



**Rio Salado College  
Assessment of Student Learning  
Annual Report  
2020-2021**

**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 AY2020-21, Student Learning Outcomes focused work has continued in the areas of Critical Thinking, Reading, Writing, Information Literacy, and Oral Communication.

Program review has proceeded as scheduled, with five programs engaged in the review process during AY2020-21.

Assessment work to improve both online instruction and assessment has been ongoing throughout the year, utilizing results from the Dynamic Assessment Data Display (DADD). Overall, DADD data demonstrate that 80% of RSC students taking online classes are performing at or above college level in three of the five institutional student learning outcomes.

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 2020-2021 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
- Writing
- Reading
- Information Literacy
- Oral Communication

### Overall Assessment of Student Learning Outcomes

During AY2020-21, nearly 1.5 million online subjective assessment items were assessed by RSC faculty. Nearly two-thirds of these subjective items (846,890) were directly linked to one or more college-wide student learning outcomes. Overall, 80% of these items were assessed as being at or above college-level. The table below shows student performance 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	90,661	67,730	75%
Information Literacy	215,471	171,480	80%
Oral Communication	6,857	5,495	80%
Reading	114,713	88,366	77%
Writing	418,188	347,491	83%
<b>Total</b>	<b>846,890</b>	<b>680,562</b>	<b>80%</b>

Assignments submitted during the 2020-21 academic year. Snapshot taken on 7/1/2021.

*\*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 areas of Information Literacy, Writing, and Oral Communication. Although Critical Thinking fell below the 80% target, an analysis of several courses shows marked growth in this area for students when examined across the duration of the semester. Reading also fell below the 80% target and interventions are underway to address student achievement in this area. Additional details are provided below.

### **Critical Thinking**

Although the overall percentage of student assignments flagged for Critical Thinking fell just short of the 80% goal, an analysis of several key high-enrollment courses revealed encouraging patterns that reflect increased learning over time:

- In Lesson 1 of COM100, only 67% of the assessments submitted by 424 students were rated at a college level. By Lesson 10, the percentage increased to 83%.
- In Lesson 2 of SOC101, 71% of the assessments submitted by 343 students were rated at college level. By the Final Exam in Lesson 12, the percentage increased to 90%.

- In Lesson 2 of the newest version of ECN211 that rolled out on 8/24/20, just 62% of the assessments were rated at college level; by Lesson 8, the percentage increased to 77%. Since results fell just short of the target and this is a relatively new course, data will be pulled again in spring of 2022. A PDCA cycle will be initiated if less than 80% of the Lesson 8 assessments are rated at a college level at that time.

## Reading

A PDCA cycle was initiated in AY2020-21 to help increase student performance on reading learning outcomes.

**PLAN:** Overall, 77% of student assignments flagged for Reading achieved the college-level threshold, which fell slightly below the 80% goal. These results align with district-wide data for developmental reading courses, which have historically had success rates in the high seventies.

**DO:** The interventions below have been adopted at the district level and implemented at the College:

- Beginning in Fall 2020, all new-to-college non-exempt students were required to take the EdReady placement exam to allow for multiple measure placement options in support of district-wide shared design principles.
- In March 2020, the placement process was revised to identify students who need more intensive Reading and English support (*not to exceed more than 20% of the overall new-to-college population*). Students identified through this process are placed into one of the following courses:
  - ALT100 (Academic Literacy 100) (4 credits, 4 periods, 4 load over 1 semester): This course integrates reading and writing instruction, and is designed to support students who are unlikely to be successful in a co-requisite reading model. Rubrics for ALT 100 were created to align with collegewide assessment goals.
  - RDG 100: This is a transferable co-requisite reading course, based on the evidence of contextualized reading support. It is paired with college-level coursework in a pathway.
  - RDG 100 Modules: Based on the RDG 100 model, these 1 credit courses focus on organization skills, note-taking and studying, and taking college exams. These can be taken anywhere along a student's pathway.
- 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.

**CHECK:** ALT 100 was offered for the first time in Fall 2020 and data will be pulled in Fall 2021 to review alignment of rubrics and assessment results. The data will also be analyzed to determine whether these interventions are adequately addressing goals to close equity gaps.

**ACT:** Based on the data results, cross-discipline conversations will be held to discuss alignment with collegewide goals. Data will also be shared and evaluated across the district to ensure alignment with shared design principles, goals and key performance indicators. EdReady and multiple measure placement data will continue to be monitored to ensure appropriate placement for all students.

