

Carl Albert State College, OK

Carl Albert State College - ASL Project

Participation Start: 10/25/2017

Participation End: 10/31/2021

Date Completed: 10/31/2021

Team Lead: Kelly Kellogg

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This report reflects the activity of Carl Albert State College in Assessment Academy. It is not an official document of the Higher Learning Commission.

Impact Report Part 1

Impact Report Part I

Q: What have been the Academy Team's accomplishments while in participating in the program? Consider the range of successes, from the very specific (e.g., development of a rubric) to the more general (e.g. outcomes-based curriculum approval processes or faculty training program).

A: Our team project has primarily focused on maturing from course to program level assessment.

Accomplishments

- Development of program frameworks that include the following components: mission statement, curricular goals, and program learning outcomes, which are defined by performance indicators
- Creation and use of curriculum mapping
- Development of program outcome rubrics
- Utilization of various committees to assist with assessment planning, governance, and vetting: Academic Assessment, Faculty General Education, Institutional Effectiveness, and Co-Curricular
- Development of Program Assessment Leaders (PALs) to assist with program outcome assessment
- Incorporation of assessment advancement in fall and spring faculty in-services
- Creation and development of a comprehensive, systematic assessment process
- Development of a general education framework
- Implementation of general ed. outcome assessment

Our endeavors have included the implementation of co-curricular and non-academic assessments.

Accomplishments

- Creation of a co-curricular framework that includes a mission statement, learning dimensions that represent the co-curricular experience, and learning outcomes that can be shared
- Creation of co-curricular and non-academic assessment plan templates and examples
- Creation of a comprehensive, systematic assessment process
- Utilization of co-curricular and institutional effectiveness committees to assist with assessment planning, governance, and vetting
- Incorporation of assessment advancement through yearly meetings

Q: Looking back, reflect on the evolution of the Academy Project. What factors does the team feel most influenced how the project developed and changed?

A: Developing assessment leadership beyond the assessment team and providing training at key stages through the project have greatly influenced project development. The Program Assessment Leaders (PALs) are designated full-time faculty members from each academic program who provide active support to faculty-driven assessment processes for a two-year period. PALs reflect our transition to a hands-on approach that is faculty-driven. In addition, various assessment committees provide governance and guidance on all components of the assessment models. Concerning training, field experts have provided foundational learning during the first three years of the project, and team members have presented throughout the project.

Q: What Academy Project tasks still remain unfinished? Bring this list of outstanding tasks to the Academy Results for further team discussion.

A: Outstanding Tasks

- Moving from pilot phase to comprehensive, systematic processes
- Cultivating buy-in and converting heel draggers
- Honing the academic assessment process and assessment tools
- Advancing our understanding of using tools such as rubrics to evaluate student learning
- Producing actionable data and applying it to improve student learning
- Assessing and reporting through the lens of continuous improvement instead of through the fear of failure

Q: How has institutional capacity for assessing student learning changed over time in the Academy?

A: We are maturing from course to program level assessment, and we are using foundational components of good assessment to build meaningful, simplified processes that can produce actionable data. Also, our concept of program has evolved from individual courses to a cohesive curriculum with specific learning outcomes.

Q: What evidence do you have that the Academy work is improving student learning? If needed, how might you go about collecting this evidence?

A: Our accomplishments are clear evidence that Academy work is leading to the improvement of student learning. Currently, most of our program action plans relate to process improvements, which is typical at this stage. However, there are examples of program level improvements that demonstrate the utilization of actionable data, such as combining the developmental reading and writing courses into one effective course that supplements the curriculum. The Nursing Program replaced the required CHEM 1025 with CHEM 1115 in the curriculum to improve student success. During curriculum mapping, the decision was made to separate criminal justice from the History, Political Science, & Pre-Law Program because there was not a shared common core. Also, Allied Health decided to add Personal Health and Wellness to the curriculum as an elective since it supports program outcomes. After a review of the HPER degree plan, the program proposed five course sequencing changes reflected in all four semesters of the student journey. All accomplishments and improvements are well documented and utilized in internal and external reporting.

Q: Sharing Promising Practices at the Results Forum

During the upcoming Results Forum, your Academy team will have the opportunity to share your progress, successes, and lessons learned outlined in the Impact Report Part 1 with institutions attending the Academy Roundtable and Midpoint Roundtable. See more details for the ***Sharing Promising Practices*** (/assets/1/6/2021_Assessment_Academy_Sharing_Promising_Practices.pdf) session. Post your team's handout by attaching a file in response to this question. Your team's handout will be shared as part of the Academy event materials.

A: Attached is our team handout.

Reviewed by **Kelly Kellogg** on 10/17/2021 04:24 PM.