

Five-Year Program Review
of the
Business Administration Division

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This five-year program review is designed to study the three majors in the Business Administration Division of Seaver College (Seaver Business). The division offers majors in Accounting, Business Administration, and International Business, as well as minors in accounting, marketing, and nonprofit management. Starting in Fall 2015, the division will begin to participate with the Grazadio School of Management (GSBM) in offering a masters in science in accounting (MSA). All of these programs will be looked at from the perspective of their role in the college and university, their effectiveness in preparing students for future chapters in their lives, how they contribute to the world outside of Pepperdine, and how they compare with similar programs that are offered in similar institutions. The report concludes with recommendations on how to not only maintain the effectiveness of our majors, but to make them even stronger.

The organization of the report will follow closely the order proposed by the *Program Review Guidebook for Academics Departments* published by the Pepperdine Office of Institutional Effectiveness, as it was revised in January 2014. As such, the review will begin with a self-study that looks at the division's majors from an internal and external perspective as well as the mission, purpose, goals, and outcomes of our division and its majors. The next section of the self-study is to summarize the evidence contained in the annual assessments since the last five year program review (conducted in June 2011). Following the self-study this report will then focus on the external review conducted in fall 2014 by The Association to Advance Collegiate Schools of Business (AACSB). Finally, we will conclude with the suggestions on how the program can be strengthened for the next five year program.

There is significant overlap between all three majors offered by Seaver Business. For this reason, much of what follows will be reported jointly to avoid redundancy. When the issue studied (such as the review of evidence) differs from major to major each major will be reported separately.

SELF STUDY

§I-Introduction

Internal Context

The historical development of the division and its programs

The study of business as part of the Pepperdine curriculum was called for by no less than the founder of the institution, George Pepperdine. In his Dedicatory Address, recited every year during the university's Founder's Day, George Pepperdine forecasted that "Young men and young women in this institution will be given educational privileges equal to the best in the liberal arts, *business administration*, Bible training, and later, we hope, in preparing for various professions." (emphasis added) Despite this, a business administration division did not appear for more than 35 years after the college's founding. In 1970 George Pepperdine College was renamed Pepperdine University to reflect the addition of graduate and professional schools.

When the Malibu campus was opened, there were no business classes offered. In 1973 business classes were offered for the first time in Malibu, but it was not clear which entity, the (graduate) School of Management, or the undergraduate program, would have jurisdiction over the business classes taught in Malibu. In the mid-1970s Pepperdine President William Banowsky mandated that the business administration division would be created as part of Seaver College. Originally, the division offered degrees in only accounting and business administration. In 1995, the international business program was initiated.

Where the division is situated

Compared to most undergraduate business programs in the country, Seaver Business is uniquely situated. It is a full-service undergraduate business program housed in a respected liberal arts college. As mentioned earlier undergraduate students can earn bachelors of science degrees in accounting, business administration, or international business. Most undergraduate bachelors business programs are housed in a separate business schools that offer graduate degrees also, or are housed in more vocationally oriented undergraduate colleges.

The unique ability to give Seaver Business students liberal arts instruction as well as strong training in business is both an asset and a liability. The benefit comes from the background in the liberal arts that make our graduates' backgrounds more diverse and textured. This gives them a greater appreciation of the arts, literature, and moral fortitude, while also giving them greater flexibility in the future labor market.

The placement in a liberal arts college, in general, and Seaver College, in particular, increases the expectations on the faculty and staff that we will serve as mentors, advisors, and role models for our students. These expectations on faculty are not present in most undergraduate business programs that are affiliated with a graduate school. While this may be looked on as a negative the faculty members in Seaver Business are not only prepared to take on these added responsibility, they are eager to fill these roles.

As a counter to these positives the division feels that it is often misunderstood by their liberal arts colleagues, some of whom resent having a "vocational" school in their midst, and do not acknowledge the realities of the labor market that require the college pay faculty members in the business disciplines higher, competitive, salaries to secure first-rate faculty. The self-study will return to this topic when program sustainability is addressed.

Programs offered

Majors

Seaver Business offers three majors, Accounting, Business Administration, and International Business.

Minors

Besides the majors, the division also provides students the opportunity to minor in marketing.

Another minor is offered in accounting (useful if a student wants to sit for the CPA exam without a BS degree in accounting). The division also houses the nonprofit management minor.

Beyond the BS

Five-Year MBA program Accounting, business and international business majors are eligible to participate in the 5 year MBA program, that allows a student who starts his or her career as an accounting, business administration or international business major to receive a MBA degree in five years from the time he or she entered as a first year student. The student takes classes in Seaver Business for three and one-half years, and spends the last one and one-half years at the Grazadio School of Management (GSBM). This joint program was in its infancy when the last five-year program was written.

Masters of Science in Accounting The newest degree program offered through Seaver Business is the masters of science in accounting (MSA). The MSA program is a joint program with GSBM that allows an accounting major to earn a MSA by taking a year's worth of classes after receiving

his or her BS in accounting, GSBM will also recruit students to participate in the program. The classes in the fifth year are taught by a combination of Seaver Business and GSBM faculty. The launch of this program was motivated by a mandate that candidates for the CPA must have at least 150 hours credit to be eligible for the CPA exam. The first cohort of the MSA will begin in fall 2015.

The division does not offer formal concentrations. There was discussion in the last five-year review that the division would abandon its international business major in favor of a curriculum that would promote concentrations in various business disciplines (international business, marketing, management, human resources, etc.). The proposal to eliminate the international business major, however, met with opposition from the administration because at that time it was still a popular major. Division faculty did not support the proposal of emphasis because of the potential it would increase the number of courses that the division would have to offer to provide sufficient depth, and the desire to keep degrees that offered an exposure to a broad spectrum of classes, as opposed to specialization.

In addition to our majors, minors and other degree programs, the division supports degree programs in other divisions. Specifically, the division supports the integrated marketing communication major, the sport administration major, the international studies management specialization international studies major. Courses in the business administration division also serve as electives for the conflict management program.

Besides the introduction of the MSA program, the sport administration major, and the conflict management program, the only changes made to the Seaver Business program since the last five-year review are some relatively minor prerequisite changes, there have been no substantial changes in the program since the 2011 five-year review.

Field and Discipline The faculty and students make numerous contributions to the field of, and disciplines in, business. As institutional support for faculty–student collaboration increases, this collaborative activity is becoming more common in our division. Faculty–student collaboration have led to several papers being presented to the Summer Undergraduate Research Program

(SURP) conferences in recent years, and at least one paper being presented to a professional conference.

Faculty have won best paper awards at national conferences, while others have been invited to participate in international gatherings of scholars on topics as varied as mathematical economics, the Olympics, and CS Lewis. Last fall, a book on diversity and inclusion by one of our business division faculty member was released to significant positive reviews.

Mission, Purpose, Goals, and Outcomes

Program's mission and purpose The division adopted the following mission statement before the previous five-year review.

The mission of the Business Administration Division is to provide young adults with a superior business and liberal arts education that prepares them for lives of ethical service and professional achievement in a competitive world. We seek to accomplish our mission through:

- How we teach
 - By offering innovative, challenging, and academically excellent courses.
 - By fostering active learning with a focus on experiential learning, especially service learning.
 - By emphasizing the critical-analytical process with a focus on problem anticipation and prevention, recognition, and solution.
- What we teach
 - By offering a Christian perspective on business management and leadership.
 - By championing the concept of the leader who serves.
 - By emphasizing not only the content by the process and ethics of business.
 - By teaching the interrelatedness of persons, disciplines, and nations.
 - By providing foundation skills that can be used throughout one's life of continuous learning.
- Our relationships with our students
 - By serving as a positive role model to our students, striving to reflect Christian values in our own behavior.
 - By providing sound advice and counsel concerning curricula, careers, and life.
 - By treating students with respect, being open to constructive feedback.
 - By seeking to model lifelong learning, thus inspiring their intellectual curiosity
- Our personal and professional development
 - By being actively engaged in our faith community.
 - By active involvement in the campus community through service to the Seaver community.
 - By active participation in the professional community through research, scholarly papers, publications, and service.
 - By active service in our communities in which we live.
 - By modeling effective stewardship of our time, talents, and resources in service to God, family, and others.
- Our relationship with our colleagues

- By significantly collaborating in our teaching and research, building on our diversity and our various strengths.
- By honestly and openly communicating loving and constructive feedback in order to foster growth and personal development.
- By humbly recognizing our own weaknesses and striving for continuous growth.
- By building each other up and developing a closeness that allows us to paly together and to pray together.

Prodded by our external review team that the division needed a more compact, operational, mission statement that would affect more the operational, budgetary, priorities and would be easier to use to determine faculty qualifications standards, in March 2015 the division faculty adopted the following mission statement...¹

We educate, mentor, and encourage our students to:

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

Outcomes The first line of the older mission statement explicitly states what our purpose is, "to provide young adults with a superior business and liberal arts education that prepares them for lives of ethical service and professional achievement." We feel that this, and the newer mission statement follow the meaning and the directive from George Pepperdine's 1937 Founder's Address.

In short, each year, our program should result in a group of morally strong, creative, graduates who are life-long learners yearning to serve as creative problem solvers in wherever their professional and personal lives take them. One of the ways this may manifest itself would be through the job market placement and advancement once initially placed. It is by no means, however, the only-or even the primary way to measure these if these outcomes have been achieved.

¹ It should be noted that the division does not view the new mission statement as a replacement for the original one. Instead it is a restatement of much of the original mission statement in the areas of what we hope to accomplish and model for our students.

§II–Program Description

Our students

The Business Administration Division has more majors (and pre-majors) than any other division at Seaver. The appendices 1 through 3 contain tables that profile our majors. Appendix 1 summarizes the metrics of the accounting majors from 2010 until 2013, the last year data were available. Appendices 2 and 3 do the same for Business Administration and International Business, respectively. In all cases, the first table in the series presents the number of majors, the second table in the series presents the SAT and high school GPA for the major, the third table in the series reports gender, while the final table in the series reports ethnicity.

Meaning of the Degree

Students who are admitted to Seaver College and declare a Seaver Business major are classified as pre-accounting, pre-business administration, or pre-international business. To be fully admitted to the major, students must take seven or eight classes (depending upon the major) receive a grade of C– or better in these classes and have an overall GPA of 2.5 or higher when they apply. The classes that the pre-major must complete to be fully admitted to the major are given in Table 1.

Table 1–Core Courses to be Completed Prior to Full-Admission to the Major

Accounting	Business & International Business
<ul style="list-style-type: none"> • AC224 (Financial Accounting) • Econ/BA 210 (Intro to Microeconomics) • Econ 211 (Intro to Macroeconomics) • BA212 (Business Computing Applications) • Math140 (Calculus for Business & Economics) • Math 141 (Probability, Linear Systems, and Multivariable Optimization) • BA216 (Statistical Analysis for Business) • AC313 (Intermediate Accounting I) 	<ul style="list-style-type: none"> • AC224 (Financial Accounting) • Econ/BA 210 (Intro to Microeconomics) • Econ 211 (Intro to Macroeconomics) • BA212 (Business Computing Applications) • Math140 (Calculus for Business and Economics) • Math 141 (Probability, Linear Systems, and Multivariable Optimization) • BA216 (Statistics for Business)

These classes provide the foundation for the upper division classes that the student is required to take upon full admission to the major. The remainder of the classes that a Seaver Business major is required to take is shown in Table 2.

Table 2–Course Requirements for Seaver Business Majors

Accounting Major	Business Administration Major	International Business Major
<u>Core Courses</u>	<u>Core Courses</u>	<u>Core Courses</u>
Math 140 (Calculus)	Math 140 (Calculus)	Math 140 (Calculus)
Math141 (Probability, Linear Systems, Multivariable Optimization)	Math141 (Probability, Linear Systems, Multivariable Optimization)	Math141 (Probability, Linear Systems, Multivariable Optimization)
BA 212 (Business Computing Applications)	BA 212 (Business Computing Applications)	BA 212 (Business Computing Applications Decisions)
BA 216 (Statistical Analysis for Business Decisions)	BA 216 (Statistical Analysis for Business Decisions)	BA 216 (Statistical Analysis for Business)
Econ211 (Introduction to Macroeconomics)	Econ211 (Introduction to Macroeconomics)	Econ211 (Introduction to Macroeconomics)
BA/Econ210 (Introduction to Microeconomics)	BA/Econ210 (Introduction to Microeconomics)	BA/Econ210 (Introduction to Microeconomics)
AC224 (Financial Accounting)	AC224 (Financial Accounting)	AC224 (Financial Accounting)
<u>Upper Division Courses</u>	AC225 (Managerial Accounting)	AC225 (Managerial Accounting)
AC310 (Intermediate Accounting I)	<u>Upper Division Courses</u>	<u>Upper Division Courses</u>
AC311 (Intermediate Accounting II)	BA355 (Principles of Marketing)	BA355 (Principles of Marketing)
AC312 (Advanced Accounting)	BA358 (Legal and Regulatory Environment of Business)	BA358 (Legal and Regulatory Environment of Business)
AC313 (Cost Analysis)	BA352 (Management Theory & Practice)	BA366 (Organizational Behavior)
AC314 (Advanced Cost Analysis & Systems)	–or–	BA321 (Financial Management)
AC422 (Income Tax Accounting)	BA 366 (Organizational Behavior)	BA447 (International Finance)
AC425 (Auditing)	BA321 (Financial Management)	BA451 (Operations Management)
AC429 (Seminar in Accounting Theory)	BA445 (Managerial Economics)	–or–
BA321 (Financial Management)	BA451 (Operations Management)	BA452 (Quantitative Analysis)
BA355 (Principles of Marketing)	BA452 (Quantitative Analysis)	BA457 (Legal Environment of International Business)
BA358 (Legal & Regulatory Environment of Business)	BA497 (Business Policy, Strategy, and Ethics)	BA474 (International Marketing)
BA366 (Organization Behavior)	BA598 (Service Leadership)	BA497 (Business Policy, Strategy, and Ethics)
BA 497 (Business Policy, Strategy, and Ethics)	One upper division business elective.	BA598 (Service Leadership)
BA598 (Service Leadership Project)		+2 courses from an approved list of international courses in the Seaver Catalog.

The course material builds upon each other with the student taking the capstone classes in their final semesters. Unlike many business majors, all Seaver Business majors are required to take two capstone classes. The traditional capstone course is the Business, Policy, Strategy and Ethics class (BA497). The second capstone class is the Service Leadership Project (BA598).

Institutional Learning Outcomes, Program Learning Outcomes, and Student Learning Outcomes

Pepperdine and Seaver have developed **Institutional Learning Outcomes** (ILOs) that describe what a Seaver graduate should be able to do, regardless of the program in which they earn a degree. In other words, these represent the universal outcomes that every Seaver graduate should be able to demonstrate. These are:

ILO #1 Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.

ILO #2 Appreciate the complex relationship between faith, learning, and practice.

ILO #3 Develop and enact a compelling personal and professional vision that values diversity.

ILO #4 Apply knowledge to real-world challenges.

ILO #5 Respond to the call to serve others.

ILO #6 Demonstrate commitment to service and civic engagement.

ILO #7 Think critically and creatively, communicate clearly, and act with integrity.

ILO #8 Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.

ILO #9 Use global and local leadership opportunities in pursuit of justice.

Program Learning Outcomes represent what the division faculty believe should describe every graduate holding a degree from one of Seaver Business' majors.

Each major has its own set of PLOs, but there is significant overlap, and while there are slight changes in wording to fit the particular major, the overall thrust is the same.

For accounting majors, the PLOs are:

A student who graduates with a major in accounting should be able to:

PLO #1 Apply, analyze, summarize and explain financial accounting concepts. Apply, analyze and summarize other accounting concepts. Apply and analyze the fundamental concepts of business law, economics, finance, management science, management, organizational behavior, and marketing

PLO #2 Evaluate business and accounting problems from the perspective of multiple business disciplines and then formulate, communicate, and defend recommendations to decision-makers based on those evaluations

PLO #3 Produce clearly written, concise analyses, and deliver clear, well organized, persuasive oral presentations

-
- PLO #4² Work more effectively with others by either
- Understanding and recognizing the importance of diversity or inclusion. OR
 - Understanding one's own unique cultural background and the backgrounds of other students and faculty members. OR
 - developing effective interpersonal interactions. OR
 - developing effective group interactions
-

PLO #5 Analyze business and accounting situations in keeping with professional standards and moral values and recommend appropriate courses of action

PLO #6 Demonstrate a commitment to civic engagement by applying accounting knowledge in a service project

For business majors, the PLOs are:

A student who graduates with a major in business administration should be able to:

PLO #1 Demonstrate a significant understanding of the fundamental concepts of accounting, business law, economics, finance, management science, management and organizational behavior, and marketing

PLO #2 Evaluate business problems from the perspective of multiple business disciplines and then formulate, communicate, and defend recommendations to decision-makers based on those evaluations

PLO #3 Produce clearly written, concise analyses, and deliver clear, well organized, persuasive oral presentations

PLO #4 Work more effectively with others by either:

- understanding and recognizing the importance of diversity or inclusion. OR
- understanding one's own unique cultural background and the backgrounds of other students and faculty members. OR
- developing effective interpersonal interactions. OR
- developing effective group interactions.

PLO #5 Analyze business situations in keeping with professional standards and moral values and recommend appropriate courses of action

PLO #6 Demonstrate a commitment to civic engagement by applying business knowledge in a service project

For International Business the PLOs are:

A student who graduates with a degree in International Business should be able to:

PLO#1: Demonstrate a significant understanding of the fundamental concepts of international finance and marketing and the legal environment in which international businesses operate.

PLO#2: Evaluate business issues from a transnational perspective, integrating multiple business disciplines, and be able to formulate business plans that incorporate appropriate response to cross-cultural differences and then communicate, and defend recommendations to decision makers.

² In 2014, PLO#4 was rewritten to the PLO presented here. Prior to 2014, PLO#4 read, "Recognize the importance of diversity and integrate their unique cultural backgrounds with those of other students and with faculty members to develop effective interpersonal and group interactions." The rewritten PLO is the same for all majors.

PLO#3: Produce clearly written, concise analysis, and deliver clear, well organized, persuasive oral presentations.

PLO#4: Work more effectively with others by either

- a. understanding and recognizing the importance of diversity or inclusion. OR
- b. understanding one's own unique cultural background and the backgrounds of other students and faculty members. OR
- c. developing effective interpersonal interactions. OR
- d. developing effective group interactions.

PLO#5: Analyze International business situations in keeping with professional standards and moral values and recommend appropriate courses of action.

PLO#6: Demonstrate a commitment to civic engagement by applying accounting knowledge in a service project.

The division's PLOs are covered in the courses taken by Seaver Business students. The curriculum maps that have been used since the last program review are shown in Tables 4, 5, and 6. The tables show if the PLO is introduced (I), developed (D), or mastered (M) in a course.

Table 4–Curriculum Map for Accounting Degree

Accounting Degree Curriculum Map

Course Number	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6
AC 224	I-D	I-D	I	I	I	
AC 310	D	D	D	D	D	
AC 311	D	D			D	
AC 312	M	D	D		D	
AC 313	D	D	D		D	
AC 314	M	D	D	D	D	
AC 422	M	D	D	D	D	
AC 425	M	M	D	M	D	
AC 429	M	M	D		D	
BA 210	I					
ECON 211	I					
MATH 140	I	I	D	D		
MATH 141	I	I				
BA 212	I	I				
BA 216	I	I				
BA 321	D-M	M	D	D	I	
BA 355	I-D	D	D	D-M	D	
BA 358	I-D	M	D	D	D	
BA 366	I-D	I	D	D-M	I-D	D
BA 497	M	M	M	M	M	D
BA 598	M	M	M	M	M	M

Table 5–Curriculum Map for Business Administration Degree

Business Curriculum Map							
Course Number	Course Title	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6
AC 224		I-D	I-D	I	I	I	
AC 225		D		D	D		
BA 210		I					
ECON 211		I					
MATH140		I	I	D	D		
MATH141		I	I				
BA 212		I	I				
BA 216		I	I				
BA 321		D-M	M	D	D	I	
BA 352		I-D	D	D	D-M	D	D
BA 355		I-D	D	D	D-M	D	
BA 358		I-D	M	D	D	D	
BA 366		I-D	I	D	D-M	I-D	D
BA 445		D-M	D	D			
BA 451		D	D	D-M	D		
BA 452		D	D				
BA 497		M	M	M	M	M	D
BA 598		M	M	M	M	M	M

Table 6–Curriculum Map for International Business Degree

International Business							
Course Number	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6	
AC 224	I-D	I-D	I	I	I		
BA 210	I						
AC 225	D		D	D			
ECON 211	I						
MATH 140	I	I	D	D			
MATH 141	I	I					
BA 212	I	I					
BA 216	I	I					
BA 321	D-M	M	D	D	I		
BA 355	I-D	D	D	D-M	D		
BA 358	I-D	M	D	D	D		
BA 366	I-D	I	D	D-M	I-D		D
BA 447	D-M	D					
BA 457	D	D					
BA 474	D-M	D	D-M	D-M			
BA 497	M	M	M	M	M		D
BA 598	M	M	M	M	M		M

In a division meeting in fall 2014, the division reviewed these curriculum maps and made some changes to reflect our experience over the cycle of assessing the effectiveness of achieving our PLOs. The revised curriculum maps, and the ones that will be used going forward are shown in tables 7, 8, and 9.

Table 7–Curriculum Map for Accounting Degree

Course Number	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6
AC 224	I-D	I-D	I	I	I	
AC 310	D	D	D	D	D	
AC 311	D	D			D	
AC 312	M	D	D		D	
AC 313	D	D	D		D	
AC 314	D	D	D	D	D	
AC 422	M	D			D	
AC 425	M	M	D	D	M	
AC 429	M	M	D	D	D	
BA 210	I					
ECON 211	I					
MATH 140	I	I				
MATH 141	I	I				
BA 212	I	I				
BA 216	I	I				
BA 321	M	M			I	
BA 355	I-D	D	D	D-M	D	
BA 358	I-D	D	D		D	
BA 366	D	I	M	M	I	
BA 497	D	M	M	D	M	I
BA 598	D	M	M	M	M	M

Table 8–Curriculum Map for Business Administration Degree

Course Number	Course Title	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6
AC 224		I-D	I-D	I	I	I	
AC 225		I-D					
BA 210		I					
ECON 211		I					
MATH140		I	I				
MATH141		I	I				
BA 212		I	I				
BA 216		I	I				
BA 321		M	M			I	
BA 352		I-D	D	D	D-M	I	
BA 355		I-D	D	D	D-M	D	
BA 358		I-D	D	D		D	
BA 366		D	I	M	M	I	
BA 445		D-M	D	D			
BA 451		D	D	D-M	D		
BA 452		D	D				
BA 497		D	M	M	D	M	I
BA 598		D	M	M	M	M	M

Table 9–Curriculum Map for International Business Degree

Course Number	PLO#1	PLO#2	PLO#3	PLO#4	PLO#5	PLO#6
AC 224	I-D	I-D	I	I	I	
BA 210	I					
AC 225	I-D					
ECON 211	I					
MATH 140	I	I				
MATH 141	I	I				
BA 212	I	I				
BA 216	I	I				
BA 321	M	M				I
BA 355	I-D	D	D	D-M	D	
BA 358	I-D	D	D		D	
BA 366	D	I	M	M	I	
BA 447	D-M	D				
BA 457	D	D				
BA 474	D-M	D	D-M	D-M		
BA 497	D	M	M	D	M	I
BA 598	D	M	M	M	M	M

NOTE: While some of the core courses mentioned earlier, will satisfy general education classes,

Seaver Business does not offer any classes that are strictly general education classes.

