



# Rio Salado College Assessment of Student Learning Annual Report 2022-2023

## Introduction

The first assessment plan at Rio Salado College (RSC) was implemented in 1991. Since then, ongoing assessment initiatives aimed at increasing student learning have continued to demonstrate evidence of RSC's central focus on this work. Student learning outcomes are measured in five core areas: Critical Thinking, Writing, Information Literacy, Reading, and Oral Communication. These outcomes are assessed at the college level, the program level (as part of Program Review), and via the continuous improvement Plan-Do-Check-Act (PDCA) cycle at the course level. Collectively, these efforts provide a solid infrastructure for assessing and increasing student learning at RSC.

Over the years, RSC's assessment plan has progressed from a static document that was reaffirmed on a periodic basis, to a dynamic, ongoing, and evolving series of activities that are integrated across the teaching and learning spectrum.

The Learning Assessment Team includes representation from Faculty Chairs, Senior Administration, and Institutional Research, and has responsibility for coordinating all aspects of student learning assessment.

RSC maintains a public [Assessment of Student Learning website](#) so that the institution's assessment data and processes are transparent and available to all stakeholders.

## Overview

During AY2022-23, Student Learning Outcomes focused work has continued in the areas of Critical Thinking, Information Literacy, Oral Communication, Reading, and Writing.

Program review has proceeded as scheduled, with four programs undergoing the comprehensive college-level review process and two others submitting documentation for Arizona Department of Education (ADE) approval during AY2022-23.

Work to improve both online instruction and assessment has been ongoing throughout the year based on insights from the Dynamic Assessment Data Display (DADD). The data demonstrate that RSC students taking online classes met or exceeded the 80% college-level threshold in the Information Literacy and Writing outcomes. Students fell just short of the target in assessments linked to Critical Thinking, Oral Communication, and Reading.

PLAN-DO-CHECK-ACT (PDCA) improvement cycles are a required component of the College's program review template, a change that went into effect during the 2022-2023 academic year. Selected examples of these PDCA cycles are included in this report.

Additional details on each of these initiatives are provided below.

## Student Learning Outcomes Work

Rio Salado College is committed to the assessment and improvement of the following college-wide Student Learning Outcomes:

- Critical Thinking
- Information Literacy
- Oral Communication
- Reading
- Writing

### Overall Assessment of Student Learning Outcomes

During FY2022-23, nearly 1.1 million online subjective assessment items were assessed by RSC faculty. Almost two-thirds of these subjective items (691,604) were directly linked to one or more college-wide student learning outcomes. Overall, 81% of these items were assessed as being at or above college-level. The table below shows student performance broken down by learning outcome.

Assignments at College Level by Learning Outcome			
Student Learning Outcome	Assignments Submitted	Assignments at College Level	Percentage of Assignments at College Level
Critical Thinking	131,564	103,352	79%
Information Literacy	146,874	119,668	82%
Oral Communication	7,938	6,300	79%
Reading	122,260	97,050	79%
Writing	282,968	234,294	83%
<b>Total</b>	<b>691,604</b>	<b>560,664</b>	<b>81%</b>

*Assignments submitted during the 2022-23 fiscal year.*

*\*Note that because some assessment items are linked to multiple student learning outcomes, this total is higher than the distinct number of assessment items evaluated.*

The data demonstrate that RSC students taking online classes met or exceeded the 80% college-level threshold in the Information Literacy and Writing outcomes. Students fell just short of the target in assessments linked to Critical Thinking, Oral Communication, and Reading. Selected learning outcome assessment work is described in more detail below.

**Critical Thinking**

An analysis of more than 130,000 assessments indicates that 79% met the benchmark for college-level critical thinking. As noted earlier, this does not quite meet the goal of 80% of students performing at a college level for each learning outcome. Below is an example of a PDCA cycle designed to address the gap for Critical Thinking.

**PDCA: HIS (History) courses**

**PLAN:** In early Fall, 2022, the new Faculty Chair of History and Geography conducted a thorough audit of HIS lessons, assignments, and assessments, and discovered that the Critical Thinking rubric was missing in several key courses.

