



"We Guarantee Quality and Excellence"

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

INSTRUCTIONAL PROGRAM THREE YEAR REVIEW


Academic Program

Education

Period of Three Year Review

Fall 2012 to Summer 2015

Completed By:


Tennyson Cason
 Program Instructor(s)

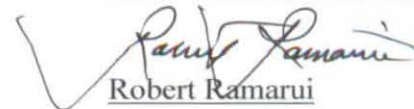
Date: 5/6/16

Program/Department Chair:



Robert Ramarui

Date: _____

Dean of Academic Affairs:


Robert Ramarui

Date: 5/6/16

| Received by Institutional Research Office on: | Date | Name and Initial of receiving personnel |
|---|---------------|---|
| (Provide hard and electronic copy) | <u>5/6/16</u> | <u>Ligaya Sam</u>  |

Program Review Narrative Summary

The narrative summary should include the following:

- **Summary of the academic program purpose**

The Education Program is designed to provide students with knowledge, skills, and proper work habits/attitudes necessary for classroom teaching. The program prepares students as classroom teachers or to pursue higher degrees in education or related fields.

The ED program is intended to present to students with a general overview of basic learning outcomes. The program will introduce students to the following areas:

- Lesson Planning
- Laws/Policies
- Assessment
- Effective Teaching Techniques
- Classroom Management

- **The relationship of program to the college Mission Statement**

PCC Mission Statement:

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.

The ED program supports the PCC Mission statement as it helps to meet the technical, academic, cultural, social, and economic needs of students and communities by promoting learning opportunities and developing personal excellence. The ED program helps meet the **academic** needs of students by providing skills in the field. Additionally, qualified faculty oversee ED courses geared specifically for program majors ensuring that students receive the necessary skills and experience to enable them to find employment after graduation or pursue higher education in the field. The ED program helps meet the **cultural** needs of students in the field by exposing them to the fundamentals of education in relation to the culture. Students are given the opportunity to learn the history of education as well as different theories, methodologies, and strategies used by professionals in the field. As a result, students learn to appreciate the evolution and culture of education as well as have the opportunity to apply what they learn in activities and projects assigned during their course as ED majors. The ED program helps meet the **social** needs of students by giving them the opportunity to work with students, parents, and other professional on course and field related projects. Throughout their study as ED majors, students work with others to plan, design, develop, or assist in various field-related projects such as student teaching/internships, and tutoring. Many are already actively teaching in local school settings. Such exposure not only helps improve students' social and communication skills but also helps them become more confident in their skills as well as build connections with individuals and organizations that may help them when they begin to seek employment. The ED program helps meet the **economic** needs of students by providing them the opportunity to learn necessary skills and obtain experiences needed to find employment after graduation or pursue higher education in the field or related to it. The ED program **promotes learning opportunities for students and communities** and **developing personal excellence** by hiring qualified faculty to teach courses and oversee the entire ED program. Additionally, as part of ED courses

specifically for ED majors, students are given the opportunity to work with associated personnel in the community. Such activities promote learning opportunities for students and communities as well as develop personal excellence.

- **Summary of Program Data**

a. Figure 1 – Student Status

| | Fa 2012 | Sp 2013 | Su 2013 | Fa 2013 | Sp 2014 | Su 2014 | Fa 2014 | Sp 2015 | Su 2015 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Enrollment | 82 | 60 | 21 | 43 | 42 | 12 | 34 | 47 | 23 |
| Pass/Credit | 93% | 85% | 95% | 63% | 69% | 67% | 79% | 77% | 91% |
| Fail/No Credit | 4% | 10% | 5% | 23% | 29% | 8% | 9% | 21% | 9% |
| Audit | 0% | 2% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Withdraw | 4% | 3% | 0% | 14% | 2% | 25% | 12% | 2% | 0% |

The table above (tabular view of Figure 1) represents the total and average student enrollments in all ED courses as well as the number of students who passed, failed, audited, and withdrew from the courses. The difference between the passing and failing rates of students indicate that more students successfully pass ED courses. A very few number of students enrolled in the courses as auditing students for the purpose of gaining experience and training in specific areas while a handful withdrew for various reasons.

Summer 2013 indicates 0 enrollment because ED courses are rarely offered in the summer. If they are, then it is usually either internship for graduating ED students. Other ED courses such as ED 201 may be offered when there is a need as the courses are required by other programs (such as Nursing).

Overall, the data indicates that majority of the students enrolled in ED courses successfully complete the courses.

b. Figure 2 – Number of Graduates

| Semester | Fa 2012 | Sp 2013 | Su 2013 | Fa 2013 | Sp 2014 | Su 2014 | Fa 2014 | Sp 2015 | Su 2015 |
|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| AS/AA | 1 | 1 | | 2 | 1 | | 1 | 3 | |
| AAS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| CA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

c. Figure 3 – Class Information

| Semester | Fa 2012 | Sp 2013 | Su 2013 | Fa 2013 | Sp 2014 | Su 2014 | Fa 2014 | Sp 2015 | Su 2015 |
|---------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Under 10 Students | 75% | 67% | 100% | 71% | 100% | 0% | 90% | 89% | 67% |
| 10 – 19 Students | 25% | 33% | 0% | 29% | 0% | 100% | 10% | 11% | 33% |
| 20 – 29 Students | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| 30 or more Students | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

The table above (tabular view of Figure 3) shows the average class size for ED classes. It is evident that majority of the classes have under 10 students. This is largely due to the fact that the total number of ED majors is very low. As a result, courses for ED majors only usually has anywhere between 1 to 8 students. Classes with 10 to 20 students are usually courses which are required for other majors (such as Nursing) and, as a result, the enrollment increases.

d. Figure 4 – Course Offering Information

| Semester | Fa 2012 | Sp 2013 | Su 2013 | Fa 2013 | Sp 2014 | Su 2014 | Fa 2014 | Sp 2015 | Su 2015 |
|----------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Total Prog./Dept. Classes Taught | 12 | 9 | 3 | 7 | 9 | 1 | 10 | 9 | 3 |
| Total Lecture ONLY Classes | 9/75% | 7/78% | 3/100% | 6/86% | 6/67% | 1/100% | 7/70% | 8/89% | 3/100% |
| Total Lab Classes | 3/25% | 2/22% | 0% | 1/14% | 3/33% | 0% | 3/30% | 1/11% | 0% |
| Total Online Classes | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

The table above (tabular view of Figure 4) illustrates the number and type of ED classes offered. Majority of the ED classes offered were lecture along with the lab courses consisting of ED192, ED290-293. Such courses enable students to not only learn the terminologies, concepts, and theories in relation to the courses but also be able to apply the skills acquired in the form of activities, projects, and actual visits and observations to/within actual, functioning classrooms.

e. Figure 5 – Faculty Information

| Semester | Fa 2012 | Sp 2013 | Su 2013 | Fa 2013 | Sp 2014 | Su 2014 | Fa 2014 | Sp 2015 | Su 2015 |
|----------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Full Time Faculty | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 1 |
| Part Time Faculty | 4 | 4 | 1 | 1 | 5 | 0 | 1 | 0 | 1 |
| TOTAL FACULTY | 5 | 5 | 2 | 3 | 7 | 1 | 3 | 2 | 2 |

The table above (tabular view of Figure 5) represents the number of full time and part time faculty that teaches ED classes. Currently, there is only one full time ED faculty. This faculty teaches most ED courses for ED majors (and one *NU). However, because there are some ED courses that are required for students in other areas, the college hires or assigns part time faculty to help teach those courses.