Student Learning Outcomes (SLOs)

Student Learning Outcomes are the result and product of each class. In the previous five year review, a goal was set that all Seaver Business syllabi would not only have clearly stated SLOs, but would also relate the SLOs to the PLOs. Every semester, each syllabus is reviewed to be sure that the course's SLOs are clearly stated and related to appropriate PLOs. According to the review of our last annual assessment, this goal has been met.

Support for the Institutional Mission

As one can see the PLOs for each degree program is highly analogous to the corresponding PLO for the other two degree programs. To assure that Seaver Business PLOs support the ILOs, ensuring that Seaver Business graduates will meet the profile inferred by the ILOs, Table 3 relates the Seaver Business PLOs and the ILOs. For the purposes of simplicity, we do not duplicate Table 10 for all Seaver Business degree programs since the PLOs for all the programs are so similar.

Table 10–Relation between Seaver Business PLOs and Pepperdine's ILOs.

Institutional Learning Outcomes (ILO)	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
ILO #1 Demonstrate expertise in an academic or professional discipline, display proficiency in the discipline, and engage in the process of academic discovery.	✓	✓			✓	
ILO #2 Appreciate the complex relationship between faith, learning, and practice.				✓	✓	
ILO #3 Develop and enact a compelling personal and professional vision that values diversity.				✓		
ILO #4 Apply knowledge to real-world challenges.		✓		✓	✓	✓
ILO #5 Respond to the call to serve others.				✓		✓
ILO #6 Demonstrate commitment to service and civic engagement.						✓
ILO #7 Think critically and creatively, communicate clearly, and act with integrity.		✓	✓	✓	✓	
ILO #8 Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.				✓	✓	
ILO #9 Use global and local leadership opportunities in pursuit of justice.					✓	✓

The programs at Seaver Business embody the mission of the college and the university. Below are two samples from the Seaver Vision 2020 strategic plan and the Seaver Business mission statements to show the great deal of overlap.

Seaver	Seaver Business
[Seaver's] task is to prepare persons of diverse economic, social, ethnic, and religious backgrounds to become moral and intellectual leaders and to challenge them to value service above material success.	The mission of the Business Administration Division is to provide young adults with a superior business and liberal arts education that prepares them for lives of ethical service and professional achievement in a competitive world.
Seaver College places the students' total development at the heart of its educational strategy. The college therefore recognizes the importance of both the curriculum and the co-curriculum. It strives to effect the total development of the student – intellectual, physical, emotional, social, and spiritual – and to lay the foundations of lifetime learning.	We educate, mentor, and encourage our students to: develop into inquisitive, articulate, and creative professionals. exemplify strong moral character. make a positive difference in the world. become the people that God created them to be.

III. Analysis of Evidence

A. Student Success

Profile of Students Appendices I through III provide the demographic and academic background of the three majors in our division. Specifically, Appendix I deals with accounting majors, Appendix II reports on business administration majors, while Appendix III shows the data for the international business majors. In all cases, the first table shows the total number of majors for each fall from 2010 to 2013 (the last year OIE has data). The second table shows the average high school metrics for the majors for each year, while the third series of tables reports the ethnic composition of the major.

The numbers of accounting majors has risen from 65 in 2010 to 99 in 2013, a more than 50% increase in a four year period. The mix of female and male students in the major varies from year to year, with female students representing as much as 73% more than males, but it is usually more balanced than that. The explosive growth in the number of accounting majors seems driven by increases in the number of Hispanic and Asian students while the number of Caucasian students has remained static. The average SAT/GPA scores appear to have fallen over the four years.

The business administration major has grown by more than 25% over the period. Unlike the accounting major, males outnumber females by as much as 80%. The SAT/GPA scores for business administration majors has remained static over this period. The growth in the major is fueled by increases in non-resident aliens, Hispanic, and Asian students.

The number of international business majors has fallen dramatically (over 17%) over the last two years. More alarming is that the number of fully admitted international business majors has decreased from 65 in the fall of 2010 to 39 in the fall of 2013. This represents a 40% decline. The fall enrollment comes almost exclusively from fewer male students as the number of female international business majors has remained relatively constant. The decrease in the number of male international business majors has fallen so greatly that the once male-dominated major now has an almost equal mix. GPA and SAT scores for international business majors have changed

little over the observation period. Suggestions on an answer for the apparent reduced interest will be put forward in section on closing the loop at the end of this five-year review.

One trend is unchanging in the profiles for all of the Seaver Business majors. For all years, and for all majors, the students have a lower proficiency in language than they have in math aptitude, as measured by the SAT scores. Table 11 compares the annual differential between math and writing scores for the nation and for each of the Seaver Business majors (National data is from College Board publication, *2013 College Bound Seniors Total Profile Report* accessed on May 17, 2015 at <http://media.collegeboard.com/digitalServices/pdf/research/2013/TotalGroup-2013.pdf>).

Table 11–Differential between Math and Reading Scores for Nation and Seaver Business Majors

Year	National			Acc't				Bus. Adm			International Business				
	M	R	Δ	M	R	Δ	Maj-Nat'l Δ	M	R	Δ	Maj-Nat'l Δ	M	R	Δ	Maj-Nat'l Δ
2010	515	500	15	670	599	71	56	635	583	52	37	636	600	36	21
2011	514	497	17	671	612	59	42	635	581	54	37	638	590	48	31
2012	514	496	18	657	592	65	47	641	575	66	48	644	590	54	36
2013	514	496	18	658	587	71	53	640	580	60	42	639	585	54	36

In Table 11, the SAT reading (R) scores and Math (M) are reported for the nation, as well as the accounting, business administration, and international business major. The column marked Δ represents the difference between the math and reading scores. The column labeled Maj-Nat'l Δ measures the differential between the major differential and national differential.

The conclusion that one gets from looking at Table 11 is that while Seaver Business majors of all types score higher on both math and reading than the national average, the disparity between the math and reading is higher for all years, in all Seaver Business majors. In other words, compared with the national average, Seaver Business students are stronger at quantitative skills than reading, even though their language skills are greater than the national average.

Quality, and Integrity of the Degree

The components of a degree from the business administration division has been discussed earlier when dealing with meaning of the degree.

The employment data history for the last five years is given in Table 12.

Table 12–Employment Data for Graduates of the Business Administration Division 2010-2015

	15 PU	15 Nat'l	14 PU	14 Nat'l	13 PU	13 Nat'l	12 PU	12 Nat'l	11 PU	11 Nat'l	10 PU	10 Nat'l
Employed at Grad.	51%	†	50%	30%	48%*	29%*	42%	26%	40%	24%	44%	25%
Internship during College	76%	†	73%	61%	75%	63%	75%**	55%**	71%	53%	75%	48%
Student Employee during College	60%	†	65%	N/A	61%	N/A	62%	46%	65%	46%	64%	46%
Heading to Grad School	16%	†	15%	23%	14%	24%	16%	28%	22%	26%	24%	27%

* National formula for job rate at graduation changed in 2013.
 ** National formula counted student teaching in 2011-12.
 † National data for 2015 is not available at this time.

While there are no standard deviations reported for the distributions, and no statistical significance test can be performed, the data in Table 12 shows that the employed at graduation numbers are much greater than the national average. The last year for which national numbers are available at this writing (2014) is that employment at graduation rate for Seaver Business students is 2/3 higher than the national rate. The combination of employment at graduation and heading to graduate school in 2014 was 65%, higher than the national average of 53%. This may be explained by the fact that in business students often delay their graduate school admission until they have earned work experience.

Over ¾ of our majors have had an internship during their college career, again larger than the national average. While the difference between the Pepperdine average national average has declined, this is because the national average has increased over these five years, while the Pepperdine average remained relatively stable.

While many factors contribute to the increase in the employment rate show in Table 12, it is worth noting that the employment rate at graduation has increased from 40% in 2011, when our annual career development boot camp was introduced, and 2015.

By disaggregating the division numbers we can see the employment record among the majors within the division numbers represented in Table 12. Table 13, represents the employment rate for each major for years 2013-15 (numbers were not disaggregated prior to 2013).

Table 13–Employment rate by major

Job Rate (of job seekers)	2013	2014	2015
All Business	46%	51%	58%
Business Administration	41%	52%	60%
Accounting	71%	60%	77%
International Business	43%	50%	50%
Finance major is not reported in this table because the small number of finance graduates causes wide fluctuations in percentages.			

Table 14 reports the percentage of students each major who had an internship during their undergraduate career.

Table 14–Percentage of Undergraduates Graduating with Internship Experience by Major

Internship Rate	2013	2014	2015
All Business	46%	81%	75%
Business Administration	41%	82%	70%
Accounting	71%	80%	68%
International Business	43%	79%	79%

Reviewing the data in Tables 13 and 14, we see that the employment ratio in the accounting and business administration majors are strong, but that the demand for international business majors has weakened. Only half of the International business majors were employed at graduation (compared to 60% and 77% for business administration and accounting, respectively) even though international business majors had a higher rate of internships.

Specifically, the quality of our accounting program can be measured by the percentage of our accounting majors who pass the CPA exam. These numbers are given in Table 15.

Table 15–National and Seaver Pass Rates for CPA Exam (2009-2015)

Year	Pepperdine			All Schools	
	Candidates	Pass Rate	Avg Score	Pass Rate	Avg Score
2014	15	54.3%	73.2	49.5%	71.9
2013	18	68.8%	77.0	49.4%	71.8
2012	12	66.7%	74.8	48.9%	71.7
2011	10	56.0%	72.6	45.5%	70.6
2010	15	45.5%	73.6	48.3%	71.3
2009	14	72.1%	76.0	49.1%	71.6

By observing Table 15, we see that there has been only one year where the Pepperdine pass rate is below the national rate. In all other years, the pass rate is not only been above the national rate, but usually much higher than the national rate.

Curriculum changes since the last program review-Accounting In fall 2015, the accounting program will offer a class in accounting ethics. This class is being mandated for students who wish to sit for the CPA exam in California. As a component of the MSA program, a new course is being offered in the spring, accounting for non-profit and governmental agencies. Not only does this class give BSA and MSA students background in a growing area, but it also supports the mission of the college.

There have been only incremental changes in the curriculum for our majors since the summer of 2011. A prerequisite of financial management (or accounting and finance for non-majors) has been added for the real estate investment class. The reason for this change is the course instructor noted that some of the class attendees did not have the appropriate background in finance and too much of the time was spent covering material that is covered in the, now, prerequisite classes. For business majors financial management is a required class. For non business majors accounting and finance for non majors may not be a part of their required courses, but this should not be a burden to the student taking real estate finance. The basics of finance are rudimentary to anyone who is seeking a career in finance.

Also, our writing intensive classes (organizational behavior or management theory and practice) have added a prerequisite of English 101. The reason for this is that we were experiencing some students who were taking this class (it is open to majors and non-majors) who had not had the basic writing instruction provided in English 101.

Comparison of Seaver Business majors with comparable schools Seaver and Pepperdine have identified eleven schools as peer schools. Specifically, these schools, which are called subsequently called institutional peers, are:

- Baylor University
- Calvin College
- Loyola Marymount University
- Macalester College
- Occidental College
- Santa Clara University
- Southern Methodist University
- St. Olaf College
- University of San Diego
- Valparaiso University

- Wheaton College

As an independent exercise, the Seaver Business faculty brainstormed business programs that were thought to be analogous to the Seaver Business program. The list generated by the Seaver Business faculty (called division peers in the future) is:

- Chapman University
- Elon University
- Gonzaga University
- Loyola Marymount University
- University of San Diego
- Santa Clara University
- University of St. Thomas–MN
- Valparaiso University
- Xavier University

Note Santa Clara University, University of San Diego, LMU, and Valparaiso appear on both lists.

Between the eleven programs listed in the Pepperdine peer schools and the nine for Seaver Business faculty peer schools there are sixteen unique institutions.

Since the Pepperdine list was generated to reflect colleges similar to the entire liberal arts program, some of the Pepperdine peers do not have business programs. Macalster and Occidental offer not degrees in accounting, business, or international business. St. Olaf does not offer a degree in accounting or international business. St. Olaf offers a certificate in the study of management science through the economics department, but no BS in business administration. Wheaton's business degree is offered as a management track in the economics department. Wheaton does not offer degrees in accounting or international business.

Appendix IV-VI shows the result of the comparison between the Seaver Business accounting (Appendix IV), business administration division (V) and international business (VI) programs and those at the eleven institutions that provide degrees in any or all of the three degrees. In all of the appendices, the required classes at Seaver Business for that major are listed in the left hand column. The schools in the sample of the institutional peer and the division peers that offer that major are shown in the first row at the top of each page. In the body of each table is the a black square is entered in a cell if the peer required the class in their major. In those cases where the peer institution requires two classes in the subject, a white "2" is placed in the cell. If the class is an elective class, an "E" is put the cell. At the bottom of the table with our required classes is a matrix that includes the

additional required classes that we do require or offer. Again if the class is an elective, or is a class where the student has to choose one or two classes from a list of classes, the class is designated with an "E". An attempt is made to place the classes that are not part of our majors in the same row, making it easy to see if multiple schools have required classes that are not in our curriculum for a particular major.

Gonzaga, a division peer has emphasis that students take after the core, rather than majors in specific fields. That is, a student is given a degree in business, and pursues an emphasis in one or two of many fields. Therefore, their column is left blank.

For example, if one would look at the accounting major one sees that all eleven of the programs that offer a BS in accounting require intermediate accounting I and II. On the other hand, only four schools require a class in advanced accounting, and at one of those schools, Calvin College, the advanced accounting class is choice class that a student can take instead of other options. Similarly, at all the colleges an accounting major must take a class in statistics, and at, Santa Clara, Xavier, and Calvin two classes in statistics are required.

By constructing the tables in this way it is easy to see how similar the Seaver Business majors are to the eleven institutional and division peers. The discussion of these comparisons is given below.

Accounting

Starting with the accounting major, we see that all programs require classes in:

- Statistics
- Financial Accounting
- Intermediate accounting I
- Intermediate accounting II
- Cost Analysis
- Advanced Cost & Systems (although 5 of the programs have course that are devoted only to systems.)
- Financial Management

- Principles of Marketing
- Legal Environment of Business

All but one of the programs require courses in:

- Auditing

Only two programs do not require classes in:

- Calculus
- Business computing (with a third making the class an elective)
- Organizational behavior

By contrast the required classes for an accounting major at Pepperdine that are required the least are:

- Math 141
- Advanced Accounting
- Seminar in Accounting
- Service Leadership Project

Classes that are required most in other programs that are not required in the Seaver program are:

- Managerial Accounting (9 programs)
- Operations Management (9 programs, with one of these being an elective, not required)
- Business writing (5 programs)

Some caution should be taken in saying that classes not required in other programs should be considered being dropped from the required list. For example, only two programs, Pepperdine and University of St. Thomas require a service learning component. Abandoning the service learning project at Seaver Business would not only weaken the program, but would run contrary to the unique mission that the division, the college, and the university have.

Similarly, the Math 141 class seems to be out of place, however it allows the calculus class to be taught in a unique way that sets up the students for more in depth classes in the upper division classes.

Business Administration

For business administration, Wheaton is included on the table, but it will not be included in this narrative because the Wheaton program is not a degree in business, but rather a certificate program in the economics major.

The business programs are more analogous than the table first looks. For example it looks as if no schools require management theory and practice courses. At Pepperdine, however, the MTP class is one of two that a student can select, the other being organizational behavior. The white row in the table does not mean that no other program requires the class, only these programs give the students less flexibility than Seaver in choosing their basic management class.

Indeed, the only courses not required by at least nine of the eleven programs reported are:

- Math 141 (3 other programs with 1 of these treating the class as an elective)
- Managerial Economics (1 other program)
- Quantitative Analysis (2 other programs)
- Service Learning (1 other school)

Of these less required courses, the one that seems to be most out of place in the Seaver program, compared to the peer schools, is managerial economics. The professor who currently teaches the class teaches it mostly as a game theory class. The division might consider dropping this class as a required class and introduce a game theory class as an elective in its place.

Classes not required in the Seaver business major but required in multiple schools are:

- Business writing (8 programs)
- Human resources (HR). Required by four programs and an elective in the fifth. It should be noted that while HR is not required at Seaver, it is offered as an elective.
- Business ethics (4 programs)

International Business

Appendix VI reports the schools that have international business programs. St. Thomas has an emphasis in international business, but does not offer a "stand alone" BS degree in international business. Like the other majors, the emphasis curricula are not reported in the narrative.

The international business major provides an interesting dichotomy. There seems to be more agreement among programs as to what should be included in the major. The only classes not required in all international business majors are:

- Math 140 (Calculus)
- Quantitative analysis (which is a choice one can take instead of operations at Pepperdine.)
- international business law.

On the other hand, of all of the institutional and division peer programs, there are only three programs that offer a BS in international business. This lack of offerings in peer institutions and the drop of IB majors who enroll and are employed at graduation, could be signaling that it is time to reconsider if an international business major is pertinent any more. This is not to imply that international topics should not be covered, but rather international business is covered more as an integral part of most courses taught, which are sometimes considered to be purely domestic.

§IV–Assessment of Learning for each Degree

Seaver business engages in ongoing assessment of its programs and their ability to meet the programs' PLOs. Every year the division reviews each of the three majors and the ability of students to meet the expectations set forth in a specific PLO. Since there are six PLOs we typically will review between one and two PLOs a year, so that every PLO is reviewed in the five year span between program reviews. What follows is a review of these annual reviews between the last five year review (June 2011) and this five-year review.'

Accounting

PLO#1 for accounting is, "upon graduation an accounting major should apply, analyze, summarize and explain financial accounting concepts. Apply, analyze and summarize other accounting concepts. Apply and analyze the fundamental concepts of business law, economics, finance, management science, management, organizational behavior, and marketing." PLO#1 was assessed in 2014.

Evidence

Direct Evidence

Direct evidence of students progress in achieving mastery in PLO#1 is measured in six upper division accounting classes. These courses were selected because they represent the terminal course in each of accounting disciplines.

Advanced Accounting, AC312 - The assessment of PLO 1 was based on the students' performance on the final exam in the Fall 2013 semester. Dr. Farrell Gean provided the evidence for the assessment of PLO #1.

Advanced Cost and Systems, AC 314 - is a class that is offered only in the spring term. It is taken by accounting majors and minors. This spring 22 students took the class. Students' mastery of the accounting topics were measured using direct evidence of the course grade.

Federal Income Tax Accounting, AC422 - is the only class in taxation for accounting majors. The achievement of PLO #1 was assessed using comprehensive embedded exam questions during spring 2014 (this course is only offered in the spring). The assessment involved the 24 enrolled students, one of which did not complete the homework and received a D- in the course. Final grades were compared to this assessment as a resiliency check.

Auditing, AC425 is a critical class for accounting majors as many of our accounting graduates' first job is in the field of auditing. Auditing is only offered in the fall semester and PLO #1 was assessed fall 2013 using a class of 16 accounting majors and minors. As the class concerns multiple important topics, final grades were used for this assessment. Embedded exam questions were compared to the final grade assessment as a resiliency check.

Seminar in Accounting Theory, AC 429 - This empirical investigation has the modest goal of assessing how well senior accounting students in AC 429 have mastered the fundamental, underlying, concepts of financial accounting as applied using the generally accepted procedural system for generating financial accounting reports. A measurement instrument was designed for the students to demonstrate their understanding in the accounting theory topics.

If a student received a grade of "A" he or she is considered to have exceeded expectations. A grade of "B" or "C" indicates the student has met expectations, while a grade of "D" or "F" illustrates that the student has not met expectations. Using this measure, the number of students who met, exceeded or failed to meet expectations is shown below.

Course	AC 314		AC 321		AC422		AC425		AC 429	
Exceeds	7	32%	8	11%	3	13%	6	38%	6	33%
Meets	14	64%	10	56%	20	83%	10	62%	9	50%
Below	1	04%	0	0%	1	4%	0	0%	3	17%
Total	22	100%	18	100%	24	100%	16	100%	18	100%

Accounting students were also observed in the policy, strategy, and ethics course. Many of the graded projects are team projects where class members analyze, apply and explain a company's performance. Students in finance and accounting tend to do well in this area. The course's professor, V. Seshan reported that 85% of the accounting majors in his class met or exceeded the expectations he had for them.

Course	BA 497 fall		BA 497 spring		BA 598	
Exceeds	2	44%	5	45%	9	100%
Meets	2	40%	6	55%	0	0%
Below	1	16%*	0	0%	0	0%
Total	5	100%	11	100%	9	100%

Another piece of direct evidence is from financial management (BA321). The assessment of PLO#1 in BA321 was based on the students' performance on the comprehensive final exam of section 1 in the Spring-2014 semester, which had 27 students. Dr. Levon Goukasian provided the evidence for the Assessment of PLO 1. The determination on whether a student was able to exceed, meet, or fell below expectations is based on the following scale:

Score Range	Interpretation
Above 90%	Exceeds expectations
Between 70 and 89%	Meets expectations
Below 69%	Below expectations

Professor Goukasian expected to find that over 80% of students meet or exceed expectations.

The results by major are as follows:

Exceeds	67%
Meets	33%
Below	0%
Total	100%
Count	6

In this test 100% of the accounting majors were able to meet or exceed standards. This may be partly because accounting students are exposed to a key topic in financial management, the time value of money, in previous classes.

The assessment of PLO 1 in Business Policy, Strategy and Ethics is accomplished in rigorous assessments of strategies indicated in their case assessments and development of strategic plans. With the exception of their first individual case, the rest of this work is done in groups making it difficult to assess individual performance. Therefore, a final exam was extended to make an attempt at how well individual students master and distinguish key elements of various underlying core subjects and concepts. The exam for Business Policy, Strategy and Ethics consisted of five parts as follows: 1) identifying strategies; 2) developing a strategy for Netflix which includes elements of core subjects, 3) comparing and contrasting leadership theories; 4) solving business problems from various core subjects; and 5) calculating and analyzing financial and accounting problems and ratios. The following reports the findings from this piece of direct evidence.

