



Public Administration Program Review

Review Period: Academic Years 2013-2017

Review Conducted: AY2017-18

I. Degrees and Certificates in the Public Administration Program

AAS in Public Administration (3692)

Total Credits: 61-64

Description:

The Associate in Applied Science (AAS) in Public Administration program is designed to meet the needs of employees of government agencies and those desiring employment or advancement in government agencies. The Program covers the history, present, and future of public administration. Courses include topics on finance, communication, organizational behavior, teamwork, and management styles.

Program Notes:

Students must earn a grade of "C" or better for all courses within the program.

+ indicates course has prerequisites and/or corequisites.

++ indicates any suffixed courses.

Program Prerequisites: None.

Required Courses:	18
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Certificate of Completion in Public Administration (5691)	18
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Restricted Electives:	21
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Students must choose twenty-one (21) industry/job specific elective credits from the list of Restricted Electives below and have them approved by the department chair. A student may choose no more than 9 credits within a discipline.

ACC111	Accounting Principles I	3
+	ACC112	Accounting Principles II (3) OR

+	ACC230	Uses of Accounting Information I (3)	3
+	ACC212	Managerial Accounting (3) OR	
+	ACC240	Uses of Accounting Information II (3)	3
	ECN211	Macroeconomic Principles	3
	ECN212	Microeconomic Principles	3
	GBS151	Introduction to Business	3
	GBS205	Legal, Ethical and Regulatory Issues in Business	3
+	GBS233	Business Communication	3
	MGT175	Business Organization and Management	3
	MGT229	Management and Leadership I	3
	POS221	Arizona Constitution	1
	PSY101	Introduction to Psychology	3
	SOC101	Introduction to Sociology	3
	SOC212	Gender and Society	3
	CIS+++++	Any CIS Computer Information Systems Course	
	HCC+++++	Any HCC Health Core Curriculum course	
	HCR+++++	Any HCR Health Care Related Course	
	HSA+++++	Any HSA Human Services Administration courses	
	LBS+++++	Any LBS Library Skills course	
	LET+++++	Any LET Law Enforcement Technology courses	
	PAD+++++	Any PAD Public Administration courses	

General Education Requirements: **22-25**

General Education Core: **12-15**

First-Year Composition **6**

+	ENG101	First-Year Composition (3) OR	
+	ENG107	First-Year Composition for ESL (3) AND	
+	ENG102	First-Year Composition (3) OR	
+	ENG108	First-Year Composition for ESL (3)	

Oral Communication **3**

	COM100	Introduction to Human Communication (3) OR	
	COM230	Small Group Communication (3)	

Critical Reading **0-3**

+	CRE101	College Critical Reading and Critical Thinking (3) OR Equivalent as indicated by assessment.	
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Mathematics **3**

+	MAT112	Mathematical Concepts and Applications (3) OR	
+	MAT122	Intermediate Algebra (3)	

General Education Distribution **10**

Humanities, Arts and Design **3**

Any approved general education course from the Humanities, Arts and Design area.

Social-Behavioral Sciences **3**

Any approved general education course from the Social-Behavioral Sciences area.

Natural Sciences **4**

Any approved general education course from the Natural Science area.

CCL in Public Administration (5691)

Total Credits: 18

Description:

The Certificate of Completion (CCL) in Public Administration program is designed to train employees of government agencies and those seeking employment or advancement in government agencies. Students will be presented with information to gain knowledge and skills in the areas of communication, organizational behavior, teamwork and finance as well as computer usage. The history, present, and future of public administration will also be addressed.

Program Notes:

Students must earn a grade of "C" or better for all courses within the program.

+ indicates course has prerequisites and/or corequisites.

Program Prerequisites: None.

Required Courses: **18**

PAD100	21st Century Public Policy and Service	3
PAD107	Public Finance Administration	3
PAD122	Public Sector Human Resources Management	3
PAD170	Public Sector Organizational Behavior	3
+ PAD200	Public Affairs Economics	3
POS110	American National Government	3

II. Program Purpose and Mission

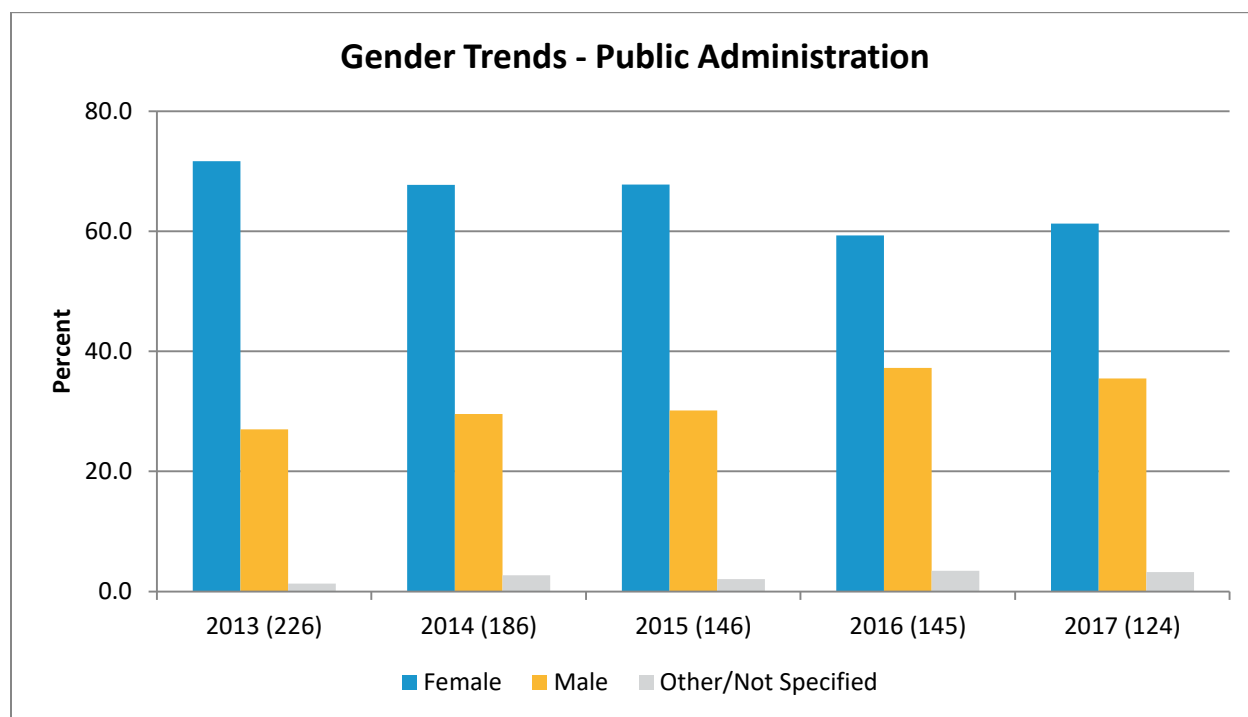
Rio Salado's Public Administration program offers students the opportunity to learn the management and policy-making skills needed for a career as a government employee or military service-member.

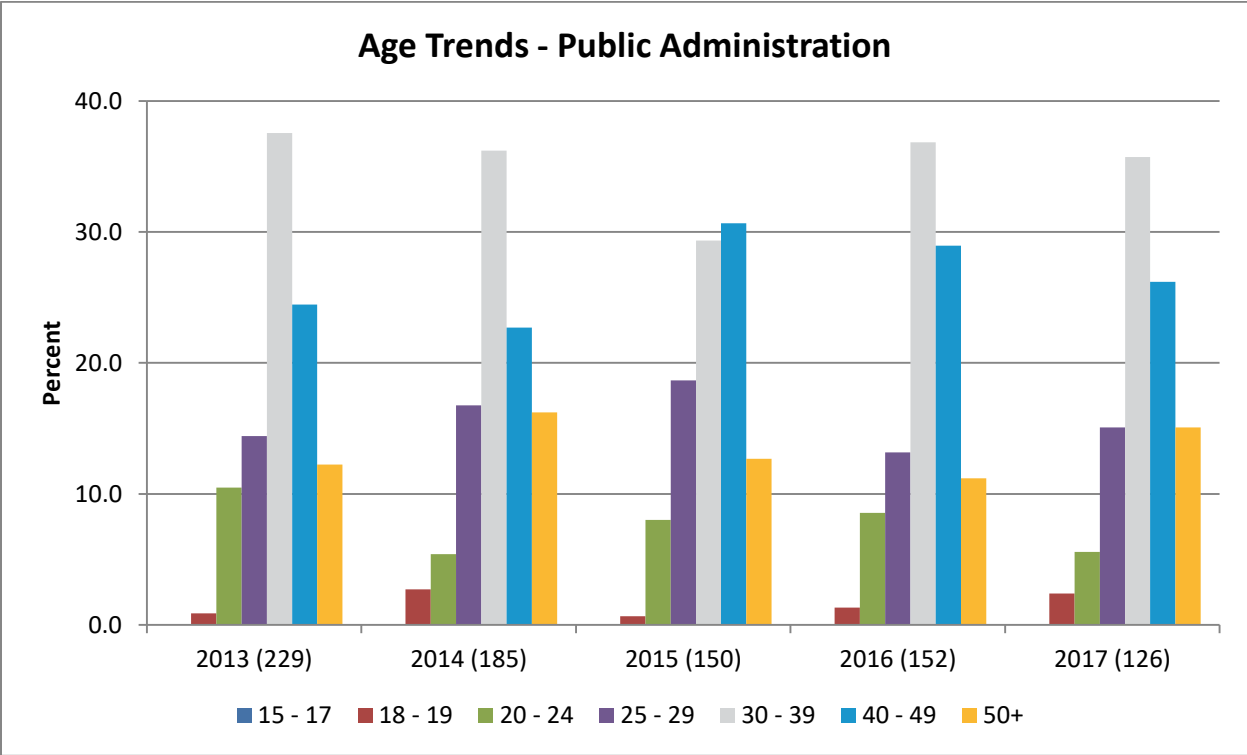
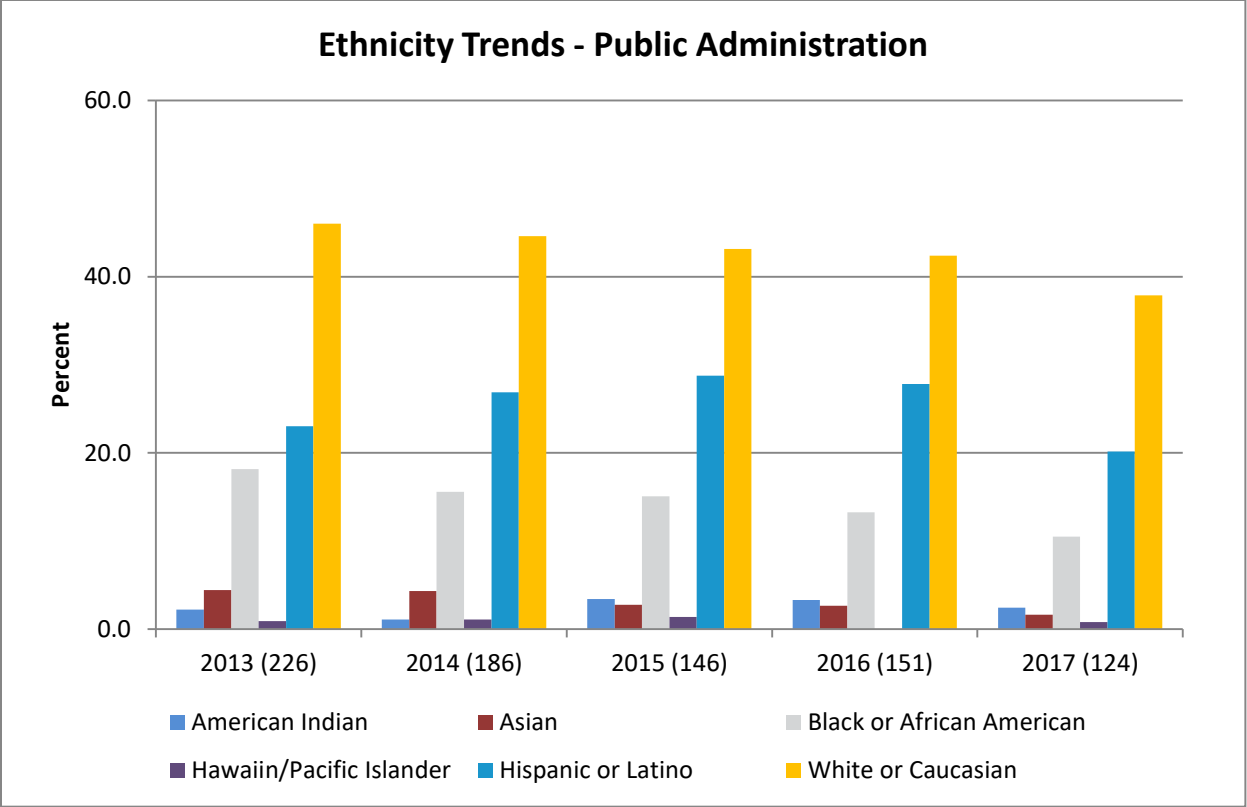
Public Administration program coursework focuses on the areas of communication, organizational behavior, teamwork and finance as well as computer usage.

