Exploring the Assessment Multiverse

Assessment Beyond Accreditation

Carl Albert State College

Assessment has always been skill-focused

Starting point

1

Identify

what students should know and be able to do

2

Locate

where those skills are developed

3

Assess

whether students can demonstrate them

4

Improve

use the results to improve student learning

> **Yet the work is usually seen through one lens: accreditation.**
>
> Processes stayed separate from one another, and their value was not always visible to the people doing the work.

THE QUESTION

Can assessment of student learning be recognized and used as an effective tool for workforce alignment?

> Assessment already provides evidence of the skills students are developing. Can those existing processes make the skills more visible, intentional, and relevant to students beyond the classroom?

Where this session goes

01	**Two projects begin**	Durable skills and discipline-specific skills, explored separately
02	**Each one outgrows its silo**	General education joins EVG; micro-credentialing opens up the whole program architecture
03	**The paths converge**	The T-shaped learner: depth plus transfer
04	**Assessment beyond accreditation**	The same evidence answers bigger questions

Two projects began at the same time, from different directions

The Exceptional Viking Graduate

Durable skills

Started in co-curricular assessment, looking across the whole student experience.

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Micro-Credentialing

Discipline-specific skills

Started in academic program assessment, looking down through a single program.

Both centered on the same thing: making the skills students develop visible and intentional.

01

The Exceptional Viking Graduate

Durable skills

Co-curricular assessment had become a silo

Where we started

Co-curricular learning

no meaningful connection

Academic learning

So we asked a larger question

Can we identify, assess, and make visible the durable skills students develop across their entire CASC experience?

EVG makes durable skills visible, intentional, and connected

A framework for skills students already develop across the student experience

Visible

Name the durable skills students are already developing

Intentional

Design experiences so those skills are developed on purpose

Connected

Link learning across the whole student experience, not by silo

Co-curricular learning is not separate from academic learning — EVG gives both a shared frame.

General education was running as a separate process

Another silo, holding the same kind of evidence

General education assessment

Several general education outcomes are the same durable skills EVG is exploring — communication, critical thinking, digital literacy.

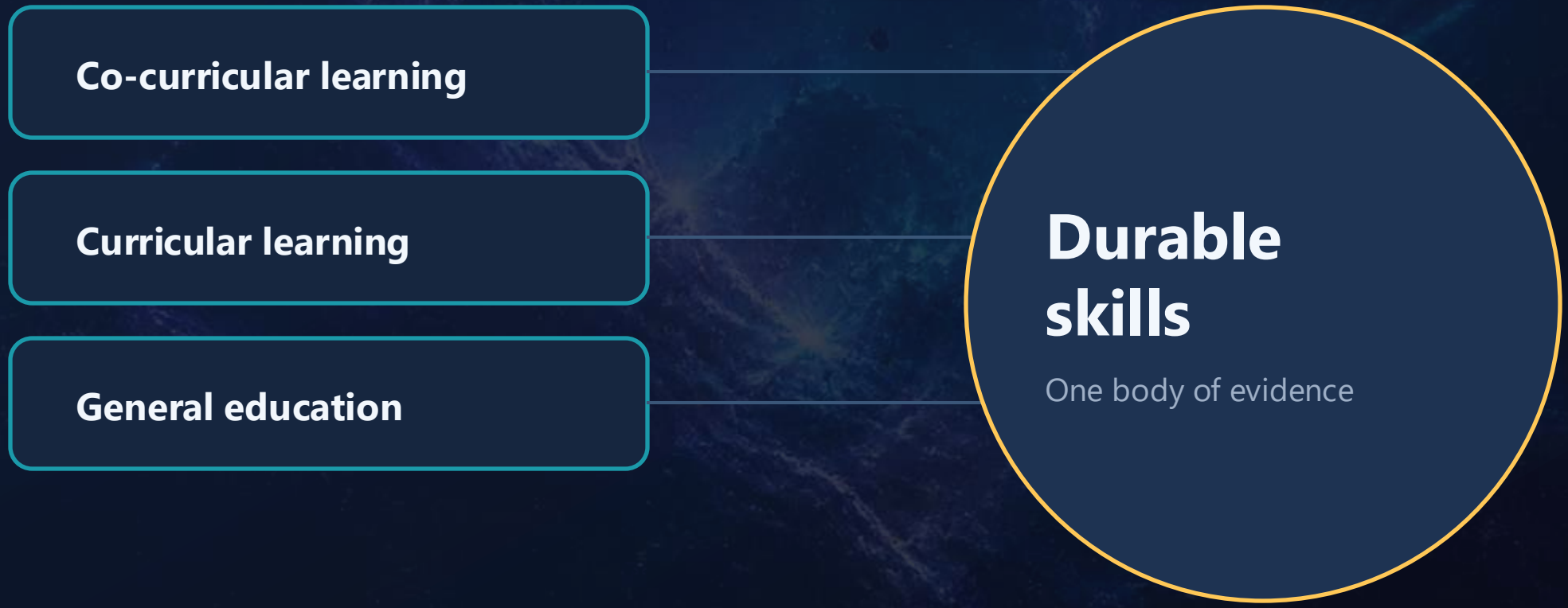
EVG framework

Already built to identify and assess durable skills across the student experience.

