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.

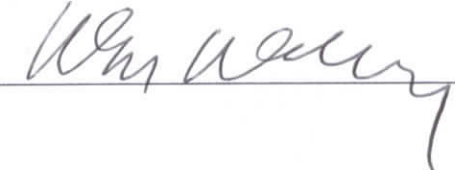# Continuing Education Three Year Review Template

Service Area

Continuing Education

Period of Three Year Review

2012 to 2014

NAME/TITLE/SIGNATURES:

Completed by: William O. Wally   Date: March 30, 2015

Division/Department Head _____   Date 3/31/15

Received by Institutional Research Office on:	Date	Name and Initial of receiving personnel
March 31, 2015	03/31/15	Ubaya sara

1

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.

Continuing Education Program Review Narrative Summary:

There is a time of change and a time to change as we strive to respond to the needs of the community of Palau. Continuing Education is approaching these changes with flexibility and ingenuity by developing programs and services, and catering them to meet the needs of the people of Palau. Our commitment as stated in the PCC mission statement is aligned with the PCC Institutional Master Plan which guide us to ensure that clear and consistent direction is taken to provide equal opportunities to serve the communities of Palau and the region, as well as to ensure quality services and easy accessibility of our services to the people who needs them.

CE relies on resources of the college and what the public and private sectors in the community can offer to support its offering. Teachers are selected based on their expertise and recommendations from clients to teach courses. Courses are offered in different duration depending on the course content specific to what the clients expect. Some courses run for as long as 6 months while others can be completed in few hours. Based on the uniqueness of course offering, teachers are all part time and hired only to accommodate the needs.

Consequently, we do face some challenges due to our limited resources,yet trying with every means possible to use the most practical and cost effective ways to deliver our services. The CE does not have enough staff to do a day to day community assessment or a vehicle to carry out its community need assessment on a regular basis for outreach services. However, we rely on the telephone to call clients as well as receiving clients' requests. Staffs computers are too old and most are broken as well as training computers and what still operate are inappropriate to run new software programs currently available in the market. The Fax machine was requested but denied that would have been used to advertise, promote, and disseminate important information to the clients in various agencies. CE program catalogue that contains important information of training is on hold for printing and people are not aware of what trainings are available to choose from.

Ironically with all these challenges, CE continues to do as much it can to respond to the needs of the community. If needed resources are available we can do more and be more proactive and effective in carrying and delivering our services to meet the needs of the people.

The demands continue to grow and the numbers of services reflect those demands. From October 1, 2010 to September 30, 2012, Continuing Education has provided services to 1,432 people in Palau. The range of services has gone from basic language training, computers training, social and cultural training, government and law training, children's education,addiction counseling, and much more.

Program Review Narrative Summary

The narrative summary should include the following:

- Summary of each sections –
  1. Detailed summary of Section 1 – Program Profile
  2. Detailed summary of Section 2 – Faculty and Staff
  3. Detailed summary of Section 3 – Student/Clientele's Information
  4. Detailed summary of Section 4 – Facilities, Vehicles & Equipments
  5. Detailed summary of Section 5 – Program's Budget and Operating Costs
  6. Detailed summary of Section 6 – Evaluation of Previous Program Review Action Plans
  7. Detailed summary of Section 7 – Program Strengths and Improvement Needs
  8. Detailed summary of Section 8 – Program Action Plans
  9. Detailed summary of Section 9 – Resource Requests

- Information to consider and provide in your narrative summary are -
  1. List actions identified in your last program review and/or any other related college plan(s)*.
  2. What measurable outcomes were achieved due to the actions completed?
  3. Evaluate the success of the completed actions. Did the completed actions lead to improvement of service area goals and objectives?
  4. What modifications do you plan to make to the service area in the future to improve services?
  5. Update major changes/accomplishments since the last review.
  6. Does the service area data indicate overall needs that may require support from the institution? Define these observed needs supported by assessment data and/or any other related college plans.
  7. All resource requests should be tied to assessment data and/or any other related college plans.
  8. What institutional learning outcome/s does your resource request address?
  9. What will be the anticipated outcome if resource request is granted?
  10. Describe the resource request in detail.

Note: *college plans would be the 15-Year Institutional Master Plan, Technology Plan, any approved program / committee plans.

CE PROGRAM REVIEW SUMMARY

Program Profile:
Continuing Education is tasked to respond to the training and educational needs of the community of Palau and the region. As stated in its mission statement, it is an arm of the college accessible and flexible to respond to the diverse educational and training needs of the community it serves by ensuring that quality service is provided to meet the customers expected outcome.

Clients and Staff
The CE is providing services to everyone in Palau including the need of the region. Clients come in all ages, ethnic and social backgrounds. Clients also represent private and public sectors of the community including nonprofit organizations.   In order for the CE to response to the training and educational needs of the

community the CE has to assess the community on a regular basis to find out what people need. The assessment has to be done on a regular basis for individual states, government agencies, and private sector. The results of these assessments will determine the kinds of training the CE will cater to meet the expectation of the clients. Once the needs are identified, CE organizes the training based on the expectation of the clients and hires part time instructors from all kinds of field and expertise to satisfy the diverse interests and needs of clients. Instructor educational backgrounds are composed of college graduates, high school graduates, and no diplomas or degree but expert in their own right in the field such as tradition and culture. The courses or training are offered as non credits and participants use their credentials gained from the training to fulfill entry job requirements or upgrade their work skills to improve their performance. The classes offered are diverse in nature reflecting the interest and needs of the community such as computer, law, customer service, academic program for kids, tradition and culture and much more. The CE is open to serve everyone regardless of age, sex and nationality. We have summers kids program for elementary school kids, skill training for young adults, and senior citizens who are taking classes.

