**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 are happy with our CLOs and will continue to collect them according to our schedule.

The PLOs have been examined and #3 may be dropped in the future.

**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

Derek Madden

**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 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.*

Yes, the PLOs are broad enough to cover the student trying to enter the nursing program and/or trying to gain admittance into a university level PE program.

We are considering eliminating PLO #3 (success on the nursing board exams) as it doesn’t represent the goal of the AS degree in health and education.

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.*

Assessment data from the CLOS will determine success for a student trying to enter the nursing program and or trying to enter a university level health and PE program.

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.**

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.***

1. We are considering eliminating PLO #3 (success on the nursing board exams) as it doesn’t represent the goal of the AS degree in health and education.

2. We have created a cycle to assess all CLOs in the next two years.

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 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!*

We streamlined and combined topics in our CLOs.

We continue to use our outcomes to improve our teaching and instruction.

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. The short time allotted. (3 .5 weeks) precludes us from doing our best work

5. 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.

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