	Rio Salado College **Assessment of Student Learning** **Annual Report** **2021-2022**

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 AY2021-22, 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 college-level review process, one program engaging in specialized re-accreditation work, and another submitting documentation for Arizona Department of Education (ADE) approval during AY2021-22.

Work to improve both online instruction and assessment has been ongoing throughout the year, utilizing results from the Dynamic Assessment Data Display (DADD). DADD data demonstrate that students taking online classes met or exceeded the 80% college-level threshold in each of Rio Salado's college-wide student learning outcome areas during AY2021-22.

PLAN-DO-CHECK-ACT improvement cycles are a required component of the College's program review template, a change that went into effect during the 2021-2022 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 AY2021-22, nearly 1.1 million online subjective assessment items were assessed by RSC faculty. Nearly two-thirds of these subjective items (716,016) were directly linked to one or more college-wide student learning outcomes. Overall, 84% 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	100,564	83,436	83%
Information Literacy	168,856	138,839	82%
Oral Communication	5,835	4,809	82%
Reading	122,977	101,400	82%
Writing	317,874	271,647	85%
Total	**716,016**	**600,131**	**84%**

Assignments submitted during the 2021-22 academic 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 across all five college-wide student learning outcomes. Learning outcome assessment work is described in more detail below.

Critical Thinking

An analysis of more than 100,000 assessments indicates that 83% met the benchmark for college-level critical thinking.

Disaggregated assessment data from several key high-enrollment courses continue to reveal encouraging patterns that reflect increased learning over time:
- In Lesson 1 of COM100, only 62% of the assessments submitted by 698 students were rated at a college level. By Lesson 10, the percentage increased to 83%.
- In Lesson 2 of SOC101, 72% of the assessments submitted by 442 students were rated at college level. By the Final Exam in Lesson 12, the percentage increased to 93%.
- In Lesson 2 of the newest version of ECN211 that rolled out on 8/24/20, just 64% of the assessments were rated at college level; by Lesson 8, the percentage increased to

80%. This is an increase of three percentage points from AY2020-21, and no interventions are planned at this time since the target has now been met.

Information Literacy

Rio Library faculty have continued to work on a districtwide project that seeks to align information literacy instruction to the district's guided pathways model. In AY2020-21, a psychology research video tutorial was created by Rio Library faculty and shared in Lesson 1 of PSY290AB, which was launched in August 2021. The video provides students with an in-depth overview of how to identify and locate peer-reviewed psychology articles using the Rio Salado College online library.

An analysis of PSY290AB course data for AY2021-22 showed that 88 percent of students in the updated version of PSY290AB met the college-level threshold for locating the required peer-reviewed articles in their Lesson 1 Lab assignment, compared with 77 percent of students who met the college level-threshold in the Lesson 1 Lab of the previous iteration of the course (during AY2020-21).

Work on this project will continue during AY2022-23 with additional departments being targeted for similar interventions.

Reading

During AY21-22, data was shared and evaluated across the district to ensure alignment with shared design principles, goals, and key performance indicators. EdReady and multiple measure placement data continued to be monitored to ensure appropriate placement for all students. A PDCA cycle was initiated in AY2021-22 to help increase student performance on reading learning outcomes and to continue alignment with district initiatives.

Data was pulled in AY2021-22 to review alignment of rubrics and assessment results for ALT100. The data was analyzed to determine whether interventions are adequately addressing goals to close equity gaps. Assignment rubrics were revised based on DADD assessment data that fell below the 80% college-level threshold. RDG100 was also revised to incorporate current andragogy and universal design standards. RDG111/112/113 were not offered in AY2021-22 as these courses are equivalent to the RDG100 course. RDG100 is a transferable co-requisite reading course, based on the evidence of contextualized reading support and is paired with college-level coursework in a pathway.

