

Rio Salado College

General Education Program Review

Review Period: Academic Years 2017-2021

Review Conducted: AY2021-22

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

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

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

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

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

I. Degrees and Certificates in the General Education Program

The General Education Program at Rio Salado College comprises 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 the table below. The General Education Program Review was conducted during the spring 2022 term for academic years 2017-21.

**Selected General Education courses used as a snapshot of
Rio Salado College's General Education Program.**

Department	Course(s)		
Biology	BIO105 <i>Environmental Biology</i>	BIO205 <i>Microbiology</i>	
Communications	COM100 <i>Introduction to Human Communication</i>		
Counseling	CPD150 <i>Strategies for College Success</i>		
English	ENG101 <i>First-Year Composition</i>	ENG102 <i>First-Year Composition</i>	
Humanities and History	HIS103 <i>United States History to 1865</i>	HIS104 <i>United States History 1865 to Present</i>	HUM201 <i>Humanities: Universal Themes</i>
Languages	SPA202 <i>Intermediate Spanish II</i>	SPH245 <i>Hispanic History in the Southwest</i>	
Library Science	IFS201 <i>Information in a Post-Truth World</i>		
Mathematics	MAT142 <i>College Mathematics</i>		
Physical Sciences	CHM130 <i>Fundamental Chemistry</i>		
Psychology, Philosophy, and Religious Studies	PSY101 <i>Introduction to Psychology</i>		
Reading	CRE101 <i>College Critical Reading</i>		
Social Sciences	ECN211 <i>Macroeconomic Principles</i>	GPH111/113* <i>Introduction to Physical Geography</i>	SOC101 <i>Introduction to Sociology</i>

*GPH113 replaced GPH111 as of fall, 2019

II. General Education Program Purpose and Mission

Alignment with MCCCDC 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, to *Empower learners everywhere through innovative education*, underpins the General Education Program.

The College Mission commits to redefining the educational experience by:

- Anticipating the needs of our students and future workforce
- Supporting learners where they are
- Providing high-quality, flexible, and accessible education
- Empowering individual goal attainment, fostering partnerships, and strengthening communities

Courses for university transfer, online learning, and early college initiatives are all primary areas 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 high-quality, flexible, and accessible courses and programs, and this commitment is fundamental to the General Education Program. Further, a commitment to data analytics will be evident throughout this Program Review.

III. Student Population of the General Education Program

Student Enrollment Data

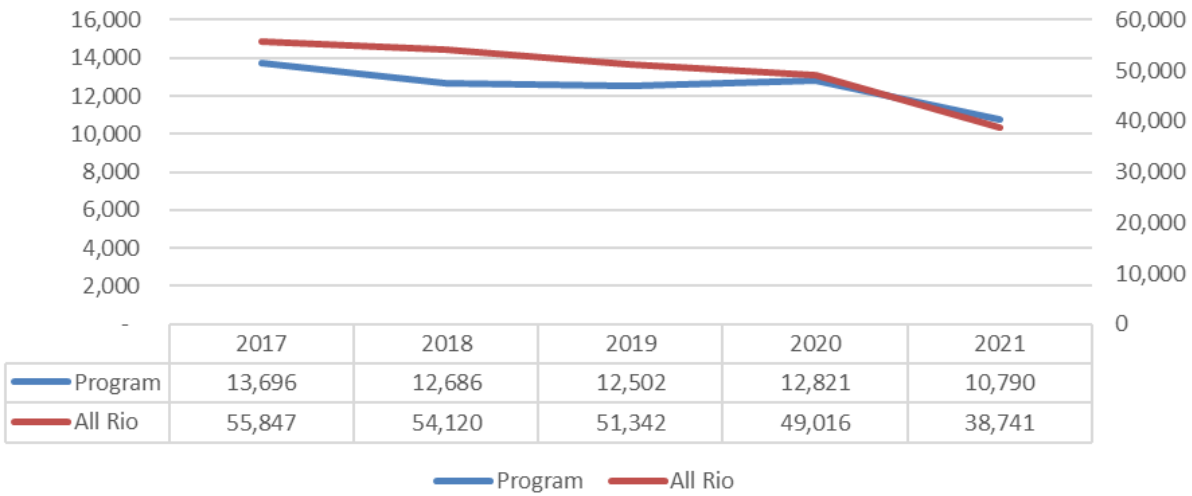
The following table includes demographic data for students enrolled in all modalities of the courses designated for this review, including online, dual enrollment, hybrid, in-person, etc. They are comparable to Rio's overall student demographics available on the most recent [Fact Sheet](#), with the exception of age. Though approximately one-third of Rio's overall student population is 19 and younger, that age group represents over 50% of the students included in this review. This is due, in large part, to the overrepresentation of general education courses in the curricula offered for dual enrollment.

