



"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.

T3 - Non-Instructional Programs
(Student Support Services and Library Services)

Three Year Program Review

Service Area

Academic Affairs Division

Period of Three Year Review

October 1, 2014 to September 30 2017

Program Review Completed By:

Name	Title	Signature	Date
Marianne Temaungil	Associate Dean, AA	<i>M. Temaungil</i>	4/2/18

Program Review Certified By:

Name	Title	Signature	Date
Robert Ramarui	Dean, AA	<i>Robert Ramarui</i>	4/02/18

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

Name	Title	Signature	Date
Ligaya Sara	Institutional Researcher	<i>Ligaya Sara</i>	4/02/18

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. Examples are in **green**, remove when you start writing.
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 for submission.

Appendix A: Program & Service Area Mapping (e-copy only)

Appendix B: All assessment data and analysis results (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

I. MISSION OF SERVICE AREA

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

The Academic Affairs Division provides high quality instruction on 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.

2. Provide summary of service area purpose here.

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. The AA administrators are responsible for curriculum matters as well as the Dean is an ex-officio member of the Committee on Programs and Curricula and the Associate Dean chairs that committee. In addition, articulation and transfer of credits are areas under Academic Affairs.

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.

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.

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
Faculty:			
Xeroxing	2,032	35,498	34,327
Ordering books for courses (book invoices)	92	77	89
Ordering supplies (RQs)	25	75	132

Arranging field trips (transportation RQs)	1	1	7
Supporting faculty development (# of trainings)	No data	6	6
Conducting faculty meetings (mtg agenda/signup sheets)	4	7	4
Students:			
Posting class cancellations (make up classes log book)	210	203	88
Catalog changes (addenda)	6	4	6
Assisting with assignment submissions (log book)	No data	1	3
Assisting with teacher consultations (log book)	No data	3	11
Providing schedule changes (modifications)	44	27	31

Trends are hard to detect. Some data was not saved or was lost when the external drive was stolen. Much depends on student enrollment numbers for course offerings and book orders and whether or not students purchase books at the PCC bookstore or get them elsewhere. Summer sessions would yield smaller data since the enrollment and course offerings are fewer in number. Books ordered during spring semester usually are adequate to cover the summer session also. Trainings increased in the second and third years. Faculty have been encouraged to look for appropriate trainings to assist with faculty development. Cancelled classes were high the first two years with the third year being decreased as effort was made to discuss class cancellations with faculty involved with high cancellation numbers. The log books that former staff were responsible are not complete accounting again for missing data. Current staff are consciously saving data needed for future program reviews. Faculty meetings are consistent with 2 each year. Except when emergency meetings are needed, there is one to start the semester and one to end.

Supplies depend on course offerings. Usually spring semester has CTE materials added for Education Awareness Week tours. Each year the amount of RQs went up but this may be due to better recordkeeping as time progressed. Many students are assisted each semester but the log books are incomplete and do not reflect this.

Course modifications were highest the first year. These also vary depending on student needs and available adjunct faculty. Field trips depend on faculty requests each semester.

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

Staffing	Management level	Professional Level	*Classified Level	**Student Worker / Volunteer
Year 1 (10/14 – 9/15)	2	0	3 + *6	21
Year 2 (10/15 – 9/16)	2	0	4 + *6	14
Year 3 (10/16 – 9/17)	2	0	3 + *6	17

***Includes instructional assistants**

****Includes classroom cleaners**

During the last program review cycle, there was a turnover with both the Academic Affairs staff and instructional assistants. At one point there was only 1 staff to handle the office. The Academic Affairs office runs smoothly with 3 staff able to efficiently cover the office hours of 8:00am to 8:00 pm. As for classroom cleaners, there was a higher number for summer 2015 but it is not clear why. Classroom cleaners receive special contracts so the number allowed for hiring depends on the budget each semester and the student needs. Each semester, the classrooms have been adequately cleaned even though the number of cleaners may have changed. The dean is responsible for the classroom cleaners. Direct supervision falls under the office staff that works the evening hours with assistance from the associate dean when needed.