Program Budget:
CE's operating budget relies on the college regular fiscal year budget. Although the CE generates income, the money does not support its services but go to the general funds of the college which is used by the whole college operation itself.

Facilities and Equipment:
CE does not have classrooms except two training rooms used for multiple purposes. One of the training room is now being used as a storeroom. Consequently, whenever classrooms are needed the CE request the academic affairs office for classroom. During the summer when the CE cater for the academic needs of elementary schools kids and Youth programs, the classroom needs becomes an issue. Due to lack of adequate classrooms, the CE utilizes summer houses on campus and BAI as classrooms which pose problems with weather conditions.

The CE does not have a vehicle at this time to do its work but relies on other departments whenever needs arise. Without a vehicle it is difficult to do community assessments to identify needs and perform other task as well. Therefore CE relies on the telephone to receive client requests or to reach out to different agencies and state governments.

Equipments such as computers for both the staffs and computers for training are over 10 years old. Many of them are broken and need to be replaced. The demand for the clients is to have training on new programs currently available in the market which require new computers. The CE also needs a fax machine to promote programs and services to the community. The old fax machine that broke down was never replaced due to other college priority matters. Using a fax machine to disseminate training information is cost effective and can save the college money.

The CE publishes on a regular basis (Every Three Years) a catalogue that contains up to date information of training and services available was put on hold for printing during the last program review. The dissemination of the catalogue and sharing of the information to the community is essential that helps clients to know and be able to choose services they need.

Evaluation of Previous Program Review:
The last program review was sent to the committee for their review. The CE did not get any input or comments from the review until the present. The CE made an effort to include in their proposed budget from each year the money to buy what was recommended and no funding was given. Recommendations remained until this program review.

Evaluation of Action Plan:

The CE program objectives (Action Plan) based on the college institutional master plan calls for the following:

1. Annual state by state visits. The CE was not effective on doing this due to lack of vehicle. We rely heavily on the phone to make contacts with government agencies, state governments just to solicit interests.

2. Developing student learning outcome for all courses (SLO) was met starting the inception of such requirement. All CE course have SLO.

3. Providing an effective apprentice training was done to serve the Yap vocational teachers. They are selected by their individual training needs to be sent here during the summer to undergo rigorous training exercises. The program last eight weeks and the CE secure accommodation for trainees, identifying training sites, monitoring, and evaluate the training.

4. Listed under the CE objectives is non-instrumental navigation training which the CE helped the instructor developed the curriculum outline. Incidentally the training was running through the president's office and the CE was never involved until the present.

5. Providing in service training for newly hired teachers is already developed and still waiting decisions from the Ministry of Education from both Palau and Yap.

Other action plans were:
1. Hiring of additional staffs to help improve the CE services.
2. Buying a vehicle for the CE.
3. Buying new computers of staff and training.
4. Buying a fax machine.
5. Printing CE catalogue.
   All of these action plans were not met due to lack of budget for it.

Resource requested:
Every year the CE submits in its budget proposal an increase of a budget to take care of what is needed. Unfortunately, the CE budget has been given in the same amount. Therefore, the CE can't do anything but continue to wait.

Program Strength and Improvement Needs:
1. The CE strength is the program has been able to respond to the needs of the people of Palau. In spite the fact that there are certain limitations, the CE has been successful in meeting the community needs for training and services usually by the request to the CE rather than what we assess needs of the clients.

2. The program serves everyone and is open to anyone who is interested to learn new skills.

3. CE has the flexibility to be where people are.

4. Courses are offered at the level where customers can afford to attend training.

5. CE has built a positive and strong relationship with the community, especially in the public and private business sector and with many nonprofit organizations.

6. CE services have been integrated with different agencies in the community to work in collaboration to serve more people.

7. Services have been extended to the neighboring island of yap to help them gain valuable skills they can use to improve education for their students.

8. CE provides educational opportunities for adults who now have a second chance to acquire high school diploma.

9. CE staff members believe in what we do and have an endless commitment to serve the people of Palau with all we've got.

The Improvement needs for the CE are the resources such additional personnel to help the CE effectively asses the community needs. Purchase of a new vehicle to do a regular state visits and implement CE yearly objectives. Purchase of new computers for staffs and training. Purchase of a fax machine for promoting programs and services, and printing of up to date CE catalogue.

Appendix A: Program Review Assessment Data

SECTION 1: PROGRAM PROFILE

Program Mission and Goals

Mission Statement:

Continuing Education is an outreach arm of the college accessible and flexible to respond to the diverse educational and training needs of the community it serves by ensuring that quality service is provided to meet the customers expected outcome.

How the program does support the overall mission of the institution?

Continuing Education mission statement reflect the college own mission and fulfill the college responsibility under public law 4-2 that respond to the educational and training needs of the community of Palau as well as the region.

