RIO SALADO COLLEGE

A MARICOPA COMMUNITY COLLEGE

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Rio Salado College

Quality Customer Service Program Review

Review Period: Academic Years 2016-2021

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 equity in program- and college-level outcomes across all student populations are aligned with the college-wide Key Performance Indicators that measure progress toward achieving the goals of the College's Strategic Plan.

I. Degrees and Certificates in the Quality Customer Service Program

AAS in Quality Customer Service

Description: The Associate in Applied Science (AAS) in Quality Customer Service program is designed to provide students with the knowledge, skills, and habits of mind for entry or advancement in the field of customer service. Students will explore specific areas of focus based on career goals. Courses will be offered in customer service, teamwork, communication skills, and professional development. A Certificate of Completion (CCL) in Quality Customer Service is also available.

CCL in Quality Customer Service

Description: The Certificate of Completion (CCL) in Quality Customer Service program is designed to provide students with training to meet the requirements for employment in the field of customer service. Courses will be offered in customer service, teamwork, communication skills, and professional development.

II. Program Purpose and Mission

The Quality Customer Service Program is designed to provide students with the knowledge, skills, and habits of mind for entry or advancement in the field of customer service. Students will explore specific areas of focus based on career goals. The Program's courses are offered in customer service, teamwork, communication skills, and professional development.

The Quality Customer Service Program is offered in multiple instruction modalities. Both the CCL and AAS are offered online. The CCL is also offered in a Print Based instructional modalities through our Incarcerated Reentry Program as well as an in-person, cohort model at Perryville Prison.

The Quality Customer Service AAS is also utilized by our Educational Service Partnership (ESP) students. The Quality Customer Service AAS allows ESP students to apply their ESP credits as Restricted Electives. The AAS requires 22-23 Restricted Electives and ESP students may choose from any industry/job specific courses that have been previously approved by the Business Faculty Chair. Although completion numbers are low (one completion in 2021), the AAS Restricted Electives list includes 18 prefixes (some ESP-specific prefixes) as well as over 25 CCLs, which are all specific to ESP. This Program is marketed to ESP students as a place to accept their ESP credits.

Most students completing the Quality Customer Service Program are seeking the CCL through the Incarcerated Reentry Program (IRE). The CCL provides these students with entry-level skills in customer service, which can be applied to a variety of business environments and helps students transition from incarceration to the workforce.

The primary purpose of the Quality Customer Service Program is to provide training to Incarcerated Reentry students as an effort to reduce recidivism by preparing students for customer service jobs.

Inmates who receive postsecondary education while incarcerated are 48% less likely to recidivate, which is a social benefit to everyone in our community and a potential financial benefit to our Arizona economy (Second Chance, 2021). Additional information on the impact of postsecondary education within the prison environment is available in the Workforce Development and Community Re-Entry Program Review.

References

Second Chance Pell: Four Years of Expanding Access to Education in Prison. (April, 2021). Vera. https://www.vera.org/publications/second-chance-pell-four-years-of-expanding-access-to-education-in-prison

Goal 1: Increase student goal attainment 23% by 2024 with innovative and world-class experiences.

- Incarcerated Reentry student population - By offering the Quality Customer Service CCL in-person at Perryville Prison, Rio is assisting incarcerated students in obtaining a college certificate with support from the same instructor for all required courses. The instructor gets to know each student and can support them through the entire CCL.
- Open Educational Resources (OER) - Of the five required courses in the Quality Customer Service Program, two use OER materials and another is in the process of being moved from a textbook to OER for the May 2023 start. The remaining two courses have textbook costs between $50-$70. The Department annually reviews Textbooks and OER materials for possible transition to OER or lower cost textbook(s).
- Seventy-five students completed the Quality Customer Service CCL in 2019. In 2020, there were 89 completers, which is a 19% increase. However, as a direct result of the prison closing due to the pandemic, only 20 students completed the certificate in 2021. The in-person program has resumed at Perryville, so there will be an increase in CCL awards for AY2022-23.

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

- Enrollment for the in-person classes at Perryville is handled by prison staff, but all students are supported with in-person instruction provided by the College.
- Rio is currently planning to move print-based course content to intranet-accessible laptops, which will allow the addition of visual and multimedia elements in the courses.
- Instructors receive ongoing support via training, evaluations, and appreciation.
- Images, names, and examples in courses represent all student populations.
- Courses are accessible for all students via alt text, transcripts, and closed captioning.

III. Student Population of the Quality Customer Service Program

a. Student Data Analysis

Print-based courses are primarily funded through scholarships using Maricopa or private grant funds. Students may also receive funding for classes from their family members. Students taking in-person courses at Perryville prison attend the classes at no cost through a contract between the College and the Arizona Department of Corrections (ADOC).

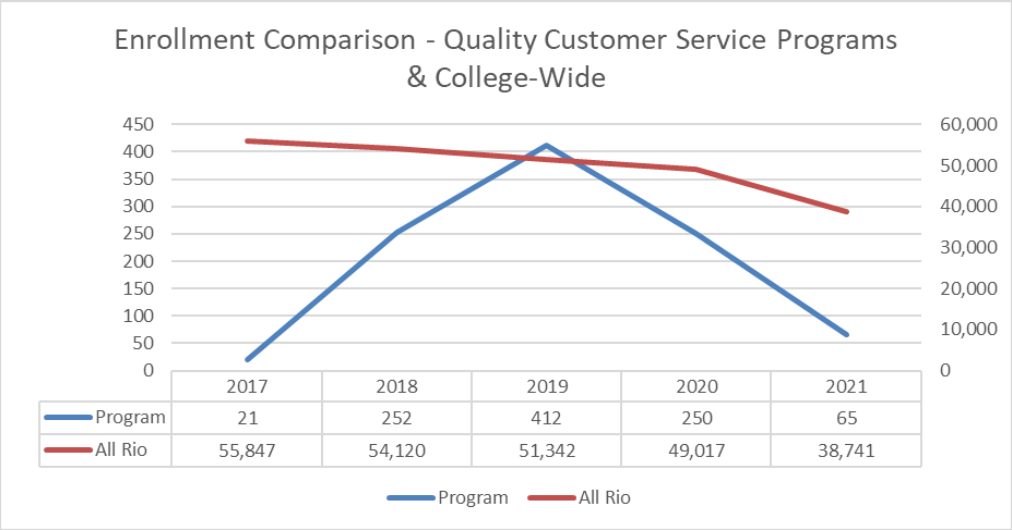
The majority of students in this Program are female. This is because the entire CCL is taught in-person at Perryville Prison, which is a female prison. The prison assigns students to courses based on internal criteria, such as location, transportation, and time to release.

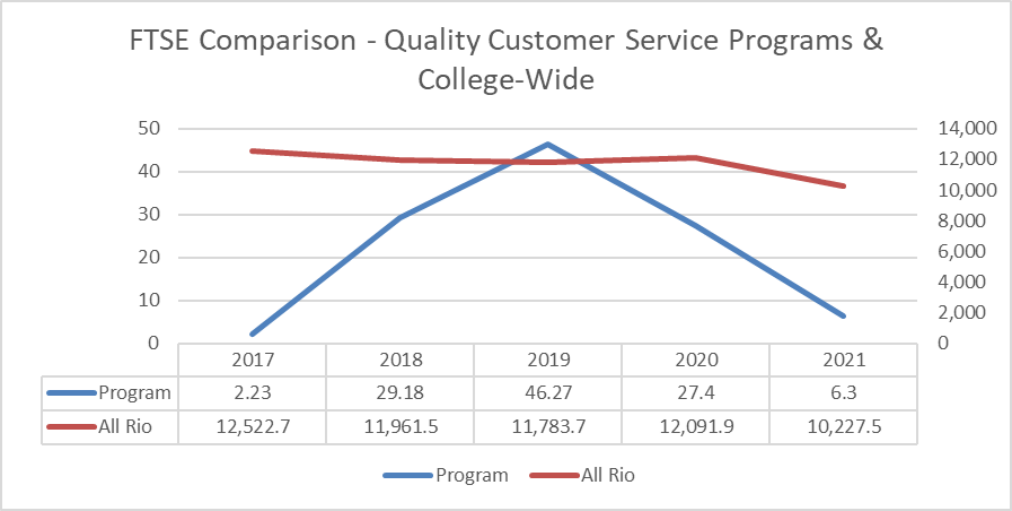
	2016-17		2017-18		2018-19		2019-20		2020-21	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Gender										
Female	13	61.9%	86	91.5%	155	96.3%	99	91.7%	58	90.6%
Male	8	38.1%	8	8.5%	2	1.2%	6	5.6%	5	7.8%
Other/Not Specified		0.0%		0.0%	4	2.5%	3	2.8%	1	1.6%
Ethnicity										
American Indian		0.0%	8	9.1%	13	8.1%	4	3.7%	6	9.4%
Asian	2	9.5%	3	3.4%	1	0.6%	2	1.9%	1	1.6%
Black or African American	9	42.9%	6	6.8%	10	6.2%	6	5.6%	4	6.3%
Hawaiian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic or Latino	3	14.3%	17	19.3%	45	28.0%	26	24.1%	8	12.5%
White or Caucasian	5	23.8%	50	56.8%	81	50.3%	62	57.4%	34	53.1%
Other/Not Specified	2	9.5%	4	4.5%	11	6.8%	8	7.4%	11	17.2%
Age Group										
19 and under	0	0.0%	1	1.0%	2	1.2%	2	1.8%	0	0.0%
20-29	5	22.7%	30	30.6%	46	28.4%	27	24.3%	7	10.9%
30-39	10	45.5%	37	37.8%	66	40.7%	45	40.5%	22	34.4%
40-49	3	13.6%	19	19.4%	30	18.5%	28	25.2%	21	32.8%
50 and over	4	18.2%	11	11.2%	18	11.1%	9	8.1%	14	21.9%
First Generation										
Yes	10	47.6%	69	73.4%	108	67.5%	67	62.6%	44	67.7%
No	10	47.6%	25	26.6%	41	25.6%	26	24.3%	18	27.7%
Other/Unknown	1	4.8%	0	0.0%	11	6.9%	14	13.1%	3	4.6%

