

# Rio Salado College

## Risk Management and Insurance Program Review

**Review Period: Academic Years 2017-2020**

**Review Conducted: AY2020-21**

Rio's Academic Program Review Process is an essential component of the College's Strategic Plan. The 2020-2023 work is guided by the following college-wide goals:

**Rio Strategic Goal 1:** Increase student goal attainment 23% by 2023 with innovative and world-class experiences

**Rio Strategic Goal 2:** Offer 23 new micro-credentials by 2023

**Rio Strategic Goal 3:** Foster a culture of diversity, equity, inclusion, and belonging

Data relating to successful course completion, persistence, credentials awarded, and equity in program and college-level outcomes across all student populations are aligned with the college-wide Key Performance Indicators that measure progress toward achieving the goals of the College's Strategic Plan.

### **I. Degrees and Certificates in the Risk Management/Insurance Program**

#### **AAS in Risk Management and Insurance**

Description: The Associate in Applied Science (AAS) in Risk Management and Insurance program is designed to provide students with foundational skills in insurance and risk management. This program encourages development of critical thinking, leadership, and communication skills as well as techniques for planning and organizing personal and business insurance strategies. Courses offer a framework of knowledge including an introduction to the insurance industry, risk management, principles of property and liability insurance, health, life, personal, and commercial insurance. A Certificate of Completion (CCL) in Risk Management and Insurance is also available and is fully embedded in this program.

## **CCL in Risk Management and Insurance**

**Description:** The Certificate of Completion (CCL) in Risk Management and Insurance program is designed to provide students with foundational skills in insurance and risk management. Courses offer a framework of knowledge including an introduction to the insurance industry, risk management, principles of property and liability insurance, health, life, personal, and commercial insurance. An Associate in Applied Science (AAS) in Risk Management and Insurance is also available.

## **II. Program Purpose and Mission**

Rio Salado's Risk Management and Insurance program is the first of its kind in Arizona and for community colleges. It was developed as a direct response to an industry need to fill current job vacancies and projected employment shortfalls in the insurance industry. The program was designed by Rio Salado College in collaboration with 35 insurance professionals from 20 diverse insurance companies and associations. It prepares individuals for entry-level jobs in the growing insurance industry and enhances the skills of current insurance employees. In 2018, all the insurance courses with GBS prefixes were switched to the INS prefix to differentiate them from general business courses. In 2019, the program was renamed from Insurance Studies to Risk Management and Insurance. The rationale for renaming the program was due to risk management being a more inclusive term than insurance. At that time, courses specific to risk management were added to the restricted electives list.

The Certificate of Completion (CCL) in Risk Management and Insurance and Associate in Applied Science (AAS) in Risk Management and Insurance are geared toward workforce development. Graduates of these programs are exposed to the knowledge, skills, and abilities needed in the fields of risk management and insurance. Throughout the Risk Management and Insurance program, students are exposed to various areas of specialization. Graduates with a CCL in Risk Management and Insurance and/or an Associate in Applied Science (AAS) in Risk Management and Insurance have the skills and knowledge that are needed to enter positions such as claim adjusters, underwriters, sales agents, customer service representatives, call center employees, risk managers, and investigators.

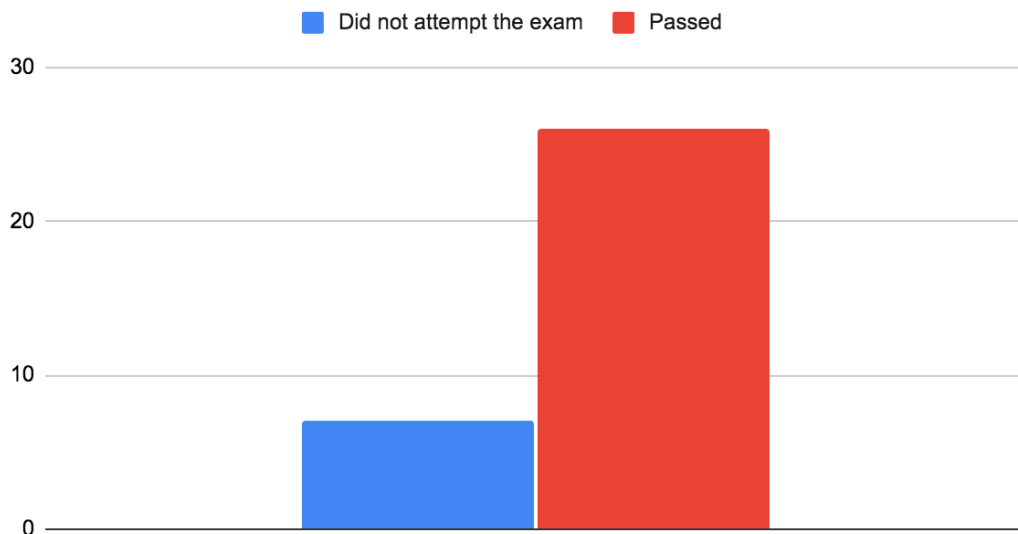
Rio Salado College's Risk Management and Insurance courses are offered in a flexible format through 14 or 8-week completion options with 48 start dates.

The Risk Management and Insurance Program core courses provide a high-quality curriculum that prepare students for [The Institute's Associate in General Insurance \(AINS\)](#)

[national exams](#). The INS100 course provides the overview for the industry, while the last three chapters and final exam of INS100 include the ethics component. In summer of 2019, State Farm paid for its employees enrolled in Rio's INS100 to take the AINS Ethics 311 Exam. As evidenced by the chart below, the pass rate was 100% for all students who attempted the exam.

## AINS Exam Results

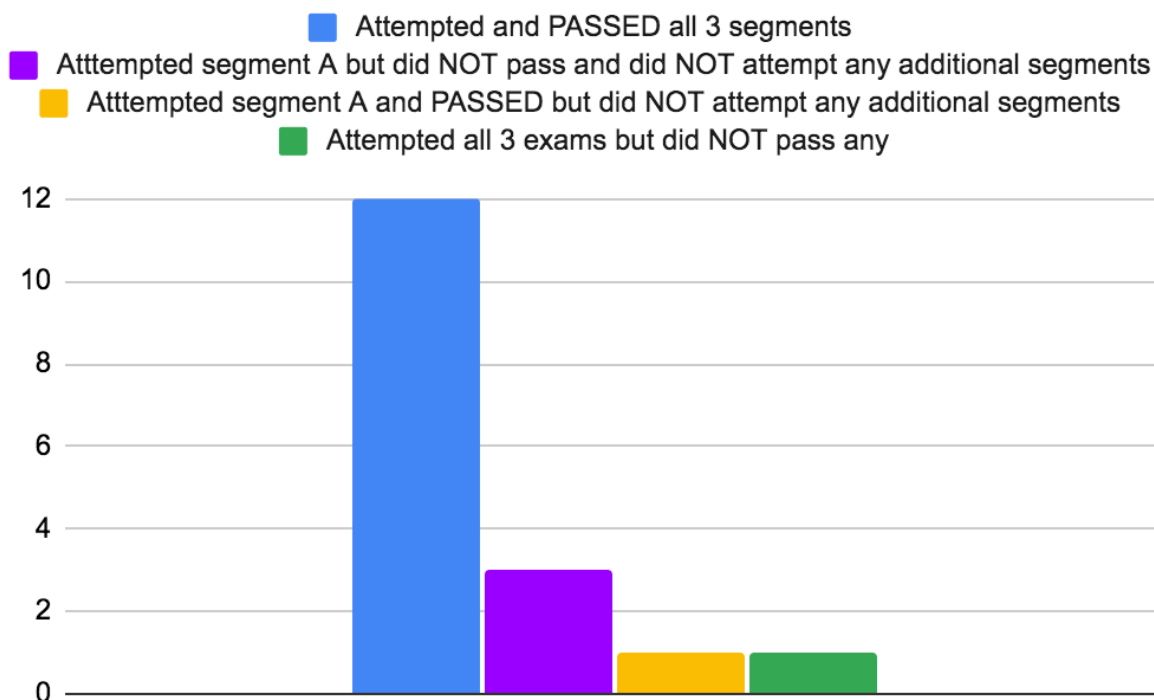
**Ethics 311 Exam Overview - Exam included in INS100 curriculum**



