

Program: MBA

Measure/Benchmarks	2017/2018*	2018/2019*	2019/2020*	2020/2021*
Learning Objective 1A: Students who graduate will identify global business opportunities, analyze global business challenges, and develop business strategies.				
<p>MGMT 693: Faculty selected individual written paper assignments as the identified artifact for assessment. Graduate globalization rubric used as assessment tool.</p> <p><u>Current Benchmark:</u> 75% of students will meet expectations overall.</p>	<p>Assessment Results: Spring 2018 - Hayward - [n = 30]: 62% of students met benchmark</p>		<p>Assessment Results: Spring 2020 - San Ramon - [n = 31]: 92% of students met benchmark</p>	<p>Assessment Results: Summer 2020 - Oakland - [n = 26]: 94% of students met benchmark</p> <p>Closing the Loop: -The previous round of assessment in 2018 revealed a significant deficiency. In 2018 only 62% met or exceeded expectations. In the current round of assessment, 94% of students meet or exceed expectations. -In 2019, we introduced the 'Global DNA' simulation in the capstone as an experiment to see if this would improve student learning for 'globalization'. In Management 603 (Managing Complex Issues in a Global Context), we increased emphasis on examples of complex global issues and links to business strategy.</p> <p>Improvement Actions: - The improvement between 2018 and 2020 indicates the value of the new simulation in the capstone course and the expansion of additional strategic issues suitable for discussion in a global context. All of the faculty who will teach the capstone will make some use of Global DNA as a component in future sections of the capstone course. -All of the faculty teaching MGMT 603 commit to expand the inclusion of additional strategic issues for students to analyze. The use of remote learning technology can also be used to connect students to guest speakers and other class visitors such as students from universities in other countries to enrich discussions of global issues.</p>
Learning Objective 2A: Students who graduate will demonstrate leadership and teamwork skills.				
<p>MGMT 601: Students participate in CAPSIM simulation embedded in the capstone course. Student teams of 3 to 5 run a company throughout duration of course. Graduate leadership & teamwork rubric used as assessment tool.</p> <p><u>Current Benchmark:</u> 75% of students will meet expectations overall.</p>		<p>Assessments: Spring 2019 - Hayward - [n =32]: 100% of students met benchmark</p>	<p>Assessments: Fall 2019 - San Ramon - [n = 32]: 100% of students met benchmark</p>	<p>Assessments: Fall 2020 - Oakland - [n = 18]: 100% of students met benchmark</p> <p>Closing the Loop: -The recent assessment data shows that we have developed a more effective approach to teaching leadership and teamwork skills in the MBA program. The courses that deal with leadership and communication are among the most highly cited by students as most relevant to their learning needs as MBA students. -Self-reflection: One of the areas where we see opportunities for higher levels of achievement in leadership has to do with coaching and feedback techniques developed with an understanding of the 'self'. Through the examination of the 'self' as a story-telling and the use of exercise along with character strengths, meaning and a sense of purpose. Instructors have increasingly found that students develop leadership skills using a 'theater' approach to develop self-expression, and positive psychology to improve resilience to weather challenging times. These additional skills have been developed in part by using additional facilitators in the classroom in support of the instructor of record. Growing this capacity for facilitation is an opportunity for continued improvement.</p> <p>Improvement Actions: -The most important action item for closing the loop on leadership and communication is to develop additional facilitators. In the past we have enjoyed ad hoc success in developing the skills of alumni and selected professionals through a facilitation boot-camp. As we expand our use of facilitators in the classroom experience, a more systematic and regular approach is required. This could take the form of a summer training session for our alumni. Alumni would then assist instructors in future classes. -Facilitator training would require appropriate time and facilities. In the past we have found that the conference center in San Ramon that we use for our executive training is the most effective space for meeting this need.</p>
Learning Objective 2B: Students who graduate will apply advanced written communication skills.				

<p>MGMT 603: Faculty selected individual written paper assignments as the identified artifact for assessment. Graduate written communication rubric used as assessment tool.</p> <p><u>Current Benchmark:</u> 75% of students will meet expectations overall.</p>				<p><u>Assessments:</u> Fall 2020 - Hayward - [n = 40]: 91% of students met benchmark Fall 2020 - Oakland - [n = 18]: 81% of students met benchmark Spring 2021 - San Ramon - [n = 27]: 92% of students met benchmark</p> <p><u>Closing the Loop:</u> -Current assessment data shows that 81% of our students meet or exceed expectations. All traits above the target of 75%. Previous data from the 2017 assessment report show that 100% of our students meet or exceed expectations. All traits above the target of 75%. -While it is difficult to see from the data, an emphasis on feedback on papers seems to have improved student written communication.</p> <p><u>Improvement Actions:</u> -Coming out of our experience during the one and one-half years of remote learning due to COVID restrictions on face-to-face classroom meetings, and the changes in work-life arrangements in organizations with an increasingly flexible embrace of remote work, we see an opportunity to mix face-to-face and remote learning modalities to improve communication student skills in a professional setting.</p>
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Learning Objective 2C: Students who graduate will apply advanced oral communication skills.

