



**Rio Salado College
Assessment of Student Learning
Annual Report
2014-2015**

Introduction

Rio Salado College's first assessment plan was implemented in 1991. In the two decades since then, ongoing assessment initiatives aimed at increasing student learning have continued to demonstrate evidence of the College'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 Rio Salado.

Over the years, the College'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 assessment of student learning.

The College maintains a public Assessment of Student Learning website so that the institution's assessment data and processes are transparent and available to all stakeholders. This site may be viewed at: <http://www.riosalado.edu/about/teaching-learning/assessment/Pages/SLO.aspx>

The ETS (Educational Testing Service) Proficiency Profile

Background

The ETS Proficiency Profile is an assessment designed to measure academic competence in four core skill areas: critical thinking, reading, writing and mathematics. In addition, the reading and critical thinking sections are associated with three academic content areas: Humanities, Social Sciences and Natural Sciences. The Abbreviated Form, intended for institutional assessment, consists of 36 questions and is designed to take students 40 minutes to complete. Samples of 50 or more students are required in order to produce results that are reliable. ETS provides comparative data of students at different types of institutions¹ and different class levels².

Method

RSC employed a stratified random sampling plan based on three cohorts of students according to the number of credit hours completed at RSC (0-12, 13-30, 31+). Email invitations were sent during the 2015 spring term. A chance to win \$100 initially served as an incentive to take the test; however, to combat low response rates, it was replaced with a fixed \$25. Since emails were batched to prevent over participation, switching incentives was seamless. Additionally, RSC invited 1000 Dual Enrollment students to participate in the test. A total of 90 Dual Enrollment classes were randomly selected and paper invitations were distributed to the students by their high school instructor. A \$25 incentive was provided. Of the collective 8110 students invited to participate, 117 completed the test (1.4% response rate).

Aggregated and Trended Results

Results are reported in aggregate due to cohort level sample sizes less than 50, the minimum sample size recommended by ETS for test score reliability. Overall, Rio Salado's total mean score (441) was significantly and meaningfully higher than the ETS comparative cohort total mean score (435). The core subscale skills were consistently and significantly higher than the ETS Cohort for critical thinking, mathematics, and writing and were statistically equivalent for reading. Results for 2014 and 2015, representing similar populations, are shown in Table 1.

¹ Type of institution follows the Carnegie Classification. All comparative data analysis looks at the Associate's Colleges classification.

² For purposes of this analysis, only the following three class levels will be used: Entering Freshmen (No hours completed), Freshmen (less than 30 hours completed), Sophomores (30-60 hours completed).

Table 1. Rio Salado and ETS Comparative Cohort Total and Subscale Skills

ETS Proficiency Profile Test Areas	Spring 2014 N = 177	Spring 2015 N = 117	ETS Cohort N = 15,629
Subscale Skills:			
Critical Thinking	111.99*	110.76*	109.3
Reading	118.62*	116.20	114.9
Writing	113.94	113.64*	112
Mathematics	111.76*	113.18*	110.3
Total Scores	442.62*	441.13*	435.64

* Mean scores statistically significantly higher than ETS Cohort at $p < .05$.

Three proficiency classification categories (*Proficient*, *Marginal* and *Not Proficient*) for each of the skills areas (Critical Thinking, Reading, Writing and Mathematics) provide additional insight into student performance. Levels of difficulty within the skills further granulate the results. For each level, the percentage of students classified in a category (e.g., *Proficient*) was reported. Aggregate level data for *Proficient* and *Marginal* performance are reported for 2014 and 2015 in Figures 1-4.

For Reading Levels 1 and 2, the percentage of RSC students classified as *Proficient* was substantially higher than the ETS comparative cohort (6% to 15%) and the percentage classified as *Marginal* was comparable (within +/- 4% points).

