



"We 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 Three Year Program Review

### Service Area

Academic Affairs Division

### Period of Three Year Review

Oct. 1, 2011 to Sept. 30, 2014

#### NAME/TITLE/SIGNATURES:

Completed by Associate Dean Marianne Temaungil *Marianne Temaungil* Date 4/2/15  
Division/Department Head Dean Robert Ramarui *Robert Ramarui* Date 4/2/15

Received by Institutional Research Office on:	date	Name and Initial of receiving personnel
	4/2/15	LIQAYA SCAPA <i>[Signature]</i>

## 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 the form:

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 your completed Program Review in both hard copy and electronic copy format to the Institutional Research Office.
4. Be sure to keep both hard and electronic copies for yourself.

## **Program Review Narrative Summary**

The narrative summary should include the following:

- Summary of the service area purpose
- The relationship of service area to the college Mission Statement
- Summary of Trend Analysis
- Summary of Learning Outcomes Assessments
- Summary of Goals/Objectives Assessments
- Summary of Personnel
- Summary of Facilities and Equipment
- Summary of Evaluation of Previous Goals/Activities from Previous Cycle
  - a. List actions identified in your last program review or any other related plan(s)\*.
  - b. What measurable outcomes were achieved due to the actions completed?
  - c. Evaluate the success of the completed actions. Did the completed actions lead to improvement of service area goals and objectives?
  - d. What modifications do you plan to make to the service area in the future to improve services?
  - e. Update major changes/accomplishments since the last review.
- Summary of Service Areas Major Strength and Improvement Needs
  - a. Does the service area data indicate overall needs that may require support from the institution? Define these observed needs supported by assessment data.
- Summary of Action Plans
- Summary of Resource Request (if any)
  - a. All resource requests should be tied to at least one of the following:
    - An institutional learning outcomes
    - A student learning outcome/goals/objectives
    - Other college plans
  - b. What will be the anticipated outcome if resource request is granted?
  - c. Describe the resource request in detail.

\*Note: Other college plans may include the 15-Year Institutional Master Plan, the 5 Year Technology Plan, or other plans such as an approved department plan or committee plan.

# Academic Affairs Division Program Review Narrative Summary

## Service Area Purpose

The Academic Affairs (AA) Division falls under the Education and Training Department which is one of the three main departments of Palau Community College. The AA division is responsible for all instruction and instructional programs, including the administration of the three schools of the college, the School of Arts and Sciences, the School of Business, and the School of Technical Education. The AA division is directly responsible for support of both faculty and students in the teaching and learning areas and the Dean is responsible for the direct supervision of the faculty.

## Relationship of Service Area to College Mission Statement

The AA mission states, "The Academic Affairs Division provides high quality instruction in both career/technical educational programs and academic programs to ensure students acquire the skills and attitudes needed to enter the workforce or to continue their educational careers."

The Academic Affairs mission supports the overall institutional mission by ensuring that the students are supported in the student learning area so that they can acquire the necessary skills and knowledge to meet their economic, social, academic and technical needs through acquiring proficiency in their learning outcomes at all levels. Through their programs, students will gain the necessary knowledge and skills that are needed in the work force or at institutions of higher education. Graduates of the college will be prepared to either enter the work force with entry level job skills or to continue their education at an institution of higher education prepared for higher level courses.

## Summary of Trends Analysis

The goals and objectives have not been assessed during this three year cycle review as this is the first time the program is being reviewed. The assessment tools which are two surveys- one for faculty and one for students will be conducted each semester starting mid-spring 2015. This information will then be used for the next program review cycle. It will also be reviewed on a semesterly basis to make any necessary improvements to the division between the program review cycles.

