

Executive Summary

The Business Department offers 17 degrees and certificates in the areas of Accounting, Bookkeeping, Business Administration, Business Operations Management, International Business, Marketing, Professional Selling, Real Estate, Retail Management and Supervisory Management. During the most recent CLO review cycle, many of our course Student Learning Outcomes were updated. In addition, Business was the pilot program the first time PLOs were assessed. These two factors have resulted in data grids being unavailable for our 17 programs. Neither our old software (CurricUnet), nor new software (eLumen), can produce these grids at this time. For this reason, we have chosen a representative sampling of programs, and manually constructed data grids on which we can base our PLO analysis. The programs we have chosen are:

- AST: Business Administration
- AS: Accounting
- AS: Marketing
- AS: Real Estate
- AS: Supervisory Management
- CERT: Retail Management

Analysis:

From spring 2014 through fall 2015, the Business Department assessed 22 Business Administration (BUSAD), 6 Real Estate (RLES) and 3 Supervisory Training (SUPR) courses. All courses in the 17 BUSAD, RLES and SUPR programs were assessed during the assessment window except for the two courses which were not offered. All CLOs in each course were assessed.

After examining all CLO assessment materials, matching CLOs to PLOs, and plotting the CLO percentages on the spreadsheet grid, it became evident that students in the business program are achieving the desired learning outcomes at both the course and program level.

In general, the core program course CLOs assess the program PLOs. For example, in the Marketing AS Program, the Marketing course CLOs align with EVERY PLO. In the Real Estate AS, the Real Estate course CLOs align with the PLOs except that the ethics CLOs align only with the ethics PLO. And in the Supervisory AS, the Supervisory course CLOs align with the PLOs (with the ethics exception mentioned in RLES). Additional program courses add breadth. The CLOs also assess the PLOs and provide a core foundation for students desiring to complete a terminal degree and enter the job market or transfer to a four-year college.

While assessment results are already high, with all PLOs averaging 81% to 99%, the Business Department faculty continues to seek ways to help our students succeed at even higher levels. Further, given that we will be assessing all programs and all course CLOs (including those outside BUSAD, RLES and SUPR) in the upcoming assessment cycle, the department should have a more comprehensive view of the success rate of individual program learning outcomes.

Faculty Included in the Preparation and Sharing of this Report:

The following Business Administration departmental faculty participated in the writing and collaborative dialogue of this report:

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

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

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

AWARD (with corresponding PLOs)	Students Passed/Assessed	PASS RATE
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A.S.-T. Degree: Business Administration

1. Transfer to a CSU college.	889/1080	82%
2. Be academically prepared for upper division coursework.	889/1080	82%
3. Demonstrate the ability to recognize and analyze ethical issues as they apply to the business environment.	818/1008	81%
4. Demonstrate an understanding of business terminology.	748/916	82%

A.S. Degree: Accounting

1. Demonstrate the working knowledge required to perform the various tasks necessary in a complete accounting cycle through financial statements.	409/485	84%
2. Obtain employment in an entry-level position in the accounting field.	2230/2542	88%
3. Recognize and analyze ethical issues as they apply to the business environment.	1054/1264	83%

A.S. Degree: Marketing

1. Apply fundamental sales and marketing techniques.	348/356	98%
2. Apply Communication strategies for various audiences and contexts.	1982/2189	91%
3. Recognize and analyze ethical issues as they apply to the marketing environment.	779/836	93%

AWARD (with corresponding PLOs)	Students Passed/Assessed	PASS RATE
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A.S. Degree: Real Estate

1. Meet the education requirement for the basic California real estate agent's and/or salesperson's license exam.	909/1105	82%
2. Identify and use common California real estate practices and basic real estate terminology.	227/335	83%
3. Obtain employment in an entry-level position in the real estate field.	227/335	83%
4. Recognize and analyze ethical issues as they apply to the real estate environment.	239/269	89%

A.S. Degree: Supervisory Management

1. Use appropriate and effective business communication skills.	1266/1434	88%
2. Obtain employment in an entry-level supervisory position within Industry and/or government sectors.	1726/1932	89%
3. Recognize and analyze ethical issues as they apply to the business environment.	834/955	87%