Table: Student Enrollment Data

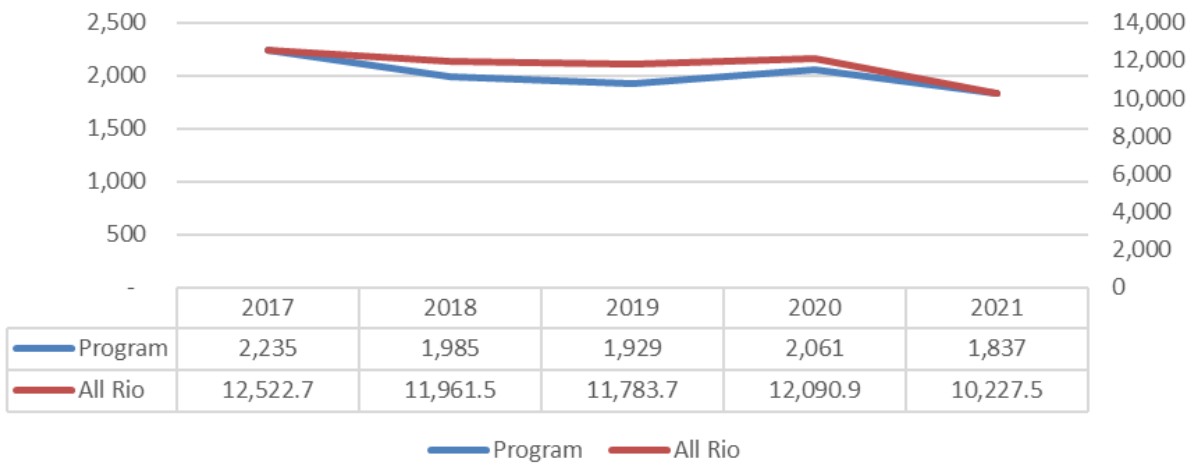
	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%
Gender										
Female	8293	60.5%	7899	62.3%	7809	62.5%	8069	62.9%	6652	61.6%
Male	5234	38.2%	4601	36.3%	4542	36.3%	4636	36.2%	4032	37.4%
Other/Not Specified	172	1.3%	187	1.5%	151	1.2%	116	0.9%	106	1.0%
Ethnicity										
American Indian	205	1.5%	196	1.5%	187	1.5%	199	1.6%	196	1.8%
Asian	732	5.3%	750	5.9%	706	5.6%	684	5.3%	541	5.0%
Black or African American	937	6.8%	931	7.3%	873	7.0%	910	7.1%	723	6.7%
Hawaiian	51	0.4%	34	0.3%	38	0.3%	36	0.3%	29	0.3%
Hispanic or Latino	3106	22.7%	3111	24.5%	3316	26.5%	3569	27.8%	3023	28.0%
White or Caucasian	7225	52.8%	6653	52.4%	6693	53.5%	6865	53.5%	5878	54.5%
Other/Not Specified	1440	10.5%	1011	8.0%	689	5.5%	558	4.4%	400	3.7%
Age Group										
19 and under	5774	40.4%	5530	41.7%	5792	44.0%	6308	46.8%	5980	52.1%
20-29	5351	37.5%	5016	37.9%	4765	36.2%	4525	33.6%	3296	28.7%
30-39	2008	14.1%	1742	13.1%	1671	12.7%	1712	12.7%	1378	12.0%
40-49	808	5.7%	694	5.2%	652	5.0%	666	4.9%	608	5.3%
50 and over	343	2.4%	270	2.0%	276	2.1%	257	1.9%	214	1.9%
First Generation										
Yes	6404	47%	5849	46%	5592	45%	5624	43.8%	4368	40%
No	7204	52%	6475	51%	6356	51%	6534	50.9%	5789	54%
Other/Unknown	117	1%	389	3%	575	5%	679	5.3%	633	6%
Financial Aid Recipient										
Yes	3348	24.1%	2822	22.0%	2573	20.3%	2473	19.0%	2187	19.9%
No	10531	75.9%	10005	78.0%	10081	79.7%	10570	81.0%	8811	80.1%

As evidenced by the graphs below, overall enrollments in our Gen Ed courses experienced a moderate decline from 2017 to 2020, with a more pronounced decline from 2020 to 2021. This same pattern can be seen in the college-wide data, which reflects a nationwide downturn in higher education enrollments during the same time period.

Enrollment Comparison - General Education Programs & College-Wide



FTSE Comparison - General Education Programs & College-Wide



The following table lists all of the courses included in this review from highest to lowest enrollment. Though most of the courses experienced a significant decline from 2017-21, there are a few in English and History that actually saw modest enrollment increases during the review period.

