

Executive Summary

The Business Administration Department has courses approved in GE Areas B, D, and E, which illustrate the breadth and scope of our program.

The Business Administration CLOs strongly align with the GELOs which they assess. Our analysis of the correlation between our CLOs and the MJC GELOs indicate that the majority of our students successfully completed their CLOs (and, by extension the aligned GELOs) within a range of 92% to 97%. While we are pleased with these results, we continue to seek ways to help our student to succeed at even higher levels.

Our analysis disclosed a high degree of CLO to GELO alignment which provides evidence that our courses provide an equitable representation of the GE Areas B, D and E.

Faculty Included in the Preparation and Sharing of this Report:

The individuals that participated in the writing and collaborative dialogue of this report includes the following departmental faculty:

- Shelley Akiona
- Linda Kropp
- Barbara Salerno
- Nancy Sill
- Patricia Wall

BUSINESS ADMINISTRATION

General Education Learning Outcomes Assessment

Spring 2014-Spring 2015

Please provide a brief and cogent narrative in response to each of the following questions.

- 1) Provide a quantitative analysis for each GELO your CLOs inform. Provide the total number of students who passed/total number of students assessed in each GELO column *and* the corresponding GELO passing rate as an aggregated percentage.

<u>GENERAL EDUCATION LEARNING OUTCOMES</u>	<u>Students Passed/Assessed</u>	<u>TOTAL RATE</u>
--	---------------------------------	-------------------

MJC-GE_B

Social and Behavioral Science (BUSAD 240)

Demonstrate proficiency in Social and Behavioral Science by:

- | | | |
|--|----------------|------------|
| 1. <i>Describing the method of inquiry used by the social and behavioral sciences.</i> | 186/200 | 93% |
| 2. <i>Describing how societies and social subgroups have operated in various times and cultures.</i> | 186/200 | 93% |
| 3. <i>Analyzing the ways that individuals act and have acted in response to their societies.</i> | 91/100 | 94% |

MJC-GE_D

LANGUAGE AND RATIONALITY (BUSAD 210)

Demonstrate proficiency in Language and Rationality by:

- | | | |
|---|----------------|------------|
| 1. <i>Demonstrating awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking.</i> | 73/79 | 92% |
| 2. <i>Demonstrating critical thinking in the analysis and production of communication.</i> | 108/115 | 94% |
| 3. <i>Demonstrating the ability to find, evaluate, and use information in a variety of formats</i> | 108/115 | 94% |

MJC-GE_E

Health Education (BUSAD 230)

Demonstrate proficiency in Health Education by:

- | | | |
|---|----------------|------------|
| 1. <i>Describing the integration of the physiological and psychological human being</i> | 154/159 | 97% |
| 2. <i>Analyzing the development of self and making plans for lifelong learning.</i> | 154/159 | 97% |
| 3. <i>Evaluating the impact of daily decisions on life and health.</i> | 154/159 | 97% |

- 2) Reflect on, consider and analyze the data you have. **What does your CLO data tell you about how your students are achieving GELOs?** *Be detailed, descriptive and analytical* in this qualitative assessment of each GELO in relation to your CLO data. **Are your results satisfactory?**

After examining all CLO data, matching CLOs to GELOs, and plotting the CLO percentages on the spreadsheet grid, it became apparent that the BUSAD course CLOs strongly align with the MJC GELOs which they assess.

One of the distinctive aspects of the Business Administration program is their presence in three general education areas included in the minimum requirements for an A.A. or A.S. degree at MJC.

MJC-GE Area B – Social and Behavioral Sciences – BUSAD 240 – Principles of Management is included in this area because students are able to describe principles, value systems and ethics employed in the business environment.

MJC-GE Area D – Language and Rationality – BUSAD 210 – Business Communications is included in this area because students are able to demonstrate their effective use of communication, their critical thinking skills, and their information competency.

