

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 2023	91.5% of students achieved an assessment score of 70% or better. (294 students were assessed)	This result represents 0.8% increase from AY 2021-2022. It was determined the students had achieved the desired outcome, therefore no new interventions are required.
	B. comprehend written information and analyze, summarize, and apply what has been read to a specific task.	Using lab notebook reports in Chemistry I and II, 70% of the students will score 70% or higher on the lab notebook project. Using the final exam administered in Computer Applications, 80% students will score at least 90% or better.	CHM faculty (PLO) CAP faculty	Spring 2023 Spring 2023	86.3% of students met the 70% or greater target. (73 student projects). 79.2% of students achieved a minimum of 90% or higher on the assessment. (259 students were assessed).	This result represents a decrease of 6.8% from AY 2021-2022. Chemistry faculty will implement one-to-one consultations with students to discuss model projects in order to improve student understanding of the goals and expectations of the project. This result represents a decrease of 5.3% from AY 2021-2022.
	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 2023	82.8% of students passed the final speech with a 70% or better. (418 students assessed)	This result represents a decrease of 13% from AY 2021-2022. Faculty raised the goal to a 70% minimum score on the final speech. Interventions to increase student performance on the assessment are ongoing and the minimum score will again

						be measured at 70% on the next reporting cycle.
	D. maintain positive relations with others and resolve conflicts.		IPC faculty	Spring 2023	88.1% of students scored 80% or better on the new assessment developed for this outcome (84 students assessed)	This result represents a 7.6 percent decrease from AY 2021-2022. Faculty have developed and implemented an improved, standardized instrument with which to measure this outcome.
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 2023	The new assessment was implemented again this AY. 18.9% of the students assessed scored 70% or better on the new assessment. (466 students were assessed)	This result represents a 1.1% decrease from AY 2021-2022. The number of students assessed with the new instrument was increased by 366. 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 discuss revisions if needed.
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 2023	59% of students assessed scored 70% or better (332 students assessed in both the face-to-face and online modalities).	This result represents a 3.5% decrease from AY 2021-2022. There was an increase in the number of students assessed from 96 to 332. 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 2023	92.0% of completers received certification (127 out of 138 students)	This is the third consecutive year with 90%+ success rate therefore faculty plan to continue with the current practice.
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 2023	79.2% of students met the goal of 90% (259 students assessed)	This result represents a decrease of 5.3% since AY 2021-2022. The number of students assessed increased from 122 to 259. CA faculty plan to continue with current interventions they recently established.
	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 2023	86.8% of students earned 70% or better on the assessment. (288 students assessed)	This result represents an increase of 8.5% from AY 2021-2022. 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 2022	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	IR director	Spring 2023	Item #47 Cowley College fosters an atmosphere that promotes honesty and integrity among its students	In this AY, 3402 students were assessed. Academic integrity violations increased to 2% per FTE.

		question #47, the gap between importance and satisfaction will be 0.7 or less			within the academic environment: Importance=6.57; Satisfaction=6.36; Std.Dev.=1.04; Gap=0.21	This increase in mainly a result of the use of artificial intelligence to complete assignments in STEM and Communications courses. 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	Spring 2022	87.5% of the 96 students who were assessed scored 70% or better on the financial literacy quiz.	While the target for the outcome was met with current interventions, a larger population of students will be assessed in the next academic year.
	D. civic responsibility through community involvement	An updated instrument and benchmark are being developed this AY to be used in Fall 2024 and Spring 2025.	Social Science faculty (PLO)	Scheduled for Fall 2024 and Spring 2025	A long-term faculty member who was the lead instructor for this assessment retired in the last AY. A new lead faculty member is in place and is developing an updated assessment to be used in the next academic year.	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 and an instrument that demonstrate strong connections to current events in the United States.
	E. working together in a group to	Students completing the Service Learning Project	Social Science Faculty (General)	Spring 2023	94.9% of students assessed met or exceeded the goal of	This is the second time the assessment was used

	reach a common goal	hours and connection assignment will earn a score of 70% or better.	Psychology and Principles of Sociology)		70% (1036 student assessments).	to measure this GLO with scores from both the General Psychology and the Principles of Sociology courses (all modalities of both courses). These results represent a 3.9% increase from AY 2021-2022.
--	---------------------	---	---	--	---------------------------------	---

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.