Goals 2012 – 2014:

Continuing Education goals and objectives follow PCC 15 Year Institutional Master Plan 2009-2024.

Goal 1.8 under the plan the college will ensure all noncredit programs will have student learning outcomes (SLO) for all its offering.

1.8.1 Develop SLOs for Continuing Education/professional development/ compensatory offerings.

1.8.2 Have continuing education unit (CEU) for students/employee recognized for advancement or college graded purpose.

1.8.3 Conduct State Visits to assess community training needs, interested individuals to attend Adult High School Program, and disseminate information relevant to training opportunities.

1.8.4 Work closely with ministries, agencies, private sectors and non-profit government organization to assess training needs and establish program sponsorship.

1.8.5 Provide appropriate and effective apprentice program.

1.8.6 Provide crash courses to support in-service training of newly hired teachers who lack the basic in teaching skills.

1.8.7 Provide Non-instrumental Navigation and sea-faring classes to the community.

Program Outcomes/Goals:

Goal and Objectives:

1.8.1 All CE courses have SLOs.

1. 8.2 The board has not taken any action on this objective yet.

1.8.3 The state of Koror, Peleliu, Airai, Ngardmau, and Ngeremlengui were visited and people received the information regarding programs and services.

The State of Peleliu was interested in the adult high school program. The program was organized and began in Peleliu in 2011. There were 24 students enrolled in the program. Ten out of the 24 are graduated in the spring of 2013.

The CE responded to the State of Airai's need for the adult high school program. The program began back in 2008 with 18 students enrolled. Spring of 2011, 17 graduated under track I program. The 17 enrolled again in the Fall of 2012 on a track II program.

The State of Ngeremlengui was interested in the adult high school program. In the Spring of 2012, 15 students were enrolled in the program. Two of the students who transferred from Peleliu to Ngeremlengui graduated in the Spring of 2013.

The State of Koror had 85 enrollees in the program in 2012. In the Spring of 2012, 20 graduated. The enrollment for 2012/13 school year, 60 was enrolled in the program. Nine graduated in 2013. There are 25 enrollees in 2013, and 14 graduated in the spring 2014.

1.8.4 The CE worked closely with the ministries, state government, non- profit organization and responded to their needs. In particular, Koror State Cultural Affairs Office has been working closely with the CE and Workforce Investment Act Program to provide Youth Training in the last three years (See CE list of Offerings).

The CE responded to the Ministry of Health Counseling training needs as well as computer classes. These are all reflected in the CE lists of offerings.

1.8.5 Student Learning Outcome for all the apprentice Training has been done. Comprehensive report and evaluation results were sent to Yap Department of Education.

1.8.6 Crash courses were developed and advertised to both Palau Ministry of Education and Yap Department of Education waiting their decision. CE is still waiting for them to inform the college if they need us to offer them.

1.8.7 The CE never issued any certificates to the program participants although the initial non-instrumental navigation curriculum framework was developed through the CE assisting the class instructor to develop the curriculum. Thereafter, the college ran the class using other college personnel who are not part of the CE. Therefore, it is not clear where this activity falls.

Program Offerings, Titles and Descriptions:

