



PALAU COMMUNITY COLLEGE

INSTITUTIONAL ASSESSMENT GUIDE

2016 – 2018

What is the Purpose of Assessment?

Assessment is a process that provides an extensive evaluation of programs and services on a regular basis. Assessment results should be used to guide planning, decision-making, resource allocation and implementation for improvement. All programs and service areas of the college should be assessed on a regular basis, whereas results will be used to improve college services to its clientele. Assessment results inform the college of its strengths, as well as areas that may need improvements. Assessment informs the college of its merit; it is the college self-evaluation process. Assessment is also required by accreditation and the US Department of Education.

What is Accreditation?

Accreditation is the process for evaluating and assuring the quality used by the American higher education community. It is a uniquely American quality assurance process through which institutions collectively set standards for good practice, conduct peer-based evaluations of institutions on a regular basis, confer accredited status on institutions, and make the results of accreditation review of institutions know to the public. Palau Community College is conducted under Regional Accreditation, Accrediting Commission for Community and Junior Colleges (ACCJC) – Western Association of Schools and Colleges (WASC).

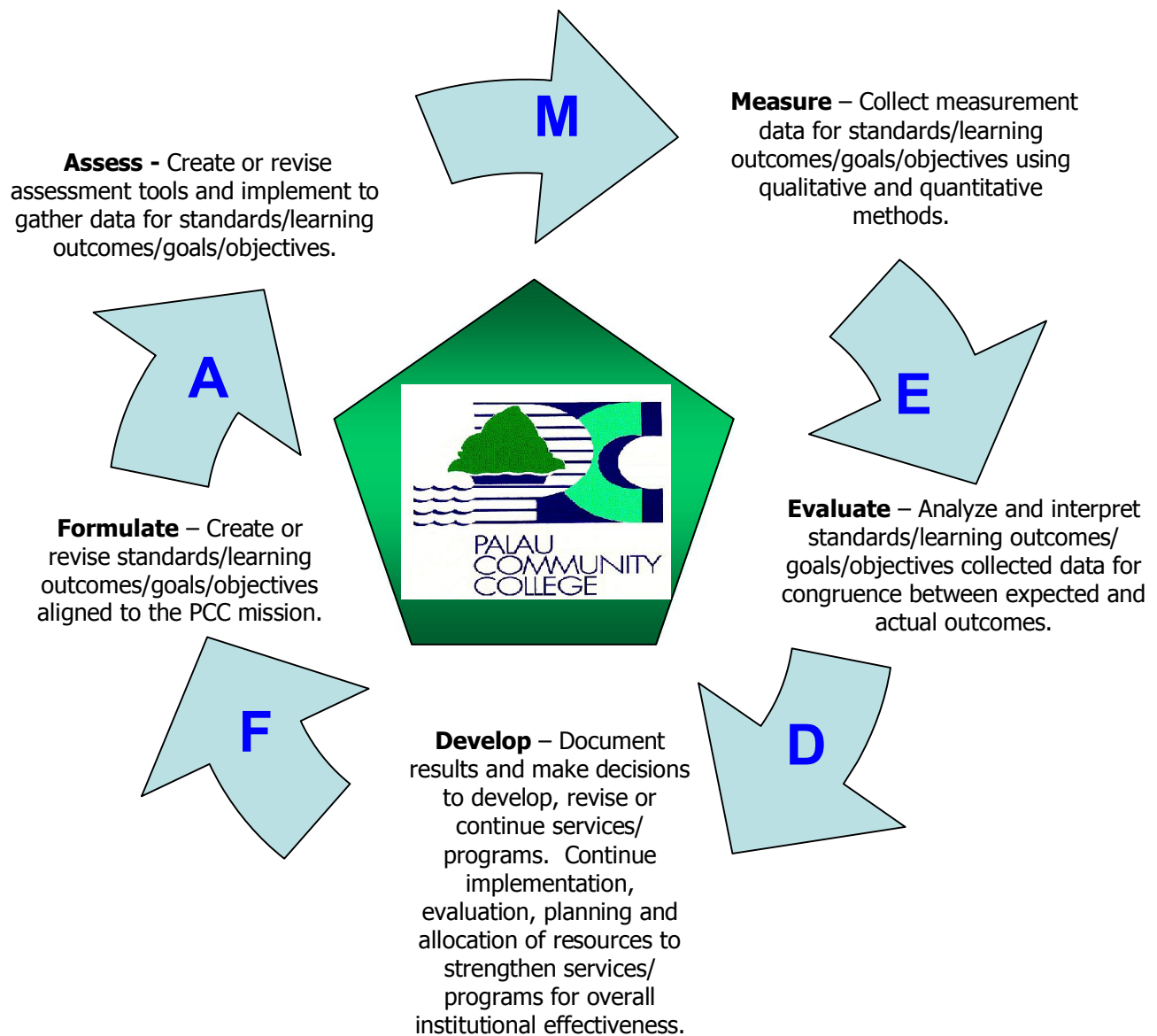
There are different types of assessments. At Palau Community College, there is student learning outcomes assessment at the course level, program level and institutional level; there is service area outcomes assessment at the program level, service area level and institutional level. Assessments are accomplished within the function areas on a regular basis, as well as program reviews through extensive evaluations of three-year cycles.

Assessment results should be reviewed and discussed within program and service areas, within divisions and departments, and at the institutional level. Program Review evaluation from every service areas and academic degree programs and academic departments are required for submission to the Institutional Research and Evaluation Office of the college. The Institutional Assessment Committee, a sub-committee of the Executive Committee of the college reviews each program review report and submits its recommendations to the college President. Program Review results should be integrated with the overall institutional planning, decision-making, resource allocation, and implementation.

Assessments results including Program Review results should be shared within program and service areas, divisions and departments, as well as at the institutional level through meetings like department management meetings and the college Executive Committee meetings. Results should be shared college wide.

For more information on assessment process, program review, assessment tools and any other related matters, contact the Institutional Research and Evaluation Office at 488-2470 / 2471 extensions #271 & #250.

Institutional Assessment and Evaluation Process





Institutional Program Review Calendar (2014 – 2024)

Program Review Cycle - covers three-year review period

FY - Fiscal Year (October 1st of previous year to September 30th of current year)

SY – School Year (fall semester of previous year to summer session of current year / fall, spring, summer)

