Rio Salado College

General Education Program Review

Review Period: Academic Years 2011-2016

Review Conducted: AY2016-17

I. Degrees and Certificates in the General Education Program

The General Education Program at Rio Salado College is comprised of numerous courses under various disciplines and housed in twelve different departments. The College's General Education Departments include: Biology; Communications; Counseling; English; Humanities and History; Languages; Library Science; Mathematics; Physical Sciences; Psychology, Philosophy and Religious Studies; Reading; and Social Sciences. For the purposes of this Program Review, 19 courses were selected as the snapshot of the College's General Education Program. The courses were selected because they incorporate college-level assessment work and/or they are courses with significant enrollment. The chosen general education courses are displayed in Table 1. The General Education Program Review was conducted during the spring 2017 term for academic years 2011-16.

Table 1: Selected General Education courses used as a snapshot of Rio Salado College's General Education Program.			
Department	**Course(s)**		
Biology	BIO105 *Environmental Biology*	BIO205 *Microbiology*	
Communications	COM100 *Introduction to Human Communication*		
Counseling	CPD150 *Strategies for College Success*		
English	ENG101 *First Year Composition*	ENG102 *First Year Composition*	
Humanities and History	HIS103 *United States History to 1865*	HIS104 *United States History 1865*	HUM201 *Humanities:*

		to Present	Universal Themes
Languages	SPA202 *Intermediate Spanish II*	SPH245 *Hispanic History in the Southwest*	
Library Science	IFS201 *Research in the Digital Age*		
Mathematics	MAT142 *College Mathematics*		
Physical Sciences	CHM130 *Fundamental Chemistry*		
Psychology, Philosophy, and Religious Studies	PSY101 *Introduction to Psychology*		
Reading	CRE101 *College Critical Reading*		
Social Sciences	ECN211 *Macroeconomic Principles*	GPH111 *Introduction to Physical Geography*	SOC101 *Introduction to Sociology*

II. General Education Program Purpose and Mission

Alignment with MCCCD Mission Documents

The General Education Program at Rio Salado College is aligned with the mission and purposes of the Maricopa County Community College District General Education Curriculum:

The general education core of the program of study for an associate degree or a certificate helps students develop a greater understanding of themselves, of their relationship with others, and of the richly diverse world in which they live. The general education experience provides students with opportunities to explore broad areas of commonly held knowledge and prepares them to contribute to society through personal, social, and professional interactions with others. General education fosters students' personal development by opening them to new directions, perspectives, and processes. Through its general education requirements, the Maricopa County Community College District is committed to helping students develop qualities and skills that will serve them throughout their lives. General education opportunities encourage students to:

- Build self-awareness, self-respect, and self-confidence
- Recognize and respect the beliefs, traditions, abilities, and customs of all people and all cultures

- Consider the local, global, and environmental impacts of personal, professional, and social decisions and actions
- Access, evaluate, analyze, synthesize, and use information wisely
- Communicate effectively personally, socially, and professionally
- Think critically, make informed decisions, solve problems, and implement decisions
- Consider the ethical implications of their choices
- Value the learning process throughout their lives
- Integrate and connect ideas and events in a historical perspective, and see relationships among the past, the present, and the future
- Develop a personal sense of aesthetics
- Use technological resources appropriately and productively
- Work cooperatively and respectfully with others to serve their communities

The general education experience at Maricopa County Community College District is composed of specific elements across the curriculum designed to provide the learner with essential knowledge and skills:

- Communication
- Arts and Humanities
- Numeracy
- Scientific Inquiry in the Natural and Social Sciences
- Information Literacy
- Problem-Solving and Critical Thinking
- Cultural Diversity

Alignment with College Mission Documents

The Rio Salado Vision: *We reinvent the learning experience to change lives,* underpins the General Education Program.

The College Mission commits to transforming learning through the following priorities:
- Active community engagement and organizational responsiveness
- Customized, high-quality courses and programs
- Data analytics and institutional accountability
- Flexibility, affordability and innovation
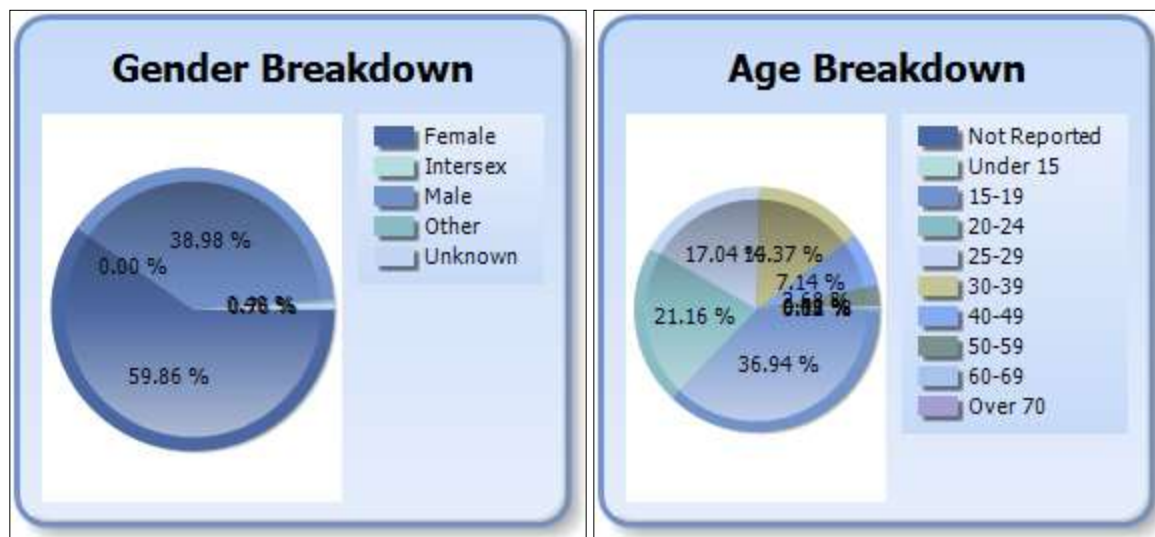- Personalized service and a commitment to student success

Courses for university transfer, online learning, and early college initiatives are all primary area of focus through our mission documents, and are reflected in components of the program and the modalities in which it is offered at Rio.
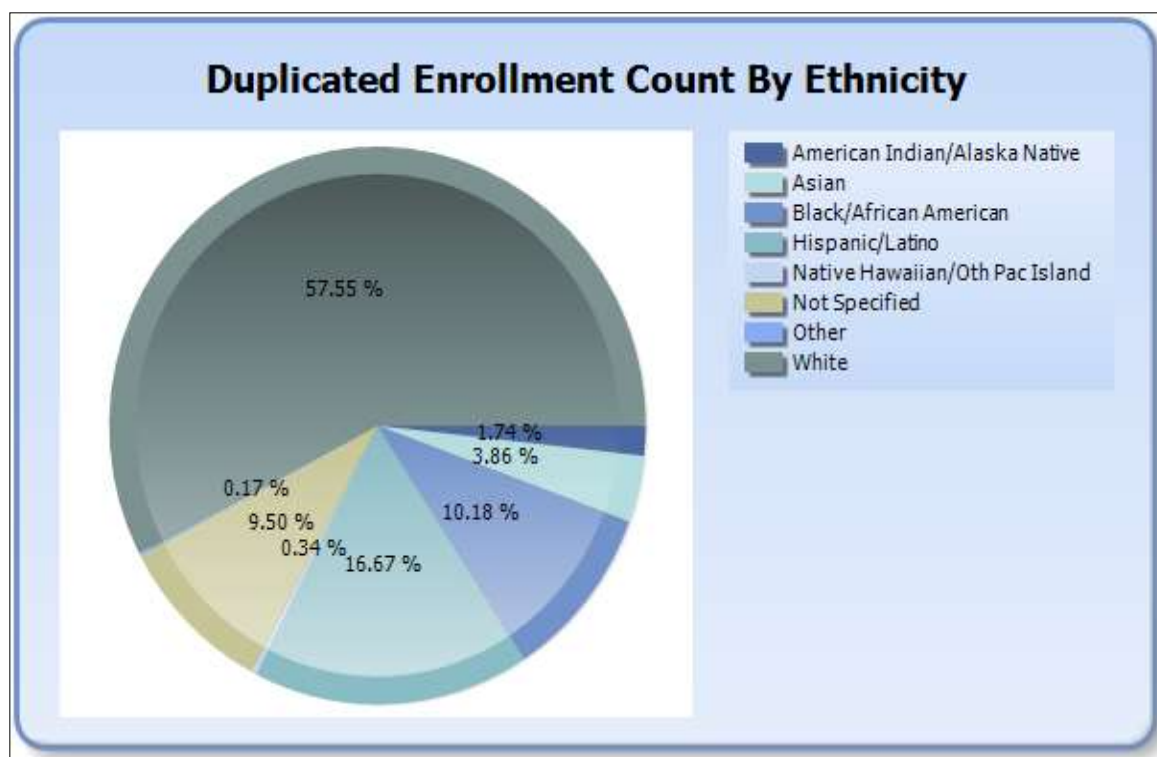
Notably, the College mission commits to customized, high-quality courses and programs, and this commitment is fundamental to the General Education Program. Further, commitment to data analytics will be evident throughout this Program Review.