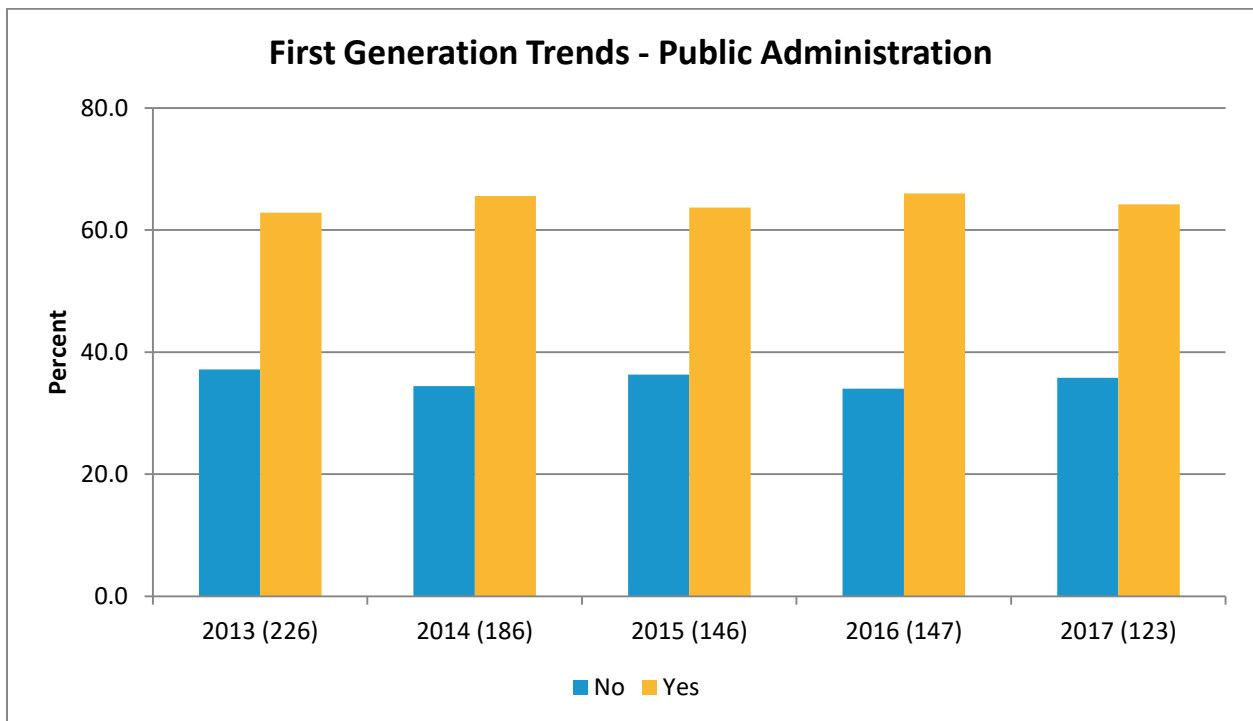
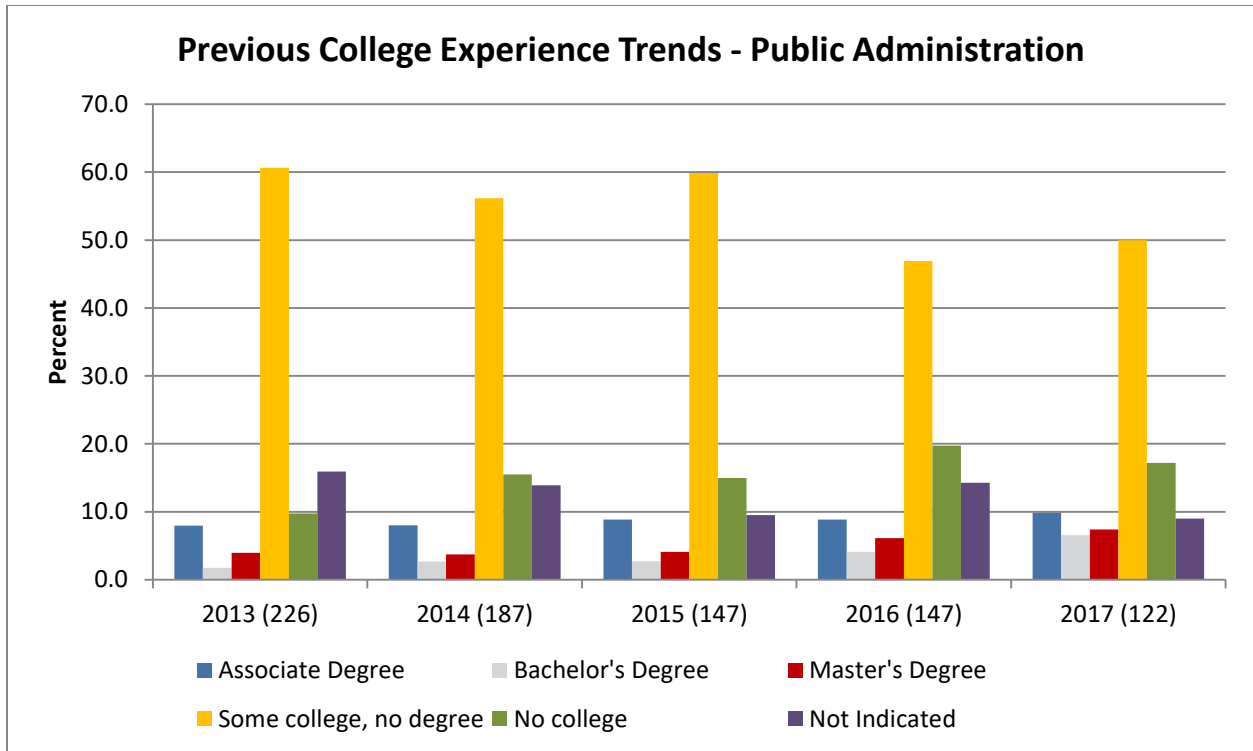
The Public Administration program provides high-quality courses, flexibility in scheduling, affordable tuition and commitment to student success. Courses are offered in either 14-weeks or 8-week options. Students are also able to self-accelerate, which provides additional flexibility to complete the program. Restricted electives in the Associate in Applied Science (AAS) program allow students to use credits from a variety of industry/job related courses to tailor the Program to their specific career goals.

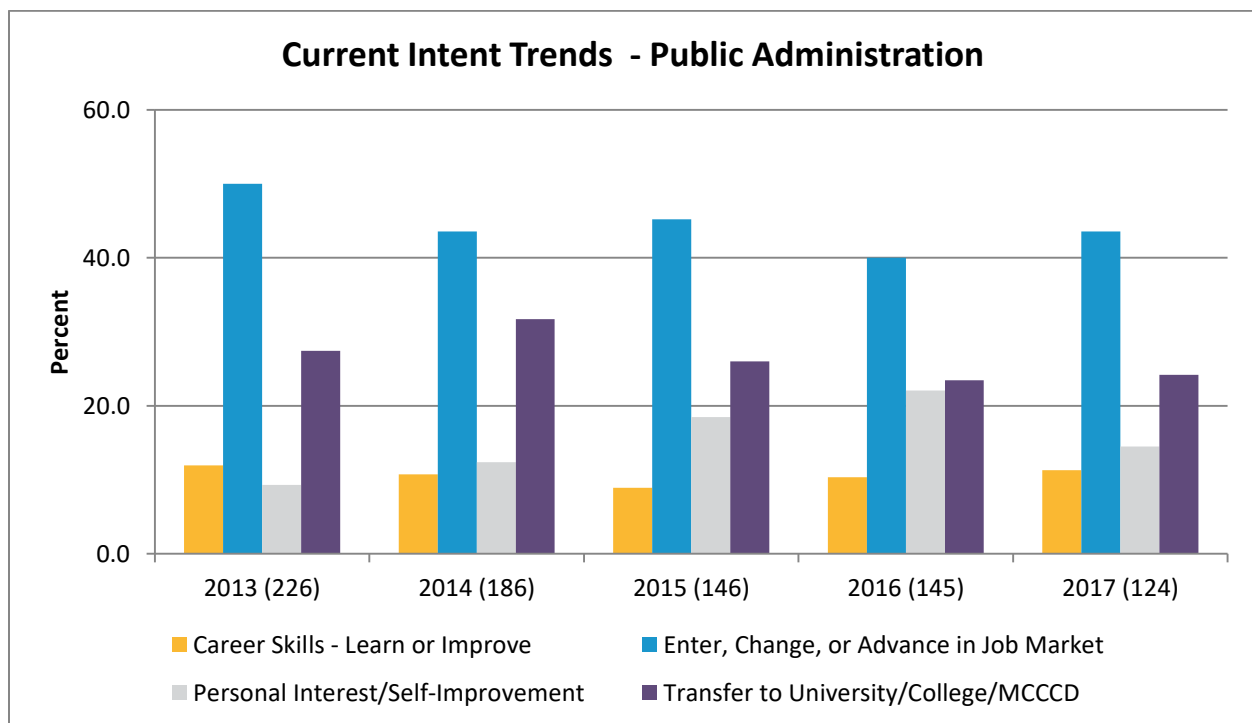
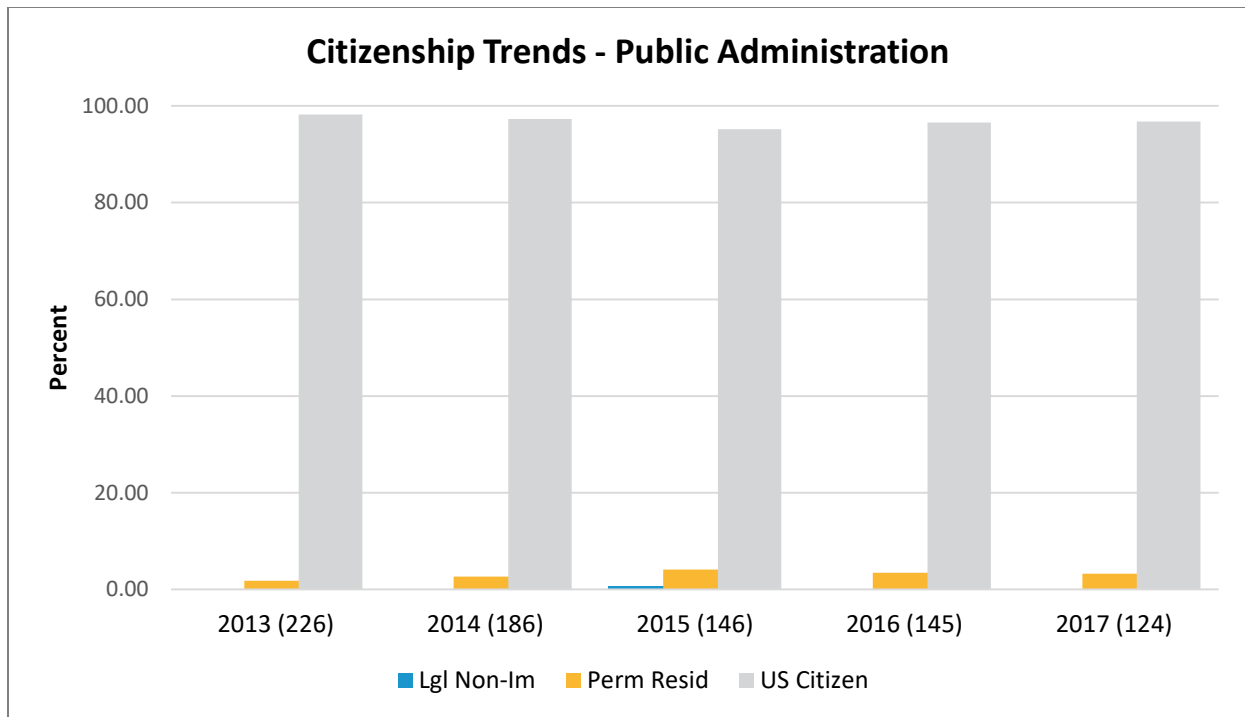
III. Student Population of the Public Administration Program

