

CLOSING THE LOOP: SHAREPOINT OUT, TASKSTREAM IN!

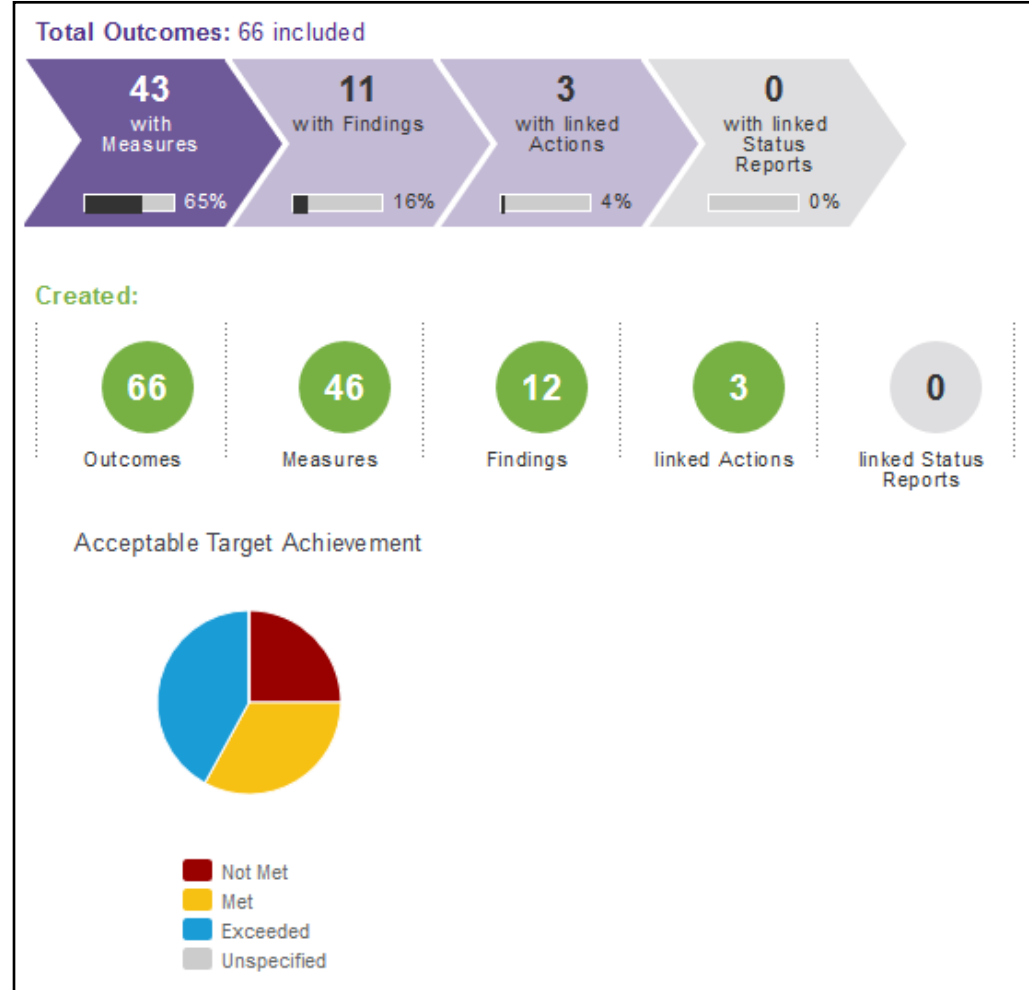
"Dream until your dreams come true." Aerosmith

Faculty and Staff are finishing CTL assessments in SharePoint and opening new CTL assessments in Taskstream this year. At the end of the Spring 2018 semester, over 100 CTL assessments were still open for faculty and staff in SharePoint. As of November 25th, there are less than 30 open in SharePoint! Now that's progress! For the 2018-2019 assessment cycle, the goal is to have 100% of new CTL assessments entered in Taskstream. We can do it! If you have questions about how to enter a Closing the Loop in Taskstream, please contact ASL faculty leader Tricia Olinger.

Why does CTL matter? CTL is about assessing the daily impact we have on our students. We want to improve the specific ways we help students learn. As the following figures show, for Closing the Loop 2018-2019, 66 learning outcomes have been selected by faculty, so far, for assessment. Of those outcomes, 43 have the measures identified, 12 have findings entered and 3 have action plans in place.

