RIO SALADO COLLEGE

A MARICOPA COMMUNITY COLLEGE

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Rio Salado College

Public Administration Program Review

Review Period: Academic Years 2018-2022

Review Conducted: AY2022-23

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 PAD Program

AAS In Public Administration: The Associate in Applied Science (AAS) in Public Administration program is designed to meet the needs of employees of government and non-profit agencies and those desiring employment or advancement within these agencies. The program covers the history, present, and future of public administration. Courses topics include public policy, finance, human resources, organizational behavior, and government.

CCL in Public Administration: The Certificate of Completion (CCL) in Public Administration program is designed to meet the needs of employees of government or non-profit agencies and those desiring employment or advancement. The program covers the history, present, and future of public administration. Courses topics include public policy, finance, human resources, organizational behavior, and government. An Associate in Applied Science (AAS) in Public Administration is also available.

II. Program Purpose and Mission

Rio Salado's Public Administration program offers students the opportunity to learn the management and policy-making skills necessary for a career in public administration as an employee in a public organization or a military service member.

Public Administration program coursework focuses on the areas of communication, organizational behavior, teamwork, finance, and technology skills.

The Public Administration program provides high-quality courses, flexibility in scheduling, affordable tuition, and commitment to student success. Courses are offered in either 14-week or 8-week options. Restricted electives in the Associate in Applied Science (AAS) program allow students to use credits from a variety of industry/job related content areas to tailor the program to their individual career goals.

III. Student Population of the Public Administration Program

The Student Demographics table displayed below indicates that the majority of students in the program are female - ranging between 63.2 and 70.7% in the past 5 years. According to the World Bank Blog, "women represent 46 percent of the public sector workforce compared with 33 percent in the private sector" (para. 3). The fact that the PAD program enrolls a larger proportion of female students is not surprising given that a greater percentage of women are employed in government and non-profit work than in private sector jobs.

Over the past 5 years, there has been an increase in Hispanic/Latino students from 37.9% in 2018 to 45.2% in 2022. During the same timeframe, Black/African American students increased from 11.6% in 2018 to 19% in 2021, but declined slightly to 16.7% in 2022.

As of 2022, almost half (45.2%) of all students in the program are in the 26-35 age range and 28.5% in the 36-45 age range. These two age groups combined have consistently reflected the majority of students over the past five years. The program is geared towards working students seeking to improve job skills and potentially gain additional industry-specific skills necessary for job advancement.

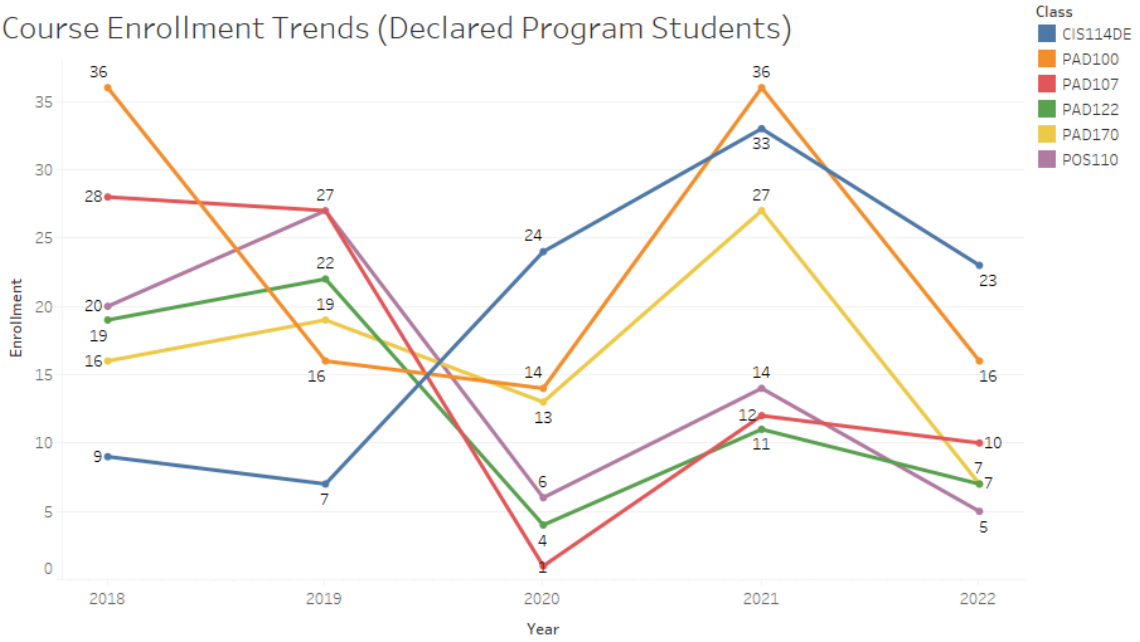
In 2022, 7.1% of students enrolled in the PAD program already had an Associate's degree and 7.1% of students enrolled in the program already held a Bachelor's degree, for a total of 14.2% of students enrolled in the program with a prior degree. In 2022, 14.3% of enrolled PAD program students had no college. The majority of students (66.7%) enrolled in the PAD program had some college but did not complete a degree. These percentages reinforce the program's focus on assisting working adults to advance in their current field or seek future employment.

Student Demographics

	2018		2019		2020		2021		2022	
Race/Ethnicity	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
American Indian/Alaska Native	2	2.1%	3	5.9%			3	5.2%	1	2.4%
Asian	2	2.1%	1	2.0%	2	4.0%			1	2.4%
Black/African American	11	11.6%	8	15.7%	6	12.0%	11	19.0%	7	16.7%
Hispanic/Latino	36	37.9%	19	37.3%	17	34.0%	19	32.8%	19	45.2%
Not Specified	4	4.2%			1	2.0%				
White	40	42.1%	20	39.2%	24	48.0%	25	43.1%	14	33.3%
Gender	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	60	63.2%	34	66.7%	32	64.0%	41	70.7%	28	66.7%
Male	30	31.6%	15	29.4%	17	34.0%	17	29.3%	14	33.3%
Unknown	5	5.3%	2	3.9%	1	2.0%				
Age Groups	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
1 - 17									1	2.4%
18 - 20	1	1.1%			1	2.0%	2	3.4%	2	4.8%
21 - 25	8	8.4%	4	7.8%	6	12.0%	8	13.8%	4	9.5%
26 - 35	30	31.6%	20	39.2%	17	34.0%	20	34.5%	19	45.2%
36 - 45	31	32.6%	18	35.3%	15	30.0%	21	36.2%	12	28.6%
46 - 55	17	17.9%	7	13.7%	7	14.0%	7	12.1%	2	4.8%
56 - 65	8	8.4%	1	2.0%	4	8.0%	2	3.4%	2	4.8%
First Gen Status	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
No	32	33.7%	16	31.4%	14	28.0%	13	22.4%	11	26.2%
Unknown	2	2.1%	1	2.0%	1	2.0%	1	1.7%	2	4.8%
Yes	61	64.2%	34	66.7%	35	70.0%	44	75.9%	29	69.0%
Prevous Education	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Associate degree	11	11.6%	12	23.5%	6	12.0%	6	10.3%	3	7.1%
Bachelor's degree (Ex.:BA,BS)	6	6.3%	3	5.9%	1	2.0%	1	1.7%	3	7.1%
Master degree or higher	11	11.6%	1	2.0%	2	4.0%	1	1.7%		
No college or university	19	20.0%	9	17.6%	12	24.0%	9	15.5%	6	14.3%
Not Indicated	4	4.2%	3	5.9%	2	4.0%	2	3.4%	2	4.8%
Some college while attend HS	1	1.1%	1	2.0%	2	4.0%	1	1.7%		
Some college, no degree	43	45.3%	23	45.1%	25	50.0%	38	65.5%	28	66.7%