Major	Accounting
Exceeds	44%
Meets	40%
Below	16%
Total	100%
Count	5

The assessment of PLO 1 in Service Leadership is accomplished in multiple ways. The Service Leadership course is designed to blend academic study with community service (through service-learning). In this course the students form consulting teams to serve nonprofit organizations by applying business concepts and skills to mutually agreed-upon projects. In this approach, all

parties to the arrangement are seen as learners and teachers as well as servers and served. Dealing with issues related to service projects, reflection, and evaluation are essential elements of the course. Service Leadership is a required course for all business, accounting and international business majors and nonprofit management minors (which are not included in this report). Students demonstrate only the mastery of business concepts that are required by the nature of their project for their nonprofit client. Thus, coverage of business concepts in PLO 1 is not comprehensive but selective. This assessment report is based upon enrollments from four sections of BA598 offered in the Spring semester of 2014. Seventy-one students were enrolled but only business, international business and accounting majors are included in this report. The population consisted of nine accounting majors, 11 international business majors and 34 business majors for a total of 54 students. Direct evidence for Service Leadership is evaluated by student grades on their final written report for their nonprofit client. The project is evaluated by two methods: 1) the professor by use of a grading rubric for both a first and final draft of the report; and 2) nonprofit client evaluation via an online assessment tool. The grading rubric evaluates content, format, quality of strategic implementation plan, and writing. The nonprofit client evaluation includes assessment of quality of strategic plan and overall experience. To write the final report the students must apply their business knowledge and skills to creating a strategic solution for their nonprofit client's stated business challenge. Combined the assessments are direct evidence as allocated by a grade and reported in Table 1:

- Exceeds expectation: A or A-
- Meets expectation: B+, B, or B-
- Below expectations: C or lower

The table below reports the evidence found for accounting majors when competency in PLO#1 was tested.

Major	Accounting
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Exceeds	100%
Meets	0
Below	0
Total	100%
Count	9

Indirect Evidence

A Pepperdine accounting student was tasked conducting a survey regarding accounting students' perceptions as to whether they felt they had mastered PLO#1. A total of 26 students completed the survey which asked, "How well does your course of study satisfy Learning Objective #1?". On a five point scale nine students responded with a five (the highest value), twelve responded with a 4, and five students responded with a three (the middle rating).

In Business Law (BA358) a 40-question assessment tool asks a variety of questions to assess student learning and self-efficacy in terms of knowledge, career readiness and understanding of the fundamental concepts outlined in the PLO. The expectation is that, by the time students complete their course of study, they should have a strong sense of self-efficacy even if they don't know their specific plans after graduation. The instrument was constructed with "negatively" constructed questions so that a strongly disagree response indicates more compliance with PLO#1. Therefore, the responses will be interpreted as:

- Exceeds expectation: Strongly Disagree
- Meets expectation: Disagree
- Below expectations: Neutral, Agree or Strongly Agree

Nine of the students who completed the instrument were accounting majors. The table below reports the findings for the one question that relates to the student's perceptions of the preparedness for post-graduate life.

Question	Exceeds	Meets	Below	Total
I do not feel well prepared to embark on my post-graduate plans (e.g. graduate school, employment, etc.).	1/11%	4/44%	4/44%	9/100%

The table indicates that only 56% of the accounting students who took this survey did not feel prepared to enter their post-graduate plans. While this question does not match up perfectly with PLO#1, and the results are subject to a small number sample problem (if more than one student in the sample gave a below expectations answer, the 80% threshold would not be met), this is an area that should be monitored in the future.

Authentic evidence

In service leadership, two measures were used to assess students' abilities to meet PLO#1. First the instructor (Regan Schaffer) employed a grading rubric on teams' first and final report. The grading rubric evaluates content, format, quality of strategic implementation plan, and writing. To write the final report the students must apply their business knowledge and skills to creating a strategic solution for their nonprofit client's stated business challenge. Second, the client's evaluation of each team was used as a second test. The nonprofit client evaluation includes assessment of quality of strategic plan and overall experience. The combined evaluation is given in the table below with the instructor evaluation is reported in the first column of data, and the client evaluation is the second column of data. It should be noted that the client survey is conducted online and there is no way to discern what major the client is responding to.

Therefore, this table will refer to all three majors.

	Question 1: Final Report	Question 2: Implementation	Total
Exceeds	11/65%	12/80%	23/72%
Meets	5/29%	3/20%	8/26%
Below	1/06%	0	1/02%
Total	17/100%	15/100%	32/100%

A final piece of authentic evidence that accounting students have mastered the concepts of accounting is the fact that over 50% students who have completed the intermediate classes receive internship offers from the Big 4 international accounting firms and more receive offers from the non-big 4 firms. The students usually receive job offers from their internship employers after the accounting firm sees how capable the students are.

Closing the loop

Much of the evidence in the report on PLO#1 in accounting indicates that students are meeting or exceeding what is expected of an accounting major. However, a closer look indicates that there is an uneven success rate and that as the accounting major, specifically, and the other business division majors grow, the level of success in the accounting area may be threatened. This is because of the increased reliance on adjunct professors to teach the entry level courses and, in some cases, the upper division classes. Internal studies have shown that students who take financial accounting from non-tenure track faculty tend to do worse than students who have taken AC224 from tenure track faculty.

Previously the growth in the accounting major and the Seaver Business majors was documented. Despite this growth (and remember one of the seven core courses all students take to be fully admitted to the major are accounting classes) our tenure track accounting faculty positions have not increased in the last six years.

PLO#2—For accounting PLO#2 states that a graduate with a BS in accounting should be able to evaluate business and accounting problems from the perspective of multiple business disciplines and then formulate, communicate, and defend recommendations to decision-makers based on those evaluations.

Evidence

Direct evidence

One piece of direct evidence is the pass rate of Pepperdine students on the California CPA exam. The assessment for 2013 reported the pass rates for the years 2006-2011. We have not been able to get more up to date data on CPA pass rates at the time of writing. In all years, that we do have data, the average score and the pass rate exceeded the values for all California schools.

Two classes were used to acquire direct evidence of student learning. The auditing class (AC425) usually is taken by seniors. Among the class assignments is the is one that requires a team case paper and a presentation of the recommendations to the class. Specifically, students

completed individual portfolios in a semester long project. During this project students completed tasks similar to what they would be asked to do in the first year as an external auditor. The workpapers were reviewed using a rubric and were required to communicate and defend their findings in the same fashion as required by the auditing industry.

In taxation (AC422) students are required to demonstrate significant understanding of the federal tax code. Students also will evaluate tax problems from the perspective of multiple businesses. Throughout the semester the students were confronted with increasingly difficult situations in which they were required to analyze taxpayers' positions, and draw conclusions and communicate their findings in the same fashion as required by taxation professionals.

The expectation was that at least 80% of the students would meet or exceed the expectation to say that there was an acceptable performance by our students. The following Table reports the findings in each class.

	Auditing	Tax
Exceeds	6 (37.5%)	7 (29.17%)
Meets	9 (56.25%)	14 (58.33%)
Fails to Meet	1 (6.25%)	3 (12.5%)
Total	16	24
% meeting or exceeding	93.75%	87.5%

Indirect Evidence and authentic evidence

There was no attempt to include indirect or authentic evidence in this assessment.

Closing the Loop

Given that the students met or exceeded their command of PLO#2 at a higher rate than the threshold, no suggestions were made for closing the loop.

PLO#3—For accounting PLO#3 states that a graduate with a degree in accounting should be able to produce clearly written, concise analyses, and deliver clear, well organized, persuasive oral presentations

The formal assessment of PLO#3 was scheduled for AY2014-15, but the five-year program review preempted that. However, part of PLO#3 was assessed in 2015 as part of the core competency in writing. What follows is accounting portion of that writing as a core competency assessment.

Introduction

The term business writing has evolved over the past several years to include brief summaries to clearly written practice bulletins that are well researched and crafted. In the capstone course, Business Policy, Strategy and Ethics, BA 497 ("Policy"), students engage in both individual and group written assignments in which faculty emphasize the importance of integrating a well-crafted and reasoned argument in the form of a business strategy that is grounded in research, analysis, and critical thinking. Students evolve from an individual paper given in the first month of the semester to more sophisticated group projects that are presented at the end of the semester. In addition, the Service Leadership Capstone Class, BA 598, also has a final group paper that meets a professional standard and is given to the board of a nonprofit organization considered to be "the client" based on a contractual arrangement.

In addition to class lectures and exercises, Mr. Marc Vinyard, the Information Services Librarian, is an integral part of the writing and research process for majors in the Business Administration Division. He teaches a class for each of the Policy sections on research and citing. On the Infoguide for the course is a copy of the Harvard Business School's Style Guide for Chicago Turabian. This style was created at the University of Chicago for the Humanities. We adopted it because it is one of the few major style guides to include complete footnotes and a bibliography. Students learn to use detailed citations in addition to learning how to prepare a complete bibliography. Throughout the course, in individual and group written work, students are expected to adhere to this standard of research.

The assessment of writing competence for the Business Administration Division includes the direct assessment of individual student papers written in the Capstone Course, Business Policy, Strategy and Ethics (BA 497) primarily in the spring (2015). Other evidence is also provided

based on group work in both capstone courses, surveys and interviews with students. The assessment committee consisted of the Policy Capstone Course Professors, Constance James and Ben Postlethwaite. We were also assisted by a student in developing the rubric.

Outcomes Assessed

This assessment was completed as part of the requirements for the General Education major program fulfillment for the "Writing Competence" and also for the Business Administration Division's PLO #3. PLO #3 as it pertains to writing is as follows: To produce clearly written, concise analyses.

The SLOs related to writing for the Business Policy, Strategy and Ethics (BA 497.01 and 02) are as follows.

1. Students will write analytical reports on the internal and external analysis of a corporation using their knowledge of different business disciplines including accounting, human resources, marketing, business law, and finance.
2. Students will work in groups to write a complete strategic analysis of a company's business that is well researched, including mission, vision and values; internal analysis; external analysis; and financial analysis. Students will present their final analyses at a professional level.

The Assignment

In the first week of class, students receive their first case assignment. Their task is to write a strategic management analysis and recommendation paper for a multinational (Apple Inc., Chipotle Corporation, or Netflix Corporation). The actual companies vary depending on the class and/or professor; however, students in each section write on the same corporation. The writing assignment includes a cover memo, executive summary, summary of analytical charts, analytical charts (Situation Analysis, Core Competence Analysis, financial ratios, etc.), strategic recommendations and conclusions. The requirements for the paper includes proper citing and use of quality sources, including 10ks, Standard and Poor's/Capital IQ Reports, Moody's/Mergent On-line, and Harvard Business School cases. Requirements also include a complete bibliography.

Students have approximately three weeks to write the papers as they learn what a strategy is, how to analyze the firm's internal and external environment, and how to write specific sections, such as a cover memo and executive summary. Students bring in drafts, but complete most of the work outside of class.

For this Writing Competency Assessment, approximately 20% of papers were selected as instructed by the Seaver Dean's Office. Each paper was evaluated using a rubric. Each paper received a score for analysis, strategic recommendations, professionalism/completeness, research, and mechanics and syntax. Scores were broken down into four categories: excels, above average, meets (standards), and below (standards). It is expected that there will be a normal bell shaped curve for all majors combined, resulting in 10% of the students being excellent with perfect or near perfect scores and 10% of the students falling below standards. Of the remaining categories, 40% are expected to be above average and 40% are expected to meet standards. Given the small sample size, the results for each individual major are expected to be skewed.

Direct Evidence

The Rubric

To complete the assessment for the "Writing Competency," we used an adaptation of the AAC&U Value Rubric per Attachment A. While maintaining the general structure of the rubric, we modified the columns to assess orthogonally categories per the following:

AAC&U Value Rubric	Modified for Strategic Management Paper
Context of and Purpose for Writing tools)	Quality of Analytical Tools (replacing the work with analytical tools)
Content Development	Quality of Strategic Recommendations (replacing the whole work with strategic recommendations)
Genre and Disciplinary Conventions	Similar- Report Completeness and Professionalism
Sources and Evidence	Similar - Research (Chicago Turabian Works Cited and appropriate use of citations)

Control of Syntax and Mechanics Same

In addition to these modifications, we used a 7-point Likert scale as opposed to the 4 point scale in the AAC&U Rubric. This modification was made after an initial test of the rubric for inter-rater reliability. Results showed that inter-rater reliability was close to 90% with a 7-point scale. The faculty (Professors and student modified the rubric. This modified rubric was used to assess twenty-six student papers for the three Business Administration Majors, Accounting, Business Administration and International Business. (See Exhibit A for the full version of the modified rubric.)

Methodology

Most Accounting students took Policy in the Fall, so a sample of their Fall papers is included in this assessment. Of the 125 graduating seniors, sixty-six were Business Administration Majors, twenty-nine were International Business Majors, and eighteen were Accounting Majors. As requested by the Seaver Dean's Office, roughly twenty percent of the majors were assessed using individual student papers in the direct assessment. Four accounting majors were assessed.

Using the rubric, each paper received a score. Based on averages and standard deviations, 4.0 and from 1.5 to 2.0 were plus or minus one standard deviation from the mean. Papers that received a score of 4.0 out of 4.0 were considered to "Excel." Papers with a score of 3.0 to 3.5 were considered "Above Average." Papers with a score of 2.5 were considered to "Meet" the standards. Papers with a score of 1.0 to 2.0 were considered "Below" standards.

Results

For all twenty-six majors, only one student (4%) received a perfect score and three students (12%) fell below a 2.1, based on averages of all five items on the rubric. Of the remaining students eleven (42%) met expectations and eleven were above average. This result is within the norms expected for the first paper. Overall, students performed best on analysis as emphasized in the Business Administration Division major programs and second best on strategy and professionalism/completeness. Research skills and mechanics are last. (See Chart 1 for summaries of results for all majors.)

Overall, the four Accounting Majors performed well on all areas of the rubric, with no students falling below expectations. In general, Accounting Majors also perform well in this course and have a higher percentage of honors students than the other majors. Nonetheless, results may be skewed by such as small sample size. The columns may not sum to 100% due to rounding.

(See Chart 2 for Accounting results.)

	All Majors					Chart 1
	Analysis	Strategy	Professionalism	Research	Mechanics	
Excels	35%	23%	23%	15%	19%	
Above Average	23%	38%	54%	38%	54%	
Meets	35%	19%	8%	23%	12%	
Below	8%	19%	15%	23%	15%	
Total	100%	100%	100%	100%	100%	

	Accounting				Chart 2
	Analysis	Strategy	Professionalism	Research	Mechanics
Excels	50%	25%	50%	75%	50%
Above Average	25%	75%	50%	0%	50%
Meets	25%	0%	0%	25%	0%
Below	0%	0%	0%	0%	0%
Total %	100%	100%	100%	100%	100%

Indirect Evidence

In Policy, students work in groups to complete the final projects. Student groups either create a start-up business plan or analyze the strategies of a major corporation. In both cases, students show considerable progress in all areas of the rubric, including analysis, strategic recommendations, professionalism/completeness, research, and mechanics and syntax.

Students in the other capstone class for majors in the Business Administration Division, Service Leadership (BA 598), also assess the quality of their writing. Professor Regan Schaffer directs the surveying of students for all of the sections. The surveys are based on a 5-point Likert scale from "Strongly Agree" to "Strongly Disagree." Given that "Disagree" and "Strongly Disagree" were not used, these results are not shown. The Spring results of student surveys by major for all sections are noted in sections below.

Accounting – Overall, 15 Accounting Majors rate their professionalism highest, organization and persuasiveness second highest, and mechanics and syntax last.

	Agree	Strongly Agree	Somewhat Agree
1. The content was well-written with no grammatical or writing errors		40.00%	60.00%
2. The content was organized and written persuasively		53.33%	40.00%
3. The content was professional in appearance and organization		80.00%	13.33%

Authentic Evidence

Students also write a final report for a nonprofit client in the other capstone class for majors in the Business Administration Division, Service Leadership. Professor Regan Schaffer directs the surveying of clients for all of the sections. Once again, a 5-point Likert scale was used. Given that clients did not use the lowest three points, only the top two results are shown. The Spring results of 30 client surveys for all of the majors follow.

Questions	Agree	Strongly Agree
1. The content was well-written with no grammatical or writing errors		81.25%
2. The content was organized and written persuasively		87.50%
3. The content was professional in appearance and organization		93.75%

In general, nonprofit boards were satisfied to very satisfied with student written reports.

Finally, students who have engaged in interviews with top firms that require writing, particularly case writing, have received job offers in fields that hire less frequently from undergraduate programs, such as consulting. With graduates accepting offers from firms such as Accenture and PwC Consulting, students report a direct correlation between their classwork and a successful interview process.

Closing the Loop

Based upon this analysis, several actions may be taken to improve the quality of writing for the Business Administration Majors.

1. Working with the technology department to put together writing modules. In previous years, lectures which show students how to prepare professional reports have improved the professional quality of their work. With the ability to create these modules on line and to use them both in class and outside of class, using writing modules is expected to improve professionalism and mechanics.
2. Including a business writing class in the curriculum. A business writing class would have significantly more time to focus on mechanics and different styles used in analytical versus research papers. It would also help students in writing cover memos and could address issues such as writing cover letters for jobs and building resumes.
3. Working with the faculty in the division to develop a set of common standards for business writing. Consideration would include using Chicago Turabian in all of the major classes, and developing a common rubric for assessing business writing.
4. Improving in class exercises in the Business Policy, Strategy and Ethics Course. As the syllabus and pedagogies for teaching Policy align, faculty are able to meet and develop common assignments and in class exercises to improve business writing.

PLO#4

PLO#4 was originally worded as "Recognize the importance of diversity and integrate their unique cultural backgrounds with those of other students and with faculty members to develop interpersonal and group interactions." However, the faculty felt that the original PLO#4 involved several disparate assessable components. The division sought to more clearly operationalize PLO#4 by making the PLO more concrete. This permits the faculty to more easily identify where and how they assessed this PLO. PLO#4 was then rewritten to read:

Upon graduation a Seaver Business student should be able to:

Work more effectively with others by either

- a. Understanding and recognizing the importance of diversity or inclusion. OR
- b. Understanding one's own unique cultural background and the backgrounds of other students and faculty members. OR
- c. developing effective interpersonal interactions. OR
- d. developing effective group interactions.

PLO#4 aligns with ILOs #3, 4, and 7.

Evidence

Direct Evidence

Principles of Marketing, BA 355 Introduces PLO #4 by address diversity of consumers and sales personnel. Specific topics include:

- Understanding the Marketing Environment. Particular emphasis is on the social trend. We are becoming more diverse as a culture.
- Understanding Buyers, Markets, and Consumer Behavior.
- Identifying Market Segments and Targets. The emphasis here is that the marketplace is not one large homogenous group. It consists of many diverse segments.
- Personal Selling. The emphasis is on increasing a diverse sales force.

During the semester the PLO is further developed through a marketing project where teams are created to consult with a real world organization supports this PLO. The teams, consisting of members of diverse background, must work closely together. Each student takes the concepts introduced in the first part of the class and applies them in a real world application. This activity facilitates development. Also, in approximately 80 percent of the classroom sessions, case studies will be introduced and small teams will be formed to discuss marketing strategy implications. The small teams, consisting of members of diverse background, must work closely together (for further discussion see the 2014 report on the Business Administration major). The case studies are an application of the concepts described in the 'introducing' section. Mastery of the PLO was assessed using embedded examinations questions at three points during the semester. Results of test questions measuring PLO #4a are presented in Table 8.

Organizational Behavior, BA 366 - Diversity is a major area of emphasis in BA 366. Students are introduced to the topic during course units on managing surface- and deep-level diversity.

Through lecture, real-world examples, case analysis, and class discussion, students are exposed to the moral/ethical, legal/compliance, and business arguments for diversity. Likewise, students learn to articulate both the benefits and challenges of diverse workplaces. They are also presented with best practices for working in diverse teams and managing diverse organizations.

Further, students are randomly assigned to case analysis groups at the beginning of the course. These groups are typically diverse. As such, students gain firsthand experience working with students who are different than themselves.

As part of the course units on managing surface- and deep-level diversity, students read a Harvard Business School case which focused on an ethical decision regarding diversity and promotion. Students subsequently participated in an in-depth case discussion. Several weeks later, students individually analyzed a different diversity-related case as part of their midterm examination. For the case analysis, students are evaluated based on their ability to identify the key management problem/dilemma, provide evidence from the case to support their problem diagnosis, integrate relevant course concepts, and propose an evidence-based solution. Case analyses were graded using a standardized rubric. The case, rubric, and answers to the examination were reviewed by all three members of the assessment committee.

Students completed an "Experience as Other" assignment which required them to spend 2-4 hours with a group of people who differed from them in terms of one of the following identity group memberships: racial-ethnicity, culture, language, sex, gender, nationality, mental/physical ability, sexual orientation, religion, age, or veterans status. The purpose of this assignment (designed by a professor elsewhere) was to introduce students to the concept of "otherness." The assessable data came from a detailed and structured reflective essay of the assignment.

The Legal and Regulatory Environment of Business, BA 358, conducted assessments of PLO #4 in Spring Term, 2014 using issues of illegal discrimination, especially when based upon gender (or sexual orientation), race, religion, national origin, color, age, or disability. Considerable time in class was spent on this topic and textual readings about employment discrimination were assigned. Embedded exam questions designed to assess their understanding of illegal discrimination were used. Not surprisingly, students are both interested in and capable of differentiating between illegal discrimination and legally acceptable (when perhaps unwise or crude, though maybe socially unacceptable) behaviors. Most are surprised to learn what constitutes sexual harassment, for example. Most enter the topic without any true understanding of "illegal" questions prospective employers frequently ask.

Table 8: PLO #4 Direct Evidence

The table below summarizes direct evidence of the performance of accounting students in their non-accounting required business courses:

Course	BA 355 Examination	BA 366 Diversity Case	BA 366 Assignment	BA358 Examination
Exceeds	2%	33%	87%	67%
Meets	98%	45%	0%	0%
Below	0%	22%	13%	33%
Total	100%	100%	100%	100%

The evidence from these courses is mixed. While the more than 80% of the students met or exceeded the expectation for the principles of marketing and the organizational behavior exam, they failed to reach the 80% threshold in the organizational behavior diversity case (78% met or exceeded the standards here) and the business law exam (only 2/3 of the class reached the meet or exceed behavior level), but only three accounting students took the exam, so a sample bias may be present here.

