

MODEL SIGNATURE ASSESSMENT: ROCKING YOUR WORLD!

Signature assessments are done in our gateway courses—the courses that either have high numbers of students or else are pre-requisites for many programs. This semester's model signature assessment comes from the Earth Science 1101 course.

- Outcome: 3. Identify common rocks and minerals
- Measure: Rock and Mineral Identification exam
- Detailed Description of Measure: This is a traditional test of the student's ability to use the scientific method to identify common rocks and minerals. Students are given an identification chart to use but must observe specimen's physical properties, form a hypothesis as to the identity of the sample and then test that hypothesis by performing additional testing until they are confident in their identification of the rock or mineral.
- Acceptable Target: Class average of 70% or higher.
- Implementation Plan The test is given about 1-3 weeks

following the several lab exercises that teach the students the process. The students are encouraged to come in outside of class to study the minerals and rocks and practice the tests. The data is therefore collected in the middle of the semester.

- Summary of Findings: This year a total of 83 students in three courses covering 5 sections took the rock and mineral assessment. The average grade was 71.23%. The median was 75%. This shows that there is a long tail on the low side. A few students performed really badly which skews the average. Overall 32 students did not meet the target while 51 met or exceeded it.
- Results: Acceptable Target Achievement: Met
- In addition to the rigorous planning and attention to detail inherent in this assessment, it's also notable because the assessment emphasizes rigorous thinking, through the application of the scientific method, and skill development, through the time spent in the lab.



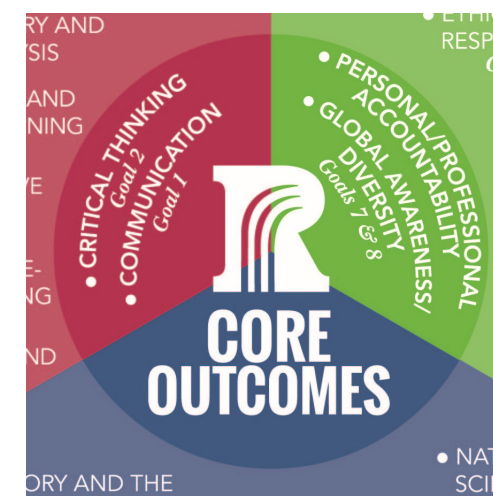
Photo courtesy: <http://www.geologypage.com/2019/07/rock-forming-minerals.html>

ROCHESTER COMMUNITY AND TECHNICAL COLLEGE'S CULTURE OF ASSESSMENT

NOVEMBER, 2019

CORE OUTCOMES & STUDENT SUCCESS

Our college core outcomes are the values that we strive to instill in our students, inside and outside the classroom. We have four here at RCTC: effective communication, personal and professional accountability, global awareness/diversity, and critical thinking. We are developing, assessing, and analyzing these outcomes in order to help our students succeed. After all, we are one of the best, and one of the oldest, community colleges in the country. Student success is what we do!



COMMUNICATION: DEVELOPING A PATHWAY FOR STUDENT SUCCESS

As a college, we have been hard at work this semester developing the assessment tool for our communication core outcome. We've conducted breakout sessions at staff development day, held student success day sessions, and hosted professional development sessions. To provide more feedback on this important core outcome, please enter the following link in your browser: https://www.surveymonkey.com/r/COMM_CLO. Your input is welcome because we want all of our students to be thoughtful, effective communicators so that they can achieve their goals.

Learning outcomes

- Select and/or apply appropriate technology based on audience or situation.
- Make meaningful connections and relationships with their audience.
- Recognize communication is situational.
- Select and/or apply discipline-specific language based on audience and situation.
- Articulate or identify a clear and logical main idea based on audience and situation.

Core outcome statement

Students will communicate appropriately for their respective audiences.

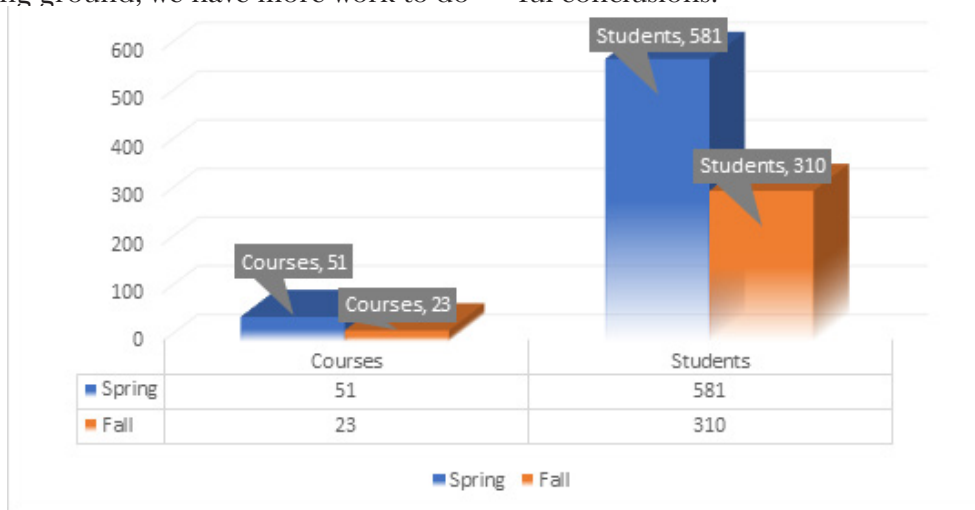
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	1	2	3	4	NA
Select and/or apply appropriate technology based on audience or situation	Student unable to choose appropriate technology	Technology utilized but not appropriate for situation/audience	Student uses appropriate technology but distracts from message (or communication)	Student uses appropriate technology to enhance communication (or message)	Not applicable
Make meaningful connections and relationships with their audience	Student made no effort to develop connections and relationships	Student made limited effort to develop connections and relationships	Student developed connections/relationships but didn't maintain	Student maintained meaningful connections and relationships	Not applicable
Select and/or apply discipline-specific language based on audience and situation	Student made no effort to select and/or apply appropriate discipline-specific language	Student used discipline-specific language in wrong context	Student made limited effort to select and/or apply appropriate discipline-specific language	Student selected and/or applied appropriate discipline-specific language	Not applicable
Recognize communication is situational	Student communicated appropriately based on the situation	Student communicated appropriately most of the time	Student made limited effort to communicate appropriately	Student made no effort to communicate appropriately	Not applicable
Articulate or identify a clear and logical main idea based on audience and situation	Lacks or fails to identify a main idea	Student made limited effort to develop or identify a clear and logical main idea	Main idea is clear and logical but could be further developed	Main idea is clear and logical.	Not applicable