Overall data for reading showed that 82% of student assignments met standard assessment goals at the college-level threshold, which is a significant increase compared to 77% from the AY2020-21. These results align with the district-wide developmental education goals:

> A districtwide goal of decreasing the equity gap by 5% in Spring 2022 and 8% by Spring 2024 has been set. Key performance indicators for that goal have been defined:
> - Facilitate high school GPA as a primary method of placement at all colleges.
> - Identify and implement best practices for multiple measures and holistic assessment and planning model.
> - Identify and implement technology needs for gathering multiple measures and . utilizing holistic assessment and planning model.
> - Define, create, and facilitate shared practices for the Suite of Support.
> - Create and implement professional development to support holistic assessment and planning model and the Suite of Support.
> - Create an evaluation plan for ongoing informed improvement.

Oral Communication

The Oral Communication Learning Outcome Coordinator and Communication Department adjunct faculty have continued to work on the oral communication and public speaking video series project that was initiated in AY2020-21. Revisions were made in AY2021-22 and videos were deployed in the Summer of 2022 to the Instructional Development team. These include a student-facing video that offers a quick synopsis of effective public speaking, as well as an adjunct faculty-facing video that offers guidance on what to look for when grading an oral communication/speaking assignment. These videos will start to be incorporated in the classroom and available for all departments to use in Fall 2022.

AFD228, which provides training for adjunct faculty on the Oral Communication Rubric, was also redeveloped to offer a well-rounded understanding of oral communication concepts, as well as thorough instruction on how to grade an oral assignment appropriately. The new AFD228 will be introduced to all departments in Fall 2022; adjunct faculty who are teaching a course with an oral assignment will be encouraged to enroll.

It was anticipated that an AY2019-20 pilot program aimed at incorporating oral communication assignments into print-based and correspondence courses for the Incarcerated Re-Entry population would have data to report out during AY2020-21. This pilot program had to be put on hold due to the Covid-19 pandemic and related closures of prison facilities, which limited the ability of students to complete oral assignments during this time period. 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.

AY2021-22 data is reflected below. There is one oral communication assignment in each of the courses the Communication Department offers the IRE population. As the data demonstrates, there is considerable work that will need to be done to help this student population; potential PDCA cycles to address these scores are currently being explored.

Course	Total Assignment Submissions	Submissions at College Level	Percent at College Level	IRE Submissions	IRE Submissions at College Level	Percent IRE at College Level
COM100	81	12	15%	45	12	27%
COM110	188	78	41%	166	74	45%
COM263	99	56	57%	92	54	59%
Overall	**368**	**146**	**40%**	**303**	**140**	**46%**

Additional future planning for the Oral Communication student learning outcome includes a revision and update to the rubric to make the competencies more robust for the learner. The revision strategy will follow the guidelines of the AAC&U, by adding one more section: message accuracy. The purpose of adding this additional section is to ensure that the central message is accurate, clear, and compelling. This will help the scalability of the delivery component of the oral communication rubric across all departments. This revision will use a PDCA cycle in the coming year and will be reported on at a future date.

Writing

The Writing student learning outcome requires students to demonstrate knowledge and skills in the areas of content, organization, grammar and mechanics, and language on written assignments. An analysis of more than 300,000 assignments indicates 85% of students are writing at college-level for AY2021-22, an increase of two percent from last year.

While the data shows overall student performance exceeded the target, students performed below the target in some courses. One such course was GER201, Intermediate German I, which requires students to write an essay. GER201 was one of a number of courses across various disciplines that integrated the Academic Writing video tutorial referenced in the 2019-20 Assessment Report.

PDCA Cycle follow-up: FRE and GER 201/202 Essays

PLAN: A Spanish (SPA) 201/202 PDCA cycle was completed in AY2020, resulting in an **Academic Writing** video tutorial being added to Lesson 12 of both courses. Incorporating the video in the lesson content did correlate with a significant increase in the percentage of SPA201/202 students performing at a college level. Thus, the Plan phase for the follow-up PDCA cycle was to embed the same video in 200-level French (FRE) and German (GER) classes since they have similar essay assignments.

DO: The Academic Writing video tutorial was added to Lesson 12 of FRE 201/202 in fall 2 of 2020 and to GER 201/202 in spring 1 2021.

