



July 31, 2019

Thomas Turk
Dean
Chapman University
The George L. Argyros School of Business and Economics
One University Drive
Orange CA 92866-1032
United States
turk@chapman.edu

Dear Dean Turk:

It is my pleasure to inform you that the peer review team recommendation to extend accreditation for the degree programs in business offered by Chapman University is concurred with by the Continuous Improvement Review Committee (CIRC) and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all supporters of Chapman University.

Chapman University has achieved accreditation for five additional years. The next on-site continuous improvement review occurs in the fifth year, 2023-2024. A timeline specific to the school's visit year is available online: <https://www.aacsb.edu/accreditation/journey/business/continuous-review>.

One purpose of peer review is to recognize initiatives that support an environment of continuous improvement of quality programs. As noted in the team report Chapman University is to be commended on the best practices found on **Attachment A**.

The school should begin to address the concerns identified by the peer review team and CIRC. As part of the next Continuous Improvement Review Application, due July 1, 2021, the school is asked to update the CIRC on the progress made in addressing the concerns listed on **Attachment B**.

Please refer to the [Continuous Improvement Review Handbook](#) for more information regarding the processes for continuous improvement reviews. The handbook is evolving and will be updated frequently to provide the latest revisions to the CIR process. Continue to monitor the website for the most current version of the handbook.

Again, congratulations from the Accreditation Council and AACSB International - The Association to Advance Collegiate Schools of Business. Thank you for participating in the continuous improvement review process and for providing valuable feedback that is essential to a meaningful and beneficial review.

Sincerely,

A handwritten signature in black ink that reads "Caryn Beck-Dudley".

Caryn Beck-Dudley, Chair
Board of Directors

cc: peer review team

Americas Headquarters

777 South Harbour Island Blvd.
Suite 750
Tampa, Florida 33602-5730 USA
Main +1 813 769 6500
Fax: +1 813 769 6559

**Europe, Middle East, and
Africa Headquarters**

UP Building, Piet Heinkade 55
1019 GM Amsterdam, The Netherlands
Main: +31 20 509 1070

Asia Pacific Headquarters

331 North Bridge Road
#10-04/05 Odeon Towers
Singapore, 188720
Main: +65 6592 5210
Fax: +65 6339 6511

July 31, 2019

Chapman University

Attachment A

This section provides a brief description of commendations and best practices of the school that demonstrate leadership and high-quality continuous improvement in management education.

1. The Argyros School of Business and Economics (ASBE) has made admirable progress since the last review on their Assurance of Learning (AoL) process. Annually, each academic program is responsible for producing a thorough AoL report leveraging a template developed in collaboration with the university's Office of Institutional Effectiveness. This template aligns ASBE's program learning objectives with WASC core competencies, reinforcing ASBE's role in furthering Chapman University's desired outcomes. Extensive use of the MFT allows a relatively straightforward comparison of achievement data to ASBE's target percentile scores, and while year-to-year data is not always comparable due to changes in the test, it does provide general trends vis-à-vis other schools.

ASBE uses common course learning objectives across instructors of the same core course setting standard expectations of learning while preserving the ability for instructors to tailor their classroom approach. For measures of oral and written communication, ASBE employs a well-developed rubric created with assistance from the communications department with the same evaluator applying a to a sample of students across course offerings. This helps ensure consistency in the evaluation process. Finally, insights gleaned from this process enabled a number of "closing the loop" curriculum improvements backed by data. Most notably, these include strengthening the skills expected of the economics majors and augmenting business analytic skills in keeping with the strategic goal of continuously improving the school's academic programs.

2. ASBE also plays to its strengths by leveraging its world-class capabilities in experimental and behavioral economics to launch related initiatives. Using the Economic Science Institute as a launchpad, ASBE is generating a competency in behavioral finance as well as beginning an MS in Real Estate powered by the Nobel laureate Vernon Smith's extant research, and the real estate expertise of key stakeholders. Rather than attempt to build a program from scratch, ASBE carefully considers its identity and talents when developing new initiatives.
3. In keeping with the desire to build a national reputation as expressed in the Strategic Plan, ASBE directed significant effort to increasing research productivity. Twenty-one of their thirty-three tenured faculty have been cited more than 1,000 times according to Google Scholar. Funding for summer research, database and other research expenses have approximately doubled since the 2016-2017 academic year. Faculty members have been successful in drawing significant grant money and collected at least 48 academic-related awards in the past five years. ASBE was rewarded with an R-2 designation in the Carnegie Classification. While research and publications are a focus item at many schools, what makes ASBE's accomplishments in this domain noteworthy is both the magnitude of improvement since the last CIR and the explicit linkage to the Argyros School's Strategic Plan.