Submit electronic copy to Institutional Research Office

Non-Academic & Non-Instructional Programs/Departments									
Program / Service Area:	Cycle:	Review Period:	Due Date:	Cycle:	Review Period:	Due Date:	Cycle:	Review Period:	Due Date:
Office of the President	1 st	FY 2012, 2013, 2014	3/31/2015	2 nd	FY 2015, 2016, 2017	3/31/2018	3 rd	FY 2018, 2019, 2020	3/31/2021
Development Office	2 nd	FY 2012, 2013, 2014	3/31/2015	3 rd	FY 2015, 2016, 2017	3/31/2018	4 th	FY 2018, 2019, 2020	3/31/2021
Bookstore	2 nd	FY 2012, 2013, 2014	3/31/2015	3 rd	FY 2015, 2016, 2017	3/31/2018	4 th	FY 2018, 2019, 2020	3/31/2021
Institutional Research & Evaluation Office	1 st	FY 2014, 2015, 2016	3/31/2017	2 nd	FY 2017, 2018, 2019	3/31/2020	3 rd	FY 2020, 2021, 2022	3/31/2023
Upward Bound Program	3 rd	SY 2011-12, 2012-13, 2013-14	1/31/2015	4 th	SY 2014-15, 2015-16, 2016-17	1/31/2018	5 th	SY 2017-18, 2018-19, 2019-20	1/31/2021
Tan Siu Lin (PCC) Library	3 rd	2011-12, 2012-13, 2013-14	1/31/2015	4 th	SY 2014-15, 2015-16, 2016-17	1/31/2018	5 th	SY 2017-18, 2018-19, 2019-20	1/31/2021
Human Resource Division	1 st	FY 2012, 2013, 2014	3/31/2015	2 nd	FY 2015, 2016, 2017	3/31/2018	3 rd	FY 2018, 2019, 2020	3/31/2021
Finance Division (Business Office)	3 rd	FY 2012, 2013, 2014	3/31/2015	4 th	FY 2015, 2016, 2017	3/31/2018	5 th	FY 2018, 2019, 2020	3/31/2021
Finance Division (Cafeteria)	3 rd	FY 2012, 2013, 2014	3/31/2015	4 th	FY 2015, 2016, 2017	3/31/2018	5 th	FY 2018, 2019, 2020	3/31/2021
Computer Systems	3 rd	FY 2012, 2013, 2014	3/31/2015	4 th	FY 2015, 2016, 2017	3/31/2018	5 th	FY 2018, 2019, 2020	3/31/2021
Physical Plant Division (Maintenance Unit)	3 rd	FY 2012, 2013, 2014	3/31/2015	4 th	FY 2015, 2016, 2017	3/31/2018	5 th	FY 2018, 2019, 2020	3/31/2021
Physical Plant Division (Security Unit)	3 rd	FY 2012, 2013, 2014	3/31/2015	4 th	FY 2015, 2016, 2017	3/31/2018	5 th	FY 2018, 2019, 2020	3/31/2021
Facilities Design	1 st	FY 2012, 2013, 2014	3/31/2015	2 nd	FY 2015, 2016, 2017	3/31/2018	3 rd	FY 2018, 2019, 2020	3/31/2021
Academic Affairs (Dean's Office)	1 st	FY 2012, 2013, 2014	3/31/2015	2 nd	FY 2015, 2016, 2017	3/31/2018	3 rd	FY 2018, 2019, 2020	3/31/2021
Maintenance Assistance Program (MAP)	3 rd	FY 2013, 2014, 2015	3/31/2016	4 th	FY 2016, 2017, 2018	3/31/2019	5 th	FY 2019, 2020, 2021	3/31/2022
Student Services (Dean's Office)	1 st	FY 2012, 2013, 2014	3/31/2015	2 nd	FY 2015, 2016, 2017	3/31/2018	3 rd	FY 2018, 2019, 2020	3/31/2021
Admission's Office	4 th	SY 2013-14, 2014-15, 2015-16	1/31/2017	5 th	SY 2016-17, 2017-18, 2018-19	1/31/2020	6 th	SY 2019-20, 2020-21, 2021-22	1/31/23

Program / Service Area:	Cycle:	Review Period:	Due Date:	Cycle:	Review Period:	Due Date:	Cycle:	Review Period:	Due Date:
Financial Aid Office	4 th	SY 2013-14, 2014-15, 2015-16	1/31/2017	5 th	SY 2016-17, 2017-18, 2018-19	1/31/2020	6 th	SY 2019-20, 2020-21, 2021-22	1/31/23
Registrar & Records	4 th	SY 2013-14, 2014-15, 2015-16	1/31/2017	5 th	SY 2016-17, 2017-18, 2018-19	1/31/2020	6 th	SY 2019-20, 2020-21, 2021-22	1/31/23
Learning Resource Center	4 th	SY 2013-14, 2014-15, 2015-16	1/31/2017	5 th	SY 2016-17, 2017-18, 2018-19	1/31/2020	6 th	SY 2019-20, 2020-21, 2021-22	1/31/23
Student Life Unit	4 th	SY 2013-14, 2014-15, 2015-16	1/31/2017	5 th	SY 2016-17, 2017-18, 2018-19	1/31/2020	6 th	SY 2019-20, 2020-21, 2021-22	1/31/23
Student Housing Unit	4 th	SY 2013-14, 2014-15, 2015-16	1/31/2017	5 th	SY 2016-17, 2017-18, 2018-19	1/31/2020	6 th	SY 2019-20, 2020-21, 2021-22	1/31/23
Recreation Unit	4 th	SY 2013-14, 2014-15, 2015-16	1/31/2017	5 th	SY 2016-17, 2017-18, 2018-19	1/31/2020	6 th	SY 2019-20, 2020-21, 2021-22	1/31/23
Student Government (ASPCC)	1 st	FY 2012, 2013, 2014	3/31/2015	2 nd	FY 2015, 2016, 2017	3/31/2018	3 rd	FY 2018, 2019, 2020	3/31/2021
Continuing Education Extension Programs	3 rd	FY 2012, 2013, 2014	3/31/2015	4 th	FY 2015, 2016, 2017	3/31/2018	5 th	FY 2018, 2019, 2020	3/31/2021
Educational Talent Search	3 rd	SY 2011-12, 2012-13, 2013-14	1/31/2015	4 th	SY 2014-15, 2015-16, 2016-17	1/31/2018	5 th	SY 2017-18, 2018-19, 2019-20	1/31/2021
Adult High School	3 rd	SY 2011-12, 2012-13, 2013-14	1/31/2015	4 th	SY 2014-15, 2015-16, 2016-17	1/31/2018	5 th	SY 2017-18, 2018-19, 2019-20	1/31/2021

Degree Programs/Academic Departments

Program/Department:	Cycle:	Review Period:	Due Date:	Cycle:	Review Period:	Due Date:	Cycle:	Review Period:	Due Date:
AC Program	3 rd	SY 2009-10, 2010-11, 2011-12, 2012-13	12/31/2014	4 th	SY 2013-14, 2014-15, 2015-16	1/31/2017	5 th	2016-17, 2017-18, 2018-19	1/31/2020
AM Program	3 rd	SY 2009-10, 2010-11, 2011-12, 2012-13	12/31/2014	4 th	SY 2013-14, 2014-15, 2015-16	1/31/2017	5 th	2016-17, 2017-18, 2018-19	1/31/2020
CT Program	3 rd	SY 2009-10, 2010-11, 2011-12, 2012-13	12/31/2014	4 th	SY 2013-14, 2014-15, 2015-16	1/31/2017	5 th	2016-17, 2017-18, 2018-19	1/31/2020
ET Program	3 rd	SY 2009-10, 2010-11, 2011-12, 2012-13	12/31/2014	4 th	SY 2013-14, 2014-15, 2015-16	1/31/2017	5 th	2016-17, 2017-18, 2018-19	1/31/2020
GE Program	3 rd	SY 2009-10, 2010-11, 2011-12, 2012-13	12/31/2014	4 th	SY 2013-14, 2014-15, 2015-16	1/31/2017	5 th	2016-17, 2017-18, 2018-19	1/31/2020
SE Program	3 rd	SY 2009-10, 2010-11, 2011-12, 2012-13	12/31/2014	4 th	SY 2013-14, 2014-15, 2015-16	1/31/2017	5 th	2016-17, 2017-18, 2018-19	1/31/2020
BA Program	4 th	SY 2012-13, 2013-14, 2014-15	1/31/2016	5 th	SY 2015-16, 2016-17, 2017-18	1/31/2019	6 th	SY 2018-19, 2019-20, 2020-21	1/31/2022