The next question

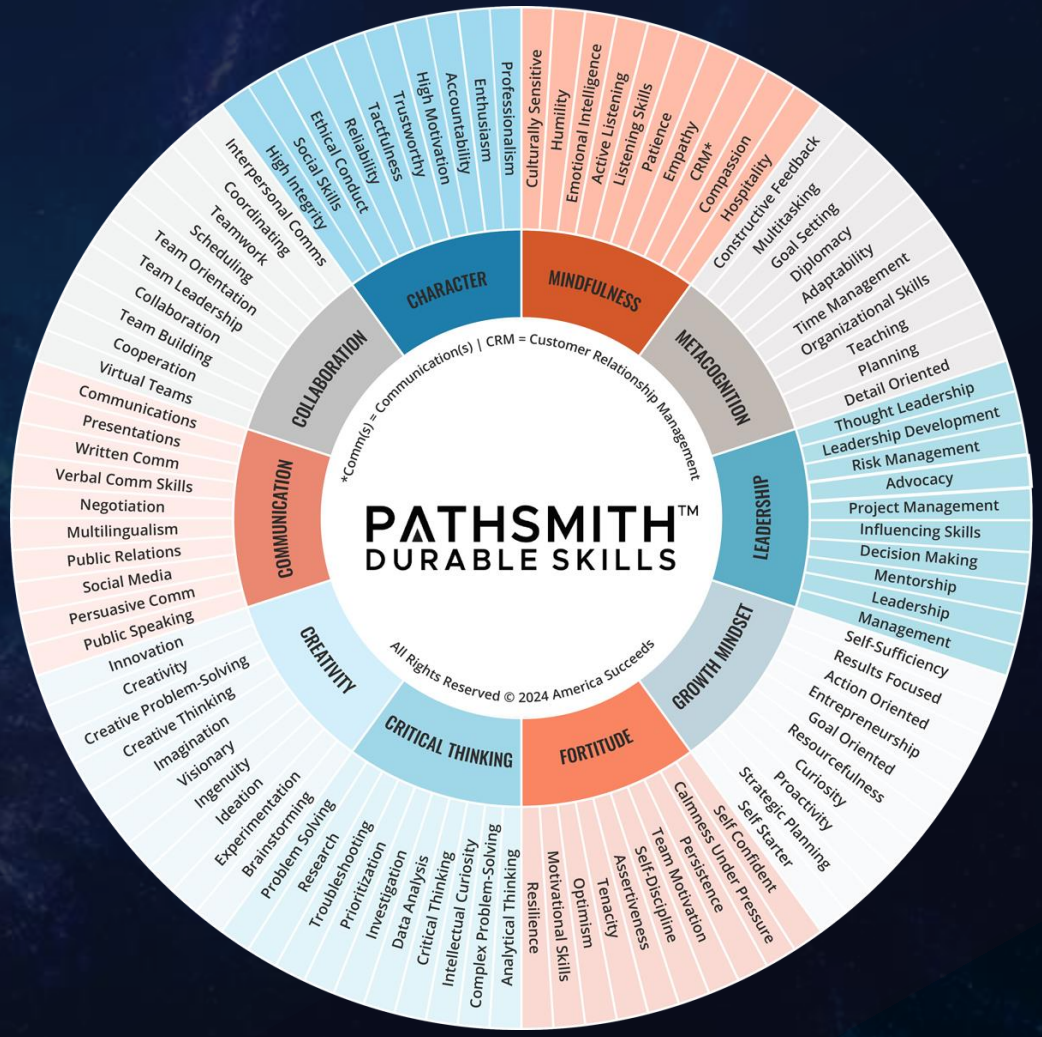
Can general education assessment contribute evidence of durable skill development inside the EVG framework?

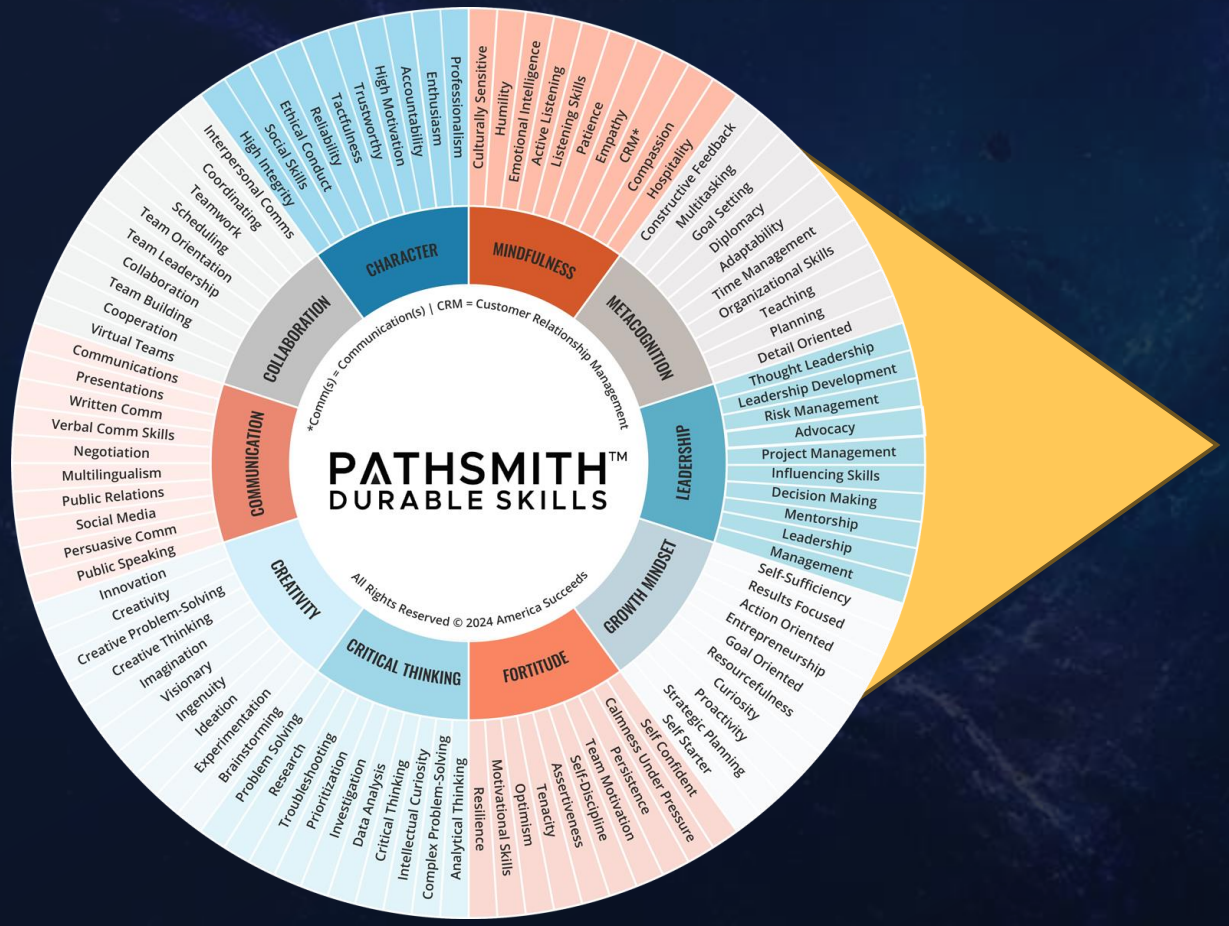
Three sources of evidence, one picture of durable skills



Evidence that was scattered across three processes now describes the same student.

Institution-wide commitment to helping students **develop, demonstrate,** and **communicate** in-demand and high-value durable skills.





Top 10 EVGs

3 Year Review and Update Cycle

- Data Sources
  - Durable Skills Framework
  - Lightcast (BLS)
  - Faculty perceptions
  - Staff perception
  - Employer perceptions
  - Community perceptions
  - Stakeholder group perspectives and determinations



Key Inputs and Perspectives

Faculty

Staff

Employers

What are the current EVG *candidates*?