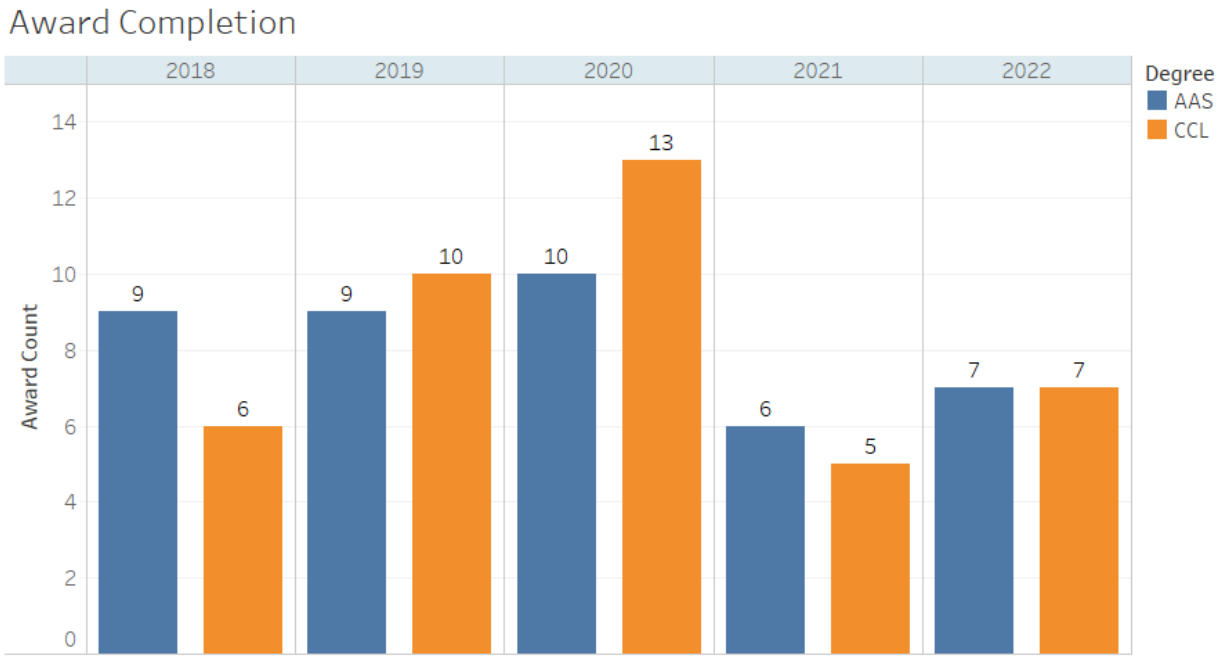
As illustrated in the chart below, the highest program enrollment course is PAD100, which is an introductory course and usually the first course students complete. It provides an overview of public versus private sector, public service, and public administration careers. If a student is considering a public sector career and does not resonate with the PAD100 course content, they may not enjoy a career in the public sector and may not continue on that educational path.

While PAD100 enrollment declined 55% from 2021 to 2022, it is now a required course in the new Bachelor of Applied Science (BAS) in Public Safety Administration. The new BAS degree begins in Fall 2023 and prepares students with the necessary skills to coordinate, develop, and direct the resources of a variety of public safety agencies. The BAS program courses analyze the legal, political, and social factors related to public safety, and provide an overview of topics such as organizational theory, public policy, resource management, leadership, and ethics. Prior to completion of the BAS, students will complete a capstone project within the field of public safety administration, applying the concepts covered throughout the program.



Class	2018	2019	2020	2021	2022	Grand Total
CIS114DE	9	7	24	33	23	96
PAD100	36	16	14	36	16	118
PAD107	28	27	1	12	10	78
PAD122	19	22	4	11	7	63
PAD170	16	19	13	27	7	82
POS110	20	27	6	14	5	72
Grand Total	128	118	62	133	68	509

Total enrollments for program courses experienced a significant decline in 2020, which coincides with the onset of the pandemic. A rebound in 2021 resulted in the highest enrollment numbers in the five years covered by this review. Unfortunately, 2022 enrollments declined again. More recent data indicates that the downward trend has continued, which puts into question the viability of the program. The new Bachelor's Degree may have a positive impact on enrollment in PAD courses, and the recommendation is to re-evaluate program viability sooner than the 5-year typical review cycle.



Degree	2018	2019	2020	2021	2022	Grand Total
AAS	9	9	10	6	7	41
CCL	6	10	13	5	7	41
Grand Total	15	19	23	11	14	82

Award completion numbers for both the PAD CCL and AAS programs increased from 2018 to 2020. However, the 2020 enrollment decline led to a corresponding decrease in program awards between 2020 and 2021.

More recent data indicates an upward trend in award completions. The new BAS program should bring more attention to and interest in the Public Administration program, resulting in an increase in enrollment and award completion numbers.

IV. Retention and Persistence

Course Success

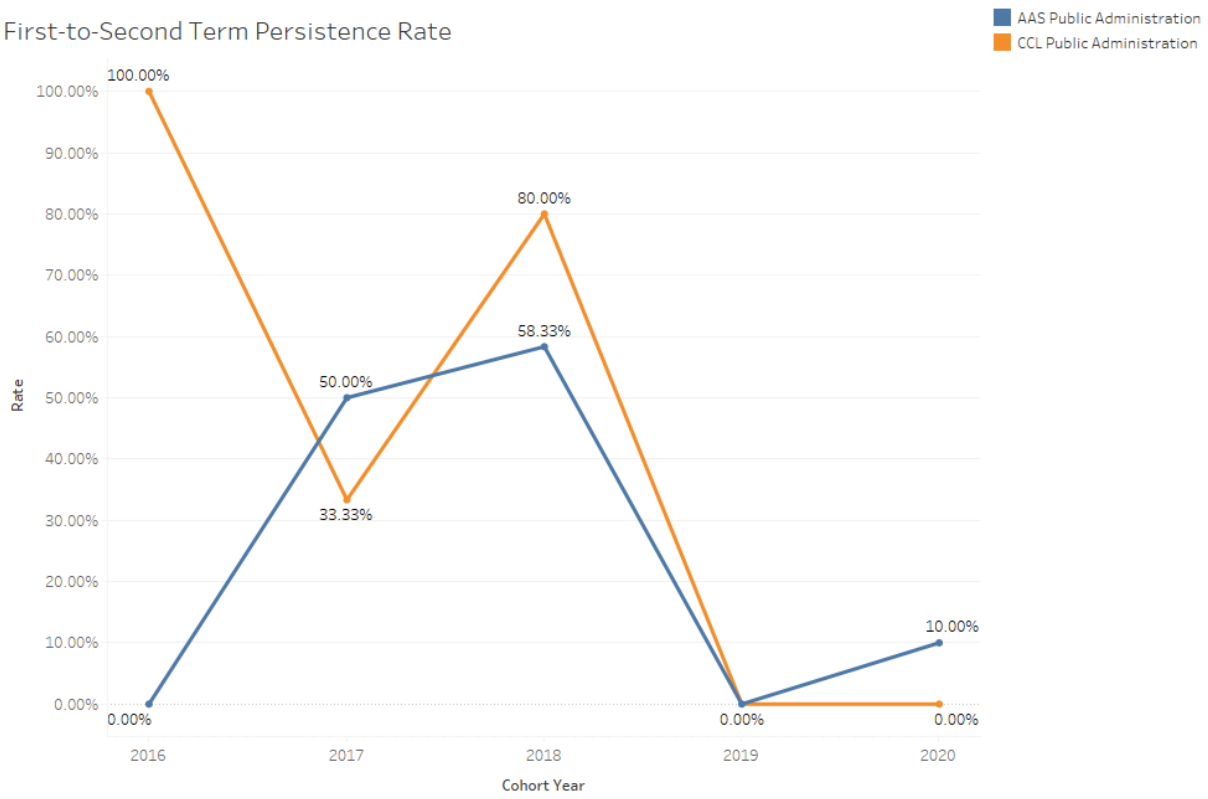
Class		Fiscal Year 2018	2019	2020	2021	2022
CIS114DE	Retention Rate	100.0%	71.4%	91.7%	48.5%	82.6%
	Course Failure Rate	11.1%	0.0%	0.0%	3.0%	4.3%
	Course Pass Rate	88.89%	71.43%	91.67%	45.45%	78.26%
PAD100	Retention Rate	83.3%	81.3%	100.0%	36.1%	81.3%
	Course Failure Rate	30.6%	0.0%	0.0%	2.8%	6.3%
	Course Pass Rate	52.78%	81.25%	100.00%	33.33%	75.00%
PAD107	Retention Rate	75.0%	96.3%	100.0%	83.3%	100.0%
	Course Failure Rate	10.7%	7.4%	0.0%	0.0%	0.0%
	Course Pass Rate	64.29%	88.89%	100.00%	83.33%	100.00%
PAD122	Retention Rate	94.7%	95.5%	100.0%	100.0%	100.0%
	Course Failure Rate	10.5%	9.1%	0.0%	0.0%	0.0%
	Course Pass Rate	84.21%	86.36%	100.00%	100.00%	100.00%
PAD170	Retention Rate	81.3%	73.7%	100.0%	66.7%	57.1%
	Course Failure Rate	0.0%	10.5%	0.0%	7.4%	0.0%
	Course Pass Rate	81.25%	63.16%	100.00%	59.26%	57.14%
POS110	Retention Rate	95.0%	92.6%	83.3%	78.6%	80.0%
	Course Failure Rate	5.0%	0.0%	0.0%	0.0%	0.0%
	Course Pass Rate	90.00%	92.59%	83.33%	78.57%	80.00%

