"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.

Continuing Education & Adult High School

Three Year Program Review

Service Area

PCC Adult High School

Period of Three Year Review

Fall 2014-Summer 2017

Program Review Completed By:

Name	Title	Signature	Date
C. Maile Andreas	Director	*C.M.Andreas*	1/29/18

Program Review Certified By:

Name	Title	Signature	Date
Jefferson Thomas	Dean		1/29/18

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

Name	Title	Signature	Date
Ligaya Sara	Institutional Researcher		01/31/18

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.

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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 Evidence (supporting documents) must be included for submission.

   Appendix A: Yearly assessment data and analysis result (e-copy only)

   Appendix B: Course/Training offerings during current cycle including student learning outcomes (e-copy only)

   Appendix C: Course/Training offering rosters (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.

PROGRAM / SERVICE AREA REVIEW

I. PROGRAM PROFILE

Program Mission and Goals:

PCC Adult High School seeks to enable adult students to further develop their primary skills while engaging in activities that would help them obtain a high school diploma thereby increasing their chances to either: 1) pursue a degree in post-secondary education, or 2) find a job with entry-level skills.

The PCC Adult High School was designed to provide instruction and educational activities to adult students who did not graduate from high school, to develop their knowledge and skills to become "functionally competent" members of their respective communities. ("Functionally competent" is defined as the ability to apply a set of skills to meet societal demands and/or requirements extant at a particular point in time.) In the Spring of 2000, Palau Community College entered into a Memorandum of Understanding with the Ministry of Education to design and administer an Adult High School program that offers a high school diploma.

There are no stated "outcomes/goals"; the goal of the program is to graduate as many of the students who enroll in each of the two tracks.

List Expected Program Outcomes here.

There are two tracks in the AHS Program:

Track 1 – Vocational Track
To provide an opportunity to adult learners to finish a high school equivalent training in order to be employed.

Track 2- College Preparation
To provide an opportunity to adult learners to finish a high school equivalent training in order to pursue higher educational attainment.

Provide written summary of Program Profile here.	

II. PERSONNEL

1. Provide data and use data to indicate trends in full-time staffing.

Staffing	Management Level	Professional Level	Classified Level	Student Worker / Volunteer
Year 1 **2014-15**	**1**	**0**	**1**	**2**
Year 2				
Year 3				

2. List information requests below for all full time personnel.

Position/Title (no name)	Highest Degree	Initial Date of Hire	Description of Duties
Director	**MA**		Oversees the direction, development, implementation, and evaluation of program.
Counselor	**BA**	**June 2014**	Create class schedule, counseling students, and oversee AHS school operation.
Secretary	**AS**		Organize and maintain program files and data, create student report and transcripts and work as liaison between teachers and students.

3. Provide data and use data to indicate trends in part-time instructors/presenters.

Year	No. of Instructor/Presenter	Degrees Held:	Type of Service:
2014-15	**11**	**AA/AS- 2 BA/BS – 2; MS – 6 PhD-1**	**AHS Course instructors**
2015-16	12	**AA/AS- 2 BA/BS – 5; MS – 5**	**AHS Course instructors**

2016-17	7	AA/AS- 1 BA/BS – 2; MS – 4	AHS Course instructors

Provide summary of trends analysis below. Summary should include the following.

- o Is the number of personnel adequate to support the service area?
- o Do available personnel possess adequate skills required to support the service areas?
- o Do any personnel need professional development in order to improve services in this service area?

The AHS program experienced personnel shift and change during this review period. The program director retired in 2014 and was replaced by a new Director. A new counselor was also hired in the summer of 2014. Both the new Director and new counselor needed some time to get familiar with the program. The program has depended on and utilized career educators on temporary contracts to provide instructions for all its courses. The stated goals to increase off-campus sites each year has not been met one hundred percent due to the shortage of staff. During this reporting period, there has been two to four sites going on simultaneously and only one Office Assistant. While the number of staff was adequate for the program on PCC main campus, an additional staff is needed for the off campus sites.