III. Student Population of the General Education Program

a. Student Data Analysis

The graphs below represent student demographics for those enrolled in all modalities of the courses designated for this review, including online, dual enrollment, hybrid, in-person, etc. They are comparable to Rio's overall student demographics available on our Fact Sheet, with the exception of ethnic breakdown. The student population classified as "White" on the Fact Sheet (49%) is markedly lower than the same classification for Gen Ed students (almost 58%).

Gender Breakdown

- Female
- Intersex
- Male
- Other
- Unknown

38.98 %
0.00 %
0.78 %
59.86 %

Age Breakdown

- Not Reported
- Under 15
- 15-19
- 20-24
- 25-29
- 30-39
- 40-49
- 50-59
- 60-69
- Over 70

17.04 % 14.37 %
7.14 %
0.69 %
21.16 %
36.94 %

Duplicated Enrollment Count By Ethnicity

Legend:
- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic/Latino
- Native Hawaiian/Oth Pac Island
- Not Specified
- Other
- White

57.55 %
1.74 %
3.86 %
0.17 %
9.50 %
10.18 %
0.34 %
16.67 %

b. Enrollment Trends

As evidenced by the graph below, enrollments in our Gen Ed courses experienced a steep decline from 2011 to 2013, with a levelling-off occurring over the last two academic years. This same pattern can be seen in the college overall, which has reflected a nationwide downturn in higher education enrollments during the same time period.

Duplicated Enrollments
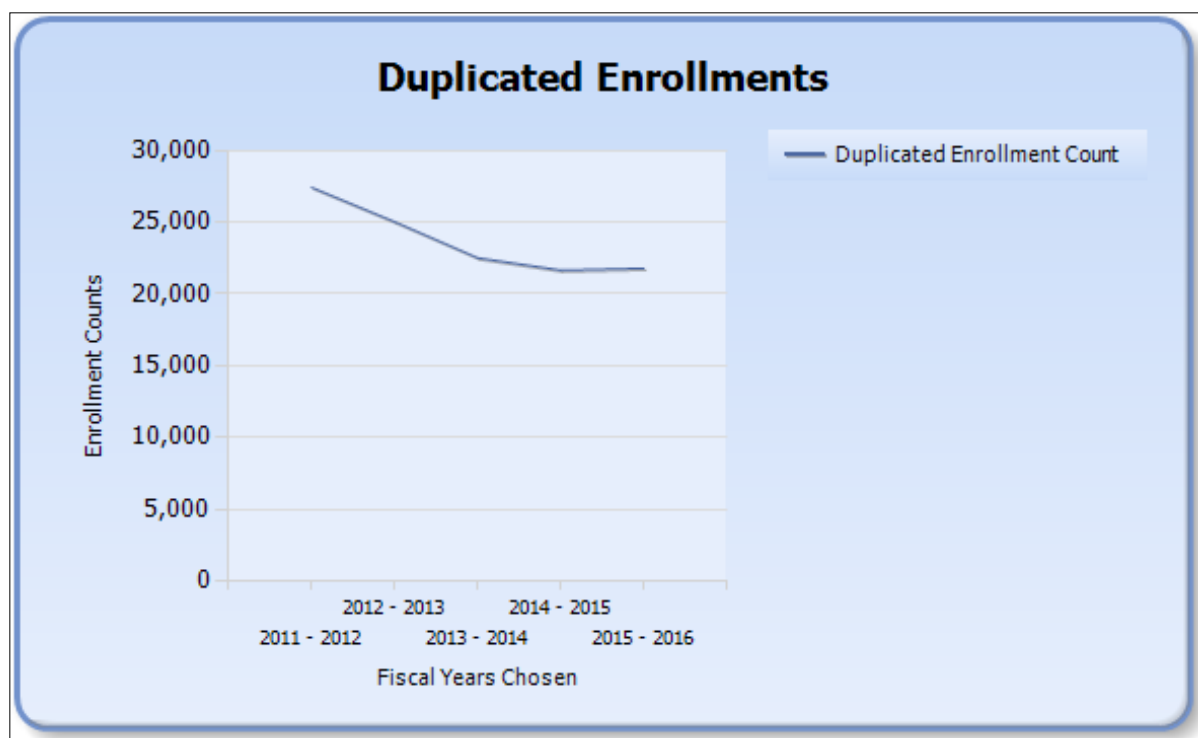
The graph below lists all of the courses included in this review from highest to lowest enrollment. Though most of the courses experienced a significant decline from 2011-12 on, there are a few, notably in Math and the Sciences, that actually had enrollment increases from 2011-2016.

*It should be noted that IFS201 was renumbered from IFS101 before AY2014-15. An unanticipated consequence was a huge drop in enrollments for this course across the District. Thus far, attempts to market the course more widely have been unsuccessful, but it has been substantially revised by the Library Instructional Council for fall 2017. We plan to do a major revision at Rio and begin to offer it again in spring 2018.

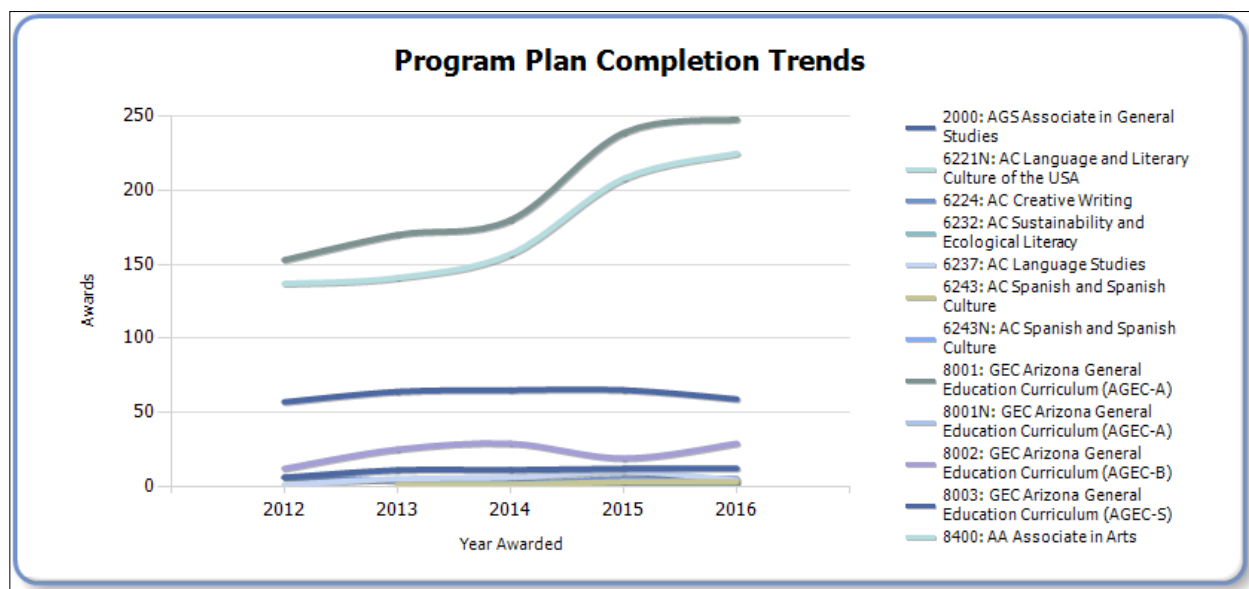| Course Module	2011 - 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	Total
ENG101	5,184	4,256	4,015	4,082	4,062	**21,599**
ENG102	4,101	3,914	3,789	3,720	3,829	**19,353**

PSY101	3,299	2,957	2,359	2,236	2,357	**13,208**
COM100	2,726	2,295	1,744	1,527	1,387	**9,679**
SOC101	2,063	1,857	1,471	1,257	972	**7,620**
HIS103	1,415	1,287	1,481	1,376	1,354	**6,913**
CHM130	1,197	1,396	1,316	1,335	1,429	**6,673**
HIS104	1,195	944	1,128	1,118	1,099	**5,484**
CRE101	1,017	921	773	785	714	**4,210**
ECN211	966	1,016	808	804	795	**4,389**
MAT142	846	941	710	834	1,195	**4,526**
GPH111	740	701	546	445	428	**2,860**
SPA202	615	609	533	476	540	**2,773**
BIO205	608	671	571	598	622	**3,070**
CPD150	539	292	341	288	251	**1,711**
HUM201	497	502	366	291	252	**1,908**
BIO105	219	207	322	281	294	**1,323**
SPH245	183	249	226	180	184	**1,022**
IFS201 (previously IFS101)*	53	49	45	11	10	**168**
Total	**27,410**	**25,015**	**22,499**	**21,644**	**21,774**	**118,489**

c. Student Graduation Data

The chart and graph below include data on degree and certificate completers for programs with a significant Gen Ed component. The rather sizeable increase in program completers can be considered a point of pride, since the completion agenda has been a college focus over the last several academic years.