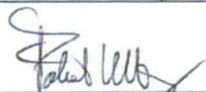
Program/Department:	Cycle:	Review Period:	Due Date:	Cycle:	Review Period:	Due Date:	Cycle:	Review Period:	Due Date:
BU Program	4 th	SY 2012-13, 2013-14, 2014-15	1/31/2016	5 th	SY 2015-16, 2016-17, 2017-18	1/31/2019	6 th	SY 2018-19, 2019-20, 2020-21	1/31/2022
IT Program	4 th	SY 2012-13, 2013-14, 2014-15	1/31/2016	5 th	SY 2015-16, 2016-17, 2017-18	1/31/2019	6 th	SY 2018-19, 2019-20, 2020-21	1/31/2022
OA Program	4 th	SY 2012-13, 2013-14, 2014-15	1/31/2016	5 th	SY 2015-16, 2016-17, 2017-18	1/31/2019	6 th	SY 2018-19, 2019-20, 2020-21	1/31/2022
TH Program	4 th	SY 2012-13, 2013-14, 2014-15	1/31/2016	5 th	SY 2015-16, 2016-17, 2017-18	1/31/2019	6 th	SY 2018-19, 2019-20, 2020-21	1/31/2022
AG Program	4 th	SY 2012-13, 2013-14, 2014-15	3/31/2016	5 th	SY 2015-16, 2016-17, 2017-18	3/31/2019	6 th	SY 2018-19, 2019-20, 2020-21	3/31/2022
CJ Program	4 th	SY 2012-13, 2013-14, 2014-15	3/31/2016	5 th	SY 2015-16, 2016-17, 2017-18	3/31/2019	6 th	SY 2018-19, 2019-20, 2020-21	3/31/2022
CPH Program	1 st	SY 2013-14, 2014-15, 2015-16	1/31/2017	2 nd	SY 2016-17, 2017-18, 2018-19	1/31/2020	3 rd	SY 2019-20, 2020-21, 2021-22	1/31/2023
ED Program	4 th	SY 2012-13, 2013-14, 2014-15	3/31/2016	5 th	SY 2015-16, 2016-17, 2017-18	3/31/2019	6 th	SY 2018-19, 2019-20, 2020-21	3/31/2022
ES Program	4 th	SY 2012-13, 2013-14, 2014-15	3/31/2016	5 th	SY 2015-16, 2016-17, 2017-18	3/31/2019	6 th	SY 2018-19, 2019-20, 2020-21	3/31/2022
LA Program	4 th	SY 2012-13, 2013-14, 2014-15	3/31/2016	5 th	SY 2015-16, 2016-17, 2017-18	3/31/2019	6 th	SY 2018-19, 2019-20, 2020-21	3/31/2022
LS Program	4 th	SY 2012-13, 2013-14, 2014-15	3/31/2016	5 th	SY 2015-16, 2016-17, 2017-18	3/31/2019	6 th	SY 2018-19, 2019-20, 2020-21	3/31/2022
NU Program	4 th	SY 2012-13, 2013-14, 2014-15	3/31/2016	5 th	SY 2015-16, 2016-17, 2017-18	3/31/2019	6 th	SY 2018-19, 2019-20, 2020-21	3/31/2022
STEM Program	1 st	SY 2013-14, 2014-15, 2015-16	1/31/2017	2 nd	SY 2016-17, 2017-18, 2018-19	1/31/2020	3 rd	SY 2019-20, 2020-21, 2021-22	1/31/2023
CS Department	2 nd	SY 2012-13, 2013-14, 2014-15	1/31/2016	3 rd	SY 2015-16, 2016-17, 2017-18	1/31/2019	4 th	SY 2018-19, 2019-20, 2020-21	1/31/2022
EN Department	4 th	SY 2012-13, 2013-14, 2014-15	1/31/2016	5 th	SY 2015-16, 2016-17, 2017-18	1/31/2019	6 th	SY 2018-19, 2019-20, 2020-21	1/31/2022
HP Department	4 th	SY 2012-13, 2013-14, 2014-15	1/31/2016	5 th	SY 2015-16, 2016-17, 2017-18	1/31/2019	6 th	SY 2018-19, 2019-20, 2020-21	1/31/2022
MA Department	4 th	SY 2012-13, 2013-14, 2014-15	1/31/2016	5 th	SY 2015-16, 2016-17, 2017-18	1/31/2019	6 th	SY 2018-19, 2019-20, 2020-21	1/31/2022
MU/FA Department	4 th	SY 2012-13, 2013-14, 2014-15	1/31/2016	5 th	SY 2015-16, 2016-17, 2017-18	1/31/2019	6 th	SY 2018-19, 2019-20, 2020-21	1/31/2022
OL Department	2 nd	SY 2012-13, 2013-14, 2014-15	1/31/2016	3 rd	SY 2015-16, 2016-17, 2017-18	1/31/2019	4 th	SY 2018-19, 2019-20, 2020-21	1/31/2022

Program/Department	Cycle:	Review Period:	Due Date:	Cycle:	Review Period:	Due Date:	Cycle:	Review Period:	Due Date:
SC Department	2 nd	SY 2012-13, 2013-14, 2014-15	1/31/2016	3 rd	SY 2015-16, 2016-17, 2017-18	1/31/2019	4 th	SY 2018-19, 2019- 20, 2020-21	1/31/2022
SS/HUM Department	4 th	SY 2012-13, 2013-14, 2014-15	1/31/2016	5 th	SY 2015-16, 2016-17, 2017-18	1/31/2019	6 th	SY 2018-19, 2019- 20, 2020-21	1/31/2022

Certificate Programs

Certificate Program	Cycle:	Review Period:	Due Date:	Cycle:	Review Period:	Due Date:	Cycle:	Review Period:	Due Date:
General Agriculture	1 st	SY 2015-16, 2016-17, 2017-18	1/31/2019	2 nd	SY 2018-19, 2019-20, 2020-21	1/31/2022	3 rd	SY 2021-22, 2022- 23, 2023-24	1/31/2025
Horticulture	1 st	SY 2015-16, 2016-17, 2017-18	1/31/2019	2 nd	SY 2018-19, 2019-20, 2020-21	1/31/2022	3 rd	SY 2021-22, 2022- 23, 2023-24	1/31/2025
Automotive Air- Conditioning Servicing	1 st	SY 2015-16, 2016-17, 2017-18	1/31/2019	2 nd	SY 2018-19, 2019-20, 2020-21	1/31/2022	3 rd	SY 2021-22, 2022- 23, 2023-24	1/31/2025
Engine Servicing	1 st	SY 2015-16, 2016-17, 2017-18	1/31/2019	2 nd	SY 2018-19, 2019-20, 2020-21	1/31/2022	3 rd	SY 2021-22, 2022- 23, 2023-24	1/31/2025
Power Train Servicing	1 st	SY 2015-16, 2016-17, 2017-18	1/31/2019	2 nd	SY 2018-19, 2019-20, 2020-21	1/31/2022	3 rd	SY 2021-22, 2022- 23, 2023-24	1/31/2025
Under Chassis Servicing	1 st	SY 2015-16, 2016-17, 2017-18	1/31/2019	2 nd	SY 2018-19, 2019-20, 2020-21	1/31/2022	3 rd	SY 2021-22, 2022- 23, 2023-24	1/31/2025
Carpentry	1 st	SY 2015-16, 2016-17, 2017-18	1/31/2019	2 nd	SY 2018-19, 2019-20, 2020-21	1/31/2022	3 rd	SY 2021-22, 2022- 23, 2023-24	1/31/2025
Law Enforcement	1 st	SY 2015-16, 2016-17, 2017-18	1/31/2019	2 nd	SY 2018-19, 2019-20, 2020-21	1/31/2022	3 rd	SY 2021-22, 2022- 23, 2023-24	1/31/2025
Commercial/Industrial Wiring	1 st	SY 2015-16, 2016-17, 2017-18	1/31/2019	2 nd	SY 2018-19, 2019-20, 2020-21	1/31/2022	3 rd	SY 2021-22, 2022- 23, 2023-24	1/31/2025
Motor/Motor Control	1 st	SY 2015-16, 2016-17, 2017-18	1/31/2019	2 nd	SY 2018-19, 2019-20, 2020-21	1/31/2022	3 rd	SY 2021-22, 2022- 23, 2023-24	1/31/2025
Consumer Electronics Technology	1 st	SY 2015-16, 2016-17, 2017-18	1/31/2019	2 nd	SY 2018-19, 2019-20, 2020-21	1/31/2022	3 rd	SY 2021-22, 2022- 23, 2023-24	1/31/2025
Industrial Control Technology	1 st	SY 2015-16, 2016-17, 2017-18	1/31/2019	2 nd	SY 2018-19, 2019-20, 2020-21	1/31/2022	3 rd	SY 2021-22, 2022- 23, 2023-24	1/31/2025

Approved:



Patrick U. Tellei, Ed.D
President

Date:

12/27/2016

FAMED Templates

for

**Instructional Programs /
Instructional Departments**

and

**Non-Instructional /
Non-Academic
Service Areas**

Course#: Section: Delivery Type: **CHOOSE ONE...** No. of CLOs: **CHOOSE ONE...**Number of CLOs here should equate to number of CLOs assessed and/or reported.