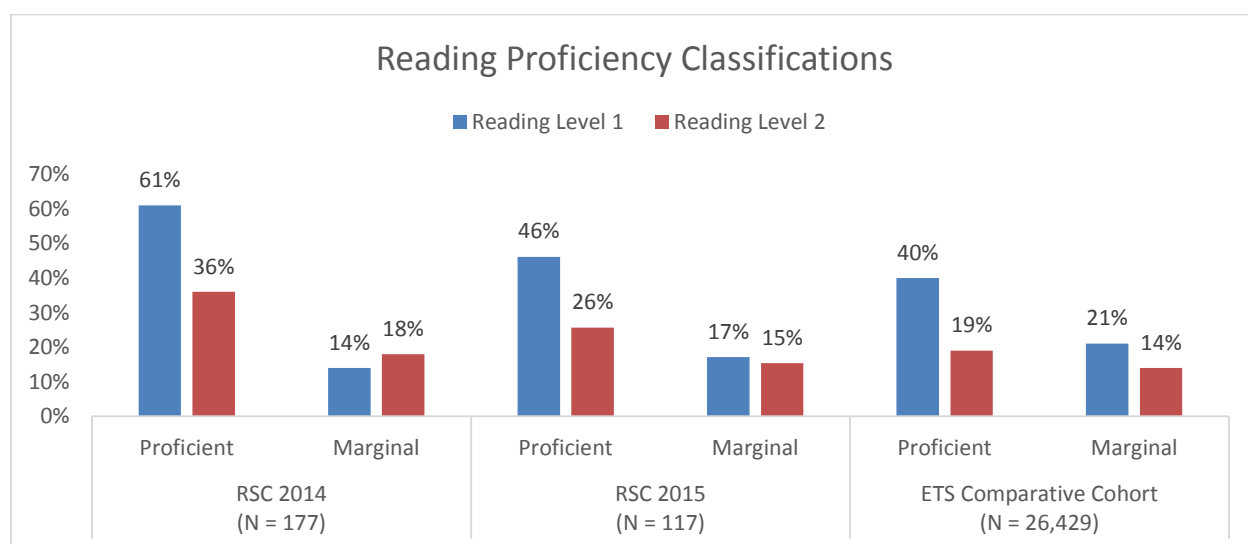


Figure 1. ETS Proficiency Profile Reading Proficiency Classifications for RSC 2014 and 2015 Cohorts.

Performance on the writing skills varied across levels. For all three writing levels, the percentage of Rio Salado students classified as *Proficient* was higher than the ETS cohort (6% to 15%) and the percent classified as *Marginal* was comparable (+/-3%).