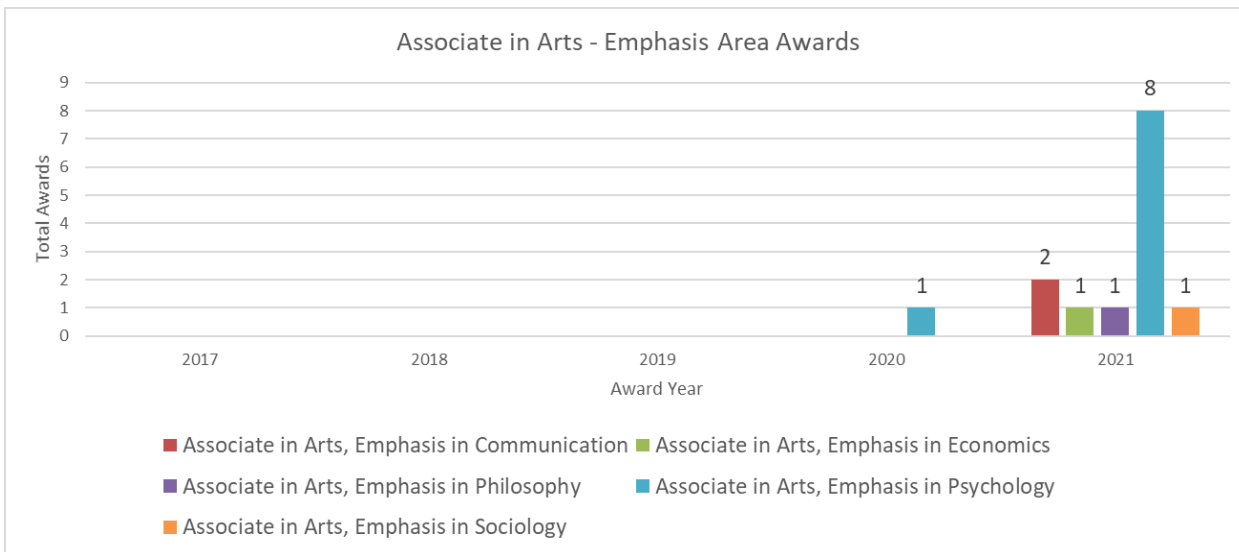
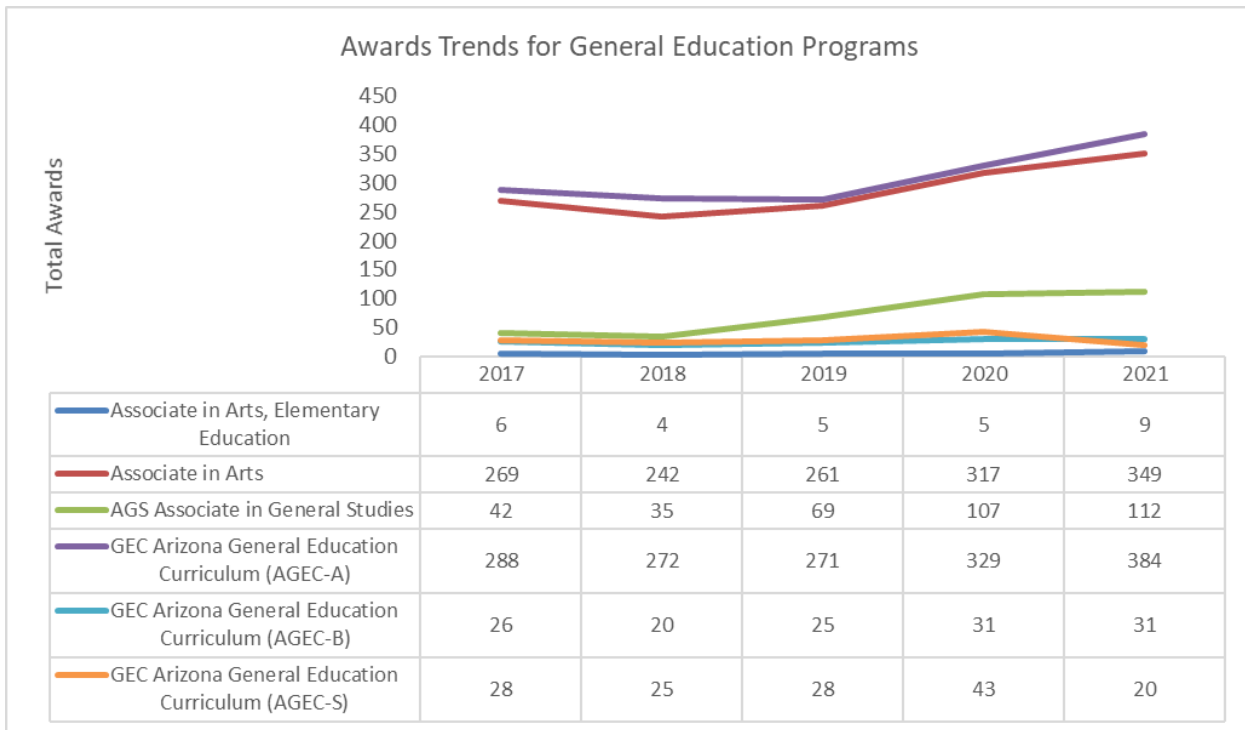
Table: Course Enrollment by Year