**DO:** The Critical Thinking rubric was integrated into the revised curriculum for *HIS103: United States History to 1865*, *HIS104: United States History 1865 to Present*, and *HIS105: Arizona History*, in Fall 2, 2022, and Spring 1, 2023.

**CHECK:** Below are the summary results for each course as of 6/30/23:

Course	Submissions	Submissions at College Level	Percent at College Level
HIS103	1,323	1,133	86%
HIS104	811	684	84%
HIS105	274	194	71%

**ACT:** Results for HIS103 and 104 have met the target. The results for HIS105 are just now approaching the target, and data will be pulled at the end of AY2023-24 to determine if additional interventions are needed at that time. Critical Thinking rubrics will be added to *HIS110: World History to 1500* and *HIS111: World History 1500* in Fall 2023, and results will also be pulled at the end of AY2023-24. PDCA cycles will be initiated for any courses that fall below the target.

### Information Literacy

Based on feedback from faculty chairs that students were continuing to have difficulty with APA citation format, library faculty created a more thorough [APA tutorial](#) during FY2022-23. The tutorial is not discipline-specific, which allows for it to be integrated within any course where APA style is required or recommended. During FY2023-24, library faculty will analyze the assessment data within courses where the tutorial has been added to determine if additional resources are needed to support students with their skills in this area. The tutorial will also be included in the College's Academic Integrity training, RIO100INTEG, beginning in the fall of 2023.

### Oral Communication

The Oral Communication Learning Outcome Coordinator continues to promote the oral communication and public speaking video series project that was initiated in AY2020-21. These videos are now able to be incorporated in the classroom and available for all departments to use to help both students and instructors. The Oral Communication Rubric was changed during AY2022/23 to add the dimension of "Speech Content/Central Message." The revision strategy

followed the guidelines of the AACU, by adding one more section to assess message accuracy. The purpose of adding this additional section is to ensure that the central message is correct, clear, and compelling. This will help the scalability of the delivery component of the oral communication rubric across all departments.

The data for the IRE pilot program aimed at incorporating oral communication assignments into print-based and correspondence courses for the Incarcerated Re-Entry population that was launched in AY2019/20 now has the data from AY2021/22 and AY2022/23 available for comparison. For this population, an oral assignment is performed in front of 3 individuals (a guard, the learning liaison, and a fellow student). Students submit a copy of their speech, with the evaluations of the three observers. The adjunct faculty grades the oral communication assignment according to all elements being submitted.

AY2022-23 data is reflected below. There are two oral communication assignments in COM 100, one on COM 110, and one in COM 263 course that is offered to the IRE population. As the data demonstrates, there was considerable work that was done to help this student population. The data from AY2021/22 reflected a time coming out of Covid, where there were several locked down facilities, and minimal in-person intervention being done to help the Oral Communication SLO.

2021-22 Data:

Course	Total Submissions	Submissions at College Level	Percent at College Level	IRE Submissions	IRE Submissions at College Level	Percent IRE Submissions at College Level
COM100	81	12	15%	45	12	27%
COM110	188	78	41%	166	74	45%
COM263	89	56	63%	92	54	59%
<b>Overall</b>	<b>368</b>	<b>146</b>	<b>40%</b>	<b>303</b>	<b>140</b>	<b>46%</b>

The numbers for AY2022/23 show a significant rise in the number of students who were reaching college level proficiency. This reflects more in-person intervention and practice, as well as specific written content in the print-based courses that help build speaking skills.

2022-23 Data:

Course	Total Submissions	Submissions at College Level	Percent at College Level	IRE Submissions	IRE Submissions at College Level	Percent IRE Submissions at College Level
COM100	84	70	83%	78	67	86%
COM110	345	198	57%	341	197	58%
COM263	87	60	69%	87	60	69%
<b>Overall</b>	<b>516</b>	<b>328</b>	<b>64%</b>	<b>506</b>	<b>324</b>	<b>64%</b>

## Reading

The Reading student learning outcome is designed to provide continuous reading development throughout a student's learning experiences and degree plan. Overall, 79% of students' assignments were rated at a college level for reading, which falls just short of the 80% goal.

