

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 Management and Leadership						
<p>2015-2016</p> <p>Goal 1: Students will be able to demonstrate an increased self-awareness and personal understanding.</p> <ol style="list-style-type: none"> 1. Students will design and generate (on an individual basis) a personal development plan by the end of the program. 2. Students will develop the ability to synthesize and integrate information from assessments, feedback, and self-reflections. <p>Goal 2: Students will develop strong working knowledge of managerial and leadership capabilities in a values-centered framework.</p> <ol style="list-style-type: none"> 1. Students will demonstrate the ability to put leadership and influence principles into practice. 2. Students will demonstrate critical thinking skills. 3. Students will learn and practice conflict management and negotiation skills. 	<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"> 1. Oral presentations and written assignments assessed with a rubric 2. Observations of teamwork assessed with a rubric 3. Exams and case analyses 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. Education to Community projects 	<p>2015-2016</p> <p>The MS in Management and Leadership 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>	

<p>4. Students can appraise ethical dilemmas, recommend solutions, and assess the consequences of those solutions.</p> <p>Goal 3: Students will show competency in managing people and teams within public/private organizations.</p> <ol style="list-style-type: none"> 1. Students will be able to transform an organization by leading and managing change. 2. Students will be able to use effective interpersonal communications. 3. Students will be able to interpret team dynamics and practice effective team membership and leadership. <p>Goal 4: Students will demonstrate multicultural competency</p> <ol style="list-style-type: none"> 1. Students will be able to adapt to a global environment and practice global leadership skills. 2. Students will be able to relate to a diverse workforce and practice effective management of diversity. 					
<p>2012</p> <p>Goal 1: Students will increase self-awareness and personal understanding.</p> <p>Objective 1: Students will design and complete (on an individual basis) a personal development plan by the end of the program.</p> <p>Objective 2: Students will develop the ability to synthesize and integrate information from assessments, feedback, and self-reflections</p>	<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</p>	<p>The MSML Committee, the faculty committee responsible for the oversight of the MSML Program, interprets the evidence. The data is collected, the results are provided to the Committee Chair and the Committee Chair presents them</p>	<p>The findings are used for curriculum revision and for the addition or deepening of rubrics.</p> <p>Example: All students must take OTMT 650C where Goal 2, Obj 2 is measured. The biggest problem is the small size of the sample population. The school is trying to increase the sample</p>	<p>2011</p>

<p>Objective 1: Students will demonstrate the ability to put leadership and influence principles into practice.</p> <p>Objective 2: Students will demonstrate critical thinking skills.</p> <p>Objective 3: Students will learn and practice conflict management and negotiation skills</p> <p>Objective 4: Students can recognize ethical dilemmas, select solutions, and discuss the consequences of those solutions.</p> <p>Goal 2: Students will develop strong working knowledge of managerial and leadership capabilities in a values-centered framework.</p> <p>Objective 1: Students will learn how to lead and manage change.</p> <p>Objective 2: Students will develop skills in effective interpersonal communications</p> <p>Objective 3: Students understand team dynamics and are effective team members and leaders.</p> <p>Goal 3: Students will develop competency in managing people and teams within public/private organizations:</p> <p>Objective 1: Students will learn how to lead and manage change.</p> <p>Objective 2: Students will develop skills in effective interpersonal communications</p> <p>Objective 3: Students understand team dynamics and are effective team members and leaders.</p> <p>Goal 4: Students will increase multicultural competencies:</p>		<p>measurements beginning in 2010. A capstone course (OTMT 650C) is required for completion of the program. Students are required to apply their learnings in a consulting project for a non-profit organization.</p> <p>Example: Their report on this consultation is part of the learning assurance process Goal 2, Objective 2).</p>	<p>to the committee 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 1 of this report. Example: This is a new program and the process is ongoing. The score of Goal 2, Obj 2 indicates that the students are learning what the program intended to teach them. The MSML program committee was pleased with these results and have shared them with the Learning Assurances Committee and administration.</p>	<p>size by increasing the number of students. MSML is looking forward to having all Goals and Objectives measured by 2013. Better communication with the faculty and integration in this process will help achieve this goal</p>	
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Objective 1: Students will increase adaptability and global leadership skills Objective 2: Students will develop a greater understanding of and ability to manage diversity					
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