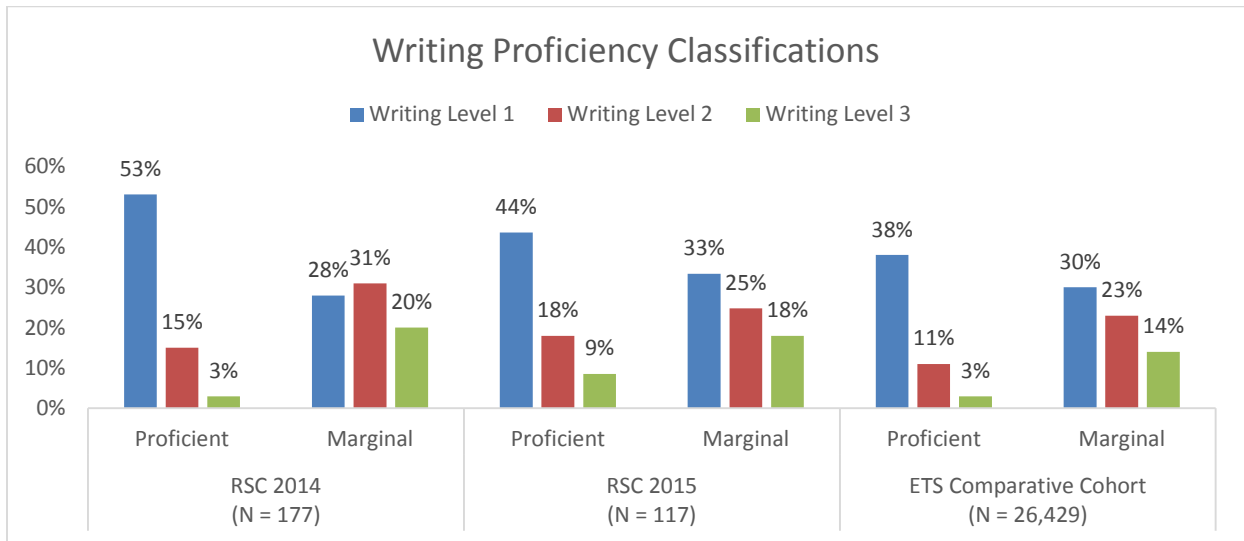


Figure 2. ETS Proficiency Profile Writing Proficiency Classifications for RSC 2014 and 2015 Cohorts.

For all three mathematics levels, the percentage of Rio Salado students performing at *Proficient* was higher than or comparable to the ETS cohort for all levels (3% to 15%). The percentage of students performing at *Marginal* was higher than or comparable to the ETS cohort for all three levels (0% to 6%).

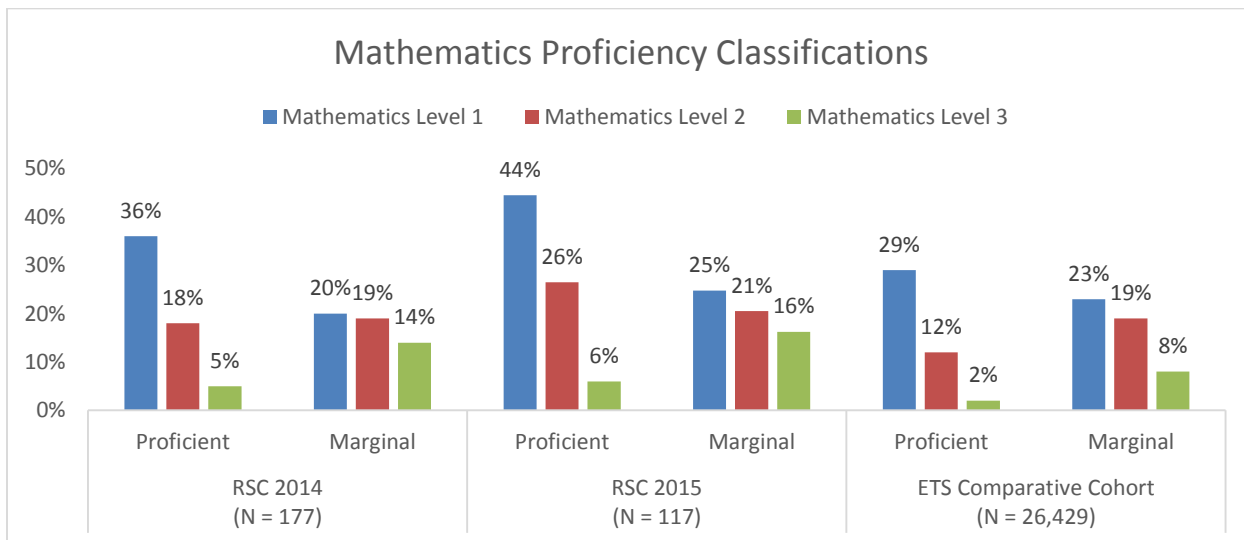


Figure 3. ETS Proficiency Profile Mathematics Proficiency Classifications for RSC 2014 and 2015 Cohorts.

For critical thinking, Rio Salado cohorts outperformed the ETS cohort with higher scores at *Proficient* (6% to 8%) and comparable scores at *Marginal* (3%). Across cohorts, the percentage of students receiving *Proficient* or *Marginal* classifications for Critical Thinking is lower in comparison to the other skill sets.

Further investigation into the ETS definition of critical thinking and the proficiency categories is warranted.