In an effort to bridge the gap, the reading and English faculty continue to work collaboratively to evolve the understanding of literacy and mastery of the concepts. Revisions were made in AY 2022-23 to the Critical Reading and Thinking course (CRE 101) to limit plagiarism. In addition, CRE101 assessments were redesigned to further align and capture students' ability to extend literacy skills beyond traditional reading and writing, encompassing various ways of engaging with the world that shapes their understanding of themselves, others, and society as a whole. The assessment updates deployed in summer of 2023 and data will be gathered at the end of AY 2023-24 to assess the effectiveness of these interventions.

## Writing

Students demonstrate their knowledge and skills on written assignments in four areas—content, organization, grammar and mechanics, and language—in the Writing student learning outcome. An analysis of more than 282,000 assignments indicates 83% of students are writing at college-level for AY2022-23. While the data shows overall student performance exceeded the target, students performed below the target in some courses. One such course was MGT251, and the associated PDCA cycle is detailed below.

## PDCA: MGT251 – Human Relations in Business

**PLAN:** Data from 5/4/20 to 6/30/21 revealed that less than 80% of students were performing at a college level on all but three of the Writing assignments in MGT251. A careful review of assessment feedback indicated that students were losing points for not citing correctly and not following all instructions with regard to research, format, and original content.

**DO:** Additional clarifying language was added to all written assignments. An example of the revised instructions is shown below:

- 1. Your Presentation Report will consist of a written report which must be composed using the Lesson 2 Presentation Report Template in Microsoft Word and includes the five sections indicated in the box below, along with an Introduction and Conclusion. Please label each major section of the report with a heading.*
- 2. Your report must include specific citations as instructed in the template. These citations must be from the lesson and resources on Workday included in the assignment. Additional sources may be used. Directly quoted material should make up no more than 10 to 20% of your presentation and paraphrased materials no more than 50%. The balance of content should be your own words.*
- 3. When answering each question, be sure to define any term(s), elaborate in your own words, and provide a detailed example of the concept or personal scenario to demonstrate the application of the concept.*
- 4. Make sure to cite any references you use. All references must be cited in APA format as noted in Lesson 0.*

**CHECK:** The results below indicate improvement in some of the writing scores, although not all have met the target. It is encouraging that by the Lesson 12 Report, students are averaging 90% in writing, which is up from the average of 45% on the first assignment.

<b>Assessment</b>	<b>Writing 5/4/2020 - 6/30/2021</b>	<b>Writing 7/1/2021 - 6/30/2023</b>
Lesson 1 Report	60%	45%
Lesson 2 Presentation Report	54%	68%
Lesson 3 Memo	69%	59%
Lesson 4 Report	76%	83%
Lesson 5 Proposal	71%	67%
Lesson 6 Report	72%	65%
Lesson 7 Report	73%	72%

Lesson 8 Report	85%	89%
Lesson 9 Report	69%	60%
Lesson 10 Report	71%	71%
Lesson 11 Report	76%	77%
Lesson 12 Report	87%	90%

**ACT:** Since students are exceeding the goal by the end of the course, no further interventions are planned at this time.

## Academic Integrity

In the spring of AY2021/2022, the College launched RIO100INTEG -- a non-credit course designed to help students who struggle with academic integrity issues, including plagiarism. Prior to the development of the training, the college lacked a systematic mechanism for academic integrity remediation. Students are enrolled in the training at the discretion of faculty chairs or the college's Academic Integrity Committee; the training includes multiple assessments that are graded by a member of the College's Instructional Help Desk team as well as a final assessment, which they must pass with an 80% or better grade.

During AY2022/2023, the College's Academic Integrity Committee analyzed academic integrity data at the college as well as RIO100INTEG assessment and completion data; as a result of this analysis, several significant changes to the new course were made. When the training initially began, students were given one week to complete it. After review, it was decided that students would be given the opportunity to request one additional week to complete the training if needed. An end-of-course survey was also added to the training to capture student feedback. Additionally, PTK students were asked to review the course and provide their feedback on its content and usability. That feedback will be incorporated into the course in early FY2023/2024.