The five year period between 2018 and 2022, showed an average retention rate of 87% with an average course pass rate of 81%, which is well above the target. Success rates for PAD170 have not met the target for the last two academic years, and that course is due to be redeveloped in 2024.

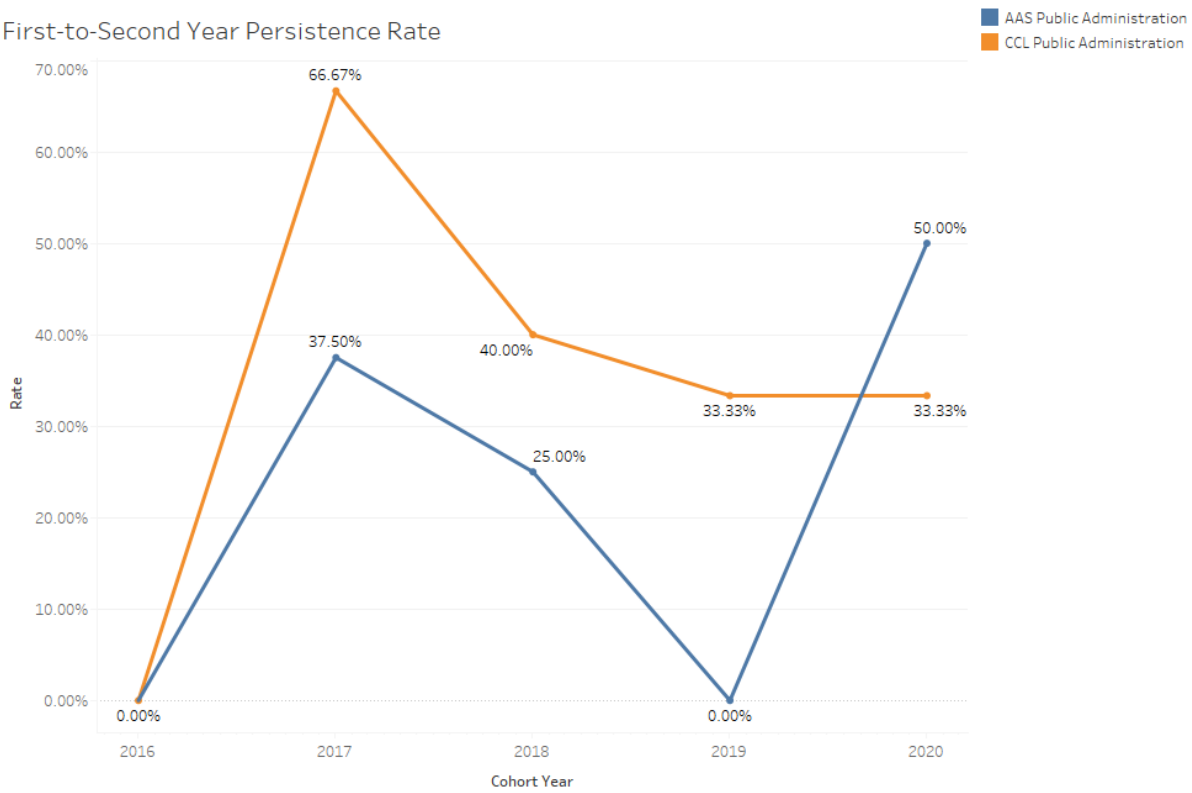
Both the retention rate and course pass rate had a significant decrease in 2021 for CIS114DE, PAD100, and PAD170. Low enrollment numbers in 2020 had an impact on the data set for 2021 completions, resulting in higher volatility in retention and pass rates. With the exception of 2021, the program overall consistently shows a high level of successful course completion.

The charts below illustrate persistence and graduation rates for students who declared either the CCL or the AAS in Public Administration. Due to the small dataset for the cohorts in this program, it is difficult to extrapolate from this data. The CCL program shows only 2-6

