Evidence of assessment data operating to continually improve student learning and institutional effectiveness.

- **Psychology 118/Human Services 118, Pharmacology of Abused Substances:** In spring 2012 faculty assessed the following course learning outcome: explain the process of neural transmission and the mechanisms of drug action on neurotransmitters and receptor function. Only 60 percent of students completing the courses passed this outcome assessment. To increase student learning, faculty increased the number and length of class lectures, discussions and active learning exercises devoted to the coverage of neuroanatomy and neurophysiology. The course additions occur early in the semester to serve as a critical foundation for discussion of drug action at the brain receptor level. Reassessment will occur in spring 2016.

- **Health Education 111, Women's Health:** In spring 2011 faculty assessed the following learning outcome: Analyze health history information to determine personal health risk factors, using a written assignment based on a family member interview. Seventy four percent of the students met the outcome, which was considered below satisfactory to the faculty. The faculty members discussed the results and developed an action plan. They researched the web sites of managed care organizations like Kaiser and Blue Shield to discern common vocabulary and topics used in the profession to help the students self identify and record personal health. In addition the faculty researched additional video resources to develop and instruct students to enhance the questionnaire assignment. Faculty will include a funding request for these additional video resources in the department’s next cycle of program review. Reassessment will occur in spring 2015.

- **Individual Instruction and Services 13, Improving Learning Potential:** In spring 2009 faculty assessed whether or not students who completed the course could demonstrate an improvement in processing skills in attention, concentration, impulse control and scanning of information. The learning outcomes were assessed with computer software called Brain Builder and Brain Fitness, and 78 percent of the students successfully achieved the outcome. The faculty reflected that an additional study/learning skills component in addition to the “getting to know yourself” module would increase student success and adjusted the curriculum accordingly. Reassessment will occur when the course is next offered (currently not scheduled).

- **Nursing 267, Advanced Medical Surgical Nursing:** In spring 2012 the nursing faculty assessed the following course outcome: Students will be prepared to successfully pass the National Council Licensing Examination (NCLEX) for Registered Nurses. Upon discussion and reflection, the faculty concluded that this learning outcome included specific knowledge from other semesters and not included in this fourth semester course. It was decided that this learning outcome better reflects a program learning outcome than a course learning outcome and will be shifted accordingly.

- **Science, Mathematics and Engineering Administrative Unit:** In spring 2010 the division surveyed faculty about the satisfaction level of the laboratory technical support for science classes. The results showed that 65 percent of the responses answered “always” when prompted, “My labs are set up in a timely and organized way.” Upon more careful review of the results, the dissatisfaction was focused in the earth sciences/geology department, whose faculty marked “never” for the prompt at 100 percent. The lab support for these areas has been routinely handled by a lab technician assigned to the physics department. Lab set up for earth sciences/geology is only addressed after all of the needs for the physics labs have been met. From this assessment, an action plan was developed for and a new laboratory technician position dedicated to the earth sciences/geology department; this position was requested for funding in the spring 2012 program review.
Counselors delivered a structured presentation for students on academic dismissal and used a questionnaire to measure student learning. The results indicated that the majority of students were able to calculate a single term grade point average, but were not able to make the transition to calculating a cumulative grade point average to determine academic standing. Counselors reviewed the presentation materials and found that the content on cumulative grade point average calculation was missing from the presentation. This portion of the presentation will be rewritten, and this outcome will be reassessed in spring 2013.

At the service area outcomes level for counseling, one outcome is to develop counseling services and office procedures to improve student success. The department disseminated a questionnaire to local high school counselors to learn about the best way to communicate and provide advisory information about Modesto Junior College's services and policies. The results indicated that the high school counselors preferred ongoing communications regarding the college’s policies and procedures. The high school counselors were interested in learning more about career technical and vocational programs and the new California State University transfer degrees to increase their knowledge base for counseling high school students. They also indicated a preference for the annual counseling meeting to occur in the fall rather than the spring. In response to this assessment, monthly communications are now sent to local high school counselors via an e-mail distribution list, and the annual high school counselor meeting will take place in the fall.