Students within the science fields (including biology and chemistry) have historically had the highest reported incidents of academic misconduct at the college. During AY2022/2023, faculty within these areas created a science-specific academic integrity lesson for their courses. Titled 'Preparation for the Sciences with Integrity,' the lesson includes much of the content from the existing RIO100INTEG course but with a greater focus on science-based issues and examples. This optional training will initially be offered to students at the onset of their course.



In addition to RIO100INTEG, faculty chairs continue to address academic integrity via additional strategies within their courses. For example, during AY2022/2023, the Communication Department made changes to its assessment practices for short-answer essay assignments. While assessment directions remain the same, the case studies that the assessments are based on have been migrated to CourseArc. This change allows the case studies to be updated every semester and incidents of plagiarism have decreased significantly as a result.

<b>Dual Enrollment</b>
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Rio Salado College regularly assesses teaching and learning in courses offered for dual enrollment.

- Course syllabi, including competencies and assessment methods, are reviewed and approved by college faculty for every section taught.
- Instructor evaluations, which are conducted at least annually, provide evidence that dual enrollment instructors are meeting or exceeding college-level expectations. For example, in AY2022-23, 89% of dual enrollment instructors achieved an “Effective” rating in the “Assessment and Adjustment” category for their peer evaluations.
- Rio Faculty Chairs engage dual enrollment instructors in assessment work. In spring of 2023, instructors from a variety of academic disciplines who teach both online and dual enrollment for Rio applied a common rubric to assessments in each modality. Average scores and the percent of students performing at a college level (% @ CL) for each rubric dimension are listed below. Results show that dual enrollment students exceeded the target in all areas and performed at or above their peers in online courses.

<b>ARH102 Essay</b>				
<b>Rubric Dimension and Point Allocation</b>	<b>Online</b>		<b>Dual Enrollment</b>	
	Avg. score	% @ CL	Avg. score	% @ CL
Critical Analysis (15)	14.3	100%	13.5	100%
Use of Illustrations (15)	14.3	100%	12.4	100%
Observations (10)	9.7	100%	10	100%
Form (5)	4.3	100%	4.8	100%
Writing Mechanics (5)	3.7	100%	5	100%

<b>BIO105 Essay</b>				
<b>*See PDCA improvement cycle in the following section</b>				
<b>Rubric Dimension and Point Allocation</b>	<b>Online</b>		<b>Dual Enrollment</b>	
	Avg. score	% @ CL	Avg. score	% @ CL
Critical Thinking (8)	4	55.6%	7	96.3%
Understanding (12)	8.7	55.6%	11.2	100%
Organization (2)	1.3	66.7%	1.6	81.5%
Scientific Terminology (4)	3.1	66.7%	3	85.2%
Use of Examples (4)	3.3	77.8%	3.3	88.9%

<b>ENG102 Research Paper</b>				
<b>Rubric Dimension and Point Allocation</b>	<b>Online</b>		<b>Dual Enrollment</b>	
	Avg. score	% @ CL	Avg. score	% @ CL
Content (25)	18.1	66.2%	22.1	100%
Organization (25)	20	83.2%	21.4	100%
Structure/Mechanics (25)	19	74.5%	23.5	100%
Voice/Diction (25)	20.9	85.8%	22.2	100%

<b>SPA102 Final Essay</b>				
<b>Rubric Dimension and Point Allocation</b>	<b>Online</b>		<b>Dual Enrollment</b>	
	Avg. score	% @ CL	Avg. score	% @ CL
Content (8)	7	87.2%	7.5	94.34%
Language (5)	4.8	95.4%	4.9	100%
Organization (2)	1.8	83.5%	2	98.11%
Sentence Structure (10)	8.9	94.5%	9	96.23%

SPA202 Final Essay				
Rubric Dimension and Point Allocation	Online		Dual Enrollment	
	Avg. score	% @ CL	Avg. score	% @ CL
Content (10)	7.3	64.3%	9.8	100%
Language (5)	4.5	83.3%	4.9	95.24%
Organization (5)	4.4	83.3%	5	100%
Sentence Structure (10)	8.9	95.2%	9.2	90.48%

### PLAN-DO-CHECK-ACT Cycles (PDCA)

In keeping with RSC's ongoing focus on relentless improvement, below are selected PDCA cycles that were initiated and/or completed at the departmental level in 2022-23.