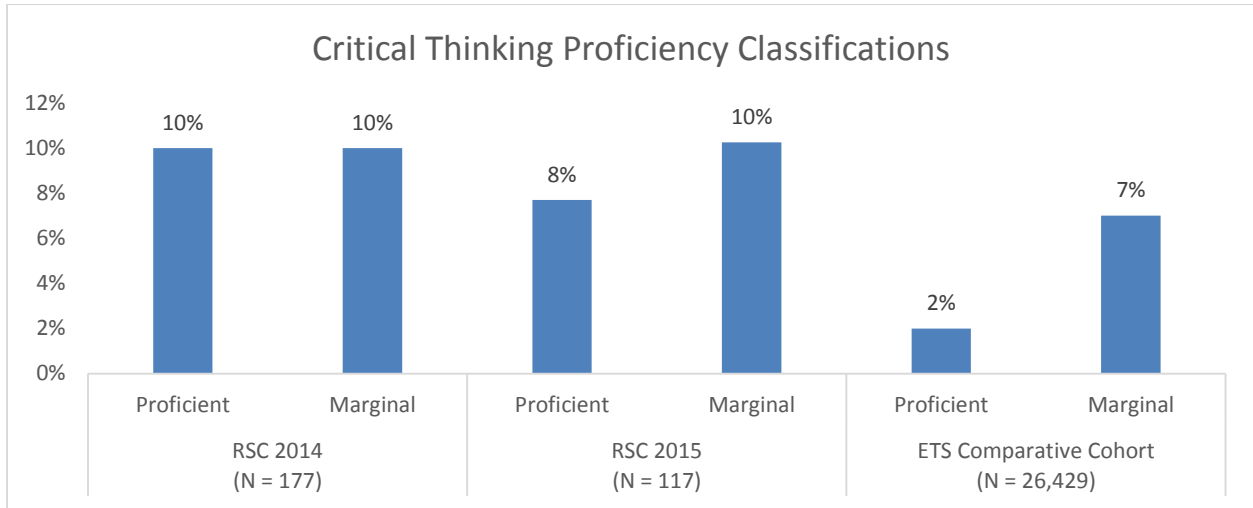


Figure 4. ETS Proficiency Profile Critical Thinking Proficiency Classifications for RSC 2014 and 2015 Cohorts.

ETS Proficiency Profile: Information Literacy

Rio Salado added nine items at the end of the ETS Proficiency Profile administered in spring, 2015 to assess students' information literacy skills institution-wide as a pilot test. Of the 42 students who completed all nine items, 32 students (76%) answered six of the nine items. The mean total score was 6.33, or the average score obtained was 70% correct, which meets the college-level standard of 70% or better.

In light of these promising pilot results, the College plans to increase the Information Literacy sample size in the next ETS administration, in order to finalize reliability and validity studies.

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**

Assessment work focusing on each of these outcomes is detailed below.

Critical Thinking

An analysis of over 110,000 assessment results from subjective assignments submitted from 8/25/14 to 8/23/15 shows that 81% of all students performed at a college level on dimensions identified as Critical Thinking, which include descriptors related to the rubric categories of Analysis, Evaluation, Inference, and Deductive and Inductive Reasoning. Using the new Assessment Data Display, Faculty Chairs will access department, course, and assessment-level data to establish a baseline for Critical Thinking PDCA cycles for the 2015-16 academic year.

Writing

More than 344,000 assessments submitted from August 25, 2014 to August 23, 2015 were analyzed for the Writing learning outcome. The analysis indicates 83% of all students performed at college-level in the areas of Content, Organization, Grammar and Mechanics, and Voice and Diction. Faculty Chairs will use the new Assessment Data Display during the 2015-16 academic year to access department, course, and assessment-level data to establish a baseline for English PDCA cycles.

Reading

During FY 2014-2015, the Rio Salado College Reading Rubric was revised to represent current research in the field of Reading. The new rubric was piloted in the Reading Department to establish inter-rater reliability. Once validated by Reading subject matter experts, the rubric was piloted in the Biology, Communication, and Psychology Departments to determine feasibility of use across content areas. The Reading Rubric (below) was then revised and adopted for use. In order to support the use of the new Reading Rubric by adjunct faculty across the college, the AFD (Adjunct Faculty Development) course for the Reading student learning outcome was revised to incorporate activities and assessments based on the new Reading Rubric. This course will be available for enrollment during the 2015-2016 academic year.