## **Information Literacy**

During AY2020-21, an analysis of information literacy assessments given to dual enrollment students was conducted. Rio Library faculty provide a structured program of live instruction to students at dual enrollment location schools throughout Maricopa county. As part of the live instruction sessions, dual students are formally assessed on their Information Literacy skills. The following data reflects performance on three key assessments from FY2019 through FY2021:

- 1,140 of 1,345 dual students (85%) were able to log in and locate a designated article in a Rio library database.
- 83% of students who completed a scholarly article activity were successful.
- 66% of students who completed a credible source activity were able to do so correctly. Though the activity has been adjusted a number of times, students continue to struggle with identifying non-credible websites. Results from the latest iteration of this activity still do not meet the college-wide target and another PDCA cycle is being initiated, with additional interventions planned for the 2021-22 academic year.

In addition to work with dual enrollment students, 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, Psychology was identified as a pathway to focus on for

additional information literacy support at Rio Salado and at other colleges in the district. A psychology research video tutorial was created by Rio Library faculty and shared in PSY290AB, PSY230, and PSY101. Further work on this project will continue in AY2021-22.

## **Oral Communication**

Work to incorporate additional Oral Communication assessments within RSC academic disciplines continued during AY2020-21. In AY2020-21, a video feedback tool was deployed in RioLearn, allowing instructors to provide verbal feedback via video. The Communication Department started using this tool, as has the Language Department. A larger emphasis will be placed on instructors from all departments using this tool to provide feedback to students in the coming academic year.

Since implementation of the Oral Communication Grading Rubric in AY2017-18, there has been steady improvement toward the 80% college-level threshold for Oral Communication. AY2020-21 saw additional growth in student performance in this area as 80% of assignments were at college level, a 1% improvement from the previous AY. Further focused work will continue in the coming year to increase the oral communication competence of RSC students above the 80% threshold.

Working with the Communication Department adjunct faculty, the Oral Communication Learning Outcome Coordinator began production on a series of oral communication and public speaking videos in AY2020-21. 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 2021. There are also plans to redevelop AFD 228, which provides training for adjunct instructors on the Oral Communication Rubric.

It was anticipated that a 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. The project will resume in AY2021-22 and data will be analyzed during the academic year.

## 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 400,000 assignments indicates 83% of students are writing at college-level for AY2020-21, 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 SPA202, Intermediate Spanish II, which requires students to write an essay. SPA202 was one of a number of courses across various disciplines (including ASB100, ENG100AE, and nearly all Business/Management courses) that integrated the [Academic Writing](#) video tutorial referenced in the 2019-20 Assessment Report.

The following is an example of closing the loop on this work via a course-level PDCA cycle:

**PLAN:** SPA202 instructors expressed concern that their students were submitting essay drafts with too many quotes and not enough of their own words. In addition, they were translating quotes from English sources to Spanish and not using in-text citations to indicate that they did the translations themselves. This led to poor scores on the “Content” section of the essay rubrics (description copied below), since they were not generating sufficient **original** content, nor were they demonstrating knowledge of appropriate resource documentation:

- Maintains clear and obvious purpose
- Focuses clearly on one significant main idea or topic
- Uses relevant, specific, convincing supporting details
- Generates sufficient content: 300-400 words in Spanish (350-450 for Honors students)
- Demonstrates superior knowledge of resource documentation

**DO:** The Chair discussed the problem with a Faculty Librarian, who created the Academic Writing video referenced above to emphasize the importance of writing in one’s own words and citing original works properly. The video was incorporated in Lesson 12 of SPA202, which is when the students work on their rough draft.

**CHECK:** Pre-intervention, results fell short of the target.

Course	Assessment	Dimension	% of students at college level
SPA202	Lesson 12 Ensayo 1	Content	33%

Post-intervention showed significant improvement.

Course	Assessment	Dimension	% of students at college level
SPA202	Lesson 12 Ensayo 1	Content	75%

**ACT:** Even though post-intervention results did not quite meet the target, the intervention did correlate with a significant increase in the percentage of students performing at a college level on the rough draft, with results increasing to 78% on the final essay. Thus, the video was also added to French and German 202 classes since they have similar essay assignments.

