



2019

Business
Administration
Division
Seaver College

**AACSB CONTINUOUS
IMPROVEMENT REVIEW**

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ACKNOWLEDGMENTS

Seaver Business would like to recognize the many students, faculty, and staff who have contributed in preparing this CIR report. Marketing professor Alice Labban serves as our division's Assurance of Learning Coordinator. Students David Aizenberg and Marina Zambrano provided aid in generating our tables and graphics. Accounting professor Alyssa Ong conducted data analysis. Rhonda Huddleston helped manage faculty data. Delaney Hendershot entered data to be analyzed. Youli Zheng was a master of locating data. Faculty from the entire division contributed to identifying our strategic priorities and the program's PLOs. Grace Hall was instrumental in providing editing and organizational help, and Seaver College Dean Michael Feltner contributed his editorial skills as well information on the College's budgeting process and operation.

PREFACE

Pepperdine University is at a unique and exciting point in its history. August 2019 saw the end of Andrew K. Benton's nineteen-year tenure as President and CEO and the beginning of Jim Gash's presidency. This transition coincides with the culmination of the University's ten-year strategic plan, Boundless Horizons 2020. One of President Gash's first initiatives was to announce the start of a new strategic plan cycle, led by Tim Perrin in the newly created position of Senior Vice President for Strategic Implementation. Each of Pepperdine's respective schools is set to craft its own strategic plan starting in January of 2020. The creation of a new strategic plan provides an opportunity to evaluate with fresh eyes the goals, structures, and initiatives of each college and to engage in critical imagining of how to improve the curricular and co-curricular offerings of each program.

Pepperdine University consists of five schools which operate largely independently from one another, under the direction of their respective deans, the Provost, and the University Academic Council. Seaver College is the residential, undergraduate liberal arts college where the Business Administration Division, or Seaver Business, is housed. Seaver is the largest school in the university and Seaver Business is the largest division by enrolled majors within Seaver. Pepperdine Graziadio Business School (PGBS) is the graduate business school. The 2014 Peer Review Team proposed that PGBS and Seaver might be split and pursue separate accreditations as independent units. Given that Seaver Business and PGBS operate in different schools, offering completely different degree programs and serving completely different populations, the PRT recommendation was adopted in 2017.

In our 2014 CIR, we had difficulty meeting AACSB faculty sufficiency and qualification standards. These issues were ultimately resolved in 2017 during FR2. Over the past five years, the Business Administration Division has experienced a remarkable transformation. A dedicated cohort of tenured professors who had been serving the University since the early 80s began to retire, and the leadership of the Division and the College made hiring qualified scholar-educators a top priority. The net result is a division renewed by emerging scholars, led by established veterans, and driven to innovate, engage, and create impact through the development of students prepared for lives of purpose, service, and leadership.

1. EXECUTIVE SUMMARY AND SITUATIONAL ANALYSIS

Institutional history and its influence on structure and focus

Pepperdine University was founded in 1937 by George Pepperdine, a Christian businessman who founded the Western Auto Supply Company and decided to leverage his success to benefit others. To the first incoming class Pepperdine said, "Young men and young women in this institution will be given educational privileges equal to the best in liberal arts, business administration, Bible training, and later, we hope, in preparing for various professions."

For the first 30 years of its life, George Pepperdine College was a small, residential, mostly undergraduate college in downtown Los Angeles. Between 1969 and 1971, three graduate schools were added to the undergraduate college: the School of Law, the School of Business and Management (now PGBS), and the School of Education (now the School of Education and Psychology). With Mr. Pepperdine's vision of professional training institutions realized, the College was rechristened as Pepperdine University. By the late 1960s Pepperdine had outgrown its downtown campus and began considering alternate locations. In 1968, the Adamson family donated 138 acres of undeveloped ranch land in Malibu, and it was on this land

that the Malibu campus was built. Shortly thereafter, the undergraduate college was rededicated as the Frank R. Seaver College of Letters, Arts, and Sciences, named in memory of the husband of Blanche Seaver, whose generosity made the construction of the Malibu campus possible. Seaver College welcomed its first class of students in the fall of 1972.

At first there were no business administration classes scheduled on the Malibu campus, where the emphasis was to be on liberal arts, but in the second year at Malibu, Pepperdine started offering business classes through its graduate school. By the end of the 1970s an undergraduate business program was initiated in Malibu. The decision was made to keep the undergraduate programs together, creating the Business Administration Division of Seaver College (referred to alternately as Seaver Business) and, therefore, two business degree entities at Pepperdine. The graduate business school was named the Graziadio School of Business and Management in 1996 after it was endowed by George L. Graziadio, Jr., a real estate developer and founder of Imperial Bank. In 2018, the business school changed its name to Pepperdine Graziadio Business School (PGBS). It will be referred to as PGBS in the remainder of this report, even if the reference is before 2018. The relationship between Seaver College, the Business Administration Division, Pepperdine Graziadio Business School, and Pepperdine University are illustrated in Exhibit 1.

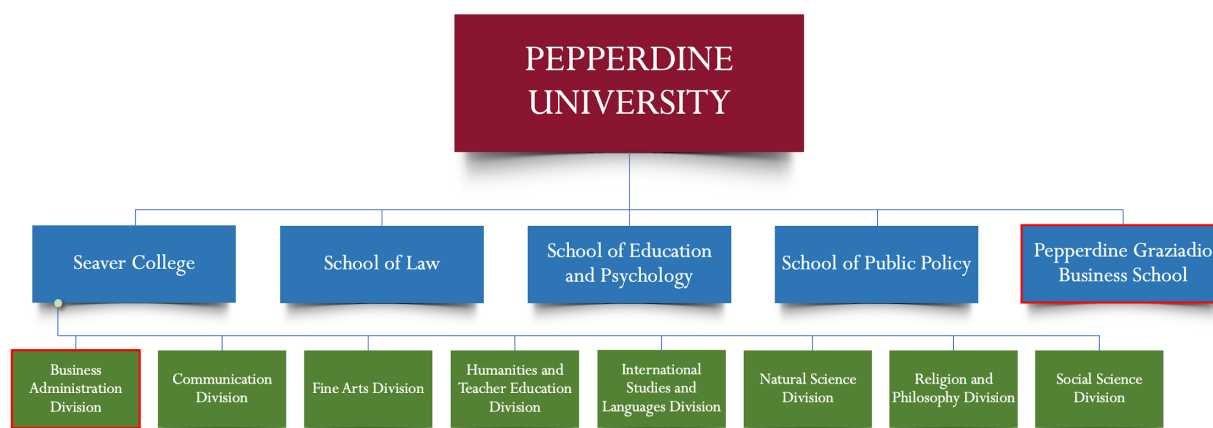


Figure 1: Pepperdine University Organizational Chart

Seaver Business

George Pepperdine’s charge and the evolution of Seaver College and its business program created a lasting imprint on the Business Administration Division. We remain a unique undergraduate business education program, proudly housed in a liberal arts college, devoted to Christ-centered education that values diversity.

Most of the Seaver Business faculty hired between 1980 and 1984 remained in the division for the duration of their careers. Starting in 2014, this same cohort of faculty began to retire and new tenure-track faculty members were hired. As a result, a large percentage of the current Seaver Business faculty have yet to earn tenure and may be considered as junior faculty members. The large turnover has allowed the division to grow into a more scholarly group organically as new faculty demonstrate significant scholarly achievements while retaining Seaver Business’ focus on quality teaching.

As Pepperdine matured in the late 1980s, a greater emphasis was placed on increasing scholarly output. Until then, promotion and tenure decisions were made primarily on teaching performance. Greater weight

on scholarship led to increased publication expectations for new and existing faculty. Even as late as 2009, the definition for an AACSB academically qualified faculty member was one peer reviewed journal article in the past five years—a fact that was noted unfavorably by the 2009 AACSB visiting team. That observation, along with increasing expectations by the College's Rank, Tenure, and Promotion Committee has led to the more demanding definition for the four levels of faculty qualifications presented in Appendix C.

The increased Seaver scholarly output has increased Pepperdine's national and global visibility and reputation. The administration is leveraging increased demand for a Seaver College education into an initiative, referred to as Growing Seaver, that will increase the number of undergraduate students at Seaver College by 14.5% (3,200 to 3,664) over a seventeen-year period (2013 to 2030). In the first five years, undergraduate enrollment increased by 213 students (6.6%) due to larger-than-expected entering classes in the 2017-2018 and 2018-2019 academic years. Enrollment growth through Growing Seaver is not targeted toward specific academic programs and it is expected that at the initiative's conclusion the relative enrollment distribution across the College's eight academic divisions will be roughly the same as in 2013. As Seaver Business is the largest of the College's academic divisions ($\cong 24\%$ of total enrollment), it is expected that the business division will see the largest magnitude increase in academic program headcount. Enrollment and admission data are reported in Tables 4-6 in the Participants section.

The college receives 100% of all net tuition revenue from enrollment growth from the Growing Seaver program to fund improvements across the College. In the first five years of the program, the College's base budget has increased by \$8.0 million dollars. As a result, student financial aid has increased by \$3.2 million and \$4.8 million has been spent on personnel and programs to advance Seaver College. Examples of the latter expenditures include 12 new faculty lines, partial funding for seven additional faculty lines, creation of the Student Success Center, an enhanced Center for Teaching Excellence, and investments in student health and wellness resources.

Seaver College's location in Malibu, CA, and its close proximity to Los Angeles and the Pacific Rim provides enormous opportunities for the University that are leveraged to the institution's benefit. The University's location overlooking the Pacific Ocean and the physical beauty of its campus drives prospective student interest and aids in student recruitment. Far more importantly, the vibrant, multicultural environment of the region supports a wide range of diverse businesses including entertainment, finance, import-export, social awareness, and technology firms. In turn, these businesses provide unique internship and learning opportunities for students, and their executives are a rich source of speakers to augment course content. As Los Angeles is the gateway to the Pacific Rim, the College's location and its emphasis on international education provides a global perspective to the curriculum.

As with most things in life, significant benefit is oftentimes associated with concomitant challenges. For Seaver, the University's location means that it falls under the purview of Los Angeles County and the California Coastal Commission. To develop the campus, the institution's land use agreements with these agencies limit the size (in acreage) of the campus and also regulate the maximum number of full-time equivalent students that can be enrolled on the Malibu campus annually. Further, very strict limitations on growth and expansion, an onerous and lengthy review and approval process for new construction, and the extremely high cost of construction limits campus facilities and hampers growth of the physical infrastructure. To accommodate these obstacles, the University operates seven international program campuses and five graduate campuses throughout Southern California. Recently, the University acquired a property in Calabasas near the Malibu campus and moved several administrative departments to this campus. Consequently, this outmigration has resulted in increased space on the Malibu campus for educational use.

An additional challenge faced by all Southern California colleges and universities is the regional cost of living as the greater Los Angeles area as the fourth most expensive urban area in the United States. The high cost of living, and especially the cost of housing, makes it difficult to recruit faculty to the college. This is especially true when the faculty member has a competing offer from an institution in a region of the country with a much lower cost of living. To respond to this challenge and partly in response to the findings of the AACSB 2009 accreditation visit, the college began norming AACSB qualified faculty salaries to AACSB national salary metrics. At present, the College targets paying all business faculty at or above the median AACSB private accredited college or university salary level. The College also offers housing assistance loans, opportunities to purchase on-campus condominiums, and other incentives to recruit and retain a high-quality business faculty.

The University's Southern California location, international prominence, and alumni and student population allows the College to foster relationships with many of the country's largest and most successful companies and CEOs. In the past five years, the CEO of Walmart, Doug McMillon, the President of the CME Group, Bryan Durkin, and the CEO of Chick-Fil-A, Dan Cathy, have spoken with Seaver Business students. Further, other C-Suite executives support the University. As an example, Walmart's CFO, M. Brett Biggs, and the President of the Private Bank at Wells Fargo, Jay Welker, both serve on the University Board of Regents. These relationships have and continue to yield numerous benefits to Seaver College and its business division.

The University experienced its first change in senior leadership since the start of the century when President Andrew K. Benton retired on July 31, 2019. After a national search and extensive on-campus interviews with five finalist candidates, the Board of Regents selected James A. Gash as the eighth president of Pepperdine University. President Gash took office on August 1, 2019 and will be inaugurated as president on September 25th. In his remarks upon introduction to the University community, President Gash indicated his intention to be a highly effective fundraiser to "support the University's Christian mission and reputation, strengthen student learning and scholarship, enhance faculty research and recruitment, and develop new resources."

As a consequence of the change in leadership, the expiration of the University's current strategic plan, Boundless Horizons, in 2020, and in preparation for a forthcoming renewal of the University's accreditation visit in Fall 2021, the University recently announced plans to develop a new 2030 strategic plan. At this time, details of the new plan have not been released; however, Seaver College also will be preparing an update to its current strategic plan, Seaver 2020: In Pursuit of Excellence, in parallel with the university planning process. Both the university and college plans should be completed by April 2021.

Academic Programs

Seaver Business offers three bachelor of science degrees in accounting, business administration, and international business. A contract major in finance is the fourth degree program offered by the division. The finance contract major enrolls approximately 40 students and graduates 10 students annually. The division is planning to seek approval to formalize the finance major into an approved major with prescribed curriculum within the next two years. The business division has the largest enrollment, approximately 800 students, of the College's eight academic divisions. This enrollment is distributed across the aforementioned four academic programs with the largest enrollments occurring in the business administration program and pre-program (565 students). International business and its concomitant pre-program enrolls roughly 120 students, and accounting and its pre-program another 75 students.

The business administration program is designed to provide the undergraduate student with training in the disciplines of accounting, business law, decision sciences, economics, finance, and marketing. With this broad background supplemented by the College's rigorous liberal arts General Education program, graduates in this degree program have both a robust foundation for additional study in graduate school and the flexibility to be competitive in a rapidly-changing job market.

The international business program provides the broad foundational knowledge of the business administration program, but with an emphasis on global management, policy, and communication. In this way, it serves domestic students who wish to work internationally or pursue careers with multinational global corporations. Similarly, the program also provides international students with the globally-relevant knowledge and tools to be successful in their native countries following graduation.

The accounting major rigorously trains students in the principles and practices of accounting. Graduates are prepared to simultaneously begin employment in an accounting firm and for success in the professional certification process. Many of this program's students intern with one of the big four accounting and consulting firms and subsequently are offered employment with the firm.

All of the division's academic programs have a preparatory academic program and a required secondary admission process into the major degree program. Admission into any of the degree-granting academic programs requires students to obtain a minimum grade in seven courses: two economics classes, a financial accounting course, a computer applications class, and three course math and statistics sequence. Accounting majors are required to complete an additional intermediate accounting class in the pre-accounting program. In addition to completion of the required curriculum, each student must earn major and cumulative GPAs of at least 2.50 for admission. Following admission to the degree-granting academic program, students complete upper division coursework in their chosen academic major.