Rio Salado College Reading Rubric

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.

4= High level excellence in evidence of comprehension of written materials and performance at the college level*

3= Demonstrable, competent, expected evidence of comprehension of written materials and performance at the college level

2= Minimally acceptable, inconsistent evidence of comprehension of written materials and performance at the college level

1= Poor, unacceptable evidence of comprehension of written materials, intervention required

**College level is established at 70% or above*

Central Idea and Textual Evidence	<p>4. The student has clearly identified the central idea and provided substantial evidence from the text as support.</p> <p>3. The student has clearly identified the central idea and provided some evidence from the text as support.</p> <p>2. The student has clearly identified the topic but has not clearly identified the central idea and provided little evidence from the text as support.</p> <p>1. The student has not identified the topic or central idea and has not provided evidence from the text as support.</p>
Inferences and Valid Conclusions	<p>4. The student is able to use evidence from the text to draw inferences or valid conclusions with a high level of accuracy.</p> <p>3. The student is able to use evidence from the text to draw inferences or valid conclusions with some accuracy.</p> <p>2. The student is able to draw some inferences or conclusions based on evidence from the text, but may also use personal interpretation.</p> <p>1. The student draws invalid inferences or conclusions based on personal interpretations with no evidence from the text.</p>
Analysis	<p>4. The student is able to accurately identify the author's primary purpose and any bias in the text.</p> <p>3. The student is able to accurately identify the author's primary purpose but may not be able to identify bias in the text.</p> <p>2. The student is able to identify the author's primary purpose with assistance, but is not able to identify bias in the text.</p> <p>1. The student is unable to identify the author's purpose or bias in the text.</p>

Application	<p>4. The student applies many concepts from the text to respond to a given task or course content.</p> <p>3. The student applies some concepts from the text to respond to a given task or course content.</p> <p>2. The student applies few concepts from the text to respond to a given task or course content.</p> <p>1. The student is unable to apply the concepts from the text to respond to a given task or course content.</p>
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Information Literacy

An analysis of over 214,000 assessment results from subjective assignments submitted between 8/25/14 through 8/23/15 demonstrates that 82% of all students performed at college level on dimensions identified as Information Literacy skills. These include descriptors related to the following rubric categories:

- Identify the type and scope of information needed;
- Access and retrieve appropriate information;
- Evaluate the information
- Incorporate the information appropriately for a specific purpose.

Using the new Assessment Data Display, Faculty Chairs will access department, course, and assessment-level data to establish a baseline for Information Literacy PDCA cycles for the 2015-16 academic year.

Oral Communication

During FY2014 – 2015, the Oral Communication Student Learning Outcome was established. An Oral Communication rubric was developed and piloted within the Communication Department for the purpose of inter-rater reliability. Upon successful validation, the rubric was piloted within the Education Department to substantiate its universality across disciplines. The Oral Communication rubric was then adopted for use. We are delaying the college-wide deployment of the Oral Communication rubric until Rio has integrated multimedia functionality within the Feedback Tool, which is planned to roll out during the 2015-16 academic year. Data will then be collected and will inform the PDCA work for the next academic year. Additionally, in order to support the use of the new Oral Communication Rubric by adjunct faculty across the college, an AFD course was developed to incorporate activities and assessments based on the new Oral Communication Rubric.

Rio Salado College Oral Communication Rubric

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

4 = High level excellence in evidence of oral communication ability and performance at the college level*

3 = Demonstrable, competent, expected evidence of oral communication ability and performance at the college level

2 = Minimally acceptable, inconsistent evidence of oral communication ability and performance at the college level

1 = Poor, unacceptable evidence of oral communication ability and performance at the college level