There is not a complete trends analysis for the three year period, but data that was available is provided and analyzed

- There is no record of the number of faculty who requested Xeroxing services nor how much Xeroxing was done. The reason for the lack of data is that faculty write their requests on small forms which are attached to the Xerox request and then these forms are not kept or recorded.
- For book ordering, Year 1 and Year 3 were quite a bit higher than Year 2 according to the data collected. However, Year 3 comprised 4 semesters while the data for the other two years was only 3 semester. What causes the lower order number during Year 2 is not known. Perhaps the rental of books occurred the first year so books were returned by students leading to less books being needed as new.
- Supplies went up during Year 2 but again the reason is not known.
- For the first two year, more faculty appear to have gone on trips for conferences or trainings than for the last year of the cycle. Some of these conferences/trainings include accreditation related ones. These trips have usually paid for by Academic Affairs. Last year, however, the Accreditation Office had a budget so funding for some accreditation related conferences/trainings for faculty to attend was out of that office rather than the Academic Affairs budget.
- Faculty meetings remained fairly consistent. Faculty meetings are usually held during the beginning and end of each semester excluding the summer sessions. Each of the reporting years, however, have more than two so there were more frequent faculty meetings.
- Posting class cancelations was not data that could be collected as the signs posted were not saved during this cycle.
- Catalog addendums were also low.
- Schedule modifications were high for Year 1 and Year 3. Year 3 was extremely high but there was a turnover in the administration and this was the first course schedule offering printed by the new administrator.
- Student data was not able to be collected for the cycle for those who came to the AA office for assistance as there is no record of how many students came or what kind of assistance was given.

## **Summary of Goals and Objectives**

There are two goals for the AA division. One is to provide support to students to promote student learning. The other goal is to provide support to faculty to promote faculty teaching. Students are supported so that they can gain the skills and knowledge needed for their future endeavors. Faculty are also supported so that they can deliver quality instruction to promote learning opportunities through the different programs and courses that are taught by them.

## **Summary of Personnel**

There are three office staff and five assistant instructors in addition to the Dean and Associate Dean of Academic Affairs which make up the Academic Affairs division personnel. The two administrators have been at the college for over 10 years and both are former faculty. Both are new to their positions and so are adjusting to the duties and tasks of the positions. They function well as a team and are often able to divide some of the tasks. At times they work together as with disciplining a faculty or creating a new course offering schedule. Both the Dean and the Associate Dean are on numerous committees. The Dean is also responsible for the Internship Program. The Associate Dean's responsibilities also entail chairing the Committee on Programs and Curricula and coordinating course assessments each semester. Both the Dean and Associate Dean have tasks assigned to them by the President.

The three office staff are sufficient for the amount of work that needs to be accomplished at Academic Affairs. They have specific assigned tasks and also have tasks that they all do. For example, one staff specifically works on the book orders and adjunct contracts each semester while another is busy making sure the paperwork (RQs) for faculty requests for supplies are completed. The third staff's main task is attending to Xerox requests but all three will handle phone calls and sometimes assist in other areas when needed. At times though there is a problem with punctuality and sometimes there is a lack of focus to details or teamwork which causes a delay in getting tasks done in a timely manner.

There are five assistant instructors which fall under the supervision of the Dean of Academic Affairs also. Four of the assistant instructors are assisting in technical programs while one is in charge of the Academic Tutoring Laboratory and also assists with the students' placement for the internship courses.

Classroom cleaners are also under the supervision of Academic Affairs. Each semester there are students hired to clean the classrooms, hallways, and assist with cleaning the Academic Affairs office.

## **Summary of Facilities and Equipment**

The facilities of the Academic Affairs Division are adequate. There is a separate office for both the Dean and the Associate Dean although the Associate Dean is not located in the same large office as the rest of the staff. This is at times detrimental to communication among the staff. There is adequate room for the three office staff and equipment is adequate. For faculty, however, more digital projectors and laptops are needed. The office, however, needs to be rearranged so that there is a clear office area for office staff only.

## **Summary of Evaluation of Previous Goals/Activities from Previous Cycle**

This is the first program review cycle that has been completed. Therefore, there is no summary of evaluation of previous goals/activities from previous cycles.

## **Summary of Service Area Major Strengths and Improvement Needs**

### **Major strengths**

Academic Affairs major strengths are:

- Office hours have been extended to cover evening courses should there be a need for office assistance for students or faculty of evening courses.
- Office staff are efficient and complete tasks in a timely manner when focused and on task.
- The Dean and Associate Dean offices are easily accessible and the two administrators are able to attend to requests when not in meetings or out of the office for work related tasks.