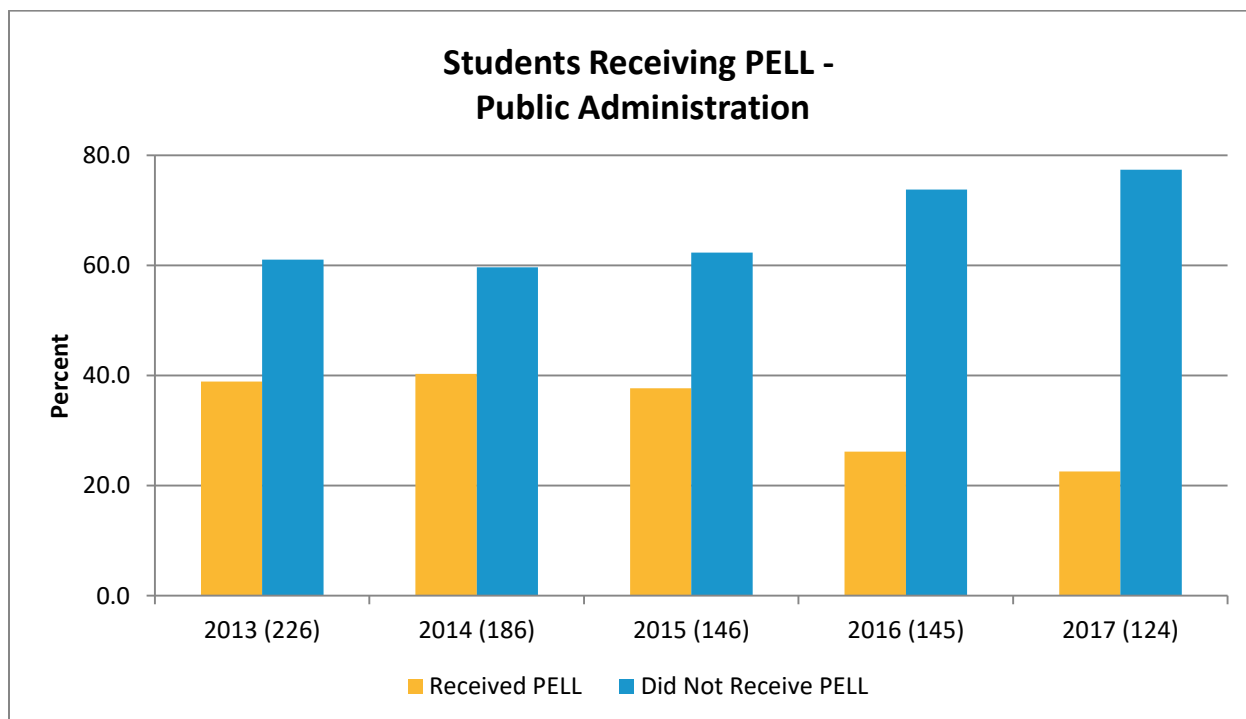
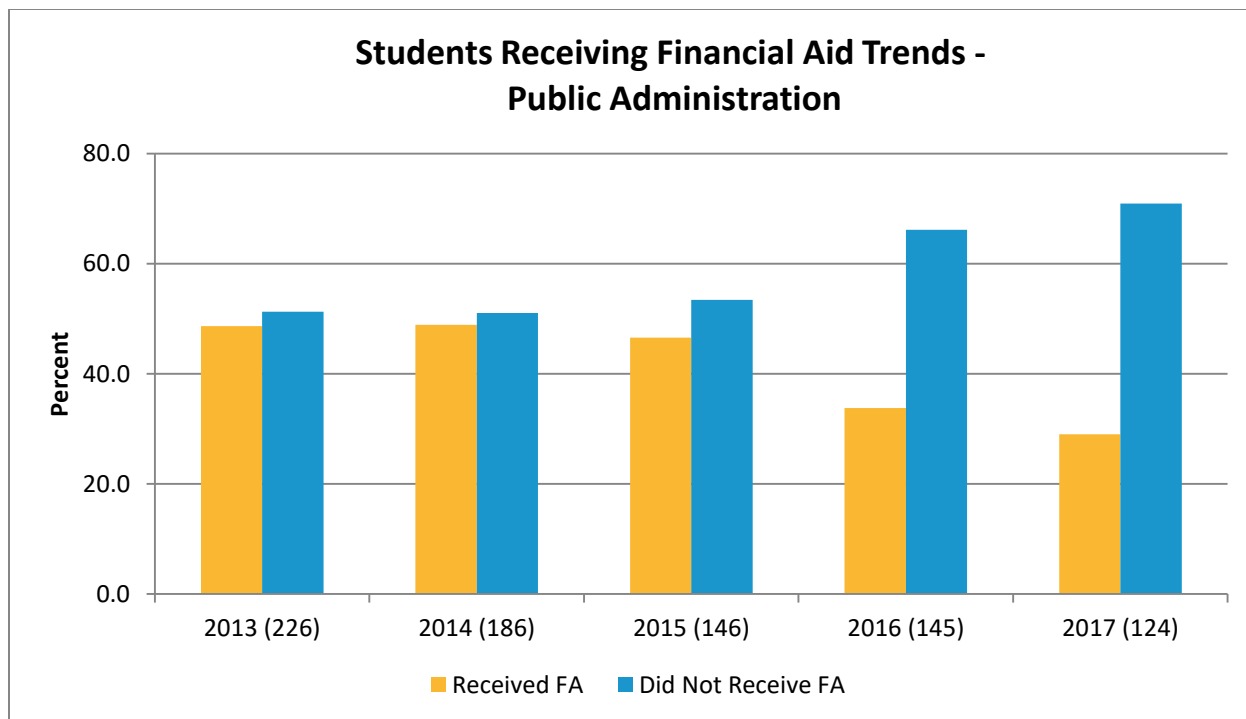
a. Student Data Analysis











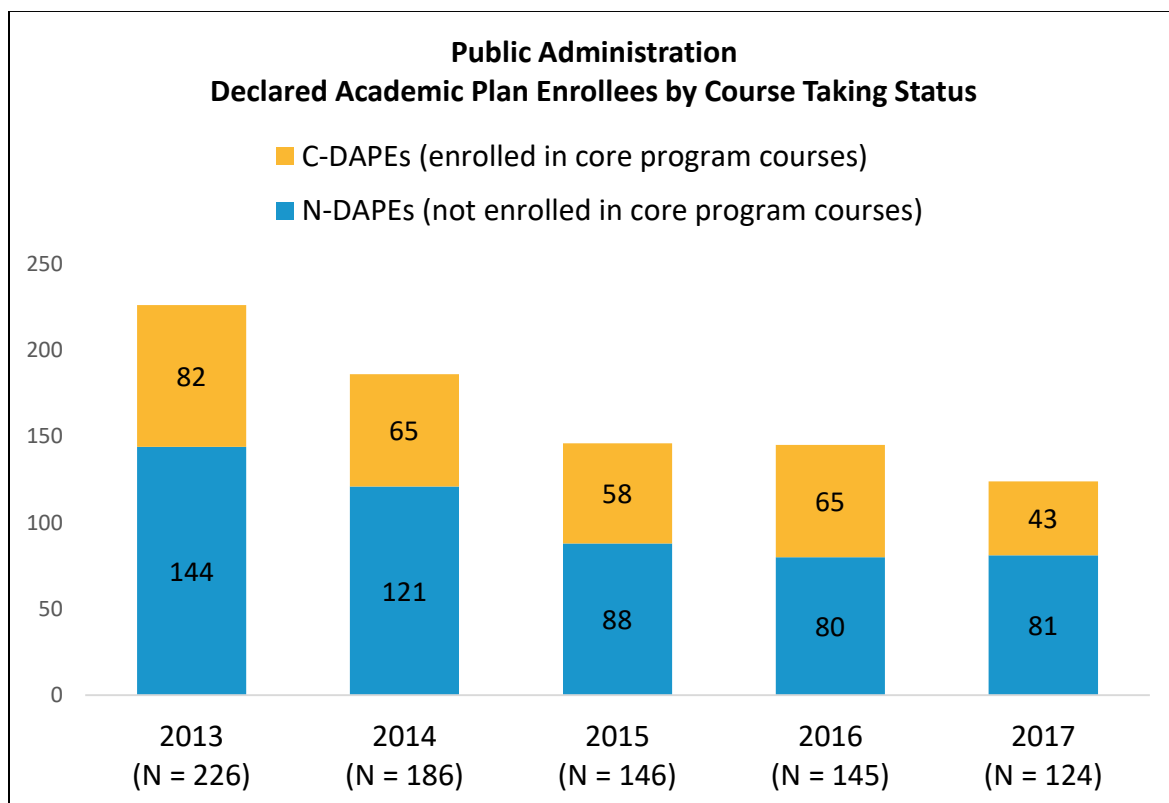
The majority of students in the Public Administration program are female. However, the Gender Trends chart shows the gap has reduced in the past two years. Per Ethnicity and Age

Trends data, students are primarily in the White/Caucasian or Hispanic/Latino categories and the highest age group is 30-39.