In fall of 2019, the industry partners requested that INS100 be modified to replace ETH311 content with ETH312 content. While ETH311 satisfied the ethics requirement for the AINS designation, it did not satisfy *all* The Institute designations. Students now take the ETH312 exam as a part of the course, which also satisfies requirements for The Institutes designations. Thus, a student who completes the AINS program and decides to continue working on their CPCU designation will not have to take a separate ethics class.

The AINS designation is broken into three parts, and each part is taught in three courses: INS200, INS205, INS210. By completing all three courses, the students have the information needed to pass the AINS exams. Below are the INS200 results for the State Farm cohort, which show an impressive pass rate for students who attempted all three parts of the exam:

## **INS 200/AINS 21 RSC State Farm Onsite Cohort AINS segment Exam Overview**



Though we do not currently have a way to access historical AINS exam data for all our students, the department is working to set up a portal with The Institutes study group system to generate results for future AINS testing of Rio Salado students.

Restricted electives in the Risk Management and Insurance (AAS) program take students further into the risk management and insurance world to hone the skills needed in the field. While taking restricted elective courses, students can choose to work towards a second designation via one or more of the following paths:

Path One: The Institutes Associate in Claims (AIC) Professional Designation. The AIC designations are broken in four parts, and each part is taught in four courses. Rio Salado College offers two of the four courses (INS220 and INS225). Students can work toward their designation with the Institutes and can take the last two courses as a self-study from them.

Path Two: Associate in Risk Management (ARM) professional designation. The ARM designation is broken into three parts, which are taught in INS241, INS242, INS243.

Path Three: This path is geared to more interdisciplinary learning with an emphasis on the overall business environment. Restricted electives in the following categories can be taken: communications, finance, accounting, and marketing.

The Risk Management and Insurance Program supports the college mission as stated below:

*We redefine the educational experience by anticipating the needs of our students and future workforce. We support learners where they are and provide high-quality, flexible, and accessible education to empower individual goal attainment, foster partnerships, and strengthen communities.*

The program was designed to anticipate the needs of our students and future workforce by preparing professionals to enter the field with the knowledge, skills, and industry-recognized designations necessary to succeed. Students have flexibility to accelerate their courses to achieve their personal and professional goals. Since its initial development in collaboration with 35 insurance professionals from 20 diverse insurance companies and associations, there have been continuing efforts to foster partnerships and secure ongoing support from the advisory committee. Communities of learning are built and strengthened through scholarships, internships, and apprenticeships.

### III. Student Population of the Insurance Studies Program

	2017		2018		2019		2020	
	N	%	N	%	N	%	N	%
<b>Gender</b>								
Female	19	76.0%	24	73%	18	60.0%	31	86.1%
Male	6	24.0%	7	0.2	11	36.7%	4	11.1%
Other/Not Specified			2	0.1	1	3.3%	1	2.8%
<b>Ethnicity</b>								
American Indian	1	4.0%	5	14.3%	3	9.4%	2	5.4%
Asian								
Black or African American	3	12.0%	5	14.3%	5	15.6%	6	16.2%
Hawaiian							1	2.7%
Hispanic or Latino	10	40.0%	10	28.6%	12	37.5%	10	27.0%
White or Caucasian	11	44.0%	14	40.0%	11	34.4%	16	43.2%

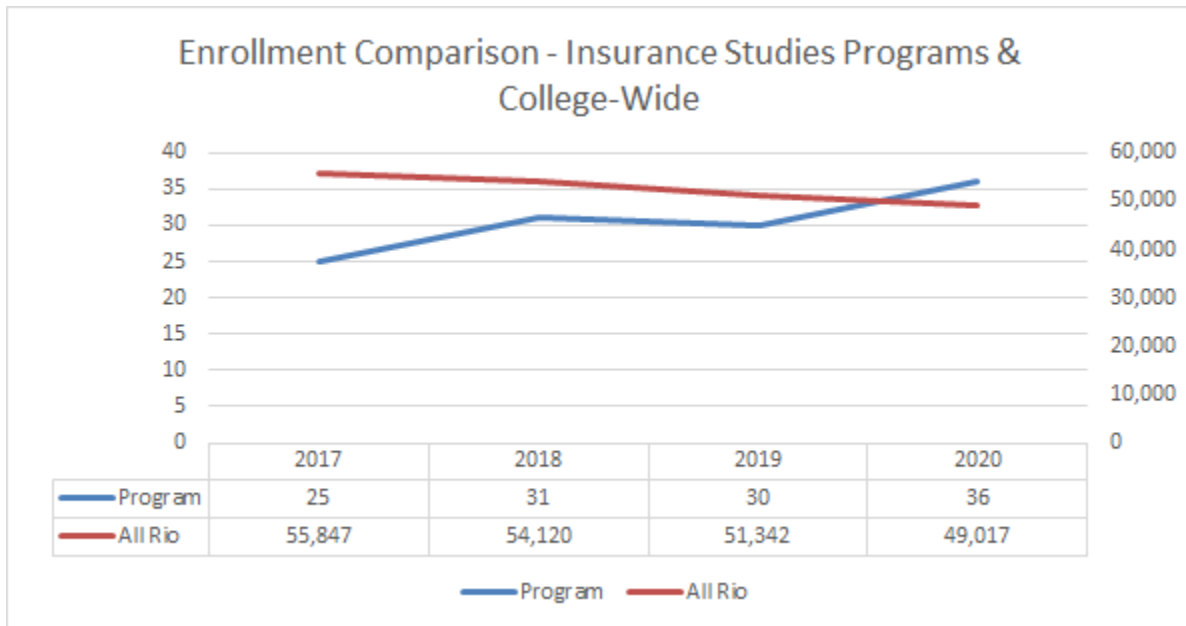
Other/Not Specified			1	2.9%	1	3.1%	2	5.4%
<b>Age Group</b>								
19 and under	2	7.7%			1	3.3%		
20-29	9	34.6%	16	50.0%	14	46.7%	8	22.2%
30-39	8	30.8%	8	25.0%	6	20.0%	13	36.1%
40-49	4	15.4%	6	18.8%	8	26.7%	12	33.3%
50 and over	3	11.5%	2	6.3%	1	3.3%	3	8.3%
<b>First Generation</b>								
Yes	19	76.0%	23	62.2%	25	75.8%	28	65.1%
No	6	24.0%	8	21.6%	5	15.2%	8	18.6%
Other/Unknown			6	16.2%	3	9.1%	7	16.3%
<b>Financial Aid Recipient</b>								
Yes	14	51.9%	17	51.5%	13	43.3%	13	36.1%
No	13	48.1%	16	48.5%	17	56.7%	23	63.9%