## 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 2020-21:

### **ASB100 (Introduction to Global Health): A PDCA Improvement Cycle**

**PLAN:** A new version of ASB100 was rolled out in fall of 2019. This course is included in the sustainability program, 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, when the Chair reviewed 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 [the assessment video on using grading dimensions](#) and 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 spring 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.

### **RSC’s Online Arabic Curriculum: A PDCA Improvement Cycle**

**PLAN:** Data for AY2019-20 indicated that, on average, students taking ARB202 were not meeting the departmental target of earning at least 70% on the post-test:

<b>ARB202 Pre and Post Test Results AY2018-19</b>	
<b>Pre-test Avg: 51.04%</b>	<b>Post-test Avg: 66.67%</b>

**DO:** RioLOG funding was used to pay our Arabic developer to review ARB 101, 102, 201, 202 and make any necessary changes to ensure that the assessments aligned with the content, and that the lesson objectives being taught aligned with the appropriate course competencies at each level. In the updated curriculum, content that had initially not been introduced until 202 was added to 201 so students would have more opportunity for practice and review.

**CHECK:** Below is a comparison between AY2019-20 results and data from fall and spring of AY2020-21. Summer 2021 data is not included, as summer sections are in progress as of the date of this report.

<b>ARB101 Pre and Post Test Results AY2019-20</b>	
<b>Pre-test Avg: 41.13%</b>	<b>Post-test Avg: 85.48%</b>
<b>ARB101 Pre and Post Test Results AY2020-21</b>	
<b>Pre-test Avg: 24.80%</b>	<b>Post-test Avg: 86.00%</b>

<b>ARB102 Pre and Post Test Results AY2019-20</b>	
<b>Pre-test Avg: 60.63%</b>	<b>Post-test Avg: 78.73%</b>
<b>ARB102 Pre and Post Test Results AY2020-21</b>	
<b>Pre-test Avg: 68.14%</b>	<b>Post-test Avg: 84.00%</b>

<b>ARB201 Pre and Post Test Results AY2019-20</b>	
<b>Pre-test Avg: 58.33%</b>	<b>Post-test Avg: 77.08%</b>
<b>ARB201 Pre and Post Test Results AY2020-21</b>	
<b>Pre-test Avg: 60.94%</b>	<b>Post-test Avg: 70.83%</b>

<b>ARB202 Pre and Post Test Results AY2019-20</b>	
<b>Pre-test Avg: 51.04%</b>	<b>Post-test Avg: 66.67%</b>
<b>ARB202 Pre and Post Test Results AY2020-21</b>	
<b>Pre-test Avg: 54.90%</b>	<b>Post-test Avg: 77.56%</b>

**ACT:** The decrease in average post-test scores at the 201 level is not surprising due to the increased rigor. However, pre and post-test data appear to validate the effectiveness of the curricular modifications, especially at the 202 level. The updated content and assessments have been incorporated across the entire Arabic language sequence.

## 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. The DADD tool has been available since 2016 for online courses, and was expanded in 2020 to include data from print-based and correspondence courses. The Assessment Team works with faculty to regularly update the DADD tool to include assessments that have not been mapped to the college’s college-level learning outcomes. Below is a sample snapshot of data available via the DADD for an Accounting class:



### Assessment Data Display

The Assessment Data Display shows student performance on subjective assessments between **8/22/2020** and **8/5/2021**. Definitions may be found on page 2.

*For questions, please contact Institutional Research.*

**Summary Table**

Overall	<b>72%</b>
Critical Thinking	<b>80%</b>
Information Literacy	<b>75%</b>
Oral Communication	<b>78%</b>
Reading	<b>80%</b>
Writing	<b>83%</b>

Prefix	Course	Effective Date	Lesson	Dimension	Critical Thinking	Info Lit	Oral Comm	Reading	Writing	Std Count	% Stds@CL
ACC	ACC105	3/4/2019	Course Introduction Essay	Dimension						47	81%
ACC	ACC105	3/4/2019	Lesson 7 Sales Tax Case Study	Dimension						49	49%
ACC	ACC105	3/4/2019	Lesson 8 Payroll Project	Dimension						33	64%
ACC	ACC105	5/3/2021	Lesson 7 Sales Tax Case Study	Calculations	Y					1	100%
ACC	ACC105	5/3/2021	Lesson 7 Sales Tax Case Study	Critical Thinking/Analysis	Y	Y		Y		1	100%
ACC	ACC105	5/3/2021	Lesson 7 Sales Tax Case Study	Understanding		Y				1	100%
ACC	ACC105	5/3/2021	Lesson 8 Payroll Project	Critical Thinking/Analysis	Y	Y		Y		1	0%
ACC	ACC105	5/3/2021	Lesson 8 Payroll Project	Evaluation	Y					1	0%

Analysis of DADD data during the 2020-21 program review cycle highlighted unintentional alignment issues between course assignments and college-wide learning outcomes. The Assessment Team will be working closely with course production and faculty over the 2021-22 year to address alignment issues and improve reporting via the DADD.

