	7.10%	71.40%	21.40%

The 2014 data represents consistent progress in the analysis and tracking of FEMBA Learning Goals. The target that at least 20% of all students for a given course/trimester are surveyed has been met for Goals 1 and 2. There is still a need to continue with diligence to meet this minimum requirement.

Closing the Loop

The intent of this assessment report is to determine how well our students are learning what we think they should be learning. To empirically validate our performance, the implementation of a learning assurance process was introduced and has been utilized to make improvements to our processes and curriculum. As we have begun to introduce our online-FEMBA program, this

new population of students is also being queried and will serve as a benchmark from which we can compare our effectiveness across modalities.

Throughout the academic year, the FEMBA Program committee conducts and monitors the data collection process. When data is collected after each trimester, data is shared and discussed. Conversations are centered on the extent to which our learning objectives are being met. Care is taken to ensure all points of view are represented, notes are taken and serve as a historical record in the analysis of trends, past thinking and the basis for innovation in the development of new course content or programs. For example, in previous discussions, the topic of data analytics came up when discussing our integration-learning objective. These efforts, along with others in sister committees, serve as the basis for the development of the new MS in Analytics program that is planned for the fall of 2015.

Lessons Learned

Throughout the assessment process a variety of lessons learned served as a foundation for improving the current assessment process.

2011-2012

For example, back in 2011, the FEMBA Program committee quickly realized the complexity involved with trying to assess a variety of courses, following a standardized rubric was more challenging than expected. These early efforts struggled with finding enough assessment participants to meet the stated goal of 20% of the student population be queried. In addition, the committee concluded that the rubric for goal 3, Team Dynamics, used to measure this goal was unsatisfactory for our purposes. A separate team comprised of our behavioral faculty was tasked with developing a better assessment tool. This resulted in a revised goal 3 team rubric being utilized beginning in the summer of 2012. This was also the time period when faculty began discussions with respect to whether faculty are in the best position to assess goal 3 because of their limited observation of their work outside the classroom when most team-based work is conducted. This resulted in later, the committee deciding to make this a student-based assessment that more accurately reflects what the goal is trying to capture.

2013-2014

The following issues were raised after reviewing historical data in this period for Goals 1 & 2:

- Although students did well on both presentation and written skills, presentation skills were the weaker of the two. We are considering adding a one-unit presentation skills course to the curriculum and have begun a discussion with faculty of the need to emphasize presentation skills throughout the course curriculum development process.
- For Goal 2, the point was raised that it would be best if that the presentation and written skills data could be collected from the same professor(s) for the same

students. This was not the case for all of the 2013 data. Moving forward, we will try to do this.

After reviewing the historical data for Goals 1 and 2, we conclude that the objectives for both goals are met satisfactorily. We also reviewed data for Goals 3 & 4 and we also met our objectives for these as well. Therefore, we move on to collecting data for goals 1 & 2 in 2015.

The process of learning assurance data collection and analysis has been improving based on seven years of experience. The FEGP committee will work with the appropriate professors and staff to continually improve this process and begin to institutionalize the thinking behind a robust learning assurance philosophy.

Collaboration

The process for Learning Assurances at the Graziadio School is described in detail in the AACSB report of 2010 and the WASC Program Review report of 2011. The process is highly collaborative and outlined in Figure 1 below. All faculty members are engaged in the final conversations regarding any changes to the program through the full-time faculty meeting. Faculty members within disciplines are engaged about specific course changes by their representatives on the FEGP Committee and by their Department Chairs. Chairs encourage all faculty to engage with the FEGP committee members to ensure that all viewpoints are taken into consideration and that the thinking behind focusing on key learning outcomes in our programs becomes embedded into our overarching culture. In addition, all full-time faculty members have been engaged in defining the goals and providing input into the curriculum matrix through the full-time faculty meetings and other scheduled events. In fact, in 2015 the expectation is that all faculty are responsible for ensuring that key learning objectives are met and is constantly reinforced in faculty meetings and by the respective committee chairs.

Those who have spent the most time on the FEMBA Program annual learning assurances review process include the FEGP Committee (Max Ellzey, Owen Hall, Wayne Gertmenian, Ken Ko, Nelson Granados, Richard Powell, Kip Womack, Jim Salas, and Michael Rainey). Staff members who assist with our FEMBA Learning Assurances efforts (James Berneking and Arman Davtyan). The Learning Assurances Committee (Charla Griffy-Brown, Mark Allen, Marlene Biseda, Larry Cox, Julie Chesley, Mary Tabata, Peggy Crawford, Stephen Rapier, Lynda Palmer, Jim Salas, and Mark Chun) has been involved in this work by overseeing the process.

As noted, the process identified in this report has supported a variety of decisions and recommendations. For example, in 2012, we collected data for Goal 3 – Teamwork Skills – from both students and faculty. The FEMBA Program committee discussed this, and we decided that it does not make sense to collect faculty data on this goal because the faculty does not have visibility to the inner workings of the student teams. A new process of student-centered evaluation of Goal 3 – Teamwork Skills was developed and introduced.

Decision and Recommendations

Following our learning assurance process has resulted in a variety of innovations and insights that has enabled the FEMBA Program to deliver on the mission of the Graziadio School of Business and Management. Changes are underway that have taken the learning assurance process away from the world of individual faculty responsible for building and executing on the process to a culture where every faculty member is viewed an integral part of a value chain that delivers on our ambitions and actively solve for areas where performance gaps arise. The leadership team at the Graziadio School has heeded the call and has supported this new environment in many important ways. First, we have done away with the rigid learning assurance structure that centered on few individuals and left faculty feeling like learning assurance was someone else's responsibility. Now, together with learning assurance champions, all faculty recognize the need to embed learning assurance and its systematic approach to student centered outcomes as a key part of their role in building an effective program. Specific financial investments have been made to support faculty in the development of key learning assurance artifacts such as reports. Finally, as an iterative process, the emphasis needs to be reinforced and reintroduced again and again that learning assurance is a way of doing business that is not static but active and always evolving.

Quality Improvement Plan

The closing the loop section covers what specific actions are being taken, if any, to deliver on meeting our specified objectives. In addition to these efforts, the FEMBA Program is also evaluating a variety of improvement initiatives centered on enhancing our program completion and attrition rates. For example, the FEMBA Program now offers an on-line FEMBA offering that allows student to take classes in a virtual environment. Combined with our Flex offer that combines an on-line and in-person classroom modality, the committee expects that these initiatives will improve our completion rates as a large portion of our students who do not complete the FEMBA program, do not complete it because they move away, or have work scheduling constraints. As stated in a previous section, the FEMBA Program has already begun to measure our four goals across a variety of modalities, including on-line. Although today all of these measurements are incorporated together for evaluation purposes, the plan is to compare the results across modality in order to make tactical and strategic adjustments to the strategic planning process.

Completion and Attrition Data

Evaluating the completion rates from 2010 to day we see a noticeable upward trend. Across the degree specializations we see an upward trend, especially noted in the second year data, which is when most of our students are expectation to complete their program. Most of our graduates complete their program within a two-year window and this is demonstrated in the data below. What does cause some pause is the completion rates for our third year graduates. There seems to be an inconsistent trend line that bounces up and down which may reflect the idiosyncratic attributes of the data. The FEMBA Program committee is now keep an eye on this trend and expect it to smooth upward as a part of a general focus on completion rates throughout the program office. Please see below.

	STUDENT COUNT	GRAD RATE 1_YR	GRAD RATE 2_YR	GRAD RATE 3_YR
Spring 2010				
MBFEMBA Business Management	81	0.0%	30.9%	65.4%
MBMBAJ Business Management	16	25.0%	43.8%	87.5%
Summer 2010				
MBFEMBA Business Management	67	0.0%	35.8%	59.7%
MBMBAJ Business Management	17	41.2%	70.6%	94.1%
Fall 2010				
MBFEMBA Business Management	130	0.0%	36.9%	73.1%
MBMBAJ Business Management	16	31.3%	81.3%	87.5%
Spring 2011				
MBFEMBA Business Management	110	0.0%	34.5%	57.3%
MBMBAJ Business Management	12	25.0%	75.0%	83.3%
Summer 2011				
MBFEMBA Business Management	47	0.0%	42.6%	83.0%
MBMBAJ Business Management	8	62.5%	87.5%	87.5%
Fall 2011				
MBFEMBA Business Management	114	0.0%	46.5%	78.1%
MBMBAJ Business Management	17	29.4%	76.5%	76.5%
Spring 2012				
MBFEMBA Business Management	55	1.8%	29.1%	58.2%
MBMBAJ Business Management	9	33.3%	77.8%	77.8%
Summer 2012				
MBFEMBA Business Management	53	0.0%	43.4%	66.0%
MBMBAJ Business Management	13	7.7%	76.9%	76.9%
Fall 2012				
MBFEMBA Business Management	74	0.0%	48.6%	48.6%
MBMBAJ Business Management	23	39.1%	73.9%	73.9%

Spring 2013				
MBFEMBA Business Management	82	0.0%	2.4%	2.4%
MBMBAJ Business Management	18	22.2%	83.3%	83.3%
Summer 2013				
MBFEMBA Business Management	29	0.0%	0.0%	0.0%
MBMBAJ Business Management	7	0.0%	14.3%	14.3%
Fall 2013				
MBFEMBA Business Management	61	0.0%	0.0%	0.0%
MBMBAJ Business Management	17	17.6%	17.6%	17.6%
MBONLIMBA Business Management	18	0.0%	0.0%	0.0%

In summary, the challenge with crafting any report focused on a self-study analysis on the effectiveness of our program is in capturing all of the various ways faculty are focused on delivering on the mission of the Graziadio School. While many of the systemic processes can be found here, further effort should be expended to capture all of the little ways that faculty further our mission that may serve as indirect evidence of our efforts. As the broad measures found here are further refined and evolved, it is the hope of the FEMBA Program that these efforts allow us demonstrate empirically the confirmation we seek to continue to deliver on our mission.

MS in Management and Leadership

The Master of Science in Management and Leadership (MSML) is a fully-employed part-time degree offering of the Graziadio School of Business and Management at Pepperdine University. The program consists of 36 units which can be completed in four trimesters or longer if desired. The MSML program began enrolling students in the fall of 2008, since that point 111 students have graduated from the program as of spring 2015. This program builds on key strengths within Graziadio including long-standing faculty expertise in the areas of leadership, management, and organizational studies; a commitment to values-based leadership embodied in our business school namesake; and alignment with our university mission to strengthen lives for purpose, service and leadership.

Twelve courses are required for the MSML degree program and are offered at nights and on weekends. The courses and units are listed in the [Graziadio Catalog](#). MSML courses are mainly offered at the West Los Angeles campus, with some courses offered at our other regional campuses. In addition, students may elect to complete two of the required courses through our online MBA courses offerings.

The MSML degree was created to reach the business student audience interested in focusing on the development of leadership competencies to enable career promotion. MSML students come from a variety of organizational contexts both for-profit and not for profit and are especially keen to use their

leadership in ways that advance meaning and purpose in organizations and the world. In addition to understanding and applying contemporary management and leadership theories, students also will create a personal development plan, receive individual leadership coaching, complete a service-leadership project in the community, and undertake an applied consulting project in a client organization.

The Mission of the MSML Program:

Provide a graduate academic learning experience designed to develop managerial and leadership skills within a values-centered framework. The degree program provides an opportunity for functional and technical specialists to acquire knowledge and develop competencies to allow for successful transition to effective front-line supervisors, functional managers, and team leaders in 21st century organizations.

Curriculum Changes 2010 to 2015

Over the past five years two categories of program changes have been implemented those related to course sequence and those related to course content.

Some existing courses have moved in the sequence to facilitate sequential learning, these include: BSCI 635 Leadership and Ethics moved from later in the program to earlier and OTMT 671 moved from being offered early in the program to being offered later.

Course Content Changes: At the recommendation of the MSML Faculty Program Committee, in 2011 OTMT617 Leadership Theory & Practice was added to the MSML program to increase depth of learning in topics directly related to the core intent of the degree program. At the same time BSCI 617 Creating & Leading Teams was dropped so as to maintain a 36u program. This particular course also represented a redundancy, as OTMT650B also contained coursework in the area of team leadership.

In 2013 based on student feedback to create deeper knowledge in team leadership changes were made including adding BSCI 617 Creating and Leading Teams back into the curriculum and removing the course OTMT650C Leading Teams; whereas OTMT650B signaled the beginning of the two-term field-based Capstone Project, student comments along with Faculty Program Committee input suggested OTMT672 could adequately serve as the beginning of the Capstone Project, as this course requires student teams to conduct a pro-bono consulting engagement with an outside organization which also occurred in OTMT650B. This change eliminated an unnecessary redundancy and enabled the inclusion of a single course on team leadership, all while maintaining a 36 unit program.

Meaning, Quality and Integrity

Meaning

Alignment begins with the connection to University mission – values-centered lives of purpose service and leadership. In support of institutional learning outcomes the MSML program seeks to create values-centered leaders who lead from a clear understanding of their own leadership purpose, where leadership is understood as an embodiment of service first and foremost. As a graduate program welcoming students from multiple faith traditions and even no faith tradition, we understand that for many, faith animates values, purpose, and leadership.

A coherent and aligned sequence of learning weaves recurring themes across the curriculum including the importance of self-understanding (achieved through multiple assessments, coaching, and feedback) and knowledge of the practice of values-based leading particularly in the contexts of team leadership

and cross-cultural settings. The curriculum offers both depth of understanding about leadership and breath to accommodate understanding of multiple business contexts. Moreover, the MSML program offers current and relevant courses necessary for effective leading, particularly skills and insight on creativity and innovation, cross-cultural management, successful negotiation and leading change. Finally throughout the MSML program, students are expected to apply the knowledge gained to real-world challenges using cases analysis and field work with existing organizations.

At the point of graduation MSML students are distinguished by their commitment to values-centered leadership that begins with leading self in order to lead others. Having acquired the core skills needed for effective leading, MSML graduates report being more competent and confident to accept increased levels of responsibility. Moreover, MSML students indicate high levels of satisfaction with this program and many seek ways to continue their learning through additional masters and doctoral level academic work.

Quality

Achievement of program quality and academic rigor is measured in a variety of ways. The first level of academic quality is determined by the extent to which student learning occurs relative to program learning goals. Results of learning assurance assessment suggest MSML students have met and exceeded expectations for the past five years. To date no significant gaps appear in quality as measured by achievement of program learning goals

Four learning objectives are central to the MSML curriculum:

- Increase self-awareness and personal understanding.
- Develop strong working knowledge of managerial and leadership capabilities in a values-centered framework.
- Develop competency in managing people and teams within public and private organizations.
- Increase multicultural competencies.

The data and findings from Learning Assurance assessment are shared with the MSML Program Faculty Committee members, Academic Chair, Dean and Associate Dean and Learning Assurance Chair.

Another means for ensuring academic quality is measured through course grading; students who fall below 3.0 are placed on academic probation.

One way of creating quality is through high-impact practices. The MSML Program involves students in external field work experiences throughout the program including Education to Business (E2B) projects, through course projects that engage students in organizational assessment, and especially through the two-term Capstone Education to Community (E2C) service learning project. For the later achievement is measured through course completion, student team peer evaluation, student team public presentation, and client organization feedback. All students who commenced the two-term project successfully completed all requirements for course credit. Student presentations have met and mostly exceeded expectations and client feedback is very positive. Where team performance measured by peer evaluation is below expectations, gaps in achievement in this regard are being addressed through more intentional training in team dynamics and successful resolution of cross-cultural conflict.

Integrity

The MSML Faculty Program Committee along with the discipline Chair serve as the main vehicles for sharing information, standards and processes with core faculty who teach in the MSML Program.

The MSML degree aligns with AACSB expectations mainly through our consistent assessment processes. Additionally, those who teach in the MSML program are appropriately qualified through a combination of tenure, tenure track and practitioner faculty.

Student Understanding of the Meaning of the MSML degree program

In the Capstone course, OTMT650C, students have two opportunities to reflect back across the MSML program experience. The first opportunity is a review of the Leadership Learning Contract created in the first trimester in OTMT650A; now at the end of the program students present a review of and progress toward achievement of their stated goals in the areas of personal, professional, and scholarly development. All students achieve many of the goals recorded on their contract. The second retrospective occurs through a written reflection of three or four key learnings from the courses in the MSML program with an indication of how this learning will inform their leadership going forward. Through these two separate but related reflections students are able to articulate the meaning of the MSML degree program, recurring themes include increased self-knowledge, values-based leading, the value of the Capstone project to synthesize and integrate learning across the curriculum, and in particular learning a consultative approach to leading change.

Evaluation Methods and Assessment Implementation

The MSML curriculum is a 36 unit program comprised of 12 courses which can be completed in four trimesters. The coursework is designed to provide knowledge of self, knowledge of leadership; develop management and leadership skills, and advanced leadership skills; and culminates with demonstration of learning through the capstone project.

The MSML program Learning Outcomes include:

- 1) Students will increase self-awareness and personal understanding.
- 2) Students will develop strong working knowledge of managerial and leadership capabilities in a values-centered framework.
- 3) Students will develop competency in managing people and teams within public/private organizations.
- 4) Students will increase multicultural competencies

The Learning Assurance Process

Assessment of learning is accomplished at the course level based on a mapping plan whereby each learning goal is broken down by several learning objectives that are mapped directly to specific courses in the MSML program. Based on a rotation system, specific courses are identified for assessment each term. Faculty teaching the identified courses are notified and complete an online assessment of learning based on specific course artifacts (exams, written assignments and/or student presentations).

The learning assurance process involves several key individuals. The Associate Director for Learning Assurance notifies the Program Committee Chair of the specific learning goals, objectives, and courses to be assessed. The Chair notifies specific faculty teaching the designated courses mapped to the learning objectives to allow them to prepare well in advance for completing the assessment of learning

at the end of the term. The Associate Director for Learning Assurance reminds faculty at the end of the term to complete the learning assurance online assessment.

Direct Evidence

The following learning goals and objectives have been assessed during the past five years. Data collected on all objectives indicates that students met or exceeded expectations.

Learning Goal 1: Students will be able to demonstrate an increased self-awareness and personal understanding.

Objective 1.1 Students will design and generate (on an individual basis) a personal development plan by the end of the program

Objective 1.2 Students will develop the ability to synthesize and interpret information from assessments, feedback, and self-reflections

GOAL 2: Students will be able to combine a working knowledge of managerial and leadership capabilities within a values-centered framework.

Obj. 2.1: Students will demonstrate the ability to put leadership and influence principles into practice.

Obj. 2.2: Students will demonstrate critical thinking skills.

Obj. 2.3: Students will learn and practice conflict management and negotiation skills.

GOAL 3: Students will show competency in managing people and teams within public/private organizations.

Obj. 3.1: Students will be able to transform an organization by leading and managing change.

Obj. 3.3: Students will be able to interpret team dynamics and practice effective team membership and leadership.

Indirect Evidence

One means of assessing assurance of learning from the indirect evidence is through academic engagement, do students actively participate in their learning through class attendance and contribution to class discussions? MSML students are very engaged in learning, class attendance is high, and active engagement is expected and reflected in students' final grade. While there are a small percentage of students who display average class participation, the majority of MSML students are actively engaged in class discussions.

Another means of indirect evidence of learning assurance has to do with the student/faculty interface in terms of the overall quality of instruction provided and faculty mentoring that occurs. Full-time faculty teaching courses in the MSML program are rated highly by students in overall effectiveness. Moreover, faculty are actively engaged in mentoring MSML students, demonstrating concern for student academic progress and development, along with career advancement.

Finally, institutional affiliation is a means for assessing assurance of learning. MSML students indicated they feel valued as members of the MSML community, and as a student of the Graziadio School of

Business and Management at Pepperdine University. MSML students take great pride from their affiliation with this institution.

Closing the Loop

Results/Findings

Findings from this report suggest the following:

- Assurance of learning process is well organized
- Learning Assurance is becoming a routinized process
- Assurance of learning direct and indirect evidence suggests students are meeting expectations in term of acquiring leadership and management knowledge and skills
- Learning assurance processes and content need some updating based on curriculum and procedural changes over the past five years

Decisions and Recommendations

- The program has yet to assess each learning objective - objectives not yet assessed should be scheduled for assessment
- The learning goals, objectives and traits should be updated based on curriculum changes
- The learning assurance process should include a variety of courses across the curriculum

Completion and Attrition Data

Since the inception of the program in 2008 through spring term of 2013 (students admitted after this term have not yet graduated), the MSML student completion rate is 84%; attrition rate 16%. Data for the period fall 2010 through spring 2013 the completion rate is 82% and the attrition rate is 18%.

Student Success Data

The majority of MSML students complete the program in three years. Students are expected to achieve at least a 3.0 GPA and nearly all students in the program are able to meet this expectation.

Student Count

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	TOTAL
Female	33	31	31	35	46	176
Male	15	14	15	13	25	82
TOTAL	48	45	46	48	71	258
White	21	19	16	13	13	82
Af-Amer	9	5	6	8	8	36
Asian	11	10	6	3	2	31
Hispanic/Latino	1	2	6	7	11	27
Non-resident	1	1	1	3	18	24

Quality Improvement Plan

MSML Program Strengths

- The MSML program is successful in accomplishing the mission
- Curriculum changes demonstrated responsiveness to students and have led to increased efficiencies
- The MSML program is strong in terms of meaning, quality and integrity

- Learning Assurance is good and becoming a routinized process
- Assurance of learning direct and indirect evidence suggests students are meeting expectations in term of acquiring leadership and management knowledge and skills
- Based on headcount, diversity within MSML courses over the past five years consists of 68% female and 32% male; about one-third of the 258 are white, one-third combined are African-American, Asian and Hispanic/Latino, and one-third are other with about a third of that group being non-residents students. The most significant increases have been among Hispanic/Latino and Non-resident students.

Opportunities for Improvement

- Increased alignment of learning goals and objectives across MSML program to reduce redundancy and increase consistency while maintaining academic freedom for faculty
- Update objectives and traits based on curriculum changes
- Increase communication among faculty
- More intentional tracking of student performance trends
- Sustained attention to recruitment of quality prospective students

Resources Required

The E2C Capstone Project requires resources in order to perform the leg work required to secure non-profit organizations for student projects.

Improvement Plan for Academic Year 2015-16

Assess for following Learning Objectives

- **Obj. 2.4:** Students can appraise ethical dilemmas, recommend solutions, and assess the consequences of those solutions
- **Obj. 3.2:** Students will be able to use effective interpersonal communications
- **Obj. 4.1:** Students will be able to adapt to a global environment and practice global leadership skills.
- **Obj. 4.2:** Students will be able to relate to a diverse workforce and practice effective management of diversity.
- **Obj. 4.2:** Students will be able to relate to a diverse workforce and practice effective management of diversity.

Recruiting, Admissions and Program Office

- Work closing with recruiting and admissions process to ensure highly qualified students are admitted to the MSML program
- Monitor student performance

Summer 2015

- Conduct large group data collection using Future Search process to engage multiple stakeholders in trend analysis and future scenario planning based in key trends impacting the MSML program

Fall 2015 MSML Program Committee agenda items

- Update objectives and traits based on curriculum changes

- Increased alignment of learning goals and objectives across MSML program to reduce redundancy and increase consistency while maintaining academic freedom for faculty
- Determine effective ways to increase communication among full-time, part-time, and adjunct faculty teaching courses in the MSML program.

Full-Time MBA

The Full Time MBA program (FTMBA) at the Graziadio School of Business and Management provides experience-driven learning, study abroad opportunities, and small collaborative classes. The Program offers MBA degrees at Pepperdine's Malibu campus. These include a 2-year, 15-month, 12-month, and International MBA.

Total enrollment in the FTMBA program for the previous five years (Fall 2010 to fall 2014) is 1,145. The enrolled student population is comprised of male (62.8%) and female (44.2%) students. White, non-Hispanic students comprise the minority of the male (43.8%) and female (33.0%) population. Non-resident aliens comprise 34.8% of the total enrolled population.

Meaning, Quality, and Integrity

Meaning

The distinctive attributes of the FTMBA program may be characterized in terms beyond those commonly associated with a business school. For instance, in contrast to placing an emphasis on creating shareholder wealth, the focus of the FTMBA program is closely aligned with the University's mission of strengthening students for a life of purpose, leadership, and service. Affirming a higher purpose for a business degree, the Full Time Program places an emphasis on core values, such as integrity, stewardship, courage, and compassion. These are expressed in various ways, ranging from specific courses to student clubs. For instance, these values are expressed in the range of courses that meet the requirements for the certificate in Socially, Environmentally and Ethically Responsible (SEER) business strategy. In addition, these values are the cornerstone for a variety of courses, such as Leadership and Ethics (BSCI 635), Creating and Leading Teams (BSCI 617), Managing DIIS Security, Privacy, and Ethics (ISTM 663), Public Company Law and Ethics: From IPO to Going Private (LEGL 625), and Social Entrepreneurship (STGY 640). Moreover, these values are also expressed in range of student organizations and clubs, such as Challenge for Charity (C4C), The Leadership Society, and Net Impact. Finally, there are school initiatives that encourage students to embrace these values. One such initiative is the Values-Driven Leadership Scholarship awarded each year to students who have been identified by their peers, faculty, and staff as embodying the core values of courage, passion, stewardship, integrity, and character.

Quality

The FTMBA Program has four (4) goals and 10 measurable objectives. These goals are listed below. For each goal there is a specific standardized rubric for measurement. For all objectives and traits, evaluations were on a 3-point scale: Does Not Meet Expectations (1), Meets Expectations (2), and Exceeds Expectations (3). We expect that 70% of students or above will score satisfactory or above in the evaluation of each rubric.