- Communication
- Management
- Leadership
- Problem Solving
- Written Communication
- Detailed Oriented
- Planning
- Interpersonal Relationships
- Teamwork
- Critical Thinking
- Character
- Contextual Awareness
- Critical Reasoning
- Digital Literacy

Focus Group to Determine Top 10 EVGs

02

Micro-Credentialing

Discipline-specific skills

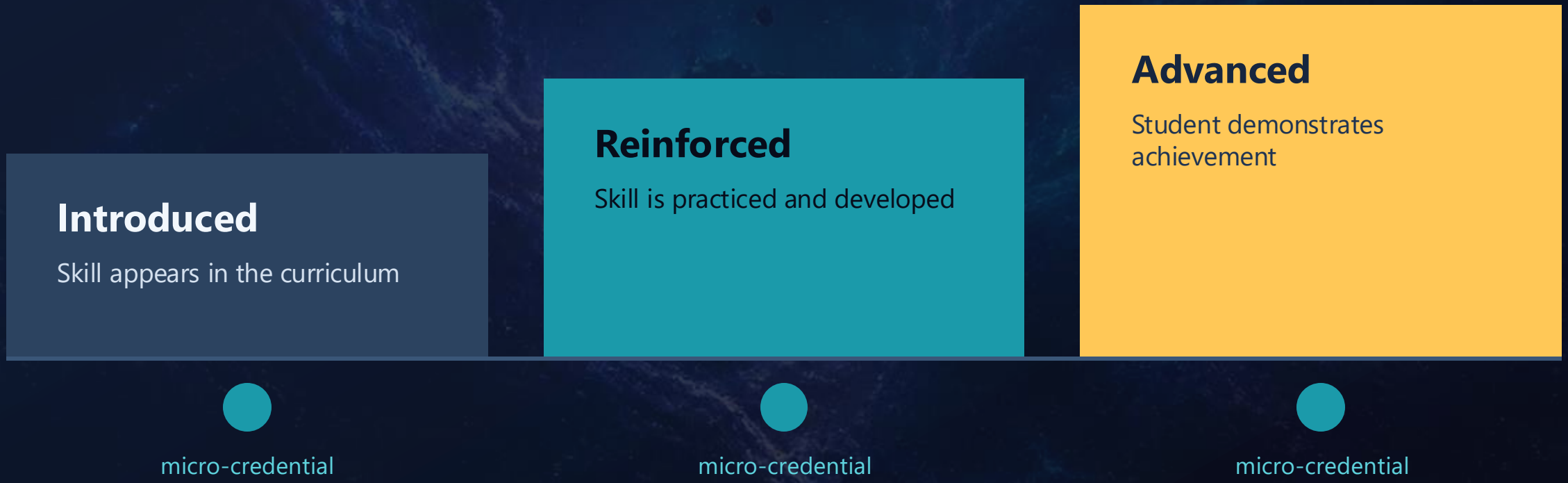
THE QUESTION

Can the skills we already assess make progression visible to students — and recognize what they can actually do?

> Academic program assessment has always focused on the discipline-specific skills students are expected to develop. The evidence exists; students rarely see it.

Curriculum maps show a progression students never see

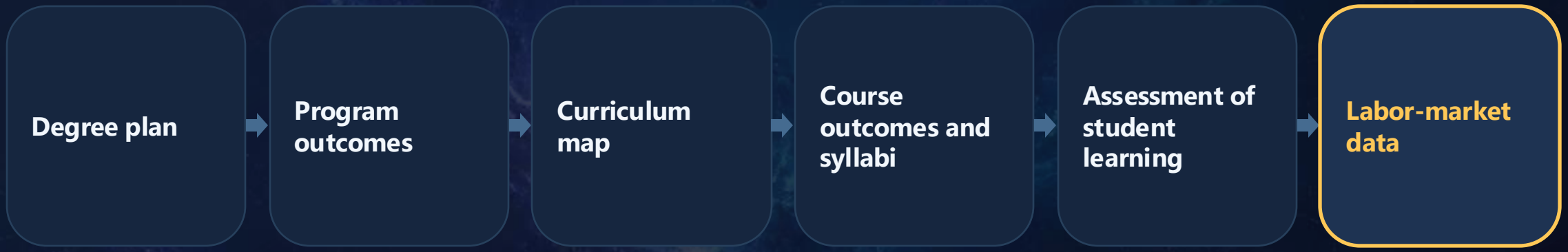
Making skill development visible



Rather than recognizing course completion alone, micro-credentials recognize the skills students demonstrate along the way.

Micro-credentialing opened up the whole program

Looking across the **program architecture**



Seen together, these pieces answer questions that assessment data alone cannot.

The external source — labor-market data — is what turns an internal review into an alignment check.

The crosswalk traces a skill from promise to labor market

Workforce crosswalks

- What we say students will learn
- Where those skills are developed
- How skill development progresses
- Where and how those skills are assessed
- **How those skills align with workforce expectations**

What it changes

Assessment stops being a check on whether an outcome was met. It becomes evidence for strengthening outcomes and integrating industry-valued skills into the curriculum.

Gaps are findings, not failures — they show where the curriculum and workforce expectations diverge.

Two paths converge

Both projects begin moving toward the same purpose



Different skills, the same four questions

Micro-credentialing

Discipline-specific skills

Visible → Intentional → Recognized → Workforce-aligned

- What can students actually do in their field?
- Where are those skills developed?
- How do they progress through the curriculum?
- Do they align with workforce expectations?

Exceptional Viking Graduate

Durable skills

Visible → Intentional → Connected

- What durable skills are students developing?
- Where are they developed across CASC?
- Where does the evidence come from?
- Can students articulate the skills they develop?

Together they describe a T-shaped learner



The horizontal bar

Transferable skills that let students apply what they know across environments, roles, and situations. Co-curricular, curricular, and general education provide the evidence.

The vertical bar

Depth of knowledge and skill within the academic program. Academic program assessment provides the evidence.

Durable skills are not separate from discipline-specific skills. They are how students apply them.

Four processes, four views of the same student

Bringing the assessment multiverse together

Academic program assessment

Discipline-specific skill development

General education assessment

Durable skills through general education

One student

Co-curricular assessment

Durable skills beyond the classroom

Workforce data

External check on whether skills align

The same evidence answers much bigger questions

Assessment has always asked

Did students achieve the learning outcome?

Same evidence. More questions it can answer.

- What skills are students developing?
- Where are those skills developed?
- How do they progress across the experience?
- Can students see and articulate them?
- Can we recognize what students can do?
- Do they align with workforce expectations?
- Where are the gaps?
- What should we change based on what we learn?