As evidenced in the chart above, the number of students enrolled in Risk Management and Insurance programs increased from 25 in 2017 to 36 in 2020. In an effort to further boost enrollments, career nights and summer camps have been offered consistently since 2019. An increase in the program tuition scholarships and creation of State Farm employee yearly cohorts will also hopefully lead to more enrollments. Most students who enrolled in Risk Management and Insurance courses are not receiving financial aid due to the availability of scholarships and tuition reimbursement. To encourage participation for the 19 and under age group, full scholarships are offered to dual enrollment students who take INS courses.

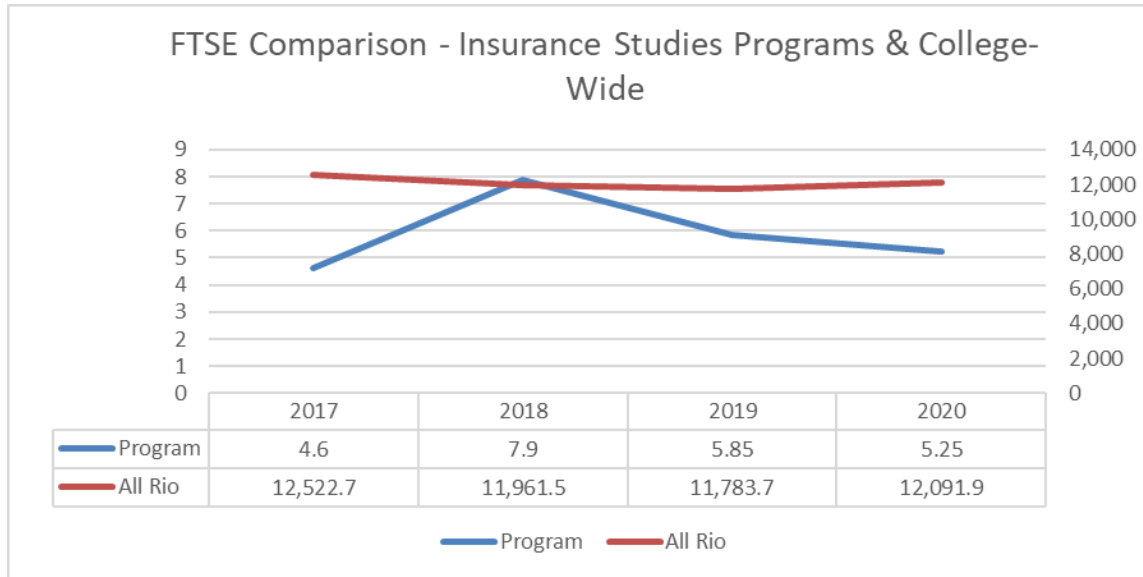
Data from 2020 indicate that over 86% of program enrollees are female and over 51% are people of color. This non-traditional student mix supports the College's third strategic goal to foster a culture of diversity, equity, inclusion, and belonging while also addressing needs identified by [The Arizona Insurance Industry Workforce Summit 2018 report](#) (p. 8-9) as well as several professional publications ([Risk & Insurance](#), [Insurance Information Institute](#), [Insurance Journal](#)) to bridge the diversity gap in the industry.

As shown in the graph below, Risk Management and Insurance Program enrollment is steadily increasing while college enrollment is decreasing. Some explanations could be the offering of scholarships, working closely with Dual Enrollment Department, and continued

offerings of career nights and summer camps to increase awareness of the program and course offerings.



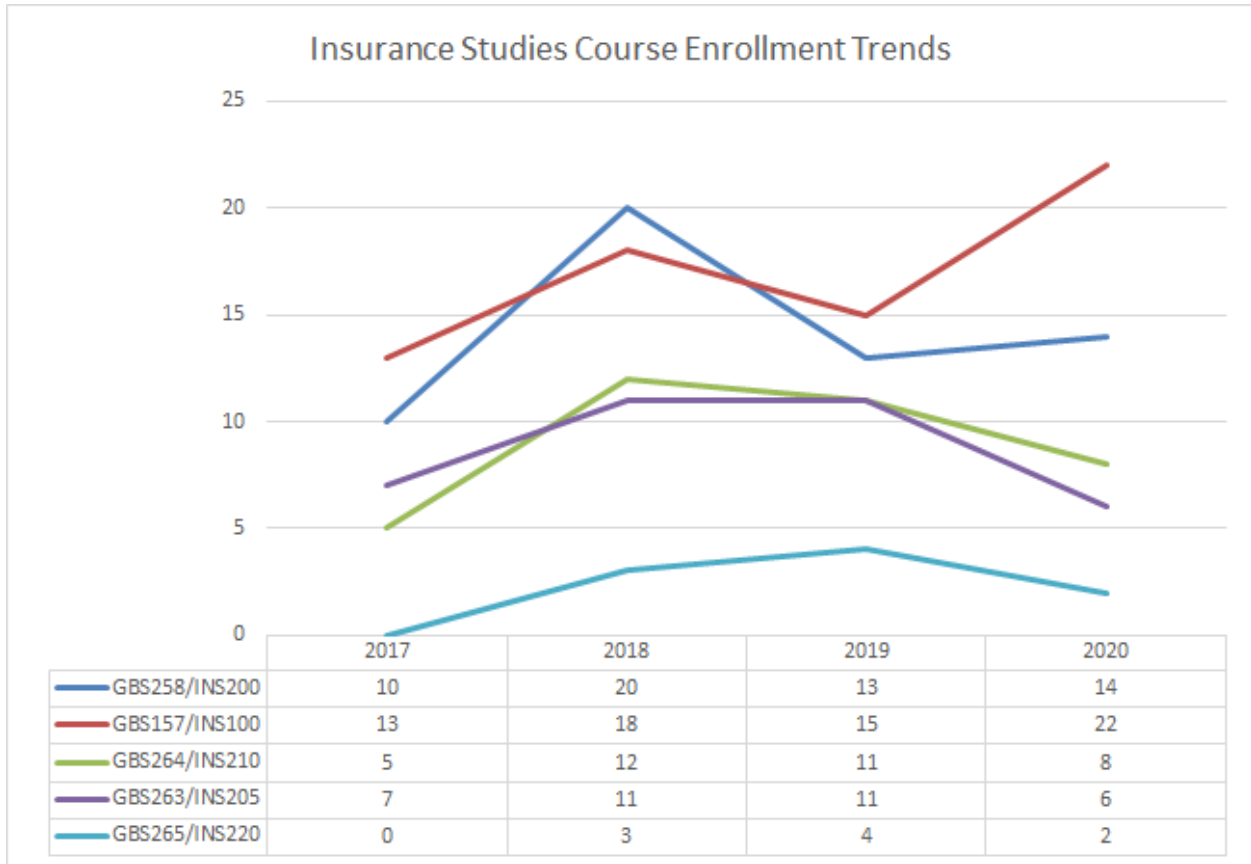
The following graph reflects Full-time Student Equivalents (FTSE) for Risk Management and Insurance Program seekers and FTSE college wide. The district and state both use FTSE to determine funding, which takes into account credit hours generated by students rather than headcount, which may overcount part-time students. Program FTSE levels grew sharply in 2018 due to creation of a full-time State Farm in-person cohort. While the new modality was very popular in the first term, it slowly decreased after that. Further, due to the pandemic, students who were interested in the in-person cohort had to take time off and full-time students switched to part-time status. Despite the anomaly in 2018, FTSE levels have shown a slow growth pattern since the program’s inception less than 5 years ago.