To provide further analysis of a specific CLO to GELO alignment the following is an example from BUSAD 210. BUSAD 210 CLO#3 states, “Research, organize, and develop an informative or investigative report that reaches conclusions or makes recommendations.” This highly supports and aligns with Area D GELOs #1, 2 and 3, as a student who is able to successfully complete this outcome will show his/her proficiency in demonstrating an awareness of the interactive nature of communication involving effective listening, reading, writing, and speaking (GELO #1); demonstrating critical thinking in the analysis and production of communication (GELO#2); and, demonstrating the ability to find, evaluate, and use information in a variety of formats (GELO #3).

MJC-GE Area E – Health Education – BUSAD 230 – Personal Finance is included in this area because students are able to self-analyze and make plans for lifelong learning as well as evaluate the impact of daily decisions as they relate to their personal finances and the integration of the physiological and psychological human being.

Our previous GELO assessment summary states, “In the next assessment cycle, we will have more data from our assessments because each CLO will be addressed. At that time, we will be able to tell a more precise quantitative story about our GELOs. From the data we have, we can determine that there was a high alignment of CLOs to GELOs and that student CLO success rates were high. Both areas B and E average well over 90% while area D averages 71%.”

This is indeed the case. With all CLOs assessed, the percentage pass rate for GE area B ranges from 93-94%, GE area D ranges from 92-94% and GE area E a solid 97%.

- 3) Your department and the college should be making improvements based on student learning outcomes assessment, and we need to continue to document and share the improvements and progress you have already made. Did you make any changes in your CLO statements or analysis during the last 4-year cycle?

After the last PLO review in Spring 2013, the business department deemed it necessary to make changes to the Course Student Learning Outcomes in several courses in order to make the CLOs more closely align with course content and desired PLOs. The following courses, which have GELO assessments, had CLO changes during the previous cycle. Changes are highlighted in yellow, CLOs are listed with new/current wording:

BUSAD 210: Business Communications

1. Prepare and write a personal resume and cover letter that lists education, work experience, personal references, and other topics unique to each student.
2. Compose and format business documents using specific style guidelines.
3. Research, organize, and develop an informative or investigative report that reaches conclusions or makes recommendations.
4. Demonstrate reasoning and creativity within a wide spectrum of business communication.

BUSAD 240: Principles of Management

1. Discuss the relationship between ethics and laws and their impact on relevant stakeholders in the management decision process.
2. Identify and briefly define the three major types of managerial skills that managers need.
3. Discuss the four principal managerial tasks giving realistic business examples of how a manager performs each task.

- 4) **Action Plan.** Based on the assessments and analysis you have provided, please consider what changes or improvements you would like to make, which might include updating your CLO statements, modifying course outlines, rethinking instruction efforts, using different assessment instruments, asking for additional resources to improve assessment results, etc. **Based on the analysis, provide an action plan for improvement that draws on your assessment results and efforts.**

No action is proposed for the GELOs themselves, as they are written at an institutional level and are beyond the control of the business department.

In our department, we strive to use genuine assessment tools. We use the same assessment tool over all sections of the same course whenever possible. We believe this gives us the best qualitative data. If the cycle is shortened, we may have to change our plan and allow adjunct to use whatever tool they choose, thus weakening the qualitative properties of our data. So at this point in time, our "Action Plan" is unsure.

An action plan which would provide improvement would be to keep the current cycle, transition to eLumen, provide re-assigned time to a full-time faculty member to coordinate with adjunction for one cycle in order to make sure all assessment tools are in place and all adjunct are trained. Additional resources will be required to fund the re-assigned time for the full-time faculty member.

We have a goal to offer our Retail Management Program fully online and 2 of the 3 GELO courses are part of this program. Our student base for this program is primarily working students and most prefer the online format. This program has a federally funded, grant based, consortium which has published an 8 course model. We realigned to that 8 course model during our last curriculum review cycle, however, we used BUSAD 201 for one of the courses. We do not pedagogically believe that Financial Accounting should be taught fully online so we would like to update the curriculum for BUSAD 50-Business Computations so that it meets the requirements for the Retail Management program. We then will update the Retail Management Program, making BUSAD 50 an option, and our offerings will be fully online. Once this has been accomplished, the Western Alliance of Food Chains (WAFC) will advertise MJC as a fully-online program and we also believe our students who desire the fully online format will be more successful.