Course Module	2017	2018	2019	2020	2021
ENG101	3837	3587	3742	3891	3859
ENG102	3701	3567	3774	3723	3537
PSY101	2043	1899	1982	1964	1663
HIS103	1299	1256	1342	1588	1442
CHM130	1484	1241	1221	1587	1419
HIS104	1109	1059	1096	1341	1192
MAT142	1123	962	968	1162	1111
COM100	1394	1374	1218	1335	992
BIO205	781	746	758	794	710
SOC101	891	828	929	869	660
SPA202	511	505	588	525	501
ECN211	786	785	725	764	484
CRE101	720	701	580	487	340
GPH113		258	279	451	280
BIO105	292	354	342	334	273
CPD150	272	215	188	193	248
HUM201	278	234	156	204	173
SPH245	183	149	125	180	82
IFS201	12	8	26	26	20
GPH111	391				
Total	21,107	19,728	20,039	21,418	18,986

As noted earlier, GPH111 was renamed GPH113 in AY2018

Student Graduation Data

The graphs below represent the number of completers for programs with a significant Gen Ed component. The rather sizable increase in Associate in Arts (AA) and Arizona General Education Curriculum (AGEC-A) program completers from 2019-2021 can be considered a point of pride, since the completion agenda has been a college focus over the last several academic years.



The first of the various Associate in Arts, Emphasis pathways were just approved at the end of AY2020, with several more available as of AY2021. Completion rates for these degrees, along with new emphasis pathways that will be rolling out over the next few years, will be a focus area for the next Gen Ed Program Review.

IV. Student Retention

The chart below includes data on students retained and successfully retained in the courses selected for this review.

	2017		2018		2019		2020		2021	
	Retention Rate	Successful Retention	Retention Rate	Successful Retention	Retention Rate	Successful Retention	Retention Rate	Successful Retention	Retention Rate	Successful Retention
BIO105	64.6%	53.2%	81.2%	72.8%	63.8%	57.3%	67.0%	60.8%	81.4%	72.3%
BIO205	87.6%	55.7%	88.0%	54.4%	74.9%	53.8%	78.4%	63.8%	76.7%	63.4%
CHM130	91.0%	70.3%	89.9%	65.2%	82.6%	68.9%	85.6%	78.5%	86.6%	79.6%
COM100	96.5%	74.0%	95.0%	74.5%	81.5%	74.1%	82.5%	75.9%	78.0%	72.0%
CPD150	93.0%	77.2%	93.6%	71.6%	79.9%	68.1%	80.1%	75.9%	69.3%	62.2%
CRE101	94.3%	83.6%	93.1%	81.6%	86.9%	82.9%	92.2%	90.3%	85.4%	84.1%
ECN211	97.1%	82.8%	94.6%	75.9%	80.1%	76.7%	83.5%	79.6%	78.7%	71.8%
ENG101	96.5%	80.7%	96.8%	81.6%	88.5%	84.4%	86.8%	82.8%	86.5%	80.8%
ENG102	97.7%	82.8%	96.1%	83.8%	90.5%	85.9%	88.4%	84.8%	91.7%	88.6%
GPH111	92.9%	78.7%								
GPH113			93.2%	76.9%	81.4%	80.1%	86.6%	84.0%	85.7%	81.9%
HIS103	94.2%	81.8%	94.6%	83.3%	90.0%	83.3%	91.2%	86.1%	92.5%	85.8%
HIS104	97.0%	87.4%	97.4%	89.4%	94.6%	91.1%	94.8%	92.7%	95.5%	93.1%
HUM201	90.7%	65.2%	88.8%	62.4%	81.9%	69.9%	71.5%	64.0%	64.1%	56.9%
IFS201	85.0%	80.0%	100.0%	87.5%	74.1%	74.1%	88.9%	86.1%	87.5%	83.3%
MAT142	94.3%	69.6%	88.3%	62.3%	71.2%	56.2%	84.8%	78.6%	88.6%	80.3%
PSY101	95.2%	80.2%	94.3%	76.1%	85.2%	81.8%	83.5%	80.7%	82.4%	78.0%
SOC101	98.3%	83.6%	96.6%	85.6%	84.6%	81.5%	85.5%	84.5%	83.4%	80.3%
SPA202	98.6%	91.2%	98.0%	85.2%	96.1%	89.5%	94.5%	87.2%	97.5%	93.8%
SPH245	97.2%	80.7%	95.6%	75.6%	82.0%	75.9%	84.8%	82.4%	88.1%	80.4%
Total	95.4%	73.6%	94.6%	74.0%	86.5%	75.6%	87.0%	76.5%	87.9%	77.9%

*Retention Rate = percentage of students that earned a grade other than a W or Y

**Successful Retention = percentage of students that earned an A, B, C, D, or P

The steady increase in successful retention overall coincides with a college-wide shift in focus from access to completion. RioPACE (Progress And Course Engagement) is a proprietary predictive analytics tool that was developed to facilitate this work. It is integrated into all the courses included in this review, with the exception of IFS201 and MAT142.* A red, yellow, or green RioPACE icon displays on the course roster to indicate each student's likelihood of success based on their online behaviors. Instructors use the icon to alert them of students who need early intervention, and they also review student gradebooks weekly. Over the years, the various disciplines have created and refined additional 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.

