

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
MS in Applied Finance						
<p>Goal 1 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 2 Communication: Students have satisfactory communication skills, both orally and in writing, to persuasively and professionally articulate their quantitative analyses.</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>Goal 3 Finance: Students have the skills necessary to fully analyze the financial standing of a company.</p>	<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 MS in Applied Finance 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>	

<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>2012 Goal 1 Students are effective team players</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 	<p>2012 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>2012 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 was measured in 2009 and 2011 via Direct Evidence. The students were given a case in which a CEO faced an ethical dilemma.</p>	<p>2012 The MSAF Sub - Committee, the faculty committee responsible for the oversight of the MSAF Program, interprets the evidence. The data is collected, the results are provided to the FMSAF sub-committee representative on the Learning Assurances Committee who 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</p>	<p>2012 The findings are used for curriculum revision and for the addition or deepening of rubrics. The 2009 Goal 3 data was used to implement changes to the case used to gather direct evidence, a seminar around cultural differences regarding ethics, meeting of the faculty with students and emphasis of ethics in the orientation of new students. The results of these efforts were reflected in the 2011 data.</p>	<p>2012 2010</p>

<p>speech on a current topic in their discipline.</p> <ul style="list-style-type: none"> ● 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. ● 4.4 Students can effectively draw conclusions about the financial status of a company based on the combined accounting and financial information. 			<p>annually reporting process. The learning assurances process is illustrated in Figure 1 of this report. Goal 3 2009 direct evidence findings were reviewed by the MSAF sub-committee. They suggested revisions to the case used for the direct evidence and those revisions were implemented. They also suggested some steps to take with the students and faculty to heighten the understanding of ethics and expectations. These included a seminar to address cultural differences and interaction of faculty with students regarding ethics. These steps and changes were reported to the Learning Assurance committee. The sub-committee reviewed the 2011 data collected from the revised case and after implementation of the steps listed in the report. They found</p>		
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