

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of last program review for this degree program
Fully Employed MBA						
<p><b>2015-2016</b></p> <p>Goal 1: Students have the skills to analyze business situations in an integrated, multi-disciplinary way and recommend solutions.</p> <ol style="list-style-type: none"> <li>Students recognize the importance of multi-disciplinary problem solving.</li> <li>Students engage in multi-disciplinary problem solving.</li> <li>Students develop and justify strategic recommendations that indicate the integration of a variety of business functions.</li> </ol> <p>Goal 2: Students have the communication skills to persuasively and professionally articulate their thinking.</p> <ol style="list-style-type: none"> <li>Students prepare and deliver a persuasive, professional speech on a current topic in their discipline.</li> <li>Students prepare a written report analyzing a business problem.</li> </ol> <p>Goal 3: Students accurately appraise team dynamics and demonstrate</p>	<p><b>2015-2016</b></p> <p>Published on the Pepperdine website: <a href="http://oie.pepperdine.edu/assessment/plo-gsbm.aspx">http://oie.pepperdine.edu/assessment/plo-gsbm.aspx</a></p>	<p><b>2015-2016</b></p> <p><b>Direct Data</b></p> <ol style="list-style-type: none"> <li>Oral presentations and written assignments assessed with a rubric</li> <li>Observations of teamwork assessed with a rubric</li> <li>Exams and case analyses assessed with a rubric</li> </ol> <p><b>Indirect Data</b></p> <ol style="list-style-type: none"> <li>Student and alumni surveys</li> </ol> <p><b>Authentic Assessment</b></p> <ol style="list-style-type: none"> <li>Education to Business projects</li> </ol>	<p><b>2015-2016</b></p> <p>The Fully Employed MBA program committee reviews and interprets the evidence. Each year the assessment data is provided to the program chair (or designee) who evaluates and discusses the findings with the committee before completing an annual assessment report.</p>	<p><b>2015-2016</b></p> <p>The findings from the assessment process are used to guide and inform decisions about curriculum changes as well as program and student services.</p>	<p><b>2015-2016</b></p> <p>Academic Year 2014 - 2015</p> <p>Next review 2019 - 2020</p>	

<p>effective team membership and leadership skills.</p> <ol style="list-style-type: none"> <li>1. Students use trust as a basis to achieve team goals and resolve conflicts based on trust.</li> <li>2. Students will be able to support a team effort and will hold themselves and others accountable for obtaining performance outcomes.</li> <li>3. Students identify and obtain goals for the team project.</li> </ol> <p>Goal 4: Students incorporate ethical considerations in decision-making.</p> <ol style="list-style-type: none"> <li>1. Students recognize ethical dilemmas in business situations.</li> <li>2. Students develop solutions when presented with ethical dilemmas and recognize the consequences of those solutions.</li> </ol>					
<p><b>2012</b></p> <p>Goal 1 (Faculty Data): Students have the skills to analyze business situations in an integrated, multi-disciplinary way and recommend solutions.</p> <ol style="list-style-type: none"> <li>1.1 Students recognize the importance of multi-disciplinary problem solving.</li> <li>1.2 Students engage in multi-disciplinary problem solving.</li> <li>1.3 Students develop and justify strategic recommendations that indicate the integration of a variety of business functions.</li> </ol> <p>Goal 2 (Faculty Data): Students have the communication skills to</p>	<p>All learning outcomes are published for both potential and existing students online at: <a href="http://bschool.pepperdine.edu/ctle/Learning-Assurances/">http://bschool.pepperdine.edu/ctle/Learning-Assurances/</a> Additionally, SLOs are included in the syllabi.</p>	<p>Direct evidence of student learning is collected for each learning goal. Specific rubrics have been developed for this data collection. A process for data collection was developed and implemented for AACSB with measurements beginning in 2008 Example: Goal 3.</p>	<p>The FEMBA Committee, the faculty committee responsible for the oversight of the FEMBA Program, interprets the evidence. The data is collected, the results are provided to the FEMBA committee representative on the Learning Assurances Committee who presents them to the committee during</p>	<p>The findings are used for curriculum revision and for the addition or deepening of rubrics.</p>	<p>2010</p>

<p>persuasively and professionally articulate their thinking.</p> <p>2.1: Students prepare and deliver a persuasive, professional presentation on a current topic in their discipline.</p> <p>2.2: Students prepare a written report analyzing a business problem.</p> <p>Goal 3 REVISED (Faculty Data): Students understand team dynamics and are effective team members and leaders.</p> <p>3.1 Students identify characteristics of team member, and explain their implications for leadership, communication styles, decision-making, and team dynamics.</p> <p>3.2 Students evaluate performance effectiveness, and select and apply appropriate motivation and reward theories to obtain expected performance outcomes.</p> <p>3.3 Students provide ongoing developmental feedback that is useful, timely, and non-threatening.</p> <p>Goal 4 (Faculty Data): Students incorporate ethical considerations in decision-making.</p> <p>4.1: Students recognize ethical dilemmas in business situations.</p> <p>4.2: Students develop solutions when presented with ethical dilemmas and recognize the consequences of those solutions.</p>			<p>their monthly November meeting for discussion. The results and recommendations are shared with faculty, department chairs and deans through the annually reporting process. The learning assurances process is illustrated in Figure 1 of this report.</p>		
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