*Enrollments in IFS201 are too low for the model to be predictive. MAT142 is tracked via the MyMathLab platform.

See below for additional interventions designed to address low success rates in specific courses.

BIO205

Numerous interventions have been implemented in BIO205 (Microbiology) over the past five years. Though successful completion has increased more than 7% during the review period, it still falls short of the 70% target. In an effort to increase successful completion, BIO205 was completely redeveloped in spring of 2022 with the following curricular modifications:

- The lab assignments now include application questions. These questions not only assess critical thinking skills, but they also prompt the student to make connections between what they are learning and what they experience in the world.
- Several of the lengthy essays have been replaced with multiple lesson quizzes to ensure that students have grasped the basic concepts before they move on to more challenging assignments.
- Three periodic summative exams have replaced the high-stakes midterm exam and cumulative final exam.

A new version of BIO205 rolled out on 1/10/22, and this course will be an area of focus for the AY2023-24 Biology Department Report.

CPD150

The move to Guided Pathways initially had an unanticipated negative impact on successful retention in CPD150 (Strategies for College Success). During the class, students are required to reach out to an academic advisor to make an educational plan. Unfortunately, with the move to advisors being assigned to Fields of Interest (FOI), students who had yet to choose an FOI were having difficulties connecting with an advisor who could help them. The Counseling department met with Advisement to work on solutions. As a result, there are now “generalist” advisors for supplemental and truly undecided students. In addition, the following curricular changes were deployed in November of 2021:

- Content from Rio’s New Student Orientation, which includes FOI information and accompanying video, was added as an introductory lesson to CPD150.
- Data revealed that students who ended up not successfully completing CPD150 typically began disengaging around Lesson 11, which is when they were directed to advisement to

create an educational plan. That lesson was completely redeveloped with more detailed information about FOIs and new instructions for connecting with an appropriate advisor.

With the Maricopa District's move to a common First Year Experience (FYE), it is anticipated that CPD150 enrollments will experience a significant decline in the coming years. CPD150 will remain as an intervention for at-risk students, but new students who would have taken CPD150 in the past will now be enrolling in FYE courses. The FYE initiative will be an area of focus for upcoming Counseling Department Reports.

HUM201

Even though the assessments in HUM201 (Humanities: Universal Themes) are quite complex, students are not required to have taken any writing courses prior to enrollment. As a result of this review, the HUM201 essays were modified to build on one another, thus developing the students' writing skills along the way.

- Lesson 1, Writing Assignment #1 was modified to eliminate the expository requirement and include a different set of requisite points.
- Lesson 5, Writing Assignment #2 is now more personalized and it incorporates individual experience. It draws on more life knowledge to make it relatable to the student. Changes were made to the scoring rubric.
- Lesson 10, Writing Assignment/Project #4, like #2, has been altered so the student has more choice regarding how points are conveyed. Instead of just an essay, information can be presented through a different medium to allow for more digital learning and creativity with personal experience. Minor scoring rubric changes were made.

The new versions of these assignments will be available to students as of 7/1/2022, and successful retention in HUM201 will be an area of focus for upcoming Humanities Department Reports.

V. General Education Program Competencies

The General Education Program Competencies are measured via 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: [Assessment of Student Learning](#)

The table below indicates which outcomes were assessed in each of the courses included in this review.

Class	Critical Thinking	Reading	Information Literacy	Oral Communication	Writing
BIO105	Y	Y	Y		Y
BIO205	Y	Y	Y		Y
CHM130	Y	Y	Y		Y
COM100	Y	Y	Y		Y
CPD150	Y	Y	Y		Y
CRE101	Y	Y	Y	Y	Y
ECN211	Y	Y	Y		Y
ENG101	Y		Y	Y	Y
ENG102			Y		Y
GPH111	Y	Y	Y		Y
GPH113	Y	Y	Y		Y
HIS103					Y
HIS104					Y
HUM201					Y
IFS201	Y	Y	Y	Y	Y
PSY101	Y	Y	Y		Y
SOC101	Y	Y	Y	Y	Y
SPA202			Y		Y
SPH245	Y	Y	Y	Y	Y

VII. Impact of Co-curricular Programs

When assessment data for the most recent versions of the courses referenced above were disaggregated to review co-curricular student performance*, a greater percentage performed at college level in all areas, ranging from over 85% to over 87% of co-curricular students. See the following table for comparison.

General Education College-Wide Learning Outcomes

Learning Outcome	All Student Submissions	Submissions at College Level	Percent of Submissions at College Level	Co-Curricular Submissions	Co-Curricular Submissions at College Level	Percent of Co-Curricular Submissions at College Level
Critical Thinking	16,234	12,343	76.0%	1,268	1,089	85.9%
Information Literacy	29,073	22,693	78.1%	2,540	2,178	85.7%
Oral Communication	2,203	1,705	77.4%	217	187	86.2%
Reading	21,695	16,937	78.1%	1,662	1,439	86.6%
Writing	51,135	44,014	86.1%	5,504	4,822	87.6%

*Co-curricular students are students in Phi Theta Kappa (PTK), Adults Achieving a College Education (Adult ACE), Honors, and/or the National Society for Leadership and Success (NSLS)

MCCCD's Honors Program Outcomes align substantially with Rio's college-wide student learning outcomes. They indicate that an Honors Student will have the ability to:

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.