In addition to its bachelor degree programs, Seaver Business has a five-year joint BS/MBA sequential-enrollment program with PGBS. In this program, Seaver Business students enroll at Seaver for their first seven semesters and complete their remaining course work in three semesters at PGBS. Upon completion of the program, a student receives a BS degree from Seaver College and an MBA degree from PGBS. Participation in this program has been consistent with approximately 15 Seaver students annually pursuing the dual-degree program.

Within the past decade, Seaver Business collaborated with PGBS to develop a Master of Science in Accounting program. Regrettably, the program was not successful as it enrolled only 15 students, including 8 accounting graduates from Seaver College, in its two years of operation. In retrospect, the program likely was not successful because the two schools had different motivations and expectations for their participation. Seaver's interests were focused on ensuring that undergraduate accounting students had an opportunity to complete all required coursework and earn a Master's degree prior to sitting for the CPA examination. PGBS hope to tap into an anticipated domestic and global market of post-baccalaureate students from other institutions who required a Master's degree to be prepared and qualified to sit for the CPA examination. Ultimately the external market did not materialize, operational costs far exceeded program revenues, and the program was discontinued.

Beyond academic programs for its own majors, Seaver Business also serves majors in other divisions. Classes in organizational behavior, management theory and practice, human resources, business law, service leadership and marketing are open for enrollment to all Seaver College students. Additionally, a small

number of Seaver business courses are required for degree programs in other academic divisions; Integrated Marketing and Communications, Sport Administration, and International Studies.

Faculty diversity, similarities, and the tenure process

Faculty diversity has been a strategic initiative of the college for more than five years. Seaver Business has been one of the leading divisions in contributing to the objective. Our search to bring in new faculty has led to a significant increase of diversity in both ethnicity, nationality, and gender. Table 13 reports on the many different communities that are represented in our faculty.

While our faculty members are diverse, we all share a common goal of providing a quality educational experience for our students. New faculty are provided with a faculty mentor (who is housed in a different division to encourage free communication between mentor and mentee). Within the division, quality teaching is promoted by peer classroom visits and consultations. Faculty members frequently serve as judges for student presentations made in another faculty member's class.

Similarly, division faculty members work collaboratively on scholarship in formal and informal ways. Formally, many of our division faculty participate in our division's community-based research consortium that looks specifically at issues related to nonprofit management and servant leadership. From this, traditional intellectual contributions have developed and pro bono consulting relationships with nonprofit organizations have been forged. Informally, the division members are active in seeking each other's aid in producing intellectual contributions that span multiple disciplines and often lead to co-authored works. Finally, after every division faculty meeting (held roughly monthly) the division hosts the Business Research Council (BRC). During the BRC, a faculty member will present his or her research to the division faculty and PGBS guests, as well as representatives from the office of Corporate and Foundation Relations who guide grant writing support.

The Rank, Tenure, and Promotion process requires a pre-tenure preview in the third year with the tenure review occurring in the sixth year. Seaver business faculty have been successful in receiving both promotion and tenure. All business faculty members who have applied for tenure in the past 20 years have been granted tenure. However, some business faculty have left the college to pursue employment elsewhere before applying for tenure and one faculty member was denied renewal at the time of the pre-tenure review.

Support Functions

As one of eight academic divisions within the larger Seaver College and not an independent school at Pepperdine, Seaver Business relies on the college to provide support services such as enrollment management, admissions, financial aid, student life, health and wellness counseling, faculty and student scholarship support, library, and career services. These services are discussed in greater detail in Appendix D.

While most financial aid is distributed by the college, the division receives funding from the College to administer a modest scholarship program for its students. By institutional policy, scholarship aid is limited to support for tuition. Application for all divisional scholarships is completed in the spring for awards applied towards tuition in the subsequent academic year.

Seaver College operates a successful Career Center that serves the entire college, including the business division and its students. In the most recent year, 93% of all college graduates report a documented

professional outcome (full-time employment, graduate study, military service, or full-time service commitment) within six months of graduation. In addition to the Career Center, Seaver business division faculty provide important and relevant guidance in career planning. The majority of career counseling at the divisional level is performed by faculty advisors; however, the division has one faculty member who devotes 50% of her time to supervising internships and offering career advice. Additionally, once a year the division hosts a day-and-one-half career development boot camp that covers topics such as brand building, resume writing, elevator pitch preparation, and networking. At the boot camp, all student participants work with an assigned mentor, either a practitioner or a faculty member chosen for their ability to advise students in the student's area of interest. The boot camp also features an etiquette dinner. Satisfaction measures indicated that the boot camp is well-received by all participants and students comment positively on its benefits.

Budget and Finance

With the exception of donations targeting business division programs or efforts, the operational budget for Seaver Business is provided by the college and arises primarily from tuition revenue. The budget process is described in great detail in the section on financial strategies and allocation of resources.

Impact, Innovation, and Engagement

Throughout the report incidences of impact on our students and community by our students, faculty and staff are illustrated. For example, we will show how our servant leader and nonprofit management initiatives have aided charities in achieving their missions. We will demonstrate the impact we have on student lives by listing the employers and grad school programs they have gone to after graduation.

Similarly, we will report on cases where our faculty, program, and students have undertaken new ways to envision and address issues. We will reference a faculty member who has introduced virtual reality in his marketing classes and another marketing professor whose article is used in nutrition classes at McGill University. We are also proud to highlight the Seaver Business students who initiated the TEDx broadcast from Seaver.

Seaver Business is proud of the engagement we have with the outside community and business leaders. We are proud that every student who has received a bachelor's degree from the business administration has been engaged with a nonprofit to assist the organization through pro bono consulting. Our faculty are able to enrich classes with practical examples of consulting assignments and with special presentations by executives from large and small firms. Both the college and the division encourage, in tangible and intangible ways, collaborative research between faculty members and students.

Situational Analysis

Strengths

- Small class sizes allow division faculty to relate with students and provide for growth and guidance on professional and personal development.
- Quality of teaching. In the last five years division faculty members have received three university-wide Howard A. White Awards for Teaching Excellence. Over this time period, only 38 awards were granted to university faculty.

- Seaver Business faculty have demonstrated expertise in nonprofit management and have been successful in teaching, publishing, and securing significant grant funding. [Strategic Priority 1]
- Over the past 5 years, our capstone Service Leadership courses have made a positive impact on the community by providing over 120,000 hours of pro bono advisory services representing \$3 million in value for our community partners. [Strategic Priority 1]
- New division faculty members have created a sense of vibrancy and energy within the division. In turn, this revitalized environment has stimulated a willingness by all current faculty to pursue more, and better quality, scholarly activity.
- A robust international program allows our students to learn in, experience, and grow in different settings and cultures.
- Strong health and counselling centers provide exceptional care for students who experience physical and mental health challenges.
- A proactive career center successfully prepares and places our students in good positions for employment.
- The division receives support from within the college during hiring offers. Highly considered faculty candidates are aggressively pursued.
- While even more funding for divisional programs and expenses would be preferred, the current operational budget provides more than adequate support for teaching and research initiatives. The university is routinely supportive of providing supplemental funds for additional expenditures related to research or pedagogy.
- A mentoring and collaborative faculty culture that supports new faculty to succeed in the classroom, in scholarship, and for promotion and tenure.

Weaknesses

- The overall quality of faculty members' intellectual contributions needs to be elevated. Although we have satisfied minimum standards in terms of quantity, our future focus should be on increasing the quality of faculty intellectual contributions. [Strategic Priority 5]
- The undergraduate business curriculum has not been methodically reviewed or significantly updated in many years. [Strategic Priority 3]
- The growth of the faculty has created an office shortage. This is not a problem unique to the business division at Seaver College and comes to some extent from the previously mentioned constraints of the California Coastal Commission.
- The division has not adequately maintained alumni relations and our graduates remain an underutilized resource. [Strategic Priority 4]
- Our financing model relies heavily on tuition.
- Our Southern California location has led to intermittent interruption of instruction due to natural disasters. Seaver College is offsetting this with the introduction of technology to maintain contact hours.

Opportunities

- Seaver is a highly regarded institution among small private Christian undergraduate institutions allowing the college to compete for applicants nationally and internationally.
- An established program in servant learning and nonprofit management strengthens the division's support of the college's mission. [Strategic Priority 1]
- The creation of an entrepreneurship minor offers the potential to increase enrollment and attract additional applicants to the College and Division. [Strategic Priority 2]
- A cooperative relationship between entertainment and sports provider Anschutz Entertainment Group (AEG) and Pepperdine University started three years ago. It remains under development and has yet to reach its full potential for engaging the sports and entertainment community in Los Angeles and globally.
- There is a new University president and executive staff.
- There is opportunity to increase community interaction through community-based research, improved support to nonprofit organizations, and financial literacy programs.
- The University's four graduate schools--Pepperdine Graduate Business School, School of Law, School of Public Policy, and the Graduate School of Education and Psychology--all offer distinctive opportunities for partnership and that may expand the breadth of faculty expertise and yield benefits for student learning.

Threats

- Changing public and governmental expectations regarding the purpose of higher education with respect to careerism and earnings as opposed to its educational and societal benefits are especially impactful at a liberal arts college.
- Southern California has a high cost of living.
- Nationally, college education costs are rising.

Progress on Concerns from the Previous Continuous Improvement Review

The last CIR1 visit was conducted in a joint application between PGBS and Seaver Business in 2014. That team recommended, and the Continuous Improvement Review Committee concurred, that the schools should stand for a CIR2. The following table summarizes the areas to be addressed by Seaver Business in the CIR2 review (we do not include the deficiencies listed for PGBS).

Table 1 Progress on Concerns from the 2014 CIR	
Associated Standard & Issue	Update
Standard 1-3: The absence of full strategic planning. The mission of the College’s Business Administration Division and accomplishments needed to achieve it are not considered specific enough to guide it are not specific enough to guide action and choice. (page 2, CIR business review team visit report)	The CIR2 team found this was an item that had been addressed sufficiently in 2015, with the development of a new mission statement in March 2015. The division wrote a strategic plan in 2018 (modified in 2019). Both are discussed more fully later in this report.
<p>“As this is a single accreditation visit, the existence of two independent and autonomous units that seem to operate almost totally independently...is problematic. The units and the University need to think deeply about the options available to them to address this. At an organizational level the following options seem worthy of reflection...</p> <p>c. Maintaining the status quo with respect to organizational design and pursuing separate, mission aligned, AACSB accreditation.” (Page 2)</p>	In March 2017 Seaver Business and PGBS separated for accreditation purposes. The provision in the 2013 standards that PGBS and Seaver Business can receive separate accreditation is advantageous to both entities. The two schools have vastly different missions and audiences. Seaver Business is housed in a liberal arts undergraduate college that serves mostly conventional undergraduate students who have had little or no business experience. Seaver Business takes seriously the charge to develop the entire students. PGBS serves mostly post-experience students. While personal development is important to PGBS, it is more of a driving force at Seaver Business.
Standard 5 Faculty Sufficiency and Deployment: Faculty sufficiency challenges persist with the Business Administration Division. To a certain extent, this is explained by the scale of the portfolio of programs (four BS degrees inclusive of the flexible 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. (Page 2-3)	Seaver Business is far less dependent upon adjuncts now than in 2014. The division now utilizes 4 more full-time faculty (an increase of more than 18%) than in 2014. Furthermore, the division is searching for another new full-time position in servant leadership, leaving an increase of 5 (22.5%) full-time faculty since 2014
Standard 15 Faculty Qualifications and Engagement: Faculty qualifications with the Frank R. Seaver College’s Business Administration Division present difficulties with respect to both the SA and PA hurdles. (Page 3)	During the years, and subsequent stages of CIR2, FR1, and FR2, the division rigorously applied clearer definitions of the four faculty qualification categories of faculty qualifications. Through encouragement of remaining faculty and replacement of retiring faculty have significantly increased its faculty qualification levels to meet AACSB guidelines.

2. STRATEGIC MANAGEMENT AND INNOVATION

Missions of the Institutions

George Pepperdine's charge, the evolution of Seaver College and its business program has created a lasting imprint on the business administration division. We remain a unique undergraduate business education program, proudly housed in a liberal arts college, devoted to Christ-centered education that values diversity. The history and culture of the institution and its devotion to the development of the entire student has led to the following guiding statements that reflect the dedication of all of the related institutions to the development of the entire student.

Mission of Pepperdine University

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

Vision of Pepperdine University

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

Our vision statement declares what we intend to become. George Pepperdine envisioned an institution that would transform students' lives so that they would, in turn, impact culture. He imagined a vast body of alumni—men and women conscious of their good fortune, recipients of the generous gift of a [Christian education](#)—who would feel the moral imperative to serve others sacrificially. Hence, the school's motto: "*Freely ye received, freely give*" (Matthew 10:8).

Mission of the Business Administration Division (Adopted 2015)

We educate, mentor, and encourage our students to:

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

Strategic Planning Process

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

We started the strategic planning process by engaging our faculty in an in-depth discussion about our division's mission. This resulted in a new mission statement for the division in 2015. Next, we identified a group of core principles that guide our continuing efforts to translate our mission into practice. These principles served as a foundation for developing specific strategic priorities. During the planning process, we considered input from multiple stakeholders including divisional faculty and staff, the Seaver Dean, and select alumni, business professionals, and students. We also carefully considered the mission, vision, and strategic goals of Seaver College and Pepperdine University. Finally, we carefully considered the strengths, weaknesses, opportunities, and threats identified during our environmental analysis.

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

Seaver Business: Our Guiding Principles

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

- ***Support for the University's Christian Mission***

Pepperdine's Christian mission is a core part of identity. All of our priorities are considered in light of the Christian mission.

- ***Educational Excellence***

We are committed to excellence in all aspects of our curriculum.

- ***Support for the Liberal Arts***

We value the liberal arts and provide business education within the context of a rigorous, liberal arts institution.

- ***Faculty Recruitment, Retention, and Support***

We recruit, retain, and support highly qualified and diverse faculty who are committed to the mission of the University and the Division.

- ***Support for Faculty and Student Diversity and Inclusion***

We strongly value diversity and strive to recruit and retain students and faculty from diverse backgrounds. We strive to create an inclusive learning and work environment.

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

Our Strategies Priorities

Our strategic priorities were developed after conducting an environmental analysis that examined the Business Division's strengths, weaknesses, opportunities, and threats. We also considered alignment with the Seaver College and Pepperdine University strategic plans. The resulting five strategic priorities are presented below in Table 2. These are outlined in more detail in the accompanying strategic plan

(Appendix E). Each priority responds to one or more specific strengths, weaknesses, opportunities, or threats.

With the first strategic priority, we will leverage our existing strength in nonprofit management to bolster our faculty, course offerings, and research output in the nonprofit arena. Our second priority addresses an opportunity to invest in entrepreneurship and innovation to meet unmet demand from our current and future students. As noted earlier, our current curriculum has not been significantly updated for many years. Strategic Priority 3 addresses this weakness by outlining an evidence-based curriculum review and revision process. At present, Seaver Business does not utilize our alumni base to its full potential. This is both a weakness and an opportunity. With Strategic Priority 4, we commit to improving alumni tracking, communication and engagement. Over the past 5 years we have greatly increased the number of faculty who are actively engaged in research, however the overall quality of intellectual contributions can be improved. Strategic Priority 5 summarizes our goal to improve both the quality and impact of faculty scholarship.