COURSE TITLE	COURSE DESCRIPTION
Advance Mandarin Conversation	Slightly advanced from the mandarin one level. Participants will reinforce what they have learned from the mandarin one, provided additional vocabulary, grammar, and pronunciation is emphasizes. Students will do a lot of role playing (exercises) as a practice to acquire the knowledge.
Basic Mandarin Conversation	Upon completion of this course, a trainee will be able to understand and converse with customers in basic daily conversational Chinese.
Basket Weaving	Upon completion of the training, participants will have learned how to weave baskets using coconut leaves. Participants will learn how to select good coconut leaves, preparing them for weaving using the suns heat, and also learn different types of basket weaving
Caregiver Training	Upon completion of this training, the participants will gain basic skills in care-giving services. It is to provide necessary skills that he/she needs in order to do his/her job easier as well as to ensure the harmony and comfort to the patient. Participants will gain some skills and understanding in normal aging, general principles in caring for the aged-cultural aspects of caregiving; understanding in gaiting and transferring patient and fall prevention; understanding of pain and symptoms management and managing difficult behaviors; activities of daily living – part I: dressing, bathing and grooming; activities of daily living – Part II: oral care, dental hygiene, nutrition and dining; wound care and bedsore prevention – anemia, diabetes, hypertension, UTI; Understanding in relieving caregiver and family stress and resources if elders in Palau; practicum.
Clinical Counseling	In this course, the participants will acquire basic crisis counseling skills. Crisis counseling is psycho education in nature vs. the more traditional model of counseling which is psychotherapeutic. The Participants will learn to utilize their natural talents to develop counseling skills through lecture and role plays. Trained participants will be able to provide crisis intervention and referrals in the community.
Computer Class - MS Word	Upon completion of this training, the trainee will have acquired the basic understanding of how to create, revise, format, print, and save most of the written communications needed in personal and professional life. Pre: Keyboarding
Computer Class -MS Excel	Upon completion of this training, the trainee will be able to use Microsoft Excel for spreadsheet applications such as problem solving, calculations, and a range of other alternative decisions by entering information such as text, numbers, and formulas into the program and interpreting feedback. Pre: Keyboarding
Cultural Summer Youth Program - Bamboo Raft Making	Upon completion of this course, the student is expected ti have gain some knowledge of the raw materials and naïve tools required in traditional Palauan Raft using Bamboo; knowledge of te separate stages of traditional bamboo raft from materials preparation to the planning in the actual making of a bamboo raft; ability to perform, according to traditional standards, the individual tasks required in the preparatory stages of traditional raft.
Cultural Summer Youth Program - Chanting	Upon completion of this course, participant should have an understanding of the use and purpose of the chants, lyrics, the meanings and implication of each words and how to sing it. Each student will have learned as many as 20 chants throughout the course.
Cultural Summer Youth Program - Coconut Leaves Weaving	Upon completion of the training, participants will have learned how to weave baskets using coconut leaves. Participants will learn how to select good coconut leaves, preparing them for weaving using the suns heat, and also learn different types of basket weaving
Cultural Summer Youth Program - Cultural Performing Arts - Delal a Ngloik	Upon completion of this course, the student is expected to know the four fundamental types of Palauan women's traditional group dance (ocharou, delal a ngloik, chelchedal a ngloik, and belulechab) and their respective integral components (merodel ra chelitakl, oldiu ra ngloik, mengeseb ra chelitakl and melemotem); be able to perform the four fundamental types of Palauan women's traditional group dancing and theor respectiveintergral components according to traditional standards; know the words to and the meaning of selected traditional Palauan songs/chants commonly used in Palauan women's traditional group dancing.
Cultural Summer Youth Program - Cultural Performing Arts - Rruk	Upon completion of this course, student is expected to know the legend of Terebkul as he and his warriors conquered Ulong island and its legendary leader Osilek; Know the required costume and adornments (usaker, usm, meolt, protech, biskang) and be able to prepare and apply them according to established standards; know the words to the Terebkul war song; be able to perform the Terebkul was dance and its integral components, including the war song, according to established standards.
Cultural Summer Youth Program - Fish Trap Making	Upon completion of this course, the participants will be able to make their own fish traps. The course will cover both the traditional as well as use of modern materials to construct fish traps. Different techniques and applications to trap different fish will be covered.
Cultural Summer Youth Program - Fishing Spear Making	Upon completion of this class, the participants will be able to make their own spears. The Participants will learn how to select better and stronger rods and handles, and learn how to tie the spear properly.
Cultural Summer Youth Program - Identify Flora & Usage	Upon completion of this course, student is expected to be aware of the traditional usages of specific native plants for medicinal purposes, house building, and watercraft construction; know the Palauan names and general habitats of these native plants resources; know the general characteristics that differentiate native plants resources endemic to the different local terrains/habitats, including keburs, ked, oreomel, and chelebacheb; be aware of specific invasive plants that are now locally prevalent and significantly problematic; and be aware of specific local plants that are significantly poisonous/toxic.
Cultural Summer Youth Program - Palau's Proverbs	Upon completion of this course, the participants will understand the importance of Palauan proverbs, their implications and application to everyday life situations and behavior. The Participants will learn the underlying dynamics of meaning behind the proverb itself.
Cultural Summer Youth Program - Pandanus Leaves Weaving	Upon completion of this training, participants will learn how to weave, learn the various tools for weaving, learn how to select good pandanus leaves for weaving, preparation of the leaves using the suns heat, preparing the leaves by cutting out the sharp edges, and splitting the leaves into different sizes for different kinds of weaving such as baskets, hats, mats, and more.
Cultural Summer Youth Program - Uchelel Belau Mythology	Upon completion of this course, student is expected to be able to narrate the legend Uchelel Belau, wither orally or in writing; discuss and related important events to the traditional and customary practice of Palau today; identify major events, places, characters and value in the legend; discuss how Palau society reflects the legend, Uchelel Belau in its values and practice; portray the major events of the legend through play/skit.
Cultural Summer Youth Program - Vines Weaving (Ngidech)	This course introduces students to traditional Palau basket weaving, utilizing vines (ngidech) to make certain household baskets (zaru) according to traditional standards. Upon completion of this course, student is sxpected to be able to identify vines (ngidech) among many vines in the forest; be able to differentiate between mature and young vines