b. Enrollment Trends

Most students in the Quality Customer Service Program are Incarcerated Re-entry students, with the in-person students making up the largest portion of the student population. In the first few months of the pandemic, prison facilities closed all academic programs. As a result, the College paused both in-person and print-based classes. After a period of time, some in-person students transitioned to the corresponding print-based course. However, the in-person, cohort classes did not resume until June of 2021.

As the chart below clearly indicates, enrollment in the Quality Customer Service Program dramatically decreased during the pandemic. When the prisons initially closed, both the in-person and print offerings were suspended. Print-based courses resumed before in-person courses, but due to extra Covid protocols, the process was especially slow, resulting in fewer enrollments.





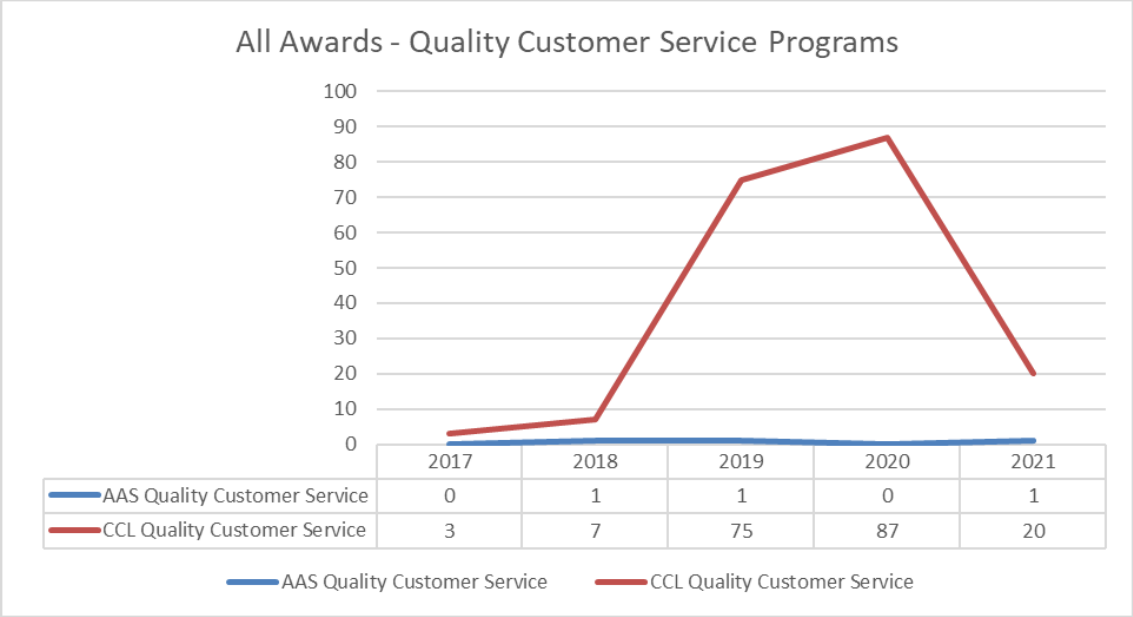
Online (Internet) enrollment for students declaring the Quality Customer Service CCL and AAS programs accounts for a small number of course enrollments. As indicated below, online course enrollment reflects only 5% of the course enrollment totals. For example, in 2020, GBS175 had 1 online enrollment and 45 enrollments in-person.

Quality Customer Service Program - Course Enrollments by Modality

Course	Modality	2017	2018	2019	2020	2021
COM110	Internet	3	1	2	1	
	Print-Based	1		1		
	In-Person (IRE)		47			
COM263	Internet	3				
	Print-Based	2			1	
GBS120	In-Person (IRE)			97	53	30
GBS175	Internet	2	1	1	1	
	Print-Based	1	2	1		
	In-Person (IRE)		56	67	45	34
MGT101	In-Person (IRE)			86	59	
MGT175	Internet	2	3			
	In-Person (IRE)		45	74	41	
MGT251	Internet	1		1		
	In-Person (IRE)		33	5		
SOC212	Internet	1	1	1		1
TQM101	Internet	2	3	3		
	Print-Based	1	3			
	In-Person (IRE)		52	70	48	
TQM230	Internet	2	2	1	1	
	Print-Based		3	2		

c. Student Graduation Data

Most students enrolled in the Quality Customer Service Program are attending in-person at Perryville prison, where a single instructor teaches all the required courses. The drastic decline in certificate awards correlates with the decline in enrollments during the pandemic.



IV. Retention and Persistence

The in-course retention rate over the last two years of the review period is high for all modalities.

As of Fall 2022, enrollments in the print-based courses were moved exclusively to Incarcerated Re-entry students. In the past, non-incarcerated students were also able to enroll in the courses, though those numbers were historically very low. Anomalies in the retention rates from AY2017-19 for online and print-based classes are a result of low enrollments in both modalities.

Online and Print-Based course data

	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
COM110	100.0%	100.0%	100.0%	0.0%	66.7%	33.3%	100.0%	100.0%	n.a.	n.a.
COM263	100.0%	66.7%	n.a.	n.a.	n.a.	n.a.	100.0%	100.0%	n.a.	n.a.
GBS120	100.0%	100.0%	100.0%	100.0%	50.0%	50.0%	100.0%	100.0%	n.a.	n.a.
GBS175	100.0%	33.3%	66.7%	66.7%	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
MGT101	100.0%	100.0%	n.a.	n.a.	100.0%	100.0%	n.a.	n.a.	n.a.	n.a.
MGT175	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	n.a.	n.a.	100.0%	100.0%
MGT251	100.0%	66.7%	100.0%	83.3%	33.3%	33.3%	n.a.	n.a.	n.a.	n.a.
SOC212	100.0%	100.0%	100.0%	80.0%	100.0%	100.0%	100.0%	100.0%	n.a.	n.a.
TQM101	100.0%	78.3%	94.7%	78.9%	69.2%	53.8%	0.0%	100.0%	100.0%	100.0%
TQM230	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
Total	***100.0%***	***78.3%***	***94.7%***	***78.9%***	***69.2%***	***53.8%***	***100.0%***	***100.0%***	***100.0%***	***100.0%***