In 2017, 50% of students indicated having “some college with no degree” or “no college” and 43% specified “enter, change, or advance in job market” as the motivation for coursework. This response is not surprising because the program is aimed at preparing students to either work in the public sector or advance their existing public sector employment.

b. Enrollment Trends

Table 1. FTSE by Year - Public Administration					
	2013	2014	2015	2016	2017
C-DAPEs (Declared Academic Plan /Enrolled in Core Program Courses)	13.4	13.0	11.2	16.9	12.3



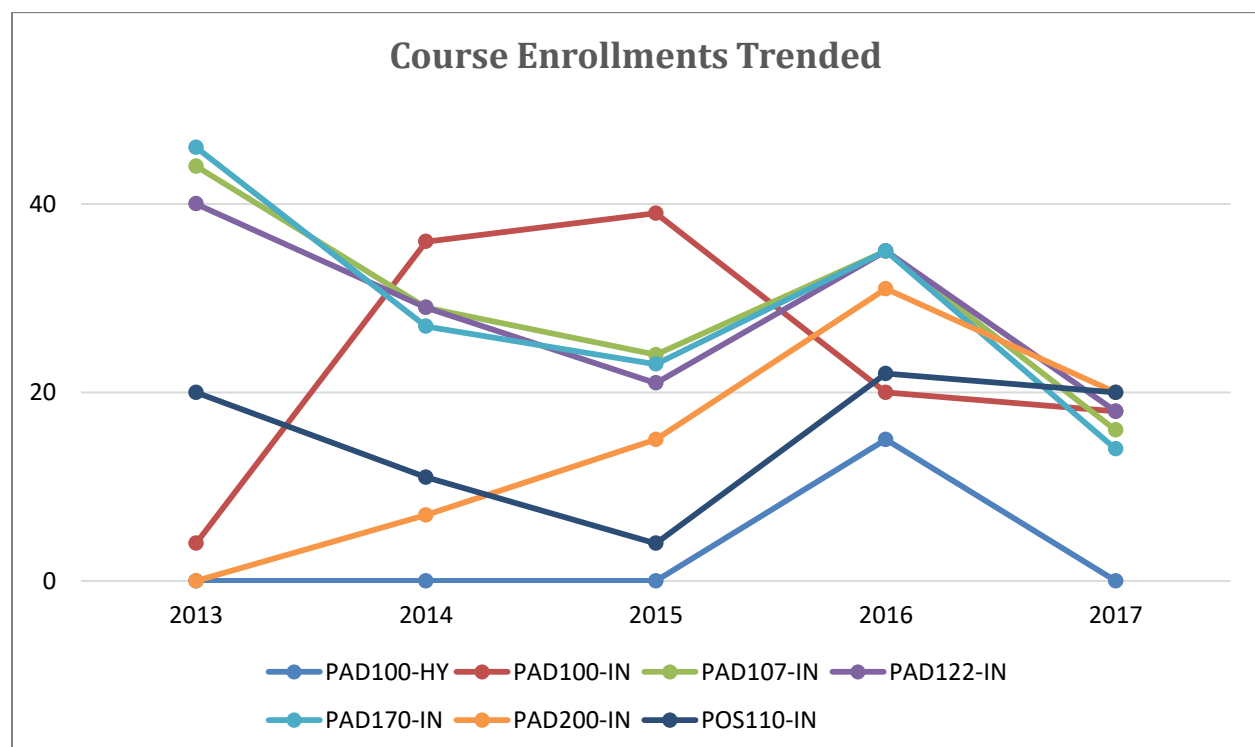
The program has experienced decline from 2013 to 2017. This decline is partly reflective of cohort programs that were offered in previous years. This model has not been popular recently,

which has reduced enrollment. Per feedback from the Advisory Board, the program needs to be updated to meet the current employment requirements of governmental agencies. See Evaluation of Curriculum below for additional information.

Table 2. Top Course Enrollments Trended Public Administration					
Course	2013	2014	2015	2016	2017
PAD100-HY	0	0	0	15	0
PAD100-IN*	4	36	39	20	18
PAD107-IN	44	29	24	35	16
PAD122-IN	40	29	21	35	18
PAD170-IN	46	27	23	7	14
PAD200-IN**	0	7	15	31	20
POS110-IN	20	11	4	22	20
Total	154	139	126	193	106
<i>Note: Top 5 courses are highlighted in yellow.</i>					

*Course started in late 2013

**Course started in 2014



While enrollment in PAD Courses has declined in recent year, we still have enrollment of over 100 in core program courses. By reviewing the course offerings and marketing the program, the enrollment should see growth in the coming years.

c. Student Graduation Data

Table 3. Cohort Graduation Rates and % of Graduates Receiving Financial Aid - Public Administration CCL									
					FY When Award Conferred				
					2013	2014	2015	2016	2017
Total Graduates					45	23	19	18	26
FY Cohorts	Cohort (N)	Conferred Award (N)	% Conferred Award	% Graduates Financial Aid					
2013	41	27	65.9%	63.0%	8	17	2	0	0
2014	24	17	70.8%	58.8%	0	3	14	0	0
2015	24	19	79.2%	47.4%	0	1	3	15	0
2016	32	29	90.6%	34.5%	0	0	0	3	26
2017	8	0	0.0%	NA	0	0	0	0	0

-Reports the total number of graduates without cohort classification constraints.

-Cohort created based on first FY that student declared the academic plan. Cohort created to compute approximate graduation rates; however, for programs with small numbers (Cohort <50), rates are subject to high degrees of variability and should not be used for making inferences. Cohorts will not be identical in size to those created for persistence, which is based on term with summer terms modified.

-If students received any financial aid during their enrollment in the program, they are counted as Graduates with Financial Aid.

Table 4. Cohort Graduation Rates and % of Graduates Receiving Financial Aid - Public Administration AAS									
					FY When Award Conferred				
					2013	2014	2015	2016	2017
Total Graduates					21	25	12	6	8
FY Cohorts	Cohort (N)	Conferred Award (N)	% Conferred Award	% Graduates Financial Aid					
2013	314	53	16.9%	62.3%	21	22	6	3	1
2014	249	50	20.1%	64.0%	14	24	9	2	1
2015	203	38	18.7%	68.4%	3	15	11	6	3
2016	197	37	18.8%	59.5%	3	9	11	6	8
2017	200	52	26.0%	59.6%	9	22	10	3	8

-Reports the total number of graduates without cohort classification constraints.

-Cohort created based on first FY that student declared the academic plan. Cohort created to compute approximate graduation rates; however, for programs with small numbers (Cohort <50), rates are subject to high degrees of variability and should not be used for making inferences. Cohorts will not be identical in size to those created for persistence, which is based on term with summer terms modified.

-If students received any financial aid during their enrollment in the program, they are counted as Graduates with Financial Aid.

Graduation rates hit a high in 2014, and steadily declined through 2016. 2017 data indicates 26 total graduates in the CCL, which is encouraging. Completions are certainly improved when cohort programs are offered. These programs, however, have been less appealing in recent years as student want to retain flexibility in their schedules instead of meeting at a specific date/time.

IV. Student Goals

a. Goals

The Public Administration program is designed to meet the needs of employees of government agencies and those desiring employment or advancement in government agencies. The program covers the history, present, and future of public administration. Courses include topics on finance, communication, organizational behavior, teamwork, and management styles to help students either enter or advance their careers within public service.

A newly formed Alumni Advisory group is planning to survey alumni in the future. At this time, we do not track students after completion. Therefore, we are unable to determine whether or not goals were accomplished. We hope to have this information in the future.

b. Satisfaction

In-Person Questions

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

Table 5. In-Person End-of-Course Evaluation Data									
	Number of Surveys								508
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
POS110	4.57	4.47	4.47	4.10	4.28	4.31	4.05	4.03	4.29
Total	4.57	4.47	4.47	4.41	4.28	4.31	4.05	4.03	4.29

Distance Questions

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

Table 6. Distance End-of-Course Evaluation Data

Number of Surveys							320
	Q1	Q2	Q3	Q4	Q5	Q6	Q7
PAD107	4.47	4.39	4.12	4.20	4.19	4.17	4.21
PAD122	4.51	4.44	4.39	4.44	4.55	4.50	4.53
PAD170	4.27	4.29	4.24	4.22	4.20	3.91	4.11
POS110	4.55	4.47	4.48	4.46	4.37	4.26	4.36
PAD100	4.40	4.42	4.38	4.35	4.23	4.06	4.02
PAD200	4.18	4.29	4.11	4.25	4.04	3.86	3.96
Total	4.44	4.41	4.35	4.36	4.30	4.17	4.24

Both In-Person and Distance survey data indicates high satisfaction with the program. None of the responses indicate real concern, although there is always room for adjustment to ensure student success.

V. Evaluation of Curriculum

The Public Administration program was reviewed at the yearly program Advisory Meeting in February 2018. After discussion, the recommendation was made to adjust the course offerings as indicated below. The group felt strongly that students need Excel knowledge and practical experience. They also felt the content currently offered in PAD200 is covered at a sufficient level in other PAD courses.

Current: Certificate of Completion in Public Administration

Required Courses		18
Course #	Course Title	Credits
PAD100	21st Century Public Policy and Service	3
PAD107	Public Finance Administration	3
PAD122	Public Sector/Human Resources Management	3
PAD170	Public Sector Organizational Behavior	3
PAD200	Public Affairs Economics	3
POS110	American National Government	3

Program Changes in Progress

Required Courses		18
Course #	Course Title	Credits
PAD100	21st Century Public Policy and Service	3
CIS114DE*	Excel Spreadsheet – NEW COURSE	3
PAD107*	Public Finance Administration	3
PAD122*	Public Sector/Human Resources Management	3
PAD170	Public Sector Organizational Behavior	3
PAD200*	Public Affairs Economics (to be retired in Spring 2019)	3
POS110	American National Government	3

*CIS114DE will be the prerequisite for both PAD107 and PAD122

In addition to replacing PAD200 with CIS114DE, the Advisory Board recommended the addition of Excel exercises into PAD courses, as well as more practical examples that relate to the local, state and national government agencies.

Most Public Administration courses are redeveloped on a three-year cycle.

- PAD100 was last updated in Fall 2016.
- PAD107 was last updated in Spring 2017.
- PAD122 was last updated in Spring 2018.
- PAD170 was last updated in Fall 2015. Redevelopment is planned to start in July 2018.
- PAD200 was last updated in Spring 2014. Redevelopment was delayed pending recommendation from the Public Administration Advisory Council. The course will be retired in Spring 2019.

