**Executive Summary**

Overall, Earth Science courses are satisfactorily helping students to meet ILO’s for Modesto Junior College. Many course changes have been implemented recently and we look forward to collecting more data over the coming years to gain better insight into student achievement relative to ILOs and how these changes are working and to guide future changes to curriculum. Also, during the next curriculum review it may be desirable to combine the METEO and EASCI course signifiers for ease of assessment. In this report, the CLO data from both METEO and EASCI courses have been combined to eliminate duplicity of effort for all involved.

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

Noah Hughes

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

1. Provide a quantitative analysis for each ILO your CLOs inform. Provide the total number of students who passed/total number of students assessed in each ILO column *and* the corresponding ILO passing rate as an aggregated percentage.

**INSTITUTIONAL LEARNING OUTCOMES Students Passed/Assessed TOTAL RATE**

Communication

1. *Articulate ideas through written, spoken, and visual forms appropriately N/A N/A*

*and effectively in relation to a given audience and social context.*

1. *Utilize interpersonal and group communication skills, especially those that N/A N/A*

*promote collaborative problem-solving, mutual understanding, and teamwork.*

1. *Mindfully and respectfully listen to, engage with and formally respond to the N/A N/A*

*ideas of others in meaningful ways.*

1. *Plan, design, and produce creative forms of expression through music, speech, N/A N/A*

*and the visual and performing arts.*

Creative, Critical and Analytical Thinking

1. *Analyze differences and make connections among intellectual ideas, academic 73/97 75%*

*bodies of knowledge and disciplinary fields of study.*

1. *Develop and expand upon innovative ideas by analyzing current evidence and 11/17 65%*

*praxis, employing historical and cultural knowledge, engaging in theoretical*

*inquiry, and utilizing methods of rational inference.*

1. *Utilize the scientific method and solve problems using qualitative and 73/97 75%*

*quantitative data.*

1. *Demonstrate the ability to make well-considered aesthetic judgments. 12/17 71%*

Cultural Literacy and Social Responsibility

1. *Interpret and analyze ideas of value and meaning exhibited in literature, N/A N/A*

 *religious practices, philosophical perspectives, art, architecture, music, language,*

*performance and other cultural forms.*

1. *Describe the historical and cultural complexities of the human condition in its 49/97 51%*

*global context, including the emergence and perpetuation of inequalities and the*

 *interplay of social, political, economic and physical geographies.*

1. *Analyze and evaluate the value of diversity, especially by collaborating with N/A N/A*

*people of different physical abilities and those with distinct linguistic, cultural,*

*religious, lifestyle, national, and political backgrounds.*

1. *Demonstrate a pragmatics of ethical principles, effective citizenship, and social N/A N/A*

*responsibility through cross-cultural interactions, volunteerism, and civic*

 *engagement.*

Information and Technology Literacy

*1. Effectively access information and critically evaluate sources of information. N/A N/A*

*2. Analyze, synthesize and apply information practically and ethically within N/A N/A*

*personal, professional and academic contexts.*

*3. Identify, utilize and evaluate the value of a variety of technologies relevant to 17/25 68%*

*academic and workplace settings.*

Personal and Professional Development

*1. Identify and assess individual values, knowledge, skills, and abilities in order to set N/A N/A*

 *and achieve lifelong personal, educational, and professional goals.*

*2. Practice decision-making that builds self-awareness, fosters self-reliance, and N/A N/A*

*nourishes physical, mental, and social health.*

*3. Apply skills of cooperation, collaboration, negotiation, and group decision-making. N/A N/A*

*4. Exhibit quality judgment, dependability, and accountability while maintaining N/A N/A*

*flexibility in an ever-changing world.*

1. Reflect on, consider and analyze the data you have. ***What does your CLO data tell you about how your students are achieving ILOs?*** *Be detailed, descriptive and analytical* in this qualitative assessment of each ILO in relation to your CLO data. **Are your results satisfactory?**

My CLO data tells me that my students are meeting their ILO-related CLO’s inconsistently. In particular, the CLO that relates to Cultural Literacy and Social Responsibility #2 was only met at the 51% rate while the one that related to Critical Creative and Analytical Thinking was met at a 75% rate.

My results are satisfactory in some ways, and in other ways they are not. The success rates are OK, but I am unsatisfied with the degree to which my CLO’s (which are content based) address the ILO’s (which are mostly skills based)

In addition, I have realized that it is inefficient to have my EASCI course data separate from my METEO course data. They are all part of the same program.

1. Your department and 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. Did you make any changes in your CLO statements or analysis during the last 4-year cycle? Did you receive funding for resources requests that were aimed to improve assessment results? Did you make any improvements in the areas of teaching and instruction processes, your courses, or your program? *Please explain your accomplishments and provide details about your efforts.*

Yes, sometime in the last four years changes were made to my CLO’s. These changes were made in response to curriculum changes that were implemented in an effort to align coursed with C-ID, IGETC, etc requirements.

Funding was sought and received in order to help promote success. A complete set of laptop computers and a laptop cart were purchased to improve student access to technology so that more technology-based lab curriculum could be implemented. In addition, it allows students to utilize e-texts, a more affordable textbook options for them. Another example was the purchase of a class set of whiteboards that allow students to work in small groups during lecture class and report back out to the rest of the class.

I am constantly making changes to my teaching in response to students needs and the overall goal of improving student success. In particular I have integrated elements of group work (to enhance cooperatibe skills and create a ‘social safe place’ for all students) and sustainability into many aspects of the class. In addition, I have integrated concepts of designing, building, and implementing models that can be used to learn course concepts.

Furthermore, I have combined the course data from EASCI courses with that from METEO courses. These courses are all part of the Earth Sciences program.

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

Based on the results of this, we need to allow more time to analyze whether course changes are going to improve student success or not. CLO results are satisfactory, but it is unclear how they relate to ILO’s. It may be necessary to modify CLO’s to better align with ILO’s. However, the CLO’s were designed in response to requirements of C-ID alignment. Also, there is reason to believe that these ILO’s may change . Therefore, it best to “stay the course” and continue to collect longitudinal data to better understand student achievement as it relates to ILO’s.

In the future, for clarity of assessment, we should change the METEO course signifier to EASCI because METEO courses should be considered part of the Earth Science curriculum. In the meantime, we will request that the assessment grids and reports be removed from the assessment website.