CHECK: Data from FRE201 and 202 sections beginning 10/19/20 through 6/30/21 indicate that students are performing at a college level:

Course	Assessment	Dimension	% of students at college level
FRE201	Lesson 13 Devoir ecrit Final	Content	100%
FRE202	Lesson 13 Devoir ecrit: final	Content	100%

Data from GER201 sections beginning 1/11/21 through 6/30/21 fell just short of the goal, though the goal was met for GER202:

Course	Assessment	Dimension	% of students at college level
GER201	Lesson 13 Endgultiger Aufsatzentwurf	Content	78%
GER202	Lesson 13 Endgultiger Aufsatzentwurf	Content	100%

ACT: Even though post-intervention results did not quite meet the target for GER201, incorporating the video in the lesson content did correlate with an increase in the percentage of 200-level French and German students performing at a college level. No additional interventions are planned at this time. Data will be pulled again in AY2022 to see if further action is needed to support GER201 students.

PDCA Cycle follow-up: ASB100 (Introduction to Global Health)

PDCA work focusing on Critical Thinking in ASB100 was included in the 2019-20 Assessment Annual Report. In the spirit of continuous improvement, the Social Sciences department initiated another PDCA cycle to review the writing student learning outcome.

PLAN: ASB100 is included in the sustainability program with a direct transfer to ASU, and it is critical that students are able to demonstrate college-level writing skills. Below are results from fall 2019 to fall 2020 for assessments flagged for the writing learning outcome:

Prefix	Course	Effective Date	Lesson	Dimension	% at College Level
ASB	ASB100	8/19/2019	Lesson 02	Writing	39%
ASB	ASB100	8/19/2019	Lesson 04	Writing	58%
ASB	ASB100	8/19/2019	Lesson 07	Writing	68%
ASB	ASB100	8/19/2019	Lesson 09	Writing	67%

Though the data did not demonstrate that the college-wide goal of 80% of students earning at least 70% on writing was being met, scores generally increased as the course progressed. However, in the process of examining the actual assignments, it was discovered that the instructor was taking points off in the writing dimension when the completeness dimension would have been more appropriate.

DO: A Social Sciences department meeting was held in spring of 2021, where instructors were shown a **video on using grading dimensions** and then actively participated in a subsequent discussion. The Chair spoke to the instructors individually about the use of the completeness and writing dimensions, and when to take off points for each one.

CHECK: Preliminary results show that the ASB100 faculty member is now allocating scores correctly among the dimensions. The ASB100 faculty member stated that the grading dimensions video made him more aware of grade allocation: "I definitely have been cognizant of a better manner of distribution and have therefore changed the distribution slightly." Data will be pulled again in fall of 2022 to compare writing results with the 2019-20 baseline data. If the scores still fall short of the goal, a new PDCA cycle will be launched to create an instructional intervention to support college-level writing skills.

ACT: Whether the grading intervention ends up positively correlating with an increase in writing scores or not, academic departments must have valid data to make informed curricular decisions. Thus, the training on rubric dimensions has not only been integrated in the Social Sciences Department but has been disseminated as an interdisciplinary professional development resource, as well.

PLAN-DO-CHECK-ACT Cycles (PDCA)

In keeping with RSC's ongoing focus on relentless improvement, below are selected PDCA cycles that were completed at the departmental level in 2021-22:

PDCA Cycle: American Sign Language (ASL) Curriculum

PLAN: Data from the 2019-20 Languages Department Report indicated that the average post-test results for ASL202 students did not meet the departmental target of 70%. In an effort to increase learning and engagement in ASL202 and the preparatory courses, new versions of ASL101-202 were created with integrated video recorders, more dialogue-based video assessments, and an online video portal.

DO: The updated ASL curriculum rolled out in spring 2, 2021.

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

ASL202 Pre and Post Test Results	
AY2019-20	
Pre-test Avg 58.37%	Post-test Avg 69.67%

ASL202 Pre and Post Test Results*	
Spring 2021	
Pre-test Avg 56.67%	Post-test Avg 77.17%

*Since the new curriculum rolled out mid-year, post-intervention data represents just one semester

ACT: The interventions correlated with an increase in average post-test results for ASL202. The changes have been formally incorporated into the curriculum, and data suggest that our beginning ASL students are now better prepared for intermediate-level coursework.