Honors credit is available to students enrolled in the following courses included in this review: COM100, CPD150, CRE101, ECN211, ENG101, ENG102, GPH113, HUM201, IFS201, PSY101, SOC101, SPA202, and SPH245.

In addition to the completion of enhanced course-level assessments designed to measure these outcomes, Honors students must successfully complete a non-credit Honors 100 course to document their participation in co-curricular activities that enrich their educational experience.

VIII. 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 average well over 500 attendees each semester.

Dual Enrollment Orientation/Training: An annual Dual Enrollment Orientation for new instructors is held each summer. In addition, Faculty Chairs and/or their designees meet with new instructors several times in the first year and at least once annually thereafter, also maintaining regular contact via email, telephone, and newsletters. Department-specific guidelines for dual enrollment instructors are made available via an internal portal, and dual enrollment instructors are invited to the All Faculty Meetings to connect with their colleagues at the college.

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. Over the past three fiscal years, almost 150 new adjunct faculty members successfully completed AFD101 and approximately 750 additional workshops were completed.

MCCCD Adjunct Faculty Professional Growth Program: Adjunct faculty are eligible for up to \$750 a year on a first-come, first-served basis 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 adjunct. From AY2017 to 2021, Rio adjunct faculty have been awarded \$60,770.81 in MCCCD professional growth funds.

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 tables include data on adjunct faculty performance in the evaluation criteria. The

chair reviews each evaluation and recommends interventions, if indicated, for required ongoing professional development and improvement.

Faculty Evaluation Data (FIS)*

Adjunct Faculty Evals: Distance Courses		
Preparation: Instructor demonstrates familiarity with course materials, technologies, and departmental policies and procedures. For online classes, the Course Home page is set up correctly, the From Your Instructor notes are relevant and engaging, and a Welcome Letter is sent to each student on or before the start date.		
Effective	78.2%	
Evident	16.9%	
Needs Improvement	4.8%	
Facilitation: Roster is current and accurate, retention policies are being followed, and instructor responds to messages and assignments within departmental guidelines.		
Effective	58.1%	
Evident	31.5%	
Needs Improvement	10.5%	
Communication: Interaction is personalized, detailed, and supports improvement. Assignment feedback affirms what students did well, corrects errors, and provides additional guidance and instruction, as needed.		
Effective	66.9%	
Evident	26.6%	
Needs Improvement	6.5%	
Content Knowledge		
Shows breadth and depth	92.5%	
Sufficient	6.6%	
Insufficient	0.9%	

Adjunct Faculty Evals: In-Person Courses		
Introduction: Connected with previous learning, bridged to session objectives, and incorporated active participation.		
Effective	87.4%	
Evident	10.0%	
Not Observed but Needed	2.6%	
Focus on Topic: Established lesson objectives, maintained relevancy, and employed appropriate teacher actions.		
Effective	90.9%	
Evident	7.0%	
Not Observed	0.4%	
Not Observed but Needed	1.7%	
Assessment and Adjustment: Assessed for student learning and adjusted to increase learning.		
Effective	89.1%	
Evident	7.4%	
Not Observed	0.4%	
Not Observed but Needed	3.0%	
Student Content Summary: Engaged students in summary, tied to lesson objectives, and appropriate for content.		
Effective	75.7%	
Evident	13.0%	
Not Observed	6.1%	
Not Observed but Needed	5.2%	
Content Knowledge		
Shows breadth and depth	94.8%	
Sufficient	5.2%	
Level of Instruction		
Appropriate for this course	97.4%	
Lower than required	2.6%	

**Data sourced from FIS peer evaluation tool for courses taught during the period under review.*

The following tables show student responses from end-of-course instructor evaluations for the five year period AY2017-AY2021. The data indicate that students are quite satisfied with their Rio instructors across all modalities, as the average total score for each question is consistently well above 4.00 on a 5.00 point scale.