Instructor(s): No. of Students Enrolled: Semester: **CHOOSE ONE...** Year: Prepared by: Reviewed by (must be program/department chair):

Formulate (COURSE Learning Outcomes)	CLO Description	Include only PLOs that are mapped to this CLO PLO : PLO : PLO : PLO : PLO : PLO :	Include only ILOs that are mapped to this CLO <input type="checkbox"/> ILO 1: Critical Thinking and Problem Solving <input type="checkbox"/> ILO 2: Communication <input type="checkbox"/> ILO 3: Quantitative and Technological Competence <input type="checkbox"/> ILO 4: Diversity <input type="checkbox"/> ILO 5: Civic Responsibility <input type="checkbox"/> ILO 6: Aesthetics																																																																										
Assess (Signature Assignment/s)	Measure (Expected Outcome)	Evaluate (Actual Data)	Develop (Analyze & Plan)																																																																										
Type of signature assignment: Assessed?: CHOOSE ONE... If unable to assess (e.g. all students withdrew), select SEE COMMENTS and skip to the comment box below to provide justification.	70% of the students assessed will perform at the proficiency level.	<table border="1"> <thead> <tr> <th rowspan="2">Number of students:</th> <th colspan="2">Reached proficiency level</th> <th colspan="2">Did not reach proficiency level</th> </tr> <tr> <th>#</th> <th>%</th> <th>#</th> <th>%</th> </tr> </thead> <tbody> <tr><td>Assessed</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td></tr> <tr><td>Male</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td></tr> <tr><td>Female</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td></tr> <tr><td>Palauans</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td></tr> <tr><td>Yapese</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td></tr> <tr><td>Kosraeans</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td></tr> <tr><td>Pohnpeans</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td></tr> <tr><td>Chuukese</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td></tr> <tr><td>Marshallese</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td></tr> <tr><td>USA</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td></tr> <tr><td>Filipino</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td></tr> <tr><td>Chinese</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td></tr> <tr><td>Others</td><td>0</td><td>0.0%</td><td>0</td><td>0.0%</td></tr> </tbody> </table> <p>0.00% of the students assessed performed at the proficiency level.</p>	Number of students:	Reached proficiency level		Did not reach proficiency level		#	%	#	%	Assessed	0	0.0%	0	0.0%	Male	0	0.0%	0	0.0%	Female	0	0.0%	0	0.0%	Palauans	0	0.0%	0	0.0%	Yapese	0	0.0%	0	0.0%	Kosraeans	0	0.0%	0	0.0%	Pohnpeans	0	0.0%	0	0.0%	Chuukese	0	0.0%	0	0.0%	Marshallese	0	0.0%	0	0.0%	USA	0	0.0%	0	0.0%	Filipino	0	0.0%	0	0.0%	Chinese	0	0.0%	0	0.0%	Others	0	0.0%	0	0.0%	Comparing this assessment to the last in _____, the proficiency level CHOOSE ONE... from _____ % to _____ %. This CLO will continue to be assessed and changes to the course will be made when necessary.
Number of students:	Reached proficiency level			Did not reach proficiency level																																																																									
	#	%	#	%																																																																									
Assessed	0	0.0%	0	0.0%																																																																									
Male	0	0.0%	0	0.0%																																																																									
Female	0	0.0%	0	0.0%																																																																									
Palauans	0	0.0%	0	0.0%																																																																									
Yapese	0	0.0%	0	0.0%																																																																									
Kosraeans	0	0.0%	0	0.0%																																																																									
Pohnpeans	0	0.0%	0	0.0%																																																																									
Chuukese	0	0.0%	0	0.0%																																																																									
Marshallese	0	0.0%	0	0.0%																																																																									
USA	0	0.0%	0	0.0%																																																																									
Filipino	0	0.0%	0	0.0%																																																																									
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PALAU COMMUNITY COLLEGE FAMED TEMPLATE FOR NON-ACADEMIC & NON-INSTRUCTIONAL AREAS

Service Area: _____ **Function/Activity:** _____ **Date of Assessment:** _____ **Prep. By:** _____

Mission: Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

How many clienteles are involved in this assessment? _____

<p>ILOs:</p> <p>[] ILO 1 – Critical Thinking and Problem Solving</p> <p>[] ILO 2 – Communication</p> <p>[] ILO 3 – Quantitative and Technological Competence</p> <p>[] ILO 4 – Diversity</p> <p>[] ILO 5 – Civic Responsibility</p> <p>[] ILO 6 – Aesthetics</p>	<p style="text-align: center; color: green; font-size: 2em;">F</p> <p>Formulate – Create or revise standards/learning outcomes/goals/objectives aligned to the PCC mission.</p>	<p style="text-align: center; color: green; font-size: 2em;">A</p> <p>Assess - Create or revise assessment tools and implement to gather data for standards/learning outcomes/goals/objectives.</p>	<p style="text-align: center; color: green; font-size: 2em;">M</p> <p>Measure – Collect measurement data for standards/learning outcomes/goals/objectives using qualitative and quantitative methods.</p>	<p style="text-align: center; color: green; font-size: 2em;">E</p> <p>Evaluate – Analyze and interpret standards/learning outcomes/goals/objectives collected data for congruence between expected and actual outcomes.</p>	<p style="text-align: center; color: green; font-size: 2em;">D</p> <p>Develop – Document results and make decisions to develop, revise or continue services/ programs. Continue implementation, evaluation, planning and allocation of resources to strengthen services/ programs for overall institutional effectiveness.</p>
	<p style="text-align: center;">SERVICE AREA OUTCOME / STUDENT LEARNING OUTCOME</p>	<p style="text-align: center;">MEANS OF ASSESSMENT</p>	<p style="text-align: center;">EXPECTED OUTCOME</p>	<p style="text-align: center;">Summary of data collected</p>	<p style="text-align: center;">Analyzed Results / Action Plans based on Results</p>
<p style="text-align: center;">Service Area Outcomes / Student Learning Outcomes:</p> <p style="text-align: center;">(Provide only the SAOs / SLOs that are being assessed.)</p>	<p style="text-align: center;">SAO with Goals & Objectives</p>	<p style="text-align: center;">Identify assessment tool (s) used in this assessment.</p>	<p style="text-align: center;">____ % of the clientele assessed will perform at the proficiency level.</p> <p style="text-align: center; margin-top: 20px;">OR</p> <p style="text-align: center;">____ % of the clientele assessed will be satisfied with the service area.</p>	<p style="text-align: center;">Actual Outcome</p>	<p style="text-align: center;">Analyze the result of assessment against assessment results of the last time this service area / program was assessed.</p> <p style="text-align: center;">What are action plans for improvement of the service area / program?</p>

**INSTRUCTIONAL
PROGRAMS &
DEPARTMENTS
PROGRAM REVIEW
TEMPLATE**



“We Strive to Guarantee Quality and Excellence”

Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

**Instructional Programs
(Academic Degree & Certificate Programs)**

Three Year Program Review

Degree / Certificate Program

insert name here

Period of Three Year Review

insert academic years here

Program Review Completed By:

Name	Title	Signature	Date

Program Review Certified By:

Name	Title	Signature	Date

Program Review Received By: (Institutional Research & Evaluation Office)

Name	Title	Signature	Date

Purpose:

Program review at Palau Community College is a process that provides an extensive evaluation of academic and non-academic programs on a three year basis. The results of yearly assessments (using the FAMED process) are compiled into the one three year review cycle.