## **Improvement Needs**

There are a few weaknesses with the office tasks:

- All book orders are not arriving before the beginning of the semester. This may be a shipping or supplier problem so the process may need to be started earlier.
- Xeroxing is not always completed correctly or on time. However, there are times when the machine breaks down or faculty submit requests too late.
- Staff are not always following up on requisitions in a timely manner so that often there are checks waiting in the Business Office. In addition, because of improper or missing information often RQs need to be redone which in turn slows the process down. This may be due to staff being distracted or interrupted before the task was completed. There are also times, however, when faculty do not turn in supply requests on time

There are two noted weak areas for the administrators:

- A weakness on the part of the administrators would be that there is not enough attention given to faculty. The main reason for this is that tasks which involve meetings or paperwork consume time that could be spend in classroom observation time and spontaneous walks around classroom areas. Faculty contracts are sometimes held up by the administrators not being able to complete the faculty merit evaluation form. The form is a newly designed one that takes more time to complete by both the faculty and administrators. The administrators are looking to develop an annual faculty merit evaluation that is not quite as detailed and use the new form for renewal of contracts.
- Another weak area of the administrators is that student evaluations are not done soon enough and faculty do not always know the results of the student evaluations. Conducting the student evaluations is done by the office staff, but this is a time consuming task and distractions or other tasks get in the way of completing the evaluations until sometimes the week of final exams.

With reorganization of the office, there should be less distractions, which should help the office run more efficiently. With three office staff, there are enough personnel to take care of faculty and student needs provided the staff work together and assist each other once each person's major tasks are completed. At times teamwork seems to be lacking.

For the administrators, creation of an annual faculty merit evaluation which is less detailed than the new one needs to be created soon. While the new faculty merit evaluation is a good evaluation tool, evaluating faculty now takes much more time. It is very thorough so better for using at the end of a contract for renewal purposes rather than as an annual evaluation tool. Also, student evaluations need to be started the third week or fourth week in the semesters for fall and spring and completed before the end of the semester if possible. All office staff need to be involved to accomplish this timeframe. When three are three present in the office, two can be conducting the student evaluations leaving one to remain in the office.

## **Summary of Action Plans**

The first action plan is to create and distribute customer satisfaction surveys to students and faculty to collect data needed for goals and objectives.

The second action plan is to review from time to time customer service techniques with the office staff. Requestors can be rude, demanding or expecting their requests to be done at the last minute so reviewing customer service tips will help them deal with these types of requestors more professionally.

The third action plan that needs immediate action is the rearranging of the office so that there is a clear division between the visitor area and the staffing area. This will help cut down on missing items, socializing, and work not completed in a timely manner due to distractions. In addition, in order to collect the data needed for the program review, visitors need to report to office staff for the recording of their requests. With the current office set up, it is impossible to collect numbers effectively on student request needs and for faculty requests which is data needed for the program review. The Xeroxing needs to be recorded by office staff. Also, equipment for faculty needs to be secured in an area off limits to faculty and visitors. There is no accurate count of how much Xeroxing is done on a daily or weekly basis and presently there is equipment unaccountable, which includes digital projectors.

The data base or Excel spreadsheet creation plan will help with collection of the data needed for program reviews. This will be used to store data and to create reports or give accurate numbers for the data.

### **Summary of Resource Requests**

- Under personnel, a part time administrator is requested. This person could be also part time faculty. As stated in the summary and on the appendix, assistance with some of the administrative tasks and faculty supervision would allow for better attention to faculty and some of the problems that occur with faculty. The cost would be in the salary adjustment for additional duties.
- A need for a Xerox machine was also noted. During peak periods, especially, the current Xerox machine is not able to handle the demand. The peak periods are at the beginning of the semester, midterm periods and final exam periods. The current machine as noted is also time consuming to use as it does not collate as it copies. One page at a time is Xeroxed. Collating and stapling are done manually. When Academic Affairs was located near the Carpentry Shop, the Xerox machine for the office collated and stapled so less time was needed for Xeroxing. Faculty have also complained about the quality of this machine's Xeroxing capabilities. Checking online, depending on the size, Xerox machine run from \$500 to \$3000. A fairly large heavy duty one would be needed.
- Under supplies, log books were requested to track data needed for the program review. These are not costly.
- Under software needs, a database specific for record keeping purposes for program review was also requested. While Excel can supply spreadsheets, a tailor made database would be better as it could be created with the capability to print specific reports needed for the program review. The cost may be nil if such an open source is available. However, the IT faculty has created numerous databases specific to the needs of the requester so a special contract to compensate the IT faculty would be preferred if the IT faculty had the time and agreed to this request.