VI. Student Learning Outcomes

a. Program-Level Student Learning Outcomes

AAS in Public Administration: Program Competencies

1. Describe formation, implementation, and evaluation procedures for public policy. (PAD100)
2. Compare and contrast careers in public service and necessary essential skills. (PAD100)
3. Explain the budgeting process and the roles of various public sector budget offices. (PAD107)
4. Summarize financial restraint and auditing in both the public and private sectors. (PAD107)
5. Summarize the following processes: Human resources, performance appraisal, collective bargaining, and grievances. (PAD122)
6. Define equal employment opportunity and cite landmark cases dealing with it. (PAD122)
7. Explain organizational behavior in the public sector. (PAD170)
8. Explain the relationship between attitudes and behavior as well as job satisfaction and behavior. (PAD170)
9. Describe the role of economics in societal development and public policy. (PAD200)
10. Examine the use of macroeconomic and microeconomic principles in public affairs. (PAD200)
11. Examine the National Government and the two major political parties of the United States. (POS110)
12. Summarize the voting systems and lawmaking processes for the U.S. Congress. (POS110)

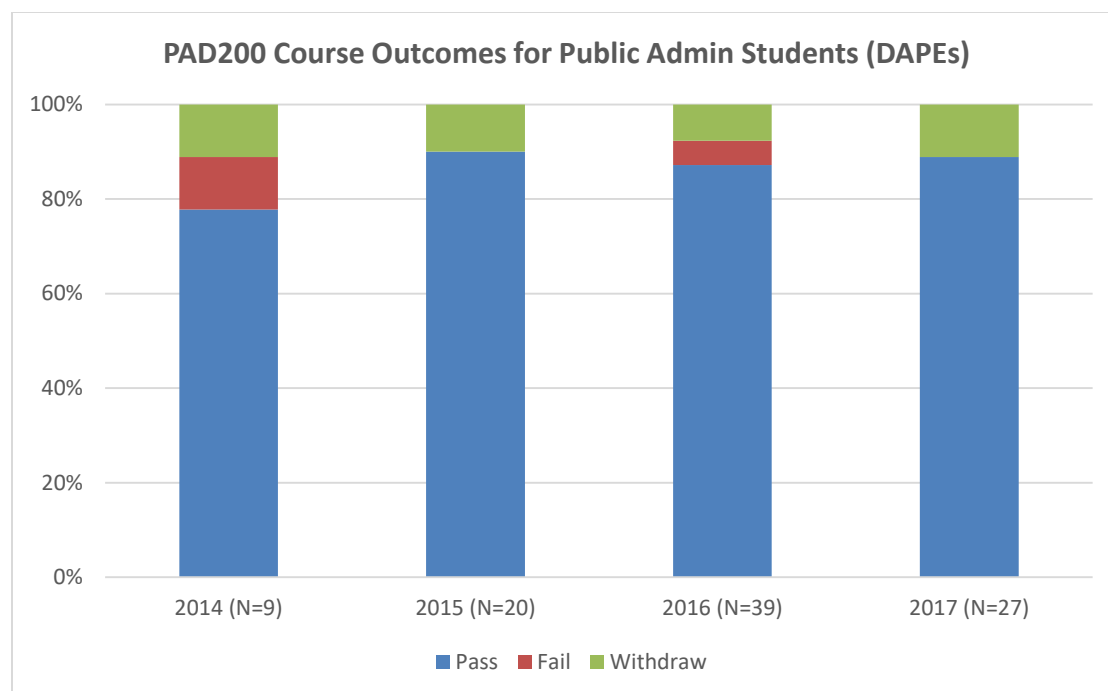
CCL in Public Administration: Program Competencies

1. Describe formation, implementation, and evaluation procedures for public policy. (PAD100)
2. Compare and contrast careers in public service and necessary essential skills. (PAD100)

3. Explain the budgeting process and the roles of various public sector budget offices. (PAD107)
4. Summarize financial restraint and auditing in both the public and private sectors. (PAD107)
5. Summarize the following processes: Human resources, performance appraisal, collective bargaining, and grievances. (PAD122)
6. Define equal employment opportunity and cite landmark cases dealing with it. (PAD122)
7. Explain organizational behavior in the public sector. (PAD170)
8. Explain the relationship between attitudes and behavior as well as job satisfaction and behavior. (PAD170)
9. Describe the role of economics in societal development and public policy. (PAD200)
10. Examine the use of macroeconomic and microeconomic principles in public affairs. (PAD200)
11. Examine the National Government and the two major political parties of the United States. (POS110)
12. Summarize the voting systems and lawmaking processes for the U.S. Congress. (POS110)

Upon graduation, students are qualified to work in governmental agencies or other non-profit organizations, including work as first-line supervisors of office and administrative support workers.

Currently PAD200 is the capstone course within the program. This will need to be adjusted in Spring 2019, when this course is retired.



PAD200 data indicates the pass rate has improved overall since 2014. During the 2016/17 year, 89% of students passed PAD200.

b. College-Wide Student Learning Outcomes

In addition to the program-level outcomes addressed above, all Rio Salado College students must know and be able to do the following:

1. **Critical Thinking:** The student will demonstrate the ability to analyze information, evaluate material, use inference to draw conclusions, and use deductive reasoning and inductive reasoning at a college level
2. **Information Literacy:** The student will demonstrate the ability to determine an information need, access successfully and evaluate critically the needed information, and organize and apply the information appropriately to accomplish a given research task.
3. **Oral Communication:** The student will demonstrate the ability to prepare and present oral communication in a variety of contexts as a college-level speaker.
4. **Reading:** The student will demonstrate the ability to comprehend a variety of materials by determining the central idea and providing textual evidence, drawing inferences or valid conclusions, analyzing the author's purpose and bias, and applying the text to a given task or course content.
5. **Writing:** On a written assignment, the student will demonstrate the ability to generate relevant and sufficient content; organize his or her thoughts coherently; adhere to the conventions of correct mechanics and sentence structure; and use correct terminology and rich vocabulary in the fulfillment, at the college level, of his or her writing assignments.

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

Table 7. Courses and College-Wide Learning Outcomes Included in Public Administration					
Course	Critical Thinking Flag	Reading Flag	Info Lit Flag	Oral Comm Flag	Writing Flag
PAD100	Y		Y		Y
PAD107	Y		Y		Y
PAD122	Y		Y		Y
PAD170	Y		Y		Y
PAD200	Y		Y		Y
POS110	Y	Y	Y		Y

These college-wide student learning outcomes of Critical Thinking, Information Literacy, Oral Communication, Reading and Writing are incorporated into courses as appropriate based on course competencies. All written assignments are aligned with a 4-dimension rubric to help students understand the assessment expectations. The rubric assesses: Understanding, Critical Thinking, Key Concepts and Terms, and Writing.

All courses involve more than one method for assessing student learning. In PAD100, for example, students demonstrate learning through essays, quizzes, and well as projects. This allows students to be assessed in multiple formats.

Scores associated with the college-wide student learning outcomes are reviewed periodically with a goal that all students will score at 70% or higher in these areas.

Assessment data tracked for college-wide student learning outcome(s) for the timeframe 7/1/16 through 6/30/17 for PAD courses indicates 31 assignments where students score below 70%. These assignments are primarily flagged in the writing outcome.

Course	Effective Date	Assessment	Dimension	Critical Thinking	Info Lit	Oral Comm	Reading	Writing	Student Count	% Student @ CL
PAD100	3/4/2013	Lesson 1: Journal Entries	Critical thinking	Y	Y				30	77%
PAD100	3/4/2013	Lesson 1: Journal Entries	Understanding		Y				30	77%
PAD100	3/4/2013	Lesson 1: Journal Entries	Writing					Y	30	40%
PAD100	3/4/2013	Lesson 2: Journal Entries	Critical thinking	Y	Y				25	84%
PAD100	3/4/2013	Lesson 2: Journal Entries	Understanding		Y				25	88%
PAD100	3/4/2013	Lesson 2: Journal Entries	Writing					Y	25	60%
PAD100	3/4/2013	Lesson 3: Journal Entry	Critical thinking	Y	Y				25	84%
PAD100	3/4/2013	Lesson 3: Journal Entry	Understanding		Y				25	88%
PAD100	3/4/2013	Lesson 3: Journal Entry	Writing					Y	25	68%
PAD100	3/4/2013	Lesson 3: Public Problem Essay 1	Critical thinking	Y	Y				24	88%

Course	Effective Date	Assessment	Dimension	Critical Thinking	Info Lit	Oral Comm	Reading	Writing	Student Count	% Student @ CL
PAD100	3/4/2013	Lesson 3: Public Problem Essay 1	Problem Solving	Y					24	83%
PAD100	3/4/2013	Lesson 3: Public Problem Essay 1	Understanding		Y				24	83%
PAD100	3/4/2013	Lesson 3: Public Problem Essay 1	Writing					Y	24	79%
PAD100	3/4/2013	Lesson 4: Journal Entries	Critical thinking	Y	Y				22	86%
PAD100	3/4/2013	Lesson 4: Journal Entries	Understanding		Y				22	96%
PAD100	3/4/2013	Lesson 4: Journal Entries	Writing					Y	22	68%
PAD100	3/4/2013	Lesson 5: Journal Entries	Critical thinking	Y	Y				23	87%
PAD100	3/4/2013	Lesson 5: Journal Entries	Understanding		Y				23	91%
PAD100	3/4/2013	Lesson 5: Journal Entries	Writing					Y	23	74%
PAD100	3/4/2013	Lesson 6: Journal Entries	Critical thinking	Y	Y				24	100%
PAD100	3/4/2013	Lesson 6: Journal Entries	Understanding		Y				24	96%
PAD100	3/4/2013	Lesson 6: Journal Entries	Writing					Y	24	71%
PAD100	3/4/2013	Lesson 7: Journal Entries	Critical thinking	Y	Y				24	96%
PAD100	3/4/2013	Lesson 7: Journal Entries	Understanding		Y				24	96%
PAD100	3/4/2013	Lesson 7: Journal Entries	Writing					Y	24	79%
PAD100	3/4/2013	Lesson 8: Journal Entry	Critical thinking	Y	Y				26	89%
PAD100	3/4/2013	Lesson 8: Journal Entry	Understanding		Y				26	92%
PAD100	3/4/2013	Lesson 8: Journal Entry	Writing					Y	26	81%
PAD100	3/4/2013	Lesson 8: Public Problem Essay 2	Critical thinking	Y	Y				30	77%
PAD100	3/4/2013	Lesson 8: Public	Problem Solving	Y					30	77%

Course	Effective Date	Assessment	Dimension	Critical Thinking	Info Lit	Oral Comm	Reading	Writing	Student Count	% Student @ CL
		Problem Essay 2								
PAD100	3/4/2013	Lesson 8: Public Problem Essay 2	Understanding		Y				30	73%
PAD100	3/4/2013	Lesson 8: Public Problem Essay 2	Writing					Y	30	70%
PAD100	3/4/2013	Lesson 9: Journal Entries	Critical thinking	Y	Y				26	85%
PAD100	3/4/2013	Lesson 9: Journal Entries	Understanding		Y				26	89%
PAD100	3/4/2013	Lesson 9: Journal Entries	Writing					Y	26	77%
PAD100	3/4/2013	Lesson 10: Journal Entry	Critical thinking	Y	Y				27	96%
PAD100	3/4/2013	Lesson 10: Journal Entry	Understanding		Y				27	96%
PAD100	3/4/2013	Lesson 10: Journal Entry	Writing					Y	27	82%
PAD100	3/4/2013	Lesson 10: Public Problem Essay 3	Critical thinking	Y	Y				28	82%
PAD100	3/4/2013	Lesson 10: Public Problem Essay 3	Problem Solving	Y					28	86%
PAD100	3/4/2013	Lesson 10: Public Problem Essay 3	Understanding		Y				28	82%
PAD100	3/4/2013	Lesson 10: Public Problem Essay 3	Writing					Y	28	75%
PAD100	3/4/2013	Lesson 11: Journal Entries	Critical thinking	Y	Y				26	89%
PAD100	3/4/2013	Lesson 11: Journal Entries	Understanding		Y				26	92%
PAD100	3/4/2013	Lesson 11: Journal Entries	Writing					Y	26	73%
PAD100	3/4/2013	Lesson 12: Journal Entries	Critical thinking	Y	Y				25	92%
PAD100	3/4/2013	Lesson 12: Journal Entries	Understanding		Y				25	96%
PAD100	3/4/2013	Lesson 12: Journal Entries	Writing					Y	25	84%
PAD100	3/4/2013	Lesson 12: Public Problem Essay 4	Critical thinking	Y	Y				28	82%

