**Executive Summary**

(After completing the questions on the next few pages, please replace this area with a written executive summary of the questions that follow, including your data analysis, findings, action plan, and improvements you have already made. This will be the top sheet of your report. This summary should be at least a paragraph, and can definitely be longer if desired.)

From spring 2010 through fall 2012, the Business Department assessed 22 BUSAD, 3 Real Estate and 3 Supervisory Training courses. All courses in the International Business Achievement Certificate were assessed during the assessment window, though some courses not all CLOs were assessed because they were assessed early in the cycle when the instructions were to assess only one CLO

After examining all CLO assessment materials, matching CLOs to PLOs, and plotting the CLO percentages on the spreadsheet grid, certain trends became evident. It is apparent that the International Business and Import/Export courses assess all PLOs while the other required courses assess only PLO #1 and/or PLO #2.

While assessment results are already high, with all three PLOs averaging 94%-96%, the Business Department faculty continues to seek ways to help our students succeed at even higher levels.

During the fall 2013 semester, all of our BUSAD courses are up for curriculum review. As we review these courses for curriculum, the data gathered in the PLO assessment document will be reviewed and implemented where appropriate.

Given the diversity of the Business Administration curriculum and the lack of full time staffing, accomplishing these goals in a timely manner is very challenging.

**Faculty Included in the Preparation and Sharing of this Report:**

(please replace this area with the names of all faculty that helped to prepare and provide input on this report. This includes faculty who were parts of draft discussions and conversations. Ideally, it is all faculty representing the core disciplines making up the degree or certificate.)

Linda Kropp, Nancy Sill, Jim McGarry

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

1. Are the course learning outcomes (CLOs) on your spreadsheet accurate (as of right now), and do they represent the overall purpose(s) of the course(s)? *Please explain why or why not.*

The majority of the CLOs are accurate and represent the overall purposes of the courses listed. BUSAD 208-Inernational Business has been updated on the spreadsheet to match the wording currently in CurricuNet.

1. Are the program learning outcomes (PLOs) on your spreadsheet accurate (as of right now), and do they represent the overall purpose(s) of the program? *Please explain why or why not.*

The PLOs are accurate and reflect the overall purpose of the program.

1. How well do the course learning outcomes (CLOs) fulfill, support and align with the program learning outcomes (PLOs)? Additionally, just in terms of the structure, do you think the assessment data from the CLOs can tell a qualitative *and* quantitative story about the PLOs? *Please explain, and take some time to think through and write about what kinds of PLO analysis your CLO assessments will foster.*

After examining all CLO assessment materials, matching CLOs to PLOs, and plotting the CLO percentages on the spreadsheet grid, certain trends appeared. It became apparent that the International Business and Import/Export courses were most likely to meet all three of the PLOs while the other courses required for the certificate (BUSAD and CMPSC) met only PLOs #1 and #2.

The first PLO deals with business practices both domestic and international, which all program courses assess. PLO #2 deals with students’ understanding of economic, cultural and ethical differences in conducting business internationally, which also is addressed by several BUSAD courses. PLO #3 assesses preparing students for employment in the global arena which is measured only by the International Business and Import Export courses.

As noted previously, from a quantitative perspective, the next round of assessment will provide richer data when we are able to assess all CLOs for each course. Currently success rates exceed minimum standards, but not all CLOs were assessed.

1. You’ve mapped your CLOs to PLOs. You’ve also been provided CLO assessment data in your packet. Now, take some time to reflect on, consider and analyze the data you have. This is not an easy section to complete, and the purpose of this pilot is to generate thoughtful reflection on—and assessment of—PLOs in relationship to our CLO assessment data.

Please look at every CLO data sheet included. Then, analyze, engage and write as much as you can, addressing the following question: ***what does your CLO data tell you about each of your PLOs?*** *Be detailed, descriptive and analytical.*

*As you consider this question…*

* + Discuss what kinds of trends you see in the data provided, and provide a qualitative assessment of each PLO.
	+ Try to fill in the CLO data from each sheet on your spreadsheet, and attempt to come up with an aggregate percentage for your PLOs. Is it possible to give a PLO quantitative assessment based on all of the courses listed? Or, can you give a PLO quantitative assessment based only on your discipline/department courses?
	+ **Please be thorough and provide as much reflection and analysis as possible. The more analysis, the better. Feel free to write beyond this page.**

We were able to arrive at an overall average based on all courses in the International Business Achievement Certificate. **PLOs #1 and #2** averaged **94**% and **PLO #3** averaged **96%**. These are already high, but the Business Department faculty continues to seek ways to help our students succeed at even higher levels.

PLOs #1 and #2 were assessed through the CLOs of all the required courses in this program. This makes sense as these PLOs assess student mastery of various business skills on both a domestic as well as an international level, along with understanding of cultural and ethical differences involved.

PLO #3 averaged 96%. The courses reflected in this average are both the specialized program courses: International Business and Import/Export. These courses specifically address the outcome of preparing students for employment in the global commerce environment.

We are suffering from a disproportionate number of adjunct instructors teaching our courses since we have had two unreplaced retirements in our department. While the college average full-time/part-time ratio is 49% our department average is 73%. At a department meeting, Linda Kropp, Nancy Sill and Jim McGarry decided to again hold our annual adjunct orientation meeting to touch bases with our adjunct instructors, making sure that everyone is covering the appropriate content. We believe that while encouraging academic freedom, this ensures that our students are receiving the material they need to succeed in their coursework and in the work environment.

1. **Action Plan.** Based on the assessments and analysis you have provided in questions 1-4, please consider what changes or improvements you would like to make, which might include updating your CLO or PLO statements, modifying course outlines, rethinking instruction efforts, using different assessment instruments, etc. ***Based on the analysis you have provided in questions 1-4, provide an action plan for improvement that draws on your assessment results and efforts.***

Hold another adjunct orientation meeting to touch bases with our adjunct instructors. Ascertain that everyone is covering the appropriate content, and covering agreed upon content. We believe that while encouraging academic freedom, this ensures that our students are receiving the material they require to succeed in sequential coursework and in the work environment.

Based on departmental meetings throughout fall/spring 2012-13, departmental faculty are recommending the following changes:

1. changes to the Achievement Certificate in International Business: exchange CMPSC 202 for a course with more application based outcomes.
2. 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. *This is extremely important.*
	* Did you make any changes in your CLO or PLO statements during the last 4-year cycle that ended in 2012, or any changes this year? *Please explain what you accomplished.*
	* Did you make any improvements in the areas of teaching and instruction processes, your courses, or your program? *Please explain and provide details about your efforts!*

The wording of the CLOs for BUSAD 208 has been updated to read:

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

This was done to clarify the wording of the CLO. The basic meaning of the assessment was unchanged.

1. Please reflect on the process of learning outcomes assessment in your division and at Modesto Junior College. What do you think would make it more meaningful? How could it be improved? What would help you?

A few of the things that come to mind include:

* DO NOT have departments change their CLOs until AFTER they write up their analysis! Having made changes, we have fought an endless battle of comparing apples to oranges. We have had to made our best effort of finding the “best match” between current CLOs on the spreadsheet and those which were assessed.
* Provide consistent institutional support.
* Provide access to consistent CLO assessment data to everyone in the department through CurricuNet or adopt a software which will serve our reporting needs.
* Have a college website that is accessible to all to provide reporting standards, training resources as well as insights and best practices that are used at MJC and other colleges.

This process has been more difficult than it should have been given the lack of institutional guidance, training, and reporting expectations.