Capstone Courses

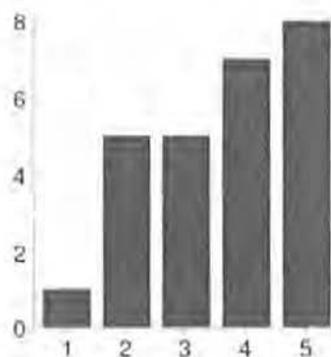
In Service Leadership, BA 598, students demonstrate mastery of PLO 4 in a number of ways. Faculty members take the lead by being sure the consulting teams are a diverse group by way of gender, cultural background, race, and ethnicity. The student consulting teams create their own consulting name and communication tools. The students spend a great deal of time together, have weekly meetings in person, through email, or by phone with their client, and have weekly updates with their faculty member. If a team member is not pulling his or her own weight, the team is expected to deal with them, bringing them back in line. If repeated efforts are unsuccessful, the faculty member gets involved. If every intervention fails, the offending team member can be dismissed from the team, making it almost impossible to pass the course. This action is rare but has occurred several times through the years. Assessing mastery occurs through peer evaluations, client evaluations, and faculty evaluations (all of which are authentic evidence). Students are asked to evaluate their peers on task and maintenance issues. Mastery is exceeded by 20 percent of the students as evaluated by the three aforementioned sources.

These students are identified by all three sources as "shakers and movers," or very effective leaders (the glue that holds the team together). Mastery is met by the other 80 percent of the students as determined through the same means. The number of failures through the years is clearly below one percent, thus not meriting a percentage.

Indirect Evidence

Johlene De Los Santos, Pepperdine Accounting Student, surveyed her fellow students and asked them: "How well does your course of study satisfy Learning Objective #4?" A total of 26 students replied to this question.

Chart 4: How well does your course of study satisfy Learning Objective #4?



Capstone Courses

In Business Policy, Strategy and Ethics, BA 497, students work in diverse teams to complete detailed case analyses and business plans for large, complex multinationals. The professor (sometimes aided by the teaching assistant) divides students into teams of four to six people. Early in the course, the professor collects data on the student's ethnicity, gender, national origin, leadership, volunteer/service activities, and special skills (ex. web design). This data along with data on the students major, course grades and GPA are used to create teams that are as equal and diverse as possible. Each team has a mixture of quantitative and qualitative skills, genders, national origins and races as much as possible.

Students are encouraged to follow good human resource management and communication skills. They set-up dates and deadlines to meet and work on their cases and final projects. In the end, students are evaluated on the grade of their cases and final project. They also evaluate each of

their team members in terms of professionalism, contribution and leadership. No specific evaluation of diversity is collected. Sometimes the professor will meet with groups and address issues related to diversity. The most common are when groups ignore contributions of international students or students with disabilities. When this comes to the professor's attention, the professor works with the students to improve interpersonal relationships and individual student contributions to the group.

PLO#5-For accounting, PLO#5 reads that a graduate with an accounting degree should be able to analyze business and accounting situations in keeping with professional standards and moral values and recommend appropriate courses of action. Clearly, this PLO fits well with the institutional learning outcomes. Specifically, ILO#8 (Practice responsible conduct and allow decisions and directions to be informed by a value-centered life) would align with PLO#5, as well as ILO#7 (Think critically and creatively, communicate clearly, and act with integrity.)

The report looked at,

“individual ethical reasoning and decision-making in organizations as well as on the student's development of personal perspectives of ethics and values. Detailed assessments of students in one of the introductory courses for all majors, Organizational Behavior (BA366) as well as assessments of seniors in our capstone courses, Business, Policy, Strategy, and Ethics (BA497) and Service Leadership (BA598) are included. The assessment of ethical decision making and reasoning is primarily based on business scenarios analyzed in classes in keeping with the program's learning objective. One scenario directly addresses ethics and diversity while the other one analyzes a local biotechnology company that has become global. Students reflect on their individual responses as well as on how to understand the context for large multinationals.

In addition to individual assessments, the teaching evaluation question regarding contribution to personal values and moral integrity allows for assessing all courses within the three majors. Finally, summary information of pedagogies in classes that actively teach ethics as well as other evidence contributes to this assessment.

...this assessment focuses on the objective that the student will have the ability to analyze ethical situations in business and to recommend courses of action in keeping with professional standards and moral values. Although this assessment does not address a student's individual ethics, it is out gal to show that students develop in their ethical reasoning abilities.

Evidence

Direct evidence

In BA366 the class was presented with a Harvard Business School case requiring an ethical decision. An extensive classroom discussion ensued. A similar ethical case was part of their midterm exam. The exams were graded using a standardized rubric. The students were evaluated on their ability to identify the key management problem/dilemma, provide evidence from the case to support their problem diagnosis, integrate the relevant course concepts and propose an evidence-based solution. The case analysis were evaluated by three members of the assessment committee after calibrating their evalaluations.

In a second exercise, students were assigned a business scenario based on a real-life business situation. Students were evaluated on their ability to apply six ethical approaches to decision making, the evolution of their answers as the framework and exercise unfold, personal reflections, and a final exam on their understanding of these approaches. It was expected that student would correctly identify four or five of the six ethical approaches. Those who identified six, exceeded expectations and those who identified less than four failed to meet expectations.

In BA497, a course taken by all Seaver Business majors, students used the "Ethical Audit of Strategy" to relate a corporation's mission, goals, and objectives of the firm to audit its ethical

behavior. The instrument was first written in 1999 by Rowe, Mason, Dickel, and Mann in 1999 and updated by Mann, Rowe, and Seshan in 2011. Students were given the case of a biotechnology company and its difficulties in manufacturing two drugs and its acquisition by a multinational corporation. Students were asked to recommend courses of action to improve the ethics of the company as well as reflect on ethical leadership and personal morals.

In all of these cases, the goal was that at least 80% of the students observed would meet or exceed the standards set for them. The tables below show the results of each exercise.

BA366, case 1

	Accounting	Business Administration	International Business	Percent Total	n
Exceeds	34%	47%	50%	46%	12
Meets	34%	47%	33%	42%	11
Below	33%	6%	17%	12%	3
n	3	17	6	100%	26

In case 1, the percent total achieved the 80% meets or exceeds expectations. However, the three account majors were split evenly between the three rankings, so only 67% received met or exceeded expectations. There is a small sample size issue here, however. Only one student not meeting expectations means the accounting major would not hit the 80% target.

The accounting major does much better in the second BA366 case.

BA366, case 2

	Accounting	Business Administration	International Business	Percent Total	n
Exceeds	100%	71%	86%	78%	21
Meets	0%	29%	14%	22%	6
Below	0%	0%	0%	0%	0
n	3	17	7		27

Not only did accounting majors do better on the second case, but all students in all majors met or exceeded expectations.

The exercise in the BA497 dealing with corporate responsibility had a much larger sample size (n=95). The policy exercise also included finance majors as a separate measure. The following table reports these results

BA497

	Accounting	Business Administration	International Business	Finance	Percent Total	n
Exceeds	20%	20%	35%	35%	46%	24
Meets	80%	67%	50%	50%	42%	59
Below	0%	13%	15%	15%	12%	12
n	10	54	26	5		95

Indirect Evidence

Indirect evidence was based upon results of a pre-and post-survey in which the students assess their own level of ethical behavior. Students reply to the statement, "I behave ethically no matter the situation," on a scale of "disagree", "neutral", "agree" or "strongly agree". Individual scores were tracked through a four digit code, which maintains the anonymity of the student. The differential between the entry and exit surveys were illustrative. Only two (out of 54 students– 3.7%) said they disagreed with the statement. Neutral ratings increased from 13% to 24%, while agree ratings decreased from 67% to 61%, and strongly agree rating decreased from 17% to 11%. Thirty-seven students did not change their ratings, while five students rated themselves more highly on the post test than the pre-test, while 12 rated themselves less highly. This decrease in the self ratings of 12 students is due to increased critical awareness.

Authentic Evidence

Teaching evaluations were used to measure if courses for which ethics was introduced, developed or mastered, were perceived by students as affecting their values. The mean for the question dealing with the students' perceptions of the course contributing to their morals was compared for courses identified as contributing to PLO#5 and those not. In all major there was a statistical difference between the two means in the direction that would imply there was indeed a

perceived positive change in ethical growth in the courses in which those mindsets were hoped to be molded.

Closing the Loop

Since the students met or exceeded expectations on PLO#5, the discussion of closing the loop consisted mostly of how to conduct this future assessment of PLO#5 more efficiently.

PLO#6

PLO#6 for accounting is a graduate with an accounting degree should be able to demonstrate a commitment to civic engagement by applying accounting knowledge in a service project. PLO#6 supports ILO numbers 4 (apply knowledge to real-world challenges), 5 (respond to the call to serve others), and number 6 (demonstrate commitment to service and civic engagement).

The service leadership project in Seaver Business is an integral part of all of our majors. When majors take this capstone course they are placed in teams with their cohorts and the team is assigned a non-profit organization that has enlisted in the service leadership project because they have a specific business issue that needs addressing. The student team in the service leadership project works as consultants with the non-profit. The team's first assignment is to come to an understanding as to what is being asked of the team, what is feasible, and what will be delivered. The service is provided to the non-profit at no charge. As such, it is tangible evidence of the alignment of the business division's mission to the university's mission.

The division's students have many faculty role models in this area. In academic year 2013-14 two Seaver Business faculty, Regan Schaffer and Scott Miller, received community service awards from the Ventura County Community Foundation and the Al Wooten Heritage Center, respectively. In addition to Professor Schaffer and Professor Miller many Seaver Business faculty serve non-profit foundations as volunteers and board members including Rob Shearer (Board Member of the Ventura County Habitat for Humanity) and Dean Baim (Board Member of University Credit Union for nineteen years).

Evidence

Direct Evidence

The assessment of PLO 6 in Service Leadership includes:

- Pre and post-assessment of students using a 40-item inventory
- Professor evaluation of consulting report using a grading rubric
- Nonprofit professional (external) evaluation of consulting report using an online assessment tool

PLO6 is achieved at mastery level through BA598, Service Leadership. The Service Leadership course is designed to blend academic study with community service (through service-learning). In this course the students form consulting teams to serve nonprofit organizations by applying business concepts and skills to mutually agreed-upon projects. In this approach, all parties to the arrangement are seen as learners and teachers as well as servers and served. Dealing with issues related to service projects, reflection, and evaluation will be essential elements of the course.

Service Leadership is a required course for all accounting majors. This assessment report is based upon enrollments from four sections of BA598 offered in the spring semester of 2014. Seventy-one students were enrolled but only business, international business and accounting majors are included in this report. The population consisted of nine accounting majors.

Direct evidence of PLO 6 is evaluated by student grades on their final written report for their nonprofit client. The project is evaluated using two methods: 1) the professor by use of a grading rubric for both a first and final draft of the report; and 2) nonprofit client evaluation via an online assessment tool. The grading rubric evaluates content, format, quality of strategic implementation plan, and writing. The nonprofit client evaluation includes assessment of quality of strategic plan and overall experience. To write the final report the students must apply their business knowledge and skills to creating a strategic solution for their nonprofit client's stated business challenge.

Combined the assessments are direct evidence as allocated by a grade and reported in Table 1:

- Exceeds expectation: A or A-
- Meets expectation: B+, B, or B-

- Below expectations: C or lower

Direct Evidence for PLO 6 based on students' final written report in Service Leadership.

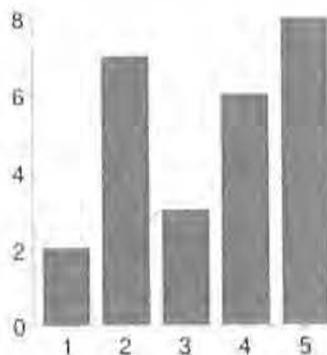
Major	Accounting
Exceeds	100%
Meets	0
Below	0
Count	9

All of the accounting majors exceed expectations in PLO#6. This high rate of success is due to two key factors. First, the course is designed for students to collaborate with one another, their non-profit partner and their faculty member in designing their strategy for their clients. This includes vast amounts of feedback, numerous drafts of their written work, and critiques of their oral presentations. This is a developmental process where students are able to build upon and improve the quality of their work throughout the semester. Second, service-learning pedagogy inherently engages students in service through their work as consultants. Often student motivation is high because they see the direct impact their work will have on the cause their non-profit client serves and the ownership they develop as they create their own brand (consulting team identity, values, logo) and seek out to live the servant leadership principles taught in the class. The external feedback from the non-profit partners serves to reinforce the student motivation and desire to produce quality outcomes.

Indirect evidence

Indirect evidence was obtained by two methods: an on-line survey designed and completed by accounting majors; and by a pre and post-assessment completed in BA598.

Chart 6: How well does your course of study satisfy Learning Objective #6?



Six of the nine accounting majors surveyed felt the people should find time to contribute to their community and six of the nine feel it is necessary volunteer their own time. None of the accounting majors were currently involved in community service, but 4 of 9 planned to be involved in community service after graduation and 4 more said that they may be involved in community service after graduation.

Authentic Evidence

No authentic evidence was sought for PLO#6 in accounting.

While our accounting majors are demonstrating their commitment to civic engagement while enrolled in BA598, our assessment indicates that their behavior may be limited to the class. This is particularly difficult to assess, since the students take the service learning project in their senior year, leaving little time to track true behavior. However, we are encouraged that eight of nine accounting seniors indicate they plan to be engaged in service to the community once they graduate.

Business Administration Division

PLO#1 for a business administration major is, upon graduation a business administration major should be able to demonstrate a significant understanding of the fundamental concepts of accounting, business law, economics, finance, management science, management and organizational behavior, and marketing.

Evidence

Direct Evidence

Direct evidence of PLO#1 comes from four readings in three classes, Financial Management (BA321), Managerial Economics (BA445) and business policy, strategy, and ethics (BA497).

The assessment of PLO 1 in BA321 was based on the students' performance on the comprehensive final exam of section 1 in the Spring-2014 semester, which had 27 students. Dr. Levon Goukasian provided the evidence for the Assessment of PLO 1. The determination on

whether a student was able to exceed, meet, or fell below expectations is based on the following scale:

Score Range	Interpretation
Above 90%	Exceeds expectations
Between 70 and 89%	Meets expectations
Below 69%	Below expectations

Professor Goukasian expected to find that over 80% of students meet or exceed expectations.

The result of the exam for the business administration major is follows:

Major	Bus. Adm.
Exceeds	25%
Meets	50%
Below	25%
Total	100%
Count	16

In all business majors, 82% of students met or exceeded expectations, which slightly exceeds the goal of 80%. However, results vary by major, and business administration majors did not reach the 80% threshold.

The assessment of PLO#1 in Managerial Economics is accomplished in multiple ways. Unique to this course is a required paper applying managerial economics to help students make the most of the time and effort put into benevolence. Students must write and print out a 3-page paper using a topic in Managerial Economics that either suggests how to make a specific charity more effective, or explains how a specific charity was changed to be more effective. In two midterms and a comprehensive final exam, students use managerial economics to help managers make profitable strategic decisions in a total of 18 different scenarios.

Exceeds	57%
Meets	36%
Below	7%
Total	100%
Count	44

93% of business administration majors met or exceeded expectations.

The assessment of PLO 1 in Business Policy, Strategy and Ethics is accomplished in rigorous assessments of strategies indicated in their case assessments and development of strategic plans. With the exception of their first individual case, the rest of this work is done in groups making it difficult to assess individual performance. Therefore, a final exam was extended to make an attempt at how well individual students master and distinguish key elements of various underlying core subjects and concepts. The exam for Business Policy, Strategy and Ethics consisted of five parts as follows: 1) identifying strategies; 2) developing a strategy for Netflix which includes elements of core subjects, 3) comparing and contrasting leadership theories; 4) solving business problems from various core subjects; and 5) calculating and analyzing financial and accounting problems and ratios. The following reports the findings from this piece of direct evidence.

Exceeds	49%
Meets	33%
Below	18%
Total	100%
Count	23

In this case, 82% of the business administration students were able to meet or exceed what is expected of a business administration major at graduation.

The assessment of PLO 1 in Service Leadership is accomplished in multiple ways. The Service Leadership course is designed to blend academic study with community service (through service-learning). In this course the students form consulting teams to serve nonprofit organizations by applying business concepts and skills to mutually agreed-upon projects. In this approach, all parties to the arrangement are seen as learners and teachers as well as servers and served. Dealing with issues related to service projects, reflection, and evaluation are essential elements of the course. Service Leadership is a required course for all business, accounting and international business majors and nonprofit management minors (which are not included in this

report). Students demonstrate only the mastery of business concepts that are required by the nature of their project for their nonprofit client. Thus, coverage of business concepts in PLO 1 is not comprehensive but selective. This assessment report is based upon enrollments from four sections of BA598 offered in the Spring semester of 2014. Seventy-one students were enrolled but only business, international business and accounting majors are included in this report. The population consisted of nine accounting majors, 11 international business majors and 34 business majors for a total of 54 students. Direct evidence for Service Leadership is evaluated by student grades on their final written report for their nonprofit client. The project is evaluated by two methods: 1) the professor by use of a grading rubric for both a first and final draft of the report; and 2) nonprofit client evaluation via an online assessment tool. The grading rubric evaluates content, format, quality of strategic implementation plan, and writing. The nonprofit client evaluation includes assessment of quality of strategic plan and overall experience. To write the final report the students must apply their business knowledge and skills to creating a strategic solution for their nonprofit client's stated business challenge. Combined the assessments are direct evidence as allocated by a grade and reported in Table 1:

- Exceeds expectation: A or A-
- Meets expectation: B+, B, or B-
- Below expectations: C or lower

The following table summarizes the results of the assessment of PLO#1 in the service leadership class.

Major	Bus. Adm.
Exceeds	68%
Meets	32%
Below	03%
Total	100%
Count	34

Indirect evidence

The same survey evidence from the service leadership class discussed in the accounting section above was used for business administration majors. For business administration majors, the findings were even more sobering.

Major	Bus. Adm.	Intl. Bus.	Percent Total	Count
Exceeds	2/06%	1/09%	07%	4
Meets	15/44%	4/36%	43%	23
Below	17/50%	6/55%	50%	27
Total	100%	100%		
Count	34	11		54

Whereas 55% of the accounting majors felt prepared for post-graduate careers and grad schools, only half of the business administration majors felt that confident.

Authentic evidence

The same client survey results that was used for accounting authentic evidence is used here since those survey results contained students from all majors.

Closing the loop

Most loop closing matters in the assessment of PLO#1 for business administration majors dealt with how to improve the assessment process.

While the assessment of PLO 1 in Business Policy, Strategy and Ethics has utilized the strategy, leadership and financial/accounting analysis sections before with consistent results, further work should be done on using business problems. In the future, Constance James would like to ask her colleagues what kinds of problems they expect Business Policy, Strategy and Ethics students to be able to answer and to co-determine questions that best fit this class. Also, the small sample size by major is a significant concern. For the most part, there is little difference among the majors, except for Accounting and Finance students' ability to perform well on quantitative portions of the course (exams and reports). While this may not be as evident in this semester, it

is generally the case. Accounting students, in particular tend to do well. This semester the groups were more balanced, so the overall grades tend to not reflect these differences.

Overall, the division needs to revisit the curriculum map. Many faculty believe their courses to be misclassified as to which PLOs their classes relate.

Finally, the division faculty will be more focused on a year-round approach to assessment. Very little is done to assess students in the fall semester.

Most of these closing the loop suggestions have been adopted

PLO#2—A graduate with a degree in business administration should be able to Evaluate business problems from the perspective of multiple business disciplines and then formulate, communicate, and defend recommendations to decision-makers based on those evaluations.

Evidence

Direct Evidence

The capstone course, service leadership (BA598), taught by Jere Yates was used as a laboratory. In service leadership a team of students is assigned to a non-profit client. A consulting contract is negotiated between the team and the non-profit client as to what task the team would perform and what deliverables will be provided at an end of the term presentation made by the team to the client.

Four assignments were used to evaluate a student's success in achieving mastery of PLO#2.

These are an interim report halfway submitted half way through the semester, weekly oral checks in class, the final report to the client, and the evaluation by the client. The students were evaluated on the following scale:

Superior to excellent The team performed above the level of expectation in terms of responsibility, initiative, communication, professionalism, knowledge, problem-solving, and completion of the agree-upon business proposal. At the completion of the semester the client is

very pleased with the outcome of the project and the consulting relationship throughout the semester.

Very good-above average The team performed as above, but has some areas that need improvement. At the completion of the semester, the client was pleased with the outcome of the project and the consulting relationship was good throughout the semester. Though the students made some mistakes, they did their best to correct and learn from the problems they encountered.

Good to average The team performed average in terms of responsibility, initiative, communication, professionalism, and completion of the project. The outcome of the project is Okay, but not the level the client expected. The client believes the team could use improvements in several areas, but overall did about average. The students made little to no effort to address and solve problems they encountered or learn from their mistakes.

Poor or below average The team performed poorly in terms of responsibility, initiative, communication, professionalism, and completion of the project. The client was not pleased with the outcome of the project and feels that the team did not perform as agreed in the contract. The team made no effort to solve problems or learn from them.

For purposes of seeing if students met, exceeded or failed to meet expectations, superior to excellent and very good to above average were classified as exceeds expectations while good to average met expectations and poor and below average failed to meet expectations.

The table below reports the findings for finance and business administration majors.

	Business Administration	Finance	Percent Total	n
Exceeds	56%	0%	46%	5
Meets	22%	100%	36%	4
Below	22%	0%	18%	2
n	9	2	100%	11

Overall, students in these two majors surpassed the goal of 80%, however the business administration majors failed to achieve the 80% threshold.

Indirect evidence

There was no substantive indirect evidence given.

Authentic evidence

Only anecdotal evidence is given.

Closing the loop

There was no suggestion on how to improve student performance to enhance student acquisition of PLO#2.

PLO#3 is, "A graduate of the business administration major should be able to produce clearly written, concise analyses, and deliver clear, well organized, persuasive oral presentations."

One of the drawbacks in having the five-year program review four years after the last five-year program review is that we lost a year of assessing PLOs. In AY 2014-15 the division was poised to assess PLO#3 as the last PLO to be assessed since the 2011 five-year review. Instead that was put aside due to the effort necessary to put into the five-year program review.

That being said, the division does have a partial assessment of PLO#3 in that this year Seaver College assessed the writing core competency. As can be seen above, writing in a clear concise form is 50% of PLO#3. This report will therefore, summarize the writing competency assessments submitted on May 15, 2015 as a partial assessment of PLO#3. All majors are presented as one report.

Accounting, Business Administration, International Business

Introduction

The term business writing has evolved over the past several years to include brief summaries to clearly written practice bulletins that are well researched and crafted. In the capstone course, Business Policy, Strategy and Ethics, BA 497 ("Policy"), students engage in both individual and group written assignments in which faculty emphasize the importance of integrating a well-crafted and reasoned argument in the form of a business strategy that is grounded in research, analysis, and critical thinking. Students evolve from an individual paper given in the first month of the

semester to more sophisticated group projects that are presented at the end of the semester. In addition, the Service Leadership Capstone Class, BA 598, also has a final group paper that meets a professional standard and is given to the board of a nonprofit organization considered to be "the client" based on a contractual arrangement.