Connected evidence, not another assessment process

Where the exploration is taking us

Visible

Intentional

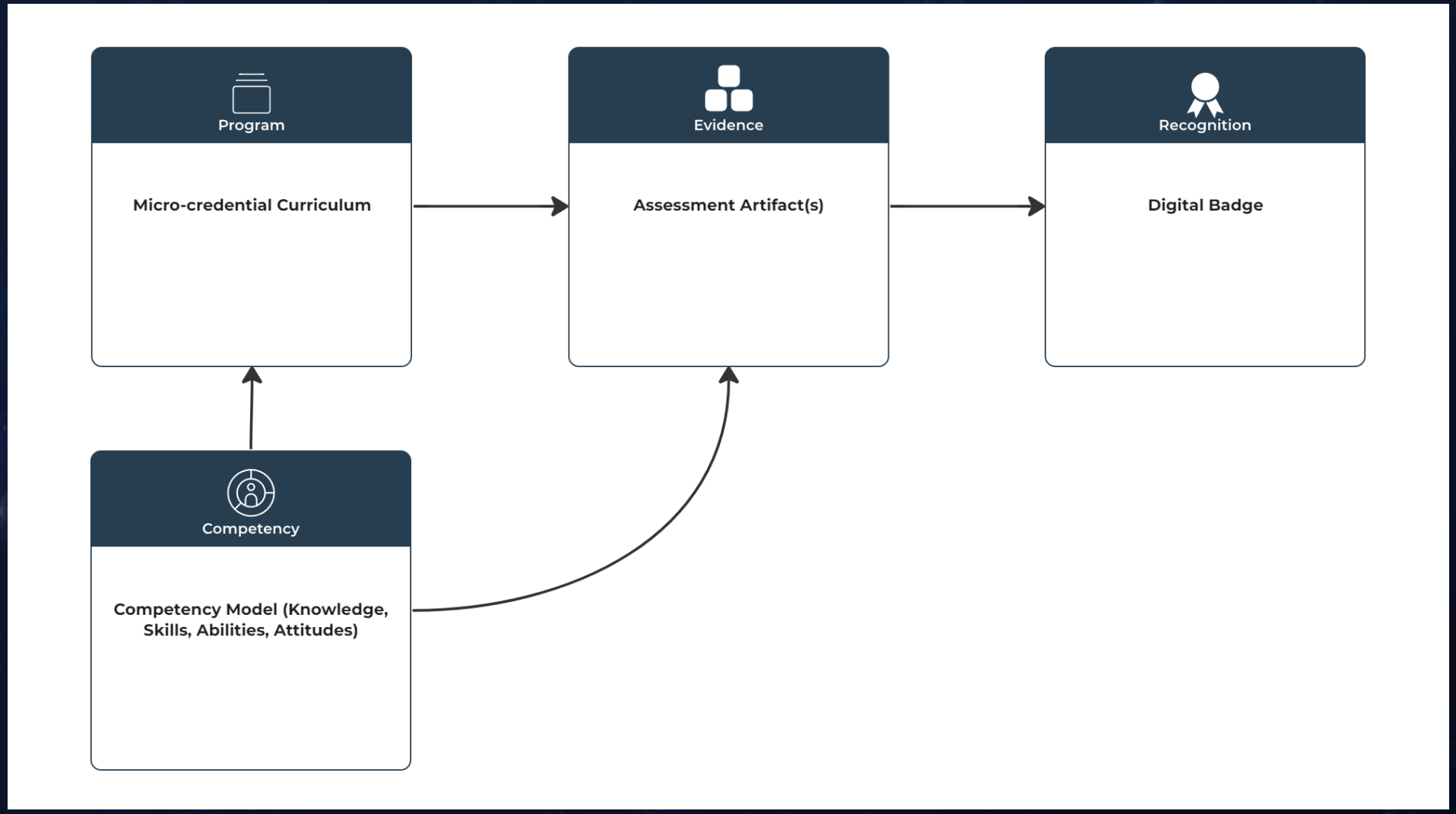
Connected

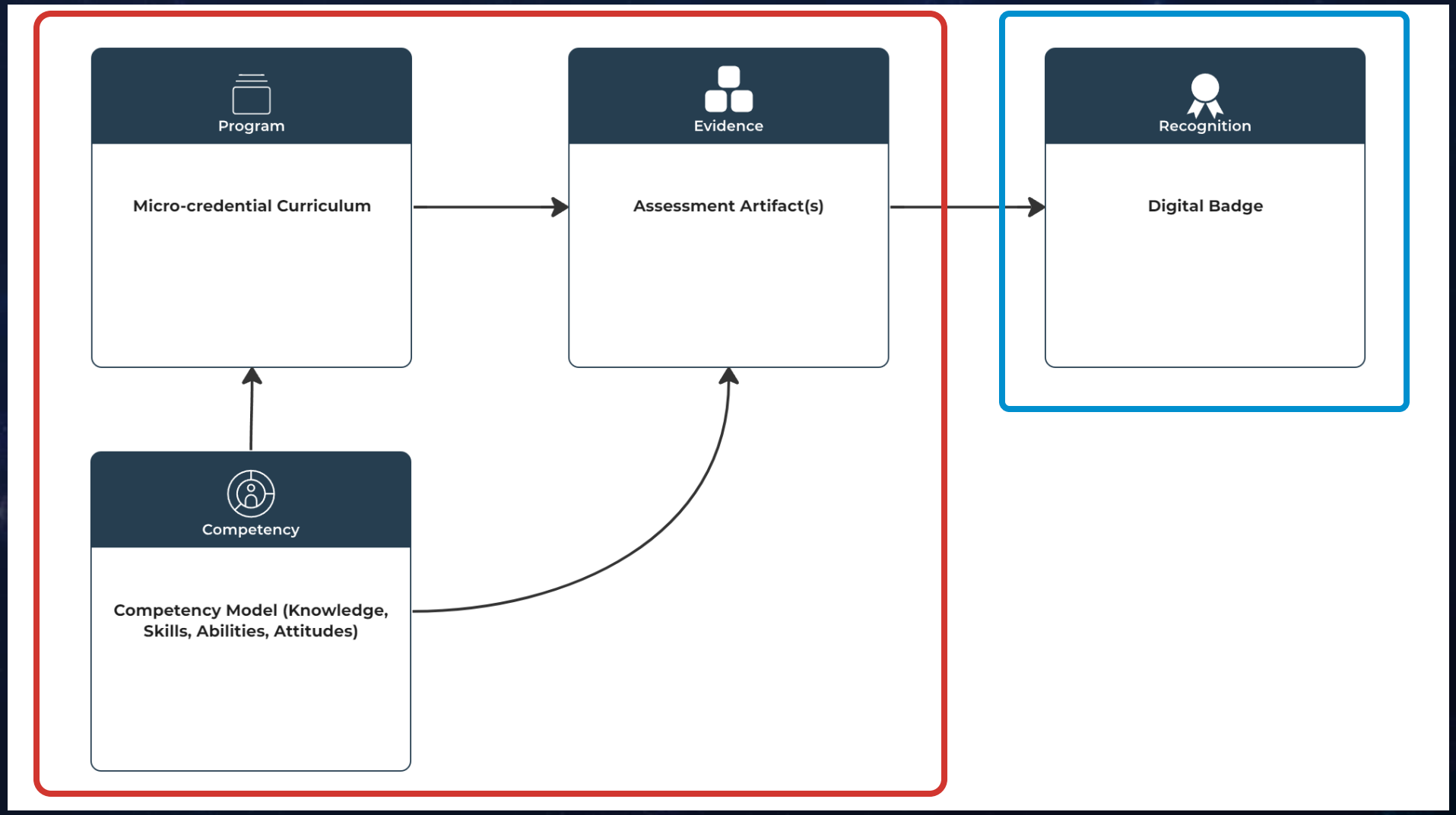
Relevant

Through EVG, micro-credentialing, and workforce alignment, we are exploring what becomes possible when assessment evidence is connected rather than siloed.

