

| 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 |
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MS in Applied Analytics

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| <p>Goal 1: Ethics</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</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. Students will be able to create effective visualizations of complex data and analyses. <p>Goal 3 Analytics</p> <ol style="list-style-type: none"> Students apply the appropriate portfolio of methods and techniques for collecting, storing, and transforming structured and unstructured, quantitative and qualitative data | <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 Exams and case analyses assessed with a rubric Analytics projects 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, education to business project, or applied analytics research project | <p>2015-2016 The MS in Human Resources 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 New program (launched Fall 2016) Next review 2019 - 2020</p> |
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| <p>2. Students use appropriate contemporary “best of breed” software tools for manipulating and analyzing structured and unstructured, quantitative and qualitative data (e.g. Hadoop, SAS Enterprise Miner, R, Tableau)</p> <p>3. Students employ evidenced-based decision making to a variety of business functions, operational problems, and competitive or strategic intelligence</p> | | | | | |
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