	(ngidech); be aware of typical local habitats for the vines (ngidech); know the respective tasks required to be done in traditional basket (zaru) Weaving, utilizeing vines (ngidech) or ural a dui.
Cultural Summer Youth Program - Wildlife	Upon completion of this course, the student is expected to understand the local necessity of proper management/conservation of wildlife on land, sea and air to avoid irreversible consequences; be aware of the common ways/means of local wildlife management/conservation, including proper/controlled usage and systematic regulation; know the native names and general habitats of common local wildlife resources on land, sea and air; know the native names and general characteristics of the different terrains/parts of the land and sea; know the Palauan names and general characteristics of the moon's different phases.
Customer Service Workshop	Upon successful completion of this training, the trainee will be able to understand the importance of customers to any business: customers' needs, customers' expectations, and most importantly, how to solve customers' problems.
Ecological Monitoring of Marine Protected Areas Certification Program	This course will provide the key fundamentals of ecological monitoring of marine protected areas using the standardized protocol. Both theory and field practice will be developed in this course to increase the competency of students to collect and assemble quality data. Upon completion of this course, student will gain a knowledge on the following: understand the purpose of ecological monitoring and list of objective of ecological monitoring; list what to do before conducting ecological monitoring and develop a sampling design; list the selected ecological indicators to measure the effectiveness of MPAs; describe all the measurable ecological indicators and the survey method used for each of them; collect all measurable ecological indicators data in the field; describe the process of data management (data entry, storage and basis analysis).
Effective Communication Workshop	Upon completion of this training, the participants will have a better understanding of effective communication and how to make communication more effective and what not. Participants will learn the principles of communication with respect to cultural influences and meaning, values, attitude, behavior, and more.
Intensive English Language	The program will assist participants learn how to converse in basic English in various situations, and prepare them for the Test of English as a Foreign Language (TOEFL). Oral English including pronunciation and vocabulary will be emphasized. Basic reading skills such as reading for main ideas, details, making inferences, making judgments and recognizing patterns and figurative language will also be covered. The course will also cover basic grammar skills such as sentence patterns, tenses, uses of modifiers and complex sentences. All lessons will be designed to teach skills needed to pass the Test of English as a Foreign Language (TOEFL). Those w
Palau Island Sports Education Program –Sports in Communities Administrator	This course is meant to introduce beginner Community Sports Administrator in the Pacific to various facets of club/league based Sports Administration and to develop competencies in the areas of forming a club and planning to manage a small sporting events. This is a competency based course that will use assessment tasks and practical learning activities to determine understanding and achievement of the learning outcomes.
Palau Island Sports Education Program - Community Coaching Course	This course has been designed with the specific purpose of providing a relevant practically focused and culturally specific approach to the identification, training and on-going development of Palau Island Sports Education Program (PISEP) Community Coaches. This is a competency based course that will use assessment tasks and practical learning activities to determine understanding and achievement of the learning outcomes.
Report Writing	Upon completion of this training, a trainee will acquire the skills and knowledge to write effective reports. This training includes but is not limited to simple narrative, book reports, police reports, and other specialized reports as indicated by the student's needs. It also covers mechanics, basic grammar, sentence structure, organization, format, proofreading, and editing. Computer skills are desirable but not required.
Scientology Workshop - Basic of Organizing	It is not man's dream that fail him. It is the lack of know-how required to bring those dream into actuality. If one would dream and see his dream an actuality, one must also be able to organize and to train organizational men who will make those dreams come true.
Scientology Workshop - Communication	A man is as dead as he can't communicate. He is as alive as he can communicate.
Scientology Workshop - Targets and Goals	No man is happy without a goal, and no man can be happy without faith in his own ability to reach that goal.
Summer Kids Program - English Reading & Writing	Upon completion of this course, the student will be able to organize through and ideas: brainstorming, cluster map, webbing, story map; understanding the components of the story in a personal narrative: title, author, illustrator, beginning-middle-ending; character analysis: identify the writing; mechanics: quotation marks; identify the main idea and supporting details: topic sentence, details, concluding sentences
Summer Kids Program - Marine Science for 6th to 8th Grade	Upon completion of this training, the student will have acquired basic knowledge of marine science, including the importance of corals and coral reefs in Palau, mangroves, sea-grass and seaweed identification, and endemic, endangered, and threatened marine species.
Summer Kids Program - Math	Upon completion of this training, the student will have improved his/her understanding of basic mathematics which include whole numbers, fractions, decimals, ratio and proportion, percent, positive and negative numbers, roots of numbers, and measurements in the English and metric system.
Summer Kids Program - Palauan Orthography	The purpose of this course is to teach Palauan Orthography and Grammar. These concepts will be taught through reading and writing exercises. It is designed for student with sufficient knowledge of the language's orthography and grammar.
Summer Kids Program English Reading	Upon completion of this training, the student is expected to have increased his/her vocabulary formed a habit of using a dictionary, improved his/her pronunciation and listening skills, and improved skills in interpreting written works.
Summer Kids Program English Writing	Upon completion of this training, the student will acquire an appreciation for writing as well as improve his/her creativity skills and techniques.
Summer Kids Program Keyboarding	Upon completion of this training, the student will be able to use keyboarding skills to type a minimum of 10 words per minute as well as to create, edit, spell check, print, and save documents.

SECTION 2: FACULTY & STAFF

The Continuing Education does not employ any full-time faculty.

List Part-Time Faculty from 2012-2014:

