**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.)

We reexamined our CLOS and are happy with them. They are measureable and will continue to be measured. The GELOs are so broad that it is difficult to correlate them well with our CLOS for this anatomy course. We are considering adding a new GELO. Describe the interactions of the physical processes in the universe.

**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.)

Michele Monlux

Pamela Upton

**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.*

Yes, the CLOs on the spreadsheet are accurate and represent the overall purpose of the course.

1. Are the general education learning outcomes (GELOs) 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 GELOs do not represent the overall purpose of the program. They are fundamental to the study of all science, including anatomy, but they do not relate well to our CLOs. We are considering adding a new GELO. Describe the interactions of the physical processes in the universe.

1. How well do the course learning outcomes (CLOs) fulfill, support and align with the general education learning outcomes (GELOs)? 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 GELOs? *Please explain, and take some time to think through and write about what kinds of GELO analysis your CLO assessments will foster.*

The current CLOs do NOT align well with GELOs even though scientific method is fundamental to the study of Anatomy and scientific theories do affect human activity.

1. You’ve mapped your CLOs to GELOs. 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—GELOs 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 GELOs?*** *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 GELO.
  + Try to fill in the CLO data from each sheet on your spreadsheet, and attempt to come up with an aggregate percentage for your GELOs. Can you give a GELO 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.**

Unfortunately our CLOs do not tell anything about the GELOs. The GELOs are underlying fundamentals for all science courses but are so broad that they make a correspond to what we do in this course, Anatomy, difficult.

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 GELO 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.***

1. Determine if the current GELOs can be changed. One suggestion we have for change would be; Describe the interactions of the physical processes in the universe. It would be great to narrow it down to describe the interactions of the physical process of the human body but then we would exclude course like Astronomy which are categorized as a natural science also.

1. 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 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 CLOs have been consolidated over the years to more adequately reflect our course and allow for measurement.

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?

1. It would be most helpful if there were a assessment coordinator to ask questions of when questions arise.

2. A workshop tailored to our area of expertise would be most beneficial. When the workshops are campus-wide they are too watered down to be of relevance for the individual areas of study.

3. The constant changing of expectations make this a difficult assignment.

4. A standardized worksheet would be most helpful in collecting CLO data.

5. The short time allotted precludes us from doing our best work

6. It would be nice to have one spot to put the CLOS. We currently put some of ours on SharePoint. Some couldn’t find theirs.

7. It would be nice to have links to other colleges that have CLOs/PLOs and GELOs as a source of comparison.