



Rio Salado College Student Learning Outcomes Report 2008 – 2009

Rio Salado College's work on assessment and increasing student learning continues to demonstrate evidence of the central focus of these efforts for the 18th year since our first assessment plan was implemented. College-level learning outcomes and Program-level outcomes (as part of Program Review) provide the foundation for assessment and increasing student learning. This work is a collaborative, ongoing effort that includes Faculty, representatives from Student Services and other co-curricular services, Instructional Design, and Administration.

Summary of Findings

Rio Salado Students continue to perform well on core college competency assessments.

- In general, Rio Salado students demonstrated college-level skills on the core competency assessments.
- Overall, 91.5%¹ of students scored within the acceptable range of college-level performance on the competency assessments. Nearly all students (99.14 %) who completed the Information Literacy assessment scored at or above college level.
- In general, scores on the assessments were positively correlated with the ages of the students. Overall, assessment scores increased as students matured and, generally, students 25 years of age or older had higher average scores than younger students.
- Students had a higher total average score on the Writing and Information Literacy assessments in 2009 than in 2007.

Rio Salado continues to utilize the Plan Do Check Act cycle to assess student learning.

- College-Level Writing Skills of Rio students are currently being assessed in 19 different courses across sixteen programs at the college. Components being evaluated include content, language, organization, and sentence structure and mechanics skills.
- Rio Salado is also currently assessing the College-Level Critical Thinking Skills of its students in a variety of courses across college disciplines. Student skill sets currently under study include analysis, evaluation, inference, inductive reasoning, and deductive reasoning.

¹ The Reading, Information Literacy, and Writing competency assessments were administered in Spring 2009. The Critical Thinking assessment will be administered in Fall 2009.

Rio Salado College Student Learning Outcomes Summary Data 2008 - 2009			
	Distance Learning	Dual Enrollment	45+ Credits Cohort ²
Writing Competency	3.33	3.04	3.39
Reading Competency	3.05	3.03	3.08
Information Literacy Competency	3.43	3.35	3.48

Competency Scale: 1 - 4

Rio Salado College Student Learning Outcomes Longitudinal Data						
	Spring 2004		Spring 2007		Spring 2009	
	Average	N	Average	N	Average	N
Writing Competency	3.17	449	3.10	353	3.19	346
Reading Competency	3.12	492	3.11	372	3.04	414
Information Literacy Competency	3.37	581	3.32	420	3.40	581

Competency Scale: 1 - 4

Highlights of 2008-09 Work on Teaching, Assessment and Learning

- The newly developed Program Review model was piloted by the Nursing and Early Childhood Education Programs, based on work of the Assessment Academy team and the college Student Learning Outcomes team (SLOT).
- The 10th Annual All-Faculty Assessment and Learning Experience for Adjunct Faculty was held on September 13, 2008, with approximately 330 adjunct faculty attending.
- Eight Outstanding Adjunct Faculty were recognized for Contributions to Assessment for the 2008-09 academic year.
- Faculty Chairs continued their focus on the indirect variable of *retention* as their strategic plan goal, and started systemic work on student engagement and personalization for Goal #2 in the college strategic plan.

² Students in the 45+ Credit Cohort are also in the analysis for the Distance and Dual Enrollment Cohorts. Their scores were analyzed both with the larger cohorts and with the 45+ Credit Cohort.

- The College Student Learning Outcomes Team met six times during the year to discuss learnings from college data collection and from the District Assessment Forums and other Assessment workshops. Additionally, they became the review group for the pilot Program Review work completed this year.
- All Full-Time Faculty meetings continued to include Student Assessment and Student Learning Outcomes as standing agenda items.
- All Faculty Chairs were involved in the work of establishing and deploying a college-level PDCA matrix for work on the college-level learning outcomes of Critical Thinking and Writing. Deployment of these plans began with the Critical Thinking outcome during 2007-08 and the Writing outcome during 2008-09.
- The Dean of Institutional Effectiveness and the Faculty Co-Coordinator for Assessment participated in the national HLC Annual Meeting in Chicago in April 2009, and gave a presentation on The Textbook Advantage. They also attended the Assessment Academy sessions.
- 30% of the full-time faculty participated in the District Fall and Spring assessment forums.
- This was the fourth year of funding for Rio assessment grants. These are RioLogs (Rio Learning Outcomes Grants) for department or program-level teaching, learning and assessment research and improvement projects.
- Redesign of the Student Learning Outcomes SharePoint site was completed and now includes college-level work and program work based on the framework of the PDCA cycle. Faculty FEPs related to assessment and the work on the Program Review model are included as well.
- The Rio Salado College 2008-09 Student Learning Outcomes Executive Summary Report was written and distributed to all full-time faculty and to the Student Learning Outcomes Team, and will be distributed to the adjunct faculty during the August 2009 11th Annual All Faculty Assessment and Learning Experience.
- Sustainability was identified as a General Education program learning outcome, and Rio had good faculty participation in District Sustainability Dialogue Days and the District Sustainability Network.
- Transparency by Design is a groundbreaking initiative that assists adult learners in becoming educated consumers of online education. The initiative's members are made up of regionally-accredited distance education institutions, including **Rio Salado College**. The initiative was developed by the Presidents' Forum, a collaboration of accredited, national, adult-serving institutions and programs which have embraced the power and potential of online education.