**Executive Summary**

The AP courses are designed to provide fundamental background to function in allied health programs. This includes a fundamental knowledge base of human body structure and function, how this knowledge was discovered (how we know what we know), how dynamic and changing our knowledge is (how understanding changes), and how our knowledge base dictates the details of patient care.

Our course learning outcomes are based on critical discoveries in science and how these discoveries affect and benefit human society and activity. Our CLOs, by definition, align with our GELOs.

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

David G. Ward for AP150

**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 course learning outcomes are fairly accurate for AP150

Currently for AP150:

1. Describe and assess how bones, muscles and nerves work together to control movement.
2. Describe and assess how cardiorespiratory, digestive and urinary organs and nerves work together to control blood oxygen, blood nutrients and fluid-electrolyte balance.

More accurately for AP150 might be

1. Describe and assess how bones, muscles and nerves work together to control movement, how this information was discovered, and how these discoveries affect human activity.
2. Describe and assess how cardiorespiratory, digestive and urinary organs and nerves work together to control blood oxygen, blood nutrients and fluid-electrolyte balance, how this information was discovered, and how these discoveries affect human activity
3. 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.*

Yes, in part.

Currently:

1. Explain how the scientific method is used to solve problems.
2. Describe how scientific discoveries and theories affect human activities.

More accurately might be

1. No change
2. Explain how scientific research and discoveries benefit society and its activity.
3. 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.*

First, I would like to point out that science is intimately intertwined with the scientific method. Scientific discoveries and data are the outcome of experimentation and use of the scientific method.

Second, much of scientific research is supported by society, usually with the expectation that outcomes will benefit society and its activity.

Our course learning outcomes are based on critical discoveries in science and how these discoveries affect and benefit human society and activity. Our CLOs, by definition, align with our GELOs.

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.**

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1. *PRE-TRANSFER/BASIC SKILLS COURSEWORK.* Your discipline also includes pre-transfer and basic skills courses that are not part of the GELO matrix.

Please look at every CLO data sheet included for these courses. 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 pre-transfer/basic skills courses?*** *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 your pre-transfer/basic skills 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.**

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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.***

These were pointed out in previous sections of this document.

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 were updated last year and as a result more succinctly express the expectations of the courses.

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 better appreciation of science and its relationship to society by the administration outside of our division.