

## Rio Salado College

### The 2007- 2008 Student Learning Outcomes Executive Summary

Rio Salado College's continued work on assessment and increasing student learning outcomes demonstrates evidence of the central focus of this work for the 17th year since our first assessment plan was implemented. College level learning outcomes, along with program and department level outcomes provide the foundation for assessment and increasing student learning. This ongoing work is a collaborative effort including faculty, Student Services, co curricular services and administration.

The Student Learning Outcomes Team (SLOT) engages colleagues throughout the college with this effort. Our work together is characterized by collaboration and consistency so that as many of our students can benefit from our work as possible. The assessment and student learning philosophy at Rio is: *Rio Salado College focuses on assessment-directed improvement for increasing student learning and improving the teaching and learning process. We believe that 1) learning is the primary purpose of assessment; 2) assessment should lead to improvement and not be an end unto itself; and 3) faculty and students who understand the value of assessment and participate in assessment activities benefit most from this work. Therefore, the college expects every individual to participate fully in this effort.*

#### **Summary of Findings for 2007-08**

***Rio Salado Faculty members are focusing on Critical Thinking assignments in courses.***

- Nineteen departments have reported information on critical thinking components for courses.
- Many courses contain an analysis and/or an evaluation component.

<b>Critical Thinking Summary Table (N = 48 courses / 400 + sections)</b>					
<b>Number of Courses by Course Component* (Part I)</b>					
	<b>Analysis</b>	<b>Evaluation</b>	<b>Inference</b>	<b>Inductive</b>	<b>Deductive</b>
<b>Courses</b>	37	27	13	7	13

<b>Critical Thinking Summary Table (N = 48 courses)</b>						
<b>Number of Courses by Content Type* (Part I)</b>						
	<b>Case Study</b>	<b>Course Assessment</b>	<b>Exam</b>	<b>Course Lesson</b>	<b>Grading Rubric or Scoring Sheet</b>	<b>Other**</b>
<b>Courses</b>	5	27	14	26	25	15

\*\*Other includes: Graded essay, practicum evaluation, Objective Structured Skills Exam (OSCE), Pre and Post Test, and Comprehensive Final Project

***Rio Salado Students continue to perform well on the Measurement of Academic Proficiency and Progress.<sup>1</sup>***

- Rio Salado students scored higher, on average, on all sections of the MAPP than the national comparison sample.<sup>2</sup>
- Seventy-five percent of Rio Salado students scored at least 4 out of 6 points on the MAPP essay.
- Dual enrollment students scored higher than Graduate\* and Distance Learning students on both the MAPP standardized and essay portion.
- The MAPP was administered online in a non-proctored environment for the first time in 2008. This may have had an impact on the scores; however, the difference in overall scores was not statistically significant.

<b>Rio Salado College Measurement of Academic Proficiency and Progress Average Score Longitudinal Data</b>			
	<b>2004</b>	<b>2006</b>	<b>2008</b>
Graduate*	447.04	456.32	449.98
Distance	454.99	455.89	446.46
Dual	454.94	455.49	453.99
<b>Overall</b>	<b>454.18</b>	<b>455.79</b>	<b>450.03</b>

<b>Rio Salado College Measurement of Academic Proficiency and Progress 2008 Essay** Averages by Cohort</b>			
	<b>Avg</b>	<b>StDev</b>	<b>N</b>
Graduate*	3.89	1.14	56
Distance	4.02	1.07	60
Dual	4.25	0.87	64
<b>Overall</b>	<b>4.06</b>	<b>1.03</b>	<b>180</b>

<sup>1</sup> Formerly the Academic Profile (AP).

<sup>2</sup> The Association of Arts College Freshmen (437.13) were used as the comparison group for Distance and Dual students. The Association of Arts College Sophomore scores (450.03) were used as the comparison sample for the Graduates.

\*The graduate student cohort include students who have 45 credits or more and have completed these credits at Rio or who completed fewer than 45 credits at Rio but have transferred credits from another college

\*\* A new essay was introduced in 2008 and a longitudinal comparison cannot be made.