End of Course Evaluation Survey Data (Distance Courses)

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

<i>Total Surveys = 2190</i>							
Course	Q1	Q2	Q3	Q4	Q5	Q6	Q7
BIO105	4.65	4.91	4.14	4.16	3.83	3.49	3.79
BIO205	4.76	4.80	4.31	4.28	4.12	3.72	3.93
CHM130	4.79	4.87	4.44	4.40	4.42	4.24	4.42
COM100	4.78	4.76	4.55	4.43	4.31	4.10	4.17
CRE101	4.80	4.80	4.67	4.60	4.64	4.50	4.60
ECN211	4.78	4.78	4.65	4.55	4.33	4.20	4.32
ENG101	4.78	4.64	4.35	4.30	4.32	4.27	4.38
CPD150	4.76	4.60	4.54	4.39	4.51	4.22	4.27
ENG102	4.79	4.69	4.31	4.30	4.26	4.08	4.31
HIS103	4.82	4.78	4.37	4.40	3.88	3.63	4.04
HIS104	4.67	4.69	4.36	4.03	4.25	3.92	4.17
HUM201	4.68	4.79	4.43	4.49	4.33	4.15	4.30
MAT142	4.80	4.87	4.52	4.49	4.19	3.81	4.22
PSY101	4.70	4.52	4.20	4.28	4.35	4.19	4.29
SOC101	4.86	4.80	4.51	4.61	4.58	4.49	4.52
SPH245	4.76	4.68	4.17	4.16	4.29	4.17	4.08
SPA202	4.64	4.56	4.20	4.10	3.82	3.62	3.98
IFS201	5.00	5.00	4.67	4.67	4.67	4.67	4.67
GPH113	4.86	4.76	4.60	4.66	4.73	4.62	4.67
Grand Total	4.77	4.72	4.40	4.37	4.30	4.10	4.27

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

End of Course Evaluation Survey Data (In-Person Courses)

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 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 helped to increase my understanding of the course content.
9. My instructor created an effective learning experience.
10. How likely are you to recommend this instructor to a family member or friend?

Total Surveys = 18,959

Course	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
BIO105	4.31	4.31	4.22	4.06	4.14	4.15	3.96	3.91	4.12	7.89
CHM130	4.44	4.36	4.17	4.07	4.16	4.26	3.80	3.79	3.96	7.45
CHM130LL	4.48	4.56	4.46	4.35	4.46	4.58	4.27	4.19	4.35	8.18
COM100	4.68	4.61	4.62	4.37	4.53	4.55	4.64	4.50	4.55	8.68
ENG101	4.68	4.62	4.56	4.34	4.49	4.55	4.39	4.39	4.49	8.65
ENG102	4.71	4.65	4.61	4.45	4.55	4.59	4.47	4.48	4.55	8.85
HIS103	4.65	4.59	4.55	4.27	4.44	4.49	4.24	4.21	4.38	8.41
HIS104	4.70	4.62	4.60	4.41	4.54	4.58	4.38	4.36	4.53	8.76
PSY101	4.72	4.70	4.73	4.50	4.60	4.70	4.49	4.53	4.66	9.15
SOC101	4.77	4.81	4.82	4.61	4.70	4.75	4.47	4.58	4.79	9.48
SPA202	4.71	4.67	4.68	4.53	4.60	4.68	4.60	4.60	4.64	9.07
SPH245	4.84	4.79	4.88	4.86	4.91	4.81	4.84	4.86	4.84	9.68
Grand Total	4.67	4.61	4.56	4.36	4.49	4.54	4.36	4.35	4.47	8.62

Questions 1-9 rated on a Likert-type scale, range from 1 (“Strongly Disagree”) to 5 (“Strongly Agree”); Question 10 rated on a 0-10 Net Promoter Score scale

An overall Net Promoter Score of 8.62 for the in-person courses selected for this review is an additional point of pride, as it indicates that students are much more likely than not to recommend Rio Salado College to a friend or colleague.

IX. Evaluation of Curriculum

Courses that have been previously evaluated and assigned [general studies designations](#) (e.g., social-behavioral sciences, global awareness) are subject to mandatory review by the corresponding Arizona State University curriculum committee every five years. This process is managed at the district level through the [Center for Curriculum & Transfer Articulation](#) (CCTA). Currently, the CCTA is also coordinating the curriculum mapping and ongoing formal evaluation schedule for the newly-developed AA, Emphasis pathways. The CCTA's work in both of these areas involves faculty participation via district-wide discipline-specific Instructional Councils (ICs).

In addition to curricular modifications that surface as a result of the general studies review process, changes may also be prompted by the work of state-wide Articulation Task Forces (ATFs). Discipline-specific ATFs bring together faculty representatives from public community colleges and universities across the state of Arizona to discuss issues and developments in the field of study. The work of the ATFs helps ensure that transfer courses and programs are current and relevant.

At the college level, textbook changes, data from annual department reports, decisions made by the ICs, and feedback from stakeholders may result in off-cycle curriculum evaluation. Below is an example of ongoing Plan-Do-Check-Act (PDCA) work in response to instructor and student feedback.

GPH111/113: PDCA Cycles

Cycle 1

Plan: Prior to January 2018, GPH113 used a physical textbook. The textbook and combined lab manual were not only expensive, but the instructors noted that the material was a lot to get through for students at a 100 level.

Do: To save cost and to refocus on the information students needed for this level course, OER material was adopted in January 2018.

Check: Although student cost was reduced, students were continuing to have difficulty with the material. Several changes were made to the course from January 2018 to August 2020 in the form of reorganizing material and adding media such as graphs, pictures, and videos

Act: Students found that having all material online was difficult. The instructors felt that the OER class was a hodgepodge of material and not as well written as the original textbook. In August of 2020, we moved away from the OER course and moved back to the original textbook.

