

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
----------	--	---	--	--	-----------------------------------	--

Presidents and Key Executives MBA

<p>Goal 1: Students will demonstrate the ability to conduct a cultural assessment of an organization, including the organization’s culture regarding ethical conduct.</p> <ol style="list-style-type: none"> Students will interview managers from an organization that a fellow student is involved with and write an analysis of their findings. Students will write an analysis of the culture of an organization they are involved with. Students will analyze the organization’s culture regarding ethical conduct. <p>Goal 2: Students will demonstrate the ability to perform a financial analysis of an organization.</p> <ol style="list-style-type: none"> Students will prepare a financial forecast for an organization. Students will demonstrate the ability to analyze financial information. Students will effectively communicate financial 	<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"> Project Seminar project 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"> Project Seminar project assessed with a rubric 	<p>2015-2016 The Presidents and Key Executives 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>recommendations for an organization.</p> <p>Goal 3: Students will demonstrate the ability to conduct a comprehensive analysis of the external environment of an organization. This will include the economic, social/cultural, political/legal/regulatory, technological, demographic, natural, and competitive elements of the environment from a global perspective.</p> <ol style="list-style-type: none">1. Students will develop scenarios for change in external variables.2. Students will develop a competitive/industry analysis for an organization that will examine both current and anticipated competition.3. Students will effectively communicate the potential implications of changes in environmental variables. <p>Goal 4: Students will demonstrate the ability to prepare a marketing plan for an organization.</p> <ol style="list-style-type: none">1. Students will develop a complete marketing mix for an organization.2. Students will develop an understanding of how to create, deliver, and communicate value in a product. <p>Goal 5: Students will demonstrate the ability to prepare a strategic plan for an organization.</p> <ol style="list-style-type: none">1. Students will demonstrate the ability to envision an					
--	--	--	--	--	--

<p>organization's desired future state, including articulating appropriate vision, mission, and goals.</p> <ol style="list-style-type: none"> Students will demonstrate the ability to identify an organization's strengths and weaknesses. Students will demonstrate the ability to effectively communicate the long- and short-term consequences of their proposed strategies. 					
<p>2012 Goal 1: Students will demonstrate the ability to conduct a cultural assessment of an organization, including the organization's culture regarding ethical conduct.</p> <ol style="list-style-type: none"> Objective 1: Students will interview managers from an organization that a fellow student is involved with and write an analysis of their findings. Objective 2: Students will write an analysis of the culture of an organization they are involved with. Objective 3: Students will analyze the organization's culture regarding ethical conduct. <p>Goal 2: Students will demonstrate the ability to perform a financial analysis of an organization.</p> <ol style="list-style-type: none"> Objective 1: Students will prepare a financial forecast for an organization. 	<p>2012 All learning outcomes are published for both potential and existing students online at: http://bschool.pepperdine.edu/ctle/Learning-Assurance</p>	<p>2012 Capstone project that is similar to a traditional thesis. For Goal 1, Obj 3 in 2007 & 2008 it was found in the capstone project that students were not discussing ethics. 2009 & 2010 showed some improvement in the discussion of ethics.</p>	<p>2012 Class advisors read projects of students who they did not work with during the program and assess whether goals were achieved. Teaching faculty then interpret these assessments to determine needed response to concerns. The PKE committee and faculty discussed the findings regarding Goal 1 Obj 3. After the 2008 & 2009 numbers, they made recommendations ethics be emphasized. They did the same after the 2010 & 2011 findings.</p>	<p>2012 Findings are used to suggest changes to implementation of the program, including curriculum changes. With Goal 1 Obj 3 Ethics, in the 2008 & 2009 findings, it was evident that ethics were not being taught. The PKE committee and faculty decided to emphasize ethics, including a stand-alone ethics session outlined in the syllabus. In the 2010 & 2011 findings, they discovered that this had been only partially successful so discussed many concrete changes to the curriculum, including new facilitators to deliver the ethics session.</p>	<p>2012 February 2011 assessed classes that graduated in 2010. 2011 graduates will be assessed in February of 2012</p>

<p>2. Objective 2: Students will demonstrate the ability to analyze financial information.</p> <p>3. Objective 3: Students will effectively communicate financial recommendations for an organization.</p> <p>Goal 3: Students will demonstrate the ability to conduct a comprehensive analysis of the external environment of an organization. This will include the economic, social/cultural, political/legal/regulatory, technological, demographic, natural and competitive elements of the environment from a global perspective.</p> <ul style="list-style-type: none"> ● Objective 1: Students will develop scenarios for change in external variables. ● Objective 2: Students will develop a competitive/industry analysis for an organization that will examine both current and anticipated competition. ● Objective 3: Students will effectively communicate the potential implications of changes in environmental variables. <p>Goal 4: Students will demonstrate the ability to prepare a marketing plan for an organization.</p> <ol style="list-style-type: none"> 1. Objective 1: Students will develop a complete marketing mix for an organization 2. Objective 2: Students will develop an understanding of how to create, deliver and 					
---	--	--	--	--	--

<p>communicate value in a product.</p> <p>Goal 5: Students will demonstrate the ability to prepare a strategic plan for an organization.</p> <ol style="list-style-type: none">1. Objective 1: Students will demonstrate the ability to envision an organization's desired future state, including articulating appropriate vision, mission and goals.2. Objective 2: Students will demonstrate the ability to identify an organization's strengths and weaknesses.3. Objective 3: Students will demonstrate the ability to effectively communicate the long- and short-term consequences of their proposed strategies.					
---	--	--	--	--	--