Award Conferred In	2012	2013	2014	2015	2016
2000: AGS Associate in General Studies	57	64	65	65	59
6221N: AC Language and Literary Culture of the USA					1
6224: AC Creative Writing	6	4	2	5	5
6232: AC Sustainability and Ecological Literacy		3	2	1	2
6237: AC Language Studies	1	5	6	10	4
6243: AC Spanish and Spanish Culture		1	1	3	3
6243N: AC Spanish and Spanish Culture					1
8001: GEC Arizona General Education Curriculum (AGEC-A)	153	170	180	239	248
8001N: GEC Arizona General Education Curriculum (AGEC-A)					1
8002: GEC Arizona General Education Curriculum (AGEC-B)	12	25	29	19	29
8003: GEC Arizona General Education Curriculum (AGEC-S)	6	11	11	12	12
8400: AA Associate in Arts	137	141	157	208	225
Total	372	424	453	562	590

Program Plan Completion Trends

Legend:
- 2000: AGS Associate in General Studies
- 6221N: AC Language and Literary Culture of the USA
- 6224: AC Creative Writing
- 6232: AC Sustainability and Ecological Literacy
- 6237: AC Language Studies
- 6243: AC Spanish and Spanish Culture
- 6243N: AC Spanish and Spanish Culture
- 8001: GEC Arizona General Education Curriculum (AGEC-A)
- 8001N: GEC Arizona General Education Curriculum (AGEC-A)
- 8002: GEC Arizona General Education Curriculum (AGEC-B)
- 8003: GEC Arizona General Education Curriculum (AGEC-S)
- 8400: AA Associate in Arts

IV. Student Goals

Current data indicate that only approximately 26% of students are seeking degrees and certificates from Rio. The rest are enrolled in courses for career advancement, personal development, transfer credits, or non-credit classes. The goal of the vast majority of the students taking General Education courses is not to complete their entire program at the College. Rather, the goal is to successfully complete one or more Gen Ed courses to enhance their skills or supplement programs in which they are enrolled at other institutions. Thus, successful course completion can be used as a measure of whether or not the students' goals are being accomplished. The chart below includes the percentage of students retained*and successfully retained** in the courses selected for this review.

Fiscal Year	Percentage of Students Retained	Percentage of Successfully Retained Students
2011 - 2012	92%	68%
2012 - 2013	94%	73%
2013 - 2014	95%	77%
2014 - 2015	95%	78%
2015 - 2016	95%	79%
Total	94%	75%

*Retained = students earned a grade other than a W or Y
**Successfully retained = students earned an A, B, C, or P

The steady increase in successful retention over the years coincides with a college-wide shift in focus from access to completion, which can be considered a point of pride. Over the years, the various disciplines have created and refined documented procedures to intervene when students are at risk for not successfully completing the course. Efforts include personalized email messages and/or phone calls from the instructor, follow up from the Instructional Helpdesk, and referrals to Counseling. The use of data analytics to improve successful retention and program completion is discussed more fully in Section VIII.

Student Satisfaction

The following tables show student responses from end-of-course instructor evaluations for the five year period AY2012-AY2016. The data indicate that, overall, student satisfaction with instructors is consistently well above 4.00 on a 5.00 point scale across all modalities.

Distance 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 timeframe.
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.

Distance Classes—All Modalities	Q1	Q2	Q3	Q4	Q5	Q6	Q7
BIO105	4.52	4.50	4.50	4.53	4.40	4.17	4.27
BIO205	4.50	4.45	4.37	4.34	4.25	4.01	4.14
CHM130	4.52	4.43	4.32	4.30	4.33	4.18	4.30
COM100	4.53	4.51	4.47	4.50	4.37	4.30	4.42
CPD150	4.53	4.40	4.38	4.52	4.46	4.39	4.43
CRE101	4.65	4.62	4.62	4.64	4.57	4.54	4.59
ECN211	4.58	4.55	4.48	4.52	4.44	4.42	4.47
ENG101	4.54	4.43	4.39	4.33	4.42	4.30	4.38
ENG102	4.57	4.49	4.43	4.42	4.38	4.30	4.40
GPH111	4.70	4.69	4.69	4.69	4.69	4.62	4.63
HIS103	4.32	4.03	3.94	3.94	3.93	3.62	3.95
HIS104	4.36	4.17	4.14	4.03	4.08	3.81	4.14
HUM201	4.50	4.41	4.26	4.35	4.24	3.93	4.09
IFS201	5.00	5.00	5.00	5.00	5.00	5.00	5.00
MAT142	4.51	4.39	4.30	4.31	4.11	4.01	4.30
PSY101	4.56	4.51	4.43	4.51	4.43	4.35	4.43
SOC101	4.62	4.58	4.53	4.55	4.53	4.49	4.53
SPA202	4.36	4.15	4.12	4.13	3.91	3.79	4.06
SPH245	4.67	4.67	4.63	4.72	4.56	4.58	4.63
Total	**4.55**	**4.48**	**4.42**	**4.43**	**4.39**	**4.29**	**4.39**

In-person Questions

1. My instructor was prepared for each class meeting.
2. My instructor communicated the course policies and procedures.
3. My instructor answered my questions about the course content.
4. My instructor kept me informed about my progress in the course.
5. My instructor presented objectives for each lesson.
6. The assignments were based on what I was expected to learn.
7. My assignment feedback explained why I earned or lost points.
8. My instructor's feedback on assignments helped to increase my understanding of the course content.
9. My instructor created an effective learning experience.

In-Person Classes	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
BIO105	4.49	4.38	4.39	4.18	4.40	4.33	4.18	4.12	4.20
BIO205									
CHM130	4.36	4.29	4.10	4.03	4.17	4.23	3.86	3.79	3.94
COM100	4.78	4.82	4.81	4.58	4.76	4.67	4.68	4.66	4.78
CPD150	4.80	4.79	4.78	4.57	4.76	4.73	4.66	4.73	4.79

CRE101	4.92	5.00	4.92	4.67	4.83	4.75	4.75	4.83	4.83
ECN211									
ENG101	4.65	4.62	4.53	4.22	4.47	4.53	4.37	4.36	4.45
ENG102	4.60	4.56	4.48	4.29	4.43	4.50	4.40	4.38	4.44
GPH111									
HIS103	4.59	4.55	4.52	4.23	4.41	4.45	4.20	4.17	4.32
HIS104	4.66	4.58	4.53	4.31	4.49	4.50	4.30	4.28	4.44
HUM201									
IFS201									
MAT142	4.45	4.45	4.37	4.10	4.35	4.48	4.09	4.07	4.22
PSY101	4.71	4.73	4.73	4.39	4.64	4.73	4.51	4.49	4.68
SOC101	4.79	4.74	4.74	4.52	4.63	4.74	4.62	4.58	4.74
SPA202	4.73	4.68	4.68	4.50	4.66	4.68	4.57	4.55	4.67
SPH245	4.92	4.88	4.92	4.91	4.92	4.92	4.97	4.91	4.91
Total	**4.62**	**4.58**	**4.52**	**4.27**	**4.46**	**4.52**	**4.33**	**4.31**	**4.43**

V. Evaluation of Curriculum

Initially, in-person courses are evaluated for relevancy and currency during the syllabus approval process, which includes a review of textbooks and assessment methods. In addition, as a component of adjunct faculty evaluation, Faculty Chairs (or designees) regularly conduct observations to ensure that the approved curricular standards are being met.