As indicated earlier, overall enrollment has increased from 2017 to 2020. The graph below shows that the highest-enrolled course is INS100, which is a bookless course and the first course in the program. It has been offered in our Risk Management and Insurance Summer Camp for the past two years.

The second highest enrolled course is INS200, which is a prerequisite for INS205 and INS210. There is a decline in enrollment as students transition from INS200 into INS205 and INS210. This is largely due to students discontinuing their employment in the insurance industry in the middle of their program. There are special outreach efforts to encourage these students to continue, but loss of tuition assistance and decreased motivation to continue in the industry has had a negative effect on program persistence. Current outreach efforts are focusing on scholarship opportunities for students who no longer have tuition assistance at their place of employment. Additionally, students who were awarded the scholarship for INS100 and INS200 are notified that funds have been allocated for INS205 and INS210 if they take them in the next semester.

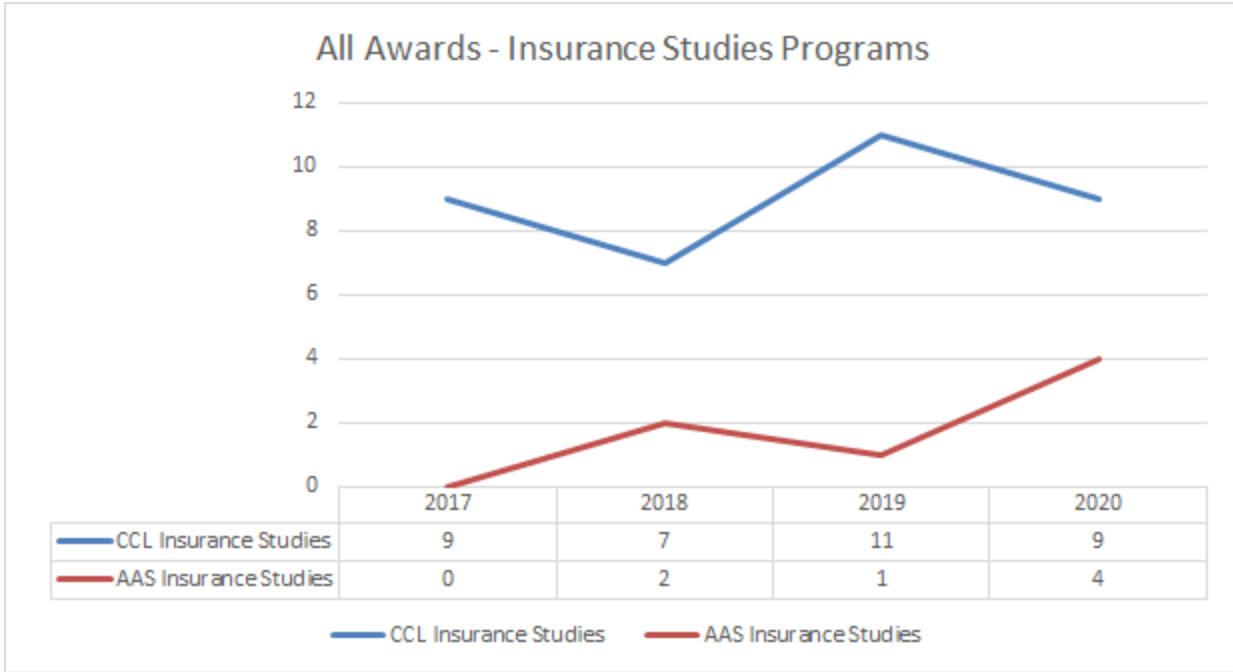




*Note: INS courses were rebranded from GBS courses*

As shown in the next graph, the total number of certificate graduates is remaining relatively steady with an influx in 2019 due to the State Farm cohorts.

The total number of associate degree graduates has recently increased, though the numbers are still quite low.



**IV. Retention and Persistence**

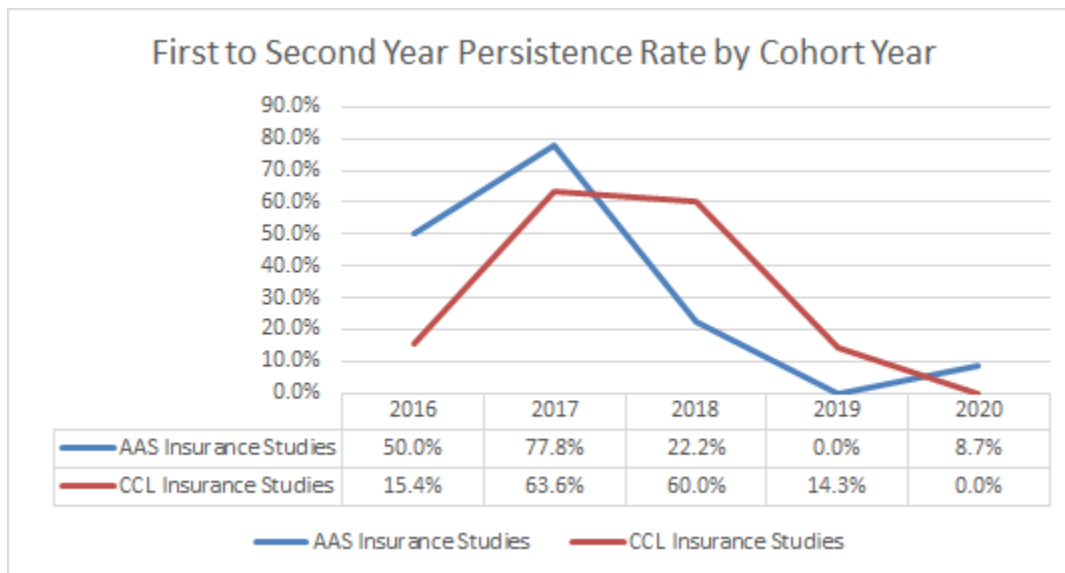
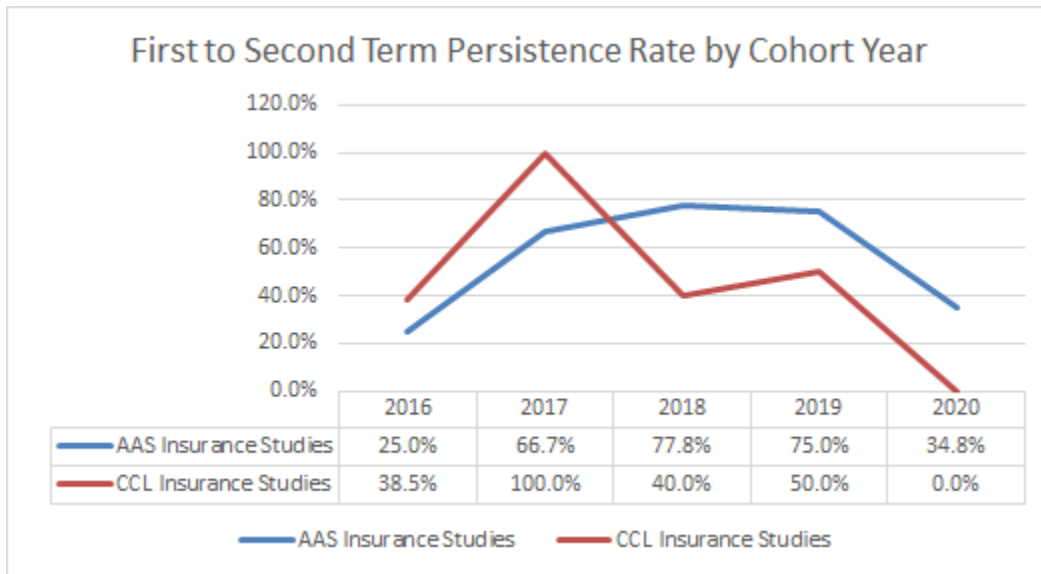
	2017		2018		2019		2020	
	Retention Rate	Successful Retention	Retention Rate	Successful Retention	Retention Rate	Successful Retention	Retention Rate	Successful Retention
GBS157/INS100	100.0%	90.0%	82.6%	78.3%	80.0%	73.3%	87.5%	83.3%
GBS258/INS200	100.0%	92.9%	90.0%	85.0%	76.9%	69.2%	80.0%	73.3%
GBS264/INS210	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	66.7%	66.7%
GBS263/INS205	100.0%	100.0%	100.0%	91.7%	100.0%	100.0%	71.4%	71.4%
GBS265/INS220			100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
<b>Total</b>	<b>100.0%</b>	<b>96.4%</b>	<b>95.8%</b>	<b>91.7%</b>	<b>88.9%</b>	<b>85.2%</b>	<b>81.4%</b>	<b>78.0%</b>