CERTIFICATE: Retail Management

1. Apply communication strategies for retail selling environment.	689/779	88%
2. Obtain employment in a retail management position.	1167/1335	87%
3. Recognize and analyze ethical issues as they apply to the retail selling environment.	576/633	91%

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

In analyzing the Course Learning Outcomes for the 6 representative programs, calculating the total CLO pass rate for each CLO and the total PLO achievement rate for each PLO in each of the 6 programs, it is clear that our students are achieving the desired outcomes. Thirty one (31) courses were assessed, including 97 CLOs. Of those 97 CLOs, only 6 (from 4 courses) demonstrated below a 70% achievement level by students. Of the 20 PLOs spread across the 6 programs where data was calculated, the student achievement ranged from 81% - 98%. Since, during this “change of software” cycle, we were dependent on our own data gleaned from CurricUNET, we used only our own BUSAD courses. When we next analyze our PLOs, we plan to include all courses in our analysis grids, even those outside of our immediate programs, such as Computer Science (CMPSCI) and Communications (COMM).

Two (2) of the 4 courses which contained one or more CLO pass rates below 70% were taught solely by adjunct faculty during this assessment cycle. The other 2 courses which contained one or more CLO pass rates below 70% had a high concentration of adjunct faculty teaching these courses. The Accounting Faculty believe this is an opportunity to reach out to our adjunct faculty, as we did with our bookkeeping courses last assessment cycle. We believe that we can work collegially to develop strategies to help students to master the Course Student Learning Outcomes at a higher rate.

For example, we found that in the BUSAD 201 - Financial Accounting course, which is required in all 6 of our representative programs, only 69% of students passed CLO #2, which asks them to “analyze financial information to evaluate the financial health of a business.” This result might be understandable as non-accounting majors might find this depth of accounting analysis difficult, yet at the same time, all business students should be able to complete this task. This is an area in which we can collaborate with all accounting faculty, thus focusing more attention on this key topic in our Financial Accounting courses.

In contrast, 92% of Financial Accounting students passed the CLO asking them to “analyze and interpret ethical issues in the financial accounting environment...” Nearly all of our BUSAD, RLES and SUPR courses contain a CLO concerning ethics and their pass rates are generally in the mid 80 - 90 % range. It has been, and continues to be, a strong goal of our Business Department to weave ethics into the majority of our business curriculum. Another course which is required by 5 of the 6 representative programs is BUSAD 218 – Business Law. The pass rate of the Law CLOs is 76-100%, showing a high student understanding of key concepts.

Although the qualitative factors are much more difficult to measure, as faculty, we notice the growth and maturity of our own students through interaction during the semester(s). Many students begin the business curriculum without prior experience or exposure and leave as competent and inquisitive learners who can formulate questions to solve deeper business-related issues while using appropriate

business and accounting terminology. Further, the Business Administration faculty also meet with business department personnel from CSU, Stanislaus and have received positive feedback regarding the preparation and success of the MJC business transfer students.

The next round of assessment will provide richer data when we are able to include other required coursework which is not in the business administration department (i.e. Economics, Computer Science, Communications, etc.). Currently success rates exceed minimum standards, but as a department, we feel there is always room for improvement where student success is concerned.

- 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 or PLO statements or analysis during the last cycle or recently?

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

AST: Business Administration

1. ~~Be prepared to~~ Transfer to a CSU college.
2. Be academically prepared for upper division coursework.
3. Demonstrate the ability to recognize and analyze ethical issues as they apply to the business environment.
4. Demonstrate an understanding of business terminology

AS: Accounting

1. Demonstrate the working knowledge required to perform the various tasks necessary in a complete accounting cycle through financial statements.
2. Prepare and analyze basic financial statements. Recognize and analyze ethical issues as they apply to the business environment.
3. Be prepared to obtain employment in an entry-level position in the accounting field.

AS: Marketing

1. Apply fundamental sales and marketing techniques.
2. Apply communication strategies for various audiences and contexts.
3. ~~Demonstrate the ability to~~ Recognize and analyze ethical issues as they apply to the marketing environment.

AS: Real Estate

1. Identify and use common California real estate practices and basic real estate terminology.
2. Meet the education requirement for the basic California real estate agent's and/or salesperson's license exam.
3. ~~Be prepared to~~ Obtain employment in an entry-level position in the real estate field.
4. ~~Demonstrate the ability to~~ Recognize and analyze ethical issues as they apply to the real estate environment.