Our strategic plan outlines our goals over the next five years. Specific operational teams will be formed to execute each strategic priority and monitor progress toward our goals.

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

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

Support for Strategic Priorities

Our strategic plan describes the specific resources needed to achieve specific goals for each strategic priority. Many of our goals can be achieved using existing University or College resources. Others, such as our entrepreneurship initiative, will require external funding or donations. However, the Seaver College Dean is supportive of our plans and is optimistic that our advancement staff will be successful in securing the needed funds. Further, the Dean has already created a tenure-track line in Nonprofit Management and

we are currently interviewing candidates for this position. This support supplements the substantial external funding that one of our faculty members already receives.

Financial Strategies and Allocation of Resources

The operational budget for the University is determined annually by senior administration. In the budget process, the tuition dependent nature of the institution (87% of college funding is derived from tuition) requires establishing the annual tuition increase in advance of expense-related decisions. In recommending to senior leadership the annual tuition increase, Seaver College conducts an extensive scan of the higher education market focusing on benchmark and aspirational peer schools, primary competitors, and private colleges and universities in the *U.S. News & World Report* Top 100. Following extensive discussion, senior leadership recommends a tuition increase to the Board of Regents who make the final decision. For the past five years, the annual tuition increase at Seaver has ranged between 3.5% and 3.99%.

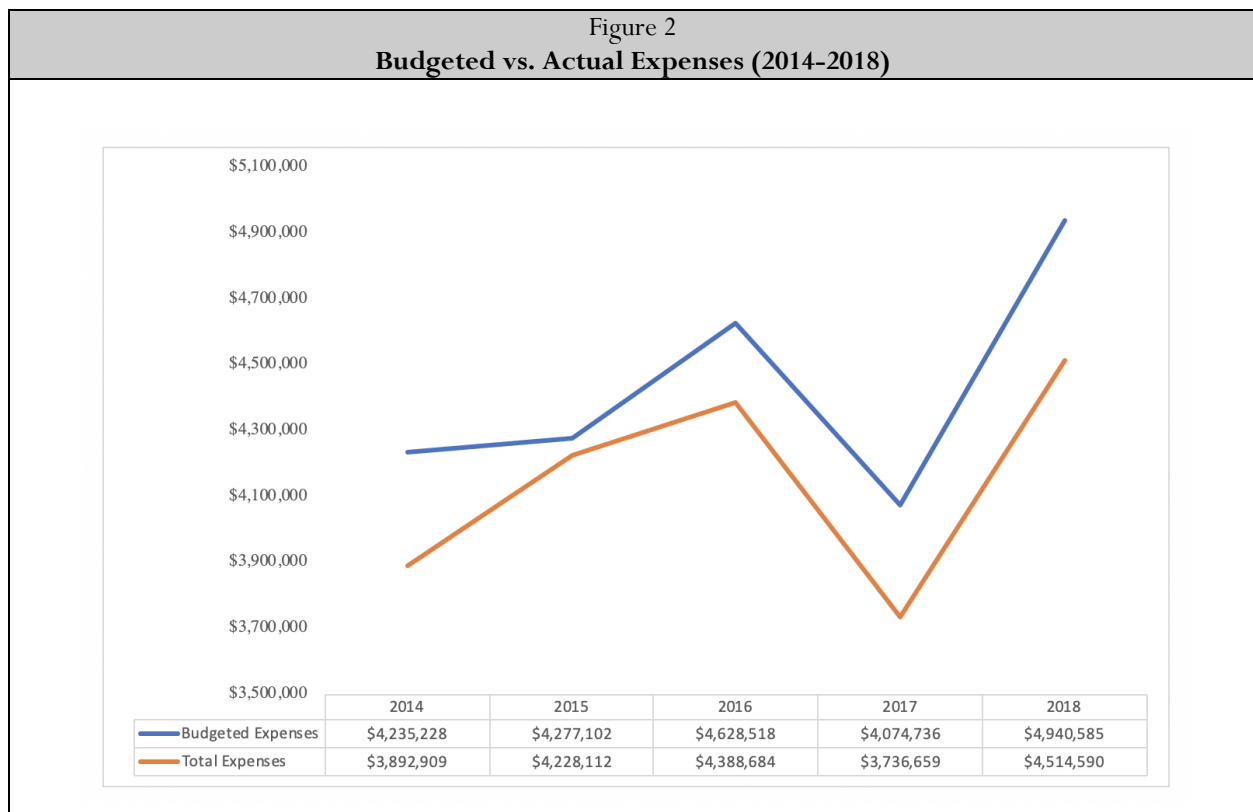
The University uses a modified form of incremental budgeting with a 0% annual growth factor to determine its expense budget. Concurrent with the tuition determination process, the College solicits proposals for base budget increases and/or new strategic initiatives from each of its areas and academic divisions, including Seaver Business. Using this information, the Dean and Budget Director of the College consider the merits of each submitted request and prepare a new expense proposal for the University. The Dean presents the proposal to senior leadership during a three-day expense hearing process where the merits of all institutional expense requests are debated. Ultimately, senior leadership make specific strategic and budget allocations to the College which then, in turn, makes allocations to individual units and divisions. In the past several years, the University and College have prioritized a modest annual salary increase for employees (2-3%), maintenance of employee benefits, and student financial aid. Consequently, there have been limited funds for implementing new strategic initiatives. It is for this reason that the Growing Seaver program has been vital to the continued success and growth of Seaver College.

Increased budget allocations to Seaver Business have resulted from either strategic initiative requests (e.g., new faculty line) or from modest increases in line item budget expenses (e.g., student employment). The division also has the ability, with the approval of the Budget Director, of reallocating expense funds among the various divisional budget line items, if needed.

Table 3 and Figure 2 indicate an upward trend reflecting an increase in institutional commitment to Seaver Business in both nominal and real dollars. This growth in institutional spending is more impressive when the change in faculty demographics described in Table 12 is considered. The budgeted amounts increased even though the division's faculty composition changed from one of primarily expensive senior faculty to one of less costly junior faculty.

The only year in which there is not an increase in budgeted resources or actual expenditures was in 2017. This aberration occurred due to the timing of recruiting and hiring a replacement tenure-track faculty, several retirements, and the death of a tenured senior faculty member. Differences in the salary level of tenure-track faculty and short-term or visiting faculty explains the decrease. Importantly, the funds that were not utilized in fiscal year 2017 (FY2017) were not lost, but retained by the College and used to hire business faculty in FY2018 and beyond. You will note that in FY2018, the actual and budgeted expenditures for the business division regained their upward trend and increased more than 6.5% over the prior FY2016 amounts.

Table 3 Seaver Business Administration Special Funding and Budgeted vs. Actual Expenses (2014-2018)						
	2014	2015	2016	2017	2018	5 Year Change (%)
Special Funding						
Private Gifts & Grants	\$95,620	\$117,277	\$137,179	\$96,655	\$62,332	-34.8
Endowment Support	53,115	54,322	188,273	235,099	235,465	343.3
Total	\$148,735	\$171,599	\$325,452	\$331,754	\$297,797	100.2
Actual Expenses						
Salaries & Benefits	\$3,769,919	\$4,099,444	\$4,242,961	\$3,596,992	\$4,370,288	15.9
Travel	35,619	33,658	31,400	41,184	43,514	22.2
Equipment	18,447	26,036	47,500	42,688	48,605	163.5
Other Expenses	68,924	68,974	66,822	55,795	52,183	-24.3
Total Expenses	\$3,892,909	\$4,228,112	\$4,388,684	\$3,736,659	\$4,514,590	16.0
Budgeted Expenses						
Total Budgeted	\$4,235,228	\$4,277,102	\$4,628,518	\$4,074,736	\$4,940,585	16.7



Enrollment Contingency Plan

Pepperdine, like our colleagues across higher education, has been closely watching enrollment trends and demographic forecasts, including those laid out by Nathan D. Grawe in *Demographics and the Demand for Higher Education*. Led by Dr. Kristy Paredes Collins, Seaver's Enrollment Management area has created great demand for a Seaver College education, allowing the College's enrollment to increase during a time of challenge for many colleges and universities, especially small- to mid-sized private colleges. While we are keenly aware of the potential for a future dip in enrollment numbers, we have ample reason to believe that we have the people and resources to sustain our enrollment plan. Our evidence for this confidence is four-fold:

1. Pepperdine is in a period of sustained growth. Proactive enrollment management tactics have increased the number of applications by 48.6% in just seven years and the Growing Seaver initiative is expanding our total number of enrolled students even as our acceptance rate has dropped from 38.3% to 30.8%. The Business Administration Division, as the home of the largest major in the College, has experienced similar growth even while tightening standards for entry to the program.
2. Although it is undeniable that the total number of students graduating high school will drop, the *percent* of students graduating high school is also going to increase, at least partially offsetting the net effect.
3. Pepperdine's geographic location will not experience the same level of population decline as other regions of the country. National trends indicate a net population migration from the north and east to the south and west.

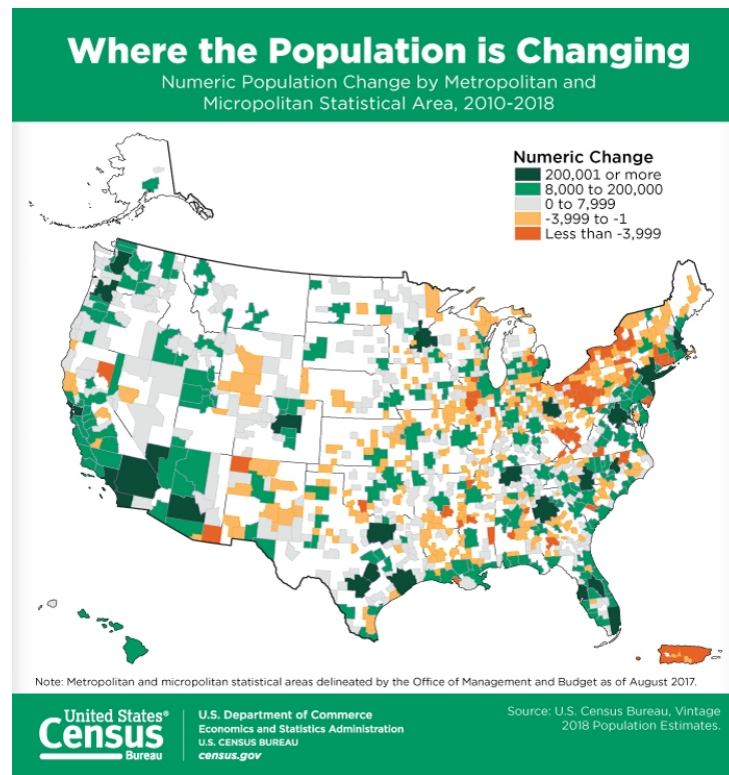


Figure 3. Numeric Population Change by Metropolitan and Micropolitan Statistical Area, 2010-2018

4. Pepperdine’s position as a nationally ranked university in the southwest of the country places it in a unique subgroup of college attendance projections, with growth of over 7.5% forecasted from 2012 to 2029.

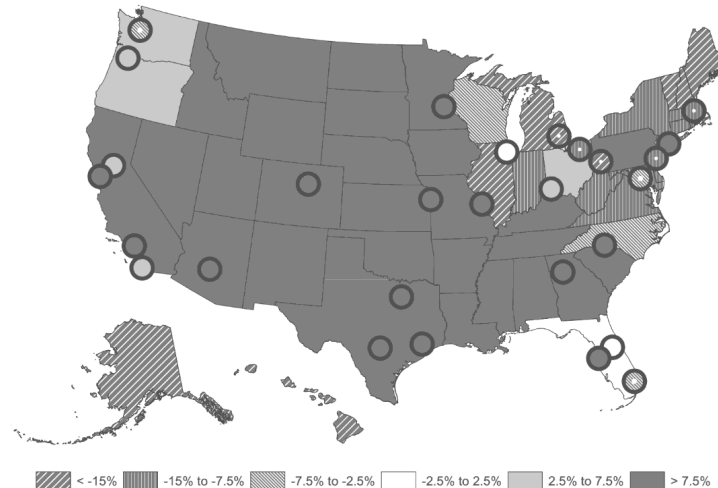


Figure 6.5. Forecasted rate of growth in students who will attend an elite national four-year institution, 2012 to 2029

Figure 4: Forecasted Rate of Growth in Students Who Will Attend an Elite National Four-Year Institution, (2012 to 2029) Source: *Demographics and Demand in Higher Education* (Grawe, 2018)

While we remain confident in our current and future position, there are nevertheless contingencies we can employ should the unlikely event of an application or attendance drop occur.

- As an entity within a larger liberal arts undergraduate college, the Business Administration Division is able to draw students to the program who may have started in another program or who are interested in a double major or minor. Seaver Business is currently in the works to create a new Entrepreneurship Minor that will both attract students already at Seaver and those who are looking for a university that offers an entrepreneurship program. The cross-disciplinary applications for an entrepreneurship minor are vast and would increase program enrollment from students in the sciences, social sciences, and arts.
- Another benefit of Seaver Business’ location within a liberal arts college is central budgeting. All programs and divisions contribute enrollment dollars centrally to the College, so if Seaver Business were to experience a decline, central budget dollars could be deployed to cover the deficit short-term while the program leadership and administration develop long-term solutions.
- Similarly, Seaver Business employs a relatively high number of fixed-term faculty. Those short-term contracts provide the fiscal agility to respond to the market on a year-by-year basis.
- Lastly, although all at the College would consider this a last resort, it would be possible to lower admission standards to the College, the Seaver Business program, or both. Reverting admission requirements to previous standards would help offset any potential loss in enrollment numbers.

Seaver Business in 2024

Seaver Business has made major strides in the last five years. Becoming a separately accredited business unit has driven us to provide a more professional environment that remains passionately dedicated to student learning, but which now has a renewed and strengthened commitment to professional engagement, scholarly achievements in alignment with our mission, and service to the community. Our strategic plan projects a division that will house a servant learning and nonprofit management program that is a model for other institutions. In addition, the division will develop and maintain a vibrant entrepreneurship program that serves the entire college and the surrounding community, providing creative solutions to social needs, business issues, and unmet markets. We will do all of this with a village of scholar-educators, intent on collaborating and supporting each other as we produce scholarly works that are greater in number and noteworthiness. When the expertise of the faculty is augmented by contributions from the division's growing alumni base, Seaver Business will provide students an educational experience grounded in both best practices and the liberal arts that reflects the values of the University's founder.

Faculty Scholarship: Innovation, Engagement, and Impact

During the past five years, Seaver Business faculty made multiple contributions to discipline-based, applied, and pedagogical research. An overview of these contributions is presented in Table 2-1 in Appendix A. Specifically, faculty published 76 peer- or editorially-reviewed journal articles and made more than 60 peer-reviewed presentations at academic conferences. Faculty also obtained a number of competitive grants from internal and external funding sources. The portfolio aligns with the school's mission. Multiple scholarly contributions directly support the Division and University missions to advance nonprofit leadership. For example, faculty have published in *Nonprofit Management and Leadership* and made multiple presentations at ARNOVA, the leading nonprofit scholarly conference. Likewise, multiple contributions reflect our dedication to effective pedagogy.