Course	Effective Date	Assessment	Dimension	Critical Thinking	Info Lit	Oral Comm	Reading	Writing	Student Count	% Student @ CL
PAD100	3/4/2013	Lesson 12: Public Problem Essay 4	Problem Solving	Y					28	82%
PAD100	3/4/2013	Lesson 12: Public Problem Essay 4	Understanding		Y				28	82%
PAD100	3/4/2013	Lesson 12: Public Problem Essay 4	Writing					Y	28	79%
PAD100	3/4/2013	Lesson 13: Journal Entry	Critical thinking	Y	Y				25	96%
PAD100	3/4/2013	Lesson 13: Journal Entry	Understanding		Y				25	92%
PAD100	3/4/2013	Lesson 13: Journal Entry	Writing					Y	25	76%
PAD100	3/4/2013	Lesson 13: Final Exam: Essay	Critical thinking	Y	Y				25	96%
PAD100	3/4/2013	Lesson 13: Final Exam: Essay	Problem Solving	Y					25	96%
PAD100	3/4/2013	Lesson 13: Final Exam: Essay	Understanding		Y				25	100%
PAD100	3/4/2013	Lesson 13: Final Exam: Essay	Writing					Y	25	92%
PAD100	10/17/2016	Lesson 1: Essay	Critical Thinking	Y	Y				39	97%
PAD100	10/17/2016	Lesson 1: Essay	Understanding		Y				39	97%
PAD100	10/17/2016	Lesson 1: Essay	Writing					Y	39	67%
PAD100	10/17/2016	Lesson 2: Essay	Critical Thinking	Y	Y				40	85%
PAD100	10/17/2016	Lesson 2: Essay	Understanding		Y				40	90%
PAD100	10/17/2016	Lesson 2: Essay	Writing					Y	40	63%
PAD100	10/17/2016	Lesson 3: Project Essay	Critical Thinking	Y	Y				38	87%
PAD100	10/17/2016	Lesson 3: Project Essay	Understanding		Y				38	82%
PAD100	10/17/2016	Lesson 3: Project Essay	Writing					Y	38	71%
PAD100	10/17/2016	Lesson 4: Essay	Critical Thinking	Y	Y				35	91%
PAD100	10/17/2016	Lesson 4: Essay	Key Concepts and Terms						35	94%

Course	Effective Date	Assessment	Dimension	Critical Thinking	Info Lit	Oral Comm	Reading	Writing	Student Count	% Student @ CL
PAD100	10/17/2016	Lesson 4: Essay	Understanding		Y				35	89%
PAD100	10/17/2016	Lesson 4: Essay	Writing					Y	35	83%
PAD100	10/17/2016	Lesson 5: Essay	Critical Thinking	Y	Y				33	94%
PAD100	10/17/2016	Lesson 5: Essay	Understanding		Y				33	94%
PAD100	10/17/2016	Lesson 5: Essay	Writing					Y	33	64%
PAD100	10/17/2016	Lesson 6: Essay	Critical Thinking	Y	Y				27	100%
PAD100	10/17/2016	Lesson 6: Essay	Understanding		Y				27	100%
PAD100	10/17/2016	Lesson 6: Essay	Writing					Y	27	74%
PAD100	10/17/2016	Lesson 7: Project Essay	Critical Thinking	Y	Y				29	90%
PAD100	10/17/2016	Lesson 7: Project Essay	Understanding		Y				29	93%
PAD100	10/17/2016	Lesson 7: Project Essay	Writing					Y	29	79%
PAD100	10/17/2016	Lesson 8: Essay	Critical Thinking	Y	Y				27	96%
PAD100	10/17/2016	Lesson 8: Essay	Understanding		Y				27	96%
PAD100	10/17/2016	Lesson 8: Essay	Writing					Y	27	67%
PAD100	10/17/2016	Lesson 9: Project Essay	Critical Thinking	Y	Y				27	96%
PAD100	10/17/2016	Lesson 9: Project Essay	Understanding		Y				27	93%
PAD100	10/17/2016	Lesson 9: Project Essay	Writing					Y	27	89%
PAD100	10/17/2016	Lesson 10: Essay	Critical Thinking	Y	Y				26	89%
PAD100	10/17/2016	Lesson 10: Essay	Understanding		Y				26	92%
PAD100	10/17/2016	Lesson 10: Essay	Writing					Y	26	73%
PAD100	10/17/2016	Lesson 11: Project Essay	Critical Thinking	Y	Y				24	96%
PAD100	10/17/2016	Lesson 11: Project Essay	Understanding		Y				24	92%
PAD100	10/17/2016	Lesson 11: Project	Writing					Y	24	79%

Course	Effective Date	Assessment	Dimension	Critical Thinking	Info Lit	Oral Comm	Reading	Writing	Student Count	% Student @ CL
		Essay								
PAD100	10/17/2016	Lesson 12: Essay	Critical Thinking	Y	Y				24	100%
PAD100	10/17/2016	Lesson 12: Essay	Understanding		Y				24	96%
PAD100	10/17/2016	Lesson 12: Essay	Writing					Y	24	79%
PAD100	10/17/2016	Lesson 13: Final Exam Part 2: Essay	Critical Thinking	Y	Y				24	100%
PAD100	10/17/2016	Lesson 13: Final Exam Part 2: Essay	Understanding		Y				24	96%
PAD100	10/17/2016	Lesson 13: Final Exam Part 2: Essay	Writing					Y	24	88%
PAD107	3/9/2015	Lesson 1 Essay	Critical Thinking	Y	Y				20	100%
PAD107	3/9/2015	Lesson 1 Essay	Key Concepts & Terms						20	85%
PAD107	3/9/2015	Lesson 1 Essay	Understanding		Y				20	95%
PAD107	3/9/2015	Lesson 1 Essay	Writing					Y	20	25%
PAD107	3/9/2015	Lesson 2 Essay	Critical Thinking	Y	Y				20	85%
PAD107	3/9/2015	Lesson 2 Essay	Understanding		Y				20	85%
PAD107	3/9/2015	Lesson 2 Essay	Writing					Y	20	25%
PAD107	3/9/2015	Lesson 2 Email Communication	Critical Thinking	Y	Y				18	89%
PAD107	3/9/2015	Lesson 2 Email Communication	Understanding		Y				18	89%
PAD107	3/9/2015	Lesson 2 Email Communication	Writing					Y	18	56%
PAD107	3/9/2015	Lesson 3 Essay	Critical Thinking	Y	Y				19	95%
PAD107	3/9/2015	Lesson 3 Essay	Understanding		Y				19	79%
PAD107	3/9/2015	Lesson 3 Essay	Writing					Y	19	26%
PAD107	3/9/2015	Lesson 3 Email Communication	Critical Thinking	Y	Y				20	90%
PAD107	3/9/2015	Lesson 3 Email Communication	Understanding		Y				20	75%

Course	Effective Date	Assessment	Dimension	Critical Thinking	Info Lit	Oral Comm	Reading	Writing	Student Count	% Student @ CL
PAD107	3/9/2015	Lesson 3 Email Communication	Writing					Y	20	75%
PAD107	3/9/2015	Lesson 4 Essay 1	Critical Thinking	Y	Y				16	94%
PAD107	3/9/2015	Lesson 4 Essay 1	Understanding		Y				16	94%
PAD107	3/9/2015	Lesson 4 Essay 1	Writing					Y	16	50%
PAD107	3/9/2015	Lesson 4 Essay 2	Critical Thinking	Y	Y				16	100%
PAD107	3/9/2015	Lesson 4 Essay 2	Understanding		Y				16	88%
PAD107	3/9/2015	Lesson 4 Essay 2	Writing					Y	16	44%
PAD107	3/9/2015	Lesson 5 Essay 1	Critical Thinking	Y	Y				20	90%
PAD107	3/9/2015	Lesson 5 Essay 1	Understanding		Y				20	85%
PAD107	3/9/2015	Lesson 5 Essay 1	Writing					Y	20	30%
PAD107	3/9/2015	Lesson 5 Essay 2	Critical Thinking	Y	Y				20	90%
PAD107	3/9/2015	Lesson 5 Essay 2	Understanding		Y				20	95%
PAD107	3/9/2015	Lesson 5 Essay 2	Writing					Y	20	55%
PAD107	3/9/2015	Lesson 6 Essay	Critical Thinking	Y	Y				19	100%
PAD107	3/9/2015	Lesson 6 Essay	Understanding		Y				19	95%
PAD107	3/9/2015	Lesson 6 Essay	Writing					Y	19	47%
PAD107	3/9/2015	Lesson 7 Essay 1	Critical Thinking	Y	Y				19	100%
PAD107	3/9/2015	Lesson 7 Essay 1	Understanding		Y				19	95%
PAD107	3/9/2015	Lesson 7 Essay 1	Writing					Y	19	63%
PAD107	3/9/2015	Lesson 7 Essay 2	Critical Thinking	Y	Y				19	100%
PAD107	3/9/2015	Lesson 7 Essay 2	Understanding		Y				19	100%
PAD107	3/9/2015	Lesson 7 Essay 2	Writing					Y	19	58%
PAD107	3/9/2015	Lesson 8 Essay	Critical Thinking	Y	Y				19	95%
PAD107	3/9/2015	Lesson 8 Essay	Key Concepts & Terms						19	100%

Course	Effective Date	Assessment	Dimension	Critical Thinking	Info Lit	Oral Comm	Reading	Writing	Student Count	% Student @ CL
PAD107	3/9/2015	Lesson 8 Essay	Understanding		Y				19	95%
PAD107	3/9/2015	Lesson 8 Essay	Writing					Y	19	74%
PAD107	3/9/2015	Final Exam Essay	Critical Thinking	Y	Y				19	95%
PAD107	3/9/2015	Final Exam Essay	Understanding		Y				19	95%
PAD107	3/9/2015	Final Exam Essay	Writing					Y	19	95%
PAD107	3/6/2017	Lesson 1 Essay	Critical Thinking	Y	Y				4	100%
PAD107	3/6/2017	Lesson 1 Essay	Key Concepts & Terms						4	100%
PAD107	3/6/2017	Lesson 1 Essay	Understanding		Y				4	100%
PAD107	3/6/2017	Lesson 1 Essay	Writing					Y	4	75%
PAD107	3/6/2017	Lesson 2 Essay	Critical Thinking	Y	Y				4	75%
PAD107	3/6/2017	Lesson 2 Essay	Key Concepts & Terms						4	75%
PAD107	3/6/2017	Lesson 2 Essay	Understanding		Y				4	75%
PAD107	3/6/2017	Lesson 2 Essay	Writing					Y	4	75%
PAD107	3/6/2017	Lesson 2 Email Communication	Critical Thinking	Y	Y				4	100%
PAD107	3/6/2017	Lesson 2 Email Communication	Understanding		Y				4	100%
PAD107	3/6/2017	Lesson 2 Email Communication	Writing					Y	4	75%
PAD107	3/6/2017	Lesson 3 Essay	Critical Thinking	Y	Y				2	100%
PAD107	3/6/2017	Lesson 3 Essay	Understanding		Y				2	100%
PAD107	3/6/2017	Lesson 3 Essay	Writing					Y	2	100%
PAD107	3/6/2017	Lesson 3 Email Communication	Critical Thinking	Y	Y				1	100%
PAD107	3/6/2017	Lesson 3 Email Communication	Writing					Y	1	100%
PAD122	3/10/2014	Lesson 1 Essay	Critical Thinking	Y	Y				26	100%
PAD122	3/10/2014	Lesson 1 Essay	Key Concepts and Terms						26	100%