*NU=Nursing

f. Table 1 – Faculty to Class Size Ratio Information

| Ratio | Fall 2012 | Spring 2013 | Summer 2013 | Fall 2013 | Spring 2014 | Summer 2014 | Fall 2014 | Spring 2015 | Summer 2015 |
|---------------------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|
| Full Time Faculty (F : S) | 2:64 | 1:28 | 1:17 | 2:42 | 2:25 | 1:12 | 2:31 | 2:49 | 1:16 |
| Part Time Faculty (F : S) | 2:18 | 2:24 | 1:4 | 1:1 | 2:26 | 0:0 | 1:3 | 0:0 | 0:0 |

The table above (same as Table 1). Faculty-Class Size Ratio (program headcount)) shows the ratio of faculty to class size. Ratio of faculty to class size ranges from as low as 1 faculty (part time) to 1 students (1:1) per class to as high as 1 faculty (full time) to students (1:32/2:64) per class. However, it is important to note that the numbers do not represent the ratio of faculty to students but rather faculty to class size as some students are enrolled in more than one ED course. To view the numbers as being the ratio of faculty to student would be misleading as the numbers may be higher than they really are. For example, the table indicates that in Fall 2012, the full time faculty to class size ratio was 1:32/2:64). If Ceta is enrolled in 2 ED courses then Ceta is counted twice. As a result, the numbers may accurately represent the faculty to class size but not the faculty to student ratio as there is some redundancy in the number of students.

- **Summary of Student Learning and Curriculum**

There are a total of 20 ED courses offered here at the College. All 20 courses have CLOs. The course outlines and documentations for all 20 courses are currently undergoing updates and modification. Such updates will include changes to student learning outcomes, streamline the number of courses that overlap to the point of redundancy or are no longer relevant, materials and equipment, texts and references, task lists, and CLOs. Tentatively, the course outlines and all other modification documentations will be submitted to CPC in May 2016 for final approval and will begin implementation in Spring 2016.

Additionally, all course CLOs have been aligned with PLOs and ILOs in the mapping template. Signature assignments used in course assessments have also been identified. The program mapping and signature assignment documents have been submitted to the ALO and the AALO (see appendices C and D).

- **Summary of Course Assessment Data**

- a. How has assessment of course-level student learning outcomes led to improvement in program-level student learning?

The ED program has 5 PLOs. The 5 PLOs covered the area of lesson planning, laws/policies, assessment, effective teaching, and classroom management. Below are the PLOs of the program:

PLO 1 (Lesson Planning)

Students will prepare and produce a developmentally and age appropriate grammatically written lesson plan that employs multi-cultural, bilingual and socioeconomic perspectives.

PLO 2 (Laws/Policies) Students will define and apply federal, national, and educational laws within the context of family, work, community, environment and the world.

PLO 3 (Assessment)

Students will assess pedagogical knowledge and skills applicable for both teacher-centered and learner-centered strategies by utilizing both quantitative and qualitative technology to support the diverse academic and developmental needs of students.

PLO 4 (Effective Teaching Techniques)

Students will demonstrate effective instructional practices that address the diverse needs and learning styles of each student.

PLO 5 (Classroom Management)

Students will employ appropriate strategies for classroom management and planning to design a physical, mental, and emotional environment conducive to the learning behavior of students.

- b. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

Even though the ED program has set its PLOs, the PLOs themselves are not assessed independently. The program's PLOs identify the focus or goals of the program whereas such learning outcomes are assessed at the course level. For example, the courses that satisfy PLO 1, upon their assessment, PLO 1 will have been assessed. This set up or assessment model ensures that the PLOs are continuously being assessed when program courses are offered and assessed. Necessary changes are made based on assessment results as well as reviews of program and course documentations.

- Update of all ED program course documentations will include SLOs, CLOs, tasks lists, and other relevant sections. All course modifications are in the process of being modified and submitted to CPC in _____ and currently awaiting approval. Implementation begins Fall 2016.
- From Fall 2012 to Summer 2015, the ED program has graduated a total of nine (9) students. A few decided to continue their studies in either ED or a related field at other institutions of higher learning. A number of graduates of the program are currently employed locally in ED related fields.

- **Summary of Evaluation of Previous Goals/Activities from Previous Cycle (Figure 5)**

- a. List actions identified in your last program review or in any other related college plan(s)*
 - Hire another qualified fulltime ED faculty to assist in teaching the ED courses. *Status. Incomplete*
 - Ensure that the ED classroom(s) is/are properly configured in such a manner as to resemble or have the capability to resemble an actual local, functioning school classroom setting. *Status. Incomplete*
 - Relocate or retain the currently designated ED classroom (or one of similar or larger sized with ability to be divided) in order to better support the mission of the college

and configured to support student learning in a near-actual school classroom environment. **Status: Incomplete**

- Support continuous professional development to allow ED faculty and teaching assistants to keep up to date with the latest developments within the field education; particularly that related to Palau and Micronesia. **Status: Ongoing**
- b. What measurable outcomes were achieved due to the actions completed?
 - These actions, due to lack of previous actions being compiled because of death and retirement of previous ED faculty, are pending in anticipation of the next program cycle.
- c. Evaluate the success of the completed actions. Did the completed actions lead to improvement of student learning?
 - Pending upon next program cycle.
- d. What modifications do you plan to make to the program to improve student learning? The plans that need to take place to ensure continuous support of student learning includes:
 - Continue to review and update course outlines, CLOs, and other documentations
 - This plan ensures that all course outlines are up to date and that they are aligned with the CLOs, PLOs, and ILOs.
 - Continue to review and update program documentations
 - This plan ensures that all program documentations are up to date including the PLOs and they are aligned with the ILOs.
 - Hire an additional qualified fulltime ED faculty to assist in teaching program courses
 - This plan ensures that qualified faculty teaches ED courses whereas ensuring that students are receiving quality instruction.
 - There is a need to hire another qualified fulltime ED faculty to assist in teaching the IT courses. The faculty needs to have at least a bachelor's degree in ED or a related field. Such need is evident as the College struggles to find qualified instructors to teach ED courses offered every semester.
 - Support professional development for ED faculty and teaching assistant
 - This plan ensures that ED faculties are up to date with the latest in the ED field, and in turn, students under up-to-date instructors and are exposed to current knowledge and skills.
 - Professional development such as workshops, conferences, and trainings in Ed-related topics is necessary to allow ED faculty to maintain a high level of excellence and competency within the ED field. Professional developments needed are in the areas of:
 - Teaching Methods
 - Strategies
 - Developing trends, theories, evolving models, and legal issues

- **Summary of Program Major Strengths**

- The ED program is designed to allow students to explore various specialties in the field of teaching. Such approach gives students the opportunity to work on projects in various areas in the field and hopefully be able to choose their area of interest whether it relates to Pre-K, Elementary Ed, High school, tutoring, mentoring, or any other ED-related environment. Identifying their area of interest will allow students to build upon and relate in real-life the knowledge, experiences, and professional polish and sense of competency that they acquire in the classroom during lectures, activities, and practicum/internship.

- **Recommendations for Improvements**

- Do the student assessment data and/or any other college plan indicate overall program needs that may require support from the institution? Define these observed needs supported by assessment data and/or any other college plan.
 - Without the information a prior cycle program would have provided, an assessment at this time would not be complete. However, based upon this cycle review alone some needs are evident. They are as follows:
 - Provide adjuncts which assess and provide data during the summer courses
 - Because of the necessity of providing competent instructors which will in turn directly promote and produce outstanding teachers for the schools of Palau, it should be a priority of the College to provide mechanisms for recruiting and retaining well-qualified ED instructors. This would include providing adequate compensation and support from the College.
 - Develop a strategy in conjunction with the Ministry of Education to aggressively promote the identification, recruitment, and incentives, of promising individuals-- first within the Palauan population to enlist in providing instructors for the College and, ultimately, within the education community of Palau.
 - Assessment data would reflect, perhaps, higher levels of learning if active teachers working toward required degrees at Palau Community College were not restricted from attending classes due to workshops, seminars, bus and after-school duties which often prevent them from participating in a timely manner or at all. A coordinated and implemented schedule between the College, Ministry of Education, and the schools would help alleviate this continuous problem and allow students to achieve a higher level of achievement due to the elimination of distractions during their time enrolled in courses at College.