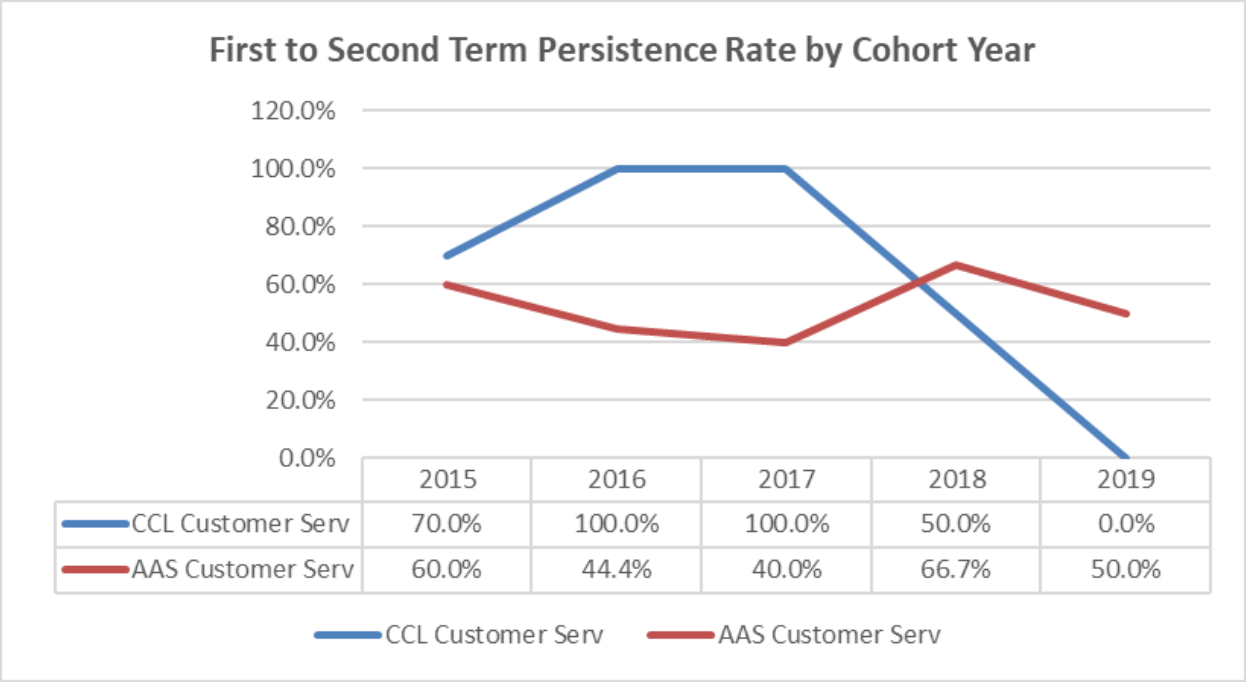
In-person students are assigned courses by the prison based on a system that considers factors such as priority ranking list, previous education, years to release, and the nature of the crime. Other factors include the location of inmates and available transportation. Once assigned to courses, attendance is required.

In-Person (IRE) course data

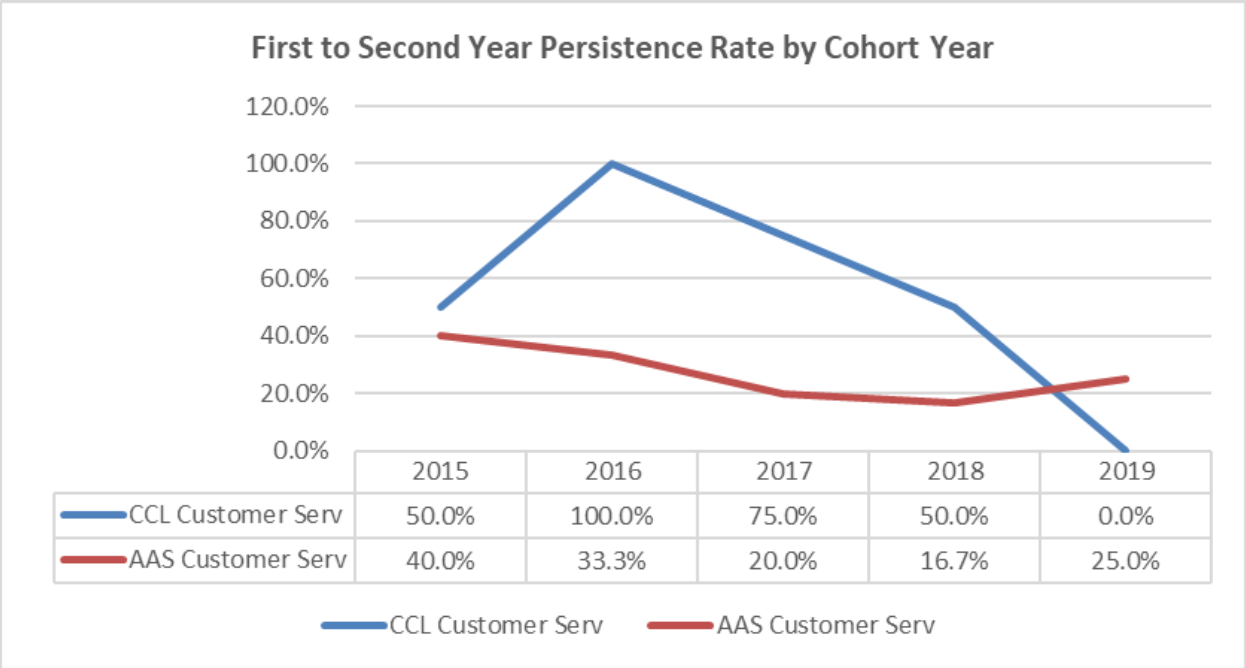
	2018		2019		2020		2021	
	Retention Rate	Successful Retention	Retention Rate	Successful Retention	Retention Rate	Successful Retention	Retention Rate	Successful Retention
COM110	91.5%	89.4%	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
GBS120	n.a.	n.a.	99.0%	96.9%	94.3%	94.3%	96.7%	93.3%
GBS175	100.0%	98.2%	100.0%	97.0%	97.8%	97.8%	91.2%	91.2%
MGT101	n.a.	n.a.	96.6%	94.3%	96.6%	96.6%	n.a.	n.a.
MGT175	95.6%	95.6%	98.6%	95.9%	90.5%	90.5%	n.a.	n.a.
MGT251	100.0%	100.0%	100.0%	100.0%	n.a.	n.a.	n.a.	n.a.
TQM101	98.1%	98.1%	95.7%	95.7%	95.8%	93.8%	n.a.	n.a.
Total	***97.0%***	***96.1%***	***98.0%***	***96.0%***	***95.2%***	***94.8%***	***93.8%***	***92.2%***

As shown in the first chart on the following page, 70% of the 2015 cohort of students and 100% of the 2016 and 2017 cohorts persisted from the first to second term. The 0% persistence rate for 2019 is due to a cohort of only 3 students. Of those 3 students, 2 completed the CCL early and did not need to persist to the next term.

Term-to-term and year-to-year persistence for the AAS typically is lower than the CCL. The AAS is only offered online, and those students are not in a fixed cohort with mandatory attendance. However, the pandemic did not impact this program in the same way that the in-person cohorts and print program were impacted. While both the in-person and print modalities had to be shut down for a period of time during the pandemic, the AAS program remained available.



**First-to-second term persistence measures the total cohort of students who persisted into the second semester of enrollment, if they did not graduate after their first semester. Cohorts based on when students initially declared the program of study.*



**First-to-second year persistence measures the total cohort of students who persisted into the second year of enrollment if they did not graduate after their first year. Cohorts based on when students initially declared the program of study.*

In the print-based instruction modality, these actions are taken to assist student retention and persistence:

- Students are sent a “Welcome to Class” message in their course materials packet.
- Instructors provide students a summary of completed and remaining assignments at least twice during the course since incarcerated students do not have access to the RioLearn gradebook.
- Students are provided with at least a one-month extension to complete work since sending and receiving assignments through the mail is often a slow process.