> **Assessment becomes more than evidence that learning occurred — it becomes a tool for connecting student learning with workforce readiness.**

Creating a Shared Design Language




Program
Micro-credential Curriculum
Evidence
Assessment Artifact(s)
Recognition
Digital Badge
Competency
Competency Model (Knowledge, Skills, Abilities, Attitudes)

Program Planning Canvas

PERSONAS

Who is the target audience for the micro-credential?

VALUE

What value does it create for the audience?

KNOWLEDGE

What should people know?

SKILLS

What should people be able to do?

1

RECOGNITION

How is successful achievement of the micro-credential recognized?

2

EVIDENCE

What do people create to demonstrate their proficiency?

DRIVERS

Why is the micro-credential needed?

SOLUTION

How is the micro-credential delivered to the audience?

ABILITIES

What innate capacities do people need to have?

ATTITUDES

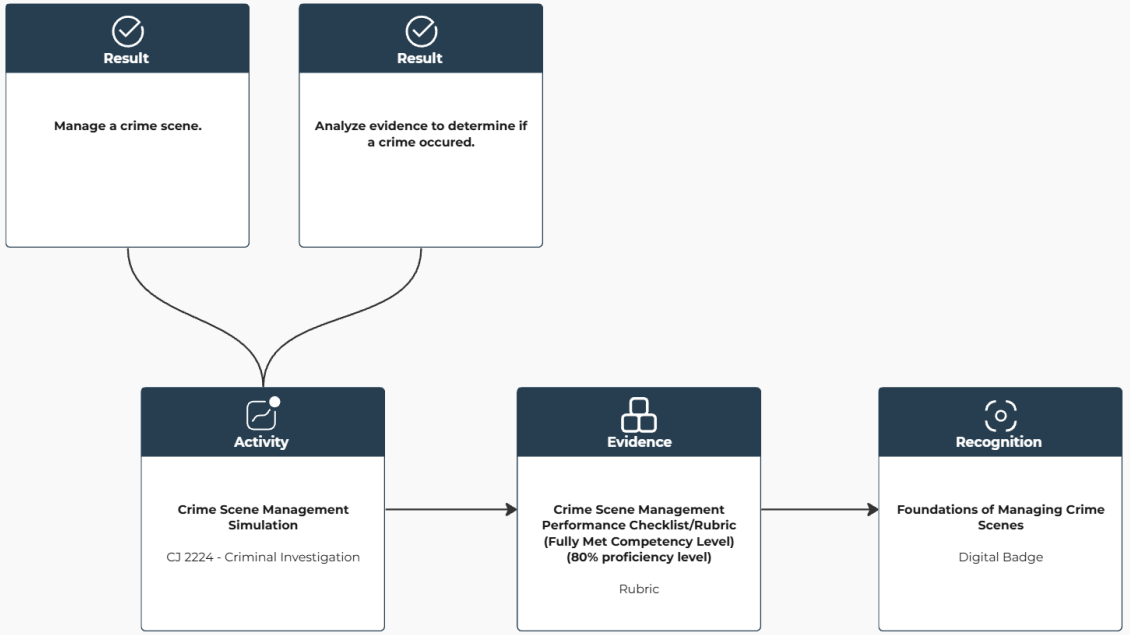
What attitudes do people need to have?

Project:	Designed for:	Designed by:	Date:

ClearKinetic

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Experiential (Simulation)



Foundations of Managing Crime Scenes

Issued by Carl Albert State College

Validation · Foundational · Days · Paid

Earners of this badge have demonstrated foundational competencies in crime scene management through simulation. This credential prepares professionals for roles in law enforcement, criminal investigation, and forensic science. Included in CJ 2224 - Criminal Investigation.

Learn more

Earning Criteria

- Learners must be currently enrolled and successfully complete the Crime Scene Management Simulation (CJ 2224 – Criminal Investigation) by achieving an 80% or higher on the Crime Scene Management Performance Checklist/Rubric. Competencies include: the ability to manage crime scenes following professional protocols; the ability to apply ethical standards in evidence handling and documentation; and the ability to analyze evidence to determine if a crime occurred.