Online courses are designed so that lesson objectives align directly to the District curricular course competencies, and assignments align with the lesson objectives. The District has a systematic process for developing, implementing, and reviewing all curricula. Once a year, the District CCTA (Center for Curriculum & Transfer Articulation) sends to the Instructional Councils lists of courses that have not been substantively updated or modified in over 10 years. Councils are asked to review the course lists and determine whether the courses should be revised or placed on moratorium. The chart below shows the course review guidelines for Instructional Council determination.

MCCCD CCTA Course Review Guidelines

Course Element	Does it need to be modified for/because there is a need to....
Course Title and Description	- make the nature of the course clearer to students - revise to reflect the change in focus of the course that has occurred since the time of its original development - to remove any language that suggests a *guarantee* of gainful employment after completion of course
Course Number	- adjust level - below 100-level generally developmental (pre-college level "skill-building") course, non-transferable coursework whose credits do not apply to any associate degree or certificate requirements; 100-level generally introductory or "freshman" level; 200-level generally more "intermediate" level that would be unlikely to be taken in the first semester (typically have a prerequisite) - make numbering of sequential courses more logical and/or consistent with standard numbering patterns for that prefix - align number with other courses in bank per district standards (e.g., 194/294 should be preferentially used for Special Topics courses and 282 used for Volunteerism/Service Learning courses and conversely Special Topics courses should be numbered 194 or 294 and Volunteerism/Service Learning courses should be numbered 282) - align number with that at transfer institution
Learning Outcomes, Competencies, Course Outline	- update antiquated language and/or content - update expectations as to learning outcomes (may be reflection of content changes but also could be reflection of changes in periods, credits, and/or course type (e.g., Lec, L+L)) - adjust course content to better reflect changes in teaching/learning strategies - adjust wording such that the competencies are appropriate, meaningful, measurable and at an appropriate hierarchical level of expertise/complexity [Bloom's Taxonomy] (i.e., significant, deliverable outcomes that students should have achieved by completion of course and that could be assessed)
Requisites (Pre- or co-)	- to more clearly articulate requisite requirement (e.g., confusing as written, often misinterpreted) - to ensure certain level of student preparation

	• to clarify/ensure optimum course sequencing (which course should come first, second, ...) • to eliminate AAS/CCL program prerequisites by incorporating them as requisites in specific milestone courses where that preparation is critically important to student success; student progress is therefore not impeded by their pausing to complete the program prerequisites prior to starting *any* courses in the *entire* program. For programs without admission requirements, adding these requisites at a course-specific level helps ensure students are appropriately prepared for each course. • make changes corresponding to mandates from external agencies
Impact	**Please consider the following potential impacts of your proposed changes and make adjustments as necessary to reduce any negative implications of the recommended changes.**
Impact on Other Academic or Service Units	• any anticipated change in student progression through a program or sequence of courses? (e.g., addition of new requisites may have a short term impact on enrollment in this course and "domino-effect" on subsequent courses) • any effect(s) on subsequent courses in sequence or courses for which this course is a prerequisite. Will students be appropriately prepared by revised course content? • will renumbering make subsequent courses confusing? (e.g., is a 200-level course now a prerequisite to a 100-level course?) • is course part of any AAS or CCL program(s) that will need curriculum review/adjustment? (changes in credits or requisites would be the modifications to have implications to degree/certificate programs; substantive changes in content may require adjustments to program competency(ies); changes in numbering would require simple editorial updates)
Articulation	• Planned curriculum changes should be discussed with university colleagues at Articulation Task Force meetings in the fall. Such pre-articulation conversations can help reassure that the proposed changes will not negatively impact the courses' transferability and equivalence.

Changes to Course Content

Course content is systematically reviewed in accordance with the process described above, as well as at the department level, to ensure currency and relevancy. Indications for updating content include factors such as changes to District curriculum, availability of revised

textbook/OER/library materials, or data obtained from the Student Learning Outcomes Assessment Data Display described in question 27.

The chart below shows how often the selected courses have undergone redevelopment or major, moderate, or minor revisions over the Program Review period.

Course	Mode	Start Date	Type of Change	Brand New?
BIO105	IN	5/2/2016	Major	Existing Course - New Version
BIO105	IN	10/19/2015	Minor	Existing Course - New Version
BIO205	IN	10/19/2015	Minor	Existing Course - New Version
CHM130	IN	3/4/2013	Moderate	Existing Course - New Version
CHM130	IN	7/2/2012	Moderate	Existing Course - New Version
COM100	HY	4/6/2016	Minor	Existing Course - New Version
COM100	IN	3/7/2016	Major	Existing Course - New Version
COM100	IN	7/2/2012	Major	Existing Course - New Version
CPD150	IN	1/12/2015	Moderate	Existing Course - New Version
CPD150	IN	8/20/2012	Major	Existing Course - New Version
CPD150	IN	8/22/2011	Major	New Modality/Specialty Code
CRE101	IN	3/10/2014	Major	Existing Course - New Version
CRE101	IN	7/1/2013	Moderate	Existing Course - New Version
CRE101	IN	8/20/2012	Major	Existing Course - New Version
CRE101	IN	10/24/2011	Major	New Modality/Specialty Code
CRE101	PB	10/15/2012	Major	Existing Course - New Version
ECN211	IN	1/7/2013	Minor	Existing Course - New Version

ECN211	PB	3/4/2013	Major	Existing Course - New Version
ENG101	IN	1/7/2013	Minor	Existing Course - New Version
ENG101	IN	4/30/2012	Major	Existing Course - New Version
ENG101	IN	8/22/2011	Major	New Modality/Specialty Code
ENG101	PB	10/15/2012	Major	Existing Course - New Version
ENG102	IN	1/7/2013	Minor	Existing Course - New Version
ENG102	IN	3/5/2012	Major	New Modality/Specialty Code
ENG102	IN	10/17/2011	Major	Existing Course - New Version
ENG102	PB	10/15/2012	Major	Existing Course - New Version
GPH111	HY	3/10/2014	Major	Existing Course - New Version
GPH111	IN	10/14/2013	Major	Existing Course - New Version
GPH111	PB	5/5/2014	Major	Existing Course - New Version
GPH111	PB	7/25/2011	Major	Existing Course - New Version
HIS103	IN	7/7/2014	Minor	Existing Course - New Version
HIS104	IN	5/4/2015	Minor	Existing Course - New Version
HIS104	IN	7/7/2014	Minor	Existing Course - New Version
HUM201	IN	5/4/2015	Minor	Existing Course - New Version
HUM201	IN	7/7/2014	Minor	Existing Course - New Version
HUM201	IN	4/30/2012	Major	Existing Course - New Version
HUM201	IN	1/2/2012	Major	New Modality/Specialty Code
IFS101	IN	3/5/2012	Major	New Modality/Specialty Code

IFS201	IN	8/25/2014	Minor	Renumbered from IFS101
MAT142	IN	1/12/2015	Major	Existing Course - New Version
MAT142	IN	10/15/2012	Major	Existing Course - New Version
MAT142	MM	10/15/2012	Major	Existing Course - New Version
PSY101	CV	8/24/2015	Moderate	Brand New Course
PSY101	HY	6/13/2016	Major	Existing Course - New Version
PSY101	IN	1/4/2016	Major	New Modality/Specialty Code
PSY101	IN	8/24/2015	Major	Existing Course - New Version
PSY101	IN	8/19/2013	Moderate	Existing Course - New Version
PSY101	IN	3/5/2012	Moderate	Existing Course - New Version
PSY101	IN	8/22/2011	Moderate	Existing Course - New Version
PSY101	OS	10/24/2011	Major	Existing Course - New Version
PSY101	P	10/20/2014	Major	New Modality/Specialty Code
PSY101	PB	8/22/2011	Major	Existing Course - New Version
SOC101	HY	1/13/2014	Major	Existing Course - New Version
SOC101	IN	10/14/2013	Major	Existing Course - New Version
SOC101	IN	3/4/2013	Major	Existing Course - New Version
SOC101	IN	1/9/2012	Major	Existing Course - New Version
SOC101	IN	10/24/2011	Major	New Modality/Specialty Code
SOC101	PB	10/14/2013	Major	Existing Course - New Version
SOC101	PB	4/29/2013	Major	Existing Course - New Version
SPA202	IN	1/12/2015	Minor	Existing Course - New Version

SPA202	IN	7/5/2011	Moderate	Existing Course - New Version

VI. Student Learning Outcomes

Program-Level Student Learning Outcomes

After completing Rio's General Education Program, students will be able to demonstrate the following competencies:

1. Recognize and respect the beliefs, traditions, abilities, and customs of all people and all cultures.
2. *Consider the local, global, and environmental impacts of personal, professional, and social decisions and actions.*
3. Access, evaluate, analyze, synthesize, and use information effectively in order to think critically, make informed decisions, solve problems, and implement decisions.
4. Communicate effectively personally, socially, and professionally.