In the in-person instruction modality, these actions are taken to assist retention and persistence:

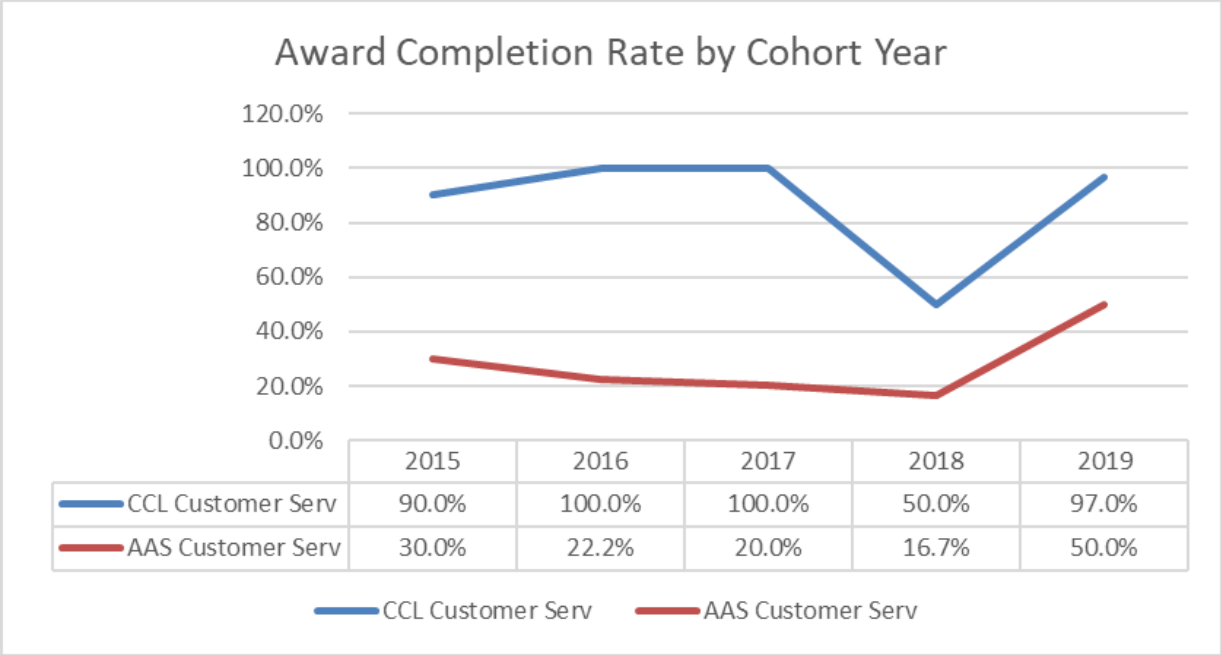
- Rio provides a single instructor to work with students throughout the entire CCL.
- The instructor includes self-evaluations with some assessments and then discusses the different perspectives with the students.

In the online instruction modality, these actions are taken to assist retention and persistence:

- All students are sent a personalized “Welcome to Class” message before or on their course start date that includes information to help them be successful in the course.
- If a student is inactive for 9 consecutive days, the instructor will message them, encouraging them to re-engage in the course.
- If a student approaches their course end date and is close to completion, the instructor will send the student a reminder to submit the remaining assignments. When necessary, instructors will recommend Tutoring and/or Counseling to students to assist with course retention and completion.
- If a student is inactive for 14 consecutive days, they are withdrawn from the course with Y (withdrawn, failing). Reinstatement requests are approved for those who have a reasonable chance of successfully completing the course. Unfortunately, not all eligible students request reinstatement, even after multiple attempts by the instructor to re-engage them in the course.
- In addition to these manual interventions, the RioPACE (Progress and Course Engagement) predictive analytics tool displays a red, yellow, or green icon on the class roster that, based on the student’s online behavior, is used to indicate each student’s likelihood of course completion. Instructors can view the PACE icons when they review the course roster, which alerts them to reach out to students who may need additional support.

As indicated in the Award Completion Rate data below, completion for the CCL ranged between 90-100% except for 2018. As mentioned earlier, in the 2018 cohort, two students finished early and one did not complete the program.

Completion data for the AAS is much lower than the CCL. The AAS students are all online students, as the print-based and in-person modalities only include the courses in the CCL. While completion was low in previous years, the most recent data is encouraging, showing an upward trend from 16.7% to 50%.



**Award completion rate measures the total number of students who graduated after declaring the program of study. Cohorts based on when students initially declared the program of study.*

V. Program Learning Outcomes

AAS in Quality Customer Service

1. Assess various situations including procedures, policies, customer needs, and concerns to take the appropriate actions. (COM110, CSM/TQM101, GBS120, GBS175, MGT101, TQM230, COM263, MGT175, MGT251, (CRE), [MA], [SG], [SQ])

2. Collaborate with diverse individuals and groups in a culturally responsive manner to achieve common goals. (COM110, CSM/TQM101, GBS120, GBS175, MGT101, TQM230, COM263, MGT251, SOC212, (CRE), [HU], [SB])

3. Utilize effective communication skills with diverse populations to build trust and rapport in varied settings. (COM110, CSM/TQM101, GBS120, GBS175, MGT101, TQM230, COM263, MGT251, (CRE), [FYC], [HU], [SB])

4. Demonstrate effective self-management skills relative to time management, interpersonal relationships, and professional ethics. (COM110, CSM/TQM101, GBS175, MGT101, TQM230, [SB])

5. Make connections between customer service and various industries and job settings. (COM110, CSM/TQM101, GBS120, GBS175, MGT101, TQM230, AIR+++++, BTO+++++, COV+++++, CSI+++++, CSR+++++, GBS+++++, HSA+++++, INS+++++, MGT+++++, PAD+++++, PGR+++++, PHT+++++, PRM+++++, SBS+++++, TLT+++++, TQM+++++, TVL+++++, UCS+++++)

CCL in Quality Customer Service

1. Assess various situations including procedures, policies, customer needs, and concerns to take the appropriate actions. (COM110, CSM/TQM101, GBS120, GBS175, MGT101, TQM230, COM263, MGT175, MGT251)

2. Collaborate with diverse individuals and groups in a culturally responsive manner to achieve common goals. (COM110, CSM/TQM101, GBS120, GBS175, MGT101, TQM230, COM263, MGT251, SOC212)

3. Utilize effective communication skills with diverse populations to build trust and rapport in varied settings. (COM110, CSM/TQM101, GBS120, GBS175, MGT101, TQM230, COM263, MGT251)

4. Demonstrate effective self-management skills relative to time management, interpersonal relationships, and professional ethics. (COM110, CSM/TQM101, GBS175, MGT101, TQM230)

5. Make connections between customer service and various industries and job settings. (COM110, CSM/TQM101, GBS120, GBS175, MGT101, TQM230)

Student achievement of the Program Learning Outcomes is high across all modalities, which is a point of pride. The content in many of the courses in the Quality Customer Service program is personalized to the student, which helps with student engagement. For example, the GBS175 Lesson 6 assessment requires learners to create a Personal Profile that includes wellness, career values, personality information, and education and career goals.

Program Learning Outcomes - Incarcerated Re-Entry Students

Learning Outcome	Assessment Method	Student Count	Students @ CL
1. Assess various situations including procedures, policies, customer needs, and concerns to take the appropriate actions.	TQM101 Final Exam	20	85%
2. Collaborate with diverse individuals and groups in a culturally responsive manner to achieve common goals.	TQM101 Lesson 9	20	95%
3. Utilize effective communication skills with diverse populations to build trust and rapport in varied settings.	MGT251 Lesson 2	13	100%
4. Demonstrate effective self-management skills relative to time management, interpersonal relationships, and professional ethics.	GBS175 Lesson 6	20	100%
5. Make connections between customer service and various industries and job settings.	TQM101 Final Exam	20	85%

Program Learning Outcomes - Distance Students

Learning Outcome	Assessment Method	Student Count	Students @ CL
1. Assess various situations including procedures, policies, customer needs, and concerns to take the appropriate actions.	TQM101 Final Exam	17	100%
2. Collaborate with diverse individuals and groups in a culturally responsive manner to achieve common goals.	TQM101 Lesson 9	17	100%
3. Utilize effective communication skills with diverse populations to build trust and rapport in varied settings.	MGT251 Lesson 2	12	100%
4. Demonstrate effective self-management skills relative to time management, interpersonal relationships, and professional ethics.	GBS175 Lesson 6	16	100%
5. Make connections between customer service and various industries and job settings.	TQM101 Final Exam	17	100%

VI. College-wide Student Learning Outcomes

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

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.

The college-wide target is that 80% of students perform at a college level in each of these areas.

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

Class	Critical Thinking	Reading	Information Literacy	Oral Communication	Writing
COM110	Y	Y	Y		Y
GBS120	Y		Y	Y	Y
GBS175	Y	Y	Y		Y
MGT101	Y		Y		Y
TQM101	Y		Y		Y
TQM230	Y		Y		Y

The courses included in the Quality Customer Service CCL must include the same outcomes, regardless of modality. The challenge was finding a way to teach and assess Information Literacy for the students who do not have access to the internet and/or may not have access to outside resources. To mitigate this concern in GBS120 (Workplace Communication Skills), content was added to the course Appendix to provide students with resources they can read, retrieve appropriate information, and evaluate the information for inclusion in their written work.