Note that the action plans were created when the students did not meet or exceed the performance benchmark. Hopefully these informed actions will drive improvement in learning; we will have to wait until the Loops are Closed to see!

If you get into a time machine and fly into the future to ask students ten



to fifteen years from now what they remember about RCTC, they will recall the vivid moments. A staff member who took extra time to help them with registration. A teacher who created a weird, yet memorable, physics lesson.

A Student Life activity that was way cool. Fellow students who became their friends. CTL is about creating those meaningful opportunities and learning experiences for our students.

PERSONAL AND PROFESSIONAL ACCOUNTABILITY (PPA) CORE OUTCOME FEEDBACK SOUGHT

"A man's reach must exceed his grasp, or what's a heaven for?" Robert Browning

The 2018 Fall semester goals for PPA were to reaffirm PPA statements and determine what the assessment tool will be. Feedback sessions were held on Faculty Duty Day, the September PL/DC meeting, and also on October 15th at main campus and November 7th at Heintz Center. Through feedback received at these sessions the PPA core outcome statements have been modified slightly. Here are the finalized PPA statements:

Students will take responsibility as active learners for achieving their educational and personal goals.

- Exhibit honesty and respect
- Know policies and the consequences of one's actions
- Prioritize tasks to maintain balance
- Face experiences and challenges with a positive attitude
- Seek resources and services as needed
- Maintain holistic wellness
- Take pride in self and in one's work

- Demonstrate a professional skill set
- Take responsibility for one's actions and decisions

With regards to what the assessment tool should look like, the feedback received has been to bring back the responsive rubric the college previously used. The 2019 Spring semester goal for PPA is to assess PPA in courses that have identified this core learning outcome on CCOs.

ROCHESTER COMMUNITY AND TECHNICAL COLLEGE'S CULTURE OF ASSESSMENT

JANUARY, 2019

CORE OUTCOMES AND STUDENT DREAMS

"We are such stuff as dreams are made on." William Shakespeare

This is, indeed, true for us here at RCTC. We, as a college, are here to help our students—the future engineers, the veterans, the refugees, the future vets, the transgendered, the single parents, the high school grads, the would-be nurses, and all the rest—achieve their dreams. How do we do that? We use core outcomes.

Core outcomes are the skills we want all of our students to develop during their time at RCTC. We help them develop these skills inside and outside the classroom. We have four core outcomes.

Global Awareness and Diversity Students will demonstrate an understanding of and respect for human diversity through their words and actions.

This outcome was assessed last year and will be assessed this year as well.

Personal and Professional Accountability. Students will take responsibility as active learners for achieving their educational and personal goals.

This outcome will be assessed from 2018 to 2020.

Communication. Students will read, write, speak, and listen professionally.

This outcome will be assessed from 2019 to 2021.

Critical thinking. Students will think systematically by integrating skills and using a variety of appropriate resources and methods.

This outcome will be assessed from 2020 to 2022.

How does assessing these four core outcomes, throughout the college, help students achieve their dreams? These are the skills that employers, and higher education, value the most. In a near future of driverless cars, ubiquitous technology, and rapidly changing job demographics, our students need these skills in order to flourish.

GATEWAY COURSE ASSESSMENT

*"I will study and prepare myself, and someday my chance will come."
—Abraham Lincoln*



If you look at this castle gate, a few things are immediately apparent. It's far away. Crossing the moat is scary. The gate itself is very small. Yet, to get to where you want to go, you need to go through. That's how students feel about our gateway courses. These courses have a large number of students enrolled, such as freshman composition, or serve as pre-requisites for other degrees and programs, such as biology. As educators, we must create valuable learning experiences in these courses for the thousands of students who move through them every year. That's what gateway course assessment is all about.

If you or your department needs help with your gateway course assessment, get in touch with Tricia Olinger or any member of the Assessment of Student Learning Committee. They would be glad to help you.