The learning outcomes are used as indicators of the graduate's preparedness as valued-centered leaders who may positively impact business and society for a greater good. Each is measured using defined metrics intended to capture the quality of the education in achieving the defined goals:

- Goal 1 Team: Students are effective team players.
 - Objective 1: Students are able to effectively work with a team environment (student evaluated).
 - Objective 2: Students participate in all aspects of team development (student evaluated).
- Goal 2 Ethics: Students incorporate ethical considerations in decision-making.
 - Objective 1: Students are able to recognize ethical dilemmas in business situations.
 - Objective 2: Students can select solutions when presented with ethical dilemmas and discuss the consequences of those solutions.
- Goal 3 Communication: Students have the communication skills to persuasively and professionally articulate their thinking.
 - Objective 1: Students will be able to prepare and deliver a persuasive, professional speech on a current topic in their discipline.
 - Objective 2: Students will be able to prepare a written report analyzing a business problem.
- Goal 4 Finance: Students have the skills necessary to fully analyze the financial standing of a company.
 - Objective 1: Students can perform a full accounting analysis of a publicly traded company.
 - Objective 2: Students can assess how the external economic environment affects firm performance.
 - Objective 3: Students can perform a full financial analysis of a company.
 - Objective 4: Students can effectively draw conclusions about the financial status of a company based on the combined accounting and financial information.

Ongoing measurement enables the assessment of achievement gaps among the students. The Full Time Program Committee is dedicated to taking steps toward strengthening the assessment process. This includes regular reviews of learning assurance goals and outcomes during committee meetings on a quarterly basis. It also includes the replacement of the assigned learning assurance committee member with the installation of the FT MBA program chair as responsible for all aspects of assessment in the program.

Integrity

The learning assurance standards and processes are shared among various faculty and staff in the school. To begin with, information about learning assurance and related goals and processes are discussed by the faculty and staff at the full Time Program Committee meetings. For example, the learning assurance information, goals, and processes are reviewed quarterly at committee meetings under the direction of the program chair. In addition, there is an annual review of the results of these goals and a five-year comprehensive review examining the results of the evaluation of all four goals. Furthermore, Learning Assurance Reports are digitally made available to committee members through the school's WaveNet Full Time Committee portal on Sakai/Courses. Finally, information is also

disseminated among the broader faculty and across the school by various means, including the various program committees, the Dean’s Update Newsletter, the annual faculty conference, and at monthly faculty meetings.

The Full Time MBA program is aligned with the University’s Institutional Educational Outcome. For instance, the Goal (1) of students as effective team players aligns with GLO#3 of learning through cooperative, team based pedagogical methods that emphasize hands-on learning in an immediate and relevant setting. In addition, the Goal (2) of students incorporating ethical considerations in decision making aligns with GLO#2 of promoting professional behavior and business practice in accordance with the rules standards of right conduct and business practice. Moreover, the Goal (4) of students having the necessary skills to fully analyze the financial standing of a company aligns with GLO#1 of demonstrating expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.

Evaluation Methods and Assessment Implementation

The Learning Assurance Process

The Learning Assurance process for 2011, 2012, and 2013 was facilitated by a dedicated faculty member of the Full Time Program Committee. This individual was responsible for coordinating Learning Assessments among instructors, writing the FT MBA Learning Assurance Annual Reports, and communicating with the Full Time Program Committee. Table 1 depicts the instructors and their courses contributing to the Learning Assurance results for the period covered by this report.

TABLE 4: LEARNING ASSURANCE PROCESS

Year	Course Instructors	Course	Goal and Objectives
2011	Kevin Groves	OTMT 608	Goal 1, Obj. 1 & 2
	Kevin Groves	OTMT 608	Goal 1, Obj. 1 & 2
	Paul Olmsted	ECNM 602	Goal 3, Obj. 1 & 2
2012	Argus Harjoto	FINC 614	Goal 5, Obj. 1, 2, 3, 4, & 5
	Gia Weisdorn	LEGL 616	Goal 3, Obj. 1 & 2
	Robert Lee	ACCT 602	Goal 4, Obj. 1 & 2
2013	Argus Harjoto	FINC 614	Goal 4, Obj. 3 & 4
	Kevin Groves	OTMT 608	Goal 1, Obj. 1 & 2
	Kevin Groves	OTMT 608	Goal 1, Obj. 1 & 2
	Kevin Groves	OTMT 608	Goal 1, Obj. 1 & 2

	Kevin Groves	OTMT 608	Goal 1, Obj. 1 & 2
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Direct Evidence

2011

For 2011, Goals 1 and 3 were measured. Goal 1 measures the ability of students to be effective team players. The goal specifies that graduates will be effective team players and the objectives and traits more specifically describe the expected learning. Objective 1 states that students are able to effectively work with a team environment. Objective 2 states that students participate in all aspects of team development. Traits for this goal are attendance, preparedness, contribution, quality, communication, and collaboration. Table 2 depicts measurement of students' ability to be effective team players (Goal 1).

TABLE 5: EFFECTIVE TEAM PLAYERS (GOAL 1)

**FTMBA Team Player Skills Results
(Fall 2011)**

	(3) Exceeds Expectations	(2) Meets Expectations	(1) Does Not Meet Expectations
Attendance	86%	11%	3%
Preparedness	76%	23%	1%
Contribution	81%	18%	1%
Quality	76%	21%	3%
Communication	88%	9%	3%
Collaboration	88%	10%	1%
Overall	81%	18%	1%

Goal 3 measures effective oral communication in a business environment. Objective 1 states that students possess the ability to organize information to create informative business presentations. Objective 2 states that students are able to orally deliver information in a persuasive fashion. Traits for this goal are organization, content currency and relevancy, quality of slides, presentation techniques, and quality of transition/conclusion. Table 3 depicts measurement of presentation skills (Goal 3).

TABLE 6: PRESENTATION SKILLS (GOAL 3)

**FTMBA Presentation Skills Results
(Fall 2011)**

	(3) Exceeds Expectations	(2) Meets Expectations	(1) Does Not Meet Expectations
Organization	17%	83%	0%
Content Currency and Relevancy	13%	73%	13%
Quality of Slides	20%	63%	17%
Presentation Techniques	17%	73%	10%
Quality of Transition (not final presenter)	N/A	N/A	N/A
Quality of Conclusion	7%	63%	30%

2012

For 2012, Goals 3, 4, and 5 were measured. Goal 3 measures the ability of students to incorporate ethical considerations in decision making. The goal specifies that graduates will be effective at incorporating ethical considerations and the objectives and traits more specifically describe the expected learning. Objective 1 states that students are able to recognize ethical dilemmas in business situations. Objective 2 states that students can select solutions when presented with ethical dilemmas and discuss the consequences of those solutions. Traits for this goal are recognition, solutions, and consequences.

Table 4 depicts the 2012 measurement of ethical considerations in decision making (Goal 2).

TABLE 7: ETHICAL CONSIDERATION IN DECISION MAKING (GOAL 2)

	(3) Exceeds Expectations	(2) Meets Expectations	(1) Does Not Meet Expectations
Recognition	57%	43%	0%
Solutions	33%	60%	7%
Consequences	60%	37%	3%
Overall	43%	57%	0%

Number of students surveyed: 30

In fall 2012, Goal 4 (objective 1) was measured in accounting class (ACCT 602). Goal 4 measures students' ability to fully analyze the financial standing of a company. For MBA students, their ability to analyze the financial status of a company is crucial when they decided to choose finance concentration for their MBA and/or they wanted to pursue their career in financial institutions, companies, and financial markets. Objective 1 states that students are required to calculate and understand the meaning of five basic financial ratios (i.e. liquidity, asset management, debt, profitability, and market ratios). Objective 1 also requires students to be able to construct common sizes of balance sheet and income statements and to compare financial performance of a company with its competitors. Also in fall 2012, Goal 4 (objective 2) was measured in accounting class (ACCT 602). Objective 2 states that students are required to apply trend and economic analyses to evaluate multiple financial indicators of the company.

It also requires students to identify the company’s financial strengths & weaknesses relative to its competitors.

In spring 2013, we continue to assess Goal 4 (objectives 2, 3, and 4) in the second half of finance class (FINC 614). In objective 3, we assess students’ ability to perform a full financial analysis of a company. This includes their ability to calculate relevant free cash flow, states rational assumption as to growth rate of cash flows and terminal value, and performs additional procedures or analysis to support conclusions. It also requires students to correctly identify all permanent sources of capital to the firm, use theoretically correct methods to calculate costs, use appropriate weights, calculate the weighted average cost of capital (WACC) for a company, and perform additional procedures or analysis to support conclusions. In objective 4, we assess students’ ability to correctly apply discounted free cash flow (DCF) techniques over the shorter of 5 years or the life of the firm to estimate the firm’s valuation, state their assumptions, and perform additional procedures or analysis to support conclusions. Table 5 depicts the 2012 - 13 measurement of the ability to analyze the financial standing of a company (Goal 4).

TABLE 8: FINANCIAL ANALYSIS SKILLS (GOAL 4)

FTMBA Financial Skill Assessment Results
(Fall 2012 & Spring 2013)

	(3) Exceeds Expectations	(2) Meets Expectations	(1) Does Not Meet Expectations
Objective 1: Students can perform a full accounting analysis of a publicly traded company.	17%	79%	4%
Objective 2: Students can perform a full economic movement of a company.	45%	55%	0%
Objective 3: Students can perform a full financial analysis of a company.	24%	66%	10%
Objective 4: Students can effectively draw conclusions about the	17%	79%	4%

financial status of a company based on the combined accounting and financial information			
Overall Goal 4: Students incorporate ethical considerations in decision-making.	7%	79%	14%

Number of students surveyed: 29 students

Goal 5 measures effective written communication in a business environment. Objective 1 states that students demonstrate a clear understanding of content. Objective 2 states that students can organize the subject matter in a logical manner. Objective 3 states that students' language is plain and effective. Objective 4 states that students' spelling, grammar, and punctuation is error free. Objective 5 states that students' final product demonstrates professional format. Traits for this goal are content, organization, language/style, conventions, and professional format. Table 6, pg. 11, depicts the 2012 measurement of written communication skills (Goal 3).

TABLE 9: WRITTEN COMMUNICATION SKILLS (GOAL 3)

**FTMBA Written Skills Results
(Spring 2012)**

	(3) Exceeds Expectations	(2) Meets Expectations	(1) Does Not Meet Expectations
Content	26%	69%	5%
Organization	38%	57%	5%
Language / Style	24%	64%	12%
Conventions	38%	45%	17%
Professional Format	31%	62%	7%
Overall	24%	71%	5%

Number of students surveyed: 42

2013

Goal 1 measures the ability of students to be effective team players. The goal specifies that graduates will be effective team players and the objectives and traits more specifically describe the expected learning. Objective 1 states that students are able to effectively work with a team environment. Objective 2 states that students participate in all aspects of team development. Traits for this goal are attendance, preparedness, contribution, quality, communication, and collaboration.

Tables 7, below, and 8, 9, and 10, pg. 12, depict the students' ability to be effective team players (Goal 1).

TABLE 10: EFFECTIVE TEAM PLAYER (GOAL 1)

FTMBA Goal 1, Objective 1 Results
(Fall 2013)

	(3) Exceeds Expectations	(2) Meets Expectations	(1) Does Not Meet Expectations
Objective 1.1: Students are able to effectively work with a team environment (student evaluated).	59%	41%	0%

n = 41

TABLE 11: TEAM PLAYER TRAITS ASSESSMENT (GOAL 1)

FTMBA Goal 1, Objective 1 Traits Assessment Results
(Fall 2013)

Objective 1.1: Traits (Rank Order)	(3) Exceeds Expectations	(2) Meets Expectations	(1) Does Not Meet Expectations
Attendance	78%	22%	0%
Preparedness	59%	41%	0%

n = 41

TABLE 12: TEAM DEVELOPMENT (GOAL 1)

FTMBA Goal 1, Objective 2 Results
(Fall 2013)

(3) Exceeds	(2) Meets	(1) Does Not Meet
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	Expectations	Expectations	Expectations
Objective 1.2: Students participate in all aspects of team development (student evaluated).	54%	46%	0%

n = 41

TABLE 13: TEAM DEVELOPMENT TRAITS ASSESSMENT (GOAL 1)

FTMBA Goal 1, Objective 2 Traits Assessment Results
(Fall 2013)

Objective 1.2: Traits (Rank Order)	(3)	(2)	(1)
	Exceeds	Meets	Does Not Meet
	Expectations	Expectations	Expectations
Communication	76%	24%	0%
Contribution	73%	27%	0%
Collaboration	63%	37%	0%
Quality	63%	37%	0%

n = 41

Closing the Loop

Results

2011

Students significantly exceeded expectations in team player skills. It was suggested that perhaps we should tighten up our scoring thresholds. However, 70% of students received a perfect score, so tightening would not affect them. This rubric was measured in OTMT 608 Theories and Models of Organization. The students were given class time to work on their group project and behavior classes often place more emphasis on effective team dynamics relative to other courses. Additionally, the professors have noted that they may not have made it sufficiently clear that the evaluation had no bearing on student grades.

The Presentation Skills results were more in line with the Full-Time Program Committee's expectations. In general, students were very organized and had sound presentation techniques. There was more variance with the quality of slides and a non-trivial portion of students need to improve the quality of their transitions/conclusion. The Full-Time Program Committee will

share this information with professors and also consider evaluating this goal later in the program to see if the result is possibly driven by the evaluation of this goal during students' first term.

2012

Students, by and large, met or exceeded expectations in the ethics goal. It was suggested that perhaps we should tighten up our scoring thresholds. This rubric was measured in LEGL 616 Managing within the Legal, Ethical, and Governmental Environment. Relative to the other traits, more attention needs to be given to developing students' ability to offer practical solutions to ethical dilemmas.

The Written Skills results were more in line with the Full-Time Program Committee's expectations, where approximately 70% met expectations, fewer exceeded, and very few did not meet expectations. Possible areas of improvement are in the traits of language/style and conventions. The Full-Time Program Committee will share this information with professors.

2013

We find that 17% of students in our sample have exceeded the expectation, 79% met the expectation, and 4% did not meet the expectation for Objective 1 of Goal 4: Students can perform a full accounting analysis of a publicly traded company. We also find that 45% of students in our sample have exceeded the expectation and 55% met the expectation for Objective 2 of Goal 4: Students can perform a full economic movement of a company. This result is a bit too high compared to our expectation. Therefore, we consider revisiting the scoring thresholds for Objective 2 of Goal 4. Clearly, students meet and exceed the expectations for both Objectives 1 and 2.

We find that 24% of students in our sample have exceeded the expectation, 66% met the expectation, and 10% did not meet the expectation for Objective 3 of Goal 4: Students can perform a full financial analysis of a company. We find that 17% of students in our sample have exceeded the expectation, 79% met the expectation, and 4% did not meet the expectation for Objective 4 of Goal 4: Students can effectively draw conclusions about the financial status of a company based on the combined accounting and financial information.

Overall, we found that 86% of the MBA students have met and even exceeded the expectation to analyze the financial standing of a company which is above our 70% threshold.

The findings for Goal 1 indicate that FT MBA students are effective team members. For FT MBA students who will pursue their career in organizations, working effectively with others as part of a team is very important. The findings indicated that the majority (100%) either exceeded (59%) or met (41%) expectations for Objective 1.

More specifically, when we examine the findings for the individual traits of Objective 1, we find that the majority of students in the sample exceeded or met the expectations for each trait. For instance, we find that the majority (100%) of students in the sample exceeded (78%) or met (22%) expectations for Attendance. Finally, the findings indicated that the majority (100%) of students in the sample either exceeded (59%) or met (41%) expectations for Preparedness.

The findings indicated that the majority (100%) either exceeded (54%) or met (46%) expectations for Objective 2.

More specifically, when we examine the findings for the individual traits of Objective 2, we find that the majority of students in the sample exceeded or met the expectations for each trait. For instance, we find that the majority (100%) of students in the sample exceeded (76%) or met (24%) expectations for Communication. Additionally, the findings indicated that the majority (100%) of students in the sample exceeded (73%) or met (37%) expectations for Contribution. Moreover, the findings indicated that the majority (100%) of students in the sample exceeded (63%) or met (37%) expectations for Collaboration. Finally, the findings indicated that the majority (100%) students in the sample either exceeded (63%) or met (37%) expectations for Quality.

Decisions/Recommendations

The Full Time Program Committee has identified issues that it feels warrants attention for the purpose of enhancing the Learning Assurance process. The following issues raised and subsequently addressed by the Full Time Program Committee for the period of this report illustrate an ongoing process of assessment for the express purpose of identifying and implementing improvement to the Learning Assurance process.

2011 Issues Raised

The following issues were raised after reviewing the 2011 data:

- The Full-Time Program Committee will discuss the possible addition of an ethics goal. It is desired by all committee members, but there is concern about what rubric to use and where to measure it. The MSAF sub-committee has measured an ethics rubric in the past, so the Full-Time Program Committee will discuss their experiences and expects a final decision to be made in 2012.
- Much of the prior work on learning assurance was undertaken by one professor. There were not effective data collection processes nor was there electronic organization, presentation, and storage of the data.

2011 Issues Addressed

The issues raised in 2011 were subsequently addressed with subsequent steps taken as follows:

- An ethics goal was subsequently added in 2012 to the Learning Objectives.
- Much of the improvements in 2011 were process-related and towards electronic storage and reporting so that time trends can be examined in the future. The Full-Time Program Committee will work with the appropriate professors to continuously improve the process. No resources are required for these actions.

2012 Issues Raised

The following issues were raised after reviewing the 2011 data:

- The Full Time Program Committee will consider combining the goals to assess students' communication skills

- The Full-Time Program Committee will consider tightening the scoring thresholds on the ethics rubric.
- The Full-Time Program Committee will communicate the results of the written skills rubric to professors and reference potential areas of improvement regarding language/style and conventions.

2012 Issues Addressed

- The goals to assess MBA students' oral and written communication into one Goal 3 that covers two objectives: oral and written communication.
- In 2012, we continued the development of a process towards electronic storage and reporting so that time trends can be examined in the future. The Full-Time Program Committee will work with the appropriate professors to continuously improve the process. No resources are required for these actions.

2013 Issues Raised

- The Full-Time Program Committee will consider tightening the scoring thresholds on the financial skill rubric, specifically trend analysis which seems to be too low.

2013 Issues Addressed

- In 2013, we continued the development of a process towards electronic storage and reporting so that time trends can be examined in the future. The Full-Time Program Committee will work with the appropriate professors to continuously improve the process. No resources are required for these actions.
- The accounting and finance faculty have met and discussed and continue to discuss the interrelationship between the lecture materials taught in accounting class and the materials taught in finance class to eliminate any disconnection between accounting and finance classes students learning outcomes to improve MBA students financial skill.
- In 2013, we continued the development of a process towards electronic storage and reporting via Qualtrics to increase the sample size of our assessment and the time trends can be examined in the future.
- In 2013, we also combined the goals to assess MBA students' oral and written communication into one Goal 3 that covers two objectives: oral and written communication.

Completion and Attrition Data

Student Success Data

Student success may be measured in terms of completion and attrition.

Graduation

As the Table 11 depicts below and on the following pages, the graduation rate among Full Time MBA students has ranged from a low of 75.9% (Summer 2012) to 100.0%.

TABLE 14: GRADUATES

	STUDENT COUNT	GRAD RATE 1_YR	GRAD RATE 2_YR	GRAD RATE 3_YR	GRAD RATE 4_YR	GRAD RATE 5_YR	GRAD RATE 6_YR
2102 - Spring 2010							
MBFTMBA Business Management	12	0.0%	91.7%	91.7%	91.7%	91.7%	91.7%
MBINTMBA International MBA	2	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%
2104 - Summer 2010							
MBFTMBA Business Management	49	0.0%	85.7%	95.9%	95.9%	95.9%	95.9%
MBINTMBA International MBA	7	0.0%	85.7%	85.7%	100.0%	100.0%	100.0%
2106 - Fall 2010							
MBFTMBA Business Management	99	10.1%	93.9%	98.0%	98.0%	98.0%	98.0%
MBINTMBA International MBA	7	0.0%	85.7%	85.7%	85.7%	85.7%	85.7%
2112 - Spring 2011							
MBFTMBA Business Management	14	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%
MBINTMBA International MBA	2	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%
2114 - Summer 2011							
MBFTMBA Business Management	35	0.0%	77.1%	88.6%	88.6%	88.6%	88.6%
MBINTMBA International MBA	4	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%
2116 - Fall 2011							
MBFTMBA Business Management	71	5.6%	95.8%	95.8%	95.8%	95.8%	95.8%

MBINTMBA International MBA	5	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%
2122 - Spring 2012							
MBFTMBA Business Management	15	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%
MBINTMBA International MBA	3	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%
2124 - Summer 2012							
MBFTMBA Business Management	29	0.0%	72.4%	75.9%	75.9%	75.9%	75.9%
MBINTMBA International MBA	5	0.0%	80.0%	100.0%	100.0%	100.0%	100.0%
2126 - Fall 2012							
MBFTMBA Business Management	53	15.1%	94.3%	94.3%	94.3%	94.3%	94.3%
MBINTMBA International MBA	1	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%
2132 - Spring 2013							
MBFTMBA Business Management	6	0.0%	83.3%	83.3%	83.3%	83.3%	83.3%
2134 - Summer 2013							
MBFTMBA Business Management	31	0.0%	3.2%	3.2%	3.2%	3.2%	3.2%
MBINTMBA International MBA	4	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2136 - Fall 2013							
MBFTMBA Business Management	67	9.0%	9.0%	9.0%	9.0%	9.0%	9.0%
MBINTMBA International MBA	1	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Enrollment

ENROLL TERM	2106 - Fall 2010	2116 - Fall 2011	2126 - Fall 2012	2136 - Fall 2013	2146 - Fall 2014	Total
	STUDENT COUNT	STUDENT COUNT	STUDENT COUNT	STUDENT COUNT	STUDENT COUNT	STUDENT COUNT
GFTGP Graziadio Full Time Program						
MBFTMBA Business Management	281	259	203	190	212	1145
Male	178	160	118	103	125	684
White, Non-Hispanic	79	72	50	40	53	294
Black or African American	5	9	5	4	2	25
Hispanic/Latino	4	2	1		5	12
Asian	24	26	20	14	11	95
Unknown	22	14	7	10	10	63
Non-Resident Alien	44	36	34	35	43	192
Two or more races		1	1		1	3
Female	103	99	85	87	87	461
White, Non-Hispanic	30	34	27	24	31	146
Black or African American	3	4	1	1	2	11
Hispanic/Latino	2	1	1	1	1	6
Asian	18	11	8	5	4	46
American Indian/Alaska Native				1		1
Unknown	15	9	10	11	6	51
Non-Resident Alien	34	39	38	44	42	197
Two or more races	1	1			1	3
MBINTMBA International MBA	30	17	16	10	7	80
Male	14	9	7	3	2	35
White, Non-Hispanic	8	7	4	1	1	21
Black or African American	1		1	1		3
Hispanic/Latino		1	1			2
Asian	1					1
Unknown	3	1	1			5
Non-Resident Alien	1			1	1	3
Female	16	8	9	7	5	45
White, Non-Hispanic	8	4	4	3	2	21
Black or African American	1					1

Asian	2	1	1	2	1	7
Unknown	3	2	3	1		9
Non-Resident Alien	2	1	1	1	2	7

Quality Improvement Plan

While the process for Learning Assurances at the Graziadio School is highly collaborative, those who have spent the most time on the Full-Time Program annual learning assurances review process is the Full-Time Program Committee. Staff members who oversee the Full-Time Program have also been involved with this process during the discussions of these outcomes at committee meetings. The Learning Assurances Committee has also been involved in these efforts through overseeing the process. The Full Time Program Committee recognizes challenges in the process and is dedicated to taking steps toward strengthening the assessment process. This includes the installation of a dedicated Learning Assurance faculty member on the Committee and regular reviews of learning assurance goals and outcomes during committee meetings on a quarterly basis.

Subsequently, a Full Time Program Committee member joined the Learning Assurance Committee in mid-2014 and served as a dedicated Learning Assurance faculty member on the Full Time Program Committee. Following that installation, the Learning Assurance Committee was disbanded in fall 2014. The intent was that the Learning Assurance process would be restructured with the Program chairs comprising the new Learning Assurance Council. This is viewed as a necessary step to fully integrating the Learning Assurance responsibilities among all members of the Full Time Program Committee and the faculty teaching in the full time program.

MS in Applied Finance

The MS in Applied Finance program (MSAF) at the Graziadio School of Business and Management is a 12-month Master of Science program that is "applied" in the truest sense. We prioritize real-world skills, which are immediately useful in a career in finance. A practical curriculum prepares students to work in corporate finance, financial planning, commercial banking, and other financial areas. The MSAF program is designed for recent college graduates.

Total enrollment in the MSAF program for the previous five years (Fall 2010 to fall 2014) is 436. The enrolled student population is comprised of male (38.5%) and female (61.5%) students. White, non-Hispanic students comprise a minority of the male (4.2%) and female (0.4%) population. Non-resident aliens comprise 94.3% of the total enrolled population.

Meaning, Quality, and Integrity

Meaning

At the point of graduation, there are three distinctive attributes that characterize a graduate of the MSAF program. First, the graduate should have the ability to incorporate ethical considerations into their business decisions. Second, the graduate should have the communications skills to persuasively and professionally articulate their thinking. Third, the graduate should have the necessary skills to fully analyze the financial standing of a company.

Quality

Levels of achievement are measured both directly, by standard rubric, as well as indirectly by class artifacts. For each goal, there is a specific standardized rubric and we expect that at least 70% of students will score satisfactorily or above in the evaluation of each rubric.