All of these requests are tied to the goals and objectives of the Academic Affairs office.

- **Goal 1: To provide support to promote student learning**
- **Goal 2: To provide support to promote faculty teaching**

In addition, these requests are tied to the vision of the college "We guarantee quality and excellence." If the requests are granted, improved services and improved support to both faculty and students should be provided.

It is also requested that the next program review be on an academic school year cycle rather than a fiscal year cycle. The data needed for the program review is data that occurs each semester and it is difficult to get accurate data when having to divide the data collected in the cycle of a fiscal year. For example, most faculty supply requests come in just prior to or at the beginning of a semester. The fiscal year cuts into the fall semester. Schedule modifications are done at the beginning of each semester and catalog addendums follow semester calendars also when the Committee on Program and Curricula meets. Students and faculty need support during the academic school year calendar.

## Appendix A: Service Area Review Assessment Data

### MISSION OF SERVICE AREA

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

The Academic Affairs Division provides high quality instruction in both career/technical and academic programs to ensure students acquire the skills and attitudes needed to enter the workforce or to continue their educational careers.

2. How does the purpose (mission statement) of the service area support the overall institutional mission statement?

The Academic Affairs mission supports the overall institutional mission by ensuring that the students are supported in the student learning area so that they can acquire the necessary skills and knowledge to meet their economic, social, academic and technical needs through acquiring proficiency in their learning outcomes at all levels. Faculty are also supported so that they can deliver quality instruction to promote learning opportunities through the different programs and courses that are taught by them.

### TRENDS ANALYSIS

1. Use the data provided to indicate trends for each of the following measures:

Services/Activities	Year 1	Year 2	Year 3
<b>Faculty:</b>			
Xeroxing	n/a	n/a	n/a
Ordering books for courses	110 (3 semesters)	68(3 semesters)	169(4 semesters)
Ordering supplies (RQs as data)	114	133	114
Arranging field trips (RQs as data)	0	0	4
Preparing Travel Vouchers (vouchers as data)	6	7	2
Conducting faulty meetings (mtg agendas)	4	4	5
<b>Students:</b>			
Posting class cancellations, <b>catalog addendums</b>	1	1	4
Taking messages for faculty	n/a	n/a	n/a
Assisting with assignment submission	n/a	n/a	n/a
Providing academic information (modifications)	24	15	36

2. Use data provided to indicate trends in staffing:

Staffing	Management level	Professional Level	*Classified Level	**Student Workers
Year 1 (10/11 – 9/12)	2	0	6	6
Year 2 (10/12 – 9/13)	2	0	7	9
Year 3 (10/13 – 9/14)	2	0	8	12

\*Includes assistant instructors (Galindez, Nena, Ala, Samantha, Marvin, Volette)

\*\*Includes classroom cleaners



## GOALS/OBJECTIVES ASSESSMENT SUMMARY

Year 1: October 1, 2011 to September 30, 2012

Service Area Goals/Objectives	Assessment Tools	Expected Outcome	Assessment Results	Action Plans
<p><b>Goal 1:</b> To provide support to promote student learning.</p> <p><b>Objective 1.1:</b> Create course schedules to meet student needs.</p> <p><b>Objective 1.2:</b> Ensure an environment for students that is conducive to learning.</p> <p><b>Objective 1.3:</b> Communicate classroom/course information in a timely manner.</p> <p><b>Objective 1.4:</b> Advocate for students without discrimination.</p>	Student satisfaction survey	<p><b>Objective 1.1:</b> 70% of students surveyed will be satisfied with the course offerings.</p> <p><b>Objective 1.2:</b> 70% of students surveyed will be satisfied with the learning environment.</p> <p><b>Objective 1.3:</b> 70% of students surveyed will be satisfied with the communication regarding classroom/course information.</p> <p><b>Objective 1.4:</b> 70% of students surveyed will be satisfied with the support of the Dean.</p>	None – no surveys were conducted as this is the first program review and the assessment tools were just created in January 2015.	The academic Affairs Division will begin conducting student satisfaction surveys starting spring 2015.
<p><b>Goal 2:</b> To provide support to promote faculty teaching.</p> <p><b>Objective 2.1:</b> Provide instructional support on time. (books, supplies, equipment, etc.)</p> <p><b>Objective 2.2:</b> Ensure an environment for faculty that is conducive to teaching.</p> <p><b>Objective 2.3:</b> Promote professional development.</p> <p><b>Objective 2.4:</b> Advocate for faculty without discrimination.</p>	Faculty satisfaction survey	<p><b>Objective 2.1:</b> 70% of the faculty surveyed will be satisfied with the instructional support.</p> <p><b>Objective 2.2:</b> 70% of the faculty surveyed will be satisfied with the teaching environment.</p> <p><b>Objective 2.3:</b> 70% of the faculty surveyed will be satisfied with the trainings and workshops.</p> <p><b>Objective 2.5:</b> 70% of the faculty surveyed will be satisfied with the support of the Dean.</p>	None – no surveys were conducted as this is the first program review and the assessment tools were just created in January 2015.	The academic Affairs Division will begin conducting faculty satisfaction surveys starting spring 2015.