RESULTS FROM THE SPRING 2018 GLOBAL AWARENESS AND DIVERSITY ASSESSMENT

"What happens to a dream deferred?"
Langston Hughes

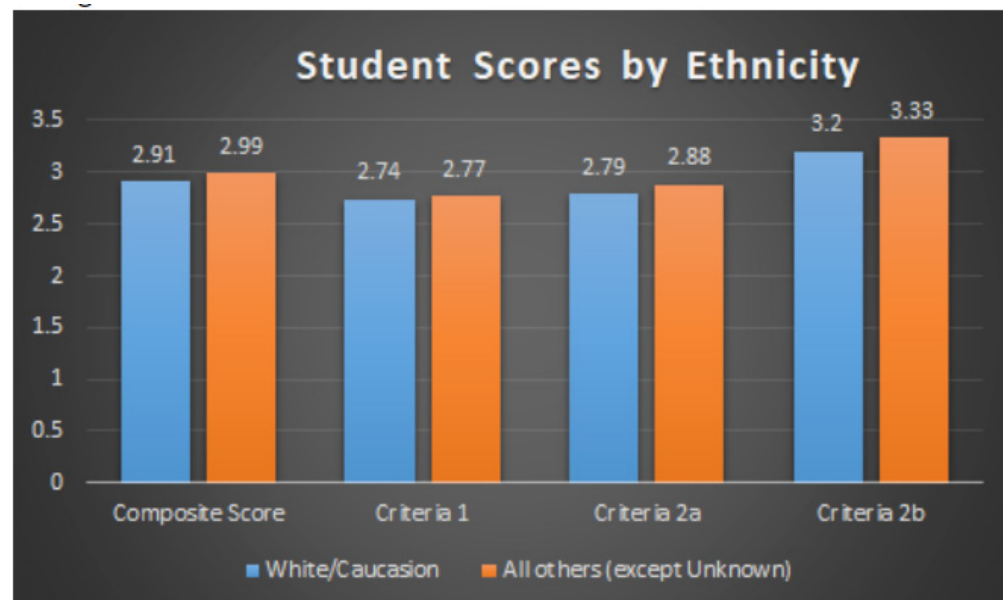
The Global Awareness and Diversity core outcome was assessed for the first time in Spring 2018. The project provided real, tangible results. Read on to find out more.

A common rubric was created for RCTC courses that fit into the MNTC Goal 7, Human Diversity or Goal 8, Global Perspectives. Students in those courses then submitted artifacts to be scored by a set of trained assessment scorers. The scoring team was made up of Assessment of Student Learning committee members and Student Affairs staff. One full-day, off-campus retreat was dedicated to scoring a random set of artifacts from the 582 artifacts submitted. Of the artifacts submitted, 309 were scored. This surpassed the team goal of 250 scored artifacts. Each artifact was evaluated based on a rubric (right).

RCTC students overall scored 2.91 as a composite score (combination of Criteria 1 and 2a or 2b). Each criterion can be broken down by gender, race/ethnicity, Pell eligible, and first generation. One discovery from the assessment is that minority students scored higher in each criterion, as well as the composite score. The graph on the right shows this result.

The sample size is currently too small for this result to be definitive. Our assessment tentatively shows, however, that students who live and experience diversity everyday are able to articulate their perspectives and actions or impacts more easily. We have provided them this opportunity here at RCTC. As more data is collected more refined results will appear. We look forward to assessing the Global Awareness and Diversity core outcome this year as well.

	Level 1	Level 2	Level 3	Level 4
1. Cultural or Historical Knowledge <i>When supporting a position/claim or in proposing a solution, the student...</i>	Identifies relevant cultural or historical knowledge in the case study from her/his academic study.	Connects relevant cultural or historical knowledge from her/his academic study.	Analyzes relevant cultural or historical knowledge from her/his academic study.	Extends relevant cultural or historical knowledge from her/his academic study.
2a. Cultural or Historical Perspective <i>When viewing other perspectives about the situation, the student...</i>	Is unaware of other perspectives.	Is aware of other perspectives but does not understand/value them.	Is aware of other perspectives, can explain why they exist and begins to value them.	Equally considers the perspectives of everyone involved in the situation.
2b. Actions and Impact <i>As a member of a community, the student...</i>	Is unaware of how his/her actions impact other people.	Recognizes that his/her actions impact other people.	Explains how his/her actions impact other people.	Considers taking alternative actions for the good of the community.