Course	Effective Date	Assessment	Dimension	Critical Thinking	Info Lit	Oral Comm	Reading	Writing	Student Count	% Student @ CL
PAD122	3/10/2014	Lesson 1 Essay	Understanding		Y				26	92%
PAD122	3/10/2014	Lesson 1 Essay	Writing					Y	26	89%
PAD122	3/10/2014	Lesson 2 Essay	Critical Thinking	Y	Y				26	100%
PAD122	3/10/2014	Lesson 2 Essay	Understanding		Y				26	100%
PAD122	3/10/2014	Lesson 2 Essay	Writing					Y	26	77%
PAD122	3/10/2014	Lesson 3 Essay	Critical Thinking	Y	Y				25	92%
PAD122	3/10/2014	Lesson 3 Essay	Problem Solving	Y					25	96%
PAD122	3/10/2014	Lesson 3 Essay	Understanding		Y				25	92%
PAD122	3/10/2014	Lesson 3 Essay	Writing					Y	25	92%
PAD122	3/10/2014	Lesson 4 Essay	Critical Thinking	Y	Y				23	100%
PAD122	3/10/2014	Lesson 4 Essay	Problem Solving	Y					23	100%
PAD122	3/10/2014	Lesson 4 Essay	Understanding		Y				23	96%
PAD122	3/10/2014	Lesson 4 Essay	Writing					Y	23	91%
PAD122	3/10/2014	Lesson 5 Essay	Critical Thinking	Y	Y				26	92%
PAD122	3/10/2014	Lesson 5 Essay	Problem Solving	Y					26	96%
PAD122	3/10/2014	Lesson 5 Essay	Understanding		Y				26	77%
PAD122	3/10/2014	Lesson 5 Essay	Writing					Y	26	89%
PAD122	3/10/2014	Lesson 6 Essay	Critical Thinking	Y	Y				26	100%
PAD122	3/10/2014	Lesson 6 Essay	Problem Solving	Y					26	100%
PAD122	3/10/2014	Lesson 6 Essay	Understanding		Y				26	96%
PAD122	3/10/2014	Lesson 6 Essay	Writing					Y	26	89%
PAD122	3/10/2014	Lesson 7 Essay	Critical Thinking	Y	Y				26	100%
PAD122	3/10/2014	Lesson 7 Essay	Problem Solving	Y					26	100%
PAD122	3/10/2014	Lesson 7 Essay	Understanding		Y				26	92%
PAD122	3/10/2014	Lesson 7 Essay	Writing					Y	26	89%

Course	Effective Date	Assessment	Dimension	Critical Thinking	Info Lit	Oral Comm	Reading	Writing	Student Count	% Student @ CL
PAD122	3/10/2014	Lesson 8 Essay	Critical Thinking	Y	Y				33	100%
PAD122	3/10/2014	Lesson 8 Essay	Problem Solving	Y					33	100%
PAD122	3/10/2014	Lesson 8 Essay	Understanding		Y				33	97%
PAD122	3/10/2014	Lesson 8 Essay	Writing					Y	33	85%
PAD122	3/10/2014	Lesson 9 Essay	Critical Thinking	Y	Y				32	88%
PAD122	3/10/2014	Lesson 9 Essay	Problem Solving	Y					32	94%
PAD122	3/10/2014	Lesson 9 Essay	Understanding		Y				32	88%
PAD122	3/10/2014	Lesson 9 Essay	Writing					Y	32	88%
PAD122	3/10/2014	Lesson 10 Essay	Critical Thinking	Y	Y				32	97%
PAD122	3/10/2014	Lesson 10 Essay	Problem Solving	Y					32	100%
PAD122	3/10/2014	Lesson 10 Essay	Understanding		Y				32	97%
PAD122	3/10/2014	Lesson 10 Essay	Writing					Y	32	91%
PAD122	3/10/2014	Lesson 11 Essay	Critical Thinking	Y	Y				33	100%
PAD122	3/10/2014	Lesson 11 Essay	Problem Solving	Y					33	100%
PAD122	3/10/2014	Lesson 11 Essay	Understanding		Y				33	100%
PAD122	3/10/2014	Lesson 11 Essay	Writing					Y	33	91%
PAD122	3/10/2014	Lesson 12 Essay	Critical Thinking	Y	Y				33	97%
PAD122	3/10/2014	Lesson 12 Essay	Problem Solving	Y					33	97%
PAD122	3/10/2014	Lesson 12 Essay	Understanding		Y				33	97%
PAD122	3/10/2014	Lesson 12 Essay	Writing					Y	33	91%
PAD122	3/10/2014	Final Project	Critical Thinking	Y	Y				31	100%
PAD122	3/10/2014	Final Project	Problem Solving	Y					31	100%
PAD122	3/10/2014	Final Project	Understanding		Y				31	100%
PAD122	3/10/2014	Final Project	Writing					Y	31	87%
PAD170	8/24/2015	Lesson 1 Essay	Critical Thinking	Y	Y				41	90%

Course	Effective Date	Assessment	Dimension	Critical Thinking	Info Lit	Oral Comm	Reading	Writing	Student Count	% Student @ CL
PAD170	8/24/2015	Lesson 1 Essay	Understanding		Y				41	85%
PAD170	8/24/2015	Lesson 1 Essay	Writing					Y	41	42%
PAD170	8/24/2015	Lesson 2 Essay	Critical Thinking	Y	Y				39	80%
PAD170	8/24/2015	Lesson 2 Essay	Understanding		Y				39	74%
PAD170	8/24/2015	Lesson 2 Essay	Writing					Y	39	41%
PAD170	8/24/2015	Lesson 3 Essay	Critical Thinking	Y	Y				34	85%
PAD170	8/24/2015	Lesson 3 Essay	Understanding		Y				34	85%
PAD170	8/24/2015	Lesson 3 Essay	Writing					Y	34	53%
PAD170	8/24/2015	Lesson 4 Essay	Critical Thinking	Y	Y				34	85%
PAD170	8/24/2015	Lesson 4 Essay	Key Concepts and Terms						34	79%
PAD170	8/24/2015	Lesson 4 Essay	Understanding		Y				34	85%
PAD170	8/24/2015	Lesson 4 Essay	Writing					Y	34	56%
PAD170	8/24/2015	Lesson 4 Project Essay	Critical Thinking	Y	Y				32	75%
PAD170	8/24/2015	Lesson 4 Project Essay	Understanding		Y				32	75%
PAD170	8/24/2015	Lesson 4 Project Essay	Writing					Y	32	66%
PAD170	8/24/2015	Lesson 5 Essay	Critical Thinking	Y	Y				32	88%
PAD170	8/24/2015	Lesson 5 Essay	Understanding		Y				32	91%
PAD170	8/24/2015	Lesson 5 Essay	Writing					Y	32	66%
PAD170	8/24/2015	Lesson 6 Essay	Critical Thinking	Y	Y				32	91%
PAD170	8/24/2015	Lesson 6 Essay	Understanding		Y				32	91%
PAD170	8/24/2015	Lesson 6 Essay	Writing					Y	32	63%
PAD170	8/24/2015	Lesson 7 Essay	Critical Thinking	Y	Y				34	88%
PAD170	8/24/2015	Lesson 7 Essay	Understanding		Y				34	85%
PAD170	8/24/2015	Lesson 7 Essay	Writing					Y	34	68%

Course	Effective Date	Assessment	Dimension	Critical Thinking	Info Lit	Oral Comm	Reading	Writing	Student Count	% Student @ CL
PAD170	8/24/2015	Lesson 8 Essay	Critical Thinking	Y	Y				33	91%
PAD170	8/24/2015	Lesson 8 Essay	Understanding		Y				33	91%
PAD170	8/24/2015	Lesson 8 Essay	Writing					Y	33	64%
PAD170	8/24/2015	Lesson 8 Project Essay	Critical Thinking	Y	Y				35	83%
PAD170	8/24/2015	Lesson 8 Project Essay	Understanding		Y				35	77%
PAD170	8/24/2015	Lesson 8 Project Essay	Writing					Y	35	69%
PAD170	8/24/2015	Lesson 9 Essay	Critical Thinking	Y	Y				33	91%
PAD170	8/24/2015	Lesson 9 Essay	Understanding		Y				33	91%
PAD170	8/24/2015	Lesson 9 Essay	Writing					Y	33	70%
PAD170	8/24/2015	Lesson 10 Essay	Critical Thinking	Y	Y				32	97%
PAD170	8/24/2015	Lesson 10 Essay	Understanding		Y				32	97%
PAD170	8/24/2015	Lesson 10 Essay	Writing					Y	32	75%
PAD170	8/24/2015	Lesson 11 Essay	Critical Thinking	Y	Y				35	91%
PAD170	8/24/2015	Lesson 11 Essay	Understanding		Y				35	89%
PAD170	8/24/2015	Lesson 11 Essay	Writing					Y	35	69%
PAD170	8/24/2015	Lesson 12 Essay	Critical Thinking	Y	Y				35	91%
PAD170	8/24/2015	Lesson 12 Essay	Understanding		Y				35	89%
PAD170	8/24/2015	Lesson 12 Essay	Writing					Y	35	69%
PAD170	8/24/2015	Lesson 12 Project Essay	Critical Thinking	Y	Y				34	82%
PAD170	8/24/2015	Lesson 12 Project Essay	Understanding		Y				34	85%
PAD170	8/24/2015	Lesson 12 Project Essay	Writing					Y	34	74%
PAD170	8/24/2015	Final Project Essay	Critical Thinking	Y	Y				33	85%
PAD170	8/24/2015	Final Project Essay	Understanding		Y				33	91%

Course	Effective Date	Assessment	Dimension	Critical Thinking	Info Lit	Oral Comm	Reading	Writing	Student Count	% Student @ CL
PAD170	8/24/2015	Final Project Essay	Writing					Y	33	76%
PAD200	1/13/2014	Lesson 1 Essay	Critical Thinking	Y	Y				32	78%
PAD200	1/13/2014	Lesson 1 Essay	Understanding		Y				32	53%
PAD200	1/13/2014	Lesson 1 Essay	Writing					Y	32	34%
PAD200	1/13/2014	Lesson 2 Essay	Critical Thinking	Y	Y				30	90%
PAD200	1/13/2014	Lesson 2 Essay	Understanding		Y				30	90%
PAD200	1/13/2014	Lesson 2 Essay	Writing					Y	30	60%
PAD200	1/13/2014	Lesson 3 Essay	Critical Thinking	Y	Y				28	100%
PAD200	1/13/2014	Lesson 3 Essay	Key Concepts and Terms						28	100%
PAD200	1/13/2014	Lesson 3 Essay	Understanding		Y				28	100%
PAD200	1/13/2014	Lesson 3 Essay	Writing					Y	28	79%
PAD200	1/13/2014	Lesson 4 Essay	Critical Thinking	Y	Y				29	90%
PAD200	1/13/2014	Lesson 4 Essay	Understanding		Y				29	76%
PAD200	1/13/2014	Lesson 4 Essay	Writing					Y	29	62%
PAD200	1/13/2014	Lesson 5 Essay	Critical Thinking	Y	Y				26	96%
PAD200	1/13/2014	Lesson 5 Essay	Understanding		Y				26	85%
PAD200	1/13/2014	Lesson 5 Essay	Writing					Y	26	85%
PAD200	1/13/2014	Lesson 6 Essay	Critical Thinking	Y	Y				27	96%
PAD200	1/13/2014	Lesson 6 Essay	Understanding		Y				27	93%
PAD200	1/13/2014	Lesson 6 Essay	Writing					Y	27	63%
PAD200	1/13/2014	Lesson 7 Essay	Critical Thinking	Y	Y				28	96%
PAD200	1/13/2014	Lesson 7 Essay	Understanding		Y				28	93%
PAD200	1/13/2014	Lesson 7 Essay	Writing					Y	28	89%
PAD200	1/13/2014	Lesson 8 Essay	Critical Thinking	Y	Y				35	91%
PAD200	1/13/2014	Lesson 8 Essay	Understanding		Y				35	80%