- **Summary of Action Plans**

The ED program's action plans for the next three (3) academic years do not include the action plans that were not provided during the last program review and, therefore, were not completed. Any new plans are formulated upon those that were identified in this review. Following are the plans:

- Review and update course outlines, CLOs, and other documentations.
 - This plan ensures that all course outlines are up to date and that they are aligned with the CLOs, PLOs, and ILOs. This plan does not require any additional resources.

- Note: All ED outlines are in the process of being updated and approved by CPC for Spring 2016. Course outlines and other documentations will continue to be reviewed and revised, if necessary, therefore this plan is **ongoing**.
- Review and update program documentations.
 - This plan ensures that all program documentations are up to date including the PLOs and are aligned with the ILOs. This plan does not require any additional resources.
 - Program documentations will continue to be reviewed and revised, if necessary, therefore this plan is **ongoing**.
- Hire an additional qualified fulltime IT faculty.
 - This plan ensures that qualified faculty teaches ED courses whereas ensuring that students are receiving quality instruction. This is a critical program need. Such need is evident as the College struggles to find qualified instructors to teach ED courses offered every semester.
 - This plan is necessary due to the passing of one faculty, the retirement of another, and the leaving for a new job in the case of even another. The implementation of this plan will require funding to compensate the hired faculty. The timeline set for this plan is **Spring 2016**.
- Professional development.
 - This plan ensures that ED faculty and teaching assistant are current within the ED field, and in turn, students are exposed to such knowledge, experiences, and skills that will benefit them. Implementation will require some minimal funding and the timeline remains **ongoing**.
- Dedicated ED classroom(s) of suitable size (current one in Temekai One is adequate) with partition and extra door.
 - This ensures that a dedicated and similar to an actual school classroom setting is available for students and faculty teaching ED courses.
 - Ensures that instruction time is not wasted going back and forth for unforeseen need of additional reference books, supplies, and or spontaneous/window-of-opportunity copies of essential material.
- Install a phone (either designated or extension).
 - This plan does not necessarily improve but rather supports the College's effort to provide an inclusive, supportive environment that accommodates cultural complexities and the unique student/faculty needs arising from the nature of the demographic as well as the late class times.

- Recruitment of students into the ED program.
 - It is evident that the number of students choosing to go in to the ED field is very low. The program will continue to identify viable populations and activities that can be used as recruitment tools to encourage students to go in to the field. This plan is **ongoing** and may require some resources to help support such activities.
-
- **Summary of Resource Request (if any)**
 - a. All resource requests should be tied to at least one of the following:
 - An institutional learning outcome
 - A program learning outcome
 - A course learning outcome
 - Other college plans:
 - Personnel: This resource request addresses all ED program courses' CLOs, PLOs, and ILOs, and college plans
 -
 - Professional Development: This resource request addresses all ED program courses' CLOs, PLOs, and ILOs, and college plans
 -
 - Dedicated Classroom(s): This resource request addresses all ED program courses' CLOs, PLOs, and ILOs, and college plans
 -
 - Phone (extension or dedicated): This resource request addresses all ED program courses' CLOs, PLOs, and ILOs, and college plans
 -
 - Recruitment: This resource request addresses all ED program courses' CLOs, PLOs, and ILOs, and college plans
 - b. What will be the anticipated outcome if resource request is granted?
 - Personnel (Hire additional fulltime ED faculty)
 - All ED courses will be taught by qualified ED faculties who have the proper education and credentials.
 - The teaching load will be shared between fulltime ED faculty and the need to hire adjunct faculty every semester will be less urgent.
 - Professional Development
 - Ensures that ED faculty and teaching assistant are current within the ED field, and in turn, students are exposed to such knowledge, experiences, and skills that will benefit them.
 - Dedicated Classroom
 - This ensures that a dedicated and similar to an actual school classroom setting is available for students and faculty teaching ED courses.
 - That instruction time is not wasted
 - Phone (extension or dedicated)
 - Will support the College's effort to provide an inclusive, supportive environment that accommodates cultural complexities and the unique student/faculty needs arising from the nature of the demographic as well as the late class times.
 - Recruitment
 - Help to identify viable populations and activities that can be used as recruitment tools to encourage students to go in to the field.

c. Describe the resource request in detail.

1. Hire an additional qualified fulltime IT faculty.
 - This plan ensures that qualified faculty teaches ED courses whereas ensuring that students are receiving quality instruction. This is a critical program need. Such need is evident as the College struggles to find qualified instructors to teach ED courses offered every semester.
2. Professional development
 - Ensures that ED faculty and teaching assistant are current within the ED field, and in turn, students are exposed to such knowledge, experiences, and skills that will benefit them. Implementation will require some minimal funding
3. Dedicated ED classroom(s)
 - In order to ensure that a dedicated and similar to an actual school classroom setting is available for students and faculty teaching ED courses. Structures are available with minimal conformity cost.
 - That instruction time is not wasted going back and forth for unforeseen need of additional reference books, supplies, and or spontaneous/window-of-opportunity copies of essential material
4. Phone (either designated or extension).
 - Supports the College's effort to provide an inclusive, supportive environment that accommodates cultural complexities and the unique student/faculty needs arising from the nature of the demographic as well as the late class times. Minimal investment with low ongoing cost relative to need.
5. Recruitment
 - To identify viable populations and activities that can be used as recruitment tools to encourage students to go in to the field. This plan is ongoing and may require some resources to help support such activities.