At the start of this five-year review period, the MSAF Program had four (4) goals and 10 measurable objectives. Starting with the 2013-14 academic year, the first goal was removed (team player), due to a decision by the Full-Time Program Committee and the MSAF faculty that analytic skills were much more highly valued by employers in this field. These goals are listed below. For all objectives and traits, evaluations were on a 3-point scale: Does Not Meet Expectations (1), Meets Expectations (2), and Exceeds Expectations (3). The quality of the education in the MSAF program is measured in terms of the following learning outcomes:

Goals in 2011 and 2012:

- Goal 1 Team: Students are effective team players.
- Goal 2 Ethics: Students incorporate ethical considerations in decision-making.
- Goal 3 Communication: Students have the communication skills to persuasively and professionally articulate their thinking.
- Goal 4 Finance: Students have the skills necessary to fully analyze the financial standing of a company.

Revised Goals starting in 2013:

- Goal 1 Ethics: Students incorporate ethical considerations in decision-making.
- Goal 2 Communication: Students have the communication skills to persuasively and professionally articulate their thinking.
- Goal 3 Finance: Students have the skills necessary to fully analyze the financial standing of a company.

Sections that refer to academic years 2011-12 and 2012-13 will reference the original four goals. Sections that refer to academic year 2013-14 will reference the revised list of three goals. The following learning outcomes are used as indicators of the graduate's preparedness as valued-centered financial professionals who may positively impact business and society for a greater good. Each is measured using defined metrics intended to capture the quality of the education in achieving the defined goals:

- Goal 1 Ethics: Students incorporate ethical considerations in decision-making.
 - Objective 1: Students are able to recognize ethical dilemmas in business situations.
 - Objective 2: Students can select solutions when presented with ethical dilemmas and discuss the consequences of those solutions.
- Goal 2 Communication: Students have the communication skills to persuasively and professionally articulate their thinking.
 - Objective 1: Students will be able to prepare and deliver a persuasive, professional speech on a current topic in their discipline.
 - Objective 2: Students will be able to prepare a written report analyzing a business problem.

- Goal 3 Finance: Students have the skills necessary to fully analyze the financial standing of a company.
 - Objective 1: Students can perform a full accounting analysis of a publicly traded company.
 - Objective 2: Students can assess how the external economic environment affects firm performance.
 - Objective 3: Students can perform a full financial analysis of a company.
 - Objective 4: Students can effectively draw conclusions about the financial status of a company based on the combined accounting and financial information.

Ongoing measurement enables the assessment of achievement gaps among the students. The Full Time Program Committee is dedicated to taking steps toward strengthening the assessment process. This includes regular reviews of learning assurance goals and outcomes during committee meetings on a quarterly basis.

Integrity

The learning assurance standards and processes are shared among various faculty and staff in the school. To begin with, information about learning assurance and related goals and processes are discussed by the faculty and staff at the Full Time Program Committee meetings. For example, the learning assurance information, goals, and processes are reviewed quarterly at committee meetings under the direction of the program chair. In addition, there is an annual review of the results of these goals and a five-year comprehensive review examining the results of the evaluation of all four goals. Furthermore, Learning Assurance Reports are digitally made available to committee members through the school's WaveNet Full Time Committee portal on Sakai/Courses. Finally, information is also disseminated among the broader faculty and across the school by various means, including the various program committees, the Dean's Update Newsletter, the annual faculty conference, and at monthly faculty meetings.

The MSAF program is aligned with the University's Institutional Educational Outcome. For instance, the Goal (1) of students as effective team players aligns with GLO#3 of learning through cooperative, team based pedagogical methods that emphasize hands-on learning in an immediate and relevant setting. In addition, the Goal (2) of students incorporating ethical considerations in decision making aligns with GLO#2 of promoting professional behavior and business practice in accordance with the rules standards of right conduct and business practice. Moreover, the Goal (4) of students having the necessary skills to fully analyze the financial standing of a company aligns with GLO#1 of demonstrating expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.

This 5-year report takes a longitudinal perspective and provides analysis of the trends, closing the loop, and overall findings for 2011, 2012, and 2013.

Evaluation Methods and Assessment Implementation

The Learning Assurance Process

The Learning Assurance process for 2011, 2012, and 2013 was facilitated by a dedicated faculty member of the Full Time Program Committee. This individual was responsible for coordinating Learning Assessments among instructors, writing the MSAF Learning Assurance Annual Reports, and

communicating with the Full Time Program Committee. Table 1 depicts the instructors and their courses contributing to the Learning Assurance results for the period covered by this report.

TABLE 15: LEARNING ASSURANCE PROCESS

Year	Course Instructors	Course	Goal and Objectives
2011	Mark Mallinger	BCSI 607	Goal 4, Obj. 1 & 2
	Peggy Crawford	FINC 614A	Goal 3, Obj. 1 & 2
	Peggy Crawford	FINC 614B	Goal 1, Obj. 2 & 3
	Peggy Crawford	FINC 614B	Goal 2, Obj. 2
2012	Robert Lee	ACCT 602	Goal 4, Obj. 1 & 2
	Peggy Crawford	FINC 614	Goal 2, Obj. 1 & 2
	Peggy Crawford	FINC 614	Goal 4, Obj. 3 & 4
2013	Peggy Crawford	FINC 614	Goal 2, Obj. 1
	Peggy Crawford	FINC 614	Goal 2, Obj. 1
	Kiplan Womack	FINC 614	Goal 2, Obj. 2

Direct Evidence

2011

During the fall of 2011 Goal 1 Objective 2, Goal 3, and Goal 4 data was collected. The sub-committee is considering the use of Qualtrics, an online data collection tool which enables the results to be centrally collected and converted to Excel, for future data collection.

For 2011, Goal 3 was measured. Goal 3 measures ethical considerations, and is defined by two objectives and 3 measurable traits. The goal specifies that students incorporate ethical considerations in decision-making. The objectives and characteristics more specifically describe the expected learning. Objective 1 states that students are able to recognize ethical dilemmas in business situations. Objective 2 states that students can select solutions when presented with ethical dilemmas and discuss the consequences of those solutions.

The goal was first measured in the fall of 2009. Students were given a short case on corporate governance based on an ethical dilemma faced by a CEO. The MSAF Sub-committee reviewed the results and fine-tuned the case. The revised case was presented to one of the three MSAF classes enrolled in the fall of 2011. The data are in Table 2 below.

TABLE 16: ETHICAL CONSIDERATIONS (GOAL 3) – DATA FOR 2011

	Below Expectations	Meets Expectations	Exceeds Expectations	# of Students
Recognize ethical dilemmas	7.14%	46.43%	46.43%	28
Select solutions	10.71%	46.43%	42.86%	28
Discuss consequences	17.86%	46.43%	35.71%	28

Findings

The 2011 Data represents good progress in the analysis and tracking of Goal 3. On an overall basis 88% met or exceeded expectations for this goal, which is well above the 70% minimum goal. Also, every trait

also met the 70% goal. This was an improvement over the average the previous time this goal was measured. In spring 2010, 85% met or exceeded expectations. The MSAF Sub-committee believes this improvement is a result of two actions taken by the committee. These actions are described in section 3.2.1.1 of this document.

2012

In fall 2012, Goal 2 (objectives 1 & 2) were measured in the first half of finance class (FINC614). Goal 2 measures students’ ability to incorporate ethical considerations in their decision-making. For MSAF students who will pursue their financial career in financial institutions, companies, and financial markets, business ethics is considered as a crucial skill to assess. In objective 1, students are required to recognize both overt and subtle ethical dilemma. In objective 2, students are required to articulate positive and negative consequences to the ethical dilemma and propose one or more solutions that are ethical.

In fall 2012, Goal 4 (objective 1) was measured in accounting class (ACCT602). Goal 4 measures students’ ability to fully analyze the financial standing of a company. For MSAF students, their ability to analyze the financial status of a company is also crucial to their success to pursue their career in financial institutions, companies, and financial markets. In objective 1, students are required to calculate and understand the meaning of five basic financial ratios (i.e. liquidity, asset management, debt, profitability, and market ratios). Objective 1 also requires students to be able to construct common sizes of balance sheet and income statements and to compare financial performance of a company with its competitors.

Also in the fall 2012, we assessed Goal 4 (objective 2) in accounting class (ACCT602). In objective 2, students are required to apply trend and economic analyses to evaluate multiple financial indicators of the company. It also requires students to identify the company’s financial strengths & weaknesses relative to its competitors.

In the spring 2013, we assess Goal 4 (objectives 3 and 4) in the second half of finance class (FINC614). In objective 3, we assess students’ ability to perform a full financial analysis of a company. This includes their ability to calculate relevant free cash flow, states rational assumption as to growth rate of cash flows and terminal value, and performs additional procedures or analysis to support conclusions. It also requires students to correctly identify all permanent sources of capital to the firm, use theoretically correct methods to calculate costs, use appropriate weights, calculate the weighted average cost of capital (WACC) for a company, and perform additional procedures or analysis to support conclusions. In objective 4, we assess students’ ability to correctly apply discounted free cash flow (DCF) techniques over the shorter of 5 years or the life of the firm to estimate the firm’s valuation, state their assumptions, and perform additional procedures or analysis to support conclusions.

TABLE 17: MSAF ETHICS ASSESSMENT RESULTS (FALL 2012)

	(3) Exceeds Expectations	(2) Meets Expectations	(1) Does Not Meet Expectations
Objective #1: Students are able to recognize ethical dilemmas in business situations.	35%	60%	5%

Objective #2: Students can select solutions when presented with ethical dilemmas and discuss the consequences of those solutions.	5%	80%	15%
Overall Goal #2: Students incorporate ethical considerations in decision-making.	15%	70%	15%

Number of students surveyed: 20 students

TABLE 18: MSAF FINANCIAL SKILL ASSESSMENT RESULTS (FALL 2012 & SPRING 2013)

	(3) Exceeds Expectations	(2) Meets Expectations	(1) Does Not Meet Expectations
Objective #1: Students can perform a full accounting analysis of a publicly traded company.	15%	85%	0%
Objective #2: Students can perform a full economic movement of a company.	31%	69%	0%
Objective #3: Students can perform a full financial analysis of a company.	38%	54%	8%
Objective #4: Students can effectively draw conclusions about the financial status of a company based on the combined accounting and financial information	46%	54%	0%
Overall Goal #4: Students incorporate ethical considerations in decision-making.	15%	77%	8%

Number of students surveyed: 13 students

Professors evaluated both rubrics last fall 2012 and spring 2013. For all goals and traits, evaluations were on a 3-point scale of Does Not Meet Expectations (1), Meets Expectations (2), and Exceeds Expectations (3).

Findings

Goal #2: Ability to incorporate ethical considerations in their decision-making

The findings on Objective 1 of Goal 2 indicate that MSAF students generally have the ability to identify (recognize) the ethical dilemma in business settings. We find that 35% of the students in our sample

have exceeded the expectation, 60% met the expectation, and only 5% of the sample did not meet the expectation to identify the ethical dilemma in business situations.

When we examine the findings on Objective 2 of Goal 2, we also find that MSAF students generally meet the expectation to select solutions when presented with ethical dilemmas and discuss the consequences of those solutions. We find that 5% of students have exceeded the expectation, 80% met the expectation, and only 15% of the sample did not meet the expectation.

Overall, the findings on Goal 2 assessment indicate that MSAF students meet the expectation to incorporate ethical considerations in their decision-making. We find that 15% of students have exceeded the expectation, 70% met the expectation, and only 15% of the sample did not meet the expectation. Therefore, over 75% of students in the sample have met or exceeded the expectation to incorporate ethical consideration in their decision-making.

Goal #4: Skills necessary to fully analyze the financial standing of a company

We find that 15% of students in our sample have exceeded the expectation and 85% met the expectation for Objective 1 of Goal 4: Students can perform a full accounting analysis of a publicly traded company. We also find that 31% of students in our sample have exceeded the expectation and 69% met the expectation for Objective 1 of Goal 4: Students can perform a full economic movement of a company. Clearly, students meet and exceed the expectations for both Objectives 1 and 2 and none of students in the sample failed to meet the expectations.

We find that 38% of students in our sample have exceeded the expectation, 54% met the expectation, and 8% did not meet the expectation for Objective 3 of Goal 4: Students can perform a full financial analysis of a company. However, we find that 46% of students in our sample have exceeded the expectation and 54% met the expectation for Objective 4 of Goal 4: Students can effectively draw conclusions about the financial status of a company based on the combined accounting and financial information.

Overall, we believe that the majority of the MSAF students have met and even exceeded the expectation to analyze the financial standing of a company. This result is expected since MSAF students have focused interests and intention to pursue their career in finance. Therefore, they are inclined to do well in both accounting and finance classes.

2013

In the fall of 2013, Goal 1 (team player) was removed, resulting in the following numbering for the remaining goals:

- Goal 1 Ethics: Students incorporate ethical considerations in decision-making.
- Goal 2 Communication: Students have the communication skills to persuasively and professionally articulate their thinking.
- Goal 3 Finance: Students have the skills necessary to fully analyze the financial standing of a company.

Goal 2 objectives 1 & 2 were measured in the first half of the managerial finance class (FINC614).

Findings

Goal #2: Students have the communication skills to persuasively and professionally articulate their thinking. The findings for Goal 2 indicate that MSAF students have the communication skills to articulate their thinking. For MSAF students who will pursue their career in financial institutions, companies, and financial markets, communicating effectively is important.

Objective #2: Students will be able to prepare a written report analyzing a business problem. The mean and standard deviation was calculated for Objective 2. The overall mean for Objective 2 was 2.29, or between “Meets Objectives” (2) and “Exceeds Expectations” (3) on a 3-point scale. The standard deviation was 0.32. Table 1 depicts the mean and standard deviation for Objective 2.

TABLE 19: MSAF GOAL 2, OBJECTIVE 2 MEAN AND STANDARD DEVIATION (FALL 2013)

	Mean	Standard Deviation
Objective 2.2: Students will be able to prepare a written report analyzing a business problem	2.29	0.32

n = 23

The findings indicated that the majority (100%) either exceeded (4%) or met (96%) expectations for Objective 2. Table 2 depicts the overall assessment results for Objective 2 of Goal 2.

TABLE 20: MSAF GOAL 2, OBJECTIVE 2 RESULTS (FALL 2013)

	(3) Exceeds Expectations	(2) Meets Expectations	(1) Does Not Meet Expectations
Objective 2.2: Students will be able to prepare a written report analyzing a business problem	4%	96%	0%

n = 23

More specifically, when we examine the findings for the individual traits of Objective 2, we find that the majority of students in the sample exceeded or met the expectations for each trait. For instance, we find that the majority (100%) of students in the sample exceeded (52%) or met (48%) expectations for Organization. Additionally, the findings indicated that the majority (100%) of students in the sample exceeded (39%) or met (61%) expectations for Content. Moreover, the findings indicated that the majority (100%) of students in the sample exceeded (26%) or met (74%) expectations for Professional Format. Furthermore, the findings indicated that the majority (100%) of students in the sample either exceeded (17%) or met (83%) expectations for Language/Style. Finally, the findings indicated that the majority (100%) of students in the sample either exceeded (9%) or met (91%) expectations for Conventions. Table 3 depicts the assessment results for the traits of Objective 2.

TABLE 21: MSAF GOAL 2, OBJECTIVE 2 TRAITS ASSESSMENT RESULTS (FALL 2013)

Objective 2.2: Traits (Rank Order)	(3) Exceeds Expectations	(2) Meets Expectations	(1) Does Not Meet Expectations

Organization	52%	48%	0%
Content (Quality of Answer)	39%	61%	0%
Professional Format	26%	74%	0%
Language/Style (Readability)	17%	83%	0%
Conventions (Spelling, punctuation, grammar, etc.)	9%	91%	0%

n = 23

Overall, the 2013 findings suggest that the majority of MSAF students in the sample were able to prepare a written report analyzing a business problem.

Closing the Loop

Results

2011

After reviewing data from spring 2010, the MSAF Sub-committee initiated two projects:

1. A seminar was held during the spring 2011 to discuss cultural differences observed in international students and methods to effectively encourage ethical behavior;
2. During the fall 2011 new student orientation, two finance faculty members met with MSAF students, discussed ethical issues, and described ethical expectations.

While ethical issues still exist, these actions appeared to have raised awareness of expectations.

2012

To follow up with findings from our assessments for both Goal 2 and Goal 4, we have conducted the following continuous improvement efforts:

- Goal 2: Ability to incorporate ethical considerations in their decision-making. The MSAF Program sub-committee members have made and continue to make presentations during new MSAF students' orientation regarding ethical standards, specifically related to the Academic Integrity. This effort was spearheaded by Dr. Peggy Crawford.
- Goal 4: Skills necessary to fully analyze the financial standing of a company. The accounting and finance faculty have met and discussed and continue to discuss the interrelationship between the lecture materials taught in accounting class and the materials taught in finance class to eliminate any disconnection between accounting and finance classes students learning outcomes to improve students financial skill to perform a full financial analysis of a company (Objective 3).
- In 2013, we continued the development of a process towards electronic storage and reporting via Qualtrics to increase the sample size of our assessment and the time trends can be examined in the future. We also continued the process of separately measuring the MSAF program. The Full-Time Program Committee will work with the MSAF Program sub-committee and

corresponding professors who teach in MSAF program to continuously improve the assessment process.

2013

While the 2013 assessment was limited in total sample size (N=23), number of classes (1), and areas of inquiry (Objective 2 only), the results of the assessment suggest an opportunity exists for MSAF students to improve their ability to write a report analyzing a business problem. With only a minority (4%) exceeding expectations for Objective 2, it appears that the students may benefit from greater learning in this area. More specifically, learning opportunities appear to exist for certain traits in which a minority exceeded expectations for Content (39%), Professional Format (26%), Language/Style (17%), and Conventions (9%).

Future assessments conducted on both Objectives 1 and 2 for Goal 2 with a larger sample of students from more than one class will suggest whether this sample accurately reflects the performance of MSAF students overall in their communication skills.

Decisions/Recommendations

The Full Time Program Committee has identified issues that it feels warrants attention for the purpose of enhancing the Learning Assurance process. The following issues raised and subsequently addressed by the Full Time Program Committee for the period of this report illustrate an ongoing process of assessment for the express purpose of identifying and implementing improvement to the Learning Assurance process.

2011 Issues Raised

The following issues were raised after reviewing the 2011 data for Goal 3:

- 2) The faculty should pay special attention to Goal 3 and hold students to high levels of behavior.
- 3) Ethics discussion during the new student orientation should be developed further with short case examples of appropriate and inappropriate behavior.

With these actions, the sub-committee believes behavior can be modified regardless of cultural differences.

2011 Issues Addressed

The issues raised in 2011 were subsequently addressed with subsequent steps taken as follows:

- Much of the improvements in 2011 were process-related and towards electronic storage and reporting so that time trends can be examined in the future. The Full-Time Program Committee will work with the appropriate professors to continuously improve the process. No resources are required for these actions.

2012 Issues Raised

The following issues were raised after reviewing the 2012 data:

- The Full Time Program Committee will consider combining the goals to assess students' communication skills

- The Full-Time Program Committee will consider tightening the scoring thresholds on the ethics rubric.
- The Full-Time Program Committee will communicate the results of the written skills rubric to professors and reference potential areas of improvement regarding language/style and conventions.

2012 Issues Addressed

- The goals to assess students’ oral and written communication into one Goal 3 that covers two objectives: oral and written communication.
- In 2012, we continued the development of a process towards electronic storage and reporting so that time trends can be examined in the future. The Full-Time Program Committee will work with the appropriate professors to continuously improve the process. No resources are required for these actions.

2013 Issues Raised

- The Full-Time Program Committee will consider tightening the scoring thresholds on the financial skill rubric, specifically trend analysis which seems to be too low.

2013 Issues Addressed

- In 2013, we continued the development of a process towards electronic storage and reporting so that time trends can be examined in the future. The Full-Time Program Committee will work with the appropriate professors to continuously improve the process. No resources are required for these actions.
- The accounting and finance faculty have met and discussed and continue to discuss the interrelationship between the lecture materials taught in accounting class and the materials taught in finance class to eliminate any disconnection between accounting and finance classes students learning outcomes to improve MSAF students financial skill.
- In 2013, we continued the development of a process towards electronic storage and reporting via Qualtrics to increase the sample size of our assessment and the time trends can be examined in the future.
- In 2013, we also combined the goals to assess MSAF students’ oral and written communication into one Goal 3 that covers two objectives: oral and written communication.

Completion and Attrition Data

Student Success Data

Student success may be measured in terms of completion and attrition.

Graduation

As the Table 11 depicts below and on the following pages, the graduation rate among MSAF students has ranged from a low of 75% (Summer 2010) to 100.0%.

TABLE 22: GRADUATES

	STUDENT COUNT	GRAD RATE 1_YR	GRAD RATE 2_YR	GRAD RATE 3_YR	GRAD RATE 4_YR	GRAD RATE 5_YR	GRAD RATE 6_YR
2086 - Fall 2008							

MSAPPLFIN MS in Applied Finance	19	68.4%	100.0%	100.0%	100.0%	100.0%	100.0%
2092 - Spring 2009							
2094 - Summer 2009							
MSAPPLFIN MS in Applied Finance	1	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%
2096 - Fall 2009							
MSAPPLFIN MS in Applied Finance	26	96.2%	100.0%	100.0%	100.0%	100.0%	100.0%
2102 - Spring 2010							
2104 - Summer 2010							
MSAPPLFIN MS in Applied Finance	8	0.0%	75.0%	75.0%	75.0%	75.0%	75.0%
2106 - Fall 2010							
MSAPPLFIN MS in Applied Finance	42	97.6%	100.0%	100.0%	100.0%	100.0%	100.0%
2112 - Spring 2011							
2114 - Summer 2011							
MSAPPLFIN MS in Applied Finance	2	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%
2116 - Fall 2011							
MSAPPLFIN MS in Applied Finance	70	95.7%	97.1%	97.1%	97.1%	97.1%	97.1%
2122 - Spring 2012							
2124 - Summer 2012							
MSAPPLFIN MS in Applied Finance	1	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%
2126 - Fall 2012							
MSAPPLFIN MS in Applied Finance	57	87.7%	98.2%	98.2%	98.2%	98.2%	98.2%
2132 - Spring 2013							
MSAPPLFIN MS in Applied Finance	18	88.9%	94.4%	94.4%	94.4%	94.4%	94.4%
2134 - Summer 2013							
MSAPPLFIN MS in Applied Finance	1	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%
2136 - Fall 2013							
MSAPPLFIN MS in Applied Finance	79	94.9%	94.9%	94.9%	94.9%	94.9%	94.9%
2142 - Spring 2014							
MSAPPLFIN MS in Applied Finance	30	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2144 - Summer 2014							
2146 - Fall 2014							
MSAPPLFIN MS in Applied Finance	81	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2152 - Spring 2015							
MSAPPLFIN MS in Applied Finance	32	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Enrollment

TABLE 9

ENROLL TERM	2106 - Fall 2010	2116 - Fall 2011	2126 - Fall 2012	2136 - Fall 2013	2146 - Fall 2014	Total
	STUDENT COUNT	STUDENT COUNT	STUDENT COUNT	STUDENT COUNT	STUDENT COUNT	STUDENT COUNT
GFTGP Graziadio Full Time Program						
MSAPPLFIN MS in Applied Finance	47	71	59	101	158	436
Male	16	27	19	34	72	168
White, Non- Hispanic	1		1	1	4	7
Black or African American				1	1	2
Asian				1	5	6
Unknown	1		1		3	5
Non-Resident Alien	14	27	17	31	59	148
Female	31	44	40	67	86	268
White, Non- Hispanic					1	1
Asian	1				1	2
Unknown			1		1	2
Non-Resident Alien	30	44	39	67	83	263

Quality Improvement Plan

While the process for Learning Assurances at the Graziadio School is highly collaborative, those who have spent the most time on the MSAF learning assurances review process is the Full-Time Program Committee. Staff members who oversee the Full-Time Program have also been involved with this process during the discussions of these outcomes at committee meetings. The Learning Assurance Committee has also been involved in these efforts through overseeing the process. The Full Time Program Committee recognizes challenges in the process and is dedicated to taking steps toward strengthening the assessment process. This includes the installation of a dedicated Learning Assurance faculty member on the Committee and regular reviews of learning assurance goals and outcomes during committee meetings on a quarterly basis.

Subsequently, a Full Time Program Committee member joined the Learning Assurance Committee in mid-2014 and served as a dedicated Learning Assurance faculty member on the Full Time Program Committee. Following that installation, the Learning Assurance Committee was disbanded in the fall of 2014. The intent was that the Learning Assurance process would be restructured with the Program chairs comprising the new Learning Assurance Council. This is viewed as a necessary step to fully integrating the Learning Assurance responsibilities among all members of the Full Time Program Committee and the faculty teaching in the full time program.

MS in Global Business

The purpose of this Master of Science in Global Business **strategy memo** is to provide a strategic framework to approach the most urgent issue of the MSGB product – **preparing students for their selected best global business career option**. Additional aims will provide clarity of the Program’s immediate goals, objectives, and strategies required to make the Program not only viable, but more competitive for the long-term.

Overview of the Annual Review Process

The Program – A Historical Brief

This strategy memo is aligned with the **Program Review Process** and is produced by the newly formed MSGB Faculty Committee (January 2015). The Committee is an important element to the Program because from the inception of the Program into the Graziadio product portfolio, the MSGB has had limited, direct accountability. Launched in 2008, the Program’s first oversight came from the Fulltime Program Committee. With restricted resources, the first committee framed the original goals and objectives while also incorporating existing Malibu MBA faculty to teach the MSGB courses.

