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 2022	90.6% of students achieved an assessment score of 70% or better. (259 students were assessed) Increase of 2.6% since 2020.	Since the result of the assessment showed a continued increase in student achievement, faculty will continue with the current assessment.
	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.	CHM faculty (PLO)	Spring 2022	93.1% of students met the 70% or greater target. (89 student projects) Increase of 7.1% since 2020.	Faculty utilized Blackboard gradebook to track students who were late in submitting projects. Interventions ensured that future projects were completed and submitted on time.
		Using the final exam administered in Computer Applications, 80% students will score at least 90% or better.	CAP faculty	Spring 2022	84.4% of students achieved a minimum of 90% or higher on the assessment. (122 students were assessed) Increase of 1.4% since 2019	Students continue to achieve the desired outcome on the assessment. No revisions are suggested at this time.
	C. speak in an accurate, correct, and understandable manner.	Using the rubric in public speaking, 70% of students will score 70% or higher on the final speech.	COM faculty	Spring 2022	95.8% of students passed the final speech with a 70% or better. (272 students assessed)	Faculty raised the goal from just "passing," or 60%, to 70% expectation. Interventions to increase student performance on the assessment appear to be successful. The faculty will continue with the current course of action and the target minimum score will remain at 70%.
	D. maintain positive relations with	Using the new assessment for Interpersonal	IPC faculty	Spring 2022	95.7% of students scored 80% or better on the new	The new instrument was used for the first time in

					assessment developed for this outcome (47 students assessed)	Fall 2021, and student achievement was better than expected. This instrument will remain in use in the next academic year.
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 2022	A new assessment was implemented this AY. 20% of the students assessed score 70% or better on this new assessment. (100 students were assessed)	A task group has been assembled to monitor and analyze data from the revised assessment. Results of the assessment were not what the group had hoped for so further analysis will be ongoing in order to determine what items should be included in the assessment and to determine interventions which would be the most practical to implement 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 2022	62.5% of students assessed scored 70% or better (192 students assessed in both the face-to-face and online modalities).	Faculty included additional assignments outside of class that required the students to increase accountability for their own learning. This intervention appears to be successful. Even though the number of students who achieved the target of 70% fell a little short, the result represents a marked improvement in student learning over the results from the previous year.

	B. devise and implement solutions	Certification of technical program completers will be at or above 70%.	CTE/HHS faculty (Perkins)	Spring 2022	90.8% of completers received certification (89 out of 98 students)	Faculty plan to continue with the current practice and interventions with students.
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 2022	84.4% of students had a 90% or higher on the final exam on a 100% scale (122 students assessed) Increase of 1.4% since 2019	Since the result of the assessment showed a continued increase in student achievement, faculty will continue with the current assessment.
	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 2022	Current data shows that 78.3% of students earned 70% or better on the assessment. (249 students assessed)	This result is lower than the last reporting cycle, however English faculty plan to continue with the current practice and interventions with individual students in order to see if the results will rebound.
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 2022	This goal was achieved, however in a review of the pre-test and post-test instruments, it was determined that some of the questions were not the same in the post-test as presented in the pre-test.	The goal is to demonstrate that students are knowledgeable about the US Constitution and its importance to American democracy. Since students did demonstrate this knowledge, the goal was achieved, however the instrument for measuring growth pre-test to post-test will need to be revised.
	E. working together in a group to reach a common goal	Students completing the Service Learning Project hours and connection assignment will earn a score of 70% or better.	Social Science Faculty	Spring 2022	93.1% of students assessed met or exceeded the goal of 70% or better (698 students assessed).	This is the second time this particular assessment was used to measure this GLO with scores from both the General Psychology and the Principles of Sociology courses of all modalities. These results

						represent a 10%+ increase in students meeting or exceeding the goal.

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.

Deliver
Forward

Lesson Outcomes

Unit Outcomes

Course Outcomes

Program Learning Outcomes
PLO

Global Learning Outcomes
GLO

Design
Backward