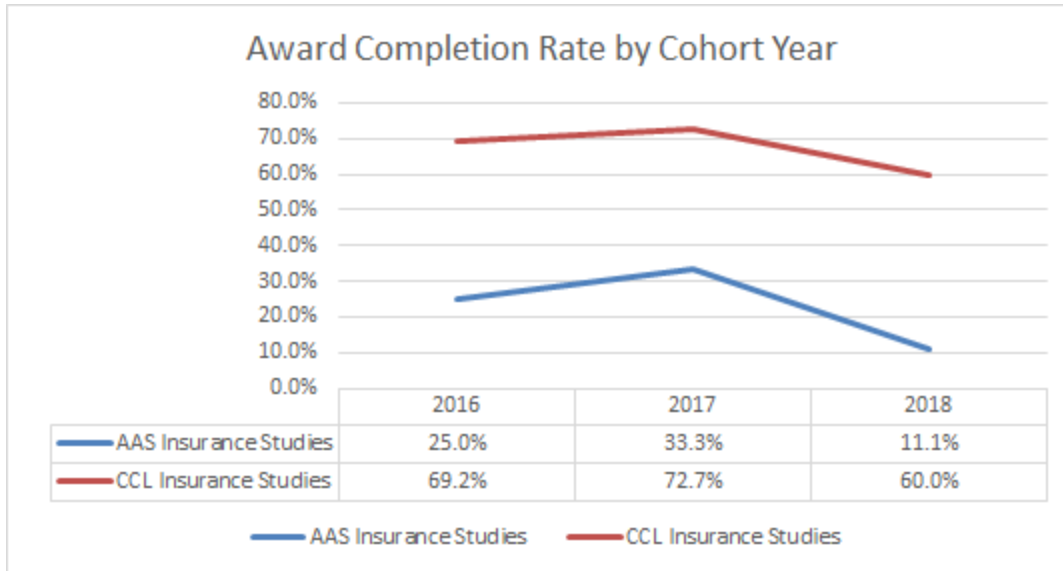
*Note: INS courses were rebranded from GBS courses*

The overall retention rate and successful retention rates have both decreased over the years. Beginning in 2019, non-participating students who previously would have been kept on the roster and been assigned an F are now withdrawn after 14 days with a Y

(withdrawn, failing). Students that previously would have been indicated as retained are now counted as withdrawn.

*Note: The following graphs represent student cohorts based on when students first declared their academic program. For example, students who declared their program in Summer 2015, Fall 2015, and Spring 2016 are grouped into cohort year 2016.*





The charts above indicate that certificate students are moving steadily from their first to second terms of program enrollment and to graduation; however, there is a drop off from first to second years of program enrollment. One explanation could be that the CCL is only 18 credits and can be completed within two terms. If a student catches that momentum, they are well off to graduation. But, if they delay to register for the next courses, they end up either not finishing or their graduation is postponed. The charts above indicate that AAS students increased momentum from their first to second terms of program enrollment, but drop off in the first to second year persistence, resulting in plateau graduation rates. The first PDCA cycle detailed below was designed as an intervention to increase program persistence rates. The desired result was not achieved, and a second cycle was initiated.

### Cycle 1

**Plan:** The Risk Management and Insurance program participated in the 2020 Student Navigators Pilot Project.

**Do:** Student navigators were placed into INS100 to support and actively engage students by quickly responding to the needs of the students.

**Check:** In spring 2021, data was collected over two sections of INS100, showing that students did not engage with the navigators in the RioLearn discussion forum. It is believed that the information that the student navigators provided is still advantageous, but it needs to be shared in a different format.

**Act:** A new PDCA cycle was initiated.

### Cycle 2

**Plan:** Risk Management and Insurance students are one of the four populations included in a pilot project funded by the [College Improvement Network](#).

**Do:** Risk Management and Insurance students are going to engage as an online community via the [Inscribe](#) platform. Adjunct faculty, students, a dedicated advisor, and the department leads will be part of that community and will engage in both course and college-related topics.