From 2010, the new MSGB has remained nearly invisible to the wide stakeholder base of GSBM. The enrollment data does reflect a program with evidence of market demand, though nearly entirely from non-domestic capture markets. This chart represents the mild **growth** of the program from 2010 – 2014.

Enrollment Term	2010	2011	2012	2013	2014
Student Count	16	20	31	36/5	35/11

Though the five years of student count data reflects demand and modest growth, the degree program under the current resource pool clearly only can accommodate a small cohort-sized fall- term intake. The chart reflects the beginning of a spring intake in 2013 and 2014 with 5 and 11 students. The MSGB Committee believes that these numbers could rise or fall in the future depending on the strategy selected and general management of the Program. What follows in Parts Two and Three of this Memo are solutions to the burning issue of Program sustainability and competitive growth.

The Program – Mission, Measures, and Outcomes

The AACSB framework for the **Annual Review Process** targets four areas of inquiry:

1. Mission – Meaning, Quality and Integrity
2. Curriculum and Learning Outcomes
3. Student Success Data
4. Quality Improvement Plan

Below is a concise overview and commentary of these areas of inquiry.

On Mission – Excerpts from the Catalog

In 2008, the pilot MSGB’s charter reflected the rationale for becoming an added degree among the Graziadio program portfolio. For example, the **original purpose statement** aims to:

“...enhance the career opportunities and increase the marketability of the students by providing them with the foundation of business knowledge and skills and greater global awareness necessary to qualify them for positions in global business. By providing a rigorous set of courses both in Malibu as well as with an overseas Graziadio School partner, the student is able to develop knowledge of business and analytical skills required for a position with a global organization that would otherwise not be available upon graduation from an undergraduate non-business major.”

Further published language describing the **MSGB prospective student candidate** states that:

“...the MSGB is designed for students who hold an undergraduate degree in Humanities, Social Science, Liberal Arts (essentially non-business majors), who through their undergraduate studies and/or cultural background have at least conversational ability in an international language(s) and a high level of ‘global awareness’. Previous work experience is not required. The requirement for graduation is 44-48 units”

The MSGB’s original (and current) alignment with the **Graziadio School Mission** embraces:

“...not only a global business perspective, but also embodies the principles associated with value-centered leadership, a significant component of the Graziadio’s School mission. Students acquire knowledge across the disciplines of Economics, Marketing, Finance, Accounting, Quantitative Methods, and Leadership that incorporate social, environmental, and ethical issues that are embedded in the curriculum. Faculty members at the Graziadio School are committed to developing perspectives in this domain such that students are made aware that managerial decision-making needs to include the effect decisions have on stakeholder and not just shareholders.”

Commentary on Mission

It is the recommendation of the MSGB Committee that these statements of *mission* be revisited for clarity pertaining to both Graziadio School mission and for the Program’s overall competitive marketability. This effort will be the work of the Committee with the aim of having an updated mission statement in the hands of the Deans and Faculty Council by January 2016.

On Curriculum and Learning Outcomes

The current curriculum and learning outcomes remain from the Program’s origination in 2008 and are presented here as *goals* in brief:

- **Goal One** – Team: Students are effective team players
- **Goal Two** – Ethics: Students incorporate ethical considerations in decision-making
- **Goal Three** – Communication: Students can persuasively/professionally articulate their thinking
- **Goal Four** – Global: Students understand the complexities of the global economic environment

Below is a sample of the corresponding *objectives*:

- Goal One – Team
 - Objective – Students are able to work effectively with a team environment
- Goal Two – Ethics
 - Objective – Students are able to recognize ethical dilemmas in business situations
- Goal Three – Communication
 - Objective – Students will be able to prepare a report analyzing a business problem
- Goal Four – Global
 - Objective – Students have an understanding how the global economy works

Commentary on Learning Outcomes

It is the recommendation of the MSGB Committee that the current **learning outcomes** as stated in the above Goals and Objectives need to be **redeveloped** to be more clearly aligned with the learning

outcomes of the actual courses while also being aligned with the rigors of the more contemporary and dynamic competitive market for the MSGB graduate.

The current curriculum follows the original portfolio of courses from the launch in 2008. The typical course matrix is as follows:

FALL YEAR ONE	SPRING YEAR ONE	SUMMER YEAR ONE	FALL YEAR TWO
Session A MSGB 591 Fin Acctg	Session A MSGB 614 Mag Fin	MSGB 685 Global Bus Intern	Electives Partner School
MSGB 602 Econ	MSGB 615 Mktg		or
MSGB 593 Data	MSGB 612 Macro		At GSBM
MSGB 607 Leadership	MSGB 613/618/661		12 units
Session B	Session B	*	*
MSGB 601 Cost Acctg	MSGB 614 continued	*	*
MSGB 608 Org Theory	MSGB 615 CONT	Global Internship	Electives at
MSGB 609 Quant	MSGB 648 Global Econ	*	Partner School
MSGB 661 Cross Cult	MSGB 684 Intl Law	*	*
MSGB Global Business	MSGB 698 Global	*	*

Total units: 44-48

Commentary on Current Curriculum

It is the recommendation of the MSGB Committee that an immediate and full review of the course portfolio take place with the following aims:

- Attain individual course learning outcomes
- Assure each course has a global focus
- Ensure course portfolio is aligned with a leading benchmark competitor
- Require continuity across the curriculum and the four terms
- Global internship must have clear learning outcomes
- Electives at international school must meet the Graziadio rigor standards

On Student Success Data and Commentary

The student success data reflects only one primary measure – **graduation rate**. With the average class size from 2008 being 27 with noted increases in the numbers for the past two years at 35, the graduation rate for these very small cohorts is over 90%.

What is missing is the intrinsic success areas that help identify **challenges** and **opportunities** within the operations of the Program as well as areas of **student satisfaction**. Data is also needed in the areas of **faculty development** of the Program and the level of **faculty satisfaction** assigned to teaching the MSGB cohort.

As noted throughout this memo, the MSGB Program essentially has operated with minimal program development since 2008. It is the recommendation of the MSGB Committee that measures be put into place that collect accurate data to help not only strengthen the Program's quality, but also data to help

with the necessary growth for more sustainable future intakes. We incorporate these below in **Part Three**.

On the Competitive Environment and Commentary

A simple online search for regional and even international master's programs that are similar to Graziadio's MSGB and one glaring finding is that the **MSGB is unique in the market**. No other program reflects the name "master of global business" and the only close substitutes are MBAs with international emphases. Schools like the University of Miami and Thunderbird School of Global Management which was acquired by the University of Arizona in 2014-2015 have large foot prints in the MBA Global Business market and use online distribution widely.

The Graziadio MSGB Program maintains a *top of the list* Google search position with three unique links. The competitive space is virtually untouched – a powerful opportunity for the MSGB Committee and Program Office to build a comprehensive strategy to secure and growth this position. Recommendations on designing and implementing this strategy follow below in Part Three.

On the Quality Improvement Plan and Commentary

The importance of quality improvement measures is essential for the MSGB Program to remain relevant and sustainable. Currently there are no visible measures in place for quality improvement with the exception of faculty/student evaluations – a good start, but no direct mechanisms to improve the Program. The evaluation of the Program is one of the strategic pillars noted below and remains a major action item for the data collection so crucial for developing *good strategy*.

Framework for the MSGB Strategic Audit

A **strategic audit** is an advanced method of doing authentic *strategy work*. The work of strategy is aimed at one simple goal – to identify the obstacles preventing an organization – in this case the MSGB Program – from serving its students, the Graziadio School and Pepperdine University. This Strategy Memo provides the major stakeholders of the MSGB the context and framework to not just build a sustainable program, but more directly, to determine what a sustainable program means and what is required for this type of program to flourish in the marketplace. A **formal strategic audit** of the MSGB Program will be the result of careful work by the new MSGB Committee who will collaborate with the central stakeholders for support and buy-in for a fall 2015 completion target.

Toward the Audit Framework:

The following obstacles guide the strategic intent of the Committee:

1. How must we identify and select the best candidates for the Program?
2. How must we enhance the global visibility and MSGB brand in the minds of prospects *and* current students?
3. What alternatives and resources are required to strengthen our competitive position?

The *overarching goal* is to **revitalize the MSGB's value in the marketplace by becoming *the place to earn a master of science in global business***. To accomplish this *goal*, the following traditional **strategic audit** will help provide:

1. A diagnosis to pinpoint the Program's problem areas while highlighting the MSGB's strengths and weaknesses

2. A methodology to flow our strategic decision making process to include:
 - Current performance, environmental scanning, strategy formulation, strategy implementation and evaluation and control measures
3. A template to generate clear solutions and measured actions to achieve our goal—*enhancing the success of our students in global business careers.*

Toward a Good Strategy

As we present the audit, we must remember the **purpose of strategy**:

1. *Overcome* the obstacles keeping us from achieving our goal – (global market viability). These obstacles must be difficult and urgent otherwise strategy is not needed (the status quo would be sufficient)
2. *Align* all of our resources toward the overarching goal. This is achieved only through clarity of goal, leadership support, buy-in from the entire team and allocating the required resources to accomplish the goal. Without complete organizational alignment, the goal will not be realized.
3. *Strategic Thinking* is the key ingredient to achieving alignment. Everyone in the organization will make decisions that aim toward the goal. Any deviation pulls the momentum out of alignment and the goal will not be reached.
4. *Strategic Decision Making* deals with the long-term future of our Program and has three traditional drivers:
 - **Rare** – strategic decisions are unusual and typically have no precedent to follow
 - **Consequential** – strategic decisions commit substantial resources and demand a great deal of commitment from people across the organization
 - **Directive** – strategic decisions set precedents for lesser decisions and future actions throughout the organization

We will achieve *good strategy* by being able to answer these nonnegotiable (and fundamental) *strategy questions*:

1. Where will we be active in our efforts? (what arena are we really in)
2. How will we get there? (what vehicles will produce our results)
3. How will we win in the marketplace? (what is our key differentiator)
4. What will be our speed and sequence of moves to get there? (what is the staging of execution)
5. How will we obtain our returns? (what is the economic logic)

The MSGB Strategic Audit – Toward the MSGB Strategy

What we must now do is collectively address the following through the reality of hard facts, rigorous analysis, and transparent delivery. It is important to recall that for over five years, the MSGB has had virtually no invested capital for growth and limited collaboration among the supporting departments. With the newly developed MSGB Committee, the aim is to reverse the status quo and to begin to aggressively position the degree into the marketplace while also framing and growing the unique MSGB brand within the Graziadio portfolio.

What follows is a strategic template that will guide the work of the Committee with the overarching aim of implementing the strategy with a two-tiered approach. The soft approach for the fall 2015 intake and

the hard approach for the fall 2016 intake. Note – when reviewing the audit template below, it is important to recognize that mission and objectives is not an immediate priority which is often hard to resist. Instead, we must first understand the complex environment, variables and resources noted in the first four steps below. Mission and objectives will not be approached until step five.

The Eight Steps toward the MSGB Strategy 2015-2016:

1. Evaluate the MSGB's current performance results
 - The results can be measured in terms of the Program's current mission, objectives, existing strategies and policies
 - The results are also measured in terms of overall profitability as a revenue center for GSBM
 - The results will also measure the success of our existing MSGB alumni
2. Review senior leadership's engagement and support
 - For any goal and strategy initiatives, we must have full support of the current administrative team
 - The direct accountability for the 2015 MSGB Committee are the two associate deans – John Mooney and Michael Williams
 - Program Development is in place with an effective partnership with the Global Programs office – yet, fresh ideas needed
 - Resources must be approved to support the strategic program that is developed
3. Scan and assess the external environment
 - Here we look at the strategic factors that pose opportunities for and threats against the MSGB Program
 - A comprehensive product analysis must be completed immediately followed by consistent bi-annual assessments
 - Currently, there are no similar degree programs like the MSGB, yet close substitutes exist more directly in short master's degrees with international policy and/or relations as the product
4. Scan and assess the internal corporate environment
 - Here we look at the strategic factors that are strengths and weaknesses of our internal MSGB organization (primarily our core competencies)
 - The guiding inquiry here concerns the organizational structure and the value creating departments that produce enrollment numbers
5. Analyze the strategic factors
 - Here we pinpoint the problem areas of our external and internal analysis while also reviewing and revising the Program's mission and objectives
6. Generate, evaluate and select the best alternative strategy
 - Here we make strategic decisions based on the analysis above – remember, the decisions need to be rare, consequential and directive
7. Implement the selected strategies
 - Here we recommend the action programs, budgets and procedures
8. Evaluate and control our implemented strategies
 - Here we develop feedback systems to control the activities to ensure the minimum deviation from the action programs

Next Steps and Timelines

The MSGB Committee recommends the following actions items to produce the MSGB Strategy with utmost speed, efficiency, and efficacy:

1. June 2015 – Committee and Administrative buy-in on the strategic audit
2. August 2015 – Initiate and complete the first four steps from the audit
 - a. Current performance
 - b. Leadership support
 - c. External/competitive environment
 - d. Internal/GSBM environment
3. October-November 2015 – steps 5 and 6
 - a. MSGB Mission and Objectives
 - b. Strategic alternatives
4. January 2016 – Presentation to the Faculty
5. March 2016 – Implementation
6. June 2016 – Step 8 – evaluation and control

Conclusion

The Strategic plan and actions will require assignment of resources in Marketing, Recruiting, Admissions, the Program Office, Global Programs, Faculty, Career Services, and Alumni. As the MSGB Program Committee takes the actions specified a comprehensive budget will be prepared for the Deans to review and approve.

In conclusion, the MSGB Committee has presented this strategy memo for the Master of Science in Global Business to provide a strategic framework to approach what we see as the most urgent issue of the MSGB product – preparing students for their selected best global business career option. This report is in conjunction with the Program Review Process which has provided a starting point for the Program to recognize its need for more direct, immediate, and effective management. Since the inception of the new MSGB Committee, we believe that the fledgling program will have a stronger chance of growing while adding long-term value for all stakeholders of the Graziadio brand. The Committee welcomes support from all areas of administration, faculty, and staff as we initiate aggressive efforts to build the quiet jewel in the Graziadio portfolio.

Executive MBA

Meaning, Quality, and Integrity

Meaning

When you study with Pepperdine’s EMBA faculty and a diverse, talented cohort of classmates, you learn to make strategic decisions based on logical research, collective insight, and critical reasoning. You sharpen your existing skills, building on strengths and stretching yourself to find a leadership style, uniquely yours. You discover opportunities for managing uncertainty using fundamental business principles and solid, research-based evidence. You learn to defend your strategies with rational, fact-based frameworks and rigorous analytics. Your capacity to learn is enriched by the viewpoints of classmates who must contend with the very same issues. In short, you learn to lead proactively, with moral savvy, and practical insight.

Immersed in a global community that is Southern California, you also have the opportunity to study international business issues on the ground in regions of specific interest. These experiences include an International Course offered in cities around the world with a team of MBAs from other Pepperdine Programs and high ranking executives/officials representing top companies in the destination cities selected.

Quality

The most recent learning outcomes for the EMBA Program have been characterized using four (4) goals and eleven (11) measurable objectives. The EMBA Program Committee has specified standardized rubrics for measuring each goal and all associated objectives. Evaluative metrics for all goals and objectives were based on a 3-point Likert type scale, as follows: Does Not Meet Expectations (1), Meets Expectations (2), and Exceeds Expectations (3). Our expectation was that 70% or more of students or would score a 2 or 3 on each rubric. Current goals and objectives of the EMBA program are:

- Goal 1: Students have the skills to strategically analyze business situations in an integrated, multi-disciplinary way and recommend solutions.
 - Objective 1: Students recognize the importance of multi-disciplinary problem solving
 - Objective 2: Students engage in multi-disciplinary problem solving
 - Objective 3: Students develop and ethically justify strategic recommendations that indicate the integration of a variety of business functions
- Goal 2: Students understand team dynamics and are effective team members and leaders.
 - Objective 1: Students identify characteristics of team members, and explain their implications for leadership, communication styles, decision making, and team dynamics.
 - Objective 2: Students evaluate performance effectiveness, and select and apply appropriate motivation and ethical reward theories to obtain expected performance outcomes.
 - Objective 3: Students provide ongoing developmental feedback that is useful, timely, and non-threatening.
- Goal 3: Students incorporate strategic considerations in decision-making.
 - Objective 1: Students are able to recognize strategic dilemmas in business situations.
 - Objective 2: Students can select solutions when presented with strategic dilemmas and discuss the consequences of those solutions.
- Goal 4: Develop an organization's grand strategy (including competitive, corporate, industry, and global strategies) and recommend implementation of the plan.
 - Objective 1: Assess the organization's internal vision/mission, opportunities/threats, and strengths/weaknesses.
 - Objective 2: Formulate a grand strategy, and assess the consequences (including ethical and societal).

Integrity

As mentioned above, learning assurance standards and processes are shared amongst faculty, class advisors, and staff in the school. Frequently, the EMBA Program Committee will take up discussion about learning assurance and any related goals/processes during program committee meetings. As an example, the learning assurance standards, goals, and processes are reviewed on a regular basis at committee meetings under the direction of the program chair (Dr. Terry Young). Additionally, all

analyses and findings for the annual and five-year reports are examined in detail by all committee members who have been given access to those Learning Assurance Reports, via the school’s WaveNet portal. Lastly, pertinent information is also disseminated to the broader faculty, across the school, by various means including program committees, the Dean’s Update Newsletter, the annual faculty conference, and school-wide faculty meetings.

All goals and objectives of the EMBA learning assessment program are very much aligned with Institutional Educational Goals defined by the University. For example, EMBA Goal (1): “Students have the skills to strategically analyze business situations in an integrated, multi-disciplinary way and recommend solutions” aligns nicely with GLO#7: “Apply knowledge to real world challenges.” Or, Goal (2): “Students understand team dynamics and are effective team members and leaders” which aligns well with GLO#3: “Learn through cooperative, team-based pedagogical methods that emphasize hands on learning in an immediate and relevant setting.” And lastly, EMBA Goal (4): “Develop and organization’s grand strategy and recommend implementation of the plan” corresponds with GLO#1: “Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.”

This 5-year report takes a longitudinal perspective and provides analysis of the trends, closing the loop, and overall findings for 2011 and 2013. Please note that 2011 Goals and objectives differ, substantially, from those in 2013. This 5 year report focuses on the 2013 results which reflect the current assessment platform. Results for 2011 have been included in the next sections for comparative purposes.

Evaluation Methods and Implementation of Assessment

The Learning Assurance Process

The Learning Assurance process for 2011 and 2013 was facilitated by dedicated class advisors and specific faculty members, some of whom serve on the EMBA Program Committee. These individuals were responsible for coordinating Learning Assessments amongst all instructors, producing the EMBA Learning Assurance Annual Reports, and communication with the EMBA Program Committee. Tables 2 and 3 depict class advisors, faculty members, and their courses associated with Learning Assurance results for the period covered by this report.

TABLE 1: LEARNING ASSURANCE PROCESS 2011

EMBA MEASUREMENT CALENDAR 2011

Summer 2011 EMBA Courses	Faculty Member	Currently Stated Goals and Objectives
84 S	Kurt Motamedi/ Rob Ortega	Goal 5, Objectives 1, 2, 3, 4 Goal 1, Objectives 1, 2
90 N	Charlie Kerns/ Kathleen Grave	Goal 2, Objective 1
88 S	Ron Ford/ Rob Ortega	Goal 2, Objective 2 & 3 Goal 6, Objective 1

86 N	Demos Vardiabasis/ Larry Hebert	Goal 3, Objectives 1, 2 Goal 6, Objective 2
85 S	Dave McMahon/ Jim Emerick	Goal 4, Objectives 1, 2, 3 & 4 Goal 6, Objective 3
87 S	Terry Young/ Rick Sarmiento	Goal 2, Objectives 1, 2 Goal 6, Objective 2

Fall 2011 EMBA Courses	Faculty Member	Currently Stated Goals and Objectives
85 S	Jack Green/ Jim Emerick	Goal 5, Objectives 1, 2, 3, 4 Goal 1, Objectives 1, 2
86 N	Chuck Morrissey/ Larry Hebert	Goal 5, Objectives 1, 2, 3, 4 Goal 1, Objectives 1, 2
87 S	Bill Smith/ Rick Sarmiento	Goal 4, Objectives 1, 2, 3 & 4 Goal 6, Objective 3
88 S	Marsh Nickles/ Rob Ortega	Goal 3, Objectives 1, 2 Goal 6, Objective 2
89 S	Ron Ford/ Steve Glynn	Goal 2, Objective 2 & 3 Goal 6, Objective 1
90 N	John Scully/ Kathleen Grave	Goal 2, Objective 2 & 3 Goal 6, Objective 1
91 S	Teri Tompkins/Regina Korossy	Goal 2, Objective 1

TABLE 2: LEARNING ASSURANCE PROCESS 2013

EMBA MEASUREMENT CALENDAR 2013

Spring

<i>Program</i>	<i>Goal</i>	<i>Course</i>	<i>Instructor</i>	<i>Enrolled</i>	<i>When</i>	<i>Completed</i>
EMBA	--	--	--	--	--	--

Summer

<i>Program</i>	<i>Goal</i>	<i>Course</i>	<i>Instructor</i>	<i>Enrolled</i>	<i>When</i>	<i>Completed</i>
EMBA	--	--	--	--	--	--

Fall

<i>Program</i>	<i>Goal</i>	<i>Course</i>	<i>Instructor</i>	<i>Enrolled</i>	<i>When</i>	<i>Completed</i>
EMBA	1.1	MBAA682.98	Abraham Park (Grave)	11	15-Oct-13	Yes
EMBA	1.1	MBAA685.92	David Crain (Grave)	13	15-Oct-13	Yes
EMBA	1.1	MBAA682.98	Abraham Park (Grave)	11	20-Dec-13	Yes
EMBA	1.1	MBAA685.92	David Crain (Grave)	14	20-Dec-13	Yes
EMBA	1.1	MBAA682.99	John Scully (Emrick)	16	20-Dec-13	Yes
EMBA	1.1	MBAA682.98	Abraham Park (Grave)	11	18-Apr-14	Yes
EMBA	1.1	MBAA678.97	Dave McMahon (Korossy)	16	18-Apr-14	Yes
EMBA	1.2	MBAA682.98	Abraham Park (Grave)	11	15-Oct-13	Yes
EMBA	1.2	MBAA682.98	Abraham Park (Grave)	11	20-Dec-13	Yes
EMBA	1.2	MBAA685.92	David Crain (Grave)	14	20-Dec-13	Yes
EMBA	1.2	MBAA682.99	John Scully (Emrick)	16	20-Dec-13	Yes
EMBA	1.2	MBAA682.98	Abraham Park (Grave)	11	18-Apr-14	Yes
EMBA	1.2	MBAA678.97	Dave McMahon (Korossy)	16	18-Apr-14	Yes
EMBA	1.3	MBAA682.98	Abraham Park (Grave)	11	15-Oct-13	Yes
EMBA	1.3	MBAA682.98	Abraham Park (Grave)	11	20-Dec-13	Yes
EMBA	1.3	MBAA685.92	David Crain (Grave)	14	20-Dec-13	Yes
EMBA	1.3	MBAA682.99	John Scully (Emrick)	16	20-Dec-13	Yes
EMBA	1.3	MBAA682.98	Abraham Park (Grave)	11	18-Apr-14	Yes
EMBA	1.3	MBAA678.97	Dave McMahon (Korossy)	16	18-Apr-14	Yes

EMBA	2.1	MBAA685.92	David Crain (Grave)	13	15-Oct-13	Yes
EMBA	2.1	MBAA682.98	Abraham Park (Grave)	11	20-Dec-13	Yes
EMBA	2.1	MBAA685.92	David Crain (Grave)	14	20-Dec-13	Yes
EMBA	2.1	MBAA682.99	John Scully (Emrick)	16	20-Dec-13	Yes
EMBA	2.1	MBAA670.100	Teresa Tompkins (McGilvray)	20	21-Mar-14	Yes
EMBA	2.2	MBAA685.92	David Crain (Grave)	13	15-Oct-13	Yes
EMBA	2.2	MBAA682.98	Abraham Park (Grave)	11	20-Dec-13	Yes
EMBA	2.2	MBAA685.92	David Crain (Grave)	14	20-Dec-13	Yes
EMBA	2.2	MBAA682.99	John Scully (Emrick)	16	20-Dec-13	Yes
EMBA	2.2	MBAA670.100	Teresa Tompkins (McGilvray)	20	21-Mar-14	Yes
EMBA	2.3	MBAA685.92	David Crain (Grave)	13	15-Oct-13	Yes
EMBA	2.3	MBAA682.98	Abraham Park (Grave)	11	20-Dec-13	Yes
EMBA	2.3	MBAA685.92	David Crain (Grave)	14	20-Dec-13	Yes
EMBA	2.3	MBAA682.99	John Scully (Emrick)	16	20-Dec-13	Yes
EMBA	3.1	MBAA682.98	Abraham Park (Grave)	11	20-Dec-13	Yes
EMBA	3.1	MBAA685.92	David Crain (Grave)	14	20-Dec-13	Yes
EMBA	3.1	MBAA682.99	John Scully (Emrick)	16	20-Dec-13	Yes
EMBA	3.1	MBAA675.96	Rehfeld (Glynn)	11	17-Apr-14	Yes
EMBA	3.1	MBAA675.95	Dave McMahon (Ortega)	23	18-Apr-14	Yes
EMBA	3.2	MBAA682.98	Abraham Park (Grave)	11	20-Dec-13	Yes
EMBA	3.2	MBAA685.92	David Crain (Grave)	14	20-Dec-13	Yes
EMBA	3.2	MBAA682.99	John Scully (Emrick)	16	20-Dec-13	Yes
EMBA	3.2	MBAA675.96	Rehfeld (Glynn)	11	17-Apr-14	Yes
EMBA	3.2	MBAA675.95	Dave McMahon (Ortega)	23	18-Apr-14	Yes
EMBA	4.1	MBAA682.98	Abraham Park (Grave)	11	20-Dec-13	Yes
EMBA	4.1	MBAA685.92	David Crain (Grave)	14	20-Dec-13	Yes
EMBA	4.2	MBAA682.98	Abraham Park (Grave)	11	20-Dec-13	Yes
EMBA	4.2	MBAA685.92	David Crain (Grave)	14	20-Dec-13	Yes

EMBA	4.3	MBAA682.98	Abraham Park (Grave)	11	20-Dec-13	Yes
EMBA	4.3	MBAA685.92	David Crain (Grave)	14	20-Dec-13	Yes

Direct Evidence

2011 Results

In 2011, goals 2 and 3 were measured. Goal 2, which measures accessing an organization, is aligned with the school and university IEOs. It is defined by three objectives and a total of eight rubrics. The goal specifies that graduates will conduct an organization assessment, and the objectives and rubrics more specifically describe the expected learning.