Year 2: October 1, 2012 to September 30, 2013

Service Area Goals/Objectives	Assessment Tools	Expected Outcome	Assessment Results	Action Plans
<p><b>Goal 1:</b> To provide support to promote student learning.</p> <p><b>Objective 1.1:</b> Create course schedules to meet student needs.</p> <p><b>Objective 1.2:</b> Ensure an environment for students that is conducive to learning.</p> <p><b>Objective 1.3:</b> Communicate classroom/course information in a timely manner.</p> <p><b>Objective 1.4:</b> Advocate for students without discrimination.</p>	Student satisfaction survey	<p><b>Objective 1.1:</b> 70% of students surveyed will be satisfied with the course offerings.</p> <p><b>Objective 1.2:</b> 70% of students surveyed will be satisfied with the learning environment.</p> <p><b>Objective 1.3:</b> 70% of students surveyed will be satisfied with the communication regarding classroom/course information.</p> <p><b>Objective 1.4:</b> 70% of students surveyed will be satisfied with the support of the Dean.</p>	None – no surveys were conducted as this is the first program review and the assessment tools were just created in January 2015.	The academic Affairs Division will begin conducting student satisfaction surveys starting spring 2015.
<p><b>Goal 2:</b> To provide support to promote faculty teaching.</p> <p><b>Objective 2.1:</b> Provide instructional support on time. (books, supplies, equipment, etc.)</p> <p><b>Objective 2.2:</b> Ensure an environment for faculty that is conducive to teaching.</p> <p><b>Objective 2.3:</b> Promote professional development.</p> <p><b>Objective 2.4:</b> Advocate for faculty without discrimination.</p>	Faculty satisfaction survey	<p><b>Objective 2.1:</b> 70% of the faculty surveyed will be satisfied with the instructional support.</p> <p><b>Objective 2.2:</b> 70% of the faculty surveyed will be satisfied with the teaching environment.</p> <p><b>Objective 2.3:</b> 70% of the faculty surveyed will be satisfied with the trainings and workshops.</p> <p><b>Objective 2.4:</b> 70% of the faculty surveyed will be satisfied with the support of the Dean.</p>	None – no surveys were conducted as this is the first program review and the assessment tools were just created in January 2015.	The academic Affairs Division will begin conducting faculty satisfaction surveys starting spring 2015.