<p>MGMT 693: Students prepared a group presentation in the form of a 'Stockholder Debriefing' of their company from the Capsim simulation integrated into their course. Graduate oral communication rubric used as assessment tool.</p> <p><i>Winter 2015 piloted a new method for assessing oral communications. To prevent conflation of assessment with grading, and to accurately retrieve reliable and consistent data, external assessors were used in the assessment of both learning objectives (1) Oral Communications and (2) Teamwork.</i></p> <p><u>Current Benchmark:</u> 75% of students will meet expectations overall.</p>	<p><u>Assessments:</u> Fall 2018 - Hayward - [n = 32]: 100% of students met benchmark.</p>	<p><u>Assessments:</u> Spring 2020 - San Ramon - [n = 31]: 100% of students met benchmark.</p>		<p><u>Assessments:</u> Summer 2020 - Oakland - [n = 26]: 93% of students met benchmark</p> <p><u>Closing the Loop:</u> -Increased feedback on presentations seems to have improved presentation skills.</p> <p><u>Improvement Actions:</u> -Coming out of our experience during the one and one-half years of remote learning due to COVID restrictions on face-to-face classroom meetings, and the changes in work-life arrangements in organizations with an increasingly flexible embrace of remote work, we see an opportunity to mix face-to-face and remote learning modalities to improve communication student skills in a professional setting.</p>
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2D: Students who graduate will demonstrate cross-cultural awareness and sensitivity in their interpersonal and group communication. *New learning objective created for quarter-to-semester conversion beginning in Fall 2018.*

Learning Objective 3A: Students who graduate will perform quantitative analyses and apply advanced technological tools to solve complex business problems.

<p>MGMT 602: Capsim Comp-XM individual business simulation optimization (50%) and broad-based functional knowledge multiple choice questions tailored to assess 3A (50%).</p> <p><u>Current Benchmark:</u> 60% of students will score above 60% benchmark. <i>Benchmark determined by national average score.</i></p>				<p><u>Assessments:</u> Fall 2020 - Hayward - [n = 38]: 100% of students met benchmark Fall 2020 - Oakland - [n = 18]: 100% of students met benchmark Fall 2020 - San Ramon - [n = 29]: 100% of students met benchmark</p> <p><u>Closing the Loop:</u> -In 2019, there was a faculty review of the rubric used to this learning objective. The rubric is more reflective of the way in which quantitative analyses and advanced technologies are incorporated into the MBA program. Results from prior time periods are not comparable. -Recent efforts have been made to challenge students to have better insight into the sensitivity of results to situational changes. Projects and case studies are increasingly prominent in quantitative coursework.</p> <p><u>Improvement Actions:</u> -At the program level, increased student preparation before students begin the MBA program will help bring all incoming students up to a working knowledge of basic excel. This will avoid the need to spend class time on remediation. -Professor Radovitsky has supplied a list of appropriate self-paced public domain sources of educational support that will be provided by professor Taylor to all incoming students. This is intended to give guidance on sources of materials, without creating a requirement for a specific self-paced course as a mandatory requirement.</p>
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Learning Objective 4A: Students who graduate will be able analyze and integrate knowledge across disciplines to make managerial decisions to reach solutions to complex business problems.

<p>MGMT 693: Capsim Comp-XM individual business simulation optimization (50%) and broad-based functional knowledge multiple choice questions tailored to assess 4A (50%).</p> <p><u>Current Benchmark:</u> 60% of students will score above 60% benchmark. <i>Benchmark determined by national average score.</i></p>			<p><u>Assessments:</u> Spring 2020 - San Ramon - [n = 31]: 89% of students met benchmark</p>	<p><u>Assessments:</u> Fall 2020 - Hayward - [n = 46]: 83% of students met benchmark Summer 2020 - Oakland - [n = 26]: 85% of students met benchmark</p> <p><u>Closing the Loop:</u> -This objective was not reviewed in the previous cycle. -In 2019, we introduced the 'Global DNA' simulation in the capstone as an experiment to see if this would improve student learning for 'Integration'. -We observed good results from our experimental use of the Global DNA simulation. It has an improved user interface and is easier for students to quickly understand how to use the simulation, with less class time consumed by getting students set up and running in teams and completing practice rounds.</p> <p><u>Improvement Actions:</u> -All of the faculty who will teach the capstone will make some use of Global DNA as a component in future sections of the capstone course. This will require additional preparation. -Global DNA can be implemented as an ongoing part of the capstone course with existing resources.</p>
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Learning Objective 5A: Students who graduate will recognize and analyze ethical issues in decision-making.

<p>MGMT 601: Faculty selected individual written paper assignments as the identified artifact for assessment. Graduate ethics rubric used as assessment tool.</p> <p><u>Current Benchmark:</u> 75% of students will meet expectations overall.</p>			<p><u>Assessments:</u> Fall 2019 - San Ramon - [n = 32]: 100% of students met benchmark</p>	<p><u>Assessments:</u> Fall 2020 - Hayward - [n = 38]: 100% of students met benchmark Fall 2020 - Oakland - [n = 18]: 100% of students met benchmark</p> <p><u>Closing the Loop:</u> -100% of the students meet or exceed expectations overall, and for each trait. -In 2017, 24% did not meet expectations for Trait 3: Analyzes Alternatives and Consequences. While this met our benchmark of 75%, it was the weakest of the traits assessed. -The course in which this assessment is conducted focuses on teamwork and communication. Ethics is an important part of this course, but mainly in terms of developing a stakeholder approach to leadership. This dovetails well with leadership and communication. However, it is not always clear to students that managing stakeholder interests is essential to ethical leadership. Instructors have been doing more to create this awareness in the course and it is showing up as better results in our assessments.</p> <p><u>Improvement Actions:</u> -Course instructors believe that sharing the rubric for AoL assessment makes sense for this course. The goal is to bring the learning objective to the surface of communication, recognizing that managing stakeholder interests is both good business and good ethics. -New assignment instructions will be developed aiming to make the ethics learning objective more transparent to students. Stakeholder interests and the consequences of decisions for stakeholders in the broader contextual environment, and not only those stakeholders who are parties to a business transaction, will contribute to a more conscious consideration of the ethical dimension of decisions that at first might not be recognized or given weight in leadership communication.</p>
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Footnotes:
*Totals may not add up to 100 due to rounding.