Goal 2. Objective 1 states that students will conduct a cultural analysis of an organization. Furthermore, rubrics for the cultural analysis rate how well the student:

- 1) identified historical events and factors that impacted the culture,
- 2) described the research methodology used to examine the culture,
- 3) identified data that demonstrated three levels of culture, and
- 4) identified patterns of shared assumptions in terms of how they aided or hindered the organization in accomplishing its goals.

Goal 2. Objective 2 states that students will conduct a financial analysis of an organization. Rubrics for the financial analysis rate how well the student:

- 1) translated financial statement information into a financial analysis,
- 2) identified an organization's financial strengths and weaknesses based on the financial analysis, and
- 3) identified alternatives for improving an organization's performance based on the financial analysis.

Goal 2. Objective 3 states that students will identify and analyze their organizations code of conduct, and A. IF, the organization has a code of conduct student will report on how it is implemented, or B. IF the organization does NOT have a code of conduct, student will report on what would need to be done to implement one. The rubric rates the quality of the report. NOTE: This goal was added after the 2009 EMBA learning assurance review, when the Program Committee determined that ethics was not being measured, despite its importance in the curriculum.

FIGURE 1

Average Score for Goal 2.1 "Conduct a cultural analysis of an organization."

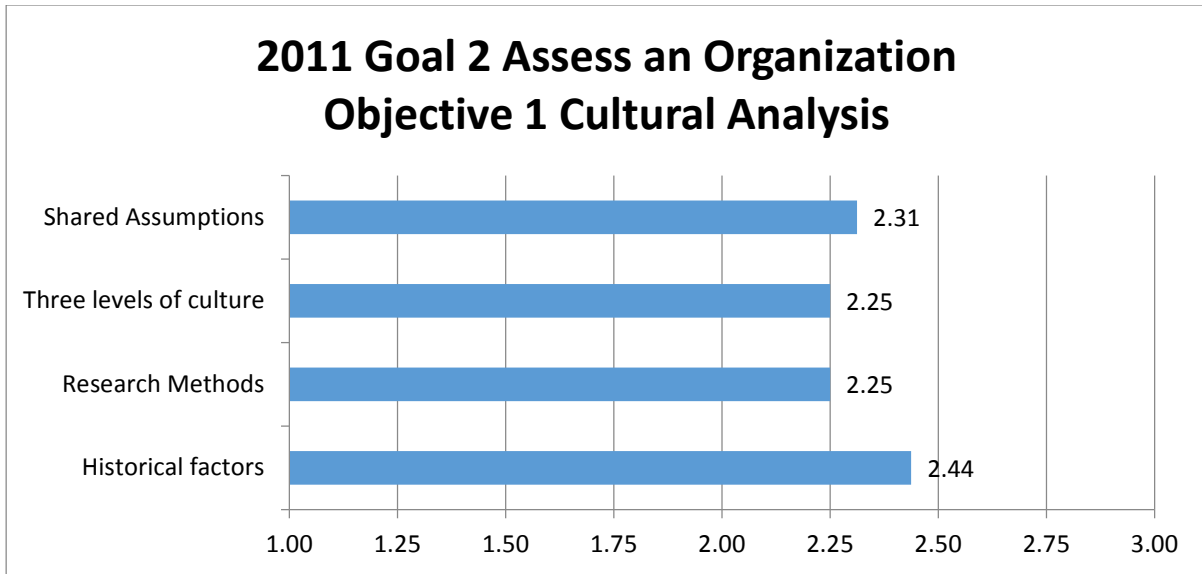


FIGURE 2

Average Score for Goal 2.2 “Conduct a financial analysis of an organization.”

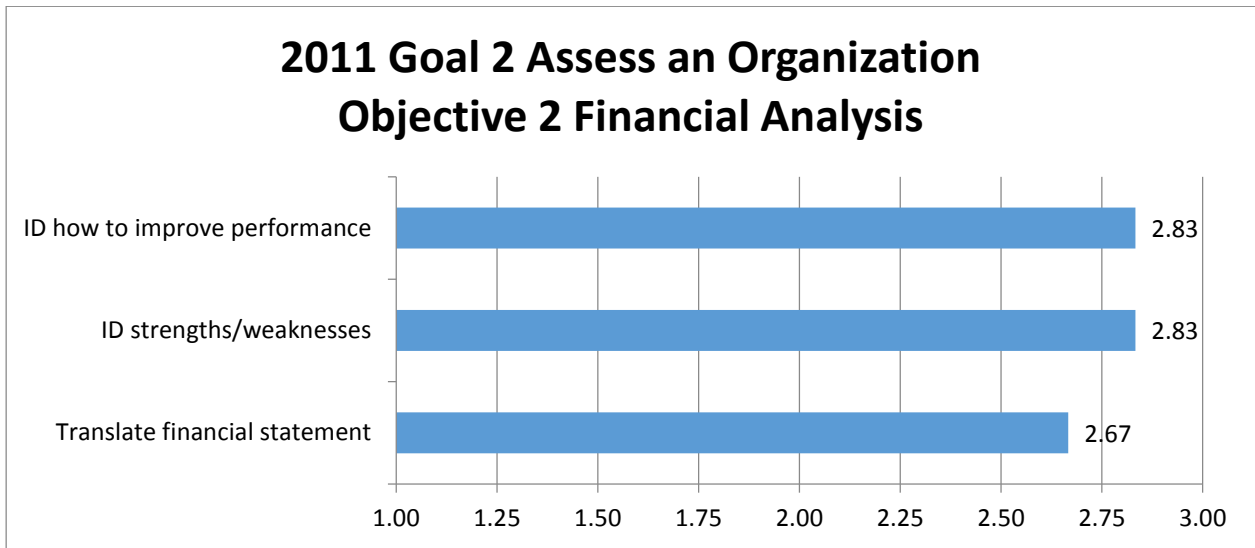
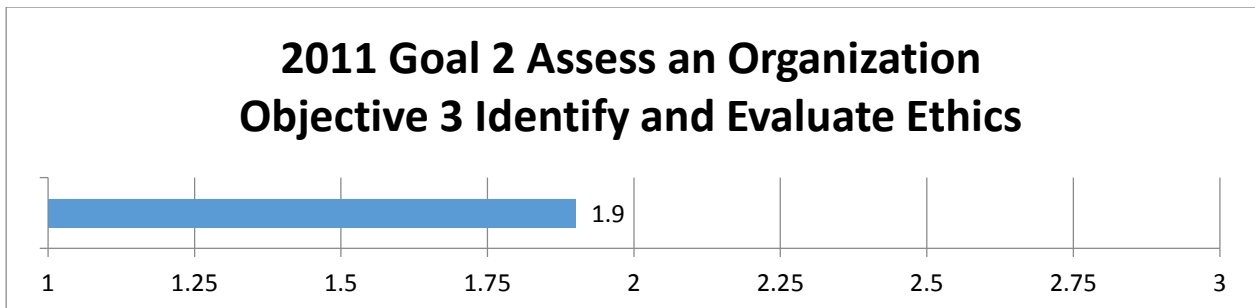


FIGURE 3

Average Score for Goal 2.3 “Identify and evaluate an organization’s code of ethical conduct.”



Goal 3, which measures accessing an organization’s external environment, is aligned with the school and university IEOs. It is defined by two objectives and a total of three rubrics. The goal specifies that graduates will assess an organization’s environment and its influence. The objectives and rubrics more specifically describe the expected learning.

Goal 3. Objective 1 states that students will analyze core micro and macroeconomic trends to evaluate country risk.

Goal 3. Objective 2 states that students will perform an industry study using economic trends and demonstrate how to implement implications. Rubrics for the financial analysis rate how well the student:

- 1) Develops pre-marketing strategic planning by performing an industry study using economic trends.
- 2) Demonstrates how to implement implications of macro environmental trends in the development of pre-marketing planning.

FIGURE 4

Average Score for Goal 3.1 “Analyze core micro and macroeconomic trends to evaluate country risk.”

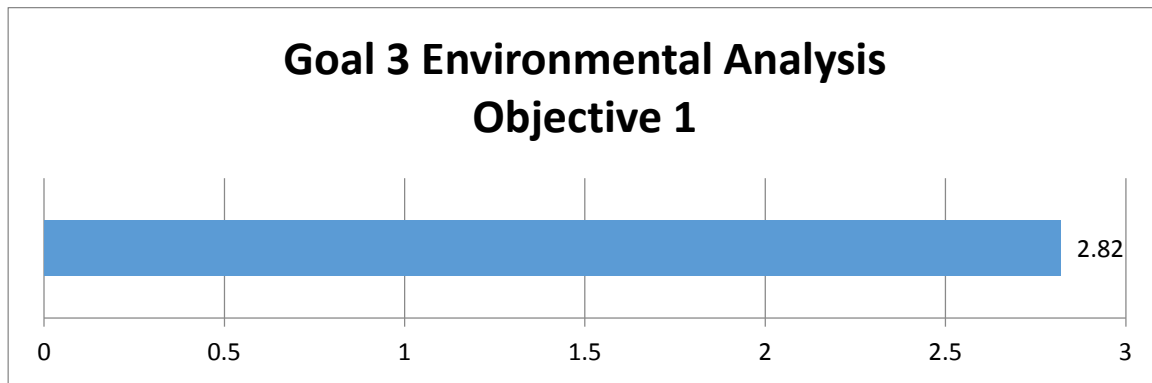
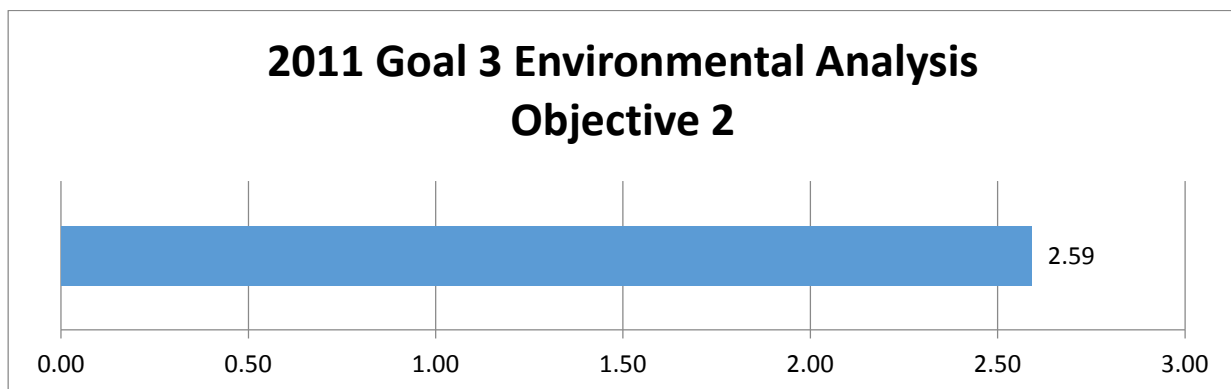


FIGURE 5

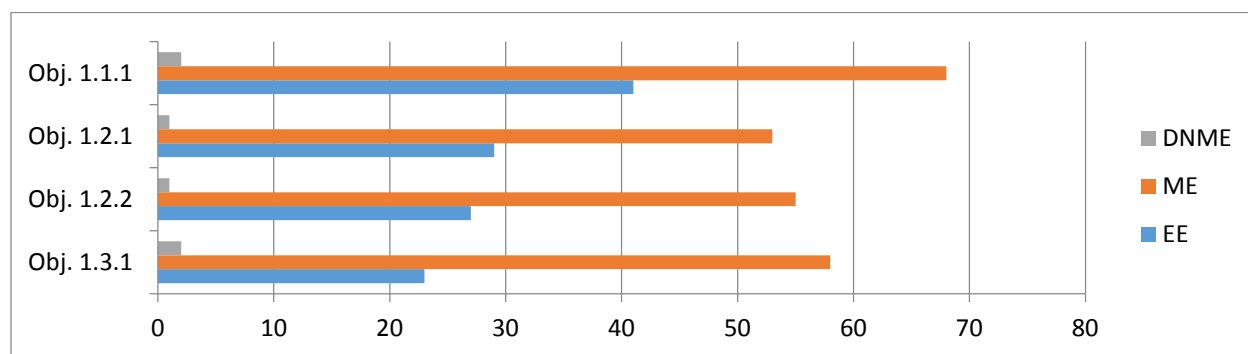
Average Score for Goal 3.2 “Perform an industry study using economic trends and demonstrate how to implement implications of macro environmental trends in the development of pre-marketing strategic planning.”



2013 Results

Goal #1	Objectives
Goal 1: Students have the skills to strategically analyze business situations in an integrated, multi-disciplinary way and recommend solutions.	Objective 1: Students recognize the importance of multi-disciplinary problem solving
	Objective 2: Students engage in multi-disciplinary problem solving
	Objective 3: Students develop and ethically justify strategic recommendations that indicate the integration of a variety of business functions

FIGURE 6



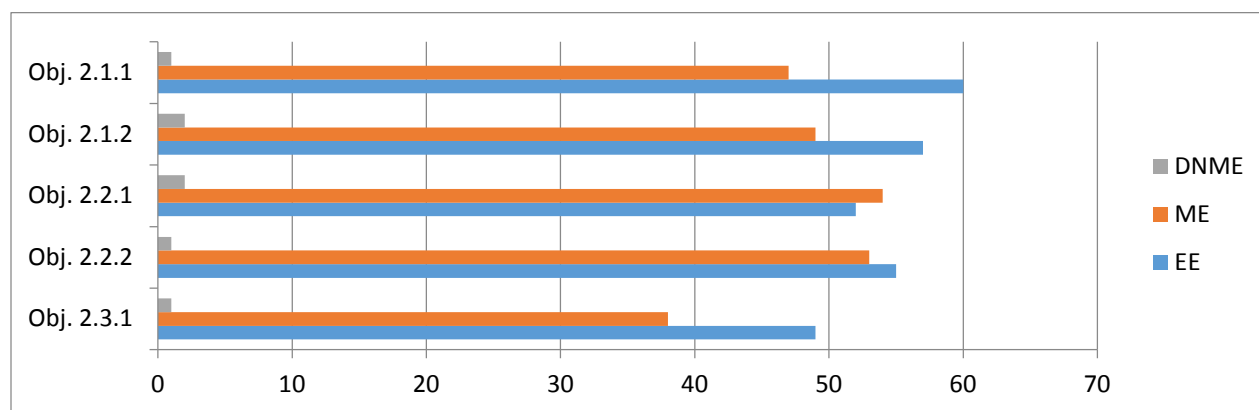
We collected a total of 111 data points for Goal 1, Objective #1. The data indicated that students were able to recognize the importance of multi-disciplinary problem solving. This was consistent with the EMBA Program’s efforts to offer courses that are integrated across 8 different classes. Each of the professors from the respective courses were encouraged to deliver content to the students in a manner that shows how the course material integrates and connects to other subject matter courses. The data reflects that the students are understanding how the materials that they are learning integrate into other disciplines offered during their studies.

For Goals 1, Objective #2 & 3, we collected a total of 83 data points. The mission of the Graziadio School is “to develop value-centered leaders and advance responsible business practice through education that is entrepreneurial in spirit, ethical in focus, and global in orientation.” To align our teaching with our mission, professors were encouraged to provide opportunities for students not only to learn how to integrate the curriculum, but also to make ethically justified decisions. The data reflected that students were capable of developing and ethically able to justify strategic recommendations that indicate the integration of a variety of business function.

Goal #2	Objectives
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Goal 2: Students understand team dynamics and are effective team members and leaders.	Objective 1: Students identify characteristics of team members, and explain their implications for leadership, communication styles, decision making, and team dynamics.
	Objective 2: Students evaluate performance effectiveness, and select and apply appropriate motivation and ethical reward theories to obtain expected performance outcomes.
	Objective 3: Students provide ongoing developmental feedback that is useful, timely, and non-threatening.

FIGURE 7



We collected a total of 108 data points each for Goal 2, Objectives 1 & 2. Objective one enabled us to understand if students could effectively work in teams, to understand the dynamics of working in teams, and to adjust their own personal professional characteristics while working in teams. Objective two enabled us to understand if students could effectively select and apply team work theories to obtain expected performance levels from their team members. The data indicated that the students clearly understood (and enjoyed) working in team, whereby it was a good opportunity to apply different styles of team participation and leadership. The data also showed that students were unafraid to experiment with different roles often played in teams.

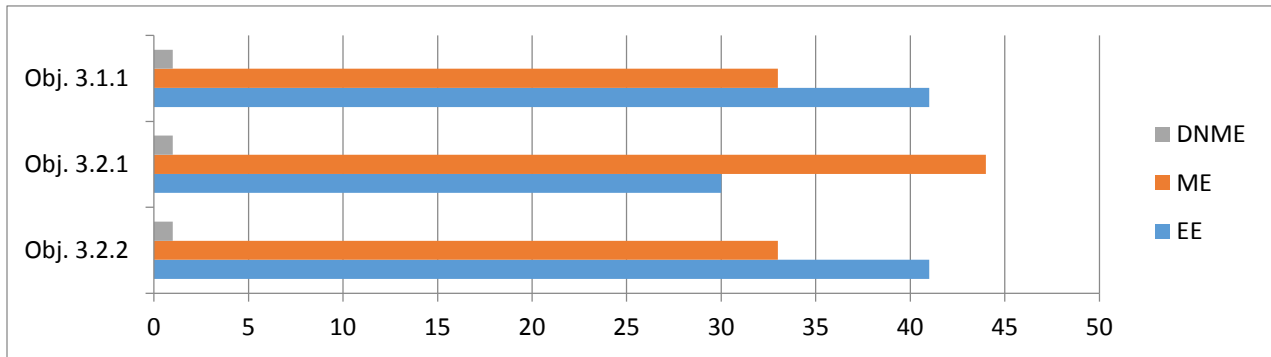
For Goal 2, Objective 3, we collected a total of 88 data points. The measurement was used to understand if students were capable of consistently, effectively and immediately using feedback to develop their leadership and participant role skills while working in teams. The data indicated that across different courses and in multiple situations within each course, students were provided with the opportunity to successfully make use of real-time feedback and to adjust (if necessary) their participant and leadership styles while working in teams.

Goal #3	Objectives
	Objective 1: Students are able to recognize strategic dilemmas in business situations.

Goal 3: Students incorporate strategic considerations in decision-making.

Objective 2: Students can select solutions when presented with strategic dilemmas and discuss the consequences of those solutions.

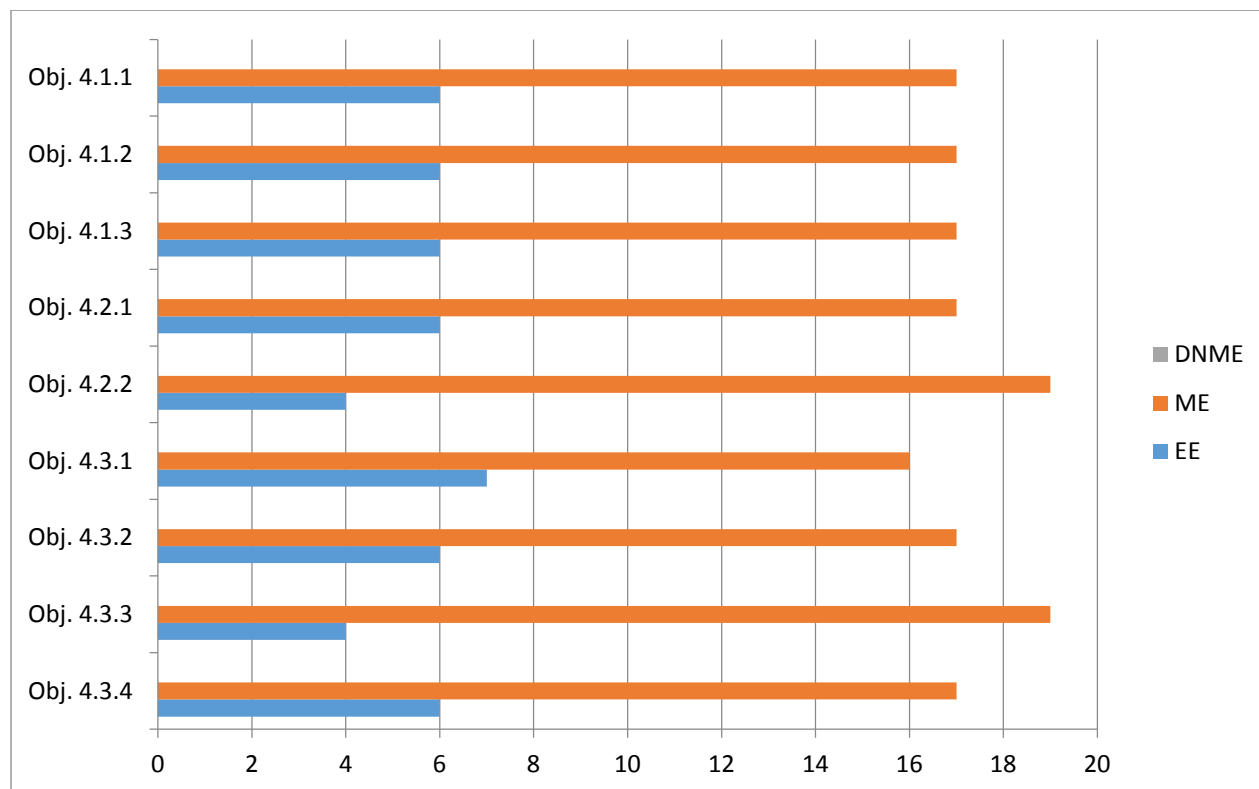
FIGURE 8



The team collected a total of 75 data points each for Goal 3, Objectives 1 & 2. A part of the organization’s strategic mission is that “*We believe that successful management seeks collective good,*” whereby interpreted, we seek to train executives that can identify, analyze, and apply strategic solutions that will affect the larger part(s) of their organization. The major impetus behind Goal 3 was to measure whether or not students could incorporate strategic considerations in decision making that can positively influence the collective or broader organization. The first objective measured whether students were capable of recognizing strategic dilemmas in business situations. This implied that students would be capable of identifying and distinguishing between strategic versus tactical dilemmas in varying business scenarios. The second objective measured whether or not students could select strategic solutions and apply them effectively when given the opportunity to address strategic dilemmas. The learning metric data collected indicated that approximately 96-97 % of the students was capable of identifying, evaluating, and applying solutions to strategic situations when encountered. This implied that the skills needed to assess strategic situations and to apply the appropriate skills needed to affect the organization as a whole was appropriate taught and executed in the EMBA program.

Goal #4	Objectives
Goal 4: Develop an organization’s grand strategy (including competitive, corporate, industry, and global strategies) and recommend implementation of the plan.	Objective 1: Assess the organization’s internal vision/mission, opportunities/threats, and strengths/weaknesses.
	Objective 2: Formulate a grand strategy, and assess the consequences (including ethical and societal).
	Objective 3: Design structures, processes, controls, and performance management systems best suited to implement grand strategy.

FIGURE 9



We collected a total of 23 data points each for Goal 4, Objectives 1, 2, and 3. The impetus behind the goals was to measure whether or not students learned the skills necessary to develop and to recommend an overall strategic plan. Included in this was the measurement of the necessary skills of assessing the organization’s internal vision / mission, opportunities / threats, and strengths / weaknesses (Obj. 1), formulating a grand strategy and assess the consequences (Obj. 2), and designing structures, processes and controls that are best suited to the implementation of the selected strategy. The data that we collected indicated that this was perhaps the strongest rating that we received over the four goals we collected data to learn about our teaching effectiveness. Out of the 23 data points collected for this goal, we learned that not one of our students were performing at levels below our expectations. 100% of the data collected indicated that students were performing at either the Meet Expectations or Exceed expectations. That is all students measured were capable of formulating and designing a grand strategy and the accompanying structures, processes, and controls to execute that strategy.

Closing the Loop

Results/Findings

2011

The 2011 Data represents good progress in the automation of collection, analysis, and tracking of EMBA Learning Goals. The EMBA Program Committee also collected data in the fall of 2011 for Goals 1, 4, 5, and 6, per the scheduled collection. However, there was no data collected in academic year 2009 for

goals 1, 5, and 6 because they were collected in the last trimester, which was scheduled in 2010. Therefore, there was insufficient data to do a three year analysis for this report. For goal 4, there was a problem when setting up the rubrics in the Qualtrics electronic collection system, which resulted in insufficient data collection for 2011. Instead, as planned, the scheduled data collection for Goals 1, 4, 5, and 6 will continue in spring 2012 for analysis, evaluation, and reporting in 2012. Three years of data will be available for the 2012 annual program review.