Of the peer- and editorially-reviewed publications presented in our portfolio of intellectual contributions over the past five years (Tables 2-1 and 2-2 in Appendix A), over 30% were published in journals ranked as A* or A according to the 2018 Australian Business Deans Council Journal Quality List. During the past five years, Seaver Business faculty have published in leading journals such as *Management Science*, *Production and Operations Management*, *Business Ethics Quarterly*, and *Personality and Individual Differences*. In accordance with Strategic Priority 5, we are actively working to increase the percentage of scholarship published in high-quality outlets while reducing lower quality contributions.

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

- Since 2015, Regan Schaffer (Management) has received \$750,000 in grant funding from the Wood-Claeysens foundation to support the Nonprofit Leadership Institute which she coordinates.
- Connie James's (Management) 2018 *Under Armour: Repositioning for the Global Stage*, published in *The CASE Journal*, was one of three finalists for Emerald's 2019 Best Case Award.
- Sarah Fischbach (Marketing) served as president (2018-19) of the Marketing Educators' Association

- Ben Postlethwaite's (Management) research has been cited more than 840 times since 2014 (Source: GoogleScholar) and his 2012 meta-analysis was highlighted in *Organizational Research Methods* (Aguinis et al., 2019) as an example of best practice in reporting measurement error corrections.
- John Park (Decision Science) received the Best Paper Award from the Production and Operations Management Society's Humanitarian Operations and Crisis Management Division.
- Rob Shearer's (Decision Science) research on an optimal donation acceptance policy at Habitat for Humanity (co-authored with Seaver Business student Kelly Carpentier) appeared in *Nonprofit Management and Leadership*. Habitat for Humanity in Ventura County ultimately implemented Shearer and Carpentier's recommendations.
- Fang Tian's (Decision Science) research on manufacturers' recycling policies is currently in press at *Management Science*.

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

3. PARTICIPANTS

Students

Table 4 reveals noteworthy trends of enrollment over the last five years for which data are available (2019 enrollment data were not available at the time of writing this report).

Table 4						
Student Enrollment (Fall)						
	2014	2015	2016	2017	2018	5 Year Change (%)
Business Administration Division Pre-Majors						
Pre-Accounting	71	63	62	55	49	-31.0
Pre-Business Administration	372	394	425	433	428	+15.1
Pre-International Business	111	119	112	107	112	+0.9
<i>Pre-Business Subtotal</i>	554	576	599	595	589	+6.3
Business Administration Division Majors						
Accounting	25	31	32	22	23	-8.0
Business Administration	117	141	150	146	159	+35.9
International Business	39	26	29	28	24	-38.5
Finance (Contract Major)	10	8	12	13	5	-50.0
<i>Fully Admitted Subtotal</i>	191	206	223	209	211	+10.5
Major Total	745	782	822	804	800	+7.4
Dual Degree/Joint Programs with Pepperdine Graziadio Business School						
5-Year MBA	8	14	20	14	18	+125
MS Accounting						
Seaver College Students	--	6	2	--	--	--
PGBS Students	--	4	3	--	--	--
Seaver College (Undergraduate)						
Seaver College (All UG)	3,212	3,292	3,314	3,368	3,413	+6.3

Undergraduate Enrollment

Although for any given year the total enrollment fluctuates, the overall trend in division enrollment shows an increase of 7.4%, greater than the college increase of 6.3% over the same period. Enrollment in our pre-majors is growing by 6.3%, indicating sustained demand for the major a future. As mentioned earlier, the college launched the Growing Seaver initiative in 2014.

Retention of the international business major will be examined during the future curriculum review detailed in the strategic plan. While enrollment in the finance major is small and has declined over the five years, the division believes that once this major achieves the visibility of a catalog status, it will be more popular.

Dual Degree Programs

The masters in accounting initiative with PGBS was short lived, and was canceled by PGBS after two years of anemic enrollments. The five-year MBA program's enrollment is moderately steady moving between the mid-teens to 20. The 125% increase is somewhat misleading due to the low enrollment at the start of the time series.

Table 5 shows an increase in the number of applications for admission to Seaver College. Seaver's experience runs counter to the experience at many institutions during this period. The more than 29% increase in college applications over the period 2015 to 2019 generated only 4% more acceptances which translates to an almost 20% decrease in the acceptance rate for the college.

An explanatory note regarding the spike in the Seaver enrollment in 2017 is in order. During this year the predicted melt from admitted to enrolled was not as large as anticipated leading to far more enrolled students than projected. To correct for this going forward, the accepted and, therefore, enrolled students decreased in subsequent years.

	2015	2016	2017	2018	2019	5 Year Change (%)
Applications						
Business UG	2,280	2,641	2,761	2,611	--	+14.5
All Seaver UG	10,625	11,831	12,421	12,136	13,721	+29.1
Admitted						
Business UG	928	1,033	1,083	940	--	+1.3
All Seaver UG	4,069	4,376	4,878	4,254	4,231	+4.0
Enrolled						
Business UG	203	221	221	217	--	+6.9
All Seaver UG	849	854	940	895	826	-2.7
Accept Rate						
Business UG	40.7%	39.1%	39.2%	36.0%	--	-11.5
All Seaver UG	38.3%	37.0%	39.3%	35.1%	30.8%	-19.6

Applications fell in 2018 due to the implementation of either early acceptance or early decision enrollment practices at many competitor schools. To regain its position in the prospective student market, Seaver College initiated an early acceptance/action admission process (November 15 application date), while maintaining its regular admission process (January 10 application date) in 2019. Consequently, applications increased by 13% in 2019, the highest during the five-year period.

During this period the number of entering students who declared as business majors increased by 6.9% over the period 2015-2018 (data at the division level was not available for 2019 at the time of writing).

As Table 6 shows, the increase in applications and enrollments has not been at the expense of student quality. While the values are higher in all categories in 2018 than they were in 2014, the values are relatively unchanged. Transfer GPA increased 7% over the observation period.

Table 6 Incoming Student Quality Indicators (Fall)						
	2014	2015	2016	2017	2018	5 Year Change (%)
HS GPA						
Business UG	3.52	3.57	3.59	3.60	3.59	2.0
All Seaver UG	3.61	3.59	3.64	3.64	3.66	1.4
Transfer GPA						
Business UG	3.33	3.47	3.59	3.67	3.57	7.2
All Seaver UG	3.46	3.49	3.54	3.60	3.56	2.9
ACT Comp						
Business UG	27	28	28	28	28	3.7
All Seaver UG	27	28	28	28	29	7.4

As seen in Table 7, the class of 2019 was larger than the class of 2015. The growth rate in the business administration major was greater than that of the college in general. Indeed, the absolute number increase in the business administration major (38) was larger than the increase in total Seaver graduates. The other business administration division majors, however, had fewer graduates in 2019 than 2015, but these proved to be volatile. The class of 2018 in all division majors were higher than the class of 2015. Overall, the graduates in both the college and the division are responding as one would expect to Growing Seaver.

Table 7 Degrees Awarded						
	2014/15	2015/16	2016/17	2017/18	2018/19	5 Year Change (%)
Business Administration Division Majors						
Accounting	19	30	26	23	14	-26.3
Business Administration	92	89	106	111	130	+41.3
International Business	29	28	28	31	23	-20.7
Finance (Contract Major)	12	11	11	13	6	-50.0
Seaver Business Total	152	158	171	178	173	+13.8
Dual Degree/Joint Programs with Pepperdine Graziadio Business School						
5-Year MBA	7	14	23	14	19	+171.4
MS Accounting	--	6	2	--	--	--
Seaver College						
All Seaver Undergraduates	797	843	912	853	824	+3.4

Diversity plays a prominent role in both the college’s institutional outcomes and the division’s program learning outcomes. Besides the Christian imperative that all are created in God’s image, the College and Division recognize research indicating our graduates will be better able to serve and influence the world while managing businesses if they learn to interact with cultures different than their own. Similarly, research also indicates that firms with diverse workforces and decision-makers generally benefit from different perspectives. Table 8 details demographic diversity within the Business Division and Seaver College.

Asian-American students are more heavily represented in Seaver Business than in Seaver College, and are represented in both more heavily than in the national general and college student population (<https://nces.ed.gov/fastfacts/display.asp?id=98>).

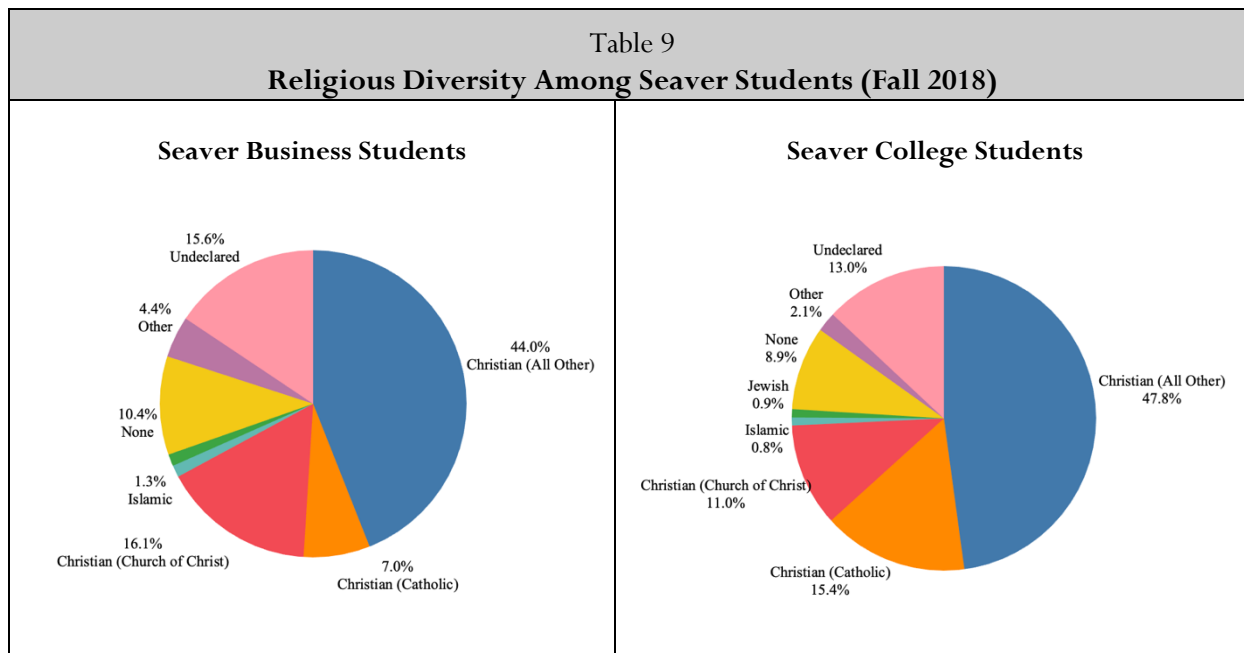
While not an ethnic or racial group, international students represent more than one in five students in Seaver Business—more than 50% higher than in the overall college, thus giving students exposure to students with different backgrounds regardless of race.

The Business Administration Division is more heavily male than either the general or national student population.

Table 8 Student Demographics & Diversity (Fall 2018)					
	Male	Female	Total	Business Administration (%)	Seaver College (%)
American Indian or Alaskan Native	1	1	2	0.3	--
Asian	57	44	101	16.0	11.0
Native Hawaiian/Pacific Islander	0	2	2	0.3	--
Black or African American	6	10	16	2.5	5.4
Hispanic/Latino	61	37	98	15.5	15.9
White	212	146	358	56.6	57.1
Two or More Races	28	15	43	6.8	10.6
Race/Ethnicity Unknown	8	4	12	1.9	
Total U.S. Citizens & Permanent Residents	373	259	632	79.0	86.5
Other Country/Territory of National Origin or Birthplace	78	90	168	21.0	13.5
Total	451	349	Total UG Business Enrollment 800		Total Seaver UG Enrollment 3,413
%	56.4	43.6			

While George Pepperdine strongly held that the Christian life was preferred, he was not doctrinaire, as evidenced by a remark he made to students two months after the college was founded: “There are many good colleges and universities which can give you standard academic training, but if our school does not give you more than that, it really has no reason to exist. The great difference between this college and other colleges is that we are endeavoring to place adequate emphasis and greater stress upon religious teaching and Christian character. We want to present to you, in teaching and example, the Christian way of life. We do not compel you to accept it. You are free to make your own choice, but we want you to know what it is.”

Keeping with George Pepperdine’s philosophy, Seaver and Seaver Business both attract students of many faiths. Seaver Business has a higher percentage of Church of Christ than the college overall, but the division also has more students of non-Christian or undeclared faith affiliation than the overall College.



Student Outcomes & Impact

Seaver Business and the Seaver College Career Center work jointly to make students competitive in the labor market. The division hosts an annual career development boot camp covering topics such as establishing your brand, resume writing, interviewing and dinner etiquette. The division has a full-time executive in residence who spends half of her time supervising internships and providing career advice. More than 69% of the class of 2018 had participated in an internship.

At the college level the Career Center hosts industry fairs with a focus on a particular class of employer, campus visits and interviews from employers, and workshops on job market skills. They also provide an externship and shadow-day opportunity. An industry specialist is assigned to Seaver Business from the career center and she holds office hours every week to counsel students in upcoming events and campus visits, and job skills. Practitioners are designated as career coaches and the Career Center employs Handshake to streamline the process of setting up interview notifications and appointments and an AI platform, VMock, to give students feedback on their resumes.

Table 10 presents the outcomes for graduates in the first six months following graduation. In 2018, the percentage of surveyed graduates who were in a job, graduate school, a volunteer assignment, or the military six months after graduation was 94.4%. This number is materially larger than in 2016, where 16.2 were still seeking either graduate school or a job (2014 and 2105 are not comparable with subsequent years because these data used the “immediately after graduation” as the time period). In the years in which the new standards were more widely accepted, Seaver Business’ students did as well (2016) or better (2017, 2018) than the national average. Moreover, thanks to a comprehensive attempt at locating all of the Seaver

graduates, the Knowledge Rate (which represents the percentage of graduates who have responded to the career outcomes survey) Seaver is higher than the national Knowledge Rate. This leads to a high degree of confidence in the data for Seaver Business graduates.