ASSESSMENT ON THE WEB

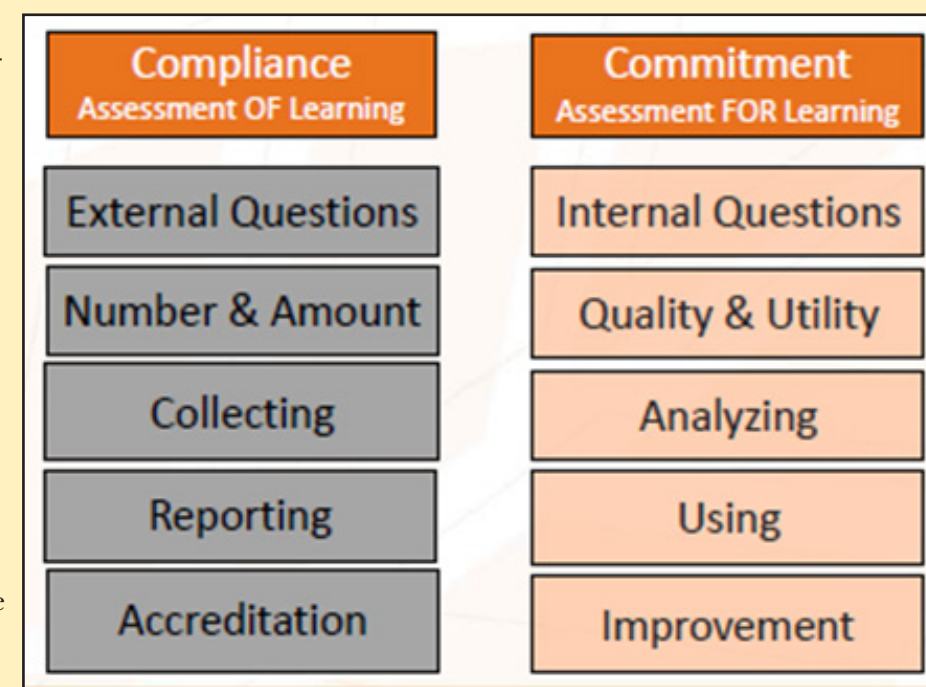
The easiest way to get to the College assessment web site is by going to the RCTC home page and doing a search for "assessment". Another way is to use the direct address at: www.rctc.edu/ac-

[ademics/assessment-of-student-learning/](http://www.rctc.edu/ac-). There are many helpful resources for you there, including how-to videos. If you have web site questions, just ask Mike Mutschelknaus.

FROM COMPLIANCE TO COMMITMENT

Recently, a group of faculty, staff, and administrators attended a Higher Learning Commission (HLC) Assessment Academy Roundtable. The HLC is the regional accrediting body for our College. At the conference, the group realized that our College is shifting from assessment of learning to assessment for learning.

How does this shift from compliance to commitment help students achieve their dreams? The difference is motivational. When we started our current assessment plan, three years ago, our topmost concerns were accreditation and documentation. Now that we have the proper tools and processes in place—such as core outcomes, Taskstream, Closing the Loop, and Student Affairs assessment—there are more and more campus conversations about how we can use what we've learned to improve student learning, so that they can succeed. It's an exciting time to work at RCTC!



Source: HLC Assessment Academy Roundtable, October 2018

TELLING OUR STORY

"Someday we'll find it, the rainbow connection." Kermit the Frog

It's not just our students who have dreams. We have a dream too. We want everyone to know that we work for a college that is inspiring and that has helped thousands of students for over a century. How do we tell that story, though? How do we create a public narrative that shows how we empower our students?

These were the questions that were raised at the Assessment Academy Roundtable. A core group of faculty, staff and administrators attended last month's roundtable, a Higher Learning Commission workshop. The following HLC feedback they received in response to the questions raised above will pleasantly surprise you.

- "You have begun to both report and identify assessment suc-

cesses. This is actually strong progress and although you have greater ambitions (a good thing) realize what you have accomplished."

- "I wonder if you have been able to share any of the student learning data, analyses or action steps across the campus community? ...I really think this step is the one that moves a college from a compliance mindset to a commitment one. How are you telling the narrative and what is the process of constructing the narrative?"

If you have part of the assessment story you would like to tell, feel free to share it with any member of the Assessment of Student Learning Committee. We would love to create RCTC's story together with you!