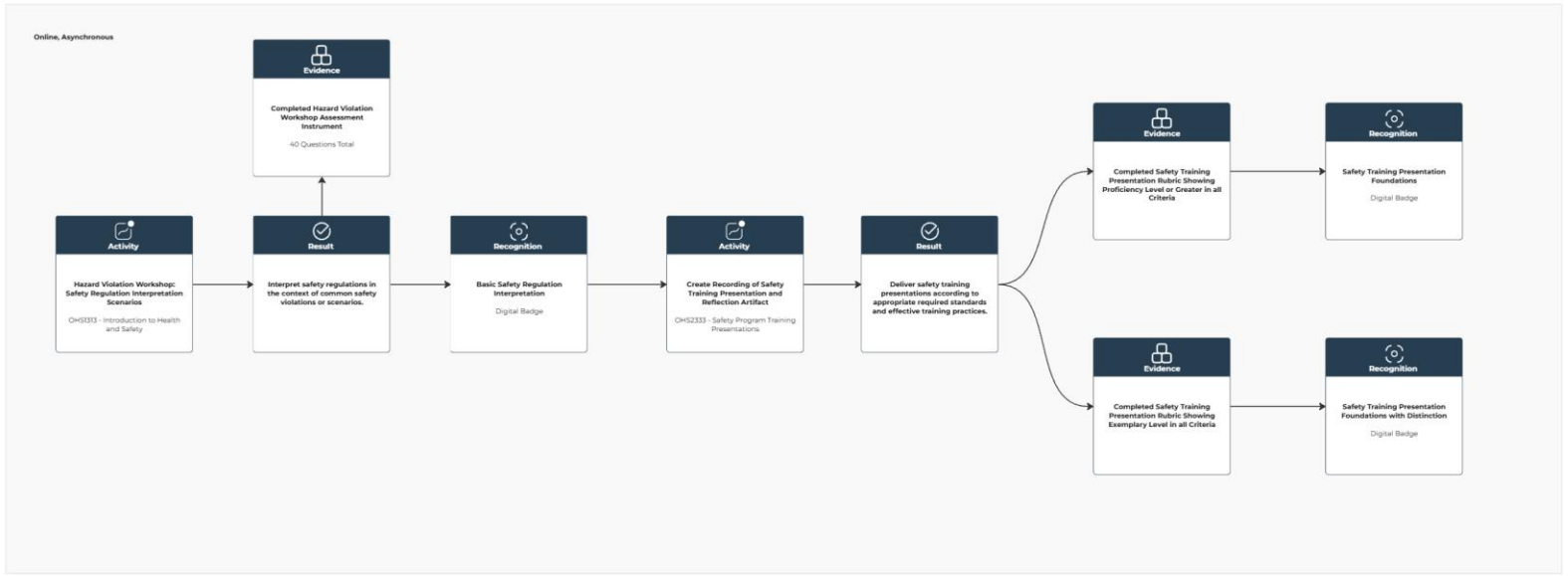
Skills

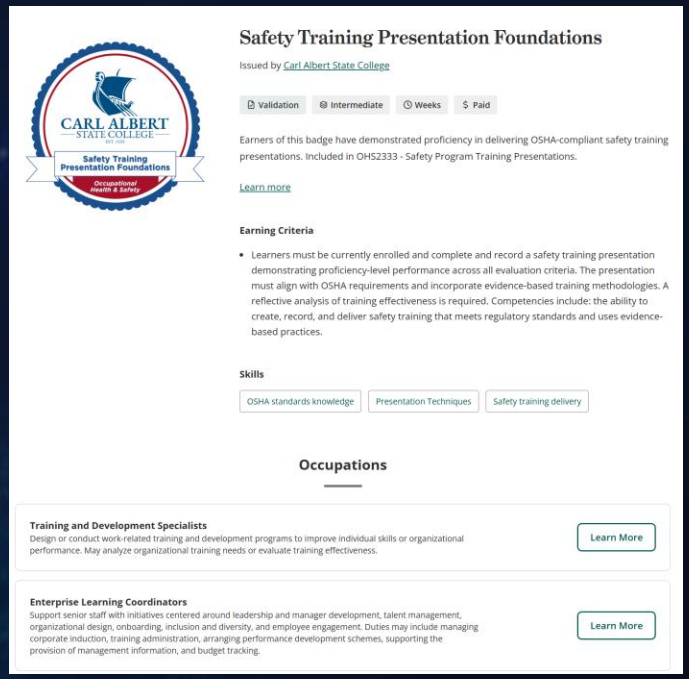
Application of ethical standards in criminal justice · Chain of custody procedures · Crime scene analysis and evaluation · Crime scene management and preservation · Evidence collection and documentation · Professional conduct at crime scenes

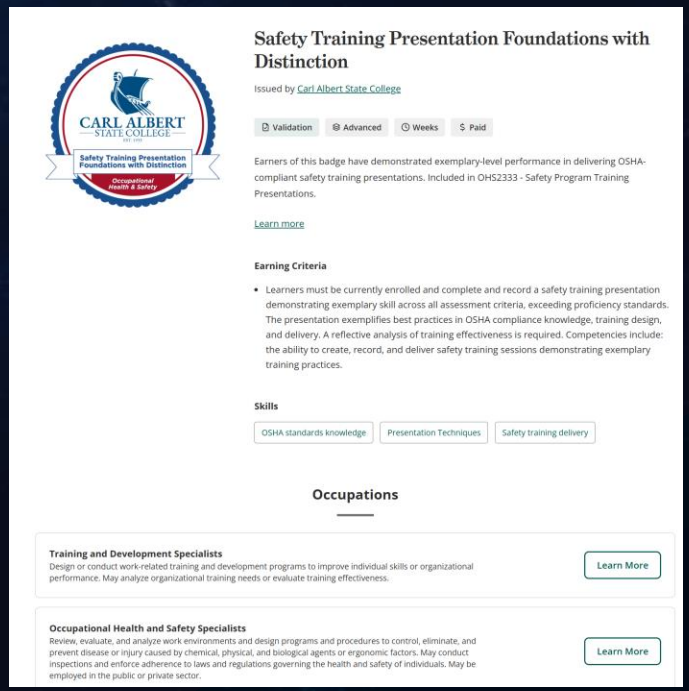
Occupations

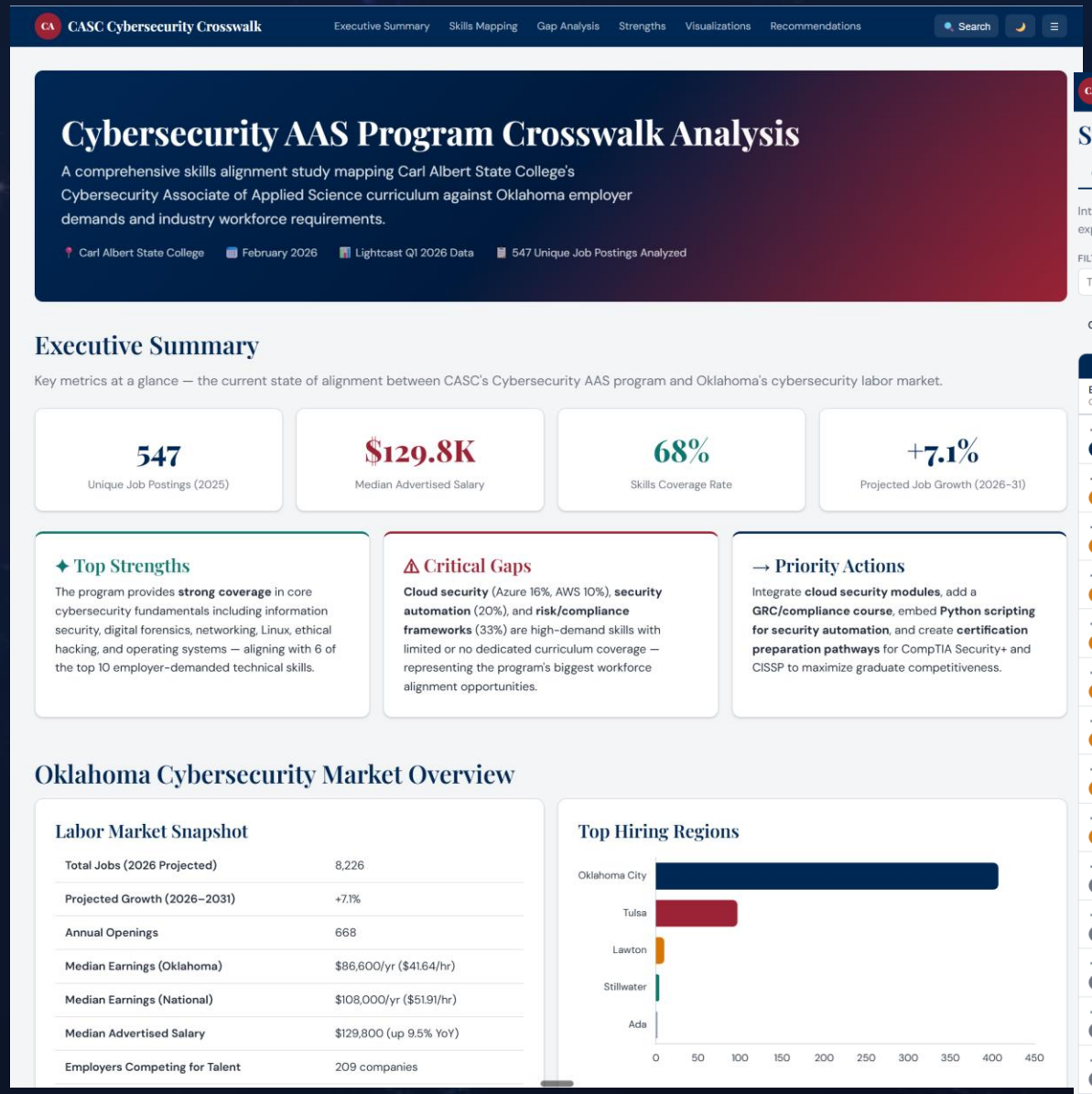
Police Identification and Records Officers
Collect evidence at crime scenes, classify and identify fingerprints, and photograph evidence for use in criminal and civil cases.
Learn More