Table 10 Seaver Business Student Outcomes within Six Months of Graduation (2014 –2018)						
	2014	2015	2016	2017	2018	5 Year Change (%)
Seaver Business Administration Division Graduates – All Majors						
# Graduates Surveyed	140	134	152	168	159	+13.6
Employed FT or PT (%)	44.3	52.2	73.0	80.4	78.0	+76.1
Graduate School (%)	6.4	9.0	7.4	8.3	13.8	+115.6
FT Volunteer or Other (%)	3.6	4.5	3.4	2.4	2.5	+30.6
Seeking Employment (%)	42.1	27.6	14.9	5.4	5.0	-88.1
Seeking Grad School (%)	3.6	6.7	1.3	3.6	0.6	-83.3
Total	100.0	100.0	100.0	100.0	100.0	
Total employed, in school, volunteer or other after 6 months	54.3	65.7	83.8	91.1	94.3	
National average	30%	86%	84%	84%	86%	
Pepperdine Knowledge Rate		95%	95%	97%	96%	
National Knowledge Rate		63%	63%	65%	65%	

Seaver Business has a strong post-graduation placement record. Table 11 reports the wide array of industries and firms that have hired Seaver Business students over the past five years. Our students are also successful in gaining admission to highly competitive graduate programs.

**Table 11
Selected Employment & Graduate School Placements (2015-2019 Graduates)**

Accounting, Consulting, & Business Services	Entertainment & Media	Retail & Consumer Goods
<ul style="list-style-type: none"> • Accenture • ADP • California State Auditor • Deloitte • EY • Gartner • KPMG • PwC 	<ul style="list-style-type: none"> • Disney • Hulu • Lionsgate • NBCUniversal • Paramount Pictures • Sony • Twentieth Century Fox • Universal Music Group • Warner Brothers • Warner Music Group • William Morris Endeavor 	<ul style="list-style-type: none"> • Albertsons • Amazon.com • Bloomingdales • E & J Gallo • Home Depot • Procter & Gamble • SoulCycle • Target • VIZIO • WalMart
Aerospace, Defense & Logistics	Technology	Non-Profit, Education, Government, & Healthcare
<ul style="list-style-type: none"> • Aerojet Rocketdyne • Boeing • Defense Contract Management Agency • Flexport • Honeywell • Northrop Grumman • Rockwell Collins • United States Army • United States Marine Corps 	<ul style="list-style-type: none"> • Epic Systems • Facebook • Hitachi Solutions • Huawei • Oracle • Qualtrics • REX • Seagate Technology • Uber 	<ul style="list-style-type: none"> • AmeriCorps • American Enterprise Institute • County of Los Angeles • Peace Corps • Pepperdine University • United States Senate • World Vision
Financial Services		
<ul style="list-style-type: none"> • AIG • AXA Advisors • Bank of America Merrill Lynch • Barings • Citibank 	<ul style="list-style-type: none"> • Deutsche Bank • Goldman Sachs • JP Morgan Chase • Morgan Stanley • National Futures Association 	<ul style="list-style-type: none"> • PennyMac • PIMCO • S&P Global Markets • UBS • Wells Fargo
Graduate School Placements		
<ul style="list-style-type: none"> • Carnegie Mellon • Columbia University • Baylor University • Imperial College London • INSEAD • Johns Hopkins University • New York University 	<ul style="list-style-type: none"> • Southern Methodist Univ. • Texas A&M • University of California <ul style="list-style-type: none"> ○ Berkeley ○ Irvine ○ Riverside ○ Los Angeles • University of Georgia 	<ul style="list-style-type: none"> • University of Houston • University of Minnesota • University of Notre Dame • University Southern California • University of Texas, Austin • University of Utah • University of Virginia

Faculty and Staff

Table 12 documents Seaver Business' transformation over the last five years. Over this period, we experienced a remarkable transition as a cohort of dedicated faculty who had served the College since the 1980s retired and were replaced with promising scholar-educators with strong research activity. The percentage of faculty who are assistant and visiting has increased (with assistant professors doubling in number) while the share of associate and full professor declined. This is explained by the large-scale retirement of faculty who were hired during the 1980-1984 growth period for Seaver Business, and the relocation of two associate professors.

This transformation has created an opportunity for Seaver Business. The retiring faculty were hired during a period when there were low expectations for scholarly activity. The newly hired faculty are all Ph.D. holders from prestigious institutions where research is valued and taught.

Table 12 Summary of Full-Time Business Administration Division Faculty & Staff (2014 vs. 2019)					
Rank	2014 CIR		2019 CIR		5-Year Change
	Number	Percent	Number	Percent	Percent
Professor	8	36.4	6	23.1	-25.0
Associate Professor	5	22.7	5	19.2	0.0
Assistant Professor	4	18.2	8	30.8	+100.0
Visiting/Fixed-Term	5	22.7	7	26.9	+40.0
Total	22	100.0	26	100.0	
Tenure Status					
Tenure	12	54.6	10	38.5	-16.7
Tenure Track	5	22.7	9	34.6+	+80.0
Non-Tenure Track	5	22.7	7	26.9	+40.0
Total	22	100.0	26	100.0	
Administrative Staff					
Office Manager	1	33.3	1	33.3	0.0
Admin. Assistant	1	33.3	1	33.3	0.0
Technical Liaison	1	33.3	1	33.3	0.0
Total	3	100.0	3	100	0.0

Faculty Diversity

As mentioned earlier, Seaver Business sees immense value in having a diverse faculty. In alignment with the strategic goals of both the University and Seaver College, Seaver Business has sought to increase faculty diversity while maintaining (or increasing) faculty quality and fit with our Christian mission. Since the 2014, Seaver Business has made positive progress in increasing faculty diversity since the 2014 CIR. The increase in Asian faculty has reduced the number of Caucasian faculty. In addition, the percentage of women faculty members has almost doubled over this five-year period.

Table 13 Full-Time Business Administration Division Faculty Demographics (2014/2019)								
	2014 CIR				2019 CIR			
	Male	Female	Total	%	Male	Female	Total	%
Asian	1	0	1	4.5	3	3	6	23.1
Black or African American	--	2	2	9.1	--	1	1	3.8
Hispanic/Latino	--	1	1	4.5	--	1	1	3.8
White	16	2	18	81.8	12	6	18	69.2
Total	17	5	Total FT Business Faculty 22	100	15	11	Total FT Business Faculty 26	100
%	77.3	22.7			57.7	43.3		

Faculty Recruitment, Management, and Support

We regularly recruit through major scholarly association meetings, job boards, and placement services and also advertise open positions in national publications. We also partner with the PhD Project to actively target candidates from underrepresented groups. Candidates are evaluated for mission fit, potential teaching ability and scholarship promise. At times we will not find a candidate who meets all of these standards and the position will remain open for the next year. However, during the last five years we have had great success in recruiting strong candidates from doctoral programs at schools such as Syracuse, Georgia, Nebraska, McGill, University of Southern California, and the University of Pennsylvania (Wharton). Further, we have recruited talented fixed-term faculty from programs at Ohio State, University of Florida, Pepperdine Law School and the University of Virginia (Darden). To enhance the quality of our adjunct faculty, we have partnered with the Pardee RAND Graduate School in Santa Monica to recruit their PhD candidates to teach economics and decision science courses.

Newly hired full-time faculty participate in an extensive Seaver College and Pepperdine University orientation program that spans nearly two weeks prior to the start of the academic year. Through orientation, new faculty are introduced to our institutional history, structure, and values, the expectations of the college and university, and the support resources available for enhancing success in teaching and scholarship. For their entire first year, new faculty are paired with a mentor (who is housed in a different division to encourage free communication between mentor and mentee). New faculty also meet monthly as a cohort with Seaver College’s Associate Dean for Student and Faculty Development. At the conclusion of their first year, new tenure track faculty (and their spouses) participate in an intensive week-long retreat one of Pepperdine’s international locations. Through this experience, coordinated by Pepperdine’s Center for Faith and Learning, faculty discuss Pepperdine’s history and Christian mission as well as their own vocational journeys.

Within Seaver Business, excellence in teaching is promoted by peer classroom visits and consultations. Additional teaching support is provided by the Seaver College Center for Teaching Excellence. Similarly, division faculty members work collaboratively on scholarship in formal and informal ways. Formally, many of our faculty participate in our division’s newly established Nonprofit Research and Advisory Group where faculty across business disciplines collaborate to examine issues related to nonprofit management. This collaboration has produced traditional intellectual contributions as well as pro bono consulting relationships with nonprofit organizations.

Informally, the division members are active in seeking each other's aid in producing intellectual contributions that span multiple disciplines and often lead to co-authored works. After every division faculty meeting (held roughly monthly) the division hosts the Business Research Council (BRC). During the BRC a Seaver Business faculty member will present his or her current research to the division faculty. Guests from other Seaver divisions, PGBS, and the Office of Research and Sponsored Programs frequently attend these research presentations. Seaver Business provides travel funding to support faculty presenting research at academic or professional conferences. Likewise, Seaver College provides multiple research support opportunities including a range of internal grant programs, a mentoring program that provides support for engaging undergraduates in research, and assistance with external grant applications.

All new tenure-track faculty have a 3-2 teaching load. After receiving tenure, the teaching load increases to 3-3, but a competitive application process allows faculty to apply for a one-course reduction to facilitate research or administrative duties. Full-time fixed-term faculty typically have a 3-3, 3-4, or 4-4 teaching load.

All faculty members have an annual review conducted by the divisional dean. During the review the teaching, scholarship, and service of the individual faculty member is evaluated. The formal college-wide tenure and promotion process includes a pre-tenure review after five semesters, and a full tenure review after five years. Within the Business Division, senior faculty member work closely with junior faculty members to ensure that they are aware of the expectations for tenure and are familiar with the application process. All of the tenure-track business faculty hired since 2014 are still employed in the division.

Faculty Sufficiency and Deployment

The 2014 CIR peer review team identified faculty sufficiency as an area of concern. We successfully addressed this concern in CIR-2. We have continued to pay particular attention to this area to ensure that we continue to meet AACSB Standard 5 (Faculty Sufficiency and Deployment) within our Accounting and Business Administration Discipline Groups, for our faculty as a whole, and for our undergraduate programs.

Table 14 Faculty Sufficiency and Deployment (AY 2018-2019)		
Discipline-Level Sufficiency		
	Percent Participating	Percent Supporting
Accounting	92.0	8.0
Business Administration	81.3	18.7
AACSB Standard	≥ 60	< 40
Division (College) Sufficiency		
Division Overall	83.6	16.4
AACSB Standard	≥ 75	< 25
Program-Level Sufficiency		
Bachelor's Degrees	83.6	16.4
5-Year MBA* (PGBS)	85.7	14.3
AACSB Standard	≥ 60	< 40

* Reflects graduate courses delivered by Pepperdine Graziadio Business School

The divisional dean and accreditation coordinator evaluate each full-time and adjunct faculty member annually using our Guidelines for Determining Faculty Sufficiency Status (Appendix XX). Each faculty member is classified as either Participating or Supporting and sufficiency is calculated using student credit hours (SCH). Table 14 summarizes our sufficiency indicators for AY 2018-19. As shown, we exceeded the AACSB indicators at all levels.

Professional Staff Management & Support

As detailed in Table 12, Seaver Business directly employs a small support team of three talented individuals who provide administrative, operational, and technical support to the Business Division. Other core services such as admissions, advancement, advising, alumni relations, career services, finance, human resources, integrated marketing communications, and student academic support are provided by other Seaver College departments and professionals. An outline of these core functions is provided in Appendix D. Pepperdine University and Seaver college offer numerous opportunities for staff training and development. These include technical and supervisory training as well as personal development and health and wellness programs. In many instances, staff participate in training and development alongside faculty.

4. TEACHING AND LEARNING

Curriculum Changes Since the 2014 CIR

With the exception of the launch (and discontinuance) of the joint M.S.in Accounting program with PGBS, Seaver Business has not implemented major curriculum change since the last CIR in 2014. We are planning to launch an entrepreneurship minor in 2020 (Strategic Priority 2) and comprehensive curriculum review (and potential curriculum change) is slated to occur over the next five years (Strategic Priority 3).

Since 2014, Seaver Business faculty have developed new courses in Accounting Ethics (first offered in Fall 2015) and Consumer Behavior (first offered in Fall 2019). We have also strengthened the requirements for full admission to our majors by increasing GPA requirements and limiting the number of times prerequisite courses can be taken. These steps were taken to ensure that students who are fully admitted are successful in their chosen programs. In addition, our accounting faculty implemented a Financial Accounting Competency Exam (FACE). The FACE is administered to transfer students who have taken financial accounting at other institutions. The exam ensures that students have the necessary knowledge and skills to be successful in other Seaver accounting and business courses.

Library and Information Resources

Seaver Business student learning is enhanced through access to robust library resources. Payson Library, Pepperdine's primary library, recently underwent an extensive renovation, reopening in Fall 2017. The library is now a focal point on campus, and student usage has increased significantly. Seaver Business students have access to an extensive variety of business databases, more than is typical for undergraduate students at an institution of this size. These include Bloomberg (multiple terminals in the library and Center for Communication and Business), IBISWorld, Mergent, Mintel, Passport, Statista, and ThomsonOne. We are fortunate to have an excellent, engaged business librarian, Marc Vinyard, who regularly conducts research training in our classes, offers office hours in our building for ease of student access, and is available for one-on-one research consultations.

International Programs (IP)

International programs are a key component of teaching and learning at Seaver College. Since 1963, Pepperdine has had at least one overseas campus. The first campus was in Heidelberg. Over the next fifty years the Heidelberg program has been joined by permanent programs in Florence, London, Lausanne, Buenos Aires, and Shanghai. International Programs also took over the Washington, DC program. In addition to the permanent venues, International Programs also offers travel programs throughout Asia, Africa, and Central America.

According to the Institute for International Education, Pepperdine is ranked in the top five institutions based on percentage of students who participate in a study abroad experience. Roughly 2/3 of all Seaver College students have participated in some IP experience. Seaver Business student participation mirrors that of the college, with participation at about 2/3.

Instruction is focused on the local culture and assets and is taught by faculty members from local institutions and a Seaver faculty member who visits the campus for a year. The Shanghai campus features the highest number of pre-business and upper division Business Administration Division classes. These are taught by local faculty. Some locations also teach lower-division pre-business major classes. Seaver Business has worked diligently to improve (and now maintain) the qualifications of faculty who teach business-related courses in our IP programs.

Excellence in Teaching

In 2004 Pepperdine University created the Howard A. White Award for Teaching Excellence. Full-time faculty members from any of Pepperdine's five colleges are eligible to receive the award, named after the university's fifth president who put great value on high quality instruction. Seaver Business faculty have won the award seven times during the fifteen years it has been awarded.

- 2004 – Marilyn Misch
- 2005 – Regan Schaffer
- 2006 – Levon Goukasian
- 2012 – Scott Miller
- 2014 – William Arnold
- 2015 – Ben Postlethwaite
- 2018 – Regan Schaffer

Innovation and Engagement in Teaching

Since 2014, Seaver Business faculty have implemented a number of teaching innovations in the classroom. For example,

- Instructors in Marketing and Accounting have begun incorporating virtual reality into their classes
- Students studying business in Buenos Aires toured *La Nacion*, a major newspaper in Argentina, and met with an owner
- In Human Resources, students used photos and audio of workers from Paterson, New Jersey from the Library of Congress digital archive to create a public art exhibition.