INSTRUCTOR'S NAME	DEGREE HELD OR HIGH SCHOOL DIPLOMA
Albert Soaladaob	High School Diploma
Alex Ngiraingas	UOG, BS-Social Worker
Alfonsa Bintorio	MHS, Diploma
Alfonsa Koshiba	Chaminade UOH, MA-Business Administration
Alvina Marcil	SDSU, MA-Education 2008
David Taro	High School Diploma
Dembert Obak	High School Diploma
Dilchur Ruluked	High School Diploma
Dr. Silvia Osarch	Grand Valley State College, BA- Sociology
Evelyne Techibelmel	High School Diploma
Felix Floriano	High School Diploma
Hermana Ramarui	UOG, BA-English & Education
Holly Anna Farlin	University of California, BA-Mass Communication & Political Science
Jemmy Belelai	UOG, BA-Special Education
Jubilee Kuartei	Taylor University, BS-Recreational Leadership; BS-Christian Education
Judson Butelbai	SDSU, MA-Education; BA-Education; PCC, AA-Liberal Arts
Julia Wally	SDSU, BA-Education; PCC,
Jury Kebekol	High School Diploma
Kalista Jiro Rafael	MOC, CA-Office Administration
Karen Mobel	SDSU, BA-Education
Keizy Shiro	ST. Louis Community College, AS-Tourism Business Management
Luciana Shiro	High School Diploma
Marla Ito	High School Diploma
Midori Mersai	UH at Hilo, MA-English
Miriam Anastacio	PCC, AS-Education
Ngirur Umang	High School Diploma
Norma Mersai	CCM, AA-Liberal Arts
Oingerang Erungel	High School Diploma
Osamu Ngirchechol	SDSU, BA-Education
Percy Liu	Elmira College, MA-Science Education
Sariang Timulech	High School Diploma
Shelley Deblair Remengesau	PCC, AS-Environmental Science
Sisbartol Holan	High School Diploma
Techeboet Eberdong	High School Diploma
William O. Wally	SDSU, MA-Education

SECTION 3: STUDENT/CLIENTELE'S INFORMATION

Program students/clientele represents a diverse age population.

Insert Program Name (for example – Adult High School; Computer Training; Customer Service Training; etc.)			
Age Group:	2011-2012	2012-2013	2013-2014
Elementary	98	98	137
High School	59	81	158

College	37	0	0
Adult	130	105	107

Program students/clientele gender in the last three years:

Insert Program Name (for example – Adult High School; Computer Training; Customer Service Training; etc.)			
Gender:	2012-2013	2013-2014	2014-2015
Male	45%	40%	30%
Female	55%	60%	70%

Student/Clientele's Headcount of the (name of program) have remained constant in the last three years.

Term:	Headcount:
Annual 2012-2013	324
Annual 2013-2014	284
Annual 2014-2015	402

Number of Certificates/Diplomas the program has awarded in the last three years.

Term:	No. of Certificates:	No. of Diplomas:
Annual 2012-2013	324	
Annual 2013-2014	284	
Annual 2014-2015	402	

SECTION 4: FACILITIES, VEHICLES, EQUIPMENTS

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

1. Are the current facilities adequate to support program student/clientele's enrollment? Explain your answer.

The current facilities are not adequate to meet the needs of the CE. The CE is utilizing non classroom facilities such as summer houses or Bai to accommodate some of the classes during the summer. These facilities poses problems to weather condition and disrupt learning. Continuing Education relies on the facilities available at the college to support its programs and services after what is left to accommodate the college regular classes. It also relies on facilities outside of campus when it required to delivers it services to clients in their home states.

2. Is the current vehicle/s adequate to support program student/clientele's enrollment? Explain your answer.

At this time, the CE does not have any vehicle. We used to have one and it got very old and was not safe to drive. The college has yet to buy another one.

3. Are the current equipments adequate to support program student/clientele's enrollment? Explain your answer.

Current equipments are very old and outdated. Computers are already over 10 years old and need to be replaced. Many of them do not meet the current demands for software available in the market. The fax machine went out of order and has not been replaced.

SECTION 5: PROGRAM'S BUDGET & OPERATING COSTS

Explain the program's operating budget and operating costs.

Academic Year:	Operating Budget:	Operating Cost:
2012-2013	$ 116,000	
2013-2014	$ 116,000	
2014-2015	$ 116,000	

Is the current budget adequate to support the program's purpose and goals? Explain your answer.

The budget is adequate for what we do at this time but inadequate to accommodate the new goals that the CE has such as purchasing new vehicle, equipments, additional staff we need.

SECTION 6: 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:	Remarks:
To buy a vehicle for the CE.	Incomplete	There was no budget for it.
To purchase new equipment for staffs and computer lab.	Incomplete	There was no budget for it.
To buy a new fax machine to replace the broken one.	Incomplete	There was no budget for it.
To print CE catalogue.	Incomplete	There was no budget for it. There was no budget for it.
To do state visits.	Ongoing	CE responded to the states that made their request but was not able to do the rest of the states throughout Palau.

SECTION 7: PROGRAM STRENGTHS AND IMPROVEMENT NEEDS

List and explain service area strengths.

The strength of CE is its potential capability to respond to the diverse training and educational needs of the community. There is no limit to what the CE can do for the people of Palau and the region. We have that capability to provide services uniquely fit individual interest. We are flexible and accessible to bring our services to where the people are instead of making them come to us.

List and explain service area improvement needs.

The needs to improve the CE are based on the following:

1. The CE need additional staff to do community assessments throughout Palau, and also working closely with the public and private sector to monitor and responds to their training and educational needs.
2. The CE needs a vehicle in order to carry out its services and do its assessment.
3. The CE needs new computers for both staffs and computer lab in order to be effective and adequately respond to the current community demands for programs.
4. The CE need to have a fax machine in order to save time and money by promoting its services to the community.
5. The CE need to publicize its catalogue on a regular basis to provide available information for its clients to be able to choose and select their training needs.