After completing the General Education program at Rio Salado College, a student will be able to apply critical-thinking skills to analyze information, evaluate material, use inference to draw conclusions, and use deductive reasoning and inductive reasoning at a college level. Further, 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. Additionally, the student will demonstrate the ability to comprehend a variety of written materials by determining the central idea and providing textual evidence, drawing inferences or valid conclusions, analyzing for the author's purpose and bias, and applying the text to a given task or course content. 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. Finally, the student will demonstrate the ability to prepare and present oral communication in a variety of contexts as a college-level speaker.

General Education Program-level (College-wide) Student Learning Outcomes

The General Education program competencies are measured via the college-wide student learning outcomes. All Rio Salado College students must know and be able to do the following:

1. 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

2. 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.

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

4. 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.

5. 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

Performance on College-wide Student Learning Outcomes

Rio Salado has a "systems" culture based in the principles of Total Quality Management (TQM), and is accustomed to using a TQM tool, the Plan-Do-Check-Act (PDCA) cycle, to collect data, assess outcomes, and implement improvements based on the data.

Using data from over 650,000 assessments, student learning was evaluated for all five student learning outcomes, with the intent of identifying how often students are performing at or above college level.

Over 80% of all students in the courses selected for this review performed at college level in all student learning outcomes, which exceeds the college-wide target.

Student Learning Outcome	Total Assessments	Assessments at College Level	% of Assessments at College Level
Critical Thinking	32647	26342	80.69%
Reading	31555	25425	80.57%
Information Literacy	127100	106902	84.11%
Oral Communication	90	77	85.56%
Writing	415041	351001	84.57%

Though the target was met overall, faculty drilled down to the department- and course levels to identify assignments needing intervention for one or more of these outcomes. For example, an examination of the learning outcomes data for ECN211 showed that only 77% of the students performed at college level on their library research assignments. In the Plan phase, ECN Adjunct Faculty were surveyed on the appropriateness of the existing assignment rubric and where they saw students having difficulty. The survey results were discussed with Adjunct Faculty at a department meeting, and a RioLOG grant was subsequently funded to pay for redevelopment of the assignments. Development is complete and the revisions will roll out in May, 2017 in keeping with the course lifecycle (the Do phase). Thereafter, the data will be reviewed to determine if the intervention was successful (Check phase), and adjustments made if indicated (Act phase).

Additional PDCA Cycles

In addition to data collected across all disciplines for the college-wide student learning outcomes, these outcomes have been measured over a number of department-level PDCA cycles in the past decade. As an example, in FY2013-14, student performance in critical thinking and writing on a focal assignment in a number of high-enrollment general education courses was measured both before and after the implementation of the GEAR guided feedback tool for instructors. The PDCA cycle data were then analyzed by Institutional Research, and reviewed by the faculty chairs to determine whether this intervention had resulted in improvements, and to plan for next steps.

Between 2010 and 2014, a systemic and intentional Plan-Do-Check-Act improvement cycle was conducted to assess student competence in online information literacy at the college-, department-, and course-levels. The Research Readiness Self-Assessment (RRSA) was administered in 2010, data were analyzed, and a comprehensive college-wide intervention plan was established with the cooperation of all faculty chairs (PLAN phase). Specific interventions were implemented in over 30 courses across 20 different disciplines, along with general interventions in the online syllabi of all online courses (DO phase). During the CHECK phase, the RRSA was administered again to gauge effectiveness of these interventions. Data indicated

improvement in all assessed categories, with a 13.62% gain in the percentage of students performing at college level (70% or better) in 2014. National comparative data also showed that Rio Salado's students performed almost 16% points above average overall performance across sampled colleges. During the ACT phase, these interventions were accepted as permanent improvements to increase successful outcomes in students' online information literacy skills. The full report was posted online, and also reported in RioNews, thereby sharing these assessment data with all College stakeholders. This years-long, collaborative initiative served as a prime example of Rio Salado's approach to using data gained from assessment to improve student learning.

Support for Assessment and Improvement of College-wide Student Learning Outcomes

Adjunct faculty have access to resources that help ensure that their work supports assessment and improvement of our college-wide student learning outcomes. We offer free, online, Adjunct Faculty Development (AFD) Courses in Critical Thinking, Writing, Information Literacy, Reading, and Oral Communication, and adjuncts can earn a Student Learning Outcomes badge by completing all the courses in the track.

The Rio Salado Outcomes Work Lab (OWL) website provides a "one-stop resource" to facilitate student mastery of the five college-level learning outcomes. The site is aligned with the college rubrics, and includes comprehensive library-developed research guides and additional resources for student learning in these areas. The research guides are embedded in AFD modules that familiarize the adjunct faculty with use of the standardized rubrics for grading assignments.

In addition to AFD courses and the OWL, Rio **L**earning **O**utcomes **G**rants (RioLOGs) provide a mechanism and the resources to support Faculty Chairs in developing student learning outcomes-based initiatives, directly linked to assessment results data. The instructional initiatives or projects proposed for RioLOG funding require the involvement of adjunct faculty members.

Below are sample data from PDCA improvement cycles based on RioLOG work:

CRE101 Writing Student Learning Outcomes Intervention Project

During the 2015-2016 academic year, the Reading departmental focus was on the Writing Student Learning Outcome. Based on concerns from adjunct faculty regarding the writing of students in CRE101 (College Critical Reading), the department chose to create an intervention

for the CRE101 course focused on the Writing Student Learning Outcome. An adjunct faculty member worked with the Faculty Chair to design an intervention focused specifically on the Grammar and Mechanics section of the Rio Salado Writing Rubric. The areas chosen included: spelling errors, incorrect word use, run on sentences, comma splices, and sentence fragments based on feedback from adjunct faculty teaching the course.

The intervention consisted of additional course content focused on elements of grammar and mechanics. To help students see the alignment of the material in the lessons to the student learning outcomes, the Grammar and Mechanics section of the Writing Rubric was added to the Introduction section of lessons 1-3. In addition, specific content was added in the following subject areas:

Lesson 1-spelling errors and incorrect word use
Lesson 2-run on sentences and comma splices
Lesson 3-sentence fragments

Students engaged in the focus areas through reading resources, videos, interactive activities and quizzes.

Students were also required to submit their assignments for lessons 1-3 to Smarthinking to receive feedback in the area of "Grammar and Documentation Review". An announcement was added to the Course Homepage with directions for students on how to submit the assignment and how to receive their feedback. This feedback was submitted to the instructor before the final assignment was submitted for grading. The purpose of this was to encourage students to review and edit their work before submitting for grading.

The charts below show the student scores on Grammar and Mechanics before and after the intervention for the following assignments:

Lesson 1- Assumptions and Obstacles
Lesson 2-Guided Analysis
Lesson 3-Editorial Analysis

Lesson 1	Assignment	Dimension	Students	Average Score	Students @ College Level	Percentage of Students @ College Level
Before Intervention	Lesson 1 Assumptions and Obstacles	Grammar/Mechanics:	384	93	358	93%
After Intervention	Lesson 1 Assumptions and Obstacles	Grammar/Mechanics:	313	76	232	74%

Lesson 2	Assignment	Dimension	Students	Average Score	Students @ College Level	Percentage of Students @ College Level
Before Intervention	Lesson 2 Guided Analysis Assignment	Grammar/ Mechanics:	410	96	396	97%
After Intervention	Lesson 2 Guided Analysis Assignment	Grammar/ Mechanics:	268	85	228	85%

Lesson 3	Assignment	Dimension	Students	Average Score	Students @ College Level	Percentage of Students @ College Level
Before Intervention	Lesson 3 Editorial Analysis	Grammar / Mechanics	429	91	393	92%
After Intervention	Lesson 3 Editorial Analysis	Grammar / Mechanics	249	85	209	84%

Lesson 4	Assignment	Dimension	Students	Average Score	Students @ College Level	Percentage of Students @ College Level
Before Intervention	Lesson 4 Advertising Analysis	Grammar / Mechanics	392	94	363	93%
After Intervention	Lesson 4 Advertising Analysis	Grammar / Mechanics	207	96	199	96%

As evidenced in the data charts above, the intervention did not improve the percentage of students at college level in Grammar and Mechanics. In actuality, the intervention decreased the average scores of students as well as the percentage of students at college level for Grammar and Mechanics in lessons 1-3 where the intervention was placed.
One of the positive results of the intervention, was an increase in the average score and the percentage of students at college level for the lesson 4 (subsequent) assignment which did not include the intervention (data below). Adjunct instructors also reported that many students asked if their lesson 4 assignment could be submitted to Smarthinking, though this was not included in the lesson, nor was this a requirement.