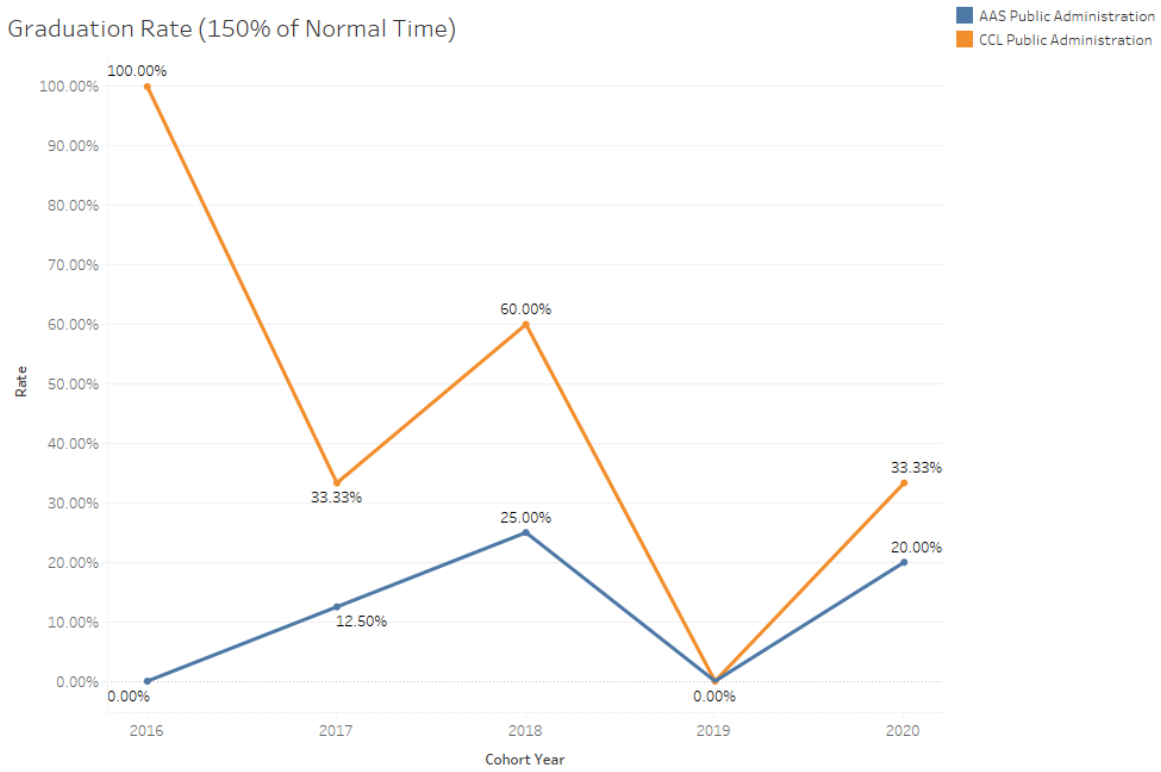
students between 2016 - 2020, which represents the number of students in the cohort when they first started the program. Given that there were a total of 13 CCL completions in 2020 (see Award Completion chart in Section III), but only 3 CCL completions based on the cohort model, it appears that students may not have initially declared the PAD program when they started work on the CCL. This condition is a confounding variable that limits the ability to extract accurate data to inform decision making.



PlanTitle	2016	2017	2018	2019	2020
AAS Public	0.00%	50.00%	58.33%	0.00%	10.00%
Administration	1	8	12	3	10
CCL Public	100.00%	33.33%	80.00%	0.00%	0.00%
Administration	2	6	5	3	3



PlanTitle	2016	2017	2018	2019	2020
AAS Public	0.00%	37.50%	25.00%	0.00%	50.00%
Administration	1	8	12	3	10
CCL Public	0.00%	66.67%	40.00%	33.33%	33.33%
Administration	2	6	5	3	3



PlanTitle	2016	2017	2018	2019	2020
AAS Public	0.00%	12.50%	25.00%	0.00%	20.00%
Administration	1	8	12	3	10
CCL Public	100.00%	33.33%	60.00%	0.00%	33.33%
Administration	2	6	5	3	3

The Rio Progress and Course Engagement (PACE) model is actively used in PAD100 as an early alert for students who are potentially at risk. Instructors reach out when they see the indicator (yellow) that the student is falling behind, with a goal to get the student reengaged in the course. Since enrollment in subsequent PAD courses is low, the PACE predictive model has not yet been activated in those courses.

V. Program Learning Outcomes

AAS in Public Administration

1. Apply current technology to specific business tasks. (CIS114DE, PAD107, PAD122, CIS++++)

2. Explain how public policy is developed and implemented. (PAD100, PAD+++++)

3. Compare and contrast careers in public service. (PAD100, (CRE))

4. Explain organizational behavior in the public sector. (PAD100, PAD170, HSA+++++, MGT175,MGT229, PSY101, SOC101, [SB])

5. Explain the policies, rules, regulations, and ethics of public finance. (PAD100, PAD107, POS110,ACC111, ACC112, ACC212, ACC230, ACC240, ECN211, ECN212, GBS205, LET+++++, [HU], [SB],[MA])

6. Explain the laws, procedures, and practices of human resources in the public sector. (PAD100,PAD122, GBS151, GBS205, HSA+++++, [SG], [SQ])

7. Apply knowledge of the United States political history, process and practices to inform professional decision-making in the public sector. (PAD100, POS110, POS221, (CRE), [HU], [SB])

8. Communicate effectively both verbally and in writing with diverse audiences. (GBS233, HCC+++++,HCR+++++, LBS+++++, MGT175, MGT229, SOC212, (COM), (CRE), [FYC], [HU], [SB])

9. Apply relevant knowledge, skills, and habits of mind to seek career opportunities in the field.(FYE101, FYE103)

CCL in Public Administration

1. Apply current technology to specific business tasks. (CIS114DE, PAD107, PAD122)

2. Explain how public policy is developed and implemented. (PAD100)

3. Compare and contrast careers in public service. (PAD100)

4. Explain the policies, rules, regulations, and ethics of public finance. (PAD100, PAD107, POS110)

5. Explain the laws, procedures, and practices of human resources in the public sector. (PAD100,PAD122)

6. Explain organizational behavior in the public sector. (PAD100, PAD170)

7. Apply knowledge of the United States political history, process, and practices to inform professional decision-making in the public sector. (PAD100, POS110)

Program Learning Outcomes - Public Administration Students

Due to the low number of students in the PAD Program, the data below represents all students enrolled in the courses displayed.

Learning Outcome	Assessment Method	Student Count	Students @ CL
Apply current technology to specific business tasks.	PAD107 - Lesson 6 Excel Exercise	12	88%
	PAD122 - Lesson 6 Excel Exercise	14	78%
Explain how public policy is developed and implemented.	PAD100 - Lesson 7 Exercise	124	83%
Compare and contrast careers in public service.	PAD100 - Lesson 6 Short Answer Essay	126	82%
	PAD100- Lesson 1 Exercise	152	84%
Explain organizational behavior in the public sector.	PAD170 - Final Exam Part 2	20	95%
	MGT175 - Final Project	590	86%
Explain the policies, rules, regulations, and ethics of public finance.	PAD107 - Final Exam Part 2	12	99%
Explain the laws, procedures, and practices of human resources in the public sector.	PAD122 - Final Exam Part 2	12	85%
Apply knowledge of the United States political history, process and practices to inform professional decision-making in the public sector.	PAD100 - Final Exam Part 2	59	87%
Communicate effectively both verbally and in writing with diverse audiences.	GBS233 Lesson 13 GBS233 - Final Project: Part 1	444	88%

With the exception of the Lesson 6 Excel Exercise in PAD122, 82% percent or more of the students performed at a college level on the representative assessments for each learning outcome, which exceeds the 80% target. Though only 78% of the students performed at a college level on the Lesson 6 Excel Assignment, that course was just redeveloped in 2021 and only 14 students have submitted the assignment so far. Since student performance was just shy of the target, this is a relatively new assignment, there have been so few submissions, and the target was met for the Lesson 6 Excel Assignment in PAD107, a PDCA cycle to address the gap in PAD122 is not warranted at this time.

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:

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
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.
Oral Communication: The student will demonstrate the ability to prepare and present oral communication in a variety of contexts as a college-level speaker.
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.
Writing: On a written assignment, the student will demonstrate the ability to generate relevant and sufficient content; organize his or her thoughts coherently; adhere to the conventions of correct mechanics and sentence structure; and use correct terminology and rich vocabulary in the fulfillment, at the college level, of his or her writing assignments.

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

Below are the courses in which College-wide Student Learning Outcomes are embedded.

Course	Critical Thinking	Information Literacy	Reading	Writing	Oral Communication
CIS114DE	Y	Y	Y	Y	
PAD100	Y	Y		Y	
PAD107	Y	Y		Y	
PAD122	Y	Y		Y	
PAD170	Y	Y		Y	
POS110	Y	Y	Y	Y	

Oral Communication is not currently assessed in the PAD Program. However, PAD170 is being redeveloped with an oral communication component. A Plan-Do-Check-Act (PDCA) cycle related to this work is detailed in Section IX c. of this review.