PERSONAL AND PROFESSIONAL ACCOUNTABILITY: ASSESSING ACTIVE LEARNING

What, exactly, do we mean by “personal and professional accountability”? We want our students to take responsibility as active learners for achieving their educational and personal goals. That’s why we’re in our second semester of PPA assessment. As we are making ground, we have more work to do

to surpass the Spring 2019 collection. If you have a course that includes PPA as one of its core outcomes, please contact Tricia Olinger to get the link for the PPA scoring rubric app. As the figure shows, we still need to collect more data in order to derive meaningful conclusions.



CLOSING THE LOOP: MAKING OUR CLASSES BETTER

It’s time to log into Taskstream and wrap up CTL assessments from 2018-19 and open a new CTL for 2019-20! In order to complete a Closing the Loop from 2018-19 you will need to go to your Department link, find your assessment, and enter the “Findings”. If your students met the expectations for the assessment, you simply need to document that and you are done! If you plan to continue the assessment because you’re not satisfied with the results and/or students did not meet the expectations, then you will need to complete the “Action Plan” and “Status Report” sections.

For entering a NEW CTL for 2019-20 each faculty member now has his/her own Closing the Loop link with your name attached to it. The biggest reason for this change is so that the ASL team can provide individual feedback for each faculty member and his/her specific assessment. When you create a new CTL assessment using this new link, your CTL liaison, Jaime Tjossem, will receive an email letting her know that there is an assessment for review. The goal is to provide you with timely feedback on your assessment at both the beginning and end of the assessment cycle. We hope you find these changes and feedback to be valuable! You can contact Jaime Tjossem (Jaime.Tjossem@rctc.edu) or Tricia Olinger (tricia.olinger@rctc.edu) if you have questions or want to schedule a help session.

GLOBAL AWARENESS AND DIVERSITY: ANALYZING RESULTS FROM MULTICULTURAL CAMPUS

We want our students to respect human diversity, through their words and their actions. That’s why we are reviewing the data we’ve gained from the past two years of GAD core outcome assessment to see what meaningful changes we can make here at RCTC.

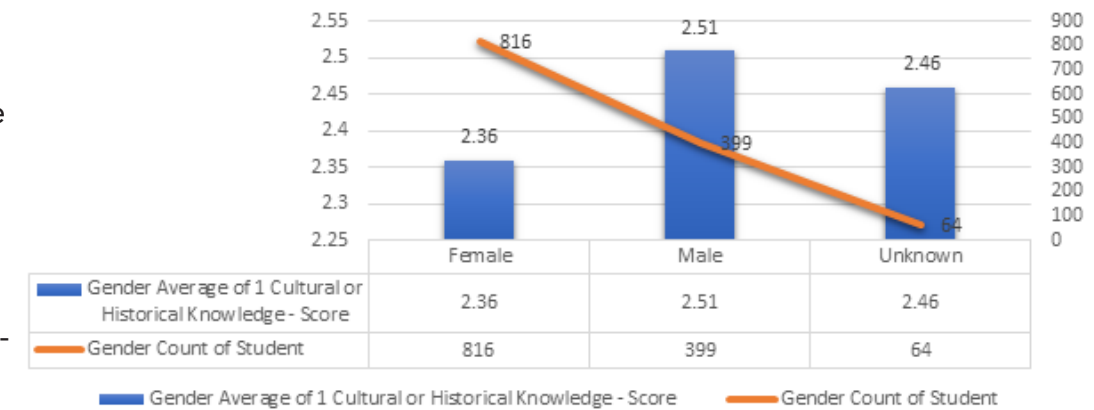
As the two figures show, our students are strong in GAD awareness. We’re proud that, through thoughtful assessment procedures, we’ve been able to assemble such solid evidence.

What should we, as a college, do with this data, though? A GAD taskforce is currently hard at work. They are addressing the following questions:

- What have we learned from the data?
- How can we use the data to improve assessment?
- How do we keep the momentum going?
- What, if any, changes should we make to the GAD assessment?

The taskforce is also developing a GAD learning module that can be used in all academic programs. This is important because helping students respect human diversity is the responsibility of all of us.

Avg. of Criterion 1: Cultural or Historical Knowledge-by Gender



Avg. of Criterion 1: Cultural or Historical Knowledge-by Race

