

Global Learning Outcome	Program Intended Outcomes (Measureable Objective(s))	Means of Assessment & Criteria for Success	Collection of data (who)	When	Summary of Data Collected	Use of Results
I. Communication Skills:	Students will demonstrate the ability to					
	A. write in an accurate, correct, and understandable manner.	Using the final essay score (instead of the post test score from previous years) in Composition II, 90% of students will achieve an overall grade of 70% or better.	ENG faculty (PLO)	Spring 2021	88% of students achieved an assessment score of 70% or better. (378 students were assessed)	Following examination of the assessments, it was determined that the results demonstrated the students had achieved the desired outcome.
	B. comprehend written information and analyze, summarize, and apply what has been read to a specific task.	Using the lab notebook in Chemistry I and II, 70% of the students will score 70% or higher on the final lab notebook. Using the final exam administered in Computer Applications, 80% students will score at least 90% or better.	CHM faculty (PLO) CAP faculty	Spring 2021 Spring 2019	85.7% of students met the 70% or greater target. (84/98 student projects) This is down slightly from 91.4% in Spring 2019. 83% of students achieved a minimum of 90% or higher on the assessment. (238 students were assessed)	Chemistry faculty implemented one-to-one consultations with students in order to improve student understanding of the goals and expectations of the project, which improved scores overall for projects that were submitted, however there was an increase in the number of students who did not complete the project. Faculty will explore methods to ensure that projects are completed and submitted.
	C. speak in an accurate, correct, and understandable manner.	Using the rubric in public speaking, 70% of students will score 60% or higher on the final speech.	COM faculty	Spring 2021	97% of students passed the final speech with a 60% or better. (409 students assessed)	Faculty raised the goal from just "passing," or 60%, to 70% expectation. Interventions to increase student performance on the assessment are ongoing and the minimum score will be measured at 70%

						on the next reporting cycle.
	D. maintain positive relations with others and resolve conflicts.	Using the Unit Exam for chapters 9 and 12 in the Interpersonal Communications textbook, 80 % of students will score a 70% or better.	IPC faculty	Spring 2021	It was determined that this assessment is not truly assessing the GLO and therefore this assessment has been retired.	Faculty have developed an improved, standardized instrument with which to measure this outcome. The new instrument will be used for the first time in Fall 2021.
II. Computational Skills	Students will demonstrate the ability to					
	A. apply mathematical concepts and reasoning by analyzing and using numerical data	Using the common final in College Algebra, College Algebra w/Review and Technical Math, 70% of the students will respond correctly on the selected sections of the exam.	Math faculty (PLO)	Spring 2021	The results on various parts of the assessment were mixed: 58.8% responded correctly to item 1, 28.2% responded correctly to Item 2. (261 students were assessed)	Further analysis is needed on the assessment items to determine if the items are truly measuring the outcome. A task group is being assembled to perform this analysis and revise the assessment for the next AY.
III. Critical Thinking and Problem Solving Skills	Students will demonstrate the ability to					
	A. recognize and define problems	Using an exam in SOC6811, 70% of the students will score at least 70% on the exam over the three main theoretical paradigms.	SOC faculty (PLO)	Spring 2021	47% of students in face to face classes scored 70% or better on the pre-test and 64% on the post-test (17% increase). 23% of online students scored 70% or better on the pre-test and 90% on the post-test (67% increase). On-line students significantly exceeded the goal of 70%, whereas face-to-face students fell short of the goal by 6%.	To improve retention of course material, social science instructors implemented an increase in interactive activities in the course materials. This does not appear to be entirely successful. Therefore, the instructors will include additional assignments outside of class that require the students to increase accountability for their own learning.