III. LEARNING OUTCOMES / SERVICE AREA OUTCOMES ASSESSMENT

Service Area Outcomes, Goals & Objectives

Year 1: October 1, 2014 to September 30, 2015

SAO with Goal - Objective	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans
<p>Goal 1: To provide support to promote student learning.</p> <p>Objective 1.1: Create course schedules to meet student needs.</p> <p>Objective 1.2: Ensure an environment for students that is conducive to learning.</p> <p>Objective 1.3: Communicate classroom/course information in a timely manner.</p> <p>Objective 1.4: Advocate for students without discrimination.</p>	Student satisfaction survey	<p>Objective 1.1: 70% of students surveyed will be satisfied with the course offerings.</p> <p>Objective 1.2: 70% of students surveyed will be satisfied with the learning environment.</p> <p>Objective 1.3: 70% of students surveyed will be satisfied with the communication regarding classroom/course information.</p> <p>Objective 1.4: 70% of students surveyed will be satisfied with the support of the Dean.</p>	<p>1.1 85% of the students surveyed were satisfied with the course offerings.</p> <p>1.2 93% of the students surveyed were satisfied with the learning environment.</p> <p>1.3 93% of the students surveyed were satisfied with the communication regarding classroom/course information.</p> <p>1.4 84% of the students surveyed were satisfied with the support of the Dean.</p>	Since the benchmark was met, will continue to provide support in the same manner with the goal of raising the percentage if possible.
<p>Goal 2: To provide support to promote faculty teaching.</p> <p>Objective 2.1: Provide instructional support on time. (books, supplies, equipment, etc.)</p> <p>Objective 2.2: Ensure an environment for faculty that is conducive to teaching.</p>	Faculty satisfaction survey	<p>Objective 2.1: 70% of the faculty surveyed will be satisfied with the instructional support.</p> <p>Objective 2.2: 70% of the faculty surveyed will be satisfied with the teaching environment.</p> <p>Objective 2.3: 70% of the faculty surveyed will be satisfied with the</p>	<p>2.1 83% of the faculty surveyed were satisfied with the instructional support.</p> <p>2.2 71% of the faculty surveyed were satisfied with the teaching environment.</p> <p>2.3 56% of the faculty surveyed were satisfied with the trainings and</p>	<p>Since the benchmark was met for Objectives 2.1 and 2.2, will continue to provide support in the same manner with the goal of raising the percentage if possible.</p> <p>Since the benchmark was not met, will continue to encourage faculty to</p>

Objective 2.3: Promote professional development. Objective 2.4: Advocate for faculty without discrimination.		trainings and workshops. Objective 2.4: 70% of the faculty surveyed will be satisfied with the support of the Dean.	workshops. 2.4 56% of the faculty surveyed were satisfied with the support of the Dean.	communicate specific trainings needs they want provided. Since the benchmark was not met, will continue to encourage faculty to communicate dissatisfaction when support is not met so administrators can work on finding the needed support specifics.
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Year 2: October 1, 2015 to September 30, 2016

SAO with Goal - Objective	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans
Goal 1: To provide support to promote student learning. Objective 1.1: Create course schedules to meet student needs. Objective 1.2: Ensure an environment for students that is conducive to learning. Objective 1.3: Communicate classroom/course information in a timely manner. Objective 1.4: Advocate for students without discrimination.	Student satisfaction survey	Objective 1.1: 70% of students surveyed will be satisfied with the course offerings. Objective 1.2: 70% of students surveyed will be satisfied with the learning environment. Objective 1.3: 70% of students surveyed will be satisfied with the communication regarding classroom/course information. Objective 1.4: 70% of students surveyed will be satisfied with the support of the Dean.	No survey	
Goal 2: To provide support to promote faculty teaching.	Faculty satisfaction survey	Objective 2.1: 70% of the faculty surveyed will be satisfied with the	No survey	