Cycle 2

Plan: After an unsuccessful run with OER material from January 2018 to August 2020, the GPH113 student success rate has not significantly changed and both students and instructors were frustrated over the quality of material the OER course provided.

Do: In August 2020, GPH113 moved back to a physical textbook but continued with an OER lab manual.

Check: Faculty and Student complaints regarding the learning material decreased with the change from OER to a physical textbook. Data included in this review indicate that over 80% of students are successfully completing the course.

Act: Close PDCA cycle. The Social Sciences department will continue to review faculty and students' feedback on the course and pull assessment data as new versions of the textbook require the course to be updated.

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). The budget specifically dedicated to student learning outcomes work increased from \$14,000 in AY2015-16 to \$20,000 by AY2020-21.

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 take a case management approach to assist students with selecting courses and programs that will help to meet their career and/or university transfer goals, and they serve as guides through student completion. As part of the Guided Pathways movement, MCCCDC provided funding to hire the specialized FOI advisors referenced in Section IV. Student Retention.

Dual Enrollment Success Coaching: Rio's dual enrollment success coaches assist high school students in making informed choices as they select college-level dual enrollment courses. Success coaches have familiarity with both curricula, bridging the gap between high school counselors and college advisors. They engage in outreach efforts with students and parents, and they help ensure that students are taking the appropriate courses for their educational goal. This model is an important feature of Rio's implementation of Guided Pathways, with success coaches making significant contributions to the increase in the college's certificate and degree awards over the past three academic years.

Counseling Services: Rio Salado’s Counseling and Career Services Department 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. Rio Counselors are able to seek emergency funding for students that need help overcoming life events that may otherwise cause them to drop out of school.

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. Additional library services 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.

The information literacy library instruction program targets multiple student population groups: online; dual enrollment; and location students. In addition to the [information literacy video tutorials](#), Library Faculty provide in-person and/or virtual library instruction sessions to dual enrollment and location classes. In AY2019-20, in-person library instruction was provided to 1,277 in-person students in 58 course sections

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 brainfuse.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): 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 Recommendations, Decisions, and Action Plans

Program Best Practices

Unless otherwise indicated, the data included in this review covers academic years 2017 through 2021 (7/1/2017-6/30/2021), and it is typical for academic program reviews to only focus on data generated from a specified timeframe in the past. However, in response to the [Council for Regional Accrediting Commissions \(C-RAC\) Statement on Proposed Distance Education Policies](#), a pilot survey was sent to 600 students enrolled in general education programs during the Spring 2022 semester, which is outside the timeframe designated for this review. Results from the survey are displayed below. Though the response rate for the pilot was low (n=44), and some of the questions are not particularly useful to evaluate general education transfer programs, surveying current students is a best practice that can be applied to other academic reviews.

RSC General Education Program Survey Data*

<i>Total Surveys = 44</i>	
Question	Avg Score
The requirements to complete my program are clear.	4.27
The program is effective in developing my level of competency for the workforce.	3.98
The program is effective in developing my ability to apply my skills in professional setting.	4.14
The courses in the program will prepare me for my career goals.	4.20
The design of the program provides the flexibility needed to complete my coursework.	4.45
My credential from this program will increase my marketability as an employee/job candidate.	4.11
I will earn a greater wage as a result of my education in this program.	3.79
I am satisfied with the instructors and staff in the program.	4.37

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

Another best practice is to close the loop on recommendations that surfaced during the last review period. As evidenced by the data presented in this review, significant progress has been made in achieving the following recommendations from the the [2017 General Education Program Review](#):

- 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.

Program Viability

The ongoing work generated by the Guided Pathways initiative is helping to ensure that Rio’s Gen Ed program remains relevant and current. Curricular maps are generated whenever new district-wide AA, Emphasis Areas are approved, thus simplifying and streamlining the path to completion, and the FOI advisement model guides students toward educational and professional opportunities available in their Field of Interest. Lessons learned from the implementation of prescribed curriculum maps, specialized AA degrees, and FOI advisement are informing the work being done in preparation for Rio to offer bachelor’s degrees by fall of 2023.

In addition to engaging in Guided Pathways and bachelor degree work, Rio’s Gen Ed program will need to be responsive to anticipated changes in accreditation criteria and shared curricula governed by statewide articulation agreements. Of particular note are the references to Core Component 1C and Civic Engagement on the last page of the Higher Learning Commission (HLC) [2025 Strategic Plan](#). Though Rio clearly demonstrated compliance in our [2022 Assurance Argument](#) (see pp. 13-19), any future revisions to the language that are adopted by HLC may necessitate corresponding updates to the college’s curricular and/or co-curricular offerings in this area.

Assessment Team Recommendation

- Continue program and implement stated action plan. Next review due 2026-27.
- Continue program, implement stated action plan, and address comments listed below. Spotlight follow-up report due {1-2 years}.
- Refer to college administration to determine program viability.
- Discontinue program.