**College level is established at 70% or above*

Organization	<p>4. The organization (specific introduction and conclusion, sequenced material within the body, and transitions) is cohesive and compelling throughout the presentation.</p> <p>3. The organization (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable throughout the presentation.</p> <p>2. The organization (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable throughout the presentation.</p> <p>1. The organization (specific introduction and conclusion, sequenced material within the body, and transitions) is minimally observable and inconsistent throughout the presentation.</p>
Content	<p>4. Speaker integrates credible evidence from multiple sources and uses various source types to support positions. Visual media (if required) are compelling.</p> <p>3. Different types of support are used. Support adequately justifies speaker's position. Visual media (if required) are used as appropriate.</p> <p>2. Speaker's conclusions supported but not entirely justified. Sources lack credibility and variety. Visual media (if required) are lacking.</p> <p>1. Insufficient variety and amount of evidence used and lacks credibility. Visual media (if required) are distracting or missing when necessary.</p>
Language	<p>4. Language choices are memorable, compelling, and enhance the effectiveness of the presentation.</p>

	<p>3. Language choices are thoughtful and generally support the effectiveness of the presentation.</p> <p>2. Language choices are mundane and common and may lack clarity or compelling expression.</p> <p>1. Language choices are unclear, ineffective, and/or inappropriate to audience.</p>
Delivery	<p>4. Uses compelling and appropriate delivery techniques that demonstrate that the speaker is prepared, polished, and confident.</p> <p>3. Uses delivery techniques that demonstrate that the speaker is adequately prepared and comfortable.</p> <p>2. Uses delivery techniques that demonstrate the speaker's discomfort and minimal preparation.</p> <p>1. Uses delivery techniques that demonstrate speaker's lack of preparation and confidence.</p>

Co-curricular Course-Level Data

Using data from over 750,000 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 performed at college level in all student learning outcomes. A greater percentage of co-curricular students performed at college level in all areas, ranging from 87% to 90% of co-curricular students.

All Students

Student Learning Outcome	Total Assessments**	Assessments at College Level	% of Assessments at College Level
Critical Thinking	110,621	89,558	81%
Reading	98,491	79,313	81%
Information Literacy	214,377	176,730	82%
Oral Communication	2,301	1,890	82%
Writing	344,047	284,708	83%

Co-Curricular Students*

Student Learning Outcome	Total Assessments	Assessments at College Level	% of Assessments at College Level
Critical Thinking	3,343	2,952	88%
Reading	3,891	3,369	87%
Information Literacy	7,522	6,635	88%
Oral Communication	171	154	90%
Writing	12,706	11,076	87%

*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,HONP,HON,HONF,HONW,NSLS

**Includes all assignments submitted between 8/25/2014 and 8/23/2015

Update on GEAR Next Steps

Rio Salado was awarded an NGLC (Next Generation Learning Challenges) Wave IIIb grant in fall, 2012. As one of the initiatives funded by this grant, student learning outcomes in Critical Thinking and Writing are being measured in selected high-enrollment, General Education courses through implementation of GEAR (**G**uided **E**valuation for **A**ssessment **R**eview) methodology.

GEAR is a technology-based, faculty-developed solution that contains an integrated set of teaching tools intended to increase feedback quality and consistency, as a fundamental component for providing guidance that promotes learning as part of assessment. The system provides students with enhanced feedback, consistent grading, and an improved learning experience. The revolutionary design enables instructors to focus efforts on providing targeted and personalized feedback within the RioLearn system. Instructors are able to integrate additional content and examples that make conceptual linkages and illustrate real-world applications in the online feedback provided to students.

During FY2014-15, selected students participated in a survey to gauge their perception of the GEAR feedback as it relates to relevancy, usefulness in improving specific learning outcomes, and overall student motivation. The results of the survey are as follows:

Instructor feedback	N	Very much	Somewhat	Very Little	Not at All
Motivated you to try harder	41	68%	22%	3%	7%
Increased my confidence	41	61%	26%	8%	5%
Improved Critical Thinking Skills	41	62%	26%	3%	9%
Improved Writing Skills	41	60%	28%	2%	10%
Improved Assignment Grades	41	56%	26%	10%	8%

The student survey results support the intended purpose of GEAR feedback, which is to improve content knowledge, motivation, and academic self-efficacy. A student survey will be disseminated during fall 2015 to a larger student population.