<p>Objective 2.1: Provide instructional support on time. (books, supplies, equipment, etc.)</p> <p>Objective 2.2: Ensure an environment for faculty that is conducive to teaching.</p> <p>Objective 2.3: Promote professional development.</p> <p>Objective 2.4: Advocate for faculty without discrimination.</p>		<p>instructional support.</p> <p>Objective 2.2: 70% of the faculty surveyed will be satisfied with the teaching environment.</p> <p>Objective 2.1: 70% of the faculty surveyed will be satisfied with the trainings and workshops.</p> <p>Objective 2.5: 70% of the faculty surveyed will be satisfied with the support of the Dean.</p>		
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Year 3: October 1, 2016 to September 30, 2017

SAO with Goal - Objective	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans
<p>Goal 1: To provide support to promote student learning.</p> <p>Objective 1.1: Create course schedules to meet student needs.</p> <p>Objective 1.2: Ensure an environment for students that is conducive to learning.</p> <p>Objective 1.3: Communicate classroom/course information in a timely manner.</p> <p>Objective 1.4: Advocate for students</p>	Student satisfaction survey	<p>Objective 1.1: 70% of students surveyed will be satisfied with the course offerings.</p> <p>Objective 1.2: 70% of students surveyed will be satisfied with the learning environment.</p> <p>Objective 1.3: 70% of students surveyed will be satisfied with the communication regarding classroom/course information.</p> <p>Objective 1.4: 70% of students surveyed will be satisfied with</p>	<p>1.1 86% of the students surveyed were satisfied with the course offerings.</p> <p>1.2 95% of the students surveyed were satisfied with the learning environment.</p> <p>1.3 85% of the students surveyed were satisfied with the communication regarding the classroom/course information.</p> <p>1.4 91% of the students surveyed were satisfied with</p>	Since the benchmark was met, will continue to provide support in the same manner with the goal of raising the percentage if possible.

without discrimination.		the support of the Dean.	the support of the dean.	
Goal 2: To provide support to promote faculty teaching. Objective 2.1: Provide instructional support on time. (books, supplies, equipment, etc.) Objective 2.2: Ensure an environment for faculty that is conducive to teaching. Objective 2.3: Promote professional development. Objective 2.4: Advocate for faculty without discrimination.	Faculty satisfaction survey	Objective 2.1: 70% of the faculty surveyed will be satisfied with the instructional support. Objective 2.2: 70% of the faculty surveyed will be satisfied with the teaching environment. Objective 2.1: 70% of the faculty surveyed will be satisfied with the trainings and workshops. Objective 2.5: 70% of the faculty surveyed will be satisfied with the support of the Dean.	2.1 83% of the faculty surveyed were satisfied with the instructional support. 2.2 79% of the faculty surveyed were satisfied with the teaching environment. 2.3 80% of the faculty surveyed were satisfied with the trainings and workshops. 2.4 76% of the faculty surveyed were satisfied with the support of the Dean.	Since the benchmark was met for all objectives, will continue to provide support in the same manner with the goal of raising the percentage if possible.

There is no data from the previous program review to compare trends or analyze differences or similarities. This second review contains two years where surveys were able to be conducted. In all areas, the benchmark of 70% was met for students who completed the surveys.

Faculty, on the other hand, want more professional development opportunities, especially for attending off island trainings. When an opportunity is presented to the college, the faculty are given the opportunity to participate. For example, several faculty have traveled to Taiwan and Japan for trainings there. In addition, the College has brought professionals to the college from outside of Palau, such as with the NCCER Guam Trades Academy trainer. Trainings are also provided by PCC staff and other on island personnel and faculty are encouraged to seek both on and off island trainings that will benefit them. Data is not included as Academic Affairs does not have copies but several faculty have gone off island for TracDat, Student Success, ARC, and ACCJC trainings. In 2014-2015, training data was not available and this year also has a 56% satisfactory rating. However, data is available for the next two years and the benchmark was met in the third year survey.