PDCA Cycle: SOC101 (Introduction to Sociology)

The Lesson 9 speech is worth 10 points and instructors have communicated that they struggle with how points should be assigned fairly. The students do well on the assignment, but the low point distribution in the rubric makes it difficult to grade students.

Plan: Data from 4/30/18 to 6/30/21 was pulled to evaluate student performance in the SOC101 Lesson 9 speech, which is the only oral communication assessment in the course. The target was not reached for any of the rubric dimensions.

SOC101	4/30/2018	Lesson 9 Mini Speech	Language Choices				Y	152	78%
SOC101	4/30/2018	Lesson 9 Mini Speech	Oral Delivery			Y		152	69%
SOC101	4/30/2018	Lesson 9 Mini Speech	Speech Organization					152	70%
SOC101	4/30/2018	Lesson 9 Mini Speech	Supporting Evidence					152	65%

Do: After consultation with the Oral Communication Outcomes Coordinator, it was determined that the overall assignment needed to be worth more points, with the majority being allocated to Oral Delivery. As a result, the assignment will now be worth 25 points, with 5 for Language Choices, 15 for Oral Delivery, 5 for Speech Organization, and 5 for Supporting Evidence.

Check: The new point distribution and rubric will roll out in fall of 2022. In spring 2023, data will be pulled from the DADD to assess what effect, if any, the new rubric has on student performance. SOC101 instructors will also be surveyed to assess the effectiveness of the updated grading structure.

Act: If at least 80% of students are performing at a college level on the Lesson 9 speech when data is pulled in spring of 2023, then the intervention will have correlated with an increase in student performance, and this PDCA cycle will be completed. However, if student performance is still not meeting the target, then adjunct faculty members will be required to take AFD228 (Rio's Oral Communication Rubric) as a professional development intervention that will be integrated into a new PDCA cycle.

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 an English class:

Assessment Data Display

Rio Salado College

The Assessment Data Display shows student performance on subjective assessments between **7/1/2021** and **6/30/2022**. Definitions may be found on page 2.

Summary Table	
Overall	83%
Critical Thinking	92%
Information Literacy	85%
Oral Communication	71%
Reading	100%
Writing	84%

Prefix	Course	Effective Date	Lesson	Dimension	Critical Thinking	Info Lit	Oral Comm	Reading	Writing	Std Count	%Stds@CL
ENG	ENG101	7/1/2019	Lesson 1: Syllabus	Dimension						1	100%
ENG	ENG101	7/1/2019	Lesson 1: Google Yourself	Content:					Y	1166	93%
ENG	ENG101	7/1/2019	Lesson 1: Google Yourself	Mechanics:					Y	1166	94%
ENG	ENG101	7/1/2019	Lesson 1: Google Yourself	Organization:		Y			Y	1166	94%
ENG	ENG101	7/1/2019	Lesson 2: Topic, Thesis and Pre-	Grammar:					Y	1165	88%
ENG	ENG101	7/1/2019	Lesson 2: Topic, Thesis and Pre-	Pre-drafting:						1165	79%
ENG	ENG101	7/1/2019	Lesson 2: Topic, Thesis and Pre-	Subject:						1165	85%
ENG	ENG101	7/1/2019	Lesson 2: Topic, Thesis and Pre-	Thesis:					Y	1165	68%
ENG	ENG101	7/1/2019	Lesson 3: Purpose Analysis	Audience:						977	89%

The DADD data model underwent significant changes throughout AY2021-22 to stabilize the report, increase efficiency of load times, and incorporate changes resulting from the upgrade of Perception databases (Rio Salado's assessment management solution). Other changes were made to address misalignment issues between course assignments and college-wide learning outcomes identified during the AY2020-21 program review process.

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 AY2021-22 indicate that co-curricular students outperformed the general student population on assessment activities across all five college-wide student learning outcomes.