- Faculty adopted the R programming language for use in introductory and advanced decision science courses
- Decision Science faculty created a number of novel games to reinforce course concepts
- Faculty incorporated meditation and mindfulness into their capstone Service Leadership classes
- Courses in multiple disciplines have begun utilizing tools such as Qualtrics and Tableau

Assurance of Learning (AoL)

Overview of the Program - an Assurance of Learning (AoL) view:

The business division program includes three main majors: Accounting, Business Administration, and International Business. Our Assurance of Learning (AoL) process samples students from all three majors to make sure we have accurate representation of all our programs. Reporting usually happens at an aggregate level unless there is clear differentiation in performance between students based on major. A key limitation as we assess the three different majors is the size of the different programs. The variations in the number of graduates makes drawing accurate comparative conclusions across majors difficult.

Key AoL Players

AoL Coordinator: The role of the AoL coordinator is:

1. Work with faculty on the AoL plan to ensure their program:
 - a. has measurable Program Learning Outcome (PLO)
 - b. has a current and well-developed curriculum map
 - c. has a valid and reliable rubric for each PLO when appropriate
 - d. uses direct, indirect, and authentic assessment
 - e. involves stakeholders in the AoL process.
2. Work with faculty to provide assistance and guidance in analyzing annual assessment results and that the programs then use the results for improvement
3. Work with faculty to help ensure the timeline for assessment is met.

Faculty: All faculty members tenured, tenure-track, and visiting participated and will participate in the AoL process. The role of faculty in assessment is:

1. Formulate PLOs and consistently monitor their relevance
2. Develop curriculum map
3. Develop and review measures to assess PLOs
4. Conduct assessment in their corresponding classes or in some cases for other artifacts
5. Review results
6. Suggest and make appropriate changes based on assessment results as well as external trends

AoL teams: AoL teams have been formed at the beginning of this year (AY2019/2020). The purpose is to ensure continuous improvement. The AoL teams are divided by PLOs (5 teams). The teams are composed of faculty members and each team is responsible for reviewing the PLOs their assigned PLOs. Their role includes:

1. Reviewing the appropriateness of the PLOs
2. Rating the assessment process for the PLOs using a rubric (the assignments evaluated, the rubrics used, etc.)
3. Reviewing analysis and results
4. Providing feedback about the process as well as the curriculum.

Office of Institutional Effectiveness (OIE): The OIE supports the University's mission, values, and core commitments by providing institutional research and leadership in the areas of accreditation and assessment. OIE supports the business division in their AoL activities for internal, AACSB accreditation, and other national accreditation purposes. OIE provides Seaver Business with feedback on the AoL plan and process and ensures needed data and resources are available.

Seaver's Dean Office: Ensures that several administrative departments within Seaver College support divisions in their AoL activities. Major curriculum changes must be approved by the Dean's Office.

Seaver Business Partners (SBP): A group of four SBP, alumni and other supporters of the Business Administration Division program, showed continuous support for the AoL process especially with regard to PLO development. Our long-term AoL plan aims to engage the SBP in other aspects of assessment such as AoL-based improvements.

Students: Students have been involved indirectly with AoL. A test exit survey was performed in the AY2018/2019 to check whether graduates felt that the Business Division met the PLOs established. In addition, the exit survey asked for feedback from students about the appropriateness of the PLOs and their suggestions for improvement. Long-term AoL plan aims to increase student engagement in the process.

Alumni: Non-SBP alumni were not involved in the current 5-year review but our long-term AoL plan aims to change that. The OIE sends surveys to alumni to gauge their experience at Pepperdine as a whole. We complemented that survey by conducting our own at the business division level to gauge Alumni's experience with the business program specifically as well as their opinions about our PLOs. Data collection is underway and analysis will be conducted this fall. This initiative is planned to be ongoing and will be complemented by Strategic Priority 4.

Other Stakeholders:

1. Supervisors of students in the internship program are asked to fill a survey rating students' performance on several dimensions that maps to our PLOs. The survey is administered by the Career Center at Pepperdine University with the help of the Business Internship Coordinator. The current survey is general and long-term AoL plan aims to add some questions to the survey that are specific to the business division.
2. In Service Leadership, one of our two capstone courses, Clients evaluate students' performance.

PLOs - Learning Goals and Objectives

The business division revised their Learning Goals and Objectives in AY2017-2018 in line with the business division mission. All faculty members were involved in the formulation of the new PLOs as well as the curriculum map for all three majors. Table 15 deconstructs the different components of the Business Division mission and links them to the overall learning goals and PLOs.

Table 15 Business Division Mission and Overall Learning Goals	
Mission Excerpt	Learning Goal & PLOs
We educate, mentor, and encourage our students to:	
... develop into inquisitive, articulate, and creative professionals.	PLO1 - Core Knowledge & Skills PLO2 - Critical Thinking PLO4 - Communication PLO5 - Teamwork
... exemplify strong moral character.	PLO3 - Ethics PLO5 - Teamwork PLO6 - Diversity
... make a positive difference in the world.	PLO1 - Core Knowledge & Skills PLO2 - Critical Thinking PLO3 - Ethics PLO5 - Teamwork PLO6 - Diversity
... become the people that God created them to be.	PLO1 - Core Knowledge & Skills PLO2 - Critical Thinking PLO3 - Ethics PLO4 - Communication PLO5 - Teamwork PLO6 - Diversity

Business faculty members collectively developed a first draft of the PLOs. The PLOs were then shared with the Office of Institutional Effectiveness (OIE) as well as the Seaver Business Partners (SBP) for feedback. After several iterations, the learning goals described in Table 16 were finalized and a curriculum map was developed to identify when each PLO is introduced, developed, and mastered in the curriculum. Appendix I includes the curriculum map for Accounting, Business Administration, and International Business Majors.

Table 16
PLOs (Learning Goals and Objectives)

	Learning Goal	Learning Objective
PLO #1	Core Knowledge and Skills	a. Demonstrate fundamental knowledge in core functional areas of business
		b. Apply business research skills
		c. Demonstrate competency in key accounting areas*
PLO #2	Critical Thinking	a. Create evidence-based solutions to business problems or opportunities
PLO #3	Ethics	a. Evaluate the ethical implications of business practices
		b. Determine appropriate response to a business situation in light of professional standards*
PLO #4	Communication	a. Produce effective written business reports
		b. Deliver effective oral business presentations
PLO #5	Teamwork	a. Demonstrate effective and collaborative interpersonal skills in a team setting
PLO #6	Diversity	a. Understand the dynamics, benefits, and challenges of diversity and inclusion within teams or organizations.
		b. Identify global dynamics which affect businesses**

*Accounting Majors ONLY

**International Business Majors ONLY

Measurement Plan

Figure 5 illustrates our detailed AoL plan. Once our PLOs and curriculum map were developed, the whole business division faculty analyzed the best courses to assess each of our PLOs. Several considerations were taken:

1. What time in the educational journey of Pepperdine Business students are we able to capture and adequately assess each PLO? The majority of the time the answer is the senior year.
2. What courses and assignments will help us fairly assess student learning for each PLO?
3. What courses will help us capture a representative sample of students from each of our three majors? Are cornerstone courses a better fit, compared to capstone courses, to assess certain PLOs? Based on the current curriculum, measurement at senior year was not possible as not all upper division courses are required for each major.
4. Are we overloading capstone courses and foregoing other courses in the curriculum?

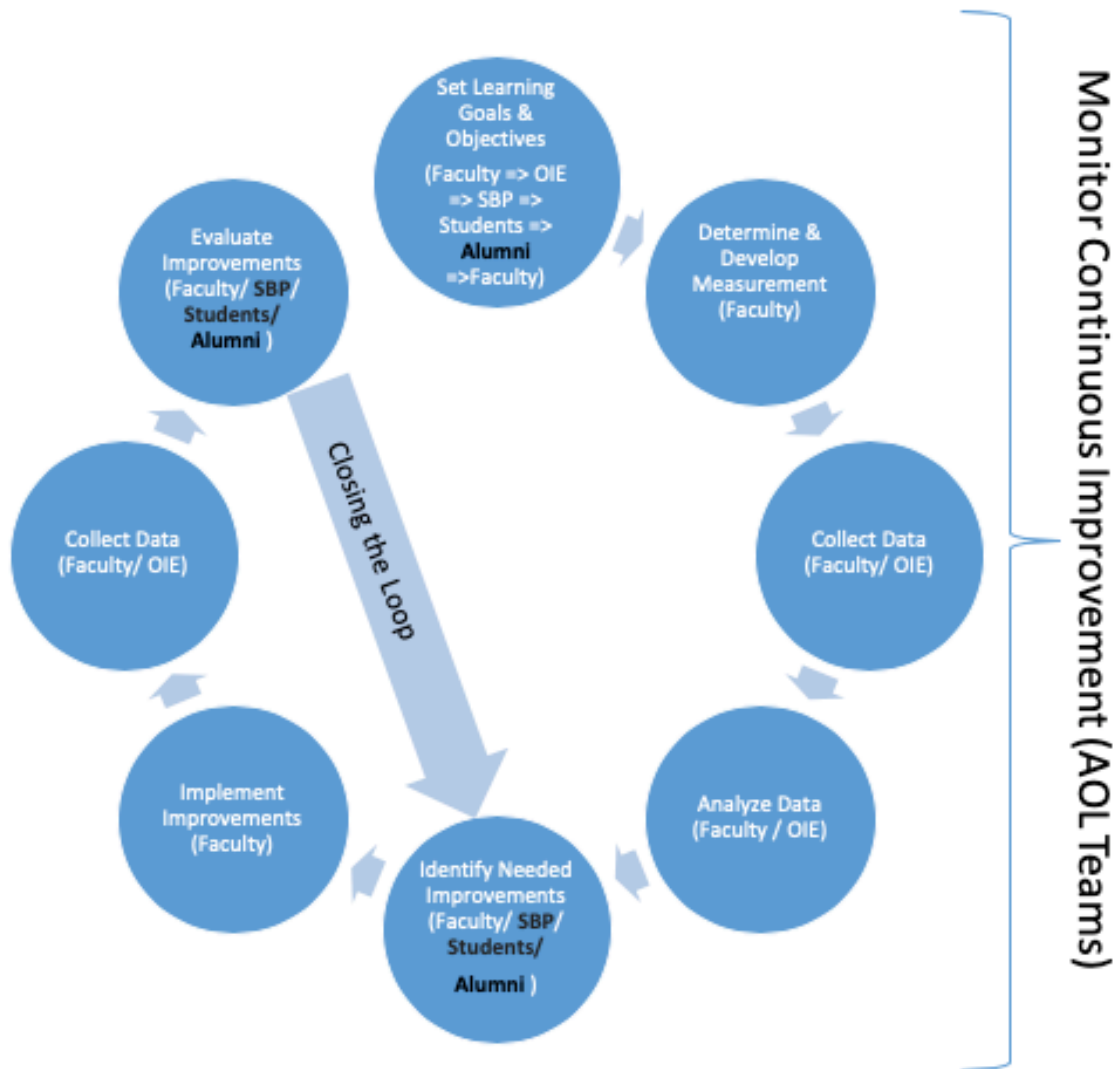


Figure 5: The Seaver Business AoL Process

Key

OIE: Office of Institutional Effectiveness

SBP: Seaver Business Partners

Note: Black indicates stakeholders that have been involved in that aspect of AoL, but will be involved in the upcoming 5-year AoL plan.

After we identified the appropriate courses and assignments to assess, a rubric was developed (except for assignments where a rubric was not appropriate e.g. multiple-choice questions). Appendix N provides examples of rubrics used.

Following the first iteration of data collection and analysis, we identified several issues with the assessment process with the help of OIE. We took corrective actions in the second iteration (Table 17):

Table 17 Analysis of Assessment Process Iterations	
Problem in 1 st iteration	Corrective Action in second iteration
We did not set performance expectations	We developed a set of performance expectations based on historical results from our first iteration, faculty's expertise in the field, OIE's sample benchmarks/ targets, as well as sample comparative schools established benchmarks/ targets (scarce information were found in relation to the latter).
Some PLOs didn't map to any course	We identified the missing information and mapped the missing PLOs to specific courses.
Some PLOs are mastered without clear identification on where they were introduced and developed prior to mastery	We re-assessed each course and mapped the student curriculum journey more appropriately.
Some courses had mastery for a PLO but no formal direct assessment conducted	Made sure that the PLO is sufficiently covered in those classes. We created a rubric for assignments in those classes. We analyzed indirect assessment type of projects.
We had several direct assessment initiatives but very few indirect assessment	We added several student surveys embedded within classes. We added an exit survey for graduating students. We started collecting internship data.
Assessment was collected in only one section/ one professor	We increased the scope and collected information from several sections and several professors (when possible)

The second iteration went more smoothly. OIE reviews the annual assessment of every program on campus and provides feedback (three reviewers assess each program: two faculty members from programs outside the one being evaluated and the OIE director). The score and feedback received by the business administration division has improved substantially over the years. Appendix L includes the review received by our program for AY2018/2019.

After our second iteration, other issues needed adjustment. First, we realized for the Core Knowledge PLO that Economics Core Knowledge is only assessed for Business Administration majors, as it is not a requirement for others. Decision Science Core Knowledge is only assessed for Business Administration and International Business majors, as it is not a requirement for Accounting majors. Second, for a small number of PLOs we assessment did not occur as scheduled. Third, while we did increase the scope of data collection to include several sections and professors, we still have not measured any performance in our International Programs (e.g. some of our students take Principles of Marketing in our Shanghai program).

No official AoL measurement was conducted in the past 5 years). In our upcoming 5-year cycle, we plan to correct these issues. Some issues will be addressed directly (e.g. collect data in international programs) while others require substantial curriculum change and will need extensive deliberation (e.g. where will we help Accounting and International students master Economics Core Knowledge?).

Data Collection and Sample Selection

Table 18 below details the specifics of our data collection initiative. Between AY2014/2015 and AY2016/2017 an old set of PLOs were measured once each year. At the beginning of the AY2017/2018 we developed a new set of PLOs. To be able to close the loop, we needed two sets of measurements for each PLO. Thus, we measured all of our PLOs twice (once in AY2017/2018 and once in AY2018/2019). Furthermore, as we lacked historical data for each PLO, we wanted to get as large a sample size as possible. Therefore, we assessed all students registered in a class where assessment took place. This helps increase the reliability of our results and provide us with more information to make informed decisions. In the future, while we still plan to measure each PLO at least twice every 5-year cycle, we will not be measuring all PLOs together in the same year.