III. STUDENT/CLIENTELE'S INFORMATION

1. Provide data and use data to indicate trends in services and clientele's demographics.

Type of Service	Date of Service	Clientele Headcount	Age Group	Gender
High School Diploma	Sept. 2014- May 2015	55	18-30	F-22 M-33
High School Diploma	Sept. 2015- May 2016	31	18-30	F-12 M-19
High School Diploma	Sept. 2017- May 2018	32	18-30	F-11 M-19

2. Number of Certificates/Diplomas awarded in this cycle.

Term/Year	No. of Certificates	No. of Diplomas
Spring 2015	N/A	9
Spring 2016	N/A	15
Spring 2017	N/A	1

There was AHS program going on simultaneously in Ngardmau, Ngiwal and PCC main campus

The total roster of student during the school period Fall 2014-Spring 2015 was 55 comprising of 22 females and 33 males. The number of students in the program dropped slightly in Koror during the 2015-2016 school year due to personnel changes contributing to reduction of recruitment efforts. During this school year a total of 31 students enrolled; 12 females and 19 males. There was no significant change to the number of enrollment in 2016-2017, however, PCC main campus only offered classes in the spring of 2016 while a new cohort was started in Airai and Ngaremlengui. The students in the new cohorts replenished the roster that would have otherwise been low due to the cancellation of class during Summer and Fall of 2016 in the Main-campus.

IV. LEARNING OUTCOMES / SERVICE AREA OUTCOMES ASSESSMENT

Year 1: _____

SLO / SAO	Assessment Tools	Expected Outcome	Assessment Results (Actual Results)	Action Plans
Service Area Outcome for the AHS program during this review period was measured and assessed by the number of diplomas awarded. There is an ongoing effort to create measureable Service Area Outcome with assessment tools to be used for the next review cycle. Diplomas awarded during this review cycle are: 2014-15: **9**; 2015-16: **15** and 2016-17: **1**				

Year 2: _____

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

Year 3: _____

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

Provide summary of Student Learning Outcomes / Service Area Outcomes assessments below including analysis results.

As stated above, Service Area Outcome was measured by diplomas awarded. There was no stated objective or specific number nor certain student percentile required except that diplomas were awarded. In the period of Fall 2014-Spring 2015 a total of fifty-five students enrolled in the program including cohorts in Ngiwal and Ngardmau. Out of the fifty-five students, nine, all from Koror, earned a diploma. In the Fall 2015-Spring 2016 school year, fifteen students earned a diploma. Ten from the Ngardmau cohort and five from the Main campus in Koror. Only one

student earned a diploma during the Fall 2016- Spring 2017 school year. This was the period when classes in Koror and Ngiwal were suspended for lack of adequate staffing.

V. FACILITIES, VEHICLES, EQUIPMENT

Facilities (classrooms, labs, shops, clinical sites, etc.) are adequate for student enrollment.

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

Yes.

2. Is the current vehicle/s adequate to support program/service area? If no, provide response based on assessment results and other college plans.

There is no dedicated vehicle used exclusively by the program.   Procurement of a vehicle to be used exclusively for the AHS program is still being reviewed to determine whether the need could justify the cost.

3. Is available equipment adequate to support program/service area? If no, provide response based on assessment results and other college plans.

There are adequate equipment to support the program in the main campus in Koror. The program experience shortage of equipment and books when two or more program cohorts are proceeding simultaneously in different locations.

4. Does the service area generate revenue? If yes, explain how service area generates revenue.

No.

Current facilities are adequate to support volume of student enrollment. The PCC Campus site has two dedicated classrooms and one other classroom available for use when needed. Office space is adequate for staff, the part-time teachers, and students' records. Other off-campus sites facilities are also adequate to serve the needs of the students' enrollment at each site. Two of the sites utilize the Ministry of Education elementary school classrooms adequate for the enrollment, and one other site uses PCC college facilities at an off-campus facilities. Written agreement is procured from the Ministry of Education whenever the elementary school facilities are used. This situation caters to the needs of the off-campus program students who work during the day and take classes in the evenings. There is no dedicated vehicle used exclusively by the program.

Most of the time the staff use their personal vehicles to visit the off-campus sites. One site requires the use of a boat, which the college provides. The program do not require regular use of vehicles, however, AHS may use Talent Search's vehicle when need arise.