The purpose of program review is to evaluate program sufficiency to allow definite strategies to be developed for major revisions, to provide information for consideration when decisions are made, and to develop recommendations to improve institutional effectiveness.

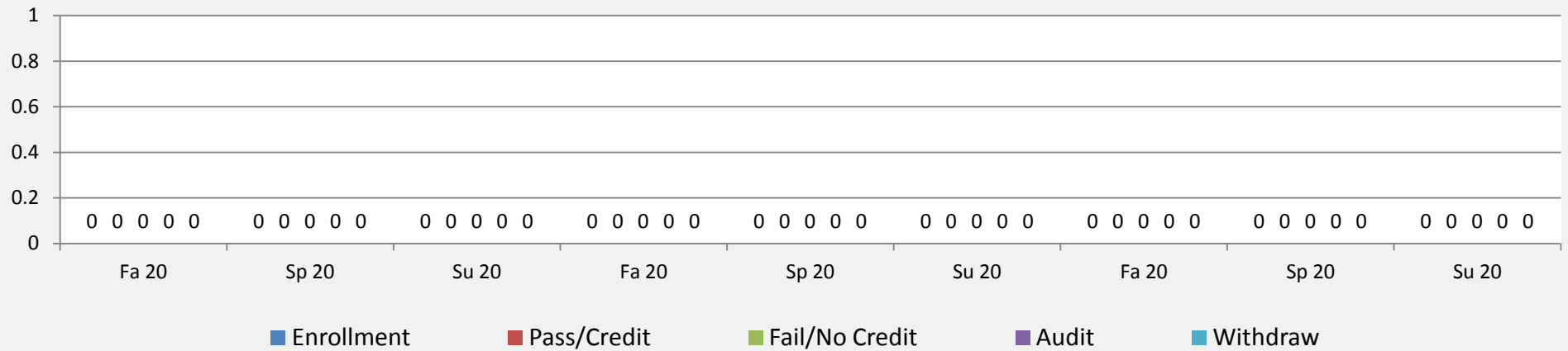
**Instructions for completing Program Review:**

1. Type your text into the boxes. The text boxes will expand to accommodate the amount of text spaces you need.
2. Individual instructions are included before each section.
3. Submit completed and signed Program Review in both hard copy and electronic copy format to the Institutional Research & Evaluation Office.
4. Required supporting documents must be included during submission.
 - Appendix A: CLOs – PLOs – ILOs Mapping (e-copy only)
 - Appendix B: Most Approved CLOs and PLOs (e-copy only)
 - Appendix C: FAMED grid of all course assessment data within review cycle (e-copy only)
5. Be sure to keep both hard and electronic copies for your file.

Note: Other college plans may include the 15-Year Institutional Master Plan, the 5-Year Technology Plan, Institutional Learning Outcomes, Institutional-Set Standards for Student Achievement, or other plans, such as an approved department plan or committee plan.

1.0 Program Data

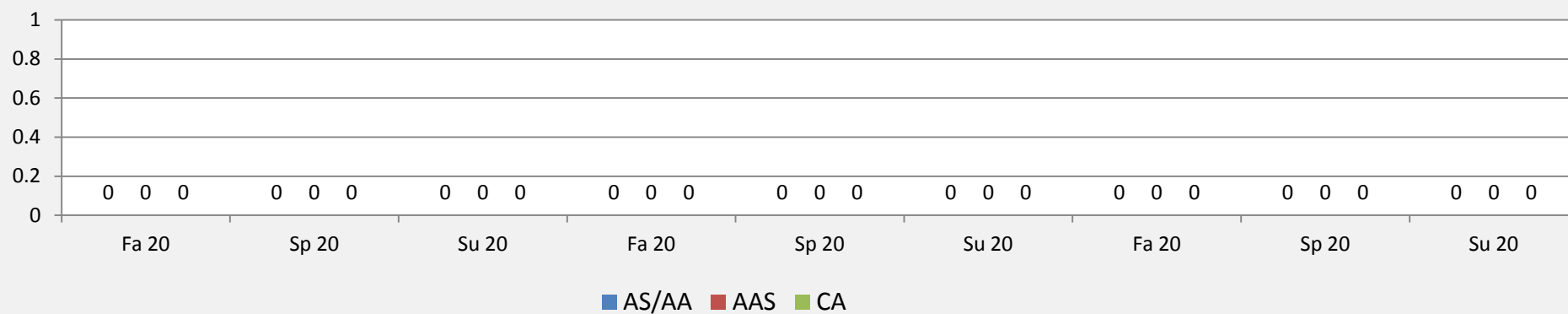
Figure 1. Number of Students Enrolled, Pass/Credit, Fail/No Credit, Audit and Withdraw



Brief summary of data

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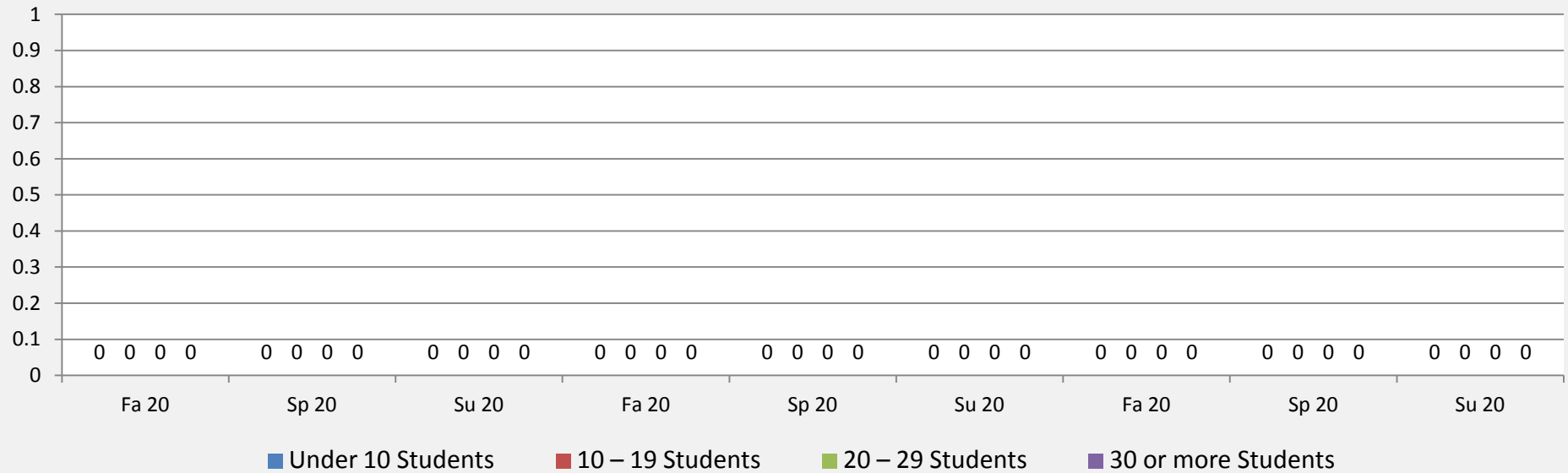
Figure 2. Number of Graduates