Co-Curricular Assignments at College Level by Learning Outcome				
Student Learning Outcome	Assignments Submitted by CC Students	CC Student Assignments at College Level	Percentage of CC Student Assignments at College Level	All Student Assignments at College Level
Critical Thinking	4,322	3,745	87%	83%
Information Literacy	7,308	6,271	86%	82%
Oral Communication	521	451	87%	82%
Reading	5,250	4,416	84%	82%
Writing	17,688	15,327	87%	85%
Total	35,089	30,210	86%	84%

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 172 co-curricular assessments submitted by scholarship-eligible Honors students during AY2021-22, over 94% 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

During AY2021-22, the district-wide Assessment Leaders group requested and received a formal committee designation from the District and is now known as the Maricopa Assessment Committee. The Maricopa Assessment Committee will continue to meet monthly moving forward and has worked to formalize standard operating procedures for the committee.

In the Fall of 2021, the Maricopa County Community College District selected its first baccalaureate degrees for development, in accordance with Arizona State Legislature Senate Bill 1453. Pending HLC approval, Rio Salado will be offering two Bachelor's degrees in the Fall of 2023: a BA in Education (Dual Certification in Elementary/Special Education) and a BAS in Public Safety. The Maricopa Assessment Committee and Rio Salado's Assessment of Student Learning Committee have been engaged in this process and during the Spring of 2022, Rio submitted its in-depth assessment planning documents to the District's Bachelor's Degree team for review.

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 AY2021-22:
- General Education
- Organizational Management

- Quality Customer Service
- Workforce Re-entry
- Addictions & Substance Use Disorders (NAADAC re-accreditation)
- Teacher Education Elementary Post Baccalaureate (ADE approval)

Upcoming reviews for AY2022-23 include:
- General Business
- 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)

Significant Accomplishments in Learning Assessment Work, 2021-2022

- RSC's self-study for reaffirmation of accreditation was submitted in January 2022.
- In February and March of 2022, the college underwent a peer-review from the Higher Learning Commission (HLC) and received a 10-year reaffirmation of accreditation.
- Student Learning Outcomes coordinators from Rio's Assessment of Student Learning Committee participated in HLC's *Assessing General Education* workshop. The team received positive feedback from the HLC facilitator, which included: "*You are already well organized and have the necessary pieces of an assessment plan in place. Your plan for this academic year conveys steps to refine processes already in place. Your clear and specific plans for continued Gen Ed assessment are impressive.*"
- The college received District approval to offer Bachelor's degrees in accordance with Arizona State Legislature Senate Bill 1453. Pending HLC approval, Rio Salado will be offering two Bachelor's degrees in the Fall of 2023: a BA in Education (Dual Certification in Elementary/Special Education) and a BAS in Public Safety.
- RSC students taking online classes met or exceeded the 80% college-level threshold across all five college-wide student learning outcomes.
- The *Program Assessment Documentation Template for Bachelor's Degrees* was submitted to MCCCD's Bachelor's Degree Leadership Team.
- The Assessment of Student Learning Team launched a new tutorial for students, *The Basics of Grading Rubrics*.

- All Faculty Development (AFD) courses in three student learning outcomes areas were updated: AFD225 (Critical Thinking), AFD227 (Information Literacy), and AFD228 (Oral Communication).
- Student learning assessment information was incorporated into new policy manuals for adjunct and residential faculty.
- Six programs engaged in the Program Review process.
- The 23rd Annual Assessment and Learning Experience meetings were held virtually during Spring 2022. 589 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 virtual Outstanding Adjunct Faculty Reception held in October, 2021.
- Adjunct faculty completed 77 Adjunct Faculty Development (AFD) workshops during AY2021-22.
- Dr. Angela Felix continued to serve as a reviewer for the NILOA Excellence in Assessment award.
- The 2021-2022 Learning Assessment Report was compiled and posted to the RSC public website for access by all internal and external stakeholders.

Learning Assessment Team Members, AY2021-2022

Julie Cober, Faculty Chair, Oral Communication Student Learning Outcome Coordinator
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