The first year survey also showed faculty not satisfied with the Dean's support but the third year's results shows improvement with the benchmark met. The Dean often attends meetings on and off campus so the Associate Dean tries to assist with faculty support whenever possible. Sometimes communication breaks down between the faculty and two administrators as the one office is separate from the main office. The

Associate Dean tries to stay in the communication flow as much as possible by visiting the main AA office throughout the day, time permitting. When sending email communications, both the faculty and Dean usually now include the Associate Dean in the conversation.

Data was sparse for 2014-2015. For the first program review it was almost non-existent as the exact data needed for support was not identified right away. After the first review was submitted, the AA staff began to save the data needed. However, it was not consistently done and staff turnover contributed to that. In addition, the external hard drive was stolen. Data is now consciously being saved for further program reviews. Surveys will be conducted by the IREO which will greatly assist the AA office.

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
Dean of Academic Affairs	FT	MBA Business Accounting	6/03/2002 - 2013 Instructor 2013 – Associate Dean Dean 1/1/14 - present	Supervise faculty and staff for Academic Affairs Division, serve on committees as chair and member, and perform tasks assigned by the President. Other tasks are the scheduling of courses each semester, compiling reports, such as annual and semester, overseeing MAP and faculty/staff trainings and approving requisition requests by faculty.
Associate Dean of Academic Affairs	FT	MS Educational Leadership	1/3/89 Assoc. Dean – 1/1/14 - present	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 curricula changes, such as course and program updates and revisions, perform articulation communication with other colleges and universities, oversee textbook orders, conduct course assessment trainings, input faculty data into TracDat and review faculty course assessments and compile course assessment completion reports.
Secretary	FT	AA Liberal Arts program	July 18, 2016 - present	Clerical work including requisition requests, field trip arrangements, off island trip arrangements, book ordering, receptionist
Secretary	FT	AAS TH-HO program	August 28, 2017 - present	Clerical work including requisition requests, Xeroxing, receptionist
Secretary	FT	AAS OA program	August 28,	Clerical work, including Xeroxing,

			2017 - present	running errands, receptionist
Secretary	FT	High School diploma with some first and second year courses completed at a university.	08/11/03 – 10/10/16	Clerical work including field trip arrangements, off island trip arrangements, adjunct contracts, book ordering, Xeroxing, assisting with student evaluations and course scheduling,
Secretary	FT	AAS OA program	July 18, 2016 – 3/17	Clerical work, including Xeroxing, assisting with student evaluations, receptionist
Secretary	FT	AAS OA program	6/4/2013 – 7/8/16	Clerical work including requisition requests, Xeroxing, assisting with student evaluations, receptionist
Senior Clerk Typist	FT	AAS OA program	6/4/2013 – 4/1/16	Clerical work, including Xeroxing, assisting with student evaluations, receptionist
Student Cleaners	PT	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.

During the review period, there was a turnover of office workers. For a period of time there was only two and then one but then a second and then third person was hired again. Three office staff workers are sufficient and needed to keep the office open 12 hours each week day and perform daily tasks. The office is kept open until 8:00 pm for evening classes in case faculty need assistance. They are able to pick up Xeroxed requests, projectors or other needed supplies and also return equipment after class. In addition, since Academic Affairs is responsible for cleaning classrooms, the cleaners are able to be supervised by the evening staff.

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.

All available personnel possess adequate skills required to support Academic Affairs and its tasks and duties. The three secretaries are fairly new but are cross training and taking on more responsibilities as time passes.

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.

Present personnel are able to perform the necessary skills needed to provide services although cross training is ongoing so that when one secretary is absent, the office is still able to address faculty and student needs. The secretaries are still learning the different tasks and are at various levels of proficiency. Specific tasks will be assigned according to their capabilities with cross training whenever possible. For example, one staff member works on the book orders and TAs as part of her assigned duties. She will train another staff so tasks can be completed when she is out of the office.

Summary: Over the 3 year period, when staff has been decreased to 2 or 1 rather than 3, it is difficult to cover all the hours sufficiently. If one needs to leave the office to run errands, one needs to remain in the office to cover office needs. The problems, for example, arise when the office staff would need to also leave the office to post cancellation signs but the dean is also out of the office. If possible, the associate dean will cover the office while the errand is run. Otherwise, the office has to be locked for a period of time.