**Check:** This project is ongoing and data will be collected in spring of 2022.

## **V. Program Learning Outcomes**

### **AAS in Risk Management and Insurance Learning Outcomes:**

1. Apply effective oral, written, and visual business communication skills. (INS100, COM+++, GBS+++, MKT+++, [FYC], (COM), (CRE))
2. Analyze risk-based scenarios using basic financial principles. (INS200, INS205, INS210, ACC+++, FIN+++, INS+++, SBS+++, [MA])
3. Apply current technology to specific business tasks. (CIS105, BPC110, CIS113DE, CIS114DE, CIS117DM, INS+++, MKT+++) )
4. Demonstrate critical thinking through written and oral formats. (INS200, INS205, INS210, GBS+++, TQM+++, [FYC], [HU], [MA], [SG/SQ], (CRE))
5. Analyze legal, regulatory, ethical and social implications of insurance decisions and their impact on various individuals, groups, and companies. (INS100, INS200, INS205, INS210, IBS+++, INS+++, MGT+++, REA+++, [HU], [SB])
6. Assess the insurance needs of individuals and businesses. (INS100, INS200, INS205, INS210, INS+++) )
7. Evaluate underwriting and claims functions in terms of their impact on profitability. (INS100, INS200, INS205, INS210, INS+++) )
8. Create a risk management plan to meet the needs of individuals and businesses. (INS205, INS210, EPS+++, INS+++) )
9. Propose the appropriate insurance coverage to various risk-based scenarios. (INS100, INS200, INS205, INS210, INS+++) )

### **CCL in Risk Management and Insurance Learning Outcomes:**

1. Apply effective oral, written, and visual business communication skills. (INS100, COM+++, GBS+++, MKT+++)
2. Analyze risk-based scenarios using basic financial principles. (INS200, INS205, INS210, ACC+++, FIN+++, INS+++)
3. Demonstrate critical thinking through written and oral formats. (INS200, INS205, INS210, GBS+++, TQM+++)
4. Analyze legal, regulatory, ethical and social implications of insurance decisions and their impact on various individuals, groups, and companies. (INS100, INS200, INS205, INS210, INS+++ , MGT+++)
5. Assess the insurance needs of individuals and businesses. (INS100, INS200, INS205, INS210, INS+++)
6. Evaluate underwriting and claims functions in terms of their impact on profitability. (INS100, INS200, INS205, INS210, INS+++)
7. Create a risk management plan to meet the needs of individuals and businesses. (INS205, INS210, INS+++)
8. Propose the appropriate insurance coverage to various risk-based scenarios. (INS100, INS200, INS205, INS210, INS+++)

As evidenced by the chart below, students are performing at or above college level, with at least 80% for each program-level outcome.

<b>LEARNING OUTCOME</b>	<b>ASSESSMENT METHOD</b>	<b>% OF STUDENTS PERFORMING AT A COLLEGE LEVEL</b>
Apply effective oral, written, and visual business communication skills.	INS 100, Lesson 5 Short Answer Essay	100%
Analyze risk-based scenarios using basic financial principles.	INS 210, Lesson 7 Short Answer Essay	91.7%
Apply current technology to specific business tasks	INS 210, Lesson 11 Short Answer Essay	100%

Demonstrate critical thinking through written and oral formats.	INS 100, Lesson 6 Short Answer Essay	97.1%
Analyze legal, regulatory, ethical and social implications of insurance decisions and their impact on various individuals, groups, and companies.	INS 205, Lesson 2 Quiz and Short Answer Essay	100% 100%
Assess the insurance needs of individuals and businesses.	INS 205, Lesson 11 Short Answer Essay	100%
Evaluate underwriting and claims functions in terms of their impact on profitability.	INS 200, Lesson 6 Quiz and Short Answer Essay	84% 94.7%
Create a risk management plan to meet the needs of individuals and businesses.	INS 200, Lesson 7 Case Study	86.9%
Propose the appropriate insurance coverage to various risk-based scenarios.	INS 210, Lesson 10 Quiz and Short Answer Essay	91.7% 100%

## VI. College-wide Student Learning Outcomes

In addition to the program-level outcomes addressed above, Rio Salado College places a high priority on developing core competence in the following areas:

**Critical Thinking:** The student will demonstrate the ability to analyze information, evaluate material, use inference to draw conclusions, and use deductive reasoning and inductive reasoning at a college level

**Information Literacy:** The student will demonstrate the ability to determine an information need, access successfully and evaluate critically the needed information, and organize and apply the information appropriately to accomplish a given research task.

**Oral Communication:** The student will demonstrate the ability to prepare and present oral communication in a variety of contexts as a college-level speaker.

**Reading:** The student will demonstrate the ability to comprehend a variety of materials by determining the central idea and providing textual evidence, drawing inferences or valid conclusions, analyzing the author’s purpose and bias, and applying the text to a given task or course content.

**Writing:** On a written assignment, the student will demonstrate the ability to generate relevant and sufficient content; organize his or her thoughts coherently; adhere to the conventions of correct mechanics and sentence structure; and use correct terminology and rich vocabulary in the fulfillment, at the college level, of his or her writing assignments.

For more information: <http://www.riosalado.edu/about/teaching-learning/assessment/Pages/SLO.aspx>

As indicated in the chart below, college-wide student learning outcomes are incorporated into the curriculum, as appropriate for course competencies. All written assignments are graded using a three-dimension rubric. The rubric assesses Writing, Critical Thinking, and Information Literacy.

Class	Critical Thinking	Reading	Information Literacy	Oral Communication	Writing
GBS157/INS100	Y		Y		Y
GBS263/INS205	Y		Y		Y
GBS265/INS210	Y		Y		Y
GBS258/INS200					

Students work on short answers essays or case studies in every class, using critical thinking skills to move from theory to real-world application. Current demand is in the area of negotiation, data analytic, and decision-making skills, which helps prepare students for emerging trends in the field. Additionally, students are tested in the area of analyzing the policies, use risk management tools to mitigate loss, discern what information is needed, to determine, research, and analyze current policy coverage.

After reviewing the INS200 course materials, it was found that all assessments are graded with a generic rubric rather than one that includes specific dimensions tied to the college-wide outcomes. It was further discovered that the INS200 instructors are currently grading assignments manually; awarding points for each of the dimensions as outlined in the syllabus. However, in the Feedback Tool, there is only one dimension without allocation for each learning outcome. INS200 is in redevelopment and PDCA cycle is in place to flag assignments with the college-wide outcomes assessed in the program.



**Plan:** In Fall 2021, we will flag the Scoring Rubric and Feedback for all INS200 assignments with the college-wide outcomes assessed in the program within the Feedback Tool.

**Do:** Adjunct instructors will be required to grade within the Feedback Tool, scoring each dimension and providing detailed feedback in the textbox for each learning outcome.

**Check:** This implementation will take place in Fall 2021 and will be verified to assess the effectiveness during Spring 2022.

**Act:** Spring 2022 the actions will be put in place.

In examining the data that indicates how students are performing on individual assessments tagged with the college-wide learning outcomes, four assessments in INS100 scored below 70% from 7/1/2019 to 6/30/2020:

Prefix	Course	Effective Date	Lesson	Dimension	% Stds@CL
INS	INS100	3/9/2020	Lesson 2 Short Answer-Essays	Understanding	50%
INS	INS100	3/9/2020	Lesson 2 Short Answer-Essays	Writing	50%
INS	INS100	3/9/2020	Lesson 4 Short-Answer Essays	Understanding	50%
INS	INS100	3/9/2020	Lesson 4 Short-Answer Essays	Writing	50%
INS	INS100	3/9/2020	Lesson 5 Case Study	Understanding	100%
INS	INS100	3/9/2020	Lesson 5 Case Study	Writing	50%
INS	INS100	3/9/2020	Lesson 6 Short-Answer Essays	Understanding	50%
INS	INS100	3/9/2020	Lesson 6 Short-Answer Essays	Writing	50%
INS	INS100	3/9/2020	Lesson 7 Short-Answer Essays	Understanding	100%
INS	INS100	3/9/2020	Lesson 7 Short-Answer Essays	Writing	100%
INS	INS100	3/9/2020	Final Exam Part 1	Understanding	100%
INS	INS100	3/9/2020	Final Exam Part 1	Writing	100%
INS	INS100	3/9/2020	Final Exam Part 2	Understanding	100%
INS	INS100	3/9/2020	Final Exam Part 2	Writing	100%