VI. PROGRAM'S BUDGET & OPERATING COSTS

1. Provide data and use data to explain the program's operating budget and operating costs.

Academic/Fiscal Year		Operating Budget	Operating Cost
Year 1	2014-2015	$80,957.70	$80,957.70
Year 2	2015-2016	$80,957.70	$80,957.70
Year 3	2016-2017	$80,957.70	$80,957.70

2. Is the budget adequate to support the program's purpose and goals? Provide complete summary of Program's budget and Operating Costs below.

The budget was appropriate and sufficient to meet the baseline cost of services. The budget was also sufficient to start off-campus programs in Ngaremlengui and Airai while continuing the program in Ngiwal. There has not been any changes to the program during this review period.

CATEGORY	DESCRIPTION	TOTAL
Personnel	Director, Counselor & Part-time teachers	**$72,060.00**
Instructional Materials	Textbooks & Teaching Resources	
Office Supplies	Papers, Ink, Folders, and other Office Supplies	$9,875.00
	TOTAL:	**$81,935.00**

VII. 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

Complete Program Learning Objectives	Completed	Will be used during Spring 2018 Semester
Conduct assessment based on developed program learning objectives and review results.	Ongoing	Will be completed during Spring 2018 Semester
Hire additional staff	Completed/Ongoing	The person initially hired resigned during review cycle. New hiring will depend on enrollment and the need for additional personnel.
Budget	Completed	
Computer Lab	Completed	AHS program uses Talent Search's computer lab.
Vehicle	Incomplete	Procurement is being reviewed.

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

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

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1. Complete Program Learning Outcome/ Assessment-
The AHS staff with the help from the Accreditation office has developed Learning Outcome fro the program as well as create Assessment tools. These outcomes and assessment tools will be used in the school year Fall 2017-Spring 2018 period.
Budget-No changes in the budget during this review cycle. The budget for the program will be reviewed and adjusted to account for additional program objectives.
Vehicle- The program staff can use college vehicles but the vehicles are not available all the time when the staff need to make site visits. A review is on-going to determine whether the need could justify the cost of procuring vehicle exclusively for AHS program.
The program utilizes Talent Search personnel to help with the work load. Talent Search has also agreed to allow AHS to use its computer lab for any computer literacy courses as well as allocate computer use time for students to do school work.

VIII. PROGRAM/SERVICE AREA STRENGTHS AND IMPROVEMENT NEEDS

1. List and explain service area strengths below.

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1. The program was developed under President Tellei's directions and he supports the program.
2. There is a standing need for the program despite the existence of similar program like HiSet testing administered by MOE.

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3. The program is administered by the college and makes use of the colleges' support services without extra costs to the program, where appropriate.

2. List and explain service area improvement needs below.

1. There was personnel changes in all full-time positions during this review period resulting in loss of momentum in recruiting and program status.
2. Additional staff – at least one additional staff to help with the work load; this will assist the program administrators to make the necessary studies, assessments, and planning to keep the curriculum up-to-date to meet college accreditation requirements and to keep the program viable.
3. Assessment of equipment, books and supplies has to be made to determine the ability and effectiveness of the program to adequately offer administer the program in order to achieve service outcome.

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

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

AHS program has adequate and dedicated office space and classrooms to provide services to students in the program. This is important because the program calendar and schedule do not always match with PCC's schedule so conflicts regarding classroom use is no longer a problem. If the program continues to provide services to off-campus satellite locations, then additional staff and a dedicated vehicle for use would be essential. Students in off-campus cohorts meet in the evening therefore it is necessary to do regular evening visits to those locations. A budget review and adjustment maybe needed in order to account for the cessation of certain temporary funding, i.e. UNESCO grant, that was principal for equipment and book purchase.

IX. PROGRAM/SERVICE AREA ACTIONS PLANS

Based on this current program review results, describe the program action plan/s for the next three (3) academic/fiscal years. Include necessary resources. Action plans should be based on assessment/evaluation results and/or any other college plans.