SECTION 8: PROGRAM ACTIONS PLANS

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

Action Plan Activity/Objectives:	How will this action plan improve services?	Needed Resources (if any):	Timeline:
To buy a vehicle for the CE	The vehicle will enable the CE to conduct state by state visits and asses their education and training needs.	Budget	2015
To hire additional staff	Additional staff will assist the CE to conduct state by state visits and asses education and training needs.	Budget	2015
To buy new computers for staff and training	New computers for staffs will improve work productivity. New computers for training will meet the demands of clients interested to learn new programs currently available on the market.	Budget	2015
To buy a fax machine for the CE	The fax machine can be cost effective to disseminate and promote programs and services.	Budget	2015
To print CE program catalogue	By visiting individual states, clients need to know what is available and has been offered to help them make wise decisions. The catalogue will offer them information about training and services they can look at and decide.	Budget	2015

SECTION 9: RESOURCE REQUEST

Type of Resource:	Description:	Estimated Amount Requested:	Justification:
Personnel	One community assessment staff	$15,000 to $18,000	The staff is needed to help assess the community education and training needs. He or she will be working closely with private and public sector to address their education and training needs as well.

Facilities	3 classrooms		The classrooms will support CE classes during the summer when the CE provides services to the kids and youths in Palau.
Equipment	Vehicle, Computers, Fax Machine	$25,000 $35,000 $300.00	The vehicle will be used to implement CE yearly objectives especially visiting and working with individual states regarding their education and training needs. The computers will replace old CE computer for staffs and training. The old computers are incompatible to new software in the market which clients are demanding. The fax machine will be used to disseminate information and promote programs and services for the CE.
Supplies			
Software			
Training			
Other	Publication of CE catalogue	$1,500	The CE catalogue contains relevant information needed by the community to be well informed of the types and kinds of services we offer and use it to make wise decisions on what type of training they want us to help provide for them.
Total		$79,800.00	

Appendix B: Evidence - Yearly Assessment Data

Annual Report from October 1, 2011 to September 30, 2012

No.	Trainings/Workshops	Hours	# of Participants	Trainer	Participating Agency
1	Basket Weaving	4	25	Evelyne Techibelmel	Community
2	Basket Weaving	4	11	Evelyne Techibelmel	Community
3	Clinical Counseling	314	9	Alex Ngiraingas	Community
4	Computer Class - MS Word	10	8	Keizy Shiro	MOH Staff
5	Computer Class -MS Excel	10	8	Keizy Shiro	MOH Staff
6	Customer Service Workshop	4	37	William O. Wally	PCC Student
7	Customer Service Workshop	4	16	William O. Wally	MOH Staff
8	Effective Communication Workshop	4	11	William O. Wally	MOH Staff
9	Effective Communication Workshop	4	18	William O. Wally	MOH Staff
10	Intensive English Language	14	4	Alfonsa Koshiab	Japanese
11	Koror State Cultural Summer Youth Program - Palau's Chants	72	5	Dembert Obak	High School Student
12	Koror State Cultural Summer Youth Program - Palau's Chants	72	5	Ngirur Umang	High School Student
13	Koror State Cultural Summer Youth Program - Palau's Chants	72	5	Sariang Timulech	High School Student
14	Koror State Cultural Summer Youth Program - Pandanus Leaves Weaving	72	5	Dilchur Ruluked/Jury Kebekol	High School Student
15	Koror State Cultural Summer Youth Program - Trap Making	72	9	Felix Floriano	High School Student
16	Koror State Cultural Summer Youth Program - Uchelel Belau Mythology	18	15	Hermana Ramarui	High School Student
17	Koror State Cultural Summer Youth Program - Wildlife	18	15	Techeboet Eberdong	High School Student
18	Report Writing	24	7	Midori Mersai	PCC Staff
19	SBIRT	6	11	Alex Ngiraingas	MOH Staff
20	Summer Kids Program English Reading	40	14	Julia Wally	Elementary Student
21	Summer Kids Program English Reading	40	13	Julia Wally	Elementary Student
22	Summer Kids Program English Writing	40	10	Holly Anna Farlin	Elementary Student
23	Summer Kids Program English Writing	40	16	Holly Anna Farlin	Elementary Student
24	Summer Kids Program Keyboarding	40	13	Karen R. Mobel	Elementary Student
25	Summer Kids Program Math	40	10	Judson Butelbai	Elementary Student
26	Summer Kids Program Math	40	8	Shelley Deblair Remengesau	Elementary Student
27	Summer Kids Program Math	40	14	Shelley Deblair Remengesau	Elementary Student
28	Yap Apprentice Program	312	2	William O. Wally	Yap Teachers
	TOTAL	1430	324		

Annual Report from October 1, 2012 to September 30, 2013

No.	Trainings/Workshop	Hours	# of Participants	Trainer	Participating Agency
1	Basket Weaving	4	11	Evelyne Techibelmel	Community