Brief summary of data

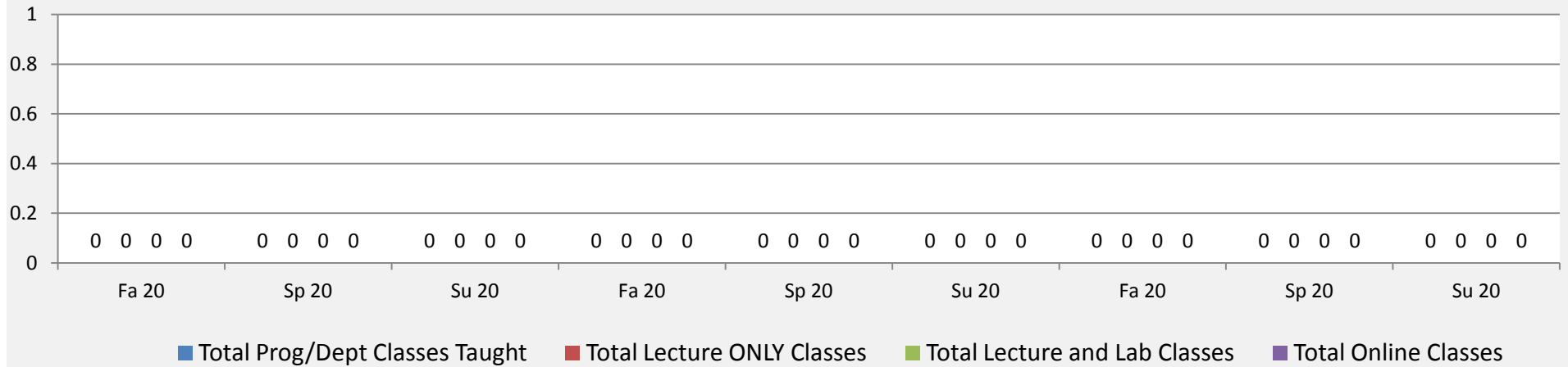
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Figure 3. Number of Classes Based on Student Enrollment



Brief summary of data

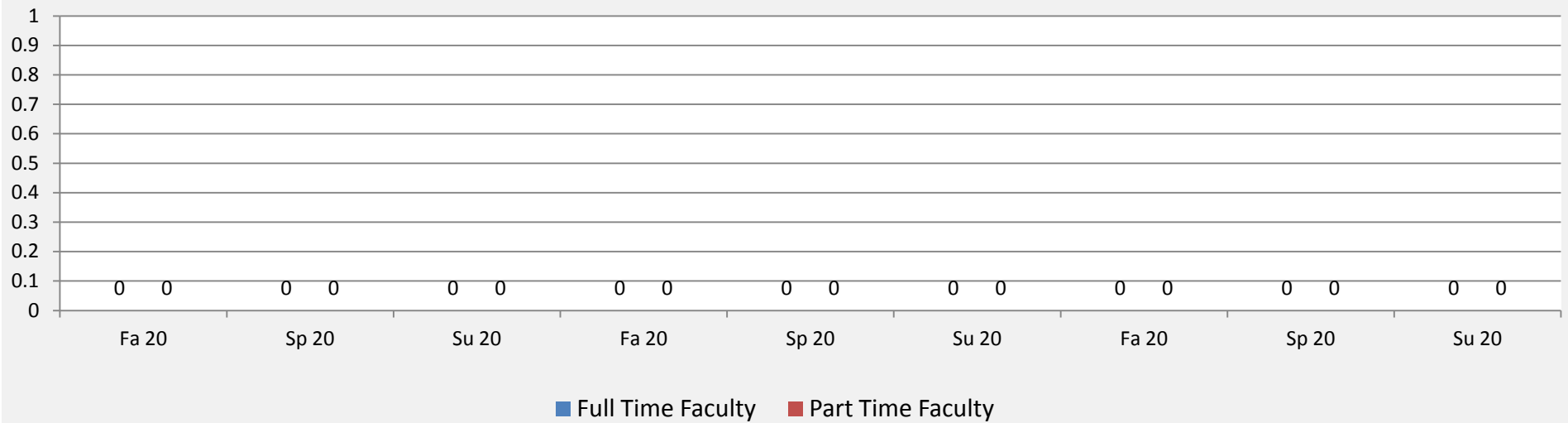
Figure 4. Class Offering



Brief summary of data

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Figure 5. Faculty Head Count



Brief summary of data

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Table 1: Faculty to Class Size Ratio (Program Headcount)

Ratio	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015
Full Time Faculty (F : S)	—:—	—:—	—:—	—:—	—:—	—:—	—:—	—:—	—:—
Part Time Faculty (F : S)	—:—	—:—	—:—	—:—	—:—	—:—	—:—	—:—	—:—

Brief summary of data

--

II. Student Learning and Curriculum

How many program courses are there? (refer to catalog or recent approval by CPC)	% of courses with Identified CLOs	List all revised program courses outlines or proposed new courses that received CPC approval within this review cycle	% of PLOs aligned with ILOs

Provide Summary of Student Learning and Curriculum in the box below. Summary should include reasons for course revisions and course proposals.

III. Course Assessment Data

SAMPLE

(Remove the sample table before submitting the program review report.)

Semester Assessed	Course Assessed	CLO - PLO Mapping	Results of Assessments (Do not combine CLO results; report individual CLO result.)
Summer 2016	ED290	CLO 1 – PLO 1 CLO 2 – PLO 2 CLO 3 – PLO 3 CLO 4 – PLO 4 CLO 5 – PLO 5	CLO 1: 100% of students assessed performed at the proficiency level. CLO 2: 100% of students assessed performed at the proficiency level. CLO 3: 100% of students assessed performed at the proficiency level. CLO 4: 100% of students assessed performed at the proficiency level. CLO 5: 100% of students assessed performed at the proficiency level.

Year 1: School Year _____

Semester Assessed	Course Assessed	CLO - PLO Mapping	Results of Assessments

Year 2: School Year _____

Semester Assessed	Course Assessed	CLO - PLO Mapping	Results of Assessments

Year 3: School Year _____

Semester Assessed	Course Assessed	CLO - PLO Mapping	Results of Assessments

Provide Summary of Course Assessment Data in the box below. Summary should include how assessment results have led to improvement of course and program learning outcomes, student learning and achievement.

IV. Program Learning Outcomes (PLOs) Assessment

SAMPLE

(Remove the sample table before submitting the program review report.)

List PLOs	Proficiency Levels	Results of Assessments (Do not combine PLO results; report individual PLO result.)
ED PLO 1	ED110 CLO 4 - 75% ED200 CLO 2 - 84% ED203 CLO 3 - 88% ED204 CLO 1 - 92% ED290 CLO 1 -100%	89% of students assessed performed at the proficiency level. The expected outcome of 70% was met. ED program will continue to offer program courses as they are, continue to assess the program courses, and will make any changes when need arise. Changes and implementation will continue to be based on course assessment results and data.
ED PLO 2		
ED PLO 3		
ED PLO 4		
ED PLO 5		

Program Learning Outcomes Assessment Results

List PLOs	Proficiency Level	Results of Assessments

Provide Summary of Program Learning Outcomes Assessments in the box below. Summary should include analysis of this cycle with previous cycles; how assessment results have led to major decisions made to support the improvement of program's student learning and student achievement.



V. Evaluation of Previous Program Review Action Plan/s

Indicate the status of the previous program review action plans below. (Include all previous action plans.)

Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Updates of Action Plan/s (Report action plan individually.)