The results of the intervention provide data to support the observations of assessment practices by adjunct faculty teaching CRE101. Student scores for Grammar and Mechanics were inconsistently aligned with student performance on class assignments. Though faculty were concerned with the writing abilities of students in the course, student scores did not reflect the grammatical and spelling errors in student assignments. Points were not being consistently deducted in the Grammar and Mechanics section of the rubric, though students had several errors in grammar and spelling.

The results support the continued work in the department on assessment practices as it relates to providing quality feedback and consistent scoring to ensure that students are able to meet the College's writing student learning outcomes and become proficient writers.
Though there was no improvement in student scores for the targeted lessons, the intervention will continue through fall 2016. Data will be reviewed at the end of the semester to determine if the intervention will continue or if parts of the intervention will continue to be embedded in the course.

CHM130 Writing Student Learning Outcomes Intervention Project

CHM130 contains written responses to conceptual questions within the chemistry content. The SLO goal of writing is a flag for these assessments as the students have to demonstrate their understanding through their written thoughts. Before the RioLOG work was completed, the average was 85.2% for the writing flag. A number of modifications were made to the prompts including clarifying the questions through better wording as well as a few questions in which the content focus was changed. The new average for the writing flag is 88%.

CPD150 Reading Student Learning Outcomes Intervention Project

In the Counseling and Personal Development Department, scores on the Midterm Exam for CPD150 (Strategies for College Success), indicated that less than 80% of students were performing at college level in the Application dimension of the Reading rubric.

CPD150	Assignment	Dimension	# of Students	Avg. Score	Students @ College Level	Percentage of Students @ College Level
Before Intervention	Lesson 6: Midterm Exam	Application/ Analysis (Examples, experiences, evidence)	154	84	121	79%

In order to support student performance in Reading, the rubric for the CPD150 Midterm Exam was revised. The new exam rubric included the following dimensions of the Rio Salado Reading Rubric: Inferences and Valid Conclusions and Application.

In the area of Inferences and Valid Conclusions, students were required to use evidence from the course textbook to explain the factors that contribute to college success. Students were also required to give examples from their own experiences and draw conclusions about their own preparedness for college work.

In the area of Application, students were required to apply the strategies learned at the midpoint of the course to themselves as learners. Students assessed their progress and determined areas of improvement.

The Grading Rubric is included below. Areas that align with the Reading rubric appear in italics.

Criteria	GPS Locked in/ Excellent A	On the Map/ Getting There B-C	Off the Map/ Bare Minimum D-F
Professional appearance, structure, and organization **5 points**	• Typed and labeled • Paper is well organized and clear • On Course topics are highlighted in bold • Introduction is clear and gives a "road map" of the rest of the paper • Main points are well developed • Supporting details are concrete • Punctuation, spelling and capitalization are correct	• Typed and labeled • On Course topics are highlighted and bold • Introduction is incomplete • Main points are present, but one or more may lack development or relevance • Supporting details are missing or irrelevant • Work contains some (three or four) punctuation, spelling and capitalization errors	• Introduction or conclusion is unclear or absent • Paragraphs are disorganized, incoherent or absent • Main points are insufficient and/or vague • Supporting details are missing or irrelevant • Work contains many (more than four) punctuation, spelling and capitalization errors
Content Review *(Inferences and Valid Conclusions)* **15 points**	• There are three or more strategies per Creating College Success chapter	• Two or more strategies per Creating College Success chapter are present	• Fewer than two success strategies are present
Specificity and description of activities, techniques and tools **15 points**	• Defines and discusses the strategies with accuracy and depth	• Defines and discusses strategies with some accuracy and depth	• Definitions and discussion of strategies are inaccurate and superficial
Critical Thinking: *(Application)* **15 points**	• On Course strategies are applied to issues in student's life using the 4 E's • The problem, strategy and declaration communicated of what behavior the student is committing to and what actions he/she will take to ensure success in strategy	• Strategies are applied to issues in student's life using the 4E's • Some examples are provided, but are poorly chosen or described	• Little or no attempt to apply strategies to student's life • No examples are given

Data collection will continue during AY 2016-2017 to determine if there is growth in student's abilities with Inferences and Valid Conclusions as well as Application.

VII. Effective Teaching

Adjunct Faculty Development

Because of Rio Salado's large contingent of adjunct faculty and dual enrollment instructors, deliberate and comprehensive continuing education processes are in place to ensure ongoing professional growth.

- **All Faculty Meetings**

The College holds All Faculty Meetings twice a year, which include programming such as a keynote by the college president or an outside expert on some aspect of teaching and learning, an update on College technologies, and "TED Talk"-style presentations (RioChats) by volunteer adjunct faculty on topics such as course development, curricular improvements, student success and motivation, retention efforts, etc. Additionally, one meeting a year includes a focus on student learning outcomes assessment with an update by the Vice President of Academic Affairs and distribution of the annual assessment report. General sessions are followed by department meetings where adjunct faculty meet with their faculty chairs and engage in discussions relating to discipline-specific matters. All online and location-based adjunct faculty are invited to attend these biannual meetings, which generally elicit approximately 600 attendees each semester (89% of survey respondents to the 2015 Adjunct Faculty survey indicated they had attended at least one of these meetings within the previous year).

- **Dual Enrollment Conference**

The College also holds a Dual Enrollment Conference each year which generally includes a keynote, workshops, and breakout sessions of interest by discipline and/or pertinent to teaching and learning topics. Over 90 active dual enrollment instructors attended this event in fall, 2015. In addition to the conference, most faculty chairs meet with their dual enrollment instructors at least once per year, and more often with new instructors. Chairs also provide training and orientation for new instructors, including use of the syllabus-building tool, College expectations, and course-related matters, and remain in contact via email, telephone, and newsletters.

- **Adjunct Faculty Development Workshops**

Rio Salado's [Adjunct Faculty Development (AFD) online workshops](#) are designed to provide comprehensive continuing education for adjunct faculty. Topic tracks include Online Teaching; Student Learning Outcomes; Online Course Development; Student Experience; and Learning Theory. AFD 101 is mandated at hire, and continuing participation in these workshops may be required by the faculty chair as an intervention to improve instructor effectiveness, or as a required component of sequential instructor evaluations. Additionally, the workshops that are tied to the College's student learning outcomes may be required for all adjunct faculty by some departments. All AFD workshops are presented in RioLearn, thereby providing adjunct faculty with an opportunity to experience the system from the student viewpoint.

Since inception, there have been 1,110 adjunct faculty enrollments across all of the orientation courses (AFD100, 101, 105 and 106). Of these, 1,027 took only AFD101. In the same timeframe, there have been a total of 1,520 adjunct faculty enrollments in the remaining (non-orientation) AFD professional development workshops.

MCCCD Adjunct Faculty Professional Growth Program

The program provides limited funding assistance on a reimbursement basis to adjunct faculty employees to attend external conferences, seminars, workshops, and professional meetings that are directly related to the teaching field and that will enhance the learning of MCCCD students taught by the applicant. Between FY2013 and FY2015, 59 Rio adjunct faculty were awarded funds totaling $33,372. Adjunct faculty professional development is tied to the Rio Salado College *Strategic Plan Goal 1: Teaching and Learning*. A departmental action plan adopted by all the faculty chairs calls for documentation of ongoing adjunct faculty development as a condition of preferential rehire status, with the requirement to complete a minimum of two professional development activities per year.