CERTIFICATE: Retail Management

1. Apply communication strategies for retail selling environment.
2. ~~Demonstrate the ability to~~ Recognize and analyze ethical issues as they apply to the retail selling environment.
3. ~~Be prepared to~~ Obtain employment in retail sales management position.

BUSAD 201: Financial Accounting

1. Analyze and record accounting transactions and complete a full accounting cycle.
2. Analyze financial information to evaluate the financial health of a business.
3. Analyze and interpret ethical issues in the financial accounting environment, identify key issues, and formulate strategies to address them.

BUSAD 203: Computerized Accounting

1. Create an accounting system, utilizing a variety of current accounting software packages.
2. Utilize multiple current accounting software packages that include the following modules: accounts receivable, accounts payable, job costing and payroll.
3. Evaluate and compare available features in several current accounting software packages.

BUSAD 208: International Business

1. Describe the increasing importance of a global perspective in business and the impact of technology on the development of an international business.
2. Compare the cultural differences that undergird international commerce;
3. Identify and analyze the social and ethical implications of international business.
4. {incorporated into #1}

BUSAD 209: Import/Export Fundamentals

1. Explain the factors affecting the international environment for importing and exporting – including currency exchange, financing, documentation, contracts, transportation, payment terms, terms of trade, insurance, customs clearance, and security issues.
2. Explain the ethical concerns characteristic to an import/export business operation.
3. Develop a basic import/export (global business) plan.

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 218: Business Law

1. Identify and recognize legal process, court procedures and terminology associated with criminal and civil (tort) law.
2. "Brief" (summarize and analyze) published court cases and identify legal questions, court rulings and legal reasoning.
3. Identify and recognize the legal elements of a contract.

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.

BUSAD 245: Principles of Marketing

1. Analyze, formulate, and interpret situations through projects applying the principles and concepts of marketing and consumer behavior.
2. Create a simple marketing plan.
3. Identify, evaluate, and propose alternatives to ethical issues within the marketing environment.

BUSAD 249 (A,B,C,D): Business Internship

1. Evaluate his/her career goals in relationship to his/her educational progress.
2. Relate classroom theory to on-the-job situations.
3. Complete and document required hours of employment.
4. Demonstrate appropriate dress, interpersonal skills and work-ethic while on the job site.

BUSAD 274: Human Resource Management

1. Identify the administrative, operational and strategic roles Human Resource Management fulfills that contribute to organizational success.
2. Identify problems caused by high employee turnover; and identify retention strategies.
3. Describe Human Resource Management's role in organizational ethics and formulate strategies to promote ethical behavior in organizations.

BUSAD 300: Machine Calculations

1. Operate the 10-key electronic desk calculator rapidly and accurately by touch.
2. Analyze and interpret basic problems to be completed correctly on the electronic desk calculator.

BUSAD 310: Bookkeeping I

1. Analyze and record accounting transactions to complete the full accounting cycle.
2. Analyze financial transactions through the accounting equation.
3. Identify and assess ethical issues related to the bookkeeping environment.

BUSAD 319: Payroll Accounting

1. Identify correct payroll principles as defined by current laws as they relate to the payment of wages and salaries.
2. Analyze and solve problems associated with the calculation and reporting of payroll.
3. Accurately apply accounting principles to computerized and manual payroll systems.

BUSAD 320: Bookkeeping II

1. Identify bookkeeping terminology.
2. Analyze and record accounting transactions and complete a full accounting cycle for a Merchandising company.
3. Identify and assess ethical issues related to advanced bookkeeping topics

BUSAD 336: Tax Accounting

1. Distinguish between income tax accounting and financial accounting and identify their interrelationship.
2. Analyze source documents as they relate to federal taxation law and use them to prepare an income tax return for a wage earner who itemizes his/her deductions.
3. Identify reliable income tax resources and conduct research in order to answer individual income tax questions.

BUSAD 358: Advertising & Sales Promotion

1. Analyze and interpret situations, applying the principles and concepts of advertising and promotion.
2. Employ the language and vocabulary of advertising and promotion.
3. Explain the role advertising plays in the marketing mix.

BUSAD 364: Total Quality Management

1. List a variety of contemporary Total Quality tools.
4. Describe Six Sigma, Lean or another continual improvement method.
5. Explain the role of ethics and corporate social responsibility as they relate to quality management in today's corporate environment.