July 31, 2019

Chapman University

Attachment B

This section identifies areas that the school should address during the coming review cycle. Please be prepared to discuss progress made in addressing these concerns in the Continuous Improvement Review Application.

1. Pursuant to ASBE's 2018-19 Strategic Plan, placement outcomes are key performance indicators for Strategic Initiatives 1 (Accelerate Gains in National Recognition), 2 (Continuously Improve Academic Programs), and 5 (Provide Unparalleled Personalized Educational Experience). While undergraduate placement outcomes have improved since the last CIR, placement rates (72% within 3 months of graduation) and salaries (\$52,620) trend below national averages.

At the MBA level, placement rates within 3 months are down (70% vs. 88%) over the last five years, while salaries are up from 2014 levels (\$70,450 versus \$61,667). However, ASBE's MBA salaries still trail national averages (\$84,580).

The numbers above should be a focal point of attention. Given that ASBE's graduates are likely to be placed in California, a high cost of living region for the U.S., it would suggest higher starting salaries. To be distinctive on the national level in terms of recognition (ASBE Strategic Initiative 1), offer attractive academic programs to the most aspirational learners (ASBE Strategic Initiative 2), and deliver a personalized educational experience complete with attractive job prospects for graduates (ASBE Strategic Initiative 5), boosting placement rates and starting salaries above national averages should be a focus for the school over the next several years. Such strides in placements will benefit students, employers, and ASBE's rankings alike. The PRT is encouraged by ASBE's increased focus on these metrics as evidenced by the leadership's recent decision to promote both the Roadmap to Student Success program to drive workplace readiness and the organizational combination of academic advising and career development functions into a single administrative unit. This new organization is focused on personalized attention to professional progression academically and in the job market. (Standard 1: Mission, Impact and Innovation; Standard 4: Student Admissions, Progression, and Career Development)

2. Since the last peer review team visit ASBE has grown the number of students served (27%), total revenues (38%), and its operating budget (14%). As operating budget growth has not kept pace with student and revenue growth, a resulting lag in school resources may limit its mission of providing an unparalleled personalized educational experience per the ASBE Strategic Plan. One indication of this resource shortfall is evidenced in ASBE's faculty sufficiency and deployment which runs just narrowly above (and in one case slightly below) AACSB guidelines for accredited business schools in terms of Scholarly Academic (SA) faculty deployment (40%) by academic program. In fact, no academic program achieved SA coverage of over 45.1%, indicating a thin margin for error for future maintenance of accreditation reviews. This attenuated alignment with AACSB guidelines continues when cumulative SA, Practice Academic (PA), and Scholarly Practitioner (SP) coverage ratios are considered. Again, one program falls slightly below the guidelines and a few others just meet the guidance.

Since the time of the report, ASBE leadership indicates it has addressed at least two circumstances in faculty deployment that would improve these coverage ratios for the 2018-2019 academic year. Likewise, the PRT suggests operating budgets should continue to be strengthened to support additional SA coverage of ASBE's academic programs. Additionally, future CIR reviews would benefit from greater specificity regarding ASBE's financials. A better understanding of ASBE's financials by the next peer review team should prove more useful in suggesting ways to improve resource utilization strategies to enhance efficiency and effectiveness of spend. (Standard 3: Financial Strategies and Allocation of Resources; Standard 15: Faculty Qualifications and Engagement)



May 8, 2014

Reginald H. Gilyard
Dean
Chapman University
The George L. Argyros School of Business and Economics
One University Drive, Beckman Hall
Orange CA 92866-1032
UNITED STATES

Via Email: gilyard@chapman.edu

Dear Dean Gilyard:

It is my pleasure to inform you that the peer review team recommendation to extend accreditation for the undergraduate, and master's degree programs in business offered by Chapman University is concurred with by the Continuous Improvement Review Committee and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all supporters of the school.

One purpose of peer review is to stimulate further continuous improvement of quality programs. As noted in the team report, the School is to be commended on the following strengths and effective practices:

1. The ASBE is to be commended for its continuous focus on enhancing quantitative and analytical skills among its students.
2. The four year program to enhance academic and professional success (the Argyros Student Roadmap for Success) can be a role model for other schools as they seek to understand antecedents of student success after college.
3. The Economic Sciences Institute is a definite asset to the ASBE. Not only does it enhance the research profile, it also provides financial support for new faculty by 'buying' them out of teaching one course a year.
4. The Leatherby center for Entrepreneurship and Business Ethics has many innovative programs to enhance entrepreneurial activity among ASBE students.