It appears that the skew/bias from the first collection have been addressed in the subsequent data collection for Goal 2, Objectives 1 and 3. The 2011 scores are lower than in 2009, and the average is within the predicted range. This means efforts at calibration across faculty members and class advisors has been successful. However, Goal 2, Objective 2 scores increased since 2009. As a result, the rubrics were examined and it was found that there was not sufficient distinction between a “2” meets expectations, and a “3” exceeds expectations. The rubrics were revised in December 2011. The results will be circulated to the faculty teaching finance. In addition, the changes and feedback will also be incorporated into both curriculum and data collection.

As a result of the higher 2011 average scores for Goal 3, the EMBA Committee decided that there was not sufficient distinction between a “2” meets expectations, and a “3” exceeds expectations. It was decided that the EMBA Committee would ensure that all class advisors who measure this goal were alerted to the differences between a 3 and a 2 on the rubric. Further work would be done to ensure a more precise calibration, so that the results would be as meaningful as possible. In particular, the key differences between the scoring of a 2 and 3 were underlined in the rubric for emphasis. It was expected that during the next round of evaluation, a more realistic view of student learning with a wider spread of scores would be expected along with a lower average because of these efforts at more precise calibration and standardized measurement. However, it was still anticipated that 70% would meet or exceed expectations.

The following issues were raised after reviewing the 2011 data for Goals 2 and 3:

ACTION ITEM: The primary challenge facing the EMBA learning assurance program is consistent and accurate data collection.

EVIDENCE:

- The results of the 2011 Annual Program Review show that nearly 90% of the students are performing in the exceptional range in some objectives. A review of the rubric revealed that students were meeting the criteria established to earn a “3” rating. Furthermore, it was determined that there was not enough distinction between a “3” and a “2.” Therefore, the EMBA Learning Assurance chair revised the rubric wording to increase the difficulty of achieving a “3” and to allow the EMBA LA committee to distinguish between expected and exceptional learning outcomes.
- EMBA Learning Assurance uses four Applied Research Projects (ARP) and the final capstone ARP as a major source of Learning Assurance. The catalogue numbers of each ARP is based on the Trimester the cohort has just completed; for example, in Trimester 3, students complete the Economics ARP III. In 2011, we switched to Qualtrics for electronic distribution and collection of the rubrics. There was some confusion in reading the resulting spreadsheets due to question

numbering and labels, especially for goal 4. To increase clarity in reading the spreadsheets, goals were renumbered to more closely align with the Trimester associated with the goal. For example, goals 3, 4, & 5 measure data in the Applied Research Projects (ARP) III, IV, and V. In addition, rubrics question labels (which show up in Qualtrics) were numbered according to the goal and objective, making it easier to match the results.

- During the 2011 Program Review, it was discovered that some class advisors are completing the rubrics for Goal 1 (workmanship and teamwork), rather than distributing the rubrics to the students within the permanent teams. The committee is working on setting up Qualtrics so that team members can answer a question that specifies how many members are on their team, and the program will generate the correct number of rubrics – one for each team member.

EXPECTED OUTCOME

- The EMBA Program committee was satisfied with the applied nature of the learning assurance goals, and continue to believe that these are appropriate goals for an Executive MBA.
- However, the logistics of collecting the data needed to be resolved.
- A staff person was assigned to administer the Learning Assurance data, which will be a tremendous help in closing the loop.

TIMELINE

- We have made significant progress in 2011 toward an efficient data collection method using Qualtrics, and expect to have a fully functioning system in place by 2012 Program Review.

RESOURCES

- No additional resources are required for this action over 2011 because a staff person has already been assigned to administer the Learning Assurance data collection.

2013

When we restructured and improved the learning metrics in 2011, we anticipated that more than 75% of the students would rank in range of Meets Expectations to Exceeds Expectations range. Interestingly, the data indicates that over all of the learning goals and their respective objectives, 97% - 100% of our EMBA students ranked in the range of Meets Expectations to Exceeds Expectations. We learned that across all four goals and associated learning objectives, 97%+ of our students are learning strategic managerial thinking and applying it to various circumstances and situations while in our EMBA program.

What we did right #1:

We restructured and improved the original learning metric (2007) so that the learning metric would be generalizable to each of the eight courses that the EMBA students were required to take. Our original learning metric was lengthy and tailored to each of the different courses that the students were required to take. Class Advisors were often confused as to when to take the learning assessments and had problems identifying which of the learning goals and objectives to apply to each of the courses. By simplifying and generalizing the learning metrics so that it could be applied to each course in the curriculum, we could collect more consistent data across the student's learning experience.

What we did right #2:

By generalizing the learning metric across all courses in the EMBA curriculum, one of the indirect benefits of our efforts was that we simplified the process for the Class Advisors to collect the data across all EMBA student cohort classes. By utilizing the same set of learning metrics across all 8 courses in the EMBA program, this eliminated any question as to which learning metric to use or when to take the assessment. Simplifying the data collection also made it easier for our Class Advisors to understand their roles and the importance of collecting the data. And, as a result, we were able to get 100% of the planned data collected.

Potential Negative #1:

Although we are pleased with the outcomes of the initial learning assessment metric data, we realized that perhaps student learning metric may not have been established accurately or the rubric may have been too lax or vague. Given the fact that almost all (range from 97% - 100%) of our students scored in the "Meets Expectations" and "Exceed Expectations" range of our learning assessment goals and objectives, this brings to question the need to further evaluate the rigor of the metric or the need to be more specific to separate dimensions of the learning objectives.

We intend to address this issue by reevaluating the learning metric in two ways: First, we plan on adding more clarity to the objectives. Secondly, we intend on adding additional measures to the existing ones. Currently, there are only three selections (EE, ME, and DNME) for our class advisors to choose from when assessing our EMBA students. We plan on evaluating the learning metrics and are considering adding additional measures to the existing three, so that we can get a wider spread of responses. That way, we might be able to distinguish and differentiate more intricate levels of learning.

Potential Negative #2:

One of the anticipated problems that we initially encountered with implementing a new set of learning assessment metrics, was that the procedure for collecting data did not allow us track individual student's performance over time. Currently, data collection does not allow us to dissect which student was / was not meeting the learning objective and goals. And, we are unable to track individual students to assess performance over time. Because of this challenge, it would be difficult for the committee to measure cumulative learning and to measure individual student performance improvement over time.

We intend to address this issue by reevaluating the processes for which the learning metric data is collected. We recently learned that the University's Office for Institutional Effectiveness (OIE) has established procedures and protocols that they have used in measuring individual student learning over time. We will work with the OIE office to learn new methods and techniques for capturing this type of longitudinal data and will make the necessary adjustments to our current metric.

Potential Negative #3:

The Class Advisors informed us that the schedule for which the assessments needed to be taken was a bit taxing, overwhelming, and tedious. Our initial objective was to administer the learning assessment during the mid- and end-of-trimester periods, so that we could capture the learning progress for every one of our 8 required courses in the EMBA program. After two trimesters of attempting to collect the data at the mid- and end-of-trimester points, our Class Advisors informed us

that they felt that there was no need to collect the data so close in frequency (i.e., every 7 weeks). They believe that learning was happening over time, and that we did not need to collect the data as frequently as we did.

We intend to address this issue by reevaluating the frequency for which the learning metric data is collected. The Class Advisors have suggested that we capture the data once a trimester, and we are currently evaluating the impact of changing our procedures to adhere to their requests.

Recall that 97% - 100% of the data collected across the four learning goals and its associated objectives indicated that we are on track (i.e., students are either *Meeting Expectations* or *Exceeding Expectations*) as it relates to delivering material in our EMBA program and the ability for students to use it to develop and learn new executive management skills. We plan on continuing on course for administering the surveys, while making the minor adjustments indicated above (i.e., widening the responses for each measurement and incorporating the ability to track a student's performance longitudinally).

The following issues were raised after reviewing the 2013 data:

ACTION ITEM: The primary challenge facing the EMBA learning assurance program is consistent and accurate data collection.

EVIDENCE:

- The results of the 2013 Annual Program Review show that 97-100% of the students are performing in the exceptional range in most objectives. A review of the rubric revealed that students were meeting the criteria established to earn a "*Meets Expectations*" or "*Exceeds Expectations*" rating. Furthermore, it was determined that there was not enough distinction between an "*Exceeds Expectations*" and a "*Meet Expectations*." Therefore, the EMBA Learning Assurance chair will revise the rubric wording to increase the difficulty of achieving an Exceeds Expectations and to allow the EMBA LA committee to distinguish between expected and exceptional learning outcomes.
- The EMBA Cohort goes through a total of eight (8) different themed courses over a 20 month period. We attempted to take learning assurance measurements at the mid-point and end-point of every trimester, in hopes of capturing data for each of the different eight courses. However, we learned from our Course Advisors, who were responsible for collecting the data, that the assessment tool did not allow them to capture changes or developments in the learning process across each of the eight courses. Therefore, the EMBA Learning Assurance chair has revised the schedule for collecting the data so that it is collected only after each trimester (a total of 3 times per year). This frequency should be sufficient to capture and assess student learning over the 20 months that they are with our EMBA program.
- EMBA Learning Assurance uses four Applied Research Projects (ARP) and the final capstone ARP as a major source of Learning Assurance. The catalogue numbers of each ARP is based on the Trimester the cohort has just completed; for example, in Trimester 3, students complete the Economics ARP III. We utilized Qualtrics for electronic distribution and collection of the rubrics. There was some confusion in reading the resulting spreadsheets due to question numbering and labels, in addition to the trimester for which the data was to be collected. To increase clarity in

reading the spreadsheets, goals were renumbered to more closely align with the Trimester associated with the goal.

EXPECTED OUTCOME

The EMBA Program committee was satisfied with the applied nature of the learning assurance goals, and continue to believe that these are appropriate goals for an Executive MBA. We do recognize that the logistics of collecting the data needs to be resolved. To assist with resolving the potential problem, a staff person has been assigned to administer the Learning Assurance data, which will be a tremendous help in closing the loop.

TIMELINE

We have made significant progress in 2013 towards establishing an efficient data collection method using Qualtrics, and expect to have a more robust functioning system in place by 2018 Program Review.

RESOURCES

No additional resources are required for this action over 2013 because a staff person has already been assigned to administer the Learning Assurance data collection. The staff person will assist with administering and managing the data, as well as monitoring the progress and participation rates for which the data is collected.

Completion and Attrition Data

Student Success Data

Student success may be measured in terms of completion and attrition.

Graduation

The Table below shows that graduation rates amongst EMBA students has ranged from a low of 66.7% to a high of 100.0%.

TABLE3: GRADUATES

	STUDENT COUNT	GRAD RATE 1_YR	GRAD RATE 2_YR	GRAD RATE 3_YR	GRAD RATE 4_YR	GRAD RATE 5_YR	GRAD RATE 6_YR
2102 - Spring 2010							
MBEXECMBA Business Management	23	0.0%	78.3%	82.6%	82.6%	82.6%	82.6%
2104 - Summer 2010							
MBEXECMBA Business Management	11	0.0%	90.9%	90.9%	90.9%	90.9%	90.9%
2106 - Fall 2010							

MBEXECMBA Business Management	46	0.0%	95.7%	95.7%	95.7%	95.7%	95.7%
2112 - Spring 2011							
MBEXECMBA Business Management	15	0.0%	93.3%	100.0%	100.0%	100.0%	100.0%
2114 - Summer 2011							
MBEXECMBA Business Management	29	0.0%	89.7%	89.7%	89.7%	89.7%	89.7%
2116 - Fall 2011							
MBEXECMBA Business Management	17	0.0%	82.4%	82.4%	82.4%	82.4%	82.4%
2122 - Spring 2012							
MBEXECMBA Business Management	16	0.0%	93.8%	93.8%	93.8%	93.8%	93.8%
2124 - Summer 2012							
MBEXECMBA Business Management	31	0.0%	96.8%	96.8%	96.8%	96.8%	96.8%
2126 - Fall 2012							
MBEXECMBA Business Management	34	0.0%	97.1%	97.1%	97.1%	97.1%	97.1%
2132 - Spring 2013							
MBEXECMBA Business Management	21	0.0%	66.7%	66.7%	66.7%	66.7%	66.7%
2134 - Summer 2013							

MBEXECMBA Business Management	29	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2136 - Fall 2013							
MBEXECMBA Business Management	20	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2142 - Spring 2014							
MBEXECMBA Business Management	23	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2144 - Summer 2014							
GGRDP Graziadio Graduate Programs	179	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
MBEXECMBA Business Management	23	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2146 - Fall 2014							
MBEXECMBA Business Management	15	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Quality Improvement Plan

The process for Learning Assurances at the Graziadio School is described in detail in the WASC Program Review report of 2011 and the AACSB report of 2014. The process is highly collaborative and outlined in Figure 1 below. All faculty were engaged in the final conversations regarding any changes to the program through the full-time faculty meeting. Faculties within each of the disciplines are engaged by their representatives on the EMBA Committee and Department Chairs regarding specific changes in classes. In addition, all full-time faculties have been engaged in defining the goals and providing input into the curriculum matrix through the Full-Time faculty meetings and other scheduled events. Those who have spent the most time on the EMBA Program annual learning assurances review process include the EMBA Program Committee (Charlie Kerns, Demos Vardiabasis, Mark Chun, Samuel Seaman, Dave McMahon, Abraham Park, and Nikolai Wasilewski).

The Learning Assurances Committee -- Charla Griffy-Brown, Mark Chun, Mark Allen, Lynda Palmer, Larry Cox, William Smith, Kip Womack, Edwin Cahill, Julie Chesley, Stephen Rapier, Regina Korossy, Jim Salas, and Three EMBA staff members (Rachel Todd, and Bobby Patsios) -- oversee the EMBA Program and were involved with this process during the discussions of these outcomes at EMBA Meetings. The

Associate Dean for Executive Programs (Dr. John PAGLIA), Associate Dean for Programs (Dr. Gary Mangiofico), and the Interim Dean (Dr. David Smith) have also been involved in these efforts through overseeing the process. And, as indicated in the Findings Section above, we will engage the assistance and participation of the university's Office for Institutional Effectiveness to learn best practices on tracking individual student performance over time. Finally, the ASLC has been involved in this process through the ASLC meetings and ongoing review of progress.

Presidents and Key Executives MBA

The MBA for Presidents and Key Executives program (PKE) at the Graziadio School of Business and Management is a cohort model that offers senior executives and entrepreneurs a complete framework for integrating the strategic and successful management of an organization. It incorporates appreciation for key executive roles and responsibilities in a changing environment. The program meets for 15 months with cohorts generally ranging in size from 10 to 20 students.

Total enrollment in the PKA program for the previous five years (Fall 2010 to fall 2014) was 1,145. The enrolled student population is comprised of male (62.8%) and female (44.2%) students. White, non-Hispanic students comprise the minority of the male (43.8%) and female (33.0%) population. Non-resident aliens comprise 34.8% of the total enrolled population.

Meaning, Quality, and Integrity

Meaning

The PKE program is unusual in that students are seasoned executives upon entry. Students who have chosen to enter this program are at a stage in their careers that finds them not only desiring to improve their own effectiveness as executives but to also strike an appropriate balance between their professional and personal lives. There is no doubt that they desire to create and/or enhance shareholder wealth but they also want to consider ways in which they can affirm that there is a higher purpose in both their business and personal lives. From the beginning of the program with its Effective Executive Workshop, the PKE faculty team facilitates the type of introspection that would allow students to transform themselves into the type of leader that exhibits not only courage but also compassion for their employees as well as the community in which they function. An example of the opportunities presented to the students to move in these directions is the Civic Leadership Project that they undertake. The PKE learning teams are paired with a non-profit organization that is in need of improving its overall management capabilities. Students often express the profound impact that this relationship allows them to have as well as their excitement about either continuing to work with the organization their team was paired with or with other deserving organizations in their communities. The program begins with the behavioral module that is continually facilitating opportunities for both personal and organizational growth. An improved understanding of how senior executives impact their organizations' cultures is a hallmark of the program.

Quality

The PKE program has five (5) goals and 14 measurable objectives. These goals are listed below. For each goal there is a specific standardized rubric for measurement. For all objectives and traits, evaluations were on a 3-point scale: Does Not Meet Expectations (1), Meets Expectations (2), and Exceeds Expectations (3). We expect that 70% of students or above will score satisfactory or above in the evaluation of each rubric.

The degree to which students achieve each of the five goals is measured by assessing their level of performance on 2 or 3 objectives related to each of the five goals:

- Goal 1: Students will demonstrate the ability to conduct a cultural assessment of an organization, including the organization's culture regarding ethical conduct.
 - Objective 1: Students will interview managers from an organization that a fellow student is involved with and write an analysis of their findings.
 - Objective 2: Students will write an analysis of the culture of an organization they are involved with.
 - Objective 3: Students will analyze the organization's culture regarding ethical conduct.
- Goal 2: Students will demonstrate the ability to conduct a cultural assessment of an organization, including the organization's culture regarding ethical conduct.
 - Objective 1: Students will prepare a financial forecast (such as the DuPont pro-forma) for an organization.
 - Objective 2: Students will demonstrate the ability to analyze financial information.
 - Objective 3: Students will effectively communicate financial recommendations for an organization.
- Goal 3: Students will demonstrate the ability to conduct a comprehensive analysis of the external environment of an organization. This will include the economic, social/cultural, political/legal/regulatory, technological, demographic, natural, and competitive elements of the environment from a global perspective.
 - Objective 1: Students will develop scenarios for change in external variables.
 - Objective 2: Students will develop a competitive/industry analysis for an organization that will examine both current and anticipated competition.
 - Objective 3: Students will effectively communicate the potential implications of changes in environmental variables.
- Goal 4: Students will demonstrate the ability to prepare a marketing plan for an organization.
 - Objective 1: Students will develop a complete marketing mix (product mix, pricing, and distribution and communication approach) for an organization.
 - Objective 2: Students will develop an understanding of how to create, deliver and communicate value in a product (whether a good or service).
- Goal 5: Students will demonstrate the ability to prepare a strategic plan for an organization.
 - Objective 1: Students will demonstrate the ability to envision an organization's desired future state, including articulating appropriate vision, mission, and goals.
 - Objective 2: Students will demonstrate the ability to identify an organization's strengths and weaknesses.
 - Objective 3: Students will demonstrate the ability to effectively communicate the long- and short-term consequences of their proposed strategies.

The PKE MBA Program Committee routinely works towards improvement of the assessment process. The committee regularly reviews goals, objectives, and outcomes and makes programmatic changes based on these reviews (examples will be provided later in this report). As of the 2014/2015 academic year the PKE program chair is responsible for ensuring that all aspects of assessment in the program are properly conducted.

Integrity

Issues related to learning assurance are discussed by the full PKE Program committee on an “as-needed” basis with the minimum being three times per academic year (one time per trimester). The results of annual reviews of learning assurance are discussed by the committee upon the completion of each year’s review. The most current discussion also included an examination of the program’s five year review. The results of all reviews are made available online through the school’s WaveNet portal. Findings and activities related to the program’s learning assurance efforts are also communicated through other channels such as monthly faculty meetings, the annual faculty conference, and the Dean’s Update Newsletter.

The PKE MBA program is aligned with the University’s Institutional Educational Outcome. An example of this alignment is the program’s emphasis on ethical conduct in business (Goal 1, objective 3) which aligns with Global Learning Objective # 2 of the University (promoting professional behavior and business practice in accordance with the rules standards of right conduct and business practice). PKE goals and objectives related to specific functional areas of business (e.g., finance and marketing) align with the University’s Global Learning Objective #1 (demonstrating expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery).

This 5-year report takes a longitudinal perspective and provides analysis of the trends, closing the loop, and overall findings for 2010, 2011, 2012, 2013 and 2014.

Evaluation Methods and Assessment Implementation

The Learning Assurance Process

The Learning Assurance process for 2010 through 2014 was driven by the chair of the PKE MBA Program Committee with active input from the other members of the committee at times. This individual coordinated Learning Assessments that were conducted by PKE class advisors.

The PKE MBA program’s primary evidence of a student’s mastery of the subject matter contained within the program is their preparation of a capstone project. This is somewhat akin to a traditional thesis in a master’s degree program and, as such, serves as indication of the students’ learning across the entire program.

A unique feature of the PKE MBA program is that each cohort has a class advisor. Unlike the instructors that facilitate student learning in each of the five modules of the program (behavior, finance/accounting, economics, marketing and strategy), the class advisor attends all class sessions throughout the duration of the program. This leads to the development of a strong relationship with students that leads to a thorough understanding of their learning styles and achievements. These class advisors were chosen by the PKE program committee as the ideal assessors of students’ performance. Students from each PKE cohort (there are two per academic year) were randomly chosen and class advisors who were not assigned to the randomly chosen students’ cohorts performed the assessments of the capstone projects. Twenty (20) percent of the students from each cohort were randomly chosen for having their capstones assessed. The objectives related to goals 1, 2 and 3 were assessed for even-numbered cohorts (e.g., PKE 128, 130, etc.) while the objectives related to goals 4 and 5 were assessed for odd-numbered classes. The committee chair then wrote the annual PKE MBA Learning Assurance

Reports and communicated the findings to the rest of the program committee in order to effect changes that would close the loop of the assessment process.

Direct Evidence

2010 and 2011

In assessing the learning outcomes for students who graduated in 2010 and 2011, all five Goals were measured using the approach described above. The PKE committee is pleased that the program has retained a student deliverable throughout the life of the program that emphasizes a student's ability to fully integrate their learnings from across the various modules of the program. Retaining this thesis-like experience in the program has become one of its strong points of difference in the marketplace and it provides a ready vehicle for the assessment of learning outcomes.

2012

For 2012, Goals 1, 2 and 3 were measured using the approach described above.

2013

For 2013, Goals 4 and 5 were measured using the approach described above.

2014

For 2014, Goals 1, 2 and 3 were measured using the approach described above.

Closing the Loop

Results and Actions Taken

2010

This was a learning year for everyone involved in the learning assurance process. Neither the committee nor the class advisors had a pattern to follow and were very unsure what might be discovered. Of the 14 learning objectives related to the 5 goals, there were findings from one of them that were quite troubling. Goal 1, Objective 3 related to ethical conduct which had always been viewed as a hallmark of the university, school, and program. Only 25 percent of the students assessed were deemed to have performed at the highest level on this objective while 50 percent were found to have been performing at an unsatisfactory level. Goal 2, Objective 3 also caused some concern. The finding that 25 percent of assessed students did not perform at a satisfactory level on this objective related to their learnings in the area of finance and accounting.

The findings related to other objectives were studied and deemed by the committee to be correctable in a timely and straightforward manner. The committee emphasized that all instructors in the program must develop specific ways to encourage student learnings in the area of ethical business conduct. The committee worked with administration to have what was deemed to be our most effective finance instructor take on both PKE cohorts each year rather than alternating.

2011

As the results from this year of assessment were delivered, the committee realized that the efforts to address the concern related to Goal 1, Objective 3 (ethical conduct) had not produced the desired

results. In fact, there were still 50 percent of the students who were assessed that were determined to have performed at an unsatisfactory level. There was a stronger expression of the needs to require/encourage students to spend more time thinking about and then writing about the ethical conduct of business. However, the committee did not believe that was the entire problem and was not, therefore, an adequate response. The “ethics” component of the curriculum was re-visited and a decision was made to change the approach that was used in this component. For several years after a well-known member of the PKE faculty who had developed an international reputation for delivering excellent content to executives on the topic of ethical business behavior (e.g., articles about his approach in the *Wall Street Journal*) had fallen ill and had to retire, the delivery of the ethics component of the program had been handled by several business law faculty members. The committee felt that this “purely legalistic” approach to the study of ethics was failing to inspire the PKE students. The component was re-designed to be taught by a finance professor. Unfortunately, the faculty scheduling for the program takes place two years in advance and this change could not be incorporated until 2013.

2012

The performance on Goal 1, Objective 3 (ethical business conduct) did see a nice positive movement with 75% of students being deemed to perform at a high level. It was somewhat troubling that there were still 25% that were performing at an unsatisfactory level on this learning objective. In analyzing this, we determined that the business law professors were upset after learning that they would no longer be teaching the ethics component and had upset some of the students as they delivered this component for the final year. The committee was also troubled that on Goal 1, Objective 1 75 percent of students were found to have performed at an unsatisfactory level. The committee felt this was somewhat a function of the fact that the behavior instructor who had taught this module for years was going through some serious health issues that would ultimately lead to his retirement. The committee chair initiated discussions with administration regarding this issue.

2013

There were no concerns raised by the assessments of the students who graduated during 2013 (only goals 4 and 5 were evaluated). The committee was pleased with these results but was concerned with the levels of enrollment. After doing some market research, a decision was made to change the delivery of the program to allow completion in 15 months rather than 19. This combined with the hiring of an effective recruiter for the program led to increased enrollments for a time.

2014

The recent results produced by the assessment of students who graduated during 2014 was primarily very positive. The one trouble spot related to Goal 1, Objective 1. None of the students assessed was found to have performed at a high level (all were acceptable so at least none was unsatisfactory). It was discovered upon researching this with the professor who was now teaching the behavior module that there was a misunderstanding how this objective was to be attained. The students were doing the type of written analysis called for in the objective but they were not including this in the behavior chapter of their capstone project. The committee has subsequently communicated with the behavior module instructors to ensure that this is handled properly in the future.

Completion and Attrition Data

Student Success Data

Student success may be measured in terms of completion and attrition.

Graduation

As reported below, the graduation rate ranged from 75% to 100%. Overall, 97 of the 106 (92%) students who entered graduated on schedule. The 75% figure was an anomaly due to being a small cohort (8 students) and two exited the program early on. The 92% graduation rate is reflective of the long-term trends in the program.