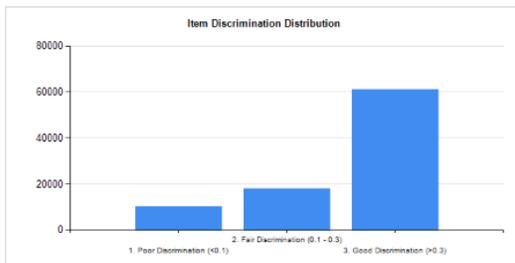
Correspondence and print-based coursework assessment data are analyzed using a secondary version of the DADD. During AY2020-21, 59% of RSC correspondence and print-based students performed at or above college-level in the three outcomes that are measured: Critical Thinking, Reading, and Writing. The Covid-19 pandemic and its associated shutdowns had a very severe impact on Rio’s IRE programs, which make up the bulk of the College’s print-based and

correspondence courses. Students experienced significant delays in receiving feedback via the mail, for instance, and often had submitted subsequent assignments prior to seeing their previous work's feedback. Similarly, prison shutdowns made it impossible for instructors to enter facilities. Assessment data for correspondence and print-based modalities will continue to be closely monitored in AY2021-22 to determine if additional interventions are needed or if student performance trends back upward as pandemic-related issues have settled.

In addition to the DADD tool, in AY2020-21 the Assessment Team also oversaw the development of a new assessment reporting mechanism to monitor student outcomes in objective course assignments. An Item Analysis report was developed to assist faculty in examining student responses to individual assessment items. This report provides the ability to assess the quality of assessment items and of the assessment as a whole. The item analysis provides value in improving items which will be used again in later assessments, and can also be used to eliminate ambiguous or misleading items. Below is a snapshot of the Item Analysis report from a Math class:



**Item Analysis Report**  
 Course: MAT142  
 Date range: 1/1/2015 12:00:00 AM & 6/30/2021 12:00:00 AM  
 \*Please click on a Question to see the Outcome Information.



The Item Analysis Report helps to identify student assignment questions that may need to be reviewed for accuracy and consistency with curriculum. The report is best utilized when run for an individual course and assignment for ease of interpretation. The power of this report comes from the generation of an "Item Discrimination" coefficient which describes the extent to which a particular item or question reflects how well students understand the content. This is achieved by comparing how well a student performs on an individual question in comparison to their performance on the rest of the assessment.

Items highlighted in RED text in the table below should be reviewed for accuracy and/or misleading information as they indicate that students who performed well overall were not successful - this can be done by clicking the red text to drill down. Similarly, any items with an Item Discrimination coefficient of less than 0.1 indicate "Poor" reliability and may be worth further examination.

Course	Total Assignments	Total Questions Assessed	Total Student Submissions	Min Item Discrimination	Max Item Discrimination	Avg Item Discrimination
MAT142	1	349	89,500	-0.22	1	0.39
Total	1	349	89,500	-0.22	1	0.39

<b>Total Student Count</b>	2784
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Assignment	Course Version	Question	Number of Results	Number Not Answered	P Value Proportion Correct	Item Discrimination
Final Exam	20121015	001 Write the decimal 5.17 as a percent.	15	0	0.8	0.22
Final Exam	20121015	002 Write the decimal 8.76 as a percent.	26	0	0.96	0.09
Final Exam	20121015	003 Write the decimal 8.27 as a percent.	13	0	0.77	0.75

## Co-curricular Assessment of Honors Students

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 358 co-curricular assessments submitted by scholarship-eligible Honors students during AY2020-21, 90.0% 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**

As a result of the District’s move to a Guided Pathways model, some amount of cross-district assessment collaboration is needed in order to more thoroughly capture program-level outcomes at each MCCCDC college. Rio’s Learning Assessment Team Co-Coordinator have been participating in meetings with assessment leaders from around the district to determine how the College and District can work together to facilitate assessment in the era of Guided Pathways.