Table 18 AoL Data Collection and Sample Selection					
PLO	Methods (Course/ Tool)	Type of Assessment	Latest Sample Size (AY18/19)	People Responsible	People Reviewing AoL Process
PLO1.A Core Knowledge	<u>Exam Questions:</u> <i>AC224 & AC225 (Accounting); BA321 (Finance); BA358 (Business Law); BA355 (Marketing); BA451 & BA452 (Decision Science); BA497 (Management)</i>	Direct	Ranges from 18 (e.g. AC225) to 286 (e.g. BA355).	Faculty	Core Knowledge Business & Accounting (PLO1a/ PLO1c) AoL Team AoL Coordinator
	Exit Survey	Indirect		AoL Coordinator	
PLO1.B Research Skills	<u>Individual Regression Assignment:</u> <i>BA216 (Quantitative Research Skills)</i>	Direct	Ranges from 96 (Quantitative Skills) to 115 (Qualitative Skills)	Faculty	Research Skills & Critical Thinking (PLO1b/ PLO2) AoL Team AoL Coordinator
	<u>Individual Strategic Recommendation Assignment:</u> <i>BA497 (Qualitative Research Skills)</i>	Direct		Faculty	
	<u>In-Class Survey:</u> <i>BA497</i>	Indirect		Faculty	
	Exit Survey	Indirect		AoL Coordinator	
	Internship Survey – Students	Indirect		Internship Coordinator	
	Internship Survey – Supervisors	Authentic			

Table 18
AoL Data Collection and Sample Selection

PLO1.C Accounting Knowledge (AC)	<u>Exam Questions:</u> AC312 (Future Assessment) AC314 ;AC422; AC425	Direct	Ranges from 15 (e.g. AC314) to 17 (e.g. AC425)	Faculty	Core Knowledge Business & Accounting (PLO1a/ PLO1c) AoL Team
	<u>Tax Return Completion:</u> AC422	Authentic		Faculty	AoL Coordinator
	Exit Survey	Indirect		AoL Coordinator	
PLO2 Critical Thinking	<u>Individual Strategic Recommendation Assignment:</u> BA497	Direct	115	Faculty	Research Skills & Critical Thinking (PLO1b/ PLO2) AoL Team
	<u>In-Class Survey:</u> BA497	Indirect		Faculty	
	Exit Survey	Indirect		AoL Coordinator	AoL Coordinator
	Internship Survey – Students	Indirect		Internship Coordinator	
	Internship Survey - Supervisors	Authentic			
PLO3 Ethics	<u>Case Analysis/ Reflection Statement:</u> BA352	Direct	Ranges from 43 (International Business majors) to 54 (Business Administration majors)	Faculty	Ethics & Teamwork (PLO3/ PLO5) AoL Team
	<u>Exam Question:</u> BA474	Direct		Faculty	
	<u>Course Evaluation:</u> BA352	Indirect		Business Division	AoL Coordinator
	BA474 (Future Assessment)	Indirect		AoL Coordinator	
	Exit Survey	Indirect		Internship Coordinator	
	Internship Survey – Students	Authentic			
Internship Survey – Supervisors					
PLO3 Ethics (AC)	<u>Case Analysis/ Exam Questions:</u> AC425	Direct	17	Faculty	Ethics & Teamwork (PLO3/ PLO5) AoL Team
	Exit Survey	Indirect		AoL Coordinator	
	Internship Survey – Students	Indirect		Internship Coordinator	AoL Coordinator
	Internship Survey - Supervisors	Authentic			
PLO4.A Writing Skills	<u>Individual Strategic Recommendation Assignment:</u> BA497	Direct	115	Faculty	Written & Oral Communication (PLO4a/ PLO4b) AoL Team
	<u>In-Class Survey:</u> BA497	Indirect		Faculty	
	Exit Survey	Indirect		AoL Coordinator	AoL Coordinator
	Internship Survey – Students	Indirect		Internship Coordinator	
	Internship Survey - Supervisors	Authentic			
PLO4.B Oral Skills	<u>Oral Presentation:</u> BA498		134		Written & Oral Communication (PLO4a/ PLO4b) AoL Team
	Ø Faculty Evaluation	Direct		Faculty	
	Ø Student Evaluation	Indirect			AoL Coordinator
	Ø Client Evaluation	Authentic			
	Exit Survey	Indirect		AoL Coordinator	
	Internship Survey – Students	Indirect		Internship Coordinator	
Internship Survey - Supervisors	Authentic				

Table 18
AoL Data Collection and Sample Selection

PLO5 Teamwork	<u>Teamwork Survey: BA498</u>		134	Faculty AoL Coordinator Internship Coordinator	Ethics & Teamwork (PLO3/ PLO5) AoL Team AoL Coordinator
	Ø Student self-assessment	Direct			
	Ø Team members assessment of student	Indirect			
	Exit Survey	Indirect			
	Internship Survey – Students	Indirect			
Internship Survey - Supervisors	Authentic				
PLO6.A Diversity	<u>Exam Questions: BA366 and BA497</u>	Direct	137 (BA366)	Faculty	Diversity & Global Dynamics (PLO6a/ PLO6b) AoL Team AoL Coordinator
	<u>Case Analysis: BA366</u>	Direct	84 (BA497)	Faculty	
	Exit Survey	Indirect		AoL Coordinator	
	Internship Survey – Students	Indirect		Internship Coordinator	
	Internship Survey - Supervisors	Authentic			
PLO6.B Global Dynamics (IB)	<u>Exam Questions: BA474</u>	Direct	91	Faculty AoL Coordinator Internship Coordinator	Diversity & Global Dynamics (PLO6a/ PLO6b) AoL Team AoL Coordinator
	BA447 & BA457 (Future Assessment)	Indirect			
	Exit Survey	Indirect			
	Internship Survey – Students	Indirect			
	Internship Survey - Supervisors	Authentic			

Data Management and Data Analysis Tools

Current: The University’s OIE encouraged divisions to collect data through LiveText (assessment management web application). We have adopted LiveText in our division to collect data where it was easier and cleaner to use such software. The main advantage of using such a system is that data analysis can be performed based on various demographics, e.g. the system can generate scores by gender. For other types of data, such as multiple-choice exam scores, faculty sent the AoL coordinator an excel file with the data. To assure data consistency, all faculty were encouraged to export a list of their students from a Pepperdine database (WaveNet). The list included students’ Name, IDs, Major, and Level of education. Faculty were also encouraged to add other demographics such as gender and English as a Second Language identifiers. The AoL coordinator collected all data in a special folder on Google Drive with the AoL coordinator being the only one who can access the data. Both the AoL coordinator and faculty analyzed the data. We afterwards realized the limitations of LiveText.

Future: OIE has been encouraging a shift from LiveText to Portfolium effective AY 2019/2020. The Business Division plans to test and adopt the new system. For data management, we realized that we had great shortcomings: 1) all information were going through the AoL coordinator; 2) the AoL coordinator housed all the data; and 3) information were being transferred via email, which leads to confusion and potential information loss. Thus, effective AY 2019/2020, all information and data transfer will be housed on a Project website embedded in Pepperdine’s Courses (powered by Sakai, an educational software platform). For confidentiality, access to folders within the website will vary based on the type and

sensitivity of the data embedded (See Appendix M). The AoL Coordinator and the Business Division Office Manager will have administrative rights. Furthermore, for the next upcoming 5-year cycle we plan to assess the feasibility of using Tableau (an interactive data visualization software). This would make it easy to any faculty or stakeholder to see results of our AoL process.

Data Analysis and Results

Data collected through LiveText was analyzed by OIE based on faculty requests. For all other data, faculty and the AoL coordinator performed the analysis. Descriptive analysis was performed in all cases. Inter-rater reliability was conducted for PLO1b (Qualitative Research Skills), PLO2 (Critical Thinking), and PLO4a (Written Communication) as each student artifact was assessed by two faculty members. Table 19 describes for each PLO the date of AoL measurement, the results, the performance expectation, conclusion, actions done after the 1st iteration (AY2017/2018), actions planned after the second iteration (AY2018/2019), as well as planned subsequent measurement timeline. Appendix J highlights one example of a new established system for the upcoming years where faculty provide feedback to the AoL coordinator after every assessment year.

Table 19 AoL Results						
PLO	Dates Assessed	Results AY18/19	Benchmark/ Target	Conclusions	Actions Taken in AY18/19 and Planned for upcoming cycle	Subsequent Measurement
PLO1.A Core Knowledge	AY17/18 AY18/19	<u>Accounting</u> : 64% (vs 52% AY17/18) <u>Business Law</u> : 83% (vs 75% AY17/18) <u>Decision Science</u> : 90% (vs 94% AY17/18) <u>Economics</u> : 80% (vs 77% AY17/18) <u>Finance</u> : 88% (vs 86% AY17/18) <u>Management</u> : 82% (vs 66% AY17/18) <u>Marketing</u> : 85% (vs 87% AY17/18)	75% of students demonstrate understanding of each core knowledge area	<ul style="list-style-type: none"> Target reached except for Accounting. Improvements from AY17/18 noted overall <u>Key takeaway</u>: Students have difficulty applying previous knowledge to current problems and to different contexts. 	<p><u>Taken</u>: More in-class exercises and applications in changing contexts</p> <p><u>Planned</u>: 1) In-class applied exercises; 2) Maintain Focus on Strong topics as well as Weak topics; 3) Increase difficulty level for well grasped questions; 4) revise methodology of assessment</p>	AY19/20 AY21/22
PLO1.B Research Skills	AY17/18 AY18/19	<u>Collect a random sample</u> : 3.48/4 <u>Apply the model</u> : 3.26/4 <u>Interpret the model</u> : 2.81/4 <u>Check the Model</u> : 3.49/4 <u>Communicate the results</u> : 3.54/4 <u>Appropriate Citations</u> : 4.22/5 <u>Number of works cited</u> : 4.23/5 <u>Quality of works cited</u> : 3.33/5	<ul style="list-style-type: none"> Average of 3 “Good” or better on each aspect assessed. At least 75% of the students would score higher than 3 (Good) and at least 50% of the students would score higher than 4 (Very Good) 	<ul style="list-style-type: none"> Majority of Target was met. <u>Key takeaway</u>: Students are struggling with: <ol style="list-style-type: none"> Interpreting models (Quantitative) Citing Quality Sources (Qualitative) *Note Rubric for qualitative reasoning changed so comparison between AY17/18 and AY18/19 is not recommended 	<p><u>Taken</u>: 1) Quantitative Research Skills analyzed; 2) Added hands-on research tools within class; 3) Created list of renowned databases; 4) Required more Bloomberg and non-Bloomberg data usage.</p> <p><u>Planned</u>: 1) Emphasize model interpretation; 2) Emphasize reliance on credible sources; 3) Emphasize reliance on credible source list developed by the faculty and librarian; 4) in-class time dedicated on how to conduct research.</p>	AY19/20 AY21/22 AY22/23

Table 19
AoL Results

PLO	Dates Assessed	Results AY18/19	Benchmark/ Target	Conclusions	Actions Taken in AY18/19 and Planned for upcoming cycle	Subsequent Measurement
PLO1.C Accounting Knowledge (AC)	AY17/18 AY18/19	<u>Cost Analysis and Systems Topics:</u> 80-94% (vs. 96-100% AY17/18) <u>Creating relevant accounting and business information from quantitative and qualitative data:</u> 67% <u>Ability to use Information System (Microsoft Access) proficiently:</u> 74%. <u>Tax Return Completion:</u> Average 98% <u>Tax Return Concepts:</u> 71% (vs 73% AY17/18) <u>Auditing Knowledge:</u> 92% (vs 30% AY17/18) <u>Auditing Application:</u> 85%	75% of students demonstrate understanding of each core knowledge area	<ul style="list-style-type: none"> · Majority of target met. · Improvements from AY17/18 noted overall · <u>Key takeaway:</u> 1) Students are grasping key accounting concepts. 2) Students are struggling in: a) using data to back up decision and b) applied exercises. 	<p><u>Taken:</u> 1) Added authentic assessment; 2) Used active learning exercises (e.g. role-playing).</p> <p><u>Planned:</u> 1) Include AC312 in assessment efforts; 2) Emphasize data usage in decision-making; 3) Add more practice and engaging exercises (such as case analysis); 4) Introduce Tableau.</p>	AY19/20 AY21/22
PLO2 Critical Thinking	AY17/18 AY18/19	<u>Use of facts to back up strategic recommendations:</u> 3.86/ 5 <u>Original - Strategic Recommendations are not current strategies of the firm:</u> 4.49/5	At least 75% of the students would score higher than 3 (Good) and at least 50% of the students would score higher than 4 (Very Good)	<ul style="list-style-type: none"> · Overall target met. · While comparison is not adequate as rubric changed, pattern shows improvement from last year's assessment. · <u>Key takeaway:</u> Students are still struggling with basing their recommendations on facts collected from research. 	<p><u>Taken:</u> 1) Implemented additional in-class exercises; 2) added a class debate; 3) increased research scope of project.</p> <p><u>Planned:</u> 1) Clarify to students what "original strategic recommendations" entail; 2) Adding more problem exercises and strategy activity in class as well as throughout the curriculum; 3) Reducing some workload to make students focus on quality rather than quantity.</p>	AY19/20 AY22/23
PLO3 Ethics	AY17/18 AY18/19	<u>Business Administration Major:</u> <u>Identifying a dilemma:</u> >75% scored 3 or above <u>Describing the dilemma in detail:</u> >75% scored 3 or above <u>Understanding all pertinent facts:</u> >75% scored 3 or above <u>Ethical Reflection:</u> >75% scored 3 or above <u>Course Evaluation:</u> 4.71/ 5 (F18) and 4.71/5 and 4.24/5 (S19) (vs. 4.56 and 4.11 in AY17/18). <u>International Business Major:</u> <u>Understanding of ethical issues in business:</u> 3.19/4 <u>Grasping the interplay between ethical and business issues:</u> 2.65/4 <u>Identifying ways of addressing ethical issues in business:</u> 3.00 /4	<u>Business Administration Major:</u> · At least 75% scored 3 (Competent) or above · Course Evaluation > average score in the business division <u>International Business Major:</u> Average higher than 3 (Competent) on all aspects	<ul style="list-style-type: none"> · Students reached our target overall · Course evaluation related to moral integrity for Ethics class was higher than the average of the business division. · <u>Key takeaway:</u> Students are struggling in: 1) Understanding the interplay between ethics and business decisions. This relates to an overall trend across PLOs with application of concepts. 2) While overall target is met, there is a lot of room for improvement. 	<p><u>Taken:</u> 1) Ethics assessment for International Business Students was performed; 2) Formal Ethics Assessment for Business Majors was equally performed; 3) More formal emphasis on ethics for both Business Administration and International Business was done.</p> <p><u>Planned:</u> 1) Change format of some questions that are not optimal; 2) Stress the importance of making sure one takes a committed stance with a well-thought out rationale for one's position, and then implement measures to address the position.</p>	AY20/21 AY23/24