The flagged assignments are Writing, Critical Thinking, and Information Literacy (Understanding). Data indicate that both Writing and Information Literacy are slightly improving as the course progresses. This is encouraging, as the increase in scores correlates with the efforts of the following PDCA cycle that is already in progress:

**Plan:** In Fall 2020, data was pulled on student performance in writing and understanding.

**Do:** Beginning Spring 2020, adjunct instructors are required to post six (6) Course Announcements: APA citations, Plagiarism, Welcome information, PACE information, How to Find Feedback, and Tips for Completing Written Assignments. In addition, with the help

of a faculty librarian, a video was created to increase awareness of APA resources and how they can be found in the Rio Library.

**Check:** Data will be pulled again at the end of Summer 2021.

**Act:** In Fall 2021, decisions will be made based on the data

College-wide Reading and Oral Communication are not currently assessed in the Risk Management and Insurance program. INS 200, INS205 and INS210 are in redevelopment, and the following PDCA cycle is in place to add Reading dimension to Scoring Rubric and Feedback.

**Plan:** In Fall 2022, we will flag the Scoring Rubric and Feedback for **all** INS assignments with college-wide SLO dimensions - Critical Thinking, Information Literacy, Reading and Writing within the Feedback Tool.

**Do:** Adjunct instructors will be required to grade within the Feedback Tool, scoring each dimension and provide detailed feedback in the textbox for each learning outcome.

**Check:** These implementations will take place in Fall 2021 and will be verified to assess the effectiveness during Spring 2022.

**Act:** Action will be taken based on the data gathered in spring of 2022.

In Fall 2020, part of the Final Case Study Essay in INS241 was created as a PowerPoint Presentation. Additional criteria were added to the Rubric to assess Oral Communication. The Course Introduction lesson covers “Tips and Best Practices” to present to corporate risk managers. Students will be required to record their presentation and will be graded according to the College-wide Oral Communication rubric. The PDCA cycle below was initiated and in Summer 2021, the data was supposed to be collected; however, no students were yet registered in this newly developed course.

**Plan:** In Fall 2020, a part of the Final Case Study Essay was created as a PowerPoint Presentation. Additional criteria were added to the Rubric to assess Oral Communication.

**Do:** Adjunct instructors will be required to grade within the Feedback Tool, scoring each dimension and provide detailed feedback in the textbox for each learning outcome.

**Check and Act:** These implementations were going to take place in Fall 2020 and to be verified to assess the effectiveness during Spring 2021. However, as of Spring 2021 no students were yet registered in this newly-developed course; therefore, there was no ability to complete these stages of the PDCA cycle during the review period. Data will be included in the next review.

## VII. Impact of Co-curricular Programs

Learning Outcome	All Student Assessments	Assessments at College Level	Percent of Assessments at College Level	Co-Curricular Assessments	CC Assessments at College Level	Percent of CC Assessments at College Level
Critical Thinking	885	807	91.2%	91	81	89.0%
Information Literacy	1770	1517	85.7%	182	151	83.0%
Oral Communication						
Reading						
Writing	885	780	88.1%	91	74	81.3%

The table above indicates that co-curricular groups (Honors, PTK, and NSLS) perform at the same or slightly lower levels of competency than general population students. One explanation could be that co-curricular students are not yet within a specific industry and are taking courses for exploration in the field of interest. No interventions are planned since the data exceeds the college-wide target of 80% of all students performing at a college level.

## VIII. Effective Teaching

A lead adjunct faculty member mentors new Risk Management and Insurance adjuncts, assists with curriculum updates, and supports relationships with The Institutes and other insurance partners and donors.

All insurance courses are monitored with section reviews at the beginning, middle, and end. The adjunct faculty are coached when areas for improvement are identified. This consistency has given instructors critical feedback early on to rectify any issues quickly to increase student success.

In Fall 2020, the All Faculty Meeting training session focused on the area of “critical thinking” in the college wide student learning outcomes. The training began with discussing the need for quality feedback to better help students think critically and explain their thinking process. The department chair held a “peer to peer” calibration activity where all faculty members reviewed the same student assignment, with rubric and assignment directions included. Each instructor graded with the focus on critical thinking. The student needed to demonstrate the ability to analyze information, evaluate material,

use inference to draw conclusions, and use deductive and inductive reasoning at a college level. Once all adjunct faculty members had graded, a Zoom poll was conducted. Instructors were asked to volunteer to share their rationale as to WHY they graded as they did. This activity was well received and helped the adjunct faculty strive for consistency in grading.

Below are the results of the end-of-course student evaluations.

### Survey Questions

1. My instructor communicated the course policies and procedures.
2. My instructor communicated his/her expected response time for messages and grading assignments.
3. My instructor responded to messages within the stated time frame.
4. My instructor graded assignments within the stated timeframe.
5. My assignment feedback explained why I earned or lost points.
6. My instructor’s feedback on assignments helped to increase my understanding of the course content.
7. My instructor provided complete responses to my questions.

					Total Surveys = 51		
Course	Q1	Q2	Q3	Q4	Q5	Q6	Q7
GBS157	4.67	5.00	5.00	5.00	5.00	4.83	5.00
GBS258	4.60	4.60	4.60	4.60	4.60	4.20	4.40
GBS263	5.00	5.00	5.00	5.00	5.00	5.00	5.00
GBS264	4.75	5.00	5.00	5.00	5.00	5.00	5.00
INS100	5.00	5.00	4.80	4.80	4.87	4.87	4.93
INS200	5.00	5.00	4.33	4.33	4.78	4.44	4.78
INS205	5.00	5.00	5.00	5.00	5.00	5.00	5.00
INS210	5.00	5.00	5.00	5.00	5.00	5.00	5.00
INS220	5.00	5.00	4.50	4.50	5.00	4.50	4.50
<b>Grand Total</b>	4.90	4.96	4.76	4.76	4.88	4.73	4.86

*Questions rated on a Likert-type scale, range from 1 (“Strongly Disagree”) to 5 (“Strongly Agree”)*

The survey results show high levels of student satisfaction in the Risk Management and Insurance program, and no interventions are specifically planned based on this data, though section reviews are still being conducted to ensure that adjuncts continue to engage in effective teaching practices.

## **IX. Evaluation of Curriculum**

The program was reviewed in spring 2019 via the Guided Pathways process. Rio Salado is the main college that consistently offers the courses, and Advisory Council meetings have been held each year since the program was developed. Each course is reviewed periodically by the lead faculty to maintain quality and currency of content, and the Advisory Council provides guidance on needed updates to align with workforce needs.

As detailed in Section II of this review, the Risk Management and Insurance Program core courses provide high-quality learning opportunities to prepare students for national exams. By completing INS courses, the students have the information needed to pass the industry exams. Therefore, the curriculum is closely monitored by the lead faculty and members of the Advisory Council. Changes are made to comply with the publisher ([The Institutes](#)) and demands in the industry.