	STUDENT COUNT	GRAD RATE 1_YR	GRAD RATE 2_YR	GRAD RATE 3_YR	GRAD RATE 4_YR	GRAD RATE 5_YR	GRAD RATE 6_YR
2094 - Summer 2009							
MBPRESKEY Business Management	10	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%
2096 - Fall 2009							
MBPRESKEY Business Management	11	0.0%	81.8%	81.8%	81.8%	81.8%	81.8%
2102 - Spring 2010							
2104 - Summer 2010							
MBPRESKEY Business Management	17	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%
2106 - Fall 2010							
MBPRESKEY Business Management	8	0.0%	75.0%	75.0%	75.0%	75.0%	75.0%
2112 - Spring 2011							
2114 - Summer 2011							
2116 - Fall 2011							
MBPRESKEY Business Management	11	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%
2122 - Spring 2012							
2124 - Summer 2012							
MBPRESKEY Business Management	15	0.0%	93.3%	93.3%	93.3%	93.3%	93.3%
2126 - Fall 2012							
MBPRESKEY Business Management	15	0.0%	93.3%	93.3%	93.3%	93.3%	93.3%
2132 - Spring 2013							
2134 - Summer 2013							
MBPRESKEY Business Management	19	0.0%	84.2%	84.2%	84.2%	84.2%	84.2%
2136 - Fall 2013							

Enrollment

ENROLL TERM	2106 - Fall 2010	2116 - Fall 2011	2126 - Fall 2012	2136 - Fall 2013	2146 - Fall 2014	Total
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	STUDENT COUNT	STUDENT COUNT	STUDENT COUNT	STUDENT COUNT	STUDENT COUNT	STUDENT COUNT
GGRDP Graziadio Graduate Programs						
MBPRESKEY Business Management	44	34	39	42	42	201
Male	35	27	23	27	33	145
White, Non- Hispanic	23	18	15	13	22	91
Black or African American	2	2	1	1	2	8
Hispanic/Latino	1		1	2		4
Asian	3	3	4	4	2	16
Unknown	5	3	2	5	7	22
Non-Resident Alien	1	1		2		4
Female	9	7	16	15	9	56
White, Non- Hispanic	5	3	10	9	6	33
Black or African American			3	2		5
Hispanic/Latino	2	1				3
Asian	1	2	2	3	2	10
Unknown	1	1	1	1	1	5

Quality Improvement Plan

While the process for Learning Assurances in the PKE MBA program is collaborative in terms of the committee working with the class advisors, there has been a lower level of involvement by the overall committee than might be ideal. There was strong movement in the right direction during 2014 as committee members became more active in learning assurance activities (specifically, more discussion at meetings, greater inquisitiveness in terms of how the learning assurance activities could lead to higher levels of quality in the program, etc.). Reviewing the improvements that have been made over the past five years was instrumental in communicating the message that there are benefits to be gleaned from this sort of introspection. There have been frequent discussions as to what could be done to enhance additional quality improvement and an issue that continues to surface is the program's ability to recruit high quality students with the level of executive experience that leads to a learning community in which students feed off of each other as part of the learning process. The committee feels that the program's recruiting efforts should be enhanced as this type of personal selling seems to be the most effective way to communicate with the marketplace. We feel that administration should use marketing funds as well as resources that might be generated through fundraising efforts to hire an additional recruiter that has extensive senior level executive experience. There seems to be universal agreement on the committee that bringing in higher quality students will lead to enhanced learning opportunities for PKE cohorts.

It is hoped that the Graziadio School's recent decision to disband the Learning Assurance Committee and placing program committee chairs exclusively onto the newly created Learning Assurance Council will not discourage committee members from active involvement in learning assurance activities. Next year's report should begin to provide evidence as to whether this change in organization structure was appropriate.

MS in Organization Development

Our Mission

Pepperdine University's Master of Science in Organization Development (MSOD) program prepares leaders in the art and science of managing strategic change; inspires the OD profession to rigor and relevance; and in collaboration with its alumni, strives to be a positive force in the world. As part of the George L. Graziadio School of Business and Management, the MSOD program focuses on the role OD practitioners play in improving organization performance and realizing human potential.

The program's unique educational process integrates strategic leadership, change management, and personal and professional growth to create values-oriented change practitioners who address the critical competitive issues facing organizations and their members.

As the leader in OD education, we seek to be at the center of debate and conversation on the issues and advances that shape the future vitality of OD. The MSOD program accepts the responsibility to inspire the field toward rigor, relevance, and global citizenship.

More than 800 MSOD alumni distinguish themselves around the world by influencing values-based choices in organizations and by their contributions to the field. As principled advocates of stewardship, compassion, and responsibility, they generate economic and emotional prosperity for the individuals and organizations who are their clients, for the OD profession, and for society at large.

Our Values

We believe that the best practitioners of strategic change:

- are principled advocates of stewardship for each other, our environment, and society
- see change as valuable only in the context of a meaningful goal, be it personal, social, or economic
- infuse change with a concern for organization productivity, quality, and learning
- know that a full life requires centeredness developed through intellectual, social, spiritual, and emotional sophistication
- pursue authenticity, compassion, moral courage, and integrity through continuous discovery of self
- take responsibility for their own learning and for contributing to the learning of others
- leverage mixed learning modalities to create powerful insights and superior results

Meaning, Quality and Integrity

Meaning

At graduation, MSOD graduates have the following distinctive attributes:

- An understanding of theories of OD and methods of intervention and change management
- An individual point of view as an OD Practitioner

- An understanding of and demonstration of research skills and data collection and analysis
- An understanding of cross-cultural competencies necessary for ethical and successful global consulting

To prepare graduates to achieve these attributes, students attend six face to face intensive and practicum courses, and take 2 integrated research methods courses and 5 online foundation courses. The on-line foundation courses are designed to prepare students for the face to face intensives and practicums and foster practice in team building and consulting in a virtual work environment. A benchmarking study of 12 competitor programs provided data which informed the 2011 redesign of the program. In order to maintain the position of the program as a leader in the OD field, complexity, neuroscience, and sustainability were intentionally integrated into the redesign. Further, advances in technology made it possible for students to collaborate in virtual teams, mirroring the work many do in their professional settings.

The MSOD Program remains unique as one of only seven OD programs requiring global practicum experiences as part of its core curriculum, and the only one that goes to more than one country. The MSOD Program is also the only one that requires a thesis. The MSOD Committee remains committed to advancing the study of OD using proven pedagogical techniques, and regularly reviews student evaluations of the program.

Quality

During the time period covered by this report, the MSOD program had 4 goals and 8 measurable objectives. Student performance is measured by direct and indirect evidence throughout their enrollment in the program. Students are all required to complete each course in sequence as a cohort. They individually produce written reflection papers after each face-to-face session. Students receive feedback on these reflection papers from the lead faculty of each course. This work becomes part of their e-portfolio.

Students have the opportunity to work together in academic service learning, providing consultation services to various client organizations in international and domestic locations. During the 2 year program, students work with over 20 domestic and international organizations in service learning projects. Students receive feedback during each consulting engagement from faculty and Learning Group Consultants who shadow the teams of students.

A complete e-portfolio consisting of reflection papers, evidence of academic service learning projects, and other academic material produced during the course of the program is required by the final meeting of the cohort. In addition, students are required to pass a comprehensive written final examination. They may be re-tested if they do not pass all components of the exam on the first attempt.

Finally, students are required to complete a comprehensive action research project and to submit a written record of this research. This project is an individual effort and involves the student, a faculty advisor, the professor of research methods and a second reader. Most projects are thesis documents and submitted via the ProQuest database to the thesis and dissertation database. All projects must comply with institutional IRB and APA editing standards. If a student does not complete the project, they are required to remain registered for additional completion units and continue to work with their faculty advisor until the project is complete.

Integrity

The MSOD Faculty meet regularly and review grading standards, curriculum outcomes, and student performance. The MSOD Program submits an annual learning assurance report that is kept on file and visible to other faculty in the GSBM community.

There are seven core faculty in the MSOD program, all of whom have earned doctorates. In addition, the MSOD Program has thesis advisors for the students' Action Research Projects, all of whom have earned doctorates. The Learning Group Consultants, who support the faculty and the students in the cohort, have earned MSOD degrees and have a minimum of 10 years of experience in the field. All others in a supporting role have at least an earned Master's degree (MSOD, MS, MBA).

Students articulate the meaning of their degree through reflection papers submitted after each face-to-face session. These papers reflect their emerging point of view on Organization Development. During the program and after graduation, students and alumni continue to articulate the meaning of their degree and study of OD by serving as references and providing informational interviews for others interested in OD Education. In addition, several students present papers at international conferences.

Evaluation Methods and Implementation of Assessment

Direct evidence of student learning is collected using a variety of methods. During the first and second trimester of the program, students complete written assignments for both online and face-to-face courses. Students receive written feedback from the lead faculty for each of these assignments. Additionally, students draft a strategic learning contract that contains personal and professional goals. The contract is shaped with input from faculty and peers. Concrete evidence of goal completion is required for graduation. Other direct measures include: 1) the completion of a written mid-program assessment; 2) assessment of mastery based on client consulting work during a two-day field assignment at the midpoint of the program; 3) progress updates on the students' thesis project from their advisor; and, 4) successful completion of the comprehensive exam. Students also take a Cultural Intelligence (CQ) Assessment at two points in the MSOD program – prior to any international travel with the cohort, and at the completion of the final international practicum session.

Indirect evidence of student learning is also gathered in each session through faculty and alumni practitioner observation of students in different field and classroom settings. Students receive feedback in group debriefs during the face-to-face sessions.

For each goal, it is expected that 80% of the students will perform at the level of "meets expectations."

Describe who was involved and process

Since 2010, the MSOD Core Faculty have participated in collecting direct and indirect evidence for the annual learning assurance report as noted in the foregoing section. The members of the faculty are: Dr. Julie Chesley, Dr. Terri Egan, Dr. Ann Feyerherm, Dr. Miriam Lacey, Dr. Chris Worley, Dr. Gary Mangiofico, and Dr. Kent Rhodes. Additional data has been provided by Mr. Jack Schlafer, supporting faculty of GSBM for CQ (Cultural Intelligence) Assessment data.

Direct and Indirect evidence

Appendices A and B outline the MSOD Measurement Calendar and Assessment Plan. All 4 goals and objectives are measured during the course of one academic year. A combination of direct and indirect evidence is collected on the goals and objectives.

Goal 1: Knowledge of Self: ***Students will increase their knowledge of self in order to be more effective as change agents.***

- Objective 1: Able to design and complete a personal development plan by the end of the program.
- Objective 2: Able to articulate events which shifted their knowledge of self and can relate it to their own consulting practice and philosophy.

At the end of AY 2013-2014, students submitted an e-portfolios for review. For Objectives 1 and 2 these portfolios provided evidence of completion of personal and professional development goals, samples of consulting work with clients, and reflection on knowledge of self as applied to consulting practice and philosophy.

Goal 1.1 and 1.2 were also measured directly by student performance on an essay question included in a comprehensive final exam designed to test self as instrument concepts. All students sit for this exam and must pass it before graduating. If they fail the first time, they are allowed to prepare for, and retake, the exam at a later date. The core teaching team of faculty blind grades the exams. In cases where an individual exam score falls below 80, it is blind reviewed by a second faculty member. The responses to an individual question are graded by two or more faculty members to increase reliability and as a check for standardization of grading.

Goal 2: Knowledge of OD Concepts: ***Students will be able to demonstrate their knowledge and skills in providing organization development consulting.***

- Objective 1: Able to articulate key concepts Organization Development.

Goal 2.1 was measured directly by student performance on one essay question included in a comprehensive final exam designed to test core organization development concepts. All students sit for this exam and must pass it before graduating. If they fail the first time, they are allowed to prepare for, and retake, the exam at a later date. The core teaching team of faculty blind grades the exams. In cases, where an individual exam score falls below 80, it is blind reviewed by a second faculty member. The responses to an individual question are graded by two or more faculty members to increase reliability and as a check for standardization of grading.

- Objective 2: Able to demonstrate consulting skills and client centered responses.

Progress is measured directly by assessing student performance in a mid-program, two-day team-based consulting field project conducted in MSOD 618 and prepared for in the online course preparation for MSOD 618. Faculty and experienced alumni practitioners adjudicated student performance. Faculty and alumni are briefed on the rubric and meet to calibrate their assessments during the class session. Students receive individual and group feedback on their performance.

Goal 3: Global/Ethical: ***Students will increase their understanding of the global challenges that face organizations and increase their ability to ethically consult globally.***

- Objective 1: Each student will have their own model for ethically entering a culture different than their own.

Goal 3.1 was measured as the percent change on a cultural intelligence (CQ) assessment instrument in four areas: Metacognitive, Cognitive, Motivation, and Behavioral. These areas were measured before the students traveled abroad for the first international practicum ("T1" - MSOD 616) and after their last international practicum ("T2" - MSOD 620).

- Objective 2: Able to demonstrate an understanding of the implications and consequences for choosing a particular OD intervention in a country other than the United States.

Goal 3.2 was measured directly by the mid-program assessment reported earlier. In addition, in MSOD 616 students submit an initial cultural entry model (before the international practicum) and revise this model after the practicum and again in MSOD 618 and MSOD 620. The updates of their models will be included in their E-portfolio starting in 2015. At this time, they are reviewed and reported on by the faculty teaching MSOD 616, MSOD 618, and MSOD 620.

- Objective 3: Students will be able to demonstrate competence in requirements of Human Subjects Research.

Embedded in the curriculum design is a greater emphasis on the importance of research throughout the duration of the program. Goal 3.3 specifically measures the preparation of cohort members to ethically conduct research through successful completion of a course on Human Subjects Research that is completed in their first trimester of the program.

Goal 4: Research Skills: ***Students will develop skills to contribute to the rigor and relevance of the Organization Development Field.***

- Objective 1: Able to design a study, collect data, analyze the results, and make recommendations for research and practice.

Goal 4.1 was measured by the number of students who had their thesis project completed and approved by their advisor. Thesis projects that were judged by faculty to be of publishable quality were rated as "exceeds expectations." If a student failed to complete the thesis and have it approved by their advisor and second reader by the program established deadline, it was counted as failed to meet expectations.

Closing the Loop

Results and Findings

Results

The results of goal achievement for the following for MSOD Program goals are included below.

Goal 1: Knowledge of Self

Objective 1: Able to design and complete a personal development plan by the end of the program.

Objective 2: Able to articulate events which shifted their knowledge of self and can relate it to their own consulting practice and philosophy.

In 2014, of the 33 students who took the exam, 30.3% of the cohort exceeded expectations on the self as instrument essay question and 69.7% met expectations. No students failed to meet expectations on

this question. Figure 1.1 compares the results of the most recent cohort performance on this examination question.

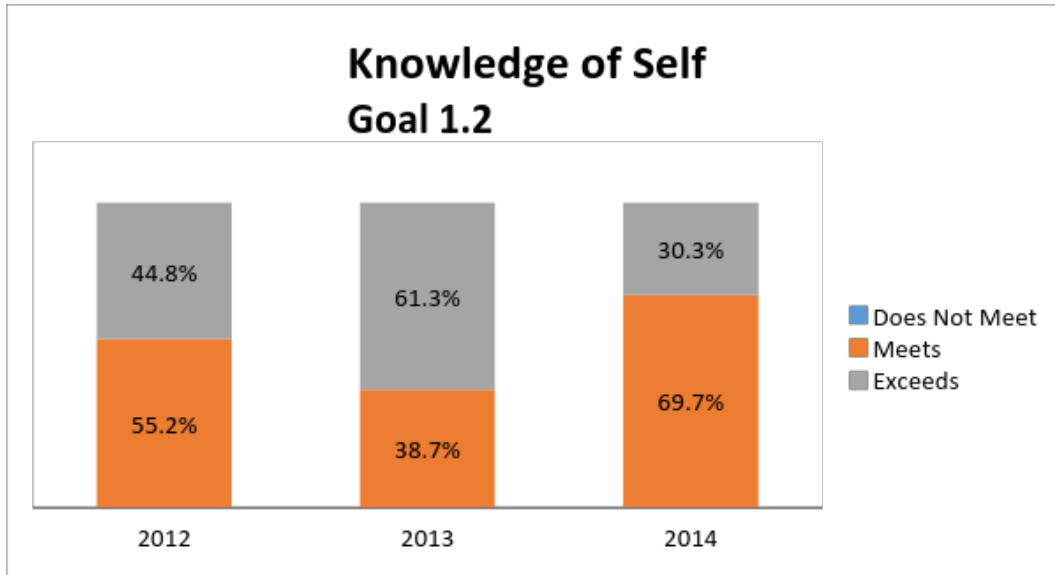


FIG. 1.1. PERFORMANCE ON KNOWLEDGE OF SELF EXAMINATION QUESTION.

Goal 2: Knowledge of OD Concepts

Objective 1: Able to articulate key concepts Organization Development.

In 2014, of the 33 students who took the exam, 45.5% of the cohort exceeded expectations on the Core OD essay question and 36.4% met expectations. 18.2% of the students failed to meet expectations on this question. Figure 1.2 shows the student performance on the final examination question on Core OD Concepts.

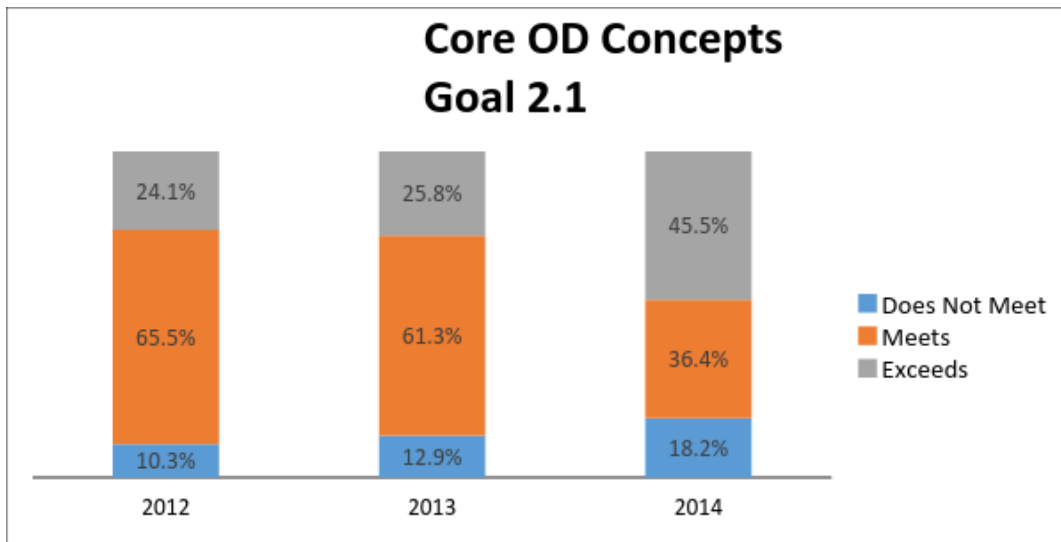


FIG 1.2. PERFORMANCE ON CORE OD CONCEPTS EXAMINATION QUESTION.

Objective 2: Able to demonstrate consulting skills and client centered responses.

Data using a standardized rubric has been collected for the past five years for this mid-program assessment. Data from the fall 2014 assessment shows that of the 33-person cohort 12.5% exceeded expectations, 87.5% met expectations. No students failed to meet expectations on this assessment. This is compared to data from previous years in the figure below. Figure 2.3 compares student performance on the mid-program assessment in the previous year's cohorts.

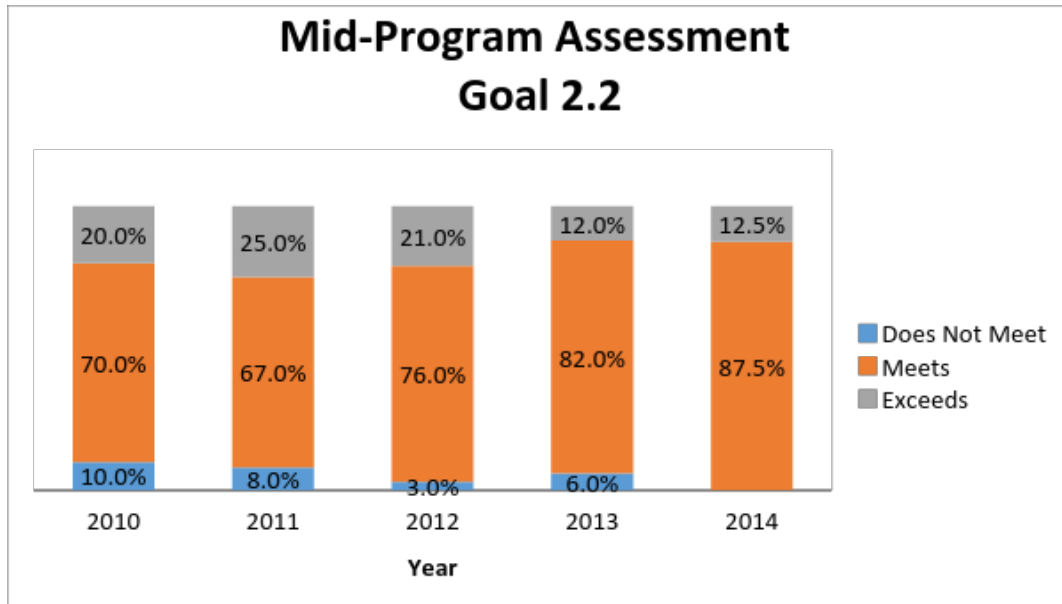


FIG 2.3. PERFORMANCE ON MID-PROGRAM ASSESSMENT.

Goal 3: Global / Ethical

Objective 1: Each student will have their own model for ethically entering a culture different than their own.

Goal 3.1 was measured as the percent change on a cultural intelligence (CQ) assessment instrument in four areas: Metacognitive, Cognitive, Motivation, and Behavioral. These areas were measured before the students traveled abroad for the first international practicum ("T1" - MSOD 616) and after their last international practicum ("T2" - MSOD 620). Data collected for the 33-person cohort at T1 and T2 show an increase of 0 – 27% over the four areas. See Figure 2.4 below.

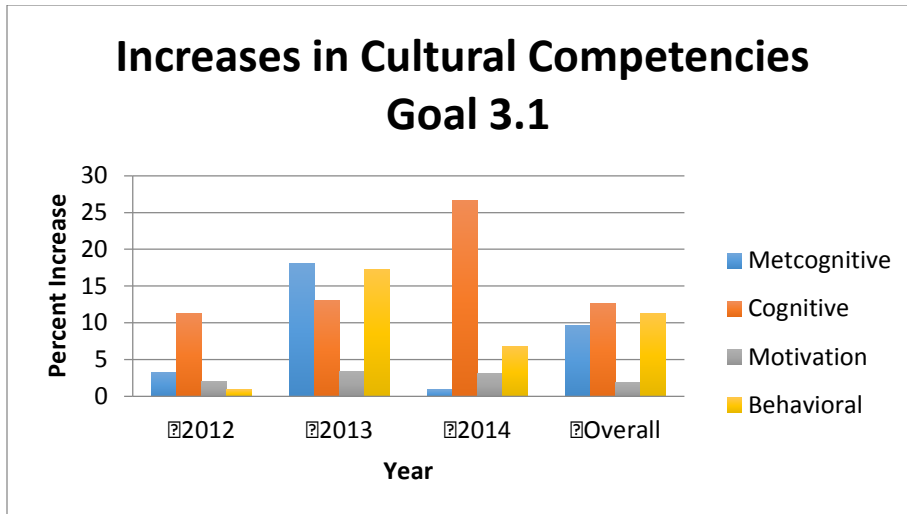


FIG. 2.4. INCREASES IN CULTURAL COMPETENCIES.

Goal 3.2 was measured directly by the mid-program assessment reported earlier. As reported, data from the fall 2014 assessment shows that of the 33-person cohort 12.5% exceeded expectations, 87.5% met expectations, and no students failed to meet expectations.

Goal 4: Research skills

Objective 1: Able to design a study, collect data, analyze the results, and make recommendations for research and practice.

Goal 4.1 was measured as the number of students who had their thesis project completed and approved by their advisor. Thesis projects that were judged by faculty to be of publishable quality were rated as “exceeds expectations.” If a student failed to complete the thesis and have it approved by their advisor and second reader by the program established deadline, it was counted as failed to meet expectations. In the 2010 and 2011 MSOD cohorts, there was not an agreed-upon standard for exceeding expectations. For 2010, 75% of the students completed their thesis on time and for 2011, 80% of students completed their thesis on time. In the summer of 2013, of the 33-person cohort, 24.2% exceeded expectations, 60.6% met expectations, and 15.2% failed to meet expectations. See Figure 2.5 below for a comparison to previous years’ performance.

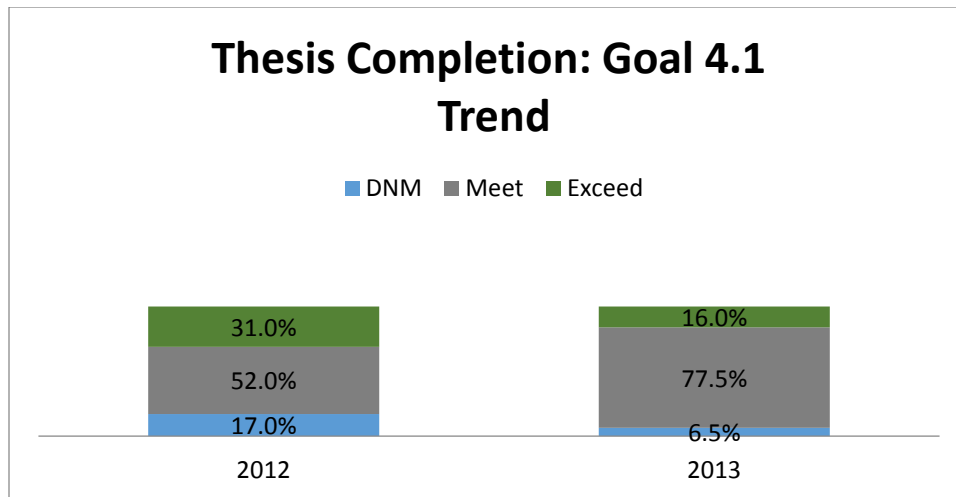


FIG. 4.1. THESIS COMPLETION.