A faculty survey was also conducted during FY2014-15 to gauge their perception of the GEAR feedback as it relates to relevancy, usefulness in improving specific learning outcomes, and overall student motivation. Overall, faculty found that the tool did increase the quantity of

feedback provided, while decreasing grading and turnaround time. However, the lack of seamless integration of GEAR and the limited ability to personalize feedback were issues discussed across all disciplines.

A Faculty Forum was conducted in spring 2015 to address survey results and collect additional instructor feedback. Overall, GEAR was very well received. Faculty still stressed the need to have feedback integrated with additional personalization. Faculty would prefer to have options for shorter feedback, as well as embedded reading/writing/critical thinking links. This would provide just-in time resources for students. The ability to include this options is being considered for GEAR 3.0.

The outcomes of the meeting determined a need to develop an AFD GEAR 101 course and webinar, which will be offered beginning in fall, 2015.

Program Review

Rio Salado College has adopted and implemented a Program Review model and process that is both systematic and comprehensive, as well as sustainable and formal. It contains a multi-level view of the program, which includes a comprehensive assessment of the college-level, program-level and course-level student learning outcomes. Data on the outcomes of both curricular and student support services, such as the Library, Advising, Financial Aid, the Helpdesks, etc., are included in each program review. In addition, every review contains the same foundational components, i.e. program goals, learning outcomes, and program resources, which are addressed by utilizing a template of foundational questions and data sets. The College's Learning Assessment Team members examine the completed review and provide feedback on best practices, quality assurance, and relentless improvement, which are captured and published in the program's Executive Summary Report, available on the Rio Salado website.

During FY2014-15, the Assessment Team's Program Review Coordinator and Institutional Research department initiated program reviews for Clinical Dental Assisting, eLearning Design Specialist, Family Life Education, General Business, Law Enforcement Technology, Organizational Management, Quality Customer Service, and Sustainable Food Systems. They provided the corresponding Faculty Chairs with the templates and robust data to begin the evaluation of their programs. These reviews will be finalized during fall, 2015. An additional eight programs are scheduled to begin the review process during the FY2015-16 academic year, with additional programs systemically added each year.

RioLOGs

Rio Learning Outcomes Grants (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 is the data from the *Check* and *Act* phases of three PDCA improvement cycles based on RioLOG work:

Languages Department Visual GEAR: Using video to provide Guided Evaluation for Assessment Review in Sign Language Courses

In spring of 2013, \$3180 was allocated to a RioLOG titled “Visual GEAR: Using Video to Provide Guided Evaluation for Assessment Review,” which provided funding for five American Sign Language instructors to create video clips that can be used for assessment feedback across all sections of SLG101 and 102 (similar to GEAR, but using visual rather than textual feedback). A year later, an additional \$2700 was allocated to Visual GEAR, Part 2, which focused on common feedback for SLG201 and 202. Below are the success rates pre- and post-intervention:

	Success Rate	Success Rate
	Pre-intervention	Post-intervention
SLG101	58% (N = 244)	69% (N = 201)
SLG102	76% (N = 98)	86% (N = 119)
SLG201	91% (N = 99)	84% (N = 135)
SLG202	90% (N = 79)	90% (N = 80)

There were 662 enrollments in our SLG 101 and 102 courses over the study period. With our one course, many sections model, this is a good example of a positive return on investment that correlates with increased student success. Though the success rate for SLG201 students decreased from pre- to post-intervention, the post-intervention success rate of 84% is still quite high. The success rate remained at 90% post-intervention for SLG202.

In addition to making the clips available to all American Sign Language instructors, the videos are available to the public on RioCommons, our Open Educational Resources platform.

Languages Department CHI and JPN Assessment and Content Alignment
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In fall of 2013, \$1080 was allocated to a RioLOG titled “CHI and JPN Content and Assessment Alignment.” The rollout of new District competencies for Mandarin Chinese and Japanese required that we conduct a curricular audit to evaluate the alignment of our existing lesson content and assessments with the new competencies. The audit uncovered numerous areas, topics, and assessment items that needed to be added, modified, or deleted. In AY 2014-15, we redeveloped CHI101-102 on the basis of these findings, and a snapshot of student success rates for the study period are below.