Year 3: October 1, 2013 to September 30, 2014

Service Area Goals/Objectives	Assessment Tools	Expected Outcome	Assessment Results	Action Plans
<p><b>Goal 1:</b> To provide support to promote student learning.</p> <p><b>Objective 1.1:</b> Create course schedules to meet student needs.</p> <p><b>Objective 1.2:</b> Ensure an environment for students that is conducive to learning.</p> <p><b>Objective 1.3:</b> Communicate classroom/course information in a timely manner.</p> <p><b>Objective 1.4:</b> Advocate for students without discrimination.</p>	Student satisfaction survey	<p><b>Objective 1.1:</b> 70% of students surveyed will be satisfied with the course offerings.</p> <p><b>Objective 1.2:</b> 70% of students surveyed will be satisfied with the learning environment.</p> <p><b>Objective 1.3:</b> 70% of students surveyed will be satisfied with the communication regarding classroom/course information.</p> <p><b>Objective 1.4:</b> 70% of students surveyed will be satisfied with the support of the Dean.</p>	None – no surveys were conducted as this is the first program review and the assessment tools were just created in January 2015.	The academic Affairs Division will begin conducting student satisfaction surveys starting spring 2015.
<p><b>Goal 2:</b> To provide support to promote faculty teaching.</p> <p><b>Objective 2.1:</b> Provide instructional support on time. (books, supplies, equipment, etc.)</p> <p><b>Objective 2.2:</b> Ensure an environment for faculty that is conducive to teaching.</p> <p><b>Objective 2.3:</b> Promote professional development.</p> <p><b>Objective 2.4:</b> Advocate for faculty without discrimination.</p>	Faculty satisfaction survey	<p><b>Objective 2.1:</b> 70% of the faculty surveyed will be satisfied with the instructional support.</p> <p><b>Objective 2.2:</b> 70% of the faculty surveyed will be satisfied with the teaching environment.</p> <p><b>Objective 2.3:</b> 70% of the faculty surveyed will be satisfied with the trainings and workshops.</p> <p><b>Objective 2.5:</b> 70% of the faculty surveyed will be satisfied with the support of the Dean.</p>	None – no surveys were conducted as this is the first program review and the assessment tools were just created in January 2015.	The academic Affairs Division will begin conducting faculty satisfaction surveys starting spring 2015.

## 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	Description of duties
Dean of Academic Affairs	FT	MBA	6/03/2002  Dean – 1/1/14	Supervise faculty and staff for Academic Affairs Division, serve on committees, and perform tasks assigned by the President. Included is the scheduling of courses each semester and overseeing of textbook orders and requisition requests by faculty.
Associate Dean of Academic Affairs	FT	MS	1/3/89  Assoc. Dean – 1/1/14	Assist the Dean of Academic Affairs with supervising faculty and staff for Academic Affairs Division, serve on committees as chair, secretary or member, perform tasks assigned by the President and Dean, oversee course and program updates and revisions, perform articulation communication with other colleges and universities, and conduct course assessment trainings, oversee faculty Tracdat input and compile course assessment completion reports.
Secretary	FT	High School diploma with some first and second year courses level completed at a university.	08/11/03	Clerical work including field trip arrangements, off island trip arrangements, adjunct contracts, book ordering, assisting with course scheduling,
Secretary	FT	AAS OA program	6/4/2013	Clerical work including requisite requests, assisting with student evaluations, receptionist
Senior Clerk Typist	FT	AAS OA program	6/4/2013	Clerical work, including Xeroxing, assisting with student evaluations,
Student cleaners	¼ time	Still taking classes	Work on a semester basis	Clean the classrooms, walkways, and hallways. Assist with cleaning Academic Affairs office and outside area.

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

Yes

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.

Cross training should be done for all tasks that classified staff perform so that the office can continue to provide needed services even if all support staff are not present. A review of customer service techniques is also recommended from time to time.

- 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.

A review of customer service techniques could be helpful from time to time.

## FACILITIES AND EQUIPMENT

- 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.

No. Although the response is not based on assessment results, the office needs to be arranged in a more professional manner to give better support for both faculty and students and for data collecting purposes. There needs to be a clear working area delineation that only staff occupy. The office space is large enough though for the number of staff.

- 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.

No. Although the response is not based on assessment results, the copy machine in the office which is used for student material for instructional purposes has been replaced by the printing company twice in the last year because of maintenance issues. The machine does not handle the heavy demand especially at the beginning of the semester, at midterm period and at final exam period. With the current machine, the staff need to Xerox page by page manual and collate manually. The machine type needed is one that Academic Affairs had which could make copies rapidly by a feeder and collate so that staff only need to staple each set that was Xeroxed. . The air conditioner in the Associate Dean's office has been broken since November.

- Does the service area generate revenue?

Yes, but only if we take into account the book rental money for the science and history books for certain courses that are rented on a semester basis. Students first report to the Business Office and then bring a promissory note or receipt to the AA office.

## EVALUATION OF PREVIOUS PROGRAM REVIEW ACTION PLANS

Indicate the status of the previous program review action plans

Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Explanation
		None as this is the first program review.

## SERVICE AREA STRENGTHS AND IMPROVEMENT NEEDS

- List and explain service area strengths.