Action Plan Activity/Objectives	How will this action plan improve services?	Needed Resources	Timeline

		(if any)	
Hire additional staff/Office Clerk	An additional staff to help with the work load; this will assist the program administrators to make the necessary studies, assessments, and planning to keep the curriculum up-to-date to meet college accreditation requirements and to keep the program viable.		By May of 2018
Program Inventory/Assessment	This will allow the program to assess capacity and make necessary improvement to promote student success.		By May of 2018
Recruitment Plan	This will ensure the program is afforded to potential students.		February 2018
Create a three year plan and budget	A three year plan will allow the program to be proactive in assessing program effectiveness and make necessary changes or procurement.		February 2018

Action plans stated above are primarily to reorient program staff who are new to the processes and delivery of services for the AHS program. They are actions necessary in response to this review.

As of this review AHS has only 2 full-time staff and one of them, the director, is also overseeing the Talent Search program. An additional staff is needed not only for the division of tasks and labor but also to assume certain office clerical work. This will allow the program counselor to develop plans and strategies for recruitment, retention and other mechanism to assess and support student success.

Program Inventory will accomplish two things: 1) It will allow AHS to assess current capacity and inventory of equipment, books and supplies necessary to continue the program. 2) Secondly, it will allow current AHS personnel, who are new, to familiarize themselves with program inventory and procurement processes.

A regular and scheduled recruitment plan will help the program maintain consistency in enrollment and it will advance credibility of the program as a reputable high school equivalency A three year plan and budget is necessary for the program to create incremental steps to gain momentum and credibility in the community. Staff turnover during this review period contributed to the decline of enrollment and created unpredictability in the program. A long[er] term plan will allow the program to be proactive in assessing program effectiveness and make necessary incremental steps to improve services and credibility.

X. 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/objectives assessment results, and/or any other college plans.

Type of Resource:	Description:	Estimated Amount Requested:	Justification:
Personnel	1		
Facilities			
Equipment			
Supplies			
Software			
Training			
Other			
Total			

Resource request is on hold pending inventory and assessment of the program.

Appendix

B

All Assessment Data and

Analysis Results

Adult High School Program

Enrollment History	Academic Year	# of Enrollees
Melekeok	2002-2004	18
Ngardmau	2002-2005	15
Sonsorol	2001-2005	9
Ngchesar	2005-2007	12
Airai	Spring 2008	18
Airai	Spring 2011	17
Airai (College Prep.)	Fall 2013	5
Peleliu	Spring 2011-2012	24
Peleliu (College Prep.)	Fall 2013-Spring 2014	8
Ngeremlengui	Spring 2012	15
Ngeremlengui	Fall 2013-Spring 2014	14
Ngardmau	**Fall 2014**	16
Ngiwal	**Fall 2015-Spring 2017**	13
Ngaremlengui	Fall-2016-17	15
		Total 199
PCC Main Campus		
	Fall 2000-Spring 2001	160
	Fall 2001-Spring 2002	297
	Fall 2002-Spring 2003	289
	Fall 2003-Spring 2004	189
	Fall 2004-Spring 2005	166
	Fall 2005-Spring 2006	172
	Fall 2006-Spring 2007	111
	Fall 2007-Spring 2008	149
	Fall 2008-Spring 2009	146
	Fall 2009-Spring 2010	154
	Fall 2010-Spring 2011	78
	Fall 2011-Spring 2012	60
	Fall 2012-Spring 2013	33
	Fall 2013-Spring 2014	34
	Fall 2014-Spring 2015	55
	Spring 2016	31
	Fall 2017	32
Total		**2,156**

Semester	# of Graduates	Track	
		College	Vocational
Spring/Summer `02	29	29	
Spring `03	30	30	
Spring `04	36	36	
Spring `05	24	24	
Spring `06	19	19	
Spring `07	20	20	
Spring `08	17	16	1
Spring `09	15	14	1
Spring `10	20	14	6
Spring `11	20	20	
Spring '12	15	9	6
Spring '13	25	13	12
Spring '14	17	5	12
Spring '15	9	9	
Spring '16	15	5	10
Spring '17	1		1
Total	312	263	49

Highlights

- Eleven (**12**) have graduated from PCC

- Seventy-seven (**81**) have enrolled at PCC

- Sixty-five (**65+**) are employed full-time in Palau

- Thirty (**30 +**) are in U.S. for work/school

- Seven (**7**) are in the US Military

- All others are homemakers or have moved outside of Palau