Findings

Both the direct and indirect evidence support that we are meeting our goals and are seeing improvement in most others.

In reference to Goal 1, our students have met our expectations and performance is improving. Indirect evidence (faculty observations) supports this finding as well, noting the continued coverage of the material in face to face sessions, as well as the reinforcement with alumni learning group consultants.

Examining Goal 2, while student performance met overall expectations, the assessed performance declined with 18.2% of the students initially not meeting expectations on knowledge of Core OD concepts – specifically relating to change management model comparisons. As we examined the question that we used in 2014, we noted that we had updated the question and it was significantly more complex than in previous years. We also did not increase the time that we provided to students to answer the question. We hypothesize that time was a significant factor contributing to lower performance in 2014. We are going to keep this same question for 2015; however we plan to adjust the time allotted to determine if time was a factor in question completion.

As related to Goal 2.2 (demonstrate consulting skills and client centered responses), evidence collected during the mid-program assessment offers support for the effectiveness of our new curriculum. Five-year trend data indicates an increase in the percentage of students whose scores “meets and or exceeds expectations” for consulting skills.

In terms of goal 3, we are seeing increases in the cultural competencies that our students receive. The percent increases have been variable in the differing cohorts in terms of what is impacted the most during the program. A three-year average indicates a 10% increase in three of the four areas: metacognitive, cognitive, and behavioral. The limited increase in motivation is most likely due to the fact that our students select our program because of the 3 global practicums – they come in to the program motivated to learn more about cross cultural issues.

A review of five-year trend data related to Goal 4 suggests that overall progress has been made in developing student research skills. Since 2012, over 80% of our students completed their thesis in order

to graduate on time. The 2014 class had a thesis completion rate of 85%. We continue to update and revise our teaching approach to thesis to increase not only completion rates, but the quality of the product as well

Decisions and Recommendations

Note that a complete redesign of the curriculum took place in 2011. Subsequently, adjustments have been made to ensure the following:

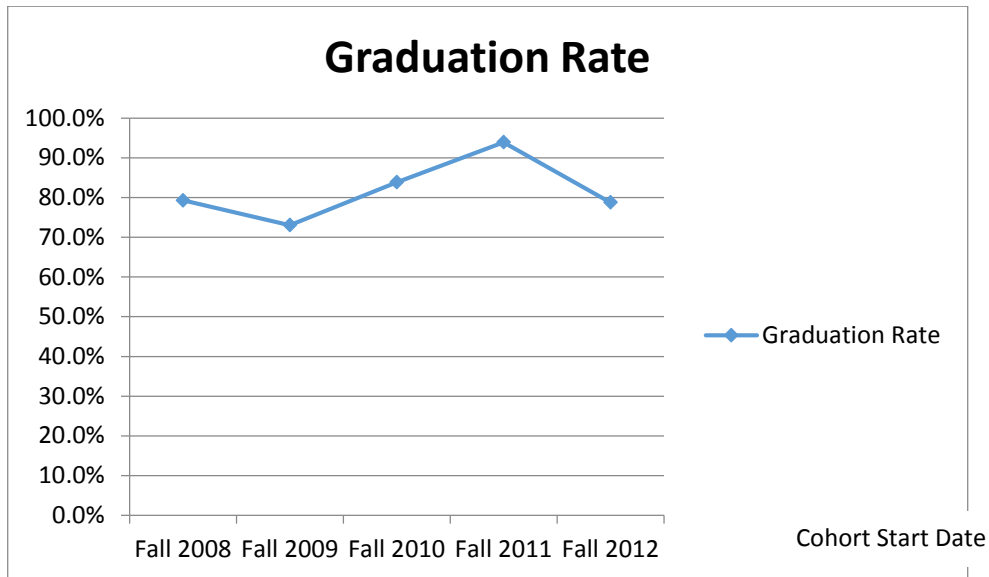
- A more robust and consistent online experience for the online modules of the blended curriculum
- Re-vamping course descriptions and syllabi to provide more depth in instruction around certain topics (e.g. strategy)
- Use of webinar technology to provide touch points and content delivery for each online and face-to-face course – necessary due to the geographic spread of the students
- Establishment of an e-portfolio requirement for graduation

Regarding the Core OD concepts question on the final exam, we plan to adjust the time allotted to determine if time was a factor in question completion. We are also developing and testing a rubric to assess student’s e-portfolios.

Completion and Attrition Data

Student Success Data

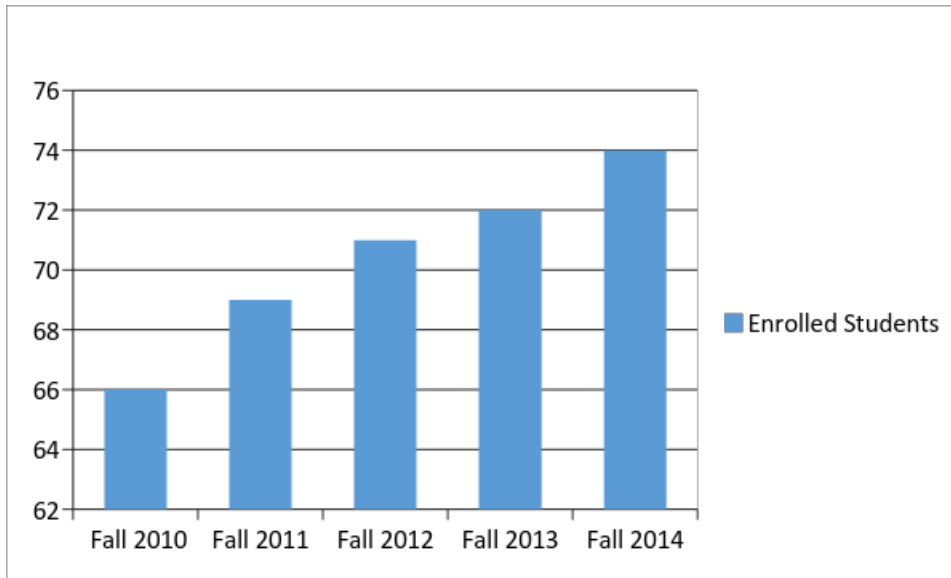
The 5-Year graduation rate for MSOD ranged from a low of 73.1% (class entering in 2010) to a high of 93.9 (class entering in fall of 2011).



GRADUATION RATE FOR COHORTS ENTERING IN FALL 2010- FALL 2012.

The number of enrolled students has been increasing steadily as more applicants seek admission to the MSOD Program. For the summer, 2015 term, the MSOD Program has admitted a second cohort of 26

students in addition to the cohort admitted in the fall, 2014 and the prospective cohort to be admitted to the fall, 2015 term.



TOTAL ENROLLMENT FROM FALL 201 – FALL 2014.

Quality Improvement Plan

As part of the dialogue on using assessment information to assess and improve student learning, in September of 2014, the MSOD committee conducted a 2-day review of the curriculum after the first two classes to complete the blended curriculum graduated. The review included data from assessments, course evaluations, faculty observations, feedback from learning group consultants (experienced alumni practitioners who work with MSOD students), and the graduating class. Based on the review, changes to the delivery of online content and recommendations for adjustments in face-to-face delivery of concepts were recommended. These specifically were targeted to address improvements in core understanding of OD concepts. Implementation of some recommended changes began in the fall of 2014. Others that require more significant curriculum changes will begin in the fall of 2015. The additional curriculum changes proposed include changing the sequence of courses on consulting skills and globalization, and including more content in strategy and culture in the face to face sessions in order to provide the students skills necessary to develop robust understanding of OD practice, its integration with strategy, and global and international issues. Additional feedback from students, faculty, and thesis advisors has resulted in a redesign of research methods for the cohort that started in the fall 2014 term. The impact of these changes will be assessed in AY 2015-2016 when thesis completion under this redesign can be measured.

As we look forward, specific areas of focus within the next year of implementation will include:

1. To address completion rate of applied research projects: The MSOD Program will continue to integrate research methods throughout the curriculum to drive a higher completion rate. We are also adding thesis advisors so more time can be spent with each student.

2. To clarify and provide assessment of material in students' e-portfolios: A rubric has been developed to measure achievement on the e-portfolio requirement for graduation. A pilot test of the rubric against previously completed e portfolios is being conducted in the spring of 2015. After this is completed, adjustments to the rubric will be made and the rubric will be used to assess e-portfolios in 2016.
3. To improve content delivery for areas that were lower in examination question results: Curriculum changes have been proposed to revise several MSOD courses to better cover all material. These changes are undergoing University review. If approved, the new courses will begin the fall of 2015.

MSOD MEASUREMENT CALENDAR

Spring 2014 MSOD Courses	Faculty Member	Currently Stated Goals and Objectives
MSOD 614 Small Systems Assessment and Change	Feyerherm	Goal 1, Objective 1 and 2 Goal 2, Objective 1 and 2
MSOD 619 Foundations of Collaboration	Worley	Goal 4, Objective 1
MSOD 620 Transorganization Systems and Strategies	Worley	Goal 1, Objective 1 and 2 Goal 2, Objective 1 and 2 Goal 3, Objective 1 and 2 Goal 4, Objective 1
Summer 2014 MSOD Courses	Faculty Member	Currently Stated Goals and Objectives
MSOD 615 Foundations for Culture and Globalization	Lacey	Goal 3, Objective 1 and 2
MSOD 616 OD Practitioner as Global Citizen	Lacey	Goal 1, Objective 1 and 2 Goal 2, Objective 1 and 2 Goal 3, Objective 1 and 2
MSOD 630 Applied Research Project	Chesley	Goal 4, Objective 1 Goal 3, Objective 3
MSOD 621 Integration and the Future of Organization Development	Feyerherm	Goal 1, Objective 1 and 2 Goal 2, Objective 1 Goal 3, Objective 1 and 2
	Faculty Member	Currently Stated Goals and Objectives

Fall 2014 MSOD Courses		
MSOD 611 Foundations and Orientation to Organization Development	Rhodes	Goal 1, Objective 1 and 2 Goal 2, Objective 1 Goal 4, Objective 1
MSOD 612 Individual Development and Change in Organizations	Egan	Goal 1, Objective 1 and 2 Goal 2, Objective 1
MSOD 617 Foundations of Large Systems	Worley	Goal 3, Objective 1 and 2
MSOD 618 International OD and Large Scale Systems Change	Chesley / Mangiofico	Goal 1, Objective 1 and 2 Goal 2, Objective 1 and 2 Goal 3, Objective 1 and 2

MSOD ASSESSMENT PLAN.

Goals & Objectives	Assessment Schedule	Direct Evidence	Indirect Evidence
Goal 1 Objectives 1 & 2	Summer 2014	Completion of personal development plan in strategic learning contract as approved by peers and faculty Written performance on comprehensive exam	Faculty observations
Goal 2 Objectives 1 & 2	Summer 2014 Fall 2014	Written performance on comprehensive examination Faculty and alumni rater assessment of performance on consulting field project standardized rubric	Faculty observation of students during field work

Goal 3 Objectives 1, 2, 3	Summer 2014 Fall 2014	Submission of original and revised global practice models in written assignments for MSOD 616 Cultural Intelligence (CQ) Assessment Written performance on comprehensive exam Completion of Human Subjects Certificate	Faculty observation of students during field work
Goal 4 Objective 1	Summer 2014	Student submits completed thesis and has it accepted by advisor and second reader	Focus groups with students near end of program

Examples of “Closing the Loop”

Examples of Assessment driven Change

While all of these Program Reviews demonstrate assessment driven change, we thought it would be insightful to highlight some significant changes that demonstrate the integration of assessment into strategic planning, the alignment of assessment with mission and vision, and the ongoing quality improvement process driven by assessment at the Graziadio School. Therefore, this section briefly summarizes specific examples that demonstrate these advancements.

Master of Science in Organization Development

In their 2013 annual program review report, the MS in Organization Development Committee stated, “The overall purpose of assessment is to determine how well our students are learning. It also assists faculty to make improvements in curriculum as we assess the learning proficiencies of our graduates.” Therefore, they were very intentional to assess to what extent the first blended cohort (some courses are delivered online, and some are delivered in an intensive seminar format) met the program learning goals.

As part of the dialogue on using assessment information to assess and improve student learning, in September of 2013, the committee conducted a two-day review of the curriculum after the first cohort to complete the blended curriculum graduated. The review included data from assessments, course evaluations, faculty observations, feedback from learning group consultants (experienced alumni practitioners who work with the students), and the graduating class. Based on the review, changes to

the learning management platform and the delivery of online content were recommended and implemented. Additional feedback from students, faculty, and thesis advisors resulted in a redesign of research methods for the cohort that started in the fall 2013 term. The impact of these changes is currently being assessed in the 2014-2015 academic year when the next cohort of students complete their thesis. This program is highly collaborative and 100% of the faculty in this program are engaged in the assessment of student learning.

Bachelor of Science in Management

The 2013 data represents continued progress in the automation of collection, analysis, and tracking of BS in Management program learning goals. Longitudinal data now exists across multiple measurement cycles. However, there were significant challenges, related to the scheduling of assessments and getting data from faculty who had not previously participated in assessment. Many of the faculty were adjuncts or were asked at the last minute to teach the classes and this posed a problem with their being ready to collect assessment data. This problem highlights that more work needs to be done to train, engage, and equip the faculty, particularly supporting and adjunct faculty, in these mission critical practices.

Importantly, the results were promising and showed that after curriculum adjustments were made following the 2011 measurements, students were meeting and even exceeding expectations. However, the longitudinal results collected in learning assurances from previous years as well as this one were continuously discussed by the BSM Committee causing the committee to consider whether or not they were asking the right questions. The committee felt the right question is not “How many met or exceeded expectations?” but rather “Why did the students who did not meet expectations fail to do so?” and “Are there common traits amongst these students?” and “What are the factors involved in student success?”

Reframing these questions was a pivotal point in the learning assurances discussion for the BSM Committee. Following this longitudinal examination, the committee decided a natural analysis would be to explore student success across the program and to develop a set of rich research questions followed by a deep analysis to better understand this issue. What follows in the closing the loop section of this report is the genesis of the MBA Pathways and the Long Beach Pathways initiatives. Both of these strategic enterprises are driven by this ongoing process of defining, predicting, and measuring student success in the BS in Management Program.

Presidents and Key Executives MBA

The Presidents and Key Executives MBA assessment of learning from 2009 indicated that there was a significant gap in teaching and learning related to the program goal covering ethics. Based on these results, corrective measures were taken and the goal was re-measured in 2011. The results indicated that there should be a greater emphasis on having students analyze the culture of their organizations related to ethical conduct. The faculty decided this should include a personal reflection on their role in fostering that type of conduct. The action item is to more strongly emphasize the need for analysis of ethical conduct in the syllabi of all modules but especially in the syllabus for the stand-alone ethics session. The evidence of inadequate analysis was that over a four year period 12 of 30 students were scored as unsatisfactory on this objective (only 60% were deemed as satisfactory and the minimum acceptable level was determined to be 70% based on benchmarking other goals longitudinally). It was expected that if this action item was implemented, the percentage of students satisfactorily meeting

this objective would increase to a level above 70% for the next measurement cycle. The initial changes were incorporated in syllabi in 2009 but that has still not been sufficient to meet the 70% level (it was 63% for 2009-2010). In 2011, there was still more emphasis placed on ethical conduct and closer monitoring of the content and delivery of the ethics session. This monitoring indicated that the content and delivery were still not acceptable to the committee and as of 2012 there were new facilitators utilized in delivering the ethics session.

Faculty, Staff, and Student Support

Faculty

Recruiting and Hiring

The procedure to appoint new full-time participating faculty is developed by the school within the guidelines of the University. It begins with the identification of the position or positions needed by the Department Chairs, in collaboration with their faculty, and direction from the Dean or Associate Dean of Academic Affairs to fill the position or positions. Particular attention is paid to discipline needs as it relates to faculty sufficiency and qualification metrics.

A national or international search for qualified candidates then ensues. We seek faculty who embrace the University mission as it relates to a learning environment that puts the student at the center, as well as a scholarly agenda that is applied in focus.

Currently, the school is engaging in a search for 4 full-time, tenure-track positions for the 2015-16 academic year in the following areas: Accounting, Applied Behavioral Science, Economics, and Finance. Each of these areas is below 75 percent participating faculty metric, and combined with projected programmatic needs, along with possible retirements, these areas have been identified as priorities in hiring.

Faculty Mentoring

The primary responsibility of the Graziadio Department Chairs is the development of participating and supporting faculty. Faculty development involves setting goals, providing support, and monitoring progress. This includes, but is not limited to, an annual evaluation process for all full-time participating faculty. The process begins each calendar year with the chair meeting with each member of his/her department during February to discuss a developmental plan for the next calendar year. The purpose of the plan is to encourage and foster teaching excellence, intellectual contributions, business connections, ethical and collegial behavior, and service to the community, the school, and University. In February of the next year, the chair will again meet with the faculty member to discuss progress and evaluate accomplishments made during the previous year. This evaluation will form the basis for the chair's recommendations on reappointments, promotion, tenure, and/or merit increases. In addition to this, one of the chair's primary duties is to identifying qualified supporting faculty members and monitoring their performance in the classroom, along with making sure there are mechanisms in place to mentor supporting faculty within a discipline.

Summary of criteria for participating / supporting status

Participating faculty are faculty members that actively and deeply engage in the activities of the school in matters beyond direct teaching responsibilities. Such matters might include policy decisions through

voting, curriculum review, advising, research, and service commitments. More specifically participating faculty are members of the faculty who participate in at least one of the following activities during the preceding academic year:

- Serve on a university, school, or program committee
- Serve on a school-wide task force
- Present at an academic/professional meeting or publish in an academic or professional journal
- Participate in supporting faculty mentoring
- Participate in student advising or student recruiting efforts
- Involvement in co-curricular educational experiences
- Participate in study abroad trips in a faculty leadership role
- Participate in learning assurance activities
- Serve as a student organization faculty advisor

Supporting faculty members play an important role in the Graziadio School. However their commitment to the school relates only to their teaching obligations.

Development and support

The Center for Teaching and Learning Excellence produces a monthly newsletter focused on faculty development, and also hosts regular faculty development meetings, in addition to an annual Graziadio School faculty retreat. In addition, the Center for Teaching and Learning Excellence has held webinars, seminars and conducts new faculty orientation and training sessions three times annually.

Faculty are encouraged to attend AACSB and WASC seminars on assessment and teaching, and participation is fully funded aside from the faculty members development funding. Some faculty have received assessment grants and presented the outcomes of their research on assessment and learning at ARC and other Assessment conferences.

Professional Staff

Recruiting

The Graziadio School is committed to the hiring the highest quality of individuals who also demonstrate an unwavering support of the University mission. There are many reasons to take a job, but Pepperdine strives to be a place where staff find much more than "just work." Pepperdine is the people who work and teach here; it is a community of smart, caring, professional, and hard-working people who focus on making the University experience the best one possible for students.

All jobs are posted at the University Human Resources website as well as on HigherEdJobs.com. Depending on the position, job postings may also appear at InsideHigherEd, Chronicle of Higher Education, or other suitable outlets. The hiring process includes completing an application, interviewing with appropriate parties and supervisors, reference checks, background checks, and ultimately an offer. New employees are then welcomed by the University where they have an orientation as well as by the Graziadio Employee Onboarding team. Each new hire is subject to a 90-day review. Pepperdine and Graziadio are dedicated to the personal, professional, and spiritual development of all staff members, and offers many resources to support the needs of all University employees. Some items include tuition assistance, conferences and workshops, as well as regular meetings. Pepperdine believes that its staff should find purpose in their work and through that serve and inspire others.

Student Support

Graziadio students are supported in a number of ways, including career, clubs, advisement, and competitions. Some examples are included below.

Career. The Career Management Center provides students with career seminars on career development planning, career exploration, and networking for new students in the full-time programs. Students and alumni also benefit from one-on-one career coaching, monthly webinars, and access to the Career Portal where they are able to search job postings and additional resources.

Program services. The program offices provide students with services ranging from new student orientation and academic advising to student mixers, brown-bag lunches, and coffee chats with program staff.

Faculty engagement. Small class size provides students with the opportunity to get to know other students and the faculty very well, often on a first name basis. They correspond before, during, and long after the students participate in an instructor's class. Faculty members are available to counsel students on personal, professional, and life decisions.

Class advisors. A class advisor who is an alumnus of the program is assigned to each Executive MBA and Presidential and Key Executive MBA class. The advisor attends class meetings, reads class assignments, advises and counsels students, and assists faculty members. The advisor's participation allows the faculty and students to concentrate on the educational experience.

Clubs. Students are able to choose among over fifteen clubs to join including Entrepreneurship, Finance and accounting, Marketing, Graziadio Christian Business Society, Asian Business Club, Black Business Club and others.

Competitions. Graziadio students participate in a number of competitions including John Molson Case Competition, Baylor Ethics Case Competition, NSHMBA PepsiCo Case Competition, ACG Cup, UCLA Game Day Sports Case Competition, Diamond Dollar Competition (in partnership with the School of Law), VCLL Case Competition, and California Dreamin'.

Summary and Reflection

In light of intense competition in the market for business education and the growing political and regulatory scrutiny of higher education generally, ongoing review and strategic management of the Graziadio School's degree programs is essential to the school's viability, growth, and reputation. Competition for limited student enrollment necessitates that the school's programs are differentiated in the marketplace and that there is a clear value proposition communicated to students and other stakeholders. Additionally, as student loan default rates remain high, the Department of Education is putting more pressure on accrediting agencies, and institutions directly, for schools and programs to demonstrate their value to society. While the process for assessment at the Graziadio School is highly collaborative, there is still significant work to be done to ensure the ongoing connection to strategic planning, the alignment with mission, and the pervasive integration of assessment as part of the Graziadio culture. This work is focused in three areas:

1. The increasingly critical need for tools to enable the effective assessment of student work and managing the annual assessment and program review processes
2. Developing process improvements to increase faculty engagement in assessment and strategic planning
3. Addressing the issues identified during the external review

Assessment and Program Review Tools

Both internal and external stakeholders have high expectations for consistent and comprehensive assessment processes that produce actionable insights. In order for the school to continue building a robust and systematic assessment process, it is increasingly necessary to deploy an assessment management system. Together with the Office of Institutional Assessment, the school is evaluating multiple solutions to meet this need (including: LiveText, Campus Labs, Tk20, and TaskStream). Implementing a technology system to manage the assessment, program review, and other accreditation and strategic planning processes would require a significant investment—both financial and time—however, the Graziadio School is confident that this initiative will provide both faculty and administrators with the tools and information necessary to promote and sustain an effective culture of assessment and continuous improvement.

Assessment and Strategic Planning

Starting in 2015 the Strategic Planning Council was formed, composed of Program Chairs who oversee the process within their programs. The Council is chaired by the CTLE Director. It will take some time for this new organizational structure to evolve and be effective. In the meantime, the process for continual engagement of faculty and work on mission alignment continued at the Faculty Retreat in February 2015 and at Full-Time Faculty Meetings. The arrival of a new Dean will be critical in terms of support, relationship-building with accreditation partners, and strategic leadership. The Program Review process is a critical component of ongoing quality improvement, strategic planning, and reflection also serving to align the Graziadio School and Pepperdine University Mission. An additional element of critical importance in this process is the AACSB who visited as our external reviewer in fall 2014. While each Program Review in this portfolio included a Quality Improvement Plan, below is the AACSB school-wide recommendations and the Graziadio School's response which is currently in progress.

External Review

AACSB International serves as the external reviewer for the Graziadio School. The School submitted a written report to the 3-member review team in August 2014, and the team conducted a site visit in October 2014. The team submitted a report to the AACSB Continuous Improvement Review Committee recommending that the review process be continued for another year. The committee affirmed this recommendation and identified specific areas for the School to address over the extended review period.

Alignment of the School's vision with the mission, strategy, and faculty portfolio

The School must rearticulate its vision to be more consistent with the mission, strategy, and faculty portfolio of the Graziadio School as an applied, teaching institution. At the February 2015 faculty retreat, the School initiated a process for revising the vision with the goal of crafting a statement that provides relevant inspiration for executing the mission and strategy. Through a brainstorming exercise, faculty

developed multiple draft vision statements that will go through further refinement and vetting in the coming months.

Institutional or unit accreditation for the University

AACSB also advised the School to assess the merits of having the Graziadio School and Seaver College apply for AACSB accreditation independently. While this is not required, the team thought that independent accreditations could be beneficial to the University considering the distinct missions and student populations served by the Graziadio School and Seaver College. After reflecting upon this choice, the University is electing--at least for the time being--to maintain one institutional accreditation. Because a new dean has only recently been appointed to Seaver College and the Graziadio School is still in the midst of a search for a new dean, this is not an appropriate time to make a change that would fundamentally affect the strategies and positioning of the School and College. Additionally, one institutional accreditation can be used as a tool for fostering engagement across academic units and cultivating greater mission alignment with the mission of the University. The additional expense for the University of maintaining two distinct accreditations was also a consideration in this decision.