GBS175 (Professional Development) is an important class in this program, especially for students who do not have a lot of work experience. The topics include the process of applying for and interviewing for jobs, time management, professional conduct, and personal budgeting. Assessment data for GBS175 from 7/1/2019 to 6/30/2022 shows that students are achieving at a college-level at a rate that exceeds the college-wide target in the four student learning outcomes measured in the course:

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Assessment Data Display

The Assessment Data Display shows student performance on subjective assessments between **7/1/2019** and **6/30/2022**. Definitions may be found on page 2.

For questions, please contact Institutional Research.

Summary Table

Overall	88%
Critical Thinking	89%
Information Literacy	90%
Oral Communication	
Reading	97%
Writing	86%

Another critical course in the Program is GBS120, which covers various aspects of communication, such as active listening, grammar, analytical writing, visual aids, and oral presentations. Data for the same period shows that students exceeded the college-wide target for three of the four learning outcomes being measured:

Rio Salado College

Assessment Data Display

The Assessment Data Display shows student performance on subjective assessments between **7/1/2019** and **6/30/2022**. Definitions may be found on page 2.

For questions, please contact Institutional Research.

Summary Table

Overall	78%
Critical Thinking	87%
Information Literacy	91%
Oral Communication	81%
Reading	
Writing	66%

The course was updated in July of 2020, and data from that date to June of 2022 shows an increase, though the target had still not been met:

Report image

Assessment Data Display

The Assessment Data Display shows student performance on subjective assessments between **7/6/2020** and **6/30/2022**. Definitions may be found on page 2.

For questions, please contact Institutional Research.

Summary Table

Overall	**80%**
Critical Thinking	**87%**
Information Literacy	**91%**
Oral Communication	**85%**
Reading	
Writing	**71%**

During the last update, additional detail was added to assignment instructions to clarify writing format and expectations. For example, the Lesson 4 Memo Rewrite instructions were revised as follows:

Previous Version

1. Read the case study and use the information to complete the Lesson 4 Memo Rewrite in the template.

Case Study

Suppose you work for Desert Vista Marketing Solutions as a human resources administrator, and your supervisor, Leticia, the Director of Human Resources, has drafted a memo to all employees about a new policy for social media usage in the workplace. Leticia had limited time to complete the memo and knows it needs some corrections and improvements.

She wants to make sure that the information is readable and conveys a clear message to employees, so she has asked you to use your expertise edit the memo. You must also explain your revisions and provide suggestions for improving the memo in a positive, professional way using the principles for constructive feedback discussed in the lesson.

2. Download the Lesson 4 Memo Rewrite Template in MS Word format. This includes the draft memo from Leticia. Revise the text by incorporating relevant suggestions provided in "5 Steps to Improving Readability" and the guidelines covered in Chapter 4. When needed, remember to use simple, informal words, insert paragraph breaks, eliminate unnecessary content, apply visual enhancements, project a positive tone, and use bias-free language.
3. At the end of your memo, write at least two paragraphs to Leticia describing why you made the selected revisions to the memo and explain how your edits increased the readability of the information. Be sure to follow the principles for providing constructive criticism by communicating your changes in a factual manner and presenting positive solutions to the issues you identified.
4. Save your Lesson 4 Memo Template and submit using the link below.

Submit your assignment, which is **Lesson 4 Memo Rewrite** in the Gradebook.

Current Version

Memo Rewrite

1. Read the case study and use the information to complete the Lesson 4 Memo Rewrite in the provided template.

Case Study

Suppose you work for ProStar Technical Support Services as a communications coordinator, and your supervisor, Maeve, the Director of Corporate Communications, has drafted a memo to all employees about a new policy for telecommuting in the workplace. Maeve had limited time to complete the memo due to an upcoming deadline and knows it needs some corrections and improvements.

She wants to make sure that the information is readable and conveys a clear message to employees, so she has asked you to use your expertise to edit the memo.

You must also explain your revisions and provide suggestions for improving the memo in a positive, professional way using the principles for constructive feedback discussed in the lesson.

2. Download the **Lesson 4 Memo Rewrite Template** in MS Word format. Be sure to construct your answers within the template.

3. Use the following steps to complete the assignment.

Memo Rewrite Instructions

a. Read Maeve's draft memo, which is found in the template. Revise the text by incorporating relevant suggestions provided in "**7 Steps to Improving Readability**" and the guidelines covered in Chapter 4.

   When needed, remember to use simple, informal words, insert paragraph breaks, eliminate unnecessary content, apply visual enhancements, project a positive tone, and use bias-free language.

b. At the end of your memo, write at least two paragraphs to Maeve as if you were sending an email and giving her feedback on the draft. Be sure to use the appropriate format (greeting, message, close) and describe why you made the selected revisions to the memo, and explain how your edits increased the readability of the information.

c. Follow the principles for providing constructive criticism by communicating your changes in a factual manner, pointing out strengths, and presenting positive solutions to the issues you identified.

d. Save your completed Lesson 4 Memo Rewrite Template and submit using the link below. Be sure to use the template to submit the assignment.

Submit your assignment, which is **Lesson 4 Memo Rewrite** in the Gradebook.

The writing score on the Lesson 4 Memo Rewrite increased from 35% in the previous version to 84% in the new course.

While reviewing the writing scores for all GBS120 assignments in the current course version, five assignments show writing scores below 70%. This course is on the schedule for redevelopment in 2023. At that time, the assignments will be reviewed to determine where additional support and clarification of expectations can improve these writing scores.

Assignment	**Writing Score**
Lesson 1 Short-Answer Essay	**46%**
Lesson 2 Case Study	63%
Lesson 3 Case Study	70%
Lesson 4 Memo Rewrite	84%
Lesson 5 Email Rewrite	80%
Midterm Exam	**69%**
Lesson 8 Persuasive Map	83%
Lesson 9 Resume	79%
Lesson 10 Research Topic	74%
Lesson 11 Graphs	**59%**
Lesson 12 Outline	**58%**
Lesson 12 Final Exam	**59%**

VII. Impact of Co-curricular Programs

The data in the following table show a positive correlation between participation in co-curricular activities (Honors, Phi Theta Kappa, National Society of Leadership and Success) and academic performance. Participation in co-curricular activities is lower for students pursuing the Quality Customer Service CCL since the larger percentage of students are incarcerated and participation is not available for all co-curricular activities.

Learning Outcome	All Student Activities	Activities at College Level	Percent of Activities at College Level	Co-Curricular Activities	Co-Curricular Activities at College Level	Percent of Co-Curricular Activities at College Level
Critical Thinking	7,847	6,672	85.0%	143	139	97.2%
Information Literacy	6,737	5,667	84.1%	42	38	90.5%
Oral Communication	138	102	73.9%	3	3	100.0%
Reading	2,448	1,906	77.9%	9	9	100.0%
Writing	8,858	6,836	77.2%	161	142	88.2%

There are no Honors-only courses in the required course list for the Quality Customer Service CCL. However, GBS233 (Business Communication) is offered as an Honors course, and it can be substituted for GBS120, which is a required course in the Quality Customer Service CCL.

SBU200 (Society and Business) as an Honors course. As this course is a designated Social-Behavioral Science (SB) course, it can be used in the Quality Customer Service AAS to meet the SB requirement.

VIII. Effective Teaching

A key goal of the Business Department is providing adjuncts with timely support and assistance. This goal is accomplished through training, coaching, annual evaluations, revising and enforcing policies, and providing ongoing communication.

Upon hire, adjuncts are required to complete AFD101 (Outstanding Online Instruction) or AFD106 (Print/Mixed Media Courses) as well as a Department-specific training course (AFD150). Adjuncts receive mini evaluations as well as formal evaluations on an ongoing basis to ensure compliance with Department Policies and Procedures. Every instructor receives at least one evaluation annually, and as needed; adjuncts are provided additional one-on-one training. When necessary, assignment feedback is reviewed by the Faculty Chair and/or Instructional Coordinator to ensure feedback is accurate, personalized, and appropriate for the course level.

The Department has developed a separate evaluation process for Print-Based course instructors since this modality operates differently than online courses. This evaluation process allows adjuncts to provide samples of their assignment feedback as well as reflect on their teaching practices.

Adjuncts also participate in All-Faculty Meetings twice per year to ensure they are informed on all current and new College and Department Policies and Procedures.