In addition to class lectures and exercises, Mr. Marc Vinyard, the Information Services Librarian, is an integral part of the writing and research process for majors in the Business Administration Division. He teaches a class for each of the Policy sections on research and citing. On the Infoguide for the course is a copy of the Harvard Business School's Style Guide for Chicago Turabian. This style was created at the University of Chicago for the Humanities. We adopted it because it is one of the few major style guides to include complete footnotes and a bibliography. Students learn to use detailed citations in addition to learning how to prepare a complete bibliography. Throughout the course, in individual and group written work, students are expected to adhere to this standard of research.

The assessment of writing competence for the Business Administration Division includes the direct assessment of individual student papers written in the Capstone Course, Business Policy, Strategy and Ethics (BA 497) primarily in the spring (2015). Other evidence is also provided based on group work in both capstone courses, surveys and interviews with students. The assessment committee consisted of the Policy Capstone Course Professors, Constance James and Ben Postlethwaite. We were also assisted by a student in developing the rubric.

Outcomes Assessed

This assessment was completed as part of the requirements for the General Education major program fulfillment for the "Writing Competence" and also for the Business Administration Division's PLO #3. PLO #3 as it pertains to writing is as follows: To produce clearly written, concise analyses.

The SLOs related to writing for the Business Policy, Strategy and Ethics (BA 497.01 and 02) are as follows.

1. Students will write analytical reports on the internal and external analysis of a corporation using their knowledge of different business disciplines including accounting, human resources, marketing, business law, and finance.
2. Students will work in groups to write a complete strategic analysis of a company's business that is well researched, including mission, vision and values; internal analysis; external analysis; and financial analysis. Students will present their final analyses at a professional level.

The Assignment

In the first week of class, students receive their first case assignment. Their task is to write a strategic management analysis and recommendation paper for a multinational (Apple Inc., Chipotle Corporation, or Netflix Corporation). The actual companies vary depending on the class and/or professor; however, students in each section write on the same corporation. The writing assignment includes a cover memo, executive summary, summary of analytical charts, analytical charts (Situation Analysis, Core Competence Analysis, financial ratios, etc.), strategic recommendations and conclusions. The requirements for the paper includes proper citing and use of quality sources, including 10ks, Standard and Poor's/Capital IQ Reports, Moody's/Mergent On-line, and Harvard Business School cases. Requirements also include a complete bibliography.

Students have approximately three weeks to write the papers as they learn what a strategy is, how to analyze the firm's internal and external environment, and how to write specific sections, such as a cover memo and executive summary. Students bring in drafts, but complete most of the work outside of class.

For this Writing Competency Assessment, approximately 20% of papers were selected as instructed by the Seaver Dean's Office. Each paper was evaluated using a rubric. Each paper received a score for analysis, strategic recommendations, professionalism/completeness, research, and mechanics and syntax. Scores were broken down into four categories: excels, above average, meets (standards), and below (standards). It is expected that there will be a

normal bell shaped curve for all majors combined, resulting in 10% of the students being excellent with perfect or near perfect scores and 10% of the students falling below standards. Of the remaining categories, 40% are expected to be above average and 40% are expected to meet standards. Given the small sample size, the results for each individual major are expected to be skewed.

Direct Evidence

The Rubric

To complete the assessment for the "Writing Competency," we used an adaptation of the AAC&U Value Rubric per Attachment A. While maintaining the general structure of the rubric, we modified the columns to assess orthogonally categories per the following:

AAC&U Value Rubric	Modified for Strategic Management Paper
Context of and Purpose for Writing tools)	Quality of Analytical Tools (replacing the work with analytical tools)
Content Development	Quality of Strategic Recommendations (replacing the whole work with strategic recommendations)
Genre and Disciplinary Conventions	Similar- Report Completeness and Professionalism
Sources and Evidence	Similar - Research (Chicago Turabian Works Cited and appropriate use of citations)
Control of Syntax and Mechanics	Same

In addition to these modifications, we used a 7-point Likert scale as opposed to the 4 point scale in the AAC&U Rubric. This modification was made after an initial test of the rubric for inter-rater reliability. Results showed that inter-rater reliability was close to 90% with a 7-point scale. The faculty (Professors and student modified the rubric. This modified rubric was used to assess twenty-six student papers for the three Business Administration Majors, Accounting, Business

Administration and International Business. (See Exhibit A for the full version of the modified rubric.)

Methodology

Of the 125 graduating seniors, sixty-six were Business Administration Majors. As requested by the Seaver Dean's Office, roughly twenty percent of the majors were assessed using individual student papers in the direct assessment. Sixteen business administration majors were assessed.

Using the rubric, each paper received a score. Based on averages and standard deviations, 4.0 and from 1.5 to 2.0 were plus or minus one standard deviation from the mean. Papers that received a score of 4.0 out of 4.0 were considered to "Excel." Papers with a score of 3.0 to 3.5 were considered "Above Average." Papers with a score of 2.5 were considered to "Meet" the standards. Papers with a score of 1.0 to 2.0 were considered "Below" standards.

Results

For all twenty-six majors, only one student (4%) received a perfect score and three students (12%) fell below a 2.1, based on averages of all five items on the rubric. Of the remaining students eleven (42%) met expectations and eleven (42%) were above average. This result is within the norms expected for the first paper. Overall, students performed best on analysis as emphasized in the Business Administration Division major programs and second best on strategy and professionalism/completeness. Research skills and mechanics are last. (See Chart 1 for summaries of results for all majors.)

The sixteen Business Administration Majors performed best on analysis and strategy. The results in Chart 3 show that there is room for improvement in professionalism/completeness, research, and writing mechanics and syntax. Numbers do not sum to 100% due to rounding.

	All Majors					Chart 1
	Analysis	Strategy	Professionalism	Research	Mechanics	
Excels	35%	23%	23%	15%	19%	
Above Average	23%	38%	54%	38%	54%	
Meets	35%	19%	8%	23%	12%	
Below	8%	19%	15%	23%	15%	
Total	100%	100%	100%	100%	100%	

	Business Administration					Chart 3
	Analysis	Strategy	Professionalism	Research	Mechanics	
Excels	38%	25%	19%	6%	13%	
Above Average	25%	44%	56%	50%	63%	
Meets	25%	25%	6%	25%	6%	
Below	13%	6%	19%	19%	19%	
Total %	100%	100%	100%	100%	100%	

Indirect Evidence

In Policy, students work in groups to complete the final projects. Student groups either create a start-up business plan or analyze the strategies of a major corporation. In both cases, students show considerable progress in all areas of the rubric, including analysis, strategic recommendations, professionalism/completeness, research, and mechanics and syntax.

Students in the other capstone class for majors in the Business Administration Division, Service Leadership (BA 598), also assess the quality of their writing. Professor Regan Schaffer directs the surveying of students for all of the sections. The surveys are based on a 5-point Likert scale from "Strongly Agree" to "Strongly Disagree." Given that "Disagree" and "Strongly Disagree" were not used, these results are not shown. The Spring results of student surveys by major for all sections are noted in sections below.

Business Administration - Overall, 30 Business Administration Majors rate professionalism the highest, followed by mechanics and syntax, with organization and persuasive writing last.

	Agree	Strongly Agree	Somewhat Agree
1. The content was well-written with no			
2. grammatical or writing errors		50.00%	44.44%
3. The content was organized and written persuasively		36.11%	58.33%
4. The content was professional in appearance and organization		65.71%	28.57%

Authentic Evidence

Students also write a final report for a nonprofit client in the other capstone class for majors in the Business Administration Division, Service Leadership. Professor Regan Schaffer directs the surveying of clients for all of the sections. Once again, a 5-point Likert scale was used. Given that clients did not use the lowest three points, only the top two results are shown. The Spring results of 30 client surveys for all of the majors follow.

Questions	Strongly Agree
4. The content was well-written with no grammatical or writing errors	81.25%
5. The content was organized and written persuasively	87.50%
6. The content was professional in appearance and organization	93.75%

In general, nonprofit boards were satisfied to very satisfied with student written reports.

Finally, students who have engaged in interviews with top firms that require writing, particularly case writing, have received job offers in fields that hire less frequently from undergraduate programs, such as consulting. With graduates accepting offers from firms such as Accenture and PwC Consulting, students report a direct correlation between their classwork and a successful interview process.

Closing the Loop

Based upon this analysis, several actions may be taken to improve the quality of writing for the Business Administration Majors.

1. Working with the technology department to put together writing modules. In previous years, lectures which show students how to prepare professional reports have improved the professional quality of their work. With the ability to create these modules on line and to use them both in class and outside of class, using writing modules is expected to improve professionalism and mechanics.
2. Including a business writing class in the curriculum. A business writing class would have significantly more time to focus on mechanics and different styles used in analytical

- versus research papers. It would also help students in writing cover memos and could address issues such as writing cover letters for jobs and building resumes.
3. Working with the faculty in the division to develop a set of common standards for business writing. Consideration would include using Chicago Turabian in all of the major classes, and developing a common rubric for assessing business writing.
 4. Improving in class exercises in the Business Policy, Strategy and Ethics Course. As the syllabus and pedagogies for teaching Policy align, faculty are able to meet and develop common assignments and in class exercises to improve business writing.

PLO#4

PLO#4 was originally worded as "Recognize the importance of diversity and integrate their unique cultural backgrounds with those of other students and with faculty members to develop interpersonal and group interactions." However, the faculty felt that the original PLO#4 involved several disparate assessable components. The division sought to more clearly operationalize PLO#4 by making the PLO more concrete. This permits the faculty to more easily identify where and how they assessed this PLO. PLO#4 was then rewritten to read:

Upon graduation a Seaver Business student should be able to:

Work more effectively with others by either

- e. Understanding and recognizing the importance of diversity or inclusion. OR
- f. Understanding one's own unique cultural background and the backgrounds of other students and faculty members. OR
- g. developing effective interpersonal interactions. OR
- h. developing effective group interactions.

PLO#4 aligns with ILOs #3, 4, and 7.

Evidence

Direct Evidence

Principles of Marketing, BA 355 Introduces PLO #4 by address diversity of consumers and sales personnel. Specific topics include:

- Understanding the Marketing Environment. Particular emphasis is on the social trend, We are becoming more diverse as a culture.

- Understanding Buyers, Markets, and Consumer Behavior.
- Identifying Market Segments and Targets. The emphasis here is that the marketplace is not one large homogenous group. It consists of many diverse segments.
- Personal Selling. The emphasis is on increasing a diverse sales force.

During the semester the PLO is further developed through a marketing project where teams are created to consult with a real world organization that supports this PLO. The teams, consisting of members of diverse background, must work closely together. Each student takes the concepts introduced in the first part of the class and applies them in a real world application. This activity facilitates development. Also, in approximately 80 percent of the classroom sessions, case studies will be introduced and small teams will be formed to discuss marketing strategy implications. The small teams, consisting of members of diverse background, must work closely together (for further discussion see the 2014 report on the Business Administration major). The case studies are an application of the concepts described in the 'introducing' section. Mastery of the PLO was assessed using embedded examinations questions at three points during the semester. Results of test questions measuring PLO #4a are presented in Table 8.

Organizational Behavior, BA 366 - Diversity is a major area of emphasis in BA 366. Students are introduced to the topic during course units on managing surface- and deep-level diversity.

Through lecture, real-world examples, case analysis, and class discussion, students are exposed to the moral/ethical, legal/compliance, and business arguments for diversity. Likewise, students learn to articulate both the benefits and challenges of diverse workplaces. They are also presented with best practices for working in diverse teams and managing diverse organizations. Further, students are randomly assigned to case analysis groups at the beginning of the course. These groups are typically diverse. As such, students gain firsthand experience working with students who are different than themselves.

As part of the course units on managing surface- and deep-level diversity, students read a Harvard Business School case which focused on an ethical decision regarding diversity and promotion. Students subsequently participated in an in-depth case discussion. Several weeks

later, students individually analyzed a different diversity-related case as part of their midterm examination. For the case analysis, students are evaluated based on their ability to identify the key management problem/dilemma, provide evidence from the case to support their problem diagnosis, integrate relevant course concepts, and propose an evidence-based solution. Case analyses were graded using a standardized rubric. The case, rubric, and answers to the examination were reviewed by all three members of the assessment committee.

Students completed an "Experience as Other" assignment which required them to spend 2-4 hours with a group of people who differed from them in terms of one of the following identity group memberships: racial-ethnicity, culture, language, sex, gender, nationality, mental/physical ability, sexual orientation, religion, age, or veterans status. The purpose of this assignment (designed by a professor elsewhere) was to introduce students to the concept of "otherness." The assessable data came from a detailed and structured reflective essay of the assignment.

The Legal and Regulatory Environment of Business, BA 358, conducted assessments of PLO #4 in Spring Term, 2014 using issues of illegal discrimination, especially when based upon gender (or sexual orientation), race, religion, national origin, color, age, or disability. Considerable time in class was spent on this topic and textual readings about employment discrimination were assigned. Embedded exam questions designed to assess their understanding of illegal discrimination were used. Not surprisingly, students are both interested in and capable of differentiating between illegal discrimination and legally acceptable (when perhaps unwise or crude, though maybe socially unacceptable) behaviors. Most are surprised to learn what constitutes sexual harassment, for example. Most enter the topic without any true understanding of "illegal" questions prospective employers frequently ask.

Table 8: PLO #4 Direct Evidence

The table below summarizes direct evidence of the performance of accounting students in their non-accounting required business courses:

Course	BA 355 Examination	BA 366 Diversity Case	BA 366 Assignment	BA358 Examination
Exceeds	2%	33%	87%	67%
Meets	98%	45%	0%	0%
Below	0%	22%	13%	33%
Total	100%	100%	100%	100%

The evidence from these courses is mixed. While the more than 80% of the students met or exceeded the expectation for the principles of marketing and the organizational behavior exam, they failed to reach the 80% threshold in the organizational behavior diversity case (78% met or exceeded the standards here) and the business law exam (only 2/3 of the class reached the meet or exceed behavior level), but only three accounting students took the exam, so a sample bias may be present here.

Capstone Courses

In Service Leadership, BA 598, students demonstrate mastery of PLO 4 in a number of ways. Faculty members take the lead by being sure the consulting teams are a diverse group by way of gender, cultural background, race, and ethnicity. The student consulting teams create their own consulting name and communication tools. The students spend a great deal of time together, have weekly meetings in person, through email, or by phone with their client, and have weekly updates with their faculty member. If a team member is not pulling his or her own weight, the team is expected to deal with them, bringing them back in line. If repeated efforts are unsuccessful, the faculty member gets involved. If every intervention fails, the offending team member can be dismissed from the team, making it almost impossible to pass the course. This action is rare but has occurred several times through the years. Assessing mastery occurs through peer evaluations, client evaluations, and faculty evaluations (all of which are authentic evidence). Students are asked to evaluate their peers on task and maintenance issues. Mastery is exceeded by 20 percent of the students as evaluated by the three aforementioned sources.

These students are identified by all three sources as "shakers and movers," or very effective leaders (the glue that holds the team together). Mastery is met by the other 80 percent of the students as determined through the same means. The number of failures through the years is clearly below one percent, thus not meriting a percentage.

There was no closing the loop suggestions in PLO#4.

PLO#5 for an business administration major is analyze business situations in keeping with professional standards and moral values and recommend appropriate courses of action.

Clearly, these PLOs fit well with the institutional learning outcomes. Specifically, ILO#8 (Practice responsible conduct and allow decisions and directions to be informed by a value-centered life) would align with PLO#5, as well as ILO#7 (Think critically and creatively, communicate clearly, and act with integrity.)

The report looked at,

"individual ethical reasoning and decision-making in organizations as well as on the student's development of personal perspectives of ethics and values. Detailed assessments of students in one of the introductory courses for all majors, Organizational Behavior (BA366) as well as assessments of seniors in our capstone courses, Business, Policy, Strategy, and Ethics (BA497) and Service Leadership (BA598) are included. The assessment of ethical decision making and reasoning is primarily based on business scenarios analyzed in classes in keeping with the program's learning objective. One scenario directly addresses ethics and diversity while the other one analyzes a local biotechnology company that has become global. Students reflect on their individual responses as well as on how to understand the context for large multinationals.

In addition to individual assessments, the teaching evaluation question regarding contribution to personal values and moral integrity allows for assessing all courses within the three majors. Finally, summary information of pedagogies in classes that actively teach ethics as well as other evidence contributes to this assessment.

...this assessment focuses on the objective that the student will have the ability to analyze ethical situations in business and to recommend courses of action in keeping with professional standards and moral values. Although this assessment does not address a student's individual ethics, it is out gal to show that students develop in their ethical reasoning abilities.

Evidence

Direct evidence

In BA366 the class was presented with a Harvard Business School case requiring an ethical decision. An extensive class room discussion ensued. A similar ethical case was part of their midterm exam. The exams were graded using a standardized rubric. The students were evaluated on their ability to identify the key management problem/dilemma, provide evidence from the case to support their problem diagnosis, integrate the relevant course concepts and propose an evidence-based solution. The case analysis were evaluated by three members of the assessment committee following a normalization of assessments.

In a second exercise, students were assigned a business scenario based on a real-life business situation. Students were evaluated on their ability to apply six ethical approaches to decision making, the evolution of their answers as the framework and exercise unfold, personal reflections, and a final exam on their understanding of these approaches. It was expected that student would correctly identify four or five of the six ethical approaches. Those who identified six, exceeded expectations and those who identified less than four failed to meet expectations.

In BA497, a course taken by all Seaver Business majors, students used the "Ethical Audit of Strategy" to relate a corporation's mission, goals, and objectives of the firm to audit its ethical

behavior. The instrument was first written in 1999 by Rowe, Mason, Dickel, and Mann in 1999 and updated by Mann, Rowe, and Seshan in 2011. Students were given a case of a biotechnology company and its difficulties in manufacturing two drugs and its acquisition by a multinational corporation. Students were asked to recommend courses of action to improve the ethics of the company as well as reflect on ethical leadership and personal morals.

In all of these cases, the goal was that at least 80% of the students observed would meet or exceed the standards set for them. The tables below show the results of each exercise.

BA366, case 1

	Business Administration
Exceeds	47%
Meets	47%
Below	6%
n	17

In case 1, 94% of the business administration majors meet or exceed expectations.

The accounting major does much better in the second BA366 case.

BA366, case 2

	Business Administration
Exceeds	71%
Meets	29%
Below	0%
n	17

The exercise in the BA497 dealing with corporate responsibility had a much larger sample size (n=95). The policy exercise also included finance majors as a separate measure. The following table reports these results

BA497

	Business Administration
Exceeds	20%
Meets	67%
Below	13%
n	54

Indirect Evidence

Indirect evidence was based upon results of a pre-and post-survey in which the students assess their own level of ethical behavior. Students reply to the statement, "I behave ethically no matter the situation," on a scale of "disagree", "neutral", "agree" or "strongly agree". Individual scores were tracked through a four digit code, which maintains the anonymity of the student. The differential between the entry and exit surveys were illustrative. Only two (out of 54 students– 3.7%) said they disagreed with the statement. Neutral ratings increased from 13% to 24%, while agree ratings decreased from 67% to 61%, and strongly agree rating decreased from 17% to 11%. Thirty-seven students did not change their ratings, while five students rated themselves more highly on the post test than the pre-test, while 12 rated themselves less highly. This decrease in the self ratings of 12 students is due to increased critical awareness.

Authentic Evidence

Teaching evaluations were used to measure if courses for which ethics was introduced, developed or mastered, were perceived by students as affecting their values. The mean for the question dealing with the students' perceptions of the course contributing to their morals was compared for courses identified as contributing to PLO#5 and those not. In all major there was a statistical difference between the two means in the direction that would imply there was indeed a perceived positive change in ethical growth in the courses in which those mindsets were hoped to be molded.

Closing the Loop

Since the students met or exceeded expectations on PLO#5, the discussion of closing the loop consisted mostly of how to conduct this future assessment of PLO#5 more efficiently.

PLO#6 for business administration majors is, a graduate with a business administration (or international business) degree should be able to demonstrate a commitment to civic engagement by applying business knowledge in a service project. PLO#6 supports ILOs

numbers 4 (apply knowledge to real-world challenges), 5 (respond to the call to serve others), and number 6 (demonstrate commitment to service and civic engagement).

The service leadership project in Seaver Business is an integral part of all of our majors. When majors take this capstone course they are placed in teams with their cohorts and the team is assigned a non-profit organization that has enlisted in the service leadership project because they have a specific business issue that needs addressing. The student team in the service leadership project works as consultants with the non-profit. The team's first assignment is to come to an understanding as to what is being asked of the team, what is feasible, and what will be delivered. The service is provided to the non-profit at no charge. As such, it is tangible evidence of the alignment of the business division's mission to the university's mission.

The division's students have many faculty role models in this area. In academic year 2013-14 two Seaver Business faculty, Regan Schaffer and Scott Miller received community service awards from the Ventura County Community Foundation and the Al Wooten Heritage Center, respectively. In addition to Professor Schaffer and Professor Miller many Seaver Business faculty serve non-profit foundations as volunteers and board members including Rob Shearer (Board Member of the Ventura County Habitat for Humanity) and Dean Baim (Board Member of University Credit Union for nineteen years).

Evidence

Direct Evidence

The assessment of PLO 6 in Service Leadership includes:

- Pre and post-assessment of students using a 40-item inventory
- Professor evaluation of consulting report using a grading rubric
- Nonprofit professional (external) evaluation of consulting report using an online assessment tool

PLO#6 is achieved at mastery level through BA598, Service Leadership. The Service Leadership course is designed to blend academic study with community service (through service-learning).

In this course the students form consulting teams to serve nonprofit organizations by applying

business concepts and skills to mutually agreed-upon projects. In this approach, all parties to the arrangement are seen as learners and teachers as well as servers and served. Dealing with issues related to service projects, reflection, and evaluation will be essential elements of the course.

Service Leadership is a required course for all business administration majors. This assessment report is based upon enrollments from four sections of BA598 offered in the spring semester of 2014. Seventy-one students were enrolled but only business, international business and accounting majors are included in this report. The population consisted of thirty-four business administration majors.

Direct evidence of PLO 6 is evaluated by student grades on their final written report for their nonprofit client. The project is evaluated using two methods: 1) the professor by use of a grading rubric for both a first and final draft of the report; and 2) nonprofit client evaluation via an online assessment tool. The grading rubric evaluates content, format, quality of strategic implementation plan, and writing. The nonprofit client evaluation includes assessment of quality of strategic plan and overall experience. To write the final report the students must apply their business knowledge and skills to creating a strategic solution for their nonprofit client's stated business challenge.

