

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 Global Business						
<p>Goal 1 Team: Students are effective team players</p> <ol style="list-style-type: none"> <li>Students are able to effectively work with a team environment.</li> <li>Students participate in all aspects of team development.</li> </ol> <p>Goal 2 Ethics: Students incorporate ethical considerations in decision-making.</p> <ol style="list-style-type: none"> <li>Students are able to recognize ethical dilemmas in business situations.</li> <li>Students can select solutions when presented with ethical dilemmas and discuss the consequences of those solutions.</li> </ol> <p>Goal 3 Communication: Students have the communication skills to persuasively and professionally articulate their thinking.</p> <ol style="list-style-type: none"> <li>Students will be able to prepare and deliver a persuasive, professional speech on a current topic in their discipline.</li> <li>Students will be able to prepare a written report analyzing a business problem.</li> </ol>	<p><b>2015-2016</b> 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> <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>Internship</li> </ol>	<p><b>2015-2016</b> The MS in Global Business 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> 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> Academic Year 2014 - 2015</p> <p>Next review 2019 - 2020</p>	

<p>Goal 4 Global: Students understand the complexities of the global economic environment and know how to translate these complexities into successful international business strategies and processes.</p> <ol style="list-style-type: none"> <li>1. Students have a general understanding of how the global economy works, which nations contribute to the major global trade, and how trade is facilitated.</li> <li>2. Students are able to understand how a nation accounts for its domestic economy, the influence of global economic health, and what contributes to global economic swings.</li> </ol>					
<p><b>2012</b></p>	<p><b>2012</b> 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><b>2012</b> 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 Full-Time MBA program for AACSB with measurements beginning in 2008. This process was applied to the MSGB program in 2011. Example: 2011 was</p>	<p><b>2012</b> The Full-Time Program Committee, the faculty committee responsible for the 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</p>	<p><b>2012</b> The findings are used for curriculum revision and for the addition or deepening of rubrics. Example: The MSGB committee looked at the data from Goal 4 Obj 1 and determined to insure that a professor did not make the same mistake filling out the rubrics and to evaluate the Performance rubric later in the program to see if the scores improved.</p>	<p><b>2012</b> 2010 as part of the Full-Time MBA Program review. It has not been reviewed separately from the Full-Time MBA Program in the past.</p>

		<p>the first year MSGB students were evaluated separately from Full-time. Goal 4 Obj 1 assessed Presentation skills via the professor scoring the presentation rubrics.</p>	<p>process. The learning assurances process is illustrated in Figure 1 of this report. Example: Goal 4 Obj 1 data was reviewed by the MSGB committee. It was found by the Learning Assurance Committee representative that a professor had made an error when scoring one of the rubrics. This, along with the findings, was reported to the committee that reviewed how to ensure that type of error did not happen again. The representative presented his report and process to the Learning Assurance Committee.</p>	
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