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

Appendix A: Program Review Assessment Data

1.0 Program Data

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

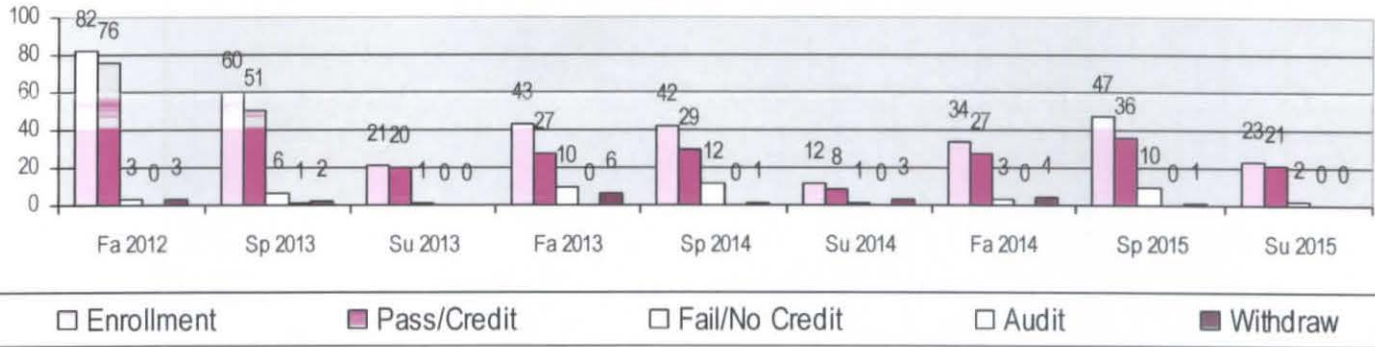


Figure 2. Number of Graduates

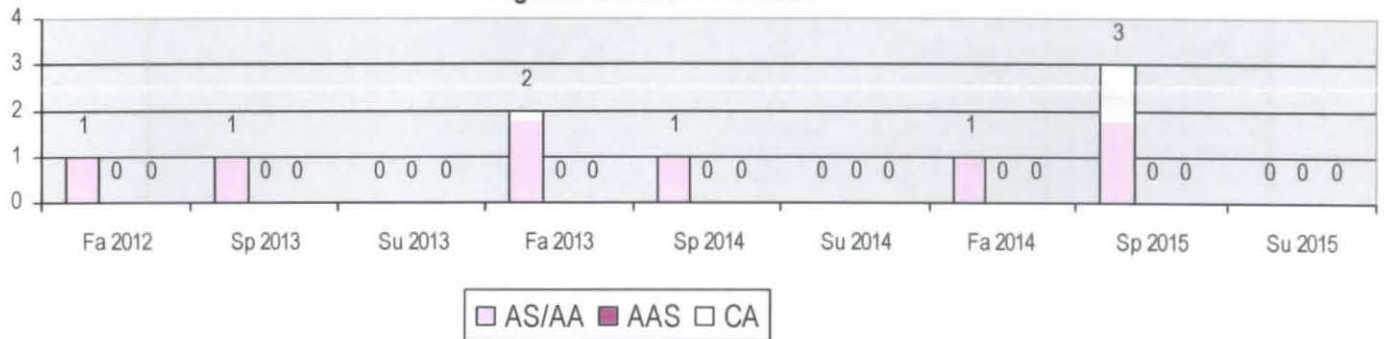


Figure 3. Number of Classes Based on Student Enrollment

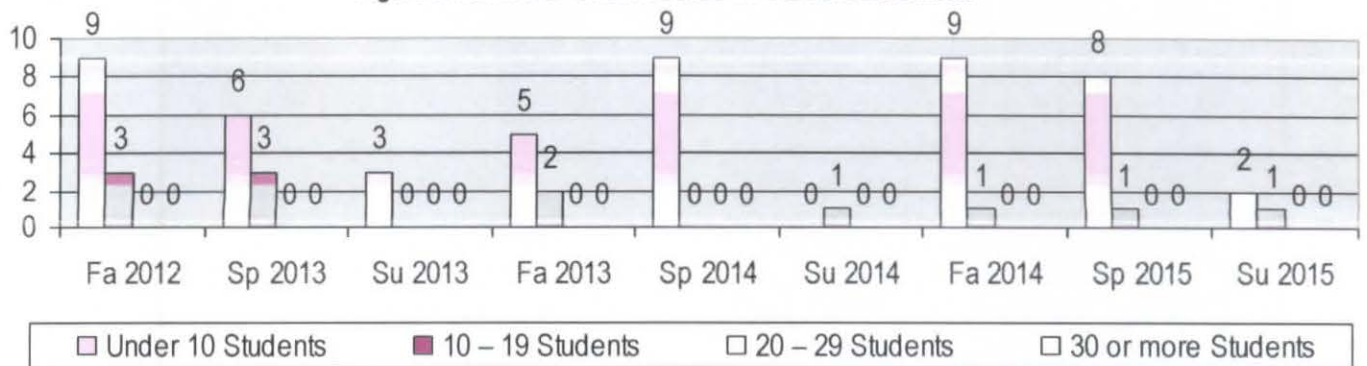


Figure 4. Class Offering

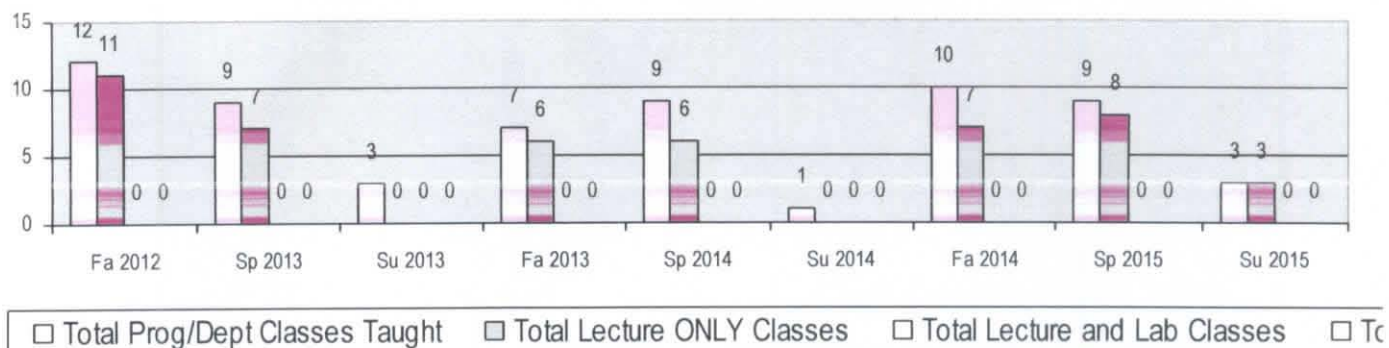
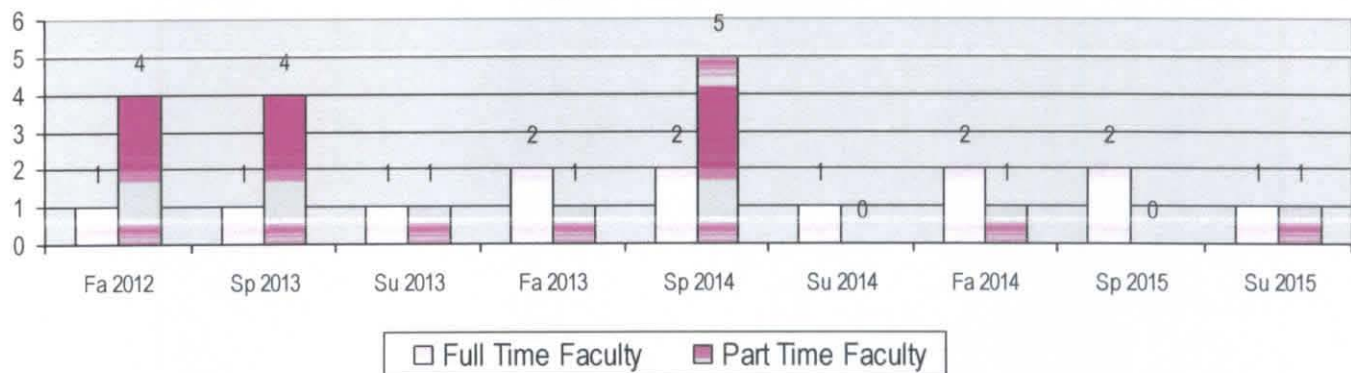


Figure 5. Faculty Head Count



NOTE: Full Time Faculty refers to full time faculty in the program/department. A Part Time Faculty includes adjuncts as well as Full Time Faculty that are teaching courses not within their program/department. These Full Time Faculty members are assisting other programs outside of their

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

| Ratio | Fall 2012 | Spring 2013 | Summer 2013 | Fall 2013 | Spring 2014 | Summer 2014 | Fall 2014 | Spring 2015 | Summer 2015 |
|---------------------------|-----------|-------------|-------------|-----------|-------------|-------------|-----------|-------------|-------------|
| Full Time Faculty (F : S) | 2:64 | 1:28 | 1:17 | 2:42 | 2:25 | 1:12 | 2:31 | 2:49 | 1:16 |
| Part Time Faculty (F : S) | 2:18 | 2:24 | 1:4 | 1:1 | 2:26 | 0:0 | 1:3 | 0:0 | 0:0 |

2.0 Student Learning and Curriculum

| How many program courses are there? (refer to catalog) | %of courses with Identified CLOs | % of course outlines updated | % of courses whose Textbooks are updated (outline reflects change) | % of PLOs aligned with ILOs |
|--|--|------------------------------|--|--|
| 20 *There are a total of 20 ED courses. | 100% *All IT courses have CLOs. Such CLOs are currently being used to assess the courses. | 100%? Need Data | 100%? No Data | 100% *All CLOs have been aligned with PLOs and all PLOs have been aligned with ILOs. Refer to appendix C. |

3.0 Course Assessment Data

SAMPLE

| Semester Assessed | Course Assessed | CLO - PLO Alignment | Results of Assessments |
|-------------------|-----------------|---|--|
| | | CLO 2,3,5 – PLO 2 CLO 1,4 – PLO 4 CLO 4 – PLO 5 | CLOs except CLO 4; therefore, more time is needed to be spent in discussion of ethics of teaching. |