Combined the assessments are direct evidence as allocated by a grade and reported in Table 1:

- Exceeds expectation: A or A-
- Meets expectation: B+, B, or B-
- Below expectations: C or lower

Direct Evidence for PLO 6 based on students' final written report in Service Leadership.

Major	Bus. Adm.
Exceeds	68%
Meets	29%
Below	03%
Count	34

All of the business administration majors, except one, met or exceeded expectations in PLO#6. This high rate of success is due to two key factors. First, the course is designed for students to collaborate with one another, their non-profit partner and their faculty member in designing their

strategy for their clients. This includes vast amounts of feedback, numerous drafts of their written work, and critiques of their oral presentations. This is a developmental process where students are able to build upon and improve the quality of their work throughout the semester. Second, service-learning pedagogy inherently engages students in service through their work as consultants. Often student motivation is high because they see the direct impact their work will have on the cause their non-profit client serves and the ownership they develop as they create their own brand (consulting team identity, values, logo) and seek out to live the servant leadership principles taught in the class. The external feedback from the non-profit partners serves to reinforce the student motivation and desire to produce quality outcomes.

Indirect evidence

No indirect evidence was reported for PLO#6.

Authentic evidence

No authentic evidence was reported for PLO#6.

While our students are demonstrating their commitment to civic engagement while enrolled in BA598, our assessment indicates that their behavior may be limited to the class. Therefore, it is difficult to determine if they are truly "committed" to civic engagement. However, we are encouraged that 50% indicate they plan to be engaged in service to the community once they graduate. This is encouraging but difficult to assess as the students leave within a year of taking service leadership.

International Business

PLO#1 is a graduate with a degree in international business should be able to demonstrate a significant understanding of the fundamental concepts of international finance and marketing and the legal environment in which international businesses operate.

Evidence

Direct Evidence

Direct evidence of PLO#1 comes from four readings in two classes, Financial Management (BA321) and Policy and Strategy (BA497).

The assessment of PLO 1 in BA321 was based on the students' performance on the comprehensive final exam of section 1 in the Spring-2014 semester, which had 27 students. Dr. Levon Goukasian provided the evidence for the Assessment of PLO 1. The determination on whether a student was able to exceed, meet, or fell below expectations is based on the following scale:

Score Range	Interpretation
Above 90%	Exceeds expectations
Between 70 and 89%	Meets expectations
Below 69%	Below expectations

Professor Goukasian expected to find that over 80% of students meet or exceed expectations.

Major	Intl. Bus.
Exceeds	0%
Meets	80%
Below	20%
Total	100%
Count	5

Here one notices that 80% international business majors meet expectations in the financial management class, although none of the international business majors exceeded expectations.

The assessment of PLO 1 in Business Policy, Strategy and Ethics is accomplished in rigorous assessments of strategies indicated in their case assessments and development of strategic plans. With the exception of their first individual case, the rest of this work is done in groups making it difficult to assess individual performance. Therefore, a final exam was extended to make an attempt at how well individual students master and distinguish key elements of various underlying core subjects and concepts. The exam for Business Policy, Strategy and Ethics consisted of five parts as follows: 1) identifying strategies; 2) developing a strategy for Netflix which includes elements of core subjects, 3) comparing and contrasting leadership theories; 4) solving business problems from various core subjects; and 5) calculating and analyzing financial and accounting problems and ratios. The following reports the findings from this piece of direct evidence.

Major	Intl. Bus.
Exceeds	75%
Meets	15%
Below	10%
Total	100%
Count	4

The assessment of PLO 1 in Service Leadership is accomplished in multiple ways. The Service Leadership course is designed to blend academic study with community service (through service-learning). In this course the students form consulting teams to serve nonprofit organizations by applying business concepts and skills to mutually agreed-upon projects. In this approach, all parties to the arrangement are seen as learners and teachers as well as servers and served. Dealing with issues related to service projects, reflection, and evaluation are essential elements of the course. Service Leadership is a required course for all business, accounting and international business majors and nonprofit management minors (which are not included in this report). Students demonstrate only the mastery of business concepts that are required by the nature of their project for their nonprofit client. Thus, coverage of business concepts in PLO 1 is not comprehensive but selective. This assessment report is based upon enrollments from four sections of BA598 offered in the Spring semester of 2014. Seventy-one students were enrolled but only business, international business and accounting majors are included in this report. The population consisted of nine accounting majors, 11 international business majors and 34 business majors for a total of 54 students. Direct evidence for Service Leadership is evaluated by student grades on their final written report for their nonprofit client. The project is evaluated by two methods: 1) the professor by use of a grading rubric for both a first and final draft of the report; and 2) nonprofit client evaluation via an online assessment tool. The grading rubric evaluates content, format, quality of strategic implementation plan, and writing. The nonprofit client evaluation includes assessment of quality of strategic plan and overall experience. To write the final report the students must apply their business knowledge and skills to creating a strategic solution for their nonprofit client's stated business challenge. Combined the assessments are direct evidence as allocated by a grade and reported in Table 1:

- Exceeds expectation: A or A-
- Meets expectation: B+, B, or B-
- Below expectations: C or lower

The following table summarizes the results of the assessment of PLO#1 in the service leadership class.

Major	Intl. Bus.
Exceeds	64%
Meets	27%
Below	9%
Total	100%
Count	11

Here the sample size is more substantial than with the managerial economics evidence. Of the eleven international business majors, 91% met or exceeded expectations.

Indirect evidence

The same survey evidence from the service leadership class discussed in the accounting section above was used for business administration majors. International business majors fared worse on this measure than their colleagues in other Seaver Business majors

Major	Intl. Bus.
Exceeds	1/09%
Meets	4/36%
Below	6/55%
Total	100%
Count	11

Less than one-half (45%) of the international business majors felt confident about their preparedness for their post bachelors future.

PLO#2 for international business is, "a graduate with an international business major should be able to evaluate business issues from a transnational perspective, integrating multiple business disciplines, and be able formulate plans that incorporate appropriate response to cross-cultural differences and then communicate, and defend recommendations to decision-makers. PLO#2 in relates directly to ILO #1 (Demonstrate expertise in an academic or professional discipline,

display proficiency in the discipline, and engage in the process of academic discovery) and ILO#4 (Apply knowledge to real-world challenges).

Evidence

Direct Evidence

Direct evidence was gathered in three upper division classes that are required of the international business major. The classes are international finance (BA447), international business law (BA457), and international marketing (BA474).

For international finance all exam questions dealing with the classes SLOs were graded for the two sections of the class that were conducted in fall 2012.

In international business law students were expected to develop the ability to synthesize and integrate information and ideas, and they should identify the global implications of a culture's philosophical, political, and religious values.

International marketing used student performance on exam questions and performance on daily mini cases to assess the students' acquisition of the course material.

The performance of the international business majors in each of these classes is given in the table below.

International	Finance	Law	Marketing
Exceeds	60%	71%	52%
Meets	29%	29%	34%
Fails to Meet	11%	0%	14%
Total	24	14	21
% meeting or exceeding	89%	100%	86%

In all three classes more than 80% of the students met or exceeded the threshold of 80%.

Indirect Evidence

At the time of the writing of the 2013 annual assessment, a student who was in the international finance class received an internship in a foreign currency trading firm. The student indicated he

felt more prepared than his peers at the firm, and he had been extended an offer of a job upon graduation.

Closing the loop

The report concluded that since students in all classes exceeded the 80% threshold no action was recommended.

PLO#3 for international business majors is a graduate of the international business major should be able to produce clearly written, concise analysis, and deliver clear, well organized persuasive oral presentations. One of the drawbacks in having the five-year program review four years after the last five-year program review is that we lost a year of assessing PLOs. In AY 2014-15 the division was poised to assess PLO#3 as the last PLO to be assessed since the 2011 five-year review. Instead that was put aside due to the effort necessary to put into the five-year program review.

Introduction

The term business writing has evolved over the past several years to include brief summaries to clearly written practice bulletins that are well researched and crafted. In the capstone course, Business Policy, Strategy and Ethics, BA 497 ("Policy"), students engage in both individual and group written assignments in which faculty emphasize the importance of integrating a well-crafted and reasoned argument in the form of a business strategy that is grounded in research, analysis, and critical thinking. Students evolve from an individual paper given in the first month of the semester to more sophisticated group projects that are presented at the end of the semester. In addition, the Service Leadership Capstone Class, BA 598, also has a final group paper that meets a professional standard and is given to the board of a nonprofit organization considered to be "the client" based on a contractual arrangement.

In addition to class lectures and exercises, Mr. Marc Vinyard, Information services librarian, is an integral part of the writing and research process for majors in the Business Administration Division. He teaches a class for each of the Policy sections on research and citing. On the

Infoguide for the course is a copy of the Harvard Business School's Style Guide for Chicago Turabian. This style was created at the University of Chicago for the Humanities. We adopted it because it is one of the few major style guides to include complete footnotes and a bibliography. Students learn to use detailed citations in addition to learning how to prepare a complete bibliography. Throughout the course, in individual and group written work, students are expected to adhere to this standard of research.

The assessment of writing competence for the Business Administration Division includes the direct assessment of individual student papers written in the Capstone Course, Business Policy, Strategy and Ethics (BA 497) primarily in the spring (2015). Other evidence is also provided based on group work in both capstone courses, surveys and interviews with students. The assessment committee consisted of the Policy Capstone Course Professors, Constance James and Ben Postlethwaite. We were also assisted by a student in developing the rubric.

Outcomes Assessed

This assessment was completed as part of the requirements for the General Education major program fulfillment for the "Writing Competence" and also for the Business Administration Division's PLO #3. PLO #3 as it pertains to writing is as follows: To produce clearly written, concise analyses.

The SLOs related to writing for the Business Policy, Strategy and Ethics (BA 497.01 and 02) are as follows.

1. Students will write analytical reports on the internal and external analysis of a corporation using their knowledge of different business disciplines including accounting, human resources, marketing, business law, and finance.
2. Students will work in groups to write a complete strategic analysis of a company's business that is well researched, including mission, vision and values; internal analysis; external analysis; and financial analysis. Students will present their final analyses at a professional level.

The Assignment

In the first week of class, students receive their first case assignment. Their task is to write a strategic management analysis and recommendation paper for a multinational (Apple Inc., Chipotle Corporation, or Netflix Corporation). The actual companies vary depending on the class and/or professor; however, students in each section write on the same corporation. The writing assignment includes a cover memo, executive summary, summary of analytical charts, analytical charts (Situation Analysis, Core Competence Analysis, financial ratios, etc.), strategic recommendations and conclusions. The requirements for the paper includes proper citing and use of quality sources, including 10ks, Standard and Poor's/Capital IQ Reports, Moody's/Mergent On-line, and Harvard Business School cases. Requirements also include a complete bibliography.

Students have approximately three weeks to write the papers as they learn what a strategy is, how to analyze the firm's internal and external environment, and how to write specific sections, such as a cover memo and executive summary. Students bring in drafts, but complete most of the work outside of class.

For this Writing Competency Assessment, approximately 20% of papers were selected as instructed by the Seaver Dean's Office. Each paper was evaluated using a rubric. Each paper received a score for analysis, strategic recommendations, professionalism/completeness, research, and mechanics and syntax. Scores were broken down into four categories: excels, above average, meets (standards), and below (standards). It is expected that there will be a normal bell shaped curve for all majors combined, resulting in 10% of the students being excellent with perfect or near perfect scores and 10% of the students falling below standards. Of the remaining categories, 40% are expected to be above average and 40% are expected to meet standards. Given the small sample size, the results for each individual major are expected to be skewed.

Direct Evidence

The Rubric

To complete the assessment for the "Writing Competency," we used an adaptation of the AAC&U Value Rubric per Attachment A. While maintaining the general structure of the rubric, we modified the columns to assess orthogonally categories per the following:

AAC&U Value Rubric	Modified for Strategic Management Paper
Context of and Purpose for Writing tools)	Quality of Analytical Tools (replacing the work with analytical tools)
Content Development	Quality of Strategic Recommendations (replacing the whole work with strategic recommendations)
Genre and Disciplinary Conventions	Similar- Report Completeness and Professionalism
Sources and Evidence	Similar - Research (Chicago Turabian Works Cited and appropriate use of citations)
Control of Syntax and Mechanics	Same

In addition to these modifications, we used a 7-point Likert scale as opposed to the 4 point scale in the AAC&U Rubric. This modification was made after an initial test of the rubric for inter-rater reliability. Results showed that inter-rater reliability was close to 90% with a 7-point scale. The faculty (Professors and student modified the rubric. This modified rubric was used to assess twenty-six student papers for the three Business Administration Majors, Accounting, Business Administration and International Business. (See Exhibit A for the full version of the modified rubric.)

Methodology

Of the 125 graduates cleared to walk, twenty-nine were International Business Majors, and As requested by the Seaver Dean's Office, roughly twenty percent of the majors were assessed using individual student papers in the direct assessment. Six international business majors were assessed.

Using the rubric, each paper received a score. Based on averages and standard deviations, 4.0 and from 1.5 to 2.0 were plus or minus one standard deviation from the mean. Papers that received a score of 4.0 out of 4.0 were considered to "Excel." Papers with a score of 3.0 to 3.5 were considered "Above Average." Papers with a score of 2.5 were considered to "Meet" the standards. Papers with a score of 1.0 to 2.0 were considered "Below" standards.

Results

For all twenty-six majors, only one student (4%) received a perfect score and three students (12%) fell below a 2.1, based on averages of all five items on the rubric. Of the remaining students eleven (42%) met expectations and eleven were above average. This result is within the norms expected for the first paper. Overall, students performed best on analysis as emphasized in the Business Administration Division major programs and second best on strategy and professionalism/completeness. Research skills and mechanics are last. (See Chart 1 for summaries of results for all majors.)

That being said, the division does have a partial assessment of PLO#3 in that this year Seaver College assessed the writing core competency. As can be seen above, writing in a clear concise form is 50% of PLO#3. This report will therefore, summarize the writing competency assessments submitted on May 15, 2015 as a partial assessment of PLO#3. All majors are presented as one report.

The six International Business Majors in Chart 4, performed analysis the best followed by research and professionalism/completeness. Their worst performance was in strategy followed by writing mechanics and syntax. All columns do not sum to 100% due to rounding.

	All Majors					Chart 1
	Analysis	Strategy	Professionalism	Research	Mechanics	
Excels	35%	23%	23%	15%	19%	
Above Average	23%	38%	54%	38%	54%	
Meets	35%	19%	8%	23%	12%	
Below	8%	19%	15%	23%	15%	
Total	100%	100%	100%	100%	100%	

	International Business				Chart 4
	Analysis	Strategy	Professionalism	Research	Mechanics
Excels	17%	17%	17%	0%	17%
Above Average	17%	0%	50%	33%	33%
Meets	67%	17%	17%	17%	33%
Below	0%	67%	17%	50%	17%
Total %	100%	100%	100%	100%	100%

Indirect Evidence

In Policy, students work in groups to complete the final projects. Student groups either create a start-up business plan or analyze the strategies of a major corporation. In both cases, students show considerable progress in all areas of the rubric, including analysis, strategic recommendations, professionalism/completeness, research, and mechanics and syntax.

Students in the other capstone class for majors in the Business Administration Division, Service Leadership (BA 598), also assess the quality of their writing. Professor Regan Schaffer directs the surveying of students for all of the sections. The surveys are based on a 5-point Likert scale from "Strongly Agree" to "Strongly Disagree." Given that "Disagree" and "Strongly Disagree" were not used, these results are not shown. The Spring results of student surveys by major for all sections are noted in sections below.

International Business – Overall, 11 International Business Majors rate their ability to organize and write persuasively the highest, with professionalism and mechanics/syntax tied for second place.

Agree	Strongly Agree	Somewhat Agree
1. The content was well-written with no grammatical or writing errors	45.45%	54.55%
2. The content was organized and written persuasively	72.11%	27.27%
3. The content was professional in appearance and organization	45.45%	54.55%

Authentic Evidence

Students also write a final report for a nonprofit client in the other capstone class for majors in the Business Administration Division, Service Leadership. Professor Regan Schaffer directs the surveying of clients for all of the sections. Once again, a 5-point Likert scale was used. Given that clients did not use the lowest three points, only the top two results are shown. The Spring results of 30 client surveys for all of the majors follow.

Questions	Strongly Agree
7. The content was well-written with no grammatical or writing errors	81.25%
8. The content was organized and written persuasively	87.50%
9. The content was professional in appearance and organization	93.75%

In general, nonprofit boards were satisfied to very satisfied with student written reports.

Finally, students who have engaged in interviews with top firms that require writing, particularly case writing, have received job offers in fields that hire less frequently from undergraduate programs, such as consulting. With graduates accepting offers from firms such as Accenture and PwC Consulting, students report a direct correlation between their classwork and a successful interview process.

Closing the loop

Based upon this analysis, several actions may be taken to improve the quality of writing for the international business majors.

1. Working with the technology department to put together writing modules. In previous years, lectures which show students how to prepare professional reports have improved the professional quality of their work. With the ability to create these modules on line and to use them both in

class and outside of class, using writing modules is expected to improve professionalism and mechanics.

2. Including a business writing class in the curriculum. A business writing class would have significantly more time to focus on mechanics and different styles used in analytical versus research papers. It would also help students in writing cover memos and could address issues such as writing cover letters for jobs and building resumes.
3. Working with the faculty in the division to develop a set of common standards for business writing. Consideration would include using Chicago Turabian in all of the major classes, and developing a common rubric for assessing business writing.
4. Improving in class exercises in the Business Policy, Strategy and Ethics Course. As the syllabus and pedagogies for teaching Policy align, faculty are able to meet and develop common assignments and in class exercises to improve business writing.

PLO#4

PLO#4 was originally worded as "Recognize the importance of diversity and integrate their unique cultural backgrounds with those of other students and with faculty members to develop interpersonal and group interactions." However, the faculty felt that the original PLO#4 involved several disparate assessable components. The division sought to more clearly operationalize PLO#4 by making the PLO more concrete. This permits the faculty to more easily identify where and how they assessed this PLO. PLO#4 was then rewritten to read:

Upon graduation a Seaver Business student should be able to:

Work more effectively with others by either

- a. Understanding and recognizing the importance of diversity or inclusion. OR
- b. Understanding one's own unique cultural background and the backgrounds of other students and faculty members. OR
- c. developing effective interpersonal interactions. OR
- d. developing effective group interactions.

PLO#4 aligns with ILOs #3, 4, and 7.

Evidence

Direct Evidence

The assessment of PLO 4 in Organizational Behavior taught by Ben Postlethwaite students are introduced to the topic during course units on managing surface- and deep-level diversity.

Through lecture, real-world examples, case analysis, and class discussion, students are exposed to the moral/ethical, legal/compliance, and business arguments for diversity. Likewise, students learn to articulate both the benefits and challenges of diverse workplaces. They are also presented with best practices for working in diverse teams and managing diverse organizations. Further, students are randomly assigned to case analysis groups at the beginning of the course. These groups are typically diverse. As such, students gain firsthand experience working with students who are different than themselves.

Direct evidence of PLO 4 includes students reading a Harvard Business School case (*Laura Wollen and ARPCO, Inc.*; Gentile, 1992) which focused on an ethical decision regarding diversity and promotion. Students subsequently participated in an in-depth case discussion. Several weeks later, students individually analyzed a different diversity-related case (*Managing Diversity at Spencer Owens & Co.*; Ely, 2004) as part of their midterm examination. For the case analysis, students are evaluated based on their ability to identify the key management problem/dilemma, provide evidence from the case to support their problem diagnosis, integrate relevant course concepts, and propose an evidence-based solution. Case analyses were graded using a standardized rubric. The case, rubric, and answers to the examination were reviewed by all three members of the assessment committee. At least 80% of students are expected to meet or exceed expectations. The table shows that all of all international business majors met or exceeded expectations.

Major	Intl Bus
Exceeds	16.7%
Meets	83.3%
Below	0.0%
Total	100.0%
Count	6

The assessment of PLO#4 from Organizational Behavior taught by J. Goosby Smith includes students completing an "Experience as Other" assignment which required them to spend 2-4 hours with a group of people who differed from them in terms of one of the following identity group memberships: racial-ethnicity, culture, language, sex, gender, nationality, mental/physical ability, sexual orientation, religion, age, or veterans status. The purpose of this assignment (designed by a professor elsewhere) was to introduce students to the concept of "otherness." Direct evidence of PLO 4 came from a detailed and structured reflective essay of the "Experience as Other" assignment. The results are shown in the table below...

Major	Intl. Bus.*
Exceeds	100%
Meets	0%
Below	0%
Total	100%
Count	6

On the "experience as other" assignment, all of the international business majors exceeded expectations.

The assessment of PLO4 from the Legal and Regulatory Environment of Business class involved a question Professor Whitney asked regarding illegal and unwise forms of discrimination. Direct evidence of PLO4 is derived from an exercise conducted in BA358, the legal and regulatory environment of Business. In the class, the students are asked to respond to a question regarding illegal discrimination and legally, although unwise, discrimination. Direct evidence for PLO#4 based upon the question in business law regarding illegal and unwise discrimination is shown below using a scale of 85% exceeds expectations, 70%–84% meets expectations, and below 70% fails to meet expectations.

Major:	International Business
Number Correct	3
Total # major	4
Percentage Correct	75%

From the above table, we can see the performance of international business majors failed to reach the 80% threshold, but this again may be due to a small sample size. Given that there

were only four international business majors in the section, all four would have to get the question right to score above 80%.

Indirect Evidence

No indirect evidence was sought among international business majors for PLO#4.

Authentic Evidence

No authentic evidence was sought among international business majors for PLO#4

Closing the loop. There were no closing the loop suggestions to increase the performance of international business majors for PLO#4.

PLO#5 for an international business major is that a graduate with a degree in international business should be able to analyze international business situations in keeping with professional standards and moral values and recommend appropriate courses of action.

Clearly, these PLOs fit well with the institutional learning outcomes. Specifically, ILO#8 (Practice responsible conduct and allow decisions and directions to be informed by a value-centered life) would align with PLO#5, as well as ILO#7 (Think critically and creatively, communicate clearly, and act with integrity.)

The report looked at,

"individual ethical reasoning and decision-making in organizations as well as on the student's development of personal perspectives of ethics and values. Detailed assessments of students in one of the introductory courses for all majors, Organizational Behavior (BA366) as well as assessments of seniors in our capstone courses, Business, Policy, Strategy, and Ethics (BA497) and Service Leadership (BA598) are included. The assessment of ethical decision making and reasoning is primarily based on business scenarios analyzed in classes in keeping with the program's learning objective. One scenario directly addresses ethics and diversity while the other one analyzes a local biotechnology company that has become global. Students reflect on

their individual responses as well as on how to understand the context for large multinationals.

In addition to individual assessments, the teaching evaluation question regarding contribution to personal values and moral integrity allows for assessing all courses within the three majors. Finally, summary information of pedagogies in classes that actively teach ethics as well as other evidence contributes to this assessment.