#### PDCA Cycle: Arabic 202

**PLAN:** Data from the most recent Languages Department Report indicated that the average post-test results for ARB202 students did not meet the departmental target of 70%. Rio Learning Outcome Grant (RioLOG) funding was used to pay an adjunct faculty member to review the pre and post-test questions for alignment with the lesson objectives and course competencies. Changes were made to various questions and minor adjustments were made to the course content.

**DO:** The updates rolled out in spring, 2022.

**CHECK:** Pre- and post-intervention results are below.

ARB202 Pre and Post Test Results	
AY2021-2022	
Pre-test Avg. 55%	Post-Test Avg. 60%

ASL202 Pre and Post Test Results	
AY2022-2023	
Pre-test Avg. 63%	Post-test Avg. 74%

**ACT:** The interventions correlated with an increase in average post-test results for ARB202. The changes have been formally incorporated into the curriculum.

### PDCA Cycle: Latin 201

**PLAN:** Extensive updates were made to the Latin curriculum in AY2020. In the process of completing the AY2021 report, it was discovered that the LAT201 pre/post-test was not updated to align with the revised content. The course developer designed new assessments at that time.

**DO:** The new LAT201 pre- and post-test deployed in spring, 2022.

**CHECK:** Pre- and post-intervention results are below.

LAT201 Pre and Post Test Results	
AY2021-2022	
Pre-test Avg. 58%	Post-Test Avg. 65%

LAT201 Pre and Post Test Results	
AY2022-2023	
Pre-test Avg. 58%	Post-test Avg. 72%

**ACT:** The intervention correlated with an increase in average post-test results for LAT201. The changes have been formally incorporated into the curriculum.

### **\*PDCA Cycle: Biology 105**

**PLAN:** As indicated in the BIO105 Essay table in the Dual Enrollment section above, data from spring 2023 in online BIO105 showed that the target of 80% of students performing at a college level was not being met for Critical Thinking (55.6%), Reading (55.6%), and Writing (66.7%).

**DO:** A new version of BIO105 rolled out on 5/1/23 with a new textbook. Point values on all assignments, including the essay assignments, were modified to reduce the variance in rubric dimensions and bring the scores into closer alignment among instructors. The overall number of essay assignments and the number of essays in each assignment were reduced. The goal for incorporating fewer, but more targeted, essay assignments is to increase student engagement by reducing fatigue as the course progresses.

**CHECK:** Data will be pulled at the end of AY2023-24 to assess the effectiveness of the interventions.

**ACT:** Future decisions will be informed by the AY2023-24 data.

## **Assessment Reporting**

Faculty have a variety of data and reporting resources available to monitor assessment. RSC's Dynamic Assessment Data Display (DADD) is a web-based dashboard tool used by Faculty Chairs to monitor student performance in online assessment items. Chairs can quickly identify where students are not performing at desired levels and evaluate the effectiveness of curricular changes. Below is a sample snapshot of data available via the DADD for a History class:



## Assessment Data Display

The Assessment Data Display shows student performance on subjective assessments between **7/1/2022** and **6/30/2023**. Definitions may be found on page 2.

**Summary Table**

Overall	<b>85%</b>
Critical Thinking	<b>82%</b>
Information Literacy	<b>85%</b>
Oral Communication	
Reading	<b>85%</b>
Writing	<b>82%</b>

Prefix	Course	Effective Date	Lesson	Dimension	Critical Thinking	Info Lit	Oral Comm	Reading	Writing	Std Count	% Stud@CL
HIS	HIS103	1/9/2023	Lesson 1 Introductory Quiz	Policy Comprehension/Personalization [R]		Y		Y		92	100%
HIS	HIS103	1/9/2023	Lesson 2 Understanding Your Reading	Textbook Lesson Comprehension [CIRW]	Y	Y		Y	Y	84	82%
HIS	HIS103	1/9/2023	Lesson 2 Proposal for Writing	Prewriting Concepts [CIRW]	Y	Y		Y	Y	83	89%
HIS	HIS103	1/9/2023	Lesson 3 Quiz	Synthesis of Lesson Learning [CIRW]	Y	Y		Y	Y	288	72%
HIS	HIS103	1/9/2023	Lesson 4 Writing Assignment	A. Descriptive Title [C]	Y	Y				68	77%
HIS	HIS103	1/9/2023	Lesson 4 Writing Assignment	B.1 Critical Analysis [CIRW]	Y	Y		Y	Y	68	82%
HIS	HIS103	1/9/2023	Lesson 4 Writing Assignment	B.2 Specific/Choice Illustrations [CIRW]	Y	Y		Y	Y	68	90%