## **X. Program Resources**

The program has all needed resources: fiscal, personnel, and supplies. Creative marketing briefs have been designed to heavily promote the Certificate of Completion in Risk Management and Insurance, and targeted advertising will deploy in fall of 2021.

The program has dedicated advising and counseling retention strategies. There are three dedicated program-specific advisors who are included in the advisory council meetings, career nights, and summer camp. Students benefit from dedicated program-specific advisors, as they are knowledgeable in the field of interest and are able to guide students through their educational pathway.

Counseling retention strategies are in place to reach out to students who are struggling and this program has emergency assistance available for INS students. Additionally, there are dedicated office hours via Zoom twice a week covered by Insurance adjunct faculty. Students benefit from Counseling retention strategies and bi-weekly tutoring sessions because they are given assistance with problems inside and outside the course, and to answer general questions regarding the industry.

## **XI. Program Recommendations, Decisions, and Action Plans**

- **Best Practices**

In the Risk Management and Insurance program, an increase in academic rigor has been a goal. Since the industry is highly regulated, the courses and materials are updated with regularity to ensure compliance with the Institute's national exams standards, while using summative and formative assessments to increase knowledge and application of risk management and insurance practices. Thus, students are better prepared for current industry trends.

Integrating The Institute's national exams curriculum with college courses is a double benefit to students. By completing INS courses, the students have the information needed to pass the national exams and earn college credits. Collecting Rio Salado students' success rates on AINS with The Institutes is another important indicator that will provide evidence of how effective our curriculum is in preparation for the industry exam. As indicated in Section II, the department is working to set up a portal with The Institutes to access this data.

The Risk Management and Insurance lead is the content expert. His knowledge and skills have been an asset to the program since the beginning, and he currently works and teaches outside of Rio to keep abreast of current issues that may need to be added to the curriculum.

Beginning Spring 2021, weekly reports have been generated to alert the Chair when a student is enrolled in an INS course without meeting the stated prerequisite(s). The report is sent to the Registrar's office, and students are dropped for not meeting requirements.

Conducting proactive section reviews helps instructors understand expectations and assist in student retention. The adjunct faculty meet bi-annually to share best practices regarding engagement, responsiveness, and class management. In the department's all faculty meetings, there is a concentration on using rubrics and teaching the college-wide learning outcomes to better help students make connections between theory and practical application of the subject matter.

The Insurance Chair, the International Office, Dual Enrollment Department, RioNational team, and dedicated advisors meet frequently to collaborate on recruitment and retention strategies.

Through scholarships, internships, apprenticeships, and the advisory council, support is highly available and valued in this program, which facilitates implementation of these best practices so the focus can be on student success and retention.

- **Program Viability**

### **Job Outlook<sup>1</sup>**

Employment of insurance sales agents is projected to grow 5 percent from 2019 to 2029, faster than the average for all occupations.

Because the profitability of insurance companies depends on a steady stream of new customers, the demand for insurance sales agents is expected to continue. Employment growth will likely be strongest for independent sales agents as insurance companies rely more on brokerages and less on captive agents as a way to control costs.

Source: [US Bureau of Labor Statistics Latest Numbers](#)

### **Job Prospects**

College graduates who have sales ability, excellent customer-service skills, and expertise in a range of insurance and financial services products are likely to have the best prospects. Multilingual agents may have an advantage, because they can serve a wider customer base. In addition, insurance terminology is often technical, so agents who have a firm understanding of the relevant technical and legal terms also should be desirable to employers.

Many beginning agents fail to earn enough from commissions to meet their income goals. These agents may eventually transfer to other careers. Many job openings are likely to result from the need to replace agents who leave the occupation or retire.

Source: [US Bureau of Labor Statistics Latest Numbers](#)

### **Pay**

The median annual wage for insurance sales agents was \$50,940 in May 2019. The median wage is the wage at which half the workers in an occupation earned more than that amount

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<sup>1</sup> Insurance Sales Agent was used for this example because it was seen as the fastest growing occupation (**31%**) related to insurance studies in Arizona.

and half earned less. The lowest 10 percent earned less than \$28,000, and the highest 10 percent earned more than \$125,500.

In May 2019, the median annual wages for insurance sales agents in the top industries in which they worked were as follows:

Direct health and medical insurance carriers	\$65,180
Direct insurance (except life, health, and medical) carriers	54,110
Insurance agencies and brokerages	49,000

Source: [US Bureau of Labor Statistics Latest Numbers](#)

### Industry Overview<sup>2</sup>

Region	2018 Jobs	2019 Jobs	Change	%Change
USA	827,649	843,087	15,438	1.9
Arizona	24,396	26,925	2,529	10.4

### Projections for Employment<sup>3</sup>

In Arizona, the number of insurance jobs is expected to grow at a faster rate than the overall average for all occupations (17%). Jobs for Insurances are expected to grow by 22%, or 6,740 jobs between 2018-2028.

Estimated Employment and Projected Growth\*

<sup>2</sup> United States vs Arizona

<sup>3</sup> Overall Number of all jobs associated with insurance studies.



Geographic Area	Estimated	Projected	Numeric	Percent	Job**
(Estimated Year-Projected Year)	Employment	Employment	Change	Change	Openings

Arizona

(2018-2028)	<b>29,000</b>	<b>35,740</b>	<b>6,740</b>	<b>22%</b>	<b>36,700</b>
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\*Claims Adjusters, Examiners, and Investigators  
Insurance Appraisers, Auto Damage  
Insurance Underwriters  
Insurance Sales Agents  
Insurance Claims and Policy Processing Clerks  
Insulation Workers, Mechanical

\*\* Includes due to separation, due to transfers and growth

Source: [Employment Projections - Labor Market](#)

- **Action Plans**

When evaluating the Assessment Data Display for each INS course, the student count is extremely low: from one to four students. While the program is very small, there are more than four students taking assessments for each course. While conducting this review, it was discovered that a significant number of students do not declare the program early on. Thus, they are not included in the data reported for program-seeking students. Instead of initiating a separate PDCA cycle to address this, the current outreach efforts will be modified to ensure that we are including all students enrolled in INS courses, and that they have the necessary information to declare their program in the beginning.

In addition to better tracking of data for all INS students, this program needs targeted marketing and advertising efforts to increase enrollments. \$25,000 of the funding from State Farm was used to create marketing briefs to promote the Certificate of Completion in Risk Management and Insurance. The briefs include a situation analysis, program highlights, recommended strategy (short video and images) to draw interest, and analyses of the target audience. These marketing briefs were approved by the INS faculty chair. Starting July 1, 2021, the chair will be meeting with the marketing team to review, finalize, and approve promotional materials (flyers, video, social media posts). The marketing plan will go live in August/September and will run for 2 months.

#### **d. Assessment Team Recommendation**

Continue program and implement stated action plan. Next review due Fall 2025.

Continue program, implement stated action plan, and address comments listed below. Spotlight follow-up report due {1-2 years}.

Refer to college administration to determine program viability.

Discontinue program.

**Comments:**

Version 7. Last Updated by Assessment Committee 12/20