Year 1: School Year FALL 2012/SUMMER 2013

| Semester Assessed | Course Assessed | CLO - PLO Alignment | Results of Assessments |
|-------------------|-----------------|---|---|
| Fall 2012 | ED 110-1 | CLO4-PLO 1 CLO2,3,5 – PLO 2 CLO1,4-PLO3 CLO1,4-PLO4 CLO4-PLO5 | A total of 100% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |
| | ED 151 | CLO1 to 3-PLO 1,3 to 5 | A total of 100% of the students reached the proficiency level in all CLOs No action needed at this time. Course will be continued to be assessed. |
| | ED 192 | CLO 1,3-PLO 3 CLO 1,2-PLO 3 & 5 | A total of 100% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |
| | ED 201 | CLO1-4/PLO 2 CLO3,4/PLO 4 | A total of 100% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |
| | ED 202 | CLO1,2/PLO 2 CLO2/PLO 3 CLO1/PLO 4 | A total of 94% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |
| | ED 204 | CLO1/PLO1 CLO2&3/PLO3 | A total of 96% of the students reached the proficiency level in CLOs 1-5 |

| | | | |
|--|--------|---|---|
| | | CLO2/PLO4 CLO1-3/PLO5 | No action needed at this time. Course will be continued to be assessed. |
| | ED 205 | CLO3/PLO1 CLO2/PLO2 CLO4/PLO3 CLO1/PLO4 CLO2-3/PLO5 | A total of 0% of students reached the proficiency level as none the students finished a signature assignment. |
| | ED 206 | CLO3.5/PLO1 CLO1/PLO2 CLO5/PLO3 CLO2,5/PLO4 CLO4/PLO5 | A total of 94% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |
| | ED 219 | CLO1-2/PLO1-5 | A total of 100% of the students reached the proficiency level in CLOs 1-2 No action needed at this time. Course will be continued to be assessed. |
| | ED 245 | CLO1/PLO1,3,4 | A total of 94% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |
| | ED 290 | CLO1&3/PLO1 CLO3/PLO2 3,4/PLO3 3/PLO4 CLO2,3/PLO5 | A total of 100% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |

| | | | |
|--------------------|--------|--|--|
| <u>Spring 2013</u> | ED 202 | CLO1-PLO 2 and 4 CLO2-PLO 2 to 3 | A total of 100% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |
| | ED 215 | CLO1 & 2-PLO 2 | A total of 100% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |
| | ED 251 | CLO1 to 2-PLO 1, 3-5 | A total of 87% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |
| | ED 253 | CLO1-PLO1-4 | A total of 88% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |
| | ED 280 | CLO1,2-PLO 1-5 | A total of 78% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |
| | ED 290 | CLO1-PLO 1 CLO2-PLO 5 CLO3-PLO 1-5 CLO4-PLO 3 | A total of 100% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |

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|--------------------|--------------------|---|--|
| | ED 292 | CLO1-PLO 1- to 2 CLO2-PLO 1 to 5 CLO3-PLO 4 to 5 CLO4-PLO 3 to 4 | A total of 100% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |
| <u>Summer 2013</u> | No data available. | No data available. | No data available. |
| | | | |

Year 2: School Year FALL 2013/SUMMER 2014

| Semester Assessed | Course Assessed | CLO - PLO Alignment | Results of Assessments |
|--------------------|-------------------|--|--|
| <u>Fall 2013</u> | ED 151 | CLO1-3/PLO 1, 3-5 | A total of 100% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |
| <u>Spring 2014</u> | ED 215 | CLO1-2/PLO 2 | CLO 1: 50% of the students assessed performed at the proficiency level. CLO 2: 25% of the students assessed performed at the proficiency level. <u>Use of Results:</u> This course would be better if the focus was as the title indicates. The outline contents do not match the textbook, course description, or the title. The outline focuses on the laws rather than how to include special needs students in the regular classroom. Recommend that it be revised to reflect this as the teachers in the areas outside of special education need that focus rather than memorizing the laws. Students who are in the elementary, secondary and early childhood tracks struggle to comprehend the laws and policies which they do not have prior knowledge and need skills to use for teaching the exceptional student with special needs. |
| | ED 291 | CLO1,3/PLO 1&2 CLO3/PLO 3&4 CLO2,3/PLO 5 | A total of 100% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |
| | ED 292 | CLO1,2/PLO 1-2 CLO2,4/PLO 3 CLO2-4/PLO 4 CLO2-3/PLO 5 | A total of 100% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |
| <u>Summer 2014</u> | No Data Available | No Data Available | No Data Available |

Year 3: School Year: FALL 2014/SUMMER 2015

| Semester Assessed | Course Assessed | CLO - PLO Alignment | Results of Assessments |
|-------------------|-----------------|---|---|
| Fall 2014 | ED 110 | CLO4/PLO1 CLO2,3,5/PLO 2 CLO1,4/PLO 4 CLO4/PLO 5 | 87% of the students reached the proficiency level in CLO 1. 76% of the students reached the proficiency level in CLO 2. 81% of the students reached the proficiency level in CLO 3. A total of 100% of the students reached the proficiency level in CLOs 4&5. |
| | ED 151 | CLO1-3/PLO 1, 3-5 | A total of 100% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |
| | ED 201 | CLO1-4/PLO 2 CLO3,4/PLO 4 CLO4/PLO 5 | CLO 1&2: 83% of the students reached the proficiency level. No action needed at this time. CLO 3: 67% of the students reached the proficiency level. More instructional time and reinforcement activities will be instituted in order to bring student proficiency levels in this particular CLO up to at least 70%. CLO 4: 100% of the students reached the proficiency level. No action needed at this time |
| | ED 202 | CLO1,2/PLO 2 CLO2/PLO 3 CLO1/PLO 4 | A total of 100% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |
| | ED 219 | CLO1-2/PLO1-5 | A total of 100% of the students reached the proficiency level in CLOs 1-2. No action needed at this time. Course will be continued to be assessed. |
| | ED 245 | CLO1/PLO 1,3,4 | A total of 100% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |
| | ED 290 | CLO1-PLO 1 CLO2-PLO 5 CLO3-PLO 1-5 CLO4-PLO 3 | A total of 100% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |
| | ED 293 | CLO1,4/PLO 1&2 CLO2,4/PLO 3 CLO3,4/PLO 4&5 | No assessment. Student withdrew from class. |

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|-------------|--------|--|--|
| Spring 2015 | ED 200 | CLO1,2/PLO 1 CLO1-4/PLO 3 CLO3,4/PLO 4 CLO1,2/PLO 5 | A total of 100% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |
| | ED 205 | CLO3/PLO 1 CLO2/PLO2 CLO4/PLO 3 CLO1/PLO 4 CLO2,3/PLO 5 | A total of 100% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |
| | ED 206 | CLO3,5/PLO 1 CLO1/PLO 2 CLO5/PLO 3 CLO2,5/PLO 4 CLO4/PLO 5 | CLO 1: Student performed at the emerging level. No remedial action plan given. CLO 2: No student assessed. No reason given. CLO 3: Student assessed at 100%. No action needed at this time. CLO 4: Student assessed at 100%. No action needed at this time. CLO 5: Student assessed at 100%. No action needed at this time. |
| | ED 251 | CLO1-2/PLO 1,3-5 | A total of 100% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |
| | ED 253 | CLO1-2/PLO 1-4 | CLO 1(Written Reflection): A total of 100% of the students reached the proficiency level in all CLOs. No action needed at this time. CLO 1 (Final Exam): A total of 75% of the students reached the proficiency level in all CLOs. No action needed at this time. |
| | ED 280 | CLO1-2/PLO 1-5 | CLO 1 (Presentation/Report): 100% of the students assessed performed at the proficiency level. No action needed at this time. This CLO realized a 20% increase over Spr.2014. This may be due to better explanation of assignment or students becoming more sophisticated technologically. CLO 2 (Final/Reflection Essay): 83% of the students assessed performed at the proficiency level. No action needed at this time. CLO 2 for Spr.2015 realized a 3% increase over Spr.2014. This is only slightly significant and possibly may improve through additional reflective essay assignments. |