BUSAD 377: Human Relations in Business

1. Evaluate the impact of human relations problems on the employee, manager, organization, and client population.
2. Discuss current employment trends and career forecasts.
3. Identify and discuss human relations concepts and terminology.

RLES 380: (Real Estate Principles)

1. Identify and define real estate terminology utilized in industry.
2. Explain laws and procedures that apply to the sale of California residential real estate.
3. Identify ethical issues related to the real estate environment.

RLES 381: (Real Estate Practices)

1. Describe procedures and practices commonly employed in a real estate transaction.
2. Discuss real estate marketing and sales techniques.
3. Analyze ethical and procedural problems that arise in residential real estate sales transactions.

RLES 382: (Legal Aspects of Real Estate)

1. Identify essential characteristics of a contract.
2. Use specific examples to illustrate how contracts are used, and distinguish between contract and disclosure.
3. Identify agency issues and describe the duties and responsibilities the agency has to its principal and others.

RLES 384: (Real Estate Finance)

1. Describe notes, loans, and trust deeds typically used by real estate lenders.
2. Analyze and qualify a borrower for a prospective real estate loan.
3. Identify ethical issues related to real estate finance.

Did you receive funding for resources requests that were aimed to improve assessment results?

Since the last PLO analysis, the Business Administration Department has hired three (3) full-time tenure-track faculty in the areas of Law and Human Resources, Accounting, and General Business. The Department is currently staffed at the 2003 full-time level. The foregoing has improved the FT/PT ratio, although the department is still below college-wide averages.

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.

Since the last PLO analysis, we have updated the curriculum on all courses and programs in BUSAD, RLES and SUPR. Five (5) courses which are no longer being taught were inactivated. Each remaining course was reviewed and updated. Areas updated included: Course Outline of record (all areas), Catalog Description, Course Learning Outcomes, and Distance Education Addendum (in most cases).

All Associate of Arts degrees were inactivated in favor of keeping the Associate of Science degrees. Each degree was updated in the following areas: Catalog Description, Program Learning Outcomes, Program (course) requirements, total units required.

Two (2) Business professors received CTE funding to travel to a Western Area Food Consortium (WAFC) meeting where retail food chains meet with faculty representatives from northern California colleges. From the information gathered there and via additional networking, we revised the curriculum for the Retail Management Certificate so that it conforms to the WAFC standard. The changes earned Modesto Junior College recognition as a partner college on the government-funded web site. Since updating this program, we have begun to get students from many local grocery retailers who have heard of the program at their work and come to us to receive their coursework.

The business department is compliant in the curriculum review process and all courses are aligned to C-ID descriptors to date. All courses and programs have been reviewed and updated per the college planning schedule in CurricUNET.

- 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.***

It is difficult to coordinate assessments with an ever-changing pool of adjunct faculty. Fully 1/3 of the courses taught within the BUSAD/RLES/SUPR curriculum are taught by adjunct faculty only, thus making it difficult to coordinate assessment timing, recording, and refinement of assessment tools. We have just finished a complete cycle in CurricUNET and we are already switching to a new software (eLumen) and discussing SHORTENING the cycle so that we have to assess more often. It will be very difficult to comply with increased reporting given that we have to coordinate with every adjunct every time their course comes up for assessment.

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. Full-time 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 (not professional instructors), and every effort is made to train and assist them through this academic process.

Given the increased workload that assessment requires, the department would hope the Academic Senate and administration would be mindful of the impact of increasing the frequency of formal assessment and data collection. Through good teaching practices, our faculty currently assess student learning and progress in the normal course of their teaching and are making modifications to increase learning on an ongoing basis. 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.

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 adjunct faculty for one cycle in order to make sure all assessment tools are in place and all adjunct faculty are trained. Additional resources will be required to fund the re-assigned time for the full-time faculty member. It is a concern that we will be unaware of who has and hasn't completed their assessments in the new system.

It is our goal to offer the Retail Management Program fully online. 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 eight-course model. We realigned to that eight-course model during our last curriculum review cycle, using BUSAD 201 - Financial Accounting for one of the courses. We do not pedagogically believe that Financial Accounting should be taught fully online; therefore, 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 the MJC Retail Management Certificate as a fully-online program.