Rio Salado College

Assessment Data Display

The Assessment Data Display shows student performance on subjective assessments between **7/1/2018** and **6/30/2022**. Definitions may be found on page 2.

PAD	PAD100	8/19/2019	Final Exam: Part 2 Essay	Completeness						62	98%
PAD	PAD100	8/19/2019	Final Exam: Part 2 Essay	Knowledge and Analysis	Y					62	95%
PAD	PAD100	8/19/2019	Final Exam: Part 2 Essay	Writing					Y	62	95%
PAD	PAD107	3/6/2017	Final Exam Essay	Critical Thinking	Y	Y				29	100%
PAD	PAD107	3/6/2017	Final Exam Essay	Key Concepts and Terms						29	100%
PAD	PAD107	3/6/2017	Final Exam Essay	Understanding		Y				29	100%
PAD	PAD107	3/6/2017	Final Exam Essay	Writing					Y	29	79%
PAD	PAD122	3/4/2019	Lesson 12 Final Project	Completeness						10	90%
PAD	PAD122	3/4/2019	Lesson 12 Final Project	Knowledge and Analysis	Y					10	100%
PAD	PAD122	3/4/2019	Lesson 12 Final Project	Writing					Y	10	90%
PAD	PAD170	3/9/2020	Final Exam Part 2: Memo	Completeness						4	100%
PAD	PAD170	3/9/2020	Final Exam Part 2: Memo	Knowledge and Analysis	Y					4	100%
PAD	PAD170	3/9/2020	Final Exam Part 2: Memo	Writing					Y	4	100%

Assessment data from this review period shows that 90% or more of students perform at a college level on the final cumulative assessments for all four PAD courses, with one exception. The writing dimension data for PAD107 Final Project shows that only 79% of students perform at a college level, which is just shy of the 80% target. The Final Project in

PAD107 requires the creation of an infographic. In reviewing student submissions, the loss of points is often due to not citing the data source used to create the Infographic. In March of 2023, Final Project instructions were revised to read that at least one outside resource is required and must be cited. A PDCA improvement cycle related to this work is detailed in Section IX c. of this review.

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. See the following table for comparison.

Learning Outcome	All Student Assessments	Assessments at College Level	Percent of Assessments at College Level	Co-Curricular Student Assessments	Co-Curricular Assessments at College Level	Percent of Co-Curricular Assessments at College Level
Critical Thinking	16,192	13,304	82.2%	1,076	948	88.1%
Information Literacy	28,644	24,417	85.2%	2,195	1,964	89.5%
Oral Communication	-	-	-	-	-	-
Reading	26,333	21,768	82.7%	1,977	1,739	88.0%
Writing	19,980	15,131	75.7%	1,403	1,171	83.5%

*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)

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, 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 a mini evaluation while in their first course section. They receive formal evaluations the first three semesters they teach, then annually thereafter. The primary goal of these evaluations is to ensure compliance with Department Policies and Procedures and consistency across the Department. 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 participate in All-Faculty Meetings twice per year to ensure they are current with new College and Department Policies and Procedures as well as stay connected as a group.

In early 2020, the Department's Policies and Procedures were moved into an online training class accessible through the Department SharePoint site. 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 RioLearn to serve as onboarding for all new adjuncts. Once through the onboarding process, adjuncts have access to the same training modules through the Department SharePoint site.

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-specific 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.

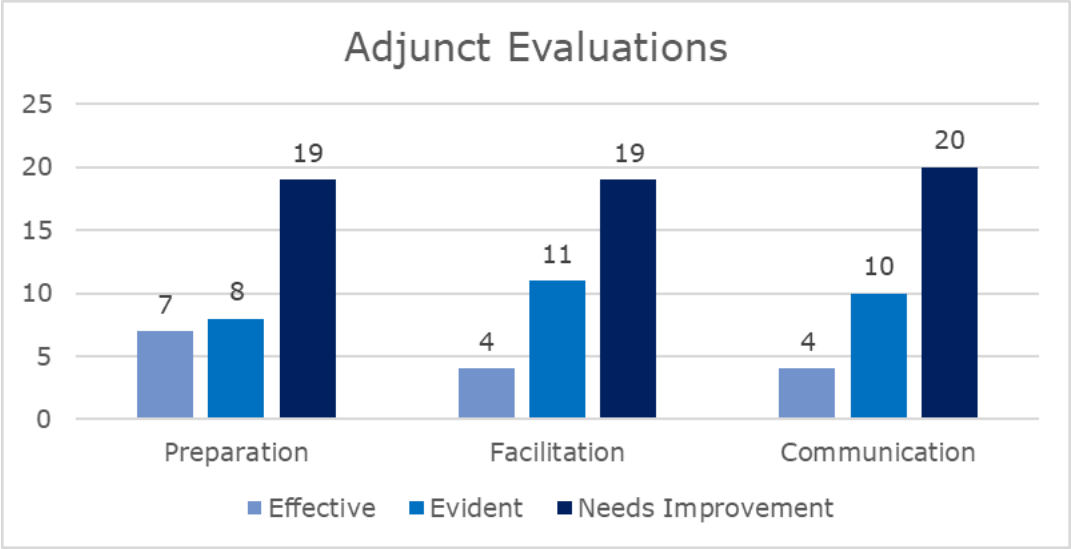
During the Spring 2022 All-Faculty Meeting, adjuncts spent time reviewing policies (on their own) using the Department Policies & Procedures course. They then completed a self-assessment survey to assess their knowledge of key Department policies and provide their feedback on theDepartment Policies & Procedures 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.

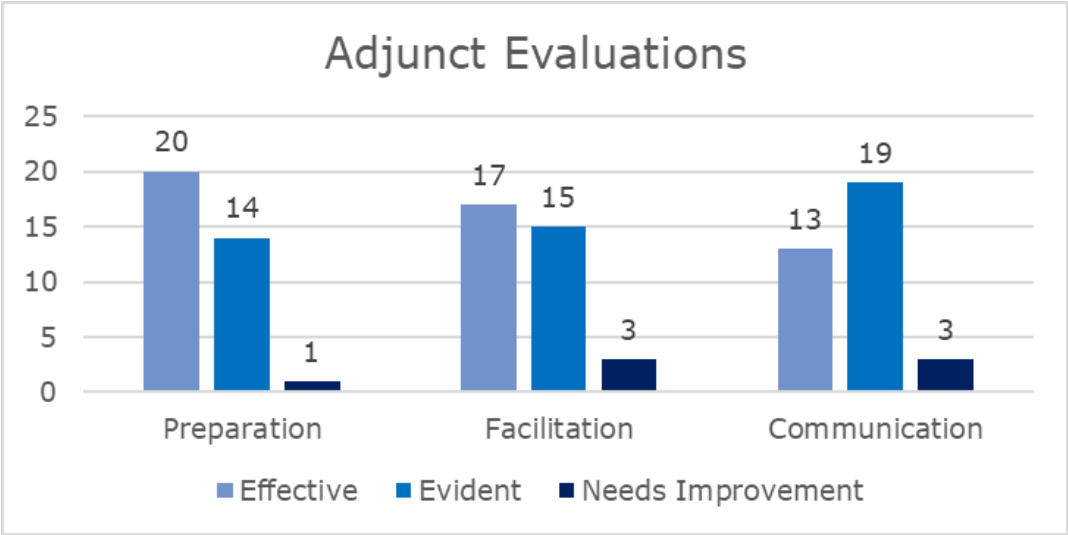
34 evaluations had been completed, and the results showed significant room for improvement in all three areas evaluated.