Evidence of Effective Teaching

Adjunct faculty and dual enrollment instructors are evaluated in accordance with Section G of the MCCCD Adjunct Faculty Employee Handbook:
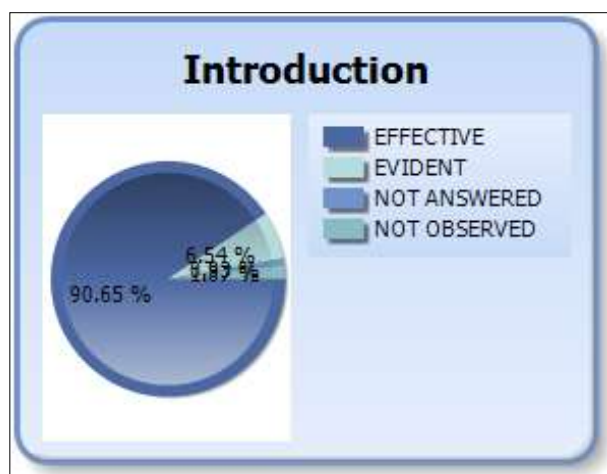
The District intends to evaluate Adjunct Faculty at least once during each of the first three semesters employed, excluding the summer terms, and as appropriate thereafter. The administrative staff for the Adjunct Faculty's college(s) will determine the appropriate evaluation procedure. The Division/Department Chair or other appropriate staff member will conduct the evaluation. Adjunct Faculty teaching at multiple colleges will be evaluated separately according to each college's process.

At Rio Salado, formal evaluation is conducted once each semester during the first three semesters of teaching, in accordance with this MCCCD policy. After the first three evaluations, all adjunct faculty are evaluated every three to five years according to criteria established by the department faculty chair, and are conducted by the chair, an instructional support team designee, or Instructional Helpdesk personnel.
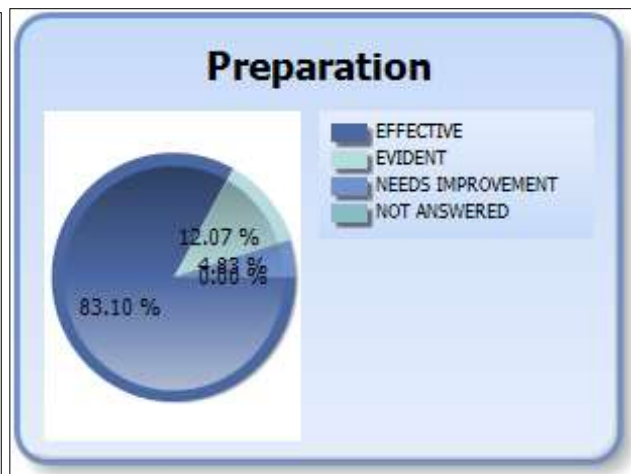
The following graphs demonstrate adjunct faculty performance in the evaluation criteria. The chair reviews each evaluation and recommends interventions, if indicated, for required ongoing professional development and improvement.
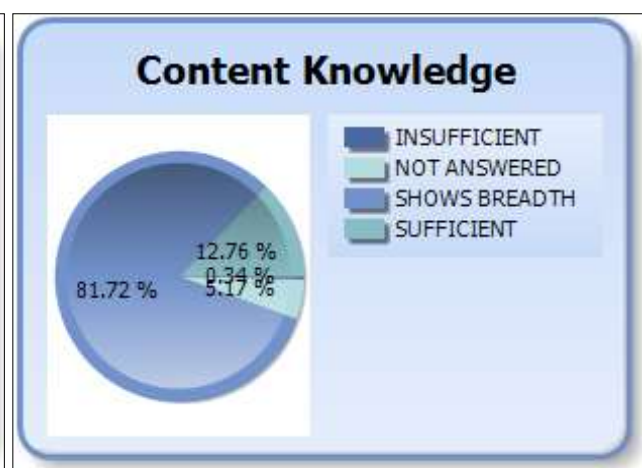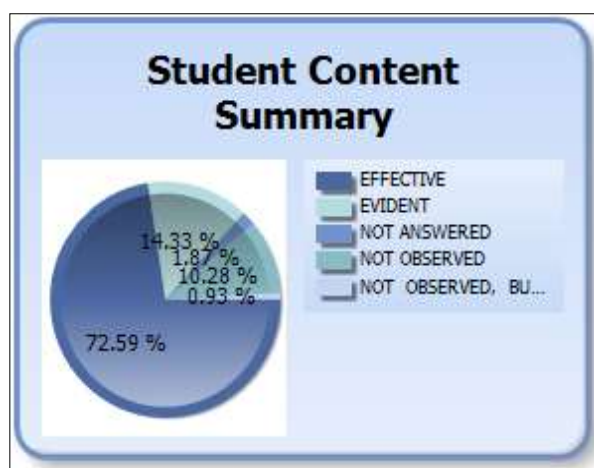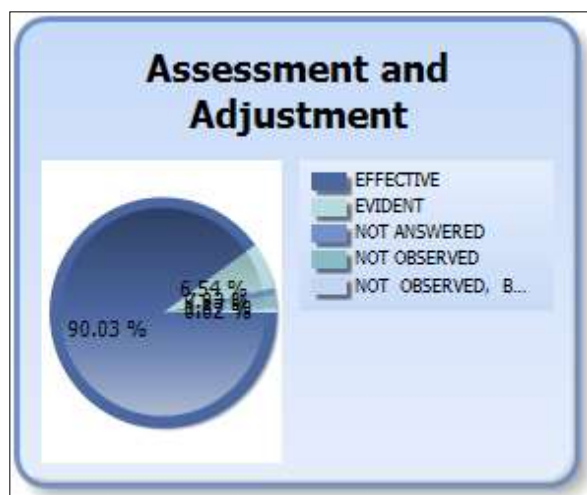
Adjunct Faculty Evaluations

In person Evaluations   **Distance Learning Evaluations**

Focus On Topic

- EFFECTIVE
- EVIDENT
- NOT ANSWERED
- NOT OBSERVED
- NOT OBSERVED, BU...

91.59 %
6.23 %

Facilitation

- EFFECTIVE
- EVIDENT
- NEEDS IMPROVEMENT
- NOT ANSWERED

36.55 %
7.93 %
0.34 %
55.17 %

Assessment and Adjustment

- EFFECTIVE
- EVIDENT
- NOT ANSWERED
- NOT OBSERVED
- NOT OBSERVED, B...

90.03 %
6.54 %

Communication

- EFFECTIVE
- EVIDENT
- NEEDS IMPROVEMENT
- NOT ANSWERED

33.79 %
8.62 %
0.34 %
57.24 %

Student Content Summary

- EFFECTIVE
- EVIDENT
- NOT ANSWERED
- NOT OBSERVED
- NOT OBSERVED, BU...

14.33 %
1.87 %
10.28 %
0.93 %
72.59 %

Content Knowledge

- INSUFFICIENT
- NOT ANSWERED
- SHOWS BREADTH
- SUFFICIENT

12.76 %
0.34 %
5.17 %
81.72 %

Content Knowledge

NOT ANSWERED
SHOWS BREADTH
SUFFICIENT

8.41 %
1.25 %
90.34 %

Level Of Instruction

APPROPRIATE
HIGHER THAN APPR ...
NOT ANSWERED

98.75 %   0.83 %

VIII. Retention and Persistence

Retention data for the General Education courses selected for this review were included in Section IV, and are copied again below for reference. As noted earlier, it is a point of pride that the steady increase in successful retention over the years coincides with a college-wide shift in focus from access to completion.

Fiscal Year	Percentage of Students Retained	Percentage of Successfully Retained Students
2011 - 2012	92%	68%
2012 - 2013	94%	73%
2013 - 2014	95%	77%
2014 - 2015	95%	78%
2015 - 2016	95%	79%
Total	**94%**	**75%**

Retention Interventions

RioPACE

RioPACE, (Progress and Course Engagement) is a tool that works by evaluating student engagement and interaction with a course as a predictor of success. For example, the tool measures frequency of students' logins to course content and lesson access; viewing of instructor feedback, and course progress (assignment submission points vs. total possible points earned). The Instructional Helpdesk monitors student status and alerts the chair when there is a change. The chair the follows up, or requests the IHD staff to do so.

The following list shows integration of RioPACE in the courses selected for this review.

Course	Version	Mode	
CHM130	4	IN	
CHM130LL	2	IN	
CHM151	5	IN	
COM100	4	HY	Faculty View Only
COM100	7	IN	Faculty View Only
CPD150	7	IN	Faculty View Only
CRE101	8	IN	Faculty View Only
ENG101	5	IN	
ENG102	5	IN	
GBS151	5	IN	
GPH111	1	HY	Faculty View Only
GPH111	7	IN	
HIS103	6	IN	
HIS104	6	IN	
HUM201	4	IN	
PSY101	1	IN	
PSY101	1	IN	
PSY101	3	HY	
PSY101	4	IN	
PSY101	8	IN	
SOC101	7	IN	

Civitas Learning

Rio Salado has partnered with Civitas Learning to increase persistence and retention of the online student population. Through the use of the Civitas Illume application, Rio aims to increase term-to-term and year-to-year persistence, thereby increasing completion. The initial focus will be on students who are new to college, Pell-eligible and degree-seeking.