	B. devise and implement solutions	Certification of technical program completers will be at or above 70%.	CTE/HHS faculty (Perkins)	Spring 2021	96.2% of completers received certification (127 out of 132 students)	Faculty plan to continue with the current practice and interventions with students in order to see if this progress is repeatable.
IV. Computer and Technology Skills	Students will demonstrate the ability to					
	A. use computer literacy skills to achieve academic and career goals	Using the Skill Assessment Manager, 80% of the students will score 90% or higher on the final exam.	Computer Apps faculty (PLO)	Spring 2019	83% of students had a 90% or higher on the final exam on a 100% scale. Total number of students assessed = 238	CA faculty plan to continue with the current practice and interventions with students in order to see if this progress is repeatable.
	B. retrieve and manage information through the use of the internet	Using the Comp II research paper, 70% of the students will score 70% or higher	English faculty	Spring 2021	Current data shows that 86.5% of students received a 70% or better. (321 out of 371 students assessed)	This result is comparable to the last reporting cycle. English faculty plan to continue with the current practice and interventions with individual students in order to see if this progress is reproducible.
V. Citizenship Skills	Students will demonstrate					
	A. awareness of cultural, social, and artistic diversity	Using the Noel-Levitz institutional question #43, the gap between importance and satisfaction will be 0.7 or less. Students will have the opportunity to enroll or participate in a variety of appreciation courses and activities.	IR director	Spring 2019	Item #43 Cowley College provides opportunities to experience cultural and artistic diversity: Importance=6.42; Satisfaction=6.32; Std.Dev.=1.11; Gap=0.10	Students have the opportunity to enroll or participate in a large variety of appreciation courses, activities, and co-curricular activities.
	B. ethical principles such as honesty, integrity, and tolerance	Academic Integrity Violations will be under 0.01 incidents per FTE. Using the Noel-Levitz institutional question #47, the gap between importance and satisfaction will be 0.7 or less	IR director	Spring 2020	Item #47 Cowley College fosters an atmosphere that promotes honesty and integrity among its students within the academic environment: Importance=6.57; Satisfaction=6.36; Std.Dev.=1.04; Gap=0.21	For the AY 2018-2019 there were 36 total AIV reports filed, a decrease of 81 from the previous AY. For AY 2019-2020, the downward trend continues with a total of 31 AIV reports. Faculty and staff continue to educate students on the importance of academic integrity through freshman orientation, the FYE course, and

						inclusion and review of the academic integrity policy on the course syllabus for every course section at Cowley.
	C. knowledge necessary to achieve financial stability	70% of the students enrolled in First Year Experience will score a 70% or higher on the exam over the financial stability section.	FYE faculty	Fall 2019	91.8% of the 220 students who were assessed scored 70% or better on the financial literacy quiz.	While the target for the outcome was met, faculty feel that students can perform better on the assessment with intervention. FYE faculty have scheduled guest speakers who are experts in financial aid to come and share insights and answer questions about these topics.
	D. civic responsibility through community involvement	Students taking government courses will have a 10% increase in the number of correct answers from pre-test to post-test on the constitution exam.	Social Science faculty (PLO)	Spring 2021		The goal is to demonstrate that students are knowledgeable about the US Constitution and its importance to American democracy. Faculty are working to develop interventions to increase retention regarding constitutional amendments and to better connect those to current events in modern America.
	E. working together in a group to reach a common goal	Students completing the Service Learning Project hours and connection assignment will average a score of 70% or better.	Social Science Faculty	Fall 2021	The average score on the assessment was 83.3% for 165 assessments.	This is the first time this particular assessment was used to measure this GLO. These assessments came from General Psychology courses. Scores from this assessment in Principles of Sociology will be

						added to establish a baseline.
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Global Learning Outcomes Process (Developed 2014 by GLO action project team)

First, the guiding learning outcomes of the institution should follow the standards or outcomes set forth by the most recent updates of the Degree Qualifications Profile (DQP). Doing so will result in the most current outcomes of utmost importance on the national level as guiding principles for the institution with a minimal amount of resources being dedicated to the revision and updating of guiding institution wide learning outcomes.

Assessment of these outcomes will be determined by a small committee of employees, including, but not limited to:

- Associate Vice-President Instruction
- HLC Accreditation Liaison
- Faculty Lead for Learning Outcomes
- Department Chairs

The assessment of all the outcomes will occur annually throughout the fall and spring semesters. The committee will review these assessment data every June, with areas of concern/improvement noted to the different departments before July 1. Department chairs are then responsible for disseminating information and recommendations to faculty based on the data. Faculty then relay what changes (if any) will be made based on those recommendations to the department chair by October 31 yearly. Changes are implemented beginning with the spring semester.

Department chairs are responsible for relaying what changes are made to the AVP for Instruction, HLC Accreditation Liaison, and Faculty Lead for Learning Outcomes; for reporting and quality improvement reporting.

The committee will meet once every two years to do a comprehensive review of assessments being utilized to collect data. During those meetings the committee will determine if changes or revisions to the success criteria are needed.

Changes that are being made in programs will be discussed by faculty in program review documentation. Faculty will be responsible for reporting on revisions made to curriculum based on the data gathered by global learning outcomes assessments as part of the program review process.

Program Learning Outcomes process developed by PLO team action project 2016-17 lead the committee to revise GLO assessments to include PLO measures.

- All programs will have program learning outcomes
- Designated program learning outcomes will be used in the GLO assessment
- Program review process will integrate the PLO assessment with the GLO assessment and will be reviewed on a rotation, determined by the Academic Affairs office.
- One peer review team will be assembled to review the program review documents and to pull the GLO data
- Exact details on the program review process will be developed and approved by the Academic Affairs Council.