Significant changes were made to the college’s assessment reporting practices during the 2022-23 year. Notably, the Assessment Team collaborated with RSC’s course production teams to implement a new method of aligning course assignments and activities to Rio’s college-wide student learning outcomes. Beginning in January 2023, new versions of courses now feature rubric dimension names with bracketed tags indicating the outcome(s) being assessed on the assignment: [C] = Critical Thinking, [I] = Information Literacy, [O] = Oral Communication, [R] = Reading, [W] = Writing.

Prior to these changes, the Assessment Team manually compiled an ongoing crosswalk of hundreds of assignment rubric dimension names with their corresponding college-wide learning outcomes, often resulting in reporting delays between the time when the assessment deployed to when the manual crosswalk was updated. These changes will realize greater consistency and sustainability in reporting, and will improve faculty’s ability to access reliable just-in-time assessment data.

### Co-Curricular Student Assessment

RSC’s DADD reporting provides faculty with the ability to compare all student performance on course assignments with those submitted by students engaged in co-curricular programming. For this purpose, co-curricular programming is defined and incorporated into the DADD as

Honors, Adult ACE & Phi Theta Kappa students. Data from FY2022-23 indicate that co-curricular students outperformed the general student population on assessment activities across all five college-wide student learning outcomes.

<b>Co-Curricular Assignments at College Level by Learning Outcome</b>				
<b>Student Learning Outcome</b>	<b>Assignments Submitted by CC Students</b>	<b>CC Student Assignments at College Level</b>	<b>Percentage of CC Student Assignments at College Level</b>	<b>All Student Assignments at College Level</b>
Critical Thinking	5,253	4,516	86%	79%
Information Literacy	8,456	7,429	88%	82%
Oral Communication	430	374	87%	79%
Reading	5,292	4,570	86%	79%
Writing	18,918	16,804	89%	83%
<b>Total</b>	<b>53,462</b>	<b>46,990</b>	<b>88%</b>	<b>81%</b>

The Honors Program at RSC provides intellectually-stimulating learning opportunities for academically-outstanding students. The program includes scholarships, distinguished multidisciplinary classes, Honors Forum Lectures, and cultural opportunities. All scholarship-eligible students in the Honors Program are required to engage in the community by attending co-curricular activities. Students are then required to report on these activities in a non-credit course, HONORS100.

Since AY2016-17, the Honors Program has assessed the writing skills of scholarship-eligible students in HONORS100. Students must earn a minimum score of 70% on the written portion of the co-curricular assessment in order to be considered “college-level.” The HONORS100 course provides students with a detailed grading rubric for the written co-curricular assessment, which explains the college-level writing requirements (essay length, format, and accurate spelling, grammar, and punctuation).

Of the 63 co-curricular assessments submitted by scholarship-eligible Honors students during FY2022-23, over 96% were written at or above college level. This far exceeds the college’s writing skills target of 80% students scoring at college level and no intervention is needed at this time.

## District-wide Assessment

The Maricopa Assessment Committee convened monthly throughout AY2022-2023 and Rio's Assessment Team co-chairs served as the College's representatives. The district committee [completed its initial charter](#) during the fall of 2022, finalizing leadership roles and responsibilities. The group discussed issues tied to program assessment, dual enrollment assessment, and the revised AGEC throughout the academic year, providing Rio with the opportunity to learn more about its sister colleges' assessment practices. Pertinent information from these meetings was shared out with Rio's Assessment of Student Learning team during its monthly meetings.