Course	Effective Date	Assessment	Dimension	Critical Thinking	Info Lit	Oral Comm	Reading	Writing	Student Count	% Student @ CL
PAD200	1/13/2014	Lesson 8 Essay	Writing					Y	35	77%
PAD200	1/13/2014	Lesson 10 Essay	Critical Thinking	Y	Y				36	92%
PAD200	1/13/2014	Lesson 10 Essay	Understanding		Y				36	83%
PAD200	1/13/2014	Lesson 10 Essay	Writing					Y	36	81%
PAD200	1/13/2014	Lesson 11 Essay	Critical Thinking	Y	Y				36	92%
PAD200	1/13/2014	Lesson 11 Essay	Understanding		Y				36	86%
PAD200	1/13/2014	Lesson 11 Essay	Writing					Y	36	75%
PAD200	1/13/2014	Lesson 12 Essay	Critical Thinking	Y	Y				38	71%
PAD200	1/13/2014	Lesson 12 Essay	Understanding		Y				38	68%
PAD200	1/13/2014	Lesson 12 Essay	Writing					Y	38	71%
PAD200	1/13/2014	Lesson 12 Research Essay	Critical Thinking	Y	Y				37	95%
PAD200	1/13/2014	Lesson 12 Research Essay	Understanding		Y				37	89%
PAD200	1/13/2014	Lesson 12 Research Essay	Writing					Y	37	97%
PAD200	1/13/2014	Lesson 14 Final Project Essay	Critical Thinking	Y	Y				37	97%
PAD200	1/13/2014	Lesson 14 Final Project Essay	Understanding		Y				37	97%
PAD200	1/13/2014	Lesson 14 Final Project Essay	Writing					Y	37	87

All assignments where students are scoring below 70% will be reviewed and revised during the course development process to improve student learning outcomes. Revisions are currently being made to the Lesson 0, which is included in all courses in the Business Department. Lesson 0 includes primarily review material on essay format and APA citation. Current revisions are targeted at clarifying writing expectations for all students. These changes may impact the writing scores in PAD courses. We have also recently replaced several adjuncts in the Department who were not providing the required level of student feedback and assistance.

VII. Effective Teaching

Upon hire, new adjuncts are required to complete an Adjunct Faculty Development (AFD) course (AFD101 or AFD106 depending on course modality), receive in-person Department training, and be mentored during their first semester. All instructors receive an evaluation during their first three semesters of teaching. Veteran instructors receive yearly evaluations. These ongoing evaluations ensure compliance with Department policies and procedures. As needed, adjuncts are provided additional training in both electronic and in-person formats. Additionally, feedback provided to students is reviewed periodically by the Faculty Chair and/or Instructional Coordinator to ensure feedback is accurate, personalized, and appropriate for the course level.

A Department website is maintained to support adjuncts. The site contains policies, how-to documents, templates, frequently ask questions, and other information to help support effective teaching practices. All adjuncts are encouraged to attend bi-annual in-person training at the Fall or Spring All Faculty Meetings as part of their Professional Development requirement. The Faculty Chair also sends out a weekly email on Department policies and best practices.

VIII. Retention and Persistence

Table 8. Aggregate Course Success and Retention Rates Public Administration									
2013		2014		2015		2016		2017	
Course Retention	Course Success	Course Retention	Course Success	Course Retention	Course Success	Course Retention	Course Success	Course Retention	Course Success
98.5%	89.1%	94.0%	72.0%	94.9%	80.3%	97.0%	87.7%	92.9%	84.9%

Note: Course Success = Grade A,B,C,P/any letter grade(includes withdraws). Course Retention = Grade A,B,C,D,F,P/any letter grade (includes withdraws).

The 2017 aggregate data indicate 92.9% course retention and 84.9% course success rate. These percentage rates indicate that students enrolled in the Public Administration program are dedicated to completing courses, and shows improvement from a low of 72.0% course success in 2014. This increase is likely driven by students' goals to enter or advance in public-sector employment.

The course level retention rates for 2017 range between 89% - 100%, which is certainly encouraging. Course failure rates for 2017 range between 0-22%. The highest rate of 22% is in PAD170. As PAD170 is redeveloped, assessments will be reviewed with a goal of reducing the course failure rate.

Table 9.
% Students Retained/Pass and Withdraw/Fail by Course and Modality - Public Administration

	2013				2014				2015				2016				2017			
Course - Modality	Retention/Pass Rates		Withdraw/Fail Rates		Retention/Pass Rates		Withdraw/Fail Rates		Retention/Pass Rates		Withdraw/Fail Rates		Retention/Pass Rates		Withdraw/Fail Rates		Retention/Pass Rates		Withdraw/Fail Rates	
	Retain	Pass	W	D/F	Retain	Pass	W	D/F	Retain	Pass	W	D/F	Retain	Pass	W	D/F	Retain	Pass	W	D/F
PAD100-HY	*	*	*	*	*	*	*	*	*	*	*	*	100%	100%	0%	0%	*	*	*	*
PAD100-IN	100%	80%	0%	20%	85%	54%	15%	31%	98%	76%	2%	22%	87%	61%	13%	26%	89%	78%	11%	11%
PAD107-IN	100%	89%	0%	11%	100%	74%	0%	26%	96%	75%	4%	21%	100%	93%	0%	7%	94%	76%	6%	18%
PAD122-IN	100%	94%	0%	6%	97%	73%	3%	24%	92%	77%	8%	15%	100%	91%	0%	9%	90%	86%	10%	5%
PAD170-IN	97%	89%	3%	8%	97%	88%	3%	9%	93%	85%	7%	7%	100%	91%	0%	9%	100%	78%	0%	22%
PAD200-IN	*	*	*	*	89%	78%	11%	11%	90%	90%	10%	0%	93%	85%	8%	8%	89%	89%	11%	0%
POS110-IN	97%	83%	3%	14%	94%	75%	6%	19%	100%	100%	0%	0%	96%	88%	4%	8%	96%	96%	4%	0%
Total	99%	89%	1%	9%	94%	72%	6%	22%	95%	80%	5%	15%	97%	88%	3%	9%	93%	85%	7%	8%

**If no students enrolled or $N < 1$, percentages not computed. P= course success (A,B,C,P); F = course failure (D,F); W = course withdraw/incomplete (W,Y,I); R = course retention (A,B,C,D,F,P)*

Table 10. Persistence for Following Term and Following Year - Public Administration CCL (5691)			
Cohort Term Start	Cohort (N)	% Persist to Following Term	% Persist to Following Year
4116	14	72.7%	14.3%
4122	11	60.0%	33.3%
4126	21	35.3%	66.7%
4132	13	60.0%	80.0%
4136	15	75.0%	22.2%
4142	6	40.0%	20.0%
4146	10	66.7%	0.0%
4152	9	75.0%	60.0%
4162	12	91.7%	100.0%
4166	7	57.1%	16.7%
4172	3	33.3%	n/a
Total	214	62.5%	40.3%

Notes. Cohort determined as first Fall or Spring term that a student declared the academic plan based on this review period. Course taking activities in summer term are rolled up into the next Fall term. Persistence to next term is Fall to Spring or Spring to Fall. Persistence to next year is Fall to Fall or Spring to Spring. % Persistence excludes graduates (Term Enrollees/(Initial Cohort - Grads to date)).

Table 11. Persistence for Following Term and Year - Public Administration AAS (3692)			
Cohort Term Start	Cohort (N)	% Persist to Following Term	% Persist to Following Year
4116	39	41.0%	10.5%
4122	20	31.6%	33.3%
4126	29	24.1%	14.3%
4132	12	45.5%	18.2%
4136	24	40.9%	20.0%
4142	11	30.0%	0.0%
4146	29	57.1%	44.0%
4152	3	33.3%	33.3%
4156	10	30.0%	30.0%
4162	15	40.0%	21.4%
4166	11	54.5%	18.2%
4172	6	16.7%	n/a
Total	209	38.9%	20.6%

Notes. Cohort determined as first Fall or Spring term that a student declared the academic plan based on this review period. Course taking activities in summer term are rolled up into the next Fall term. Persistence to next term is Fall to Spring or Spring to Fall. Persistence to next year is Fall to Fall or Spring to Spring. % Persistence excludes graduates (Term Enrollees/(Initial Cohort - Grads to date)).

The persistence data demonstrate program-seeking students grouped by cohort based on the term they first declared the program, and then their persistence rates to the next term as well as the next academic year. The persistence rates in the CCL for the following term range between 33% - 91.70%. In the AAS, the range is 16.70% - 57.10%. The low persistence rate may indicate that students were able to gain the desired skills or tools they were seeking and did not feel the need to continue. It could also, however, indicate opportunities for improvements at

the college and program levels. Once the program is updated, we are interested to see if persistence improves.

At this time, PACE has not been implemented in the courses in the Public Administration program. This will be reviewed to determine if PACE should be added in the future in an effort to improve student persistence.

IX. Impact of Co-curricular Programs

Learning Outcome	All Activities	Activities at College Level	Percent of Activities at College Level	Co-Curricular Activities	CC Activities at College Level	Percent of CC Activities at College Level
Critical Thinking	6619	5796	87.6%	813	759	93.4%
Information Literacy	10644	9272	87.1%	1271	1166	91.7%
Oral Communication						
Reading	276	241	87.3%	47	43	91.5%
Writing	5736	4608	80.3%	706	598	84.7%

Students within the Public Administration program score above 87% in Critical Thinking, Information Literacy, and Reading, and 80.3% in Writing. Those students who participate in co-curricular activities score above 91% in Critical Thinking, Information Literacy, and Reading, and average 84.7% in Writing. These data seem to indicate that participation in co-curricular activities positively impacts student performance.

PAD200 is currently available for Honors students. Honors students are required to do more extensive research and meet a more comprehensive length requirement on the Final Project Essay.

X. Program Resources

Program-level marketing, not currently offered, would increase awareness of the Public Administration CCL and AAS.

Regarding academic resources, students in the program have access to library resources for research. Lessons in some courses include articles and videos provided by the library. Students who lack sufficient writing skills are encouraged to take advantage of tutoring services, and CPD150 (a counseling course on study skills) is required for any student who fails a course three times.

XI. Program Recommendations, Decisions, and Action Plans

a. Program Best Practices

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

b. Program Viability

Rio Salado is the only college in the MCCCDC to offer the Public Administration program. While the program has room for growth, it is important to offer this type of program for students seeking employment in the public sector.

c. Action Plans

Review student learning outcomes once course revisions and staffing adjustments have been completed.

d. Recommendations

The recommendation is to continue this program. We expect changes to the program to increase the applicability of courses to numerous positions in government and non-profit agencies. Once adjustments have been completed, we plan to complete program-specific marketing to ensure local governmental and large public agencies are aware of the program and the benefits it can provide to their employees.

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