

**Executive Summary**

The Modesto Junior College Business Department, consisting of 17 programs and 34 courses, performed strongly in meeting the Institutional Learning Outcomes with a success rate of 86 to 96% and providing courses who's CLOs apply to 16 out of 19 of Modesto Junior College's ILOs. MJC's Business Program empowers our students to learn marketable skills in the areas of communication, creative and critical thinking, cultural literacy, social responsibility, technological literacy, and personal and professional development. The Business Department is in full compliance with the curriculum review calendar and CLO assessment calendar.

**Data Analysis/Findings:** Of the 19 ILOs currently listed for Modesto Junior College, the Business Department found our courses relevant to 16 of those outcomes. Assessment outcome results range from 86% to 96%. While the department is satisfied with these results, the Business Department faculty continues to seek ways to help our students succeed at even higher levels.

**Action Plan:** the business department faculty will continue to update CLOs and PLOs to keep them current with student learning and industry needs in order to continue to provide these successful programs.

Even though we are not scheduled for department-wide curriculum review until 2018, the department will continue to update course and program curriculum as needed.

**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

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

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

<b>INSTITUTIONAL LEARNING OUTCOMES</b>	<b>Students Passed/Assessed</b>	<b>TOTAL RATE</b>
<b>Communication</b>		
1. <i>Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context.</i>	2717/3063	89%
2. <i>Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork.</i>	1809/2028	89%
3. <i>Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways.</i>	1901/2082	91%
4. <i>Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.</i>	N/A	N/A
<b>Creative, Critical and Analytical Thinking</b>		
1. <i>Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study.</i>	1748/1937	90%
2. <i>Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference.</i>	782/851	92%
3. <i>Utilize the scientific method and solve problems using qualitative and quantitative data.</i>	N/A	N/A
4. <i>Demonstrate the ability to make well-considered aesthetic judgments.</i>	112/118	95%
<b>Cultural Literacy and Social Responsibility</b>		
1. <i>Interpret and analyze ideas of value and meaning exhibited in literature, religious practices, philosophical perspectives, art, architecture, music, language, performance and other cultural forms.</i>	N/A	N/A
2. <i>Describe the historical and cultural complexities of the human condition in its global context, including the emergence and perpetuation of inequalities and the interplay of social, political, economic and physical geographies.</i>	266/304	88%
3. <i>Analyze and evaluate the value of diversity, especially by collaborating with people of different physical abilities and those with distinct linguistic, cultural, religious, lifestyle, national, and political backgrounds.</i>	615/640	96%
4. <i>Demonstrate a pragmatics of ethical principles, effective citizenship, and social responsibility through cross-cultural interactions, volunteerism, and civic engagement.</i>	1253/1668	94%
<b>Information and Technology Literacy</b>		
1. <i>Effectively access information and critically evaluate sources of information</i>	2212/2498	89%
2. <i>Analyze, synthesize and apply information practically and ethically within personal, professional and academic contexts.</i>	2148/2427	89%
3. <i>Identify, utilize and evaluate the value of a variety of technologies relevant to academic and workplace settings.</i>	666/776	86%
<b>Personal and Professional Development</b>		
1. <i>Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals.</i>	1155/1269	91%
2. <i>Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health.</i>	1717/1929	89%
3. <i>Apply skills of cooperation, collaboration, negotiation, and group decision-making.</i>	305/331	92%
4. <i>Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world.</i>	1400/1637	86%

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

The business department CLO data strongly supports the ILOs and our results are exemplary. Our data show that our students met the ILOs at an average of 86-96%.

In the business curriculum, students focus heavily on Communication, Creative, Critical and Analytical Thinking. In this area, the CLO data ranged from 89-95%. Business programs have courses in communications, business English, accounting and law—all of which rely heavily on communication and critical thinking.

Courses in International Business, Import/Export, Human Relations and Human Resource Management are all rife with cultural literacy components, affording students the opportunity to demonstrate social responsibility through cross-cultural interactions and civic engagement. In this area of Cultural Literacy and Social Responsibility, the CLO data ranged from 86-96%.

Most business courses contain a technology component these days which is reflected in the large number of students assessed in ILOs #1 and #2 (2498 and 2427). Our students are preparing to enter a job market where excellent technical skills are the norm rather than the exception. Our CLOs showed scores in the Information and Technology Literacy ILOs ranging from 86-89%. While these are healthy scores, we would like to see improvement in this area to make our students even better prepared for the future work environment. We should also note that for this round of assessments, we were not able to include required courses outside the business department, such as Computer Science. It will be interesting to see what impact the inclusion of those courses have on our overall percentages in the next assessment round.

The area of Personal and Professional Development had CLO averages ranging from 86-92%. The business department considers this exemplary and believes it reflects the quality of student we produce. Many of our courses teach decision making, both individually and in a group/team environment. We are shaping the future business leaders of our society.

- 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? Did you receive funding for resources requests that were aimed to improve assessment results? Did you make any improvements in the areas of teaching and instruction processes, your courses, or your program? *Please explain your accomplishments and provide details about your efforts.*

Most CLOs and many PLOs were updated during the previous cycle in order to make them more closely align with current industry needs for student graduates (workers).

In order to improve student performance and success, the business administration department has made every effort to create an authentic and reliable assessment structure. The department has agreed to appoint a lead faculty member to coordinate all assessments. Full-time faculty review all assessment tools and strive for consistency among all sections of the same course. Further, the faculty lead contacts all instructors, collects all assessment tools and distributes them throughout the department for refinement and review. Fulltime faculty acknowledge that this is an increased workload for adjunct and make every effort to streamline the process and assist in assessment tool development. In addition, many of the department's adjunct faculty are working professionals and not professional instructors and every effort is made to train and assist them through this academic process.

- 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.***

We have already streamlined most of our CLOs to improve assessments and make the CLOs more relevant and current to the students. Updating of CLOs is a continuing process, much like Curriculum. We also updated many PLOs this cycle and will continue to do so as the need becomes apparent.

We continue to update and align our courses with the C-ID descriptors and to keep our AS-T in compliance with state requirements. All of our courses and programs are current with curriculum updates and are not scheduled for department-wide update again until 2018, however, individual courses and programs will be updated as the need arises.