In early 2020, the Department's Policies and Procedures were moved into an online training class accessible via RioLearn, within the College's Learning Management System. This training includes one module devoted to teaching in the Print Based modality.

During the 2021-22 academic year, the Department's Adjunct Training was also moved to Rio Learn to serve as Department Training for all new adjuncts as well as a reference for existing instructors.

The work on this project took over a year and included:

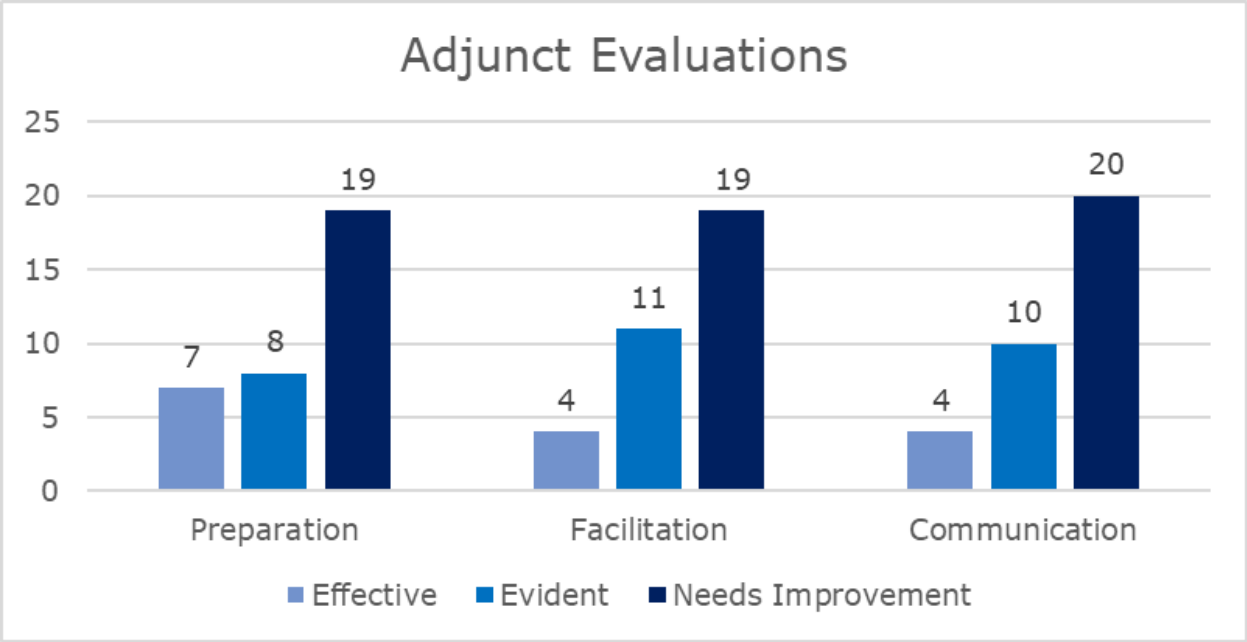
- Moving all Department Policies and Procedures into Training Modules along with examples, screenshots, and self-assessment activities.
- Setting up a glossary of main concepts to ease in searching by adjuncts.
- Sharing the completed course with other faculty chairs – many are using the content as the basis for their own Department training course.
- Working with the Instructional Design Department to set up a new Adjunct Faculty Development course to formally enroll new instructors in the course.
- Working with the Media Department to add a link to the Training Modules, along with navigation, to all existing Business courses. These links allow adjuncts to access the modules from the course (s) they are teaching as well as from the Department's SharePoint site.

The format and interactive activities within the Training Module will help ensure that all new and established adjuncts fully understand and will implement all Department Policies and Procedures.

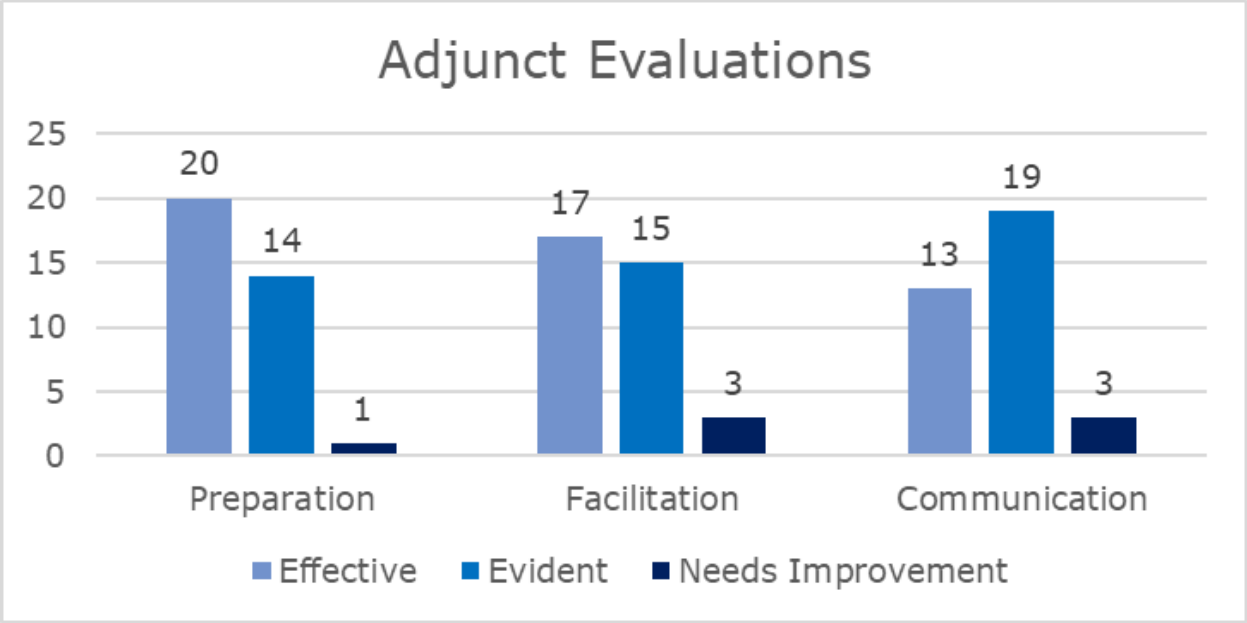
During the Spring 2022 All-Faculty Meeting, adjuncts spent time reviewing policies (on their own) using the Department Policies & Procedures course. They then completed a self-assessment survey to test their knowledge of key Department policies and provide their feedback on the course. These training initiatives positively correlate with improved performance on annual instructor evaluations as indicated below.

As of September 2017, the Department had 55 active adjuncts teaching online, print based, or hybrid courses. Of those 55, most of the adjuncts in the Department had been teaching for the Business Department for 2 or more years. Despite the experience, the quality of teaching was lower than acceptable.

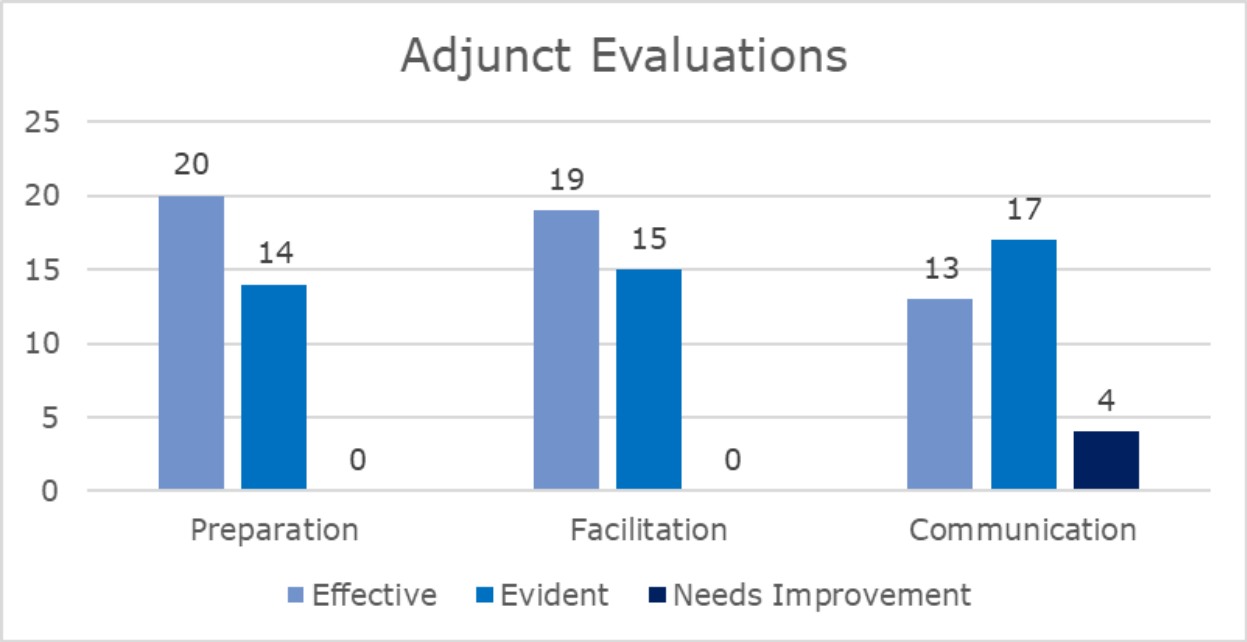
34 evaluations had been completed, and the results showed significant room for improvement in all three areas evaluated.