The Inspire for Advisor application will allow Rio Salado advisors to engage in proactive outreach to students who are at risk for low persistence. The student-specific interventions given by the Inspire application will allow advisors to provide referrals to relevant resources to support student retention.

In addition to increasing student persistence and retention, the Illume Impact application will help to assess the impact of current Rio Salado programs and initiatives such as online and in person tutoring, New Student Orientation, and the RioPACE system.

While the Civitas initiative is underway, the College is still working with data validation so there are no results available as yet.

IX. Impact of Co-curricular Programs

As noted earlier, over 80% of all students performed at college level in all student learning outcomes. When these data were disaggregated to review co-curricular student performance, a greater percentage performed at college level in all areas, ranging from 87% to 100% of co-curricular students.

Co-Curricular Students*

Student Learning Outcome	Total Assessments	Assessments at College Level	% of Assessments at College Level
Critical Thinking	1168	1020	87.33%
Reading	1031	909	88.17%
Information Literacy	6096	5361	87.94%
Oral Communication	1	1	100.00%
Writing	21361	18784	87.94%

*Co-curricular students are students in Phi-Theta-Kappa, Adult ACE, ACE Puente, Honors, or the National Society for Leadership and Success

The following student groups are used: PTK, A-10, A-11, A-12, A-13, A-14, AA11, AA12, AA13, AA14, AA15, HONP, HON, HONF, HONW, NSLS

**Includes all assignments submitted between 7/1/2011 and 6/30/2016

Honors Students

Honors credit is available to students enrolled in the following courses included in this review:

COM100, CPD150, CRE101, ENG101, ENG102, GPH111,

HUM201, IFS201, PSY101, SOC101, SPA202, SPH245

Below are the Honors Program Outcomes, which align substantially with the college-wide student learning outcomes.

An Honors Student at Rio Salado College will:

Think Critically

Critical thinking is exhibited by the ability to:
- analyze and evaluate material by distinguishing between facts and opinions, judgments and inferences, inductive and deductive arguments, and objective and subjective materials;
- generate questions, construct and recognize the structure of arguments, and support arguments adequately;
- define, analyze, and devise solutions for new and different problems and issues;
- collect, organize, classify, correlate, analyze and present materials and data;
- integrate information from a diverse range of sources and media types, and identify relationships between information objects; and
- critique their beliefs by remaining open to new information, methods, cultural systems, and diverse values and beliefs.

Communicate Effectively

Effective communication is exhibited by the ability to:
- apply appropriate communication strategies for diverse audiences;
- express ideas and concepts precisely and persuasively in multiple formats
- employ writing conventions suitable to research and/or creative processes.

Demonstrate Integrity

Integrity is exhibited by the ability to:
- employ appropriate scholarly standards of conduct;
- demonstrate respect for intellectual property by following the citation norms of a given discipline and engaging good digital citizenship practices; and
- identify social issues and accept responsibility for active civic engagement.

Prepare for Future Success

Preparation is exhibited by the ability to:
- demonstrate engagement as an informed, independent learner;
- define and achieve educational/career objectives; and
- demonstrate a commitment to life-long learning.

In addition to the completion of enhanced course-level assessments designed to measure these outcomes, Honors students must participate in co-curricular activities to enrich their educational experience.

X. Program Resources

Rio Salado commits budgetary resources to supporting the administration of national assessment instruments such as the ETS Proficiency Profile, as well as internal faculty-driven Rio Learning Outcomes Grants (RioLogs). While dedicated fiscal resources have lagged over the past few years owing to declining enrollments that have led to college budget constraints, the importance of supporting assessment of student learning work was reaffirmed in AY2015-16, and $14,000 was provided to fund RioLogs in 2015-16.

General Education students have access to all college-wide academic and student services, such as Advisement, Library Services, Counseling, Tutoring, etc.

Advisement Services

Rio Salado's Academic Advisors provide assistance to students with selecting courses and programs that will help to meet their career and/or university transfer goals, and serve as guides through student completion. Advisement is offered in person, by telephone, and online via chat and email, Monday through Friday, including evening hours.

Counseling Services

Rio Salado's Counseling and Career Services Department is led by the Faculty Chair for Counseling and provides services through face-to-face sessions, "Ask a Counselor" email (including online résumé review), telephone, and live chat. Counseling faculty also reach students through blogs on topics related to study skills and self-management tips, and present Student Success Seminars and workshops customized for different College programs.

Library Services

In addition to providing traditional library services to students (check out of books and media, reference services, interlibrary loan, online database subscriptions, etc.), the Rio Salado Library has developed a series of discipline-specific Research Guides that are embedded in courses across the curriculum and designed to provide comprehensive strategies and content for conducting the research process.

The following chart shows usage data for the courses selected for this review that have embedded guides.

Course	Date Created	Views (to 5/30/2017)
ECN211 Macroeconomic Principles	10/19/2013	2,686
ENG101/102 First Year Composition	11/04/2013	37,384
MAT142 College Mathematics	1/26/2014	8,512
PSY101 Introduction to Psychology	12/2/2014	10,763
SOC101 Introduction to Sociology	09/18/2013	3,323
SPA202 Intermediate Spanish II	8/23/2015	5,355

Additional library services that are targeted to the students in the General Education program include the online Ask a Librarian service which provides Live Chat reference service 24x7. Further, the Library Instructional Coordinator consults with course developers to provide third party course content from library databases and open educational resources that are seamlessly embedded within RioLearn lessons.

Rio's Instruction Librarian visits most Dual Enrollment and other face-to-face classrooms at the locations to provide in-person library instruction. During the years covered by this review, she visited **451** classrooms and taught a total of **9,885** students.

Tutoring Services

Tutoring services are offered to Rio Salado students in 19 subject areas, as well as in writing across the curriculum, both face-to-face and online. In-person tutoring is offered during late afternoon and evening hours, as well as on Saturdays, to provide maximum convenience for nontraditional working students. Online tutoring is offered through an outsourced contract with smarthinking.com, which provides 24x7 service in some of the subject areas offered.

Instructional Helpdesk

Because of the nontraditional nature of Rio's student body and its extensive online course offerings, Rio Salado has an Instructional Helpdesk to help online students with course-related questions, and to assist the faculty chairs in the mentoring, training, and evaluation of Adjunct Faculty.

Online Student Orientation (NSO101)

As part of the process for facilitating new online students' transition to Rio Salado, the Online Student Orientation (NSO101) is a free non-credit class designed for students seeking an online certificate or degree with Rio Salado College. Tailored to nontraditional online students, NSO101 serves the same purpose as in-person orientation offered at traditional campuses, providing an overview of the College's student services, policies and procedures, and tips for college success, as well as financial literacy. NSO101 is automatically added to students' schedules when they register for their first class if they are degree-seekers or plan to transfer to a Bachelor's degree program. The orientation is offered in RioLearn, and therefore familiarizes students with the Learning Management System that they will use for their online classes.

XI. Program Best Practices, Action Plans, and Recommendations

a. Program Best Practices

Institutional Research worked with the Gen Ed Learning Outcomes Coordinators to link individual assignment dimensions with our college-level learning outcomes and build the Assessment Data Display. Using this tool, Faculty Chairs can drill down to identify lesson, course, and program components that need attention. The Chair works with the corresponding Learning Outcome Coordinator to devise content and/or assessment interventions designed to improve student learning, and a Plan-Do-Check-Act (PDCA) cycle is initiated.

b. Action Plans

As indicated in Question 16, students enrolled in the 19 representative courses included in this Program Review performed at or above college level in all five college-wide student learning outcomes overall. However, at the course level, performance in some assignments did not meet this threshold. These data were shared with the individual Faculty Chairs for further action, as they deem appropriate.

As indicated in Question 21, data validation for the nascent Civitas initiative is underway. Once the data are available, they will be evaluated and next steps will be planned depending upon the results.

c. Recommendations

- Tailor General Education offerings under the Guided Pathways structure.
- Advocate for degrees in specific disciplines at the District level.
- Continue the focus on retention and persistence in order to keep upward momentum in successful course completion and program completers.
- Continue with current practices.

Assessment Team Review completed 9/6/2017