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| | ED 291 | CLO1,3/PLO 1&2 CLO3/PLO 3&4 /PLO 4 CLO2,3/PLO 5 | A total of 100% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. |
| | ED 292 | CLO1,2/PLO 1,2 CLO2,4/PLO 3 CLO2,3,4/PLO 4 CLO2,3/PLO 5 | A total of 100% of the students reached the proficiency level in all CLOs. No action needed at this time. Course will be continued to be assessed. Suggestion is to keep up a channel of communication with MOE (Ministry of Education) and other relevant personnel with the commitment and goal of producing effective and dedicated teachers for the children of Palau. |
| <u>Summer 2015</u> | No data. | No data. | No data available. |

4.0 Program Learning Outcomes (PLOs) Assessment

SAMPLE

| List PLOs | Proficiency Levels | Results of Assessments |
|-----------|--|---|
| ED PLO #1 | ED110- CLO#1-75% ED120- CLO#1 -77% ED151- CLO#1,2,3- 88% ED200- CLO#1,2- 84% ED204- CLO#1- 96% | 93% of the students reached the proficiency level for ED PLO #1. No action is needed. |
| ED PLO #2 | | |

| List PLOs | Proficiency Level | Results of Assessments |
|-----------|--|---|
| ED PLO #1 | ED110-CLO#4-100% ED151-CLO#1-3-100% ED200-CLO#1,2-100% ED204-CLO#1-96% ED205-CLO#3-100% ED206-CLO#3,5-97% ED219-CLO#1,2-100% ED245-CLO#1-97% ED251-CLO#1,2-94% ED253-CLO#1-88% ED280-CLO#1,2-89% ED290-CLO#1,3-100% ED291-CLO#1,3-100% ED292-CLO#1,2-100% | 97% of the students assessed reached the proficiency level for ED PLO #1. No action is needed. |
| ED PLO #2 | ED110-CLO#2,3,5-93% ED201CLO#1-4-92% ED202-CLO#1,2-98% | 93% of the students assessed reached the proficiency level for ED PLO #1. No action is needed except ED215 where it appears more time |

| | | |
|-----------|---|--|
| | ED205-CLO#2-100% ED206-CLO#1-94% ED215-CLO#1,2-69% ED219-CLO#1,2-100% ED253-CLO#1-88% ED280-CLO#1,2-80% ED290-CLO#3-96% ED291-CLO#1,3-100% ED292-CLO#1,2-100% | and better strategies need to be given to Laws and Policies. |
| ED PLO #3 | ED151-CLO#1,3-100% ED192-CLO#1,3-100% ED200-CLO#1-4-100% ED202-CLO#2-98% ED204-CLO#2,3-96% ED205-CLO#4-100% ED206-CLO#5-97% ED219-CLO#1,2-100% ED245-CLO#1-97% ED251-CLO#1,2-94% ED253-CLO#1-88% ED280-CLO#1,2-80% ED290-CLO#3,4-100% ED291-CLO#3-100% ED292-CLO#2,4-100% | 97% of the students assessed reached the proficiency level for ED PLO #1. No action is needed. |
| ED PLO #4 | ED110-CLO#1,4-97% ED200-CLO#3,4-100% ED201-CLO#3,4-92% ED202-CLO#1-98% ED204-CLO#2-96% ED205-CLO#1-100% ED206-CLO#2,5-97% ED219-CLO#1,2-100% ED245-CLO#1-97% ED251-CLO#1,2-94% ED253-CLO#1-88% ED280-CLO#1,2-80% ED290-CLO#3-100% ED291-CLO#3-100% ED292-CLO#2-4-100% | 96% of the students assessed reached the proficiency level for ED PLO #1. No action is needed. |
| ED PLO #5 | ED110-CLO#4-97% ED151-CLO#1-3-100% ED192-CLO#1,2-100% ED200-CLO#1,2-100% ED201-CLO#4-NA ED204-CLO#1-3-96% ED205-CLO#2,3-100% ED206-CLO#4-97% | 97% of the students assessed reached the proficiency level for ED PLO #1. No action is needed. |

| | |
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| ED219-CLO#1,2-100% | |
| ED251-CLO#1,2-94% | |
| ED280-CLO#1,2-80% | |
| ED290-CLO#2,3-100% | |
| ED291-CLO#2,3-100% | |
| ED292-CLO#2,3-100% | |

5.0 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 |
|---|---------------------------------------|---------|
| Due to the retirement and passing away of prior Education instructors, 2 nd and 3 rd cycle program reviews were not completed; therefore, evaluation of previous actions plans will not be part of this current review cycle. | | |

6.0 Action Plans

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

| Action Plan Activity/Objectives | How will this action plan improve student learning outcomes? (CLO, PLO, ILO) | Needed Resources (if any) | Timeline |
|---|--|---|-------------------------|
| Review and update course outlines, CLOs, and other documentations | This plan ensures that all course outlines are up to date and that they are aligned with the CLOs, PLOs, and ILOs. | None | Spring 2016 and ongoing |
| Review and update program documentations | This plan ensures that all program documentations are up to date including the PLOs and they are aligned with the ILOs. | None | Ongoing |
| Hire an additional qualified fulltime ED faculty | This plan ensures that qualified faculty teaches ED courses whereas ensuring that students are receiving quality instruction. There is a need to hire another qualified fulltime ED faculty to assist in teaching the ED courses. One full-time faculty passed away and another full-time faculty left for another position at a nearby elementary school. The faculty | Funding to hire another qualified fulltime ED faculty | Spring 2016 |

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|------------------------------------|---|---|-------------|
| | needs to have at least a bachelor's degree in ED or a related field. Such need is evident as the College struggles to find qualified instructors to teach ED courses offered every semester | | |
| Phone extension or dedicated line | This plan does not necessarily improve but rather supports the College's effort to provide an inclusive, supportive environment that accommodates cultural complexities and unique student/faculty needs. E-mail and other necessary wireless communications are often sporadic or problematic. Many of the students within the ED program are teachers with family and school responsibilities in far-flung regions that need to call in due to unforeseen and unavoidable tardiness or inability to attend classes and receive assignments. The lateness of some of the evening classes also prevents some messages being forwarded as office personnel have left. An extension or dedicated line would alleviate these problems to a great extent. | Adequate funding to meet this need. Minimal | Spring 2016 |
| Classroom needs to be reconfigured | Currently in Temekai One (which is ideal at this time) but renovation plans and possibility of a use-change make it currently tenuous. This plan does not necessarily improve but supports the College's effort to provide a specific, culturally-relevant, educational, and supportive environment. The Education Department needs dedicated classrooms (perhaps side-by-side sound insulation and access door between) with desks for at least two full-time faculty (currently there is one). This is due to the nature of the courses being taught and the strategies they employ to facilitate the optimum instruction | Suitably-sized room (Temekai One/current room adequate) that can be divided along with one additional door. Minimal funding and labor required. Education-specific enhancements would largely be developed and/or provided by instructors and students. | Spring 2016 |

| | | | |
|--------------------------|---|--|---------|
| | <p>of Ed. Students. The classroom should mirror to some degree actual Pre-K/Elem/H.S./school classrooms with bulletin boards, ability to arrange furniture in such a way to demonstrate grouping strategies, work stations, and presentations/displays that are not easily set up/taken down. Benefits faculty: Instructors often consult several resource materials to illustrate concepts/points for references during the course of teaching as well as window-of-opportunity moments and transporting these back and forth and time spent doing set-ups and break-downs leads to much instructional time being wasted and opportunities lost. In addition, the nature of education calls for focused and reflective reading of much textual material without the interruptions and noise of a typical faculty office that are difficult to “tune-out”. Additionally, the lighting fixtures need to be updated to screw-in florescent bulbs.</p> | | |
| Professional development | <p>This plan ensures that ED faculty and teaching assistant are up to date with the latest in the Ed field, and in turn, students are exposed to such knowledge and skills.</p> | <p>Funding to allow ED faculty to attend trainings, workshops, and conferences in ED related topics.</p> | Ongoing |
| Recruitment activities | <p>In addition to Career Awareness Week, the program will continue to identify resources and activities that can be used as recruitment tools to encourage students to go in to this vital career field.</p> | <p>Funding to support recruitment activities (brochures, flyers, school and MOE visits, etc.)</p> | Ongoing |