Prior to AY2020-21, this district-wide Assessment Leaders group had convened on an irregular and informal basis to discuss assessment at each college. During AY2020-21, this team began meeting monthly and started pursuing a formal committee designation within the Maricopa Community College District.

### **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 to provide feedback as the Chair works through the template, identifying best practices, areas for improvement, and recommendations 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](#).

As a result of this iterative process, it was discovered that the existing Program Review template was no longer fully meeting the needs of the major stakeholders, and the following PDCA improvement cycle was implemented over the 2020-21 academic year:

**PLAN:** Using just the pre-packaged data sets, Program Chairs were having difficulty articulating achievement of program-level outcomes. In addition, the Program Review template did not explicitly align with the college's new Strategic Plan.

In an effort to streamline how evidence of program-level outcome achievement is displayed in the template, the faculty Program Review Coordinator and representatives from Institutional Research (IR) met with each Program Chair to conduct a needs assessment. During this time, the Program Review Coordinator also drafted some possible edits to the template to better align with the new Strategic Plan.

**DO:** IR created a spreadsheet with a list of all the program learning outcomes, including the course(s) associated with each outcome, which had been previously mapped during the curriculum process. The spreadsheet was distributed to the Program Chairs to fill in with the appropriate assessment method(s) for each outcome. IR then added a chart with program-level learning outcomes data to the pre-packaged data set for the five programs undergoing review.

The faculty Program Review Coordinator met with other members of the Learning Assessment Team to discuss updates related to the new Strategic Plan, and the draft template was revised based on feedback from the group.

**CHECK:** The faculty Program Review Coordinator and IR checked in regularly with the Program Chairs during the spring and summer of 2021 to ensure that the revised template was meeting their needs. For four of the five programs in the first list below, the updated template worked quite well. However, further adjustments needed to be made for the Furniture and Cabinet Making review, which is a specialized program for incarcerated students.

**ACT:** The updated template has proven effective in making program-level outcome achievement data more accessible and transparent for both internal and external audiences, and the revisions specific to the Furniture and Cabinet Making review can be applied to other specialized programs. Though the new templates have been adopted moving forward, the iterative nature of RSC’s program review process will most likely result in subsequent PDCA cycles to address future needs.

The following programs participated in the review process for AY2020-21:

- Computer Technology
- Furniture and Cabinet Making
- Paralegal
- Risk Management and Insurance Studies
- Sustainable Food Systems

Upcoming reviews for AY2021-22 include:

- Addictions and Substance Use Disorders (NAADAC Program Reaccreditation)
- Construction Framing
- Organizational Management
- Quality Customer Service
- Teacher Education Elementary Post Baccalaureate

### **Significant Accomplishments in Learning Assessment Work, 2020-2021**

- Updated program review template and processes to increase accessibility and transparency of program-level outcomes data and align with the new College Strategic Plan.
- Created an [instructional video for adjunct faculty](#) to promote better understanding and systematic use of grading rubric dimensions in RioLearn.
- Zach Lewis presented at a session titled “*Lighting up your LMS: Disaggregating data to increase equity in the classroom*” at Achieving the Dream’s Data and Analytics Summit in October 2020.
- Dr. Angela Felix presented at a session titled “*Do you speak data? Democratizing data for decision making*” at the Fall 2020 Maricopa Student Success Conference.
- In total, over 80% of submitted online course assignments were assessed as being at or above college-level for Writing, Information Literacy, and Oral Communication, which exceeded the target threshold.

- Five programs engaged in the Program Review process.
- The 22nd Annual Assessment and Learning Experience meetings were held virtually during Spring 2021. 588 adjunct faculty members were awarded professional development certificates for attendance.
- Six Outstanding Adjunct Faculty members were recognized for *Contributions to Assessment of Student Learning* at the virtual Outstanding Adjunct Faculty Reception held in October, 2020.
- Adjunct faculty completed 185 Adjunct Faculty Development (AFD) workshops during AY2020-21. RSC currently offers 37 AFD workshops.
- Dr. Angela Felix continues to serve as a reviewer for the NILOA Excellence in Assessment award.
- The 2020-2021 Learning Assessment Report was compiled and posted to the RSC public website for access by all internal and external stakeholders.

## Learning Assessment Team Members, AY2020-2021

**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

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

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

**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.