

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
Full-Time MBA						
<p>Goal 1 Teams: Students are effective team players</p> <ol style="list-style-type: none"> Students are able to effectively work with a team environment. Students participate in all aspects of team development. <p>Goal 2 Ethics: Students incorporate ethical considerations in decision-making.</p> <ol style="list-style-type: none"> Students are able to recognize ethical dilemmas in business situations. Students can select solutions when presented with ethical dilemmas and discuss the consequences of those solutions. <p>Goal 3 Communication: Students have the communication skills to persuasively and professionally articulate their thinking.</p> <ol style="list-style-type: none"> Students will be able to prepare and deliver a persuasive, professional speech on a current topic in their discipline. Students will be able to prepare a written report analyzing a business problem. 	<p>2015-2016 Published on the Pepperdine website: http://oie.pepperdine.edu/assessment/plo-gsbm.aspx</p>	<p>2015-2016 Direct Data</p> <ol style="list-style-type: none"> Oral presentations and written assignments assessed with a rubric Observations of teamwork assessed with a rubric Exams and case analyses assessed with a rubric <p>Indirect Data</p> <ol style="list-style-type: none"> Student and alumni surveys <p>Authentic Assessment</p> <ol style="list-style-type: none"> Internship 	<p>2015-2016 The Full-Time 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>2015-2016 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>2015-2016 Academic Year 2014 - 2015</p> <p>Next review 2019 - 2020</p>	

<p>Goal 4 Finance: Students have the skills necessary to fully analyze the financial standing of a company.</p> <ol style="list-style-type: none"> 1. Students can perform a full accounting analysis of a publicly traded company. 2. Students can assess how the external economic environment affects firm performance. 3. Students can perform a full financial analysis of a company. 4. Students can effectively draw conclusions about the financial status of a company based on the combined accounting and financial information. <p>Goal 5: Graduates will have a global orientation (IMBA only)</p> <ol style="list-style-type: none"> 1. Our students will be able to define and present key elements of another culture (other than the US) and their role in business decision making. 2. Our students will be able to evaluate the economic conditions and forces affecting the introduction of a product or service in a foreign country. 3. Our Students will be able to evaluate the political risks involving international business in a foreign country. 					
<p>2012 Goal 1 Students are effective team players</p>	<p>2012 All learning outcomes are published for both potential and existing</p>	<p>2012 Direct evidence of student learning is collected for each learning goal. Specific</p>	<p>2012 The Full-Time Program Committee, the faculty committee responsible for the</p>	<p>2012 The findings are used for curriculum revision and for the addition or deepening of rubrics. The variety of</p>	<p>2012 2010</p>

<ul style="list-style-type: none"> ● 1.1 Students are able to effectively work with a team environment. ● 1.2 Students participate in all aspects of team development. <p>Goal 2 Students incorporate ethical considerations in decision-making.</p> <ul style="list-style-type: none"> ● 2.1 Students are able to recognize ethical dilemmas in business situations. ● 2.2 Students can select solutions when presented with ethical dilemmas and discuss the consequences of those solutions. <p>Goal 3 Students have the communication skills to persuasively and professionally articulate their thinking.</p> <ul style="list-style-type: none"> ● 3.1 Students will be able to prepare and deliver a persuasive, professional speech on a current topic in their discipline. ● 3.2 Students will be able to prepare a written report analyzing a business problem. <p>Goal 4 Students have the skills necessary to fully analyze the financial standing of a company.</p> <ul style="list-style-type: none"> ● 4.1 Students can perform a full accounting analysis of a publicly traded company. ● 4.2 Students can perform a full economic movement of a company. ● 4.3 Students can perform a full financial analysis of a company. 	<p>students online at: http://bschool.pepperdine.edu/ctle/Learning-Assurances/ Additionally, SLOs are included in the syllabi.</p>	<p>rubrics have been developed for this data collection. A process for data collection was developed and implemented for AACSB with measurements beginning in 2008.</p> <p>Example: Goals 1 was measured via a survey that asked team members to rate the other members of their team through a series of questions with 1 point (Below expectations) to 3 points (Exceeds expectations). The questions correspond to Attendance, Preparedness, Contribution, Quality, communication, Collaboration</p>	<p>oversight of the full-time MBA and MS programs, interprets the evidence. The data are collected and the results provided to the Program Chair and the committee members 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. Goal 1 While the Goal 1 was measured as far back as 2007, the committee found that the variety of professors for the classes measurement was insufficient. Possible classes were reviewed by the committee, faculty and department chairs. The faculty was asked to identify which goals were taught and at what stage (I, D, M) in their classes. Classes to measure were selected from those</p>	<p>professors involved in the Learning Assurance measurements was expanded after the committee's review. Additionally, the committee recommended that professors emphasize that the rubrics in no way were connected to grading. The committee recommended adding an ethics rubric and is in the process of reviewing where and how to add that.</p>	
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<ul style="list-style-type: none">● 4.4 Students can effectively draw conclusions about the financial status of a company based on the combined accounting and financial information.			<p>results and approved by the FTMBA committee for the 2011 measurements, with the agreement of the dean of the program.</p> <p>The committee also reviewed the results of the 2011 measurements. It found that the Goal 1 results were too high, indicating the students were concerned that an average or lower mark would impact their colleagues' grade. The committee also found that ethics should be covered in the Learning Assurance rubrics.</p>		
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