

# **Carl Albert State College, OK**

## **Project: Carl Albert State College - ASL Project**

### **Version 5.0- Project**

**Consider the current tags associated with your project, are they still accurate?**  
**Q: If not, modify your tags.**

**A:** Yes, the current project tags are correct.

### **Version 5.0- Update**

**Identify and explain any specific changes to your project scope and design at the Midpoint Roundtable.**  
**Q:**

**A:** The team arrived at the Midpoint event with a program outcome assessment plan formulated from the past two years of our project work. The intent is to pilot the plan during the upcoming spring 2020 semester. The plan contains the following framework components: program mission, curricular goals, program outcomes, program outcome indicators, a revised program curriculum map, and a rubric. We have termed this initiative as phase three of our project development. This phase moves away from course level assessment and focuses specifically on program outcome assessment. The curriculum map will be used to determine data collection points within the program courses. A rubric will be employed to evaluate student work instead of relying upon a target that is grade based. We scheduled a visit with our scholar to review these documents. There were a few suggestions that were noted, but overall, the pilot was deemed a good start. During team time, we discussed those components and especially shared opinions on rubric development. At this time, there are no specific changes to the pilot. However, we do hope that we can encourage one or two more programs to pilot this spring.

**Describe your short term plan for measuring student learning. What specific tasks do you plan to accomplish in the next six months?**

**A:** The introduction of phase three of program outcome assessment will commence with a presentation over the framework of program assessment and the pilot plan to all academic division chairs. We hope additional programs will agree to pilot during the spring semester. Division chair understanding and buy-in will be crucial at this point. The next step will be introducing phase three to all faculty during spring in-service. Programs will be given the tools necessary to begin building the required framework and components during the spring semester as we monitor and discuss the progression and activity in the pilot program(s). A plan concerning the transition of general ed. outcome assessment to the new framework will be formulated in January.

Below is a tentative task timeline for the next six months:

Nov. – Dec. 2019 – (1) Introduce the components of phase three of program outcome assessment to the academic division chairs (2) Add one or two additional programs to pilot during the spring semester (3) Initiate all academic programs to begin developing the framework components

Jan. 2020 – (1) Present phase three and the pilot plan to all faculty at spring in-service (2) Continue the development of framework components in all programs during the spring semester while the pilot program(s) initiates assessment (3) Formulate a plan to assess general ed. outcomes within the same structure during the current spring semester or initiate in the fall of 2020

Jan. – May 2020 – (1) Monitor the progression of the pilot program(s) and share progression updates with academy team, division chairs, and faculty (2) Create a phasing-in schedule for all other programs to launch their pilots during the 2020-2021 academic year (3) Collect and review findings from the pilot program(s) by the end of the spring semester (4) Use the pilot findings and analysis to identify strengths and areas of improvement

**How well are you positioned to complete the project in the final two years of the Academy? What additional tools, resources, and engagement do you need?**

**A:** With team knowledge and advancement, we are positioned to change the trajectory of student learning from compliance to prove student learning to a commitment to improve student learning. Our position depends upon buy-in from division chairs, faculty, and administration. The refocused approach to program outcome assessment requires a mindset shift and the honing of tools and resources needed as we mature within the new process. Our intent is to begin with a strong framework. However, even the framework and process fall under continuous improvement.

We hope to help faculty embrace the philosophy of continuous improvement and understand that maturity takes time and hard work.

Phase three will require a structured support system. A key aspect is faculty development that involves rubric training, scheduled program meetings for discussion and advancement, and education on best practices. Concerning Academy support, guidance from our mentor and scholar during the next two years will be a paramount factor to our team leadership.

**What challenges do you anticipate as you move into the second half of the Academy term? What have you learned from the first two years of the Academy to mitigate these challenges?**

**A:** We anticipate that the team project will become the faculty academic program project. Our project has been at the micro level during the first two years, and now its success depends upon faculty and administration understanding and embracing the approach. The past two years have taught the team that leadership at all levels is the most crucial component and that obtaining buy-in takes place in many forms. However, buy-in and advancement only thrive through education and structured institutional support. The fate of program outcome assessment doesn't depend upon the team; it depends upon the institution.

**To this point, who has been engaged in the Academy process? Are there additional stakeholders who need to be included in the Academy process? How can they be engaged?**

**A:** To this point, the academy team, division chairs, and a few key faculty members have been engaged at various levels in the process. As stated above, the success of the project requires administrative and faculty involvement. The improvement of program outcome assessment is at the forefront of our upcoming HLC monitoring report. All stakeholders related to that monitoring report should be included in phase three of our project. Education is the key to engagement and climate change. It is hard to embrace a project and report without understanding the framework and requirements. Each level of leadership from administration, the academy team, the division chairs, and faculty will need to understand its role in the project.