September 2017



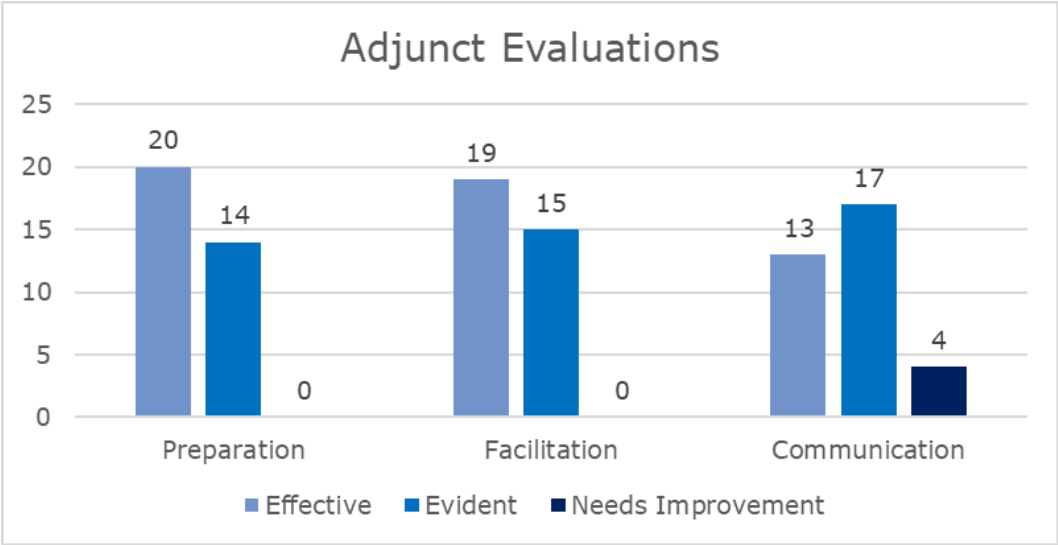
March 2019

Significant improvement was clearly visible by this time.



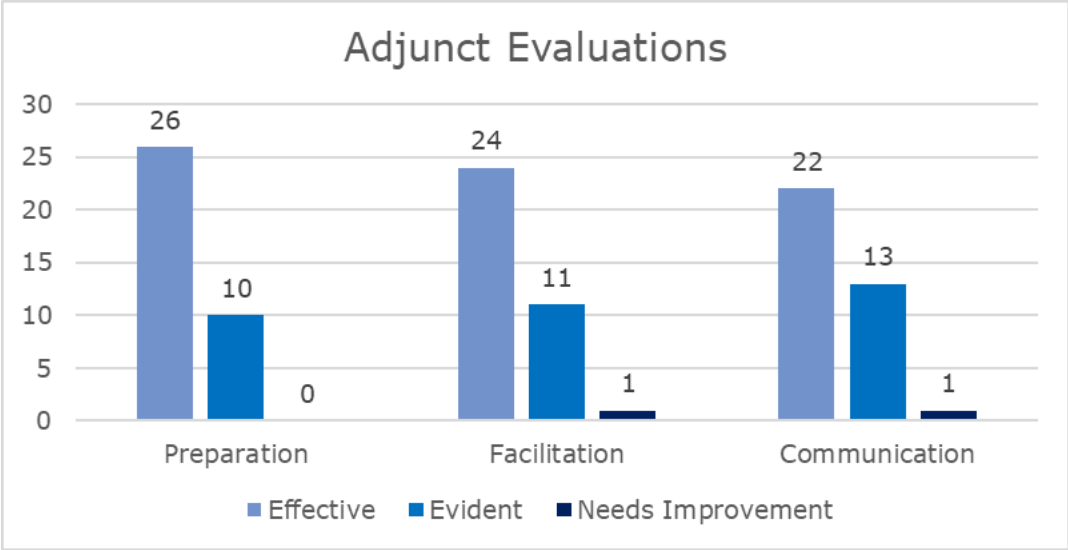
February 2020

Results from adjunct evaluations continued to improve.



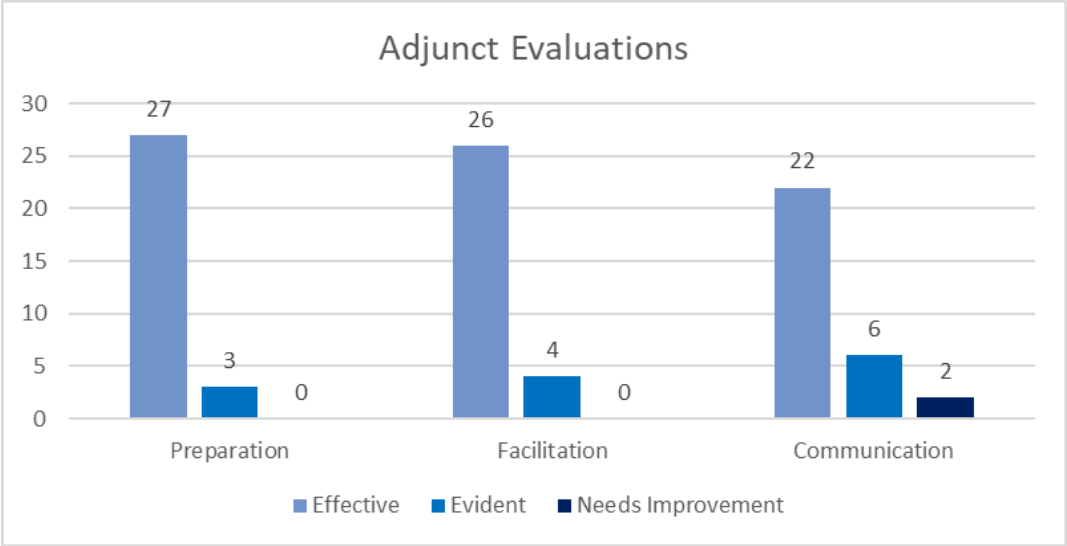
December 2021

As of December 2021, only two instructions had at least one "Needs Improvement" ranking on their most recent evaluations, and they underwent additional coaching to focus on those areas.



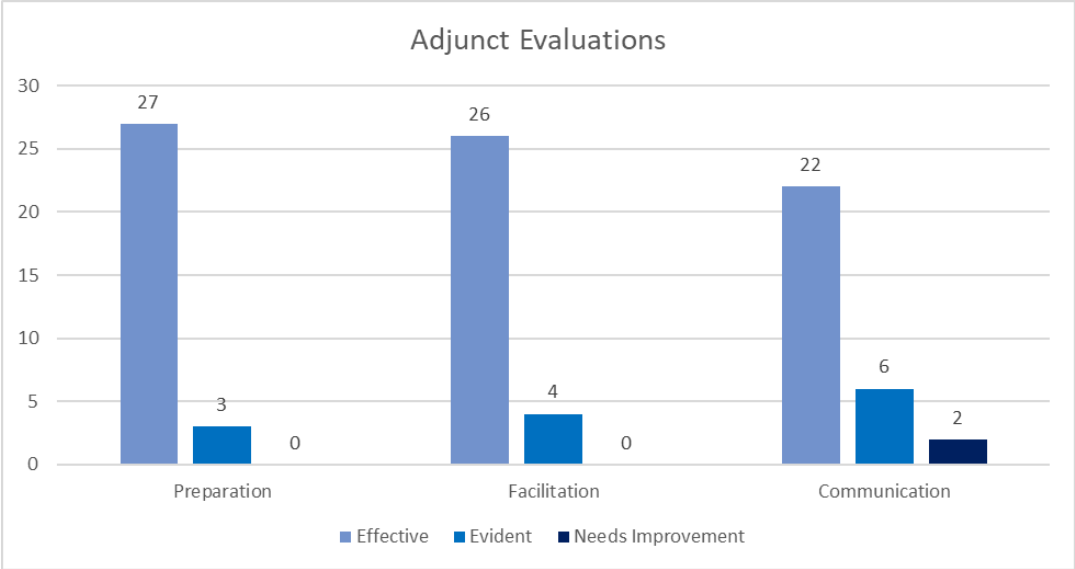
March 2022

As of March 2022, evaluations show only two “Needs Improvements” in Communication - both are related to assignment feedback requiring more personalization.