	Success Rate	Success Rate
	Old Version	New Version
CHI101	76% (N = 41)	83% (N = 47)
CHI102	88% (N = 24)	86% (N = 14)
CHI201	83% (N = 8)	100% (N = 4)
CHI202	100% (N = 8)	88% (N = 8)
JPN101	75% (N = 48)	66% (N = 41)

A decrease in success rate was expected due to the more rigorous nature of the new Mandarin Chinese and Japanese competencies. However, there was actually an increase in the success rate for the new versions of CHI101, 102, and 201. Even though there was a decrease for CHI202, the success rate remained quite high. The success rate for JPN101 did decrease, and more work needs to be done to evaluate the curricular changes that were made. A new version of JPN102 is being offered for the first time in summer of 2015. JPN201 is under development, with JPN202 to follow.

Languages Department
ARB101 Student Success Initiative

In spring of 2014, \$1080 was allocated to a RioLOG titled “ARB101 Student Success Initiative.” The percentage of students that successfully completed Arabic 101 was the lowest of all the Language courses. However, since Arabic enrollments are not very robust, I did not want to expend a lot of resources to redevelop the course. The RioLOG funds were used to pay our two Arabic instructors to come up with strategies to increase student success that would not require a new version. The result was the addition of checkbox activities after each quiz that required students to copy/paste the items they missed and explain what they did wrong. This not only helped students reflect on their learning, but also provided an opportunity for more active student/instructor engagement since the instructors are now ensuring that the students have mastered the objectives before moving on. Even though the checkbox activities are not graded (adding graded assessments would have required a new version), the students are routinely completing them to reinforce their learning. The percentage of successful completers in ARB101 increased from 47% in fall, 2013 (N = 19) to 65% in fall, 2014 (N = 20).

Significant Accomplishments in Learning Assessment Work, 2014-15

- The 16th Annual Assessment and Learning Experience meetings were held on September 4 and 6, 2014, with a total of 407 adjunct faculty members attending.
- On April 3, 2015, Rio hosted the Second Annual Arizona Assessment Conference. Our Vice President of Academic Affairs, Dr. Jennifer McGrath, delivered the keynote address, and Dr. Angela Felix presented a session titled “Fostering Transparency and Accountability in Second-Language Programs.”
- Eleven Outstanding Adjunct Faculty were recognized for *Contributions to Assessment of Student Learning* for FY2014-15. The Outstanding Adjunct Faculty Reception was held on August 27, 2014.
- The ETS Proficiency Profile was administered in spring, 2015.
- A Rio team attended the Higher Learning Commission Annual Conference in Chicago in April, 2015.
- A new Reading rubric was developed and validated.
- Oral Communication was added as a new student learning outcome.
- A new, innovative methodology was conceived to collect course-level data on Critical Thinking, Writing, Reading, Information Literacy, and Oral Communication.
- Data was collected for eight program reviews that are due to be completed in AY2015-16.
- The HLC Accreditation Chair worked with the Criterion Tri-Chairs to prepare the College’s fourth year Assurance Argument accreditation review, due in December, 2015.
- A total of 230 adjunct faculty members successfully completed Adjunct Faculty Development workshops during AY2014-15.
- The Learning Assessment Report was compiled and posted to the Learning Assessment SharePoint and Adjunct Faculty SharePoint sites for access by residential faculty, adjunct faculty, and College employees.
- The Learning Assessment Report will be presented to all adjunct faculty during the January, 2016, Spring All Faculty Assessment and Learning Experience, and posted to the College’s Public Website.

Learning Assessment Team Members

Dana Reid, Acting Vice President, Academic Affairs

Dr. Angela Felix, Faculty Chair, Assessment Coordinator, Critical Thinking Student Learning Outcome Coordinator

Hazel Davis, Faculty Chair, Information Literacy Student Learning Outcome Coordinator, HLC Accreditation Chair

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