- The hours of operation are now expanded to include evening course support
- When staff are on task and not distracted, assignments are completed in a timely manner
- Dean and Associate Dean are easily accessible

- List and explain service area improvement needs.

- Customer service review for dealing with difficult clients
- Completion of RQs on time
- Quality Xeroxing (collating correctly and clarity)
- Book order arrival dates (before classes begin)
- Completing student evaluations by end of semester

## 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
Create and conduct satisfactory surveys for both faculty and students	This will give us data to be able to assess whether or not services need to be revised or improved.	Assistance from the IR Office for the surveys.	Spring 2015
Have staff review customer service techniques	This review is necessary for staff to give professional customer service at all times even with difficult requests or demanding visitors.	Staff Time	Summer 2015
Arrange Academic Affairs office to clearly divide working area from visitor area.	Often visitors wander into staff areas and there have been times when items are missing. This will also help with collecting the data for the next program review.	Dividers for staff area if there are not enough shelves at the present moment.	Immediately if possible or by the middle of June 2015.
Create a data base for record keeping of data and log books need to be used to record data. Once the office is rearranged with a counter to assist faculty and students, log books can be used. The staff will need to record the logged information into an excel spreadsheet or data base created for the data collection.	Data will be collected and stored for the next three year cycle and also can be used on a semester or year basis to make any necessary improvements between program review cycles.	Purchase of log books and creation of data base.	Some could be started immediately, such as getting log books and creating an excel spreadsheet. All should be accomplished by the middle of June 2015.

## RESOURCE REQUEST

Type of Resource	Description	Estimated Amount Requested	Justification
Facilities			
Equipment	Xerox machine	Rent or purchase – purchase est. cost is \$900-1500	The present machine makes one page at a time and it often breaks down after being used for a short period of time. A lot of time is spent copying documents of more than one page with making them page by page, then collating the documents and then stapling them.
Supplies	Log books	\$50	The log books could be used for sign in purposes to track the support given to faculty and students by the AA staff.
Software	Database	Not known	A database created specifically for the needs of Academic Affairs could help generate reports needed for review
Training	Customer service	0	This can be conducted by administrators as a review of techniques as staff have degrees in OA and received instruction through the program.
Other		0	
<b>Total amount:</b>		<b>\$1550</b>	

**Appendix B: Goals/Objective/SLOs – ILO Mapping (included in review)**

**Appendix C: Evidence (All assessment data within review cycle)** (Data of RQs, travel vouchers, catalog addendums, schedule modifications all available in AA office.)

**Appendix D: All Assessment Tools (included in review)**

**Appendix E: Service Area Assessment Calendar (included in review)**

## Appendix B

### Office of the Dean and Associate Dean of Academic Affairs

**Mission Statement:** The Academic Affairs Division provides high-quality instruction in both career/technical education programs and academic programs to ensure students acquire the skills and attitudes needed to enter the workforce or to continue their educational careers.

Goals	Objectives
<p><b>Goal 1</b> – To provide support to promote student learning.</p>	<p><b>Objective 1.1:</b> Create course schedules to meet student needs. 70% of the students surveyed will be satisfied with the course offerings.</p> <p><b>Objective 1.2:</b> Ensure an environment for students that is conducive to learning. 70% of the students surveyed will be satisfied with the learning environment.</p> <p><b>Objective 1.3:</b> Communicate classroom/course information in a timely manner. 70% of the students surveyed will be satisfied with the communication regarding classroom/course information.</p> <p><b>Objective 1.4:</b> Advocate for students without discrimination. 70% of the students surveyed will be satisfied with the support of the Dean.</p>
<p><b>Goal 2:</b> To provide support to promote faculty teaching.</p>	<p><b>Objective 2.1:</b> Provide instructional support on time. (books, supplies, equipment, etc.) 70% of the faculty surveyed will be satisfied with the instructional support.</p> <p><b>Objective 2.2:</b> Ensure an environment for faculty that is conducive to teaching. 70% of the faculty surveyed will be satisfied with the teaching environment.</p> <p><b>Objective 2.3:</b> Promote professional development. 70% of the faculty will be satisfied with the trainings and workshops.</p> <p><b>Objective 2.4:</b> Advocate for faculty without discrimination. 70% of the faculty will be satisfied with the support of the Dean.</p>