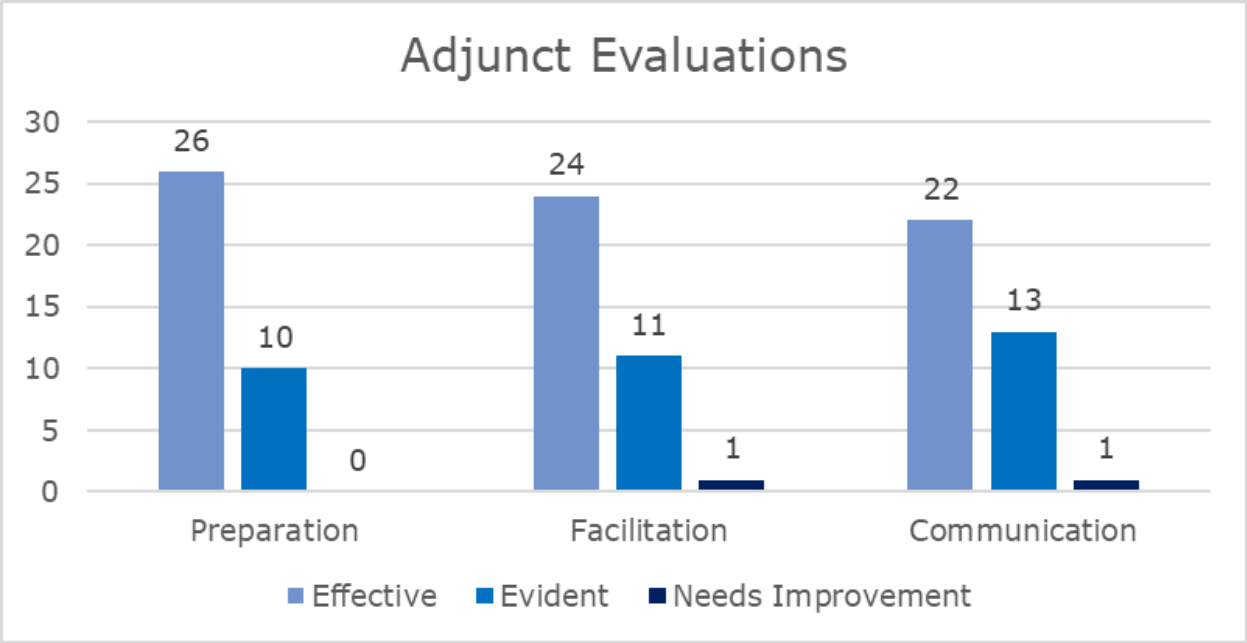
As of March 2019, improvement was clearly visible.



February 2020, evaluations for current adjuncts displayed additional improvements.



As of December 2021, only two instructions have at least one “Needs Improvement” ranking on their most recent evaluations, and they are undergoing additional coaching to focus on those areas.



In addition to the results of formal instructor evaluations, student survey data consistently demonstrates that instructors provide quality teaching within the core classes in the Quality Customer Service Program. The Faculty Chair reviews individual instructor evaluations. If any concerns are identified, such as the overall score falling below 4.0, the Faculty Chair will research and follow up with the instructor.

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

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

Total Surveys = 280

Course	Q1	Q2	Q3	Q4	Q5	Q6	Q7
COM110	4.77	4.67	4.47	4.45	4.43	4.34	4.36
GBS120	5.00	5.00	4.50	5.00	4.50	4.50	5.00
GBS175	4.36	4.31	4.12	4.14	4.31	4.31	4.20
MGT101	5.00	5.00	4.75	4.00	4.75	4.75	4.75
TQM101	4.63	4.53	4.56	4.47	4.63	4.56	4.57
TQM230	4.63	4.63	4.38	4.29	4.58	4.50	4.38
Grand Total	***4.68***	***4.60***	***4.43***	***4.39***	***4.45***	***4.38***	***4.37***

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

IX. Evaluation of Curriculum

The Quality Customer Service Program was reviewed in Summer 2019 through the District Guided Pathways mapping process. The adjustment made at that time was to change the requirement from GBS233 (Business Communication) to GBS120 (Workforce Communication). Both courses cover similar topics, though GBS233 requires an English prerequisite.

Based on input from the Spring 2021 Quality Customer Service Advisory Council Program meeting, additional content was added to GBS120 on conducting effective virtual meetings, etiquette guidelines for virtual meetings, as well as different meeting platforms.

Business Department courses are reviewed at least every three years to determine if it is necessary to redevelop the current course version. Course content and assessments are continuously reviewed (and potentially adjusted) based on student and/or instructor feedback.

Assessment data is reviewed at least annually to identify issues and implement changes designed to improve student performance. Over the past few years, the focus has moved away from just definitions and concepts to include more practical application and development of critical thinking skills. In addition to the incorporation of case studies, students are provided the opportunity to create products that are

more useful in their professional lives, such as agendas, resumes, memo, reports, emails, and infographics.

As courses are redeveloped, assessments are modified when the average score is below 70%.

The process for redevelopment of all Business Department courses includes:

1. Evaluate the feasibility of moving to Open Educational Resources material.
2. Determine if any current adjuncts have the skills/time to amend the course.
3. Revise content as appropriate to reflect updated data and relevant laws/ regulations.
4. Employ varying types of assessments to provide a variety of measurements of student learning of the course content.
5. Revise assignments to include more application/critical thinking components. This revision helps students to apply the lesson content/objectives and allows the Department to easily identify possible plagiarism issues.

In the past few years, courses have been adjusted as follows:

1. Moved all courses into CourseArc and converted from blog to presentation style. While Print-Based courses are still presented as a single pdf, the chucking of content in the Internet-version is also reflected in the Print-Based courses.
2. Added Lesson 0 to all courses to ensure students know how to properly cite before starting the main lessons. All courses were also updated to the APA Study Guide 7th edition.
1. Added a new APA video (created in-house) to help students understand both APA format in-text citation and reference requirements as well as how to avoid plagiarism.
2. Moved from a four-dimension to a three-dimension rubric. The goal of this adjustment was to provide more clarity to students on assignment expectations and place more emphasis on the knowledge and analysis portions of the assignment.
3. Added “Ask a Librarian” information to all courses that have a required research assignment/assessment.
4. Added a “Plagiarism Warning” in the first and last lessons (preceding the first written assignment and the final project) in courses that have a high plagiarism rate.

X. Program Resources

The contract with the Arizona Department of Corrections is set for renewal in 2023, therefore, Rio will need resources to renegotiate and meet the requirements of the new contract. For Quality Customer Services, the largest expense is the full-time instructor who teaches the program on-site, the staff that support the program, textbooks as well as adjuncts to teach the print courses.

The Quality Customer Service Program is one of the Programs qualified for under Second Chance Pell funding. This funding allows currently Incarcerated Re-Entry students to use Pell funding for postsecondary education.

The current plan is to have a pilot project at Perryville Prison with 25 students taking courses using tablets instead of the process used in the Print Based modality. The Incarcerated Re-Entry Department is currently negotiating contracts with vendors for hardware and infrastructure to support this new program. Once finalized, personnel resources in the Instructional Design Department to move all Program courses to a new learning management system (LMS) (not yet determined) as well as training for adjuncts on this new LMS.

The Business Department has a full-time Instructional Coordinator who oversees the Dual-Enrollment courses and adjuncts, Incarcerated Re-Entry Program processes and inquiries, manages plagiarism issues, assists in staffing courses, trains new adjunct faculty, completes adjunct evaluations, contributes with course development, and handles other duties to assist with the day-to-day Department operations.