7.0 Resource Requests

| Type of Resource | Description | Estimated Amount Requested | Justification |
|------------------|---|-----------------------------|---|
| Personnel | For two faculty (one with master degree/one with a bachelor degree. | At least \$37,000 per year | There is a need to hire another qualified fulltime Ed faculty to assist in teaching the Ed courses. Such a need is evident as the college sometimes struggles to find qualified instructors to teach Ed courses offered every semester. Currently, the Ed program has only one fulltime faculty resulting in scrambling to find adjunct or part-time instructors. |
| Facilities | Continue to use existing facilities with replaced lighting. | \$150.00 | Lighting is currently florescent tubes which are difficult to replace along with their respective ballasts. Replace with screw-in standard sockets and use florescent bulbs that are easily available for same sockets. |
| Equipment | | \$2000.00 | For one annual year to support/facilitate teaching |
| Supplies | Office materials. | \$1000.00 | For one annual year to support/facilitate teaching |
| Software | None | None | None |
| Training | Including Library resources | \$1,500.00 | For one annual year to support/facilitate instruction. |
| Other | Gasoline/Transportation | \$1000.00 | For school visits/one annual year and for transportation and stipend for outside Koror school visits/one annual year. |
| Total | All resource requests | \$42,650.00/per annual year | College's continuous effort to support its mission and students, ongoing ED courses, and the ED program. |

Appendix B: Provide Program Learning Outcomes (PLOs) Education Program (EDEC, EDEE, EDSE & EDSP) Program Learning Outcomes (PLOs)

Program Description: The Education Program is designed to provide students with knowledge, skills and proper work habits/attitudes necessary for classroom teaching. The program prepares students as classroom teachers or to pursue higher degrees in education or related field.

RUBRIC

Direction: During the program experience, the program learning outcomes (PLOs) will be assessed through the use of signature assignments of course learning outcomes which are aligned with the PLOs. A grading scale will be used to determine the students' proficiency levels of each PLO using specifically aligned assignments. The numerical rating of 5,4,3,2, and 1 are not intended to represent the traditional school grading system of A,B,C,D and F. The descriptions associated with each of the numbers focused on the level of student performance for each of the program learning outcomes listed below.

Rating Scale: 4 - Outstanding
 3 - Proficient
 2 - Developing
 1 - Emerging

| | |
|-----------------|--|
| PLO 1: | Lesson Planning - Student will prepare and produce a developmentally and age appropriate grammatically written lesson plan that employs multicultural, bilingual and socioeconomic perspectives. |
| Outstanding - 4 | Students will prepare and produce a developmentally and age appropriate grammatically written lesson plan that employs multicultural, bilingual and socioeconomic perspectives. |
| Proficient - 3 | Students will prepare and produce a developmentally and age appropriate grammatically written lesson plan that employs multicultural, bilingual and socioeconomic perspectives with minimal assistance. |
| Developing - 2 | Students will prepare and produce a developmentally and age appropriate grammatically written lesson plan that employs multicultural, bilingual and socioeconomic perspectives but needs regular assistance. |
| Emerging - 1 | Needs constant assistance preparing and producing a developmentally and age appropriate grammatically written lesson plan that employs multicultural, bilingual and socioeconomic perspectives. |

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| PLO 2: | Laws/Policies (K-12) - Student will define and apply federal, national, and educational laws within the context of family, work, community, environment and the world. |
| Outstanding - 4 | Student will define and apply federal, national, and educational laws within the context of family, work, community, environment and the world. |
| Proficient - 3 | Student will define and apply federal, national, and educational laws within the context of family, work, community, environment and the world with minimal assistance. |
| Developing - 2 | Student will define and apply federal, national, and educational laws within the context of family, work, community, environment and the world but needs regular assistance. |
| Emerging - 1 | Needs constant assistance defining and applying federal, national, and educational laws within the context of family, work, community, environment and the world. |

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|-----------------|---|
| PLO 3: | Assessment - Student will assess pedagogical knowledge and skills applicable for both teacher-centered and learner-centered strategies by utilizing both quantitative and qualitative technology to support the diverse academic and developmental needs of students. |
| Outstanding - 4 | Student will assess pedagogical knowledge and skills applicable for both teacher-centered and learner-centered strategies by utilizing both quantitative and qualitative technology to support the diverse academic and developmental needs of students. |
| Proficient - 3 | Student will assess pedagogical knowledge and skills applicable for both teacher-centered and learner-centered strategies by utilizing both quantitative and qualitative technology to support the diverse academic and developmental needs of students with minimal assistance. |
| Developing - 2 | Student will assess pedagogical knowledge and skills applicable for both teacher-centered and learner-centered strategies by utilizing both quantitative and qualitative technology to support the diverse academic and developmental needs of students but needs regular assistance. |
| Emerging - 1 | Needs constant assistance assessing pedagogical knowledge and skills applicable for both teacher-centered and learner-centered strategies by utilizing both quantitative and qualitative technology to support the diverse academic and developmental needs of students. |

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| PLO 4: | Effective Teaching Techniques - Student will demonstrate effective instructional practices that address the diverse needs and learning styles of each student. |
| Outstanding - 4 | Student will demonstrate effective instructional practices that address the diverse needs and learning styles of each student. |
| Proficient - 3 | Student will demonstrate effective instructional practices that address the diverse needs and learning styles of each student with minimal assistance. |
| Developing - 2 | Student will demonstrate effective instructional practices that address the diverse needs and learning styles of each student but needs regular assistance. |
| Emerging - 1 | Needs constant assistance demonstrating effective instructional practices that address the diverse needs and learning styles of each student. |

| | |
|-----------------|---|
| PLO 5: | Classroom Management - Student will employ appropriate strategies for classroom management and planning to design a physical, mental, and emotional environment conducive to the learning behavior of students. |
| Outstanding - 4 | Student will employ appropriate strategies for classroom management and planning to design a physical, mental, and emotional environment conducive to the learning behavior of students. |
| Proficient - 3 | Student will employ appropriate strategies for classroom management and planning to design a physical, mental, and emotional environment conducive to the learning behavior of students with minimal assistance. |
| Developing - 2 | Student will employ appropriate strategies for classroom management and planning to design a physical, mental, and emotional environment conducive to the learning behavior of students but needs regular assistance. |
| Emerging - 1 | Needs constant assistance employing appropriate strategies for classroom management and planning to design a physical, mental, and emotional environment conducive to the learning behavior of students. |

