Carl Albert State College, OK

Project: Carl Albert State College - ASL Project

Version 4.0- Project

Q:	**What projects have you been following on the Collaboration Network? What have you learned from the experiences of other schools that is useful to your project?** *To learn more about the progress and development of other projects, get alerts by following other projects*
A:	We are following Oral Roberts University, a fellow Oklahoma school in our cohort. They are focusing on program outcome assessment, which coincides with our efforts. Also, reviewing past reports of Academy graduates provides valuable insight into the process. One institution noted that "managing assessment of 14 elements annually would be impossible," which resonates with a similar comment that our scholar posed. Another school's initial plan was to assess general ed. outcomes through a published test. However, the school found that course-embedded assessment was a better route for them. These are just a few examples that we found helpful.

Version 4.0- Update

Q:	**Your team has reached the midpoint in the Academy. Summarize your project thus far in no more than two paragraphs.**
A:	Non-academic and co-curricular assessments were implemented last year, and we are currently working on "closing the loop" by analyzing our findings and focusing on the "big takeaways" that prompt action and planning. The appropriate

committees have provided an initial review of the findings and have planned group reporting sessions to encourage participation from everyone involved in the assessments. During the early committee review of the non-academic assessment findings, there were clear indicators that units were beginning to understand the importance of using assessment to support operational decision-making that in turn guides resource allocation. Regarding co-curricular development, the process of assessing student learning outside of the classroom was a totally new concept for most units, clubs, and organizations. Although learning was taking place, it lacked a mission-based holistic structure with identified student learning outcomes. The co-curricular committee will utilize the group reporting session to discuss what was learned from the first year of implementation and to build upon those efforts.

Although great strides were made last year through the implementation of academic program outcome assessment and curriculum mapping, the process has identified areas of concern that must be addressed in order to make assessment "manageable, measurable, and meaningful." We must realign our focus to a "top down" holistic approach of assessing what matters most to successfully evolve.

Q: **Describe the most significant challenges and opportunities encountered in the development and initial implementation of your Academy project.**

A: The most significant challenge for the institution is transitioning from a culture of fear into a culture of collaboration. Unfortunately, assessment is viewed as potentially punitive in nature, which makes every effort met by a degree of resistance and/or avoidance. However, our Academy project has provided us with opportunities to work with others individually and in groups. These points of contact have been beneficial as we try to change the climate.

Q: **What evidence do you have that your work has or is beginning to improve student learning? What more do you need to know?**

A: Staff and faculty have engaged in the development and implementation of our project. All types of assessment have advanced because of pockets of good involvement. Although 2018-2019 findings might not be perfect, participation has occurred. The institutional effectiveness committee recently commented on the number of strong non-academic unit reports and the improvement of 2019-2020 plans. During August in-service, faculty had the first group discussion over

insights gained from curriculum mapping. We will know more about the advancement of our work through the end of the year reporting processes.

Q: **The Midpoint Roundtable will offer an opportunity to review, refocus, and recharge the Academy team's efforts. What particular goals does your team have for the Midpoint Roundtable?**

A: Hopefully, we can connect with other institutions by sharing our experiences in this process and gain clarity from the Academy experts. Also, this event allows us to work as a group with a singular focus on our project. We want to leave the event with a renewed spirit and defined direction.

Q: **What topics would do you like to discuss with other teams at the Midpoint Roundtable? What questions could you ask other schools that might help advance your project? What insights would you like to share about your project with other schools?**

A: Since our project is so diverse, we would welcome any topics on co-curricular, academic program outcome, and general ed. outcome assessments. We would like to ask other institutions about their experience with developing and implementing program outcome assessment and curriculum maps. Do they use course-embedded assessment or another method? How do they implement consistency across course sections? Our insight would relate to using the philosophy of continuous improvement as a foundation to all assessment efforts. Also, we can share our reflection on the importance of measuring the most crucial components at all levels of assessment.