...this assessment focuses on the objective that the student will have the ability to analyze ethical situations in business and to recommend courses of action in keeping with professional standards and moral values. Although this assessment does not address a student's individual ethics, it is out gal to show that students develop in their ethical reasoning abilities.

Evidence

Direct evidence

In BA366 presented with a Harvard Business School case requiring an ethical decision. An extensive class room discussion ensued. A similar ethical case was part of their midterm exam. The exams were graded using a standardized rubric. The students were evaluated on their ability to identify the key management problem/dilemma, provide evidence from the case to support their problem diagnosis, integrate the relevant course concepts and propose an evidence-based solution. The case analysis were evaluated by three members of the assessment committee following a normalization of assessments.

In a second exercise, students were assigned a business scenario based on a real-life business situation. Students were evaluated on their ability to apply six ethical approaches to decision making, the evolution of their answers as the framework and exercise unfold, personal reflections, and a final exam on their understanding of these approaches. It was expected that student would correctly identify four or five of the six ethical approaches. Those who identified six, exceeded expectations and those who identified less than four failed to meet expectations.

In BA497, a course taken by all Seaver Business majors, students used the "Ethical Audit of Strategy" to relate a corporation's mission, goals, and objectives of the firm to audit its ethical behavior. The instrument was first written in 1999 by Rowe, Mason, Dickel, and Mann in 1999 and updated in 2011 by Mann, Rowe, and Seshan in 2011. Students were given a case of a biotechnology company and its difficulties in manufacturing two drugs and its acquisition by a multinational corporation. Students were asked to recommend courses of action to improve the ethics of the company as well as reflect on ethical leadership and personal morals.

In all of these cases, the goal was that at least 80% of the students observed would meet or exceed the standards set for them. The tables below show the results of each exercise.

BA366, case 1

	International Business
Exceeds	50%
Meets	33%
Below	17%
n	6

In case 1, 83% of the international business majors meet or exceed expectations.

BA366, case 2

	International Business
Exceeds	86%
Meets	14%
Below	0%
n	7

Not only did accounting majors do better on the second case, but all students in all majors met or exceeded expectations.

The exercise in the BA497 dealing with corporate responsibility had a much larger sample size (n=95). The policy exercise also included finance majors as a separate measure. The following table reports these results

BA497

	International Business
Exceeds	35%
Meets	50%
Below	15%
n	26

85% met or exceeded expectations, larger than the goal of 80%. All majors exceed this threshold.

Indirect Evidence

Indirect evidence was based upon results of a pre-and post-survey in which the students assess their own level of ethical behavior. Students reply to the statement, "I behave ethically no matter the situation," on a scale of "disagree", "neutral", "agree" or "strongly agree". Individual scores were tracked through a four digit code, which maintains the anonymity of the student. The differential between the entry and exit surveys were illustrative. Out of sixty-six students, only two (out of 54 students—3.7%) said they disagreed with the statement. Neutral ratings increased from 13% to 24%, while agree ratings decreased from 67% to 61%, and strongly agree rating decreased from 17% to 11%. Thirty-seven students did not change their ratings, while five students rated themselves more highly on the post test than the pre-test, while 12 rated themselves less highly. This decrease in the self ratings of 12 students is due to increased critical awareness.

Authentic Evidence

Teaching evaluations were used to measure if courses for which ethics was introduced, developed or mastered, were perceived by students as affecting their values. The mean for the question dealing with the students' perceptions of the course contributing to their morals was compared for courses identified as contributing to PLO#5 and those not. In all major there was a statistical difference between the two means in the direction that would imply there was indeed a perceived positive change in ethical growth in the courses in which those mindsets were hoped to be molded.

Closing the Loop

Since the students met or exceeded expectations on PLO#5, the discussion of closing the loop consisted mostly of how to conduct this future assessment of PLO#5 more efficiently.

PLO#6 for international business majors is the same as for business administration majors, a graduate with a business administration (or international business) degree should be able to demonstrate a commitment to civic engagement by applying business knowledge in a service project.

PLO#6 in each major supports ILOs numbers 4 (apply knowledge to real-world challenges), 5 (respond to the call to serve others), and number 6 (demonstrate commitment to service and civic engagement).

The service leadership project in Seaver Business is an integral part of all of our majors. When majors take this capstone course they are placed in teams with their cohorts and the team is assigned a non-profit organization that has enlisted in the service leadership project because they have a specific business issue that needs addressing. The student team in the service leadership project works as consultants with the non-profit. The team's first assignment is to come to an understanding as to what is being asked of the team, what is feasible, and what will be delivered. The service is provided to the non-profit at no charge. As such, it is tangible evidence of the alignment of the business division's mission to the university's mission.

The division's students have many faculty role models in this area. In academic year 2013-14 two Seaver Business faculty, Regan Schaffer and Scott Miller, received community service awards from the Ventura County Community Foundation and the Al Wooten Heritage Center, respectively. In addition to Professor Schaffer and Professor Miller many Seaver Business faculty serve non-profit foundations as volunteers and board members including Rob Shearer (Board Member of the Ventura County Habitat for Humanity) and Dean Baim (Board Member of University Credit Union for nineteen years).

Evidence

Direct Evidence

The assessment of PLO 6 in Service Leadership includes:

- Pre and post-assessment of students using a 40-item inventory
- Professor evaluation of consulting report using a grading rubric
- Nonprofit professional (external) evaluation of consulting report using an online assessment tool

PLO#6 is achieved at mastery level through BA598, Service Leadership. The Service Leadership course is designed to blend academic study with community service (through service-learning). In this course the students form consulting teams to serve nonprofit organizations by applying business concepts and skills to mutually agreed-upon projects. In this approach, all parties to the arrangement are seen as learners and teachers as well as servers and served. Dealing with issues related to service projects, reflection, and evaluation will be essential elements of the course.

Service Leadership is a required course for all international business majors. This assessment report is based upon enrollments from four sections of BA598 offered in the spring semester of 2014. Seventy-one students were enrolled but only business, international business and accounting majors are included in this report. The population consisted of eleven international business majors.

Direct evidence of PLO 6 is evaluated by student grades on their final written report for their nonprofit client. The project is evaluated using two methods: 1) the professor by use of a grading rubric for both a first and final draft of the report; and 2) nonprofit client evaluation via an online assessment tool. The grading rubric evaluates content, format, quality of strategic implementation plan, and writing. The nonprofit client evaluation includes assessment of quality of strategic plan and overall experience. To write the final report the students must apply their business knowledge and skills to creating a strategic solution for their nonprofit client's stated business challenge.

Combined the assessments are direct evidence as allocated by a grade and reported in Table 1:

- Exceeds expectation: A or A-
- Meets expectation: B+, B, or B-

- Below expectations: C or lower

Direct Evidence for PLO 6 based on students' final written report in Service Leadership.

Major	Intl. Bus.
Exceeds	64%
Meets	27%
Below	9%

All of the international business majors, except one, met or exceeded expectations in PLO#6.

This high rate of success is due to two key factors. First, the course is designed for students to collaborate with one another, their non-profit partner and their faculty member in designing their strategy for their clients. This includes vast amounts of feedback, numerous drafts of their written work, and critiques of their oral presentations. This is a developmental process where students are able to build upon and improve the quality of their work throughout the semester. Second, service-learning pedagogy inherently engages students in service through their work as consultants. Often student motivation is high because they see the direct impact their work will have on the cause their non-profit client serves and the ownership they develop as they create their own brand (consulting team identity, values, logo) and seek out to live the servant leadership principles taught in the class. The external feedback from the non-profit partners serves to reinforce the student motivation and desire to produce quality outcomes.

Indirect evidence

No indirect evidence was reported for PLO#6.

Authentic evidence

No authentic evidence was reported for PLO#6.

While our students are demonstrating their commitment to civic engagement while enrolled in BA598, our assessment indicates that their behavior may be limited to the class. Therefore, it is difficult to determine if they are truly "committed" to civic engagement. This is encouraging but difficult to assess as the students leave within a year of taking service leadership.

Closing the Loop

There is no closing the loop recommendations for PLO#6 in international business.

Multiple PLO Authentic Evidence

After summarizing the PLO assessments in the last section for each major, we close this section by reporting on the success of our majors in multiple PLO areas. As most of these are achievements by our alums, these are classified as authentic evidence.

- Over the last four years three Seaver Business majors have been named Fulbright Scholars.
- One of our accounting majors earned a perfect score on one of the sections of the CPA exam.
- Working with Jaye Smith and Scott Miller to gather data, James Scott-Ransom wrote a paper that was accepted for presentation at a professional conference.
- One of the 2014 accounting graduates was accepted into the Masters of Science in Accounting at the University of Notre Dame, the most prestigious program in the country. The year's study was financed by her accounting employer.

V.--Faculty

The Seaver Business Faculty is a mixture of traditionally trained academics and practitioners. At the core of the Seaver Business faculty are the traditionally trained academics who hold terminal degrees in their fields. Besides their terminal degree these faculty often bring practical business experience with them. A Seaver Business student's educational experience is further enhanced by other faculty members who have had extensive experience as a practitioner and, often, an executive. Our faculty are selected because they have backgrounds that enhance the student's learning experience, model lifetime learning, have a heart for service (to the student and the community, and have strong moral backgrounds.

Examples of how faculty members' background and expertise enhance our students' experience, are

- Mike Mullen, who teaches our human resources management class and oversees our internship program.
- Ron Conlin who served as a researcher of JD Power and teaches marketing research for us.

- Paul Reim, a successful real estate investor in Orange County (and a Seaver Business alum,) teaches real estate investment.
- Amy Johnson, a former consultant for a large consulting firm, an entrepreneur who started and still maintains a private consulting firm.
- Frank Sadighian, a former vice president of marketing for 3M.

Table AK shows the breakdown of the Seaver Business faculty with terminal degrees and those who have a more practitioner background.

Terminal degree	Graduate degree with extensive business experience	Percentage of faculty with terminal degree
21	14	60%

There is a mixture also of the length of time at Pepperdine. A nucleus of faculty were hired in the early 1980s and have remained at Pepperdine in excess of 30 years. In the last decade, we have hired several more faculty, but, as will be discussed later, we have recently had difficulty in retaining many of these faculty. The table below shows the time of service for the tenure-track faculty as of fall 2014 (again, does not sum to 100% due to rounding)

Number of Tenure-Track Faculty by Length of Service (measured in years)

>35	30-35	25-30	20-25	15-20	10-15	5-10	<5 years
1 Yates	3 Summers Gean Baim	2 Whitney Seshan	2 James Schaffer	1 Misch	2 Galantine Goukasian	2 Smith Miller Burke	4 Postlethwaite Shearer Myer Son
6%	17%	11%	11%	6%	11%	17%	22%

The table above gives an indication of a division that is in transition. About 1/3 of the tenure-track faculty members are at an age where retirement is a reasonable thought. Indeed, two of the faculty members with a tenure of 25 years or more have retired in AY2014-15. Obviously, these 25+ year veterans are deeply loyal to the college. As they retire, however, the challenge will be to replace them.

The division has not been able to retain a significant numbers of faculty hired in the past five years beyond two years. Indeed, the only faculty hired in the last five years who have stayed more than two years are Ben Postlethwaite and Rob Shearer. The former is a Pepperdine alum

and the latter has a military pension to help support he and his family. While two of the 25+ faculty have retired, the two of the <10 year faculty have decided to leave Pepperdine. These two add to the departure of one accounting professor (who left three years ago) and a marketing professor (who left two years ago, and who stayed at Pepperdine only two years).

The following table will update the previous table to the fall 2015 tenure-track faculty.

30-35	25-30	20-25	15-20	10-15	5-10	<5 years
3 Summers Gean Baim	1 Whitney	2 James Schaffer	1 Misch	2 Galantine Goukasian	2 Miller Burke	4 Postlethwaite Shearer Son Fang
19%	6%	13%	6%	13%	6%	25%

Other faculty have engaged in scholarly activity related to teaching/learning and assessment.

Both Marilyn Misch and Carolyn Galantine have won best paper awards with papers that address these issues.

Many of the faculty engage in scholarly activities that support the division, college, and university missions. Recently, a new initiative this year will increase that number as we begin a series of community based research (CBR). The CBR will not only attract faculty interest in this mission-supporting scholarly activity, but it will also be used to create opportunities for more student-faculty collaboration.

The faculty have been relatively successful in finding outside funding sources to support their research and teaching activities. Two faculty have received grants from the Wood-Claessens Foundation. We have a grant from Harry Respass to promote student-faculty research collaborations. One of our faculty members holds an endowed chair, and we will have funding for another chair and professorship. This does not mean that additional funding would not be useful. The division finds itself in competition for faculty it often cannot win due to salary issues and lack of summer money, or other resources.

To partially offset this liability we have begun looking for donors to endow a new fund that will hopefully support an annual payout for one or two deserving faculty members to improve our faculty retention.

While our faculty could do better with respect to gender representation (25% of the 2015-16 tenure-track faculty are female), the division has a diverse faculty with regard to race and national origin. We will have one African-American faculty member, two Asians, and one Hispanic.

Appendix VII is a table given to outside reviewers from the Association to Advance Collegiate Schools of Business (AACSB) when they visited in fall 2014. It shows all the faculty who taught courses that are required for our majors in AY 2013-14, including faculty who are outside our division. In some cases the faculty are outside our division (math and economics professors—sometimes adjuncts, for example) and others are international program local faculty that our division has far less control and oversight than division faculty members. As we will see when we discuss the external review, the conclusion that was made by the AACSB visiting team is that the division is too reliant on adjunct faculty.

VI-External Review

In fall 2014 Seaver Business and GSBM underwent a joint AACSB continuous improvement review (CIR). The visiting team's report and the final AACSB evaluation serve as our external peer review.

The process began with our internal review. While much of the internal review was focused on GSBM, but also included Seaver Business. Appendix VIII is the self-study that was sent to AACSB for the purposes of our CIR.

The peer review team (PRT) consisted of three members, Michael J. Paige, Provost and Vice President for Academic Affairs, Bentley University; Bill C. Hardgrave, Dean and Wells Fargo Professor, Raymond J. Harbert College of Business, Auburn University; Karly B. Leggio, Professor of Finance and ex-Dean, Sellinger School of Business and Management, Loyola University Maryland. Provost Paige served as the chair of the PRT.

The team's schedule is shown below:

AACSB Visiting Team's Schedule

Sunday - Oct. 5	Who	What	Where
4:00 - 5:00 pm	Peer Review Team (PRT)	Arrive to Drescher Graduate Campus	Graziadio Villa
5:00 - 6:30 pm	PRT	PRT Meeting	Villa Board Room

6:30 - 8:00 pm	PRT, Leadership Teams, Accreditation Team	Dinner	TBD
Monday - Oct. 6	Who	What	Where
7:30 - 8:00 am	PRT	Breakfast	Villa Board Room
8:00 - 8:30 am	Deans, Accreditation Team	Orientation, facilities, base room	Drescher - TBD
8:30 - 10:00 am	PRT, Leadership Team	Strategic and management issues	Drescher - TBD
10:00 - 10:15 am	BREAK		Drescher - TBD
10:15 - 11:00 am	AD Academic Affairs, Dept. Chairs	Faculty management and support	Drescher - TBD
11:00 - 11:45 am	Selected Faculty 1 (Tenure Track)	Faculty management and support	Drescher - TBD
11:00 - 11:45 am	Selected Faculty 2 (Tenured and Supporting)	Faculty management and support	Drescher - TBD
11:45 - 12:30 pm	Program Support Staff	Student support	Drescher - TBD
12:30 - 1:30 pm	Program ADs and Program Chairs	Lunch	Drescher - TBD
1:30 - 2:30 pm	Personnel Committee	Promotion and tenure	Drescher - TBD
2:30 - 3:30 pm	Finance and Administration	Resource management	Drescher - TBD
3:30 - 3:45 pm	BREAK		Drescher - TBD
3:45 - 4:45 pm	LA Committee and Curriculum Committee	Assurance of learning and curriculum	Drescher - TBD
4:45 - 5:30 pm	Selected Students 1 (Undergraduate)	Student support	Drescher - TBD
4:45 - 5:30 pm	Selected Students 2 (Graduate)	Student support	Drescher - TBD
5:30 - 5:45 pm	BREAK		Drescher - TBD
5:45 - 6:30 pm	Alumni Relations and Advancement	External relations	Drescher - TBD
6:30 - 7:30 pm	Advisory Boards and Alumni	Stakeholders	Drescher - TBD
7:30 pm	PRT	Dinner, return to Villa	Villa Board Room
	Who	What	Where
Tuesday - Oct. 7			
7:30 - 8:15 am	PRT	PRT Meeting	Villa Board Room
8:30 - 9:30 am	PRT, Leadership Teams	Meeting / preliminary report	Lower Campus (TAC)
9:30 - 10:30 am	PRT, President, Provost, Deans	Meeting / preliminary report	Lower Campus (TAC)
10:30 am	PRT		Leave for Airport

As can be seen from the self-study and the schedule, the team was given a comprehensive self-study and conducted a comprehensive review that covered all levels of stakeholders and issues from administrators, faculty, faculty recruitment, students, staff, alumni, advisory boards, fund raising, curriculum review, and academic affairs.

The PRT report is available in Appendix IX. One of the main threads of the PRT report questions the reason why Seaver Business and GSBM are seeking joint accreditation. Prior to the adoption of the 2013 standards, which we chose to be under, institutions with more than one degree granting institution had to apply jointly. The ability to apply individually was made available only after the standards were rewritten in 2014, long after we had already embarked on our CIR report. For the rest of this section, we will focus mainly on the report as it pertains to Seaver Business.

The report found positive aspects of our program. To wit:

- Impact across the communities served by both units is consistent with their missions. As rightfully reflected in the self-evaluation report, the most significant impact is made across the education and practitioner/corporate/societal domains. (page 4)
- Commendable innovations with impact include (but are by no means limited to) the Microfinance Club and the Career Boot Camp initiative within the College's Business Administration Division. (page 4)
- The documentary evidence of engagement with students, corporations and society was unequivocally confirmed during the visit. ... Engagement with students extends well beyond their graduation, and alumni of both the School and College display great affinity with the University. An affinity that holds great promise and potential for the future – through collaborative/experiential learning and through funding opportunities. (page 4-5).
- the Business Administration Division of the Frank R. Seaver College of Letters, Arts, and Sciences continue to fully meet the eligibility criteria of AACSB with respect to both core values and guiding principles, and general criteria. (page 6)
- Both units utilize a variety of support personnel to meet their student-centered mission. Career centers, advisors, and mental health professionals are utilized to assist the students in many different areas. It is clear, they care deeply about their students. (page 9)
- The mission of Pepperdine as 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" is clearly embodied in the educational missions of both the George L. Graziadio School of Business and Management, and the Frank R. Seaver College of Letters, Arts, and Sciences. Both units demonstrate an exemplary commitment to their students and the education/student centric nature of the University and is evident and understood by all – faculty and staff, students, alumni, and other external stakeholders. Commitment to student learning, espoused by many institutions, is truly practiced across the business and management portfolio of programs offered at Pepperdine University. (page 11)
- Both George L. Graziadio School of Business and Management and the Business Administration Division of Frank R. Seaver College of Letters, Arts, and Sciences have a strong commitment to student learning. Faculty clearly see their primary role as being

oriented to ensuring effective learning of students whether these are pre-experienced undergraduates or significantly experienced mature learners. This commitment translates into a significant investment of time into student learning but it does come at a price with respect to scholarly output. The units need to continually reflect upon the idea of the teacher-scholar and ask whether sufficient time is available for the level of scholarly endeavor needed to ensure "best-practice" education. This framing of the relationship between teaching and scholarship for education centric units of this type needs to extend beyond the base definitions of Faculty qualification criteria. (page 11)

The PRT recognized and praised the division, and its faculty, for its student-centered focus that aligns with the mission of the college and the university's missions. This is evident in the care and attention the faculty give to the students, as well as the assistance afforded by campus life, the Seaver Care Team and other support groups.

The team also pointed to changes that they considered would improve the program. Besides the issue of whether GSBM and Seaver Business should apply separately for accreditation, the main issues found by the PRT deal with the process for determining faculty qualifications, whether faculty are sufficiently current, and the lack of a workable mission statement and strategic plan that will guide decisions on resource allocation in the future. A sample of these comments are below.

1. The absence of full strategic planning on the part of the Frank R. Seaver College's Business Administration Division... something of a challenge. In particular, the mission of the College's Business Administration Division and the accomplishments needed to achieve it are not considered specific enough to guide action and choice, particularly in a resource constrained environment. (page 2)
2. Faculty sufficiency challenges persist with the Business Administration Division of the Frank R. Seaver College of Letters, Arts, and Sciences. To a certain extent, this is explained by the scale of the portfolio of programs (four BS degrees inclusive of the flexible BS Contract Major) relative to the size of the full-time Faculty. The scope of the curricula that needs to be offered necessitates the use of a significant number of adjuncts whose participation (and qualifications per Standard 15) present challenges in spite of the sometimes liberal interpretation of the hurdles. (pages 2-3)
3. Faculty qualifications within the Frank R. Seaver College's Business Administration Division present difficulties with respect to both the scholarly academic (SA) and practice academic (PA) hurdles, particularly given the stretch sometimes employed when classifying individuals... (page 3)
4. Unfortunately, concerns expressed in the 6th year review dated March 19th, 2011 are still evident. Academic qualification sufficiency targets under the prior standards that proved challenging for the University's business and management degree offering entities are not without problems under the new standards. This also applies to sufficiency issues within the Frank R. Seaver College's Business Administration Division. Requirements for qualification across the four categories, and particularly for practice academics need to be made more explicit and to take further cognizance of stated mission(s) and vision.
5. The 6th year review report [the result of the 2009 AACSB accreditation process] states: Seaver's mission statement includes: "Participating in the professional community through research, scholarly papers, publications, and service..." ... However, their actual research output, in terms of both quality and quantity, does not measure up to those

- statements. In spite of the adjustment to the College mission statement to ... teachers committed to a life of instruction and scholarship ..., the above challenge remains. This would include significantly elevating the research demands (in quality and possibly quantity) and significantly reducing the teaching loads with the possible attendant requirement of a research only trimester. Similarly, clarification is required for the Business Administration Division of the Frank R. Seaver College.
6. Both the George L. Graziadio School of Business and Administration and the Frank R. Seaver College's Business Administration Division highlight "real-world" and "education" impact. Interestingly, while the Impact @ [Seaver] statement does mention more traditional academic impact, this aspect does not feature highly for either unit relative to how it might dominate more research oriented institutions. This is not a failing for an education centric institution like Pepperdine University with its strong faith-based and societal mission. Rather, the commendable reality that this articulates should be far more explicitly reflected as the *raison d'être* of ... the Frank R. Seaver College of Letters, Arts, and Sciences (as reflected in the aspirations, strategies and faculty orientation of its Business Administration Division). (page 4)
 7. ...as the "dominant partner" in the AACSB accreditation journey, George L. Graziadio sets the broad criteria for faculty qualifications and participation. Frank R. Seaver's Business Administration Division then seems to adopt these guidelines with a little "massaging" relative to what would be a tighter cultural fit within its own College if expressed somewhat differently. (page 5)
 8. The Frank R. Seaver College's Business Administration Division should have a distinctive strategic plan related to its scholarly and education programs... (page 7)
 9. The Frank R. Seaver faculty currently have more [than GSBM] shortcomings when it comes to meeting AACSB standards relative to the number of participating faculty as well as the appropriate level of scholarly academics (SA) and practice academics (PA). A significantly improved systematic means of applying the classification rubric to assess faculty qualifications should be implemented. (page 8)
 10. The Business Administration Division of Frank R. Seaver College has a faculty sufficiency issue. Overall, it does not meet the minimum standard of 75% sufficiency, although it is very close (74%). One of the disciplines, decision sciences, is less than 60%. Given a relatively-liberal definition of participating – "a faculty member is considered participating if he or she contributes to the college or University in other ways" (beyond teaching) – the participating percentage should be much higher. This overall lack of participating faculty suggests a potential threat to their ability to maintain their student-centered mission. (page 8)
 11. The over-use of supporting faculty can erode the ability to cater to the students' needs (due to lack of availability of faculty who are not engaged regularly with the university). (page 8)
 12. The qualification criteria regarding peer reviewed publications is vague and not widely understood by the administration or faculty. (page 9)
 13. Overall, Seaver does not meet the 90% minimum of SA+PA+SP+IP (i.e., 88%). (page 10)
 14. Although... Seaver [has] made progress since the last review, [it] still suffer[s] from a lack of qualified faculty, especially considering the liberal interpretation of the categories and the emphasis on improving this aspect since the last review. (page 11)

To clarify the terminology of the comments made above, faculty qualification refers to the manner in which faculty are judged to remain current. Sufficiency comments concern the faculty participation in institutional governance.