Table 19
AoL Results

PLO	Dates Assessed	Results AY18/19	Benchmark/ Target	Conclusions	Actions Taken in AY18/19 and Planned for upcoming cycle	Subsequent Measurement
PLO3 Ethics (AC)	AY17/18 AY18/19	95% (vs 45% in AY17/18)	75% of students demonstrate ability to apply professional accounting standards	<ul style="list-style-type: none"> Target met. Great Improvement from last year's results. 	<p><u>Taken:</u> 1) Extensive focus on Ethics from first day of class; 2) Used active learning exercises (e.g. role-playing).</p> <p><u>Planned:</u> 1) Continue focus on Ethics; 2) Add more active learning exercises (e.g. case analysis).</p>	AY20/21 AY23/24
PLO4.A Writing Skills	AY17/18 AY18/19	<p><u>Grammatically Correct:</u> 3.58/5</p> <p><u>Formatted Correctly:</u> 4.48/5</p> <p><u>Flow of ideas:</u> 4.03/5</p>	At least 75% of the students would score higher than 3 (Good) and at least 50% of the students would score higher than 4 (Very Good)	<ul style="list-style-type: none"> Overall target met. While comparison is not adequate as rubric changed, pattern shows improvement from last year's assessment. <u>Key takeaway:</u> Grammar is the most problematic issue followed by the flow of ideas. <p><i>*Note</i> Workload for assignment is intense which could explain grammatical issues.</p>	<p><u>Taken:</u> 1) Added in-class lessons; 2) provided detailed feedback on writing quality; 3) reduced amount of writing in assignment.</p> <p><u>Planned:</u> 1) Continue with writing skills in-class activities; 2) Encourage the use of Grammarly.</p>	AY19/20 AY22/23
PLO4.B Oral Skills	AY17/18 AY18/19	<p><u>Organization of the content:</u> 4.52/5 (Prof); 4.58/5 (Student); 4.5/5 (Client)</p> <p><u>Clarity of the content presented:</u> 4.42/5 (Prof); 4.58/5 (Student); 4.37/5 (Client)</p> <p><u>Ability to persuasively present the content:</u> 4.38/5 (Prof); 4.56/5 (Student); 4.33/5 (Client)</p> <p><u>Self-confidence as a speaker:</u> 4.35/5 (Prof); 4.28/5 (Student); 4.37/5 (Client)</p>	At least 75% of the students score a 4 (Very Good) or higher on all aspects evaluated.	<ul style="list-style-type: none"> Students met the target in all evaluated aspects. Students showed improvement from last year's assessment. <u>Key takeaway:</u> Students seem to over-rate their performance 	<p><u>Taken:</u> 1) A direct correlation between teamwork and oral communication was found and actions to enhance team cohesiveness was taken; 2) Required more practice presentations throughout the semester; 3) Collected individual self-assessment of oral presentation.</p> <p><u>Planned:</u> 1) Keep the same activities implemented in the AY18/19; 2) Add self-awareness exercises; 3) Reinforce self-confidence; 4) Introduce gender-based research in-class as some differences are noted in results between different genders.</p>	AY20/21 AY23/24
PLO5 Teamwork	AY17/18 AY18/19	<p><u>Self-evaluated teamwork score:</u> 4.34/5</p> <p><u>Team member student teamwork score:</u> 4.25/5</p>	At least 75% of the students score a 4 (Very Good) or higher on all aspects evaluated	<ul style="list-style-type: none"> Target was met for two sections of the course being evaluated only. For the other two only 72% of students met the target. All team evaluations increased from midterm assessment to final assessment. 	<p><u>Taken:</u> 1) Completed a mid-term and final exam assessment of teamwork; 2) Performed intentional team building and cohesion; 3) Focused on inclusion, support, and engagement of each team member; 3) Professor reviewed assessment with team members.</p> <p><u>Planned:</u> 1) Keep the same activities implemented in the AY18/19; 2) Add self-awareness exercises</p>	AY20/21 AY23/24

**Table 19
AoL Results**

PLO	Dates Assessed	Results AY18/19	Benchmark/ Target	Conclusions	Actions Taken in AY18/19 and Planned for upcoming cycle	Subsequent Measurement
PLO6.A Diversity	AY17/18 AY18/19	<u>Surface level Diversity:</u> 84.57% <u>Deep level Diversity:</u> 92.01% <u>Short Answer:</u> 4.76/5 <u>Case Analysis:</u> 96%	To meet and exceed expectations students have to score 76% or more on Multiple choice, 4 and above on short answers, and 13 and above on case analysis.	<ul style="list-style-type: none"> Target was met. Majority of students understand the fundamental concepts related to both surface- and deep-level diversity. Improvements were noted, compared to AY17/18 about faultlines/ diversity challenges: 78.6% in AY18/19 vs 45% in AY17/18. 	<p><u>Taken:</u> 1) Assessed PLO across multiple instructors; 2) Required students to answer at least one short-answer question related to diversity; 3) Included a case and a rubric to assess diversity; 4) Dedicated additional time on diversity-related faultlines.</p> <p><u>Planned:</u> 1) Dedicate more time on diversity-related faultlines; 2) Evaluate Case Analysis across multiple instructors.</p>	AY20/21 AY23/24
PLO6.B Global Dynamics (1B)	AY17/18 AY18/19	<u>Cultural Sensitivity Assessment:</u> Average of 3.68/4 (F18) and 3.7/4 (S19) vs 3.84 (F17) and 3.67 (S18). <u>Product Adaptation Assessment:</u> Average of 3.56/4 (F18) and 3.48/4 (S19) vs 3.8/4 (F17) and 3.69/4 (S18).	At least 75% of the students will score 3 or higher. The scale ranged from 1 (Failing) to 4 (Very Good to Excellent).	<ul style="list-style-type: none"> Target was met. While comparison is not adequate, students performed in AY18/19 a bit lower than in AY17/18 as a more stringent grading approach was implemented to the rubric. 	<p><u>Taken:</u> 1) More detailed slides were added to address cultural sensitivity in the international context; 2) Developed a more stringent grading rubric.</p> <p><u>Planned:</u> 1) Discussion about “technical” and “usage” areas when it comes to the global context will be provided more time and conducted separately; 2) We will assess International Finance and International Law classes.</p>	AY20/21 AY23/24

Future Plans

Beyond planned actions specified above for each PLO, there are multiple action items to be performed. Table 20 outlines these steps:

**Table 20
Future AoL Plans**

Action	Timeline	Driver of Change	Status
Create formal PLO plan	09/01/2019	Process	Completed
Create AoL teams	09/11/2019	Process	Completed
Create AoL Data folder	09/01/2019	Process	Completed
Update Exit Survey	11/30/2019	Process	In-Progress
Discussion to Adjust Internship Survey	09/01/2019	Process	Completed

Table 20
Future AoL Plans

Action	Timeline	Driver of Change	Status
Adjust Internship Survey	11/30/2019	Process	In-Progress
Conduct a full-day AoL retreat at the beginning of every year	08/(2019/20/21/22/23)	Process	08/2019 Completed
Official time dedicated in business division meeting to AoL	09/01/2019	Process	Completed
Conduct Focus Group with students to receive feedback on the AoL process	04/30/2020	Process	Not Yet Started
Conduct Alumni Survey	10/01/2019	Process	In-Progress
Collect Alumni up-to-date information	Ongoing	Process	In-Progress
<u>Adjust Benchmarks for select PLOs (to increase challenge level):</u> Ø <u>Decision science Core Knowledge:</u> 90% of the students score 80% or higher. Ø <u>Marketing Core Knowledge:</u> 85% demonstrate mastery Ø <u>Law Core Knowledge:</u> 75% of students score 70% or higher Ø <u>Economics Core Knowledge:</u> 80% of students demonstrate mastery Ø <u>Finance Core Knowledge:</u> 75% of students score 80% or higher Ø <u>Management Core Knowledge:</u> 80% of students demonstrate mastery Ø <u>Accounting Knowledge & Professional Standards case based assessment:</u> 75% of students will score at least 3/5 and 40% of students will score 4 or higher. Ø <u>Qualitative Research:</u> 80% of the students would score higher than 3	09/01/2019	Process	Completed
<ul style="list-style-type: none"> · Re-evaluate Process & Benchmarks · Increase cohesion of performance expectations across and within PLOs 	Every year during Fall semester	Process	In-Progress

Table 20 Future AoL Plans			
Action	Timeline	Driver of Change	Status
In-Class emphasis on applied exercise & decision making problems	AY19/20	AoL	In-Progress
In-Class emphasis of weak Core Concept	AY19/20	AoL	In-Progress
Revise Exam Questions for PLO1a and PLO1c (Core Knowledge) to avoid confusing questions OR to increase difficulty	Fall 2019	AoL	In-Progress
Collect and analyze data from missing classes	Ongoing	AoL	Started
Collect and analyze data from international programs	Ongoing	AoL	Started
Map out gaps in curriculum	AY20/21	AoL	Initial Stage
Redesign our current curriculum (see Strategic Plan Priority number 3 for details)	2021-24	AoL + External Trends	Initial Stage

5. ENGAGEMENT

Service and community engagement is deeply ingrained in the culture of Seaver College and Pepperdine University. Students, student organizations, and business faculty are actively engaged with both the business and nonprofit communities.

Student Engagement

Examples of Individual and Student Organization Engagement

- Following his first year at Seaver, David Aizenberg (Pre-Business Administration) participated in the 2019 **Chicago Booth Summer Business Scholars Program**.
- Following her second year at Seaver, Rebecca De Cosmis (Pre-International Business) participated in Stanford University's 2019 **Silicon Valley Innovation Academy**.
- The Business Division's annual Career Planning Bootcamp brings together alumni, area business leaders, faculty, and students to refine students networking and job search skills.
- In Spring 2019, Business Administration student Jerry Yang founded TEDx at Pepperdine with assistance from the Alpha Kappa Psi professional business fraternity and staff from the Pepperdine Career Center. This highly successful event was one of the largest externally viewed events in Pepperdine history.

- Members of the Delta Sigma Pi professional business fraternity constructed and distributed renewable feminine hygiene products for women in developing countries.

Engagement and Impact in the Classroom and Beyond

- Over the past five years, more than 300 student teams in Service Leadership (a capstone course for all business majors) provided pro bono consulting services to over 250 nonprofit organizations. Our students provided over 120,000 hours of advisory services to community partners, reflecting nearly \$3 million in value to these organizations.
- Every semester since 2012, Students in our Marketing Research course work with [World Impact](#) to identify ways to better engage millennials and Gen Z individuals to support World Impact's mission of serving the urban poor. A number of student recommendations have been implemented, leading to increased financial support for the organization.
- Students from our Portfolio Management/Applied Portfolio Management sequence manage the Waves Fund, a \$500K portfolio that is part of the University's endowment.
- For multiple years, students from Applied Portfolio Management analyzed a local investment club's portfolio and presented recommendations for new stock acquisitions.
- Students in Principles of Marketing created a marketing strategy for [Alert Drops](#), an alternative to 5-Hour Energy. Anson Williams, the product creator and entrepreneur, credits the class strategies with the product's successful launch.
- Students in Marketing Research identified potential menu and operational changes to increase evening sales at [Hash House A Go Go](#), a growing diner chain. The company implemented a number of these recommendations and has seen positive results.

Faculty Engagement

- Over the past five years, Regan Schaffer has received over \$750,000 in grant funding from the Wood-Claeysens foundation to support Nonprofit Management and Service Leadership initiatives. A portion of these funds support the Nonprofit Leadership Institute, where students and nonprofit leaders convene to address critical issues relevant to the sector.
- Three Seaver Business faculty were members of finalist teams in Pepperdine's annual Waves of Innovation grant contest. Two of these innovative, interdisciplinary initiatives were funded (representing over \$250,000 in grants) and the other finalist won the audience award.
- Pepperdine's unique Surf Convocation program was featured in a 2015 *Los Angeles Times* cover story ([Great Read: At Pepperdine's Surf Chapel, prayers come in waves](#)). The program is led by Rob Shearer (Seaver Decision Sciences) and now attracts over 200 students per week.

Over the last five years, Seaver Business faculty have served on the boards of multiple nonprofit organizations such as...

- Al Wooten, Jr. Heritage Center
- University Credit Union
- Westside Food Bank
- Athlete's Renaissance

- Ventura County Habitat for Humanity
- California Lutheran University Center for Nonprofit Management Leadership

Business Faculty have also provided pro bono and fee-based consulting to organizations including

- MedAir
- Palos Verdes High School
- World Impact
- Let's Start Talking International
- Kibo Group
- RaisingHope Inc.
- Malibu Community Labor Exchange
- The Singleton Foundation
- Many Mansions
- Fox Studios/New Fox
- Netflix

Faculty Qualifications

Each academic year, the Divisional Dean and Accreditation Coordinator assign each faculty member to one of the four AACSB qualification categories – Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), or Instructional Practitioner (IP). Any faculty member not meeting the requirements for one of the classifications is designated as “Other.” Classifications are currently made using a point-based system, with points being awarded for scholarly and professional contributions (Appendix XX). Annually, faculty are informed of their qualification status and are notified if their status is at risk. Further, faculty salary stipends are contingent upon maintenance of qualification. Early in the next accreditation cycle (2019-2024), we will be revising our qualification standards to place an increased emphasis on, and reward for, publication quality. This is in support of Strategic Priority 5 (Faculty Scholarship).

Table 15-1 and 15-2 are included in Appendix A and the key results are summarized below in Table XX. As shown, during 2018-19 Seaver Business exceeded the requirement the SA, SA + PA + SP, and SA + PA + SP + IP guidelines for both the Accounting and Business Administration disciplines and for the Business Administration Division overall. Likewise, qualified staff are deployed at the Bachelor’s Degree program level. Students who are enrolled in or dual-degree 5-Year BS/MBA are also taught by qualified faculty from program offered with Pepperdine Graziadio Business School. A supplemental Table 15-1 for PGBS faculty is included in Appendix A.

Table 21 Summary of 2018-19 Seaver Faculty Qualifications from Table 15-1						
	SA	PA	SP	IP	Other	Total
Accounting	77.4%	0%	0%	22.6%	0%	100%
Business Admin.	77.7%	8.0%	0%	13.5%	0.7%	100%
Division Overall	77.7%	6.3%	0%	15.5%	0.6%	100%
SA \geq 40% guideline for AACSB met (77.7%) SA + PA + SP \geq 60% guideline for AACSB met (83.9%) SA + PA + SP + IP \geq 90% guideline for AACSB met (99.4%)						
Deployment at Program Level (Calculated using student credit hours) from Table 15-2						
Bachelor's	72.2%	5.9%	0%	21.1%	0.87%	100%
5-Year MBA*	66.8%	11.6%	0.6%	16.1%	5.0%	100%

* Courses taught by Pepperdine Graziadio Business School faculty

As noted earlier, the previous CIR team expressed concern that Seaver Business was not meeting faculty qualification guidelines at multiple levels. This concern persisted through FR1 but was successfully resolved during FR2. Over the past five years we have invested significant resources to ensure that the root cause of this problem has been addressed. Further, we have made significant improvements in faculty qualifications ratios since FR1 as shown below in Table XX. Moving forward, Seaver Business is confident that our improved staffing and proactive monitoring systems will ensure continued compliance with AACSB faculty qualification guidelines.

Table 22 Improvement in Seaver Faculty Qualification Ratios Since FR1				
	SA	SA + PA + SP	SA + PA + SP + IP	Other
FR1 (2016)	51.2%	54.6%	80.7%	19.3%
FR2 (2017)	51.7%	61.8%	92.7%	7.3%
2019 CIR	77.7%	83.9%	99.4%	0.6%
% Change	+51.8%	+53.7%	+23.2%	-96.9%