

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
Executive MBA						
<p>Goal 1: Students have the skills to strategically analyze business situations in an integrated, multi-disciplinary way and recommend solutions.</p> <ol style="list-style-type: none"> 1. Students recognize the importance of multi-disciplinary problem solving. 2. Students engage in multi-disciplinary problem solving. 3. Students develop and justify strategic recommendations that indicate the integration of a variety of business functions. <p>Goal 2: Students understand team dynamics and are effective team members and leaders.</p> <ol style="list-style-type: none"> 1. Students identify characteristics of team members, and explain their implications for leadership, communication styles, decision making, and team dynamics. 2. Students evaluate performance effectiveness, and select and apply appropriate motivation and ethical reward theories to 	<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"> 1. Observations of teamwork assessed with a rubric 2. Applied Strategic Project assessed with a rubric <p>Indirect Data</p> <ol style="list-style-type: none"> 1. Student and alumni surveys <p>Authentic Assessment</p> <ol style="list-style-type: none"> 1. Applied Strategic Project 	<p>2015-2016 The Executive 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>obtain expected performance outcomes.</p> <p>3. Students provide ongoing developmental feedback that is useful, timely, and non-threatening.</p> <p>Goal 3: Students incorporate strategic considerations in decision-making.</p> <p>1. Students are able to recognize strategic dilemmas in business situations.</p> <p>2. Students can select solutions when presented with strategic dilemmas and discuss the consequences of those solutions.</p> <p>Goal 4: Develop an organization's grand strategy (including competitive, corporate, industry, and global strategies) and recommend implementation of the plan.</p> <p>1. Assess the organization's internal vision/mission, opportunities/threats, and strengths/weaknesses.</p> <p>2. Formulate a grand strategy, and assess the consequences (including ethical and societal).</p> <p>3. Design structures, processes, controls, and performance management systems best suited to implement grand strategy.</p>					
<p>2012</p> <p>Goal 1: Demonstrate effective behavior that supports the process and tasks necessary to do team work.</p> <p>1. Student demonstrates effective workmanship behaviors.</p>	<p>2012</p> <p>All learning outcomes are published for both potential and existing students online at:</p>	<p>2012</p> <p>Direct evidence of student learning is collected for each learning goal. Specific rubrics have been</p>	<p>2012</p> <p>The EMBA Committee, the faculty committee responsible for the oversight of the EMBA Program, interprets</p>	<p>2012</p> <p>The findings are used for curriculum revision and for the addition or deepening of rubrics. An ethics rubric was added and the subject was</p>	<p>2012</p> <p>2010</p>

<p>2. Student demonstrates effective Teamwork behaviors.</p> <p>Goal 2: Assess an organization including its cultural, financial, and ethical factors.</p> <ol style="list-style-type: none"> 1. Conduct a cultural analysis of an organization. 2. Conduct a financial analysis of an organization. 3. Identify and evaluate an organization's code of ethical conduct. <p>Goal 3: Assess an organization's external environment and its influence on an organization's decisions (including specific global issues).</p> <ol style="list-style-type: none"> 1. Analyze core micro and macroeconomic trends to evaluate country risk. 2. Perform an industry study using economic trends and demonstrate how to implement implications of macro environmental trends in the development of pre-marketing strategic planning. <p>Goal 4: Demonstrate skills for analyzing marketing functions, and developing marketing plans and initiatives for improvements.</p> <ol style="list-style-type: none"> 1. Develop a positioning statement that focuses on target market. 2. Assess the marketing mix. 3. Identify marketing research needed for a specific marketing plan 	<p>http://bschool.pepperdine.edu/ctle/Learning-Assurance</p>	<p>developed for this data collection. A process for data collection was developed and implemented for AACSB with measurements beginning in 2009. With the exception of the Team rubric, the Applied Research Project (ARP) paper turned in each term is used to evaluate the rubrics.</p>	<p>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 of this report. Example: Goal 2 was measured in 2009 and 2011. After the 2009 collection of data, the EMBA LA group found that ethics was missing from the measurements. Also, the high scores indicated the evaluators were concerned about giving an average estimate. The EMBA committee was tasked with ensuring all professors and advisors be trained and participate.</p>	<p>emphasized during teaching. Scoring ethics in the ARP was added.</p>
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<p>4. Develop tactics and strategies consistent with key objectives of the marketing plan.</p> <p>Goal 5: Develop an organization's grand strategy (including competitive, corporate, industry, and global strategies) and recommend implementation of the plan.</p> <ol style="list-style-type: none"> 1. Assess the organization's internal vision/mission, opportunities/threats, and strengths/weaknesses. (6-1, 6-2, 6-3) 2. Formulate a grand strategy, and assess the consequences (including ethical and societal). (6-4; 6-5) 3. Design structures, processes, controls, and performance management systems best suited to implement grand strategy (7-1, 7-2, 7-3, 7-4). 4. 5.4 Develop a plan to manage change. (tri 1-5; 7-5). <p>Goal 6: Demonstrate effective writing to communicate qualitative and quantitative assessments.</p> <ol style="list-style-type: none"> 1. Communicate effectively in writing regarding results of financial analysis, organization's financial strengths and weaknesses, and alternatives for improving financial performance. 2. Demonstrate use of statistics to determine the effects of economic trends in business income generation. 					
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3. Communicate effectively in writing regarding results of marketing analysis, organization's marketing strengths and weaknesses, and alternatives for improving marketing performance.					
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