April 2023

As of April 2023, evaluations show two “Needs Improvements” in Communication. As in the past, both are related to assignment feedback needing to be even more personalized.



In addition to peer evaluations, student End of Course Evaluations demonstrate that instructors provide quality teaching within the core classes in the Public Administration

Program. The Faculty Chair and Instructional Coordinator review individual instructor evaluations. If any concerns are identified, such as the overall score falling below 4.0, the Department will then conduct additional research, follow-up and, if necessary, provide individual coaching to the instructor. Average results per question are displayed below, with no apparent areas for concern.

End of Course Evaluations

Question	2018	2019	2020	2021	2022
Course assignments required me to think critically	4.77	4.96	4.26	4.71	4.25
I am using the resources provided to me by my instructor	4.87	4.69	4.68	4.83	4.94
My instructor communicated the course policies and procedures	4.78	4.69	4.69	4.77	4.69
My instructor demonstrated knowledge of the course material	4.70	4.70	4.64	4.71	4.67
My instructor graded assignments or imported grades within the stated timeframe	4.87	4.72	4.72	4.84	4.47
My instructor provided feedback that explained what I did well and where I had opportunities to improve	4.69	4.66	4.56	4.70	4.53
My instructor responded to questions in a timely manner	4.74	4.61	4.58	4.67	4.50
My instructor was engaging and willing to give individual help	4.61	4.53	4.47	4.64	4.44
The assignment directions were clear	4.72	4.75	4.63	4.79	4.86
The course content (assignments/readings/study materials) is engaging	4.62	4.61	4.46	4.63	4.71

IX. Evaluation of Curriculum

The Public Administration Program was reviewed in Summer 2019 through the District Guided Pathways mapping process. No adjustments were made at that time.

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 as well as data from the Dynamic Assessment Data Display reports.

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. These products include 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 and remedy any potential 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.
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.
3. 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.
4. 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.
5. Added "Ask a Librarian" information to all courses that have a required research assignment/assessment.
6. 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.
7. Adjusted rubrics to align with the College's Student Learning Outcomes.

Courses are generally redeveloped on a 3-5 year cycle. Incremental changes are made as feedback is received from students, faculty and/or through Advisory Council meetings.

- PAD100 was last updated in Fall 2019 and at that time was moved to Open Educational Resources (OER). The course is slated for redevelopment in 2024.
- PAD107 was last updated in Fall 2021
- PAD122 was last updated in Spring 2021
- PAD170 was last updated in Spring 2020. It is slated for redevelopment in 2024.

At the PAD Advisory Council Meeting in Spring 2018, the recommendation was made to adjust course offerings to include CIS114DE Excel Spreadsheet as a required course. Advisory Council members felt the use of Excel was a skill lacking in employees entering the workforce. Since that time, we have added Excel assignments into both PAD107 - Public Finance Administration and PAD122 -Public Sector Human Resources Management.

At the Spring 2021 Advisory Council Meeting, it was recommended to market the program directly to cities. In Fall 2021, a newly created PAD Program flier was distributed to Human Resources Departments of the Maricopa Association of Governments (MAG) Member Agencies. This flier has also been used by the Educational Service Partnership (ESP) Department.

In the Fall 2022 Advisory Council Meeting, Emotional Intelligence (EI) was one topic discussed that council members felt needed to be taught to students. PAD170 includes content and a self-assessment on EI - particularly as it relates to leadership roles. Another topic identified was Communication skills. PAD100 contains a section devoted to Communication Skills in the Workplace and PAD170 includes a lesson devoted to Communication Skills.

The topic of Social Media usage as it relates to organizations, elected officials, and the community was another skill identified that needs to be addressed. The use of social media is not currently addressed in the PAD curriculum. However, that topic will be covered in the new version of PAD170, which is slated for redevelopment in 2024.

X. Program Resources

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.

Students in the Public Administration program have program-level advising services. They also have access to the College's Library resources for assistance with research and citations. 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.

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. As feasible, we are moving away from essays into more engaging assignments that connect to the workplace.

- 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 if necessary Department, College or District announcement.

b. Program Viability

Job Outlook (Sourced from: https://www.bls.gov)

Social and Community Service Managers

Employment of social and community service managers is projected to grow 12 percent from 2021 to 2031, much faster than the average for all occupations.

About 18,000 openings for social and community service managers 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.

Secretaries and Administrative Assistants

Overall employment of secretaries and administrative assistants is projected to decline 8 percent from 2021 to 2031.

Despite declining employment, about 354,000 openings for secretaries and administrative assistants are projected each year, on average, over the decade. All of those openings are expected to result from the need to replace workers who transfer to other occupations or exit the labor force, such as to retire.

Administrative Services and Facilities Managers

Overall employment of administrative services and facilities managers is projected to grow 7 percent from 2021 to 2031, about as fast as the average for all occupations.

About 31,900 openings for administrative services and facilities managers 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.

(The remaining statistics in this section are sourced from https://lightcast.io/)

Job Postings Summary

29,328	5 : 1	28 days
Unique Postings	Posting Intensity	Median Posting Duration
132,868 Total Postings	Regional Average: 4 : 1	Regional Average: 27 days

There were **132,868** total job postings for your selection from February 2022 to February 2023, of which **29,328** were unique. These numbers give us a Posting Intensity of **5-to-1**, meaning that for every 5 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (4-to-1), indicating that they are putting average effort toward hiring for this position.

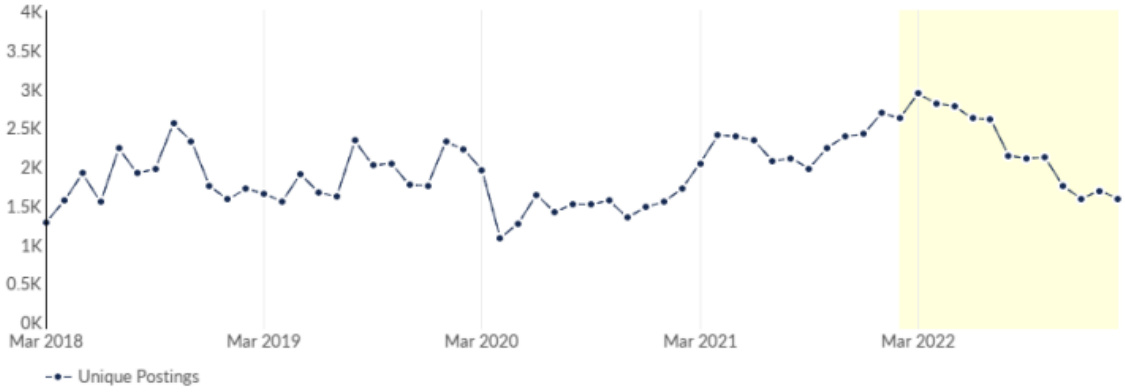
Advertised Salary

There are 12,988 advertised salary observations (44% of the 29,328 matching postings).