## Program Review

Rio Salado College has adopted an iterative formal academic Program Review process that is systematic, comprehensive, sustainable, and designed to promote and foster trust among all stakeholders. Every review contains the same foundational components, including program goals, student learning outcomes, program resources, and co-curricular outcomes, which are addressed by utilizing a template of foundational questions and data sets. The faculty Program Review Coordinator works closely with the Program Chair, identifying best practices, areas for improvement, and recommendations through the template, with feedback for future actions. Once the draft is complete, Learning Assessment Team members meet with the Program Chair to discuss the review. The Chair has an opportunity to make any requested edits before the final review is submitted to the Vice President of Academic Affairs for final action. Once the evaluation cycle has been completed, the review is posted to the RSC public [Assessment of Student Learning website](#).

The following programs participated in the review process for AY2022-23:

- Early Childhood Education
- Mobile Applications Programming
- Public Administration
- Small Business Start-up
- B. Ed. Elementary, Secondary, Special Ed (ADE approval)
- Teacher Education Secondary Post Baccalaureate (ADE approval)



Upcoming reviews for AY2023-24 include:

- General Business
- Nanotechnology
- Teacher Education Post Baccalaureate Arts, Early Childhood (ADE approval)
- Sustainable Foods Systems (interim report)

## **Significant Accomplishments in Learning Assessment Work, 2022-2023**

- The Assessment of Student Learning Team drafted and finalized its [first charter](#).
- The Oral Communication Rubric was modified to include “Speech Content/Central Message,” which will allow the accuracy of oral communication assignments to be assessed.
- The Assessment Team collaborated with RSC’s course production teams to redesign the process by which course assignments and activities are aligned to Rio’s college-wide student learning outcomes. The new process, which utilizes bracketed tags, will allow for greater consistency and stability in learning outcomes assessment reporting.
- Rio’s Office of Institutional Research collaborated with college faculty to create a new dashboard for reviewing student course success. The tool enables users to identify critical points of course attrition linked to specific assessments in the class. Early interventions by the Business department resulted in revisions to coursework which will be evaluated in the upcoming year.
- Assessment Team members and other college employees involved with co-curricular events participated in the HLC Co-Curricular webinar series during the spring of 2023.
- Rio’s Assessment Team co-chairs began participating in HLC’s year-long professional development program, *Facilitating Learning: Leading Campus-Wide Assessment*. The initial kick-off event was held in Tempe, AZ, in May of 2023.
- RSC students taking online classes met or exceeded the 80% college-level threshold in Information Literacy and Writing.
- Six programs engaged in the Program Review process.
- Learning outcomes assessment was discussed at the 24th Annual All-Faculty Department Meetings (held virtually during Spring 2023). 465 adjunct faculty members were awarded professional development certificates for attendance.
- Nine Outstanding Adjunct Faculty members were recognized for *Contributions to Assessment of Student Learning* at the in-person Outstanding Adjunct Faculty Reception held in October, 2022.
- Adjunct faculty completed 62 Adjunct Faculty Development (AFD) workshops during AY2022-23.
- The 2022-2023 Learning Assessment Report was compiled and posted to the RSC public website for access by all internal and external stakeholders.

## Learning Assessment Team Members, AY2022-2023

**Dr. Julie Cober**, Faculty Chair, Oral Communication Student Learning Outcome Coordinator

**Dr. Angela Felix**, Faculty Chair, Program Review Coordinator, Critical Thinking Student Learning Outcome Coordinator

**Mijolae Henley**, Faculty Chair, Reading Student Learning Outcome Coordinator

**Rick Kemp**, Dean of Instruction and Partnerships

**Zach Lewis**, Associate Dean, Institutional Research; Assessment Co-coordinator

**Tristan Marble**, Faculty Chair, HLC Accreditation Faculty Chair

**Dr. Stella Perez**, Vice President of Academic Affairs

**Dr. Karol Schmidt**, Dean, Institutional Effectiveness & Innovation

**Dr. Jennifer Shantz**, Faculty Chair, Writing Student Learning Outcome Coordinator

**Sarah Stohr**, Faculty Chair, Assessment Co-coordinator; Information Literacy Student Learning Outcome Coordinator

**Omar Williams**, Planning Research Analyst Sr.