Additionally, in the interest of continuous improvement, the School should closely monitor the following items and incorporate them in your ongoing strategic planning initiatives:

1. The Argyros School of Business and Economics should continue to implement the new strategic plan that was approved in November 2012 and demonstrate progress with the three facets of the plan: building programmatic excellence, establishing industry partnerships, and strengthening the Argyros school brand. (2003 Standard 1: Mission Statement; 2013 Standard 1: Mission, Impact, and Innovation)
2. The School has revised its faculty qualifications system to better align with the new strategic plan; however, these will need to be reviewed and updated to align with the 2013 Standards and the school's mission to strengthen its brand. (2003 Standard 10: Faculty Qualifications; 2013 Standard 15: Faculty Qualifications and Engagement)

3. The School needs to ensure that the changes made to the AOL process are successful in increasing the active participation of faculty in the development of learning goals, rubrics for assessing goals, and in the interpretation and analysis of assessment data. (2003 Standard 15: Management of Curricula; 2013 Standard 8: Curricula Management and Assurance of Learning)
4. The School should continue to implement and further develop a mature AoL process to include demonstrating multiple cycles of 'closing the loop'. Documentation should include specific enhancements made to programs and the educational process as a result of the assurance of learning process. (2003 Standard 15: Management of Curricula; Standard 16: Undergraduate Learning Goals and Standard 18: Master's Level General Management Learning Goals; 2013 Standard 8: Curricula Management and Assurance of Learning)

Your School has achieved accreditation for five additional years. The next on-site continuous improvement review occurs in the fifth year, 2018-2019. A timeline specific to your visit year is attached.

Please note that your Continuous Improvement Review Application will be due on July 1st, two years prior to your review year. This application initiates the continuous improvement review process. In this application you will be expected to provide an update on progress in addressing the concerns stated above in addition to other relevant information for initiation of the next continuous improvement review.

Please refer to the [Continuous Improvement Review Handbook](#) for more information regarding the processes for continuous improvement reviews. The handbook is evolving and will be updated frequently to provide the most current process improvements. Please monitor the website to make certain that you have the most current version.

Again, congratulations from the Accreditation Council and AACSB International - The Association to Advance Collegiate Schools of Business. Thank you for participating in the continuous improvement review process and for providing valuable feedback that is essential to a meaningful and beneficial review.

Sincerely,



Robert Sullivan, Chair
Board of Directors

cc: Peer Review Team
Raghu Tadepalli, Chair
Christopher P. Puto, Team Member
Bruce R. Magid, Member

SCOPE OF ACCREDITATION
Continuous Improvement Review March 2014

Name of Institution:

Chapman University

Name of Business Academic Unit:

Argyros School of Business and Economics

List of Degree Programs Reviewed:

MBA

EMBA

MBA Prague

BS Accounting

BA Economics

BS Business Administration

CONTINUOUS IMPROVEMENT REVIEW TIMELINE - Visit 2018-2019

<u>14-15</u> (July 1 – June 30)	<u>15-16</u> (July 1 – June 30)	<u>16-17</u> (July 1 – June 30)	<u>17-18</u> (July 1 – June 30)	<u>18-19</u> (July 1 – June 30)
<ul style="list-style-type: none"> Review and Refine Strategic Management Plan 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan 	<ul style="list-style-type: none"> Review and Refine Strategic Management Plan
<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year 	<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year 	<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year 	<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year 	<ul style="list-style-type: none"> Complete Key Data and Accreditation Data Sections of the <i>Business School Questionnaire</i> for prior academic year
		<ul style="list-style-type: none"> July 1, 2016 - *Submit Review Application with signed cover letter requesting accreditation review and preferred visit dates. 	<ul style="list-style-type: none"> Work with AACSB to select Peer Review Team from nominations, peer and aspirant groups 	<ul style="list-style-type: none"> *Submit Fifth Year Report
		<ul style="list-style-type: none"> *Submit List of Degree Programs including Catalogs (or online link in lieu of Catalogs) 	<ul style="list-style-type: none"> Work with AACSB to set the visit date 	<ul style="list-style-type: none"> *Submit Executive Summary
		<ul style="list-style-type: none"> *Submit request for exclusion of degree programs including justification for the request 		<ul style="list-style-type: none"> * Submit Situational Analysis <p><i>*Submitted together</i></p>
		<ul style="list-style-type: none"> *Submit List of Comparison Groups (Peer, Competitive, and Aspirant) <p><i>*Submitted together</i></p>		<ul style="list-style-type: none"> Accreditation Statistical Reports will be distributed to applicant and team members by AACSB upon request only
		<ul style="list-style-type: none"> Committee on Accreditation Policy (CAP) rules on exclusions and the scope of the accreditation visit 		<ul style="list-style-type: none"> Work with Peer Review Team to prepare the Visit Schedule
		<ul style="list-style-type: none"> Return Date and Team Suggestions as Requested (March 2017) 		<ul style="list-style-type: none"> Peer Review Team Visit