## Goals, Objectives and Learning Outcomes for the TracDat Program

Program/Service Area	Goal, Objective, and/or Learning Outcome	Assessment Tool	Means of Assessment
Office of Dean and Associate Dean of Academic Affairs	<p><b>Goal 1</b> – To provide support to promote student learning.</p> <p><b>Objective 1.1:</b> Create course schedules to meet student needs. 70% of the students surveyed will be satisfied with the course offerings.</p> <p><b>Objective 1.2:</b> Ensure an environment conducive to learning for students. 70% of the students surveyed will be satisfied with the learning environment.</p> <p><b>Objective 1.3:</b> Communicate classroom/course information in a timely manner. 70% of the students surveyed will be satisfied with the communication regarding classroom/course information.</p> <p><b>Objective 1.4:</b> Advocate for students without discrimination. 70% of the students surveyed will be satisfied.</p>	Student Satisfactory Survey	Do you agree that the Dean and Associate Dean of Academic Affairs provide support to promote student learning?
	<p><b>Goal 2:</b> To provide support to promote faculty teaching.</p> <p><b>Objective 2.1:</b> Provide instructional support on time. (books, supplies, equipment, etc.) 70% of the faculty surveyed will be satisfied with the instructional support.</p> <p><b>Objective 2.2:</b> Ensure an environment for faculty that is conducive to teaching. 70% of the faculty surveyed will be satisfied with the teaching environment.</p> <p><b>Objective 2.3:</b> Promote professional development. 70% of the faculty will be satisfied with the trainings and workshops.</p> <p><b>Objective 2.4:</b> Advocate for faculty without discrimination. 70% of the faculty will be satisfied with the support of the Dean.</p>	Faculty Satisfactory Survey	Do you agree that the Dean and Associate Dean of Academic Affairs provide support to promote faculty teaching?





## OFFICE OF THE DEAN AND ASSISTANT DEAN OF ACADEMIC AFFAIRS

We continually evaluate our services to ensure that we are delivering the best possible service to our students. We welcome your feedback or comments regarding your experience and the services offered by Office of the Dean and Assistant Dean of Academic Affairs.

**INSTRUCTION:** Please **Darken (●)** the appropriate answer that best reflects your opinion.

	Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree
1. The college offers courses that I need for my program each semester.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. When a course is cancelled or the instructor or room changes, I am notified and have time to register for another course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. There are enough sections of the courses that I need for my program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I am satisfied with the times and days of my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Inside the classroom, it is good for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The class time is used for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. When my teacher cannot come to class, I am informed when my class is cancelled.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I have an opportunity to evaluate my instructors during the semester.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. If I have a concern or problem with my class I am able to speak to the Dean or Associate Dean of Academic Affairs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you disagreed or somewhat disagreed with any of the statements, please explain here so that your concerns may be addressed. Thank you for your cooperation!

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## OFFICE OF THE DEAN AND ASSISTANT DEAN OF ACADEMIC AFFAIRS

We continually evaluate our services to ensure that we are delivering the best possible service to our students. We welcome your feedback or comments regarding your experience and the services offered by Office of the Dean and Assistant Dean of Academic Affairs.

**INSTRUCTION:** Please **Darken (●)** the appropriate answer that best reflects your opinion.

	Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree
1. My instructional support needs are addressed in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My workload is reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The Academic Affairs office hours are sufficient to meet my needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The classroom environment is conducive for teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I have a suitable office where I can adequately work on my courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The Academic Affairs office staff behaves in a professional manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I am provided with professional development that helps me with my teaching duties and responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I am able to discuss concerns with the Dean or Associate Dean who assists me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you disagreed or somewhat disagreed with any of the statements, please explain here so that your concerns may be addressed. Thank you for your cooperation!

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## Appendix E

Assessment Calendar of Surveys for AA program review  
Next Cycle Fall 2014 to Summer 2017

Faculty Survey	Student Survey
Spring 2015	Spring 2015
Summer 2015	Summer 2015
Fall 2015	Fall 2015
Spring 2016	Spring 2016
Summer 2016	Summer 2016
Fall 2016	Fall 2016
Spring 2017	Spring 2017
Summer 2017	Summer 2017
Fall 2017	Fall 2017