

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
BS in Management						
<p>2015-2016</p> <p>Goal 1: Students will be effective communicators in business settings.</p> <ol style="list-style-type: none"> Students will be able to organize and deliver cogent oral presentations. Students will be able to organize and deliver cogent written presentations. <p>Goal 2: Students will be able to meaningfully contribute in a team environment.</p> <ol style="list-style-type: none"> Students will skillfully evaluate performance effectiveness of team members. Teams will effectively complete the goals of a project. <p>Goal 3: Students will have the ability to recognize ethical issues and to incorporate ethical considerations when recommending courses of action.</p> <ol style="list-style-type: none"> Students can identify ethical standards for an ethical problem. Students can select solutions when presented with and ethical problem. <p>Goal 4: Graduates will have a global orientation.</p>	<p>2015-2016</p> <p>Published on the Pepperdine website: http://oie.pepperdine.edu/assessment/plo-gsbm.aspx</p>	<p>2015-2016</p> <p>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"> 	<p>2015-2016</p> <p>The BS in Management 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</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>2015-2016</p> <p>Academic Year 2014 - 2015</p> <p>Next review 2019 - 2020</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</p> <p>Goal 1: Students will be effective communicators in business settings.</p> <ol style="list-style-type: none"> 1. Students will be able to organize and deliver cogent oral presentations. 2. Students will be able to organize and deliver cogent written presentations. <p>Goal 2: Students will be able to meaningfully contribute in a team environment.</p> <ol style="list-style-type: none"> 1. Students will skillfully evaluate performance effectiveness of team members. 2. Teams will effectively complete the goals of a project. <p>Goal 3: Students will have the ability to recognize ethical issues and to incorporate ethical considerations when recommending courses of action.</p> <ol style="list-style-type: none"> 1. Students can identify ethical standards for an ethical problem. 	<p>All learning outcomes are published for both potential and existing students online at: http://bschool.pepperdine.edu/ctle/Learning-Assurances/ 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. In 2011, Goal 4 was measured differently depending on the professor. The methods varied from an exam to a paper. By its nature, Goal 4 is not conducive to indirect methods of evaluation.</p>	<p>The BSM Committee, the faculty committee responsible for the oversight of the BSM Program, interprets the evidence. The data is collected, the results are provided to the Program Chair and the Program Chair presents them to the committee during 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 5</p>	<p>The findings are used for curriculum revision and for the addition or deepening of rubrics. The 2011 numbers indicated those changes recommended by the BSM committee had been successful. The BSM committee suggested that risk analysis assignments be added to the International Business classes and that the program insure an integrated approach to learning was implemented.</p>	<p>2010</p>

<p>2. Students can select solutions when presented with and ethical problem.</p> <p>Goal 4: Graduates will have a global orientation.</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>of this report. In Goal 4, the 2008 results were presented to the Learning Assurance Committee that expressed concern about the high scores. This was presented to the BSM committee. The recommended to the LA committee changing the presentation and including more professors in the evaluation so instructors would feel more confident that it was not reflective of them personally. A meeting of the professors was held to educate them on the process. Also, looking at 2011 data, the BSM committee found that financial risk was not being taught and determined there was a need for that. The BSM committee discussed which class would be the best to include the risk analysis.</p>		
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