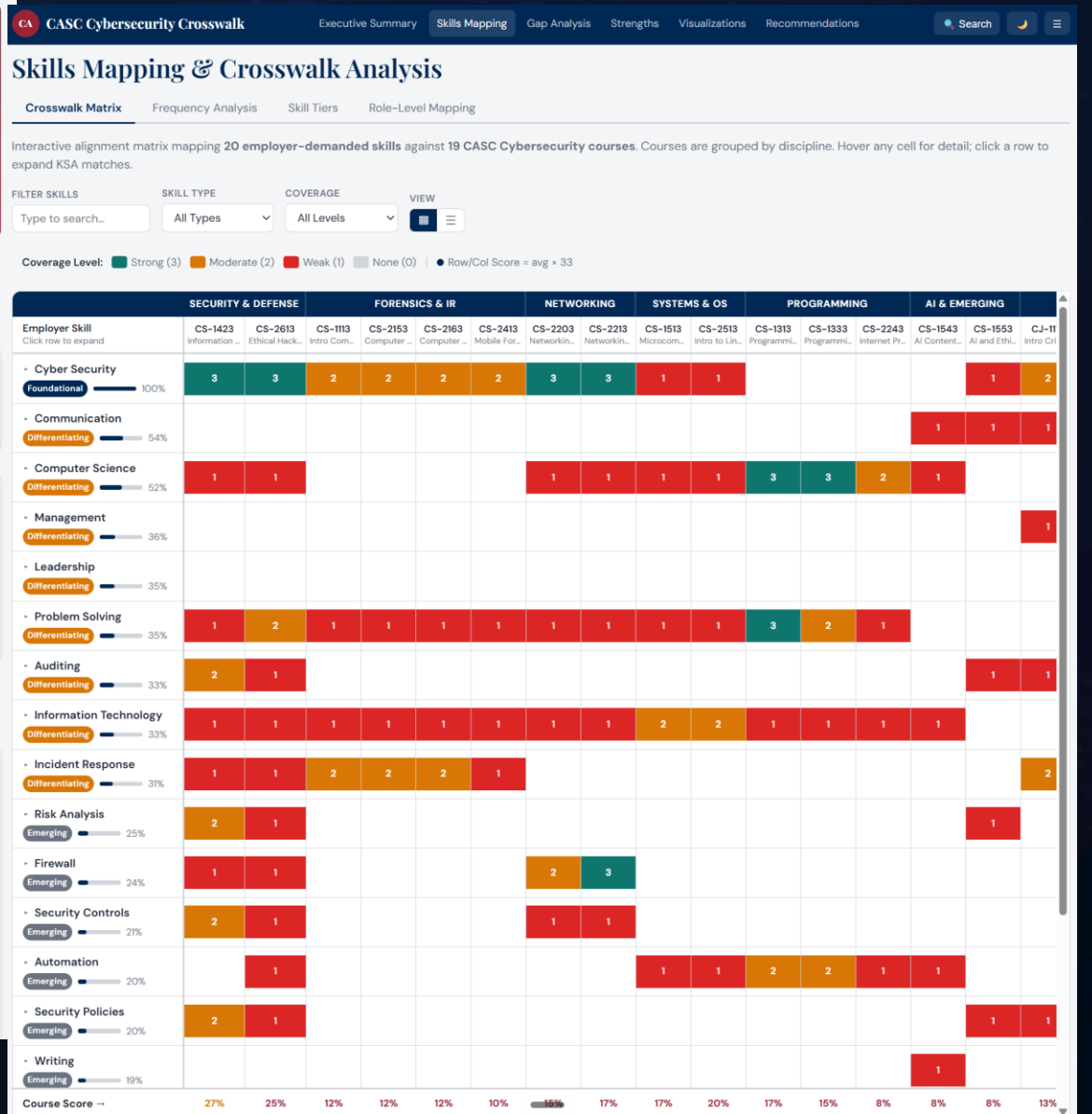
Police Managers
Learn More


Online, Asynchronous
Evidence
Completed Hazard Violation Workshop Assessment Instrument
40 Questions Total
Activity
Hazard Violation Workshop: Safety Regulation Interpretation Scenarios
OHS3313 - Introduction to Health and Safety
Result
Interpret safety regulations in the context of common safety violations or scenarios.
Recognition
Basic Safety Regulation Interpretation
Digital Badge
Activity
Create Recording of Safety Training Presentation and Reflection Artifact
OHS2333 - Safety Program Training Presentations
Result
Deliver safety training presentations according to appropriate required standards and effective training practices.
Evidence
Completed Safety Training Presentation Rubric Showing Proficiency Level or Greater in all Criteria
Recognition
Safety Training Presentation Foundations
Digital Badge
Evidence
Completed Safety Training Presentation Rubric Showing Exemplary Level in all Criteria
Recognition
Safety Training Presentation Foundations with Distinction
Digital Badge