Online students in the Quality Customer Service Program have program-level advising services. They also have access to the College's Library resources for assistance with research and citation. Lessons in some courses also include articles and videos provided by the College's library. Students who lack college-level writing skills are encouraged to take advantage of the College's Tutoring services. Successful completion of CPD150 (a counseling study skills course) is a department requirement for any student who fails (F and/or Y) a course three times and then enrolls in the same course for a fourth time. Adjuncts also, as necessary, direct students to the College's Disability Resources and Services as well as the Counseling Department.

Print Based students receive support for registration, advising, course materials, scholarships, and other services through the Incarcerated Re-Entry Programs department (IRE). The College's Testing Center also scores objectively graded assignments and then emails the results to instructors.

In-Person students receive support from a full-time instructor on-site at the prison as well as staff from the IRE Department.

XI. Program Recommendations, Decisions, and Action Plans

a. Program Best Practices

Course Content

- Lesson content includes real-world application, case studies, and examples to assist students in transferring concepts to work situations.

- Lesson 0 is provided in all courses to include information on essay format, citation requirements, college-level writing, and academic integrity.

Adjunct Support

- Adjuncts are provided an online course for both instructor training as well as an ongoing resource for all Department Policies and Procedures. This practice helps maintain consistent application of Department policies and procedures across all courses.
- Adjuncts are emailed a "Friday FAQ" message every week. This short email is a quick reminder of a Department policy, or necessary Department, College or District announcement.

Print-Based Evaluation Process

The process to evaluate print-based instructors was revised in 2021. Now, there is one process for instructors in their first three semesters of teaching and another for established instructors. In addition to reviewing RioLearn gradebooks, new adjuncts must complete a self-evaluation form that includes four areas:

1. Course Preparation
2. Communication
3. Facilitation
4. Content Knowledge

Adjuncts teaching print-based courses also submit samples of feedback for 3 assignments: one that earned full points, one that had a few points deducted, and one that was not completed very well.

Established print-based adjuncts have a self-evaluation form with the same categories, but different questions, including one asking if they have any suggestions for improvement, are always encouraged for ways to improve the process for print-based students and adjuncts.

b. Program Viability

Job Outlook

Employment of customer service representatives is projected to show little or no change from 2020 to 2030.

Despite limited employment growth, about 361,700 openings for customer service representatives are projected each year, on average, over the decade. Most of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire. (Source: https://www.bls.gov)

About 247,100 openings for top executives are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.(Source: https://www.bls.gov)

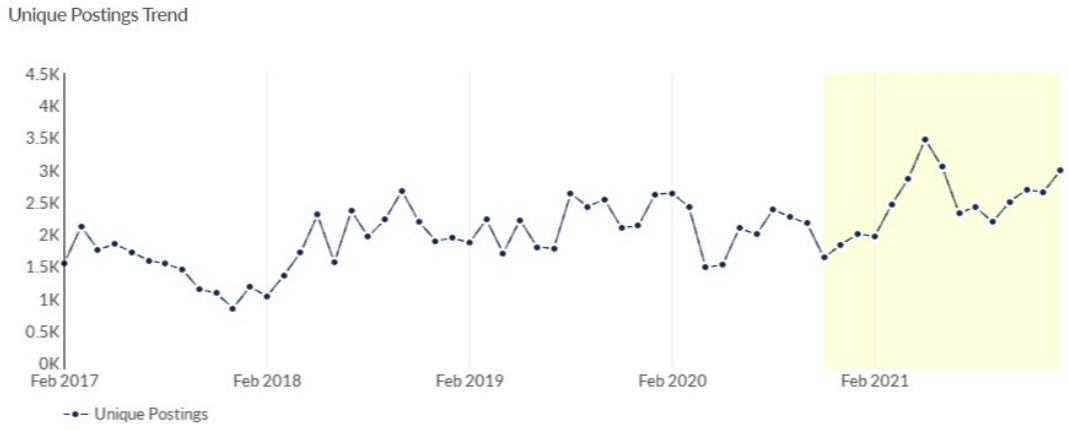
Job Prospects

There is expected to be less demand for customer service representatives, especially in retail trade, as their tasks continue to be automated. Self-service systems, social media, and mobile applications enable customers to do simple tasks without interacting with a representative. Advancements in technology, including Artificial Intelligence (AI), will gradually allow these automated systems to do even more tasks. Some companies will continue to use in-house service centers to differentiate themselves from competitors, particularly for complex inquiries such as refunding accounts or confirming insurance coverage. (Source: https://www.bls.gov)

However, jobs for customer service representatives are projected to be added in business support services, which includes telephone call centers. Some businesses will contract out their customer service operations to telephone call centers that provide consolidated sales and customer service functions. (Source: https://www.bls.gov)

There were 224,144 total job postings for your selection from November 2020 to January 2022, of which 37,041 were unique. These numbers give us a Posting Intensity of 6-to-1, meaning that for every 6 postings there is 1 unique job posting. (Source: Emsi's proprietary job postings data)

This is close to the Posting Intensity for all other occupations and companies in the region (5-to-1), indicating that they are putting average effort toward hiring for this position. (Source: Emsi's proprietary job postings data)



Source: https://www.economicmodeling.com/

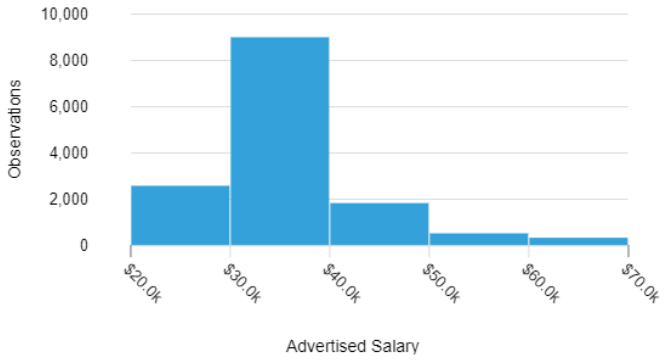
Advertised Salary

There are 14,440 advertised salary observations (39% of the 37,041 matching postings).

$33.9K

Median Advertised Salary

This is $2.2K below the government recorded median salary for Customer Service Representatives in Maricopa County, AZ.



Source: https://www.economicmodeling.com/

Job Postings vs. Hires

2,469

Avg. Monthly Postings (Nov 2020 - Jan 2022)

5,978

Avg. Monthly Hires (Nov 2020 - Jan 2022)

In an average month, there were **2,469** newly posted job postings for *Customer Service Representatives*, and **5,978** actually hired. This means there were approximately 2 hires for *Customer Service Representatives* for every 1 unique job posting.

Source: https://www.economicmodeling.com/

Education and Experience Breakdown

Education Level	Unique Postings	% of Total
No Education Listed	14,746	40%
High school or GED	19,254	52%
Associate's degree	2,468	7%
Bachelor's degree	4,301	12%
Master's degree	263	1%
Ph.D. or professional degree	119	0%

Minimum Experience	Unique Postings	% of Total
No Experience Listed	21,373	58%
0 - 1 Years	8,326	22%
2 - 3 Years	6,208	17%
4 - 6 Years	921	2%
7 - 9 Years	97	0%
10+ Years	116	0%

Source: https://www.economicmodeling.com/

Most Jobs are Found in the Sales and Related Occupations Industry Sector

Occupation	% of Industry in Occupation (2020)
Sales and Related Occupations	37.4%
Transportation and Material Moving Occupations	17.2%
Office and Administrative Support Occupations	13.4%
Installation, Maintenance, and Repair Occupations	6.1%
Management Occupations	5.4%
Computer and Mathematical Occupations	4.4%
Other	16.2%

Source: https://www.economicmodeling.com/

The Quality Customer Service Program provides students with foundational business skills in customer service to help them secure entry-level employment. The job outlook for customer service, while impacted by AI efforts, is still steady and provides a solid entry into different industries. The Quality Customer Service Project is primarily aimed at students who are incarcerated and need employment opportunities upon release.

c. Action Plans

Rio Salado College has been selected to participate in Second Chance Pell Grant funding. This funding allows incarcerated students the opportunity to use Pell funding for postsecondary education. The Quality Customer Service Program has been approved for this funding and is in the process of securing both hardware and infrastructure to support providing programming via laptops.

The current goal is to conduct a pilot with 25 students in Spring 2023 at Perryville Prison.

d. Assessment Team Recommendation

X 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.