1. M. Carla Carr, Asst. Professor Fine Art

2. **Open Pathway Workshop - Year 4 Focus** (for institutions with Year 4 reviews in 2015-16 & 2016-17)

**T-SAT-0115-c**

**Grand C–F**

East Tower **•** Gold Level

**The Quality Initiative in the Open Pathway**

Using examples from pioneer institutions, this session features the most common approaches and topics for Quality Initiatives to date. A quick overview

of the process and options then highlights of the different ways institutions might customize their QI experience to the greatest benefit for their

institution. A practical set of tips and steps conclude the session.

*Lynn Priddy, Vice President for Accreditation Services, Higher Learning Commission*

**G-SUN-0100-e**

**Crystal B**

West Tower **•** Green Level

**Mission Possible: Aligning Assessment’s Purpose with your Institution’s Mission\***

Assessment will not be effective if it is not aligned with the mission of your institution. In this session, we use examples to explore different types of

institutional approaches to learning and discuss how to align assessment with those different approaches.

*Jeremy D. Penn, Director, University Assessment and Testing; John Hathcoat, Data Analyst, Oklahoma State University*

**Keyword(s):** Assessment of Student Learning; Mission; Quality Improvement

**Target audience:** Assessment leaders who face challenges using assessment to make institutional improvements.

3. The main outcomes of the session 1 were the various pathways, the writing for the criterion, the Standard Policies and the procedures for documenting and posting results of your institutions assessment activities while in the Open Pathway. I thought some of the most important/groundbreaking points were that HLC is not interested in lengthy statements about what we are doing in regards to assessment. They are interested in genuine integration of strategy, implementation, innovation, continuity and collaboration. They want the institution to state simply where we have been, where we are at and where we are going in regards to our Assessment efforts at the college.

The main outcomes of session 2 were the aligning of Assessment’s purpose with the institution’s mission. I could appreciate this session because it gave the tie in back to what is the mission or purpose of the college. This is the heart of what the institution says that it is about and how do we relate that into the assessment of student learning outcomes. The alignment of the mission and assessment helps to clearly identify the type of student that is graduating from our institution. Some of the most important points were the various types of institution’s which exist specifying the area of interest such as: global, research, holistic, business, classical, community etc. This let’s one know that the mission is tied to whomever are the most important stakeholder’s for that given institution.

4. These sessions relate to teaching, learning and assessment by speaking to the collection of data, the alignment of the institution’s mission or core values with assessment. In session 1, the emphasis is on the documenting process, the criterion for completion and the agency’s policies. Session 1 related to resources, planning, and institutional effectiveness. /we covered information for one to give careful consideration to whether we as an institution were creating resources, structures and processes in place to sufficiently fulfill our mission and improve the quality of our educational offerings. This session helped to close the loop for me in regards to the use of data collection and transparency. Some of the other important aspects were:

Assessment and improvement of student learning

Appropriateness of degree programs differentiated learning goals

Student retention, persistence and completion

Co-curricular programs appropriate to the institution, its mission, and its students

Effective advising, preparation and placement of students

Appropriate transcription and awareness of credit; program; and course rigor

1. **MISSION**

Institution’s mission is clear and articulated publicly; it guides the institution

2. **INTEGRITY**

Ethical and Responsible Conduct:

Communicates clearly and publicly

3. **TEACHING & LEARNING**

Quality, Resources and Support:

The environment is questioned wherever and however its offerings are delivered

4. **TEACHING & LEARNING**

Evaluation and improvement:

What are your systems of evaluation, educational program, learning environment, support services and effectiveness?

5. **ORGANIZING YOUR EFFORT**

What Works and How?

5. Session 1: How we can help document that learning is taking place:

This information will be helpful for the writing of the **Assurance Argument Effort**

1. **Start Early**
2. **Estimate how many people you will need**
3. **Organize**
4. **Use the Collaborative Portal**
5. **Set Goal**
6. Aim High
7. Take Risks
8. Learn from successes or failures
9. Strive for significant impact
10. Seriousness of Understanding
11. Genuine Commitment

  **6**. **Key Questions**:

 a. What are you already doing?

 b. What would make a significant difference?

 c. What would faculty, staff and students say needs serious attention at the institution?

 d. What matters the most?

 *The art of looking around…*

 *Something to build on*

 *Something that needs energy*

 *Something to be accelerated…a practice*

 Session 2: Actionable Item:

 “Clickers” were utilized during the session.

I could really appreciate the use of the clickers and having active participation. It helped to keep the audience engaged, promoted participation from all in an non-threatening way and provided immediate feedback. These are all very useful classroom assessment tools that I intend to incorporate in my classes for next year. I immediately came back to OHC and spoke with Elissa Tobin about my excitement of the possibilities of utilizing the clickers in classroom assessments for Fall 2013. I have started using them for the end of my Spring 2013 class just as a polling measure. I will continue to work with Ms. Tobin this summer to fully integrate and change my courses to use this form of technology as a summative assessment for my students. This seemed like such a small thing, yet I am always seeking ways in which I can improve upon my skill and knowledge in order to better engage our students. I would be willing to share in a workshop my experiences with incorporating technology in the classroom.