The PRT criticisms fall into three, overlapping, categories. One is the lack of a mission statement and strategic plan for the division, the second is the lack of a division specific set of standards for

The final assessment from AACSB came in mid February in the form of a letter from AACSB's Continuous Improvement Review Committee. While they pared down the PRT letter to fewer issues, but the negative points concerning faculty sufficiency and qualifications remain the same. The negative comments fall into four categories (with the number of the negative comment in parenthesis).

- The need for a mission statement and a strategic plan that align with our mission and resources (comments 1, 5, 6, and 8, above).
- The creation of qualification standards that align with the mission statement and a sufficient number of faculty who meet these standards (1, 3, 4, 5, 7, 9, 12, 13, and 14).
- The creation of sufficiency standards that align with the mission statement and a minimum ratio of faculty who meet these standards (2, 4, 9, 10, and 11).
- The overuse of adjunct professors, that lead to many of the above challenges in meeting qualification and sufficiency standards.

It should be noted that these issues are not new with the 2014 PRT review. The 2009 visiting team made similar comments (as background the Scholarly Academic ranking referred to by the 2014 PRT was called Academically Qualified (AQ) in 2009 ...

- Given that the Peer Review Team has some questions about the relatively low hurdles for becoming AQ, our concerns are raised to a higher level. While steps have been taken to rectify this situation, we would like the school to show continued improvement in the area of faculty qualifications. (page 2, March 2012 Maintenance of Accreditation Review-2012 MAR)

The 2009 team saw the same weaknesses as the 2014 team, so it is not surprising that the 2014 team stressed that standards needed to be clearer and enforced. The 2014 PRT was perceptive in describing the process leading up to the 2014 review. The Seaver Business faculty were not made aware of the above comment with respect to AQ status requiring a higher level of scholarly output. The minimum in 2009 was for a faculty member to have at least one peer reviewed journal article and some other intellectual contributions. The Seaver Faculty believed this was the standard and published accordingly. It was not until the fall 2013 that the Seaver Business faculty heard that GSBM was imposing a minimum three article limit (along with additional ICs). It was not possible for the Seaver Business faculty to react to the three fold increase in

expectations in less than one year.

Similarly, the 2009 team wondered if the loads on Seaver Business faculty were too much...

- Faculty are the key resource for building a successful academic program, and faculty need to receive an appropriate level of support so they can meet the expectations the institution places on them. Particularly in the Seaver program, it is not clear that faculty support and development are at an appropriate level. *Faculty face heavy teaching and advising loads, have responsibility for assurance of learning and other service commitments, and must also find time for their scholarship. It is not clear that the teaching load is appropriate given the expectations for faculty performance in other areas. In addition to finding adequate time, faculty development funding may not be adequate to sustain faculty efforts.* In addition, faculty salary levels may not be in line with the aspirations and expectations of the institution. (emphasis added) (page 3, MAR)

It should be noted that Seaver College partially address the issue of salaries and given the constraints it faces in the Seaver culture, they did about all that could be done at that time. The other items (teaching and advising loads, assurance of learning responsibilities, and other service commitments and faculty development funding) have only been partially addressed, if at all. Suggestions on how these might be addressed are discussed in our section regarding closing the loop.

VII.–Sustainability of the Program

There are two parts to whether the majors in the Seaver Business are sustainable. The first is demand from the students, the second is the supply of resources to help meet that demand. These will be addressed in turn.

Demand

From the looks of the enrollment trends in earlier sections, there is sufficient and growing demand at least for the accounting and business administration majors. Between 2011 and 2014 the growth rate in accounting and business administration majors has increased 41% and 18%, respectively while Seaver College enrollment increased less than 3%. In 2014 accounting majors represented 3% of total Seaver students compared to 2% in 2011. Similarly Business Administration majors made up more than 15% of all Seaver students, up less than 13% in 2011. Clearly, there is a demand for accounting and business administration majors.

The one Seaver Business major that is not experiencing an enrollment increase is international business. There were 62% fewer fully admitted international business majors in 2014 than in 2011 and an 26% drop in pre-international majors during the same time.

Despite the recent drop in international business enrollment, the total number of declared accounting, business administration, and international business majors has increased from 652 in 2011 to 735 in 2014 (an 12% increase).

As Grow Seaver takes effect, we can expect the number of students in Seaver Business to grow even faster. If the growth in business majors increases at the same rate as it has when we have not been intentionally growing Seaver, there can be a significant increase in the number of Seaver Business majors.

Clearly, the demand for a Seaver Business major is present, and increasing at a faster rate. When one subtracts the international business major from the majors, the growth in interest by students is even more impressive.

The above only describes the increased demand for Seaver Business majors. It does not account for the increase in demand for Seaver Business classes by non-Seaver Business majors. As other majors realize the importance of a business background, they are requiring or offering as electives, our non-restricted courses, such as organizational behavior, business law, accounting and finance for non-business majors, and, most recently, personal finance. A census was taken of the non Seaver Business majors taking business administration division classes. This census did not include non Seaver Business majors who were taking accounting classes as part of an accounting minor, so it is a lower bound. Despite this there was still a 73 student increase in non-majors taking BA classes from Spring 2011 to Spring 2014.

Similarly, the division is now embarking on the MSA program, a further avenue of increased demand.

Supply

If there is a cause for concern regarding the sustainability of Seaver Business, it is the increasing resources necessary to meet the increased student demand.

Our facilities do not provide a constraint. We, and the communications division are housed on one of the newer classroom/office buildings on campus. In the thirteen years since the Center for Communication and Business opened technology has advanced and the furniture is starting to look like it has been used heavily for thirteen years, but these are minor and can be corrected in incremental ways. Classrooms are adequate in number and quality, and with the implementation of a new scheduling scheme, should not provide a binding constraint even in the early years of Grow Seaver. The one physical resource on which we running low is office space.

In this current academic year we experimented with removing the white boards in one room and replacing them with "Think Paint" on every wall. Think Paint is a product that acts much like a white board in that students can write on the wall with dry erase markers that can be erased. Classes are able to be broken up into teams who are given assignments to work on in their section of the wall. This room has been widely acclaimed by the faculty who use it, and members of other offices and divisions on campus have come by to see how the think paint is working. The division plans to convert a couple of rooms per year to this format.

The college has provided us with funding that will increase access to the Bloomberg News Service. This increase will allow our students and faculty to access financial data to help in classwork, and scholarly activity. The library is openly available to help students and faculty in research for classes or intellectual contributions. Marc Vinyard is a strong ally in meeting with our faculty, students, and staff, and deserves a special commendation for holding office hours at least once a week during the school year to help us all in our search for information.

The previous five-year program report made a point that the operating budget had not changed. However, the division is not inadequately funded for operations. This may be due to changes in operations caused by alterations of division behavior (such as acquiring laser printers to do the bulk of printing rather than pay the rapacious prices for use of the large printer, use of personal mobile phones instead of paying the equally rapacious prices for the office land line phones). The one area where there seems to be some constraint on the division's budget is for student workers in the division office. With the California minimum wage set to increase January 1, 2016,

this may become a bigger issue in AY2015-16.

The problem with meeting the increase in demand mentioned above is not for lack of the tangible resources. Instead the true issue with sustaining Seaver Business and having it improve, is labor, specifically faculty.

Earlier it was reported that in early 2010, the AACSB PRT construed that, "Particularly in the Seaver program, it is not clear that faculty support and development are at an appropriate level. Faculty face heavy teaching and advising loads, have responsibility for assurance of learning and other service commitments, and must also find time for their scholarship. It is not clear that the teaching load is appropriate given the expectations for faculty performance in other areas. In addition to finding adequate time, faculty development funding may not be adequate to sustain faculty efforts. In addition, faculty salary levels may not be in line with the aspirations and expectations of the institution."

The 2014 AACSB PRT found similar concerns, "The Business Administration Division of Frank R. Seaver College has a faculty sufficiency issue. Overall, it does not meet the minimum standard of 75% sufficiency, although it is very close (74%) ... the participating percentage [the percentage of tenure track faculty] should be much higher. This overall lack of participating faculty suggests a potential threat to their ability to maintain their student-centered mission."

Despite this realized and anticipated growth, the number of tenure-track positions in Seaver Business has remained constant at 18. The number of students per tenure track position has risen from 36.22 (=652/18) to 40.88 (=735/18). To bring the student per tenure track position back to 2011 levels, two more tenure track positions would have to be created.

This is a lower-boundary estimate because it does not increase does not take into account the increased demands on Seaver Business due to more students from other majors taking Seaver Business courses that are either required or are one of a selection for their majors, minors, or certificate programs. In Spring 2015 there were 73 more non-majors taking Seaver Business classes than in Spring 2011. If the class size is not to exceed 25, this would warrant yet another tenure track position (three classes per semester). Furthermore, the 73 non-major enrollment

increase does not account for non-majors taking accounting classes to satisfy an accounting minor, nor is there any attempt to compensate for the increased demands related to the MSA program.

Finally, the above analysis does not account for classes that we could offer and fill if we had more faculty. By looking at our waiting lists, Rhonda Huddleston has estimated that we could teach eight more classes (two more in decision sciences, management, and marketing, and one more each in accounting, and law) over and above what we currently are offering.

Failure to address the tenure track position shortages will jeopardize Seaver Business status as the "education centric institution" that the AACSB PRT saw in its 2014 visit.

Faculty retention

Getting authorization to hire more tenure-track positions will do little to enhance the Seaver Business majors experience, if it is not possible to retain the faculty that are hired. Since AY 2010 the division has hired seven tenure-track faculty (Velasquez in 2010; Smith, Postlethwaite, and Brough in 2011; Shearer in 2012; Myer in 2013; and Son in 2014). Over this same period we have lost four of these new hires (Velasquez in 2012, Brough in 2013, Smith and Myer in 2015). Indeed only Postlethwaite, Smith, and Shearer have stayed with the division more than two years, and Smith left after four years.

Most of the "defections" were due in some way due higher salaries offered by another institution. This is supported, in part by the faculty who have stayed more than two years. Professor Shearer's income is supplemented by a military pension, and Ben Postlethwaite has emotional attachments to the institution due to his alumnus status.

Prompted partly by the 2009 AACSB report, the Seaver administration committed to paying faculty who are academically qualified (now scholastic academic) at the mean of the AACSB salary survey starting in AY2012-13. In face of a belief by many Seaver faculty that all faculty should be paid the same, this break with the Seaver pay ladder was an act of courage. Even with

this an offer to one of our faculty has a 50% chance of paying more than our salary. The chances increase even more because the mean income is reached only when the faculty member is at top step of a rank. Therefore, 2/3 of the time if the salary a faculty member receives is below the mean, sometimes by 12% or more.

Salary is not the only reason for defections. A common complaint among the Seaver Business faculty is that the institutional support is not commensurate with the demands put on faculty. This observation was made by both AACSB visiting teams.

In a previous section this report introduced the division faculty peer schools. These were the schools that Seaver Business faculty suggested were like us so we could compare ourselves with these business programs (recall many of the institutional peers do not offer business degrees). Besides using these programs for comparing curricula, the schools were used to determine how Seaver Business compares in terms of teaching and advising load, and faculty support matters such as research funds and sabbatical policy. How Seaver Business ranks in each of these categories is shown in the table below.

Teaching load	Advising loads	Summer grant money	Institutional grant money	Sabbaticals	Funding for conference reg. and travel
Similar policies. Two schools allow for class load reduction if faculty are AQ.	5 out of 5	Tied for last out of 5 schools	Similar policies to Seaver's for four of schools responding. One school gives up to three year grants	One school has a stronger program than Pepperdine and all of the others, which are similar.	Tied for fourth out of 6 schools.

If Seaver Business has the best in a particular category in the table above, it is rated number one, if Seaver Business is second best, number two and so on. Since not every school reported in each category, the numbers of schools in each column varies. As can be seen in only a couple of categories is Seaver Business the worst, but the college usually places in the lower half on most categories where there is a difference in policies.

One thing is clear. When the next five-year program review is written, the division will not be the same as it is now. At least 25% of the current faculty will be retired, and perhaps more will have

resigned. The decisions that are made to create tenure-track positions and fill the ones that become vacant over the next five years will determine if the division will be stronger in 2020.

VIII.–Closing the Loop

Due to our ongoing assessment process, incremental changes to our curriculum and to our assessment process have been implemented in the last four years. Among these are:

Curricular changes:

- Become more intentional in choosing adjunct faculty who are academically qualified (now scholastic academic).
- Hire another tenure-track full time decision science faculty (who arrive in fall 2015) in anticipation of the AACSB criticism of the staffing in this area.
- Write a new mission statement for our division.
- Make English 101 a prerequisite for our writing intensive classes.
- Make financial management or accounting and finance for non-business majors a prerequisite for real estate Investment.

Changes in our assessment process:

- PLO#4 was revised to make a student's progress in this area easier to assess.
- A set of "division peers" was established when it was discovered that many of the institutional peers designated by Seaver College did not have business programs, and some that did, were not AACSB accredited programs.
- The curriculum map was reviewed and revised when appropriate.
- All faculty who taught classes that either introduced, developed, or where students mastered a PLO met before each semester to coordinate the assignments for that PLO to ascertain what direct, indirect, and authentic evidence will be used in assessing the PLO that is being assessed that year. This assures uniformity between class sections, a more equal distribution of work, and last minute surprises are kept to a minimum.

- Begin to alter the division faculty's mindset on assessment from a culture of compliance to a culture of effective assessment (this is a work in progress).

In addition, the process of working through this five-year review has highlighted some additional areas for change. In some cases, the area for change will lead to specific proposals. In other cases, the call will be for more observation and discussion on items identified in this five-year review.

Specific curricular proposals:

- Students should only be allowed to repeat a core course once if they fail to get a grade of C– or better.

- Some pre-Seaver Business majors struggle through the seven or eight prerequisite courses necessary to be fully admitted to a Seaver Business major. Many have to take one or more of these classes three or four times before receiving a grade of C– or better.

Even if these students finally do gain admittance, the chances that they will do well in the restricted classes are very low, since the core courses were to provide them with the foundation to succeed in the upper division classes. Given the challenges they faced in acquiring the foundation materials it is unlikely they will succeed in the later classes. There are many programs around campus that do not have the prerequisites present in Seaver Business that will prepare students for entry into the business realm.

In addition to making students seek a major where they will be more likely to succeed, the implementation should have some positive, although incremental, impact on the use of division resources since students not well suited for business will not be retaking courses multiple times.

Assessment changes

- Complete the division strategic plan

- As mentioned in two rounds of AACSB assessments, the division needs a strategic plan that will guide the division and its leadership in its decisions for future changes and resource usage. Five years ago the faculty resisted this change, thinking this was the domain of the college (and no doubt avoiding the work necessary to craft a strategic plan). Current division leadership recognizes the benefit of a strategic plan and will work towards completing one at the division faculty meeting in August 2015.
- Provide comprehensive set of standards for the four AACSB standards of faculty qualifications.
 - This is already in progress and should be completed shortly. Before being adopted it will be sent to all full-time division faculty for review and comment so that the process is transparent with full faculty participation, as opposed to previous iterations.

Areas for observation

These are “close the loop” areas for consideration that require further deliberation by the division faculty and college administration to determine if action is called for.

Program changes

- Put in place a program to increase the number of tenure track positions.
 - The ratio of tenure track to visiting and adjunct faculty continues to hover around 50%. This makes it challenging to meet faculty qualifications and sufficiency standards, particularly when faculty go on sabbatical, professional or personal leaves of absences, international programs, or have release time. All of these are desired or required, but do present difficulties in meeting external standards and the obligation we have to our students to put a program together that is of the quality implied by its price.
- Investigate ways to retain faculty.

- The division is encouraged by recent conversations with the Dean's office that the college and division interests are becoming aligned in this area.
- What is the future of the international business program at Seaver Business?
 - This was brought up after a previous assessment, but there was significant push back from the folks in admissions who claimed that several hundred students who are attracted to Pepperdine would be disenfranchised.

This report observes a dramatic decline in the number of pre-international business majors, leaving fewer students are affected. The research conducted for this five-year review to benchmark our program indicates that only two international business BS programs still exist in all of the divisional and institutional peers combined.

In addition, the employment record for international business majors is below that for the other two majors in the division, indicating a decline in employer demand for international business majors in general.

Eliminating the international business major, or at least reviewing it, would respect the implication in the AACSB visiting teams reports that we have too many majors.

- Do we want to initiate a business writing class?
 - A close to unanimous feeling among division faculty is that our majors (even native English speaking students) possess poor written communication skills. This includes not only writing, but research methods, and technical skills using word processing programs. The faculty consensus is supported by this year's assessment of the core curriculum on writing.

The benchmarking done in this report shows that a business writing class is broadly required in the institutional and divisional peer programs.

The challenge will be where to find the units for such a program. The Seaver Business majors already are unit heavy, and adding another 2-4 units is difficult.

One thought would be to investigate alternative ways of delivering the material in the current required computer class and using those two units as a business writing class. There is a writing for business class offered through the English program, that could be looked at as a way to fill this need. This, however, is a four-unit class, which is too large a number given the number of units already required of our majors.

- Should an entrepreneurship emphasis be offered as an option to our majors?
 - When reviewing the division and institution designated peers a common program, either as a major or as an emphasis, is in entrepreneurship. There are two schools of thought regarding the teaching entrepreneurship. One is that the ability to see a "need", assess risk and return, and move forward is more a function of nature than nurture. The number of successful entrepreneurs who dropped out of college is legend. This perspective argues that it is better to teach business basics than try to teach being an entrepreneur.

The other view is that entrepreneurship is more than starting a business in one's garage. Rather it helps one look at the world in different ways and "think outside the box." This argument would continue that these are useful skills for people in business regardless of whether one starts their own business. The argument continues that creating such an emphasis at Pepperdine would honor the institution's roots.
- How do we plan for division leadership?
 - Through most of the four years covered by this five-year review, the division was led by interim chairs. This is not meant to impugn the talents, efforts, or skills of these individuals, but it made it difficult for them to make long-term plans. The process usually consists of the division reviewing candidates during the last year of the incumbent's term. At the end of the process if no suitable candidate is found, then the division is left in a quandary. To avoid this, it is recommended

that a process is put in place to identify future leaders early so they can be recognized and "groomed" for succeeding the incumbent chairman or chairwoman.

- Revive the division's mojo
 - While vague and not measurable, the division is suffering from a decline in moral. Part of this has to do with the apparent lack of appreciation of the faculty's efforts by the AACSB visiting team and the loss of qualified and popular faculty over the last four years. Another part is that there appears from internal and external sources a lack of appreciation of the value of faculty time through seemingly endless demands for more meetings, and administrative chores such as assessment.

Whatever the reason, the division faculty remain united, but emotionally bloodied. A program should be implemented that will revive the division's momentum. Part of this will be to enlist the faculty to participate in creating a new vision for itself. This has been done partially through the creation of the mission statement, and will hopefully carry over into the strategic plan and a redesign of the division's CCB space.

Division faculty should be encouraged to become more involved in the main campus activities such as the Tuesday, Thursday faculty dining room lunches.

While this does not directly affect student learning, there is a strong indirect link. As we rebuild our momentum, faculty morale will increase along with class "performance".

- Enhance the image of the division from the external and internal perspective.
 - Our division faculty is a collection of remarkable individuals who have built reputations in their disciplines, but the faculty rarely get noticed outside of the Pepperdine community. A direct effort to improve our faculty's visibility in the external community for expertise they have will raise the reputation of our

division's faculty, as well as enhance the perceived value of our graduates' degrees and perhaps work towards the improving the morale issue mentioned in the last bullet point.

Efforts will be made to build more of a sense of community within the Seaver business student body so that being one a Seaver business major comes with a sense of pride. This can be done with social events as well as intentional moves to inform the Seaver Business majors about events and accomplishments that reflect the high quality of our program.

Assessment process

- A more efficient way to assess
 - The current way the division assesses its progress is to review one or two PLOs each year for each major. This results in at least three assessment reports a year (one for each major for each PLO being assessed). Given that there are six PLOs, this is eighteen assessment reports in a four year period. Add to this other assessment reports for core competencies and five year program reviews and the number approaches two dozen in five years. While this would be onerous enough if it were evenly distributed, the burden falls unequally to the professors of the capstone classes, since this is where the bulk of our PLOs are mastered. The AACSB visiting team from 2009 recognized that this was not sustainable even when the number consisted of only 18.

The process could be simplified by having fewer PLOs, or in another way reducing the burden, but working with the Dean's office the burden has to be reduced if this is to be sustained.

Conclusion

The Seaver Business faculty, staff, and students fully support our new mission statement. We look forward to transforming your adults into trained professionals, as we have done so in the

past. Our hope is that through this review we will be able to accomplish this more effectively and efficiently.