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No.	Training/Workshop	Hours	# of Participants	Instructor/Trainer	Participating Agency
1	Clinical Counseling	300	6	Marla Ito	MOH Staff
1	Basic Mandarin Conversation I	24	11	Percy Liu	Community
1	Basic Mandarin Conversation I	24	16	Percy Liu	Community
1	Advance Mandarin Conversation	18	15	Percy Liu	Community
1	Caregiver Training	12	15	Dr. Silvia Osarch	Community
1	Caregiver Training	12	10	Dr. Silvia Osarch	Community
1	Caregiver Training	12	11	Dr. Silvia Osarch	Community
1	Caregiver Training	12	10	Dr. Silvia Osarch	Community
1	Summer Kids Program - Math	40	13	Miriam Anastacio	Elementary Student
1	Summer Kids Program - Math	40	16	Judson Butelbai	Elementary Student
1	Summer Kids Program - Math	40	11	Osamu Ngirchechol	Elementary Student
1	Summer Kids Program - English Reading & Writing	40	18	Alvina Marcil	Elementary Student
1	Summer Kids Program - English Reading & Writing	40	12	Judson Butelbai	Elementary Student
1	Summer Kids Program - English Reading & Writing	40	10	Osamu Ngirchechol	Elementary Student
1	Summer Kids Program - Palauan Orthography	40	8	Miriam Anastacio	Elementary Student
1	Summer Kids Program - Keyboarding	40	10	Karen Mobel	Elementary Student
1	Cultural Summer Youth Program - Bamboo Raft Making	108	4	Albert Soaladaob	Palau Youth/WIA
1	Cultural Summer Youth Program - Fish Trap Making	108	5	Felix Floriano	Palau Youth/WIA
1	Cultural Summer Youth Program - Weaving	108	4	Alfonsa Bintorio	Palau Youth/WIA
1	Cultural Summer Youth Program - Weaving	108	5	Dilchur Ruluked	Palau Youth/WIA
1	Cultural Summer Youth Program - Weaving	108	4	Sisbartol Holan	Palau Youth/WIA
1	Cultural Summer Youth Program - Weaving	108	5	Jury Kebekol	Palau Youth/WIA
1	Cultural Summer Youth Program - Chanting	36	14	Sariang Timulch	Palau Youth/WIA
1	Cultural Summer Youth Program - Chanting	36	13	Dembert Sbal	Palau Youth/WIA
1	Cultural Summer Youth Program - Uchelel Belau Mythology	36	27	Hermana Ramarui	Palau Youth/WIA
26	Total	1494	284		

Annual Report from October 1, 2013 to September 30, 2014

No.	Training/Workshop	Hours	# of Participants	Instructor/Trainer	Participating Agency
1	Scientology Workshop - Communication	3	8	Scientology Agent	Community
2	Scientology Workshop - Basic of Organizing	3	8	Scientology Agent	Community
3	Scientology Workshop - Targets and Goals	3	8	Scientology Agent	Community
4	Basic Mandarin I	16	10	Percy Liu	Bureau of Immigration
5	Basic Mandarin I	16	10	Percy Liu	Bureau of Immigration
6	Palau Island Sports Education Program - Administrator and Officials	24	11	Jubilee Kuartei	Community
7	Palau Island Sports Education Program - Community Coaching Course	16	11	Jubilee Kuartei	Community
8	Basic Mandarin I	24	13	Percy Liu	Community
9	Advance Mandarin I	24	10	Percy Liu	Bureau of Immigration
10	Basic Mandarin I	24	8	Percy Liu	Palasia Hotel Staff
11	Ecological Monitoring of Marine Protected Areas Certification Program	80	10	PICRC Staff	Conservation Officer
12	SKP - Math for 3rd & 4th Grade	40	31	Miriam Anastacio	Elementary Student
13	SKP - Math for 5th & 6th Grade	40	13	Judson Butelbai	Elementary Student
14	SKP - Math for 7th & 8th Grade	40	17	Kalista Jiro Rafael	Elementary Student
15	SKP - English Reading & Writing for 3rd & 4th Grade	40	28	Miriam Anastacio	Elementary Student
16	SKP - English Reading & Writing for 5th & 6th Grade	40	13	Kalista Jiro Rafael	Elementary Student
17	SKP - English Reading & Writing for 7th & 8th Grade	40	12	Judson Butelbai	Elementary Student
18	SKP - Marine Science for 6th to 8th Grade	40	8	Norma Mersai	Elementary Student
19	SKP - Palauan Orthography for 3rd to 8th Grade	40	15	Miriam Anastacio	Elementary Student
20	SYP - Cultural Performing Arts - Delal a Ngloik	48	10	Luciana Shiro	High School Students
21	SYP - Cultural Performing Arts - Rruk	48	20	Oingerang Erungel	High School Students
22	SYP - Identify Flora & Usage	18	14	Albert Soaladaob	High School Students
23	SYP - Identify Flora & Usage	18	15	Albert Soaladaob	High School Students
24	SYP - Vines Weaving (Ngidech)	18	14	Jemmy Belelai	High School Students
25	SYP - Vines Weaving (Ngidech)	18	15	Jemmy Belelai	High School Students
26	SYP - Palau's Chants & Proverbs	48	13	Jemmy Belelai	High School Students
27	SYP - Palau's Chants & Proverbs	48	16	Jemmy Belelai	High School Students
28	SYP - Pandanus Leaves Weaving	96	11	Jury Kebekol	High School Students
29	SYP - Coconut Leaves Weaving	96	11	Dilchur Ruluked	High School Students
30	SYP - Fishing Spear Making	48	19	David Taro	High School Students
	TOTAL	1057	402		

Appendix C: Assessment Tools