$41.9K

Median Advertised Salary

Unique Postings Trend



Education Breakdown

Education Level	Unique Postings	% of Total
No Education Listed	11,683	40%
High school or GED	10,971	37%
Associate degree	3,338	11%
Bachelor's degree	7,094	24%
Master's degree	1,116	4%
Ph.D. or professional degree	213	1%

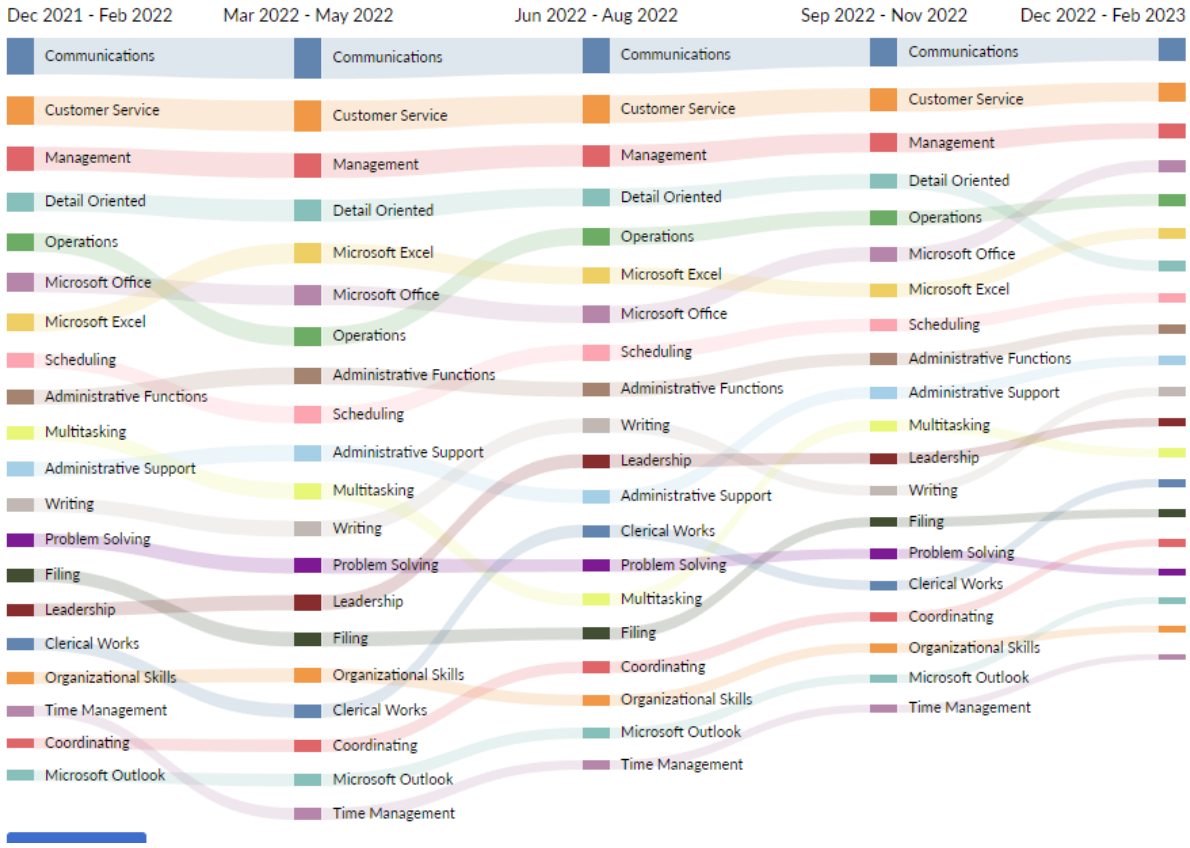
Top Posted Occupations

Occupation (SOC)	Total/Unique (Feb 2022 - Feb 2023)	Posting Intensity	Median Posting Duration
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	74,556 / 15,951	5 : 1	28 days
First-Line Supervisors of Office and Administrative Support Workers	31,091 / 8,391	4 : 1	27 days
Executive Secretaries and Executive Administrative Assistants	16,018 / 2,375	7 : 1	27 days
Social and Community Service Managers	6,122 / 1,569	4 : 1	28 days
Office and Administrative Support Workers, All Other	6,392 / 1,230	5 : 1	30 days

Skill Volatility over Time

Top 20 Skills Matching Your Search Results by Quarter

Skill volatility helps us understand how demand for skills is changing over time.



Rio Salado is the only college in the Maricopa Community College system to offer the Public Administration program. The new Bachelor's Degree in Public Safety Administration (BAS) requires 32-55 restricted elective credits. Within the program, there are twelve Specializations available. Of those twelve, four are closed programs and three have selective admissions. This leaves six fully open programs for students to select from. One of the open programs is Public Administration.

1. Corrections (Closed to General Population)
2. Detention (Closed to the General Population)
3. Juvenile Corrections (Closed to the General Population)
4. Administration of Justice Studies
5. Forensic Science - Crime Scene
6. Forensic Science - Lab Science
7. Law Enforcement Training (Closed to the General Population)
8. Fire Science Selective Admissions
9. Fire Service Management Selective Admissions
10. **Public Administration**
11. Paramedicine Selective Admissions
12. Public Safety, General

Also, it is likely that there will be increased enrollments in PAD100 since it is required in the new BAS Program. Enrollment projections for the BAS Program are 50 in Fall 2023, which incremental increases thereafter. Phoenix College (PC) also offers this new BAS Program and has created a PAD100 course. PC offered PAD100 in Spring 2022, but it did not receive sufficient enrollment to establish a permanent section.

c. Action Plans

PDCA Cycle for PAD107

Plan - As noted earlier, Assessment data from 7/1/2018 - 6/30/2022 shows that 90% or more of students perform at a college level on the Final Projects for all four PAD courses - with one exception. The writing dimension data for PAD107 Final Project shows that only 79% of students perform at a college level, which is just shy of the 80% target

Do - Since many students were losing points due to the failure to cite the data source used to create the Infographic, the assignment instructions were adjusted in March 2023 to require the citation of the source.

Check - Data will be pulled in Spring 2024 for PAD107 - Final Project - writing dimension.

Act - If the intervention has not resulted in moving the writing dimension at or above 80%, additional research and another PDCA cycle will be implemented.

PDCA Cycle for PAD170

Plan - The Program Review process revealed a gap in curriculum related to Oral Communication.

Do - Oral Communication content and a corresponding assessment will be added to PAD170 (Public Sector Organizational Behavior) when the new version is launched in 2024.

Check - Data will be pulled after 3 semesters to see how students are doing on the Oral Communication student learning outcome.

Act - If data shows students are showing at or above college-level on the SLO, no additional action will be taken. If, however, data indicates students are not scoring at or above college-level, research will be conducted and adjustments made accordingly to start a new PDCA cycle.

Despite additional marketing efforts, enrollments in PAD courses and programs have sharply declined since 2021. Moving forward, in addition to action plans related to curriculum, course and program enrollments will be monitored to determine the continued viability of these offerings. The impact of the new Bachelor's Degree on PAD enrollments is not yet known. If enrollments in PAD100 increase without a corresponding increase in other program courses, the decision may be made to just retain that course and not the CCL and AAS. The Chair recommends a follow-up report in three years so that two full years of data related to the Bachelor's Degree will be included.

d. Assessment Team Recommendation

X Continue program and implement stated action plan. Next review due AY2025-26.

☐ 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.

Comments:

Version 8. Last Updated by Assessment Committee 11/21