### **Highlights of 2007-08 Work on Teaching, Assessment and Learning**

- A Program Review model was developed during Spring and will be piloted during 2008-09, based on work of the Assessment Academy team who met twice a month to develop this model. This work is the focus of the college's HLC Assessment Academy project.
- The 8<sup>th</sup> Annual Learning Experience On Assessment and Learning for Adjunct Faculty was held in August 2007, with approximately 450 adjunct faculty attending.
- Five Outstanding Adjunct Faculty were recognized for Contributions to Assessment for 2007-08.
- Faculty Chairs continued their focused on the indirect variable of *retention* as their strategic plan goal and started work on student engagement for Goal #2 in Rio 2012.
- The College Student Learning Outcomes Team met several times during the year to discuss learnings from the district assessment forums and other assessment workshops, and review the work of program review for the Assessment Academy
- All full time faculty meetings continued to be conducted with Student Assessment and Student Learning Outcomes as a standing agenda item.
- All Faculty Chairs were involved in the work of establishing a college level PDCA matrix for work on the College level learning outcomes of Critical Thinking and Writing. Deployment of these plans has begun with the Critical Thinking outcome.
- The VP for Teaching and Learning, the Dean for Institutional Effectiveness, and the Faculty Co-Coordinator for assessment participated in the national HLC Annual Meeting in Chicago in April 2008.
- 75% of the full time faculty participated in the District fall and spring assessment forums.
- The third year of funding for Rio assessment grants was successfully completed. These are RioLogs (Rio Learning Outcomes Grants) for department or program level teaching, learning and assessment research and improvement projects. Four grant projects were piloted and updates will be shared with the full time faculty during the beginning of 08-09. Full time faculty and adjunct faculty worked on these grants.
- Redesign of the Student Learning Outcomes SharePoint site was started and this will now include college level work, and program work, including faculty FEPs related to assessment and the work on the Program Review model.
- The Rio Salado College 2007-08 Student Learning Outcomes Executive Summary Report was written and distributed to all full time faculty, to the Student Learning Outcomes Team and the adjunct faculty during the September 2008 Fall All Faculty Learning Experience
- Work on the Sustainability learning outcome for the General Education program was started.

## **2007-08 RioLogs Summaries:**

There were four RioLogs awarded in the 2007-2008 academic year. The purpose of the Rio Learning Outcomes Grants (RioLogs) is to provide a mechanism and the resources to support faculty in developing student learning outcomes-based initiatives directly linked to assessment results data.

### **1) Project Title: A pilot for increasing Students' Inclusiveness Skills through feedback given on an Inclusiveness rubric**

#### **Abstract:**

The General Education program at Rio now has the student learning outcome of Inclusiveness. The goal of this project is to see if we can increase student's inclusiveness awareness and skills through use of the newly developed inclusiveness rubric on selected assessments and through feedback given in this rubric.

Piloting the rubric in different Gen Ed disciplines will reveal where improvements or revisions should be made so that the rubric can be useful across disciplines. In addition, the pilot will assist in determining whether faculty members in different disciplines can successfully apply the rubric in giving feedback to students about their inclusiveness awareness and skills.

### **2) Project Title: A pilot for increasing Student Writing through the consistent use of a college wide writing rubric**

#### **Abstract:**

A RioLog in 2005-06 focused on creating a new writing rubric for ENG faculty and students. The goal was to ensure consistency of grading in English composition courses so that the credibility and quality of these courses was maintained, and in turn, students would benefit from consistent feedback from assignment to assignment and from ENG 101 to ENG 102.

Now it is time to pilot use of the writing rubric in courses other than English. This pilot will help determine whether the rubric helps students registered in MGT, COM, and CHD to identify strengths and weaknesses in their writing skills. It is also a goal for this pilot to assist in determining whether consistent feedback using the writing rubric will lead to improved writing skills.

Piloting the rubric in different disciplines will reveal where improvements or revisions should be made so that the rubric can be useful across disciplines. In addition, the pilot will assist in determining whether faculty members in different disciplines can successfully apply the rubric in giving feedback to students about their writing.



### **3) Project Title: CIS105 Course Redesign to Improve Student Engagement and Learning**

#### **Abstract:**

The purpose of the project is to 1) evaluate the effectiveness of new CIS105 course design by comparing pre/post test results and final exam scores in current and new course designs (spring 2007 vs spring 2008 results); 2) capture CIS105 pre/post test results and final exam scores in a useable format to assess student learning.

There is a need to evaluate the redesign of CIS105, Introduction to Computer Information Systems, which should increase student engagement in an effort to increase student learning. The design of the course has been changed to include a graphical learning cycle, interactive games, and summary activities. Interactive games have been added to each lesson to increase learning of key terms. The games vary in type, such as flashcards, "who wants to be a millionaire" format, etc. More concrete summary activities have been added to the end of each lesson to bring concepts together for the learner. Summary activities include a repeat of the Concept Check interactive game and a PowerPoint summary of the covered concepts.

### **4) Project Title: Further Development of a Detailed and Comprehensive Identification System of Deep Learning and Critical Thinking Components in Instructional and Assessment Materials in Psychology, Philosophy, and Religion Courses and Further Development of an Instructional Feedback and Assessment System for Deep Learning and Critical Thinking Performance in Psychology, Philosophy, and Religion Courses.**

#### **Abstract:**

Critical Thinking is one student learning outcome in the General Education program at Rio Salado College. Department chairs have been asked to assess student performance for at least some components of critical thinking in their high enrollment courses.

The psychology, philosophy, and religion departments at Rio Salado College have already developed an extensive and detailed grading rubric and aligned set of instructional material and assignments for critical thinking and more broadly deep learning. (Critical thinking is included as part of deep learning.) This grading rubric consists of four general categories: Understanding, thinking, personal application, and growth. These four general categories are divided further into a more detailed list of specific abilities. This project will be a further refinement and evolution of this ongoing department initiative to teach and assess deep learning and critical thinking.