Provide Summary of the Evaluation of Previous Program Review Action Plan/s in the box below. Summary should include what measurable outcomes were achieved due to the actions completed; were the completed action plans led to improvement of student learning and student achievement; and provide detailed explanation of action plans that are ongoing and plans that are incomplete.

VI. Action Plans

Based on this program review results, describe the program action plan for the next three (3) academic years. Include necessary resources.

Action Plan Activity/Objectives	How will this action plan improve student learning outcomes? (CLO, PLO, ILO)	Needed Resources (if any)	Timeline

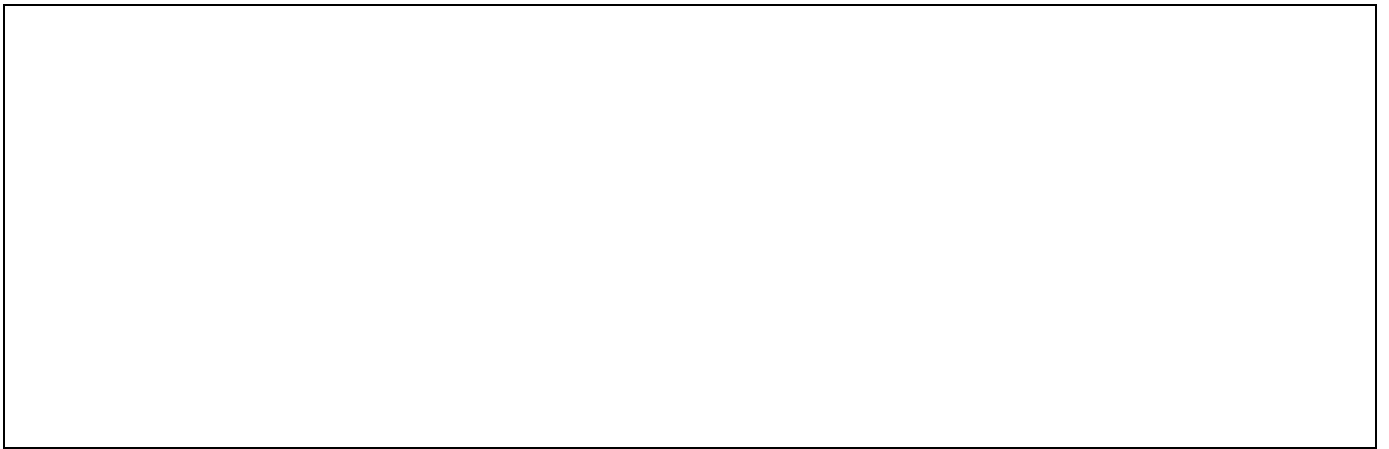
Provide Summary of Action Plans in the box below. Summary should include program major strengths; program needs and any recommendations for improvements based on assessment results, data and/or other college major plans. The summary needs to indicate overall program needs that may require financial support from the institution.

VII. Resource Requests

Itemize resource request below.

Type of Resource	Detailed Description	Estimated Amount Requested	Justification
Personnel			
Facilities			
Equipment			
Supplies			
Software			
Training			
Other			
Total			

Provide Summary of Resource Request in the box below. Summary should connect the resources requested to course, program and institutional learning outcomes assessment results and/or any other college major plans.



NON- INSTRUCTIONAL AREAS

PROGRAM REVIEW TEMPLATE



“We Strive to Guarantee Quality and Excellence”

Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

**Non-Instructional Programs
(Student Services, Library Services, Continuing Education, Adult High School & TRIOs)**

Three Year Program Review

Service Area

insert service area name

Period of Three Year Review

insert academic years

Program Review Completed By:

Name	Title	Signature	Date

Program Review Certified By:

Name	Title	Signature	Date

Program Review Received By: (Institutional Research & Evaluation Office)

Name	Title	Signature	Date

Purpose:

Program review at Palau Community College is a process that provides an extensive evaluation of academic and non-academic programs on a three year basis. The results of yearly assessments (using the FAMED process) are compiled into the one three year review cycle.

The purpose of program review is to evaluate program sufficiency to allow definite strategies to be developed for major revisions, to provide information for consideration when decisions are made, and to develop recommendations to improve institutional effectiveness.

**Instructions for completing Program Review:**

1. Type your text into the boxes. The text boxes will expand to accommodate the amount of text spaces you need.
2. Individual instructions are included before each section.
3. Submit completed and signed Program Review in both hard copy and electronic copy format to the Institutional Research & Evaluation Office.
4. Required supporting documents must be included during submission.
 - Appendix A: Goals/Objectives/SLOs – ILOs Mapping (e-copy only)
 - Appendix B: Evidence – All assessment data within review cycle (e-copy only)
 - Appendix C: All Assessment Tools (e-copy only)
 - Appendix D: Service Area Assessment Calendar (e-copy)
5. Be sure to keep both hard and electronic copies for your file.

Note: Other college plans may include the 15-Year Institutional Master Plan, the 5-Year Technology Plan, Institutional Learning Outcomes, Institutional-set Standards for Student Achievement, or other plans, such as an approved department plan or committee plan.

SERVICE AREA REVIEW AND ASSESSMENT DATA

I. MISSION OF SERVICE AREA

1. State the purpose (mission statement) of service area here.
2. Provide summary of service area purpose here.
3. How does the purpose (mission statement) of service area support the overall institutional mission? Provide the relationship of service area to the college Mission statement.

II. TRENDS ANALYSIS

1. Provide data and use data to indicate trends for each program/service area measures.

Services/Activities	Year 1	Year 2	Year 3
Example: Student Life			
Individual probation counseling	222	189	319
Individual academic advising	93	117	202
Alcohol counseling	36	18	9
Example: Library			
Gate count on library exits	1533	2001	1934
Computer room student's use	654	893	1007
Library instruction (SS100)	225	300	300

Provide summary of trend analysis here.

2. Provide data and use data to indicate trends in staffing.

Staffing	Management Level	Professional Level	Classified Level	Student Worker / Volunteer
Year 1				
Year 2				
Year 3				

Provide summary of trend analysis here.

III. LEARNING OUTCOMES ASSESSMENTS

Year 1: _____

SLOs	Assessment Tools	Expected Outcome	Assessment Results	Action Plans

Year 2: _____

SLOs	Assessment Tools	Expected Outcome	Assessment Results	Action Plans

Year 3: _____

SLOs	Assessment Tools	Expected Outcome	Assessment Results	Action Plans

Provide summary of learning outcomes assessments including analysis between current and previous program reviews here.

IV. SERVICE AREA OUTCOMES ASSESSMENT

Year 1: _____

SAO	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans

Year 2: _____

SAO	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans

Year 3: _____

SAO	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans

Provide summary of Goals/Objectives assessments including analysis between current and previous program reviews here.

V. PERSONNEL

1. List information requests below for all full time/part time personnel.

Position/Titles (no names)	Status (FT/PT)	Highest Degree	Initial Date of Hire	Brief Description of Duties

2. Is the number of personnel adequate to support the service area? If no, explain based on assessment results and/or other college plans below.

--

3. Do available personnel possess adequate skills required to support the service area? If no, explain based on assessment results and/or other college plans below

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4. Do any personnel need professional development in order to improve services in this service area? If so, list those areas of need. Base this response on assessment results and/or other college plans below.

--

Provide summary of service area personnel here.

--

VI. FACILITIES AND EQUIPMENT

1. Are available general use facilities, such as office and work spaces, adequate to support the service area? If no, provide response based on assessment results and/or other college plans below.

2. Is available equipment adequate to support service area goals/objectives/student learning outcomes? If no, provide response based on assessment results and/or other college plans below.

3. Does the service area generate revenue? If so, explain how it is generating revenue and how is the service area using the revenue below.

Provide summary of facilities and equipment here.