Safety Training Presentation Foundations
Issued by Carl Albert State College
Validation
Intermediate
Weeks
Paid
Earners of this badge have demonstrated proficiency in delivering OSHA-compliant safety training presentations. Included in OHS2333 - Safety Program Training Presentations.
Learn more
Earning Criteria
Learners must be currently enrolled and complete and record a safety training presentation demonstrating proficiency-level performance across all evaluation criteria. The presentation must align with OSHA requirements and incorporate evidence-based training methodologies. A reflective analysis of training effectiveness is required. Competencies include: the ability to create, record, and deliver safety training that meets regulatory standards and uses evidence-based practices.
Skills
OSHA standards knowledge
Presentation Techniques
Safety training delivery
Occupations
Training and Development Specialists
Design or conduct work-related training and development programs to improve individual skills or organizational performance. May analyze organizational training needs or evaluate training effectiveness.
Learn More
Enterprise Learning Coordinators
Support senior staff with initiatives centered around leadership and manager development, talent management, organizational design, onboarding, inclusion and diversity, and employee engagement. Duties may include managing corporate induction, training administration, arranging performance development schemes, supporting the provision of management information, and budget tracking.
Learn More


Safety Training Presentation Foundations with Distinction
Issued by Carl Albert State College
Validation
Advanced
Weeks
Paid
Earners of this badge have demonstrated exemplary-level performance in delivering OSHA-compliant safety training presentations. Included in OHS2333 - Safety Program Training Presentations.
Learn more
Earning Criteria
Learners must be currently enrolled and complete and record a safety training presentation demonstrating exemplary skill across all assessment criteria, exceeding proficiency standards. The presentation exemplifies best practices in OSHA compliance knowledge, training design, and delivery. A reflective analysis of training effectiveness is required. Competencies include: the ability to create, record, and deliver safety training sessions demonstrating exemplary training practices.
Skills
OSHA standards knowledge
Presentation Techniques
Safety training delivery
Occupations
Training and Development Specialists
Design or conduct work-related training and development programs to improve individual skills or organizational performance. May analyze organizational training needs or evaluate training effectiveness.
Learn More
Occupational Health and Safety Specialists
Review, evaluate, and analyze work environments and design programs and procedures to control, eliminate, and prevent disease or injury caused by chemical, physical, and biological agents or ergonomic factors. May conduct inspections and enforce adherence to laws and regulations governing the health and safety of individuals. May be employed in the public or private sector.
Learn More


CASC Cybersecurity Crosswalk
Executive Summary
Skills Mapping
Gap Analysis
Strengths
Visualizations
Recommendations
Search
Cybersecurity AAS Program Crosswalk Analysis
A comprehensive skills alignment study mapping Carl Albert State College's Cybersecurity Associate of Applied Science curriculum against Oklahoma employer demands and industry workforce requirements.
Carl Albert State College
February 2026
Lightcast Q1 2026 Data
547 Unique Job Postings Analyzed
Executive Summary
Key metrics at a glance — the current state of alignment between CASC's Cybersecurity AAS program and Oklahoma's cybersecurity labor market.
547
Unique Job Postings (2025)
$129.8K
Median Advertised Salary
68%
Skills Coverage Rate
+7.1%
Projected Job Growth (2026-31)
✦ Top Strengths
The program provides strong coverage in core cybersecurity fundamentals including information security, digital forensics, networking, Linux, ethical hacking, and operating systems — aligning with 6 of the top 10 employer-demanded technical skills.
⚠ Critical Gaps
Cloud security (Azure 16%, AWS 10%), security automation (20%), and risk/compliance frameworks (33%) are high-demand skills with limited or no dedicated curriculum coverage — representing the program's biggest workforce alignment opportunities.
→ Priority Actions
Integrate cloud security modules, add a GRC/compliance course, embed Python scripting for security automation, and create certification preparation pathways for CompTIA Security+ and CISSP to maximize graduate competitiveness.
Oklahoma Cybersecurity Market Overview
Labor Market Snapshot
Total Jobs (2026 Projected) 8,226
Projected Growth (2026–2031) +7.1%
Annual Openings 668
Median Earnings (Oklahoma) $86,600/yr ($41.64/hr)
Median Earnings (National) $108,000/yr ($51.91/hr)
Median Advertised Salary $129,800 (up 9.5% YoY)
Employers Competing for Talent 209 companies
Top Hiring Regions
Oklahoma City
Tulsa
Lawton
Stillwater
Ada
0
50
100
150
200
250
300
350
400
450


CASC Cybersecurity Crosswalk
Executive Summary
Skills Mapping
Gap Analysis
Strengths
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Recommendations
Search
Skills Mapping & Crosswalk Analysis
Crosswalk Matrix
Frequency Analysis
Skill Tiers
Role-Level Mapping
Interactive alignment matrix mapping 20 employer-demanded skills against 19 CASC Cybersecurity courses. Courses are grouped by discipline. Hover any cell for detail; click a row to expand KSA matches.
FILTER SKILLS
Type to search...
SKILL TYPE
All Types
COVERAGE
All Levels
VIEW
Coverage Level: Strong (3) Moderate (2) Weak (1) None (0) | Row/Col Score = avg × 33
SECURITY & DEFENSE
FORENSICS & IR
NETWORKING
SYSTEMS & OS
PROGRAMMING
AI & EMERGING
Employer Skill
Click row to expand
CS-1423 Information ...
CS-2613 Ethical Hack...
CS-1113 Intro Com...
CS-2153 Computer ...
CS-2163 Computer ...
CS-2413 Mobile For...
CS-2203 Networkin...
CS-2213 Networkin...
CS-1513 Microcom...
CS-2513 Intro to Lin...
CS-1313 Programmi...
CS-1333 Programmi...
CS-2243 Internet Pr...
CS-1543 AI Content...
CS-1553 AI and Ethi...
CJ-11 Intro Cri
Cyber Security Foundational 100%
Communication Differentiating 54%
Computer Science Differentiating 52%
Management Differentiating 36%
Leadership Differentiating 35%
Problem Solving Differentiating 35%
Auditing Differentiating 33%
Information Technology Differentiating 33%
Incident Response Differentiating 31%
Risk Analysis Emerging 25%
Firewall Emerging 24%
Security Controls Emerging 21%
Automation Emerging 20%
Security Policies Emerging 20%
Writing Emerging 19%
Course Score →
27% 25% 12% 12% 12% 10% 15% 17% 17% 20% 17% 15% 8% 8% 8% 13%

The Exceptional Viking Graduate

Durable skills

Started in co-curricular assessment, looking across the whole student experience.

+

Micro-Credentialing

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Crosswalk with Education and Workforce

Where could this go on your campus?

Discussion

Carl Albert State College