The office remains open during lunch for both students and faculty by staggering lunch breaks. There have been times when faculty may be asked to man the office for a short period of time also. Both students and faculty need access throughout the day for various reasons, among them course consultations, picking up Xeroxed teaching material, dropping off assignments or checking for mail.

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.

Office and work space are adequate only for the staff and dean. The academic dean has office space across the hall. The associate dean has an office across the hall. Work space is adequate as the adjoining faculty conference room can also be used when necessary.

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.

Although the response is not based on assessment results, the copy machine in the office which is used mainly for student material for instructional purposes is often under repair 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 and collate and staple 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 company has told AA that a replacement will be provided but to date this has not happened. Recently, the repair serviceman reported when asked that the company had received a new copy machine but that it needed to be repaired. The office lights also need attention but the problem is that the type of florescence tubes is not available. In addition, the office has a laser printer but needs a color printer.

3. Does the service area generate revenue?

Yes, but only if we take into account the book rental money for the solar, 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.

Summary: Notwithstanding the Xerox machine, lights and need for a color printer, facilities and equipment are adequate. However, the main air conditioner does not have a working remote so the office temperature is often quite cold. The air conditioner is turned on and off manually but since it is high on a wall, the desk below it is used to reach the on/off switch. All classrooms lack remotes as over the years, these have been stolen or broke. Remotes in each classroom would allow room temperature to be adjusted when needed.

VI. EVALUATION OF PREVIOUS PROGRAM REVIEW ACTION PLANS

1. List previous program review action plans and provide their current status. Indicate the cycle and years covered during the previous program review.

Cycle: One	Years: Oct. 1, 2011 to Sept. 30, 2014
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Action Plan Activity/Objectives	Status Complete/Ongoing/Incomplete	Explanation
Create and conduct satisfactory surveys for both faculty and students	Survey has been completed and distributed twice	With other activities ongoing, the survey schedule was not followed.
Have staff review customer service techniques	N/A	Staff that needed this under the first cycle are no longer working at Academic Affairs.
Arrange Academic Affairs office to clearly divide working area from visitor area.	Completed	This was completed before the fall 2016 semester began
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.	Ongoing	Log books are available and used for visitors coming to Academic Affairs.

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.

The rearrangement of the office allows for less traffic by unauthorized personnel although there are times when the gate is not effective. The rearrangement created a larger working space and more privacy for staff, especially when working on sensitive files. It would have been better to schedule less surveys; perhaps once a year rather than semesterly. Adjunct faculty also did not largely participate in survey completion. Assigning a specific staff to be in charge of conducting the survey would have helped ensure the survey schedule, however ambitious, was kept.

The log book is good for detailing the daily traffic and should be maintained. The Xeroxing evidence though is a tedious task as from the request slips, the information needs to be transferred to a log or into a

data base. The question is if it is really needed. Perhaps the Xeroxing invoices could be used instead while the College continues to rent the machine.

Since the last review, staff have changed. All three are new. They are still learning all the required tasks but are comfortable to ask questions and cross train. Opening the office on time is less of a problem now. With the new evening staff, cleaners are closely monitored and there have been no complaints from faculty or students concerning cleanliness. Concerns center on broken air conditioners and leaks in the ceilings of classrooms.

VII. SERVICE AREA STRENGTHS AND IMPROVEMENT NEEDS

1. Indicate and explain service area strengths below.

With three staff to run the daily operations of the office, the office is seldom closed. This is important as when someone will need assistance from the AA office is not predictable. Although fairly new, the office staff understand the importance of customer service and try to assist with whatever requests come in as pleasantly as possible. The need to recognize and assist all visitors is understood to avoid keeping “customers” waiting. The current group of three work well together assisting each other when necessary to complete daily tasks.

Both the Dean and Associate Dean are readily accessible to both students and faculty as well as visitors when not in meetings or out of the office on work related tasks.