VII. EVALUATION OF PREVIOUS PROGRAM REVIEW ACTION PLANS

1. List previous program review action plans below and provide their current status.

Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Explanation

2. Provide summary of evaluation of previous goals/activities from the previous program review cycle below. Summary should include the following.

- What measurable outcomes were achieved due to the actions completed?
- Evaluate the success of the completed actions. Did the completed actions lead to improvement of service area goals and objectives?
- What modification/s do you plan to make to the service area in the future to improve services?
- Update major changes/accomplishments since the last review.

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VIII. SERVICE AREA STRENGTHS AND IMPROVEMENT NEEDS

1. Indicate and explain service area strengths below.

2. Indicate and explain service area improvement needs below.

Provide summary of service areas major strengths and improvement needs below. Summary should include the following.

- Does the service area data indicate overall needs that may require support from the institution? Explain.
- Define these observed needs supported by assessment data or any other college plans.

IX. SERVICE AREA ACTIONS PLANS

Based on this current program review results, describe the program action plan/s for the next three (3) years below. Include necessary resources.

Action Plan Activity/Objectives	How will this action plan improve services/activities?	Needed Resources (if any)	Timeline

Provide summary of actions plans here.

X. RESOURCE REQUEST

List resource request below; provide complete description, estimated cost, and reasons why the request is necessary.

Resource request should be tied to at least one institutional learning outcome, one institutional-set standard, student learning outcomes, goal/objective assessment results, or any other college plans.

Type of Resource	Description	Estimated Cost	Justification
Personnel			
Facilities			
Equipment			
Supplies			
Software			
Training			
Other			
Total			

Provide summary of resource request here.

**NON-
ACADEMIC
AREAS**

**PROGRAM REVIEW
TEMPLATE**



“We Strive to Guarantee Quality and Excellence”

Palau Community College is an accessible public educational institution helping to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence.

Non-Academic Programs

(Administration & Finance; Development Office; Book Store; Institutional Research and Evaluation)

Three Year Program Review

Service Area

insert service area name

Period of Three Year Review

insert academic years

Program Review Completed By:

Name	Title	Signature	Date

Program Review Certified By:

Name	Title	Signature	Date

Program Review Received By: (Institutional Research & Evaluation Office)

Name	Title	Signature	Date

Purpose:

Program review at Palau Community College is a process that provides an extensive evaluation of academic and non-academic programs on a three year basis. The results of yearly assessments (using the FAMED process) are compiled into the one three year review cycle.

The purpose of program review is to evaluate program sufficiency to allow definite strategies to be developed for major revisions, to provide information for consideration when decisions are made, and to develop recommendations to improve institutional effectiveness.



Instructions for completing Program Review:

1. Type your text into the boxes. The text boxes will expand to accommodate the amount of text spaces you need.
2. Individual instructions are included before each section.
3. Submit completed and signed Program Review in both hard copy and electronic copy format to the Institutional Research & Evaluation Office.
4. Required supporting documents must be included during submission.
 - Appendix A: Goals/Objective/SAOs – ILO Mapping (e-copy only)
 - Appendix B: Evidence - All assessment data within review cycle (e-copy only)
 - Appendix C: All Assessment Tools (e-copy only)
 - Appendix D: Service Area Assessment Calendar (e-copy only)
5. Be sure to keep both hard and electronic copies for your file.

Note: Other college plans may include the 15-Year Institutional Master Plan, the 5-Year Technology Plan, Institutional Learning Outcomes, Institutional-Set Standards for Student Achievement, or other plans, such as an approved department plan or committee plan.

SERVICE AREA REVIEW AND ASSESSMENT DATA

I. MISSION OF SERVICE AREA

1. State the purpose (mission statement) of service area here.

2. Provide summary of service area purpose here.

3. How does the purpose (mission statement) of service area support the overall institutional mission? Provide the relationship of service area to the college Mission statement.

II. Service Area Functions

1. List the principal functions/services of this service area.

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2. Provide goals and objectives of each of the functions/services of this service area.

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II. TRENDS ANALYSIS

1. Provide data and use data to indicate trends for each service area measures.

Service Area	Service Provided	Service Clientele	Year 1 2014	Year 2 2015	Year 3 2016
Accounts Payable	Make payments owed by the college to suppliers/creditors	Various venders, contractors & creditors	500 issued checks	782 issued checks	1200 issued checks
Accounts Receivable					
Payroll					

Provide summary of trend analysis here.

2. Provide data and use data to indicate trends in staffing.

Staffing	Management level	Professional Level	Classified Level	Student Worker / Volunteer
Year 1				
Year 2				
Year 3				

Provide summary of Trend Analysis.

III. SERVICE AREA OUTCOMES (SAO) ASSESSMENT

Year 1: _____

SAO	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans

Year 2: _____

SAO	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans

Year 3: _____

SAO	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans

Provide summary of Service Area Outcomes Assessments and Analyze Three Years Data.

Evaluation of Goals and Objectives

Year 1: _____

Service Area Goals/Objectives	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans

Year 2: _____

Service Area Goals/Objectives	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans

Year 3: _____

Service Area Goals/Objectives	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans

Provide summary of Goals/Objectives Assessments and Analyze Three Years Data.

IV. PERSONNEL

1. List information requests below for all full time/part time personnel:

Position/Titles (no name)	Status (FT/PT)	Highest Degree	Initial Date of Hire	Description of Duties

2. Is the number of personnel adequate to support the service area? If no, explain based on assessment results and/or other college plans.

3. Do available personnel possess adequate skills required to support the service area? If no, explain based on assessment results and/or other college plans.

4. Do any personnel need professional development in order to improve services in this service area? If so, list those areas of need. Base this response on assessment results and/or other college plans.

Provide summary of Personnel here.

V. FACILITIES AND EQUIPMENT

1. Are available general use facilities, such as office and work spaces, adequate to support the service area? If no, provide response based on assessment results and/or other college plans.

2. Is available equipment adequate to support service area goals/objectives/student learning outcomes? If no, provide response based on assessment results and/or other college plans.

3. Does the service area generate revenue?

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Provide summary of Facilities and Equipment here.

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VI. EVALUATION OF PREVIOUS PROGRAM REVIEW ACTION PLANS

1. List previous program review action plans and provide their current status.

Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Explanation

2. Provide summary of Evaluation of Previous Goals/Activities from Previous Program Review cycle below. Summary should include the following.

- What measurable outcomes were achieved due to the actions completed?
- Evaluate the success of the completed actions. Did the completed actions lead to improvement of service area goals and objectives?
- What modification do you plan to make to the service area in the future to improve services?
- Update major changes/accomplishments since the last review.

VII. SERVICE AREA STRENGTHS AND IMPROVEMENT NEEDS

1. Indicate and explain service area strengths below.

2. Indicate and explain service area improvement needs below.

Provide summary of Service Areas Major Strengths and Improvement Needs below. Summary should include the following.

- Does the service area data indicate overall needs that may require support from the institution? Explain.
- Define these observed needs supported by assessment data or any other college plans.

VIII. SERVICE AREA ACTIONS PLANS

Based on this current program review results, describe the program action plan/s for the next three (3) years. Include necessary resources.

Action Plan Activity/Objectives	How will this action plan improve services/activities?	Needed Resources (if any)	Timeline

Provide summary of Action Plans here.

IX. RESOURCE REQUEST

List resource request, provide complete description, an estimated amount and justify reason why request is necessary.

Resource request should be tied to at least one institutional learning outcome, one institutional-set standard, student learning outcome/goal/objective assessment results, and/or any other college plans.

Type of Resource	Description	Estimated Amount Requested	Justification
Personnel			
Facilities			
Equipment			

Supplies			
Software			
Training			
Other			
Total			

<p>Provide summary of Resource Request (if any) here.</p>