Appendix C: Provide program mapping that shows alignment of CLOs – PLOs – ILOs

| COURSE | PLO 1 (Lesson Planning) Students will prepare and produce a developmentally and age appropriate grammatically written lesson plan that employs multi-cultural, bilingual and socioeconomic perspectives. | PLO 2 (Laws/Policies) Students will define and apply federal, national, and educational laws within the context of family, work, community, environment and the world. | PLO 3 (Assessment) Students will assess pedagogical knowledge and skills applicable for both teacher-centered and learner-centered strategies by utilizing both quantitative and qualitative technology to support the diverse academic and developmental needs of students. | PLO 4 (Effective Teaching Techniques) Students will demonstrate effective instructional practices that address the diverse needs and learning styles of each student. | PLO 5 (Classroom Management) Students will employ appropriate strategies for classroom management and planning to design a physical, mental, and emotional environment conducive to the learning behavior of students. |
|---------------|--|--|--|---|--|
| ED 110 | CLO 4 ILO 1 - 6 | CLO 2, 3, 5 ILO 1, 5 | | CLO 1, 4 ILO 1 - 6 | CLO 4 ILO 1 - 6 |
| ED 120 | CLO 1 ILO 1 - 6 | CLO 1 ILO 1, 5 | CLO 1, 4 ILO 1 - 6 | CLO 1, 2, 3 ILO 1 - 6 | CLO 1, 3 ILO 1 - 6 |
| ED 151 | CLO 1 - 3 ILO 1 - 6 | | CLO 1 - 3 ILO 1 - 6 | CLO 1 - 3 ILO 1 - 6 | CLO 1 - 3 ILO 1 - 6 |
| ED 192 | | | CLO 1, 3 ILO 1 - 6 | | CLO 1, 2 ILO 1 - 6 |
| ED 200 | CLO 1, 2 ILO 1 - 6 | | CLO 1, 4 ILO 1 - 6 | CLO 3, 4 ILO 1 - 6 | CLO 1, 2 ILO 1 - 6 |
| ED 201 | | CLO 1 - 4 ILO 1, 5 | | CLO 3, 4 ILO 1 - 6 | CLO 4 ILO 1 - 6 |
| ED 202 | | CLO 1, 2 ILO 1, 5 | CLO 2 ILO 1 - 6 | CLO 1 ILO 1 - 6 | |
| ED 204 | CLO 1 ILO 1 - 6 | | CLO 2, 3 ILO 1 - 6 | CLO 2 ILO 1 - 6 | CLO 1 - 3 ILO 1 - 6 |
| ED 205 | CLO 3 ILO 1 - 6 | CLO 2 ILO 1, 5 | CLO 4 ILO 1 - 6 | CLO 1 ILO 1 - 6 | CLO 2, 3 ILO 1 - 6 |
| ED 206 | CLO 3, 5 ILO 1 - 6 | CLO 1 ILO 1, 5 | CLO 5 ILO 1 - 6 | CLO 2, 5 ILO 1 - 6 | CLO 1 ILO 1 - 6 |
| ED 215 | | CLO 1, 2 ILO 1, 5 | | | |
| ED 219 | CLO 1, 2 ILO 1 - 6 | CLO 1, 2 ILO 1, 5 | CLO 1, 2 ILO 1 - 6 | CLO 1, 2 ILO 1 - 6 | CLO 1, 2 ILO 1 - 6 |
| ED 245 | CLO 1 ILO 1 - 6 | | CLO 1 ILO 1 - 6 | CLO 1 ILO 1 - 6 | |
| ED 251 | CLO 1, 2 ILO 1 - 6 | | CLO 1, 2 ILO 1 - 6 | CLO 1, 2 ILO 1 - 6 | CLO 1, 2 ILO 1 - 6 |
| ED 253 | CLO 1 ILO 1 - 6 | CLO 1 ILO 1, 5 | CLO 1 ILO 1 - 6 | CLO 1 ILO 1 - 6 | |
| ED 280 | CLO 1, 2 ILO 1 - 6 | CLO 1, 2 ILO 1, 5 | CLO 1, 2 ILO 1 - 6 | CLO 1, 2 ILO 1 - 6 | CLO 1, 2 ILO 1 - 6 |
| ED 290 | CLO 1, 3 ILO 1 - 6 | CLO 3 ILO 1, 5 | CLO 3, 4 ILO 1 - 6 | CLO 3 ILO 1 - 6 | CLO 2, 3 ILO 1 - 6 |
| ED 291 | CLO 1, 3 ILO 1 - 6 | CLO 1, 3 ILO 1, 5 | CLO 3 ILO 1 - 6 | CLO 3 ILO 1 - 6 | CLO 2, 3 ILO 1 - 6 |
| ED 292 | CLO 1, 2 ILO 1 - 6 | CLO 1, 2 ILO 1, 5 | CLO 2, 4 ILO 1 - 6 | CLO 2, 3, 4 ILO 1 - 6 | CLO 2, 3 ILO 1 - 6 |
| ED 293 | CLO 1, 4 ILO 1 - 6 | CLO 1, 4 ILO 1, 5 | CLO 2, 4 ILO 1 - 6 | CLO 3, 4 ILO 1 - 6 | CLO 3, 4 ILO 1 - 6 |

Appendix D: Signature assignment form

| Course Number | Course Title | Credits | Signature Assignment/s |
|----------------------|---|----------------|--|
| ED 110 | Introduction to Teaching | 3 | <ul style="list-style-type: none"> • Lesson Plan • Final Exam |
| ED 120 | Sign Language | 3 | <ul style="list-style-type: none"> • Sign Language Presentation |
| ED 151 | Games, Rhythm, and Music | 2 | <ul style="list-style-type: none"> • Mini Project • Presentation |
| ED 192 | Practicum: Observation and Participation | 1 | <ul style="list-style-type: none"> • Written Observation • Written Reflection |
| ED 200 | Integrating Technology into Teaching/Learning | 3 | <ul style="list-style-type: none"> • Lesson Plan • Lesson Activities |
| ED 201 | Human Growth and Development | 3 | <ul style="list-style-type: none"> • Final Exam • Research Paper |
| ED 202 | Early Childhood Development | 3 | <ul style="list-style-type: none"> • Written Reflection • Final Exam |
| ED 204 | Teaching and Learning in Pre-K to 3 rd Grade | 3 | <ul style="list-style-type: none"> • Lesson Plan • Mini Project |
| ED 205 | Teaching/Learning in the Elementary Classroom | 3 | <ul style="list-style-type: none"> • Lesson Plan • Mini Project |
| ED 206 | Teaching/Learning in the Secondary School | 3 | <ul style="list-style-type: none"> • Lesson Plan • Mini Project |
| ED 215 | Exceptional Individuals | 3 | <ul style="list-style-type: none"> • Final Exam |
| ED 219 | Teaching the Disabled/Special Students | 3 | <ul style="list-style-type: none"> • Lesson Plan • Mini Project |
| ED 245 | Reading in the Content Areas | 3 | <ul style="list-style-type: none"> • Lesson Plan • Final Exam |
| ED 251 | Lesson Planning/Material Development | 3 | <ul style="list-style-type: none"> • Lesson Plan • Materials Development |
| ED 253 | Diagnosis and Assessment in Education | 3 | <ul style="list-style-type: none"> • Written Reflection • Final Exam |
| ED 280 | Multicultural Education | 3 | <ul style="list-style-type: none"> • Written Reflection • Presentation |
| ED 290 | Student Teaching-Early Childhood | 4 | <ul style="list-style-type: none"> • Actual Student Teaching in an Early Childhood Classroom |
| ED 291 | Student Teaching-Special Education | 4 | <ul style="list-style-type: none"> • Actual Student Teaching in a Special Education Classroom / Special Education Setting |
| ED 292 | Student Teaching-Elementary Education | 4 | <ul style="list-style-type: none"> • Actual Student Teaching in an Elementary Education Classroom |
| ED 293 | Student Teaching-Secondary Education | 4 | <ul style="list-style-type: none"> • Actual Student Teaching in a Secondary Education Classroom |

Appendix E: Provide all supporting evidence for this review

1. FALL 2012

a.

2. SPRING 2013

3. SUMMER 2013

4. FALL 2013

5. SPRING 2014

6. SUMMER 2014

7. FALL 2014

8. SPRING 2015

9. SUMMER 2015

10. SPRING 2015

11. SUMMER 2015