The ordering of books has improved so that most books arrive before the semesters. Those that are late are those which the supplier had difficulty locating. Xeroxing is also now correctly done and on time. This was a problem at times as noted in the last program review.

An annual faculty evaluation has been developed to replace the one used for renewal of contracts. This one fits its purpose better. A modified one is use for adjunct.

2. Indicate and explain service area improvement needs below.

Some faculty note that conflicting information comes from the Dean and Associate Dean at times. The separate offices contributes to some of this when information is not shared after meetings. This is something that both have been working on to minimize confusion.

It is also difficult to fit in the time for classroom observations and course assessment trainings with adjunct.

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.

Overall, the AA office adequately supports student learning and faculty instruction. The data in this program review supports this.

It would be beneficial to have adequate time to work more closely with faculty though especially newer ones who have less experience with teaching and assessment. Academic program reviews will show curricula revisions needed but this is not noted through data on this program review. Course assessment reviews indicate some faculty still need assistance and individual training too which again requires one on one assistance but is not part of this program review.

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
Revise mission statement	Need to include knowledge as also acquired in addition to skills and attitudes	0	Immediately
Continue cross training office staff	The office will continue to provide support to faculty and students even if there is an office staff on leave.	0	Ongoing
Replace Xerox machine	One that collates will save staff time. Anew one should cut down on service calls for repair.	\$1500 - \$8,500 (purchase or rent)	As soon as possible when funds allow
Acquire a color printer	Staff will not need to look for a color printer when one is needed.	\$400.00	As soon as possible when funds allow

Summary: As noted, the mission plan needs a slight revision. Cross training of office staff is an ongoing plan to ensure daily tasks can always be attended to. The copy machine and printer will assist with these tasks.

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	0	0	
Facilities	Florescence tubes	Covered by maintenance	The office is poorly lit due to burnt out florescence tubes, especially at night.
Equipment	Copy machine	Rent or purchase – purchase est. cost is \$8500	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

	Air conditioner remotes	purchase versus approximately \$5,000 per year rental. 30 at \$15 each = \$450.00	than one page with making them page by page, then collating the documents and then stapling them. Each copy cost \$0.08 and approximately 8,000 copies are made a year. Therefore over \$5,000 a year is spent on copies alone by renting. The machine counts a d charges for all copies even those that are not able to be used when the machine breaks down. Remotes are needed for classroom temperatures to be adjusted as needed.
Supplies	Office supplies for faculty and office personnel Color printer	\$300 per semester \$400.00	The supplies and materials are needed for instructional purposes and running the Academic Affairs office and are mainly used by office staff and adjunct instructors. Other supplies include such things as batteries for remote controls binders, and whiteboard cleaner. These supplies are kept in Academic Affairs office to be given out when replacement is needed by full time faculty. The color printer is needed for official copies that have color such as when the PPC logo is used.
Software	Adobe Acrobat 2017 Pro	6 licenses \$164.78 each for a total of 988.68	The software is needed for completing course assessment electronic evidence and other pdf documents that need to be revised or files need to be combined. Faculty and AA office personnel computers will receive software. A request was made for TRC budget to cover the cost.
Training	0		Office staff have two year degrees and adequate customer service skills.
Other	0		
Total:		\$10,638.68	

Summary: The copy machine needs replacement and AA is waiting on the company to bring a new one. It has been two years. Purchasing a new one would save the college money in the long run. A heavy duty machine is needed to handle the peak periods of copying, especially syllabi, midterms and final exams.

The office is down to one remote of each air conditioning brand due to theft and breakage of remotes. Faculty complain of not being able to adjust classroom temperatures. Once replaced, faculty can be responsible for opening and securing classrooms between classes to ensure remotes remain secure also.

A color printer is needed for when color copies need to be made. The laser printer is mostly used or copy machine when black and white copies are sufficient. The office has a very small inefficient color printer only.

Office supplies include basic supplies such as pens, white out, white board markers and batteries. Supplies for adjunct faculty are covered in this also.

The Adobe Acrobat Pro 2017 will allow for assistance with course assessment evidence and scanning other documents to pdf files for archive and other purposes.